



Success

at

LanguageCert

CERTIFICATE IN ESOL INTERNATIONAL



CEFR

A1

Preliminary A1



Speaking & Listening



Andrew Betsis
Linda Lethem

GLOBAL ELT

Interlocutor's instructions

Test time: 8-9 minutes

I = Interlocutor C = Candidate

Part 1

PART 1 (1 minute 30 seconds)

I: Hello. My name's (*give full name*). And you are (*give candidate's full name*), right?

C: (*Confirms.*)

I: Thank you. Can you spell your family name for me, please?

C: (*Spells family name.*)

I: Thank you. Where are you from?

C: (*Responds.*)

I: Thank you. Exam begins. LanguageCert ESOL International, Speaking and Listening, Preliminary level, (*give today's date*).

I: Now, Part One. I'm going to ask you some questions about yourself. (*Choose three questions from the list.*)



PLAY NOW

Questions

- What do you do in the evening?
- Do you watch TV?
- When do you go on holiday?
- What do you do after work?
- What's your job?
- How do you get to places?
- What food do you like?
- What films do you like?
- Tell me about someone in your family.
- How often do you go out?

C: (*Responds.*)

I: (*Interlocutor responds and/or comments briefly.*)

I: Thank you.

Part 2

PART 2 (1 minute 30 seconds)

I: Now, Part Two. I'm going to read some situations.
I want you to start or answer.

First situation (*choose one situation from A*)

A

- We're friends. I start.
Would you like to go to the cinema on Saturday?
- I work in a cafe. I start.
What would you like to have today?
- We're friends. I start.
I need to go to work but my car's not working.
- We're in the street. I start.
Excuse me. Where's the bus station, please?

C: (*Responds.*)

I: (*Role-play the situation with candidate - approximately two turns each.*)

I: Second situation (*choose one situation from B*)

B

- I'm your boss. You need to go home because you aren't well. You start.
- You're new in town. You want to make new friends. You start.
- I work in a shop. You want to buy some new clothes. You start.
- We're in the same English class. You want me to help you do your homework. You start.

C: (*Initiates.*)

I: (*Role-play situation with candidate – approximately two turns each.*)

I: Thank you.

Part 3**PART 3 (1 minute - 1 minute 30 seconds)**

I: Now, Part Three. Here's a picture of a beach. I have a different picture of a beach.
Let's ask and answer questions about the two pictures. I start.

Interlocutor's Task Sheet

I: Thank you.

Candidate's Task Sheet (Interlocutor's copy)



Part 4

PART 4A (2 minutes - 2 minutes 30 seconds)

I: In Part Four I am going to read something. I am going to tell you about Hassan and his family. I will read it two times.

Listen and take notes on your paper. I will then ask you these questions. (Allow 10 seconds for the candidate to read the questions.)

I: (Read script at an appropriate pace.)

My name is Hassan and I'm 25 years old. My mother is Alia and my father is Kareem. My parents live in Turkey and I don't see them a lot. I have also got a younger sister, Nora. She's 19 and she wants to be a doctor. She's really nice and sweet. Now she is staying with me in England. I like having her here with me. We have lots of fun. We go out every Saturday.

I: Now I will read it again. (Read the script again.)

I: Questions. (Ask the following questions, allowing time for the candidate to respond orally.)

Questions

1. How old is Hassan?
2. What is Hassan's sister like?
3. When do Hassan and his sister go out?



PLAY NOW

I: Thank you.

PART 4B (2 minutes including follow-up questions)

I: Now you are going to talk on your own for half a minute. Your topic is **your family**. You now have thirty seconds to write some notes to help you. You are going to talk about **your family**.

I: (Candidate's name), please start.

C: (Talks.)

I: (When candidate has talked for a maximum of half a minute, say, 'Thank you', and then ask some follow-up questions, as time allows.)

Follow-up questions

- What do you do to have fun with your family?
- Do you see your family a lot?
- Do you live with your parents?
- Do you spend a lot of time outside the home with your family?

I: Thank you, (give candidate's name). That is the end of the exam.

Candidate's copy**Task Sheet for Part 3****Question Sheet for Part 4****Questions**

1. How old is Hassan?

.....

2. What is Hassan's sister like?

.....

3. When do Hassan and his sister go out?

.....

Unit 2

School, Shopping, Jobs

Useful Words



primary school (n)
the school for children from 5 to 10 *This is my son's primary school.*



secondary school (n)
the school for children from 11 to 16 *This is my daughter's secondary school.*



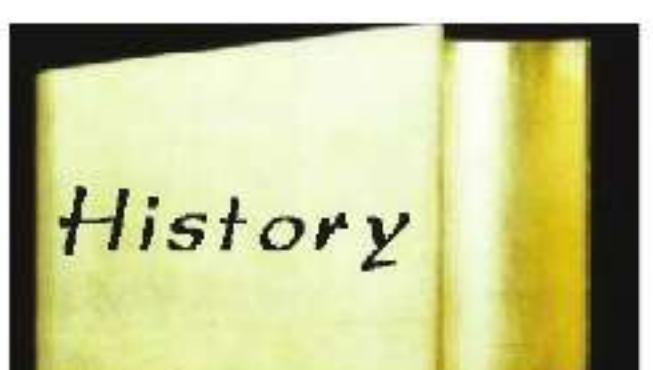
uni(versity) (n)
some children go there after finishing school *I'll go to uni to become a doctor.*



Maths (n)
when you learn about numbers *I don't like Maths at school.*



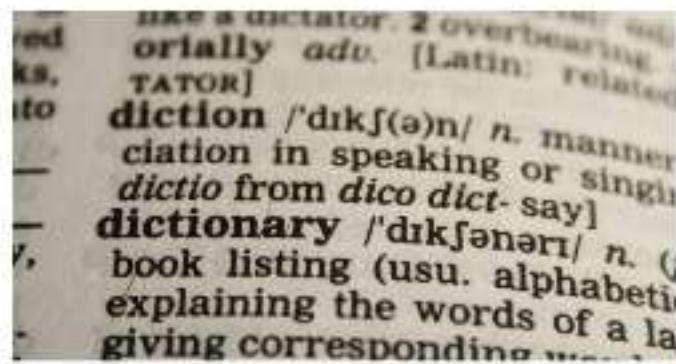
French (n)
the language that the people speak in France *I can speak French.*



History (n)
when you learn about the past *I like studying History.*



notebook (n)
This is my notebook.



mean (v)
What does 'train' mean?



pronounce (v)
say a word in a right way
How do you pronounce 'strange'?



spell (v) put the letters of a word one after the other *How do you spell 'book'? B-O-O-K*



chemist's (n)
where you buy medicine
Go to the chemist's to get something for my headache.



baker's (n) where you buy bread *I buy brown bread from the baker's.*



butcher's (n)
where you buy meat
I want some sausages from the butcher's.



grocer's (n)
where you buy fruit and vegetables *I'll get apples from the grocer's.*



newsagent's (n)
where you buy newspapers
The newsagent's always has today's newspaper.



sell (v) give something to someone and get money for it *The shop sells sweets.*



cost (v) how much something costs is how much you need to pay to get it *This costs 5 pounds.*



pay (v) give money to buy something
I paid 10 pounds for this.



bank manager (n)
someone who tells others what to do in a bank
I work as a bank manager.



mechanic (n)
someone who fixes cars
He works as a mechanic.



vet (n)
someone who helps animals
She works as a vet.



pilot (n)
someone who flies planes
He works as a pilot.



policeman (n)
someone who works in a police station
He is a policeman.



fireman (n) someone who saves people from fire *He is a fireman.*

School

ACTIVITY 1

Read the text about schools in Britain. Then, fill the gaps in the sentences with some of the words in bold in the text.

When they are five years old, children in Britain go to **primary** school. At eleven years they go to **secondary** school, where they stay until they reach the age of sixteen. If they like, they can leave school and find a job or they stay at school for two more years. Some young people continue to study at **college** or **university**, usually for three or four years, or sometimes longer. While you are still at school, you are a **pupil**. If you study at college or university, you are a **student**.

1. In Britain, a six-year-old child goes to school.
2. My brother is fourteen years old; he's in his third year of school.
3. There are twenty-five in my class at school.
4. Jane is a from Manchester University.

ACTIVITY 2

Read the text about Church Oak School and the box that follows. Then, tick the right box.



title	use
Mr	for a man, married or unmarried
Mrs	for a woman, married
Miss	for a woman, unmarried
Ms	for a woman, married or unmarried

Subject	Teacher	Man	Woman	Married	Not married	Don't Know
English	Mrs King					
French	Ms Carter					
Maths	Mr White					
History	Miss Patel					

ACTIVITY 3

Match the clues below with 6 things you use in class.

1. It helps me to draw straight lines.
2. I keep my books on it.
3. I write with it.
4. I use this if I make a mistake in pencil.
5. I do my exercises and homework in it.
6. I use this when I'm not standing up.

1.
2.
3.
4.
5.
6.

- a. desk
- b. chair
- c. notebook
- d. ruler
- e. pencil
- f. rubber

ACTIVITY 4

- a. Your teacher has written some words on the blackboard. You don't know what they mean. What do you say?
You: What does 'subject' mean?
- b. You read a word but you don't know how to pronounce it. What do you say?
You: How do you pronounce this word? (Point to the word)
- c. You want to write a word you have heard but you are not sure of the spelling. What do you say?
You: How do you spell 'break'?

Now practise asking these three questions using any words from this unit. Try to use them in class whenever you can, too.

ACTIVITY 5

Fill in the blanks with the correct form of one of these verbs:

do, study, learn, read.

1. I'm a newspaper.
2. I'm my homework.
3. I'm / English.
4. I'm Maths.
5. I have to these words for a spelling test.
6. You a lot of books!
7. Don't your homework on the bus!
8. You'll have to hard if you want to be a doctor.
9. We all from our mistakes.
10. I can French but I can't speak it.

Shopping

ACTIVITY 1

Read the text about shopping in England. Then, answer the **True** or **False** questions.

Shops in England open at about 9.00 a.m. and close at 5.30 or 6.00 p.m. but some grocery stores, supermarkets, many newsagent's and shopping centres in big towns stay open until late (around 11.00 p.m.) or even stay open 24 hours a day. In the past, shops closed on a Sunday, but this has all changed now, too. Many shops open for a half-day, especially supermarkets and garden centers, which are often crowded with Sunday shoppers.

True False

- Shops in England rarely stay open late.
- Shops have always opened on Sunday.
- Most shops are not open all day on a Sunday.
- Garden centers close at weekends.
- There are usually a lot of people shopping on Sunday.

ACTIVITY 2

Match what the people have asked for with the place they were in.

1. "I'd like some bread please."
2. "Have you got any medicine? I've got a terrible headache."
3. "Six sausages and a quarter of ham, please."
4. "Have you got the Motorbike Monthly magazine?"
5. "Some apples and bananas please."

1.
 2.
 3.
 4.
 5.
- a. At the newsagent's
 - b. At the grocer's
 - c. At the chemist's
 - d. At the baker's
 - e. At the butcher's

ACTIVITY 3

In a supermarket, you can buy any kind of food. But there are smaller shops which have one type of product, e.g. a baker's shop sells all kinds of bread and cakes

Put the items in the box into the correct column.

sausages vegetables fruit meat brown bread
biscuits chicken rice cake

BUTCHER'S	GROCER'S	BAKER'S

ACTIVITY 4

Below are five verbs that have to do with shopping. Fill in the gaps to complete the table showing present and past tenses.

Simple Present	buy(s)			pay(s)
Simple Past		sold	cost	

ACTIVITY 5

Use the correct form of the verbs in Activity 4 to complete these sentences.

1. The butcher in Low Street really good meat.
2. I the restaurant bill in cash.
3. We fresh bread from the supermarket every day.
4. I my car to a teenager.
5. How much does that painting?
6. How much did you for your new car?
7. I this watch from a friend.
8. How much does it you to keep your garden tidy?

Jobs

ACTIVITY 1

Read the box and then complete the sentences below with the words **job** or **work**.

Many students of English confuse the words "job" and "work".

Job is a countable noun: *The job is interesting.*
I need a job.

Work is (a) a verb: *I work in a shop.*

We work together.

or (b) an uncountable noun:
The work is tiring.
I have a lot of work.

You CANNOT say: *I need a work.*

1. We in a hospital.
2. I want a as a pilot.
3. How do you like your new?
4. I don't need the money but I'd like to

ACTIVITY 2

Make sentences using the information from the box below.
e.g. A bank manager works in a bank.

Name of job	Place of work
bank manager	in a bank
car mechanic	in a garage
policeman	at a police station
teacher	at a school
nurse	in a hospital

1. A car mechanic
2. A
3.
4.

ACTIVITY 3

Read the text and guess what job the man does.

I have a shop in the town centre. I get up quite early in the morning and my shop stays open from 8am to 6pm. My customers like to buy what I have to sell while it's fresh and I keep everything in a special fridge. I sell different kinds of meat, such as lamb, beef and sausages.

I'm a

ACTIVITY 4

Match the jobs with the correct definition.

1. A fireman is
2. A nurse is
3. A teacher is
4. A pilot is
5. A vet is
6. A policeman is
7. A mechanic is
8. A farmer is

- a. someone who fixes cars.
- b. someone who works in a farm.
- c. someone who helps sick animals.
- d. someone who works at a police station.
- e. someone who flies planes.
- f. someone who saves people from fire.
- g. someone who helps people get better.
- h. someone who helps us learn new things.

- | | | | |
|---------|---------|---------|---------|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |

ACTIVITY 5

Fill in the gaps in these sentences with the correct job from the box below.

cleaner	footballer	photographer
painter	gardener	teacher

1. Unfortunately the used the wrong colour and painted my bedroom orange.
2. Our maths gave us a lot of homework.
3. Every wants to score goals.
4. A comes to wash the floors every week.
5. My uncle's a; he knows a lot about flowers and plants.
6. You should become a; I see that you take great pictures.

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PLAY NOW

QR Codes

for the Listening Tasks
for audio streaming

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Interlocutor's instructions

Test time: 8-9 minutes

I = Interlocutor C = Candidate

Part 1

PART 1 (1 minute 30 seconds)

I: Hello. My name's (*give full name*). And you are (*give candidate's full name*), right?

C: (*Confirms.*)

I: Thank you. Can you spell your family name for me, please?



PLAY NOW

C: (*Spells family name.*)

I: Thank you. Where are you from?

C: (*Responds.*)

I: Thank you. Exam begins. LanguageCert ESOL International, Speaking and Listening, Preliminary level, (*give today's date*).

I: Now, Part One. I'm going to ask you some questions about yourself. (*Choose three questions from the list.*)

Questions

- What did you do last night?
- Where do you go on holiday?
- What do you do with your friends?
- Do you play sports?
- Are you good at learning English?

C: (*Responds.*)

I: (*Interlocutor responds and/or comments briefly.*)

I: Thank you.

Part 2

PART 2 (1 minute 30 seconds)

I: Now, Part Two. I'm going to read some situations.
I want you to start or answer.

First situation (*choose one situation from A*)

A

- I'm your English teacher. I start.
Do you have any questions?

C: (*Responds.*)

I: (*Role-play the situation with candidate – approximately two turns each.*)

I: Second situation (*choose one situation from B*)

B

- We're friends. I have a new phone. You start.

C: (*Initiates.*)

I: (*Role-play situation with candidate – approximately two turns each.*)

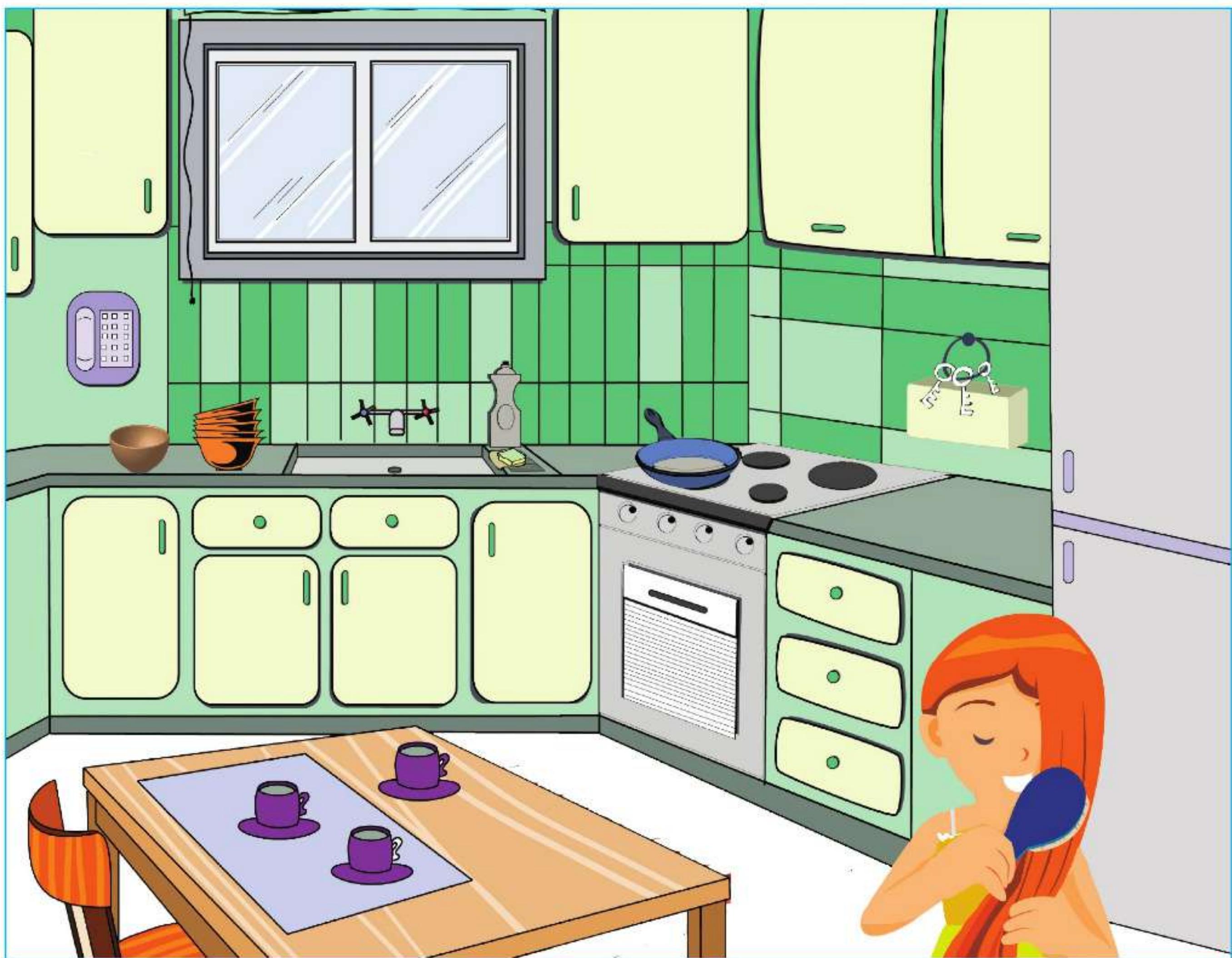
I: Thank you.

Part 3

PART 3 (1 minute - 1 minute 30 seconds)

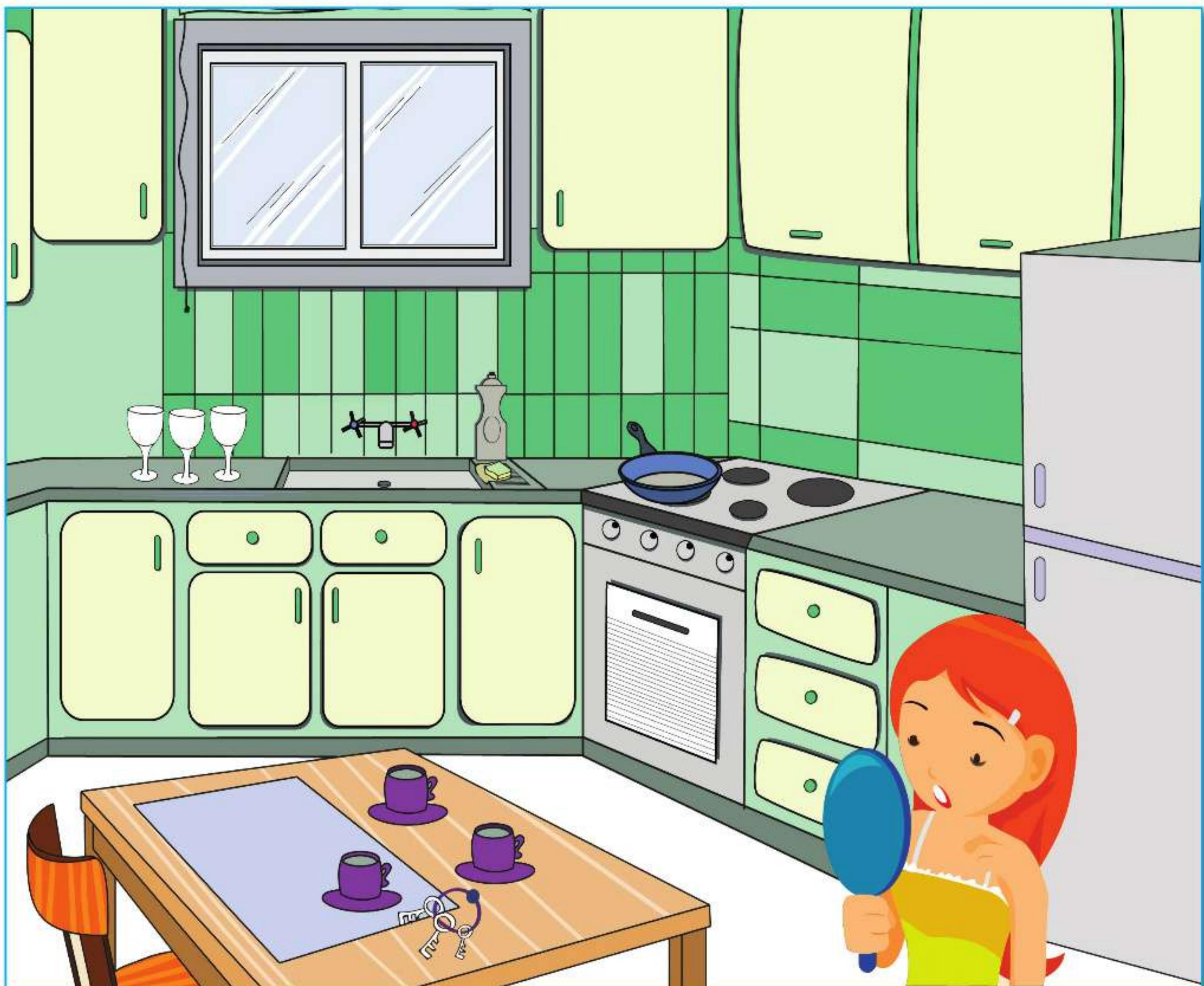
I: Now, Part Three. Here's a picture of a kitchen. I have a different picture of a kitchen.
Let's ask and answer questions about the two pictures. I start.

Interlocutor's Task Sheet



I: Thank you.

Candidate's Task Sheet (Interlocutor's copy)



Part 4

PART 4A (2 minutes - 2 minutes 30 seconds)

I: In Part Four I am going to read something. I am going to tell you about Karen and her job. I will read it two times.

Listen and take notes on your paper. I will then ask you these questions. (Allow 10 seconds for the candidate to read the questions.)

I: (Read script at an appropriate pace.)

I'm Karen and I'm a teacher. I teach English to young children. I love my job. I like going to school every morning. I usually finish work in the afternoon. When I'm at home, I have to get ready for my next lesson. I like having fun in my class. The children sing and play games in English. I think they like me, too.

I: Now I will read it again. (Read the script again.)

I: Questions. (Ask the following questions, allowing time for the candidate to respond orally.)

Questions

1. What is Karen's job?
2. When does Karen finish work?
3. What do the children do in English?



PLAY NOW

I: Thank you.

PART 4B (2 minutes including follow-up questions)

I: Now you are going to talk on your own for half a minute. Your topic is **your job**. You now have thirty seconds to write some notes to help you. You are going to talk about **your job**.

I: (Candidate's name), please start.

C: (Talks.)

I: (When candidate has talked for a maximum of half a minute, say, 'Thank you', and then ask some follow-up questions, as time allows.)

Follow-up questions

- What is difficult in your job?
- What do you like about your job?
- Do you want to change jobs?
- Do you spend a lot of time at work?

I: Thank you, (give candidate's name). That is the end of the exam.

Candidate's copy

Task Sheet for Part 3



Question Sheet for Part 4

Questions

1. What is Karen's job?

.....

2. When does Karen finish work?

.....

3. What do the children do in English?

.....

Unit 3

People, Numbers, Sports

Useful Words



medium-height (n)
when someone isn't very tall or short
He's of medium height.



bald (adj)
with no hair
He's a bald man.



score (v)
get a point in a game or match
He scored at the last minute.



match (n)
a game between two people/teams
The beach volleyball match was great.



well-built (adj)
strong and fit
He's really well-built.



beat (v)
do better than someone else
I beat him at tennis.



win (v)
come first, or be better than someone else
He won the race last week.



cricket (n)
a sport where 2 teams hit a small ball with a bat
I like cricket.



dark (adj)
(for hair or skin) brown or black
Her hair is dark.



goal (n)
a point in some sports like football
He scored a goal at the match.



fight (v)
when two people hit each other
The boxers started to fight.



pitch (n)
an area where sports, like football, are played
We went to the football pitch.



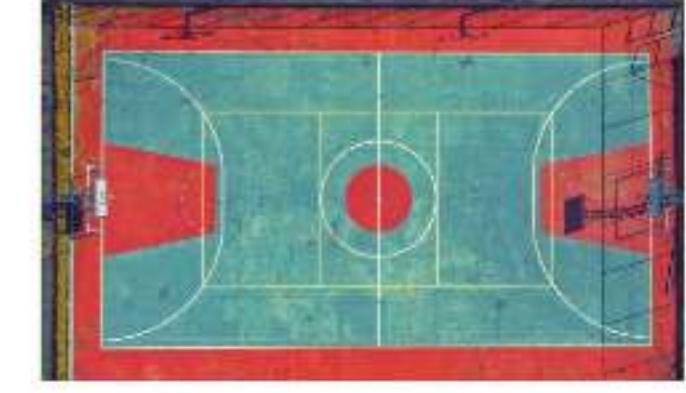
good-looking (adj)
beautiful
Her brother is now a good-looking young man.



nil (n)
zero
The score was one-nil.



race (n)
Let's have a swimming race.



court (n)
where sports like basketball are played
We went to the basketball court.



handsome (adj)
(for men) beautiful
He's a handsome man.



final (n)
the last game
We won at the final.

People

ACTIVITY 1

All of the words below can be used to talk about people. This means saying what they look like, i.e. their appearance. Can you put them into the right boxes?

tall fat blond pretty thin medium-height
dark ugly short well-built curly good-looking

HEIGHT	BUILD	HAIR	ATTRACTIVENESS

ACTIVITY 2

Now write two sentences to describe the appearance of two people in your class. (Don't write their names and see if your partner can guess who it is).

1. X is *tall and thin*
X has got *short, brown* hair.
2. X is
X has got hair.

ACTIVITY 3

Read the text about Robin Hood and find 3 words that describe each character's appearance.

Robin Hood is famous all over the world. He was a hero because he was kind and brave. He was always trying to steal money from the rich and give it to the poor. Of course, he had many adventures. Women loved him because he was tall, dark and handsome. Men loved him, too, because he always helped his friends. One of his best friends was a very big, fat, bald man called "Friar Tuck" but the love of Robin Hood's life was Maid Marion. She was beautiful, slim and dark. Together, they fought against the evil King John who was always trying to make the people pay him more money.

NAME	APPEARANCE
Robin Hood	
Friar Tuck	
Maid Marion	

ACTIVITY 4

Here are some advertisements for different jobs. Each job needs someone with different characteristics. Can you match the jobs with the description?

TEACHER DOCTOR FIREMAN MECHANIC

1. NEEDED
Must be young, strong and not afraid of fire.
2. WANTED
Must not be old and get angry easily and must love children.
3. NEEDED
Must be careful and clever and help people get better.
4. WANTED
Must think cars are exciting and be happy working long hours alone.

ACTIVITY 5

Match the countries with the nationalities and fill the gaps in the following sentences.

1. I'm from France. I'm
2. He's from Ireland. He's
3. We're from Germany. We're
4. I'm from Sweden. I'm
5. They're from Greece. They're
6. She's from Peru. She's
7. You're from Spain. You're
8. I'm from Holland. I'm
9. He's from Brazil. He's
10. I'm from the USA. I'm

- a. Swedish
- b. Peruvian
- c. Greek
- d. Spanish
- e. Dutch
- f. Irish
- g. Brazilian
- h. American
- i. French
- j. German

1. 2. 3. 4. 5.
6. 7. 8. 9. 10.



Numbers

ACTIVITY 1

Read the box and then write the numbers in words.
e.g. 21: twenty one 101: one hundred and one

1 one	11 eleven	30 thirty
2 two	12 twelve	40 forty
3 three	13 thirteen	50 fifty
4 four	14 fourteen	60 sixty
5 five	15 fifteen	70 seventy
6 six	16 sixteen	80 eighty
7 seven	17 seventeen	90 ninety
8 eight	18 eighteen	100 a hundred
9 nine	19 nineteen	
10 ten	20 twenty	

1. 16
2. 78
3. 143
4. 23
5. 76
6. 234
7. 104
8. 51

ACTIVITY 2

Read the box and fill in the gaps in the chart that follows.
e.g. four + th = *fourth*

- We use **cardinal numbers** (e.g. one, two, three, etc) to show how many there are of a thing.
- We use **ordinal numbers** (e.g. first, second, third, etc) to show where something comes in a series.

As a rule, ordinal numbers are formed by adding **-th** to the last word of a number (e.g. *seventh*, *seventeenth*, *twenty-sixth*).

In some cases there is a change in the cardinal number before **-th** is added (e.g. *fifth*, *eighth*, *ninth*, *twelfth*, *twentieth*, etc). The ordinal numbers **first**, **second** and **third** are an exception to the above rules.

We can write ordinal numbers in a shorter form to save time and/or space. We write the last two letters of the ordinal after the number expressed in figures (e.g. *second*: 2nd, *first*: 1st, *twelfth*: 12th).

1 first	11	21 twenty-first
2 second	12 twelfth	22
3 third	13	23
4	14	24
5 fifth	15	25
6	16	26
7	17	27
8 eighth	18	28
9	19	29
10 tenth	20 twentieth	30 thirtieth

ACTIVITY 3

Match these cardinal and ordinal numbers.

three	twelfth
sixty	second
twelve	third
two	sixth
six	sixtieth

ACTIVITY 4

Write the numbers below in short form e.g. *fourth*: 4th

1 first	6 twenty-second
2 fifth	7 a hundred and fortieth
3 third	8 seventieth
4 ninth	9 seventh
5 eightieth	10 two hundredth

Sports

ACTIVITY 1

Read this article from Sports News Weekly and answer the questions that follow it.

FOOTBALL NEWS

Football Shock!

Manchester United 5 – Liverpool 0

History was made yesterday when Manchester United beat Liverpool by an amazing five goals to nil in the final in Wembley, London. Fans went wild as they watched the Liverpool team fight back but it was no good – this time they couldn't win.

True **False**

- Manchester United won.
- The match was in Manchester.
- Manchester United scored one goal.
- A few goals were scored.
- Liverpool were beaten.

ACTIVITY 2

Fill in the empty boxes with the simple past tense of these verbs that have to do with sport.

Present	win	lose	fight	make	beat	score
Past						

Now, choose the correct form of the verbs in these sentences.

1. Yesterday I **win / won** at cards.
2. I always **lost / lose** my keys.
3. Our people **fight / fought** against many people in the past.
4. Did you **beat / beaten** him at tennis again?
5. When I play sports, I **make / made** lots of new friends.
6. He **scored / score** two goals in the first five minutes of the game.

ACTIVITY 3

Where do these different sports take place?

- | | | |
|------------------|----------------|---------------|
| basketball | football | tennis |
| badminton | hockey | cricket |

(a) PITCH

(b) COURT

What about these? Match the sport with the correct location.

ice skating
sailing
baseball
swimming

sea
ring
pool
pitch

ice skating
.....

ACTIVITY 4

Complete these sentences with the words in the box below.

match points race score sport

1. The *Tour de France* is a famous which many cyclists would love to win.
2. Football is the most popular in Britain.
3. In sports such as football, you try to goals.
4. Tennis players fight to win every
5. If you don't play well, you don't score any

ACTIVITY 5

Read the box and then fill in the blanks with one of these verbs.

Should I PLAY or should I GO?

When a sport involves a team or a 'game', we use the verb **play**. Other sports need the verb **go**: these are usually activities which you do alone and not with a group.

1. Do you tennis?
2. I like to sailing.
3. When I swimming, I get very hungry.
4. We often volleyball on the beach.
5. I can cycling whenever I like, even when it's raining.
6. We cricket on a grass lawn.



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You can download the answers to the exercises from the **Global ELT** website below:
<https://www.globalelt.co.uk/books/elt-exams/languagecert-exams/LanguageCert%20-SELT-UK-visa-exams>

Interlocutor's instructions

Test time: 8-9 minutes

I = Interlocutor C = Candidate

Part 1

PART 1 (1 minute 30 seconds)

I: Hello. My name's (*give full name*). And you are (*give candidate's full name*), right?

C: (*Confirms.*)

I: Thank you. Can you spell your family name for me, please?



PLAY NOW

C: (*Spells family name.*)

I: Thank you. Where are you from?

C: (*Responds.*)

I: Thank you. Exam begins. LanguageCert ESOL International, Speaking and Listening, Preliminary level, (*give today's date*).

I: Now, Part One. I'm going to ask you some questions about yourself. (*Choose three questions from the list.*)

Questions

- Who's your best friend?
- What do you do in the morning?
- Do you often go shopping?
- What do you like wearing?
- What is your favourite restaurant?

C: (*Responds.*)

I: Thank you.

Part 2

PART 2 (1 minute 30 seconds)

I: Now, Part Two. I'm going to read some situations.
I want you to start or answer.

First situation (*choose one situation from A*)

A

- I'm new at work. I start.
Hi. I'm Nelson. Nice to meet you.

C: (*Responds.*)

I: (*Role-play the situation with candidate – approximately two turns each.*)

I: Second situation (*choose one situation from B*)

B

- We're in the street. I'm lost. You start.

C: (*Initiates.*)

I: (*Role-play situation with candidate – approximately two turns each.*)

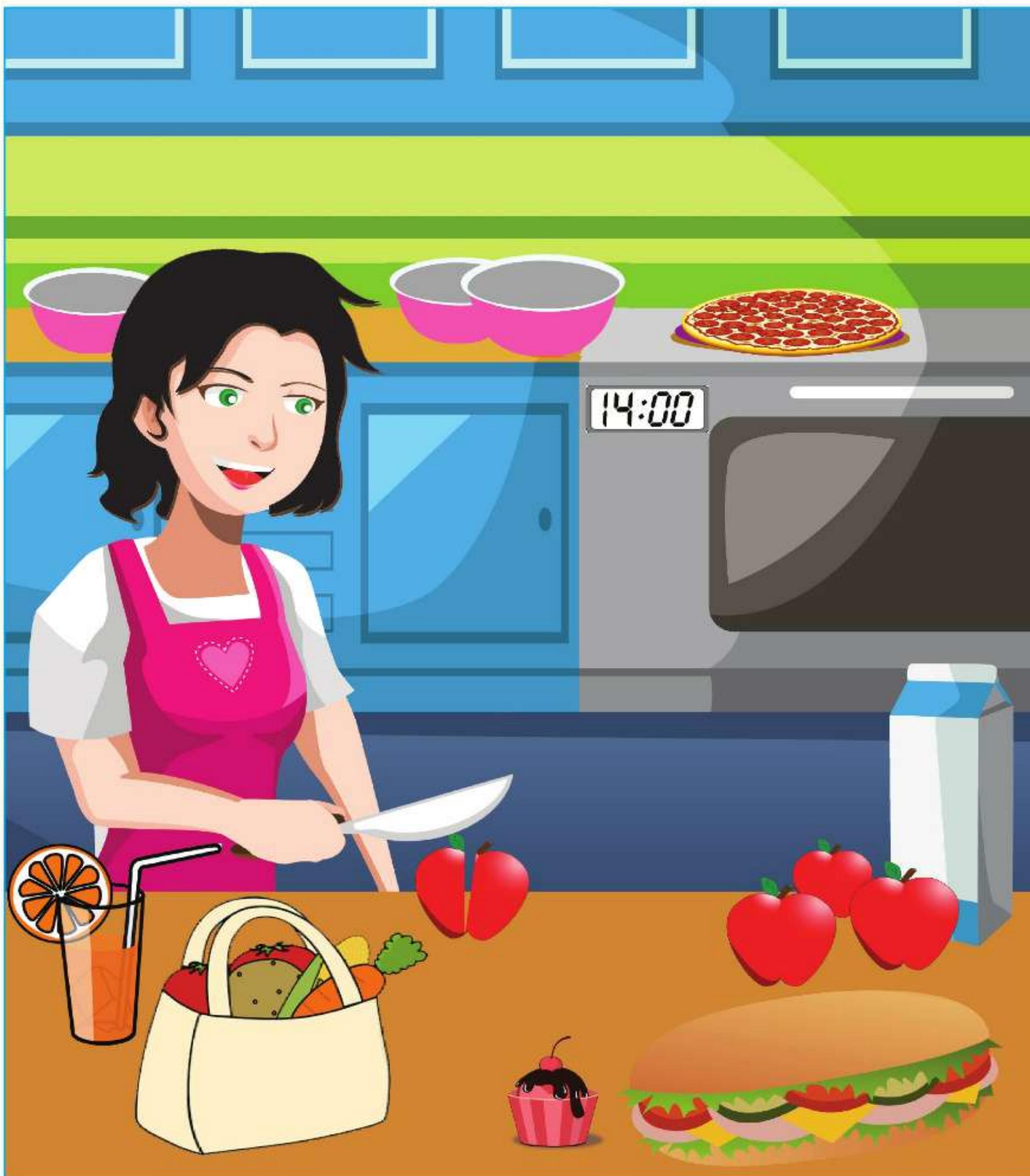
I: Thank you.

Part 3

PART 3 (1 minute - 1 minute 30 seconds)

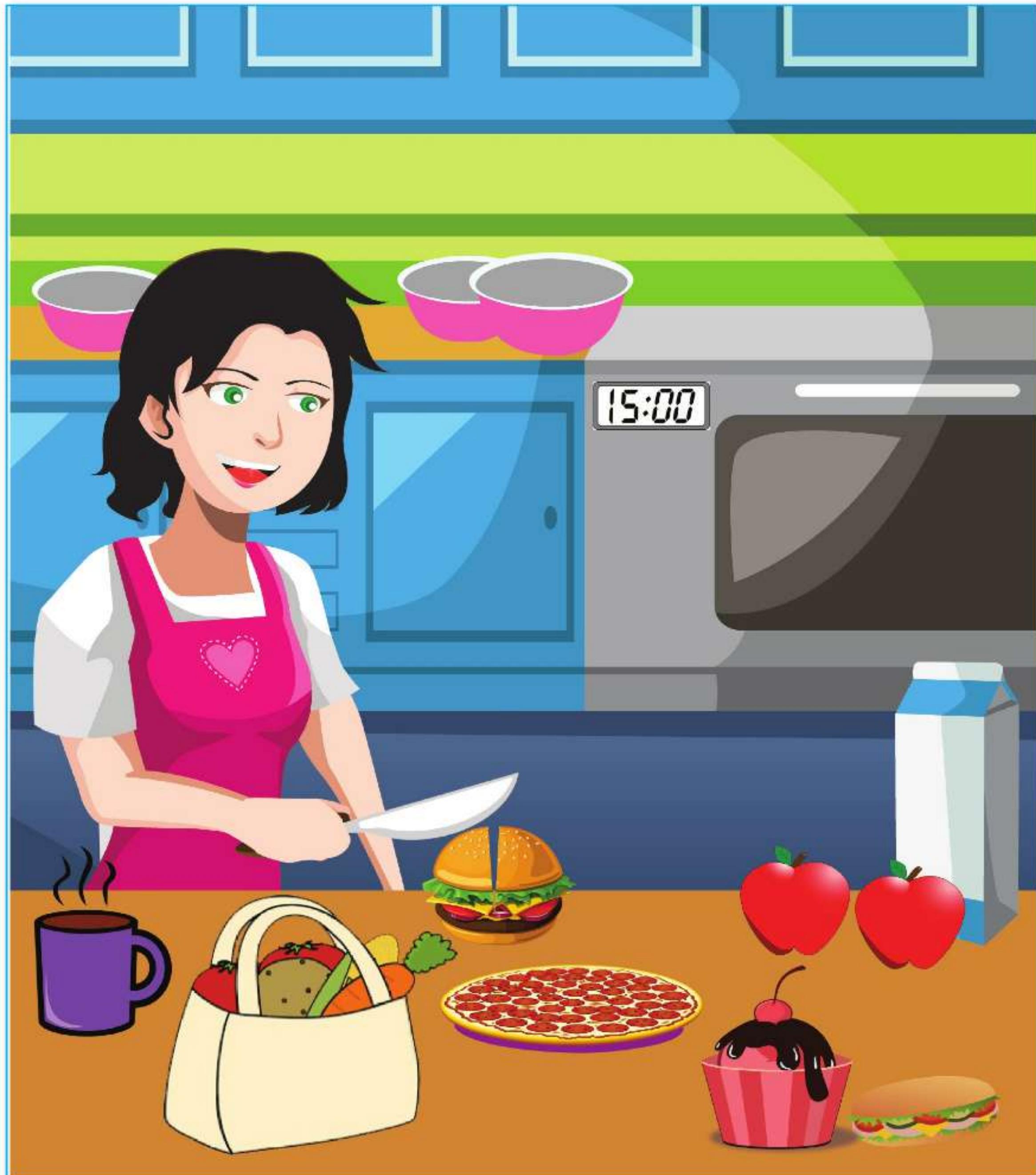
I: Now, Part Three. Here's a picture of a cook. I have a different picture of a cook.

Let's ask and answer questions about the two pictures. I start.

Interlocutor's Task Sheet

I: Thank you.

Candidate's Task Sheet (Interlocutor's copy)



Part 4

PART 4A (2 minutes - 2 minutes 30 seconds)

I: In Part Four I am going to read something. I am going to tell you about Farah and her hobby. I will read it two times. Listen and take notes on your paper. I will then ask you these questions. (Allow 10 seconds for the candidate to read the questions.)
I: (Read script at an appropriate pace.)

I'm Farah. My hobby is running. I started running when I was at school. I was short and thin and I ran really fast. I really like running because I can do it anywhere. When the weather is bad, I usually don't go running. I don't like being cold or wet. People say I'm really good at running. Sometimes my friends go running with me but then they're very tired.

I: Now I will read it again. (Read the script again.)

I: Questions. (Ask the following questions, allowing time for the candidate to respond orally.)

Questions

1. When did Farah start running?
2. Why does Farah like running?
3. What do people say about Farah?

I: Thank you.



PLAY NOW

PART 4B (2 minutes including follow-up questions)

I: Now you are going to talk on your own for half a minute. Your topic is **your hobby**. You now have thirty seconds to write some notes to help you. You are going to talk about **your hobby**.

I: (Candidate's name), please start.

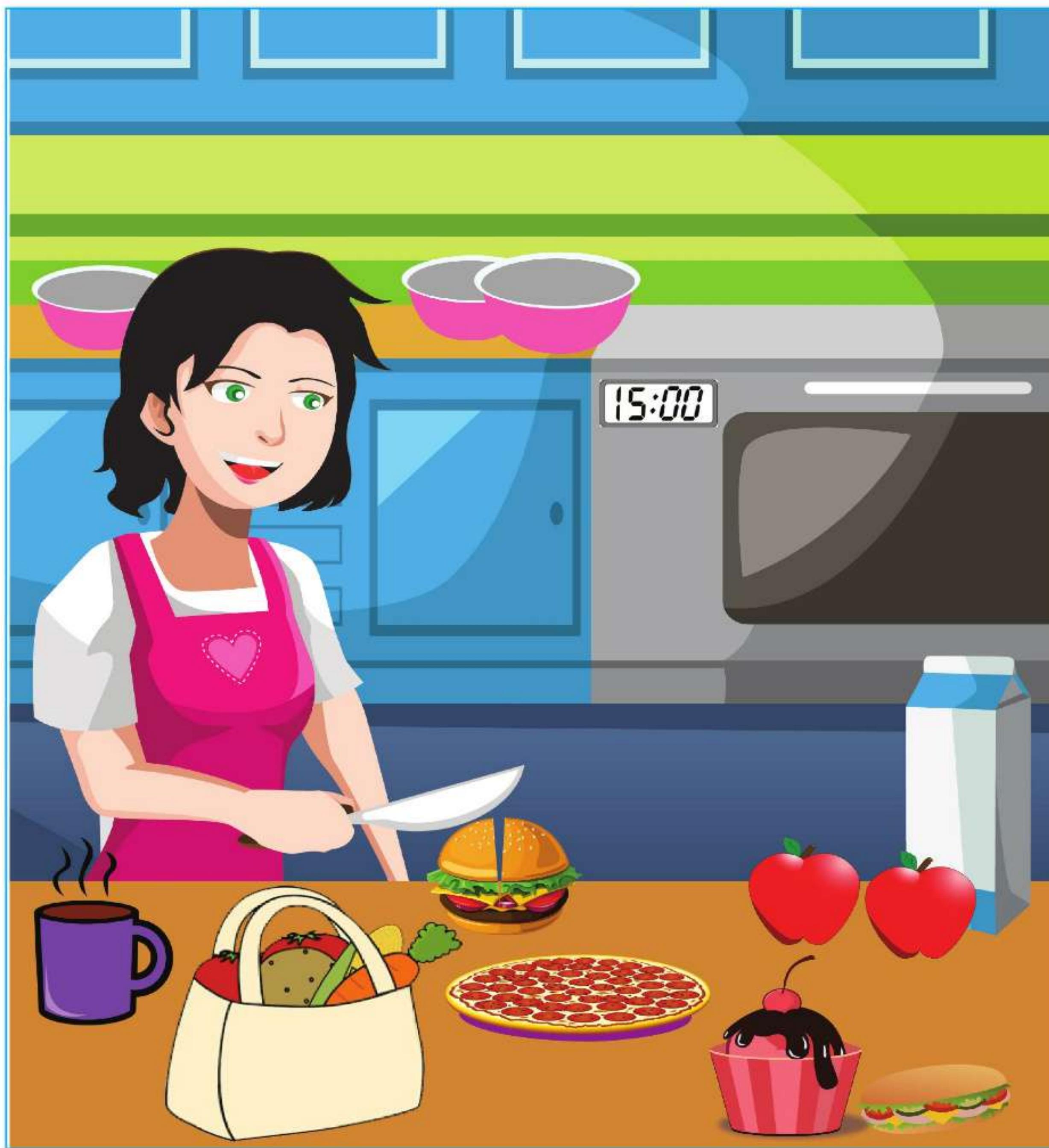
C: (Talks.)

I: (When candidate has talked for a maximum of half a minute, say, 'Thank you', and then ask some follow-up questions, as time allows.)

Follow-up questions

- Why did you start this hobby?
- What other hobbies would you like to have?
- When do you have time for your hobby?
- Do you have the same hobby as any of your friends?

I: Thank you, (give candidate's name). That is the end of the exam.

Candidate's copy**Task Sheet for Part 3****Question Sheet for Part 4****Questions**

1. When did Farah start running?

.....

2. Why does Farah like running?

.....

3. What do people say about Farah?

.....

Unit 4

Calendar, Meals, House

Useful Words



cereal (n)
I like eating **cereal** for breakfast.



soda (n)
I don't like **soda**.



spoon (n)
We eat soup with a **spoon**.



toilet (n)
There is a **toilet** in the bathroom.



honey (n)
I put butter and **honey** on my bread.



pizzeria (n)
the restaurant where you eat pizza
I like going to **pizzerias**.



cooker (n)
We cook our food on the **cooker**.



cushion (n)
There are **cushions** on the sofa.



wine (n)
I like having some **wine** after work.



fork (n)
We eat spaghetti with a **fork**.



fridge (n)
We put food in the **fridge** to keep it cool.



shelf (n)
a long piece of wood which we put things on
We put all the books on the **shelves**.



beer (n)
Many people like drinking **beer** in the summer.



knife (n)
We cut meat with a **knife**.



sink (n)
We wash dishes in the **sink**.



wardrobe (n)
We put all our clothes in the **wardrobe**.



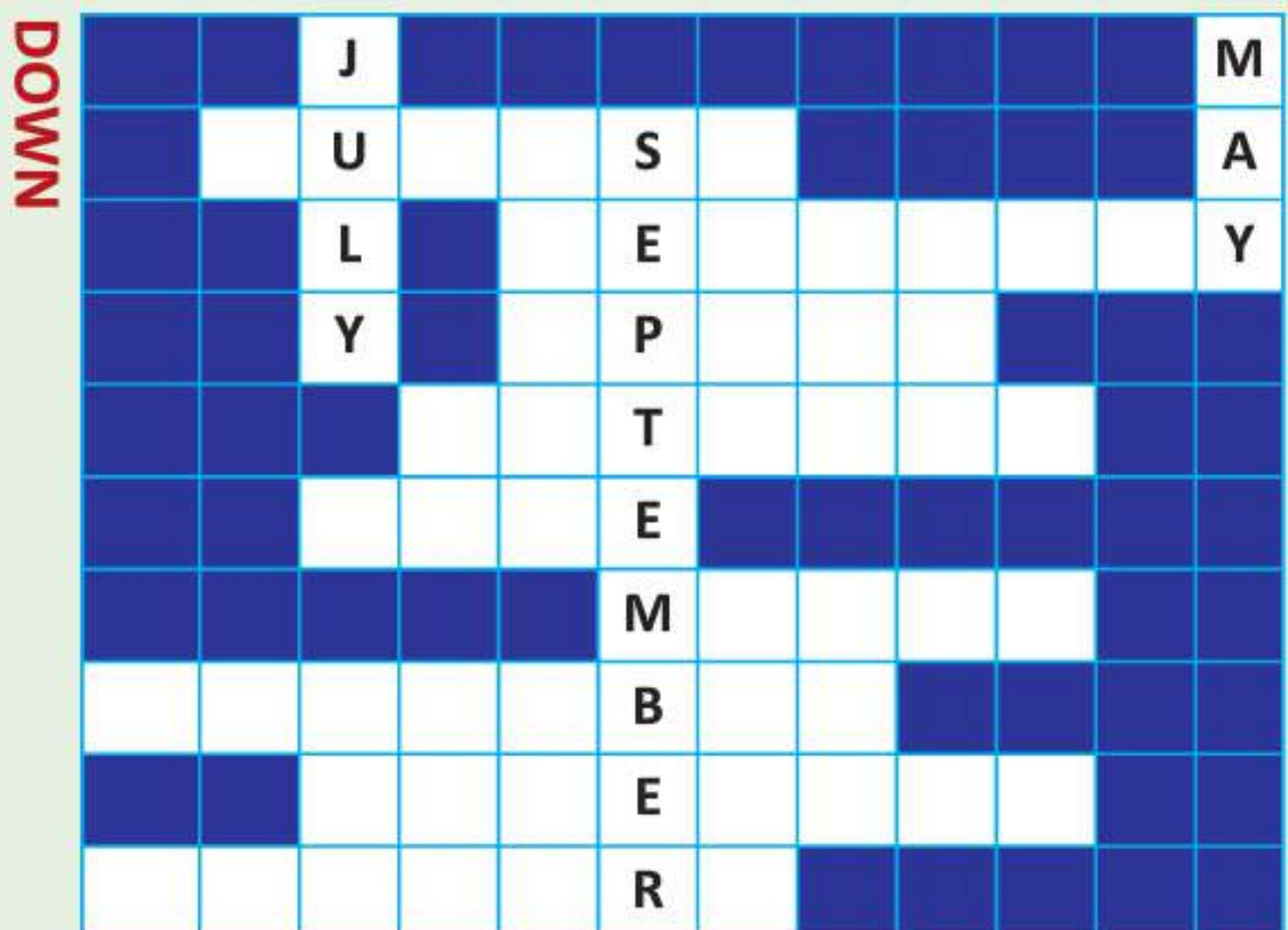
coke (n)
I drink **coke** when I eat fast food. It's not healthy.

Calendar

ACTIVITY 1

In the crossword puzzle below the names of three months have been filled in vertically (**DOWN**). Complete the blanks horizontally (**ACROSS**) with the names of the other nine months.

ACROSS



ACTIVITY 3

When we want to talk about time, we sometimes need to use prepositions (in, on, at etc.). Put the following words and expressions in the correct column.

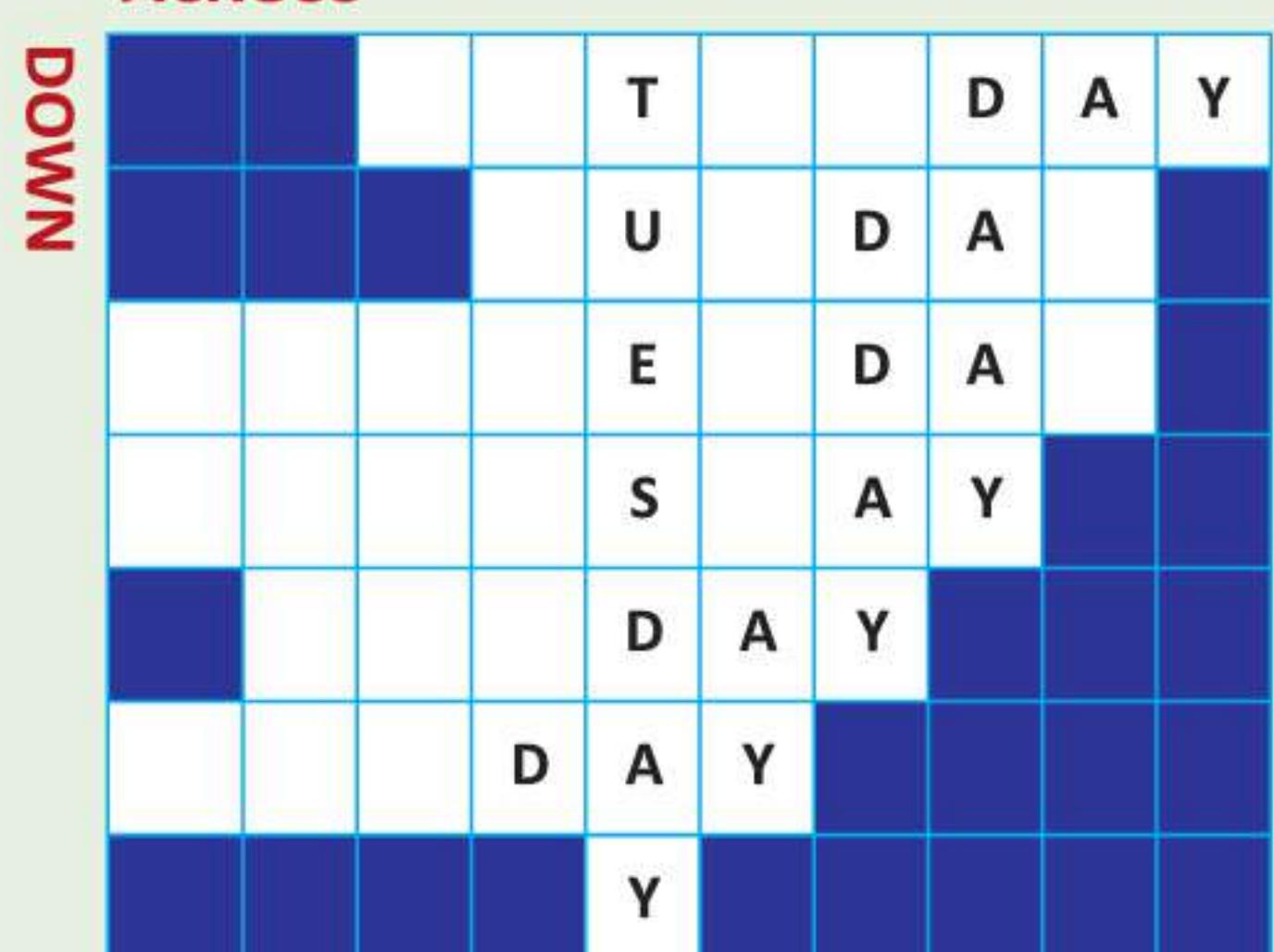
Monday Christmas Day May night 6.00 o'clock
the morning my birthday the weekend the evening
winter the end of the week the afternoon
the 6th of June Tuesday morning Easter Sunday

IN	ON	AT

ACTIVITY 2

In this puzzle one of the days of the week appears vertically (**DOWN**). Complete the blanks horizontally (**ACROSS**) with the names of the other six days.

ACROSS



ACTIVITY 4

Match the questions about time with the correct answers.

1. When did you arrive?
2. At what time did you leave?
3. Did you see him yesterday?
4. How long will it take?
5. When will he be back?

- a. No, last week.
b. In five minutes.
c. About half an hour.
d. At six o'clock.
e. Two days ago.

1. 2. 3. 4. 5.

ACTIVITY 5

Fill in the blanks with **a.m.** (before noon) or **p.m.** (after noon).

1. "What time do you get up every morning?" "At 7.30"
2. I have lunch at 1.20
3. Four o'clock in the afternoon is 4
4. The last bus of the day leaves at 11.00 tonight.
5. The night train leaves at 12.25

Meals

ACTIVITY 1

Put a ✓ next to any of these things you ate yesterday.

..... cheese eggs cereal
..... bread and butter sandwich chicken
..... pizza salad fruit
..... soup rice honey
..... fish sausage meat
..... cake burger chips

ACTIVITY 2

Write what you ate for breakfast, lunch and dinner.

1. BREAKFAST I ate
2. LUNCH
3. DINNER

Sometimes we eat extra things when we get hungry.
We call these **snacks**. Did you eat any snacks yesterday?

ACTIVITY 4

Choose from the words in the box to complete the sentences below.

fast food restaurant Chinese restaurant
fish and chips shop pizzeria

1. I'd like a tomato and ham pizza. I'll go to the
2. I'd like cod and chips. I'll go to the
3. I'll have a regular burger and a coke at the
4. I'm going to order fried rice, sweet and sour chicken and black tea at the

ACTIVITY 5

Match the following items with their uses.

1. fork
2. glass
3. plate
4. spoon
5. knife

1.
2.
3.
4.
5.

- a. I eat soup with this.
- b. I eat my dinner off this.
- c. I can cut food with this.
- d. I drink coke out of one of these.
- e. I need this to help me pick up food off my plate.

ACTIVITY 3

Find 10 drinks in the "WORDSEARCH" square.

We've found two for you: LEMONADE

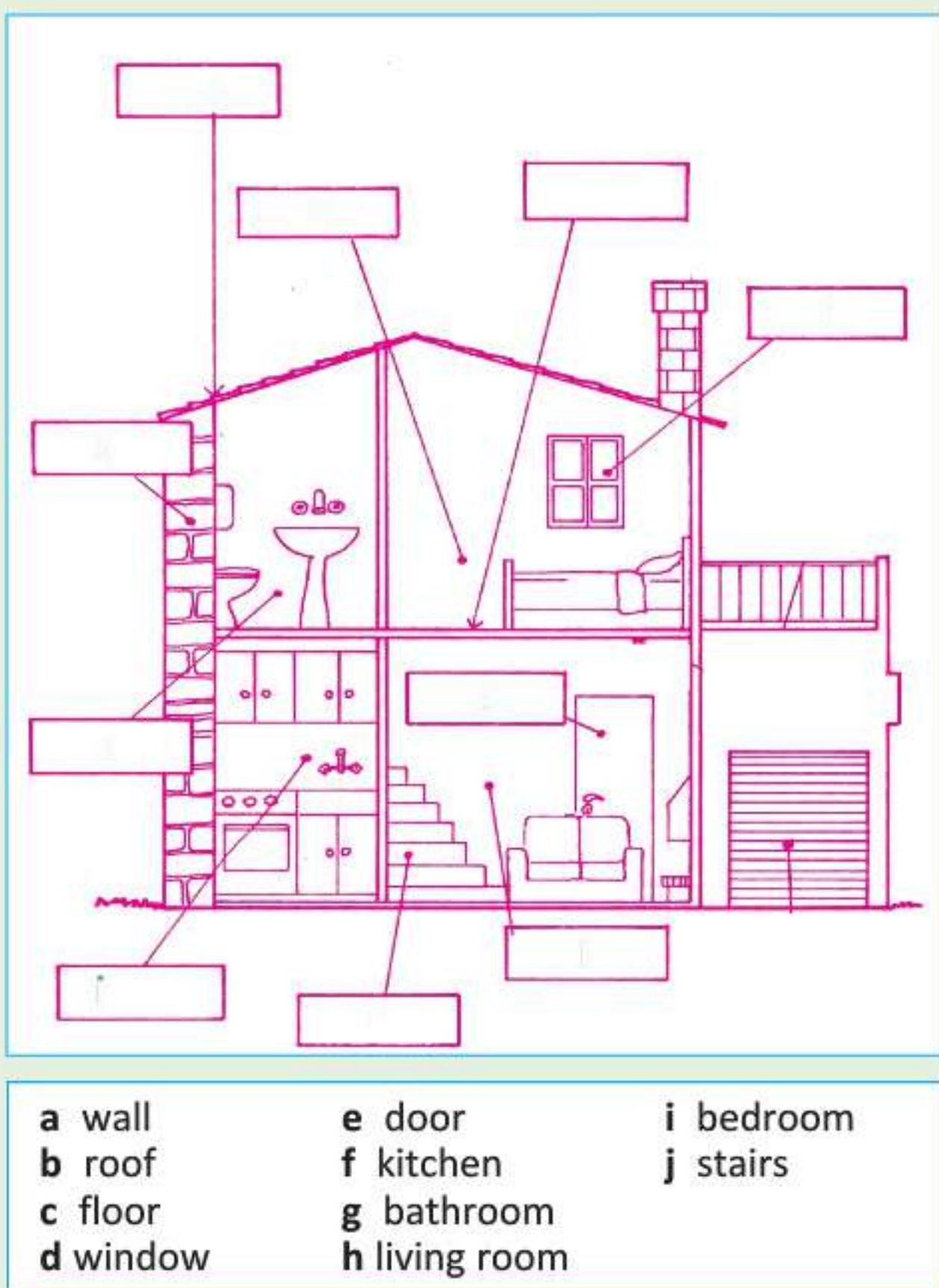
R	E	D	F	G	J	N	X
M	I	L	K	B	P	W	C
M	C	O	K	E	X	I	O
J	U	I	C	E	T	N	F
S	O	D	A	R	E	E	F
L	E	M	O	N	A	D	E
W	A	T	E	R	Q	K	E
L	O	F	B	Z	E	Q	K



House

ACTIVITY 1

Look at this picture of a house. Label the different parts, using the words in the box below the picture.



ACTIVITY 3

Below are some words which are all found in different rooms in the house. Put the words in the correct column.

clothes toilet sink plate cooker shower
fridge bed wardrobe towel blanket bath

BATHROOM	KITCHEN	BEDROOM

ACTIVITY 4

Match the object with the correct place to keep it.

e.g. I put my pictures – on the wall.

- | | | |
|-------------------------|---------|---------------------|
| 1. I keep my shirts | 1. | a. in the fridge. |
| 2. I keep the plates | 2. | b. on the shelf. |
| 3. I keep the milk | 3. | c. in the garage. |
| 4. I keep my toothbrush | 4. | d. in the bathroom. |
| 5. I put the car | 5. | e. in the cupboard. |
| 6. I keep my books | 6. | f. in the wardrobe. |

ACTIVITY 5

Complete the following sentences with the correct verb from the box.

wash wake up eat get out put on

1. I my clothes before I eat my breakfast.
2. I my face with soap.
3. I of bed early in the morning.
4. I my breakfast in the kitchen.
5. I at 7.00 a.m.

ACTIVITY 6

Fill in the blanks in the sentences below with the words **house** or **home**.

e.g. She lives in that big house across the street.

She's never at home before ten.

1. They left the at 3.00 p.m.
2. We decided to stay at
3. After he left, we moved twice.
4. Why don't you go and rest?
5. Does your husband help you with the work?
6. My parents won't let me play on my smart phone until I've finished my work.

CERTIFICATE IN ESOL INTERNATIONAL
(Entry 1) (Speaking & Listening)

Interlocutor's instructions

Test time: 8-9 minutes

I = Interlocutor C = Candidate

Part 1



PLAY NOW

PART 1 (1 minute 30 seconds)

I: Hello. My name's (*give full name*). And you are (*give candidate's full name*), right?

C: (*Confirms.*)

I: Thank you. Can you spell your family name for me, please?

C: (*Spells family name.*)

I: Thank you. Where are you from?

C: (*Responds.*)

I: Thank you. Exam begins. LanguageCert ESOL International, Speaking and Listening, Preliminary level, (*give today's date*).

I: Now, Part One. I'm going to ask you some questions about yourself. (*Choose three questions from the list.*)

Questions

- How often do you have an English lesson?
- What music do you like?
- What do you do on holiday?
- What have you got in your bedroom?
- When do you have some free time?

C: (*Responds.*)

I: (*Interlocutor responds and/or comments briefly.*)

I: Thank you.

Part 2

PART 2 (1 minute 30 seconds)

I: Now, Part Two. I'm going to read some situations.
I want you to start or answer.

First situation (*choose one situation from A*)

A

- We are friends. We're at my house. I start.
Do you want something to eat?

C: (*Responds.*)

I: (*Role-play the situation with candidate – approximately two turns each.*)

I: Second situation (*choose one situation from B*)

B

- You are new at work. You want to know where the boss's office is. You start.

C: (*Initiates.*)

I: (*Role-play situation with candidate – approximately two turns each.*)

I: Thank you.

Part 3

PART 3 (1 minute - 1 minute 30 seconds)

I: Now, Part Three. Here's a picture of a farm. I have a different picture of a farm.

Let's ask and answer questions about the two pictures. I start.

Interlocutor's Task Sheet

I: Thank you.

Candidate's Task Sheet (Interlocutor's copy)



Part 4

PART 4A (2 minutes - 2 minutes 30 seconds)

I: In Part Four I am going to read something. I am going to tell you about Lee and his day. I will read it two times.

Listen and take notes on your paper. I will then ask you these questions. (Allow 10 seconds for the candidate to read the questions.)

I: (Read script at an appropriate pace.)

I'm Lee and I have a very busy day. I wake up at 6.00 in the morning. I have a quick shower and I eat some breakfast. I must be at work at 7.30. Sometimes the bus is late and I get really angry. I leave work at 17.30 but sometimes I must work more. Then I have to go shopping and do the housework. At around 8 in the evening I can sit down to have dinner and watch TV and then I go to bed at 10.00.

I: Now I will read it again. (Read the script again.)

I: Questions. (Ask the following questions, allowing time for the candidate to respond orally.)

Questions

1. What time does Lee wake up?
2. Why does Lee get angry?
3. What does Lee do after work?



PLAY NOW

I: Thank you.

PART 4B (2 minutes including follow-up questions)

I: Now you are going to talk on your own for half a minute. Your topic is **your day**. You now have thirty seconds to write some notes to help you. You are going to talk about **your day**.

I: (Candidate's name), please start.

C: (Talks.)

I: (When candidate has talked for a maximum of half a minute, say, 'Thank you', and then ask some follow-up questions, as time allows.)

Follow-up questions

- What do you usually do at noon?
- Do you have time to see your friends and family?
- What time do you usually have dinner?
- Who do you spend most of your day with?

I: Thank you, (give candidate's name). That is the end of the exam.

Candidate's copy

Task Sheet for Part 3



Question Sheet for Part 4

Questions

1. What time does Lee wake up?

.....

2. Why does Lee get angry?

.....

3. What does Lee do after work?

.....

Unit 5

Travel, Health, City & Country

Useful Words



bicycle (n)

I like riding my **bicycle**.



coach (n)

We went to the hotel by **coach**.



reserve (v)

keep a room, table, seat for later We **reserved a room at the hotel**.



seat (n)

where you sit on a train, or bus I **kept you a seat next to me on the bus**.



timetable (n)

where the times of the buses, trains are written We **must look at the train timetable**.



airport (n)

where planes go and leave from We **must be at the airport at 6 am**.



port (n)

where ships go and leave from The ship **leaves the port at 1pm**.



taxi rank (n)

where taxis are waiting We **took a taxi from a taxi rank**.



pain (n)

when something hurts I **have a pain in my back**.



medicine (n)

something you take to feel better when you're ill I **took some medicine for the pain**.



flu (n) something that

makes you have a fever and a headache

My mum **has got the flu**.



fit (adj)

healthy and feeling good He's **really fit and healthy**.



coast (n)

the area next to the sea We **like playing on the coast**.



cottage (n)

a small house in a village, not in a city We **have a nice cottage in the village**.



business (n)

a shop or a place of work He **has a small business in the town**.



sick (adj)

not feeling well

He's **sick and he can't go to school**.

Travel

ACTIVITY 1

Put a ✓ next to any of these means of transport which you have used.

I have travelled

- | | |
|--|--------------|
| | by bus |
| | by car |
| | by bicycle |
| | by motorbike |
| | by train |
| | by plane |
| | by boat |
| | by coach |
| | on foot |

ACTIVITY 2

Read the box and then put these words and expressions in the correct column.

It is important to use the correct preposition, **by** or **on**, when we are talking about travelling or going somewhere.

e.g. We travelled there **by** aeroplane.

We went there **on** foot.

BUT: We went there **in** my father's car.

train	foot	a picnic	myself	air
boat	my own	a trip	coach	holiday

I'm going by	I'm going on

Now make sentences like this: I'm going to Canada by air.

1. I'm going to by
2. I'm going to the on
3. I'm going to on
4. I'm going to the by

ACTIVITY 3

Match these verbs and nouns to make expressions that have to do with travelling.

1. make
2. buy
3. reserve
4. go on
5. look at

- a. a ticket
- b. a trip
- c. a timetable
- d. a seat
- e. a reservation

1.
2.
3.
4.
5.

Now complete these sentences using the verbs from the previous activity in the correct tense.

1. I wanted to find out what time the train for London left, so I the timetable.
2. Before I go to America, I'll a ticket.
3. They reservations six weeks before they left.
4. You don't need to seats on this flight.
5. We a trip to Kenya last year.

ACTIVITY 4

Fill in the gaps to complete these sentences.

taxi rank train station bus stop port airport

1. If you want to travel by plane, you have to go to the
2. The bus leaves in twenty minutes. I'll meet you at the
3. The InterCity to Birmingham arrives at 18:05. Will you pick me up at the?
4. Wait in the queue for a cab at the
5. The ferry arrives at the early in the morning.

ACTIVITY 5

Fill in the empty boxes with the **simple past tense** of these verbs that have to do with travel.

Present	drive	ride	sail	fly	catch	take	go
Past							

Now choose the correct form of these verb to fill in the sentences.

1. When I went to Brazil, I **fly / flew** with British Airways.
2. I always **took / take** a taxi to the town centre.
3. He **drove / drive** his car into a wall! He wasn't careful.
4. We were late so we couldn't **catch / caught** the train.
5. We can't **rode / ride** our bicycles in the park.

ACTIVITY 6

Different verbs are used for different means of transport.

Fill in as many as possible in this box.

RIDE	a motorbike,
DRIVE	
FLY	
SAIL	
GO	

Health

ACTIVITY 1

Fill the gaps to find 6 words to do with health/illness.
Then fill in the gaps in the sentences-clues.



A works in a hospital or clinic.

I've got a in my stomach.

He became after eating too much.

Her baby was born in a

You'll feel better if you take this

Don't shout! I've got a head.....

ACTIVITY 2

If there is something wrong with you and you go to see the doctor, there are many ways to explain what is the matter.
e.g. I've got a stomach ache.

I've got a pain in my stomach.

My stomach hurts.

Now make similar sentences with these complaints.

1. I've got a backache.

.....

2. I've got a headache.

.....

ACTIVITY 3

When you have a health problem, you have some symptoms (you feel badly in a way). Have a look at the box that follows.

COMPLAINT	SYMPTOMS
(the) flu	sore throat – fever – headache – tiredness
toothache	pain – perhaps fever
broken leg	pain
stomachache	pain

Now find the complaint to match the following symptoms.

1. I've got a terrible pain on one side of my mouth.
I've got a
2. He fell over while playing football. His leg really hurts and he's got a fever. I think he's got a
3. I feel awful. I'm hot, my throat hurts and I've got a headache. Could it be?
4. "My stomach hurts." "Try this medicine; it's good for the"

ACTIVITY 4

At the doctor's or the hospital, you are given treatment for your problems. Match the treatments below with the correct complaint.

1. Take two spoonfuls of medicine, three times a day.
Eat nothing and drink only water.
2. Take medicine 3 times a day, after your meals.
Keep warm and drink hot tea.

— sore throat

— stomachache

ACTIVITY 5

Fill in the blanks with words from the box.

health healthy sick ill better well fine fit

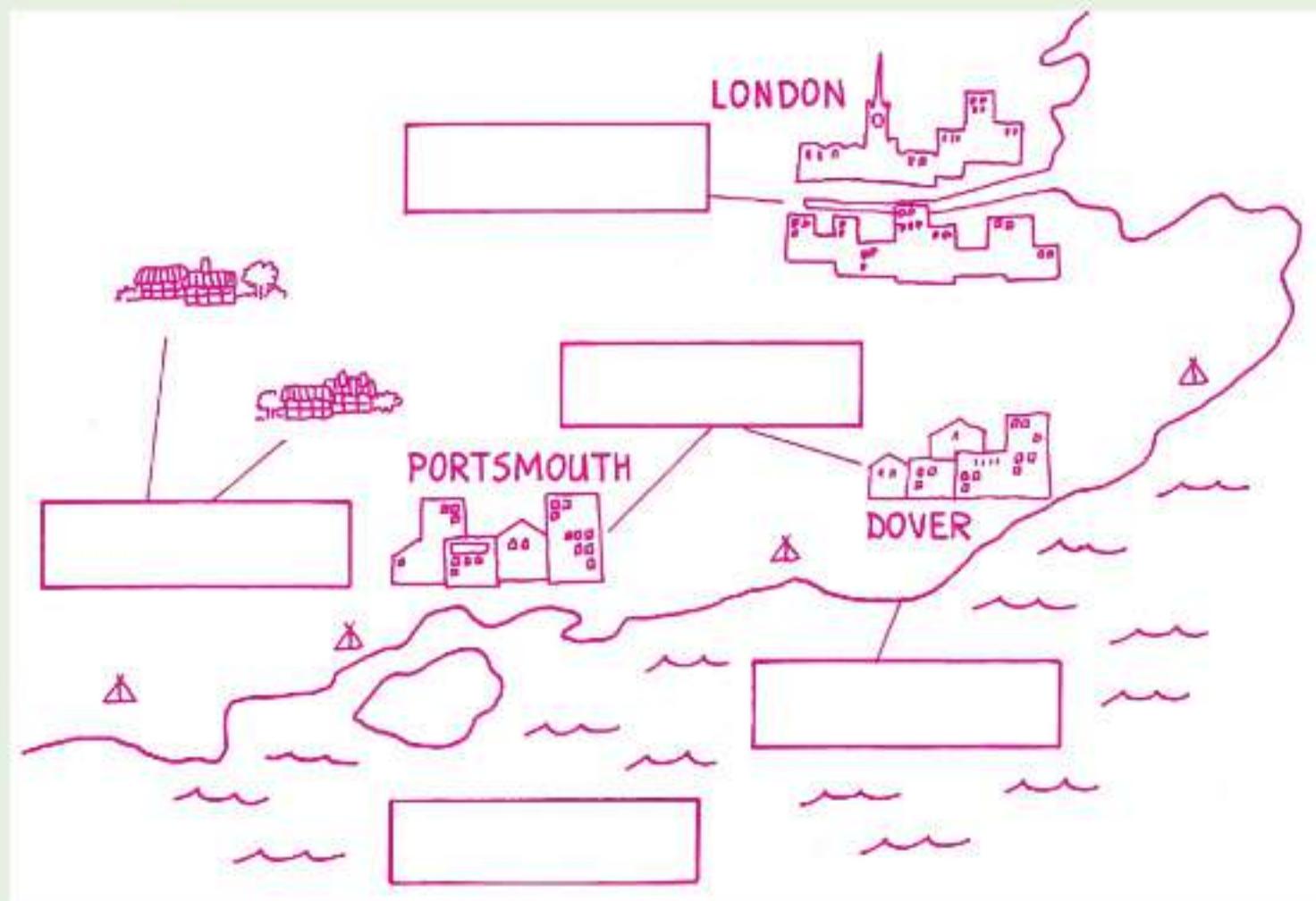
1. George smokes and drinks too much. He's not
2. Nick doesn't feel very today.
3. I go running twice a week to keep
4. If I travel by boat, I always get sea-.....
5. I feel; I hope I haven't got the flu.
6. I was sick yesterday but I feel a lot today.
7. Exercise is good for your
8. "How do you feel today?" "I feel , doctor."

City & Country

ACTIVITY 1

Look at the map of part of the south of England.
Put the words from the box in the correct boxes.

sea coast towns villages city



Now answer these questions.

1. Which city can you see on the map?
2. Which is bigger, a village or a city?
3. Which town is nearer London?

ACTIVITY 2

Put these in order of size from 1-4
(1 being the smallest, 4 being the largest).

Areas/Places

- city
- town
- village
- country

ACTIVITY 3

Sort these words into the correct group.

businessman	cottage	animals	fishing	sea
shopping center	offices	farmer	beach	

SEASIDE	COUNTRY	CITY

ACTIVITY 4

Decide if each of these paragraphs describes a village, town or city.

250,000 people live in Lestwich. There is a very old church in the centre. There are lots of shops, offices, schools and many tall buildings. There is a university nearby and a large hospital.

Lestwich is a

Backforth is a small place, just outside Oxford. About 3,500 people live there. It is quiet and peaceful, with just a few shops, a cafe and a church in the square. There are a few farms nearby, lots of fields, trees and flowers. People come here at the weekends to walk.

Backforth is a

20,000 people live in Midhampton. Some people live in blocks of flats, some in houses. There are a few shops; you can buy clothes, food and even furniture in the large shops. There are a lot of offices in the centre; there is also a sports centre, a theatre, a cinema and many restaurants.

Midhampton is a

ACTIVITY 5

1. What do you think are the best things and the worst things about living in a city?

The best things are

The worst things are

2. If you could choose where to live, where would it be?
Think about:

noise fresh air sports travel family friends

Write a paragraph about the place where you live now and where you would like to live, including the following information.

I live in

It is a (big/small etc.) (town/village/city)
near

There are a lot of and some big

I like it because

The only thing(s) I don't like is/are the

I would like to live in because

Success at LanguageCert Preliminary A1

Entry Level 1
International ESOL

SPEAKING & LISTENING TESTS 1-5



Interlocutor's instructions

Test time: 8-9 minutes

I = Interlocutor C = Candidate

Part 1

PART 1 (1 minute 30 seconds)

I: Hello. My name's *(give full name)*. And you are *(give candidate's full name)*, right?

C: *(Confirms.)*

I: Thank you. Can you spell your family name for me, please?

C: *(Spells family name.)*

I: Thank you. Where are you from?

C: *(Responds.)*

I: Thank you. Exam begins. LanguageCert ESOL International, Speaking and Listening, Preliminary level, *(give today's date)*.

I: Now, Part One. I'm going to ask you some questions about yourself. *(Choose three questions from the list.)*



PLAY NOW

Questions

- Is your house big?
- What is your favourite food?
- How do you usually get around?
- What are you doing this weekend?
- Why are you learning English?

C: *(Responds.)*

I: *(Interlocutor responds and/or comments briefly.)*

I: Thank you.

Part 2

PART 2 (1 minute 30 seconds)

I: Now, Part Two. I'm going to read some situations.
I want you to start or answer.

First situation (*choose one situation from A*)

A

- We are friends. I start.
Oh no! I haven't got my mobile phone.

C: (*Responds.*)

I: (*Role-play the situation with candidate – approximately two turns each.*)

I: Second situation (*choose one situation from B*)

B

- I'm a doctor. You aren't well. You start.

C: (*Initiates.*)

I: (*Role-play situation with candidate – approximately two turns each.*)

I: Thank you.

Part 3

PART 3 (1 minute - 1 minute 30 seconds)

I: Now, Part Three. Here's a picture of a campsite. I have a different picture of a campsite.

Let's ask and answer questions about the two pictures. I start.

Interlocutor's Task Sheet



I: Thank you.

Candidate's Task Sheet (Interlocutor's copy)



Part 4

PART 4A (2 minutes - 2 minutes 30 seconds)

I: In Part Four I am going to read something. I am going to tell you about Audrey and her city. I will read it two times.
(Allow 10 seconds for the candidate to read the questions.)

I: *(Read script at an appropriate pace.)*

I'm Audrey and I live in London. London is a really big city with lots of people. There are a lot of shops and cafes, so I go out a lot at the weekend. I like walking around London because there are many parks and famous museums. It's really fun living in my city. There is always something to do.

I: Now I will read it again. *(Read the script again.)*

I: Questions. *(Ask the following questions, allowing time for the candidate to respond orally.)*

Questions

1. Where does Audrey live?
2. Where does Audrey usually go at the weekend?
3. Why does Audrey like her city?



PLAY NOW

I: Thank you.

PART 4B (2 minutes including follow-up questions)

I: Now you are going to talk on your own for half a minute. Your topic is **your town/city**. You now have thirty seconds to write some notes to help you. You are going to talk about **your town/city**.

I: *(Candidate's name), please start.*

C: *(Talks.)*

I: *(When candidate has talked for a maximum of half a minute, say, 'Thank you', and then ask some follow-up questions, as time allows.)*

Follow-up questions

- Would you like to live in a city or a town?
- What do you like most about your town/city?
- Would you like to move to another city/town?
- What would you like to change in your city/town?

I: Thank you, *(give candidate's name)*. That is the end of the exam.

Candidate's copy**Task Sheet for Part 3****Question Sheet for Part 4****Questions**

1. Where does Audrey live?

.....

2. Where does Audrey usually go at the weekend?

.....

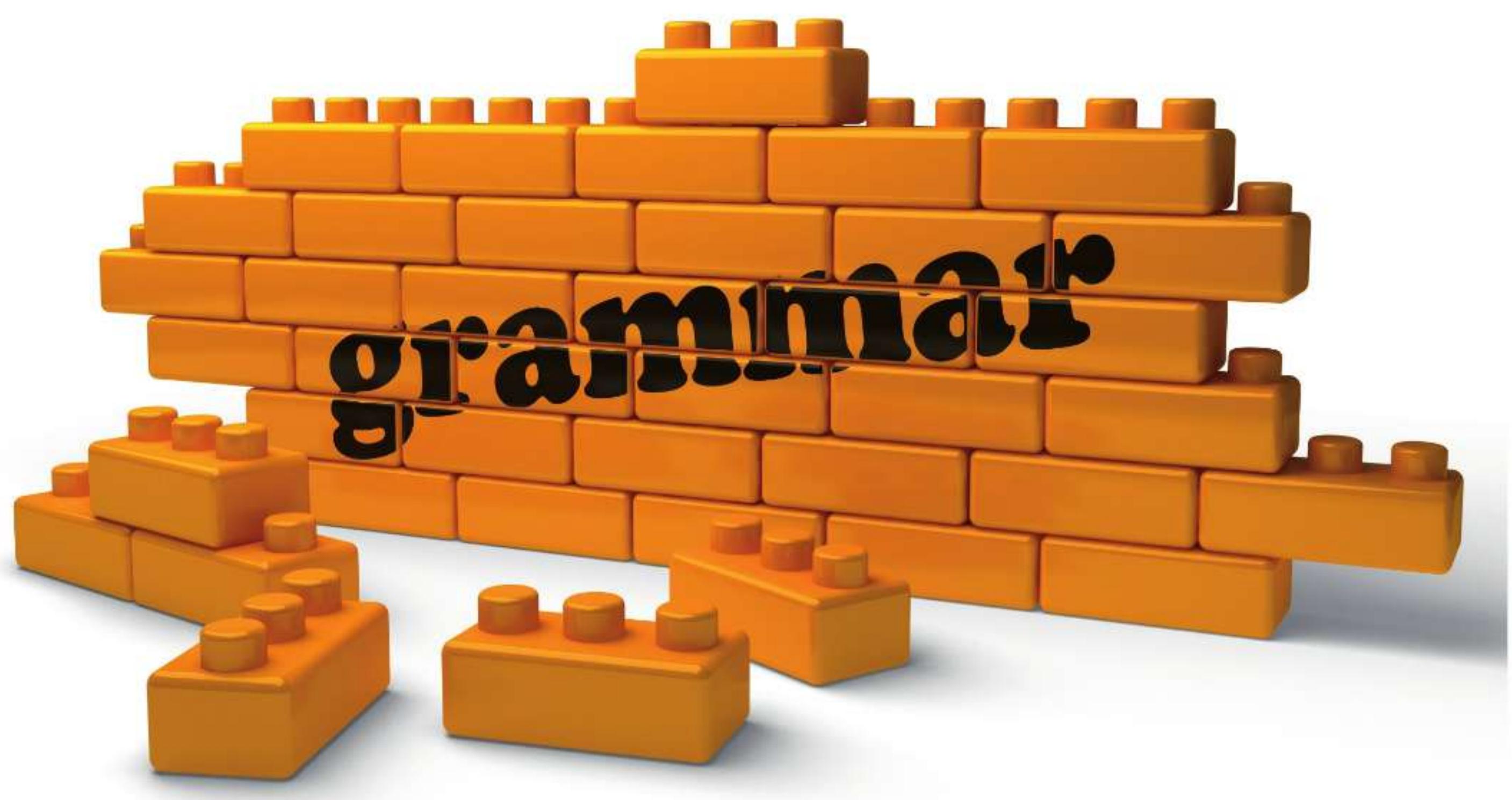
3. Why does Audrey like her city?

.....

Grammar Reference

for

LanguageCert
Preliminary A1



The indefinite article

The indefinite article **a** or **an** is placed before non-specific singular nouns (i.e. 'I bought a book today.' – but we don't know the name of the book or any information about it) or when we refer to something for the first time.

a is used before words beginning with a consonant sound.

e.g. *a train* *a car*

an is used before words beginning with a vowel sound.

e.g. *an aeroplane* *an ice cream*

ATTENTION!

Before words beginning with the letter **h** we use either **a** or **an** depending on whether or not the **h** is pronounced.

e.g. *a house /haʊs/* *an hour /aʊə/*

Before words beginning with the letter **u** we use either **a** or **an** depending on whether **u** is pronounced /ju:/ or /ð/.

e.g. *a unit /'ju:nɪt/* *an umbrella /ʌm'brelə/*

y and **w** are consonants when they are at the beginning of words and **a** is used before them in such instances.

e.g. *a yacht* *a wallet*

Plural Nouns

a. Regular Nouns

♦ Spelling Rules

The plural of nouns is formed with the suffix **-s**.

e.g. *bird - birds* *tree - trees*

To form the plural of nouns ending in: **-o, -s, -sh, -ch** or **-x**, we add **-es**.

e.g. *dish - dishes* *watch - watches*
tomato - tomatoes *bus - buses*

ATTENTION! We use **-s** with: *piano - pianos, photo - photos, radio - radios, kangaroo - kangaroos*, as well as all nouns derived from language other than English (foreign words which are used in English) and abbreviations of longer words (e.g. *photo*, which comes from *photograph*).

To form the plural of nouns ending in:

-y, and preceded by a consonant, the **-y** turns into **-i** and **-es** is added.

e.g. *lady - ladies*

-y, and preceded by a vowel, we just add **-s**.

e.g. *boy - boys*

-f or **-fe**, the **'f'** or **'fe'** turns into **-ves**

e.g. *leaf - leaves /lɪ:vz/* *wife - wives /'waɪvz/*

There are some exceptions to this rule. Common exceptions include *cliffs, chiefs, roofs, dwarfs, giraffes and handkerchiefs*.

♦ Pronunciation Rules

The suffix **-s** of the plural is pronounced:

/s/ when the last sound of the noun is **/p/, /k/, /t/** or **/f/**
e.g. *book - books /bʊks/* *map - maps /mæps/*

/z/ when the last sound of the noun is a vowel or any consonant sound different from the ones above.

e.g. *pen - pens /penz/* *banana - bananas /bə'nɑ:bənəz/*
day - days /deɪz/

The suffix **-es** of the plural is pronounced:

/ɪz/ when the noun ends in: **-ss, -ch, -sh, -x, -ce, -ge** or **-se**.
e.g. *glass - glasses /glɑ:sɪz/*

peach - peaches /pi:tʃɪz/

dish - dishes /dɪʃɪz/

box - boxes /bɒksɪz/

orange - oranges /'Drɪndʒɪz/

sentence - sentences /'sentənsɪz/

/vz/ when the noun ends in **-f** or **-fe**.

e.g. *knife - knives /naɪvz/*

The suffix **-ies** of the plural is pronounced **/ɪz/**.

e.g. *family - families /'fæmilɪz/*

b. Irregular Nouns

The following nouns form the plural irregularly:

child - children	man - men
woman - women	foot - feet
mouse - mice	ox - oxen
fish - fish	goose - geese
tooth - teeth	deer - deer
sheep - sheep	person - people

Subject Pronouns

The **personal pronouns** are:

I	you	he	she	it
we	you	they		

Personal pronouns are used in the place of a noun (e.g. *Mary, Mr. and Mrs. Brown, the tree, the animals*).

e.g. *She is a teacher.*

he and **she** are used for people; **it** for animals, things and abstract meanings. **he** and **she** can be used when we refer to animals, especially when we want to define their gender or when we are talking about pets (domestic animals).

e.g. *Mr. Smith - he* *Jenny - she*
the cat - it *the computer - it*

they is used for people, animals or things.

e.g. *students - they* *dogs - they* *tables - they*

I is always capitalised (written with a capital letter).

you is the same in singular and plural.

The Verb "to be"

To form questions we invert the subject and the verb.

e.g. *Is John a pilot?* *Are they students?*

To form the negative we add **not** after the verb.

e.g. *She is not a nurse.* *We are not pupils.*

In spoken language, we often use one of the contracted forms.

e.g. *She isn't / She's not a nurse.*
We aren't / We're not pupils.

In short negative answers we use the contracted forms.

e.g. *No, he isn't.* *No, they aren't.*
No, I'm not. *No, he's not.*
No they're not.

(*amn't* doesn't exist.)

In short affirmative answers we never use the contracted form.

e.g. *Yes, I am.* *Yes, she is.* *Yes, we are.*

this / that – these / those

We use **this is...** in singular and **these are...** in plural, to point out people, animals or things that are close to us.

e.g. *This is a tiger.* *These are flamingos.*

We use **that is...** in singular and **those are...** in plural, to point out people, animals or things that are far from us.

e.g. *That's a cat.* *Those are penguins.*

Questions are formed by inverting **this**, **these**, **that** or **those** and the verb.

e.g. *Is this a tiger?* *Are these flamingos?*
Is that a cat? *Are those penguins?*

For questions with **this / that**, form the short answer with **it**.

- e.g. Is this a tiger? Yes, it is.
- Is that a cat? No, it isn't.

For questions with **these/those**, form the short answer with **they**.

- e.g. Are those flamingos? Yes, they are.
- Are those penguins? No, they aren't.

who? / what?

who is used when we ask about a person, i.e. to find out his / her name or something about his / her identity.

- e.g. Who is she? She's my sister.
- Who is he? He's the president of the USA.
- Who are you? I'm Jennifer.

what is used when we ask about an animal or thing, or to find out the name of someone's job.

- e.g. What's a penguin? It's a bird.
- What is she? She's a writer.

What is this / that?,

The answer here is: It's a / an + singular noun.

- e.g. What's this? It's an eagle.

What are these / those?, The answer is They're + plural noun.

- e.g. What are those? They're bears.

Possessive adjectives

Possessive adjectives go before nouns and they show who something belongs to:

my	your	his	her	its
our	your	their		

We don't use the articles **a / an** or **the** before possessive adjectives. e.g. That's our car.

ATTENTION!

When you write, don't confuse **your** with **you're** (you are), **its** with **it's** (it is) and **their** with **they're** (they are).

- e.g. What's that? It's a snake. Its name is Ziggy.

Possessive pronouns

Possessive pronouns are used in the place of a noun and show who something belongs to.

mine	yours	his	hers
ours	yours	their	

ATTENTION! **its** is not used.

Possessive pronouns replace possessive adjective + noun.

- e.g. This is my pen. This is mine.
- This pen is mine. (instead of: This pen is my pen.)

We cannot use **a / an** or **the** before possessive pronouns.

- e.g. That car is ours.

The genitive - "of" - whose?

We use the **genitive** to show who something belongs to.

The genitive is formed with:

- -'s (apostrophe and s) at the end of names and singular nouns.
e.g. This is Emma's car. It's the girl's bicycle.
- -' (apostrophe) at the end of regular plural nouns.
e.g. This is the boys' room.
- -'s (apostrophe and s) at the end of irregular plural nouns not ending in -s
e.g. These are the policemen's cars.
The children's laptop is new.

"of"

We use "**of**" to show that something is a part of another thing.

a / an or **the** can be placed between '**of**' and the noun.

- e.g. The window of the house is broken.

When we want to say that something belongs to an animal, we can add **'s** to the noun or use "**of**".

- e.g. The dog's house is in the garden.
or The house of the dog is in the garden.

ATTENTION!

Notice the difference:

This is John's picture. (It belongs to John)

This is a picture of John. (It shows John)

Whose...?

Whose is used to ask about whom something belongs to.

- | | |
|---------------------------|--------------------------|
| e.g. Whose is this suit? | It's John's. |
| Whose suit is that? | It's his suit. It's his. |
| Whose bicycles are these? | They're the children's. |
| Whose are those bicycles? | They're their bicycles. |
| They're theirs. | |

Adjectives - Nationalities

- a. have only one form for the three genders and they don't change in the plural,
e.g. It's a beautiful house. They're beautiful girls.
- b. can be preceded by an article only if they are followed by a noun,
e.g. He's a clever boy. but He's clever.
- c. are used either before a noun or on their own.
e.g. This is a fast car. This car is fast.

Adjectives describing **nationality** are always written with a capital letter.

e.g. American French

the verb "have got"

To form the question, we use

have / has + pronoun + got

- e.g. Have you got a bike? Has she got a brother?

To form the negative, we add **not** after **have** or **has**.

- e.g. He has not got / He hasn't got a camera.

We have not got / We haven't got a dog.

In short answers, **got** is not mentioned, and we only use the contracted form of the verb **have** when the answer is negative.

- e.g. Has he got a sister? Yes, he has.

Have you got a computer? No, I haven't.

The definite article - the zero article

☞ We use the definite article **the**:

- a. before nouns referring to something unique
e.g. The sun / The moon is bright.
The sky / The sea is blue.
The earth is round.
- b. before singular or plural nouns when we talk about something specific, which we know or have already talked about,
e.g. The doors of the house are open.
I have a car. The car is red.
- c. before nouns referring to musical instruments when we use the verb **play**.
e.g. I play the piano and my mother plays the trumpet.

Unit 1

Directions, Clothes, Family

Useful Words



turn (v)
You must **turn** right here.



crossroads (n)
A car is driving through the **crossroads**.



skirt (n)
I like my red **skirt**.



shorts (n)
He's wearing his blue **shorts**.



straight (adv)
Go **straight** on and you'll see the bus stop.



opposite (prep.)
being on the other side of something
There is a park **opposite** the school.



gloves (n)
I'm wearing my **gloves** to keep my hands warm.



husband (n)
the man that a woman is married to
Rick is Mary's **husband**.



traffic lights (n)
You must stop at the **traffic lights**.



bikini (n)
She bought a green and white **bikini**.



sunglasses (n)
These **sunglasses** are great.



wife (n)
the woman that a man is married to
Jane is Tom's **wife**.



roundabout (n)
a place where you must drive around and to go straight on
There is a large **roundabout** straight ahead.



blouse (n)
This is my new pink **blouse**.



boots (n)
I'm wearing **boots** now because my feet are cold.



marry (v)
become the husband or wife of someone
Mary and Tom **married** last year.

Grammar Reference

We don't use the definite article before:

a. Names.

e.g. *Mary is a good student.*

Athens is the capital of Greece.

Italy is in Europe.

b. plural nouns referring to people, animals or things in the general sense.

e.g. *Doctors work very hard.*

Tigers are wild animals.

Schools open in September.

c. nouns referring to sports.

e.g. *I play basketball. David likes tennis.*

ATTENTION!

home and **work** don't take an article in expressions like:

I go to work. Let's go home. Dad is at work.

He isn't at home.

Some countries [the] **United States of America** and [the] **Netherlands** take the definite article even though they are names.

The United States is a large country in North America.

He lives in the Netherlands.

Imperatives - object pronouns

The **imperative** is used when we ask or order someone to do something, when we give orders and, sometimes, when we invite someone to do something. It is formed using the simple form of the verb, and the subject (you) is always omitted (left out). The verb remains in the same form, whether talking about one or many people; this form is called the simple form or the bare infinitive (the infinitive without to), i.e. come, go etc.

e.g. *Come to my house. Go to your room.*

To plead with someone to do something, we put **please** at the beginning or end of the sentence.

e.g. *Please open the door.*

or *Open the door, please.*

The negative imperative is formed by placing **don't** before the verb.

e.g. *Please don't push!*

Please don't wait for me.

When we want to recommend doing something, we use **let** with the **object pronoun** of the first or third person singular or plural and the simple form of the main verb (the bare infinitive).

e.g. *Let me go. Let him play. Let's (Let us) go.*

let's is the more common form seen.

In the negative we use **not** after **let's**.

e.g. *Let's not stay at home tonight.*

Object Pronouns

The **object pronouns** are:

me	you	him	her	it
us		you	them	

Object pronouns are used as the object of a verb or after prepositions.

e.g. *You can't see me. Look at him.*

Object pronouns replace nouns which have been mentioned before or are inferred.

e.g. *This is Lucy's book. Give it to her.*

There is / are - prepositions of place

We use **there is** (**there's**) in the singular and **there are** in the plural to say that something exists.

e.g. *There is / There's a man at the door.*

There are trees in the garden.

In questions we invert **there** and **is / are**.

e.g. *Is there a museum in your town?*

Are there two chairs in the room?

In the negative we use **isn't** (**is not**) or **aren't** (**are not**).

e.g. *There isn't a car in the garage.*

There aren't any glasses on the table.

In short answers we use **there is / are** in the affirmative and **there isn't / aren't** in the negative.

e.g. *Is there a bank near here?*

Yes, there is. No, there isn't.

Are there three pens on the table?

Yes, there are. No, there aren't.

Prepositions of Place

The most common **prepositions of place** are:

at	e.g. <i>He's standing at the door.</i>
in	e.g. <i>The ruler is in the drawer.</i>
on	e.g. <i>The book is on the shelf.</i>
opposite	e.g. <i>His house is opposite ours.</i>
next to	e.g. <i>The bank is next to the cinema.</i>
in front of	e.g. <i>He is standing in front of the church.</i>
behind	e.g. <i>The dog is behind the tree.</i>
near	e.g. <i>His house is near the school.</i>
over	e.g. <i>There's a picture over the desk.</i>
under	e.g. <i>The cat is under the bed.</i>
between	e.g. <i>The school is between the bank and the museum.</i>

To ask about the place in which someone or something is located we use **Where...?**

e.g. *Where's the cat? It's under the sofa.*

Countable / Uncountable Nouns

Countable nouns are nouns which can be counted using numbers.

e.g. *one pupil, two chairs, three bikes*

These nouns have singular and plural forms and in the singular they can be used with the indefinite article a / an.

e.g. *a woman - women an exercise - exercises*

Uncountable nouns are nouns that cannot be counted using numbers, but which can be used with expressions of quantity.

e.g. *bread, cheese, ham, milk*

These nouns are followed by a singular verb, they don't have plural forms and they cannot be used with the indefinite article or numbers.

e.g. *There's sugar in the jar.*

To talk about the quantity of uncountable nouns we use the following expressions:

a **bottle** of (water)

a **kilo** of (flour)

a **piece** of (cheese)

a **packet** of (rice)

a **tin/can** of (coke)

a **slice** of (cake)

a **bar** of (chocolate)

a **carton** of (juice)

a **cup** of (coffee)

a **cup** of (coffee)

a **glass** of (wine)

a **loaf** of (bread)

e.g. *We've got two kilos of flour.*

There are two bars of chocolate on the table.

some / any

some is used in affirmative sentences with:

a. countable plural nouns:

e.g. There are **some apples** in the basket.

b. uncountable nouns:

e.g. There's **some lemonade** in the fridge.

any is used in interrogative and negative sentences with:

a. countable plural nouns:

e.g. Are there **any apples** in the basket?

There aren't **any apples** in the basket.

b. uncountable nouns:

e.g. Is there **any lemonade** in the fridge?

There isn't **any lemonade** in the fridge.

(not) many / (not) much / a lot of / How many...? / How much...?

many is used with countable plural nouns, in interrogative and negative sentences mainly.

e.g. I've got **many books**.

Have you got **many books**?

I haven't got **many books**.

much is used with uncountable nouns, in interrogative and negative sentences mainly.

e.g. There's **much sugar**. Is there **much sugar**?

There isn't **much sugar**.

a lot of is used with countable plural nouns and uncountable nouns, in affirmative sentences mainly.

e.g. There are **a lot of students** in the classroom.

There's **a lot of fruit** in the basket.

How many...? is used with countable plural nouns and the answer is usually a **number** or a sentence with (not) **many** or **a lot (of)**.

e.g. How many oranges have you got?

I've got ten. I've got a lot. I haven't got many.

How much...? is used with uncountable nouns and the answer is usually either a quantity expression or (not) **much** or **a lot (of)**.

e.g. How much bread have we got?

We've got a loaf.

We've got a lot.

We haven't got much.

the modal verb "can"

Ability

can is a modal verb, i.e. a verb which goes with other verbs. It is followed by the simple form of the main verb and it remains the same in all persons, singular and plural. **can** indicates that someone has the mental or the physical ability to do something.

e.g. I can play tennis.

We can use a computer.

In the negative we use the form **cannot** /'kænDt/, which is one word, or **can't** /kænt/, which is more common in spoken English.

e.g. I cannot play the piano.

He can't speak German.

In the interrogative **can** goes before the subject of the main verb.

e.g. Can you swim?

In short answers we don't repeat the main verb following **can**.

e.g. Can you help me? Yes, I can. No, I can't.

Also, we don't repeat the main verb when it is inferred.

e.g. My brother can play chess but I can't.

Permission

can is used to ask for permission. e.g. Can I watch TV now?

To ask politely we use **excuse me** at the beginning of the sentence or **please** at the end of the sentence.

e.g. Excuse me, can I use your iPhone?

Can we go out, please?

Present Continuous

The **Present Continuous** is formed using the present simple of the verb **to be** and the **present participle** of the main verb. In short answers we use only the subject and the verb **to be**.

e.g. Are you working? Yes, I am. No, I'm not.
Is she studying? Yes, she is. No, she's not. / No, she isn't.

Spelling Rules

The **present participle** is formed if we add the suffix **-ing** to the simple form of the verb.

e.g. do - doing wait - waiting play - playing

To form the **present participle** of verbs ending in:

☞ one consonant, preceded by only one vowel in the same syllable where the verb is stressed on the last syllable, the last consonant is doubled when we add **-ing**.

e.g. put - putting run - running

ATTENTION! Verbs ending in **-el** double the **-l** when forming the **present participle** even if they aren't stressed on the last syllable.

e.g. travel - travelling

To form the **present participle** of verbs ending in:

☞ one **-e**, the **-e** is left out when we add **-ing**,

e.g. have - having write - writing

☞ **-ie**, the **-ie** turns into **-y** and we add **-ing**.

e.g. lie - lying die - dying

The **present participle** remains the same in all persons, singular and plural.

Usage

We use the **Present Continuous** to talk about:

a. something happening at the moment we are speaking, where we are not interested in when it started or when it will end: e.g. Be quiet! Tommy is sleeping.

b. something happening temporarily:

e.g. She's not working this month.

We often use the **Present Continuous** with **now** and **at the moment**, or to talk about something happening temporarily **today**, **this week** or **this year**, etc. These time expressions are used at the end of the sentence.

e.g. They're playing tennis now.

She's watching TV at the moment.

He's playing for Poland this year.

Prepositions of Movement

The most common prepositions expressing movement or direction are:

to

e.g. We're going **to** the cinema.

into

e.g. They're going **into** the church now.

out of

e.g. She's coming **out of** the bank now.

along

e.g. The boy is riding his bike **along** the street.

across

e.g. They're running **across** the street.

up

e.g. He's walking **up** the hill.

down

e.g. She's walking **down** the hill.

through

e.g. He's walking **through** the forest.

over

e.g. They're cycling **over** the bridge.

Adverbs of manner - how?

Adverbs of manner show the way something is done and they are formed by adding the suffix **-ly** to the adjective form of the word.

e.g. quick - quickly careful - carefully

ATTENTION!

When the adjective ends in **-y**, the **-y** turns into **-i** and we add **-ly**.

e.g. easy - easily happy - happily

When the adjective ends in **-le**, the **-e** is left out and we add **-y**.

e.g. simple - simply gentle - gently

Some adverbs, don't follow this rule:

e.g. good - well hard - hard
fast - fast late - late

Adverbs of manner are usually positioned after the verb. If there is an object in the sentence, then they are used after the object.

e.g. She's singing beautifully.

She's singing the song beautifully.

To find out the way something is done we ask questions using **how?**

e.g. How is he driving? He's driving fast.

How are they playing? They're playing well.

which one - which ones?

which? has the meaning of **choice**, i.e. who or what you choose out of the many choices that are available, and it can be used for people or things.

e.g. Which boy is your brother?
Which dress is yours?

In answering a question, to avoid repetition of a singular noun we use **one (ones)** for plural nouns).

e.g. Which bike is Mary's? The red one.
Which one is your car? The small one.
Which flowers do you like? The yellow ones.

Present Simple

The **Present Simple** is formed in the affirmative using the simple form of the verb and the suffix **-s** in the third person singular. To form the interrogative in the **Present Simple** we use the auxiliary verb **do** before the subject, which turns into **does** in the third person singular.

do and **does** are also used in questions beginning with question words.

e.g. Where does he live?
What do they do?
When does she wake up?

To form the negative we use the auxiliary verb and **not**, i.e. **do not**, or, contracted, **don't** /dənʌt/, and the third person singular **does not**, or **doesn't** /dəznt/. The (main) verb in the negative is always in the simple form.

e.g. I don't speak German.
He doesn't like football.

In short answers, we use only the auxiliary verb **do / don't** or **does / doesn't** after the subject.

e.g. Do you live here?
Yes, I do. No, I don't.
Does he work in a bank?
Yes, he does. No, he doesn't.

Spelling Rules

To form the third person singular of verbs ending in:

o, -s, -sh, -ch or -x, we add **-es**,

e.g. go - goes miss - misses wash - washes
watch - watches

y, preceded by a consonant, the **-y** turns into **-i** and we add **-es**.

e.g. carry - carries reply - replies

Pronunciation Rules

The pronunciation of the suffix **-s** in the third person singular changes depending on the sound before it, i.e. when the verb ends in:

a /p/, /k/ or /t/ sound, the suffix **-s** is pronounced /s/,

e.g. stop - stops /stɒps/

ask - asks /ɑ:skɪz/

start - starts /stɑ:tɪz/

laugh - laughs /la:fɪz/

an /s/, /ʃ/, /tʃ/, /ks/, /z/ or /dʒ/ sound, the suffix **-s** is pronounced /ɪz/,

e.g. kiss - kisses /'kɪsɪz/

finish - finishes /'fɪnɪʃɪz/

watch - watches /'wɒtʃɪz/

fix - fixes /'fɪksɪz/

lose - loses /'lu:zɪz/

manage - manages /'mænɪdʒɪz/

any other sound of a consonant or a vowel, the suffix **-s** is pronounced /z/.

e.g. run - runs /rʌnz/

move - moves /mu:vz/

need - needs /nI:dz/

sing - sings /sɪŋz/

blow - blows /bləʊz/

ATTENTION!

do /du:/ is irregular in the pronunciation of the third person singular: **does** /dʌz/.

Usage

We use the **Present Simple** when we talk about:

a. habits or repeated actions

e.g. We usually have lunch at 2:00.

b. permanent states

e.g. He lives in Rome.

c. general truths

e.g. The sun rises in the East.

Prepositions of Time

The preposition **in** is used to refer to:

a. the seasons of the year,

e.g. It is very hot in summer.

b. the months,

e.g. My birthday is in October.

c. parts of the day

e.g. I do my homework in the morning / the afternoon / the evening.

The preposition **on** is used to refer to:

a. days,

e.g. She often plays tennis on Mondays.

b. parts of a specific day,

e.g. We go to the pool on Tuesday mornings / Thursday afternoons / Sunday evenings.

c. dates.

e.g. Her birthday is on 14th August.

The preposition **at** is used to refer to:

- hours,
e.g. We go to bed at 11:00.
- parts of the day,
e.g. She's always at home at noon / night / midnight.
and the weekend,
We usually visit our grandma at the weekend.
- meals,
e.g. We always meet at breakfast / lunch / dinner.
- celebrations seasons.
e.g. They often go abroad at Christmas / Easter.

ATTENTION!

Remember it is **on** Christmas day and **on** Easter Sunday

Adverbs of Frequency

Adverbs of frequency show how often something happens.

Some of the main **adverbs of frequency** are:

always	usually	often	sometimes
rarely	never	ever	

Adverbs of frequency go before the main verb of the sentence.

- e.g. She always goes out in the evenings.
Does she always go out in the evenings?
She doesn't always go out in the evenings.

If the main verb of the sentence is the verb **to be**, the adverb of frequency goes *after* it.

- e.g. He's always tired.
She's never at home.

In short answers, the adverb of frequency goes *before* the auxiliary verb or the verb **to be**.

- e.g. "Do you often send emails?"
"Oh yes, I often do."
"Is he ever at home in the morning?"
"No, he never is."

The adverb **never** is a negative word and, therefore, it is used with an affirmative verb.

- e.g. I never go to bed early.

Expressions of Frequency

We use other expressions to show how often something happens:

every day/week/month/year

once / twice / three times a day/week/month/year

- e.g. I go to the gym every day.
We meet once a week.
He travels abroad three times a year.

How often...?

We use **how often...?** to find out how often something happens.

- e.g. How often do you travel abroad?
How often does he go to the theatre?

The answer is usually given using one of the adverbs of frequency or some expression of frequency.

- e.g. I often meet my friends.
He goes to the theatre once a month.

Present continuous or Present simple?

The difference between the **Present Continuous** and the **Present Simple** is that we use:

- the **Present Continuous** to talk about something happening at the moment of speaking (in cases where we are not interested in when it began and when it will end) or about something happening temporarily
e.g. The children are getting ready for school.
We are staying in a hotel at the moment.

b. the Present Simple to talk about habits or repeated actions, permanent states and general truths

- e.g. We go to school every morning.
They live in Geneva.
The Earth goes around the Sun.

Stative Verbs

Some verbs cannot, as a rule, be used in continuous tenses. These verbs usually describe states and not actions and we call them **stative verbs**. Some of these verbs are:

have	e.g. I have (got) a cat and a dog.
come from	e.g. Where does he come from?
like	e.g. I like music.
love	e.g. She loves children.
prefer	e.g. We prefer coffee to tea.
hate	e.g. I hate cold weather.
want	e.g. He wants a drink.
need	e.g. She needs a rest.
think	e.g. I think we must go now.
believe	e.g. I believe in God.
know	e.g. Do you know Mrs. Smithers?
mean	e.g. What does this word mean?
understand	e.g. We don't understand you.
remember	e.g. I don't remember his name at the moment.
forget	e.g. She always forgets to lock the door.

The Past Simple of the verb "to be"

The **Past Simple** of the verb "to be" is **was** /wəz/, /wɔz/ in the first and the third person singular, and **were** /wə/, /w3:/ in the other persons. To form the interrogative we invert the verb and the subject. e.g. Were you at home yesterday?

Negative sentences are formed with the negative word **not**. e.g. She wasn't here on Monday.

In short answers we use the subject and **was** / **wasn't** or **were** / **weren't**.

- e.g. Were you at school in the morning?
Yes, I was. No, I wasn't.

there was / there were

there was and **there were** are the past simple forms of **there is** and **there are** respectively. Interrogative and negative sentences as well as short answers are formed as in the Present Simple.

- e.g. There were many students in the classroom.
There was some milk in the fridge.
Was there any honey in the jar?
Yes, there was. No, there wasn't.
Were there any pictures on the wall?
Yes, there were. No, there weren't.

Past Time Expressions

The **Past Simple** is often combined with expressions referring to a specific time in the past, such as:

yesterday

yesterday morning / afternoon / evening
last night / Monday / week / month / year
in 2010 / 2016

The **Past Simple** can also be combined with the adverb **ago**, which is put after an expression describing time.

- e.g. He was in Athens a week ago.
Where were you three days ago?
She wasn't here a month ago.

Past Simple

The **Past Simple** of regular verbs is formed, in the affirmative, when we add the suffix **-ed** to the simple form of the verb.

e.g. work - worked start - started

To form the interrogative in the **Past Simple** we place the auxiliary verb **did** (past simple of **do**) before the subject. The main verb in the interrogative is always in the simple form.

e.g. Did you have a good time at the party?
Did she stay long in Madrid?

did is also used in questions beginning with question words.

e.g. Where did they go on holiday?

To form the negative we use **did not**, or, contracted, **didn't**. The main verb in the negative is always in the simple form. e.g. Mary didn't work yesterday.

In short answers we use only the auxiliary verb **did / didn't** after the subject.

e.g. Did she open the door? Yes, she did. No, she didn't.

Spelling Rules

When we add the suffix **-ed**, we should be careful with the following spelling rules:

a. When the verb ends in **-e**, we add the suffix **-d**.

e.g. like - liked die - died

b. When the verb ends in one consonant, preceded by one stressed vowel, the final consonant is doubled and then we add the suffix **-ed**:

e.g. stop - stopped

ATTENTION! When the verb ends in **-el**, the **-l** is doubled even if it is not stressed on the last syllable.

e.g. travel - travelled

c. When the verb ends in **-y**, and there is a consonant before it, the **y** turns into **i** and then we add the suffix **-ed**.

e.g. reply - replied carry - carried

Pronunciation Rules

The suffix **-ed** is pronounced:

☞ /t/ when the verb ends in the sounds /p/, /k/, /f/, /s/, /ʃ/, /tʃ/ or /ks/;

e.g. work - worked /'wɜ:kɪd/ miss - missed /mɪsɪd/

☞ /d/ when the verb ends in the sound /t/ or /d/;

e.g. need - needed /nɪ:dɪd/ want - wanted /'wɒntɪd/

☞ /d/ when the verb ends in the sound of a vowel or any other consonant.

e.g. play - played /pleɪd/ live - lived /lɪvd/

Usage

We use the **Past Simple** to talk about an action that happened at a specific time in the past. That time can either be mentioned in the sentence or inferred.

e.g. Columbus discovered America (in 1492).

They moved to New York last year.

Why? - Because

We use **why** in questions to find out the reason why something was done, and **because** in the answer to give the reason.

e.g. Why wasn't Tony at school? Because he was ill.

Why did you leave early? Because I was very tired.

Past simple - irregular verbs

Some verbs don't follow the rules we have seen so far to form the **Past Simple**.

e.g. have - had do - did write - wrote buy - bought

be going to

The future with **be going to** is formed with **am / is / are going to** and the simple form of the main verb.

To form the interrogative we invert the auxiliary **am / is / are**

and the subject. e.g. Are they going to swim?

The negative is formed with the negative **not** positioned directly after the auxiliary verb.

e.g. We are not / aren't going to see them.

Short answers: e.g. Are you going to come with us?

Yes, I am. No, I'm not.

Is she going to play tennis?

Yes, she is. No, she isn't / No, she's not.

We use **Be going to** and the simple form of the main verb to:

a. talk about a future action that the subject plans or intends to do or carry out.

e.g. She's going to visit her granny on Sunday.

b. make predictions about the immediate future.

e.g. Look at those clouds: it's going to rain.

Future Simple

The **Future Simple** is formed using the auxiliary verb **will** and the simple form of the main verb.

To form the interrogative we invert **will** and the subject.

e.g. Will you come with us?

Will she be here tomorrow?

will is also used in questions beginning with question words.

e.g. When will they arrive?

Where will she go?

The negative is formed with **will not** or **won't** /wən't/.

e.g. I will not / won't go to bed early.

We will not / won't go to the party.

In short answers we use the subject with **will** or **won't**.

e.g. Will she play tennis? Yes, she will. No, she won't.

Will you go to Rome? Yes, we will. No, we won't.

We use the **Future Simple** to:

a. talk about something we know or we think will happen in the future,

e.g. Our life will be better in ten years.

b. express a decision we have made at or just prior to the moment of speaking.

e.g. "The phone is ringing." "I'll answer it."

question words

what?

We use **what** when we want to find out the identity of an animal or a thing, to ask the name, the job or the nationality of a person or to ask about actions.

e.g. "What's this animal?"

"It's a hippo."

who?

We use **who** to find out someone's identity, i.e. his/her name or something defining him/her.

e.g. "Who's your best friend?" "Gina is."

which?

We use **which** for questions about people, animals or things when we want to choose from a set number of options. It is different from **who?** and **what?** because it implies there is a choice. e.g. "Which boy is your brother?" "The blond one."

whose?

We use **whose** to ask whom something belongs to.

e.g. "Whose bike is this?" "It's John's."

where?

We use **where** to find out the location of a place (or person) or directions to it.

e.g. "Where is Sammy?" "She's in the bathroom."

when?

We use **when** to ask about the time something was, is or will be done. e.g. "When do you have lunch?"

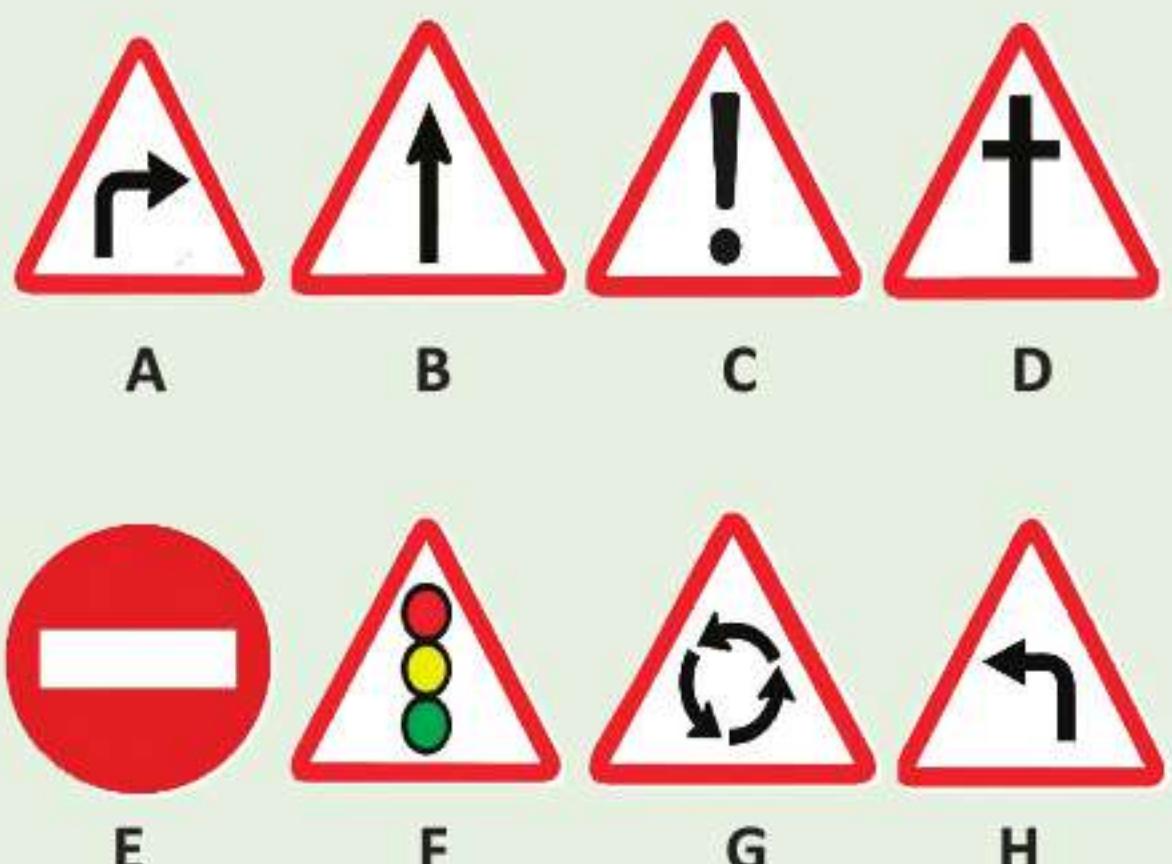
why?

We use **why** to find out the reason why something is/was done. e.g. "Why are you late?" "I missed the bus."

Directions

ACTIVITY 1

Match the pictures with the meanings from the choices given below. There are two extra pictures you don't need.



- Turn right
- Turn left
- Go straight on
- Roundabout
- Crossroads (ahead)
- Traffic Lights (ahead)

ACTIVITY 2

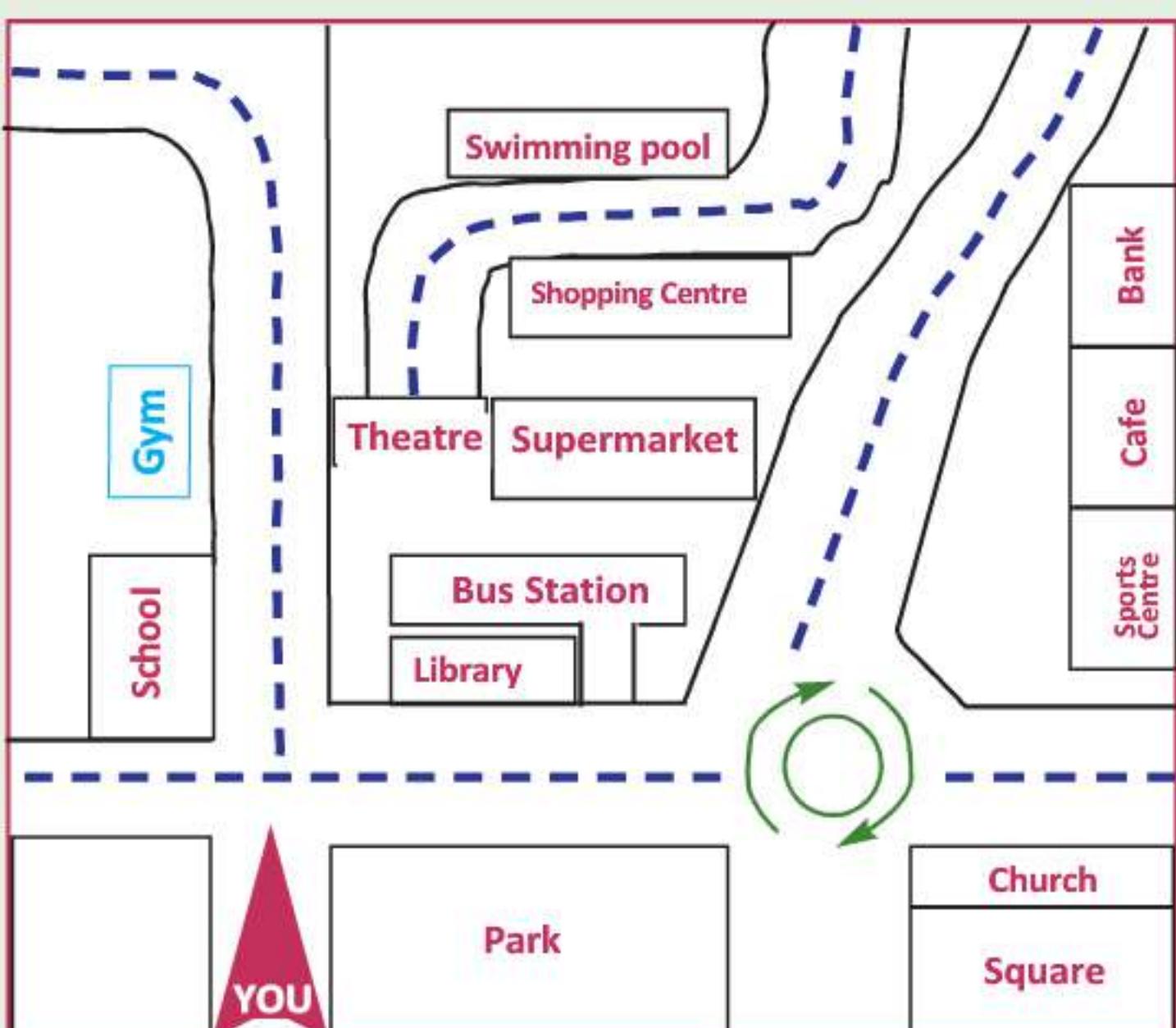
Look at the Town Map in Exercise 3. Use the words or phrases in the box below, once or more, to complete the directions.

turn (right/left)	go straight (on)	right
left	roundabout	crossroads

1. To get to the church, ... **go straight on** and at the , turn Then, go straight on through the and the church is on your
2. To get to the school, go straight on through the and the school is on your
3. To get to the supermarket, and at the crossroads Then, go straight on and at the take the third exit. The supermarket is on your

ACTIVITY 3

Complete the Town Map after reading the sentences below.



1. There is a supermarket **NEXT TO** the theatre.
Draw a **GYM** next to the school.
2. There is a library **OPPOSITE** the park.
Draw a **HOTEL** opposite the church.
3. There is a square **BEHIND** the church.
Draw a **HOSPITAL** behind the swimming pool.
4. There is a cafe **BETWEEN** the bank and the sports centre.
Draw a **CAR PARK** between the shopping center and the supermarket.
5. There is a library **IN FRONT OF** the bus station.
Draw a **CINEMA** in front of the theatre.

ACTIVITY 4

Match the correct answer with the questions below.

1. Is this the way to the park?
.....
 2. Can you tell me the way to the town center?
.....
 3. How do I get to the airport?
.....
 4. Is there a post office near here?
.....
 5. Where's the nearest hotel, please?
.....
 6. How far is the station from here?
.....
-
4. Er, yes. There's one opposite the bank, over there.
..... Of course. Straight on until you get to the traffic lights, turn left and you're on the main road to town.
..... You can take a bus. There is a bus stop in front of the school.
..... The nearest is the Carlton, behind the park.
..... About 200 metres.
..... Yes, it's straight on, next to the church.

Clothes

ACTIVITY 1

Some clothes are usually worn by men but some others are only worn by women. Some clothes are worn by both men and women. Put the clothes in the correct column.

bikini dress jacket jeans
sweater shirt suit shorts skirt

For men	For women	For both men and women
tie	blouse	trousers
.....
.....
.....
.....
.....
.....

ACTIVITY 2

Say if these sentences about clothes are **True** or **False**.

True False

- Both men and women wear trousers.
..... Only men wear dresses.
..... Both men and women can wear jackets.
..... Men don't wear T-shirts.
..... Men wear suits but women don't.

ACTIVITY 3

Accessories are things that we sometimes wear or carry; choose the correct place to write these in the table below.

sunglasses watch gloves
umbrella scarf handbag hat

CARRY

WEAR

.....
.....
.....
.....
.....

ACTIVITY 4

For some clothes, we need to use the expression '*a pair of*' before the word, e.g. *a pair of trousers*.

Two friends of yours are going on holiday, but not to the same place. Fred is going on a skiing holiday in France. Sue is going on a summer camping holiday by the sea.

Choose from the items in Activities 1 and 3 to help them decide what they should take with them.

Use **a, an** or **a pair of**.

CLOTHES	Sue	Fred
a/an
a/an
a pair of

ACCESSORIES	Sue	Fred
a/an
a/an
a pair of

ACTIVITY 5

Fill the gaps in the following sentences with the correct words from the box below. You can use one word twice.

boots bikini sunglasses shorts umbrella

1. Sue will need her for swimming.
2. Fred needs a pair of strong to keep his feet warm.
3. Sue doesn't need a(n) because the weather will be fine, but she should take a pair of for her eyes.
4. Fred doesn't need a pair of , but he, too, should take a pair of for his eyes.

Family

ACTIVITY 1

Some of the words in the box below are used for boys/men and some other words are used for girls/women. Put the words in the correct column. There is one word you can use for both men/boys and women/girls.

sister husband cousin wife mother son
 brother father daughter aunt grandmother
 uncle grandfather

boys/men	girls/women
.....
.....
.....
.....
.....
.....
.....
.....

ACTIVITY 3

Here are the plural forms of some words connected with people and the family.
 Can you write the singular forms in the boxes?

Singular	Plural
	children
	people
	men
	women
	families
	wives

ACTIVITY 2

Complete these sentences with words from the box in the previous activity.

1. My mum is married to my
2. His aunt is married to his
3. Their grandmother is married to their
4. A husband has a
5. My mum's sister is my
6. My uncle's child is my
7. Grandmother and live by the sea.
8. Your uncle is your aunt's

ACTIVITY 4

Underline the correct word from each pair.

When I was younger, I always had a big party for my birthday. All my **family** / **families** came to our house on the big day. There were lots of **people** / **person**, and lots of food and drinks, too! The **child** / **children** always played games and made a lot of noise.

The **women** / **woman** usually had a good time, too, eating and dancing until late into the evening, while the **man** / **men** drank beer and sat together, watching the fun.