

Stuart Cochrane

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with revised ISE exam



GESE Grades

3-4

ISE
FOUNDATION



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Exam overview

TRINITY GRADED EXAMINATIONS IN SPOKEN ENGLISH (GESE), GRADES 3 AND 4, AND INTEGRATED SKILLS IN ENGLISH (ISE), LEVEL FOUNDATION

GESE Grade 3 (CEFR A2)

Time: 7 minutes

Format: Conversation with the examiner

Exam procedure:

- The examiner **welcomes** you.
- The examiner starts the conversation and asks you questions using the **grammar and vocabulary for grade 3**.
- You **respond appropriately to simple questions and requests**.
- You ask **simple questions** about everyday life and activities.
- You use **basic sentence patterns** by linking of words in a simple way.
- At the end of the conversation, you **say goodbye**.

Exam syllabus:

Grammar

Understand and use:

- Present Continuous tense
- *can* and *can't*
- prepositions of movement, e.g. *from, to, up, down, along, across*
- prepositions of time, e.g. *on, in, at*
- prepositions of place, e.g. *near, in front of, behind, opposite*
- past tense of the verb *to be*
- link words *and* and *then*

Vocabulary

- jobs
- places in the local area
- place of study
- home life
- weather
- free time
- times and dates
- ordinal numbers up to 31st for dates
- words and phrases relating to the language functions listed above

Functions

- describing daily routines and times
- giving dates
- expressing ability and inability
- giving very simple directions and locations
- describing your local area
- describing current activities of real people or those in pictures
- describing states in the past
- asking simple questions about everyday life

Phonology

- correct pronunciation of words relevant to the lexical areas listed above
- use of contractions where appropriate
- basic stress and intonation patterns for words, short sentences and simple questions

GESE GRADE 4 (CEFR A2)

Time: 10 minutes

Format and procedure:

- 1 Discussion of a **topic prepared by the candidate** (up to 5 minutes):
 - Give information **about the prepared topic** and **answer questions**.
 - **Ask the examiner at least one question** about the topic area.
- 2 Conversation **on two subjects areas selected by the examiner** (up to 5 minutes):
 - **Answer appropriately** to questions and give information in **simple and direct exchanges**.

Exam syllabus:

Grammar

- Past Simple tense of regular and common irregular verbs
- *going to* future
- *Like + gerund/infinite*
- adverbs of manner and frequency
- comparative and superlative forms
- link word *but*

Functions

- talking about past events
- talking about future plans and intentions
- expressing simple comparisons
- expressing likes and dislikes
- describing manner and frequency

Subject areas for Conversation phase

- holidays
- shopping
- school and work
- food
- hobbies and sports
- weekend and seasonal activities

Phonology

- correct pronunciation of vocabulary specific to the topic and subject areas
- appropriate weak forms and intonation in connected speech
- different ways of pronouncing 'ed' past tense endings
- avoidance of speech patterns of recitation

ISE Foundation (CEFR A2)

Reading & Writing exam (2 hours)

Task 1

Long reading
300 words,
15 questions

Task 2

Multi-text reading
3 texts, 300 words,
15 questions

Task 3

Reading into writing
70–100 words

Task 4

Extended writing
70–100 words

Speaking & Listening exam

The Topic Task

Discussion of topic prepared by the candidate (4 minutes)

The Conversation Task

Conversation with the examiner on one subject area from the Grade 4 list selected by the examiner (2 minutes)

Independent listening – Task 1

Listen to a basic informational recording and complete five blanks in a graphic (approx. 2 minutes)

Independent listening – Task 2

Listen to a factual recording, report five facts verbally and answer three examiner questions (approx. 4 minutes)

Diagnostic test



Listen to the examiner asking some questions and choose the best answer, A, B or C. Good luck!



- | | | | |
|-----------|---|-----------|--|
| 1 | A I'm 14.
B How do you do?
C Fine, thanks – and you? | 12 | A It was warm yesterday.
B The sun is behind the clouds.
C You should wear a coat! |
| 2 | A No, I can't.
B All right.
C I prefer not to. | 13 | A Because it's better for me.
B I'm sorry.
C I'm not. I was here at 9 o'clock. |
| 3 | A Every day.
B Because I have to.
C I come to school by bus. | 14 | A 3 rd March, 28 th February.
B It's the 3 rd of March.
C Mine is 3 rd March and my brother's is 28 th February. |
| 4 | A No, I can't!
B I go swimming on Saturdays.
C I will go at the weekend. | 15 | A She teaches us English.
B She's drawing a picture on the board.
C She's an English teacher. |
| 5 | A It's behind the station.
B Piazza Garibaldi, 25.
C It's where I live. | 16 | A Yes, the match starts at 16:00.
B Yes. Take the number 30 bus and get off at the last stop.
C Because it is new. |
| 6 | A Yes, it was.
B It was sunny and warm.
C No, I didn't like it. | 17 | A We go every Friday.
B The one across the road.
C To see good films. |
| 7 | A Walk to the square and then turn left.
B You can walk there.
C It's not very far. | 18 | A I was born in March.
B My birthday was in March.
C March is the best month. |
| 8 | A I'm taking a test.
B I do a test.
C I'm going swimming on Saturday. | 19 | A She was employed in a hospital.
B She is doing the shopping.
C She was a doctor, now she's a housewife. |
| 9 | A Just English and a little Spanish.
B I'm sorry. That isn't possible yet.
C No, I can't – just my language and English. | 20 | A Yes, I live in a flat in front of the school.
B Yes – it takes me two hours by train and bus.
C In fact, opposite the supermarket. |
| 10 | A Why not? You can walk there.
B About 5 minutes.
C You walk along the main road. | | |
| 11 | A In the evenings and in the mornings at weekends.
B Yes, especially sport.
C It's half past six. | | |

Diagnostic test

- 21 A I needed a holiday.
B That is correct.
C Yes, I went skiing.
- 22 A Yes, we always go shopping.
B Yes, we went for a hamburger.
C I'm going to meet my friends on Saturday.
- 23 A About once a month.
B Yes, I often do.
C Never, thank you.
- 24 A I like sparkling water very much.
B I always eat at home.
C No, I don't like sparkling water at all.
- 25 A I always go to school on Tuesdays.
B No – it was a holiday.
C I studied English and History yesterday.
- 26 A Did you buy anything nice at the weekend?
B Did you make anything interesting at the weekend?
C What you did buy at the weekend?
- 27 A I'm going to the tennis club.
B Yes, it was sunny.
C Yes, I hope so.
- 28 A It is my duty to visit them regularly.
B About once a month.
C My grandparents live in the house next door.
- 29 A Yes, I meet my friends there every Saturday morning.
B Why not?
C I went to my uncle's shop.
- 30 A Did your parents attend the hospital for purposes of employment?
B Did your parents work at the hospital?
C Would it be correct to say that your parents did work at the hospital?
- 31 A Of course I did play.
B I can play tennis and basketball.
C Yes, I played football with my friends.
- 32 A I'm going to have dinner.
B I usually have dinner with my parents.
C I'm going to a pizza restaurant.
- 33 A Yes, we always have a good time.
B We usually meet at the shopping centre.
C We meet and sit in a café.
- 34 A The weather was excellent every day.
B Yes, thanks.
C I can assure you it was a good holiday.
- 35 A Did you have a beach holiday?
B Was your holiday coastal?
C Could you go to the beach on your holiday?
- 36 A I'm going to visit some other countries.
B Yes, I'm going there now.
C Yes, I'm going to visit Brazil.
- 37 A It's good fun.
B About once a week.
C Not this evening!
- 38 A Often not.
B Not usually.
C Usually not.
- 39 A Yes, I like the beach.
B I do swimming.
C I like lying in the sun.
- 40 A Not too bad, thanks.
B I like easy tests.
C It was necessary and important.

UNIT 1

Home life and free time

LESSON A Words & Ideas



- 1 ☐ brush teeth
- 2 ☐ do homework
- 3 ☐ fall asleep
- 4 ☐ get dressed
- 5 ☐ go to bed
- 6 ☐ go to school
- 7 ☐ have a shower
- 8 ☐ have dinner
- 9 ☐ have lessons
- 10 ☐ drive to work
- 11 ☐ wake up
- 12 ☐ watch TV



See Word File on page 76.



a) Match the daily activities (1-12) to the correct picture (A-L).

b) Anita is one of the children in the pictures. Listen to her talking about her day. What time does she do these things? Circle the correct time.

- | | |
|------------------|-----------------------------|
| 1 have breakfast | seven o'clock/eight o'clock |
| 2 go to school | eight o'clock/nine o'clock |
| 3 watch TV | five o'clock/seven o'clock |
| 4 go to bed | nine o'clock/ten o'clock |

c) Work with a partner. Talk about your daily routine. Is it the same at the weekend?

In the week I get up at 8 o'clock.
At the weekend I get up at 10 o'clock.

Home life and free time



- a) Write the times from the box under clocks A-C. There are two correct answers for each clock.

a quarter past two • two forty-five • two thirty
a quarter to three • two fifteen • half past two

- b) Now write the time in two different ways under clocks D-F.



- a) Listen to Kelvin talk about his life. Write T (true) or F (false).

- | | |
|--|--|
| 1 <input type="checkbox"/> Kelvin lives in Zambia. | 4 <input type="checkbox"/> He eats lunch at school. |
| 2 <input type="checkbox"/> He likes school. | 5 <input type="checkbox"/> His school is near his home. |
| 3 <input type="checkbox"/> He walks home. | 6 <input type="checkbox"/> He watches TV in the evening. |

- b) How different is Kelvin's home life to yours? Tell your partner what you think. Use these ideas to help you:

Who gets up first?

Do you wear a school uniform?

How do you get to school?

What do you do in the evening?



- a) Now look at these activities. Put the words into the correct groups.

a shower • for a picnic • breakfast • homework
cards • skating • for a walk • swimming
chess • tennis • football • the shopping

go	do	have	play

- b) Do you do these activities at the weekend? Tell your partner.

E.g. On Saturday I go shopping with my mum and dad. On Sunday I play computer games or go for a walk. What about you?



See Word File on page 76.

Focus

go, play,
do and have

I have breakfast.
I do homework.
I play games.
We go fishing.

The Present Simple

We use the Present Simple to...

- 1 talk about routines: *'I get up at 8.00 am every morning.'*
- 2 talk about facts: *'London is the capital city of England.'*



a) Complete the grammar table.

be			
	positive	negative	questions
I	am ('m)	¹	Am I...?
he/she/it	²	is not (isn't)	Is he...?
we/you/they	are	³	Are they...?
other verbs			
	positive	negative	questions
I	go	⁴	Do I go...?
he/she/it	⁵	does not (doesn't) go	Does she go...?
we/you/they	go	⁶	Do they go...?

b) Now complete the sentences with information about your family. Use *am*, *is* and *are*.

- 1 My name
- 2 I years old.
- 3 My parents
- 4 Our house



c) Do you think it is nice to be famous? Use the correct form of the verbs in the box to complete the text.

arrive • love • travel • be • make • play • like
have • start • not watch • want • go

Cindy ¹..... a concert pianist. She ²..... around the world and plays with famous orchestras. But Cindy is special – she is only 14 years old! When she isn't playing concerts, she ³..... to school the same as other children. At about 7.30 a.m. every day her mum ⁴..... her breakfast. Her school ⁵..... at 8.30 am. She ⁶..... home at 4 p.m. She and her family ⁷..... dinner together. In the evening, Cindy ⁸..... television. She doesn't have time! She ⁹..... the piano for 4 hours! But she ¹⁰..... playing, and people ¹¹..... listening to her. So! Do you still ¹²..... to be famous?





3 a) Look at these sentences. Why is the Present Simple being used? Write R (routines) or F (facts).

- 1 ☐ She lives in a small village.
- 2 ☐ I study English on Monday mornings.
- 3 ☐ I don't play football.
- 4 ☐ Schools aren't open on Sundays.
- 5 ☐ He has lunch at 1.30.
- 6 ☐ I have a chess class on Saturday.

b) Now write sentences about you, your family and home using the Present Simple. Then close your book and tell your partner.

- 1 Two facts about me are:
- 2 Two facts about my family are:
- 3 Two things which happen every day are:
- 4 Two things which don't happen every day are:

Focus



Have you got?

Yes, I have./No I haven't.

=

Do you have...?

Yes, I do./No, I don't.

4 a) Can you think of 2 ways to finish these typical interview questions? Tell a partner your ideas.

- | | |
|---|--|
| 1 <input type="checkbox"/> What's your | 5 <input type="checkbox"/> What time |
| 2 <input type="checkbox"/> How old | 6 <input type="checkbox"/> What do you do when |
| 3 <input type="checkbox"/> Where | 7 <input type="checkbox"/> What do you do |
| 4 <input type="checkbox"/> Have you got | 8 <input type="checkbox"/> What sports do |

Now listen and write the questions.

b) Now listen to the candidate's answers. Which question is she answering? Write the letter next to the correct question in a).

c) Now work with a partner. Take turns asking and answering the questions from a) and b).



Trinity
TAKE AWAY

Examiner: What time do you get home?

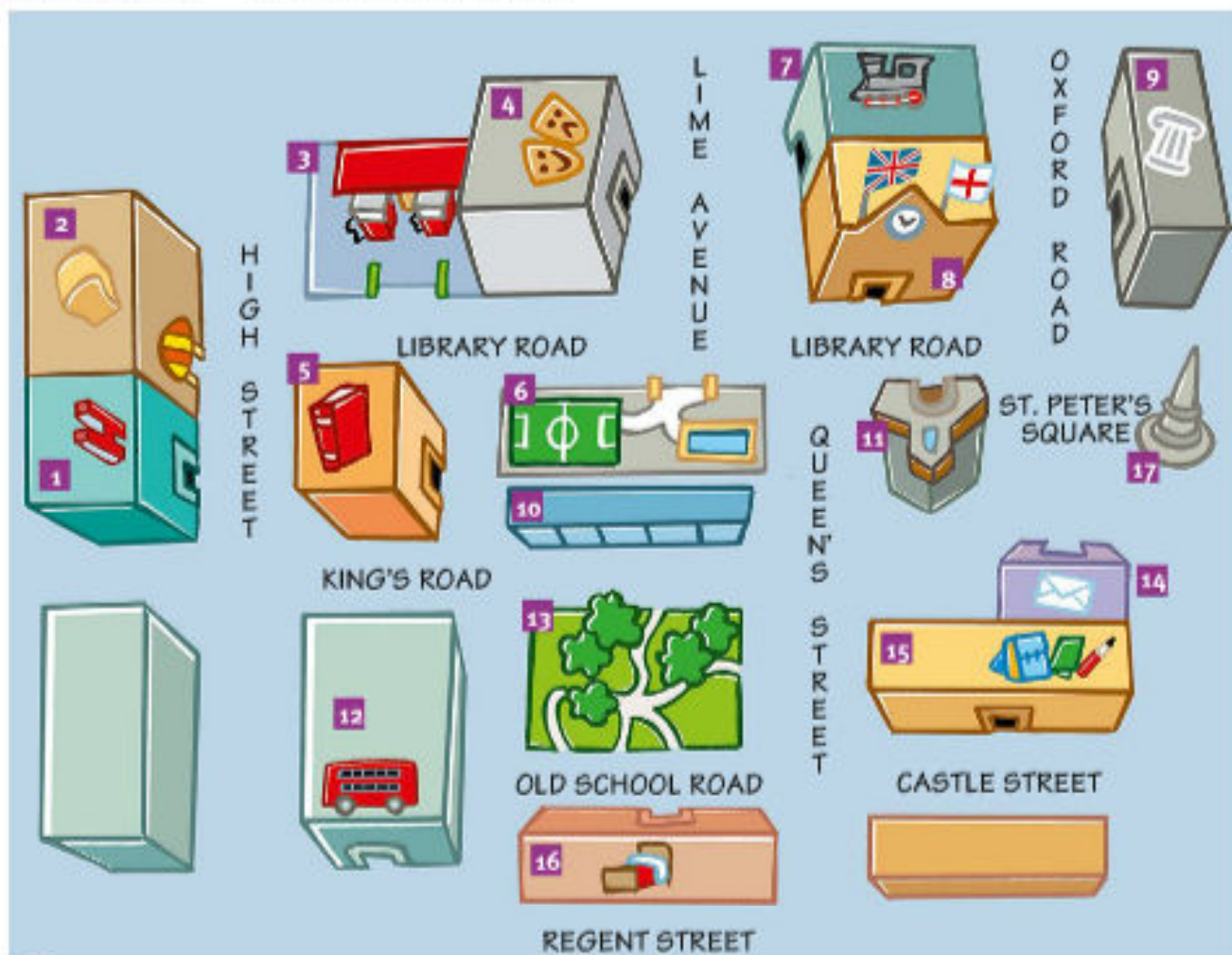
Candidate: I get home at about half past four.



UNIT 2

Local places

LESSON A Words & Ideas



➔ See Word File on page 76.



a) Can you name the places on the town plan? Match the words below with the numbers on the map. In pairs, compare your answers.

- | | | | |
|--|--------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> library | <input type="checkbox"/> school | <input type="checkbox"/> hospital | <input type="checkbox"/> railway station |
| <input type="checkbox"/> bakery | <input type="checkbox"/> park | <input type="checkbox"/> museum | <input type="checkbox"/> bus stop |
| <input type="checkbox"/> hotel | <input type="checkbox"/> town hall | <input type="checkbox"/> church | <input type="checkbox"/> petrol station |
| <input type="checkbox"/> sports centre | <input type="checkbox"/> post office | <input type="checkbox"/> theatre | <input type="checkbox"/> town square |
| <input type="checkbox"/> shops | | | |

b) In small groups, make a list of five important places in your town. You can use words from the map or others you know.



- a) Katerina is at the hospital and is asking for directions. Listen to the directions and follow the map. Where is she going?



- b) Here are the directions that you heard in a). Complete the gaps with words and phrases from the list. Listen again to check your answers.

go along • past • opposite • first turning
turn left • turn right

When you come out of the hospital doors, ¹..... ²..... High Street and then ³..... That's Library Road. Go straight ahead. Go ⁴..... the library and then take the ⁵..... on the left. That's Lime Avenue. On your left is the theatre. It's ⁶..... the theatre.



- c) Katerina is at the train station. Listen to the man giving her directions. Where is she going?

Stress in sentences and questions

When we speak English, some words in a sentence sound stronger, while some other words sound weaker.

Usually, the stronger 'stressed' words have the important information, while the weaker 'unstressed' words are auxiliary verbs (*be, have, can, etc.*), prepositions (*to, in, on, etc.*) and articles (*the, a, an*).



- Look at these sentences. Can you match the sentence with the stress pattern?

- 1 Turn left at the lights.
- 2 Is the museum behind the school?
- 3 Turn right then left.
- 4 Hi!
- 5 It's opposite the bank.
- 6 Where's the post office?
- 7 Take the second on the left.
- 8 Can you see the church?

- a ■ ■ ■ ■ ■ ■ ■
- b ■
- c ■ ■ ■ ■ ■
- d ■ ■ ■ ■ ■ ■ ■
- e ■ ■ ■ ■ ■
- f ■ ■ ■ ■ ■
- g ■ ■ ■ ■ ■
- h ■ ■ ■ ■ ■ ■ ■ ■

Listen and check. Now listen again, and repeat what you hear.



Focus



and then...

and then means next or after that.

Go past the bakery and then turn right.

Hi! I'm your
pronunciation
Prof!



UNIT 2

LESSON B

Grammar & Practice



See Word File on page 76.

Prepositions of place and movement

When we give directions we use prepositions such as *over* or *next to*. Some prepositions show movement, and others show place.



1



2



a) What do these pictures show? Choose words from the box.

across • to • behind • over • through • between
from • down • along • in front of • near
opposite • past • up • under



3



4



5



6

b) Complete these sentences using prepositions from a).

- The bridge goes the river.
- My friend's house is mine. He lives on the other side of the road from me.
- Climbing up the hill is hard work, but coming is easy.
- My house is number 15. It's numbers 13 and 17.
- My dad always takes my mum to work. She sits him on his motorbike.
- Walk the museum and then turn right.
- Go Market Street and then turn left.
- Go the big doors into the library and then go up the stairs.



c) Put the prepositions from a) into the correct group. Some words can go in two groups.

Prepositions of place	Prepositions of movement

Local places

Focus

Asking politely

Use polite expressions before questions.

Can you tell me...

Could you show me...

Do you know where...

a) Listen to these people asking for directions. Where do they want to go? Match the speaker (1-6) with the place (A-F).

- ☐ Speaker 1
- ☐ Speaker 2
- ☐ Speaker 3
- ☐ Speaker 4
- ☐ Speaker 5
- ☐ Speaker 6



b) Now listen again. Who is polite (put ✓) and who is rude (put X)? How did you decide?

c) Match the two parts of the sentences together to make polite requests.

- | | |
|--------------------------------|-------------------------------------|
| 1 Can you tell me the way | a where the high school is, please? |
| 2 Do you know the way to | b the Playhouse theatre is? |
| 3 Could you tell me | c to the bus station? |
| 4 Excuse me, do you know where | d the art gallery? |
| 5 Excuse me, where | e is the Grand hotel? |

a) In pairs, use the map on page 12 to ask and give each other directions.

b) Put the words in the correct order to make questions.

- 1 Do/where/you/live/?
- 2 Are/cinemas/there/or/theatres/near/where/you/live/?
- 3 Is/school/your/to/your/near/home/?
- 4 What/your/are/places/favourite/where/near/you/live/?

c) Now work with a partner. Use the questions from b) to ask each other about the place where you live.

Trinity TAKE AWAY

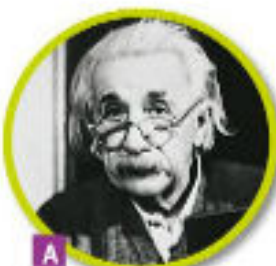
Examiner: Where is the museum, please?

Candidate: It's near the school, **opposite** the town hall.

UNIT 3

Dates to remember

LESSON A Words & Ideas



A



C



E



G



B



D



F



H



See Word File on page 76.



1 a) Work with a partner. Try to match the years of birth with these famous people.

- | | | | |
|----------------------------------|------|----------------------------------|------|
| 1 <input type="checkbox"/> | 1564 | 5 <input type="checkbox"/> | 2001 |
| 2 <input type="checkbox"/> | 1975 | 6 <input type="checkbox"/> | 1963 |
| 3 <input type="checkbox"/> | 1879 | 7 <input type="checkbox"/> | 1451 |
| 4 <input type="checkbox"/> | 1986 | 8 <input type="checkbox"/> | 1935 |



Now listen and check.



b) Listen once again and complete the dates in a).

c) How do we say these years? Take turns saying them with your partner.

2

- | | | | | |
|--------|--------|--------|--------|--------|
| 1 2005 | 2 1997 | 3 1786 | 4 1982 | 5 2001 |
|--------|--------|--------|--------|--------|

Match the pairs of ordinal numbers. Then practise counting ordinal numbers up to 31st with a partner.

- | | |
|-----------------|--------------------|
| 1 fourth | a 31 st |
| 2 twenty-third | b 22 nd |
| 3 fifteenth | c 4 th |
| 4 thirty-first | d 15 th |
| 5 twenty-second | e 23 rd |

Focus

We say...

1801 – eighteen oh one

1922 – nineteen twenty-two

2003 – two thousand and three

We say *the fifth of March* but we write *5th March*.



- 3 a)** Listen to the radio announcer talking about entertainment events in October. Put a tick (✓) by the events that she mentions.

- | | |
|---|--|
| 1 <input type="checkbox"/> theatre play | 4 <input type="checkbox"/> pop concert |
| 2 <input type="checkbox"/> film | 5 <input type="checkbox"/> classical music concert |
| 3 <input type="checkbox"/> art exhibition | 6 <input type="checkbox"/> ballet performance |

- b)** Now listen again and complete the 'What's on' guide below.

What's on	Date	Time	Venue
¹ in concert	3 rd October	²	The Mill House
The Liverpool Philharmonic Orchestra	³	7.00 p.m.	Saint George's Hall
Rosa	5 th and ⁴	11.00 a.m.	The Old Vic Theatre
Swan Lake	⁵ and ⁶	⁷	The Royal ⁸

Focus

a.m. & p.m.

11 a.m. = 11 o'clock in the morning
11 p.m. = 11 o'clock in the evening

- 4 a)** What events do you want to see in your town?
Complete your own 'What's on' guide with events for five days.

Your 'What's on' guide

DAY	DATE	TIME	EVENT
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

- b)** Now work with a partner. Complete your partner's 'What's on' guide, but don't look at your partner's book! Ask and answer questions like this:

You: What's on Monday?

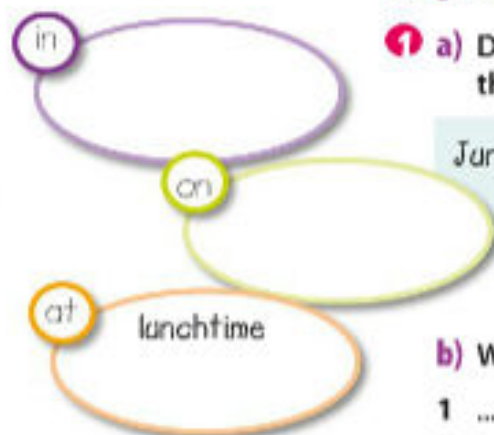
Your partner: On Monday the 26th of September there's a film called 'Batman Begins'.

You: What time does it start?

Your partner's 'What's on' guide

DAY	DATE	TIME	EVENT
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Prepositions of time



- a) Do we use *in*, *on* or *at*? Put each of these expressions into the right group.

June • the weekend • the morning • 8.30 • the afternoon
Monday • my birthday • lunchtime • Christmas
the evening • midday • 1st July 1985

- b) Write *in*, *on* or *at* in the sentences.

- Monday morning we have Maths.
- I never have a big meal the evening.
- We usually go away Christmas.
- 2008 the Olympic Games took place in China.
- We finish school 3.30 in the afternoon every day.
- I get up very early Christmas Day.

Present Simple questions

- a) Complete the tables.

be

Question word	am/is/are	+ subject	etc.
	¹	she	ready?
	Are	they	Spanish?
Who	²	you?	

Other verbs

Question word	do/does	+ subject	+ verb	etc.
	Do	they	play	tennis?
	³	he	like	music?
Where	do	they	live?	
Why	⁴	she	love	Maths?
How	⁵	I	make	coffee?

- b) Choose words to complete these questions.

- Am/Is/Are* your teacher English?
- Is/Do/Does* your teacher wear glasses?
- Do/Are/Does* your friends with you today?
- What *is/am/are* your favourite month?





a) Make questions.

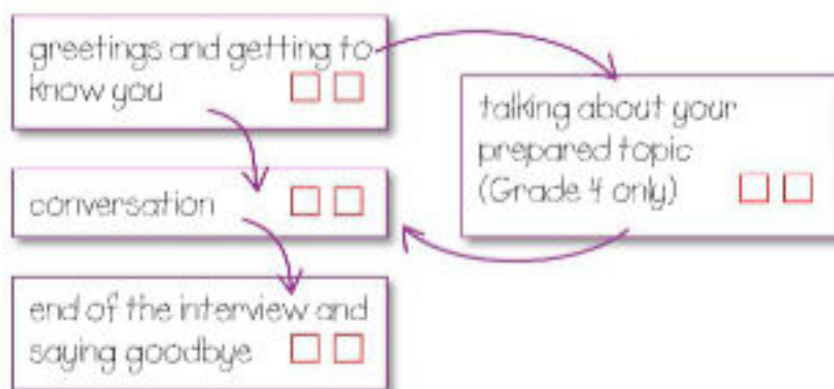
- 1 time/What/you/do/get/on/up/mornings/Monday/?
- 2 day/favourite/of/the/your/week/is/What/?
- 3 you/Do/up/get/Saturday/early/on/?
- 4 do/on/do/What/afternoons/Sunday/you/?
- 5 is/When/birthday/your/?
- 6 lessons/English/have/you/do/When/?



Now listen and check.

b) Work with a partner. Ask each other the questions in a).

Knowing how the interview is organised will help you know what questions to expect. The diagrams below show how the interview is organised at Grades 3 and 4.



a) Listen to parts of Marc's and Maria's interviews. Which part of the interview are they from? Put the letters (A-H) in the correct box in the diagram.

b) Write three questions for each stage of the interview. Work with a partner. Take turns to ask and answer questions for each stage.

Student A: Good morning. Please, sit down.

Student B: Thank you.

Trinity
TAKEAWAY

Examiner: When is your birthday?

Candidate: It's on the 4th of April.



Review Units 1-3

1 a) Match the verbs in the box with the nouns. Then, put them in order.

brush • have (x2) • come • do • take • wake • get • go (x2)

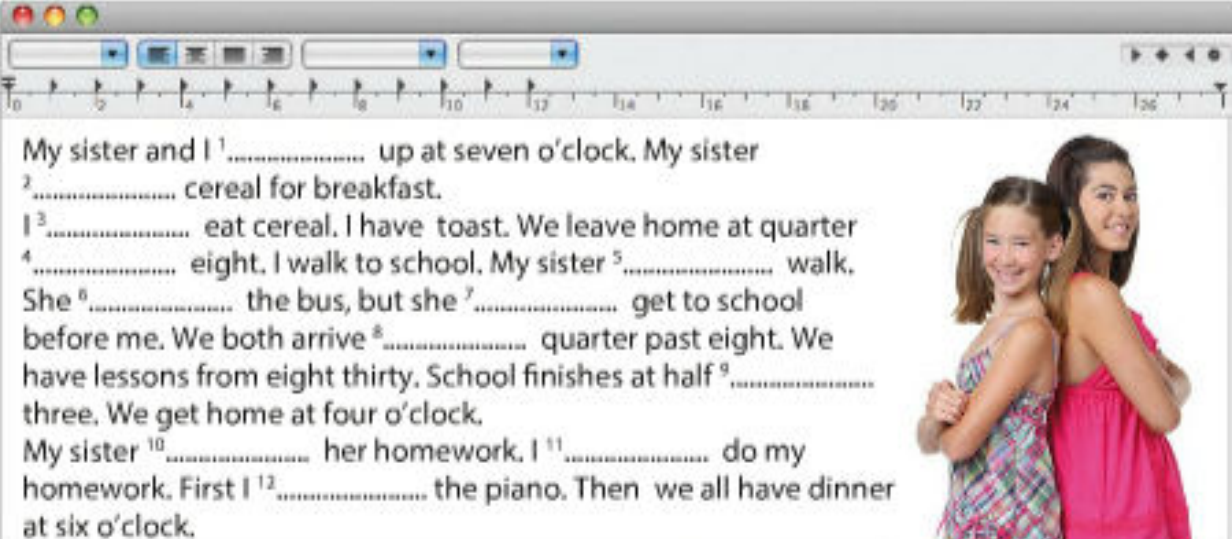
- | | | | | | | | |
|---|----------------|-----------|--------------------------|---|-------|-----------|--------------------------|
| a |Come..... | home | <input type="checkbox"/> | f | | breakfast | <input type="checkbox"/> |
| b | | homework | <input type="checkbox"/> | g | | lessons | <input type="checkbox"/> |
| c | | dressed | <input type="checkbox"/> | h | | the bus | <input type="checkbox"/> |
| d | | to bed | <input type="checkbox"/> | i | | up | <input type="checkbox"/> |
| e | | to school | <input type="checkbox"/> | j | | my teeth | <input type="checkbox"/> |

b) Speak to your partner. Say what time you do the things in a) every day.

A: I wake up at half past seven. What about you?

B: I wake up at seven o'clock.

2 a) Corrine is writing about her typical school day. Complete each gap with one word.



My sister and I ¹..... up at seven o'clock. My sister
²..... cereal for breakfast.
 I ³..... eat cereal. I have toast. We leave home at quarter
⁴..... eight. I walk to school. My sister ⁵..... walk.
 She ⁶..... the bus, but she ⁷..... get to school
 before me. We both arrive ⁸..... quarter past eight. We
 have lessons from eight thirty. School finishes at half ⁹.....
 three. We get home at four o'clock.
 My sister ¹⁰..... her homework. I ¹¹..... do my
 homework. First I ¹²..... the piano. Then we all have dinner
 at six o'clock.

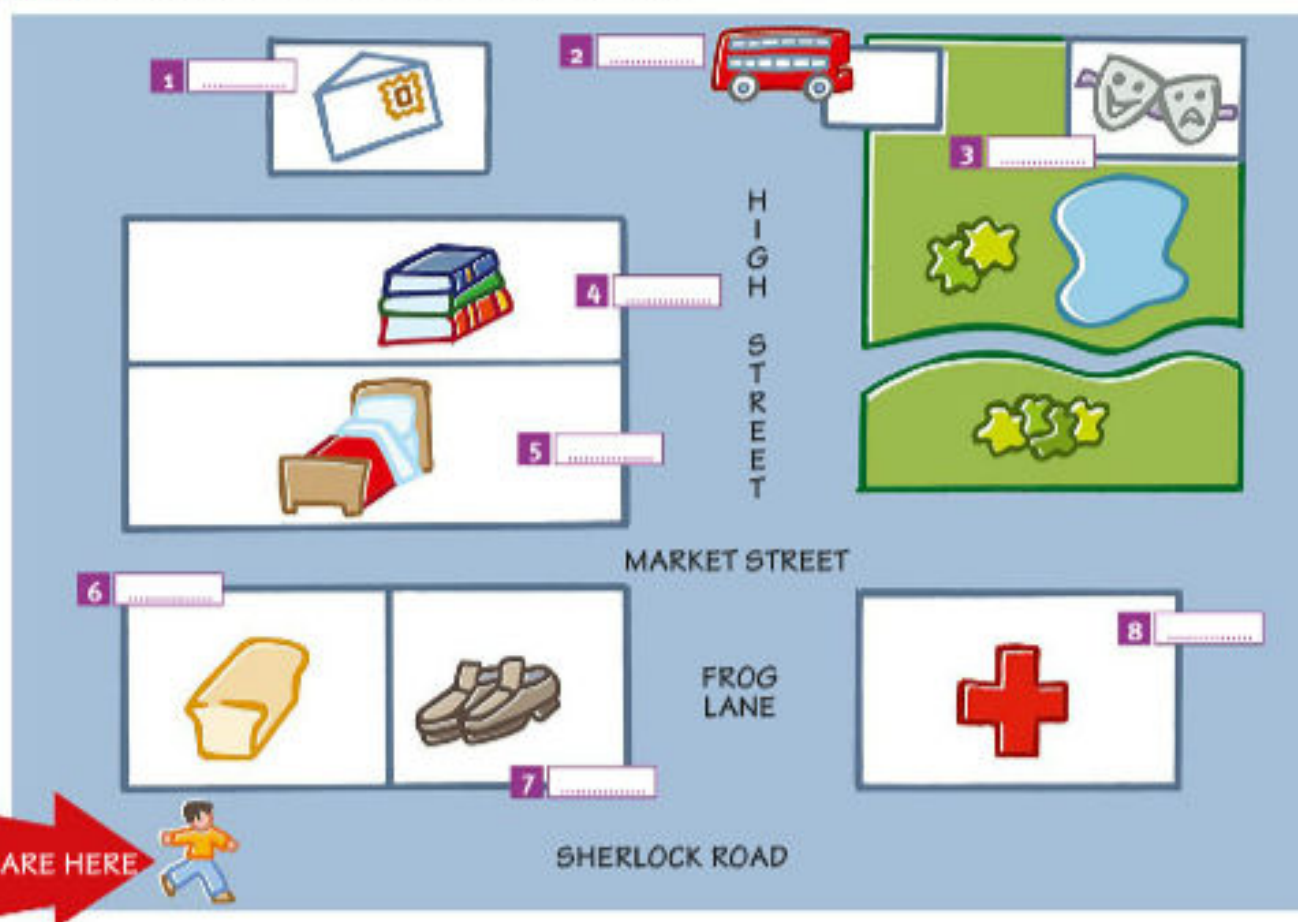
b) Is your day the same as Corrine's? Find four differences and tell your partner, like this:

I don't wake up at seven o'clock.
 I wake up at seven thirty.

3 Put the words in order to make questions. Then match the questions (1-6) with the answers (a-f). Then, work with a partner. Take turns asking and answering the questions.

- | | | | |
|---|--|---------|--|
| 1 | you/Have/got/any/sisters | ? | |
| 2 | your/have/family/Does/dinner/at/o'clock/six | ? | |
| 3 | do/homework/your/Where/you/do | ? | |
| 4 | birthday/your/is/When | ? | |
| 5 | does/time/What/start/school | ? | |
| 6 | you/do/When/English/lessons/have | ? | |
| a | <input type="checkbox"/> In my bedroom. | d | <input type="checkbox"/> Yes, I've got two. |
| b | <input type="checkbox"/> No, we don't. | e | <input type="checkbox"/> On Wednesday and Friday. |
| c | <input type="checkbox"/> At half past eight. | f | <input type="checkbox"/> The 1 st of April. |

4 a) Write the names of the places on the map.



b) Complete the dialogue.

A ¹..... me, could you ²..... me the way to the theatre, please?

B Yes, of course. Go ³..... Sherlock Road. ⁴..... left into Frog Lane. Go ⁵..... Market Street. Walk ⁶..... High Street. Turn ⁷..... into the park. Go ⁸..... the park. Turn left and go ⁹..... the lake. The theatre is ¹⁰..... the lake.

c) Work together with a partner. Student A, ask student B for directions. Always start from the same place. Then swap roles.

Self-evaluation

- I can talk about my family and our home life.
- I can talk about daily routines using the Present Simple.
- I can talk about my free time.
- I can talk about places in my local area.
- I can understand and give directions.
- I can tell the time and give dates.

Yes	Need more practice
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

UNIT 4

A place to study

LESSON A Words & Ideas



A



C



D



B



E



See Word File on page 76.



a) The pictures show different places where people study. Can you name them? Match the word with the picture.

- | | |
|---|--|
| 1 <input type="checkbox"/> secondary school | 4 <input type="checkbox"/> university |
| 2 <input type="checkbox"/> library | 5 <input type="checkbox"/> computer room |
| 3 <input type="checkbox"/> primary school | |



b) Listen to these people. What subject is each person talking about? Match the subject to the speaker.

- | | |
|---|---------------------|
| <input checked="" type="checkbox"/> speaker 1 | a Science |
| <input type="checkbox"/> speaker 2 | b Geography |
| <input type="checkbox"/> speaker 3 | c History |
| <input type="checkbox"/> speaker 4 | d English |
| <input type="checkbox"/> speaker 5 | e Maths |
| <input type="checkbox"/> speaker 6 | f Foreign Languages |



c) Listen again. Are they talking about school (S) or university (U)? Write the correct letter. How do you know?

d) Now talk to your partner about...

- | | |
|---------------------------------|-----------------------|
| 1 your favourite subject | 3 a difficult subject |
| 2 a subject you are not good at | 4 an easy subject |



- a) Listen to Adriana talking about her school day.

Complete the table with the correct subject.

Monday morning	
9.00-10.00	0 Maths
10.00-11.00	1
11.00-11.20	2
11.20-12.20	3
12.20-1.00	4
Monday afternoon	
1.00-2.00	5
2.00-3.00	6
3.00-4.00	7

Focus



My favourite lesson
...is fun!
...is boring!



- b) Complete this summary of Adriana's day with words from the box. Then listen to Adriana again to check your answers. You can use the same word more than once, and there may be more than one answer.

next • finally • after that • first • then • after

1 she has Maths. That's her favourite lesson.
2 she has Geography. 3 there is a break
and 4 the break she has French. At twenty past
twelve there is a lunch break and 5 lunch she has
History. 6 she has Science, which is interesting.
7 she has Sports and 8 at four o'clock,
she goes home.

- c) Now draw your timetable for Monday and talk to your partner about it. Remember to use *next*, *finally*, *after that*, *first*, *then* and *after*.

Monday morning	
9.00-10.00	0
10.00-11.00	1
11.00-11.20	2
11.20-12.20	3
12.20-1.00	4
Monday afternoon	
1.00-2.00	5
2.00-3.00	6
3.00-4.00	7

UNIT 4

LESSON B

Grammar & Practice

Can and can't for ability and inability

Focus

can = I am able to do it
can't (cannot) = I'm not able to do it



1



2



3



4



5

ski • ride • swim • play (x2)

a) Which of the sentences did Adriana say? Choose a or b.

- 1 a Everyone can do Maths! It's easy!
b Some children can't do Maths.
- 2 a I can do it, but it's very boring.
b I can't do it. It's very boring.
- 3 a I can speak French very well.
b I can't speak French very well.
- 4 a I can't remember anything.
b I can remember anything.
- 5 a I can't play well, but it's lots of fun.
b I can play well and it's lots of fun

Now listen again, and check your answers.

b) Under each picture, write a sentence with *can* and *can't* using the verbs in the box.

c) Now write these sentences about yourself using *can* or *can't* and the words given.

- | | |
|--------------------|----------------------|
| 1 do sums | 5 play tennis |
| 2 remember History | 6 understand science |
| 3 speak French | 7 use a computer |
| 4 ski | 8 play music |

d) Work with a partner. Ask and tell each other about what you can and can't do.

Student A: Can you play a musical instrument?

Student B: Yes, I can play the guitar.



- 2 You met the Present Simple tense in Unit 1 to talk about things we do regularly or every day. Read about what Mina usually does after school. Write a verb from the box in the correct form in each gap.

eat • watch • ~~finish~~ • listen • go • have
study • take • walk • finish • make

School ⁰...~~finishes~~... at four o'clock in the afternoon, and then my sister and I ¹..... home. It ²..... us about fifteen minutes to get home. We usually ³..... a snack and ⁴..... something to drink. Then our mum ⁵..... us do our homework. I usually ⁶..... for about two or three hours. After we ⁷..... our homework we can relax. I mostly ⁸..... television, but my sister ⁹..... to music. We ¹⁰..... to bed at about ten o'clock.



- a) Reorder the words to form questions.

- 1 do/What/start/school/time/you/?
- 2 is/Tuesday/What/lesson/first/your/on/?
- 3 lunch/is/When/break/your/?
- 4 time/do/get/you/What /home/school/from/?
- 5 lessons/you/have/do/morning/on/Monday/What/?
- 6 favourite/lesson/your/is/What/?
- 7 play/Can/music/you/?
- 8 foreign/you/a/language/speak/Can/?
- 9 don't/you/have/What/lessons/on/Friday/afternoon/?
- 10 every/homework/you/day/Do/have/?

Now listen and check.

- b) Now work with a partner and take turns to ask and answer the questions you made in a). Report to the rest of the class what you learned about your partner's study routine.



Trinity
TAKEAWAY

Examiner: What school subjects do you study?
Candidate: I study Maths and English.



UNIT 5

Jobs

LESSON A Words & Ideas



See Word File on page 77.



a) Who uses these things at work? Match the pictures with the jobs.

- | | | |
|-------------------------------------|---|---------------------------------------|
| 1 <input type="checkbox"/> nurse | 4 <input type="checkbox"/> fire-fighter | 7 <input type="checkbox"/> journalist |
| 2 <input type="checkbox"/> waitress | 5 <input type="checkbox"/> chef | 8 <input type="checkbox"/> builder |
| 3 <input type="checkbox"/> pilot | 6 <input type="checkbox"/> teacher | |



b) What jobs do these people do? Listen and write a job from the list in a).



- 1 2 3 4 5 6

c) Work with a partner. Tell your partner what jobs people in your family do.



- a) What jobs do people do in these places? Complete the table with jobs from the list below. You can use the same job more than once. Can you add any others?

cleaner • cook • doctor • head teacher • manager
nurse • secretary • shop assistant • surgeon • teacher

hospital	school	shop

See Word File on page 77.



- b) Work in pairs. Write a list of jobs for these places.

restaurant • hotel • office • factory

- c) Look at these adjectives for describing jobs. Put them into the correct circle.

well-paid • badly-paid • interesting • boring
difficult • easy • exciting • tiring • dangerous



Focus



job & work

a job is countable
'I've got a job to do.'
work is uncountable
'I've got lots of work to do.'

- d) Work with a partner. Which words from c) match the jobs on page 26? Say why.



- a) Listen to Lindsay talking about her work. What job does she do?

- b) Listen again. Are the sentences below true (T) or false (F)?

- ☐ Lindsay is happy with her job.
- ☐ She uses a computer for her work.
- ☐ She travels to other countries for work.
- ☐ Today she's at an important football match.
- ☐ She's waiting to meet a very famous person.

- c) Do you want to be a journalist? Why/Why not? Tell your partner. Then tell the rest of the class about your partner.



Present Simple and Present Continuous

We often use the **Present Simple** to talk about things we do every day:
I wake up very early in the morning.

We often use the **Present Continuous** to talk about things which are happening at the time we speak:
I'm making some tea.



- a) Here are some things that Lindsay said in Exercise 3 on page 27. What tense does she use? Write PS (Present Simple) or PC (Present Continuous).

- 1 ☐ I start my day at the office.
- 2 ☐ I talk to my boss about the stories she wants.
- 3 ☐ People are waiting to see famous film stars.
- 4 ☐ He's staying in a hotel.
- 5 ☐ I love my job.



- b) Complete the grammar table for the Present Continuous.

subject	+ be	+ verb + -ing
I	am/'m	writing
He/She/It	1 / 2	3
We/You/They	4 / 5	6

- c) Here are some activities that Lindsay does every day. Match each activity to the right picture.

- | | |
|--|---|
| 1 <input type="checkbox"/> write | 4 <input type="checkbox"/> interview people |
| 2 <input type="checkbox"/> take photos | 5 <input type="checkbox"/> use a computer |
| 3 <input type="checkbox"/> travel | 6 <input type="checkbox"/> talk to the boss |



A



B



C



D



E



F



- d) Now listen. What is she doing right now? Use the activities in c) and write sentences.

E.g. She's...

- 2 Work with a partner. Take turns to talk about people in your class. Try to use all these words.

sit • stand • speak • listen • talk to
wear • touch • hold • do

Student A: *Alena's sitting next to Elsa.*

- 3 Match phrases 1-5 with their contracted form a-e.

- | | |
|-------------------|----------------------------|
| 1 I cannot | a He isn't a good student. |
| 2 I am | b She hasn't got a job. |
| 3 We do not | c I'm studying English. |
| 4 He is not | d I can't play the piano. |
| 5 She has not got | e We don't work in Rome. |

Now listen and repeat.



- 4 a) Listen to Coco. Which photo is she describing?
- b) Can you complete these sentences that Coco and the examiner said? Use the verbs in the box in the Present Continuous. Then listen and check.

cook • cut • do • make • work

- What they
 - They very hard.
 - One man something.
 - The woman vegetables.
 - I think she a salad.
- c) In pairs, choose one of the other photos from this section and answer the questions with a partner.
- What jobs do these people do?
 - What things do they do every day?
 - What's happening in the picture?



Trinity TAKEAWAY

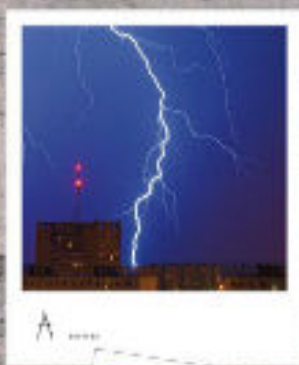
Examiner: What jobs do your parents do?

Candidate: My dad's a teacher and my mum works in a hospital.

UNIT 6

Weather

LESSON A Words & Ideas



See Word File
on page 77.



a) Match the words to the pictures.

- | | | | |
|---------|---------|------------|----------|
| 1 sunny | 3 snowy | 5 foggy | 7 cloudy |
| 2 windy | 4 rainy | 6 freezing | 8 stormy |



b) Listen to these people. What weather in the pictures are they talking about? Write the letter A-H.

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 3 <input type="checkbox"/> | 5 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| 2 <input type="checkbox"/> | 4 <input type="checkbox"/> | 6 <input type="checkbox"/> | 8 <input type="checkbox"/> |

Now talk about the weather with a partner. Use these ideas to help you!

- What's your favourite weather?
- What do you do when it's (snowy/rainy/sunny etc.)?
- Where do you go when it's (snowy/rainy/sunny etc.)?

- a)** Listen to Angela, Ruth and Mike talking about the weather. Choose the two pictures for each person.



Angela 1 ☐ In the morning

2 ☐ Now



Ruth 3 ☐ Last winter

4 ☐ This winter



Mike 5 ☐ Yesterday morning

6 ☐ Now

- b)** Now listen again and decide if the following are true (T) or false (F)?

- 1 ☐ Angela's daughters were in the garden in the morning.
- 2 ☐ Angela was in the garden this morning.
- 3 ☐ Ruth's children were happy last winter.
- 4 ☐ Yesterday Mike couldn't get to work.

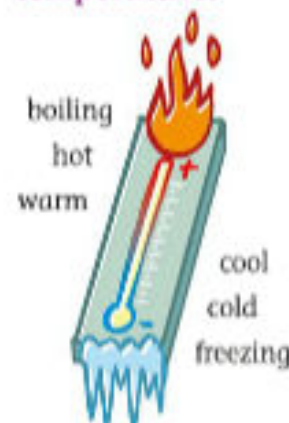
4 We often use the Present Continuous (*be + verb + -ing*) to describe the weather. Use the Present Continuous form of these verbs to complete the sentences. Don't forget to use the contracted form ('s).

rain • snow • pour • shine • blow

- 1 Can you close the window? The wind through the house.
- 2 Look at this wet weather. It again!
- 3 Look Mum! It! Can we make a snowman?
- 4 We can't go to the park now. It down.
- 5 The sun The birds are singing. What a lovely day!

Focus

Words for temperatures



Past Simple of be



- a) Look at some of the things Angela, Ruth and Mike said in Exercise 3 on page 31 and complete the grammar table.

Angela: 'I **wasn't** outside. It was hot.'

Ruth: 'The children **were** outside in the snow.'

Mike: 'The bus **was** slow.'

	affirmative/negative
I	
He	
She	was/ ¹
It	
We	
You	³/weren't
They	

questions	
	I?
²	he?
	she?
	it?
⁴	we?
	you?
	they?



- b) Now complete these sentences with the correct form of **be** in the Past Simple.

- I at home all day yesterday.
- All my friends off school last week with a cold.
- I didn't enjoy the film last night – it very good.
- My parents at home last weekend.
- you at school yesterday?
- The weather very good yesterday. It was raining all day!
- My aunt and uncle in Hong Kong last year on holiday.



- c) Now listen to the intonation of these questions from b). Does the speaker's voice go up or down?

- Were you at school yesterday?
- Was your mum angry with you?



- d) Now practise saying these questions with a partner. Then listen and check.

- Was it sunny yesterday?
- Were you on holiday last week?
- Was your sister at the party?



- 2 Think about where you were, who you were with and how you felt at these times:

This morning at 7.30/Yesterday evening at 7.30/Last Saturday afternoon

Now work with a partner. Ask and answer questions like this:

Student A: *Where were you this morning at 7.30?*

Student B: *I was at home in the kitchen.*

Student A: *Were you tired?*

Student B: *No, I wasn't tired. I was hungry!*

In the exam there are some subjects which the examiner is very likely to ask you about. These include:

- | | | |
|---|--|--------------------------------------|
| a <input type="checkbox"/> your family | d <input type="checkbox"/> the weather | g <input type="checkbox"/> home life |
| b <input type="checkbox"/> place of study | e <input type="checkbox"/> times and dates | h <input type="checkbox"/> jobs |
| c <input type="checkbox"/> your free time | f <input type="checkbox"/> your local area | |

Before the exam, make sure that you have some ideas for each of these areas.



- 3 Listen to the examiner's questions (1-8). Write the number of the question next to the correct conversation topic (a-h) above. Then work with a partner. Ask and answer questions.

- 4 a) Write your own question for the conversation topics.
Try to include some questions with the past tense of *be*.

- 1 your family:
- 2 school:
- 3 your free time:
- 4 home life:
- 5 the weather:
- 6 times and dates:
- 7 your local area:
- 8 jobs:

- b) Work with a partner. Take turns asking and answering each other's questions from a).

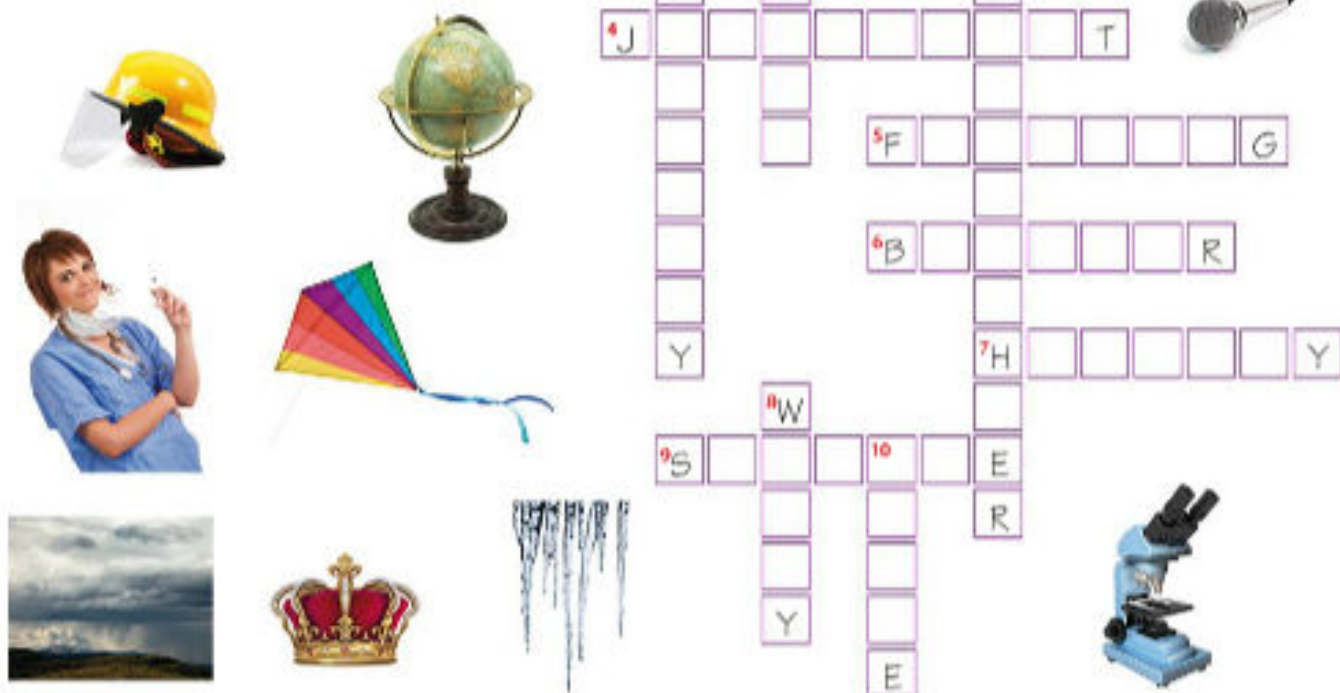
Trinity
TAKEAWAY

Examiner: What was the weather like here yesterday?
Candidate: It was cold and rainy.



Review Units 4-6

1 Use the photos to help you complete the crossword with words for jobs, the weather and school subjects.



2 Complete the text by circling the correct words.

My name is Anna and I'm 15 years old. I've got one sister. She's 7 years old and she goes to ¹ *primary/secondary* school. My favourite ² *classroom/subject* is French. I think it's ³ *easy/difficult* and I always get good marks. A difficult subject for me is ⁴ *History/Maths* because I can't understand numbers at all.

My mum and dad are both ⁵ *doctors/teachers*. They both work at a hospital not far from my house. They say their job is very ⁶ *dangerous /interesting* and it's ⁷ *well-paid/boring*. I'm not sure what job I want to do. But when I leave school, I want to go to ⁸ *university/library*.

3 Choose the correct answer for each question. Then, use these questions to find out information about your partner.

- | | | |
|----------------------------------|--|---------------------------------------|
| 1 What's the weather like today? | 3 What are your parents doing right now? | 5 What other languages can you speak? |
| a It has hot. | a They're working. | a I can to speak French. |
| b It's hot. | b They work. | b I'm speaking French. |
| c Is hot. | c They working. | c I can speak French. |
| 2 What sport do you do? | 4 What was the weather like yesterday? | |
| a I'm do football. | a It were foggy. | |
| b I does football. | b It was foggy. | |
| c I do football. | c It's foggy. | |



4 Complete the sentences below using the words in the box.

is • do • then • warm • was • wasn't

- When I get back from school I have something to eat and I do my homework.
- I really can't Maths. It's so boring!
- Right now my brother playing football at school.
- In weather we go to the beach and swim.
- Yesterday the weather very good. It cloudy and cold.

5 a) Look at the information about Olga and write sentences.

speak French	✓
ride a horse	✗
ski	✗
understand Maths	✓
run fast	✓
play the piano	✗

0 Olga can speak French.

1

2

3

4

5

b) What about you? Tell your friend, like this.

A: I can't speak French, but I can speak English.

6 a) Write three sentences about each photograph. Use the words in the box and the Present Continuous.

eat • picnic • rain • ride • snow • sun • talk • telephone • umbrella • walk • wear

A: In photo 1, two old people are having a picnic.

b) Work with a friend.
Ask and answer questions about the photos in a).

Talk about these things:

What's the weather like?/What are the people doing?/What are they wearing?



Self-evaluation

- I can talk about different places of study and jobs.
- I can describe the weather.
- I can talk about ability using can and can't.
- I can talk about current situations using the Present Continuous.
- I can talk about states in the past using the past form of be.

Yes

☐
☐
☐
☐
☐

Need more practice

☐
☐
☐
☐
☐

UNIT 7

Holidays

LESSON A Words & Ideas



➔ See Word File
on page 77.

- 1 a) Can you match these types of holiday with the correct postcard?

camping holiday • beach holiday • sightseeing tour • cruise

- b) Listen and match the people with the postcards. Put the numbers next to the photos.

- c) Put these 'holiday' words in the correct group.

adventure holiday • beach holiday • bed & breakfast
friend's/family home • caravan • sightseeing tour
hotel • mountain holiday • safari • tent

Types of holiday

Accommodation

- d) What type of holiday do you usually have?
Work with a partner. Ask and answer like this:

Student A: What type of holiday do you usually have?

Student B: My family often go camping and we stay in a tent. What about you?



- 2 a) Listen to Bruno, Clare and Luke talking about their holidays. Where did they go? Was it good? Circle the right words to complete the sentences.

- 1 Bruno went to *Rhodes/Corfu*. It was *terrible/great*.
- 2 Clare went to *Wales/Scotland*. It was *wonderful/terrible*.
- 3 Luke went to *Paris/Rome*. It was *awful/lovely*.

- b) Now listen again and answer the questions.

- 1 Where did Bruno swim?
 - a in the sea
 - b in the hotel pool
 - c in a lake near the hotel
- 2 What was the weather like during Clare's holiday?
 - a sunny
 - b rainy
 - c snowy
- 3 What did Luke do most of the time?
 - a go sightseeing
 - b go shopping
 - c walk around the city

- 3 a) In your notebook, answer these questions about yourself.

- 1 What was the weather like yesterday morning?
- 2 Where were you last weekend?
- 3 Where did you go on holiday two years ago?
- 4 What was the weather like?

- b) Now work with a partner. Ask and answer the questions in a), like this:

Where were you last weekend?



I was in the mountains with my family.



Focus



Here are some useful words for describing a holiday.

Very good: great/fantastic/wonderful/lovely/excellent/interesting

Very bad: terrible/disappointing/awful
E.g. We had a terrible holiday last year. It was freezing every day.

Focus



How long ago?

the day before yesterday
two months ago
a fortnight ago
a couple of days ago
last year

E.g. We came back from Dublin two days ago.

UNIT 7

LESSON B

Grammar & Practice



➔ See Word File on page 77.

The Past Simple – regular verbs

We form the past tense of regular verbs by adding -ed. For verbs ending in -e, we just add -d.

walk – walked rain – rained like – liked stay – stayed

Look at the grammar table. What do we use to make the negative form?

	affirmative	negative
I/you/he/she/it/we/they	walked	didn't walk



- 1 a) Complete the paragraph with the Past Simple of the verbs below. You can use the same word more than once.

be • camp • decide • like • not enjoy
not want • rain • want

Focus

Affirmative:

I/he/she/it/we/they/you
flew to London.

Negative:

I/he/she/it/we/they/you
didn't fly to London.

- Last year we were in Scotland for our summer holiday.
- Scotland is lovely, but our holiday ¹..... awful. Dad ².....
- a beach holiday. He ³..... something different. We ⁴.....
- to go camping. What a mistake! We ⁵..... on a campsite
- in the mountains. We ⁶..... the place, but we ⁷..... the
- weather. It ⁸..... every day for a whole week. This year...
- the beach!



Now listen and check.

The Past Simple – irregular verbs

Not all verbs form the past tense with -ed. Some verbs are irregular.

have – had do – did sleep – slept buy – bought
go – went eat – ate write – wrote make – made
drink – drank fly – flew come – came

- b) Write five sentences about things you did yesterday/last weekend. Use the irregular verbs in the list above.

- 1 4
2 5
3

Now close your books and try to remember what you wrote. Work with a partner and take turns telling each other about the things you did.





- a)** How do we say -ed? There are 3 different ways to say this ending. Listen to the examples. Then put each verb into the correct group.

arrived • booked • cooked •
ended • loved • needed
packed • played • stopped •
travelled • visited • waited

Group 1 /t/

finished

Group 2 /d/

enjoyed

Group 3 /ɪd/

started



- b)** Listen, check and repeat.

- a)** Here are some tips about preparing and discussing your topic. You will talk about your topic with the examiner for up to five minutes. Complete this exam advice with **Do** or **Don't**.

- 1 choose a topic that doesn't interest you.
- 2 talk about each part of your topic.
- 3 memorise a speech.
- 4 answer the examiner's questions with yes or no.
- 5 ask the examiner one question about the topic.

- b)** Pierre is preparing for the conversation phase of the exam. One of the subjects is 'Holidays'. Listen to his ideas.

- 4** Think about your last holiday or school trip. Talk to your partner and ask him/her four questions.

**Trinity
TAKEAWAY**

Examiner: Did you go on holiday last year?
Candidate: Yes, I did. My family and I went camping at the seaside.



UNIT 8

Shopping

LESSON A Words & Ideas



➔ See Word File
on page 78.



1 a) Match the shops with the receipts.

bananas	£ 2.50
tomatoes	£ 1.99
Total	£ 4.49
Cash	£ 5.00
Change	£ 0.51

1

CHICKEN (1KG)	£ 3.99
LAMB CHOPS (4)	£ 2.99
TOTAL	£ 6.98
CASH	£ 10.00
CHANGE	£ 3.02

2

Sunday Times	£ 3.50
pencils (pack of 10)	£ 2.95
Total	£ 6.45
Cash	£ 10.00
Change	£ 3.55

3

roses (1 bunch)	£ 24.00
Total	£ 24.00
Cash	£ 25.00
Change	£ 1.00

4

men's wash & out	£ 10.00
Cash	£ 10.00
Change	£ 0.00

5

blouse	£ 29.99
Payment debit card	
Thank you	

6

Focus

But...

We use **but** to connect
two opposite ideas.
*I like shopping on the
Internet, but I spend a lot
of money!*

b) Work with a partner. In your notebook, write five things you can buy in each of the shops in the street at the top of the page.

c) Work with a partner. Tell each other about the kinds of shops in your area. Use **but** to connect your ideas, like this:

Student A: In my area there's a big supermarket **but** we don't have any music shops.

a) Match the photos with the words.



- | | |
|--|--|
| 1 <input type="checkbox"/> supermarket | 4 <input type="checkbox"/> department store |
| 2 <input type="checkbox"/> street market | 5 <input type="checkbox"/> Internet shopping |
| 3 <input type="checkbox"/> high street shops | 6 <input type="checkbox"/> shopping centre |

b) Listen to these people talking about their shopping. Write C (Chloe), E (Ellen) or M (Mathis) next to the kind of shopping they are talking about. Then listen again and find out where they shop.

What	Where
clothes	the Internet
music	supermarket
food	high street shops
	street market

c) Where do you and your family shop? Work with a partner and tell each other about where you buy things. Use these words to help you.

Student A: *Where do you buy clothes?*

Student B: *I usually buy clothes from the high street.*



UNIT 8 LESSON B Grammar & Practice



See Word File on page 78.

Making comparisons

We can compare two or more things by using the comparative form of adjectives. Look at these examples from Exercise 3 on page 41.

big → bigger

cheap → cheaper

nice → nicer

friendly → friendlier

expensive → more expensive

good → better



- 1 a) Match the two halves of these sentences to make rules for making comparative adjectives.

1 One syllable adjectives

2 Adjectives ending in -y

3 Long adjectives

4 Irregular adjectives

a use a different word.

b add the word *more*.

c change the -y into -ier.

d add -er.

- b) Use these adjectives to write sentences comparing *Supersaver* with *Hanley's*.

old • ugly • modern • polite
bad • crowded • large • rude

Focus

Than...

To compare things we use the word *than*:

Buying online is more expensive than the high street shops.

A: *Hanley's is older than Supersaver.*



Supersaver: Since 2007



Hanley's: Since 1901

- c) Work with a partner. Think of two famous shops in your town. Tell each other what you think about the shops. Use the ideas in b) to help you.

Student A: *I think ABC Music is better than Sounds Saver.*

Student B: *But Sounds Saver is cheaper than ABC Music.*

Weak forms

When we speak at normal speed, the sound of some words changes. Prepositions (*on, in, at...*), auxiliary verbs (*is, am, are, have, has, do, does*), connectors (*and, but, because, or...*) and other grammatical words become very short or 'weak'. For example:

fish **and** chips becomes fish'n'chips
I want **to** go becomes I wantago



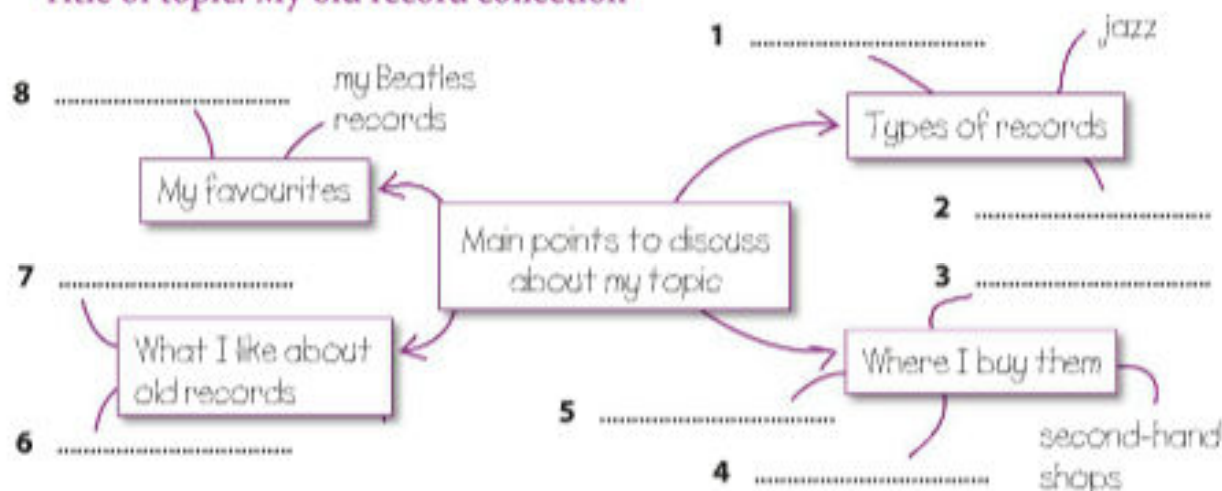
What do you think are the weak words in these sentences? Underline them. Then listen and repeat.

- 1 It's black and white.
- 2 Some cheese and bread.
- 3 I'd like to pay with cash.
- 4 A packet of tea.
- 5 A bottle of milk.
- 6 I want to buy a shirt.

Sophie's topic is her collection of old records. Complete her mind map with ideas from the box. Then listen, and tick the idea she mentioned.

street market • from my friends • the Internet • I love old things
my grandfather's jazz records • I love music • pop • rock

Title of topic: My old record collection



Think about a topic you would like to talk about in the exam. Draw a mind map. Then, work with a partner and take turns to ask and answer questions.

Trinity
TAKE AWAY

Examiner: Do you enjoy going to the shops?

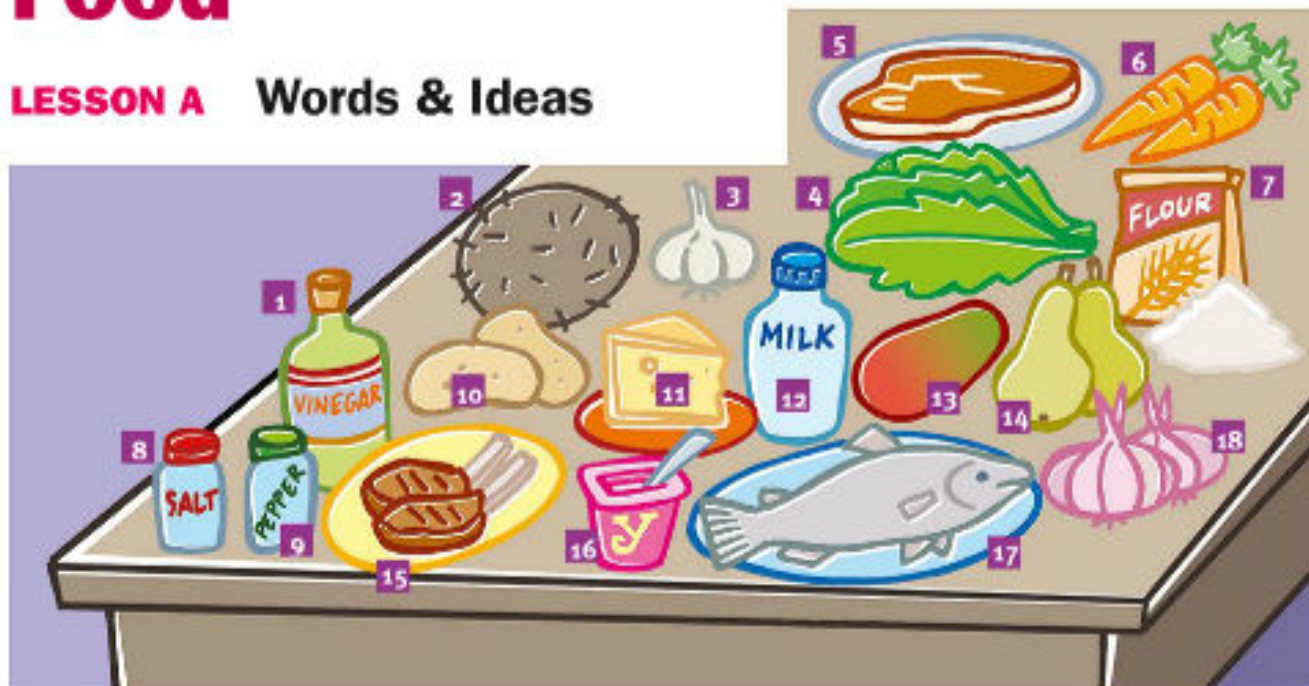
Candidate: Yes I do, but shopping online is better.



UNIT 9

Food

LESSON A Words & Ideas



See Word File on page 78.



1 a) Match the words with the pictures.

- | | | |
|-------------------------------------|------------------------------------|--|
| <input type="checkbox"/> a steak | <input type="checkbox"/> cheese | <input type="checkbox"/> a coconut |
| <input type="checkbox"/> potatoes | <input type="checkbox"/> salt | <input type="checkbox"/> a packet of flour |
| <input type="checkbox"/> garlic | <input type="checkbox"/> a lettuce | <input type="checkbox"/> a bottle of milk |
| <input type="checkbox"/> pears | <input type="checkbox"/> pepper | <input type="checkbox"/> a whole salmon |
| <input type="checkbox"/> lamb chops | <input type="checkbox"/> a mango | <input type="checkbox"/> a bottle of vinegar |
| <input type="checkbox"/> carrots | <input type="checkbox"/> onions | <input type="checkbox"/> a carton of yoghurt |



b) Work in pairs. Can you put the words from a) into the right groups? Use a dictionary to help you with any new words.

fruit	vegetables	meat and fish	dairy products	other

Focus

Measuring food:

- a slice of... bread/cake/cheese
- a glass of... milk/water
- a carton of... juice/milk
- a kilo of... apples/meat/nuts
- a loaf of... bread

Can you add two more words to each group? Share your ideas with the class.

c) What food did you eat yesterday? Work with a partner and tell each other, like this:

Student A: Yesterday I ate salmon and potatoes for dinner, and I drank a glass of milk. What about you?

Student B: I ate potatoes, too, but with meat. I had some yoghurt for breakfast.

- a) Find and correct the mistakes in this menu.

Starters	Main course	Dessert	Drinks
Ice cream Glass of chicken soup Mixed salad	Fruit juice Spaghetti Bolognese A slice of fish and chips	Mushrooms in garlic A loaf of chocolate cake Fresh apple pie and cream	Bottle of water (still or sparkling) Carton of orange juice Chicken and potatoes Fizzy drinks

- b) Work with a partner and take turns. One of you is the waiter, the other the customer. Tell each other what you'd like to order from the menu you corrected in a), like this.

Waiter: Good evening. Are you ready to order?

Customer: Yes. For a starter, I'd like the chicken soup, please.

Waiter: Chicken soup. OK. And for the main course?

Customer: For the main course I'd like... etc.

Focus

Cooking food

How do you say them in your language?

boiled

fried

baked

roasted

grilled

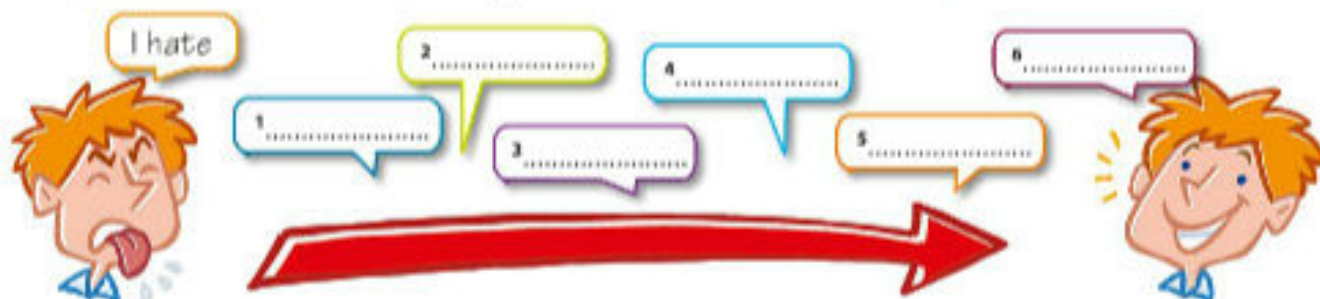
- a) Listen to the TV chef. What is she making?

- b) Now listen again. Tick the ingredients that the presenter uses.

- | | | |
|--------------------------------|---------------------------------------|--|
| <input type="checkbox"/> flour | <input type="checkbox"/> tomato sauce | <input type="checkbox"/> small mushrooms |
| <input type="checkbox"/> salt | <input type="checkbox"/> white onions | <input type="checkbox"/> big mushrooms |
| <input type="checkbox"/> water | <input type="checkbox"/> red onions | <input type="checkbox"/> cheese |
| <input type="checkbox"/> eggs | <input type="checkbox"/> milk | <input type="checkbox"/> vinegar |

- a) Put these expressions in the right order. (See Unit 4 for revision of likes and dislikes.)

I quite like • I can't stand • I love
I don't like • I really like • I'm not keen on



- b) Work with a partner. Tell each other about foods you like and don't like. Use the expressions from a) and the word *but*.

Student A: *I love tomatoes but I'm not very keen on mushrooms.*

More comparatives and superlatives



- 1 a) Look at some of the things that the TV chef said in Exercise 3a) on page 45 and complete the grammar table. Don't forget what you learned in Unit 8 about comparatives!

Some people like **thicker** bread.

I use red onions because they're **sweeter**.

I use **the smallest** mushrooms I can find.

They're **the tastiest**.

Mozzarella, of course – that's **the best**!

I don't buy **the most expensive** Mozzarella.



	adjective	comparative	superlative
one-syllable adjectives	thin	thinner	1.
long adjectives	expensive	2. expensive	the 3. expensive
adjectives ending in -y	tasty	tastier	4.
irregular adjectives	good	5.	6.



- b) Here are some useful adjectives for talking about food. Write the comparative and superlative forms for each of these words.

- 1 cold 3 delicious
2 bad 4 hot

- c) Work with a partner. Tell each other what you think about the things listed below. Use the adjectives in the box, or any others you can think of.

food:
Italian • Spanish
Chinese
Indian • English

beautiful • boring • exciting • handsome • noisy
old • talented • tasty • spicy • tiring

music:
classical
pop • rock
traditional

stars:
Johnny Depp
Orlando Bloom
Angelina Jolie
Lady Gaga

cities:
London
Rome • Madrid
Hong Kong

sports:
tennis
football
basketball
skiing



Student A: I think **Indian food** is **the spiciest** food.

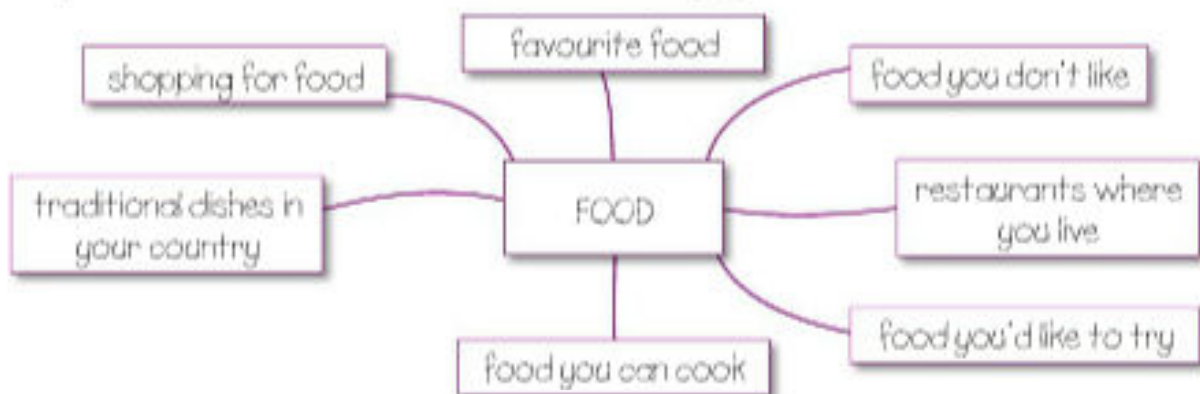
Student B: Yes, but **Italian food** is **the tastiest**.

In the interview you have to speak, but you have to listen well, also. It is very important that you listen carefully to what the examiner says, and that you answer the questions.

a) Listen to the examiner's questions and choose the best answers.

- | | |
|--|--|
| <p>1 a For about 3 years.
b About twice a week.
c Yes, very much.</p> <p>2 a I'm going to visit my uncle in Rome.
b I usually watch TV and read.
c I watched TV and read.</p> <p>3 a I think she's a teacher.
b I think they're playing a game.
c I think that's a mother with her children.</p> | <p>4 a I love pasta with mushrooms.
b Yes, I like it.
c I don't like fruit.</p> <p>5 a I usually have lunch at home.
b I always have a sandwich.
c At about one o'clock.</p> <p>6 a It's raining.
b No, my favourite season is summer.
c It usually rains a lot.</p> |
|--|--|

b) In your notebook write down five questions to ask your partner about food. Here are some ideas to help you.



- c) Now work with a partner. Student A is the examiner and Student B is the candidate. Student A, ask your partner the questions you wrote in b).**
- d) Do you think your partner answered your questions well? Tell your partner what you thought was good about the answers and what he/she can improve. Think about:**

- | | |
|--------------------------|-----------------|
| 1 Answering the question | 3 Vocabulary |
| 2 Grammar | 4 Pronunciation |

Trinity
TAKEAWAY

Examiner: What's your favourite dish?
Candidate: I love a traditional... dish called...



Review Units 7-9

1 Reorder the letters to make 3 holidays, 3 shops and 3 foods. Match them to the pictures.



- | | | | |
|---|----------------------------|--------------|--------|
| 0 | <input type="checkbox"/> F | afaris | safari |
| 1 | <input type="checkbox"/> | eggshiniest | |
| 2 | <input type="checkbox"/> | curies | |
| 3 | <input type="checkbox"/> | screenregrog | |
| 4 | <input type="checkbox"/> | tangsweens | |
| 5 | <input type="checkbox"/> | remarkupset | |
| 6 | <input type="checkbox"/> | cutelet | |
| 7 | <input type="checkbox"/> | conscout | |
| 8 | <input type="checkbox"/> | hugtroy | |

2 Jan is from Hungary. She met an English girl called Suzie on holiday in Greece. Find ten mistakes in Jan's postcard to Suzie. Then, write Jan's postcard correctly in your notebook.

POSTCARD

Hi Suzie,
 We arrived in Athens ^{on} Monday but our holiday didn't started well. We doesn't like our hotel. It was awful. We changes hotel yesterday. It's more good. Athens is great. It's bigger and more exciting than our small town in Hungary. This morning we walk to The Acropolis. The view is fantastic up there. I loved it, but Manos didn't enjoyed it. He can't standing high places. We're going to eat now. The food is tasty, but most expensive than I expected. How was your trip back to England? Good I hope.
 Take care
 Jan



Suzie Parks

18 Willow Grove

Norington

UK

© my Black Cat postcard



3 Put the words in order to make sentences. Share your sentences with your partner. Do you agree? Why / Why not?

- 1 milk/nicer/is/juice/than
- 2 are/vegetables/than/tastier/sweets
- 3 than/sightseeing/more/is/camping /interesting
- 4 better/beach/holidays/than/mountain/holidays/are
- 5 watching/TV/shopping/is/fun/more/than
- 6 supermarkets/are/street/markets/than/cheaper

.....


.....

.....

.....


.....

.....


 **4** Complete the sentences with the correct form of the word in brackets.

- 1 Mark didn't on holiday last year. (*go*)
- 2 When I at the airport it was dark. (*arrive*)
- 3 Fruit from a market is usually quality and cheaper. (*good*)
- 4 Shops in Milan are than shops in Rome. (*expensive*)
- 5 Fruit is food you can eat. (*healthy*)



 **5** Choose the correct answer for each question.
Then use the questions to find out information about your partner.

- | | |
|--|--|
| 1 What do you like to eat for breakfast?
a some breads and a milk
b some breads and milks
c some bread and milk | 3 Can you cook?
a Yes, I can boil toast.
b Yes, I can grill spaghetti.
c Yes, I can fry an egg. |
| 2 What food don't you like?
a I don't stand mushrooms.
b I can't stand mushrooms.
c I can't like mushrooms. | 4 What do you usually eat?
a I eat fruit every day.
b I eat fruits every day.
c I eat fruit every days. |

 **6** Match the questions with the answers. Then use the questions to find out information about your partner.

- | | |
|--|--|
| 1 Where did you go for your holiday last year?
2 What are some of the differences between your town and the place you went on holiday?
3 How often do you go to the cinema?
4 Where do your parents go shopping for food?
5 What's your favourite food? | a Majorca is more beautiful than my home town.
b About once a month.
c I'm really keen on pizza.
d I went to Majorca for two weeks.
e They usually go to the supermarket. |
|--|--|

Self-evaluation

- I can talk about holidays.
- I can talk about shops and shopping.
- I can talk about food.
- I can talk about likes and dislikes.
- I can link opposite ideas by using *but*.
- I can talk about past events using the Past Simple of regular and irregular verbs.
- I can compare things using the comparative and superlative form of adjectives.

Yes	Need more practice
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

UNIT 10

At the weekend & through the year

LESSON A Words & Ideas



See Word File on page 78.



1 a) Match the people with the activity. Write the letters (A-H).

- ☐ chatting ☐ gardening ☐ eating ☐ playing football
☐ fishing ☐ jogging ☐ shopping ☐ walking the dog



b) Now listen. Who's speaking? Write the numbers (1-8) next to the people (A-H) in the picture.



c) Do we say *do a picnic* or *have a picnic*? Complete the table.

	do	have	go for	go to	
0		✓		✓	a party
1					the gardening
2					a picnic
3					a football match
4					the shopping
5					a walk

Focus

in: season/month/
part of the day
(morning, evening etc.)

at: time of day
(6 o'clock)/the weekend

on: day (Sunday)/
date (26th December)

d) Work with a partner, like this:

Student A: Close your book and tell your partner about what the people are doing in the picture. Remember to use the Present Continuous.

Student B: Check what your partner says.

Now swap roles.

At the weekend & through the year



- a) Can you remember the names of the four seasons of the year? Reorder the letters to find the seasons.



1 nitwer



3 remsum



2 grispn



4 matunu

- b) Work with a partner. Tell your partner what you like doing at the weekend in each season.

What do you like doing at the weekend in winter?

In winter my dad and I like going to football matches. How about you?



- a) Listen to Ralph and Antonia. Circle the season they are talking about.

1 Ralph: *summer/winter*

2 Antonia: *summer/winter*

- b) Now listen again and write T (true) or F (false).

- 1 ☐ Ralph plays computer games at the weekend.
- 2 ☐ He goes to watch football every Saturday.
- 3 ☐ It snows every year where he lives.
- 4 ☐ Antonia often goes shopping at the weekend.
- 5 ☐ She goes to the park on Saturday mornings.
- 6 ☐ She helps her dad with jobs around the house on Sunday.

- c) In your notebook, write things you like to do in each season of the year.

In winter I love skating. In autumn I like to go to school.

Now tell your partner.



See Word File on page 78.

Focus

Like doing/ Like to do

We can follow the words *like*, *love* and *hate* with another verb.

There are two ways: *-ing* and *to + infinitive*

I love skiing.

= *I love to ski.*

I like to do my hobbies.

= *I like doing my hobbies*

UNIT 10 LESSON B Grammar & Practice

Focus

Adverbs – where do we put them?

Adverbs of frequency go before the verb in a sentence:
I usually visit friends on Saturday.

But they go after the verb *be*:
It's always raining.

Sometimes can also go at the beginning of a sentence.

Adverbs of frequency

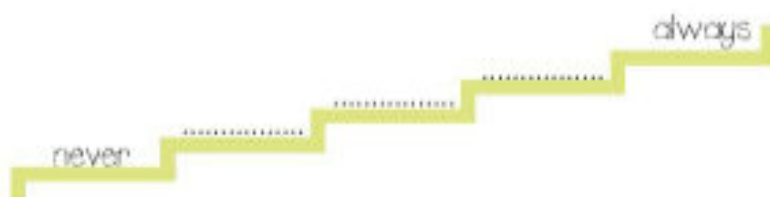
Words like **often** and **never** to show how frequently things happen.

- a)** Look at these examples from Exercise 3 on page 51. Who said what? Write A (Antonia) or R (Ralph). Then listen again and check.

- 1 ☐ I don't often go out at weekends.
- 2 ☐ I often go shopping with my mum.
- 3 ☐ It's always raining.
- 4 ☐ It never snows where we live.
- 5 ☐ I sometimes go to football matches.
- 6 ☐ We usually stay there for hours.

- b)** Put the words in the correct order.

sometimes • often • usually



- c)** Put these words in the correct order to make sentences. There's sometimes more than one correct answer.

- 1 mountains /the/always/snows/in/it
- 2 usually/evening/out/friends/they/with/Saturday/on/go
- 3 on/go/we/in/holiday/winter/sometimes
- 4 sometimes/she/to/goes/with/friends/concerts
- 5 my/never /TV/watch/family
- 6 school/never/for/late/I am

Now listen and check.

- d)** Now write 3 sentences about things that you do or don't do at the weekend. Use the adverbs in brackets in your sentences.

- 1 (never)
- 2 (always)
- 3 (sometimes)

Now close your books and tell your partner what you wrote.



In the interview the examiner will ask you questions about your topic. The questions will be about the points you wrote on your Topic Form before the exam. The examiner may ask you about them in any order. Make sure you listen carefully and answer the questions.

a) Listen to Liang talking about his topic – his part-time job. Circle the correct word.

- 1 Liang works in a *music/sports* shop.
- 2 He sometimes works on *Monday/Thursday*.
- 3 He works with *two/three* others.
- 4 He never *takes money/speaks* to customers.

b) Now number the points on the Topic Form in the order that the examiner asked them. Then listen again and check.

Title of topic: **My part-time job**



a) Choose one of the three topics below.

Your favourite season / Your family weekend / Your visit to an interesting place

In your notebook write a mind map with 4 'main points' you want to talk about.

b) Work with a partner. Swap your topic lists. Ask and answer questions about each other's topic.

Trinity
TAKE AWAY

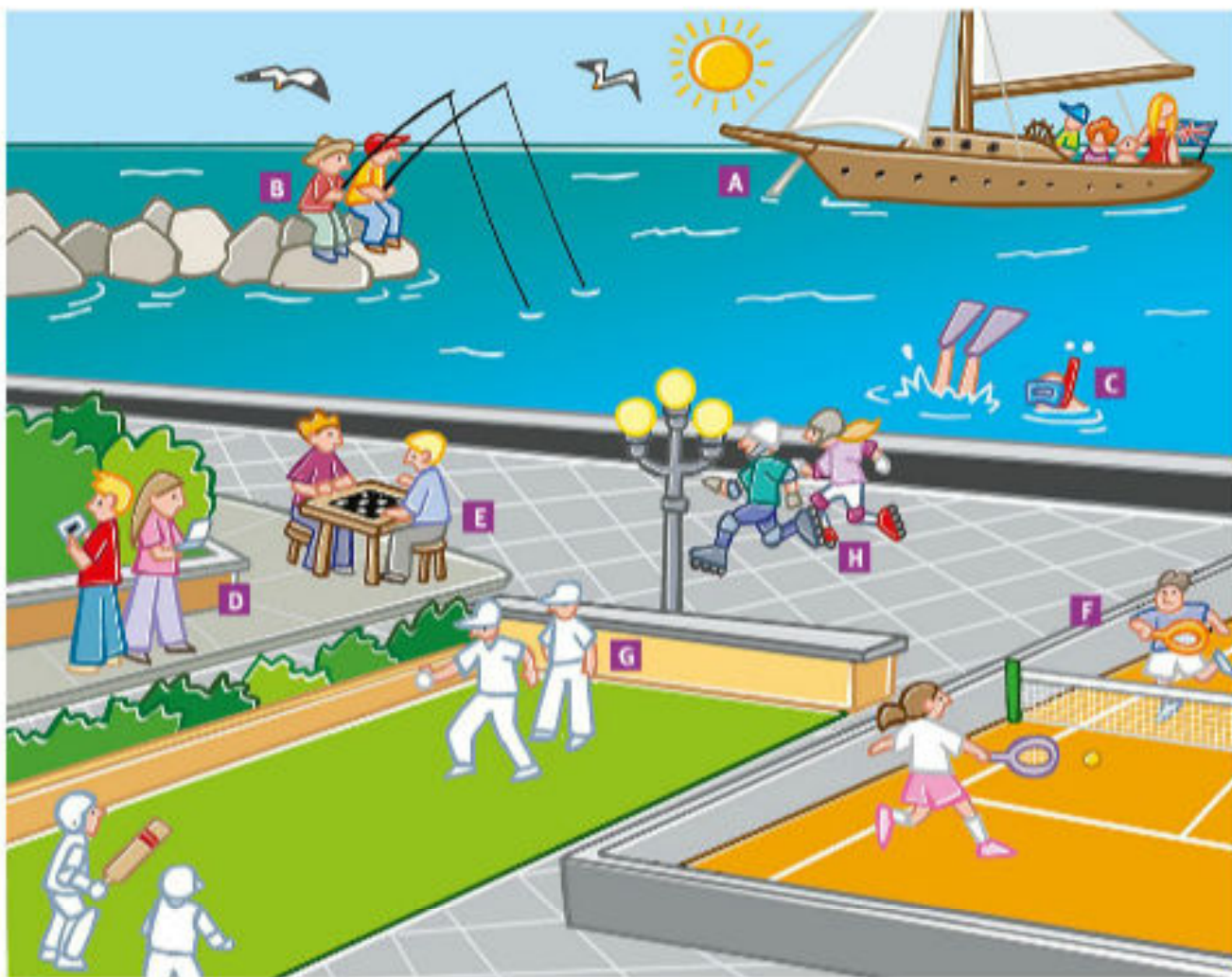
Examiner: What do you like to do in the summer?
Candidate: In the summer I like going to the beach.



UNIT 11

Sports and hobbies

LESSON A Words & Ideas



See Word File
on page 79.



a) Match the words with the activities in the picture.

- | | | | |
|----------------------------------|----------------------------------|--|----------------------------------|
| <input type="checkbox"/> tennis | <input type="checkbox"/> diving | <input type="checkbox"/> gaming | <input type="checkbox"/> chess |
| <input type="checkbox"/> fishing | <input type="checkbox"/> cricket | <input type="checkbox"/> rollerblading | <input type="checkbox"/> sailing |



b) Listen to these sounds of activities in the picture. Tell your teacher what the activity is.

c) Match the words with the activities in a).

- | | | | | |
|-------------------------------|---------------------------------|----------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> bat | <input type="checkbox"/> bow | <input type="checkbox"/> console | <input type="checkbox"/> flippers | <input type="checkbox"/> helmet |
| <input type="checkbox"/> net | <input type="checkbox"/> pads | <input type="checkbox"/> queen | <input type="checkbox"/> racquet | <input type="checkbox"/> rod |
| <input type="checkbox"/> sail | <input type="checkbox"/> screen | <input type="checkbox"/> snorkel | <input type="checkbox"/> yacht | |

Can you think of other words for each activity?



- d)** Put these words into the correct groups (some words may go into two groups).

basketball • CDs • comics • computer games • sailing
football • horse riding • model planes • music • volleyball
tennis • snowboarding • stamps • swimming • the piano

play	collect	make	listen to	go

- e)** With a partner. Take turns to ask each other questions about the hobbies and sports in d). Use the language you learned in Unit 4 and these prompts to help you:

Can you play...? What's the most interesting/difficult/dangerous...? Do you like...?



2

- a)** Listen to Craig, Alice and Adam.
For each person, circle the correct hobby or sport.



- Craig: *playing the piano/playing the guitar*
- Alice: *football/basketball*
- Adam: *horse riding/sailing*



- b)** Now listen again and answer.



- How often do they practise?
 - Craig: *every day/twice a week*
 - Alice: *once a week/three times a week*
 - Adam: *once a week/once a fortnight*
- Which is correct? (Circle the correct answer.)
 - Craig plays *well/badly* with his teacher.
 - Alice runs *fast/slowly*.
 - Adam goes *quickly/slowly* on the lake.



3

- Work with a partner. Ask and answer questions about how often you...**

go to the cinema • go on holiday • receive presents
take tests at school • help tidy your house • get exercise
have English lessons • do your hobby • brush your teeth
go to a concert • go swimming • read comics

Student A: How often do you go to the cinema?

Student B: About once a every two months. What about you?

Focus



Here are useful expressions for saying **how often**:

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

UNIT 11 LESSON B Grammar & Practice

Adverbs of manner

Adverbs of manner tell us **how** somebody does something.

E.g. *In a library people speak **quietly**. At a rock concert the band plays **loudly**.*

Adjectives describe nouns:

*The music is **nice**.* *music* (noun)/*nice* (adjective)

Adverbs describe verbs:

*She plays **nicely**.* *play* (verb)/*nicely* (adverb)



- 1 a) Here are some things that Craig, Alice and Adam said in Exercise 2 on page 55. Complete the sentences.

badly • well • slowly • fast • terribly

- I can play very for my age.
- I hate playing in front of other people because I always play
- I'm usually the goalkeeper because I can't run very
- The boys play
- We go around the islands.

We can make adverbs from adjectives by adding *-ly* or *-ily*, for example:
quick – *quickly* *careful* – *carefully* *angry* – *angrily*



- b) Complete these sentences with a phrase. Use the correct form of the verb. Change the adjectives into adverbs.

- That boy He's going to fall off his bicycle.
(*ride/dangerous*)
- Our teacher never She's very kind. (*speak /angry*)
- Take an umbrella with you. It's outside. (*rain/heavy*)
- Can you see a famous person in this photo?
(*look/careful*)

Not all adverbs end in *-ly* or *-ily*. Here are some common irregular adverbs:
good – *well* *fast* – *fast* *late* – *late* *early* – *early* *hard* – *hard*

Focus

Good (adjective)
& well (adverb)

*The **match** was very **good**. Williams **played well**.*

- c) Choose one of the words above to complete each sentence.

- I never arrive for my piano lesson. I'm always on time.
- I get up every morning and go swimming.
- I don't like to ride very My bicycle is old.
- The team played very this year. They won almost every game.
- We practised very for the race. I was very tired after it.

- 2** In your notebook, write five sentences about your sports or hobbies. Use the adverbs from 1 a), b) and c). Use the prompts to help you.

What can you do well?

What do you do badly?

What can you do fast?

What do you like doing slowly?

Now close your books and tell your partner about your hobbies using adverbs of manner.

During the interview, you must ask the examiner a question about your topic. This can be a simple question.

E.g. *Do you play any sports? What did you do at the weekend? Can you speak Italian?*



- a)** Listen to these examiners' answers (a-h). What are they talking about?

1 ☐ books

2 ☐ listening to music

3 ☐ playing music

4 ☐ sport

5 ☐ swimming

6 ☐ collecting things

7 ☐ computer games

8 ☐ travelling



- b)** What questions did the students ask the examiners? Listen again and try to complete the questions.

1 Do you?

2 Where?

3 What kind of?

4 Who is?

5 Can you?

6 Do you?

7 Do you?

8 Where?

- c)** Think about the topic you want to talk about in the exam. In your notebook, write five possible questions to ask the examiner about your topic.

- d)** Work with a partner. Ask and answer each other's questions about your topics.

Trinity
TAKEAWAY

Examiner: What do you do in your free time?

Candidate: Every weekend I play tennis. I play very well.



UNIT 12

School and work

LESSON A Words & Ideas



See Word File
on page 79.



a) Look at the picture and match the activities with the people in the picture.

- | | | |
|---|---|--|
| <input type="checkbox"/> empties bins. | <input type="checkbox"/> fixes equipment. | <input type="checkbox"/> gives medicine. |
| <input type="checkbox"/> helps children learn. | <input type="checkbox"/> locks the school. | |
| <input type="checkbox"/> looks after sick children. | <input type="checkbox"/> makes the timetable. | |
| <input type="checkbox"/> marks homework. | <input type="checkbox"/> mops floors. | <input type="checkbox"/> organises the school. |



b) Listen. Who's speaking? Write the number next to the people in the picture.

c) Would you like any of these jobs? Tell your partner.

d) Which school subjects are important for these jobs?
Tell your partner.

chef scientist pilot
doctor air hostess journalist
business woman firefighter
waiter shop assistant

Maths
Foreign Languages
Geography History Biology
Physics Art English

- 2 a) Do this questionnaire with a partner to find out what jobs suit him or her. Ask your partner these questions. Read out the choices and write down your partner's answers.

1 What do you like best?

- a listening to people's problems
- b finding answers to problems
- c talking to people

3 What's your favourite subject?

- a History
- b Maths
- c Art

2 What are you best at?

- a explaining things to people
- b finding out how things work
- c using pictures to tell a story

4 What do you most want?

- a to be popular
- b to be rich
- c to be famous

- b) Now change roles. Let your partner ask you questions and keep your scores, like this: a=1 point; b=2 points; c=3 points. Finally check your results.



- 3 a) Listen to Carmel, Laurent and Fen. Which photos are they talking about? Write C (Carmel), L (Laurent) or F (Fen).



- b) Work in pairs. Student A, choose a photo from a) and answer these questions.

What are the people doing?/Would you like this job?

Student B, which photo is your partner describing? Now change roles.

1-5 You love working with people, and you want to help them. You're going to be successful in education, tourism or healthcare. 6-10 You're clever and careful. You like to find answers to difficult problems. You're going to be very big in IT or business. 11-15 You're artistic and you love a good story. You're going to be happiest working in the media.

Results

UNIT 12 LESSON B Grammar & Practice

Going to future

We can talk about the future using the words **going to**. Look at these examples from Carmel, Laurent and Fen.

Perhaps they're going to find a cure for a disease.

I think I'm going to teach.

Maybe he's going to clean the building or fix it.

We use **going to** in two ways:

- 1 for **plans** and **intentions**.
We're going to go on holiday in July.
- 2 to make **predictions** based on what we see now.
Be careful! You're going to fall!



1 Complete the table.

	affirmative (short form)	negative (short form)	going to + infinitive
I	am ('m)	am not ('m not)	going to teach.
He/She/It	¹ (²)	³ (isn't)	
We/You/They	⁴ (⁵)	are not (⁶)	



2 a) Look at these examples from Exercise 3 on page 59. Are they plans or predictions? Write A for plans and B for predictions.

- 1 ☐ Perhaps they're going to find a cure for a disease.
- 2 ☐ I'm going to be a teacher, like my dad.
- 3 ☐ He isn't going to save the house.
- 4 ☐ Maybe he's going to clean the building
- 5 ☐ I'm not going to do a job like that.

b) Look again at the photographs on page 59. Write a sentence with **going to** for each photo. Use the words in the box to help you.

climb • down • do • interview • land • put out
take • a celebrity • an experiment • the building
the fire • the patient • the plane

Photo C – *They are going to save people.*

Photo D – *They're going to land the plane.*

c) Now work with a partner. Ask each other about your intentions for **tonight/tomorrow/next weekend**, like this:

Student A: *What are you going to do tonight?*

Student B: *I'm going to visit my friend and play computer games.*



During the interview there may be times when you:

- don't hear what the examiner said.
- don't understand what the examiner asked you.
- don't know the answer to a question.

If this happens, don't worry. These things happen when you're speaking in your own language, too! However, it's good to know what to say in these situations.

a) Here are some useful phrases for the interview. Match the groups of phrases with the situations.

- a** ☐ You didn't hear.
b ☐ You didn't understand.
c ☐ You don't know the answer.

1 I'm not sure about that.
 I don't know.
 I'm sorry, but I don't know the answer to that.

2 Excuse me.
 I'm not sure what you mean.
 I'm sorry, but I don't understand.
 Could you rephrase the question, please?

3 I'm sorry, I didn't hear you.
 Could you say that again, please?
 Excuse me; I didn't catch what you said.

b) Now listen to Adrianna in her interview. Put a tick (✓) next to the phrases from exercise 3a) that she uses.

4 **a)** Work with a partner. Student A, choose one of the photos from this unit. Student B, ask your partner these questions:

- 1 What are these people doing?
- 2 What's going to happen next?
- 3 Is this a good job?

Now change roles.

b) Take turns telling your partner your plans and intentions for these things. Try and use the phrases in 3 above to practise them.

- 1 Your next school holiday
- 2 What you want to do when you leave school

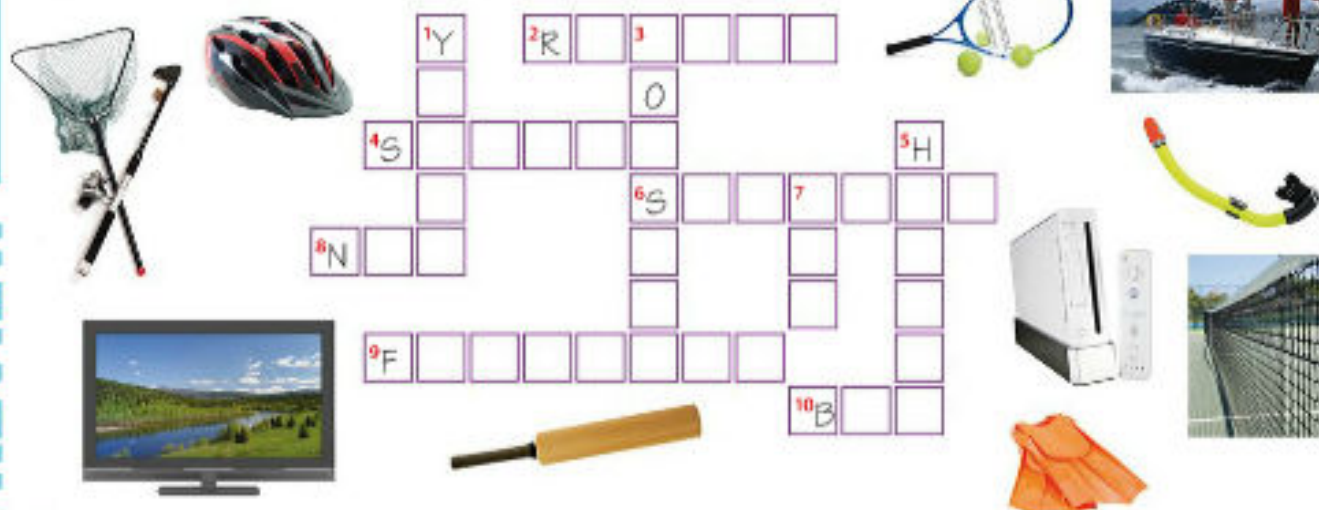
Trinity
TAKEAWAY

Examiner: What are you going to do?
 Candidate: I'm going to be a teacher, like my father.



Review Units 10-12

1 Use the pictures to help you complete the crossword.



2 Choose the best words to complete Natalie's e-mail.

To: mgrudy@zoomnet.com
 From: ncovas@zing.co.uk
 Subject: picnic next weekend

Hi Maria,
 How are things? I'm really busy these days! I ¹ *do/make* a part-time job now. I started a week ago. I work at a newsagent's twice ² *a/every* week. I usually work on Saturday and Sunday mornings. The job is quite easy, but I don't like ³ *get /getting* up early on Sunday! Anyway I'm saving my money and I'm going ⁴ *buy/to buy* a new bike next month. Listen! What are you going to do ⁵ *at /in* the weekend? We're going to ⁶ *have/make* a picnic. Do you want to come? Bring your ⁷ *racquet/bat* and we can play tennis, too! I'm sure you're going to win. You always play ⁸ *good/well*. Must rush! I'm going to ⁹ *do/go shopping* with my mum in a minute. Write back ¹⁰ *slowly/quickly* with your news.
 Bye for now!
 Natalie

3 a) Choose the correct answer for each question.

- | | |
|--|---|
| <p>1 Do you have any hobbies?</p> <p>a Yes, I do fishing.</p> <p>b Yes, I am fishing.</p> <p>c Yes, I go fishing.</p> | <p>3 What are you going to do this weekend?</p> <p>a I'm going to visit friends.</p> <p>b I going to visit friends.</p> <p>c I go visit friends.</p> |
| <p>2 How often do you go shopping?</p> <p>a Seldom I go shopping.</p> <p>b I'm seldom going shopping.</p> <p>c I seldom go shopping.</p> | <p>4 What do you like doing on your birthday?</p> <p>a I'm liking to have a party.</p> <p>b I like having a party.</p> <p>c I like to do a party.</p> |

b) Use the questions from a) to find out information about your partner.



4 Right or wrong? Put ✓ or X. Then, correct the mistakes.

- 1 You're going to do well in your exams.
- 2 John plays the piano very good.
- 3 We ran quick to catch the bus.
- 4 I always do my homework quickly.
- 5 Why are you angrily with me?
- 6 My mum is a very careful driver.

☐
☐
☐
☐
☐
☐

.....

.....

.....

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.....



5 a) Put the words in order to make sentences. There may be more than one correct answer.

- 1 Sunday/never/I/to/go/on/school
- 2 holiday/We/go/on/always/winter/in
- 3 late/I/for/school/am/often
- 4 friends/My/annoying/sometimes/are
- 5 angry/Our/rarely/gets/teacher

.....

.....

.....

.....

.....

b) Are the sentences in a) true for you? Tell your partner.

6 a) What's going to happen? Write two sentences for each picture.

0



stay/home
go/holiday

She's not going to stay at home.

She's going to go on holiday.

1



write/e-mail
answer/phone

.....

.....

.....

2



go/skiing
go/swimming

.....

.....

.....

3



watch/TV
cook/dinner

.....

.....

.....

b) Write about your family's plans for this weekend.

Self-evaluation

- I can talk about weekend and seasonal activities.
- I can talk about hobbies and sports.
- I can talk about frequency using adverbs.
- I can talk about manner using adverbs.
- I can talk about future plans and intentions.

Yes

☐
☐
☐
☐
☐

Need more practice

☐
☐
☐
☐
☐

These are some examples of what the examiner (E) and the candidate (C) say during the exam.



GRADE 3

Examiner: How do you get to school?

Candidate: I usually walk, but sometimes I take the bus.

Examiner: What time do you get home every day?

Candidate: I get home at about half past four.

Examiner: Do you do any sports?

Candidate: Yes, I do. I go swimming every Saturday.

Examiner: Is there a swimming pool in your town?

Candidate: Yes, there is. It's opposite the bus station.

Examiner: Can you tell me how to get to your classroom?

Candidate: Yes, of course. Go out of the door and turn right. Walk along the corridor. My classroom is on the left, next to the gym.

Examiner: What's your favourite school subject?

Candidate: Maths and English.

Examiner: When is your birthday?

Candidate: It's on the 4th of April.

Examiner: What jobs do your parents do?

Candidate: My dad's a teacher and my mum works in a hospital.

Examiner: What was the weather like yesterday?

Candidate: It was cold and rainy.

Examiner: What's your favourite season?

Candidate: My favourite season is winter.





GRADE 4

Examiner: Did you go on holiday last year?

Candidate: Yes, I did. My family and I went camping at the seaside.

Examiner: Where did you go camping?

Candidate: We went camping in Italy. It was great.

Examiner: Do you enjoy going to the shops?

Candidate: Yes I do, but shopping online is better.

Examiner: What do you like about it?

Candidate: It's cheaper and there's a bigger choice.

Examiner: What's your favourite dish?

Candidate: I love a traditional Greek dish called mousaka.

Examiner: Can you cook anything?

Candidate: No, I can't cook at all.

Examiner: What do you like to do in the summer?

Candidate: In the summer I like going to the beach.

Examiner: What do you do in your free time?

Candidate: Every weekend I play tennis. I play very well.

Examiner: How often do you play?

Candidate: I play twice a week.

Examiner: What are you going to do in the future?

Candidate: I'm going to be a teacher, like my father.



Task 1 – Long reading

1 Work in pairs. Look at these photos and answer these questions.



- 1 What do the photos show? Use a dictionary to find the words.
- 2 What is the connection between the photos?
- 3 What hobby do these people have?
- 4 Why do they enjoy it? Would you like this hobby?

a) You are going to read a text about a famous fossil hunter. Scan the text quickly. Take 1 minute to find the words for the people and things shown in the photos.

b) Read questions 1-5 on page 67. Quickly skim each paragraph and match the titles. Then read the text more carefully to answer questions 6-15.

Read the following text about Mary Anning and answer the 15 questions on the opposite page.

Paragraph 1

When animals die, their bodies can stay in the ground for many years. After millions of years, the ground becomes rock, and sometimes we can still see the animal in that rock. These special rocks are called 'fossils'. Sometimes people collect fossils for a hobby. One of the most important fossil hunters ever was a young English woman called Mary Anning.

Paragraph 2

Anning was born in 1799 in the seaside town of Lyme Regis in the South of England. Her family were very poor. Her parents had ten children, but only Mary and her brother lived to be adults. Her father made furniture, but her mother did not work. Mary went to school only for a short time, but she was clever and loved nature.

Paragraph 3

Mary's parents taught her to find fossils on the beaches and cliffs near their home. At that time Lyme Regis had many rich holiday visitors. Mary found many small fossils and sold some for small sums of money. After some time, she opened a shop to sell her collections. But her family were still very poor.

Paragraph 4

In 1811 Mary found the head of a large animal in a cliff. At first, she thought it was a crocodile. She carefully took the animal out and sold it to a wealthy collector for a lot of money. When scientists saw it, they realised it was a dinosaur. Mary soon found more very special fossils. They included huge animals that lived in the sea or flew in the air millions of years ago.

Paragraph 5

News about Anning travelled around the world. Important scientists came to talk to her. She never went to university, she only once left her home town, and she died at 47. Her life was short, but it changed the way scientists understood the history of life on Earth.

Questions 1-5 (one mark per question)

The text on page 66 has 5 paragraphs (1, 2, 3, 4 and 5). Choose the best title for each paragraph from A-F below and **write the letter in the numbered box**. There is one more title than you need.

Paragraph	Letter
1.
2.
3.
4.
5.

- A. Early life
- B. First big finds
- C. Mary's fame
- D. What are fossils
- E. Mary's travels
- F. Early finds

Trinity Tips!

Questions 1-5

Always look at questions 1-5 *before* you read the text.

Questions 6-10 (one mark per question)

Choose the 5 statements from A-H below that are TRUE according to the information given in the text opposite. **Write the letters of the TRUE statements in the boxes provided (in any order).**

TRUE statement
6.
7.
8.
9.
10.

- A. Mary grew up by the sea.
- B. Mary's parents were teachers.
- C. All Mary's brothers and sisters died when she was young.
- D. Mary's family were not rich.
- E. Mary had a shop in Lyme Regis.
- F. Mary did not go to school for very long.
- G. Mary travelled around the world.
- H. Scientists wanted to meet her.

Trinity Tips!

Questions 6-10

Read *all* the statements *before* you choose.

Questions 11-15 (one mark per question)

Complete sentences 11-15 with a word, phrase or number from the text (maximum 3 words).

Write the word, phrase or number in the space provided.

- 11. Lyme Regis is a
- 12. At first, Mary sold fossils to
- 13. In the beginning, Mary thought the big animal was
a
- 14. Mary lived to the age of
- 15. Mary's fossils showed how
was millions of years ago.

Trinity Tips!

Questions 11-15

Use grammar to help you. For example *a/an* + noun or *to* + verb. Always check the grammar and spelling of your completed sentences. Words must be *from* the text.

ISE file

Task 2 – Multi-text reading

1 With a partner, ask and answer these questions.

- 1 Have you or your family got a pet?
- 2 What do pets need to make them happy?
- 3 Why is it good to have a pet?

2 You are going to read 3 texts about pets. Look very quickly at the texts. In pairs, answer these questions.

- i) Who is each text for? ii) What is each text for?

3 Now read the texts more carefully to answer questions 16-30.

Questions 16-20 (one mark per question)

Read questions 16-20 first and then read texts A, B and C below the questions. As you read each text, decide which text each question refers to. **Choose one letter – A, B or C – and write it on the lines below.** You can use any letter more than once.

Which text

16. has information about how to look after pets?
.....
17. is for parents to read?
18. has information about how many people own pets?
.....
19. explains why having a pet is good?
20. has information about more than one kind of animal?

Text A

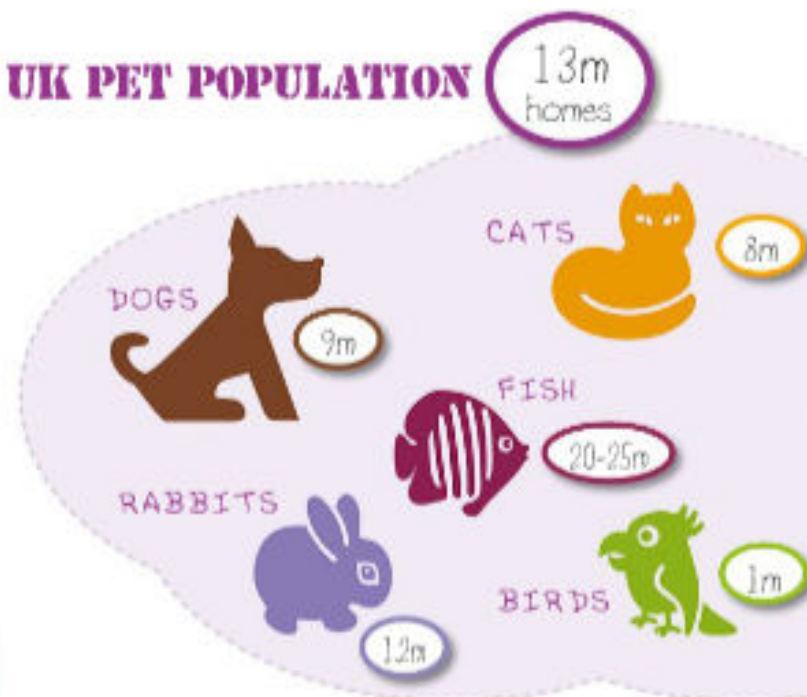
Trinity Tips!

Always look
at questions 16-20

before you read the texts.
When you read each text,
think, 'Who is this for?', 'What
is this for?' and 'Where can I
find it?'

Find English words for the
pictures in Text A.

UK PET POPULATION



DRY FOOD

DOGS

59%

CATS

23%

WET FOOD

DOGS

41%

CATS

77%

Text B

Feeding your cat

Just like people, every cat is different. Some cats need a lot of food, others only a little. Some cats like to eat only in the morning, another late at night. Each cat has its favourite food and its own eating routine. However, there are some important things you need to know about feeding any cat:

- Dirty bowls can make cats ill, so clean them often.
- Don't keep plastic bowls for too long. Change them once a year.
- Keep dry food in a box that closes well. Don't keep open tins of wet food for longer than two days.
- Give the right amount of food to your cat so that it doesn't become too fat or too thin.
- Make sure that there is always a bowl of water for your cat.
- Some human foods can make your cat very ill. Never give your cat any of these: chocolate, eggs, milk, bones, dog food or meat that is not cooked.



Text C

DogBlog

News

Views

Tips



Hi! Do your children want a dog, but you're not sure? Well, here are some very good reasons to let them have that furry friend.

For their health

Dogs need a walk (or a run!) at least once a day. That's good for your pet and for your kids! A study in the US found that people who walk their dog for 20 minutes a day can lose 6 kilos in a year.

For their happiness

Dogs are great friends and good fun. Kids love to talk about pets, and that helps them to make friends with other children. Families with dogs also feel safer because their pet will understand when strangers are nearby.

To feel better at school

A survey in the UK found that children with pets are less worried about school, make friends more easily and enjoy school much more.

Questions 21-25 (one mark per question)

Choose the five statements from A-H below that are TRUE according to the information given in the texts above. **Write the letters of the TRUE statements on the lines below (in any order).**

21.
22.
23.
24.
25.

- A. Fish are the most popular pets in the UK.
B. Most dogs in the UK eat dry food.
C. Pet birds only eat dry food.
D. Cats don't all need the same amount of food.
E. Pets don't like plastic bowls.
F. Milk is not good for cats.
G. People with pets are always fitter.
H. Pets can help children feel better about school.

Trinity Tips!

Choose what is true ***in the text!***

ISE file

Questions 26-30 (one mark per question)

The summary notes below contain information from texts A-C. **Find a word or phrase from the box at the bottom to complete the missing information in gaps 26-30.** Remember to look back at the texts when you choose your answer from the word bank.

Write your answers on the lines below. You don't need all the words and phrases.

Summary notes

Pets in the UK

- 13 million homes have pets.
- Cats are more popular than (26.)
- One million homes have birds.
- Most cats eat (27.) food.

How to feed cats

- All cats have different needs.
- Make sure a cat's bowls are (28.)
- Throw away wet food after two days.
- Always leave some water for your cat.
- Food that is good for (29.) may be bad for cats.

What's good about having a dog?

- Children with dogs are healthier.
- Dog owners need to walk their dogs (30.) once a day.
- Children with dogs are happier.
- Pets help children to worry less about school.

Trinity Tips!

Questions 26-30

Choose what is true ***in the text!***
Make sure the sentences you make:

- have good grammar
- are true ***in the text!***

Word bank

- at least
- rabbits
- clean
- fish
- dry
- humans
- more than
- plastic
- wet
- dirty



Task 3 – Reading into writing

 Read this sample question.

Your class is doing a project about pets. Write a short article (70–100 words) for your teacher.

Use the information you read in Task 2 (Texts A, B and C) to:

- say what kinds of pets are popular in the UK
- explain what kind of food is best for pets
- explain what is good about having a pet.

You should plan your article **before** you start writing. Think about what you want to say and make some notes to help you in this box.

Planning notes

.....

.....

Trinity Tip!

Plan at least 3 paragraphs: one for each text in Task 2.

 Now read this student's answer. For each paragraph, put the sentences in the correct order.

Pets in the UK


- A ☐ But the most popular pets are not dogs or cats, but fish.
- B ☐ There are 9 million dogs and 8 million cats.
- C ☐ 13 million homes in the UK have pets.

The best food for pets

- D ☐ Dogs like dry food best, but cats like wet food more.
- E ☐ It's important to keep wet and dry food fresh and use clean bowls for it.
- F ☐ Not all pets like the same kind of food, and they like to eat at different times of the day.

Why keep pets?

- G ☐ Pets can even help children feel better about school.
- H ☐ Pet owners are happier and dogs can keep their home safe.
- I ☐ Walks give dogs and their owners exercise.
- J ☐ Pets can be very good for a family.

 Now write your article of 70–100 words. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

Trinity Tip!

Take time to check! Always leave five minutes at the end of the exam to check your work. Look out for spelling and punctuation errors.

ISE file

Task 4 – Extended writing - Essay

a) Read this sample question. In pairs, decide what to write.

Write an essay (70-100 words) for your teacher about local food. You should:

- describe some of the food in your country
- say what your favourite dish is.

b) Now add full stops, commas and capital letters to this example answer.

food in my country

my country is by the sea for this reason most of our national recipes use fish everyone here loves fish and they eat fish for breakfast lunch and dinner fish soup is very popular we usually make this with shrimps vegetables and a fish called cod its easy to make and we call it bisque another popular dish is called prinsefisk or prince fish chefs first made it years ago for a prince prinsefisk is baked in the oven with eggs and cream However my favourite doesnt have any fish its a sweet called lingonberry cake and its delicious

Trinity Tip!

Please punctuate!

Don't forget to use full stops at the end of sentences and a capital letter at the beginning of every new sentence. Names of days and months need capitals, too.

Article

a) Read this sample question. With a partner, decide what to write.

Write an article (70-100 words) for a magazine for tourists about a local place to visit. You should:

- describe the place
- say what visitors can do there.

b) Now choose the best adjectives to complete this sample answer.

A day out at Hatton

Hatton Hall is a **1** *fantastic / strange* place for all the family. There is a **2** *comfortable / beautiful* old house, a big park, a farm and **3** *boring / lovely* gardens.

The house is 200 years old and **4** *full / crowded* of history. In each room, **5** *clever / busy* actors play scenes and visitors can see how people lived in the past.

Hatton's **6** *expensive / huge* park and lakes have many plants and animals. You can also do sports like fishing and sailing. Boats are quite **7** *cheap / free* to rent. In **8** *bad / dry* weather, you can visit the café or gift shop.

Hatton is a **9** *wonderful / terrible* day out for everyone!

Trinity Tip!

Sum it up!

Make sure you finish with a conclusion to sum up. It only needs to be one sentence!

c) Now write your own answers to questions 1a) and 2a).

Informal email

a) Read this sample question. In pairs, decide what to write.

You are on holiday. Write an email (70-100 words) to a friend. You should:

- describe a place you visited on your holiday
- say what you did at that place.

b) Now complete this sample answer with the correct form of the verb in brackets.

Hi Olaf,

We are having a great time here in England. Yesterday we 1..... (visit) Hatton Hall in Cheshire. We 2..... (walk) around the mansion. The Everstons 3..... (live) there years ago, but they 4..... (live) there now. Actors 5..... (play) scenes from life in the past. They 6..... (be) very good. Then we 7..... (rent) a boat and 8..... (sail) on the lake. I 9..... (like) that best. We were lucky because it 10..... (rain) all day. In England, that's amazing!

Bye for now

Noula

Trinity Tip!

Keep it friendly!

When you write to a friend or a family member, keep your email or letter informal. Use contractions (e.g. Do not ☒ Don't ☒) and start and finish with a friendly 'Hi' and 'Bye'.

Review

a) Read this sample question. With a partner, decide what to write.

Write a review (70-100 words) for a newspaper of a play or concert you went to. You should:

- describe what you saw
- say what you liked about it..

b) Now read this sample answer. Can you correct the spelling mistakes?

Last weekend I saw 'The lighthouse' at the Garrick Theater and I enjoyed it very much.

The lighthouse is about life in a small village by the see. The main characters in the play are the family that keep the lighthouse. The play telles the story of one terrible stormy night. After that night there lives are never the same.

I liked the play because the story was very exiting, but also because the acters played so well. There was also some beautifull music. It almost made me crie!

This is a great play. You're going to love it.

Trinity Tip!

Check it!

Always take five minutes at the end to check your work. Look out for mistakes with spelling, grammar and punctuation.

c) Now write your own answers to questions 3a) and 4a).

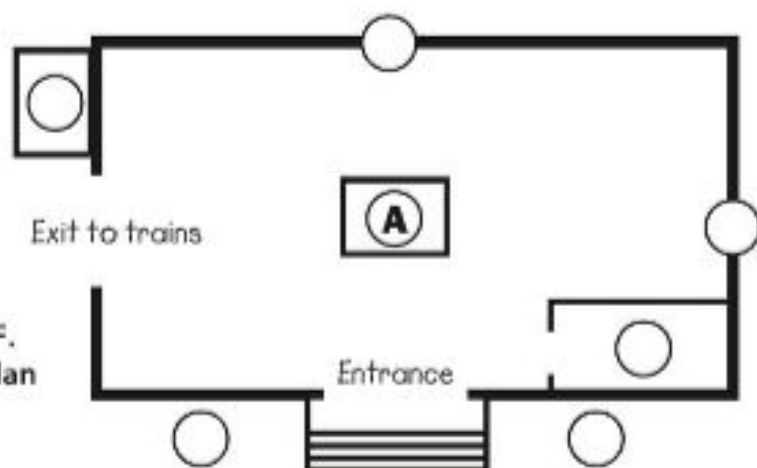
ISE file

Task 1 – Independent listening

a) Look at the symbols A-F. Can you name the things they show?



b) Now look at this plan of a train station.
The circles in the plan show parts of the station.
With a partner, try to guess what the circles show.



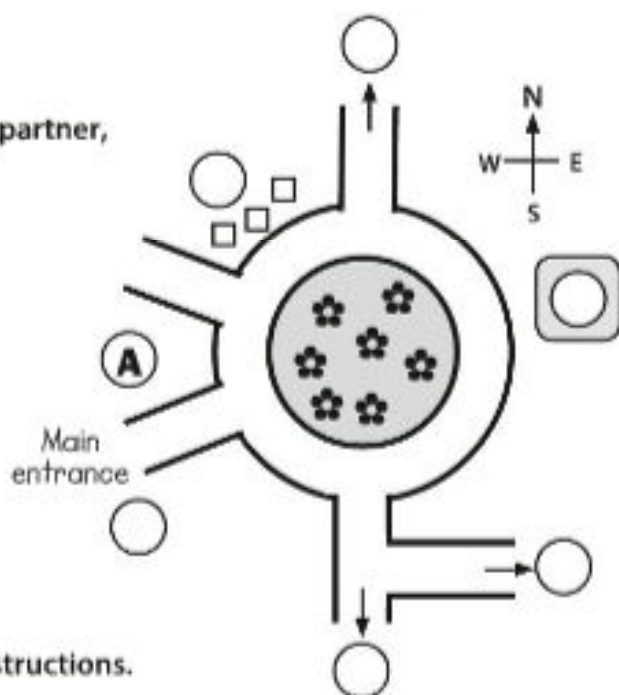
c) Now look again at the symbols A-F.
Where do you think they go on the plan of the train station?



d) You're going to hear someone talking about the train station. Write the correct letters in the circles on the plan. There's one circle that you do not need to write in. There's an example to show you what to do.

e) Compare your answers with a partner.
Then listen again and check.

a) Look at the map and key below. With a partner, discuss what you think they show.



b) Now listen carefully to your teacher's instructions.

Trinity Tips!

Before you listen: **look carefully at the map** or plan and try to understand what it shows; look at any **symbols** and try to think of the English words for them.

Task 2 – Independent listening

a) Work with a partner and answer these questions together:

- i) What do you know about the North Pole? What words do you think of?
- ii) Polar bears live near the North Pole. What do you know about these animals?



b) You're going to hear a short talk about polar bears. You will hear the talk twice. As you listen, write down some facts about polar bears.

Polar bears live near the North Pole.

c) Work with a partner. Compare the notes you made in part b). How many facts did you hear?

d) Put the words in the correct order to make questions. Then listen again to answer the questions.

- | | |
|--------------------------------------|--------------------------------------|
| 1 countries/many/how/in/they/live/do | 4 they/what/do/eat/else |
| 2 heavy/how/be/they/can | 5 can/how/under/they/long/water/stay |
| 3 far/how/do/walk/they | 6 their/what/colour/are/bodies |

e) Now work with your partner. Student A – report five facts about polar bears. Student B – report five facts about polar bears that your partner did not mention.

a) Look at the photo. When do you think the photo was taken? Why do you think this woman was famous?



b) You're going to hear a short talk about the pilot Amy Johnson. You will hear the talk twice. As you listen, write down some facts about her life.

c) Now work with a partner. Student A – report five facts about Amy Johnson. Student B – report five facts about Amy Johnson that your partner did not mention.



Trinity Tips!

When you are listening, take down as many notes as you can. **Your notes will not be marked**, so don't worry about spelling or grammar.

Remember, you will only need to report 5 facts, but the examiner will ask you for more information, so make notes **about more than 5 facts if you can**.

Word file



UNIT 1 Home life and free time

Daily activities

brush teeth
do homework
drive to work
fall asleep

get dressed
go to bed
go to school
have a shower
have dinner

have lessons
wake up
watch TV



Telling the time

half past ten
ten forty five
quarter to ten
ten fifteen
quarter past ten



UNIT 2 Local places

Places

bakery
bus stop
church
hospital
hotel
library
museum
park
petrol station
post office
railway station
school

sports centre
theatre
town hall
town square



Prepositions of movement

across
along
down
from
over
past
through
to
under
up

Prepositions of place

behind
between
in front of
near
opposite
over
under



UNIT 3 Dates to remember

Entertainment

art exhibition
ballet performance
classical music
concert
film

pop concert
theatre play

Ordinal numbers

1st - first
2nd - second
3rd - third
4th - fourth
5th - fifth

6th - sixth
20th - twentieth
21st - twenty first
22nd - twenty second
30th - thirtieth



UNIT 4 A place to study

Places to study

computer room
library
primary school
secondary school
university

School subjects

Foreign Languages
Geography
History
Maths
Science

Narrative connectors

after
after that
finally
first
next
then



UNIT 5 Jobs

Jobs

builder
chef
cleaner
cook
doctor
fire-fighter
head teacher
journalist
manager

nurse
pilot
secretary
shop assistant
surgeon
teacher
waitress



Places of work

factory
hotel
office
restaurant

Adjectives

badly-paid
well-paid
boring
dangerous
difficult
easy
exciting
interesting
tiring



UNIT 6 Weather

Weather

cloudy
foggy
freezing
rainy
snowy
stormy
sunny
windy

Temperature

boiling
hot
warm
cool
cold
freezing

Nouns

beach towel

gloves
raincoat
scarf
skis
sunglasses
suntan lotion
umbrella
Wellington boots
woolly hat



Verbs

blow
pour
rain
shine
snow



UNIT 7 Holidays

Types of holiday

adventure holiday
beach holiday
camping holiday
cruise
mountain holiday
safari
sightseeing tour

Accommodation

bed and breakfast
caravan
tent

Good and bad

excellent
fantastic
great
interesting
lovely
wonderful
awful
disappointing
terrible

In the past

the day before
yesterday
last year

Irregular verbs

buy – bought
come – came
do – did
drink – drank
eat – ate
fly – flew
go – went
have – had
make – made
sleep – slept
write – wrote

Regular verbs

/d/
arrive – arrived
love – loved
play – played
travel – travelled

/t/
book – booked
cook – cooked
pack – packed
stop – stopped

/id/
end – ended
need – needed
visit – visited
wait – waited



Word file



UNIT 8 Shopping

Places to shop

butcher's
department store
florist
greengrocer's
high street shops
the Internet
newsagent's
salon
shopping centre

street market
supermarket

Things to buy

books
clothes
gifts
magazines and
comics
music
snacks

Reasons to choose

choice
convenience
distance from home
friendliness
price
quality

Other useful adjectives

ugly
modern
polite
crowded
rude



UNIT 9 Food

Fruit

coconut
mango
pear

Vegetables

carrot
garlic
lettuce
onion
pepper
potato



Meat and fish

beef
lamb
salmon

Dairy products

cheese
milk
yoghurt

Other ingredients

flour
salt
vinegar

More food words

starters
main course
dessert
drinks
favourite
traditional

Quantities

a carton of...
a glass of...
a kilo of...
a loaf of...
a slice of...

Likes and dislikes

I love...
I really like...
I quite like...
I'm not keen on...
I don't like...
I can't stand...
I hate...

Adjectives

bad
beautiful
boring
cold
delicious
disgusting
exciting
handsome
healthy
hot
noisy
old
spicy
talented
tasty
tiring



UNIT 10 At the weekend & through the year

Free time activities

chatting
eating
fishing
gardening
jogging
playing
football
shopping
walking the dog

Seasons

autumn
winter
spring
summer



Adverbs of frequency

always
usually
often
sometimes
never



UNIT 11 Sports and hobbies

Sports

basketball
chess
cricket
diving
fishing
football
gaming
horse riding
rollerblading
sailing
snowboarding
swimming
tennis
volleyball

Sports equipment

bat
bow
console
flippers
helmet
net
pads
queen
racquet
rod
snorkel
yacht

Nouns

comics
computer games
model planes
music
sailing
stamps
piano

Irregular adverbs

early – early
fast – fast
good – well
hard – hard
late – late

Regular adverbs

angry – angrily
careful – carefully
quick – quickly
slow – slowly
terrible – terribly



UNIT 12 School and work

Jobs

caretaker
cleaner
head teacher
nurse
teacher



Verbs

climb
empty
fix
give
help
interview
lock
mop
organise

Nouns

bin
building
celebrity
equipment
experiment
floor
homework
medicine
patient
plane
timetable



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