

Preparing for

Trinity

CEFR
A2

Exam Preparation & Practice Tests

ISE Foundation

Reading & Writing
Speaking & Listening

from 2015



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• Preparing for TRINITY ISE Foundation (A2) - Reading - Writing - Speaking - Listening - Student's Book - ISBN: 9781781643297

• Preparing for TRINITY ISE Foundation (A2) - Reading - Writing - Speaking - Listening - Overprinted Edition with answers - ISBN: 9781781643303

The format of the Trinity ISE Foundation Reading and Writing Module

Reading

Task 1 is called the Long reading task. You have to read one long text (about 300 words) and answer 15 questions related to it. Task 2 is called the Multi-text reading task. You have to read 3 short texts (about 300 words) and answer 15 questions related to them. The three texts have a connected topic.

Writing

Task 3 is called the Reading into writing task. You have to write an answer to a question related to the topic in Reading task 2. You use the information in Reading task 2's three texts to help you write your answer.

Task 4 is called the Extended writing task. You have to write an answer to a question using your own ideas. The question will give you some important information that you must write about.

ISE Foundation Reading and Writing Module			
Time: 2 hours		Parts: 4 (Tasks 1-4)	CEFR Level: A2
Task 1	Long reading	• 300 words	• 15 questions <i>Spend about 20 minutes on this task.</i>
Task 2	Multi-text reading	• 300 words	• 15 questions <i>Spend about 20 minutes on this task.</i>
Task 3	Reading into writing	• write 70-100 words	<i>Spend about 40 minutes on this task.</i>
Task 4	Extended writing	• write 70-100 words	<i>Spend about 40 minutes on this task.</i>

How is this book going to help me?

In this book, you will look at each of the four tasks one by one, starting with Task 1. A simple step-by-step method is used to show you how to do each task and the skills you will need to use to manage your time and do well in the exam.

How can I practise and improve my reading and writing exam skills?

First, read this guide to the exam and do the exercises in it. Follow the guide step-by-step. This will help you understand more about the exam and what you need to do in each task.

Next, do the exam practice tests in this book. Try to complete them as you would in the real exam – this means only give yourself as much time as you have in the real exam.

But you can also do more. You can get extra practice and make your English-language learning more interesting by reading and writing about things you enjoy in your free time. Here are some examples:

- **Reading practice** Read English-language magazines, newspapers and online articles, or online posts about things you are interested in (e.g. rock bands or celebrities). Then think about what you've read and try to write down the information in your own words. For example, when you read an article, think of your own title for it and your own titles for the paragraphs. Write summaries of the paragraphs in your own words. Note the really important or interesting sentences. Use your dictionary to help you understand new words and learn them.
- **Writing practice** After you read these English-language articles, write about them. Maybe there is interesting information you want to share with other people. Write a blog post telling others what you've read. You have your own opinions. If the author gives an opinion, think: do I agree with what the author said? Or, if the article is from a newspaper or magazine and the topic is important to you, write a letter to the editor expressing your views. If you have a friend who you think would like to know about what you read, write them an email.
- **Writing practice** When you watch a good film, when you read a book, or when you go to a restaurant for a meal, blog about your experience. Write a review of the film, book or place. Describe it and think about why you liked or didn't like it. Or tell a friend about it. Write an email telling them why they should watch the film, read the book or go to the place.
- **Writing practice** Keep a diary. Write letters to yourself about your experiences that day, week or month. Write about what happened at school. Write about your weekend activities. Write about your holidays. Or, if keeping a diary is too old-fashioned, blog about all your experiences.

The point is, you can practise all the skills that you will learn in this book in a way that is more natural, meaningful and interesting for you. Try it! Your English will get better and you will enjoy the learning experience more because it will feel more real and relevant.

Then, as you come closer to the exam, you may want to think about reading and writing about exam-specific subject areas. If you do want to do that, here are some subject areas you should focus on: Holidays; Shopping; School and work; Hobbies and sports; Food; Weekend and seasonal activities; Jobs; Places in the local area; Place of study; Home life; Weather; Free time; Times and dates; the natural world.

ISE Foundation Speaking and Listening is one single exam, all done face-to-face with the examiner. At the beginning, the examiner introduces himself/herself and asks the candidate's name.

The exam starts with the speaking part. The listening part, which is called Independent Listening, is the second part of the exam.

SPEAKING & LISTENING EXAM: language functions

Throughout the speaking exam candidates are expected to show their ability to use the following language functions of the level.

- Giving personal information about present and past circumstances/activities
- Describing routines
- Describing ability and inability
- Describing future plans
- Expressing likes and dislikes
- Expressing simple comparisons
- Describing people, objects and places
- Asking for information (eg simple questions about everyday life)
- Negotiating meaning (asking for clarification, responding to requests for clarification)

Topic Task

Candidates prepare a topic of their own choice which they use in the exam as a basis for the discussion.

The examiner signals the start of the Topic task with something like this:

'We're going to start with your topic. Can I have your topic form, please? So, we're going to talk about ...?'

Depending on candidates' responses, the examiner asks questions to elicit the appropriate language functions of the level.

When the Topic Task is complete, the examiner says something like:

'Thank you. Now we're going to talk about something different.'

Conversation Task

Here the examiner and the candidate exchange information, ideas and opinions.

In this task, the examiner will choose one of the subject areas from the list below:

- Shopping
- Holidays
- School and work
- Hobbies and sports
- Food
- Weekend and seasonal activities

The examiner will signal the start of this task by saying:

'Let's talk about...'

Depending on candidates' responses, the examiner asks questions to elicit the appropriate language functions of the level.

When the Conversation task is complete, the examiner says:

'Thank you. Now we'll move onto the Listening task.'

Independent Listening Task

Candidates listen to two separate recordings. In the first task the responses are written. In the second task candidates report some facts and answer some questions.

TRINITY

Integrated **S**kills in **E**nglish

ISE Foundation - CEFR: A2

Preparation for

Reading & Writing Module

Task 1

Long reading



What do I have to do?	Read 1 long text and answer 15 questions.
What kind of text?	<p>The text will be factual. It will be about one of the following subject areas:</p> <ul style="list-style-type: none"> • Holidays • Shopping • School and work • Hobbies and sports • Food • Weekend and seasonal activities • Jobs • Places in the local area • Place of study • Home life • Weather • Free time • Times and dates • The natural world
How long and hard will the text be?	<p>The text will be about 300 words. There will always be 5 paragraphs. There may be some words you don't know but the text will be at level A2, which means you will know most of the words.</p>
What about the 15 questions?	<p>The 15 questions are in three sections.</p> <p>Section 1 Questions 1-5 (Title matching) You must choose the best title for each of the 5 paragraphs. There are 6 titles to choose from, so there is an extra one you don't need.</p> <p>Section 2 Questions 6-10 (Selecting the true statements) You read 8 statements and you must pick the 5 statements that are true. You can choose your answers in any order. Because 5 statements are true, the other 3 are false.</p> <p>Section 3 Questions 11-15 (Completing sentences) You must write a word, phrase or number (up to 3 words) from the text in a gap to complete each sentence. You must use an exact word or phrase from the original text – you can't use your own words.</p>
How many marks is each question worth?	Each question is worth 1 mark.
How long should I spend on this task?	Spend about 20 minutes on Task 1.

Section 1: Questions 1-5 (Title matching)

Soon we're going to look at our first long reading text. The text is about holidays in the future. This text is on the exam subject area of **Holidays**. First let's think about what we already know about holidays. Look at the pictures and answer the questions (1-5). Write notes for your answers. Then talk with a classmate if you can.



1. Do you like going on holiday? Why? Why not?
2. Where do you usually go on holiday?
3. How do you usually travel?
4. Do you like summer or winter holidays more? Why?
5. What do you think holidays will be like in the future?

Exercise 1

- I. A.** Now let's read the text. When you are reading a text, always try to understand what each paragraph talks about. So, read the text about holidays in the future and choose the correct title, **A**, **B** or **C**, for each paragraph.

Don't worry if you don't know some words. You don't have to understand everything.
Try to understand what the text talks about in general.

Holidays of the Future

Paragraph 1 We asked travel agent John Holmes what he thinks holidays in the future will be like. He told us: "People will want to go on holiday to more unusual places. Maybe they would like to visit Dracula's Castle in Romania or the Hobbit Village in New Zealand." Well, if you ask me these travel destinations do sound strange.

- A** When holidays will change
- B** Why travel agents know everything
- C** Where people will travel



Paragraph 2 And when people get to the place they want to visit, they won't simply want to relax all day. They will be interested in doing all kinds of sports and other activities too. They may learn to play a local sport, such as hurling in Ireland. Some will even want to learn new skills, like cooking or painting.

- A** The importance of local sports
- B** Learning something new on holiday
- C** What tourists want: relaxing on holiday

TRINITY

Integrated Skills in English

ISE Foundation - CEFR: A2

TESTS 1-6

Your full name:
(BLOCK CAPITALS)

Candidate number:

Centre:

Time allowed: 2 hours

Instructions to candidates

1. Write your name, candidate number and centre number on the front of this exam paper.
2. You must not open this exam paper until instructed to do so.
3. This exam paper has four tasks. Complete all tasks.
4. Use blue or black pen, not pencil.
5. Write your answers on the exam paper.
6. Do all rough work on the exam paper. Cross through any work you do not want marked.
7. You must not use a dictionary in this exam.
8. You must not use correction fluid on the exam paper.

Information for candidates

You are advised to spend about:

- 20 minutes on Task 1
- 20 minutes on Task 2
- 40 minutes on Task 3
- 40 minutes on Task 4

Test 1

Task 1 – Long reading

As part of your studies you are going to read about food. Read the following text and answer the 15 questions on the next page.

Fast food

Paragraph 1

Fast food, as the name suggests, is of course food that you make and serve fast. Some say that a salad is fast food; how much time do you need to make a salad? But this is not what we mean when we say 'fast food'. Usually, fast food is already precooked, so that it needs very little time to get ready when somebody asks for it.

Paragraph 2

Anyone can stop at a fast food restaurant, order his lunch or dinner and quickly take it to go home (take-away) or sit for a few minutes and eat at the restaurant (dine-in). When somebody wants to take his food home, usually he goes to the 'drive-through' area where he orders and then gets his food without getting out of the car at all.

Paragraph 3

The first fast food restaurant opened in Wichita, Kansas, USA, in 1921 and sold hamburgers for 5 cents each. It was cheap, fast and very soon became a success. The name 'fast food' became famous almost 30 years later, in the 1950s. In the USA today there are the most fast food restaurants in the world and there are American fast food restaurants in over 120 other countries, too.

Paragraph 4

However, many people in the UK think that they invented fast food. They say that the first time people bought fast food was in 1860, when the first shop selling fish and chips, one of Britain's favourite dishes, opened. Today, you can buy different kinds of fast food in the UK, such as pizza, kebabs and chicken curry.

Paragraph 5

Fast food tastes good, it's cheap and fast but it is usually very unhealthy. Doctors are very worried because they say that hamburgers, pizzas and fried chicken are not good for us. For this reason, some fast food restaurants have decided to make healthier food, too. Anyway, I have to say that nothing is better than home-made food, so it's best not to eat fast food very often.

Questions 1-5

The text on the previous page has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and **write the letter (A-F) on the lines below**. There is one title you don't need.

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

- A** Worries about health
- B** When fast food restaurants started
- C** Fast food outside the USA
- D** What fast food is
- E** Best fast food dishes
- F** How a fast food restaurant works

Questions 6-10

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

6.
7.
8.
9.
10.

- A** Fast food is a good choice for something to eat.
- B** You can eat fast food in the restaurant or at home.
- C** Fast food restaurants opened in the USA in the 1950s.
- D** Food at the first fast food restaurant wasn't expensive.
- E** Some people say that the first fast food dish was fish and chips.
- F** In the UK, the most popular fast food dish is hamburgers.
- G** The most fast food restaurants are still in the USA.
- H** Eating food you make at home is better than fast food.

Questions 11-15

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

Write the word, phrase or number on the lines below.

11. Fast food is food we..... very quickly; this is why we call it fast food.
12. It is very easy to get some fast food; you can order of your car.
13. The first fast food restaurant, because it was easy and cheap to get food from there.
14. In the UK, people like eating more than pizza or hamburgers.
15. We shouldn't eat much fast food because it is

Trinity ISE

Foundation (A2)

Independent Listening



INDEPENDENT LISTENING **Task 1**

- In Task 1, you listen to some information twice, and write letters on a diagram.
- **TIME:** *about 2 minutes and 15 seconds*

INDEPENDENT LISTENING **Task 2**

- You listen to a text twice, and you tell the examiner 5 facts about the recording. Then the examiner asks you 3 questions about it.
- The examiner gives you some notepaper to write notes if you want. It is a good idea to write down as many facts as you can. Make sure you write down places, numbers or years, but there will be other facts, too.
- The examiner doesn't mark your notes.
- You can ask the examiner to explain or repeat something that he or she has said.
- **TIME:** *about 3 minutes and 45 seconds*

Listening

Unit 1

TASK 1

- In Task 1, you listen to some information twice, and write letters on a diagram.
- TIME: about 2 minutes and 15 seconds

Vocabulary Preparation

Exercise 1a

Put the words in the correct place.

school gym post office park bank supermarket police station café doctor's surgery bookshop



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

Exercise 1b

Look at the compass and complete the grey boxes with these words.
There are two examples done for you.



north	south west	east	south east	south
west	north east	north west	in the middle/in the centre	

1 north west			2			3
4			5 in the middle/			6
7			8			9

Task 1 Practice

Exercise 1c

This is an example of Task 1. The examiner will tell you what to do.

Examiner: This is a map of a village in the UK. Here, it shows North, South, West and East (The examiner points at the compass).

You're going to hear someone talking about the village. You'll hear the talk **twice**. These pictures show some places in the village. The talk will tell you where the places are.

Each picture has a letter. Write the correct letters in the circles on the map. There's one circle that you do not need to write in.

There's an example to show you what to do. (The examiner points to where it says **A** on the map.) Please look at the map and the pictures now. You have 15 seconds. Are you ready?

(The examiner will play the recording for Task 1. While the recording is playing, you write the letters in the correct circle. After the recording, you have 15 more seconds to finish the task if you need to.)

Exercise 1d

Now let's practise Task 1. Listen to Audio Track 1 twice and write the letters in the correct circle on the map.

A

B

C

D

E

F

Check your answers.

Please note: In the exam, the pictures will not be photographs, they will be line drawings or symbols.

PAIR WORK

Exercise 1e

Work in pairs. One student reads aloud and the other student points to the colours. Then change roles.

Step 1. Student A, read aloud: south / south east / north west / west / in the centre

Student B, point to the colours.

1			2			3
4			5			6
7			8			9

Step 2.

Student B, read aloud:

south west / north / north east / east

Student A, point to the colours.

Extra Practice

UNIT 3

Paragraph A

There are lots of roses in my garden. I like the orange and the red, but I don't like the white and the yellow ones. The red roses smell very nice. Marie, the gardener, planted them in 1960. She planted more flowers in 1975 but a lot of them died in 2001. Two years later, she planted two lemon trees. And then in 2014 she planted one orange tree. I wanted an apple tree but Marie said that apple trees can't live in our garden.

Paragraph C

There are many vegetable plants in our garden. Petro, the gardener planted them 2 months ago. So we have beans, peppers, cucumbers and lettuce. We don't have any carrots or cabbage. We buy them from the big supermarket, but they aren't as tasty as the vegetables in our garden. I said to Petro: 'I like fruit, too.' And Petro said: 'The garden will have lots of cherries in 3 months.' I love cherries!

UNIT 4

Paragraph B

I live in a small village and I like it a lot. I don't like cities; they are noisy. The countryside near my village is beautiful. There is a big forest with some huge trees. Some trees are more than 20 metres high. There's also a small river near my village. The river is very long but not very wide. There is a beautiful lake near my house. You can see some colourful fish there.

I usually go to the lake at weekends. There isn't a park in the village but the school has a big playground so a lot of children play there every day.

Paragraph D

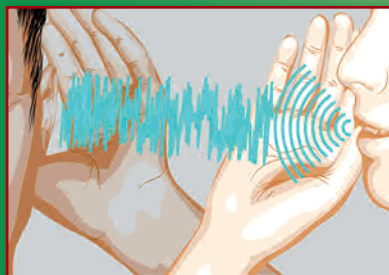
I live in a small town and I like it a lot. The best place in the town is the park because it has a lot of beautiful flowers and a lot of unusual birds. The countryside near the town is not very nice, but 9 or 10 kilometres away the countryside is fantastic.

There is a big wood with some very big trees. Some trees are more than 10 metres high. There's a big river there. The river is very long and very wide. There is also a beautiful lake there. You can see a lot of interesting fish in the lake. A lot of people go to the lake at weekends.

Trinity ISE

Foundation (A2)

Speaking



Speaking has two tasks: the **Topic Task** and the **Conversation Task**.

Topic Task (4 minutes)

- You can choose a topic that you like and prepare it before the exam. The topic must not be one of the subject areas from the Conversation Task.
- On page 112, there is a 'Topic Form'. Complete it with your topic and four points. Make sure the 4 points are based on Language Functions of this level (see page 4).
- Prepare well in class and at home – practise talking about your topic in English.
- Don't learn what you want to say by heart – you need to sound natural.
- Take the topic form into the exam room. You must give it to the examiner.
- The examiner will comment on and ask you questions about your topic and the main points. The examiner will choose the order of the points for discussion.
- You will need to ask the examiner questions about your topic, too.
- Don't worry if the examiner interrupts you when you are talking.

Conversation Task (2 minutes)

The topics of the **Conversation Task** are:

- | | | |
|-----------------------|-------------|------------------------------------|
| 1. Shopping | 2. Holidays | 3. School and work |
| 4. Hobbies and sports | 5. Food | 6. Weekend and seasonal activities |

In the Conversation Task, you talk with the examiner about something that he/she chooses. This will be one of the 6 topics above. It's a friendly conversation, so enjoy it!

UNIT 1

Topic Task

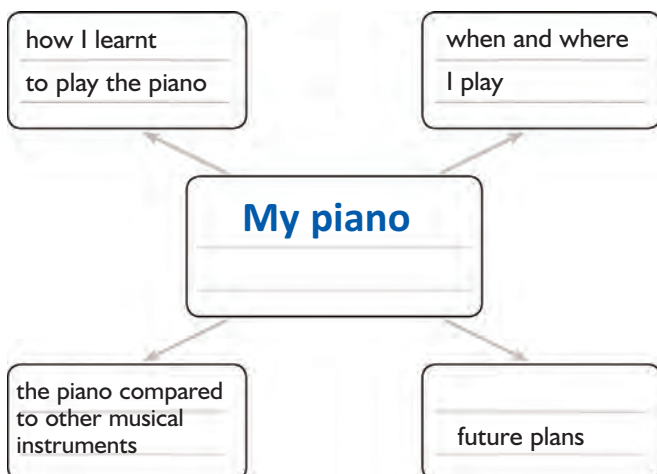
Exercise 1a

Do you play any musical instruments? If yes, what do you play? If not, would you like to learn how to play a musical instrument in the future?



Exercise 1b

Look at the Topic Task that a student has prepared and then read the dialogue. What do you think the missing words are? Talk with your partner. Do you have the same answers?



Examiner: Can you play the (1) ?

Student: Yes, I (2) Well, I'm still learning!

Examiner: Can you play any other musical (3) ?

Student: Yes, I can play the guitar. The guitar is easier but I think I'm better at playing the piano. Maybe because I like the piano more. My parents say that I'm a very good pianist but I want to learn more things, there's so much to learn!

Examiner: So, what are your plans for the future?

Student: Well, I want to continue my lessons. For me, playing the piano is not just hard work; it's fun too. In the future, I think I'd like to (4) to university and become a music teacher. Can you play any musical instruments?

Examiner: No, I can't. So, when did you start learning to play?

Student: Sorry, did you say when or where?

Examiner: When.

Student: I started learning when I was six (5) old. My parents are music teachers so they teach me.

Examiner: So do you have lessons (6) home?

Student: Yes, I have lessons in our living room because the piano is there.

Examiner: How (7) do you have lessons?

Student: I have lessons three times a week, usually on Mondays, Wednesdays and Saturdays. But sometimes we change them because my parents are very busy.

Exercise 1c

Now listen to the dialogue and check your answers. (Audio Track 11 - My piano).

Exercise 1d

Now read the dialogue and answer the questions.

1. Do you think that the student will become a music teacher?
2. How does the student compare the piano with the guitar?
3. Where does the student practise playing the piano?
4. How often does the student have lessons?

PAIR WORK

Exercise 1e

It's time to start thinking about your own topic. Here are some ideas about topics. Tick your favourite topic. If your favourite topic isn't here, write it down (number 9). Now talk with your partner.

Example:

Student A: I'm going to talk about my favourite film.

Student B: What's your favourite film?

Student A: Harry Potter

Student B: Tell me about it.

1. a famous person or a person you know
2. something you like doing
3. an interesting place
4. plans for the future
5. something interesting
6. a surprise
7. a book
8. a film
9. (a different topic?)

Conversation Task

Exercise 2a

What's your favourite food? Talk with your partner about the food that you like / don't like.



Exercise 2b

In this exercise there is a conversation between an examiner and a student. They are talking about food. Read the dialogue and circle the correct choice.

Examiner: Now we'll move on to the Conversation Task. Let's talk about food. Can you cook?

Student: Yes, I can. I love (1) *cook* / *cooking*.

Examiner: How often (2) *do* / *are* you cook?

Student: I cook every day from Monday to Friday, but I don't cook at weekends because I'm usually out. How about you? Do you cook, too?

Examiner: No, I can't find the time to cook. Right, what did you have (3) *for* / *to* breakfast this morning?

Student: I had a cup of hot milk and some toast. I don't eat (4) *much* / *many* in the morning but I have a big lunch every day.

Examiner: Do you like eating out?

Student: Yes, I do. The only problem is that it's very expensive, so sometimes we go to fast food restaurants. Well, they are (5) *cheaper* / *cheapest* but the food is not very healthy.

Examiner: Yes, and what's your favourite food?

Student: My favourite food is fish, and I prefer it in the oven with oil and lemon and then I add some boiled rice and vegetables. It's tasty (6) *and* / *but* healthy. Do you like fish?

Examiner: Yes, I do, it's my favourite, too.

Exercise 2c

Now listen to the dialogue and check your answers. (Audio Track 12 - Food).

Exercise 2d

Now read the dialogue and answer the questions.

1. Where does the student eat?
2. How often does the student cook?
3. How does the student compare food in restaurants with fast food places?
4. Do you think that the student eats healthy food?

PAIR WORK

Exercise 2e

Now practise the Conversation Task with your partner. One student is the 'Examiner' and the other student is the 'Student'. Use the questions from exercise 2b (or other questions) to talk about food.

