

Stuart Cochrane

GESE Grades

1-2

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GESE Grades **1-2**

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Exam overview

TRINITY GRADED EXAMINATIONS IN SPOKEN ENGLISH (GESE), GRADES 1 AND 2

Grade 1

Time: 5 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 1**.
- You **respond with very short answers** (one word answers are possible).
- Sometimes you **respond by pointing to things or doing** what the examiner asks.
- Sometimes the examiner asks you to **talk about a photograph or other objects in the room**.
- At the end of the conversation, you **say goodbye**.

Exam syllabus:

Grammar

Understand:

- imperatives for common actions, e.g. *go, come, show, point, give, touch, stand up*
- question words *what? how many? how old?*
- demonstratives *this, that, these, those*

Understand and use:

- present simple tense of the verb to be
- common nouns in singular and plural (regular and irregular), e.g. *shoe/shoes, foot/feet*
- simple adjectives, e.g. *small, tall, green*
- determiners *a, the, my, your, his, her*
- pronouns *I, you, he, she, it, they*

Functions

- exchanging greetings
- giving personal information, e.g. name, age
- identifying and naming items given in the lexical list
- leave-taking

Vocabulary

- personal information
- immediate surroundings including classroom objects
- basic parts of the face and body
- common animals (domestic, farm and wild)
- cardinal numbers up to 20
- colours
- everyday items of clothing
- words and phrases relating to the language functions

Phonology

- correct pronunciation of common words relevant to the vocabulary for this grade.

Grade 2

Time: 6 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 2**.
- You **respond with information and statements**.
- Sometimes the examiner asks you to **talk about a photograph or other objects in the room**.
- You **ask the examiner at least one simple question**.
- At the end of the conversation, you **say goodbye**.

Exam syllabus:

Grammar

Understand:

- present simple tense questions
- question words *who? when?*
- present continuous tense questions
- determiners *some, any*

Understand and use:

- present simple tense
- *there is/are* and *has/have got/have you got? Do you have?*
- question words *where? how?*
- prepositions of place *in, on, under, between, next to*
- determiners *their, its*
- possessive pronouns *mine, yours, his, hers*
- yes/no answers to present continuous tense questions

Functions

- indicating the position of people and objects
- describing people, animals, objects and places very simply
- stating simple facts
- informing about possessions
- asking very simple questions about personal details

Vocabulary

- rooms in the home
- household objects
- family and friends
- pets
- possessions
- days of the week and months of the year
- cardinal numbers up to 50
- words and phrases relating to the language functions

Phonology

- correct pronunciation of words relevant to the vocabulary for this grade
- basic intonation patterns for simple questions
- contractions, e.g. *I've, I'm, he's*

UNIT 1

Nice to meet you

LESSON A Hello and Goodbye

GRADE 1



➔ See Word File on page 57.



a) Match the numbers on the map with the countries.

- Spain England Australia Canada Italy
 Hong Kong America Greece India Russia



b) Now listen. Write the letters next to the photos.

- A** Gary **C** Fabio **E** Carmel **G** Jason
B Sophie **D** Olga **F** Maria **H** Win



c) Match the phrases.

- | | |
|---------------------|--------------------------|
| 1 Hello! | a I'm fine, thanks. |
| 2 What's your name? | b Bye! |
| 3 Nice to meet you! | c Hi! |
| 4 How are you? | d Alice. |
| 5 Goodbye! | e Nice to meet you, too. |



Listen and check.

d) Work with a classmate. Ask and answer like in c).

Student A: Hello! **Student B:** Hi!

Nice to meet you



a) Put this dialogue in the correct order.

- a 1 Hello!
- b 2 I'm from India.
- c 3 Hi!
- d 4 Parveen.
- e 5 Nice to meet you.
- f 6 Where are you from, Parveen?
- g 8 Nice to meet you, too.
- h 7 What's your name?



Listen and check.

b) Learn about your partner. Use the dialogue in a) to help you.



a) Copy the words next to the numbers.

eight • five • four • nine • one • seven • six • ten • three • two

- | | | | | |
|---------|---------|---------|---------|----------|
| 1 | 3 | 5 | 7 | 9 |
| 2 | 4 | 6 | 8 | 10 |

See Word File on page 57.



Now listen and repeat.

b) Work with a partner. Ask and answer like this:

A: How many fingers?

B: Three.



B: How many fingers?

A: Four.



a) Match.

Examiner

- 1 Hello!
- 2 Good morning.
- 3 Take a seat.
- 4 What's your name?
- 5 Nice to meet you.
- 6 Where are you from?
- 7 How old are you?
- 8 Goodbye!

Candidate

- a Good morning.
- b Bye!
- c I'm from...
- d I'm...
- e My name's...
- f Nice to meet you, too.
- g Thanks!
- h Hello!



b) Listen to the examiner and respond.

UNIT 1 LESSON B How old is she?



A



B



C



D



E



F



a) Listen. Put the ages next to the photos.

8 • 5 and 7 • 10 • 9 • 2 • 4

b) Complete the sentences with *I, you, he, she, it, we* or *they*.

- | | |
|---|--|
| <p>a A: This is Kim.
B: How old is 1.....?
A: 2.....'s two.</p> <p>b A: Hi! My name's Abdul.
B: Hello Abdul.
How old are 3.....?
A: 4.....'m ten.</p> <p>c A: These are my children
Jan and Monika.
B: How old are 5.....?
A: 6.....'re five and seven.</p> | <p>d A: This is me and my twin sister.
B: How old are 7.....?
A: 8.....'re nine.</p> <p>e A: This is my friend, Anna
B: How old is 9.....?
A: 10.....'s eight.</p> <p>f A: This is my cat.
B: How old is 11.....?
A: 12.....'s four years old.</p> |
|---|--|

Listen again and check.

c) Look at these examples from b).

How old is he? He's two.

How old are you? I'm ten.

How old are they? They're five and seven.

Work with a partner. Talk about the people in the photos in a), like this:

Student A: How old is he? Student B: He's two.

 a) Look at the tables and complete the gaps.

I	am →	I'm	4.....	am not →	I'm not
he		he's	he		he isn't
she	is →	1.....	she	5..... →	she isn't
it		it's	it		it isn't
2.....		you're	you		you aren't
we	3..... →	we're	we	are not →	we aren't
they		they're	they		6.....

b) Write the short form.

- | | |
|-------------------------------------|-------------------------|
| 1 I am nine. | 5 My name is not John. |
| 2 She is from France. | 6 They are not Italian. |
| 3 We are not from Hong Kong. | 7 I am fine, thanks. |
| 4 My name is not Maria. It is Mary. | 8 He is from India. |

Listen, check and repeat.

c) Now listen and repeat these short forms.

- | | | |
|----------------|-------------------|--------------------|
| 1 he's /hɪz/ | 3 it's /ɪtɪz/ | 5 we're /wɪə(r)/ |
| 2 she's /ʃi:z/ | 4 you're /jʊə(r)/ | 6 they're /ðeɪ(r)/ |

Hello, I'm your pronunciation pal!



Communication Task

Work in pairs. Circle the correct information.

Student B: go to page 60. Student A: ask questions. Start like this:

Student A: Is Lia from England?

Student A: Is she 10 years old?

Student B: Yes, she is.

Student B: No, she isn't.



Lia
Hong Kong/England?
Age: 9/10?



Carlos
Spain
Age: 11



Miranda and Elodie
America/Canada?
Age: 7/8?



Alex and Nadia
Russia
Age: 10

Trinity
TAKE AWAY

Examiner: Hello! Nice to meet you.

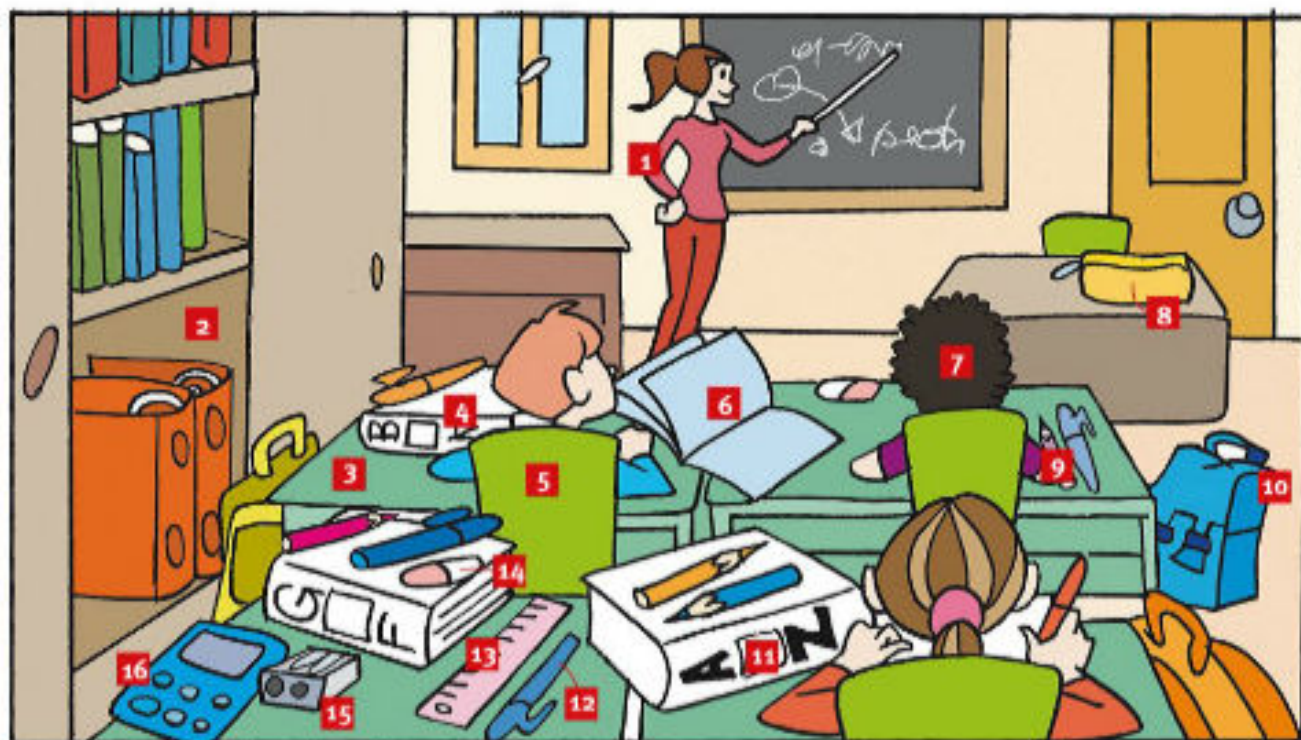
Candidate: Nice to meet you.

UNIT 2

At school

LESSON A In the classroom

GRADE 1



➔ See Word File on page 57.



1 a) Find these things in the picture. Put the number next to the word.

- student sharpener pencil desk ruler eraser
 teacher book calculator cupboard notebook
 dictionary school bag pencil case chair pen



b) Now put the words into groups.

In a pencil case (5 words)	In a school bag (5 words)
Furniture (3 words)	People (2 words)

Focus

a & an

Remember that...
 ...we use **a** before consonants.
 ...we use **an** before vowels (a, e, i, o, u).
 E.g. **a** student, **a** desk,
an eraser, **an** exam



Listen and check. Then listen and repeat.

c) Work with a partner. Talk about things in your classroom, like this:

Student A: What's this? **Student B:** A ruler.



- a) Copy the words next to the numbers.

eighteen • ~~eleven~~ • fifteen • fourteen • nineteen
seventeen • sixteen • thirteen • twelve

- 0 11 *eleven* 3 14 6 17
1 12 4 15 7 18
2 13 5 16 8 19

Listen and repeat the numbers.

- b) Make these words plural.

- 0 one pencil, (11) *eleven pencils* 3 one pen, (12)
1 one watch, (13) 4 one boy, (16)
2 one class, (15) 5 one dictionary, (14)

Listen, check and repeat.

- c) How do we say these words? Listen to the examples.
Then put the words in the correct box.

boxes • boys • students • erasers • pencils
desks • dictionaries • classes • pencil cases

1 /s/	2 /z/	3 /vz/
books	teachers	watches

- d) Listen, check and repeat.

- a) Talk about the picture on page 10, like this:

Student A: How many students are there? **Student B:** There are three.

- b) What do you remember?

Student A: close your book.

Student B: with your book open, ask your partner about the picture on page 10, like this:

A: How many desks are there? **B:** There are...

Now, Student B: close your book. **Student A:** ask.

- c) Talk about things in your classroom. Ask and answer like this:

What's this?

It's an eraser.

What are these?

They're notebooks.

See Word File on page 57.



Focus

Plurals

add **-es** to nouns ending in **-x, -ch, -sh, -ss**

1 box → 3 boxes

y and add **-ies** to nouns ending in 'consonant + -y'

1 copy → 4 copies

add **-s** to other nouns

1 student → 2 students





a) Listen and match the questions to the answers.



- | | |
|------------------------|-----------------|
| 1 Are you eleven? | a No, it isn't. |
| 2 Is she your teacher? | b Yes, I am. |
| 3 Is this a pen? | c An eraser. |
| 4 What are these? | d Yes, she is. |
| 5 What's this? | e No, Portugal. |
| 6 Are you from Spain? | f Rulers. |



Now listen and repeat.



b) Read the questions and choose the best answer.

- | | | |
|--------------------------------|-----------------|--------------------|
| 1 Is your name Helen? | a No, I'm not. | b Yes, it is. |
| 2 Are you from Spain? | a Yes, she is. | b No, I'm not. |
| 3 Is this a computer? | a No, it isn't. | b Yes, they are. |
| 4 Is he eleven? | a Yes, he is. | b No, it isn't. |
| 5 Are these pencil sharpeners? | a No, it isn't. | b Yes, they are. |
| 6 Are these rulers? | a No, it's not. | b No, they aren't. |



Listen and check.

c) Work with a partner.

Student A: ask the questions.

Student B: answer the questions. Then change.

Is your name Anna?

No, it isn't.

- Is your name (Anna/James)?
- Are you from (England/Hong Kong)?
- Are you (eight/thirteen) years old?
- Is this your classroom?
- Are these (sharpeners/notebooks)?
- Is (she/he) your teacher?



d) Listen to the examiner and answer the questions.



Work together. Choose a picture below and ask your partner about it. Check what it is on page 60.

A: Number 11. Is it a sharpener? B: No, it isn't.



A



a) Match the questions to the pictures A and B.

- 1 What's this?
- 2 What are these?
- 3 Is this a pencil case?
- 4 Is this a pencil sharpener?
- 5 Are these notebooks?
- 6 Are these pens?
- 7 How many are there?
- 8 Is this your pencil case?

B



- b) Now listen to the examiner. Answer the questions.
- c) Work with a partner. Ask your partner about things in the classroom.

Trinity
TAKE AWAY

Examiner: What's this?
Candidate: It's a...

Examiner: What are these?
Candidate: They're...

Review Units 1-2



1 a) Find six numbers and six classroom objects.



b) Write the words.

.....

.....



2 a) Complete the dialogue.

Examiner: 0 *Good* morning.

Student: Hello. Nice to 1 you.

Examiner: Nice to 2 you, too. What's your 3

Student: 4 Win.

Examiner: How 5 are you, Win?

Student: I'm twelve 6 old.

Examiner: And 7 are you from?

Student: 8 from Hong Kong.

b) Speak to your partner. Ask questions. Use the dialogue to help you.



3 a) Match the questions to the answers.

- | | |
|--------------------------------|------------------|
| 1 What's your name? | a There are ten. |
| 2 How old are you? | b No, it isn't. |
| 3 What's this? | c Sean. |
| 4 Is this an eraser? | d Eleven. |
| 5 Are these pencils? | e A ruler. |
| 6 How many students are there? | f Yes, they are. |

b) Work with a partner. Ask the 6 questions above.



4 a) Make questions and write the answers.

- 1 this/girl/is/a?
- 2 this/is/boy/a?
- 3 how/is/old/he?

b) Now talk to your teacher.



BIRTHDAY BOY

5 a) Complete the questions with phrases from the box.

Are these • How many
Is this • What's



- 1 a sharpener?
- 2 this?

- 3 pencils?
- 4 are there?

b) Now talk to your teacher.



6 a) Complete the answers.



- A:** Is this a television?
B: No, ¹
A: What's this?
B: It's a ²



- A:** How many students are there?
B: There ³
A: Are they girls?
B: No, ⁴



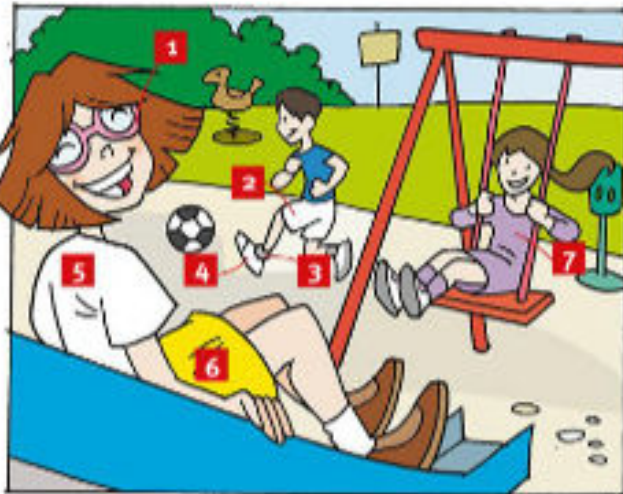
- A:** Are these desks?
B: Yes, ⁵
A: How many are there?
B: There ⁶

b) Now talk to your teacher.

UNIT 3

Clothes

LESSON A Things to wear



➤ See Word File on page 57.



🔍 a) Find these things in the pictures.

- | | | | | |
|----------------------------------|---------------------------------|---------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> skirt | <input type="checkbox"/> socks | <input type="checkbox"/> shorts | <input type="checkbox"/> trousers | <input type="checkbox"/> trainers |
| <input type="checkbox"/> T-shirt | <input type="checkbox"/> jacket | <input type="checkbox"/> jeans | <input type="checkbox"/> jumper | <input type="checkbox"/> shirt |
| <input type="checkbox"/> shoes | <input type="checkbox"/> scarf | <input type="checkbox"/> belt | <input type="checkbox"/> glasses | <input type="checkbox"/> coat |
| <input type="checkbox"/> dress | <input type="checkbox"/> hat | <input type="checkbox"/> gloves | | |

b) Now write 1 next to the words in a) with one syllable and 2 next to the words with two syllables.



Listen and check. Then listen and repeat.



🔍 a) Match the colours with the clothes at the top of the page.



- | | |
|-----------------|-------------------|
| 1 shoes | 7 a T-shirt |
| 2 a shirt | 8 trousers |
| 3 glasses | 9 a dress |
| 4 a skirt | 10 socks |
| 5 shorts | 11 a coat |
| 6 a hat | 12 an scarf |

Now listen and check.

b) Work with a partner. Talk about the pictures in 1, like this:

Student A: What colour is the hat?

Student B: It's red. What colour are the trousers?

Student A: They're...



a) Fill in the gaps with *this*, *that*, *these* or *those*.



b) Talk to your partner about 6 classroom objects like this:

These are yellow pens.

Those are orange pens.

This is a blue pencil case.

That's a red pencil case.

Write your 6 objects here:

1

3

5

2

4

6



a) Read the sentences. Then listen to the words.

This /ðɪs/ has a short vowel.

These /ði:z/ has a long vowel.



b) Match the questions to the answers.

1 What's this?

a It's a hat.

2 What are these?

b It's purple.

3 What colour is it?

c No, they aren't. They're orange.

4 What colour are they?

d They're black.

5 Are those shoes red?

e They're shorts.

6 Is that a blue shirt?

f Yes, it is.

Now listen, check and repeat.

c) Work with a partner. Ask and answer questions like in a).

Focus



this

& singular (person/
that thing)

these

& plural (people/
those things)



UNIT 3

LESSON B

My clothes, your clothes



1 a) Listen and choose the 3 correct pictures.



B

b) Listen again. Complete the questions with *his*, *her*, or *their*.

- 1 What colour is hat?
- 2 And gloves? What colour are they?
- 3 What colour is T-shirt?
- 4 And hat? What colour is it?
- 5 What colour are shirts?
- 6 What colour are hats?

c) Work with a partner. Ask and answer questions about the people in a). Use the questions in b) to help you.



a) Fill in the table.

your • her • his • ~~my~~ • their

I → 0 ~~my~~

you → 1

he → 2

she → 3

they → 4

b) With a partner, talk about people in your class, like this:

Student A: *What colour is my jumper?*

Student B: *It's green. What colour are her trousers?*

Student A: *They're grey.*

Communication Task



1 Work with a partner. Look at the pictures on page 62.

Student A: choose a picture and describe it. Don't tell your partner which one it is.

Student B: tell your partner who it is.

4 a) Speak to children in your class and complete the table.

What's your favourite colour?

My favourite colour's purple.

	Name(s)	Favourite colour
1 (you)		
2 (A boy in your class)		
3 (A girl in your class)		
4 (Two other children)		

b) Work with a partner. Swap books. Ask and answer, like this:

A: What colour does Helen like?

B: Her favourite colour's red.



5 a) Make the questions. Then listen and check.

1 this/what's?

2 these/are/what?

3 hat/a/is/this?

4 colour/what/it/is?

5 are/colour/his/trousers/what?

6 shoes/my/colour/are/what?

b) Work with a partner. Ask the questions about the pictures below.



Trinity TAKE AWAY

Examiner: What colour is your shirt?

Candidate: It's...

Examiner: What colour are your trousers?

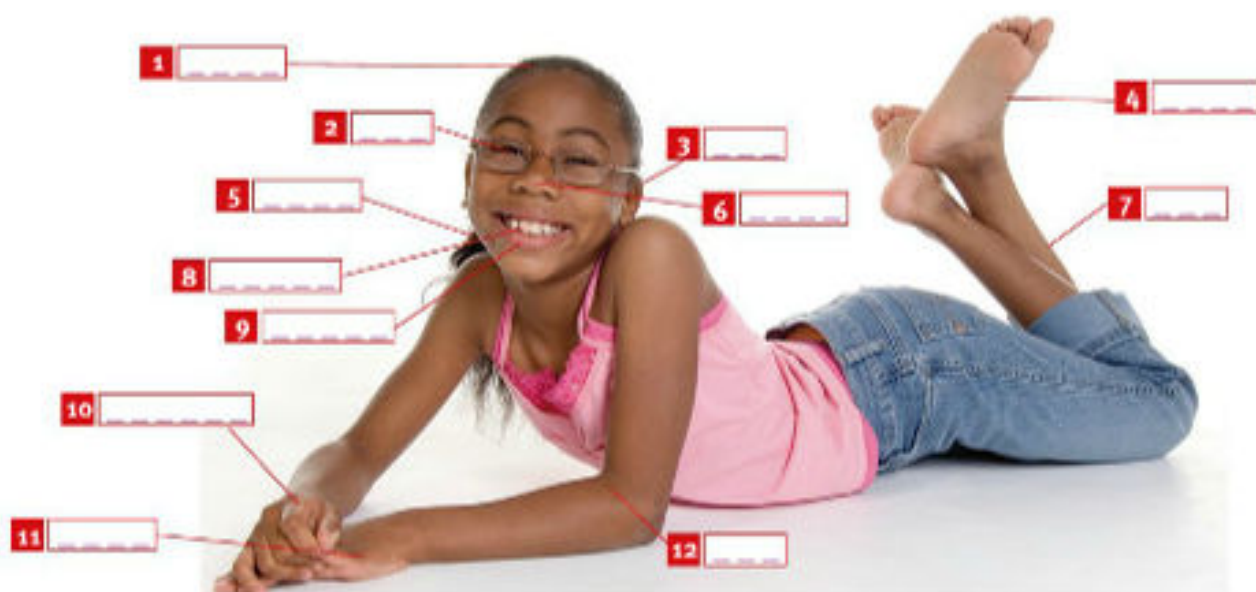
Candidate:

They're...

UNIT 4

The body

LESSON A Show me your foot!



1 a) Write the words on the picture.

head • nose • eye • hair • hand • leg • mouth
ear • teeth • arm • finger • foot

Focus

Irregular plurals

We say

1 hand → 2 hands

But we say

1 tooth → 20 teeth

1 foot → 2 feet

Be careful! We say:

Her hair is blond.

(NOT her hairs are...)



Listen, check and repeat.

b) Speak with a partner. Talk about the picture in a), like this:

Student A: *Is this an eye?*

Student A: *Are these fingers?*

Student B: *No. It's a nose.*

Student B: *Yes, that's right.*

c) Work with a partner. Talk about your body, like this:





a) Write the instructions under the pictures.

See Word File on page 58.



Stand up. • Sit down. • Open your book. • Give me a pen.
Show me your ears. • Go to the window.
Come here. • Touch your nose. • Point to the door.



Listen and check.

b) Work in pairs. Give your partner orders. Use the words in the circles, like this:

Student A: Show me the window.

Touch
Open Point to Show me
Write Come Stand Sit Go to
Give me

a
the
(no article)

down
eraser your name
pencil your feet your leg up
window table

Focus

the/a

We say...

Give me **the** pencil
= a specific pencil

Give me **a** pencil
= no specific pencil (any pencil)

UNIT 4 LESSON B Is he tall?

See Word File on page 58.



a) Match the opposites.

- | | |
|--------|---------|
| 1 old | a small |
| 2 long | b slow |
| 3 fat | c short |
| 4 tall | d thin |
| 5 fast | e short |
| 6 big | f young |



b) Now listen.
Match the descriptions (1-8) to the pictures.



c) Listen and repeat these words.

Saying t /t/ and th /ð/
tiny teeth

thin feet

EXAM CORNER

a) Complete the questions and instructions with words from the box.

ears • open • show • sit • they • your • long • to

- | | |
|---------------------------|--------------------------|
| 1 your book. | 5 Is my hair |
| 2 me page 21. | 6 Point your ears. |
| 3 Are its long? | 7 Are big? |
| 4 Point to teacher. | 8 down. |

Listen and check.

b) Now listen again and respond.

c) Work with a partner. Ask questions and give instructions like those in a).

3 a) Make the dialogue. Put the sentences in the right order.

- | | |
|---|---|
| a <input type="checkbox"/> That's right. | e <input type="checkbox"/> No, it's a boy. |
| b <input checked="" type="checkbox"/> Is it a girl? | f <input type="checkbox"/> Yes, he is. |
| c <input type="checkbox"/> It's John. | g <input type="checkbox"/> Is he tall and thin? |
| d <input type="checkbox"/> Are his eyes blue? | h <input type="checkbox"/> Yes, they are. |

Now listen and check.

b) Work with a partner.

Student A: choose a child in the class.

Student B: find out who! Ask and answer like in a).

Communication Task

4 Work with a partner. Student A: go to page 62. Student B: look at the girls below. Ask each other questions and give answers, like this:

B: *Is Maria young?*

B: *Is her hair long?*

A: *No, she isn't.*

A: *Yes, it is.*

Kim • Lia • Jennifer • Maria • Coco • Isobel



A



B



C



D



E



F



Aiden



Alex



Luke



Mathias



Max



Freddie

Trinity
TAKE AWAY

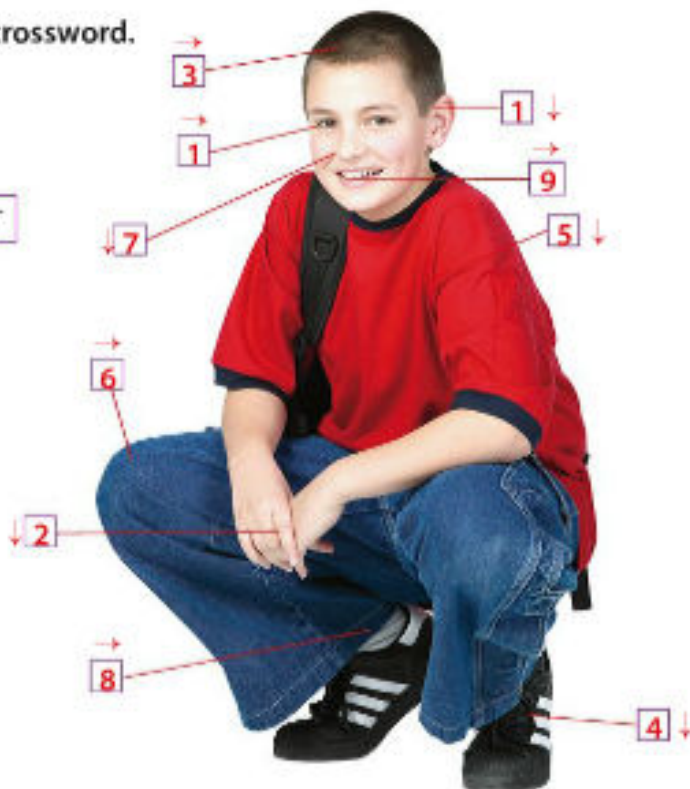
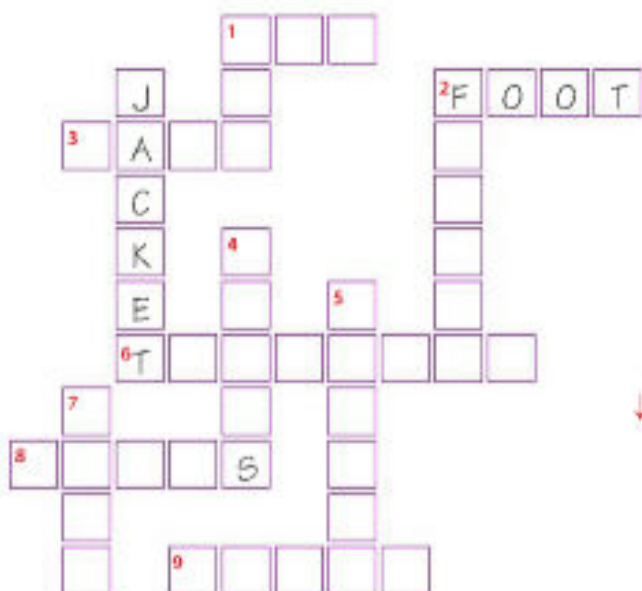
Examiner: Point to your nose.
Examiner: Is your teacher tall?
Candidate: Yes, she is.



Review Units 3-4



a) Look at the picture and complete the crossword.



b) Look at your friend. Write a list of his or her clothes.

.....

.....

.....



a) Write his, her, my or their.

- | | |
|---|--|
| 0 This is coat. (<i>me</i>) | 5 This is jumper. (<i>Mark</i>) |
| 1 Is this T-shirt? (<i>Anne</i>) | 6 eyes are brown. (<i>me</i>) |
| 2 Are jeans blue? (<i>John</i>) | 7 hats are yellow. (<i>Jane and Alice</i>) |
| 3 Is that teacher? (<i>Anne and John</i>) | 8 Are these gloves? (<i>Alberto</i>) |
| 4 socks are white. (<i>Angela</i>) | |

b) Work with a friend. Ask and answer questions like those in a).



Make instructions.

- 0 down/please/sit
- 1 your/show/feet/me
- 2 to/door/the/go
- 3 book/your/open
- 4 me/give/pencil/a
- 5 to/nose/point/your
- 6 the/case/touch/pencil

Sit down please

.....

.....

.....

.....

.....

.....

4 a) Match the questions to the pictures.

- 1 Are her trousers blue?
- 2 Are their trousers red?
- 3 Is her hat pink?
- 4 Is his T-shirt red?
- 5 What colour are his shorts?
- 6 What colour are their belts?



b) Now speak to your teacher.

5 a) Make questions.



- 1 feet/Are/these?
- 2 many/How/ there/are?



- 3 these/What/are?
- 4 many/How/are/fingers/there?



- 5 this/Is/ear/an?
- 6 is/this/What?

b) Now talk to your teacher.

6 a) Complete the answers.

- A: Is she small?
 B: 1 she
 A: Is she old?
 B: 2 she



- A: Is this a man?
 B: Yes, 3
 A: Is he young?
 B: 4 he



- A: Is she tall?
 B: 5 she
 A: Are her trousers yellow?
 B: 6 they



b) Now speak to your teacher.

UNIT 5

Animals

LESSON A Furry friends



➤ See Word File on page 58.



a) Circle the right words.

- | | |
|----------------|--------------------|
| 1 a dog/dogs | 4 a cat/cats |
| 2 a fish/fish | 5 a mouse/mice |
| 3 a bird/birds | 6 a rabbit/rabbits |



b) Complete these dialogues about the pictures in a).

isn't • they • are • this • these • they're

What's

It's a dog.

1

What are

3 fish.

2

Is this a spider?

No, it's 4

It's a bird.

5 these mice?

6 Yes,

..... are.

Focus

Irregular plurals

We say...

1 mouse → 2 mice

1 fish → 2 fish or fishes

c) Speak to your partner about the photos. Ask questions like those in b).

2 Talk about the pictures on page 26, like this:

A: How many dogs are there?

B: One. What colour are the cats?

A: They're grey.

3 Work with a partner. Talk about the picture below. Use these words:

legs • head • ears • feet • eyes • nose

Point to the ears.
What animal are they from?

Where is its tail?
What animal is it from?



Communication Task

a) Listen to Alex. Circle the correct information.



A

Name: Bob/Bluey



B

Harry, Anna and
Mary/Gill



C

Angela/Frieda



D

Bubble and
Stripe/Squeak

From: ¹ China/America

⁴ China/Africa

⁷ Brazil/Africa

¹⁰ Japan/America

Age: ² two/four

⁵ seven/nine

⁸ four/six

¹¹ twelve/fourteen

b) Now talk to your partner about Alex's fish, like this:

What's he called?

He's called Bob.

What colour are Bubble and Squeak?

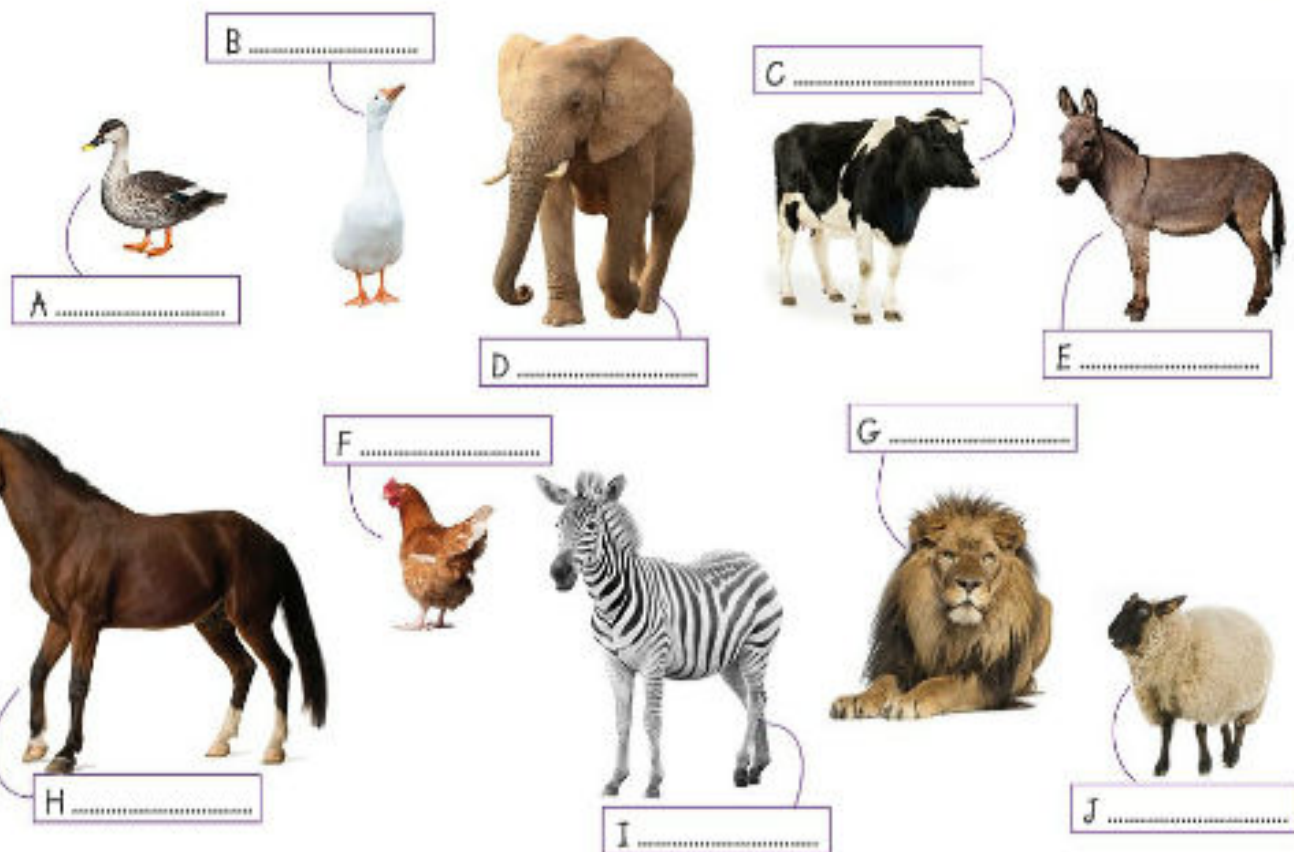
They're orange and white.

➔ See Word File on page 58.



a) Match the words to the photos.

duck • sheep • zebra • hen • donkey • cow
lion • horse • elephant • goose



Focus

small = little
big = large

b) Work with a partner. Talk about the animals in the photos. Use the words in the box, like this:

A: Is a duck **large**?

B: No, it isn't.

fat • thin • big • small • large • little
young • old • slow • fast

c) Work with a partner. Student A: close your book. Student B: ask questions about the animals. Start like this:

What colour is the **goose**?

It's **white**.

Is the **cow** **fat**?

Yes, it is.



d) Listen and repeat these words.

slow /s/

sheep /ʃ/

a **short** **slow** **sheep**

a) Listen. Are these sentences correct? Put ✓ or X.

- 0 Penny is a horse.
 1 She's old.
 2 Her body is black.
 3 Her legs are black.
 4 Her tail is black.
 5 She's short.
 6 She isn't slow.

Listen again and check.

b) Draw a pet or favourite animal. Tell your partner about it. Talk about: colour, size, parts of its body, name, etc. Start like this:

This is my rabbit. His name's Archie...



a) Write the missing words. Use words from the box.

Are • What (x2) • Go • Good • How (x2) • Is • Point
 Show • Sit • Stand • What's (x2) • Come

- | | |
|-------------------------|---------------------------|
| 1 morning. | 8 this your pencil? |
| 2 your name? | 9 these my books? |
| 3 old are you? | 10 me the big dog. |
| 4 this? | 11 to your nose. |
| 5 are these? | 12 up. |
| 6 many are there? | 13 down. |
| 7 colour is it? | 14 to the door. |
| | 15 here. |

Now listen and check.

b) Work with a partner. Ask questions and give instructions from a).

**Trinity
 TAKE AWAY**

Examiner: What's this?

Candidate: It's a duck.

Examiner: Is the horse white?

Candidate: No, it isn't. It's brown.

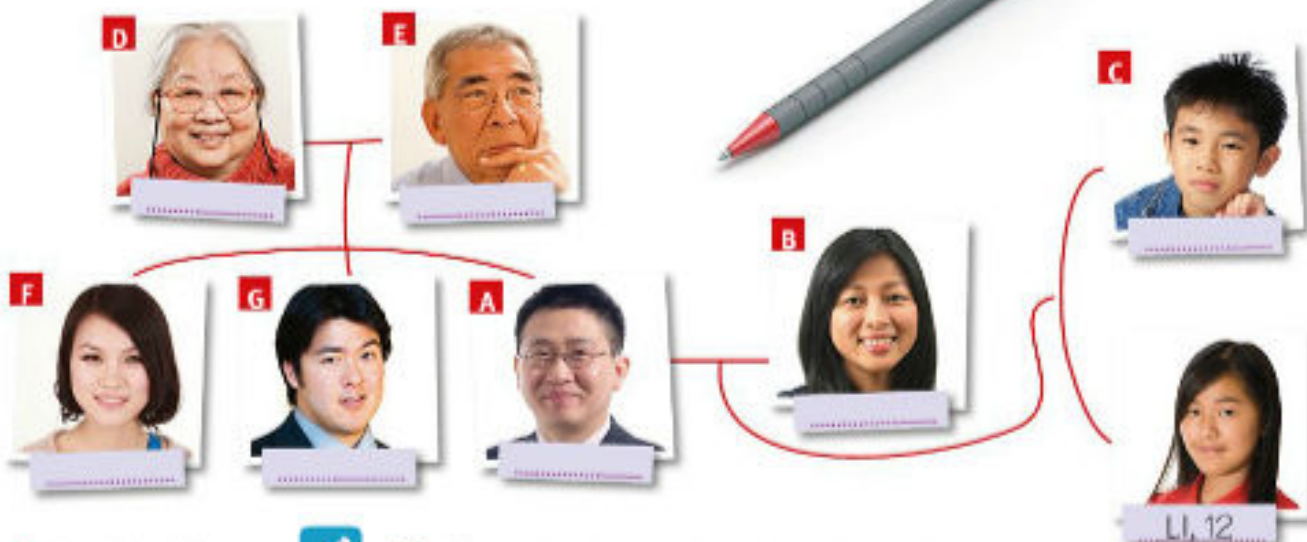


UNIT 6

Family

LESSON A This is my family

GRADE 2



➔ See Word File on page 58.



a) Match the words to the photos for Li.

- | | |
|---|---|
| 1 <input type="checkbox"/> and <input type="checkbox"/> parents | 5 <input type="checkbox"/> grandpa (granddad) |
| 2 <input type="checkbox"/> mother (mum) | 6 <input type="checkbox"/> grandma (granny) |
| 3 <input type="checkbox"/> father (dad) | 7 <input type="checkbox"/> aunt (auntie) |
| 4 <input type="checkbox"/> brother | 8 <input type="checkbox"/> uncle |



b) Listen to Li and write the names and ages.

Chen • Ho • Jimmy • Jing • Lia • Yan Yan • Yul



c) How do we say these numbers? Put the numbers in the table below. Then listen, check and repeat.

20 twenty • 22 twenty-two • 28 twenty-eight • 30 thirty
36 thirty-six • 40 forty • 47 forty-seven • 50 fifty



■ ■ 20 (twenty)	■ ■ ■ 22 (twenty-two)



d) Work with a partner. Talk about Li's family, like this:

- | | |
|---------------------|-----------------------|
| A: Who's this? | B: It's her father. |
| A: What's his name? | B: His name's Jimmy. |
| A: How old is he? | B: He's thirty-eight. |

a) Complete the sentences. Listen again to Li and check.

- 1 I've grandparents.
- 2 I one brother.
- 3 I an auntie.

b) Write *have got*, *haven't got*, *has got* or *hasn't got*.

I	<i>have got</i> ('ve got)	<i>haven't got</i>
You/We/They	¹	²
She/He	<i>has got</i> ('s got)	³

c) Match the questions to the answers.

- | | |
|------------------------------|--|
| 1 What's your father called? | a Yes, I have. Her name's Isa. |
| 2 What's your mum's name? | b He's called David. |
| 3 Do you have a brother? | c Her name's Ruth. |
| 4 Have you got a sister? | d No, I don't. |
| 5 How old are your parents? | e My dad's forty-two and my mum's forty-three. |

d) Work with a partner. Talk about your families. Use the questions from c).

Focus

Have you got...?
= Do you have...?

A: **Have you got** a sister?
B: Yes, I **have**./No I **haven't**.

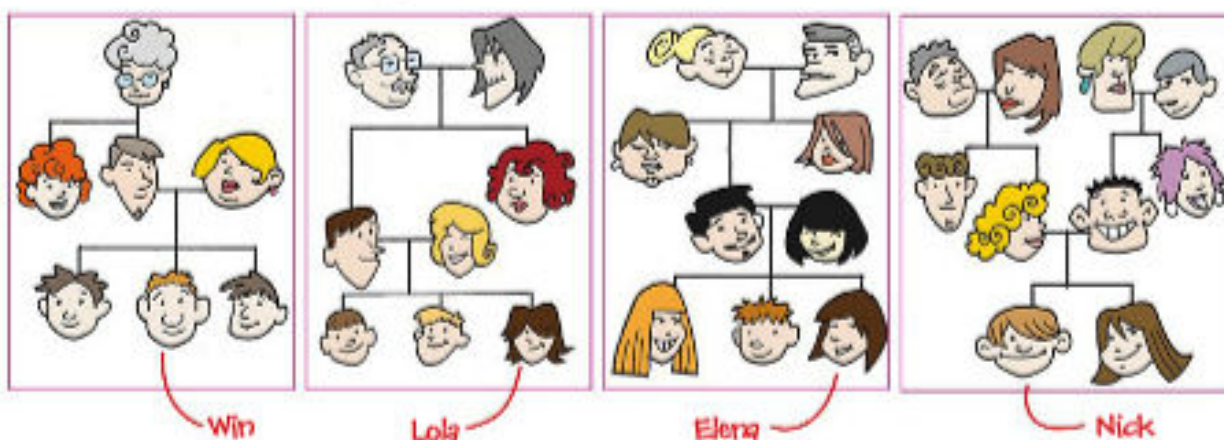
A: **Do you have** a sister?
B: Yes, I **do**./No, I **don't**.

Communication Task

a) Work with a partner.

Student A: Choose a person (Nick, Elena, Lola, Win). Describe their family like this:
He's got two aunts. He hasn't got a...

Student B: Find the family.



b) Draw your family tree and describe it to your partner. Your partner listens and draws your family tree.



See Word File on page 58.



a) Match the opposites.

- | | |
|---------|-------------------|
| 1 long | a old |
| 2 big | b fat |
| 3 thin | c handsome/pretty |
| 4 ugly | d short |
| 5 young | e fair |
| 6 dark | f small |



b) Now answer the questions about the four pictures.

- | | |
|--------------------------------|---------------------|
| 1 Who has got short/long hair? | 4 Who is young/old? |
| 2 Who has got fair/dark hair? | 5 Who is pretty? |
| 3 Who has got big ears? | |



c) Look at the photos below. Listen. Who is it?



d) Look at the photos again. Write sentences about the people in the photos.

- | | |
|----------------|--------------------|
| A: He's | A: He's got |
| B: He's | B: He's got |
| C: She's | C: She's got |
| D: She's | D: She's got |

e) Work with a partner. Describe someone in your class.

She's thin and she's got short, dark hair.

Is it Anna?

Yes, that's right.



a) Listen and complete the gaps.

Examiner: Tell me about your parents.

Candidate: Well, my mum's ⁰ *young* . She's 35 and her name is Kate. My dad's 40. His name's George, he's got ¹ hair and he's ² tall.

Examiner: What does your mum look ³ ?

Candidate: She's ⁴ pretty. She's got long ⁵ hair and ⁶ eyes.



Focus



Fair & blond

We can say:

He's **blond**. OR He's **fair**.

He's got **blond** hair.

OR He's got **fair** hair.



b) Match the questions to the answers.

- | | |
|----------------------------|------------------------------|
| 1 What do they look like? | a She's tall and thin. |
| 2 What does he look like? | b They've got dark hair. |
| 3 What does she look like? | c He's blond with blue eyes. |

c) Work with a partner. Talk about people in your family, like this:

Student A: What does your dad look like? **Student B:** He's...



a) Make questions.

- | | |
|--|---------------------------------------|
| 1 How/family/people/many/are/your/there/in?
..... | 5 What's/name/father's/your?
..... |
| 2 Have/got/you/or/any/aunts/uncles?
..... | 6 What/like/look/he/does?
..... |
| 3 What/names/are/their?
..... | 7 How/he/is/old?
..... |
| 4 How/they/are/old?
..... | 8 Tell/about/me/mother/your.
..... |



Now listen and check. Then listen again and answer.

b) Work with a partner. Talk about your family. Draw your partner's family tree.

c) Change partners. Tell your new partner about the family tree in b), like this:

This is Alexander's family.
He's got two sisters and...

Trinity TAKE AWAY

Examiner: Describe your sister.

Candidate: She's tall and she's got blonde hair.



Review Units 5-6

1 a) Choose a syllable from each box to make six animals and six members of the family.

~~mo~~ • mou • rabb • grand • sis • don
fa • aun • go • bro • spid • du

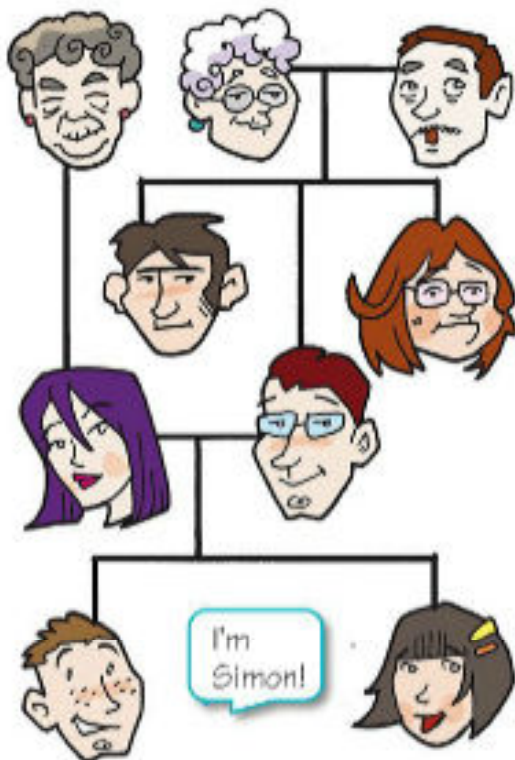
er • key • ma • se • ter • ther
~~ther~~ • ther • tie • at • it • ck

Family members:

- | | | |
|----------------------|---------|---------|
| 1 mother | 3 | 5 |
| 2 | 4 | 6 |

Animals:

- | | | |
|---------|---------|---------|
| 1 | 3 | 5 |
| 2 | 4 | 6 |



2 a) Fill the gaps with 've got, haven't got, has got or hasn't got.

This is my family. I ⁰ ~~haven't got~~ a brother.
I ¹ a sister. I ² two grandmas
and I ³ one grandpa. My mum
⁴ a brother and she ⁵ a sister.
My dad ⁶ a brother and a sister.
I ⁷ an auntie and I ⁸ an uncle.

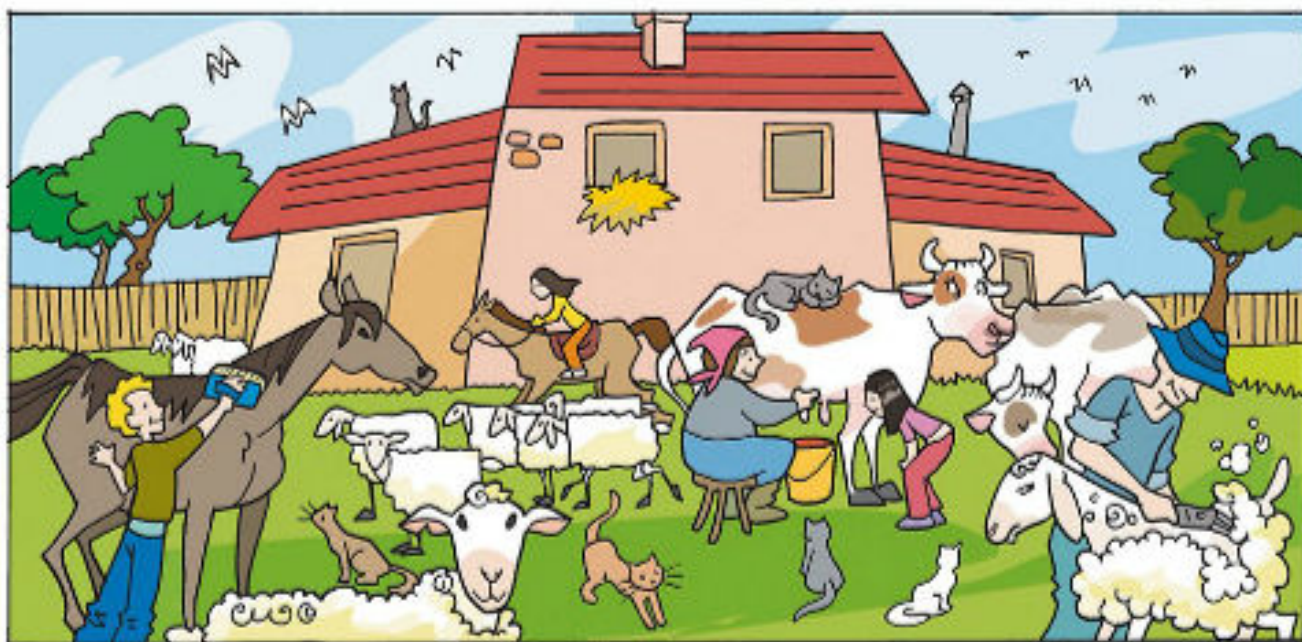
b) Complete these sentences about your family.

- 0 This is my family.
- 1 My dad is called
- 2 My mum is years old.
- 3 I a sister.
- 4 I a brother.
- 5 My mum's got hair.
- 6 My dad is

c) Match the questions and the answers.

- | | |
|---------------------------------|--------------------------------------|
| 1 Have you got any brothers? | a He's tall and he's got brown eyes. |
| 2 Do you have any sisters? | b No, I don't. |
| 3 How many girls are there? | c Yes, they do. |
| 4 Do they have blonde hair? | d Two. |
| 5 Has your teacher got glasses? | e Yes, he has. |
| 6 What does Simon look like? | f Yes, I have. |





a) Make questions.

- 0 there/cats/Are/any?
- 1 are/children/many/there/How?
- 2 boys/many/How/there/are?
- 3 colour/What/is/shirt/his?
- 4 colour/What/his/hat/is?
- 5 hat/the/Has/woman/got/a?
- 6 they/Do/sheep/have?
- 7 there/Are/ducks/any?
- 8 there/How/cows/many/are?

Are there any cats?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

b) Speak to your partner, like this:

Are there any cats?

Yes, there are.

a) Write the sums.

- 0 $23 + 17 = ?$ *twenty-three* + *seventeen* = *forty*
- 1 $32 + 18 = ?$ + =
- 2 $15 + 31 = ?$ + =
- 3 $21 + 18 = ?$ + =
- 4 $12 + 34 = ?$ + =

b) Speak to your partner, like this:

What's twenty-three plus seventeen?

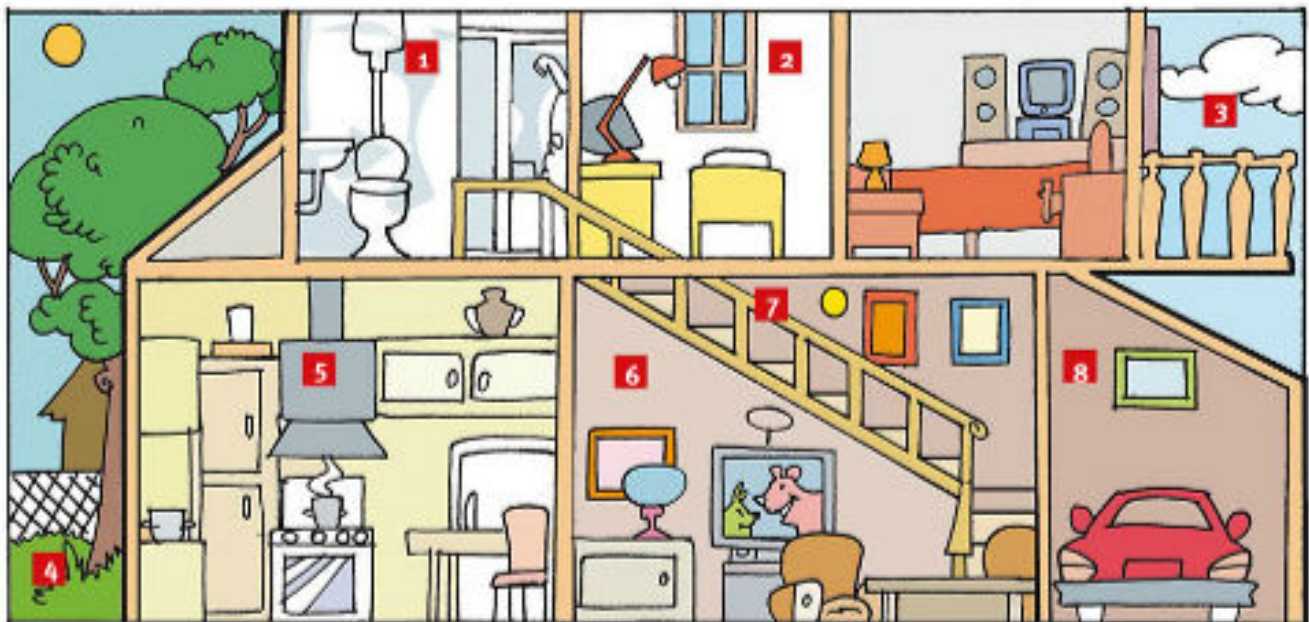
Forty.

UNIT 7

At home

LESSON A Where do you live?

GRADE 2



➤ See Word File on page 58.



a) Find the rooms in the picture. Put the number next to the word.

- | | | | |
|--------------------------------------|----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> bathroom | <input type="checkbox"/> bedroom | <input type="checkbox"/> garden | <input type="checkbox"/> kitchen |
| <input type="checkbox"/> living room | <input type="checkbox"/> stairs | <input type="checkbox"/> balcony | <input type="checkbox"/> garage |



b) Where do they live? Listen and write the names: Kristoffer, Yiu and Angela.



.....

.....

.....



c) First listen to how we say these questions and then repeat.

- | | |
|-----------------------------|-------|
| 1 Where do you live? | |
| 2 How many rooms are there? | |
| 3 Is there a garden? | |

- d) Now, speak to two friends in your class and complete the table.

	flat or house?	number of rooms?
you		
friend 1		
friend 2		

- a) Choose the two correct answers for each question.

- | | |
|-----------------------------|---------------------|
| 1 Is there a garden? | a Yes, there is. |
| 2 Are there three bedrooms? | b No, there aren't. |
| | c Yes, there are. |
| | d No, there isn't. |

- b) Complete the sentences with *there's*, *there are*, *there isn't* and *there aren't*.

- ¹ many rooms, but there's a big garden.'
 'In my flat ² three bedrooms and a big living room, but
³ a garage.'
⁴ four bedrooms and my bedroom is at the top of the house!
⁵ a kitchen and a dining room. There's a small garden, but ⁶ a swimming pool.'

Now listen to track 40 again and check.

Communication Task

- a) Work with a partner. Student A: go to page 60. Find 4 differences between your houses. Ask and answer, like this:

B: Is there a kitchen?

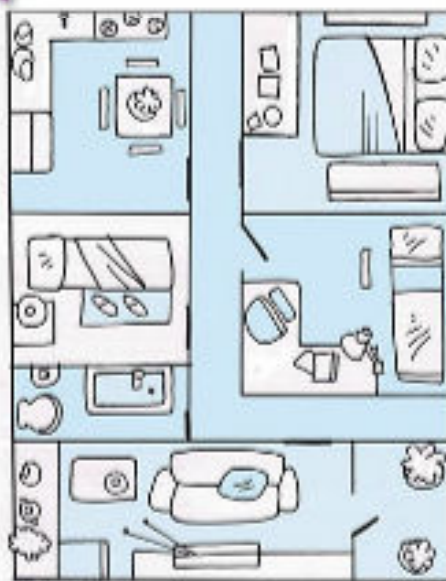
A: Yes, there is. Are there two bathrooms?

B: No there aren't. There's...

- b) Work with a partner. Draw a plan of your house. Compare your houses, like this:

In my house there isn't a dining room. What about your house?

There isn't a dining room in our house, but there's a big kitchen.



UNIT 7 **LESSON B** **My house**

Focus

Remember from Unit 3!
 I → my
 you → your
 he → his
 she → her
 it → its
 we → our
 they → their

a) Listen to Rob Young and fill in the table.

	The Young's house	The neighbour's house
Floors	2	¹
Bedrooms	²	5
Bathrooms	1	³
Dining room	⁴	yes
Garden	big	⁵

b) Fill in the gaps with *our* or *their*.

¹ house is small. ² house is big.
 In ³ house there are three bedrooms upstairs.
 In ⁴ house there are five. There's a dining room
 in ⁵ house, but we've got a table in ⁶ kitchen.

Listen again and check.

c) Work with a partner. Talk about the Young's house and your house, like this:

Their house has two floors.
 Our house has one.

There isn't a dining room
 in their house. There's a
 dining room in our house.

a) Where are these things in your house? Put the objects into the rooms.

armchair • bath • bed • bowl • cooker • cupboard
 drawers • fork • fridge • glass • knife • lamp
 mirror • picture • poster • rug • sink • sofa
 spoon • table • toilet • towel • TV • wardrobe

kitchen	living room
bedroom	bathroom

b) Work with a partner. Student A: close your book. Ask and answer, like this:

A: What's in your kitchen?

B: There's a knife, there's a sink, there's a table...



➔ See Word File on page 59.



3 a) Write *some* or *any*. Then listen again and check.

- 1 We've got trees.
- 2 They haven't got trees.
- 3 They've got pretty flowers.



b) Now complete these sentences with *some* or *any*.

- 1 There's a table and there are chairs in the kitchen.
- 2 There aren't towels in the bathroom.
- 3 We haven't got trees in our garden.
- 4 They've got beautiful pictures in their living room.
- 5 Are there mirrors in your living room?



c) Talk about your house with a partner. Use *some* and *any*.

Student A: Describe your kitchen.

Student B: Our kitchen is big. There's a table and **some** chairs.
There aren't **any** pictures on the wall.

Focus



Some and any

- positive verb + *some*
There are *some* trees.
- negative verb + *any*
There aren't *any* trees.



4 a) Finish the candidate's answers using a-d, then listen and check.

Examiner: Have you got a big house?

Candidate: No, ¹

Examiner: Are there many rooms in your house?

Candidate: Yes, ²

Examiner: Have you got a garden?

Candidate: No, ³

Examiner: Have you got a dining room in your house?

Candidate: No, ⁴

a but there's a balcony.

b we've got a big kitchen and we eat there.

c our house has got five bedrooms.

d we live in a flat.



b) Now listen to the questions and answer. Don't just say 'yes' or 'no'. Give more information!

c) Talk to your partner. Take turns asking and answering these questions.

Describe your house. What's your living room/kitchen/bedroom like?



Trinity TAKE AWAY

Examiner: Is there a dining room in your house?

Candidate: No, there isn't. We've got a big kitchen, but there isn't a dining room.

UNIT 8

Belongings

LESSON A My things

GRADE 2



➔ See Word File on page 59.



a) Find these things in the picture. Put the number next to the word.

- bed books CD player chair computer
 desk drawer electronic game mobile phone
 poster rug toys wardrobe watch

b) Talk to your partner about the picture. Start like this:

What's this?

What are these?

What colour's the...?

How many... are there?

Is there a...?

Have you got any... at home?



c) Listen to Gwyneth. Write 'G' next to her things and 'S' next to her sister's things in the picture.



a) Match.

- | | |
|------------------------|-----------------|
| 1 It's her coat. | a It's ours. |
| 2 They are his books. | b It's hers. |
| 3 It's our television. | c It's theirs. |
| 4 It's their radio. | d They're mine. |
| 5 They're my posters. | e Is it yours? |
| 6 Is this your dog? | f They're his. |



b) Complete the sentences with *hers, his, mine, ours, theirs* and *yours*.

- 0 It's our bedroom. It's *ours*.
- 1 It's my CD player. It's
- 2 They're your CDs. They're
- 3 It's his magazine. It's
- 4 It's her mobile phone. It's
- 5 It's their computer. It's



c) Listen to these words and repeat them. They all have the sound /z/.

- 1 yours /jɔ:z/
- 2 ours /aʊəz/
- 3 theirs /ðe:z/
- 4 his /hɪz/
- 5 hers /hɜ:z/

d) Now use the words from c) to talk about people in your class. Start like this:

Whose are these books?

They're ours.

Focus



I think...

He is English.

= You are certain.

I think he is English.

= You are not certain.

Communication Task



Work in pairs. Student A: go to page 63. Student B: ask your partner about each object and point to a person, like this:

B: *Is the watch hers?*

Write the words under the correct photo.

posters • watch • computer • comb • mirror • magazines • pencils • ruler



CD player
pencil case



brush
mobile phone
pens



radio
soft toys
hat



a) Look at the puppies in the picture. Match the questions with the answers.

- 1 Where's Angus?
 - 2 Are Pong and Fang under the table?
 - 3 Is there a puppy under the bed?
 - 4 Where's Duffy?
 - 5 Is Bungle on the chair?
- a He's between the drawers and the bed.
 - b He's under the table.
 - c No, they aren't.
 - d No, he isn't.
 - e Yes, there is.



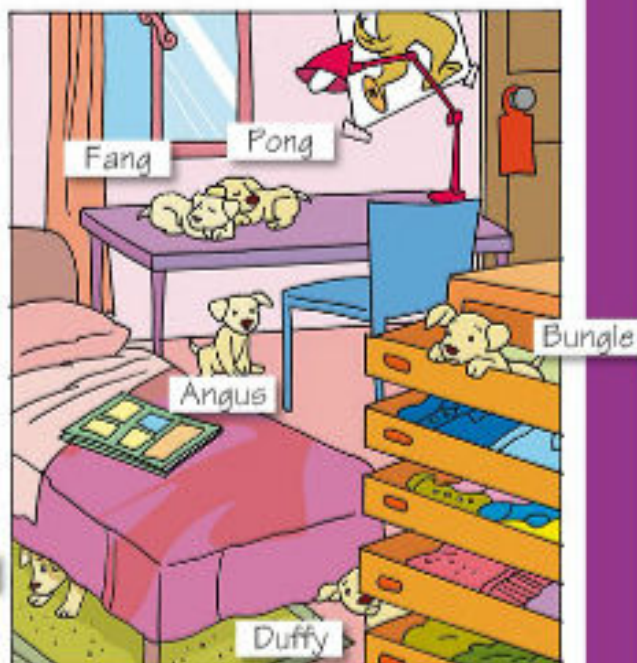
Now listen and check.

b) Work in pairs. Student A, close your book. Student B, ask questions about the photo, like this:

B: Where's Bongo?

A: He's under the bed.

B: Is there a lamp next to Duffy?



a) Circle the correct answer to each question.

- | | | |
|------------------------|-------------------------|---------------------------------|
| 1 Where's the pencil? | a They're on the table. | b It's next to the pencil case. |
| 2 Where are the books? | a On the shelf. | b No, they aren't. |
| 3 Whose is the ruler? | a It's mine. | b My ruler. |
| 4 Whose are these? | a No, they aren't. | b They're hers. |
| 5 Are these theirs? | a No, it isn't. | b Yes, they are. |

b) Work with a partner. Talk about the things in your classroom. Use these expressions:

Whose is this/are these...?

Is this/Are these (mine/yours/his/hers/theirs/ours)?

Where's/Where are the...?

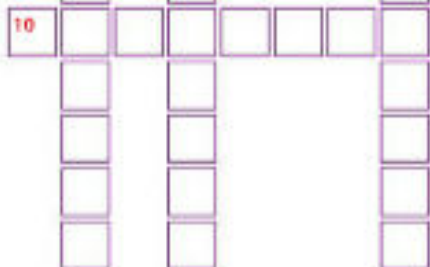
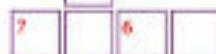
Is it/Are they (next to/in/on/between) the...?

Trinity TAKE AWAY

Examiner: Is this your pen?

Candidate: No, it isn't mine. It's yours.

Review Units 7-8



9



10



a) Complete the crossword.

b) Write six sentences about your house.
Use the words from a) and the prepositions below.

in • on • under • next to • between

0 *There's a computer on my desk.*

a) Complete these sentences about your classroom. Use the phrases below.

There is • There isn't • There are some • There aren't any

0 *There are some* desks and chairs.

1 a clock.

2 a sofa.

3 a bed.

4 a cupboard.

5 posters on the wall.

6 computers.

7 toys.

8 pens and pencils.

b) Choose the right word.

0 Is there a dining room in your house? Yes, there are/is.

1 Are there any pictures on the wall? No, there aren't/are.

2 The clock is between/in the magazines and the radio.

3 There's a pen next to/under the computer.

4 That's not your watch. It's my/mine.

5 Are these CDs your/yours?

6 These are hers/her toys.



a) Look at the flat and circle the correct sentences.

- ① There's a bathroom.
- | | |
|------------------------------------|---|
| 1 There isn't a dining room. | 5 There's a computer in the living room. |
| 2 There are four bedrooms. | 6 The desk is next to the bed. |
| 3 The fridge is next to the door. | 7 There's a table on the balcony. |
| 4 The flowers are under the table. | 8 The lamp is between the armchair and the table. |

b) Speak to your teacher or to your partner. Ask and answer questions about the flat, like this:

Where's the kitchen?

It's next to the...



a) Match the questions with the answers.

- | | |
|--------------------------------|---------------------------------------|
| 1 Whose are these pencils? | a It's not big, but there's a garden. |
| 2 Where is the pencil case? | b Three. |
| 3 Is this my pen? | c No, it's mine. |
| 4 What is your house like? | d They're hers. |
| 5 How many bedrooms are there? | e It's on the desk. |

b) Now speak to your teacher.

UNIT 9

Days and months

LESSON A My week

	Monday	1	2	3	4	Saturday	5
8.30-9.30	MATHS	ENGLISH	GEOGRAPHY	HISTORY	ENGLISH	FOOTBALL	PIANO
9.30-10.00		MATHS		MATHS			

See Word File on page 59.



a) Put the days on the timetable.

Wednesday • Friday • Tuesday • Sunday • Thursday



Now listen, check and repeat.



b) Listen to Mike talk about his week. Write the days.



1 VISIT FAMILY
M A E

2 HAVE A GUITAR LESSON
M A E

3 ...Monday...
PLAY TENNIS
M A E

4 GO SKATEBOARDING
M A E

5 DRAW AND PAINT
M A E

6 WATCH TV
M A E



c) Listen again. Circle morning (M), afternoon (A) or evening (E).

d) Work with a partner. Talk about your week.

On Saturday afternoon I play with my friends. And you?

go to school
go to the park

play with friends
watch TV

visit family
do sport

Days and months



A



B



C

D



E



F



a) Match the words to the pictures.

- 1 go shopping 3 wash the car 5 walk the dog
2 listen to music 4 do homework 6 relax at home
(TV/read)



b) Complete the table with *play, plays, does* and *don't*.

+ I/you/we/they he/she/it	play 1.....	
- I/you/we/they he/she/it	do not (2.....) does not (doesn't)	play play
? Do 3.....	I/you/we/they he/she/it	4.....? play?

Focus

Present Simple

The verb ends in -s or -es with *he/she/it*.
e.g. speaks, walks, goes

c) Tell your partner what your family do on different days. Use the words in the boxes.

Monday
Tuesday Wednesday
Thursday Friday Saturday
Sunday

morning
afternoon
evening

mum
dad brother
sister we
they I

work
read play eat go to
school go shopping watch TV
have a ... lesson

A: On **Saturday** morning my **mum** and **dad** go shopping.
My **brother** and I watch TV.

Communication Task

- ⊕ This is Adriana's family. What do they do at the weekend?
Speak to your partner and circle the correct pictures.
Student A: go to page 61.
Student B: go to page 62.

A: What does Daniel do on Saturday morning?

B: He plays chess.



January	⁰ February	March	¹	May	²
³	August	⁴	October	⁵	⁶

➔ See Word File on page 59.



a) Complete the calendar with the months.

April • ~~February~~ • July • June
December • November • September

Now listen and repeat.

b) Put these notes on the calendar in a).



c) Work with a partner. Talk about the calendar, like this:

When is your mum's birthday?

a) Match to make sentences.

- 1 In July
- 2 In August
- 3 In September

- a Alison swims all day.
- b Alison starts school.
- c Alison finishes school.

Now listen, check and repeat.





b) Words ending in *-es* sound like /ɪz/. How do we say these words? Put them in the correct box.

finishes • swims • starts • plays • closes
opens • likes • eats • washes

Group 1 - /s/

Group 2 - /z/

Group 3 - /ɪz/



Now listen, check and repeat.



Focus



Question words

Yes/No questions:
Is, Are, Am, Do, Does, Have, Has

Open questions:
Who, Where, When, What, How



a) Complete the questions with these words.

What (x4) • Is (x2) • Do (x2) • Does • When's (x2) • When

- | | |
|-------------------------------|---|
| 1 day is it today? | 7 you go on holiday in June? |
| 2 it Friday? | 8 do you do on Monday morning? |
| 3 it August? | 9 do you do on Saturday afternoon? |
| 4 your birthday? | 10 do your parents do on Sunday evening? |
| 5 your dad's birthday? | 11 you go to school on Sunday? |
| 6 do you go on holiday? | 12 your dad go to work on Monday morning? |



Listen and check.



b) Now listen again and answer the questions.

Trinity TAKE AWAY

Examiner: When's your birthday? Is it in May?

Candidate: No, it isn't. It's in June.



UNIT 10

Pets

LESSON A The pet shop

GRADE 2



See Word File on page 59.



a) How many are there? Find the animals and write the number.

There are...

0~~six~~..... hamsters.

1 goldfish.

2 parrots.

3 tortoises.

4 mice.

5 kittens.

6 puppies.

7 snakes.

8 rabbits.



b) Match the questions to the answers.

1 What's this?

2 What are these?

3 Are there any sheep?

4 Is this a parrot?

a No, there aren't.

b No, it isn't. It's a snake.

c It's a dog.

d They're rabbits.

Focus



Remember!

1 mouse → 2 mice

1 goldfish → 2 goldfish

c) Now work with a partner. Talk about the animals in a). Ask questions like those above.

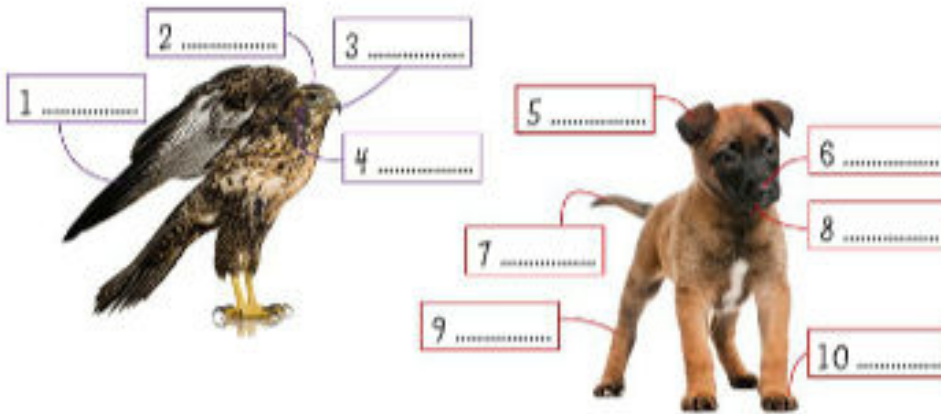


a) Can you label the pictures?

See Word File on page 59.



leg • head • wing • tail • foot • beak
eye • ear • nose • mouth



b) Test your partner like this:

Show me its wings.

Point to its nose.

Focus



Remember!
it → its



a) Listen. What animals are these? Use the pictures to help you.



1

2

3

b) Work with a partner. Talk about the animals, like this:

Its body is long and thin. Its head is small and it hasn't got legs. What is it?

It's a snake.

c) Think of other animals. Describe them to your partner.

Communication Task



a) Work in pairs. Write the names of the animals in the pet shop. Student A: go to page 61. Student B: go to page 63. Ask questions, like this:

A: What's in box 2?

B: It's small and brown...

UNIT 10 LESSON B Are they playing?



A B C D

➤ See Word File on page 59.



a) Match the animals to the verbs.

eat • sleep • play • swim



b) Now listen to the examiner and the candidate. Which photo is it?



c) Complete the questions. Then listen again and check.



- 1 she running?
- 2 he eating?
- 3 they walking?



d) Complete the tables with *am, is* and *are* to make the Present Continuous.

0 <i>Am</i>	I	playing?
1	he/she/it	
2	you/we/they	

Yes,	I	3
	he/she/it	4
	you/we/they	5

No,	I	6
	he/she/it	7
	you/we/they	8



e) Complete the answers.

- 1 Is she sleeping? No,
- 2 Are they running? Yes,
- 3 Is he playing? No,
- 4 Are they eating? Yes,
- 5 Am I reading? No,
- 6 Are you listening? Yes,

Focus

short forms

I am not = I'm not
 She is not = She isn't
 He is not = He isn't
 It is not = It isn't
 You are not = You aren't
 They are not = They aren't



Listen and check.



f) Now listen and repeat the negative short forms.

- a)** Work in pairs. Talk about people in your class. Use a word from each group.

Am Are Is	I you he she we they	playing walking learning English speaking sitting standing running swimming
-----------------	-------------------------------	--

Is she swimming?

No, she isn't.


- b)** Listen to the way we say questions and repeat them.

- 1 Is this your dog? ↗
- 2 Do you play tennis? ↗
- 3 Are you doing homework? ↗

- c)** Work with a partner. Mime an action. Ask and answer again.



- a)** Make questions.

- | | |
|---|-------------------------------|
| 0 got/Have/pet/a/you? Have you got a pet? | 3 are/What/called/they? |
| 1 they/are/What? | 4 he/Has/a/got/tail? |
| 2 colour/is/What/puppy/your? | 5 Is/sleeping/he/now? |



- b)** Here are some answers to the questions in a). Draw lines to finish the candidate's answers.

- | | |
|---------------------------|---------------------------------|
| 0 Yes, I have. | a and a fish. |
| 1 I've got a puppy | b and my fish is called Bubble. |
| 2 My puppy's called Spike | c but he's got white feet. |
| 3 He's black | d He's got a short tail. |
| 4 Yes, he has. | e He's playing. |
| 5 No, he isn't. | f I've got two. |

- c)** Listen and check.

- c)** Has your family got a pet? Work with a partner. Ask and answer questions like those in a).

EXAM corner

Trinity TAKE AWAY

Examiner: Tell me about your pet.
Candidate: I've got a dog and his name is Orson.



Review Units 9-10

1 a) Complete the crossword with six days and six months.



b) Write six sentences about your week. Use the words below.

morning • afternoon • evening

go • play • do • eat • sleep • watch • love • read

0 On Monday morning I go to school

c) Now speak to your partner, like this:

What do you do on Monday afternoon? I play football.



2 a) Answer the questions.

- 0** Is it Sunday today?
- 1** What day is it today?
- 2** Is it April now?
- 3** When is your birthday?
- 4** Are you watching TV?
- 5** What do you do on Monday morning?
- 6** Is your teacher playing tennis?

No, it isn't



b) Complete the sentences with one word.

- 0 My birthdayis..... in February.
- 1 Is your dad working now? Yes, he
- 2 Are you playing now? No, I'm
- 3 Are the cats sleeping now? Yes, they
- 4 I swimming on Saturday morning.
- 5 I go to school on Sunday.
- 6 I chess on Sunday afternoon.
- 7 My mum work on Saturday.
- 8 On Sunday afternoon I TV.

c) Match these questions with the pictures. Some questions match with more than one picture. Then speak to your teacher.

- 1 Are these cats?
- 2 Are they playing football?
- 3 Are they playing?
- 4 Are they young?
- 5 Are they your grandparents?
- 6 Has she got brown hair?
- 7 How old is she?
- 8 Is he listening to music?
- 9 Is his hair short?
- 10 Is it sleeping?
- 11 Is this a dog?
- 12 Is this your brother?
- 13 What are they doing?
- 14 Is she watching TV?
- 15 What colour is their hair?
- 16 What's he doing?
- 17 What's it doing?
- 18 How old are they?

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



GRADE 1

E: Hello! Nice to meet you.
E: How are you?
E: What's your name?
E: How old are you?

C: Nice to meet you too.
C: I'm fine, thank you.
C: My name's Win.
C: I'm ten.

E: What's this?
E: What are these?
E: What colour is your shirt?
E: What colour are your trousers?

C: It's a ruler.
C: They're trousers.
C: It's white.
C: They're blue.

E: Show me your foot.
E: Point to your foot.
E: Touch your ears.

C: (Show foot.)
C: (Point to foot.)
C: (Touch ears.)

E: Is your teacher tall?
E: Is your friend short?

C: Yes, she is.
C: No, he isn't.

E: What's this?
E: Is it your duck?
E: Thank you, Win. Goodbye!

C: It's a duck.
C: No, it isn't.
C: Goodbye.



GRADE 2

E: Where do you come from?
E: Do you have any brothers or sisters?
E: What does your sister look like?

C: I come from Hong Kong.
C: Yes, I've got a sister.
C: She's tall and she's got blond hair.

E: Is there a dining room in your house?

C: No, there isn't. We've got a big kitchen, but there isn't a dining room.

E: Is this your pen?

C: No, it isn't mine. It's yours.

E: When's your birthday? Is it in May?

C: No, it isn't. It's in June.

E: Look, this is my cat.
E: She's three. Have you got a pet?
E: Tell me about your pet.

C: How old is it?
C: Yes, I have. I've got a pet and his name is Orson.
C: (Talk about pet.)





UNIT 1 Nice to meet you

Countries

America
Australia
Canada
England
Greece
Hong Kong
India
Italy
Russia
Spain

Greetings

Hi!
Hello!
Good morning /
afternoon /evening
Bye!
Goodbye!
Nice to meet you.
How are you?
I'm fine thanks.

Getting to know you

What's your name?
Where are you from?
I'm from...
How many...
How old are you?

Numbers

one
two
three
four
five
six
seven
eight
nine
ten



UNIT 2 At school

Objects

box
calculator
chair
class
clock
desk
dictionary
door
eraser
notebook
pen
pencil

pencil case
photocopy
school bag
sharpener
watch
window

People

boy
girl
student
teacher

Numbers

eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

Other words and expressions

a/an
this
these
What's this?
How many are there?
There are...



UNIT 3 Clothes

Clothes

belt
coat
dress
glasses
gloves
hat
jacket
jeans
jumper
scarf
shirt
shoes

shorts
skirt
socks
trainers
trousers
T-shirt



Colours

beige
black
blue
brown
green
grey
orange
pink
purple
red
white
yellow

Other words and expressions

this
that
these
those
my
your
his
her
its
their
favourite

Word file



UNIT 4 The body

Parts of the body

arm
body
ear
eye
finger
foot (feet)
hair
hand
head

leg
mouth
nose
tooth (teeth)

Instructions

Come here.
Give me...
Go to the...
Open...
Point to...

Show me...
Sit down.
Stand up.
Take the...
Touch the...
Write...

Adjectives

big
fast
fat

long
old
short
slow
small
tall
thin
young



UNIT 5 Animals

Animals

bird
cat
cow
dog

donkey
duck
elephant
fish (fish/fishes)
goose
hamster

hen
horse
lion
mouse (mice)
rabbit

sheep
spider
zebra

Adjectives

little
large



UNIT 6 Family

People

aunt (auntie)
brother
father (dad)
grandpa (granddad)
grandma (granny)
mother (mum)
parents
sister
uncle

Numbers

twenty
twenty-one
twenty-two
twenty-three
twenty-four
twenty-five
twenty-six
twenty-seven
twenty-eight
twenty-nine

thirty
forty
fifty

Adjectives

dark
fair
handsome
pretty
ugly

Other words and expressions

What's your... called?
Tell me about...
Do you have?
Have you got?
Have/Has got
Haven't/ Hasn't got



UNIT 7 At home

Furniture and objects

armchair
bath
bed
bowl
cooker

cupboard
drawers
fork
fridge
glass
knife
lamp



mirror
picture
poster
rug
sink
sofa
spoon

table
toilet
towel
TV
wardrobe

Parts of a house

balcony
bathroom
bedroom
garage
garden
hall

kitchen
lift
living room
stairs

Homes

flat
house

Other words and expressions

there is/are
there isn't/aren't
our
their
any
some



UNIT 8 Belongings

Belongings

brush
CD player
comb
computer
electronic game
magazines
mobile phone
radio
soft toys

Possessive pronouns

mine
yours
hers
his
its
ours
theirs

Prepositions

in
on
under
next to
between

Other words and expressions

Where's the...?
Where are the...?
Whose is/are...?



UNIT 9 Days and months

Days

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Months

January
February
March
April
May
June
July
August
September
October
November
December

Verbs

close
do
draw
eat
finish
go
listen to
meet
paint
play
read
sleep
start

swim
visit
walk
wash
watch
work



Parts of the day

morning
afternoon
evening

Other words and expressions

Go shopping
Have a lesson
When do/does...?



UNIT 10 Pets

Pets

goldfish
hamster
kitten
parrot

puppy
snake
tortoise



Parts of the body

beak
tail
wing

More verbs

learn
speak
run

Appendix

UNIT 1, PAGE 9 – COMMUNICATION TASK

Student B: ask questions, like this:

Student B: *Is Carlos from Italy?*

Student A: *No, he isn't.*



Lia
England
Age: 9



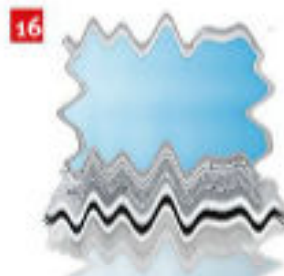
Carlos
Italy/Spain?
Age: 10/11?



Miranda
and
Elodie
Canada
Age: 8



Alex and Nadia
Russia/Greece?
Age: 9/10?



UNIT 7, PAGE 37 – COMMUNICATION TASK

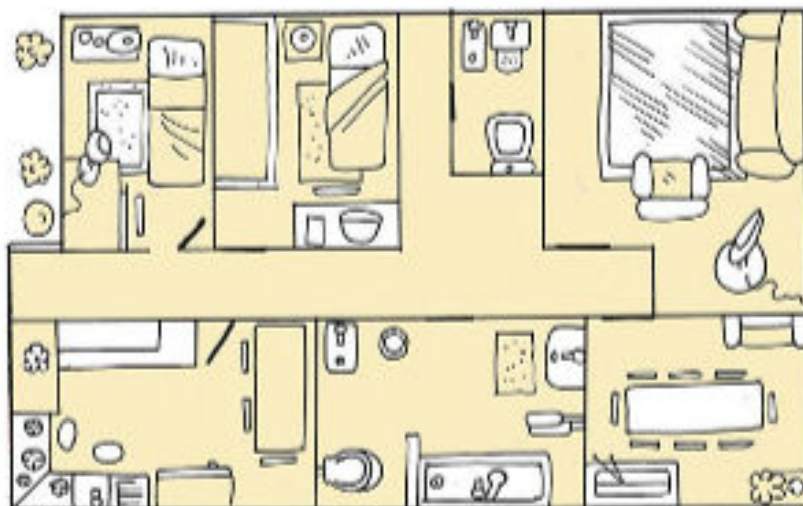
Student A

Find 4 differences between your houses. Ask and answer, like this:

A: *Is there a kitchen?*

B: *Yes, there is. Are there two bathrooms?*

A: *Yes, there are. There's...*









UNIT 9, PAGE 47 – COMMUNICATION TASK

Student A: ask questions, like this:

A: *What does Daniel do on a Saturday morning?*

B: *He plays chess.*

Then circle the correct picture.

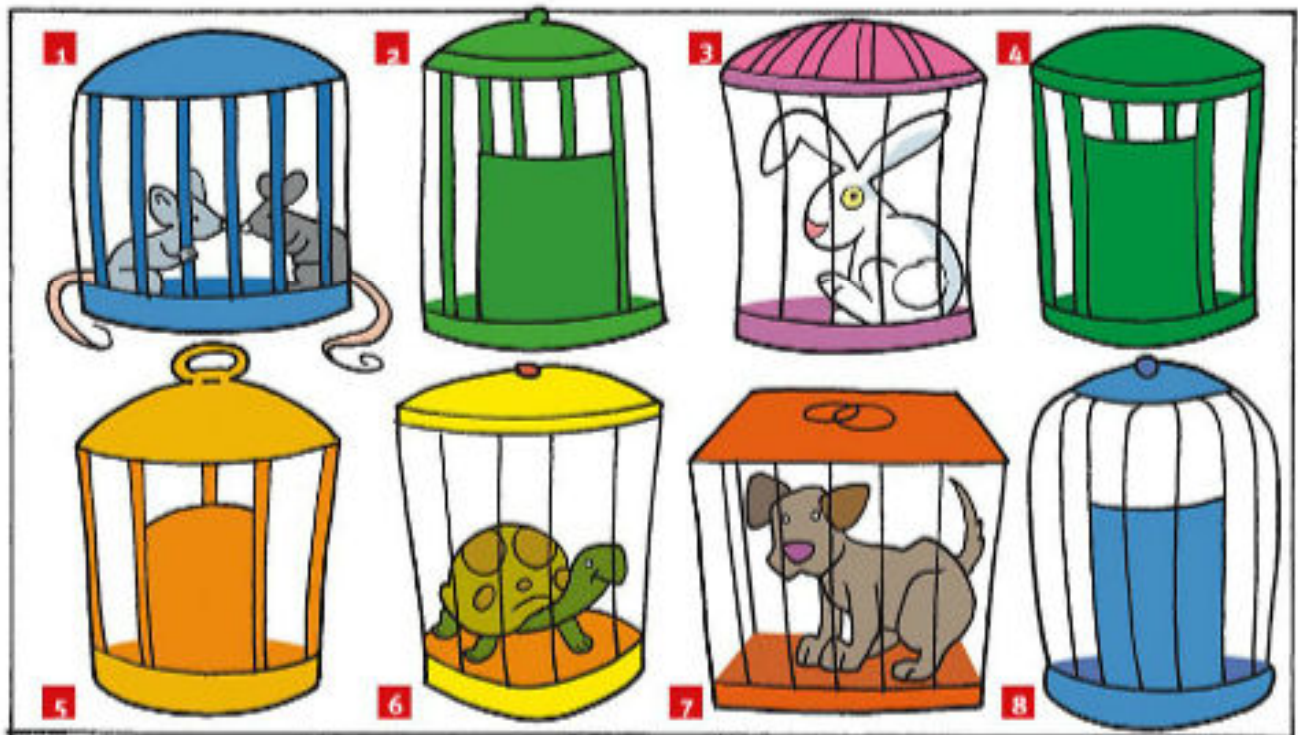
	Saturday		Sunday	
	Morning	Afternoon	Morning	Afternoon
Daniel				
Adriana	play violin	watch TV	play football	meet friends
Their parents	go shopping		do gardening	

UNIT 10, PAGE 51 – COMMUNICATION TASK

Student A: ask questions, like this:

A: *What's in box 2?*

B: *It's small and brown...*



Pairwork material

UNIT 3, PAGE 18 – COMMUNICATION TASK



UNIT 4, PAGE 23 – COMMUNICATION TASK

Student A: ask your partner questions and give answers, like this:

A: Is Max old? B: No, he isn't.

A: Is his hair blond? B: Yes, it is.

Aiden • Alex • Luke • Mathis • Max • Freddie



UNIT 9, PAGE 47 – COMMUNICATION TASK

Student B: ask questions, like this:

B: What does Adriana do on a Sunday morning?

A: She plays football.

	Saturday		Sunday	
	Morning	Afternoon	Morning	Afternoon
Daniel	play chess	watch TV	sleep	do homework
Adriana	 	 	 	 
Their parents	 	watch TV	 	listen to music

UNIT 8, PAGE 41 – COMMUNICATION TASK

Student A: ask your partner about each object and point to a person, like this:

A: *Is the brush hers?*

Write the words under the correct photo.

brush • CD player • hat • mobile phone • pencil case • pens • radio • soft toys



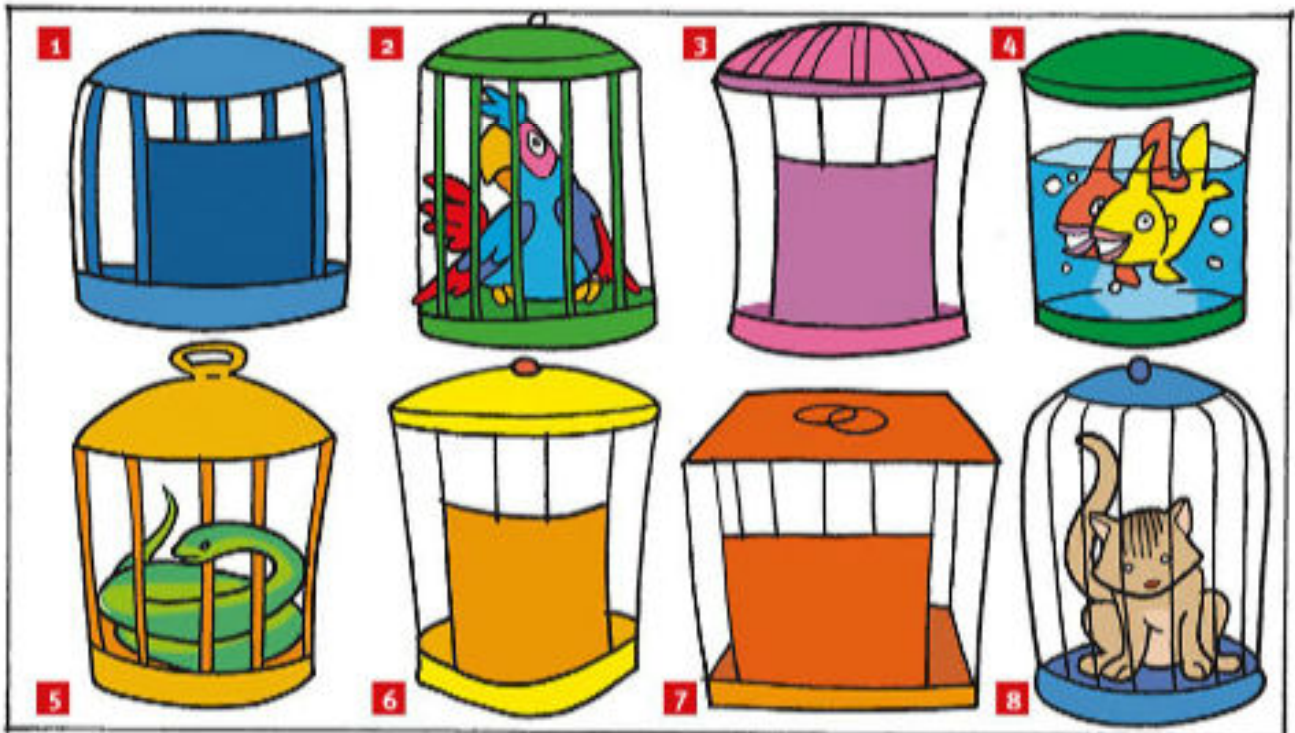
comb	posters	computer
pencils	ruler	mirror
watch	magazines
.....
.....

UNIT 10, PAGE 51 – COMMUNICATION TASK

Student B: ask questions, like this:

B: *What's in box 1?*

A: *They are white...*





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