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<td>Vocabulary and Grammar Test 2</td>
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</tbody>
</table>
**Pairwork 1: Student A**

**You are Nancy.**
**Read and answer Student B’s questions.**

Hi, my name’s Nancy Robertson. I’m 13 and I’m from Oxford in England. It isn’t the capital of England, but it’s a fantastic place!

My favourite singer is Jamie Cullum. He’s fantastic. My favourite sport is football, but my team isn’t very good!

**Ask Student B questions.**

1 What/name?  
2 How old/you?  
3 Where/you/from?  
4 Who/favourite/singer?  
5 What/favourite/sport?

---

**Pairwork 1: Student B**

**You are Sam.**
**Read and answer Student A’s questions.**

Hi, nice to meet you! I’m Sam Peters and I’m 12 years old. I’m from London. It’s a big city with lots of famous sights. My dad’s a plumber and my mum’s a nurse.

My favourite sport is basketball – my team is very good! My favourite singer is Kylie Minogue. She’s from Australia.

**Ask Student A questions.**

1 What/name?  
2 How old/you?  
3 Where/you/from?  
4 Who/favourite/singer?  
5 What/favourite/sport?
Teacher’s notes for Pairwork 1
Use after Unit 1

Language used
Wh-questions + present simple of be

Preparation
● Photocopy one sheet for each pair of students.
● Cut along the dotted lines to separate cues for Students A and B.

In the classroom
● Put the students in pairs as far as possible. Play the part of a student if necessary – work with a student who generally needs a little help.
● Hand one sheet to each partner. Allow two or three minutes for students to read their texts. Help with vocabulary and pronunciation if necessary.
● In pairs, students take it in turns to ask and answer the questions. Walk around listening and giving help when needed.
● Pair up Student A from one pair with Student B from another pair. They can ask and answer while the rest of the class listen. You can arrange this so that A asks all the questions and B answers.
● Choose a different pair and repeat with B asking all the questions and A answering.

Extension
Students note down their partner’s answers. They can use these notes to report back to the class as if they are either Sam or Nancy, eg I’m Nancy Robertson and I’m 13 years old. Alternatively, they can write a short paragraph. Finally, students can swap notes and compare the original with their own oral/written statements.
**Pairwork 2: Student A**

Read and answer the questions for you.

<table>
<thead>
<tr>
<th>Can you …</th>
<th>you</th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. play volleyball?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. swim?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. jump two metres?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. read English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. play backgammon?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ride a bicycle?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask Student B questions and complete the table.

**Pairwork 2: Student B**

Read and answer the questions for you.

<table>
<thead>
<tr>
<th>Can you …</th>
<th>you</th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. play volleyball?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. swim?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. jump two metres?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. read English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. play backgammon?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ride a bicycle?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask Student A questions and complete the table.
Teacher’s notes for Pairwork 2
Use after Unit 2

Language used

*can*(ability): questions and short answers

Preparation

● Photocopy one sheet for each pair of students.
● Cut along the dotted lines to separate cues for Students A and B.

In the classroom

● Put the students in pairs as far as possible. Play the part of a student if necessary – work with a student who generally needs a little help.
● Hand one sheet to each partner. Allow a minute or two for students to read their tables. Tell them to put ticks or crosses in the column headed *you* according to whether or not they can do the things in the list.
● In pairs, students take it in turns to ask and answer the questions using *Can you ...? Yes, I can.* / *No, I can’t.* Walk around listening and giving help when needed. Students note down their partner’s answers.
● Choose individual students to relate their information to the class, eg *Maria can swim, but I can’t.* / *Maria and I can both read English.*
● Pair up Student A from one pair with Student B from another pair. They can ask and answer while the rest of the class listen. You can arrange this so that A asks all the questions and B answers.
● Choose a different pair and repeat with B asking all the questions and A answering.

.Extension

Students can use the completed table to report back to the class about their partners. Alternatively, they can use it to write a short paragraph, eg *Paul can play volleyball, but he can’t swim.*
Pairwork 3: Student A

Tell Student B about your monster.
Use the following words:

Listen and draw Student B’s monster.
You can ask questions, too.

Pairwork 3: Student B

Tell Student A about your monster.
Use the following words:

Listen and draw Student A’s monster.
You can ask questions, too.

long, short, big, small
hair, ears, eyes, nose, teeth, legs, arms
Teacher’s notes for Pairwork 3
Use after Unit 3

Language used
has got: affirmative, questions and short answers

Preparation
● Photocopy one sheet for each pair of students.
● Cut along the dotted lines to separate cues for Students A and B.
● Make sure each student has some spare/scrap paper to draw on.

In the classroom
● Put the students in pairs as far as possible. Play the part of a student if necessary – work with a student who generally needs a little help.
● Hand one sheet to each partner. Allow a minute or two for students to look at their monsters.
● In pairs, students take it in turns to describe their monster while their partner tries to draw it on a separate sheet of paper. Encourage the listener to ask a few questions using Has your monster got …? Walk around listening and giving help when needed.

Extension
Each pair of students can show the rest of the class their drawings. You can use them to create a class display. Students may like to colour them, too.
In addition, students can give their monster a name and write a short paragraph, eg This is Big Nose the monster. It's got a long nose and long ears …
Pairwork 4: Student A

Look at the information about Harry. Then ask Student B about Elena. Listen and complete the table.

Does Elena live in Edinburgh?

<table>
<thead>
<tr>
<th></th>
<th>Harry</th>
<th>Elena</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives</td>
<td>Edinburgh</td>
<td></td>
</tr>
<tr>
<td>Speaks</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Comes from</td>
<td>Portugal</td>
<td></td>
</tr>
<tr>
<td>Likes</td>
<td>Volleyball</td>
<td></td>
</tr>
<tr>
<td>Loves</td>
<td>His dog, Toffee</td>
<td></td>
</tr>
<tr>
<td>Plays football</td>
<td>Sundays</td>
<td></td>
</tr>
</tbody>
</table>

Now answer Student B’s questions about Harry.

Pairwork 4: Student B

Look at the information about Elena. Answer Student A’s questions.

<table>
<thead>
<tr>
<th></th>
<th>Elena</th>
<th>Harry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives</td>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td>Speaks</td>
<td>Portuguese</td>
<td></td>
</tr>
<tr>
<td>Comes from</td>
<td>Portugal</td>
<td></td>
</tr>
<tr>
<td>Likes</td>
<td>Football</td>
<td></td>
</tr>
<tr>
<td>Loves</td>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Plays football</td>
<td>Fridays</td>
<td></td>
</tr>
</tbody>
</table>

Now ask Student A about Harry. Listen and complete the table.

Does Harry live in Brazil?
Teacher’s notes for Pairwork 4
Use after Unit 4

Language used
Present simple: third person, affirmative, questions and short answers

Preparation
● Photocopy one sheet for each pair of students.
● Cut along the dotted lines to separate cues for Students A and B.

In the classroom
● Put the students in pairs as far as possible. Play the part of a student if necessary – work with a student who generally needs a little help.
● Hand one sheet to each partner. Allow a minute or two for students to look at their tables.
● Encourage students to ask questions based on the information they have for their own character, e.g. Does Elena live in Edinburgh? (No, she doesn’t. She lives in Brazil).
● Student A continues asking questions, e.g. Does Elena speak English? and noting down the answers.
● Then Student B asks questions and fills in the information about Harry.
● Walk around listening and giving help when needed.

Extension
Students can use the completed table to report back to the class. Alternatively, they can use it to write a short paragraph, e.g. Harry lives in Edinburgh, Scotland. He speaks English.
Pairwork 5: Student A

You want to meet Student B in town this afternoon. Look at your timetable and arrange a time.

Are you going to be free at one o’clock?

1. Have lunch
2. Visit my grandparents
3. Do my homework

Pairwork 5: Student B

You want to meet Student A in town this afternoon. Look at your timetable and arrange a time.

Are you going to be free at two o’clock?

1. Have lunch
2. Go swimming with my brother
3. Have an ice cream with my brother
4. Go to a basketball match with Dad
Teacher’s notes for Pairwork 5
Use after Unit 5

Language used
going to: affirmative, questions and short answers

Preparation
● Photocopy one sheet for each pair of students.
● Cut along the dotted lines to separate cues for Students A and B.

In the classroom
● Put the students in pairs as far as possible. Play the part of a student if necessary – work with a student who generally needs a little help.
● Hand one sheet to each partner. Allow a minute or two for students to look at their timetables.
● In pairs, students take it in turns to ask about a time. Student A should ask about his/her first free hour – Are you going to be free at one o’clock? Student B responds by saying what he/she is going to do at that time – No, I’m going to have lunch at one o’clock. Student B then asks about his/her first free hour. They continue in this way until they reach six o’clock, when they are both free.
● Encourage students to arrange to meet, eg Let’s meet in town at six o’clock.
● Walk around listening and giving help when needed.

Extension
Students note down their partner’s answers then use these notes to report back to the class, eg (Alex) is going to have lunch at one o’clock. Then, at three o’clock …
**Pairwork 6: Student A**

Alice’s room was very messy yesterday. Talk about the differences between her room at 6.00 pm and her room at 8.00 pm.

Use these words to help you:
bed, chair, floor, cupboard, desk, sports bag, school bag, trainers, pens, books, teddy bear, CD player, dress

**Pairwork 6: Student B**

Alice’s room was very messy yesterday. Talk about the differences between her room at 6.00 pm and her room at 8.00 pm.

Use these words to help you:
bed, chair, floor, cupboard, desk, sports bag, school bag, trainers, pens, books, teddy bear, CD player, dress
Teacher’s notes for Pairwork 6
Use after Unit 6

Language used
Past simple of be

Preparation
● Photocopy one sheet for each pair of students.
● Cut along the dotted lines to separate cues for Students A and B.

In the classroom
● Put the students in pairs as far as possible. Play the part of a student if necessary – work with a student who generally needs a little help.
● Hand one sheet to each partner. Allow a minute or two for students to look at their picture and the words.
● Explain that Students A and B have pictures of the same room but at different times.
● Student B begins with a question, eg Were Alice’s trainers on the chair at eight o’clock? Student A answers No, (they weren’t). They were in her sports bag.
● Student A then asks a question about Alice’s room at six o’clock. Students continue in this way until they have covered all the differences.
● Walk around listening and giving help when needed.

Extension
Students can report back to the class, comparing the two pictures, eg At six o’clock her trainers were on the chair, but at eight o’clock they were in the sports bag.
**Pairwork 7: Student A**

Describe the picture. Student B draws the picture.

- There is a … / There’s a …
- There are some …

Now listen to Student B and draw the things on the table.

**Pairwork 7: Student B**

Listen to Student A and draw the things on the table.

Now describe your picture. Student A draws the picture.

- There is a … / There’s a …
- There are some …
Teacher’s notes for Pairwork 7
Use after Unit 7

Language used
There is / There are; countable and uncountable nouns

Preparation
● Photocopy one sheet for each pair of students.
● Cut along the dotted lines to separate cues for Students A and B.

In the classroom
● Put the students in pairs as far as possible. Play the part of a student if necessary – work with a student who generally needs a little help.
● Hand one sheet to each partner. Allow a minute or two for students to look at their pictures.
● In pairs, students take it in turns to describe their picture to their partner. The partner has to draw the objects on the empty table. Walk around listening and giving help when needed.

Extension
Students can choose one more item each and tell their partner to draw it on the table, eg There are some mushrooms in the frying pan. / There is some salt in the bag. Then, students can report back to the class, describing the two pictures.
Pairwork 8: Student A

Ask Student B about his/her trip. Use the notes to make questions.

go/school trip/yesterday?
visit/art gallery?
what/do/there?
enjoy/your visit?

Now answer Student B’s questions about your trip. Look at the picture for your answers.

Pairwork 8: Student B

Look at the picture and answer Student A’s questions.

Now ask Student A about his/her trip. Use the notes to make questions.

go/school trip/yesterday?
visit/farm?
what/see/there?
have/fun?
Teacher’s notes for Pairwork 8
Use after Unit 8

Language used
Past simple: regular and irregular verbs; questions and answers

Preparation
● Photocopy one sheet for each pair of students.
● Cut along the dotted lines to separate cues for Students A and B.

In the classroom
● Put the students in pairs as far as possible. Play the part of a student if necessary – work with a student who generally needs a little help.
● Hand one sheet to each partner. Allow a minute or two for students to look at their cues and pictures.
● In pairs, students take it in turns to ask about their partner’s trip, eg Did you go on a school trip yesterday? / Did you visit an art gallery? Partners must answer using cues in the picture, eg Yes, I did. / No, (I didn’t) I went to a museum. Walk around listening and giving help when needed. Make sure they are forming questions and past tenses correctly.

Extension
Students can report back to the class, telling the others about their partner’s trip, eg Nick didn’t go to an art gallery – he went to a museum. You can prompt students by asking the next question, eg What did he/she do there?
**Pairwork 9: Student A**

Look at your pictures.
Use the notes to make sentences.
Compare the characters.

tall/short
old/young
weak/strong
fat/thin
handsome/ugly
intelligent

**DOC**

**Pairwork 9: Student B**

Look at your pictures.
Use the notes to make sentences.
Compare the characters.

tall/short
old/young
weak/strong
fat/thin
handsome/ugly
intelligent

**GRUMPY**
Teacher’s notes for Pairwork 9  
Use after Unit 9

Language used
Comparatives and superlatives

Preparation
● Photocopy one sheet for each pair of students.
● Cut along the dotted lines to separate cues for Students A and B.

In the classroom
● Put the students in pairs as far as possible. Play the part of a student if necessary – work with a student who generally needs a little help.
● Hand one sheet to each partner. Allow a minute or two for students to look at their cues and pictures.
● In pairs, students take it in turns to compare the two dwarfs in their own picture first, eg Doc is taller than Sleepy. Walk around listening and giving help when needed. Make sure they are forming comparatives correctly.
● Partners then show each other their pictures and work together to decide who is the tallest/shortest, oldest/youngest, etc. Walk around listening and giving help when needed. Make sure they are forming superlatives correctly.

Extension
Students can report back to the class, with each pair saying one sentence each about the superlatives, eg Grumpy is the tallest.
Students can then draw a different dwarf of their own. Write the names on the board for them to choose Happy, Bashful, Sneezy, Dopey. In different pairs, students use the adjectives from the list to compare the two dwarfs. Display artwork on the classroom wall.
Pairwork 10: Student A

Read and circle the things you will or won’t do when you are twenty!
Add one more idea of your own.
Ask and answer.

I will/won’t go to a different country.
I will/won’t live in a big city.
I will/won’t have a big party every week.
I will/won’t work in a shop.
I will/won’t live with my family.
I will/won’t play lots of sports.
I will/won’t speak English every day.
I will/won’t be a teacher.
I will/won’t …………………………………………………………………………………………………………………………

Pairwork 10: Student B

Read and circle the things you will or won’t do when you are twenty!
Add one more idea of your own.
Ask and answer.

I will/won’t go to a different country.
I will/won’t live in a big city.
I will/won’t have a big party every week.
I will/won’t work in a shop.
I will/won’t live with my family.
I will/won’t play lots of sports.
I will/won’t speak English every day.
I will/won’t be a teacher.
I will/won’t …………………………………………………………………………………………………………………………
Teacher’s notes for Pairwork 10
Use after Unit 10

Language used
Future: will/won’t

Preparation
● Photocopy one sheet for each pair of students.
● Cut along the dotted lines to separate cues for Students A and B.

In the classroom
● Put the students in pairs as far as possible. Play the part of a student if necessary – work with a student who generally needs a little help.
● Hand one sheet to each partner. Allow a minute or two for students to look at the statements and circle their answers. Students should add a statement of their own.
● In pairs, students take it in turns to ask questions, eg Will you live in a big city when you are twenty? Encourage short answers, eg Yes, I will. / No, I won’t. Walk around listening and giving help when needed. Make sure they are forming questions correctly.
● Students can report their answers back to the class, eg When Andrew is twenty, he won’t …

Extension
In pairs, students can think of two more questions and write them down. Choose a pair of students to read out their questions. They can choose two students to answer their questions orally. Students can change partners and ask the questions, this time making a note of their partner’s answers. They then report their findings back to the class, eg When Andrew is twenty, he won’t …
Game 1

1. Spell your name.

2. Say a day of the week.

3. Favourite colour? Lucky number? Phone number? Ask a friend!

4. Say a job.

5. Point to some things in the classroom. Say ‘These/Those are …’

6. Write two numbers from 1-20. Add them together. Say the answer.
Teacher’s notes for Game 1
To be used at any point after Unit 1, Lesson 2.

Language used
General language revision from Welcome Unit and Unit 1

Preparation
There are two ways to prepare for this:

For each student to have his/her own die ...
- Photocopy one sheet for each student. Have scissors and glue / sticky tape in the classroom. Optional: have colouring crayons in the classroom, for students to colour in the die.
- Students can cut out the shape themselves and make a die.

For each group of three or four students to have a die ...
- Photocopy one sheet for each group of three or four.
- Cut out each shape and make a die for each group before the lesson. You may want to paste the paper onto a piece of card first to make the finished die stronger.

In the classroom
- Put the students in groups of three or four.
- Hand one die to each group. Ask volunteers to read out an instruction from a side of the die. Explain any that they are unsure of. You may want to write one or two instructions on the board with a translation for some classes.
- Demonstrate how to play the game with one group.

The game
- Each student in turn throws the die.
- The student follows the instruction on the die, eg if they throw a three, they choose a question and ask the person on their left What’s your favourite colour? or What’s your phone number? etc.
- For questions 2, 4, 5 and 6 students should try not to repeat what someone else has already said.
- In groups, students play their own game. Walk around listening and helping where necessary. Set a time limit of about five minutes. There are no winners or losers in this game.

Extension
Divide the class into two teams, A and B. You may want to place them in two lines. Throw the die yourself. Ask a question to the first student in team A. Throw the die again. Ask a question to the first student in team B. Award a point for each correct answer, but be helpful and encouraging to those who may struggle. Continue until everyone has answered a question. If one team has one less player, the first person should answer again. Add up the scores.
Bingo Caller
Choose and tick in pencil.

- She's swimming.
- I’m watching the Olympic Games.
- He’s riding a horse.
- She’s listening.
- We’re running.
- She’s eating.
- She’s writing a letter.
- They’re playing football.
- He’s holding a dog.
- They’re talking.
- He’s reading.
- She’s jumping.
Teacher’s notes for **Game 2**
To be used at any point after Unit 2, lesson 2.

**Language used**
Present continuous

**Preparation**
- Photocopy one sheet for each group of three or four.
- Cut out each Bingo card and the sheet for the Bingo Caller. You may want to paste the paper onto a piece of card first to make the finished Bingo cards stronger.
- You may wish to mark each set of three numbered cards with a different coloured highlighter pen to make the sets easy to identify.
- You will also need eight plastic counters, buttons or small squares of coloured paper for each student to cover his/her squares.

**In the classroom**
- Put the students in groups of three or four. They choose one person to be the Caller.
- Hand a Bingo Caller’s card to each Caller, and one numbered Bingo card to each of the remaining students. Note that each player must have a differently numbered card.
- Read out all the Bingo Caller’s instructions clearly and make sure that students can identify all the pictures. Demonstrate how to play the game as a whole class.

**The game**
- The Caller chooses any sentences from his/her list. He/She reads it out twice, clearly, and then ticks the sentence using a pencil. Note: Callers should not use the last three sentences for this game.
- Each student checks the pictures on his/her card. If he/she has the correct picture, the student should cover it carefully with a counter or piece of coloured paper.
- Play continues until one person’s card is complete. He/She calls out *Bingo!* The Caller then checks the card against the ticked items on the Caller’s list.
- The Caller should erase the ticks before the start of the next game.
- Before a second game, each group should change Caller and swap cards.
- In groups, students play their own game. Walk around listening and helping where necessary. Most games should last about four or five minutes.

**Extension**
Play the game as a class. Write out the last three sentences from the Bingo Caller’s card on the board: *They’re talking. He’s reading. She’s jumping.* Each student chooses one sentence and writes it in the blank space on their card using pencil. Play the game as a class, using the same rules as before.
**Game 3 Snakes and Koalas**

1. **START HERE!**
2. Have you got blue eyes?
3. You are swimming at Bondi Beach. Miss one turn.
4. **Finish the sentence:** ____________ is an Australian animal.
5. Have you got e-mail?
6. Are you and your friends playing a game?
7. Miss one turn.
8. Have you got a mobile phone?
9. Has your friend got a mobile phone?
10. Our town has got ...
11. Have you got blue eyes?
12. Miss one turn.
13. You are playing with kangaroos. Miss one turn.
14. Are you singing a song?
15. Miss one turn.
16. Point to a part of your body and say the name.
17. Are you singing a song? Miss one turn.
18. Have you got long hair?
19. Have you got e-mail?
20. Are you and your friends playing a game?
21. Have you got e-mail?
22. Has your friend got a mobile phone?
23. Our town has got ...
24. Miss one turn.
25. You are playing with kangaroos. Miss one turn.
26. Our town has got ...
27. Have you got long hair?
28. Have you got e-mail?
29. Are you and your friends playing a game?
30. Point to a part of your body and say the name.
31. Are you singing a song? Miss one turn.
32. Have you got long hair?
33. Have you got e-mail?
34. Are you singing a song? Miss one turn.
35. You are playing with kangaroos. Miss one turn.
36. You are playing with kangaroos. Miss one turn.
37. What’s the weather today?
38. Are you singing a song? Miss one turn.
39. Are you singing a song? Miss one turn.
40. Have you got long hair?
41. Point to a part of your body and say the name.
42. Point to a part of your body and say the name.
43. END HERE!
Teacher’s notes for Game 3
To be used at any point after Unit 3, Lesson 2.

Language used
have got; present continuous

Preparation
● Photocopy one sheet for each group of three or four.
● You may want to paste the paper onto a piece of card first to make the finished game stronger.
● You will also need a die and four plastic counters, buttons or small squares of coloured paper for each group.

In the classroom
● Put the students in groups of three or four. Give each group a board and a die. Give each student a ‘counter’.
● Read out all the instructions on the game board and make sure that students understand. Briefly demonstrate how to play the game.

The game
● Students take it in turns to throw the die. They move their counters up the board according to the number thrown.
● If a student lands at the bottom of a gum tree, he/she must answer the question or do the task written on the square. If the player does this correctly, he/she can climb to the square at the top of the gum tree.
● If a student lands at the top of a snake, he/she slides back down to the square at the bottom of the snake.
● Play continues until one player arrives at the finish. Players do not need to throw the exact number to finish.
● In groups, students play their own game. Walk around listening and helping where necessary.

Extension
Students work in pairs to think of two more instructions or questions to add to their board. They make a note of their ideas. Walk around checking. Students neatly write their suggestion on the game board and draw a gum tree leading up to a higher square. They can then play the game again.
### Game 4 Write a word!

<table>
<thead>
<tr>
<th>A colour</th>
<th>Weather</th>
<th>A country</th>
</tr>
</thead>
<tbody>
<tr>
<td>A number</td>
<td>A time</td>
<td>A month</td>
</tr>
<tr>
<td>A place in town</td>
<td>A month</td>
<td>Something you usually do at the weekend</td>
</tr>
<tr>
<td>A part of the body</td>
<td>A month</td>
<td>I usually / I don’t usually</td>
</tr>
<tr>
<td>Something in your bedroom</td>
<td>A month</td>
<td>I usually / I don’t usually</td>
</tr>
<tr>
<td>Something you usually do at the weekend</td>
<td>A month</td>
<td>I usually / I don’t usually</td>
</tr>
</tbody>
</table>

**Resource pack [games]**
Teacher’s notes for **Game 4**
*To be used at any point after Unit 4, lesson 4.*

**Language used**
General vocabulary revision; present simple

**Preparation**
- Photocopy enough sheets for each student to have a quiz card. For the extension, photocopy one sheet for each group of three or four.
- Cut out each quiz card.

**In the classroom**
- Play this Vocabulary Quiz as a class.
- Hand one quiz card to each student. Ask volunteers to read out an instruction each. Explain any meanings that they have forgotten.
- Explain that the winner of this game will be the person who thinks of words that no one else has thought of.

**The game**
- Call out each word group in turn. Allow a set time (eg 30 seconds) for students to think and write in silence, eg say *A colour*. Each student writes a colour.
- Repeat for the whole list, then check answers as a class.
- Ask a volunteer to read out his/her answer. Tell students to put up their hands if they have the same answer. Do this for each possible answer. Students get one point if they are the only person to have a particular answer. Students add up their score. The winner is the one with the most points.
- Note: for large classes, you may want to award a point each if only two students have the same answer.

**Extension**
- Put the students in groups of three or four. One person can be the Caller, but he/she may also join in the game. In groups, students play their own game. Walk around listening and helping where necessary. Set a time limit of about five minutes for the game itself. Students will need another two or three minutes for checking and marking.
**Treasure Trail 1**

**A Write a word!**
1. Those jeans are very big for you. Have you got a __ __ __ __?
2. Are you going to eat __ __ __ __ __ __ __ __ __ __? No, we aren’t. They aren’t healthy.
3. Sam is going to __ __ __ __ __ American football!
4. American football is dangerous. He __ __ __ __ wear a helmet!
5. Are we __ __ __ __ __ to have a test tomorrow?
6. We __ __ __ __ __ have lessons on Saturdays or Sundays!
7. We __ __ __ __ __ __ have English lessons on Mondays and Thursdays.
8. What clothes are you going to __ __ __ __ __ to the party?

**B Did you write all the answers? Ask for a clue!**

**C Find the word. __ __ __ __ __ __ __ __
Say the word quietly to your teacher!**

**Treasure Trail 2**

**A Write a word!**
1. Billy the Kid is a cowboy. He’s going to __ __ __ __ __ Happy Harry.
2. In basketball, you __ __ __ __ __ __ touch the other players.
3. Hans __ __ __ __ __ tests. He thinks they’re great!
4. To keep fit, you can ride a __ __ __ __ __ __ __.
5. Sara, are you going to wear jeans? No, I’m going to wear a __ __ __ __ __ __
6. Happy Harry is going to __ __ __ __ __ Billy the Kid to the Sheriff.
7. We’re going to __ __ __ __ __ a film studio in the USA.
8. I don’t often play football for my school team, but I __ __ __ __ __ __ __ __ __ play for them.

**B Did you write all the answers? Ask for a clue!**

**C Find the word. __ __ __ __ __ __ __ __
Say the word quietly to your teacher!**
Teacher’s notes for Game 5
To be used at any point after Unit 5, Lesson 3.

Language used
General vocabulary revision; present simple

Preparation
- Photocopy enough sheets for each group of two or three.
- Cut out each Treasure Trail card.
- Have six small packets of sweets for winners. Hide these in two places in the classroom before the lesson. Complete the final clue for each Treasure Trail, naming the place where these sweets are hidden! Cut out the clues. Note: you may need two or three of these ready, in case more than one team finds their word at the same time.
- Have a bag of sweets with enough for one each for the remaining students.

In the classroom
- Play this Treasure Trail as a class. Students work in pairs or threes.
- Hand one quiz card to each pair/three, so that neighbouring pairs have different cards. Place the card upside-down on the desk. Students must not look.
- Explain that the winners of this game will have a small prize. Tell students that they need to work quickly and quietly. They may refer to Units 4 and 5 in their Smash Student’s Book if necessary.

The game
- Each pair must solve the clues and write one word in each gap, with the letters in the correct place.
- Tell students to put up their hands when they have all the answers for questions 1-8. Hand the correct clue for question C to each pair/group.
- Students use the clue to help them re-arrange the letters underlined in bold.
- The first pair to finish Treasure Trail 1 or 2 must put their hands up and whisper the word to you. If the word is correct, hand them the final clue which says where to find the sweets.

Answers
1A belt hamburgers play must going never always wear
2A shoot mustn’t loves bicycle skirt take visit sometimes

1C pullover
2C Victoria

Extension
Give each pair or three a five-letter clothes word, eg jeans, shoes, boots, scarf, shirt, skirt. They can use their Student’s Book to help them write five clues. Each answer must contain one of the letters from the given word.
In pairs/threes, students swap games and play one another’s Treasure Trail.
Bingo Caller
Choose and tick in pencil.

☐ She’s clever.  ☐ We’re rich.  ☐ He’s helpful.  ☐ It’s strong.
☐ They’re tall.  ☐ They’re thin.  ☐ She’s beautiful.  ☐ It’s fat.
☐ He’s hungry.  ☐ She’s shy.  ☐ It’s ugly.  ☐ They’re noisy.

☐ He’s handsome.  ☐ She’s short.
Teacher’s notes for Game 6  
To be used at any point after Unit 6, Lesson 3.

Language used

adjectives

Preparation

● Photocopy one sheet for each group of three or four.
● Cut out each Bingo card and the sheet for the Bingo Caller. You may want to paste the paper onto a piece of card first to make the finished Bingo cards stronger.
● You may wish to mark each set of three numbered cards with a different coloured highlighter pen to make the sets easy to identify.
● You will also need eight plastic counters, buttons or small squares of coloured paper for each student to cover his/her squares.

In the classroom

● Put the students in groups of three or four. They choose one person to be the Caller.
● Hand a Bingo Caller’s card to each Caller, and one numbered Bingo card to each of the remaining students. Note that each player must have a differently numbered card.
● Read out all the Bingo Caller’s instructions clearly and make sure that students can identify all the pictures. Remind the class how to play the game (see page 26).
● Play the game as a class. You can be the Caller, or invite a student to the front to be the Caller.

The game

● The Caller chooses any sentence from his/her list. He/She reads it out twice, clearly, and then ticks the sentence using a pencil.
● Each student checks the pictures on his/her card. If he/she has the correct picture, the student should cover it carefully with a counter or piece of coloured paper.
● Play continues until one person’s card is complete. He/She calls out Bingo! The Caller then checks the card against the ticked items on the Caller’s list.
● The Caller should erase the ticks before the start of the next game.
● Before a second game, each group should change Caller and swap cards.

Extension

In groups, students play their own game. Walk around listening and helping where necessary. Most games should last about four or five minutes.
Game 7

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>biscuits</td>
<td>tomatoes</td>
<td>ice cream</td>
<td>orange juice</td>
<td>sandwich</td>
<td>apple</td>
</tr>
<tr>
<td>biscuits</td>
<td>tomatoes</td>
<td>ice cream</td>
<td>orange juice</td>
<td>sandwich</td>
<td>apple</td>
</tr>
<tr>
<td>biscuits</td>
<td>tomatoes</td>
<td>ice cream</td>
<td>orange juice</td>
<td>sandwich</td>
<td>apple</td>
</tr>
<tr>
<td>biscuits</td>
<td>tomatoes</td>
<td>ice cream</td>
<td>orange juice</td>
<td>sandwich</td>
<td>apple</td>
</tr>
<tr>
<td>biscuits</td>
<td>tomatoes</td>
<td>ice cream</td>
<td>orange juice</td>
<td>sandwich</td>
<td>apple</td>
</tr>
<tr>
<td>biscuits</td>
<td>tomatoes</td>
<td>ice cream</td>
<td>orange juice</td>
<td>sandwich</td>
<td>apple</td>
</tr>
</tbody>
</table>

resource pack [games]
Teacher’s notes for **Game 7**
To be used at any point after Unit 7, Lesson 4.

**Language used**
*a/an, some + food*

**Preparation**
- Photocopy one sheet for each group of three or four.
- Cut out each shopping basket card and the squares of food words. You may want to paste the paper onto a piece of card first to make the finished cards stronger.
- You will also need a die for each group.

**In the classroom**
- Put the students in groups of three or four.
- Hand a shopping basket card to each player, and place the 24 food word cards in the centre. Give each group a die.
- First, make sure that students can identify all the pictures. Then demonstrate to the class how to play the game using one group.

**The game**
- Each player takes it in turns to throw the die.
- The player looks at the number on his/her basket that corresponds to the number shown on the die. He/She should then ask to buy the food, saying *Please can I have …*
- If the player asks correctly, they may have the food word card. He/She places the word card in the basket.
- If the numbered space is already full, the next player has a turn straight away (if the player already has the item, encourage them to say *I’ve got it/one/some* before handing the die to the next player).
- Players continue to take turns throwing the die. If the square does not have a food word on it, the player should ask to buy it, saying *Please can I have a sandwich / some tomatoes,* etc.
- The winner is the person to collect all the food word cards first.
- In groups, students play their own game. Walk around listening and helping where necessary. Most games should last about four or five minutes.

**Extension**
Tell each player to pick three food word cards and place them in his/her basket. Ask at least one player from each group to tell you what he/she has or hasn’t got in the basket. Players can continue this speaking activity in their groups, taking it in turns. Walk around listening and helping where necessary.
### Game 8

**Pairs or Snap!**

<table>
<thead>
<tr>
<th>eat</th>
<th>ate</th>
<th>drink</th>
<th>drank</th>
</tr>
</thead>
<tbody>
<tr>
<td>give</td>
<td>gave</td>
<td>break</td>
<td>broke</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>drink</td>
<td>drank</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>wake</td>
<td>woke</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>do</td>
<td>did</td>
</tr>
</tbody>
</table>
Teacher’s notes for Game 8
To be used at any point after Unit 8, Lesson 2.

Language used
Past simple: irregular verbs

Preparation
● Photocopy one sheet for each group of three or four.
● Cut out each set of cards. You may want to paste the paper onto a piece of card first to make the finished cards stronger.

In the classroom
● Put the students in groups of three or four.
● Hand a set of 28 cards to each group. Students place the cards face down in four rows of seven on the table.
● First, you may want to make sure that students can remember all the verbs. Then demonstrate to the class how to play the game using one group.
● Note: if you think a class needs extra help to start off with, you can list the pairs of verbs on the board for students to check.

The game
● Each player takes it in turns to turn up two cards. The remaining players should watch and remember where each word is.
● If the player has a matching pair of present and past simple verbs, he/she can keep them. If not, the player should replace the cards exactly where they were.
● The next player then has his/her turn. Play continues until all the pairs of verbs are matched.
● The winner is the person to collect the most pairs of cards.
● In groups, students play their own game. Walk around listening and helping where necessary. Most games should last about four or five minutes.

Extension
Once the class is confident of matching the pairs, groups can use the cards to play a game of Snap!
Game 9

1. **Complete the sentence:**
   My dog is ...................... than your dog.

2. **Say a sentence about cave people.**

3. **What did you do yesterday?**

4. **Compare two school subjects, eg English and Maths.**

5. **Name a character from a story.**

6. **Compare two characters from a story, eg a princess and a wolf.**
Teacher’s notes for Game 9
To be used at any point after Unit 9, Lesson 3.

Language used
Comparatives; past tenses; story characters

Preparation
There are two ways to prepare for this:

For each student to have his/her own die ...
- Photocopy one sheet for each student. Have scissors and glue / sticky tape in the classroom. Optional: have colouring crayons in the classroom, for students to colour in the die.
- Students can cut out the shape themselves and make a die.

For each group of three or four students to have a die ...
- Photocopy one sheet for each group of three or four.
- Cut out each shape and make a die for each group before the lesson. You may want to paste the paper onto a piece of card first to make the finished die stronger.

In the classroom
- Put the students in groups of three or four.
- Hand one die to each group. Ask volunteers to read out an instruction from a side of the die. Explain any that they are unsure of. You may want to write one or two instructions on the board with a translation for some classes.
- You could also brainstorm ideas for useful vocabulary about cave people and write suggestions on the board, eg knife, beard, stone, etc.
- Demonstrate how to play the game with one group.

The game
- Each student in turn throws the die.
- The student follows the instruction on the die, eg if they throw a one, they might say My dog is (more intelligent) than your dog.
- For all questions students should try not to repeat what someone else has already said.
- In groups, students play their own game. Walk around listening and helping where necessary. Set a time limit of about five minutes. There are no winners or losers in this game.

Extension
Divide the class into two teams, A and B. You may want to place them in two lines. Throw the die yourself. Ask a question to the first student in team A. Throw the die again. Ask a question to the first student in team B. Award a point for each correct answer, but be helpful and encouraging to those who may struggle. Continue until everyone has answered a question. If one team has one less player, the first person should answer again. Add up the scores.
Game 10 Stones and Rockets

48 END HERE!

47 Which is your worst subject?

46 Name a form of communication.

45 Are you the tallest person in your group?

44 Name a toy.

38 Name a form of communication.

37 Are you the tallest person in your group?

36 Finish the sentence: In the future, people will …………..

35 Miss one turn.

34 Your car has no petrol.

33 Which is your best subject?

32 Name an interesting story.

31 Name a toy.

30 Finish the sentence: When I’m twenty, I won’t …………..

29 Which is your best subject?

28 Name a form of transport.

27 Your car has no petrol.

26 You are living in a cave.

25 Name a form of transport.

24 Which is your best subject?

23 Finish the sentence: Cave people didn’t have …………..

22 Name a form of transport.

21 Miss one turn.

20 Finish the sentence: When I’m twenty, I won’t …………..

19 Which is your best subject?

18 Finish the sentence: Cave people didn’t have …………..

17 Miss one turn.

16 Name a form of transport.

15 Which is your best subject?

14 Name a form of transport.

13 Name a form of transport.

12 You are living in a cave.

11 Finish the sentence: Cave people didn’t have …………..

10 Miss one turn.

9 Are you the tallest person in your group?

8 Name a toy.

7 Which is your worst subject?

6 Name a toy.

5 Are you the tallest person in your group?

4 Name a form of communication.

3 Which is your worst subject?

2 Name a form of communication.

1 START HERE!
Teacher’s notes for Game 10
To be used at any point after Unit 10, Lesson 2.

Language used
General vocabulary; superlatives; will/won’t

Preparation
● Photocopy one sheet for each group of three or four.
● You may want to paste the paper onto a piece of card first to make the finished game stronger.
● You will also need a die and four plastic counters, buttons or small squares of coloured paper for each group.

In the classroom
● Put the students in groups of three or four. Give each group a board and a die. Give each student a ‘counter’.
● Read out all the instructions on the game board and make sure that students understand. Briefly demonstrate how to play the game.

The game
● Students take it in turns to throw the die. They move their counters up the board according to the number thrown.
● If a student lands at the bottom of a rocket, he/she must answer the question or complete the sentence. If the player does this correctly, he/she can climb to the square at the top of the rocket.
● If a student lands at the top of some stone steps, he/she slides back down to the square at the bottom of the steps.
● Play continues until one player arrives at the finish. Players do not need to throw the exact number to finish.
● In groups, students play their own game. Walk around listening and helping where necessary.

Extension
Students work in pairs to think of two more instructions or questions to add to their board. They make a note of their ideas. Walk around checking.
Students neatly write their suggestion on the game board and draw a rocket leading up to a higher square. They can then play the game again.
Skills development Test 1

Reading

Read the postcard and circle the correct answer.

Dear Maria

We’re in London now. I’m in a big hotel. There are two beds in the bedroom. There’s one big bed and my bed is small. The beds and the table are blue. There’s a nice view because there’s a river. There are lots of tourist attractions, too. There’s a big wheel and a fantastic zoo.

Love from your brother,
Alex

1 Alex is
   A in bed.  B in the hotel.  C in a river.

2 The hotel is

3 How many beds are there?
   A one  B two  C three

4 How many tourist attractions are there?
   A one  B two  C lots

5 Maria is Alex’s

____ / 5 marks

Writing

Write a postcard to a friend.

Use the following questions to help you:

Where are you?
Is your hotel big/small/nice/horrible?
Describe your hotel room, eg beds, chairs, colour.
Is there a nice view?
What tourist attractions are there?

____ / 5 marks

Listening

Listen and write the letter.

1 Lin  a Greece
2 Mike  b China
3 Anna  c Brazil
4 Paula  d Belgium
5 Nick  e England

____ / 5 marks

Speaking

Introduce yourself to a partner.
Ask and answer the questions.

What’s your name?
Where are you from?
How old are you?
What’s your favourite colour?
What’s your favourite football/basketball team?

____ / 5 marks

Total: ____ / 20 marks
Skills development Test 1
Use after Welcome Unit and Unit 1

Aims
Revision of language skills from Welcome Unit and Unit 1

Method
- Make sure students spend five or ten minutes reading over the two relevant units in the Smash Student’s Book. This can be done at home or at the start of the lesson.
- Although this is a test, students should feel confident, not nervous! Briefly explain all the activities and answer any questions. Do not allow anyone to start writing yet.

Reading and Writing
- Set a time limit for the first two sections. 15-20 minutes should be plenty. You can always move on if everyone finishes before then.
- Tell students to start the Reading and Writing sections. Walk around quietly helping anyone who has a problem, but do not help with answers!

Listening and Speaking
- Do the listening section as a class. Play the CD/cassette twice. The first time students can listen only. The second time they should write their answers.
- Students work in pairs to practise their conversation. Once they are confident, you (or another teacher) should listen and mark each student out of five. Marks should be given for fluency and accuracy. Each student should be able to ask and answer the questions. It is best to be reasonably generous when marking to build speaking confidence!
- The rest of the class will need something to do while you listen to pairs. This could be making a start on homework, learning spellings or quiet reading.

Tapescript

1
Lin: Hi, my name’s Lin.
Mike: Pleased to meet you. Where are you from?
Lin: I’m from China.
Mike: China? Wow!

2
Lin: What about you, Mike? Are you from Scotland?
Mike: No, I’m not.
Lin: Oh. Are you English?
Mike: Yes, I’m English. I’m from Manchester in England.

3
Mike: Lin, this is my friend Nick.
Lin: Hello, Nick.
Nick: Nice to meet you, Lin.
Mike: Nick is from Athens. It’s the capital of Greece.

4
Nick: Hi, what’s your name?
Anna: Hello, everybody! I’m Anna.
Nick: Are you from France, Anna?
Anna: No, I’m from Belgium.
Nick: Belgium?
Anna: Yes. It’s a very nice country!

5
Anna: And this is my friend Paula. She’s Brazilian.
Paula: Hi! Pleased to meet you.
Mike: Are you from Rio, Paula?
Paula: No, I’m from São Paolo. It’s a big city in Brazil.
Skills development Test 2

**Reading**

Read the letter and underline true or false.

1. Maria's dad is writing a letter. True / False
2. Maria's mum is eating an ice cream. True / False
3. Alex is speaking in French. True / False
4. Isabelle is Alex's sister. True / False
5. Isabelle has got long hair. True / False

___ / 5 marks

**Writing**

Write a short letter to a new friend. Use the following questions to help you:

- Where are you sitting?
- Have you got long hair? What colour is it?
- What colour eyes have you got?
- Have you got friends? Who are they?
- What are they doing now?

___ / 5 marks

**Listening**

Listen and put a tick or a cross.

<table>
<thead>
<tr>
<th>Swimmer</th>
<th>Tennis Player</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scarlett</td>
<td>☐</td>
</tr>
<tr>
<td>Maddy</td>
<td>☐</td>
</tr>
<tr>
<td>James</td>
<td>☐</td>
</tr>
<tr>
<td>Ben</td>
<td>☐</td>
</tr>
<tr>
<td>Sam</td>
<td>☐</td>
</tr>
</tbody>
</table>

___ / 5 marks

**Speaking**

Tick the lists of things you can do and things you have got. Ask and answer the questions.

- I can ...
  - ride a bicycle
  - play tennis
  - play basketball
  - play chess
  - sing

- I've got ...
  - a bicycle
  - a tennis racket
  - a basketball
  - a chess set
  - a mobile phone

___ / 5 marks

Total: ___ / 20 marks
Skills development Test 2
Use after Unit 2 and Unit 3

Aims
Revision of language skills from Unit 2 and Unit 3

Method
● Make sure students spend five or ten minutes reading over the two relevant units in the Smash Student’s Book. This can be done at home or at the start of the lesson.
● Although this is a test, students should feel confident, not nervous! Briefly explain all the activities and answer any questions. Do not allow anyone to start writing yet.

Reading and Writing
● Set a time limit for the first two sections. 15-20 minutes should be plenty. You can always move on if everyone finishes before then.
● Tell students to start the Reading and Writing sections. Walk around quietly helping anyone who has a problem, but do not help with answers!

Listening and Speaking
● Do the Listening section as a class. Play the CD/cassette twice. The first time students can listen only. The second time they should write their answers.
● Students work in pairs to practise their conversation, using questions and short answers. Once they are confident, you (or another teacher) should listen and mark each student out of five. Marks should be given for fluency and accuracy. Each student should be able to ask and answer the questions. It is best to be reasonably generous when marking to build speaking confidence.
● The rest of the class will need something to do while you listen to pairs. This could be making a start on homework, learning spellings or quiet reading.

Tapescript

1 Teacher: OK. Now, it’s our school sports day tomorrow. There’s a big swimming race and a tennis competition, too. Who can swim? Scarlett – are you a good swimmer?
Scarlett: Yes, Miss Green. I can swim in the race. I can play tennis, too.
Teacher: Good.

2 Teacher: Maddy, what about you?
Maddy: Well, Miss – I can run but I can’t swim.
Teacher: Oh, dear. Can you play tennis?
Maddy: No, I can’t. I’ve got a bad arm.

3 Teacher: Now, let’s see … James. Can you swim in the race?
James: Yes, Miss Green, I can. I’m a very good swimmer, but I can’t play tennis.
Teacher: You can swim, but you can’t play tennis. OK, James.

4 Ben: Miss? Miss Green? I can swim and I can play tennis.
Teacher: Oh, that’s good Ben. You can be in both teams then, swimming and tennis. Thank you.

5 Teacher: So, we’ve got three swimmers and two tennis players. Have we got one more tennis player?
Sam: Er, I can play tennis, Miss, but I can’t swim.
Teacher: Oh. Are you a good tennis player, Sam?
Sam: Umm, yes … I’m the school champion!
Skills development Test 3

Reading

Read the magazine article and answer the questions.

**Hello from Wales!**

Wales is a fantastic place. David comes from Cardiff, the capital of Wales. Cardiff is an exciting city. There are lots of sports at the Millennium Stadium. Famous football players come from all over the world!

David loves the mountains in Wales, too. He often climbs mountains in the summer. His sister, Karen, rides her horse in the mountains. There's always a good view. They both like the seaside, too. There are lots of beautiful beaches in Wales, but sometimes it's cold!

1. Where is David from?

2. Are there lots of sports at the Millennium Stadium?

3. Does David climb mountains in the winter?

4. Can Karen ride a horse?

5. Do they like the seaside?

___ / 5 marks

Listening

Listen to Mr Brown and tick the five things he mentions.

1. must wear boots
2. must wear shorts
3. must stop at a picnic area
4. mustn't jump
5. must have a drink
6. mustn't swim
7. must go home
8. mustn't sit down
9. mustn't run
10. must say ‘Sorry’

___ / 5 marks

Speaking

Write the time you usually do these things. Ask and answer the questions.

<table>
<thead>
<tr>
<th>action</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td>get up</td>
<td></td>
</tr>
<tr>
<td>have breakfast</td>
<td></td>
</tr>
<tr>
<td>go to school</td>
<td></td>
</tr>
<tr>
<td>have lunch</td>
<td></td>
</tr>
<tr>
<td>go home</td>
<td></td>
</tr>
<tr>
<td>do homework</td>
<td></td>
</tr>
<tr>
<td>have dinner</td>
<td></td>
</tr>
<tr>
<td>watch TV</td>
<td></td>
</tr>
<tr>
<td>play</td>
<td></td>
</tr>
<tr>
<td>go to bed</td>
<td></td>
</tr>
</tbody>
</table>

What time do you usually get up? Do you usually go to bed at nine o’clock?

___ / 5 marks

Writing

Write a paragraph about Ian using the table below.

**Name:** Ian O’Connell  
**Age:** 13  
**From:** Belfast, Ireland  
**Likes:** golf, swimming  
**Has got:** a small golf course in his garden!  
**Loves:** Irish music

___ / 5 marks

Total: ___ / 20 marks
Skills development Test 3
Use after Unit 4 and Unit 5

Aims
Revision of language skills from Unit 4 and Unit 5

Method
● Make sure students spend five or ten minutes reading over the two relevant units in the Smash Student’s Book. This can be done at home or at the start of the lesson.
● Although this is a test, students should feel confident, not nervous! Briefly explain all the activities and answer any questions. Do not allow anyone to start writing yet.

Reading and Writing
● Set a time limit for the first two sections. 15-20 minutes should be plenty. You can always move on if everyone finishes before then.
● Tell students to start the Reading and Writing sections. Walk around quietly helping anyone who has a problem, but do not help with answers!

Listening and Speaking
● Do the Listening section as a class. Play the CD/cassette twice. The first time students can listen only. The second time they should write their answers.
● Students work in pairs to practise their conversation, using questions and short answers. Once they are confident, you (or another teacher) should listen and mark each student out of five. Marks should be given for fluency and accuracy. Each student should be able to ask and answer the questions. It is best to be reasonably generous when marking to build speaking confidence!
● The rest of the class will need something to do while you listen to pairs. This could be making a start on homework, learning spellings or quiet reading.

Tapescript
Mr Brown: Listen everyone. Today we’re going to walk in the mountains. You must wear boots because we’re going to walk for five hours! You’re going to be tired!
Harry: Mr Brown?
Mr Brown: Yes, Harry?
Harry: Are we going to stop for lunch?
Mr Brown: Yes, we’re going to eat at one o’clock. We must stop at a picnic area at the top of the mountain. Oh, yes. You must take a bottle of water with you, too. You must have a drink. Right. It’s a quarter past ten now. Is everybody ready? Let’s go.
William: Mr Brown?
Mr Brown: Yes, William?
William: Can we go swimming in the river?
Mr Brown: No, sorry! You mustn’t go swimming in the river. It’s very cold!
Mr Brown: William! Harry! You mustn’t run! Stop now! You must walk.
Harry: Sorry, Mr Brown.
Skills development Test 4

**Reading**
Read the text and complete the table.

William Shakespeare was born in England in 1564. He was a poet and playwright. He was a clever man and a good actor, too.
Shakespeare was from the town of Stratford-on-Avon. His wife was Anne Hathaway. His children were Susanna and Judith.
In 1589 he was in London. His plays were very popular there. Some of the plays were clever and some were very funny, too. Lots of Shakespeare's poems were romantic. His work is still famous today.

<table>
<thead>
<tr>
<th>1 Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Year of birth:</td>
<td></td>
</tr>
<tr>
<td>3 From:</td>
<td></td>
</tr>
<tr>
<td>4 Family:</td>
<td></td>
</tr>
<tr>
<td>5 Poems and plays popular because:</td>
<td></td>
</tr>
</tbody>
</table>

**Writing**
Write about Florence Nightingale using the table below.

Name: Florence Nightingale
Born: 1820, Florence, Italy
From: Hampshire, England
Famous because: good nurse in the Crimean War; kind to soldiers
Character: kind; not afraid to help in the war

---

**Listening**
Listen and write the number next to the correct word.

- flat
- tepee
- cottage
- tree house
- palace

**Speaking**
You want to buy a house or a flat. With a partner, ask and answer about the homes. Which one do you like?

**Student A**
- bathroom: yes
- electricity: yes
- bedrooms: 3
- balconies: 2 big, 1 small
- garage: X
- stairs: X
- living room: yes
- kitchen: very big
- dining room: X
- garden: X

**Student B**
- bathroom: yes: no shower
- toilet: yes
- electricity: X
- bedrooms: 2
- balconies: 2 small
- garage: yes
- stairs: yes
- living room / dining room: yes
- kitchen: very small
- garden: very big

---

**Total: ____ / 20 marks**
Skills development Test 4
Use after Unit 6 and Unit 7

Aims
Revision of language skills from Unit 6 and Unit 7

Method
● Make sure students spend five or ten minutes reading over the two relevant units in the Smash Student’s Book. This can be done at home or at the start of the lesson.
● Although this is a test, students should feel confident, not nervous! Briefly explain all the activities and answer any questions. Do not allow anyone to start writing yet.

Reading and Writing
● Set a time limit for the first two sections. 15-20 minutes should be plenty. You can always move on if everyone finishes before then.
● Tell students to start the Reading and Writing sections. Walk around quietly helping anyone who has a problem, but do not help with answers!

Listening and Speaking
● Do the Listening section as a class. Play the CD/cassette twice. The first time students can listen only. The second time they should write their answers.
● Students work in pairs to practise their conversation, using questions and short answers. Once they are confident, you (or another teacher) should listen and mark each student out of five. Marks should be given for fluency and accuracy. Each student should be able to ask and answer the questions. It is best to be reasonably generous when marking to build speaking confidence!
● The rest of the class will need something to do while you listen to pairs. This could be making a start on homework, learning spellings or quiet reading.

Tapescript
1
This is a very big home with 200 rooms! There are 500 windows. It is the home of a queen or king or a very important person!

2
This home hasn’t got a bedroom or a bathroom. There is only one small room. It hasn’t got windows, but it’s got a door. It hasn’t got electricity.

3
This isn’t a real home. It’s a place for children to play. It’s got one room with a window and a door. It’s got a small balcony. It’s in a tree!

4
There are lots of these homes in one building. They can be big or small. They have balconies, but they don’t have stairs in the home. There are lots of these homes in a big city.

5
This home has a nice garden. It’s small, but it has two bedrooms, some windows and a door. There’s a garage, too.
Skills development Test 5

**Reading**

Read the story and circle the correct answer.

Once upon a time there was an old shoemaker. He worked very hard, but he was poor. One day his wife said, 'We've got one piece of leather.' The shoemaker and his wife were very sad. They went to bed that night, hungry and tired. In the night, two elves visited the shoemaker's house. They worked and worked all night and made a beautiful pair of shoes.

In the morning, the shoemaker and his wife saw the shoes on the table. They were very happy. A rich man came to the shop. He loved the shoes, so he gave the shoemaker lots of money. Every night, the elves helped the shoemaker. The shoemaker and his wife were never poor or tired or hungry again.

1. The shoemaker was old / young.
2. They had two pieces / one piece of leather.
3. The elves worked all night / morning.
4. The rich man gave the shoemaker some shoes / money.
5. In the end, the shoemaker and his wife were poorer / richer.

___ / 5 marks

**Writing**

Write the shoemaker's diary for the day he found the elves' shoes.

Write some times, too. Use these verbs to help you.

- wake up
- wash my face
- get dressed
- have breakfast with my wife
- see beautiful shoes on shop table
- man/visit shop
- give us money
- be happy
- dance and laugh
- be rich!

___ / 5 marks

**Listening**

Listen and tick the correct sentence, A or B.

1. The compsognathus was the smallest dinosaur.
   - A
   - B
   - ○

2. The stegosaurus was a meat-eater.
   - A
   - B
   - ○

3. The stegosaurus was eight metres long.
   - A
   - B
   - ○

4. The brachiosaurus was taller than the stegosaurus.
   - A
   - B
   - ○

5. The tyrannosaurus had big teeth.
   - A
   - B
   - ○

___ / 5 marks

**Speaking**

Write the name of a TV programme you like:

………………………….

Write the name of a TV programme you don’t like:

………………………….

Compare TV programmes with a partner. Talk about the characters in the programme, too.

Use the following ideas to help you:

- good
- bad
- beautiful
- handsome
- ugly
- kind
- funny
- interesting
- boring
- exciting
- useful

Bart Simpson is funnier than Tom and Jerry.

The News is more useful than Mickey Mouse cartoons.

___ / 5 marks

Total: ___ / 20 marks
Skills development Test 5
Use after Unit 8 and Unit 9

Aims
Revision of language skills from Unit 8 and Unit 9

Method
● Make sure students spend five or ten minutes reading over the two relevant units in the Smash Student’s Book. This can be done at home or at the start of the lesson.
● Although this is a test, students should feel confident, not nervous! Briefly explain all the activities and answer any questions. Do not allow anyone to start writing yet.

Reading and Writing
● Set a time limit for the first two sections. 15-20 minutes should be plenty. You can always move on if everyone finishes before then.
● Tell students to start the Reading and Writing sections. Walk around quietly helping anyone who has a problem, but do not help with answers!

Listening and Speaking
● Do the listening section as a class. Play the CD/cassette twice. The first time students can listen only. The second time they should write their answers.
● Students work in pairs to practise their conversation, using questions and short answers. Once they are confident, you (or another teacher) should listen and mark each student out of five. Marks should be given for fluency and accuracy. Each student should be able to ask and answer the questions. It is best to be reasonably generous when marking to build speaking confidence!
● The rest of the class will need something to do while you listen to pairs. This could be making a start on homework, learning spellings or quiet reading.

Tapescript
1
Dinosaurs lived on Earth millions of years ago. There were many different dinosaurs. Some were very big, others were smaller than a dog. The smallest dinosaur was the compsognathus. It had very sharp teeth and it was a good runner. It was 60 centimetres tall.

2
The stegosaurus was much bigger than a compsognathus. It was about eight metres long and it usually ate plants. It wasn’t a meat-eater.

3
The brachiosaurus was one of the biggest dinosaurs. It was probably the longest dinosaur. It was 12 metres tall and 23 metres long! It wasn’t a meat-eater. It only ate plants.

4
The allosaurus was one of the biggest dinosaurs, too. It was even taller than a brachiosaurus. It was probably the tallest dinosaur. It was 13 metres tall. It ate meat, not plants.

5
The tyrannosaurus was probably the fiercest dinosaur. It was a meat-eater with strong legs, a big tail and very big teeth. The tyrannosaurus was only five metres tall, but it was very strong.
Teacher Portfolio achievement page

Student: .................................................................

Vocabulary

At the end of Unit 2, he/she can use a good range of vocabulary for:

<table>
<thead>
<tr>
<th></th>
<th>Need more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>School objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar

At the end of Unit 2, he/she shows some confidence understanding and using these grammatical structures:

- a/an, the
- regular plurals
- irregular plurals
- this/that, these/those
- there is/are
- present continuous
- can (for ability)
- can (for permission)
**Student Portfolio achievement page**

Student: .........................................................

**Vocabulary**

At the end of Unit 2, I know or understand lots of words for:

<table>
<thead>
<tr>
<th></th>
<th>Needs more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>School objects</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Animals</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grammar**

At the end of Unit 2, I am quite confident about understanding and using these grammatical structures:

- a/an, the
- regular plurals
- irregular plurals
- this/that, these/those
- there is/are
- present continuous
- can (for ability)
- can (for permission)
Teacher Portfolio achievement page

Student: ............................................................

Vocabulary

At the end of Unit 4, he/she can use a good range of vocabulary for:

<table>
<thead>
<tr>
<th>Parts of the body</th>
<th>Need more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places/buildings in town</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Months/dates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countries/nationalities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar

At the end of Unit 4, he/she shows some confidence understanding and using these grammatical structures:

present simple
adverbs of frequency
have got / haven't got
personal pronouns
possessive pronouns
possessive adjectives
possessive 's
Whose?
**Student Portfolio achievement page**

**Student:** ..........................................................

---

### Vocabulary

At the end of Unit 4, I know or understand lots of words for:

<table>
<thead>
<tr>
<th>Parts of the body</th>
<th>Need more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places/buildings in town</td>
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<td></td>
</tr>
<tr>
<td>Bedroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Months/dates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countries/nationalities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Grammar

At the end of Unit 4, I am quite confident about understanding and using these grammatical structures:

<table>
<thead>
<tr>
<th>present simple</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>adverbs of frequency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have got / haven't got</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal pronouns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>possessive pronouns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>possessive adjectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>possessive 's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whose?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher Portfolio achievement page

Student: ..............................................................

Vocabulary

At the end of Unit 6, he/she can use a good range of vocabulary for:

<table>
<thead>
<tr>
<th></th>
<th>Need more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport: rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character adjectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and drink</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar

At the end of Unit 6, he/she shows some confidence understanding and using these grammatical structures:

- going to (future)
- must/mustn’t
- to be: past simple
- imperatives
**Student Portfolio achievement page**

**Student:**

**Vocabulary**

At the end of Unit 6, I know or understand lots of words for:

<table>
<thead>
<tr>
<th>Category</th>
<th>Need more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport: rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character adjectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and drink</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grammar**

At the end of Unit 6, I am quite confident about understanding and using these grammatical structures:

- going to (future)
- must/mustn’t
- to be; past simple
- imperatives
Teacher Portfolio achievement page

Student: .................................................................

Vocabulary

At the end of Unit 8, he/she can use a good range of vocabulary for:

<table>
<thead>
<tr>
<th></th>
<th>Need more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>The home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recipes</td>
<td></td>
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<td></td>
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<tr>
<td>Things to read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyday activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toys/games</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar

At the end of Unit 8, he/she shows some confidence understanding and using these grammatical structures:

<table>
<thead>
<tr>
<th></th>
<th>Un/countable nouns</th>
<th>Object pronouns</th>
<th>Some/any</th>
<th>Prepositions of place</th>
<th>Past simple: regular verbs</th>
<th>Past simple: irregular verbs</th>
<th>Dates; ordinal numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Portfolio achievement page

Student: ..................................................

Vocabulary

At the end of Unit 8, I know or understand lots of words for:

<table>
<thead>
<tr>
<th></th>
<th>Need more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>The home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recipes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Things to read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyday activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toys/games</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar

At the end of Unit 8, I am quite confident about understanding and using these grammatical structures:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>un/countable nouns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>object pronouns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>some/any</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prepositions of place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>past simple: regular verbs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>past simple: irregular verbs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dates; ordinal numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher Portfolio achievement page

Student: .........................................................

Vocabulary

At the end of Unit 10, he/she can use a good range of vocabulary for:

<table>
<thead>
<tr>
<th></th>
<th>Need more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive adjectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School subjects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compound nouns</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar

At the end of Unit 10, he/she shows some confidence understanding and using these grammatical structures:

- comparatives: adj + -er
- comparatives: more + adj
- superlatives
- irregular adjectives
- will/won’t
- Wh-questions
Student Portfolio achievement page

Student: .................................................................

Vocabulary

At the end of Unit 10, I know or understand lots of words for:

<table>
<thead>
<tr>
<th></th>
<th>Need more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive adjectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School subjects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compound nouns</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar

At the end of Unit 10, I am quite confident about understanding and using these grammatical structures:

- comparatives: adj + -er
- comparatives: more + adj
- superlatives
- irregular adjectives
- will/won't
- Wh-questions
Vocabulary and Grammar Tests

Vocabulary and Grammar Test 1

Units 1-4

Vocabulary

Find the odd word out.

1. aunt uncle grandmother plumber brother
2. summer sun wind rain fog
3. church museum fire station bank police officer
4. poster radio surfboard blanket desk
5. Monday Saturday Friday February Sunday
6. head hand football legs mouth
7. swim games run ride a horse wrestle
8. seconds weeks today minutes hours
9. sing doctor nurse dentist taxi driver
10. island tower desert mountain volcano

____ / 10 marks

Grammar

1. Circle the correct answer.

1. There’s / are a mountain on the island.
2. There’s / are interesting places to see.
3. There’s / are two rivers in our town.
4. There’s / are a playground and a park.
5. There’s / are a tall tree in the park.

____ / 5 marks

2. Complete with the correct plural.

1. There are ten ………….. in my street. (house)
2. The ………………. in our town are orange. (bus)
3. A crocodile has got lots of ……………. (tooth)
4. Look at the …………….. . They’re happy. (baby)
5. A kangaroo has got big ……………… (foot)

____ / 5 marks

3. Complete with the correct form of these verbs.

watch run write learn win

1. What are you doing?
   I ……………………… an e-mail to my friend.
2. They ……………………… Chinese. It’s very difficult!
3. Lisa isn’t walking to school. She ………………… !
4. We ……………………… a football match on TV.
5. Michael ……………………… the race. Yes, he’s the winner!

____ / 5 marks

4. Put the words in the correct order.

1. you / can / computer / use / a / ?
   ………………………………………………………
2. dolphins / swim / can / fast / .
   ………………………………………………………
3. a comic / one hour / in / can / read / 1 / .
   ………………………………………………………
4. learn / in / you / one week / English / can’t / .
   ………………………………………………………
5. sing / in English / we / a song / can / ?
   ………………………………………………………

____ / 5 marks
5 Circle the correct answer. Then complete the sentences.

1 Have / Has a koala got big ears?
   Yes, ........................................
2 Have / Has kangaroos got long tails?
   Yes, ........................................
3 Have / Has this snake got teeth?
   No, ...........................................
4 Have / Has that duck got babies?
   Yes, ...........................................
5 Have / Has crocodiles got big eyes?
   No, ............................................

   / 5 marks

6 Rewrite the sentences using these possessive adjectives.

   my your his her our their

   I've got a bicycle. It's my bicycle.
1 Anna's got a mobile phone. ........................................
2 We've got a computer. ............................................
3 Sam and Ben have got a dog. .....................................
4 Nick's got a boomerang. ..........................................  
5 You've got a football. .............................................

   / 5 marks

7 Circle the correct answer.

1 … books are these? Are they yours?
   A What B Who C Whose
2 They aren't my pens. They're … .
   A he B Tom's C Tom
3 Is this Jenny's CD player? Yes, it's … .
   A Jenny B hers C she
4 Whose desk is this? It's … .
   A mine B you C me
5 Look! That's our … . car.
   A parents’ B parent C parent's

   / 5 marks

8 Complete with the correct form of these verbs.

wear sleep watch live go

1 Koalas ………………………… for about 20 hours a day!
2 Mike and Jim don't live in London; they ………………………… in Oxford.
3 My brother ………………………… TV for about two hours a day.
4 We always ………………………… swimsuits on the beach.
5 My mum is a nurse. She ………………………… to the hospital every day.

   / 5 marks

Total:   / 50 marks
Vocabulary and Grammar Test 2
Units 5-7

Vocabulary

Write these words in the correct column.

| coffee • toast • kick • score • milk • brave • garage • popular • roof • net • kitchen • shirt • belt • young • eggs • difficult • jeans • hall • shoes • goal |
|------------------|------------------|------------------|------------------|------------------|------------------|
| sport            | clothes          | adjectives       | food and drink   | home             |
| ………………        | ………………        | ………………        | ………………       | ………………       |
| ………………        | ………………        | ………………        | ………………       | ………………       |
| ………………        | ………………        | ………………        | ………………       | ………………       |

___ / 10 marks

Grammar

1 Complete with these verbs. Use the correct form of going to.

<table>
<thead>
<tr>
<th>visit</th>
<th>eat</th>
<th>go</th>
<th>meet</th>
<th>do</th>
</tr>
</thead>
</table>

1 Alice ……………… her favourite actor.
2 You ……………… a famous film studio.
3 Dan and Sue ……………… their English homework.
4 I ……………… a big breakfast with sausages and eggs.
5 My little brother ……………… to bed at eight o’clock.

___ / 5 marks

2 Complete with was/wasn’t or were/weren’t.

1 My friends are on holiday. They ……………… at school today.
2 Was your mum in the kitchen? No, she ……………….
3 ……………… you at home at five o’clock? No, I wasn’t.
4 My boots ……………… in the hall; they were in my bedroom.
5 Peter ……………… the winner in the race; he was second.

___ / 5 marks

3 Circle the best answer.

1 Touch / Don’t touch the snake. It’s dangerous!
2 We’ve got a test today. Please be / don’t be quiet!
3 Please eat / don’t eat sweets in the classroom.
4 Read / Don’t read comics in your English lesson!
5 George, please clean / don’t clean the board. Thank you.

___ / 5 marks

4 Put the words in the correct order.

1 you / listen / teacher / to / the / must / .
   ………………
2 desks / pupils / mustn’t / on / the / sit / .
   ………………
3 mustn’t / the / kick / basketball players / ball / .
   ………………
4 helmets / players / wear / must / football / American / .
   ………………
5 mustn’t / in / English lessons / we / French / speak / .
   ………………

___ / 5 marks

5 Circle the correct answer.

1 There isn’t some / any oil in the cupboard.
2 We’ve got some / any eggs.
3 There aren’t some / any olives.
4 There is some / any cheese in the fridge.
5 There are some / any sausages, too.

___ / 5 marks
Complete with the correct form of the word in brackets.

1. I like lots of …………… in my sandwiches. (cheese)
2. Can I have some ……………, please? (apple)
3. There are lots of …………… in this bag! (chocolate)
4. I've got lots of …………… on my chips. (salt)
5. Kate usually has butter on her ……………. (bread)

Circle the correct answer.

1. The bus driver sits … the people on the bus.
   A. next to   B. in front of   C. behind
2. Julia is afraid. She is hiding … her dad.
   A. behind   B. on   C. between
3. In English lessons, I sit … Emma and Catherine.
   A. between   B. on   C. under
4. Our school is … the supermarket.
   A. in   B. on   C. near
   A. between   B. on   C. under

Complete with these object pronouns.

him  her  it  us  them

1. Don't touch the ball! Don't touch ……………! 
2. Eat your sandwiches. Eat …………….
3. Look at me and Harry! Look at …………….!
4. We're helping our mother. We're helping …………….!
5. I'm playing with Mark. I'm playing with …………….

Total: ____ / 50 marks
Vocabulary and Grammar Test 3
Units 8-10

Vocabulary

Find the odd word out.

1. fairy story newspaper thriller video magazine
2. fall saw woke drank ate
3. teddy bear kite yo-yo museum marbles
4. first tenth fifty third second
5. tastier thinner brother nicer better
6. text message robot computer mobile phone postcard
7. car park motorbike ship taxi coach
8. steering wheel petrol battery wheels passenger
9. T-shirt alarm clock future traffic lights phone box
10. Mars Earth the Moon space holiday

____ / 10 marks

Grammar

1. Complete with the correct form of the verb in brackets.
   
   1. Did you …………………… basketball yesterday? (play)
   2. Mum and Dad …………………… the beach holiday. (like)
   3. We didn’t …………………… our favourite TV programme. (watch)
   4. I …………………… a CD player for my birthday. (want)
   5. The bus …………………… near the school. (stop)

   ____ / 5 marks

2. Write the dates and the years.
   
   1. 2nd March ……………………
   2. 1994 ……………………
   3. 3rd December ……………………
   4. 2007 ……………………
   5. 26th August ……………………

   ____ / 5 marks

3. Complete the text with the correct form of these verbs.

   Yesterday morning I 1) …………………… up at a quarter past eight. It was late so I 2) …………………… my breakfast.
   I 3) …………………… to school alone. It was very quiet. I 4) …………………… at my watch. It was five minutes to nine! I was very late so I 5) …………………… to the school playground.
   There was a stone in the playground and suddenly I 6) …………………… !
   A minute later my friend Tina 7) …………………… me. ‘What’s the matter? Are you OK?’ she asked.
   ‘I hurt my leg,’ I said.
   Tina 8) …………………… to the school nurse. The nurse came and looked at my leg.
   ‘It’s OK. You 9) …………………… your leg!’ she said, ‘but you must go home.’ The nurse 10) …………………… my mum and she came to take me home. ‘Next time, wake up early!’ she said.

   ____ / 10 marks
4 Write sentences using the comparative form of the word in capitals.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This dinosaur / that dinosaur</td>
<td>BIG</td>
</tr>
<tr>
<td>2</td>
<td>Spain / England</td>
<td>WARM</td>
</tr>
<tr>
<td>3</td>
<td>Gorillas / koalas</td>
<td>FAT</td>
</tr>
<tr>
<td>4</td>
<td>Koalas / kangaroos</td>
<td>CUTE</td>
</tr>
<tr>
<td>5</td>
<td>Computers / TV</td>
<td>INTERESTING</td>
</tr>
<tr>
<td>6</td>
<td>Snakes / dogs</td>
<td>DANGEROUS</td>
</tr>
<tr>
<td>7</td>
<td>Comics / magazines</td>
<td>FUNNY</td>
</tr>
<tr>
<td>8</td>
<td>Basketball / volleyball</td>
<td>EXCITING</td>
</tr>
<tr>
<td>9</td>
<td>Electric cars / petrol cars</td>
<td>GOOD</td>
</tr>
<tr>
<td>10</td>
<td>Rain / snow</td>
<td>BAD</td>
</tr>
</tbody>
</table>

___ / 10 marks

5 Circle the correct answer.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History is my better / best subject.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Art is the most easy / easiest subject.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Nadia is the more / most intelligent pupil in the class.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Maths is the worse / worst subject for me.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>August is the hottest / most hot month.</td>
<td></td>
</tr>
</tbody>
</table>

___ / 5 marks

6 Write will or won’t.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Where ……………… you go on holiday this summer?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>……………… you phone me next week? Yes, I’ll phone on Friday.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I’ll visit my grandparents, but I ……………… visit my aunt and uncle.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mum ……………… swim because she doesn’t like the sea.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Will Granny and Granddad come with us? Yes, they ………………</td>
<td></td>
</tr>
</tbody>
</table>

___ / 5 marks

Total: ___ / 50 marks
Skills Development Test 1
Reading
1 B
2 A
3 B
4 C
5 A

Listening
1 b
2 e
3 d
4 c
5 a

Skills Development Test 2
Reading
1 False
2 True
3 False
4 False
5 True

Listening
<table>
<thead>
<tr>
<th></th>
<th>Swim</th>
<th>Play tennis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>X</td>
<td>✓</td>
</tr>
</tbody>
</table>

Skills Development Test 3
Reading
1 Cardiff (Wales)
2 Yes
3 No
4 Yes
5 Yes

Listening
The following items should be ticked: 1, 3, 5, 6, 9

Skills Development Test 4
Reading
1 William Shakespeare
2 1564
3 Stratford-on-Avon
4 Wife (Anne Hathaway); (2) children (Susanna and Judith)
5 clever/funny/romantic

Listening
flat 4
tepee 2
cottage 5
tree house 3
palace 1

Skills Development Test 5
Reading
1 old
2 one piece
3 night
4 money
5 richer

Listening
1 A
2 B
3 A
4 A
5 B
Vocabulary and Grammar Test 1

Vocabulary
1 plumber
2 summer
3 police officer
4 surfboard
5 February
6 football
7 games
8 today
9 sing
10 tower

Grammar
1's
2 are
3 are
4's
5's

1 houses
2 buses
3 teeth
4 babies
5 feet

1 am writing
2 are learning
3 is running
4 are watching
5 is winning

1 Can you use a computer?
2 Dolphins can swim fast.
3 I can read a comic in one hour.
4 You can't learn English in one week.
5 Can we sing a song in English?

6 It's her mobile phone.
  2 It's our computer.
  3 It's their dog.
  4 It's his boomerang.
  5 It's your football.

7 1 C
   2 B
   3 B
   4 A
   5 A

8 1 sleep
   2 live
   3 watches
   4 wear
   5 goes

Vocabulary and Grammar Test 2

Vocabulary
- sport
- clothes
- adjectives
- food and drink
- home
  kick shirt brave coffee garage
  score belt popular toast roof
  net jeans young milk kitchen
  goal shoes difficult eggs hall

Grammar
1 is going to meet
2 are going to visit
3 are going to do
4 am going to eat
5 is going to go

2 You must listen to the teacher.
  2 Pupils mustn't sit on the desks.
  3 Basketball players mustn't kick the ball.
  4 American football players must wear helmets.
  5 We mustn't speak French in English lessons.

3 1 weren't
   2 wasn't
   3 Were
   4 weren't
   5 wasn't
Grammar

1
1 play
2 liked
3 watch
4 wanted/want
5 stopped/stops

2
1 The second of March
2 Nineteen ninety-four
3 The third of December
4 Two thousand and seven
5 The twenty-sixth of August

3
1 woke
2 didn’t eat
3 walked
4 looked
5 ran
6 fell
7 found
8 went
9 didn’t break
10 phoned

4
1 This dinosaur is bigger than that dinosaur.
2 Spain is warmer than England.
3 Gorillas are fatter than koalas.
4 Koalas are cuter than kangaroos.
5 Computers are more interesting than TV.
6 Snakes are more dangerous than dogs.
7 Comics are funnier than magazines.
8 Basketball is more exciting than volleyball.
9 Electric cars are better than petrol cars.
10 Rain is worse than snow.

5
1 best
2 easiest
3 most intelligent
4 worst
5 hottest

6
1 will
2 Will
3 won’t
4 won’t
5 will