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Pairwork 1: Student A

Myra and Lorna are two students from Reality School. Look at what they say.

My room is always a mess!
I enjoy telling people what to do.
I love telling jokes.
I let Maria use my mobile to phone home.
I'm not very strong!

Talk about the two girls and tell Student B who you would vote for (and why!). Use these words.

(un)friendly, (dis)honest, (im)patient, funny, generous, (un) kind, bossy, shy, quiet, (dis)organised, (un)tidy, nasty, boring, interesting, lonely, jealous, weak

Pairwork 1: Student B

Myra and Lorna are two students from Reality School. Look at what they say.

My room is always a mess!
I enjoy telling people what to do.
I love telling jokes.
I let Maria use my mobile to phone home.
I'm not very strong!

Talk about the two girls and tell Student A who you would vote for (and why!). Use these words.

(un)friendly, (dis)honest, (im)patient, funny, generous, (un) kind, bossy, shy, quiet, (dis)organised, (un)tidy, nasty, boring, interesting, lonely, jealous, weak
Teacher’s notes for Pairwork 1
Use after Unit 1

Language used
Character adjectives / opposites with prefixes

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 the speech bubbles.
● In pairs, students take it in turns to use an adjective to describe one of the girls, eg Myra is funny because she likes telling jokes. Walk around listening and giving help when needed.
● Tell students to reach a decision about who they would vote for and to summarise their main reasons.
● Pair up Student A from one pair with Student B from another pair. They can explain their choices while the rest of the class listens.
● Conduct a survey to see how many people in the class would vote for each girl. Write a table of positive and negative characteristics for each girl as students justify their choices.

Extension
● This can be done in class or at home. Students can use the vocabulary and the sentences in this activity to create their own fictional participant in Reality School. Tell students to choose a name and to write a paragraph about him/her, eg Dina is generous. We know that because she always lets the others use her mobile if they haven’t got one. She’s also ...
● If students are keen, you could also ask them to find/draw a picture and write some quotes from their participant. This could then form the basis of a further discussion, with students commenting on their partner’s participant.
**Pairwork 2: Student A**

Ask Student B about Otto Rehhagel.
When was he born?

**Elena Paparizou**
- Born: Sweden
- Grew up: Sweden
- Began training in singing, dancing and acting: at school
- Set up group Antique with her childhood friend Niko: at the age of 17
- Came third in the Eurovision Song Contest: 2001
- Won the Eurovision Song Contest: 21 May 2005

Now answer Student B’s questions about Elena Paparizou.
She was born in Sweden.

**Pairwork 2: Student B**

Answer Student A’s questions about Otto Rehhagel.
He was born on 9th August, 1938.

**Otto Rehhagel**
- Born: 9 August 1938
- Grew up: Essen
- Played for Rot-Weiss Essen: 1960
- Became a coach: 1974
- Became coach of Greek national team: 2001
- Won European Championship: 2004

Now ask Student A about Elena Paparizou.
Where was she born?
Teacher’s notes for Pairwork 2
Use after Unit 2

Language used
Past simple and questions

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 biographical details of different people.
● Student A begins with a question about Otto Rehhagel, eg When was he born? Student B answers He was born on 9th August, 1938.
● Student A continues in this way until all Student B’s information is covered.
● Student B then asks about Elena Paparizou. Tell students to say I don’t have that information. / It doesn’t say. or Ask me about ... in order to keep the conversation flowing.

Note: Students are not given exactly the same information so they will need to add questions and prompts of their own.
● Walk around listening and giving help when needed.

Extension
● Students can report back to the class, giving a brief biography of one of the people. Remind them of time words from Unit 2, such as first, during, then, while, later, after that, etc.
● Students can write a paragraph giving a biography of one of the people and/or someone else they know.
Pairwork 3: Student A

Look at the pictures and the words and tick the things you have done. Write two more things you’ve done in the blank circles.

- [ ] fly kite?
- [ ] eat Chinese food?
- [ ] ride motorbike?
- [ ] go France?
- [ ] visit museum?
- [ ] play football team?
- [ ] have really long hair?
- [ ] have accident?

Have you ever ... ?

Ask Student B questions. If the answer is ‘Yes’, say When did you ... ?

- Have you ever eaten four burgers?
- Yes, I have!
- When did you do that?
- I ate FIVE burgers last year on holiday!

Now answer Student B’s questions.

- Have you ever eaten four burgers?
- Yes, I have!
- When did you do that?
- I ate FIVE burgers last year on holiday!

Now ask Student A questions. If the answer is ‘Yes’, say When did you ... ?

- Have you ever eaten four burgers?
- Yes, I have!
- When did you do that?
- I ate five burgers last year on holiday!
Teacher’s notes for Pairwork 3
Use after Unit 3

Language used
Present perfect simple; past simple

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 them.
● Tell pairs that they have the same information. Tell them to tick the things they have done and ask and answer with their partner, eg A: Have you ever ridden a motorbike? B: No, I haven’t.
● Remind pairs to switch to past simple if they are asking for / giving further information, eg A: Have you ever ridden a motorbike? B: Yes, I have.
A: When did you (last) ride a motorbike? B: I rode my brother’s motorbike yesterday.
Walk around listening and giving help when needed.

Extension
Ask each student to write similar sentences for homework, describing some of the things they have done in their lives and giving further details.
**Pairwork 4: Student A**

Look at the list of problems and tell Student B about them.

You want to go to a party tonight and you haven’t got anything to wear.
You’re stuck in a lift.
There’s a dog in the street and you think it’s going to bite you!
There’s an earthquake!
You’re shipwrecked on a desert island.

Now listen to Student B’s problems and give advice. Use these words to help you.

- can
- can’t
- must
- have to
- don’t have to
- mustn’t
- should
- shouldn’t
- ought to

**Pairwork 4: Student B**

Listen to Student A’s problems and give advice. Use these words to help you.

- can
- can’t
- must
- have to
- don’t have to
- mustn’t
- should
- shouldn’t
- ought to

Now look at your list of problems and tell Student A about them.

You haven’t got any money to go out with your friends.
You’re in a field and there’s a lightning storm.
You’re being attacked by a bear!
There’s a fire!
You’re in a cave in the dark and you’re scared!
Teacher’s notes for Pairwork 4
Use after Unit 4

Language used
Modal verbs: can, can’t, must, have to, don’t have to, mustn’t, should, shouldn’t, ought to

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 lists.
● Tell students to ask any questions about vocabulary now.
● Student A ‘phones’ Student B on his/her mobile and explains the first problem, eg I’ve got a problem. / What can I do? I want to go to a party tonight and I haven’t got anything to wear!
● Student B answers by giving advice, eg You can borrow something from your brother. / You should wear what you had on today. Encourage Student B to think of as many suggestions as possible and remind them to use the modal verbs given. Encourage Student A to listen and respond to the suggestions, eg I can’t do that because ... / Yes, I could do that, I suppose.
● Students continue in this way until all of Student A’s problems have been used up. They then swap roles.
● Walk around listening and giving help when needed. Correct only the mistakes you hear with modal verbs.

Extension
● Students can report back to the class, saying what you should/can/mustn’t etc do in the situations given.
● They can also use this information as the basis for a short article, beginning, for example, with If you’re attacked by a bear, you mustn’t ...
Pairwork 5: Student A

Anna and Tom are sister and brother. Look at their rooms and compare what they have/like/think, etc.

You can use the comparative/superlative form of some of these words.

- big/large
- small
- modern
- interesting
- clever/intelligent
- good
- bad
- popular
- lovable

Anna/Tom has ...
Anna/Tom likes ...
Anna/Tom thinks ...
Anna’s/Tom’s MP3 player/room/bed, etc is ...

Pairwork 5: Student B

Anna and Tom are sister and brother. Look at their rooms and compare what they have/like/think, etc.

You can use the comparative/superlative form of some of these words.

- big/large
- small
- modern
- interesting
- clever/intelligent
- good
- bad
- popular
- lovable

Anna/Tom has ...
Anna/Tom likes ...
Anna/Tom thinks ...
Anna’s/Tom’s MP3 player/room/bed, etc is ...
Teacher’s notes for Pairwork 5
Use after Unit 5

Language used
Comparative and superlative forms

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 pictures and the words. Tell students that they both have the same information.
● In pairs, students take it in turns to make comparisons, eg Anna thinks books are more interesting than comics. / Tom’s MP3 player is more modern than Anna’s.
● Tell students that they can also use the superlative form, eg Anna’s room is the most interesting.
● Walk around listening and giving help when needed.

Extension
● Ask individual students to say as many sentences as possible about the two rooms.
● Students can write a paragraph for homework comparing their room with their brother’s/sister’s/friend’s, etc.
**Pairwork 6: Student A**

**Reported speech**
You've just had an e-mail from Neil. Look at what he says and tell Student B about it. Listen to what Student B tells you.

I stayed with Bill for a week - he's SO boring that I had to leave! I'm so happy I'm coming to see you on Friday! I don't like vegetables. Do you like pizza? By the way, I've bought this amazing new stereo system! I'm looking forward to seeing you on Friday. I think Friday the 13th is going to be a lucky day for me ... See you on Friday! We'll go for a pizza! Neil

---

**Pairwork 6: Student B**

**Reported speech**
You've just had an e-mail from Bill. Listen to what Student A says about Neil. Tell Student A what Bill told you.

Have you heard from Neil? Don't let him come to see you - he's really changed and he's horrible now! He came to my house for a week - I didn't even invite him! ... He's such a clumsy person that he broke nearly everything in my room! ... And he's always talking about what great things he's bought ... ... And he only eats pizza AND he never has any money ... Don't let him stay with you! Bill
Teacher’s notes for **Pairwork 6**  
**Use after Unit 6**

**Language used**  
Reported speech; so/such ... that

**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 e-mails.  
- Explain that Student A has an e-mail from Neil and Student B has an e-mail about Neil.  
- Student A begins by telling Student B what Neil says first. Then Student B replies with the first comment from Bill’s e-mail, eg Student A: Neil said that he had stayed with Bill for a week - he said Bill was so boring that he had had to leave! Student B: Well, that’s not what I heard! Bill asked me if I had heard from Neil. He told me not to let him come to see me. He said he had really changed and he’s horrible now!  
- Pairs continue with their dialogue, reporting what they know.  
- Walk around listening and giving help when needed.

**Extension**  
- Pairs decide what they are going to do about Neil. Ask them to work together to think up an excuse to stop him coming to stay with Student A. Invite pairs to tell the class what they could say to Neil.  
- For homework, students could write either an e-mail to Neil, telling him what they’ve found out about him (eg You said you had been to stay with Bill, but he said that he hadn’t even invited you. Bill also told me ...); or an e-mail to another friend explaining what has happened (eg Neil told me that he had been to stay with Bill, but Bill said that he hadn’t even invited him. He also said ... ).
**Pairwork 7: Student A**

Look at the information in the table and discuss it with Student B. Ask and answer questions.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houses/make</td>
<td>Cement/concrete</td>
<td>?</td>
</tr>
<tr>
<td>Houses/build</td>
<td>Villages</td>
<td>?</td>
</tr>
<tr>
<td>Houses/heat</td>
<td>Electricity/oil</td>
<td>?</td>
</tr>
<tr>
<td>Houses/equip</td>
<td>No electrical gadgets</td>
<td>?</td>
</tr>
<tr>
<td>Children/teach</td>
<td>English</td>
<td>?</td>
</tr>
<tr>
<td>For Christmas, children/give</td>
<td>Fruit</td>
<td>?</td>
</tr>
<tr>
<td>Children/allow/leave school</td>
<td>At 16</td>
<td>?</td>
</tr>
<tr>
<td>Hotel guests/give</td>
<td>Somewhere to sleep</td>
<td>?</td>
</tr>
<tr>
<td>Films/see</td>
<td>Television</td>
<td>?</td>
</tr>
<tr>
<td>Music/play</td>
<td>Record player/gramophone</td>
<td>?</td>
</tr>
</tbody>
</table>

**Pairwork 7: Student B**

Look at the information in the table and discuss it with Student A. Ask and answer questions.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houses/make</td>
<td>Wood/brick</td>
<td>?</td>
</tr>
<tr>
<td>Houses/build</td>
<td>Cities</td>
<td>?</td>
</tr>
<tr>
<td>Houses/heat</td>
<td>Wood/coal</td>
<td>?</td>
</tr>
<tr>
<td>Houses/equip</td>
<td>Electrical gadgets</td>
<td>?</td>
</tr>
<tr>
<td>Children/teach</td>
<td>Latin</td>
<td>?</td>
</tr>
<tr>
<td>For Christmas, children/give</td>
<td>An X-box/computer/mobile</td>
<td>?</td>
</tr>
<tr>
<td>Children/allow/leave school</td>
<td>At 12</td>
<td>?</td>
</tr>
<tr>
<td>Hotel guests/give</td>
<td>A room</td>
<td>?</td>
</tr>
<tr>
<td>Films/see</td>
<td>The cinema</td>
<td>?</td>
</tr>
<tr>
<td>Music/play</td>
<td>CD/MP3 player</td>
<td>?</td>
</tr>
</tbody>
</table>
Teacher’s notes for Pairwork 7
Use after Unit 7

Language used
Passive voice

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. Go through the first column and make sure students know how to form a passive sentence using these prompts.
● Explain that students have the same categories but different information about the past and the present. Tell them that the column for the future is left blank for them to guess.
● In pairs, students take it in turns to talk about the past, present and future using the prompts given. Tell students that they can use ideas of their own as well as those given in the table.
● Walk around listening and giving help when needed.

Extension
● Individual students can take one prompt each and tell the rest of the class, as in the speech bubbles but without the questions, eg Today, houses are made of cement. In the past, they were made of wood, and, in the future, I think they will be made of metal.
● For homework, students can write a short article called Things have changed, in which they write about the things in the table.
Pairwork 8: Student A

Find out about Student B. Use the notes to make questions.

*What would you do if you ... / What would you have done if you ... :*

be / late for school? ————————————————————
win / 10,000 euros? ————————————————————
not have / any money? ————————————————————
not come / this school? ————————————————————
meet / your hero? ————————————————————

Pairwork 8: Student B

Find out about Student A. Use the notes to make questions.

*What would you do if you ... / What would you have done if you ... :*

be / caught cheating in an exam? ————————————————————
become / rich and famous? ————————————————————
not have / many friends? ————————————————————
see / accident? ————————————————————
miss / last bus home? ————————————————————
Teacher’s notes for Pairwork 8
Use after Unit 8

Language used
Conditionals

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 prompts.
- In pairs, students take it in turns to ask their partner about the hypothetical situations, eg What would you do if you were late for school?
- Partners should give full answers with as many suggestions as possible, eg If I was late for school, I would run. Or maybe I would get the bus if I saw one coming. I wouldn’t worry, though - unless it had happened before.
- Walk around listening and giving help when needed. Make sure they are forming questions correctly and using suitable conditionals (ie, in the right tense).

Extension
- Ask a volunteer to choose someone in the class and put a hypothetical situation to him/her (it could be one from the activity, or the volunteer could make one up). If the volunteer doesn’t form a valid question, choose another volunteer.
- If the student answers correctly, he/she then asks another student a question. If the student gives a wrong answer, they don’t get to ask a question and you choose someone else. Keep this going even when the questions start to be repeated, because the answer may well be different the second time a question is asked.
- For homework, students can write sentences about themselves based on hypothetical situations, eg If I didn’t have many friends, I would join lots of clubs and organisations. That way I would meet new people and I’m sure I would make friends with some of them. Students should aim to write about at least five situations.
Pairwork 9: Student A

What would you think if you saw the situations below? Discuss your answers with Student B. Use these phrases.

- He/She/It/There must be / can’t be ...
- Someone/He/She/It/They must have / can’t have / might have / could have ...
- There must be / There must have been ...

Pairwork 9: Student B

What would you think if you saw the situations below? Discuss your answers with Student A. Use these phrases.

- He/She/It/There must be / can’t be ...
- Someone/He/She/It/They must have / can’t have / might have / could have ...
- There must be / There must have been ...
Teacher’s notes for Pairwork 9
Use after Unit 9

Language used
Modal verbs for deduction / possibility / probability (can’t, must, might, etc)

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 pictures and think about the situations.
● In pairs, students take it in turns to suggest what might/must/can’t be the case / have happened / be happening, etc. Walk around listening and giving help when needed. Make sure they are using modal verbs correctly.

Extension
● Pairs can devise their own situations (they don’t need to draw them - just write a sentence, eg You walk into a room and you see blood on the carpet and the furniture has been knocked over. What do you think?)
● They then present these situations to another pair and invite speculation/suppositions/deductions, eg There must have been a murder. / There could have been a fight. / Someone might have had an accident / fallen off a chair, etc.
Pairwork 10: Student A

You have just stayed in the hotel shown in the picture. You didn’t enjoy your stay. Tell Student B about it. You can mention the following things:
- towels - small/big
- window - high/low
- view - good/bad
- bed - small/big
- Internet connection - expensive/slow
- people - noisy/quiet

I don’t know if there was a view because the window was too high to see out of.

Pairwork 10: Student B

You have just stayed in the hotel shown in the picture. You didn’t enjoy your stay. Tell Student A about it. You can mention the following things.
- corridor - dark / light
- window - low / high
- view - good / bad
- instructions for the phone - clear / difficult
- bed - hard / soft
- shower - small / big

I don’t know if there was a view because the window was too low to see out of.
Teacher’s notes for Pairwork 10
Use after Unit 10

Language used
too and not enough

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 pictures and the words.
- Explain that students have stayed in the hotels in the pictures and point out that they have different pictures.
- Tell students that they have to use the words too and not enough in each of their comments.
- In pairs, students take it in turns to say something negative about the hotel where they stayed, eg
  A: I don’t know if there was a view because the window was too high / not low enough to see out of.
  B: Well, the window in my room wasn’t low / high enough!
- Walk around listening and giving help when needed. Make sure they are using too and not enough correctly.

Extension
- Ask individual students to report back to the class about their stay. Make sure you have at least one Student A and one Student B.
- Students can write about their stay for homework (in the form of a letter or e-mail if they choose). Tell them that they can add problems of their own but they should aim to use at least five sentences with too or not enough.
Game 1

1. Make a question and answer it.
   What / you / do / now?
   What / you / do / yesterday?

2. Name three things you find in one of these places:
   a bedroom
   a school

3. Complete one of the following:
   It gets on my ........
   a ........ of humour
   I’ve ........ up my mind.

4. Make two of these words negative by adding a prefix:
   patient, honest, friendly,
   tidy, polite, organised,
   kind, obedient

5. Explain one of these words:
   orphan, tradition,
   treat, clue

6. Say one adjective ending in -ed and one ending in -ing.
Teacher’s notes for Game 1
To be used after Unit 1

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.  
● Students can cut out the shape themselves and make a die.

For each group of 3-4 students to have a die ...  
● Photocopy one sheet for each group of 3-4.  
● 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 3-4.  
● Hand one die to each student or group. Ask volunteers to read out an instruction or a question from a side of the die. Explain any that they are unsure of.  
● 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 have to answer:  
**Complete one of the following:**  
*It gets on my ______ .*  
a ______ of humour  
I’ve ______ up my mind.

**Note:** The questions and instructions are designed with several options so that students can play for longer. If the same question comes up a second time, remind students to give a different answer. Warn them not to say the answers to all of the questions at the same time or the game will be over very quickly!

● Tell students that if there is any doubt about an answer, they should ask you quietly so that other groups do not hear.
● 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 the first student in team A a question. Throw the die again. Ask the first student in team B a question.  
● 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 2

<table>
<thead>
<tr>
<th>get</th>
<th>get</th>
<th>get</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>take</td>
<td>come</td>
<td>put</td>
<td>make</td>
</tr>
<tr>
<td>give</td>
<td>look</td>
<td>up</td>
<td>up</td>
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<tr>
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<td>on</td>
<td>on</td>
</tr>
<tr>
<td>with</td>
<td>with</td>
<td>over</td>
<td>around</td>
</tr>
<tr>
<td>forward</td>
<td>to</td>
<td>part</td>
<td>in</td>
</tr>
</tbody>
</table>
Teacher’s notes for Game 2  
To be used after Unit 2

Language used
Phrasal verbs / verbs with two prepositions

Preparation
● Photocopy one sheet for each group of 3-4.
● 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. It would also be helpful to write ‘V’ and ‘P’ on the back of the verb and preposition cards respectively.

In the classroom
● Put the students in groups of 3-4.
● Hand a set of 24 cards to each group. Students spread the cards out face down in two separate groups - the ten verb cards in one group and the preposition cards in the other group.
● Demonstrate to the class how to play the game using one group.

The game
● Each player takes it in turns to turn up two cards (one of them must be from the verb cards). The player then says whether or not he/she has turned up a phrasal verb.
● If the player does not have a phrasal verb (or doesn’t realise it!) he/she takes one more card from the preposition cards. He/She then has the option to declare a phrasal verb, declare a verb with two prepositions, or pass.
● If the player claims to have turned up a phrasal verb or a verb with two prepositions, he/she has to either say what it means or give an example sentence with it. After confirming (with you if necessary) that the meaning or example is correct (or if the player passes), the next student plays.
● One point is awarded if the player successfully says what it means or gives an example sentence.
● The next player follows the steps above.
● In groups, students play their own game. Walk around listening and helping where necessary. Games can be given a time limit of five minutes. Alternatively, they can be extended, especially if you plan to teach new phrasal verbs (see below).

Note: The following are in the unit and can be made with the cards:
getch with  
get over  
get around  
take up  
take part in  
come up with  
put on  
make up  
look forward to  
give up
Other phrasal verbs can be made, eg look around, put up with, look up, take on, get up, get around to, come forward. If students say these, ask them to tell you what they mean. You may wish to use this opportunity to teach them, but keep the main focus on those that are in the unit.

Extension
Play the game as a class, turning up the cards yourself (first one, then a second preposition) and asking students to give you a definition followed by an example.
Game 3

I’ve been trying ...

I’ve never been ...

Have you ever ...?

I’ve just thought ...

How long has ...?

We have already ...

I have never ...

Has anyone ...?

Has there ever been ...

I haven’t ...
Teacher’s notes for Game 3  
To be used after Unit 3

Language used
Present perfect simple and continuous with negatives, questions and adverbs

Preparation
● Photocopy one sheet for each group of 3-4.
● 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 3-4.
● Hand a set of cards to each group. Students place the cards face down on the table.
● Demonstrate to the class how to play the game using one group.

The game
● Each player takes it in turns to turn up a card.
● The player then completes the sentence orally, scoring a point for every correct sentence/question.
● The card is not placed back with the others but is put face down, ready for the next round.
● The next player then has his/her turn.
● Tell students that they should not give an answer that they have already heard.
● The winner is the person to score the most points (set a time limit, or agree a number of rounds).
● In groups, students play their own game. Walk around listening and helping where necessary. Most games should last about four or five minutes.

Extension
The winners from each group can take part in a Champion’s Cup round to find the class winner. You can choose whether or not the rest of each player’s team can be consulted about the questions. Remind students not to give a sentence that has already been used.
Game 4 The Survival Game

START HERE!

1. What do you call the thing that shows you north, south, east and west?

2. You've got a first aid kit with you. Move forward four squares.

3. You get stung, hot bitten by a jellyfish. Go back three squares.

4. Complete the sentence. We stopped to p___ some bananas from the tree.

5. Complete the sentence. You ought to wear sun c___ to protect your skin.

6. We haven't c____ any fish yet and we've been fishing for hours!

7. You can see in the dark with a t___ or a box of matches.

8. Complete the sentence. You should build a s___ so that you have somewhere to go in a storm.

9. Complete the sentence. You can see in the dark with a t___ or a box of matches.

10. Complete the sentence. If lightning s___ you should get down on the ground.

11. You've got a first aid kit with you. Move forward four squares.


13. Complete the sentence. You should carry a r___ if you climb a mountain.

14. Complete the sentence. We stopped to p____ some bananas from the tree.

15. Complete the sentence. If lightning s___ you should get down on the ground.

16. Complete the sentence. If you climb a mountain.

17. Complete the sentence. You ought to wear sun c___ to protect your skin.

18. You ought to wear sun c___ to protect your skin.

19. You ought to wear sun c___ to protect your skin.

20. Complete the sentence. You ought to wear sun c___ to protect your skin.

21. Complete the sentence. You ought to wear sun c___ to protect your skin.

22. Complete the sentence. You should build a s___ so that you have somewhere to go in a storm.

23. Complete the sentence. You should carry a r___ if you climb a mountain.

24. Complete the sentence. You should carry a r___ if you climb a mountain.

25. Complete the sentence. You should build a s___ so that you have somewhere to go in a storm.

26. Complete the sentence. You should build a s___ so that you have somewhere to go in a storm.

27. Complete the sentence. You should build a s___ so that you have somewhere to go in a storm.

28. Complete the sentence. You should build a s___ so that you have somewhere to go in a storm.

29. You get stung, hot bitten by a jellyfish. Go back three squares.

30. You get stung, hot bitten by a jellyfish. Go back three squares.

31. You get stung, hot bitten by a jellyfish. Go back three squares.

32. You get stung, hot bitten by a jellyfish. Go back three squares.

33. You get stung, hot bitten by a jellyfish. Go back three squares.

34. You get stung, hot bitten by a jellyfish. Go back three squares.

35. Complete the sentence. We haven't c____ any fish yet and we've been fishing for hours!

36. Complete the sentence. We haven't c____ any fish yet and we've been fishing for hours!

37. Complete the sentence. We haven't c____ any fish yet and we've been fishing for hours!

38. Complete the sentence. We haven't c____ any fish yet and we've been fishing for hours!

39. Complete the sentence. We haven't c____ any fish yet and we've been fishing for hours!

40. Complete the sentence. They say there's t____ buried somewhere on this island!

41. Complete the sentence. They say there's t____ buried somewhere on this island!

42. Complete the sentence. They say there's t____ buried somewhere on this island!

43. Complete the sentence. They say there's t____ buried somewhere on this island!

44. Complete the sentence. They say there's t____ buried somewhere on this island!

45. Complete the sentence. You don't h___ t___ worry about what to wear - nobody can see you!

46. Complete the sentence. You don't h___ t___ worry about what to wear - nobody can see you!

END HERE!
Teacher’s notes for Game 4  
To be used after Unit 4

Language used
Vocabulary for exploring a desert island (mainly from page 34 of the Student’s Book); have to / should / ought to; so that

Preparation
● Photocopy one sheet for each group of 3-4.
● 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 3-4. 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 rising flare, 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 flare.
● If a student lands at the top of a falling flare, he/she slides back down to the square at the bottom of the flare.
● 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.

Answers
Square 3 a compass
Square 6 pick
Square 9 torch
Square 15 strikes
Square 21 cream
Square 24 rope
Square 27 shelter
Square 35 caught
Square 40 treasure
Square 46 have to

Extension
● Students work in pairs to think of another instruction or question 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 rising flare leading up to a higher square. They can then play the game again.
<table>
<thead>
<tr>
<th>Quiz show</th>
<th>News</th>
<th>Soap opera</th>
<th>Documentary</th>
<th>Chat show</th>
<th>Weather forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>Presenter</td>
<td>Autograph</td>
<td>Cage</td>
<td>Bet</td>
<td>Habit</td>
</tr>
<tr>
<td>Annoy</td>
<td>Loads</td>
<td>Brat</td>
<td>Ruin</td>
<td>Hero</td>
<td>Heroine</td>
</tr>
<tr>
<td>Villain</td>
<td>Novel</td>
<td>Legend</td>
<td>Fairy tale</td>
<td>Create</td>
<td>Human being</td>
</tr>
<tr>
<td>Incredible</td>
<td>Courageous</td>
<td>Appear</td>
<td>Original</td>
<td>Frightening</td>
<td>Witness</td>
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<tr>
<td>Publish</td>
<td>Exist</td>
<td>Ghost</td>
<td>UFO</td>
<td>Alien</td>
<td>Witch</td>
</tr>
<tr>
<td>Wizard</td>
<td>Halloween</td>
<td>Costume</td>
<td>Short cut</td>
<td>Figure</td>
<td>Footsteps</td>
</tr>
<tr>
<td>Chase</td>
<td>Bend</td>
<td>Weird</td>
<td>Trip</td>
<td>Approach</td>
<td>Nightmare</td>
</tr>
</tbody>
</table>
Teacher’s notes for Game 5
To be used after Unit 5

Language used
Vocabulary from Unit 5

Preparation
● Photocopy enough sheets for each group of 4.
● Cut out each of the cards. You may want to paste the paper onto a piece of card first to make the cards stronger.

In the classroom
● Give a set of cards to each group. Tell them to turn them face down and shuffle them.
● Play the game with the class first so that everyone knows what to do.
● Choose a card at random and explain the word without using any of the words on the card (eg This is a programme on TV where participants try to win prizes by answering questions). Ask the class to guess the word(s) (quiz show)
● Repeat with two or three more cards, using different ways of explaining, eg You use this when ... / This word describes someone who ... / This is something that a lot of people have ...

The game
● The game is played exactly as above.
● Students take it in turns to describe a card. If they successfully describe it and the members of their group guess the word, they get to keep the card. If, after an agreed time limit of, say, one minute, the other players can’t guess the word, the card goes into a separate pile ready for the next round.
● Set a time limit (ten minutes or more). Players count up their cards. The player in each group who has successfully described the most words is the winner.
Note: Don’t place too much emphasis on winners and losers in this game because winning not only depends on a student’s ability to describe, but on whether or not the other players have learned the words!

Extension
● If there are unused cards after the time limit, students can play a game with these.
● If it seems obvious that students don’t remember many of the words, tell them to turn the cards face up and go through them in their groups. They can ask you about words that nobody in the group remembers. They then play the game again.
● You can play the game with the whole class, inviting volunteers to describe a word, telling students to put their hands up if they know it.
● A variation of the game can be played by volunteers thinking up sentences and writing them with a gap for the key word (either on the board for the class to guess or on slips of paper to be swapped with other students). Be aware that more than one word might fit in the gaps, eg, I watched a great documentary / soap opera / chat show, etc on TV last night.
Game 6 What did he say?

1. I’m bored of this place - I want to go somewhere else.
2. What time is it?
3. Are you going to go to Jim’s tonight?
4. I had a bit of an accident with my homework!
5. Oh dear! I’ve eaten all your crisps.
6. Could you lend me five euros until tomorrow?

(First die)

He asked me if I had any credit left on my mobile.
He apologised to me because he had been bossy.
They asked me what my name was.
She said she knew him and that he was unpleasant.
He had been eating!! I knew I had eaten there.
She complained that I was always eating!
They asked me if I was going to go to Jim’s tonight?
What time is it?

(Second die)
**Teacher’s notes for Game 6**  
*To be used after Unit 6*

**Language used**  
Reported speech

**Preparation**  
- There are two ways to prepare for this:

  **Note:** There are two dice for this game.

**For each student to have his/her own pair of dice ...**  
- Photocopy one sheet for each student. Have scissors and glue / sticky tape in the classroom.
- Students can cut out the shapes themselves and make the dice.

**For each group of 3-4 students to have a pair of dice ...**  
- Photocopy one sheet for each group of 3-4.
- Cut out each shape and make a pair of dice for each group before the lesson. You may want to paste the paper onto a piece of card first to make the finished dice stronger.

**In the classroom**  
- Put the students in groups of 3-6.
- Hand one die to each group (the first die). Ask volunteers to read out the sentences. Tell them that they have to turn the direct speech into reported speech and do one of them as an example, eg 1 - *I’m bored of this place* - *I want to go somewhere else*. He said he was bored of that/the place and (that) he wanted to go somewhere else.
- Do the same with the second die, this time pointing out that the sentences/questions are already in reported speech and students have to say what was said in direct speech, eg 1 - *He asked me if I had any credit left on my mobile. Have you got? Do you have any credit left on your mobile?*

**The game**  
- Each student in turn throws the first die and notes the number that comes up.
- The student looks at the sentence and makes a sentence with reported speech beginning *He/She said / asked / told me* ...
- The next player throws the die and does the same.
- 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, but students should be helped to form sentences if they are struggling.
- When players have finished, introduce the second die and tell them to play again.

**Extension**  
- Divide the class into two teams, A and B.
- Throw the dice yourself. Choose a student to change the sentence into reported or direct speech as appropriate.
- Throw the dice again. Invite the first student in team B to change the sentence into direct or indirect speech.
- Award a point for each correct answer, but be helpful and encouraging to those who may struggle.
- Continue until everyone has spoken. If one team has one less player, the first person should answer again. Add up the scores.
Game 7 Have you ever ... ?

1. As a prize, they gave me a new car!
   I ............
   A new car ............
   Have you ever been given ............?

2. They will give us our instructions.
   We ............
   Our ............
   Have you ever been given ............?

3. They teach us French at our school.
   We ............
   French ............
   Have you ever been taught ............?

4. They told me a secret password.
   I ............
   A secret password ............
   Have you ever been told ............?

5. They served us breakfast by the pool.
   We ............
   Breakfast ............
   Have you ever been served ............?

6. The advert promised us a holiday of a lifetime.
   We ............
   A holiday ............
   Have you ever been promised ............?
Teacher’s notes for Game 7
To be used after Unit 7

Language used
The passive; verbs with two objects

Preparation
● Photocopy one sheet for each group of 3-4.
● Cut out the cards. 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 3-4.
● Give each group a die and a set of cards.
● First, make sure that students can understand what’s on each card. Then explain that they have to change the sentences into the passive in two ways, beginning with the words given. Then they have to ask a question in the passive.

The game
● Each player takes it in turns to throw the die.
● The player looks at the number on the card that corresponds to the number on the die. He/She reads out the sentence on the card, eg As a prize, they gave me a new car!
● He/She has to complete the other two sentences, eg I was given a new car as a prize. / A new car was given to me as a prize.
● The player turns to the player on his/her left and asks the question, eg Have you ever been given a prize / any money / anything?
● The second student now has to answer using a full passive sentence, eg No, I have never been given any money / a prize. / Yes, I was given some money for my birthday / a prize at school.
● If the player answers the question correctly, he/she throws the die. If not, the die is given to the first player who answers the question correctly.
● Players continue to take turns throwing the die until they have finished all the cards.
● In groups, students play their own game. Walk around listening and helping where necessary.

Extension
● Play the game yourself with individual students, but quickly! Roll the die, pick up a card and call out a student’s name. Read out the sentence and the student immediately gives two sentences and asks you a question each time. Answer the question and roll the die again for the same student. Do it once more with the same student (if the same number comes up, roll again).
● Do this with as many students as possible.
Resource Pack [Games]

**Game 8: Who wants to be a millionaire?**

1. **Complete the phrase:**
   1. Money makes the world go ______. 
   2. I’m going to ______ myself to a new mobile. 
   3. My ______ is to be a musician one day. 
   4. I don’t ______ a lot of money on clothes. 
   5. The opposite of poor is ______. 
   6. Teachers don’t have much money because they are not very well ______. 

   **Answers:** 1. round 2. treat 3. ambition (accept dream) 4. spend 5. rich (accept wealthy) 6. paid

2. **Complete the phrase:**
   1. Money doesn’t ______ on trees. 
   2. I’m ______ up to buy a car. 
   3. My parents give me ______ money every week. 
   4. Who is going to ______ for the coffees? 
   5. I usually ______ some money for my birthday. 
   6. She gets a great ______ from her job every month. 

   **Answers:** 1. grow 2. saving 3. pocket 4. pay 5. get 6. salary

3. **Complete the phrase:**
   1. Money can’t buy ______. 
   2. Put your money in the ______ and it will grow. 
   3. The ______ money for the competition is a million euros. 
   4. Can I ______ ten euros from you? 
   5. My part-time job doesn’t ______ very well. 
   6. His films ______ millions of dollars. 

   **Answers:** 1. happiness 2. bank 3. prize 4. pay 5. borrow 6. make (accept earn)

4. **Complete the phrase:**
   1. Can you ______ me some money until Friday? 
   2. These poor children really ______ a holiday. 
   3. My dad ______ a lot of money in his job. 
   4. How much did your shirt ______? 
   5. He needs to do two jobs to ______ his family. 
   6. He spent all his money and became ______. 

   **Answers:** 1. lend 2. deserve 3. earns (accept makes) 4. cost 5. support 6. bankrupt (accept poor)
Teacher’s notes for Game 8
To be used after Unit 8

Language used
Vocabulary and grammar from Unit 8

Preparation
● Photocopy one set of cards for each group of 4.
● 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 4. Give the players a card each.
● Explain that one student in each group asks the questions. There are six questions on each card, so the other students answer two questions each. The student asking the questions can decide who answers which questions.

The game
● Groups decide who will ask the questions first.
● The student with the card says Are you ready? and chooses who is going to answer the first question. He/She checks the answer, says Good, Well done, or Wrong answer, I’m afraid. If the answer is wrong, another student can answer for a bonus point (there are two points for each correct answer; one for a bonus). The student asking the questions should keep score.
● In groups, students play their own game. Walk around listening and helping where necessary.
● There are four different cards so everyone can have a go at reading the questions.

Extension
● You could act as the ‘question master’ and use the full set of four cards. Tell students to put their hands up if they know the answer. Make sure you give everyone a chance to answer. Keep score on the board.
● Students think of a set of questions of their own (tell them to look through Unit 8 for ideas). Three questions are enough - one for each member of their group. They should write these on a ‘card’. Walk around checking.
● Change groups around and let students ask their own questions.
Game 9 The Brain Game

48 END HERE!

47

46

45 What is wrong with this sentence? I have to read for a test tomorrow.

44

43

39 Complete this sentence: Things in our short- memory soon get forgotten.

38

37

36

35 Which is correct? a) That mustn’t be the answer. b) That doesn’t have to be the answer. c) That can’t be the answer.

34

33

32

31

28 You can’t remember your password. Go back three squares.

27

26

25

24 Complete the sentence: You have to .......... out the answer.

23

22

21 What do you call a really intelligent person (like Einstein)?

20

19

18

17

16

15 To make an anagram, you take the letters of a word and mix them .......... a) in b) out c) together d) up

14

13

12 You’ve got a sixth sense! Move forward four squares.

11

10

9 Don’t tell anyone your password; it’s .......... !

8

7

6 What do you do when you turn on your computer? log ... a) on b) out c) in d) up

5

4

3 Complete this phrase: .......... .......... deal!

2

1 START HERE!
Teacher’s notes for Game 9
To be used after Unit 9

Language used
Vocabulary from Unit 9

Preparation
● Photocopy one sheet for each group of 3-4.
● 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 3-4. 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 line of arrows, he/she must answer the question or follow the instruction. If the player does this correctly, he/she can climb to the square at the top of the aeroplane.
● If a student lands at the top of a line of arrows, he/she slides back down to the square at the bottom of it.
● 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.

Answers
Square 3 no big
Square 6 a) on
Square 9 secret
Square 15 d) up
Square 21 a genius
Square 24 find (accept work)
Square 35 c) That can’t be the answer
Square 39 term
Square 42 (possible answers)
I left home at 6.30 pm.
I forgot to do my homework.
Square 45 I have to study/revise for a test tomorrow.

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 suggestions on the game board and a line of arrows leading up to a higher square. They can then play the game again.
Game 10 Silly Sentences

I’m going to have my hair cut ... at the dentist’s.

Maria had her computer fixed ... by her teacher.

I had my picture taken ... by a photographer.

I had my teeth filled ... at the hairdresser’s.

They had a house built ... so that she could go to the party.

Alice had her homework marked ... by a computer expert.

I’m going to have an article published ... for his birthday.

He had a cake made ... in the school magazine.

She had her dress cleaned ... in the country.
Teacher’s notes for Game 10
To be used after Unit 10

Language used
Causative

Preparation
● Photocopy one sheet per student.
● You may want to paste the paper onto a piece of card first to make the finished game stronger.
● Several pairs of scissors will be useful - especially in a big class.

In the classroom
● Put the students in groups of 3-4. Cut the cards out and make two piles for each student - one with beginnings and one with endings (students can do this themselves).
● Explain that students have to match the halves to make sentences. They can make sensible sentences or silly sentences but they must make nine.

The game
● Tell students to start making sentences.
● They should be encouraged to look at the sentences the others in their group are making. Walk around listening and helping where necessary. Tell students that this is for fun! They can make proper sentences later.
● When they have all made nine, encourage them to discuss the silliest and the most sensible sentences in their group. Ask them to suggest one or two per group. Write these on the board for the rest of the class to see.

Extension
● The game can be played again - this time with the proper sentences being formed (there will be some variation).
● Students can also prepare their own cards. Tell them to write five or six causative sentences and then cut them in half and mix up the endings. Write some of the funnier sentences on the board. Students can swap endings with someone else in the class to make even stranger combinations.
Skills development Test 1

Reading
Read the article and circle true (T) or false (F).

An everyday hero
For some people, a hero is a person who is famous and good at sport or music, or who has changed the world. Well, I don’t think that you have to be any of these things to be a hero. And the person I think is the biggest hero of all is my cousin Jack.

Jack is about thirty. He’s tall and good-looking and he has a great smile. He’s always kind and polite to everyone and he’s a very friendly and patient person. Jack always wanted to be a doctor, ever since he was about fifteen, but his parents are old and he is an only child. So, without brothers and sisters to help, Jack has spent his adult life looking after my uncle and aunt. He told me once about his plans to go to university and study medicine, and I was sure that was what he would do. But it would have meant moving away and he decided that he would stay at home and take care of his parents. He ended up getting a job in the same town, just to make some money. I know it’s not the kind of job he enjoys, but he couldn’t find anything else here.

I believe that my cousin is a good example of someone who thinks about others before he thinks about himself - and that’s what a true hero does!

1. Jack plans to go to university. T / F
2. The writer thinks that Jack has changed the world. T / F
3. Jack hasn’t got any brothers and sisters. T / F
4. Jack is unhappy at work. T / F
5. Jack is not clever enough to find a better job. T / F

Writing
Imagine you see the following advert. Write an article for the competition.

What makes ordinary people special?
> Send us an article and you could win first prize!

- We want to hear about someone you know who is a very special person.
- Tell us something about this person and why he or she is special.
- If you win, we will pay for you and your friend/relative to have a night out (make sure you tell us where you’d like to go).
- So get writing those articles!

___ / 5 marks

Listening
Listen and write what Dawn says.
1. I’m just a bit ___________ today.
2. I was a bit ___________ to be honest.
3. He didn’t stop talking about her all night - it was ___________!
4. Gareth loves football, but it’s not very ___________ for me.
5. Why are boys so ___________ in football?

___ / 5 marks

Speaking
You and your partner have a friend, Sam, who you are worried about. Tick three things that worry you about Sam. Find out what your partner is worried about and try to decide what to do.

Sam ...
- doesn’t seem very happy
- has started saying unkind things about you
- has become very impatient
- used to be someone who you could trust
- has started telling lies to his parents
- is very disobedient at school
- doesn’t meet you when he says he will

___ / 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 5-10 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. 30 minutes should be enough. 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!
● For the writing section, make sure students understand what they have to do. Tell them that they should follow the instructions and not to worry if they don’t write a long composition, as long as they include everything they have to (this should also be reflected in the mark they get - give a higher mark to those students who cover all the important points in the instructions).

Listening and Speaking
● Do the listening section as a class. Play the CD/cassette twice. The first time students can listen and start to write their answers. The second time they should finish writing their answers and check them.
● 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 add ideas of his or her own. 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.

John: What’s wrong, Dawn?
Dawn: Oh, nothing. I’m just a bit miserable today.
John: You went out with Gareth last night, didn’t you?
Dawn: Yeah. Maybe that’s it. *I was a bit disappointed to be honest.*
John: Why?
Dawn: Well, he kept on about this girl he likes. *He didn’t stop talking about her all night - it was embarrassing!* And we went to a football match. I mean - *Gareth loves football, but it’s not very exciting for me.*
John: Yes, I see what you mean.
Dawn: Why are boys so interested in football?
John: Well, it depends who’s playing. If you watch Manchester United, they’ve got some great players, like ...
Skills development Test 2

Reading

Read the postcard and circle the correct answers.

Dear Harry,
I'm in London with my uncle this week.
Last night, he took me to this amazing show - you would have loved it!
There was lots of singing and dancing, which the audience really loved, but my favourite part was a man who told jokes and made up stories for over an hour!
He really was funny! He told one story about his old school which really made me think of Mr Simpkins - remember that old Maths teacher we used to have?
London is a place where you can do so many things and never get bored! The time goes so quickly here - I've only been here three days, and it feels like I've been here a month because we've done so much! And we haven't been on a boat on the river yet!
Anyway, I hope you're well,
Dave

1. will stay in London for three days / a week / a month.
2. enjoyed the singing / the dancing / the comedian most.
3. remembered / told a story / heard a story about his old Maths teacher.
4. thinks London is exciting / is boring / is too fast.
5. doesn't like boats / is planning a boat trip / is staying near the river.

Listening

Listen and tick five phrases you hear.

1. I've been to Egypt four times.
2. I've been to Paris four times.
3. I've been on a camel.
4. I've gone on a camel.
5. My dad's been to America.
6. My dad's gone to America.
7. I've already got one.
8. I've just got one.
9. I've learned karate.
10. I've been learning karate.

Writing

You and your friends recently put on a show at your school. Write an article for the school magazine saying what everyone did in the show. You should also mention what you have planned for the next show.

Speaking

Tick some of the things that you do yourself. Then ask and answer questions with your partner.

washes your clothes / makes your bed
cooks your meals / chooses your clothes
shops for food / fixes your computer
cuts your hair / cleans your room
makes CDs

No, my mum or dad washes them for me. But I make my bed myself. What about you?

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 5-10 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. Thirty minutes should be enough. 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!
● For the writing section, make sure students understand what they have to do. Tell them that they should follow the instructions and not to worry if they don’t write a whole composition, as long as they include everything they have to (this should also be reflected in the mark they get - give a higher mark to those students who cover all the important points in the instructions).

Listening and Speaking
● Do the listening section as a class. Play the CD/cassette twice. The first time students can listen and start to write their answers. The second time they should finish writing their answers and check them.
● 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.

1st Boy: I’ve been to Paris. Three times!
2nd Boy: Well, I’ve been to Egypt four times.
1st Boy: Don’t care about Egypt. It’s boring.
2nd Boy: I’ve been on a camel.
1st Boy: Well, I’ve been on a Yamaha six hundred. Beat THAT!
2nd Boy: I can, actually. I’ve been on a Honda eleven hundred.
1st Boy: Well, my dad’s gone to America and he’s going to bring me back an iPod.
2nd Boy: So what! I’ve already got one! Anyway, I’ve been learning kickboxing.
1st Boy: That’s nothing! I’ve been learning karate.
2nd Boy: Kickboxing’s better than karate.
1st Boy: No it isn’t.
2nd Boy: Yes it is.
1st Boy: No it isn’t.
Skills development Test 3

Reading

Read the story and answer the questions.

I have to be honest and say that I didn’t use to believe in ghosts. In fact, I thought people who saw ghosts were mad. But last summer, all that changed. Let me tell you what happened.

A group of us were playing in a field about a kilometre from my house. It was early evening but it wasn’t going to get dark for at least two hours, so we were happy. We didn’t have to be home until dark. (We would have stayed out all night if our parents had let us.) Well, I must have gone off on my own for a while. I could hear the others shouting and laughing, but I could only see one or two of them. I decided to turn back so that I could join them. It was just then that I noticed a boy who I hadn’t seen before, walking in front of me. I didn’t pay much attention because I thought he was going to come and play with us.

By the time I got back to the others, he had gone. I said, ‘Where’s the new kid?’ They looked puzzled. ‘Isn’t he here?’ I asked. ‘I saw him coming towards you.’ But nobody else had seen him. We looked but there was no sign of anyone else in the field. He had just disappeared!

They asked me to describe him and it was only when I told them about the boy’s white shirt, white trousers and white shoes that I began to think something was really weird! A boy, dressed all in white, who nobody saw but me! Had I seen a ghost and not realised it?

Even today, I still wonder about it. But I no longer think people who see ghosts are mad!

Writing

Write a story about a strange thing that happened (you can write a true story or you can make one up).

Include some of these structures:

must have / might have / can’t have / had to / so that

suddenly / by the time / when / after / until / now / then

Listening

Listen to the conversation and write the question tags the boy uses after he does the following:

1 asks the girl’s name

2 asks about her friend

3 asks about how she comes to school

4 says Karen is nice

5 asks for a date with Karen

Speaking

Talk to your partner about things that people should do to save the planet.

Use some of the following:

recycling, endangered species, litter, water, environment, forests, cars, clubs/organisations

We could ...

People shouldn’t ...

We ought to ...

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 5-10 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. Thirty minutes should be enough. 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!
● For the writing section, make sure students understand what they have to do. Tell them that they should follow the instructions and not to worry if they don’t write a whole composition, as long as they include everything they have to (this should also be reflected in the mark they get - give a higher mark to those students who cover all the important points in the instructions). For a story, as here, tell students that it is important to have a clear beginning, middle and end.

Listening and Speaking
● Do the listening section as a class. Play the CD/cassette twice. The first time students can listen and start to write their answers. The second time they should finish writing their answers and check them.
● Students work in pairs to practise their conversation, using the phrases in the speech bubbles to make suggestions. 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 make suggestions. 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.

Boy: You’re Susan, aren’t you?
Girl: Yes. That’s right.
Boy: Karen’s your best friend, isn’t she?
Girl: Yes.
Boy: You walk to school with her, don’t you?
Girl: Yes. That’s right.
Boy: She’s nice, Karen, isn’t she?
Girl: Well, I think so, yes. Do you want to tell me why you’re asking all these questions?
Boy: Well ... it’s just that ... er ... You couldn’t ask her out for me, er ... could you?
Girl: Ask her out for you? Why don’t you ask her out yourself?
Boy: But what if she says no?
Skills development Test 4

Reading

Read the composition.

The country I’d most like to visit

If I could choose one country in the world to visit, it would be Ireland. I have heard so much about it and I have seen it on TV too. It looks so green and beautiful in the countryside - not at all like where I live!

Ideally, I would go with two or three of my best friends - we would have a lot of fun together as we get on really well. First, I’d like to go to Dublin and visit all the sights and famous landmarks. We’d stay in an old hotel in the centre of the city, so that we could have a taste of what it was like in the past. This way, we would also be able to get around easily. After that, I’d like to go to the countryside and maybe stay in a small guesthouse so that we could enjoy the magnificent scenery and try traditional food.

Finally, if I could, I would arrange to be there on 17th March so that I could take part in the famous celebrations for St Patrick’s Day. People say that it’s a very special day and everyone wears green!

Tick (✓) five things the writer mentions in the composition.

A description of where she lives
The country she would go to
What she likes to watch on TV
Who she would go on holiday with
Who she would like to be friends with
Where she would stay
What food she would take with her
What she would do on holiday
A description of a famous celebration in her country
When she would go to Ireland

Writing

Write a composition about your ideal holiday. You should mention where you would go, who you would go with, where you would stay (eg in a hotel) and what you would do there.

Listening

Listen to Jim talking about superstitions. Fill in the gaps with the correct forms of five of these verbs.

break, damage, think, believe, be, have, put, hang, know, understand

1 He told me that he ............... the colour green was lucky.
2 Plants were ............... over the door to keep away bad spirits.
3 He says he ............... so superstitious that he never leaves the house on Friday the 13th!
4 If someone ............... a mirror, they would be terrified.
5 He asked me if I ............... in these things.

Speaking

Ask and answer the following questions with a partner. Give detailed answers (say when, what happened, what people said, etc).

Have you ever been very lucky or very unlucky?
Have you ever been to a traditional celebration?
Have you ever heard any strange stories?
Have you ever had an argument with someone?
Have you ever been to another country?
Have you ever seen an unusual building?
Have you ever seen any strange electrical gadgets?

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 5-10 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. Thirty minutes should be enough. 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!
● For the writing section, make sure students understand what they have to do. Tell them that they should follow the instructions and include everything they have to (this should also be reflected in the mark they get - give a higher mark to those students who cover all the important points in the instructions).

Listening and Speaking
● Do the listening section as a class. Play the CD/cassette twice. The first time students can listen and start to write their answers. The second time they should finish writing their answers and check them.
● Students work in pairs to practise their conversation, using questions and full 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 develop their answers fully. 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.

Jim: I was talking to Lee the other day. He’s not from here. Where he’s from, they have a lot of superstitions. He told me that he thought the colour green was lucky. He said that at home, plants were put over the door to keep away bad spirits.

But he’s still superstitious now - even though he lives here. He says he is so superstitious that he never leaves the house on Friday the 13th! Back home, he said, if someone broke a mirror, they would be terrified. They thought it meant someone was going to die!

He asked me if I believed in these things. Well, I didn’t like to laugh at him, so I said I didn’t know. Funny thing was ... after I spoke to him ... well, I broke a mirror in my room. And, you know, I haven’t been feeling too good since then.
Skills development Test 5

Reading
Read the report and circle true (T) or false (F).

Report on young people in England

Money
First of all, young people in England didn’t have many complaints. Of course, nearly everyone said that they would like to have more money. When we asked them what they would do with that money, most of them said they would travel or buy electrical equipment.

Success
Secondly, the teenagers we spoke to would like to be successful. But success means different things to different people. Seventy per cent of them said that it means being happy in their jobs. Only 30 per cent said that it meant being rich.

Intelligence
Thirdly, we asked a hundred teenagers if they thought they were intelligent. All of them said they were! When we asked if they had good memories, most teenagers said they could remember their friends’ phone numbers but not their homework!

Special gifts
Finally, a surprising number of people think that they have special abilities. Almost half of our group said that they had experienced something strange like reading someone’s mind or having a dream that came true.

1 A lot of people complain about not having enough money. T / F
2 Most young people in Britain are poor. T / F
3 People have different ideas about what success means. T / F
4 English teenagers think they are intelligent. T / F
5 Your friends might be able to understand what you think without you telling them. T / F

Listening
Listen and tick the correct sentence, A or B.

1 Beverly says ...
A Gill couldn’t have known the answer. 
B Gill didn’t know the answer.

2 Beverly also says ...
A Gill can’t see it.
B Gill can’t have seen it.

3 Beverly thinks ...
A Gill might be lucky once.
B Gill might have been lucky once.

4 Beverly says about the dreams that ...
A if Gill hadn’t told her about them, she wouldn’t have believed it.
B if Gill had told her about them, she would have believed it.

5 Beverly believes ...
A if Gill had been a fortune teller, she would have made a lot of money.
B if Gill was a fortune teller, she would make a lot of money.

Speaking
Imagine you were the prime minister of your country. Talk to your partner about what you would do.
Here are some ideas:
schools/universities, crime, jobs, health, technology, wars, the environment/animals

If you were prime minister, what would you do about wars?
If I were prime minister, I would make sure that we never started another one.

Writing
Write a report on teenagers in your country. Use three or four of these headings:
Money, Success, Intelligence, Special gifts, Careers, Ambitions, Idols, Charities, Memory, Computers

1 / 5 marks

Total: 1 / 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 5-10 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. Thirty minutes should be enough. 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!
● For the writing section, make sure students understand what they have to do. Tell them that they should follow the instructions and include everything they have to (this should also be reflected in the mark they get - give a higher mark to those students who cover all the important points in the instructions).

Listening and Speaking
● Do the listening section as a class. Play the CD/cassette twice. The first time students can listen and start to write their answers. The second time they should finish writing their answers and check them.
● Students work in pairs to practise their conversations. 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.

Girl: I think my friend Gill has a sixth sense. We've been testing it recently and there's something strange going on. Last week, I asked her to try to read my mind - I looked at a number on a piece of paper and thought very hard about it. Well, five times out of ten, she guessed it! Exactly! She couldn't have known the answer. No way! And I know she can't have seen it because I wrote it in another room. OK, she might have been lucky once - but five times?

And then there are her dreams. She always tells me her dreams and they've come true at least three times. If she hadn't told me about them, I wouldn't have believed it, but things happened just as she said they had in her dream. I know one thing for sure; if she was a fortune-teller, she would make a lot of money!
Teacher portfolio 1 achievement page

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

Vocabulary

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

<table>
<thead>
<tr>
<th>Needs more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things in the bedroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Things I like/hate</td>
<td></td>
<td></td>
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<tr>
<td>Rooms in a school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative prefixes (in-, im-, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing people</td>
<td></td>
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<tr>
<td>Celebrations</td>
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<tr>
<td>Adjectives ending in -ed and -ing</td>
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<tr>
<td>Phrasal verbs</td>
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<td></td>
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<tr>
<td>Noun suffixes</td>
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</tbody>
</table>

Grammar

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

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<thead>
<tr>
<th>Needs more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present simple</td>
<td></td>
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<tr>
<td>Present continuous</td>
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<tr>
<td>Past simple</td>
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<tr>
<td>State verbs</td>
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<tr>
<td>Adverbs of frequency</td>
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<tr>
<td>Relative clauses</td>
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<tr>
<td>Future tenses</td>
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<tr>
<td>used to</td>
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<tr>
<td>Reflexive pronouns</td>
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</tbody>
</table>
Student portfolio 1 achievement page

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

Vocabulary

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

<table>
<thead>
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<th>Need more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
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<tr>
<td>Negative prefixes (in-, im-, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celebrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjectives ending in -ed and -ing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrasal verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noun suffixes</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:

| Present simple |      |      |
| Present continuous |      |      |
| Past simple |      |      |
| State verbs |      |      |
| Adverbs of frequency |      |      |
| Relative clauses |      |      |
| Future tenses |      |      |
| used to |      |      |
| Reflexive pronouns |      |      |
Teacher portfolio 2 achievement page

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

Vocabulary

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

<table>
<thead>
<tr>
<th></th>
<th>Needs more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses of <em>get</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weak and strong adjectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb-noun collocations</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking about the past</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Things we can do at different ages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb-related nouns</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:

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<td>Present perfect simple</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>so that</em> and <em>to</em> (for purpose)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student portfolio 2 achievement page

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

Vocabulary

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<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar

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<p>| | | | |</p>
<table>
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</tbody>
</table>
Teacher portfolio 3 achievement page

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

Vocabulary

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

<table>
<thead>
<tr>
<th>Needs more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and films</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling a story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing places</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superstitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositions</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:

<table>
<thead>
<tr>
<th>Comparatives and superlatives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Past perfect simple</td>
<td></td>
</tr>
<tr>
<td>Question tags</td>
<td></td>
</tr>
<tr>
<td>Reported speech</td>
<td></td>
</tr>
<tr>
<td>so/such ... that</td>
<td></td>
</tr>
</tbody>
</table>
**Student portfolio 3 achievement page**

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

**Vocabulary**

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

<table>
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<tr>
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<th>Good</th>
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</tr>
<tr>
<td>Prepositions</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:

<p>| | | | |</p>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher portfolio 4 achievement page

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

Vocabulary

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

<table>
<thead>
<tr>
<th>Needs more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homes and buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrasal verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hotels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Houses of the future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical gadgets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs and careers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charities</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>The Passive</th>
<th>Conditionals</th>
</tr>
</thead>
</table>
Student portfolio 4 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>
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<tbody>
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<td></td>
</tr>
<tr>
<td>Charities</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>
</tr>
</thead>
<tbody>
<tr>
<td>The Passive</td>
<td></td>
</tr>
<tr>
<td>Conditionals</td>
<td></td>
</tr>
</tbody>
</table>
Teacher portfolio 5 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>Needs more practice</th>
<th>Fine</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easily-confused words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sixth sense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbs of speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Internet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adverts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb-noun collocations</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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Modal verbs</td>
<td></td>
</tr>
<tr>
<td>Indefinite pronouns</td>
<td></td>
</tr>
<tr>
<td>Wishes</td>
<td></td>
</tr>
<tr>
<td>Causative</td>
<td></td>
</tr>
<tr>
<td>too and not enough</td>
<td></td>
</tr>
</tbody>
</table>
**Student portfolio 5 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>
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</tr>
</thead>
<tbody>
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</tbody>
</table>

---

**Grammar**

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

<p>| | | |</p>
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<tr>
<th></th>
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<tr>
<td><em>too and not enough</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary and grammar Test 1

Units 1-4

Vocabulary

Write each word into the correct column.

<table>
<thead>
<tr>
<th>compass</th>
<th>generous</th>
<th>tap dance</th>
<th>running</th>
<th>ancient</th>
<th>torch</th>
<th>unkind</th>
<th>map</th>
<th>skiing</th>
<th>century</th>
<th>first aid kit</th>
<th>juggle</th>
<th>honest</th>
<th>cycling</th>
<th>patient</th>
<th>tell jokes</th>
<th>gymnastics</th>
<th>museum</th>
<th>sing</th>
<th>archaeology</th>
</tr>
</thead>
</table>

people talents sports the past survival

___ / 10 marks

Grammar

1 Complete with the correct form of these verbs.

- do
- get on
- write
- belong
- have

1 I .............................. a lot of friends.
2 That room .............................. to me!
3 I ........................... this on the balcony because the sun is shining.
4 She .............................. better with her parents at the moment.
5 What .............................. you? Stop that now!

___ / 5 marks

2 Put the words in the correct order.

1 is / mobile / he / the / who / person / broke / my / !
2 filmed / place / is / where / the / they / this / Harry Potter
3 bet / tonight / she'll / phone / I / me
4 he / he / was / driving / control / while / lost
5 now / use / to / her / do / but / like / didn't / I / I

___ / 5 marks

3 Complete with the correct reflexive pronoun.

1 Did you buy that pizza or did you cook it .......... ?
2 We crashed on our bikes and nearly hurt .......... badly.
3 The children made their Christmas cards .......... .
4 He really enjoyed .......... at the party.
5 She taught .......... to play the piano.

___ / 5 marks
4 Circle the correct answer.

1 I met / have met Jane at a party last year.
2 I haven’t finished yet / already.
3 Have you never / ever been to Belgium?
4 I have studied / been studying English since 2004.
5 You don’t have to / can’t come if you don’t want to.

___ / 5 marks

5 Complete with these words.

had wasn’t able ought can’t must

1 I ........ to reach you on the phone yesterday. Were you out?
2 You ........ to be careful in the sun - don’t get burnt!
3 I ........ to go to my cousin’s wedding so I missed the football!
4 You really ........ try harder with your English.
5 I ........ understand a single word you’re saying.

___ / 5 marks

6 Correct the future forms in these sentences.

1 I bet she’s phoning me tonight!
2 I’m asking Sonia to go out with me.
3 I am helping you if you want.
4 I will not do anything tomorrow if you want to meet.
5 Oh, no! I think I will fall!

___ / 5 marks

7 Put the adverb of frequency in the correct place.

1 He is miserable on a Monday morning. (always)
2 My sister helps me with my homework. (never)
3 A good friend has the same interests as you. (usually)
4 I am late for work. (often)
5 He is late because of the traffic. (sometimes)

___ / 5 marks

8 Complete with the correct form of the verb in brackets.

I 1) ............................................... (never / go) to Japan, but I would really like to go one day. A friend of mine
2) ............................................... (visit) Tokyo last year, but he
3) ............................................... (not / spend) much time there. He said that while he 4) ............................................... (walk) in the street,
people came up to him and they 5) ............................................... (talk) to him. They were very friendly.

___ / 5 marks

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

Vocabulary

Which one is different?

1. soap opera  chat show  news  signature  documentary
2. clue  suspect  victim  motive  divorce
3. costume  actor  hero  villain  character
4. ghost  alien  witch  UFO  raining
5. cold  freezing  pleased  ice  snowing
6. terrible  fine  fantastic  great  nice
7. cement  bricks  wood  stone  fire
8. shoes  gloves  hat  glasses  coat
9. unpopular  clever  pet  lovable  noisy
10. whale  furry  hippopotamus  elephant  cow

____ / 10 marks

Grammar

1 Complete with the comparative or superlative form of the adjective in brackets.

1. Even my pet rat is _______ (intelligent) than Perry Logan!
2. The news is _______ (bad) than we expected.
3. She is now the _______ (popular) singer in the country.
4. French is not _______ (difficult) as English.
5. One of my _______ (big) problems is money.

____ / 5 marks

2 Complete with the correct form of the verb in brackets.

1. Yesterday when I _______ (see) her, I _______ (call) out her name.
2. By the time he _______ (get) there, she _______ (already / leave).
3. When we _______ (finish) eating, we _______ (watch) a DVD.
4. We were so late that we _______ (arrive) after everyone else _______ (leave).
5. He _______ (not / buy) the T-shirt until he _______ (speak) to me.

____ / 10 marks

3 Write the correct question tag.

1. You did tell me you couldn’t come, _______?
2. Mary’s your brother’s girlfriend, _______?
3. You will tell me if you are coming, _______?
4. What was that? It sounded like a gun, _______?
5. We can’t change your mind, _______?

____ / 5 marks

4 Rewrite the sentences using reported speech.

1. ‘I love you.’
   She said ____________________________ .
2. ‘It’s cold in Scotland.’
   He said ____________________________ .
3. ‘We ate all the spaghetti.’
   They said ____________________________ .
4. ‘Pay attention to what I’m saying!’
   The teacher told ____________________________ .
5. ‘John, please don’t do that!’
   She asked ____________________________ .

____ / 5 marks
5 Rewrite the sentences using the passive.

1 We don't allow you to eat in your room.
You ........................................................................................ .

2 The accident shocked him.
He ........................................................................................ .

3 We need workers for our busy restaurant.
Workers are ........................................................................................ .

4 A lot of people visit Greece each year.
Greece ........................................................................................ .

5 They will bring your breakfast to your room if you want.
Breakfast ........................................................................................ .

   / 5 marks

6 Complete the sentences with so or such and one or two words of your own.

1 This TV is ....................................... that you think you are really there!

2 It is ..................................... celebration that everyone in the whole village comes.

3 It was ..................................... film that I went out and bought the DVD.

4 My sister is ..................................... that she thinks everything brings bad luck!

5 If the number thirteen is ..................................... , I feel sorry for all thirteen-year-olds!

   / 5 marks

7 Correct the mistakes.

1 He said he wanted to go round the world and saw all the sights.

2 She asked me what the time is.

3 They ask me if I was angry with them.

4 Do you think houses will made out of wood in the future?

5 The princess said she was tired and she wants to be taken home.

   / 5 marks

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

Vocabulary

Which one is different?

1. doctor  
2. save  
3. enjoyable  
4. working hours  
5. make millions  
6. complain  
7. surf  
8. tell the truth  
9. sure for  
10. have a feeling

actor  
spend  
stable  
salary  
makes friends  
advice  
website  
lose the bus  
excited about  
have a mind

professional  
pay  
well-paid  
qualifications  
make sure  
apologise  
web  
miss a lesson  
fed up with  
have a headache

model  
lend  
tough  
oboss  
make homework  
promise  
write  
spend time  
interested in  
have an accident

astronaut  
celebrate  
glamorous  
patient  
make a choice  
admit  
Internet  
follow fashion  
bad for  
have a dream

____ / 10 marks

Grammar

1 Put the words in the correct order.

1. answer / if / I / I knew / you / tell / the / would

2. sad / I’ll / you / me / be / leave / if

3. hadn’t / he / you / angry / wouldn’t / lied / if / have / got

4. can’t / him / be / serious / about / you

5. window / must / escaped / she / the / through / have

____ / 5 marks

2 Circle the correct answer.

1. she have known about the money?
   a. Must       b. Had       c. Could

2. Joey might ______ forgotten to phone her.
   a. be       b. have       c. had

3. I wish I ______ so poor.
   a. wouldn’t be       b. am not       c. wasn’t

4. I wish you ______ me the answer.
   a. were telling       b. told       c. had told

5. His parents ______ their house painted green!
   a. having       b. had       c. were

____ / 5 marks

3 Complete with the correct form of these verbs.

understand break cut know (x2)

1. If _______ he was the thief, I would have told you.

2. I’m going to have my hair ______ short.

3. This question is too difficult for me ______.

4. He couldn’t have ______ the window because he wasn’t even
   at school that day.

5. If you ______ the answer, would you tell me?

____ / 5 marks
4 Match to make sentences.

A
1 If you don't know,  
2 If it was important,  
3 If you had told me a lie,  
4 If you don't work,  
5 If we had more money,  

B
a I would phone you.  
b I would have been angry.  
c you don't get paid.  
d I will tell you.  
e we would be happier.  

___ / 5 marks

5 Rewrite the sentences to say how things could have been different.

1 He didn't want to win so he didn't try.   
If ................................................................................................... .

2 She married him because she loved him.  
If ................................................................................................... .

3 I wasn't close enough so I couldn't see.  
If ................................................................................................... .

4 He was tough so he survived.  
If ................................................................................................... .

5 We didn't go on holiday because we had to look after Gran.  
If ................................................................................................... .

___ / 5 marks

6 Correct the mistakes.

1 I think we might to go out tonight.  

2 Hello, you have to be Norman. Pleased to meet you!  

3 If we had a party, it was fun.  

4 If it snows tomorrow, I am happy because I won't go to school.  

5 If I can do any job, I would be a doctor.  

___ / 5 marks

7 Choose the correct answers.

A
If I 1) will be / am rich one day, I’m going to treat myself to a nice house by the sea. I love fishing and if I 2) could / can, I would fish every day. They say that if you 3) are spending / spend a lot of time near water, it’s good for your memory. Old people suddenly remember 4) everything / anything from the past when they move near the sea. Some people think that’s because there’s more oxygen at the seaside. But even if 5) someone / anyone is not old, it’s still good for you.

___ / 5 marks

B
6) Something / Anything strange happened at school today. A computer appeared in the middle of the playground, but 7) no one / anyone saw how it got there! Somebody must 8) have / had put it there when we were having English. Some of the kids were joking that it 9) should / could have fallen from a plane, or even a UFO. I wish there 10) is / was such an exciting explanation, but I think it was a joke - some of my friends have got a weird sense of humour!

___ / 5 marks

Total: ___ / 50 marks
Skills Development Test 1
Reading  Listening
1  F  1  miserable
2  F  2  disappointed
3  T  3  embarrassing
4  T  4  exciting
5  F  5  interested

Skills Development Test 2
Reading  Listening
1  a week  1  I’ve been to Egypt four times.
2  the comedian  2  I’ve been on a camel.
3  remembered  3  My dad’s gone to America.
4  is exciting  4  I’ve already got one.
5  is planning a boat trip  10  I’ve been learning karate.

Skills Development Test 3
Reading
1  that they were mad
2  in a field about a kilometre from the writer’s house
3  because their parents didn’t/wouldn’t let them
4  he walked (ahead of the writer) towards the others, then disappeared
5  when he was describing the new boy to the others (and he realised the new boy had been dressed all in white)

Listening
1  aren’t you?
2  isn’t she?
3  don’t you?
4  isn’t she?
5  could you?

Skills Development Test 4
Reading
The country she would go to
Who she would go on holiday with
Where she would stay
What she would do on holiday
When she would go to Ireland

Listening
1  thought
2  put
3  is
4  broke
5  believed

Skills Development Test 5
Reading  Listening
1  F  1  A Gill couldn’t have known the answer.
2  F  2  B Gill can’t have seen it.
3  T  3  B Gill might have been lucky once.
4  T  4  A if Gill hadn’t told her about them, she wouldn’t have believed it.
5  T  5  B if Gill was a fortune teller, she would make a lot of money.

Vocabulary and grammar Test 1
Units 1-4
Vocabulary
people  talents  sports  the past  survival
generous  tap dance  running  ancient  compass
unkind  juggle  skiing  century  torch
honest  tell jokes  cycling  museum  map
patient  sing  gymnastics  archaeology  first aid kit

Grammar
1  He is the person who broke my mobile!
2  This is the place where they filmed Harry Potter.
3  I bet she’ll phone me tonight.
4  While he was driving, he lost control. / He lost control while he was driving.
5  I didn’t use to like her but I do now. / I didn’t use to like her but now I do.

1  yourself/yourselves
2  ourselves
3  themselves
4  himself
5  herself

1  met
2  yet
3  ever
4  been studying
5  don’t have to

1  wasn’t able
2  ought
3  had
4  must
5  can’t

1  I bet she’ll phone / she’s going to phone me tonight!
2  I’m going to ask Sonia to go out with me.
3  I will help you if you want.
4  I am not doing anything tomorrow if you want to meet.
5  Oh no! I am going to fall!

1  He is always miserable on a Monday morning.
2  My sister never helps me with my homework.
3  A good friend usually has the same interests as you.
4  I am often late for work.
5  He is sometimes late because of the traffic.

1  have never been
2  visited
3  did not spend
4  was walking
5  talked

Vocabulary and grammar Test 2
Units 5-7
Vocabulary
signature  terrible  divorce  fire  glasses
person  pet  pleased  furry

1  signature
2  divorce
3  costume
4  person
5  pleased

6  broke
7  was walking
8  talked
Grammar

1
1 more intelligent
2 worse
3 most popular
4 as difficult
5 biggest

2
1 saw, called
2 got, had already left
3 (had) finished, watched
4 arrived, had left
5 didn’t buy / wouldn’t buy, had spoken

3
1 didn’t you
2 isn’t she
3 won’t you
4 didn’t it
5 can we

4
1 she loved me
2 it was cold in Scotland
3 they had eaten all the spaghetti
4 us/them/etc to pay attention to what he/she was saying
5 John not to do it/that

5
1 are not allowed to eat in your room
2 was shocked by the accident
3 needed for our busy restaurant
4 is visited by a lot of people each year
5 will be brought to your room if you want

6 (Possible answers)
1 so good/modern/realistic, etc
2 such an important/a big, etc
3 such a good/great, etc
4 so silly/superstitious, etc
5 so unlucky

7
1 He said he wanted to go round the world and see all the sights.
2 She asked me what the time was.
3 They asked me if I was angry with them.
4 Do you think houses will be made out of wood in the future?
5 The princess said she was tired and she wanted to be taken home.

Vocabulary and grammar Test 3

Units 8-10

Vocabulary

1 professional
2 celebrate
3 tough
4 patient
5 make homework
6 advice
7 write
8 lose the bus
9 sure for
10 have a mind

Grammar

1
1 If I knew the answer, I would tell you. / I would tell you if I knew the answer.
2 If you leave me, I’ll be sad. / I’ll be sad if you leave me.
3 If you hadn’t lied, he wouldn’t have got angry. / He wouldn’t have got angry if you hadn’t lied.
4 You can’t be serious about him.
5 She must have escaped through the window.

2
1 c 1 had known
2 b 2 cut
3 c 3 to understand
4 c 4 broken
5 b 5 knew

3
1 d If you don’t know, I will tell you.
2 a If it was important, I would phone you.
3 b If you had told me a lie, I would have been angry.
4 c If you don’t work, you don’t get paid.
5 e If we had more money, we would be happier.

4
1 If he had wanted to win, he would have tried.
2 If she hadn’t loved him, she wouldn’t have married him.
3 If I had been closer / close enough, I would have seen / been able to see.
4 If he hadn’t been (so) tough, he wouldn’t have survived.
5 If we hadn’t had to look after Gran, we would/could/might have gone on holiday.

5
1 I think we might go out tonight.
2 Hello, you must be Norman. Pleased to meet you!
3 If we had a party, it would be fun.
4 If it snows tomorrow, I will be happy because I won’t go to school.
5 If I could do any job, I would be a doctor.

6
1 am
2 could
3 spend
4 everything
5 someone

B
6 Something
7 no one
8 have
9 could
10 was