Challenges

Total Teacher's Pack

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Melanie Williams • Rod Fricker

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Challenges

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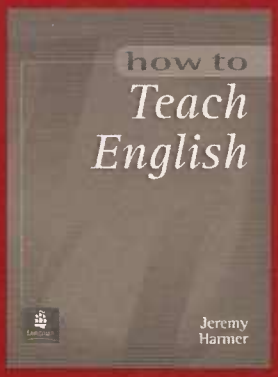

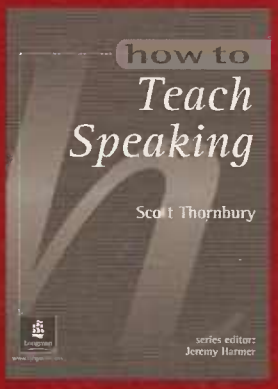

Challenges is a new four level course for teenagers which gives them everything they need to be successful in learning English. Written by the authors of the global bestseller, *Opportunities*, ***Challenges*** provides:

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- A unique teacher's package that gives total support and maximum flexibility

Challenges gives total confidence in language learning and teaching. You can do it!

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- Students' Book with CD-Rom
- Workbook
- Total Teacher's Pack
- Teacher's Handbook
- Class Cassettes and CDs
- Test Book with Test Master CD-ROM
- Test Cassette

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Photocopiable Activities: Teacher's notes

Resource 1: Find your partner
Aims: To practise countries and nationalities.
Interaction: Groups of up to fifteen students.
Materials: One card per student.
Instructions: **1** Hand out the cards and tell Ss not to show theirs to anyone else. Explain that the card tells Ss who they are, where they are from and who they are looking for. Ss must find that person by going up to others and asking: *Is your name ... ? Are you from ... ?* Ss answer *Yes it is / I am* or *No, my name's / I'm from ...* . **2** When all the Ss have found who they want to find, they sit down. **3** Follow up by putting Ss into two groups. Ss work together to try to remember the names and nationalities of all the people in the other group. Elicit answers: *His name's ... He's from ...* and award points for correct answers and correct grammar.

Resource 2: John's family tree
Aims: To practise family relationship vocabulary.
Interaction: Pairs.
Materials: One family tree per pair. One set of clues per pair (or one per group – see optional activity).
Instructions: **1** Hand out the family tree and tell Ss they are going to fill in all the missing names by reading clues. **2 Either: a** Hand out the clues numbered so that the Ss can easily complete the family tree **OR b** Cut up the clues and hand them out without numbers to make it more challenging **OR c** Stick the clues around the room. The Ss still work together to complete the tree but must find the clues, read and remember them one at a time, returning to their desk to fill in the tree. This is more fun but also much noisier. **3** Follow up by asking questions about the family: *Who is Carole's father?* etc. Ss put up their hands to answer and win points for correct answers.

Resource 3: Spot the differences
Aims: To revise classroom objects and prepositions of place.
Interaction: Pairs.
Materials: One set of materials, A or B, per student.
Instructions: **1** Put the Ss into pairs. Hand out the material to each student and tell them not to show their partner. Make sure Ss know what each object in the picture is. **2** Student A says one thing about their picture. Student B tells them if their picture is different, e.g. A: *A bin is under the board.* B: *In my picture, a cupboard is under the board.* **3** Ss continue until they have found all ten differences. **4** When students have finished, check the answers as a class.

Resource 4: What time is ... ?
Aims: To revise school subjects and times.
Interaction: Pairs.
Materials: One set of materials, A or B, per student.
Instructions: **1** Put Ss into pairs. Hand out the materials and tell Ss not to show their partner. **2** Tell Ss that they must ask their partner about the four missing subjects and complete their timetable. **3** Student A starts by asking: *What time is Science?* B answers: *At quarter to ten on Monday, at twenty past one on Tuesday, at five past two on Tuesday ...* etc. **4** When finished, Ss compare completed timetables to make sure they are the same. **5** Monitor and note errors with times, pronunciation of school subjects and prepositions of time (*on / at*).

Resource 5: What is this?
Aims: To revise *this, that, these* and *those*.
Interaction: Pairs or small groups.
Materials: One set of cards cut up per group.
Instructions: **1** Put one set of cards, face down in a pile on the desk in front of the group. **2** One student picks up the top card and shows it to the others. Depending on the picture, the student asks: *What's this / that? What are these / those?* The other Ss have to answer: *This / that is a ... These / Those are ...* . **3** Monitor and make sure Ss are asking and answering correctly. **4** At the end of the activity, elicit questions and answers with the whole class.

Resource 6: Double dictation
Aims: To revise articles, descriptions and prepositions of place.
Interaction: Pairs.
Materials: One set of materials, A or B, per person. One set of pictures per pair.
Instructions: **1** Put Ss into pairs. If you don't mind a lot of noise, this can work well if Ss are partnered with someone from the other side of the room. **2** Tell Ss that they are going to dictate their part of the description to their partner who must write it down. Ss cannot show each other their paper – it should be a listening task. **3** When Ss have finished, give them the two pictures and ask which one they were describing. (Answer: picture 1.) Together they must try to find six differences between the text and the other picture.

Resource 7: What can you do with a broken arm?
Aims: To practise *can* and *can't*.
Interaction: Groups of three.
Materials: One copy of the material per student. Also needed: selotape, scissors, ruler, envelope, pencil, rubber for each group.
Instructions: **1** Pre-teach: *broken*. Hand out the material and read through the box next to the picture with the whole class. Tell Ss to write *can* or *can't* in the column marked *I think I ...* . **2** Students compare their answers in groups of three. **3** Tell Ss to pack their books in their bags but to keep the resource, pens and pencil cases on the table. **4** Hand out the other items that Ss need (envelope, ruler, scissors, selotape and rubber). **5** Name each student in the groups A, B or C and tell them to imagine that one arm is broken – the one that they write with – and they cannot use it at all because it hurts. Each student in turn tries to do the things written in the survey and notes whether they can or can't do them well. **6** When all Ss have finished, elicit what they can or can't do.

Resource 8: Make a question
Aims: To practise question forms.
Interaction: Groups of three.
Materials: One copy of the resource, cut up, per group.
Instructions: **1** Place the question words in a pile, face down on the desk in front of the Ss and tell them not to look at them. **2** Ss divide the other cards equally between themselves. **3** One student in each group now picks up a question word from the pile and tries to put it with one of their endings to make a question. If this is possible, they lay the cards on the table and ask the question to the other Ss in the group. If they can't make a meaningful question, they put the question word at the bottom of the pile and the next student takes a turn. **4** The game continues until one student has made questions from all five of their cards. **5** Monitor and correct question forms.

Resource 9: Who is it?
Aims: To practise describing people using *to be* and *to have* in questions replies.
Interaction: Pairs.
Materials: Two sets of cards per pair, cut up.
Instructions: **1** Place one set of cards face down in a pile on the desk and lay the second set out so that all character cards are visible. Try to mix up the men and women so that it is a little more difficult. **2** One student picks up a card from the pile but doesn't show it to their partner. The second student must find out who it is by asking yes / no questions. Elicit ideas of questions that could be asked (e.g. *Is it a man? Is he tall? Has he got a tattoo?*). **3** As the student finds out information, they turn over the cards which are obviously wrong until there is only one card left. **4** Ss swap roles and a new card is chosen. Monitor and note errors in question formation and go over these at the end.

Resource 10: Whose food is it?
Aims: To practise possessive *'s* and revise food vocabulary.
Interaction: Groups of four.
Materials: One set of materials per group, cut up.
Instructions: **1** Hand out a name card to each student. Ss lay these on the table for everyone to see. **2** Hand out a meal card to each

person but tell them not to show them to each other. **3** Put the food cards on the table for everyone to see. **4** Ss have to find out whose food each item is by asking questions, e.g. *Are these Mark's potatoes?* If the person who is Mark has carrots on their meal card, they reply *yes* and the person who asks the question takes the card. If not, they say *no* and the next student asks a different question. The winner is the person with the most food cards at the end of the game. **5** Monitor and correct where necessary.

Resource 11: How well do you know your partner?
Aims: To practise present simple daily routines in first person and third person form.
Interaction: Individually then in pairs.
Materials: One set of the materials per student.
Instructions: **1** Tell Ss to complete the information for themselves in the column marked *Me*. **2** Partner Ss with someone who they are not sitting next to, so that they can't have seen what their 'partner' has written. Tell Ss to guess what their partner wrote and write the guesses in the second column. **3** Ss now sit with their partner but don't show each other what they wrote. Each student in turn tells the other what they think: *You get up at 7 o'clock* and the partner says whether it is right or wrong. The Ss write a tick or cross in the fourth column and the correct answer. **4** Elicit answers from Ss in open class so that they use first and third person forms in their answers e.g. *I get up at 7 and Anna gets up at 7.15.*

Resource 12: Cross the river
Aims: To practise present simple question forms.
Interaction: Small groups of three or four.
Materials: One set of the materials (and a dice) for each group.
Instructions: **1** Tell Ss that they are going to try to get across a river by forming questions. **2** One student throws the dice. The number determines whether the question starts with *where*, *what* etc. **3** The same student throws again to get the next word in the sentence (if they throw a 1 on their second throw, they fall in the river and have to stop their turn). **4** The student continues until they have either a) completed a sentence – in which case they write it down, or b) landed on a word that would make a sentence ungrammatical, e.g. *When does your friends …* then it is the turn of another student. **5** Continue until all Ss have had four or five turns. The winner is the student with the most questions written down. **6** After the activity, go over the question forms with the class.

Resource 13: Surveys
Aims: To practise questions and adverbs of frequency.
Interaction: Groups of five.
Materials: One survey card per student. One TV survey card per group as an example.
Instructions: **1** Put the Ss into five groups and hand out a TV survey card to one member of each group. This student asks the questions to the other members of the group. Elicit answers from each group. **2** Hand out a survey card to each student, all the Ss of each group must have the same survey card. Tell the Ss to work together to think of six questions similar to those asked about TV. Monitor and correct where necessary. **3** When finished, change the groups so that there are now new groups made up of one student from each of the original groups. **4** Each student in turn asks their questions and notes the answers from the other Ss in the group. **5** Ss go back to their original groups and compare answers. From these they give results from the class as a whole, e.g. *Seven people watch TV every day. Twelve people have a TV in their bedroom.*

Resource 14: Find the differences
Aims: To practise *there is / are* and prepositions of location with town vocabulary.
Interaction: Pairs.
Materials: One set of the materials, A or B, per student.
Instructions: **1** Hand out the material to each student and tell them not to show their partner **2** Tell Ss they have to try to find six differences between their pictures by describing the things in them and where they are, e.g. A *In my picture there's a car park.* B *In my picture there are two car parks.* **3** Monitor and note any errors. **4** When students have finished, check the answers with the class.

Resource 15: What's the question?
Aims: Practise question forms using *There is / are*, *How many* and *Why*.
Interaction: Pairs/groups of four.
Materials: One set of materials A or B, per student.
Instructions: **1** Put Ss in pairs, hand out one copy of the resource A or B to each pair. Tell them to look at the first box on their paper which has the answers to some questions. They have to try to work out what the questions are. If they get them right, they score the number of points written and the students with the most points are the winners. **2** Allow Ss five minutes to work out the questions and write them down. **3** Join As and Bs together in a group of four and tell them not to show each other their resource. **4** Ss tell each other the questions they wrote down and say that the other group has the correct questions in the second box on their resource. **5** Ss keep a total of how many points the other side scores and add it up at the end. The winning group is the one with the most points. **6** Elicit all the correct questions and any problems Ss had while doing the activity.

Resource 16: What are they doing?
Aims: To practise present continuous.
Interaction: Pairs.
Materials: One set of the materials, A or B, per student.
Instructions: **1** Hand out the material to each student and tell them not to show their partner. **2** Tell Ss they have a picture of the same place and the same people but that the people are doing or wearing different things. They have to try to find six differences between their pictures by describing the people in them and what they are doing, e.g. A *The woman is wearing a dress.* B *In my picture she is wearing jeans and a T-shirt.* **3** Monitor and note any errors. **4** Check the differences as a whole class.

Resource 17: Memory game
Aims: To practise *was / were* in questions and answers.
Interaction: Pairs.
Materials: One set of materials, A or B, per pair.
Instructions: **1** Draw a picture on the board or show Ss a flashcard. Allow Ss to see the picture and then rub it out or hide it. Tell Ss they are going to ask questions about the picture using *was / were.* Elicit ideas and write on the board, e.g. *How many people were there? Was there a dog? What colour was the car?* etc. **2** Hand out the pictures to Ss and tell them they have two minutes to look at them and remember as much detail as possible. Tell Ss that, if there is anything in their picture they don't know the word for, they should ask now. **3** Ss swap pictures with their partner and look at their partner's picture. Ss can either write questions down or simply say them. When ready, Ss take it in turns to test their partner's memory of what was in their picture using a variety of question forms as in part 1. Tell Ss that when they answer, they should give full sentences, i.e. *Yes, there were two boys. No, there wasn't a bank.* **4** Monitor and note errors.

Resource 18: Consequences
Aims: To practise past simple on the topic of explorers.
Interaction: Ss work alone or in pairs. Materials are passed around the class.
Materials: One set of materials per student or pair.
Instructions: **1** Practise expanding sentences from cues so that Ss know what to do. Write on the board: *Yesterday I / play tennis* and elicit the full sentence (*Yesterday, I played tennis*). **2** Hand out the material and tell Ss to read through all the sections to make sure they understand everything. If there are any problems, go through them with the whole class before the activity starts. **3** Elicit how to expand the words given into a grammatically correct form and then tell Ss to complete the first box only and to fold over the paper so that what they have written is hidden. **4** Ss pass their paper to the student on their left and, without looking at what was written before, complete the second section and again fold over the paper. **5** Continue until all sections have been completed and then Ss open out the paper to read the story. Allow Ss to read out any particularly funny stories to the whole class.

Resource 19: Truth or lie?
Aims: To practise past simple positives, questions and negatives.
Interaction: Groups of four.
Materials: One set of materials per group, cut up.
Instructions: **1** Tell the Ss they are going to make sentences about things they did or didn't do in the past. The other members of the group must decide whether they are telling the truth or not. Say to Ss: *Last night, I watched a film on TV.* Elicit questions that they might ask you, e.g. *What was the film? What channel was it on? What happened?* Ask Ss if they think you are telling the truth or not and tell them if they are right. **2** Hand out the materials in two piles, face down on the desk in front of the Ss. The first student in each group picks up a *time card* and an *event card* and makes a sentence, either positive or negative. **3** Others in the group ask questions to see if they think the student is telling the truth. Continue, with different Ss saying the sentences in turn until all the cards have gone. **4** Elicit things Ss said and how many times they tricked their partners.

Resource 20: Find out
Aims: To practise past simple questions.
Interaction: Groups of up to eight.
Materials: One card per student.
Instructions: **1** Ss look at the piece of information that they have and try to work out the questions they will need to ask to find out the rest of the information. **2** Ss stand up and mingle in their groups of eight and ask and answer and fill in their information. Ss ask questions such as: *Where was this person born?* Monitor and note errors in question formation. **3** Ss ask and answer the eight questions as a whole class.

Resource 21: Who's the best?
Aims: To practise comparatives.
Interaction: Pairs.
Materials: One set of cards, cut up for each pair – ten cards each.
Instructions: **1** Go through the nouns written on the cards and elicit the adjective corresponding to each. **2** Put Ss in pairs and give ten cards to each student. Ss must have the cards face down in front of them. **3** In pairs, Ss decide who is going first. The first person nominates one of the categories on the card. Each student takes the top card of their pile and puts it on the table. The student with the highest score for that category must then make a sentence, e.g. *David is more intelligent than James* in order to win the cards. **4** The winner then chooses the category for the next round. **5** At the end of the game, Ss count up how many cards they have got. **6** Ss can then repeat the game.

Resource 22: What's the top answer?
Aims: To practise superlatives.
Interaction: Whole class.
Materials: One set of cards, cut up.
Instructions: **1** Put the class into two groups and choose one person from each group to come out to the front. **2** Choose the first card from the list and read out the heading as a question, e.g. *What is the best animal to have as a pet?* The first of the two to raise their hand gives their answer. If this is the top answer (dog), their group plays. If not, the other student can try to choose an answer that has more points. **3** The playing group take it in turn to guess the words on the card. If they find all the choices, they win 100 points. If they make a mistake, i.e they guess an animal which is not on the card, it passes over to the other group. The other group have one chance to name one of the missing choices. If they manage it, they win all the points. If not, the first group wins all the points. **4** Continue until you have used all twelve cards. The winning group is the one with the most points. **5** Ss then work in pairs trying to remember what was on the cards and write sentences, e.g. *Football is the most exciting sport.*

Resource 23: Island rules
Aims: To practise modals of obligation or prohibition (*must / mustn't, can, / can't*).
Interaction: Groups of eleven / groups of two or three.
Materials: One rule card per student, one island card per pair / group of three.
Instructions: **1** Hand out the rules cards to each student and tell them not to show theirs to anyone else. **2** Students mingle in groups of eleven and tell each other their rules. Ss cannot write anything down, they must just listen and try to remember. **3** When Ss have spoken to everyone in their groups, they get into pairs or groups of four. **4** Hand out the island card. Ss work together to remember what all the rules were and to complete the gapped sentences. **5** When Ss have written all the rules, they take the letters with asterisks below them and use these to find the name of the island (elephant). **6** *Optional follow up:* Ss draw a map of their own island showing geographical features and then write a set of rules to go with it. This can be quite a major project with Ss thinking of major sports, languages, industries and any other features that revise vocabulary from earlier in the book.

Resource 24: What do you do well?
Aims: To practise adverbs of manner.
Interaction: Either groups of four or five sitting **OR** whole class mingling.
Materials: One card per student for mingling **OR** one set of cards cut up per group.
Instructions: (**Mingling**) **1** Hand out one card per student. Ss stand up and ask as many other Ss their question as they can, writing the answers in their notebooks. Encourage Ss to give full answers and justify them with examples, e.g. *I can do running easily. I won the 100m in the last school sports competition.* **2** Ss sit down in groups of three or four and compare information. **3** Elicit feedback in open class.
(**Groups**) **1** Place the cards face down on the desk in front of the Ss. One student in each group picks up the first card and each of the others in turn answers the question. Ss justify their answers and try to talk together for a minute for each card. **2** The next student picks up the next card and the process continues. **3** Monitor and note errors and interesting answers. **4** Do any corrections with the whole class.

Resource 25: Plan a holiday
Aims: To practise *going to* for future plans.
Interaction: Groups of three or four.
Materials: One set per group. Dice and counters for each group.
Instructions: **1** Tell Ss they are going to plan a holiday and must find out seven things: 1. Where they are going 2. When they are going 3. How they are going to travel 4. Where they are going to stay 5. Who they are going with 6. How long they are going for and 7. What they are going to do. **2** To find out these things, they must land on a square on the board. They then note down what it says. If they have already got a *place* and land on another *place* square, they do not write anything and have to wait until their next turn. The winner is the first student in each group to get all seven pieces of information. **3** Ss play the game. When one student finishes, you can choose whether to let the others continue or to stop the activity. **4** Ss write down their holiday plans from the board game using *going to*, e.g. *I'm going to go to France. I'm going to travel by bike* etc. Elicit from the class what Ss know about their holidays. Correct any errors with *going to* as necessary. **5** Ss work together in their groups and decide which of their holidays is the best and why.

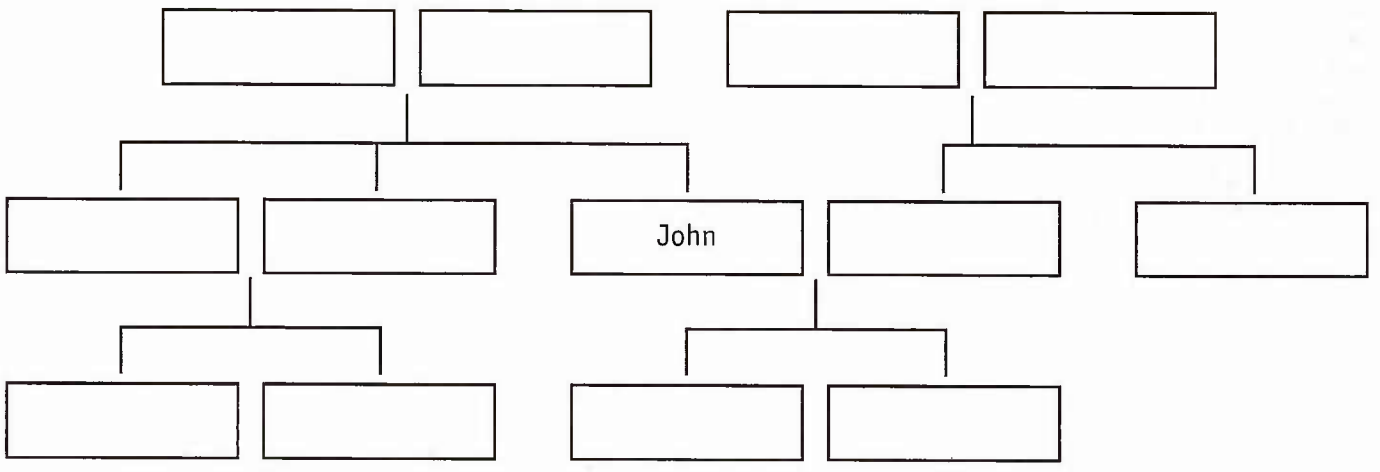
Resource 26: Whose is it?
Aims: To practise possessive adjectives.
Interaction: Pairs/small groups.
Materials: One set, cut up, per group.
Instructions: **1** Hand out the three *people* cards to each group and ask Ss to think about the people, and what they are like. Ss work together to make up a complete identity for the characters with a name, job, information about family, hobbies etc. Elicit ideas from each group in open class. **2** Hand out the *object* cards face down in a pile in front of the students. Ss pick up a card, one at a time and, as a group, decide who each object belongs to *It's / They're his / hers / theirs* ... or they can use the names they made up in part 1: e.g. *It's John's.* **3** Elicit ideas and reasons from the Ss.

1: Find your partner

You are: David Prince **From:** The USA **You want to find:** Jose DeSilva from Portugal	**You are:** Jose DeSilva **From:** Portugal **You want to find:** Steve Davis from the United Kingdom	**You are:** Steve Davis **From:** The United Kingdom **You want to find:** Kamal Bey from Turkey
You are: Kamal Bey **From:** Turkey **You want to find:** Gabriel Crespo from Argentina	**You are:** Gabriel Crespo **From:** Argentina **You want to find:** Antonio Cruz from Spain	**You are:** Antonio Cruz **From:** Spain **You want to find:** Marie Distel from Canada
You are: Marie Distel **From:** Canada **You want to find:** Jean Delain from France	**You are:** Jean Delain **From:** France **You want to find:** Dan Gallagher from Ireland	**You are:** Dan Gallagher **From:** Ireland **You want to find:** Claire Hornsby from Australia
You are: Claire Hornsby **From:** Australia **You want to find:** Suzuki Yo from Japan	**You are:** Suzuki Yo **From:** Japan **You want to find:** Giancarlo Maldini from Italy	**You are:** Giancarlo Maldini **From:** Italy **You want to find:** Kasia Jaromin from Poland
You are: Kasia Jaromin **From:** Poland **You want to find:** Anna Federov from Russia	**You are:** Anna Federov **From:** Russia **You want to find:** Jose Borgas from Greece	**You are:** Jose Borges **From:** Greece **You want to find:** David Prince from the USA

2: John's family tree

1. Carole is my wife.
2. David is my brother.
3. Sue is my niece.
4. Fred is my nephew.
5. Hannah and James are my son and daughter.
6. Hannah and James and Fred and Sue are cousins.
7. David and Alison are husband and wife.
8. Bob is my father.
9. Emily is my mother.
10. Steven and Carole are brother and sister.
11. Emily and Kate are grandmothers.
12. Bob and Tom are grandfathers.



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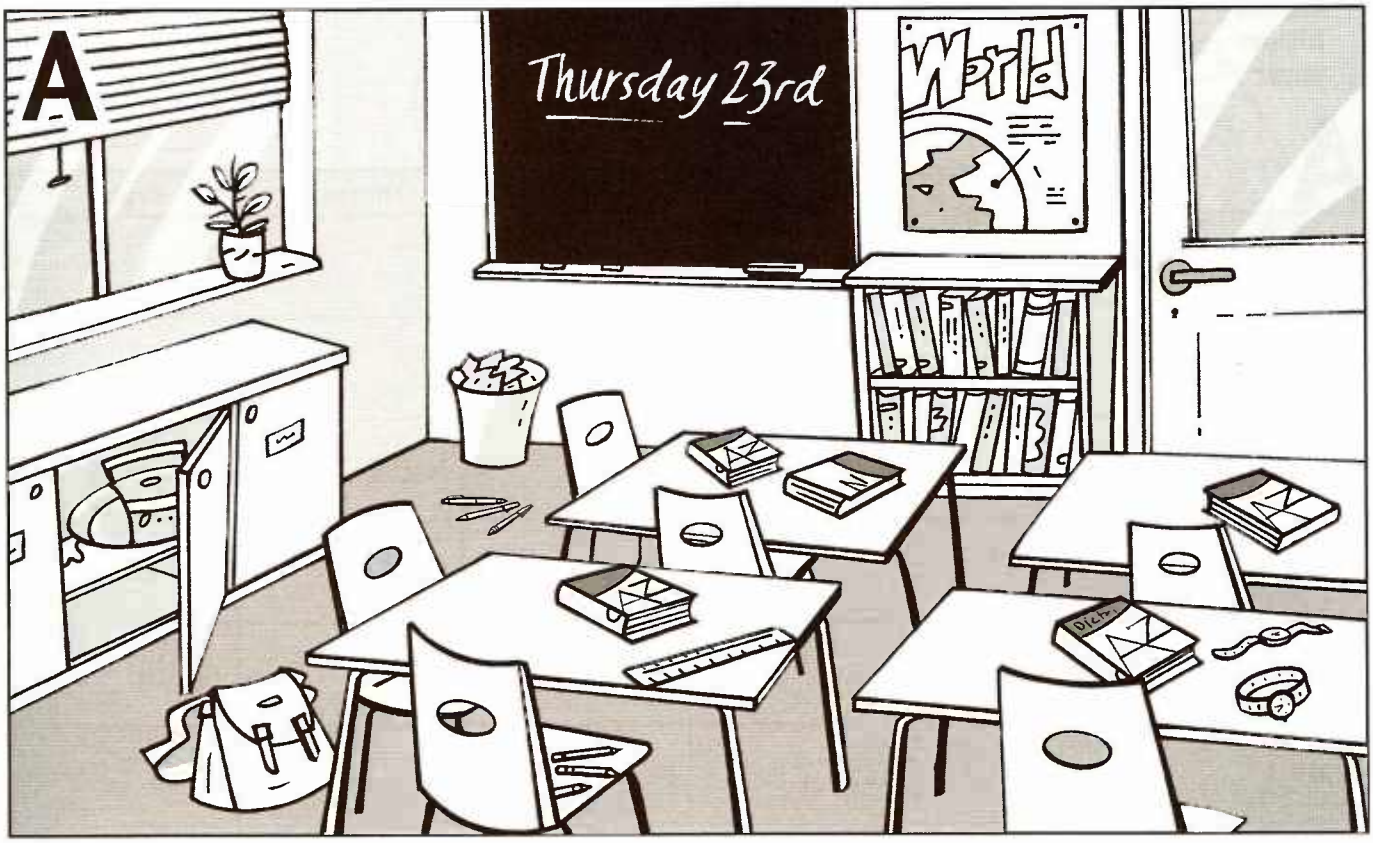
3: Spot the differences

Describe your room to your partner and listen to their description.
Find ten differences.



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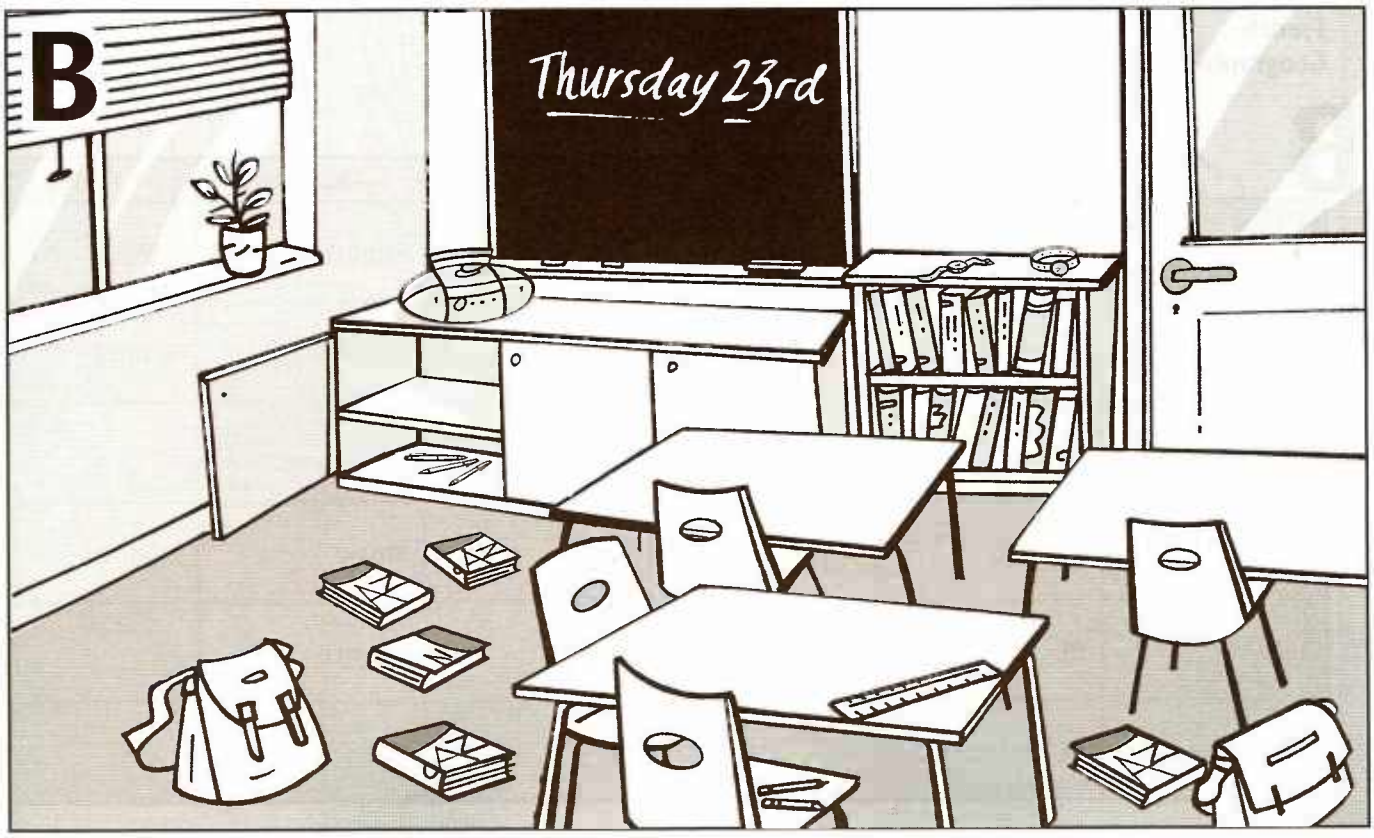

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4: What time is ... ?

Complete your timetable. What time are these subjects?

Science
English
History
Music

A

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Maths	?	Art	?	?
9.45	?	French	Art	?	?
10.55	Geography	?	?	Maths	Geography
11.35	Art	?	Geography	?	?
1.20	PE	Maths	PE	?	French
2.05	PE	Maths	PE	?	Maths

Complete your timetable. What time are these subjects?

Maths
Art
French
Geography

B

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	?	English	?	English	History
9.45	Science	?	?	English	History
10.55	?	History	French	?	?
11.35	?	Music	?	Music	English
1.20	PE	?	PE	Science	?
2.05	PE	?	PE	Science	?

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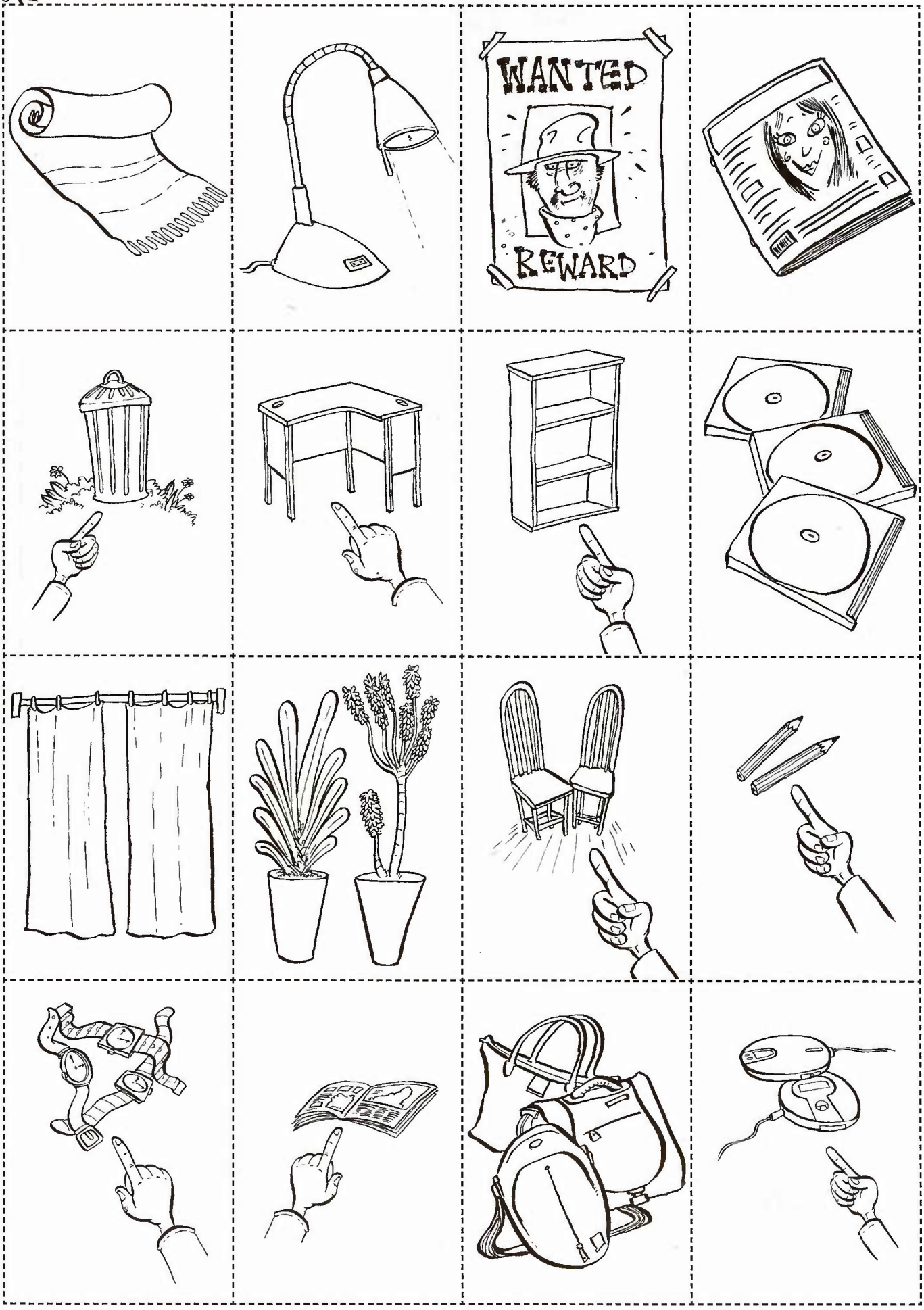
5: What is this?



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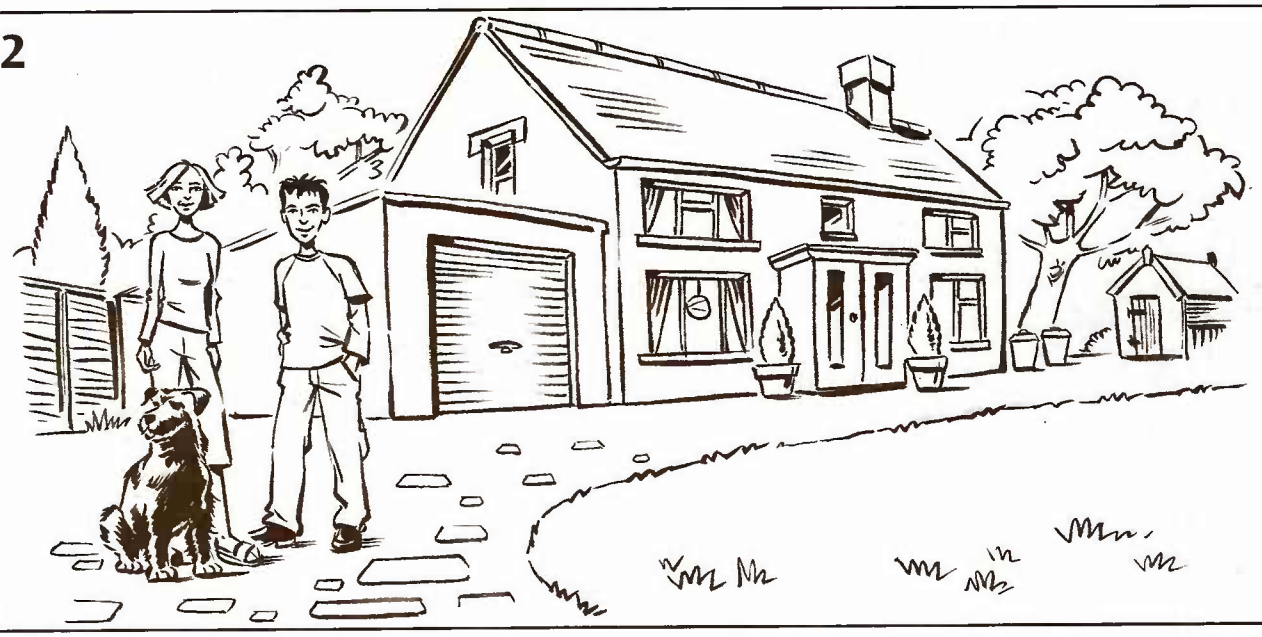
6: Double dictation

A: _____ of my mother. _____. She is short, thin and blonde. _____. The house is our house. _____. The dog is small and dark. _____. Behind my mum is a boy. _____. He is tall and dark. _____. He's a good friend.

B: This is a photo _____. She is forty-nine years old. _____. She is next to a house . _____. Next to my mum is a dog. _____. It isn't my dog. _____. He's my brother. _____. He is a student. _____.

1

2



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7: What can you do with a broken arm?

Imagine you have a broken arm.

In the table are some things that you want to do. But can you do them?

Write *can* if you think you can do them with a broken arm and *can't* if you think you can't do them.

	I think I ...	A	B	C
Open your bag and put your books on the table.				
Take a piece of paper from your notebook.				
Write your name on the paper.				
Use a ruler to draw a line across the paper.				
Cut along the line with a pair of scissors.				
Stick the two halves of paper together again with selotape.				
Draw a circle on the piece of paper.				
Rub out the circle with a rubber.				
Fold the paper in half.				
Put the paper into an envelope.				

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8: Make a question

Who	Who	Who	Where	Where
Where	What	What	What	How many
How many	How many	How old	How old	How old

chairs are in the room?

languages can you speak?	students are in the room?
is your teacher's name?	musical instruments can you play?
subject is at 11 o'clock on Tuesday?	are you from?
is the bin?	is Buenos Aires?
is your best friend?	is the person next to you?
can play guitar in his class?	is your teacher?
is his school?	are you?

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9: Who is it?

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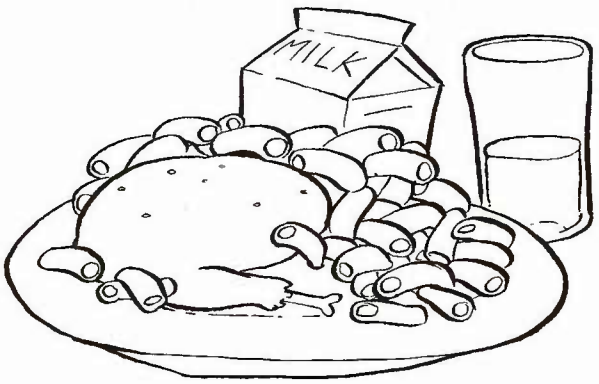
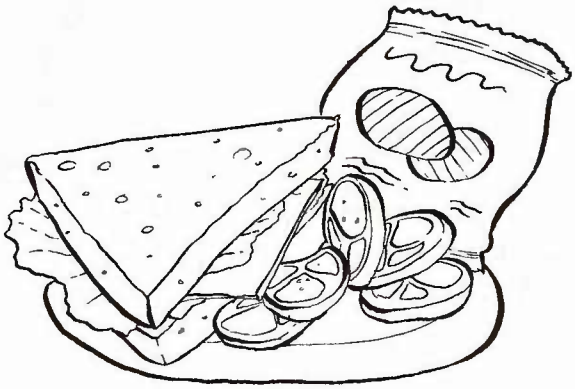
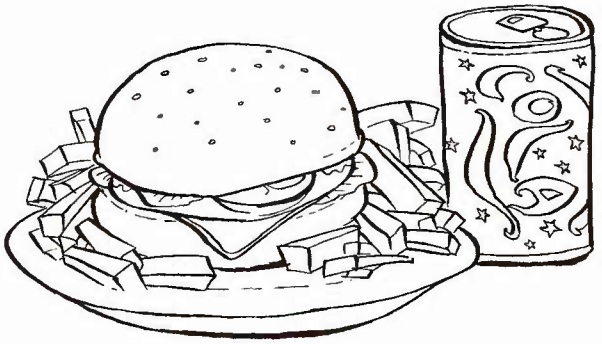
10: Whose food is it?

Meal cards



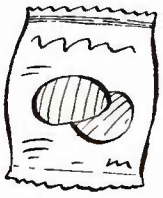


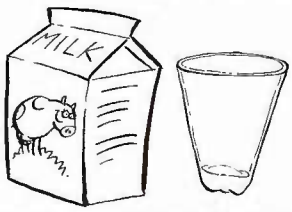


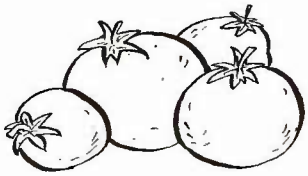
Name cards

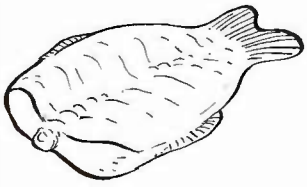
MARK	BELINDA	STEVE	EMMA

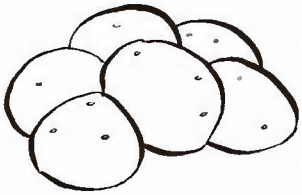
Food cards

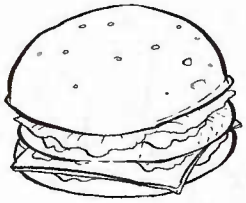


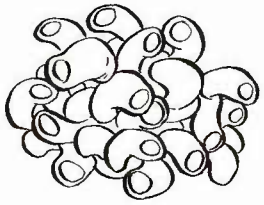


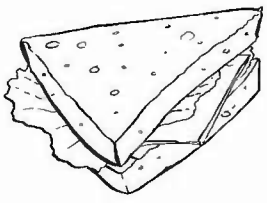


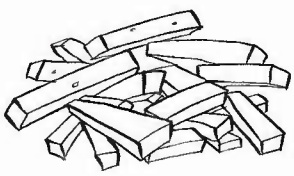


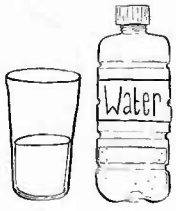












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11: How well do you know your partner?

Complete the information about you in the first column.

	Me	My partner	✓/✗
I get up at … .			
I eat … for breakfast.			
I go to school by … . (how?)			
I leave home at … .			
I eat … for lunch.			
I get home at … .			
I start my homework at … .			
I watch … on television.			
I go to bed at … .			
On Saturdays I … .			
On Saturdays I go to bed at … .			
On Sundays I get up at … .			

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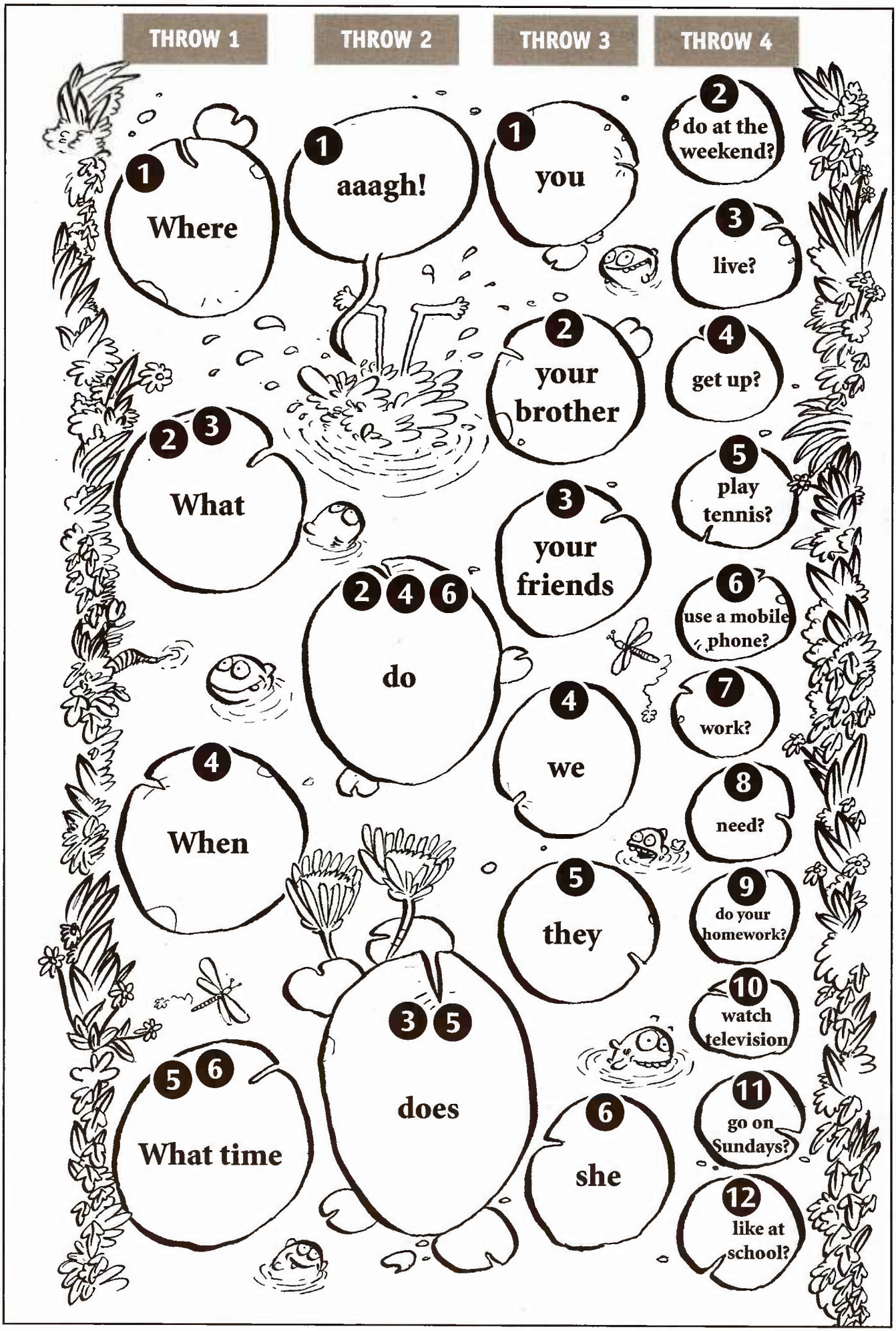
12: Cross the river



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13: Surveys

TV

1. How often do you watch TV?
2. When do you watch TV?
3. Have you got a TV in your bedroom?
4. Do you watch TV in the morning?
5. Does your family watch TV together?
6. What's your favourite programme?

Free time

1. How often ...
2. What ...
3. Do you ...
4. Does your ...
5. Where ...
6. When ...

School

1. How often ...
2. What ...
3. Do you ...
4. Does your ...
5. Where ...
6. When ...

Sport

1. How often ...
2. What ...
3. Do you ...
4. Does your ...
5. Where ...
6. When ...

Food and drink

1. How often ...
2. What ...
3. Do you ...
4. Does your ...
5. Where ...
6. When ...

Daily routine

1. How often ...
2. What ...
3. Do you ...
4. Does your ...
5. Where ...
6. When ...

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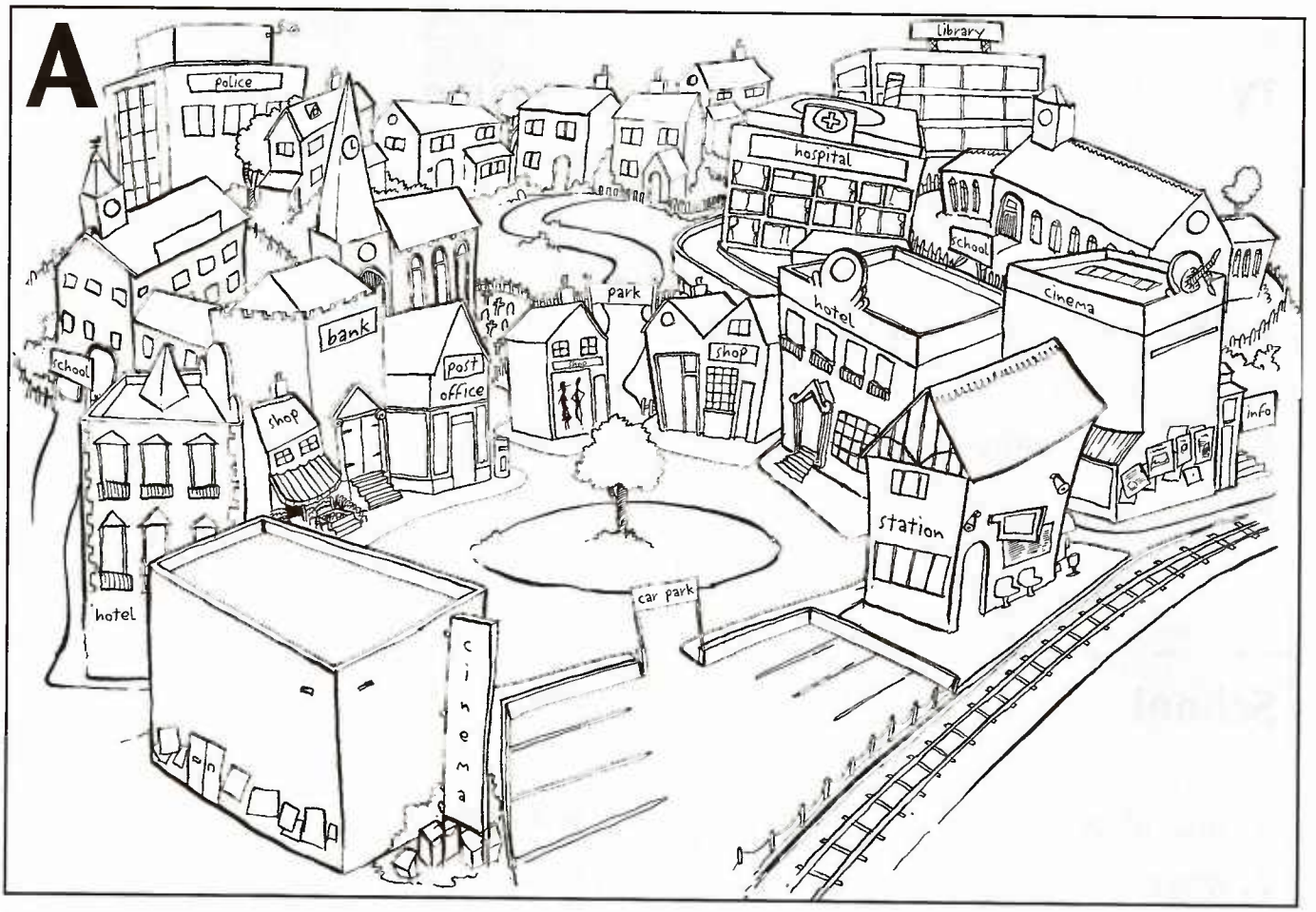
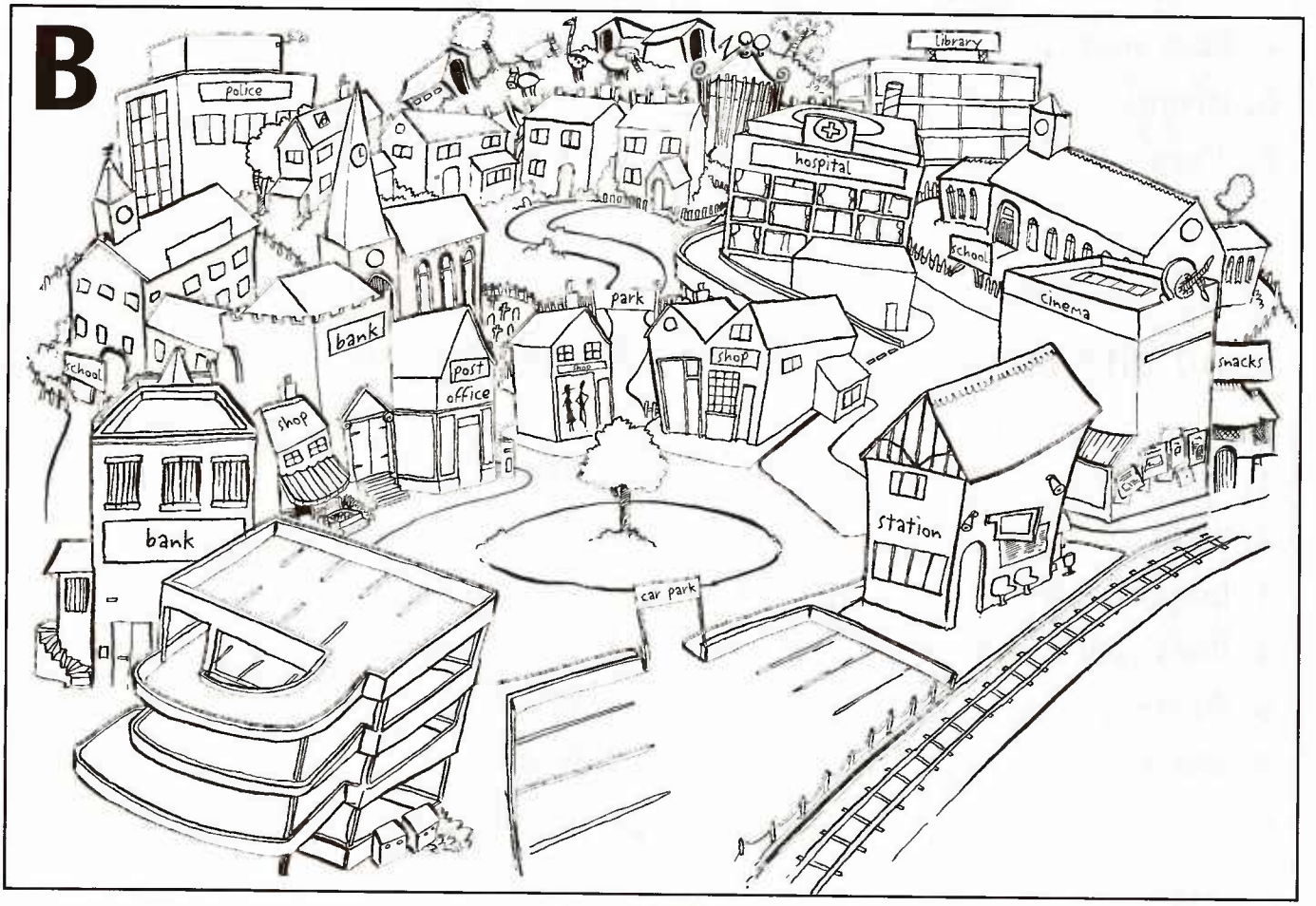
14: Find the differences





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15 What's the question?

A

Points	Your answers. Can you make the questions?
100	There are thirty students in this class.
200	No, there isn't a television in this room.
500	Yes, there is some water on the desk.
1000	Because it's Saturday. (students / in school?)
5000	Because it's my birthday. (cake / table?)
10,000	Because it's hot and sunny. (coats / classroom?)

Points	These are B's question. Are they correct?
100	Is there a teacher in this room?
200	Is there any juice in your bag?
500	How many desks are there in this room?
1000	Why is there a pen on the / your desk?
5000	Why are there clouds in the sky?
10,000	Why aren't there any cars in the car park?

B

Points	Your answers. Can you make the questions?
100	Yes, there is a teacher in this room.
200	No, there isn't any juice in my bag.
500	There are six desks in this room.
1000	Because I want to write. (pen / desk?)
5000	Because it isn't a nice day. (clouds / sky?)
10,000	Because the teachers like walking. (cars / car park?)

Points	These are B's questions. Are they correct?
100	How many students are there in this class?
200	Is there a television in this room?
500	Is there any water on the desk?
1000	Why aren't there any students in school?
5000	Why is there a cake on the table?
10,000	Why aren't there any coats in the classroom?

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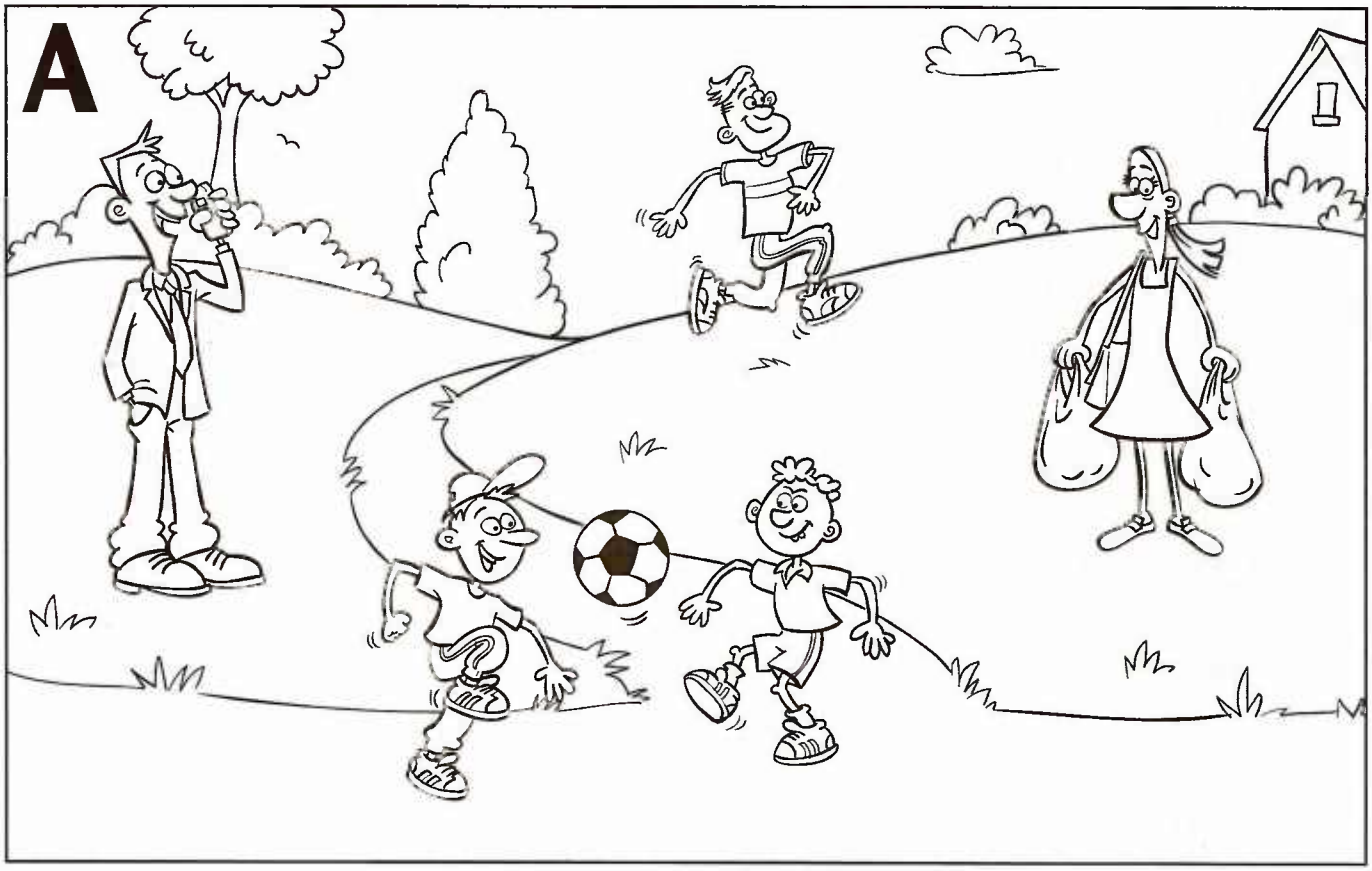
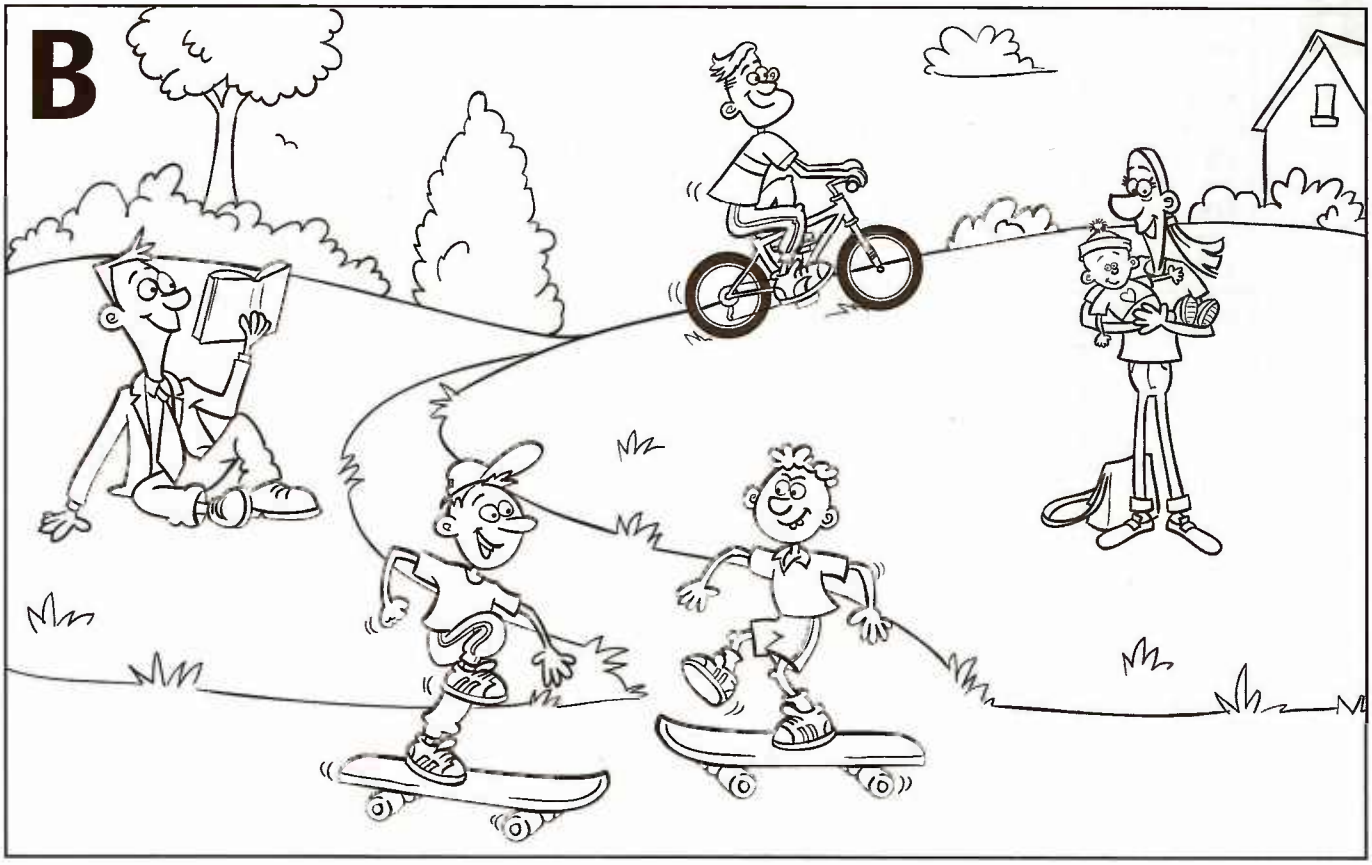
16: What are they doing?

Work with a partner. Find six differences.



Work with a partner. Find six differences.



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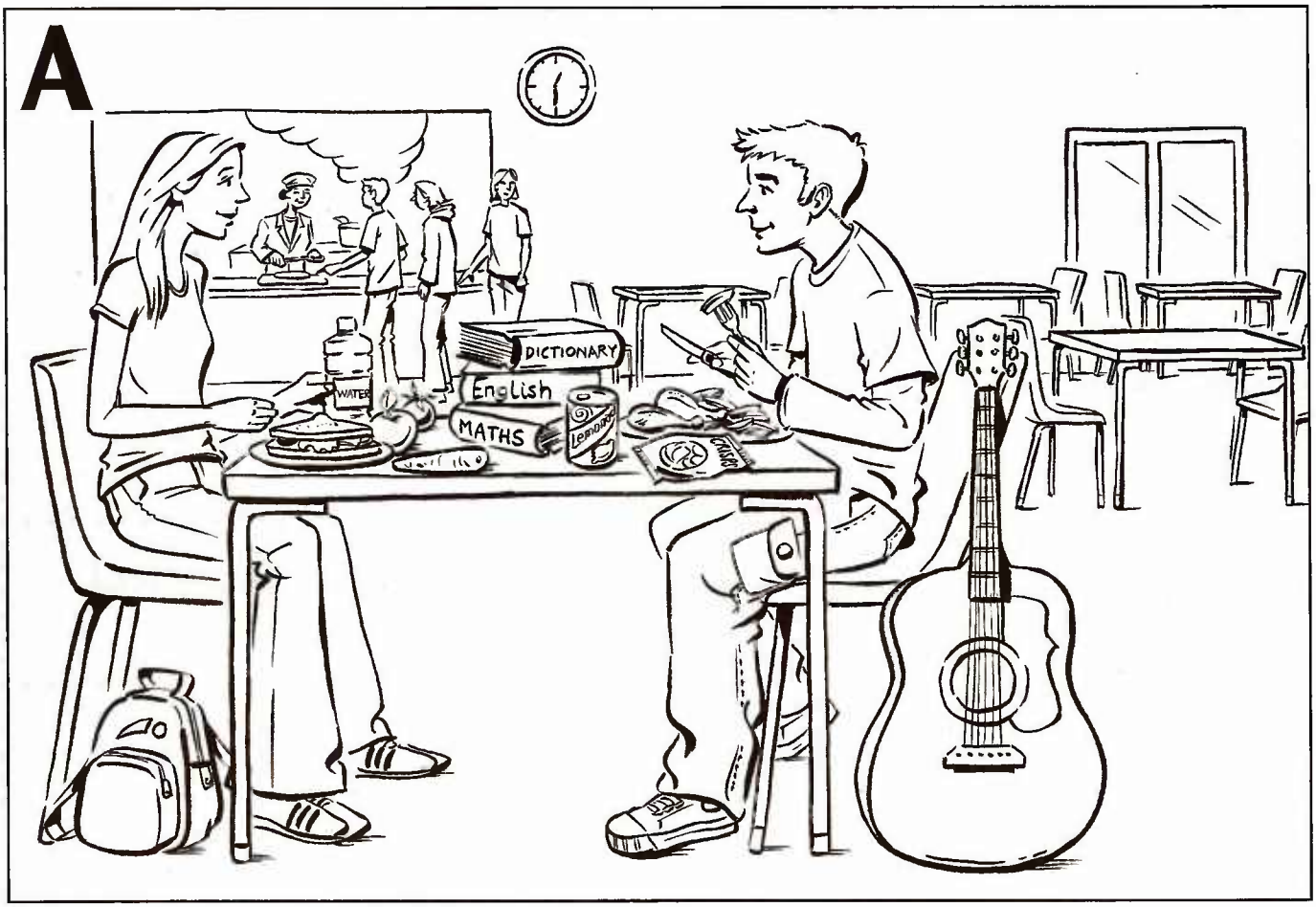
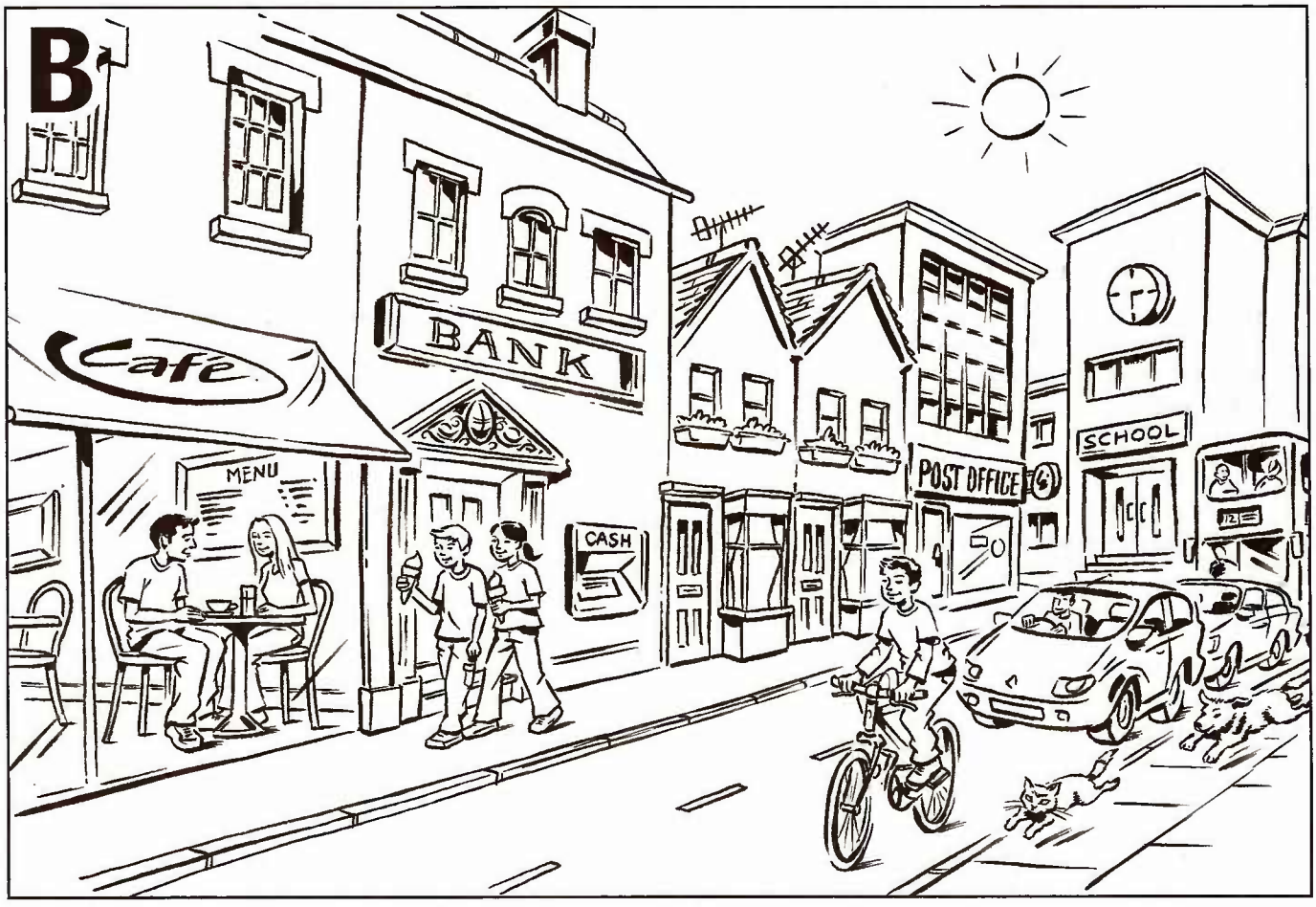
17: Memory game





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18: Consequences

This is the story of the great Explorer called …

He/she / want / discover …

He/she / travel by

First place he/she / come to

He/she / see

He/she / meet

He/she / say

He/she / feel

He/she want

He/she …

At the end of the journey, he/she …

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19: Truth or lie?

Time cards

This morning	Last night	On Saturday morning	On Saturday evening
On Sunday morning	On Sunday afternoon	Last week	Last month
Last year	At Christmas	On my birthday	At the weekend
Last Friday	Last lesson	When I was twelve	In 2003

Event cards

Do homework	Watch a film	Tidy my room	Play football
Do the washing up	Go to bed early	Use a computer	Go shopping
Go to the cinema	Buy new shoes	Phone my friend	Drink milk
Write a letter	Travel by plane	Meet a pop star	Be tired

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20: Find out

Name: **Winona Ryder** Born in (date): Born in (place): Went to acting school in: First film: Became famous after: Played ..... in *Little Women*. Started acting classes when she was:	Name: Born in (date): **October 1971** Born in (place): Went to acting school in: First film: Became famous after: Played ..... in *Little Women*. Started acting classes when she was:
Name: Born in (date): Born in (place): **Minnesota, USA** Went to acting school in: First film: Became famous after: Played ..... in *Little Women*. Started acting classes when she was:	Name: Born in (date): Born in (place): Went to acting school in: **Petaluma** First film: Became famous after: Played ..... in *Little Women*. Started acting classes when she was:
Name: Born in (date): Born in (place): Went to acting school in: First film: **Lucas** Became famous after: Played ..... in *Little Women*. Started acting classes when she was:	Name: Born in (date): Born in (place): Went to acting school in: First film: Became famous after **Beetlejuice.** Played ..... in *Little Women*. Started acting classes when she was:
Name: Born in (date): Born in (place): Went to acting school in: First film: Became famous after: Played **Jo** in *Little Women*. Started acting classes when she was:	Name: Born in (date): Born in (place): Went to acting school in: First film: Became famous after: Played ..... in *Little Women*. Started acting classes when she was **twelve.**

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21: Who's the best?

Name: Mary		Name: Colin		Name: David		Name: Gareth	
Intelligence	10	Intelligence	9	Intelligence	8	Intelligence	7
Looks	2	Looks	7	Looks	8	Looks	9
Money	4	Money	10	Money	6	Money	9
Fame	5	Fame	4	Fame	4	Fame	9
Popularity	3	Popularity	2	Popularity	8	Popularity	5

Name: Tim		Name: Dawn		Name: Rachel		Name: Steve	
Intelligence	6	Intelligence	5	Intelligence	4	Intelligence	3
Looks	5	Looks	10	Looks	8	Looks	2
Money	5	Money	6	Money	3	Money	7
Fame	3	Fame	8	Fame	6	Fame	6
Popularity	6	Popularity	7	Popularity	6	Popularity	8

Name: Mark		Name: Mandy		Name: Theresa		Name: Jill	
Intelligence	2	Intelligence	1	Intelligence	2	Intelligence	3
Looks	9	Looks	8	Looks	3	Looks	6
Money	5	Money	10	Money	5	Money	8
Fame	4	Fame	8	Fame	5	Fame	7
Popularity	6	Popularity	9	Popularity	6	Popularity	9

Name: Peter		Name: Hannah		Name: James		Name: Jean	
Intelligence	4	Intelligence	5	Intelligence	6	Intelligence	7
Looks	6	Looks	6	Looks	1	Looks	9
Money	8	Money	7	Money	5	Money	7
Fame	8	Fame	6	Fame	9	Fame	8
Popularity	5	Popularity	8	Popularity	6	Popularity	5

Name: Isabela		Name: Sean		Name: Pierce		Name: Al	
Intelligence	8	Intelligence	9	Intelligence	10	Intelligence	5
Looks	5	Looks	2	Looks	5	Looks	7
Money	8	Money	2	Money	9	Money	5
Fame	5	Fame	5	Fame	9	Fame	3
Popularity	8	Popularity	8	Popularity	1	Popularity	8

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22: What's the top answer?

Best animal for a pet 1. Dog 2. Cat 3. Rabbit 4. Hamster 5. Horse 6. Parrot	The most exciting sport 1. Football 2. Skiing 3. Basketball 4. Boxing 5. Cycling 6. Rugby	Most popular country for a holiday 1. Spain 2. France 3. Greece 4. Italy 5. USA 6. Britain	Worst thing about school 1. Homework 2. Exams 3. Games lessons 4. Uniforms 5. Bullies 6. Lessons
Most famous rock band 1. Beatles 2. U2 3. Rolling Stones 4. Queen 5. Doors 6. Nirvana	The most expensive car 1. Ferrari 2. Porsche 3. Lambourgini 4. Rolls Royce 5. Alfa Romeo 6. Mercedes Benz	The best food 1. Italian 2. Chinese 3. French 4. Indian 5. Japanese 6. Indonesian	The nicest fruit 1. Melon 2. Strawberry 3. Banana 4. Orange 5. Peach 6. Grape
The most popular film 1. *Star Wars* 2. *Titanic* 3. *Jurassic Park* 4. *Harry Potter* 5. *James Bond*	The biggest city in the world 1. Tokyo 2. Shanghai 3. Bejing 4. New York 5. Sao Paolo	The best day of the week 1. Saturday 2. Friday 3. Sunday 4. Wednesday 5. Thursday	The most famous football team 1. Real Madrid 2. Manchester United 3. Juventus 4. AC Milan 5. Barcelona

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23: Island rules

You mustn't eat meat on Sundays.	You can't smoke in restaurants.
You can't play football in the mornings.	You mustn't wear shorts in the summer.
You must drive on the left.	You must go to the cinema once a week.
You must say hello to five people every day.	You can go to bed when you want.
You can sleep in lessons.	You can use mobile phones in exams.
You must drink milk for breakfast.	

Rules of _____ island

You mustn't _____ _____ _____ _____.

You can't _____ _____ _____.

You can't _____ _____ _____ _____.

You mustn't _____ _____ _____ _____.

You must _____ _____ _____.

You must _____ _____ _____ _____ _____ _____.

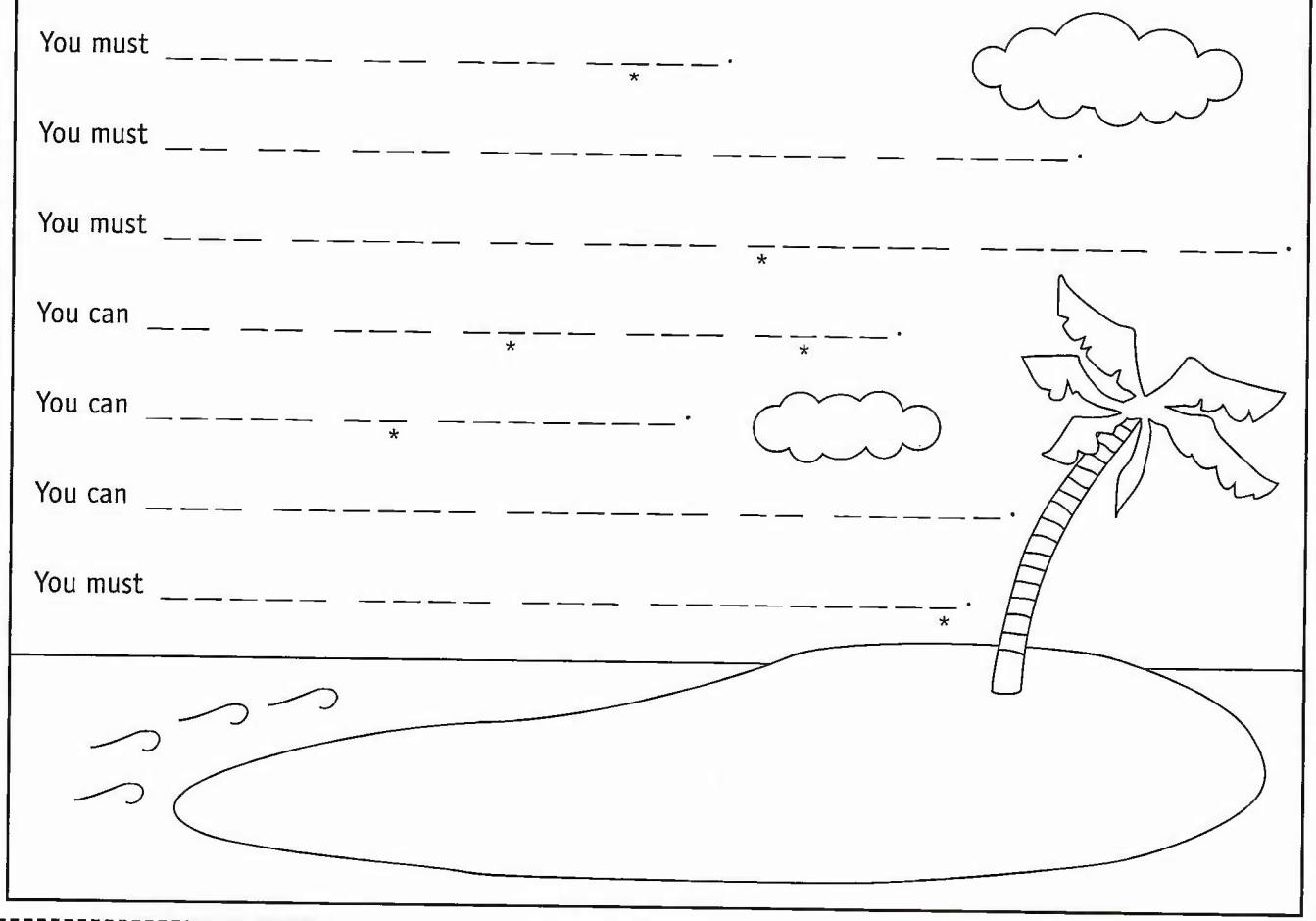
You must _____ _____ _____ _____ _____ _____ _____.

You can _____ _____ _____ _____ _____.

You can _____ _____ _____.

You can _____ _____ _____ _____ _____.

You must _____ _____ _____ _____.



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24: What do you do well?

Tell me one thing you do well.	Tell me one thing you do badly.	Tell me one thing you do quickly.	Tell me one thing you do slowly.
Tell me one thing you do carefully.	Tell me one thing you do easily.	Tell me one thing you do perfectly.	Tell me one thing you do happily.
Who do you know that can play the guitar very well?	Who do you know that writes very badly?	Who do you know that dresses very nicely?	Who do you know that speaks English perfectly?
Who do you know that does their homework very carefully?	Who do you know that passes exams very easily?	Who do you know that runs very fast?	Who do you know that laughs very loudly?

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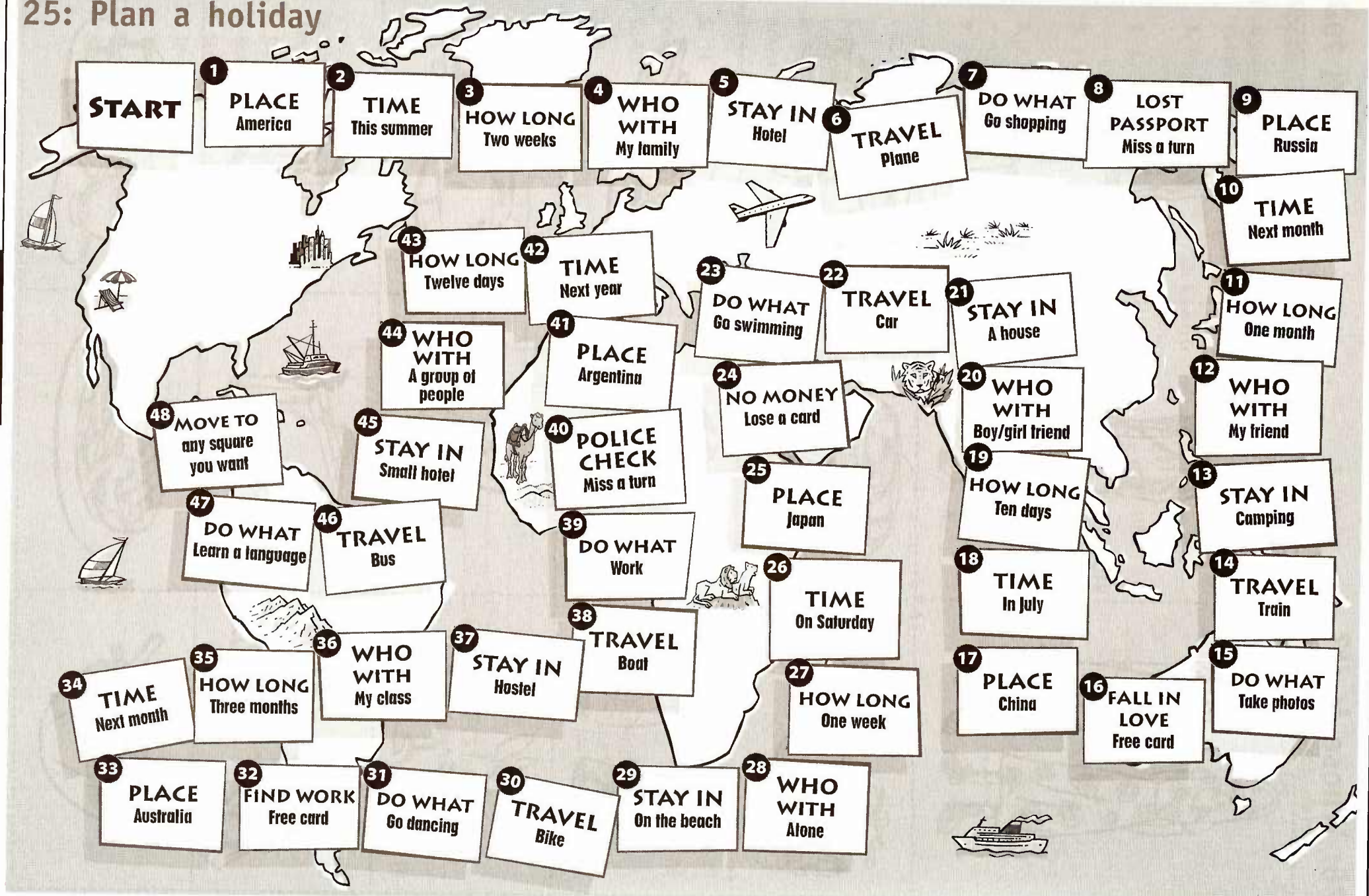
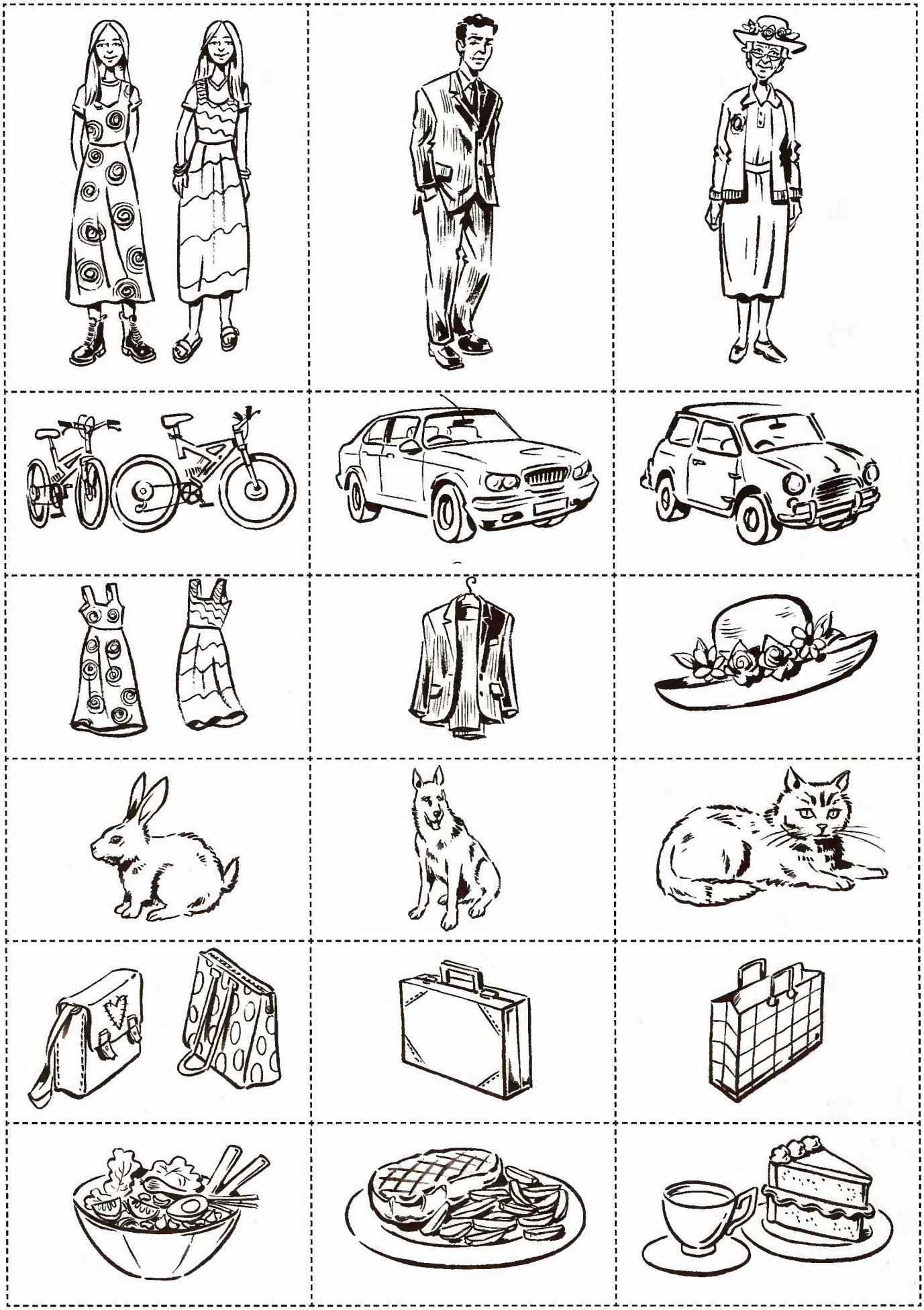
25: Plan a holiday



26: Whose is it?



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Get Ready Test

Vocabulary

1 Nationalities
Put the letters in the correct order.

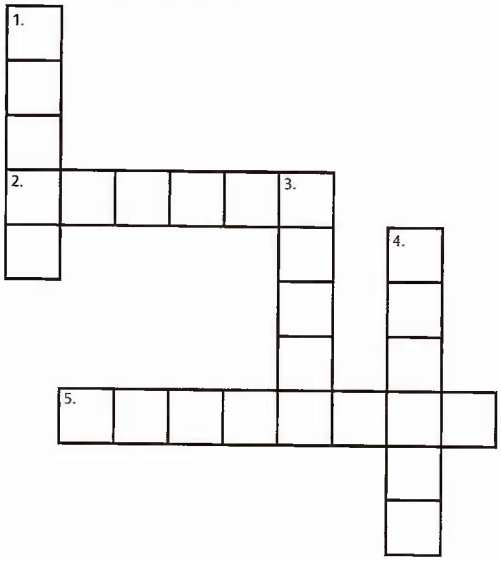
1. t u n i s l a a A r _ _ _ _ _ _ _ _ _ _
2. k r e e G _ _ _ _ _
3. a n d i C n a a _ _ _ _ _ _ _
4. i l r h s _ _ _ _ _
5. r h n c F e _ _ _ _ _ _
6. t n a a l i l _ _ _ _ _ _ _
7. e a n s e p a J _ _ _ _ _ _ _ _
8. h o s P l i _ _ _ _ _ _
9. t s o e e r u g P u _ _ _ _ _ _ _ _ _ _ _
10. n s S i a h p _ _ _ _ _ _ _

/ 10

2 Numbers
Complete the crossword.
Write the numbers as words:

Across
2. 12
5. 14

Down
1. 60
3. 8
4. 90



/ 5

3 Family
Complete the sentences.

1. Jack and Claire are husband and w.....
2. Bob and Carole are brother and s.....
3. Steve and Debbie are uncle and a.....
4. Tom and Karen are son and d.....
5. Your mother and father are your p.....
6. Sally and Terry are niece and n.....
7. Colin and Daria are grandfather and g.....

/ 7

4 Months
Put the letters in the correct order to make months. Then put the months in order.

1. YAM _ _ _
2. TOROECB _ _ _ _ _ _ _
3. RAPIL _ _ _ _ _
4. UJYL _ _ _ _
5. BYERAUFR _ _ _ _ _ _ _ _

/ 5

5 School subjects
Complete the words.

1. A _ _ _
2. _ _ _ _ G R A _ _ _ _
3. _ _ _ _ I C
4. S _ _ _ _ _ C _ _
5. H _ _ _ _ O R _ _

/ 5

Grammar

6 Verb *to be*
Complete the sentences with the verb *to be* in the correct form.

I [1]..... English, I'm American.
[2]..... she Italian? Yes, she [3]..... .
[4]..... they from Poland? No they [5] ..... .
What [6]..... your name?
Where [7]..... you from?
[8]..... I in this class?
He [9]..... a student, he's a teacher.
[10]..... your teacher English?

/ 10

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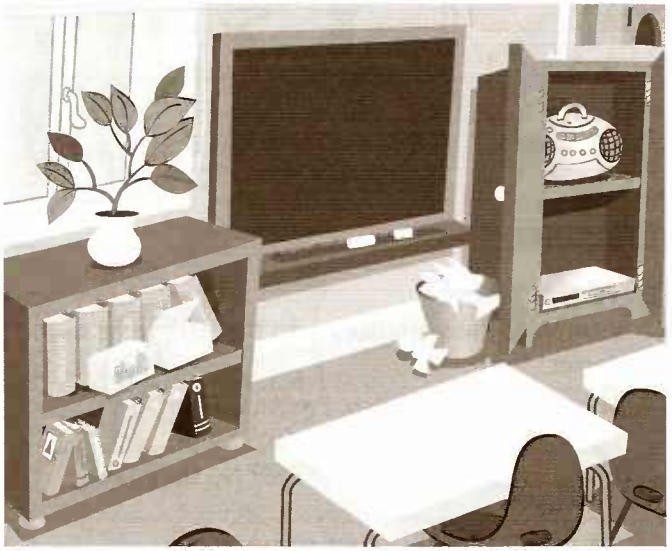
7 Subject pronouns, object pronouns and possessive adjectives

my (x 2)	him	he	our (x 4)	she
his	its	they	her	I	their	we

Complete the text with the words in the box.

[1]..... name is Jose. [2]..... am at school. [3]..... brother is a student. [4]..... is tall. [5]..... are from Argentina. This is a photo of [6]..... house. [7]..... mother is in front of the house. [8]..... name is Juanita. [9]..... is a teacher. This is [10]..... father. [11]..... name is Diego. This is [12]..... dog. [13]..... name is Tommy. Behind my mother are two girls. [14]..... are from England. [15]..... names are Sonia and Kelly.

☐ / 15



8 Prepositions of place

Make sentences about the room. Use the words in the box.

in (x 2)	between	in front of	under
next to	on	behind	

1. radio / cupboard .....
2. bin / board .....
3. plant / window .....
4. board / window .....
5. plant / bookcase .....
6. books / bookcase .....
7. window / plant .....
8. blackboard / window – cupboard .....

☐ / 8

9 Imperatives

Complete the sentences. Use the words in the box.

Sit down	Speak	Close	Don't watch	Write

1. ..... the window, it's cold!
2. ..... TV every evening!
3. ..... the sentences in your notebook.
4. ..... English in class.
5. ..... on your chair!

☐ / 5

10 *this, that, these, those*

Complete the sentences. Use *this, that, these* or *those*.

1. Is ..... your bike over there?
2. Look here. ..... is a photo of my family.
3. ..... computer games over there are my favourites.
4. Come here and look at ..... . They are my new CDs.

☐ / 4

11 Articles

Complete the sentences with *a, an* or *the*.

1. I'm ..... student.
2. This is ..... photo of my school.
3. ..... man next to me is my father.
4. My brother is ..... tall, thin boy.
5. John is ..... good friend.
6. ..... woman in this photo is my aunt.
7. Where's my dog? He's in ..... garden.
8. My birthday is on ..... 15th July.

☐ / 8

Sentence Builder

12 Write the three sentences as one sentence.

1. My mother is a woman. My mother is tall. My mother is from France.

   .....

2. My teacher is a man. My teacher is old. My teacher is English.

   .....

3. My friend is a girl. My friend is blonde. My friend is from London.

   .....

☐ / 3

Total / 85

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Module 1 Test

Vocabulary

1 Abilities
What can they do? Write a sentence for each picture.

1. He can a .....

2. .....

3. .....

4. .....

5. .....

6. .....

/ 6

2 Opinion adjectives
Complete the sentences.

1. A:Do you like rap? B: Yeah, it's c _ _ _ _ !
2. I like photography, it's really i _ _ _ _ _ _ _ _ _ _ _ _ .
3. Brad Pitt is very g _ _ _ _ I _ _ _ _ _ _ _ _ !
4. A: Do you like rock music? B: Well, it's o _ _ _ _ .

/ 4

Grammar

3 Can
Tick (✓) the correct sentences. Correct the wrong (✗) sentences.

e.g. Can Jenny ride a bike? ✓ I ~~'m~~ can play tennis. ✗

1. My mother isn't can use a computer.
2. What musical instrument you can play?
3. Where can I ride a horse?
4. What is you can cook?
5. They no can speak French.
6. You can't sing.
7. Can you play football? Yes, I'm can.
8. Can you paint? No, I can.

/ 8

4 Question words
Put the words in the correct order.

1. aunt How your is old?
2. is from mother your Where?
3. languages What speak you can?
4. your Italy Are from friends?
5. How family men in are your many?
6. What's subject your favourite?
7. is Where bin the?
8. this is How book old?
9. next Who window to is the the boy?
10. guitar How many the students can play?

/ 10

Sentence Builder

5 Join the two sentences. Use *and* or *but*.

1. I can swim. I can play chess.
2. I can sing. I can't act.
3. I'm into computers. I'm not into music.
4. I'm interested in maths. I like history.
5. I can speak French. I can't speak Spanish.
6. This is my computer. These are my computer games.

/ 6

Key Expressions

6 Look at the <u>underlined</u> words. Some are wrong. Correct the mistakes.

Are you interested [1]<u>into</u> Rap music? .....
No, I'm not. It's really [2]<u>fantastic</u>. .....
What are you [3]<u>into</u>? .....
I'm interested [4]<u>of</u> maths .....
Are you [5]<u>in</u> films? .....
Yes. The Harry Potter film is fantastic. It's really [6]<u>boring</u>! .....

/ 6

Total / 40

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Module 2 Test

Vocabulary

1 Food, sport, appearance, clothes
Add three words for each heading.

Food	Sport	Clothes
chicken	*football*	*dress*

☐ / 9

Grammar

2 ***to be / to have***
Complete these sentences with the correct form of *to be* or *to have*. All sentences are positive.

1. I ..... long hair.
2. My sister ..... tall and thin.
3. My parents ..... overweight.
4. You ..... a tattoo.
5. We ..... young.
6. My brother ..... dark hair.
7. She ..... blue eyes.
8. My friends ..... a dog.

☐ / 8

3 ***to be / to have***
Make questions and negatives with the verbs *to be* or *to have*.

1. your mother / young? .....
2. my sister / not / long hair .....
3. you / blue eyes? .....
4. he / not / fat .....
5. they / not / old .....
6. your parents / old? .....
7. we / not / blonde hair .....

☐ / 7

4 Possessive *'s*
Put an apostrophe (') in the correct place(s) in these sentences.

1. Johns brothers are tall.
2. He is in the mens swimming team.
3. Steves eyes are blue and Paulas eyes are green.
4. My girlfriends parents are tall and thin.
5. Is that Jamess photo?
6. The girls hockey team is very good.

☐ / 6

Sentence Builder

5 Join these sentences to make ONE sentence.

1. My mother is tall. My mother is slim.
.....
2. That boy has got tattoos. That boy has got a pony tail.
.....
3. Drew Barrymore has got blonde hair. Drew Barrymore has got blue eyes.
.....
4. My parents are short. My parents are overweight.
.....

☐ / 4

Key Expressions

6 Put these words into the correct place in the text.

it's	too	hard
how	easy	they're

[1]..... are things?
Not [2]..... bad.
How is the steak?
[3]..... great.
How are the vegetables?
[4]..... horrible.
How is maths?
It's [5]..... work.
How's English.
It's [6]..... !

☐ / 6

Total / 40

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Module 3 Test

Vocabulary

1 Jobs
Look at the pictures. What is the job?

1. ..... 2. .....

3. ..... 4. .....

/ 4

2 Routines
Complete the sentences. Use the words in the box.

brush my teeth		watch TV
get up	go to bed	have lunch

1. I ..... at 7 o'clock in the morning.
2. I ..... every morning after breakfast.
3. I ..... at school at 12 o'clock.
4. In the evening I ..... in the living room.
5. At 10 o'clock in the evening, I .....

/ 5

Grammar

3 Present Simple
Complete the sentences with a verb in the correct form.

1. They ..... breakfast at 7 o'clock.
2. He ..... to school by bus.
3. My sister ..... TV every day.
4. You ..... your teeth.
5. My father ..... the washing-up.
6. He ..... computer games every day.

/ 6

4 *at, in, on*
Complete the sentences with *at, in* or *on*.

1. I go to school ..... Monday.
2. He gets up ..... quarter past eight.
3. I watch TV ..... the morning.
4. I play tennis ..... Saturday afternoon.
5. My father goes to work ..... 3 o'clock ..... the afternoon ..... Fridays.
6. I don't do any homework ..... the weekend.

/ 6

5 Present Simple negative
Make these sentences negative.

1. He's got a car.

.....

2. I get up at 7 o'clock.

.....

3. I go to school on Saturday.

.....

4. My friend does her homework.

.....

/ 4

6 Present Simple questions
Make questions for these answers.

1. .....?
I get up at 6 o'clock.
2. .....?
On Saturdays, I play tennis.
3. .....?
No, I don't play the guitar.
4. .....?
Yes, my brother likes football.

/ 4

Sentence Builder

7 Put the words in the correct order.

1. play football every I week

.....

2. our do every homework We day

.....

3. shopping go every They weekend

.....

4. month tennis play I every

.....

5. at get 8 up o'clock I

.....

6. P.E. do Fridays On we

.....

/ 6

Key Expressions

8 Complete the sentences. Add a verb with *ing*.

1. I don't like ..... homework.
2. I love ..... football.
3. I hate ..... to the dentist.
4. I like ..... books.
5. I don't mind ..... television.

/ 5

Total / 40

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Module 4 Test

Vocabulary

1 Use one word from each box to complete each sentence.

find	get	look	in	at	to
sit	talk	put	down	out	on

1. Can you .... what time the concert starts?
2. Please .... and be quiet. This is an exam!
3. Come on. ..... your boots ..... and play football.
4. Do you want to .... my holiday photos?
5. Don't go away! I want to .... you!
6. This is my new car. .... – I can drive you home.

/ 6

Grammar

2 Adverbs of frequency
Look at the table and complete the sentences.

All about Lucy
100% listen to music in the evening
80% read magazines
60% do my homework
30% do sport
5% go to the cinema
0% tidy my room

1. She ..... listens to music.
2. She ..... reads magazines.
3. She ..... does her homework.
4. She ..... does sport.
5. She ..... goes to the cinema.
6. She ..... tidies her room.

/ 6

3 *There is / are, some / any*
Correct the mistakes. Not all sentences are wrong.

1. There is seventeen students in the class.
.....
2. There aren't some books in the room.
.....
3. Are there any girls in your family?
.....
4. Are there some books on the desk?
.....
5. There aren't any posters on the wall.
.....
6. There is a teacher in the room.
.....
7. There aren't some animals in the park.
.....
8. Is there some money in your bag?
.....
9. What films is there on TV tonight?
.....
10. ..... How many floors are there in this building?
.....

/ 10

Sentence Builder

4 Put the words in the correct order

1. out friends on go Saturday My often
.....
2. never for am school I late
.....
3. cinema parents the to My go sometimes
.....
4. hardly is She school at ever
.....
5. We school games play after computer sometimes
.....
6. are garden You the always in
.....
7. go usually car to by I school
.....

/ 7

Key Expressions

5 Complete the sentences. Put one word in each gap.

A: Can you tell me [1]..... to get to your house?

B: Go [2]..... the bank, then [3]..... the road. [4]..... right into Hill Street. There is a cinema [5]..... the corner and, [6]..... the cinema is a bus stop. [7]..... the number five bus from here to the High Street. Get [8]..... the bus and go down the street to the post office. Go [9]..... the post office. My house is [10]..... the left. You can't [11]..... it, it's got a red door.

/ 10

Total / 40

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Module 5 Test

Vocabulary

1 Weather
Complete the gaps.

1. C____D__ 2. ___L D
3. ___G G__ 4. __O__
5. I___ 6. __I___Y
7. ___R M 8. S___W__

☐ / 8

Grammar

2 Countable and uncountable nouns with ***some*** and ***any***
Complete the sentences with *is / are / isn't / aren't* and *some / any / a*(n).

1. ..... there ..... animals in the museum?
2. ..... there ..... pen in your bag?
3. There .... tigers at the South Pole. (✗)
4. There .... water in this cup. (✓)
5. There .... flowers in the garden. (✓)
6. There .... ice at the equator. (✗)
7. There .... cinema on the corner. (✓)
8. ..... there ..... bus station in your town?

☐ / 8

3 Present Continuous / Present Simple
Complete these sentences using Present Continuous or Present Simple.

1. I ..... to school every day.
2. I'm in the car. I'm ..... to the cinema.
3. He sometimes ..... his homework.
4. Sh, we're ..... an exam.
5. Why have you got an umbrella? ..... it .....?
6. ..... it rain a lot in Spain?
7. How often ..... you ..... books?
8. What book ..... you ..... at the moment?

☐ / 8

Sentence Builder

4 Change the underlined words.
E.g. I've got a dog. ~~The dog's~~ name is Fred.
I've got a dog. It's name is Fred.

1. I've got a car. The car is red.
   .....
2. John is a student. John is wearing red trousers.
   .....
3. The animals are cold. The animals are sleeping.
   .....
4. My mother and I are slim. My mother and I are looking at photos.
   .....

☐ / 4

5 Put the sentences in the correct order. Match them with the answers a–d.

1. school Why you at aren't?
   .....
2. your father here isn't Why?
   .....
3. you nervous Why are
   .....
4. tennis playing Why aren't you
   .....

a) Because I have an exam today.
b) Because today is a holiday.
c) Because it's raining.
d) Because he is working.

☐ / 4

Key Expressions

6 Order the dialogue.

1. They're forty pence each. Would you like anything else?
2. Four, please. How much are they?
3. Yes, how many would you like?
4. Good morning, can I help you?
5. That's one pound sixty altogether.
6. No, that's all, thank you.
7. Here you are. Thank you.
8. Good morning. Have you got any cans of cola?

☐ / 8

Total / 40

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Module 6 Test

Vocabulary

1 Transport
Put the letters in the correct order.

1. S U B
2. R T I A N
3. N E L A P
4. R R Y F E
5. P I S H

/ 5

Grammar

2 *was / were*
Complete the sentences.

1. It ..... cold yesterday.
2. I ..... scared on the ride. (not)
3. Who ..... you with last night?
4. The students ..... friendly. (not)
5. I ..... at school on Monday.

/ 5

3 Past Simple
Put the verbs in brackets into the Past Simple.

Last week I ([1]go) ..... on holiday with my friend. We ([2]travel) ..... by train and ([3]arrive) ..... in Cornwall in the evening. We ([4]stay) ..... in a small hotel. It ([5]be) ..... very nice and very near the sea. On the last day, we ([6]buy) ..... postcards and ([7]write) ..... to our family and friends. We ..... ([8]have) a great time.

/ 8

4 Past Simple irregular verbs
Write the past form of each verb.

1. buy .....
2. come .....
3. drink .....
4. learn .....
5. make .....
6. see .....
7. speak .....
8. think .....
9. build .....
10. write .....

/ 10

Sentence Builder

5 Rewrite the underlined times with a different time expression.
It is now FRIDAY 18th MAY 2005 at 6p.m.

1. I did my homework on Thursday 17th May at night.
   I did my homework ..... .
2. I went to the dentist on Thursday 17th May.
   .....
3. My mother started a new job on Friday 11th May 2005.
   .....
4. I went shopping with my friends on Friday 18th May in the morning.
   .....
5. My family went to the mountains on Saturday 12th and Sunday 13th May.
   .....
6. We moved to this town in 2004.
   .....

/ 6

Key Expressions

6 Suggestions
Correct the sentences which are wrong.

1. Let's to play football.
   .....
2. Why don't we using the Internet?
   .....
3. We can staying here.
   .....
4. We can to go swimming.
   .....
5. Let's tidying our room.
   .....
6. Let's going to the cinema.
   .....

/6

Total / 40

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Module 7 Test

Vocabulary

1 TV programmes
Match the title with the type of TV programme.

1. *Titanic*	a) documentary
2. *Millionaire*	b) music programme
3. *News at 10*	c) game show
4. *Explorers*	d) film
5. *Top 10 Hits*	e) news

☐ / 5

2 *ed / ing* adjectives
Choose the correct word in each of the sentences below.

1. That was a really (bored/boring) film.
2. I feel (tired/tiring).
3. Was the holiday (excited/exciting)?
4. The museum was really (interested/interesting).
5. I'm not (interested/interesting) in science.
6. What an (amazed/amazing) book!
7. I always get (bored/boring) in lessons.
8. I like cycling but it's very (tired/tiring).

☐ / 8

Grammar

3 Past Simple negatives
Make these sentences negative.

1. I went to the post office this morning.
   .....
2. I stayed in a beautiful house.
   .....
3. My family lived in America.
   .....
4. We bought a new car.
   .....
5. I met Robbie Williams last week.
   .....
6. I thought you were at home.
   .....
7. I did my homework on the bus.
   .....
8. We tidied our room.
   .....
9. I slept on the train.
   .....

☐ / 9

4 Past Simple questions
Write questions for these answers.

1. .....?
   I was born in 1960.
2. .....?
   Last year, I lived in Brighton.
3. .....?
   I liked history and geography when I was at school.
4. .....?
   Yes, I went to the cinema on Friday.
5. .....?
   I went to Poland last year.
6. .....?
   I travelled by aeroplane.
7. .....?
   I went with my family.
8. .....?
   Yes, I had a great time!

☐ / 8

Sentence Builder

5 Join the sentences. Use *then* or *after*.

I got up and [1]..... I had a shower. [2]..... my shower, I had breakfast and [3]..... I went to school. [4]..... school I played football and [5]..... I went home.

☐ /6

Key Expressions

6 Put the words in the correct order to make sentences.

1. are how you? .....
2. you all right are? .....
3. you are okay sure you're? .....
4. a got headache I've .....
5. feel thank all right, I you .....

☐ / 5

Total / 40

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Module 8 Test

Vocabulary

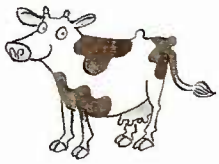
1 Adjectives
Put the letters in the correct order, then match the adjectives with the animals.

1. S O I N O P U O S .....
2. L A L T .....
3. Z Y A L .....
4. O U G R A D N E S .....
5. N G I T L I N E T L E .....

a) Sloth
b) Komodo Dragon
c) Blue Whale
d) Snake
e) Giraffe

☐ / 5

2 Animals
What are the animals?



1. .....
2. .....

3. .....
4. .....

5. .....

☐ / 5

Grammar

3 Comparatives
Look at the information about Minnie and Shirley.
Write comparative sentences.

		Minnie	Shirley
1.	Age	15	17
2.	Height:	1m 56	1m 46
3.	Weight:	54kg	53kg
4.	Intelligence:	****	***
5.	Happiness:	**	****
6.	How relaxed?	*	****
7.	Laziness	**	*
8.	Friendliness	**	****

1. Shirley is ..... Minnie.
2. Minnie is ..... Shirley.
3. Minnie is ..... Shirley.
4. Minnie is ..... Shirley.
5. Shirley is ..... Minnie.
6. Shirley is ..... Minnie.
7. Minnie is ..... Shirley.
8. Shirley is ..... Minnie.

☐ /8

4 Superlatives and comparatives
Complete the sentences using the correct form of the verb.

1. He is the (tall) ..... student in the class.
2. They are the (intelligent) ..... people I know.
3. He is (happy) ..... than me.
4. Our house is the (small) ..... in the street.
5. My mother is (slim) ..... than my father.
6. London is (wet) ..... than Madrid.
7. Snakes are (dangerous) ..... than dolphins.
8. My dog is the (good) ..... dog in the world.

☐ / 8

Sentence Builder

5 Join the sentences using *with*.

1. My brother is tall. He has got blue eyes.
2. Our friends have got a dog. It has got big teeth.
3. Our house is very big. It has got a red door.
4. Our fish is orange. It has got black stripes.
5. Paris is a big city. It has got many beautiful buildings.
6. A giraffe is a tall animal. It has a long neck.

☐ / 6

Key Expressions

6 Complete the sentences. Use the words in the box.

here	sorry	second	can't
please	just	Can	problem

[1] ..... I use your pen, [2] ..... ?
No, I'm [3] ....., you [4] ..... .
Can you help me with my bags?
Sure, no [5] ..... .
Can I have some more cake?
Sure, [6] ..... you are.
Can you do the washing up?
OK, [7] ..... a [8] ..... .

☐ / 8

Total / 40

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Module 9 Test

Vocabulary

1 Make jobs from these words.

1. drum
2. sing
3. play
4. teach
5. write
6. swim
7. produce
8. run
9. football
10. work

☐ / 10

Grammar

2 can / can't must / mustn't
There is a mistake in all of these sentences. Correct them.

1. We can't to do homework in class.
   .....
2. He must to stay at home.
   .....
3. We can going swimming on Saturday.
   .....
4. You mustn't eating in class.
   .....
5. We are can go home at 3 o'clock.
   .....
6. They must doing the washing up.
   .....
7. We no must be late for class.
   .....
8. You mustn't not drive at 150kph.
   .....

☐ / 8

3 Adverbs / adjectives
Choose the correct word.

1. The concert was (good / well) but the guitarist didn't play very (good / well).
2. The woman in front of us drove very (slow / slowly) but my father usually drives very (fast / fastly).
3. We won the match (easy / easily). The competition was very (easy / easily).
4. Could you speak more (slow / slowly) please? My English isn't very (good / well).
5. He's a (perfect / perfectly) teacher. He always explains things (perfect / perfectly).
6. She's a very (careful / carefully) student. She always writes everything in her book very (careful / carefully).

☐ / 12

Sentence Builder

4 Adverbs / adjectives
Put the sentences into the correct order.

1. fast a got I've car
   .....
2. fast drives car his He very
   .....
3. are They students bad really
   .....
4. a singer She's good
   .....
5. can very I well sing
   .....
6. easy is test very a This
   .....

☐ / 6

Key Expressions

5 Complete the words

1. I passed my exam! W _ _ _ _ _ _ _ _ !
2. B _ _ _ _ _ _ _ _ _ _ ! You're going too fast!
3. We won the match!
   C _ !
4. W _ _ _ _ _ _ _ _ _ _ ! There's a car coming!

☐ / 4

Total / 40

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Module 10 Test

Vocabulary

1 Holidays
Match the words.

A	B
1. go	a) at home
2. stay in	b) camping
3. go with	c) adventure
4. go to the	d) friends
5. go on an	e) a hotel
6. stay	f) beach

☐ / 6

Grammar

2 *going to* Part i)
Answer these questions with full sentences.

1. Where are you going to go this summer? (Greece)

.....

2. What are you going to do at the weekend? (watch TV)

.....

3. Are you going to get a job in the summer? (Yes – in a café)

.....

Part ii)
Make questions for these answers.

4. I'm going to wear my red dress to the party.

.....

5. I'm going to buy him a watch for his birthday.

.....

6. I'm going to study history at university.

.....

Part iii)
Make these sentences negative.

7. I'm going to write a letter.

.....

8. He's going to drive to France.

.....

9. We're going to make a cake.

.....

☐ / 9

3 Possessive pronouns
Choose the correct words.

There are two books on the desk. One is ([1]my/mine) and one is ([2]your/yours).
This book has got ([3]my/mine) name in it.
([4]Who/Whose) coat is this? Is it ([5]your/yours)?
No, ([6]my/mine) is blue. I think it's ([7]her/hers).
We're going on holiday together. ([8]Who/Whose) car are we going to drive?
I think we're going to go in ([9]our/ours), it's bigger than ([10]your/yours).

☐ / 10

Sentence Builder

4 Future time expressions
Change the underlined words for time expressions.

1. We're going to France today in the night.

.....

2. They're going to come to our house the day after today.

.....

3. We're going to go to our grandparents' house next Saturday and Sunday.

.....

4. He's going to buy a house the week after this.

.....

5. We're going to go to Disneyland this year in the summer.

.....

6. They're not going to come to see us the year after this year in the summer.

.....

☐ / 6

Key Expressions

5 Complete the sentences. Use the words in the box.

Do	want	Would	like	to	sorry	can't	I'd	love

[1]..... you like to come to my party tonight?
Yes, [2]..... love to!
Do you [3]..... to go swimming on Thursday?
No, I'm [4]..... , I can't.
Would you [5]..... to go to the cinema next week?
Yes, I'd [6]..... to.
[7]..... you want [8]..... watch this DVD tonight?
I [9]..... tonight. I'm going out with my parents.

☐ / 9

Total / 40

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Tests answer key

Get ready 1 1. Australian 2. Greek 3. Canadian 4. Irish 5. French 6. Italian 7. Japanese 8. Polish 9. Portuguese 10. Spanish
2 Across: 2. twelve 5. fourteen Down: 1. sixty 3. eight 4. ninety
3 1. wife 2. sister 3. aunt 4. daughter 5. parents 6. nephew 7. grandmother.
4 1. May 2. October 3. April 4. July 5. February
5 1. art 2. geography 3. music 4. science 5. history
6 1. am/'m not 2. Is 3. is 4. Are 5. aren't 6. is 7. are 8. Am 9. isn't 10. Is
7 1. My 2. I 3. My 4. He 5. We 6. our 7. Our 8. Her 9. She 10. our 11. His 12. our 13. It's 14. They 15. Their
8 1. The radio is in the cupboard. 2. The bin is under the board. 3. The plant is in front of the window. 4. The board is next to the window. 5. The plant is on the bookcase. 6. The books are in the bookcase. 7. The window is behind the plant. 8. The blackboard is between the window and the cupboard.
9 1. Close 2. Don't watch 3. Write 4. Speak 5. Sit down
10 1. that 2. This 3. Those 4. these
11 1. a 2. a 3. The 4. a 5. a 6. The 7. the 8. the
12 1. My mother is a tall woman from France. 2. My teacher is an old man from England. 3. My friend is a blonde girl from London.

Module 1 1 1. He can act. 2. He can play the guitar. 3. She can cook. 4. He can speak French. 5. He can play chess. 6. She can draw.
2 1. cool 2. interesting 3. good looking 4. okay
3 1. My mother **can't** use a computer. 2. What musical instrument **can you** play? 3. ✓ 4. What **can you** cook? 5. They **can't** speak French. 6. ✓ 7. Can you play football? Yes, **I** can. 8. Can you paint? No, **I can't**.
4 1. How old is your aunt? 2. Where is your mother from? 3. What languages can you speak? 4. Are your friends from Italy? 5. How many men are in your family? 6. What's your favourite subject? 7. Where is the bin? 8. How old is this book? 9. Who is the boy next to the window? 10. How many students can play the guitar?
5 1. I can swim and play chess. 2. I can sing but I can't act. 3. I'm into computers but I'm not into music. 4. I'm interested in maths and I like history. 5. I can speak French but I can't speak Spanish. 6. This is my computer and these are my computer games.
6 1. in 2. boring 3. ✓ 4. in 5. into 6. interesting/cool/great

Module 2 1 Students' own answers
2 1. have/'ve got 2. is 3. are 4. have got 5. are 6. has got 7. has got 8. have got
3 1. Is your mother young? 2. My sister hasn't got long hair. 3. Have you got blue eyes? 4. He isn't fat. 5. They aren't old. 6. Are your parents old? 7. We haven't got blonde hair.
4 1. John's 2. men's 3. Steve's/Paula's 4. girlfriend's 5. James's 6. girls'
5 1. My mother is tall and slim. 2. That boy has got tattoos and a pony tail. 3. Drew Barrymore has got blonde hair and blue eyes. 4. My parents are short and overweight.
6 1. How 2. too 3. It's 4. They're 5. hard 6. easy

Module 3 1 1. dentist 2. footballer 3. scientist 4. vet
2 1. get up 2. brush my teeth 3. have lunch 4. watch TV 5. go to bed
3 1. eat/have 2. goes 3. watches 4. brush 5. does 6. plays
4 1. on 2. at 3. in 4. on 5. at, in, on 6. at
5 1. He hasn't got a car. 2. I don't get up at 7 o'clock. 3. I don't go to school on Saturday. 4. My friend doesn't do her homework.
6 1. What time do you get up? 2. What do you do on Saturdays? 3. Do you play the guitar? 4. Does your brother like football?
7 1. I play football every week. 2. We do our homework every day. 3. They go shopping every weekend. 4. I play tennis every month. 5. I get up at 8 o'clock. 6. We do P.E. on Fridays.
8 1. doing 2. playing 3. going 4. reading 5. watching

Module 4 1 1. find out 2. sit down 3. Put … on 4. look at 5. talk to 6. Get in
2 1. always 2. usually 3. often 4. sometimes 5. hardly ever 6. never
3 1. There **are** 2. There aren't **any** 3. ✓ 4. Are there **any** 5. ✓ 6. ✓ 7. There aren't **any** 8. Is there **any** money 9. What films **are** (**or** What **film** is) 10. ✓
4 1. My friends often go out on Saturday. 2. I am never late for school. 3. My parents sometimes go to the cinema. 4. She is hardly ever at school. 5. We sometimes play computer games after school. 6. You are always in the garden 7. I usually go to school by car.
5 1. how 2. past 3. cross 4. Turn 5. on 6. opposite/next to 7. Take 8. off 9. down/along 10. past 11. on 12. miss

Module 5 1 1. cloudy 2. cold 3. foggy 4. hot 5. icy 6. windy 7. warm 8. snowy
2 1. Are/any 2. Is/a 3. aren't any 4. is some 5. are some 6. isn't any 7. is a 8. Is/a
3 1. go 2. going 3. does 4. doing 5. Is/raining 6. Does 7. do/read 8. are/reading
4 1. It 2. He 3. They 4. We
5 1. Why aren't you at school? b) 2. Why isn't your father here? d) 3. Why are you nervous? a) 4. Why aren't you playing tennis? c)
6 4, 8, 3, 2, 1, 6, 5, 7

Module 6 1 1. bus 2. train 3. plane 4. ferry 5. ship
2 1. was 2. wasn't 3. were 4. weren't 5. was
3 1. went 2. travelled 3. arrived 4. stayed 5. was 6. bought 7. wrote 8. had
4 1. bought 2. came 3. drank 4. learnt 5. made 6. saw 7. spoke 8. thought 9. built 10. wrote
5 1. last night 2. yesterday 3. last week 4. this morning 5. last weekend 6. last year
6 1. Let's play 2. Why don't we **use** 3. We can **stay** 4. ✓ 5. ✓ 6. We can go 7. ✓ 8. Let's **go**

Module 7 1 1. d) 2. c) 3. e) 4. a) 5. b)
2 1. boring 2. tired 3. exciting 4. interesting 5. interested 6. amazing 7. bored 8. tiring
3 1. I didn't go … 2. I didn't stay … 3. My family didn't live … 4. We didn't buy … 5. I didn't meet … 6. I didn't think … 7. I didn't do … 8. We didn't tidy … 9. I didn't sleep …
4 1. When were you born? 2. Where did you live last year? 3. What (subjects) did you like when you were at school? 4. Did you go to the cinema on Friday? 5. Where did you go last year? 6. How did you travel? 7. Who did you go with? 8. Did you have a good time?
5 1. then 2. After 3. then 4. After 5. then
6 1. How are you? 2. Are you all right? 3. Are you sure you're okay? 4. I've got a headache. 5. I feel all right, thank you.

Module 8 1 1. poisonous d) 2. tall e) 3. lazy a) 4. dangerous b) 5. intelligent c)
2 1. cow 2. fox 3. tortoise 4. rabbit 5. sheep
3 1. Shirley is older than Minnie. 2. Minnie is taller than Shirley. 3. Minnie is heavier than Shirley. 4. Minnie is more intelligent than Shirley. 5. Shirley is happier than Minnie. 6. Shirley is more relaxed than Minnie. 7. Minnie is lazier than Shirley. 8. Shirley is friendlier than Minnie.
4 1. tallest 2. most intelligent 3. happier 4. smallest 5. slimmer 6. wetter 7. more dangerous 8. best
5 1. My brother is tall with blue eyes. 2. Our friends have got a dog with big teeth. 3. Our house is very big with a red door. 4. Our fish is orange with black stripes. 5. Paris is a big city with many beautiful buildings. 6. A giraffe is a tall animal with a long neck. 7. The hotel was beautiful with big rooms.
6 1. Can 2. please 3. sorry 4. can't 5. problem 6. Sure 7. here 8. just 9. second

Module 9 1 1. drummer 2. singer 3. player 4. teacher 5. writer 6. swimmer 7. producer 8. runner 9. footballer 10. worker
2 1. We can't do … 2. He must stay … 3. We can go … 4. You mustn't eat … 5. We can go … 6. They must do … 7. We mustn't … 8. You mustn't drive …
3 1. good, well 2. slowly, fast 3. easily, easy 4. slowly, good 5. perfect, perfectly 6. careful, carefully
4 1. I've got a fast car. 2. He drives his car very fast. 3. They are really bad students. 4. She's a good singer. 5. I can sing very well. 6. This is a very easy test.
5 1. Well done! 2. Be careful! 3. Congratulations! 4. Watch out!

Module 10 1 1. b 2. e 3. d 4. f 5. c 6. a
2 1. I'm going to go to Greece. 2. I'm going to watch TV. 3. Yes. I'm going to get a job/work in a café. 4. What are you going to wear to the party? 5. What are you going to buy him for his birthday? 6. What are you going to study at university? 7. I'm not going to write a letter. 8. He's not going to drive to France. 9. We're not going to make a cake.
3 1. mine 2. yours 3. my 4. Whose 5. yours 6. mine 7. hers 8. Whose 9. ours 10. yours
4 1. tonight 2. tomorrow 3. next weekend 4. next week 5. this summer 6. next summer
5 1. Would 2. I'd 3. want 4. sorry 5. like 6. love 7. Do 8. to 9. can't