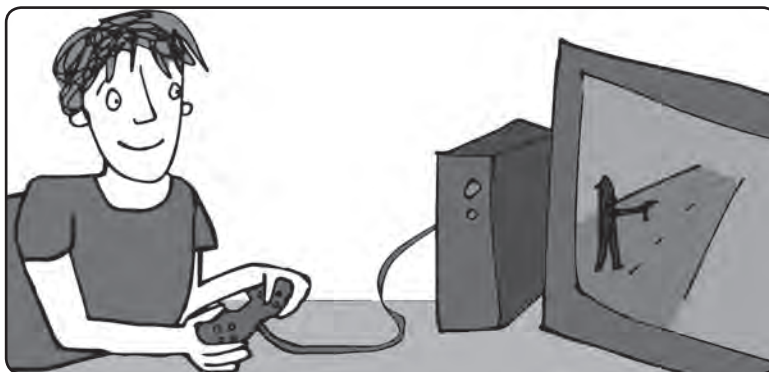


# Resource 1

## Free time

### 1.1 Vocabulary (free time activities)

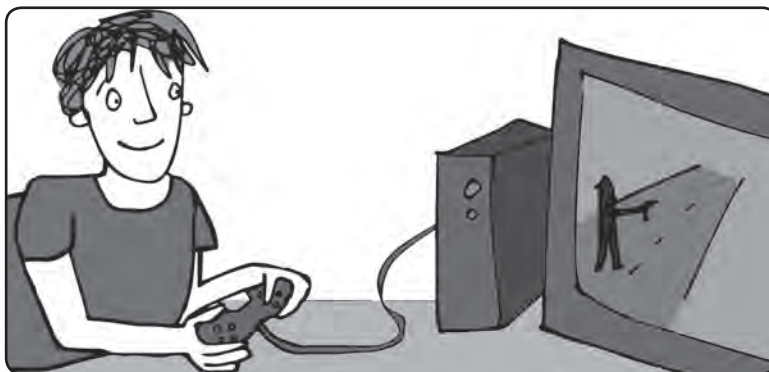
about play to with drums  
go have shopping at friends



In your free time:	You	Your partner
1 do you usually stay _____ home in the evening?		
2 do you _____ computer games?		
3 how often do you _____ to the cinema?		
4 do you talk _____ films and music with your friends?		
5 do you _____ a good time with your friends?		
6 do you play the _____ or another musical instrument?		
7 do you go out with your _____ during the week?		
8 do you spend time _____ your family at the weekend?		
9 where do you listen _____ music?		
10 how often do you go _____ in the town centre?		



about play to with drums  
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## Resource 2

# A day in the life of an at-home dad

## 1.4 Reading (family and everyday life)

work fathers wife morning breakfast hours families  
children home evening bed money day time mum

It's eight o'clock in the <sup>1</sup> \_\_\_\_\_. Tom Martin's wife gets up and gets ready for work. Tom stays at <sup>2</sup> \_\_\_\_\_ with his kids, Billy, aged two years, and Eve, aged two months.

About 1.4 million <sup>3</sup> \_\_\_\_\_ in the UK stay at home to look after their children. Tom, thirty-eight, is one of them. His wife Carol works for a construction company. After two years at home with their babies, she's happy to be back at work.

Tom, Billy and Eve have <sup>4</sup> \_\_\_\_\_ together. Then they look at picture books or Tom and Billy play ball in the park. Every <sup>5</sup> \_\_\_\_\_ at 11.00, Tom takes Billy to playgroup for two <sup>6</sup> \_\_\_\_\_. Then he goes back home with Eve and works for an hour or two when the baby sleeps. Tom's a programmer, so it is easy to work at home.

Sharon Rivers, the playgroup teacher, says, 'This situation is quite normal these days. In some families the <sup>7</sup> \_\_\_\_\_ looks after the children but in many <sup>8</sup> \_\_\_\_\_, it's the dad. Some fathers want to stay at home and look after their <sup>9</sup> \_\_\_\_\_; some fathers stay at home because their <sup>10</sup> \_\_\_\_\_ earns more money. The important thing is that they all love their children.'

When Carol comes home from <sup>11</sup> \_\_\_\_\_, Tom goes out for a game of tennis. In the <sup>12</sup> \_\_\_\_\_, the family have dinner together. Billy and Eve go to <sup>13</sup> \_\_\_\_\_ at eight and then Carol and Tom can relax together and talk about their day.

So, what is Tom's advice to young fathers? 'We have about fifty years to work and make <sup>14</sup> \_\_\_\_\_, but only a few years to watch our babies grow. Don't miss this important <sup>15</sup> \_\_\_\_\_.'

work fathers wife morning breakfast hours families  
children home evening bed money day time mum

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# Resource 3


## My life

### 1.5 Grammar (Present Simple questions)

#### Student A

Hi! I'm Danny. I'm sixteen years old and this is my profile! Read all about me.

<b>Birthday:</b>	1 _____
<b>Best friend:</b>	Martin (birthday: 15 July)
<b>Favourite music:</b>	reggae, 2 _____ and pop music
<b>Favourite types of film:</b>	science fiction and fantasy
<b>Favourite song:</b>	3 _____ (by Iggy Azalea)
<b>Favourite film:</b>	<i>X-Men (Days of Future Past)</i>
<b>Favourite pop star:</b>	4 _____
<b>Favourite writer:</b>	Suzanne Brockmann
<b>Hobbies:</b>	Reading comics (I buy 5 _____ comics every week), playing computer games (but I only spend six hours a week on the computer!) and playing football. I also listen to 6 _____ – it's a great radio station.




who what how many when which what kind

- 1 \_\_\_\_\_ is Danny's birthday?
- 2 \_\_\_\_\_ of music does he like?
- 3 \_\_\_\_\_ is his favourite song?
- 4 \_\_\_\_\_ is his favourite pop star?
- 5 \_\_\_\_\_ comics does he buy every week?
- 6 \_\_\_\_\_ radio station does he listen to?

#### Student B

Hi! I'm Danny. I'm sixteen years old and this is my profile! Read all about me.

<b>Birthday:</b>	28 September
<b>Best friend:</b>	Martin (birthday: 1 _____)
<b>Favourite music:</b>	reggae, rap and pop music
<b>Favourite types of film:</b>	science fiction and 2 _____
<b>Favourite song:</b>	<i>Fancy</i> (by Iggy Azalea)
<b>Favourite film:</b>	3 _____
<b>Favourite pop star:</b>	Katy Perry
<b>Favourite writer:</b>	4 _____
<b>Hobbies:</b>	Reading comics (I buy two comics every week), playing computer games (but I only spend 5 _____ hours a week on the computer!) and playing 6 _____. I also listen to Radio 1 – it's a great radio station.



who what how many when which what kind

- 1 \_\_\_\_\_ is Martin's birthday?
- 2 \_\_\_\_\_ of films does Danny like?
- 3 \_\_\_\_\_ is his favourite film?
- 4 \_\_\_\_\_ is his favourite writer?
- 5 \_\_\_\_\_ hours does he spend on the computer every week?
- 6 \_\_\_\_\_ sport does he play?

### 1 Choose the correct answer, A, B or C.

- 1 Are you interested \_\_\_ dance classes?  
A in  
B on  
C at
- 2 I can't stand this music – it's \_\_\_\_ .  
A rubbish  
B brilliant  
C awesome
- 3 My dad coaches a \_\_\_ in his free time.  
A restaurant  
B youth club  
C football team
- 4 Italy is my favourite country. I love \_\_\_ different places there.  
A driving  
B coming  
C visiting
- 5 On a \_\_\_ school day, I wake up at seven o'clock.  
A typical  
B favourite  
C classical
- 6 We can't listen to music loudly \_\_\_ night.  
A in  
B at  
C on
- 7 Do you want to \_\_\_ a film on TV?  
A watch  
B look  
C get
- 8 Jane's got a fantastic voice – she's a great \_\_\_\_ .  
A film star  
B singer  
C writer
- 9 I haven't got much time today – I'm busy \_\_\_ my homework.  
A at  
B on  
C with
- 10 Most singers don't \_\_\_ money from their music.  
A do  
B take  
C earn

### 2 Complete the words. Write one letter in each gap.

- 1 C\_\_\_\_\_ is a game that two people play with black and white pieces.
- 2 The time when you don't work or go to school on Saturday and Sunday is called the w\_\_\_\_\_ .
- 3 A d\_\_\_\_ is a musical instrument. You hit it to make sounds.
- 4 Someone who writes books is an a\_\_\_\_\_ .
- 5 Something g\_\_\_\_\_ is very big or very good.
- 6 Musicians record songs in a s\_\_\_\_\_ .
- 7 When you have a p\_\_\_\_\_, you eat some food in a park or in the countryside.
- 8 F\_\_\_\_\_ books like *The Hobbit* are not about real life events.
- 9 When it's m\_\_\_\_\_, it's twelve o'clock at night.
- 10 Your a\_\_\_\_ is your mother's or your father's sister.

### 3 Complete the sentences with the verbs in the box.

clean	go	go	have	listen
play	prefer	stay	take	wash

- 1 Can your sister \_\_\_\_\_ the guitar?
- 2 We \_\_\_\_\_ the flat once a week.
- 3 I don't like watching TV. I \_\_\_\_\_ reading vampire stories.
- 4 My father can't \_\_\_\_\_ photos with his mobile because it's very old.
- 5 Do you \_\_\_\_\_ on holiday every summer?
- 6 I never \_\_\_\_\_ to music when I do my homework.
- 7 Do you want to \_\_\_\_\_ to a concert with me on Friday night?
- 8 Can you \_\_\_\_\_ the dishes after lunch?
- 9 I usually wake up late in the morning and I haven't got time to \_\_\_\_\_ a shower.
- 10 I'm tired. I want to \_\_\_\_\_ at home tonight.

# Resource 5

## Our interests

### Focus review 1, Speaking

#### Student A

- a do / like / what / you / sport? \_\_\_\_\_
- b favourite / music / what / is / your? \_\_\_\_\_
- c your / what / 's / name? \_\_\_\_\_
- d film / kind / is / favourite / your / what / of? \_\_\_\_\_

	QUESTIONS	ANSWERS
NAME	1 _____	I'm _____ but call me _____ .
	2 Can you tell me your name?	My name's _____ but my friends call me _____ .
SPORTS INTERESTS	3 _____	I am interested in _____ and I love playing/watching it.
	4 What's your favourite sport?	I can't stand _____ – I prefer _____ .
FAVOURITE FILMS	5 _____	I really love _____ .
	6 What kind of films do you like?	I really like watching _____ but I hate _____ .
MUSIC INTERESTS	7 _____	I am interested in _____ and I listen to it a lot.
	8 Who's your favourite singer?	I love listening to _____ .

#### Student B

- a do / like / what / you / sport? \_\_\_\_\_
- b favourite / music / what / is / your? \_\_\_\_\_
- c your / what / 's / name? \_\_\_\_\_
- d film / kind / is / favourite / your / what / of? \_\_\_\_\_

	QUESTIONS	ANSWERS
NAME	1 _____	I'm _____ but call me _____ .
	2 Can you tell me your name?	My name's _____ but my friends call me _____ .
SPORTS INTERESTS	3 _____	I am interested in _____ and I love playing/watching it.
	4 What's your favourite sport?	I can't stand _____ – I prefer _____ .
FAVOURITE FILMS	5 _____	I really love _____ .
	6 What kind of films do you like?	I really like watching _____ but I hate _____ .
MUSIC INTERESTS	7 _____	I am interested in _____ and I listen to it a lot.
	8 Who's your favourite singer?	I love listening to _____ .

# Resource 6

## Who are you? Focus review 1, Writing

<b>Introduction</b>	My n _ _ _ is Julia. I _ _ sixteen years _ _ d and I go to _ _ _ _ _ _ _ _ y school.
<b>Describing interests and hobbies</b>	I _ o _ _ going out with friends. We always h _ _ _ a good time. I _ i _ _ taking photos. I can't st _ _ _ staying at home at weekends.
<b>Asking about free-time activities</b>	H _ _ do you like to s _ _ n _ your free time? Do you prefer w _ _ _ h _ _ _ films or _ e _ d _ _ _ books?
<b>Finding out about music and sports interests</b>	What k _ _ _ of music are you int _ _ _ _ t _ _ in? Do you p _ _ _ a musical instrument? What's your _ av _ _ _ i _ _ sport? Do you _ r _ _ _ r watching it or _ l _ y _ _ _ it?



<b>Introduction</b>	My n _ _ _ is Julia. I _ _ sixteen years _ _ d and I go to _ _ _ _ _ _ _ _ y school.
<b>Describing interests and hobbies</b>	I _ o _ _ going out with friends. We always h _ _ _ a good time. I _ i _ _ taking photos. I can't st _ _ _ staying at home at weekends.
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<b>Finding out about music and sports interests</b>	What k _ _ _ of music are you int _ _ _ _ t _ _ in? Do you p _ _ _ a musical instrument? What's your _ av _ _ _ i _ _ sport? Do you _ r _ _ _ r watching it or _ l _ y _ _ _ it?

# Photocopiable resources

## Teacher's notes

### Unit 1 Family and friends

#### 1 Free time (1.1 Vocabulary)

**Aim:** to practise words related to free time activities

**Interaction:** pairs

**Type of activity:** questionnaire

**Time:** 10 minutes

**Materials:** one worksheet per student

**In class:** (1) Divide students into pairs and give each student a worksheet. (2) Pairs complete the questions with the words in the box. Check answers with the class. (3) Students answer the questions individually. (4) Then students ask and answer the questions in pairs and note down their partner's answers.

**Answers:**

1 at 2 play 3 go 4 about 5 have 6 drums 7 friends  
8 with 9 to 10 shopping

#### 2 A day in the life of an at-home dad (1.4 Reading)

**Aim:** to practise nouns related to family and everyday life

**Interaction:** individual

**Type of activity:** gap-filling

**Time:** 10 minutes

**Materials:** one worksheet per student

**In class:** (1) Tell students they are going to work individually and give each student a worksheet. (2) Tell them to fill in the gaps with the words from the box. Give them eight minutes to complete the task. (3) Check answers with the class. You can listen to the recording from the SB (CD 1, track 32) to check.

**Answers:**

1 morning 2 home 3 fathers 4 breakfast 5 day  
6 hours 7 mum 8 families 9 children 10 wife  
11 work 12 evening 13 bed 14 money 15 time

#### 3 My life (1.5 Grammar)

**Aim:** to practise the Present Simple

**Interaction:** pairs

**Type of activity:** information gap

**Time:** 10 minutes

**Materials:** one worksheet per student (A or B)

**In class:** (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. (2) Explain that they have to complete the text. To do this, they have to ask questions about the missing information. First, they prepare the questions. If you like, demonstrate a question on the board for Student A and then for Student B. (3) Give students five minutes to read the profile and prepare the questions. (4) Students work in pairs and ask and answer their questions to complete the text. (5) If you like, check answers with the class. Ask different students to say the answer for each gap.

**Optional follow up:** In pairs or individually, students write six more questions using the six question words, e.g. *When do you do your homework? Which sports do you play? How many brothers and sisters have you got? Who is your favourite comic book character?* They work with a new partner and interview each other. Check answers with the class.

**Answers:**

**Questions:** 1 When 2 What kind 3 What 4 Who  
5 How many 6 Which

**Student A:** 1 28 September 2 rap 3 Fancy

4 Katy Perry 5 two 6 Radio 1

**Student B:** 1 15 July 2 fantasy 3 X-Men (*Days of Future Past*) 4 Suzanne Brockmann 5 six 6 football

#### 4 Family and friends (Focus review 1, Language in use)

**Aim:** to practise functional language from the unit

**Interaction:** individual

**Type of activity:** multiple choice and gap-filling

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class:** (1) Copy one worksheet for each student.

(2) Tell students that they are going to work individually and hand out the worksheets. (3) Get them to read the instructions for each of the three exercises. For Ex. 1, ask them to choose one correct answer (A, B or C) that completes each gapped sentence correctly. For Ex. 2, ask them to complete the sentences with the missing words by adding as many letters as there are lines. For Ex. 3, ask them complete the sentences using the words in the box. (4) Give students ten minutes to do the exercises. (5) Check answers with the class.

**Answers:**

1: 1 A 2 A 3 C 4 C 5 A 6 B 7 A 8 B 9 C 10 C

2: 1 Chess 2 weekend 3 drum 4 author 5 great  
6 studio 7 picnic 8 Fantasy 9 midnight 10 aunt

3: 1 play 2 clean 3 prefer 4 take 5 go 6 listen  
7 go 8 wash 9 have 10 stay

## 5 Our interests (Focus review 1, Speaking)

**Aim:** to practise giving personal information and talking about interests

**Interaction:** individual/pairs

**Type of activity:** ordering and classifying

**Time:** 15 minutes

**Materials:** one worksheet per student (A or B)

**In class:** (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. (2) Ask students to work individually and to rearrange the words in the questions. Next, they add the questions to the correct categories in the table. (3) Get students to check the questions in pairs. (4) Tell students to work individually again and to complete the answers with their own ideas. (5) Ask students to work in pairs again. They ask and answer the questions from the table. (6) Go to Ex. 9 and 10 on page 23 in the SB.

**Answers:**

**Student A:** a What sport do you like? b What is your favourite music? c What's your name? d What is your favourite kind of film?

1 c 3 a 5 d 7 b

**Student B:** a Who's your favourite singer? b Can you tell me your name? c What kind of films do you like? d What's your favourite sport?

2 b 4 d 6 c 8 a

## 6 Who are you? (Focus review 1, Writing)

**Aim:** to practise giving personal information and writing about hobbies and interests

**Interaction:** individual/pairs

**Type of activity:** word completion

**Time:** 10 minutes

**Materials:** one worksheet per student

**In class:** (1) Tell students they are going to work individually and give each student a worksheet. (2) Ask students to complete the missing letters in the sentences and get them to check the answers in pairs. (3) Check answers with the class. (4) Go to Ex. 11 on page 23 in the SB.

**Optional follow up:** (1) Ask students to talk in pairs about themselves, their hobbies and to ask each other about their free-time activities and interests.

(2) Ask some students to talk about their partners.

**Answers:**

**Introduction:** My name is Julia. I am sixteen years old and I go to secondary school.

**Describing interests and hobbies:** I love going out with friends. We always have a good time. I like taking photos. I can't stand staying at home at weekends.

**Asking about free-time activities:** How do you like to spend your free time? Do you prefer watching films or reading books?

**Finding out about music and sports interests:** What kind of music are you interested in? Do you play a musical instrument? What's your favourite sport? Do you prefer watching it or playing it?

## Unit 2 Food

## 7 The shopping game (2.1 Vocabulary)

**Aim:** to practise words related to food

**Interaction:** groups of four

**Type of activity:** mingling and asking questions

**Time:** 15 minutes

**Materials:** one worksheet per group

**In class:** (1) Divide students into groups of four, Student A, Student B, Student C and Student D. Give Students A, B, C and D their worksheets. (2) Explain that students have to look at the pictures and buy the four items on their shopping lists from other students in the group. They also have four items to sell. They take it in turns to ask for items. They can only ask one of the other members of the group for one of the items they need at a time. If the person they ask has the item, they tick it off their list. If the person does not have the item, then they have to wait for their next turn to ask someone else. Students can either work as whole group, or divide into different pairs for each question they ask. The first person to get all four items wins. (3) Demonstrate the activity, e.g. A (to B): *Have you got a loaf of bread?* B: *No, sorry, I haven't.* (to D): *Have you got a packet of crisps?* D: *Yes, I have! Here you are!* D (to C): *Have you got a bag of potatoes?* C: *Yes, I have! Here you are!* Make sure students realise they have to say both the container and the food, e.g. *Have you got a packet of rice?* NOT *Have you got rice?* (4) If you like, elicit the useful phrases and write them on the board (*Have you got a ...? Yes, I have! Here you are./ No, sorry, I haven't.*)

**Optional follow up:** Write a list of 25–30 different food shopping items on the board. Students each choose six of the items. Play *Bingo*. Call out the items in random order, students cross them off their *Bingo* list. The first student to cross off all their items shouts *Bingo!* Students can then play in groups.

## 8 What's the difference? (2.2 Grammar)

**Aim:** to practise talking about quantity with countable and uncountable nouns

**Interaction:** pairs

**Type of activity:** information gap

**Time:** 10–15 minutes

**Materials:** one worksheet per student (A or B)

**In class:** (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell them not to look at each other's worksheets. (2) Explain that they have similar pictures and they have to find five differences. To do this, they have to ask questions. When they find a difference, they should circle it in their picture. (3) Ask students to look at the question outlines on their worksheets and elicit full questions, e.g. *Is there any cheese in your picture? How much cheese is there? Are there any onions in your picture? How many onions are there?* (4) Give students