### Resource 1

#### Free time

##### 1.1 Vocabulary (free time activities)

**In your free time:**

<table>
<thead>
<tr>
<th></th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>do you usually stay _______ home in the evening?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>do you _______ computer games?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>how often do you _______ to the cinema?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>do you talk _______ films and music with your friends?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>do you _______ a good time with your friends?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>do you play the _______ or another musical instrument?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>do you go out with your _______ during the week?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>do you spend time _______ your family at the weekend?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>where do you listen _______ music?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>how often do you go _______ in the town centre?</td>
<td></td>
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</tbody>
</table>
It's eight o'clock in the morning. Tom Martin's wife gets up and gets ready for work. Tom stays at home with his kids, Billy, aged two years, and Eve, aged two months. About 1.4 million families 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 breakfast together. Then they look at picture books or Tom and Billy play ball in the park. Every morning at 11.00, Tom takes Billy to playgroup for two hours. 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 mum looks after the children but in many families, it's the dad. Some fathers want to stay at home and look after their children; some fathers stay at home because their partner earns more money. The important thing is that they all love their children.'

When Carol comes home from work, Tom goes out for a game of tennis. In the evening, the family have dinner together. Billy and Eve go to bed 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 money, but only a few years to watch our babies grow. Don't miss this important time.'
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.

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

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.

Birthday: 28 September
Best friend: Martin (birthday: 1 ______________ )
Favourite music: reggae, rap and pop music
Favourite types of film: science fiction and 2 ______________
Favourite song: Fancy (by Iggy Azalea)
Favourite film: 3 ____________________________
Favourite pop star: Katy Perry
Favourite writer: 4 ____________________________
Hobbies: 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.

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.

<table>
<thead>
<tr>
<th>clean</th>
<th>go</th>
<th>go</th>
<th>have</th>
<th>listen</th>
<th>play</th>
<th>prefer</th>
<th>stay</th>
<th>take</th>
<th>wash</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a do / like / what / you / sport?</td>
<td>__________________________</td>
</tr>
<tr>
<td>b favourite / music / what / is / your?</td>
<td>__________________________</td>
</tr>
<tr>
<td>c your / what /’s / name?</td>
<td>__________________________</td>
</tr>
<tr>
<td>d film / kind / is / favourite / your / what / of?</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

#### Name

| 1 | I’m _______ but call me _______ . |
| 2 | My name’s _______ but my friends call me _______ . |

#### Sports interests

| 3 | I am interested in _______ and I love playing/watching it. |
| 4 | I can’t stand _______ – I prefer _______ . |

#### Favourite films

| 5 | I really love _______ . |
| 6 | I really like watching _______ but I hate _______ . |

#### Music interests

| 7 | I am interested in _______ and I listen to it a lot. |
| 8 | I love listening to _______ . |

#### Student B

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
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<tbody>
<tr>
<td>a do / like / what / you / sport?</td>
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#### Name

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| 7 | I am interested in _______ and I listen to it a lot. |
| 8 | I love listening to _______ . |
# Resource 6

## Who are you?

### Focus review 1, Writing

<table>
<thead>
<tr>
<th>Introduction</th>
<th>My name is Julia. I am sixteen years old and I go to my school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing interests and hobbies</td>
<td>I am going out with friends. We always have a good time. I enjoy taking photos. I can’t stand staying at home at weekends.</td>
</tr>
<tr>
<td>Asking about free-time activities</td>
<td>Have you got any hobbies? Do you prefer watching films or reading books?</td>
</tr>
<tr>
<td>Finding out about music and sports interests</td>
<td>What kind of music do you like? Do you play a musical instrument? What’s your favourite sport? Do you prefer watching or playing it?</td>
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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?
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?
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?
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! (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...