

# Resource 1

## What are they like?

### 1.1 Vocabulary (personality adjectives)

#### Student A



James is



Sara is



Pete is



Sylvia is



Mark is



Olivia is

hard-working      cowardly      sensible      outgoing      dishonest      lazy  
cheerful      sensitive      unkind      caring      mean      irresponsible

#### CLUES AND ANSWERS FOR STUDENT B

Name and description	Confirm
1 Lucy: She's extremely unhappy. She's always complaining or in a bad mood.	MISERABLE
2 Ben: He always gives people lots of time and money.	GENEROUS
3 Fiona: She talks badly about her friends when they are not there.	DISLOYAL
4 Dave: He always behaves in a happy, friendly way. He's always smiling.	CHEERFUL
5 Helen: She's friendly and she enjoys meeting people and talking to new people.	OUTGOING
6 Rob: He's not very willing to talk to people.	UNCOMMUNICATIVE

#### Student B

#### CLUES AND ANSWERS FOR STUDENT A

Name and description	Confirm
1 James: He's afraid of everything new. He never says what he thinks to people because he doesn't want them to get angry with him.	COWARDLY
2 Sara: She often tells lies and you can't trust her.	DISHONEST
3 Pete: He always puts a lot of effort into his work.	HARD-WORKING
4 Sylvia: She's very reasonable. She always does the most practical thing.	SENSIBLE
5 Mark: He's cruel and he doesn't like spending money – especially on other people.	MEAN
6 Olivia: She's kind, sympathetic and helpful to other people.	CARING



Lucy is



Ben is



Fiona is



Dave is



Helen is



Rob is

outgoing      modest      arrogant      uncommunicative      selfish      generous  
uncooperative      disloyal      grumpy      cheerful      lazy      miserable

## Resource 2

# Dreams and ambitions

## 1.1 Vocabulary (question words and prepositions)

### Sara

**Presenter:** So, Sara, <sup>1</sup>\_\_\_\_\_ do you want to be?

**Sara:** I want to be a journalist.

**Presenter:** Are your parents involved <sup>2</sup>\_\_\_\_\_ journalism?

**Sara:** No, not at all. <sup>3</sup>\_\_\_\_\_ fact, journalists are pretty unpopular in my house. My father's interested <sup>4</sup>\_\_\_\_\_ the news, but he isn't very keen <sup>5</sup>\_\_\_\_\_ journalists. He thinks most of them are arrogant, dishonest and irresponsible.

### David

**Presenter:** David, <sup>6</sup>\_\_\_\_\_ do you want to be a politician?

**David:** I'm really disappointed <sup>7</sup>\_\_\_\_\_ our government. Young people have a lot to say, but politicians don't listen <sup>8</sup>\_\_\_\_\_ them. They just think teenagers are lazy and miserable.

**Presenter:** <sup>9</sup>\_\_\_\_\_ do you think you could be a politician?

**David:** I'm passionate <sup>10</sup>\_\_\_\_\_ my country. I also have the right character: I'm not <sup>11</sup>\_\_\_\_\_ all shy! In fact, I'm very outgoing, and I'm good <sup>12</sup>\_\_\_\_\_ public speaking. I'm only sixteen now, so I'm very inexperienced, but I'm serious <sup>13</sup>\_\_\_\_\_ politics.

### Rani

**Presenter:** Rani, <sup>14</sup>\_\_\_\_\_ do you want to be a surgeon?

**Rani:** Well, most surgeons in the UK are men, and I think that's unfair and wrong <sup>15</sup>\_\_\_\_\_ the twenty-first century. I think my generation is responsible <sup>16</sup>\_\_\_\_\_ getting more women <sup>17</sup>\_\_\_\_\_ important jobs.

**Presenter:** <sup>18</sup>\_\_\_\_\_ special qualities do you think you need to be a surgeon?

**Rani:** I think I need to be caring, sensible and very hard-working.



### Sara

**Presenter:** So, Sara, <sup>1</sup>\_\_\_\_\_ do you want to be?

**Sara:** I want to be a journalist.

**Presenter:** Are your parents involved <sup>2</sup>\_\_\_\_\_ journalism?

**Sara:** No, not at all. <sup>3</sup>\_\_\_\_\_ fact, journalists are pretty unpopular in my house. My father's interested <sup>4</sup>\_\_\_\_\_ the news, but he isn't very keen <sup>5</sup>\_\_\_\_\_ journalists. He thinks most of them are arrogant, dishonest and irresponsible.

### David

**Presenter:** David, <sup>6</sup>\_\_\_\_\_ do you want to be a politician?

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**Presenter:** <sup>9</sup>\_\_\_\_\_ do you think you could be a politician?

**David:** I'm passionate <sup>10</sup>\_\_\_\_\_ my country. I also have the right character: I'm not <sup>11</sup>\_\_\_\_\_ all shy! In fact, I'm very outgoing, and I'm good <sup>12</sup>\_\_\_\_\_ public speaking. I'm only sixteen now, so I'm very inexperienced, but I'm serious <sup>13</sup>\_\_\_\_\_ politics.

### Rani

**Presenter:** Rani, <sup>14</sup>\_\_\_\_\_ do you want to be a surgeon?

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**Presenter:** <sup>18</sup>\_\_\_\_\_ special qualities do you think you need to be a surgeon?

**Rani:** I think I need to be caring, sensible and very hard-working.

# Resource 3

## Ask me!

### 1.2 Grammar (questions)

#### Generator 1

(Where) (What) (Why) (When) (Who)	do does	you your parents your best friend your teacher your brother/sister people in your country	like admire live work study spend enjoy try	(new things) (famous people) (free time) (sports) (...)	?
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#### Generator 2

(Where) (What) (Why) (When) (Who)	is are	you your parents your best friend your teacher your brother/sister people in your country	doing watching playing reading chatting eating thinking about	(online) (something good) (at the moment) (pizza) (TV) (...)	?
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#### Generator 3

(What) (Why)	has have	you your parents your best friend your teacher your brother/sister people in your country	done tried watched met talked to read about	(something new) (anyone interesting) (...)	(this year) (today) (this week)	?
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(Where) (What) (Why) (When) (Who)	do does	you your parents your best friend your teacher your brother/sister people in your country	like admire live work study spend enjoy try	(new things) (famous people) (free time) (sports) (...)	?
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(What) (Why)	has have	you your parents your best friend your teacher your brother/sister people in your country	done tried watched met talked to read about	(something new) (anyone interesting) (...)	(this year) (today) (this week)	?
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## Resource 4

# A fictional character

Focus review 1, Speaking

### Personality

He/She **is quite** shy/tolerant/...

He/She **can sometimes be** really arrogant/grumpy/...

### Health

He/She **feels** well/...

He/She **has a problem with** his/her back/...

He/She **often has** headaches/...

He/She **needs** an operation/...

He/She **should** exercise more/...

### Interests and dislikes

He/She **is interested in** modern dance/...

He/She **is obsessed with** making amateur films/...

He/She **is involved in** preparing a school play/...

He/She **can't stand** pessimists/...

He/She **tries to avoid** volunteer work/...

### Looks and clothes

He/She **is** tall/short/well-built/...

He/She **has got** long dark hair/tattoos/...

He/She **usually wears** casual clothes/jeans and a T-shirt/...

### Friends

He/She **has** a lot of/..... **friends**.

..... **is** his/her **closest friend**.

They **are best friends because** they have a lot in common/...

They **get on well because** they respect each other/...

### Career plans

He/She **wants to become** an IT specialist/...

He/She **is planning to** go to medical school/...

He/She **is starting** a holiday job next week/...

## Resource 5

# People and places

## Focus review 1, Writing

### Part 1

Describing a place and expressing an opinion about it: \_\_, \_\_, \_\_

Describing people and expressing an opinion about them: \_\_, \_\_, \_\_

Describing a family: \_\_, \_\_, \_\_

Describing spare time activities: \_\_, \_\_, \_\_

- 1 I enjoy doing nothing and relaxing by the pool with a book or a magazine.
- 2 He's a bit older than me. He might be eighteen or nineteen.
- 3 If the streets were cleaner, I would like them more.
- 4 There are the parents and their two children – twin boys.
- 5 We are really keen on playing volleyball and tennis.
- 6 I love it here. It's such a big city with so many colourful people everywhere.
- 7 I'm not sure I like it here. It's too crowded and noisy.
- 8 He's very sensible and hard-working for a boy his age.
- 9 I've never met anyone more generous and modest at the same time.
- 10 It's a family of five.
- 11 From time to time we like visiting modern art galleries.
- 12 Their daughter's name is Sarah and she's twenty-three and their sons' names are Bill and Gill.

### Part 2

- I'm doing a confidence building course in the forest somewhere near Birmingham. The place is \_\_\_\_\_  
\_\_\_\_\_ but it's also \_\_\_\_\_.
- I'm staying at a campsite with a group of twenty teenagers and four coaches. The teens are \_\_\_\_\_  
\_\_\_\_\_. The coaches, however, \_\_\_\_\_  
\_\_\_\_\_ and I think \_\_\_\_\_.
- I've made a good friend here. His name is Ryan and he's \_\_\_\_\_  
\_\_\_\_\_ but \_\_\_\_\_.
- I like him because he enjoys \_\_\_\_\_  
\_\_\_\_\_ and spends a lot of time \_\_\_\_\_.
- Just like me, he can't stand \_\_\_\_\_  
and avoids \_\_\_\_\_.
- We have a training session every day but last weekend we went \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.

# Photocopiable resources

## Teacher's notes

### Unit 1 Personality

#### 1 What are they like? (1.1 Vocabulary)

**Aim:** to practise personality adjectives

**Interaction:** pairs

**Type of activity:** information exchange

**Time:** 10 minutes

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

**In class:** (1) Divide students into pairs, Student A and Student B. (2) Give Students A their worksheet, and Students B their worksheet. (3) Explain that students have to match the pictures of the people on their worksheets with the correct adjectives. Tell them that there are twice as many adjectives in their boxes as they need. Their partner will give them clues. They should: read the adjectives in the box, ask what a person is like, listen to the clue, check they have understood and write in the answer. (4) Choose a strong Student B and demonstrate the activity, e.g. A: *What is James like?* B: *He's afraid of everything new. He never says what he thinks to people because he doesn't want them to get angry with him.* A: *So, ... he's cowardly?* B: *That's right.* (5) If you like, elicit the useful phrases and write them on the board (*What's ... like? So, he/she is ...? That's right.*).

**Answers:**

**Student A:** James – cowardly; Sara – dishonest; Pete – hard-working; Sylvia – sensible; Mark – mean; Olivia – caring

**Student B:** Lucy – miserable; Ben – generous; Fiona – disloyal; Dave – cheerful; Helen – outgoing; Rob – uncommunicative

#### 2 Dreams and ambitions (1.1 Vocabulary)

**Aim:** to practise question words and prepositions in phrases.

**Interaction:** individual

**Type of activity:** gap filling

**Time:** 10 minutes

**Materials:** one worksheet per student

**In class:** (1) Tell students that they are going to work individually. Hand out the gapped text. (2) Explain that in the text there are two types of gaps: prepositions and question words. Give students five minutes to complete the gaps. (3) Check answers with the whole class.

**Answers:** 1 what 2 in 3 In 4 in 5 on 6 why 7 with 8 to 9 Why 10 about 11 at 12 at 13 about 14 why 15 in 16 for 17 into 18 What

#### 3 Ask me! (1.2 Grammar)

**Aim:** to practise question forms in the Present Simple, Present Continuous and Present Perfect

**Interaction:** pairs or groups of three

**Type of activity:** information gap

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class:** (1) Divide students into pairs or groups of three. (2) Look at the question generators and example questions with the class. Point out that they can ask questions with question words (e.g. *Where do you ...?*) or ask *yes/no* questions (e.g. *Do you ...?*). Explain that the words in brackets are optional and where they see (...), they can add their own ideas. (3) Elicit one or two more questions for each generator. (4) Give pairs/groups ten minutes to write as many more questions as they can. (5) Give students five minutes to ask each other their questions. (6) If you like, do feedback with the class. Ask different students to say one thing they found out.

**Optional follow up:** As students are working, walk round and note down any mistakes. Write the questions on the board and go through any mistakes. If you like, write a mix of correct questions and questions with mistakes on the board. The pairs/groups decide which are incorrect and try to correct them.

#### 4 A fictional character (Focus review 1, Speaking)

**Aim:** to revise vocabulary related to appearance, interests, personality, friends, health and career plans

**Interaction:** pairs

**Type of activity:** gap filling

**Time:** 5 minutes

**Materials:** one worksheet per pair

**In class:** (1) Tell students that they are going to work in pairs and hand out the worksheet. (2) Ask them to fill in the gaps with as many different ideas as possible and give them three minutes to complete the task. (3) Check it with the whole class. (4) Give students two minutes to describe their close friends in a similar way.

## 5 People and places (Focus review 1, Writing)

### Part 1

**Aim:** to revise vocabulary to describe people and places; to practise giving opinions about them

**Interaction:** individual, pairs

**Type of activity:** classifying

**Time:** 5 minutes

**Materials:** one worksheet per student

**In class: (1)** Tell students that they are going to work individually. Hand out the worksheet and tell them to put each sentence into a correct category. Give students three minutes to complete the task. **(2)** Ask students to check answers in pairs, then check with the class. **(3)** Ask pairs of students to substitute the underlined information to change the meaning of the sentences, e.g. *I love it here. It’s such a big city with so many colourful people everywhere.* → *I hate it here. It’s such an unfriendly and dangerous city with so much violence everywhere.* Give students two to three minutes to do this.

### Answers:

**Describing a place and expressing an opinion about it:** 3, 6, 7

**Describing people and expressing an opinion about them:** 2, 8, 9

**Describing a family:** 4, 10, 12

**Describing spare time activities:** 1, 5, 11

### Part 2

**Aim:** to practise describing people, places and spare time activities in writing

**Interaction:** pairs

**Type of activity:** gap filling

**Time:** 5–8 minutes

**Materials:** one worksheet per student

**In class: (1)** Tell students that they are going to work in pairs. Hand out the worksheet and tell them to fill in the gaps with their own ideas. Ask them to be creative and use as much vocabulary from Unit 1 as possible. Give them five minutes to do this. **(2)** Walk around and monitor students’ work. **(3)** Ask students to read their sentences to the whole class.

### Example answers:

- I’m doing a confidence building course in a forest somewhere near Birmingham. The place is **quite old, with run-down wooden cabins** but it’s also **a great place for such a course because it’s far away from noise and civilisation and you can really concentrate on yourself.**
- I’m staying at a campsite with a group of twenty teenagers and four coaches. The teens are **all different – some are cool but most of them are really dull, bad-tempered and uncommunicative.** The coaches, however, **make a very good impression** and I think **they are really passionate about working with teens.**
- I’ve made a good friend here. His name is Ryan and he’s **nineteen just like me** but **he’s a lot shier than I am** and **very sensitive about what people say about him.**

- I like him because he enjoys **helping others** and spends a lot of time **doing volunteer work.**
- Just like me, he can’t stand **disloyal people** and avoids **talking to people he doesn’t like.**
- We have a training session every day but last weekend we went **to a rope park** and **we had a great time because it was a fantastic exercise but also a lesson of how to be strong.**

## Unit 2 Invention

### 6 Digital world (2.1 Vocabulary)

**Aim:** to practise words related to technology

**Interaction:** pairs

**Type of activity:** gap filling and information exchange

**Time:** 10 minutes

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

**In class: (1)** Divide students into pairs. **(2)** Give out the worksheets. Tell students not to look at their partner’s worksheet. **(3)** Explain that students should individually look at the images and write in the gapped words. They should ignore the empty boxes for now. **(4)** Then they should read the sentences again and write down questions for the empty boxes. Give them three minutes to do this. **(5)** In pairs, students take turns to ask their questions and fill in the missing numbers in the boxes.

### Answers:

**Gap fill:** 1 desktop 2 keyboard 3 text messages  
4 viruses 5 emails 6 icons

**Numbers:** 1 2.5 2 1868 3 217 million 4 1971  
5 210 billion 6 1980s

### 7 Houston, we have a problem (2.4 Reading)

**Aim:** to practise the Past Simple and Past Continuous

**Interaction:** individual

**Type of activity:** gap filling

**Time:** 15 minutes

**Materials:** one worksheet per student

**In class: (1)** Tell students that they are going to work individually. Hand out the gapped text. **(2)** Explain that in the text, all the Past Simple and Past Continuous verb forms have been removed. Students complete the gaps using the prompts given in brackets. Give students ten to fifteen minutes to complete the task. **(3)** Check answers with the whole class.

**Answers:** 1 was 2 was reporting 3 realised 4 looked  
5 was going 6 heard 7 went 8 stayed 9 were carrying  
10 were planning 11 happened 12 were going 13 told  
14 heard 15 were flashing 16 was 17 was 18 looked  
19 was escaping 20 reacted 21 called 22 worked  
23 remained 24 were going 25 were following  
26 reported 27 had 28 didn’t discuss 29 were trying  
30 was happening 31 were running 32 came 33 orbited  
34 left 35 re-entered 36 knew 37 appeared 38 were  
39 returned 40 splashed 41 was waiting