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 __________ .

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 __________ .
Resource 2

Dreams and ambitions

1.1 Vocabulary (question words and prepositions)

Sara

Presenter: So, Sara, 1. What do you want to be?
Sara: I want to be a journalist.
Presenter: Are your parents involved 2. in journalism?
Sara: No, not at all. 3. However, journalists are pretty unpopular in my house. My father’s interested 4. in the news, but he isn’t very keen 5. on journalists. He thinks most of them are arrogant, dishonest and irresponsible.

David

Presenter: David, 6. What do you want to be a politician?
David: I’m really disappointed 7. in our government. Young people have a lot to say, but politicians don’t listen 8. to them. They just think teenagers are lazy and miserable.
Presenter: 9. What do you think you could be a politician?
David: I’m passionate 10. about my country. I also have the right character: I’m not 11. very shy! In fact, I’m very outgoing, and I’m good 12. at public speaking. I’m only sixteen now, so I’m very inexperienced, but I’m serious 13. about politics.

Rani

Presenter: Rani, 14. What do you want to be a surgeon?
Rani: Well, most surgeons in the UK are men, and I think that’s unfair and wrong 15. for the twenty-first century. I think my generation is responsible 16. for getting more women 17. into important jobs.
Presenter: 18. What 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, 1. What do you want to be?
Sara: I want to be a journalist.
Presenter: Are your parents involved 2. in journalism?
Sara: No, not at all. 3. However, journalists are pretty unpopular in my house. My father’s interested 4. in the news, but he isn’t very keen 5. on journalists. He thinks most of them are arrogant, dishonest and irresponsible.

David

Presenter: David, 6. What do you want to be a politician?
David: I’m really disappointed 7. in our government. Young people have a lot to say, but politicians don’t listen 8. to them. They just think teenagers are lazy and miserable.
Presenter: 9. What do you think you could be a politician?
David: I’m passionate 10. about my country. I also have the right character: I’m not 11. very shy! In fact, I’m very outgoing, and I’m good 12. at public speaking. I’m only sixteen now, so I’m very inexperienced, but I’m serious 13. about politics.

Rani

Presenter: Rani, 14. What do you want to be a surgeon?
Rani: Well, most surgeons in the UK are men, and I think that’s unfair and wrong 15. for the twenty-first century. I think my generation is responsible 16. for getting more women 17. into important jobs.
Presenter: 18. What special qualities do you think you need to be a surgeon?
Rani: I think I need to be caring, sensible and very hard-working.
## Ask me!

### 1.2 Grammar (questions)

#### Generator 1

<table>
<thead>
<tr>
<th>(Where)</th>
<th>do</th>
<th>you</th>
<th>your parents</th>
<th>your best friend</th>
<th>your teacher</th>
<th>your brother/sister</th>
<th>people in your country</th>
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<th>admire</th>
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<th>work</th>
<th>study</th>
<th>spend</th>
<th>enjoy</th>
<th>try</th>
<th>(new things)</th>
<th>(famous people)</th>
<th>(free time)</th>
<th>(sports)</th>
<th>(..)</th>
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<td>admire</td>
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**Ask me!**

1. **Where** do you like to **spend** your free time?
2. **What** do you **enjoy** doing in your free time?
3. **Why** **do** you **spend** your free time like this?
4. **When** do you **try** new things?
5. **Who** do you **admire**?

#### Generator 2

<table>
<thead>
<tr>
<th>(Where)</th>
<th>is</th>
<th>you</th>
<th>your parents</th>
<th>your best friend</th>
<th>your teacher</th>
<th>your brother/sister</th>
<th>people in your country</th>
<th>doing</th>
<th>watching</th>
<th>playing</th>
<th>reading</th>
<th>chatting</th>
<th>eating</th>
<th>thinking about</th>
<th>(online)</th>
<th>(something good)</th>
<th>(at the moment)</th>
<th>(pizza)</th>
<th>(TV)</th>
<th>(..)</th>
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<tr>
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<td>your best friend</td>
<td>your teacher</td>
<td>your brother/sister</td>
<td>people in your country</td>
<td>doing</td>
<td>watching</td>
<td>playing</td>
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<td>thinking about</td>
<td>(online)</td>
<td>(something good)</td>
<td>(at the moment)</td>
<td>(pizza)</td>
<td>(TV)</td>
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</tbody>
</table>

**Ask me!**

1. **Where** **is** your family going to **watch** TV this **at the moment**?
2. **What** **are** you going to **do** **at the moment**?
3. **Why** **do** you **like** this **at the moment**?
4. **When** **is** your family going to **try** something **new**?
5. **Who** **are** you going to **admire**?

#### Generator 3

<table>
<thead>
<tr>
<th>(What)</th>
<th>has</th>
<th>you</th>
<th>your parents</th>
<th>your best friend</th>
<th>your teacher</th>
<th>your brother/sister</th>
<th>people in your country</th>
<th>done</th>
<th>tried</th>
<th>watched</th>
<th>met</th>
<th>talked to</th>
<th>read about</th>
<th>(something new)</th>
<th>(anyone interesting)</th>
<th>(..)</th>
<th>(this year)</th>
<th>(today)</th>
<th>(this week)</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Why)</td>
<td>have</td>
<td>your parents</td>
<td>your best friend</td>
<td>your teacher</td>
<td>your brother/sister</td>
<td>people in your country</td>
<td>done</td>
<td>tried</td>
<td>watched</td>
<td>met</td>
<td>talked to</td>
<td>read about</td>
<td>(something new)</td>
<td>(anyone interesting)</td>
<td>(..)</td>
<td>(this year)</td>
<td>(today)</td>
<td>(this week)</td>
<td>?</td>
<td></td>
</tr>
</tbody>
</table>

**Ask me!**

1. **What** **have** you **done** **this week**?
2. **What** **are** you **about to do**?
3. **Why** **do** you **try** new things?
4. **When** **is** your family planning to **watch** TV?
5. **Who** **are** you going to **admire**?
### Resource 4

**A fictional character**

**Focus review 1, Speaking**

<table>
<thead>
<tr>
<th>Personality</th>
<th>Looks and clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She is quite shy/tolerant/…</td>
<td>He/She is tall/short/well-built/…</td>
</tr>
<tr>
<td>He/She can sometimes be really arrogant/grumpy/…</td>
<td>He/She has got long dark hair/tattoos/…</td>
</tr>
<tr>
<td>He/She usually wears casual clothes/jeans and a T-shirt/…</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health</th>
<th>Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She feels well/…</td>
<td>He/She has a lot of/……………. friends.</td>
</tr>
<tr>
<td>He/She has a problem with his/her back/…</td>
<td>…………………………. is his/her closest friend.</td>
</tr>
<tr>
<td>He/She often has headaches/…</td>
<td>They are best friends because they have a lot in common/…</td>
</tr>
<tr>
<td>He/She needs an operation/…</td>
<td>They get on well because they respect each other/…</td>
</tr>
<tr>
<td>He/She should exercise more/…</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interests and dislikes</th>
<th>Career plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She is interested in modern dance/…</td>
<td>He/She wants to become an IT specialist/…</td>
</tr>
<tr>
<td>He/She is obsessed with making amateur films/…</td>
<td>He/She is planning to go to medical school/…</td>
</tr>
<tr>
<td>He/She is involved in preparing a school play/…</td>
<td>He/She is starting a holiday job next week/…</td>
</tr>
<tr>
<td>He/She can’t stand pessimists/…</td>
<td></td>
</tr>
<tr>
<td>He/She tries to avoid volunteer work/…</td>
<td></td>
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</tbody>
</table>
**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 ______________.
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 – hardworking; 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. (4) Give students two minutes to describe their close friends in a similar way.

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 check answers in pairs, then check with the class.

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.

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 students two to three 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.

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 1683 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