

# Inspired

*Inspired* is a four-level course designed to take teenagers from beginner to intermediate level (CEFR A1–B1+). The course aims to appeal to the modern teenager through imaginative and exciting topics, introduces up-to-date language and expressions, increases confidence through learner independence activities, provides regular opportunities for consolidation and self assessment, and caters to different learning styles. For the teacher it offers everything needed for successful lessons with full support at every stage.

The course offers a dual-entry possibility, and those learners who have already made some progress in English can start with *Inspired 2*.

## KEY IDEAS

A fundamental concept in the organization of *Inspired* is that of *difference*.

### Different ages

Teenagers are passing through a challenging period of their lives with great physical, social, and psychological changes. A 13-year-old lives in a different world than a 16-year-old. In designing *Inspired* our aim has been to create a course which grows with its students.

### Different abilities

Every class is a mixed-ability class. We see mixed ability not as a problem, but as a fact of life to which we need to respond in our teaching. Our response in creating *Inspired* has been to develop *flexible* materials which offer a variety of learning paths to success.

### Different interests

One of the most striking findings of the research phase in preparing this course was the wide variety of different interests among students. We have therefore provided a broad range of materials to engage students in challenging but achievable tasks. The topic syllabus gives the opportunity for cross-curricular and cross-cultural work so that students learn about life and the world at the same time as learning English. Language learning also needs to be fun to be effective, so we have included lots of games, poems, and puzzles, as well as a story in the Workbook and songs in the Teacher's Book.

### Different backgrounds

Teenagers come to the language classroom with a wide range of backgrounds—not only in social and educational terms, but also because of different learning histories. Students in the same class may have had positive, negative, or no language learning experiences at elementary school level; they may have started learning another language, or had private lessons or extra classes in English. Students who started learning English in elementary school may have been exposed to predominantly oral activities, games, and songs, and be surprised by the different demands of the class they are now in.

*Inspired* aims to provide a safe transition to the new level, and to consolidate and recycle language in fresh contexts.

## Different learning styles

We believe that it is important for students to “learn how to learn.” We have provided opportunities for students to experiment with different learning styles and develop language learning strategies which suit them. We have tried to make students aware that, while they may have a preferred learning style, they could benefit from experimenting with others.

## Different aspirations

Within each teenager there is a young adult in the making, and all have differing goals and aspirations for the future. We have aimed to provide students with practical language skills and a positive attitude toward learning. This will lead them to success in examinations and prepare them for using English in the real world.

## Different class sizes and weekly hours

The Teacher's Book provides lesson plans full of extra optional activities which can be given to less confident learners or to fast-finishers, and the Workbook exercises can all be used for self-study. Teachers with more hours at their disposal will find that they have material for considerably more than the 90–120 hours of the core course if they use the optional activities.

## KEY FEATURES OF *INSPIRED*

### Multi-syllabus

The course has a topic-led syllabus which integrates separate communicative, lexical, grammatical, pronunciation, skills, and learner independence syllabi. This provides a principled approach to vocabulary acquisition and to the development of the four skills. The Contents pages of the Student's Book list the topics, lesson titles, communicative aims, language areas, pronunciation points, skills, and learner independence training.

### Reading

At Levels 1 and 2, students encounter new language in the first three lessons of each unit through dialogues and prose texts. The dialogues feature an international group of teenage characters with whom the students can identify, while the prose texts focus on topics of interest and relevance to the students' lives and studies. Dialogues and texts are preceded by pre-reading/listening tasks to develop predictive skills.

### Vocabulary and grammar

The topic-led syllabus provides a firm basis for systematic coverage and development of vocabulary. Lessons contain Word Banks and activities to consolidate and extend lexical fields, and students are encouraged to maintain their own vocabulary notebooks. At the back of the Student's Book there is a unit-by-unit Word List with phonemic transcriptions.

There is a clearly structured approach to grammar, leading to fluency activities where students apply the target language in communicative situations. Language Workout boxes at the end of each lesson are cross-referenced with a comprehensive Language File at the back of the Student's Book, which provides full paradigms and explanations of grammatical points with controlled practice exercises.

## Pronunciation

The first three lessons of each unit provide explicit work on pronunciation, stress, and intonation arising from the lesson language. Phonemic symbols are given as support where relevant; these are intended for recognition only. There is a Pronunciation Guide at the back of the Student's Book.

## Skills development

Careful attention is paid to the development of the four language skills in each unit, both in the first three lessons and in the fourth Integrated Skills lesson. Guided writing, a carefully staged program of tasks, helps the growth of students' writing skills. There is further work on reading and writing skills in the Workbook, together with suggestions for extensive reading.

## Learner independence

The Integrated Skills lessons in each unit offer work on the development of learner independence, and this is supported by parallel sections in the Workbook and advice in the Teacher's Book lesson notes.

## Cognitive development, language awareness, and enjoyment

*Inspired* contains a range of activities, such as quizzes and questionnaires, which encourage students to think in English. "Your response" activities after a text or dialogue also encourage the development of critical thinking and personal responses to reading.

*Inspired EXTRA!* sections at the end of each Student's Book unit contain either a full project, or a Language Links activity focusing on plurilingualism and a skit for students to act out. There are also word games, puzzles, and limericks. Games can also be found in the Student's Book lessons, and the Workbook contains more puzzles, crosswords, and brainteasers.

## Mixed ability

The first three lessons of each unit contain Extension activities for fast-finishers. *Inspired EXTRA!* also includes both a Consolidation and Extension section which caters for two different ability levels—consolidating and extending language from the preceding four lessons—and a Your Choice! section where students can choose between activities reflecting different learning styles. There are further Consolidation and Extension sections in the Workbook.

## Recycling and reviewing

The syllabus regularly recycles new language. In addition to the Consolidation and Extension sections, there are four Review sections at each level, providing further consolidation and learner independence self assessment sections. There are additional Review sections in the Workbook.

## Culture and CLIL

Each level also features four Culture sections which build cross-cultural awareness, encourage discussion, develop vocabulary, and lead up to Mini-projects. The Workbook contains further Culture sections with reading, writing, and vocabulary exercises. There is a wealth of CLIL material appropriate to the students' age and level throughout the course, including a dedicated section in each Workbook.

## COURSE COMPONENTS

### Student's Book

The Student's Book provides 90–120 hours of teaching material within eight units. Each unit has four lessons—each on two pages for ease of use—and an *Inspired EXTRA!* section. The first three lessons in each unit present and practice new language, and the fourth is an Integrated Skills lesson. Each pair of units is preceded by a Preview, which gives the learner a taste of what is to come, and is followed by a Review. At the back of the book there is a Language File, a Word List, a Pronunciation Guide, and a list of Irregular Verbs.

### Workbook

The Workbook offers exercises which can be done in class or as self-study. It mirrors the Student's Book in its organization, providing a wealth of extra language practice material, integrated skills and learner independence work, mixed-ability Consolidation and Extension exercises, Culture pages, and Review sections. It includes pronunciation exercises, brainteasers, crosswords, and suggestions for follow-up work. The Workbook also contains CLIL materials linked to other subjects studied in this level, and a unit-by-unit story for extensive reading with language practice activities.


### Teacher's Book

The Teacher's Book features a practical approach to methodology with step-by-step lesson notes. There are stimulating ideas for warm-up activities to start each lesson, as well as optional activities throughout the lesson notes. There are follow-up activities at the end of each lesson and suggestions for homework. Useful cultural information is provided to help answer student queries, and downloadable songs with activities are also included. Full audioscripts are integrated within the notes, as are answers to all the Student's Book exercises. There is also a complete Workbook Answer Key.

### Test CD

The editable Tests are designed to cater to mixed-ability classes by providing Standard and Higher Tests for each Student's Book unit. Teachers can use the test that best suits their students and adapt it as necessary. There is also a diagnostic test, three end-of-term tests, and an end-of-course test. Tests include grammar, vocabulary, reading, listening, and writing.

### Class Audio CDs

All the Student's Book dialogues, texts, and pronunciation exercises are recorded. Recorded items are indicated by the symbol  in the Student's Book and Teacher's Book.

### Inspired Digital

*Inspired* embraces the digital generation offering multi-media and interactive solutions for use in class and at home. *Inspired Interactive Classroom* for use with an Interactive Whiteboard or digital projector includes the Student's Book in digital format with integrated audio and answer key, interactive activities, and cultural video clips. *Inspired Practice Online* ([www.macmillanpracticeonline.com/inspired](http://www.macmillanpracticeonline.com/inspired)) provides self-marking interactive practice activities, videos, and fun language games. The *Inspired Teacher's Website* ([www.macmillanenglish.com/inspired](http://www.macmillanenglish.com/inspired)) provides the teacher with extra language practice materials, cross-curricular and culture lessons, webquests, and a social networking section.

# Inspired and the Common European Framework of Reference for Languages

The Common European Framework of Reference for Languages (CEFR) is a widely-used standard created by the Council of Europe. In the classroom, familiarity with the CEFR can be of great help to any teacher in identifying students' actual progress and helping them set their learning priorities.

*Inspired* offers a wide range of teaching materials in various components which give teachers the opportunity to develop all aspects of their students' language ability. The CEFR can be used to follow their progress.

Below are the A2–B1 descriptors (description of competencies) covered in *Inspired 2* which students are aiming to reach. A1–A2 descriptors are available in the *Inspired 1* Teacher's Book and also on the *Inspired* teacher's websites. A basic level of confidence with the A1–A2 descriptors is expected as students start using *Inspired 2*, and by the end of the course, students should be able to accomplish more of the B1 level. Many of the B1 descriptors talk of greater confidence with the same kinds of ability already described in A2; others only emerge for the first time in B1.

On the teacher's website you will also find a list of unit-by-unit descriptors with suggested targets which you print out and copy for your students to assess themselves. Students can use these at any point to get a detailed picture of their own individual progress.

## What is a CEFR Portfolio?

If you are using portfolios as a way of evaluating your students' coursework over the year, you will find a wide variety of opportunities within each *Inspired* unit to provide material for the portfolio.

A portfolio is a way to document a person's achievements. Artists, architects, or designers collect samples of their work in portfolios. The basic idea is that students collect samples of their work in their portfolio. Most of the time, these samples will be texts created by the students, but they could also include photos of classroom scenes, wall displays, audio recordings, and DVDs. All these documents provide evidence of a student's performance, e.g. during a discussion, an oral presentation, or a role-play.

The portfolio consists of three parts: the Language Passport with information about a student's proficiency in one or more languages i.e. qualifications, the Language Biography where students reflect on their learning process and progress and say what they can do in their foreign language(s), and the Dossier, a collection of materials and data put together by students to document and illustrate their learning experiences.

Although it may be a demanding task to set up in the beginning, the overall aim is for students to be involved in planning, collecting, and evaluating their own work – taking responsibility for their own learning. This in turn may lead to increased participation and autonomy on the learners' part.

|                     | Inspired 1 TB Descriptors   | Unit 1                | Unit 2 | Unit 3         | Unit 4 | Unit 5     | Unit 6 | Unit 7 | Unit 8 |
|---------------------|---|-----------------------|--------|----------------|--------|------------|--------|--------|--------|
| <b>Listening A1</b> | I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.  | 8                     |        |                |        |            |        |        |        |
|                     | I can understand simple directions how to get from X to Y, by foot or public transportation.  |                       |        |                |        |            |        |        |        |
|                     | I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.   |                       |        |                |        |            |        |        |        |
|                     | I can understand numbers, prices, and times.  | 9, 14, 15, 16, 21, 22 |        |                |        |            |        |        |        |
| <b>Listening A2</b> | I can understand what is said clearly, slowly, and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.     |                       |        | 39             |        |            |        |        |        |
|                     | I can generally identify the topic of discussion around me when people speak slowly and clearly.  | 12, 14, 20            | 29, 31 | 38, 43         | 55, 56 | 66, 72     | 79, 83 | 93, 94 |        |
|                     | I can understand phrases, words, and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment). | 11, 17, 19            | 24, 25 | 38, 41, 42, 43 | 51     | 64, 72, 75 |        | 93, 97 | 107    |

|                   |  |        |                |                        |            |                        |                    |                 |                    |
|-------------------|--|--------|----------------|------------------------|------------|------------------------|--------------------|-----------------|--------------------|
|                   | I can catch the main point in short, clear, simple messages, and announcements.  |        |                |                        | 55         |                        |                    | 97              |                    |
|                   | I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.   | 15, 19 | 25, 27, 29, 31 | 37, 39, 41, 43         | 51, 55, 56 | 63, 64, 67, 70, 71, 75 | 76, 79, 81, 82, 83 | 88, 90, 93, 97  | 103, 105, 107, 109 |
|                   | I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.   |        |                |                        |            |                        |                    |                 |                    |
| <b>Reading A1</b> | I can understand information about people (place of residence, age, etc.) in newspapers.   |        |                |                        |            |                        |                    |                 |                    |
|                   | I can locate a concert or a movie on calendars of public events or posters and identify where it takes place and at what time it starts.   |        |                |                        |            |                        |                    |                 |                    |
|                   | I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, last name, date of birth, nationality). |        |                |                        |            |                        |                    |                 |                    |
|                   | I can understand words and phrases on signs encountered in everyday life (for instance, "parking lot", "station", "no parking", "no smoking", "keep left.")                                  | 20     |                | 46                     |            | 72                     |                    | 98              |                    |
|                   | I can understand the most important orders in a computer program, such as "PRINT", "SAVE", "COPY", etc.  |        | 28             |                        |            |                        |                    |                 |                    |
|                   | I can follow short simple written directions (e.g. how to go from X to Y).   |        | 28             |                        |            |                        |                    |                 |                    |
|                   | I can understand short simple messages on postcards.   |        |                |                        |            |                        |                    |                 |                    |
|                   | In everyday situations I can understand simple messages written by friends or co-workers, for example "back at six o'clock".   |        |                |                        |            |                        |                    |                 | 108                |
| <b>Reading A2</b> | I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.      | 18     |                | 40, 44                 | 56         | 68                     | 76, 78, 84, 86     | 92, 93, 94, 101 | 104, 106           |
|                   | I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.   |        | 32             | 45                     |            | 64                     |                    | 96              |                    |
|                   | I can understand simple written messages from friends or co-workers, for example saying when we should meet to play soccer, or asking me to be at work early.                                |        |                |                        |            |                        |                    | 91              | 108, 109           |
|                   | I can find the most important information on leisure time activities, exhibits, etc. in information leaflets.  |        |                |                        | 50, 58     |                        |                    | 96              |                    |
|                   | I can skim small advertisements in newspapers, locate the heading or column I want, and identify the most important pieces of information (price and size of apartments, cars, computers).   |        |                |                        |            |                        |                    |                 |                    |
|                   | I can understand simple user's instructions for equipment (for example, a public telephone).   |        | 29             |                        |            |                        |                    |                 |                    |
|                   | I can understand feedback messages or simple help indications in computer programs.  |        |                |                        |            |                        |                    |                 |                    |
|                   | I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.  |        | 24, 30, 32     | 38, 40, 42, 44, 48, 49 | 52, 54, 60 | 65                     | 80, 81, 82         | 90              | 102, 110           |

|                              |  |              |            |            |        |        |        |            |          |
|------------------------------|--|--------------|------------|------------|--------|--------|--------|------------|----------|
|                              | I can introduce somebody and use basic greeting and leave-taking expressions.  | 8            |            |            |        |        |        |            |          |
| <b>Spoken Interaction A1</b> | I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need, or on very familiar topics.   | 8, 9, 11, 13 | 25, 27, 31 | 37, 41, 45 | 58, 59 | 64, 72 | 79     | 97         |          |
|                              | I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.          |              |            |            |        |        |        |            |          |
|                              | I can make simple purchases where pointing or other gestures can support what I say.   |              |            |            |        |        |        |            |          |
|                              | I can handle numbers, quantities, cost, and time.  | 15, 21       |            |            |        |        |        |            |          |
|                              | I can ask people for things and give people things.  |              |            |            |        |        |        |            |          |
|                              | I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly. | 8, 9         | 25         | 49         |        | 67     |        | 95         | 105      |
|                              | I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock".   |              |            |            |        |        |        |            |          |
| <b>Spoken Interaction A2</b> | I can make simple transactions in stores, post offices, or banks.  |              |            |            |        |        |        |            |          |
|                              | I can use public transportation: buses, trains, and taxis, ask for basic information, and buy tickets.   |              |            |            |        |        |        |            |          |
|                              | I can get simple information about travel.   |              |            |            | 58     |        |        | 97         |          |
|                              | I can order something to eat or drink.   |              |            |            |        |        |        |            | 103      |
|                              | I can make simple purchases by stating what I want and asking the price.   |              |            |            |        |        |        |            | 105      |
|                              | I can ask for and give directions referring to a map or plan.  |              |            |            |        |        |        |            |          |
|                              | I can ask how people are and react to news.  |              |            |            |        |        | 83     | 97         |          |
|                              | I can make and respond to invitations.   |              |            |            |        |        |        |            | 108, 109 |
|                              | I can make and accept apologies.   |              |            |            |        | 66     | 80, 83 |            | 109      |
|                              | I can say what I like and dislike.   | 11           | 24, 31     | 37, 39, 45 | 54     | 66     |        | 93, 97, 98 |          |
|                              | I can discuss with other people what to do, where to go, and make arrangements to meet.  |              |            |            |        |        |        |            |          |
|                              | I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.   |              |            | 41, 43, 45 |        | 72     | 77     | 91, 98     |          |
| <b>Spoken Production A1</b>  | I can give personal information (address, telephone number, nationality, age, family, and hobbies).  | 8, 9, 17, 19 |            | 43, 45     |        |        |        | 95         |          |
|                              | I can describe where I live.   |              |            |            |        |        |        |            |          |
| <b>Spoken Production A2</b>  | I can describe myself, my family, and other people.  | 16           | 25         |            |        |        |        |            |          |
|                              | I can describe where I live.   |              |            |            | 57     |        |        |            |          |
|                              | I can give short, basic descriptions of events.  |              |            | 42         | 54     |        | 81     | 91         | 111      |
|                              | I can describe my educational background, my present or most recent job.   |              |            |            |        |        |        |            |          |
|                              | I can describe my hobbies and interests in a simple way.   |              | 31         | 43, 45     |        |        |        |            |          |

|                            |   |                        |                            |                                |                        |                            |                        |                 |                         |
|----------------------------|---|------------------------|----------------------------|--------------------------------|------------------------|----------------------------|------------------------|-----------------|-------------------------|
|                            | I can describe past activities and personal experiences (e.g. last weekend, my last vacation).                                |                        |                            |                                |                        |                            | 77, 79, 81             |                 |                         |
| <b>Strategies A1</b>       | I can say when I don't understand.  | 19                     |                            |                                |                        | 75                         | 83                     |                 |                         |
|                            | I can very simply ask somebody to repeat what they said.  |                        |                            |                                |                        | 75                         |                        |                 |                         |
|                            | I can very simply ask somebody to speak more slowly.  |                        |                            |                                |                        |                            |                        |                 |                         |
| <b>Strategies A2</b>       | I can ask for attention.  |                        |                            |                                |                        | 75                         |                        |                 |                         |
|                            | I can indicate when I am following.   |                        |                            |                                |                        |                            |                        |                 |                         |
|                            | I can very simply ask somebody to repeat what they said.  |                        |                            |                                |                        |                            |                        |                 |                         |
| <b>Language Quality A2</b> | I can make myself understood using memorized phrases and single expressions.  | 8, 9, 12               | 29, 31                     | 45                             | 57                     | 71                         |                        |                 | 109                     |
|                            | I can link groups of words with simple connectors like "and", "but", and "because".   |                        |                            | 39, 49                         |                        |                            | 83, 85                 | 91              |                         |
|                            | I can use some simple structures correctly.   | 9, 15, 17              | 25, 27, 29, 34             | 39, 41, 43                     | 51, 53, 55, 60         | 65, 69                     | 79, 81, 84, 86, 87     | 91, 93, 95, 101 | 103, 105, 107, 112, 113 |
|                            | I have a sufficient vocabulary for coping with simple everyday situations.  | 11, 13, 14, 16, 19, 20 | 24, 25, 26, 29, 30, 33, 35 | 36, 39, 42, 43, 44, 46, 47, 49 | 50, 51, 55, 56, 58, 61 | 62, 65, 66, 67, 69, 70, 71 | 77, 78, 80, 83, 86, 87 | 88, 92, 94, 95  | 102, 103, 105, 110, 113 |
| <b>Writing A1</b>          | I can fill in a questionnaire with my personal details (job, age, address, hobbies).  | 9                      |                            |                                |                        | 71                         |                        |                 |                         |
|                            | I can write a greeting card, for instance a birthday card.  |                        |                            |                                |                        |                            |                        |                 |                         |
|                            | I can write a simple postcard.  |                        |                            |                                | 59                     |                            |                        |                 |                         |
|                            | I can write a note to tell somebody where I am or where we are to meet.   |                        |                            |                                |                        |                            |                        |                 |                         |
|                            | I can write sentences and simple phrases about myself, for example where I live, and what I do.                               | 13, 21                 | 25                         |                                | 51                     |                            | 85                     |                 |                         |
| <b>Writing A2</b>          | I can write short, simple notes and messages.   |                        | 29, 33                     |                                |                        |                            | 84                     | 91              |                         |
|                            | I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).     |                        |                            |                                |                        |                            | 77, 84                 |                 | 107                     |
|                            | I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies). | 19, 21                 | 31, 32, 33                 | 39, 47                         | 55, 57                 | 65, 69, 73                 | 77, 79, 85             | 91, 93, 99, 101 | 105, 107, 110, 111      |
|                            | I can fill in a questionnaire giving an account of my educational background, my job, my interests, and my specific skills.   |                        |                            |                                |                        |                            |                        |                 |                         |
|                            | I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).                  |                        | 32                         | 43, 45                         | 57                     |                            |                        |                 | 111                     |
|                            | I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.                    |                        |                            |                                |                        |                            |                        |                 | 108, 109, 111           |
|                            | I can write simple sentences, connecting them with words such as "and", "but", and "because".                                 | 23                     |                            | 39, 49                         |                        |                            | 83                     | 93              |                         |
|                            | I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).      |                        |                            |                                |                        |                            | 83                     |                 |                         |

# Using *Inspired*

There are four Preview sections at each level of *Inspired*, giving students a brief introduction to the communicative aims and topic/vocabulary areas they will cover in the following two units.

## Communicative Aims

Students match photographs with some of the items in the Topics and Vocabulary box. This activity introduces students to the topics they will cover in the next two units.

## Topics and Vocabulary

Categorization activities introduce students to some of the key vocabulary of the following two units, and they are also encouraged through brainstorming to identify other words that they already know for some of the topics.

# PREVIEW

## UNITS 5-6

### COMMUNICATIVE AIMS LEARNING HOW TO ...

- 1 Talk about regular activities
- 2 Talk about what people are doing now
- 3 Talk about possessions
- 4 Make comparisons
- 5 Talk about past events
- 6 Ask about past events

### TOPICS AND VOCABULARY

Routines  
Jobs  
Possessions  
Weather  
Seasons  
Social situations  
Places in a town  
Continents and countries  
Transportation  
Feelings

1 Match the pictures (A-F) with six items in the Topics and Vocabulary box.

2 Put the words into categories.

Jobs

Weather

Transportation

waiter temperature nurse taxi hairdresser  
plane bus pilot car model rainy windy train  
cloudy



She was in the park.

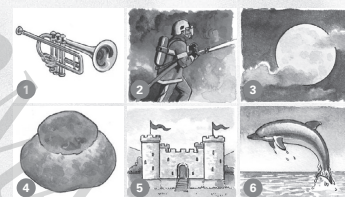


Whose is the blue bag?







3 Match the words with the pictures.

bread castle dolphin firefighter moon trumpet



D

|             |   |     |
|-------------|---|-----|
| London      |  | 18° |
| Mexico City |  | 27° |
| Miami       |  | 30° |
| Moscow      |  | 20° |

It's hotter in Miami than in Mexico City.

5 Take the Capital City Quiz with two other students.

## CAPITAL CITY QUIZ

TRUE OR FALSE?

1 Mexico City is bigger than Geneva.

2 Madrid is higher than Amsterdam.

3 Rio de Janeiro is hotter than Moscow.

4 Rome is older than New York.

5 London is wetter than Cairo.

Answers to Quiz: All the facts are true.

Believe it or not!

Every year there are 16 million thunderstorms in the world! That's 1,800 thunderstorms every hour, and 6,000 flashes of lightning every minute!

63

## Believe it or not!


Interesting facts related to one of the topics of the following units.

## Listening Preview

Students listen to short extracts from the following units and identify what kind of passage the extracts are taken from, or what topic they discuss.

## Quiz

Students complete a quiz or questionnaire related to one of the topics of the following two units to encourage them to personalize their knowledge of the topic.

4  Listen to extracts 1–3 from Units 5 and 6. Match them with these topics.

- A Social situations
- B Routines
- C Weather

The first three lessons in each unit present **new language**. While these lessons follow a similar pattern up to the After Reading exercise, the subsequent practice activities vary from lesson to lesson, but always include pronunciation and end with writing and Language Workout. Lessons may also include

Word Banks and vocabulary exercises, games and role-plays as appropriate for the lesson aims. There are usually one or two Extension activities for fast-finishers. In every case there is a progression from controlled presentation and practice of new language to freer, more communicative activities.

## Lesson heading

The heading shows the lesson topic—in this case *It's sunnier*—and the communicative aim(s) and target language of the lesson.

## Warm-up

The Teacher's Book suggests at least two warm-up activities for each lesson. These may review previously learned language or prepare students for the lesson topic.

## 1 Opener

The aim of the Opener is to set the scene for the reading text or listening passage, or to pre-teach vocabulary, or both.

## 2 Reading

The new language is usually presented in a text which is preceded by pre-reading tasks or prediction activities. Students then read the text. Teachers may then wish to play the recording, pausing to answer queries about language or content, or to ask students to close their books and listen without reading.

# 5

PEOPLE AND PLACES

## It's sunnier

Making comparisons (1)  
Comparative adjectives: *-er, more*

### 1 OPENER

What's the weather like today? Is it hot or cold, sunny, or rainy?

### 2 READING

248 Read *Climate change*. What information is surprising?

# Climate change

Is the world's weather getting better or worse?

Well, we know that it's sunnier. World temperatures are 0.6°C higher than 100 years ago and most areas of the Arctic are 1.5°C hotter than 100 years ago. And the seasons are changing. In some parts of the world, the spring comes earlier, and the autumn starts later and is longer.

Rain is a more difficult problem than temperature. We don't know how much it rains over the ocean. But we know that it's now rainier in some parts of the world and drier in others. For example, the weather is wetter in the winter in northern Europe and North America. In the tropics it's drier in the summer than before.

What about the ocean? Water expands and ice melts in warmer weather. Scientists estimate that ice in the Arctic Ocean is 40% thinner than 30 years ago. The ocean level varies in different parts of the world, but it's about 10–25 cm higher than 100 years ago. Scientists also say that by 2100, many of the 1,192 islands of the Maldives in the Pacific Ocean are likely to be under water.

Of course, over hundreds of years, the Earth gets hotter and then it gets colder again. But scientists are sure that what's happening now is different. The world is getting warmer. For example, the way we use energy from coal and oil is making the planet hotter. This is one cause of climate change—and it's man-made.

### 3 AFTER READING

Choose the correct word.

- Most areas of the Arctic are hotter/colder than 100 years ago.
- Spring in some parts of the world is earlier/later.
- Autumn in some parts of the world is shorter/longer.
- It's easier/more difficult to be sure about rain.
- Winter is rainier/sunnier in the north.
- Summer in the tropics is drier/wetter.
- The ocean is higher/hotter than 100 years ago.
- Changes in temperature are new/old.

**Your response** What can we do about climate change?

## 3 After Reading

These exercises use a variety of different formats including true/false, open questions, matching questions and answers, and completion. The aim is intensive reading. After Reading ends with Your response: an activity which invites the student to respond personally to the text or dialogue.

#### 4 Vocabulary

Lessons may also offer explicit lexical development through Word Banks of lexical sets and vocabulary exercises.

#### Follow-up activities and homework

The Teacher's Book offers optional follow-up activities, usually including a game, to help with mixed-ability teaching and to cope with variable aptitude and amounts of time available. Homework suggestions (usually writing) are also provided for each lesson.

#### 4 VOCABULARY

Complete the words for the four seasons.

sp \_\_\_\_\_ su \_\_\_\_\_ w \_\_\_\_\_

Match these words with photos 1–6.

Word Bank Weather

cloudy foggy rainy sunny snowy windy



Now compare the weather in different seasons.

It's cloudier in the spring than in the summer.

#### 5 SPEAKING

What about the weather in your country?

Think about these questions:

- Temperature: Is it hotter in the summer and colder in the winter now?
- Rain: Is it wetter or drier in the different seasons now?
- Seasons: are the times of the seasons changing?

Is it hotter in the summer now?

Is it wetter in the spring now?

Ask your teacher what he/she thinks.

**Extension** Write sentences about changes in temperature, rain, and the seasons in your country.

#### 6 PRONUNCIATION

Circle the /ə/ sound in these words.

/ə/

America around autumn Brazil island ocean problem season temperature

209 Now listen and check. Repeat the words.

#### 7 SPEAKING

Look at the chart and compare the weather.

##### TODAY'S WEATHER

|                |  |  |     |
|----------------|--|--|-----|
| London         |  |  | 18° |
| Mexico City    |  |  | 27° |
| Miami          |  |  | 30° |
| Moscow         |  |  | 20° |
| New York       |  |  | 24° |
| Rio de Janeiro |  |  | 26° |
| São Paulo      |  |  | 21° |
| Veracruz       |  |  | 25° |

It's cloudier in London than in Veracruz.

It's hotter in Miami than in Mexico City.

The weather in New York is worse than the weather in Moscow.

#### 8 WRITING

Look at the chart in exercise 7 and write a paragraph comparing today's weather in your town/city and the cities in the chart.

*Our weather is better/worse than London's. It's hotter/colder in New York than here.*

#### 7 Speaking

In the Speaking activity, students use the target language to communicate, in this case comparing the weather in different cities. This activity often also personalizes the target language and students use it to talk about their own lives and opinions.

#### 8 Writing

Each of the first three lessons in each unit ends with a writing activity. These typically have the dual function of writing skills development and reinforcement of the target language. In this lesson students write a paragraph comparing the weather in their town/city with one of the cities in the chart in exercise 7.

#### LANGUAGE WORKOUT

Complete.

| Adjective | Comparative  | Adjective | Comparative           |
|-----------|--------------|-----------|-----------------------|
| cold      | cold _____   | dry       | drier _____           |
| high      | _____        | easy      | _____                 |
| short     | _____        | sunny     | _____                 |
| late      | later _____  |           |                       |
| big       | bigger _____ | difficult | more difficult _____  |
| hot       | hotter _____ | famous    | _____ famous _____    |
| wet       | wet _____    | expensive | _____ expensive _____ |
|           |              | popular   | _____ popular _____   |

##### Irregular

good better  
bad worse

► Answers and Practice  
Language File pages 118–119

#### Language Workout

The Language Workout boxes highlight the target language with sentences from the reading text or paradigms for the students to complete. The bottom of the box refers students to the Language File at the back of the book where they can check their answers, find a fuller treatment of the grammatical point, and do a practice exercise focusing on the form of the target language. The Teacher's Book provides suggestions for further practice activities and additional information about the target language.

Teachers may decide when to draw students' attention to the Language Workout, and the Teacher's Book gives suggestions for when it can be used. For example, it may be appropriate to refer to it before learners are expected to produce the target language, and/or for consolidation at the end of the lesson.

#### Extension

Lessons have one or more Extension activities offering more challenging practice for fast-finishers.

#### 6 Pronunciation

Each of the first three lessons in every unit contains a pronunciation exercise focusing on particular sounds or stress and intonation. The Teacher's Book provides more information about the phonological area being treated, and suggests further activities.

The fourth lesson in each unit is an **Integrated Skills** lesson. In these lessons, the four skills support each other, usually moving from a reading text to a listening activity, then a speaking activity based on the listening or reading, and

concluding with a writing activity for which the reading, listening, and speaking have prepared the students. The lesson ends with a Learner Independence section.

## Lesson heading

The lesson heading identifies the text type, in this lesson, Questionnaire.

## Warm-up

The Teacher's Book suggests two or three warm-up activities. These may review vocabulary or prepare students for the lesson topic.

## 1 Opener

The aim of the Opener is to introduce the topic or to review and pre-teach vocabulary, or both.

## 2 Reading

There are usually one or two reading activities encouraging detailed reading. Detailed comprehension questions have the dual function of encouraging intensive reading and highlighting the structure of the text in preparation for the subsequent skills activities.

## 3 Listening

These activities develop intensive listening skills. Here students listen for Donna's answers to the questionnaire.

## 4 Speaking

Students then use their answers to the Listening activity to practice speaking. Here they compare their score with Donna's score and discuss what it says about their personality. The Teacher's Book offers further optional activities.

# 5

## PEOPLE AND PLACES

### 4 Integrated Skills Questionnaire

**1 Which is your favorite color?**  
A Red or yellow.  
B Brown or gray.  
C Blue or green.

**2 When you are shopping, do you ...**  
A know what you want and buy it?  
B ask for a friend's help?  
C compare things in lots of stores?

**3 When you are talking to someone, do you ...**  
A touch your hair or face?  
B touch the person you are talking to?  
C fold your arms?

**4 Do you like it more when you are ...**  
A alone?  
B with lots of people?  
C with two or three friends?


**5 When you see something funny, do you ...**  
A laugh a lot?  
B laugh?  
C smile?

**6 Which is easier when you have a problem?**  
A To call someone.  
B To e-mail someone.  
C To go and see someone.

**7 Which is your favorite time of the day?**  
A The morning.  
B The afternoon.  
C Late at night.

## Personality Test

# What are



**1 OPENER**  
Choose two of these adjectives to describe your personality.

**Word Bank** Personality adjectives  
careful confident friendly happy helpful open quiet serious shy

**2 READING**  
Read and answer the questionnaire. Then find out your score.

**3 LISTENING**  
Listen and write down Donna's answers to the questionnaire. What is her score? What does it say about her personality?

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### Learner Independence

Learner Independence sections typically include three activities, focusing on classroom English, vocabulary development, and idiomatic expressions.

## you like?

### 8 Which is your favorite evening activity?

- A Watching TV.
- B Talking to a friend.
- C Going to a party.

### 9 How often do you wear the same clothes the next day?

- A Sometimes.
- B Never.
- C Very often.



### 10 When you are angry with people, do you ...

- A shout at them?
- B discuss the problem with them?
- C say nothing?

#### Personality Test scores

- |                |  |
|----------------|--|
| 1 A=6 B=2 C=4  | <b>20–33 points</b>  |
| 2 A=6 B=4 C=2  | You are quiet and careful. You are a serious person and think a lot before you do something. You think a lot about other people too, but are happy when you are alone. |
| 3 A=4 B=6 C=2  | <b>34–47 points</b>  |
| 4 A=2 B=6 C=4  | You are a friendly, open, helpful person. Friends are important to you and you always help them with their problems.   |
| 5 A=6 B=4 C=2  | <b>48–60 points</b>  |
| 6 A=4 B=2 C=6  | You are a confident person. You aren't shy at all and you enjoy life a lot. You think quickly and often tell others what to do.  |
| 7 A=2 B=4 C=6  |  |
| 8 A=2 B=4 C=6  |  |
| 9 A=4 B=6 C=2  |  |
| 10 A=6 B=4 C=2 |  |

### 4 SPEAKING

Compare your score with other students' scores and Donna's score. What does your score say about your personality? Do you agree with your score? Is there anything you want to change in the description of your personality?

### 5 WRITING

Use your answers to the questionnaire and your score to write a paragraph about your personality.

*My favorite color is ...*

### 5 Writing

Here, students use their answers to the questionnaire to write a paragraph about their personality. The Teacher's Book suggests that students check each other's work for grammar, spelling, and punctuation, and also provides further optional activities.

## UNIT 5

### LEARNER INDEPENDENCE

- 6 Classroom English: Match the words with the punctuation marks.

#### Word Bank Punctuation

capital letter comma  
exclamation point hyphen  
parentheses period  
question mark



- 2.11 Now listen and write the punctuation marks you hear.

- 7 Add these sections to your vocabulary notebook.

Jobs Weather and seasons  
Personality adjectives

- 8 2.12 **Phrasebook:** Find these useful expressions in Unit 5. Then listen and repeat.

I'm having a wonderful time.  
It's a beautiful day.  
It's time to ...  
Good job!  
Whose turn is it?  
What's the problem?  
Good idea.  
Don't get mad.

Now write a three-line dialogue using one or more of the expressions.

- A *It's time to go home.*  
B *Not now. I'm having a wonderful time.*  
A *But it's three o'clock in the morning!*

### 6

In this lesson, students look at different punctuation marks. Discussion may take place in English or their mother tongue, as appropriate to the learner's level. The emphasis here is on giving the students the language they need in the classroom, so there is no need to use their native language. The Teacher's Book offers optional activities to further explore this area.

### 7

The aim here is to increase students' vocabulary.

### 8 Phrasebook

This section appears in every unit and helps students learn idiomatic expressions in context. Students find the expressions from within the unit, practice pronunciation, and then complete a small follow-up activity, in this case writing a short dialogue with the idiomatic expressions they have learned.

### Follow-up activities and homework

The Teacher's Book offers optional follow-up activities, usually including a game, to help with mixed-ability teaching and to cope with variable aptitude and amounts of time available. Homework suggestions (usually writing) are also provided for each lesson.

**Inspired EXTRA!** follows the Integrated Skills lesson in each unit and always includes, on the left-hand page, a Game, plus either a Project, Language Links, or a Skit. On the right-hand

page, there are mixed-ability activities giving opportunities for both consolidation and extension, and Your Choice!, which allows students to choose from two different activities.

## Language Links

The aim of the Language Links section is to raise plurilingual awareness. Here, students are encouraged to see how knowing one or two languages can often help them to identify words in other languages.

## Game

Here, students play a miming game to practice job vocabulary. There is always a game on this page, and there are also games throughout the book in the lessons and in the Teacher's Book optional activities.

# 5

PEOPLE AND PLACES

## Inspired EXTRA!



### LANGUAGE LINKS

Many words in English are like words in other languages. Which of these words are like words in your language?

#### International words in English

banana camera chocolate club drama  
golf guitar jeans music photograph  
pizza sandwich stop television  
tennis video volleyball weekend

Find other words in Units 1–5 that are like words in your language. Make a section in your vocabulary notebook for these words. Notice the differences in spelling!



### SKIT The Car

213 Read and listen.



MAN Excuse me. This car—is it yours?  
WOMAN Why?  
MAN It's outside my house. I don't want it here.  
WOMAN Why not?  
MAN I want to have my car outside my house.  
WOMAN Can you please drive the car away?  
MAN No, I'm sorry, I can't.  
WOMAN You can't?  
MAN No.  
WOMAN I don't understand. Can't you drive?  
MAN Of course I can drive.  
WOMAN Then why can't you drive the car away?  
MAN I don't have the car keys.  
WOMAN You don't have the keys? But it's your car.  
MAN No, it isn't mine.  
WOMAN It isn't yours? Then whose is it?  
MAN I don't know. Oh, here's my bus. Bye!

Now act out the skit in pairs.

### Game What's My Job?

- Form two teams: Red and Blue.
- A Red Team student thinks of a job and mimes it for his/her team to guess. They ask questions using the present progressive and simple present.
- Then a Blue Team student thinks of a job and mimes it for his/her team to guess.
- Teams score a point for every job they guess in 60 seconds.

Q Are you driving a car?  
A No, I'm not.  
Q Do you travel a lot?  
A Yes, I do.  
Q Do you wear a uniform?  
A Yes, I do.  
Q Are you a train driver?  
A No, I'm not.  
Q Do you go to lots of countries?  
A Yes, I do.  
Q Are you flying a plane?  
A Yes, I am!  
Q Are you a pilot?  
A Yes, I am!

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## Skit

The aim of the skits is for students to enjoy using English, while also getting valuable stress and intonation practice. The Teacher's Book has suggestions for using the recording and for acting out the skits.

### Consolidation

The Consolidation exercises provide further writing practice for less confident students in mixed-ability classes. In this unit, students write sentences about Cathy's typical day, make a list of vocabulary, write about the weather, and write about Donna. They are always given sections of the unit to refer back to.

### CONSOLIDATION

**LESSON 1** Look at Cathy's e-mail on page 64. Write a description of her typical day at sea.

*Cathy gets up at 7 a.m. and she has breakfast at 7:15.*



**LESSON 2** Look at the photo on page 66. Make a list of all the clothes and other things that the people are wearing and holding.

*gray sweatshirt, blue bag, ...*

**LESSON 3** Look at the weather chart on page 69. Write sentences about today's weather in the cities.

*In London it's very cloudy and it's windy. The temperature is 18 degrees.*

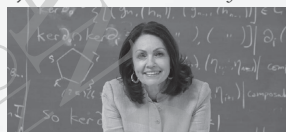
**LESSON 4** Look at Donna's answers to the questionnaire on pages 70–71. Write a paragraph about her.

*Donna's favorite time of the day is ...*

### EXTENSION

**LESSON 1** Choose four members of your family. Write sentences about what they do, and say what they're doing right now.

*My mother is a teacher. She's having lunch right now.*



**LESSON 2** Look at the photo on page 66. Write questions and answers about people's things.

*Whose is the red cap?  
It's Donna's.*



**LESSON 3** Make true sentences using these comparative adjectives.

bigger more expensive more famous  
higher more popular smaller

*Your shoes are bigger than mine.*

**LESSON 4** Write a paragraph about your best friend's personality. Use the questionnaire on pages 70–71 to help you.

### Extension

The Extension exercises provide challenging writing activities for more confident students in mixed-ability classes. In this unit, students write sentences about their family, write questions and answers about a photo, write comparative sentences, and write about their best friend's personality.

The Consolidation and Extension exercises are a flexible resource and may be done at the end of the unit or after the relevant lesson. Alternatively, the students can do them as homework. The Teacher's Book provides possible answers.

### Project

Projects provide a valuable resource for student creativity, self-expression, and language consolidation. They also allow students of varying abilities to all contribute. Students are encouraged to save their projects to add to their portfolios. While intended for use with the whole class, the projects could also be used for homework, or as supplementary material with more confident students in mixed-ability classes. The group size for projects will vary from class to class, but teachers may prefer to have groups of three to six members.

- 1 Projects require students to go back through part of the unit which models the writing they will do. Then students brainstorm ideas, choosing a few to write about.
- 2 There is then a research phase using reference books, libraries, or the Internet to gather information for the project. This could involve interviewing people, for example, family members.
- 3 Finally, the students work together to produce their project, reading each other's work, editing, and illustrating it. The Teacher's Book offers suggestions for organization.

### YOUR CHOICE!

#### THINK OF A WORD!

- Work in pairs.
- Student A says a word for an object, for example, *wallet, photo, comb, guitar, camera, watch*.
- Student B says a word for each of these six categories:  
something smaller  
something bigger  
something earlier in the dictionary  
something later in the dictionary  
a shorter word  
a longer word  
A Wallet.  
B Earring, car, spring, windy, tea, sunglasses.

#### WORLD WEATHER REPORT

- Work in a small group and find out information about weather in different parts of the world from newspapers or the Internet.
- Choose two places to write about and note important information. For example:  
What's the temperature in January and in July?  
How much rain is there every year?  
Is it often windy?  
Does it snow in the winter?
- Use your notes to write a *World Weather Report*. Show your report to other students.

### Your Choice!

The aim here is for students to choose and do the activity they like best. The activities reflect different learning styles and the aim is to encourage awareness of learning styles and to foster learner independence. Your Choice! activities may involve individual, pair, or group work.

There are four Culture sections in each level of *Inspired*, providing both factual information and the opportunity for cross-cultural comparisons. The section illustrated here deals with the topic of gestures.

## Vocabulary

The Culture section texts provide a rich source of useful new vocabulary, and there is a variety of activity types here to give practice.

## 5 Culture

### SOCIAL SITUATIONS QUESTIONNAIRE

#### WHAT DOES IT MEAN?

There are more than 700,000 different gestures in the world! And some gestures mean different things in different places! What do these gestures mean in your country?



- 1
- A Help!
  - B I have no idea.
  - C I don't have any money.
  - D Another meaning?



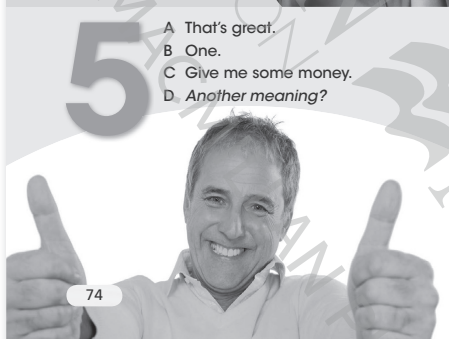
- 2
- A Goodbye.
  - B Listen to me.
  - C Come here.
  - D Another meaning?



- 3
- A We're very good friends.
  - B Let's hope for good luck.
  - C I'm not sure.
  - D Another meaning?



- 4
- A Be quiet.
  - B One.
  - C Go away!
  - D Another meaning?



- 5
- A That's great.
  - B One.
  - C Give me some money.
  - D Another meaning?



- 6
- A Don't forget.
  - B He's crazy!
  - C I'm not sure.
  - D Another meaning?

**1 Reading**

Here, students read and answer a questionnaire about gestures.

**Culture****1 READING**

Read and answer the questionnaire.

**2 LISTENING**

- 214 Listen to Adam and Donna answering the questionnaire. What do the gestures mean in the United States? Are there any differences between the U.S. and your country?

**3 READING**

Read *What do you say at a party?* and choose the best responses.

- 215 Now listen and check.

**4 SPEAKING**

What do you say in these situations? Choose from the expressions below.

What do you say ...

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1 when someone sneezes?              | a What's wrong?                      |
| 2 when you want to talk to someone?  | b Can I have a word with you?        |
| 3 when you step on someone's foot?   | c Bless you!                         |
| 4 when you can't understand someone? | d Have a great time!                 |
| 5 when someone doesn't look happy?   | e Excuse me? Can you say that again? |
| 6 before someone goes on vacation?   | f I'm very sorry!                    |

- 216 Now listen and check.

## What do you say at a party?

**1 This is my friend, Tamara.**

- A I don't know.  
B What's your name?  
C What's her name?  
D Hi, nice to meet you.

**2 What do you do?**

- A How do you do?  
B I'm a model.  
C I'm looking for my wallet.  
D I'm going home.

**3 Do you want something to drink?**

- A Thank you.  
B Yes, please.  
C Yes, thank you.  
D Yes, I want.

**4 What's he like?**

- A He likes soccer and swimming.  
B He has brown hair and blue eyes.  
C He feels sick.  
D He's a great guy.

**5 Can I use your phone?**

- A Never mind.  
B Sorry, I can't.  
C Yes, sure.  
D I can't remember.

**5 MINI-PROJECT**  
*Gesture Guide*

Work with another student and write a short guide to gestures in your country.

- Find four pictures of people making gestures. Look in newspapers and magazines or on the Internet. For example, look for gestures people make when they say goodbye, when they meet someone, or when they mean Yes or No.
- By each picture, write the meaning of the gesture.

Read your work carefully and correct any mistakes. Then show your *Gesture Guide* to other students.

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**5 Mini-Project**

The Mini-Projects in the Culture sections typically use the text as a model and invite the students to work in pairs and write about aspects of their own culture.

There are four **Reviews** in each level of *Inspired*. Each Review covers the new language of the preceding two units. The Teacher's Book contains the answers to all the exercises.

Review exercises are contextualized, often using information from the relevant lesson, so that students are creating meaningful sentences.

Reviewed language points include not only main verb tenses but also problem areas such as pronouns and comparatives.

The Workbook offers a parallel Review with text and multiple-choice questions, examination-type exercises, and a self assessment Progress Check consisting of "I can do ..." statements.

## Exercise 1

Each review begins with a text covering the new language of both units.

# REVIEW

UNITS 5-6

- 1 Read and complete. For each number 1-12, choose word A, B, or C.

## "I DIDN'T WAIT—I JUMPED IN!"

A teenager jumped into the East River yesterday and 1 the life of a tourist. Janet Rivera was by the river when she 2 a young man in the water.

Eighteen-year-old Janet, who started a new job at a swimming pool two weeks 3, said, "The tourist fell out of a boat into the water."

"He shouted, but he 4 speak any English. At first no one thought it was a problem. There 5 lots of people there and they all laughed. Then I heard a shout of 'Help!' It was the young man's father," said Janet, who 6 at a swimming pool in Hillsborough, New Jersey. "The father jumped into the water too, but he 7 know how to swim."

"I asked a woman to help me," Janet said. "The woman jumped in and swam to the 8 father. I swam out to the son. His head was underwater. I pulled him up, but then he 9 down again. It became 10 difficult to hold him. My jeans got wetter and wetter and they pulled me under the water. I thought I 11 in the water for a long time, but it was really only two or three minutes."

People 12 Janet and together they pulled the young tourist out of the river. "I didn't wait—I jumped in," said Janet. Her mom, Jackie, said: "She was wonderful."



- |                |             |            |
|----------------|-------------|------------|
| 1 A save       | B saves     | C saved    |
| 2 A saw        | B see       | C sees     |
| 3 A after      | B ago       | C before   |
| 4 A didn't     | B doesn't   | C don't    |
| 5 A was        | B wasn't    | C were     |
| 6 A is working | B work      | C works    |
| 7 A didn't     | B doesn't   | C don't    |
| 8 A tourist    | B tourist's | C tourists |
| 9 A goes       | B going     | C went     |
| 10 A more      | B many      | C much     |
| 11 A am        | B was       | C were     |
| 12 A help      | B helping   | C helped   |

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- 2 Complete with the correct form of the simple present or present progressive.

- Ricardo usually        to the movies on Friday. (go)
- It's 7:30—Marisa and Katya        breakfast. (have)
- Donna's cousin        on a boat this summer. (work)
- She        to the news on the radio every day. (listen)
- The NFI students        Ellis Island right now. (visit)
- you        the party? (enjoy)
- I        your phone number. (not know)
- How many languages        you       ? (speak)

- 3 Write questions and answers.

magazine/Adam  
*Whose magazine is this? It's Adam's.*

- |                       |                        |
|-----------------------|------------------------|
| 1 cat/Marisa          | 4 jeans/Katya          |
| 2 sunglasses/Ricardo  | 5 umbrella/the teacher |
| 3 cell phone/Mr. King | 6 CDs/my friend        |

- 4 Write sentences.

her *They're her earrings.  
They're hers.*

- |       |       |         |
|-------|-------|---------|
| 1 his | 2 our | 3 their |
| 4 her | 5 my  | 6 your  |

- 5 Write sentences using comparative adjectives.

Texas/hot/than New Jersey  
*Texas is hotter than New Jersey.*

- Florida/sunny/than New York
- Japanese/difficult/than English
- A Cadillac/expensive/than a Ford
- Mexico City/big/than Rio de Janeiro
- Mount Everest/high/than Aconcagua
- Tom Cruise/famous/than me

- 6 Ask and answer.

television/1920 X

Was there television in 1920? No, there wasn't.

cars/1950 ✓

Were there cars in 1950? Yes, there were.

- |                      |                   |
|----------------------|-------------------|
| 1 computers/1940 X   | 5 beer/1850 ✓     |
| 2 e-mail/1990 ✓      | 6 sneakers/1930 X |
| 3 jeans/1890 ✓       | 7 radio/1890 X    |
| 4 cell phones/1900 X | 8 cameras/1930 ✓  |

7 Write the simple past of these regular verbs under the correct sound.

answer ask check decide enjoy kiss  
listen repeat shout smile talk wait

| /d/      | /t/   | /ɪd/    |
|----------|-------|---------|
| answered | asked | decided |

228 Now listen and check.

8 Complete with the simple past of these verbs.

cook find know play run sail see visit

- The Vikings \_\_\_\_\_ to North America a thousand years ago.
- Adam and Ruby \_\_\_\_\_ pasta for dinner last night.
- We \_\_\_\_\_ a movie about Dracula on TV a week ago.
- Donna \_\_\_\_\_ five kilometers this morning.
- Mr. King \_\_\_\_\_ Miami last year.
- Jake \_\_\_\_\_ basketball yesterday.
- I \_\_\_\_\_ 20 dollars on the street a minute ago!
- You \_\_\_\_\_ the answers to all the questions!

9 Ask and answer.

Did Marisa call home? Yes, she did.

Did she call Adam? No, she didn't.

- Marisa/call home ✓/Adam ✗
- Ricardo/write a letter ✗/an e-mail ✓
- Donna/wear a jacket ✓/a dress ✗
- Katya and Marisa/go to the movies ✗/the shopping mall ✓
- Jake and Adam/play tennis ✓/basketball ✗
- Lisa/listen to CDs ✗/the radio ✓

Now write sentences.

Marisa called home. She didn't call Adam.

### VOCABULARY

10 Complete with eight of these words.

blood coast dress explorer hill  
news storm sun temperature train

- It's a beautiful day and the \_\_\_\_\_ is shining.
- She wore a nice \_\_\_\_\_ for the party.
- It's very hot—what's the \_\_\_\_\_?
- Christopher Columbus was a famous \_\_\_\_\_.
- Vampires drink people's \_\_\_\_\_.
- We walked up the \_\_\_\_\_ to the church.
- I watched the \_\_\_\_\_ on TV.
- You can go from New York City to Washington, D.C. by \_\_\_\_\_.

11 Match these words with their definitions.

difficult huge journalist mad noon  
nurse ship short terrible wet

- the middle of the day
- opposite of easy
- opposite of long or tall
- big boat
- angry
- opposite of dry
- very bad
- very big
- someone who takes care of people who are sick
- someone who writes news stories

12 Match the verbs in list A with the words and phrases in list B.

- |          |            |
|----------|------------|
| <b>A</b> | <b>B</b>   |
| 1 ask    | at someone |
| 2 close  | a boat     |
| 3 drive  | math       |
| 4 fly    | your eyes  |
| 5 fold   | for help   |
| 6 go     | a plane    |
| 7 sail   | to sleep   |
| 8 shout  | a car      |
| 9 teach  | your arms  |

### LEARNER INDEPENDENCE SELF ASSESSMENT

Look back at Lessons 1–3 in Units 5 and 6.

| How good are you at ...?   | ✓ Fine                   | ? Not sure               |
|--|--------------------------|--------------------------|
| 1 Talking about regular activities<br>Workbook p54 exercises 1 and 2                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Talking about what people are doing now<br>Workbook p54 exercise 3                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Talking about possessions<br>Workbook pp56–57 exercises 1, 2, and 5                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Making comparisons<br>Workbook pp58–59 exercises 1–5   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Talking about past events<br>Workbook p66 exercises 1–3, pp68–69 exercises 1–6, and p70 exercise 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Asking about past events<br>Workbook p67 exercises 4–6 and pp70–71 exercises 2–4                   | <input type="checkbox"/> | <input type="checkbox"/> |

Not sure? Take a look at Language File pages 117–120 and do the Workbook exercise(s) again.

Now write an example for 1–6.

1 Adam's father flies planes to Southeast Asia.

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### Collocation

All the Review sections include an exercise to raise awareness of the importance of collocation.

### Learner Independence: Self Assessment

This Self Assessment section for each two units lists the communicative aims and invites students to rate their confidence in each one. Students who are not sure about their ability in a particular area are referred to the Language File and the relevant Workbook exercises. The Teacher's Book offers guidance on handling this.

### Follow-up activities and homework

The Teacher's Book offers optional follow-up activities, usually games. Homework suggestions (usually writing) are also provided.

### Vocabulary

Vocabulary exercises include completion, matching words with their definitions, and collocation (in this case matching verbs and phrases).