

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-fininishers, 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-fininishers. *Inspired Extra!* also includes both a Consolidation and Extension section which caters to 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 in 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, 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.

Tests 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 CD

All the Student's Book dialogues, texts, and pronunciation exercises are recorded. Recorded items are indicated by the symbol  1.04 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) provides self-marking interactive practice activities, videos, and fun language games. The *Inspired Resource Site* (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 may lead to increased participation and autonomy on the learners' part.

Inspired 2 TB descriptors		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Listening A2	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.	10	24, 27						
	I can generally identify the topic of discussion around me when people speak slowly and clearly.	10	29	42	53	64		96	104
	I can understand phrases, words, and expressions related to areas of most immediate priority (e.g. basic personal and family information, shopping, local area, employment).			38, 43, 49	55	67		95	
	I can catch the main point in short, clear, simple messages and announcements.			41, 42		67			
	I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.	7, 16, 17, 18		35, 37, 38, 39, 41	48, 55	61, 62	74, 79, 81, 84	86, 95	103, 107

	I can identify the main points of TV news items reporting events, accidents, etc. when the visual supports the commentary.						78, 81		107
Listening B1	I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases delivered relatively slowly and clearly.				53	68	84		104
	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.		29	39	49, 52, 53	61, 62, 64, 70	73, 74, 77, 81	90, 95, 96	103, 104, 107
	I can listen to a short narrative and form hypotheses about what will happen next.				51, 53				
	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest		29	37, 41, 43	48, 51, 55	62, 68	77, 79	95	101, 107
	I can catch the main points in TV shows on familiar topics when the delivery is relatively slow and clear.						79		
	I can understand simple technical information, such as operating instructions for everyday equipment.								
Reading A2	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.	10, 14, 16	26, 28, 30	42, 46, 47	48, 50, 51, 58	64	76	92, 96	100, 102
	I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.			47		63			
	I can understand simple written messages from friends or co-workers, e.g. saying when we should meet to play soccer or asking me to be at work early.					63, 67			
	I can find the most important information on leisure time activities, exhibits, etc. in information leaflets.	20	23	38		68	80	94	102, 110
	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).	20		43	54			92	
	I can understand simple user's instructions for equipment, e.g. a public telephone.								110
	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.	6, 7, 10, 12, 13, 14, 16, 17, 21	22, 24	36, 47	52, 54	68	76, 78, 80	88, 90, 98	102

Reading B1	I can understand the main points in short newspaper articles about current and familiar topics.		22, 28, 32	44	48, 50, 51, 54, 58		84	92, 96, 98	100, 106
	I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.		26	40, 42	58		80, 84	88	
	I can guess the meaning of single unknown words from the context, thus deducing the meaning of expressions if the topic is familiar.		28, 29	44	58		76	94	100
	I can skim short texts (e.g. news summaries) and find relevant facts and information (e.g. who has done what and where).	16	24	38, 44	54	66	74, 84	96, 98	100, 101, 102, 103, 106, 110
	I can understand the most important information in short, simple, everyday information brochures.		28, 30, 32	38		68, 72, 73	82	94, 98	102, 106, 110
	I can understand simple messages and standard letters (e.g. from businesses, clubs, or authorities).								
	In private letters I can understand those parts dealing with events, feelings, and wishes well enough to correspond regularly with a pen friend.					63		93	
	I can understand the plot of a clearly structured story and recognize what the most important episodes and events are and what is significant about them.					66		88	100, 108
Spoken Interaction A2	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.								
	I can order something to eat or drink.					64, 65			
	I can make simple purchases by stating what I want and asking the price.					65			
	I can ask for and give directions referring to a map or plan.					67			
	I can ask how people are and react to news.								
	I can make and respond to invitations.					65			
	I can make and accept apologies.								
	I can say what I like and dislike.	10	26	36	52, 55	73	81	87	
	I can discuss with other people what to do, where to go, and make arrangements to meet.					71		93	
	I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.	9, 10, 17	31	35, 39	49		77	87	

Spoken Interaction B1	I can start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest.	15	23, 31	39	51, 55	61, 63, 71	75, 83	89, 93	101, 104, 107
	I can maintain a conversation or discussion, but may sometimes be difficult to follow when trying to say exactly what I would like to.		23, 25, 28	28	55, 56	66, 69	81	95, 96	104, 105, 108
	I can deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling.					69		93	
	I can ask for and follow detailed directions.		25			67			
	I can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.				52			94, 95, 97	108
	I can give or seek personal views and opinions in an informal discussion with friends.		24, 29, 31	40, 45	50, 55, 56	61, 66	77, 81	89, 90, 96, 99	101, 103
	I can agree and disagree politely.				51			95, 96, 99	
Spoken Production A2	I can describe myself, my family, and other people.	7, 19	29					90	108
	I can describe where I live.	16	23						
	I can give short, basic descriptions of events.		23	45	56, 58			92	107, 108
	I can describe my educational background, my present, or most recent job.								
	I can describe my hobbies and interests in a simple way.	10	26				81		
	I can describe past activities and personal experiences (e.g. last weekend, my last vacation).			37, 45			75, 85		108
Spoken Production B1	I can narrate a story.				55		75		
	I can give detailed accounts of experiences, describing feelings and reactions.		24		52	61, 72	81	98, 99	108
	I can describe dreams, hopes, and ambitions.								
	I can explain and give reasons for my plans, intentions, and actions.		26	36, 38	50	62, 69, 71	81	88, 92, 96	101
	I can relate the plot of a book or movie, and describe my reactions.			40	56				
	I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.			37, 42, 45			75, 81	89	107
Strategies A2	I can ask for attention.	17							
	I can indicate when I am following.	16, 17	29						
	I can very simply ask somebody to repeat what they said.								

Strategies B1	I can repeat back part of what someone has said to confirm that we understand each other.							95	
	I can ask someone to clarify or elaborate what they have just said.	17							
	When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".								
Language Quality A2	I can make myself understood using memorized phrases and single expressions.	17	25	43	55	65, 69	81	91, 95	107
	I can link groups of words with simple connectors like "and", "but", and "because".		22, 27	41	51, 58				
	I can use some simple structures correctly.	11, 13, 15	23, 25, 27	37, 39, 41, 45	49, 51, 53, 55, 57, 59	63, 65, 67, 71	75, 77, 79, 81, 82	89, 91, 93	101, 103, 105, 110
	I have a sufficient vocabulary for coping with simple everyday situations.	7, 8, 9, 12, 14, 15, 18, 21	22, 23, 24, 25, 26, 33	34, 35, 37, 39, 40, 41, 43, 47	49, 52, 53, 55, 57, 58, 59	60, 63, 64, 65, 67, 71, 73	75, 77	86, 89, 91, 92, 99	101, 103, 105, 107, 110, 111
Language Quality B1	I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying—especially when I talk freely for longer periods.						83	99	107, 109
	I can convey simple information of immediate relevance, getting across which point I feel is most important.		25		51, 52		76	89, 91	103, 107
	I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.		26, 32, 33	43, 47	51, 53, 54, 55, 57	64, 67, 71	77, 78	89, 91, 99	101, 110
	I can express myself reasonably accurately in familiar, predictable situations.			40, 43	57	71	76	89, 91, 93	107, 109
Writing A2	I can write short, simple notes and messages.	11					82, 83	97	101, 108
	I can describe an event in simple sentences and report what happened when and where (e.g. a party or an accident).	15, 17, 19	30			63	79	95	108, 109
	I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).	13, 15, 19	23	39, 47	57		77, 81, 83	91, 97	101, 109
	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).	19							

	I can write a short letter using simple expressions for greeting, addressing, asking, or thanking somebody.							93	
	I can write simple sentences, connecting them with words such as "and", "but", "because".	15, 17	27, 30	41, 43	58		75, 79		
	I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).					63, 67			107
Writing B1	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	17, 21	25, 27, 33	39, 43, 45, 47	51, 56, 57	73	77, 79, 81, 82	89	101, 103, 109
	I can write simple texts about experiences or events, e.g. about a trip, for a school newspaper, or a club newsletter.		29	37, 39, 45	49	63, 73	75, 83	91, 95, 99	105, 108
	I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.			41	55		77	95	109
	I can describe in a personal letter the plot of a movie or a book or give an account of a concert.				55, 56, 57				
	In a letter I can express feelings such as grief, happiness, interest, regret, and sympathy.							97	
	I can reply in written form to advertisements and ask for more complete or more specific information about products (e.g. a car or an academic course).								
	I can convey—via fax, e-mail, or a circular letter—short simple factual information to friends or co-workers or ask for information in such a way.								
	I can write my résumé in summary form.								

Using *Inspired*

There are four **Preview** sections in 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 pictures with contextualizing sentences or questions to the correct communicative aim from the box. This activity helps prepare students for the context in which they will learn each communicative aim.

Topics and Vocabulary

Categorization activities introduce students to some of the key vocabulary from 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 future arrangements
- 2 Describe a sequence of events
- 3 Order a meal in a restaurant
- 4 Give directions
- 5 Talk about recent events
- 6 Talk about experiences
- 7 Say what's wrong with something

TOPICS AND VOCABULARY

Food
Satellite navigation
Directions
Luggage and clothes
Dictionary words
Animals
Transportation
Town facilities
Famous landmarks

- 1 Match the communicative aims (1-7) with the pictures (A-G).
- 2 Put the words into categories.

Animals

Landmarks

Directions

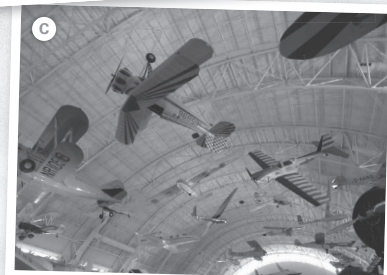
monkey left towers north map sheep castle cow mountain palace right horse cathedral tiger lion south



Do you have any pizzas with mushrooms?



Have you ever been on a high-speed train?



Who is taking them to the Air and Space Museum?

- 3 Write three more words for each of these categories.

Dictionary words

Noun _____

Drinks _____

Juice _____

Adjectives meaning fantastic

wonderful _____

PREVIEW



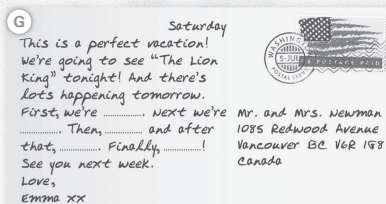
There isn't enough time to go shopping.



She's just told me.



When you get off the bus, cross the street.



- 4 1.53 Listen to extracts 1–3 from Units 5 and 6. Match them with A–C below.

- A Directions to a place in a city
- B An interview about recent activities
- C An announcement about arrangements

Believe it or not!

Tomatoes and cucumbers are over 90% water.
Meat and cheese are 40–60% water.
Even bread can be 35% water.
And about 60% of your body is water!

61

Believe it or not!

Interesting facts related to one of the topics from 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.

Questionnaire

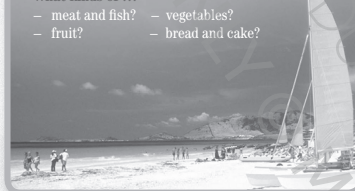
Students complete a questionnaire related to one of the topics from the following two units, to encourage them to personalize their knowledge of the topic. The Teacher's Book provides suggestions for students to use the results of the questionnaire to complete a project.

VACATION QUESTIONNAIRE

- 1 When did you go on vacation this year or last year?
 - For how long?
 - Was it in your country or overseas?
 - Did you stay in one place or travel around?
 - Did you camp, or stay with family or friends, or stay in a hotel?
- 2 How many different ways did you travel during the vacation?
 - Did you take a bus, train, or plane?
 - Did you walk or bike?
 - Did you travel by car, taxi, or motorcycle?
 - Did you go on a motorboat or sail?
- 3 What food did you eat on your vacation?

What kinds of ...

 - meat and fish? – vegetables?
 - fruit? – bread and cake?



What interesting or surprising things did you find out? Tell another group.

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-fininishers. 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 unit topic—in this case How do they do it?—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 consolidate 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, to pre-teach vocabulary, or both.

2 Reading/Listening

The new language is presented in a text or listening passage which is preceded by pre-reading/listening tasks or prediction activities. Students then read the text or listen to the passage. 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.

3 After Reading/Listening

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

5

OUT AND ABOUT

How do they do it?

Giving directions
Object pronouns
Verb + indirect and direct object

1 OPENER

What do you know about GPS?
Why do people use it?



2 READING

1.59 Read the article. How do GPS devices figure out their position?

3 AFTER READING

True or false? Correct the false sentences.

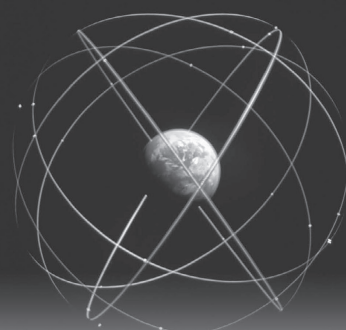
- GPS uses satellites like explorers used the stars.
- GPS satellites have clocks which tell the exact time.
- A GPS device can calculate its position from one satellite's signals.
- A GPS device checks its position very frequently.
- A map who followed GPS directions drove off a cliff.
- A taxi driver drove into a river because he didn't listen to his GPS device.

Now look at these sentences from the text. Who or what do the words in *italics* refer to?

- They used the stars to show *them* their position.
- Drivers can use GPS to tell *them* their route.
- But the GPS user needs to give *it* accurate information.
- It told *me* to keep going.

Your response Imagine you are in a world without cell phones, the Internet, or GPS. How do you communicate and find your way around?

66



The Global Positioning System

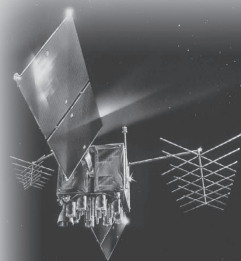
The Global Positioning System—GPS for short—is a wonderful invention. GPS devices tell you where you are, and they give you directions. But how do they do it?

When early explorers sailed around the world, they used the stars to show them their position. Now drivers can use GPS to tell them their route in exactly the same way. The only difference is that GPS uses artificial stars—satellites.

There are more than 20 GPS satellites in space, positioned about 20,000 kilometers above the Earth. They have atomic clocks which tell the time to an accuracy of one second in 300,000 years.

A GPS device compares the positions of three or four satellites and figures out exactly where it is. It does this several times a second and is usually accurate to 20 meters anywhere in the world. But the GPS user needs to give it accurate information. Drivers sometimes get lost and end up on the wrong street, in the wrong city, or even the wrong country.

And there are stories of extremely lucky escapes. A man using GPS found himself on the edge of a cliff, and a young woman drove onto railroad tracks in front of a train. A taxi driver followed GPS directions into a river and continued driving until his taxi got stuck in the mud. He explained: "It told me to keep going, so that's what I did."

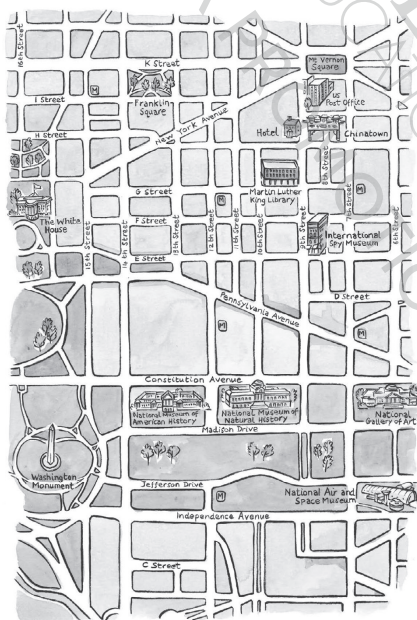


Follow-up activities and homework

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

4 LISTENING

- 202 Look at the map of Washington, D.C. and find the hotel. Then listen to the directions and follow the route on the map. Where do you get to?

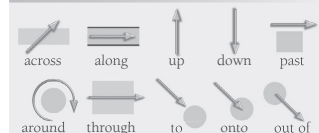


5 VOCABULARY

- 202 Listen again and complete the directions with prepositions from the Word Bank.

When you come 1 the hotel, turn right 2 9th Street. Walk straight 3 9th Street 4 the library. Go 5 Pennsylvania Avenue and walk down 6 Constitution Avenue. Then turn right and it's the big building on the left. You can't miss it!

Word Bank Prepositions of direction



► Language File page 119

6 SPEAKING

- 203 Look at the map. You are at the Washington Monument. Ask and answer the question, putting sentences A–D in the correct order. Then listen and check.

Excuse me, can you help me—
how do I get to the Spy Museum?

- A Then walk six blocks and it's on the right. It isn't far.
B Go across Constitution Avenue and walk up to F Street.
C Walk through the park and turn left onto 15th Street.
D When you get to F Street, turn right.

Now point to places on the map to show where you are, decide where you want to go, and ask each other for directions. Use the Word Bank to help you.

Excuse me, can you tell me the way to the White House?

Extension Use the map to give each other directions to mystery destinations.

7 PRONUNCIATION

Write these words under *walk*, *stop*, or *go*.

block call clock cross hot lost lot most
phone post show talk told top wrong

/ɔ/ walk /u/ stop /oʊ/ go

- 204 Now listen and check. Repeat the words.

8 WRITING

Write directions from your school to your home.

Turn left outside the school and walk to the bus stop.
Catch a bus to ... When you get off the bus, cross the street. I live on the fourth street on the right.

Now read your directions aloud. Don't say the name of your street. Can other students guess where you live?

LANGUAGE WORKOUT

Complete.

Object pronouns

Singular	Plural
me	us
him, her, it	you

Verb + Indirect and direct object

Can you tell **me** the way?
... they give **you** directions
... show **them** their position.

► Answers and Practice
Language File page 118

6 Speaking

In the Speaking activity, students use the target language to communicate, in this case asking for and giving directions. This activity often also *personalizes* the target language and students use it to talk about their own lives and opinions.

Extension

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

7 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.

8 Writing

Each of the first three lessons in each unit ends with a writing activity. These typically have the dual function of developing writing skills and reinforcing the target language. In this lesson, students write directions from their school to their home.

5 Vocabulary

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

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.

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, Suggestions and advice.

1 Opener

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

WARM-UP

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

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.

4 Listening

These activities develop intensive listening skills. Here, students listen for the order in which a character plans to visit certain countries, and for the items he is taking with him on his travels.

5 **OUT AND ABOUT**

4 **Integrated Skills**
Suggestions and advice



1 OPENER

What do you pack when you go on vacation? Make a list and compare with another student.

READING

2 Read *Welcome to TopTeenTravel!* and match five of these topics with paragraphs 1–5.

Travel light Keep in touch
 Make a list Think small
 Enjoy long journeys Buy new clothes
 Don't take too much

3 Find the highlighted words in the text which mean:

- 1 books
- 2 suggestions
- 3 cloth made from artificial material
- 4 less heavy than other similar things
- 5 does not let water through
- 6 extremely large
- 7 small backpack for use in the day
- 8 (group of) things

LISTENING

4 **2:05** Steve is telling Lara and Ramón about his planned trip around the world. Listen to the first part of their conversation and number these countries in the order Steve is visiting them.

Australia Brazil Chile
 New Zealand Peru Singapore

Welcome to TopTeenTravel!

Thank you for choosing TopTeenTravel for your African adventure vacation—we know you're going to have a great time with us! Here are our favorite travel tips to help you get ready for the trip.

- 1** You know that the tour bus will be crowded, so there won't be room for a big suitcase or backpack. Also remember that you're flying to Africa, so a huge backpack isn't a good idea.
- 2** How much should you take with you? Put everything you want to take on your bed—remember you'll be gone for six weeks. Then look at your things and choose only a third of them! Check that all your stuff fits in your bag.
- 3** And it's not just a question of how many things you take. Choose clothes which are light, and easy to wash and dry. So go for a polyester T-shirt, not a cotton one, lightweight pants instead of jeans, and a fleece jacket, not a wool sweater. Forget your raincoat and pack a waterproof jacket—it's much lighter.
- 4** You'll often travel for 10 to 12 hours a day. It's a good idea to have some things in your daypack to help you pass the time—your MP3 player, paperbacks, or some playing cards.
- 5** And last but not least, don't forget your cell phone—you'll want to tell your family and friends how the trip is going.

See you soon on our adventure vacation! And happy backpacking!

The TopTeenTravel Team

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6 Speaking

Students now use their answers from the Listening activity to role-play a conversation between two characters in which one of them makes suggestions and gives advice. The Teacher's Book offers further optional activities.



5 **2:06** Listen to the second part of the conversation and check your answers. Then check (✓) the things Steve is taking with him.

backpack cotton T-shirts jeans raincoat shirts
suit swim trunks tie umbrella wool sweater

6 SPEAKING

Read *Welcome to Top Teen Travel!* again and look at the things that Steve is taking with him. Then role-play a conversation between Steve and either Lara or Ramón. You can use the phrases in the box.

Lara/Ramón	Steve
Ask Steve what he is taking on his trip.	Reply.
Make a suggestion.	Ask why.
Explain. Ask what else he is taking.	Reply.
Make a suggestion and explain.	Agree.

Making suggestions and giving advice
Do you think that's a good idea?
Can I make a suggestion?
Maybe you should ...
Why don't you ...?
What about ...?
It's a good idea to ...

7 WRITING

Write the dialogue between Lara or Ramón and Steve which you practiced in the role-play.
OR Write an e-mail giving advice to a friend who is going backpacking.

7 Writing

Here, students can choose between writing the dialogue from the Speaking activity or writing an e-mail giving advice. 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

8 What does "knowing" a word mean? Which of these answers do you agree with? Compare with another student.

- Being able to understand it.
- Remembering it when I need it.
- Being able to pronounce it correctly.
- Being able to spell it properly.
- Knowing how to use it grammatically.
- Knowing which other words I can use it with.

9 Dictionaries use abbreviations to give you information about words. Match these abbreviations with their meanings below.

abbrev adj adv aux
C pl sb sing sth U

Word Bank Dictionary words

countable singular abbreviation
adverb plural something
auxiliary verb (like be) adjective
uncountable somebody

Compare these abbreviations with your own dictionary.

10 **2:07** **Phrasebook:** Find these useful expressions in Unit 5. Then listen and repeat.

I'm starving!
Are you ready to order?
I'll have that.
What would you like to drink?
Sure—coming right up.
You're impossible!
You can't miss it!
Excuse me, can you help me?
It isn't far.
Last but not least ...

Now match these replies with the three questions in the box.

- Yes, can I have a pizza?
- Yes, of course. What's the problem?
- A glass of milk, please.

Learner Independence

Learner Independence sections typically include three activities, focusing on learning to learn, vocabulary development, and idiomatic expressions.

8

In this lesson, students look at different interpretations of knowing a word. Discussion may take place in English or their mother tongue, as appropriate to the learner's level. The emphasis here is on learning *how* to learn. The Teacher's Book offers optional activities to further explore this area.

9

The aim here is to learn the meanings of dictionary words and their abbreviations.

10 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 matching replies with the idiomatic questions 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 aptitudes and how much time is 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/Puzzle, plus either a Project, or Language Links, a Skit, and sometimes a Limerick. 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 identify words in other languages.

Game/Puzzle

Here, students solve a riddle and then make up their own riddle. There is often 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

OUT AND ABOUT

Inspired **EXTRA!**

LANGUAGE LINKS



This is a warning on a box. Do you recognize some words in the different languages?

CAUTION

Keep out of the reach of children.

PRÉCAUTION

Conserver hors de la portée des enfants.

VORSICHT

Darf nicht in die Hände von Kindern gelangen.

PRECAUCIÓN

Manténgase fuera del alcance de los niños.

ATTENZIONE

Tenere fuori dalla portata del bambino.

Look at boxes and bottles in your own home. Find more words that you recognize in other languages.

Puzzle

Read and find the word.

My first is in *seven, eleven, and five*
My second is in *leave* and also *arrive*
My third is in *catch*, but it isn't in *throw*
My fourth is in *stay*, but it isn't in *go*
My fifth is in *father, sister, and brother*
My sixth is in *child* but not in *mother*
My seventh is in *morning* but not in *night*
My last is in *noon*—the time for our flight!
We're going on _____ today—that's right!

Choose a word from this unit and make up a similar puzzle.

SKIT The Restaurant

2.08 Read and listen.

WOMAN We'd like a table for two.
WAITRESS Sure—this way, please.
The man and woman sit down. A waiter comes over.
MAN Can we see the menu, please?
WAITRESS Yes, of course. But this table's no good—it's too small.

The waiter takes the table away and brings another, larger, table.

MAN Now, can we see the menu, please?

WAITRESS Sure. Here you are.

The waiter leaves and the waitress comes over.

WAITRESS Are you ready to order?

WOMAN Yes, I'd like steak and French fries.

MAN And I'd like some fish, please.

WAITRESS Oh, I'm sorry, there isn't any steak or fish.

MAN Well, what is there then?

WAITRESS Just our special pizza.

WOMAN OK, we'll have two special pizzas.

WAITRESS Two special pizzas coming right up!

WAITRESS Here we are. Be careful—they're very hot.

He puts the pizzas on the table and leaves. The waitress comes over.

WAITRESS Oh, I'm sorry. You have the wrong knives and forks.

The waitress takes away the knives and forks. She does not come back.
MAN Well, I'm not waiting any more I'm eating with my fingers.

The waiter comes over and feels the plates.

WAITRESS Oh, I'm sorry. The pizzas are too cold now.

He takes away the pizzas. The waitress returns with knives and forks.

MAN Thank you, but where are our pizzas?

WAITRESS I don't know. They were here a minute ago.

The waitress leaves and the waiter returns, but without the pizzas.

WOMAN Excuse me. Where are our pizzas?

WAITRESS I'm sorry, but the restaurant is closed now!

The man and woman leave. The waitress comes in with two hot pizzas and the waiter and waitress sit down to eat.

Now act out the skit in groups of four.



Limerick

2.09 Read and listen.

There was a young woman named Ida
Who found in her soup a huge spider.
Said the waiter, "Don't complain
And be such a pain!"
So now the spider's inside her.

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.

Limerick

The limerick (here and in Unit 7) also gives useful stress and intonation practice, as well as increasing students' awareness of rhyme. The Teacher's Book encourages students to write their own limericks.

Consolidation

The Consolidation exercises provide further writing practice for less confident students in mixed-ability classes. In this unit, students write sentences about a group's plans for a particular day, a conversation in a restaurant, a set of directions, and vocabulary lists. They are always given sections of the unit to refer back to.

UNIT 5

CONSOLIDATION

LESSON 1 Look at the schedule on page 62 and write sentences about what the group is doing on Saturday:

in the morning at lunchtime
in the afternoon in the evening

In the morning, they're taking a sightseeing tour of Washington, D.C.

LESSON 2 Look at the conversation on page 64 and at the Pizza Paradise menu. Write a similar conversation between the waiter and Ramón and Alex. Ramón likes spinach, and Alex doesn't want any tomatoes or peppers on his pizza.

Waiter: Are you ready to order?

Ramón: Yes, could I have a ...?



LESSON 3 Look at exercise 5 on page 67, and write directions for someone who wants to go from the National Museum of Natural History back to the hotel.

Turn right outside the museum and walk along to 9th Street.

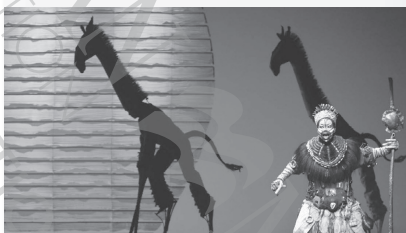
LESSON 4 Look again at pages 68–69 and make lists of items under these headings:

Luggage backpack
Clothes T-shirt

EXTENSION

LESSON 1 Make lists of words for places in a town under these headings.

Places to visit	Performance	Shopping	Food and drink
museum	theater	market	restaurant



LESSON 2 Look at the word map you made in exercise 4 on page 64, and add at least ten more words to the map. You can also add more categories, such as FISH AND SEAFOOD. Use a dictionary to help you.

LESSON 3 You are outside your school. Write short conversations where you give directions to a tourist who is looking for:

- a place for lunch.
- the nearest hotel.

Tourist: Excuse me, can you help me? I'm looking for a place for lunch.

LESSON 4 Imagine you are going on a trip around the world. Write an e-mail to a friend explaining where you are going and what you are taking. Begin like this:

Great news! I'm going on a trip around the world. I'm leaving on ...



Extension

The Extension exercises provide challenging writing activities for more confident students in mixed-ability classes. In this unit, students brainstorm vocabulary under different categories, extend a word map, write directions from their school to various places, and write an e-mail about a trip.

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 the 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 group works together to produce their project, reading each other's work, editing, and illustrating it. The Teacher's Book offers suggestions for organization.

YOUR CHOICE!

SUGGESTIONS

- Work in a small group.
- Think of a problem situation, for example: You're lost in a big city. You're stuck in an elevator. You're afraid of heights. You're always late.
- Take turns telling the rest of the group about the problem and giving each other advice. Maybe you should ... Why don't you ...? What about ...?

I NEVER TRAVEL WITHOUT IT

- Work in a small group.
- Think of an item which you always take with you when you travel. Don't say what it is!
- In turn, mime using or wearing the item to the rest of the group. They ask Yes/No questions to find out what your essential item is.
- Finally, explain why you think your item is essential.

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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.

Culture

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 teenage life.

1 Opener

The aim of the Opener is to introduce the topic and stimulate discussion, often through a quiz. For this lesson, the Teacher's Book provides useful information about teenagers' activities and attitudes. There are further Useful information sections throughout the Teacher's Book.

2 Reading

Here, students read a text in which four girls talk about being teenagers, and identify the character that holds each of the listed views.

5 Culture

1 OPENER

How much do you know about teenagers in the U.S.? Try our Teenage Life Quiz!

2 READING

Read *Girls* and find the answers to these questions.

Who ...

- 1 can't stand being 15?
- 2 has a boyfriend?
- 3 plays two instruments?
- 4 knows people who are worried about how they look?
- 5 thinks designer clothes are too expensive?
- 6 wants more independence?
- 7 enjoys dancing?
- 8 likes movies?

Teenage Life Quiz

1 How many American teenagers expect to be famous?	A 10%	B 20%	C 30%
2 What percentage of teenagers say they are usually happy?	A 50%	B 65%	C 80%
3 What do teenagers spend most of their money on?	A Clothes	B Music	C Video games
4 What percentage of teenagers eat a healthy diet?	A 30%	B 50%	C 70%
5 How many hours a month do teenagers watch TV?	A 50	B 75	C 100
6 What percentage of the total U.S. population are teenagers?	A 10%	B 20%	C 30%

What do you think the answers to the quiz are for teenagers in your country?



Culture

Girls



Naomi

I like being 15. I love shopping and going to the movies. And I often watch DVDs with friends, because there isn't much to do in this town for people of our age. Computers? I mainly use my computer for homework and studying for exams, and chatting on the Internet. But I know a guy—he's my boyfriend, actually—and he spends hours playing computer games. They're really addictive.

Isabelle

Some girls want to look like models, so they go on diets when they don't need to and get really thin. And I have friends who spend a lot of money on designer clothes, even boys. They buy expensive jeans and sneakers and stuff. It's a waste of money, really. And others get upset because they can't afford the latest fashions. I just make my own clothes—I'd like to be a fashion designer.



Anna

I hate being 15, I really do. I get along OK with my parents, but they still treat me like a kid and try to organize my life.

It's not that they don't trust me, but they definitely worry too much. I can go to gigs or parties on weekends, but they always want me home early—my friends can stay out much later than me. I can't wait to have more freedom and responsibility.



Jodi

I listen to music in my spare time—I really love it—and I play the violin and the guitar. I actually like classical music best. Some people think it's awful, but I think it's really cool. Of course, when you go to dances it's all hip-hop, rap, and R&B, and that's fine, too. Anyway, you can't dance to classical music, and I love dancing.



3 VOCABULARY

Match the words with their definitions.

- 1 guy
- 2 addictive
- 3 upset
- 4 kid
- 5 awful
- 6 cool

- a difficult to stop
- b great
- c man or boy
- d terrible
- e child
- f worried and unhappy

4 MINI-PROJECT

Teenage life

Are the things that Naomi, Isabelle, Jodi, and Anna say also true about life for teenage girls in your country? Discuss the similarities and differences with another student.

Naomi says there isn't much to do in her town. But in our town ...

Now work together to write about teenage life for girls and/or boys in your country. Read your work carefully and correct any mistakes. Then compare your *Teenage life* report with other students.

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3 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.

4 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 *some/any* and *much/many/enough*.

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 from both units.

REVIEW

UNITS 5-6

- 1 Read and complete. For each number 1-10, choose word or phrase A, B, or C.



No singer has had a career like Kylie Minogue, and no one 1 to more people at the same time. 2 the Sydney Olympic® Games in 2000, she sang *Dancing Queen* to a worldwide TV audience of 4 billion people. Today she is one of the most successful singers the world has 3 seen, but she started performing as a child actor in soaps on Australian TV.

Kylie Ann Minogue was born in Melbourne, Australia, on May 28, 1968. Her first TV role came when she 4 only 12 years old, and six years later she left school and joined *Neighbours*.

A year later, her first single, *Locomotion*, was a number-one hit in Australia. But it was the next song, *I Should Be So Lucky*, released in January 1988, which made 5 a world star. It was the biggest selling hit in the U.K. that year and a big hit in the U.S. "A new star 6 arrived," the newspapers said. Now Kylie 7 over 50 hit singles around the world.

Kylie discovered she had cancer in 2006, but she was performing again by the end of 2007. Over her long career she 8 hundreds of awards, and she is a household name everywhere. But Kylie herself 9 changed. Ask her how many records she has sold or how 10 money she has, and she smiles her famous smile. She simply enjoys making people happy, and they love her for being herself.

- | | | |
|---------------|-----------|------------|
| 1 A sang | B sung | C has sung |
| 2 A At | B In | C On |
| 3 A always | B ever | C never |
| 4 A has been | B is | C was |
| 5 A her | B hers | C she |
| 6 A have | B has | C had |
| 7 A is having | B has had | C have had |
| 8 A has won | B wins | C won |
| 9 A hasn't | B doesn't | C wasn't |
| 10 A any | B many | C much |

- 2 2.23 Ask Carrie questions about future arrangements. Listen and write the dates.

Silvana/return to Argentina

When is she returning to Argentina?

On August 31.

- | | |
|-------------------------------|-----------|
| 1 Silvana/return to Argentina | August 31 |
| 2 Lara/fly home | |
| 3 Ramón and Jay/visit Florida | |
| 4 Alex/go on vacation | |
| 5 Emma/go back to school | |
| 6 you/get married | |

Now write sentences.

- 1 Silvana is returning to Argentina on August 31.

- 3 Choose *some* or *any*.

- I want to buy some/any gifts for my family.
- Could you lend me some/any money for ice cream?
- There aren't some/any empty tables in the coffee shop.
- Would you like some/any water with your meal?
- I don't have some/any expensive jewelry.
- Do you sell some/any Spanish newspapers?

- 4 Complete with *How much/many*, and write the answers.

- water do you drink every day?
- meals do you have every day?
- money do you spend every week?
- books do you read every month?
- English words do you learn every week?
- time do you spend at school every week?
- sleep do you have every night?
- times do you wash your hair every week?

- 5 Emma is talking to Lara about Saturday evening. Complete with object pronouns.

"This evening, some friends called me from Florida. I was talking to 1 on the phone and Jay was waiting for 2. So Carrie gave Jay a map of Washington, D.C. and told 3 the way to the theater. But I don't think Jay listened to 4! We looked for the theater, but we couldn't find 5, so we asked a police officer to help 6. When we ran into the theater, you were all waiting for 7. It was great to see 8! And we were just in time for the show—I'm glad I didn't miss 9."

- 6 Complete with these prepositions.

across along around at into on past to under

You can take a three-hour Circle Line cruise all the way 1 New York City's Manhattan Island. The cruise starts 2 Pier 83 3 the Hudson River. The boat sails south down the Hudson to the Harlem River and then north up the East River back 4 the Hudson. There are many famous buildings and attractions 5 each river. The boat sails 6 the United Nations, and you can see the Statue of Liberty. But don't fall 7 the water!

The Circle Line sails 8 seven bridges. Once Carrie and her boyfriend walked 9 the George Washington Bridge to New Jersey. It was a long walk!

- 7 Write sentences about what's happened this week.

- Alex/play soccer ✓/tennis X
Alex has played soccer, but he hasn't played tennis.
1 Jay/speak to his father ✓/mother X
2 Silvana and Lara/have a letter X/an e-mail ✓
3 Alex/buy a CD X/a book ✓
4 Emma/write a postcard ✓/a letter X
5 Carrie/make a podcast ✓/a movie X
6 we/go to the movies X/theater ✓

8 Rewrite the sentences using the present perfect with *just*.

Steve had lunch half an hour ago.
Steve **has just had lunch**.

- Lara took a shower ten minutes ago.
- Ramón bought some new sneakers yesterday.
- Silvana went to bed five minutes ago.
- Emma sent a text message a few seconds ago.
- Lara and Alex showed their video an hour ago.
- Carrie interviewed the President this morning.

9 Ask and answer.

Emma/see the Statue of Liberty **X**

- A Has Emma ever seen the Statue of Liberty?
B No, she hasn't.

- Silvana/made a video before **X**
- Carrie/visit New York **✓**
- Jay and Emma/be on TV **✓**
- Lara/meet Eminem **X**
- Ramón/win a contest **✓**
- Alex/lose his camera **X**
- the contest winners/see the President **X**
- Steve/go to Italy **✓**

Now write sentences.

Emma **has never seen the Statue of Liberty**.

10 Complete with *much*, *many*, or *enough* and write the answers.

- Are there too _____ tourists in your city?
- Is there too _____ traffic on the roads?
- Have you spent too _____ money this week?
- Have you watched too _____ TV shows this week?
- Do you have too _____ TV channels?
- Do you have too _____ homework?
- Do you always have _____ sleep?
- Do you go to bed early _____?

VOCABULARY

11 Complete with nine of these words.

customer fountain magnet menu park position
route satellite stadium tie track waiter

- A _____ is someone who works in a restaurant.
- A _____ is an artificial object in space which goes around the Earth.
- A _____ is someone who buys things in a store or a meal in a restaurant.
- A _____ is a list of the food you can order in a restaurant.
- A _____ is a green open space in a town or city.
- A _____ is something that a man wears around his neck over a shirt.
- A _____ is a piece of metal which attracts objects that contain iron.
- A _____ is a place where they play soccer, baseball, or football.
- A _____ is a way to get from one place to another.

12 Match these words with their definitions.

ancient dairy produce engine line market
paradise railroad starving statue vegetarian

- perfect place
- machine that makes a train, car, or plane move
- very, very hungry
- someone who doesn't eat meat
- butter and cheese, for example
- place (often outside) with stands where you can buy food, clothes, etc.
- track that trains travel along
- opposite of *modern*
- large stone or metal model of a person or animal
- people waiting for something one behind the other

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

- | | |
|---------|-----------------|
| A | B |
| 1 cross | a contest |
| 2 give | a meal |
| 3 go | a noise |
| 4 make | directions |
| 5 order | shopping |
| 6 play | someone the way |
| 7 tell | an instrument |
| 8 visit | the street |
| 9 win | the zoo |

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 future arrangements Workbook pp52-53 exercises 1-4	<input type="checkbox"/>	<input type="checkbox"/>
2 Describing a sequence of events Workbook p53 exercise 5	<input type="checkbox"/>	<input type="checkbox"/>
3 Ordering a meal in a restaurant Workbook p54 exercise 1	<input type="checkbox"/>	<input type="checkbox"/>
4 Giving directions Workbook p57 exercises 5-7	<input type="checkbox"/>	<input type="checkbox"/>
5 Talking about recent events Workbook pp64-65 exercises 1-4	<input type="checkbox"/>	<input type="checkbox"/>
6 Talking about experiences Workbook pp66-67 exercises 1-3	<input type="checkbox"/>	<input type="checkbox"/>
7 Saying what's wrong with something Workbook p69 exercises 3 and 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 1-7.

1 We're meeting tomorrow at 11:30.

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 every 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 nouns and phrases).