

# 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.

### 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 exams 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 Level 4, students encounter new language in the first three lessons of each unit through a variety of reading and listening texts which focus on topics of interest and relevance to the students' lives and studies. These texts are preceded by tasks to give students a purpose for reading/listening and 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 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 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, crossword puzzles, 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. 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 Basic, Standard, and Higher Tests for each Student's Book unit. Teachers can use the test that best suits their students and adapt it. There is also a placement test, three end-of-term tests, and a final 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 to 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 B1–B2 descriptors (description of competencies) covered in *Inspired 4* which students are aiming to reach. A1–A2 descriptors are available in *Inspired 1* and *2* Teacher's Books and also on the *Inspired* teacher's website. A high level of confidence with the A2–B1 descriptors is expected, along with a basic level of confidence of the B1 descriptors as students start using *Inspired 4*. By the end of the course students should be able to accomplish all the B1 level and some of the B2 level descriptors. Many of the B2 descriptors talk of greater confidence with the same kinds of ability already described at B1: others only emerge for the first time at B2.

On the teacher's website you will also find a list of unit-by-unit descriptors with suggested targets which you can 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 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 learner's part.

	Inspired 4 TB descriptors	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Listening B1</b>	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.						77	93	
	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	17, 18		44	48, 55	63, 70	77	89, 93	107
	I can listen to a short narrative and form hypotheses about what will happen next.		29						
	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	13, 17	23, 24, 26	36, 37, 38, 41, 43	48, 50, 52, 53	63, 65, 69	77, 79	89, 92, 95, 99	100, 104, 107
	I can catch the main points in TV shows on familiar topics when the delivery is relatively slow and clear.								
	I can understand simple technical information, such as operating instructions for everyday equipment.								

<b>Listening B2</b>	I can understand in detail what is said to me in standard spoken language even in a noisy environment.	18	29	41, 43	50, 53	63, 69, 70	77, 79, 81		101, 107
	I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	13	27	36, 40, 41	48, 55	65		92, 95, 99	100, 105
	I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc. by using contextual clues.							99	103
	I can understand TV documentaries, live interviews, talk shows, plays, and the majority of movies in standard dialect.							89	104
	I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.	17			55	69	80	95	
	I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension		27, 29	37, 43	50, 53	65, 73	77, 81	93	103, 105, 107
<b>Reading B1</b>	I can understand the main points in short newspaper articles about current and familiar topics.								
	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.	16			48, 50	68		90	
	I can guess the meaning of single unknown words from the context, thus deducing the meaning of expressions if the topic is familiar.			39, 40, 42	50	65		90, 92	100
	I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).	10, 14	26	46	50	65, 66, 68	80	88	100, 104
	I can understand the most important information in short simple everyday information brochures.								
	I can understand simple messages and standard letters (for example 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.					74			
	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.					62			

<b>Reading B2</b>	I can rapidly grasp the content and the significance of news, articles, and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.	12		38, 40	52	68	80	88	104
	I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.	16, 20		46	48, 54			92, 94	
	I can understand in detail texts within my field of interest or the area of my academic or professional speciality.	12, 14, 16, 18		36, 38, 42, 46	48, 54	62, 64, 70	76	88, 90, 96, 98	102
	I can understand specialized articles outside my own field if I can occasionally check with a dictionary.	18	24, 29	42	54	69	80	98	
	I can read reviews dealing with the content and criticism of cultural topics (movies, theater, books, concerts) and summarize the main points.		22, 26						
	I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.								106
	I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.								
	I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.		28						101
<b>Spoken Interaction B1</b>	I can start, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest.	11	23	37, 47	51				
	I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.	11, 21	25	43		67	75, 81	89, 93	
	I can deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling.					73			
	I can ask for and follow detailed directions.								
	I can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.								
	I can give or seek personal views and opinions in an informal discussion with friends.	11, 15, 21	29	37			79	89	101
	I can agree and disagree politely.								

<b>Spoken Interaction B2</b>	I can initiate, maintain, and end discourse naturally with effective turn-taking.	11	23, 30	47	51	73, 75	79, 82	91, 99	107
	I can exchange considerable quantities of detailed factual information on matters within my fields of interest.	15	29	37, 43		67		89, 95, 99	105, 107
	I can convey degrees of emotion and highlight the personal significance of events and experiences.	19							
	I can engage in extended conversation in a clearly participatory fashion on most general topics.	21		37	55	63, 69	75, 81	91, 93, 95	105, 108
	I can account for and sustain my opinions in discussion by providing relevant explanations, arguments, and comments.	14, 21	29, 30	43, 47	55	67, 69		95	101
	I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.				51			97	
	I can carry out a prepared interview, checking and confirming information, following up interesting replies.	15	30	37	53		75, 77	89	103, 105
<b>Spoken Production B1</b>	I can narrate a story.								
	I can give detailed accounts of experiences, describing feelings, and reactions.			39					
	I can describe dreams, hopes, and ambitions.								
	I can explain and give reasons for my plans, intentions, and actions.								
	I can relate the plot of a book or movie and describe my reactions.								
	I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.	13				66	81		
<b>Spoken Production B2</b>	I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.	13	27	39	57	67	81	94	105
	I can understand and summarize orally short extracts from news items, interviews, or documentaries containing opinions, argument, and discussion.	17				66			105
	I can understand and summarize orally the plot and sequence of events in an extract from a movie or play.								
	I can construct a chain of reasoned argument, linking my ideas logically.		25, 30	39	51, 55	62, 65	76	91, 95	104
	I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	12		41, 47	53				102
	I can speculate about causes, consequences, hypothetical situations.	15	25, 27, 30	39, 40, 41	49, 53	63, 67	76		100, 102, 104

<b>Strategies B1</b>	I can repeat back part of what someone has said to confirm that we understand each other.								
	I can ask someone to clarify or elaborate what they have just said.								
	When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".								
<b>Strategies B2</b>	I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.	17	29	43	55	69	81	95	
	I can make a note of "favorite mistakes" and consciously monitor speech for them.								
	I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.	17			49	63, 69		91, 96, 99	108
<b>Language Quality B1</b>	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.								
	I can convey simple information of immediate relevance, getting across which point I feel is most important.								
	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.	11, 13							
	I can express myself reasonably accurately in familiar, predictable situations.	11, 13, 15							
<b>Language Quality B2</b>	I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.		30	39, 43, 45	49, 51, 53	67	79	89, 95	101, 107
	I can pass on detailed information reliably.	13, 17				63		91	107
	I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	11, 13, 15, 17, 19, 21	25, 29	39, 40, 41, 43, 45, 47	49, 50, 52, 55, 57	63, 67, 69	77, 79, 81	91, 93, 95	101, 103, 105, 111
	I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.	11, 13, 15, 19, 21	23, 25, 27, 32, 33	37, 39, 41, 45	49, 51, 53, 57, 58, 59	63, 65, 67, 71, 72, 75	77, 79, 83, 84	89, 91, 93, 96, 97	101, 103, 105, 107, 109, 110

<b>Writing B1</b>	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	11, 13, 15, 19	25	37, 39		63		91	
	I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.		30	39					
	I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.								
	I can describe in a personal letter the plot of a movie or a book or give an account of a concert.								
	In a letter I can express feelings such as grief, happiness, interest, regret, and sympathy.								
	I can reply in written form to advertisements and ask for more complete or more specific information about products (for example, a car or an academic course).								
	I can convey—via fax, e-mail, or a circular—short simple factual information to friends or colleagues or ask for information in such a way.								107
	I can write my résumé in summary form.								
<b>Writing B2</b>	I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.	11, 13	29, 30	39, 41, 43, 45	49, 51, 57	65, 71	75, 81, 83	89, 91, 99	101
	I can write summaries of articles on topics of general interest.	17				67, 73			
	I can summarize information from different sources and media.	13	27, 30		56	65	77, 82		108
	I can discuss a topic in a composition or “letter to the editor,” giving reasons for or against a specific point of view.				51, 55	69			
	I can develop an argument systematically in a composition or report, emphasizing decisive points and including supporting details.	11		47		69, 71, 73		91, 95	107, 108
	I can write about events and real or fictional experiences in a detailed and easily readable way.			41, 43		67, 71		89	103, 109
	I can write a short review of a movie or a book.								
	I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what—in my opinion—are the important aspects of an event.							99	

# 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 photographs 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 unreal or imaginary past events
- 2 Express regret about the past
- 3 Express obligation and lack of obligation
- 4 Make deductions and speculate about the past
- 5 Report what people said
- 6 Report what people asked
- 7 Ask for agreement and check information

### TOPICS AND VOCABULARY

Historical events  
Routines  
Qualifications  
Aviation  
Phrasal verbs with *up*  
Sports  
Travel  
Restaurant  
Food  
Buildings  
Vacations



The team needs to clean the inside of the tank walls regularly so that visitors can see the fish clearly.



You'd like to stay there, wouldn't you?

- 1 Match six of the communicative aims (1-7) with the pictures (A-F).
- 2 Complete the words on the right and put them into categories.

Aviation

Restaurant

Sports

a\_xcraft c\_l\_b f\_l\_ght f\_r\_k  
g\_me g\_l\_s\_s g\_al l\_nding  
m\_nu p\_ssenger p\_lot  
pl\_ne pl\_te pl\_yer sc\_re  
s\_up t\_am w\_itress

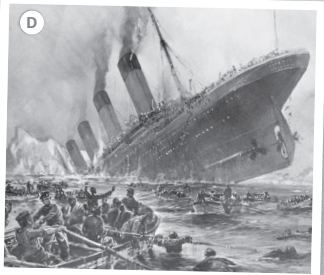
PREVIEW



I promised to send lots of e-mails.



The waitress wanted to know if she could get me anything else.



If only they had filled all the lifeboats!



Some people think that Earhart and Noonan may have been U.S. spies on a secret mission.

- 3 Listen to extracts 1–3 from Units 5 and 6. Match them with three of the text types A–D.
- A An article about a famous woman
  - B An interview about vacations
  - C A radio show about jobs
  - D A description of a building

- 4 Do the *Extraordinary People Survey* with three other students.

Extraordinary People Survey

- 1 Who's the oldest person you've met? How did you meet? What was he/she like?
- 2 Who's the youngest person you know? Describe him/her.
- 3 Who's the most intelligent person you've spoken to? What did he/she say?
- 4 Who's the most interesting person you know? What's interesting about him/her?
- 5 Who would you most like to meet? Why?

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

Believe it or not!

Members of the *Most Traveled People* club estimate that there are 872 countries, independent regions, and separate island groups in the world. Charles Veley of San Francisco claims to have visited 822 of them and traveled 2,710,075 kilometers to do so—he still has 50 more left to visit.

61

Survey

Students complete a survey 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 survey to complete a project.

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.

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 unit topic—in this case *What could have happened to them?*—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, or 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

## EXTRAORDINARY PEOPLE

### What could have happened to them?

Making deductions and speculating about the past  
*must have and can't have*  
*could/may/might have*

### Amelia Earhart

#### Pioneer in the Sky

Born in 1897, Amelia Earhart was a record-breaking American pilot, who in 1932 became the first woman to make a solo flight across the Atlantic. The flight was difficult and dangerous. She flew through strong winds and a lightning storm, and once almost crashed into the ocean. It took her 13½ hours to make the trip from Newfoundland to Ireland, where she had to make an emergency landing in a field. But she had completed the crossing—and set a new world record. Earhart was also the first person to fly solo across the Pacific Ocean, when she flew from Hawaii to California in 1935. Every previous attempt had failed, not least because the distance is greater than a transatlantic crossing.

Her most daring journey was in 1937, when she attempted to fly around the world with navigator Frederick Noonan. But after they had completed three-quarters of the trip, their plane disappeared during the flight from New Guinea to tiny Howland Island in the Pacific. No trace of the aircraft or Earhart and Noonan was ever found.

What could have happened to them? There has been a great deal of speculation. Many believe the plane must have run out of fuel and crashed into the Pacific Ocean—Earhart had reported over the radio that they were short of fuel. But there was a massive search operation, so why wasn't the plane found? It can't have blown up in mid-air because it had used up most of its fuel. Some people think that Earhart and Noonan may have been U.S. spies on a secret mission, and the Japanese might have shot down their plane. Others think that they could have ended up on a desert island, or even that aliens might have abducted them. Or did Earhart and Noonan simply get lost? Neither of them knew much about using the radio equipment on the aircraft.

Whatever happened, Earhart may have died as she had wished. "When I go," she often said, "I'd like best to go in my plane."

### 1 OPENER

Look at the photo and the map. You are going to read about a brave female pilot. What do you think she did?

### 2 READING

Read the text. Why didn't Earhart and Noonan complete the flight around the world?

### 3 AFTER READING

True, false, or no information? Correct the false sentences.

- Amelia Earhart was the first person to fly solo across the Atlantic.
- She flew from Newfoundland to Ireland in under 14 hours.
- She beat the previous transatlantic record by three hours.
- Her flight from Hawaii to California took longer than her transatlantic flight.
- Earhart and Noonan disappeared over the Atlantic Ocean.
- Earhart had reported over the radio that they were short of fuel.
- Although there was a major search for their plane, it was never found.
- The plane could have blown up in mid-air.
- Earhart and Noonan were probably U.S. spies.
- Earhart wanted to die in her plane.

**Your response** What were the difficulties and dangers in long solo flights in the 1930s? In what ways is flying a different experience today?

## 5 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.

### Extension

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

### 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 how much time is available. Homework suggestions (usually writing) are also provided for each lesson.

### Weblink

The Teacher's Book provides at least one URL relevant to each lesson (in this case a website where students can read about more mysteries). Teachers are advised to check these links before sharing them with the students as web addresses frequently change.

### 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.

### 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 about an unexplained mystery that interests them.

## 4 WRITING

Rewrite the sentences using the verb in parentheses and *have*.

1 She *must have been* very brave.

- 1 She was certainly very brave. (must)
- 2 I'm sure she didn't sleep during her solo flight. (can't)
- 3 It's possible that they survived. (might)
- 4 Maybe they landed on a desert island. (could)
- 5 I'm sure aliens didn't abduct them. (can't)
- 6 Maybe the plane went down in the ocean. (could)
- 7 It's possible that they got lost. (may)
- 8 I'm sure she loved flying. (must)

**Extension** What do you think happened to Earhart and Noonan? Write at least two possible explanations.

## 5 PRONUNCIATION

**298** Listen and check your answers to exercise 4. Repeat the sentences and mark the stressed words. What happens to *have* in these sentences?

## 6 VOCABULARY

Complete with the correct form of these verbs.

### Word Bank Phrasal verbs with up

blow end grow look make  
sum take use wake

- 1 We've run out of milk—we've \_\_\_\_\_ it all up.
- 2 My little sister wants to be a pilot when she \_\_\_\_\_ up.
- 3 Maybe the plane \_\_\_\_\_ up in mid-air.
- 4 I don't believe his story—I think he \_\_\_\_\_ it up.
- 5 After traveling around the world, he \_\_\_\_\_ up in Brazil.
- 6 Now I'd like to \_\_\_\_\_ up what I've just said.
- 7 A loud noise \_\_\_\_\_ me up in the middle of the night.
- 8 Earhart \_\_\_\_\_ up flying when she was a young woman.
- 9 I didn't understand the word, so I \_\_\_\_\_ it up in the dictionary.

Which of these phrasal verbs with *up* can you find in the text in exercise 2?

## 7 SPEAKING

Discuss the stories in *Unexplained Mysteries* and say what you think happened in each case.

Carolyn must/can't have ...  
She could/may/might have ...

## 8 WRITING

Write about another unexplained mystery that interests you—or make one up!

Describe the event and say what you think happened, giving your reasons.

## 7 Speaking

In the Speaking activity, students use the target language to communicate, in this case telling what they think happened. This activity often also *personalizes* the target language, and students use it to talk about their own lives and opinions.

## 6 Vocabulary

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

## Unexplained Mysteries

### Mystery island

In June 1974, pilot Carolyn Cascio was flying to Grand Turk Island in the Bahamas. When she flew over Grand Turk, people on the island could see her plane, but she sent a radio message: "There is nothing down there!" Then Cascio's plane suddenly disappeared and she was never seen again.

### Tunnel vision

In the winter of 1975, Mr. and Mrs. Wright were driving to New York City in a snowstorm. When they reached the Lincoln Tunnel, they stopped to clean snow off the car windows. Mrs. Wright went to clean the back window—and she disappeared forever.

### Foreign visitor

In 1905, a man was arrested in Paris because he was a pickpocket. He spoke a completely unknown language, but finally he found a way to communicate with people. He said he came from a city called Lisbian—which doesn't exist.

### Time travel

A National Airlines 727 plane was flying to Miami in 1969 when it suddenly lost contact with air traffic control. Ten minutes later, it reappeared on the radar screen. No one on the plane had noticed anything unusual, but when the plane landed on time, the watches of all the passengers and crew were ten minutes slow.

## LANGUAGE WORKOUT

Complete.

### Deduction

**must have and can't have + past participle**

The plane \_\_\_\_\_ run out of fuel.  
It \_\_\_\_\_ blown up in mid-air.

### Speculation

**could/may/might have + past participle**

What could \_\_\_\_\_ happened to them?  
They could \_\_\_\_\_ up on a desert island.  
Earhart and Noonan may \_\_\_\_\_ U.S. spies.  
Aliens \_\_\_\_\_ abducted them.

We use \_\_\_\_\_ when we are sure something happened.  
We use \_\_\_\_\_ when we are sure something didn't happen.

We use *could/may/might have* to talk about what possibly happened.

► **Answers and Practice**  
Language File page 117

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 Contrasting facts and ideas.

## 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.

5

EXTRAORDINARY PEOPLE

4

Integrated Skills

Contrasting facts and ideas

## 1 OPENER

Look at the photo. How popular is women's soccer in your country? Are there other sports that more men than women play? Are there sports that more women than men play?

"IS IT A MAN'S GAME?"

ASKS MARIGOL

- Mexico's star woman soccer player, Maribel Dominguez, is known as "Marigol" because she scores so often—46 goals in 49 international games. But life isn't, and hasn't been, easy for her in a man's world—soccer.
- Maribel started to play when she was nine years old on wasteland near her new home in Mexico City. But she played with boys. The short-haired new arrival was soon accepted into the group of boys. They called her Mario.
- "I tricked them for years," Maribel confesses. "They only found out I wasn't a boy when they saw my picture in the paper. I'd gotten into a junior national team. They went to my house and asked if I was a girl. They were pretty shocked."
- Maribel was 20 when she joined the Mexican national team and played in the Women's World Cup in the U.S. in 1999. The team lost all their games, but Maribel was soon playing for a professional women's team in Atlanta in the U.S. Then came the 2004 Athens Olympics and the Mexican women's team reached the quarter-finals, while the men's team was knocked out in the first round. By now Maribel was famous and also lucky that she had escaped serious injuries.
- "Maribel really is very, very good," says Nora Herrera, one of a few women soccer journalists in Mexico. "She has an incredible nose for a goal, she can smell it, and she's fast and courageous, and surprisingly strong too."
- In 2004, Maribel shocked the Mexican soccer world by joining a second-division club called Celaya, which was looking for a center forward. It was a men's club. The Mexican Soccer Association said it had no problem with her playing on a male team, but they had to ask FIFA, the world soccer organization. Just before Christmas 2004, FIFA announced its decision: "There must be a clear separation between men's and women's soccer." In other words, no!
- "I just wanted to be given the chance to try," said Maribel. "If I had failed, I would have been the first to say that I couldn't do it. But at least I would have tried." So Maribel moved to Europe to play professional women's soccer for Barcelona.
- Maribel scored the goal that qualified Mexico for the 2011 World Cup, and she hopes to continue playing. When she retires, she wants to start a soccer school for girls. She is saving money for it, but women soccer players are paid much much less than men. In Mexico Maribel got \$1,000 a month, whereas a top male player got \$100,000. "To play in one of those competitions feels fabulous. It is the best thing for a woman. The very best. Well, for a female soccer player, it's the best thing that can happen. For a man, maybe earning a million dollars a month is better. I don't know."

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## 6 Speaking

Students now use what they learned in the Listening activity to contrast facts and ideas about male and female soccer players, and other areas of life in which men and women have different opportunities. The Teacher's Book offers further optional activities.

## 5 Listening

These activities develop intensive listening skills. Here students listen for information about Maribel Dominguez and Hanna Ljungberg, two well-known international soccer players.

## 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.

## Learner Independence

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

### READING

- 2 Read "Is it a man's game?" asks Marigol and match these topics with the paragraphs.

A discovery A review The future A surprise decision Her career  
Introducing Marigol A new continent Early days

- 3 Find the highlighted words in the text to match these definitions. The parts of speech in *italics* refer to the highlighted words in the text.

- 1 woman *adj*
- 2 says that he/she has done something wrong *v*
- 3 series of games in a competition *n*
- 4 man *adj*
- 5 unused open ground *n*
- 6 last four games between eight players or teams in a competition *n*
- 7 put out of a competition after losing a game *v*
- 8 brave *adj*
- 9 group of teams that play against each other *n*

- 4 Linking words: *whereas* and *while*

We can use *whereas* or *while* to contrast two facts or ideas. Find an example of each in the text.

## 5 LISTENING

210 Read and complete as much of the text as you can for Maribel. Then listen and take notes so you can complete the text for Hanna as well.

Both Maribel Dominguez and Hanna Ljungberg are well-known international 1 players. Maribel has scored 2 goals in 3 internationals, whereas Hanna has scored 4 goals in 5 internationals. Maribel started playing when she was 6, while Hanna started when she was 7. Maribel joined the Mexican team when she was 8, whereas Hanna joined the Swedish team when she was 9. Maribel played in the 10 World Cup in the U.S., but Hanna 11. Both women are 12 soccer players, and both were asked to play for 13 teams. Neither did. Hanna retired in 14, whereas Maribel continues to play in Spain.

Hanna Ljungberg,  
Sweden

Now listen and check your answers.

## 6 SPEAKING

FIFA says that boys and girls can play soccer together until they are 13, but after that, there must be separate male and female teams. Do you agree? And why are male soccer players paid so much more than female players? In what other areas of life do men and women have different opportunities and pay? Think about sports, education, and jobs. Discuss your ideas with other students.

## 7 GUIDED WRITING

Write three paragraphs contrasting the situations of men and women in your country. Is it easier to be a man or a woman—what are the advantages and disadvantages?

## 7 Writing

Here students write three paragraphs contrasting the situations of men and women in their country. The Teacher's Book suggests that students check each other's work for grammar, spelling, and punctuation, and also provides further optional activities.

## LEARNER INDEPENDENCE

- 8 Thinking skills: Reviewing groups of words or phrases

- Make a word map on a big piece of paper. Use words and phrases you want to review, e.g., words that have to do with sports.
- Hang the piece of paper on your door and look at it every time you leave your room.
- After a week take the paper down, and make a new word map for another topic.
- You can save the papers for last-minute review.

- 9 Word creation: Make adjectives ending in *-ous* from these nouns and complete the sentences.

courage danger infection  
luxury nerve poison  
space superstition

- 1 She's very \_\_\_\_\_—she's not afraid of anything.
- 2 The hotel was really \_\_\_\_\_—I've never stayed anywhere as nice.
- 3 It's not safe—in fact it's quite \_\_\_\_\_.
- 4 People who believe in magic are often \_\_\_\_\_.
- 5 My cold's getting better—I don't think I'm \_\_\_\_\_ now.
- 6 All soccer players get \_\_\_\_\_ before a game.
- 7 The room is very \_\_\_\_\_—it can hold up to fifty people.
- 8 Those mushrooms are \_\_\_\_\_, so you can't eat them.

- 10 211 Phrasebook: Find these useful expressions in Unit 5. Then listen and repeat.

I don't know why.  
And that's it.  
Once is enough!  
You don't need to worry.  
What could have happened?  
In other words ...  
I just wanted to be given the chance.

Now write a six-line dialogue using at least three of these expressions.

## 8

In this lesson students review groups of words or phrases. Discussion may take place in English or the 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 make adjectives from nouns.

## 10 Phrasebook

This section occurs 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 six-line dialogue using some of the expressions.

## 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 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, and 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 four different activities.

Language Links

The aim of the Language Links section is to raise plurilingual awareness. Here, students are encouraged to see how the brain is used for producing language.

Game/Puzzle

Here, students play a word game in teams. 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

EXTRAORDINARY PEOPLE

Inspired EXTRA!

LANGUAGE LINKS

Read *Language and the mind*. Which part of the brain is normally used to produce speech? Which part is used to understand what we hear?

Language and the mind

Humans are cousins of the apes, and modern humans evolved around 200,000 years ago. We probably started to develop language 100,000 years ago, and the first humans walked out of Africa into Asia about 75,000 years ago. As humans spread around the world (arriving on the American continent possibly as late as 30,000 years ago), different languages developed.

Humans have extra-large brains, and in most cases it is the left hemisphere of the brain that deals with language. The front part of the left hemisphere produces what we say, while the back part understands what we hear. When we learn a new language, the brain operates in the same way.

Children are born with the ability to speak, and start to say their first words by the age of one. But reading and writing are not natural abilities—they are skills that children have to learn, and they involve making new connections in the brain. So learning to read is literally a mind-changing experience.

We write and read English from left to right. Do you know of any languages which are written and read from right to left?



SKIT *The Break-in*

212 Read and listen.

A couple have just walked into their apartment after a vacation.

WOMAN Oh, no—what a terrible mess!  
MAN There must have been a break-in! Burglars!  
WOMAN They could have gotten in through the window—look, it's broken.  
MAN They can't have come in through the window. We're on the 15th floor!  
WOMAN Then they must have come through the door.  
MAN They can't have—the door was locked.  
WOMAN They might have had a key. Maybe it was someone we know.  
MAN I can't believe that. But what's missing? What have they taken?  
WOMAN They haven't taken the computer. What about the TV?  
MAN Let's check the living room.  
WOMAN Oh, heavens—it's total chaos in here.  
MAN Look! There's a body under a blanket on the sofa!  
WOMAN Is it alive?  
MAN I don't know. We'd better call the police.  
*The person on the sofa throws off the blanket.*  
SAM Oh, hi, Mom, hi, Dad.  
WOMAN Sam!!! Are you all right?  
SAM Yes, of course I'm all right. I'm just tired, that's all.  
MAN But there's been a break-in, hasn't there? What on earth happened?  
SAM Ah, sorry about the mess. A few friends came over last night. If I'd known you were coming home today, I'd have cleaned the place up.



Now act out the skit in groups of three.

Game *Link-up*

- Form two teams.
- One team chooses a letter square from the game board. The teacher asks a question about a word beginning with the letter. If the team guesses the word, they win the square.
- Then the other team chooses a letter square ...
- The first team to win a line of *linked* squares, from top to bottom or from left to right, is the winner. You can go in any direction, but all your squares must touch!

C	A	M	R
B	J	Q	F
W	T	P	Y
D	G	S	E

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 using *wish/if only* and the past perfect, and they write about job qualifications and about a famous soccer player. They are always given sections of the unit to refer back to.

## UNIT 5

### CONSOLIDATION

**LESSON 1** Write sentences using *wish/if only* and the past perfect.

- 1 He failed his exams and can't go to college. (If only)
- 2 She got the message and it was bad news. (wish)
- 3 There wasn't much food and I wanted more. (wish)
- 4 I took your advice and everything went wrong. (If only)
- 5 She didn't back up her computer and it crashed. (wish)
- 6 He stayed in his job and hated it. (If only)
- 7 *If only he hadn't failed his exams.*

**LESSON 2** Look at exercise 5 on page 65 and write about the qualifications needed for the job you didn't write about in exercise 6.

**LESSON 3** The famous soccer player Terry Wayne has disappeared. Rewrite the sentences using the verb in parentheses.

- 1 What do you think has happened to him? (can)
- 2 I'm sure he was tired of the publicity. (must)
- 3 Perhaps he's gone to stay with friends. (may)
- 4 It's possible that he's had an accident. (might)
- 5 Maybe he wanted a vacation. (could)
- 6 I'm sure he hasn't decided to give up soccer. (can't)

### EXTENSION

**LESSON 1** Look at exercise 7 on page 63. Think of an event that changed your life or the life of someone you know. Write a paragraph saying what would/wouldn't have happened if things had been different.

*My mother met my father when she was a nurse. He was brought to the hospital after breaking his leg in a soccer game. If he hadn't...*

**LESSON 2** Look at the text on page 64. Write a conversation between Jo Kinsey and Jeanette Ewart in which they compare their jobs.

**LESSON 3** Read about the mystery voyage of the *Mary Celeste*. Then write sentences making deductions and speculating about what happened to the people on the ship.

On November 7, 1872, the *Mary Celeste* set out from New York to sail to Italy with a cargo of wine. On December 4, the *Mary Celeste* was found sailing off the coast of Portugal. There was no one on board and the lifeboat was missing. The captain and crew had apparently left in a hurry, and they were never seen again. But everything on the ship was in order, and there was plenty of food and water.

### Extension

The Extension exercises provide challenging writing activities for more confident students in mixed-ability classes. In this unit, students write about how an event changed their life, a conversation comparing jobs, and sentences making deductions and speculations.

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.

## YOUR CHOICE!

### CONSTRUCTION *must, can't, or don't need to?*

Complete with *must, can't, or don't need to*.

- A You 1 miss your train. Let me drive you to the station.
- B Thanks, but you 2 bother. There's plenty of time and I 3 catch this train. And you 4 finish your work.
- A You 5 worry about me—I can finish my work tomorrow. I 6 finish it today.
- B Well, I 7 get some fresh air and exercise, so I'm happy to walk. Anyway, you 8 park at the station. There are No Parking signs everywhere.
- A I 9 park the car—you just have to jump out!

### ACTION Picture flash

- You need a number of pictures of people, places, or objects taken from magazines.
- Student A holds a picture upside down with its back to the other students. Holding the picture at the sides with both hands, he/she flashes it so that the other students see it for less than a second.
- The other students say what they think the picture *must/may/could/might/can't* have been.
- Student A flashes the picture again until one student guesses correctly.
- That student flashes the next picture.

### REFLECTION Modal verbs

Match the examples a–i with language functions 1–4.

- 1 Obligation
  - 2 Lack of obligation
  - 3 Deduction
  - 4 Speculation
- a You can't use your cell phone in class.
  - b It might have been your boyfriend on the phone.
  - c You have to wear a seat belt in the car.
  - d It can't have been my boyfriend—he's lost his phone!
  - e She could have gotten lost—she doesn't know the city well.
  - f You must turn off your phone in the theater.
  - g You don't have to pay to get into the museum.
  - h I may have been wrong—I don't know.
  - i You don't have to thank me—I was happy to help.

### INTERACTION My favorite English words

- Work in a small group.
- On your own, think of five English words that you like for a special reason—it could be the sound of the word, or something it makes you think of, for example.
- Share your words with the rest of the group, saying why each word is special to you.
- Listen and ask questions as other students tell you about their favorite English words.

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### Project

Every other unit projects provide a valuable resource for student creativity, self-expression, and language consolidation. They also allow students of varying abilities to 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 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!

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 at each level of *Inspired*, providing both factual information and the opportunity for cross-cultural comparisons. The section illustrated here deals with the topic of shopping skills.

### 1 Reading

Here, students read and answer a questionnaire about shopping.

# 5 Culture

## SAYING THE RIGHT THING

### 1 READING

Read and answer the *Shopping Skills* questionnaire.

# SHOPPING SKILLS

Brush up your shopping skills! Choose the best answers.

1 You're in a store but you're not planning to buy anything. A salesperson asks if you want any help. What do you say?	<p>A I don't want to buy anything.</p> <p>B No, thanks. You can't help me.</p> <p>C No, thank you, I'm just looking.</p>
2 You find a pair of jeans, and want to see if they fit. What do you say to the salesperson?	<p>A Excuse me, can I wear them?</p> <p>B Excuse me, could I try these on, please?</p> <p>C Do you mind if I put them on?</p>
3 The jeans are too tight. What do you say?	<p>A Do you have them in a larger size?</p> <p>B Do you have a larger one?</p> <p>C Do you have a smaller pair?</p>
4 The salesperson shows you a lime green jacket, saying "This is the latest color." It makes you look sick. What do you say?	<p>A It doesn't really look good on me.</p> <p>B I don't think it fits properly.</p> <p>C It doesn't match very well.</p>
5 The salesperson shows you a jacket that you can't afford. What do you say?	<p>A I'm afraid that's more expensive.</p> <p>B Sorry, that's too expensive for me.</p> <p>C I wonder if you could knock \$20 off.</p>
6 You don't have enough money to buy something. You politely ask a friend to lend you \$10. What do you say?	<p>A Give me ten bucks, will you?</p> <p>B Could you possibly borrow \$10?</p> <p>C Would you mind lending me \$10?</p>

213 Now listen and check. Then turn to page 120 and read the explanations.

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2 Vocabulary

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

Culture

2 VOCABULARY

Complete the sentences with verbs from the questionnaire.

- 1 It's very cold today \_\_\_\_\_ on a coat before you go out.
- 2 It's important to buy shoes that \_\_\_\_\_ properly.
- 3 The shirt is a nice color, but it doesn't \_\_\_\_\_ my pants.
- 4 I need some new clothes—I don't have a thing to \_\_\_\_\_!
- 5 Black doesn't really \_\_\_\_\_ good on you—it makes you look pale.
- 6 It's a good idea to \_\_\_\_\_ on clothes before you buy them.

3 SPEAKING

Make and respond to requests using expressions from the box. Remember: the bigger the request, the more important it is to ask your partner politely!

Can I borrow a pen, please?

- 1 Ask to borrow a pen.
- 2 Ask to borrow his/her MP3 player.
- 3 Ask him/her to open the window.
- 4 Ask him/her to help with your homework.
- 5 Ask to share his/her book.
- 6 Ask if you can use his/her cell phone.
- 7 Ask if you can use his/her cell to call New York.
- 8 Ask him/her to take care of your dog while you're on vacation.
- 9 Ask him/her to help you paint your room.

Making requests	Responding to requests
Will you ...?	Yes, sure. 😊
Would you ...?	I'd rather not. 😞
Can I/you ...?	No problem. 😊
Could I/you ...?	I'm afraid not. 😞
More polite	
Would you mind _____ing ...?	No, of course not. 😊
Do you mind if I ...?	Not at all. Go ahead. 😊
I wonder if I/you could ...	Yes, certainly. 😊
Could I possibly ...?	I'd rather you didn't. 😞

4 LISTENING

You are going to hear a tourist in three different situations. First, try to match the sentences below with these places.



Bank



Train station



Youth hostel

- 1 Could I change 1,000 pesos into dollars?
- 2 I'd like a room for tonight, please.
- 3 How would you like the money?
- 4 One way or round trip?
- 5 Have you made a reservation?
- 6 Single or double?
- 7 Tens and twenties, please.
- 8 A round trip, please.
- 9 Single, please, with a shower, if possible.
- 10 Here's your change.
- 11 There's one in five minutes.
- 12 Here's your receipt for the exchange.
- 13 Which platform does it leave from?
- 14 Would you mind filling out this form, please?
- 15 Do I have to change?

Now decide which sentences the tourist says, and which sentences the tourist hears.

214 Listen and check.

5 ROLE-PLAY

Choose one of the situations in this lesson: shopping for clothes, changing money, buying a train ticket, or reserving a room. Act out a similar conversation between a tourist and a salesperson, a bank clerk, a railroad ticket agent, or a front desk clerk.

Now change roles and situations.

6 MINI-PROJECT Advertising

Work with another student and write about how advertising makes us want to buy things. Think about:

- Different kinds of advertising, e.g., posters, TV commercials, Web pop-ups, junk mail
- Your favorite and least favorite ads
- How ads get their message across

Collect examples of ads (in English or your own language). Choose three and write a paragraph about each one, describing how they work and your reaction to them.

Weblink

The Teacher's Book provides at least one relevant URL (in this case a website providing information about the largest shopping mall in the U.S.). Teachers are advised to check these links before sharing them with the students as web addresses frequently change.

6 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 problem areas such as modal verbs.

The Workbook offers a parallel Review with text and multiple-choice questions, examination-type exercises, and a self-assessment Progress Check including "My Learning Diary".

### 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.



### Reindeer Man

Researcher Piers Vitebsky spends part of each year with the Eveny people. They live in the Verhoyansk Mountains of northeast Siberia, where winter temperatures fall to  $-71^{\circ}\text{C}$ .

"I communicate mostly in Russian, but if I hadn't learned Eveny, I 1 have been able to understand everything. The Eveny language has about 1,500 words to describe the appearance and behavior of reindeer. I learned Eveny because otherwise I 2 have misunderstood exactly what people meant.

The Eveny move camp every few days. We're moving camp today, and I wake in a tent full of the smells of reindeer fur and wood smoke. One of us makes sweet tea. Another has already used his dog to help bring the herd of 2,000 reindeer back to the camp. Then we catch the reindeer. We 3 catch all 2,000, just the ones we'll ride and use to carry our things.

Now we need 4 our tents. I've calculated that the old lady in the family I'm with 5 have packed and unpacked 1,500 times. When the Eveny leave a camp, they believe they 6 look back or they will never return to the place. And they always leave wood and stones behind for the next year. Other people can use these, but they 7 always replace them.

On the first morning in a new camp it's important to tell each other what you dreamed about in the night. These dreams show how successful the new camp will be. Last time we moved I told the herders that I 8 about mountains, animals, and running water. They asked me 9 I dreamed about these things when I was back home. I replied that I only dreamed about reindeer when I was in the Verhoyansk Mountains.

I explained that I would have to return to Britain. As always, I wished that I 10 more time with the Eveny. There is never enough time to get everything done."

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| 1 A can't         | B won't         | C wouldn't       |
| 2 A can           | B will          | C might          |
| 3 A must          | B don't need to | C didn't have to |
| 4 A packed        | B to pack       | C are packing    |
| 5 A had to        | B must          | C will           |
| 6 A don't have to | B can't         | C don't need to  |
| 7 A must          | B need          | C had to         |
| 8 A am dreaming   | B dream         | C had dreamed    |
| 9 A if            | B when          | C where          |
| 10 A did have     | B have had      | C had had        |

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- 2 Write sentences saying what would and wouldn't have happened if things had been different.

The ship hit an iceberg. It sank.

*If the ship hadn't hit an iceberg, it wouldn't have sunk.*

- Amelia Earhart was daring. She tried to fly around the world.
- Something strange happened. The plane didn't reach the island.
- The boys didn't realize Maribel was a girl. They called her "Mario."
- Maribel was an excellent soccer player. She played for Mexico.
- FIFA said Maribel couldn't play for a men's club. She didn't play for Celaya.
- Nisha invited her. Laura went to India.
- The restaurant looked friendly. Bill Bryson decided to have dinner there.
- Isabel didn't speak Spanish. She was worried about meeting her relatives.

- 3 Nick planned to fly to Brazil for a vacation, but everything went wrong. What does he regret? Write sentences beginning with *I wish ...* and *If only ...*

He decided to drive to the airport.

*"I wish I hadn't decided to drive to the airport."*

- He didn't take the train.
- The traffic was heavy.
- He didn't stop for gas.
- The car ran out of gas.
- He didn't get to the airport in time.
- He missed his flight.
- He didn't have a vacation.

- 4 Complete with *can't*, *need(s) to*, or *don't need to* and these verbs.

forget go have look reserve start stay stop

- He \_\_\_\_\_ his eyes tested because he often gets headaches.
- We \_\_\_\_\_ a table—the restaurant is never full.
- I \_\_\_\_\_ up too late—I've got an exam tomorrow.
- She \_\_\_\_\_ taking malaria pills before she goes to India.
- There's plenty of food in the refrigerator, so you \_\_\_\_\_ to the supermarket.
- I \_\_\_\_\_ at the road map because I know the way.
- You \_\_\_\_\_ to lock the door when you leave.
- We \_\_\_\_\_ at a gas station before we run out of gas.

- 5 You're waiting for a friend to join you at a concert, but she's very late. Talk about what could/might have happened to her.

get the date wrong

A She could have gotten the date wrong.

B Yes, she might have gotten the date wrong.

- |                    |                         |
|--------------------|-------------------------|
| 1 lose the address | 4 go to another concert |
| 2 forget about it  | 5 miss the bus          |
| 3 feel too tired   | 6 decide not to come    |

### Weblink

The Teacher's Book provides at least one relevant URL (in this lesson a website about the Eveny people). Teachers are advised to check these links before sharing them with the students as web addresses frequently change.

REVIEW

6 Write the sentences in reported speech using the correct form of these verbs.

complain explain invite offer  
refuse remind suggest warn

- 1 Paul: "Sue, don't forget to call me tonight."
- 2 Sally: "Tom, would you like to go to the movies?"
- 3 Robert: "You press the red button to turn on the DVD player."
- 4 Marta: "I'm not going to clean up my room."
- 5 Dan: "Emma, don't drive too fast."
- 6 Doctor: "Why don't you take a vacation, Mr. Evans?"
- 7 Jenny: "I can't concentrate with all this noise."
- 8 Bill: "I'll carry your suitcase, Mom."

7 Marion is a tourist in the U.S. Report her questions using the words in parentheses.

- 1 "When does the next train leave?" (want to know)
- 2 "Do I have to change trains?" (wonder)
- 3 "How long does the trip take?" (ask)
- 4 "Is the hotel near the train station?" (want to know)
- 5 "How much does a single room cost?" (wonder)
- 6 "Can I pay by credit card?" (ask)

8 Complete with tag questions.

- 1 Laura and Nisha went to India, \_\_\_\_\_?
- 2 Laura didn't forget her passport, \_\_\_\_\_?
- 3 You'd like to go to the party, \_\_\_\_\_?
- 4 You don't want to be late, \_\_\_\_\_?
- 5 It hasn't rained for ages, \_\_\_\_\_?
- 6 We waste a lot of water, \_\_\_\_\_?
- 7 Isabel likes flying, \_\_\_\_\_?
- 8 She can't speak fluent Spanish, \_\_\_\_\_?

VOCABULARY

9 Complete with correct form of these verbs.

advise change collect complain confess  
fit point out score supervise warn

- 1 The burglar \_\_\_\_\_ that he had stolen money.
- 2 She \_\_\_\_\_ him that the dog was dangerous, but he didn't listen.
- 3 She's happy because she \_\_\_\_\_ the winning goal.
- 4 I don't know what you want—you keep \_\_\_\_\_ your mind.
- 5 I searched the Internet to \_\_\_\_\_ information for my project.
- 6 An experienced diver \_\_\_\_\_ us when we made our first dives.
- 7 These shoes are too tight—they don't \_\_\_\_\_.
- 8 Her father \_\_\_\_\_ that the flight would be very expensive.
- 9 If your room isn't clean, you should \_\_\_\_\_ to the hotel manager.
- 10 If you have a toothache, I \_\_\_\_\_ you to see a dentist.

10 Match these words with their definitions.

abduct aisle blow up hemisphere  
massive previous qualification trace n

- 1 enormous
- 2 ability or quality needed for a particular job
- 3 kidnap
- 4 happening before, earlier
- 5 explode
- 6 sign
- 7 where you can walk between lines of seats
- 8 half of the Earth

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

- A
- 1 change
- 2 fly
- 3 give
- 4 score
- 5 join
- 6 take
- B
- a pill
- a goal
- a club
- solo
- someone a chance
- course

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 unreal or imaginary past events Workbook pp50–51 exercises 1–3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Expressing regret about the past Workbook p50 exercise 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Expressing obligation and lack of obligation Workbook pp52–53 exercises 2–4	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 Making deductions and speculating about the past Workbook pp54–55 exercises 1–4	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5 Reporting what people said Workbook pp62–63 exercises 1–4	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 Reporting what people asked Workbook pp64–65 exercises 1–4	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7 Asking for agreement and checking information Workbook pp66–67 exercises 1–3	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Not sure? Take a look at Language File pages 116–118 and do the Workbook exercise(s) again.

Now write an example for 1–7.

- 1 *More people would have survived if the lifeboats had been full.*

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.