new inspiration

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and Peter Smith

Includes:
Class CDs
Photocopiable classroom activities
Test CD

MACMILLAN
Teacher’s Book 1
**New Inspiration** builds on the success of the *Inspiration* series and brings it up to date with new and fresh content. The four-level course takes teenagers from beginner to intermediate level, evolving with the students, reflecting their changing needs and interests.

The new series takes all that is best from the original series and improves it with:

- new and updated cross-curricular and cultural content
- a more task-based approach encouraging students to focus on their personal reactions to topics and texts
- an updated design, new photos and artwork and updated photo stories
- more differentiation for mixed-ability classes, including extension activities in every lesson
- a greater focus on vocabulary building
- a greater emphasis on learner independence and self assessment

The *New Inspiration* Teacher’s Book provides step-by-step notes for all the lessons in the Student’s Book, as well as:

- an introduction to the key ideas and features of the course
- a wide range of extra optional activities which can be given to less confident learners or fast finishers
- many ideas for warmers, follow-up activities and homework
- additional cultural information to answer those difficult questions
- audioscripts and full answer keys
- weblinks for follow-up work on the Internet
- Workbook answer key
- teaching notes and answer keys for the Workbook story

In addition, the Teacher’s Book contains photocopiable activities, the Test CD and the Class CDs.

Components of *New Inspiration* include:

- Student’s Book
- Workbook
- Teacher’s Book with photocopiable material, Class CDs and Test CD
- *Inspiration Practice Online* [www.macmillanpracticeonline.com/newinspiration](http://www.macmillanpracticeonline.com/newinspiration)
- Interactive classroom
- Teacher’s website [www.macmillanenglish.com/inspiration](http://www.macmillanenglish.com/inspiration)
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NEW INSPIRATION

New Inspiration is a four-level course designed to take teenagers from beginner to intermediate level (CEF 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 revision and self-assessment, and caters for 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 New Inspiration 2.

KEY IDEAS

A fundamental concept in the organisation of New Inspiration 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 from a 16-year-old. In designing New Inspiration 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 New Inspiration 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 primary level; they may have started learning another language, or had private lessons or extra classes in English. Students who started learning English at primary level may have been exposed to predominantly oral activities, games and songs, and be surprised at the different demands of the class they are now in.

New Inspiration aims to provide a safe transition to the new level, and to revise 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 to learning. This will lead them to success in examinations and prepare them for using English in the real world.

Different class sizes and numbers of hours a week
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 NEW INSPIRATION

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 page 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 revise 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 exercises at the end of each lesson are cross-referenced to 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 programme 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, and language awareness and enjoyment
New Inspiration 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.

Inspiration 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 sketch 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 branteasers.

Mixed ability
The first three lessons of each unit contain Extension activities for fast-finishers. Inspiration Extra! also includes both a Revision and Extension section which caters for two different ability levels – revising 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 Revision and Extension sections in the Workbook.

Recycling and reviewing
The syllabus regularly recycles new language. As well as the Revision and Extension sections, there are four Review sections at each level, providing further revision and learner independence self-assessment sections. There are further 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 Inspiration Extra! section. The first three lessons in each unit present and practise 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 to come, and 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 organisation, providing a wealth of extra language practice material, integrated skills and learner independence work, mixed-ability Revision and Extension exercises, Culture pages and Review sections. It includes pronunciation exercises, brain teasers, crosswords and suggestions for follow-up work on the Internet. The Workbook also contains CLIL materials linked to other subjects studied at this level, and a unit-by-unit story for extensive reading with associated 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 warmers 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 Book exercises. There is also a complete Workbook Answer Key.

Tests CD
The editable Tests are designed to cater for 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  in the Student's Book and Teacher's Book.

New Inspiration Digital
New Inspiration embraces the digital generation offering multimedia and interactive solutions for use in class and at home. New Inspiration 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. New Inspiration Practice Online (www.macmillanpracticeonline.com/newinspiration) provides self-marking interactive practice activities, videos and fun language games. The New Inspiration Resource Site (www.macmillanenglish.com/inspiration) provides the teacher with extra language practice materials, cross-curricular and culture lessons, webquests and a social networking section.
The Common European Framework (CEF) is a widely used standard created by the Council of Europe. In the classroom, familiarity with the CEF can be of great help to any teacher in identifying students' actual progress and helping them to set their learning priorities.

New Inspiration 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 CEF can be used to follow their progress.

Below are the A1–A2 descriptors (description of competences) covered in New Inspiration which students are aiming to reach. A basic level of confidence with the A1–A2 descriptors is expected as students start using New Inspiration 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 at A2: others only emerge for the first time at B1.

On the teacher's website you will 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 CEF 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 New Inspiration unit to provide material for the dossier.

A portfolio is a means 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 in turn may lead to increased participation and autonomy on the learners' part.

<table>
<thead>
<tr>
<th>New Inspiration 1 TB Descriptors</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
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<tbody>
<tr>
<td>Listening A1</td>
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<td>I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.</td>
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<td>I can understand simple directions how to get from X to Y, by foot or public transport.</td>
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<td>I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.</td>
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<td>I can understand numbers, prices and times.</td>
<td>9, 15, 16, 21, 22</td>
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<td>Listening A2</td>
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<td>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.</td>
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<td>39</td>
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<td>I can generally identify the topic of discussion around me when people speak slowly and clearly.</td>
<td>12, 14, 20, 26, 31, 38, 43, 55, 56, 66, 72, 79, 82, 93, 94</td>
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<td>I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).</td>
<td>14, 17, 19, 24, 25, 38, 41, 42, 43, 51, 64, 65, 72, 75, 93, 97, 107</td>
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<td>I can catch the main point in short, clear, simple messages and announcements.</td>
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<td>55, 97</td>
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<td>Reading A1</td>
<td>14, 19</td>
<td>25, 26, 28, 29,</td>
<td>37, 38, 39, 40,</td>
<td>41, 42, 43, 44,</td>
<td>46, 49</td>
<td>51, 52, 54, 55,</td>
<td>63, 64, 66, 68,</td>
<td>70, 71, 75</td>
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<tr>
<td>I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</td>
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<td>31</td>
<td>41</td>
<td>42</td>
<td>43, 46</td>
<td>51</td>
<td>63</td>
<td>66</td>
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<tr>
<td>I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.</td>
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<td>I can understand information about people (place of residence, age, etc.) in newspapers.</td>
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<td>I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.</td>
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<td>I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, surname, date of birth, nationality).</td>
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<td>I can understand words and phrases on signs encountered in everyday life (for instance “station”, “car park”, “no parking”, “no smoking”, “keep left.”</td>
<td>20</td>
<td>46</td>
<td>72</td>
<td>98</td>
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<td>I can understand the most important orders in a computer programme such as “PRINT”, “SAVE”, “COPY”, etc.</td>
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<td>I can follow short simple written directions (e.g. how to go from X to Y).</td>
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<td>I can understand short simple messages on postcards, for example holiday greetings.</td>
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<td>In everyday situations I can understand simple messages written by friends or colleagues, for example “back at six o’clock”.</td>
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<td>Reading A2</td>
<td>18, 34</td>
<td>40, 44</td>
<td>56</td>
<td>68</td>
<td>76, 78</td>
<td>84, 86</td>
<td>92, 93</td>
<td>94, 101</td>
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<tr>
<td>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.</td>
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<tr>
<td>I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.</td>
<td>16, 32</td>
<td>45</td>
<td>64</td>
<td>96</td>
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<td>I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.</td>
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<td>I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.</td>
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<td>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).</td>
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<td>I can understand simple user’s instructions for equipment (for example, a public telephone).</td>
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<td>I can understand feedback messages or simple help indications in computer programmes.</td>
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<td>I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.</td>
<td>24, 30,</td>
<td>38, 40, 42, 44,</td>
<td>52, 54, 60, 65</td>
<td>80, 81, 82, 90</td>
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<tr>
<td>I can introduce somebody and use basic greeting and leave-taking expressions.</td>
<td>29</td>
<td>48, 49</td>
<td>60</td>
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<tr>
<td><strong>Spoken Interaction</strong></td>
<td><strong>A1</strong></td>
<td><strong>A2</strong></td>
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<tr>
<td>I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</td>
<td>8, 9, 11, 13, 21</td>
<td>25, 27, 31</td>
<td>37, 41, 45</td>
<td>58, 59</td>
<td>64, 72</td>
<td>78</td>
<td>97</td>
<td></td>
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<tr>
<td>I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.</td>
<td>8, 9</td>
<td>25, 28</td>
<td>49</td>
<td>67</td>
<td>95</td>
<td>104, 105</td>
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<tr>
<td>I can make simple purchases where pointing or other gestures can support what I say.</td>
<td>8, 9</td>
<td>25, 28</td>
<td>49</td>
<td>67</td>
<td>95</td>
<td>104, 105</td>
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<tr>
<td>I can handle numbers, quantities, cost and time.</td>
<td>15, 21</td>
<td>83</td>
<td>97</td>
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<tr>
<td>I can ask people for things and give people things.</td>
<td>83</td>
<td>97</td>
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<tr>
<td>I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.</td>
<td>8, 9</td>
<td>25, 28</td>
<td>49</td>
<td>67</td>
<td>95</td>
<td>104, 105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can indicate time by such phrases as “next week,” “last Friday,” “in November,” “three o’clock.”</td>
<td>8, 9</td>
<td>25, 28</td>
<td>49</td>
<td>67</td>
<td>95</td>
<td>104, 105</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spoken Production</strong></td>
<td><strong>A1</strong></td>
<td><strong>A2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make simple transactions in shops, post offices or banks.</td>
<td>11</td>
<td>24, 31</td>
<td>37, 39, 45</td>
<td>51, 54</td>
<td>66</td>
<td>93, 97, 98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use public transport: buses, trains, and taxis, ask for basic information and buy tickets.</td>
<td>11</td>
<td>24, 31</td>
<td>37, 39, 45</td>
<td>51, 54</td>
<td>66</td>
<td>93, 97, 98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can get simple information about travel.</td>
<td>58</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can order something to eat or drink.</td>
<td>58</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make simple purchases by stating what I want and asking the price.</td>
<td>103</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask for and give directions referring to a map or plan.</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask how people are and react to news.</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make and respond to invitations.</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make and accept apologies.</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can say what I like and dislike.</td>
<td>11</td>
<td>24, 31</td>
<td>37, 39, 45</td>
<td>51, 54</td>
<td>66</td>
<td>93, 97, 98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can discuss with other people what to do, where to go and make arrangements to meet.</td>
<td>11</td>
<td>24, 31</td>
<td>37, 39, 45</td>
<td>51, 54</td>
<td>66</td>
<td>93, 97, 98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.</td>
<td>8, 9, 17, 19</td>
<td>43, 45</td>
<td>91, 98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can give personal information (address, telephone number, nationality, age, family, and hobbies).</td>
<td>8, 9, 17, 19</td>
<td>43, 45</td>
<td>91, 98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spoken Production</strong></td>
<td><strong>A1</strong></td>
<td><strong>A2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can describe where I live.</td>
<td>8, 9, 17, 19</td>
<td>43, 45</td>
<td>91, 98</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can describe myself, my family and other people.</td>
<td>11</td>
<td>24, 31</td>
<td>37, 39, 45</td>
<td>51, 54</td>
<td>66</td>
<td>93, 97, 98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can describe where I live.</td>
<td>11</td>
<td>24, 31</td>
<td>37, 39, 45</td>
<td>51, 54</td>
<td>66</td>
<td>93, 97, 98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can describe my hobbies and interests in a simple way.</td>
<td>11</td>
<td>24, 31</td>
<td>37, 39, 45</td>
<td>51, 54</td>
<td>66</td>
<td>93, 97, 98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The numbers in the table represent page numbers where the corresponding skills are discussed.
<table>
<thead>
<tr>
<th>Strategies A1</th>
<th>I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).</th>
<th></th>
<th></th>
<th>77, 78, 79, 81, 83</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy A1</strong></td>
<td>I can say when I don’t understand.</td>
<td>19</td>
<td>75</td>
<td>83</td>
</tr>
<tr>
<td><strong>Strategy A2</strong></td>
<td>I can very simply ask somebody to repeat what they said.</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategy A2</strong></td>
<td>I can very simply ask somebody to speak more slowly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Quality A2</strong></td>
<td>I can ask for attention.</td>
<td></td>
<td>75</td>
<td></td>
</tr>
<tr>
<td><strong>Language Quality A2</strong></td>
<td>I can indicate when I am following.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Quality A2</strong></td>
<td>I can very simply ask somebody to repeat what they said.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Quality A2</strong></td>
<td>I can make myself understood using memorised phrases and single expressions.</td>
<td>8, 9, 12, 29, 31, 45, 57, 71</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td><strong>Language Quality A2</strong></td>
<td>I can link groups of words with simple connectors like “and”, “but” and “because”.</td>
<td>39, 43, 49</td>
<td>83, 84, 85, 91, 96</td>
<td></td>
</tr>
<tr>
<td><strong>Language Quality A2</strong></td>
<td>I can use some simple structures correctly.</td>
<td>9, 15, 17, 25, 27, 29, 34, 36, 39, 41, 43, 51, 53, 55, 60, 65, 69</td>
<td>103, 105, 107, 112, 113</td>
<td></td>
</tr>
<tr>
<td><strong>Language Quality A2</strong></td>
<td>I have a sufficient vocabulary for coping with simple everyday situations.</td>
<td>11, 13, 14, 16, 19, 20, 22, 24, 25, 26, 29, 30, 33, 35, 36, 39, 41, 42, 43, 44, 46, 47, 48, 49, 50, 51, 53, 55, 56, 58, 61, 62, 65, 66, 67, 69, 70, 71, 77, 78, 80, 81, 83, 85, 86, 87</td>
<td>102, 103, 105, 110, 112, 113</td>
<td></td>
</tr>
<tr>
<td><strong>Writing A1</strong></td>
<td>I can fill in a questionnaire with my personal details (job, age, address, hobbies).</td>
<td>9</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td><strong>Writing A1</strong></td>
<td>I can write a greeting card, for instance a birthday card.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing A1</strong></td>
<td>I can write a simple postcard (for example with holiday greetings).</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing A1</strong></td>
<td>I can write a note to tell somebody where I am or where we are to meet.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing A2</strong></td>
<td>I can write sentences and simple phrases about myself, for example where I live and what I do.</td>
<td>13, 21, 25, 51</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td><strong>Writing A2</strong></td>
<td>I can write short, simple notes and messages.</td>
<td>29, 33</td>
<td>84, 91</td>
<td></td>
</tr>
<tr>
<td><strong>Writing A2</strong></td>
<td>I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).</td>
<td></td>
<td>77, 84, 107</td>
<td></td>
</tr>
<tr>
<td><strong>Writing A2</strong></td>
<td>I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).</td>
<td>19, 21, 31, 32, 33, 39, 47, 55, 57, 65, 69, 73, 77, 79, 85, 91, 93, 99, 101</td>
<td>105, 107, 110, 111</td>
<td></td>
</tr>
<tr>
<td><strong>Writing A2</strong></td>
<td>I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing A2</strong></td>
<td>I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).</td>
<td>32, 41, 43, 45, 57</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td><strong>Writing A2</strong></td>
<td>I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.</td>
<td></td>
<td>108, 109, 111</td>
<td></td>
</tr>
<tr>
<td><strong>Writing A2</strong></td>
<td>I can write simple sentences, connecting them with words such as “and;”; “but”; “because”.</td>
<td>23, 39, 45, 49, 65, 83, 93</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing A2</strong></td>
<td>I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).</td>
<td>83</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

Using New Inspiration

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

COMMUNICATIVE AIDS

LEARNING HOW TO

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

TOPICS AND VOCABULARY

- Routines
- Jobs
- Possessions
- Weather
- Seasons
- Social situations
- Town facilities
- Continents and countries
- Transport
- Feelings

1. Match the pictures (A–F) with six items in the Topics and Vocabulary box.
2. Put the words into categories.
   - Jobs
   - Weather
   - Transport
   - Hairdresser
   - Nurse
   - Taxi
   - Plane
   - Bus
   - Pilot
   - Boat
   - Windy
   - Rainy
   - Sunny
   - Cloudy
   - Train

3. Match the words with the pictures.
   - Bread
   - Castle
   - Dolphin
   - Firefighter
   - Moon
   - Plane

Communicative Aims

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

Topics and Vocabulary

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

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

Believe it or not!

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

Listening Preview

Students listen to short extracts from the following units and identify what kind of passage the extracts are taken from or what topic they discuss.
The first three lessons in each unit present new language. While these lessons follow a similar pattern up to the After Reading exercise, the subsequent practice activities vary from lesson to lesson but always include pronunciation and end with writing and Language Workout. Lessons may also include Word Banks and vocabulary exercises, games and role plays as appropriate for the lesson aims. There are usually one or two Extension activities for fast-finishers. In every case there is a progression from controlled presentation and practice of new language to freer, more communicative activities.

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

**Warmers**
The Teacher's Book suggests at least two warmers for each lesson. These may revise previously learnt language or prepare students for the lesson topic.

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

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

**Weblink**
The Teacher's Book provides at least one URL relevant to each lesson (in this case a website with weather forecasts for cities around the world. Teachers are advised to check these links before sharing them with the students as web addresses frequently change.

**AFTER READING**
Choose the correct word.

1 Central England is / the same as / warmer than 30 years ago.
2 Spring in Britain is / later than / earlier than.
3 Autumn in Britain is / shorter / longer.
4 It's sometimes difficult to be sure about rain.
5 Water is / warmer / cooler in the north.
6 Summer in the tropics is / dry / rainy.
7 The sea is / colder / warmer than 100 years ago.
8 Changes in temperature are / uncertain / reasonable.

Your responses: What can we do about climate change?

3 **After Reading**
These exercises use a variety of different formats including true/false, open questions, matching questions and answers, and completion. The aim is intensive reading. After Reading ends with Your response: an activity which invites the student to respond personally to the text or dialogue.
4 Vocabulary
Lessons may also offer explicit lexical development through Word Banks of lexical sets and vocabulary exercises.

5 Speaking
What about the weather in your country?
Think about these questions:
- Temperature is hotter in summer and colder in winter.
- Rain is wetter or drier in different seasons now.
- Seasons are the times of the seasons changing?

Is it hotter in summer now?
Is it wetter in spring now?

7 Speaking
Look at the chart and compare the weather.

TODAY'S WEATHER

<table>
<thead>
<tr>
<th>City</th>
<th>Weather</th>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amsterdam</td>
<td></td>
<td>17°</td>
</tr>
<tr>
<td>Brighton</td>
<td></td>
<td>15°</td>
</tr>
<tr>
<td>London</td>
<td></td>
<td>14°</td>
</tr>
<tr>
<td>Madrid</td>
<td></td>
<td>30°</td>
</tr>
<tr>
<td>Mexico City</td>
<td></td>
<td>27°</td>
</tr>
<tr>
<td>Moscow</td>
<td></td>
<td>25°</td>
</tr>
<tr>
<td>New York</td>
<td></td>
<td>24°</td>
</tr>
<tr>
<td>Zurich</td>
<td></td>
<td>21°</td>
</tr>
</tbody>
</table>

- It's rainy in London than in Mexico City.
- It's hotter in Madrid than in Moscow.
- The weather in Brighton are worse than the weather in Zurich.

8 Writing
Look at the chart in exercise 7 and write a paragraph comparing the weather in your town/city and the cities in the chart.

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

Language Workout

Complete:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Adjective</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td>colder</td>
<td>dry</td>
<td>drier</td>
</tr>
<tr>
<td>high</td>
<td>higher</td>
<td>easy</td>
<td>easier</td>
</tr>
<tr>
<td>short</td>
<td>shorter</td>
<td>sunny</td>
<td>sunnier</td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>difficult</td>
<td>more difficult</td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
<td>famous</td>
<td>more famous</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
<td>expensive</td>
<td>more expensive</td>
</tr>
<tr>
<td>wet</td>
<td>wetter</td>
<td>popular</td>
<td>more popular</td>
</tr>
</tbody>
</table>

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 amounts of time available. Homework suggestions (usually writing) are also provided for each 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 a paragraph comparing the weather in their town/city with one of the cities in the chart in exercise 7.

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.

6 Pronunciation
Each of the first three lessons in every unit contains a pronunciation exercise focusing on particular sounds or stress and intonation. The Teacher's Book provides more information about the phonological area being treated and suggests further activities.
The fourth lesson in each unit is an Integrated Skills lesson. In these lessons the four skills support each other, usually moving from a reading text to a listening activity, then a speaking activity based on the listening or reading and concluding with a writing activity for which the reading, listening and speaking have prepared the students. The lesson ends with a Learner Independence section.
**LEARNER INDEPENDENCE**

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

**UNIT 5**

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

Word Bank: Punctuation

- brackets [ ]
- capital letter *
- exclamation mark !
- full stop .
- hyphen -
- question mark ?

1. **Which is your favourite evening activity?**
   - A Watching TV
   - B Talking to a friend
   - C Going to a party

2. **Now often do you wear the same clothes the next day?**
   - A Sometimes
   - B Never
   - C Very often

3. **When you are angry with people, do you...**
   - A shout at them
   - B discuss the problem with them
   - C say nothing

**Word Bank: Personality adjectives**

- confident
- happy
- helpful
- kind
- polite
- shy
- talkative
- thoughtful

4. **Speaking**

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

5. **Writing**

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

   **My favourite colour is...**

**Follow-up activities and homework**

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

**Weblink**

The Teacher's Book provides at least one URL relevant to each lesson (in this case a website giving personality information on the different signs of the zodiac). Teachers are advised to check these links before sharing them with the students as web addresses frequently change.

**6**

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

**7**

The aim here is to increase their vocabulary.

**8**

Phrasebook

This section occurs in every unit and helps students learn idiomatic expressions in context. Students find the expressions from within the unit, practise pronunciation and then complete a small follow-up activity, in this case writing a short dialogue with the idiomatic questions they have learned.
Inspiration *Extra* follows the Integrated Skills lesson in each unit and always includes, on the left-hand page, a Game, plus either a Project, Language Links or a Sketch. On the right-hand page there are mixed-ability activities giving opportunities for both revision and extension, and Your Choice!, which allows students to choose from two different activities.

**Language Links**

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

**Game**

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

**Sketch**

The aim of the sketches 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 sketches.
Revision

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

Extension

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

The Revision 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 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 work together to produce their project, reading each other’s work, editing and illustrating it. The Teacher’s Book offers suggestions for organisation.

Your Choice!

The aim here is for students to choose and do the activity they like best. The activities reflect different learning styles and the aim is to encourage awareness of learning styles and to foster learner independence. Your Choice! activities may involve individual, pair or group work.
There are four Culture sections at each level of New Inspiration providing both factual information and the opportunity for cross-cultural comparisons. The section illustrated here deals with the topic of gestures.

**Opener**
The aim of the Opener is to introduce the topic and stimulate discussion, often through a quiz.

**Vocabulary**
The Culture section texts provide a rich source of useful new vocabulary, and there are a variety of activity types here to give practice.
1 Reading
Here, students read and answer a questionnaire about gestures.

4 Speaking
What do you say in these situations? Choose from the expressions below:

What do you say...
1. when someone sneezes?
2. when you want to talk to someone?
3. when you stand on someone's foot?
4. when you can't understand someone?
5. when someone looks happy?
6. before someone goes on holiday?

A. What's wrong?
B. Can I have a word with you?
C. Bless you!
D. Have a fabulous time!
E. Sorry? Can you say that again?
F. I'm very sorry!

1 Reading
Read and answer the questionnaire.

2 Listening
Listen to Adam and Emily answering the questionnaire. What do the gestures mean in Britain? Are there any differences between Britain and your country?

3 Reading
Read: What do you say at a party? and choose the best responses.

Weblink
The Teacher's Book provides at least one relevant URL (in this case a website with more information on gestures around the world). Teachers are advised to check these links before sharing them with the students as web addresses frequently change.

What do you say at a party?

1. This is my friend, Tamara.
   A. I don't know.
   B. What's your name?
   C. What's she called?
   D. It nice to meet you.

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

3. Do you want something to drink?
   A. Thank you.
   B. Yes, please.
   C. Yes, thank you.
   D. Yes, I want.

4. What's he like?
   A. He likes football and swimming.
   B. He has brown hair and blue eyes.
   C. He's feeling ill.
   D. He's a great guy.

5. Can I see your phone?
   A. Never mind.
   B. Sorry, I can't.
   C. Yes, of course.
   D. I can't remember.
There are four Reviews at each level of New Inspiration. 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 contextualised, often using information from the relevant lesson, so that students are creating meaningful sentences.

Language points reviewed include not only main verb tenses but problem areas such as pronouns and comparatives. The Workbook offers a parallel Review with text and multiple-choice questions, examination-type exercises, and a self-assessment Progress Check consisting of 'I can do ...' statements.

Exercise 1
Each review begins with a text covering the new language of both units with KET/PET examination-type objective test questions, usually multiple-choice close.

Weblink
The Teacher's Book provides at least one relevant URL (in this lesson a website with more activities for students to practise their English). Teachers are advised to check these links before sharing them with the students as web addresses frequently change.
10. Match the words with their definitions.

- vocabulary
- LEARNER INDEPENDENCE
- SELF ASSESSMENT
- Collocation
- Learner Independence: Self Assessment
- Follow-up activities and homework

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

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Useful information
Brighton is a popular tourist destination on the south coast of England. It is famous for the Royal Pavilion, which is a former royal palace, and Brighton Pier, which has a funfair, restaurants and arcade halls. In the photo the coursebook characters are standing on the pier and you can see the beach in the background.

WARMER 1
Introduce yourself to the class. Say Hello, I’m …/My name is … I’m from … Walk around the room introducing yourself to individual students and telling them where you are from. Use a soft ball to encourage students to introduce themselves. Throw the ball to a student who then introduces him/herself and says where he/she is from. He/She then throws the ball to another student who does the same. Continue until all the students have introduced themselves.

WARMER 2
Write the question How are you? on the board, then ask a student the question. Repeat with different students and elicit a response (I’m fine, thanks). Drill the pronunciation of I am and establish that it is a contraction of two words (I am). Students go round the class asking each other how they are and responding in different ways.

1 READING
- The aim is to introduce the present simple of be and to introduce the students to the photo story that runs through the book. Ask students to look at the photo on pages 6–7. Ask How many countries can you find? Be prepared to explain that Brighton is a city. Ask Where is Brighton? Establish that Brighton is on the south coast of England and is a popular city for tourists and international students. Show students on a map of the UK if you have one.
- Play the recording, telling students to follow the words in their books while they are listening.

.wav Recording
See text on pages 6–7 of the Student’s Book.

2 AFTER READING
- Ask the students to complete the sentences with the correct word.
- Check the answers by asking different students to read each sentence. Write the sentences on the board.

Answers
1 Switzerland 2 Katya 3 the USA 4 Teresa 5 Emily, Katya, Teresa 6 David Ward
- Read the first sentence exaggerating the stress on Pierre and Switzerland slightly. Ask the students to identify the important words in the sentence. Explain the concept of stress and underline these two words.
- Invite students to come to the board and underline the stressed words in the other sentences.
- Drill the sentences in chorus for pronunciation and stress.

Optional activity
Students write three sentences about their classmates using sentences from exercise 2 as models.
3 LISTENING

- Hold up the book, point to the picture of Emily and ask *What's her name?* Elicit *Her name is Emily*. Repeat for Adam.
- Students listen and complete the missing information.
- Check the answers by asking two students to read the dialogue. Then ask the class to read the dialogue twice in pairs, each time reading a different role.

4 SPEAKING

- Demonstrate the activity yourself by pointing at a student in the picture and asking the two questions. Elicit the full forms of *Who's* (*Who is*) and *Where's* (*Where is*). Drill the pronunciation of the contraction.
- Ask the students to work in pairs, taking turns to ask questions about the exchange students. Remind them to use contractions when speaking.
- To practise the possessive adjective form, ask various students *What's your name?* eliciting *My name is ...* Mix up the questions by changing the pronoun to *my*, *his* and *her* and pointing at different people. Ask the students to do the same in pairs.

5 ROLE PLAY

- Model the conversation between the three celebrities and then repeat it with two students giving the responses. Drill the sentences in chorus for pronunciation and stress.
- Distribute one card with a famous person's name and country to each student. Put the students in pairs. Ask them to go around the class meeting as many pairs as they can in four minutes. Then students return to their desks and write as many pairs as they can remember.

Useful information

(0's) Nice to meet you is usually followed by the reply (0's) Nice to meet you, too. This is only ever used on the first meeting. The word *pleased* could substitute *nice*. A second meeting could begin with *Hello again* or *Nice to see you again*.

6 SPEAKING

- Drill the words in the box in chorus for pronunciation.
- Ask students to find the countries for the nationalities from memory or by looking back at page 8.

Answers
- *American – the USA, English – England, Russian – Russia, Spanish – Spain, Swiss – Switzerland*
- Write the answers on the board in two columns and mark the stress on the words with two syllables or more. Drill the words in chorus.
- Hold up the book and point at Miley Cyrus asking the two questions in the model. Explain that we never contract in short (*yes/no*) affirmative answers. Ask students to ask and answer questions about the exchange students by pointing at the pictures in the webpage article on page 8 and following the model.

**Optional activity**

Invite students to add new pairs of countries and nationalities to the list on the board.

7 PRONUNCIATION

- Ask students to look at the words.
- Play the recording, pausing after each word for students to repeat. Show students the position of the lips in */w/* and show them how they should be able to feel their breath when pronouncing the */h/* sound.
- Ask students if they know any other English words with these sounds.

**Recording**

/ə/ *we welcome what where*

/h/ *he her his who*

8 VOCABULARY

- Play the recording, pausing after each word for students to repeat. Draw attention to the two options for 0 (*oh, zero*), and the stress on the words with *teen*.

**Recording**

See text on page 9 of the Student's Book.

**Optional activity**

Put students in two teams: one team counts from 1 to 19 in odd numbers, each member saying one number, and the other team from 2 to 20 in even numbers. If there is a mistake, they must start again. The first team to the end wins.

9 GAME BINGO

- Students draw their own 'Bingo cards' in their notebooks (a grid with three columns and three rows). Ask the students to choose nine numbers from 1 to 20 and write them on their Bingo card. Tell the students to cross off a number when they hear it. The first student to cross off three numbers in a line shouts out *Line*. The first to cross off all nine numbers shouts out *Bingo*!
- Play the recording and monitor the students.

**Recording**

eight eighteen twelve six eleven seven fifteen two thirteen four twenty fourteen three sixteen nine nineteen one ten five seventeen
10 LISTENING
- Ask students to look at the chart. Ask Where is Emily from? Where is Teresa from? What's Emily's telephone number? What's Adam's address?
- Explain to the class that they are going to listen for the missing information. Elicit what type of information is missing (numbers, names and street names). Explain that it is important to relax when listening and focus on the information they need and that it is not necessary to understand every word.
- Play the recording twice. Check the answers.

130 Recording and answers
Now — information for our visitors. Here you are. Listen and check the addresses and phone numbers.
Teresa, you're with Emily. Her address is 17 Park Road, Brighton, and her phone number is 291347.
Pierre, you’re with Adam. His address is 8 Hill Street, Lewes, and his phone number is 837921.
Katya, you’re with Emily, too. Her address is 17 Park Road, Brighton, and her phone number is 291347.
And Jake, you’re with me! My address is 10 Market Lane, Hove, and my phone number is 790329.

11 WRITING
- Drill the two questions in chorus for pronunciation and stress.
- Ask students to meet three students that they have not spoken to today and ask them the questions and write down the answers.

LANGUAGE WORKOUT
- Ask students to look at the top half of the Language box and identify the personal pronouns. Ask the class to say which are singular and plural. Ask a volunteer to explain the difference between he, she and it.
- Explain contractions using the example you are / you’re. Ask students to note down the examples of pronoun + be in the dialogues. Elicit which form is usually used when speaking — full forms or contractions.
- Ask students to complete the first chart in the Language box. Confident students can complete first and then check, while others can look back at pages 6–8 and then complete.
- Students turn to page 114 of the Language File to check their answers.

Answers
I’m we’re

Draw attention to the bottom half of the Language box and the reversal of the pronoun and the verb be in questions. Ask the class Am I from China? Continue by saying I am not from China. Write this on the board and elicit the contraction (I'm not from China). Ask students to complete the chart.
- Students turn to page 114 of the Language File to check their answers.

Answers
are you? isn’t aren’t are they?

PRACTICE
- Students do Practice exercises 1 and 2 on page 114 of the Language File. They complete the sentences and questions with the correct form of be.
- Check the answers by asking different students to say the completed sentences.

Answers
1
1 is, is 2 are 3 are 4 is, am 5 is, is 6 are
2
1 Are, aren’t 2 Is, isn’t 3 Are, am not 4 Are, aren’t 5 Is, isn’t

Follow-up activities
♦ In pairs, one student closes the book and the other asks questions about the characters, e.g. Where is Pierre from? The student with the closed book answers from memory. Students change roles.
♦ Game Celebrity party Redistribute the cards from the role play (exercise 5). Set a time limit of three minutes. Students move around introducing themselves and finding out who other students are and where they are from. They then have one minute to remember and write down in their notebooks the name and country or nationality of the people they have met. The student with the most names and nationalities wins.

HOMEWORK
Students cut out pictures of famous people from magazines and write two sentences about them, e.g. Her name is Victoria Beckham. She’s from England.

WEBLINKS
For a webcam of Brighton see: www.bbc.co.uk/southerncounties/content/webcams/btn_seafront_webcam.shtml

Revision and Extension p21
Language File p114

Workbook Welcome! pp2–5
**Units 1–2**

**Activities**
- Identifying topics
- Categorising vocabulary
- Contextualising listening extracts

**Project**
- Favourite things

**Vocabulary**
- Clothes
- Family
- Music

**Optional aids**
- Follow-up activities: slips of paper

---

**WARMER 1**
If students did the homework in the last lesson, ask them to show their pictures to the class and read out their sentences.

**WARMER 2**
Draw two female faces and two male faces on the board. Explain to students that they are the international exchange students from Welcome! Point at each face in turn, asking What's his/her name? and Where's he/she from? and eliciting the answers.

**WARMER 3**
Ask students to look at the photos and speech bubbles on pages 10–11 and to say what they can see.

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1. The aim is to introduce students to the main topics and vocabulary they will cover in the first two units.
   - Explain to students that the two boxes at the top of the page show the communicative language and topics/vocabulary they will use in the first two units of *New Inspiration 1*.
   - Go through the topics in the second box with the class and make sure everyone understands them. Then ask them to look at pictures A–F and match them with six of these topics.
   
   **Answers**
   - A music  B family  C possessions
   - D numbers  E colours  F clothes

2. Explain that words from each of the three vocabulary categories (clothes, family and music) are arranged in the word square. Give students two minutes to write the words in the correct category.
   - Students check their answers in pairs and then as a whole class.
   
   **Answers**
   - Clothes: jacket, trousers, skirt, pullover, T-shirt
   - Family: brother, sister, daughter, grandfather, mother
   - Music: piano, rap, guitar, band, drums

3. Students match the words with the pictures.
   
   **Answers**
   - 1 camera  2 jeans  3 phone  4 window  5 bag  6 cap

4. The aim of this activity is for students to contextualise a short listening extract by working out what the topic is. Explain that they should listen for the main gist of the extract and that it doesn’t matter if they don’t understand every word.
   - Play the recording. Students match each of the three extracts to the topics (A–C).

   **Recording**
   1. The city of Machu Picchu is on a mountain in Peru. It’s 550 years old
   2. My favourite band is Linkin Park. It has six members and they’re from California, in the USA.
   3. This is a photo of my family. My mother is on the right – her name is Valentina. It’s her fortieth birthday today.

   **Answers**
   - 1 B  2 C  3 A

5. Elicit or explain the meaning of *favourite*. Put students into groups of three and ask them to do the questionnaire, writing down their answers. Ask them to join other groups to share their answers.
   - Point out the ‘Believe it or not!’ fact at the bottom of the page. Find out if there are any numbers in the students’ own language(s) which have the same number of letters as the meaning.

**Follow-up activity**
In small groups, students brainstorm vocabulary for three other categories from the box on page 10. Give them an example for each category before they start and allow them to use dictionaries if they wish. Give them two minutes to write as many words as they can think of on slips of paper. When the time is up, ask them to shuffle their slips of paper so they are in jumbled order. They then swap slips with another group. Give them another two minutes to sort the slips they have received into the correct categories.

**HOMEWORK**
Ask students to interview family members or other students at the school to find out their favourite colours, numbers, months and musical instruments. They then present their findings to the class in the next lesson.
NICE TO MEET YOU

That’s a great bag!

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**WARMER 1**

**Game** Pictionary Students play in teams. One student from the class comes to the board, is given a card with a famous person’s name on it and draws a picture of the famous person on the board. The first team to shout out *His/Her name* is … gets a point, as does the first team to say *He/She is from …* Someone from another team draws the next person.

**WARMER 2**

**Game** First to 20 Divide the class into groups of four. The students take turns to say the numbers 1 to 20 in order. Each student can say one, two or three consecutive numbers, then the next student continues. The student who says 20 is the winner.

**1 OPENER**

- The aim is to recycle the questions and answers from the Welcome! lesson. Ask What’s his name? What’s her name? Elicit more information from the class about Teresa and Adam. If students cannot remember, tell them to look back at pages 6–7. Ask What else is in the picture? Be prepared to teach *rucksack* and *ID card.*
- Ask What are they talking about?

**Answers**

*They are talking about what is in Teresa’s bag.*

**2 READING**

- Ask students to predict what is in Teresa’s bag.
- Play the recording. Students read and listen. Encourage them to guess unfamiliar vocabulary from the context. Be prepared to translate *surname, guess, wallet.*

**Recording**

*See text on page 12 of the Student’s Book.*

**Answers**


**3 AFTER READING**

- Read through the questions with the students.
- Students read the dialogue again and answer the questions.
- Ask students to explain the full form of *What’s* (What is). Drill the pronunciation of the questions.
- Check answers by having different students ask and answer the questions.

**Answers**

1 *Navarro*
2 *Her ID card, a bottle of water, an MP3 player, a photograph of her family, her wallet*
3 *A photograph of her family*

**Optional activity**

Play the dialogue again, sentence by sentence, for students to repeat for pronunciation and intonation practice.

**Your response**

Ask students to answer the question *What’s in your bag?* for themselves. They could work in pairs if they wish. Go around the class eliciting answers and be ready to give help with vocabulary. Be sensitive about students who do not wish to reveal personal information about themselves and do not push them if they are embarrassed.

**4 PRONUNCIATION**

- Play the first part of the recording and have students follow in their book.
- Play the first part again, this time with the students repeating the letters aloud.
- Establish the meaning of *vowels/consonants.* Explain that many letters in English have the same vowel sound. Play the next part of the recording a group at a time and elicit the common vowel sound of each group.
- Play the second part again, this time with the students repeating the letters aloud.
• Ask the students to listen to the final part of the recording and write down the words they hear. Play each word twice if necessary.
• Invite students to spell the answers back to you for you to write up on the board.
• Drill the pronunciation of the words and ask students to mark the stress.

### Optional activities

♦ **Game** First to Z  Divide the class into groups of four. The students take turns to say the alphabet in order. Each student can say one, two or three consecutive letters, then the next student continues. The student who says Z is the winner.

♦ Students write down five words from the lesson and spell them to their partner, who writes them down.

### 5 SPEAKING

• Ask students to look back at the photo on pages 6–7. Point to the first person and elicit who it is and the spelling of his/her name.

• Students work in pairs and take turns to ask the name of the other person. Monitor, making sure they are using his/her correctly.

### Extension

Ask students to point at classmates and ask and answer the same questions.

### LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

### 6 VOCABULARY

• Students match the words with the pictures individually then check with a partner.

• Students listen to the recording and check their answers.

• Drill the pronunciation of the words by playing the recording again and pausing for students to repeat the words.

• Ask students which words don't have the stress on the first syllable (umbrella, MP3, alarm).

### 7 LISTENING

• Play the recording. Students listen and write down the objects they hear. Confident students should tick the pictures while others tick the words in exercise 6.

### Recording

**TERESA** What’s in your bag? An MP3 player?

**ADAM** No.

**TERESA** A pen?

**ADAM** Yes.

**TERESA** A comb?

**ADAM** Yes.

**TERESA** A bottle of water?

**ADAM** Right.

**TERESA** A photograph of your girlfriend?

**ADAM** No. What else?

**TERESA** A mobile?

**ADAM** Yes, my new mobile phone.

### Answers

a pen, a comb, a bottle of water, a mobile phone

### 8 SPEAKING

• Model the first dialogue by pointing at a picture from exercise 6 and asking the questions and answering them yourself. If you haven’t already looked at the Language Workout box with the class you could look at it now. Repeat with a different object but invite a student to answer the questions.

• Students work in pairs. Student B covers up the vocabulary list in exercise 6 while Student A points to one of the objects pictured, saying What’s this? The students continue as in the dialogue. Student A can look at the words to check Student B’s spelling. Pairs swap roles.

• Draw students’ attention to the Language Workout box below and explain or elicit the difference between this and that.

• Model the second dialogue by pointing to something in the classroom saying What’s that called? Invite the students to reply. Ask How do you spell it?

• Invite students to ask you questions about any classroom objects they want to know in English. Encourage them to write down the new words as you spell them.

• Students point at things in the classroom and ask a partner for the name and the spelling. Tell them that if they do not know what something is they should ask you. Encourage them to use What’s this/that in English?
Optional activity
Students work in groups of five, each putting two items in a plastic bag. The first student takes out an item and the student to their left scores a point if they can say a true sentence about the object using a possessive adjective, e.g. It's his/her pen, It's your pen, It's my pen. If the student cannot make a sentence, the turn continues round the circle. Once a correct sentence has been said, that student takes out the next object. Continue until all the objects and their owners have been identified.

9 WRITING
- Ask students to identify Teresa's three favourite things. Invite three students to read out the short descriptions. Check pronunciation and any questions of vocabulary.
- Explain to students that they are going to write sentences about their three favourite things. Monitor, helping them with vocabulary. Write the expression What's ... in English? on the board to encourage them to ask for new words.

Optional activity
Students draw three simple pictures of their three things. They point to each other's pictures and ask What's this? More confident students can speak without using their notes. Others can look back at their descriptions when necessary.

Extension
Ask a confident pair to demonstrate the activity, with one reading out the question and the other using the sentences they wrote in exercise 9 to give their answers. Then ask the students to mingle and ask each other about their favourite things.

LANGUAGE WORKOUT
- Ask students to look at the top half of the Language box and explain that we use this for talking about things which are close and that for things which are not close. Demonstrate with familiar objects close to you and objects more distant in the room.
- Ask students to complete the sentences in the box. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.

Follow-up activities
- **Game** Alphabet race Put students in teams of three. Each team has a secretary. Say a letter of the alphabet and give students one minute to write words that begin with that letter. Write all the words on the board. Give 2 points for an original word and 1 point for a word that two or more teams have written.
- **Game** Label the classroom Use classroom items and pictures to practise What's ... in English? Put students in teams and give them ten cards and some Blu-Tack. Students must write a word on the card and attach it to the item. Only one label per item! When a team has finished, they must all write ten words in their notebooks. This ensures the team works together!
- Students start a Vocabulary box. They can write new words from the lesson on one side of the cards and an explanation, illustration or translation on the other side.

HOMEWORK
Students make a Favourite Things poster with sentences like My favourite group is Coldplay. My favourite colour is blue.

Students make ten new vocabulary cards of classroom objects or personal possessions. They find out the words using a dictionary or bring the cards to the next lesson to ask the teacher.

WEBLINKS
Students can practise the pronunciation of the English alphabet at www.learnenglish.de/basics/alphabet.htm

Revision and Extension p21
Language File p114
Workbook Unit 1 Lesson 1 pp6-7
Photocopiable notes p154, Worksheet p163
How old is it?

**Useful information**

The Royal Pavilion, see photo on page 14 of the Student’s Book, was the seaside home of the Prince of Wales, later George IV. The building was started in 1787 and finished around 1822. Queen Victoria disliked Brighton and sold the pavilion to the city in 1850.

The London to Brighton Bike Ride is a charity event. The ride is 54 miles long. The money goes to the British Heart Foundation, a charity that helps people with heart disease.

**Warmer 1**

Ask students to name British cities and write them on the board. Draw a map of Britain on the board. Divide the class into four teams, each with their own coloured pen (or their own letter) who stand in lines at the back of the class. Call out a city. The first student runs to the board and puts a dot or a letter where they think it is. The remaining students can shout up, down, left, right to help their teammate. Allocate a point to the closest (have a map of Britain to hand) then call out the second place. A new student tries to locate the next place, and so on.

**Warmer 2**

If you set the vocabulary homework from Lesson 1, put the students in small groups to share the vocabulary they have discovered or to ask each other questions. Give students a short test on vocabulary from previous lessons. If you have started a Vocabulary box, choose words from the box.

**Warmer 3**

If you set the poster homework from lesson 1, put the posters up around the room with numbers on. Students work in pairs to identify who made each one.

**1 Opener**

- The aim of the opener is to revise the questions and answers from the Welcome! lesson as well as providing a context for the dialogue.
- Hold up your book and point to David Ward. Ask *What’s his name?* and elicit *His name is Mr Ward/David Ward. Ask Is he a student?* and elicit *No, he’s a teacher.*

Ask students to identify the other people in the photo by asking and answering questions in pairs.

**Answers**

*The six people are from left to right: David Ward, Pierre, Jake (at the back), Katya, Emily, Teresa (half hidden) and Adam.*

- Check the answers by pointing at the photo and asking different students to identify the person. After each answer, ask the class *Where is he/she from?*
- Ask *Where are the students? (Brighton).*

**2 Reading**

- Play the recording. Students read and listen. Be prepared to translate programme, wow, beach, pavilion, welcome party.

**Recording**

See text on page 14 of the Student’s Book.

**Answer**

*Katya is pointing at lots of bicycles.*

**Optional activity**

Students practice the dialogue in groups of four, each student taking the part of one of the characters. Model the intonation of the exclamations and questions.

**3 After Reading**

- The aim is to read the dialogue for specific information and to focus students’ attention on the large numbers and the times.
- Read the sentences to the class.
- Students read and decide if sentences 1–5 are true or false. Ask them to note down the words in the dialogue that help them decide on their answers.
- Check the answers orally with the class before asking students to write the corrections for the false sentences.

**Answers**

1. False. The students are in the street next to the Royal Pavilion.
2. False. The Royal Pavilion is about 200 years old.
3. False. The number of people in the Bike Ride is about twenty-five thousand.
4. True
5. False. The welcome party is at quarter to seven (6:45).
Optional activity
Students write more true/false questions about the dialogue and test each other in small groups.

Your response
Students work in pairs and discuss which activity they think is the best. Then have class feedback.

4 VOCABULARY
- Students write the missing numbers in their notebook.
- Play the recording for students to check.
- Play the recording again for students to repeat the numbers.

Recording and answers
- twenty twenty-one twenty-five thirty
- forty fifty sixty seventy eighty
- ninety a hundred one hundred two hundred
- five hundred a thousand one thousand
- two thousand ten thousand

5 PRONUNCIATION
- Write the numbers 13–19 and 30–90 (in tens) in two columns on the board. Tell the students to copy them into their notebooks. Ask the students what problems they have with these numbers (they sound very similar).
- Drill the numbers in pairs (e.g. 13–30, 14–40, etc.), drawing students’ attention to the pronunciation of the last syllable (teen – long and stressed, ty – short and unstressed).
- Students listen to the recording and write the numbers they hear.
- Play the recording again and check the answers.

Recording and answers
- 30 14 15 60 70 18 90

6 LISTENING
- Ask the students to look at the clock face. Drill the times starting at o’clock. Ask the class What time is it? Write up the answer using the stem It’s ...
- Play the first half of the recording. Ask students to match a name to each watch.
- Check the answers by asking different students. Drill the four times. Establish from the class the question each person was asked (What time is it, please?).

Recording
- Voice Jake, what time is it, please?
  - Jake It’s half past twelve.
- Voice Katya, what time is it, please?
  - Katya It’s twenty-five past twelve.
- Voice Adam, what time is it, please?
  - Adam It’s quarter past twelve.
- Voice Emily, what time is it, please?
  - Emily It’s twenty-five to one.

Answers
- Jake D  Katya B  Adam C  Emily A
- Play the second half of the recording. Ask students to write the times in numbers.
- Ask individual students to read out their answers. Ask students to write the five times in words in their notebooks.

Recording
- Voice 1 Mr Ward, what time is it, please?
  - Mr Ward It’s twenty to one.
- Voice Katya, what time is it, please?
  - Katya It’s quarter to one.
- Voice Adam, what time is it, please?
  - Adam It’s ten to one.
- Voice Teresa, what time is it, please?
  - Teresa It’s five to one.
- Voice Pierre, what time is it, please?
  - Pierre It’s one o’clock.

Answers
- 1 12.40 2 12.45 3 12.50 4 12.55 5 1.00

Optional activities
♦ If you have a clock with movable hands, show five different times to the students who write down the times in words. If not, draw clocks on the board.
♦ Game Clock race  Put students in threes, numbered 1, 2 and 3. Each numbered student is in a different corner of the room with pen and paper and the teacher is in the other corner. Draw a time on a clock face. Student 1 comes up and looks at it and writes down the time in a digital form, e.g. 5:20. Student 1 tells student 2 who writes it down in the long form, e.g. twenty past five. Student 2 tells student 3 who draws the time on a clock face. Student 3 goes to the teacher to check the clocks are the same. Give 3 points for the first, 2 for the second and 1 for all teams with correct times. Ensure all students have a turn at drawing the final clock.

7 SPEAKING
- Ask students to look at the model question and answer Drill the sentences in chorus for pronunciation.
- Students work in pairs and ask and answer questions about the times on the watches in exercise 6.
- Ask students to look at the Student Exchange programme on page 14. Establish the meaning of our. Explain that When is used to ask what time something happens.
- Students take turns to ask each other about the Exchange programme. Monitor and help where necessary.
8 READING

- Ask students to look at the pictures in Famous Places. Ask if they recognise any of them.
- Invite four students to read the four descriptions. Draw students' attention to the Prepositions of place box to clarify the meanings of the prepositions.
- Ask students to match the photos with the descriptions.
- Play the recording for students to listen and check.
- Model the first question Where is the Aya Sofia? and elicit the answer. Ask How old is it? Elicit the answer, insisting on a full sentence with It's. Make sure students pronounce the 't' in It's clearly.
- Students ask and answer the other questions in pairs, taking turns. More confident students can cover the text and answer from memory.

**Recording**
1. The temple of Abu Simbel is in Egypt next to the River Nile. It's 3,200 years old.
2. Aya Sofia is in the centre of Istanbul in Turkey. It's 1,500 years old.
3. The Taj Mahal is near Delhi in India. It's 370 years old.
4. The city of Machu Picchu is on a mountain in Peru. It's 550 years old.

**Answers**
1. The temple of Abu Simbel
2. Aya Sofia
3. The Taj Mahal
4. The city of Machu Picchu

**Optional activity**
Students think of an object and describe where it is, e.g. It's near the door, next to the table. It's on the floor. The other students guess what it is, e.g. Is it the bin?

9 WRITING

- Ask students to think of three buildings in their country for which they can answer the three questions.
- Students write their three descriptions using the descriptions in exercise 8 as models.

**Extension**
Students take turns to read out the descriptions they wrote in exercise 9 to the class, without saying the names of the buildings. The rest of the class guess what they are.

**WEBLINKS**
Students can learn more about the Royal Pavilion at www.royalpavilion.org.uk

**LANGUAGE WORKOUT**

- Ask students to look at the top half of the Language box and complete the words.
- Drill the examples in chorus for pronunciation, drawing students' attention to the short vowel sound in this and that and the long vowel sound in these and those.
- Recap on the difference between this and that. Ask students to find examples of these and those in the text (... these are copies of the programme, ... look at all those bicycles).
- Invite a volunteer to explain the difference between these and those.
- Ask students to look at the bottom half of the Language box. Focus on the four ways of forming plural nouns and ask the students to complete the words.
- Students turn to page 114 of the Language File to check their answers.

**Answers**

that, these
visitors, years, watches, copies, parties

**PRACTICE**

- Students do Practice exercise 3 on page 114 of the Language File. They complete the sentences with these or those. Check the answers.

**Answers**

1. These 2. those 3. those 4. these 5. These 6. Those

**Follow-up activity**
Write English lesson, lunch on the board. Elicit When is the English lesson? When is lunch? Ask the questions and write the answers on the board. Elicit other subjects. Students choose five and go around the class asking different students a question.

**HOMEWORK**

Students write a short description of their rooms using prepositions, e.g. My computer is on the desk.

Students find photos of their family to bring in for the next lesson.

**Workbook Unit 1 Lesson 2 pp8–9**

**Photocopiable notes p154, Worksheet p164**
When's your birthday?

Useful information
The original Roman year had ten named months
Martius (March), Aprilis (April), Maius (May),
Junius (June), Quintilis (July), Sextilis (August),
September (September), October (October), November
(November), December (December). The last four
months literally mean 7th, 8th, 9th and 10th months.
At the time there were probably two unnamed
months in winter when there was little happening
in agriculture. Numa Pompilius, the second king
of Rome circa 700BC, added the two extra months
Januarius (January) and Febrarius (February) and
made January the first month of the year.

Answers
brother – sister, daughter – son, father – mother,
grandfather – grandmother, husband – wife

2 READING
• Play the recording. Students read and listen. Encourage
students to guess unfamiliar vocabulary from the context. Be prepared to translate centre, birthday, can,
believe.
• Ask students to identify all the people in the photo. Who isn't in the photo? (Katya.)

Katya Petrova Recording
This is a photo of my family. My mother is on the right – her name is Valentina. It's her fortieth birthday today.
I can't believe she's 40! The man next to Mum is my father. His name is Maxim and he's 42. My sister Anna
is on the left and she's 18. The boy in the orange T-shirt
is my brother – he's called Dima. The two people in the
centre are my grandparents, Vera and Mikhail. Mum
is their daughter. I'm not in the picture – I'm the family
photographer.

Answers
From the left: Anna, Dima, Mikhail, Vera, Maxim, Valentina

3 AFTER READING
• Students read the text again and match the questions
with the answers. Students can take turns to read a
question to a partner to check answers.
• Check the answers with the whole class by inviting
different students to ask the questions and others to
answer.

Answers
1b 2h 3f 4e 5a 6g 7c 8d

Your response
Students work in pairs and tell each other the names of
people in their family.

Optional activity
Students work in pairs. One student asks the question
from exercise 3 again and the other answers from
memory. Pairs change roles and repeat.
4 VOCABULARY

- Ask students to match the ordinal numbers with the words.

<table>
<thead>
<tr>
<th>Ordinal</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>first</td>
</tr>
<tr>
<td>2nd</td>
<td>second</td>
</tr>
<tr>
<td>3rd</td>
<td>third</td>
</tr>
<tr>
<td>4th</td>
<td>fourth</td>
</tr>
<tr>
<td>5th</td>
<td>fifth</td>
</tr>
<tr>
<td>6th</td>
<td>sixth</td>
</tr>
<tr>
<td>7th</td>
<td>seventh</td>
</tr>
<tr>
<td>8th</td>
<td>eighth</td>
</tr>
<tr>
<td>9th</td>
<td>ninth</td>
</tr>
<tr>
<td>10th</td>
<td>tenth</td>
</tr>
<tr>
<td>11th</td>
<td>eleventh</td>
</tr>
<tr>
<td>12th</td>
<td>twelfth</td>
</tr>
<tr>
<td>13th</td>
<td>thirteenth</td>
</tr>
</tbody>
</table>

- Students listen to the recording and write the birthdays.

5 PRONUNCIATION

- Play the recording. Students listen and mark the stressed syllable in each word.
- Play the recording again. Students listen and repeat the months.

6 LISTENING

- Students work in pairs, look at the photos and identify the famous people.
- Elicit the names from the class in the form His/Her name is...
- Ask if anyone knows where the people are from (Usain Bolt, Jamaica; Scarlett Johansson, Johnny Depp, Christina Aguilera, and George Clooney, the USA). Encourage the students to produce full sentence answers.

7 SPEAKING

- Drill the two questions and elicit answers from a couple of students. Students then ask each other questions about their families.

8 WRITING

- Ask students to complete Katya’s family tree with the correct family members. Remind students that the answers are all in relation to Katya.

Answers

<table>
<thead>
<tr>
<th>Relation</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandfather</td>
<td>Mikhail</td>
</tr>
<tr>
<td>grandmother</td>
<td>Veronika</td>
</tr>
<tr>
<td>father</td>
<td>Maxim</td>
</tr>
<tr>
<td>mother</td>
<td>Valentina</td>
</tr>
<tr>
<td>sister</td>
<td>Anna</td>
</tr>
<tr>
<td>brother</td>
<td>Dima</td>
</tr>
</tbody>
</table>
Optional activity

Do a dictation of your family tree, e.g. My name is Peter. Julie is my sister. Trevor is my father.

**LANGUAGE WORKOUT**

- Ask students to look at the Language box and explain that we use possessive adjectives before nouns, e.g. my book.
- Ask students to complete the chart. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.
- Students turn to page 115 of the Language File to check their answers.

**Answers**

- **Personal pronouns**: I, you, he/she/it, we, you, they
- **Possessive adjectives**: my, your, his/her/its, our, your, their

**Optional activity**

Students who have brought in family photos show them to another student, who asks Who is this/these? The student with the photo points to the person, saying This is my...

**PRACTICE**

- Students do Practice exercise 4 on page 115 of the Language File. They complete the sentences with possessive adjectives and check their answers in pairs referring to the dialogue if necessary.

**Follow-up activity**

Students ask each other what their favourite month is and why. Elicit the question and the answer stem like ___________ because ... Help students to formulate their reasons in English, putting some examples on the board to support them.

**HOMEWORK**

Students draw their own family tree and then write a paragraph describing it.

**WEBLINK**

Students can find out who they share their birthdays with at www.famousbirthdays.com

Revision and Extension p21
Language File p115

Workbook Unit 1 Lesson 3 pp10–11
Photocopiable notes p154, Worksheet p165
Integrated Skills  Personal information

Skills
Reading  School Website
Listening  Noting down personal details
Speaking  Interviewing
Writing  Personal information

Learner Independence
Classroom English
Vocabulary notebook
Phrasebook

Vocabulary
Personal information
Useful expressions

Optional aids
Exercise 6 Optional activity and Follow-up activities: magazines to make personal posters, ideally with famous people in them, cardboard, scissors, glue

1 OPENER

• The aim is to encourage students to predict before reading. Ask students to look at the photos on page 18 with their hand covering the text, and describe what they can see. Then ask them to guess where the places in the photos are.

Answers
Valencia, Geneva and Moscow

2 READING

• Ask students to explain the difference between What and Who questions (for things and people) and establish when we use Where (for places) and When (for times/dates).
• Ask students to complete the questions with How, What, Where, When, Who. Check the answers by inviting students to read each question. Drill the questions with the whole class.
• Ask students to work in pairs to ask and answer the questions for Teresa, Pierre and Katya. More confident students can answer after listening to the recording while the others can refer to the text on page 18. Ask students the two possible ways of saying one’s age, referring to the text if necessary. (I’m 14 years old / I’m 15).

Optional activity
Give students three minutes to memorise all they can from the texts. Students close their books. Read the texts including some false information, e.g. Pierre’s from Paris in Switzerland. Students shout Stop! when they hear incorrect information and correct it.

1 What is her/his surname? Turner.
2 What is his nationality? American.
3 Where is he from? Washington DC.
4 How old is he? 14 (years old).
5 When is his birthday? 11th of March.
6 Who is her/his favourite singer? Jay-Z.
4 LISTENING

- Ask students to look at the information profiles for Emily and Adam.
- Before you play the recording ask the class how many numbers they are going to write (two for each person - one cardinal and one ordinal).
- Play the recording. Students listen and complete the missing information.
- Allow the students time to check with a partner before listening again. Write How do you spell it? on the board to support the students.
- Play the recording again.
- Check the answers across the class.

Recording

Hi. I'm Emily. And my surname is Fry - F-R-Y - Fry. I'm English and I'm a student at Brighton High School. I'm fourteen and my birthday is on 25th January. And my favourite singer is Lemar. That's L-E-M-A-R.


Answers

Fry, English, 14, 25th January, Lemar
Campbell, English, 15, 10th August, Alicia Keys

5 SPEAKING

- Explain to students that they are going to interview three other students and complete the information shown on the form.
- Ask students to look at the questions in exercise 2 and establish what changes they will have to make to the questions (is his/her → is your, is he/she → are you). Elicit the six questions from the class and answer them yourself.
- Put students in groups of four. More confident students begin the interviews. The others write down the questions before speaking.

Optional activities

- Elicit other questions with the stem What is your favourite ...? e.g. football team, film, colour. Allow students to ask these questions in their interview.
- Game Noughts and crosses Draw a grid of nine squares. In each square write a word that is the answer to a What is your favourite ...? question. Divide the class into two teams. Each team takes turns to choose an answer and attempt to ask the right question. If the team is successful, mark their respective O or X in the square. Make sure different students take turns. The first team to get a line of three noughts or crosses in any direction wins the game. This could also be played in smaller groups.

6 WRITING

- Students use the information from exercise 5 to write a paragraph about each student they interviewed. Less confident students can refer to the examples on page 35.

Optional activity

Students make a poster for one of the students they interviewed. They can cut out pictures from magazines to illustrate the student's favourite things. The poster can be presented to the class and/or put up around the classroom.

7 LEARNER INDEPENDENCE

- The aim is to encourage students to use English when they have questions about vocabulary.
- Play the recording. Students listen and repeat.
- Ask students to give you some examples of phrases in use by pointing at things and asking for the words in English or by asking for translations of words.

Recording

What's this/that?
What's it called?
What's the English word for ...?
What's ... in English?
How do you spell it?
Sorry, I don't understand.
How do you pronounce F-E-B-U-A-R-Y?
What does ... mean?

Optional activities

- Students close their books. Play the recording as a dictation for them to write the phrases in their notebooks.
- Give one phrase to each student to produce a poster with the phrase plus a picture that explains its usage, e.g. someone with a puzzled face, holding a giant object with a speech bubble saying What's this in English? Put the posters around the classroom and use them as reference when needed. After one month take down one of the phrases. On a subsequent lesson elicit which phrase is missing. Each day take down a different phrase until they are all gone.

8

- Ensure all students have a notebook to record vocabulary. Make sure they have four sections with the following headings: Telling the time, Family, Months of the year, Classroom English.
- At various stages during the course have a notebook inspection to see if all students are recording vocabulary effectively.
9 PHRASEBOOK

- Ask students to look through the unit, find the expressions, and notice how they are used. Help with translation where necessary. Students can add phrases they like in a Personal Phrasebook section of their notebooks.
- Play the recording for students to listen and repeat the expressions.

**Recording and answers**

Hello. (David Ward, Welcome!)
Hi. (Katya, Welcome!)
Sorry? (Teresa, Lesson 1)
Oh, I see. (Teresa, Lesson 1)
Guess! (Teresa, Lesson 1)
OK (Adam, Lesson 1)
Right! (Teresa, Lesson 1)
Thank you very much. (Katya, Lesson 2)
Wow! (Katya, Lesson 2)
Great! (Adam, Lesson 2)
Excuse me. (Katya, Lesson 2)
Yes, please! (Adam, Lesson 2)

- Go through the example dialogue. Ask students to work in pairs to produce a short dialogue using one or more of the expressions. Students read their dialogues to the class.

Follow-up activities

- Students work in small groups and produce a fantasy family tree, cutting out the heads of famous people and making a family tree like the one on page 17. Students present their family trees to the class orally, e.g. This is David Beckham – his sister is Rihanna and his father is Johnny Depp.
- Choose five words that have been misspelled in written work over Unit 1. Say each word twice for students to write down. Students say and spell the words back to you.

**HOMEWORK**

Students make sure they have their vocabulary notebooks up to date. They find six new words related to family.

Students interview a family member and produce a short information sheet.

Students write an interview with a star using the questions from exercise 2.

**WEBLINK**

Students can go to www.onestopenglish.com for more activities and games that practise English.

Revision and Extension p21

Workbook Unit 1 Lesson 4 pp12–13
Optional aids
Game: Bingo cards, Extension, Lesson 3: a family photo

LANGUAGE LINKS
- Check that students understand the signs in the photo.
- Give students a few minutes to decide which of the words they can see in signs in their town.
- Ask students to report back to the class. Then elicit any other English words they see on signs in their country.

GAME WORD BINGO
- The aim is to revise vocabulary from Unit 1. Ask students to look at the pictures. Check they know what the things are. (All have been covered in Unit 1.)
- Distribute one Bingo card to each student. Ask them to choose nine things from the pictures and write them on the Bingo card. Tell the students to cross off a word when they hear it. The first student to cross off three words in a line shouts out Line. The first to cross off all nine numbers shouts out Bingo!
- Play the recording and monitor the students.

Optional activity
Play Bingo again. To reuse the cards, tell the students to cross off items heard in the first game with a diagonal line through each square. To play again, students cross off words they hear with a diagonal line from the other corner. Play again. Put students in groups of five. One student is the caller and the other four play the game.

REVISION
Lesson 1

Answers
A A bottle of water
B A mobile phone
C An umbrella
D A (digital) camera
E A packet of tissues

Lesson 2

Answers
A It’s half past three.
B It’s ten to five.
C It’s quarter to four.
D It’s quarter past twelve.
E It’s five to two.
F It’s twenty-five to eight.

Lesson 3

Suggested answer
That’s her sister on the left. Her name is Anna and she’s 18. Next to Anna is her brother Dima. Next to Dima is her grandfather. His name is Mikhail. Next to him is her grandmother, Vera. Next to Vera is Katiya’s father. His name is Maxim. On the right is her mother, Valentina.
Lesson 4

Suggested answers
Emily's surname is Fry. She is English. She is 14 and her birthday is on 25th January. Her favourite singer is Lemar. Adam is English and his surname is Campbell. He is 15 years old. His birthday is on 10th August. His favourite singer is Alicia Keys.

EXTENSION

Lesson 1
Insist on full sentences, e.g. In my bag I have a phone and three pens.
Students' own answers

Lesson 2
Students' own answers

Lesson 3
Elicit the prepositions students might need here: on the left/right, next to.
Students' own answers

Lesson 4
Remind students of the third person subject pronouns and possessive adjectives.
Students' own answers

YOUR CHOICE!
The aim is to give students more learner independence and help them identify their preferred ways of learning. Encourage them to choose an activity that they feel less comfortable with if they want a challenge or are aware that they need practice in a particular area. How do you spell it? gives students the opportunity to practise spelling and revise new words from Unit 1. Count and clap gives students the opportunity to practise saying numbers aloud.
Countries around the world

Optional aids
Exercise 6, Optional activity: large pieces of paper, pictures of sights in different countries;
Exercise 7: map of the world

Useful information
The Hobo-Dyer Equal Area Projection Map
The challenge for map makers has always been to
represent a round earth on a flat piece of paper.
The method most commonly used is the Mercator
Projection which increases the size of areas according
to their distance from the equator. The map on pages
22–23 is the Hobo-Dyer Equal Area Projection Map
which attempts to represent areas of land as accurately
as possible.

1 OPENER

• Students look at the map of the world on pages 22–23
  and identify what is interesting about it.

Answers
It has south at the top and north at the bottom, unlike most
world maps which have north at the top. The size of the
countries is also different from those shown on most maps.

2 LISTENING

• Go through the information on population and
  languages in the boxes and make sure students can
  pronounce them all.
• Play the recording. Students listen and complete the
  missing information.

127 Recording and answers
Our first country is Australia. The capital of Australia
is Canberra and the population is 22 million. The main
language in Australia is English.
The next country is Brazil. The capital of Brazil is Brasilia
and the population is 193 million. The main language in
Brazil is Portuguese.
Brazil is big, but Canada is very, very big. Its capital
is Ottawa and the population is 34 million. The main
languages are English and French.

And now another very big country: China. Its capital is
Beijing and the population is 1,340 million. The main
language in China is Chinese.
Our next country is Germany. The capital is Berlin
and the population is 82 million. The main language in
Germany is German.
Next is Mexico. Its capital is Mexico City and the
population is 111 million. The main language in Mexico
is Spanish.
And now Russia, another very big country. Its capital
is Moscow and its population is 142 million. The main
language in Russia is Russian.
Then Spain. The capital of Spain is Madrid, and the
population is 46 million. The main language in Spain is
Spanish.
Now Switzerland. The capital is Berne and the population
is 8 million. The main languages in Switzerland are
German, French and Italian.
And the USA is last. Its capital is Washington, DC and
its population is 310 million. The main languages in the
USA are English and Spanish.

Optional activity
Before you play the recording, put the students in
groups and ask them to guess where the population
and language information should go in the boxes on
the map.

3 PRONUNCIATION

• Students copy the countries and languages in order in
  their notebooks.
• Play the recording, pausing after each word for student
to repeat.
• Play the recording again, this time students mark the
  stress on each word.
• Ask which countries and which languages don’t have
  the stress on the first syllable (Australia, Brazil, China,
  Italian, Portuguese).
4 SPEAKING
- Ask the example questions and elicit answers from the class.
- Students work in threes. One student has their book open and asks the other two students three questions. The first student to answer each question scores a point.
- Pre-teach expressions for reacting to guesses, e.g. Almost, Nearly, Good guess! Encourage the student asking the questions to use these expressions.
- Students take turns to ask the questions.

5 LISTENING
- Keep students in the same groups of three. Tell them to listen and say where the music is from.
- Play the recording. Students discuss and write down their answers. Check the answers by asking for volunteers. Put the expression We think it's... on the board.
- Reveal the answers.

#### Recording
Six different types of music

#### Answers
1 Mexican  2 French    3 Italian  4 Chinese  5 Russian
6 Spanish

6 WRITING
- Ask students to work in pairs or small groups and brainstorm information about five of the countries.
- Students produce five short texts about their chosen countries.

**Optional activities**
- Students decorate their texts with pictures and drawings to make class posters.
- Pre-teach the expression is famous for... and give an example, e.g. Spain is famous for paella. More confident students can include similar statements in their texts.

7 MINI-PROJECT
COUNTRIES AROUND THE WORLD
- Students work in pairs and find out information for five more countries. They then join other pairs and share their information.
- Ask the students to write their information neatly on a piece of paper. Attach these to a map of the world displayed on the wall, with arrows joining the information to the correct countries.

**WEBLINK**
Students can see maps of the world at www.multimap.com/world

**Workbook Culture pp16–17**