**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 students and 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 photostories
- 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

### Key features of New Inspiration include:

#### Preview
Each pair of units is introduced in a double-page spread which links to the Self Assessments in the Review sections, encouraging more learner independence.

#### Language Workout
The Language Workout boxes introduce the grammar in the lesson and encourage students to work it out for themselves. They can be done at any point in the lesson, adding greater flexibility and allowing teachers to cater more closely to their students’ needs.

#### Language File
The grammar reference section at the back of the Student’s Book includes extra grammar exercises as well as full paradigms and explanations.

#### Word Bank
Key vocabulary and lexical sets are presented in the Word Bank boxes.

#### Extension
Ideal for mixed-ability classes, every lesson has extra tasks for stronger students. These are labeled Extension and are incorporated in the lesson activities.

#### Your response
This new feature in post-reading tasks has been designed to encourage personalization and critical thinking.

#### Culture lessons
These have been updated and now include a mini-project.

#### Inspiration EXTRA
More revision and extension activities are included in the Inspiration EXTRA spreads, with added Your Choice! activities, Language Links (a new plurilingual feature focusing on different languages and their influences), as well as Projects and Sketches for students to act out.

### Components of New Inspiration include

- Student’s Book
- Workbook
- Teacher’s Book and Test CD
- Class CD
- Inspiration Practice Online
  [www.macmillanpracticeonline.com/newinspiration](http://www.macmillanpracticeonline.com/newinspiration)
- Interactive classroom
- Teacher website
  [www.macmillanenglish.com/inspiration](http://www.macmillanenglish.com/inspiration)
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| 2    | Could I borrow some money? | 64–65 | Ordering a meal in a restaurant; Role play: a conversation between a waiter and customers; Writing a dialogue | Food | Some and any; How much/many? | /-ed, /-s, /-en, /-es |
| 3    | How do they do it? | 66–67 | Giving directions; Reading an article about satnavs; Listening for detail | Satellite navigation; Prepositions of direction | Object pronouns; Verb + indirect and direct object | /s/ walk, /s/ stop, /s/ go |
| 4    | Integrated Skills Suggestions and advice | 68–69 | Reading: Topics: Welcome to TopTeen; Travel/ advice for travellers; Listening: Checking details: conversations about travel plans; Speaking: Role play: making suggestions and giving advice; Writing: Dialogue or email giving advice; Learner Independence: Knowing a word; Using the dictionary | Luggage and clothes; Dictionary words; Useful expressions | Revision | |

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**Unit 7: WONDERFUL WORLD**

1. **They must eat insects and worms**
   - Expressing obligation and prohibition
   - Reading notices and signs
   - Writing about rules in your town
   - Household items
   - Compound words
   - must and mustn’t
   - /m/ mobile

2. **Do we have to go?**
   - Expressing obligation and lack of obligation
   - Listening to competition rules
   - Writing a questionnaire
   - Routines and rules
   - have/has to and don’t/doesn’t have to
   - /hu/ hungry

3. **Don’t be frightened!**
   - Making suggestions and expressing preferences
   - Listening to a conversation about choices
   - Role play: deciding on leisure activities
   - Writing an email
   - Exhibitions
   - Animals
   - Participial adjectives ending in -ing
   - Relative pronouns: which/that
   - want to/would like to
   - I’d rather

4. **Integrated Skills: Describing a journey**
   - Reading: Connecting ideas: *Ice Paradise* description
   - Listening: Specific information: description of an Arctic trip
   - Speaking: Exchanging information
   - Writing: Description of a journey
   - Learner Independence: Learning words; Discussing learning strategies
   - The Arctic
   - Useful expressions
   - Revision

**Inspiration Extra!**

- Language Links
- Sketch Rooms
- Revision & Extension
- Your Choice!

**Culture**

- Saying it without words

**Unit 8: MOVING IMAGES**

1. **The characters seem to speak**
   - Describing a process
   - Expressing purpose and consequence
   - Listening to a conversation at a party
   - Writing predictions about people
   - Animated films
   - Jobs and occupations
   - Verb + infinitive
   - Infinitive of purpose
   - Linking word: so
   - Syllable stress

2. **If we mix red and green ...**
   - Talking about cause and effect
   - Writing about people’s personality
   - Digital cameras
   - Feelings
   - Open conditional with if/when
   - /a/ angel

3. **You’re brilliant, aren’t you?**
   - Asking for agreement
   - Doing a quiz
   - Revision
   - Question tags
   - Intonation in question tags

4. **Integrated Skills: Describing a process**
   - Reading: Order of stages in a process: *Walking with Dinosaurs* article
   - Listening: Order of stages in a process: computer animation
   - Speaking: Exchanging information
   - Writing: Process description
   - Learner Independence: Definitions; Resources for practice
   - Dinosaurs
   - Computer animation
   - Useful expressions
   - Revision

**Inspiration Extra!**

- Project: A day to remember
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**Review Units 7-8**

- Project A day to remember
- Revision & Extension
- Your Choice!

**Language File 112**

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- Pronunciation Guide 127
- Irregular Verbs 127
Welcome!

Welcome to London, and hello to all our competition winners! I'm Carrie and I'm a journalist—I work for World2day, the website with all the latest news.

Hi, nice to meet you all. I'm from Izmir in Turkey. This is my first visit to London and I can't wait to see all the sights.

Hello—I'm Jay and I'm from the USA. I'm having a great time here! And this is Leyla.

COMPETITION

Win a fantastic holiday in London!

Try our London quiz—choose the right answers and you could be a winner!

1. London is
   - 1,000 years old.
   - 2,000 years old.
   - 3,000 years old.

2. The population of Greater London is
   - 12,500,000.
   - 10,000,000.
   - 7,500,000.

3. London's river is called
   - Trafalgar.
   - Big Ben.
   - the Thames.

4. The London home of the British Prime Minister is
   - 221b Baker Street.
   - 10 Downing Street.
   - Buckingham Palace.

5. The Prime Meridian (0° longitude) runs through the London district of
   - Greenwich.
   - Wembley.
   - Wimbledon.
1 OPENER
Read the World2day quiz and try to guess the answers.

2 READING
Read the dialogue. How many competition winners are there?

3 AFTER READING
Answer the questions.
1 What is Carrie's job?
2 What is the name of the girl from Scotland?
3 Who wants to go sightseeing?
4 Who wants to go to a concert?
5 Who is going to take lots of photos?
6 Who wants to meet lots of English people?
7 Where in Turkey does Leyla live?
8 Which city is Ramon from?
9 Who can speak three languages?
10 Who loves shopping?

Your response Do you want to visit London? Why/Why not?

4 SPEAKING
Ask and answer questions about the people in the photo.

What's his/her name? Where's he/she from?

Extension Write sentences about the competition winners.
Ramón is from Granada in Spain.

5 VOCABULARY
What nationalities are the winners? Choose from these words.

Word Bank Nationalities
American British French German Italian Russian Scottish Spanish Swiss Turkish

Leyla is Turkish.

Language File p112
PREVIEW
UNITS 1-2

COMMUNICATIVE AIMS
LEARNING HOW TO ...
1 Talk about regular activities
2 Describe what's happening now
3 Talk about possessions
4 Compare things
5 Give advice
6 Say where things are
7 Talk about likes and dislikes
8 Say what people can do

TOPICS AND VOCABULARY
Clothes
Colours
Jobs and occupations
Tourist attractions
Carnivals and festivals
Adjectives
Social customs
Prepositions of place
Town facilities
Music

1 Match the communicative aims (1-8) with the pictures (A-H).

2 Put the words into categories.

Music Town facilities Colours

jazz green salsa world

red hip-hop soul

yellow cafe
brown reggae

blue museum

restaurant
I go to the movies on Saturdays.

You should tell me where you’re going.

What’s happening?

I love going to festivals.

5 Do the Birthday Questionnaire with three other students.

BIRTHDAY Questionnaire

1 What do you do on your birthday?

Do you:

* stay at home or go out?
* celebrate with your friends or with your family?
* do something special or have an ordinary day?
* have a birthday party?

2 What about food on your birthday?

Do you:

* eat at home or in a restaurant?
* eat something special? If so, what?
* have a birthday cake?

3 What about presents?

Do you get presents:

* from your family? If so, what kind?
* from your friends? If so, what kind?

4 What happens on your ideal birthday?

What interesting or surprising things did you find out?

Tell another group.

4 Listen to extracts 1–3 from Units 1 and 2.

Match them with A–C below.

A An interview about personal information
B A sightseeing guide
C A description of New Year celebrations

Believe it or not! In a group of 23 people, there’s a 50% chance that two people share a birthday!
1 OPENER
What things do you like? What things don’t you like?

2 READING
Read the dialogue. Which of these topics do they talk about?
animals films food languages school

KRISTIN Oh, Emma, look at the horses! I love them!
EMMA Do you? I don’t like them at all.
EMMA Dogs are OK, but cats are my favourite. We have two cats at home.
JAY No, I never play computer games. But I surf the Web and chat to people online.
KRISTIN What about movies?
JAY I watch DVDs but I don’t often go to the movies.
KRISTIN I do. I go to the cinema on Saturdays — after yoga.
EMMA Oh, I do yoga too — every Tuesday. My mum teaches yoga.
KRISTIN And what languages do you speak?
EMMA Oh, let’s see — Italian, French and Chinese!
JAY Chinese? Do you really speak Chinese?
EMMA Of course not. It’s a joke, silly!
JAY Oh, I know a good joke! Why do birds fly south in winter?
KRISTIN I don’t know. Why do they fly south?
JAY Because it’s too far to walk!

3 AFTER READING
True or false? Correct the false sentences.
1. Emma loves horses.
2. Emma likes cats more than dogs.
3. Jay doesn’t watch movies.
4. Kristin goes to the cinema every Tuesday.
5. Kristin and Emma do yoga every week.
6. Emma’s mother teaches yoga.
7. Emma speaks Chinese.
8. Jay knows a joke about birds.

Your response
Do you like cats more than dogs?
What languages do you speak?
What do you do on Saturdays?
What do you never do?

4 LISTENING
Listen and complete the sentences.

WORLD2DAY WINNERS
_ ___ does gymnastics and goes swimming every Friday.
_ ___ plays basketball and does karate.
_ ___ loves hip-hop and rap.
_ ___ chats online in English and German.
7 SPEAKING

Ask other students and complete the chart. You can write the questions first!

Do you play football every week?

Yes, I do. No, I don’t.

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<th>Find someone who ...</th>
<th>Name</th>
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<td>doesn’t play football every week.</td>
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<tr>
<td>drinks tea at breakfast.</td>
<td></td>
</tr>
<tr>
<td>doesn’t do yoga.</td>
<td></td>
</tr>
<tr>
<td>speaks three languages.</td>
<td></td>
</tr>
<tr>
<td>often watches TV.</td>
<td></td>
</tr>
<tr>
<td>doesn’t go to bed late.</td>
<td></td>
</tr>
<tr>
<td>often phones friends.</td>
<td></td>
</tr>
<tr>
<td>doesn’t chat online.</td>
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</table>

**Extension** Ask questions about other students.
A  Does Mariella do yoga?
B  No, she doesn’t.
A  Do Claude and Jean play football every week?
B  Yes, they do.

8 WRITING

Look at the activities in exercise 7, and write sentences about what other students do and don’t do.

Mark doesn’t play football every week.
Joanna drinks tea at breakfast.

Now write five sentences about yourself.

I play football every week. I don’t drink tea at breakfast, I drink coffee ...

**Extension** Write three true and two false sentences about another student. Can your partner guess which are false?

---

5 PRONUNCIATION

Listen and repeat.

/s/ chats  /z/ does  /ɔz/ watches
drinks  knows  chooses
eats  loves  finishes

Now listen and write these words in the correct column.
dances  goes  likes  plays  speaks  teaches

6 GAME

Practise spelling.
A  How do you spell ‘karate’?
A  Correct! One point!
You’re standing on my foot!

Describing what’s happening now
Present continuous
Relative pronouns: who/that

1 OPENER
Which of these things can you see in the photo?

- bag
- camera
- guitar
- hat
- juggler
- map
- shirt
- sunglasses
- trees
- umbrella

2 READING
Read the dialogue. Who can you see in the photo?

STEVE
It's the highest wheel in Europe - it's 135 metres high.

RAMON
What's happening?

EMMA
Steve is telling everyone about the London Eye.

RAMON
Who's Steve?

EMMA
He's the tour guide. He's standing next to Leyla. He's the one that's wearing a blue jacket.

RAMON
What are Alexey and Kristin doing? Oh, look, they're holding hands!

EMMA
No, they aren't holding hands! She's helping him with his camera.

RAMON
Let me see!

EMMA
Ow! You're standing on my foot!

RAMON
Sorry. Hey, what's that man doing?

EMMA
Who do you mean? The juggler?

RAMON
No, the thin man who's standing behind the girl in the orange top. Look!

EMMA
Is he helping her?

RAMON
No, he isn't helping her. He's putting his hand in her bag. I think he's taking her wallet.

EMMA
Quick, let's stop him!

RAMON
He's running this way!
3 AFTER READING
Match the questions with the answers. There is one wrong answer.
1. Who is standing next to Leyla?
2. Is Ramón wearing a jacket?
3. Are Alexey and Kristin holding hands?
4. Is Kristin taking photographs?
5. Is Kristin helping Alexey?
6. What is Ramón doing when Emma says 'Ow'?
7. Where is the thin man standing?
8. What is the thin man doing?

a. Behind the girl.
b. No, she isn't.
c. Yes, they are.
d. He's putting his hand in her bag.
e. Steve.
f. No, they aren't.
g. No, he isn't.
h. He's standing on her foot.
i. Yes, she is.

Your response Who is the thin man? Is he really stealing the wallet? Why is he running? What happens next?

4 PRONUNCIATION
Listen and count the syllables. Mark the stress.

behind camera happening jacket orange umbrella video wallet

5 VOCABULARY
Look at the photo of the group. Ask and answer questions about who people are.

Who's Emma? She's the one who's wearing a green top and black trousers.

Who's Alexey? He's the boy that's standing ...

Word Bank Clothes:
boots dress hat jacket jeans pullover shirt shoes shorts skirt sweatshirt top trainers trousers T-shirt

6 SPEAKING
Ask and answer questions about what people are doing.
A. What's the girl in the orange top doing?
B. She's watching the juggler.

7 WRITING
Write sentences describing the people in the photo. Don't write their names!

He's the one who's standing on the left, next to Steve. He's wearing a blue T-shirt and he's holding an umbrella.

Now give your sentences to another student. Can he/she guess the names?

Extension Look out of the classroom window and write about what is and isn't happening outside.
It's raining and no one is dancing in the street.

LANGUAGE WORKOUT
Complete.

Present continuous
You're standing on my foot.
He's ______ a blue jacket.
They're holding hands.
What ____ they doing?
_____ he helping her?
He ____n't helping her.
They ____n't holding hands.

We use the present continuous to talk about temporary events and what is happening now.

Relative pronouns: who/that
... the thin man who's standing behind the girl ...
He's the one that's wearing a blue jacket.

We can use either who or ____ to refer to people.

Answers and Practice
Language File pages 112–113
1 OPENER
Which of these words do you expect to find in a text about a social networking site?
account  breakfast  email address  Internet  jacket  password  text message  mobile phone  username  wallet

2 READING
Read the text and check your answers to exercise 1.

**twitter** is one of the most popular social networking sites on the Internet. You can use Twitter to send very short messages (up to 140 characters or letters) in answer to the simple question: What are you doing? These messages are called tweets and you send them via the Twitter website or via your mobile phone as text messages.

It's easy to create an account. Ask for your parents' permission to sign up, choose a username and password, and give your email address. Now you can send tweets — tell your friends what you're doing in no more than 140 characters. And lots of famous people are on Twitter, from Barack Obama to Miley Cyrus. Add them to your network and you can follow celebrities' lives day by day!

Now look at the photos and read these tweets. Which message is ...?

Anna's  Luke's  Rosie's  Bill's  Teresa's  Simon's

A  I'm waiting to interview Linkin Park. They're my favourite band, and I'm really excited!
B  I'm writing a song about people's problems and what they can do about them. It's called *You Can Get It Right* — I hope you like it.
C  Our new play starts tomorrow. Everyone else knows their lines but I'm still trying to learn mine!
D  It's my sister's birthday and we're going to a great restaurant for a meal. I'm taking lots of photos.
E  I'm giving my dog Goldie a health check — she seems fine. I work with hundreds of animals, but I only have one of my own.
F  My boss says I can't go on Twitter at work. But she's in a meeting, and it's my lunch break, so I'm having fun in the office!
3 AFTER READING

Give short answers to the questions.
1. What is Rosie’s favourite band?
2. What is You Can Get It Right about?
3. Who doesn’t know his lines?
4. Whose birthday is it?
5. Where is Bill’s boss?
6. Whose dog is called Goldie?

Your response Write your own tweet using up to 140 characters.

4 SPEAKING

Look carefully at the photos. Ask and answer questions about these things.

book camera dog glasses guitar laptop microphone mobile phones pen pink shirt stethoscope

Whose is the book? Whose are the glasses?

They’re …

Now ask and answer these questions.

Is it Bill’s guitar? No, it isn’t his. It’s Anna’s.

2. Teresa’s glasses? 5. Simon’s mobile phones?
3. Rosie’s camera? 6. Anna’s dog?

5 PRONUNCIATION

Listen and repeat.

break eat great meal mean meet plane play speak take

Now write the words under /ɪ/ or /eɪ/ in the chart. Then listen and check.

<table>
<thead>
<tr>
<th>/ɪ/</th>
<th>/eɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>break</td>
</tr>
</tbody>
</table>

6 VOCABULARY

Match these definitions with jobs from the Word Bank.

a. someone who takes pictures
b. someone that performs in a play or film
c. a person who plays an instrument
d. someone who writes or broadcasts news stories
e. a doctor for animals
f. someone in an office that helps his/her boss

Word Bank Jobs and occupations
actor firefighter musician nurse
PA (personal assistant) photographer pilot
receptionist reporter teacher vet waiter

Extension Write definitions of two other jobs. Can other students guess the jobs?

7 SPEAKING

Ask and answer questions about the people in the photos. What do they do, and what are they doing at the moment?

What does Rosie do? She’s a reporter. What’s she doing?

She’s waiting to interview Linkin Park.

8 WRITING

Write about the people in the photos. Say what they do and what they’re doing at the moment.

Rosie is a reporter and she’s waiting to interview Linkin Park. They’re her favourite band and she’s really excited.

Extension Write similar sentences about three celebrities. Say what they do, and what you think they’re doing at the moment.

LANGUAGE WORKOUT

Complete.

Possessive adjectives Possessive pronouns
my your yours ours
his/her/its your his/hers/its yours theirs

Possessive ‘s and s’
Singular noun sister’s birthday
Plural noun parents’ permission
Irregular plural noun celebrities’ lives
people’s problems

Answers and Practice
Language File page 113
1 OPENER

Guess: What languages does Leyla speak? What are her favourite colours?

READING

2 Read Five Minutes With Leyla and complete the answers with sentences a–e.

a  I listen to music.
b  Turkish, of course, and French.
   And I’m learning English.
c  That’s easy. Pink and black!
d  ‘Sorry’. The English say ‘sorry’ all the time!
e  That’s difficult. Let me think.
   I know. I try to help someone every day.

Now listen and check.

3 Here are Ramón’s answers to some of the same questions. Which questions?

1  __________
What is your favourite English word?
2  __________
What makes you angry?
People who don’t listen.
What makes you happy?
Sunshine and blue sky!
How do you relax?
3  __________
What languages do you speak?
4  __________
Is there someone very important to you?
What do you mean? Do I have a boyfriend? I’m not telling you!
But my mother is very important to me.
Is there something special you do every day?
5  __________
What are you reading at the moment?
An English book called This is London. It’s great!

Thank you, Leyla!
4 LISTENING

Read this profile. Then listen to an interview with Jay and correct six mistakes in the profile.

Jay Serrano

Jay is our winner from the USA and he's from California. He's 17 and lives at home with his parents and sister, Rose. His favourite clothes are shorts and T-shirts.

Jay's favourite colours are red, white and green and his favourite word is 'Yes!' Nothing makes him angry and his friends make him happy.

Jay relaxes by playing with his dog DJ in the park. He speaks English, of course, and he's learning French. His friends are very important to him and he's missing them now he's in London. Finally, Jay watches TV for half an hour every evening.

5 SPEAKING

Ask another student the questions in Five Minutes with ... Leyla.

Note down the answers.

6 WRITING

Look at the profile of Jay. Match the information in each paragraph with the questions in Five Minutes with ... Leyla.

Now write a three-paragraph profile of the student you interviewed in exercise 5.

LEARNER INDEPENDENCE

7 Different people learn in different ways. What is your favourite way of finding the meaning of a word? Order these ways 1-5 (1 = best, 5 = worst).

- Use a bilingual dictionary.
- Use an English–English dictionary.
- Ask your teacher for help.
- Guess from the context.
- Ask another student.
- Use the Internet.

Now compare with another student.

8 Make your own personal phrasebook. Choose English expressions from this unit that you want to learn and write the translation next to each expression.

9 Phrasebook: Find these useful expressions in Unit 1. Then listen and repeat.

Of course not.
It's a joke, silly!
What's happening?
Let me see!
Ow!
Hey!
I hope you like it.
It depends.
What do you mean?

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

A What's happening?
B Johnny Depp is outside.
A Really?
B Of course not. It's a joke, silly!
SKETCH The Ticket Inspector

- 1.5 Read and listen.

A passenger is sitting on a train. He is reading a newspaper.

WAITER Coffee?

PASSENGER No, thanks.

The passenger continues reading. The waiter comes back.

WAITER Seats for dinner?

PASSENGER No, thanks.

The passenger continues reading. The ticket inspector speaks to him.

INSPECTOR Tickets!

PASSENGER No, thanks.

INSPECTOR Pardon?

PASSENGER I don't want a ticket, thank you.

INSPECTOR I'm not selling tickets, sir!

PASSENGER No?

INSPECTOR No, I want to see your ticket.

PASSENGER Oh, I haven't got one.

INSPECTOR You haven't got a ticket?

PASSENGER No, I never buy a ticket.

INSPECTOR Why not?

PASSENGER They're very expensive.

INSPECTOR Sir, you're travelling on a train. When you travel by train, you buy a ticket.

PASSENGER I don't.

INSPECTOR I see. All right. Then please leave the train.

PASSENGER What?

INSPECTOR Leave the train.

PASSENGER I can't leave the train!

INSPECTOR Why not?

PASSENGER It's moving!

INSPECTOR Not now, sir. At the next station.

PASSENGER Oh.

INSPECTOR And we're coming to a station now. Here we are, sir. Please leave the train.

PASSENGER Now?

INSPECTOR Yes, sir. Sorry.

PASSENGER Oh, that's OK.

INSPECTOR What?

PASSENGER That's OK.

INSPECTOR OK?

PASSENGER Yes, this is my station. Goodbye!

Adapted from a sketch by Doug Case

Now act out the sketch in pairs or groups of three.

Game Spelling Chain

- Form two teams.
- Student 1 from Team A says and spells a word of five or more letters.
- Student 1 from Team B must say and spell a word that begins with the last letter of Team A's word.
- Student 2 from Team A continues...
- Teams score one point for each word they spell correctly. All words must have at least five letters. If a team cannot continue, they lose a point.

A Shirt S-H-I-R-T

B Trousers T-R-O-U-S-E-R-S

A Sister S-I-S-T-E-R

B Relax R-E-L-A-X

A ?!?!?!
**REVISION**

**LESSON 1** Look at the conversation on page 10. Write two sentences each about Kristin, Emma and Jay using the present simple.

*Kristin loves horses. She goes to the cinema ...*

**LESSON 2** Look at the photo on pages 12–13. Write questions and answers about what people are doing/wearing.

*What’s Steve doing?*
*He’s telling everyone about the London Eye.*

**LESSON 3** Make a list of clothes and other things that people wear. Use the photos on pages 14–15 to give you ideas.

*jacket, glasses, ...*

**LESSON 4** Look at the profile of Jay on page 17. Write a similar profile of Leyla using information from the webpage on page 16.

*Leyla is our winner from Turkey and she lives in Izmir. Her favourite clothes ...*

**EXTENSION**

**LESSON 1** Choose two friends or members of your family. Write sentences about:
- what they love
- what they do at weekends
- what they never do
- what languages they speak

*My mother loves rock music.*

**LESSON 2** Look at the photo in Lesson 1 on pages 10–11 and write sentences about Kristin, Emma and Jay using the present continuous. What are they doing/wearing and where are they standing?

*Kristin is talking about horses. She’s wearing ...*

**LESSON 3** Look at the photos on pages 14–15. Write questions and answers about these things.

*purple dress  black jacket  silver ring*
*blue top  colourful T-shirt*

*Whose is the purple dress?*
*It's ...*

**LESSON 4** Look at Jay’s profile on page 17. Write a similar profile of yourself in the third person singular.

**YOUR CHOICE!**

**WHO AM I?**
- Work in a small group.
- Think of a famous person. Write five sentences saying what the person does every day. But don’t write the person’s name.
- Read out your sentences to the rest of the group. They try to guess who the famous person is.

**WHOSE IS THIS?**
- Work in a small group and use a coloured plastic bag.
- Choose two small objects and put them in the bag. Don’t show your objects to the rest of the group.
- One student takes objects out of the bag one by one and asks *Whose is this?*
- The other students answer *It’s Diana’s or Diana, is it yours?*
Welcome

A The London Eye
Ride up in the sky and look down on London. The London Eye is 135m high and is the slowest big wheel in the world. It has 32 capsules which carry 25 passengers each. The London Eye is on the South Bank of the Thames in the centre of London.

B The Monument
Another good place to see London from the sky. You can climb to the 300-year-old Monument and look out over the city. It's the tallest column in the world. The column is exactly 61.5 metres tall and 61.5 metres from where the Great Fire of London started in 1666.

C St Paul's Cathedral
This famous church, rebuilt after the Great Fire, is near the Monument, the fifth cathedral on this site. Visit the famous Whispering Gallery — can hear people whisper 30 metres away!

D Tate Modern
London has lots of famous art galleries, but Tate Modern is Britain's national museum of modern art. It has exciting and unusual exhibitions and there are works by many important artists, including Matisse and Picasso. The museum is in a former power station on the River Thames.

E The Museum of London
If you're interested in London's history, then this is the place for you. about life in London from the Romans to the present day. Make sure you see the Lord Mayor's Coach, built in 1757 and still in use today. The museum is open seven days a week and, like most London museums, it's free!
1 OPENER
Look at the headings (A–I) of the London sightseeing guide and try to match the places with the photos (1–9).

2 READING
Read the guide and check your answers to exercise 1. Then find the answers to these questions.
Where can you …
1 see models of film stars?
2 see sharks?
3 watch street theatre?
4 get good views of London?
5 see pictures by Picasso?
6 hear a famous bell?
7 find out about London’s history?

3 VOCABULARY
Match the words with their definitions.
1 an attraction
2 an aquarium
3 a busker
4 a cathedral
5 passengers
6 a double-decker
7 a pickpocket
a someone who plays music in the street for money
b someone who steals things from people’s pockets
c a place where you can see unusual fish and water animals
d people who are travelling
e something interesting for people to see or do
f the most important church in a city
g a bus with two floors

4 MINI-PROJECT
Sightseeing Guide
Work with another student and write a description of a famous place in your town/country for a sightseeing guide. Use the London sightseeing guide and these questions to help you.
- Where is it?
- What is special about it?
- What can you see/do there?
- How old is it?
- When is it open?

Read your work carefully and correct any mistakes. Then join other students and put your descriptions together to make a sightseeing guide.