new inspiration

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with Rachel Bladon

Includes:
Class CDs
Photocopiable classroom activities
Test CD
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 and Test CD
- Class CDs
- Inspiration Practice Online  www.macmillanpracticeonline.com/newinspiration
- Interactive classroom
- Teacher website  www.macmillanenglish.com/inspiration

COMMON EUROPEAN FRAMEWORK
A1 A2 B1 B2 C1 C2

MACMILLAN
www.macmillanenglish.com
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NEW INSPIRATION

INTRODUCTION

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 long-term 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 open activities which can be given to less confident learners or as fast-finishers, and the Workbook exercises can all be used for self-study. Teachers with more hours at their disposal will have material for considerably more than the 90 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 principal approach to vocabulary acquisition and to the development of the four skills. The Contents pages of the Student’s Books list the topics, lesson titles, communicative aims, language and pronunciation points, skills and learner independence tasks.

Reading
At Levels 1 and 2, students encounter new language in the first three lessons of each unit through dialogues and pre-texts. The dialogues feature an international group of teen characters with whom the students can identify, while the prose texts focus on topics of interest and relevance to 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 items 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 fluency activities where students apply the target language in communicative situations. Language Workout boxes 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 brainteasers.

Mixed ability
The first three lessons of each unit contain Extension activities for fast-finisters. 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 is 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, brainteasers, 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 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 A2–B1 descriptors (description of competences) covered in New Inspiration 2 which students are aiming to reach. A1–A2 descriptors are available in the New Inspiration 1 Teacher Book and also on the New Inspiration teacher's website. 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 also find a list of unit by unit descriptors with suggested targets which you can print out and copy for your students to assess themselves. Students can use these at any point to get a detailed picture of their own individual progress.

<table>
<thead>
<tr>
<th>New Inspiration 2 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 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>
<td>10</td>
<td>24</td>
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<td>I can generally identify the topic of discussion around me when people speak slowly and clearly.</td>
<td>10</td>
<td>24, 29</td>
<td>42</td>
<td>53</td>
<td>64</td>
<td>96</td>
<td>104</td>
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<tr>
<td>I can understand phrases, words and expressions related to areas of most immediate priority (e.g. basic personal and family information, shopping, local area, employment).</td>
<td>12</td>
<td>38</td>
<td>55</td>
<td>84</td>
<td>95</td>
<td>104</td>
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<tr>
<td>I can catch the main point in short, clear, simple messages and announcements.</td>
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<td></td>
<td></td>
<td>41, 42</td>
<td>67</td>
<td></td>
<td></td>
<td>111</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>
<td>7, 16,</td>
<td>24</td>
<td>36, 37</td>
<td>48, 55</td>
<td>61</td>
<td>74, 79</td>
<td>81, 84</td>
<td>103, 107</td>
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<tr>
<td>I can identify the main points of TV news items reporting events, accidents etc. when the visual supports the commentary.</td>
<td>17, 18</td>
<td>38, 41</td>
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<td>78, 79</td>
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<tr>
<td>Listening B1</td>
<td>I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases delivered relatively slowly and clearly.</td>
<td>53</td>
<td>68</td>
<td>84</td>
<td>90</td>
<td>104</td>
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<tr>
<td>I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.</td>
<td>14</td>
<td>29</td>
<td>39</td>
<td>52</td>
<td>61, 64, 70</td>
<td>74, 77, 81, 84</td>
<td>90, 95, 96</td>
<td>103, 104, 107, 111</td>
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<td>I can listen to a short narrative and form hypotheses about what will happen next.</td>
<td>44</td>
<td>49, 51, 53</td>
<td>95</td>
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<tr>
<td>I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest</td>
<td>29</td>
<td>37, 41, 43</td>
<td>48, 51, 55</td>
<td>62, 68</td>
<td>77, 78, 79</td>
<td>95</td>
<td>101, 107</td>
<td></td>
</tr>
<tr>
<td>I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</td>
<td>78, 79</td>
<td></td>
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<td>I can understand simple technical information, such as operating instructions for everyday equipment.</td>
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<tr>
<td>Reading A2</td>
<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>
<td>10, 14, 16</td>
<td>26, 28, 30</td>
<td>42, 46, 47</td>
<td>49, 50, 51, 58</td>
<td>64</td>
<td>76</td>
<td>89, 92, 96</td>
</tr>
<tr>
<td>I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.</td>
<td>47</td>
<td>48, 49</td>
<td></td>
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<tr>
<td>I can understand simple written messages from friends or colleagues, e.g. saying when we should meet to play football or asking me to be at work early.</td>
<td>63, 67</td>
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<tr>
<td>I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.</td>
<td>20</td>
<td>23</td>
<td>38</td>
<td>80</td>
<td>94</td>
<td>102, 103, 110</td>
<td></td>
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<tr>
<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>
<td>20</td>
<td>43</td>
<td>54</td>
<td>92</td>
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<td>I can understand simple user's instructions for equipment, e.g. a public telephone.</td>
<td>110</td>
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<td>I can understand feedback messages or simple help indications in computer programmes.</td>
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<tr>
<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>6, 7, 10, 12, 13, 14, 16, 17, 21</td>
<td>22, 24</td>
<td>36, 47</td>
<td>52, 54</td>
<td>68</td>
<td>76, 78, 80</td>
<td>88, 90, 98</td>
<td>102</td>
</tr>
<tr>
<td>Reading B1</td>
<td>I can understand the main points in short newspaper articles about current and familiar topics.</td>
<td>22, 28, 32</td>
<td>44</td>
<td>48, 50, 51, 58</td>
<td>84</td>
<td>92, 96, 98</td>
<td>100, 106</td>
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<td></td>
<td>I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.</td>
<td>26</td>
<td>40, 42</td>
<td>54, 58</td>
<td>80, 84</td>
<td>88</td>
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<tr>
<td></td>
<td>I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.</td>
<td>28, 29</td>
<td>44</td>
<td>58</td>
<td>76</td>
<td>94</td>
<td>100, 106</td>
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</tr>
<tr>
<td></td>
<td>I can skim short texts (e.g. news summaries) and find relevant facts and information (e.g. who has done what and where).</td>
<td>16</td>
<td>24</td>
<td>38, 44</td>
<td>54</td>
<td>66</td>
<td>74, 84</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>I can understand the most important information in short simple everyday information brochures.</td>
<td>28, 30, 32</td>
<td>38</td>
<td>68, 72, 73</td>
<td>82</td>
<td>94, 98</td>
<td>102, 106, 110</td>
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<td></td>
<td>I can understand simple messages and standard letters (e.g. from businesses, clubs or authorities).</td>
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<td></td>
<td>In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.</td>
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<td>63</td>
<td>93</td>
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<td></td>
<td>I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.</td>
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<td>66</td>
<td>88</td>
<td>100, 108</td>
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<tr>
<td>Spoken Interaction A2</td>
<td>I can make simple transactions in shops, post offices or banks.</td>
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<td></td>
<td>I can use public transport: buses, trains, and taxis, ask for basic information and buy tickets.</td>
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<td></td>
<td>I can get simple information about travel.</td>
<td></td>
<td></td>
<td></td>
<td>64, 65</td>
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<td></td>
<td>I can order something to eat or drink.</td>
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<td></td>
<td></td>
<td>65</td>
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<td></td>
<td>I can make simple purchases by stating what I want and asking the price.</td>
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<td></td>
<td>67</td>
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<td></td>
<td>I can ask for and give directions referring to a map or plan.</td>
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<td>52, 55</td>
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<td></td>
<td>I can ask how people are and react to news.</td>
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<td></td>
<td></td>
<td>72</td>
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<td></td>
<td>I can make and respond to invitations.</td>
<td></td>
<td></td>
<td>65, 71</td>
<td>101</td>
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<tr>
<td></td>
<td>I can make and accept apologies.</td>
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<td></td>
<td>I can say what I like and dislike.</td>
<td>10</td>
<td>26</td>
<td>36</td>
<td>52, 55</td>
<td>72</td>
<td>81, 87</td>
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<tr>
<td></td>
<td>I can discuss with other people what to do, where to go and make arrangements to meet.</td>
<td></td>
<td></td>
<td>71</td>
<td>93</td>
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<tr>
<td></td>
<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>9, 10, 17</td>
<td>31</td>
<td>35, 39</td>
<td>49, 58</td>
<td>77</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Spoken Interaction B1</td>
<td>I can start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.</td>
<td>15</td>
<td>23, 31</td>
<td>37, 39</td>
<td>51, 55</td>
<td>61, 63, 71</td>
<td>75, 83</td>
<td>89, 93</td>
</tr>
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<td>-----------------------</td>
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<tr>
<td></td>
<td>I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.</td>
<td>23, 25</td>
<td>28</td>
<td>55, 56</td>
<td>66, 69</td>
<td>81</td>
<td>90, 95</td>
<td>104, 105, 108</td>
</tr>
<tr>
<td></td>
<td>I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>I can ask for and follow detailed directions.</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can give or seek personal views and opinions in an informal discussion with friends.</td>
<td>24, 29, 31</td>
<td>40, 44</td>
<td>50, 55, 56</td>
<td>61, 66</td>
<td>77, 81, 85</td>
<td>89, 90, 96, 99</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>I can agree and disagree politely.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51</td>
<td>81</td>
</tr>
</tbody>
</table>

| Spoken Production A2 | I can describe myself, my family and other people. | 7, 19 | 29 | | | | 90 | 108 |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------|-----|---------|| | | | |
| | I can describe where I live. | 19 | | | | | | |
| | I can give short, basic descriptions of events. | 23 | 45 | 56, 58 | | | | 92 | 107, 108 |
| | I can describe my educational background, my present or most recent job. | | | | | | | | 9, 10 | 26 | | 81 |
| | I can describe my hobbies and interests in a simple way. | | | | | | | | 37, 45 | 75, 85 | | 108 |
| | I can describe past activities and personal experiences (e.g. last weekend, my last holiday). | | | | | | | | | | | | |

| Spoken Production B1 | I can narrate a story. | | | | | 55 | 75 | |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------|-----|---------|| | | | |
| | I can give detailed accounts of experiences, describing feelings and reactions. | 24 | 52 | 61, 72 | 81 | | 88, 99 | 108 |
| | I can describe dreams, hopes and ambitions. | | | | | | | | |
| | I can explain and give reasons for my plans, intentions and actions. | 26 | 36, 38, 45 | 50 | 62, 69, 71 | 81 | | 88, 92, 96 | 101 |
| | I can relate the plot of a book or film and describe my reactions. | | | | 40 | | | | 56 |
| | I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering. | 37, 42, 45 | 58 | 62 | 75, 81, 85 | | | 87, 89 | 107 |

<p>| Strategies A2 | I can ask for attention. | 17 | | | | | | |
|----------------|---------------------------------------------------------------------------------------------------------------------------------|-----|---------|| | | | |
| | I can indicate when I am following. | 16, 17 | 29 | | | | | 95 |
| | I can very simply ask somebody to repeat what they said. | | | | | | | | 55 |</p>
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Description</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>I can repeat back part of what someone has said to confirm that we understand each other.</td>
<td>11, 17</td>
</tr>
<tr>
<td></td>
<td>I can ask someone to clarify or elaborate what they have just said.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>When I can’t think of the word I want, I can use a simple word meaning something similar and invite “correction.”</td>
<td>43</td>
</tr>
<tr>
<td>A2</td>
<td>I can make myself understood using memorised phrases and single expressions.</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>I can link groups of words with simple connectors like “and”, “but” and “because.”</td>
<td>22, 27</td>
</tr>
<tr>
<td></td>
<td>I can use some simple structures correctly.</td>
<td>11, 13</td>
</tr>
<tr>
<td>B1</td>
<td>I have a sufficient vocabulary for coping with simple everyday situations.</td>
<td>7, 8, 9, 12, 14, 15, 18, 21</td>
</tr>
<tr>
<td></td>
<td>I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.</td>
<td>23, 25, 27</td>
</tr>
<tr>
<td></td>
<td>I can convey simple information of immediate relevance, getting across which point I feel is most important.</td>
<td>34, 45, 49, 52, 53, 54, 55, 57, 60, 63, 64, 65, 66, 67, 73, 75, 77, 78, 79, 81, 82, 86, 89, 91, 92, 93, 96, 99, 101, 103, 105, 107, 109, 110, 111</td>
</tr>
<tr>
<td>B1</td>
<td>I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.</td>
<td>40, 43, 57, 71, 76, 89, 91, 93, 107, 109, 111</td>
</tr>
<tr>
<td>A2</td>
<td>I can express myself reasonably accurately in familiar, predictable situations.</td>
<td>26, 32, 33, 43, 47, 51, 53, 54, 55, 57, 59, 64, 67, 71, 77, 78, 85, 89, 91, 99, 107, 109, 111</td>
</tr>
<tr>
<td></td>
<td>Writing A2</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>I can write short, simple notes and messages.</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>I can describe an event in simple sentences and report what happened when and where (e.g. a party or an accident).</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).</td>
<td>23, 32, 39, 47, 57, 69, 77, 81, 83, 91, 97, 101</td>
</tr>
<tr>
<td></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>13, 15, 19, 21</td>
</tr>
<tr>
<td></td>
<td>I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).</td>
<td>15, 27, 45</td>
</tr>
</tbody>
</table>

95 107 107 107 107 109 109 101 101 101 101
<table>
<thead>
<tr>
<th>Writing B1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>I can write a short letter using simple expressions for greeting,</td>
<td>49</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>addressing, asking or thanking somebody.</td>
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<tr>
<td>I can write simple sentences, connecting them with words such as &quot;and&quot;,</td>
<td>15</td>
<td>17</td>
<td>27</td>
<td>30</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>&quot;but&quot;, &quot;because&quot;.</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td>75</td>
<td>79</td>
</tr>
<tr>
<td>I can use the most important connecting words to indicate the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>chronological order of events (first, then, after, later).</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I can write simple connected texts on a range of topics within my</td>
<td>17</td>
<td>21</td>
<td>25</td>
<td>27</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>field of interest and can express personal views and opinions.</td>
<td>39</td>
<td>43</td>
<td>45</td>
<td>47</td>
<td>51</td>
<td>56</td>
</tr>
<tr>
<td>I can write simple texts about experiences or events, e.g. about a trip,</td>
<td>29</td>
<td></td>
<td>37</td>
<td>39</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>for a school newspaper or a club newsletter.</td>
<td>49</td>
<td></td>
<td>63</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write personal letters to friends or acquaintances asking for or</td>
<td>41</td>
<td></td>
<td>55</td>
<td></td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>giving them news and narrating events.</td>
<td></td>
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<td></td>
<td></td>
<td>77</td>
</tr>
<tr>
<td>I can describe in a personal letter the plot of a film or a book or</td>
<td></td>
<td></td>
<td>53</td>
<td>55</td>
<td></td>
<td></td>
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<tr>
<td>give an account of a concert.</td>
<td></td>
<td></td>
<td>56</td>
<td>57</td>
<td></td>
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</tr>
<tr>
<td>In a letter I can express feelings such as grief, happiness, interest,</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>interest and sympathy.</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>97</td>
</tr>
<tr>
<td>I can reply in written form to advertisements and ask for more</td>
<td></td>
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<tr>
<td>complete or more specific information about products (e.g. a car or an</td>
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<tr>
<td>academic course).</td>
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<tr>
<td>I can convey – via fax, e-mail or a circular – short simple factual</td>
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<tr>
<td>information to friends or colleagues or ask for information in such a</td>
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<tr>
<td>way.</td>
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<tr>
<td>I can write my CV in summary form.</td>
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</tr>
</tbody>
</table>
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 Aims**
Students match photographs with contextualising sentences or questions to the correct communicative aim from the box. This activity helps prepare students for the context in which they will learn each communicative aim.

**Topics and Vocabulary**
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 questionnaire related to one of the topics of the following two
units, to encourage them to personalise their knowledge of the topic. The Teacher's
Book provides suggestions for students to use the results of the questionnaire to
complete a project.

HOLIDAY QUESTIONNAIRE

1. What did you do on holiday this year or last year?
   - Did you go abroad?
   - Was it a poor country or abroad?
   - Did you stay in one place or travel around?
   - Did you camp, or stay with friends or family, or stay in a hotel?

2. How many different ways did you travel during the holiday?
   - Did you take a bus, train or plane?
   - Did you walk or cycle?
   - Did you travel by car, taxi or autocaravan?
   - Did you go on a motorway, or not?

3. What food did you eat on holiday?
   - What type of:
     - meat and fish?
     - fruit?
     - bread and cakes?

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

5. Do the Holiday Questionnaire with three other students.

Believe it or not!

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

- Tomatoes and cucumbers are over 90% water.
- Meat and cheese are 40-60% water.
- Even bread can be 30% water.
- About 60% of your body is water!

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-finshers. In every case there is a progression from controlled presentation and practice of new language to freer, more communicative activities.

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

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

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

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

**4 Listening**
Look at the London map and find Green Gardens underground station. Then listen to the directions and follow the route on the map. Where do you get to?

**5 Vocabulary**
Listen again and complete the directions with prepositions from the Word Bank.

When you enter the underground, turn right. Jane lives and then turns left. Walk down Floral Street. Go straight on Bow Street and Wellington Green. Walk along the London Transport Museum. Turn left into Enter Street and it's on the right. It's not far.

<table>
<thead>
<tr>
<th>Word Bank: Prepositions of direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>across</td>
</tr>
</tbody>
</table>

**6 Speaking**
Draw the map. You are outside the Theatre Museum. Ask and answer questions, putting sentences A–D in the correct order. Then listen and check.

- Excuse me, can you help me? — How do I get to the National Gallery?
- It's a big building on the left. You can't miss it!
- Walk down the street and turn right.
- Cross the road and turn left into Southwark Street.

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

**Language Workout**
Complete.

<table>
<thead>
<tr>
<th>Object pronouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>we</td>
<td>you</td>
</tr>
<tr>
<td>him, her, it</td>
<td>us</td>
<td>them</td>
</tr>
</tbody>
</table>

Verb a indirect and direct object
Can you tell me the way?
They give you directions.
Show them their position.

Answers and Practice
Language File page 118

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

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

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

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

Teachers may decide when to draw students' attention to the Language Workout, and the Teacher's Book gives suggestions for when it can be used. For example, it may be appropriate to refer to it before learners are expected to produce the target language, and/or for consolidation at the end of the lesson.
The fourth lesson in each unit is an Integrated Skills lesson. In these lessons the four skills support each other, usually moving from a reading text to a listening activity, then a speaking activity based on the listening or reading and concluding with a writing activity for which the reading, listening and speaking have prepared the students. The lesson ends with a Learner Independence section.

Lesson heading
The lesson heading identifies the text type, in this lesson, Suggestions and advice.

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

Warmers
The Teacher’s Book suggests two or three warmers. These may revise vocabulary or prepare students for the lesson topic.

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

3 Reading
Find the highlighted words in the text which mean:
1. pullover
2. books
3. suggestions
4. cloth made from artificial material
5. travelling cheaply as a tourist
6. does not let water through
7. carry on bag
8. small rucksack for use in the day
9. rucksack
10. (group of) things

LISTENING
4. Steve is telling Leyla and Ramón about his planned round-the-world trip. Listen to the first part of their conversation and number the countries in the order Steve is visiting them.

Australia Brazil Chile New Zealand Peru Singapore

6 Speaking
Students now use their answers to the Listening activity to roleplay a conversation between two characters in which one of them makes suggestions and gives advice. The Teacher’s Book offers further optional activities.
LEARNER INDEPENDENCE
8 What does "knowing" a word mean? Which of these answers do you agree with? Compare with another student.
- Being able to understand it.
- Remembering it when I need it.
- Being able to pronounce it correctly.
- Being able to spell it correctly.
- Knowing how to use it grammatically.
- Knowing which other words I can use it with.

9 Dictionaries use abbreviations to give you information about words. Match those abbreviations with their meanings below.
Abbrev adj adv aux c.pl. ab sing sgl. u.

Word Bank: Dictionary words

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

What's happening on Sunday? I'm staying.
Are you ready to order? I'll have that.
What would you like to drink? Certainly, coming right up.
Honestly, you're hopeless! It isn't far.
Excuse me, can you help me? You can my sis.
Last but not least...

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.

Writing
Here students can choose between writing the dialogue from the Speaking activity or writing an email giving advice. The Teacher's Book suggests that students check each other's work for grammar, spelling and punctuation, and also provides further optional activities.

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

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

10 The Teacher's Book provides at least one URL relevant to each lesson (in this case a website giving suggestions and advice for backpackers). Teachers are advised to check these links before sharing them with the students as web addresses frequently change.
Inspiration Extra! follows the Integrated Skills lesson in each unit and always includes, on the left-hand page, a Game/Puzzle, plus either a Project, or Language Links, a Sketch, and sometimes a Limerick. 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/Puzzle
Here, students solve a riddle and then make up their own riddle. There is often a game on this page, and there are also games throughout the book in the lessons and in the Teacher's Book optional activities.

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.

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

5 Out and About
Inspiration Extra!

Cautions

Keep out of the reach of children.

Précautions

Dort nicht in die Nähe von Kindern gelangen.

Précautions

Maintenez les enfants à l'écart des enfants.

ATTENZIONE

Tenere lontano dalla portata dei bambini.

Look at packets and bottles in your home. Find more words that you recognise in other languages.

Puzzle

Read and find the word.

My first is in both and school and sleep.

My second is in go and it's also in go.

My third is in left but it isn't in right.

My fourth is in every and it's also in right.

My fifth is in both feel and think.

My sixth is in hour and say but not think.

My last is at the end of day.

And my whole is free time - let's go away!

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

Limerick

There was a young woman called Lily

Who found in her soup a huge spider;

Said the waiter, "Don't shout

And wave it about;

So now the spider's inside her."
Revision

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

Extension

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

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 all contribute. Students are encouraged to save their projects to add to their portfolios.

While intended for use with the whole class, the projects could also be used for homework or as supplementary material with more confident students in mixed-ability classes. The group size for projects will vary from class to class, but teachers may prefer to have groups of three to six members.

1. Projects require students to go back through part of the unit which models the writing they will do. Then students brainstorm ideas, choosing a few to write about.

2. There is then a research phase using reference books, libraries or the Internet to gather information for the project. This could involve interviewing people, for example, family members.

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

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 teenage life.

1 Opener

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

2 Reading

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

Teenage Life Quiz

1. How many British teenagers want to be famous when they're older? (A) 10%, (B) 0%
2. What percentage of teenagers say they are very happy? (A) 20%, (B) 0%
3. What percentage of teenagers think it is important to wear designer clothes? (A) 20%, (B) 0%
4. What percentage of teenagers eat a healthy diet? (A) 30%, (B) 0%
5. How many hours a week do teenagers spend online? (A) 10, (B) 20
6. In 1821, just under half the population were under 20. How about today? Just under...

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

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

Alice
I hate being 15, I really do. I got an OK with my parents, but they still treat me like a kid and try to organise my life. It's not that they don't trust me, but they definitely worry too much. I can go to gigs or parties at the weekend but they always want me home early - my friends can stay out much later than me. I can't wait to have more freedom and responsibility.

Josie
I like being 15, I really do. I got an OK with my parents, but they still treat me like a kid and try to organise my life. It's not that they don't trust me, but they definitely worry too much. I can go to gigs or parties at the weekend but they always want me home early - my friends can stay out much later than me. I can't wait to have more freedom and responsibility.

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.

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

Weblink
The Teacher's Book provides at least one relevant URL (in this case a BBC website for teenagers). Teachers are advised to check these links before sharing them with the students as web addresses frequently change.
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 cloze.

Weblink
The Teacher's Book provides at least one relevant URL (in this lesson a website about Kylie Minogue). Teachers are advised to check these links before sharing them with the students as web addresses frequently change.
8. Rewrite the sentences using the present perfect with just:

Now I have just had lunch.
After he just had lunch.

1. She has just eaten dinner.
2. They have just arrived yesterday.
3. They have just completed the essay last week.
4. They have just left the house this morning.

9. Ask and answer:

What are the advantages of living in a city?

1. What are the advantages of living in a city?
2. What are the advantages of living in a small town?
3. What are the advantages of living in the countryside?

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

1. There isn't ________ ice cream in this town!
2. There are ________ traffic jams in the center!
3. There isn't ________ money this week.
4. There isn't ________ TV programmes this week.
5. There are ________ TV channels.
6. There are ________ homeworks.
7. Do you always have ________ sleep?
8. Do you go out ________?

11. Vocabulary:

Choose between menu park position and referendum in track water.

1. A ________ is someone who works in a restaurant.
2. A ________ is an artificial object in space which goes around the earth.
3. A ________ is someone who buys things in a shop or a mall as a customer.
4. A ________ is a list of the food you can order in a restaurant.
5. A ________ is a green open space in a town or city.
6. A ________ is something that a man wears around his neck and goes down.
7. A ________ is a piece of metal which attracts objects that contain iron.
8. A ________ is a place where people play football.
9. A ________ is a way to get from one place to another.

12. Match these words with their definitions:

- perfect place
- machine that makes a train, car or plane move
- very hungry
- someone who doesn't eat meat
- butter and cheese, for example
- place (often outside) where you can buy things from stalls
- track that trains travel along
- opposite of modern
- large stone or metal model of a person or animal
- base of people waiting for something

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrive</td>
<td>a competition</td>
</tr>
<tr>
<td>give</td>
<td>a meal</td>
</tr>
<tr>
<td>go</td>
<td>directions</td>
</tr>
<tr>
<td>order</td>
<td>shopping</td>
</tr>
<tr>
<td>pull</td>
<td>someone's way</td>
</tr>
<tr>
<td>tell</td>
<td>someone's leg</td>
</tr>
<tr>
<td>win</td>
<td>the road</td>
</tr>
<tr>
<td>win</td>
<td>the zoo</td>
</tr>
</tbody>
</table>

**LEARNER INDEPENDENCE SELF ASSESSMENT**

Look back at Lessons 1-3 in Units 5 and 6

- How good are you at...?
  - Fine? Not sure?
  - 1 Talking about future arrangements (Workbook 202 exercises 1-4)
  - 2 Describing a sequence of events (Workbook 202 exercises 5)
  - 3 Describing a meal in a restaurant (Workbook 202 exercises 1-3)
  - 4 Giving directions (Workbook 202 exercises 5 and 6)
  - 5 Talking about recent events (Workbook 202 exercises 1-5)
  - 6 Talking about experiences (Workbook 202 exercises 1-3)
  - 7 Saying what's wrong with something (Workbook 202 exercises 1-3)

Not sure? Have a look at Language File pages 117-120 and do the Workbook exercises again.

Now write an example for 1-7.

**Follow-up activities and homework**

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

**Vocabulary**

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

Language
Present simple: be

Communicative Aims
Introducing yourself and others
Talking about nationality

Vocabulary
Countries
Nationalities

Optional aids
Warmer 1: a soft ball (or a ball of paper)
Exercise 2 Optional activity: a map of the world
Follow-up activities: small cards; small cards with names of famous people and their countries written on them

Useful information
The River Thames, which you can see in the photo on pages 6–7, is the second longest river in the UK. It passes right through London, and so has always been very important in the UK for trade. The bridge in the photo is Blackfriars Bridge. The building with the large dome which you can see on page 6 is St Paul’s Cathedral. The strange-shaped building on page 7 is 30 St Mary Axe, a tall office building that opened in 2004 called The Gherkin by Londoners.

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
Ask What are the main news websites in your country? Translate websites. Explain that in this book there is a news website called World2day. World2day is an imaginary website. It has regular competitions that you can complete online to win a prize.

1 Opener
• The aim is 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 What river is it? Explain that the River Thames runs right through London and that many of London’s most important landmarks are very close to it.
• In pairs, students read the competition questions and see if they know or can guess the answers. Explain to students that the head of state in the UK is the monarch (king or queen) and that the head of government is called the Prime Minister. Explain that the Prime

Meridian is a line going through the world from north to south, which divides the eastern hemisphere from the western hemisphere.
• Play the recording for students to check their answers

Recording
London is the capital of England and the United Kingdom and it’s two thousand years old. It’s the largest city in the UK – the population of Greater London is seven and a half million. The city is in the south-east of England, on the River Thames. The British Prime Minister lives in the centre of London at number ten Downing Street. And the Prime Meridian (zero degrees longitude) runs through the district of Greenwich, in the south-east of the city.

Competition answers
1 2,000 years old 2 7,500,000 3 the Thames 4 10 Downing Street 5 Greenwich

Optional activity
Students change the words and facts in the competition questions to make it into a competition about their country.

2 Reading
• The aim is to introduce the coursebook characters and revise introductory personal statements.
• Students read the speech bubbles and find out how many competition winners there are.

Answer
Six

Optional activities
• Play the recording of the speech bubbles for students to read and listen. Stop at any words you predict may cause pronunciation problems, e.g. competition, Switzerland, and ask students to repeat.
• Students find the countries and cities mentioned in the speech bubbles on a map of the world.
3 AFTER READING

• Ask students to read the speech bubbles again and to work in pairs to answer questions 1–10.
• Check the answers by asking different students to ask and answer the questions. Explain to students that the UK is made up of four countries—England, Scotland, Wales and Northern Ireland—but that Britain is just England, Scotland and Wales. People from England, Scotland or Wales will either say that they are English, Scottish or Welsh, or that they are British.

Answers
1 She’s a journalist. 6 Kristin
2 Emma 7 In Izmir
3 Leyla 8 Granada
4 Ramón 9 Kristin
5 Alexey 10 Emma

Your Response
• Ask any students who have visited London to tell the class some of the things they liked/didn’t like.
• Ask students to work in small groups discussing whether they would like to visit London, and giving reasons for their answers.

4 SPEAKING

• Ask students to look at the photo again. Hold up your book and point at Kristin. Ask What’s her name? and elicit Her name is Kristin. Ask Where’s she from? and elicit She’s from Switzerland. Now point at Jay, ask What’s his name? and elicit His name is Jay. Ask Where’s he from? and elicit He’s from the USA. Highlight the link between her/she and his/his. Explain to students that USA stands for the United States of America.
• Point at another character in the photo and elicit the same questions and answers from the students.
• Students continue the exercise in pairs.

Optional activity
In pairs, one student closes his/her book and the other asks questions about the characters. The student with the closed book answers from memory. They then change roles.

Extension Students write a sentence about each of the competition winners, to say where they are from. Point out to students that some of the winners only say which country they are from, not the town.

Possible answers
Jay is from the USA.
Leyla is from Izmir in Turkey.
Ramón is from Granada in Spain.
Emma is from Edinburgh in Scotland.
Kristin is from Switzerland.
Alexey is from Russia.

5 VOCABULARY

• Ask students to shut their books. Write the following countries on the board and elicit the nationalities by saying the name of the country: the USA – American, Britain – British, France – French, Germany – German, Italy – Italian, Russia – Russian, Scotland – Scottish, Spain – Spanish, Switzerland – Swiss, Turkey – Turkish.
• Drill the country and nationality words in chorus for pronunciation and stress, marking the stress on words of two or more syllables. Point out that nationalities start with a capital letter in English.
• Point to different characters in the Student’s Book and elicit statements from the students about their nationalities like the one in the example, e.g. Leyla is Turkish.
• Point at a character and ask Is he/she Spanish/English/American and elicit Yes, he/she is or No, he/she isn’t.

Optional activities
♦ Clean the board. Call out the names of the characters’ countries. Students respond with the appropriate nationalities. Then call out the nationalities and students say the countries.
♦ With a confident class, elicit other nationalities by saying the name of the country, e.g. Australia – Australian, Poland – Polish, India – Indian.

Follow-up activities
♦ Use small cards to start a Vocabulary box. They can write new words on one side of the card and an explanation, illustration or translation on the other side.
♦ Game Celebrity party Give each student a card (see Optional aids). Set a time limit of three minutes. Students get up and move around introducing themselves and finding out who other students are and where they are from. They then have one minute to write down the name and country or nationality of the people they have met. The student with the most names and nationalities wins.

HOMEWORK

Ask students to write a question and answer dialogue of at least four lines about a famous person, using this model:
Who’s he/she? His/Her name is ...
Where’s he/she from? He/she’s from ...

WEBLINK
Students may like to visit this website for live webcam pictures of London:
Units 1–2

**Activities**
- Identifying the function of communicative language
- Categorising vocabulary
- Contextualising listening extracts

**Project**
- Birthdays

**Vocabulary**
- Music
- Town Facilities
- Colours
- Clothes

**Optional aids**
- Follow-up activity: slips of activity for students to write single words on

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**WARMER 1**
If students did the homework in the last lesson, ask one student to read out the questions about a famous person and another to give his/her answers. In pairs, students take turns asking and answering the two questions.

**WARMER 2**
Draw three female faces and three male faces on the board. Explain to students that they are the competition winners from Welcome! Point at each face in turn, asking What's his/her name? and Where's he/she from?, and eliciting the names and countries of each character.

**WARMER 3**
Ask students to look at the photos and captions/speech bubbles on pages 8–9 and to answer the questions What do the photos show? Who can you see in the photos?

---

1. The aim is to introduce students to the main areas of communicative language they will cover in the first two units, and to encourage them to think about the function of the language.
2. Explain to students that the two boxes at the top of the page show the communicative language and vocabulary/topics they will use in the first two units. Students look at the first box and match the communicative aims 1–8 with the pictures A–H on pages 8–9.

**Answers**
1 E 2 H 3 C 4 D 5 G 6 A 7 F 8 B

**Optional activity**
Students write another example sentence or question for each of the communicative aims 1–8. Monitor and help where necessary.

---

3. Students check their answers in pairs and then as a whole class. Point out that church could potentially be a kind of music and also a town facility. Also point out that while blues is a kind of music, blue is only a colour.

**Answers**
Music: jazz, salsa, soul, world, hip-hop, reggae
Town facilities: church, cafe, hotel, market, museum, restaurant
Colours: green, red, blue, brown, purple, yellow

**Optional activities**
- Students rewrite the lists for music and colours in their notebooks in order, putting the ones they like most first and the ones they like least last.
- In small groups, students think of as many different words as possible to add to the three categories. Give them a time limit.

4. Students write the name of each type of clothing under the correct picture.

**Answers**
1 cap 2 jumper 3 shirt 4 trainers 5 jacket 6 trousers

**Optional activity**

**Game: Word tennis** Students close their books and, in pairs, play Word tennis. One student 'serves' the name of a type of clothing, then their partner 'returns' a different item and so on. Encourage students to include other names of clothes they know that were not included in the exercise if possible.

- The aim of the activity is for students to contextualise a short listening extract by working out what kind of passage it is extracted from. Explain to students that they should listen for the main gist of the passage and that it does not matter if they do not understand every word.
- Play the recording. Students match each extract 1–3 with the correct kind of passage A–C.
Recording

1 People all over England celebrate New Year. People often have parties on New Year’s Eve. They may stay at home with their family or go out with friends. Many people who live in London go to Trafalgar Square and wait for midnight. At midnight the people in the square listen to the bells of Big Ben.

2
Big Ben

What is Big Ben? Is it a clock? In fact, Big Ben is really the name of one of the clock’s bells and it weighs over thirteen tonnes. Big Ben is in the clock tower of the Houses of Parliament. The tower is 95.7 metres high and it’s on the River Thames.

3
CARRIE Jay, welcome, where are you from?
JAY From the USA, from New York.
CARRIE Tell us about you and your family.
JAY Well, I'm sixteen and I live at home with my parents and my sister, Rose.
CARRIE And how old is Rose?
JAY She's only three and she's fantastic.

Answers
1 C 2 B 3 A

Optional activity

Play the recording again and ask students a comprehension question about each extract. 1 The woman is describing New Year celebrations in which country? (England) 2 What famous sightseeing attraction is the speaker talking about? (Big Ben) 3 Who is being interviewed? (Jay)

- Give students a few minutes to look through the Birthday Questionnaire. Elicit the meaning of difficult words like celebrate, ordinary, ideal.
- Students do the questionnaire in groups of four, making notes about their group’s answers, especially any that are interesting or surprising.
- One person from each group moves to another group and gives a brief report about their group’s answers, telling them anything interesting or surprising that they found out, e.g. Most people in our group go out for their birthday, but Kurt always goes on holiday!
- Point out the ‘Believe it or not!’ fact at the bottom of the page. Go around the class asking students to say when their birthdays are. If anyone has their birthday on the same day as someone else they should call out Me too! Point out to students that for dates they can either say March 3rd (March the third) or 3rd March (third of March).

Birthday project

Ask students to work in pairs to decide on three or four of the most interesting questions from the birthday questionnaire. They prepare a survey sheet, e.g. a tally chart like the one in the example below, and use their sheet to interview all the students in the class.

<table>
<thead>
<tr>
<th>Question</th>
<th>Number of Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>celebrate your birthday with your friends</td>
<td>IIII</td>
</tr>
<tr>
<td>celebrate your birthday with your family</td>
<td>II</td>
</tr>
<tr>
<td>have a birthday party</td>
<td>IIII</td>
</tr>
<tr>
<td>don’t have a birthday party</td>
<td>III</td>
</tr>
<tr>
<td>have a birthday cake</td>
<td>IIII</td>
</tr>
<tr>
<td>don’t have a birthday cake</td>
<td>III</td>
</tr>
</tbody>
</table>

Students write a short report about the results of their survey, illustrating it with drawings or photos from magazines or the Internet (or from home). Encourage students to include a short introduction in their report, then to give the results, and then to try and draw some simple conclusions.

Display the projects in class so that students can look at each others’ work.

Follow-up activities

- In groups of four, students brainstorm vocabulary for three other categories from the box on page 8: jobs and occupations, adjectives, and carnivals and festivals. Give students an example from each category before they start, and tell them they have two minutes for each category to write as many words as they can think of on slips of paper. After the time is up for each of the three categories, students shuffle their slips of paper so they are jumbled out of order. They then swap their slips with another group, and the students then have another two minutes to sort another group’s slips into the correct categories.
- Students write four important dates in their notebooks. (These could be birthdays of family or friends, anniversaries, or dates when important things happened to them.) They then show the dates to a partner and talk about them, e.g. February 4th is my mum’s birthday.

HOMEWORK

Ask students to interview someone who is older or younger than them for the Birthday Questionnaire and to write the person’s answers down.

WEBLINK

Students may like to visit this website to find out which famous people share their birthday:

www.famousbirthdays.com
Do you really speak Chinese?

**Useful information**
Every year, more than a thousand officers and men parade with 200 horses from Buckingham Palace along The Mall to Horse Guards Parade, Whitehall and then back again. This parade, which is called Trooping the Colour, has taken place almost every year for the last 250 years, on the birthday of the British king or queen.

**WARMLER 1**
**Game** Word tennis  Divide the class into two teams. Students 'serve' the name of a country to the other team, who must return the nationality, e.g. France – French, Italy – Italian, China – Chinese. Teams change roles after three countries have been 'served'.

**WARMLER 2**
Ask students what they can remember about the characters who won the competition. Ask Where is Leyla from? Who is from Russia? etc. You can divide the class into teams and give a point for each correct answer.

**1 OPENER**
- The aim is to introduce the context for the presentation dialogue in exercise 2.
- Write the words cats, dogs, computer games, films on the board, and ask a confident student which of the things they like or don't like. (You may need to explain computer games.)
- Ask students to write a list of five things they like and five things they don't like. They can use some of the words from the board but must also think of their own ideas.
- Students work in pairs telling each other about the things they like and don't like, and taking notes about their partner.
- Ask some of the pairs to tell the rest of the class about the things their partner likes/doesn't like.

**2 READING**
- Students read the dialogue and decide which of the topics the group are talking about.

**Optional aids**
Follow-up activity: small blank cards

**Vocabulary**
Likes and dislikes
Routine activities

**Pronunciation**
/s/ chats /z/ does /z/ watches

**Communicative Aims**
Talking about regular activities
Optional activities

- Play the recording of the dialogue sentence by sentence for students to repeat for pronunciation and intonation practice. Students act out the dialogue in groups of three. They then change roles. Monitor, listening for problems with intonation and pronunciation. Give feedback to students after the activity.
- Students note down new vocabulary in their notebooks.

Your Response

Ask students to work in pairs discussing the questions. Have some students tell the class about their partner.

LISTENING

- Tell students they are going to listen to some facts about four of the characters.
- Ask students to look at the photographs and tell who the characters are and where they come from.
- Students listen and complete the sentences. Play the recording twice.

Recording

Hi, I’m Carrie. Welcome to World2day, and here are some facts about our competition winners. Ramón really likes music and he loves hip-hop and rap. Kristin chats to her friends online every evening in English and German. Leyla does gymnastics every Friday afternoon and then she goes swimming in the evening. Alexey plays basketball and does karate at the weekend.

Answers

Leyla does gymnastics and goes swimming every Friday. Alexey plays basketball and does karate. Ramón loves hip-hop and rap. Kristin chats online in English and German.

- Ask different students to read their answers to the class. Elicit extra information, e.g., Does Leyla do gymnastics in the evening? When does Alexey do karate? When does Kristin chat to her friends online?

PRONUNCIATION

- Ask students to look at the words in the chart.
- Play the first part of the recording, pausing after each word for students to repeat. Remind students that /s/ is like the noise of a snake, and /z/ like a bee. The difference between /s/ and /z/ is that /s/ is unvoiced, i.e., the sound is produced without using the voice-box in the throat. Get students to say /z/ and feel their throat vibrate. When they say /s/ the throat doesn’t vibrate.

Recording

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

- Ask students to copy the chart into their notebooks.
- Play the second part of the recording. Students write the words from the box in the correct column. Pause after each word to give students time to write.

GAME

- The aim is to encourage learners to take responsibility for their learning by testing each other.
- Ask three or four students to spell words from the lesson. Use How do you spell ...?
- Divide the class into pairs or teams and ask them to take turns testing each other on ten words from the lesson. Give them time to choose their ten words. The winner is the person or team who gets ten words right.

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.

SPEAKING

- Read the question in the example aloud: Do you play football every week? Point out the first line of the chart: doesn’t play football every week. Elicit the questions for the other activities orally around the class. Students then write them in their notebooks.
- Explain that students must move around the classroom asking different students about each activity. When they find someone who does/doesn’t do the activity listed, they write his/her name in their chart. The aim is to complete the chart with eight different names.
- Demonstrate the procedure first with two or three confident students. Set a time limit of five minutes.

Optional activity

In groups of four or five, students find one activity two/three/four/five of them do and one activity none of them do. Then they report back to the class, e.g., Two of us go swimming. None of us play tennis.

Extension

Ask a pair of students to read out the first question and answer in the example: Does Mariella do yoga? / No, she doesn’t. Ask a confident student Does (name) play football every week? and encourage them to answer Yes, he/she does. or No, he/she doesn’t. Start a question and answer chain around the class, with each student answering a question and then asking another student a new question.
8 WRITING

• Students write complete sentences in their notebooks to summarise the results in their charts in exercise 7. Go through the examples with the class first. Monitor and help where necessary.
• Describe your daily routines and habits during the week as a model for the second part of the exercise.
• Students think about their habits and routines and write five sentences about themselves. Monitor and help where necessary.

Optional activity
Students exchange their sentences and correct each other's work for spelling, grammar and punctuation.

Extension
Tell students to write five sentences about another student: three true and two false. In pairs they take turns to read their sentences aloud. Each student's partner tries to guess which statements are false. Encourage partners to correct the false sentences, e.g. False! He/she doesn't speak three languages.

LANGUAGE WORKOUT

• Ask students to look at the Language box and to complete the sentences. Confident students can complete first and then check, while others can look back at exercises 2 and 3 and then complete.
• Students turn to page 112 of the Language File to check their answers.
  Answers
  go speaks do speak don’t doesn’t
  Highlight that:
  – we use the present simple to talk about things we do every day, week, month and to talk about how often we do things.
  – we add s for he/she/it in the affirmative form.
  – we form questions with do/does + verb.
  – we form the negative with don’t/doesn’t + verb.
• Drill the examples in chorus for pronunciation and stress.

PRACTICE

• Students do Practice exercise 1 on page 112 of the Language File. They complete the sentences with the correct form of the verb. Remind students not to forget the third person s. Write a large S on the board and refer to it during the exercise.
• Check the answers by asking different students to say the completed sentences.
  Answers
  1 loves 2 goes 3 doesn’t like 4 chats
  5 doesn’t play 6 do 7 Do ... see 8 Does ... speak
  9 do ... fly 10 Do ... know

Optional activity

Game Question-and-answer chain Student 1 asks a question using one of the verbs from the dialogue on page 10, e.g. Do you chat online? Student 2 answers Yes, I do. or No, I don’t. Student 2 then asks Student 3 another question. Students who repeat a question are out. This can be played with the whole class or in big groups.

Follow-up activities

Game Vocabulary game Students write on cards new vocabulary from the lesson associated with routines and activities. Collect the cards and divide the class into teams of three or four. One student from each team comes to the front of the class. Choose a card for each student. Show student 1 a card. He/She mimes the meaning of the word to his/her team, which wins a point for a correct guess. Students 2 and 3 then take turns to mime their words to their teams. Continue with different team members and words.
• Students think of a famous person. They write five sentences to describe what the person does every day. Students work in pairs and try to guess who their partner has described.
• Add words to the Vocabulary box. Students can write new words from the lesson on one side of a card and an explanation, illustration or translation on the other side of the card.

HOMEWORK

Students write the names of three important people in their lives in their notebooks, for example a friend, a family member or a celebrity. At home they write sentences to describe these three people's hobbies, routines and language abilities.

WEBLINK

You may like to visit this website for free access to a wide range of teaching resources: www.onestopenglish.com

Revision and Extension p19
Language File p112
Workbook Unit 1 Lesson 1 pp4–5
Photocopiable notes p152, worksheet p161
You’re standing on my foot!

Useful information

The London Eye stands next to the River Thames, and at 135 metres high, it is the largest observation wheel in Europe. It was opened at the very end of the last millennium, on 31st December 1999, and is visited by more than three million people a year. The Eye weighs 2,100 tonnes and takes half an hour to revolve. People sit or stand in egg-shaped capsules which give spectacular views across London.

WARmER 1

**Game Memory chain**  Student 1 says, e.g. On Monday I go to school. Student 2 says On Monday I go to school. On Tuesday I go to the gym. Continue round the class adding a new day each time. The eighth student goes back to Monday. Students who cannot remember the chain stop playing and are out.

WARmER 2

**Game Alphabet game**  The game can be played in groups or as a whole class. Students try to think of a country beginning with each letter of the alphabet, omitting the letters Q and X. Students win one point for each correct country. An extra point could be added for saying in which continent the country is situated.

1 OPENER

• The aim is to prepare the vocabulary for the following exercises. Ask students to look at the photo on pages 12–13 and to see which items in the box they can find. They check their answers in pairs.

  **Answers**  bag (the girl in the orange top) camera (Alexey and Kristin) hat and sunglasses (the juggler) map (Steve and Leyla) shirt (Ramon) trees umbrella (Jay)

  We cannot see a guitar.

2 READING

• Ask students to read the dialogue and to identify the characters in the photo on pages 12–13. Point to each one and ask Who’s this? Where are they? What are they doing? What are they saying? Invite as many class suggestions as possible.

  • Encourage students to guess unfamiliar vocabulary from context and to ask What does ... mean?

Optional activity

بلاغ* Play the recording of the dialogue for students to read and listen. Stop at any words that you predict may cause pronunciation problems, e.g. highest, juggler, and ask students to repeat.

3 AFTER READING

• Students read the dialogue again, and match the questions and answers. Make sure students understand that one answer is not needed.

  • Check the answers. Ask students to give you extra information where appropriate, e.g. Is Ramon wearing a jacket? No, he isn’t. He’s wearing a shirt.

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

  Extra answer: c

Optional activities

♦ Students act out the dialogue in pairs. Monitor, listening for problems with intonation and pronunciation. Give feedback to the class.

♦ Students write true/false statements about the dialogue. Monitor and help where necessary. Divide students into groups to test each other on the dialogue using their true/false statements.

Your Response

• Ask students to work in pairs discussing the questions. After a few minutes, ask each pair to get together with another pair and compare their answers.

  • Then ask one student from each group to answer the questions. The emphasis here is on fluency rather than accuracy. Try to avoid interrupting/correcting unless students make mistakes with the target structure.

  • Play the recording. Students listen and then describe what actually happened. Compare their original predictions with the recording.
**Suggested questions and answers**

Who's Ramón? He's the one who's wearing a shirt (and jeans). He's the boy that's standing next to Emma.

Who's Emma? She's the one who's wearing a green top (and black trousers/boots). She's the girl that's standing next to Ramón.

Who's Jay? He's the one who's wearing a blue T-shirt (and jeans). He's the boy that has an umbrella.

Who's Steve? He's the one who's wearing a raincoat (and jeans). He's the man who's looking at the map.

Who's Leyla? She's the one who's wearing a red top (and jeans/boots). She's the girl who's looking at the map.

Who's Alexey? He's the one who's wearing the red shirt (and blue trousers). He's the boy who has a camera.

Who's Kristin? She's the one who's wearing the blue top. Who's the actor? He's the one who's wearing the black clothes.

*NB Students can swap ‘the one’ with ‘the girl/boy/man’ and ‘who’s’ with ‘that’s’.*

- Ask a few students what questions they asked. Encourage the class to answer.

**Optional activities**

- Give students one minute to look at the photo in detail. Students then close their books. Ask quick-fire questions to test their memory (use the suggested questions above). This can be a quiz or a team game. Give one point for a correct answer and an extra point for the correct use of the present continuous.

- In pairs, one student closes his/her book and the other asks questions.
7 WRITING

- Students look at the photo on pages 12–13 and write sentences describing the people without using their names. Encourage them to include information about where they are, what they are wearing and what they are doing. Go through the example with the class first.
- Students exchange sentences and try to guess the names of the people described.

**Extension** Ask students to read the example in their book, and then ask one student to go and look out of the classroom window and say one thing that is or isn’t happening outside, e.g., A car is driving down the road. Tell students to look out of the window (you could ask them to do this a few students at a time) and to write down four or five things that are or aren’t happening outside. Remind students to listen out for noises as well as looking for things that are happening. Check students’ answers and ask a few students to read their sentences out loud.

**LANGUAGE WORKOUT**

- Ask students to look at the top half of the Language box and explain that we use the present continuous for talking about things that are happening now.
- 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.
- Ask students to look at the bottom half of the Language box and complete the sentence.
- Students turn to page 113 of the Language File to check their answers.

**Answers**

- wearing are Is isn’t aren’t that
- Drill the examples in chorus for pronunciation and stress.

**PRACTICE**

- Students do Practice exercise 2 on page 113 of the Language File. Ask students to write sentences using the present continuous.

**Answers**

1. Steve is talking about the London Eye.
2. Leyla is visiting London for the first time.
3. Are Jay and Leyla looking at the map?
4. Alexey and Kristin aren’t holding hands!
5. Is the thin man stealing the girl’s wallet?
6. Jay is holding an umbrella.
7. Kristin is watching the juggler.
8. Ramón isn’t listening to Steve.
9. Why are Emma and Ramón running?
10. I’m not taking photos at the moment.

**Optional activity**

Individually, students write three new sentences about the photo using the present continuous. They then jumble up the word order and give the sentences to a partner, who must re-order them. Write an example on the board, e.g., his hand in man the her putting is bag.

**Follow-up activities**

- Draw a word map on the board. Write CLOTHES in the centre. Elicit different categories from the class and write them on the word map, e.g., different occasions, different seasons, men and women.
- Divide students into small groups to draw their own word map on a large piece of paper or card. Encourage them to think of their own categories, and add as many words as they can. Set a time limit and give out bi-lingual dictionaries if available. The word maps can be displayed in the classroom.
- Students choose to be A or B. Student A looks out of the window and answers questions about what is happening outside. Student B asks as many questions as possible and draws what is going on. Which pair has the best pictorial representation?

**HOMEWORK**

Students cut out pictures of people from magazines and write sentences to describe what the people are doing and what they are wearing. Ask students to bring their pictures and sentences to the next lesson.

**WEBLINK**

Students may like to visit this website for more information about the London Eye: www.londoneye.com

Revision and Extension p19
Language File pp112–113
Workbook Unit 1 Lesson 2 pp6–7
Photocopiable notes p152, worksheet p162
It's my sister's birthday

**Communicative Aims**
Talking about possessions

**Language**
Possessive adjectives and pronouns
Possessive 's and s

**Pronunciation**
/s/ cat
/e/ break

**Vocabulary**
Computer terms and technology
Personal possessions
Jobs and occupations

**Optional aid**
Exercise 4 Option activity: a bag

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**WARMER 1**
If you set the homework suggested in the previous lesson, stick the students' pictures on the board and write a number next to each one. Students take it in turns to read out one of their sentences. The other students listen and guess which picture is being described. This could be played as a team game.

**WARMER 2**
Students stand back to back and describe what their partner is wearing. Alternatively, students take turns to describe someone in the room and the others guess.

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1 **OPENER**
- The aim is to pre-teach the vocabulary for the following exercises and set the scene for the reading text. Find out how many students use Twitter, and ask which other social networking sites they use.
- Students read the words in the box and decide which are most likely to be in the text. Elicit the meaning of account, password and username.
- Students do the task individually and then compare their answers in pairs.
- Encourage them to discuss why they expect to find the words they have chosen.

2 **READING**
- Ask students to read the text about Twitter to confirm their guesses.

**Answers**
account email address Internet password
text message mobile phone username

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**Optional activity**
Play the recording of the text for students to read and listen. Stop at any words that you predict may cause pronunciation problems, e.g. messages, tweets, and ask students to repeat.

- The aim is to read for main ideas and to identify characters. Explain to students that they do not need to understand every word of the text at this stage.

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3 **AFTER READING**
- The aim is to read for specific information and details. Set a short time limit. Students could work in pairs to find the answers and write full sentences in their notebooks.
- Check the answers by asking one student to ask a question and choosing another student to answer.

**Answers**
1 Linkin Park
2 It's about people's problems and what they can do about them.
3 Luke
4 Teresa's sister's
5 She's in a meeting.
6 Simon's

**Your Response**
Give students some time to write their own tweet.

4 **SPEAKING**
- Ask students to look at the photos on pages 14-15 and find the objects in the box. Help students with any words they don't know.
- Ask Whose is the book? Whose are the glasses? Let students answer both questions and then drill the questions in chorus and individually. Encourage students to
link together whose, is and whose-are. Check that they understand the difference between who's (= who is) and whose (= who the owner of).

- Students ask and answer the questions about the remaining objects in the box. This can be done as a whole class or in pairs.

**Answers**
2. Who is the camera? It's Teresa's.
3. Who is the dog? It's Simon's.
4. Who are the glasses? They're Bill's.
5. Who is the guitar? It's Anna's.
6. Who is the laptop? It's Bill's.
7. Who is the microphone? It's Rosie's.
8. Who are the mobile phones? They're Bill's.
9. Who is the pen? It's Bill's.
10. Who is the pink shirt? It's Anna's.
11. Who is the stethoscope? It's Simon's.

- Introduce the second part of this exercise by picking up students' objects and asking the wrong owner. Is this yours? Elicit. No, it isn't mine. It's hers/his/Maria's, etc.
- Point out the guitar on page 14, and ask Is it Bill's guitar? Elicit. No, it isn't his. It's Anna's. Drill the example exchange chorally and individually.
- Students ask and answer questions about the photos in pairs. Check answers with the class.

**Answers**
2. Are they Teresa's glasses? No, they aren't hers. They're Bill's.
4. Is it Bill's pink shirt? No, it isn't his. It's Anna's.
5. Are they Simon's mobile phones? No, they aren't his. They're Bill's.
6. Is it Anna's dog? No, it isn't hers. It's Simon's.

**Optional activity**
**Game** Whose is this? Ask each student to give you an object secretly. Place the objects in a bag. Take one object out at a time. In pairs, students note the name of the object and who the owner is. Then pick up each object in the same order and ask Whose is this? Elicit guesses from students, e.g. It's Stefan's before checking, e.g. Stefan, is this pen yours?

**5 PRONUNCIATION**
- Ask students to look through the words in the box.
- Play the first part of the recording, pausing after each word for students to repeat.

**Recording**
/br/ break, great, plane, play, take

**6 VOCABULARY**
- Students match the definitions with jobs from the Word Bank. Explain to students that there are six extra jobs in the Word Bank.
- Students check answers in pairs and then with the whole class. Encourage students to say whole sentences when giving their answers, e.g. A photographer is someone who takes pictures.

**Answers**
- a photographer b actor c musician d reporter e vet f PA (personal assistant)

**Extension** Students choose two other jobs from the Word Bank and write definitions for them. In pairs, they read out their definitions and see if their partner can guess the job. Invite some students to read out their definitions for the rest of the class to guess.

**Suggested answers**
- firefighter - someone who helps to put out fires
- nurse - someone who cares for sick people
- pilot - someone who flies planes
- receptionist - someone who helps people when they arrive at a hotel or office
- teacher - someone who gives lessons to children
- waiter - someone who brings food or drink to the table in a cafe or restaurant

**Optional activity**
Put students in groups, and give each student a job from the Word Bank. They write the name of the job on one piece of paper and the definition on another. Students mix their papers up and then, in their groups, match the definitions with the jobs.

**7 SPEAKING**
- The aim is to contrast the present simple and present continuous. Refer students to the Language File on pages 112–113, which explains the use of these two tenses.
- In pairs or as a class, students follow the first example. They then look back at the photos and tweets on pages 14–15, and the jobs in the Word Bank on page 15, and make notes about what job each person does and what they are doing at the moment.
- Students then take it in turns to ask and answer questions about the people, saying what they do and what they are doing now.
Suggested answers
What does Rosie do? She’s a reporter.
What’s she doing? She’s waiting to interview Linkin Park.
What does Anna do? She’s a musician.
What’s she doing? She’s writing a song.
What’s he doing? He’s trying to learn his lines for a new play.
What does Teresa do? She’s a photographer.
What’s she doing? She’s having a meal in a restaurant for her sister’s birthday.
What does Bill do? He’s a PA.
What’s he doing? He’s having fun in the office.
What does Simon do? He’s a vet.
What’s he doing? He’s giving his dog Goldie a health check.

8 WRITING

- Ask students to read the example.
- Students work individually writing sentences describing what each of the characters from the photos does and is doing at the moment.
- In pairs, students compare their sentences.

Suggested answers
Anna is a musician and she’s writing a song about people’s problems and what they can do about them. It’s called You Can Get It Right and she hopes we like it.
Luke is an actor and he’s trying to learn his lines for his new play, which starts tomorrow. Everyone else knows their lines.
Teresa is a photographer and she’s having a meal in a great restaurant for her sister’s birthday. She’s taking lots of photos.
Bill is a PA, and he’s going on Twitter. His boss says he can’t go on Twitter at work. But she’s in a meeting, and it’s his lunch break, so he’s not working! He’s having fun.
Simon is a vet, and he’s giving his dog Goldie a health check. He works with hundreds of animals, but he only has one of his own.

Extension | Write the name of a famous celebrity on the board, and ask students What does he/she do? Then ask What do you think he/she is doing at the moment? Elicit suggestions from students, reminding them to use the present continuous. Ask students to think of three celebrities and to write sentences about them like the one in exercise 8, to say what they do and what students think they are doing at the moment.

WEBLINK
Students may like to visit this website to find out more about Twitter: www.twitter.com

LANGUAGE WORKOUT

- Ask students to look at the top half of the Language box and 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 113 of the Language File to check their answers.
| Answers | your, our, mine, their |

- Highlight the difference between possessive adjectives and possessive pronouns (pronouns are not used with nouns). Point out that we don’t use the with possessive adjectives or possessive pronouns, ie It’s the mine.
- Drill the examples in chorus for pronunciation.
- Ask students to look at the bottom half of the Language box. Highlight that we can use the possessive’s form with or without a noun, e.g. It’s Emma’s bag/It’s Emma’s.

PRACTICE

- Students do Practice exercise 3 on page 113 of the Language File. They complete the sentences with the correct possessive pronoun and check their answers in pairs.
| Answers | 1 yours, mine 2 ours, theirs 3 hers, his 4 yours, our |

- Students do Practice exercise 4 on page 113 of the Language File. They write phrases using ’s or ’s and check their answers in pairs.
| Answers | 1 my parents’ car 2 the teacher’s glasses 3 the children’s school 4 your doctor’s name 5 his sisters’ books 6 the people’s clothes 7 students’ work 8 Alexey’s watch |

Follow-up activity

Game | Twenty questions | Student A thinks of a job and their partner asks questions, e.g. Do you work with animals? to guess the job. Student A can only answer yes or no. If student B guesses the job with less than 2 questions they swap roles.

HOMEWORK

Students write a short paragraph about a family member’s job. They define the job, and say what the person usually does and what he/she is doing at the moment.
**MAKING FRIENDS**

**Integrated Skills Personal profiles**

**Skills**
- Reading: Connecting ideas, magazine, interview
- Listening: Checking details of personal information
- Speaking: Interviewing
- Writing: Personal profile

**Learner Independence**
- Finding the meaning
- Personal phrasebook

**Vocabulary**
- Personal information
- Useful expressions

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**WARMER 1**

Check students' memory of the job vocabulary from Lesson 3, exercise 6. Give the job definitions and ask students to write the jobs down in their notebooks without looking in the Student's Book. Check their answers and their spelling.

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**WARMER 2**

Give students a short test on vocabulary from previous lessons. If you have started a Vocabulary box, choose words from the box. Give students definitions and ask them to write down the word. Check their answers and their spelling.

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**1 OPENER**

- The aim is to encourage students to predict before reading. Ask students where Leyla comes from. Tell students to close their books and ask them the two questions. Students discuss their guesses in pairs.

**2 READING**

- The aim is to read and connect ideas by matching questions and answers, and to review personal information. Explain to students that extracts like this one from the World2day website appear throughout the book.
- Students read through the interview once before completing it with the correct sentences. With a less confident class, start the exercise with the whole class.
- Play the recording for students to listen and check their answers.

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**Recording**

**CARRIE**
- Leyla is one of the winners of the World2day London holiday competition. What's she like? Find out here!
- Hi Leyla. Where do you live?
- In Izmir in Turkey, but at the moment I'm staying at the Royal Hotel in London.
- What are your favourite clothes?
- It depends. I often wear jeans and a sweatshirt, but I like dresses in the summer.
- And your favourite colours?
- That's easy. Pink and black!
- What is your favourite English word?
- 'Sorry'. The English say 'sorry' all the time!
- What makes you angry?
- People who don't listen.
- What makes you happy?
- Sunshine and blue sky!
- How do you relax?
- I listen to music.
- What languages do you speak?
- Turkish, of course, and French. And I'm learning English.
- 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?
- That's difficult. Let me think. I know. I try to help someone every day.
- What are you reading at the moment?
- An English book called This is London. It's great!
- Thank you, Leyla!

**Answers**

1 c  2 d  3 a  4 b  5 e

**Optional activity**

Students read and act out the interview in pairs.
3

- Students read Ramón’s answers to some of the questions in the magazine article and decide which questions they match.

**Answers**
1. What makes you happy?
2. What makes you angry?
3. How do you relax?
4. Is there someone very important to you?
5. Is there something special you do every day?

**Optional activities**
- Students interview you, asking similar questions.
- In small groups, students make up answers to five of the questions in the interview to give to another group. Groups exchange answers and guess the questions.

4 **LISTENING**

- The aim is to listen for specific details. Students read the profile. Confirm that students know what to do. Ask them to predict what the incorrect information is. Tell them not to worry about correcting the mistakes on the first listening.
- Play the recording. Students listen to check details and note the mistakes. They compare their answers in pairs before you play the recording again.

**Recording**

<table>
<thead>
<tr>
<th>CARRIE</th>
<th>Hello and welcome to our World2day podcast and ‘Five Minutes With … Jay’. Jay is one of the winners of our London holiday competition. What’s he like? Let’s find out. Jay, welcome, where are you from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAY</td>
<td>From the USA, from New York.</td>
</tr>
<tr>
<td>CARRIE</td>
<td>Tell us about you and your family.</td>
</tr>
<tr>
<td>JAY</td>
<td>Well, I’m sixteen and I live at home with my parents and my sister, Rose.</td>
</tr>
<tr>
<td>CARRIE</td>
<td>And how old is Rose?</td>
</tr>
<tr>
<td>JAY</td>
<td>She’s only three and she’s fantastic.</td>
</tr>
<tr>
<td>CARRIE</td>
<td>Ah, that’s nice … And tell me, what are your favourite clothes?</td>
</tr>
<tr>
<td>JAY</td>
<td>That’s easy – shorts and T-shirts.</td>
</tr>
<tr>
<td>CARRIE</td>
<td>And your favourite colours?</td>
</tr>
<tr>
<td>JAY</td>
<td>Hmm. Red, white and blue.</td>
</tr>
<tr>
<td>CARRIE</td>
<td>And what’s your favourite word?</td>
</tr>
<tr>
<td>JAY</td>
<td>I don’t have a favourite word.</td>
</tr>
<tr>
<td>CARRIE</td>
<td>OK … and what makes you angry?</td>
</tr>
<tr>
<td>JAY</td>
<td>Nothing!</td>
</tr>
<tr>
<td>CARRIE</td>
<td>Wow! That’s great! Right, Jay, now tell me: what makes you happy?</td>
</tr>
<tr>
<td>JAY</td>
<td>My friends – it’s great to be with good friends.</td>
</tr>
<tr>
<td>CARRIE</td>
<td>How do you relax?</td>
</tr>
<tr>
<td>JAY</td>
<td>I play with DJ in the park – she’s my dog.</td>
</tr>
<tr>
<td>CARRIE</td>
<td>DJ … nice name … Right. And what languages do you speak?</td>
</tr>
<tr>
<td>JAY</td>
<td>I speak English and I’m learning Spanish.</td>
</tr>
</tbody>
</table>

**Answers**
1. California New York
2. #16
3. green blue
4. His favourite word is ‘Yes’. He doesn’t have a favourite word.
5. French, Spanish.
6. watches TV reads

**Optional activities**
- In pairs, Student A covers the text and tells Student B everything he/she remembers about Jay. Student B listens and checks in the book.
- Students close their books and remember as many questions from the article on page 16 as they can.
- Students write the correct information about Jay in full sentences in their notebooks. Monitor and help where necessary.

5 **SPEAKING**

- In pairs, students act out an interview using the questions in the article about Leyla on page 16. Students sit opposite each other. Student A writes in his/her notebook while Student B answers. Then they change roles.

**Optional activity**

Students go round the class choosing different people to interview. Set a time limit and tell students to ask many questions as they can.

6 **WRITING**

- The aim is to write a personal profile using a model. Students read Jay’s profile again and match each paragraph with the questions. Check the answer with the class.
Answers

Paragraph 1
Where do you live?
What are your favourite clothes?
Paragraph 2
And your favourite colours?
What is your favourite English word?
What makes you angry?
What makes you happy?
Paragraph 3
How do you relax?
What languages do you speak?
Is there someone very important to you?
Is there something special you do every day?

• Students write a similar three-paragraph profile based on the answers from their interview in exercise 5. Remind students not to forget the third person. Write a large S on the board and refer students to this as you monitor. Give students a few minutes to check their paragraph for grammar, spelling and capital letters. Then give it to another student to check.

Optional activity

Ask students to tell you something interesting about the student they interviewed.

7 LEARNER INDEPENDENCE

• The aim is to identify students' preferred way of finding the meaning of new words and to encourage them to experiment with other ways. Write three or four words or phrases from the previous lessons on the board, e.g. account, password, receptionist, chat to people online. Do students remember the meanings of these words? Ask How can you find out the meaning of these words? Find out who has a dictionary and if it is monolingual or bilingual. Discuss the advantages and disadvantages of these two types of dictionaries.
• Students look at the list in exercise 7 and mark from 1 to 6 (1 = best) their favourite way of finding a word. They compare their order with another student.
• Elicit feedback from the class and compare the advantages and disadvantages of each method. Encourage students to try and find the meaning of the word themselves before asking for help. Equally, it is better to guess from the context before consulting a dictionary or asking for help.
• Suggest that students try out a new way of finding out the meanings of words for a week and then report back to the class.

8

• The aim is to encourage students to develop their own store of words and expressions in English. Ask students to look back through the unit and tell you expressions that they like and want to learn. Write five or more of their chosen expressions on the board. Ask students to help you find the best translation by guessing or using a dictionary.
• Ask students to copy the expressions and translations into their notebook under the heading of Personal Phrasebook: Unit 1.
• Then ask students to work on their own and find five more expressions to translate and write into the Personal Phrasebook section of their notebooks. Circulate and help students to find correct translations of the expressions.
• Emphasise the importance of students revising the expressions in their Personal Phrasebooks at home.

9 PHRASEBOOK

• Ask students to look through the unit and find the expressions, and notice how they are used.
• Then play the recording for students to listen to and repeat the idiomatic expressions.

Optional activity

Of course not. (Emma, Lesson 1, ex 2)
It's a joke, silly! (Emma, Lesson 1, ex 2)
What's happening? (Ramón, Lesson 2, ex 2)
Let me see! (Raimón, Lesson 2, ex 2)
Ow! (Emma, Lesson 2, ex 2)
Hey! (Raimón, Lesson 2, ex 2)
I can't wait! (Leyla, Welcome! speech bubble)
I hope you like it. (Tweet B, Lesson 3, ex 2, not recorded)
It depends. (Leyla, Lesson 4, ex 2)
What do you mean? (Leyla, Lesson 4, ex 2)

• Students can add expressions which they like to their Personal Phrasebooks. Help with translation where necessary.
• Ask students to work in pairs to make up the four-line dialogues. Ask some confident pairs to act out their dialogues in front of the class.

Follow-up activities

♦ Write jumbled sentences from previous lessons on the board for students to re-order.
♦ Quick dictation: dictate five sentences from the recording in exercise 4. Students exchange their sentences and correct each other's work.

HOMEWORK

Students try out the methods from the Learner Independence section to learn new vocabulary from the previous lessons.

WEBLINK

Students may like to visit this website for information about easy-to-read books for learners of English:
www.macmillanenglish.com/readers
MAKING FRIENDS

Inspiration EXTRA!

LANGUAGE LINKS
- Check that students understand the meaning of Congratulations and ask them to work in pairs to think of situations when you might say the word, e.g. when someone passes a school exam, gets engaged/married, etc.
- Ask students to share their ideas with the class.
- Give students two minutes to work in pairs matching the words for Congratulations with the correct language.

Answers
Congratulations! – Italian, Felicitazioni! – Catalan
Felicitation! – Dutch, Felicitations! – French
Glückwünsche! – German, Parabéns! – Portuguese
Teşekkürler! – Turkish, ¡Felicitaciones! – Spanish
Pozdravlyayu! – Russian

- Ask students if anyone can say any of the words, and encourage them to demonstrate, letting the class repeat.
- Ask students if they know how to say please and thank you in other languages.

GAME SPELLING CHAIN
- Revise the pronunciation of the letters of the alphabet.
- Read the instructions in the Student's Book with the class. Demonstrate the example with three confident students. Point out that A can’t say anything at the end because he/she doesn’t know any words starting with X.
- Divide the class into two teams and play the game.

SKETCH THE TICKET INSPECTOR
- The aim is for students to enjoy using their English while also getting valuable stress and intonation practice. Ask students to look at the cartoon and elicit train vocabulary: ticket, station, ticket inspector. Ask What does a ticket inspector do?
- With a more confident class, play the recording with books closed. Then play it again with books open. With a less confident class, play the recording while students follow in their books, and then again with books closed.

Recording
See text on page 18 of the Student’s Book.

- Divide the class into two groups and play the recording again, with one group repeating in chorus as the Waiter/Inspector and the other as the Passenger. Encourage students to exaggerate stress and intonation.
- Ask students to close their books and play the recording again. Then ask students to work in groups of three and read the sketch aloud. Choose several groups to act out the sketch in front of the class.

REVISION
Lesson 1

Suggested answers
Kristin loves horses. She goes to the cinema on Saturdays.
She goes to yoga on Saturdays. Emma doesn’t like horses at all. She thinks dogs are OK.
Cats are her favourite pets. She has two cats at home.
She does yoga every Tuesday. Her mum teaches yoga. She doesn’t speak Chinese.
Jay loves dogs. He never plays computer games. He surfs the web and chats to people online. He watches DVDs. He doesn’t often go to the movies.

Lesson 2
For possible answers, read the dialogue and look at the answers to exercises 5, 6 and 7.

Lesson 3
Refer students to their Clothes word map (Lesson 2) for ideas.

Lesson 4
If necessary, point out that the three paragraphs in Jay’s profile follow the order of the questions in Leyla’s interview.

EXTENSION
Lesson 1
Students’ own answers.
Lesson 2
Students’ own answers.

Lesson 3

Suggested answers
Whose is the purple dress? It’s Rosie’s.
Whose is the black jacket? It’s Bill’s.
Whose is the silver ring? It’s Teresa’s.
Whose is the blue top? It’s Simon’s.
Whose is the colourful T-shirt? It’s Luke’s.

Lesson 4
Remind students to write three paragraphs.

YOUR CHOICE!
The aim is to give students more learner independence and help them to identify their preferred ways of learning. Encourage students to choose an activity that they feel comfortable with if they want a challenge or are aware they need practice in a particular area.
Who Am I? gives students the opportunity to practise writing.
Whose is This? gives students the opportunity to practise speaking.

Workbook Unit 1 Inspiration EXTRA! pp12–13
Welcome to London

Useful information

St Paul’s Cathedral
The highest point of the dome is 114 metres. During the building of the dome, Sir Christopher Wren was pulled up and down in a basket at least once a week to inspect the work.

Tate Modern
The building which houses Tate Modern was a working power station until 1981. Its central chimney, which is 99 metres high, was specially built to be lower than the dome of St Paul’s Cathedral.

The Museum of London
It is part of the Barbican complex that was built in the 1960s and 1970s in a bomb-damaged area of the city. There are over two million objects in its collection.

Covent Garden
At one time, the British government wanted to pull down the old market buildings to build new hotels and offices, but the British public campaigned against them and instead the buildings were restored. Now more than 30 million people visit Covent Garden every year.

Big Ben
The bell is called Big Ben after Sir Benjamin Hall who was responsible for the building of the tower in 1858-9. People called Sir Benjamin ‘Big Ben’ because he weighed 108 kilos!

Madame Tussauds
Madame Tussauds was French and made wax masks of the heads of the French Royal family after they were cut off in the French Revolution. In 1802 she moved to London and opened an exhibition of the masks.

Answers
A 4 B 7 C 5 D 3 E 1 F 9 G 8 H 6 I 2
- Check that students understand all the questions.
- Students find the answers in the sightseeing guide. Point out that some questions have two answers.
- Check the answers orally with the whole class.

Answers
1 Madame Tussaud’s
2 The London Aquarium
3 Covent Garden
4 The London Eye; the Monument
5 Tate Modern
6 Big Ben (Houses of Parliament)
7 The Museum of London

Optional activities
- Play the recording of the guide for students to read and listen. Stop at any words that you predict may cause pronunciation problems, e.g. monument, cathedral, exhibition, and ask students to repeat.
- Ask students to close their books. Have a quick quiz: say a fact about one of the places and students have to name the place.

3 VOCABULARY
- Students work individually to match the words with the definitions, and then compare their answers in pairs.

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

4 MINI-PROJECT – SIGHTSEEING GUIDE
- Ask students to work in pairs or small groups and choose three well-known places in their town or country. Then students take turns to describe one place simply and the others have to name the place.
- In pairs, students choose one place and write a short description of it using the questions and the London sightseeing guide to help them.
- Students could also do extra research to find information about the place they have chosen.
- Encourage them to illustrate their work with photos or extra information from magazines, newspapers or online, or with drawings.
- When students have written their descriptions, ask them to check their work and then join with other pairs and put their descriptions together to make a sightseeing guide.

WEBLINK
Students may like to visit this website for more information about sightseeing in London:
www.london-sightseeing-guide.com

Workbook Culture pp14–15