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

The new series takes all the best elements from the original series and improves them 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 and new photos and artwork
- more differentiation for mixed-ability classes, including extension activities in every lesson
- a greater focus on vocabulary building
- a greater emphasis on learner independence and self assessment

Key features of New Inspiration include:

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

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

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

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

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

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

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

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

Components of New Inspiration include
- Student’s Book
- Workbook
- Teacher’s Book and Test CD
- Class CDs
- Inspiration Practice Online
  www.macmillanpracticeonline.com/newinspiration
- Interactive Classroom
- Teacher’s website
  www.macmillanenglish.com/inspiration
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**Inspiration Extra!**

| 18–19 | **Language Links Sketch The Mirror Revision & Extension Your Choice!** |

**Culture**

| Women in the world |

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**Inspiration Extra!**

| Project Two-minute talks Revision & Extension Your Choice! |

**Review Units 1–2**

| Self Assessment |
## COMMUNICATIVE AIMS

**Unit 3**

### OPINIONS

1. **There could be tens of billions of planets**
   - 36–37
   - Making logical deductions and discussing possibility
   - Writing definitions
   - Space
   - The solar system
   - Silent letters

2. **When can you drive a car?**
   - 38–39
   - Expressing obligation and prohibition
   - Listening to information about UK laws
   - Rules and regulations
   - Laws and age limits
   - Syllable stress

3. **You should calm down!**
   - 40–41
   - Giving advice
   - Reading an online problem page
   - Writing notes about problems
   - School life
   - Teenage problems
   - Adjectives for opinions
   - Phrasal verbs with down
   - Should/ought to and shouldn’t
   - Adjective + infinitive
   - /ə/ sg
   - /ə/ sg

4. **Integrated Skills**
   - 42–43
   - Discussing facts and opinions
   - Reading
   - Comparing the language of fact and opinion: Global Issues
   - Listening
   - Noting details about saving energy
   - Speaking
   - Interviewing
   - Guided Writing
   - Expressing opinions about saving energy
   - Learner Independence
   - Learning contracts:
   - Word creation: adjective prefixes: in-, im- and in-
   - Poverty and aid
   - Energy and water
   - Useful expressions
   - Linking words:
   - However and and

### Inspiration Extra!

- 44–45
- Language Links
- Sketch
- Sign Language

### Culture

- 46–47
- Good reads

## MIND OVER MATTER

### Unit 4

1. **She saw furniture moving**
   - 48–49
   - Describing what you can see and hear
   - Describing a picture
   - Listening to a story in sounds
   - Sensations and sounds
   - Verbs of perception + present participle
   - Can/could + verbs of perception
   - /əʊ/ hair
   - /ɜː/ hear

2. **I’ll keep my fingers crossed!**
   - 50–51
   - Making predictions, promises and offers
   - Talking about plans and intentions
   - Listening and predicting what happens in a story
   - Superstitions
   - Phrasal verbs with out
   - Future review: will/won’t, shall and going to
   - /æ/ bad
   - /ə/ luck

3. **If you follow this advice ...**
   - 52–53
   - Talking about future possibility
   - Completing a questionnaire
   - Memory
   - School life
   - First conditional
   - Syllable stress

4. **Integrated Skills**
   - 54–55
   - Telling a story
   - Reading
   - Rebecca story
   - Speaking
   - Continuing the story based on pictures and predicting outcomes
   - Listening
   - Listening to check predictions
   - Guided Writing
   - Retelling the end of the story
   - Learner Independence
   - Guessing the meaning; Word creation: noun → adjective, verb → noun
   - Useful expressions
   - Revision

### Inspiration Extra!

- 56–57
- Project Mystery report
- Revision & Extension
- Your Choice!

### Review Units 3-4

- 58–59
- Self Assessment
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- **Language Links**
- **Sketch**
- **The Interview**

### Culture

- **Tourism**

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| Word List | 122 |
| Irregular Verbs | 127 |
| Pronunciation Guide | 127 |
WHAT KIND OF LANGUAGE LEARNER ARE YOU?

Which student are you more like: Carla or Carlos?

Carla

I'm learning English because I want to pass examinations. I like grammar and I always learn the rules by heart. I read a few pages of an English book every day, and I look up all the new words in my dictionary. When I speak English, I try to use phrases from my coursebook.

Carlos

Why am I learning English? So I can communicate with people. I never worry much about grammar — it's boring. I don't often look up words — I guess the meaning and I'm usually right! When I speak in class, I try to say things in different ways.

If you are more like Carla, read these statements. Are you more like Silvio or Silvia?

Silvio

When I listen to English, I always want to understand every word. A mistake is when you break grammar rules. A good learner of English never makes any mistakes. When I speak English, I always try to remember the rules.

Silvia

We have English homework three times a week and I always bring it to school on time. When I do an exercise, I choose my answers very carefully. It's best when the whole class does the same thing — I don't like pair or group work. Before I start an activity, I always want to know exactly what to do.
If you are more like Carlos, read these statements. Are you more like Leonie or Leo?

**CONSTRUCTION**
You ...
- enjoy grammar practice exercises.
- like working with the teacher.
- are good at homework and tests.
- enjoy writing more than discussion.
- don’t like games or group work.

**REFLECTION**
You ...
- always want to know why and find rules for things.
- like working hard on your own and getting things right.
- prefer listening, reading and writing to speaking.
- sometimes don’t finish work and are unhappy if it isn’t perfect.

**ACTION**
You ...
- like listening and speaking more than reading and writing.
- enjoy fun activities and moving around the classroom.
- like doing lots of different things and working with other people.
- like games more than writing and grammar.

**INTERACTION**
You ...
- really enjoy learning languages.
- love group and pair work and prefer speaking to writing.
- don’t like exercises and rules.
- like discussing personal things and feelings.

There are Your Choice! sections in every unit with activities for each learning style. Try different activities – it’s good to know your own learning style, but it’s also good to try out other ways of learning.
COMMUNICATIVE AIMS
LEARNING HOW TO ...
1 Talk about states and regular activities
2 Talk about what’s happening now
3 Talk about future arrangements
4 Describe past events
5 Talk about likes and dislikes
6 Agree and disagree
7 Talk about skills, abilities and ambitions
8 Describe a system

TOPICS AND VOCABULARY
Leisure activities
School subjects
Clothes
Feelings
Phrasal verbs with get
Films
Music and dance
Books
Phrasal verbs with up
World records

1 Match six of the communicative aims (1–8) with the pictures (A–F).
2 Write four more words for each of these categories.

Music and dance
breakdancing  jazz

Films
animation  comedy

Feelings
angry  cheerful
4 Do the questionnaire with three other students.

**YESTERDAY Questionnaire**

1. Think of an international event that happened yesterday (politics, sport, the weather, an accident, etc.)
   * What was it?
   * In what country did it happen?
   * How did you feel about it?

2. What about a national event – something that happened in your country?
   * What was it?
   * When and where did it happen?
   * How did you feel about it?

3. What about a local event – something that happened in your town or city?
   * What was it?
   * When and where did it happen?
   * How did you feel about it?

4. What about a personal event – something that happened to you or someone in your family? (a meeting, a conversation, a surprise)
   * What was it?
   * When and where did it happen?
   * How did you feel about it?

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

---

3 Listen to extracts 1–3 from Units 1 and 2. Match them with A–C below.

A. An interview about regular activities
B. A conversation between a mother and daughter
C. A description of a picture

It's raining again!
1 OPENER

Read the Teenage Life questionnaire and think about your answers.

2 READING

Sophie Miller, 16, lives in Liverpool. Read her answers to the questionnaire and match them with the questions.

a. Biology and Spanish.
b. Half term – I’m spending a week in Spain on a school trip. I can’t wait!
c. School, TV, boys!
d. A hoodie, a denim skirt and boots.
e. I’m fed up with the weather – it’s raining again!
f. I want to be a doctor. And I’d like to travel round Latin America.
g. I care about the environment and I work as a volunteer at our local park.
h. Once or twice a month.
i. A science fiction novel by Stephenie Meyer called The Host. It’s brilliant.
j. I work in a shoe shop every Saturday and I often go to clubs with my friends on Saturday night. Or we listen to music and play video games.
k. Yes, he’s 17, and he’s a student at sixth form college.
l. There’s a lot of street crime round here. It’s quite scary.

O2 Now listen and check.

3 AFTER READING AND LISTENING

True or false? Correct the false sentences.

1. Sophie has a part-time job.
2. She goes to the cinema every week.
3. She’s reading a boring book.
4. She’s learning Spanish.
5. She’s feeling very cheerful.
6. She’s looking forward to a week in Spain.
7. She doesn’t care about the environment.
8. She worries about crime.

Your response What do you have in common with Sophie? In what ways is she different from you? Would you like to meet her?
4 LISTENING

Read the profile of Rob Flynn. There are eight mistakes in the text. Can you guess what they are? Then listen and see if you are right.

Now correct the mistakes in the text.

Does he play the violin in a band?

No, he doesn't. He plays the

5 PRONUNCIATION

Listen and repeat.

college does London month novel
often once want what worry

Now write the words under /ɒ/ or /ʌ/ in the chart. Then listen and check.

| /ɒ/ job | /ʌ/ club |

6 SPEAKING

Ask another student the questions in the Teenage Life questionnaire. Note down the answers.

Extension: What three questions would you ask to find out what someone is like? Choose from the questionnaire or think of your own questions.

7 WRITING

Write a profile of the student you interviewed in exercise 6. Use the profile of Rob to help you.

Rob Flynn is 15 and lives in north London. He plays the violin in a band on Saturdays, and he goes swimming every Sunday night. He goes to the cinema about once a day. He isn’t reading anything at the moment. His favourite school subjects are TV and art. He and his friends talk about music and tennis. He doesn’t have a girlfriend and he isn’t looking for one.

Today he’s wearing a black top, jeans and trainers. He’s feeling bored because it’s his birthday tomorrow, and he’s looking forward to the holidays.

He cares about people who aren’t as lucky as he is, and he helps at a club for disabled people. He worries about exams because he gets really nervous. He wants to fail all his exams and go to university.

LANGUAGE WORKOUT

Complete.

Present simple
I ______ in a shop every Saturday.
She ______ in Liverpool.
We often ______ to clubs.
He ______n’t have a girlfriend.
What ______ you care about?

Present continuous
She ______ learning Spanish.
He ______n’t looking for a girlfriend.
What ______ you reading at the moment?
I ______ spending a week in Spain.

We use the present ______ to talk about states and regular activities.
We use the present ______ to talk about temporary events and what is happening now.
We can also use the present continuous to talk about future arrangements.

Adverbial phrases of frequency
How often?

| every     | day      |
| once a    | night    |
| twice a   | week     |
| three times a | month    |
|            | year     |

Answers and Practice
Language File page 112
1 OPENER
Look at the title of this lesson and the photo of the girl. How is she feeling? Why?

2 READING
Joni Freeman is 16. Read her blog about her holiday and find out what went wrong.

3 AFTER READING
Answer the questions.
1 Why were Sara and Joni excited?
2 Did they make the same friends on the first day?
3 What did Joni think of Sara’s new friends?
4 What did Sara’s friends think of Joni?
5 Did Joni and Sara spend any time together?
6 Why did Joni feel lonely?
7 Why did Joni try to sound cheerful on the phone?
8 Who was also on the phone?

Your response Can you remember a time when you didn’t get on well with one of your best friends? What happened?

I’ve just got back from my first holiday without parents. My best friend Sara and I went on holiday together after our exams. We were really excited, but everything went wrong from the start...

We were on holiday in Newquay – it was a great place. The surfing was fantastic and the parties lasted all night. So why didn’t I enjoy it more? Somehow it didn’t mean anything to me – I was depressed and bored.

Sara and I both made new friends on the first day, but different friends. Sara’s new friends were quite posh – they thought I wasn’t good enough for them. I didn’t care – I didn’t like them anyway.

So Sara and I didn’t spend any time together. I was with my new friends and Sara was with hers. I liked my new friends and we all wanted to have fun. But in fact I felt really sad and lonely because I missed Sara.

When Mum phoned, I was so pleased to hear her. To tell the truth, I nearly cried when I heard her voice. But I tried to sound cheerful – I didn’t want her to know I was miserable.

Then I felt someone’s eyes on me and turned round. It was Sara, and she was on her mobile too. She didn’t look very happy – did she feel the same as me? Was she also on the phone home?
4 LISTENING
Listen to the phone conversation between Joni and her mother. Match Joni’s activities yesterday with the times: morning (M), afternoon (A) or night (N).

fall asleep on the beach  go for a swim in the sea
go to a party  walk round the harbour
dance for five hours  have a picnic
meet her friends in a club  visit a fortune teller

5 SPEAKING
Ask and answer questions about Joni’s activities yesterday.

What did Joni do yesterday morning? Did she fall asleep on the beach?
No, she didn’t. She...

6 ROLE PLAY
Sara did the same things as Joni yesterday, but at different times. Act out a phone conversation between Sara and her father.

Sara
Say hello.
Reply.
Reply.
Thank him for calling and say goodbye.

Father
Greet Sara and ask how she is.
Ask what she did yesterday.
Ask how everyone is at home.
Tell her to enjoy the rest of the holiday.

7 PRONUNCIATION
Write the words under /ɔ/ or /ʌ/ in the chart.

anything maths month mother
other thought weather without

/ɔ/ both  /ʌ/ together

8 VOCABULARY
Complete the chart with these adjectives. Which of the adjectives can you find in Joni’s diary?

Word Bank
Feelings
angry bored cheerful depressed embarrassed
excited happy lonely miserable nervous
pleased sad scared tired worried

Now tell each other when you had 😊 or 😞 feelings.
A I felt excited when I watched the World Cup Final.
B I was angry when my brother lost my MP3 player.

Extension
Describe an experience, but don’t say how you felt. Can other students guess?

I went to the dentist yesterday.
Did you feel nervous?

9 WRITING
Imagine you went on holiday with a friend. Write your diary. Use Joni’s blog to help you.

- Where did you go?
- Who were you with?
- Who did you meet?
- What did you do?
- How did you feel?

LANGUAGE WORKOUT
Complete.

Past simple of be: was/were
The surfing was fantastic.
We _____ really excited.
I _____n’t good enough.
_____ she also on the phone home?

Past simple: regular verbs
The parties last____ all night.
I like____ my new friends.
I tr____ to sound cheerful.
I _____n’t care.
Why _____n’t I enjoy it more?

Past simple: irregular verbs
Everything went wrong from the start.
It _____n’t mean anything to me.
_____ she feel the same as me?

Regular and irregular verbs both form the _____
and _____ in the same way.

Answers and Practice
Language File page 112
She was surfing

Describing what happened and what was happening
Past simple and past continuous

1 OPENER
What is unusual about the woman in the photo? What do you think happened to her?

2 LISTENING
Listen and complete the description of the film Soul Surfer.

Soul Surfer is about an accident which happened to _1_ year-old surfer Bethany Hamilton. Amazingly, she got over the accident and was surfing again only four _2_ later. Now she’s no longer a teenager and she competes successfully in _3_ surfing championships. Anna Sophia Robb plays Bethany in the movie, which also stars Jack Nicholson’s _4_ and Pierce Brosnan’s _5_.

3 READING
Read the text about Bethany’s accident. What is the most surprising fact in it?

4 AFTER READING
Answer the questions.
1. What did Bethany and Alana often do?
2. What were Bethany’s plans for the future?
3. What was she thinking when the shark attacked?
4. What happened to the sea around her after the shark bit her?
5. What was she repeating to herself after the attack?
6. What question did she ask everyone in hospital?

Your response What do you think about the way Bethany responded to the accident?

Tunnels Beach, Kauai Island, Hawaii
It was a beautiful morning. Bethany Hamilton was surfing with her best friend, Alana. The girls got on well together and frequently took part in surf competitions. Bethany hoped to become a professional surfer.

‘I had no warning at all. The water was clear and calm. It was more like a swimming pool than the Pacific Ocean. I had my right hand on the board and my left hand in the cool water. We were waiting for the next big wave. I was thinking “I hope the surf gets better soon” when suddenly I saw the shark.

The attack happened so fast. The huge jaws of the 4½-metre shark covered the top of the board and my left arm. Then I watched in shock while the water around me turned bright red. I didn’t scream. It’s strange, but there was no pain at the time. But I knew I had to get back to the beach quickly. I started to paddle with one arm. I wasn’t thinking about the shark, or trying to get away from it. Only one thought was repeating itself again and again in my head: “Get to the beach.”’

While Bethany was recovering in hospital, she asked everyone the same question: ‘When can I surf again?’
5 LISTENING
Listen to the radio broadcast and decide: true or false? Correct the false sentences.

Teenager punches crocodile
Darwin, Australia

1. Shane was helping his father, Clive, in the garden.
2. He decided to swim in the lake.
3. While he was swimming, he heard a splash.
4. He saw a small crocodile which was swimming toward him.
5. When Shane shouted 'Help!', his father thought he was joking.
6. The crocodile took Shane's leg and pulled him under the water.
7. When Shane kicked the crocodile, it closed its jaws.
8. When he stood up, he saw the crocodile right behind him.
9. When Shane and the crocodile were face to face, he punched it on the mouth.
10. When the crocodile swam away, Shane got out of the water as fast as he could.

7 PRONUNCIATION
Listen and write the words in the correct column according to the pronunciation of the underlined letters.

championship change competition international ocean professional punch shark shout watch

/s/ splash /æ/t/ beach

8 VOCABULARY
Match the phrasal verbs with their meanings, and find them in this lesson.

Word Bank Phrasal verbs with get
get away get back get on get out (of) get over

1. be friends
2. recover from
3. escape
4. return
5. leave

Extension Write five new sentences using each of the phrasal verbs in the Word Bank.

9 WRITING
Write a short newspaper article describing what happened to Shane. Listen to the radio broadcast in exercise 5 again, and use the questions in exercise 6 to help you.

6 SPEAKING
Student A Ask Student B questions 1–5.

Student B Close the book and answer the questions.

1. What was Shane doing in the garden?
2. Where did Shane go for a swim?
3. What did Shane hear while he was swimming?
4. What did Shane see when he turned?
5. What did Clive think when Shane shouted 'Help!'

Now change roles. Ask and answer questions 6–10.

6. Where did the crocodile pull Shane?
7. What did the crocodile do when Shane kicked it?
8. What did Shane see after he stood up?
9. What did Shane do when he was face to face with the crocodile?
10. What did Shane do when the crocodile swam away?

Extension Role play the conversation between Clive and Shane on the way to hospital.

LANGUAGE WORKOUT
Complete.

Past simple and past continuous

<table>
<thead>
<tr>
<th>Past simple</th>
<th>Past continuous</th>
</tr>
</thead>
</table>

She ____ ____ (wait) for the next big wave **when** she ____ ____ (see) the shark.
She ____ ____ (ask) everyone ‘When can I surf again?’ **while** she ____ ____ ____ (recover) in hospital.

We use the past ____ to describe an event or a short action in the past. We use the past ____ to describe a longer activity, to give the background to an event.

Answers and Practice
Language File page 113
Integrated Skills
Describing a significant event

1 OPENER
Choose three significant events which happened in your town, in your country, or in the world in the last five years. What were the events and why were they important?

It all started on a bus

Rosa Parks, 42, was on her way home from her job in a department store in Montgomery, Alabama, USA on 1st December 1955. At 6pm she got on a bus for Cleveland Avenue, paid her fare, and sat down in the first row of 'black' seats.

In Alabama, as in most states in the USA at that time, there were laws to keep white and black people separate. For example, they could not eat in the same restaurants, sit in the same railway carriage or play pool together.

White and black men could not even use the same toilets. And on the buses in Montgomery, the front four rows of seats were for whites and the seats behind them were for blacks.

After the third stop, all the 'white' seats on the Cleveland Avenue bus were full and a white man was standing. The bus driver told Rosa and three other black people to stand up so that the white man could sit down. The others did what they were told. Rosa moved - but only to the window seat in the same row.

In a TV interview years later, Rosa explained what happened next. 'When the bus driver saw me still sitting, he asked if I was going to stand up and I said, "No, I'm not." And he said, "Well, if you don't stand up, I'm going to call the police." I said, "You may do that."

In her autobiography Rosa wrote, 'People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. No, I was only tired of giving in.'

The police arrested Rosa Parks and she later had to pay a $10 fine. As a result of her arrest, black people refused to use the buses in Montgomery for 381 days. The boycott ended when the US Supreme Court decided that it was illegal to separate whites and blacks on buses.

One of the people who organised the boycott was a 26-year-old minister called Dr Martin Luther King, who won the 1964 Nobel Peace Prize for his work as leader of the American civil rights movement. Many historians believe that the movement began with Rosa Parks's action on the Cleveland Avenue bus.

READING

2 132 Read It all started on a bus and answer the questions.
1 Why did Rosa Parks get on the Cleveland Avenue bus?
2 In Alabama in 1955, what two forms of transport kept black and white people apart?
3 Where did Rosa move to when the bus driver told her to stand up?
4 Why didn't Rosa give up her seat?
5 What did the bus driver do when Rosa didn't give up her seat?
6 What was the result of the Montgomery bus boycott?
7 What did Rosa's action help to start?

3 Find the highlighted words in the text which mean:
1 not together adj
2 line of seats n
3 action when people refuse to buy or use something n
4 money you pay for a journey n
5 taken to a police station by the police v
6 religious leader n
7 basic rights which everyone in a society should have n
8 large shop with many sections n
9 doing what you don't want to do because you are told to v
10 money you have to pay for breaking the law n
LISTENING

Listen to two people describing significant events in their lives. Match their descriptions with two of the photos.

1. I'll never forget the first time I was close to a wild animal. It happened when I was ____. I was on a camping holiday with my __ on Vancouver Island in Canada. It was a fine night and we were sleeping in the open around the fire. Suddenly I woke up in the middle of the night. The stars were really beautiful and I felt so ____. But what woke me? Then I realized something was sitting by the fire, only a metre away from us. It was a wolf! I was really ____ — in fact I was terrified. Then the wolf stood up and slowly walked away. I couldn't believe it! And I couldn't go back to sleep. In the morning I was very _____. But when I told my parents about the wolf, they didn't believe me!

2. I'll always remember when I first played for the school ice hockey team. It was November 23rd — I can't forget the ____! I was 15 and I was wearing a new pair of skates I got for my _____. It was a home game and lots of people were watching. I felt quite ____ at the start, but I soon relaxed. The crowd were cheering and screaming. And when we scored a goal the noise got even louder. It was an ____ experience. I didn't score a goal, but that didn't matter. I was part of the hockey team now — that was the ____ thing.

Now listen again and complete the texts.

SPEAKING

Interview another student about a significant event in their life. It could be the first time they did something. Use these questions to help you and make notes.

Tell me about a significant event in your life:
- What was it? How old were you?
- What were you and other people doing at the time?
- What happened? How did you feel?

Use your notes to tell a new partner about the event.

GUIDED WRITING

Write about a significant event in your life. Use the texts in this lesson and the questions in exercise 5 to help you.
There are nearly 1,000 living languages. But how many languages can a person speak? Read the text and find out.

**FAMOUS POLYGLOTS**

A polyglot is someone who is multilingual, who can speak several languages. In India, for example, 25% of the population know two languages and 8.5% know three. But some people can speak many more languages.

Ziad Youssef Fazah claims to speak 59 languages! He was born in Liberia in 1954 and moved to Beirut in Lebanon in 1964. 'I was 11 years old when I realised I had a gift for languages. I was starting to learn English in school. Within three months I learnt the language completely and was hungry to learn another. Within six months I learnt French, German and Armenian, and before the end of the school year I was fluent in all the Scandinavian languages as well.' Ziad now lives in Rio de Janeiro in Brazil and works as a language teacher.

Another famous polyglot is Professor Alexander Arguelles, an American who knows more than 34 languages, including Korean, Russian and Arabic.

But the prize for the most languages goes to an Englishman, Sir John Bowring, who was Governor of Hong Kong in the 19th century. He claimed to know 200 languages and speak 100!

How many languages do people in your country speak?

What languages do your parents speak? What about your grandparents?

---

**SKETCH The Mirror**

- **1:15** Read and listen.

  **MAN 1** Why are you looking at me like that?
  **MAN 2** I wasn't looking at you in any special way.
  **MAN 1** Oh yes, you were. I saw you.
  **Both men touch their noses.**
  **MAN 1** And stop copying me.
  **MAN 2** I wasn't copying you.
  **Both men touch their noses.**
  **MAN 1** Look! You did it again.
  **MAN 2** Did what?
  **MAN 1** Copied me. I touched my nose and you touched yours at the same time.
  **MAN 2** Did I? I didn't notice. I was thinking about something else.
  **MAN 1** Please stop copying me.
  **MAN 2** I can't help it. I'm a mirror, and I do what you do.
  **MAN 1** You're not a mirror — mirrors don't talk.
  **MAN 2** Well, I'm a talking mirror.
  **MAN 1** A talking mirror? No, you're not! You don't repeat what I say, do you?
  **MAN 2** Do you?
  **MAN 1** Sorry?
  **MAN 2** Sorry?
  **MAN 1** Look, I'm getting really angry now. Stop looking at me like that!
  **MAN 2** Stop looking at me like that!
  **MAN 1** Oh! Sorry.
  **MAN 2** Sorry.
  **MAN 1** That's better.
  **Both men smile.**
  **MAN 2** Better.
  **MAN 1** Bye.
  **Man 1 turns to leave.**
  **MAN 2** Bye. No, wait! Man 2 climbs through the frame and follows Man 1.

Now act out the sketch in pairs.

---

**Game Word Maze**

- Work in pairs to move from **BEAUTIFUL** to **CALM**.
- Move from line to line by finding pairs of opposites. For example, the opposite of **BEAUTIFUL** in the first line is **ugly**. Now find a word in the second line which is the opposite of one of the words in the first line.
- As you move through the Word Maze, write down all the pairs of opposites.
- The first two students to get to **CALM** are the winners.
REVISION

LESSON 1 Look at the profile of Rob Flynn on page 11. Write a similar profile of Sophie Miller using her answers to the questionnaire on page 10.

Sophie Miller is 16 and she lives in Liverpool. She works in a shoe shop every Saturday and often goes to clubs with her friends on Saturday night.

LESSON 2 Look at Joni’s blog on page 12. Write five questions beginning with Who ...? and answer the questions. Use the past simple.

Who went to Newquay for a holiday? Joni and Sara did.

LESSON 3 Look at Bethany’s story on page 14.
Retell the story of the shark attack from Alana’s point of view.

Bethany and I were ...

EXTENSION

LESSON 1 Look at Rob’s profile on page 11. Write a similar profile of yourself.

LESSON 2 Look at Joni’s blog on page 12. Write the conversation between Joni and her mother about her holiday.

LESSON 3 Read Bethany and Shane’s stories on pages 14–15 again. Imagine a shark attacked you when you were surfing and you escaped. A newspaper interviewed you about the attack. Write the newspaper article with the headline ‘Teenage surfer escapes shark attack’.

YOUR CHOICE!

CONSTRUCTION Past simple or past continuous

Complete with the correct form of the verbs.

I remember the first time I _____ (ride) a motorbike. It happened while I _____ (stay) with my friend Mike. He _____ (clean) his new motorbike outside his house and he _____ (ask) ‘Do you want a go?’ Of course I _____ (say) ‘Yes!’ But while I _____ (go) down the road on the motorbike, I _____ (hear) someone shouting. Then I realised that Mike _____ (shout) ‘Stop now!’ So I _____ (put) on the brakes and I _____ (fall) off!

REFLECTION Spelling rules

Complete.

Past simple
• Most regular verbs add _____ (example: _____).
• Verbs ending in e add _____ (example: _____).
• When verbs end in a consonant + y, the y changes to _____ (example: _____).
  But we don’t change the y after a vowel (example: _____).

Past continuous
• We form the tense with _____/_____, + ing (example: _____).
• Verbs ending in e drop the e before ing (example: _____).
  But we don’t make a change when _____ comes after ee (example: _____).

Doubling consonants
• For both tenses, most one-syllable words ending with a single vowel and a consonant (example: _____) double the consonant when adding _____ or _____ (example: _____, _____). But we don’t double the consonants w, x or y.

ACTION Alphabet sentences
• Work in groups of four.
• Student A says a letter of the alphabet.
• Student B says a verb beginning with that letter.
• Student C says the past simple of that verb.
• Student D says a sentence using the past simple verb.

INTERACTION

Doing and feeling
• Work in a small group.
• Ask each other about last weekend.

What were you doing at (time) on (day)?

How did you feel? Why?

A What were you doing at 8am on Saturday?

B I was having breakfast in the kitchen. I felt tired because I went to bed late.
Women in the World Quiz  True or false?

Women...
- do 66% of the world’s work.
- produce 50% of the world’s food.
- earn 10% of world income.
- own 1% of the property in the world.
- make up 70% of the world’s poorest people.
- make up 64% of the people in the world who are illiterate.

Achievements

1963
Valentina Tereshkova of Russia became the first woman astronaut.

1975
Junko Tabei of Japan became the first woman to climb Mount Everest.

1991
Burmese politician Aung San Suu Kyi won the Nobel Peace Prize ‘for her non-violent struggle for democracy and human rights.’

2000
Grandmother Jennifer Murray became the first woman to fly solo round the world in a helicopter.

Democracy and the Vote

1893
New Zealand became the first country in the world where women could vote.

1906
Finland became the first European country to give women the vote.

1920
Women could vote in the USA – but not Native American women.

1931
Women got the right to vote in Spain.

1971
Switzerland gave women the vote in national elections.

1984
Liechtenstein became the last country in Europe to give women the vote.

2005
Kuwaiti women got the right to vote.

2010
Women still could not vote in Saudi Arabia.
POLITICS AND POWER

1960
Srimavo Bandaranaike became the world's first female Prime Minister when she won the election in Sri Lanka.

1966
Indians elected Indira Gandhi as their first female Prime Minister.

1979
Margaret Thatcher became the UK's first female Prime Minister.

1988
Benazir Bhutto won the election in Pakistan and became the country's first female Prime Minister.

2010
Of the 192 countries in the United Nations, only 17 had a female head of state. Women had only 19% of the seats in parliaments around the world.

READING
1. How much do you know about the position of women in the world? Do the quiz and read the three texts. Which facts are the most surprising?

2. Answer the questions.
   Where ...
   1. did the first woman in space come from?
   2. did women first get the vote in Europe?
   3. did the world's first female Prime Minister come from?
   4. couldn't women vote in 2010?
   5. did women get the vote in 1984?
   Who ...
   6. won a prize for her work for human rights?
   7. are the owners of 99% of the world's property?
   8. was the first woman to climb Mount Everest?
   9. became Pakistan's first female Prime Minister?
   10. couldn't vote in the USA in 1920?

VOCABULARY
3. Match these words and phrases with their definitions.
   1. income n
   2. property n
   3. illiterate adj
   4. struggle n
   5. human rights n
   6. vote n
   7. election n
   8. head of state n
   9. seat n
   a. basic things that everyone should be able to have or do
   b. not able to read or write
   c. money that you get from working
   d. leader of a country
   e. official choice you make between people or ideas in an election
   f. fight
   g. place in parliament
   h. when people choose a new leader or government
   i. land and the buildings on it

MINI-PROJECT
Women in my country

Work with another student and make notes about the position of women in your country. Check your facts in the library or on the Internet.

- When did women get the vote?
- How many female members of parliament are there?
- Has your country had a female head of state?
- What are some great achievements of women from your country?
- Is there equal pay for women?
- How can the position of women be improved?

Work together and use your notes to write a report about the position of women in your country. Read your work carefully and correct any mistakes. Then compare your report with other students.

Women got the vote in my country in...