Inspired is a four-level course designed to take teenagers from beginner to intermediate level (CEFR A1–B1+). The course aims to appeal to the modern teenager through imaginative and exciting topics, introduces up-to-date language and expressions, increases confidence through learner independence activities, provides regular opportunities for consolidation and self-assessment, and caters to different learning styles. For the teacher, it offers everything needed for successful lessons with full support at every stage. The course offers a dual-entry possibility, and those learners who have already made some progress in English can start with Inspired.

KEY IDEAS
A fundamental concept in the organization of Inspired is that of difference.

Different ages
Teenagers are passing through a challenging period of their lives with great physical, social, and psychological changes. A 13-year-old lives in a different world than a 16-year-old. In designing Inspired our aim has been to create a course which grows with its students.

Different abilities
Every class is a mixed-ability class. We see mixed ability not as a problem, but as a fact of life to which we need to respond in our teaching. Our response in creating Inspired has been to develop flexible materials which offer a variety of learning paths to success.

Different interests
One of the most striking findings of the research phase in preparing this course was the wide variety of different interests among students. We have therefore provided a broad range of materials to engage students in challenging but achievable tasks. The topic syllabus gives the opportunity for cross-curricular and cross-cultural work so that students learn about life and the world at the same time as learning English. Language learning also needs to be fun to be effective, so we have included lots of games, poems, and puzzles, as well as a story in the Workbook.

Different backgrounds
Teenagers come to the language classroom with a wide range of backgrounds—not only in social and educational terms, but also because of different learning histories. Students in the same class may have had positive, negative, or no language learning experiences at elementary school level; they may have started learning another language, or had private lessons or extra classes in English. Students who started learning English in elementary school may have been exposed to predominantly oral activities, games, and songs, and be surprised by the different demands of the class they are now in. Inspired aims to provide a safe transition to the new level, and to consolidate and recycle language in fresh contexts.

Different learning styles
We believe that it is important for students to “learn how to learn.” We have provided opportunities for students to experiment with different learning styles and develop language learning strategies which suit them. We have tried to make students aware that, while they may have a preferred learning style, they could benefit from experimenting with others.

Different aspirations
Within each teenager there is a young adult in the making, and all have differing goals and aspirations for the future. We have aimed to provide students with practical language skills and a positive attitude toward learning. This will lead them to success in exams and prepare them for using English in the real world.

Different class sizes and weekly hours
The Teacher’s Book provides lesson plans full of extra optional activities which can be given to less confident learners or to fast-finishers, and the Workbook exercises can all be used for self-study. Teachers with more hours at their disposal will find that they have material for considerably more than the 90–120 hours of the core course if they use the optional activities.

KEY FEATURES OF INSPIRED

Multi-syllabus
The course has a topic-led syllabus which integrates separate communicative, lexical, grammatical, pronunciation, skills, and learner independence syllabi. This provides a principled approach to vocabulary acquisition and to the development of the four skills. The Contents pages of the Student’s Book list the topics, lesson titles, communicative aims, language areas, pronunciation points, skills, and learner independence training.

Reading
At Level 1, students encounter new language in the first three lessons of each unit through a variety of reading and listening texts which focus on topics of interest and relevance to the students’ lives and studies. These texts are preceded by tasks to give students a purpose for reading/listening and to develop predictive skills.

Vocabulary and grammar
The topic-led syllabus provides a firm basis for systematic coverage and development of vocabulary. Lessons contain Word Banks and activities to consolidate and extend lexical fields, and students are encouraged to maintain their own vocabulary notebooks. At the back of the Student’s Book there is a unit-by-unit Word List with phonemic transcriptions. There is a clearly structured approach to grammar, leading to fluency activities where students apply the target language in communicative situations. Language Workout boxes at the end of each lesson are cross-referenced with a comprehensive Language File at the back of the Student’s Book, which provides full paradigms and explanations of grammatical points with controlled practice exercises.
Pronunciation
The first three lessons of each unit provide explicit work on pronunciation, stress, and intonation arising from the lesson language. Phonemic symbols are given as support where relevant; these are intended for recognition only. There is a Pronunciation Guide at the back of the Student’s Book.

Skills development
Careful attention is paid to the development of the four language skills in each unit, both in the first three lessons and in the fourth Integrated Skills lesson. Guided writing, a carefully staged program of tasks, helps the growth of students’ writing skills. There is further work on reading and writing skills in the Workbook, together with suggestions for extensive reading.

Learner independence
The Integrated Skills lessons in each unit offer work on the development of learner independence, and this is supported by parallel sections in the Workbook and advice in the Teacher’s Book lesson notes.

Cognitive development, language awareness, and enjoyment
Inspired contains a range of activities, such as quizzes and questionnaires, which encourage students to think in English. “Your response” activities after a text or dialogue also encourage the development of critical thinking and personal responses to reading.

Inspired EXTRA! sections at the end of each Student’s Book unit contain either a full project, or a Language Links activity, focusing on plurilingualism and a skit for students to act out. There are also word games, puzzles, and limericks. Games can also be found in the Student’s Book lessons, and the Workbook contains more puzzles, crosswords, and brainteasers.

Mixed ability
The first three lessons of each unit contain Extension activities for fast-finishers. Inspired EXTRA! also includes both a Consolidation and Extension section which caters to two different ability levels—consolidating and extending language from the preceding four lessons—and a Your Choice! section where students can choose between activities reflecting different learning styles. There are further Consolidation and Extension sections in the Workbook.

Recycling and reviewing
The syllabus regularly recycles new language. In addition to the Consolidation and Extension sections, there are four Review sections at each level, providing further consolidation and learner independence self assessment sections. There are additional Review sections in the Workbook.

Culture and CLIL
Each level also features four Culture sections which build cross-cultural awareness, encourage discussion, develop vocabulary, and lead up to Mini-projects. The Workbook contains further Culture sections with reading, writing, and vocabulary exercises. There is a wealth of CLIL material appropriate to the students’ age and level throughout the course, including a dedicated section in each Workbook.

COURSE COMPONENTS

Student’s Book
The Student’s Book provides 90–120 hours of teaching material within eight units. Each unit has four lessons—each on two pages for ease of use—and an Inspired EXTRA! section. The first three lessons in each unit present and practice new language, and the fourth is an Integrated Skills lesson. Each pair of units is preceded by a Preview, which gives the learner a taste of what is to come, and is followed by a Review. At the back of the book there is a Language File, a Word List, a Pronunciation Guide, and a list of Irregular Verbs.

Workbook
The Workbook offers exercises which can be done in class or as self-study. It mirrors the Student’s Book in its organization, providing a wealth of extra language practice material, integrated skills and learner independence work, mixed-ability Consolidation and Extension exercises, Culture pages, and Review sections. It includes pronunciation exercises, brainteasers, crossword puzzles, and suggestions for follow-up work. The Workbook also contains CLIL materials linked to other subjects studied in this level, and a unit-by-unit story for extensive reading with language practice activities.

Teacher’s Book
The Teacher’s Book features a practical approach to methodology with step-by-step lesson notes. There are stimulating ideas for warm-up activities to start each lesson, as well as optional activities throughout the lesson notes. There are follow-up activities at the end of each lesson and suggestions for homework. Useful cultural information is provided to help answer student queries. Full audioscripts are integrated within the notes, as are answers to all the Student’s Book exercises. There is also a complete Workbook Answer Key.

Tests CD
The editable Tests are designed to cater to mixed-ability classes by providing Basic, Standard, and Higher Tests for each Student’s Book unit. Teachers can use the test that best suits their students and adapt it. There is also a placement test, three end-of-term tests, and a final test. Tests include grammar, vocabulary, reading, listening, and writing.

Class Audio CDs
All the Student’s Book dialogues, texts, and pronunciation exercises are recorded. Recorded items are indicated by the symbol in the Student’s Book and Teacher’s Book.

Inspired Digital
Inspired embraces the digital generation offering multimedia and interactive solutions for use in class and at home. Inspired Interactive Classroom for use with an Interactive Whiteboard or digital projector includes the Student’s Book in digital format with integrated audio and answer key, interactive activities, and cultural video clips. Inspired Practice Online (www.macmillanpracticeonline.com/inspired) provides self-marking interactive practice activities, videos, and fun language games. The Inspired Teacher’s website (www.macmillanenglish.com/inspired) provides the teacher with extra language practice materials, cross-curricular and culture lessons, webquests, and a social networking section.
**Inspired and the Common European Framework of Reference for Languages**

The Common European Framework of Reference for Languages (CEFR) is a widely used standard created by the Council of Europe. In the classroom, familiarity with the CEFR can be of great help to any teacher in identifying students’ actual progress and helping them to set their learning priorities.

*Inspired* offers a wide range of teaching materials in various components which give teachers the opportunity to develop all aspects of their students’ language ability. The CEFR can be used to follow their progress.

Below are the B1–B2 descriptors (description of competencies) covered in *Inspired* 4 which students are aiming to reach. A1–A2 descriptors are available in *Inspired* 1 and 2 Teacher’s Books and also on the *Inspired* teacher’s website. A high level of confidence with the A2–B1 descriptors is expected, along with a basic level of confidence of the B1 descriptors as students start using *Inspired* 4. By the end of the course, students should be able to accomplish all the B1 level and some of the B2 level descriptors. Many of the B2 descriptors talk of greater confidence with the same kinds of ability already described at B1: others only emerge for the first time at B2.

On the teacher’s website you will also find a list of unit-by-unit descriptors with suggested targets which you can print out and copy for your students to assess themselves. Students can use these at any point to get a detailed picture of their own individual progress.

### What is a CEFR Portfolio?

If you are using portfolios as a way of evaluating your students’ coursework over the year, you will find a wide variety of opportunities within each *Inspired* unit to provide material for the portfolio.

A portfolio is a way to document a person’s achievements. Artists, architects, or designers collect samples of their work in portfolios. The basic idea is that students collect samples of their work in their portfolio. Most of the time, these samples will be texts created by the students, but they could also include photos of classroom scenes, wall displays, audio recordings, and DVDs. All these documents provide evidence of a student’s performance, e.g. during a discussion, an oral presentation, or a role-play.

The portfolio consists of three parts: the Language Passport with information about a student’s proficiency in one or more languages, i.e. qualifications, the Language Biography where students reflect their learning process and progress and say what they can do in their foreign language(s) and the Dossier, a collection of materials and data put together by students to document and illustrate their learning experiences.

Although it may be a demanding task to set up in the beginning, the overall aim is for students to be involved in planning, collecting, and evaluating their own work—taking responsibility for their own learning. This may lead to increased participation and autonomy on the learner’s part.

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### Inspired 4 TB descriptors

<table>
<thead>
<tr>
<th>Listening  B1</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>
</tr>
</thead>
<tbody>
<tr>
<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.</td>
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<td></td>
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<td></td>
<td>77 93</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>17 18</td>
<td></td>
<td>44</td>
<td>48 55</td>
<td>63 70</td>
<td>77</td>
<td>89 93</td>
<td>107</td>
</tr>
<tr>
<td>I can listen to a short narrative and form hypotheses about what will happen next.</td>
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<td>29</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 delivered relatively slowly and clearly.</td>
<td>13 17</td>
<td>23 24</td>
<td>26</td>
<td>36 37</td>
<td>38 41</td>
<td>43</td>
<td>48 50</td>
<td>52 53</td>
</tr>
<tr>
<td>I can catch the main points in TV shows on familiar topics when the delivery is relatively slow and clear.</td>
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<td>77 79</td>
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<tr>
<td>I can understand simple technical information, such as operating instructions for everyday equipment.</td>
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</table>
## Introduction

<table>
<thead>
<tr>
<th>Listening</th>
<th>I can understand in detail what is said to me in standard spoken language even in a noisy environment.</th>
<th>18</th>
<th>29</th>
<th>41, 43</th>
<th>50, 53</th>
<th>63, 69, 70</th>
<th>77, 79, 81</th>
<th>101, 107</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</td>
<td>13</td>
<td>27</td>
<td>36, 40, 41</td>
<td>48, 55</td>
<td>65</td>
<td>92, 95, 99</td>
<td>100, 105</td>
</tr>
<tr>
<td></td>
<td>I can understand most radio documentaries delivered in standard language and can identify the speaker’s mood, tone etc. by using contextual clues.</td>
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<td>99</td>
<td>103</td>
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<tr>
<td></td>
<td>I can understand TV documentaries, live interviews, talk shows, plays, and the majority of movies in standard dialect.</td>
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<td>89</td>
<td>104</td>
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<tr>
<td></td>
<td>I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.</td>
<td>17</td>
<td></td>
<td>55</td>
<td>69</td>
<td>80</td>
<td>95</td>
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<tr>
<td></td>
<td>I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension</td>
<td>27, 29</td>
<td>37, 43</td>
<td>50, 53</td>
<td>65, 73</td>
<td>77, 81</td>
<td>93</td>
<td>103, 105, 107</td>
</tr>
</tbody>
</table>

<p>| Reading  | I can understand the main points in short newspaper articles about current and familiar topics. | 16 | | 48, 50 | 68 | 90 |
|-----------|----------------------------------------------------------------------------------------------------------------------------------|----|----|--------|--------|-------------|-------------|--------|
|           | 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. | | | | | 39, 40, 42 | 50 | 65 | 90, 92 | 100 |
|           | I can guess the meaning of single unknown words from the context, thus deducing the meaning of expressions if the topic is familiar. | | | | | 10, 14 | 26 | 46 | 50 | 65, 66, 68 | 80 | 88 | 100, 104 |
|           | I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where). | | | | | | | | |
|           | I can understand the most important information in short simple everyday information brochures. | | | | | | | |
|           | I can understand simple messages and standard letters (for example from businesses, clubs, or authorities). | | | | | | | |
|           | In private letters I can understand those parts dealing with events, feelings, and wishes well enough to correspond regularly with a pen friend. | | | | | | | | 74 |
|           | I can understand the plot of a clearly structured story and recognize what the most important episodes and events are and what is significant about them. | | | | | | | | 62 |</p>
<table>
<thead>
<tr>
<th>Reading B2</th>
<th>I can rapidly grasp the content and the significance of news, articles, and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.</th>
<th>12</th>
<th>38, 40</th>
<th>52</th>
<th>68</th>
<th>80</th>
<th>88</th>
<th>104</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.</td>
<td>16, 20</td>
<td>46</td>
<td>48</td>
<td>54</td>
<td>92, 94</td>
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<tr>
<td>I can understand in detail texts within my field of interest or the area of my academic or professional speciality.</td>
<td>12, 14, 16, 18</td>
<td>36, 38, 42, 46</td>
<td>48</td>
<td>54</td>
<td>62, 64, 70</td>
<td>76</td>
<td>88, 90, 96, 98</td>
<td>102</td>
</tr>
<tr>
<td>I can understand specialized articles outside my own field if I can occasionally check with a dictionary.</td>
<td>18</td>
<td>24, 29</td>
<td>42</td>
<td>54</td>
<td>69</td>
<td>80</td>
<td>98</td>
<td></td>
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<tr>
<td>I can read reviews dealing with the content and criticism of cultural topics (movies, theater, books, concerts) and summarize the main points.</td>
<td>22, 26</td>
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<tr>
<td>I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.</td>
<td>106</td>
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<tr>
<td>I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.</td>
<td>28</td>
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<tr>
<td>I can understand in a narrative or play the motives for the characters’ actions and their consequences for the development of the plot.</td>
<td>101</td>
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</table>

<table>
<thead>
<tr>
<th>Spoken Interaction B1</th>
<th>I can start, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest.</th>
<th>11</th>
<th>23</th>
<th>37, 47</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<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>11, 21</td>
<td>25</td>
<td>43</td>
<td>67</td>
<td>75, 81</td>
</tr>
<tr>
<td>I can deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling.</td>
<td>73</td>
<td></td>
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<tr>
<td>I can ask for and follow detailed directions.</td>
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<tr>
<td>I can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.</td>
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<tr>
<td>I can give or seek personal views and opinions in an informal discussion with friends.</td>
<td>11, 15, 21</td>
<td>29</td>
<td>37</td>
<td>79</td>
<td>89</td>
</tr>
<tr>
<td>I can agree and disagree politely.</td>
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</tr>
<tr>
<td>Spoken Interaction</td>
<td>I can initiate, maintain, and end discourse naturally with effective turn-taking.</td>
<td>11</td>
<td>23, 30</td>
<td>47</td>
<td>51</td>
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<tr>
<td>B2</td>
<td>I can exchange considerable quantities of detailed factual information on matters within my fields of interest.</td>
<td>15</td>
<td>29</td>
<td>37, 43</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>I can convey degrees of emotion and highlight the personal significance of events and experiences.</td>
<td>19</td>
<td></td>
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<tr>
<td></td>
<td>I can engage in extended conversation in a clearly participatory fashion on most general topics.</td>
<td>21</td>
<td>37</td>
<td>55</td>
<td>63, 69</td>
</tr>
<tr>
<td></td>
<td>I can account for and sustain my opinions in discussion by providing relevant explanations, arguments, and comments.</td>
<td>14, 21</td>
<td>29, 30</td>
<td>43, 47</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.</td>
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<td>51</td>
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<tr>
<td></td>
<td>I can carry out a prepared interview, checking and confirming information, following up interesting replies.</td>
<td>15</td>
<td>30</td>
<td>37</td>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spoken Production</th>
<th>I can narrate a story.</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>I can give detailed accounts of experiences, describing feelings, and reactions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can describe dreams, hopes, and ambitions.</td>
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<td></td>
<td>I can explain and give reasons for my plans, intentions, and actions.</td>
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<td></td>
<td>I can relate the plot of a book or movie and describe my reactions.</td>
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<td></td>
<td>I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spoken Production</th>
<th>I can understand and summarize orally short extracts from news items, interviews, or documentaries containing opinions, argument, and discussion.</th>
<th>17</th>
<th>66</th>
<th>105</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>I can understand and summarize orally the plot and sequence of events in an extract from a movie or play.</td>
<td></td>
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<tr>
<td></td>
<td>I can construct a chain of reasoned argument, linking my ideas logically.</td>
<td>25, 30</td>
<td>39</td>
<td>51, 55</td>
</tr>
<tr>
<td></td>
<td>I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
<td>12</td>
<td>41, 47</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>I can speculate about causes, consequences, hypothetical situations.</td>
<td>15</td>
<td>25, 27, 30</td>
<td>39, 40, 41</td>
</tr>
</tbody>
</table>
### INTRODUCTION

<table>
<thead>
<tr>
<th>Strategies B1</th>
<th>I can repeat back part of what someone has said to confirm that we understand each other.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can ask someone to clarify or elaborate what they have just said.</td>
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<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies B2</th>
<th>I can use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say.</th>
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<tbody>
<tr>
<td></td>
<td>I can make a note of “favorite mistakes” and consciously monitor speech for them.</td>
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<tr>
<td></td>
<td>I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.</td>
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</tbody>
</table>

### Language Quality B1

| I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying—especially when I talk freely for longer periods. |
| I can convey simple information of immediate relevance, getting across which point I feel is most important. |
| I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events. |

### Language Quality B2

| I can express myself reasonably accurately in familiar, predictable situations. |
| I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses. |
| I can pass on detailed information reliably. |
| I have sufficient vocabulary to express myself on matters connected to my field and on most general topics. |
| I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings. |
INTRODUCTION

Writing B1

I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.

I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.

I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.

I can describe in a personal letter the plot of a movie or a book or give an account of a concert.

In a letter I can express feelings such as grief, happiness, interest, regret, and sympathy.

I can reply in written form to advertisements and ask for more complete or more specific information about products (for example, a car or an academic course).

I can convey—via fax, e-mail, or a circular—short simple factual information to friends or colleagues or ask for information in such a way.

I can write my résumé in summary form.

Writing B2

I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.

I can write summaries of articles on topics of general interest.

I can summarize information from different sources and media.

I can discuss a topic in a composition or “letter to the editor”; giving reasons for or against a specific point of view.

I can develop an argument systematically in a composition or report, emphasizing decisive points and including supporting details.

I can write about events and real or fictional experiences in a detailed and easily readable way.

I can write a short review of a movie or a book.

I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what—in my opinion—are the important aspects of an event.
INTRODUCTION

Using Inspired

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

Communicative Aims
Students match photographs with contextualizing sentences or questions to the correct communicative aim from the box. This activity helps prepare students for the context in which they will learn each communicative aim.

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

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

- A description of a building
- A radio show about jobs
- An article about a famous woman
- Some people think that Earhart and Noonan may never have been seen since.
- The team needs to clean the inside of the tank walls regularly so that visitors can see the fish clearly.
- Tell another group.
- It would be interesting to hear what you speak
- Who's the youngest person you know?
- What's interesting about him/her?
- Charles Veley of San Francisco claims to have visited
- 872 countries, independent regions, and separate island groups in the world.
- He still has 50 more left to visit.
- Who would you most like to meet? Why?
- Describe him/her.
- I've spoken to her before—what did she say?
- Some people think that Earhart and Noonan may never have been seen since.
- The team needs to clean the inside of the tank walls regularly so that visitors can see the fish clearly.
- Tell another group.
- It would be interesting to hear what you speak
- Who's the youngest person you know?
- What's interesting about him/her?
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- 872 countries, independent regions, and separate island groups in the world.
- He still has 50 more left to visit.
- Who would you most like to meet? Why?
- Describe him/her.
- I've spoken to her before—what did she say?
4. Do the Extraordinary People Survey with three other students.

**Survey**

Students complete a survey related to one of the topics from the following two units, to encourage them to personalize their knowledge of the topic. The Teacher's Book provides suggestions for students to use the results of the survey to complete a project.

**Extraordinary People Survey**

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

What interesting or surprising things did you find out?

Tell another group.

**Believe it or not!**

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

**Listening Preview**

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

**INTRODUCTION**

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**Lesson heading**

The heading shows the unit topic—in this case Why didn't Earhart and Noonan complete the flight around the world?

**WARM-UP**

The Teacher’s Book suggests at least two warm-up activities for each lesson. These may consolidate previously learned language or prepare students for the lesson topic.

**1 Opener**

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

**2 Reading/Listening**

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

**3 After Reading/Listening**

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

Earhart wanted to die in her plane.

Earhart had reported over the radio that they were short of fuel. But there was a massive search operation, so why wasn’t the plane found?

Time travel

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

Foreign visitor

In 1965, a man was arrested for theft, but he spoke a completely unknown language. A few minutes later, he disappeared in the library.

Japan

In 1890, a man was arrested for stealing a painting. He spoke a completely unknown language. A few minutes later, he disappeared into the darkness.

Unexplained Mysteries

Mystery Island

In June 1937, a pilot named Carolynn Evans and a crew were ten minutes slow. No one on the plane had noticed anything unusual when they flew over Grand Turk Island in the Bahamas. When she flew over Grand Turk, people on the island could see her plane, but she sent a radio message: “There is nothing down there!” Then Evans horizon disappeared and she was never seen again.

Tunnel vision

In the winter of 1975, Mr. and Mrs. Wright were driving to New York City in a “tunnel.” When they reached the Liberty Tunnel, they stopped to clean snow off the car windows. No, Wright went to clean the back window, and the disappeared from view.

Foreign visitor

In 1905, a man was arrested for theft, because he was a prophet. He spoke a completely unknown language, but finally he was found in a way to communicate with people.

Time travel

A Japanese Airlines plane was flying to Tokyo in 1960, when it suddenly lost contact with all the traffic control. Two minutes later, it reappeared on the radar screen.

No one on the plane had noticed anything unusual, but when the plane landed on time, the watches of all the passengers and crew were ten minutes slow.

LANGUAGE WORKOUT

Complete.

Deduction

must have and can’t have + past participle

The plane _________ (land) (landed). It _________ (land) (landed) at an airport.

Speculation

could/may/might have a past participle

What could _________ happen to them? They could _________ (flee) (fled) on a desert island.

Alert

What _________ happen to them? They _________ (lose) (lost) signal.

Alert

Who _________ happen to them? They _________ (waken) (awakened) them.

Alert

Who _________ happen to them? They _________ (waken) (awakened) them.

Alert

In the Language File page 117.

8 Writing

Each of the first three lessons in each unit ends with a writing activity. These typically have the dual function of written skills development and reinforcement of the target language. In this lesson students write about an unexplained mystery that interests them.
The fourth lesson in each unit is an Integrated Skills lesson. In these lessons, the four skills support each other, usually moving from a reading text to a listening activity, then a speaking activity based on the listening or reading, and concluding with a writing activity for which the reading, listening, and speaking have prepared the students. The lesson ends with a Learner Independence section.

Lesson heading
The lesson heading identifies the text type, in this lesson Contrasting facts and ideas.

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

WARM-UP
The Teacher's Book suggests two or three warm-up activities. These may consolidate vocabulary or prepare students for the lesson topic.

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

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

2 Reading

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

LEARNER INDEPENDENCE

8 Thinking skills: Reviewing groups of words or phrases

Make a word map on a big piece of paper. Use words and phrases you want to review, e.g., words that have to do with sports. Hang the piece of paper on your door and look at it every time you leave your room.

After a week take the paper down, and make a new word map for another topic.

You can save the papers for informal review.

10 Phrasebook

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

<table>
<thead>
<tr>
<th>Phrasebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't know why.</td>
</tr>
<tr>
<td>April 10th.</td>
</tr>
<tr>
<td>Once is enough.</td>
</tr>
<tr>
<td>You don't need to worry.</td>
</tr>
<tr>
<td>What could have happened?</td>
</tr>
<tr>
<td>In other words.</td>
</tr>
<tr>
<td>I just wanted to be given the chance.</td>
</tr>
</tbody>
</table>

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

7 Writing

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

7 Guided Writing

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

7 Speaking

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

6 Listening

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

Both Maribel Dominguez and Hanna Ljungberg are well-known international soccer players. Maribel has scored goals in international games, whereas Hanna has scored goals in international competitions. Maribel started playing when she was 9, while Hanna started when she was 11. Maribel joined the Mexican team when she was 13, whereas Hanna joined the Swedish team when she was 14. Both women are center forwards, and both were asked to play for different teams, neither did. Hanna retired in 2006, whereas Maribel continues to play in Spain.

Now listen and check your answers.

5 Learner Independence

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

In this lesson students review groups of words or phrases. Discussion may take place in English or the mother tongue, as appropriate to the learner's level. The emphasis here is on learning how to learn. The Teacher's Book offers optional activities to further explore this area.

The aim here is to make adjectives from nouns.

Follow-up activities and homework

The Teacher's Book offers optional follow-up activities, usually including a game, to help with mixed-ability teaching and to cope with variable aptitude and how much time is available. Homework suggestions (usually writing) are also provided for each lesson.
Inspired EXTRA! follows the Integrated Skills lesson in each unit and always includes, on the left-hand page, a Game/Puzzle, plus either a Project or Language Links, and a Skit. On the right-hand page, there are mixed-ability activities giving opportunities for both consolidation and extension, and Your Choice! which allows students to choose from four different activities.

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

Game/Puzzle
Here, students play a word game in teams. There is often a game on this page, and there are also games throughout the book in the lessons and in the Teacher's Book optional activities.

Language and the mind
Humans are cousins of the apes, and modern humans evolved around 200,000 years ago. We probably started to develop language 100,000 years ago, and the first humans walked out of Africa into Asia about 75,000 years ago. As humans spread around the world (arising on the American continent possibly as late as 30,000 years ago), different languages developed. Humans have extra-large brains, and in most cases (i.e. the left hemisphere of the brain that deals with language), the front part of the left hemisphere processes what we say, while the back part understands what we hear. When we learn a new language, the brain operates in the same way. Children are born with the ability to speak, and start to say their first words by the age of one. Reading and writing are not natural abilities—they are skills that children have to learn, and they evolve by making new connections in the brain. So learning to read is literally a mind-changing experience.

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

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

Skit
The aim of the skits is for students to enjoy using English while also getting valuable stress and intonation practice. The Teacher’s Book has suggestions for using, the recording and for acting out the skits.

The Break-in
A couple have just walked into their apartment after a vacation.

Woman
Yes, of course I’m all right. I’m just tired, that’s all.

Man
I don’t know. We’d better call the police.

Woman
Let’s check the living room.

Man
It can’t have been my boyfriend—he’s lost his phone!

Now act out the skit in groups of three.
Consolidation

The Consolidation exercises provide further writing practice for less confident students in mixed-ability classes. In this unit, students write sentences using wish/ if only and the past perfect, and they write about job qualifications and about a famous soccer player. They are always given sections of the unit to refer back to.

Lesson 1: Write sentences using wish/ if only and the past perfect.
1. He failed his exams and can't go to college (wish).
2. She got the message and it was bad news (wish).
3. There wasn't much food and it tasted bad (wish).
4. I took your advice and everything went wrong (if only).
5. She didn’t back up her computer and it crashed (wish).
6. He stayed in his job and had a big salary (if only).
7. If only he hadn’t failed his exams.

Lesson 2: Look at exercise 5 on page 65 and write about the qualifications needed for the job you didn’t write about in exercise 6.

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

Your Choice!

The aim here is for students to choose and do the activity they like best. The activities reflect different learning styles and the aim is to encourage awareness of learning styles and to foster learner independence. Your Choice! activities may involve individual, pair, or group work.

Extension

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

The Consolidation and Extension exercises are a flexible resource and may be done at the end of the unit or after the relevant lesson. Alternatively the students can do them as homework. The Teacher's Book provides possible answers.

Project

Every other unit project provides a valuable resource for student creativity, self-expression, and language consolidation. They also allow students of varying abilities to contribute. Students are encouraged to save their projects to add to their portfolios.

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

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

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

3. Finally the group works together to produce their project, reading each others work, editing, and illustrating it. The Teacher's Book offers suggestions for organization.
1 Reading
Here, students read and answer a questionnaire about shopping.

**Shopping Skills**

**1 Reading**
Read and answer the Shopping Skills questionnaire.

- You’re in a store but you’re not planning to buy anything. A salesperson asks if you want any help. What do you say?
- You find a pair of jeans, and want to see if they fit. What do you say to the salesperson?
- The jeans are too tight. What do you say?
- The salesperson shows you a lime green jacket, saying “This is the latest color.” It makes you look sick. What do you say?
- The salesperson shows you a jacket that you can’t afford. What do you say?
- You don’t have enough money to buy something. You politely ask a friend to lend you $10. What do you say?

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

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

**Saying the Right Thing**

**Role-play**
Now change roles and situations. Choose one of the situations in this lesson: shopping for clothes, planning to buy anything. A salesperson asks if you want any help. What do you say?

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

- You’re at the airport.
- You’re at a hotel.
- You’re at a train station.

1. Could I change 1,000 pesos into dollars?  
2. How would you like the money?  
3. Single or double?  
4. One way or round trip?  
5. Tens and twenties, please.  
6. Which platform does it leave from?  
7. There’s one in five minutes.  
8. Ask him/her to take care of your room.  
9. Ask him/her to help you paint your room.  
10. Ask him/her to share his/her book.  
11. Ask him/her to borrow his/her MP3 player.  
12. Ask him/her to lend you $10.

**Speaking**
You are going to act out a similar conversation between a tourist and a salesperson, a bank clerk, exchanging money, buying a train ticket, or reserving a room. Act out a conversation.

**Vocabulary**

- **Making requests**
  - Could you possibly borrow $10?  
  - Could I/you possibly borrow $10?  
  - Would you mind lending me $10?

- **Responding to requests**
  - Yes, sure.  
  - No problem.  
  - Not at all. Go ahead.  
  - I’d rather not.  
  - I don’t want to buy anything.

- **Expressions**
  - I wonder if you could knock $20 off.  
  - I’d rather you didn’t.  
  - I don’t think it fits properly.

**Writing**
Here, students write about how advertising makes us work and their reaction to them.

- Make and respond to requests before you buy them.
- Use expressions from the box.

**Project**
Collect examples of ads (in English or your own language). Choose a situation of your own and write an ad to reflect that situation.

- Write another ad to reflect your reactions to the ads that you choose.

**Internet**
Here, students look at websites to find similar ads in English or their own language.
2 Vocabulary

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

Vocabulary

Complete the sentences with verbs from the questionnaire:

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

Speaking

Make and respond to requests using expressions from the box.

Remember: the bigger the request, the more important it is to ask your partner politely!

Can I borrow a pen, please?

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

Making requests Responding to requests

Will you…?

Yes, sure.

Would you…?

1. I'd rather you didn't.
2. Yes, certainly.
4. I'm not sure.
5. I'm afraid not.
7. I'd rather not.

Could you…?

1. Could I change 1,000 pesos into dollars?
2. I'd like a room for tonight, please.
3. How would you like the money?
4. A round trip, please.
5. I'm sorry, but I can't.
6. Single or double?
7. I don't think it fits properly.
8. It doesn't really look good on me.
9. Could I have a room for tonight, please?
10. Here's your change.
11. There's one in five minutes.
12. Here's your receipt for the exchange.

Listen and check.

Now check which sentences the tourist says, and which sentences the salesperson says.

Role-play

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

Now change roles and situations.

Mini-project

Advertising

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

- Differences in advertising, e.g., prose, TV commercials, Web pop-ups, junk mail
- Your favorite and least favorite ads
- How ads get their message across

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

Mini-project

The Mini-Projects in the Culture sections typically use the text as a model and invite the students to work in pairs and write about aspects of their own culture.
There are four Reviews in each level of Inspired. Each Review covers the new language of the preceding two units. The Teacher’s Book contains the answers to all the exercises. Review exercises are contextualized, often using information from the relevant lesson, so that students are creating meaningful sentences.

Reviewed language points include not only main verb tenses but problem areas such as modal verbs.

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

Exercise 1
Each Review begins with a text covering the new language from both units.

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

I learned Eveny because otherwise I couldn’t communicate mostly in Russian, but if I hadn’t the Eveny people. They live in the Verhoyansk Mountains. I unpacked 1,500 times. When the Eveny leave a camp, I catch all 2,000, just the ones when I was in the Verhoyansk Mountains. Now we need to pack. When the Eveny leave a camp, it’s because they believe they can’t dream. A dream can’t be packed. B You can’t dream or pack B. Nick planned to fly to Brazil for a vacation, but everything happened to her. But she’s very late. Talk about what could/might have happened to her.

1. He didn’t stop for gas.
2. The traffic was heavy.
3. He didn’t get to the airport in time.
4. Maribel was an excellent soccer player. She played for Mexico.
5. FIFA said Maribel couldn’t play for a men’s club. She didn’t want to pack. B
6. He missed his flight.
7. She’s happy because she wins.

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