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 2.

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 and songs in the Teacher's Book.

Different backgrounds
Teenagers come to the language classroom with a wide range of backgrounds—not only in social and educational terms, but also because of different learning histories. Students in the same class may have had positive, negative, or no language learning experiences at 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 examinations 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-finisters, 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 Levels 1 and 2, students encounter new language in the first three lessons of each unit through dialogues and prose texts. The dialogues feature an international group of teenage characters with whom the students can identify, while the prose texts focus on topics of interest and relevance to the students' lives and studies. Dialogues and texts are preceded by pre-reading/listening tasks to develop predicitive 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 for 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, crosswords, 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, and downloadable songs with activities are also included. 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.

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

Class Audio 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.
### INTRODUCTION

**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 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 A2–B1 descriptors (description of competencies) covered in *Inspired 2* which students are aiming to reach. A1–A2 descriptors are available in the *Inspired 1* Teacher’s Book and also on the *Inspired* teacher’s websites. A basic level of confidence with the A1–A2 descriptors is expected as students start using *Inspired 2*, and by the end of the course, students should be able to accomplish more of the B1 level. Many of the B1 descriptors talk of greater confidence with the same kinds of ability already described in A2; others only emerge for the first time in B1.

On the teacher’s website you will also find a list of unit-by-unit descriptors with suggested targets which you 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 on their learning process and progress and say what they can do in their foreign language(s), and the Dossier, a collection of materials and data put together by students to document and illustrate their learning experiences.

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

### Inspired 1 TB Descriptors

<table>
<thead>
<tr>
<th>Listening A1</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 understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.</td>
<td>8</td>
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<tr>
<td>I can understand simple directions how to get from X to Y, by foot or public transportation.</td>
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<tr>
<td>I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.</td>
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<tr>
<td>I can understand numbers, prices, and times.</td>
<td>9, 14, 15, 16, 21, 22</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening A2</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 understand what is said clearly, slowly, and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.</td>
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<td>39</td>
<td></td>
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<tr>
<td>I can generally identify the topic of discussion around me when people speak slowly and clearly.</td>
<td>12, 14, 20</td>
<td>29, 31</td>
<td>38, 43</td>
<td>55, 56</td>
<td>66, 72</td>
<td>79, 83</td>
<td>93, 94</td>
<td></td>
</tr>
<tr>
<td>I can understand phrases, words, and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).</td>
<td>11, 17, 19</td>
<td>24, 25</td>
<td>38, 41, 42, 43</td>
<td>51</td>
<td>64, 72, 75</td>
<td>93, 97</td>
<td>107</td>
<td></td>
</tr>
</tbody>
</table>
### INTRODUCTION

<table>
<thead>
<tr>
<th><strong>Reading A1</strong></th>
<th><strong>Reading A2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can catch the main point in short, clear, simple messages, and announcements.</td>
<td>I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.</td>
</tr>
<tr>
<td>I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</td>
<td>15, 19</td>
</tr>
<tr>
<td>I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.</td>
<td>25, 27, 29, 31</td>
</tr>
<tr>
<td>I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</td>
<td>37, 39, 41, 43</td>
</tr>
<tr>
<td>I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.</td>
<td>51, 55, 56</td>
</tr>
<tr>
<td>I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</td>
<td>63, 64, 67, 70, 71, 75</td>
</tr>
<tr>
<td>I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</td>
<td>76, 79, 81, 82, 83, 85</td>
</tr>
<tr>
<td>I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</td>
<td>88, 90, 93, 97</td>
</tr>
<tr>
<td>I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</td>
<td>103, 105, 107, 109</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading A1</th>
<th><strong>Reading A2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand information about people (place of residence, age, etc.) in newspapers.</td>
<td>I can understand important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.</td>
</tr>
<tr>
<td>I can locate a concert or a movie on calendars of public events or posters and identify where it takes place and at what time it starts.</td>
<td>18</td>
</tr>
<tr>
<td>I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, last name, date of birth, nationality).</td>
<td>40, 44</td>
</tr>
<tr>
<td>I can understand words and phrases on signs encountered in everyday life (for instance, “parking lot,” “station,” “no parking,” “no smoking,” “keep left.”)</td>
<td>56</td>
</tr>
<tr>
<td>I can understand the most important orders in a computer program, such as “PRINT,” “SAVE,” “COPY,” etc.</td>
<td>68</td>
</tr>
<tr>
<td>I can follow short simple written directions (e.g. how to go from X to Y).</td>
<td>72</td>
</tr>
<tr>
<td>I can understand short simple messages on postcards.</td>
<td>98</td>
</tr>
<tr>
<td>In everyday situations I can understand simple messages written by friends or co-workers, for example “back at six o’clock.”</td>
<td>104</td>
</tr>
<tr>
<td>I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.</td>
<td>106</td>
</tr>
<tr>
<td>I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.</td>
<td>108</td>
</tr>
<tr>
<td>I can understand simple written messages from friends or co-workers, for example saying when we should meet to play soccer, or asking me to be at work early.</td>
<td>32</td>
</tr>
<tr>
<td>I can find the most important information on leisure time activities, exhibits, etc. in information leaflets.</td>
<td>45</td>
</tr>
<tr>
<td>I can find the most important information on leisure time activities, exhibits, etc. in information leaflets.</td>
<td>64</td>
</tr>
<tr>
<td>I can find the most important information on leisure time activities, exhibits, etc. in information leaflets.</td>
<td>96</td>
</tr>
<tr>
<td>I can find the most important information on leisure time activities, exhibits, etc. in information leaflets.</td>
<td>109</td>
</tr>
<tr>
<td>I can find the most important information on leisure time activities, exhibits, etc. in information leaflets.</td>
<td>106</td>
</tr>
<tr>
<td>I can skim small advertisements in newspapers, locate the heading or column I want, and identify the most important pieces of information (price and size of apartments, cars, computers).</td>
<td>50, 58</td>
</tr>
<tr>
<td>I can understand simple user’s instructions for equipment (for example, a public telephone).</td>
<td>96</td>
</tr>
<tr>
<td>I can understand feedback messages or simple help indications in computer programs.</td>
<td>102</td>
</tr>
<tr>
<td>I can understand feedback messages or simple help indications in computer programs.</td>
<td>110</td>
</tr>
<tr>
<td>I can understand feedback messages or simple help indications in computer programs.</td>
<td>24, 30, 32</td>
</tr>
<tr>
<td>I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.</td>
<td>38, 40, 42, 44, 48, 49</td>
</tr>
<tr>
<td>I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.</td>
<td>52, 54, 60</td>
</tr>
<tr>
<td>I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.</td>
<td>63, 64, 67, 70, 71, 75</td>
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<tr>
<td>I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.</td>
<td>88, 90, 93, 97</td>
</tr>
<tr>
<td>I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.</td>
<td>103, 105, 107, 109</td>
</tr>
</tbody>
</table>
**INTRODUCTION**

<table>
<thead>
<tr>
<th>Spoken Interaction A1</th>
<th>I can introduce somebody and use basic greeting and leave-taking expressions.</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need, or on very familiar topics.</td>
<td>8, 9, 11, 13, 25, 27, 31, 37, 41, 45, 58, 59, 64, 72, 79, 97</td>
</tr>
<tr>
<td></td>
<td>I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.</td>
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<tr>
<td></td>
<td>I can make simple purchases where pointing or other gestures can support what I say.</td>
<td>15, 21</td>
</tr>
<tr>
<td></td>
<td>I can ask people for things and give people things.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.</td>
<td>8, 9, 25, 49, 67, 95, 105</td>
</tr>
<tr>
<td></td>
<td>I can make time by such phrases as &quot;next week,&quot; &quot;last Friday,&quot; &quot;in November,&quot; &quot;three o’clock.&quot;</td>
<td></td>
</tr>
<tr>
<td>Spoken Interaction A2</td>
<td>I can make simple transactions in stores, post offices, or banks.</td>
<td></td>
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<tr>
<td></td>
<td>I can use public transportation: buses, trains, and taxis, ask for basic information, and buy tickets.</td>
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<tr>
<td></td>
<td>I can get simple information about travel.</td>
<td>58, 97</td>
</tr>
<tr>
<td></td>
<td>I can order something to eat or drink.</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>I can make simple purchases by stating what I want and asking the price.</td>
<td>105</td>
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<tr>
<td></td>
<td>I can ask for and give directions referring to a map or plan.</td>
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<td></td>
<td>I can ask how people are and react to news.</td>
<td>83, 97</td>
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<tr>
<td></td>
<td>I can make and respond to invitations.</td>
<td>108, 109</td>
</tr>
<tr>
<td></td>
<td>I can make and accept apologies.</td>
<td>66, 80, 83, 109</td>
</tr>
<tr>
<td></td>
<td>I can say what I like and dislike.</td>
<td>11, 24, 31, 37, 39, 45, 54, 66, 93, 97, 98</td>
</tr>
<tr>
<td></td>
<td>I can discuss with other people what to do, where to go, and make arrangements to meet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.</td>
<td>41, 43, 45, 72, 77, 91, 98</td>
</tr>
<tr>
<td>Spoken Production A1</td>
<td>I can give personal information (address, telephone number, nationality, age, family, and hobbies).</td>
<td>8, 9, 17, 19, 43, 45, 95</td>
</tr>
<tr>
<td></td>
<td>I can describe where I live.</td>
<td></td>
</tr>
<tr>
<td>Spoken Production A2</td>
<td>I can describe myself, my family, and other people.</td>
<td>16, 25</td>
</tr>
<tr>
<td></td>
<td>I can describe where I live.</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>I can give short, basic descriptions of events.</td>
<td>42, 54, 81, 91, 111</td>
</tr>
<tr>
<td></td>
<td>I can describe my educational background, my present or most recent job.</td>
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<tr>
<td></td>
<td>I can describe my hobbies and interests in a simple way.</td>
<td>31, 43, 45</td>
</tr>
</tbody>
</table>
I can describe past activities and personal experiences (e.g. last weekend, my last vacation).

| Strategies A1 | I can say when I don’t understand. | 19 | 75 | 83 |
| Strategies A2 | I can ask for attention. | 75 |
| Strategies A2 | I can very simply ask somebody to repeat what they said. | 75 |
| Language Quality A2 | I can very simply ask somebody to speak more slowly. | 75 |

I can make myself understood using memorized phrases and single expressions.

| Language Quality A2 | I can link groups of words with simple connectors like “and”, “but”, and “because”. | 8, 9, 12 | 29, 31 | 45 | 57 | 71 | 83, 85 | 91 |

I can use some simple structures correctly.

| Language Quality A2 | I can have a sufficient vocabulary for coping with simple everyday situations. | 9, 15, 17 | 24, 25, 26, 29, 30, 33, 35 | 39, 41, 43 | 51, 53, 55, 60 | 65, 69 | 79, 81, 84, 86, 87 | 91, 93, 95, 101 | 103, 105, 107, 112, 113 |

Writing A1 | I can fill in a questionnaire with my personal details (job, age, address, hobbies). | 9 | 71 |

| Writing A1 | I can write a greeting card, for instance a birthday card. | |
| Writing A1 | I can write a simple postcard. | 59 |

| Writing A1 | I can write a note to tell somebody where I am or where we are to meet. | |

| Writing A1 | I can write sentences and simple phrases about myself, for example where I live, and what I do. | 13, 21 | 25, 51 | 85 |

Writing A2 | I can write short, simple notes and messages. | 29, 33 | 84 | 91 |

| Writing A2 | I can describe an event in simple sentences and report what happened when and where (for example a party or an accident). | |

| Writing A2 | I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies). | 19, 21 | 31, 32, 33 | 39, 47 | 55, 57 | 65, 69 | 73 | 77, 79, 85 | 91, 93, 99, 101 | 105, 107, 110, 111 |

| Writing A2 | I can fill in a questionnaire giving an account of my educational background, my job, my interests, and my specific skills. | |

| Writing A2 | I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies). | 32 | 43, 45 | 57 | 111 |

| Writing A2 | I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody. | 108, 109, 111 |

| Writing A2 | I can write simple sentences, connecting them with words such as “and”, “but”, and “because”. | 23 | 39, 49 | 83 | 93 |

| Writing A2 | I can use the most important connecting words to indicate the chronological order of events (first, then, after, later). | 83 |
Using Inspired

There are four Preview sections at 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 some of the items in the Topics and Vocabulary box. This activity introduces students to the topics they will cover in the next two units.

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

PREVIEW

UNIT 5-6

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

TOPICS AND VOCABULARY
Routines
Jobs
Possessions
Weather
Seasons
Social situations
Places in a town
Continents and countries
Transportation
Feelings

1. Match the pictures (A–F) with six items in the Topics and Vocabulary box.

2. Put the words into categories.
   - Jobs
   - Weather
   - Transportation

3. Match the words with the pictures.
   - bread
   - castle
   - dolphin
   - firefighter
   - moon
   - trumpet

Believe it or not!
Every year there are 16/uni00A0million thunderstorms in the world!
That's 1,800 thunderstorms every hour, and 6,000 flashes of lightning every minute!

Take the Capital City Quiz with two other students.

CAPITAL CITY QUIZ
1. Mexico City is bigger than Geneva.
2. Madrid is higher than Amsterdam.
3. Rio de Janeiro is hotter than Moscow.
4. Rome is older than New York.
5. London is wetter than Cairo.

Answers to Quiz: All the facts are true.

INTRODUCTION

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

Topics and Vocabulary
Categorization activities introduce students to some of the key vocabulary of the following two units, and they are also encouraged through brainstorming to identify other words that they already know for some of the topics.
Quiz
Students complete a quiz or questionnaire related to one of the topics of the following two units to encourage them to personalize their knowledge of the topic.

Believe it or not!
Interesting facts related to one of the topics of the following units.

Listening Preview
Students listen to short extracts from the following units and identify what kind of passage the extracts are taken from, or what topic they discuss.
INTRODUCTION

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

Lesson heading
The heading shows the lesson topic—in this case, it’s sunnier—and the communicative aims of the lesson.

Warm-up
The Teacher’s Book suggests at least two warm-up activities for each lesson. These may review 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
The new language is usually presented in a text which is preceded by pre-reading tasks or prediction activities. Students then read the text. Teachers may then wish to play the recording, pausing to answer queries about language or content, or to ask students to close their books and listen without reading.

3 After Reading
These exercises use a variety of different formats including true/false, open questions, matching questions and answers, and completion. The aim is intensive reading. After Reading ends with Your response: an activity which invites the student to respond personally to the text or dialogue.
What's the weather like today? Is it hot or cold, sunny, or rainy?

It's colder in the winter than in the summer.

Is the world's weather getting better or worse?

Climate change is different. The world is getting warmer. For example, the way we use energy is making the planet hotter. This is one cause of climate change—and it's man-made.

OF THE EARTH GETS HOTTER AND THEN IT GETS COLDER AGAIN. BUT SCIENTISTS ARE SURE NOW THAT IT'S NOW RAINIER IN SOME PARTS OF THE WORLD AND DRIER IN OTHERS. FOR EXAMPLE, THE WEATHER IS WETTER IN deposition is higher than 100 years ago. Most areas of the Arctic are hotter than 100 years ago.

Summer in the tropics is drier or wetter. It's sunnier. World temperatures are 0.6°C higher than 100 years ago and most areas of the Arctic Ocean are 40% thinner than 30 years ago. The ocean level varies in different parts of the world, but it's rising.

Now compare the weather in different seasons. Ask your teacher what he/she thinks.

5 Pronunciation

Complete the words for the four seasons:

\[
\text{Summer, winter, autumn, spring} \]

Match these words with picture 1–6:

\[
\text{summer, sunny, spring, winter, autumn, cloudy} \]

Ask your teacher what he/she thinks.

Complete.

Adjective

Comparative

Adjective

Comparative

cold

drier

difficult

good

hot

longer

better

fewer

high

nearer

famous

great

long

recent

more

thicker

now

weaker

than

worse
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, Questionnaire.

**Warm-up**
The Teacher's Book suggests two or three warm-up activities. These may review vocabulary or prepare students for the lesson topic.

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

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

3 **Listening**
These activities develop intensive listening skills. Here students listen for Donna’s answers to the questionnaire.

4 **Speaking**
Students then use their answers to the Listening activity to practice speaking. Here they compare their score with Donna’s score and discuss what it says about their personality. The Teacher’s Book offers further optional activities.
Choose two of these adjectives to describe your personality.

- Helpful
- Open
- Quiet
- Serious
- Shy
- Careful
- Confident
- Friendly
- Happy

Word Bank:
- Blue or green.
- Blue
- Green
- Red
- Brown
- Black
- Orange
- Pink
- Yellow

Questionnaire:

1. Do you like it alone?
2. When you are angry with people, do you...
   A. Shout at them?
   B. Discuss the problem with them?
   C. Say nothing?

Personality Test scores:
1. A=6 B=2 C=4
2. A=4 B=6 C=2
3. A=2 B=6 C=4
4. A=2 B=4 C=6
5. A=4 B=2 C=6
6. A=2 B=4 C=6
7. A=6 B=4 C=2
8. A=6 B=4 C=2
9. A=6 B=2 C=4

Compare your score with other students’ scores and Donna’s score. What does your score say about your personality? Do you agree with your score?

Writing:

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

My favorite color is...

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

The aim here is to increase students’ vocabulary.

This section appears in every unit and helps students learn idiomatic expressions in context. Students find the expressions from within the unit, practice pronunciation, and then complete a small follow-up activity, in this case writing a short dialogue with the idiomatic expressions they have learned.

Follow-up activities and homework:

The Teacher’s Book offers optional follow-up activities, usually including a game, to help with mixed-ability teaching and to cope with variable aptitude and amounts of time available. Homework suggestions (usually writing) are also provided for each lesson.
Inspired EXTRA! follows the Integrated Skills lesson in each unit and always includes, on the left-hand page, a Game, plus either a Project, Language Links, or a 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 two different activities.

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

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

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.
Consolidation

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

Extension

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

Project

Projects provide a valuable resource for student creativity, self-expression, and language consolidation. They also allow students of varying abilities to contribute. Students are encouraged to save their projects to add to their portfolios. While intended for use with the whole class, the projects could also be used for homework, or as supplementary material with more confident students in mixed-ability classes. The group size for projects will vary from class to class, but teachers may prefer to have groups of three to six members.

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

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

3. Finally, the students work together to produce their project, reading each other's work, editing, and illustrating it. The Teacher's Book offers suggestions for organization.
There are four Culture sections in each level of *Inspired*, providing both factual information and the opportunity for cross-cultural comparisons. The section illustrated here deals with the topic of gestures.

**Vocabulary**

The Culture section texts provide a rich source of useful new vocabulary, and there is a variety of activity types here to give practice.
1 Reading

Here, students read and answer a questionnaire about gestures.

2 Listening

Listen to Adam and Donna answering the questionnaire. What do the gestures mean in the United States? Are there any differences between the U.S. and your country?

3 Reading

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

5 Mini-Project

Gesture Guide

Work with another student and write a short guide to gestures in your country. Find four pictures of people making gestures. Look in newspapers and magazines or on the Internet. For example, look for gestures people make when they say goodbye, when they meet someone, or when they mean Yes or No. By each picture, write the meaning of the gesture. Read your work carefully and correct any mistakes. Then show your Gesture Guide to other students.

5 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 also problem areas such as pronouns and comparatives. The Workbook offers a parallel Review with text and multiple-choice questions, examination-type exercises, and a self assessment Progress Check consisting of “I can do …” statements.

Exercise 1
Each review begins with a text covering the new language of both units.

UNIT 5–6
“I DIDN’T WAIT—I JUMPED IN!”

A teenager jumped into the East River yesterday and ___ the life of a tourist. She was by the river when she ___ a young man in the water.

Eighteen-year-old Janet, who worked at a swimming pool two weeks ago, said, “I saw the tourist fall out of a boat into the water. I thought I ___ in, but he ___ speak any English. At first I was scared, but I ___ help. It was the young man’s father who jumped in and saved him. I ___ him up, but then he ___ work. The father jumped into the water too, but he ___ know how to swim.”

“I asked a woman to help me,” Janet said. “The woman jumped in and grabbed the ___ man. I ___ him up, but the head was underwater. I pulled him up, but then he ___ down again. It ___ very difficult to hold my nose out of the water and I ___ under him. The father jumped in under the water. I thought I ___ in the water for a long time, but it was really only five or six minutes.”

People ___ Janet and together they pulled the young tourist out of the river. “I ___ him,” said Janet. Her mom, Jackie, said she ___ wonderful.”

Exercise 2

Write questions and answers.

1. What magazine is that? It’s Adam’s.
2. Who is the author? It’s a teacher.
3. Where does she work? She works in New York.
4. Who is her friend? Chet, her good friend.
5. Who calls her? Marisa, her friend.

Write sentences.

1. Her earrings are hers.
2. They’re her earrings.
3. Their shoes are theirs.
4. His books are his.
5. They’re her earrings.

Ask and answer.

1. What time is it? It’s 10:10. No, there wasn’t.
2. Who is waiting? A man.
3. What is he waiting for? His wife.
4. What did she say? She said “It’s a beautiful day.”
5. What time is it? It’s 10:10. Yes, there was.

Exercise 3

Write sentences using comparative adjectives.

1. Texas is hotter than New Jersey.
2. Texas is hotter than New Jersey.
3. Texas is hotter than New Jersey.
4. Texas is hotter than New Jersey.
5. Texas is hotter than New Jersey.
6. Texas is hotter than New Jersey.
7. Texas is hotter than New Jersey.
8. Texas is hotter than New Jersey.
9. Texas is hotter than New Jersey.
10. Texas is hotter than New Jersey.

Ask and answer.

1. Where is she? In D.C. by train.
2. Where is he? In New York by plane.
3. Where is she? In New York by plane.
4. Where is she? In New York by plane.
5. Where is she? In New York by plane.

Ask and answer.

1. What time is it? It’s 10:10. Yes, there was.
2. What time is it? It’s 10:10. Yes, there was.
3. What time is it? It’s 10:10. Yes, there was.
4. What time is it? It’s 10:10. Yes, there was.
5. What time is it? It’s 10:10. Yes, there was.
6. What time is it? It’s 10:10. Yes, there was.

Exercise 4

Write sentences using comparative adjectives.

1. Texas is hotter than New Jersey.
2. Texas is hotter than New Jersey.
3. Texas is hotter than New Jersey.
4. Texas is hotter than New Jersey.
5. Texas is hotter than New Jersey.
6. Texas is hotter than New Jersey.
7. Texas is hotter than New Jersey.
8. Texas is hotter than New Jersey.
9. Texas is hotter than New Jersey.
10. Texas is hotter than New Jersey.

Ask and answer.

1. Where is she? In D.C. by train.
2. Where is he? In New York by plane.
3. Where is she? In New York by plane.
4. Where is she? In New York by plane.
5. Where is she? In New York by plane.

Ask and answer.

1. What time is it? It’s 10:10. Yes, there was.
2. What time is it? It’s 10:10. Yes, there was.
3. What time is it? It’s 10:10. Yes, there was.
4. What time is it? It’s 10:10. Yes, there was.
5. What time is it? It’s 10:10. Yes, there was.
6. What time is it? It’s 10:10. Yes, there was.

Ask and answer.

1. Where is she? In D.C. by train.
2. Where is he? In New York by plane.
3. Where is she? In New York by plane.
4. Where is she? In New York by plane.
5. Where is she? In New York by plane.

Ask and answer.

1. What time is it? It’s 10:10. Yes, there was.
2. What time is it? It’s 10:10. Yes, there was.
3. What time is it? It’s 10:10. Yes, there was.
4. What time is it? It’s 10:10. Yes, there was.
5. What time is it? It’s 10:10. Yes, there was.
6. What time is it? It’s 10:10. Yes, there was.

Ask and answer.

1. Where is she? In D.C. by train.
2. Where is he? In New York by plane.
3. Where is she? In New York by plane.
4. Where is she? In New York by plane.
5. Where is she? In New York by plane.
REVIEW

1. The Vikings ______ to North America a thousand years ago.
2. Adam and Andy ______ a movie about Dracula last night.
3. We ______ a movie called ‘The Mummy’ a week ago.
4. Donna ______ for a plane this morning.
5. Mr. King ______ basketball yesterday.
6. I ______ into the water too, but he _______.
7. _______ the water for a long time, but it was really only two or three minutes.
8. Ellen _______ the tourist.
9. My jeans got _______ and _______.

10. It was wonderful.
"I asked a woman to help me," Janet said. "Then another woman jumped in and swam to the young man’s father," said Janet, who _______ a shout of ‘Help!’ It was the young man’s father, she _______ after seeing a tourist. Janet Rivera _______ a young teenager and _______ to the shop when she _______ a tourist. It was hot _______ the Mummy’s father said, ‘I _______ to swim.’

VOCABULARY

Write the simple past of these regular verbs under the correct sound.

answer ask check clock repair kiss listen repeat show smile wait

answer asked asked asked asked

LEARNER INDEPENDENCE

SELF ASSESSMENT

Check back at Lessons 1–3 in Units 5 and 6.

How good are you at …?

1. Talking about regular activities
   Workbook p56 exercises 1–2
2. Talking about people who are doing now
   Workbook p56 exercises 3
3. Talking about possessions
   Workbook pp58–59 exercises 1, 2, and 5
4. Making comparisons
   Workbook pp58–59 exercises 1–5
5. Talking about past events
   Workbook pp58–59 exercises 1–5, pp70–71 exercises 2–4
6. Asking about past events
   Workbook pp58–59 exercises 4–6 and pp70–71 exercises 2–4

How good are you at …?

1. Talking about regular activities
2. Talking about people who are doing now
3. Talking about possessions
4. Making comparisons
5. Talking about past events
6. Asking about past events

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

Now write an example for 1–6.

1. Adam’s father flies planes to Southeast Asia.

Follow-up activities and homework

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

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