INTRODUCTION

**Inspired**

*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-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 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 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-finimers. 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 in 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, 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.

Tests 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, listening, and writing exercises are recorded. Recorded items are indicated by the symbol in the Student’s Book and Teacher’s Book.

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

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 chips. Inspired Practice Online (www.macmillanpracticeonline.com/inspired) provides self-marking interactive practice activities, videos, and fun language games. The Inspired Resource Site (www.macmillanenglish.com/inspired) provides the teacher with extra language practice materials, cross-curricular, and culture lessons, webquests, and a social networking section.
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 may lead to increased participation and autonomy on the learners’ part.

### Inspired 2 TB descriptors

<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>
<td>10</td>
<td>24, 27</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>10</td>
<td>29</td>
<td>42</td>
<td>53</td>
<td>64</td>
<td>96</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>I can understand phrases, words, and expressions related to areas of most immediate priority (e.g. basic personal and family information, shopping, local area, employment).</td>
<td>38, 43, 49</td>
<td>55</td>
<td>67</td>
<td>95</td>
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<tr>
<td>I can catch the main point in short, clear, simple messages and announcements.</td>
<td>41, 42</td>
<td>67</td>
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<tr>
<td>I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</td>
<td>7, 16, 17, 18</td>
<td>35, 37, 38, 39, 41</td>
<td>48, 55</td>
<td>61, 62</td>
<td>74, 79, 81, 84</td>
<td>86, 95</td>
<td>103, 107</td>
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</tbody>
</table>
### INTRODUCTION

**Listening**  
**B1**

- I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases delivered relatively slowly and clearly.  
  - 78, 81
  - 107

- I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.  
  - 29
  - 39
  - 49, 52, 53
  - 61, 62, 64, 70
  - 73, 74, 77, 81
  - 90, 95, 96
  - 103, 104, 107

- I can listen to a short narrative and form hypotheses about what will happen next.  
  - 51, 53

- I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest.  
  - 29
  - 37, 41, 43
  - 48, 51, 55
  - 62, 68
  - 77, 79
  - 95
  - 101, 107

- I can catch the main points in TV shows on familiar topics when the delivery is relatively slow and clear.  
  - 79

- I can understand simple technical information, such as operating instructions for everyday equipment.  
  - 10, 14, 16
  - 26, 28, 30
  - 42, 46, 47
  - 48, 50, 51, 58
  - 64
  - 76
  - 92, 96
  - 100, 102

### Reading**  
**A2**

- 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.  
  - 10, 14, 16
  - 26, 28, 30
  - 42, 46, 47
  - 48, 50, 51, 58
  - 64
  - 76
  - 92, 96
  - 100, 102

- I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.  
  - 47
  - 63

- I can understand simple written messages from friends or co-workers, e.g. saying when we should meet to play soccer or asking me to be at work early.  
  - 63, 67

- I can find the most important information on leisure time activities, exhibits, etc. in information leaflets.  
  - 20
  - 23
  - 38
  - 68
  - 80
  - 94
  - 102, 110

- 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).  
  - 20
  - 43
  - 54
  - 92

- I can understand simple user’s instructions for equipment, e.g. a public telephone.  
  - 110

- I can understand feedback messages or simple help indications in computer programs.  

- I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.  
  - 6, 7, 10, 12, 13, 14, 16, 17, 21
  - 22, 24
  - 36, 47
  - 52, 54
  - 69
  - 76, 78, 80
  - 88, 90, 98
  - 102
<table>
<thead>
<tr>
<th>Reading B1</th>
<th>I can understand the main points in short newspaper articles about current and familiar topics. 22, 28, 32, 44, 48, 50, 51, 54, 58, 84, 92, 96, 98, 100, 106</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text. 26, 40, 42, 58, 80, 84, 88</td>
<td></td>
</tr>
<tr>
<td>I can guess the meaning of single unknown words from the context, thus deducing the meaning of expressions if the topic is familiar. 28, 29, 44, 58, 76, 94, 100</td>
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<tr>
<td>I can skim short texts (e.g. news summaries) and find relevant facts and information (e.g. who has done what and where). 16, 24, 38, 44, 54, 66, 74, 84, 96, 98, 100, 101, 102, 103, 106, 110</td>
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<tr>
<td>I can understand the most important information in short, simple, everyday information brochures. 28, 30, 32, 38, 68, 72, 73, 82, 94, 98, 102, 106, 110</td>
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<tr>
<td>I can understand simple messages and standard letters (e.g. from businesses, clubs, or authorities). 66, 88, 100, 108</td>
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<tr>
<td>In private letters I can understand those parts dealing with events, feelings, and wishes well enough to correspond regularly with a pen friend. 63, 93</td>
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<tr>
<td>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. 66, 88, 100, 108</td>
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</table>

<table>
<thead>
<tr>
<th>Spoken Interaction A2</th>
<th>I can make simple transactions in stores, post offices, or banks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use public transportation: buses, trains, and taxis, ask for basic information and buy tickets. 64, 65</td>
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<tr>
<td>I can get simple information about travel. 64, 65</td>
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<tr>
<td>I can order something to eat or drink. 65</td>
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<tr>
<td>I can make simple purchases by stating what I want and asking the price. 65</td>
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<tr>
<td>I can ask for and give directions referring to a map or plan. 67</td>
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<tr>
<td>I can ask how people are and react to news. 65</td>
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<tr>
<td>I can make and respond to invitations. 65</td>
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<tr>
<td>I can make and accept apologies. 65</td>
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<tr>
<td>I can say what I like and dislike. 10, 26, 36, 52, 55, 73, 81, 87</td>
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<tr>
<td>I can discuss with other people what to do, where to go, and make arrangements to meet. 71, 93</td>
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<tr>
<td>I can ask people questions about what they do at work and in free time, and answer such questions addressed to me. 9, 10, 17, 31, 35, 39, 49, 77, 87</td>
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</tbody>
</table>
### INTRODUCTION

<table>
<thead>
<tr>
<th>Spoken Interaction B1</th>
<th>I can start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest.</th>
<th>15 23, 31 39 51, 55 61, 63, 71 75, 83 89, 93 101, 104, 107</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can maintain a conversation or discussion, but may sometimes be difficult to follow when trying to say exactly what I would like to.</td>
<td>23, 25, 28 28 55, 56 66, 69 81 95, 96 104, 105, 108</td>
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<td>I can deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling.</td>
<td>69 93</td>
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<td>I can ask for and follow detailed directions.</td>
<td>25 67</td>
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<td></td>
<td>I can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.</td>
<td>52 94, 95, 97 108</td>
</tr>
<tr>
<td></td>
<td>I can give or seek personal views and opinions in an informal discussion with friends.</td>
<td>24, 29, 31 40, 45 50, 55, 56 61, 66 77, 81 89, 90, 96, 99 101, 103</td>
</tr>
<tr>
<td></td>
<td>I can agree and disagree politely.</td>
<td>51 95, 96, 99</td>
</tr>
<tr>
<td>Spoken Production A2</td>
<td>I can describe myself, my family, and other people.</td>
<td>7, 19 29 90 108</td>
</tr>
<tr>
<td></td>
<td>I can describe where I live.</td>
<td>16 23</td>
</tr>
<tr>
<td></td>
<td>I can give short, basic descriptions of events.</td>
<td>23 45 56, 58 92 107, 108</td>
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<td></td>
<td>I can describe my educational background, my present, or most recent job.</td>
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<td></td>
<td>I can describe my hobbies and interests in a simple way.</td>
<td>10 26 81</td>
</tr>
<tr>
<td></td>
<td>I can describe past activities and personal experiences (e.g. last weekend, my last vacation).</td>
<td>37, 45 75, 85 108</td>
</tr>
<tr>
<td>Spoken Production B1</td>
<td>I can narrate a story.</td>
<td>55 75</td>
</tr>
<tr>
<td></td>
<td>I can give detailed accounts of experiences, describing feelings and reactions.</td>
<td>24 52 61, 72 81 98, 99 108</td>
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<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>
<td>26 36, 38 50 62, 69, 71 81 88, 92, 96 101</td>
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<td></td>
<td>I can relate the plot of a book or movie, and describe my reactions.</td>
<td>40 56</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>37, 42, 45 75, 81 89 107</td>
</tr>
<tr>
<td>Strategies A2</td>
<td>I can ask for attention.</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>I can indicate when I am following.</td>
<td>16, 17 29</td>
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<tr>
<td></td>
<td>I can very simply ask somebody to repeat what they said.</td>
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</tbody>
</table>
### Strategies

<table>
<thead>
<tr>
<th>Level</th>
<th>Task Description</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td>I can repeat back part of what someone has said to confirm that we understand each other.</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>I can ask someone to clarify or elaborate what they have just said.</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>When I can’t think of the word I want, I can use a simple word meaning something similar and invite “correction”.</td>
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</table>

### Language Quality

<table>
<thead>
<tr>
<th>Level</th>
<th>Task Description</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A2</strong></td>
<td>I can make myself understood using memorized phrases and single expressions.</td>
<td>17, 25, 43, 55, 65, 69, 81, 91, 95, 107</td>
</tr>
<tr>
<td></td>
<td>I can convey simple information of immediate relevance, getting across which point I feel is most important.</td>
<td>11, 13, 15, 22, 27, 41, 51, 58</td>
</tr>
<tr>
<td></td>
<td>I have a sufficient vocabulary for coping with simple everyday situations.</td>
<td>7, 8, 9, 12, 14, 15, 18, 21, 22, 23, 24, 25, 26, 33, 34, 35, 37, 39, 40, 41, 43, 47, 49, 51, 53, 55, 57, 59, 63, 65, 67, 71, 75, 77, 79, 81, 82, 86, 89, 91, 92, 99, 101, 103, 105, 107, 109, 111</td>
</tr>
<tr>
<td><strong>B1</strong></td>
<td>I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying—especially when I talk freely for longer periods.</td>
<td>83, 99, 107, 109</td>
</tr>
<tr>
<td></td>
<td>I can convey simple information of immediate relevance, getting across which point I feel is most important.</td>
<td>25, 51, 52, 76, 89, 91, 103, 107</td>
</tr>
<tr>
<td></td>
<td>I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.</td>
<td>7, 8, 9, 12, 14, 15, 18, 21, 22, 23, 24, 25, 26, 33, 34, 35, 37, 39, 40, 41, 43, 47, 49, 51, 53, 55, 57, 59, 60, 63, 64, 65, 66, 67, 71, 72, 75, 77, 79, 81, 82, 86, 89, 91, 92, 99, 101, 103, 105, 107, 109</td>
</tr>
<tr>
<td></td>
<td>I can express myself reasonably accurately in familiar, predictable situations.</td>
<td>40, 43, 57, 71, 76, 89, 91, 93, 107, 109</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>I can write short, simple notes and messages.</td>
<td>11, 82, 83, 97, 101, 108</td>
</tr>
<tr>
<td></td>
<td>I can describe an event in simple sentences and report what happened when and where (e.g. a party or an accident).</td>
<td>15, 17, 19, 30, 63, 79, 95, 108, 109</td>
</tr>
<tr>
<td></td>
<td>I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).</td>
<td>13, 15, 19, 23, 39, 47, 57, 77, 81, 83, 91, 97, 101, 109</td>
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<td></td>
<td>I can fill in a questionnaire giving an account of my educational background, my job, my interests, and my specific skills.</td>
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<td></td>
<td>I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).</td>
<td>19</td>
</tr>
<tr>
<td>I can write a short letter using simple expressions for greeting, addressing, asking, or thanking somebody.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>I can write simple sentences, connecting them with words such as “and”, “but”, “because.”</td>
<td>15, 17</td>
<td>27, 30</td>
</tr>
<tr>
<td>I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing B1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.</td>
<td>17, 21</td>
<td>25, 27, 33</td>
</tr>
<tr>
<td>I can write simple texts about experiences or events, e.g. about a trip, for a school newspaper, or a club newsletter.</td>
<td>29</td>
<td>37, 39, 45</td>
</tr>
<tr>
<td>I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.</td>
<td>41</td>
<td>55</td>
</tr>
<tr>
<td>I can describe in a personal letter the plot of a movie or a book or give an account of a concert.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a letter I can express feelings such as grief, happiness, interest, regret, and sympathy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can reply in written form to advertisements and ask for more complete or more specific information about products (e.g. a car or an academic course).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can convey—via fax, e-mail, or a circular letter—short simple factual information to friends or co-workers or ask for information in such a way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write my résumé in summary form.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 pictures 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.
INTRODUCTION

1.53

1. Listen to extracts 1–3 from Units 5 and 6. Match them with A–C below.

A Directions to a place in a city
B An interview about recent activities
C An announcement about arrangements

2. Do the Vacation Questionnaire with three other students.

VACATION QUESTIONNAIRE

1. When did you go on vacation this year or last year?
   - For how long?
   - Was it in your country or overseas?
   - Did you stay in one place or travel around?
   - Did you camp, or stay with family or friends, or stay in a hotel?

2. How many different ways did you travel during the vacation?
   - Did you take a bus, train, or plane?
   - Did you walk or bike?
   - Did you travel by car, taxi, or motorcycle?
   - Did you go on a boat or sail?

3. What food did you eat on your vacation?
   - meat and fish?
   - vegetables?
   - fruit?
   - bread and cake?

4. Write three more words for each of these categories.

   Dictionary words
   noun
   Drinks
   juice
   Adjectives meaning
   fantastic
   wonderful

There isn’t enough time to go shopping.

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

COMMUNICATIVE AIMS

LEARNING HOW TO …

1. Talk about future arrangements
2. Describe a sequence of events
3. Order a meal in a restaurant
4. Give directions
5. Talk about recent events
6. Talk about experiences
7. Say what’s wrong with something

TOPICS AND VOCABULARY

Food
Satellite navigation
Directions
Luggage and clothes
Dictionary words
Animals
Transportation
Town facilities
Famous landmarks

Believe it or not!

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

Tomatoes and cucumbers are over 90% water.
Meat and cheese are 40-60% water.
Even bread can be 35% water.
And about 60% of your body is water!

Questionnaire

Students complete a questionnaire 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 questionnaire to complete a project.

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.

Believe it or not!

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

Believe it or not!

Interesting facts related to one of the topics from the following units.
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 unit topic—in this case How do they do it—and the communicative aim(s) and target language of the lesson.

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, 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.

How do they do it?

1 Opener
What do you know about GPS? Why do people use it?

2 Reading
Read the article. How do GPS devices figure out their position?

3 After Reading

- True or false? Correct the false sentences.
- A GPS device tells the user where they are.
- A GPS device has a clock which tells the time to an accuracy of one second in 300,000 years.
- GPS devices figure out exactly where they are.
- GPS devices tell you where you are, and they give you direction.

The Global Positioning System—GPS for short—is a wonderful invention. GPS devices tell you where you are, and they give you directions. But how do they do it?

When early explorers sailed around the world, they used the stars to show them their position. Now drivers can use GPS to tell them their route in exactly the same way. The only difference is that GPS uses artificial stars—satellites.

There are more than 20 GPS satellites in space, positioned about 20,000 kilometers above the Earth. They have atomic clocks which tell the time to an accuracy of one second in 300,000 years. A GPS device compares the positions of three or four satellites and figures out exactly where it is. It does this several times a second and is usually accurate to 20 meters anywhere in the world. But the GPS user needs to give it accurate information. Drivers sometimes get lost and end up on the wrong street, in the wrong city, or even the wrong country.

And there are stories of incredible lucky escapes. A man using GPS found himself on the edge of a cliff, and a young woman driving into thick fog that had stopped traffic to find a hotel. A taxi driver followed GPS directions into a residential neighborhood until her taxi got stuck in the mud. He explained, "I told me to keep going, so that’s what I did!"

5 OUT AND ABOUT

How do they do it?
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 aptitudes and how much time is available. Homework suggestions (usually writing) are also provided for each lesson.

6 Speaking
In the Speaking activity, students use the target language to communicate, in this case asking for and giving directions. This activity often also personalizes the target language and students use it to talk about their own lives and opinions.

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

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

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

The fourth lesson in each unit is an Integrated Skills lesson. In these lessons, the four skills support each other, usually moving from a reading text to a listening activity, then a speaking activity based on the listening or reading, and concluding with a writing activity for which the reading, listening, and speaking have prepared the students. The lesson ends with a Learner Independence section.

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

1 Opener
The aim of the Opener is to introduce the topic or to 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.

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 Listeners
These activities develop intensive listening skills. Here, students listen for the order in which a character plans to visit certain countries, and for the items he is taking with him on his travels.

6 Speaking
Students now use their answers from the Listening activity to role-play a conversation between two characters in which one of them makes suggestions and gives advice. The Teacher's Book offers further optional activities.

Welcome to TopTeenTravel!
Thank you for choosing TopTeenTravel for your African adventure vacation—we know you're going to have a good time with us! Here are our favorite travel tips to help you get ready for the trip.

1. You know that the tour bus will be crowded, so there won't be room for a big suitcase or backpack. Also remember that you're flying to Africa, so a huge backpack isn't a good idea.

2. How much should you take with you? Put everything you want to take on your bed—remember you'll be gone for six weeks. Then look at your things and choose only a third of them! Check that all your stuff fits in your bag.

3. And it's not just a question of how many things you take. Choose clothes which are light, and easy to wash and dry. So go for a polyester T-shirt, not a cotton one, lightweight pants instead of jeans, and a fleece jacket, not a wool sweater. Forget your wool socks and pack a waterproof jacket—it's much lighter.

4. You'll often travel for 10 to 12 hours a day. It's a good idea to have some things in your backpack to keep you busy. Take along a book, a deck of cards, or some playing cards.

5. And last but not least, don't forget your cell phone—you'll want to tell your family and friends how the trip is going.

The TopTeenTravel Team

Suggestions and advice

WARM-UP

Integrated Skills
Learner Independence

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

8 In this lesson, students look at different interpretations of knowing a word. Discussion may take place in English or their 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.

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

10 Phrasebook

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 matching replies with the idiomatic questions 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 attitudes and how much time is available. Homework suggestions (usually writing) are also provided for each lesson.

UNIT 5

LEARNER INDEPENDENCE

8 What does "knowing" a word mean? Which of these answers do you agree with? Compare with another student.

- Being able to understand it.
- Remembering it when I need it.
- Being able to pronounce it correctly.
- Being able to spell it properly.
- Knowing how to use it grammatically.
- Knowing which other words I can use it with.

9 Dictionaries use abbreviations to save you information about words. Match these abbreviations with their meanings below.

above adv and adj e.g. come in, go out

WP Work Practice

Dictionary words

Dictionary words are usually organized alphabetically. Some words are written in bold to indicate that they are "key" words. Students find the dictionary words and their abbreviations.

Compare these abbreviations with your own dictionary.

10 Phrasebook

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

I'm sorry...
Am I ready to order?
I'll have...

What would you like to drink?
Some sauce, please?
You're impossible!
You can't miss it!
Excuse me, can you help me?
It isn't far.
Last but not least

Now match these replies with the three questions in the box.

- Yes, I have a pizza?
- Yes, of course. What's the problem?
- A glass of milk, please.

7 Writing

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

**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, a Skit, and sometimes a Limerick. 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 identify words in other languages.

**Game/Puzzle**
Here, students solve a riddle and then make up their own riddle. There is often a game on this page, and there are also games throughout the book in the lessons and in the Teacher’s Book optional activities.

**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.

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

---

**Puzzle**
Read and fill in the word.

1. My first is a king, my second is a star, my third is a hat. What am I?
2. My first is a place, my second is a type of meat, my third is a brother. What am I?
3. My first is a small number, my second is a vowel, and my third is a word. What am I?
4. My first is a color, my second is a bird, my third is a tool. What am I?

**Limerick**
There was a young woman named Ida
Who lived with her mother in a large, sad house.
And although she had not a friend to be near
She didn’t mind, for she didn’t care.
She was happy by herself, you’ll agree.

---

**Puzzle**
Read and fill in the word.

1. My first is a number, and my second is a color, and my third is a shape. What am I?
2. My first is a verb, my second is a noun, and my third is a noun. What am I?
3. My first is a verb, my second is a noun, and my third is a verb. What am I?
4. My first is a verb, my second is a noun, and my third is a verb. What am I?

**Limerick**
There was a young man named John
Who lived in a house with his parents. One day, he saw a spider in his soup. He called his mother, but she said, “Don’t worry, it will go away.” And sure enough, the spider disappeared and life was back to normal.

---

**Puzzle**
Read and fill in the word.

1. My first is a verb, my second is a noun, and my third is a verb. What am I?
2. My first is a verb, my second is a noun, and my third is a verb. What am I?
3. My first is a verb, my second is a noun, and my third is a verb. What am I?
4. My first is a verb, my second is a noun, and my third is a verb. What am I?

---

**Limerick**
There was a young man named John
Who lived in a house with his parents. One day, he saw a spider in his soup. He called his mother, but she said, “Don’t worry, it will go away.” And sure enough, the spider disappeared and life was back to normal.

---

**Puzzle**
Read and fill in the word.

1. My first is a verb, my second is a noun, and my third is a verb. What am I?
2. My first is a verb, my second is a noun, and my third is a verb. What am I?
3. My first is a verb, my second is a noun, and my third is a verb. What am I?
4. My first is a verb, my second is a noun, and my third is a verb. What am I?
Consolidation

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

Extension

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

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

1. Projects require students to go back through the part of the unit which models the writing they will do. Then, suggest brainstorming 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 other's work, editing, and illustrating it. The Teacher's Book offers suggestions for organization.
1 Opener
The aim of the Opener is to introduce the topic and stimulate discussion, often through a quiz. For this lesson, the Teacher's Book provides useful information about teenagers' activities and attitudes. There are further Useful information sections throughout the Teacher's Book.

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

### Teenage Life Quiz

<table>
<thead>
<tr>
<th>Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many American teenagers expect to be famous?</td>
<td>10%</td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>What percentage of teenagers say they are usually happy?</td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>What do teenagers spend most of their money on?</td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>What do teenagers say they can't stand being 15?</td>
<td>10%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>What percentage of the total U.S. population are teenagers?</td>
<td>10%</td>
<td>25%</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

CULTURE

OPENER

How much do you know about teenagers in the U.S.? Try our Teenage Life Quiz!

READING

Read Girls and find the answers to these questions.

1. Can't stand being 15?
2. Has a boyfriend?
3. Plays two instruments?
4. Knows people who are worried about how they look?
5. Thinks designer clothes are too expensive?
6. Wants more independence?
7. Enjoys dancing?
8. Likes movies?

CULTURE

Naomi

I like being 15. I love shopping and going to the movies. And I often watch DVDs with friends, because there isn't much to do in this town for people of our age. Computers? I mainly use my computer for homework and studying for exams, and chatting on the Internet. But I know a guy—he's my boyfriend, actually—and he spends hours playing computer games. They're really addictive.

Anna

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

Jodi

I listen to music in my spare time—I really love it—and I play the violin and the guitar. I actually like classical music best. Some people think it’s awful, but I think it’s really cool. Of course, when you go to dances it’s all hip-hop, rap, and R&B, and that’s fine, too. Anyway, you can’t dance to classical music, and I love dancing.

MINI-PROJECT

Teenage life

Are the things that Naomi, Isabelle, Jodi, and Anna say also true about life for teenage girls in your country? Discuss the similarities and differences with another student.

Now work together to write about teenage life for girls and/or boys in your country. Read your work carefully and correct any mistakes. Then compare your Teenage life report with other students.

VOCABULARY

Match the words with their definitions.

1. guy
2. addictive
3. upset
4. kid
5. awful
6. cool

a. difficult to stop
b. great
c. man or boy
d. terrible
e. child
f. worried and unhappy

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

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 sometimely and muchmanyenough.

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 from both units.

**Review**

**Units 5–6**

1. Read and complete. For each number 1–10, choose word or phrase A, B, or C.

   **A.** Change
   **B.** Has
   **C.** Is

   No singer has had a career like Kylie Minogue, and no one has enjoyed so many friends as she has. Today she is one of the most successful singers the world has seen.

   **A.** A new star
   **B.** A world star
   **C.** A pop star

   During her career she has sung in front of a worldwide TV audience of 4 billion people. Now Kylie is one of the most successful singers in the world.

   **A.** A show
   **B.** A hit
   **C.** A career

   She can sing in front of tens of thousands of people. Kylie Minogue is a worldwide star.

2. Complete with the verbs in list A with the words and phrases in list B.

   **A.** Has
   **B.** Buy
   **C.** Make

   **B.** a CD
   **B.** a podcast
   **B.** a letter
   **B.** a book

   Carrie has bought a CD, and Jay has made a podcast.

3. Choose some or any.

   1. I want to buy something gifts for my family.
   2. Could you lend me something money for ice cream?
   3. There aren’t something empty tables in the coffee shop.
   4. Would you like something water with your meal?
   5. I don’t have something expensive jewelry.
   6. Do you see something Spanish newspapers?

4. Complete with How muchmany, and write the answers.

   1. water do you drink every day?
   2. meals do you have every day?
   3. money do you spend every week?
   4. books do you read every month?
   5. English words do you learn every week?
   6. time do you spend at school every week?
   7. sleep do you have every night?
   8. times do you wash your face every week?

5. Emma is telling to Lara about Saturday evening.

   Complete with object pronouns.

   “This evening, some friends called me from Florida and I was talking to them on the phone and Jay was waiting for me. So Carrie gave Jay a map of Washington, D.C. I told him where to go by bus. We looked for the theater, but we couldn’t find it. Then we asked a police officer to help us. When we got into the theater, we were all waiting for her. It was great to see her. And we were just in time for the show—I’m glad I didn’t miss it.”

6. Complete with these prepositions.

   across along around into on past to under

   You can take a three-hour cruise on the **boat** which goes from New York City’s Manhattan Island to New York Harbor. The cruise **starts** at the 42nd Street terminal and goes **north** up the East River. **Then** the boat **turns** to the George Washington Bridge to the New Jersey side. It is a long walk!

Write sentences about what’s happened this week.

   1. A new movie was released.
   3. A new song was sung.

   Write sentences.

   1. I haven’t played tennis.
   2. I haven’t bought a CD.

   Write a sentence about something you have done.

   1. I bought a CD.
   2. I visited New York.
   3. I played tennis.

   Write a sentence about something you haven’t done.

   1. I haven’t bought a CD.
   2. I haven’t visited New York.
   3. I haven’t played tennis.

   Write a sentence about something you have done recently.

   1. I bought a CD.
   2. I visited New York.
   3. I played tennis.
   4. I’ve been reading a new book.

   Write a sentence about something you haven’t done recently.

   1. I haven’t bought a CD.
   2. I haven’t visited New York.
   3. I haven’t played tennis.
   4. I haven’t attended a new movie.

   Write a sentence about something you have done often.

   1. I have bought a CD.
   2. I have visited New York.
   3. I have played tennis.
   4. I have read a new book.

   Write a sentence about something you haven’t done often.

   1. I haven’t bought a CD.
   2. I haven’t visited New York.
   3. I haven’t played tennis.
   4. I haven’t attended a new movie.

   Write a sentence about something you have done recently.

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   2. I have visited New York.
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   4. I have read a new book.

   Write a sentence about something you haven’t done often.

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   2. I haven’t visited New York.
   3. I haven’t played tennis.
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REVIEW

1. Silvana is returning to Argentina on August 31.
2. Emma is going back to school.
3. Ramón and Jay are visiting Florida.
4. Silvana is returning to Argentina.

10. Complete with much, many, or enough and write the answers.
1. Are there too _______ minutes in your city?
2. Is there too _______ traffic on the roads?
3. Have you spent too _______ money this week?
4. Have you watched too _______ TV shows this week?
5. Do you have too _______ TV channels?
6. Do you have too _______ homework?
7. Do you always have _______ sleep?
8. Do you go to bed early _______

VOCABULARY

11. Complete with nine of these words.
1. customer
2. fertilizer
3. magnet
4. menu
5. park
6. position
7. track
8. water
9. yard

Vocabulary

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