Inspired is a four-level course designed to take teenagers from beginner to intermediate level (CEF A1–B1+). The course aims to appeal to the modern teenager through imaginative and exciting topics, introduces up-to-date language and expressions, increases confidence through learner independence activities, provides regular opportunities for 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.

**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 from a 16-year-old. In designing Inspired our aim has been to create a course that 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 the elementary level; they may have started learning another language, or had private lessons or extra classes in English. Students who started learning English at the elementary level may have been exposed to predominantly oral activities, games, and songs, and be surprised at the different demands of the class they are now in. Inspired aims to provide a safe transition to the new level, and to review 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 that suit them. We have tried to make students aware that, while they may have a preferred learning style, they could benefit from experimenting with others.

**Different aspirations**

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

**Different class sizes and numbers of hours a week**

The Teacher’s Book provides lesson plans full of extra optional activities that 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 that integrates separate communicative, lexical, grammatical, pronunciation skills, and learner independence syllabi. This provides a principled approach to vocabulary acquisition and to the development of the four skills. The Contents pages of the Student’s Book list the topics, lesson titles, communicative aims, language areas, pronunciation points, skills, and learner independence training.

**Reading**

At Level 3, students encounter new language in the first three lessons of each unit through a variety of reading and listening texts which focus on topics of interest and relevance to the students’ lives and studies. These texts are preceded by tasks to give students a purpose for reading/listening and to develop predictive skills.

**Vocabulary and grammar**

The topic-led syllabus provides a firm basis for systematic coverage and development of vocabulary. Lessons contain Word Banks and activities to review 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 to a comprehensive Language File at the back of the Student’s Book, which provides full paradigms and explanations of grammatical points with controlled practice exercises.

**Pronunciation**

The first three lessons of each unit provide explicit work on pronunciation, stress, and intonation arising from the lesson...
language. Phonemic symbols are given as support where relevant; these are intended for recognition only. There is a Pronunciation Guide at the back of the Student's Book.

Skills development
Careful attention is paid to the development of the four language skills in each unit, both in the first three lessons and in the fourth Integrated Skills lesson. Guided writing: a carefully staged 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, and 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 that caters for two different ability levels—reviewing 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. As well as the Consolidation and Extension sections, there are four Review sections at each level, providing further consolidation and learner independence self-assessment sections. There are further Review sections in the Workbook.

Culture and CLIL
Each level also features four Culture sections that 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 facing 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 that 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 associated language practice activities.

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

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

Class Audio 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 clips. 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 (CEF) is a widely used standard created by the Council of Europe. In the classroom, familiarity with the CEF can be of great help to any teacher in identifying students’ actual progress and helping them to set their learning priorities.

Inspired offers a wide range of teaching materials in various components that give teachers the opportunity to develop all aspects of their students’ language ability. The CEF can be used to follow their progress. Below are the B1–B2 descriptors (description of competencies) covered in Inspired 3 which students are aiming to reach. A1–A2 descriptors are available in the Inspired 1 and 2 Teacher’s Books and also on the Inspired teacher’s website. A high level of confidence with the A1–A2 descriptors is expected along with a basic level of confidence of the B1 descriptors as students start using Inspired 3. By the end of the course students should be able to accomplish all the B1 level and some of the B2 level descriptors. Many of the B1 descriptors talk of greater confidence with the same kinds of ability already described at A2: others only appear for the first time at B1.

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

### What is a CEF 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 dossier.

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

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

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

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<table>
<thead>
<tr>
<th>Inspired 3 TB descriptors</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening</strong> B1</td>
<td>I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.</td>
<td>10</td>
<td>23, 24, 29</td>
<td>38, 47</td>
<td>53, 55</td>
<td>62, 70</td>
<td>91</td>
<td>102</td>
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<td></td>
<td>I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.</td>
<td>23, 24, 29</td>
<td>38, 47</td>
<td>55</td>
<td>62, 69, 73</td>
<td>81</td>
<td>89, 91, 95</td>
<td>107</td>
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<td></td>
<td>I can listen to a short narrative and form hypotheses about what will happen next.</td>
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<tr>
<td></td>
<td>I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.</td>
<td>14, 15, 17</td>
<td>23, 24, 25, 27, 29</td>
<td>38, 47</td>
<td>55</td>
<td>62, 69, 73</td>
<td>81</td>
<td>89, 91, 95</td>
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<tr>
<td></td>
<td>I can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear.</td>
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<td></td>
<td>I can understand simple technical information, such as operating instructions for everyday equipment.</td>
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### Listening

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>I can understand in detail what is said to me in standard spoken language even in a noisy environment.</td>
<td>13 24, 27 69</td>
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<tr>
<td></td>
<td>I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</td>
<td>30 43</td>
</tr>
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<td></td>
<td>I can understand most radio documentaries delivered in standard language and can identify the speaker’s mood, tone, etc. by using contextual clues.</td>
<td>15 95</td>
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<tr>
<td></td>
<td>I can understand TV documentaries, live interviews, talk shows, plays and the majority of movies in standard dialect.</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialization.</td>
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<tr>
<td></td>
<td>I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension.</td>
<td>10, 11, 13 47 53, 55 69, 73 81 89 107</td>
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</tbody>
</table>

### Reading

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<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Range</th>
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<tbody>
<tr>
<td>B1</td>
<td>I can understand the main points in short newspaper articles about current and familiar topics.</td>
<td>14, 18 36, 39, 40, 42 63 80</td>
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<tr>
<td></td>
<td>I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.</td>
<td>40 48, 52 64 76 100</td>
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<td></td>
<td>I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.</td>
<td>16 28 69 79 94</td>
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<td></td>
<td>I can skim short texts (for example, news summaries) and find relevant facts and information (for example, who has done what and where).</td>
<td>10, 12, 16 22, 26, 28 36, 42 48, 52 63, 64, 66, 70 78, 80 90, 92, 94 100, 101</td>
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<td></td>
<td>I can understand the most important information in short simple everyday information brochures.</td>
<td>20, 21 26 96 106</td>
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<td></td>
<td>I can understand simple messages and standard letters (for example from businesses, clubs, or authorities).</td>
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<td></td>
<td>In private letters I can understand those parts dealing with events, feelings, and wishes well enough to correspond regularly with a pen pal.</td>
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<tr>
<td></td>
<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.</td>
<td>16 39, 46, 47 48, 54 66 92</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>B2</strong></td>
<td><strong>I can rapidly grasp the content and the significance of news, articles, and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.</strong></td>
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<td></td>
<td><strong>I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.</strong></td>
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<td></td>
<td><strong>I can understand in detail texts within my field of interest or the area of my academic or professional speciality.</strong></td>
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<td></td>
<td><strong>I can understand specialized articles outside my own field if I can occasionally check with a dictionary.</strong></td>
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<tr>
<td></td>
<td><strong>I can read reviews dealing with the content and criticism of cultural topics (movies, theater, books, concerts) and summarize the main points.</strong></td>
<td>28 68</td>
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<tr>
<td></td>
<td><strong>I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.</strong></td>
<td>28 68</td>
</tr>
<tr>
<td></td>
<td><strong>I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.</strong></td>
<td>28 68</td>
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<tr>
<td></td>
<td><strong>I can understand in a narrative or play the motives for the characters’ actions and their consequences for the development of the plot.</strong></td>
<td>54, 55</td>
</tr>
<tr>
<td><strong>Spoken Interaction</strong></td>
<td><strong>B1</strong></td>
<td><strong>I can start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest.</strong></td>
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<td></td>
<td><strong>I can maintain a conversation or discussion that may sometimes be difficult to follow when trying to say exactly what I would like to.</strong></td>
<td>13</td>
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<td></td>
<td><strong>I can deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling.</strong></td>
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<td><strong>I can ask for and follow detailed directions.</strong></td>
<td>28 68</td>
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<td></td>
<td><strong>I can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.</strong></td>
<td>28 68</td>
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<td></td>
<td><strong>I can give or seek personal views and opinions in an informal discussion with friends.</strong></td>
<td>17 25, 27, 29</td>
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<td></td>
<td><strong>I can agree and disagree politely.</strong></td>
<td>50</td>
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<tr>
<td>Spoken Interaction</td>
<td>I can initiate, maintain, and end discourse naturally with effective turn-taking.</td>
<td>13</td>
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<td></td>
<td>I can exchange considerable quantities of detailed factual information on matters within my fields of interest.</td>
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<td></td>
<td>I can convey degrees of emotion and highlight the personal significance of events and experiences.</td>
<td>13</td>
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<td></td>
<td>I can engage in extended conversation in a clearly participatory fashion on most general topics.</td>
<td>65, 73</td>
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<td></td>
<td>I can account for and sustain my opinions in discussion by providing relevant explanations, arguments, and comments.</td>
<td>11, 15, 17</td>
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<td></td>
<td>I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.</td>
<td>1, 15, 17</td>
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<td></td>
<td>I can carry out a prepared interview, checking and confirming information, following up interesting replies.</td>
<td>11, 15, 17</td>
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<tr>
<td>Spoken Production</td>
<td>I can narrate a story.</td>
<td>54</td>
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<tr>
<td>B1</td>
<td>I can give detailed accounts of experiences, describing feelings and reactions.</td>
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<td></td>
<td>I can describe dreams, hopes, and ambitions.</td>
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<td>I can explain and give reasons for my plans, intentions, and actions.</td>
<td>63</td>
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<td></td>
<td>I can relate the plot of a book or movie and describe my reactions.</td>
<td>46, 47</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>41</td>
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<tr>
<td>Spoken Production</td>
<td>I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.</td>
<td>30</td>
</tr>
<tr>
<td>B2</td>
<td>I can understand and summarize orally short extracts from news items, interviews, or documentaries containing opinions, argument, and discussion.</td>
<td>69</td>
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<td></td>
<td>I can understand and summarize orally the plot and sequence of events in an extract from a movie or play.</td>
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<td></td>
<td>I can construct a chain of reasoned argument, linking my ideas logically.</td>
<td>24</td>
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<td></td>
<td>I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
<td>52</td>
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<td></td>
<td>I can speculate about causes, consequences, hypothetical situations.</td>
<td>41</td>
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<tr>
<td><strong>Strategies</strong></td>
<td><strong>B1</strong></td>
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<td>I can repeat back part of what someone has said to confirm that we understand each other.</td>
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<td>I can ask someone to clarify or elaborate what they have just said.</td>
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<tr>
<td>When I can’t think of the word I want, I can use a simple word meaning something similar and invite “correction.”</td>
<td>17 29 43</td>
<td></td>
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<tr>
<td><strong>Strategies</strong></td>
<td><strong>B2</strong></td>
<td></td>
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<tr>
<td>I can use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say.</td>
<td></td>
<td>43 69</td>
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<tr>
<td>I can make a note of “favorite mistakes” and consciously monitor speech for them.</td>
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<td>I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.</td>
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<tr>
<td><strong>Language Quality</strong></td>
<td><strong>B1</strong></td>
<td></td>
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<tr>
<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>13, 17 29 38, 43 54 81</td>
<td>107</td>
</tr>
<tr>
<td>I can convey simple information of immediate relevance, getting across which point I feel is most important.</td>
<td>27, 29, 30 41 48 67, 69 75 89, 95, 97</td>
<td>101</td>
</tr>
<tr>
<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>13, 17, 18, 19, 21 22, 23, 26, 29 37, 41, 43 48, 51, 56 63, 65, 67, 69, 71, 73 77, 79, 81, 82 89, 91, 95, 97</td>
<td>101, 102, 103, 107, 109</td>
</tr>
<tr>
<td><strong>Language Quality</strong></td>
<td><strong>B2</strong></td>
<td></td>
</tr>
<tr>
<td>I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.</td>
<td>30 69</td>
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<tr>
<td>I can pass on detailed information reliably.</td>
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<tr>
<td>I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.</td>
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<td>41 69</td>
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<tr>
<td>I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.</td>
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<tr>
<td><strong>Writing</strong></td>
<td><strong>B1</strong></td>
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<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>13, 19, 21 29 39, 43 48, 53, 56 62, 63, 65, 71, 73 75, 77 89, 93</td>
<td>101, 103, 109</td>
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<tr>
<td>Writing B2</td>
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<tr>
<td>I can write clear and detailed texts (compositions, reports, or texts of presentations) on various topics related to my field of interest.</td>
<td>21, 29, 55, 56, 65, 73, 79, 81, 91, 95, 101, 105, 107, 109</td>
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<tr>
<td>I can write summaries of articles on topics of general interest.</td>
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<tr>
<td>I can summarize information from different sources and media.</td>
<td>15, 30, 56, 79, 82, 99, 108</td>
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<tr>
<td>I can discuss a topic in a composition or “letter to the editor,” giving reasons for or against a specific point of view.</td>
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<td>I can develop an argument systematically in a composition or report, emphasizing decisive points and including supporting details.</td>
<td>43, 79</td>
<td></td>
</tr>
<tr>
<td>I can write about events and real or fictional experiences in a detailed and easily readable way.</td>
<td>19, 69, 77, 95, 105</td>
<td></td>
</tr>
<tr>
<td>I can write a short review of a movie or a book.</td>
<td>23, 27</td>
<td></td>
</tr>
<tr>
<td>I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what—in my opinion—are the important aspects of an event.</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>
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 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 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.

**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.

---

**Communicative Aims**
- Learning to talk about what has and hasn’t happened
- Talk about experiences
- Talk about achievements and important events
- Describe a sequence of past events
- Talk about past habits and states
- Talk about inventions

**Topics and Vocabulary**
- Countries
- Phrases with go, learn, and ride
- Sports
- Geographical features
- Disability
- Recycling
- Household items
- Materials
- Inventions
- Phrases with do and make

---

**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.
Play What kind of person?
Work in pairs and make notes describing four other students under these headings.

**What kind of person?**

<table>
<thead>
<tr>
<th>Color</th>
<th>Day of the week</th>
<th>Month of the year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Place**

- Office
- Classroom
- Home

**Clothes**

- Jeans
- T-shirt
- Dress

**Household Item**

- Lamp
- Piano
- TV

**Food**

- Pizza
- Hamburger
- Salad

**Animal**

- Dog
- Cat
- Fish

Take turns reading out your descriptions to another group. Can they guess who the people are?

This person is red. She is Monday. June. And a beach.

Ruth had planned to go to university, but instead she left school and started her own business.

**Speaking activity**

Students carry out an interactive speaking activity related to the next two units. This may be a game, as here, a questionnaire, or a survey. The Teacher’s Book provides suggestions for students to use the results of the game to complete a project.

**Believe it or not!**

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

Who is the world’s greatest inventor?

Many people think that Thomas Edison registered the most inventions—he had over 1,000 patents, including the light bulb. But Dr. Yoshio Nakanishi from Tokyo has 2,200 patents, including the floppy disk! Although he’s 71, he’s still going strong, so that number will probably increase.

**The car, which was sketched by da Vinci in 1478, runs by clockwork.**

**What is the world’s greatest invention?**

Many people think that Thomas Edison registered the most inventions—he had over 1,000 patents, including the light bulb. But Dr. Yoshio Nakanishi from Tokyo has 2,200 patents, including the floppy disk! Although he’s 71, he’s still going strong, so that number will probably increase.
The first three lessons in each unit present **new language**. While these lessons follow a similar pattern up to the **After Reading/Listening 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 always 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 **Challenges** – 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.

**Weblink**
The Teacher’s Book provides at least one URL relevant to each lesson. Teachers are advised to check these links before sharing them with the students as web addresses frequently change.

**4 Vocabulary**
Lessons may also offer explicit lexical development through **Word Banks** of lexical sets and vocabulary exercises.
3 After Reading/Listening
These exercises use a variety of different formats including true/false, open questions, matching questions and answers, and completion. The aim is intensive reading/listening. After Reading/Listening ends with Your response: an activity which invites the student to respond personally to the text or dialogue.

Follow-up activities and homework
The Teacher’s Book offers optional follow-up activities, usually including a game, to help with mixed-ability teaching and to cope with variable aptitude and amounts of time available. Homework suggestions (usually writing) are also provided for each lesson.

4 Vocabulary
Complete with the correct preposition: about, at, in, to, on.
1 be _______ the Olympic Games
2 show something ______ someone
3 worry ______ something
4 get used ______ something
5 be involved ______ something
6 ______ a chance
7 live ______ a house

5 Pronunciation
Mark the stressed syllables.
achievement animals extinguish community development extinguishers nearby opportunity

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

7 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 reinforcement of the target language. In this lesson, students write a paragraph about how long they’ve done things for, and when they did things.

Language Workout
The Language Workout boxes highlight the target language with sentences from the lesson or paradigms for the students to complete. The bottom of the box refers students to the Language File at the back of the book where they can check their answers, find a fuller treatment of the grammatical point, and do a practice exercise focusing on the form of the target language. The Teacher’s Book provides suggestions for further practice activities and additional information about the target language. Teachers may decide when to draw students’ attention to the Language Workout, and the Teacher’s Book gives suggestions for when it can be used. For example, it may be appropriate to refer to it before learners are expected to produce the target language, and for consolidation at the end of the lesson.

6 Speaking
In the Speaking activity, students use the target language to communicate, in this case interviewing each other about how long they’ve done things for, and when they did things. This activity often also personalizes the target language, and students use it to talk about their own lives and opinions.
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 to 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, Describing personal experiences.

**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.

**Integrated Skills**
Describing personal experiences

**1 Opener**
How much do you know about Peru? Do the quiz: choose A or B.

1 Peru is on the _____ coast of South America.
   A Atlantic   B Pacific

2 Its capital is _____.
   A Lima   B Santiago

3 It shares a border with _____.
   A Bolivia   B Paraguay

4 The Andes _____ runs through Peru.
   A river   B mountain range

5 The _____ built Machu Picchu.
   A Aztecs   B Incas

**Reading**
Julie and Dan are backpacking through South America. Read, and complete July’s diary with phrases a-f.

a and flies to over 4,000 meters in some places.

b which looks a little like beef.

c it was central of the Inca empire.

d it’s over 3,800 meters above sea level.

e for a few days, and it’s not before dinner.

Which words in the phrases help you complete the text?

**Reading**
We’ve been busy since we arrived in Peru from Ecuador a week ago! It’s our fourth country so far. First we took a bus from Lima, the capital, to Cuzco (24 hours). Somewhere on the trip I lost my watch, but it wasn’t valuable, so it didn’t really matter. Cuzco is a beautiful old city surrounded by the Andes mountains—

Peru is on the _____ coast of South America.
   A Atlantic   B Pacific

We spent a night in a hostel, and the next morning we started to walk the Inca trail to the city of Machu Picchu. The trail is often very steep because a lot of people suffer from altitude sickness. I’ve been lucky because I haven’t felt sick, but Dan has had a bad headache for a couple of days.

The trek along the Inca trail took four days and it was exhausting. It was really worth it. On the last day, we got up at 4 a.m. to reach Machu Picchu in time for sunrise. When we got there, the city was invisible because it was covered in clouds. But suddenly the clouds lifted, and there was Machu Picchu! It was magic!

We spent several hours wandering around the site—what an incredible place! Then back to Cuzco by bus and train. We’ve had some interesting food in Peru. I’ve already tried llama, a local specialty in Cuzco in white guinea pig, but I couldn’t eat it!

Tomorrow we’re going to Lake Titicaca, on the border between Peru and Bolivia. It’s the largest freshwater lake in South America and one of the highest in the world. The weather has been great—let’s hope it stays that way.

**GUIDED WRITING**
**SPEAKING**
**LISTENING**

**Self assessment** Look back over this unit and make a list.

**Exercise 5** Use the map and information I’ve found out more about South America.

**Exercise 6** Parents have a list. 

**Exercise 7** Find examples of linking words and decide which places they’re visiting them.

Where are you going next?

What have you done?

Where are you now?

Let’s hope it stays that way.
The Andes runs through Peru. It shares a border with…

The weather has been great — let’s hope it stays that way.

It was the capital of the Inca and rises to over 4,000 meters in America. Read and complete Peru? Do the quiz: choose A or B.

Aztecs

A

Atlantic

B

A

A

Atlantic

America.

We spent several hours around the site — what an incredible place! It was magic!

Cuzco is a beautiful capital, to Cuzco (24 hours!). Somewhere on the trip I lost my watch, but it wasn’t, so it didn’t really matter. Cuzco is a beautiful capital, to Cuzco (24 hours!). Somewhere on the trip I lost my watch, but it wasn’t, so it didn’t really matter.

It’s the largest freshwater lake in South America and one of the most popular possible real responsible
developing countries in the world.

A local speciality in Cuzco is roast guinea pig, but I couldn’t face it!

The weather has been great — let’s hope it stays that way. I’ve never had so much fun. Have you ever wondered what’s like? I’ve never done anything like it before. It didn’t really matter. It was well worth it. It was magic! What an incredible place! I couldn’t face it.

Let’s hope it stays that way.

The Andes runs through Peru. It shares a border with…

It’s 3,809 meters above sea level, so it wasn’t, so it didn’t really matter. Cuzco is a beautiful capital, to Cuzco (24 hours!). Somewhere on the trip I lost my watch, but it wasn’t, so it didn’t really matter.

It’s our fourth country so far. First we took a bus from Lima, the capital of Peru, and Bolivia. It’s the largest freshwater lake in South America and one of the most popular possible real responsible
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Let’s hope it stays that way.
Inspired EXTRA! follows the Integrated Skills lesson in each unit. The left-hand page includes either Language Links and a Skit, or a Project. There is always a Game/Puzzle, and sometimes a Limerick.

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

**Project**
The projects in Units 2, 4, 6, and 8 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 group works together to produce their project, reading each other's work, editing, and illustrating it. The Teacher's Book offers suggestions for organization.

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

On the right-hand page there are mixed-ability activities giving opportunities for both consolidation and extension, and Your Choice!, which allows students to choose from four different activities.
Consolidation

The Consolidation exercises provide further writing practice for less confident students in mixed-ability classes. In this unit, students write sentences about what two people have or haven’t done, information based on an interview and sentences using time phrases. 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 questions and answers in the present perfect, summarize information in a chart, and imagine they are interviewing Usain Bolt and write his answers to their questions. 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. Where possible, the Teacher’s Book provides answers.
Culture

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 tourism.

Tourism: who gets the money?

Many tourists believe that much of the money they spend in a vacation to a poor country benefits the local community. But how much of the rest of this kind of vacation really goes to the country you visit?

Let’s take a family in the U.S. who go on vacation somewhere in Africa. Some of their money goes to the travel agent who sells the vacation and to the airline that organizes it. More money goes to the American airline that flies the family there and back. The resort is owned by a European company. The manager and top staff at the resort are European, and most of their salary is paid into banks back home. The tourists arrive from the airport in an imported bus and are driven to their hotel. The food and drink are local, but they don’t earn very much money. And the food and drink which they serve is almost all imported.

As a rule, less than a third of the money paid for this kind of vacation really goes to the country you visit.

How do they do it?

Let’s take a family in the U.S. who goes on vacation somewhere.

They come here with their money. It’s very crowded. One plan is to close the Taj Mahal to tourists that you can only walk along the Incan road. Two million visitors a year. There are so many tourists that you can only walk along the Inca road. You can only walk along the Inca road. The railway to the site if you are in a group. On your own, you can only walk along the Inca road.

Tourism: who gets the money?

How tourists can help developing countries

So is it always wrong to visit poor countries as a tourist? Not at all—it depends on the kind of vacation you take. Responsible tourists use their visit to learn about the culture and language of the country they are in. They interact with the locals and ask questions—rather than believing that they know all the answers. They travel by public transportation and eat the local food. The souvenirs they buy are locally-made, not imported. And everyone benefits. The responsible tourist has a great vacation, and the money that is spent stays in the country.

The good news about tourism

Tourism is big business and provides at least 10 million jobs around the world. Spending by tourists is vital for the economies of many countries, providing a high percentage of their income. According to the World Travel and Tourism Council, tourism produces over U.S. $8 trillion a year.

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3 LISTENING

Listen and choose the correct answer.

Are tourists destroying the famous places they visit?

Let's look at some well-known tourist sites around the world and see what's happening.

Machu Picchu
This Inca site in Peru receives about 100,000/1,000,000 visitors a year. There are so many tourists that you can only walk along the Inca Trail to the site if you are in a group on your own.

Angkor Wat
Each year more and more tourists come to Cambodia to see the Angkor Archeological Park. One way of reducing increasing numbers is to have two different admission rates: Cambodians go free, but foreigners pay $30 for a day visit.

Pompeii
The Roman town is one of the most famous sites in the world, and it is in one of the areas which is in the most danger. In 1901, 286,700-583,000 visitors came to see what life was like in Roman times. But now the numbers have increased to 360,000 million people a year.

Taj Mahal
The Taj Mahal is the most popular tourist site in India—every year it has 3,000,000,000,000,000 visitors—and now it is very crowded. One plan is to close the Taj Mahal completely and only let visitors look at it from a distance.

4 Mini-Project

Discuss these topics with another student. Use the texts in this lesson to help you.

1. In your opinion, how valuable is the income from tourism to your country? What can people do to increase it?
2. Have any of the texts made you change your ideas about tourism?
3. What do you think the Maasai attitude to tourists and tourism is?
4. In your opinion, what is the impact of tourism on local people?
5. How do you think the Inca Trail affects local people?
6. In your opinion, what is the impact of tourism on local wildlife?
7. Are you confident tourists will respect local culture and traditions?
8. What can tourists do to help local people?

Vocabulary

1. Read texts A, B, C, D, and E and answer the questions.
2. In general, how much of the money that tourists spend on a vacation to a poor country benefits the local community?
3. In The Streets Are Coming, the poet tells the tourists to do four things. What are they?
4. In your opinion, how valuable is the income from tourism to your country? Why can people do to increase it?
5. Have any of the texts made you change your ideas about tourism?
6. What do you think the Maasai attitude to tourists and tourism is?

2 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 three texts that discuss the impact of tourism, and identify the text which performs each of the functions listed.

2. Vocabulary

Match these words with their definitions.

- resort a. place where people go for a vacation
- benefit b. show you think something is important
- community c. tell people what to do
- respect d. people who work for a business or organization
- salary e. bring into a country from abroad
- staff f. what you earn each month from a job
- import g. group of people who lost in a place
- growth h. help
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.

Language points reviewed include not only main verb tenses but problem areas such as already/yet and for/since. 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.
Chris Haas, 15, _______ (invent) the Hands-On Basketball as a school project when he was 14. The idea _______ (be) to make an investment to help people do something better, he remembers. Chris’s father _______ (be) a basketball coach for many years before he _______ (retire). “I know how to shoot properly, that’s my father _______ (teach) me,” Chris says. “So I _______ (hang) out with the basketball team to show the other players how to hold it.” No one _______ (think) of this before, and Chris _______ (realize) his idea to a big company. He _______ (not expect) to make a lot of money, but last year he _______ (earn) $50,000 from his invention.

Think about life 300 years ago. Write sentences about what people used to do and didn’t use to do.

travel by plane:
They didn’t use to travel by plane.

1. drive cars 2. travel by boat 3. cook food over a fire 4. buy frozen food 5. send e-mail 6. listen to the radio 7. read by candlelight 8. wash clothes by hand

Write sentences using the simple past passive.
the vacuum cleaner/invent/Herbert Booth/1901
The vacuum cleaner was invented by Herbert Booth in 1901.

1. radium/discover/Marie and Pierre Curie/1898
2. the first cotton clothes/produce/India
3. the modern safety/packagin American/1892
4. the first powered aircraft/flight/make/the Wright brothers/1903
5. iron/first use/the Chinese/Ming dynasty
6. New York subway/open /1904
7. the first color photographs/James Maxwell/1861
8. chocolate/mint/insert the European/16th century

Complete with ten of these words.
accident award brick chain float habit headache impression kite medal metal mend rug tire

1. You can’t fly a _______ if there’s no wind.
2. She managed to _______ the hole in her jeans.
3. A beautiful _______ _______ the floor.
4. Could I have two _______ of coke, please?
5. Riding a very long bike is _______.
6. It’s easier to _______ in the ocean than in a freshwater pool.
7. He had a message of _______ but luckily he wasn’t hurt.
8. It must be wonderful to win an Olympic _______ metal.
9. They say genius is one percent _______ and 99 percent hard work.
10. She was delighted to win an _______ for her first novel.

Match these words with their definitions.

mind combine deal entertain foreigner reduce simplify sphere whole
1. give a performance that people enjoy 2. hang out with friends 3. something inside, like a ball 4. make easier or less complicated 5. make easier or less complicated 6. a separate country 7. business 8. make up 9. make easier or less complicated

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

A B
1. a candle a) candle
2. by 50% b) half
3. damage c) idea
4. an idea d) reduce
5. a language e) perform
6. money f) earn
7. a play g) perform
8. underwater h) swim
9. a vacation i) swim
10. less complicated j) reduce

Complete with the present perfect or simple past.

Rob has never tried snowboarding.

A B
1. book somewhere to stay the first night a) hasn’t 2. plan their route b) has 3. never thought of this before c) hasn’t 4. sent e-mail d) has 5. is rescued e) hasn’t

Complete with the simple past passive.

They didn’t use to travel by plane.

1. drive cars 2. travel by boat 3. cook food over a fire 4. buy frozen food 5. send e-mail 6. listen to the radio 7. read by candlelight 8. wash clothes by hand

Write sentences using the simple past passive.

1. become a candle
2. by 50%
3. damage
4. an idea
5. perform a language
6. reduce money
7. think in a play
8. translate underwater
9. swim underwater
10. make easier or less complicated

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

Collocation
All the Review sections include an exercise to raise awareness of the importance of collocation.

Learner Independence: Self Assessment
This Self Assessment section for each two units lists the communicative aims and invites students to rate their confidence in each one. Students who are not sure about their ability in a particular area are referred to the Language File and the relevant Workbook exercises. The Teacher’s Book offers guidance on handling this.

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