

Inspired

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 audioscripts 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  1.04 in the Student's Book and Teacher's Book.

Inspired Digital

Inspired embraces the digital generation, offering multi-media 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.

Inspired and the Common European Framework

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.

Inspired 3 TB descriptors		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
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.								
	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	10	23, 24, 29	38, 47	53, 55	62, 70		91	102
	I can listen to a short narrative and form hypotheses about what will happen next.				51				
	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	14, 15, 17	23, 24, 25, 27, 29	38, 47	55	62, 69, 73	81	89, 91, 95	107
	I can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear.								
	I can understand simple technical information, such as operating instructions for everyday equipment.								

Listening B2	I can understand in detail what is said to me in standard spoken language even in a noisy environment.	13	24, 27			69			
	I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.		30	43					
	I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone, etc. by using contextual clues.	15						95	
	I can understand TV documentaries, live interviews, talk shows, plays and the majority of movies in standard dialect.							93	
	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.								
	I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension.	10, 11, 13		47	53, 55	69, 73	81	89	107
Reading B1	I can understand the main points in short newspaper articles about current and familiar topics.	14, 18		36, 39, 40, 42		63	80		
	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.			40	48, 52	64	76		100
	I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	16	28			69	79	94	
	I can skim short texts (for example, news summaries) and find relevant facts and information (for example, who has done what and where).	10, 12, 16	22, 26, 28	36, 42	48, 52	63, 64, 66, 70	78, 80	90, 92, 94	100, 101
	I can understand the most important information in short simple everyday information brochures.	20, 21	26					96	106
	I can understand simple messages and standard letters (for example from businesses, clubs, or authorities).								
	In private letters I can understand those parts dealing with events, feelings, and wishes well enough to correspond regularly with a pen pal.								
	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.	16		39, 46, 47	48, 54	66		92	

Reading B2	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.					64		92	
	I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.			42		72	74, 76	99	100
	I can understand in detail texts within my field of interest or the area of my academic or professional speciality.		28			68, 70, 72	74	90, 94, 99	
	I can understand specialized articles outside my own field if I can occasionally check with a dictionary.		28			68			
	I can read reviews dealing with the content and criticism of cultural topics (movies, theater, books, concerts) and summarize the main points.								
	I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.								
	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.								
	I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.				54, 55				
Spoken Interaction B1	I can start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest.	11, 13	29	38, 47				91, 93	102
	I can maintain a conversation or discussion that may sometimes be difficult to follow when trying to say exactly what I would like to.	13	25	43, 47	50			93	
	I can deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling.					69			
	I can ask for and follow detailed directions.								
	I can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.								
	I can give or seek personal views and opinions in an informal discussion with friends.	17	25, 27, 29	37, 38, 41, 47	50	62, 65, 73		96, 97	102, 103, 107
	I can agree and disagree politely.				50				

Spoken Interaction B2	I can initiate, maintain, and end discourse naturally with effective turn-taking.	13		41		67		95, 96	
	I can exchange considerable quantities of detailed factual information on matters within my fields of interest.			38	54	73	75		108
	I can convey degrees of emotion and highlight the personal significance of events and experiences.								
	I can engage in extended conversation in a clearly participatory fashion on most general topics.	13				65, 69			102, 103, 108
	I can account for and sustain my opinions in discussion by providing relevant explanations, arguments, and comments.			41		65, 73			102, 103
	I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.								
	I can carry out a prepared interview, checking and confirming information, following up interesting replies.	11, 15, 17	25, 27	38, 47		62, 65, 67	75, 79	96	102, 105, 107
Spoken Production B1	I can narrate a story.				54				
	I can give detailed accounts of experiences, describing feelings and reactions.								
	I can describe dreams, hopes, and ambitions.								
	I can explain and give reasons for my plans, intentions, and actions.					63			
	I can relate the plot of a book or movie and describe my reactions.			46, 47					
	I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.			41	54	67			101, 107
Spoken Production B2	I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.		30		49, 56		81	91	101, 107
	I can understand and summarize orally short extracts from news items, interviews, or documentaries containing opinions, argument, and discussion.					69			
	I can understand and summarize orally the plot and sequence of events in an extract from a movie or play.		30						
	I can construct a chain of reasoned argument, linking my ideas logically.		24	41	52	67	76		
	I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.				52			89, 91	
	I can speculate about causes, consequences, hypothetical situations.			41	53, 54			92	101, 102, 109

Strategies B1	I can repeat back part of what someone has said to confirm that we understand each other.								
	I can ask someone to clarify or elaborate what they have just said.								
	When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction."	17	29	43					
Strategies B2	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.			43		69			
	I can make a note of "favorite mistakes" and consciously monitor speech for them.								
	I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.								
Language Quality B1	I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.	13, 17	29	38, 43	54		81		107
	I can convey simple information of immediate relevance, getting across which point I feel is most important.		27, 29, 30	41	48	67, 69	75	89, 95, 97	101
	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.	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	101, 102, 103, 107, 109
	I can express myself reasonably accurately in familiar, predictable situations.	13, 17, 19	23, 25, 27, 29	36, 37, 39, 41	49, 51, 53, 55	63, 65, 67, 69, 73	75, 77, 79, 81	89, 91, 95, 97	101, 103, 105, 107, 109
Language Quality B2	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.		30			69			
	I can pass on detailed information reliably.						77		
	I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.			41		69		95	
	I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.								
Writing B1	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	13, 19, 21	29	39, 43	49, 53, 56	62, 63, 65, 71, 73	75, 77	89, 93	101, 103, 109

	I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.	13, 15, 17, 19	23			69	75		
	I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.			41					
	I can describe in a personal letter the plot of a movie or a book or give an account of a concert.								
	In a letter I can express feelings such as grief, happiness, interest, regret, and sympathy.								
	I can reply in written form to advertisements and ask for more complete or more specific information about products (for example, a car or an academic course).								
	I can convey—via fax, e-mail, or a circular—short simple factual information to friends or colleagues or ask for information in such a way.							91, 93	
	I can write my resume in summary form.								
Writing B2	I can write clear and detailed texts (compositions, reports, or texts of presentations) on various topics related to my field of interest.	21	29		55, 56	65, 73	79, 81	91, 95	101, 105, 107, 109
	I can write summaries of articles on topics of general interest.								
	I can summarize information from different sources and media.	15	30		56		79, 82	99	108
	I can discuss a topic in a composition or “letter to the editor,” giving reasons for or against a specific point of view.								
	I can develop an argument systematically in a composition or report, emphasizing decisive points and including supporting details.			43			79		
	I can write about events and real or fictional experiences in a detailed and easily readable way.	19				69	77	95	105
	I can write a short review of a movie or a book.		23, 27						
	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.				51				

Using *Inspired*

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

Communicative Aims

Students match photographs with 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.

PREVIEW

UNITS 5-6

COMMUNICATIVE AIMS

LEARNING HOW TO ...

- 1 Talk about what has and hasn't happened
- 2 Talk about experiences
- 3 Talk about achievements and important events
- 4 Describe a sequence of past events
- 5 Talk about past habits and states
- 6 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*

- 1 Match four of the communicative aims (1-6) with the pictures (A-D).
- 2 Complete the words and put them into categories.

Sports

Materials

Household items

co_ton c cling cu_board
cu_tains gla_s ic_ho_key
m_tal mirr_r plas_ic
p_per r_g r_nning sai_ing
sa_capan s_iing su_fing
va_uum cle_ner wo_l



A They didn't use to have electric light.



B They haven't reached the U.S. yet.

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

- A An extract from an autobiography
- B A description of an invention
- C Information about a new sport

Listening Preview

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



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



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

4 Play What kind of person?

Work in pairs and make notes describing four other students under these headings.

What kind of person?

Color

Day of the week

Month of the year

Place

Clothes

Household item

Food

Animal



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.
She is a pair of blue jeans. A phone. Pizza. And a cat.*

Believe it or not!

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. Yoshiro Nakamatsu from Tokyo has 3,200 patents, including the floppy disk! Although he's 78, he's still going strong, so that number will probably increase.

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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.

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.

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CHALLENGES

3 We've been friends ever since we met

Talking about achievements and important events
Present perfect with **for** and **since**

1 OPENER

Look at the photo of Usain Bolt. How is he feeling? What has he done?

2 READING

211 Read the text and match six of these headings with quotations 1–6.

Something I'd like to change
What I do at a race
Drugs
The future
Someone I rely on
Winning
Charity work

Usain Bolt: 9.58

Usain Bolt was born in Trelawney, Jamaica in August, 1986. At the 2008 Olympics in Beijing, he won three gold medals (100 meters, 200 meters, and 4 x 100-meters relay). He set a new world record in each event. In 2009 at the World Championships in Berlin, he set new world records in both the 100 meters (9.58 seconds) and 200 meters (19.19 seconds). In his autobiography, *Usain Bolt: 9.58*, he talks about his life.

1 "I've won hundreds of medals since I was at school. It's special when you win your first one, but after a while the novelty wears off. It's not the piece of metal that matters, it's the achievement itself. I don't need to see the medals to know I won, and I don't have to show them to anyone to prove it. Everybody knows."

2 "My best friend in the world is still NJ, or Nugent Walker Junior. We've been friends ever since we met on the first day of primary school and I can't remember ever falling out with him. We hit it off straight away and now he's my personal assistant, someone I can turn to at any time of day or night, who is always, always there for me."

3 "I don't worry about who I'm racing against or what's going to happen. I just go out there, entertain the crowd, and win."

4 "I'd like to cut out the habit of looking around me as I run, because I know it would improve my times. It's a bad habit I've had since high school."

5 "My fame gives me an opportunity to help those who are less fortunate and assist other charitable agencies. I've been involved in a number of projects, including work in the health, education, community development, and sports sectors."

6 "My attitude to drugs has always been to stay away from them. I tried a cigarette when I was 13 years old, but I've never touched one since. I've had to do drug tests for years—I had my first drug test in Miami just before I was 17. I'm tested after every race, and every day I have to tell the authorities where I'm going to be, in case they want to do a test."

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.

3 AFTER READING

Match the questions with the answers. There are two wrong answers.

- 1 How many medals did Usain Bolt win at the 2008 Olympics?
 - 2 How many medals has he won since he was at school?
 - 3 How long has he known his personal assistant?
 - 4 Why would he like to get rid of a bad habit?
 - 5 What does being famous give him a chance to do?
 - 6 What happens to him after every race?
- a For three years.
 - b So he could run faster.
 - c He's tested for drugs.
 - d More than a hundred.
 - e Since they started school.
 - f Help people who are less lucky than him.
 - g Travel around the world.
 - h Three.

Your response What do you admire about Usain Bolt? What does it take to be a successful athlete? What problems can fame and success cause?

4 VOCABULARY

Complete with the correct preposition: *about, at, in, of, to*.

- 1 be _____ the Olympic Games®
- 2 show something _____ someone
- 3 worry _____ something
- 4 get rid _____ something
- 5 be involved _____ something
- 6 be _____ a class
- 7 live _____ a house

5 PRONUNCIATION

Mark the stressed syllable.

achievement attitude
authorities community
development entertain
fortunate novelty
opportunity

212 Now listen and check. Repeat the words.

6 SPEAKING

Make questions and interview another student. Note down the answers.



How long/you/be/at this school?
A How long have you been at this school?
B For three years/Since September 2009.

When/you/get/to school today?
A When did you get to school today?
B At eight o'clock.

- 1 How long/we/have/this coursebook?
- 2 When/you/start/learning English?
- 3 Who/you/know/the longest in this class? When/you/first/meet/them?
- 4 Which friend/you/have/the longest? How long/you/be/friends?
- 5 What's your favorite band? When/you/first/hear/them?
- 6 What's your favorite sport? How long/you/play/it?
- 7 How long/you/live/in this city?
- 8 How long/you/live/in the same house or apartment?
- 9 What color are your favorite shoes? When/you/get/them?
- 10 Does your family have any pets? How long/you/have/them?

Now tell another student about the most interesting answers.

Extension Ask another student to interview you. Give some true and some false answers to the questions. Your partner has to guess which answers are false.

7 WRITING

Look at questions 3–10 in exercise 6 again. Write a paragraph about yourself answering some of the questions.

LANGUAGE WORKOUT

Complete.

Present perfect with *for* and *since*

I've won hundreds of medals _____ I was at school.
I've had to do drug tests _____ years.

We can use the present perfect with *for* and *since* to talk about the unfinished past.

We use _____ to say *how long* something has lasted.

We use _____ to say *when* something started.

► **Answers and Practice**
Language File pages 117–118

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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.

Extension

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

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/or for consolidation at the end of the lesson.

5 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.

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.

5

CHALLENGES

4

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

- 2 Students Julie and Dan are backpacking through South America. Read and complete Julie's blog with phrases a-f.

- a and rises to over 4,000 meters in some places
- b which tastes a little like beef
- c it was the capital of the Inca empire
- d it's 3,809 meters above sea level
- e for a hot shower and a rest before dinner
- f on the edge of the mountain

Which words in the phrases helped you complete the text?



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—1.

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 2, so lots 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*. But it was well 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 3. It was magic!

We spent several hours wandering around the site—what an incredible place! Then back to Cuzco by bus and train 4. We've had some interesting food in Peru. I've already tried llama, 5. A local speciality in Cuzco is roast guinea pig, but I couldn't face 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—6. The weather has been great—let's hope it stays that way.



5 Listening

These activities develop intensive listening skills. Here students listen for the order in which two people are visiting certain countries.

- 3** Find the highlighted words in the text to match these definitions. The parts of speech in *italics* refer to the highlighted words in the text.

- cheap hotel *n*
- height *n*
- walking in a relaxed way *v*
- path through the countryside *n*
- rising quickly *adj*
- very tiring *adj*
- worth a lot of money *adj*
- something you can't see *adj*

4 Linking words: so and because

Find examples of *so* and *because* in the text. Then complete these rules.

We use _____ to talk about reason or cause.

We use _____ to talk about consequence or result.

Now complete these sentences with *so* or *because*.

- They were tired _____ the bus trip took 24 hours.
- Cuzco is surrounded by mountains, _____ it gets very cold at night.
- We got up early _____ we wanted to see the sunrise.
- Lots of people visit Machu Picchu _____ it's very beautiful.
- I don't have much money, _____ I can't go on vacation this year.

5 LISTENING

- 213** Listen to Julie and Dan talking to another backpacker in Cuzco. Follow their route on the map and number the countries in the order they're visiting them.



SPEAKING

- 6** Look at your answers to exercise 5. Use the map and tell each other which countries Julie and Dan have already visited, and which countries they haven't visited yet.
- 7** Plan a backpacking trip with another student. Choose a country or group of countries, and decide which places you want to visit. Plan your itinerary.

8 GUIDED WRITING

Imagine you are on the road! Write a blog about the trip you planned in exercise 7. Use the text in exercise 2 to help you and include this information.

- Where are you now?
- Where is it exactly, and what's it like?
- How did you get there?
- Where have you already been?
- What have you done?
- Where are you going next?

8 Guided Writing

Here students can write a blog about the trip they planned. The Teacher's Book suggests that students use a range of adjectives to describe their trip, and also provides further optional activities.

Learner Independence

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

LEARNER INDEPENDENCE

- 9** Self assessment: Look back over this unit, think about what you've learned, and make a list.

Information I've found out more about South America.

Grammar I've learned how to use "already" and "yet" with the present perfect.

Vocabulary I've learned new words for sports.

If there are any areas where you have problems, look back at the lesson again and refer to the Language File.

- 10** Word creation: Make nouns ending in *-ity* from these adjectives and complete the sentences.

able active electric national
popular possible real responsible

- Snowboarding looks difficult, but in _____ it's pretty easy.
- Reading is my favorite leisure _____.
- There's a _____ of rainstorms later today.
- The _____ of backpacking trips has grown recently.
- Where are you from? What's your _____?
- Parents have a _____ to take care of their children.
- If we turn off the lights, we'll save _____.
- The _____ to speak a foreign language is useful when traveling.

- 11** **214** **Phrasebook:** Find these useful expressions in Unit 5. Then listen and repeat.

I didn't have a clue.
Have you ever wondered what it's like?
I've never had so much fun.
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.

Now write a five-line dialogue using three or more of the expressions.

9

In this lesson, students look back at what they have learned and think about any problem areas. Discussion may take place in English or the mother tongue, as appropriate to the learner's level. The emphasis here is on learning *how* to learn. The Teacher's Book offers optional activities to further explore this area.

10

The aim here is to increase their vocabulary by noticing how to make nouns from adjectives.

11 Phrasebook

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

Follow-up activities and homework

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

6 & 7 Speaking

Students now use their answers to the Listening activity to plan their own trip. The Teacher's Book offers further optional activities.

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.

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

Language Links

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

5

CHALLENGES

Inspired EXTRA!

LANGUAGE LINKS

Try to write eleven English words for colors. Then read *The Language of Colors*.

THE LANGUAGE OF COLORS

English, like most languages, has eleven words to describe colors: white, black, red, green, yellow, blue, brown, purple, pink, orange, and gray.

However, the Japanese word *awo* can mean *green*, *blue*, or *pale* depending on what it is used to describe (for example, vegetables, the ocean, clouds).

In Hanunóo, a language which is spoken by 7,000 people on the island of Mondoro in the Philippines, there are just four words for colors: black, white, red, and green. The Native American language Navaho uses the same word for blue and green, but has two words for black: one for the black of darkness, and one for the black of objects like coal.

Dani, a language spoken in Papua New Guinea, has only two words for colors: one is for "cool" colors, like black, green, and blue, and the other is for "warm" colors, including white, red, and yellow.

Find out what these colors are. Which two are colors of the rainbow?

beige khaki indigo maroon turquoise violet

Game Help!

- Work in small groups.
- One group member is a tourist on vacation in a country where he/she doesn't speak the language. The other members are people who live in that country.
- The tourist has a problem and needs help. But because the tourist doesn't speak the language, he/she has to mime the problem. The other group members try to guess what the problem is.
- The group member who guesses the problem becomes the tourist, and the game is played again.

Your plane goes at ten o'clock, but you've lost your watch and don't know what time it is.

There's a crocodile in your room, and it's eaten your bag.

SKIT *The Interview*

2.15 Read and listen.

WOMAN Are you ready?
 MAN Yes, sure. OK. Uh. Now. Which job did you apply for?
 WOMAN Deep-sea diver.
 MAN And what diving experience do you have?
 WOMAN Well, none, really, but I ...
 MAN Excuse me? Let me ask you again. Have you ever been underwater?
 WOMAN Oh, yes, lots of times.
 MAN I see. So you have dived?
 WOMAN No, I haven't. Not in the ocean, that is.
 MAN Then where have you dived?
 WOMAN Do I have to answer that?
 MAN Come on. Answer the question! Where have you dived if you haven't dived in the ocean?
 WOMAN You've already asked me that.
 MAN I know I have! And what's the answer?
 WOMAN In the bathtub at home.
 MAN That's not deep-sea diving!
 WOMAN I know. But you see—there's a problem. I can't swim.
 MAN So why have you applied for a job as a deep-sea diver?
 WOMAN Why? Because it's very well paid and there's lots of foreign travel.
 MAN Well paid! Travel! Stop wasting my time and get out! You've failed to get the job! The interview is over.
 WOMAN No, I'm sorry, but you're the one who has failed. We were looking for a good interviewer and you were terrible. Goodbye. Next!

Now act out the skit in pairs.

Skit

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

Consolidation

The Consolidation exercises provide further writing practice for less confident students in mixed-ability classes. In this unit, students write sentences about 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.

UNIT 5

CONSOLIDATION

LESSON 1 Look at 10 things to do before you're 20 on page 62. Use your answers to exercise 2 to write eight sentences about Lisa and Steve.
Lisa's already been to lots of gigs. She hasn't learned first aid yet.

LESSON 2 Look at exercise 8 on page 65. Write six sentences about the student you interviewed.
Maria has never wanted to change her name because she likes it.

LESSON 3 Write five sentences using these phrases.

last four days last Wednesday I got up
a couple of minutes summer

*She's only been here for a couple of minutes.
I haven't felt well since I got up.*

EXTENSION

LESSON 1 Look at exercise 5 on page 63. Imagine it is July 17. Write eight questions about McGregor and Boorman's trip, using verbs from the text in the present perfect and yet. Answer the questions using *already* or *yet*.

*Have they been to the Czech Republic yet?
Yes, they've already been there.*

LESSON 2 Look at the chart you completed in exercise 5 on page 65 and write a paragraph about the students you interviewed.

Rafael and Silvia haven't been water-skiing, but Nadia has. She went water-skiing when she was on vacation last summer.

LESSON 3 Look at exercise 2 on page 66. Imagine you are interviewing Usain Bolt. Write five questions and answers.

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.

YOUR CHOICE!

CONSTRUCTION Present perfect or simple past?

Complete with the present perfect or simple past of the verbs.

Zorbing is a new sport and many people 1 (not try) it yet. Dwane van der Sluis and Andrew Akers 2 (invent) zorbing in New Zealand in the 1990s. The inventors 3 (want) to design a ball so that people could "walk" on water, but it 4 (not work) very well. Then they 5 (try) rolling it down a hill with great success. Now zorbing centers 6 (open) around the world and soon everyone will know someone who 7 (try) the sport. "Once you 8 (try) it, you want to do it again and again," a teenage zorber said.

REFLECTION Present perfect

Choose the correct rule.

- We use **for** to refer to
A a period of time. B a point in time.
- We use **since** to refer to
A a period of time. B a point in time.
- We use the present perfect with **already** to talk about things that
A have happened. B haven't happened.
- We use the present perfect with **yet** to talk about things that
A we expect to happen. B have happened recently.
- We usually use **ever** in
A questions. B negative statements.
- We use **never** in
A affirmative statements. B negative statements.

ACTION Make yourself look good!

- Work in groups of four. Use these verbs: go, kiss, meet, see, talk, win.
- Student A makes a sentence using one of the verbs in the present perfect.
I've been to India.
- Student B repeats the sentence and adds to it.
I've been to India and China.
- Student C repeats Student B's sentence and adds to it.
I've been to India, China, and Egypt.
- Student D repeats Student C's sentence and adds to it.
I've been to India, China, Egypt, and Antarctica.

INTERACTION

The gift I've always wanted

- Work in a small group.
- We are given gifts on our birthdays and at other times of the year. Imagine it's one of those days and you can choose the gift.
- What gift have you always wanted but never got? It could be a thing, or an event, or a skill you'd like to have, or something you'd like for someone else.
- Take turns telling each other about the gift you've always wanted and why it has been such an important wish.

Your Choice!

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

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.

5 Culture

TOURISM

A Wait until the guys back home see this!

A Awesome! How do they do it?

A Great! I wanted to get a picture of the Masai jump dance!

B

Tourism: who gets the money?
Many tourists believe that much of the money they spend on a vacation to a poor country benefits the local community. But how much of the cost of this kind of vacation really goes to the country you visit?
Let's take a family in the U.S. who goes on vacation somewhere in Africa. Some of their money goes to the travel agent who sells the vacation and to the tour company 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 travel from the airport to their hotel in an imported bus and the hotel furniture is all made in China. The waiters, cooks, and cleaners 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 goes to the country which is visited.

C

How tourism 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.

D

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.\$6 trillion a year.

E

THE TOURISTS ARE COMING
Benjamin Zephaniah

Tell them to be careful
If they're not give them an earful
The tourists are coming
The tourists are coming.

They may want to party nightly
But tell them they must be tidy
The tourists are coming
The tourists are coming.

They must respect what we've planted
They should not take us for granted
The tourists are coming
The tourists are coming.

They should practice what they preach
When they're lying on our beach
The tourists are coming to play.
Because our land is sunny
They come here with their money
The tourists are coming
The tourists are coming.

1 READING

Read texts A, B, C, D, and E and answer the questions.

- Which text(s):
 - gives advice on responsible tourism?
 - tells local people and tourists how to behave?
 - gives facts and figures about money and tourism?
 - shows the attitudes of tourists to local people?
- In general, how much of the money that tourists spend on a vacation to a poor country benefits the local community?
- In *The Tourists Are Coming*, the poet tells the tourists to do four things. What are they?
- In your opinion, how valuable is the income from tourism to your country? What can people do to increase it?
- Have any of the texts made you change your ideas about tourism?
- What do you think the Masai's attitude to tourists and tourism is?

2 VOCABULARY

Match these words with their definitions.

- | | |
|----------------------|--|
| 1 resort <i>n</i> | a tell people what to do |
| 2 benefit <i>v</i> | b show you think something is important |
| 3 community <i>n</i> | c place where people go for a vacation |
| 4 respect <i>v</i> | d people who work for a business or organization |
| 5 salary <i>n</i> | e bring into a country from abroad |
| 6 staff <i>n</i> | f what you earn each month from a job |
| 7 import <i>v</i> | g group of people who live in a place |
| 8 preach <i>v</i> | h help |

1 Reading

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

3 LISTENING

- 2:16 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 visit the Angkor Archeological Park. One way of *reducing/increasing* numbers is to have two different admission rates: Cambodians go free but foreigners pay \$10/\$20 for a day ticket.

Pompeii

The Roman town is one of the best-known sites in the world, but it is also one of the ones which is in the most danger. In 1981, 86,300/863,000 visitors came to see what life was like in Roman times, but now the numbers have increased to *two/ten* million people a year.

Taj Mahal

The Taj Mahal is the most popular tourist site in India—every year it has 300,000/3,000,000 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 Responsible tourism

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

- Ways in which tourism could become more responsible: money, jobs, respect for the environment, and local people.
- Problems that more responsible tourism could face: numbers of people, accommodations, traveling to and from remote places.

Work together and write two paragraphs giving your views on responsible tourism. Read your work carefully and correct any mistakes. Then compare your report with other students.

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4 Mini-Project

The Mini-Projects in the Culture sections typically use the text as a model and invite the students to work in pairs and write about aspects of their own culture.

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.

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.

REVIEW

UNITS 5-6

- 1 Read and complete. For each number 1-12, choose word or phrase A, B, or C.



Teen sleepwalks to top of crane

A teenage sleepwalker 1 after she 2 asleep on the arm of a 40-meter-high crane, police 3 reported.

Police and firefighters 4 to a building site in the southeast part of the city after a passerby 5 the girl on the crane. A firefighter 6 up and discovered the 15-year-old girl was fast asleep. He didn't want to wake her in case she panicked and fell off the crane. Luckily he 7 the girl's cell phone and called her parents. They then called their daughter to wake her up, and she 8 safely down to the ground. The rescue lasted 9 two hours.

Apparently the girl 10 her home in the middle of the night and climbed the crane while she was asleep. An expert at a local sleep center said, "I've treated people who 11 cars and ridden horses while asleep. One patient has even tried to fly a helicopter. But I've 12 heard of a more unusual case than this."

- | | | |
|-----------------|---------------|---------------|
| 1 A rescued | B is rescued | C was rescued |
| 2 A found | B was found | C were found |
| 3 A was | B have | C had |
| 4 A called | B was called | C were called |
| 5 A had noticed | B has noticed | C did notice |
| 6 A has climbed | B climbed | C was climbed |
| 7 A found | B was found | C has found |
| 8 A brought | B had brought | C was brought |
| 9 A for | B since | C during |
| 10 A leaves | B has left | C had left |
| 11 A drive | B has driven | C have driven |
| 12 A ever | B never | C yet |

- 2 Rewrite the sentences using the present perfect with *already*.

The game began a minute ago.
The game has already begun.

- The plane landed five minutes ago.
- We saw the movie last night.
- He started his new job last week.
- The students left school last month.
- I bought tickets for the show yesterday.
- We heard the news half an hour ago.

- 3 Two students are going backpacking in Asia. Write sentences using the present perfect with *yet* and *already*.

buy the plane tickets ✓
They've already bought the plane tickets.
read all the guidebooks ✗
They haven't read all the guidebooks yet.

- book somewhere to stay the first night ✗
- apply for visas ✓
- plan their route ✓
- buy a phrasebook ✗
- have the necessary vaccinations ✓
- save up enough money ✓
- pack their backpacks ✗
- get travel insurance ✗

- 4 Ask and answer questions using the present perfect with *ever*.

Rob/try snowboarding ✗
A Has Rob ever tried snowboarding?
B No, he hasn't.

- Sophie/go on a roller coaster ✓
- Steve/eat sushi ✗
- Lisa/try bungee jumping ✓
- Julie and Dan/visit Mexico ✗
- Lisa/win a race ✓
- Julie and Dan/be on TV ✗

Now write sentences.

Rob has never tried snowboarding.

- 5 Complete with the present perfect or simple past.

A 1 you ever 2 (do) a parachute jump?
B No, I 3 never 4 (want) to. What about you?
A I 5 (do) it last year.
B Really? 6 you 7 (enjoy) it?
A I 8 (be) terrified before I 9 (jump). But when my parachute 10 (open) I 11 (feel) great.
B Parachute jumping isn't for me—I 12 (be) afraid of heights all my life!

- 6 Write sentences using the present perfect with *for* and *since*.

they/live in this city/1980
They've lived in this city since 1980.

- he/have guitar lessons/six months
- she/not/contact us/last Friday
- I/be awake/6 a.m.
- you/know each other/two weeks
- my parents/be married/25 years
- we/live here/I was born
- you/not/go on vacation/ages
- I/have a headache/yesterday

7 Complete with the past perfect where possible. Otherwise use the simple past.

Chris Haas, 15, 1 (invent) the Hands-On Basketball as a school project when he 2 (be) nine. "The idea 3 (be) to make an invention to help people do something better," he remembers. Chris's father 4 (be) a basketball coach for many years before he 5 (retire). "I 6 (know) how to shoot properly because my father 7 (teach) me," Chris says, "so I 8 (paint) hands on a basketball to show the other players how to hold it." No one 9 (think) of this before, and Chris 10 (sell) his idea to a big company. He 11 (not expect) to make a lot of money, but last year he 12 (earn) \$50,000 from his invention.

8 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

9 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 pin/design/an American/1849
- 4 the first powered aircraft flight/make/the Wright brothers/1903
- 5 irons/first use/the Chinese/the 8th century
- 6 New York subway/open/1904
- 7 the first color photos/take/James Maxwell/1861
- 8 chocolate/introduce/to Europe/the 16th century

VOCABULARY

10 Complete with ten of these words.

accident award brick cans float
habit headache inspiration 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 Indian _____ covered the floor.
- 4 Could I have two _____ of cola, please?
- 5 Smoking is a very dangerous _____.
- 6 It's easier to _____ in the ocean than in a freshwater pool.
- 7 He had a motorcycle _____ but luckily he wasn't hurt.
- 8 It must be wonderful to win an Olympic® gold _____.
- 9 They say genius is one percent _____ and 99 percent hard work.
- 10 She was delighted to win an _____ for her first novel.

11 Match these words with their definitions.

blind combine deaf entertain foreigner
recycle reduce simplify sphere vehicle

- 1 give a performance that people enjoy
- 2 bring or put together
- 3 something round, like a ball
- 4 unable to see
- 5 unable to hear
- 6 process waste so it can be used again
- 7 machine that travels on roads
- 8 opposite of *increase*
- 9 person from another country
- 10 make easier or less complicated

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

- | | |
|--|---|
| <p>A</p> <ol style="list-style-type: none"> 1 become 2 do 3 earn 4 light 5 perform 6 reduce 7 think 8 translate 9 swim | <p>B</p> <ol style="list-style-type: none"> a candle by 50% damage of an idea a language money in a play underwater popular |
|--|---|

**LEARNER INDEPENDENCE
SELF ASSESSMENT**

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

How good are you at ...?	✓ Fine	? Not sure
1 Talking about what has and hasn't happened Workbook pp50–51 exercises 1–4	<input type="checkbox"/>	<input type="checkbox"/>
2 Talking about experiences Workbook pp52–53 exercises 1–5	<input type="checkbox"/>	<input type="checkbox"/>
3 Talking about achievements and important events Workbook pp54–55 exercise 4	<input type="checkbox"/>	<input type="checkbox"/>
4 Describing a sequence of past events Workbook pp62–63 exercises 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
5 Talking about past habits and states Workbook pp64–65 exercises 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
6 Talking about inventions Workbook p66 exercises 1 and 2	<input type="checkbox"/>	<input type="checkbox"/>

Not sure? Take a look at Language File pages 117–119 and do the Workbook exercise(s) again.

Now write an example for 1–6.

- 1 *Lisa has already been to lots of gigs but she hasn't learned first aid yet.*

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.

Vocabulary

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