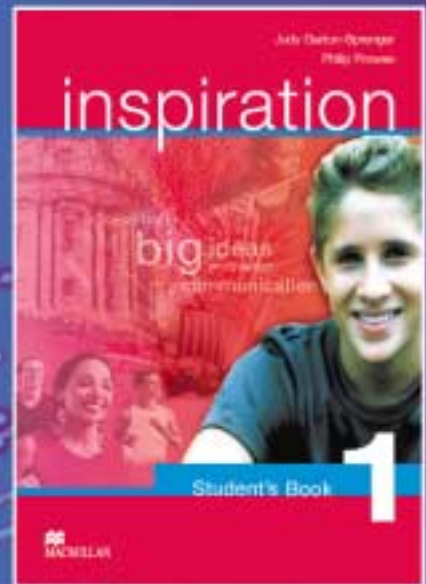


A **NEW** four-level course for teenagers

# inspiration

creative  
**big ideas**  
motivation  
communication



Bringing you fresh ideas

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inspiration

# WELCOME TO INSPIRATION



## *Inspiration for students*

### Ages

**This is a course which grows with its students:** a 13-year-old lives in a different world from a 16-year-old.

### Abilities

**Every class is a mixed-ability class.** So we've developed flexible materials which offer a variety of learning paths to success. *Inspiration* has optional activities within lessons, and special Revision and Extension sections at the end of each unit to cater for differences in ability.

### Interests

**The material caters for a variety of different interests.** We've provided a wide range of materials to engage students in challenging but achievable tasks. And language learning should be fun, so we've included lots of songs, games, poems and puzzles, as well as a complete story to encourage reading practice.

### Learning backgrounds

**Students come to the English class with differing learning histories.** The *Inspiration* syllabus revises and recycles language in fresh contexts so that no one misses out.

### Learning styles

**We believe that it's important for students to 'learn how to learn':** to experiment with different learning styles and develop language learning strategies which suit them.



### Aspirations

**Within each adolescent there's a young adult in the making.** We've aimed to provide students with practical language skills and a positive attitude to learning – to lead them to success in examinations and prepare them for using English in the real world.

## *Inspiration for teachers*

### Class sizes and numbers of hours a week

**We understand that you need flexibility.** The Teacher's Book offers lesson plans full of extra optional activities which can be given to less confident learners or to fast-finishers. And the Workbook exercises can all be used for self-study.

### Saving time

**In a perfect world, we'd all have time to prepare lessons thoroughly.** But we know that the world is far from perfect, so we've designed lessons to be taught from the Student's Book without preparation. And the Teacher's Book provides detailed lesson plans, including suggestions for warmers, follow-up activities and homework, as well as useful background cultural information – and of course, all the answers.

### Levels of motivation

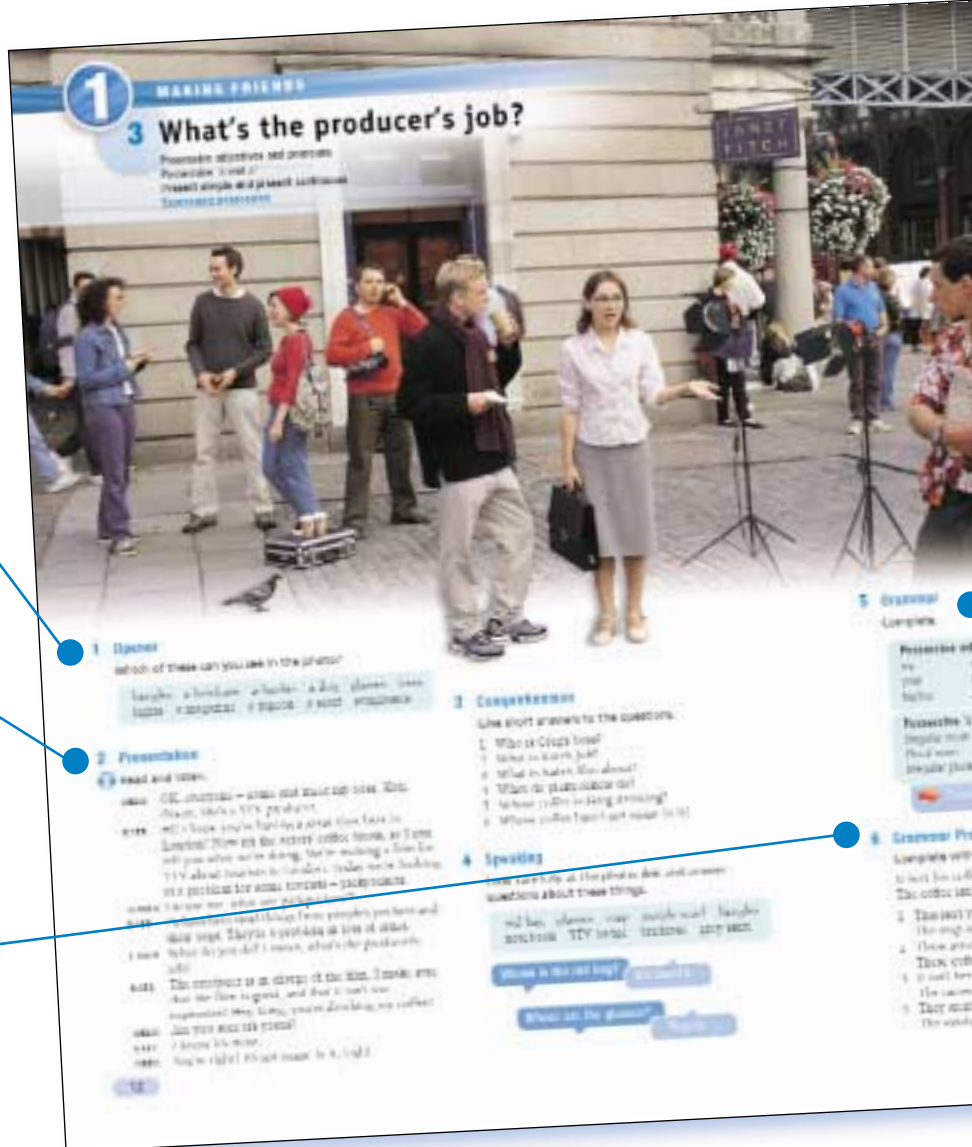
**We're very aware that motivating students is hard work.** In that situation, what we all need is inspiration. And now you've got *Inspiration!*

*With our very best wishes for happy and successful English classes!*

*Judy Philip*



“There is a clearly structured approach to grammar, with controlled practice exercises leading to fluency activities.”



The Word List at the back of the Student's Book includes all the new words in each unit with phonemic transcriptions.

New language is presented in a dialogue, as in this case, or a prose text.

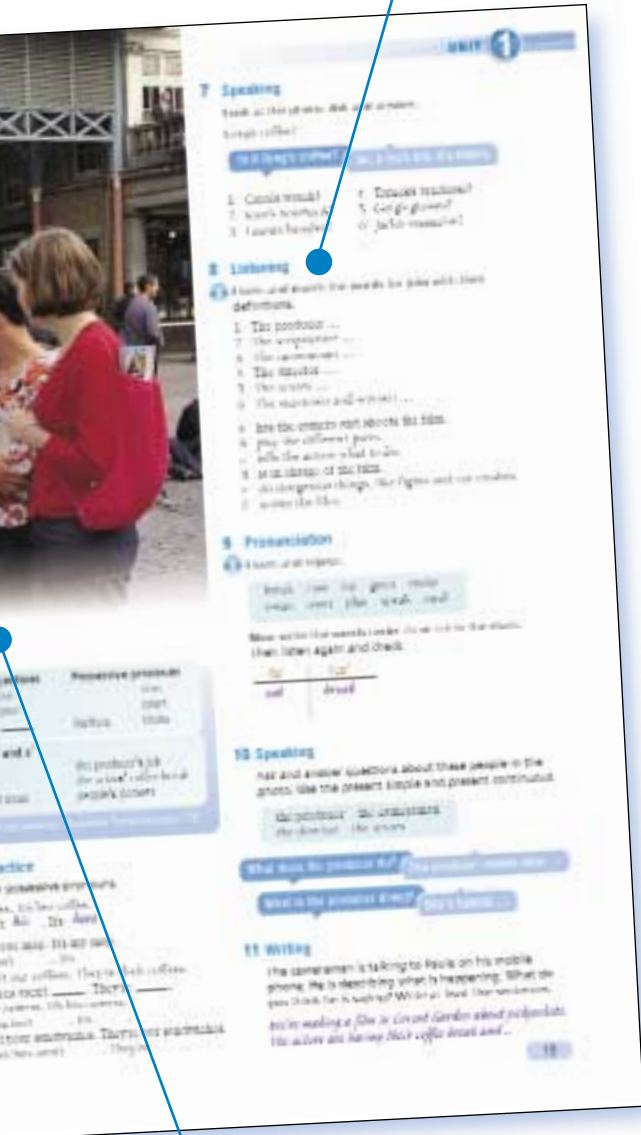
There is usually a completion exercise to help students become familiar with the form of the target language. The Teacher's Book provides suggestions for further practice activities.

**Possessive adjectives and Possessive pronouns**  
UNIT 1 LESSON 3

Possessive adjectives		Possessive pronouns	
my	our	mine	ours
your	your	yours	yours
his/her	their	his/hers	theirs

- Possessive adjectives do not change with plural nouns:  
**my book my books**
- We do not use *the* before possessive pronouns:  
**This book is ~~the~~ mine.**
- We use the question word *Whose* to ask about possession:  
**Whose are the glasses?**  
**Whose is this book? OR Whose book is this?**

Many classroom activities are provided to revise and extend lexical fields, and students are encouraged to maintain their own vocabulary notebooks.



Grammar boxes in the lessons are cross-referenced to a comprehensive Grammar Summary at the back of the Student's Book, which provides full paradigms and explanations of grammatical points.

**Possessive forms: 's and s'**

UNIT 1 LESSON 3

- Singular nouns add 's (apostrophe s):  
the producer's job   Kate's boots
- Plural nouns add s':  
the actors' coffee break   the girls' bags
- Irregular plural nouns add 's:  
people's pockets   the women's bags

## Language items

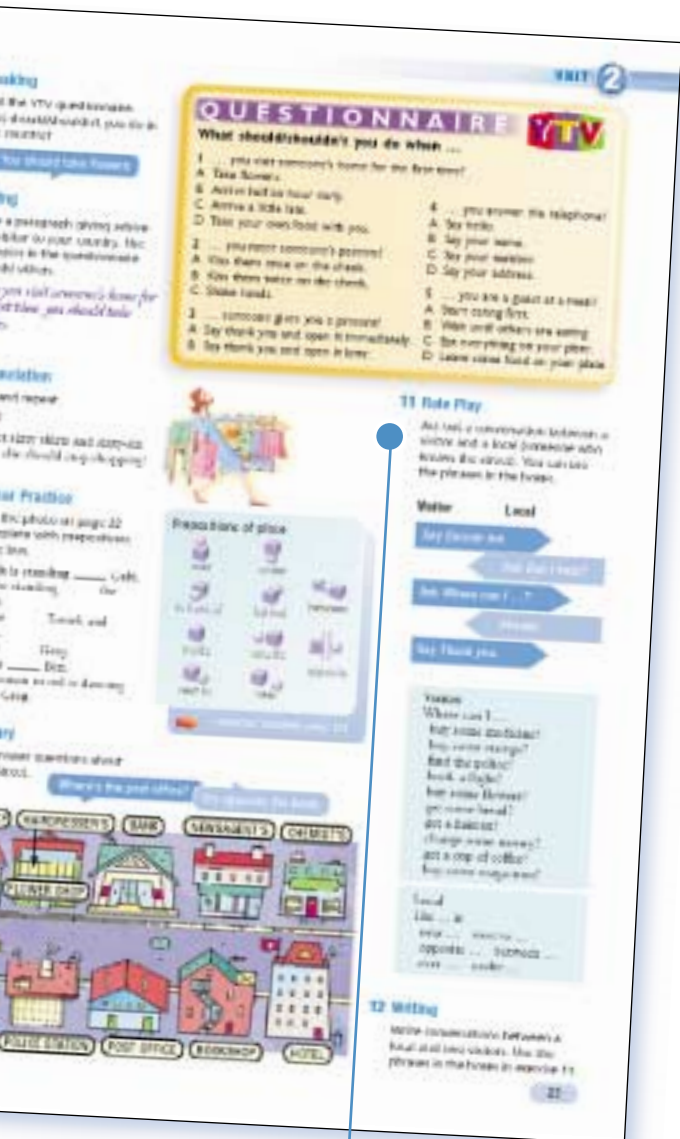
### INSPIRATION 1

- Classroom language: greetings, *yes, no*
- Present simple: *be*
- Personal pronouns
- Questions: *What ...? Where ...? Who ...?*
- *this/that*
- Indefinite article
- Singular and plural nouns (+ irregular plurals)
- Questions: *What's it called? How do you spell it?*
- *I think ...*
- Alphabet
- *these/those*
- Prepositions of place: *in, on, near, next to* etc.
- Time-telling
- Questions: *When ...? How old ...?*
- Numbers to 10,000
- Possessive adjectives
- Ordinals
- *How do you pronounce...? What does ... mean? What's the word for ...?*
- *have*: affirmative
- *can/can't* for permission and requests (*Can I ...*)
- *can/can't* for ability
- Connectives: *and, but, or*
- Imperatives + *Don't ...*
- Definite article
- Present simple: affirmative: questions, negative and short answers
- Prepositions of time: *from ... to; at, in, on*
- Adverbs of frequency: *always, never, often, sometimes, usually*
- *How often ...?*
- *There is/are ... a/some*
- *How many ...?*
- Present continuous: affirmative, negative, questions
- Present continuous v present simple
- Possessive 's
- Possessive adjectives
- Question: *Whose ...?*
- Comparative and superlative adjectives
- Past simple: *was/were*
- Past simple regular and irregular verbs: affirmative and negative
- Prepositions of time and *ago*
- Past simple: questions and short answers
- Connectives: *when, before, after*
- *going to*: future plans
- *Why ...? Because ...*
- *like/love/hate* + noun/gerund
- *How much is ...?*
- *I'd like/Would you like* + noun?
- Countable and uncountable nouns
- Question: *Which ...?*
- *have got*
- Question: *How much/many ...?*
- Question tags with *be*

### INSPIRATION 2

- Present simple: states and routines
- Present continuous
- Possessive 's and s'
- Possessive adjectives and pronouns
- Question: *Whose ...?*
- Comparative and superlative adjectives (*-er, the -est, more, the most*)
- *should and shouldn't*: advice
- Prepositions of place
- Past simple regular and irregular verbs: affirmative and negative
- Past simple: questions and short answers
- Adverbial phrases of time
- Past continuous
- *going to*: future plans
- *will/won't*: future simple for predictions
- Adverbs of manner
- Present continuous for future arrangements
- Sequencing adverbials
- Verb (*give, show* etc) + direct and indirect object
- Object pronouns
- *can/could* for requests
- Prepositions of movement/direction
- Countable and uncountable nouns
- *How much/many...?*
- *some/any*
- Present perfect simple (and + *just*)
- Present perfect simple + *ever/never*
- *too (much/many)/(not) enough ...*
- *must/mustn't*
- *have to/don't have to/had to/didn't have to*
- *want/would like to* + infinitive
- *I'd rather ...*
- Participial adjectives (*bored/boring*)
- Verb + infinitive
- Infinitive of purpose
- Connectors: *so, while*
- Question tags





Carefully organised pairwork means that students are given the necessary linguistic tools for the task and clearly understand exactly what they have to do.

**“Different activities and topics appeal to different people and in Inspiration we offer the widest variety possible.”**

### INSPIRATION 1 *You can ...*

- Describe people and places
- Describe people in a photograph
- Talk about things you can do
- Follow instructions
- Compare timetables and routine activities
- Interview people about leisure activities
- Talk about what people are doing
- Compare the differences in two pictures
- Describe a room
- Ask and answer questions about people's jobs
- Talk about the weather
- Choose the right thing to say in a social situation
- Ask and answer questions about past events
- Tell a story
- Discuss what you are going to do
- Talk about favourite activities
- Compare things and people
- Do a survey
- Exchange information about countries and continents
- Ask for and give advice
- Ask what food people would like
- Talk about possessions
- Ask the price of things
- Make and reply to invitations
- Give definitions of words

### INSPIRATION 2 *You can ...*

- Describe where people are and what they are doing
- Ask and answer questions about people's jobs
- Talk about carnivals and festivals
- Say what people should and shouldn't do in your country
- Interview people about what they love/hate doing
- Interview people about what they did last weekend
- Talk about the life of a famous person
- Ask and answer questions about history
- Say what you think will happen next
- Describe your favourite TV programme
- Talk about your holiday plans
- Ask for and give directions to places
- Order a meal in a restaurant
- Exchange information about experiences
- Say what's good and bad about your town
- Ask about rules
- Talk about a trip
- Give definitions of words
- Describe someone's character
- Describe a process



# LISTENING SKILLS

**"Inspiration offers tasks which prepare the learner for real-world listening."**

At the first two levels in *Inspiration* you will find a carefully graded series of listening texts based on authentic sources which build the learner's confidence.

**"All our reading texts are recorded so students can listen and read at the same time."**

*Inspiration* requires the students to carry out activities without the texts to reflect real life. However, unlike real life, these listening activities can be repeated so that the less confident students can make progress.

**7 WONDERFUL WORLD**

**3 Don't be frightened!**  
Particular attention is given to listening and speaking activities.

These exhibitions are just a few highlights of ...

## The Natural History Museum

**Prehistoric animals and reptiles**  
Today an exhibition full of amazing fish, amphibians and reptiles, including sea creatures that live on deep sea have to be provided with some light, and a 100% real green dinosaur.

**Dinosaurs**  
Experience the thrill and danger of the ancient dinosaurs that lived on our planet for 180 million years! These extraordinary animals became extinct around 65 million years ago, but they come alive in our exciting natural display.

**Earth today and tomorrow**  
Discover a fascinating exhibition which shows how living things changed over time. You will see how human beings are changing the environment, follow the water cycle on a large video wall, and experience the sights and sounds of a volcano.

**Human biology**  
Take a little closer look at yourself - the most amazing organism in the world. You'll be amazed how amazing you are! Your mental and body and understand how they grow and develop in this highly interactive exhibition.

**The power of light**  
Find out how amazing the power of light is in our everyday lives. It's not just about what happens when a volcano erupts and check for yourself where there have been earthquakes in the last week.

**1 Open**  
Look at the picture. What can you see?

**2 Presentation**  
Read and listen to the information about the latest at the Natural History Museum.

**3 Comprehension**  
Answer the questions.  
Which exhibition is best for someone who wants to ...  
1 visit the people?  
2 understand how things have changed?  
3 see an amazing 100% real dinosaur?  
4 look at nature?  
5 find out about earthquakes?

Which exhibition would you like to go to first?

**SONG**  
Read and choose the best words.

**(Sitting on) The Dock of the Bay**  
Otis Redding

Sitting on the dock of the bay  
I'll be sitting when the evening comes  
Watching the tide roll in  
And then I watch the water roll again  
You're sitting on the dock of the bay  
Watching the tide roll in  
I'm just sitting on the dock of the bay  
Watching the tide roll in

I left my phone home in Georgia  
I looked for the station boy  
Gotta find out what's going on  
And look like sitting on the dock of the bay  
Watching the tide roll in  
I'm just sitting on the dock of the bay  
Watching the tide roll in

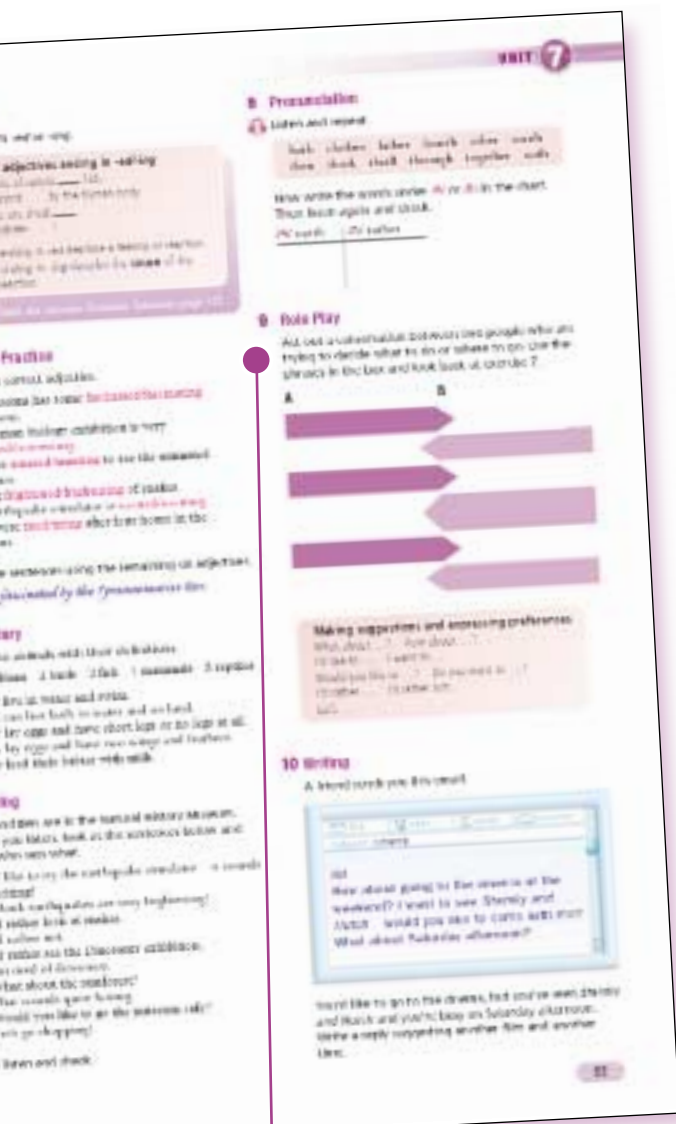
Looking for the building's name  
Watching the tide roll in  
I'm just sitting on the dock of the bay  
Watching the tide roll in

Sitting here watching my train  
And it's beautiful  
It's the tide roll in  
You're sitting on the dock of the bay  
Watching the tide roll in  
I'm just sitting on the dock of the bay  
Watching the tide roll in

**Now listen and check.**

And listening can also be fun - that's why *Inspiration* has great songs to listen to. The Teacher's Book offers further support with suggested links to websites where students can look up the lyrics of songs they have listened to outside the classroom.

- Listening activity types include:**
- Completing charts
  - Forms and timetables
  - Matching words and pictures
  - Note-taking
  - Choosing from a list
  - Finding information in pictures
  - Correcting mistakes in written texts
  - Identifying sounds of activities
  - Checking answers, matching descriptions and photos



Listening in class does not only mean listening to the teacher or the recording, it also means listening to other students, and the communication activities for each unit provide task-based opportunities for this.

### INSPIRATION 1 *you can listen to and understand...*

- Numbers and dates
- Names and addresses
- Information about countries and population
- A song
- Instructions on making international calls
- Details of school timetables
- Phone calls saying what is happening
- The answers to a questionnaire and a quiz
- Descriptions of past events
- Part of a story
- A conversation about likes and dislikes
- Calls to a radio travel programme
- A conversation about possessions
- A conversation at a party
- Phone calls making and replying to invitations

### INSPIRATION 2 *you can listen to and understand...*

- An interview about making a film
- An interview about personal likes and dislikes
- A description of a celebration
- A song
- A conversation about recent activities
- A story of an accident
- A description of the life of a famous person
- Drama exercises
- Information about changes to a schedule
- A conversation about holiday plans
- An interview about recent activities
- A video commentary about city sights
- A description of a famous statue
- The rules of a competition
- A description of a trip
- A conversation between friends at a party

- Numbering pictures in the right order
- Completing sentences and notes
- Numbering parts of a text in the right order
- Matching words and definitions
- Choosing the correct answer
- Matching times and actions
- Following a route on a map
- Jigsaw note-taking

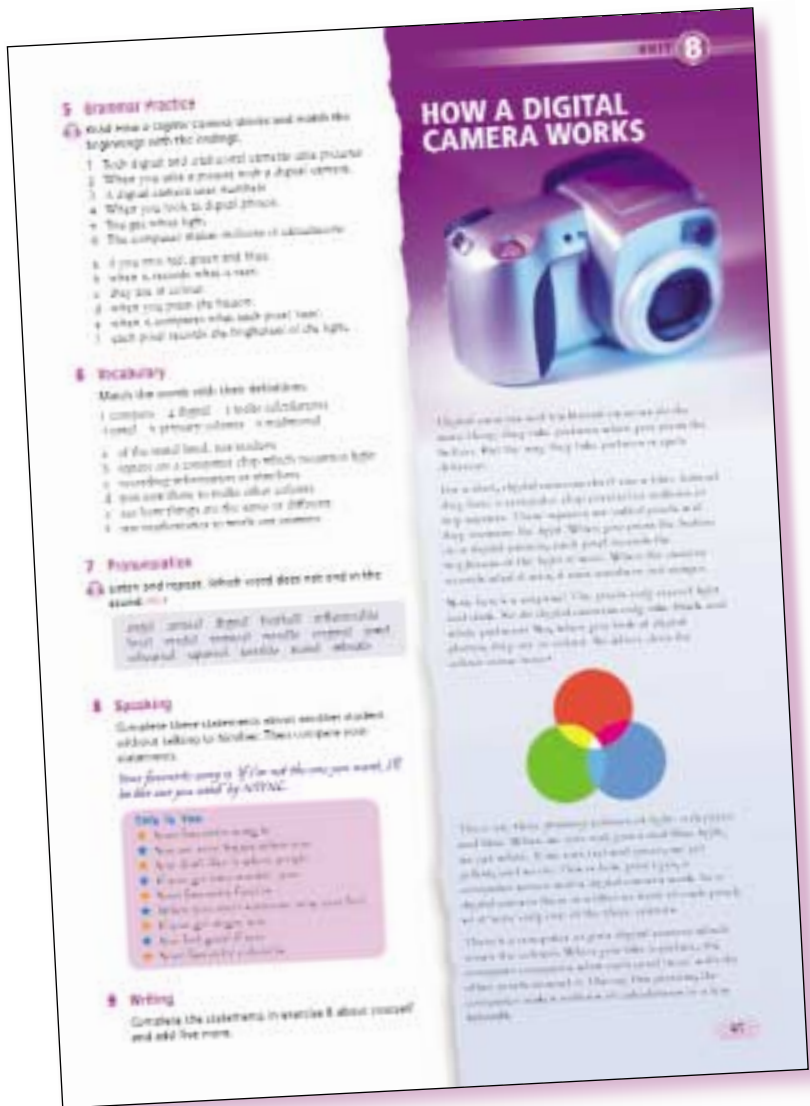


## READING SKILLS

**“We have tried to create, find and adapt texts which the learners will read because they want to, not just because they have to.”**

All the reading texts are recorded so students can listen to the text in addition to reading it.

The Teacher’s Book provides pre-reading activities and a wealth of further optional post-reading tasks.



### INSPIRATION 1 *You can read ...*

- Facts about people’s families
- Descriptions of places
- Text messages
- A description of a band
- An article about a famous person
- A personal letter
- A sketch
- A comparison of teenage lifestyles
- Emails about what’s happening and routines
- A questionnaire about personality
- A quiz about the past
- A puzzle
- Articles about the weather, history, hobbies and animals
- A story
- Messages
- A website advice page
- Descriptions of food and routines in different countries
- Invitations
- A thank-you letter

### INSPIRATION 2 *You can read ...*

- A quiz
- An article with personal information
- A sketch
- A sightseeing guide
- An article about carnivals
- A questionnaire
- An article about a historical event
- A biography of a famous person
- An article about the history of a city
- A magazine article about TV programmes
- A schedule about the weekend’s arrangements
- A menu
- A travel guide with tips for backpackers
- An article about famous places
- A guide to a museum
- A description of a tourist attraction
- An article about body language
- An article about animated films
- A story

The Teacher’s Book contains Useful Information boxes which provide supplementary – often cultural – information to help the teacher answer student questions about the content of the reading texts.

The Workbook contains a parallel set of reading texts to support and reinforce the reading work done in the Student’s Book. The Workbook also contains a complete story and unit-by-unit recommendations of guided readers to encourage extensive reading.





## WRITING SKILLS

**“Writing skills development is a vital part of the *Inspiration* approach to skills.”**

Each lesson ends with a writing activity to reinforce the target language.

Writing tasks can take English beyond the classroom and become real-life tasks.

**9 Writing**

Write directions from your school to your home.

*Turn left outside the school and walk to the bus stop. Catch a bus to ... . When you get off the bus, cross the road. I live in the fourth street on the right.*

Now read out your directions. Don't say the name of your street. Can other students guess where you live?

The Teacher's Book offers further optional writing activities and suggests written homework for each lesson.

The Workbook provides further written practice for each lesson, a new writing task for the Integrated Skills lessons, and unit-by-unit work on spelling.

### INSPIRATION 1 *You can write ...*

- Notes about personal information
- An address
- A form with personal details
- Information about a place
- A questionnaire
- A description of what you do at the weekend
- A letter to a penfriend
- An email about where you are and what you are doing
- A dialogue about possessions
- A personality description
- A dialogue about past events
- Questions for a website message board
- A short paragraph
- Messages and cards
- Notes from phone calls
- A thank-you letter

### INSPIRATION 2 *You can write ...*

- A description of a photo
- A personal profile
- Notes about a famous person
- A description of a place in your country
- A poem
- A diary entry
- Notes and a description of the life of a famous person
- Information about the history of your town
- A letter about your holiday plans
- A description of a TV programme and a character in it
- A postcard
- Directions from school to your home.
- A dialogue between a customer and a waiter
- A list of rules
- An email in reply to an invitation
- A description of a journey
- Information for visitors to your country
- A process description



## INTEGRATED SKILLS

**“We use an integrated skills approach in which the four skills support each other so that listening and reading are a preparation for speaking and writing.”**

Careful attention is paid to the development of the four language skills in the three language practice lessons in each unit, while the fourth lesson is a dedicated Integrated Skills lesson.

### Listening

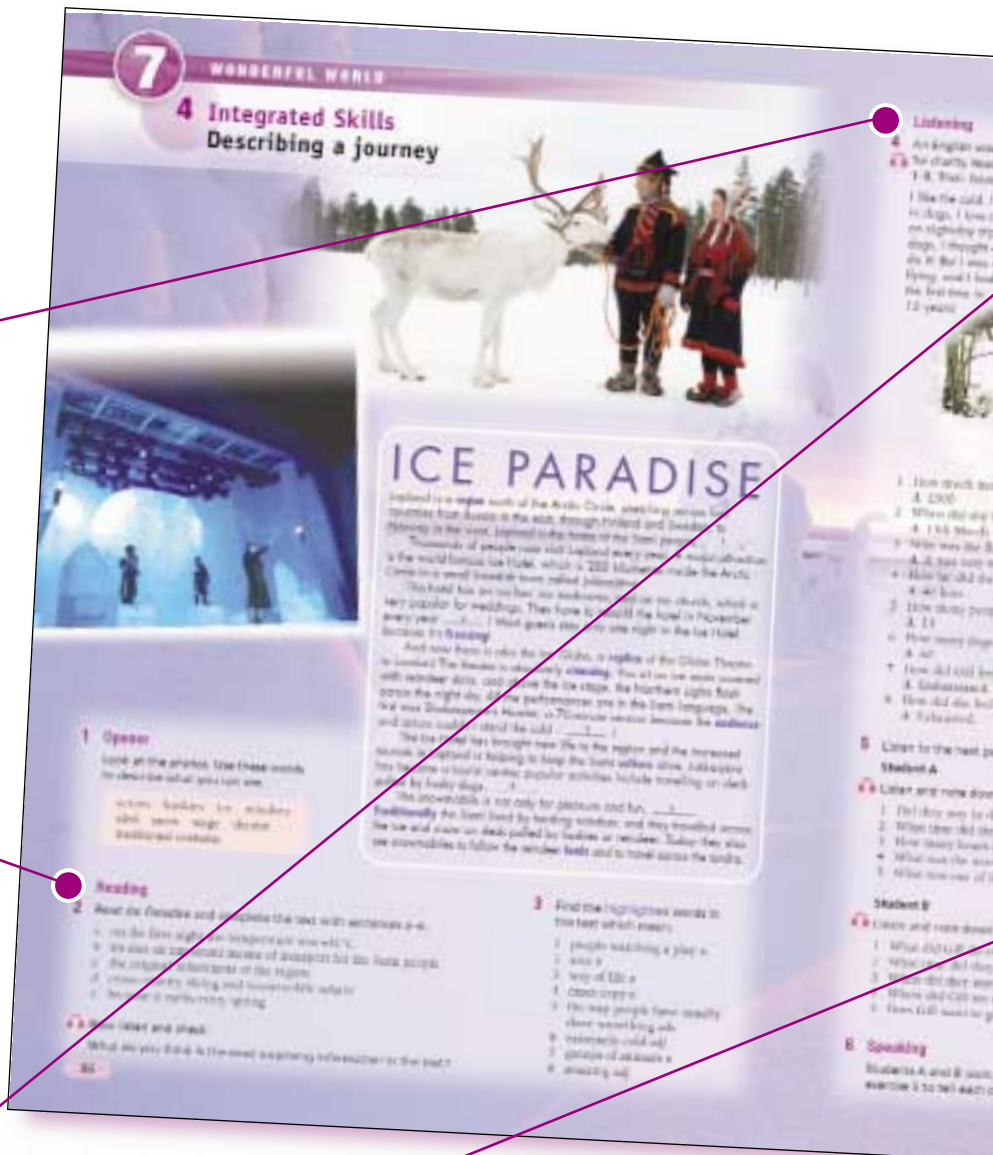
This listening activity is based on an authentic interview and develops intensive listening skills.

### Reading

There are usually two or three reading activities moving from overall comprehension to more detailed reading. All reading texts are also recorded for further skills development.

### Writing

Students plan their writing task using the questions given and the new language from the unit.



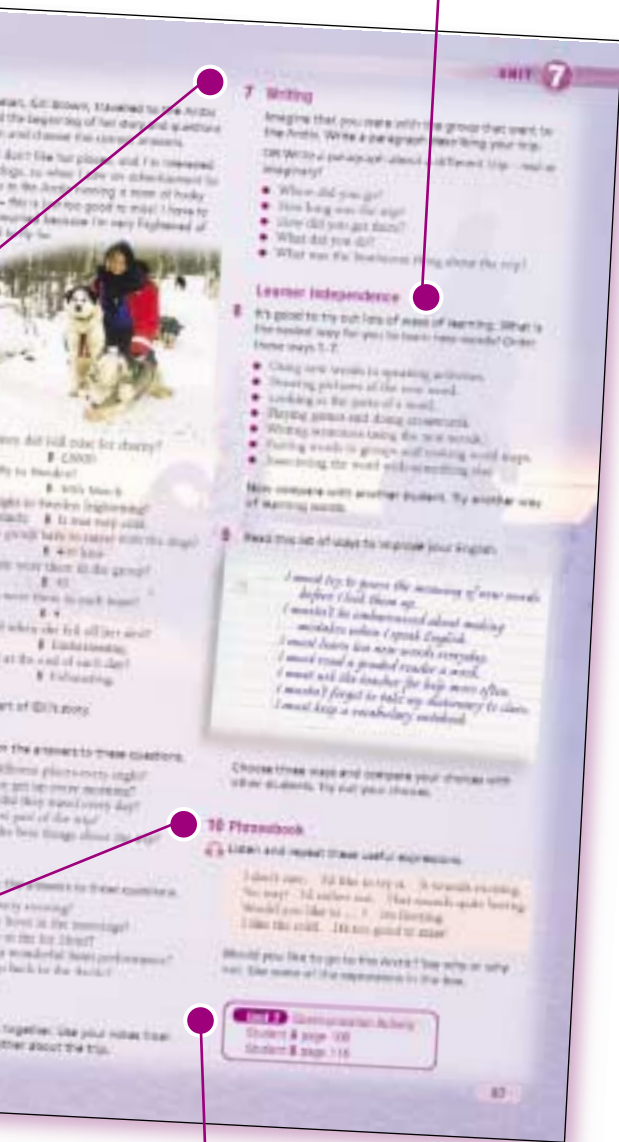
### Phrasebook

Phrasebook sections occur in every unit and help students to learn idiomatic expressions in context. After listening and repeating, the students look back through the unit to see where the expressions occurred; this helps them to use the expressions appropriately in the future.

**“We have provided opportunities for students to experiment with different learning styles and develop language learning strategies which suit them. We have tried to make students aware that, while they may have a preferred learning style, they could benefit from experimenting with others in order to become better language learners.”**

## Learner Independence

Learner independence sections typically include two activities, one focussing on learning to learn and the other on vocabulary development. This is supported by parallel sections in the Workbook and advice in the Teacher's Book lesson notes.



## Communication Activity

Each Integrated Skills lesson concludes with page references to an information-gap communication activity for the unit at the back of the book. The Teacher's Book suggests procedures and provides answers.

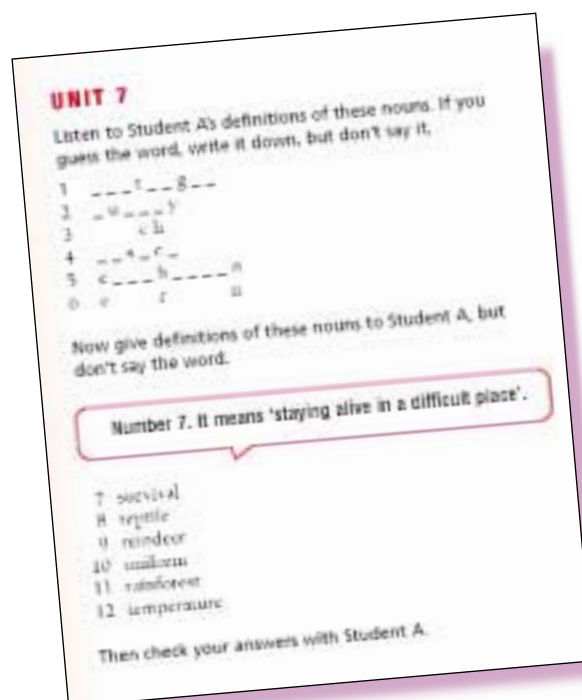
## The approach to learner independence in the first two levels of the course.

### INSPIRATION 1

- The alphabet
- How to make and use a vocabulary notebook
- How to use English words and phrases in the classroom
- To recognise English words similar to words in your language
- Words for punctuation marks
- How to learn irregular verbs
- How to learn outside the classroom

### INSPIRATION 2

- Ways of finding the meaning of words
- How to keep a personal phrasebook
- Ways of learning words
- How to assess your own progress
- How to learn words through word association
- How to group and remember words by topic
- How words can make word combinations
- Words we use to describe grammar
- What 'knowing' a word means
- The abbreviations we find in a dictionary
- How to organise vocabulary
- How to assess each other's progress
- Different learning strategies
- How to define words
- Different resources for practice





## INSPIRATION EXTRA!

“Inspiration Extra! contains projects and a range of fun activities, including songs, sketches for students to act out, word games, puzzles and limericks.”

### Project work

The projects at the end of each unit form an important part of the course methodology.

Projects provide a valuable resource for student creativity, self-expression and language consolidation. They also allow students of varying abilities to all contribute.

Students are encouraged to save their projects to add to their portfolios. While intended for use with the whole class, the projects could also be used for homework or as supplementary material with more confident students in mixed-ability classes.

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. A research phase follows using reference books, libraries or the Internet to gather information for the project. This could involve interviewing people, for example, family members. The group then work together to produce their project, reading each other's work, editing and illustrating it. The Teacher's Book offers suggestions for organisation.

**7 Inspiration Extra!**

**PROJECT Extreme Places File**  
Make a file about extreme places.

- 1 Work in a group and look at Unit 7 again. Note down words that describe weather and geographical features. Make a list of other extreme places – places which are very hot, cold, wet or dry. Then choose one of two to write about.
- 2 Find out information about each place.
  - Where is it? Who lives there? (What kind of wildlife is there?)
  - What is the landscape like? (Jungle, desert, at sea and so on?) Are there hills, rivers, lakes, seas?
  - What is the weather like?
  - Mountains and animals represented!
- 3 Work together and make an Extreme Places File. Read it carefully and correct any mistakes. Draw pictures or find photographs from magazines or newspapers for your file. Show your Extreme Places File to the other groups.

**GAME Desert Island**

- Work in groups of three or four.
- You are going to spend six months on a desert island. Each group can only take five things with them, apart from food and clothing. Discuss with your group what you would like to take, and agree on a list of five items.
- Each group explains their choice of items to the class.
- The class votes on the best list.

**LIMERICK**

Read and listen.

A dinosaur walked into town,  
He found a frog's chair and sat down.  
How did you think  
that I was eating?  
The dinosaur roared with a frown.

**SKETCH Rooms**

Read and listen.

an: We must find someone to stay soon – I'm exhausted.  
am: Let's try this hotel – the sign says Rooms!  
They go into the building.

an: Good evening – can I help you?  
am: Yes, we'd like two rooms, please.  
an: What kind of rooms would you like?  
am: What kind of rooms?  
an: Yes – stretchers, sitting rooms, dining rooms ... I'd like two bedrooms.  
an: WITH BATHROOMS.  
am: Two bedrooms and two bathrooms?  
an: Yes, and we'd like to have breakfast.  
am: Breakfast? But it's six o'clock in the evening!  
an: We don't want to have breakfast now!  
am: We don't serve breakfast at any time!  
an: Oh! Oh!  
an: Don't you want to see the rooms? Don't you want to know the prices?  
am: How much do they cost?  
an: Two bedrooms and two bathrooms? Oh, about £5,000.  
am: £5,000. In one night? Without breakfast?  
an: That's absurd! We can't stay here!  
am: No one has ever wanted to stay here before.  
an: I'm not surprised! This hotel is extremely expensive!  
am: But it ISN'T a hotel!  
an: Is it?  
am: Oh, this is an office – we sell man dresses!

Now act out the sketch in groups of three.

**REVISION**

**LESSON 1**  
Write sentences in these places.  
in a museum  
the street  
look at page 2

**LESSON 2**  
Look at page 22. Write the rules for the game and don't forget to draw the dice.  
The dice is round.

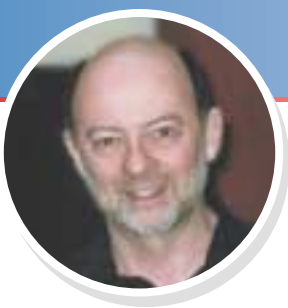
**LESSON 3**  
Look at the text on interesting activities you would like to try.

**LESSON 4**  
Write a list of activities which are good for you.

### Game

The games in each unit offer an excellent way for revising grammar and vocabulary. Further activities and ideas are offered in the Teacher's Book.





“Each level also features four Culture Sections which build cross-cultural awareness, encourage discussion and develop vocabulary.”

The language lessons themselves offer a wealth of insights into the history and culture of the English-speaking world.

The Workbook contains further Culture sections with reading, writing and vocabulary exercises.

Reading

Comprehension questions focus on text structure and the main ideas.

**1 Reading**  
Read the London sightseeing guide and match the places with the photos.

**Welcome to London**

**A The London Eye**  
It's new, and it's fun. Rise up in the sky and look down on London. The London Eye is 135 metres high and is the slowest big wheel in the world. It has 32 capsules which carry 25 passengers each. The London Eye is on the South Bank of the Thames in the west corner of London.

**B The Monument**  
Another good place to see London from the sky. You can climb to the top of the 167-year-old Monument and look out over the city. It's the tallest stone column in the world. The column is nearly 61.5 metres tall and 61.5 metres from where the Great Fire of London started in 1666.

**C St Paul's Cathedral**  
This famous church rebuilt after the Great Fire, is near the Monument. It's the 16th cathedral in the city. Visit the famous Whispering Gallery - you can hear people whisper 33 metres away!

**D Camden Market**  
London has lots of markets, but Camden is the best. You can buy lots of exciting things here - vintage clothes and some great records. The market is open at the weekend - (the best day to go is Sunday). It's London's second most visited tourist attraction (after the British Museum).

**E Regent's Canal**  
You can take a sightseeing boat along the canal from Camden past Regent's Park and London Zoo. There are sightseeing tours every hour from April to October. From November to March the boats only go at the weekend.

**F Covent Garden**  
Give London's biggest flower, fruit and vegetable market, the Covent Garden piazza is now another great place for shopping, and also has lots of cafes and restaurants. You can usually see buskers and street theatre here - but be careful of pickpockets!

**G Big Ben**  
What is Big Ben? Is it a clock? In fact, Big Ben is really the name of one of the clock's bells and it weighs over 13 tonnes. Big Ben is in the clock tower of the Houses of Parliament. The tower is 96.7 metres high and it's on the River Thames.

**H Madame Tussaud's**  
Come here and see models of famous people. Even film stars and characters to kings and queens. It's open every day of the year except Christmas Day. A popular attraction is the 'Spine of London' tree ride - you sit in the back of a red Mack taxi and 'travel' through London's history in five minutes. And don't miss the Chamber of Horrors!

**I The London Aquarium**  
Meet sharks face to face! This aquarium has over 365 kinds of fish - more fish one for every day of the year. (The aquarium makes its own seawater, and every year it uses salt equal to the weight of one London double-decker bus). It's on the South Bank of the river, next to the London Eye, and is open every day from 10am-8pm.

**2 Comprehension**  
Find the answer.  
Where can you...  
1. get good views  
2. see records  
3. see statues  
4. take a boat  
5. go shopping  
6. hear a band

**3 Vocabulary**  
Match the words.  
1. an attraction  
2. an antique  
3. a busker  
4. a cathedral  
5. passengers  
6. a double-decker  
7. a pickpocket

“The Culture section texts provide a rich source of useful vocabulary.”

Vocabulary

The vocabulary work associated with the culture texts concentrate on new words needed for comprehension.

The Teacher's Book offers further information on culture in Useful Information boxes.



## Topics covered in the Culture sections at levels 1 and 2:

- Countries and Languages
- Take Two Teenagers – North and South
- Gestures and Situational language
- Food Around the World
- Welcome to London
- Hello New York!
- Teenage Life
- Do the Right Thing

The Teacher's Book also provides at least one weblink for each lesson. In this lesson, students are encouraged to look at a website that gives all the latest news about London.

## Writing

The Writing exercises in the Culture sections typically use the text as a model and invite the students to write about aspects of their own culture.

The first three lessons in each unit present new language. The heading shows the unit topic and the grammatical and functional aims of the lesson. The patterns of the lessons vary from lesson to lesson but always include pronunciation and end with writing.

## Opener

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

## Presentation

The new language is presented in a prose text or a dialogue. After pre-reading prediction activities, students read the text or dialogue while they listen to the recording.

## Speaking

The focus now moves to students using the target language to communicate. The language is often personalised.

## Pronunciation

Each of the first three lessons in every unit contains a pronunciation exercise focussing on particular sounds or stress and intonation.

## Writing

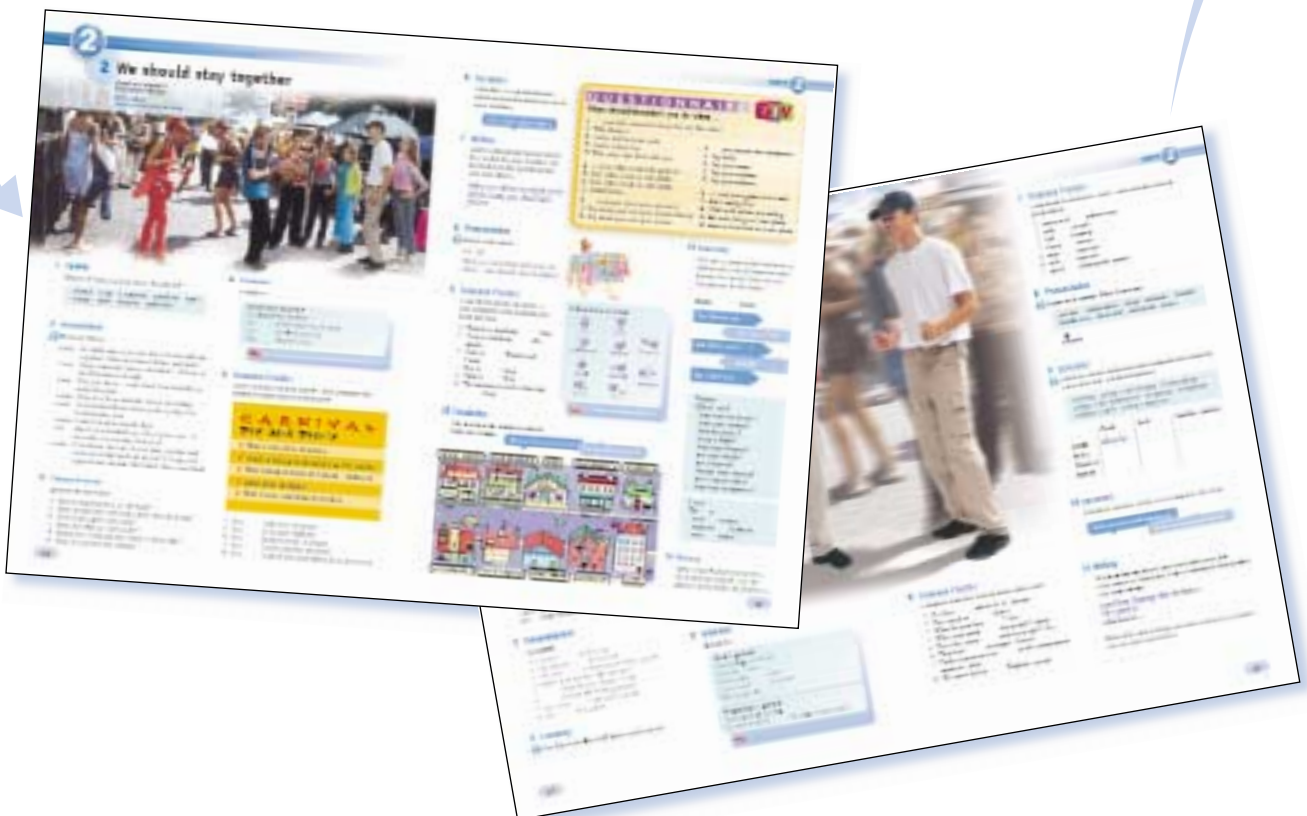
Each of the first three lessons in each unit ends with a writing activity. These typically have the dual function of writing skills development and reinforcement of the target language.

## Grammar

Grammar boxes highlight the target language with sentences from the presentation text or paradigms for the students to complete.

## Grammar practice

This is usually a completion exercise to help students become more familiar with the form of the target language.



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

### Reading

There are usually two or three reading activities moving from overall comprehension to more detailed reading.

### Writing

Here students are given guidelines for writing a description of an event. The text in exercise 2 provides a model for their writing.

### Learner Independence

Learner Independence sections typically include two activities, one focussing on learning to learn and the other on vocabulary development.

### Listening

This activity develops intensive listening skills.

### Phrasebook

Phrasebook sections occur in every unit and helps students to learn idiomatic expressions in context.

### Communication activity

Each Integrated Skills lesson concludes with page references to an information-gap communication activity for the unit at the back of the book.



**Inspiration Extra!** follows the Integrated Skills lesson in each unit and always includes a project and a Game plus either a Sketch or a Song and mixed-ability activities.

### Project

Projects provide a valuable resource for student creativity, self-expression and language consolidation. Students are encouraged to save their projects to add to their portfolios.

### Game

The games in each unit offer an excellent way for revising the grammar and vocabulary. The Teacher's Book offers further optional activities.



### Revision

The Revision exercises provide further writing practice for less confident students in mixed-ability classes.

### Extension

The Extension exercises provide challenging writing activities for more confident students in mixed-ability classes.

At the end of each unit you will find alternating Culture or Review sections.

## Culture

There are four Culture sections at each level of *Inspiration* providing both factual information and the opportunity for cross-cultural comparisons. The section illustrated here provides information about the history of New York and American English.

### Reading

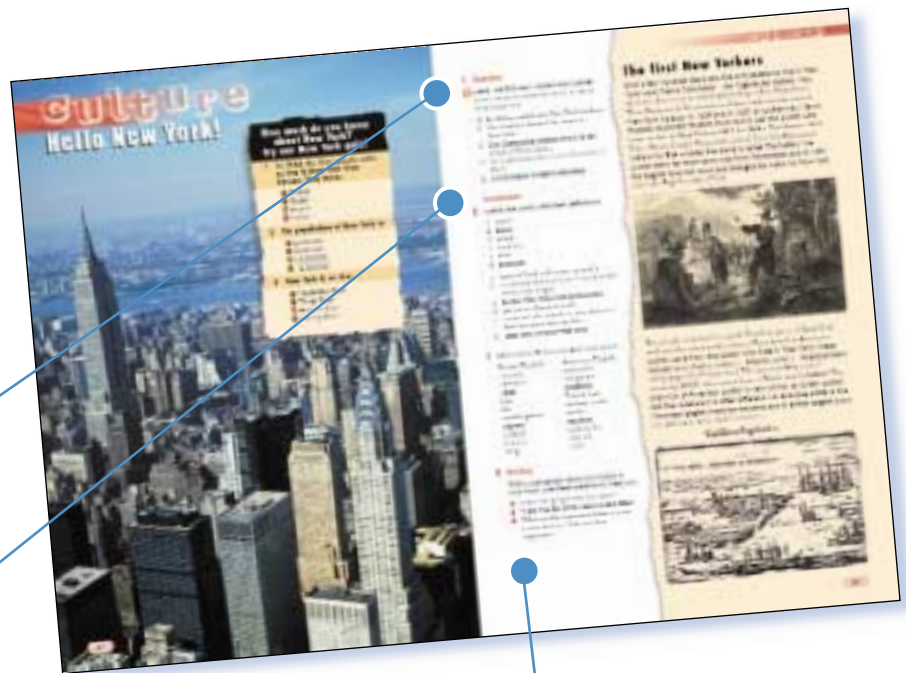
Comprehension questions focus on text structure and the main ideas.

### Vocabulary

The texts provide a rich source of useful new vocabulary. The vocabulary work associated with the Culture texts concentrates on new words needed for comprehension.

### Writing

The Writing exercises in the Culture sections typically use the text as a model and invite the student to write about aspects of their own culture.



## Review

There are four Reviews at each level of *Inspiration*. Each Review covers the grammar and vocabulary of the preceding two units.

### Grammar

Each review begins with a text covering the grammar of both units with Cambridge examination-type objective test questions, usually multiple-choice. This is followed by exercises focussing on a grammar point from the two units.

### Vocabulary

Vocabulary exercises include completion, matching words with their definitions, collocation, and word groups.



## Student's Book

- Presents language through dialogues and texts; at levels 1 and 2 the dialogues feature an international group of teenagers with whom the students can identify, while the prose texts focus on topics of interest and relevance to the students' lives
- Features Culture sections which build cross-cultural awareness and encourage discussion
- Provides Review sections giving regular opportunities for revision and self-assessment progress checks
- Includes information-gap Communication Activities and a detailed Grammar Summary at the back of the book

## Workbook

- Provides a wealth of extra grammar and vocabulary exercises, integrated skills texts and activities, pronunciation work, revision and extension and review material, and learner independence and self-assessment sections, all keyed into the Student's Book lessons
- Includes brainteasers, crosswords, a unit-by-unit story for extensive reading and suggestions for further reading
- Features suggestions for follow-up work on the Internet

## Teacher's Book

- Provides step-by-step teaching notes with choices of warmers and homework for each lesson, tapescripts and full answer keys
- Includes a wide range of extra optional activities which can be given to less confident learners or to fast-finishers
- Features useful additional cultural information to answer those difficult questions

## Inspiration Builder – a teacher's resource pack

- Provides additional photocopiable material to support and develop language presented in the course
- Offers stimulating activities to practise and consolidate target language: games, role plays, crosswords, and much more ...
- Designed to suit mixed-level classes

## Inspiration Companions

- French, Dutch and German editions
- Lesson-by-lesson wordlists with part of speech, translations, phonetics and sample sentences to show the word in context
- Translated easy-reference grammar summary
- Phrase-bank of workbook rubrics to help the student when studying at home
- A Companion Pack is also available, consisting of Student's Book plus Companion

Visit [www.macmillanenglish.com/inspiration](http://www.macmillanenglish.com/inspiration) for a variety of teaching resources to support the course

Inspiration 1		Inspiration 3	
Student's Book	1 4050 2935 8	Student's Book	1 4050 2945 5
Workbook	1 4050 2936 6	Workbook	1 4050 2946 3
Teacher's Book	1 4050 2947 1	Teacher's Book	1 4050 2937 4
Class Audio CD	1 4050 2939 0	Class Audio CD	1 4050 2949 8
Class Audio Cassette	1 4050 2938 2	Class Audio Cassette	1 4050 2948 X
Inspiration Builder	1 4050 29955 2	Inspiration Builder	1 4050 6654 7
Inspiration Companions: French / Dutch / German		Inspiration Companions: French / Dutch / German	
Inspiration Companion Pack: French / Dutch / German		Inspiration Companion Pack: French / Dutch / German	
Inspiration 2		Inspiration 4	
Student's Book	1 4050 2940 4	Student's Book	1 4050 2950 1
Workbook	1 4050 2941 2	Workbook	1 4050 2951 X
Teacher's Book	1 4050 2942 0	Teacher's Book	1 4050 2947 1
Class Audio CD	1 4050 2944 7	Class Audio CD	1 4050 2954 4
Class Audio Cassette	1 4050 2943 9	Class Audio Cassette	1 4050 2953 6
Inspiration Builder	1 4050 6653 9	Inspiration Builder	1 4050 6655 5
Inspiration Companions: French / Dutch / German		Inspiration Companions: French / Dutch / German	
Inspiration Companion Pack: French / Dutch / German		Inspiration Companion Pack: French / Dutch / German	

*Inspiration 3 & 4 available from Jan 2006*

Judy Garton-Sprenger  
Philip Prowse

# inspiration



## Judy Garton-Sprenger

Judy has a wide range of experience in English language teaching through working as a teacher/teacher trainer, as a writer, and as an actor. With a degree in European Studies and a diploma in TEFLA, she joined International House in London, where teaching led to teacher training and to her first ELT writing project. She was also invited to join the English Teaching Theatre, with whom she toured Europe, Latin America, Japan, the Middle East and West Africa over a period of 14 years. During that time she became freelance, and has since then been a full-time teacher trainer and writer. She has spoken at conferences and led seminars for teachers in Latin America, Western, Central and Eastern Europe, including work for the British Council, the Soros Foundation and universities throughout Britain. Meanwhile she has written numerous coursebooks for adult, secondary and primary students. She has also been a Cambridge ESOL examiner, item-writer and syllabus consultant, and written radio scripts for BBC English.

## Philip Prowse

Philip began his professional life with the British Council, for whom he taught and trained teachers in Egypt, Portugal, Greece and Poland. Returning to the UK he became Principal of Bell College, Saffron Walden where he was responsible for a wide range of teacher training courses, as well as language courses for teenagers and adults. He has been writing throughout his career, and has been a full-time writer for the last ten years. Something he has greatly enjoyed over the years has been the opportunity to spend time in classrooms in different parts of the world, and it is from teachers and students that the inspiration to write comes. He has been a regular speaker at conferences and run teacher training courses in Europe, South America, Africa and Asia. Philip's publications include a number of graded readers, three integrated skills series (as series editor), primary, secondary and adult coursebooks and articles in professional journals. He is Reviews Editor of *English Language Teaching Journal*.

## The Course

***Inspiration* is a motivating and sophisticated four-level course which takes teenagers from beginner to intermediate level.**

The course inspires students to learn and provides the teacher with everything needed for successful lessons. It appeals to the modern teenager through imaginative and exciting topics, introduces up-to-date language and expressions, increases confidence through learner independence activities, offers regular opportunities for revision and self-assessment, and caters for different learning styles.

The cross-curricular contexts of *Inspiration* provide a wide range of entertaining and contemporary materials to engage students' interest and help to build receptive and productive vocabulary.

## Key features of the course include:

- 'Dual-entry' possibility: Level 1 caters for complete beginners, and Level 2 for learners who have already done some English
- A clearly structured approach to grammar and controlled practice exercises lead to fluency activities where students apply the target grammar in communicative situations
- A mixture of texts and dialogues which focus on topics that are relevant to the students' lives. These include a storyline with teenage characters at Levels 1 and 2 and a wide variety of realistic text types
- Careful attention is paid to skills development in language presentation lessons and in the *Integrated Skills* lesson in each unit
- The *Integrated Skills* lessons also focus on the development of learner independence
- *Inspiration Extra!* pages in each unit contain Revision and Extension exercises which cater for mixed-ability classes, providing reinforcement for less confident learners and challenging activities for more confident ones. These pages also offer project work, songs, sketches for students to act out, word games, puzzles and limericks
- Four *Review* sections revising grammar and vocabulary, with self-assessment progress checks
- Four *Culture* sections which build cross-cultural awareness and encourage discussion