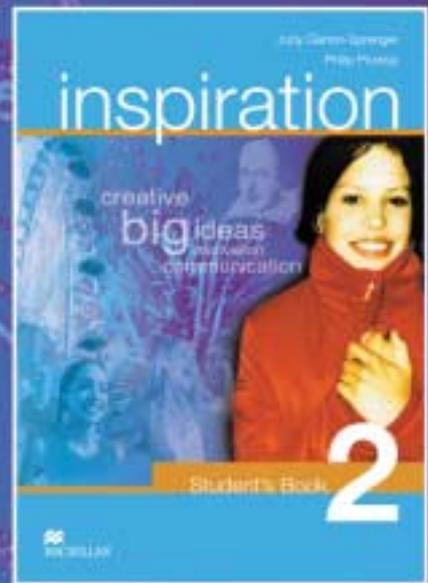
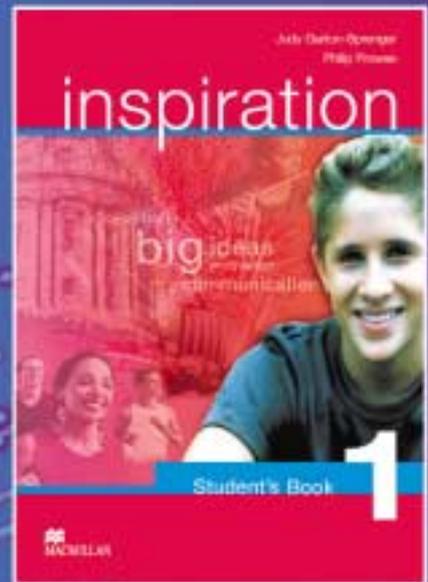


A **NEW** four-level course for teenagers

# 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*

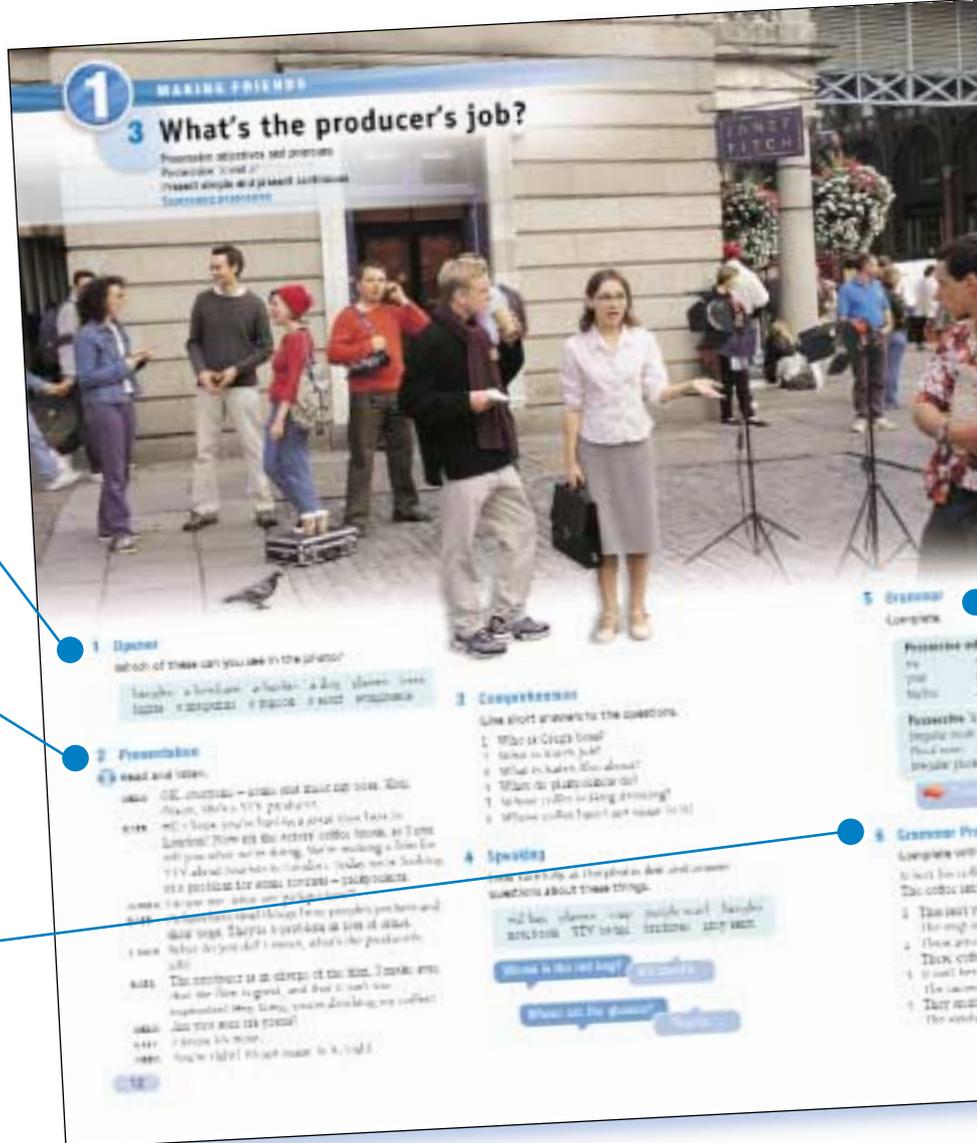


“There is a clearly structured approach to grammar, with controlled practice exercises leading to fluency activities.”

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, or in this case, 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.



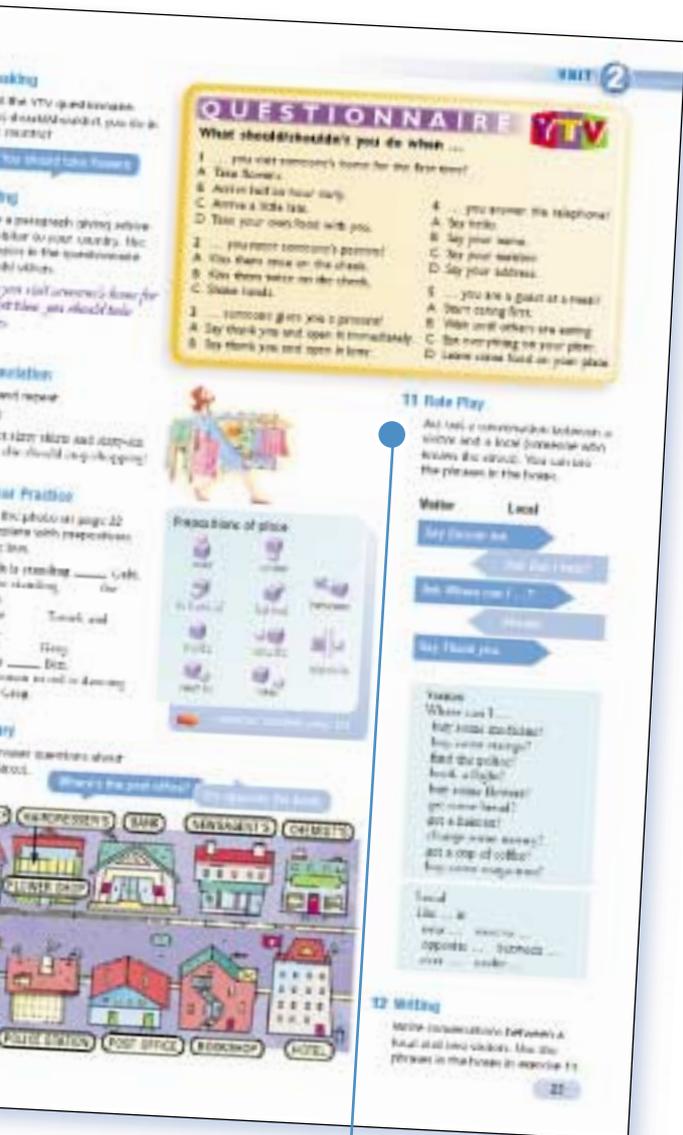
**Possessive adjectives and Possessive pronouns**  
UNIT 1 LESSON 3

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?*







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

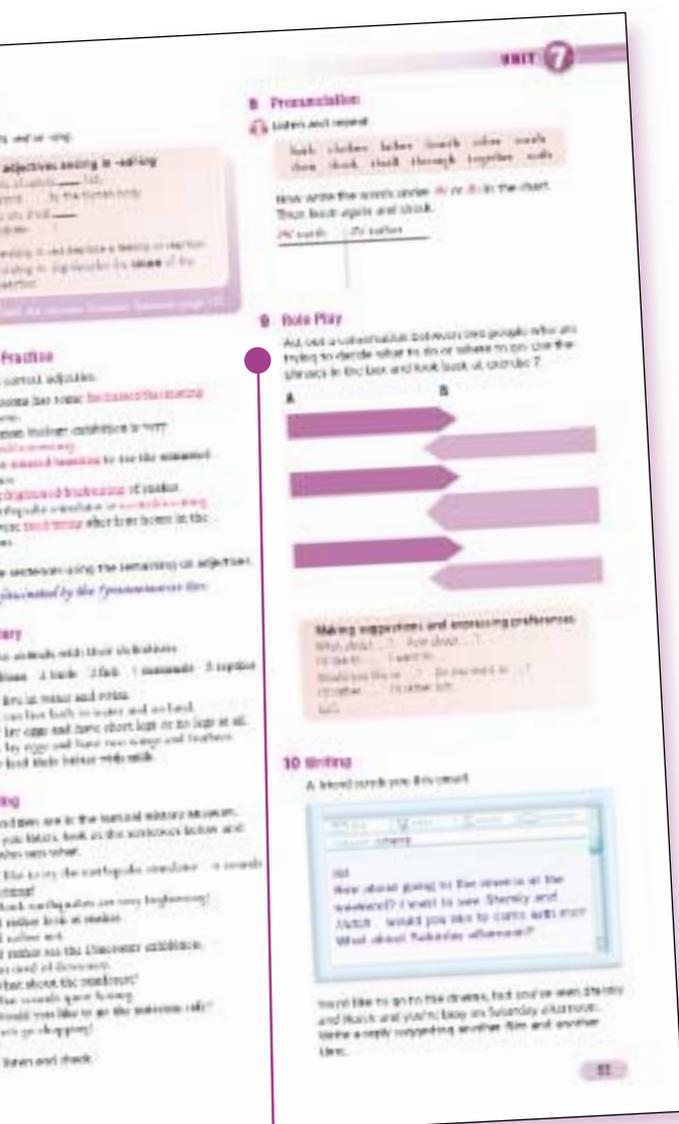


## INSPIRATION 1 *you can listen to and understand...*

- 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



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.

- 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

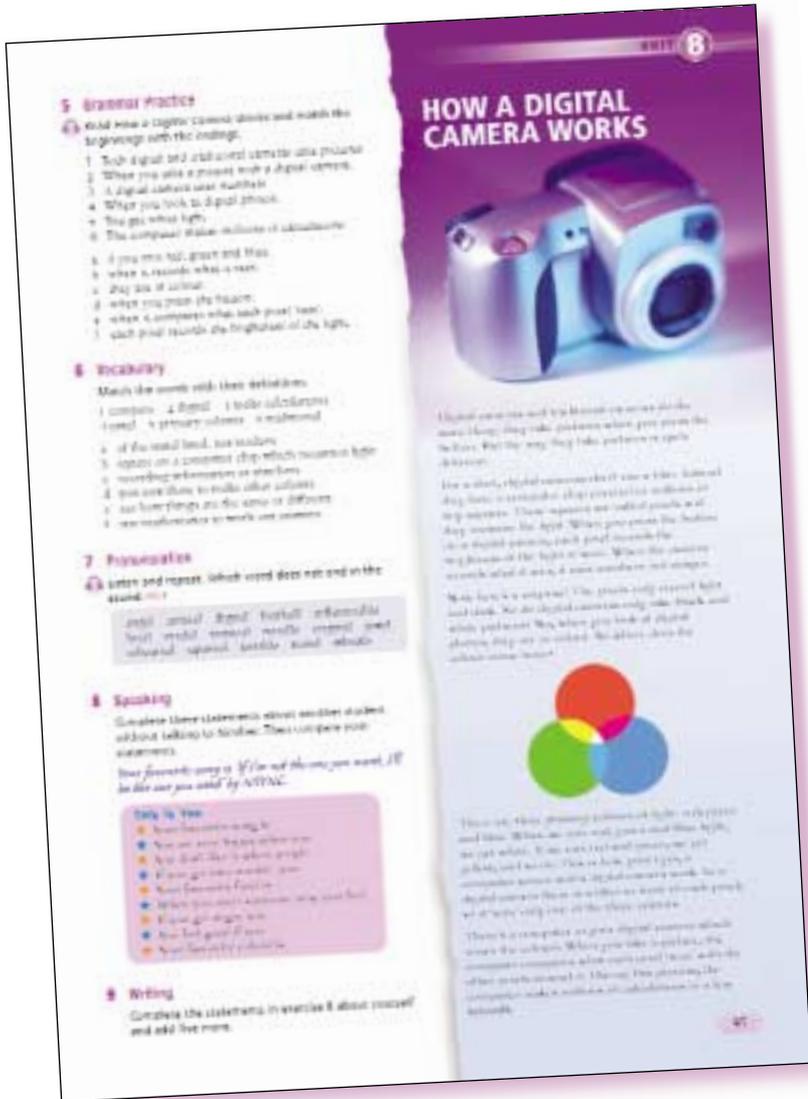


## READING SKILLS

**“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 ...*

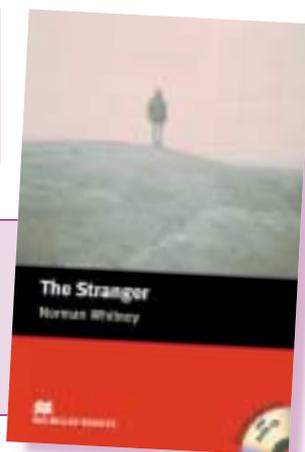
- Facts about people’s families
- Descriptions of places
- Text messages
- A description of a band
- An article about a famous person
- A personal letter
- A sketch
- A comparison of teenage lifestyles
- Emails about what’s happening and routines
- A questionnaire about personality
- A quiz about the 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

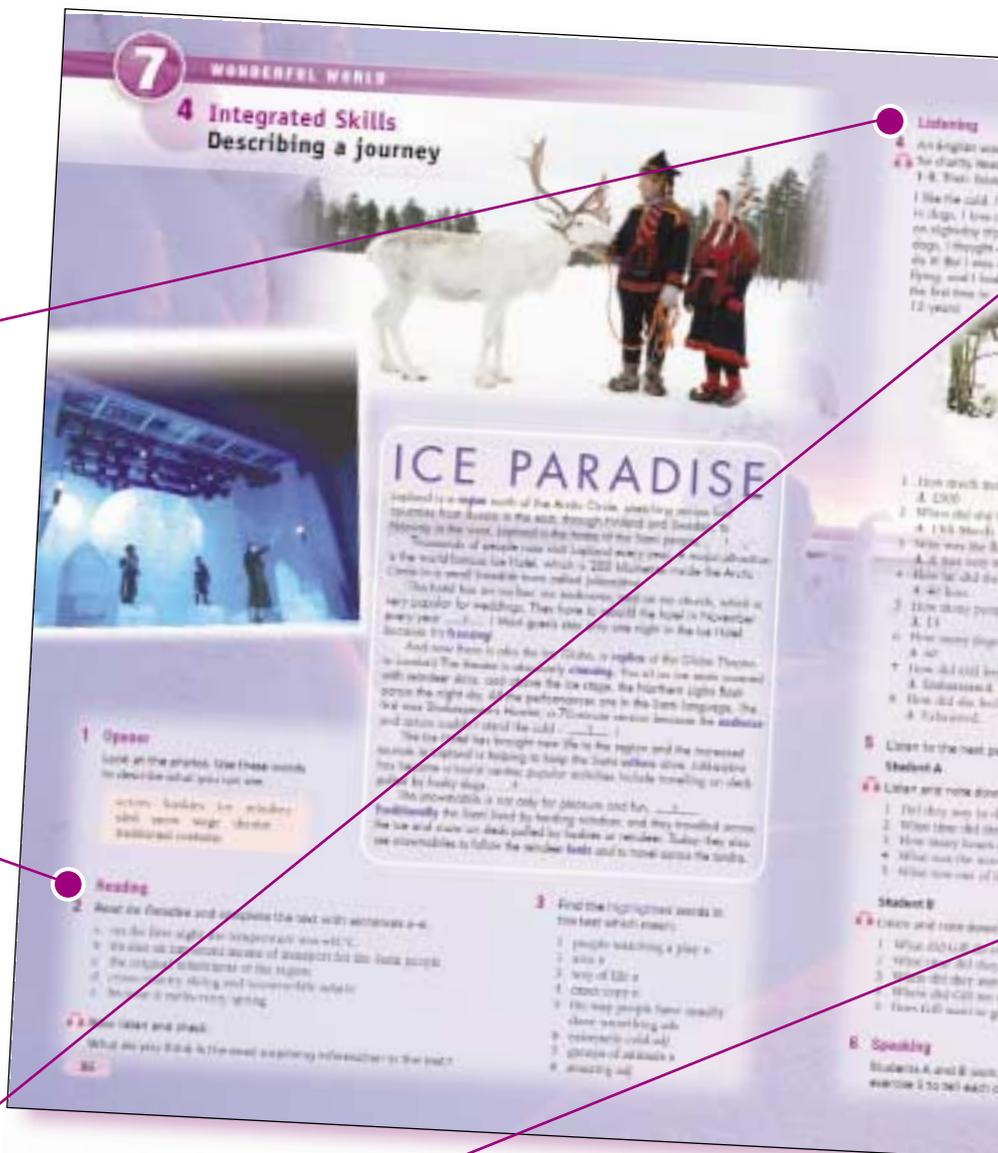
This listening activity is based on an authentic interview and develops intensive listening skills.

### 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.”**





## 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.”

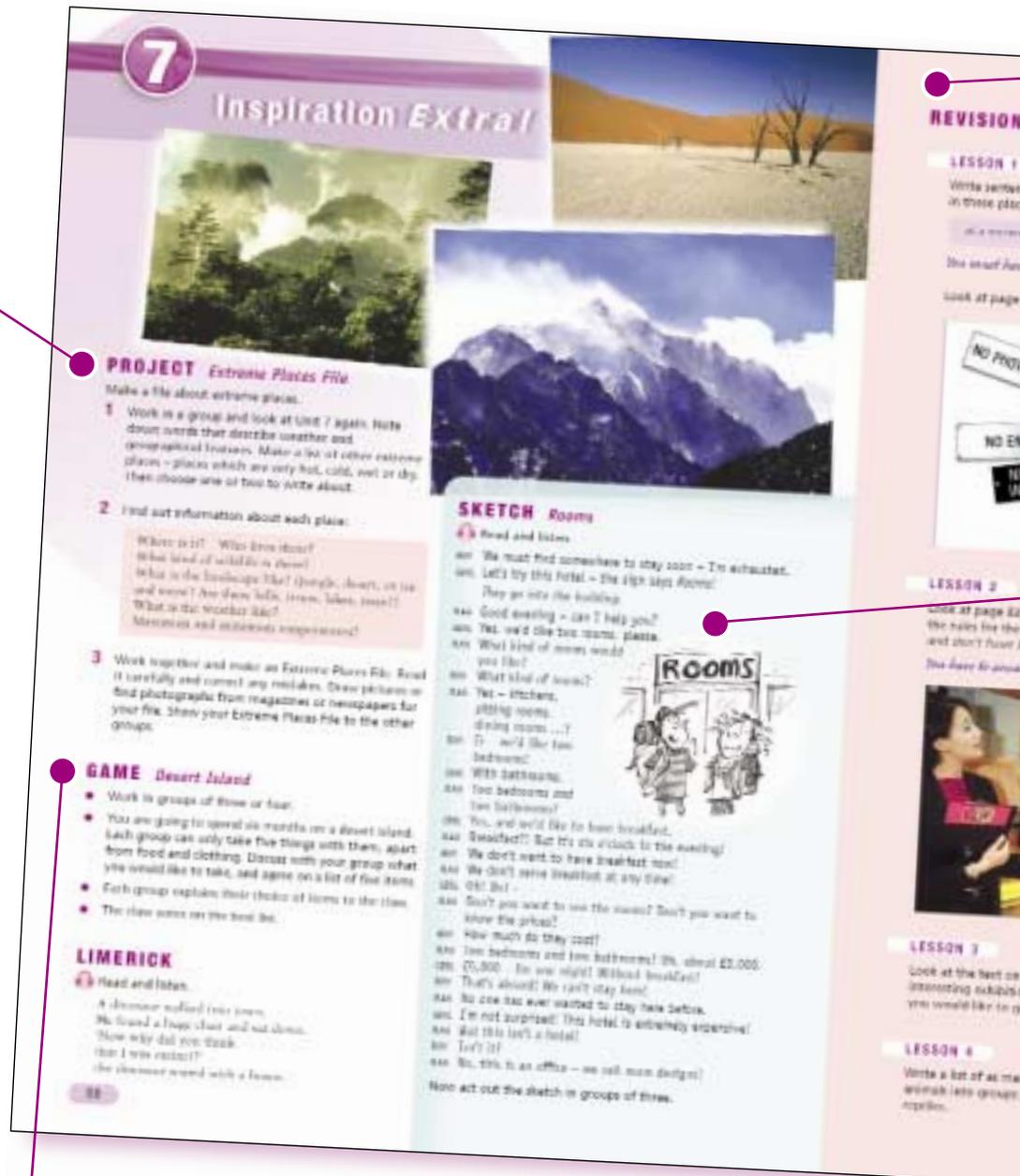
### Project work

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.



### 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 11th 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**  
One of London's biggest flower, fruit and vegetable markets, 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. You'll see stars and characters in 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! The 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 a clock?  
4. take a boat?  
5. go shopping?  
6. hear a band?

**3 Vocabulary**  
Match the words.  
1. an attraction  
2. an opinion  
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.

## 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.

## 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.



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.



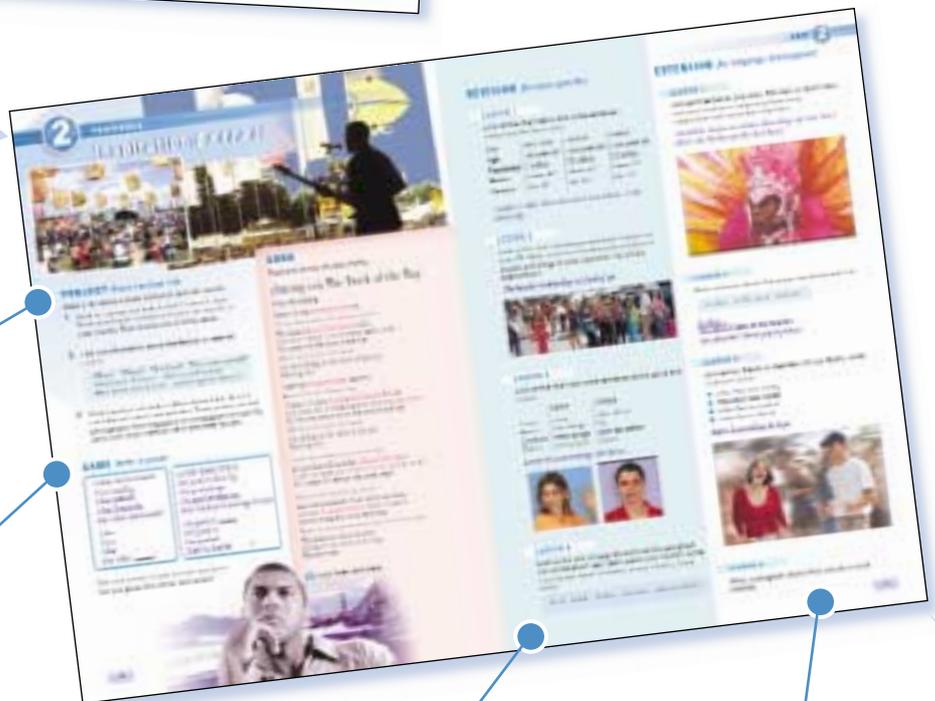
**Inspiration Extra!** follows the Integrated Skills lesson in each unit and always includes a project and a Game plus either a Sketch or a Song and mixed-ability activities.

### 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

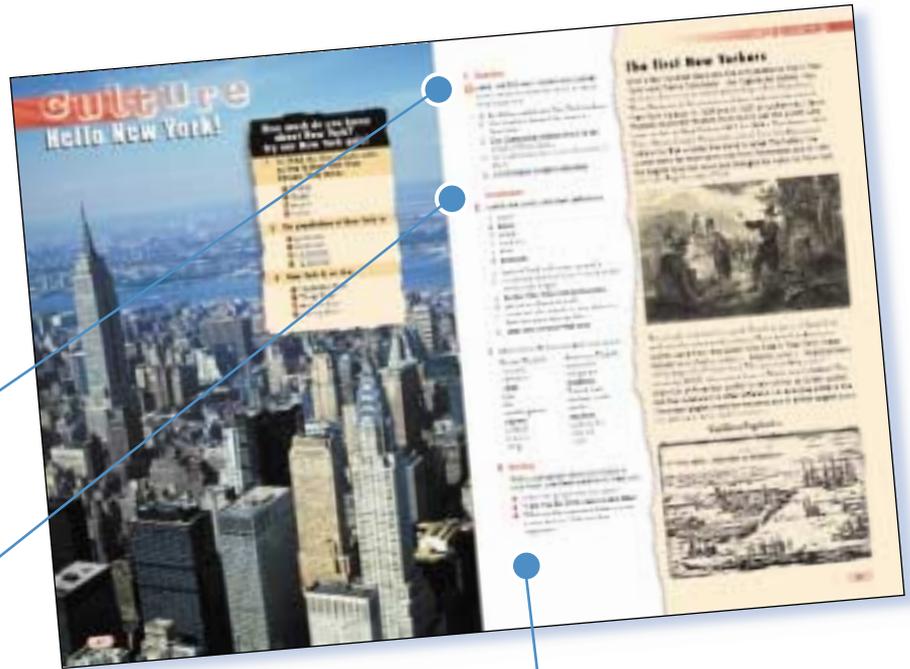
Comprehension questions focus on text structure and the main ideas.

### 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