

PERSPECTIVES

INTERMEDIATE

An Open Mind • A Critical Eye • A Clear Voice

**COURSE INFORMATION
AND SAMPLE UNIT**

PERSPECTIVES

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5D What does it mean to be a citizen of the world?
TED TALKS



“They are ultimately global issues, and they can ultimately only be solved by global citizens demanding global solutions from their leaders.”

HUGH EVANS
Read about Hugh Evans and get ready to watch his TED Talk.

AUTHENTIC LISTENING SKILLS

Rhetorical questions

Speakers sometimes announce what is coming next by asking a rhetorical question (a question they don't expect an answer to), then answering it themselves. This can introduce a new topic or section to the talk.

1 Look at the Authentic Listening Skills box. Listen and read the first rhetorical question from the TED Talk. What do you expect the speaker to talk about next? Listen and check your idea.

But how did we actually go about recruiting and engaging these global citizens?

2 Complete the extracts from the talk with the questions. Then listen and check.

a) So where are we?
b) But have we achieved our mission?
c) How will that achieve anything?

Now, maybe that doesn't sound like a lot to you.
(1) _____ Well, it achieved a lot because she wasn't alone.
(2) _____ We ran this amazing festival, we've scored some big policy wins, and citizens are signing up all over the world. (3) _____ No. We have such a long way to go.

64 Unit 5 Global Citizens

WATCH

1 Work in pairs. What kind of citizen do you identify as? Rank the descriptions in the correct order for you (1 = a most, 4 = least). Say why.

_____ as a member of your local community
_____ as a citizen of your town, city, or region
_____ as a citizen of your country
_____ as a global citizen

2 Watch Part 1 of the talk. Choose the correct option to complete each sentence.

1 Dharma is unusual because the works selflessly for other people / become a politician at a very young age.
2 She donated / raised money for girls' education.
3 Global citizens are defined by their actions / their beliefs and their actions.
4 Working with others worldwide is the best way / the only way of solving the world's problems.

3 Watch Part 2 of the talk. Are the sentences true or false?

1 As a boy, Hugh was not interested in social issues.
2 Sorry Boy's family was rich.
3 The family slept together in a tiny room.
4 Meeting Sorry Boy made Hugh aware of inequalities.
5 Hugh says that governments did not cause Sorry Boy's problems.
6 He believes money can solve the problems.
7 He says that communities cannot find their own solutions to their problems.
8 Hugh decided to start the Global Citizen movement when he got back to Australia.

4 Watch Part 3 of the talk. Complete the sentences.

1 According to research, _____ of people who are concerned about the world's problems have taken action to change them.
2 Hugh wanted to encourage _____ of people in _____ countries to become global citizens.
3 Hugh found that many different kinds of people were concerned about the same _____.
4 Hugh organized the Global Citizen music festival at the same time as the _____.
5 People wanted to know the real truth by _____.

VOCABULARY IN CONTEXT

a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

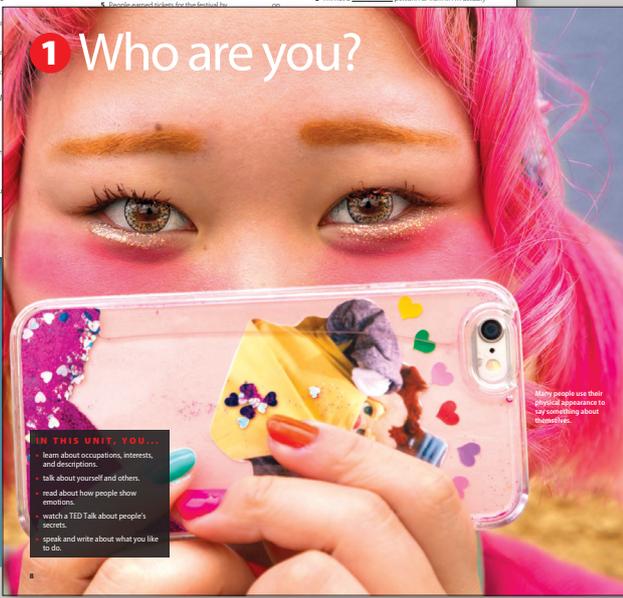
b Complete the sentences in your own words. Then compare your sentences in pairs.

1 I didn't sleep a wink the day before / after _____.
2 I wonder why some people find it so hard to _____. (When all it's not rocket science.)
3 I'm not a _____ person. Far from it, I'm actually _____.

1 Who are you?

IN THIS UNIT, YOU...

- learn about occupations, interests, and descriptions.
- talk about yourself and others.
- read about how people show emotions.
- watch a TED Talk about people's secrets.
- speak and write about what you like to do.



1A He's really into music.

VOCABULARY Personality

1 MY PERSPECTIVE

Work in pairs. Discuss the questions.

1 Look at the photo. What words would you use to describe this person?
2 Circle two or three of the words below to describe yourself!

cool friendly funny happy honest intelligent
kind loud mean nice popular shy

3 Think of two or three words that other people might use to describe you.
4 Were your answers to questions 2 and 3 the same or different? Why?

2 Match the pairs of words that have a similar meaning. Use your dictionary if necessary. Then think of someone you know who you can describe with each pair of words.

1 smart _____ a relaxed
2 calm _____ b friendly
3 helpful _____ c intelligent
4 cheerful _____ d kind

3 Choose the correct option to complete each sentence.

1 I'm active / lazy on the weekends. I usually play sports and go out with my friends.
2 He's confident / nervous about giving presentations because he doesn't like making mistakes.
3 She's very accessible / shy and has a lot of friends.
4 Our coach is serious / engaging and lets us listen to music before basketball practice.
5 Kenji is very hard-working / talented. He isn't the best, but he really wants to succeed.
6 Luk is really loud / quiet. You always know when he's in a room!

4 Work in pairs. Take turns describing people in your class, but don't say their names. Can your partner guess who you're talking about?

She's calm, helpful, and cheerful. Is it Luk?
No. She's also very active—but a little bit shy. Oh, is it Ana?

5 Work in pairs. Think of a famous person together. Then, working separately, each make a list of words to describe this person. Use your dictionary if necessary. Then compare your lists. Did you use any of the same words? Do you agree with your partner's description? Why?

6 Work with the same partner. Make one list for your person from Activity 5 using all the words you agree on. Read your list to the class. Can the class guess your person?

64 Unit 1 Who are you?

Every unit explores one **big idea** from different perspectives, giving students opportunities for practising language as they look at the world in new ways.

In Perspectives, learners develop an open mind, a critical eye, and a clear voice in English.

Students develop the **English language skills** they need to respond to the unit theme and express their own ideas confidently in English.

5E Invitations

Useful language

Asking if someone is available
Are you busy next Saturday?
Are you around / free on Sunday?
Are you doing anything on Tuesday night?

Saying if you are available or not
I don't think so.
It depends.
I'm not sure.
I'll have to ask my parents.
I need to check my schedule.

Accepting an invitation
Sure, I'd love to.
That sounds great!

Saying no to an invitation
Thanks for inviting me, but I'm afraid I'm busy.
Sorry, I can't make it, but thank you for inviting me.

MY PERSPECTIVE

How do you think the students in the photo feel? Why?

1 Listen to the conversation. What important life event is mentioned? (6E-6B3)

2 Listen again. Write down the days and times mentioned. (6E-6B3)

3 You're having a party to welcome a new student, Delia, to your school. Decide on a day, time, location, and type of food for it.

4 Work in pairs. Take turns inviting each other and saying whether you can or can't go. Use phrases from the Useful language box.

WRITING Informal invitations and replies

1 Read the three notes. Match each one to the correct purpose.

1 Making an invitation
2 Accepting an invitation
3 Saying no to an invitation

a

Hi Delia,
Thanks for inviting me to your graduation party. It sounds like a lot of fun. I'd love to come. What should I wear? (Should I bring anything?) Let me know. A.S.A.P!
Lena

Anders,
Thank you for the invitation to your New Year's party. I'm sorry, but I can't make it. I've already made other plans that night. I'm going to be with my family.
Lucas
P.S. I hope you have a great time! Let's catch up soon!

c

Hey Sylvia,
I'm having a birthday party on Saturday the 25th from 5:00 to 10:00 at my house. We're going to have pizza and cake and then watch a movie and play some games. Can you make it? (6E-6B3)
Joanna

1 In each note, underline the expressions used for making, accepting, or saying no to an invitation.

2 In informal notes, we sometimes use abbreviations. Find an abbreviation in each note. Which one means:
1 Let me know if you can come? **3** I also want to say...
2 As soon as possible!

WRITING SKILL Politely making and replying to invitations

Work in pairs. Read the Writing strategy box. Think of a celebration you would like to have. Write an informal invitation to your partner. Use two abbreviations.

Exchange invitations. Then write a reply to your partner's invitation.

Check each other's work. Do the notes use abbreviations and the Writing strategies correctly?

Writing strategy

Politely making and replying to invitations

- When you write an invitation, give the time, date, location, and type of event. Remember to ask the person to let you know if they can come.
- When you accept an invitation, begin by saying thank you. If you have any questions about the event, ask them. It can be polite to offer to bring something (food or drinks, for example).
- When you say no to an invitation, begin by saying thank you. Apologize that you can't make it and say why—without giving too many details. If you don't want to, it can be polite to end by saying you hope they enjoy the event and offering to make plans another time.

Students in Punjab, India, celebrate their graduation.

Students learn essential **critical thinking** strategies to evaluate new information and develop their own opinions and ideas.

2B Risky Business

READING

1 Complete the sentences with these pairs of words.

confirm + scam deleted + permission
email + fiber inbox + attached
infected + backups profile + eds
social media + posting store + flash drive

1 Some of my posts were _____ without my permission. I have no idea why!

2 I can't believe how many _____ manage to get through my spam _____.

3 He's always _____ new updates and adding photos back and _____ things for writers.

4 Keep my _____ very private, and I'll open up to you.

5 This strange email just arrived in my _____ with a file _____ "it's not infected" or anything.

6 When they asked me to _____ my bank details, I started to think it must be a _____.

7 _____ all my documents in the cloud now, rather than using a _____.

8 My computer got a virus that _____ a lot of my files and I didn't have any _____.

Work in pairs. How do you think the things in Activity 1 can happen? Why would people do them?

Look at the infographic and read the text to answer the questions.

1 What mistake did each person make?

2 What was the result?

Work in pairs.

1 Which person made a mistake for a long time?

2 Which person was most careful from the same person?

3 Which person found a bargain?

4 Which person was most responsible to an email too quickly?

5 Which person was most responsible for what happened?

6 Which person was most responsible for what happened?

7 Which person was most responsible for what happened?

8 Which person was most responsible for what happened?

9 Which person was most responsible for what happened?

10 Which person was most responsible for what happened?

Work in groups. Look at the cybercrime graphs on page 25. Discuss the questions.

1 Where does the data come from? Do you think this is a reliable source?

2 What crimes do the graphs focus on? What do you know about them?

3 What's the most common crime? Why do you think that is?

4 Which age groups are the least affected? the most? Why do you think that is?

5 Do you think the statistics would be different for your country? Why? Do you know where to find this data?

Work in groups. Discuss the questions.

1 Which of the three mistakes do you think is the most serious? the least? Why?

2 Why do you think each person acted as they did?

3 What do you think each person did after realizing their mistake?

4 Have you heard any stories about similar mistakes? If so, what happened?

Online Crime

1 Read the text and answer the questions.

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AN OPEN MIND

In every unit, students look at one relevant idea in new ways that they may have never considered before.

8 Effective Communication

A group of young men climbing in the desert mountains, Saudi Arabia

IN THIS UNIT, YOU...

- learn about the ways astronauts stay in touch from space.
- read about an experiment in intercultural communication.
- find out about a new app.
- watch a TED Talk about how to have better conversations.
- write an email of complaint.

8A Getting Your Message Out

VOCABULARY Effective communication

- Work in pairs. Look at the photos and read the caption. Discuss the questions.
- Do men and women talk about different things? What are the differences?
- Do you use your hands much when you speak? Are you a good listener?
- What do you talk about with your friends? And with your parents?
- Do you like talking in large groups or do you prefer talking one to one? Why?

Match words from A and B to make expressions about communication.

- | | |
|-----------------|-------------------|
| A | B |
| 1 get | a connectors |
| 2 interpersonal | b photos |
| 3 make | c skills |
| 4 pay | d distracted |
| 5 share | e attention |
| 6 connect | f my message out |
| 7 get | g with |
| 8 post | h texts |
| 9 respond | i on social media |
| 10 send | j to texts |

Complete the statements with expressions from Activity 2. Which are about communicating using technology?

- If I want to make a point, (prefer face-to-face conversations) I prefer face-to-face conversations to _____.
- I know I can't _____ if I'm not in the room.
- I think I have good _____, but my friends say I don't.
- I probably _____ about ten times a day and message right away. It's rude to make them wait.
- If I want to share a message or a photo, I _____.
- I participate in a lot of online forums. It's a great way to get my message out.

Work in pairs. Discuss the questions.

- Are the statements in Activity 3 true for you? Change them if necessary.
- Are any of the comments true for your parents?

Find phone conversations just as easy as speaking to my grandfather—his text messages are a breeze!

What's the difference between these words?

a conversation a chat a discussion etc.

MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Who do you find it easy to chat with?
- When was the last time you had an argument? Do you have said to avoid the argument or make it less emotional?
- Have you ever taken part in a debate? What was the topic?

Real-world stories of innovative organisations and global citizens are explored in readings, listenings and activities.

Living the Dream

ASPIRATIONS ACROSS THE WORLD

	actor	teacher	Olympic athlete
all	19%	16%	10%
developed countries	8%	5%	19%
developing countries	27%	24%	4%

CHILDHOOD DREAMS OF ADULT PROFESSIONALS

region	actor	teacher	athlete	doctor	lawyer	journalist	politician	entrepreneur
Asia	27%	24%	4%	5%	5%	5%	5%	5%
Europe	27%	24%	4%	5%	5%	5%	5%	5%
North America	27%	24%	4%	5%	5%	5%	5%	5%
South America	27%	24%	4%	5%	5%	5%	5%	5%
Africa	27%	24%	4%	5%	5%	5%	5%	5%
Oceania	27%	24%	4%	5%	5%	5%	5%	5%

CAREER ASPIRATIONS BY GENDER

	president, prime minister, or secret agent	hero	girl
boys	13%	8%	
girls	13%	2%	

ADULT PROFESSIONALS AND CHILDHOOD DREAM JOBS

job	percentage
working in space	43%
being a pilot	16%
working in a hospital	21%
found my own business	16%

What did you want to be when you were younger? A firefighter? A ballet dancer? A train conductor? Did you end up with your dream job? According to research carried out by the online professional network LinkedIn, people who fulfill their childhood aspirations are part of a lucky minority. Needless to say, few would be astronauts or presidents ever achieve their ambitions. In fact, fewer than one in ten people currently own a thing from their dream job, though just over one in five has at least found work in a related field.

LinkedIn surveyed over 8,000 professionals in 15 different countries, including Brazil, Singapore, Sweden, the UAE, and the US. The survey revealed that almost half of those who did not end up in their dream jobs had been attracted to a different career path as they grew up, while just over one in two discovered that their original dream was too difficult or expensive to pursue.

The most common dream jobs worldwide fell into the creative and artistic category, which encompasses everything from writers and actors to chefs and acrobats. However, the single most popular dream career in most countries, particularly in India, was engineer. Presumably the high starting salary, not to mention the growing job opportunities, job security, and social status of the profession, have something to do with its popularity.

The survey is depressing reading for those committed to smashing the glass ceiling. It found that boys were more likely than girls to envision themselves in the best jobs, more than 3% of boys aspired to be a president, prime minister, or secret agent, as opposed to 0.8% of girls. Girls, by contrast, named nurse (noblest of ambitions of achieving success as teachers, vets, singers, or nurses—being a writer was among the most

ambitious goals. No surprises there. The gender gap was even more noticeable in science and engineering jobs like pilot, mechanic, and race-car driver, which were favored by 1% of boys but only 0% of girls.

Another survey, conducted by the children's charity ChildFund, asked over 6,000 ten- to twelve-year-olds in 47 countries around the world about their career goals. The most popular job for just under a fifth of children worldwide, was doctor, followed closely by teacher with 16%. But the survey also revealed some fascinating global contrasts. In developing countries just over a quarter of children listed medicine as their goal, and just under a quarter aspired to be teachers, in developed countries, by contrast, the figures were 8% and 9% respectively. Being a professional or Olympic athlete was the dream of 19% of children in the developed world; it is not surprising that only 4% of people in low-affluent countries could allow themselves the luxury of such aspirations.

So should we take our earliest dreams seriously, or are they merely wishful thinking? 'The dream jobs we aspire to as children are a window into our passions and talents,' says Nicole Williams, a career expert for LinkedIn. 'We don't generally enjoy doing what we don't have an inherent ability to do.' So when choosing a career path, perhaps young people should reflect on their dream career and ask themselves, 'What does this tell me about who I am, and what I could do in the future.'

Unit 1: Hopes and Dreams 13

Perspectives brings a world of ideas into the classroom by focusing on the unique point of view of an inspiring and thought-provoking TED speaker in every unit

6D Deep Sea Diving ... in a Wheelchair

“We see and discover the power and joy of seeing the world from exciting new perspectives.”

SUE AUSTIN

Read about Sue Austin and get ready to watch her TED Talk.

AUTHENTIC LISTENING SKILLS

Following the argument

Certain words and phrases help us follow the speaker's argument. For example: Learning to play the game was difficult. However, I enjoyed it very much. That's why I decided to carry on.

- Read the Authentic listening skills box. Then listen to an excerpt from the TED Talk. Underline the words that help you follow the argument.
- When I learned to play the wheelchair, it was a tremendous new freedom. ... But even though I had this new-found joy and freedom, people's reaction completely changed towards me. ... As a result, I never needed to reclaim my own stories about this experience, new narratives to reclaim my identity.

Listen and complete two more excerpts.

1. _____ began to dive, in 2005, I realized scuba gear extends your range of activity in just the same way as a wheelchair does. I wonder what'll happen if I put the two together?
2. For me, the wheelchair becomes a vehicle for transformation. _____ that because nobody's seen or heard of an underwater wheelchair before, ... now you have this concept in your mind.

WATCH

- Read the quote in Activity 1 again. Why do you think Sue describes using a wheelchair as freedom? What reaction do you think her wheelchair had from other people?
- Watch Part 1 of the talk. Are these statements true or false?
 - At first, Sue didn't enjoy her wheelchair.
 - Other people felt that wheelchairs were a sign of a lack of freedom.
 - Sue didn't let what other people thought affect her.
 - Sue read a story that helped her to see things differently.
- Watch Part 2 of the talk. Choose the correct option to complete the sentences.
 - With her wheelchair, Sue tried to communicate happiness / *zen* as well as freedom.
 - She used her wheelchair to create music / *visual art*.
 - The reason that other people took in Sue's work was *novel* / *inspired* her.
 - Sue says that underwater scuba gear allows people to do things in more places. Wheelchairs are *different* / *no-different*.
 - Sue wanted people to associate wheelchairs with *movement and adventure* / *the underwater world*.
 - Sue plays the underwater video to show how the wheelchair works / *amazing her journey* has been.

VOCABULARY IN CONTEXT

- Watch Part 3 of the talk. Which results of her underwater adventures does Sue mention?
 - Other people are inspired to challenge themselves.
 - Sue has become a good diver.
 - Wheelchair users can now buy an underwater wheelchair.
 - She has experienced physical freedom.
 - Sue's art makes people think about wheelchairs in a more positive way.
 - She has learned more about the problems that the deaf face.
- Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.
 - Think of ideas:
 - ways we can make it easier for wheelchair users to access buildings.
 - times when you have experienced a tremendous sense of freedom.
 - the last time you needed to ask a teacher to extend a homework deadline.
 - the possible learning outcomes of this lesson, i.e. what you will learn.
 - a reason your eyes would light up.
 - a concept that young children find difficult to understand.
 - Compare your thoughts with a partner. Which are the most interesting? Why?

MY PERSPECTIVE

Work in pairs. Discuss the questions.

- What ideas about wheelchairs and wheelchair users did you have before watching Sue Austin's talk?
- Why did Sue decide to go underwater with her wheelchair?
- Did the video of Sue's underwater wheelchair change your idea? How?
- What other activities associated with freedom could be used to challenge people's assumptions about wheelchairs, implants, and artificial body parts? Think about Sue, Michael Orosz, and Hugh Herr (page 73).
- Is there anything in your life that people think is negative but you consider positive?

CHALLENGE

Sue says that when people see her art they think: 'If you can do that, I can do anything.' Think of a challenge or goal that you would like to accomplish, or have been intending to achieve. If Sue can dive underwater in a wheelchair, can you do yours' anything?

Unit 6: Superhuman 77

A CRITICAL EYE

Learners develop a critical eye for analysing, evaluating, and synthesizing new information in order to develop their own opinions and ideas.

Carefully-structured lessons help students become critical consumers of information by encouraging them to think deeply about new information and where it comes from.

CRITICAL THINKING Persuading your audience

There are many ways that speakers can persuade their listeners to do things. They can:

- a describe personal experiences that others can relate to.
- b make it sound achievable.
- c offer choice and flexibility.
- d point out the personal benefits of doing it.
- e ask themselves and the audience questions.
- f ask listeners to imagine a situation.

4D Why I'm a Weekday Vegetarian

“If all of us ate half as much meat, it would be like half of us were vegetarians.”

GRAHAM HILL

Read about Graham Hill and get ready to watch his TED Talk.

TED TALKS

AUTHENTIC LISTENING SKILLS

Previewing

- When people are speaking to an audience, they often pause to break their sentences up into short sections, or chunks. This makes it easier for the listeners to follow. Speakers often pause:
 - at the end of sentences.
 - where there is a comma or other punctuation.
 - to separate related phrases, e.g. expressions about time or place.
 - before an important word or phrase.
 - between the subject of a sentence and its verb when the subject is long.

Listen to the beginning of the TED Talk. Mark the pauses.

About a year ago, I asked myself a question: “Knowing what I know, why am I not a vegetarian?”

Mark where you think Graham pauses in the next two sentences. Then listen to check.

After all, I'm one of the green guys. I grew up with hippie parents in a log cabin. I started a site called TreeKeeper—I care about this stuff.

WATCH

Work in pairs. Make a list of reasons that somebody might be a vegetarian (e.g., “It's good for your health”).

1 If you eat _____ every day, it can increase the possibility of dying by a third.

2 We keep _____ animals for meat each year in factory-farm conditions.

3 Meat causes more emissions than all _____.

4 Beef production uses 100 times more _____ than most vegetables do.

5 We are eating _____ meat as in the 1950s.

Watch Part 2. Choose the correct option.

1 Why does Graham say to the audience: “Imagine your hamburger?”

- a He wants them to see what a difficult decision becoming a vegetarian is.
- b He wants to help the audience become a vegetarian.
- c He wants them to feel sorry for him.
- d He wants them to see how difficult it is to be a vegetarian.

2 Which of these rules is part of Graham's solution?

- a Only eat fish on the weekend.
- b Don't eat meat on Saturdays and Sundays.
- c Reduce the amount of meat you eat by 70 percent.
- d Eat less meat.

3 Which part of Graham's solution is he happiest about?

- a He's not eating so much pollution.
- b He's got more money.
- c He's healthier.
- d He's got more time.

4 How does Graham try to persuade his audience? Match the excerpts to techniques (a-f) in the Critical thinking box. Each excerpt may use more than one technique.

- Knowing what I know, why am I not a vegetarian?
- Any of these angles should have been enough to convince me to go vegetarian. Yet, there I was—chick, chick—talking into a big old mike.
- Imagine your last hamburger.
- To commit to doing it later, and not surprisingly, later never came. Sound familiar?
- I've been doing it for the last year, and it's great. It's called vegetarianism.
- It's okay to break it here and there.
- Best of all, I'm healthier. I know that I'm going longer, and the even lost a little weight.

Work in pairs. Discuss the questions.

- Which of Graham's reasons for becoming a vegetarian are the most convincing?
- Would you consider becoming a weekday vegetarian (if you aren't already)? How easy do you think it would be? Why?
- If you were a vegetarian, what would you miss?

VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

Answer the questions. Compare answers in pairs.

- Do you do any hobbies where there is a risk of hurting yourself?
- What is the combined age of your family?
- Do you ever want to do things that are in conflict with what you should be doing? What?
- Have you ever come up with a way of making money? What?
- Have you ever done any damage to another person's possessions?

CRITICAL THINKING Persuading your audience

There are many ways that speakers can persuade their listeners to do things. They can:

- a describe personal experiences that others can relate to.
- b make it sound achievable.
- c offer choice and flexibility.
- d point out the personal benefits of doing it.
- e ask themselves and the audience questions.
- f ask listeners to imagine a situation.

CHALLENGE

Do a survey. Find out what other people in the class think about becoming a weekday vegetarian.

9C She said it wasn't just about the money.

GRAMMAR Reported speech

Look at the photo and quote. When does Carmen say she started racing? When does she say driving became her job?

Look at the Grammar box with reported speech from the reading. Then answer the questions.

Direct speech	Reported speech
Sophia's grandmother: “At school, I don't learn what to think. I learned how to think.”	My grandmother once told me that at school she hadn't learned what to think, she'd learned how to think.
The boss: “This job is the beginning of your education.”	When I got my first job, my boss said it was the beginning of my education.
The math teacher: “You can become an accountant.”	My math teacher told me I could become an accountant.
Lydia: “I haven't used facts about Ancient Rome and Ancient China in my job.”	Lydia said she hadn't used facts about Ancient Rome and Ancient China in her job.

- How do the verbs and modal verbs change from direct speech to reported speech?
- How do the pronouns and you change?

Check page 144 for more information and practice.

Read Carmen Jordá's direct speech about her work. Complete the reported speech.

1 My father took me to see my first Formula 1 Grand Prix at the age of eight. Carmen said her father _____ her to see her first Formula 1 Grand Prix at the age of eight.

2 At seven I received my first go-kart. She said she _____ her first go-kart when she was eleven.

3 I've been working hard for a long time to get this opportunity. She said she _____ working hard for a long time to get that opportunity. It has always been my dream. I train six days a week. She said _____ always been _____ dream and that I _____ six days a week.

4 If anyone can do it, then my mum can believe it. She said if one person _____ it, then my mum _____ achieve it.

Complete the steps below.

- Think about something that someone has said to you recently.
- Write it down in direct speech as accurately as you can. Don't worry if you don't remember the exact words.
- This morning, my mother said, “You're late for school if you don't hurry!” Write the reported speech.
- This morning, my mother said I would be late for school if I didn't hurry. Write the reported speech.
- Work in groups. Share the reported speech you write down.

1 Listen to part of an interview with a teen soccer player who hopes to become a professional. Complete the interview questions.

- _____ becoming a professional soccer player?
- _____ enjoy the most about soccer?

Work in pairs. Take turns asking the questions from Activity 5 and responding with your answers from Activity 6.

CHOOSE

7B Testing Times

VOCABULARY BUILDING Noun forms

Verb	Noun	Adjective	Noun
analyze	analyst	concerned	concern
assess	assessment	intelligent	intelligence
conclude	conclusion	flexible	flexibility
know	knowledge	fluent	fluency
publish	publication	logical	logic
vary	variety	useful	usefulness

- Choose the correct words from Activity 1 to complete the sentences.
 - I know a lot of words in English, but I need to become more _____ in using them!
 - My math _____ when I do anything in English is not to make any mistakes.
 - I got a good grade in the last _____ I did for English.
 - I'd like to write a novel and _____ it myself.
 - I like to do things in an _____ order, from A to Z.
 - The _____ in my study schedule allows me to study when I feel most productive.
 - I don't think exams are an _____ demonstration of how much people know.
- Work in pairs. Which sentences in Activity 2 are true or false? What do you think they say about you? Which sentences do you think are signs of creativity? Why?
- Work in groups. Think of other verb / noun and adjective / noun combinations that follow the pattern in Activity 1.

READING

Work in groups. Discuss the questions.

- What do you think it means to be creative?
- Do you think creativity is only connected to the arts?
- How important is creativity these days? Why?
- Do you think it is possible to assess levels of creativity?
- Who is the most creative person you know? Why?

Read about a set of tests commonly used to assess creativity. Think about the questions as you read.

- What do the tests involve?
- Does the author think they are good tests of creativity?

Testing Creative Thinking

It is now over 50 years since the first publication of E.P. Torrance's Tests of Creative Thinking, which continue to be used worldwide as standard assessments of creativity.

The tests typically consist of 'divergent thinking' tasks—the ability to generate a wide variety of solutions that are then scored on fluency, flexibility, originality, and how fully explained they are. For example:

- Ways to improve: What could you do to make a toy truck move fun to play with for a track car you think of?
- Imagine consequences: How would the world be different if everyone had an eye in the back of their head?
- Alternative uses: How many unusual uses for a brick can you think of?
- Make drawings from a shape: Turn the Xs into pictures people might be surprised by.
- In: The Xs can be in any part of the picture. Add details to tell complete stories and give each picture a title.

Some question if the tests fully assess creativity because they are very artificial and not original and unaided. Creativity is not only requires divergent thinking but also 'convergent thinking', where you find one single solution that you feel is the best for the problem you are trying to solve.

WORK IN PERSPECTIVE

Work in pairs. Discuss the questions.

- Would you like to use the problem-based way of learning? Why?
- How is creativity encouraged in your school?

Torrance followed the lives of children who first took his tests to see if they predicted creative achievements as adults. Analysis

of these studies suggest they do. In fact, his tests are better at judging future creative success than intelligence tests. This is why they are frequently used to identify top managers in business and children for special educational programs. It is also why there was concern in the United States when the magazine Newsweek reported that children's scores on the tests were falling.

Some have argued this drop is because of children's lifestyles, too many video games, too much TV, and too little freedom to make choices. Others have suggested that education in the United States has become too focused on exam results, so teachers use fewer creative activities and favor more traditional learning. This is in contrast to countries with a history of more traditional activities, like China and its emphasis on memorization and drills. These countries are doing the opposite, and encouraging creativity through techniques such as problem-based learning.

Problem-based learning involves setting a genuine problem, such as including noise in a school library or deciding on a week of meals for an athlete, to reach a conclusion. Students have to do research across several subjects and be creative in the fullest sense. No doubt Torrance would have approved if he was still alive.

One of the tests for creative thinking involves making drawings from a shape.

Students think critically in every lesson while listening, reading, writing, and participating in classroom discussions.

A CLEAR VOICE IN ENGLISH

Learners build the language skills and strategies they need to develop a clear voice in English.

LISTENING

1 Work in groups. Read the opinions about ecological issues. Choose one or two opinions to discuss.

- The dangers of global warming have been exaggerated.
- We should reduce our reliance on fossil fuels and invest in renewable energy sources.
- People do not do enough to protect the environment or the oceans from pollution.

2 Listen to Eric Sala, a National Geographic explorer and marine ecologist. Answer the questions.

- What is the name of Eric's project and what is its aim?
- What three threats to the ocean does he mention?
- What two pieces of advice does he give?

3 Listen again. Complete the statements with no more than three words.

- Eric prefers to spend his time _____ rather than at the office.
- Eric's work involves using scientific research as well as films, articles, and _____.
- Because of overfishing, fish cannot _____ quickly enough.
- Over the last century, _____ of the large fish in the ocean have disappeared.
- If the current trend continues, we will lose the majority of the _____ in the world.
- We've already lost _____ of the world's coral reefs.
- Eric advises against eating large fish like tuna, sharks, and _____ because they may contain mercury.

Check your answers on page 000. Do Activity 0.

MY PERSPECTIVE

Work in pairs. Discuss the questions.

- What is the most interesting thing you have learned about the ocean in this lesson?
- Do you or your family often eat fish? If so, what kinds? Would you change your eating habits to protect the ocean?

GRAMMAR

First and second conditional

1 Look at the Grammar box. Answer the questions.

- Which sentences refer to:
 - a real future possibility?
 - a hypothetical or unlikely situation in the present or future?
- Which modal verbs in bold could you replace with *may, might, or could*?
- Which sentences could you rewrite using *unless*?
- In 4, replace *if* with *as long as*. Does it make the condition more or less necessary in order to get the result?

First and second conditional

- If we don't change our course before 2050, most of the fisheries of the world will have collapsed.**
- If everyone made smart choices, it would make a huge difference.**
- Coral reefs would not be disappearing so fast if there were more marine reserves.**
- If we can inspire world leaders to create marine reserves, we will be able to protect more species.**

Check your answers on page 000. Do Activity 0.

Conditional verification

We can form conditionals in different ways to express different levels of likelihood and formality.

First conditional
If you see someone dumping chemicals into the ocean, please report it immediately.

Second conditional
If people stopped dumping chemicals into the ocean, there would be less pollution.

Check your answers on page 000. Do Activity 0.

1 Complete the questions about these topics in your own words. Then ask and answer in pairs.

endangered species	a flood	global warming
plastic bags	pollution	saving energy
tidal energy	a wind farm	

- What would happen if...?
- If everyone would...?
- How would you feel if...?
- If the government...?
- Should there be...?

MY PERSPECTIVE

Work in groups. What can you do at home or at school to reduce your impact on the environment? What will the consequences be?

Eric Sala uses his photos as a teaching tool. This one shows a coral reef in Palau.

Discussion and choice activities encourage students to communicate their own unique points of view.

Strategies for communicating in person and in writing give learners the support they need to confidently express their own ideas in English.

9E Well Worth Seeing

Useful language

Asking for recommendations
I'm searching for a restaurant / a holiday / a reading.
What do you think about...? /
Is it any good?

Giving recommendations
You must go!
I'll send you the link.
You won't want to miss this.
It's worth watching.
I highly recommend it.
... it's well worth seeing.
Showing reservation
It was OK, (alright), I suppose.
I wouldn't bother if I were you.
I didn't think it was great.
You might like it if you've got nothing else to do.
If you enjoyed... you'll love...
It's a good idea.
I don't normally like... but...
I would recommend it to people who...

SPEAKING

1 Work in pairs. Whose recommendations do you trust most for things like books, restaurants, and tourist attractions? Put the following in order (1-5) where 1 is the most trustworthy. Do you use recommendations from anyone else?

- reviews in newspapers and magazines
- online comments by members of the public
- friends and family
- the tourist information office
- famous people

2 Listen to people talking about the same tourist attraction. What do they agree about? What do they disagree about?

3 Look at the Useful language box. Are the expressions more likely to be said by a friend (F), a TV presenter (TV), or both (B)?

4 Listen again. Which expressions in the Useful language box do you hear?

5 For each category below, write the names of one example that you would recommend and one that you wouldn't recommend.

smart work	a book	a movie
an online video clip	a theater production	a TV show

6 Work in pairs. Look at your partner's list. Ask and answer questions about your recommendations and reservations.

WRITING

An email describing a place and its culture

1 Work in pairs. What are some of the cultural attractions in your area, town, or city? Which would you recommend to a visitor? Why?

2 Read an email on page 153 from Macarena, who lives in Valparaiso in Chile. What things does the recommend to her friend Aki about her city?

3 Relative clauses are a good way of adding extra information. Read the email on page 153 again. Where could these relative clauses go in the text?

- which is why I think artists love the place so much
- which is where I'm going later with some friends
- which I got this morning
- which I'm not,

WRITING SKILL Paragraphing

a The email on page 153 contains five paragraphs. Read the Writing strategy box. What is the topic of each paragraph?

Paragraph 1 talks about the postcard that Aki sent.

b Choose one of the paragraphs from the Writing Bank on pages 149-153. What is the topic of each paragraph? In pairs, discuss how the text has been organized.

4 Plan an email to a friend describing the place where you live. Include the usual sites as well as the alternative cultural attractions. Use your ideas from Activity 7 to make notes and plan the paragraphs. Then write your email.

5 Read your classmates' emails. Are they well organized? Do you agree with their recommendations about the best attractions of the city?

Writing strategy

Paragraphing

- Paragraphs are groups of sentences which share a common topic. They help the reader follow the text. Start a new paragraph when you change topic.
- Before you start writing anything, make notes, then organize your notes into paragraphs.
- Finally, decide on the best order for the paragraphs.

3E Surveys

Useful language

Introducing main findings
The most surprising / interesting thing we found was that...
You won't be surprised to hear that... but one thing that was interesting was...
The main thing we discovered was...
By far the most popular... was...
Introducing other points
Another thing that was interesting was...
Apart from that, we found that...
Some other things worth mentioning are...

What sports have you participated in during the last month?

Swimming	10%
Health and fitness	10%
Biking	10%
Investment	10%
Soccer	10%
Running	10%
Aerobics, yoga, and dance	10%
Biking (cross-country)	10%
Golf	10%

Beach soccer is popular on Ipanema Beach in Rio de Janeiro.

SPEAKING

1 Work in groups. The bar graph on this page shows the results of a survey into which sports people had done during the previous month. Discuss:

- whether anything shown surprises you, if so, why
- why you think certain activities were more or less popular
- which results you would expect to be similar and different where you live.

2 Work in pairs. Discuss which claims are supported (S) and not supported (NS) by the data in the graph on this page.

- One fifth of those surveyed used a gym in the month before the survey.
- Swimming and diving are the most popular sports.
- One in twenty of those surveyed played golf in the month before the survey.
- Just under five percent of those surveyed like to run from work.
- The popularity of certain sports may change depending on the season.

3 Work in pairs. You are going to conduct a survey. Choose a question from below or think of a question that interests you. Your survey should have at least six options.

- What activities have you done in your free time in the past two weeks?
- What is your favorite type of movie to watch?
- What subjects do you want to study in college?

4 Interview as many students as you can and take notes. Discuss your notes with your partner. Then present the findings to the whole class.

WRITING Writing surveys

1 Work in pairs. Read the description on page 149 of the bar graph on this page. Answer the questions.

- What extra information is included which was not shown in the bar graph?
- Which part of the description expresses opinion rather than fact?

2 Passive forms are often used in reports. Complete the sentences using the past participles of the verbs in parentheses.

- The chart shows the result of a survey _____ (conduct) at our school last month.

WRITING

1 Read the description on page 149 of the bar graph on this page. Answer the questions.

- What extra information is included which was not shown in the bar graph?
- Which part of the description expresses opinion rather than fact?

2 Passive forms are often used in reports. Complete the sentences using the past participles of the verbs in parentheses.

- The chart shows the result of a survey _____ (conduct) at our school last month.

WRITING

1 Read the description on page 149 of the bar graph on this page. Answer the questions.

- What extra information is included which was not shown in the bar graph?
- Which part of the description expresses opinion rather than fact?

2 Passive forms are often used in reports. Complete the sentences using the past participles of the verbs in parentheses.

- The chart shows the result of a survey _____ (conduct) at our school last month.



EXAM PREPARATION

Perspectives provides the support learners need to communicate in person, in writing and on international exams.

1C I expect my friends to understand.

GRAMMAR Verb patterns: Verb + -ing or infinitive with to

- Work in pairs. Discuss the questions.
 - Name two or three things you love doing.
 - Name two or three things you hate doing.
- Look at the Grammar box. Underline the main verbs in each sentence. Circle the verb that follows the main verb.

Verb + -ing or infinitive with to

 - They enjoy being with happy people.
 - They also learn to avoid angry people whenever possible.
 - Scientists want to know more.
 - Elephants love meeting their friends.
- Look again at the sentences in the Grammar box. Complete the table with the verbs in bold.

Verb followed by...	
-ing form	to + infinitive
enjoy	

Check page 128 for more information and practice.
- Choose the correct options to complete the sentences below. Are any of the sentences true for you?
 - I suggest talking / to talk to someone when you feel lonely.
 - Whenever I feel happy, I want sharing / to share it with my friends!
 - I always manage making / to make myself feel better when I discuss my problems with someone.
 - I can't help feeling / to feel closer to my friends when I share how I feel with them.
 - My friends and I don't mind telling / to tell each other about our feelings. It's fun and entertaining!
- Complete the text with the verb + -ing or the infinitive with to. Sometimes both options are possible.

We can't help (1) _____ (smile) when the people around us smile. And when we see our friends laugh, it makes us want (2) _____ (laugh) too. It's almost impossible to avoid (3) _____ (share) the feelings of the people around us. But this doesn't stop us from being happy, sad, angry, or afraid. It affects us physically too! Our own body temperature actually begins (4) _____ (drop) when we watch someone put their hand in ice water.

Why are we able to feel the emotions of the people around us? Humans need (5) _____ (understand) each other well because we spend a lot of time working together. When we don't manage (6) _____ (get along), we may start (7) _____ (fight)—and that's bad for everyone.

Complete the exchanges using the correct forms of the verbs. Sometimes more than one option is possible.

bother	help	receive	send
share	talk	not tell	write

- I hate _____ you, but can I ask for some advice?
 - I don't mind _____ you, but I can't talk right now. I'm late for class!
- Do you promise _____ my secret?
 - I'm not sure! Sometimes I can't keep myself from _____ (reveal).
- I like _____ about my feelings in a notebook.
 - I don't do that. I prefer _____ to someone face-to-face.
- I plan _____ you a postcard from my vacation.
 - Oh, thanks. I love _____ postcards.

Complete the sentences with true information about yourself. Use verb + -ing and infinitive with to.

- I like riding my bike on the weekend.
- I like _____ on the weekend.
- I want _____ next summer.
- I usually avoid _____.
- I hope _____ before I'm 20 years old.
- I need _____ for school.

Work in pairs. Take turns asking and answering questions about Activity 7. Use the correct form of do in the answer.

- What do you like to do on the weekend?
 - Like...
 - What do you want to do next summer?
 - I want...

CHOOSE

Choose one of the following activities.

- Ask questions to find other people in the class who are similar to you.

Do you like riding your bike on the weekend? Yes, I do.

Do you avoid being late for school? Of course! But I'm sometimes late anyway.

- Report back to the class about what you learned about your partner in Activity 8.
- Write a paragraph comparing you and your partner using the information you learned in Activity 8.

Majid likes watching movies on the weekend.

A family laughs on a roller coaster. What activities do you do with your friends and family that make you laugh?

6 Complete the exchanges using the correct forms of the verbs. Sometimes more than one option is possible.

bother	help	receive	send
share	talk	not tell	write

- I hate _____ you, but can I ask for some advice?
 - I don't mind _____ you, but I can't talk right now. I'm late for class!
- Do you promise _____ my secret?
 - I'm not sure! Sometimes I can't keep myself from _____ secrets!
- I like _____ about my feelings in a notebook.
 - I don't do that. I prefer _____ to someone face-to-face.
- I plan _____ you a postcard from my vacation.
 - Oh, thanks. I love _____ postcards.

Students practice new language through **activities that reflect task types** commonly found in international exams.

MyELT Welcome, Anchor Ball Language: English

Unit 3: Ipsum Dolorem Lesson 1: Lorem Ipsum Process Writing

Unit 3 Process Writing

Instructions

This is a process writing activity. You will be guided through the steps of writing. Click start to begin and use the navigation bar to move from step to step. Each step is timed. Try to complete each step in the recommended time.

Writing about a Visual Art Form

In this activity you are going to plan, write, revise, and edit on the following topic: Choose an example of a visual art form (e.g., a painting, a photograph, a piece of sculpture, a building) and evaluate it using aesthetic criteria.

Start

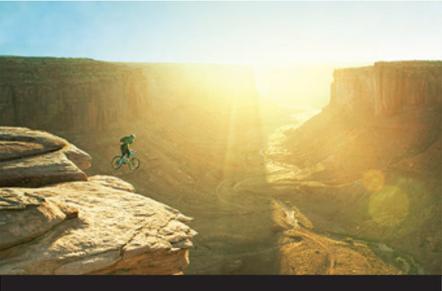
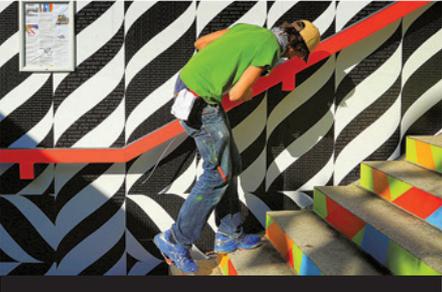
Progress bar: Welcome (0 min), Plan (20 min), Write (15 min), Revise (10 min), Edit (10 min), Finish (10 min). 55:00 minutes left.

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Interactive online activities on MyELT help learners prepare for common exam situations.

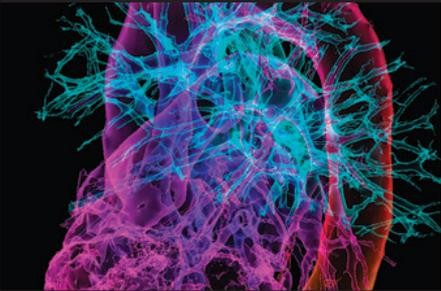
NGL.Cengage.com/myelt

Perspectives Intermediate, Sample Unit

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 <p>1 In touch with your feelings Pages 8–19</p>	<p>Describing emotions</p> <p>Pronunciation -ed adjectives</p> <p>Vocabulary building Suffixes</p>	<p>Descriptions of three National Geographic explorers' work</p>	<p>Subject / object questions</p>	<p>Why do people smile?</p> <p>Critical thinking Rhetorical questions</p>
 <p>2 Enjoy the ride Pages 20–31</p>	<p>Travel</p> <p>Vocabulary building Compound nouns</p>	<p>A description of three unusual journeys to school</p>	<p>Adjectives ending in -ed and -ing</p>	<p>Urbexers – life on the edge of the city</p> <p>Critical thinking Selecting information</p>
 <p>3 Active lives Pages 32–43</p>	<p>Sports</p> <p>Vocabulary building Phrasal verbs</p>	<p>A podcast about Ashima Shiraishi</p>	<p>Past simple and present perfect</p>	<p>Can athletics protect Africa's lions?</p> <p>Critical thinking Presenting a balanced view</p>
 <p>4 Food Pages 44–55</p>	<p>Describing food</p> <p>Vocabulary building Compound adjectives</p>	<p>A podcast about cooking in schools</p>	<p>Future plans, intentions and arrangements</p>	<p>Could the best street food in the world be Filipino?</p>
 <p>5 Work Pages 56–67</p>	<p>Describing work</p> <p>Vocabulary building Ways of seeing</p>	<p>A podcast about the world of work</p>	<p>Verb patterns: verb + -ing or infinitive with to</p>	<p>A real-life, crime-fighting superpower!</p> <p>Critical thinking Exaggerating</p>

GRAMMAR	TED TALKS		SPEAKING	WRITING
<p>Talking about the present</p>	 <p>This app knows how you feel – from the look on your face</p>	<p>RANA EL KALIOUBY Idea worth spreading By teaching computers how to understand emotions on the faces of users, we can make more personal connections with the devices we use. Authentic listening skills Content words</p>	<p>Asking follow-up questions</p>	<p>A review Writing skill Emphasis</p>
<p>Narrative forms Pronunciation Weak forms: <i>used to</i></p>	 <p>Happy maps</p>	<p>DANIELE QUERCIA Idea worth spreading The fastest route may be efficient, but there are times when taking a different route can be more interesting and memorable. Authentic listening skills Understanding accents</p>	<p>Asking for and giving directions</p>	<p>A story Writing skill <i>just</i></p>
<p>Present perfect simple and continuous Pronunciation Weak forms: <i>for</i></p>	 <p>How I swam the North Pole</p>	<p>LEWIS PUGH Idea worth spreading Sometimes we have to do extraordinary things to make people pay attention to important issues. Authentic listening skills Signposts</p>	<p>Agreeing and disagreeing</p>	<p>An opinion essay Writing skill Giving your opinion</p>
<p>Making predictions Pronunciation Sentence stress in future continuous and future perfect sentences</p>	 <p>Why I'm a weekday vegetarian</p>	<p>GRAHAM HILL Idea worth spreading Cutting meat from our diet – even just part of the time – can have a powerful impact on the planet. Authentic listening skills Pausing Critical thinking Persuading</p>	<p>Talking about hopes and goals</p>	<p>A social media update Writing skill Interesting language</p>
<p>Present and past modal verbs</p>	 <p>Why the best hire might not have the perfect résumé</p>	<p>REGINA HARTLEY Idea worth spreading Our résumés tell employers about our experiences, determination, and ability to deal with life's challenges. Authentic listening skills Understanding contrasts</p>	<p>Job interviews Pronunciation <i>quite</i></p>	<p>A formal letter of application Writing skill Hedging</p>

Perspectives Intermediate, Sample Unit

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 <p>6 Superhuman Pages 68–79</p>	<p>The human body</p> <p>Vocabulary building Verbs describing ability</p>	<p>A radio programme about the human body</p>	<p>Zero and first conditional</p>	<p>A world of cyborgs</p> <p>Critical thinking Bold claims</p>
 <p>7 Shopping around Pages 80–91</p>	<p>Money and shopping</p> <p>Vocabulary building Adverbs</p>	<p>Three people talk about alternatives to normal shopping</p>	<p>The passive</p>	<p>Nothing for a year</p> <p>Critical thinking Reading between the lines</p>
 <p>8 Effective communication Pages 92–103</p>	<p>Effective communication</p> <p>Vocabulary building Negative prefixes</p>	<p>A conversation about how Chris Hadfield communicated with Earth from the International Space Station</p>	<p>Reported speech: statements and questions</p>	<p>An experiment in intercultural communication</p> <p>Critical thinking Using direct speech</p>
 <p>9 Unexpected entertainment Pages 104–115</p>	<p>Creative arts</p> <p>Vocabulary building Expressions with <i>make</i></p>	<p>Four conversations about different types of entertainment</p>	<p>Defining relative clauses</p>	<p>Making a splash</p>
 <p>10 Time Pages 116–127</p>	<p>Phrasal verbs about time</p> <p>Vocabulary building Expressions with <i>time</i></p>	<p>Eight older people offer advice</p>	<p>Third conditional</p>	<p>John Harrison: the clockmaker who changed the world</p> <p>Critical thinking Drawing conclusions</p>

GRAMMAR	TED TALKS		SPEAKING	WRITING
<p>Second conditional</p> <p>Pronunciation <i>I wish and If only</i></p>	 <p>Deep sea diving ... in a wheelchair</p>	<p>SUE AUSTIN</p> <p>Idea worth spreading A wheelchair doesn't have to mean 'disability', it can be an exhilarating new way to see and experience the world.</p> <p>Authentic listening skills Following the argument</p>	<p>Describing photos</p>	<p>An informal email describing people</p> <p>Writing skill Informal language</p>
<p><i>have / get something done</i></p> <p>Pronunciation Sentence stress</p>	 <p>Grow your own clothes</p>	<p>SUZANNE LEE</p> <p>Idea worth spreading We can use bacteria to produce materials that we can turn into clothes, as sustainable and biodegradable alternatives to leather, cotton and plastics.</p> <p>Authentic listening skills Reformulating</p>	<p>Shopping for clothes</p>	<p>An announcement</p> <p>Writing skill Relevant information</p>
<p>Reported speech: verb patterns with reporting verbs</p> <p>Pronunciation Contrastive stress</p>	 <p>10 ways to have a better conversation</p>	<p>CELESTE HEADLEE</p> <p>Idea worth spreading When we talk and listen with genuine interest in the other person, we will learn amazing things.</p> <p>Authentic listening skills Understanding fast speech</p> <p>Critical thinking Investigating opinions</p>	<p>Responding sympathetically</p> <p>Pronunciation Sympathetic intonation</p>	<p>An email of complaint</p> <p>Writing skill Using formal linkers</p>
<p>Defining and non-defining relative clauses</p> <p>Pronunciation Relative clauses</p>	 <p>The world's most boring television ... and why it's hilariously addictive</p>	<p>THOMAS HELLUM</p> <p>Idea worth spreading Slow TV provides real-time, surprisingly popular entertainment which viewers can relate to.</p> <p>Authentic listening skills Collaborative listening</p> <p>Critical thinking Supporting your argument</p>	<p>Asking for and making recommendations</p>	<p>An email describing a place and its culture</p> <p>Writing skill Paragraphing</p>
<p>Modal verbs: past speculation, deduction and regret</p> <p>Pronunciation Weak forms: <i>have</i></p>	 <p>Inside the mind of a master procrastinator</p>	<p>TIM URBAN</p> <p>Idea worth spreading Procrastination can keep us from chasing our dreams, and we're all affected by it.</p> <p>Authentic listening skills Guessing the meaning of new words</p>	<p>Explaining causes and reasons</p>	<p>A for and against essay</p> <p>Writing skill Using discourse markers</p>

2 Enjoy the ride

Students in Colombia crossing the Rio Negro canyon using cables to get to school.

IN THIS UNIT YOU

- talk about getting around
- read about an unusual hobby
- learn about how to live and travel cheaply
- watch a TED Talk about 'happy maps'
- write a story about a journey you have made



2A Getting from A to B

VOCABULARY Travel

1 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 'Travel is the only thing you buy that makes you richer.' What does this quote mean to you?
- What are the benefits of travel? Do you want to be a traveller? Why? / Why not?
- Look at the photo and read the caption. Would you like to go to school like this? Why do you think the children don't have a safer way of travelling?
- How do you get to school?

2 Work in pairs. Discuss the questions.

1 How many ways of getting around can you think of? Make a list.

go on your skateboard, take the bus, ...

2 Look at your list. Which form of transport:

- is the cheapest?
- is the fastest?
- is the most relaxing?
- is the most stressful?
- lets you see the most?

3 Complete the sentences with these pairs of words.

cruise + excursion

commute + lift

expedition + voyage

flight + destination

ride + route

trip + backpacking

- 1 My mum and dad _____ by car, so they normally give me a _____ to school.
- 2 RY5608 – that isn't our _____. It's flying to the same _____ but it's a different airline.
- 3 Some passengers on the _____ stayed on the ship, but we went on the _____ that they organized around the old port.
- 4 We had an amazing _____! I'm glad we were _____ and didn't stay in a hotel. We saw more of the country that way.
- 5 When I went for a bike _____ yesterday, I took a different _____ – I get bored going the same way all the time.
- 6 The _____ to the Antarctic lasted a year. After a difficult month-long sea _____, the scientists started their research.

4 Cross out the item in each list that does not collocate with the verb(s).

- 1 catch/miss my bus, my train, my car
- 2 get home, lost, school, from A to B
- 3 get on/off the bus, the car, the train, the plane
- 4 get to know the city, your way around, a trip
- 5 get to work, home, school
- 6 go for a trip, a bike ride, a drive
- 7 go on a flight, a journey, a travel, a trip, an expedition, a cruise
- 8 take a taxi, an hour, two kilometres, public transport

5 Complete the sentences with a word from Exercise 3 or 4. Then finish them so they are true for you.

- 1 My _____ to school takes ...
- 2 The best way for visitors to _____ to know my city is by ...
- 3 If I _____ public transport, I prefer to travel by ... because ...
- 4 The last long journey I _____ on was to ...
- 5 If I could take a _____ anywhere, I'd choose ... as my destination.

LISTENING

- 6 Listen to descriptions of three journeys to school. Complete the table.  8

	Where they live	How they travel	Time / distance they travel	What they do on the way
1 Santiago Muñoz				
2 Chosing	<i>The Himalayas</i>			
3 Daisy Mora				

- 7 Listen again. Who (Santiago, Chosing or Daisy):  8

- 1 travels the furthest?
- 2 doesn't take long to get to school?
- 3 stays at school for a long time?
- 4 gets up early to get to school on time?
- 5 takes public transport to get to school?
- 6 travels with a parent?
- 7 has a dangerous journey to school? (2 people)
- 8 is going to have an easier journey to school soon?

GRAMMAR Adjectives ending in *-ed* and *-ing*

- 8 Read the sentences in the Grammar box. Underline the adjectives. Which adjectives describe the journeys? Which adjectives describe how the people feel?

Adjectives ending in *-ed* and *-ing*

- a *You might think your journey to school takes ages, but Santiago Muñoz has one of the most tiring school commutes in the world ... He's excited about having more time to spend with friends and getting more sleep!*
- b *They don't talk much, but it is never boring. It takes them six days and at the end they are exhausted.*
- c *For some students living along the Rio Negro, their journey to school is absolutely terrifying ... If Daisy is frightened, she doesn't show it!*

- 9 Choose the correct option to complete the sentences.

Participle adjectives are adjectives that are made from verbs. They usually end in *-ing* or *-ed*.

- 1 Adjectives that describe how a person feels end in *-ing* / *-ed*.
- 2 Adjectives that describe the thing that makes you feel an emotion end in *-ing* / *-ed*.

Check your answers on page 130. Do Exercises 1 and 2.



Students on the train in Kyoto, Japan.

10 Match the *-ed* adjectives (1–8) with their meanings (a–h). Then complete the *-ing* adjectives.

<i>-ed</i> adjective	meaning	<i>-ing</i> adjective
1 terrified	e	terrifying
2 exhausted		
3 annoyed		
4 disappointed		
5 depressed		
6 shocked		
7 worried		
8 confused		

- a surprised because of something bad that happened suddenly
- b unhappy and a little angry about something
- c unhappy because something was not as good as you hoped or because something did not happen
- d thinking about bad things that might happen
- e very frightened
- f very sad and without hope
- g unable to think clearly about or understand something
- h very tired

11 Choose the correct option. Then work in pairs and tell your partner about one or two experiences you have had.

- 1 a destination you were looking forward to seeing but you found a bit *disappointed* / *disappointing* when you got there
I was excited about a school excursion to the History Museum, but it was really boring. Everyone was really disappointed.
- 2 a *terrified* / *terrifying* moment you've had on a car journey
- 3 a day when you did so much walking that you were absolutely *exhausted* / *exhausting* at the end
- 4 the longest and most *bored* / *boring* journey you've ever been on
- 5 a journey when you were very *worried* / *worrying* that you wouldn't get to the destination on time
- 6 an *annoyed* / *annoying* delay on public transport that you really didn't need
- 7 a *depressed* / *depressing* trip somewhere when you had a terrible time
- 8 an expedition that you'd be very *excited* / *exciting* to go on

12 Work in groups. Share your stories from Exercise 11. Whose experiences have been the most exciting / boring / tiring / frightening / disappointing?



URBEXERS LIFE ON THE EDGE OF THE CITY

Standing on the Forth Bridge, Scotland.

VOCABULARY BUILDING Compound nouns

- 1 What places do visitors to your city or a city near you usually visit?
- 2 Match words in column A with words in column B to make compound nouns. Check in a dictionary to find out if the compound nouns are one or two words.

A

- 1 sight
- 2 a walking
- 3 an underground
- 4 a shopping
- 5 a building
- 6 public
- 7 urban
- 8 railway
- 9 a sky
- 10 a roof
- 11 an amusement
- 12 a view

B

- a site
- b station
- c transport
- d seeing
- e centre
- f tour
- g tracks
- h top
- i park
- j exploration
- k scraper
- l point

- 3 Listen and check your answers to Exercise 2. Underline the stressed part of each compound noun. Is there a general rule about where the stress is?  9

- 4 Which of the compound nouns in Exercise 2 are:

- 1 things visitors might do, use or visit?
- 2 buildings?
- 3 places the public don't normally go?

- 5 Use the compound nouns in Exercise 2 to make eight sentences about your town or city.

READING

- 6 You are going to read an article about urban explorers (urbexers). What would you like to find out from this article? Write three questions about urbexers you would like to know the answers to. Then read the article to check if your questions are answered.
- 7 Read the article again. Choose the correct ending to complete the sentences.
 - 1 The article begins by talking about options for tourists because
 - a they are good examples of urban exploration.
 - b they are very different from the activities that urban explorers do.
 - c the writer wants to recommend some ways of exploring cities.

10 How do you get to know a city you've never been to before? For most people, the typical tourist options are enough. Take a bus tour to see the sights or, if you're feeling energetic, consider a walking tour. To get a taste of city life, use public transport.

But there are people who want more than the standard tourist options. They are *urbexers* – urban explorers. They're interested in discovering parts of the city we normally see as less beautiful, the places tourists are not supposed to see: ghost underground stations that have been closed for years, shopping centres and amusement parks at night, abandoned* factories, building sites, tunnels and railway tracks. It's not for everybody. You can't be scared of heights or small spaces and you have to be willing to take risks.

Bradley Garrett is one of them. Urbexers don't follow the same routes as everyone else: 'I've been to Paris six times and I've seen more of the city underground than I have above ground,' he says. 'If somebody asked me for a good restaurant, I'd have no idea.'

It wasn't until Bradley and his urbexer friends had climbed to the top of London's tallest skyscraper, the Shard, and had managed to visit all of the city's fourteen abandoned underground stations that the police stopped them exploring as a group. Bradley was studying urbexers for a book he was writing when they had to stop.

Bradley's best experience as an urbexer was in Chicago with friends when they climbed the Legacy Tower, a 72-storey skyscraper. 'We were sitting on a rooftop looking up at this building when someone suggested we try to get up it. So we walked in and just got in the lift after some residents had opened the door. When we made it up to the roof, it was the most incredible view I've ever seen.'

Why do urbexers do it? Many enjoy the excitement of putting themselves in danger. Some enjoy the feeling they get from being alone in abandoned places. 'I feel I'm the only person in the world,' says Zhao Yang, a Chinese 29-year-old who explores places where people used to work, like old industrial sites and abandoned hospitals. Like many urbexers, Zhao is a keen photographer who takes his smartphone to record what he sees and, like many, he also writes a blog about his experiences, but he prefers to explore alone.

This can be dangerous, of course, but if you're interested in exploring city spaces, there are safe ways of doing it. For example, it's easy to look at a map, identify an area that is new to you and go there. Another way is to try to get lost in your own town. Or you could just set off for a walk without planning your route. Who knows what you might find!

abandoned *left empty*

- 2 The places that urban explorers visit are
 - a always underground.
 - b not used any more.
 - c not usually attractive to many people.
- 3 Bradley Garrett
 - a knows Paris very well.
 - b doesn't like high places.
 - c wouldn't be a very good guide for traditional tourists.
- 4 Bradley and his friends
 - a weren't allowed to go to London's abandoned underground stations.
 - b can no longer explore together.
 - c didn't climb the Shard.
- 5 Garrett's trip to the top of the Legacy Tower was
 - a easy.
 - b lonely.
 - c well planned.
- 6 Zhao Yang
 - a investigates abandoned factories.
 - b explores with friends.
 - c doesn't want to tell anyone about his experiences.
- 7 The article ends by
 - a describing more activities that urban explorers do.
 - b recommending other ways of exploring cities.
 - c explaining the health benefits of urban exploration.

CRITICAL THINKING Selecting information

If they are writing about something that is unfamiliar to a lot of people, writers have to think about the kind of information that will interest their readers.

- 8 Read the Critical thinking box. Which questions does the article answer about urbexers and urban exploration?
 - 1 Does urban exploration happen all over the world?
 - 2 How long have people been exploring in this way?
 - 3 How many people do it?
 - 4 If I want to explore my local urban area, what can I do?
 - 5 Is the word 'urbexer' in the dictionary?
 - 6 What are some of the stories that urbexers have?
 - 7 Why is urban exploration attractive to some people?
 - 8 What kind of places do urbexers visit?
 - 9 What personal qualities do urbexers need?
- 9 Work in groups. Discuss the questions.
 - Did the article answer all your questions from Exercise 6?
 - What other information would you like to see in the article?
 - How could you find out the answers to the questions that weren't answered?
- 10 Do you think the author did a good job? Did he choose the information that was interesting to you?



Sydney Opera House and the city, Australia.

2C Sydney on \$20

GRAMMAR Narrative forms

- 1 Work in pairs. Can you remember Bradley Garrett's adventure at the Legacy Tower? Retell the story using these words.

rooftop

the lift

view

- 2 Check your ideas in Exercise 1 with the article on page 25.
- 3 Choose the correct options to complete the sentences in the Grammar box.

Narrative forms

- a It wasn't until Bradley and his friends **had climbed / were climbing** to the top of the Shard and **used to manage / had managed** to visit all of the city's abandoned underground stations that the police **stopped / were stopping** them exploring as a group.
- b Bradley **studied / was studying** urbexers for a book he **wrote / was writing** when they had to stop.
- c 'We **had sat / were sitting** on a rooftop when someone **suggested / used to suggest** we try to get up the Legacy Tower. So we **walked / were walking** in and just **had got / got** in the lift after some residents **had opened / were opening** the door.
- d Zhao Yang explores places where people **were working / used to work**, like old industrial sites and abandoned hospitals.

- 4 Read the sentences in the Grammar box and complete these rules with **past simple, past continuous, past perfect** or **used to**.

When we tell stories or talk about actions or events in the past:

- 1 we use the _____ to describe an incomplete action or event when another action happened. The actions are often connected with *when, while* or *as*. We also use it to give background information. It is not used with state verbs (*know, love, etc.*).
- 2 we usually use the _____ to describe completed actions in the past. If actions happen one after another, we use this tense.
- 3 we use the _____ to emphasize that one past action finished before another past action. The actions are often connected with *after, before* and *already*.
- 4 we usually use _____ to talk about situations, habits and routines that were true in the past but are not true any more.

Check your answers on page 130. Do Exercises 3–6.

- 5 Read about freeganism. What are the advantages of living like this? Would you like to live like this? What do you think the disadvantages are?

Freeganism is a way of living and travelling that costs almost nothing. It's simply using your skills so you don't have to pay for things. People who practise freeganism are called 'freegans', and they try to buy as little as possible because they want to save money and reduce their impact on the environment. They choose to eat food that has been thrown away and find alternatives to sleeping in hotels and paying for transport when they travel.

- 6 Becky Khalil was a freegan in Australia for some time. Choose the correct options to complete what she says about travelling as a freegan in Sydney.

I (1) *used to think / was thinking* that Australia was a really expensive place, and the first time I (2) *went / had gone there*, I worked to pay for my living expenses. But while I (3) *had stayed / was staying* in Australia last time, I (4) *found / used to find* another way to live. I (5) *used to use / had already used* my working visa on my first trip, so I couldn't get a job this time. To make things worse, someone (6) *was stealing / had stolen* all my money during a train journey. So I (7) *became / had become* a freegan. Before, I (8) *used to buy / was buying* too much food and threw a lot of it away, but this time I (9) *had eaten / ate* leftover food from friends and shops, like day-old bread. I (10) *didn't spend / hadn't spent* anything on accommodation, less than \$100 on travel and less than \$20 on food for six weeks!

- 7 Complete the rest of Becky's story with the best form of the verbs.

Most of the time, friends of mine (1) _____ (let) me sleep on their sofas, but before my trip I (2) _____ (contact) a company that organizes 'house-sitting' jobs, so I sometimes looked after houses when the owners were on holiday. To save money on bus fares, I (3) _____ (get) lifts with people I knew, and while I (4) _____ (travel) around the country, I usually decided to camp. Once I went to sleep under the stars because I (5) _____ (be) too tired to put my tent up. Finding cheap or free food was much easier than I (6) _____ (expect) it to be. Even in winter, I enjoyed it because I (7) _____ (live) with other freegans and we (8) _____ (become) friends and helped each other. At the end of each day, shops gave us anything they (9) _____ (not sell). Believe it or not, we (10) _____ (eat) extremely well!

- 8 PRONUNCIATION Weak forms: *used to*

Listen to these sentences. How is *used to* pronounced? Practise reading the sentences.  11

- 1 Our grandparents never *used to* throw their food away.
- 2 Did people *use to* travel a lot when your parents were young?
- 3 A: Do you enjoy travelling by plane?
B: I *used to*, but not any more.

- 9 Complete the sentences in your own words. Then work in pairs and compare your sentences.

- 1 Before this lesson I didn't know ...
- 2 When I was younger, I used to ...
- 3 I didn't use to ... (but I do now).
- 4 The last time I ... was when ...
- 5 I didn't spend any money when ...
- 6 I bought ... while I was ...

- 10 Prepare notes about a trip or journey you have taken that was memorable in some way. Use these questions to help you plan what you are going to say.

- Where did you go? Did you use to go to the same destination regularly, or was this the first time?
- How did you travel?
- When did you make the trip?
- Who did you go with?
- What memorable things happened? What were you doing when they happened?
- How did you feel about the journey in general?

- 11 CHOOSE

- 1 Work in pairs. Tell your stories to each other. Ask each other questions to find out more.
- 2 Present your story to the class.
- 3 Write your story. Read each other's stories and choose your favourite.



“ If you think that adventure is dangerous, try routine. It’s deadly. ”

DANIELE QUERCIA

Read about Daniele Quercia and get ready to watch his TED Talk. ▶ 2.0

AUTHENTIC LISTENING SKILLS

Understanding accents

When you travel abroad or listen to people on TV and the internet, you will hear foreign and regional accents in English. It’s helpful to practise listening to different accents so you can enjoy listening to people from all over the world.

- 1 Listen to the beginning of the TED Talk, first said by a native English speaker and then by Daniele Quercia, a native Italian speaker. Compare the pronunciation of the underlined sounds. 🔊 12

I have a confession to make. As a scientist and engineer, I’ve focused on efficiency for many years.

- 2 How do you say these sentences? Listen to Daniele and a native speaker to compare. 🔊 13

- 1 I lived in Boston and worked in Cambridge.
- 2 I teamed up with Luca and Rossano.
- 3 They also recalled how some paths smelled and sounded.

3 MY PERSPECTIVE

Which of these statements do you agree with? Why?

- 1 Learners should try to sound like native speakers of English.
- 2 Sometimes it’s easier to understand other non-native speakers of English than native speakers.
- 3 Your foreign accent in English is an important part of your identity, so be proud of it.

WATCH

- 4 What do you usually see on your journey to school? What can you hear? What can you smell?
- 5 Watch Part 1 of the talk. Answer the questions. ▶ 2.1
- 1 What journey helped Daniele see that travel isn’t just about efficiency?
 - a moving from Boston to Barcelona
 - b a bicycle race he took part in
 - c his commute to work
 - 2 How was the new route different from the old one?
 - a It went along Massachusetts Avenue.
 - b It had less traffic.
 - c It was shorter and quicker.
 - 3 What does Daniele say about mapping apps?
 - a They encourage people to explore more.
 - b They give you too many choices about which way to travel.
 - c They are very similar to computer games.
- 6 Watch Part 2 of the talk. Choose the correct option to complete each sentence. ▶ 2.2
- 1 Daniele changed his research to look more at how people *experience / get around* the city.
 - 2 The red path on the map is the *shortest / most enjoyable* one.
 - 3 They collected data by asking people to *play a game / take a test*.



- 4 The first map that they designed was of *Boston / London*.
- 5 Their research now is in developing maps based on smell, sound and *memories / sights*.
- 6 Their goal is to encourage people to take *the best path / many paths* through the city.

7 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 2.3
- b Think of examples of the following things. Then work in pairs and compare your examples.
 - a place that's *surrounded by* countryside
 - a time when you felt *shame*
 - somewhere that only has a *handful of* shops
 - a situation that makes you feel *shy*
 - a time you *teamed up with* someone

CHALLENGE

Work in pairs. Daniele asks 'What if we had a mapping tool that would return the most enjoyable routes based ... on smell, sound and memories?' Think of places near where you live that:

- have an interesting smell.
- make you think of an interesting sound.
- remind you of a memory.

Tell your partner about them.

8 Work in groups. Discuss the questions.

- 1 How does Daniele think that his mapping app will make people's lives better?
- 2 Daniele's London map shows routes that are short, happy, beautiful and quiet. Which kind of route would you prefer to use to get around your city? Why?
- 3 Why might these people be interested in using this kind of mapping app? Give reasons for each one.
 - a tourist spending a week in a new city
 - a courier who delivers letters and parcels quickly for companies by bicycle
 - a student
 - a taxi driver
- 4 Would you like to have this mapping app on your smartphone? Why? / Why not?

9 Work in pairs. Look at a map of your town or a city that you know well. Plan two one-hour walking routes for the city.

- Route 1. This must include as many beautiful sights and interesting places as possible.
- Route 2. This must include the places most likely to interest teenagers who are visiting the city.

10 Work in groups. Compare your routes and discuss the questions.

- Which of the tours would you enjoy most if you were a tourist? Why?
- What other types of (guided) tours could you offer in the town or city?

2E You can't miss it

Useful language

A Asking for directions

Excuse me. Do you know the way to ...?

B Giving directions

Go all the way up there until you get to ...

At the traffic lights, go straight on / turn right.

After 200 metres, take the first turning on the left.

C Talking about landmarks and destinations

Go past a ... on your left / right.

The train station is on your left.

D Talking about time and distance

It's not very far from here.

It's no more than a kilometre from there.

SPEAKING

1 Work in pairs. Discuss the questions.

How do you find your way when you are lost? Have you ever used a map, satnav or app to help you, or do you prefer to ask someone?

2 Listen to two conversations. Complete the table. 14

	Conversation 1	Conversation 2
1 Do the speakers know each other?		
2 Where do they want to get to?		
3 How are they travelling?		
4 How far is it?		
5 What will they do if they get lost?		

3 Look at the map and listen again. Match a letter from the map with each of these places. 14

- | | |
|--|-------------------|
| 1 where the first conversation takes place | 3 the cinema |
| 2 the science museum | 4 Melanie's house |

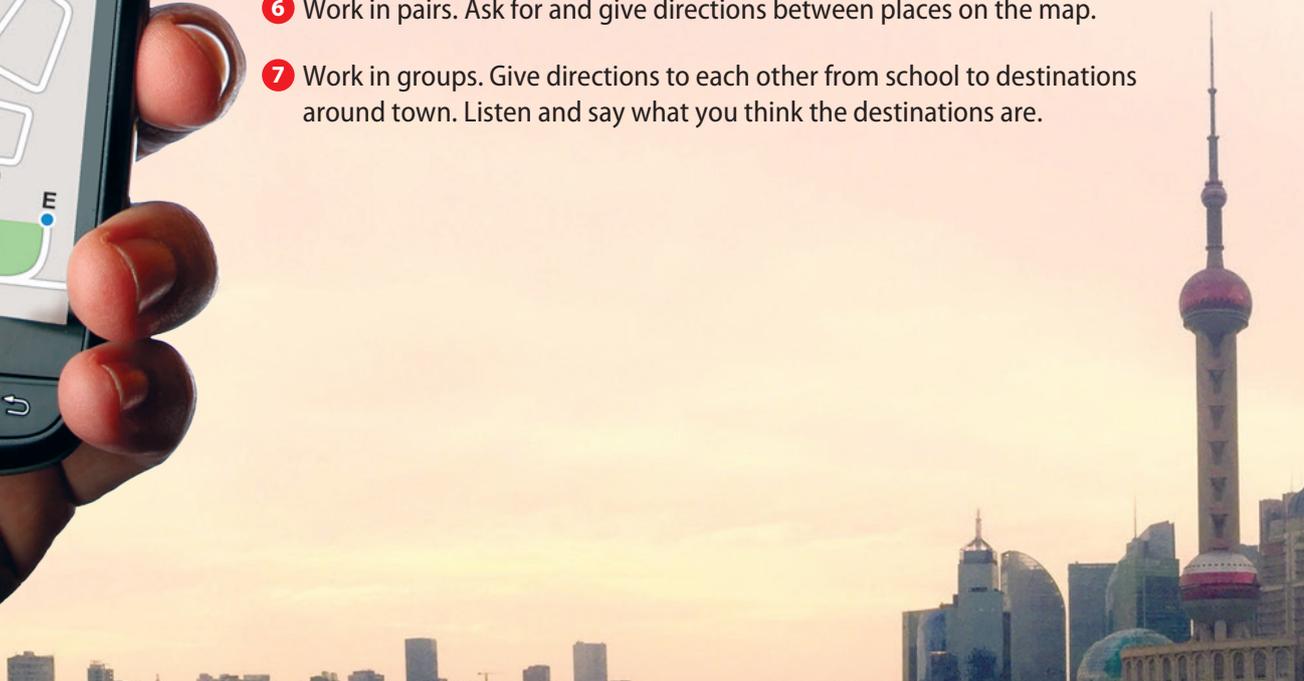
4 Use one word to complete the expressions. Listen again to check. 14

- Can you _____ me? I'm trying to _____ to the museum.
- It's quite a long _____ from here. About fifteen minutes' _____.
- Go up Northway Street for about five minutes _____ you get to the supermarket on your left. Then take the second _____ on the right.
- You can't _____ it.
- Can you give me _____ to your house?
- So if the station's _____ you, you'll need to turn right.
- At the _____ of the street you'll see a cinema in front of you.
- _____ on up Northway Street until you get to a supermarket on your right. Just after _____, there's a street on the left.

5 Label the sentences in Exercise 4 with the correct category (A–D) from the Useful language box.

6 Work in pairs. Ask for and give directions between places on the map.

7 Work in groups. Give directions to each other from school to destinations around town. Listen and say what you think the destinations are.



WRITING A story

- 8 Work in pairs. Read the writing task below. Then tell your partner about a time when you got lost.

Write a story that ends with the sentence: *After so many hours feeling completely lost, I had ended up just where I needed to be!*

- 9 Read the story on page 149. At which of these moments did the writer feel uncertain?

- | | |
|-------------------------|---------------------------|
| 1 talking to his cousin | 4 when he got off the bus |
| 2 at the bus station | 5 on the motorbike |
| 3 on the bus | 6 at the boat |

- 10 **WRITING SKILL** *just*

Match the sentences (1–5) with the meaning of *just* (a–e).

- 1 My cousin had just returned from an island called Koh Tao.
- 2 An old man pointed to a bus that was just about to leave.
- 3 I was just falling asleep when the driver shouted, 'Koh Tao!'
- 4 I couldn't see the sea, just a quiet road.
- 5 I had ended up just where I needed to be!

- | | |
|------------|--|
| a only | d almost |
| b recently | e very soon (with <i>be about to</i>) |
| c exactly | |

- 11 You are going to write a story about a journey or trip that ends with one of these three sentences. Choose your ending.

- That was one of the worst trips of my life.
- I hadn't expected to have such an exciting journey.
- Getting to school had never been so complicated.

- 12 Prepare to write your story.

- 1 Use the questions in the Writing strategies box to help you make notes about the details of your story.
- 2 Think about the verb forms you will need to tell the story.

- 13 Write your story. When you have finished, share it with other people in the class. Whose stories sound like the best/worst experiences?

Writing strategies

Writing a story

Use a paragraph plan like this when you write a story:

Paragraph 1: Set the scene

Where does the story start?

Who is the story about?

When does the story take place?

Paragraphs 2 and 3: Main events

What happened?

How did you feel?

What happened next?

Paragraph 4: The end

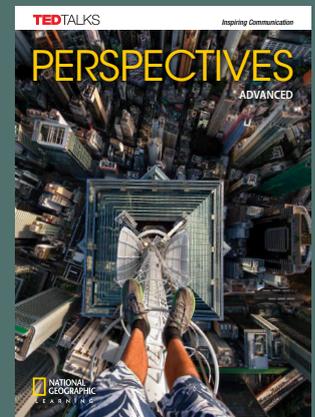
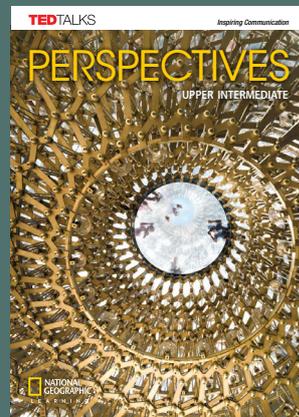
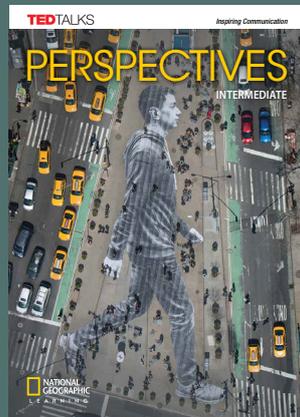
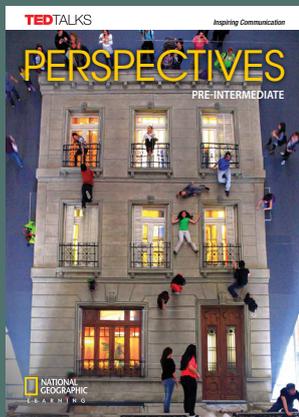
What happened in the end?

How did you or other people feel?

What do you remember most about the events?



PERSPECTIVES



FOR STUDENTS	Pre-intermediate	Intermediate	Upper Intermediate	Advanced
Student's Book + Online Workbook	9781337808064	9781337808040	9781337808101	9781337808088
Student's Book	9781337277167	9781337277174	9781337277181	9781337277198
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