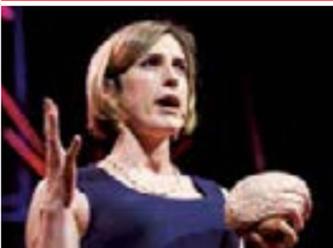


UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TED TALKS	SPEAKING	WRITING
 <p>1 Hopes and Dreams Pages 8–19</p>	<p>Dreams and ambitions</p> <p>Vocabulary building Employment collocations</p>	<p>People talking about dreams and ambitions</p>	<p>Review of tenses: Future forms; Present and past tenses</p>	<p>Living the Dream</p> <p>Critical thinking Understanding attitude</p>	<p>Continuous and perfect aspects</p>	 <p>BEL PESCE Bel Pesce's idea worth spreading is that we're more likely to achieve our dreams if we follow a few basic principles.</p> <p>Authentic listening skills Dealing with accents</p> <p>Five ways to kill your dreams</p>	<p>Concession and counter-arguments</p> <p>Pronunciation Intonation patterns in two-part sentences</p>	<p>An article</p> <p>Writing skill Topic sentences</p>
 <p>2 Reading the World Pages 20–31</p>	<p>Adjectives describing books or movies</p> <p>Vocabulary building Phrasal verbs with two particles</p>	<p>Description of two books</p>	<p>Modifying adjectives</p>	<p>An African in Greenland; House of Day, House of Night</p> <p>Critical thinking Figurative language</p>	<p>Narrative tenses and future in the past</p> <p>Pronunciation Using stress to change meaning</p>	 <p>ANN MORGAN Ann Morgan's idea worth spreading is that books and stories can help us see the world through different eyes and connect us across political, geographical, cultural, social, and religious divides.</p> <p>Authentic listening skills Following a narrative</p> <p>My year reading a book from every country in the world</p>	<p>Telling and responding to a story</p>	<p>A story</p> <p>Writing skill Using colorful language</p>
 <p>3 Pristine Places Pages 32–43</p>	<p>Ocean environment</p> <p>Vocabulary building Greek prefixes</p>	<p>An interview with National Geographic explorer and marine ecologist, Enric Sala</p>	<p>First and second conditional</p>	<p>Exploring the Okavango Delta</p> <p>Critical thinking Emotional responses</p>	<p>Third and mixed conditionals; <i>I wish / If only</i></p> <p>Pronunciation Contractions</p>	 <p>JASON DECAIRES TAYLOR Jason deCaires Taylor's idea worth spreading is that we need to open our eyes to the amazing beauty, imagination, and fragility of nature. In this way, we will be inspired to cherish and protect our environment.</p> <p>Authentic listening skills Chunking</p> <p>An underwater museum, teeming with life</p>	<p>Making and explaining promises</p>	<p>Informal emails</p> <p>Writing skill Informal language</p>
 <p>4 Discovery Pages 44–55</p>	<p>Exploration</p> <p>Vocabulary building Suffix <i>-ity</i></p>	<p>A radio show about explorers</p>	<p>Modals of deduction and probability</p> <p>Pronunciation Deduction stress</p>	<p>Space Archeologist Needs your Help</p> <p>Critical thinking Balanced arguments</p>	<p>Passives; Passive reporting structures</p> <p>Critical thinking Information order</p>	 <p>ANDRÉS RUZO Andrés Ruzo's idea worth spreading is that we should allow our curiosity to lead us to discover the unknown wonders of the world.</p> <p>Authentic listening skills Engaging the listener's attention</p> <p>The boiling river of the Amazon</p>	<p>Describing benefits and clarifying</p>	<p>A discussion essay</p> <p>Writing skill Hedging</p>
 <p>5 Global Citizens Pages 56–67</p>	<p>Character adjectives</p> <p>Vocabulary building Collocations</p>	<p>A talk about Malala Yousafzai</p>	<p>Inversion</p>	<p>A kinder world?</p> <p>Critical thinking Faults in arguments</p>	<p>Cleft sentences</p> <p>Pronunciation Contrastive stress</p>	 <p>HUGH EVANS Hugh Evans's idea worth spreading is that we are first and foremost not members of a state, nation, or tribe, but members of the human race. We need to seek global solutions to global challenges.</p> <p>Authentic listening skills Rhetorical questions</p> <p>What does it mean to be a citizen of the world?</p>	<p>Making suggestions and requests; Resisting and persuading</p>	<p>A formal letter</p> <p>Writing skill Making a point</p>

CONTENTS

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TEDTALKS	SPEAKING	WRITING
 <p>6 Education Pages 68–79</p>	<p>School rules</p> <p>Vocabulary building Nouns and prepositions</p>	<p>A podcast about school rules around the world</p>	<p>Modals of permission and obligation</p>	<p>Are our kids tough enough? Chinese School</p> <p>Critical thinking Evaluating an experiment</p>	<p>Passive <i>-ing</i> forms and infinitives</p>	 <p>How to fix a broken school? Lead fearlessly, love hard</p>	<p>Agreeing and disagreeing</p> <p>Pronunciation Rise-fall-rise intonation</p>	<p>An opinion essay</p> <p>Writing skill Avoiding repetition</p>
 <p>7 Moving Forward Pages 80–91</p>	<p>Everyday commutes</p> <p>Vocabulary building Verb suffixes</p>	<p>A radio show about commuting in different cities</p>	<p>Ellipsis and substitution</p>	<p>Biological Blueprints</p> <p>Critical thinking Understanding connotation</p>	<p>Nominalization</p> <p>Pronunciation Words with two stress patterns</p>	 <p>What a driverless world could look like</p>	<p>Asking for and giving information</p>	<p>A report</p> <p>Writing skill Expressions of approval and disapproval</p>
 <p>8 The Real Me Pages 92–103</p>	<p>Teenage stereotypes</p> <p>Vocabulary building Binomial expressions</p>	<p>A radio show about teenagers</p>	<p>Adverbials</p> <p>Pronunciation <i>really</i></p>	<p>Ms. Marvel: Teenage Comic Superhero</p> <p>Critical thinking Evaluating evidence</p>	<p>Expressing habitual actions and states</p>	 <p>The mysterious workings of the adolescent brain</p>	<p>Showing understanding, offering encouragement and help</p> <p>Pronunciation Intonation to show understanding</p>	<p>An essay comparing advantages and disadvantages</p> <p>Writing skill Interpreting essay questions</p>
 <p>9 A Healthy Life Pages 104–115</p>	<p>Health and fitness</p> <p>Vocabulary building Adjective suffixes <i>-able</i> and <i>-ible</i></p>	<p>A radio show about healthy living</p>	<p>Relative clauses with prepositions</p>	<p>The Healthiest Places in the World?</p> <p>Critical thinking Checking facts</p>	<p>Articles</p>	 <p>My simple invention, designed to keep my grandfather safe</p>	<p>Discussing, summarizing, and responding to proposals</p> <p>Pronunciation Intonation in responses</p>	<p>A proposal</p> <p>Writing skill Impersonal style</p>
 <p>10 Ideas Pages 116–127</p>	<p>Making your point</p> <p>Vocabulary building Adjectives ending in <i>-ful</i> and <i>-less</i></p>	<p>An interview with Dr. Emily Grossman on conveying the concept of electricity to students</p>	<p>Advanced question types</p> <p>Pronunciation Question intonation</p>	<p>Earthrise</p> <p>Critical thinking Understanding quotations</p>	<p>Subordinate and participle clauses</p>	 <p>TED's secret to great public speaking</p>	<p>Giving a presentation</p> <p>Pronunciation Intonation of signpost expressions</p>	<p>A review</p> <p>Writing skill Reference</p>