Every unit explores one idea from different perspectives, giving students opportunities for practicing language as they look at the world in new ways.
AN OPEN MIND

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

A CRITICAL EYE

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

Perspectives brings a world of ideas into the classroom by focusing on the unique point of view of a TED speaker in every unit.

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

Effective Communication

Students explore real-world stories of innovative organizations and activities.

Living the Dream

Ways to improve: What could you do to make it sound achievable.

Deep Sea Drifting...in a Wheelchair

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

Why I'm a Weekday Vegetarian:

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

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

CRITICAL THINKING  Persuading your audience

testing Creative Thinking

Thinking facts

Facts

Torrance found that people often scored very differently when they were asked to answer the same questions. One explanation is that people are not used to thinking critically.

Thinking about Sue, Michael Chorost, and Hugh Herr (page 73).
A CLEAR VOICE IN ENGLISH

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

EXAM PREPARATION

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

Discuss 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.

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

Interactive online activities on MyELT help learners prepare for common exam situations.
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      Interesting language
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<td>Eight older people offer advice</td>
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**SUE AUSTIN**

Sue Austin’s idea worth spreading is that a wheelchair doesn’t have to mean “disability,” it can be an exhilarating new way to see and experience the world.

**SUZANNE LEE**

Suzanne Lee’s idea worth spreading is that we can use bacteria to produce materials that we can turn into clothes, as sustainable and biodegradable alternatives to leather, cotton, and plastics.

**CELESTE HEADLEE**

Celeste Headlee’s idea worth spreading is that when we talk and listen with genuine interest in the other person, we will learn amazing things.

**THOMAS HELLUM**

Thomas Hellum’s idea worth spreading is that Slow TV provides real-time, surprisingly popular entertainment which viewers can relate to.

**TIM URBAN**

Tim Urban’s idea worth spreading is that procrastination can keep us from chasing our dreams, and we’re all affected by it.
2A Getting from A to B

VOCABULARY  Travel

1 MY PERSPECTIVE

What does this quote mean to you? What are the benefits of travel?
Do you want to be a traveler? Why?
“Travel is the only thing you buy that makes you richer.”

2 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 traveling? How do you get to school?

3 Work in pairs. Discuss the questions.

1 How many ways of getting around can you think of? Make a list.
   go by skateboard, take the bus…

2 Look at your list. Which form of transportation is the:
   • cheapest?
   • fastest?
   • most relaxing/stressful?

4 Complete the sentences with these pairs of words.
   cruise + excursion  commute + ride  expedition + voyage
   flight + destination  ride + route  trip + backpacking

1 When my parents _______ by car, they 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 an _______ 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 outdoors that way.

5 When I went for a bike _______ yesterday, I took a different _______.

6 The _______ to the Antarctic lasted a year. After a difficult month-long sea _______, the scientists started their research.

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

1 catch/miss my bus, my train, ________

2 get home, lost, school, from A to B

3 get on/off the bus, the car, the plane

4 get to know your way around, a trip

5 get to work, home, school

6 go for a trip, a bike ride, a dive

7 go on a flight, a journey, a travel

8 take a taxi, an hour, two miles

6 Complete the sentences with a word from Activity 4 or 5. 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 transportation, I prefer to travel by… because…

4 The last long trip I _______ on was to…

5 If I could take a flight anywhere in the world, I’d choose… as my…

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 trip you’ve made.
LISTENING
1 Listen to three people describe how they go to school. Complete the table.

<table>
<thead>
<tr>
<th>Where they live</th>
<th>How they travel</th>
<th>Time / distance they travel</th>
<th>What they do on the way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santiago Muñoz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chosing</td>
<td>The Himalayas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daisy Mora</td>
<td></td>
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</tr>
</tbody>
</table>

2 Listen again. Who (Santiago, Chosing, or Daisy)...
1 travels the farthest?
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 transportation to get to school?
6 travels with a parent?
7 has a dangerous trip to school?
8 is going to have an easier way to get to school soon?

GRAMMAR  Adjectives ending in -ed and -ing
3 Read the sentences in the Grammar box. Underline the adjectives. Which adjectives describe the trips? Which adjectives describe how the people feel?

4 Adjectives ending in -ed and -ing
   a. You might think it takes you a long time to get to school, but Santiago Muñoz has one of the most exhausting 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 trip to school is absolutely terrifying... If Daisy is scared, she doesn’t show it!

5 Check the Grammar Reference for more information and practice.

6 Choose the correct option to complete the sentences.
   a. Adjectives that describe how a person feels end in -ing / -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.
   b. Adjectives that describe how a person feels end in -ing / -ed.
   c. Adjectives that describe how a person feels end in -ing / -ed.

7 Choose the correct option. Then work in pairs and tell your partner about one or two experiences you’ve had.
   1. A destination you were looking forward to seeing but were a little disappointed / disappointing about when you got there.
   2. A terrified / terrifying experience you’ve had on a car trip.
   3. A day you did so much walking that you were completely exhausted / exhausting at the end.
   4. The longest and most bored / boring trip you’ve ever been on.
   5. A trip when you were very worried / worrying that you wouldn’t get to the destination on time.
   6. An annoyed / annoying delay on public transportation that you really didn’t need.
   7. Thinking about bad things that might happen.
   8. An expedition that you’d be very excited / exciting to go on.

8 Work in groups. Share your stories from Activity 12. Whose experiences have been the most exciting / boring / exhausting / frightening / disappointing?
UNIT 2
Enjoy the Ride

2B Urban Explorers

VOCABULARY BUILDING

Compound nouns

1. What places do visitors to your city or a city near you usually visit?
2. Use words in columns A and B to make compound nouns. Check the spelling in a dictionary.

A
1. sight
2. walking
3. underground
4. shopping
5. building
6. public
7. urban
8. train
9. sky
10. roof
11. amusement
12. view

B
1. site
2. station
3. transportation
4. seeing
5. mall
6. tour
7. tracks
8. exploration
9. scraper
10. point

READING

4. You are going to read an article about urban explorers (urbexers). Write three questions you’d like to find out about them. Does the article answer your questions?

Which of the compound nouns in Activity 2 are things visitors might do, use, or visit? Which are buildings? Which are places the public doesn’t usually go?

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

Which are places the public doesn’t usually go?

Read the Critical Thinking box. Which questions does the article answer about urbexers and urban exploration?

6. Bradley Garrett: 
   a. knows Paris very well.
   b. doesn’t like high places.
   c. wouldn’t be a very good guide for traditional tourists.

7. Bradley and his friends: 
   a. weren’t allowed to go to London’s abandoned underground stations.
   b. can’t explore together anymore.
   c. didn’t climb the Shard.

8. Garrett’s trip to the top of the Legacy Tower was: 
   a. easy.
   b. lonely.
   c. well planned.

9. Check out the definitions in the dictionary.

10. What personal qualities do urbexers need?

11. What kind of places do urbexers visit?

12. What are some of the stories that urbexers have?

13. Is the word “urbexer” in the dictionary?

14. How long have people been exploring in this way?

15. Does urban exploration happen all over the world?

16. What other information would you like to learn?

CRITICAL THINKING

Selecting information

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?

Work in groups. Discuss the questions.

1. Did the article answer all your questions in Activity 5?
2. What other information would you like to learn?
3. How could you find out the answers to the questions that weren’t answered?

Do you think the author did a good job? Did he choose the information that was interesting to you?
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 elevator view

2 Check your ideas in Activity 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 urban 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 gotten / got in the elevator after some residents had opened / were opening the door.”

d Zhao Yang explores places where people were working / used to work and just had gotten / got in when the owners were on vacation.

Check the Grammar Reference for more information and practice.

4 Read the examples in the Grammar box and complete these rules with simple past, 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 stative 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 anymore.

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

Freeganism is a way of living and traveling that costs almost nothing. It’s simply using your skills so you don’t have to pay for things. People who practice 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 transportation when they travel.

Becky Khalil was a freegan during her year off between school and college. Choose the correct option to complete her account of traveling as a freegan in Sydney.

I (1) used to think I was thinking that Australia was a really expensive place, and the first time (2) went / had gone there, I worked to pay for my living expenses. But while (3) had stayed / was staying in Australia last time, (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 / I had stolen all my money during a train ride. So I (7) became / had become a freegan. Before, (8) used to buy / was buying too much food and threw a lot of it away, but this time (9) had eaten / was eating leftover food from friends and shops, like day-old bread. (10) didn’t spend / hadn’t spent anything on accommodations, less than $100 on travel, and less than $20 on food for six weeks!

Complete the rest of Becky’s account with the best form of the verbs in parentheses.

Most of the time, friends of mine (1) ______ (let) me sleep on their couches, but before my trip (2) ______ (contact) a company that organizes “house-sitting” jobs, so sometimes I took care of houses when the owners were on vacation. To save money on bus fares, (3) ______ (get) a ride with people I knew, and while (4) ______ (travel) around the country, I usually decided to camp. Once I went to sleep under the stars because (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 (7) ______ (live) with other freegans and we (8) ______ (become) friends and helped each other. At the end of each day, stores gave us anything they (9) ______ (not sell). Believe it or not, we (10) ______ (eat) extremely well!

6 Complete the rest of Becky’s account with the best form of the verbs in parentheses.

Prepare notes about a trip 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?

• Did people use to travel a lot when your parents were young?

• What memorable things happened? What were you doing when they happened?

• How did you feel about the trip 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 favorite.

Unit 2 Enjoy the Ride
“If you think that adventure is dangerous, try routine. It’s deadly.”

DANIELE QUERCIA

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 practice 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, as first said by a native English speaker and then by Daniele Quercia, a native Italian speaker. Compare the pronunciation of the underlined sounds.

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

2. How do you say the underlined words? Listen to the sentences to check. Then repeat the sentences.

“I lived in Boston and worked in Cambridge. I teamed up with Luca and Rossano. They also recalled how some paths smelled and sounded.”

WATCH

MY PERSPECTIVE

Which of these statements do you agree with?

1. It doesn’t matter if you have an accent. The important thing is that people understand you.
2. Sometimes it’s easier to understand other non-native speakers of English.
3. Your accent in English is an important part of your identity, so be proud of it.

What do you usually see on your way to school? What can you hear? What can you smell?

Watch Part 1 of the talk. Answer the questions.

1. What journey helped Daniele see that travel isn’t just about efficiency?
   - moving from Boston to Barcelona
   - a bicycle race he took part in
   - his commute to work

2. How was the new route different from the old one?
   - It went along Massachusetts Avenue.
   - It had less traffic.
   - It was shorter and quicker.

3. What does Daniele say about mapping apps?
   - They are very similar to computer games.
   - They encourage people to explore more.
   - They give you too many choices about which way to travel.

4. What is the new mapping tool based on?
   - smell, sound, and memories

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

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.

Their goal is to encourage people to take the best path / many paths through the city.

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.
- have an interesting smell.
- remind you of a memory.

Tell your partner about them.

VOCABULARY IN CONTEXT

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

- a place that’s surrounded by nature
- a time when you felt shame
- somewhere that only has a handful of stores
- a situation that makes you feel shy
- a time you learned up with someone

b. Think of examples of the following things. Then compare your examples in pairs.

1. a place that’s surrounded by nature
2. a time when you felt shame
3. somewhere that only has a handful of stores
4. a situation that makes you feel shy
5. a time you learned up with someone

Work in groups. The questions.

1. 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 packages quickly for companies by bicycle
   - a student
   - a taxi driver

2. Would you like to have this mapping app on your smartphone or device? Why?

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

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

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

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

1. Work in pairs. Discuss the questions.
   - How do you find your way when you are lost? Have you ever used a map, GPS, or app to help you, or do you prefer to ask someone?

2. Listen to two conversations. Complete the table.

<table>
<thead>
<tr>
<th>Conversation 1</th>
<th>Conversation 2</th>
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<tbody>
<tr>
<td>1. Do the speakers know each other?</td>
<td></td>
</tr>
<tr>
<td>2. Where do they want to get to?</td>
<td></td>
</tr>
<tr>
<td>3. How are they traveling?</td>
<td></td>
</tr>
<tr>
<td>4. How far is it?</td>
<td></td>
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<tr>
<td>5. What will they do if they get lost?</td>
<td></td>
</tr>
</tbody>
</table>

3. Look at the map and listen again. Match a letter from the map with each of these places.
   - 1. where the first conversation takes place
   - 2. the science museum
   - 3. the movie theater
   - 4. Melanie’s house

4. Use one word to complete the expressions. Listen again to check.
   - 1. Can you **_** me? I’m trying to **_** to the museum.
   - 2. It’s a long **_** from here. About a fifteen-minute **_**.
   - 3. Go up Northway Street for about five minutes **_**, you get to the supermarket on your left. Then take your second **_**.
   - 4. You can’t **_**.
   - 5. Can you give me **_** to your house?
   - 6. So if the station’s **_** you, you’ll need to turn right.
   - 7. At the **_** of the street you’ll see a movie theater in front of you.
   - 8. **_** on Northway Street until you get to a supermarket on your right.
   - 9. After **_**, there’s a street on the left.

5. Label the sentences in Activity 4 with the correct category (A–D) from the Useful language box.
   - A. Asking for directions
     - Excuse me. Can you tell me how to get to…? / 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 / turn right.
     - After 200 yards, take the first exit off the traffic circle.
   - 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 less than half a mile from here.

6. Use the questions in the Writing strategies box to write the details of your story.
   - 1. Use the verb forms you will need to tell the story.

**WRITING**

1. 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 ended up just where I needed to be!
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