Introduction

*Perspectives* encourages students to develop an open mind, a critical eye, and a clear voice in English. Here are some teaching tips to help you make this happen in your classroom.

**An open mind**

As well as developing students’ knowledge and use of English, every unit explores one theme from a variety of perspectives and fresh contexts. *Perspectives* encourages students to keep an open mind about the information that they encounter throughout the course, and to look at the world in new ways so that they leave every lesson a little smarter.

**My Perspective activities**

In every unit there are several activities called My Perspective, which ask students to reflect on the content of the lesson from their personal point of view. Sometimes you’ll find a My Perspective activity at the beginning of the unit to engage students in the theme and get them thinking about what they already know about it. Here are three ways to use them:

- Conduct a class discussion. Let students read the questions, then call on individuals to share their ideas. Encourage others to respond and welcome contrasting points of view.
- Put students into discussion groups. Group work can get more students talking, even quieter, less confident class members. Consider giving students specific roles like chairperson and spokesperson, the chairperson’s job being to make sure everyone is focused and gets to speak, while the spokesperson summarizes the group’s discussion to the whole class.
- Let students work on their own to answer the questions in writing or by recording themselves speaking. Not only does this allow students time to prepare, it also provides a private space, which some students need to be able to express themselves.

**Choose activities**

Students are motivated by greater control in their learning. In every unit they get an activity where they have the chance to choose an activity. There are three options, which include one or more speaking and writing activities. Which activity is best depends on several things, such as what skills the students need to work on, what is possible with the technology available, and how much time you have. If you expect students to make good decisions, they need to be well informed, so make them aware of the issues. Here are three ways to approach Choose activities:

- Students choose which activity to work on and get into groups with others who made the same choice. This can create a happy, productive atmosphere, but keep in mind that some activities take longer than others, and require varying degrees of teacher input. Be prepared for these issues by having fast-finisher activities ready, for example.
- Have a vote to choose one activity that the whole class will do. After the vote, if there is a tie, ask one student from each side to explain which activity is best and have another vote. If there is still a tie, you can make the decision. Consider having a secret vote, since students may be reluctant to choose an activity they like if they think it might be unpopular with the majority of students.
- There may be times when it is necessary for you to decide for the class. In cases like these, explain why, for example, there isn’t enough time to do the others, or because one activity is better exam preparation than the others.
- Let students do more than one activity. For example, the writing activity may be suitable preparation for the speaking activity in a class that finds spontaneous speaking challenging.

**A critical eye**

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share. Being able to critically evaluate and assess ideas and information is becoming increasingly important as young people have to deal with fake news and one-sided presentations of facts, often distributed online via social media. Being able to think critically involves a range of different skills, including developing the ability to interpret data, ask critical questions, distinguish between fact and opinion, see other points of view, detect bias, and recognize and assess the merit of supporting arguments.

**Critical Thinking and Challenge activities**

Lesson B of every unit in *Perspectives* is based around a reading. The texts cover a variety of genres, and students are asked to interact with them in many different ways. Once comprehension has been checked, there is often a Critical Thinking focus which encourages students to practice a variety of skills in the context of specific texts. The Challenge activities in Lesson D get students to engage with the big idea of the TED Talk.

Both within the Critical Thinking activities and elsewhere, there will be plenty of times where students are asked to work together and discuss their ideas, opinions, thoughts, and feelings. Some students may not always be very enthusiastic about taking part in pair or group work, so it is important for them to realize its many benefits. These include:

- giving learners the chance to brainstorm ideas before they have to think about the best language to express those ideas in. To make things easier for lower levels, brainstorming activities can initially be done in the students’ first language.
- giving learners the chance to use language they have just recently learned alongside language they are already able to use well.
• encouraging students to learn from each other. Obviously, this may mean learning new language, but it also means being exposed to new ideas and opinions.
• developing the class environment and improving relationships between students. This is especially true if you mix up the pairs and groups and make sure everyone talks to everyone else.
• giving you a chance to see how many ideas students have about a topic, the range of language they are using, and what content, grammar, and vocabulary you should focus on in feedback.

There are several things you can do to help students get more from pair and group work.
• Make sure you always explain the activity clearly before splitting students up into pairs/groups.
• Give models to show the kind of speaking you expect.
• Check understanding by asking the class to tell you what they are going to do before they do it.
• Give a clear time limit.
• Monitor the class carefully to check that everyone is doing what you want them to do, and to see how students are doing with the activity.
• Have extra activities ready for any students who finish before the others. There are Optional and Expansion activities provided in this book.
• Finish with some feedback. This may mean looking at errors, exploring new language, and/or asking students to share their ideas. After Critical Thinking activities, you may also want to comment and expand on students’ ideas.

A clear voice
Developing a clear voice in English is about learning language and expressing your own views, but it is also about how we can help students with pronunciation, become independent learners, and achieve the scores they need on exams.

Help with pronunciation
There are activities that focus on aspects of pronunciation in every unit of Perspectives as well as the Authentic Listening Skills sections in Lesson D. These highlight features of natural speech that may be difficult. In these sections, students can attempt to copy speakers’ pronunciation. However, we see these sections more as opportunities for students to experiment with how they sound in English and find their own voice, so:
• don’t expect students to be perfectly accurate.
• treat the answer key as a guide.
• judge students’ efforts according to their intelligibility.

You can also take the ideas in these sections and apply them to other language sections in the book. So as you go through a vocabulary or grammar activity, you might:
• drill individual words, collocations, or whole sentences.
• help with individual sounds.
• draw attention to word and sentence stress, elision, linking, etc., by marking these features on examples on the board.
• get students to experiment saying phrases at different speeds or with different intonation or emotion.

Independent learners
We can’t cover all the language students need in class, so it is important that we help them become independent learners. An essential part of that is for students to make good use of dictionaries, both bilingual and monolingual.

A bilingual dictionary is good for when they are looking for a word in English. You could encourage their use, for example, in the brainstorming activities mentioned earlier. You might give students the topic of the next unit and, for homework, get them to create a phrase book that they think may be useful to talk about the topic.

A monolingual dictionary is better when they have the English word and need to know not just the meaning, but also the grammar, collocations, and other aspects of usage connected with it. You can help students become independent by getting them to use a monolingual dictionary when doing vocabulary activities instead of preteaching the key language beforehand.

When you go through answers to activities, you can check the meaning and other aspects of the word by asking students questions, such as: What other things can you X? Why might you Y? Can you give three examples of Z?

You will see specific examples of such questions in the teaching notes. As well as asking questions like these, you can also give extra examples, ask students to find examples in a dictionary, and get students to create sentences that are related to their lives.

Exam skills
In the Lesson Planner you will find tips that you can share with students to help them achieve good scores on their exams. Some of these tips are about being an independent learner, using a dictionary, and knowing what to review. That’s because (as you probably know), fundamentally, students do better when they know more language!

The exam skills also give advice on specific activity types in the Student Book that are commonly found on international and local exams. Some of these tips may be repeated at different levels, and you might want to reinforce the point by checking if students remember them each time the activity type comes up in class.
Vocabulary gives students the language they need to respond while they think about the unit theme in new and interesting ways.

High-impact photo engages students’ interest in the topic.

Students relate the content to themselves and their own world.

My Perspective activities get students reflecting on their attitudes and actions related to the main idea of the unit.

Words are taught with collocations, definitions, and/or opposites and practiced in context.
Listening and Grammar 1

Listening and grammar exercises continue to develop structures and skills through authentic content. Grammar 1 usually reviews previous knowledge before building on it. 

**Engaging content teaches students about the world as well as contextualizing the target grammar.**

**Sustained context provides meaningful and motivating practice.**

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**LISTENING**

1. Work in pairs. Discuss the questions.
   1. How do you use Facebook on the International Space Station (ISS)? Communicate with:
      a. the mission controller?
      b. the public?
   2. How do you communicate with people who live far away?

2. Listen to a conversation between two friends about how Chris Hadfield communicated with people on Earth while he was on the ISS. Match the ways of communicating (1–4) with his purpose (a–d).  
   a. Facebook
      b. Youtube
      c. Twitter
      d. social conferencing
   1. to post photos of Earth
   2. to send messages to his followers
   3. to show experiments in space
   4. to talk to schools
   5. to participate in question and answer sessions with the public

3. Listen again. Complete the notes with one or two words or a number.
   1. David Saint-Jacques and Chris Hadfield are astronauts from ________.
   2. Hadfield________ manages the social media accounts for the ISS.
   3. He did experiments to show what happens to plants in space.
   4. He had________ followers on Twitter.
   5. People loved seeing his guitar in his零

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**GRAMMAR**

**Reported speech (1)**

1. Read some questions Chris Hadfield was asked during an online chat (1–4). Match them with his responses (a–g).
   1. “How do you stay away from Earth for five months?” Will you get lonely?
   2. “What does it feel like to look down at Earth during a spacewalk?” It’s beautiful.
   3. “Did you take a guitar to space?” Did you take an astronaut’s guitar?
   4. “What will you do if you are away from Earth?” What will you do?

2. Someone asked him if he would continue to fly in space. He explained that he would.

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**Reported statements and questions**

- Reported statements and questions: “What is it like to sleep without gravity?” Someone asked Chris if he would sleep without gravity.
- “You will get lonely.” Someone asked him if he would get lonely.
- “Will you go to space?” Someone asked him if he would go to space.
- “Did you take a guitar to space?” One person asked him if he had taken a guitar to space.
- “It guitar has been up there since 2001.” Chris said that a guitar had been up there since 2001.
- “Your offer about your head not-head?” He was asked whether or not he had hit his head each day.

3. Check page 142 for more information and practice.

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**Use the prompts to report more statements and questions about the ISS mission.**

1. “How often do you hit your head?” Chris said that he hit his head about once a day.
2. “How important is sleeping without gravity?” He explained that it was difficult to have a favorite place.
3. “How important is sleeping without gravity?” He explained that sleeping without gravity feels wonderful—“you can really relax”.
4. “How do you communicate with people who live far away?” He added that it was difficult to have a favorite place.
5. “How do you communicate with people who live far away?” He explained that it was difficult to have a favorite place.
6. “How do you communicate with people who live far away?” He explained that it was difficult to have a favorite place.

7. Look at the verbs in bold in Activity 12. Match the verbs with the definitions (1–6).

8. In reported direct speech, some changes are made to tense, pronouns, word order, and punctuation. Read the Grammar box and answer the questions.

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**Grammar box and answer the questions.**

- In reported questions, the subject is moved before the verb. 
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- In reported direct speech, some changes are made to tense, pronouns, word order, and punctuation. Read the Grammar box and answer the questions.

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**A final open-ended activity allows students to personalize the language.**
Vocabulary Building, Reading, and Critical Thinking

Reading helps students to become critical consumers of information.

The focus on building vocabulary helps students understand the way words work together.

The focus on critical thinking teaches students the skills and strategies they need to evaluate new information.

8B Intercultural Communication

READING

1. Work in pairs. You are going to read an article about what happened when students from different nationalities spent time together. Discuss the questions. Use three adjectives and your own ideas.

   a. What do you think people in other countries believe about people in your country?
   b. How true do you think these beliefs are?

   Read the article. Match the headings (a–f) with the paragraphs (1–5). There is one heading you do not need.
   a. Vocabulary Building
   b. Critical Thinking
   c. Reading
   d. Practice
   e. Listening
   f. Speaking

   Read the article again. Are the sentences true or not given is the information not given?

   Vocabulary

   1. What did the students learn about Chinese communication styles?
   2. The students had to change their communication styles.
   3. They did not match the facts.
   4. The students were not feeling relaxed about meeting new people.
   5. Do you know about Chinese communication styles?
   6. The Chinese students spoke the best English.
   7. The students were not feeling relaxed about meeting new people.
   8. The Chinese students spoke the best English.
   9. The students were not feeling relaxed about meeting new people.
   10. Do you know about Chinese communication styles?

   Critical Thinking

   Using direct speech

   1. The author uses direct speech in the article. Find four quotes. Why is direct speech used?
   2. Match the quotes in the article with the points (1–4).
   a. The students had to change their communication styles.
   b. The students were not feeling relaxed about meeting new people.
   c. The Chinese students spoke the best English.
   d. The students were not feeling relaxed about meeting new people.

   Make Adjunctive Negatives by adding the prefixes un- or im-

   a. patient
   b. professional
   c. fluent
   d. polite
   e. consistent
   f. confident
   g. fluent
   h. patient
   i. consistent
   j. confident
   k. professional
   l. polite

   Choose the correct option to complete each sentence.

   1. This intercultural experiment was quite unusual, but everyone had to be able to communicate with different nationalities.
   2. The Moroccans were surprised at how personal American communication was.
   3. The Moroccans learned their ideas about stereotypes were true.
   4. The Chinese students spoke the best English.
   5. The Moroccans learned their ideas about stereotypes were true.

   My Perspective

   Work in groups. Discuss the questions.

   a. Which of the communication styles in the article is most similar to your country’s style?
   b. What are the best ways to increase intercultural understanding between people from different countries?
   c. Which is the most effective?

   Vocabulary Building

   Negative prefixes

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Grammar 2 continues to develop students’ understanding of grammar.
8D 10 Ways to Have a Better Conversation

Go out, talk to people, listen to people, and, most importantly, be prepared to be amazed.

CELESTE HEADLEE

Authentic Listening Skills and TED Talk

TED Talks help students understand real-world English at their level, building their confidence and allowing them to engage with topics that matter.

The focus on skills needed to deal with authentic pieces of listening prepare students for real-world interactions.

Vocabulary in Context activities focus on level-appropriate, high-frequency words and phrases from the TED Talk.

Background information and extra activities on the video help students tune into the themes and language of the TED Talk.

Challenge activities build student confidence through open-ended activities that go beyond the page.
Speaking and Writing

Lesson E allows students to put their own voices to the themes they have been discussing, while developing key strategies for speaking and writing.

Useful language boxes highlight the language students need to communicate in person and in writing. Each writing section focuses on a common text type and provides training in a useful writing skill. Writing models provide the text for analysis as well as being a handy reference. Models are printed in the back of the book with writing skills and strategies annotated.

Well-scaffolded pronunciation activities help students be better understood. A final open-ended activity allows students to personalize the language.

**8E I Hear What You’re Saying**

**Speaking**
- Listen to three conversations in which one person wants a change in their situation. Match the conversation with the speaker who wants: 30-55
  - a second chance to do something: Conversation D
  - to get some money back for something they bought: Conversation E
  - to replace something that isn’t right: Conversation F

**Pronunciation**
- Sympathetic intonation
  - Being sympathetic means listening to understand how someone feels, and being kind if they have a problem. We show sympathy in the words we use and the way we sound. In general, sympathetic intonation goes up and down more than unsympathetic intonation.
  - a listener
  - a second chance to do something
  - a description of what happened
  - a formal apology
  - a formal greeting
  - I’m sorry to hear that
  - I understand
  - I hear / see what you’re saying, but
  - I see.

**Speaking strategies annotated.**
- Connectors: although consequently despite nevertheless what is more
- Expressing contrast in spite of even so while however even if
- Expressing result or outcome because of this
- Expressing addition also moreover furthermore

**Writing**
- A complaint email
  - Work in pairs. Tell your partner about any problems you have had buying tickets, clothes, or other items online.
  - Read the email on page 112 and answer the questions.
  - What did Park Seo-yeon want to buy?
  - What problem did she have purchasing it? What other problem was there with the product?
  - Was she happy with the shipping service? Why or why not?
  - What three things does she want the company to do?

**U Seating Chart Activity**
- A teacher failed a classmate in an exam because she saw him using his cell phone.
  - A teammate can’t play in the basketball final because he or she isn’t good enough. You are the team captain.
  - A friend lost a 1,000-word essay. He turned the computer off before he saved it.

**A final open-ended activity allows students to personalize the language.**

**Introduction**
Perspectives teaches learners to think critically and to develop the language skills they need to find their own voice in English. The carefully guided language lessons, real-world stories, and TED Talks motivate learners to think creatively and communicate effectively.

In Perspectives, learners develop:

- **AN OPEN MIND**

Every unit explores one idea from different perspectives, giving learners opportunities for practicing language as they look at the world in new ways.
• **A CRITICAL EYE**

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share.

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**Intercultural Communication**

- **Critical Thinking**
  - Draw conclusions from evidence.
  - Make decisions based on logical reasoning.
  - Evaluate arguments and evidence.

- **Communication Strategy**
  - Use clear and concise language.
  - Adapt your speech to the audience.
  - Use appropriate body language.

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**A CLEAR VOICE**

Students respond to the unit theme and express their own ideas confidently in English.