

PERSPECTIVES

An Open Mind • A Critical Eye • A Clear Voice

PERSPECTIVES

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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.

SE 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 photos feel? Why?

LISTEN
Listen to the conversation. What important life events is mentioned?

LISTEN AGAIN
Listen again. Write down the days and times mentioned.

WORK IN PAIRS
You're having a party to welcome a new student. Decide on a day, time, location, and type of food for it.

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

READ the three notes. Match each one to the correct purpose.

- Making an invitation
- Accepting an invitation
- Saying no to an invitation

INFORMAL INVITATIONS

Hi Davina,
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!
Lina

Hi Sylvia,
Thanks 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. Hope you have a great time! Let's catch up soon!

WRITING STRATEGY
Politeness 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.

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

“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

WATCH

Work in pairs. What kind of citizens do you identify as? Rank the descriptions in the correct order for you? (1 = 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

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

- Davina is unusual because she works **remotely** for other people / because she works **remotely** for other people.
- Sonny Boy's family was rich / poor.
- The family slept together in a tiny room.
- Meeting Sonny Boy made Hugh aware of inequalities / some big policy wins, and citizens are signing up all over the world.
- No. We have such a long way to go.

Now, maybe that doesn't sound like a lot for you. (1) _____ Well, it achieved a lot because she wasn't alone.

(2) _____ We run 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.

1 Who are you?

1A He's really into music.

VOCABULARY Personality

MY PERSPECTIVE

Work in pairs. Discuss the questions.

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

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

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

- smart a relaxed
- calm b friendly
- helpful c intelligent
- cheerful d loud

Choose the correct option to complete each sentence.

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

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 L.P?

No. She's also very nice - but a little bit shy. Oh, is it Ana?

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?

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?

1 Who are you?

Many people use their phones to take photos of themselves.

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.
- prepare and write about what you like to do.

2B Risky Business

READING

Complete the sentences with these pairs of words.

confirm = scam deleted = permission
email = filter attach = attached
profile = outfit store = flash drive

- Some of my posts were _____ without my permission.
- I can't believe how many _____ manage to get through my spam filter.
- It's very annoying when _____ he's always sending me new updates and adding photos.
- I love my _____ very private, and often go back and _____ things I've written.
- This strange email just arrived in my _____ with a file _____ I deleted it.
- When they asked me to _____ my bank details, I hoped to think it must be a _____.
- _____ all my documents in the cloud now, I often forget _____ a lot of my files and I don'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. Answer the questions.

- What mistake did each person make?
- What was the result of each mistake?

Work in pairs. Discuss the questions.

- Which person was most responsible for a long time?
- Which person was most responsible for a short time?
- Which person was most responsible for a long time?
- Which person was most responsible for a short time?

Work in pairs. Read the text again to check your ideas in Activity 4. Define the parts that helped you decide.

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

CRITICAL THINKING Interpreting data

You will often see visuals and charts in newspapers, books, and articles online to add information and support the text. You need to check that these statistics are from a reliable source and interpret the data for yourself before you read.

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Online Crime

The world becomes more connected every day. It's easier than ever to keep in touch with friends and family around the world. Online banking offers people a quick and easy way to manage their money. However, it also means that people don't have to leave the house to go shopping. However, with more connectivity comes greater risk. Every year, hundreds of millions of people become victims of cybercrime. We asked our readers to share some of their scariest tech tales, and we wanted to see where the crime originates.

BRUNO was surfing the web one day when he saw an advertisement for a "Phishing Kit" on a popular online forum. He bought the kit and used it to create a fake online store. He thought it would be a great way to make money, but he never heard from the person who sold him the kit and the store was shut down.

JANELLA was talking to a friend on a video chat one day when she noticed a pop-up window that said "Your computer has a virus." She clicked on the window and was taken to a website that asked for her personal information. She was scared and didn't know what to do, but she eventually closed the window and didn't give any information.

Origin of crime: Russia

Origin of crime: The United States

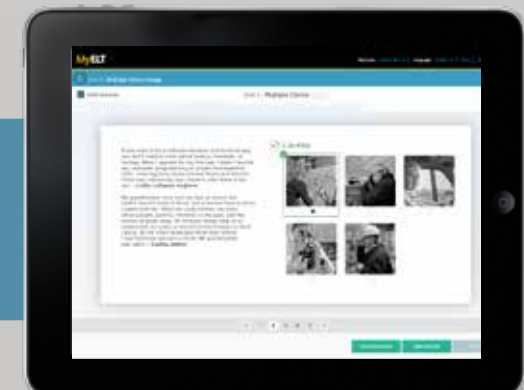
Cybercrime by age (US)

Age Group	Percentage
18-24	15%
25-34	20%
35-44	25%
45-54	30%
55-64	35%
65+	40%

Cybercrime by type (US)

Crime Type	Percentage
Identity Theft	35%
Phishing	25%
Scams	15%
Malware	10%
Other	15%

Exam-style activities and test-taking strategies prepare students for a range of international exams.



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

8 BA Getting Your Message Out

VOCABULARY Effective communication

- Work in pairs. Look at the photo and read the caption. Discuss the questions.
- On 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 connections
2 interpersonal	b photos
3 make	c skills
4 say	d distracted
5 share	e attention
6 correct	f my message out
7 get	g with
8 post	h texts
9 respond	i 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, I prefer face-to-face communication to _____.
- It's hard to _____ people if I'm not in the room.
- I know I can't _____, I'm looking at my phone.
- I think I have good _____.
- My friends say I _____ about ten times a day and my message light goes off all the time. I'm trying to tell them.
- I probably _____ to share a message or a photo.
- 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 2 true for you? Change them if you need to.
- Are any of the conversations on your phone? What are they about? How do you think your grandparent(s) feels about you speaking to your grandparent(s) on a phone?

What's the difference between these words?

a conversation a chat a discussion a text

MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Who do you find it easy to chat with?
- Where was the last time you had a bad argument? Is there anything you could have said to avoid the argument or make it less stressful?
- Have you ever taken part in a debate? What was the subject?

**IN THIS UNIT, YOU...
learn about the ways astronauts stay in touch from space
read about an experiment in artificial communication
find out about a message
watch a TED Talk about how to have better conversations
write an email of complaint.**

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

Living the Dream

ASPIRATIONS ACROSS THE WORLD

Country	Teacher	Engineer	Entrepreneur
developed countries	8%	16%	16%
developing countries	27%	24%	8%

CAREER ASPIRATIONS BY GENDER

Gender	Teacher	Engineer	Entrepreneur
male	13%	16%	16%
female	15%	2%	2%

ADULT PROFESSIONALS AND CHILDHOOD DREAMS

Profession	Childhood dream
working in education	16%
working in engineering	31%
running a business	43.5%

ADULT PROFESSIONALS AND CHILDHOOD DREAMS

Spanish doctor driver Carmen Jordá gets ready for another day at work.

My grandfather once told me that I didn't learn what I think. I learned how to think.

The boss: "This job is the beginning of your education."

The math teacher: "You can become an accountant."

My math teacher told me I could become an accountant.

Lydia: "I haven't read a novel and I haven't read any of the books that you've read."

Lydia said she hadn't used facts about Ancient Rome and Ancient China in her job.

So should we take our earliest dreams seriously, or are they merely wild thoughts? "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 do, but we have an inherent ability to do it." 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 as an adult?"

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

6D Deep Sea Diving ... in a Wheelchair

SUE AUSTIN

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

Authentic Listening Skills

Active Background

Certain words and phrases help us follow the speaker's argument. For example:

Learning to pilot the game off itself. However, I myself it very much. That's why I decided to do it.

Head 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 started using the wheelchair, it was a tremendous new freedom. But even though I had this new freedom and freedom, people's reaction completely changed towards me... As a result, I never needed to make my own decisions about this experience, now I have to make my own decisions.

1 Listen and complete the notes.

- I began to dive, _____ in 2005, realized scuba gear extends your range of activity in just the same way as a wheelchair does.
- I remember what happens if I put the two together...

that because nobody's heard of an underwater wheelchair before... now you have this concept in your mind.

2 For the wheelchair, Susan needs to communicate _____ to divers.

3 She used her wheelchair to create music. It was an _____ experience.

4 She says that underwater scuba gear allows people to do things in more places. Wheelchairs are _____/_____.

5 She wanted people to associate wheelchairs with excitement and adventure. In the underwater world, _____ is a concept that young children find difficult to understand.

6 Compare your thoughts with a partner. Which are the most interesting? Why?

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?

1 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 needs a sign that helped her to see things differently.

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

- With her wheelchair, Sue tried to communicate _____ to divers.
- She used her wheelchair to create music. It was an _____ experience.
- The sign that other people took in Sue's work _____/_____.
- She says that underwater scuba gear allows people to do things in more places. Wheelchairs are _____/_____.
- She wanted people to associate wheelchairs with excitement and adventure. In the underwater world, _____ is a concept that young children find difficult to understand.
- She says that underwater video to show how the wheelchair works is _____/_____.

3 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 go underwater with her wheelchair.
- She has experienced physical freedom.
- Sue's art makes people think about wheelchairs in a more positive way.
- Sue has learned more about the problems that the ocean faces.

VOCABULARY IN CONTEXT

Watch the clip 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 create 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 fight 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 the underwater wheelchair change your ideas? 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 Christ, 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: "You can do that. I can do anything." Think of a challenge or goal that you wish to achieve. If Sue did use underwater in a wheelchair, can you do your "anything"?

A CRITICAL EYE

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

4D Why I'm a Weekday Vegetarian

GRAHAM HILL

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

Authentic Listening Skills

Feeling

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 adverbial phrases, e.g. expression about time or place.
- before an important word or phrase.
- between the subject of a sentence and its verb when the subject is long.

1 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?"

2 What were the reasons Graham pauses in the next 20 sentences. Then listen to check.

2.1 Which of these adverbial phrases, e.g. expression about time or place, does Graham use?

2.2 Which of these subjects does Graham use?

3 Watch Part 1 of the talk. Put the problems with eating meat in the order that Graham mentions them. Which problem(s) does he mention?

a It is bad for the planet. _____

b The animals suffer in poor conditions. _____

c It is expensive. _____

d It is unhealthy. _____

e There are other reasons and I'm more sure _____

4 Complete the facts about eating meat. Then watch Part 1 again and check your answers.

1 If you eat _____ every day, it can increase the probability of dying by 30%.

2 We keep _____ 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.

5 Watch Part 2. Choose the correct option.

1 Why does Graham say to the audience: "Imagine your life as a vegetarian?"

a He wants them to see what a difficult decision he's coming to.

b He wants to help the audience become a vegetarian.

c He wants them to feel sorry for him.

2 Which of these adverbial phrases does Graham use?

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 75 percent.

CRITICAL THINKING Persuading your audience

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

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

CHALLENGE

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

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:

- 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.

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

GRAMMAR Reported speech

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

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

Direct speech "My school... at school she hadn't learned what to think. I learned how to think."

Reported speech My grandmother once told me that she hadn't learned what to think. I learned how to think.

3 How do the verbs and modal verbs change from direct speech to reported speech? How do the pronouns and prepositions change?

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

- My father told me to go to 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.
- Andrew received my first go-kart. She said she _____ her first go-kart when she was eleven.
- I had been waiting for a long time for this opportunity. She said she _____ working for a long time to get that opportunity.
- I had always been my dream. I mean I did it every day. She said she _____ her dream and that she _____ it every day.
- I was nervous on the day when I was in the water. She said if one woman _____ do it, then many _____ achieve it.

5 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.
- Write the reported speech.
- Compare your two versions.

6 Read the statements that follow the patterns in Activity 1.

READING

1 Work in groups. Discuss the questions.

- What do you think is meant to be creative?
- Do you think it is possible to be creative in any job?
- Do you think it is possible to be creative in any field?
- Who is the most creative person you know? Why?

2 Read about a set of tests recently 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?

7B Testing Times

VOCABULARY BUILDING Noun forms from verbs and adjectives

Verb	Noun	Adjective	Noun
analyse	analysis	concerned	concern
conclude	conclusion	intelligent	intelligence
know	knowledge	flexible	flexibility
publish	publication	logical	logic
vary	variety	useful	usefulness

1 Look at these pairs of words. How are the nouns formed from verbs and adjectives?

- know - knowledge
- conclude - conclusion
- know - knowledge
- publish - publication
- vary - variety

2 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 _____.
- My mom _____ 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 _____ order from Amazon.
- I like to do things in a _____ way.
- _____ in my study schedule allows me to study when I feel most productive.
- I don't think exams are all _____.
- _____ of how much people know is an important part of many tests.

3 Work in pairs. Which sentences in Activity 2 are true for you? What do you think they say about you? Which sentences do you think are signs of creativity? Why?

4 Work in groups. Think of other verbs / noun and adjective / noun combinations that follow the patterns in Activity 1.

READING

1 Work in groups. Discuss the questions.

- What do you think is meant to be creative?
- Do you think it is possible to be creative in any job?
- Do you think it is possible to be creative in any field?
- Who is the most creative person you know? Why?

2 Read about a set of tests recently 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?

3 Work in pairs. Answer the questions and discuss your ideas. Then read about the tests again to check.

- When were the tests first published?
- How are the tests scored?
- How are designed and constructed thinking different?
- Why were people worried about children's test scores in the United States?
- What are the possible causes for the drop in test scores?
- How do problem-based learning encourage creativity?

4 Look at the four examples of divergent thinking tasks in lines 11-22. Work in groups to complete one.

5 Compare your results from Activity 8 with a partner. Use the questions to evaluate their creativity. What do you think the questions tell you about a person's creativity?

- How many logical solutions are there to the task?
- How original are the solutions?
- How well can the solutions be explained?

CRITICAL THINKING Fact and opinion

Reading. Do they present fact or opinion? Opinions are statements showing what people believe.

1 Torrance found that people often scored very differently on the different parts of the tests.

2 Torrance believed you could teach creativity. The tests were originally designed to measure innate creativity.

3 The tests gave the idea that creativity is all one thing. All the tests and you are not creative.

4 Torrance collected information about adult creative subjects by asking them to fill out a form to report what they had achieved in their lives.

5 Learning to solve one problem rarely helps to solve another.

6 It's difficult to find the best tests measure creativity in science or mathematics.

MY PERSPECTIVE

Work in pairs. Discuss the questions.

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











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

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 about the decline in test scores in the late 1980s. Some have argued that this drop is because of children's lifestyles: too many video games, too much TV, and too little free time. To make changes, others have suggested that education in the United States has become too focused on exam results, so teachers use fewer creative activities and focus more on 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.

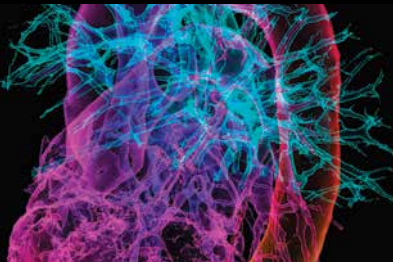









Problem-based learning involves setting a genuine problem, such as reducing noise in a school library or deciding on a week of meals for an athlete. In reaching only requires divergent thinking but also involves several subjects and he creative in the future sense. So don't Torrance would have approved if he was still alive.

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

CONTENTS

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TEDTALKS	SPEAKING	WRITING
 <p>1 In Touch with Your Feelings Pages 8–19</p>	Describing emotions Pronunciation -ed adjectives Vocabulary Building Suffixes	Descriptions of three National Geographic explorers' work	Subject / object questions	Why do people smile? Critical Thinking Rhetorical questions	Talking about the present	 <p>This app knows how you feel—from the look on your face.</p>	RANA EL KALIOUBY Rana el Kaliouby's idea worth spreading is that 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	Asking follow-up questions Writing Skill Emphasis
 <p>2 Enjoy the Ride Pages 20–31</p>	Travel Vocabulary Building Compound nouns	A description of three unusual ways to get to school	Adjectives ending in -ed and -ing	Urbexers—Life on the Edge of the City Critical Thinking Selecting information	Narrative forms Pronunciation Used to	 <p>Happy maps</p>	DANIELE QUERCIA Daniele Quercia's idea worth spreading is that 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	Asking for and giving directions Writing Skill <i>just</i>
 <p>3 Active Lives Pages 32–43</p>	Sports Vocabulary Building Phrasal verbs	A podcast about Ashima Shiraishi	Simple past and present perfect	Can sports protect Africa's lions? Critical Thinking A balanced view	Present perfect and present perfect continuous Pronunciation <i>For</i>	 <p>How I swam the North Pole</p>	LEWIS PUGH Lewis Pugh's idea worth spreading is that sometimes we have to do extraordinary things to make people pay attention to important issues. Authentic Listening Skills Signposts	Agreeing and disagreeing Writing Skill Giving your opinion
 <p>4 Food Pages 44–55</p>	Describing food Vocabulary Building Compound adjectives	A podcast about cooking in schools	Future plans, intentions, and arrangements	Could the best street food in the world be Filipino?	Making predictions Pronunciation Sentence stress with the future continuous and future perfect	 <p>Why I'm a weekday vegetarian</p>	GRAHAM HILL Graham Hill's idea worth spreading is that 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	Talking about hopes and goals Writing Skill Interesting language
 <p>5 Work Pages 56–67</p>	Describing work Vocabulary Building Ways of seeing	A podcast about the world of work	Verb patterns: verb + -ing or infinitive with to	A Real-Life Crime-Fighting Superpower! Critical Thinking Exaggerating	Present and past modals	 <p>Why the best hire might not have the perfect résumé</p>	REGINA HARTLEY Regina Hartley's idea worth spreading is that our résumés tell employers about our experiences, determination, and ability to deal with life's challenges. Authentic Listening Skills Understanding contrasts	Job interviews Pronunciation <i>quite</i> Writing Skill Hedging

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2 Enjoy the Ride

Students in Colombia cross 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 trip you’ve made.

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 _____. 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.

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

- | | |
|--|---------------------------------------|
| 1 catch/miss my bus, my train, my car | 5 get to work, home, school |
| 2 get home, lost, school, from A to B | 6 go for a trip, a bike ride, a drive |
| 3 get on/off the bus, the car, the plane | 7 go on a flight, a journey, a travel |
| 4 get to know your way around, a trip | 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...

LISTENING

- 7 Listen to three people describe how they go to school. Complete the table.  8

	where they live	how they travel	time / distance they travel	what they do on the way
Santiago Muñoz				
Chosing	The Himalayas			
Daisy Mora				

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

- 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*

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

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!

Check the Grammar Reference for more information and practice.

- 10 Choose the correct option to complete the sentences.

Participial 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*.

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

<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 scared
- f very sad and without hope
- g unable to think clearly about or understand something
- h very tired

- 12 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
I was excited about a school excursion to the History Museum, but it was really boring. Everyone was really disappointed.
 - 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 A *depressed* / *depressing* trip somewhere when you had a horrible time
 - 8 An expedition that you'd be very *excited* / *exciting* to go on
- 13 Work in groups. Share your stories from Activity 12. Whose experiences have been the most exciting / boring / exhausting / frightening / disappointing?



Students on the train in Kyoto, Japan

URBEXERS LIFE ON THE EDGE OF THE CITY

Standing on the Forth Rail Bridge, Scotland

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

B

- site
- station
- transportation
- seeing
- mall
- tour
- tracks
- top
- park
- exploration
- scraper
- point

3 Listen and check your answers to Activity 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 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.

READING

6 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?

7 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 what urbexers do.
 - c the writer wants to recommend some ways of exploring cities.
- 2 The places that urban explorers visit are:
 - a always underground.
 - b not used anymore.
 - c not usually attractive to many people.

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.
5 To get a taste of city life, use public transportation.

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
10 supposed to see: ghost underground stations that have been closed for years, shopping malls and amusement parks at night, abandoned* factories, building sites, tunnels, and train tracks. It's not for everybody. You
15 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
20 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
25 police stopped them exploring as a group. Bradley was studying urbexers for a book he was writing when they were stopped.

Bradley's best experience as an urbexer was in Chicago with friends when they climbed the Legacy Tower,
30 a 72-story 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 elevator after some residents had opened the door. When we made it up to the roof, it was the most
35 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
40 Chinese 29 year old who explores places where people used to work, like old industrial sites and abandoned hospitals. Like many urbexers, Zhao is an avid photographer who takes his smartphone to record what he sees, and, like many, he also writes a blog about his
45 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.

50 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; no longer used.*

- 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't explore together anymore.
 - 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.

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.

- 1 Did the article answer all your questions in Activity 6?
- 2 What other information would you like to learn?
- 3 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?

CRITICAL THINKING Selecting information

Writers have to think about the kind of information that will interest their readers.



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 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** 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 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**, like old industrial sites and abandoned hospitals.

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:

- 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.*).
 - we usually use the _____ to describe completed actions in the past. If actions happen one after another, we use this tense.
 - we use the _____ to emphasize that one past action finished before another past action. The actions are often connected with *after, before, and already*.
 - 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.

- 6 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 / 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 ride. 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 / was eating* leftover food from friends and shops, like day-old bread. I (10) *didn't spend / hadn't spent* anything on accommodations, less than \$100 on travel, and less than \$20 on food for six weeks!

- 7 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 I (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, I (3) _____ (get) a ride 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, stores gave us anything they (9) _____ (not sell). Believe it or not, we (10) _____ (eat) extremely well!

- 8 PRONUNCIATION *Used to*

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

- Our grandparents never used to throw their food away.
 - Did people use to travel a lot when your parents were young?
 - Do you enjoy traveling by plane?
—I used to, but not anymore.
- 9 Complete the sentences in your own words. Then work in pairs and compare your sentences.
- Before this lesson I didn't know...
 - When I was younger, I used to...
 - However, I didn't use to... (but I do now).
 - The last time I... was when...
 - I didn't spend any money when...
 - But I bought... while I was...

- 10 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?
- Who did you go with?
- What memorable things happened? What were you doing when they happened?
- How did you feel about the trip in general?

- 11 CHOOSE

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



“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 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, at 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 the underlined words? Listen to the sentences to check. Then repeat the sentences. 📄 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.

WATCH

3 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.

4 What do you usually see on your way 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.

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.

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 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 *teamed up* with someone

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 packages quickly for companies by bicycle
 - a student
 - a taxi driver
- 4 Would you like to have this mapping app on your smartphone or device? Why?

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 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.

10 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?

2E You Can't Miss It

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. 14

	Conversation 1	Conversation 2
1 Do the speakers know each other?		
2 Where do they want to get to?		
3 How are they traveling?		
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 movie theater
2 the science museum 4 Melanie's house

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

- 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 _____ it.
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. Just 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.

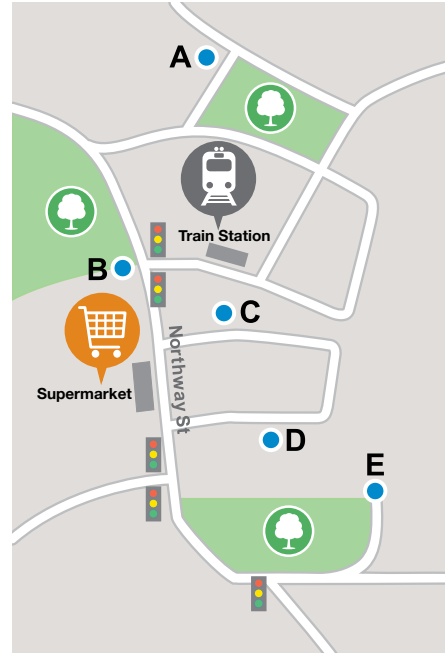
- 6 Work in pairs. Ask for and give directions between places on the map.

- 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 ended up just where I needed to be!*



Useful language

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 there.

- 9 Read the story on page 149. When did the writer feel uncertain?

- 1 talking to his cousin 4 when he got off the bus
2 at the bus stop 5 on the motorcycle
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 ended up just where I needed to be!
- a only d almost
b recently e very soon (*with be about to*)
c exactly

- 11 You are going to write a story about a 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 trip.
- Getting to school had never been so complicated.

- 12 Prepare to write your story.

- 1 Use the questions in the Writing strategies box to write 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?

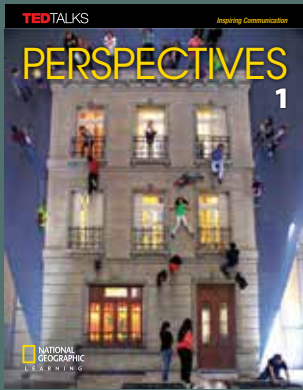
How did you or other people feel?

What do you remember most about the events?

Koh Tao is a beautiful island in Thailand. Its name means "Turtle Island."



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