

PERSPECTIVES

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ON THE COVER

A photographer takes a 'selfie' standing on top of a spire in Hong Kong, China with the cityscape in the background. These daring free climbers – also known as 'skywalkers' – scale some of the highest skyscrapers in the world and take photos of themselves from the top. Their photos often give a unique perspective on the city backdrop.

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PERSPECTIVES

ADVANCED

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WELCOME TO PERSPECTIVES!

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 practising language as they look at the world in new ways.

1 Hopes and dreams

Kyle Hermes and Steve Motz Cycle through a landscape of hardships and mountains in part of the journey. UNESCO World Heritage Site.

IN THIS UNIT YOU

- talk about your hopes and dreams
- read about children's dream jobs
- learn about what students can do between school and university
- watch a TED Talk about how to make your dreams come true
- write an article

1A A dream come true

VOCABULARY Dreams and ambitions

1 Work in pairs. Look at these dreams and ambitions. Discuss the questions.

- Which have you already achieved?
- Which appeal to you? Which don't appeal to you?
- Are there any you are not sure about?

be famous	be successful	do voluntary work
go to college	make a difference	pass my driving test
take a family	see the world	set up a business

2 Add three dreams or ambitions of your own. Work in pairs. Explain your dreams and ambitions to your partner.

3 Complete the bold phrases in the text with these words. Use each word only once. There may be more than one possible answer.

achieve	ambitions	breakdown	fulfil	grab	obstacles
pursue	realise	target	true	undertake	validate

With the help of a National Geographic Young Explorer's grant, Kyle Hermes and Steve Motz were able to (1) _____ an ambitious goal to (2) _____ a 900-mile cycle ride across parts of China and Laos to study the impact of a planned railway line on local communities. Days like these also enable young people to (3) _____ their horizons, by understanding the challenges of modern life in traditional societies.

Man: Evan had to overcome many (4) _____ (learning problems, homelessness, and a difficult family life), but he was able to (5) _____ his ambition of going to university at the age of 10. How he is hoping to (6) _____. His dream of wanting to help disadvantaged young people succeed in education. He advises young people to set a (7) _____, no matter how big or small, as it's never too late to (8) _____ your potential.

When Erika Bergman was offered the chance, the day after graduating, to train as a volunteer (submerged) job, she immediately decided to (9) _____ the opportunity. When she qualified in 2013, it was a dream come (10) _____. As a National Geographic Young Explorer, she can now engage in exciting projects that she had never in her (11) _____ dreams imagined possible. Erika's learning (12) _____ are to climb Mount Everest and to encourage girls to pursue careers in science.

MY PERSPECTIVE

Work in pairs. Discuss the questions.

1D Five ways to kill your dreams

“Be responsible for your dreams.”

BEL PECE

Read about Bel Pece and get ready to watch her TED Talk.

AUTHENTIC LISTENING SKILLS

Dealing with accents

You are hearing English to communicate in all probability with other non-native speakers of English. Native speakers of English speak in a variety of accents. For this reason, it is helpful to listen to a range of non-native accents and also native speaker regional accents.

1 Look at the Authentic Listening skills box. Listen to these sentences from the TED Talk, firstly pronounced by Bel and then by three native and non-native speakers. Notice how the underlined words are pronounced differently.

1 Believe in overnight success. You know the story, right? The tech guy (underlined) a startup, set up and sold it very fast for a lot of money.

2 If you go investigate further, the qualifications (underlined) study again before.

3 But whenever you go inside, there is (underlined) ways you have to pick it up, well. And you need to make those decisions yourself.

4 Listen to some more sentences from the TED Talk spoken by Bel and the three speakers. Did you notice any words that were pronounced differently?

WATCH

1 Read some tips on how to achieve your dreams. Choose the three tips you think are most important, and the one that is least important.

- a Be disciplined and single-minded in pursuing your goal.

2 Don't be just off to failure.

3 Don't be afraid to ask for help or advice if you are stuck.

4 Believe in your ability to succeed and it will become a self-fulfilling prophecy.

- a Set yourself clear, realistic, achievable goals, and identify steps towards achieving them.
- b Evaluate your progress and change your strategy if necessary.
- c Use yourself regular breaks and rewards – don't push yourself too hard.

5 Work in groups. Discuss the questions.

- Do you have the same tips at the top and bottom of your list?
- Are there any tips you disagree with? Why?
- Would you add anything to the list?

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

- 1 Many / A few people who have a dream do not achieve their goal.
- 2 The inventor of the mobile app had probably probably hadn't worked on similar projects before.
- 3 Bel started applying for university late / in plenty of time.
- 4 She got a place at MIT because of her life-long attitude to learning / careful interview preparation.
- 5 It is important to take the right path at the start / review your direction as you go along.
- 6 People should accept that mistakes are inevitable / avoid making too many mistakes.

7 Watch Part 2 of the talk. Match the points that Bel makes (1–3) with the examples she gives to illustrate them (a–d). There is one that you do not need.

- 1 Okay is never okay!
- 2 Tell yourself another goal!
- 3 It's your fault, not no one else's!

a unsuccessful entrepreneurs
b climbing a mountain
c a successful business
d left a first book

8 Watch Part 3 of the talk. Choose the correct ending to complete each sentence.

- 1 The point Bel is making in describing the ad is that the people
 - a worked very hard to get to the top
 - b enjoyed the journey
 - c celebrated their achievement when they got to the top
- 2 Bel is making the point that when people achieve their dreams
 - a the sense of fulfilment is worth all the effort
 - b the sense of fulfilment does not last long
 - c they might feel disappointed
- 3 Bel mentions the steps in the journey to suggest that people
 - a should appreciate and learn from both success and failure
 - b should pay attention to taking the right direction
 - c should not celebrate until they arrive at their destination

9 VOCABULARY IN CONTEXT

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

b Think of an example of the following things. Then work in pairs and compare your examples.

- Things that people declare themselves to
- Something you found exciting about Bel's talk
- Times when you should be satisfied with a friend or family member
- The last time you had a vision about what you want to do in the future
- Times when you were successful in doing something and were able to say "I made it."

MY PERSPECTIVE

Have you changed your mind about any of the ideas you discussed in Exercise 3 as a result of watching the talk?

CHALLENGE

Work in pairs. Read some quotations from Bel's talk. Which do you think is the most important?

"No one else has the perfect answers for your life." "If you don't make your dreams happen, it's your fault and no one else's."

"The only way to really achieve all of your dreams is to fully enjoy every step of your journey."

Choose one or two of the quotations and illustrate them with examples from your life, or the life of someone you know.

TED TALKS

● A CRITICAL EYE

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

1B Dream jobs

VOCABULARY BUILDING Employment collocations

1 Complete the bold phrases about work with these words. Which sentences describe problems, and which describe opportunities?

apprenticeship	early	glam	minimum
parental	state	unemployment	voluntary

1 School leavers who do not go to university can apply to work on vocational _____ schemes.

2 The _____ rate is rising, especially among young people who leave school without qualifications.

3 There are no _____ benefits to help people who are out of work.

4 Household incomes are low, because there is no legal _____ wage.

5 Mothers and fathers can take _____ leave to spend more time with their babies.

6 There are still _____ coding that stops women being promoted to top jobs.

7 Some people take _____ redundancy if their company is downsized.

8 Nowadays more and more people are taking _____ retirement and living off their pensions.

READING

1 Work in pairs. Discuss the questions.

- What jobs did you dream of doing as a child? Why?
- What job do you hope to do nowadays? Why?
- If the job is different, why have you changed your mind?

2 Read the article. How many different surveys are mentioned? What was the focus of each?

3 Match the infographics with:

1 paragraphs 1 and 2	3 paragraph 4
2 paragraph 3	4 paragraph 5

4 Read the article again. Are the sentences true (T) or false (F)? Find evidence for your answers in the article.

- The vast majority of people do not do the job they dreamed of as a child.
- Researchers found that roughly one third of people do jobs that are similar to their childhood ambitions.
- The survey revealed that many people chose engineering because of its high status.
- Teaching and medicine are more popular in developing countries than in developed countries.
- Children often dream of doing jobs related to their natural abilities.

12 Unit 1: Hopes and dreams

Living the dream

ASPIRATIONS ACROSS THE WORLD

of	France	Sweden	Chinese athletes
ranked first	8%	10%	10%
ranked second	27%	24%	2%

CHILDHOOD DREAMS OF ADULT PROFESSIONALS

Profession	Percentage
Teacher	17%
Police officer	15%
Journalist	10%
Doctor	9%
Writer	8%
Actor	7%
Musician	6%
Entrepreneur	5%
Public servant	4%
Other	3%

CAREER ASPIRATIONS BY GENDER

Profession	Men	Women
entrepreneur, musician or actor/actress	15%	1%
journalist, teacher or doctor	10%	2%

ADULT PROFESSIONALS AND CHILDHOOD DREAM JOB

Childhood dream job	Percentage
working in career	48.8%
dream job not mentioned or difficult	15%
working in related field	17%
hard to say	18.3%
hard to say	18.3%

MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Which facts did you find most interesting? Why?
- Do you think the surveys are limited in any way? What else would you like to know about them?
- Was your childhood dream job linked to your talents? What do you think children in your country dream of doing nowadays? Why?
- What were the differences between boys and girls' career aspirations in the survey? Do you think this is true for your age group?

CRITICAL THINKING Understanding attitude

Writers sometimes reveal their attitude (or feelings) towards the facts or events they are writing about, for instance by using adjectives (e.g. impressive, surprising) or adverbs (e.g. fortunately, sadly, strangely). In academic articles, writers do not normally express a personal attitude in this way.

1 Work in pairs. Find these words and phrases in the article. Discuss which of the attitudes (a-d) they express.

- in a lucky minority (line 4)
- would be to say (line 7)
- at least (line 11)
- makes depressing reading (line 30)
- No surprises there (line 36)
- Surprisingly (line 50)
- hardly surprising (line 57)

- This is bad.
- This is not surprising.
- This is good.
- This is interesting.

READING

1 Read the article. What did you want to be when you were younger? A firefighter? A ballerina? A train driver? And did you end up in your dream job? According to research carried out by the online professional network LinkedIn, people who fulfil their childhood aspirations are in a lucky minority. And needless to say, few would be astronauts or prime ministers ever achieve their ambitions. In fact, fewer than one in ten are currently earning a living from their dream job, though just over one in five has at least found work in a related field. LinkedIn surveyed over 8,000 professionals in fifteen different countries, including Brazil, Singapore, Sweden, the UAE and the US. The survey revealed that almost half of those who did not end up in their dream job had been attracted to a different career path as they grew up, while just over one in ten discovered that their original dream was too difficult or expensive to pursue. The most common dream jobs worldwide fell into the creative and artistic category, which encompasses everything from writers and actors to chefs and architects. However, the single most popular dream career in most countries, particularly in India, was engineer. Presumably the high starting salary, not to mention the growing job opportunities, job security and social status of the profession, have something to do with its popularity. The survey makes depressing reading for those committed to smashing the glass ceiling. It found that boys were more likely than girls to envisage themselves in top jobs, with more than 15% of boys aspired to be president, prime minister or secret agent, as opposed to 6% of girls. Girls, by contrast, favoured more modest aspirations of achieving success as teachers, vets, singers, or nurses – being a writer was among the most ambitious goals. No

13 Unit 1: Hopes and dreams

● A CLEAR VOICE

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

1E The secrets of success

SPEAKING

1 Listen to two friends discussing the surfer Bethany Hamilton. Answer the questions.

- What has Bethany Hamilton achieved?
- What setbacks did she face?
- What could be the secrets of her success?

2 Listen again. Complete the sentences by adding one to three words in each gap.

- She lost her arm when she was fifteen. _____ she still managed to win surfing competitions.
- But amazingly, she made a complete recovery. _____ living a lot of life.
- She was determined to keep on surfing. _____ she'll lose her arm.
- I think the secret of her success is her position for surfing. _____ all her family were crazy about surfing.
- True. You have to have a natural talent to win competitions. _____ self-belief isn't enough on its own.

3 **PRONUNCIATION** Intonation patterns in two-part sentences

In two-part sentences, there is a **fall-rise tone** at the end of the first clause or phrase (to show the sentence has not finished) and a **fall tone** at the end of the second clause (to show the sentence has finished).

1 Listen to two sentences expressing concession. Listen again and repeat.

Even though she'd lost her arm, she was determined to carry on surfing. She was determined to carry on surfing, even though she'd lost her arm.

2 Listen and repeat six more sentences.

Work in groups. Talk about friends, family, or other people you know. Talk about the challenges and setbacks they've overcome, and the secret of their success. Use concession phrases from the useful language box.

Work in pairs. Listen to four statements and respond with a counter-argument. Use a counter-argument phrase from the useful language box.

Feeling about sport enough. Although, you need exceptional ability too.

Useful Language

Concession
Although / Even though ... in spite of ...
Despite ...
Even ... / Although ... / Anyway ...

Counter-arguments
Not ... / At the same ... / Mind you ...
... though.

WRITING An article

1 Work in pairs. You are going to read an article called *How to excel at your sport*. Think of five things that will be mentioned in the article.

2 Read the article on page 140. Check your predictions.

3 Read the article again. Answer the questions.

- How did the writer excel as a swimmer?
- What advice does the writer give?
- What are the benefits of swimming?

4 **WRITING SKILL** Topic sentences

a Look again at the four paragraphs on page 140. What is the main idea of each and how do the headings reflect the main idea? Does each topic sentence summarize the main idea?

b Choose the best topic sentence (a-e) for each paragraph.

(1) _____ Decide on realistic targets such as reducing your time by a small amount every week, or taking part in more difficult races every few months. That way, you will see real progress, and feel encouraged to carry on pursuing your goal.

(2) _____ But unless you try, and make mistakes, how can you improve? Challenge yourself. Even if you don't succeed, you can be proud that you've had the strength of character to attempt something difficult and give it your all.

a. People can succeed if they try hard enough.
b. To reach the top, you need to have high ambitions.
c. To succeed in any sport, you need to set achievable goals.
d. Fear of failure sometimes stops people from aiming high.
e. You may lose your motivation if your training starts to feel like hard work.


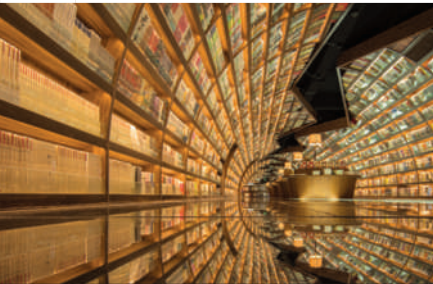



5 **Make notes** for an article for your school magazine about how to succeed in a skill, sport, or hobby that you know about. Look at the tips in the Writing strategies box. Write the article.

Writing strategies

Writing an article






- Choose an inspiring title that summarizes the content of the article.
- Sub-headings can make the article more interesting and easier to read.
- Include an introduction, main body, and conclusion in your plan.
- Make sure your paragraphs have a clear topic sentence.
- Include personal information and examples to make your article more interesting.

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GRAMMAR	TED TALKS	SPEAKING	WRITING
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GRAMMAR	TED TALKS		SPEAKING	WRITING
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Nominalization Pronunciation Words with two stress patterns	 <p>What a driverless world could look like</p>	<p>WANIS KABBAJ</p> <p>Idea worth spreading We can find inspiration in human biology to design efficient and elegant transportation systems for the future.</p> <p>Authentic listening skills Predicting what comes next</p>	<p>Asking for and giving information</p>	<p>A report</p> <p>Writing skill Expressions of approval and disapproval</p>
Expressing habitual actions and states	 <p>The mysterious workings of the adolescent brain</p>	<p>SARAH-JAYNE BLAKEMORE</p> <p>Idea worth spreading The human brain undergoes profound changes during the teenage years, making it an amazing time for learning and creativity.</p> <p>Authentic listening skills Preparing to listen</p>	<p>Showing understanding, offering encouragement and help</p> <p>Pronunciation Sympathetic intonation</p>	<p>An essay comparing advantages and disadvantages</p> <p>Writing skill Interpreting essay questions</p>
Articles	 <p>My simple invention, designed to keep my grandfather safe</p>	<p>KENNETH SHINOZUKA</p> <p>Idea worth spreading Smart uses of sensory technology can improve our lives as we age, particularly for Alzheimer's patients and those who care for them.</p> <p>Authentic listening skills Understanding fast speech</p>	<p>Discussing, summarizing and responding to proposals</p> <p>Pronunciation Intonation in responses</p>	<p>A proposal</p> <p>Writing skill Impersonal style</p>
Subordinate clauses	 <p>TED's secret to great public speaking</p>	<p>CHRIS ANDERSON</p> <p>Idea worth spreading A great idea is the core ingredient to a truly great talk, because our ideas have the potential to change someone else's perspective for the better or inspire someone to do something differently.</p> <p>Authentic listening skills Collaborative listening</p>	<p>Giving a presentation</p> <p>Pronunciation <i>to</i></p>	<p>A review</p> <p>Writing skill Reference</p>

1 Hopes and dreams

IN THIS UNIT YOU

- talk about your hopes and dreams
- read about children's dream jobs
- learn about what students can do between school and university
- watch a TED Talk about how to make sure your dreams come true
- write an article



1A A dream come true

VOCABULARY Dreams and ambitions

1 Work in pairs. Look at these dreams and ambitions. Discuss the questions.

- Which have you already achieved?
- Which appeal to you? Which don't appeal to you?
- Are there any you are not sure about?

be famous	be successful	do voluntary work
go to college	make a difference	pass my driving test
raise a family	see the world	set up a business

2 Add three dreams or ambitions of your own. Work in pairs. Explain your dreams and ambitions to your partner.

3 Complete the bold phrases in the text with these words. Use each word only once. There may be more than one possible answer.

achieve	ambitions	broaden	fulfil	grab	obstacles
pursue	realize	target	true	undertake	wildest

With the help of a National Geographic Young Explorer's grant, Kyle Hemes and Stew Motta were able to (1) _____ an ambitious **goal**: to (2) _____ a 900-mile **cycle ride** across parts of China and Laos to study the impact of a planned railway line on local communities. Trips like these also enable young people to (3) _____ **their horizons**, by understanding the challenges of modern life in traditional societies.

Marc Evans had to **overcome** many (4) _____ : learning problems, homelessness, and a difficult family life, before he was able to (5) _____ **his ambition** of going to university at the age of 30. Now he is hoping to (6) _____ **his dream** of working to help disadvantaged young people succeed in education. His advice to young people is to **set a** (7) _____ , no matter how big or small, as it's never too late **to** (8) _____ **your potential**.

When Erika Bergman was offered the chance, the day after graduating, to train as a submersible (submarine) pilot, she immediately decided to (9) _____ **the opportunity**. When she qualified in 2013, it was a **dream come** (10) _____. As a National Geographic Young Explorer, she can now engage in exciting projects that she had **never in her** (11) _____ **dreams** imagined possible. Erika's **burning** (12) _____ **are** to climb Mount Everest and to encourage girls to pursue careers in science.



4 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Has anyone given you advice about achieving goals? What was it? Did you follow it?
- What help does the government / society provide for *everyone* to realize their full potential?
- Are there any obstacles that exist to young people to fulfil potential? What about other groups? How could these obstacles be removed?
- How else could you broaden your horizons apart from travelling?

Kyle Hemes and Stew Motta cycle through a landscape of rice terraces and mountains in part of the Yuanyang UNESCO World Heritage Site.

LISTENING

- 5 Listen to four people talking about a dream or ambition. What dream or ambition is each one talking about?  1
- 6 Work in pairs. Which of the speakers (1–4) mentions the following? There may be more than one correct answer. Listen again and check your ideas. Note any words or phrases that support your answers.  1
- a developing a talent recognized by others
 - b setting targets to achieve their goal
 - c a problem with a life-work balance
 - d disappointment at not realizing a dream
 - e working with other people
 - f having to wait patiently to reach their goal
 - g realizing there will be hard work ahead
 - h being tested
 - i determination to realize a dream

GRAMMAR Review of tenses

Future forms

- a *He and his partner **are opening** a new restaurant next month.*
- b *Even a half marathon is difficult for me, so it's **going to be** tough ...*
- c *... but hopefully I'll **be able to** manage it.*
- d *... I'm **definitely going to try** again next time.*
- e *The course **starts** next September ...*
- f *... so I'll **be practising** hard all next summer.*
- g *... as soon as I've started the course I'll **have** the chance to take up another instrument.*
- h *It'll **probably be** the piano ...*

- 7 Look at the sentences in the Grammar box. Match the sentences (a–h) with their uses (1–8).

- 1 a prediction based on something you know in the present
- 2 a firm intention
- 3 an action that will be in progress at a point in the future
- 4 a fixed arrangement, often involving other people
- 5 a timetabled future event
- 6 a prediction of something certain
- 7 a prediction of something possible
- 8 a hope or belief for the future

Check your answers on page 128. Do Exercise 1.

- 8 Work in pairs. Read the text and choose the options that are not correct / less natural for talking about the future.

I've always had a fascination with books and have admired writers. Since primary school my ambition has been to write, and now it appears that my dream (1) *will come / comes / is going to come* true. After winning first prize in a short story competition for a national magazine, I was approached by an editor who encouraged me to develop the story into a novel, which I did. The editor loved it and my first novel (2) *is going to be / is / will be being* published! It (3) *is / will be / is being* the publishing company's tenth anniversary next month and the book is being released online on the first of the month. The main annual book fair (4) *is going to take / is taking / takes* place in October, and the company (5) *will probably print / is probably printing / probably prints* the book for that. (6) *I meet / I'll meet / I'm meeting* my editor next week to talk about translations. The company (7) *will be translating / is translating / will translate* the book into Spanish for their sister company – they do that with all their books – and there are several other possibilities. Once the promotion of this book is over, (8) *I'll start / I'm starting / I'm going to start* thinking about my next one – I can't wait!

Present and past tenses

- a ... my dad **had been working** in a really stressful job ...
- b ... every day he **was leaving** home at six in the morning ...
- c ... the business **is going** from strength to strength.
- d And they're absolutely **loving** it!
- e Running **is becoming** really popular where I live ...
- f I'd never **been** particularly sporty before ...
- g I've always **been** interested in stargazing ...
- h I've **been taking** cello lessons since I was a kid.
- i And then the chance **came up** ... so I **grabbed** the opportunity.
- j ... as soon as I've **started** the course ...

9 Look at the sentences in the Grammar box above. Answer the questions.

- 1 Which sentence describes a series of actions in the past?
- 2 Which sentence describes repeated actions in the past?
- 3 Sentences c, d and e are all in the present continuous. What does it express in each case? Which one might be considered unusual? Why?
- 4 Which four sentences describe an action starting in one time and continuing up to another?
- 5 Which one is followed by a future if the sentence is complete?

Check your answers on page 128. Do Exercises 2 and 3.

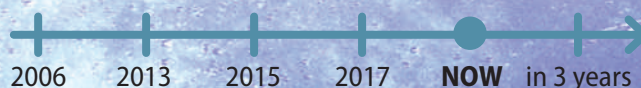
10 Complete the text with the verbs in brackets in the correct tense.

Im Dong-Hyun is a perfect example of following your life's ambition. The South Korean archer (1) was targeting (target) gold at the London Olympics of 2012, and it (2) _____ (look) for a while as though this was a distinct possibility when Im (3) _____ (break) the world record in the qualification round, and was ranked first going into the knock-out rounds. In fact, he (4) _____ (already / help) his national archery team to golden glory in the 2004 and 2008 Olympics, but (5) _____ (miss) out on an individual medal both times. So Im (6) _____ (anticipate) this moment for years, but unfortunately, his final attempt in London was not to be: despite being ranked first, Im (7) _____ (be knocked out) before he (8) _____ (even / reach) the quarter-final stage. So why is this story so unusual? Im Dong-Hyun is registered blind and (9) _____ (struggle) even to read a newspaper, yet his disability (10) _____ (never / prevent) him from trying to achieve his goal.

11 MY PERSPECTIVE

Work in pairs. What do you think of Im Dong Hyun's achievement? Is it very special? Do you know of anyone who has achieved a goal, or nearly achieved a goal, when the circumstances were difficult?

- 12** Make a timeline of something you have achieved in your life – it could be a sporting achievement, an academic achievement, something you have done for your community – and what you might do in the future (connected with it). Then discuss your timelines in groups.



Perseid meteors streak across the sky during the annual Perseid meteor shower in eastern Turkey.

1B Dream jobs

VOCABULARY BUILDING Employment collocations

- 1 Complete the bold phrases about work with these words. Which sentences describe problems, and which describe opportunities?

apprenticeship	early	glass	minimum
parental	state	unemployment	voluntary

- 1 School-leavers who do not go to university can apply to work on vocational _____ schemes.
- 2 The _____ rate is rising, especially among young people who leave school without qualifications.
- 3 There are no _____ benefits to help people who are out of work.
- 4 Household incomes are low, because there is no legal _____ wage.
- 5 Mothers and fathers can take _____ leave to spend more time with their babies.
- 6 There is a(n) _____ ceiling that stops women being promoted to top jobs.
- 7 Some people take _____ redundancy if their company is downsized.
- 8 Nowadays more and more people are taking _____ retirement and living off their pensions.

READING

- 2 Work in pairs. Discuss the questions.
- What job(s) did you dream of doing as a child? Why?
 - What job do you hope to do nowadays? Why?
 - If the job is different, why have you changed your mind?
- 3 Read the article. How many different surveys are mentioned? What was the focus of each?
- 4 Match the infographics with:
- | | |
|----------------------|---------------|
| 1 paragraphs 1 and 2 | 3 paragraph 4 |
| 2 paragraph 3 | 4 paragraph 5 |
- 5 Read the article again. Are the sentences true (T) or false (F)? Find evidence for your answers in the article.
- 1 The vast majority of people do not do the job they dreamed of as a child.
 - 2 LinkedIn found that roughly one third of people do jobs that are similar to their childhood ambition.
 - 3 The survey revealed that many people chose engineering because of its high status.
 - 4 Teaching and medicine are more popular in developing countries than in developed countries.
 - 5 Children often dream of doing jobs related to their natural abilities.

- 6 Find words or phrases in the article that match the definitions.

- 1 ambitions (paragraph 1)
- 2 wanting to become (paragraph 1)
- 3 imagine (paragraph 4)
- 4 inequality between men and women (paragraph 4)
- 5 rich (paragraph 5)
- 6 unrealistic ambitions (paragraph 6)
- 7 natural (paragraph 6)
- 8 think about (paragraph 6)

7 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Which facts did you find most interesting? Why?
- Do you think the surveys are limited in any way? What else would you like to know about them?
- Was your childhood dream job linked to your talents?
- What do you think children in your country dream of doing nowadays? Why?
- What were the differences between boys and girls' career aspirations in the survey? Do you think this is true for your age group?

CRITICAL THINKING Understanding attitude

Writers sometimes reveal their attitude (or feelings) towards the facts or events they are writing about, for instance by using adjectives (e.g. *impressive, surprising*) or adverbs (e.g. *fortunately, sadly, strangely*). In academic articles, writers do not normally express a personal attitude in this way.

- 8 Work in pairs. Find these words and phrases in the article. Discuss which of the attitudes (a-d) they express.
- 1 in a lucky minority (line 6)
 - 2 needless to say (line 7)
 - 3 at least (line 11)
 - 4 makes depressing reading (line 30)
 - 5 No surprises there. (line 39)
 - 6 fascinating (line 50)
 - 7 hardly surprising (line 57)
- a This is bad.
b This is not surprising.
c This is good.
d This is interesting.

Living the dream

ASPIRATIONS ACROSS THE WORLD

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

CAREER ASPIRATIONS BY GENDER

	boys	girls
president, prime minister or secret agent	13%	8%
pilot, mechanic, or racing car driver	15%	2%

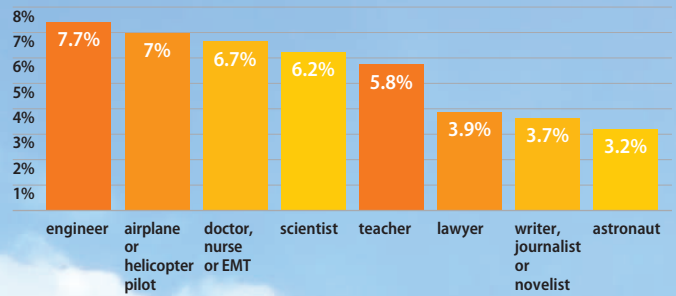
2 What did you want to be when you were younger? A firefighter? A ballet dancer? A train driver? And did you end up in your dream job? According to research carried out by the online professional network LinkedIn, people who fulfil their childhood aspirations are in a lucky minority. And needless to say, few would-be astronauts or prime ministers ever achieve their ambitions. In fact, fewer than one in ten are currently earning a living from their dream job, though just over one in five has at least found work in a related field.

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

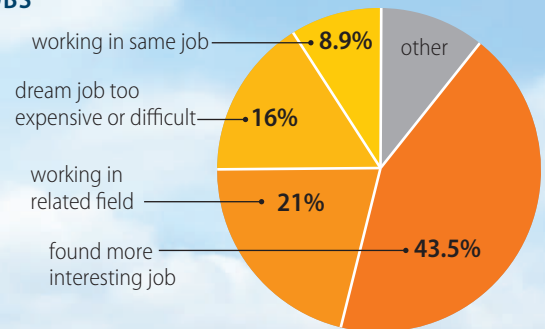
The most common dream jobs worldwide fell into the creative and artistic category, which encompasses everything from writers and actors to chefs and acrobats. However, the single most popular dream career in most countries, particularly in India, was engineer. Presumably the high starting salary, not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

The survey makes depressing reading for those committed to smashing the glass ceiling. It found that boys were more likely than girls to envisage themselves in top jobs; more than 13% of boys aspired to be president, prime minister or secret agent, as opposed to 8% of girls. Girls, by contrast, nurtured more modest ambitions of achieving success as teachers, vets, singers, or nurses – being a writer was among the most ambitious goals. No

CHILDHOOD DREAMS OF ADULT PROFESSIONALS



ADULT PROFESSIONALS AND CHILDHOOD DREAM JOBS



surprises there. The gender gap was even more noticeable in science and engineering: machine-operated jobs like pilot, mechanic, and racing car driver were favoured by 15% of boys but only 2% of girls.

Another survey, conducted by the children's charity ChildFund, asked over 6,000 ten- to twelve-year-olds, in 47 countries around the world, about their career goals. The most popular job, for just under a fifth of children worldwide, was doctor, followed closely by teacher, for 16%. But the survey also revealed some fascinating global contrasts. In developing countries, just over a quarter of children listed medicine as their goal, and just under a quarter aspired to be teachers; in developed countries, by contrast, the figures were 8% and 5% respectively. Being a professional or Olympic athlete was the dream of 19% of children in the developed world; it is hardly surprising that only 4% of people in less affluent countries could allow themselves the luxury of such aspirations.

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



Exploring in New South Wales, Australia.

1C Bridging the gap

GRAMMAR Continuous and perfect aspects

1 Work in pairs. Read the text and answer the questions.

- 1 What is a gap year?
- 2 What activities are Suzi Q and Enrique doing on their gap years?

Gap year dreams

Have you ever dreamt of taking time out to see the world or doing something completely different? These days, more and more young people are taking a gap year between school and college. The idea of the gap year started in the UK in the 1960s and its popularity is still growing, and not only in the UK: the number of students in the US taking time out has been increasing since 2006, and gap years are known in countries as diverse as Venezuela and Ghana. It is commonly believed that a gap year helps young people broaden their perspectives and gain maturity. What do you think?

COMMENTS:

Susie Q I'm currently working in Costa Rica for three months as part of my gap year, helping young schoolchildren with their English. I feel as though I've grown up a lot and I'm sure my studies will benefit from it.

Enrique I'm at the end of a few months in Shanghai, China. I've been volunteering in an Anglo-Chinese law firm. I'd been studying law for a year before I came here but this has made law real for me. I've also made some good friends, and we'll definitely keep in touch.

2 Look at the Grammar box. Match the sentences (a–g) with the questions (1–5). You can match the sentences more than once.

Continuous and perfect aspects

- a ... more and more young people **are taking** a gap year ...
- b ... the number of students in the US ... **has been increasing** since 2006 ...
- c **I'm currently working** in Costa Rica ...
- d **I feel as though I've grown up** a lot and I'm sure my studies will benefit from it.
- e **I've been volunteering** in an Anglo-Chinese law firm.
- f **I'd been studying** law for a year before I came here ...
- g **I've also made** some good friends, and we'll definitely keep in touch.

Which sentence(s)

- 1 describe temporary actions or situations? **c,**
- 2 describe actions in progress or situations?
- 3 describe a completed action or situation?
- 4 describe a past action that links with the present / future?
- 5 describes a past action which relates to a more recent past action?

3 Choose the correct option to complete the descriptions of the continuous and perfect aspects.

The continuous aspect describes actions or situations that are (1) *in progress / finished*, and usually that are (2) *permanent / temporary*.