

PERSPECTIVES

INTERMEDIATE

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ON THE COVER

An image created by TED Prize winner JR showing Elmar Aliyev, a 20-year-old waiter who immigrated to the US from Azerbaijan. JR's original photograph was printed on 62 strips of paper and pasted on Flatiron Plaza in New York City. Because the image is abstract up close, and because passersby are free to step on it, it sends a powerful message that – like so many of New York's 3.1 million immigrants – people pass by Aliyev without noticing him.

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PERSPECTIVES

INTERMEDIATE

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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.

8 Effective communication

A group of young men chatting in the Talsast Mountains, Saudi Arabia.

IN THIS UNIT YOU

- learn about the way astronauts stay in touch from space
- read about an experiment in intercultural communication
- read about a new app
- watch a TED Talk about how to have better conversations
- write an email of complaint

8A Getting your message out

VOCABULARY Effective communication

1 Work in pairs. Look at the photos and read the caption. Discuss the questions.

- Do men and women talk about different things? What are the differences?
- Do you use your hands much when you speak?
- 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?
- Are you a good listener?

2 Match words in column A with words in column B to make expressions about communication.

A	B
1 get	a connections
2 interpersonal	b videos
3 make	c skills
4 pay	d distracted
5 share	e attention
6 connect	f my message out
7 get	g with
8 post	h texts
9 respond	i on social media
10 send	j to texts

3 Complete the comments about ways of communicating with expressions from Exercise 2. Which comments are about communicating using technology?

- If I want to make a point, I prefer face-to-face conversations. I don't find it easy to _____ people I'm not in the same room as them.
- I know I can't _____ if I'm looking at my mobile. I get distracted!
- I think I have good _____. My friends say I'm a good listener.
- I probably _____ about ten times a day and respond to my friends' messages straight away. It's rude to make them wait.
- If I want to share a message or photo, I _____ and get my message out.

4 Work in pairs. Discuss the questions.

- Are the comments in Exercise 3 true for you? Change them to make them true and tell your partner.
- Find three comments just as easy on speaking face to face, except with my grandmother – but I never see the phone!
- Are any of the comments true for your parents?

5 What's the difference between these words?

an agreement a chat a conversation a debate a discussion

8D 10 ways to have a better conversation

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

CELESTE HEADLEE

Read about Celeste Headlee and get ready to watch her TED Talk.

TED TALKS

AUTHENTIC LISTENING SKILLS

Understanding fast speech

Some people speak very fast – often because they are enthusiastic about what they are saying. Some groups of words can sound like one long word. To deal with this, you can:

- listen for words you definitely understand, to try to get the main idea.

1 Read the Authentic Listening Skills box. Listen to the first sentence of the talk. Write down the words you hear. **02:02**

2 Listen again. What does Celeste want the audience to do? Choose the correct option. **02:02**

3 Listen to five more short sentences. Write what you think Celeste says. **02:02**

WATCH

1 Work in pairs. Discuss the questions.

- When you talk to people you don't know very well, what are 'safe' topics to talk about?
- Which topics should you definitely avoid?
- Who do you have good conversations with? What do you talk about?
- What does a good listener do?

2 Watch Part 1 of the talk. According to Celeste, are the sentences true (T) or false (F)? **02:02**

- Even the weather and your health aren't safe topics of conversation any more.
- Smartphones are helping kids improve their interpersonal skills.
- Celeste agrees with the advice everyone has heard about how to draw that you are paying attention.

3 Watch Part 2 of the talk. Complete Celeste's ten tips for having a better conversation. Use one of these words. **02:02**

brief details experience flow know learn listen multitask open-ended quiet repeat talk

- I don't _____.
- Enter every conversation assuming that you have something to _____.
- Use _____ questions. Start questions with why, what, when, where, why or how.
- Go with the _____. Thoughts will come into your mind and you need to let them go out of your mind.
- If you don't _____, say that you don't know.
- Don't repeat your _____ with them.
- Try not to _____ yourself!
- Leave your _____.
- _____ is the number one most important skill that you can develop.
- It's _____.

4 Choose the correct option to complete each tip. Then watch Part 2 of the talk again to check. **02:02**

- Be **present** / available. Be in that moment.
- If you want to state your opinion, write an **email** / a blog.
- Because then they might have to stop for a moment and think about it, and you're going to get a much more **complex** / interesting response.
- Don't stop listening when information / ideas and ideas come to you. Let them come and let them go.
- Be careful about what you claim to be an expert / a listener and know for sure.
- It's not about who is right / you.
- We have a point to make, so we just keep repeating / repeating it over and over. Don't do that.
- People care about you, not the names and address / dates.
- If your mouth is open, you're not listening / listening.
- It's best to be interested in everything / other people.

CHALLENGE

Watch Part 3 of the talk. Celeste says that everyone has some hidden, amazing thing about them. What is your hidden, amazing thing? Tell a partner. **02:02**

VOCABULARY IN CONTEXT

1 Watch the clip from the TED Talk. Choose the correct meaning of the words and phrases. **02:02**

2 Work in pairs. Discuss the questions.

- If you want to end something, what can you do?
- What conversations do you enjoy most? Is this due to the people you're speaking to, the topic you're talking about, or something else? What?

CRITICAL THINKING Investigating opinions

1 Work in pairs. Read the comments (1–3). Discuss how Celeste would respond to them.*

- Celeste says that people are spending so much time on their phones that they don't develop their interpersonal skills. But if you are messaging people, you are talking to people, just not face to face!
- Celeste says we shouldn't compare other people's experiences with our own, but she always thought that it's shows good listening skills – it shows that you really understand how the other person is feeling!
- Whether it is dependent on what kind of conversation you are having? Normally both people should be allowed to give their opinions.

*These comments were created for this activity.

2 Work in groups. Discuss the questions.

- Which of Celeste's suggestions are going to be most difficult for you to do? Why?
- Use your tip just making one change is a good start. Which tip will you work on? Why?
- How are you going to put your good intentions into practice?

● A CRITICAL EYE

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

8B Intercultural communication

READING

- Work in pairs. You are going to read an article about what happened when students from different nationalities spent time together. Discuss the questions. Use these adjectives and your own ideas.
direct emotional formal formal patient polite subtle
- Read the article. Match the headings (a-f) with the paragraphs (1-5). There is one heading you do not need.
 - a Let's get together
 - b A two-way thing
 - c Body language
 - d Communication styles
 - e Communicating without words
 - f Accurate opinions?
- Read the article again. Are these sentences true (T) or false (F), or is the information not given (NG)?
 - Messages can be communicated in two forms: spoken language and body language.
 - Intercultural understanding is important because different nationalities communicate in different ways.
 - The aim of the experiment was to compare Moroccan and Chinese communication skills.
 - The students were not feeling relaxed about meeting new people.
 - The ideas they had about each other before they met did not match the facts.
 - Spain was annoyed because their wasn't listening to him.
 - The Chinese students spoke the best English.
 - The most direct group was the Americans.
 - The students had to change their communication styles for the others to understand and accept them.
- Match the words from the article (1-6) with their definitions (a-f).

1 urgent (line 13)	4 direct (line 10)
2 background (line 16)	5 direct (line 4)
3 stereotype (line 24)	6 personally (line 5)

 - a the culture and family someone comes from
 - b an idea about people or nationalities, often not true or with emotion
 - c important, high priority
 - d clear and honest
 - e able to speak a foreign language well

CRITICAL THINKING Using direct speech

- The author uses direct speech in the article. Find four quotes. Why is direct speech used?
 - It is important to:
 - be aware of your own culture and for able to explain it.
 - understand why miscommunication happens.
 - recognize how all types of communication can help understanding.
 - be confident and want to know the truth about other cultures.
- Match the quotes in the article with the points (1-4). It is important to:
 - be aware of your own culture and for able to explain it.
 - understand why miscommunication happens.
 - recognize how all types of communication can help understanding.
 - be confident and want to know the truth about other cultures.

VOCABULARY BUILDING Negative prefixes

We can make adjectives negative by adding the prefixes *un-, in-, or -ly-*.

combine → un combine	polite → imp olite
correct → in correct	responsible → ir responsible

- Add the correct prefix to make these adjectives negative.

1 patient	6 personal
2 aware	7 regular
3 direct	8 possible
4 usual	9 relevant
5 formal	10 true
- Choose the correct option to complete each sentence.
 - This intercultural experiment was quite **usual** / unusual, but everyone needs to be able to communicate with people from different cultures these days.
 - The Americans were **impressed** / impressed at how personal / impersonal and friendly the Moroccans were.
 - The Moroccans realized their ideas about stereotypes were **right** / wrong.
 - There was **some** / someone she was annoying him to.
 - Behaviour that is normal in one culture can appear **poorly** / politely in other cultures.
 - It's important to be **patient** / impatient when you communicate with people from other cultures.
 - Chinese people probably think Moroccans are quite **direct** / indirect.

MY PERSPECTIVE

Work in groups. Discuss the questions.

- Which of the communication styles in the article is most similar to your country's? Why?
- What are the best ways to increase intercultural understanding between people from different countries? Which is the most effective?



AN EXPERIMENT IN INTERCULTURAL COMMUNICATION

Richard and David discuss stereotypes and communication styles.

1. ... We think about communication as someone sending a message and another person receiving it. However, the view suggests that communication is a simple one-way process, when in fact it is very interactive, with many messages being passed in both directions at the same time. These messages are sent and received not just in the words used, but also in many contextualized non-verbal forms such as facial expressions, tone of voice and body language. It is increasingly understood world that need to understand other cultures in more depth than ever. So what happens when people from different cultures, who speak different languages, meet?

2. ... This is what documentary maker Channing Brinkley tried to find out. Could young people from different backgrounds develop their intercultural understanding by coming together face to face? Then of these three countries: interactions between American, Moroccan and Chinese students, so what did they learn about each other, and themselves?

3. ... Before the Moroccan and American met, both sides were feeling uncomfortable. What would they think of each other? Both nationalities already had some ideas about members of the other in their heads. One of the Moroccan students, Fatima, explained, 'I had to find out if the images I have of other nationalities are correct.' However, when the groups got together, they found that their stereotypes were immediately replaced by the individual personalities of the group members.

4. ... The correct was fixed in English, and sometimes in discussion people felt frustrated that they couldn't express themselves clearly. But misunderstandings were not only caused by language errors. One of the American students who were in China, Chris, noticed that Riadh had always seemed annoyed when he spoke to her. Chris explained, 'My friend told me that Riadh was a bit of a snob.' On the other hand, some of the differences in non-verbal communication helped the students to get on better with each other. Riadh, one of the Moroccan students, demonstrated friendship in a Moroccan way by putting his arm around one of the students. Americans don't usually do this except with close friends. By spending time together, both sides became more aware of differences and learned to accept them. One of the Moroccan students said, 'Maybe we're not communicating a lot of information, but we're connecting.'

5. ... One of the Chinese girls was surprised to have direct the Americans work. Compared to the Moroccans, however, the Americans seemed less direct. The Moroccans were able to argue passionately over minutes and laugh together the next. Riadh puts it clearly, 'If we didn't speak with emotion, that wouldn't be a Moroccan discussion.' Again, simply by understanding that certain ways of interacting seem new to other cultures, the groups were able to get on better. The young people learned a variety of intercultural communication skills and showed how friendships can give a personal face to a stereotype.

● A CLEAR VOICE

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

8E I hear what you're saying

SPEAKING

- Listen to three conversations in which one person wants a change in their situation. Match the conversation with the speaker who wants:
 - a a second chance to do something
 - b to get some money back for something they bought
 - c to replace something that isn't right.
- PRONUNCIATION** Sympathetic intonation

Being sympathetic means listening to understand how someone feels, and being kind if they have a problem. We show sympathy in the words we use and the way we sound. In general, sympathetic intonation goes up and down more than unsympathetic intonation.

1 Listen to the same sentence said twice. Notice how the voice goes up and down in the second, more sympathetic, sounding sentence.

Am really sorry to hear that. / Am really sorry to hear that.

1 2 3 4 5 6
- Work in pairs. Choose two of the situations (1-4). Roleplay them with your partner, using expressions from the Useful language box. Take turns to be the sympathetic listener.
 - A friend lost a 1,000-word essay. He turned the computer off before he saved it.
 - A teammate can't play in the basketball final because they aren't good enough. You are the team captain.
 - A teacher failed a classmate in an exam because they saw them using their mobile phone. They say they were only having the sound off, but you are the teacher and you know they were cheating someone.
 - You forgot to lock the garage door last night. Your sister's motorcycle was stolen.

Useful language

Showing understanding
It's sorry to hear that.
Yes, that is frustrating.
That's such a shame / pity.
I'm really sorry.
I see.

Disagreeing politely
I hear / I see what you're saying, but...
I understand, but...
I'm afraid that...
It's a pity to say...

Preparing the listener for bad news
You see the thing is...
I'm just that...
Unfortunately...
I'm afraid that...
It's a pity to say...

WRITING An email of complaint

- Work in pairs. Tell your partner about any problems you have had buying tickets, clothes, online services, etc.
- Read the email on page 152 and answer the questions.
 - What did Park Services seem to be?
 - What problem did the issue page for? What other problem was there with the product?
 - Was her phone call to the company successful? Why? / Why not?
 - What three things does she want the company to do?
- WRITING SKILL** Using formal letters
 - Look at the Useful language box. Find these words and phrases in Park's email on page 152. Which heading in the Useful language box could you put them under?

although	consequently	despite	nevertheless	what is more
----------	--------------	---------	--------------	--------------
 - Complete these sentences in a way that makes sense.
 - I had to wait to be served for twenty minutes. As a result, ...
 - In my experience, customer service in your shop is usually good. However, ...
 - The phone was not the right color. As well as this, ...
 - Even though the menu didn't look very exciting, ...
 - I took as more than an hour to log tickets for the concert, in spite of this, ...
 - Put the features of an email or letter of complaint in the order that they appear in Park's email.

a a clear demand for a solution	d a formal opening
b a description of what happened	e details of any attachments
c a formal closing	f the reason for writing
- Choose one of the conversations from Exercise 1 and write a letter of complaint, or write a letter about an experience you've had. Use these instructions to help you.
 - Show the reasons for your complaint.
 - Decide what you think the company should do.
 - Underline any expressions from Park's email that you can use in your letter.
 - Make sure you include all the features in Exercise 2.
 - Use links from Exercise 6 to help you organize your writing.
- Swap your letter with a classmate. Decide how sympathetic your response should be, then write a reply to your classmate's letter.



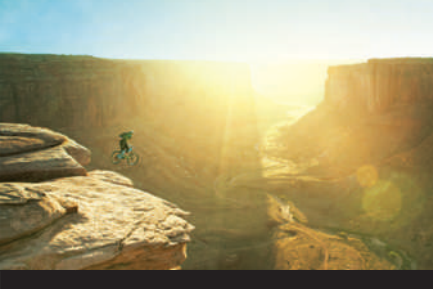


Useful language

Expressing contrast
in spite of
even though
while
however
even so

Expressing result
as a result
therefore
because of this
therefore

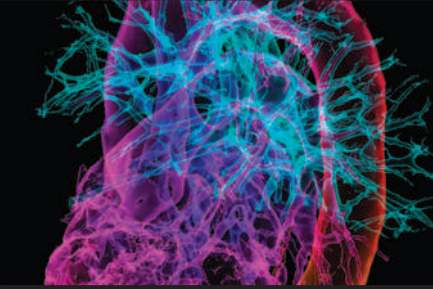




Expressing addition
in addition
as well as this
moreover
Furthermore




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 <p>1 In touch with your feelings Pages 8–19</p>	Describing emotions Pronunciation <i>-ed</i> adjectives Vocabulary building Suffixes	Descriptions of three National Geographic explorers' work	Subject / object questions	Why do people smile? Critical thinking Rhetorical questions
 <p>2 Enjoy the ride Pages 20–31</p>	Travel Vocabulary building Compound nouns	A description of three unusual journeys to school	Adjectives ending in <i>-ed</i> and <i>-ing</i>	Urbexers – life on the edge of the city Critical thinking Selecting information
 <p>3 Active lives Pages 32–43</p>	Sports Vocabulary building Phrasal verbs	A podcast about Ashima Shiraishi	Past simple and present perfect	Can athletics protect Africa's lions? Critical thinking Presenting a balanced view
 <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?
 <p>5 Work Pages 56–67</p>	Describing work Vocabulary building Ways of seeing	A podcast about the world of work	Verb patterns: verb + <i>-ing</i> or infinitive with <i>to</i>	A real-life, crime-fighting superpower! Critical thinking Exaggerating

GRAMMAR	TED TALKS	SPEAKING	WRITING
<p>Talking about the present</p>	 <p>This app knows how you feel – from the look on your face</p>	<p>Asking follow-up questions</p>	<p>A review</p> <p>Writing skill Emphasis</p>
<p>Narrative forms</p> <p>Pronunciation Weak forms: <i>used to</i></p>	 <p>Happy maps</p>	<p>Asking for and giving directions</p>	<p>A story</p> <p>Writing skill <i>just</i></p>
<p>Present perfect simple and continuous</p> <p>Pronunciation Weak forms: <i>for</i></p>	 <p>How I swam the North Pole</p>	<p>Agreeing and disagreeing</p>	<p>An opinion essay</p> <p>Writing skill Giving your opinion</p>
<p>Making predictions</p> <p>Pronunciation Sentence stress in future continuous and future perfect sentences</p>	 <p>Why I'm a weekday vegetarian</p>	<p>Talking about hopes and goals</p>	<p>A social media update</p> <p>Writing skill Interesting language</p>
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UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
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 <p>8 Effective communication Pages 92–103</p>	<p>Effective communication</p> <p>Vocabulary building Negative prefixes</p>	<p>A conversation about how Chris Hadfield communicated with Earth from the International Space Station</p>	<p>Reported speech: statements and questions</p>	<p>An experiment in intercultural communication</p> <p>Critical thinking Using direct speech</p>
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GRAMMAR	TED TALKS	SPEAKING	WRITING
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<p>Reported speech: verb patterns with reporting verbs</p> <p>Pronunciation Contrastive stress</p>	 <p>10 ways to have a better conversation</p>	<p>Responding sympathetically</p> <p>Pronunciation Sympathetic intonation</p>	<p>An email of complaint</p> <p>Writing skill Using formal linkers</p>
<p>Defining and non-defining relative clauses</p> <p>Pronunciation Relative clauses</p>	 <p>The world's most boring television ... and why it's hilariously addictive</p>	<p>Asking for and making recommendations</p>	<p>An email describing a place and its culture</p> <p>Writing skill Paragraphing</p>
<p>Modal verbs: past speculation, deduction and regret</p> <p>Pronunciation Weak forms: <i>have</i></p>	 <p>Inside the mind of a master procrastinator</p>	<p>Explaining causes and reasons</p>	<p>A for and against essay</p> <p>Writing skill Using discourse markers</p>

1 In touch with your feelings

Hundreds of anonymous black and white photos make up a giant collage on the floor of the Panthéon in Paris, created by the French artist, JR.

IN THIS UNIT YOU

- talk about emotions
- read about smiles
- learn about the benefits of being outdoors
- watch a TED Talk about an app that can 'read' your facial expressions
- write a review



1A Show your emotions

VOCABULARY Describing emotions

1 Look at the photo and read the caption. What message do you think the artist is trying to communicate in this project?

2 **MY PERSPECTIVE**

Complete the sentence so it's true for you.

Happiness is diving under the water on a sunny day.

3 Match the sentences (1–9) with the follow-up comments (a–i).

- 1 I sometimes get **scared** when I'm on my own.
 - 2 You must be **delighted** – that's great news!
 - 3 I'm feeling more **relaxed** now it's Saturday.
 - 4 I got a bit **confused** at the start of the film.
 - 5 My brother isn't normally this **nervous**.
 - 6 Travelling to school on your own can be quite **lonely**.
 - 7 My parents started to dance. I was so **embarrassed**!
 - 8 At the moment I'm feeling quite **stressed**.
 - 9 Please don't be **angry** with me.
- a But it was great to see them having fun.
 - b It's been a very busy week, so it's nice to have some time off.
 - c I've got so much work to do.
 - d I was only trying to help.
 - e I don't even like being at home without anyone else, really.
 - f He's doing a presentation in class this afternoon.
 - g I understood most of it, though.
 - h Sometimes I like having time to think quietly before a busy day, though.
 - i When did they tell you're in the team?

4 Complete the questions with an adjective in bold from Exercise 3.

- 1 Are you _____ of anything, like spiders, for example?
- 2 Have you ever been really _____ with your exam results?
- 3 Do you get _____ if you cry in public?
- 4 Is it possible to feel _____ when you are with lots of people?
- 5 Do you get _____ before going to the dentist or speaking in class?
- 6 When you're feeling _____, what do you do to relax?
- 7 Are you _____ about the meaning of any new words today?
- 8 If someone is late, do you feel _____?
- 9 Does reading make you feel _____?

5 **PRONUNCIATION** -ed adjectives

a Work in pairs. How many syllables does each adjective have?

- | | | | |
|------------|---------------|--------------|--------------|
| 1 annoyed | 4 delighted | 7 interested | 10 stressed |
| 2 bored | 5 embarrassed | 8 relaxed | 11 surprised |
| 3 confused | 6 excited | 9 scared | 12 worried |

b Listen and check your answers. 🔊 1

c Look at the adjectives again. Is -ed pronounced /t/, /d/ or /ɪd/?

/t/ or /d/	/ɪd/
<u>annoyed</u>	


d Listen again. Check your answers and repeat the words. 🔊 1

6 Work in pairs. Ask and answer the questions in Exercise 4.

LISTENING

7 Work in pairs. Look at the photo and answer the questions.

- What do you know about tigers?
- Can photographers take photos like this safely? How?
- How would you feel if you came face to face with a tiger in the wild?

8 Listen to descriptions of three National Geographic explorers' work. What emotions are the speakers describing? Why?  **2**

anger	excitement	fear
nervousness	unhappiness	worry


- 1 Matthew Luskin _____, _____
- 2 William Allard _____, _____, _____
- 3 Chris Bashinelli _____

9 Listen again. Which explorer (Matthew, William or Chris):

 **2**

- 1 described an event with a happy ending for someone who wasn't the speaker?
- 2 did something he had never done before?
- 3 wasn't talking about his emotions?
- 4 was trying to solve a problem in his work?
- 5 was probably very tired?
- 6 was surprised at how he felt?

GRAMMAR Subject / object questions

10 Work in pairs. Can you remember the answers to these questions? Listen to William's story again and check your answers.  **3**

- 1 What does William Allard do?
- 2 Who killed Eduardo's sheep?
- 3 Who collected money for Eduardo's family?
- 4 How much did they collect?

Tigers live in Bangladesh, Bhutan, India, Indonesia, Malaysia, Nepal, Russia and Thailand.



Subject / object questions

- a *Who collected money for Eduardo's family?* National Geographic readers collected money for him.
- b *How much did they collect?* They collected over \$7,000.

11 Read the questions in the Grammar box. Then choose the correct option to complete the sentences.

- 1 The question word in question *a* / *b* asks about the subject of the answer (subject question).
- 2 The question word in question *a* / *b* asks about the object of the answer (object question).
- 3 To make *a subject* / *an object* question in the present simple and past simple we need an auxiliary verb, e.g. *do, does, did*.
- 4 *Subject / Object* questions in the present simple and past simple do not need the auxiliary verb *do* or *did*.

Check your answers on page 128. Do Exercises 1 and 2.

12 Use the prompts to write questions about Chris Bashinelli and Matthew Luskin's stories.

- 1 whose story / happen / in Mongolia?
- 2 what / the men / invite / Chris / to do?
- 3 what / Chris / say / about the experience?
- 4 what / Matthew / studying?
- 5 how many people / tigers / kill / before the expedition?
- 6 how many people / hide / in the tree?

13 Work in pairs. Discuss the answers to the questions in Exercise 12.

14 Complete the questions about emotions.

- 1 How often _____ ?
I laugh every time I'm with my friends.
- 2 What TV programmes _____ ?
Singing competitions on TV make me angry.
- 3 Who _____ ?
My little sister cries the most in my family, definitely!
- 4 Which horror films you've seen _____ ?
Don't Breathe and *Krampus* were both scary, but *Don't Breathe* scared me the most!
- 5 When you feel confused about homework, what _____ ?
I call a friend!
- 6 Who _____ you recently?
My mum embarrassed me an hour ago!

15 Work in pairs. Ask and answer the questions in Exercise 14.

16 Write five more questions about emotions to ask your classmates.

What makes you most excited about the future?

17 Work in groups. Ask and answer your questions.

1B Fake it until you feel it

a

Why do people smile?



4 ‘Say cheese!’ In English-speaking countries, this is what you say to people to make them smile before you take their photo. ‘Service with a smile’ is a common message for shop assistants and receptionists. Workers in call centres are even told to smile so they sound friendly when they speak to customers on the phone! The idea is that callers will notice if the phone operators aren’t smiling. But why should we want people to smile?

We’ve always known that smiling can express enjoyment, affection or friendliness, but we’re learning more and more about facial expressions, and

realizing that their effect on our relationships is more powerful than that. We know that smiling helps us connect with other people in social situations and get out of arguments and embarrassing situations. We know from studies that smiling regularly may even increase the chances of living longer. In fact, it’s such an important part of being human that we start it very young. You probably started smiling to show your happiness when you were just a few weeks old, but you’ve known how to smile for even longer. Unborn babies get used to moving their facial muscles by smiling, in the same way they practise kicking using their leg muscles. And we aren’t the only animals that

VOCABULARY BUILDING Suffixes

We can make nouns from adjectives by adding suffixes.

adjective	suffix	noun
embarrassed	+ <i>ment</i>	embarrassment
friendly	+ <i>ness</i>	friendliness
depressed	+ <i>ion</i>	depression

1 Write nouns using *-ment*, *-ness* or *-ion*. Use a dictionary if necessary.

- | | | |
|-----------|----------------|------------|
| 1 nervous | 4 disappointed | 7 confused |
| 2 sad | 5 happy | 8 lonely |
| 3 excited | 6 exhausted | |

2 Complete the sentences with a noun or an adjective from Exercise 1.

- Many people say that money can’t buy _____, but I think it helps.
- I felt quite _____ at summer camp. It was my first time away from home and I didn’t know anyone.
- I had to sing on my own in the show. I felt so _____ that I couldn’t sleep.
- Emin worked hard at his exams. He didn’t want to be a _____ to his parents.
- There was a lot of _____ in the class. The teacher said the school trip was on Wednesday but the email said Thursday.

READING

3 Work in pairs. Try to make your partner smile. How easy is it? Then discuss the questions.

- Look at the pairs of photos (a–c). Which smiles do you think are genuine (real)? Which smiles do you think are fake (not real)?
- Why would you pretend to smile?
- Are you good at recognizing genuine and fake smiles?

4 Make a list of things that make you smile. Compare your list with a partner.

when my team wins a match, chocolate, ...

5 Read the article quickly. Choose the best subtitle.

- How our bodies affect our emotions
- The secret power of smiling
- Smiling expresses many emotions

6 Read the article again. Are these sentences true (T) or false (F), or is the information not given (NG)?

- Some workers are taught to smile when they speak to people who can’t see them.
- You could stop a disagreement by smiling.
- People who don’t smile are more likely to get ill.
- Other animals smile for the same reasons as humans.
- Eating chocolate has a more powerful effect on our emotions than smiling.
- The writer of the article thinks that it’s wrong to smile if we do not feel happy.



smile to communicate happiness – chimpanzees do it, too, suggesting that smiling existed before we did!

Have you ever been in this situation: you are angry with a friend but you can't stay angry because they're smiling at you? This is because smiles pass from person to person, and it's hard not to smile back. We actually lose some control of our own facial muscles when we look at someone smiling at us. When this happens, we automatically copy their expression, and smiling like them may actually help us understand their emotions better.

Being happy makes us smile, of course. But smiling also makes us happy. Scientists can take pictures

of the brain to see what happens when a person is happy. They see the same effect when the person smiles, whether they're really happy or not. So a smile isn't just a sign to others; it is also a message to our brain telling it to feel happy. One study showed that a smile can have the same positive effect on the brain as eating 2,000 bars of chocolate! So, even if you're feeling depressed, a fake smile can make all the difference. If you know someone who's always smiling, perhaps they're using it to control their emotions. Why not control your emotions the same way? If you sometimes feel sad, worried or angry, try smiling. You might feel better.

7 Summarize the article in no more than twenty words.

Smiling ...

8 MY PERSPECTIVE

Work in groups. Discuss the questions.

- Do you think smiling really is a good way to feel better?
- What do you do if you aren't feeling very happy?
- Who do you think smiles more, younger or older people, women or men? Why?
- Do you know anyone who smiles too much / doesn't smile enough?

CRITICAL THINKING Rhetorical questions

9 Work in pairs. Read the Critical thinking box and discuss the questions (1–4).

Rhetorical questions are used to make a point, but a reply is not expected. They are often used to:

- tell readers what information they can expect to read.
- emphasize a point.
- make a suggestion.
- persuade.
- help readers relate the text to their own experience.

- 1 Look at the title of the article and list all the reasons the writer gives for why people smile.
- 2 Why is it a good idea to have a question as a title?
- 3 There are three more questions in the article. Underline them. Match the questions with three of the functions in the Critical thinking box.
- 4 Write a question to include in the article for one of the other two functions.

10 Read about the 'Pan Am smile'. Then look at the photos again. Can you find the fake smiles more easily?

The 'Pan Am smile' is named after the flight attendants with this old American airline. They were famous for their friendly customer service and for always smiling at the passengers. Everyone knew that these smiles weren't genuine but they were an expression of friendliness and had a positive effect on the passengers.

We all use Pan Am smiles because there are many situations where showing unhappiness would be rude. Smiling has the important social function of keeping people happy.

But how can you tell the difference between a genuine smile and a fake smile? In the nineteenth century, French scientist Guillaume Duchenne noticed that we use two sets of facial muscles to smile: around the mouth and eyes. Pan Am smiles only use the mouth, so the secret is to look at the eyes.



1C A breath of fresh air

GRAMMAR Talking about the present

- 1 Read the sentences in the Grammar box. Underline examples of the present simple, present continuous and present perfect.

Talking about the present

- a *We've always known that smiling can express enjoyment, affection or friendliness.*
b *We're learning more and more about facial expressions.*
c *We know from studies that smiling may even increase the chances of living longer.*
d *We aren't the only animals that smile to communicate happiness – chimpanzees do it, too.*
e *You are angry with a friend but you can't stay angry because they're smiling at you.*
f *If you know someone who's always smiling, ...*
g *If you sometimes feel sad, worried or angry, try smiling.*

- 2 Complete the rules by writing *present simple*, *present perfect* or *present continuous*. Then match each rule with an example from the Grammar box.

- 1 We use the _____ :
• to talk about things that are always or generally true, e.g. scientific facts.
• to describe habits and routines (often with words like *sometimes* and *never*).
• with state verbs, e.g. *enjoy*, *agree*, *think*.
- 2 We use the _____ :
• to talk about actions happening at or around the present time, or at the time of speaking/writing.
• to talk about changing situations.
• with *always* to describe actions that happen often. They may cause an emotional response in the speaker.
- 3 We use the _____ :
• to describe actions that started in the past and continue to the present.

Check your answers on page 128. Do Exercises 3–7.

- 3 Choose the correct options to complete the paragraph.

(1) *Are you feeling / Have you felt* stressed at the moment? Perhaps it's because you (2) *are always sitting / have always sat* in front of a computer screen these days. So what should you do? You could be the sort of person who (3) *is usually reading / usually reads* a book, for instance, or (4) *plays / has played* video games for relaxation. Or perhaps you (5) *are believing / believe* that the answer to everyday stress is more time outside, surrounded by nature. (6) *Are you enjoying / Do you enjoy* getting away from cities, cars and computers and heading into the mountains? It's true that we (7) *need / are needing* time off work to relax, though it (8) *becomes / is becoming* more and more difficult to get away. But people (9) *enjoy / have enjoyed* forests, parks, lakes and rivers for thousands of years, so if life (10) *gets / has got* too much to cope with recently, think about taking a break in the countryside or a walk in the park, even if it's just for an hour or two.