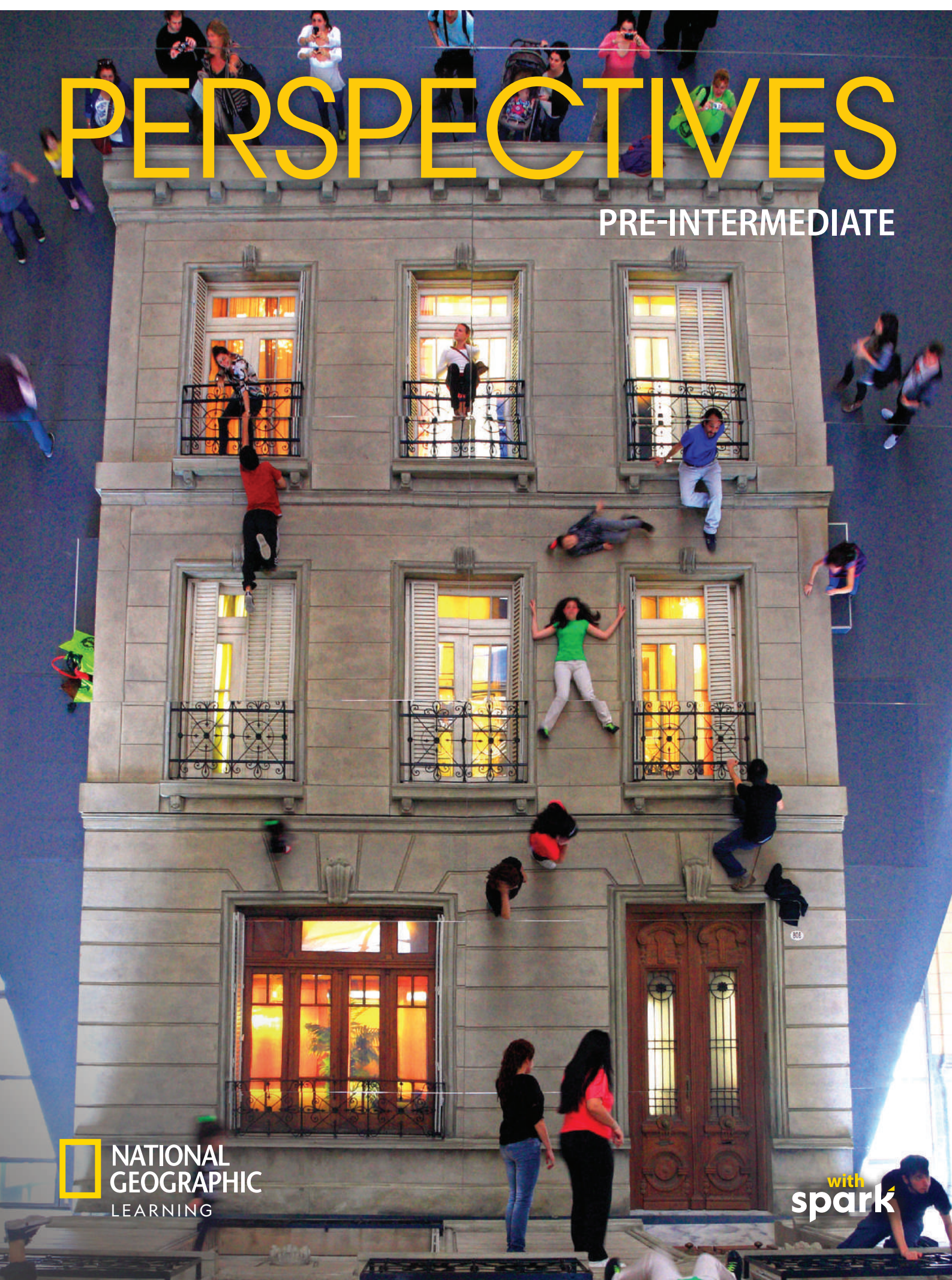


PERSPECTIVES

PRE-INTERMEDIATE



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ON THE COVER

This exhibit at the Usina del Arte in Buenos Aires, Argentina, isn't what it seems at first. The work, by artist Leandro Erlich, uses mirrors to reflect the image of a building from the floor to the wall.

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PERSPECTIVES

PRE-INTERMEDIATE

Lewis **LANSFORD**

Daniel **BARBER**

Amanda **JEFFRIES**



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.

6 Do your best

IN THIS UNIT YOU

- discover if perfection is good
- read about someone who changed how he did things
- learn about an unexpected artist
- watch a TED Talk about teaching people bravery, not perfection
- learn how to ask for and give advice

6A The best I can be

VOCABULARY Goals and expectations

- Look at the photos. Many of the tiles used are broken or come from people's rubbish. Do you still think the stairs are beautiful?
 - 1 I have not failed. I've just found several thousand ways that won't work. - Thomas Edison
 - 2 The only place where success comes before work is in the dictionary. - Anonymus
 - 3 Have no fear of perfection, you'll never reach it! - Salvador Dalí
 - 4 Bravery is about being comfortable in your own skin. It's about knowing and accepting who you are. - Ellen DeGeneres
 - 5 Practice makes perfect. - Anonymus
 - 6 Practice doesn't make perfect. Practice reduces the imperfection. - Toba Beta
 - 7 True success is overcoming the fear of being unsuccessful. - Paul Swinney
- Match the words in bold (1-7) with the correct definitions (a-g).
 - a having no mistakes or problems (b)
 - b finished without success (c)
 - c without mistakes (a)
 - d the correct or wanted result (f)
 - e not getting the correct or wanted result (a)
 - f not being exactly right (b)
 - g feeling that something is OK or normal (c)
- Choose the correct option to complete the meaning of each quotation in Exercise 2.
 - When you find a way that doesn't work, you learn something new. When you learn nothing, you fail/succeed.
 - You don't have to / have to work before you can succeed.
 - Perfection is a nice idea, and we should / but we shouldn't expect to reach it.
 - Bravery isn't about how you look, it's about how you feel / showing confidence.
 - If you want to do something really well, you won't fail / practice a lot.
 - You can never be perfect, but you can / and you can't usually improve.
 - Success means not being afraid of other people / failure.
- Match the words on the left (1-6) with their opposites (a-f). Use a dictionary if necessary.

1 perfection	a unsuccessful
2 success	b fail
3 perfect	c imperfect
4 succeed	d imperfection
5 accept	e reject
6 successful	f failure

MY PERSPECTIVE

6D Teach girls bravery, not perfection

“ We have to show them that they will be loved and accepted not for being perfect but for being courageous. ”

RESHMA SAUJANI

Read about Reshma Saujani and get ready to watch her TED Talk

TED TALKS

AUTHENTIC LISTENING SKILLS

Context

A contrast is when a speaker shows that two ideas, facts, or situations are different. Watch each clip and however often mark contrast. A speaker may also change their tone to mark contrast.

- Read the Authentic Listening skills box. Match the contrasting ideas in the extracts from the TED Talk.
 - She tried, she came close, but...
 - She'll think that her student spent the past twenty minutes just staring at the screen. But...
 - Girls are really good at coding, but...
 - We have to begin to undo the socialization of perfection, but...
 - This was my way to make a difference... the girls, however,...
 - If she presses 'undo' a few times, she'll see that her student wrote code and then deleted it.
 - We've got to combine it with building a sisterhood that lets girls know that they are not alone.
 - It's not enough just to teach them to code.
 - She didn't get it exactly right.
 - It's a very different story.
- Listen to the extracts and check your answers to Exercise 1. **EXERCISE**

WATCH

- Work in pairs. Discuss the questions before you watch the talk.
 - Is perfection always better or more useful than imperfection? Why / Why not?
 - Is it more important to be perfect or to try new things? Why / Why not?
 - Can always wanting to be perfect make a person not try new things? Why / Why not? Has this ever happened to you?
- Watch Part 1 of the talk. Choose the correct option to complete each sentence. **EXERCISE**
 - Reshma started her career working at
 - a) coding.
 - b) banking.
 - c) marketing.
 - She wanted to have a more active role in government to
 - a) make more money.
 - b) change things.
 - c) raise money for others.
 - She tried for an elected job in government
 - a) and won.
 - b) but changed her mind.
 - c) and lost badly.
 - She tells the story about running for government to show that
 - a) she was perfect.
 - b) she was brave for the first time.
 - c) she was always brave.
- Watch Part 2 of the talk. Answer the questions. **EXERCISE**
 - What does Reshma say that boys are rewarded for, but girls are taught to avoid?
 - What does she feel that girls lack?
 - What do students need to accept when they are learning to code?
 - What do girls think if they have problems with their code?
 - According to Reshma, why do girls often not answer questions?
 - According to Reshma, when should we teach girls to be brave?
- Think of something you have learned to do - speak a language, play a musical instrument, play a sport or something else. Make notes.
 - What was the skill or activity?
 - What challenges did you face? How did you have to be brave to continue learning?
 - What kind of mistakes did you make while learning it?
 - What advice would you give to someone learning the activity?
- Work in small groups. Discuss your activity from Exercise 7.

CHALLENGE

Work in groups. Discuss the questions.

 - Writing code is a process of trial and error and requires persistence. What other activities require trial and error and persistence?
 - Reshma says in her talk that a supportive network is an important part of learning. Have you ever had a supportive network? Who was in it?
 - Can you think of a time when you did something - even something small or simple - that felt brave? What did you learn from it?
 - The journalist Alexandra Haffington said, 'Failure is not the opposite of success, but a stepping stone to success.' Do you agree or disagree? Why?
 - In your country, where are girls and women underrepresented and why?
 - Reshma talks about the ways that boys are socialized. Is this also helpful to society? Does it limit the opportunities for boys? If so, how?

● 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.



6B Finding new ways
Not so fast

Lewis Pugh swims in Lake Urmil, Mount Everest.

SCENE
What are you really good at? What would you do if it were a machine you liked or if it were your summer and National Geographic Adventure of the Year Lewis Pugh, swimming has been a way to share his passion for the environment with the world. He has swum in every ocean in the world and in some dangerous places where people thought swimming would be impossible. He went to Antarctica for weeks but didn't swim, but he has often taken place in extremely cold temperatures, also some scary and dangerous areas of the North Pole. Lewis reached a conclusion on how to swim in water swimming. But in 2010, he faced the most dangerous swimming from the Himalayas and he tried to tell the world about it. He made the decision to swim into Lake Urmil (12 miles) across Lake Urmil, a very cold lake near Mount Everest, at 5,500 meters (17,500 feet) above sea level.

On the first attempt, he failed. Unable to breathe normally at the high altitude, he almost drowned. The experience was frightening. However, Pugh learned something: He usually swims on his back, fighting against the waves. After all, don't all swimmers try to be the fastest? But that was a disadvantage at high altitude. Members of his team said that he must keep everything for hours about swimming and on his back, instead of struggling against the water, he must stay relaxed and enjoy it slowly through it. Two days after his near-death experience, Pugh returned to the lake for another try. He remained calm and slowly swam across successfully. From his failure, he learned an important lesson: If a free try doesn't succeed, try something different, especially when you think you already know everything.

ALTIITUDE How high something is above the level of the sea.

VOCABULARY BUILDING Negative prefixes

A prefix can be added to the beginning of a word to change its meaning. Some prefixes give words the opposite meaning. For example: un- (happy) = not happy; dis- (appear) = not appear; in- (successful) = not successful; im- (inform) = not formal.

1 Work in pairs. Read the Vocabulary building box. Then complete the words below with in-, dis-, im- or -un- in a dictionary if necessary.

Why being comfortable can be bad for your career
CEO Kathy Bloomgarten says that if you want to succeed, you need to be (1) _____ comfortable. She believes that it's (2) _____ possible to grow unless you face challenges. She realized that only speaking one language was a (3) _____ advantage in business, so she learned Arabic and Chinese.

Why being patient may not help you learn a new language
Blagzer Tereno Lewis believes that the best way to learn a language is to be (4) _____ patient. If you really want to succeed, you must be (5) _____ able to wait. He says that if you just start talking to people, your fear will (6) _____ appear. And talking to people is an (7) _____ expensive way to learn!

2 Complete the sentences as they are true for you. Share your ideas with a partner.

1 I feel comfortable / uncomfortable when _____
I feel comfortable when I'm relaxing with my friends.
2 For me, it would be possible / impossible to _____
3 One advantage / disadvantage of the place I live is _____
4 I feel successful / unsuccessful when _____
5 I'm usually able / unable to _____
6 Something I would like to see appear / disappear is _____
7 For me, it's perfect / imperfect that _____
8 I agree / disagree with _____

READING

1 Work with a partner. Look at the photo and the captions. Discuss the questions. What is he doing?
2 How do you think he feels?
3 Would you ever try something like this? Why? / Why not?

2 Read the article. Answer the questions.

1 Why does Lewis swim?
2 Where did he do a high-altitude swim?
3 What style of swimming was successful for him for most of his career?
4 What style of swimming was successful for the Lake Urmil swim?
5 What lesson did Lewis learn through failure?

3 Read about cause and effect. Then read the article again and match the causes (1-4) with the effects (a-d).

Readings often present causes and effects - events that lead to other situations or results. Understanding cause and effect can help you understand how the ideas in the reading are connected.

1 Lewis was afraid.
2 Lewis wanted people to know about global warming.
3 Lewis failed to swim across Lake Urmil.
4 Lewis changed his swimming style.

a He went swimming near Mount Everest.
b He decided to swim in cold water over again.
c He succeeded in swimming across Lake Urmil.
d He changed his swimming style.

4 Match the pairs of synonyms from the article.

1 conclusion (line 12) a scary (line 11)
2 frightening (line 22) b decision (line 16)
3 fight (line 24) c struggle (line 25)
4 try (line 32) d struggle (line 26)
5 calm (line 31) e relaxed (line 29)

CRITICAL THINKING Making inferences

Inference helps readers understand a meaning that isn't directly stated. For example, the article tells us that Lewis did not swim in cold water over again. It doesn't say directly that he's a strong swimmer, but we can make the inference that he must be a strong swimmer or he could not do those difficult swims.

1 Read the Critical thinking box. Then choose the word in each pair of opposites that best describes Lewis's style of swimming and personality. Use a dictionary if necessary.

1 lazy hard-working
2 confident shy
3 successful unsuccessful
4 afraid brave
5 weak strong

2 For each answer you gave in Exercise 7, underline the information in the article that supports your answer.

3 Make a list of other words to describe Lewis based on what you know from the article. Use a dictionary if necessary. Compare your list with a partner and discuss any differences.

4 MY PERSPECTIVE
Work in groups. What do you think about Lewis's extreme swimming? Is it brave to do something like that for a good cause? Or is it too dangerous?

● A CLEAR VOICE

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

6E Giving advice

SPEAKING

1 Work in pairs. Discuss the questions.

- How do you usually ask for advice? Why?
- Have you ever given advice? What about?

2 Read the question and advice. What word do you think is missing?

OSBA

1 Sam S: My friend is good at _____, but won't speak in class or on her _____ because she's afraid of making a mistake. She wants her _____ to be perfect. What should I say to her?

2 Ania P: If she wants to speak _____, she should just start speaking. _____ Nobody notices mistakes.

3 Sietse R: She should learn to love mistakes. The only way to improve is to make mistakes, especially when you have a teacher there to correct you.

4 Rygi D: Why not start an _____ film club? When you watch a film, you naturally want to talk about it. You could have an _____ only rule for the club.

5 Igor M: I agree that she shouldn't worry about mistakes, but keep trying. If you want to improve your _____, by speaking it often.

WRITING An advice blog

1 Work in pairs. Discuss the questions.

- How do you prepare for exams?
- How do you feel before or during exams? Do you often feel worried or stressed?
- What do you do to reduce your worry or stress?

2 Read the advice blog on page 151. Answer the questions.

1 What problem does the blog talk about?
2 How many solutions does the blog give?
3 Have you used any of these tips? If so, which ones?
4 Which tip do you think is the most useful?

3 Read the Writing strategies box. Does the blog on page 151 include all of the information mentioned in the box?

4 Choose one of the problems. Ask your classmates for possible solutions.

- You are often late meeting friends, arriving at school, etc.
- You spend too much time on social media when you should be studying.
- You have too many activities - sports, music, etc. You enjoy them all, but you're too busy.

5 Work in pairs. Choose one of the problems from Exercise 7b and think of a different problem of your own. Discuss the questions. Make notes of your answers.

1 What exactly is the problem? Give details.
2 Why is it a problem? Give two or three reasons.
3 What are the possible solutions? Think of at least three or four.

6 WRITING SKILL Giving advice
Look at the advice blog on page 151 again. What are the three ways of giving advice in the solutions?

7 Write a short blog in your own words about your problem and three to five possible solutions. Use this structure.

1 Introduce the topic. 4 Offer three to five solutions.
2 Say what the problem is. 5 Give a conclusion.
3 Say why it's a problem.

8 Work with another pair. Exchange your blogs and check each other's work. Does it answer the questions in the Writing strategies box? Does it use the structures for giving advice?

Useful language

Requester advice
When you don't understand something in class, you should ask your teacher for help. If you need more notes, practice by downloading a math app. Why don't you ...

Unsolicited advice
If the computer isn't working, you might want to try restarting it. I can see you don't have a phone signal, got a signal near the window, and that may work for you. I'm not sure, but I think this door is locked after 6:00. You might want to need to use the side entrance.

Writing strategies

Explaining problems and solutions
A problem-solution paragraph usually begins with a sentence that introduces the topic. Then it answers three questions:

- What is the problem?
- What is the solution? / are the solutions?
- It will then often include a concluding sentence.

CONTENTS

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 <p>1 Who are you? Pages 8–19</p>	<p>Personality</p> <p>Vocabulary building Adjective complements</p>	<p>A conversation where students greet each other and discuss their interests</p>	<p>Present simple and present continuous</p> <p>Pronunciation -s verb endings</p>	<p>It's written all over your face</p> <p>Tip: Previewing</p>
 <p>2 Where the heart is Pages 20–31</p>	<p>Describing where you live</p> <p>Vocabulary building Suffix -ion</p>	<p>A news report about a special city</p>	<p>Past simple, <i>used to</i></p> <p>Pronunciation /st/ and /zd/ in <i>used</i></p>	<p>All the comforts of home</p> <p>Tip: skimming</p> <p>Pronunciation Word stress</p> <p>Critical thinking Analyze fact and opinion</p>
 <p>3 Health and happiness Pages 32–43</p>	<p>Being well</p> <p>Vocabulary building Synonyms</p>	<p>A lecture about 'whole-person' healthcare</p>	<p>Quantifiers, <i>how much / many?</i></p> <p>Pronunciation Contrastive stress</p>	<p>Feeling no pain</p> <p>Tip: identifying the time and order of events</p> <p>Critical thinking Making ideas clear</p>
 <p>4 Learning Pages 44–55</p>	<p>Education</p> <p>Vocabulary building Suffixes -ful and -less</p>	<p>A conversation about a school project where students videoconference with other students around the world</p>	<p>Comparatives and superlatives</p> <p>Pronunciation Linking and elision</p>	<p>Nothing's impossible</p> <p>Tip: scanning</p> <p>Pronunciation Adjective stress</p> <p>Critical thinking Analyzing quotations</p>
 <p>5 Family and friends Pages 56–67</p>	<p>How's it going?</p> <p>Vocabulary building Suffix -al</p>	<p>A news show about how people greet each other around the world</p>	<p>Present perfect and past simple</p> <p>Pronunciation Past form endings</p>	<p>From child to adult – in one day</p>

Verb patterns:
verb + *-ing* or
infinitive with *to*



Half a million secrets

FRANK WARREN

Frank Warren's idea worth spreading is that sharing secrets can help us connect with others and know ourselves better.

Authentic listening skills

Word stress

Critical thinking

Identifying the main idea

Talking about
likes and
dislikes

An
introductory
postcard

Writing skill

Using
informal
language

Past continuous

Pronunciation

-ing in fast
speech



Magical houses, made
of bamboo

ELORA HARDY

Elora Hardy's idea worth spreading is that bamboo is an incredibly adaptable and strong building material that pushes the boundaries of what we can create with sustainable materials.

Authentic listening skills

Listening for gist

Giving reasons

A description

Writing skill

Using
adjectives

Phrasal verbs



The amazing story of the man who
gave us modern pain relief

LATIF NASSER

Latif Nasser's idea worth spreading is that pain is a testament to a fully lived life, an essential part of the human experience that all of us – including doctors – must acknowledge and deal with.

Authentic listening skills

Collaborative listening

Giving
opinions,
disagreeing
and conceding
a point

An opinion
essay

Writing skill

Organizing
points in an
essay

Comparative
forms (*as ... as*,
too, *enough*,
so, *such*)



Don't eat the marshmallow!

JOACHIM DE POSADA

Joachim de Posada's idea worth spreading is that children who pass the 'marshmallow test' could potentially be more successful in life since the results show signs of patience and self-discipline.

Authentic listening skills

English speakers with accents

Asking about
opinions,
making
comparisons,
making a
decision

An enquiry
email

Writing skill

Using polite
expressions

Present perfect
with *for*, *since*,
already, *just*
and *yet*



Why we laugh

SOPHIE SCOTT

Sophie Scott's idea worth spreading is that laughter is an ancient behaviour that we use to benefit ourselves and others in complex and surprising ways.

Authentic listening skills

Dealing with fast speech

Critical thinking

Recognize supporting evidence

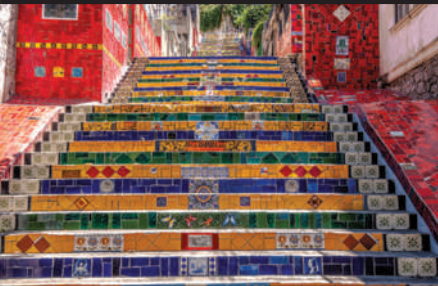




Talking about
availability,
accepting and
saying *no* to an
invitation


Informal
invitations
and replies

Writing skill

Politely
making and
replying to
invitations

CONTENTS

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 <p>6 Do your best Pages 68–79</p>	<p>Goals and expectations</p> <p>Vocabulary building Negative prefixes</p>	<p>A radio show about two shops with different takes on ‘perfection’</p>	<p>Modal verbs: obligation, prohibition, permission, advice</p> <p>Pronunciation Reduced <i>have to</i> and <i>has to</i></p>	<p>Not so fast</p> <p>Tip: recognizing cause and effect</p> <p>Critical thinking Making inferences</p>
 <p>7 Tell me what you eat Pages 80–91</p>	<p>Food, drink and flavours</p> <p>Vocabulary building Suffixes</p>	<p>A conversation where students discuss classroom projects: the future of food and unexpected food facts</p> <p>Pronunciation Minimal pairs</p>	<p>Predictions and arrangements: <i>will, might, going to</i>, present continuous</p>	<p>The most important farmers</p> <p>Tip: identifying the main idea</p>
 <p>8 Buyer’s choice Pages 92–103</p>	<p>A product’s life</p> <p>Vocabulary building Compound nouns</p>	<p>A fashion podcast about a clothing company that cares</p>	<p>Second conditional</p>	<p>Saving the surf</p> <p>Pronunciation Compound noun stress</p> <p>Tip: cohesion</p> <p>Critical thinking Identifying supporting information</p>
 <p>9 All in a day’s work Pages 104–115</p>	<p>Jobs</p> <p>Vocabulary building Dependent prepositions</p>	<p>A conversation about an explorer’s career and what students want to do in life</p>	<p>Past perfect</p>	<p>Does school prepare you for the world of work?</p> <p>Tip: understanding different points of view</p> <p>Critical thinking Identifying tone</p>
 <p>10 Remote control Pages 116–127</p>	<p>Technology</p> <p>Vocabulary building Word families</p>	<p>A lecture about the history of communication technology</p>	<p>The passive</p> <p>Pronunciation Stress in passive verbs</p>	<p>Playing against computers that learn</p> <p>Tip: ‘chunking’</p> <p>Critical thinking Counterarguments</p>

GRAMMAR	TED TALKS		SPEAKING	WRITING
Zero conditional Pronunciation Conditional intonation	 Teach girls bravery, not perfection	RESHMA SAUJANI Reshma Saujani's idea worth spreading is that we should teach girls, and all children, that we succeed not by aiming for perfection, but by knowing that we all make mistakes and being brave enough to try anyway. Authentic listening skills Contrast	Giving advice	An advice blog Writing skill Giving advice
First conditional	 The global food waste scandal	TRISTRAM STUART Tristram Stuart's idea worth spreading is that good, fresh food is being wasted on a colossal scale – and that we have the power to stop this tragic waste of resources. Authentic listening skills Prediction Critical thinking Supporting evidence	Planning a meal: making suggestions, describing food and making decisions	A restaurant review Writing skill Writing a review
Defining relative clauses	 Our campaign to ban plastic bags in Bali	MELATI AND ISABEL WIJSEN The Wijsens' idea worth spreading is that when kids apply their energy and perseverance to improve the world, they can bring about amazing changes. Authentic listening skills Content words Critical thinking A speaker's authority	How to persuade	A persuasive blog post Writing skill Using persuasive language
Reported speech	 The surprising thing I learned sailing solo around the world	DAME ELLEN MACARTHUR Ellen MacArthur's idea worth spreading is that we live in a world of infinite possibilities, but finite resources – and this requires creative thinking about our global economy and our individual lifestyles. Authentic listening skills Weak forms	Talking about careers, skills and interests Pronunciation Question intonation	A formal email Writing skill Indirect questions
The passive with <i>by</i> + agent	 How to control someone else's arm with your brain	GREG GAGE Greg Gage's idea worth spreading is that we can use DIY neuroscience equipment to help more people understand and participate in brain science. Authentic listening skills Reduced forms Critical thinking Analyze how a message is delivered	Talking about pros and cons: looking at two sides in an argument	A formal letter of suggestion Writing skill Writing politely

1 Who are you?

Marta (main photo) and Emma (inset photo) are twins. Twins can have the same eyes and the same colour hair, but one may be shy, while the other loves meeting new people.

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
- speak and write about what you like to do



1A He's really into music

VOCABULARY Personality

1 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 Look at the photo and read the caption. Are you like any members of your family?
- 2 Circle two or three of these words to describe yourself.

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

- 3 Think of two or three words that other people might use to describe you.
- 4 Were your answers to questions 2 and 3 the same or different? Why?

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

- | | |
|------------|---------------|
| 1 smart | a relaxed |
| 2 calm | b nice |
| 3 helpful | c intelligent |
| 4 cheerful | d kind |

3 Choose the correct option to complete each sentence.

- 1 I'm *active* / *lazy* at the weekend. I usually do some sport and go out with my friends.
- 2 He's *confident* / *nervous* about giving presentations because he doesn't like making mistakes.
- 3 She's very *sociable* / *shy* and has a lot of friends.
- 4 Our coach is *serious* / *easy-going* and lets us listen to music before basketball practice.
- 5 Kenji is very *hard-working* / *talented*. He isn't the best, but he really wants to succeed.
- 6 Luis is really *loud* / *quiet*. You always know when he's in a room!
- 7 Maria's very *honest* / *funny* – she always makes her classmates laugh.
- 8 Samir usually helps his little sister with her homework. He's very *nasty* / *kind*.

4 Work in pairs. Take turns to describe 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 Li?

No. She's also very active – but a little bit shy.

Oh, is it Ana?


5 Work in pairs. Think of a famous person together. Then, working separately, each make a list of words to describe this person. Use a dictionary if necessary. Then compare your lists. Did you use any of the same words? Do you agree with your partner's description? Why? / Why not?

6 Work with the same partner. Make one list for your person using all the words you agree on. Read your list from Exercise 5 to the class. Can the class guess your person?

LISTENING


7 Look at the picture and caption. Answer the questions.

- 1 What do you think DJ Spooky means by 'We're all nature'?
 - a We are made of trees.
 - b We are part of the planet.
 - c We are animals.
- 2 What type of music do you think DJ Spooky makes?
 - a hip-hop
 - b classical
 - c rock
- 3 What types of music do you enjoy? Hip-hop? Rock? Pop? Jazz? Some other kind?

8 Listen to the conversation between two students meeting for the first time at a party. Write B (Bruno) or A (Anna).  2

Who ...

- 1 listens to the school radio station?
- 2 listens to DJ Spooky?
- 3 plays an instrument?
- 4 plays sports?
- 5 is looking for new music?

9 Are the sentences true (T), false (F), or is the information not given (NG)? Listen again to check your answers.  2

- 1 Bruno and Anna like the music at the party.
- 2 Bruno and Anna both like hip-hop and rock.
- 3 Anna plays the guitar.
- 4 DJ Spooky mixes many styles of music.
- 5 DJ Spooky has a serious personality.
- 6 Anna likes DJ Spooky's music.

10 Work in pairs. Practise asking and answering questions about interests.

Are you into music / sports / books?

Yes, I am. / No, not really.

What kind of music / sports / books do you like?

I'm into rock / baseball / science fiction.

GRAMMAR Present simple and present continuous

11 Look at the sentences in the Grammar box. Underline the verb in each one.

Present simple and present continuous

Present simple

They play really good music.

I play the guitar – a little bit.

Present continuous

They're playing really good music.

I'm looking for some new music to listen to.

12 Answer the questions about the sentences in the Grammar box.

- 1 Which tense describes an activity happening now or around now?
- 2 Which tense describes something that happens regularly or all the time?
- 3 How do we form the present continuous?

Check your answers on page 128. Do Exercises 1–4.

13 Complete the information about DJ Spooky. Use the present simple of the verbs in brackets.

DJ Spooky's real name (1) _____ (be) Paul D Miller. He (2) _____ (live) in New York but he (3) _____ (have) fans all over the world. They (4) _____ (love) his shows – especially the way he (5) _____ (use) music and pictures together. 'I (6) _____ (like) to think of music not just as music, but as information,' he says. 'Art and music and science and technology (7) _____ (not be) separate things.' At his concerts, people (8) _____ (hear) music, (9) _____ (see) pictures of the natural world, and most of all, (10) _____ (learn).



14 Complete the short conversations with the *-ing* form of these verbs.

do	enjoy	live	play	read
sit	stay	study	take	wait

- A: What are you _____ out there?
B: We're _____ tennis, but we can't find the ball.
- A: Why are you _____ in your room?
B: I'm _____ for a friend to call, but she's late.
- A: Is your brother _____ a new language at college?
B: No, he isn't _____ languages any more.
- A: I'm _____ a book by a Chilean author at the moment.
B: Oh, are you _____ it?
- A: Is your sister still _____ with her friends near the college?
B: No, she isn't. She's _____ in one of the college rooms now. It's much better.

15 Complete the sentences with the present simple or present continuous of the verbs in brackets.

- My sister usually _____ (watch) TV at night.
- David _____ (be) from Mexico City.
- Marta isn't here because she _____ (study) in the library.
- Our football team _____ (practise) on Saturdays.
- Be quiet, please. I _____ (try) to use the phone.
- Mum _____ (make) a chocolate cake. It smells fantastic!
- Fatima's bringing her guitar this evening. She _____ (play) really well.
- We want to go to the park, but it _____ (rain) too heavily.

16 Complete the conversation with the present simple or present continuous of the verbs.

be	be	do	go	play	wait	want	work
----	----	----	----	------	------	------	------

- A: What (1) _____ you _____ right now?
B: I (2) _____ to Ella's house.
A: Who (3) _____ Ella?
B: She (4) _____ a friend from my basketball team. We (5) _____ basketball after school on Tuesdays. (6) _____ you _____ to come?
A: Sorry, I can't. I (7) _____ for Tony because we (8) _____ together on a science project.

17 PRONUNCIATION -s verb endings

a Look at the pronunciation box and listen to the examples below it. Write the words in the correct list.



There are three ways to pronounce -s at the end of a verb: /s/ as in *gets*, /z/ as in *sings*, or /ɪz/ as in *washes*.

goes	likes	listens	plays	practises
uses	wants	watches	writes	

/s/ *works,*

/z/ *sings,*

/ɪz/ *dances,*

b Listen again to check your answers.

18 MY PERSPECTIVE

Work in pairs. Find five things that you like and five different things that your partner likes. Make sentences about them to share with the class. Use these verbs or your own ideas.

- like (music, sports, books)
- watch (TV shows, films)
- want (a pet, a new phone)
- play (guitar, video games)
- go (to the park, shopping)

She plays the guitar, but I play the piano.



National Geographic Explorer DJ Spooky uses music and art to make people think about the environment and the world around them. He says, 'We're all nature.'

1B How are you feeling?

VOCABULARY BUILDING Adjective complements

Complements follow verbs like *be*, *become*, *look* and *seem*. They are usually adjectives and we often use them to describe emotions.

She looks nervous. I'm bored. You seem angry.

- 1 Look at the table and choose the best words to complete the sentences.

Start to experience an emotion: <i>become / get</i>	<i>afraid</i>	<i>angry</i>
Experience an emotion: <i>feel / be</i>	<i>bored</i>	<i>excited</i>
Appear to experience an emotion: <i>look / seem</i>	<i>frightened</i>	<i>nervous</i>
	<i>upset</i>	<i>worried</i>

- Are you _____? Don't worry. The test won't be that bad.
 - I'm getting _____ about my holiday next week.
 - They feel _____ about their exams next month.
 - Dan _____ upset about something, but I don't know what the problem is.
 - The teacher _____ angry when everyone was late.
 - You _____ nervous about the test, but I'm sure you'll do well.
- 2 Work in pairs. Pick three of the emotions in Exercise 1. Tell a partner about a time you felt each one.

READING

- 3 Read about previewing a text. Preview the article and answer the questions.

Before you read a text, preview it. This will help you understand what it's about before you read it carefully.

- Look at the title. What is the text probably about?
- Look at any pictures. What do they tell you about the text?
- Read the first and last paragraph. What are the main ideas?

- 4 Read the article. Match each paragraph with one of the ideas (a–e).

- There are four types of feelings.
- Animals experience emotions.
- Some animals understand human feelings.
- Seeing people is an important part of communication.
- Humans experience many different feelings.

- 5 Read the article again. Choose the correct option to complete each sentence.

- Recent scientific research _____ the idea that we experience many very different feelings.
 - proves
 - disagrees with
 - says nothing about
- According to researchers, feeling nervous is basically the same as being
 - sad.
 - angry.
 - afraid.
- People everywhere show their emotions
 - on their face.
 - in their voice.
 - through their words.
- Researchers found that horses recognize _____ emotions on people's faces.
 - four
 - three
 - two
- Horses understand people's feelings because
 - horses' brains are like people's brains.
 - they work closely with people.
 - people teach them to understand.
- Carl Safina believes that human and animal emotions are
 - very different.
 - similar.
 - impossible to compare.
- According to the article, animals _____ with each other.
 - share their emotions
 - communicate in 'animal language'
 - often feel angry
- Understanding feelings helps us
 - stop feeling angry.
 - control animals.
 - communicate.

- 6 Which of these statements is true, according to the article? Underline the information that explains your answer.

- Some animals can understand human language.
- Email isn't a good way to discuss important things.
- We should try to hide our feelings from animals.

7 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- What did you learn from the article?
- Did the article change your thinking about animals and emotions?
- Do you think it's true that we should have some discussions face to face? Why? Give examples.



🔊 4 **How are you feeling right now?**

Excited? Bored? Worried? Upset? How many possible answers are there? Interested, nervous, relaxed, angry, lonely ... the list goes on. We feel so many different things, so feelings can seem very complicated. But recent scientific research actually says this might not be completely true.

Basic feelings

A group of scientists at the University of Glasgow in Scotland say that people only experience four basic feelings: sad, happy, angry and afraid. All of the other feelings we describe are really part of one of the basic four. So if you feel worried or nervous, that's fear. If you're relaxed or excited, that's happiness. If you're bored or lonely, that's sadness. Many scientists also say that people all over the world can see these feelings in the faces of the people around them. In fact, we're so good at it, we can easily understand the feelings on the face of a cartoon.

Try it! Look at the pictures and match each one with a basic feeling – sad, happy, angry, afraid.

THE FOUR BASIC FEELINGS



Not just for humans

Our faces show our feelings so clearly that even some animals know how we feel. Scientists at the University of Essex in the UK say that horses can identify happy or angry faces and can even recognize these feelings on

the faces of strangers. This makes sense because horses live and work closely with humans in many places. They enjoy being with happy people. They also learn to avoid angry people whenever possible. Scientists want to know more. Can we expect animals to recognize other feelings, too? The research continues.

What do animals feel?

It's not just horses that recognize human emotions. Animal expert Carl Safina believes that other animals experience many of the same feelings people have. 'They play. They act frightened when there's danger. They relax when things are good,' he says. In his book *Beyond Words: What Animals Think and Feel*, Safina explains that dogs, elephants and even whales* show their feelings and understand the feelings of other animals. He tells the story of a whale who rescued a seal* from danger, and says that elephants love meeting their friends and become very sad when a friend or family member dies. Scientists say that emotions help animals to survive. For example, research shows that animals who don't feel fear don't live for very long.

Face time

Understanding feelings is important. In fact, it's so important that people's faces usually tell others exactly how they feel, and these feelings are often obvious to us. We can use this information to make communication easier, or sometimes to know what other people are thinking or feeling, even when they don't tell us. So, when you need to talk about something important, try to have a face-to-face conversation – or at least a video chat.

whale a large sea mammal that breathes through the top of its head

seal a sea mammal with thick fur and flippers



Two friends talking on a bridge in Johor, Malaysia.

1C I expect my friends to understand

GRAMMAR Verb patterns: verb + *-ing* or infinitive with *to*

1 Work in pairs. Discuss the following.

- Name two or three things you love doing.
- Name two or three things you hate doing.

2 Look at the Grammar box. Underline the first verb in each sentence. Circle the verb that follows it.

Verbs + *-ing* or infinitive with *to*

They enjoy being with happy people.

They also learn to avoid angry people whenever possible.

Scientists want to know more.

Elephants love meeting their friends.

3 Look again at the sentences in the Grammar box. Complete the table with the underlined verbs.

Verbs followed by ...

the <i>-ing</i> form	<i>to</i> + infinitive
<u>enjoy</u>	

Check your answers on page 128. Do Exercises 5–7.

4 Choose the correct option to complete each sentence. Are any of the sentences true for you?

- 1 I suggest *talking* / *to talk* to someone when you feel lonely.
- 2 Whenever I feel happy, I want *sharing* / *to share* it with my friends!
- 3 I always manage *making* / *to make* myself feel better when I discuss my problems with someone.
- 4 I can't help *feeling* / *to feel* closer to my friends when I share how I feel with them.
- 5 My friends and I don't mind *telling* / *to tell* each other about our feelings. It's free entertainment!

5 Complete the text with the verb + *-ing* or the infinitive with *to*. Sometimes both options are possible.

We can't help (1) _____ (smile) when the people around us smile. And when we see our friends laugh, it makes us want (2) _____ (laugh), too. It's almost impossible to avoid (3) _____ (share) the feelings of the people around us. But this doesn't stop with being happy, sad, angry or afraid. It affects us physically, too! Our own body temperature actually begins (4) _____ (drop) when we watch someone put their hand in ice water.

Why are we able to feel the emotions of the people around us? Humans need (5) _____ (understand) each other well because we spend a lot of time working together. When we don't manage (6) _____ (get on), we may start (7) _____ (fight) – and that's bad for everyone.