














# Perspectives 1: CONTENTS

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TEDTALKS	SPEAKING	WRITING
 <p><b>1 Who are you?</b> Pages 8–19</p>	<p>Personality</p> <p><b>Vocabulary Building</b> Collocations</p>	<p>A conversation where students greet each other and discuss their interests</p>	<p>Simple present and present continuous</p> <p><b>Pronunciation</b> -s verb endings</p>	<p>It's Written All Over Your Face</p> <p>Tip: Previewing</p>	<p>Verb patterns: Verb + -ing or infinitive with to</p>	 <p><b>Half a million secrets</b></p>	<p>Talking about likes and dislikes</p>	<p>An introductory postcard</p> <p><b>Writing Skill</b> Introducing yourself</p>
 <p><b>2 Where the Heart Is</b> Pages 20–31</p>	<p>Describing where you live</p> <p><b>Vocabulary Building</b> Suffix -ion</p>	<p>A news report about a special city</p>	<p>Simple past</p> <p><b>Pronunciation</b> /zd/ and /st/ endings of <i>used</i></p>	<p>All the Comforts of Home</p> <p>Tip: Skimming</p> <p><b>Critical Thinking</b> Analyze fact and opinion</p>	<p>Past continuous</p> <p><b>Pronunciation</b> -ing in fast speech</p>	 <p><b>Magical houses, made of bamboo</b></p>	<p>Giving reasons</p>	<p>A travel review describing a house</p> <p><b>Writing Skill</b> Answering <i>Wh</i>-questions</p>
 <p><b>3 Health and Happiness</b> Pages 32–43</p>	<p>Being well</p> <p><b>Vocabulary Building</b> Synonyms</p>	<p>A lecture about "whole-person" healthcare</p>	<p>Quantifiers; <i>How much / How many?</i></p> <p><b>Pronunciation</b> Nuclear stress</p>	<p>Feeling No Pain</p> <p>Tip: Identifying the order of events</p> <p><b>Critical Thinking</b> Making ideas clear</p>	<p>Phrasal verbs</p>	 <p><b>The amazing story of the man who gave us modern pain relief</b></p>	<p>Agreeing, disagreeing, and conceding a point</p>	<p>An opinion essay</p> <p><b>Writing Skill</b> Hedging</p>
 <p><b>4 Learning</b> Pages 44–55</p>	<p>Education</p> <p><b>Vocabulary Building</b> Adjectives with -ful and -less</p>	<p>A conversation about a school project where students videoconference with other students around the world</p>	<p>Comparative and superlative adjectives</p> <p><b>Pronunciation</b> Linking and elision</p>	<p>Nothing's Impossible</p> <p>Tip: Scanning</p> <p><b>Pronunciation</b> Adjective stress</p> <p><b>Critical Thinking</b> Analyzing quotations</p>	<p>Comparative forms</p>	 <p><b>Don't eat the marshmallow!</b></p>	<p>Asking about opinions; Making comparisons; Making a decision</p>	<p>An inquiry email</p> <p><b>Writing Skill</b> Responding to an ad</p>
 <p><b>5 Family and Friends</b> Pages 56–67</p>	<p>How's it going?</p> <p><b>Vocabulary Building</b> Adjectives ending in -al</p>	<p>A podcast about how people greet each other around the world</p>	<p>Present perfect and simple past</p> <p><b>Pronunciation</b> /d/, /t/, /ɪd/ verb endings</p>	<p>From Child to Adult—In One Day</p> <p>Tip: Recognizing the topic and main idea</p>	<p>Present perfect with <i>for, since, already, just, and yet</i></p>	 <p><b>Why we laugh</b></p>	<p>Talking about availability; Accepting and denying an invitation</p>	<p>Informal invitations and replies</p> <p><b>Writing Skill</b> Politely making and replying to invitations</p>

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 <p><b>6 Do Your Best</b> Pages 68–79</p>	Goals and expectations <b>Vocabulary Building</b> Negative prefixes	A podcast about two stores with different takes on “perfection”	Modals: obligation, prohibition, permission, advice <b>Pronunciation</b> Reduced <i>have to</i> and <i>has to</i>	Not So Fast Tip: Recognizing cause and effect <b>Critical Thinking</b> Making inferences	Zero conditional <b>Pronunciation</b> Conditional intonation	 <p><b>Teach girls bravery, not perfection</b></p>	<b>RESHMA SAUJANI</b> Reshma Saujani’s idea worth spreading is that the world can benefit from all the innovations and problems women would solve if they were socialized to take risks and embrace imperfection. <b>Authentic Listening Skills</b> Contrast	Giving advice <b>Writing Skill</b> Explaining problems and solutions ; Essay structure
 <p><b>7 Tell Me What You Eat</b> Pages 80–91</p>	Foods, drinks, and flavors <b>Vocabulary Building</b> Suffixes: Verb → noun	A conversation where students discuss classroom projects: the future of food and unexpected food facts	Predictions and arrangements	The Most Important Farmers Tip: Identifying main ideas	First conditional	 <p><b>The global food-waste scandal</b></p>	<b>TRISTRAM STUART</b> 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. <b>Authentic Listening Skills</b> Prediction <b>Critical Thinking</b> Supporting evidence	Planning a meal: Making suggestions, describing food, and making decisions <b>Writing Skill</b> Describing a place
 <p><b>8 Buyer’s Choice</b> Pages 92–103</p>	A product’s life <b>Vocabulary Building</b> Compound nouns	A fashion podcast about a clothing company that cares	Second conditional	Saving the Surf <b>Pronunciation</b> Compound noun stress Tip: Pronoun cohesion <b>Critical Thinking</b> Identifying supporting information	Defining relative clauses	 <p><b>Our campaign to ban plastic bags in Bali</b></p>	<b>MELATI AND ISABEL WIJSEN</b> The Wijsens’ idea worth spreading is that when kids apply their energy and perseverance to improve the world, they can bring about amazing changes. <b>Authentic Listening Skills</b> Content words <b>Critical Thinking</b> A speaker’s authority	How to persuade <b>Writing Skill</b> Using persuasive language
 <p><b>9 All in a Day’s Work</b> Pages 104–115</p>	Jobs <b>Vocabulary Building</b> Dependent prepositions	A conversation about a National Geographic explorer’s career and what students want to do in life	Past perfect	Does School Prepare You for the World of Work? Tip: Understanding different points of view <b>Critical Thinking</b> Identifying tone	Reported speech	 <p><b>The surprising thing I learned sailing solo around the world</b></p>	<b>DAME ELLEN MACARTHUR</b> 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. <b>Authentic Listening Skills</b> Weak forms	Talking about careers <b>Pronunciation</b> <i>Wh-</i> question intonation
 <p><b>10 Remote Control</b> Pages 116–127</p>	Technology <b>Vocabulary Building</b> Word forms	A lecture about the history of communication technology	Passive voice <b>Pronunciation</b> Passive voice stress	Playing Against Computers that Learn Tip: Chunking <b>Critical Thinking</b> Counterarguments	Passives with <i>by + agent</i>	 <p><b>How to control someone else’s arm with your brain</b></p>	<b>GREG GAGE</b> Greg Gage’s idea worth spreading is that we can use DIY neuroscience equipment to help more people understand and participate in brain science. <b>Authentic Listening Skills</b> Reduced forms <b>Critical Thinking</b> Analyze how a message is delivered	Talking about pros and cons; Looking at two sides in an argument <b>Writing Skill</b> Making a suggestion