











UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TEDTALKS	SPEAKING	WRITING
 <p><b>1 Hopes and dreams</b> Pages 8–19</p>	<p>Dreams and ambitions</p> <p><b>Vocabulary building</b> Employment collocations</p>	<p>Four people talking about dreams and ambitions</p>	<p>Review of tenses: future forms, present and past tenses</p>	<p>Living the dream</p> <p><b>Critical thinking</b> Understanding attitude</p>	<p>Continuous and perfect aspects</p>	 <p><b>BEL PESCE</b> <b>Idea worth spreading</b> We're more likely to achieve our dreams if we follow a few basic principles. <b>Authentic listening skills</b> Dealing with accents</p> <p><b>Five ways to kill your dreams</b></p>	<p>Concession and counter-arguments</p> <p><b>Pronunciation</b> Intonation patterns in two-part sentences</p>	<p>An article</p> <p><b>Writing skill</b> Topic sentences</p>
 <p><b>2 Reading the world</b> Pages 20–31</p>	<p>Adjectives describing books or films</p> <p><b>Vocabulary building</b> Phrasal verbs with two particles</p>	<p>Two descriptions of books</p>	<p>Modifying adjectives</p>	<p>An African in Greenland; House of Day, House of Night</p> <p><b>Critical thinking</b> Figurative language</p>	<p>Narrative tenses and future in the past</p> <p><b>Pronunciation</b> Using stress to change meaning</p>	 <p><b>ANN MORGAN</b> <b>Idea worth spreading</b> Books and stories can help us see the world through different eyes and connect us across political, geographical, cultural, social and religious divides. <b>Authentic listening skills</b> Following a narrative</p> <p><b>My year reading a book from every country in the world</b></p>	<p>Telling and responding to a story</p> <p><b>Pronunciation</b> Using intonation to express attitude</p>	<p>A story</p> <p><b>Writing skill</b> Using colourful language</p>
 <p><b>3 Pristine places</b> Pages 32–43</p>	<p>Ocean environment</p> <p><b>Vocabulary building</b> Greek prefixes</p>	<p>An interview with National Geographic explorer and marine ecologist, Enric Sala</p>	<p>First and second conditional</p>	<p>Exploring the Okavango Delta</p> <p><b>Critical thinking</b> Emotional responses</p>	<p>Third and mixed conditionals, <i>I wish / If only</i></p> <p><b>Pronunciation</b> Contractions</p>	 <p><b>JASON DECAIRES TAYLOR</b> <b>Idea worth spreading</b> We need to open our eyes to the amazing beauty, imagination and fragility of nature. In this way, we will be inspired to cherish and protect our environment. <b>Authentic listening skills</b> Chunking</p> <p><b>An underwater museum, teeming with life</b></p>	<p>Making and explaining promises</p>	<p>Informal emails</p> <p><b>Writing skill</b> Informal language</p>
 <p><b>4 Discovery</b> Pages 44–55</p>	<p>Exploration</p> <p><b>Vocabulary building</b> Suffix <i>-ity</i></p>	<p>A radio programme about explorers</p>	<p>Modals of deduction and probability</p> <p><b>Pronunciation</b> Stress in deductions</p>	<p>Space archaeologist needs your help</p> <p><b>Critical thinking</b> Balanced arguments</p>	<p>The passive, Passive reporting structures, Information order</p>	 <p><b>ANDRÉS RUZO</b> <b>Idea worth spreading</b> We should allow our curiosity to lead us to discover the unknown wonders of the world. <b>Authentic listening skills</b> Engaging the listener's attention</p> <p><b>The Boiling River of the Amazon</b></p>	<p>Describing benefits and clarifying</p>	<p>A discussion essay</p> <p><b>Writing skill</b> Hedging</p>
 <p><b>5 Global citizen</b> Pages 56–67</p>	<p>Character adjectives</p> <p><b>Vocabulary building</b> Collocations</p>	<p>A talk about Malala Yousafzai</p>	<p>Inversion</p>	<p>A kinder world?</p> <p><b>Critical thinking</b> Faults in arguments</p>	<p>Cleft sentences</p> <p><b>Pronunciation</b> Contrastive stress</p>	 <p><b>HUGH EVANS</b> <b>Idea worth spreading</b> We are first and foremost not members of a state, nation or tribe but members of the human race. We need to seek global solutions to global challenges. <b>Authentic listening skills</b> Rhetorical questions</p> <p><b>What does it mean to be a citizen of the world?</b></p>	<p>Making requests, suggestions, resisting and persuading</p>	<p>A formal letter</p> <p><b>Writing skill</b> Making a point</p>

# Perspectives Advanced: CONTENTS

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TED TALKS	SPEAKING	WRITING
 <p><b>6 Education</b> Pages 68–79</p>	<p>School rules</p> <p><b>Vocabulary building</b> Nouns and prepositions</p>	<p>A podcast about school rules around the world</p>	<p>Modal verbs of permission and obligation</p>	<p>Are our kids tough enough? Chinese School</p> <p><b>Critical thinking</b> Evaluating an experiment</p>	<p>Passive <i>-ing</i> forms and infinitives</p>	 <p><b>LINDA CLIATT-WAYMAN</b> <b>Idea worth spreading</b> A successful school needs a strong leader with a positive attitude to challenges, and unconditional love for the students.</p> <p><b>Authentic listening skills</b> Deducing the meaning of unknown words</p> <p><b>How to fix a broken school? Lead fearlessly, love hard</b></p>	<p>Agreeing and disagreeing</p> <p><b>Pronunciation</b> Rise-fall-rise intonation</p>	<p>An opinion essay</p> <p><b>Writing skill</b> Avoiding repetition</p>
 <p><b>7 Moving forward</b> Pages 80–91</p>	<p>Everyday journeys</p> <p><b>Vocabulary building</b> Verb suffixes</p>	<p>A radio programme about commuting in different cities</p>	<p>Ellipsis and substitution</p>	<p>Biological blueprints</p> <p><b>Critical thinking</b> Understanding connotation</p>	<p>Nominalization</p> <p><b>Pronunciation</b> Words with two stress patterns</p>	 <p><b>WANIS KABBAJ</b> <b>Idea worth spreading</b> We can find inspiration in human biology to design efficient and elegant transportation systems for the future.</p> <p><b>Authentic listening skills</b> Predicting what comes next</p> <p><b>What a driverless world could look like</b></p>	<p>Asking for and giving information</p>	<p>A report</p> <p><b>Writing skill</b> Expressions of approval and disapproval</p>
 <p><b>8 The real me</b> Pages 92–103</p>	<p>Teenage stereotypes</p> <p><b>Vocabulary building</b> Binomial expressions</p>	<p>A radio programme about teenagers</p>	<p>Adverbials</p> <p><b>Pronunciation</b> Intonation of <i>really</i></p>	<p>Ms Marvel teenage comic superhero</p> <p><b>Critical thinking</b> Evaluating evidence</p>	<p>Expressing habitual actions and states</p>	 <p><b>SARAH-JAYNE BLAKEMORE</b> <b>Idea worth spreading</b> The human brain undergoes profound changes during the teenage years, making it an amazing time for learning and creativity.</p> <p><b>Authentic listening skills</b> Preparing to listen</p> <p><b>The mysterious workings of the adolescent brain</b></p>	<p>Showing understanding, offering encouragement and help</p> <p><b>Pronunciation</b> Sympathetic intonation</p>	<p>An essay comparing advantages and disadvantages</p> <p><b>Writing skill</b> Interpreting essay questions</p>
 <p><b>9 A healthy life</b> Pages 104–115</p>	<p>Health and fitness</p> <p><b>Vocabulary building</b> Adjective suffixes <i>-able</i> and <i>-ible</i></p>	<p>A radio programme about healthy living</p>	<p>Relative clauses with prepositions</p>	<p>'Blue Zones'<sup>®</sup></p> <p><b>Critical thinking</b> Checking facts</p>	<p>Articles</p>	 <p><b>KENNETH SHINOZUKA</b> <b>Idea worth spreading</b> 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><b>Authentic listening skills</b> Understanding fast speech</p> <p><b>My simple invention, designed to keep my grandfather safe</b></p>	<p>Discussing, summarizing and responding to proposals</p> <p><b>Pronunciation</b> Intonation in responses</p>	<p>A proposal</p> <p><b>Writing skill</b> Impersonal style</p>
 <p><b>10 Ideas</b> Pages 116–127</p>	<p>Making your point</p> <p><b>Vocabulary building</b> Adjectives ending in <i>-ful</i> and <i>-less</i></p>	<p>An interview with Dr Emily Grossman on conveying the concept of electricity to students</p> <p><b>Pronunciation</b> Question intonation</p>	<p>Advanced question types</p>	<p>Earthrise</p> <p><b>Critical thinking</b> Understanding quotations</p>	<p>Subordinate clauses</p>	 <p><b>CHRIS ANDERSON</b> <b>Idea worth spreading</b> 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><b>Authentic listening skills</b> Collaborative listening</p> <p><b>TED's secret to great public speaking</b></p>	<p>Giving a presentation</p> <p><b>Pronunciation</b> to</p>	<p>A review</p> <p><b>Writing skill</b> Reference</p>