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Prepare for **exams** and English in the
real world Focus on **Agenda 2030**
and **citizenship**

PANORAMIC

Student Book & Workbook

with Digital Pack

A2

CHRISTINA DE LA MARE

PANORAMIC

Student Book & Workbook

A2














CHRISTINA DE LA MARE

JENNIFER CARLSON NANCY JORDAN KELLY PHILLIPS KATE ADAMS

PANORAMIC A2

Welcome to Panoramic p.4

		GRAMMAR	VOCABULARY	READING	LISTENING
1	 <p>Identity p.11</p>	<p><i>be</i>: positive and negative p.13</p> <p><i>be</i>: questions and short answers p.15</p> <p><i>have got</i> p.16</p> <p>.....</p> <p>Grammar Reference and Exercises p.132</p>	<p>Personal adjectives p.12</p> <p>Physical appearance p.13</p> <p>Vocabulary development: Adverbs of degree p.14</p>	<p>Using key words to identify the main idea p.12</p>	<p>Understanding positive and negative short forms p.15</p> <p>CITIZENSHIP</p> <p>EMPLOYABILITY</p> 
2	 <p>Relationships p.21</p>	<p>Possessive adjectives p.23</p> <p>Possessive 's and possessive pronouns p.25</p> <p>Nouns: countable, uncountable, and plural p.27</p> <p>.....</p> <p>Grammar Reference and Exercises p.134</p>	<p>Communication p.22</p> <p>Vocabulary development: Expressions with <i>be</i> p.24</p> <p>Family p.26</p>	<p>Identifying audience and purpose p.26</p> 	<p>Recognising the end of a sentence p.23</p> <p>CITIZENSHIP</p> <p>EMPLOYABILITY</p>
3	 <p>Daily life p.31</p>	<p><i>there is / there are</i> p.32</p> <p>Present simple p.35</p> <p>Adverbs and expressions of frequency p.37</p> <p>.....</p> <p>Grammar Reference and Exercises p.136</p>	<p>Rooms in a house p.32</p> <p>Furniture p.34</p> <p>Chores p.36</p>	<p>Recognising linking words for addition p.35</p> <p>CITIZENSHIP</p> 	<p>Recognising and understanding contrast linking words p.33</p>
4	 <p>Extremes p.41</p>	<p><i>How much? / How many?</i> with countable and uncountable nouns p.43</p> <p>Quantifiers: <i>a lot of, a few, a little</i> p.44</p> <p>Subject and object questions in the Present simple p.47</p> <p>.....</p> <p>Grammar Reference and Exercises p.138</p>	<p>Food p.43</p> <p>Plates and cutlery p.46</p>	<p>Recognising parts of speech p.42</p> 	<p>Understanding incomplete speech p.47</p> <p>CITIZENSHIP</p> 
5	 <p>Creativity p.51</p>	<p>Present continuous p.53</p> <p>Present simple and Present continuous p.55</p> <p>Verbs and infinitives p.57</p> <p>.....</p> <p>Grammar Reference and Exercises p.140</p>	<p>Free time activities p.52</p> <p>Describing clothes p.54</p> <p>Vocabulary development: Stative verbs p.57</p>	<p>Recognising and understanding cause and effect linking words p.53</p>	<p>Recognising weak sounds p.54</p> <p>CITIZENSHIP</p> 
6	 <p>Places p.61</p>	<p><i>can</i> for ability and possibility p.63</p> <p><i>have to</i> and <i>don't have to</i> p.65</p> <p><i>should</i> p.68</p> <p>.....</p> <p>Grammar Reference and Exercises p.142</p>	<p>Places in town p.62</p> <p>Countryside p.64</p> <p>Vocabulary development: Adverbs of manner p.66</p>	<p>Scanning for specific information p.65</p>	<p>Listening for details p.62</p> <p>CITIZENSHIP</p>  

WRITING	SPEAKING	CULTURE, CLIL & LITERATURE	VIDEO	REVIEW
Linking ideas with <i>and</i> , <i>also</i> , <i>too</i> , and <i>but</i> p.17 CITIZENSHIP	Making introductions p.18 	Culture: Pets in the UK p.19 CITIZENSHIP	Story behind the photo p.11 Speaking video Dialogue: Making introductions p.18 Culture video Pets in the UK p.19 	p.20
Opening and closing an email p.25 CITIZENSHIP EMPLOYABILITY	Describing people p.28 CITIZENSHIP	Literature: Poetry p.29 CITIZENSHIP	Story behind the photo p.21 Speaking video Dialogue: Describing people p.28 	p.30
Punctuation and capital letters p.37 	Describing a place p.38 EMPLOYABILITY	Culture: Lazy teenagers? p.39 CITIZENSHIP	Story behind the photo p.31 Speaking video Dialogue: Describing a place p.38 Culture video Lazy teenagers? p.39 	p.40
Starting a sentence with an adverb p.45 CITIZENSHIP	Describing the weather p.48 CITIZENSHIP	CLIL Science: Chemical reactions p.49 	Story behind the photo p.41 Speaking video Dialogue: Extreme weather p.48 	p.50
Using the appropriate register p.57 	Including people in a discussion p.58 CITIZENSHIP EMPLOYABILITY	Culture: Film school p.59 	Story behind the photo p.51 Speaking video Dialogue: What do you think? p.58 Culture video Film school p.59 	p.60
Writing an interesting introduction p.67 CITIZENSHIP	Asking for and giving directions p.68 	CLIL Geography: The course of a river p.69 	Story behind the photo p.61 Speaking video Dialogue: Where is it? p.68 	p.70

	GRAMMAR	VOCABULARY	READING	LISTENING
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7




People p.71

Past simple: *be* p.73
 Past simple: positive and negative (regular and irregular verbs) p.75
 Past simple: questions and short answers p.77


Grammar Reference and Exercises p.144

Life stages p.71
 Vocabulary development: Past time expressions p.73
 Vocabulary development: *-ed* and *-ing* adjectives p.76

Finding the main idea p.72
CITIZENSHIP


Understanding "thinking" phrases p.76

8




Stories p.81

must and *mustn't* p.83
 Past continuous p.85
 Past simple and Past continuous p.86

Grammar Reference and Exercises p.146

Character adjectives p.82
 Survival verbs p.85
 Vocabulary development: Expressions for telling stories p.87

Recognising and understanding references: Subject and object pronouns p.85

Understanding the speaker's purpose p.83
CITIZENSHIP


9




Future p.91

be going to and *will* for predictions p.92
be going to and *will* for future plans and promises p.95
a / an, the, and no article p.97

Grammar Reference and Exercises p.148

Verbs of prediction p.92
 Jobs p.96
 Vocabulary development: Future time expressions p.94

Using context clues p.93
CITIZENSHIP
EMPLOYABILITY


Focusing on key words p.97
CITIZENSHIP


10



Performance p.101

Comparative and superlative adjectives and adverbs p.103
 Gerunds p.105
 Comparisons with *(not) as ... as, less,* and *least* p.107

Grammar Reference and Exercises p.150

Sports adjectives and adverbs p.103
 Vocabulary development: Adjective + preposition p.104
 Reality TV p.106

Previewing a text p.102
CITIZENSHIP


Listening for gist p.104

11



Experience p.111

Present perfect with *for* and *since* p.113
 Present perfect with *already, just,* and *yet* p.115
 Present perfect with *ever* and *never* p.117


Grammar Reference and Exercises p.152

Language learning p.113
 Travel p.114
 Volunteering p.116

Identifying opinions p.113


Making notes p.116
CITIZENSHIP


12



Change p.121

Zero conditional p.123
 First conditional p.125
 Imperatives p.127

Grammar Reference and Exercises p.154

Population change p.122
 Vocabulary development: Noun suffixes: *-tion, -ment* p.126

Using visuals and data p.122
CITIZENSHIP
EMPLOYABILITY


Predicting content from images p.126

GRAMMAR REFERENCE AND EXERCISES p.132
WORKBOOK p.156

WRITING	SPEAKING	CULTURE, CLIL & LITERATURE	VIDEO	REVIEW
Writing dates p.75 CITIZENSHIP 	Using tone of voice to show meaning p.78 CITIZENSHIP EMPLOYABILITY	Culture: Joseph Lister p.79 CITIZENSHIP  REAL WORLD	Story behind the photo p.71 Speaking video Dialogue: My hero p.78 Culture video Joseph Lister p.79 Grammar Animation	p.80
Choosing a title p.86	Telling a story p.88 	Literature: <i>The Hound of the Baskervilles</i> p.89 CITIZENSHIP	Story behind the photo p.81 Speaking video Dialogue: An embarrassing situation p.88 Grammar Animation	p.90 
Checking your work: Spelling p.95 	Making, accepting, and declining an invitation p.98	Culture: Space travel p.99 CITIZENSHIP  REAL WORLD	Story behind the photo p.91 Speaking video Dialogue: A big event p.98 Culture video Space travel p.99 Grammar Animation	p.100 
Checking your work: Grammar p.107 EMPLOYABILITY	Expressing preferences and making comparisons p.108 CITIZENSHIP 	CLIL Music: Instruments in an orchestra p.109	Story behind the photo p.101 Speaking video Dialogue: On screen p.108 Grammar Animation	p.110 
Using pronouns to avoid repetition p.115 CITIZENSHIP 	Organising an event p.118	Culture: A global language p.119 CITIZENSHIP REAL WORLD	Story behind the photo p.111 Speaking video Dialogue: Geocaching p.118 Culture video A global language p.119 Grammar Animation	p.120
Giving reasons and results p.124 	Disagreeing politely p.124 CITIZENSHIP 	CLIL History: The fall of the Berlin Wall p.129 CITIZENSHIP REAL WORLD	Story behind the photo p.121 Speaking video Dialogue: Money for the school p.128 Grammar Animation	p.130

INVALSI PRACTICE
p.228–239

CAMBRIDGE A2 PRELIMINARY PRACTICE
p.240–247

GLOSSARY
p.248–253

IRREGULAR VERBS LIST
p.254–255

Welcome to Panoramic

STUDENT BOOK

UNIT OPENER

A high-impact photograph tells a real-world story at the start of every unit.

Students watch a video interview with the photographer or other subject specialist. These authentic interviews reveal the story behind the photo, provide insights into the topic, and stimulate class discussion. This is accompanied by tasks linked to the same themes.

3 Daily life

LISTENING Recognizing and understanding contrast linking words
READING Recognizing linking words for addition
WRITING Punctuation and capital letters | **SPEAKING** Describing a plan
GRAMMAR There is/are and Present simple: Adverbs and expressions of frequency
VOCABULARY Rooms in a house (Furniture) Chores

1 THINKQ Tick (✓) the routines you have. Discuss them with a partner.
1 a homework routine 3 a chores routine
2 an exercise routine 4 a morning routine

2 WATCH or LISTEN Choose the correct alternative.
1 In the photo, Anastasia and her team are in a boat race / training.
2 Rowing is Anastasia's hobby / job.
3 Routines are / aren't important to Anastasia.
4 Rest is important to / impossible for Anastasia.

3 SPEAK How important is rest to you? Is your bedtime the same every day? Why or why not?

Video Watch the video
Video varies behind the photo

READING

A warm-up listening task related to the text or image on the page.

3.1 LISTENING A student house

1 THINKQ Look at the advertisement for a shared student house. Are there shared student houses in your country? Are they a good idea? Why or why not?

2 VOCABULARY Read the property details for the house in Ex. 1 and label the floor plan with the highlighted words.

3 Draw a floor plan of your home (real or dream) and label the rooms. Compare with a partner.

4 GRAMMAR Read the Grammar in context box. Match 1-4 to A-D to complete the rules below.

GRAMMAR IN CONTEXT
There is/are + noun
There are four bedrooms.
There isn't a table in the kitchen.
There aren't any books in the study.
There is a bathroom in the attic. No, there isn't.
Are there any shops nearby? Yes, there are.

5 GRAMMAR Zac is a new resident in the student house. Complete the conversation with the correct form of these / those are.

6 Choose the correct alternative.
1 There are some / any chairs in the dining room.
2 There are / any sofas in the living room.
3 There isn't some / any good shops near here.
4 There aren't some / any good shops near here.
5 We haven't got / any TV in our house.
6 Are there some / any trucks in the kitchen?

7 SPEAK Describe your home to your partner. Use there is / there are and some / any. What have your homes got in common?

8 Read and listen to the Presentation box. Then, in pairs, practice reading the conversation in Ex. 5 aloud.

9 Listen to a voice message where Zac's sister Amelia describes her new house. Decide if the statements are true (T), false (F), or not given (NG).
1 The house is very clean and tidy.
2 The rooms are dark and dark.
3 The bathroom is really small.
4 In Amelia's opinion, the house is fantastic.

10 Listen to the message again. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.
AMELIA'S VISIT TO ZAC'S NEW HOUSE
There are _____ chairs for the students.
There aren't any sofas in the _____.
In the bathroom, there aren't any _____.
There's a wardrobe for Zac's clothes in the _____.
Amelia's best friend is _____.

11 Read the Listening Skill. Match contrasting ideas 1-4 to A-D. Then complete the sentences with but or however.

12 COMMUNICATION In pairs, one of you is Zac and the other is Amelia. Discuss the house, giving your different opinions. Use but and however.

VIEWPOINTS What is the right age to leave home? Why? Tell a partner, and then share your ideas with the class.

LISTENING SKILL Recognizing and understanding contrast linking words
Linking words connect ideas in a text. Contrast linking words connect two ideas that are different.
The word but goes in the middle of a sentence. The word however usually goes at the beginning, and we put a comma after it.
There are cupboards, but the built-in fridge is there.
The house is a study. However, there aren't any books in it.

STREET SPEAK GMS means all my goodness. It's slang when you are surprised or shocked by something.
GMS, your house is amazing!

One or two listening comprehension tasks, at least one of which is a Listening exam-type task.

The Listening Skill helps students to complete the exam-type tasks.

LISTENING

One or two reading comprehension tasks, at least one of which is a reading exam-type task.

3.2 READING We live on a boat

1 ThinkQ In groups, discuss what makes a house a home.

2 Read and Listen Look at the photos of homes in Hong Kong. Why do you think some people live on houseboats? Read and listen to the article to check your ideas.

3 Read the article again. Decide whether the statements (1-5) are true (T) or false (F). Then write the first four words of the sentence which supports your decision in the space provided. The first one (1) has been done for you.

4 Vocabulary Match the words below to 1-5 in the pictures.

5 Speak In pairs, take turns to talk about what there is and isn't in the different rooms in your house.

6 Read the Reading Skill. Underline examples of linking words for addition in the text in Ex. 2. Then choose the correct alternative (1-5).
1 Apartments in Hong Kong are very small. And / As well as / In addition, they're really expensive.
2 Anthony says his houseboat is big, also / as well as / in addition cheap.
3 Anthony's kitchen has got an enormous fridge. It's also / and / in addition got a new cooker.
4 The sofas in the living room are great, also / as well as / and the carpet is nice, too.
5 Anthony's dad loves the boat, but he also / and / as well as spends a lot of time outside.

7 Grammar Read the Grammar in context box. Label the simple sentences active, passive, and first conditional.

8 Grammar Anthony is telling a friend about his home. Complete the conversation with the words below.
Anthony: I'm _____ on a houseboat with my mum and dad.
Selena: Really? Is it for from your school?
Anthony: No, it isn't. I'm _____ to a school near the boat. And my mum's _____ in an office near the boat, too. It's great.
Selena: What about your parents' _____ the boat?
Anthony: Yes, they're _____ it. Life is really good. Dad's _____ to live in an apartment. What _____ on the boat?
Selena: Normal things? Dad's _____ TV. I'm _____ on my X-Box. My parents _____ from over for dinner. In summer, we _____ much time inside, because it's really beautiful outside.

9 Imagine you are talking to Anthony's parents. Complete your questions for their answers.
1 Why _____ on a boat?
Because it's cheap - apartments are very expensive.
2 _____ the boat?
Yes, Anthony likes it. It's a great place to live.
3 Where _____ in the evenings?
We relax in the living room, or outside in the summer.
4 What _____ after school?
He plays on his X-Box, a bit.

10 Mediation Imagine that you live on a houseboat with your family. Write a short blog post (30 words) about the boat and your life on it.

VIEWPOINTS "There's no place like home" is a line from the film The Wizard of Oz. It means that home is best. What does a happy home mean for you?

READING SKILL Linking words and phrases connect one idea to a related or similar idea. Some linkers for addition are: also, in addition, ... and, ... as well as, ... and ...
In addition usually goes at the beginning of a sentence, with a comma after it.
Also goes after the between has and got, and before other verbs. Also links an idea in the sentence to an idea in the previous sentence.
And and as well as link two ideas in one sentence.

GRAMMAR IN CONTEXT Present simple
The Present simple describes routines, habits, and facts.
Mum spends a lot of time in the kitchen.
I walk to school every day.
It doesn't cost a lot of money.
Most families don't live on houseboats.
We also use the Present simple to talk about routines, habits, and facts.
Where does Anthony live?
How do they find a nice home?

GRAMMAR IN CONTEXT Present simple
We also use the Present simple to talk about routines, habits, and facts.
Where does Anthony live?
How do they find a nice home?

Three Grammar points in each unit, introduced and integrated in the Reading, Listening and Writing lessons.

A Viewpoints task invites students to share their perspective on a topic with their classmates.

Up to three Vocabulary sets in each unit, introduced and integrated in the Reading, Listening, and Writing lessons.

The Reading Skill helps students to complete the exam-type tasks.

WRITING

The warm-up activity prepares students for the writing task.

The model text demonstrates the text type that students are required to write.

The Writing Skill enables students to gain more understanding and apply this to the task.

A Key Phrases box includes useful phrases students can use in their writing.

The Check & Reflect section helps students to evaluate their learning.

The Vocabulary Development sets have an emphasis on use of English and lexical structures.

The writing tasks include a variety of types, including exam-style tasks. Some provide a structure for students to write their own text.

VOCABULARY DEVELOPMENT
Expressions with *be*

We can use these expressions with *be* to describe our interests and hobbies. These expressions have got different prepositions.

be keen **on** be crazy **about** be a fan **of** be good **at**
be bad **at** be interested **in** be **into**

SPEAKING

The Speaking video is accompanied by a Think task for students to consider the topics raised.

The task enables students to demonstrate understanding of the dialogue.

The dialogue in the video is based on a debate, presentation, or general conversation.

The Speaking Skill offers further explanation of a specific skill.

Key Phrases related to the skill provide students with ways to use the skill in their speaking.

The Speaking task allows students to deliver a dialogue based on the model they saw in the speaking video.

A Culture video lesson and a CLIL or Literature lesson in alternate units.

A Real World task lets students do more research about a real-world topic.

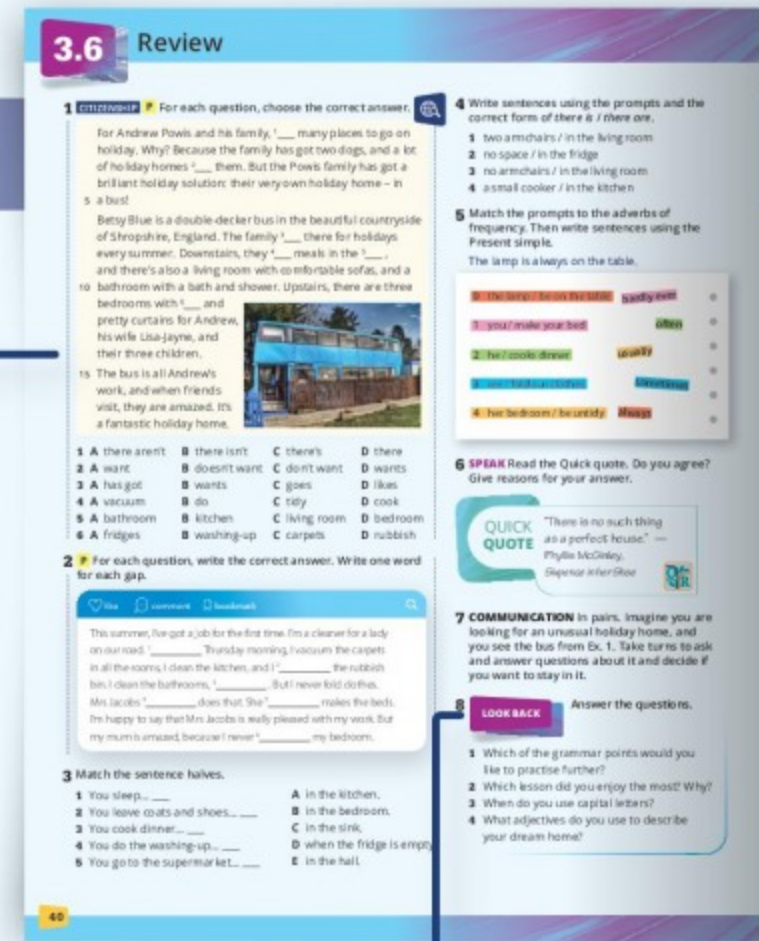
CULTURE

STUDENT BOOK continued...

UNIT REVIEW

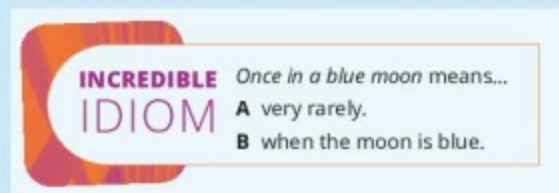
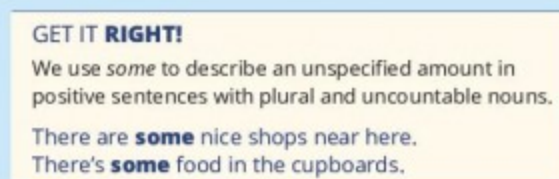
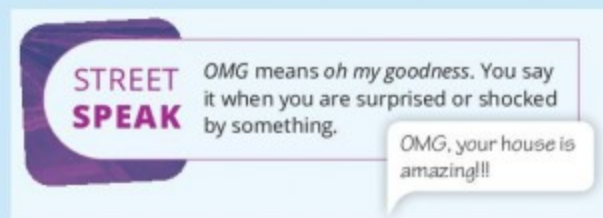
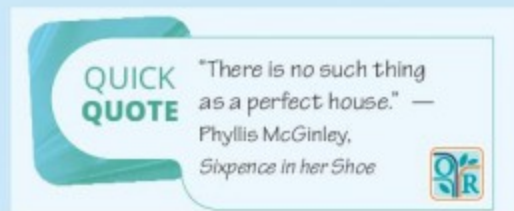
Cambridge use-of-English exam-style questions, based on the grammar and vocabulary addressed in the unit.

A *Look Back* task at the end of the Unit Review to encourage students' self-evaluation.



STUDENT BOOK UNIT FEATURES

- Quick Quote boxes
- Fun Facts relating to the topic of the unit
- Street Speak introduces colloquial expressions in British or American English
- Get It Right focuses on common errors Italian speakers of English make
- Incredible Idiom focuses on common English idioms
- Reference Point taken from Oxford Reference Online



- Employability flag indicating a link to the *Percorsi per le Competenze Trasversali e per l'Orientamento*
- Citizenship flag indicating a link to *Educazione civica*
- United Nations' Sustainable Development Goals (for more information go to page 10).
- Mediation tasks
- Exam labels, highlighting where tasks are relevant to Oxford Test of English, INVALSI and Cambridge Preliminary and Cambridge First exams
- Pronunciation focus
- Google-able icon, indicating that a text or topic can be found online.

EMPLOYABILITY

CITIZENSHIP



MEDIATION Imagine that with your family. Write a about the boat and your

10 P I 21 LISTEN question, write the or two words or a n

PRONUNCIATION

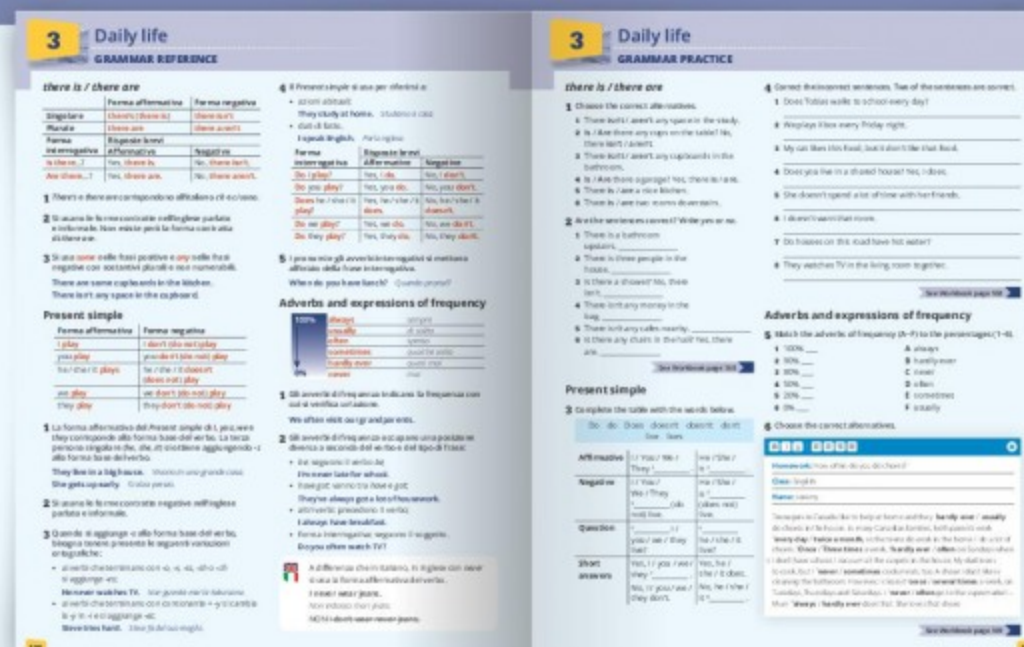
We usually link the s in *there's a r there are*



WORKBOOK

GRAMMAR REFERENCE AND PRACTICE: FORM

A Grammar Reference with a one-page explanation of the unit's grammar points.



One page of grammar exercises to practise the grammar of the unit with a focus on form. There are up to six tasks on each page alongside a short text about a real-world topic.

GRAMMAR PRACTICE: USE

Two pages of exercises to practise the unit grammar with a focus on usage. There are up to six tasks on each page alongside a short text about a real-world topic.

VOCABULARY

This page features a variety of vocabulary exercises to practise the vocabulary sets in the Student Book unit.

A vocabulary consolidation exercise, based around a short text on a real-world topic, includes vocabulary from the whole unit.

Reading texts from Oxford Reference Online, the BBC, or other authentic sources.

Up to two comprehension activities that practise the reading skills from the Student Book unit, with at least one of these being an exam-style task.

A final Viewpoints task that asks students to form their own opinion or consider other potential perspectives.

REVIEW

A review of the unit's skills along with vocabulary and grammar structures recycled from previous Student Book units.

Language review activity.

Podcast-style listening with activities.

Mediation task which requires students to translate from Italian to English or English to Italian.

A writing activity with model text and analysis, as well as a checklist to help students analyse and break down the elements of the model text genre.

Self-assessment enables students to reflect on the unit.



EXAM PRACTICE

Twenty pages of INVALSI and Cambridge Preliminary Exam practice.

Six INVALSI-style practice exams.

One Cambridge Preliminary practice exam.

Oxford University Press supports the Sustainable Development Goals.

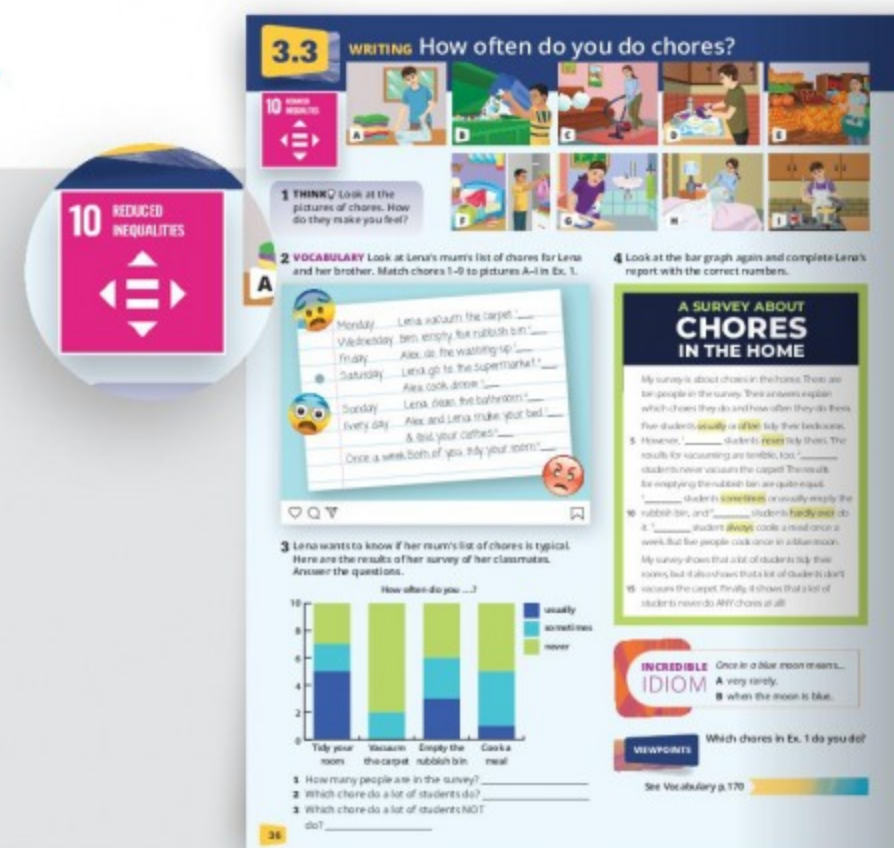
Sustainable Development Goal	Find on page	Did you know	Sustainable Development Goal	Find on page	Did you know	Sustainable Development Goal	Find on page	Did you know
 1 NO POVERTY	72, 116	119-124 million people were pushed into extreme poverty in 2020?	 7 AFFORDABLE AND CLEAN ENERGY		759 million people lack access to electricity?	 13 CLIMATE ACTION		the global average temperature is at 1.2°C above pre-industrial baseline?
 2 ZERO HUNGER		2.37 billion people are without food or unable to eat a healthy diet on a regular basis?	 8 DECENT WORK AND ECONOMIC GROWTH	88, 96	there are 1.6 million workers without any social support?	 14 LIFE BELOW WATER		over 3 billion people rely on oceans for their livelihoods?
 3 GOOD HEALTH AND WELL-BEING	26, 29, 104, 128	the Covid-19 pandemic has shortened life expectancy?	 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	92, 99, 102	good access to roads in rural areas helps reduce poverty?	 15 LIFE ON LAND	86	the world has lost 100 million hectares of forest in two decades?
 4 QUALITY EDUCATION	13, 18, 57, 112, 124	9% of children in grades 1-8 are below the minimum reading proficiency levels?	 10 REDUCED INEQUALITIES	36, 48	for every 100,000 people, 311 are refugees?	 16 PEACE, JUSTICE AND STRONG INSTITUTIONS		there are 160 million children who are forced into child labour?
 5 GENDER EQUALITY		only 28.2% of managers are women?	 11 SUSTAINABLE CITIES AND COMMUNITIES	34, 62, 66, 122	only half of the people who live in cities around the world have easy access to public transport?	 17 PARTNERSHIPS FOR THE GOALS		nearly half of the people around the world are not online?
 6 CLEAN WATER AND SANITATION		billions of people lack access to safe drinking water?	 12 RESPONSIBLE CONSUMPTION AND PRODUCTION	54	1 million plastic drinking bottles are bought every minute?			

How can you get involved?

DEBATE: How can you make a difference?

DISCOVER: Find out more about the issues in your country or local area. What are the causes?

TAKE ACTION: What can you do to help?



3.3 WRITING How often do you do chores?

10 REDUCED INEQUALITIES

1 THINK! Look at the pictures of chores. How do they make you feel?

2 VOCABULARY Look at Lena's mum's list of chores for Lena and her brother. Match chores 1-8 to pictures A-H in Ex. 1.

3 Lena wants to know if her mum's list of chores is typical. Here are the results of her survey of her classmates. Answer the questions.

4 Look at the bar graph again and complete Lena's report with the correct numbers.

A SURVEY ABOUT CHORES IN THE HOME

WICKED BILL IDIOM Give in a few more years... A very early... when the moon is blue.

WRITERS Which chores in Ex. 1 do you do? See Vocabulary p. 170

1

Identity

LISTENING Understanding positive and negative short forms

READING Using key words to identify the main idea

WRITING Linking ideas with *and*, *also*, *too*, and *but* | **SPEAKING** Making introductions

GRAMMAR *be*: positive and negative, questions and short answers, *have got*

VOCABULARY Personality adjectives; Physical appearance; Adverbs of degree



1 THINK 🗨️ Circle the things which are an important part of your identity. Compare your answers with a partner.

appearance clothes family friends hobbies and interests
possessions things you are good at your personality
your school grades your school

2 🎧 01 **WATCH** or **LISTEN** Which things are important to David?

1 swimming

2 fishing

3 food

4 swimming pools

5 friends

6 swimming competitions

7 teaching

8 summer holidays



Video
story behind
the photo



- 1 THINK** Read the introduction to the text below. Are you a thinking type (Figure A) or a feeling type (Figure B)?

- 2** **02 READ** and **LISTEN** to the text. Complete the sentence with *thinking* or *feeling*.

Lucas is a _____ type and Emily is a _____ type.

< ARTICLES

WHAT'S YOUR PERSONALITY?



Carl Jung (1875–1961) was a famous Swiss psychoanalyst. According to Jung, some people are thinking types. Other people are feeling types.

— Source: "Carl Gustav Jung" in Who's Who in the Twentieth Century

Lucas



5 I'm Lucas and I'm 16. I'm 100% **honest**. My friend's new jacket is terrible, so I tell her the truth. When I'm not happy about something, I'm not quiet about it. It isn't easy, but it's important to be
10 honest about your opinions. And my friends are OK about it! What else? Well, I'm **clever**, so when there are problems, they aren't problems for long. I'm always **fair** – everyone is equal in my
15 eyes – but maybe I'm a bit serious 😐.

Emily



I'm Emily and I'm 15. I'm friendly and outgoing. My friends are very important to me. When my best friend is sad 😞, I'm sad, too. So, am
20 I **caring**? Yes, I am. I'm **shy** when I'm with adults, but when I'm with my friends, we're very **loud** and **fun**. I'm not a **calm** person. When there's a problem, or a nice surprise, I'm very
25 sad – or very happy 😊!

- 3** Read the Reading skill. Look at the underlined nouns in sentences 1-4, then **circle** the adjectives. Who do the sentences describe, Emily or Lucas?

READING SKILL

Using key words to identify the main idea

Nouns and adjectives are key words – they carry the important information in a sentence.

I'm 100% **honest**.

I'm **shy** when I'm with **new people**.

- 1 I'm fun. I'm not serious with friends. _____
- 2 I'm a fair person, and I'm honest too. _____
- 3 I'm not calm when there's a problem. _____
- 4 A nice surprise makes me happy. _____

- 4** **OTE P I READ** the text in Ex. 2 again. For each question (1–4), choose the correct answer (A, B, or C).

- 1 The article is about...
 - A teenage friendships.
 - B people's personalities.
 - C family relationships.
- 2 Lucas...
 - A isn't honest with his friends.
 - B is fair and serious.
 - C is very fun.
- 3 Emily...
 - A isn't happy when her friends are sad.
 - B is quiet with her friends.
 - C is calm when there's a surprise.
- 4 Which sentence is NOT true?
 - A Both personality types are good.
 - B Feeling types aren't caring.
 - C Thinking types are often serious.



5 VOCABULARY Match the **highlighted** words in the text to the pictures.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

6 VOCABULARY Match the words from the text to their opposite.

- | | |
|----------------|--------------|
| 1 happy ___ | A loud |
| 2 quiet ___ | B shy |
| 3 serious ___ | C unfriendly |
| 4 friendly ___ | D sad |
| 5 outgoing ___ | E fun |

7 **03 WATCH or LISTEN** to the video. Choose the correct alternative.



- 1 Antonia's best friend is shy / friendly.
- 2 Jess's best friend is quiet / loud.
- 3 Antonia and Jess are outgoing / shy.

8 COMMUNICATION Work in pairs. Who is similar to your best friend: Antonia, Jess, Lucas, or Emily? Why?

See Vocabulary p.158

9 GRAMMAR Read the Grammar in context box and complete the rules with the words below.

age long short

GRAMMAR IN CONTEXT

be: positive and negative



I'm Lucas and I'm 16.

It **isn't** easy, but it's important to be honest.

We're very loud and fun!

They **aren't** problems for long.

There are three forms of the verb *be*: *am*, *are*, and *is*.

We use the verb *be* to describe people and things, and to give their ¹ _____.

We can use the long form, e.g. *I am*, and the short form, e.g. *I'm*. The ² _____ form is usually for formal writing and the ³ _____ form is usually for speaking and informal writing.

PRACTICE EXERCISES

Grammar Form pp.132-133 > Grammar Use p.156

10 Choose the correct alternative.

- 1 My sister is very loud. **She's / She isn't** quiet.
- 2 I'm / I'm not a serious person. I'm fun!
- 3 Mr Brown is my favourite teacher. **He's / He isn't** caring and friendly.
- 4 My friends are honest and **they're / they aren't** fair!
- 5 You're / You aren't shy. You're loud and outgoing!

11 GRAMMAR Complete Harry's description of Lucas with the correct forms of *be*.

My friend Lucas ¹ _____ awesome, but his opinions of my clothes and music ² _____ always great. Lucas ³ _____ very clever – his school grades ⁴ _____ always good and he ⁵ _____ brilliant with problems! Lucas is serious and quiet – he ⁶ _____ loud or outgoing. Parties and big groups of people ⁷ _____ fun for him. When I ⁸ _____ sad or worried, he ⁹ _____ there for me. He's a fantastic friend.

VIEWPOINTS

What words describe you, your family, and your friends? Complete some of the sentences using adjectives from Ex. 5 and Ex. 6. Then share your sentences with the class.

I think I'm...

My parents are...

I'm not...

My brother / sister is...

In my mum's opinion, I'm...

My best friend is...



1 THINK Read the poster. Would you like to be a class representative? Why or why not?

VIEWPOINTS

CITIZENSHIP What qualities are important in a class representative? Tick (✓) the adjectives below and add your own ideas.

caring clever fair
organised outgoing

In groups, discuss your ideas. Do you all agree?

2 **04 LISTEN** to the interview with two candidates for class representative, Reuben and Daniella. What are the questions about?



Reuben Daniella

- A their personalities and school grades
- B their personalities and ideas
- C their friends and ideas

3 **04 LISTEN** again. Match the beginnings of the sentences (1-5) with the sentence endings (A-H). There are two sentence endings that you should not use. The first one (0) has been done for you.

- 0 Reuben says he is C
- 1 Reuben's ideas for the school are ____
- 2 In meetings, Reuben is quite ____
- 3 Daniella is friendly and she's ____
- 4 In Daniella's opinion, it's important ____
- 5 Daniella's ideas include ____
- A loud, with a lot of ideas and questions.
- B to be honest.
- C shy and serious.
- D good food and new school clubs.
- E good fun, too.
- F really great and very important.
- G nice classrooms.
- H an outgoing person.



Wanted: a student representative for Class 4D

The representative is the ears and voice of our class. There are regular meetings with teachers and the reps from the other classes.

Are you the right person? Talk to your teacher now!



STREET SPEAK

We use the phrase "I mean" when we want to make sure people understand why we are saying something.

He's quite good for the role. I mean, his ideas are interesting.

4 **04** Read the Vocabulary development. Then listen again and complete the summary with the correct adverbs of degree.

VOCABULARY DEVELOPMENT

Adverbs of degree

Adverbs of degree make an adjective stronger or weaker. They come after the verb *be* and before the adjective.

He's **very / really** outgoing.

She's great, but she's **quite** serious.

We're **a bit** shy with new people.

Weaker ←————→ Stronger
a bit quite very / really

In Reuben's opinion, he is ¹_____ shy and ²_____ serious. He is a ³_____ caring person. In meetings, Reuben is ⁴_____ loud.

In Daniella's opinion, she is fair, ⁵_____ caring, friendly, and fun. Daniella is ⁶_____ honest. She says she's perfect for the role because her ideas are ⁷_____ great and ⁸_____ important.

5 **MEDIATION** Write an email to a friend telling them about the two candidates, Reuben and Daniella. Use adverbs of degree in your descriptions.

See Vocabulary p.158

6 05 Read the Listening skill. Then listen and repeat the examples.

LISTENING SKILL
Understanding positive and negative short forms

Short forms, or contractions, with *be* are very common in spoken English. In positive statements, the forms of *be* are not stressed. In negative statements, we stress *not*, *isn't* and *aren't*.

I'm outgoing. / I'm **not** outgoing.

We're class representatives. / We **aren't** class representatives.

It's fair. / It **isn't** fair.

7 06 What do you think the other students say about Reuben and Daniella? Choose the correct alternative. Then listen and check. Practise saying the correct sentences.

- 1 Reuben 's / isn't quite serious.
- 2 Serious students are / aren't good representatives.
- 3 Reuben 's / isn't very outgoing.
- 4 Daniella 's / isn't very loud ... all the time!
- 5 Reuben and Daniella are / aren't quiet in meetings.

VIEWPOINTS

Take a whole class vote. Who is the right person for classroom representative: Reuben or Daniella? Why?

8 **GRAMMAR** Read the Grammar in context box. Match the sentence beginnings (1 and 2) with their endings (A and B) and then match the question words to their meanings.

what when where who why

- | | |
|---------------------|----------------|
| 1 place _____ | 4 reason _____ |
| 2 person _____ | 5 object _____ |
| 3 time / date _____ | |

GRAMMAR IN CONTEXT

be: questions and short answers



Are you very quiet? No, I'm not.
Is it important to be honest? Yes, it is.
Why are you the right person for the role? My ideas are really great.
What are your ideas? A class party every term.

- 1 We answer *wh*- questions ____
 - 2 We answer *yes / no* questions ____
- A with a short answer.
B with information.

PRACTICE EXERCISES

Grammar Form pp.132-133 Grammar Use pp.156-157

GET IT RIGHT!

We don't use contractions in positive short answers:

- ✓ Yes, I am. (NOT Yes, I'm.)
- ✓ Yes, they are. (NOT Yes, they're.)

9 **SPEAK** Choose the correct answers. Then ask the questions with a partner and give your own answers.

- 1 Are you honest?
A I'm very fair and friendly. B Yes, I am.
- 2 Is your classroom nice?
A Yes, it is. B It's green.
- 3 What is a good idea for your school?
A It's very important. B A new school club.
- 4 Why is the role of representative important?
A No, it isn't. B It's good for the school.

10 **EMPLOYABILITY** Complete the conversation about school reps. Write questions using the prompts. Add question words if necessary.

- A ¹(a school council / good for the school)

- B Yes, it is. In my opinion, it's really important.
- A ²(the reps in your class)

- B Lucy and George.
- A ³(they / good reps)

- B Yes, they are - they're great. George is a great voice for our class. Lucy's ideas are amazing.
- A ⁴(the meetings)

- B They're on Fridays, after school or at lunchtime.

11 07 Read the Pronunciation box. Listen and repeat the questions. Then look at the questions in Ex. 10. Is the intonation rising (R) or falling (F)?

PRONUNCIATION

Natural ENGLISH

We use a rising intonation in *yes / no* questions, and we use a falling intonation in *wh*- questions.

Are you an outgoing person? Is the meeting on Friday?
Who are the class reps? Why is the role important?

- 1 ____ 2 ____ 3 ____ 4 ____

12 In pairs, practise reading the conversation in Ex. 10 aloud. Pay attention to your intonation.



1 THINK Do you agree or disagree with each sentence? Compare your opinion with other students.

- 1 Good friends are always together.
- 2 Good friends have got the same interests.
- 3 Good friends have got the same personalities.
- 4 Good friends have got a similar appearance.

2 READ Sam's profile for an international friends website. Correct the errors in the sentences.

- 1 Sam is really into football.

- 2 He's got a lot of books. _____
- 3 He's has got blond hair. _____
- 4 He's got blue eyes. _____
- 5 He's very shy. _____

3 GRAMMAR Read the Grammar in context box. Match the sentences from Sam's profile (A-D) to the uses (1-4).

GRAMMAR IN CONTEXT

have got



We can use *have got* to talk about different things:

- | | |
|----------------------------|--------------------|
| 1 family and friends ____ | 3 possessions ____ |
| 2 physical appearance ____ | 4 pets ____ |

- A I've got a sister.
B I've got a lot of computer games!
C I've also got a dog.
D I've got quite dark skin.

PRACTICE EXERCISES

Grammar Form pp.132-133 > Grammar Use p.157

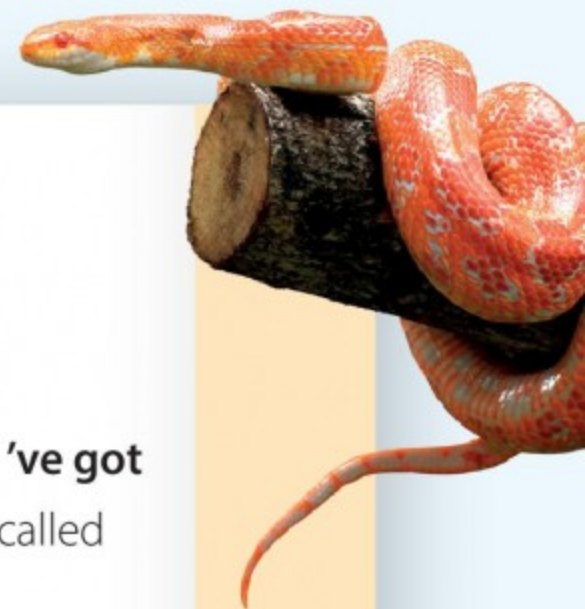
GET IT RIGHT!

We use *be*, not *have got*, to talk about our age.


✓ I'm 16 years old. (NOT I've got/I have 16 years.)

4 GRAMMAR Choose the correct alternative to complete Clara's profile for the friends website.

I'm Clara. I ¹**'s got / 've got** a brother (Joe) and a sister (Polly). We ²**'ve got / haven't got** the same appearance – we're very different. Joe ³**'s got / 've got** red hair, but Polly and I ⁴**has got / have got** blonde hair! Polly ⁵**'s got / 've got** a cat called Rudy, and I ⁶**'s got / 've got** a snake called Snoopy. My brother ⁷**hasn't got / haven't got** any pets. He isn't into animals.



♥ like
💬 comment
🔖 bookmark
🔍



Sam
16

My name's Sam. I'm 16 and I'm from Tarifa, Spain. I've got a sister called Fatima – she's 12. I've also got a dog, and he's called Paco. I'm really into

5 water sports – swimming, surfing, and kayaking. I'm interested in kitesurfing, too. I haven't got time for other sports, but I've got a lot of computer games.

I've got quite dark skin. I've got short

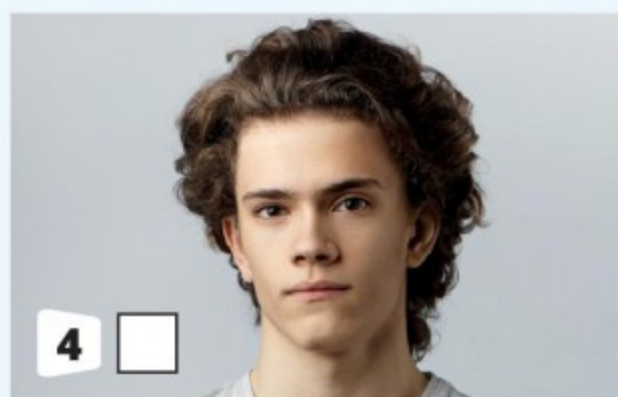
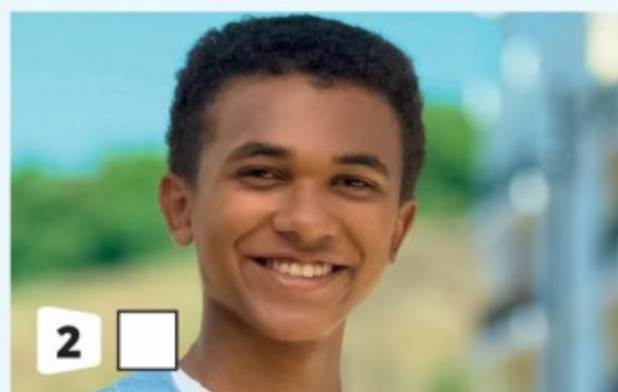
10 curly brown hair, and my eyes are brown, too. My favourite feature is my smile! I'm a very outgoing person. I'm also very friendly. I've got a lot of friends and they're very important to me.

5 GRAMMAR Complete Taylor's profile with the correct form of *be* or *have got*.

like comment bookmark

I'm Taylor and I ¹ _____ into rock music.
 I ² _____ a lot of musical instruments, including two guitars and a piano. I ³ _____ two brothers.
 I ⁴ _____ a pet, but my brother Harry ⁵ _____ a hamster. I ⁶ _____ green eyes and dark skin.
 My favourite feature ⁷ _____ my long, brown hair.
 I ⁸ _____ quite shy, but I ⁹ _____ not serious.

6 VOCABULARY Read Sam's profile in Ex. 2 again. Choose the correct photo.



7 Look at the photos in Ex. 6 again. Which adjectives describe each boy?

	1	2	3	4
Hair style				
curly				
wavy				
straight				
Hair colour				
brown				
blond				
Hair length				
long				
short				
medium-length				
Skin colour				
fair				
dark				

See Vocabulary p.158

8 SPEAK Describe one of the other boys in Ex. 6. Can your partner guess who you are describing?

9 Read the Writing skill. Then choose the correct alternative.

- I'm Alberta **also** / **and** I'm from Padova.
- I'm interested in science-fiction films. I'm **also** / **too** interested in video games.
- He likes animals, **and** / **but** he hasn't got a pet.
- She's got a sister. She's got two brothers, **also** / **too**.
- I've got ice skates. I've **and** / **also** got roller skates.

WRITING SKILL

Linking ideas with *and*, *also*, *too*, and *but*

We can link ideas using the words *and*, *also*, *too*, and *but*. Linking ideas makes your writing more interesting. We use *and*, *also*, and *too* when we add new or similar ideas or facts. We link contrasting ideas with *but*.

I'm really into water sports – swimming, surfing, **and** kayaking.

I haven't got time for other sports, **but** I've got a lot of computer games.

We generally use *also* after the verb *be*. With *have got* we use *also* in between *have* and *got*.

I'm **also** very friendly. I've **also** got a dog.

We generally use *too* at the end of a clause.

I'm interested in kitesurfing, **too!**

10 Look at the Key phrases. Underline them in Sam's profile. Which phrases does he use for relationships, possessions, hobbies, and appearance?

KEY PHRASES

- I'm (really) into / I'm interested in...
- I've got a lot of...
- I haven't got (any)...
- My hair is / My eyes are / My skin is...
- ...are / is very important to me.
- My favourite feature is...

11 WRITE your profile for the website. Write 60–100 words. Remember to use *and*, *also*, *too*, *but*.

12 ✓ CHECK & REFLECT Swap profiles with a partner. Suggest improvements:

- Is the spelling and grammar correct?
- Are the sentences with *and*, *also*, *too*, and *but* correct?

13 Use your partner's feedback to rewrite your profile.

14 COMMUNICATION In pairs, read other students' profiles and discuss possible matches for Sam.

VIEWPOINTS

When you meet someone new, what are the first things you want to know about them?



1 THINK In pairs, look at the topics below. Choose two topics you normally discuss with a new friend. Share your opinions with the class.

clothes friendships music school
TV shows sport weather your family
your health your problems

2 08 **WATCH, LISTEN, or READ** Tick (✓) the topics in Ex. 1 that they discuss. What have Eddie and Dani got in common?

Eddie Hi, Max!

Max Hi, Eddie.

Eddie And – er – hi! Sorry – what's your name?

Max Eddie, this is Dani. She's a new student, and she's in our maths class.

Dani Hi! Nice to meet you.

Eddie Oh hi, Dani! Nice to meet you, too. So – is it your first day today? How's it going? Are you OK?

Dani Yeah, great thanks. I'm a bit nervous.

Max It's OK. We're all friendly here.

Dani That's good!

Eddie So, what's your favourite subject?

Dani I don't know. Maybe PE? I'm really into sport.

Eddie Me too! Are you interested in football?

Dani Soccer? Yeah! What's your favourite team?

Eddie Chelsea.

Dani Me too.

Max Guys, we've got maths now.

Eddie Oh yeah, come on Dani. Let's go. So, who's your favourite player?

Dani Definitely Drogba. I love all the old players. What about you?

3 Read the Speaking skill and the Key phrases. Then complete the dialogues using phrases and questions from the Key phrases.

1 A _____

B Nice to meet you, too.

2 A _____

B Yeah, not bad, thanks.

3 A _____

B It's Science.

4 A _____

B Yes, I am. Tennis is my favourite!

SPEAKING SKILL

Making introductions

When you introduce someone, give details about the person. When you meet someone new, ask a question about the details to continue the conversation.

A This is Elliot. He's a new student.

B Hello Elliot. How's it going?

KEY PHRASES

- Hi. This is (Dani). She's (a new student).
- Nice to meet you. / Nice to meet you, too.
- How are you? / How's it going? / Are you OK?
- Yeah, I'm fine, thanks. / Great, thanks. / Yeah, not bad.
- Where are you from?
- What's / Who's your favourite ...?
- Are you into ...? / Are you interested in ...?

4 In pairs, think of questions to ask for introductions 1–3.

1 This is Aly. She's really into music.

2 This is Mark. He's a new student.

3 This is Rachel. She's an excellent basketball player.

5 SPEAK Work in groups and imagine one of you is new at your school. Take turns to introduce each other and make conversations with at least three questions.



1 THINK In pairs, ask and answer the questions.

- 1 Have you got a pet? Has anyone in your family got a pet?
- 2 What do the pets look like? What sort of personalities have they got?
- 3 What animals are popular pets in your region?

2 09 **WATCH** or **LISTEN** Choose the correct alternative (A, B, or C).

- 1 What percentage of British families have got a pet?
A 25% B 50% C 75%
- 2 According to the video, why are dogs fun?
A They love families.
B They like being outside.
C They are very energetic.
- 3 What percentage of families in the UK have got a dog as a pet?
A a quarter B half C more than half
- 4 How many cats are there in Britain?
A 6 million B 7 million C 8 million
- 5 How many kittens has Emma's cat got?
A four B five C ten
- 6 Which other pets are popular in the UK?
A rabbits and hamsters
B rabbits and mice
C rabbits, hamsters and gerbils
- 7 Which farm animals are in the video?
A cows, horses, pigs, and goats
B cows, horses, pigs, and sheep
C chickens, horses, pigs, and goats
- 8 Which zoo animals are in the video?
A tigers, leopards, monkeys, and giraffes
B tigers, lions, elephants, and giraffes
C tigers, panthers, zebras, and giraffes

3 09 Watch or listen again. Complete the sentences with the numbers you hear.

- 1 _____ per cent of British people have got a dog.
- 2 The UK has got around _____ and a half million dogs.
- 3 In Britain, there are around _____ million cats.

4 Complete the sentences with the adjectives below.

big caring friendly loud small

- 1 Dogs are usually with people because they're _____ animals.
- 2 People working in catteries are _____.
- 3 Mice are _____ rodents.
- 4 Horses and ponies are _____ pets.
- 5 Zoo animals, like monkeys, are often _____.

**REAL
WORLD**

5 SPEAK In pairs, ask and answer the questions.

- 1 Are you an animal lover? What are your favourite animals? Why?
- 2 What are some popular farms or zoos in your region? Do you visit them? Why or why not?
- 3 Do you think it is good for families with children to have a pet? Why or why not?

6 CITIZENSHIP WRITE Research how to look after a pet of your choice. Then complete the task.

Your classmates want to learn how to look after this pet. Prepare a poster for your class outlining five pieces of advice.



1 P For each question, choose the correct answer.

My friend Aurora is a very loud and ¹ ___ person. She's fun and she's ² ___ friendly, too. When there's a problem, Aurora is quite calm. She's great in a difficult situation! Aurora is very honest. In my opinion, this is a good thing, but sometimes, it ³ ___ easy – for example, when I've got a new jacket or a new haircut that she doesn't like!

Aurora ⁴ ___ a round face, with long ⁵ ___ brown hair. She's got big, light blue eyes – they're amazing.

10 But her eyes aren't my favourite thing about her. My favourite thing about Aurora is her fantastic personality. She's a ⁶ ___ good friend.

- 1 **A** shy **B** outgoing **C** curly **D** quiet
 2 **A** not very **B** a bit **C** very **D** not quite
 3 **A** isn't **B** is **C** are **D** aren't
 4 **A** have got **B** are **C** has got **D** is
 5 **A** calm **B** good looking **C** round **D** straight
 6 **A** really **B** bit **C** but **D** quite

2 P For each question, write the correct answer. Write one word for each gap.

Hi, I'm Harry, and I'm 15. I ¹ ___ got short blond hair – it's a bit curly, ² ___! I've got brown eyes and quite a thin face. I'm very different from my brothers. They've got dark hair. My brother Luke ³ ___ got blue eyes, and my other brother Ben has got green eyes. But they've ⁴ ___ got thin faces.

We're different in other ways, too. My brothers are really clever – but I'm ⁵ ___ very clever. They're nice, caring people, but I'm the one with the great personality! I'm fun, ⁶ ___ I'm quite outgoing, too. I've got great friends – they're very important to me.

3 Choose the correct alternative to complete the conversation.

Tom I'm nervous about my first day at school tomorrow.

Mark My friend's brother Danny is in your class. He's ¹ **quite / really** nice – he's very caring.

Tom OK. But what does he look like?

Mark Well, he's got brown hair and ² **blue / straight** eyes.

Tom A lot of people have got brown hair and blue eyes. Is his hair ³ **long / round**, short, curly?

Mark It's short and a bit curly. He's quite ⁴ **light / thin**, too.

Tom What's his personality like?

Mark He's ⁵ **a bit / very** friendly. He's really fun, too.

Tom Am I a bit ⁶ **loud / quiet** for him? I'm really shy.

Mark You're only shy for a minute, then you're fine!

4 Complete Lucy's profile with the correct form of *be* or *have got*.

like comment bookmark

I'm Lucy, and I'm 16. My best friend is called Olivia, and she ¹ ___ 16, too. But that's the only thing we ² ___ in common. We ³ ___ very, very different!

I ⁴ ___ short, with long blonde hair and blue eyes. I ⁵ ___ a small nose and a round face. Olivia is 173 cm tall, and she ⁶ ___ long hair. It's shoulder length, straight, and brown. She ⁷ ___ brown eyes and a thin face!

Our personalities are really different, too. I'm loud and outgoing. I ⁸ ___ quiet or serious at all. Olivia ⁹ ___ loud, she's quiet, but Olivia is the confident one. And she ¹⁰ ___ always calm, even in a bad situation. Me? I'm terrible in a crisis. So Olivia and I ¹¹ ___ similar at all, but I think that's why we ¹² ___ friends.

5 SPEAK Read the Quick quote. When you are with friends is your personality different to when you are with family?

QUICK QUOTE

"Life isn't about finding yourself. Life is about creating yourself."

— George Bernard Shaw



6 COMMUNICATION A friend starts a new school tomorrow, and Aurora from Ex. 1 is in his / her class. In pairs, have a conversation about Aurora. Use the dialogue in Ex. 3 to help you.

7 Answer the questions.

LOOK BACK

- Which of the grammar points would you like to practise further?
- Which lesson did you enjoy the most? Why?
- When do you use these words: *and*, *also*, *too*, and *but*?
- What type of information do you give to introduce someone?

2

Relationships

LISTENING Recognising the end of a sentence

READING Identifying audience and purpose

WRITING Opening and closing an email | **SPEAKING** Describing people

GRAMMAR Possessive adjectives; Possessive 's and possessive pronouns; Nouns (countable, uncountable, and plural) | **VOCABULARY** Communication; Expressions with *be*; Family

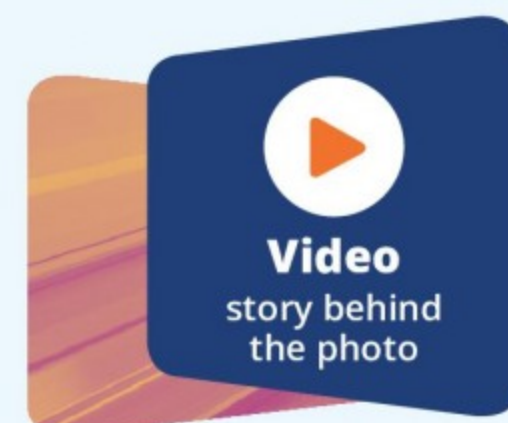


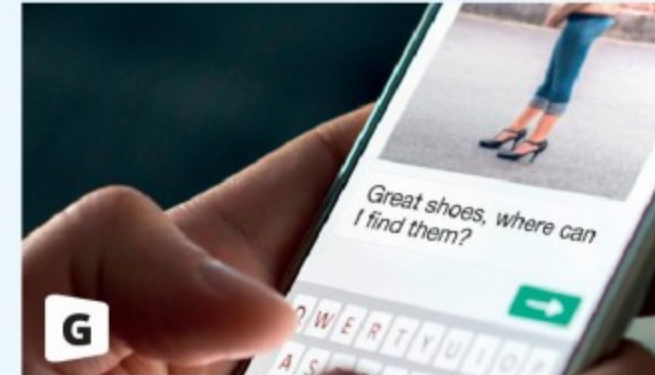
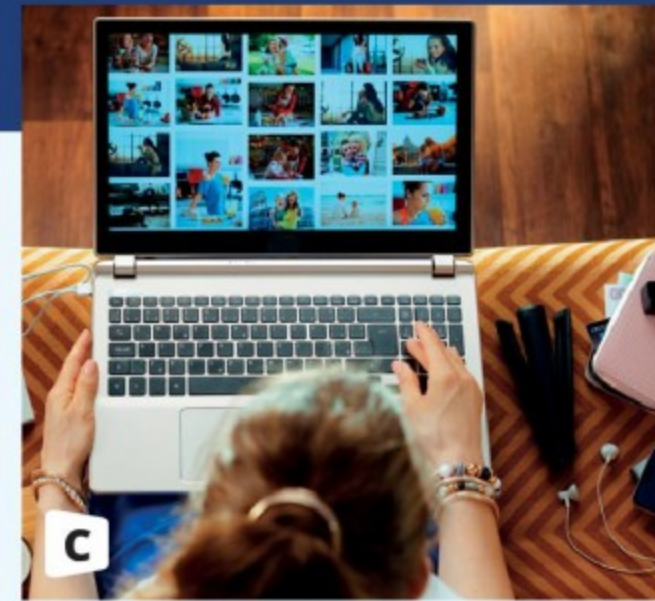
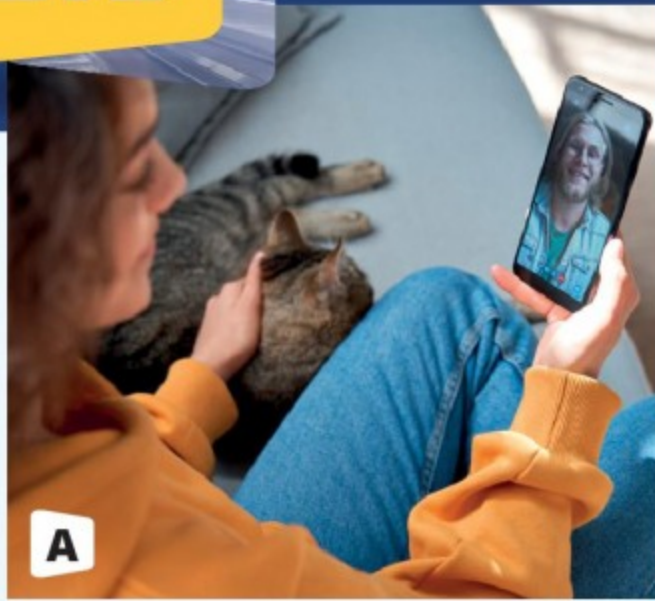
1 10 **THINK** **WATCH** or **LISTEN** Why are relationships important?

2 10 Watch or listen again. Are the sentences true (T) or false (F)?

- 1 The man and the zebra are in Africa. ___
- 2 The zebra is happy with the man. ___
- 3 Good friends are funny and kind. ___
- 4 Will thinks it's easy to be alone. ___

3 **SPEAK** Create a mind map with the names of important family members, friends, and pets in your life. Compare mind maps with a partner.





1 THINK How many close friends have you got? What about online friends? Are the two numbers very different?

2 VOCABULARY Match the forms of communication (1-8) to the pictures (A-H).

- | | |
|----------------------|-------------------------|
| 1 blogging ____ | 5 messaging ____ |
| 2 calling ____ | 6 posting comments ____ |
| 3 video calling ____ | 7 posting photos ____ |
| 4 file sharing ____ | 8 using emojis ____ |

3 CITIZENSHIP SPEAK Complete the sentences with your own ideas. Use the words from Ex. 2. In pairs, compare your sentences.






- _____ is fantastic for sharing news.
- _____ is great for conversations with friends.
- _____ is ideal for short messages.
- _____ is good for shy people.
- _____ is useful for friends in other countries.
- _____ is perfect for sharing tips and interests.

VIEWPOINTS

What's your favourite form of communication? Number the forms in Ex. 2 (1 = favourite). What's the most popular in the class?

See Vocabulary p.164

4 **11 LISTEN** to a radio show about forms of communication. What are the speakers' favourite forms?

Lexi  1 _____	Lucian  2 _____	Holly  3 _____
Callum  4 _____	Sharifa  5 _____	

5 NOTE P **11 LISTEN** again. Choose the correct answer (A, B, or C) for each gap (1-5). The first one (0) has been done for you.

- Why is communication important for Lexi and her best friend?
A They haven't got smartphones.
B They're in different countries.
C They're together every day.
- What are the comments about on Lucian's page?
A his friends
B his emails
C his photos
- What is Holly's blog about?
A her family and friends
B her interests
C file sharing
- Who does Holly use file sharing with?
A Her school friends.
B Her friends from home.
C Her parents.
- What is Callum's personality like?
A He's really outgoing.
B He's friendly and caring.
C He's quite shy and nervous.
- Why is calling perfect for Sharifa?
A It's easy in a lot of different places.
B Her grandparents are into calling, too.
C She's got a loud voice.

6 **MEDIATION** Which speaker in Ex. 4 are you similar to, and why? Compare your answers with a partner.

- 7 12 Read the Listening skill. Then listen to five pairs of sentences from the radio show. Choose the last word in the first sentence.

LISTENING SKILL

Recognising the end of a sentence

At the end of a sentence, the speaker's voice usually goes down. Speakers often pause between sentences.

- 1 friend / USA / name
- 2 fan / pictures / favourite
- 3 blogging / parents / I
- 4 favourite / messaging / good
- 5 problem / voice / loud

FUN FACT

Emoji means "picture (e) character (moji)" in Japanese. Today there are more than 3,000 emoji. It is considered the world's first global language.

- 8 **GRAMMAR** Read the Grammar in context box. Choose the correct alternative in the rules.

GRAMMAR IN CONTEXT

Possessive adjectives

Presenter What's **your** favourite form of communication for friendships?

Lexi **My** favourite form of communication is video calling. I've got a friend in the USA. **Her** name is Lydia.

Possessive adjectives are the words *my, your, his, her, its, our, and their*.

We use possessive adjectives ¹**before** / **after** a noun. They describe the ²**action** / **possession** of someone or something.

PRACTICE EXERCISES

Grammar Form pp.134–135 > Grammar Use p.162

- 9 **GRAMMAR** Complete the sentences about the callers in the radio show with possessive adjectives.

- 1 Ali has this question for her callers: "What's _____ favourite form of communication?"
- 2 Lexi is in the UK, but _____ best friend is in the USA.
- 3 Lucian has got a page for _____ photos.
- 4 Holly and her parents are in the UK, but _____ friends are in Australia.
- 5 Sharifa is into calling. But she says, "_____ voice is a bit loud!"

- 10 **GRAMMAR** Complete the extract from the radio show with the correct possessive adjectives and subject pronouns.

Callum: ¹_____ favourite form of communication is messaging. ²_____ 'm also into using emojis, ³_____ 're great fun! I've got thousands of messages from ⁴_____ best friend, Stefano. ⁵_____ 's a fantastic, caring person and ⁶_____ messages are really funny.

- 11 **EMPLOYABILITY SPEAK** In small groups, discuss what the most popular form of communication is in your class using possessive adjectives and subject pronouns. Use your ideas from the *Viewpoints* activity on page 22.

- 12 13 Read the Pronunciation box. Listen and repeat the sentences.

PRONUNCIATION

Natural ENGLISH

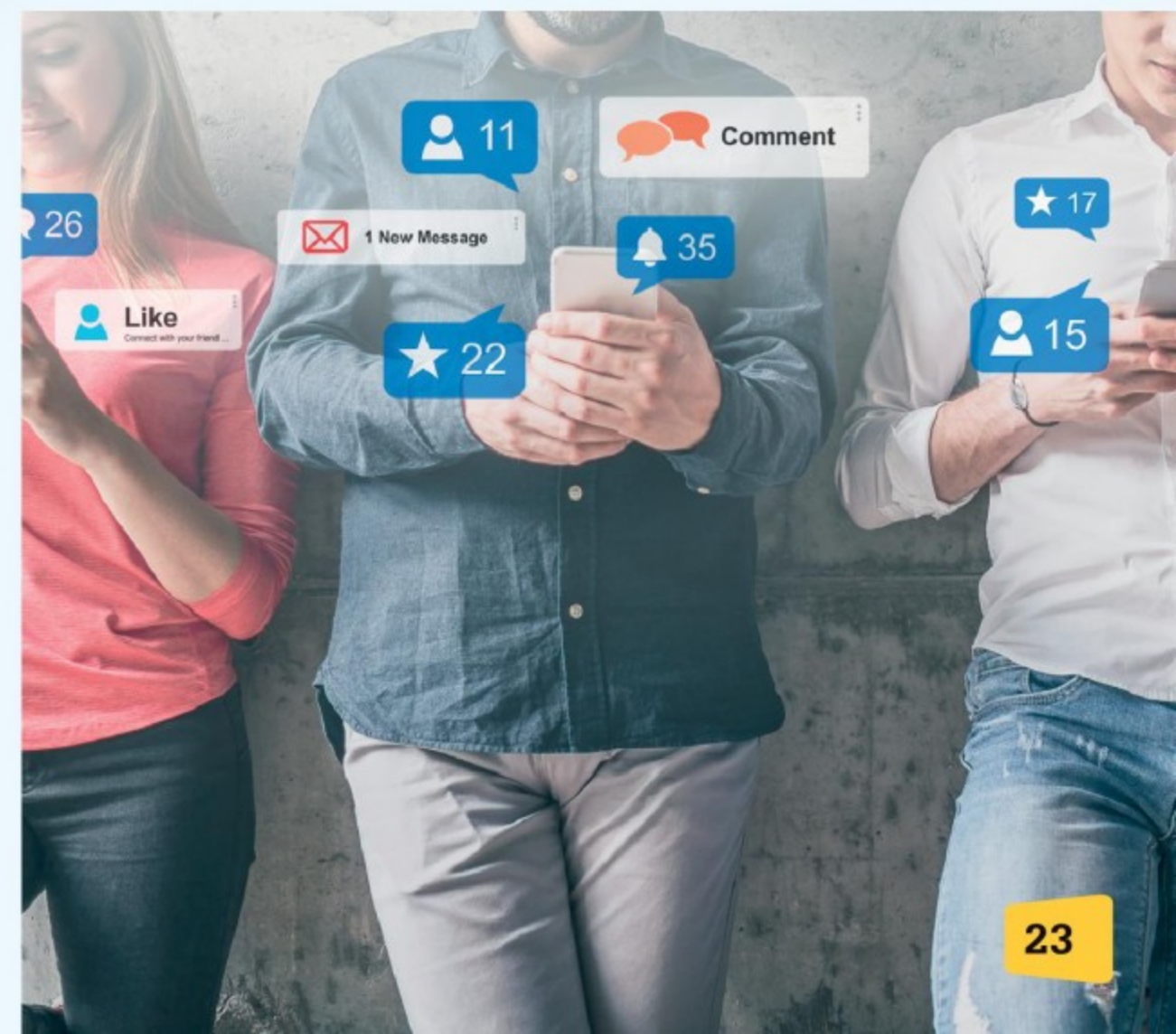
When we speak, we usually stress content words. Content words give a sentence its meaning, e.g. nouns, the negative form of *be*, adjectives, and adverbs.

My brother **isn't** a **fan** of **blogging**. But he's **really** into posting **beautiful photos**.

- 13 14 Look at the extract in Ex. 10 again and **underline** the stressed words. Listen and check. Practise reading the extract aloud.

VIEWPOINTS

Is your personality different online? Are you loud or quiet?





- 1 THINK** A lot of people have got friends from different schools, clubs, etc. Think about two of your friends. What have you got in common with them?

Gianna is my friend from my athletics club. Our brothers have got the same name!

- 2 READ** the email. What have Frank and Giovanni got in common?

MY MAIL

FROM: Frank Evans
SUBJECT: My best friend, Giovanni



Hey!

How are things in Italy? Life in England is good. I've got plans for the weekend with my best friend, Giovanni.

(Here's a photo of us.) Giovanni is a friend from primary school, but he's at a different secondary school. During the week, we usually communicate by video call or messages.

Giovanni is great, but our personalities are very different – I'm really outgoing and he's quite shy. We're interested in the same things. We're both into rap music. Giovanni's favourite sport is rugby, and I'm crazy about it, too.

Our appearances are quite similar. We've both got black hair and dark skin, but his eyes are green and mine are brown.

So that's some info about my best friend. What about yours? And what have you got in common?

Take care!

Frank

FUN FACT

The theory "Dunbar's Number" says that most people have got five really close relationships – with friends or family members – and a maximum of 150 people in their social group.

- 4 Read the Vocabulary development. Then complete the text with the correct prepositions.**

My friend Jenna isn't ¹ _____ sport. She isn't keen ² _____ swimming, and she's really bad ³ _____ football. And she isn't interested ⁴ _____ fashion. Physical appearance just isn't very important to her. Jenna's passion is music. She's really good ⁵ _____ playing the guitar and the piano. And she's crazy ⁶ _____ Billie Eilish – she's a big fan ⁷ _____ hers, and she's got a lot of her music. Jenna is quite different from other people in my class. I think she's really cool!



VOCABULARY DEVELOPMENT

Expressions with *be*

We can use these expressions with *be* to describe our interests and hobbies. These expressions have got different prepositions.

be keen **on** be crazy **about** be a fan **of** be good **at**
be bad **at** be interested **in** be **into**

- 5 SPEAK** In pairs, talk about your own interests. Use expressions with *be*. What have you and your partner got in common?

I'm crazy about football, but I'm not interested in rugby!

See Vocabulary p.164

VIEWPOINTS

Are you and your friends similar or different? Give examples using expressions with *be*. Is it important to have a lot in common with your friends? Why or why not?