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PANORAMIC

Student Book & Workbook

with Digital Pack

B1

NICK THORNER

OXFORD
UNIVERSITY PRESS

PANORAMIC

Student Book & Workbook

B1

NICK THORNER














MILES CRAVEN DIANA SHOTTON KRISTIN DONNELLEY SHERMAN

PANORAMIC **B1**

Welcome to Panoramic p.6









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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 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.

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

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.

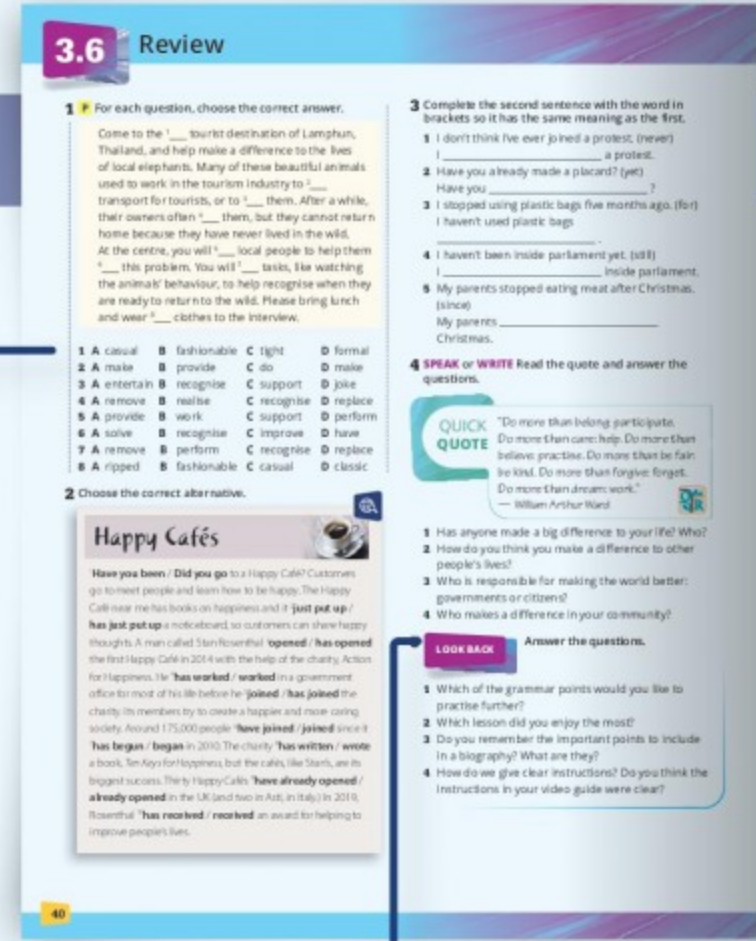
CULTURE

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.

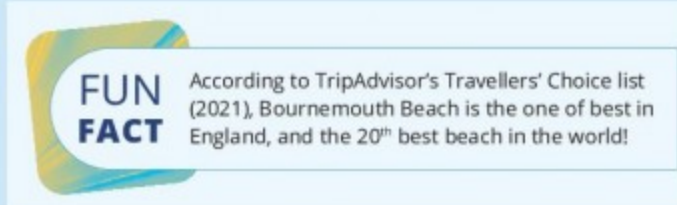


STUDENT BOOK UNIT FEATURES

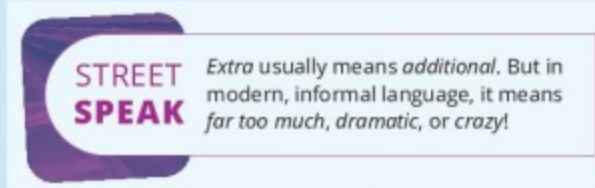
- Quick Quote boxes



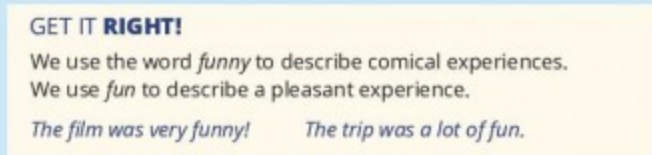
- Fun Facts relating to the topic of the unit



- Street Speak



- Get It Right



- Incredible Idiom



- Reference Point taken from Oxford Reference Online



- Employability flag indicating a link to the *Percorsi per le Competenze Trasversali e per l'Orientamento*

EMPLOYABILITY

- Citizenship flag indicating a link to *Educazione civica*

CITIZENSHIP

- United Nations' Sustainable Development Goal. For more information go to page 10



- Mediation tasks

MEDIATION Produce a successful small talk. Use the dialogue to help you.

- Exam labels, highlighting where tasks are relevant to Oxford Test of English, INVALSI and Cambridge Preliminary and Cambridge First exams

NOTE WRITE 80-130 party this weekend. write an email to Ch

- Pronunciation focus

PRONUNCIATION For question tags, the intonation at the end of question tags when

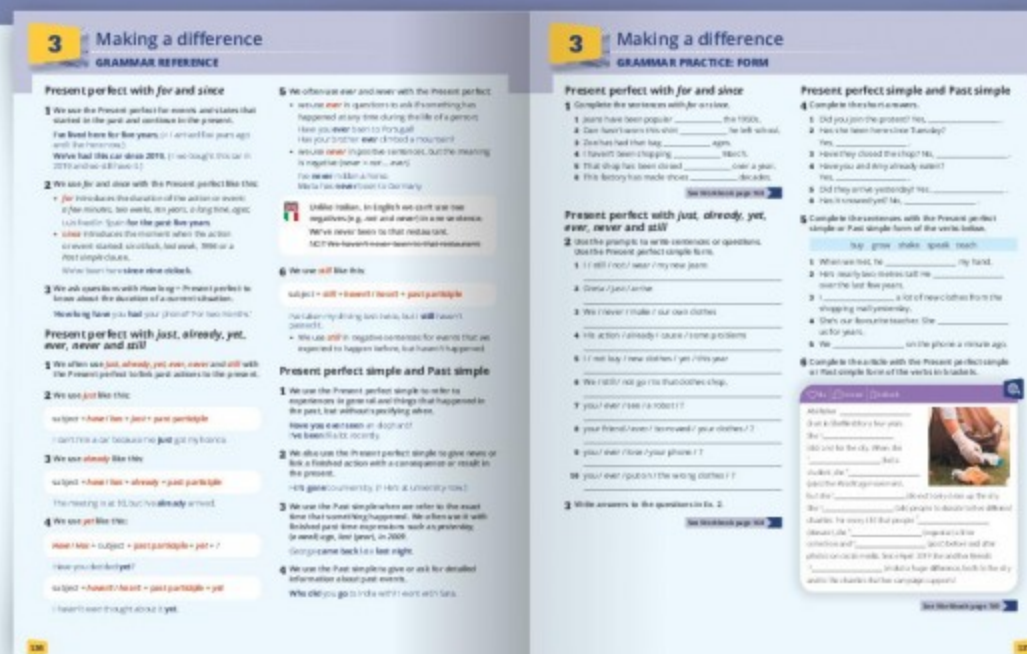
- Google-able icon, indicating that a text or topic can be found online.



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.

3 Making a difference
GRAMMAR PRACTICE: USE

Present perfect with for and since

- Complete the sentences with the correct form of for or since. Write complete answers.
 - How long has he been a teacher? (teach)
 - How long has she been living in this city? (live)
 - How long has your car been in the garage? (be)
 - How long has your father worked for the bank? (work)
 - How long has she been married to her husband? (be)
- Complete the sentences with the Past simple form of the verbs in brackets.
 - Last year, she _____ (buy) some money.
 - She _____ (lose) her phone this morning. She had to stop her car.
 - They _____ (take) photos of the garden all afternoon.
 - _____ (they) _____ (play) tennis a week ago.
 - _____ (she) _____ (buy) a new dress last week.
- Read the text and answer the questions 1-8.

Lucas is the youngest of three children. He was born in 1985. He is now 28 years old. He has a brother and a sister. He is a teacher. He has been a teacher for 10 years. He has been married for 5 years. He has two children. He has been married for 5 years. He has two children.

 - How long has he been a teacher? (10 years)
 - How long has he been married? (5 years)
 - How long has he been married for? (5 years)
 - How long has he been married for? (5 years)
 - How long has he been married for? (5 years)
 - How long has he been married for? (5 years)
 - How long has he been married for? (5 years)
 - How long has he been married for? (5 years)

Present perfect with just, already, yet, ever, never, and still

- Complete the dialogues with the words below.

Anna: Hi, John. How are you?
John: I'm fine, thanks. How about you?
Anna: I'm good. I've just finished my homework.
John: That's great. I've already done mine.
Anna: Have you? I haven't done mine yet.
John: Don't worry. You'll finish it soon.
Anna: Yes, I will. I've still got a lot to do.
- Complete the sentences with the words below.

1. I've _____ (just) finished my homework.
2. She has _____ (already) done her homework.
3. I haven't _____ (yet) finished my homework.
4. He has _____ (never) done his homework.
5. She has _____ (still) got a lot of homework to do.

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.

3 Making a difference
VOCABULARY

Clothes and fashion

- Complete the sentences with the words below.

1. I bought a new _____ (shirt) for my job.
2. She wore a beautiful _____ (dress) to the party.
3. He changed his _____ (style) of hair.
4. She has a very _____ (fashionable) bag.
5. They were _____ (wearing) their school uniforms.
6. I don't _____ (like) that color.
7. She _____ (loves) her new shoes.
8. I can't _____ (find) anything to wear.
9. He _____ (washed) his clothes.
10. She _____ (ironed) her shirt.
- Match the words to the definitions.

1. a light-colored shirt
2. a long, narrow piece of fabric
3. a bag
4. a piece of clothing
5. a style
6. a piece of fabric
7. a piece of clothing
8. a piece of fabric
9. a piece of clothing
10. a piece of fabric

Useful verbs

- Complete the sentences with the verbs below.

1. She _____ (washed) her clothes.
2. He _____ (ironed) his shirt.
3. I _____ (found) my bag.
4. She _____ (loves) her new shoes.
5. I _____ (can't) find anything to wear.
6. He _____ (washed) his clothes.
7. She _____ (ironed) her shirt.
- Match the words to the definitions.

1. to wash
2. to iron
3. to find
4. to love
5. to can't find
6. to wash
7. to iron

Vocabulary development: Phrases for British and Irish English

- Choose the correct alternative.

1. I'm a bit of a _____ (fan) of the team.
2. He's a real _____ (fan) of the team.
3. She's a bit of a _____ (fan) of the team.
4. He's a real _____ (fan) of the team.
- Complete the sentences with the words below.

1. I'm a bit of a _____ (fan) of the team.
2. He's a real _____ (fan) of the team.
3. She's a bit of a _____ (fan) of the team.
4. He's a real _____ (fan) of the team.

READING

3 Making a difference
READING

A MODERN PROBLEM

The Need for Food

Almonds, Avocados, and the Need for Food

Almonds and avocados are two of the most popular fruits in the world. They are both healthy and delicious. Almonds are a good source of protein and healthy fats. Avocados are a good source of healthy fats and fiber. Both fruits are also low in sugar and calories. They are both great for your heart and overall health. They are also easy to eat and store. They are both great for your diet.

Soy Products

Soy products are a good source of protein and healthy fats. They are also low in sugar and calories. They are both great for your heart and overall health. They are also easy to eat and store. They are both great for your diet.

Check the facts and the headings

- Read the text and match the headings to the correct section.

1. Soy products are a good source of protein and healthy fats. (Soy Products)
- Read the text and match the headings to the correct section.

1. Almonds and avocados are two of the most popular fruits in the world. (The Need for Food)

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.

3 Making a difference
REVIEW

Language review

- Complete the sentences with the words below.

1. I bought a new _____ (shirt) for my job.
2. She wore a beautiful _____ (dress) to the party.
3. He changed his _____ (style) of hair.
4. She has a very _____ (fashionable) bag.
5. They were _____ (wearing) their school uniforms.
6. I don't _____ (like) that color.
7. She _____ (loves) her new shoes.
8. I can't _____ (find) anything to wear.
9. He _____ (washed) his clothes.
10. She _____ (ironed) her shirt.
- Match the words to the definitions.

1. a light-colored shirt
2. a long, narrow piece of fabric
3. a bag
4. a piece of clothing
5. a style
6. a piece of fabric
7. a piece of clothing
8. a piece of fabric
9. a piece of clothing
10. a piece of fabric

Podcast

- Listen to the podcast and answer the questions.

1. What is the main topic of the podcast?
2. What are the main points of the podcast?
3. What are the main points of the podcast?

Mediation task

- Translate the text from Italian to English or English to Italian.

1. Translate the text from Italian to English or English to Italian.
2. Translate the text 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.

INVALSI • Exam Practice

UNITS 1 & 2

Saving the world's oldest skatepark

Cambridge B1 Preliminary • Exam Practice

READING

Part 3 Multiple choice

- Read the text and choose the correct answer.

1. The skatepark was built in _____ (1950/1960/1970/1980).
2. The skatepark was built in _____ (1950/1960/1970/1980).
3. The skatepark was built in _____ (1950/1960/1970/1980).

LISTENING

Part 1 Multiple choice

- Listen to the audio and choose the correct answer.

1. What is the main topic of the audio?
2. What is the main topic of the audio?

SPENDING

Part 2 Extended turn

- Listen to the audio and answer the questions.

1. How much did the speaker spend on the trip?
2. How much did the speaker spend on the trip?

WRITING

Part 1 Writing an email

- Write an email to your friend.

1. Write an email to your friend.
2. Write an email to your friend.

Six INVALSI-style practice exams.

One Cambridge B1 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
		119-124 million people were pushed into extreme poverty in 2020?			759 million people lack access to electricity?			the global average temperature is at 1.2°C above pre-industrial baseline?
		2.37 billion people are without food or unable to eat a healthy diet on a regular basis?		94	there are 1.6 million workers without any social support?			over 3 billion people rely on oceans for their livelihoods?
	22, 42	the Covid-19 pandemic has shortened life expectancy?		34, 44, 49	good access to roads in rural areas helps reduce poverty?		74, 79	the world has lost 100 million hectares of forest in two decades?
		9% of children in grades 1-8 are below the minimum reading proficiency levels?			for every 100,000 people, 311 are refugees?			there are 160 million children who are forced into child labour?
		only 28.2% of managers are women?		12, 19	only half of the people who live in cities around the world have easy access to public transport?			nearly half of the people around the world are not online?
		billions of people lack access to safe drinking water?		32	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?



1

Interactions

LISTENING Guessing meaning from context | **READING** Skimming

WRITING Checking your work: punctuation | **SPEAKING** Showing interest

GRAMMAR Present Simple and Present Continuous; Question forms; Question tags

VOCABULARY Hang-out spaces; Body language and gestures; Vocabulary development: Modifying adverbs



1 01 **THINK** **WATCH** or **LISTEN** Is the photographer a “people person” or does she prefer time on her own?

2 02 **WATCH** or **LISTEN** again. Answer the questions.

1 What was the weather like?

2 What outdoor activity does Melodie enjoy?

3 According to Melodie, why do we need technology for socialising?

3 **CITIZENSHIP** **SPEAK** Choose the top three ways you communicate with other people. Number them 1 to 3 (1 = most important). In pairs, compare your answers and give reasons.

___ phone calls

___ online gaming

___ text messages

___ social media

___ video chat

___ face-to-face



Video
story behind
the photo



1 THINK A hang-out is a social space and people often go there to meet up with friends. Where are your hang-outs? What do you do there?



2 VOCABULARY Read the blog post about hang-outs in Toronto and complete the text with the words below.

fountain gym leisure centre pavements
shopping centre skatepark square Youth Club



Travel Blog

My Top 6 Toronto hang-outs!

Posted 12 June



1 Go skateboarding! Have you got a skateboard? Come to the Underpass _____ and practise your tricks under King Street Bridge.

2 The Yorkdale Are you looking for some new clothes and accessories? Or maybe you want to go for pizza or get a milkshake with friends. The Yorkdale _____ is a great option for wet weather!

3 LAN Lords Do you like playing video games? This is a _____ for e-sports (gaming) only!

4 Get active I go the HartHouse _____ with friends to do exercise, do martial arts like tae kwan do, and to play squash. Next week I want to try a yoga class!

5 New friends, new skills When I'm bored, I always come to the St Alban's Boys and Girls _____. There is always a lot going on. In the holidays, there are music and art workshops here so you can learn new skills and meet new people of the same age!

6 Chill on a hot day When I want to hang out with friends and chat, Nathan Philips _____ is my favourite place to come. You can sit down on the _____ and enjoy watching everyone around you. On a really hot day, you can put your feet in the water of the _____ and eat an ice cream!

3 SPEAK You are visiting Toronto. In groups, agree on the best three places to visit from the blog. Why do you think they are good places to hang out?

4 **03 LISTEN** to the introduction to a radio show. Is the show about a person, a city, or a building?

5 **04** Read the Listening skill. Then listen to two sentences from the introduction. Choose the correct part of speech and meaning of the four words.

- | | | |
|------------|---------------------------|----------------------------|
| 1 costly | A hard (<i>adv</i>) | B expensive (<i>adj</i>) |
| 2 attend | A go to (<i>v</i>) | B wait (<i>v</i>) |
| 3 look | A see (<i>v</i>) | B view (<i>n</i>) |
| 4 reporter | A journalist (<i>n</i>) | B report (<i>v</i>) |

LISTENING SKILL

Guessing meaning from context

When you are listening and don't understand words or a sentence, you can use information you do understand (about the situation, who is speaking, and the other words), to help you. Think about the unknown part of speech, and try to think of another word or phrase that could replace it.

6 P **05 LISTEN** to the report about Open Youth Forum. For each question, write the correct answer in the gap. Write one or two words, or a number, or a date, or a time.

You can walk from the castle to the OPEN centre in ¹ _____.

The hall for live music has space for ² _____ people.

The OPEN centre is a type of ³ _____.

The gym is ⁴ _____ for under 18s.

The "escape the zombie" event is happening ⁵ _____.

Public organisations and ⁶ _____ pay to use the space.

See Vocabulary p.158

7 **GRAMMAR** Look at the sentences from the listening and underline the verbs. What are the names of the tenses?

- A ...most British cities don't offer enough opportunities for teens.

- B ...most young people don't have the money...

- C All this week, it is celebrating its 10th anniversary.

- D ...and so today we're taking a look at its work.

8 **GRAMMAR** Look at the sentences in Ex. 7 again. Complete the Grammar in context box. Write *Present simple* or *Present continuous*.

GRAMMAR IN CONTEXT

Present simple and Present continuous



- We use the _____ :
 - to talk about routines and things that are always true. ___
 - with verbs that describe feelings, thoughts, states and senses. ___
- We use the _____ :
 - to talk about things happening right now. ___
 - to talk about things happening around now. ___

PRACTICE EXERCISES

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

9 **GRAMMAR** Match a sentence from Ex. 7 to each rule from the Grammar in context box.

10 **GRAMMAR** Complete the sentences with the Present simple or Present continuous form of the verb in brackets.

- My friends and I _____ (like) playing video games.
- We _____ (sit) in a very quiet classroom.
- My best friend _____ (hang) out with me after school.
- I _____ (not spend) much free time outdoors at the moment.
- My mum _____ (play) video games right now.
- I _____ (not know) the answer to this question.

11 **CITIZENSHIP READ** the text and choose the correct alternative.



12:36
78%

MY JOURNAL

☰

ABOUT
POSTS
CONTACT
🔍

Theatre Square, Rotterdam

Posted 12 June 🗨️

Hi, I'm Daan. I'm from Rotterdam in the Netherlands. Today my friends and I ¹**hang out / are hanging out** at Theatre Square. Lots of groups of young people ²**come / are coming** here and today it's full of people!

⁵ Some people ³**chat / are chatting** and some girls over there ⁴**skate / are skating**. Why ⁵**do we hang out / are we hanging out** here? Well, we ⁶**make / 're making** a new Tik Tok video. In general, I think people ⁷**love / are loving** it here because it ⁸**feels / is feeling like** a fun and safe place to meet up with friends. When you climb the steps, you feel that you ⁹**walk / are walking** onto a stage. There are water fountains, seats to relax on, and unusual red lights like long arms. In my opinion, every city ¹⁰**needs / is needing** a place like this!

12 Write the questions. Then ask and answer them in pairs.

- Where / you / hang out / after school / later?
- What classes / you / take / this term?
- What / you / usually / do / at weekends?
- it / rain / today?
- What / you / do / at break today?

VIEWPOINTS

What are the best places for teens in your town? What new facilities would you like to have?

My friends and I like going to the café near the main square.



- 1 THINK** Read the Quick quote. In pairs, use gestures and expressions to communicate the ideas. Do not use words. Can your partner guess what you are “saying”?

Be quiet. Come here. I don't agree. Well done! We're late.

QUICK QUOTE

“Apparently, 80 per cent of what you understand in a conversation is read through the body, not the words.”

— Deborah Bull, dancer



- 4 MEDIATION** Read the Reading skill. Then write five rules of skimming.

READING SKILL Skimming

Skimming means reading a text quickly to understand the main ideas. It is useful when you want to get the general idea of a text. When you skim read, go from the beginning to the end of the text so you look at the ideas in the text in order, but do not read every word. Focus on the important words (especially nouns and adjectives) and the first lines of each paragraph. Don't stop if you see a word you don't know.

- 5 READ** the first paragraph of the Facial Expressions text. Discuss the questions in pairs.

- 6** **06 READ** and **LISTEN** Skim the rest of the text. Find the answers to the questions in the first paragraph. Write *yes* or *no*.

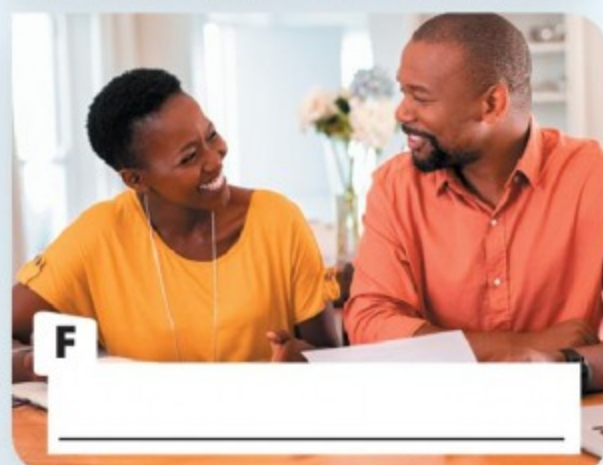
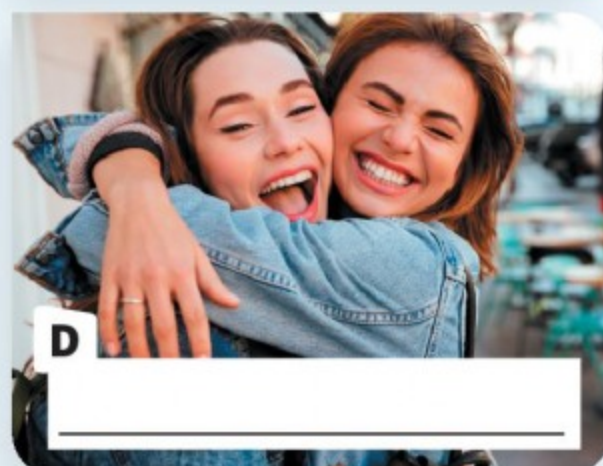
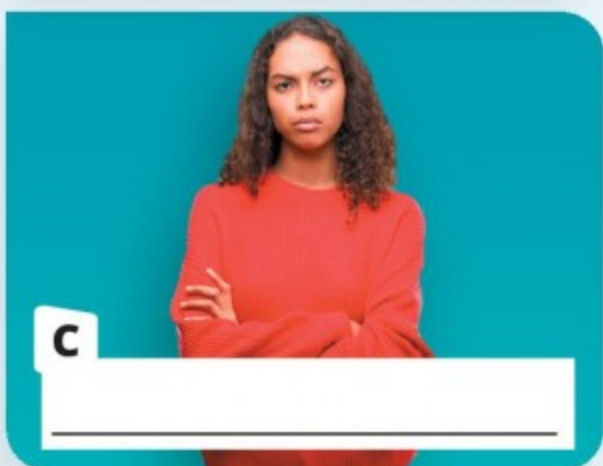
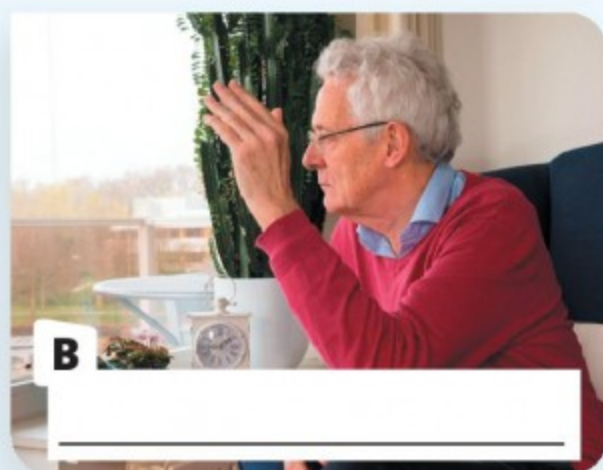
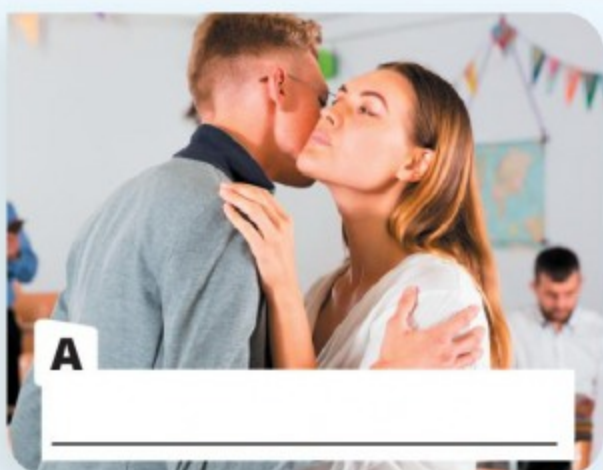
1 _____ 2 _____ 3 _____

- 7 I READ** the text about facial expressions again, then answer the questions (1–6) using a maximum of four words. The first one (0) has been done for you.

- 0** How many muscles does our face have? 43
1 Who wrote a book about facial expressions in 1872? _____
2 What do people around the world share? _____
3 How do all animals of the same type communicate their feelings? _____
4 When do people learn to control facial expressions? _____
5 What do Japanese people sometimes hide? _____
6 What is it difficult to do in a fake smile? _____

- 2 VOCABULARY** Match the phrases below to the photos. Oxford 3000™

cross your arms hug someone kiss someone
point at something smile at someone wave goodbye

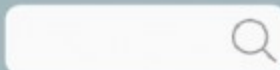


See Vocabulary p.158

- 3 SPEAK** Which emotions can you see in the photos in Ex. 2? Use the words below to describe the people. Why do you think they are feeling this way?

angry happy sad scared

She is kissing him on the cheek, so I think she is happy to see him.



Facial Expressions



Figure A

The 43 muscles in our face can make 10,000 facial expressions!

- ¹Can this wide range of expressions mean the same thing everywhere in the world? ²Do facial expressions mean different things in different cultures? ³Is it possible to use our expressions to be dishonest about how we are feeling?

Charles Darwin looks at some of these questions in his book *The Expression of the Emotions in Man and Animals* (1872). According to Darwin, people everywhere share five basic facial expressions. These expressions show we are angry, scared, sad, disgusted, and happy. Darwin also noted that all animals of the same type communicate their feelings with the same movements of their bodies.

- So, does this mean we can always understand what people are feeling by looking at their faces? No, it doesn't. We generally learn to control our facial expressions from a young age, in order to follow social rules. For example, usually when people lose a competition, they politely hide the fact they're upset.

- What's more, the social rules often depend on the culture. For example, some studies show that in certain situations, Japanese people smile to hide negative emotions; this is polite in their culture. In the same situation, though, American people generally don't smile.

However, it isn't always easy to hide our emotions, because it isn't always possible to control the muscles we

- ²⁵ use to make expressions. For example, you can try to look happy when you are disappointed at a gift, but fake smiles are usually easy to notice. That's because during an honest smile, we use muscles to make our eyes narrow (Fig. A), but these muscles are difficult to control (Fig. B). So, it's best to find a real reason to feel happy first!



Figure B

Adapted from *The Oxford Companion to the Body* by Colin Blakemore and Sheila Jennett

8 GRAMMAR

Read the Grammar in context box. Complete the rules with the words below.

object question word short answers subject

GRAMMAR IN CONTEXT

Question forms



We normally answer *yes / no* questions with ¹ _____.

Does this mean we can always understand what people are feeling? No, it doesn't.

When a question starts with a ² _____ (e.g. *what, who, why, how many*), we usually give a full answer.

How many muscles does our face have?

Our face has 43 muscles.

These questions are either object questions or subject questions.

In object questions, the question word refers to the ³ _____ of the sentence.

What do people around the world share?

In subject questions, the question word refers to the ⁴ _____.

Who wrote a book about facial expressions in 1872?

PRACTICE EXERCISES

Grammar Form pp.132-133

Grammar Use pp.156-157

9 GRAMMAR SPEAK

Complete the questions with the words in brackets. Then ask and answer them in pairs.

- How many kisses _____ (you / give) a person when you meet them?
- _____ (you / be) angry very often?
- _____ (what / be) often a sign that someone is lying?
- _____ (who / smile) the most in your class?
- _____ (animals / use) facial expressions?

10 GRAMMAR WRITE

In pairs, choose a topic from this unit and write 10 quiz questions about it. Write five subject and five object questions. Then swap quiz questions with another pair and try to complete their quiz. Return your answers to the other pair and find out your scores.

VIEWPOINTS

Some people use a lot of facial expressions. Others don't. Is it useful to show or hide facial expressions? Give reasons for your answers.



1 THINK Are you still in touch with friends from primary school? Why is it sometimes difficult to stay friends as we grow older?

2 READ the emails and answer the questions.

- 1 Why is Chloe writing to Oliver?
- 2 Do the two friends live in the same town?
- 3 Is Oliver planning to go to the party?

MY MAIL



FROM: Chloe Wed 16th Nov 4.32
SUBJECT: My Birthday!

Hey Oliver,

How are things? I hope you're enjoying life in your new town. I'm sure it's **a little** strange and it probably isn't easy to start a new school, is it? I hope you're starting to feel at home.

Anyway, it's my birthday party next Saturday and I obviously want you to come. You remember Aleisha, don't you? She's planning to come so are Rob and his friends. They're **very** nice. I know it's **quite** far away, but you can come, can't you? It starts at 7 p.m. Let me know – it would be **totally** awesome to see you!

From, Chloe

REPLY

FROM: Oliver Fri 25th Nov 12.35
SUBJECT: Re: My Birthday!

Hi Chloe,

It's great to hear from you. Yes, things are going **fairly** well. I love the new town – it's **absolutely** amazing! But you're right – it isn't easy at the new school. I'm studying **extremely** hard this week, as we have a test, and I'm **completely** behind in my studies.

Anyway, thank you for the invitation, Chloe. I'd be **really** happy to come tomorrow – I highkey miss you guys. The only problem is I have a basketball match until 8.00. I could get a train and be there by about 9.30, but that's **a bit** late, isn't it? Let me know. You don't have my new number, do you? It's 0744 673 459.

Speak soon,

Oliver

P.S. Of course I remember Aleisha. Say hi from me! 😊

SEND

3 Look at the words in bold in the emails. Then read the Vocabulary development.

VOCABULARY DEVELOPMENT

Modifying adverbs

Some adverbs can give adjectives a weaker meaning. For example: *a little, a bit, fairly, quite*.

Others give adjectives a stronger meaning. For example: *very, really, extremely, totally, completely, absolutely*.

We don't use *very* with adjectives with an extreme meaning. Instead, we can use *absolutely*.

It's **absolutely** amazing! NOT ~~It's very amazing!~~

4 Replace the **bold** words in the messages with an alternative modifying adverb. Do not use *very*. Sometimes more than one option is possible.

< Morgan

Morgan 4.53

Just a quick note to say sorry for not replying, Alex. I'm ¹**very** busy this week. Things are ²**totally** mad at school, with the Christmas concert rehearsals and exams.

Alex 4.56

That sounds ³**extremely** difficult! I'm ⁴**a bit** busy, too, to be ⁵**really** honest. Let's plan something for January.

Morgan 5.03

Thanks! You're ⁶**totally** amazing.

See Vocabulary p.158

5 Find *highkey* in Oliver's email. What do you think it means? Read the Street speak to find out.

STREET SPEAK

Highkey or *hi-key* is an informal way to say *absolutely* or *a lot*. The opposite (*lowkey*) means *not really* or *secretly*.

KEY PHRASES

Hi [name], / Hey [name],

It's great to hear from you.

How are things?

Things are going (fairly well)... From [your name]

I hope you're enjoying life.

I'd be (really happy to come)...

Let me know.

- 6** **RESEARCH** Look at the examples from the results in the Exercise in context box. Then choose the correct alternative to complete the rules.

GRAMMAR IN CONTEXT

Question tags



We usually use question tags to check something is true, or to ask people if they agree with us.

You remember, **didn't you?**

It probably isn't easy to start a new school, **is it?**

We use a / **positive** / **negative** question tag after a **positive** statement.

We use a / **positive** / **negative** question tag after a **negative** statement.

RESEARCH

Download from page 111-112. Grammar key p. 107

- 7** **RESEARCH** Read the results in Ex. 2 again, identifying these most question tags.

8 **RESEARCH** Write the correct question tags.

- 1 Olive likes to go to Oliver's, _____?
- 2 Olive and Oliver aren't friends, _____?
- 3 Olive doesn't know Aleisha, _____?
- 4 Oliver can go to the party, _____?
- 5 Oliver isn't planning a birthday party, _____?

- 9** **MP** Read the Pronunciation Box. Listen to the examples. Then listen and repeat.

PRONUNCIATION



For question tags, the intonation can change. It rises at the end of question tags when you are checking information (are you - you aren't here).

Oliver is happy in his new school, **isn't he?**

Whenever we invite people to agree with our opinion, or something someone of a fact, the intonation falls.

Oliver is happy in his new school, **isn't he?**

- 10** Write the question tags. Then read the questions with rising or falling intonation. Use the notes in brackets to help you.

- 1 Staying in touch isn't easy, _____? (opinion)
- 2 Most taxis send over 100 messages a day, _____? (need to check)
- 3 Ali can't drive, _____? (fact)
- 4 It is a little early 4.15, _____? (need to check)
- 5 It's an absolutely amazing friend, _____? (belief)

- 11** Read the Writing skill. Then look at the results in Ex. 3 and find one example of each type of punctuation.

WRITING SKILL

Checking your work: punctuation

Punctuation shows the reader the structure of the sentence and makes it easier to read. It's an important part of your writing. Making mistakes with punctuation gives a bad impression, and you lose marks for this in an exam.

- 1 exclamation mark • comma
- 2 question mark • apostrophe
- full stop • capital letter
- dash (use a colon in formal writing)

- 12** Rewrite the sentence with correct punctuation.

oliver says he cant come he has a basketball match it's a shame isn't it

- 13** **MP** **WRITE** 10-150 words. Your friend Chloe is having a party this weekend. First, read the email from Chloe. Then write an email to Chloe, including the three notes you have made. Use the expressions in the Key phrases box on page 18 to help you.

FROM: Amanda
SUBJECT: PARTY

Hi Ali,

How are you? It's Emma's party on Saturday and Oliver can't go. Would it be possible for you to come, just to see, right? Anyway, I wanted to ask you some questions about Saturday.

Do you think you have a moment for me?

Are you still going to help?

What time did that sound like? **Do you have any ideas?**

Something to bring for? Suggest...

My mum usually drives me to Emma's house. **Do you want to do like this, too?**

Explain what you...

See you on Saturday.

From: Amanda

- 14** **✓ CHECK & REFLECT** Read your partner's email. Suggest improvements for his / her email.

- Do they include information about all the notes?
- Is the reason for the email clear?
- Do they use modifying adverbs correctly?
- Do they use modifying adverbs with suitable adjectives or verbs?
- Can you see any punctuation mistakes?

WRITING SKILL

It is important to stay in touch with all friends, isn't it? How realistic is this?

1 THINK Read the definition of *small talk*. Answer the questions.

small talk (noun) [uncountable]

polite conversation about normal and unimportant subjects, especially at parties and other social events

- 1 What are some typical topics of small talk?
- 2 Is small talk important? Why or why not?



2 WATCH, LISTEN or READ Choose the topics the speakers mention.

- | | | |
|-----------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> hometown | <input type="checkbox"/> family | <input type="checkbox"/> holiday |
| <input type="checkbox"/> school | <input type="checkbox"/> work | <input type="checkbox"/> sports |
| <input type="checkbox"/> weather | <input type="checkbox"/> free time | |

Alesha Hi, I'm Alesha. I'm new.

Max Hi Alesha. Nice to meet you. Sorry – I'm Max.

Alesha Max. It's great to meet you. You know, this canteen is great.

Max Really? It's OK... I guess.

Alesha Come on! It's got a great menu and the food is fantastic. I love chicken curry!

Max Me too! But the salad's a bit boring, isn't it?

Alesha That's true. But they've got a fruit salad for dessert and it looks amazing. I hope there's some left!

Max So do I! ... I'm, er, I'm playing tennis tomorrow. I'm in the final of a competition.

Alesha How exciting! That sounds fun... but I'm not really into sport. I'm more into music and books, stuff like that. I make videos too.

Max Oh yeah? That's interesting. What kind of videos do you make?

Alesha Just vlogs. I have my own channel. I have around 800 followers.

Max That sounds amazing! What do you talk about?

Alesha Anything I'm interested in really. I make them with my neighbour, Mia. She goes to this school actually. Do you know her? Mia Harris?

Max No way! She's my friend, too.

Alesha Really?! That's awesome! ... Hey, let's go and get that dessert! Quick!

Max Good idea!

3 Read the Speaking skill. Then **underline** the key phrases in the dialogue.

SPEAKING SKILL
Showing interest

Showing interest in what people are saying will encourage them and help to keep the conversation going.

KEY PHRASES

- Really? / Oh yeah?
- No way!
- That sounds fun / amazing.
- That's true / awesome.
- How exciting!
- Me too! / So do I!

4 SPEAK In pairs, practise responding to each statement using one of the Key phrases.

- 1 My sister lives in Malaysia.
- 2 I'm studying for my maths exam.
- 3 I like going horse riding at the weekend.
- 4 I'm thinking of travelling around Europe for a year.
- 5 My best friend and I share the same birthday.

5 EMPLOYABILITY SPEAK Stand up, move around your classroom, and make small talk with your classmates. Use the ideas in Ex. 4 to help you.

- Start the conversation and introduce yourself.
- Make small talk and ask questions to develop the conversation. (Use question tags if possible.)
- Show you are interested by reacting to what you hear.
- After a minute, end the conversation. Say: "Anyway, really nice to chat. See you later."

6 MEDIATION Produce a short guide to making successful small talk. Use the Key phrases and the dialogue to help you.

11 SUSTAINABLE CITIES AND COMMUNITIES



1 CITIZENSHIP THINK In pairs, ask and answer the questions.

- 1 Do you have a bike? When do you use it? Where do you go?
- 2 Do you ever cycle in the city centre? Do you think it's safe?
- 3 Would you like to deliver packages by bike? Why or why not?

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

- 1 Where is Alex's office?
 - A in Manhattan
 - B in his house
 - C He doesn't have one.
- 2 What does Alex always carry?
 - A tablet computer
 - B phone
 - C keys
- 3 Why does Alex like his bike?
 - A It's very expensive.
 - B It's very fast.
 - C It's light and comfortable.
- 4 What does Alex do before he starts work?
 - A He has a coffee.
 - B He talks to his boss.
 - C He goes to the gym.
- 5 What does Alex know well?
 - A New York's streets, skate parks and steps.
 - B New York's streets, parks and public squares.
 - C New York's streets, fountains and shopping malls.
- 6 Why is Alex waving in the video?
 - A There isn't much traffic today.
 - B He's talking to his girlfriend.
 - C It's a sunny day.

3 **10 Watch or listen again.** Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Alex's job takes him all over New York City. ___
- 2 Alex works indoors some of the time. ___
- 3 Alex always tries to deliver the packages on time. ___
- 4 Alex does a lot of exercise after work. ___
- 5 Alex doesn't usually cook in the evenings. ___
- 6 He calls his girlfriend on his mobile phone. ___



4 Complete the summary with the words below.

begins breakfast dangerous early enjoys
healthy helmet plays

Alex's day starts ¹ _____, and after ² _____ he gets ready for work. He's always cycling so he needs to wear a ³ _____. His work ⁴ _____ with his first delivery. His job is ⁵ _____ because of the traffic, but he still ⁶ _____ it. He gets tired, but his job keeps him ⁷ _____. Before going to bed, he ⁸ _____ the guitar.

**REAL
WORLD**

5 SPEAK You are planning a bike tour of your city. In pairs, agree on three tourist attractions to visit. Why do you think they are good places to visit?

6 WRITE Plan the bike tour of your city. Then complete the task below:

- Your friend is visiting your city and would like you to take him/her on a bike tour. Write him/her a message with three ideas on what to see and how to get there by bike.

1 P For each question, choose the correct answer.



Millions of us are choosing to spend our free time in online worlds, like Second Life or Fortnite. But why?

- Well, firstly, you can interact with people easily with your avatar. With your keyboard, you can make gestures, like using your ¹___ to wave goodbye, or your finger to ²___ at things. You can also buy special kiss or ³___ animations, or (in the case of Fortnite) do cool dances!
- 10** You can explore amazing places too. In Second Life, you can walk on the ⁴___ of "real" cities, like London. The recent world Sansar allows thousands of users to share the same space together – ⁵___ incredible.
- 15** A lot of people enjoy the actual game, too. Every time you drop from the bus in Fortnite, you start a new, ⁶___ exciting adventure story.

But I think for young people, the real reason is the freedom. In the normal world, we tell young people they can't go to this place or talk to that person; in online worlds they are ⁷___ free to interact and hang out. The only limits are the creators' and players' imaginations.

- | | | | |
|----------------------|---------------------|---------------------|-----------------|
| 1 A hand | B fingers | C thumb | D arms |
| 2 A point | B smile | C kiss | D talk |
| 3 A play | B make | C hug | D shake |
| 4 A squares | B roads | C pavements | D steps |
| 5 A only | B very | C absolutely | D a bit |
| 6 A extremely | B lovely | C completely | D little |
| 7 A a little | B completely | C almost | D not |

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

So ¹_____ are this year's body language trends?

- It seems that lots of celebrities are doing the "V" gesture with their fingers this year. Yes, the 1960s ²_____ coming back!
- We are all familiar with the traditional, friendly kiss on the cheek, ³_____ we? Well, it seems like this is going out of fashion. The female celebrity ⁴_____ now choosing to hold hands instead.
- What about your bag? Do ⁵_____ carry it on your arm or in your hands? The answer is no. You now hug it, or put it over your shoulder.
- Now, models ⁶_____ smile, do ⁷_____? Wrong! We ⁸_____ seeing lots of smiling models at fashion shows.

Source: 'Strike a pose: the new body language', Emma Sibbles and Simon Chilvers, The Guardian, April 2009

3 SPEAK Find photos of a place where you like to hang out. Tell a partner where it is and what you do there.

4 SPEAK or WRITE Read the Quick quote. Answer the questions.

- 1 Do you find it easy to talk to other people?
- 2 Do your friends and family know the "real" you?
- 3 Is it better to have a large group of mates or a few close friends?

QUICK QUOTE

"All social interactions require some loss of freedom."

— Erol Ozan



5 LOOK BACK Answer the questions.

- 1 Which of the grammar points would you like to practise further?
- 2 Which lesson did you enjoy the most?
- 3 Do you feel confident using punctuation in your writing?
- 4 Why do you think it is important to show interest during a conversation?

2

Time

LISTENING Identifying contrastive stress | **READING** Scanning

WRITING Using time expressions | **SPEAKING** Telling personal anecdotes

GRAMMAR Past simple and Past continuous; *used to*; Gerunds and infinitives

VOCABULARY Memory; Vocabulary development: Phrases with *time*



1 11 **THINK** **WATCH** or **LISTEN** What can you see in the photo?

2 12 **WATCH** or **LISTEN** again. Decide if the statements are true (T) or false (F).

- 1 The clock has hands and numbers. ___
- 2 You can see the clock at a university. ___
- 3 It is a very old clock. ___
- 4 Time passes slowly when you travel at the speed of light. ___

3 **SPEAK** In pairs, ask and answer the questions.

- 1 Are you a patient person?
- 2 Do you manage your time well?
- 3 Do you prefer to be busy or to relax?
- 4 Are you good at doing your homework on time?



Video
story behind
the photo

3 GOOD HEALTH AND WELL-BEING



1 **THINK** Read the Fun fact. Then answer the questions in pairs.

- 1 What's your earliest memory?
- 2 How old were you?



2 **13 READ** or **LISTEN** Tick (✓) the adjectives that best describe the author's opinions about false memories.

- common and useful rare but useful
 rare and dangerous

False Memories

It's unusual for us to remember the **past** completely accurately, but false memories are very common. False memories can be particularly rich in detail – details that our brain **makes up**.¹ ___ Rob Nash is a psychologist at Aston University. He studies false memories and is an expert in them. Nash

- 5 remembers that he was extremely excited to meet the British television celebrity Trevor McDonald at his sister's graduation. Nash was sitting right at the back of the hall when the TV presenter appeared on the stage. McDonald was wearing colourful graduation clothes and Nash listened while McDonald was giving a speech.² ___ Afterwards, Nash, had the chance to meet
- 10 McDonald in person. But a few years later, Nash **discovered** that he was never at his sister's graduation – and neither was Trevor McDonald.³ ___

It's strange that Nash didn't **recognise** that these were false memories. But he is not alone. In an interview with the British newspaper *The Times*, the writer Ian McEwan described a similar false memory of a beautiful book.

15 He remembered that he wrote the book and when he moved house, he put the book in a drawer. One day, he decided to look for it and he **searched** everywhere for it! In his **mind**, he could see the papers, the folder they were in, the drawer. His mind **convinced** him that it existed.⁴ ___ He couldn't escape the truth – those events never happened. The book didn't exist.

- 20 So, why do we have false memories?⁵ ___ But over the past decade, psychologists have started to **realise** that false memories can actually be useful for us. For example, they can prepare us for possible events beyond our experience. Also, memories (**accurate** or false) of special people from our past can help us to feel close to them.

FUN FACT

Around 40 per cent of people say they can remember an event from their lives before they were two years old. Scientists believe this is nearly impossible.

3 **READ** the Reading skill. Then scan the article about false memories to find answers to the questions.

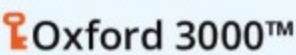
- 1 Where does Nash work?
- 2 Who is Trevor McDonald?
- 3 Which newspaper did McEwan speak to?
- 4 What job does Ian McEwan do?
- 5 In what way can false memories help us?

READING SKILL Scanning


Scanning means quickly looking through a text to find the information you want. This is useful when you want to find specific words rather than understand the whole text. You only need to look for the information you need to find; do not read every word.


4 **NOTE P I READ** Five sentences are missing from the article. Choose the correct sentence (A–F) for each gap (1–5). There is one extra sentence which you do not need to use.

- A For a long time, psychologists thought they had no purpose.
- B Because of this, false memories stop our minds working effectively.
- C He always recorded his work in a diary, but there were no notes about the book at all.
- D It was a false memory.
- E They are not simply mistakes, but complex stories created in our minds.
- F McDonald was receiving a special graduation certificate and the speech continued for a long time.

5 VOCABULARY Complete the definitions using the **bold** words from the article. 

- 1 _____ : to find something when you don't expect it
- 2 _____ : to create something that didn't exist
- 3 _____ : what gives us the ability to think
- 4 _____ : to understand or be aware of something
- 5 _____ : correct, precise
- 6 _____ : to know what / who something / somebody is because you knew it / them before
- 7 _____ : to look carefully for something / somebody
- 8 _____ : everything that has happened
- 9 _____ : make somebody believe something

See Vocabulary p.164 

6  **14** Read the Pronunciation box. Listen to the examples. Then listen and repeat.

PRONUNCIATION

Natural ENGLISH

All words have syllables. A syllable is a sound – for example, *water* has two syllables. In words with two or more syllables, there is always one stressed syllable. It is often louder than the other syllables.

discover	realise	convince
accurate	recognise	experience

Stressing the correct syllable in the word is important. With the wrong stress, it can be difficult to understand the word.

7 GRAMMAR Look at the sentences from the article. Then read the Grammar in context box and choose the correct alternative.

- He searched everywhere for it!
- Nash was sitting right at the back of the hall when the TV presenter appeared on the stage.
- Nash listened while McDonald was giving a speech.

GRAMMAR IN CONTEXT

Past simple and Past continuous

 Grammar Animation

We use the ¹ **Past simple / Past continuous** to talk about completed actions, a sequence of events, repeated actions and habits, and past states.

We use the ² **Past simple / Past continuous** to talk about actions in progress in the past, actions repeating quickly (e.g. knocking, shouting), and to describe a scene.


When we use the Past simple and Past continuous together, we use the Past continuous for the ³ **shorter / longer** action and the Past simple for the ⁴ **shorter / longer** action. We can connect the actions with *when* before the ⁵ **Past simple / Past continuous**, or *while* before the ⁶ **Past simple / Past continuous**.

PRACTICE EXERCISES

Grammar Form pp.134-135 **Grammar Use p.162**

8 GRAMMAR Write the name of the tenses used in each sentence and explain why they are used. Use the Grammar in context box to help you.


- 1 I went to sleep early last night.
- 2 In the morning, I woke up, got up, and opened the window.
- 3 The sun was shining, but it was raining.
- 4 I was eating crisps on the beach when a bird took them from my hand!
- 5 I couldn't believe it was 9 a.m.!
- 6 Somebody was calling my name again and again.
- 7 At 7 a.m., I was getting ready for school.

9 GRAMMAR Complete the text using the verbs in brackets in the Past simple or Past continuous. 

Can our emotions affect our memory? While Dr David Eagleman, from Stanford University, ¹ _____ (study) people's memory of time, he ² _____ (invent) a test to see if time seems to slow down when we are in danger. Volunteers ³ _____ (fall) backward from a height of 31m into a safety net. While they ⁴ _____ (fall), they ⁵ _____ (try) to read numbers on a screen. The results? Well, they couldn't read the numbers! So maybe when the numbers ⁶ _____ (appear), time ⁷ _____ (not go) more slowly for them: their perception of time did not change. However, Dr Eagleman later ⁸ _____ (discover) something else. The fall ⁹ _____ (take) only three seconds, but while volunteers ¹⁰ _____ (think) about their experience, they said it ¹¹ _____ (feel) much longer. Dr Eagleman's test ¹² _____ (show) that our memory of time slows down when we feel in danger.



10 SPEAK In pairs, tell your partner about one of your favourite memories. What were you doing? What happened? Why do you remember it?

11  **MEDIATION** Write five facts you have learned about memory from this lesson.

VIEWPOINTS

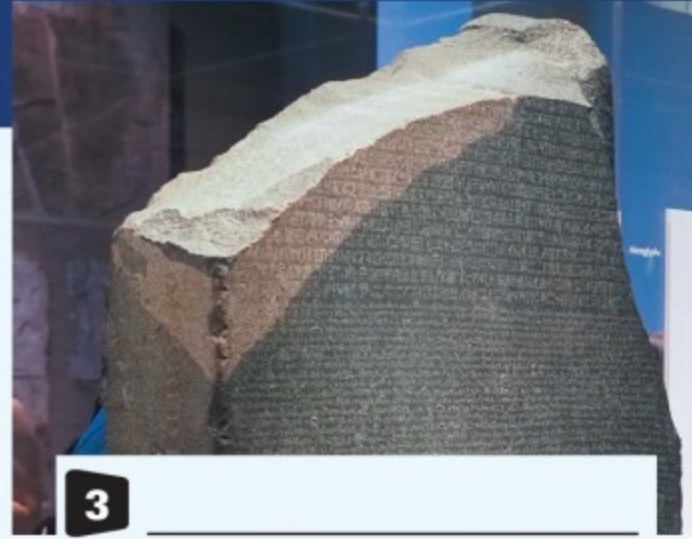
How can false memories be a problem for police or judges?



1



2



3



4

- 1 THINK** Match the discoveries below to the photos. What do you know about the discoveries? Can you name any other famous discoveries?

Göbekli Tepe Machu Picchu
Rosetta Stone Terracotta Army

- 2 READ** Scan the article. How many languages are there on the Rosetta Stone?



- 4 COMMUNICATION** In pairs, draw a timeline from 500 BCE to 2000 CE. Mark the events from the article on your line. Can you add any other historical events to your timeline?

- 5** Read the Writing skill. Then **underline** the time expressions in the article and translate them into your language.

WRITING SKILL

Using time expressions

Time expressions (*last week/year, five years ago, in the summer*) can simply indicate the time, or help readers to understand the order of events.

Sequence words (e.g. *during, after, before*) are a type of time expression. We can use sequence words before a noun.

During / After / Before + event or time, ...

We can use sequence words between two sentences.

French soldiers discovered the Rosetta Stone. **Afterwards**, language experts started comparing the writing.

Other sequence words include: *while* and *when*.

- 6** Complete the information with the time expressions below.

after afterwards a long time ago
before later while

- _____ they were knocking down an old wall, they saw the stone hidden inside.
- _____ they removed the stone from the wall, they noticed the writing.
- Soon _____, they realised it was an important discovery.
- _____, people called the stone the Rosetta Stone, because of the name of the town.
- Experts believe ancient Egyptians wrote on the stone _____ - in 196 BCE.
- _____ experts translated the stone, people couldn't easily study Egyptian history.

REFERENCE POINT



HISTORY > ARTIFACTS

The Rosetta Stone



A long time ago, in ancient Egypt people used to write with hieroglyphs. These were pictures which represented words. They used to paint them on the paper they made from dry papyrus (a plant). Sometimes they cut hieroglyphs into stones.



An example of hieroglyphs

Papyrus

- 5 In July 1799, French soldiers discovered one of these stones in Rosetta, Egypt, after they took control of the region. Before the discovery, we didn't use to understand Egyptian hieroglyphs. The stone was from 196 BCE and it contained a message in hieroglyphs and two other languages. Afterwards, language experts started
- 10 comparing them. Later, in 1822, Jean-François Champollion realised that the Egyptian text symbols represented sounds, not just meanings. For example, you could write *belief* with the symbols for *bee* and *leaf*. This helped people to translate it.

The Rosetta Stone helped the world to understand ancient

- 15 Egyptian hieroglyphs and learn about ancient Egyptian culture.

- 3 READ** the article again and answer the questions.

- Who discovered the Rosetta Stone?
- When and where did they find it?
- Why is it an important discovery?