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# PANORAMIC

Student Book & Workbook

with Digital Pack

**B2**

**CLAIRE THACKER**

GARY PATHARE

OXFORD  
UNIVERSITY PRESS

# PANORAMIC

Student Book & Workbook

**B2**

**CLAIRE THACKER**

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# 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.

**1 Values**

READING: Summarizing and scanning | WRITING: Writing a persuasive essay

LISTENING: Understanding opinions and attitudes

GRAMMAR: Using for and going to structures

VOCABULARY: Present simple and continuous, Present perfect simple and continuous, Question tags

VOCABULARY: Behavioural verbs, Environmental verbs, Collocations with for, with, against

**1 THINK WATCH or LISTEN** What values are important to you?

- courage
- honesty
- acceptance
- integrity
- respect
- generosity
- fairness

**2 DISCUSS SPEAK** Look at the list in Ex. 1 again. Put the values in order for you (1 = most important). Then compare your answers with a partner.

### READING

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

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

**1.1 READING Building values**

**1 DISCUSS THINK** Which three things below are most important to you and why? How do these things affect you? Discuss in pairs.

1. a nice home  
2. a good community life  
3. expressing your individuality  
4. happiness  
5. material possessions  
6. nature and the outdoors  
7. no cars

**READING SKILL** Skimming and scanning

Skimming and scanning are two ways to read a text quickly. When you skim a text, you read it quickly for the general idea. When you scan a text, you look for particular information. Use key words or numbers.

**2 DISCUSS SPEAK** Read the text and choose the correct summary.

The text gives information about...

- different ways to build houses.
- how different places affect how we behave and interact with others.
- two unusual places where people can live and work together.

**Living spaces**

Can someone build a house for less than you would expect? Most people think so. However, some architects have already designed living spaces that aim to create a more vibrant way of life. They are called **co-living communities**. They are places where people live and work together. They are often in the city centre and are often in the city centre. They are often in the city centre. They are often in the city centre.

**GRAMMAR IN CONTEXT**

**1** Use the Present perfect simple.

**2** Use the Present perfect continuous.

**3** Use the Present perfect simple.

**4** Use the Present perfect continuous.

**VOCABULARY** Match the bold words in the text to the correct definitions below.

1. the way you think or feel about something

2. the way you act, particularly towards other people

3. to try to convince someone not to do something

4. to persuade someone to do something to give support

5. something that is your duty or job to do

6. something you should legally or morally be able to have or do

7. the ability to accept other people's behaviour or opinions even if you don't agree

8. to change the form of something, usually in a good way

9. to be very happy or excited about something

10. to be very angry or annoyed about something

See vocabulary p. 158

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.

### WRITING

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

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

**1.2 WRITING Urban issues**

**1 THINK** Look at the photos. What are the differences between the images? What are the positives and negatives of each situation?

**2 DISCUSS SPEAK** Read the essay title. Think of two advantages and two disadvantages of banning traffic. In pairs, compare your ideas.

**3 READ** Read the text and answer the questions.

1. Is it a good idea to ban cars from city centres?  
2. Does it have any advantages?  
3. Does it have any disadvantages?

**4 WRITE** Write an essay for or against banning cars from city centres. Use the ideas you have discussed in your discussion.

**FUN FACT** One of the longest traffic jams took place in the city of London in 1997. It was about 100km long and lasted 12 days!

**GRAMMAR IN CONTEXT**

**1** Use the Present perfect simple.

**2** Use the Present perfect continuous.

**3** Use the Present perfect simple.

**4** Use the Present perfect continuous.

**KEY PHRASES**

On the one hand... / On the other hand...  
While... / Although... / Even though...  
In addition... / Furthermore... / Moreover...  
As a result... / Consequently... / Therefore...  
As well as... / In addition to... / In addition...

**11 SPEAK** Read the essay question below. In pairs, think of two arguments for and two arguments against.

public transport should be free for students.  
Do you agree?

**12 SPEAK** Read the title of the essay in Ex. 11. Write your essay using all the notes below and your ideas from Ex. 11. Write 180-200 words.

**13 CHECK & REFLECT** Read the checklist below. Then look at your essay again and make any corrections.

- Have you written an opening introductory paragraph?
- Did you include a topic sentence, supporting information, reasons and examples in each paragraph?
- Did you write a concluding sentence?
- Did you use vocabulary related to values and urban issues appropriately?
- Did you use the Present perfect simple and continuous?

**VERB POINTS** Swap essays with a partner. Has your opinion changed? Why or why not?

A 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 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.

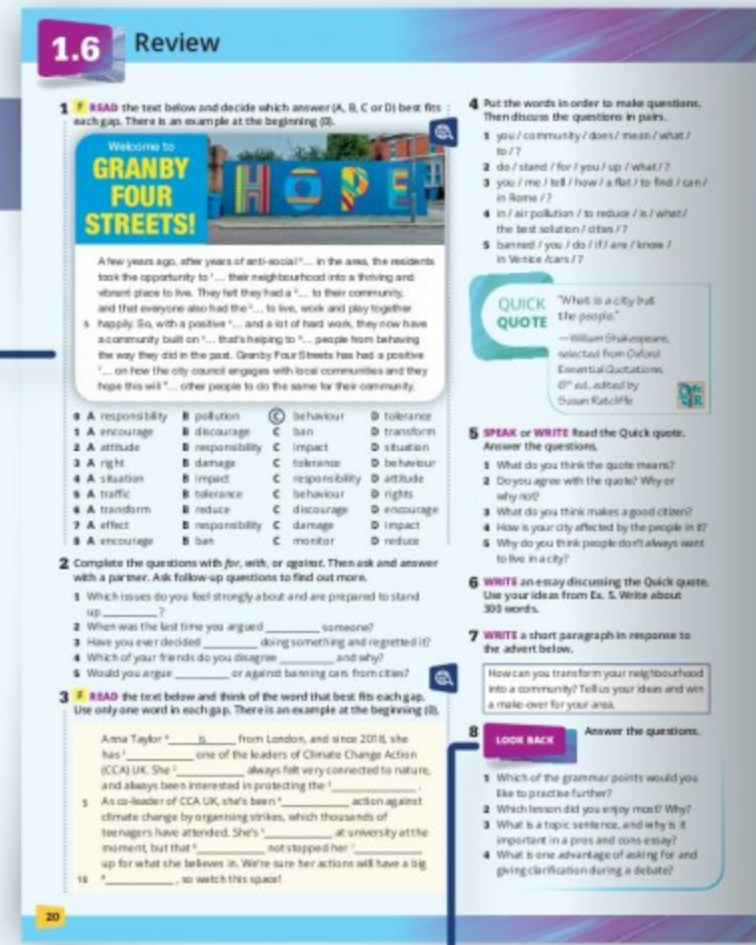


# STUDENT BOOK continued...

## UNIT REVIEW

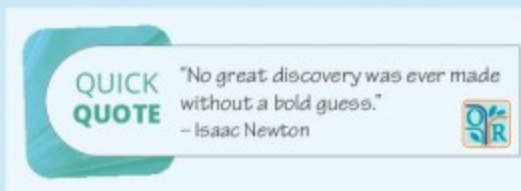
Cambridge use of English exam-style questions, based on the grammar and vocabulary addressed in the unit.

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

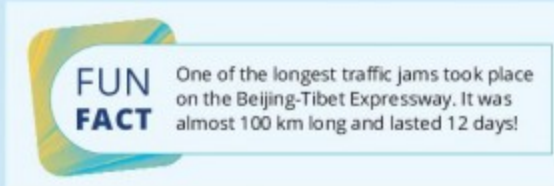


## STUDENT BOOK UNIT FEATURES

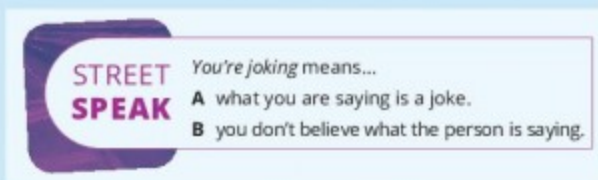
- Quick Quote boxes



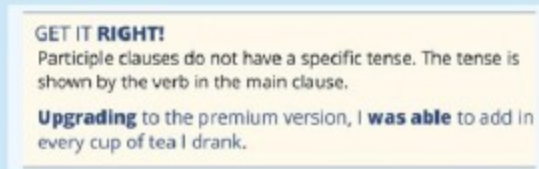
- Fun Facts relating to the topic of the unit



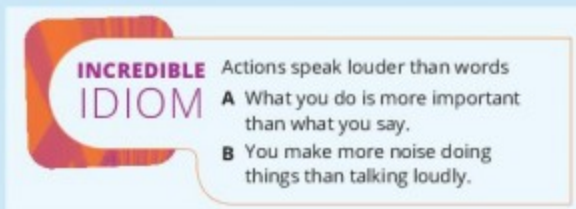
- Street Speak introduces colloquial expressions in British or American English



- 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*

**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** Your friend w opinions about graffiti for a table to summarise the e

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

**5 OTE 04 LISTEN** ag Danny, or Both) to the has been done for you.

- Pronunciation focus

**PRONUNCIATION**  
When we are discussing our views v to soften our tone to avoid soundn

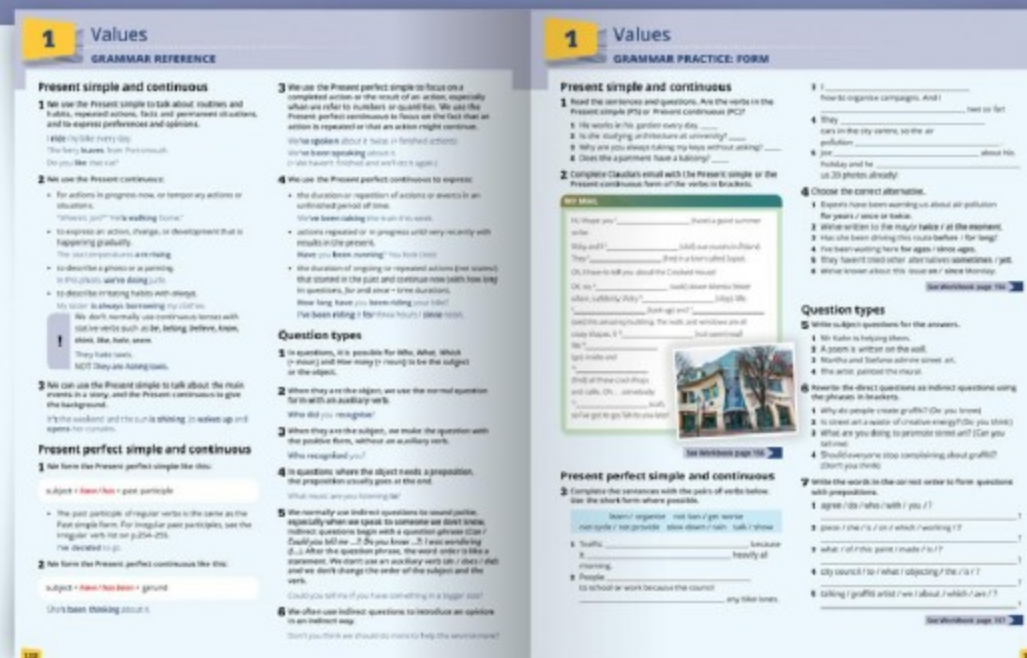
- Google-able icon, indicating that a text or topic can be found online



# 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 three 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 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

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.

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

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 with listening 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.





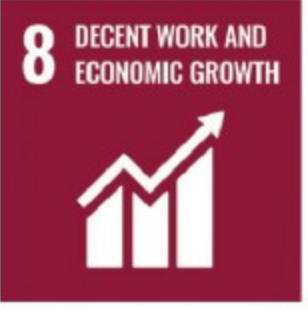









# EXAM PRACTICE

Twenty pages of INVALSI and Cambridge First Exam practice.

Six INVALSI practice exams.

One Cambridge B2 First 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?			there are 1.6 million workers without any social support?			over 3 billion people rely on oceans for their livelihoods?
	69, 72	the Covid-19 pandemic has shortened life expectancy?		49, 106	good access to roads in rural areas helps reduce poverty?		114	the world has lost 100 million hectares of forest in two decades?
	26	9% of children in grades 1-8 are below the minimum reading proficiency levels?		119	for every 100,000 people, 311 are refugees?		42, 46	there are 160 million children who are forced into child labour?
		only 28.2% of managers are women?		12, 16, 19, 79	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?		54, 109, 112	1 million plastic drinking bottles are bought every minute?			

## How you can 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

## Values

**READING** Skimming and scanning | **WRITING** Writing a pros and cons essay

**LISTENING** Understanding opinions and speculation

**SPEAKING** Asking for and giving clarification

**GRAMMAR** Present simple and continuous; Present perfect simple and continuous; Question types

**VOCABULARY** Behavioural values; Environmental values; Collocations with *for*, *with*, *against*



**1** 01 **THINK** **WATCH** or **LISTEN** Which values are important to Melodie?

- courage
- tolerance
- honesty
- acceptance

- integrity
- respect
- generosity
- fairness

**2** **CITIZENSHIP** **SPEAK** Look at the list in Ex. 1 again. Put the values in order for you (1 = most important). Then compare your answers with a partner.





**1 CITIZENSHIP THINK** Which three things below are most important to you and why? How do these things affect you? Discuss in pairs.

a nice home   community life   expressing your individuality   happiness  
material possessions   nature and the outdoors   no stress



## READING SKILL

### Skimming and scanning

Skimming and scanning are two ways to read a text quickly. When you skim a text, you read it quickly for the general idea. When you scan a text, you look for particular information, like key words or numbers.

**2** **02 READ and LISTEN** Read the Reading skill. Then skim the text and choose the correct summary.

The text gives information about...

- different ways to build houses.
- how different spaces affect how we behave and interact with others.
- two unusual places where people can live and work together.

**3** Scan the text to find the following information.

- 1** the name of an unusual apartment building in Vienna \_\_\_\_\_
- 2** the colour of Paola's window frame \_\_\_\_\_
- 3** the name of the city where the *8 House* is \_\_\_\_\_
- 4** how Erik found out about the *8 House* \_\_\_\_\_

< ARTICLES

## Living spaces

Can where we live affect, and be affected by, our values and social morals?

<sup>1</sup>Moral geographers are now starting to explore this idea. However, some architects have already designed living spaces that aim to create a more moral society, with a higher quality of life. <sup>2</sup>They want to create kinder and more caring communities that **transform** people's **behaviour** and **attitudes**.

The *Hundertwasser Haus* in Vienna is an apartment building with a difference: the floors are not straight, <sup>3</sup>grass grows on the roof, and the window frames are different colours and shapes. In order to build better connections between humans and nature, each tenant in the *Hundertwasser Haus* has a 'tree tenant', and has the **responsibility** of looking after the tree which grows inside each apartment. Tenants also have a 'window **right**', which means they can express their individuality by painting and decorating everything outside their window within arm's reach. The idea is that <sup>4</sup>the building itself is constantly growing and changing, like nature.

Similarly, Bjarke Ingels' *8 House* project in Copenhagen goes beyond ordinary design concepts, by addressing issues such as loneliness. The project features a mix of homes, offices and shops, all built around a network of attractive pathways and appealing public spaces designed to **encourage** social interaction, a sense of community, **tolerance**, and a more active lifestyle.

Our values can determine where and how we choose to live. But could the concept of togetherness be applied beyond single communities to whole cities or countries? It is possible, but it's going to take all of us working together to achieve this aim.



"I'm renting an apartment in the *Hundertwasser Haus* because <sup>5</sup>I'm studying at the university here for a few months. The idea of living in harmony with nature is great, and I love looking after my tree. <sup>6</sup>I feel calm and happy here, so I'm painting my window frame gold to reflect how I feel. Sometimes it's hard to believe there's a busy city out there. It feels very far away. **Paola**"

"So, one day, I'm just scrolling through Instagram and I see a photo of the *8 House*, with a cycle path that goes all the way from the ground floor to the top floor. I tell my parents about it and they love the idea. <sup>7</sup>They're always rushing around and <sup>8</sup>they spend a lot of time driving to and from work every day, so now they're thinking of moving and renting an office right on their doorstep. The *8 House* is like an urban neighbourhood with lots of communal facilities. That definitely helps **discourage** people from staying in their homes, just thinking about themselves. I like the concept, but I'm glad I'm leaving home next year! **Erik**"





**4 I READ** the text again. Decide whether the statements (1–6) are true (T) or false (F). Then write the first four words of the sentence which supports your decision. The first one has been done for you (0).

- 0 Moral geography is the idea that where you live affects how you feel and act. T: Moral geographers are now
- 1 Architects have only just begun to realise there's a connection between living space and quality of life.
- 2 The appearance of the *Hundertwasser Haus* never changes.
- 3 Paola likes the rights and responsibilities she has in the *Hundertwasser Haus*.
- 4 Erik feels that the *8 House* does not promote a sense of community.
- 5 Erik isn't likely to live in the *8 House* with his parents.
- 6 The text is pessimistic about the future.

**5 COMMUNICATION** In pairs, discuss which house from the text you prefer and why.

**6 VOCABULARY** Match the bold words in the text to the correct definitions below. Oxford 5000™

- 1 the way(s) you think or feel about something \_\_\_\_\_
- 2 the way you act, particularly towards other people \_\_\_\_\_
- 3 to try to convince someone not to do something \_\_\_\_\_
- 4 to persuade someone to do something by giving support \_\_\_\_\_
- 5 something that is your duty or job to do \_\_\_\_\_
- 6 something you should legally or morally be able to have or do \_\_\_\_\_
- 7 the ability to accept other people's behaviour or opinions even if you don't agree \_\_\_\_\_
- 8 to change the form of something, usually in a good way \_\_\_\_\_

See Vocabulary p.158

**7 CITIZENSHIP SPEAK** Complete the text with a word from Ex. 6. Then discuss the points in the manifesto. Do you agree with them? Why or why not?

### Our class manifesto

It's our <sup>1</sup> \_\_\_\_\_ to behave appropriately in class and outside.

It's our <sup>2</sup> \_\_\_\_\_ to be respected by our teachers and our classmates.

We want to...

- help and <sup>3</sup> \_\_\_\_\_ other students to become better citizens.
- have a positive <sup>4</sup> \_\_\_\_\_ to everyone and everything at all times.
- <sup>5</sup> \_\_\_\_\_ bad <sup>6</sup> \_\_\_\_\_ in and out of class.
- teach <sup>7</sup> \_\_\_\_\_ to others and help to <sup>8</sup> \_\_\_\_\_ lives.

**8 GRAMMAR** Read the Grammar in context box. Match the highlighted sentences in the text to uses 1–8.

#### GRAMMAR IN CONTEXT

Present simple and continuous



We use the **Present simple**:

- 1 to talk about routines and habits. \_\_\_\_\_
- 2 to talk about facts, permanent situations, and things that are generally true. \_\_\_\_\_
- 3 to describe feelings. \_\_\_\_\_
- 4 with state verbs: *believe, think, have, know, seem, want*, etc. \_\_\_\_\_

We use the **Present continuous**:

- 5 to talk about things that are happening now. \_\_\_\_\_
- 6 to talk about temporary actions or situations. \_\_\_\_\_
- 7 to talk about changing or developing situations. \_\_\_\_\_
- 8 to describe bad or irritating habits with *always*. \_\_\_\_\_

We can also use present tenses to make stories sound more dramatic and immediate. We use the Present simple to talk about the main events in a story, and the Present continuous to describe the background of a story.

#### PRACTICE EXERCISES

**Grammar Form pp.132–133** **Grammar Use p.156**

**9 GRAMMAR** Choose the correct alternative.

- 1 Where **do you live** / **are you living** at the moment?
- 2 They **don't seem** / **aren't seeming** happy in their new house.
- 3 Our neighbours **always complain** / **are always complaining** about something.
- 4 Sandra **doesn't work** / **isn't working** in the café every Saturday.
- 5 We **create** / **are creating** a living garden on our school roof this week.
- 6 I **always walk** / **am always walking** home on Thursday.

**10 GRAMMAR SPEAK** Write questions using the prompts below. Use the Present simple or the Present continuous. Then discuss the questions in pairs.

- 1 you / know / any unusual buildings?
- 2 you / study / anything new this term?
- 3 you / spend / a lot of time / travelling to school?
- 4 why / you / always / look at your phone?
- 5 you / live / in a house or an apartment?
- 6 what / you / constantly / change your mind about?

#### VIEWPOINTS

Think back to the article. Have you ever thought about people, buildings, and space like this before? How has your view of living spaces changed?



**1 THINK** Look at the photos. What are the differences between the images? What are the positives and negatives of each situation?

**2 CITIZENSHIP SPEAK** Read the essay title. Think of two advantages and two disadvantages of banning traffic. Then in pairs, compare your ideas.

*Traffic should be banned from the centres of all major cities. Do you agree?*

Julio Visocchi

- A In recent years, traffic has increased dramatically in most major cities, causing a rise in pollution. While I agree we need to take action to protect the environment, I don't think banning traffic completely is the answer.
- B On the one hand, banning traffic from city centres would help to reduce pollution. A car-free day trial has proved successful in my city. In addition, the number of cyclists has increased, and more people are walking to school. Since the trial started, the local council has been monitoring the situation. There has been less traffic, and buses have been running more efficiently and without delays.
- C On the other hand, banning traffic completely would have a negative impact on people who live far away and who cannot cycle or walk to school easily. Over the years, public transport costs have gradually been increasing, and in some cases, there are no transport options available. All in all, it's important that cities invest in car-free alternatives before taking such drastic action.
- D In conclusion, I think it would be a good idea to increase the number of car-free days. However, first, cities need to have walk-able and bike-able streets, as well as an efficient transport system.

**3 READ** Julio's essay and answer the questions.

- Is Julio for or against banning cars completely?
- Does he give any of the same reasons as you in Ex. 2?

**4** Read Julio's essay again and complete the notes with the arguments he presents.

- air pollution
- traffic
- \_\_\_\_\_

**5 VOCABULARY** Complete the collocations with the verbs below. Check your answers in Julio's essay.

ban have invest monitor protect reduce take

- \_\_\_\_\_ action
- \_\_\_\_\_ the environment
- \_\_\_\_\_ traffic
- \_\_\_\_\_ pollution
- \_\_\_\_\_ the situation
- \_\_\_\_\_ an impact
- \_\_\_\_\_ in alternatives

See Vocabulary p.158

**6** Complete the text with a verb or noun from Ex. 5.

The city of Oslo has revealed plans to <sup>1</sup> \_\_\_\_\_ traffic, including private vehicles, from the city centre. The government knows that traffic has a negative <sup>2</sup> \_\_\_\_\_ on people's health and has taken <sup>3</sup> \_\_\_\_\_ to <sup>4</sup> \_\_\_\_\_ air pollution. They are also going to <sup>5</sup> \_\_\_\_\_ in alternatives like new bike lanes, as well as remove parking spaces, and charge drivers to enter the city centre. As a result, the government hopes to protect the <sup>6</sup> \_\_\_\_\_. It will <sup>7</sup> \_\_\_\_\_ the situation carefully and assess the results.

**7 GRAMMAR** Match the sentences (1–4) to the rules (A–D) in the Grammar in context box.

- 1 The number of cyclists has increased.
- 2 Public transport costs have gradually been increasing.
- 3 A car-free day trial has proved successful.
- 4 Since the trial started, the local council has been monitoring the situation.

**GRAMMAR IN CONTEXT**

Present perfect simple and continuous



- 1 We use the **Present perfect simple**:
  - A to focus on the result of an action or to say how often it has happened. \_\_\_\_
  - B when an action is finished and complete. \_\_\_\_
- 2 We use the **Present perfect continuous**:
  - C to talk about a situation or action that started in the past and is still in progress, and we want to emphasise the duration of that action. We often use *for* and *since*. \_\_\_\_
  - D a recent activity that explains a present situation. \_\_\_\_

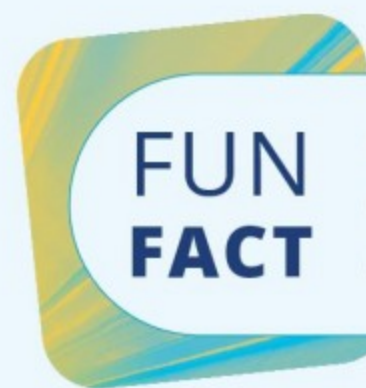
**PRACTICE EXERCISES**

Grammar Form pp.132–133 Grammar Use p.156–157

**8 GRAMMAR** Choose the correct alternative.

- 1 I've been interested in becoming an architect **for** / **since** I was about ten.
- 2 We **have worked** / **have been working** on this project all week and we still **haven't finished** / **haven't been finishing** it.
- 3 The local council **has tried** / **has been trying** to find a solution to the traffic problem **for** / **since** a long time.
- 4 My grandparents **have always lived** / **have always been living** in the same apartment.
- 5 For many years, traffic **has been** / **has been being** an issue in this area.
- 6 The area **has become** / **has been becoming** very popular with tourists.

**9 COMMUNICATION** Think about a city that has banned traffic. What impact has it had? How has it affected people's lives?



**FUN FACT**

One of the longest traffic jams took place on the Beijing-Tibet Expressway. It was almost 100 km long and lasted 12 days!

**10** Read the Writing skill. In pairs, look at Julio's essay in Ex. 3. Find and underline the topic sentence in each paragraph. Is the paragraph for (F) or against (A) banning traffic?

**WRITING SKILL**

Writing a pros and cons essay

When you write a pros and cons essay, it is important to present the arguments for and against a given topic. To give your paragraphs a clear structure include a topic sentence followed by supporting information, reasons and examples. A topic sentence is usually at the beginning of a paragraph. It introduces the topic and summarises what the paragraph is about.

**KEY PHRASES**

- On the one hand,... / On the other hand,...
- While... In conclusion,...
- In addition,... All in all,...
- As well as...

**11 SPEAK** Read the essay question below. In pairs, think of two arguments for and two arguments against.

Public transport should be free for students.  
Do you agree?

**12 OTE F WRITE** Read the title of the essay in Ex. 11. Write your essay using all the notes below and your ideas from Ex. 11. Write 140–190 words.

**Notes**

Write about:

- 1 alternative forms of transport
- 2 traffic
- 3 \_\_\_\_\_ (your own idea)

**13 CHECK & REFLECT** Read the checklist below. Then look at your essay again and make any corrections.

- Have you written an opening introductory paragraph?
- Did you include a topic sentence, supporting information, reasons and examples in each paragraph?
- Did you write a concluding sentence?
- Did you use vocabulary related to values and urban issues appropriately?
- Did you use the Present perfect simple and continuous?

**VIEWPOINTS**

Swap essays with a partner. Has your opinion changed? Why or why not?



**1 CITIZENSHIP THINK** Look at the photos and discuss the questions.

- 1 Why do you think people create graffiti?
- 2 How does graffiti affect an urban environment? Does it make it better or worse?



**2** **03 LISTEN** to the first part of a debate. Who is for (F) or against (A) graffiti?

\_\_\_ Lidia \_\_\_ Danny

**3** **04 LISTEN** to the full debate. Choose the ideas that you hear.

- 1  Cities probably spend a lot of money cleaning it up.
- 2  I definitely don't think that it should be banned.
- 3  Graffiti always ruins buildings.
- 4  Graffiti makes places look ugly and dirty.
- 5  I'm pretty sure that some criminal gangs use graffiti to scare others.
- 6  I wonder if we should fine people who put graffiti on buildings.
- 7  I guess banning it completely may not be the answer...
- 8  Legal spaces for graffiti artists shouldn't exist.

**4** Read the Listening skill. Do the statements in Ex. 3 express an opinion (O) or is it speculation (S)?

### LISTENING SKILL

#### Understanding opinions and speculation

When we are listening to a debate, it's useful to be able to recognise whether the person has a strong opinion so we can respond appropriately.

Opinions are usually expressed with certainty.

In my opinion, it's vandalism.

I disagree with that point of view.

When people speculate, they are less certain and often make guesses without having all the facts.

I think more towns will follow that example.

I guess banning it completely may not be the answer.

I've heard that...

I'm pretty sure...

**5** **OTE** **04 LISTEN** again. Match the people (Lidia, Danny, or Both) to the opinions below. The first one (0) has been done for you.

- 0 Graffiti is a form of vandalism. Danny
- 1 Graffiti promotes tourism. \_\_\_\_\_
- 2 There is more crime in cities with graffiti. \_\_\_\_\_
- 3 Graffiti can have a positive impact on buildings. \_\_\_\_\_
- 4 Graffiti allows artists to express themselves. \_\_\_\_\_
- 5 Graffiti should only be allowed in some places. \_\_\_\_\_

**6** **MEDIATION** Your friend wants to collect people's opinions about graffiti for a school project. Create a table to summarise the arguments of each speaker.

### PRONUNCIATION

#### Natural ENGLISH

When we are discussing our views with others, we often try to soften our tone to avoid sounding too direct. Stressing modals (such as *may, can, could*) and adverbs (such as *a bit, probably*) can help soften our point. We can also use a rising then falling intonation, too. We use the rising tone to show we understand the other person's view, but then use a falling tone to give an opposing point of view.

—————  
I see your point, but I'd have to argue...

**7** **05** Read the Pronunciation box. Then read the examples below. Choose the sentences with softer language. Listen and mark the stress and intonation. Then listen again and repeat.

- 1  I think that's unfair.  
 I think that's a bit unfair.
- 2  But some people wouldn't find it interesting.  
 Maybe, but some people might not find it very interesting.
- 3  Perhaps that's true, but I do like busy cities.  
 Yes, but I do like busy cities.



**8** How do you soften statements in your language? What words and intonation do you use?

### VOCABULARY DEVELOPMENT

#### Collocations with *for*, *with*, *against*

Some common examples of verb + preposition collocations for discussing opinions include:

*argue, stand up* > *for*

*argue, agree, disagree* > *with*

*be, decide* > *against*

Noticing and recording collocations will help you to understand others' opinions and express your own.

See Vocabulary p.158

**9** Read the Vocabulary development. Complete the sentences from the debate with the prepositions *for*, *with*, and *against*.

- 1 I see your point, Danny, but I'd have to argue \_\_\_\_\_ graffiti.
- 2 I disagree \_\_\_\_\_ that point of view.
- 3 You certainly know how to stand up \_\_\_\_\_ yourself.
- 4 I'm not \_\_\_\_\_ people painting boring walls.
- 5 Some cities have decided \_\_\_\_\_ completely banning graffiti.
- 6 I can't argue \_\_\_\_\_ that!

**10** **GRAMMAR** Match sentences 1–4 in the Grammar in context box to examples A–D. When do we omit the auxiliary verb?

- A \_\_\_ What are we waiting for?
- B \_\_\_ Can you tell me where graffiti looks good?
- C \_\_\_ Don't you think graffiti can change a city?
- D \_\_\_ What happens when districts become famous for their street art?

### GRAMMAR IN CONTEXT

#### Question types



- 1 Subject questions begin with *who*, *what*, or *which*. We do not use the auxiliary verbs *do*, *does*, or *did*.
- 2 In questions where the object needs a preposition, the preposition usually goes at the end.
- 3 Indirect questions begin with phrases like *Can you tell me ...?* and *Do you know if ...?* We do not add the auxiliary verb before the subject.
- 4 Indirect questions are often used to introduce an opinion in an indirect way.

### PRACTICE EXERCISES

Grammar Form pp.132–133 Grammar Use p.157

**11** **GRAMMAR** Find and correct the errors in five of the questions.

- 1 Should councils be responsible for cleaning up graffiti?
- 2 What do you think of the graffiti in your town?
- 3 For what do you want to stand up?
- 4 Do you know which building does have the most interesting graffiti in your town?
- 5 Do you think graffiti artists are criminals?
- 6 Can you tell me where can the best graffiti be found?
- 7 What the best solution is to the problem of graffiti?
- 8 What is the difference between graffiti and street art?
- 9 What does happen when graffiti is illegal?
- 10 Can you tell me how to find out more about legal graffiti spaces?

**12** **CITIZENSHIP SPEAK** Work in pairs. Are the questions in Ex. 11 direct (D) or indirect (I) questions? Then discuss the questions.

### FUN FACT

The oldest known graffiti in Pompeii dates back to October 78 BCE. It says "Gaius Pumidius Diphilus was here".

### VIEWPOINTS

Think back to your answers in Ex. 1. Has your view on graffiti changed? Why or why not? How do your opinions differ from your classmates'?



By the age of four, **90%** of children have learned the concept of lying.

**Teenagers** are more likely to tell lies than any other age group. They are also the most likely to lie successfully.

Most of us lie at least four times a day, which is about **1460** lies a year.

**33%** of people admit to lying to make themselves look good.

Telling the truth can **improve your health**.

**1 THINK** Look at the facts about lies. Which ones are surprising? Discuss in pairs.

**2 CITIZENSHIP SPEAK** Read the debate topic below. Do you agree? Why or why not? When do you think lying is OK?

"Honesty is the best policy."

**3** **06 WATCH, LISTEN, or READ.** Make notes about the arguments for and against telling lies that Mia and Luke mention in the debate.

**Teacher** OK, Mia, is honesty the best policy? What do you think?

**Mia** I think honesty is the best policy. That's to say that, in my opinion, being honest is the key to successful relationships. After all, our society is built on trust.

**5 Luke** But do you mean we should never lie? Because I disagree. I just don't think it's absolute. I believe there is a time for honesty, sure, but there's also a time to lie.

**10 Mia** So, are you saying that it's acceptable to lie?

**Luke** Yeah, I guess I am... in certain circumstances. Imagine you're visiting someone and they've cooked you a meal, but you don't like it. What do you say?

**Mia** 'Thank you for the meal. It was nice.'

**15 Luke** Exactly! You're not being honest with them. In other words, you're lying. But you're lying to be nice, so it's OK. Do you see what I mean?

**Mia** I do, but I don't agree with you. Telling lies leads to more lies and then you're always trying to remember the lies you've told.

**20 Luke** But am I right in thinking that you believe that it's OK to lie to save somebody's feelings? Because that's what you said, and if I understand correctly, you've just contradicted yourself!

**25 Mia** No, I haven't! Look, to clarify, I think that when we lie, even when it's the right thing to do, we can lose trust. And trust is everything in our society!

**Teacher** That's a really good point, but, yeah, well, good points on both sides, so let's leave it there.

**4 EMPLOYABILITY** Read the Speaking skill and the Key phrases below. Are the phrases asking (A) or giving (G) clarification?

### SPEAKING SKILL

#### Asking for and giving clarification

When we are speaking, we use phrases to ask for or give clarification to help the listener understand what we mean, or to make sure we understand what the person is saying. This is useful when we are trying to justify our opinions or convince others that we are right.

#### KEY PHRASES

- \_\_\_ That's to say,...
- \_\_\_ Do you mean ...?
- \_\_\_ Do you see what I mean?
- \_\_\_ If I understand correctly,...
- \_\_\_ Am I right in thinking that ...?
- \_\_\_ To clarify,...
- \_\_\_ In other words,...
- \_\_\_ So, are you saying that ...?

**5** **06 WATCH, LISTEN, or READ** again. Who uses each phrase from the Key phrases box: Mia or Luke? What are they giving and asking for clarification on?

**6 DEBATE** In pairs, think of two more ideas for and against lying. Then work with another pair to debate the topic in Ex. 2.

#### VIEWPOINTS

Are your views about honesty still the same? If not, how have they changed?

## 11 SUSTAINABLE CITIES AND COMMUNITIES

1 **THINK** In pairs, discuss the questions.

- 1 What do you think it is like to live in London? Would you like to live there? Why or why not?
- 2 How many of the buildings below are in London? Do you know why they are famous?

Big Ben Camden Market The Gherkin  
The Guggenheim King's Cross Station  
The Louvre The O2 The Shard  
St Paul's Cathedral The Walkie-Talkie  
Times Square

2 **WATCH** or **LISTEN** Choose the correct answer (A, B, C, or D).

- 1 Which of the following is **not** in the King's Cross area of London?
  - A Granary Square
  - B Central St Martin's Art College
  - C Google UK Headquarters
  - D The Shard
- 2 How many employees will work in the new Google offices?
  - A 2,000
  - B 4,000
  - C 14,000
  - D 24,000
- 3 How have lots of London's industrial buildings changed?
  - A They are now offices and luxury accommodation.
  - B They are now cheap student accommodation.
  - C They are now abandoned and empty.
  - D They are now famous skyscrapers.
- 4 What is the East End of London now famous for?
  - A expensive restaurants
  - B poverty
  - C street art
  - D luxury apartments
- 5 What are The Gherkin, The Shard, and The Walkie-Talkie, according to the video?
  - A symbols of London's gentrification
  - B not as tall as St Paul's Cathedral
  - C busy offices
  - D owned by the super-rich
- 6 Why do many people not like gentrification?
  - A They think modern architecture is ugly.
  - B They have to move out of the areas in development.
  - C It doesn't benefit most of the people who live there.
  - D It has an impact on the environment.

3 **WATCH** or **LISTEN** Watch or listen again. Complete the sentences in your own words.

- 1 The King's Cross area is becoming \_\_\_\_\_.
- 2 The old warehouses in Granary Square have \_\_\_\_\_.
- 3 The City of London's financial district is now full of \_\_\_\_\_.
- 4 Some local residents think that \_\_\_\_\_.
- 5 Some people prefer to live outside central London because \_\_\_\_\_.
- 6 Some property companies have \_\_\_\_\_.

## REAL WORLD

4 **CITIZENSHIP SPEAK** In pairs, think about two areas of your town that you would like to improve. Then discuss the questions.

- 1 How would you improve these areas (e.g. the environment, housing, industry, transport)?
- 2 Who would benefit most from the changes?

5 **WRITE** Complete the task below using one of your ideas from Ex. 4.

Your town council wants to hear ideas from local residents about how to improve the town. Write an email to the town council outlining your idea of how you would like to improve one area of the town, and how local residents would benefit from the changes.

- 1 F READ** the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



A few years ago, after years of anti-social <sup>0</sup> \_\_\_ in the area, the residents took the opportunity to <sup>1</sup> \_\_\_ their neighbourhood into a thriving and vibrant place to live. They felt they had a <sup>2</sup> \_\_\_ to their community, and that everyone also had the <sup>3</sup> \_\_\_ to live, work and play together happily. So, with a positive <sup>4</sup> \_\_\_ and a lot of hard work, they now have a community built on <sup>5</sup> \_\_\_ that's helping to <sup>6</sup> \_\_\_ people from behaving the way they did in the past. Granby Four Streets has had a positive <sup>7</sup> \_\_\_ on how the city council engages with local communities and they hope this will <sup>8</sup> \_\_\_ other people to do the same for their community.

- |   |                  |                  |                    |             |
|---|------------------|------------------|--------------------|-------------|
| 0 | A responsibility | B pollution      | <b>C</b> behaviour | D tolerance |
| 1 | A encourage      | B discourage     | C ban              | D transform |
| 2 | A attitude       | B responsibility | C impact           | D situation |
| 3 | A right          | B damage         | C tolerance        | D behaviour |
| 4 | A situation      | B impact         | C responsibility   | D attitude  |
| 5 | A traffic        | B tolerance      | C behaviour        | D rights    |
| 6 | A transform      | B reduce         | C discourage       | D encourage |
| 7 | A effect         | B responsibility | C damage           | D impact    |
| 8 | A encourage      | B ban            | C monitor          | D reduce    |

- 2** Complete the questions with *for*, *with*, or *against*. Then ask and answer with a partner. Ask follow-up questions to find out more.

- Which issues do you feel strongly about and are prepared to stand up \_\_\_\_\_?
- When was the last time you argued \_\_\_\_\_ someone?
- Have you ever decided \_\_\_\_\_ doing something and regretted it?
- Which of your friends do you disagree \_\_\_\_\_ and why?
- Would you argue \_\_\_\_\_ or against banning cars from cities?

- 3 F READ** the text below and think of the word that best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Anna Taylor <sup>0</sup> is from London, and since 2018, she has <sup>1</sup> \_\_\_\_\_ one of the leaders of Climate Change Action (CCA) UK. She <sup>2</sup> \_\_\_\_\_ always felt very connected to nature, and has always been interested in protecting the <sup>3</sup> \_\_\_\_\_. As co-leader of CCA UK, she's been <sup>4</sup> \_\_\_\_\_ action against climate change by organising strikes, which thousands of teenagers have attended. She's <sup>5</sup> \_\_\_\_\_ at university at the moment, but that <sup>6</sup> \_\_\_\_\_ not stopped her <sup>7</sup> \_\_\_\_\_ up for what she believes in. We're sure her actions will have a big <sup>8</sup> \_\_\_\_\_, so watch this space!

- 4** Put the words in order to make questions. Then discuss the questions in pairs.

- you / community / does / mean / what / to / ?
- do / stand / for / you / up / what / ?
- you / me / tell / how / a flat / to find / can / in Rome / ?
- in / air pollution / to reduce / is / what / the best solution / cities / ?
- banned / you / do / if / are / know / in Venice / cars / ?

### QUICK QUOTE

"What is a city but the people."

—William Shakespeare,  
selected from Oxford  
Essential Quotations,  
6<sup>th</sup> ed., edited by  
Susan Ratcliffe



- 5 SPEAK or WRITE** Read the Quick quote. Answer the questions.

- What do you think the quote means?
- Do you agree with the quote? Why or why not?
- What do you think makes a good citizen?
- How is your city affected by the people in it?
- Why do you think people don't always want to live in a city?

- 6 WRITE** an essay discussing the Quick quote. Use your ideas from Ex. 5. Write about 300 words.

- 7 WRITE** a short paragraph in response to the advert below.

How can you transform your neighbourhood into a community? Tell us your ideas and win a make-over for your area.

- 8** **LOOK BACK** Answer the questions.

- Which of the grammar points would you like to practise further?
- Which lesson did you enjoy most? Why?
- What is a topic sentence, and why is it important in a pros and cons essay?
- What is one advantage of asking for and giving clarification during a debate?

# 2

## Memories




**READING** Using visuals to predict content | **WRITING** Using discourse markers

**LISTENING** Inferring relationships | **SPEAKING** Keeping a conversation on track

**GRAMMAR** Narrative tenses; Past perfect simple and continuous; Habits and routines

**VOCABULARY** Memory; Feelings adjectives + dependent prepositions; Noun formation with *-ation*

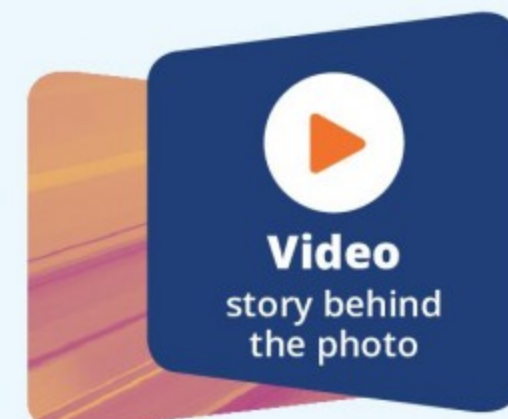


**1**   08 **THINK**  **WATCH** or **LISTEN** Answer the questions.

- 1 What does Mike think people remember better: feelings or events?
- 2 Which powerful childhood memory does Mike mention?

**2** **SPEAK** Discuss the questions in pairs.

- 1 What are some of your earliest memories?
- 2 How do you remember important information, for example, when you are revising for a test or exam?
- 3 Do you think people always remember the same things in the same way? Why or why not?



**A** 1066  
09-03-93  
Sat 15th

Dates and numbers

**B** Alice Sam  
Barney Paolo  
Lola

Names



Faces



Childhood and past events

**E** The capital of India is New Delhi.  
The population is approx. 1.4 billion.

Facts

**1 THINK** Look at A-E. How easy do you find it to remember these things? Put them in order from 1-5 (1 = easy).

**2** **09 READ** and **LISTEN** In pairs, look at the text and answer the questions in the Reading skill. Then read or listen to the text and check your answers. How did the layout and visuals help you?

### READING SKILL

#### Using visuals to predict content

Before you read a text, try to predict the content and purpose. Think about:

- the layout: Where is the text from? Who is it for? What is each section about?
- the visuals, e.g. diagrams, photos, illustrations: What can you see? What will the text be about?

**3 NOTE READ** the information about memories and the people, and choose the type of memory (A, B, C, or D) each person experiences.

**1 Olivia** \_\_\_\_\_

"I moved to Venice when I was 10. I can still remember the route I took to school, even though I haven't walked it for years. While I was visiting Venice last summer, I walked that way again. I didn't even think about it."

**2 Edo** \_\_\_\_\_

"When I was learning to play basketball, I never scored. One summer, I spent three hours every day practising in the park. By the end of the summer, I had scored hundreds of times! Now I can do it with my eyes closed."

**3 Matteo** \_\_\_\_\_

"I remember the first time I flew in a plane. I was only 7, but I can recall the events as if they were yesterday. I had a blue suitcase, which I had packed myself. As we were flying above the clouds, I saw the mountains below. It was an amazing experience."

**4 Alice** \_\_\_\_\_

"Everyone knows the capital of France is Paris, but if you ask me when or where I memorised this fact, I wouldn't be able to tell you."



## TOTAL RECALL

Memory is a mysterious thing. Your brain stores different types of memories in different areas of the brain. These memories can be conscious, such as remembering the time of an appointment, or an event from years ago, or unconscious, meaning you memorise how to do something without even realising it. So, how does it work?

### PROCEDURAL memory:

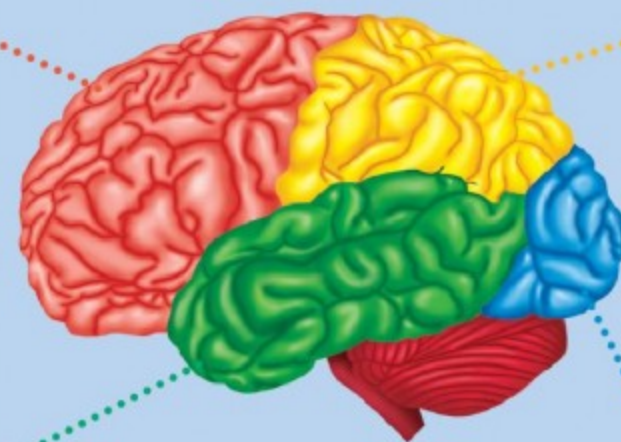
a personal storage system for how you do things.

#### A MUSCLE MEMORY

is part of your long-term memory that you can recall automatically. It's often difficult to explain how and when you learned things, like tying your shoes or riding a bike, but even if you haven't done something for years, you don't forget how to do it.

#### B SPATIAL MEMORY

can operate in your short-term and long-term memory. It records information about the environment and space around you. It controls your ability to move around freely in familiar spaces, remember the route to school, and recall where your phone is.



### DECLARATIVE memory:

a storage system for facts, personal experiences and events.

#### C EPISODIC MEMORY

allows you to remember personal experiences and events. This gives us a sense of identity and connection with the past, our childhood, and the key events and relationships in our lives. Although they are probably the most relevant for us, personal memories only make up a small part of memory.

#### D SEMANTIC MEMORY

is where we store all our general knowledge about the world. From a very young age, we pick up facts, like knowing that grass is green or remembering what a dog is so we can recall the information when we need it.

**4 READ** the profiles in Ex. 3 again. Answer the questions.

- Who has a vivid memory of a childhood experience?  
\_\_\_\_\_
- Who worked hard to get better at something? \_\_\_\_\_
- Who is good at something now without even trying?  
\_\_\_\_\_
- Who has no idea how they learned something they know? \_\_\_\_\_
- Who knows how to get somewhere they haven't been to for years? \_\_\_\_\_

**5 VOCABULARY** Find words in the text that mean:

- being aware you are doing something \_\_\_\_\_
- doing something without thinking about it or realising \_\_\_\_\_
- for a long period of time \_\_\_\_\_
- to learn something so that you don't forget it  
\_\_\_\_\_
- part of your mind where you store things you remember \_\_\_\_\_
- to learn something informally, e.g. by listening or watching \_\_\_\_\_
- to remember a fact, event, or experience from the past \_\_\_\_\_
- to have something or someone in your mind \_\_\_\_\_
- over a short period of time \_\_\_\_\_


See Vocabulary p.164

**6** Complete the text with the correct words from Ex. 5.

☰
**BRAINHACK**
🔍

## Today's brain hacks to improve your

### 1 \_\_\_\_\_



**START**

- Use your <sup>2</sup> \_\_\_\_\_ memory to <sup>3</sup> \_\_\_\_\_ facts and figures faster, by writing them down over and over again.
- If you find it hard to <sup>4</sup> \_\_\_\_\_ maths first time, work with a friend after school and help each other.
- If you struggle to <sup>5</sup> \_\_\_\_\_ dates for history exams, put post-it notes around the house.

And <sup>6</sup> \_\_\_\_\_, if it's in your <sup>7</sup> \_\_\_\_\_ memory, it only stays for a maximum of 30 seconds. Using your <sup>8</sup> \_\_\_\_\_ memory means things are easier to recall, as they become part of your <sup>9</sup> \_\_\_\_\_ memory – surely that can only be a good thing?

**7 GRAMMAR** Match the rules (A–C) in the Grammar in context box to the sentences (1–5). Can you find more examples for each tense in the text?

- While I **was visiting** Venice last summer, I walked that way again. \_\_\_\_
- As we **were flying** above the clouds, I saw the mountains below. \_\_\_\_
- I had a blue suitcase, which I **had packed** myself. \_\_\_\_
- I **moved** to Venice when I was 10. \_\_\_\_
- By the end of the summer, I **had scored** hundreds of times... \_\_\_\_

**GRAMMAR IN CONTEXT**

Narrative tenses



- A** We use the **Past simple** for completed actions in the past. It describes the main events and details.
- B** We use the **Past perfect simple** to describe an action or state that happened before another action or state in the past.
- C** We use the **Past continuous** to describe the background events, and to describe an action that was in progress when a completed action happened.

Narrative tenses are often used with time expressions such as *when, while, before, after, as soon as, and by the time*.

**PRACTICE EXERCISES**

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

**8 GRAMMAR** Complete the text with the correct form of the verbs in brackets.



**What happens when our memory plays tricks on us? Do you ever have the feeling you know what's going to happen next?**

"It <sup>1</sup> \_\_\_\_\_ (happen) on holiday last summer. My parents <sup>2</sup> \_\_\_\_\_ (decide) to take us out for lunch, but everything <sup>3</sup> \_\_\_\_\_ (seem) really familiar, even before we <sup>4</sup> \_\_\_\_\_ (get) there. While I <sup>5</sup> \_\_\_\_\_ (walk) along the street, I suddenly <sup>6</sup> \_\_\_\_\_ (have) this strange feeling that I <sup>7</sup> \_\_\_\_\_ (go) there before. As soon as I <sup>8</sup> \_\_\_\_\_ (turn) the corner, I <sup>9</sup> \_\_\_\_\_ (know) I was about to see an Italian restaurant called Gino's. I <sup>10</sup> \_\_\_\_\_ (never visit) Venice before, and I <sup>11</sup> \_\_\_\_\_ (never eat) in Gino's restaurant. How weird is that?"

**9 MEDIATION** Record a voice message explaining the different types of memory and how they work to a younger sibling. Give examples.

**VIEWPOINTS**

Have you experienced any of the situations mentioned in this lesson?



**1 CITIZENSHIP THINK** In pairs, look at the photos. What are the people doing? How do you think they feel?

**2 VOCABULARY** Write the correct adjectives to complete the diagrams.

annoyed ashamed confused disappointed embarrassed  
excited optimistic proud

**ABOUT**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WITH**

\_\_\_\_\_

\_\_\_\_\_

**OF**

\_\_\_\_\_

\_\_\_\_\_

**3** Complete the questions with the correct adjective and preposition.

- 1 What have you felt \_\_\_\_\_ this week?
- 2 Have you ever felt \_\_\_\_\_ a text you've sent?
- 3 Were you \_\_\_\_\_ your last exam results?
- 4 Do you still get \_\_\_\_\_ your birthday?
- 5 When was the last time you felt \_\_\_\_\_ a friend?
- 6 Which achievement in your life do you feel most \_\_\_\_\_?
- 7 What have you felt \_\_\_\_\_ recently?
- 8 What are you most \_\_\_\_\_ in the future?

See Vocabulary p.164

**4 SPEAK** In pairs, ask and answer the questions in Ex. 3. Ask your partner questions to find out more information.

**5 READ** the Writing skill. Then read Libby's story, *Throwback Thursday*, and answer the questions in the Writing skill box.

**WRITING SKILL**  
Using discourse markers

When you write a story, it's important to think about the information you want to include. You can help readers follow your story by:

- setting the scene. What happened before the main event / experience?
- describing the events and showing how the events relate to each other in time. In what order did the events happen?
- showing how the events related to each other. What caused them, and what happened?
- describing the results and conveying feelings to help the reader connect with the text. How did people feel? Why?

**KEY PHRASES**

- In the past / At that time
- When I was young...
- First / Then / Next / After that
- Finally / At last / In the end
- As soon as / When / Immediately / Suddenly / At that moment

**6** Find the phrase *over the moon* in Libby's story. Then choose the correct definition.

**INCREDIBLE IDIOM**

- A** You can jump over the moon.  
**B** You are really happy about something.