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STUDENT'S BOOK



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IN THE PICTURE	READING	GRAMMAR (1)
Names	Katrina	Present tenses review
Talk about names and naming traditions	Find information efficiently	Talk about things in or
Vocabulary (1): Names		connected to the present
PRONOUNCE Unvoiced and voiced sounds (1): /f/, /v/, etc Names		
UNIT REVIEW page 15		

THE WHOLE STORY pages 16–25 Types of story

Talk about stories

Vocabulary (1): Types of story

PRONOUNCE Long vowel sounds Types of story

UNIT REVIEW page 25

Kamishibai

Deal with new vocabulary when you read

Narrative tenses review

To describe events in the past

PROGRESS CHECK 1&2

pages 26-27



Setting goals

Talk about short- and long-term goals

Vocabulary (1): Phrasal verbs: goals and achievements

PRONOUNCE Linking in natural speech Setting goals

Inventing the future

Assess a text

Futures review

Talk about the future in different ways

UNIT REVIEW page 37



Buildings past and present

Talk about buildings and architecture

Vocabulary (1): Buildings and architecture

Buildings past and present

Lessons from the past

Understand opinions

Conditionals

Talk about the consequences of possible or imaginary situations

UNIT REVIEW page 47

PROGRESS CHECK 3&4

pages 48-49



Start a collection

Talk about unusual collections

Vocabulary (1): Usual and unusual adjectives

PRONOUNCE Consonant combinations

Start a collection

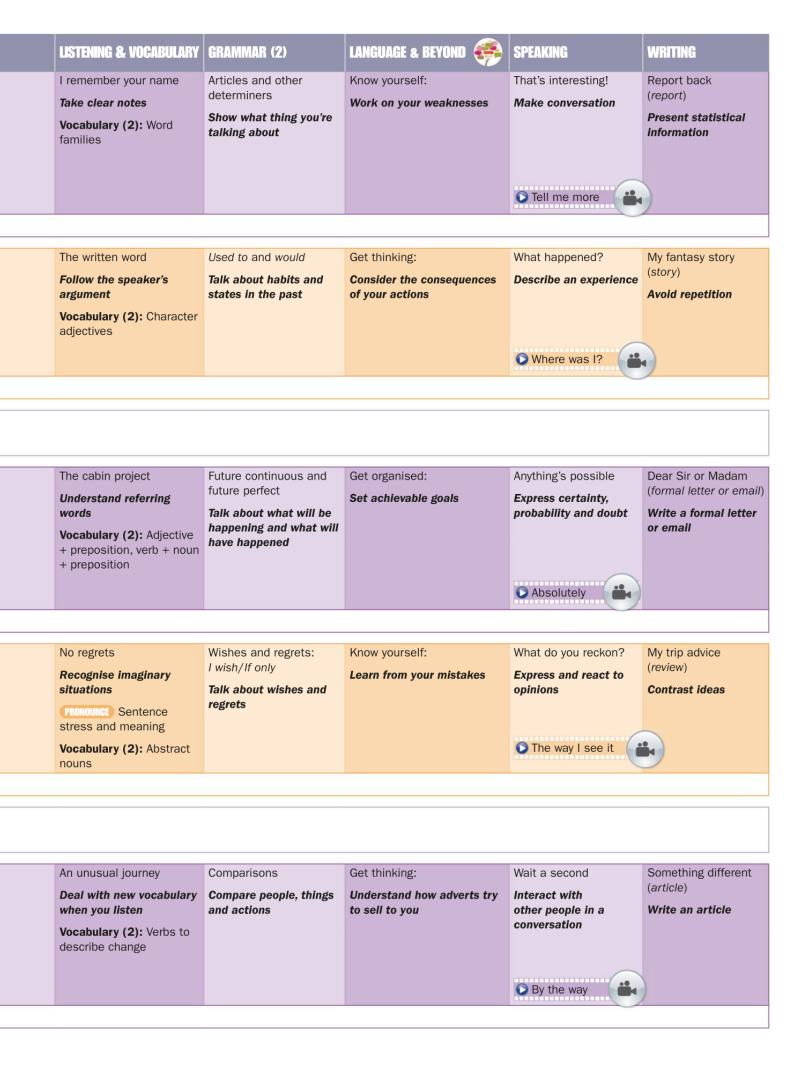
Be a museum curator

Understand the writer's purpose

Verbs followed by -ing and/or infinitive

Use gerunds and infinitives

UNIT REVIEW page 59





	IN THE PICTURE	READING	GRAMMAR (1)
	Detailed descriptions	Left and right	Relative clauses
	Use compounds to describe people and things	Recognise the main ideas and supporting details	Define and describe things
E	Vocabulary (1): Compounds		
	PRONOUNCE: Unvoiced and voiced sounds (2): /t/, /d/, etc		

PROGRESS CHECK 5&6

pages 70-71



At the cinema

Talk about going to the cinema

Vocabulary (1): Film words

Detailed descriptions

UNIT REVIEW page 69

PRONOUNCE Diphthongs

UNIT REVIEW page 81

At the cinema

ngs

Code of conduct

Identify the tone of a text

Modals of obligation, prohibition and advice

Use modal verbs to say what is and isn't necessary or recommended

BUY, SELL.

TRADE pages 82–91 World trade

Talk about how things are made, sold and transported

Vocabulary (1): World trade

. . .

World trade

UNIT REVIEW page 91

PRONOUNCE Changing word stress

ade

The world in a box

Understand references

Passive forms

Talk about things that are done by other people

PROGRESS CHECK 7&8

pages 92-93



MY GENERATION pages 94–103 Generations

Talk about young people today and in the past

Vocabulary (1): Prefixes

Generations

(Do not) share

Recognise emphasis

Reported speech review

Report what people say

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UNIT REVIEW page 103



Languages

Talk about languages

Vocabulary (1): Phrasal verbs: languages and learning

Languages

The teenage multilinguist

Understand what a writer's really saying

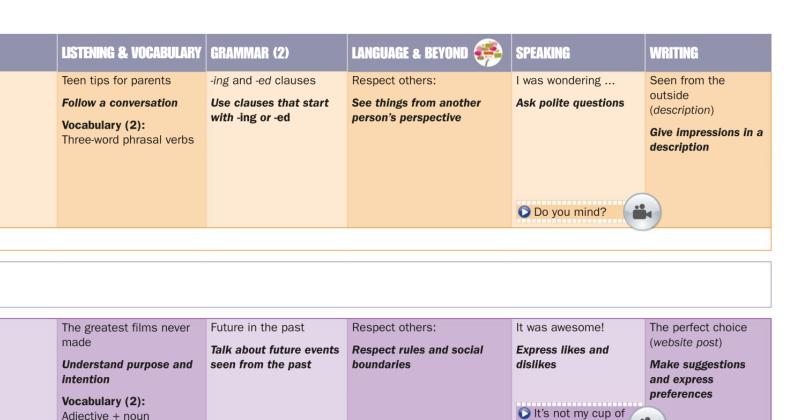
Intensifiers

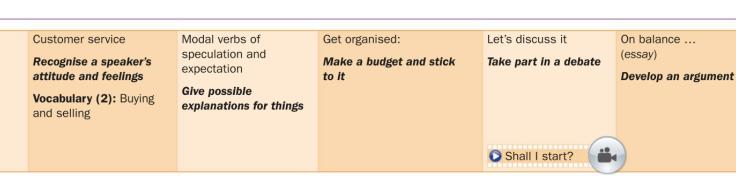
Emphasise qualities and quantities

UNIT REVIEW page 113

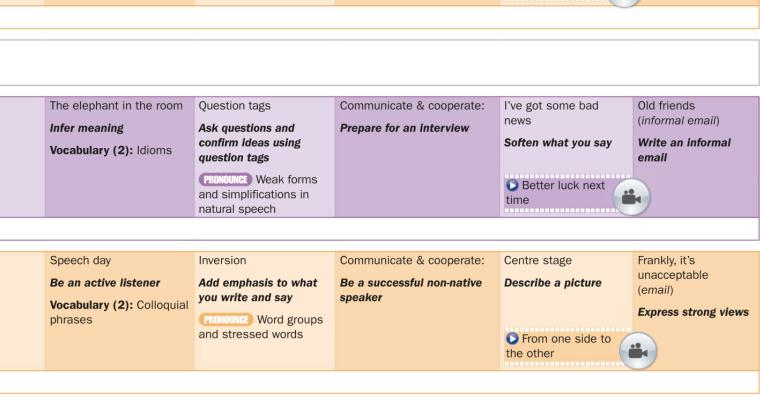
PROGRESS CHECK 9&10

pages 114-115





tea



Adjective + noun collocations





Talk about names and naming traditions

RECALL AND READ

- **1** Work in pairs. Discuss what the names below mean. family name given name first name middle name surname
- 2 a Read the curious facts in the fact file below and check your answers to Exercise 1.
 - b Work in pairs. Discuss the facts. Which ones are new to you? Which do you find surprising? Why?

WORK WITH WORDS

3 a Work in pairs. Find real examples of three types of name below in the fact file. Think of another example of each one.

alias assumed name brand name
domain name household name initials
maiden name nickname pen name/pseudonym
stage name title username

- b Look at the other types of name in the box. What do you think they are?
- c Match the other types of name to the definitions.
 - 1 A name used to log on to an online account.
 - 2 A fictitious name used by an author.
 - 3 A word or abbreviation that shows a person's job, status, etc.
 - 4 A woman's original surname if she adopts her husband's surname when she gets married.
 - 5 The first letters of a person's names, written in capitals.
 - 6 An address on the internet.
 - 7 A person or brand that's very well known.
 - 8 A name someone uses or is called instead of their real name.
 - 9 A name used to hide a person's real identity.



4 1.01 Listen and repeat the words in Exercise 3a.



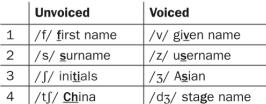
- 5 1.02 Listen to six scenes. What type of name are the people talking about in each one?
- 6 Work in pairs. Find examples of the names in Exercise 3a in the collage.



Forgot password

- In most Western countries, your given (or first) name comes before your surname (or family name). In many Asian countries, your surname comes first.
- Many English speakers have a middle name a second given name.
- Most Spanish speakers use two surnames: their father and mother's first surnames.
- Surnames were first used in China around 5,000 years ago to identify tribe members.
 Children were given their mother's surname.
- Iceland uses the patronymic system for creating a surname based on the father's first name. For example, Jon Sigurősson's son and daughter will have the surnames Jonsson and Jonsdóttir respectively. However, matronymic surnames based on the mother's first name are becoming increasingly popular.
- In parts of Indonesia and India, mononyms (single names) are still used. In Western cultures, mononyms are only used for famous people, like the legendary footballer Pelé (his nickname) or the singer Beyoncé (her stage name).
- Some countries have rules about naming. In Denmark, parents have to choose from a list of acceptable given names. In the USA, anything goes – you can make up baby names. In the 2000s it became fashionable to give babies brand names like Armani ... and Pepsi!





b Find another example of each sound on page 6.

THE MOVING PICTURE Watch the video. What different types of names do the people talk about? What do they say about them?

Mr J. Smith 29, Acacia Road Anytown **CN18 3TS**

EXTEND

9 Read the sentences on the right. What do the expressions in purple mean? Check your ideas in a dictionary.

SPEAK

- 10 Work in pairs. Do one or both of the tasks.
 - Compare the naming traditions and trends in the fact file with those in your country. What are the pros and cons of each one?
 - Discuss the questions from the Moving Picture video.
 - 1 What's the story behind your full name?
 - 2 Do you have any nicknames? Tell us about them.
 - 3 Are you completely happy with your name? Why?/Why not?

'My parents named me after my grandmother.'

'Calling people names is a type of bullying.'

'Imran's dad's a big name in the music business.'

'Your behaviour is giving the school a bad name!'

GO BEYOND

Real name:

Charles Lutwidge Dodgson



Do the Words & Beyond exercises on page 130.

READING Katrina

>>> Find information efficiently

SPEAK AND READ

- 1 Work in pairs. Answer the questions.
 - Have there been any big storms in the news recently? Where?
 - What do you know about hurricanes? Make notes.
- 2 a Read the tips in the HOW TO box.



- b 1.04 Find answers to the questions in the text.
 - 1 What's the origin of the word 'hurricane'?
 - Where do hurricanes form?
 - Were there more hurricanes in the years following Katrina?
 - What's a 'storm surge'?
 - How long have men's names been used for hurricanes?
 - What do you call the centre of a hurricane?

IMAGES & VIDEOS

HOW TO



find information efficiently

- Identify the text type. Look at headings, images, layout and other types of text (links, footnotes, etc).
- Think about the structure. How is information usually organised in this text type?
- Identify sections that might have the information you need.
- Don't read every word. Look for words connected to the information you need.



HOT TOPICS

WORD ORIGIN **FORMATION** INTENSITY AND DAMAGE NAMING **TRENDS**

NVFRVIEW

A hurricane is a powerful tropical cyclone with sustained wind speeds of 119kph or higher. Hurricanes form in the north Atlantic or north-east Pacific. Similar storms are known as typhoons in the north-west Pacific and cyclones in the south Pacific and Indian Ocean.

WORD ORIGIN

'Hurricane' comes from the Spanish word 'huracán', which Spanish explorers copied from the indigenous people of the Caribbean. The word probably has its roots in Hurakan, the name of an ancient Mayan storm god.

QUIZ ZONE

FORMATION

Hurricanes form over warm waters when enormous amounts of moist air rise into the atmosphere and winds start to circle around the storm's 'eve'. As long as temperatures on the sea's surface remain at 26°C or above, the storm can continue to grow stronger. These storms, which sometimes start near the coast of Africa, can take days or weeks to strengthen into hurricanes.

INTENSITY AND DAMAGE

The intensity of a hurricane is categorised according to its wind speed. There are five categories, which describe the damage its wind speeds are likely to cause. However, where it reaches the coast can be equally important, as some areas are more vulnerable to storm surges - increases in sea level caused by strong winds. In 2005, a hurricane called Katrina became the costliest hurricane in US history despite only being a Category 3 storm when it made landfall.

NAMING

SEARCH

Hurricanes' names are taken from lists of names compiled by the World Meteorological Organization, Each name starts with a different letter of the alphabet but doesn't include the letters Q, U, X, Y or Z. Six lists are used in rotation, so the list for 2015 will be used again in 2021. However, if a storm is particularly destructive, its name is retired. The current system has been used since 1953, although originally only women's names were used. Men's names were added to the lists in 1979 as a result of pressure from feminist groups.

TRENDS

In 2005 a record five hurricane names were retired - Dennis, Katrina, Rita, Stan and Wilma. This led to speculation that hurricane activity was increasing as a result of climate change. The years following Katrina did not support that theory and the connection between hurricane activity and climate change is hotly debated.

- 3 Which tips in the HOW TO box did you use for help with Exercise 2b? Tick (1) them.
- 4 Work in pairs. Write two more questions about hurricanes. Then pass them to another pair to answer.

REACT

5 Work in pairs. Compare what you've learned about hurricanes.

GO BEYOND

What's the connection between hurricanes and these words: sustained, indigenous, moist, landfall and retired? Look in the text and make notes.

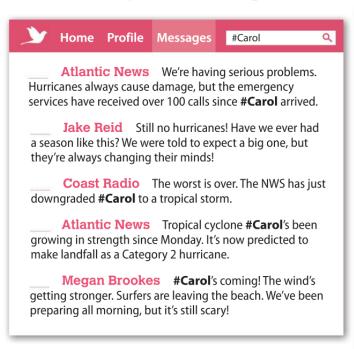




>>> Talk about things in or connected to the present

READ

1 Put the news updates in chronological order.



STUDY

2 Read the explanations. Then underline one example of each verb tense use in Exercise 1.

Present tenses review **Present simple** Use: For habits, routines and facts. **Present continuous** Use (1): For things in progress now or around now. Use (2): For temporary or changing situations. Use (3): With always to criticise someone's habits.

Present perfect simple

Use (1): For past actions when you don't say an exact time (with ever, never, etc).

Use (2): For recently completed actions (with just, already, so far, yet, etc).

Use (3): For actions in a period that started in the past and continues to now (with for or since).

Present perfect continuous

Use (1): For actions in progress recently (with recently, lately, all day, etc).

Use (2): For actions in progress from a time in the past until now (with for or since).

State verbs

You can use a continuous form with a state verb if it describes an action: thinking (= considering), having (= eating), being (= behaving), etc.

See grammar database, page 120.

PRACTISE

3 Choose the correct option.

TRENDING TOPICS

NAMES IN THE NEWS

- Some people (1) never give / are never giving up. British social worker Andy Bear has finally (2) passed / been passing his driving test - after a record 53 attempts.
- Police (3) question / are questioning IT billionaire Alan Smith, alias Kit Conman. Governments worldwide claim that ever since his online business was set up he has (4) use / been using it to spy on them.
- Carlos Suarez (5) doesn't make / isn't making many films, but they are always well received. His latest work has just (6) won / been winning the Golden Moon Award for best documentary.
- The Australian weather service (7) doesn't say / isn't saying much about cyclone Brenda, perhaps due to the general belief that weather forecasters (8) always get / are always getting things wrong lately.
- Complete each question with the simple or continuous form of the present or present perfect. More than one answer may be possible.
 - 1 what stories / be / in the news recently?
 - 2 what / learn / about in your other classes at the moment?
 - 3 what / you / do / in your free time over the last few days?
 - 4 what effect / climate change / have / on local weather conditions?
 - 5 what / think / about internet piracy?
 - 6 in what ways / you / change / since you became a teenager?
- 5 Decide if the verbs describe actions or states. Then write them in the correct simple or continuous form. Which question in Exercise 4 is being answered?

'I (1)	(not have) a lot of time for	
anything except schoolwork at the moment. Right		
now my teachers (2)	(be) really	
demanding. Normally	I (3)(like)	
to answer messages and update my page in the		
evening, but I (4)	(not be) online	
much this week yet. I	(5)(think)	
about the weekend al	I the time, though. It's not far	
off now, and I (6)	(really / want) to	
switch off and relax.'		

SPEAK

6 Work in groups. Ask and answer the questions in Exercise 4.

LISTENING AND VOCABULARY I remember your name

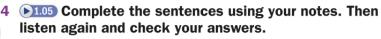
>>> Take clear notes

SPEAK AND LISTEN

- 1 Work in pairs. Answer the questions.
 - 1 How good is your memory? Give examples.
 - 2 Would you go to the talk in the poster? Why?/Why not?
- 2 a Read the tips in the HOW TO box.
 - b You're going to attend the talk in the poster and take notes. Think about how to organise your notes.



- **1.05** Listen and take notes. Then work in pairs. Compare your notes and discuss any differences.
- 3 Which tips in the HOW TO box did you use for help with Exercises 2b and 2c? Tick (\checkmark) them.



1 The speaker sees memory training as key to a student's

2	He thinks that a bad memory is just an	one.
3	The first step to remembering something is to	on it.
4	The most important memory technique is	•
5 To remember names, it's a good idea to associate a person's nam		son's name
	with their	
6	The speaker also talks about the benefits of enough	

REACT

5 Work in pairs. Discuss the talk. Which ways to improve your memory do you already use? Which would you consider using?

WORK WITH WORDS

6 a Work in pairs. Look at the ways to build word families. Then complete the table.

Nouns:		
verb + -tion / -ance / -ment / -y / -ing		
adjective + -ness		
Adjectives:		
noun + -al / -ful / -ive / -able / -y		
verb + -ed		
Verbs:		
noun + -ise / -en		



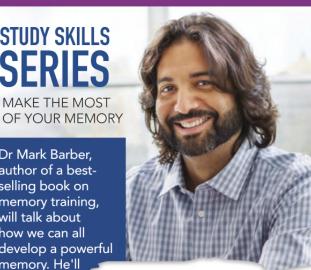
- ▶1.06 Listen and check. Then listen and repeat the words.
- 7 a Complete the sentence below with one of the word families in Exercise 6a.

To remember what a new word		
look up its	in a dictionary,	
then write a sentence	which uses it in a	
way.		

b Work in pairs. Think of a sentence that uses the words in another family. Write the sentence with gaps for those words. Can another pair complete it?



Dr Mark Barber, author of a bestselling book on memory training, will talk about how we can all develop a powerful memory. He'll



HOW TO



take clear notes

- Know why you need your notes. Focus on relevant information.
- Decide how to organise your notes: headings and bullet points, or a network or a mind map?
- Leave space to add further information.
- Only write words and short phrases. Use abbreviations: ie, eg, >, =, etc.
- Check your notes while your memory's fresh.

Verb	Noun	Adjective
appear		apparent
exaggerate		
forget		
imagine		
improve		
mean		
memorise		
practise	practice	
sleep		
strengthen		strong
succeed	success	
train		

GO BEYOND



Do the Words & Beyond exercise on page 130.

GRAMMAR Articles and other determiners



>>> Show what thing you're talking about

READ AND LISTEN

1 (1.07) Read and listen to the conversation. Do you know the name Oscar couldn't remember?

Anne: Have you got a good memory? **Oscar:** I remember most things.

Anne: OK, I'll test you. We studied all these things last week. Who invented paper?

Oscar: The Chinese.

Anne: Who were the first men on the moon?

Oscar: Neil Armstrong and ...

Anne: Few people remember both names. What's

the capital of South Africa?

Oscar: I'm not sure. Cape Town? Pretoria?

Anne: Either answer's correct. It's got a third capital too – Bloemfontein. In which year did the

United States abolish slavery?

Oscar: In 1865. So ... how did I do?

Anne: Not bad. You couldn't answer every question.

But you answered most of them!

STUDY

2 Read the explanations. Which example of an article + noun isn't included in Exercise 1?

Articles Use: To show if you're referring to something specific or general. Form: one example of a thing a(n) +the + a specific thing: the next question a unique thing: the moon, the sky plural names of people and places rivers, oceans, seas, deserts a group or type: the English; the car plural and uncountable nouns with a general no article reference abstract ideas: love, privacy singular place names, streets, parks See grammar database, page 120.

3 Complete the explanations with singular and plural. Use Exercise 1 to help you.

Use: To show which things you're referring to. Form: Before and uncountable nouns: all, most, some, no Before nouns: both, many, a few, few (= a very small number) Before countable nouns: no, either, neither each (= two or more things separately) every (= three or more things together) See GRAMMAR DATABASE, page 120.

PRACTISE

- 4 Complete the questions with a(n), the or if no article's needed. Then answer the questions.
 - 1 Which was ___ first country to democratically elect ___ female leader?a The UK b Sri Lanka c Argentina
 - 2 ___ spiders are ___ type of arthropod. What type? a arachnids b insects c crustaceans
 - 3 Who was ____ inventor of ____ telephone?
 - a Berners-Lee b Marconi c Graham Bell
 - 4 Which city in ____ America is considered to be ____ birthplace of ____ jazz music?
 - a New Orleans b New York c Chicago
 - 5 Which of ___ continents are ___ Galápagos Islands nearest to?
 - a South America b Antarctica c Africa
 - 6 Which Russian author wrote ___ novel ___ War and Peace?
 - a Nabokov b Tolstoy c Dostoyevsky
 - 7 Which is ___ world's driest and ___ largest desert? a the Antarctic b the Sahara c the Gobi
 - 8 Where was ___ paper money first used? a India b Egypt c Chin
- 5 Complete the report with the correct options.

Report by Olga and David

- (1) Each / Every of us asked 15 students the question 'How much do you know about mammals?' (2) Either / Both of us knew that (3) all / every baby mammals drink their mother's milk and (4) each / every other student in the class knew that too.
- (5) Many / Most students (18 out of 30) also knew that mammals are warm-blooded. (6) Very few / a few students (2 out of 30) knew that almost all mammals have at least some hair on their bodies and (7) either / neither of us knew that before we did our research. (8) Some / Most students (27 out of 30) knew that mammals give birth to live young, but when we asked if there are any exceptions, there were (9) no / none correct answers. (10) No / None of us knew that there are five mammals that lay eggs.

WRITE AND SPEAK

- 6 a Work in pairs. Choose a set of survey questions A or B.
 - A Where's [country]? What's the capital city? Who's the president or prime minister?
 - B Where was [person] born? In what year? Why is he/she famous?
 - b Conduct a survey. Ask other students your questions and note their answers.
 - c Write notes for a report on your survey. Then tell other students the results.

Workbook, page 10



>>> Work on your weaknesses

SPEAK AND READ

- 1 Work in pairs. Look at the pictures. What do they show? How do the people feel?
- 2 a Choose the options that are true for you in the text above.
 - b Work in pairs. Look at the options. Decide which ones are definitely strengths or weaknesses and which ones can be a strength or a weakness depending on the situation.

PHRASE BYTES

I think what's happening is ...
I reckon he/she'd like to ... but ...
The boy/girl in ... looks really ...

PHRASE BYTES

If you're ... that's clearly a ...
Yes, but doesn't it depend on ...?
I'm not sure I agree.
OK, I see what you mean.

DO

- 3 Read and follow the tips in the article.
- 4 Work in pairs. Do you think the tips are a good way to identify and work on your weaknesses? Why?/Why not?

REFLECT

- 5 Discuss these questions with your class. Do you agree with the REFLECTION POINT?
 - 1 It's sometimes said that everyone has weaknesses. Do you think that's true? Give reasons for your answer.
 - 2 Do you have any weaknesses that can also be seen as a strength? Explain why.
 - 3 Do most of you think the tips in Exercise 3 are helpful? If not, why not?

COOK WORK ON YOUR WEAKNESSES

1 MAKE A LIST

Write down all the things you consider to be weaknesses.

2 KEEP THINGS IN PERSPECTIVE

Nobody's perfect.
Perfection isn't a
realistic aim. Circle the
weaknesses that you'd
really like to work on.

3 ESTABLISH PRIORITIES

Choose one weakness – the one with the biggest negative impact on your daily life and hopes for the future.

4 TAKE THINGS ONE STEP AT A TIME

Make a plan. Think of one situation in which your chosen weakness is a problem. Next time you're in that situation, behave or think like someone who doesn't have your weakness. And be positive. If you expect failure, you'll probably fail.

5 DON'T GIVE UP

If your plan didn't work the first time, try again. Real change always takes time.

REFLECTION POINT



To work on your weaknesses, you first need to identify them. You then need to make a plan that allows you to focus on improving one thing. At the same time, it's important to remember that we all have weaknesses and that nobody's 'perfect'.

EXTEND

6 Work in pairs. Each think of a weakness related to your schoolwork. Follow the tips in Exercise 3 together and help each other to make a plan. Then record your progress.

SPEAKING That's interesting!

>>> Make conversation

SPEAK

1 Work in pairs. Make a list of the things people typically talk about when they meet somebody for the first time.

WATCH OR LISTEN



2 (D)1.08) Watch or listen to the scene. Which things on your list in Exercise 1 do they talk about?

George: Hi. Is anyone sitting here?

Sophie: No. Go ahead. George: It's warm in here.

Sophie: Yes.

George: You're Sophie, aren't you?

Sophie: That's right.

George: I'm George. I'm a friend of Naomi's.

Sophie: Oh, right. (1) How is Naomi?

George: She's fine. She couldn't come to the talk so I said I'd take

notes for her.

Sophie: Have you ... ?

George: Naomi said that ... Sorry. (2)

Sophie: No. (3)

George: I was just going to say that Naomi was really upset she

couldn't come. (4)

Sophie: It wasn't anything important. What brings you to this talk

anyway - apart from taking notes for Naomi?

George: I'm hoping to study psychology eventually.

Sophie: Really? (5)

George: There's not a lot to tell. I just have a passion for

understanding how people work.

Sophie: (6) So do I. (7)

George: George.

Sophie: I'm really forgetful when it comes to people's names.



1 After

a interesting.

2 Go

b your name again?

3 Nice to

c you.

4 Tell me

d more.

5 That's

e you going to say?

6 What was

meet you. f

7 What were

g on.

b D1.08 Watch or listen again to check your answers.



1.09 Listen and repeat the expressions, paying attention to intonation.

ACT

5 a 🕡 Work in pairs. Role-play the situation below and make conversation. Then swap roles.

It's the beginning of the school year. You're in the school canteen. One of you is eating and reading a book. The other is looking for somewhere to sit.

b Repeat the activity with a new partner.





PHRASEBOOK 1.10





You're ..., aren't you?

I'm ... I'm a friend of ...

Nice to meet you.

What was your name again?

Invite someone to talk

Go on.

After you.

What were you going to say?

Show interest

Oh, right.

Really?

Tell me more.

That's interesting.

Workbook, page 11