



**B2**

STUDENT'S BOOK PACK

# BEYOND



**Robert Campbell**  
**Rob Metcalf**  
**Rebecca Robb Benne**



**B2**

STUDENT'S BOOK

# BEYOND



MACMILLAN

**Robert Campbell**  
**Rob Metcalf**  
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# 1

UNIT

## WHAT'S IN A NAME?

pages 6–15

### IN THE PICTURE

Names

**Talk about names and naming traditions**

**Vocabulary (1):** Names

**PRONOUNCE** Unvoiced and voiced sounds (1): /f/, /v/, etc

▶ Names



**UNIT REVIEW** page 15

### READING

Katrina

**Find information efficiently**

### GRAMMAR (1)

Present tenses review

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

# 2

UNIT

## 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

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UNIT

## LIFE GOALS

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Setting goals

**Talk about short- and long-term goals**

**Vocabulary (1):** Phrasal verbs: goals and achievements

**PRONOUNCE** Linking in natural speech

▶ Setting goals



**UNIT REVIEW** page 37

Inventing the future

**Assess a text**

Futures review

**Talk about the future in different ways**

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UNIT

## LEARNING FROM THE PAST

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Buildings past and present

**Talk about buildings and architecture**

**Vocabulary (1):** Buildings and architecture

▶ Buildings past and present



**UNIT REVIEW** page 47

Lessons from the past

**Understand opinions**

Conditionals

**Talk about the consequences of possible or imaginary situations**

## PROGRESS CHECK 3&4

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# 5

UNIT

## CURIOUSER AND CURIOUSER

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Start a collection

**Talk about unusual collections**

**Vocabulary (1):** Usual and unusual adjectives

**PRONOUNCE** Consonant combinations

▶ Start a collection





**UNIT REVIEW** page 59

Be a museum curator


**Understand the writer's purpose**

Verbs followed by -ing and/or infinitive


**Use gerunds and infinitives**

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
I remember your name <b>Take clear notes</b> <b>Vocabulary (2):</b> Word families	Articles and other determiners <b>Show what thing you're talking about</b>	Know yourself: <b>Work on your weaknesses</b>	That's interesting! <b>Make conversation</b> <div>  Tell me more           </div>	Report back (report) <b>Present statistical information</b>




The written word <b>Follow the speaker's argument</b> <b>Vocabulary (2):</b> Character adjectives	<i>Used to and would</i> <b>Talk about habits and states in the past</b>	Get thinking: <b>Consider the consequences of your actions</b>	What happened? <b>Describe an experience</b> <div>  Where was I?           </div>	My fantasy story (story) <b>Avoid repetition</b>
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The cabin project <b>Understand referring words</b> <b>Vocabulary (2):</b> Adjective + preposition, verb + noun + preposition	Future continuous and future perfect <b>Talk about what will be happening and what will have happened</b>	Get organised: <b>Set achievable goals</b>	Anything's possible <b>Express certainty, probability and doubt</b> <div>  Absolutely           </div>	Dear Sir or Madam (formal letter or email) <b>Write a formal letter or email</b>
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No regrets <b>Recognise imaginary situations</b> <b>PRONOUNCE</b> Sentence stress and meaning <b>Vocabulary (2):</b> Abstract nouns	Wishes and regrets: <i>I wish/If only</i> <b>Talk about wishes and regrets</b>	Know yourself: <b>Learn from your mistakes</b>	What do you reckon? <b>Express and react to opinions</b> <div>  The way I see it           </div>	My trip advice (review) <b>Contrast ideas</b>
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An unusual journey <b>Deal with new vocabulary when you listen</b> <b>Vocabulary (2):</b> Verbs to describe change	Comparisons <b>Compare people, things and actions</b>	Get thinking: <b>Understand how adverts try to sell to you</b>	Wait a second <b>Interact with other people in a conversation</b> <div>  By the way           </div>	Something different (article) <b>Write an article</b>
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# 6

**THE WAY WE ARE**  
pages 60–69

## IN THE PICTURE

Detailed descriptions

**Use compounds to describe people and things**

**Vocabulary (1):** Compounds

**PRONOUNCE** Unvoiced and voiced sounds (2): /t/, /d/, etc

**Detailed descriptions**



**UNIT REVIEW** page 69

## READING

Left and right

**Recognise the main ideas and supporting details**

## GRAMMAR (1)

Relative clauses

**Define and describe things**

## PROGRESS CHECK 5&6

pages 70–71

# 7

**ON SCREEN**  
pages 72–81

At the cinema

**Talk about going to the cinema**

**Vocabulary (1):** Film words

**PRONOUNCE** Diphthongs

**At the cinema**



**UNIT REVIEW** page 81

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**

# 8

**BUY, SELL, TRADE**  
pages 82–91

World trade

**Talk about how things are made, sold and transported**

**Vocabulary (1):** World trade

**PRONOUNCE** Changing word stress

**World trade**



**UNIT REVIEW** page 91

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

# 9

**MY GENERATION**  
pages 94–103

Generations

**Talk about young people today and in the past**

**Vocabulary (1):** Prefixes

**Generations**



**UNIT REVIEW** page 103

(Do not) share

**Recognise emphasis**

Reported speech review

**Report what people say**

# 10

**WATCH YOUR LANGUAGE**  
pages 104–113

Languages

**Talk about languages**

**Vocabulary (1):** Phrasal verbs: languages and learning

**Languages**



**UNIT REVIEW** page 113

The teenage multilingualist



**Understand what a writer's really saying**

Intensifiers


**Emphasise qualities and quantities**


## PROGRESS CHECK 9&10


pages 114–115

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
Teen tips for parents <b>Follow a conversation</b> <b>Vocabulary (2):</b> Three-word phrasal verbs	-ing and -ed clauses <b>Use clauses that start with -ing or -ed</b>	Respect others: <b>See things from another person's perspective</b>	I was wondering ... <b>Ask polite questions</b>  ▶ Do you mind? 	Seen from the outside (description) <b>Give impressions in a description</b>

The greatest films ever made <b>Understand purpose and intention</b> <b>Vocabulary (2):</b> Adjective + noun collocations	Future in the past <b>Talk about future events seen from the past</b>	Respect others: <b>Respect rules and social boundaries</b>	It was awesome! <b>Express likes and dislikes</b>  ▶ It's not my cup of tea 	The perfect choice (website post) <b>Make suggestions and express preferences</b>
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Customer service <b>Recognise a speaker's attitude and feelings</b> <b>Vocabulary (2):</b> Buying and selling	Modal verbs of speculation and expectation <b>Give possible explanations for things</b>	Get organised: <b>Make a budget and stick to it</b>	Let's discuss it <b>Take part in a debate</b>  ▶ Shall I start? 	On balance ... (essay) <b>Develop an argument</b>
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The elephant in the room <b>Infer meaning</b> <b>Vocabulary (2):</b> Idioms	Question tags <b>Ask questions and confirm ideas using question tags</b> <b>PRONOUNCE</b> Weak forms and simplifications in natural speech	Communicate & cooperate: <b>Prepare for an interview</b>	I've got some bad news <b>Soften what you say</b>  ▶ Better luck next time 	Old friends (informal email) <b>Write an informal email</b>
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Speech day <b>Be an active listener</b> <b>Vocabulary (2):</b> Colloquial phrases	Inversion <b>Add emphasis to what you write and say</b> <b>PRONOUNCE</b> Word groups and stressed words	Communicate & cooperate: <b>Be a successful non-native speaker</b>	Centre stage <b>Describe a picture</b>  ▶ From one side to the other 	Frankly, it's unacceptable (email) <b>Express strong views</b>
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# 1 WHAT'S IN A NAME?

## IN THE PICTURE Names

»»» 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.



### Curious facts about names

- 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 Sigurðsson'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!

## YOUR PROFILE

Elizabeth Morgan (Elizabeth Cole)



Wall

What's on your mind?

Share

# EXCLUSIVE:

Justin Timberlake signs into hotel as Mr Woodpond



1



Real name:  
Charles Lutwidge Dodgson



PRIVATE & CONFIDENTIAL

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

7 a 1.03 **PRONOUNCE** Listen and repeat the words, focusing on the unvoiced and voiced sounds.



	Unvoiced	Voiced
1	/f/ <u>f</u> irst name	/v/ g <u>v</u> en name
2	/s/ <u>s</u> urname	/z/ u <u>s</u> ername
3	/ʃ/ <u>i</u> n <u>it</u> ials	/ʒ/ A <u>s</u> ian
4	/tʃ/ <u>C</u> h <u>i</u> na	/dʒ/ s <u>t</u> age name

b Find another example of each sound on page 6.

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



## 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.
  - What's the story behind your full name?
  - Do you have any nicknames? Tell us about them.
  - 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



Do the Words & Beyond exercises on page 130.

### SPEAK AND READ

#### 1 Work in pairs. Answer the questions.

- 1 Have there been any big storms in the news recently? Where?
- 2 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'?
- 2 Where do hurricanes form?
- 3 Were there more hurricanes in the years following Katrina?
- 4 What's a 'storm surge'?
- 5 How long have men's names been used for hurricanes?
- 6 What do you call the centre of a hurricane?

### 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



IMAGES & VIDEOS



QUIZ ZONE



SEARCH

## HURRICANE

Contents

OVERVIEW

WORD ORIGIN

FORMATION

INTENSITY AND DAMAGE

NAMING

TRENDS

### OVERVIEW

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.

### 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 'eye'. 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

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 (✓) 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.


Home Profile Messages #Carol

**Atlantic News** We're having serious problems. Hurricanes always cause damage, but the emergency services have received over 100 calls since **#Carol** arrived.

**Jake Reid** Still no hurricanes! Have we ever had a season like this? We were told to expect a big one, but they're always changing their minds!

**Coast Radio** The worst is over. The NWS has just downgraded **#Carol** to a tropical storm.

**Atlantic News** Tropical cyclone **#Carol**'s been growing in strength since Monday. It's now predicted to make landfall as a Category 2 hurricane.

**Megan Brookes** **#Carol**'s coming! The wind's getting stronger. Surfers are leaving the beach. We've been preparing all morning, but it's still scary!

### STUDY

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

<b>Present tenses review</b>
<b>Present simple</b>
Use: For habits, routines and facts.
<b>Present continuous</b>
Use (1): For things in progress now or around now.
Use (2): For temporary or changing situations.
Use (3): With <i>always</i> to criticise someone's habits.
<b>Present perfect simple</b>
Use (1): For past actions when you don't say an exact time (with <i>ever</i> , <i>never</i> , etc).
Use (2): For recently completed actions (with <i>just</i> , <i>already</i> , <i>so far</i> , <i>yet</i> , etc).
Use (3): For actions in a period that started in the past and continues to now (with <i>for</i> or <i>since</i> ).
<b>Present perfect continuous</b>
Use (1): For actions in progress recently (with <i>recently</i> , <i>lately</i> , <i>all day</i> , etc).
Use (2): For actions in progress from a time in the past until now (with <i>for</i> or <i>since</i> ).
<b>State verbs</b>
You can use a continuous form with a state verb if it describes an action: <i>thinking</i> (= considering), <i>having</i> (= eating), <i>being</i> (= 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.

#### 4 Complete each question with the simple or continuous form of the present or present perfect. More than one answer may be possible.

- what stories / be / in the news recently?
- what / learn / about in your other classes at the moment?
- what / you / do / in your free time over the last few days?
- what effect / climate change / have / on local weather conditions?
- what / think / about internet piracy?
- 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 all 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.

## Take clear notes

### SPEAK AND LISTEN

#### 1 Work in pairs. Answer the questions.

- How good is your memory? Give examples.
- 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.**



**c 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 (✓) them.



#### 4 1.05 Complete the sentences using your notes. Then listen again and check your answers.

- The speaker sees memory training as key to a student's \_\_\_\_\_.
- He thinks that a bad memory is just an \_\_\_\_\_ one.
- The first step to remembering something is to \_\_\_\_\_ on it.
- The most important memory technique is \_\_\_\_\_.
- To remember names, it's a good idea to associate a person's name with their \_\_\_\_\_.
- 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*



**b 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?**

## STUDY SKILLS SERIES

MAKE THE MOST OF YOUR MEMORY

Dr Mark Barber, author of a best-selling 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.

## >>> 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:

<b>a(n) +</b>	one example of a thing
<b>the +</b>	a specific thing: <i>the next question</i> a unique thing: <i>the moon, the sky</i> plural names of people and places rivers, oceans, seas, deserts a group or type: <i>the English; the car</i>
<b>no article +</b>	plural and uncountable nouns with a general reference abstract ideas: <i>love, privacy</i> singular place names, streets, parks

See GRAMMAR DATABASE, page 120.

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

#### Other determiners

**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.

- Which was \_\_\_\_\_ first country to democratically elect \_\_\_\_\_ female leader?  
a The UK      b Sri Lanka      c Argentina
- \_\_\_\_\_ spiders are \_\_\_\_\_ type of arthropod. What type?  
a arachnids      b insects      c crustaceans
- Who was \_\_\_\_\_ inventor of \_\_\_\_\_ telephone?  
a Berners-Lee      b Marconi      c Graham Bell
- Which city in \_\_\_\_\_ America is considered to be \_\_\_\_\_ birthplace of \_\_\_\_\_ jazz music?  
a New Orleans      b New York      c Chicago
- Which of \_\_\_\_\_ continents are \_\_\_\_\_ Galápagos Islands nearest to?  
a South America      b Antarctica      c Africa
- Which Russian author wrote \_\_\_\_\_ novel \_\_\_\_\_ *War and Peace*?  
a Nabokov      b Tolstoy      c Dostoyevsky
- Which is \_\_\_\_\_ world's driest and \_\_\_\_\_ largest desert?  
a the Antarctic      b the Sahara      c the Gobi
- Where was \_\_\_\_\_ paper money first used?  
a India      b Egypt      c China

- 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.

# LANGUAGE & BEYOND



I'm *quiet* / *talkative* .  
I tend to be *pessimistic* / *optimistic* .  
I'm / I'm *not* a perfectionist.  
I'm *good* / *bad* at working in a team.  
I find it *easy* / *hard* to make decisions.  
I'm a *good* / *bad* listener.  
I'm *easy-going* / *bad-tempered* .  
I *can* / *can't* accept criticism.  
I'm *lazy* / *hard-working* .  
I *like* / *don't like* taking risks.

## 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.

### 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?

### 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.

### 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.

## 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'.

## >>> 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 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.



- 3 **a Match the sentence halves. Then complete the conversation in Exercise 2 with the sentences.**

- |             |                     |
|-------------|---------------------|
| 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  | f meet you.         |
| 7 What were | g on.               |

- b** 1.08 **Watch or listen again to check your answers.**

- 4 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



#### MAKE CONVERSATION Introductions

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.