

B2
WORKBOOK

BEYOND



MACMILLAN

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WHAT'S IN A NAME?

VOCABULARY 1 >>> Talk about names and naming traditions

1 a Match the words (A–D) to their meanings (1–4).

- | | | |
|---------------|---|--------------|
| 1 pen name | D | A first name |
| 2 single name | — | B surname |
| 3 given name | — | C mononym |
| 4 family name | — | D pseudonym |

b Now match the types of names (A–D) in Exercise 1a to the famous names in bold (1–4).

- | | |
|--|---|
| 1 Robert Galbraith (JK Rowling) | D |
| 2 Barack Obama | — |
| 3 Rafael Nadal | — |
| 4 Zorro (Don Diego de la Vega) | — |

2 Complete the paragraph with the words in the box.

alias given initials pseudonym
stage surname title

Most people know that Spider-Man is the (1) alias of Peter Parker, but did you know that Lady Gaga's real first or (2) stage name is Stefani and her (3) initials is Germanotta? The (4) pseudonym name of performer Shawn Corey Carter is Jay-Z and Eric Blair, the writer of the book *1984*, is better known by his (5) stage George Orwell. *Harry Potter* author Joanne Rowling often writes using the (6) alias of her first two names – JK. The rapper, producer and entrepreneur Andre Young uses a(n) (7) stage in his stage name of Dr Dre.

3 Choose the correct option.

- She booked into the hotel under an *alias* / assumed name.
- The most common *family* / *title* name in the UK is Smith.
- Before I got married, my *maiden* / *middle* name was Grey.
- Google is one of the few *title* / *brand* names to become a verb.
- You can't access your account without your *username* / *pen name*.
- An example of a *title* / *domain name* is macmillanbeyond.com.

4 For questions 1–5, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (1).

- Apple is the best-known brand in the world today according to *Forbes* magazine.
A brand B title C alias D maiden
- My parents named me after my grandfather on my mother's side.
A from B after C because of D of
- It's not good to call people names.
A tell B say C call D shout
- Ram's mother's a big name in the fashion industry.
A tall B large C big D common
- Your behaviour is giving our school a bad name!
A giving B taking C doing D making

5 Complete the word in each sentence connected with names.

- When I was at school, my *nickname* was Shorty because I was so tall!
- Since the great success of his TV show, he's become a stage name.
- A lot of people decide to shorten their given name – so Edward is Ed, for example.
- Some first names are also common surnames. For example, the actor Owen Wilson shares his with ex-footballer Michael Owen.
- Do you often get confused about your username and password?
- You don't need to know if I'm married or not. Please use the title Ms when you write to me.

6 a Complete the text with the correct form of the phrases in the box.

big name call names
give (sb/sth) a bad name name-after



My given name's Kate. My parents (1) named me after Kate Winslet. At school, I was sometimes (2) called because I was always being silly and trying to make people laugh. I didn't usually mind, though. My friends were laughing *with* me, not laughing *at* me. Nowadays I'm a (3) big name in the acting business and when I'm looking for inspiration for a role, sometimes I think about how being teased felt. But I'd never want to (4) give (sb/sth) a bad name my old school name-after. I loved my time there and had fun growing up.

b Kate is short for Katherine. Look at these other famous first names in bold. Match the full names (A–D) to the shortened first names (1–4).

- | | | |
|---------------------|---|-------------|
| 1 Liz Hurley | B | A Robert |
| 2 Bill Gates | — | B Elizabeth |
| 3 Bella Swan | — | C Isabella |
| 4 Bob Dylan | — | D William |

Find information efficiently

1 Complete the tips with the words in the box.

heading information (x2) section structure type

REMEMBER HOW TO ...

find information efficiently

- Identify the text (1) type. Look at (2) _____s, images, layout and other types of text (links, footnotes, etc).
- Think about the (3) _____. How is (4) _____ usually organised in this text type?
- Identify (5) _____s that might have the information you need.
- Don't read every word. Look for words connected to the (6) _____ you need.

2 Read the quote in *italics* at the start of the text. What do you think the text is about? Choose A, B, C or D.

A poetry B flowers C names D smells

3 Read the text quickly and match the paragraphs (A-E) to the headings (1-5).

Heading		Paragraph
1 Surnames	<u>B</u>	A
2 Identity	___	B
3 Celebrities' baby names	___	C
4 First names	___	D
5 Choice	___	E

4 Where's the text probably from? Choose the best option, A, B, C or D.

A an encyclopaedia B an email to a friend
C a magazine article D a status update

'What's in a name? That which we call a rose by any other name would smell as sweet.' William Shakespeare

A Shakespeare here says names are unimportant forms of identification. It doesn't matter what you're called; you're still you. I suppose you could say that, but names are important. They're a means by which others identify us and can also contribute to giving us our 'sense of self'. Of course, we're all unique and if you're one of the not inconsiderable 38,000 or so males in the US with the name James Smith, that doesn't mean you're particularly similar to others bearing that name.

B Many Western last names, such as Baker, obviously refer to jobs. So does Smith – a metal worker. They may also be patronymic (Johnson) or geographical (Hill). The most common surname in the world is claimed by some to be Chang, of Chinese origin. It's a sort of nickname and can be translated in various ways to mean, for example, *constant*, *mountain* or *open*.

C As far as first names are concerned, Mohammed is thought to be the most common worldwide, and it's

also said to have been the most popular name for newborn boys in London in 2012. For baby girls, Olivia was in the top two in both the US and the UK in 2013. In the US there seems to be a tradition of giving boys first names that in the UK would be considered last names. In the first few months of 2014 the top name there was Bentley, and in 2013 it was Riley. Jack is consistently one of the top choices in the UK.

D In some cultures parents may have little choice in naming their babies. In Greece, for example, the majority are named after a grandparent. Modern names are most common, but you will also find names from ancient mythology such as Heracles (Hercules) for boys, together with Aphrodite (Venus) for girls.

E When it comes to Western trends for baby naming, we can always look to celebrities for guidance as celebrity baby names seem, invariably, to dictate what's in and what's out. David and Victoria Beckham have named their boys Brooklyn and Romeo – the first after a place and the second after a fictitious character. What about naming your child after an animal as the actress Kate Winslet did? Her son's name is Bear. Well, her husband is Ned Rocknroll ... !

5 Do the following statements agree with the information in the text? In gaps 1-7 below write:

True	if the statement agrees with the information
False	if the statement contradicts the information
Not given	if there is no information on this

- 1 The writer agrees with Shakespeare about the value of names. False
- 2 James Smith is a very rare name in the US. _____
- 3 A lot of Western given names are nicknames. _____

- 4 London was a popular given name in 2012. _____
- 5 Bentley was a popular given name in the US recently. _____
- 6 Greeks mostly name their babies after heroes from olden times. _____
- 7 In the Western world, naming trends are often started by famous people. _____

GO BEYOND

Research the three most common first and last names in your country. In your notebook, make notes about what all the names mean.



GRAMMAR 1 Present tenses review

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

1 Complete the grammar table with the words in the box.

always changing completed continuous facts now past temporary

Present tenses review

Present simple

Use: For habits, routines and (1) facts.

Present continuous

Use (1): For things in progress now or around now.

Use (2): For (2) _____ or (3) _____ situations.

Use (3): With (4) _____ to criticise someone's habits.

Present perfect simple

Use (1): For (5) _____ actions when you don't say an exact time (with *ever*, *never*, etc).

Use (2): For recently (6) _____ actions (with *just*, *already*, *so far*, *yet*, etc).

Use (3): For actions in a period that started in the past and continues to (7) _____ (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 (8) _____ form with a state verb if it describes an action: *thinking* (= considering), *having* (= eating), *being* (= behaving), etc.

2 Write the verbs in the box next to the correct category of state verbs.

hear look own understand want

- 1 mental states and opinions, eg *know*, *believe*, *understand*
- 2 preferences, eg *like*, *need*, _____
- 3 appearance, eg *seem*, *appear*, _____
- 4 possessions, eg *belong*, *include*, _____
- 5 senses, eg *taste*, *smell*, _____

3 » Complete the paragraph with the correct form of the verbs in the box.

do feel go play study train
try work

Sue (1) plays wheelchair basketball on Sunday mornings with Jo. Their coach (2) _____ them for an hour and then they have a game. Sue's 18 and currently (3) _____ maths at college, and Jo's 19 and (4) _____ in a call centre at the moment. She regularly (5) _____ skydiving and never (6) _____ better than when she's up in the clear blue sky. She (7) _____ hard at everything she (8) _____. That's true for Sue too.

4 » For questions 1–8, read the text below and decide which answer (A, B or C) best fits each gap. There is an example at the beginning (1).

He (1) doesn't care if (2) _____ to start the game. He usually (3) _____ on as a sub in the second half and he often (4) _____ a goal in the final minutes. He (5) _____ that he can add that something extra and when we (6) _____ and there are 10 minutes left to the final whistle, he (7) _____ to get that adrenaline rush and just (8) _____ the ball to show what he can do. I guess he's our secret weapon – Super-sub Sully!

- | | | |
|-------------------------|-------------------|-------------------|
| 1 A <u>doesn't care</u> | B 's not caring | C 's not cared |
| 2 A he's not picking | B he doesn't pick | C he isn't picked |
| 3 A comes | B is coming | C come |
| 4 A is scoring | B is scored | C scores |
| 5 A knows | B 's known | C 's knowing |
| 6 A lose | B 're losing | C 're lost |
| 7 A 's seemed | B seems | C 's seeming |
| 8 A is wanting | B is wanted | C wants |



5 » Rearrange the words to make questions.

- 1 go / often / snowboarding / you / do / ?
Do you often go snowboarding?
- 2 team / these days / is / doing well / your / ?
- 3 the players / he / told / in the team / who's / has / ?
- 4 sports wheelchair / does / every / the same / look / ?
- 5 currently / you / are / for any / training / particular competition / ?
- 6 you / running / recently / been / have / ?

6 » For questions 1–8, read the sentences below. Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line. There is an example at the beginning (1).

- 1 I've never been beaten in an online game. BEAT
- 2 You've _____ my USB! BREAK
- 3 They've _____ the person who hacked into my account. CATCH
- 4 Oh, no! I've _____ to close down the program. FORGET
- 5 You've _____ it down and I haven't written the conclusion. SHUT
- 6 My parents have only just _____ how to swipe their card. LEARN
- 7 I've _____ you three times already today. RING
- 8 I've just _____ my old phone on eBay. SELL

7 » Choose the correct options to complete the conversation.

- Luiza:** Hi! I (1) haven't seen / *don't see* you for so long. How long (2) *is it being* / *has it been* ?
- Antri:** I'm not sure – (3) *for* / *since* last March some time. I've still (4) *got* / *been getting* the photos on my phone. Look.
- Luiza:** Let's see them. (5) *We're having* / *We've had* a great time here in this one. (6) *We're* / *We're being* at the beach in La Gomera. (7) *I remember* / *I'm remembering* that day well.
- Antri:** So, what (8) *have you been doing* / *do you do* since then?
- Luiza:** I've (9) *been* / *been moving* in London for an English course. I've just (10) *got back* / *been getting back* , actually.
- Antri:** Wow. Let's see the photos.



8 » Complete the sentences using just, yet or already.

- 1 I've just finished doing it this minute.
- 2 Haven't you finished that _____ ?
- 3 How many photos have you downloaded _____ ?
- 4 Give me a chance. I've only _____ switched it on!
- 5 The file's quite big. It hasn't uploaded _____ .
- 6 I've _____ done the first part. I did that the other day.
- 7 It's too late. She's _____ posted it online now.
- 8 Have you eaten lunch _____ ?

9 » Complete the sentences with the words in brackets. Use the present perfect simple or continuous form of the verb.

- 1 We've already prepared (prepare / already) the presentation. Here it is – all finished.
- 2 I _____ (work) on it all morning and I still have more to do, but I'm really tired now.
- 3 How long _____ (you / wait) here?
- 4 I _____ (only / read) the first 10 pages of this book so far.
- 5 I _____ (send) 50 texts so far today.
- 6 She _____ (not finish) it yet.
- 7 Can you help? I _____ (try) to do this all morning with no success.
- 8 He loves it. He _____ (study) politics for two years so far. He says it's great.

LISTENING

Take clear notes

1 Choose the correct options to complete the tips.

REMEMBER HOW TO ...

take clear notes

- * Know (1) why / where you need your notes. Focus on (2) *only names, dates and places / relevant information*.
- * Decide how to (3) *underline / organise* your notes: headings and bullet points or a network or a mind map.
- * Leave (4) *pages / space* to add further information.
- * Only *write words and (5) long sentences / short phrases*. Use abbreviations: *ie, eg, >, =, etc.* Check your (6) *spelling / notes* while your memory's fresh.

2 a **▶01** Copy the table below onto a separate sheet of paper. Close your Workbook, listen to the radio interview with Professor Anna Klein, who talks about memory, and take clear notes. Open your Workbook when you've finished.

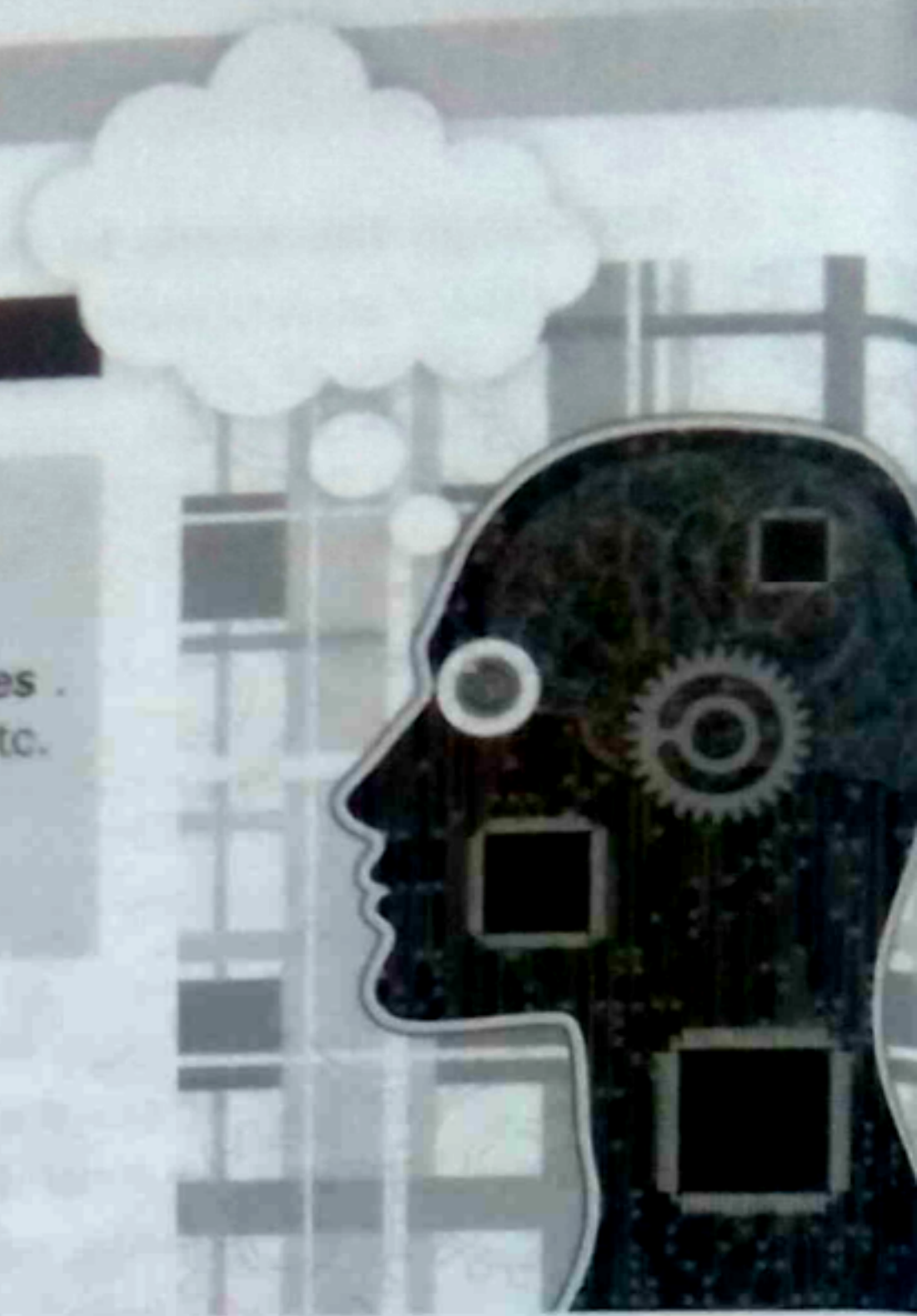
False memory - definitions:	
Examples of suggestion:	
Who has false memories?	Possible consequences:
Are there people with false memories?	
Example:	
What happened to Lonni?	Did Lonni lose her identity?

b **▶01** Now use your notes to complete the table below. Listen again if you need help.

False memory - definitions:	
(1) People remember things that didn't <u>happen</u> .	(2) Your mind changes what happened and you remember it in a _____.
Examples of suggestion:	
(3) When you're shown a list of words and you think a related word that wasn't _____ in the list was there.	(4) When you're shown pictures of something which you _____ with a certain colour and you think you saw that colour.
What people have false memories?	Possible consequence of false memories:
(5) Everyone can have them, no matter how good their _____ is.	(6) You come to _____ you were at an event you never went to.
What happened to Lonni?	Did Lonni lose her identity?
(7) She suffered brain _____ . She lost almost all memories of her past.	(8) No. Identity is _____ from memory. She's the same person she always was.

3 **▶01** Listen to the interview again. Complete the sentences with a word or short phrase that you hear.

- 1 A false memory can be of something that didn't happen or that happened but in a different way.
- 2 Some false memories are brought into being by _____.
- 3 For example, in a word list people think they saw a word which wasn't there but which was _____ to other words in the list.
- 4 Because people associate roses with the _____ red, they might think they remember red roses.
- 5 Even people with _____ memories can have false ones.
- 6 People may not _____ to tell lies in court, but sometimes they do because of false memories.
- 7 As well as being an artist, Lonni Sue Johnson also worked as a(n) _____ and musician.
- 8 Learning about her earlier life was _____ for the recovering Lonni.
- 9 Professor Klein says that _____ is distinct from memory.
- 10 She says that even if you lose your memory, you keep your _____.



VOCABULARY 2

Word families

GET IT RIGHT ...

Nouns:

verb + *-tion / -ance / -ment / -y / -ing*
 adjective + *-ness*

Adjectives:

noun + *-al / -ful / -ive / -able / -y*
 verb + *-ed*

Verbs:

noun + *-ise / -en*

1 Complete the paragraph with the correct form of the words in the box. Use the *Get it right* box to help you.

appear forget improve sleep train

Joe's (1) *appearance* is terrible. He always looks very (2) _____ during lessons and at breaks. He's incredibly (3) _____ too and always has to ask me what the homework is. I think the problem is that he's football mad. If he spends less time (4) _____ for football and watching it on the TV and more time sleeping and studying, he'll definitely see a(n) (5) _____ in his performance at school. Sure, he wants to be a professional footballer, but he must concentrate on his schoolwork too. He's actually really smart – well, when he's awake ...

2 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example (6).

You don't need to be amazingly clever to be a (1) _____ student. However, a good memory comes in handy. It's no (2) _____ to say that if you can't remember things well, you're not likely to do well in your exams. Just as you can (3) _____ your muscles by exercise, so too can your ability to (4) _____ information be improved. It's all a question of acquiring good habits and thinking in the right way. Use your (5) _____ to make connections between things with words and images. When you later recall the word or picture in your mind, it will trigger what you wanted to remember. These (6) *associations* don't have to be particularly logical, but as long as they are (7) _____ for you, they will work. And remember the old saying – (8) _____ makes perfect.

SUCCEED
EXAGGERATE

STRONG
MEMORY
IMAGINE

ASSOCIATE
MEANING
PRACTICE



WORDS & BEYOND

3 Complete the text with the words in the box.

impact indigenous landfall perspective surge sustained typhoon vast vulnerable

This (1) *typhoon* is proving so severe that the entire island is in danger. (2) _____ winds of up to 130mph have already been registered. The storm made (3) _____ this morning right at high tide. That's a big problem because the storm (4) _____ is very bad and much of the island is now under water. Many of the animal species (5) _____ to the island are thought to be (6) _____. Yesterday, I was upset about getting a D in my maths exam, but now I've learned to keep things in (7) _____. At least I'm alive and safe. The (8) _____ majority of the people who live here are too, thank goodness. No deaths or injuries have been reported yet. It's the helpless animals we have to worry about now. I hope the (9) _____ won't be too negative. We'll just have to wait and see what the damage is like tomorrow when the storm has passed.



GRAMMAR 2 Articles and other determiners

» Show what thing you're talking about

1 Complete the grammar table with the examples in the box.

an apple happiness Roman Road the first winner
the poor the Sahara Desert the sky

Articles	
Use: To show if you're referring to something specific or general.	
Form:	
a(n) +	one example of a thing: (1) <i>an apple</i>
the +	a specific thing: <i>the next question</i> , (2) _____ a unique thing: <i>the moon</i> , (3) _____ plural names of people and places rivers, oceans, seas, deserts: (4) _____ a group or type: <i>the car, the English</i> , (5) _____
no article +	plural and uncountable nouns with a general reference abstract ideas: <i>love, privacy</i> , (6) _____ singular place names, streets, parks: (7) _____
Other determiners	
Use: To show which things you're referring to.	
Form:	
Before plural and uncountable nouns: <i>all, most, some, no</i>	
Before plural nouns: <i>both, many, a few, few</i> (= a very small number)	
Before singular countable nouns: <i>no, either, neither</i>	
<i>each</i> (= two or more things separately)	
<i>every</i> (= three or more things together)	

Get it right

determiner + of + the/our/us

2 a » Complete the quiz questions with a/an, the or - .

- 1 Who's the president of your country?
- 2 What's _____ capital city?
- 3 Do you have _____ national symbol such as an animal or flower?
- 4 What's _____ most popular type of music?
- 5 Do your pop singers often sing in _____ English?
- 6 Do all kids learn _____ foreign language at school?
- 7 What's the most important date in _____ history of your country?
- 8 Is there _____ ocean near where you live?

b Now answer the questions for you. Write your answers in your notebook.

3 » Choose the correct options to complete the text.

Amy: I like (1) some / *each* Indian food, but I can't eat (2) *the* / *every* very hot dishes. What about you?

Kylie: Well, (3) - / *an* Indian food is tasty and when you go to (4) *the* / *an* Indian restaurant, there's always a lot to choose from on (5) *either* / *the* menu!

Amy: Yes. It's best to go with (6) *a* / - lot of people and order (7) - / *few* different things. Then, you'll always find (8) *a* / - something you like.

4 a » Jack and John moved to a new town. Who's happier? _____

Jack: I have few friends and there are few interesting places to go.

John: I have a few friends and there are a few interesting places to go.

b » Choose the correct options to complete the text.

Bill: Have you got (1) a few / *few* minutes? I want your advice on something.

Tom: Yes OK, but make it quick. I've got quite (2) *a few* / *few* things to do.

Bill: Right. So, here's the thing. Very (3) *few* / *a few* people know this, but I'm really a superhero. I can fly. Should I tell people this?

Tom: Haha, well I know (4) *a few* / *few* people who think they have special powers, but (5) *few* / *a few* people believe them. Listen, Bill. Just because you've been in an aeroplane (6) *few* / *a few* times doesn't mean you can fly. Stop joking around!

5 » For questions 1-6, read the text below and think of the word which best fits in each gap. Use only one word in each gap. There is an example at the beginning (1).

'One of us has to go to get the shopping. It's (1) either you or me. Now, I've got (2) _____ homework to do and I'm cooking this evening, so I think we (3) _____ know who should go out now.'
'We have this argument (4) _____ time there's no food in the house, but I'm sure it's your turn to go shopping today. It's raining hard and (5) _____ of us wants to go out, but, come on - I know (6) _____ students live on takeaway food, but we haven't got the money to do that.'
'OK, calm down! I'll go, I don't mind really. Let's not fight about it.'

Make conversation

1 Tick (✓) the questions you think are appropriate to start a conversation in a social situation with a person you don't know. Put a cross (X) next to the inappropriate ones.

- 1 How much money do you earn? X
- 2 Do you come here often? —
- 3 Do you live near here? —
- 4 Have you got many friends? —
- 5 What do you do? —
- 6 It's rather cold today, isn't it? —
- 7 Do you always wear designer clothes? —
- 8 Are you interested in politics? —

2 **02** You will hear people talking in a social situation. Listen and answer the questions.

- Where are the people? Choose A, B, C or D.
A in a restaurant B in a café
C in a bar D in a concert hall
- What do they talk about? Tick (✓) the correct answers.
A music B art
C names D a place

3 a **03** You will hear part of a conversation between Paul and Annie on their first day at university. For questions 1–11, complete what the speakers say with a word or short phrase.

Paul: You're Annie, (1) aren't you? I'm Paul. I'm a (2) _____ of Yuna's.

Annie: Nice to (3) _____ you. What was your (4) _____ again?

Paul: Paul. I'm starting today too.

Annie: (5) _____.

Paul: I'm a bit nervous though.

Annie: (6) _____?

Paul: Yeah, well, you know ... I don't know anyone yet.

Annie: Well, now you know me! How do you know Yuna by the way?

Paul: We play in a band together.

Annie: That's (7) _____. Tell me (8) _____.

Paul: We have our own rock band – The Doollallies. But we haven't got a singer yet.

Annie: I, em ... oh, never mind.

Paul: No, please. (9) _____ on.

Annie: Well, I was just going to say I used to sing a bit. Maybe I ...

Paul: Hey, maybe you ... sorry. (10) _____ you. What were you going to (11) _____?

Annie: Well, maybe I could join. What do you think?

Paul: Yeah, let's give it a go. That'd be great!

Annie: Cool.

b Now write the sentences in *italics* in Exercise 3a in the right place in the *Phrasebook*.

PHRASEBOOK

Make conversation

Introductions

*You're Annie,
aren't you?
I'm Paul. I'm a
friend of Yuna's.*

Invite someone to talk

Show interest

4 a Read these phrases and underline the main stressed words in each one.

- You're Annie, aren't you? (3 words)
- I'm Paul. I'm a friend of Yuna's. (3 words)
- Nice to meet you. (2 words)
- What was your name again? (2 words)

b **04** Listen and check.

c **04** Listen again and repeat.

5 a **05** Listen and repeat the expressions, paying special attention to intonation and stress.

Go on.	Oh, right.
After you.	Really?
What were you going to say?	Tell me more.
	That's interesting.

b Record yourself if you can and compare what you say with the recording. Do you sound similar? If not, don't worry. Try again.

6 a You're standing at a bus stop. There's one other person there. The bus is very late. Write a conversation including phrases from the *Phrasebook*.

A: Talk about the time, lateness of the bus or weather. _____

B: Respond. _____

A: Make an introduction. _____

B: Respond. _____

A: Talk about a relevant subject. _____

B: Show interest and invite A to talk more. _____

A: Continue. _____

B: Show interest. _____

b Practise saying the lines of the conversation. Record yourself if you can.

WRITING

Present statistical information

1 Complete the tips with the words in the box.

40% (of) a third (of) approximately
(vast) majority (of) one in 10 people (just) over

REMEMBER HOW TO ...

present statistical information

- Use percentages – (1) 40% (of) .
- Use fractions – (2) _____ .
- Use expressions like (3) _____ .
- Use adjectives/adverbs: (4) _____ and prepositions: (5) _____ with the expressions above.
- Use *the* (6) _____ and *a/the minority (of)* .

2 a Match the percentages (A–F) to the definitions (1–6).

- | | | |
|----------------------------|----------|-------|
| 1 half | <u>C</u> | A 73% |
| 2 a quarter | _____ | B 40% |
| 3 a (significant) minority | _____ | C 50% |
| 4 one in three people | _____ | D 25% |
| 5 about three quarters | _____ | E 33% |
| 6 the vast majority | _____ | F 93% |

b For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- Almost 50% of the people we surveyed wanted to change the name of the park. **half**
About half of the people who took part in the survey wanted the name of the park changed.
- Over 25% of those surveyed wanted the park named after a famous local person. **quarter**
More than _____ the people surveyed wanted to name the park after a famous local person.
- Just 5% of people wanted the name to remain the same. **minority**
Only _____ people didn't want the name to be changed.
- 74% of those surveyed said they wanted money to be spent improving the park. **quarters**
About _____ the people we surveyed wanted money spent to improve the park.
- 33% of people admitted they never used the park. **three**
_____ said they never used the park.
- 94% of those surveyed said they would use the park if the facilities were better. **vast**
_____ people said better facilities would make them more inclined to use the park.

3 Read the report. Decide whether the statements are true (T) or false (F).

To: The Euro Space Project
From: Hill School, Reading, UK
Subject: Naming a new planet



Introduction

Schools around the world have been asked to enter a competition to name a new planet. Our school has been chosen to represent the UK.

Our survey

We have carried out a survey at our school amongst students of all ages to discover how many of us are interested in giving a name to this new planet and to gather the top ideas for the name.

The results

The vast majority of us – over 80% – wanted to take part in the survey and help come up with a name. We asked for suggestions from each class and then asked everybody to vote on the 20 names we had. Almost two thirds of us (about 63%) wanted it named after an ancient Greek or Roman god or goddess. A minority – approximately one in five – voted for the Scandinavian gods Thor or Odin. One in 10 preferred either an abstract name such as Harmony or a made-up name.

Conclusion

Given the overwhelming support for naming the planet after an ancient god, our suggestion is that we name the planet Apollo.

- The competition is only for UK schools. T/F
- The survey was carried out only in the top classes. T/F
- Most students participated in the survey. T/F
- Some students want a name that they invented. T/F
- The conclusion suggests a name different to the results of the survey. T/F

4 Match the information (A–D) to the sections of the report (1–4). Refer to the report in Exercise 3 to help you.

- | | | |
|----------------|----------|--|
| 1 Introduction | <u>B</u> | A your recommendation |
| 2 Our survey | _____ | B why you are writing the report |
| 3 The results | _____ | C about your survey – who you asked, etc |
| 4 Conclusion | _____ | D what you found out |