

# 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    | <u>D</u> | 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 <b>Robert Galbraith</b> (JK Rowling) | <u>D</u> |
| 2 <b>Barack</b> Obama                  | .....    |
| 3 Rafael <b>Nadal</b>                  | .....    |
| 4 <b>Zorro</b> (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) ..... name is Stefani and her (3) ..... is Germanotta? The (4) ..... name of performer Shawn Corey Carter is Jay-Z and Eric Blair, the writer of the book *1984*, is better known by his (5) ..... George Orwell. *Harry Potter* author Joanne Rowling often writes using the (6) ..... of her first two names – JK. The rapper, producer and entrepreneur Andre Young uses a(n) (7) ..... 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 ..... in the world today according to *Forbes* magazine.  
A brand B title C alias D maiden
- My parents named me ..... my grandfather on my mother's side.  
A from B after C because of D of
- It's not good to ..... people names.  
A tell B say C call D shout
- Ram's mother's a ..... name in the fashion industry.  
A tall B large C big D common
- Your behaviour is ..... 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 h ..... name.
- A lot of people decide to shorten their g ..... name – so *Edward* is *Ed*, for example.
- Some first names are also common s ..... . For example, the actor Owen Wilson shares his with ex-footballer Michael Owen.
- Do you often get confused about your u ..... and password?
- You don't need to know if I'm married or not. Please use the t ..... 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) ..... 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) ..... 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) ..... my old school ..... 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 <b>Liz</b> Hurley | <u>B</u> | A Robert    |
| 2 <b>Bill</b> Gates | .....    | B Elizabeth |
| 3 <b>Bella</b> Swan | .....    | C Isabella  |
| 4 <b>Bob</b> 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) section. How is (4) information usually organised in this text type?
- Identify (5) headings that might have the information you need.
- Don't read every word. Look for words connected to the (6) type you need.



*'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

### 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

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:

<b>True</b>	if the statement agrees with the information
<b>False</b>	if the statement contradicts the information
<b>Not given</b>	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
<b>Present simple</b>
Use: For habits, routines and (1) <u>facts</u> .
<b>Present continuous</b>
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.
<b>Present perfect simple</b>
Use (1): For (5) _____ actions when you don't say an exact time (with <i>ever</i> , <i>never</i> , etc).
Use (2): For recently (6) _____ 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 (7) _____ (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 (8) _____ form with a state verb if it describes an action: <i>thinking</i> (= considering), <i>having</i> (= eating), <i>being</i> (= behaving), etc.

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

hear look own understand want

- mental states and opinions, eg *know*, *believe*, *understand*
- preferences, eg *like*, *need*, \_\_\_\_\_
- appearance, eg *seem*, *appear*, \_\_\_\_\_
- possessions, eg *belong*, *include*, \_\_\_\_\_
- 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.

- go / often / snowboarding / you / do / ?  
*Do you often go snowboarding?*
- team / these days / is / doing well / your / ?
- the players / he / told / in the team / who's / has / ?
- sports wheelchair / does / every / the same / look / ?
- currently / you / are / for any / training / particular competition / ?
- 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 <u>beaten</u> 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*.

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

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

- We've already prepared (prepare / already) the presentation. Here it is – all finished.
- I \_\_\_\_\_ (work) on it all morning and I still have more to do, but I'm really tired now.
- How long \_\_\_\_\_ (you / wait) here?
- I \_\_\_\_\_ (only / read) the first 10 pages of this book so far.
- I \_\_\_\_\_ (send) 50 texts so far today.
- She \_\_\_\_\_ (not finish) it yet.
- Can you help? I \_\_\_\_\_ (try) to do this all morning with no success.
- 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.

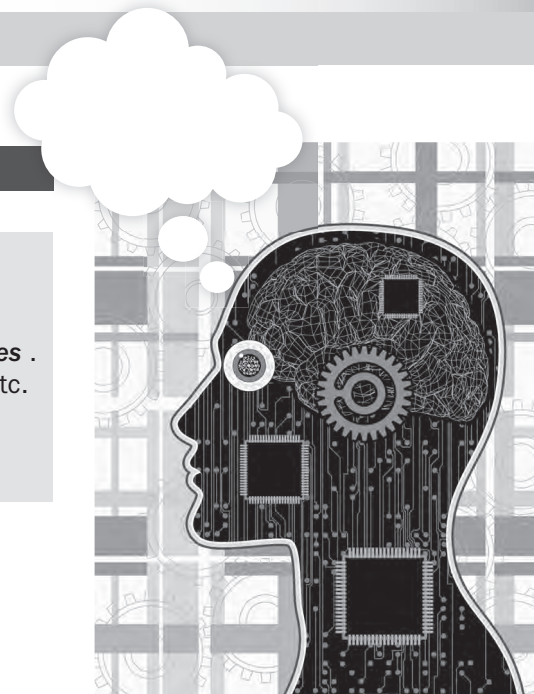
False memory – definitions:	
.....	
Examples of suggestion:	
.....	
Who has false memories?	Possible consequences:
.....	.....
Are there people with false memories?	
Example: .....	
What happened to Lonni?	Did Lonni lose her identity?
.....	.....

### 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.

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



## 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

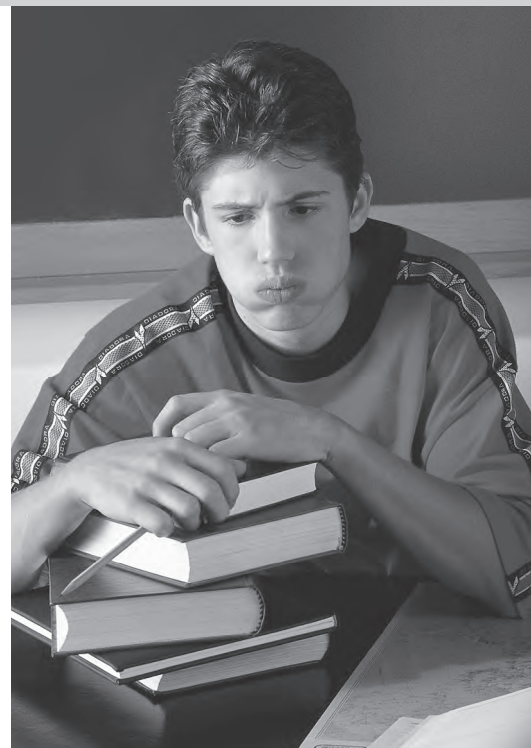
### WORDS & BEYOND



- 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	
<b>Use:</b> To show if you're referring to something specific or general.	
<b>Form:</b>	
a(n) +	one example of a thing: (1) <u>an apple</u>
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	
<b>Use:</b> To show which things you're referring to.	
<b>Form:</b> 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 *-*.

- Who's the president of your country?
- What's ..... capital city?
- Do you have ..... national symbol such as an animal or flower?
- What's ..... most popular type of music?
- Do your pop singers often sing in ..... English?
- Do all kids learn ..... foreign language at school?
- What's the most important date in ..... history of your country?
- 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.

- 1 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
- 2 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) friend of Yuna's.
- Annie:** Nice to (3) meet you. What was your (4) name again?
- Paul:** Paul. I'm starting today too.
- Annie:** (5) I'm a bit nervous though.
- Paul:** I'm a bit nervous though.
- Annie:** (6) Yeah, well, you know ... I don't know anyone yet.
- 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) cool. Tell me (8) what you do.
- 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) Well, I was just going to say I used to sing a bit.
- Annie:** Well, I was just going to say I used to sing a bit. Maybe I ...
- Paul:** Hey, maybe you ... sorry. (10) 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.

- 1 You're Annie, aren't you? (3 words)
- 2 I'm Paul. I'm a friend of Yuna's. (3 words)
- 3 Nice to meet you. (2 words)
- 4 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.





## 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).

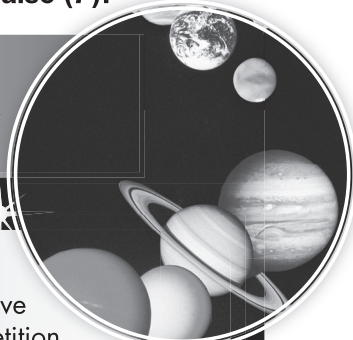
- |                            |          |       |
|----------------------------|----------|-------|
| 1 half                     | <u>C</u> | A 73% |
| 2 a quarter                | _____    | B 40% |
| 3 a (significant) minority | _____    | C 50% |
| 4 one in three people      | _____    | D 25% |
| 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                     |

- 5 NASA has asked school students to help pick the name of its first manned mission to Mars. You're going to write a report based on the information below. Read the table and make notes. Use the *Writing plan* to help you.

### WRITING PLAN

Survey group:	Students of [YOUR SCHOOL]
Participation:	76% of students (from all classes)
Results of a survey into possible names for the first NASA manned mission to the planet Mars:	
Name	% of people who liked the name
Lift-off	5%
Far out	10%
Up and away	28%
Infinity	39%
Red Rover	18%

- 1 Introduction ☐
- 2 Our survey ☐
- 3 The results ☐
- 4 Conclusion ☐

### WRITE AND CHECK

- 6 Write a report and make your recommendation. Use the tips from the *Remember how to* box to help present the statistical information in different ways. Write 150–180 words. Then tick (✓) the stages in the *Writing plan*.

### Work on your weaknesses

#### 1 Match the weaknesses (A–G) to what the people say (1–7).

- |  |                                   |
|--|-----------------------------------|
| 1 Stop telling me I'm doing things wrong! <u>C</u>               | A finds it hard to make decisions |
| 2 What? You want me to ski down this! _____                      | B pessimistic                     |
| 3 Should I stay or should I go now? _____                        | C can't accept criticism          |
| 4 You forgot to buy milk. Not again – you idiot! _____           | D bad-tempered                    |
| 5 I came second again. What's the point in racing anymore? _____ | E dislikes taking risks           |
| 6 I'm much better when I work alone. _____                       | F a perfectionist                 |
| 7 Everything has to be just right. _____                         | G a bad team player               |

#### 2 Match the weaknesses from Exercise 1 (A–G) to the advice (1–7).

- 1 Before you get angry and shout at somebody, count to ten silently. D
- 2 When not everything goes to plan, try to find and focus on the positives. \_\_\_\_\_
- 3 A person who tells you what you did wrong might just want to help you improve. \_\_\_\_\_
- 4 Do your best and be satisfied with that – don't spend forever trying to make things exactly right. \_\_\_\_\_
- 5 It's OK to be confused about what to do – ask someone you trust for advice. \_\_\_\_\_
- 6 Recognise that we all have different strengths and respect the people you work with. \_\_\_\_\_
- 7 Sometimes it's good to push yourself and do things you're not comfortable with. \_\_\_\_\_

#### 3 a Sometimes weaknesses can be strengths. Which weaknesses (A–F) could be strengths in these jobs (1–4)? (You decide – there's no one correct answer.)

- |                                 |                       |                      |
|---------------------------------|-----------------------|----------------------|
| 1 a shop assistant _____        | A takes lots of risks | D very talkative     |
| 2 a magazine editor _____       | B doesn't take risks  | E very shy and quiet |
| 3 a wildlife photographer _____ | C a perfectionist     | F not a team player  |
| 4 a pilot _____                 |                       |                      |

#### b Explain your answers to Exercise 3a in your notebook.

# 1 Complete the text with the words in the box.

initials maiden nickname pen stage surname

When we're at school, many of us have to put up with being given a funny (1) nickname, like Shorty, for example, if we're tall. When women marry, they have a choice in some countries of keeping their (2) \_\_\_\_\_ name rather than taking their husband's (3) \_\_\_\_\_. Writers may adopt a(n) (4) \_\_\_\_\_ name and actors a(n) (5) \_\_\_\_\_ name. Some people, such as the singer PJ Harvey, don't use their first name(s), but like to be known by their (6) \_\_\_\_\_.

# 2 Match the sentence endings (A–F) to the sentence beginnings (1–6).

- |                                     |  |
|-------------------------------------|--|
| 1 Are you only famous when <u>A</u> | A you become a household name?                 |
| 2 Do I type a password or a _____   | B named after?                                 |
| 3 Do you know who you were _____    | C the most well-known brand name in the world? |
| 4 Who's the _____                   | D domain name on the internet?                 |
| 5 Do you think Coca-Cola is _____   | E username here?                               |
| 6 How do you claim a _____          | F biggest name on TV?                          |

# 3 Read the definitions and complete the adjectives.

- Somebody who doesn't remember things is forgetful.
- When you're tired, you feel sl\_\_\_\_\_.
- A person who can do useful things is pr\_\_\_\_\_.
- If you've completed your studies and practical lessons in something (eg medicine), you're t\_\_\_\_\_.
- A winner is su\_\_\_\_\_.
- A creative person is im\_\_\_\_\_.
- An event that you'll never forget is me\_\_\_\_\_.
- If something is clear, it's ap\_\_\_\_\_.

# 4 a Write *im* or *un* at the start of each word to give it the opposite meaning.

- unforgettable
- \_\_\_\_\_practical
- \_\_\_\_\_trained
- \_\_\_\_\_imaginative

# b For questions 1–4, read the text and choose a word from Exercise 4a which best fits each gap. Use only one word in each gap.

I love looking at the night sky, and I've recently been learning how to identify stars and constellations. It's quite difficult for the (1) untrained eye, but I'm slowly getting better at it. For example, I can now find the Little Bear and Orion the Hunter. Call me (2) \_\_\_\_\_, but I can't see why they got their names! I don't see the shapes. My dad has a computerised telescope. I never use it though, because it's so complicated to use and it takes ages to set up. I think it's completely (3) \_\_\_\_\_. Why waste time when you can see around 2,500 stars with the naked eye? Looking at the stars on a clear night, away from the bright city lights, is an (4) \_\_\_\_\_ experience. Have you ever tried it?



## ALL ABOUT ME

### 1 What's your strongest subject?

.....

### 2 Which adjectives would you use to describe yourself? Why?

.....

### 3 What would you most like to improve about yourself? Why?

.....



**1 For questions 1–10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).**

**Bob:** Tell me about (1) this course you're doing.

**Gillian:** Well, I want to be (2) ..... TV weather presenter and this course is great. Our teacher Simon has (3) ..... training us to be confident in front of the camera. It's all about practice, so I've been (4) ..... every evening with my webcam. Most of the people on the course (5) ..... already worked as presenters. I'm new to this, though.

**Bob:** (6) ..... you know how to read those weather maps?

**Gillian:** Read them? That's easy. We're (7) ..... how to computer-generate them!

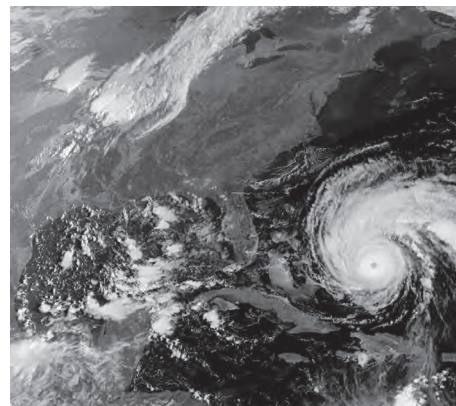
**Bob:** I'm impressed. So, you're enjoying it?

**Gillian:** I've never (8) ..... such a good time in my life!

**Bob:** So what's the weather forecast?

**Gillian:** Wet and windy here, and there's (9) ..... enormous amount of moist air in the atmosphere over the South Pacific. I think a cyclone (10) ..... forming there.

**Bob:** Impressive!



**2 Complete the conversation with the words and phrases in the box.**

already at the moment ever for lately never recently yet

1 What have you been doing lately ?

2 I've been working on the Africa project ..... weeks.

3 Have you completed it ..... ?

4 I've ..... done over half of it.

5 Have you ..... been to Africa?

6 No, I've ..... been there. Have you?

7 Yes. I've been on holiday in South Africa ..... Perhaps I can help you.

8 Great. I'm sitting here feeling really stuck .....

**3 a Complete the questions. Write one or two words.**

- 1 Where do you live?
- 2 ..... you do for a job?
- 3 ..... the nearest train station?
- 4 ..... that person there?
- 5 ..... do I get to the station?
- 6 ..... you have much free time?
- 7 ..... your last name?
- 8 ..... you from near here?

**b Match the questions (1–8) in Exercise 3a to the answers (A–H).**

- |   |       |
|---|-------|
| A Three miles from here.                              | 1     |
| B No, I was born abroad.                              | ..... |
| C I'm an engineer.                                    | ..... |
| D It's straight ahead on the left-hand side.          | ..... |
| E Middleton, but call me Cathy, please.               | ..... |
| F There isn't one near here – take the bus.           | ..... |
| G Not a lot – between work and family I'm quite busy. | ..... |
| H I have no idea.                                     | ..... |