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.

Most people know that Spider-Man is the (1) __________ 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.
1 She booked into the hotel under an alias / assumed name.
2 The most common family / title name in the UK is Smith.
3 Before I got married, my maiden / middle name was Grey.
4 Google is one of the few title / brand names to become a verb.
5 You can’t access your account without your username / pen name.
6 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).

1 Apple is the best-known __________ in the world today according to Forbes magazine.
   A brand  B title  C alias  D maiden
2 My parents named me __________ my grandfather on my mother’s side.
   A from  B after  C because of  D of
3 It’s not good to __________ people names.
   A tell  B say  C call  D shout
4 Ram’s mother’s a __________ name in the fashion industry.
   A tall  B large  C big  D common
5 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.
1 When I was at school, my nickname __________ was Shorty because I was so tall!
2 Since the great success of his TV show, he’s become a huge __________.
3 A lot of people decide to shorten their given name – so Edward is Ed, for example.
4 Some first names are also common surnames. For example, the actor Owen Wilson shares his with ex-footballer Michael Owen.
5 Do you often get confused about your username and password?
6 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 named me __________ Kate Winslet. At school, I was sometimes __________ because I was always being silly and trying to make people laugh. I didn’t usually mind, though. My friends were laughing __________ me, not laughing __________ me. Nowadays I’m __________ 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 __________ 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 Liz Hurley  B A Robert
2 Bill Gates  ___ B Elizabeth
3 Bella Swan  ___ C Isabella
4 Bob Dylan  ___ D William
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) ___________. Look at (2) ___________, 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) ___________ 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).

<table>
<thead>
<tr>
<th>Heading</th>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Surnames</td>
<td>B</td>
</tr>
<tr>
<td>2 Identity</td>
<td>A</td>
</tr>
<tr>
<td>3 Celebrities’ baby names</td>
<td>C</td>
</tr>
<tr>
<td>4 First names</td>
<td>D</td>
</tr>
<tr>
<td>5 Choice</td>
<td>E</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Present tenses review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present simple</strong></td>
</tr>
<tr>
<td>Use: For habits, routines and (1) <strong>facts</strong>.</td>
</tr>
<tr>
<td><strong>Present continuous</strong></td>
</tr>
<tr>
<td>Use (1): For things in progress now or around now.</td>
</tr>
<tr>
<td>Use (2): For (2) <strong>always</strong> or (3) <strong>changing</strong> situations.</td>
</tr>
<tr>
<td>Use (3): With (4) <strong>completed</strong> to criticise someone’s habits.</td>
</tr>
<tr>
<td><strong>Present perfect simple</strong></td>
</tr>
<tr>
<td>Use (1): For (5) <strong>continuous</strong> actions when you don’t say an exact time (with ever, never, etc).</td>
</tr>
<tr>
<td>Use (2): For recently (6) <strong>lasting</strong> actions (with just, already, so far, yet, etc).</td>
</tr>
<tr>
<td>Use (3): For actions in a period that started in the past and continues to (7) <strong>temporary</strong> (with for or since).</td>
</tr>
<tr>
<td><strong>Present perfect continuous</strong></td>
</tr>
<tr>
<td>Use (1): For actions in progress recently (with recently, lately, all day, etc).</td>
</tr>
<tr>
<td>Use (2): For actions in progress from a time in the past until now (with for or since).</td>
</tr>
</tbody>
</table>

**State verbs**

You can use a (8) **temporary** 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.

<table>
<thead>
<tr>
<th>hear</th>
<th>look</th>
<th>own</th>
<th>understand</th>
<th>want</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>mental states and opinions, eg know, believe, understand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>preferences, eg like, need, __________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>appearance, eg seem, appear, __________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>possessions, eg belong, include, __________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>senses, eg taste, smell, __________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Sue (1) **plays** wheelchair basketball on Sunday mornings with Jo. Their coach (2) **trains** them for an hour and then they have a game. Sue’s 18 and currently (3) **doing** maths at college, and Jo’s 19 and (4) **working** in a call centre at the moment. She regularly (5) **is doing** skydiving and never (6) **feels** better than when she’s up in the clear blue sky. She (7) **tries** hard at everything she (8) **wants**. 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) __________ 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!

<table>
<thead>
<tr>
<th>1 A doesn’t care</th>
<th>B he’s not picking</th>
<th>C he’s not cared</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 A he’s not picking</td>
<td>B he doesn’t pick</td>
<td>C he isn’t picked</td>
</tr>
<tr>
<td>3 A comes</td>
<td>B is coming</td>
<td>C come</td>
</tr>
<tr>
<td>4 A is scoring</td>
<td>B is scored</td>
<td>C scores</td>
</tr>
<tr>
<td>5 A knows</td>
<td>B’s known</td>
<td>C’s knowing</td>
</tr>
<tr>
<td>6 A lose</td>
<td>B’re losing</td>
<td>C’re lost</td>
</tr>
<tr>
<td>7 A’s seemed</td>
<td>B seems</td>
<td>C’s seeming</td>
</tr>
<tr>
<td>8 A is wanting</td>
<td>B is wanted</td>
<td>C wants</td>
</tr>
</tbody>
</table>
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 broken my USB!  BREAK
3 They've caught the person who hacked into my account.  CATCH
4 Oh, no! I've forgotten to close down the program.  FORGET
5 You've shut it down and I haven't written the conclusion.  SHUT
6 My parents have only just learned how to swipe their card.  LEARN
7 I've rung you three times already today.  RING
8 I've just sold my old phone on eBay.  SELL

7 >> Choose the correct options to complete the conversation.
Luiza: Hi! I 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 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 yet?
3 How many photos have you downloaded already?
4 Give me a chance. I've only switched it on!
5 The file's quite big. It hasn't uploaded yet.
6 I've already done the first part. I did that the other day.
7 It's too late. She's already posted it online now.
8 Have you eaten lunch yet?

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 have been working (work) on it all morning and I still have more to do, but I'm really tired now.
3 How long have you been waiting (you / wait) here?
4 I have only been reading (only / read) the first 10 pages of this book so far.
5 I have been sending (send) 50 texts so far today.
6 She hasn't finished (not finish) it yet.
7 Can you help? I have been trying (try) to do this all morning with no success.
8 He loves it. He has been studying (study) politics for two years so far. He says it's great.
1 Choose the correct options to complete the tips.

REMEMBER HOW TO ...

Take clear notes

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

2 a 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.

<table>
<thead>
<tr>
<th>False memory – definitions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of suggestion:</td>
</tr>
<tr>
<td>Who has false memories?</td>
</tr>
<tr>
<td>Possible consequences:</td>
</tr>
<tr>
<td>Are there people with false memories?</td>
</tr>
<tr>
<td>Example:</td>
</tr>
<tr>
<td>What happened to Lonni?</td>
</tr>
<tr>
<td>Did Lonni lose her identity?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>False memory – definitions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of suggestion:</td>
</tr>
<tr>
<td>What people have false memories?</td>
</tr>
<tr>
<td>Possible consequence of false memories:</td>
</tr>
<tr>
<td>What happened to Lonni?</td>
</tr>
<tr>
<td>Did Lonni lose her identity?</td>
</tr>
</tbody>
</table>

3 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 **suggest**.
3 For example, in a word list people think they saw a word which wasn’t there but which was **related** 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 **false** memories can have false ones.
6 People may not **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 **__________**.
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.

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) 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. PRACTICE

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.
Show what thing you're talking about

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

<table>
<thead>
<tr>
<th>Article Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a(n) +</td>
<td>an apple</td>
</tr>
<tr>
<td>the +</td>
<td>the poor</td>
</tr>
<tr>
<td>no article +</td>
<td>the Sahara Desert</td>
</tr>
<tr>
<td></td>
<td>the first winner</td>
</tr>
<tr>
<td></td>
<td>Roman Road</td>
</tr>
<tr>
<td></td>
<td>the sky</td>
</tr>
</tbody>
</table>

Articles

Use:
To show if you're referring to something specific or general.

Form:
- **a(n)** + one example of a thing: (1) an apple
- **the** + a specific thing: (2) the next question
- **the** + a unique thing: (3) the moon
- **the** + plural names of people and places: (4) the rivers, oceans, seas, deserts
- **the** + a group or type: (5) the car, the English
- **no article** + plural and uncountable nouns with a general reference: (6) love, privacy
- **no article** + singular place names, streets, parks: (7) Rome

Other determiners

Use:
To show which things you're referring to.

Form:
- **all**, **most**, **some**, **no**
- **both**, **many**, **a few**, **few** (= a very small number)
- **no**, **either**, **neither**
- **each** (= two or more things separately)
- **every** (= three or more things together)

2. a) Complete the quiz questions with **a/an**, **the**, **or –**.

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

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

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

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) **a** 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.’
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 (✗) next to the inappropriate ones.

1. How much money do you earn? ✗
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 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 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.
   Annie: That’d be great!

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

<table>
<thead>
<tr>
<th>PHRASEBOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make conversation</td>
</tr>
<tr>
<td>Introductions</td>
</tr>
<tr>
<td>You’re Annie, aren’t you?  I’m Paul. I’m a friend of Yuna’s.</td>
</tr>
</tbody>
</table>

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 Listen and check.

c Listen again and repeat.

5 a 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.
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 C 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).

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.
2 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.
3 Just 5% of people wanted the name to remain the same. minority
   Only people didn’t want the name to be changed.
4 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.
5 33% of people admitted they never used the park. three
   said they never used the park.
6 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.

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 B 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
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:**

<table>
<thead>
<tr>
<th>Name</th>
<th>% of people who liked the name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lift-off</td>
<td>5%</td>
</tr>
<tr>
<td>Far out</td>
<td>10%</td>
</tr>
<tr>
<td>Up and away</td>
<td>28%</td>
</tr>
<tr>
<td>Infinity</td>
<td>39%</td>
</tr>
<tr>
<td>Red Rover</td>
<td>18%</td>
</tr>
</tbody>
</table>

1. **Introduction**
2. **Our survey**
3. **The results**
4. **Conclusion**

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.

---

**KNOW YOURSELF**

1. **Match the weaknesses (A–G) to what the people say (1–7).**
   1. Stop telling me I’m doing things wrong! _____________
   2. What? You want me to ski down this! _____________
   3. Should I stay or should I go now? _____________
   4. You forgot to buy milk. Not again – you idiot! _____________
   5. I came second again. What’s the point in racing anymore? _____________
   6. I’m much better when I work alone. _____________
   7. Everything has to be just right. _____________

   A finds it hard to make decisions  
   B pessimistic  
   C can’t accept criticism  
   D bad-tempered  
   E dislikes taking risks  
   F a perfectionist  
   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. _____________
   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. _____________

3a. **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 _____________
   2. a magazine editor _____________
   3. a wildlife photographer _____________
   4. a pilot _____________

   A takes lots of risks  
   B doesn’t take risks  
   C a perfectionist  
   D very talkative  
   E very shy and quiet  
   F not a team player

b. **Explain your answers to Exercise 3a in your notebook.**
1 Complete the text with the words in the box.

<table>
<thead>
<tr>
<th>initials</th>
<th>maiden</th>
<th>nickname</th>
<th>pen</th>
<th>stage</th>
<th>surname</th>
</tr>
</thead>
</table>

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 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.

1. Somebody who doesn’t remember things is forgetful.
2. When you’re tired, you feel sl_______.
3. A person who can do useful things is pr_______.
4. If you’ve completed your studies and practical lessons in something (eg medicine), you’re t_______.
5. A winner is su_______.
6. A creative person is im_______.
7. An event that you’ll never forget is me_______.
8. 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.

1. unforgettable
2. practical
3. trained
4. 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) a TV weather presenter and this course is great. Our teacher Simon has (3) been training us to be confident in front of the camera. It’s all about practice, so I’ve been (4) doing every evening with my webcam. Most of the people on the course (5) have already worked as presenters. I’m new to this, though.
Bob: (6) Have you ever known how to read those weather maps?
Gillian: Read them? That’s easy. We’re (7) learning how to computer-generate them!
Bob: I’m impressed. So, you’re enjoying it?
Gillian: I’ve never (8) had such a good time in my life!
Bob: So what’s the weather forecast?
Gillian: Wet and windy here, and there’s (9) an enormous amount of moist air in the atmosphere over the South Pacific. I think a cyclone (10) may be 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 (recently) weeks.
3 Have you completed it (ever) ?
4 I’ve (for) done over half of it.
5 Have you (ever) been to Africa?
6 No, I’ve (never) been there. Have you?
7 Yes, I’ve been on holiday in South Africa (lately) . 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 (Where) do you do for a job?
3 (Which) the nearest train station?
4 (Where) that person there?
5 (How) do I get to the station?
6 (How) you have much free time?
7 (What) your last name?
8 (Where) you from near here?

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

A Three miles from here.
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.