RECALL AND READ

1 Work in pairs. Discuss what the names below mean.
family name given name first name middle name surname

2 a Read the curious facts in the fact file below and check your answers to Exercise 1.

b Work in pairs. Discuss the facts. Which ones are new to you? Which do you find surprising? Why?

WORK WITH WORDS

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

<table>
<thead>
<tr>
<th>alias</th>
<th>domain name</th>
<th>assumed name</th>
<th>brand name</th>
</tr>
</thead>
<tbody>
<tr>
<td>maiden name</td>
<td>household name</td>
<td>initials</td>
<td>pen name/pseudonym</td>
</tr>
<tr>
<td>stage name</td>
<td>title</td>
<td>username</td>
<td></td>
</tr>
</tbody>
</table>

b Look at the other types of name in the box. What do you think they are?
c Match the other types of name to the definitions.

1 A name used to log on to an online account.
2 A fictitious name used by an author.
3 A word or abbreviation that shows a person’s job, status, etc.
4 A woman’s original surname if she adopts her husband’s surname when she gets married.
5 The first letters of a person’s names, written in capitals.
6 An address on the internet.
7 A person or brand that’s very well known.
8 A name someone uses or is called instead of their real name.
9 A name used to hide a person’s real identity.

4 Listen and repeat the words in Exercise 3a.

5 Listen to six scenes. What type of name are the people talking about in each one?

6 Work in pairs. Find examples of the names in Exercise 3a in the collage.

Curious facts about names

- In most Western countries, your given (or first) name comes before your surname (or family name). In many Asian countries, your surname comes first.
- Many English speakers have a middle name – a second given name.
- Most Spanish speakers use two surnames: their father and mother’s first surnames.
- Surnames were first used in China around 5,000 years ago to identify tribe members. Children were given their mother’s surname.
- Iceland uses the patronymic system for creating a surname based on the father’s first name. For example, Jon Sigurðsson’s son and daughter will have the surnames Jonsson and Jonsdóttir respectively. However, matronymic surnames based on the mother’s first name are becoming increasingly popular.
- In parts of Indonesia and India, mononyms (single names) are still used. In Western cultures, mononyms are only used for famous people, like the legendary footballer Pelé (his nickname) or the singer Beyoncé (her stage name).
- Some countries have rules about naming. In Denmark, parents have to choose from a list of acceptable given names. In the USA, anything goes – you can make up baby names. In the 2000s it became fashionable to give babies brand names like Armani … and Pepsi!
7a Pronounce

Listen and repeat the words, focusing on the unvoiced and voiced sounds.

<table>
<thead>
<tr>
<th>Unvoiced</th>
<th>Voiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 /f/ first name</td>
<td>/v/ given name</td>
</tr>
<tr>
<td>2 /s/ surname</td>
<td>/z/ username</td>
</tr>
<tr>
<td>3 /ʃ/ initials</td>
<td>/ʒ/ Asian</td>
</tr>
<tr>
<td>4 /tʃ/ China</td>
<td>/dʒ/ stage name</td>
</tr>
</tbody>
</table>

b Find another example of each sound on page 6.

8 Moving Picture

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

Extend

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

Speak

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

Go Beyond

Do the Words & Beyond exercises on page 130.
SPEAK AND READ

1 Work in pairs. Answer the questions.
   1. Have there been any big storms in the news recently? Where?
   2. What do you know about hurricanes? Make notes.

2 a Read the tips in the HOW TO box.
   b Find answers to the questions in the text.
      1. What's the origin of the word 'hurricane'?
      2. Where do hurricanes form?
      3. Were there more hurricanes in the years following Katrina?
      4. What's a "storm surge"?
      5. How long have men's names been used for hurricanes?
      6. What do you call the centre of a hurricane?

HOW TO
find information efficiently

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

WORD ORIGIN

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

FORMATION

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

INTENSITY AND DAMAGE

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

NAMING

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

TRENDS

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

3 Which tips in the HOW TO box did you use for help with Exercise 2b? Tick (✓) them.

4 Work in pairs. Write two more questions about hurricanes. Then pass them to another pair to answer.

REACT

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

GO BEYOND

What’s the connection between hurricanes and these words: sustained, indigenous, moist, landfall and retired? Look in the text and make notes.
GRAMMAR  Present tenses review

READ

1  Put the news updates in chronological order.

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

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

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

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

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

PRACTISE

3  Choose the correct option.

HOME

Profile  Messages

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

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

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

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

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

STUDY

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

Present tenses review

Present simple

Use: For habits, routines and facts.

Present continuous

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

Use (2): For temporary or changing situations.

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

Present perfect simple

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

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

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

Present perfect continuous

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

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

State verbs

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

See GRAMMAR DATABASE, page 120.

Workbook, pages 6–7

TRENDING TOPICS

NAMES IN THE NEWS

Some people (1) never give / are never giving up. British social worker Andy Bear has finally (2) passed / been passing his driving test – after a record 53 attempts.

Police (3) question / are questioning IT billionaire Alan Smith, alias Kit Conman. Governments worldwide claim that ever since his online business was set up he has (4) use / been using it to spy on them.

Carlos Suarez (5) doesn't make / isn't making many films, but they are always well received. His latest work has just (6) won / been winning the Golden Moon Award for best documentary.

The Australian weather service (7) doesn't say / isn't saying much about cyclone Brenda, perhaps due to the general belief that weather forecasters (8) always get / are always getting things wrong lately.

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

1  what stories / be / in the news recently?

2  what / learn / about in your other classes at the moment?

3  what effect / climate change / have / on local weather conditions?

4  what effect / climate change / have / on local weather conditions?

5  what / think / about internet piracy?

6  in what ways / you / change / since you became a teenager?

5  Decide if the verbs describe actions or states. Then write them in the correct simple or continuous form. Which question in Exercise 4 is being answered?

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

SPEAK

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

1 Work in pairs. Answer the questions.
   1 How good is your memory? Give examples.
   2 Would you go to the talk in the poster? Why?/Why not?

2 a Read the tips in the HOW TO box.
   b You’re going to attend the talk in the poster and take notes. Think about how to organise your notes.
   c Listen and take notes. Then work in pairs. Compare your notes and discuss any differences.

3 Which tips in the HOW TO box did you use for help with Exercises 2b and 2c? Tick (✓) them.

4 Complete the sentences using your notes. Then listen again and check your answers.
   1 The speaker sees memory training as key to a student’s
   2 He thinks that a bad memory is just an __________ one.
   3 The first step to remembering something is to __________ on it.
   4 The most important memory technique is __________.
   5 To remember names, it’s a good idea to associate a person’s name with their __________.
   6 The speaker also talks about the benefits of enough __________.

REACT

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

WORK WITH WORDS

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

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

b Listen and check. Then listen and repeat the words.

7 a Complete the sentence below with one of the word families in Exercise 6a.
   To remember what a new word __________, look up its __________ in a dictionary, then write a sentence which uses it in a __________ way.

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

1 Read and listen to the conversation. Do you know the name Oscar couldn’t remember?

Oscar: I remember most things.
Anne: Have you got a good memory?
Oscar: OK, I’ll test you. We studied all these things last week. Who invented paper?
Anne: I know the name Oscar couldn’t remember?
Oscar: The Chinese.
Anne: Who were the first men on the moon?
Oscar: Neil Armstrong and ... Anne: Few people remember both names. What’s the capital of South Africa?
Oscar: I’m not sure. Cape Town? Pretoria?
Anne: Either answer’s correct. It’s got a third capital too – Bloemfonthein. In which year did the United States abolish slavery?
Oscar: In 1865. So ... how did I do?
Anne: Not bad. You couldn’t answer every question. But you answered most of them!

STUDY

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

Articles

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

Form:
- a(n) + one example of a thing
- the + a specific thing: the next question
- a unique thing: the moon, the sky
- plural names of people and places
- rivers, oceans, seas, deserts
- a group or type: the English; the car
- plural and uncountable nouns with a general reference
- abstract ideas: love, privacy
- singular place names, streets, parks

See GRAMMAR DATABASE, page 120.

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

Other determiners

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

Form:
Before ________ and uncountable nouns:
- 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)

See GRAMMAR DATABASE, page 120.

Workbook, page 10

PRACTISE

4 Complete the questions with a(n), the or – if no article’s needed. Then answer the questions.

1 Which was ______ first country to democratically elect ______ female leader?
   a The UK b Sri Lanka c Argentina

2 ______ spiders are ______ type of arthropod. What type?
   a arachnids b insects c crustaceans

3 Who was ______ inventor of ______ telephone?
   a Ferners-Lee b Marconi c Graham Bell

4 Which city in ______ America is considered to be ______ birthplace of ______ jazz music?
   a New Orleans b New York c Chicago

5 Which of ______ continents are ______ Galápagos Islands nearest to?
   a South America b Antarctica c Africa

6 Which Russian author wrote ______ novel ______ War and Peace?
   a Nabokov b Tolstoy c Dostoyevsky

7 Which is ______ world’s driest and ______ largest desert?
   a the Antarctic b the Sahara c the Gobi

8 Where was ______ paper money first used?
   a India b Egypt c China

Report by Olga and David

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

WRITE AND SPEAK

6 a Work in pairs. Choose a set of survey questions – A or B.
   A Where’s [country]? What’s the capital city?
   B Where was [person] born? In what year? Why is he/she famous?

   b Conduct a survey. Ask other students your questions and note their answers.

   c Write notes for a report on your survey. Then tell other students the results.
**Work on your weaknesses**

**SPEAK AND READ**

1️⃣ Work in pairs. Look at the pictures. What do they show? How do the people feel?

2️⃣ a Choose the options that are true for you in the text above.
   b Work in pairs. Look at the options. Decide which ones are definitely strengths or weaknesses and which ones can be a strength or a weakness depending on the situation.

**DO**

3️⃣ Read and follow the tips in the article.

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

**REFLECT**

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

**EXTEND**

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

---

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

---

**PHRASE bytes**

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

---

**PHRASE bytes**

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

---

**MAKE A LIST**

Write down all the things you consider to be weaknesses.

**KEEP THINGS IN PERSPECTIVE**

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

**ESTABLISH PRIORITIES**

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

**TAKE THINGS ONE STEP AT A TIME**

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

**DON’T GIVE UP**

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

---

**REFLECTION POINT**

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

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

WATCH OR LISTEN

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

George: Hi. Is anyone sitting here?
Sophie: No. Go ahead.
George: It's warm in here.
Sophie: Yes.
George: You're Sophie, aren't you?
Sophie: That's right.
George: I'm George. I'm a friend of Naomi's.
Sophie: Oh, right. (1) How is Naomi?
George: She's fine. She couldn't come to the talk so I said I'd take notes for her.
Sophie: Have you ... ?
George: Naomi said that ... Sorry. (2)
Sophie: No. (3)
George: I was just going to say that Naomi was really upset she couldn't come. (4)
Sophie: It wasn't anything important. What brings you to this talk anyway – apart from taking notes for Naomi?
George: I'm hoping to study psychology eventually.
Sophie: Really? (5)
George: There's not a lot to tell. I just have a passion for understanding how people work.
Sophie: (6) So do I. (7)
George: George.
Sophie: I'm really forgetful when it comes to people's names.

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

1 After a interesting.
2 Go b your name again?
3 Nice to c you.
4 Tell me d more.
5 That's e you going to say?
6 What was f meet you.
7 What were g on.

b Watch or listen again to check your answers.

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

ACT

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

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

b Repeat the activity with a new partner.
SPEAK AND READ

1 Work in pairs. Who or what are these things normally named after where you live?
   streets/roads
   schools/colleges
   sports/leisure centres
   museums/libraries
   towers/tall buildings

2 Read the report. What do its writers want to happen? How do they support their suggestion?

STUDY

3 a Read the tips in the HOW TO box.

   HOW TO
   present statistical information
   ■ Use percentages – 30% (of) or 30 per cent (of).
   ■ Use fractions – a quarter (of), half (of), three quarters (of).
   ■ Use expressions like one in five people.
   ■ Use adjectives/adverbs: almost, approximately and prepositions: (just) over, under with the expressions above.
   ■ Use the (vast) majority (of) and a/the minority (of).

   b Underline examples of the words and expressions in the report.

PRACTISE

4 Rewrite each sentence using the words/numbers in brackets.
   1 We asked all of the students in the class. (100)
      We asked 100 per cent of the students in the class.
   2 95 per cent of us want the sports centre to be given a name. (vast)
   3 One in three of us wants to name it after a local sportsperson. (third)
   4 10% of students think it should be called The Sports Place. (one)
   5 27% of us suggest naming it after a sporting legend. (quarter)

PLAN, WRITE AND CHECK

5 You’re going to write a report with your class’s suggestion for (re)naming something in or near your school.
   ■ Use one of the ideas in Exercise 1, or another place or building.
   ■ Either invent the statistics, or carry out a survey to discover your classmates’ opinions and suggestions.
   ■ Use the report above to help you organise your ideas.

6 Write your report. Use the tips from the HOW TO box to help you present its statistical information. Then check it.

SHARE AND REVIEW

7 Swap your report with a partner. Read your partner's report and review it. Did your partner make a strong case for the class suggestion?
**VOCABULARY** Names

1. Complete the text with the words/phrases in the box. There are two words/phrases you don’t need to use.

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

   Are you a star in need of (1) ______ or (2) ______ that will help make you a (3) ______? Or a writer in need of a pen name or (4) ______? Do you need a (5) ______ or (6) ______ to hide your real identity? Are you a woman who wants to return to her (7) ______? Or are you a company looking for a great (8) ______ and internet (9) ______, or a safe system for setting up a customer’s online account (10) ______? Look no further! You have just found the world’s best naming service.

**Word families**

2. Complete the text with the words in the box or –.

   - a(n)
   - all
   - both
   - every
   - neither
   - the

   ‘We spent months trying to think of a name for our company, but (1) ______ name we thought of had been used before. Initially, we wanted to use our surnames, but (2) ______ was suitable. NNS came up with two names and (3) ______ were fantastic. It was definitely (4) ______ money well spent.’ **Abigail and Mason**

   ‘I used to be terrible at remembering (5) ______ names, but doing NNS’s name-training course changed that. (6) ______ course taught me to recall (7) ______ person’s name after hearing it just once. (8) ______ of the other people on the course were just as satisfied as I was.’ **Alex**

   Your score: ___ /50

**GRAMMAR** Present tenses review

3. Complete the interview. Use the present or present perfect tense of the verbs, simple or continuous forms.

   **READ AN INTERVIEW WITH OUR FOUNDER!**

   **Q:** How long (1) ______ (NNS / be) in business?
   **A:** We (2) ______ (invent) names for almost five years now.

   **Q:** Who (3) ______ (need) to use a service like NNS?
   **A:** A lot of our customers (4) ______ (be) companies that (5) ______ problems finding an original name. But we (6) ______ (come) up with a number of well-known stage names too over the last five years.

   **Q:** What about your courses?
   **A:** They’re still very new, but our courses (7) ______ (become) more and more popular.

   ___ /14

**Articles and other determiners**

4. Complete the text with the words in the box or –.

   - a(n)
   - all
   - both
   - every
   - neither
   - the

   ‘We spent months trying to think of a name for our company, but (1) ______ name we thought of had been used before. Initially, we wanted to use our surnames, but (2) ______ was suitable. NNS came up with two names and (3) ______ were fantastic. It was definitely (4) ______ money well spent.’ **Abigail and Mason**

   ‘I used to be terrible at remembering (5) ______ names, but doing NNS’s name-training course changed that. (6) ______ course taught me to recall (7) ______ person’s name after hearing it just once. (8) ______ of the other people on the course were just as satisfied as I was.’ **Alex**

   Your score: ___ /50

**SKILLS CHECK**

- Yes, I can. No problem!
- Yes, I can. But I need a bit of help.
- Yes, I can. But I need a lot of help.

___ /10

I can find information efficiently.
I can take clear notes.
I can work on my weaknesses.
I can make conversation.
I can present statistical information.

___ /14

___ /10

___ /10

___ /10

___ /10

___ /10

___ /10

___ /10

Workshop, pages 14–15