

origins



WHAT'S IN A NAME? p8



WHAT ARE YOU LIKE? p11



PICTURE PERFECT p14



FRANCESCO'S VENICE p16

- SPEAKING** 1.1 Talk about names 1.2 Discuss the results of a personality test 1.3 Speculate about people based on their portraits 1.4 Describe a treasured possession
- LISTENING** 1.2 Listen to a radio programme about a personality test 1.3 Listen to a discussion about photographic portraits 1.4 Watch a BBC documentary about Venice
- READING** 1.1 Read an article about names 1.2 Read a questionnaire about language learning
- WRITING** 1.1 Write a personal profile 1.4 Write a description of an object

BBC INTERVIEWS

How has your family influenced you?



1.1 WHAT'S IN A NAME?

- G** the continuous aspect
- P** unstressed auxiliary verbs
- V** phrases with *name*

SPEAKING

- 1** Work in groups. Check you know everyone's name. Discuss the questions.
 - 1 Do you think your name is difficult to pronounce for foreigners? Why/Why not? Is it an international name or is it mainly used in your country?
 - 2 Do you have any nicknames? How did you get them?

VOCABULARY

PHRASES WITH NAME

- 2 A** Choose the correct words to complete the expressions in bold. Compare your answers with other students.
 - 1 I was **named after/to** my great-grandmother. She was also called Linda.
 - 2 I'm from a famous family and it's not easy to **live on/up to** my name.
 - 3 I worked hard for twenty years and **did/made** a name for myself in film.
 - 4 He used to be a **household/celebrity** name but he's not famous anymore.
 - 5 I **threw/put** my name forward for class president.
 - 6 Even though she was innocent, it took her years to **clear/clean** her name.
 - 7 She addressed all her employees **by/for** name.
 - 8 He was a king **in/through** name only. He had no power.
 - 9 My **surname** is Jones; my **middle** name is Wheatley; and my **given/main** name is Stephen.
 - 10 My **maiden/born** name is Smith but my **married** name is Edelstein.

B Work in pairs and answer the questions. Which of the collocations:

- a) are on your passport/identity document?
- b) might change in your lifetime?
- c) are related to reputation?
- d) means 'using their names'?
- e) means 'volunteered'?
- f) means 'famous'?
- g) means 'it's only a title'?
- h) is in honour of someone else?

C Work in pairs. Think of someone who:

- is a household name.
- had to clear their name.
- has made a name for him/herself recently.
- has to live up to his/her name.
- used to be a big name.
- is so famous that they're known by their given name.



READING

- 3 A** Work in pairs and discuss the questions.

- 1 What do you think are the world's most common given names?
- 2 What are the most common family names in your country?
- 3 Why do you think people change their names?

B Read the article and complete the sentence.

The main idea of the text is that ...

C Answer the questions.

- 1 According to the article, is it only celebrities who choose strange names for their children?
- 2 What do the results of Mehrabian's research show?
- 3 According to the study in paragraph 6, how might your name affect your chances of getting a job?
- 4 In Satran's opinion, what influences the way people name their children?

- 4 A** Work in pairs and discuss the questions.

- 1 Do you agree with Mehrabian that 'Names generate impressions'?
- 2 Do you agree with Satran that 'Celebrity culture and ethnic diversity have made people much more eager to look for a wide range of names of their own'?
- 3 Why do you think certain names are associated with success?
- 4 The research for this article was done in the USA. Do you think the results would be the same if the research was done in your country?

B The article contains several colloquial expressions. What do you think words/phrases 1–7 mean? Use a dictionary to help you if necessary.

- 1 going in for (paragraph 1)
- 2 increasingly outlandish (paragraph 2)
- 3 reach the top of the tree (paragraph 5)
- 4 career-wise (paragraph 5)
- 5 cut and dried (paragraph 6)
- 6 call-backs (paragraph 6)
- 7 for the likes of (paragraph 7)

Making your name

Approximately 130 million babies are born each year, and under normal circumstances, they all get a name within days of their birth. The most common given name is thought to be Mohamed (it can be spelt in different ways). And the most unusual? Well, take your pick. British model Jordan called her daughter Princess Tiaamii; Jermaine Jackson (Michael Jackson's brother) named his son Jermajesty; and actor-director Sylvester Stallone called his son Sage Moonblood. But it isn't just celebrities who are going in for strange-sounding names.

'My pupils have increasingly outlandish names,' says one secondary school teacher from London. She cites 'poorly spelt names' such as Amba, Jordon, Charlee and Moniqua, and what she calls 'absurd names' like Shaliqua and Sharday. How will such names affect her students when they go out to get a job? 'I think it's a serious disadvantage,' she says.

Albert Mehrabian, professor emeritus of psychology at the University of California, agrees with her. 'Names generate impressions, just like a person's appearance

can generate a positive or negative impression,' he says. 'But names also have an impact when you're not physically present, such as when you send in a CV.'

Mehrabian researched people's instinctive reactions to hundreds of first names. It's striking how many positive associations some names carry, and how negative the connotations of others turn out to be – particularly when it comes to linking names with 'success', which Mehrabian takes to include ambition, intelligence, confidence and other attributes.

So what kind of name does it take to reach the top of the tree, career-wise? Based on research in the USA, Mehrabian says that Alexander scores 100 percent for 'success'. William gets 99 percent and John 98 percent. For the girls, Jacqueline rates very highly, as do Diana, Danielle and Catherine, although Katherine with a k does slightly better than Catherine with a c.

But can the impact of a first name really be that cut and dried? Pamela Satran, co-author of eight baby-naming books, is less convinced that the power of a name can be quantified. 'There isn't

that much hard evidence that's absolutely conclusive,' says Satran. She recalls one American study where researchers submitted identical CVs to a number of employers. The given name on half of the CVs was Lashanda, 'seen as a stereotypical African-American name,' says Satran. The name on the other half was Lauren – seen as much more white and middle class. In one study, the name Lauren got five times more call-backs than Lashanda, says Satran. But in another study the rate was similar for both names. 'I've seen similarly conflicting studies,' Satran adds.

Satran also believes that people's attitudes towards names are changing. She says, 'Celebrity culture and ethnic diversity have made people much more eager to look for a wide range of names of their own. The thinking is: if you have a special name, that makes you a special person.' Let's hope so for the likes of a certain individual born in 1990 in Java; this young man is named Batman bin Suparman, a name that went viral and spawned a Facebook fan page that now has over 11,000 followers.

GRAMMAR

THE CONTINUOUS ASPECT

5 A Check what you know. Why is the continuous form used in these sentences?

- 1 These days it's getting easier and easier to change your name.
- 2 She's always talking as if she's a household name, but she's only been on TV once!
- 3 I'm considering naming my dog after my hero: Che Guevara.
- 4 The author of the book has been trying to think of a good name for it for months.
- 5 My partner was reading a book about babies' names when I got home.
- 6 I was hoping to borrow your car, if that's OK.

B Check your answers. Match uses a)–f) with sentences 1–6 above.

- a) to describe a background action that was in progress when another (shorter) action happened 5
- b) to talk about something that's incomplete, temporary, or still in progress (often emphasising the length of time)
- c) to talk about situations that are in the process of changing
- d) to emphasise repeated actions (that may be annoying)
- e) for plans that may not be definite
- f) to sound tentative and less direct when we make proposals, inquiries, suggestions, etc.

▷ page 128 **LANGUAGEBANK**

6 A Which underlined verbs would be better in the continuous form? Why? Change them as necessary.

- 1 John's not in the office. He might have lunch.
be having (The action is still in progress.)
- 2 I'm fed up. We've waited for an hour!
- 3 She owns a small house by the river.
- 4 Can you be quiet? I try to work.
- 5 The letter arrived today. She had expected the news since Monday.
- 6 That chicken dish tasted great.
- 7 Who do these keys belong to?
- 8 By next September, we will have lived here for twenty-five years.
- 9 I work on a project at the moment.
- 10 My partner made dinner when I got home so I helped.

B ▷ 1.1 Listen and check your answers.

C ▷ 1.2 UNSTRESSED AUXILIARY VERBS Listen to some of the sentences in Exercise 6A. How are the auxiliary verbs *was*, *have*, *been*, etc. pronounced in the continuous form? Listen again and repeat the sentences.

7 Complete the sentences to make them true for you. Make the verbs negative if necessary.

- 1 I work .../I've been working ...
- 2 I study .../At the moment I'm studying ...
- 3 I usually write .../I've been writing ...

WRITING

A PERSONAL PROFILE; LEARN TO PLAN YOUR WRITING

8 A Read the personal profile. Where do you think it will appear?



Mira Kaya

About me

I'm half-Turkish, half-British. I was born in Istanbul, but I live in London. I'm the author of over a dozen children's books and several plays that have been produced in the UK, France, Turkey, Germany and other countries.

For six years I was a teacher at a school in North London, where I worked extensively with children with learning difficulties. This led to my first publication, a picture book called *Bobby Blue's Big Day*. The story was later made into a short film. Other books followed, including *Night Owl* and the *Rooftop Ringleaders* series, for which I was nominated for several awards.

Besides writing, my passion is cycling. I hit the road whenever I have a spare moment (there aren't many), and can be found wheezing up hills outside London in bright yellow spandex most Saturdays. My other passion is my two wonderful children: Gulay and Baha, who are the first editors for every story I write. My second editor is my husband Martin. We've been married for ten years.

B Read the guidelines for writing a personal profile. To what extent does Mira Kaya's profile follow them?

- 1 Share positive things.
- 2 Keep it short: condense rather than use very long sentences.
- 3 Choose specific details and examples, not generalisations.
- 4 Don't lie, boast or exaggerate.
- 5 Keep it informal and friendly.

9 A Which information in the box would you include in a profile for:

- a blog/a social networking site?
- a networking site for professionals/a job application?

where you're from family information
likes/dislikes hobbies talents and skills
education/grades/qualifications goals and plans
favourite music/food
religious or spiritual beliefs address
pet peeves groups you belong to
job trips and unusual experiences
professional achievements

B What information from the box above would you leave out?

speakout TIP

Think of writing as a conversation. Always remember your audience. Who will read your writing? What do they expect (think about content, length, tone and formality)? What do they know about the topic?

10 A Look at the outline of a profile for a personal website. Is there any information that is NOT suitable?

Introduction:	name & where I'm from
Interests:	love children, music, dance
Skills:	play guitar & piano, drawing, costume-making
Qualifications:	3 'A' Levels: Geography, History, English; Bachelor's: Geography
Family:	husband & daughter

B Discuss. Which of the following things do you do when you write? What does it depend on?

- 1 Brainstorm ideas.
- 2 Write notes.
- 3 Write an outline.
- 4 Discuss your ideas with someone before writing.
- 5 Visualise your readers and imagine how they will react to your writing.
- 6 Write the first draft quickly and roughly.

11 Write a personal profile as part of a class profile. Follow stages 1–4 below.

- 1 Think about your audience and what you need to include. Make notes.
- 2 Write an outline for your profile.
- 3 Write your profile (150–200 words). Check it and make any corrections.
- 4 Share your profile with other students. What common features are there in your class, e.g. professions, hobbies, where you're from, etc.?