

Warmer

Ask pairs of students to list as many logos as they can see on clothes, bags, etc. in one minute. Award one point for each logo listed.

► 07 Get THINKing

Play the video and discuss the question with your class.

- 1 Swatch sells watches. Jaguar makes cars. WhatsApp provides a messaging service. Pret A Manger sells food and drinks.
- 2 If your students struggle to think of ideas, you could broaden out the discussion to why brands are important.
- 3 Jaguar, WhatsApp, Pret A Manger
- 4 **3.01 Check/clarify: unique, wordplay, targeted, obsessed.**  
 1 Companies think a lot about brand names because it distinguishes their product from all others, and it's important that they get it right the first time.  
 2 A good brand name is unique, memorable and easy to understand.  
 3 Jaguar was chosen because it makes people think of a beautiful but dangerous wild cat. Pret A Manger was chosen because it's in a foreign language (French) and therefore sounds special and different. WhatsApp was chosen because it uses wordplay (it's based on the English expression What's up?).  
 4 Because in Spanish no va means 'it doesn't go'.  
 5 Because they want to have something with the right brand or logo.

# 3 WHAT'S IN A NAME?



Get THINKing

Watch the video and think: do you have a favourite logo? Why do you like it?

OBJECTIVES

**FUNCTIONS:**  
giving advice; expressing obligation; giving recommendations, warnings and prohibitions

**GRAMMAR:**  
(don't) have to / ought to / should(n't) / must; had better (not); can('t) / must(n't)

**VOCABULARY:**  
making and selling; expressions with name

swatch<sup>®</sup>



READING

- 1 Look at the names and logos and answer the questions.
  - 1 These are the names and logos of various companies. What kind of products do they offer?  
 Jaguar sells cars.
  - 2 Add two more names of companies or products that are famous around the world.
- 2 **SPEAKING** Work in pairs. Some people think the name of a brand is very important. What do you think is the reason for this?
- 3 Read the blog entry on the next page quickly. Which of the brands shown above does it mention?
- 4 **3.01** Read the blog entry again and listen. Answer the questions.
  - 1 Why do companies think a lot about a brand name?
  - 2 What makes a good brand name?
  - 3 Why were each of these names chosen?
    - Jaguar
    - Pret A Manger
    - WhatsApp
  - 4 Why was Nova a bad name for a car in Spain?
  - 5 Why do some teenagers choose to buy more expensive products (like clothes)?

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Train to THINK

Identifying the main topic of a paragraph

Writers use a new paragraph when they want to change the topic. The opening line of a paragraph usually gives you a clue about its topic.

- 5 Look at paragraphs 3 and 4. What is the topic of each paragraph? Tick (✓) two options.
  - A what teenagers wear to school
  - B brand names are important in the teenage market
  - C some really bad brand names
  - D ways to pick a brand name

- 5 **3** Tell students that one technique to help them read a text quickly is to focus only on the first sentences of each paragraph, as this should give a good overview of the main topics of the text.

Paragraph 3: D Paragraph 4: B



Critical THINKing

Understanding and analysing links between ideas  
Distinguishes between main and supporting arguments.

## Objectives

**Functions and speaking** Giving advice; expressing obligation; giving recommendations, warnings and prohibitions

**Grammar** (don't) have to / ought to / should(n't) / must; had better (not); can('t) / must(n't)

**Vocabulary** Making and selling; expressions with name

**Fiction** How I Met Myself

**Train to THINK** Identifying the main topic of a paragraph

## Resources for this unit

All available online

Videos

- Get THINKing: Do you have a favourite logo? Why do you like it?
- Grammar rap!: had better (not)

Tests

- Unit, extension and skills test 3
- End of term test 1

Worksheets

- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: Advertisements
- Communication: What's in a name?
- Literature Worksheets: David Copperfield
- Grammar presentation: (don't) have to / ought to / should(n't) / must / had better (not)
- Get THINKing and Grammar rap! video Worksheets

Culture notes

Swatch is a Swiss watch company founded in 1983. The name refers to 'second watch' as the company mostly produces cheaper, more disposable and often colourful watches.

Jaguar is a British car company, which was first set up in 1922. It is now part of Jaguar Land Rover and produces expensive models such as the XE and the F-Type.

WhatsApp Messenger is an American messaging service that enables users to send text and voice messages, make voice and video calls, and share images and other types of media.

Despite its French name, the sandwich company Pret A Manger was started in London in 1986 by two friends who wanted to produce healthier takeaway food. There are now more than 300 Pret shops in the UK.

6 Give a couple of your own ideas as examples before students work in pairs. At the end of the exercise, listen to some of the students' ideas and encourage open class discussion. During feedback, you could extend the discussion by asking students which brands are fashionable at the moment and which used to be in fashion but aren't now.

🏠 Homework

Ask students to invent a brand logo for something generic like trainers or fizzy drink. They can upload a picture with a description of the logo development in English. If students do not have access to the internet, they can create their own ideas. As a follow-up, students can bring the picture to the next lesson and present their logos to the class.

Brand names

WHAT'S IN A NAME? UNIT 3



- 1 OK, so imagine you've thought of a great idea for a product to make and sell – a game, or an app, or clothes, for example. You know you can sell millions of them, but first of all, you must give the product a name – a brand name. And that may not be as easy as you think.
- 2 The brand name is the thing that distinguishes your product from all others, and it's really important that it makes an impact. Businesses spend a lot of time thinking about brand names; when the name has been picked, it's very difficult to change, so companies have to get it right first time.
- 3 So how do you choose a name? A brand name ought to be unique, memorable and easy to understand. It should create some kind of emotional connection with people who buy the product – the target market. Some companies use the family name. When Henry Ford started making cars, he just called the company Ford. But you don't have to use a family name – you can go for an image. Staying with cars, think about the brand name

Jaguar, a beautiful but dangerous wild cat. What does that say about the manufacturer's product? Some companies use wordplay. It's a common technique for naming apps, for example WhatsApp (from the English expression 'What's up?'). Others like to use foreign words because they sound special or different. For example, in Britain, in Europe and in the US there's a chain of sandwich shops with the French name Pret A Manger, which means 'ready to eat'. And what do you have to be careful about when choosing a name? Well, you shouldn't choose one that might not work in certain countries or cultures. Many years ago, a car company launched a new car that they called Nova. They thought it suggested something nice and new, but in Spanish it can be read as *no va* ('it doesn't go'). Not a good name for a car in Spain, then!

- 4 These days, the choice of brand name is particularly important if your product is targeted at the teenage market. Teenage consumers are perhaps more concerned with brand names and company logos than any other group. When a brand, especially a clothing brand, becomes popular with teenagers, then there's a lot of pressure to wear those clothes and have the name and/or logo visible. A teacher in an American high school said: 'I certainly see that kids are obsessed with brand names. They won't buy something that's almost identical – and cheaper – simply because they feel they must wear something with the right logo.' So if you want to get into the teenage market, you have to find a product and a brand name that works with that age group, and create some great advertisements, too.
- 5 Companies know that the name isn't everything – the product itself has to be good, of course – but it's an essential part of the package.



🗨️ SPEAKING

6 Work in pairs. Discuss these questions.

- 1 Can you think of any more brand names which:
  - a use a family name?
  - b try to create an image?
  - c are in another language?
- 2 Have you ever bought or wanted something just because of the brand? Give examples.



'I'm so glad that we don't have to wear school uniforms any more!'

Activity ideas Extension

Write these anagrams on the board: 1 gtrtea target; 2 blrmmeao memorable; 3 eqiuun unique; 4 ssssbuniee businesses 5 laneimoot emotional; 6 nishisseugditi distinguishes; 7 vremdnaesttei advertisement; 8 fctmunarreau manufacturer; 9 rmnscoeus consumers; 10 srpreus pressure

Before showing the anagrams, divide the class into small mixed-ability groups and tell them that they will compete to solve all of the anagrams. Tell them the words appear in the blog entry. Ask groups to choose one student to be secretary. This student writes the answers. You could choose a weaker student to do this to make sure they're involved. If students are struggling, underline the first letter. Groups race to get the answers.

THINK more

Worksheets

- Project Advertisements
- Communication What's in a name?
- Get THINKing Do you have a favourite logo? Why do you like it?

### Warmer

Write on the board: *How often do you see or hear advertisements? Do you think there are too many advertisements? Why? Can you think of any brands or products that you don't see advertising for?* Discuss.

- Ask students to try to answer the questions from memory before referring back to page 31 to check.  
1 **must** 2 **have to** 3 **ought to**  
4 **don't have to** 5 **do ... have to**  
6 **shouldn't** RULE: 7 **have to, must**  
8 **don't/doesn't have to** 9 **should**  
10 **ought to** 11 **shouldn't**
- Ensuring students are clear on context first will help them decide on the correct form.  
1 **have to** 2 **don't have to** 3 **has to**  
4 **do ... have to** 5 **have to** 6 **don't have to**
- You may like to do the first item with the whole class as an example.  
1 **should / ought to** 2 **shouldn't**  
3 **have to / must / should / ought to**  
4 **don't have to** 5 **should / ought to**  
6 **should / ought to** 7 **should / ought to** 8 **have to / must**  
9 **don't have to** 10 **have to / must / should / ought to**

Workbook p28

### Get it Right!

**have to vs. had to; don't have to vs. mustn't**

Student's Book p123

- During feedback, check pronunciation. You may like to write the words on the board, and elicit and mark stressed syllables (underlined below).  
1 products 2 consumers 3 brand  
4 chain 5 advertisement 6 logo  
7 image 8 manufacturer

## TH!NK more

### Practice Extra

Grammar: (*don't*) *have to / ought to / should(n't) / must*

Vocabulary: Making and selling

### Workbook

Grammar p28, Ex.1–4

Vocabulary p30, Ex.1–2

Vocabulary Extra p31, Ex.1–3

### Worksheets

Grammar Worksheets 3

Grammar presentation: (*don't*) *have to / ought to / should(n't) / must / had better (not)*

Vocabulary Worksheets 3

### GRAMMAR (*don't*) *have to / ought to / should(n't) / must*

- Complete the sentences from the article on page 31. Then complete the rule with *have to, don't have to, ought to, should, shouldn't* and *must*.  
1 First of all, you \_\_\_\_\_ give the product a name.  
2 Companies \_\_\_\_\_ get it right first time.  
3 A brand name \_\_\_\_\_ be unique, memorable and easy to understand.  
4 But you \_\_\_\_\_ use a family name.  
5 And what \_\_\_\_\_ you \_\_\_\_\_ be careful about?  
6 Well, you \_\_\_\_\_ choose a name that might not work in certain countries or cultures.

**RULE:** We use <sup>7</sup> \_\_\_\_\_ or \_\_\_\_\_ to say 'this is important or necessary'. We use <sup>8</sup> \_\_\_\_\_ to say 'this isn't important or necessary'. We use <sup>9</sup> \_\_\_\_\_ or <sup>10</sup> \_\_\_\_\_ to tell someone that something is a good idea. We use <sup>11</sup> \_\_\_\_\_ to tell someone that something isn't a good idea. (*Ought to* isn't as frequent as *should*. It is used mostly in writing, and the negative form is rare.)

- Complete the conversation with the correct form of *have to*.

Mandy Mum, there's a new mobile phone out. It's brilliant. I <sup>1</sup> \_\_\_\_\_ get one!

Mum No way! Your mobile phone is fine. You <sup>2</sup> \_\_\_\_\_ buy another one.

Mandy But you know what it's like at school. Everyone <sup>3</sup> \_\_\_\_\_ have the latest product!

Mum Yes, and it's terrible. Why <sup>4</sup> \_\_\_\_\_ you all \_\_\_\_\_ wear the same clothes, for example?

Mandy Because it's what teenagers do. You were young once. Don't you remember?

Mum I see. And I <sup>5</sup> \_\_\_\_\_ go to work to pay for all these things, right?

Mandy Oh, Mum! You <sup>6</sup> \_\_\_\_\_ be difficult!



- At the end of the exercise, listen to some of the students' ideas and encourage open class discussion.

Workbook p30

### Language notes (*don't*) *have to / ought to / should(n't) / must*

Students are often confused by the difference between *must* and *have to* in both their positive and negative forms. If the obligation comes from the speaker, we use *must*, for example:

**Teacher:** *You must do your homework today* (because I am telling you to!).

If the speaker is *describing* an obligation, we use *have to* since this obligation is not coming from the speaker, for example:

**Student:** *I have to do my homework* (because my teacher has told me to!).

Students can also confuse the negatives of *must* and *have to*.

**Teacher:** *You must do your homework today – the deadline is tomorrow* (obligation).

**Teacher:** *You don't have to do your homework today* (not necessary – you could do it tomorrow or later since the deadline is a week away).

**Teacher:** *You mustn't copy in the test!* (prohibition).

- Complete the conversation with suitable modal verbs. There is often more than one possible answer.

Gill The new café is great – you <sup>1</sup> \_\_\_\_\_ go there.  
Jack I've heard it's a bit expensive.

Gill Yes, that's true. You <sup>2</sup> \_\_\_\_\_ go there every day.  
But you <sup>3</sup> \_\_\_\_\_ try the cakes – they're delicious!

Jack OK. What's the place called, anyway?

Gill Can you believe it's called The Coffee Shop?!

Jack What a boring name! You <sup>4</sup> \_\_\_\_\_ be a genius to think of that! They <sup>5</sup> \_\_\_\_\_ have a foreign name, like Le Café.

Gill Well, OK. But it <sup>6</sup> \_\_\_\_\_ be easy to pronounce. There's a shop in town called Arighi Bianchi and no one knows how to say it.

Jack But the owner is Italian. It's his name!

Gill I guess I <sup>7</sup> \_\_\_\_\_ know that. Anyway, I <sup>8</sup> \_\_\_\_\_ go home and do my homework for tomorrow.

Jack You <sup>9</sup> \_\_\_\_\_ worry about that. It's easy.

Gill Really? OK, so let's go to the cinema. There's a new film that we <sup>10</sup> \_\_\_\_\_ see!

→ workbook page 28

### VOCABULARY Making and selling

- Complete the sentences with the words.

advertisement | brand | chain | consumers  
image | logo | manufacturer | products

- They make cleaning \_\_\_\_\_, like washing powder.
- The prices have gone up a lot, so now \_\_\_\_\_ have to pay more.
- I always buy the same \_\_\_\_\_ of shoes – they're so comfortable.
- It's a \_\_\_\_\_ that has shops in every town.
- That shop has a really funny \_\_\_\_\_ on TV.
- The Nike \_\_\_\_\_ is a large tick.
- When the company's director went to prison, it damaged the company's \_\_\_\_\_.
- If it doesn't work, send it back to the \_\_\_\_\_.

- SPEAKING** Answer the questions. Then work in pairs and compare your answers.

Can you name ...

- three places where you find advertisements?
- a manufacturer of mobile phones?
- a chain of shops and a chain of restaurants?
- one thing you always buy the same brand of?

→ workbook page 30

6 3.02 Ask students to read the question and options before they listen. Encourage them to focus on answering the question and not to worry if they don't understand every word.  
B

7 3.02 Before listening, ask students to read the questions and underline key information they will need to listen for.  
1 T 2 F 3 F 4 F 5 T 6 T

**08 Grammar rap!**  
*had better (not)*

8 1 'd better 2 'd better not  
RULE: 3 don't do 4 do

9 1 'd better 2 'd better not  
3 'd better 4 'd better  
5 'd better not

Workbook p29

10 3.03 You could extend this activity by getting students to role play the conversations.  
1 - 3, 1, 5, 4, 2 2 - 3, 5, 1, 2, 4

11 Allow students six to eight minutes to prepare their dialogues. Monitor to make sure all students are on task.

12 **Check/clarify:** *feel sorry for.* Encourage students to explain their choices.

13 If space allows, encourage students to walk around the classroom to find someone who agrees with their statements. Ask students to report their findings back to the class and encourage them to use the phrase *So does he/she.*

**Homework**

Write on the board: 1 I have a hole in my shoe and it's raining hard. 2 I have an important exam tomorrow. 3 I saw a man stealing a car this morning. 4 I broke my friend's smartphone.

Ask students to think of responses to the situations. Each response should include *had better*. As a follow-up in the next class, ask students to say their response in pairs for their partner to guess the situations it refers to.

LISTENING

6 3.02 Listen to Paul talking to Alexandra. What is their conversation about? Choose the correct option.

- A why it's good to have a nickname
- B how people get their nicknames
- C why some people don't like their nicknames

7 3.02 Listen again. Mark the sentences T (true) or F (false).

- 1 There are at least two shortened versions of the name Alexandra.
- 2 Paul got the nickname Smithy because he lived in a town called Smith.
- 3 Paul's brother liked his nickname.
- 4 Sting got his nickname because he liked bees.
- 5 Miley Cyrus's real name is Destiny.
- 6 Lady Gaga got her name from a text message.



WHAT'S IN A NAME? UNIT 3



GRAMMAR  
*had better (not)*

8 Complete these sentences from the listening. Then choose the correct words to complete the rule.

- 1 We \_\_\_\_\_ go now.
- 2 You \_\_\_\_\_ tell anyone at school.

**RULE:** We use *had ('d) better* to warn someone that something bad will happen if they *'do / don't do* something. We use *had ('d) better not* to warn someone that bad things will happen if they *'do / don't do* something.

9 Complete the sentences with *had better (not)*.

- 1 The bus goes in two minutes. You \_\_\_\_\_ run.
- 2 I'll lend you my pen – but you \_\_\_\_\_ break it!
- 3 It's going to rain. We \_\_\_\_\_ go inside.
- 4 You have to get up very early tomorrow, so you \_\_\_\_\_ go to bed. It's 1 am.
- 5 You \_\_\_\_\_ eat any more sweets. You'll be sick.

→ workbook page 29

FUNCTIONS  
Giving advice

10 3.03 Put the sentences in the correct order to make two conversations. Then listen and check.

- 1  Liam Why? What's her name?
- Liam What's the matter, Jo?
- Liam Well, you'd better get some help – quickly!
- Jo It's something like Sharita Wass Ikonor.
- Jo I've got to phone someone and I've no idea how to pronounce her name.
- 2  Bob Well, I wrote the wrong name in my birthday card to her son. I called him Jason, not Jacob.
- Bob I know. She's really cross.
- Bob My sister's really angry with me.
- Mia Why?
- Mia You'd better not do that again!

11 **SPEAKING** Work in pairs. Imagine you forgot your best friend's birthday. Write a conversation using *had better (not)*.

SPEAKING  
People and their names

12 Complete the questionnaire with 1–5 (1 = I strongly agree; 5 = I strongly disagree).

- 1 It's cool to have a nickname.
- 2 I only remember the names of people I like.
- 3 I hate it when people forget my name.
- 4 Your name is an important part of who you are.
- 5 I feel sorry for people who have unusual names.

13 Compare your answers in small groups. Which question(s) do you agree on?

**Language notes** *had better (not)*

To clarify the meaning of *had better*, write on the board:

**Billy:** *It's my mum's birthday tomorrow. I forgot! I haven't bought her a present.*

**Bobby:** *Oh no! You \_\_\_\_\_ buy one or you'll be in big trouble!*

Elicit answers in open class. If students use *should* or *ought to*, praise them, but elicit that in this situation something bad will happen if Billy doesn't buy a present, so we would probably use *had better*. Point out that we use subject + *had better* + base form of the verb.

**TH!NK more**

**Practice Extra**  
Grammar: *had better (not)*

**Worksheets**  
Grammar rap! *had better (not)*  
Grammar Worksheets 3

**Workbook**  
Listening p34, Ex.1–5  
Grammar p29, Ex.5–6

Grammar presentation: (*don't*)  
*have to / ought to / should(n't) / must / had better (not)*

### Warmer

As a class, brainstorm the best/worst/funniest/strangest place names students have heard. There are a lot in the UK, if you want them to do some research.

1 1 b 2 a

2 Give students two minutes to read the article and match the names and places. Encourage them not to focus on every word for now.

3 3.04

- 1 Turkey 2 Scotland 3 the US  
4 Austria 5 Belgium  
6 the Netherlands 7 the US

4 **Check/clarify: provisions.**

- 1 He sent two teams of engineers to find the best land.
- 2 A person from Accident.
- 3 Because it was halfway between two cities (Natchez and Mobile).
- 4 In the 1920s.
- 5 The local road signs were often stolen.
- 6 The council made the signs stronger.
- 7 The name probably came from the Bati Raman Mountain.
- 8 Because he thought Nolan had used the name of the city for his film without getting permission.

### Culture notes

The *Big Apple* is a nickname for New York City. The exact origin is unknown but it was popularised in the 1920s by John J. Fitz Gerald, a sports writer for the *New York Morning Telegraph*.

The name 'Chicago' comes from a French interpretation of the indigenous word *shikaakwa* for a wild relative of the onion. The current city of Chicago was first referenced as 'Checagou' in 1679. The city has had several nicknames, including the Windy City, Chi-Town, Second City and City of the Big Shoulders.

### READING

1 Can you match these American cities with their nicknames?

- 1 New York  a The Windy City  
2 Chicago  b The Big Apple

2 Here are six names of real towns. What country do you think each city town is in? Choose from the list.

Austria | Belgium | Scotland  
the Netherlands | the US (x2) | Turkey



3 3.04 Read and listen to the article and check your answers to Exercise 2.

4 Read the article again. Answer the questions.

- 1 How did Mr Deakins choose which land to take?
- 2 What or who is an Accidental?
- 3 Why was Levi Davis's store in a good position?
- 4 When did the place name Hot Coffee become official?
- 5 What problem did the village of Lost have?
- 6 How did they solve this problem?
- 7 How did the city of Batman probably get its name?
- 8 Why was the mayor of Batman annoyed with Christopher Nolan?



## FUNNY place names

Around the world, there are lots of names for towns and villages that sound funny in English – for example, **Monster** in the Netherlands, **Egg** in Austria and **Silly** in Belgium. Here are a few of my favourites.

#### Accident

In around 1751, George Deakins was offered some land in the US by King George II of England as payment for a debt. 'You can choose a piece of land anywhere in Western Maryland,' the king said. Mr Deakins sent two teams of engineers to find the best land, without actually working together. The two teams came back with their maps and to their surprise, they discovered they had chosen exactly the same piece of land. Mr Deakins called it, 'The Accident Tract', and that's how the town got its name. And guess what a person from Accident is called: an Accidental!

In Mississippi, in the late 1800s, you had to travel a long way to take your crops to market and to buy food and provisions. When Levi Davis built a store halfway between Natchez and Mobile, it provided a welcome break. He always offered tired travellers a good pot of hot coffee which he advertised as 'the best coffee around'. Soon his store became well known as a place to stop for hot coffee and the surrounding area became known as Hot Coffee, too. In the 1920s, the name Hot Coffee began appearing on maps. Today, you can still see the road signs to Hot Coffee, but maybe it's not really 'the best coffee around' anymore.

Welcome to  
**Hot Coffee**

Welcome to  
**LOST**

There is a little village in Aberdeenshire, Scotland called Lost. (The name comes from the word *Làsda* in Scottish Gaelic.) Visitors loved the name and local road signs were often stolen. In fact, the longest time a sign stayed there was for three months, and the council became so fed up with this that they decided to change the name to Lost Farm. However, the local people complained. 'We're happy with the name,' they said. 'You mustn't change it.' So the name wasn't changed and instead the council made the road signs stronger. Now people can't take the signs, but they can still have their photograph taken beside them.

The Turkish city Batman takes its name from a river and not from the comic book superhero. The river's name was probably inspired by the Bati Raman Mountain. However, there is still a connection with the Batman we've seen on the screen. In 2008, the mayor of Batman said that Christopher Nolan, the director of *The Dark Knight*, should have to pay money to the city for using the name Batman without permission. 'There is only one Batman in the world,' he said. The American film producers used the name of our city without informing us. Of course, Nolan didn't have to pay, though. It's true that filmmakers can't steal information and ideas, but the name Batman has been around since the character was created in 1939.

1m  
**Batman**

## THINK more

Workbook  
Reading p32, Ex.1-6

5 Discuss as a class. Encourage students to refer back to the article on page 34 for inspiration.

6 Ask students to try to complete the sentences from memory before referring back to the article to check. Encourage them to underline the sentences in the reading text.

- 1 can 2 mustn't 3 can't  
 RULE: 4 can 5 can't; mustn't

7 After checking answers, point out that we often use *must* to tell ourselves to (not) do something, for example, *I must do more exercise* or *I mustn't be late*.

1 mustn't talk, A 2 mustn't be, C  
 3 mustn't miss, D 4 mustn't run, B

8 Encourage students to use a variety of modal verbs, not just *can('t)* and *must(n't)*.

1 We don't have to wear uniforms.  
 2 You should / ought to buy a new phone.  
 3 You can use my laptop.  
 4 They must / have to work harder.  
 5 Can we play here?

Workbook p29

9 You could ask students to cover the definitions (a–h) and to work with a partner to try to work out the meanings from context.

1 d 2 f 3 e 4 h 5 b 6 a  
 7 c 8 g

10 If you're short on time, set this exercise for homework.

1 name it 2 name ... the game  
 3 big name 4 call ... names  
 5 name the 6 what's ... name  
 7 a name ... herself  
 8 stage

Workbook p30

### Pronunciation

Strong and weak forms:  
 /ɒv/ and /əv/

Student's Book p120

### Homework

Ask students to use the internet to research another unusual place name from around the world. They make a poster that shows their place, write a short text about it and how it got its name and, if necessary, give a translation. As a follow-up, students can bring the poster to the next class, present it to the class and discuss which is the funniest name. Some ideas include: *Dull* (Scotland) and *Chicken* (Alaska).

### SPEAKING

- 5 Work in pairs. Discuss these questions.
- Do you know how your town or city got its name?
  - What funny or unusual town names are there in your country?

### GRAMMAR

*can('t) / must(n't)*

6 Complete these sentences from the reading. Then complete the rule with *can*, *can't* and *mustn't*.

- You \_\_\_\_\_ choose a piece of land anywhere in Western Maryland.
- 'We're happy with the name. You \_\_\_\_\_ change it.'
- It's true that filmmakers \_\_\_\_\_ steal information and ideas.

RULE: To talk or ask about permission, we often use the modal verb '\_\_\_\_\_. To say what isn't allowed, we often use '\_\_\_\_\_ or \_\_\_\_\_.

7 Complete the sentences with *mustn't* and the verbs. Then match them with the pictures.

be | miss | run | talk

- You \_\_\_\_\_ so loudly!
- I \_\_\_\_\_ late.
- I \_\_\_\_\_ the goal!
- You \_\_\_\_\_.



8 Rewrite the sentences using modal verbs from this unit and the pronouns in brackets. There is often more than one possible answer.

- Diving isn't allowed. (you) *You can't dive here.*
- It isn't necessary for us to wear uniforms. (we)
- It's a good idea to buy a new phone. (you)
- It's OK for you to use my laptop. (you)
- It's necessary for them to work harder. (they)
- Are we allowed to play here? (we)

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### VOCABULARY

Expressions with *name*

9 Match the underlined expressions with the definitions.

- Tony Hawk is a big name in skateboarding.
- He's upset because some of the other kids call him names.
- Jay-Z isn't his real name – it's his stage name.
- Fish, meat, vegetables, fruit – you name it, I eat it.
- Look! It's what's-his-name / what's-her-name.
- We want to get married, but we haven't named the day yet.
- I know you don't want to do the exams, but it's the name of the game for university entry.
- He made a name for himself as a great actor.

- decide the date of an event, often a wedding
- someone whose name I can't remember
- something necessary that you have to accept
- a person who is important or famous in their profession
- a name that an actor or musician uses in their profession
- use rude names about, or to, a person
- become known or respected by many people
- anything you say (or choose)

10 Complete the missing word(s).

- She's been to Europe, Asia and Australia – you \_\_\_\_\_, she's been there!
- Hard work is the \_\_\_\_\_ of \_\_\_\_\_ if you want to do well in your exams.
- My uncle's a doctor. He's a \_\_\_\_\_ in the field of cancer research.
- Some of her classmates \_\_\_\_\_ her \_\_\_\_\_. It's horrible for her.
- You're engaged? That's wonderful! When are you going to \_\_\_\_\_ day?
- Oh look! There's \_\_\_\_\_-his- \_\_\_\_\_ – you know, that boy who lives in your street.
- She made a \_\_\_\_\_ for \_\_\_\_\_ on a reality TV show and became a famous singer.
- Bruno Mars is the \_\_\_\_\_ name of Pete Gene Hernandez.

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### PRONUNCIATION

Strong and weak forms: /ɒv/ and /əv/  
 Go to page 120.

### Language notes *can('t) / must(n't)*

We use *mustn't* or *can't* to describe something that is not allowed. We use *can't* to describe a rule, for example, *I can't speak Spanish in class*. We use *mustn't* when the speaker is setting the rule, for example, *You mustn't eat so many sweets*.

We often use *can* in questions to ask if something is permitted. For example: *Can I go to Matt's party?* However, *must* is rarely used in the question form: *Must I help with the washing-up?* Do I have to help with the washing-up?

### Activity idea Extension

Ask students to discuss what the class rules are and elicit sentences with *can*, *can't*, *must* and *mustn't*; for example, *We must speak in English*; *We mustn't look at our mobile phones*; *We can't eat*. Ask students to write a set of rules to display on the classroom wall.

### THINK more

#### Practice Extra

Grammar: *can('t) / must(n't)*  
 Vocabulary: Expressions with *name*

#### Workbook

Grammar p29, Ex.7 Vocabulary p30, Ex.3–5  
 Pronunciation p118

#### Worksheets

Grammar Worksheets 3  
 Vocabulary Worksheets 3