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IN THE PICTURE Names

Talk about names and naming traditions

Pages 6-7

STAGE	TIME	FOCUS
GET STARTED		Introduce yourself and exchange personal information with a partner.
RECALL AND READ		Talk about different kinds of names and read a fact file about names.
WORK WITH WORDS		Match words and definitions for more kinds of names and practise using the words. Practise the pronunciation of unvoiced and voiced sounds. Watch a video and identify the different types of names the people talk about and what they say about them.
EXTEND		Learn some expressions related to the topic of names and naming.
SPEAK		Talk about naming traditions and trends or about your own names and how you feel about them.

GO BEYOND FOR TEACHERS

What's in a name?

The title of this unit is taken from a famous speech from Shakespeare's *Romeo and Juliet*. Juliet is in love with Romeo and wishes that his family name was not Montague, as his family is feuding with hers. The complete quote is:

*What's in a name? That which we call a rose
By any other name would smell as sweet.*

Get started

Write your name on the board vertically (see below). Using three of the letters, as if it were a crossword, write three words horizontally that tell your students something about you, eg a hobby (*cooking*), a person in your family (*Helen*), a place you go for holidays (*Alicante*). Encourage them to ask you questions about the words you've written to find out more about you. Ask students to do the same with their names and then put them in pairs to find out more about each other using the words they have written.

A l i c a n t e
H e L e n
I
C o o k i n g
E

RECALL AND READ

1

- Divide the class into pairs and ask students to discuss the meaning of the different types of name.
- Encourage them to say if any of the names have the same meaning, eg *family name* = *surname*, *first name* = *given name*.
- Check the pronunciation of the /s/ sound in *first* and *surname*.

2a

- Refer students to the fact file.
- Check the meaning of *curious* (unusual and interesting).
- Give them three minutes to read the file and check their answers to Exercise 1.
- Indicate when the time limit is up and check if students need more time.

ANSWERS

Your **first name** is your **given name** – the one your family chooses for you.

Your **surname** is your **family name** – the one that was passed from your grandparents to your parents and to you.

A **middle name** is a second given name that is only used in some cultures.

2b

- Ask students to talk in pairs and say which facts were new or surprising to them and to say why.

Alternative procedure

Write these words/phrases on the board: *Western countries, Asian countries, English speakers, Spanish speakers, China, Iceland, Indonesia, India, Denmark, the USA.*

Have students cover the text and work in pairs to recall what the text said about the use of names in these groups of people or nations.

WORK WITH WORDS**3a**

- Ask students to continue working in pairs.
- Explain that the fact file gives some examples of three of the types of names in the box.
- Ask them to scan the fact file to find real examples of three of the types of names and to add another example of their own to each category.
- Set a time limit of two minutes.
- Check the answers and invite some students to say what extra examples they thought of.
- Ask students to do the Extend your Vocabulary exercise on page 130.

ANSWERS

Nickname: Pelé Stage name: Beyoncé
Brand names: Armani, Pepsi

3b

- Refer students back to the words in Exercise 3a and ask them to talk about the meaning of the other types of names.
- Encourage them to say what the words mean if they know, or to make some guesses if not.
- Don't give the answers at this stage but circulate and monitor students' discussions to ensure whether they are on the right track.

3c

- Ask students to match the other types of names in Exercise 3a to the definitions given.
- Students could do this individually first and then compare in pairs or remain working in pairs throughout the task.
- Check the answers. Nominate one student and elicit what name is used to log on to an online account. Check that the answer is correct and then invite them to nominate another student and ask for the answer just as you did.

ANSWERS

1 username 2 pen name/pseudonym 3 title
4 maiden name 5 initials 6 domain name
7 household name 8 alias 9 assumed name

4  1.01

- Play the track for students to listen and repeat the words in Exercise 3a.

AUDIO SCRIPT

See Student's Book, page 6, for audio script.

5  1.02

- Explain to students that they are going to hear six different scenes in which people are talking about types of name. For each scene they should write down the type of name being discussed.
- Play the track for students to listen and write their answers.
- Let students compare their answers in pairs. Get some feedback on the level of difficulty of the listening and ask if students would like to listen a second time.
- Check the answers and encourage students to recall what they heard that gave them the answer.

ANSWERS / AUDIO SCRIPT 1.02

1 alias 2 household name 3 title 4 maiden name
5 pen name/pseudonym 6 assumed name

1

Girl: You're into comics. How many other names can you think of for Bruce Wayne?

Boy: Er, well, there's Batman, of course, plus The Dark Knight, The Caped Crusader, Sir Hemingford Grey, Matches Malone, ... I can't think of anymore.

2

Boy: Who's that in the poster?

Girl: You don't know? It's Jay Chou Mi, a singer from Taiwan. He's really famous all over Asia. Everyone knows him.

3

Woman: Excuse me? What do I put here?

Man: Mrs, Miss or Ms or Doctor.

Woman: Ms?

Man: It's written capital M, small S. It doesn't specify if you're married or single.

4

Woman: And what does this mean?

Man: It's a married woman's original surname if she started using her husband's surname when she got married.

5

Boy: What are you reading? *Middlemarch* ... by George Eliot. I've never heard of him.

Girl: He's a she. Her real name's Mary Ann Evans. She wrote in the 19th century and didn't think people would take her books seriously if they knew a woman had written them.

6

Woman: Could you just fill in this form ... Thanks. Mr ... James Bond! Excuse me for asking, but is that ...

Man: It's my real name, yes! I didn't invent it.

6

- Explain that the collage of pictures on pages 6–7 show examples of the names in Exercise 3a.
- Give students two minutes, in pairs, to identify which name is illustrated in each picture.

ANSWERS

Elizabeth Morgan (Elizabeth Cole): maiden name / username

Justin Timberlake: stage name / assumed name

Yoyo, Boo: nickname

Ford: brand name / household name

Houdini: alias / stage name

Mr J Smith: title

Lewis Carroll, real name Charles Lutwidge Dodgson: pen name / pseudonym

NYC: initials / household name / nickname

BEYOND: title

www.macmillanbeyond.com: domain name

7a  1.03 **PRONOUNCE**

- See Teaching Tips, *Voiced and unvoiced sounds*, page 32.
- Write the symbols for the /f/ and /v/ sounds on the board. Model the pronunciation of each.
- Ask students to put their hand on the front of their throat and say the two sounds with you. Ask them which sound causes a vibration (/v/).
- Explain that the vibration comes from the vocal cords when voice is used to make a sound. There is no voice in the /f/ sound, just air passing through tightened lips.
- Play the track. Students listen and repeat the words.

AUDIO SCRIPT 1.03

See Student's Book, page 7, for audio script.

7b

- Ask students to find another example of each sound on page 6.
- Suggest that they work in pairs and say words out loud to decide if they contain the sounds they are looking for.
- Remind them to test for voicing by putting their hand on their throat to check for vibration.
- Give them some clues if they are having difficulties, eg in the title of the fact file there are two examples; one of the unvoiced sounds and one of the voiced sounds.

SUGGESTED ANSWERS

/f/ family /v/ abbreviation /s/ assumed /z/ names
/ʃ/ English /ʒ/ Indonesia /tʃ/ children /dʒ/ Jon

Alternative procedure: less confident classes

Write these words from page 6 on the board and ask students to match one word to each of the sounds in Exercise 7a: *abbreviation, assumed, children, English, family, Indonesia, Jon, names*.

8 THE MOVING PICTURE

- Explain to students that they are going to watch a video of three people talking about their names. They need to identify the types of name they talk about. Play the video.
- Ask students to watch again and this time take notes about what the people say about the names. (See Teaching Tips, *Note taking*, page 31.) Play the video again.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS / VIDEO SCRIPT

Shamaiya: middle name, first name Robert: brand name Ryan: first name, middle name, last name = surname Jeri-Lee: the names of her pet birds Clark: brand name (Note that the word *Kirk* means church in Scots and derives from Middle and Old English words.)

Shamaiya: Hi. My name is Shamaiya. ... um ... I've got a story behind my middle name. My middle name is Ayanna which means 'beautiful flower' in Swahili. I originally got it from my great-grandmother, whose first name was actually that. And, um, it's literally just been passed down for, like, generations and generations of my family. And it was originally meant to be my first name but my mum then decided that it should be my - one of my middle names instead.

Robert: Hi. My name's, er, Robert. I'm one of the authors of this course, *Beyond*. And, er, we thought of the name when we were travelling to Poland to visit some schools there. And I always carry a notebook around, and we were thinking of names and making a list in the notebook. And we were at Frankfurt Airport, and looking at different names, and posters and signs. And we saw 'Beyond' and thought, 'Oh, that would be a good name for the course because it sums up what we were trying to do with the course, which is ... to "go Beyond".'

Ryan: Hi. My name's Ryan and my name means 'small king' in a different language. I have one middle name, Michael, which was given to me by my dad after one of his friends. My other middle name, William, comes from my great-grandad. And my last name, Kirk, means 'church' in a different language as well. I get called 'Kirky' a lot because obviously my surname's Kirk and my friends just think it's a great way to refer to me and they haven't called me 'Ryan' in a matter of years.

Jeri-Lee: Hello. My name is Jeri-Lee Hulme and I don't have an interesting story about my name. But I have one about my two pet birds. One of them was called Tango, which was my bird, and then my sister got jealous so we got another bird which I got to call it Mango, because I thought it rhymed and it sounded nice. And also the colour of the bird was orange.

Clark: Hi. My name's Clark and I work for a video production company called Studio8. When we started the studio we wanted a brand name that we could use going forward as we grew the business. We thought of lots of different names such as *Lifestyle Studios, Lifesize Studios, Portrait Studio*, ... but none of them seemed to fit. And then we thought about where we were and the name - the number of our building is eight, and we are a studio, so we put the two together and we thought it had a nice ring to it. And it's, er, gone with us ever since and it means ... a lot.

EXTEND

9

- Refer students to the sentences and ask them to read them quickly and tell you which sentence uses *name* as a verb (*My parents named me after my grandmother*).
- Give students a minute or two to speculate about the meaning of the expressions in purple. Then ask them to check their ideas in a dictionary.
- Check answers in open class.

ANSWERS

name [someone] after [someone/something]: to give someone a name that matches another person or thing's name
call people names: use hurtful nicknames against people
[be] a big name in [a business/industry]: to be so successful in a business or industry that lots of people know your name
give [someone/something] a bad name: create a bad reputation for a place or person because of your behaviour

SPEAK

10

- Nominate students to read out the instructions for the tasks.
- Check the meaning of *pros* and *cons* (advantages and disadvantages).
- Point out that students can choose either of the tasks, or do both if they have time.

GO BEYOND

Ask students to do the Words & Beyond exercises on page 130.




Homework

Ask students to write answers about themselves to the two interview questions from the video in Exercise 8. Encourage them to check their work for errors and then ask them to create an A4 poster incorporating a photo of themselves and writing up the interview questions and answers in a visually attractive way. In the next lesson, these posters could be displayed in the classroom for other students to read.

READING Katrina

Find information efficiently

Page 8

STAGE	TIME	FOCUS
GET STARTED		Discuss different names using vocabulary from the previous lesson.
SPEAK AND READ		Talk about recent storms and brainstorm what you know about hurricanes. Read a website about Hurricane Katrina. Learn and practise tips for finding information efficiently. Write questions about the text for classmates.
REACT		With another student, compare what you've learned about hurricanes.

Get started 

Write these names on the board: *Robert Galbraith, Sir Elton Hercules John, Katrina, J K Rowling, Lady Gaga, Apple.*

Divide the class into pairs or small groups and ask students to discuss what types of names these are, using vocabulary from the previous lesson. Encourage them to say what they know about these people or things.

ANSWERS

Robert Galbraith: pen name/pseudonym used by J K Rowling when she writes crime novels.

Sir Elton Hercules John: British pop singer. *Sir* = title. *Hercules* = middle name.

Katrina: the name given to a very destructive hurricane that hit the US in 2005.

J K Rowling: well-known author of the *Harry Potter* series. *J K* = initials.

Lady Gaga: stage name of famous American pop singer (real name: Stefani Joanne Angelina Germanotta). *Lady* = title.

Apple: brand name of a famous technology firm.

SPEAK AND READ

1

- Divide the class into pairs and ask students to discuss the questions.
- Check the pronunciation of *hurricane* /'hʌrɪkən/.
- Make sure they have their notebooks and pens handy and point out that they should make notes for question 2.
- Elicit some feedback from students in open class.

2a

- Focus students' attention on the aim of the lesson and check the meaning and pronunciation of *efficiently*: /ɪ'fɪj(ə)ntli/, making the best use of time (or money or resources) to do something well.
- Remind them that sometimes we have limited time to find information when we are reading; this may be in real-life situations but also in exam contexts.
- Work through the tips in the **HOW TO** box asking students to read out each tip.

Alternative procedure: less confident classes

Ask some questions after each tip has been read out relating the tip to the text the students are about to read, for example:

What type of text are we going to read and where does it come from? (A fact file from the internet.)

What features of this type of text do you notice? (Links to related pages, a search feature, images, section headings.)

How is the information structured? (Overview; different sections with headings indicating what information is given in each section.)

How can you quickly identify the sections you need? (Using the headings.)

If you can't find the exact key words from your questions, what kinds of related words could you look for? (Synonyms; words formed from the key words.)

2b  1.04

- Set a time limit of five minutes for students to find the answers to the questions in the text.
- Remind them to underline key words in the questions and stress that they don't have to read the text from beginning to end; their objective is to find the information they need in the most efficient way.
- Encourage them to write their answers in their notebooks and to underline the sections of the text which give the information they need.
- Let students compare their answers in pairs before you check them in open class.
- As you check the answers, ask students to tell you what key words they underlined and how these related to the information in the text. Don't play the audio at this point. It is an extra feature and a suggestion for using it in class is included at the end of the lesson.

ANSWERS

- It comes from the Spanish word 'huracán', copied from a word used by the indigenous people of the Caribbean. Originally, it probably comes from *Hurakan*, an ancient Mayan storm god.
- They form over warm waters when enormous amounts of moist air rise into the atmosphere, sometimes near the coast of Africa.
- The article implies that hurricane activity after Katrina did not increase.
- It's an increase in sea level caused by strong winds.
- Since 1979.
- The eye (middle/centre) of the storm.

3

- Ask students to read through the tips in the **HOW TO** box once again and tick those which helped them complete the task in Exercise 2b.

4

- Explain the task and organise students to work in pairs.
- Make sure they write their questions on a piece of paper that can then be passed on to other students to answer.
- As students are writing their questions, monitor and make corrections as necessary. At this level you should challenge students to self-correct if they are making errors with the question form.
- This task will work best if you synchronise the two parts of the activity by setting time limits.
- Once pairs have noted down the answers to each other's questions, they could report back to the question writers, giving the answers orally.

REACT

5

- Ask students to work with the same partner they were with at the beginning of the lesson (for Exercise 1).
- Ask them to compare their original notes on what they knew about hurricanes with the information they have learned from the lesson today.
- Encourage them to say what pieces of information they found particularly interesting or surprising.

GO BEYOND

Explain the task and ask students to find the words in the text and then look at the context and think about how the words relate to the topic of hurricanes. Ask them to make a guess about the meaning of the words by thinking about how they are used in the text. If unsure, they should check the meaning in a dictionary.

Extra activity

Write these figures and dates from the text on the board: *119kph, 26°C, Category 3, 2015/2021, since 1953, 1979, 2005.*

Check the meaning and pronunciation as necessary, eg *one hundred and nineteen kilometres per hour, twenty-six degrees Celsius, etc.*

Give students two minutes to scan the text to remind themselves of how these figures and dates relate to the topic.

Ask students to cover the text and work in pairs to see how much they can remember about the figures and dates.

Homework

Ask students to research another devastating hurricane or other extreme weather event and make notes under some of the following headings: *Type of event, When and where, Damage caused, Clean-up operation, Interesting facts.*

Ask students to bring their notes to the next lesson and explain what they've researched, in pairs or small groups.

Recorded reading text






▶ 1.04

Use the audio track to check the answers to Exercise 2b. Ask students to raise their hands when they hear the answer to each question. Stop the track and check the answers, inviting students to contribute any extra information they heard.

GRAMMAR Present tenses review

Talk about things in or connected to the present

Page 9

STAGE	TIME	FOCUS
GET STARTED		Talk about how important current affairs are to you and which media you use to follow the news.
READ		Read some news updates and put them in chronological order.
STUDY		Read explanations about the uses of different present tenses and find examples in the news updates.
PRACTISE		Practise using present tenses in news items. Practise using present tenses to write questions and complete a text.
SPEAK		Talk to classmates, asking and answering questions to share opinions or personal information.

Get started

Ask students how important they think it is for them to keep up with the news. Have them compare the following methods of getting the latest news and say which ones they use and why they prefer them: *radio, TV, newspapers (printed), social networking sites, internet, mobile phone.*

READ

1

- Ask students to read the news updates and put them in chronological order.
- Let them compare their answers in pairs before you check them in open class.
- Ask students if they've ever followed a breaking news story by reading updates like the ones they've just read. If they have, find out what the stories were and why it was important to get regular updates.

ANSWERS

- | | |
|-----------------|--|
| 4 Atlantic News | We're having serious problems. ... |
| 1 Jake Reid | Still no hurricanes! ... |
| 5 Coast Radio | The worst is over. ... |
| 2 Atlantic News | Tropical cyclone #Carol's been growing ... |
| 3 Megan Brookes | #Carol's coming! ... |

STUDY

2

- Point out to students that news items often report things happening now or things that happened in the recent past which are relevant to us now, and for this reason we find a lot of present tenses being used.
- Remind them that some present tenses can be used to talk about past events, eg *present perfect*.
- Ask them to read the grammar explanations and underline one example of each verb tense in Exercise 1.
- Elicit some examples for each tense and ask students to say which of the uses it illustrates.
- Refer students to the Grammar Database on page 120.

ANSWERS

Present simple: *always cause*

Present continuous: 1 *Carol's coming* 2 *Surfers are leaving*

3 *wind's getting* 4 *they're always changing*

Present perfect simple: 1 *Have we ever had*

2 *has just downgraded* 3 *have received*

Present perfect continuous: 1 *We've been preparing*

2 *Carol's been growing*

State verbs (continuous form): *We're having*

PRACTISE

3

- Focus students' attention on the heading of the texts (*Trending Topics*).
- Elicit or teach the meaning of *trending* in this context (*becoming popular*).
- See if students can tell you some topics that are currently trending in the news or on social networking sites.
- Ask students to read the four news items and choose the correct options to complete them.
- Remind them to check the grammar explanations in Exercise 2 if they are unsure.
- Invite individual students to read out their answers and make corrections as necessary.

ANSWERS

- 1 never give 2 passed 3 are questioning 4 been using
5 doesn't make 6 won 7 isn't saying 8 are always getting

4

- Read out the instructions and encourage students to write the questions out in full in their notebooks.
- Suggest that students work individually at first and then compare their answers with a partner when they have finished.
- Invite fast finishers to the board to write up one or two answers each.
- Go through the answers on the board and ask the class to tell you if they are correct or not. Encourage them to tell you the correct version if the one on the board is incorrect.

ANSWERS

- 1 What stories have been in the news recently?
2 What are you learning about in your other classes at the moment?
3 What have you been doing in your free time over the last few days?
4 What effect is climate change having / has climate change had / has climate change been having on local weather conditions?
5 What do you think about internet piracy?
6 In what ways have you changed since you became a teenager?

5

- Explain that this short text is an answer to one of the questions in Exercise 4.
- Ask students to complete the text with the correct form of the verbs in brackets.
- Remind them that these verbs often describe states (in which case they are not used in the continuous form) but can also describe actions (in which case the continuous form can be used).

- Give some examples if necessary, eg *I have a new bike.* (state – possess); *They're having some sandwiches at the moment* (action – eating); *He thinks classical music is boring.* (state – has an opinion); *She's thinking of buying a guitar.* (action – considering).
- Nominate students to read out portions of the text to check the answers.
- Ask students to tell you which question in Exercise 4 the text answers.

ANSWERS

- 1 don't have 2 are being 3 like 4 haven't been
5 'm thinking / 've been thinking 6 really want
Question 3 is being answered.

SPEAK

6

- Divide the class into small groups to discuss the questions in Exercise 4.

Alternative procedure

If you have space in the classroom, you could ask students to stand up and move about the room, speaking to different classmates, to ask and answer the questions in Exercise 4. Encourage them to speak to a different person for each question.

Extra activity

Divide the class into groups to prepare a news quiz of six questions using the present tenses, eg *Who has been appearing on a lot of television shows recently to promote her latest film?*; *Where is the British prime minister this week and why is he there?*; *Which hockey team has won an important championship in the last few days?*. Have them read out their questions to the class and give points to opposing teams who answer the questions correctly. If no-one knows the answer, the team who wrote the question win a point.





Homework

Ask students to write short paragraphs in answer to two of the questions in Exercise 4, paying close attention to their use of present tenses. At the start of the next lesson, collect in their answers and make a note of any structures they are having difficulty with and provide remedial help/clarification.

LISTENING AND VOCABULARY I remember your name

Take clear notes

Page 10

STAGE	TIME	FOCUS
GET STARTED		Play <i>Kim's Game</i> to test your memory.
SPEAK AND LISTEN		Talk about how good your memory is. Learn and practise techniques for taking clear notes. Listen to a talk on developing your memory and take notes.
REACT		Discuss the talk on memory training and say if you use the techniques mentioned.
WORK WITH WORDS		Study and practise different ways of building word families.

Get started

Play *Kim's Game*. (See Games, page 33.)

SPEAK AND LISTEN

1

- Divide the class into pairs and ask them to say how good their memory is. Encourage them to give examples. Make some suggestions as to the sorts of things they could discuss, eg remembering names, faces, vocabulary, facts, meeting times, shopping lists.
- Focus students' attention on the poster advertising the Study Skills Series. Invite a student to read out the information on the poster. Ask the class if they would be interested in going to this talk (encourage them to give reasons for their choices) and see if they think it's possible to develop or improve their memories.

2a

- Give students one minute to read the tips in the **HOW TO** box and then ask them to cover the text.
- While they are reading, write up the following key verbs on the board: *know, focus, decide, leave, write, check*.
- Using the key words, reconstruct the tips together with students, prompting them with questions like:
What kind of information should you focus on?
What ways of organising your notes are suggested?
Why should you leave space?
What kind of abbreviations could you use?
When should you check your notes?

2b

- Explain to students that they are going to listen to the talk advertised in the poster and take notes. (See Teaching Tips, *Note taking*, page 31.)
- Ask them to think about how they are going to organise their notes and elicit the methods suggested in the **HOW TO** box (headings and bullet points or a network or mind map). (See Teaching Tips, *Taking notes using networks or mind maps*, page 31.)

2c ▶ 1.05

- Play the track for students to listen and take notes.
- Have them compare their notes in pairs and talk about any differences they notice in either the organisation of their notes or the content.

AUDIO SCRIPT ▶ 1.05

Presenter: Hi everyone. Welcome back. Today's study skills talk is about memory training and we're joined by Dr Mark Barber, who has written a book on the topic. Mark, over to you.

Mark Barber: Thank you.

As students, I think you'll all agree that the ability to memorise lots of information can improve your performance in exams. But a good memory isn't just about exam results. It's key to your *general* success as a student. If you can memorise things efficiently, it gives you more time for other things. A good memory will help you at work too because being successful isn't just about qualifications, it's also about your social skills. And to get on with people, you need to remember their names and other information about them.

'But, I hear you say, I was born with a bad memory and there's nothing I can do about it'. I'm going to prove to you that that isn't true. There's no such thing as a good or a bad memory, just a trained and an untrained one. I'm going to talk about five practical things that you can do to make an immediate improvement in your memory. Let's take a quick look at what they are.

I'll introduce the first one with an experiment. Put up your hand if you remember my first name. ... Most of you. What about my surname? ... None of you. Now, that's not because no one here has a good memory. You all *heard* my name. But you didn't really *listen* to it. And the first step to remembering something is to focus your attention on it.

Next, there's linking. This is probably the most important technique of all and it was first used by the philosophers of ancient Greece. So how does it work? Well, it involves creating a memorable visual link between words in your mind. So, if you want to remember to buy bread, apples and chicken when you go to the shops, you could imagine an enormous chicken eating a long sandwich with whole green apples in it. The stranger, the funnier, the more exaggerated your images, the easier they are to remember. Use your imagination!

After that we'll be looking at association, which is a great way to remember names. I'll show you how to make a connection between a person's appearance and their name so that it stays in your mind. Here's an example. What do you first notice about me? I'm pretty hairy, aren't I? I've got long hair and I've also got a beard. And my name's Mark Barber. So you could imagine a barber shaving off my beard with a huge razor and revealing a strange mark on my chin. Again, use exaggeration, strangeness and humour to strengthen the connection between a person's appearance and their name.

Finally, we'll look at the benefits of healthy habits, especially getting plenty of sleep. If you feel sleepy, it's not a good idea to keep yourself awake. That's because while you sleep, your brain organises your memories, helping you to recall things. It's why studying late the night before an exam is not recommended!

So, A, attention, L, linking, A, association and S, sleep. It spells ALAS. That's the Spanish word for *wings* and making up words and sentences to help remember things is the fifth thing I'll be talking about.

3

- Ask students to tick the tips from the **HOW TO** box that they used for help in exercises 2b and 2c.

4 ▶ 1.05

- Refer students to the sentences and ask them to try to complete them using the notes they made.
- Play the track for students to listen again and check their answers.
- Find out if students have any unresolved doubts and play sections of the track again if necessary.

ANSWERS / AUDIO SCRIPT ▶ 1.05

1 general success 2 untrained 3 focus your attention
4 linking 5 appearance 6 sleep

See Exercise 2c, on left, for audio script.

REACT

5

- Write the acronym ALAS on the board and ask students to remind you of the memory-training techniques that it represents (attention, linking, association, sleep).
- Elicit some of the specific examples of using memory techniques that were given in the talk.
- Divide the class into pairs and ask them to discuss the talk, saying which of the ways of improving memory they already use and which they would consider using.

WORK WITH WORDS

6a

- Ask students to look at the different ways to build words and elicit one or two examples from the class. (See Teaching Tips, *Word formation*, page 28.)
- Suggest that they work in pairs to complete the table.
- Encourage them to complete as many as they can before checking their work and completing any gaps using a dictionary.

Extra activity

Have students work through the list and indicate the word stress on each of the words. Remind them that word stress can change within a word family. (See Teaching Tips, *Word stress in derivative words*, page 32.)

6b 1.06

- Play the track for students to listen and check their answers.
- Play the track again and ask students to listen and repeat the words. (See Teaching Tips, *Word stress in derivative words*, page 32.)
- Stop the track if you hear that students are having difficulty with particular sounds or word stress placement and reinforce the pronunciation with some group and individual drilling.
- Point out that sometimes the same word can be used as both a verb and a noun (*sleep*).

GO BEYOND FOR TEACHERS

practise (v) / practice (n)

See Teaching Tips, *Remembering the meanings/uses of homophones*, page 28.

ANSWERS / AUDIO SCRIPT

1.06

Verb	Noun	Adjective
appear	appearance	apparent
exaggerate	exaggeration	exaggerated
forget	forgetfulness	forgetful
imagine	imagination	imaginative
improve	improvement	improved
mean	meaning	meaningful
memorise	memory	memorable
practise	practice	practical
sleep	sleep	sleepy
strengthen	strength	strong
succeed	success	successful
train	training	trained

7a

- Read out the instruction and set a time limit of one minute for students to complete the sentence.
- Nominate a student to read out their solution.

ANSWER

means, meaning, meaningful

7b

- Divide the class into pairs and ask students to write a similar sentence that uses the words in another of the word families in Exercise 6a.
- Ask them to write out their sentence on a clean sheet of paper with gaps for the words from the word family.
- Instruct pairs to exchange their sentences and see if they can complete them.

Alternative procedure: less confident classes

If you think your students will find it too challenging to include the three words from a word family in one sentence, suggest that they write two or three sentences to form a short paragraph where the three words are used, eg *Forgetfulness is often a problem for older people. My gran is quite forgetful. Sometimes she forgets my name and calls me by my brother's name.*

GO BEYOND

Ask students to do the Words & Beyond exercise on page 130.

Homework

Give students this list of words and ask them to use the patterns from Exercise 6a to create new words.

Create nouns: *argue, discover, educate, kind, learn, maintain.*

Create adjectives: *comfort, help, hunger, statistic, support, tire.*

Create verbs: *length, modern.*






Ask them to choose six of the new words and write a sentence using the word but to leave a gap where the word appears and write the base word in brackets at the end, eg *To be a writer or a painter you have to have a good _____ (imagine).*

At the start of the next lesson, have students exchange and complete their exercises to test their knowledge.

GRAMMAR Articles and other determiners

Show what thing you're talking about

Page 11

STAGE	TIME	FOCUS
GET STARTED		Participate in a <i>Grammar Auction</i> to introduce the grammar in this lesson.
READ AND LISTEN		Read and listen to a conversation between two students testing their memory of things they've studied.
STUDY		Study explanations about the use and form of articles and other determiners and find examples in the reading text.
PRACTISE		Practise using articles and determiners in a general knowledge quiz and a survey report.
WRITE AND SPEAK		Conduct a survey and make notes to help you report your findings to other students.

Get started

Have a quick *Grammar Auction*. (See Games, page 33.) Use these sentences which focus on the use of the definite article or no article with place names and geographical feature.

I'd like to visit United States. (X ... the United States)

My friend Jack lives in the Hunter Street. (X ... lives in the Hunter Street)

When the weather is warm, people in New York love to spend time in Central Park. (✓)

Amelia Earhart was the first woman to fly solo across Atlantic Ocean. (X ... the Atlantic Ocean.)

The Shetland Islands are off the north coast of Scotland. (✓)

Murray River is one of the longest rivers in Australia. (X The Murray River ...)

You could confirm the correct sentences before starting the lesson, or ask students to wait until they've looked at the explanations in the lesson before finding out how many points they've won or lost.

READ AND LISTEN

1 1.07

- Explain to students that they're going to read and listen to a conversation between two students testing each other on things they have studied at school.
- Play the track for students to read and listen.
- Ask them which name Oscar couldn't remember and find out if anyone knows the astronaut's name.

ANSWER / AUDIO SCRIPT

 1.07

Buzz Aldrin
See Student's Book, page 11, for audio script.

STUDY

2

- Refer students to the grammar explanations and ask them to read about the different uses of *a(n)*, *the* and no article and to look for examples in Exercise 1.
- Tell them there is one pattern for which there is not an example in the conversation and ask them to make a note of which one it is.
- Set a time limit of five minutes.
- Check the answer in open class.
- Refer students to the Grammar Database on page 120.

Alternative procedure: less confident classes

If you see that your students are having difficulty matching the explanations to examples, go through the examples and uses in open class, giving further examples if necessary.

a good memory, a third capital – one example of a thing
paper – uncountable noun

The Chinese – a group

the first men – a specific thing

the moon, the capital – unique things

South Africa, Cape Town, Pretoria, Bloemfontein – singular place names

the United States – plural place name

slavery – abstract idea

ANSWER

Not included: rivers, oceans, seas, deserts

3

- Explain that articles belong to a group of words called *determiners* and that these words tell us *what* (thing) is being spoken about.

- Refer them back to the aim of the lesson.
- Focus students' attention on the explanations and ask that they complete them with *singular* or *plural*, using the examples in Exercise 1 to help.
- Suggest that they start by circling examples of the other determiners in the conversation.
- Check answers in open class and elicit one or two examples from Exercise 1.

ANSWERS

plural plural singular

PRACTISE

4

Exam-type task

- Explain that this exercise is a general knowledge quiz and then read out the instructions.
- Suggest that students work individually first to complete the questions and then compare their answers with a partner.
- Check answers in open class by nominating a different student to read out each question.
- Check that students are using the weak forms of the articles (*a(n)* /ə(n)/, *the* /ðə/). Remind them that the strong form is used when followed by a noun starting with a vowel, eg *the Atacama Desert* /ði:'ætəkɑ:mə'deɪzə(r)t/, *the inventor* /ði:'jɪn'ventə(r)/.
- Once you have corrected the articles in the questions, ask students to do the quiz in pairs, taking it in turns to read out the questions and possible answers.

Fast finishers

Ask fast finishers to think of one or two more quiz questions to ask another classmate who has completed the activity.

ANSWERS

1 the; a Answer: b 2 -; a Answer: a
3 the; the Answer: c 4 -; the; - Answer: a
5 the; the Answer: a 6 the; - Answer: b
7 the; - Answer: a 8 - Answer: c

GO BEYOND FOR TEACHERS

General knowledge quiz additional information

- Sirimavo Bandaranaike became the world's first elected female prime minister on 20 July 1960.
- Arthropods are characterised (amongst other things) by a skeleton on the outside of the body and a body divided into parts. Insects have three body regions and six legs, whereas arachnids have two body regions and eight legs. Crustaceans mainly live in the water, eg crabs, lobsters.
- Marconi invented the radio and Berners-Lee the World Wide Web.
- The world's biggest desert is Antarctica. The Sahara is the world's biggest non-polar desert and also the world's hottest desert.
- The Chinese started using paper money in the Tang Dynasty (AD 618–907).

5

- Introduce the text by mentioning that determiners can be very useful when writing reports giving statistical information.
- Explain that the report is about people's knowledge of mammals and give students two minutes to brainstorm everything they know about this topic.
- Ask them to read the report quickly to see if any of the information they discussed is in it. Tell them to ignore the options for the moment.

- Ask them to read the report again and choose the correct options to complete it.
- Once they have compared their answers in pairs and justified their choices, write the answers on the board and let students check their own work.
- Ask students to say if they're not sure why an option is correct and clarify it with them, making reference to the grammar explanations in Exercise 3 or the Grammar Database on page 120.

ANSWERS

1 Each 2 Both 3 all 4 every 5 Many 6 few
7 neither 8 Most 9 no 10 None

WRITE AND SPEAK**6a**

- Outline the three parts of the task:
 - choosing survey questions
 - conducting the survey with classmates
 - writing notes and using them to tell other students about your findings.
- Divide the class into pairs and ask students to choose a set of survey questions, A or B, decide on the country or person and find the answers to the questions.

6b

- Set a time limit of three minutes for students to carry out the survey and encourage them to speak to as many different classmates as possible.

- Remind them to note down people's answers in order to report their findings later.

6c

- Point out to students that they don't need to write a full report like the one in Exercise 5, but encourage them to make some notes and to think about which determiners they could use.
- Divide the class into small groups and ask students to report their findings to the group using their notes.

Extra activity

Ask students to read the conversation in Exercise 1 in pairs, paying particular attention to individual sounds in determiners and weak forms of articles. Begin by having students match the determiners to these phonemes.

/ɔ:/ (all) /əʊ/ (no, most, both) /ʌ/ (some)

/e/ (many, every) /u:/ (few) /i:/ (each)

/aɪ/ (can also be /i:/) (either, neither)

Homework






Ask students to refer to the notes they made in Exercise 6c and write up a full report, using the one in Exercise 5 as a model. Encourage them to make their report visually interesting if they wish, incorporating graphs or images of the country or person they are writing about. At the start of the next lesson, have some of the students present their reports to the class.

LANGUAGE & BEYOND

KNOW YOURSELF

Work on your weaknesses

Page 12

STAGE	TIME	FOCUS
GET STARTED		Make nouns from adjectives and adjectives from nouns. Identify pairs of opposite adjectives describing behaviour or personality.
SPEAK AND READ		Talk about the situation and feelings shown in pictures. Look at some common strengths and weaknesses and decide which of them you identify with. Talk about whether the characteristics are clear strengths or weaknesses or a mixture of both.
DO		Read some tips on how to work on your weaknesses and give your opinion on whether the tips are useful. Make a list of your own weaknesses and choose one you'd like to work on.
REFLECT		Talk about weaknesses and strengths in general.
EXTEND		Make a plan to work on a weakness related to schoolwork.

KNOW YOURSELF: WORK ON YOUR WEAKNESSES

This lesson invites students to identify their weaknesses and gives them some ideas about how to work on them. Students are encouraged to explore the way that many behavioural or personality traits that can be identified as weaknesses could also be seen as strengths, depending on the situation. Key points in the procedure suggested are to focus on one weakness rather than try to work on several at once; to make a plan and approach the situation in a positive way; and to recognise that we all have weaknesses and that there is no such thing as a 'perfect' person. This skill will be useful to students not only in their education, but also in their working and personal lives.

Get started 

Write the adjectives *strong* and *weak* on the board. Elicit or teach the nouns that are formed from these adjectives (*strength*, *weakness*). Ask students if these nouns are countable or uncountable. Establish that they can be both and that when we use them as countable nouns, we are usually talking about people's behaviour or personalities.

Now write these words on the board: *easy*, *laziness*, *optimism*, *pessimism*, *quietness*, *talk*, *temper*, *work*. Divide the class into pairs and ask them to make adjectives from these nouns that could describe people's behaviour or personality.

Once they have started, write some clues on the board to help them with some of the more difficult ones, eg:

easy – someone who is relaxed, laid-back
talk – someone who talks a lot
temper – someone who gets angry a lot
work – someone who works hard

Check the answers and ask students to put the adjectives into pairs of opposites.

ANSWERS

easygoing – bad-tempered (or temperamental) lazy – hard-working
optimistic – pessimistic quiet – talkative

SPEAK AND READ

1

- Focus students' attention on the pictures.
- Ask them to work in pairs and say what the photos show and how the people feel.
- Refer them to the first **PHRASE BYTES** box and encourage them to use this language.
- After two minutes, nominate individual students to give their answers in open class and invite other students to express their agreement or disagreement, or contribute any further thoughts.

2a

- Ask students to look at the sentences in the text and choose the options that are true for them.

2b

- Ask them to talk in pairs and to decide which of the options are definitely strengths or weaknesses and which ones could be a strength or a weakness, depending on the situation.
- Remind them to use the phrases in the second **PHRASE BYTES** box.
- Once students have been talking for five minutes, nominate one pair to tell the class what they said about one of the options that they thought could be both a strength or a weakness, depending on the situation. Invite other students to contribute and try to get a class debate going, asking questions like these:
Are any of these options definitely strengths or weaknesses or does it always depend on the situation?
How could laziness be considered a strength?
Are there times when optimism could be a weakness?
(See Teaching Tips, Debates and discussions, page 30.)

DO

3

- Refer students to the tips in the article.
- Check the meaning of the phrasal verb *work on* (spend time improving or producing something).
- Ask students to read all the tips and set a time limit of two minutes.
- Give students five minutes now to work individually and follow the suggestions given in tips 1–3.

4

- Ask students to return to talking in pairs and to say whether they think the tips are a good way to identify and work on weaknesses.
- Stress that it is important that they justify their opinion by giving reasons.

REFLECT

5

- Give students five minutes to think about their answers individually and to read the **REFLECTION POINT**. Suggest that they make some notes about what they'd like to say.

- Ask students to discuss the questions in pairs for three minutes, before opening the discussion to the class as a whole.
- Challenge students to be clear about what they are trying to say and give them support by feeding in language and encouraging them to restate their opinion using the language you have suggested.

EXTEND

6

- With the class, brainstorm some of the typical weaknesses that students might have related to schoolwork and write their ideas up on the board. Some suggested ideas might be:
I don't do all my homework.
I don't take good notes in class.
I don't contribute much to class discussions.
I get bored in reading activities.
I speak too much of my own language in English class.
I rely on my partner too much when we work in pairs.
I lose interest quickly if I don't like an activity.
- Divide the class into pairs and explain that you would like them to help each other make a plan to work on one weakness they have related to schoolwork. Refer them to the tips in Exercise 3 to help them pick a weakness.
- Suggest that their plans have at least three steps or approaches to working on the problem.
- You could work through one of the problems that emerges in the brainstorming session with the whole class to give them a model of the type of plan you would like them to make.
- Set a time limit of five or six minutes for students to collaborate on their plans.
- Remind students that an important part of making a plan is to make a record of your progress. Suggest that they come back to their plan after a week and tick the steps they have achieved. They could also write a reflection on what they achieved and what they would still like to achieve and then update their plan accordingly.

SUGGESTED ANSWER

Weakness – I don't contribute much to class discussions.

PLAN

- Analyse why I don't contribute. Is it fear of saying something wrong?
- Write down a list of the advantages of contributing in class.
- Observe students who do contribute and try to imitate them.
- Practise at home by thinking of a situation where I could have contributed and rehearsing what I could have said.
- Give myself a challenge to contribute something in at least one class every day.

Homework

Ask students to write one or two paragraphs explaining their opinion on one of these two topics from the Reflect section of today's lesson:





- Everyone has weaknesses. Do you think that's true? Give reasons for your answer.
- Describe how some weaknesses could also be considered as strengths.

Suggest they write 100–120 words. At the start of the next lesson, give students a few minutes to discuss their homework in groups.

SPEAKING That's interesting!

Make conversation

Page 13

STAGE	TIME	FOCUS
GET STARTED		Categorise verb phrases with <i>do</i> and <i>make</i> .
SPEAK		Make a list of the things people talk about when they meet for the first time.
WATCH OR LISTEN		Watch or listen to a conversation to see if any of the topics on your list are talked about. Learn phrases for introductions, inviting someone to talk and showing interest.
ACT		Role-play a conversation set in a school canteen.

Get started 

With books closed, write the following words and phrases on the board: *a course, a decision, a mess, a phone call, badly in an exam, conversation, mistakes, someone a favour, the shopping, your bed, your best, your homework.*

Ask students to make two columns in their notebooks, one for collocations with *do* and the other for collocations with *make*. Check the answers and then explain to students that the aim of today's lesson is to make conversation. Point out that *make conversation* means start and carry on a conversation when you meet someone in a social situation.

ANSWERS

do: a course, badly in an exam, someone a favour, the shopping, your best, your homework

make: a decision, a mess, a phone call, conversation, mistakes, your bed

SPEAK

1

- Divide the class into pairs and ask students to make a list of the things people typically talk about when they meet somebody for the first time. Check the meaning of *typically* (*usually*).
- Set a time limit of around three minutes and then invite students to share some of their ideas in open class.

WATCH OR LISTEN

2  1.08

- Explain to students that they are now going to watch or listen to the beginning of a conversation between two people meeting for the first time.
- Ask them to tick any of the things on their lists that the people talk about.
- Play the scene for students to watch or listen.
- Get some feedback on whether students heard any of the topics on their lists.
- Have them cover the conversation in their books and check what they remember by asking a few questions, eg:
 - How did Naomi feel about not being able to come?* (upset)
 - Why did George come to the talk?* (to take notes for Naomi and because he wants to study psychology)
 - Why is George interested in psychology?* (he has a passion for understanding how people work)

VIDEO/AUDIO SCRIPT

 1.08

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. Nice to meet you. 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. Go on.

Sophie: No. After you.

George: I was just going to say that Naomi was really upset she couldn't come. What were you going to say?

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? Tell me more.

George: There's not a lot to tell. I just have a passion for understanding how people work.

Sophie: That's interesting. So do I. What was your name again?

George: George.

Sophie: I'm really forgetful when it comes to people's names.

3a

- Ask students to match the sentence halves to make some phrases used in the conversation in Exercise 2.
- Suggest that they compare their sentences with a partner before going on to use them to complete the conversation.

ANSWERS

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

3b  1.08

- Play the scene again for students to watch or listen and check their answers.

ANSWERS / VIDEO/AUDIO SCRIPT

 1.08

See answers underlined in video/audio script in Exercise 2 on left.

4  1.09

- Play the track for students to listen and repeat the expressions, paying attention to intonation. (See Teaching Tips, *Working on intonation*, page 32.)

AUDIO SCRIPT

 1.09

1 Nice to meet you.

2 Go on.

3 No. After you.

4 What were you going to say?

5 Really? Tell me more.

6 That's interesting.

7 What was your name again?

ACT

5a 1.10

- Explain to students that they are now going to role-play a similar situation.
- Nominate a student to read out the details of the situation.
- Before students begin, go through the **PHRASEBOOK** phrases and point out how they have been categorised.
- Focus students' attention on the use of the question tag *aren't you?* and remind them that question tags are used when we think we know something, but want to check it.
- Divide the class into pairs and allow five minutes for them to act out their conversations.
- Monitor and make a note of any common errors.

Alternative procedure: less confident classes

If you feel your students would benefit, you could suggest that they read the conversation out loud in pairs, before going on to act out their own conversation in Exercise 5a.

5b

- Write on the board any incorrect language that you have noted down and ask students to help you correct it.
- Feed in any language that you felt was missing from students' conversations as you monitored.

- Ask students to share what conversation topics came up in their role-plays.
- Ask students to change partners and repeat the activity.

Homework

Ask students to think of a different scenario for a first conversation. Tell them to give details of where the conversation takes place, why the participants are there and what they are doing when they meet, eg *You have decided to buy tickets for a concert that your favourite pop star is giving. When you arrive at the box office there is a long queue but you are not sure if it is the right queue. The last person in the queue is your age and is holding a leaflet for the same concert you want to see.*







Ask them to write out the first 20 lines of conversation to fit their situation.

At the start of the next lesson, students read out their conversations with another student for their classmates to guess the scenario.

WRITING Report back

Present statistical information

Page 14

STAGE	TIME	FOCUS
GET STARTED		Practise phrases which use numbers and symbols.
SPEAK AND READ		Talk about how different places get their names. Read a report on a survey carried out in a youth club.
STUDY		Learn expressions for presenting statistical information.
PRACTISE		Practise using expressions for presenting statistical information.
PLAN, WRITE AND CHECK		Prepare and write a report on what people think about (re)naming a place near your school.
SHARE AND REVIEW		Swap your report with a partner and review a partner's report.

Get started

Write these numbers, dates and symbols on the board:

4.5% \$324.89 2006 (date) 3/4 <35 12,101
Queen Elizabeth II 25m² £100.10 -18°C

Ask students to practise saying them out loud in pairs. Monitor and give more examples if necessary.

ANSWERS

4.5%: four point five per cent
\$324.89: three hundred and twenty-four dollars and eighty-nine cents
2006: two thousand (and) six
3/4: three-quarters
<35: less than 35
12,101: twelve thousand, one hundred and one
Queen Elizabeth II: Queen Elizabeth the second
25m²: twenty-five metres squared / twenty-five square metres
£100.10: one hundred pounds and ten pence
-18°C: minus eighteen degrees Celsius/centigrade

SPEAK AND READ

1

- Ask students to look at the photos on page 14.
- Check the pronunciation of the street names (*West Hundred and Twenty-fifth street, Doctor Martin Luther King Junior Boulevard*).
- Find out if students know what city these streets are in (New York).
- Ask who John Lennon was and why his name has been used on the building pictured.
- Point out the use of the phrasal verb *name someone/something after someone/something*.
- Divide the class into pairs and ask students to talk about who or what the things in the list are normally named after where they live. Encourage them to give concrete examples.

GO BEYOND FOR TEACHERS

Martin Luther King, John Lennon

Doctor Martin Luther King, Junior (1929–1968) was an American civil rights activist.

John Lennon (1940–1980) was a British pop musician and founding member of the Beatles. He was born in Liverpool.

2

- Refer students to the report and ask them to read it and write down their answers to the questions in their notebooks.
- Check answers in open class.

ANSWERS

They want the council to organise a public vote so local people can choose the name of the new square.

They organised a survey at their youth club and found that 90% of members want to be consulted.

STUDY

3a

- Nominate a student to read out the title of the **HOW TO** box.
- Ask students to read the tips in the **HOW TO** box.
- Check the pronunciation of one or two of the longer words, eg *approximately* /ə'prɒksɪmətli/, *majority* /mə'dʒɔrəti/, *minority* /maɪ'nɔrəti/.

3b

- Suggest that students return to the report text and underline examples of the words and expressions from the **HOW TO** box.

ANSWERS

The majority of us – over 90 per cent – want to be consulted about the square's name. When we asked about the type of name, just over half of us said we wanted it named after someone important from the neighbourhood – a writer or artist, for example. Approximately a third said they preferred the name of someone who represents positive values, like Nelson Mandela. A small minority (about one in ten people) suggested an abstract name like *Peace Square*.

PRACTISE

4

Exam-type task

- Explain to students that they *must* use the words or numbers in brackets and rewrite the sentences so that the meaning stays the same.
- Go through the example with them.
- Suggest that students work individually first and then compare their answers in pairs.
- Nominate students to read out their answers and make any corrections that are necessary.

ANSWERS

- The vast majority of us want the sports centre to be given a name.
- A third of us want to name it after a local sportsperson.
- One in ten students think it should be called *The Sports Place*.
- Just over / About / Approximately a quarter of us suggest naming it after a sporting legend.

PLAN, WRITE AND CHECK

5

- Invite a student to read out the writing task.
- Divide the class into pairs and ask them to discuss possible places or buildings near their school that could be (re)named. Encourage them to think of some possible options to be presented in their survey.
- If you have time, let students conduct a short survey with other classmates so that they will have some real statistics to use in their reports. Otherwise, point out to students that they can invent the statistics.
- Before students start writing, ask them to look back at the model text and say what they notice about the organisation of the report. Point out the presentation of information about who wrote the report (*From:*), who it is written for (*To:*) and the topic (*Subject:*) and also the use of headings (*Introduction, Our survey, The results, Conclusion*). (See Teaching Tips, *Plan your writing*, page 30.)

6

- Give students an indication of how much class time they have to work on their reports.
- Remind them to use the tips from the **HOW TO** box when they are presenting statistical information.
- Stress the importance of editing and checking their work. (See Teaching Tips, *Check your writing*, page 30.)

SHARE AND REVIEW

7

- Ask students to swap their report with a partner and to give each other some feedback.
- Write some suggested phrases on the board to help students give feedback and encourage them to be positive, eg:

I like the way you ...

Your report was really ...

The statistics you used were ...

I think the people reading your report will ...

What did you mean here, where you wrote ... ?

Extra activity

Ask students to write a short note from the town council imagining that they have received their partner's report. Ask them to thank their partner for the report and indicate the probable outcome.

Homework

Ask students to choose one of the following topics and to think about the attitudes of their classmates to the topic: *social networking sites, sport, healthy eating, music, politics*.

Ask them to write five sentences presenting statistical information (real, invented or guessed at) to illustrate their ideas. Remind them to use the expressions in the **HOW TO** box. Give them some examples, eg

Topic: Television

The vast majority of my classmates have more than one television at home.

Approximately a quarter have a television in their bedroom.

Less than 50% watch the news on television.

80% of students watch television for at least one hour every day.

One in five people prefer documentaries to comedy shows.

At the start of the next lesson, ask students to read out their sentences in small groups and debate if they think the statistics are correct or not.

VOCABULARY Names

1

- Refer students to the title of the text and logo of Nebraska Naming Services and ask them what services they think this company might offer.
- Ask them to read the text to find out about the company and to complete it with the words and phrases in the box.
- Point out that there are two words or phrases they will not need to use.
- Nominate different students to give you the answers and elicit the meaning of the two words not used (*title, initials*).

ANSWERS

1 nickname / stage name 2 stage name / nickname
 3 household name 4 pseudonym 5 alias / assumed name
 6 assumed name / alias 7 maiden name 8 brand name
 9 domain name 10 username

Word families

2

- Remind students of the way word families can be built by eliciting how the verb *appear* can be made into a noun (*appearance*) or an adjective (*apparent*).
- Give them a couple of minutes to review the different suffixes that can be used, on page 10.
- Ask them to complete the text about NNS's Name Training Courses with the correct form of the words in brackets.
- Write the answers on the board for students to check their work.
- Ask students if they agree that '*remembering names is the most important key to success*' and suggest that they discuss some of the techniques that might be taught on the NNS course.

ANSWERS

1 imaginative 2 forgetful 3 exaggeration
 4 improvement 5 success 6 strengthen 7 meaningful
 8 training 9 practical 10 memorise

Extra Resources

Go to the Teacher's Resource Centre at www.macmillanbeyond.com for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video worksheets and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- life skills lessons, with full teacher's notes
- Speaking Database materials
- the *Beyond B2* wordlist
- Test Generator for generating/editing grammar and vocabulary tests for Unit 1
- downloadable PDF and Word tests for Unit 1 (all skills)
- tips for using the Grammar Database
- extra reading materials
- and more!

Go to the Workbook pages 4–15 for further practice material.

GRAMMAR Present tenses review

3

- Nominate a student to read out the title of the text and check the meaning of *founder* (a person who starts something like a business, or other type of organisation).
- Explain the task and make sure students understand that they can choose the simple or continuous forms of either the present or present perfect tenses.
- Invite two students to read out the interview and check the answers.

Fast finishers

Give fast finishers a clue to begin checking their work. For example, tell them there are two examples of the present simple, two of the present continuous, two of the present perfect simple and one of the present perfect continuous.

ANSWERS

1 has NNS been 2 've been inventing 3 needs 4 are
 5 are having 6 've come 7 are becoming

Articles and other determiners

4

- Check the meaning of *testimonials* (comments from satisfied customers).
- Ask students to read the two testimonials quickly, ignoring the gaps and say which one refers to NNS's basic service and which one refers to its training courses.
- Have them complete the texts using the words in the box and remind them that in some cases the gap will not need a word, in which case they should write a dash (-).
- Ask students to compare their answers in pairs and explain their choices if they have different answers.
- Write the answers on the board for students to check their work.

ANSWERS

1 every 2 neither 3 both 4 - 5 - 6 The
 7 a 8 All