

## Unit 1 &gt;&gt;&gt; What's in a name?

**Aim:** To introduce students to the relevance of names and naming and the strength names can have.

## 1

- Put students in pairs to address the initial discussion questions. Give them about four minutes to put together their answers.
- Go round the class checking students' progress. When they have finished, involve the class in a short discussion so students can share their ideas.
- Ask students if they have heard any interesting information about people's names. Invite different students to share their answers in open class.
- Before inviting students comments, if the class situation allows, break the ice by talking about your own name.

## 2

- Refer students to the pre-reading question. Ask students to read through the texts quite quickly.
- Answer the question in open class.

**Answer**

Text A: 'bad smell'

## 3

- Ask students to read the text in more detail and to attempt to answer the comprehension questions individually.
- Go round giving students guidance where needed and helping. Then ask students to compare their answers.
- Ask different students to share their answers in open class.

**Answers**

- 1 She changed it from Mei to May because the spelling is easier.
- 2 In China, parents give their unborn child an ugly name to keep evil spirits away.
- 3 It means 'splendid thing'.
- 4 It is an Anglicised name for Ceilão, which was the Portuguese name for the island from 1550.
- 5 Because people think the name Ceylon Tea means quality tea.
- 6 Because the two families hate each other.
- 7 Because she doesn't believe people are defined by their names.

## 4

- Put students in pairs to answer the post-reading questions and to take notes.
- Go round the class giving students guidance where needed and helping.
- Hold a short class discussion, asking students to tell you about the different aspects of their own country. Prompt students by asking questions, eg *When are most children named? Are they given any special names? What does the name of your country mean? Has it always been called that? What do people associate with your country? Who are important 'names' in your country?*

## 5

- Ask students to look at the writing task and think about what they would like to write about.
- Give students five minutes to make some notes then ask them to write the email. They can do this either in class or for homework.

**Homework**

As a follow-up to the class discussion in Exercise 4, ask them to think of the boys and girls names in their country that they really like and look on the internet to find out what the names mean. They should bring their name choices and meanings to the next lesson.