

Unit 1 >>> What's in a name?

1a

- Students have already watched the video once in class (Student's Book Exercise 8, page 7). In this exercise students may remember some details about the speakers.
- Point to the information on the page and explain they are going to match the details about the different types of names.
- Play the video for the students to listen only without looking at the images and pause after each person to allow them time to match the information. If necessary, show the video script for students to check their answers.
- Check the answers with the class by matching the information on the left with the words on the right.

Answers

1 d 2 b 3 c 4 e 5 a

b

- Put the students into pairs and ask them to read the sentences.
- Ask them to listen to the video one more time, and tell them they will hear the people speaking in the same order as questions 1–5.
- In pairs the students discuss their answers. Walk around and listen to students' ideas as they work.
- Review the answers with the whole class, by asking some pairs to share their ideas.
- Allow them to watch the video with the images and see how well they guessed.

Suggested answers

- 1 Yes, because she has a female tone of voice.
- 2 No, he doesn't. He sounds middle-aged or younger.
- 3 Yes, because he sounds young, and talks confidently.
- 4 No, she sounds older.
- 5 Yes, he might.

2

- Invite students to write the main points of what each person says. Review the type of name that each person spoke about.
- Use the first name as an example. Play the first part of the video of Shamaia speaking. Review the main ideas and ask the students to make notes.
- Repeat the procedure with the four remaining characters, pausing each time to allow the students to make notes.
- Ask the students to compare their notes with a partner and make any changes they want to make. Walk around and check they have written the answers correctly.
- Review the answers orally with the whole class.

Answers

Ayanna: means beautiful flower in Swahili, was her great grandmother's name, has been passed down from generation to generation, was going to be her first name but is her middle name

Beyond: the book is called *Beyond* because of a sign the authors saw at Frankfurt airport when they were travelling

Kirky: is a nickname that comes from his surname Kirk, which means *church*

Mango: is a bird's name, because it rhymed with the name of the other bird Tango, and because the bird is orange

Studio 8: because they are a production studio and 8 because that's the number of the building where they are located

Extra activity

Divide the class into small groups. Allow them two or three minutes to brainstorm as many company or brand names as possible that people use in everyday life (Starbucks, McDonalds, Nike, Apple, Microsoft, Abercrombie and Fitch, etc). Review the ideas with the whole class. Ask each group to choose one or two names and to discuss what they know about their origins and meanings.

3a

- The students can do this task individually or in pairs. Read the four options out loud and ask the students to choose one to research and write about.
- Ask them to write notes similar to those in Exercise 2 about the option they chose.

b

- Ask students to use their notes to write a descriptive paragraph about the information.
- Walk around and help the students, providing error correction as necessary.

c

- Divide the students into small groups and ask them to take turns reading their paragraphs without saying which category they refer to.
- Students guess the categories the different paragraphs refer to. Walk around and listen. Write some ideas on the board to go over with the class at the end of the activity.

Extension

As an extra activity or for homework ask the students to record video or audio interviews with one another about their own first names, nicknames or surnames, or the names of their pets, family, etc.