

3 | WHAT'S IN A NAME?

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 <i>name</i>

Student's Book page 30–31

READING

- 1 As a warm-up/lead-in to the topic, ask students to work with a partner and list as many logos as they can see on clothes, bags, phones, etc in one minute. Award one point for each logo listed. Alternatively, do an internet search for a brand logo quiz and display a variety of brand logos (with names removed!) for students to identify. Books open. Focus attention on the photos and ask students to talk in pairs about the products they associate with each of the brands and to come up with two more international brands. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed. Nominate students to share their ideas during whole-class feedback.

Answers

1 Jaguar makes cars; Pret a Manger is a coffee and sandwich chain restaurant; Swatch makes watches; WhatsApp is an instant messaging app for smartphones.

- 2 **SPEAKING** Ask pairs to come up with three reasons why brand names are important, for example, they say something about the brand. If your students struggle to think of ideas, you could broaden out the discussion to why brands are important. During feedback, write some of their ideas on the board.

Optional extension

Students read the article quickly to see which of the ideas they came up with in Exercise 2 are mentioned.

- 3 Tell students they are going to read a blog entry about brands. Set a three-minute time limit to encourage them to read quickly and focus on the question rather than on trying to understand every word. Check students have understood the task by asking: *Are you going to read quickly or slowly?* (quickly); *What are you looking for?* (brand names); *Any brand names or the brand names from page 30?* (the brand names from page 30). Allow students to compare answers with a partner before a whole-class check.

Answer

Jaguar, Pret A Manger, WhatsApp

- 4 **▶ 1.18** Before playing the recording, ask students to try to answer as many of the questions as they can without looking back at the text. Play the audio while students re-read the blog entry and check/expand on their answers. Students compare answers in pairs before whole-class feedback.

Suggested Answers

- 1 Companies think a lot about a brand name because it's what distinguishes their product from all the others, and it's difficult to change one so it's important that they get it right the first time.
- 2 A good brand name is unique, memorable and easy to understand. It should create an emotional connection with the people who buy it.
- 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 is based on the English expression 'What's up?').
- 4 Nova was a bad name for a car in Spain because in Spanish, 'no va' means 'it doesn't go'.
- 5 Some teenagers choose to buy more expensive products because they want to have something with the right brand or logo.

BACKGROUND INFORMATION

Swatch is a Swiss watch company founded in 1981. 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 set up in 1922. It is now part of Jaguar Land Rover and produces expensive models such as the XE and the F type.

Despite its French name, **Pret a Manger**, the sandwich company 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.

WhatsApp Messenger is an instant messaging application for smartphones. It allows users to send text, video, images and audio. The WhatsApp Company was set up in 2009 in California and employs just 55 people. It was sold to Facebook in 2014 for around US\$20 billion. By the end of 2014, there were more than 600 million active users of WhatsApp.

TRAIN TO THINK

Identifying the main topic of a paragraph

- 5 Ask students to read the information and clarify the importance of the opening or first line of a paragraph in informing the reader what will follow. 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. Students look at paragraphs 3 and 4 and decide on the topic of each paragraph. Allow them to compare answers with a partner. To support them in this key stage, write these prompts on the board: *Why did you put ... ? I put ... because it says ...* Monitor and encourage students to use the prompts and to challenge each other. During feedback, ask students to justify their answers.

Answers

Paragraph 3 = D; Paragraph 4 = B

SPEAKING

Monitor and provide support – answer questions, input any unfamiliar vocabulary – but do not interrupt to correct errors unless they hinder comprehension. The focus is on developing students' fluency. 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.

Optional extension

Before the lesson, write these anagrams on the IWB. If you're not using an IWB, prepare a handout. (Answers appear in italics alongside the anagrams.)

- 1 gtrtea *target*
- 2 blrmeeao *memorable*
- 3 equuun *unique*
- 4 sssbunie *business*
- 5 laneimoot *emotional*
- 6 nishisseugditi *distinguished*
- 7 vrmdnaesttesi *advertisement*
- 8 fctmunarreau *manufacturer*
- 9 rmnscoeus *consumers*
- 10 srpreeus *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 as quickly as possible. Also tell students that all the words appear in the blog entry about brands. Ask groups to choose one student to be secretary or nominate one yourself. This student only should write the brand names. You could choose one of the weaker students to do this as this will ensure that they're involved. Display the anagrams. Groups race to get the answers!

Student's Book page 32–33

GRAMMAR

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

- 1 Students complete the sentences in pairs before referring back to the article on page 31 to check.

Answers

- 1 must 2 have to 3 ought to 4 don't have to
5 do ... have to 6 shouldn't

Ask pairs to complete the rule, then nominate students to call out the answers in open class.

Rule

- 1 have to, must 2 don't/doesn't have to
3 should, ought to 4 shouldn't

LANGUAGE NOTE

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 tells me to!) NOT ~~*I must do my homework.*~~

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)

- 2 Ensuring students are clear on context first will help them decide on the correct form. To do this, set them a gist question for their first read. Ask students to read the dialogue and – ignoring the spaces – answer these questions: *Why does Mandy want a new phone?* (Everyone at school has the latest phone.); *Does her Mum think it's a good idea?* (no); *Why not?* (She thinks the phone Mandy has now is fine.) Perhaps write the questions on the board as a reminder. Check answers in open class. Students read again to complete the conversation with the correct form of *have to*. Students compare and agree on their answers with a partner before a whole-class check.

Answers

- 1 have to 2 don't have to 3 has to 4 do ... have to
5 have to 6 don't have to

- 3 If you're short on time, set this exercise for homework. Even if you decide to do this, first ask students to read the dialogue and answer these questions, which you might want to write on the board: *What's good about the new café?* (The cakes are delicious.); *What's not so good?* (It's a bit expensive and it has a bad name.); *What do they decide to do at the end of the conversation?* (go to the cinema). Do number 1 in open class. Establish that all forms are possible but meaning will change depending on the form chosen. Elicit that *must* and *have to* indicate stronger recommendation than *should* and *ought to*. Allow students to work in pairs. Monitor and prompt students to consider all possibilities and to discuss meaning of the different forms. During feedback, ask students to explain their choice of answer.

Answers

- 1 should / ought to / must / have to 2 shouldn't
3 have to / must / should / ought to 4 don't have to
5 should / ought to 6 should / ought to / has to
7 should / ought to 8 have to / must / should / ought to
9 don't have to 10 have to / must / should / ought to

Fast finishers

Ask students to think about which forms *cannot* be used, if any, in each space and why. If fast finishers are sitting together, ask them to discuss this in pairs.

Workbook page 28 and page 123



Be aware of common errors related to *have to* vs. *had to* and *don't have to* vs. *mustn't, go to*. Get it right on Student's Book page 123.

VOCABULARY

Making and selling

- 1 Do number 1 in open class to get students started. Students can continue the exercise in pairs. Following whole-class feedback, check pronunciation. You may like to write the words on the board, and elicit and mark stressed syllables (underlined below).

Answers

- 1 products 2 consumers 3 brand 4 chain
5 advertisement 6 logo 7 image 8 manufacturer

Fast finishers

Students look at sentences 1, 3, 4, 5 and 7 and think of a suitable product or brand for each one.

- 2 **SPEAKING** Students work individually to complete the exercise. This gives students some thinking time before they discuss in pairs or groups. Ask pairs/groups: *How similar were your answers?* During feedback, nominate pairs to share their ideas in open class. To extend this activity into a group discussion about advertising, write these questions 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?
Which types of brands spend the most money on advertising?*

Optional extension

Ask students to think of their favourite television advertisements. If appropriate, do an internet video search and watch some of them on the IWB. Hold a class vote to decide which is the best one and ask students: *What makes a good advertisement? If you like the advertisement, does it make you want to buy the product?*

Optional extension

Students close their books and write down as many words from Exercise 1 as they can remember. Students then open their books to check. Ask: *Who remembered all eight?*

Workbook page 30

LISTENING

- 1 1.19 Books closed. As a warm-up and to introduce the topic of remembering names, write on the board: *names; dates; faces; numbers.*

Write these questions on the board and ask students to discuss them with a partner before nominating pairs to report back to the class on their discussions:

Which of the four things do you find easiest to remember?

Which do you find hardest to remember?

Tell your partner about a time when you couldn't remember a name. How did you feel?

Tell your partner about a time when you forgot an important date, e.g. someone's birthday.

What techniques do you use to help you remember numbers or names?

Books open. Tell students they are going to listen to a conversation between a teacher, Mrs Jenkins, and a student, Paul. 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. Play the audio. Allow students to compare answers in pairs before you check answers in open class, encouraging students to explain their choice.


Answer

A

Audio Script Track 1.19

- Paul Excuse me, Mrs Jenkins.
Mrs Jenkins Yes, Paul, what is it?
Paul Can I ask you something?
Mrs Jenkins Sure.
Paul Well, we've just had our second lesson with you, right?
Mrs Jenkins Yes, that's right.
Paul Well, I was wondering ... I mean, you already know the name of everyone in the class.
Mrs Jenkins Yes, I think so.
Paul But there are twenty-six of us. I mean, how come you can remember all our names already?
Mrs Jenkins Oh, well, it isn't really that difficult, you know, and I think it's important. I should learn your names as fast as possible, I think. I'm the teacher, and we're going to work together a lot, aren't we?
Paul Yes, but I mean, I'm terrible at remembering names. When I meet someone I forget their name almost immediately. I can't remember names at all.
Mrs Jenkins Ah well, there you are, you see. If you think you can't do something, then you're right!
Paul Sorry?

Mrs Jenkins	Oh, it's just an old saying: 'If you think you can do something, or if you think you can't do something, you're right.'
Paul	Oh, I see.
Mrs Jenkins	Anyway, learning names isn't so hard. But you have to want to do it, and you have to concentrate. I mean, the first time I teach a class, I think a lot about names and remembering them – I concentrate on that. And there are little things you can do.
Paul	Like what?
Mrs Jenkins	Well, OK, if I tell you my name – you know, I say 'I'm Maria Jenkins' – then you should do something like, you say 'Hello, Maria' or 'OK, yes, Maria Jenkins'. You know, if you say the name of the person straight away, then it helps you remember.
Paul	Yeah, I see.
Mrs Jenkins	And you can do things like, you can make an association. I do that a lot. I think 'Do I know other people with that name?' or 'Does the name rhyme with something?'
Paul	Rhyme?
Mrs Jenkins	Yes, well, you're an example, actually. I mean, you're quite tall, right?
Paul	Uh huh.
Mrs Jenkins	So yesterday, when you said your name, I thought 'Tall Paul'. It helps. I mean, you can't always do it, but sometimes you can.
Paul	Oh, right.
Mrs Jenkins	In the end, it's practice. I do it a lot, so I get better at remembering names. I don't like it if someone forgets my name, so I really should remember theirs.
Paul	But you don't always remember, do you?
Mrs Jenkins	No, of course not. Sometimes there's someone whose name I just can't remember. And then I say to myself, 'I really must remember her name next time.'
Paul	Yes, that's right. Well, ...
Mrs Jenkins	Look, I'd better go now, I've got another class in five minutes. And you'd better not be late for your next class, either.
Paul	Oh, yes, of course. Sorry.
Mrs Jenkins	No problem, Peter.
Paul	No, Miss, sorry, but my name's ...
Mrs Jenkins	I'm joking, Paul. Bye! See you in class tomorrow.

- 2  1.19 Ask students to read the questions and underline key information they will need to listen for. Students could try to answer the questions from memory before you play the audio a second time. After listening, let them compare answers with a partner, prompting them to justify their choices, before listening to the audio a third time if necessary. During feedback, ask students to explain their answers.

Answers

1 F She's taught them twice. 2 T 3 T 4 T 5 F She remembers his name because he's tall and that rhymes with Paul. 6 F Sometimes there's someone whose name she just can't remember.

Optional extension

A fun activity on the topic of memory: Write these names and numbers on the IWB (with the text button turned on) and give students two minutes to remember them. When the time is up, select all names and numbers and change font colour to white so that they disappear. Give students two minutes to write down all the names and numbers they can remember. Change the font colour back to black and see who has the best memory! If you're not using an IWB, prepare a handout with the information. Ask students to turn it over after two minutes, write down all the names and numbers they remember, and then turn the sheet back over to check. Ask students to reflect on and share with the class any strategies they used to help them remember the information.

Names: Eric Bloom; Donald Rose; Jon Anderson; Philip Goddard; Sally Jones; Mary Stevens; Andy Gray
Numbers: 94; 77; 321; 476; 81; 1098; 116

GRAMMAR

had better (not)

- 1 Books open. Look at the two sentences from the audio and ask students to work with a partner to complete them. You could either play the audio again for students to check their answers or project the Audio Script onto the IWB.

Answers

1 'd better 2 'd better not

Give students a minute to think about the rule before eliciting answers in open class. Encourage students to refer back to the sentences in Exercise 1.

Rule

1 don't do 2 do

Additional support

To clarify 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!

Ask students to complete the sentences, perhaps eliciting context first. 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*. Students may also struggle with form, producing utterances such as: **you would better tell him*; or **you hadn't better forget*. Point out that we use subject + *had better* + base form of the verb.

- 2 Students work with a partner to complete the exercise. Following whole-class feedback, ask students to continue the *had better* clause of each sentence with an *or*-clause to help clarify usage. Do number 1 yourself to demonstrate: *You had better run or you'll miss the bus*. Students should continue in pairs. This could be a speaking or writing activity but if speaking, while monitoring, encourage students to contract *had* in their answers so that they sound more natural.

Answers

- 1 had ('d) better 2 had ('d) better not 3 had ('d) better
4 had ('d) better 5 had ('d) better not

Workbook page 29 and page 123

FUNCTIONS

Giving advice

- 1 1.20 Students work in pairs to order the two dialogues. Play the audio for them to check. To check understanding of the context, ask students: *Why is Joe worried?* (He's forgotten how to pronounce a name.); *Why is Bob's sister angry with him?* (He wrote the wrong name in his nephew's birthday card.) You could extend this activity by getting students to role play the conversations.

Answers

- 1 - 3,1,5,4,2 2 - 3,5,1,2,4

- 2 In pairs, students create dialogues. As the focus is on fluency, avoid correcting mistakes while monitoring. Instead, write common errors on the board, ensuring anonymity. Once students have had time to write and practise their conversations, invite volunteers to perform them in front of the class. To give them a reason to listen, ask the rest of the class to write down any examples of *had better* that they hear in the dialogues. Finally, ask students to correct errors written on the board as part of whole-class feedback.

Optional extension

For further practice, write these situations 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 iphone.

Ask students to work in pairs and think of responses to situations 1–4. Each response should include *had better*. For feedback, switch pairs and ask students to say their response for their new partner to guess the situations it refers to.

THINK SELF-ESTEEM

People and their names

- 1 Check/clarify: *feel sorry for* (to sympathise or feel pity for someone when something bad happens to them). Working individually, students complete the questionnaire. Allow three minutes for them to note down examples to explain their choices.
- 2 **SPEAKING** Students compare answers to Exercise 1 in order to establish which statements they agree on. Monitor and ensure all students are participating in the discussion by prompting less confident students to speak (and more confident students to elicit their opinions). As this is a fluency practice activity, do not interrupt the conversations to correct errors unless these impede comprehension. Nominate one or two groups to share their ideas in open class.

Optional extension

Divide the class into groups of 8–10. Tell students they have to choose a new name for themselves which they think suits their personality. Give a small piece of paper to every student in the group and ask them to write their new name on the paper without showing anybody. Ask students to fold the paper in half and nominate one student in each group to collect all the pieces of paper in a box. Students pick a name from the box and read it out. The rest of the group have to guess who the name suits best. Finally, students discuss why they chose their new name.

Student's Book page 34–35

READING

- 1 A recording of this text is available with your digital resources. Books closed. In open class, brainstorm the best/worst/funniest/strangest names students have heard. Do they mention any of the names from Exercise 1? Students discuss the questions in small groups. If students have access to the Internet, give them some time to research the three people. Do brief whole-class feedback on this.

Suggested Answer

- 2 They all have famous parents/strange names.
- 2 Check/clarify: *Hula* (a Hawaiian dance); and *bus shelter* (a place to keep dry when you are waiting for a bus). Ask students to make predictions in pairs. Conduct brief feedback to get a steer on the predictions of the class as a whole and record them on the board but do not give away answers at this stage.
- 3 Students skim read the article to check their predictions. Suggest that they find the eight names and then read around them to answer the questions. Tell them it is not necessary to read every word. Set a time limit of three minutes and ask them to close their books when the time is up. The time limit should incentivise students to read quickly and focus on the task. Students compare answers in pairs before a whole-class check.

Answers

- 1 not allowed 2 not allowed 3 allowed 4 allowed
5 not allowed 6 not allowed 7 not allowed
8 not allowed
- 4 First ask students to try to answer the questions in pairs and then read the article to check. Encourage them to underline the parts of the text that helped them find the answers. Ask students to check answers in pairs. During open class feedback, ask students to refer to the text they underlined in order to justify their answers.

Suggested Answers

1 We often hear about the unusual names that famous people give their children. 2 The New Zealand judge didn't allow some names because they made the child look silly. 3 Mariléia dos Santos decided to call herself Michael Jackson. 4 She became famous for being one of the best female footballers in the world. 5 David Carradine called his son Free because he wanted him to feel free to do anything (even to change his name).

- 5 **SPEAKING** Give students a couple of minutes to decide to what extent they agree or disagree with each of the statements. Ask them to make notes on the reasons for their choices. Monitor and help with vocabulary if required.
- 6 **SPEAKING** Put students into small groups for them to compare answers. Monitor and make sure students are speaking in English and that all students are getting a chance to give their opinion. You might like to direct some questions to quieter students to get them involved or you could encourage students to do this by inputting stems for inviting opinions, such as *What do you think? Do you agree?* Close with a whole-class discussion on the statements.

Optional extension

Students might enjoy inventing unusual names for celebrity children. Divide the class into pairs or small groups. Ask them to think of two famous people (they don't have to be in a relationship) and imagine that they have a child. Students think of a name for the child – this could be related to their professions but doesn't need to be – students could invent a story to go with the name. Examples could be a footballer's son called Goal or a singer's daughter called Microphone. A story could be that two people met under a palm tree so they called their son Coconut! During feedback, listen to their ideas and hold a class vote to decide on the best name.

BACKGROUND INFORMATION

Apple Martin (born 2004) is the daughter of Coldplay vocalist Chris Martin and actor Gwyneth Paltrow.

Brooklyn Beckham (born 1999) is the first son of footballer David Beckham and designer Victoria Beckham. He was named after Brooklyn in New York.

Moon Unit Zappa (born 1967) is the daughter of American musician Frank Zappa. His other children are Dweezil, Ahmet and Diva.

Jay-Z is the stage name of Shawn Carter (born 1969), an American rapper, record producer and entrepreneur. He has sold over 100 million records (including Reasonable Doubt and The Black Album) and is said to be worth US\$520 million. He is married to singer Beyoncé Knowles. Their daughter's name is Blue Ivy.

Lady Gaga is the stage name of Stefani Germanotta (born 1986) an American singer. She has sold 27 million albums and 125 million singles including Bad Romance. She is famous for wearing extravagant clothing including a dress made of bacon!

David Carradine (1936–2009) was an American actor and martial artist, most famous for his starring role in the Kung Fu television series which ran from 1972 to 1975.

GRAMMAR

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

- 1 Focus students on sentences 1–4 and ask them to work with a partner to complete them before checking in the article/audio script. (Sentence 1 is from the listening on page 33. If you have an IWB, you could display the audio script on the board. Sentences 2–4 are from the article on page 34.)

Answers

1 Can 2 can't 3 can 4 mustn't

Students complete the gaps, referring to the sentences in Exercise 1 to help them. During feedback, ask them to state the sentence that corresponds to each rule. Give further examples of your own if necessary.

Rule

1 can 2 can't; mustn't

LANGUAGE NOTE

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, because there is a rule against it.* We use *mustn't* when the speaker is setting the rule, for example, *You mustn't eat so many sweets* – because the speaker says.

We often use *can* in questions to ask if something is permitted. For example: *Can I go to the party at Matt's house on Saturday?* However, *must* is rarely used in the question form so instead of saying; *Must I help with the washing-up?* we would say, *Do I have to help with the washing-up?*

- 2 Students complete the sentences and match them to the pictures in pairs. 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.*

Answers

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

- 3 Before they begin, make sure students are aware that they can use any of the modal verbs covered in the unit to answer the questions. Elicit these (*can, must, have to, should, ought to*). Ask students to complete the exercise individually before comparing with a partner. Remind them that there may be more than one possible answer. Check answers in open class and refer to the rules as necessary.

Answers

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?

Fast finishers

Ask students to write down some of the rules they have in their house, for example, *I can't use my phone at the dinner table.*

Optional extension

Write *class rules* on the board. Ask students to work in pairs and discuss what the class rules are. In open class, listen to some of their ideas 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; we must do our homework on time*. If you do not have any class rules, you should have some! They are always more successful if they are written in collaboration with the students, as they give students a feeling of involvement in their own learning. Writing their own rules should also mean students are more likely to stick to them. Take this opportunity to get your students to work together in groups to write a set of rules and display them on the classroom wall. You could get them to include rules for the teacher (e.g. *Teachers should make classes fun*). You could even ask students to sign the bottom of the rule sheet. This can be referred to in future lessons if students break the rules (*You agreed...*) You could also refer to the rules at a later date and ask students if they would like to change any of them.

Workbook page 29 and page 123

VOCABULARY

Expressions with name

- 1 Ask students to cover the definitions (a–h) and to work with a partner to try to deduce meaning from context. If you're using an IWB, do this as a heads-up activity with books closed, zooming in on sentences 1–8. When students have discussed the meanings of all of the phrases, ask them to uncover the definitions and match them to the expressions. During feedback, ask these concept-check questions which refer to each of sentences 1–8 respectively:

- 1 *Is Tony Hawks famous for skateboarding or not famous?* (famous).
- 2 *If you call someone names, do you call them nice names or horrible names?* (horrible).
- 3 *Did Jay-Z change his name?* (yes).
- 4 *saxophone, guitar, drums, you name it, I ...* (play it).
- 5 *Has this person forgotten someone's name?* (yes).
- 6 *Do these people know when they are going to get married?* (no).
- 7 *Does this person have to do exams for university entry?* (yes).
- 8 *Is he famous?* (yes); *Why?* (He's an actor.)

Answers

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

- 2 If you're short on time, set this exercise for homework. Otherwise, ask students to complete the exercise in pairs then check answers in open class.

Answers

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

Fast finishers


Ask students to write sentences similar to 1, 3 and 8 using *a big name, a stage name* and *made a name for himself/herself*.

PRONUNCIATION

For practice of strong and weak forms: /ɒv/and /əv/ go to Student's Book page 120.

Student's Book page 36–37

FICTION


- 1  1.23 Books closed. Tell students they are going to read part of a story called *Wild Country*. If you're using an IWB, project the images from the page onto the board and ask students to use these to help them make predictions on what the story is about. Listen to their ideas in open class, but do not comment at this stage. Write on the board:

The three characters in the story are two young tour leaders, Tess and Grant. Tess's father is the manager of the tour company.

Ask students to make further predictions about what happens in the story. Allow two or three minutes for this, then elicit their ideas in open class, inviting reactions from different students. Books open. Play the audio while students read and listen to the first part of the extract. Allow them to compare answers with a partner before a whole-class check.

Answers

1 Tess Marriot. 2 Her name is used to mean doing something wrong, because she's always making mistakes.

- 2  1.24 Ask students to read sentences 1–5 and underline key words. Play the audio while students read, listen and complete the exercise. Encourage them to underline the parts of the extract which helped them find the answers. After the audio has finished, give students a minute or two to make any final adjustments to their answers before they compare with a partner. During feedback, ask students to refer to the text to explain their answers.

Answers

1 T 2 F She's fed up. 3 T 4 F She doesn't like him. She feels he was laughing at her. 5 F Grant had already found the group.

Optional extension

Write these questions on the board:

*What kind of a person is Tess?
Do you like her? Why (not)?
What does Grant think of her? Why?
What kind of a person is Grant?*

Ask students to discuss the questions in small groups, before eliciting their ideas in open class. Next, ask groups to guess what happens next in the story. Encourage them to be imaginative. They could introduce new characters, some sort of crime, a disaster or anything they like. Make sure each student makes notes, and then regroup students for each student to tell their story to their new group.

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Optional extension

To review narrative tenses, ask students which three past tenses are used in the extract. Elicit past simple, past continuous and past perfect. In open class, elicit the rules for the usage of all three tenses, referring to the grammar rules in units 1 and 2 if necessary. Tell students they are going to do a reading race. Write on the board:

Read the extract and find...

9 irregular past tenses

9 examples of the past perfect

2 examples of the past continuous

Instruct students to find the items as quickly as possible. Go!

- 3 **SPEAKING** Put students in small groups to discuss the questions. Ask each group to choose a secretary to make notes on the group's answers. Monitor, but as the focus is on fluency, avoid correcting mistakes. Instead, make a note of common errors – and also nice examples of language use – and write them up on the board, ensuring anonymity, for students to correct as part of whole-class feedback. Praise students who contributed nice language and also those who attempted to develop their ideas in English.

WRITING**A reply to a letter asking for advice**

- 1 As a lead-in to this activity, ask students: *Do you ever read problem pages in magazines? What sort of problems do you read about?* Students read the letter and the reply and answer the questions. Students compare answers with a partner before a whole-class check.

Suggested Answers

1 Alan's problem is that the boy next door, his only friend since he moved town, calls other kids names and makes horrible comments and Alan doesn't want to be a part of this. 2 Susannah suggests that Alan asks himself if he thinks he could be friends with the boy if his behaviour was better.

- 2 Ask students to work individually to complete the sentences. During feedback, take the opportunity to review the use of modal verbs.

Mixed-ability

Weaker students refer to the letter and reply in order to complete the sentences. Stronger students complete the gaps from memory before checking in the letter and reply.

Answers

1 ought to 2 you'd better 3 should definitely
4 had better 5 it's a good idea

- 3 Ask students to read the reply again and answer the questions. Encourage them to underline key text in the reply as they do this. Check answers.

Answers

1 Paragraph 3 2 Paragraph 1 3 Paragraph 4
4 Paragraph 2

- 4 Students read the second letter and work with a partner to come up with three pieces of advice for Susannah before they start writing. Ask students to write full sentences and perhaps to include a modal verb in each one. Monitor to help with any questions and check students are using modal verbs correctly. Make a note of any mistakes to review with the class before moving on to Exercise 5. You could pair weaker students so that they can write collaboratively.
- 5 This exercise can be set as homework or done as a collaborative writing activity in class with pairs of students working together. Tell students they are going to write a reply to Lara. They should expand on the sentences they wrote in Exercise 4 and follow the same paragraph format as in Exercise 3. Once students have completed their replies, ask them to swap them with another student to check for: **task completion** (Have they included all three pieces of advice from Exercise 4?); **communicative purpose** (Is it interesting and engaging to read?); **language** (Are modal verbs used effectively and correctly?); and **coherence** (Are adverbs of sequence appropriately used? Is it easy to identify and understand the key events of the story?)

Alternatively, collect students' writing for marking. When marking, check for the above points. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to de-motivate learners than to make them try harder next time. Write short feedback for each student, saying first what you liked about the reply, and two or three things they could improve on in the future. Make a note of any persistent errors, then go over these points in class (and bring in extra practice for them).