

UNIT 1 Names

The goals of this first Unit are: 1) to introduce the socio-cultural learning approach (task/project based, student centered, promotion of autonomy, confidence, motivation and positive attitudes); 2) to introduce the structure of each Unit; and 3) to begin the book with a topic relevant to the students at a personal level. In fact the first group of (red) topics (Units 1 to 5) centre on the individual, the second (green) group (Units 6 to 9) are set in the circle closest to him or her, and the remaining two groups of purple (Units 10 to 14) and blue (Units 15 to 18) Units gradually move out to national and international topics.

Page 9

Brainstorming (pairs or groups)

- Teacher (T): Ask students to “read the instructions and do them”.

The rule for the students in every activity is “Read and Do”. Rather than explaining the instructions, the teacher should simply ask students to get started. Those who can comprehend the instructions will perform them. Those who can't will either learn from those who can, or ask for help. This is an opportunity for the teacher to give attention to individual (pairs of) students by helping them work out what the words mean.

This is an individual activity, setting the learning schema. However, it need not take much time. For example, students could think about these questions while the roll is being called. The most important thing is for students to talk to each other about their names.

While they are doing this, the teacher can monitor, observe and identify the fluency level of the students.

Task 1 (Pairs)

- Students pair up and read the instructions.
- They talk about the names and discuss their thoughts about the popularity rankings.
- Then they write their own rankings in the empty columns.

The table shows the top 5 baby boys' and baby girls' names in the USA, the UK, and Korea, in 2015. Some of the rankings have been entered in the table. E.g. Olivia is the most popular baby girl's name in the USA - ①.

The answers are in the back of the book, which students can check in their own time. Therefore the teacher need not spend time on eliciting the answers.

The box below the table describes the meanings of some of the names in the table. This topic will be taken up in the reading passage. As students finish Task 1, teachers can draw their attention to these meanings, in preparation for Task 2.

Task 2 (Whole class activity)

- Students read the instructions and do them.

This might be difficult at first, since students are generally used to waiting for the teacher to explain the instructions. However, this type of teacher centered approach promotes passive learners. In contrast, students who are going to acquire discussion skills, role-playing skills and debating skills need to be proactive. Teachers can therefore simply say “Let's do Task 2” and allow the students to get started. Once they realize that it is OK to read the instructions and then do the activity, they will become good at this and will begin to actively read the contents of the page. The teacher can help students to get started at first, but this will become less and less necessary.

As the students interview each other, finding names and their meanings (an effective ice-breaker for the first lesson), the teacher can join in, getting to know the students and collecting names in particular from those who appear to need linguistic (proficiency) and affective (confidence, motivation, anxiety) help.

Some useful phrases are given in the student's book on this page. Students should use these phrases as they interview each other. The teacher can also model these phrases to students who need help (pronunciation, fluency). These phrases should be sufficient at this stage.

Page 10

What's in a Name? (pairs or groups)

- Students read the title.
- The teacher (T) plays the audio CD (TRACK 1) and asks students to read the passage silently while they listen to it.
- Now T asks students to read the passage again as a group activity and discuss any vocabulary or idioms that they don't know.
- While they read they match the key words and phrases at the bottom of the page with their definitions. If they know these words, this will be a good review activity. If they don't know the words, this is an opportunity to expand their vocabulary in context.

It is good to ask students to use "Classroom Language" at this point. Some useful phrases when checking vocabulary are:

I don't understand.

What does it mean?

I'm not sure.

Let's look it up.

How do you spell it?

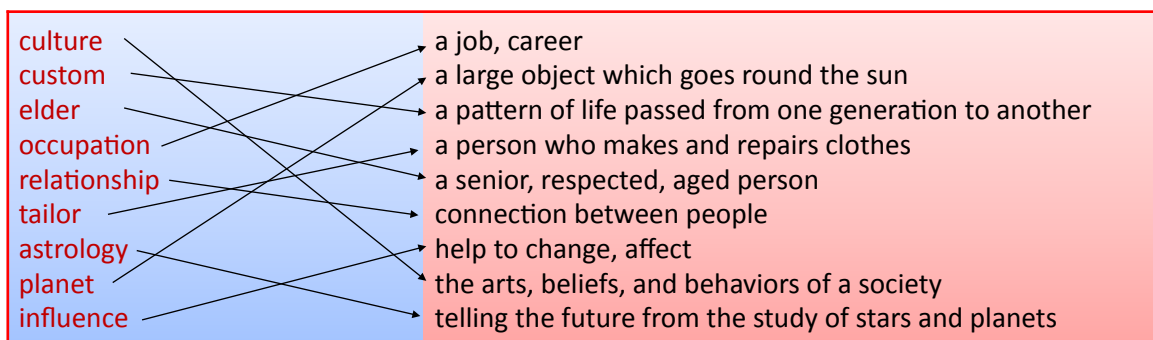
Students can quickly find definitions on their smartphones and they should be encouraged to make use of their phones in this way. The teacher should let students find the vocabulary rather than teaching it to them. There are a number of reasons for this:

1. The teacher is no longer the sole dispenser of information. Everything the students want to know is available on the Internet.
2. Students need to learn how to access this information by themselves.
3. All students have different vocabulary banks. If the teacher decides to teach vocabulary, it will be too easy for some of them, too difficult for some, and just right for a few.
4. If the students learn how to access vocabulary, they will become more self-directed and autonomous.

The teacher should be active during this activity, rather than waiting for students to finish. He/she should sit down with different groups, monitoring, observing, and helping when asked. Students appreciate this close contact with the teacher. It is not necessary to elicit responses or check comprehension at this time. Just be there for the students, so they can ask questions if they want to.

This reading introduces the western zodiac signs, which are also referred to on page 11. Students might want to find out more about this zodiac and horoscopes. This could be an interesting assignment.

Matching (bottom of the page)



Further Reading

The note at the bottom of the page informs students about the extra reading passages and other resources on the online site. The teacher can draw students' attention to this site and suggest that they browse the site in their own time, looking at reading passages, watching videos, listening to audio recordings, and trying out the Activities. Students could even bring in their own reading passages (from this site or elsewhere) and introduce them to their groups. This could be an interesting change from the usual lesson plan.

Page 11

Comprehension Check

(pairs or groups)

- Students read and answer the questions to confirm their comprehension of the reading passage.
- The teacher can check the answers with everyone if wished.
- Or students can talk about them in groups and ask the teacher if they are not sure.
- Or groups can present their answers to the class.

Answers:

1. People in different cultures have their own favourite names.
2. Mongolia is in Asia.
3. American Indian women name their babies after what they saw when the baby was born.
4. Pastukhova means Daughter of the Shepherd.
5. The western Zodiac uses 12 signs based on the stars. The Oriental Zodiac uses 10 animals.
6. People think of the stars when choosing a baby's name because they believe the stars and planets are important influences.
7. This passage describes various ways of giving a name to a baby. It does not claim that any of these are the best. They are methods used in different cultures.

According to the student centered philosophy of the book, students check their own comprehension and engage in the matching exercise as a form of self-assessment. It is important to encourage them to talk to each other when doing these activities.

Once more, this is not a time for elicitation questions. We need to remember that asking one student to answer a question in front of everyone else is very stressful. In addition, we must remember that while one student is being asked a question, the other students are not engaged.

One goal of the book is for all the students to be engaged all the time. Another goal is for them to work at their own pace. The advanced students can go quickly through this sort of activity and the slower students can go slowly. They can all go at their appropriate rate, learning what they need to learn when they need to learn it.

Think for Yourself

This activity encourages creativity. It is an individual activity, though it can be good to get students to about it talk in pairs once they have answered the questions.

Background Information

The background information offers further useful information related to the main topic of each unit. In this Unit, the information is about names in other countries. In addition to being interesting and related to the

main topic, this information can help students prepare for the discussion, the role-play, or the debate. It can also motivate them to find out more information by themselves.

- Students read the information together and talk about it.
- This could be a useful follow-up activity for students who finish the other sections on this page before anyone else.

Page 12

Discussion (groups)

- T: Talk about the **Conversation Strategies** at the bottom of the page.
- T: Explain that the “**asking for information**” strategies can be used when asking someone to clarify something. “**Making sure**” strategies are used when we don’t understand what someone has said, or when we want to check that we have understood.
- T: Also ask the students to look at **page 15**. These phrases are used when we agree or disagree with someone’s opinion. Ask students to use these phrases in the discussion.
- Students should also bring group members into the discussion:

How about you?

What do you think?

Do you agree?

Students (in groups) “read and do”. They work through the questions on the page, using the Conversation Strategies.

It is not necessary for every group to answer all the questions. The important thing is for them to be actively discussing and for everyone to be participating.

During this time the teacher can monitor students and offer help where appropriate.

It can be an idea to ask students to use a conversation strategy every time they ask a question. For example:

“Excuse me. Are you proud of your name?”

“Do you know why people change their names?”

“Can I ask a question? Does your name affect your personality?”

The value of this page lies in the discussion and exchange of ideas. However, if the teacher wants students to present their opinions to the rest of the class, this should be done briefly and in a non-stressful manner, with the teacher giving positive feedback.

Suggested answers:

1. - Yes I am proud of my name. I like my name and it tells me about my character.
- No I am not proud of my name. I don’t think it suits me. May be I will change it later on.
2. - Yes, I think my names affects my personality. People with my name are strong, happy, kind and considerate. I want to be like the meaning of my name.
- No, I don’t think my names affects my personality. I am who I am. My name has nothing to do with it.
3. - Yes, it is OK to westernise my name. I like the sound of my name using the western style. It is also easier for westerners to understand if I use their system.
- No, it is not OK to westernise my name. I am Korean and I am proud of being Korean. Why should I change the way I use my name, just for westerners?
4. - Yes, it is OK to have a western nickname. I like my nickname and it helps me to study English. I feel part of the culture.
- No, it is not OK to have a western nickname. I am studying English, but I am still a Korean. I want to

use English en I do business in Asia, so why should I have a western name? English is a world language.

5. - If I had a son, I would call him
- If I had a daughter, I would call her
- I would choose the name myself, or with my wife/husband.
- I would let my grandparents or parents choose the name.
- I would go to a fortune-teller and let her choose the name, according to the stars.
6. - Yes, I would let my elders choose my child's name. I respect my elders and they have the experience to choose a good name.
- No, I would not let my elders choose my child's name. I respect them, but they are out of touch with today's world. I think I know what will be best for my child.
7. - I think people change their names because they don't like them. Some people are embarrassed by their names. Some people want to choose their name themselves. Some people want to make a stylish name.
- Here are some famous people who changed their names:
 - Norma Jeane Mortenson: Marilyn Monroe
 - Allan Stewart Konigsberg: Woody Allen
 - Carlos Irwin Estévez: Charlie Sheen
 - Gordon Matthew Sumner: Sting
 - David Jones: David Bowie
 - Audrey Hepburn: Audrey Kathleen Ruston
 - Reginald Kenneth Dwight: Elton John
8. - I think astrology is good. I believe that the stars and the planets affect our lives. I believe that the animal of your birth year affects your personality. I like reading horoscopes.
- I think astrology is rubbish. I can't understand why people believe that the stars affect them. People who believe horoscopes are silly. The Zodiac, western or oriental, have nothing to do with our lives.

Page 13

Dialogue (pairs)

- Students get into pairs.
- They read the instructions.
- This will cause them to read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 2 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play (if wished) on the topic of 'names'.
- Finally, they find further information by answering the [Dialogue Quiz](#) questions.

Answers to the [Dialogue Quiz](#):

1. An autobiography is the story of someone's life, written by the actual person. A biography is a story of someone's life, written by a different person.
2. Muhammed Ali's original name was Cassius Clay.
3. He changed his name because he became a Muslim and he wanted to make a new start.
4. Ali wrote in his 1975 autobiography that he threw his gold medal into the Ohio river because he was refused service at a whites-only restaurant. He was given a replacement medal at the 1996 Olympics in Atlanta, where he lit the torch at the start of the games.
5. It was the Ohio river.

6. Boxing is not a peaceful occupation. However, if we think that peace is inside ourselves, then we can be peaceful in whatever we do.

The function of the Dialogue page in each Unit is to explore the main idea through informal speech, thus giving another perspective on the topic.

There are various ways to use the activities on this page:

1. **Dialogue:** Since every book has a CD-Rom, the teacher could ask students to listen to the Dialogue Track at home. This would save time in the class.
2. Students could perform the dialogue to each other in pairs of pairs (pair A performs to pair B, etc.).
3. Students could make their own dialog at home and perform it next class.

The **Dialogue Quiz** on this page asks students to find follow-up information about the ideas in the dialogue. It therefore requires students to access information, probably from the Internet. Putting the right questions into a search engine is a useful problem-solving skill, especially if students are doing this in their 2nd language. google.co.kr is a recommended search engine in this context, as is ask.com, which allows people to write questions instead of keywords.

The **Dialogue Quiz** also encourages students to look beyond the actual words and ask questions about the ideas in the passage - critical thinking. The final question on this page is an 'opinion' question, whereas all the others are factual. Learning the difference between fact and opinion is another important skill in discussion, so the teacher might like to draw attention to Q6 and explain why it is different.

While it would be good if everyone did this activity, it can also be a useful way of engaging students who finish the dialogue (while waiting for the others to finish). One student in a pair could spell out the question and the other could enter it into the search engine. They could then share their answers with the class members in a quiz program format:

Does anyone know the difference between an autobiography and a biography?

Does anyone know Muhammed Ali's original name?

On the other hand, the teacher could write the numbers 1 to 6 on the board, and students could write their answers to the questions on the board as they find them. This would make it unnecessary to check the answers through teacher-elicitation.

Page 14

Let's Make a Role-play! (groups)

- Students read the 'Situation' and then the instructions.
- They choose roles (grandfather, mother, father, daughter) and read the opinion samples.
- The teacher can play the Audio tracks 3 to 6 (CD-Rom) while they do this.
- Then students think about what they will say in the role-play and write their ideas in the mind-map on the next page.
- If it is not possible to have 4 students in every group, 2 or 3 students can choose their roles and make a role-play.

Extra role-play samples:

Grandfather: I believe in the stars and the planets. Astrologers have been studying them for centuries and they have used them to predict important events. We have the lunar calendar, which helps us follow nature and plant crops at the right time. We even have holidays like Sollal and Chuseok, which are based on the lunar calendar. Our ancestors used to celebrate their birthdays by

the lunar calendar. The stars and planets are important influences. We should not ignore them just because of fashion. We must respect nature in every form.

Mother: I can't agree. Our society has relied on old people for too long. Of course I respect old people, but I don't want them to rule my life. I know how my mother was ruled by her elders and that's not going to happen to me. This is my baby and I will choose its name - along with my husband, of course. There are many interesting names these days and some people are choosing baby names based on the Korean language instead of the Chinese language. My baby is being born into a modern world and it will have a modern name. I don't want it to be embarrassed. I don't want it to change its name later on. I want it to like its name and to take its character from its name.

Father: Mother has a point. I know that many people have trendy names these days. However, my child will have a traditional name. I don't care what other people say. My son or daughter should be proud of his or her traditional name. I disagree with all these modern ways of choosing names. What was good enough for my father is good enough for me. I want to choose the baby's name according to traditional methods. This means asking its grandparents to choose a name, or going to an astrologer, who will look at the situations of the stars and planets.

Daughter: I don't think that's a very good idea, dad. You will be forcing your son or daughter to have an old-fashioned name. His or her friends will laugh at the name in school. They will tease him or her. Your child will not like the name and will want to change it as soon as possible. Why do you want to force this problem on your child? We are living in the 21st century. We are in the age of smart technology and the Internet. We need to move with the times.

Sample Role-play:

Grandfather: Why not let the stars and planets decide the baby's name?

Mother: I can't agree. Elders and fortune tellers know about tradition and customs, but they're not up-to-date.

Father: Mother has a point. My father chose my name, so I want to choose my son's name.

Daughter: Well I want to give the baby a wonderful, fashionable name.

Grandfather: There are many things in life that we can't understand, but that doesn't mean they're wrong. I want to ask an astrologer to choose a lucky name, just like my ancestors did.

Mother: I don't agree with you. Older people don't understand how quickly the world is changing. A traditional name can sound old-fashioned now.

Father: You may be right. However, my son will carry on my bloodline, so he needs a traditional name that has been in the family for generations.

Daughter: I don't think that's a very good idea. If it is a girl we can name it after a famous singer. Or if it is a boy, we can name it after a famous footballer or baseball player.

Grandfather: Can I make a suggestion? I want to ask an astrologer to choose a lucky name, just like our ancestors did.

Mother: I don't agree. I want to search the Internet for baby names. I will look at baby sites and find names that are most popular in my country.

Father: I don't like these modern, 'trendy' names. They go out of date very quickly.

Daughter: You have a point, but we are living in the 21st century. We are in the age of smart technology and the Internet. We need to move with the times.

Units 1 to 4 build role-playing skills (creativity, interaction, suggestion, argument, agreeing, etc.). Units 5 to 8 introduce debating skills, building upon the skills learned in Units 1 to 4. After this the Units present role-

playing and debates alternately. These two types of oral performance help each other and become more developed throughout the book.

Mini-dramas of this type are very popular with students and help them to become more fluent, while exploring personal, domestic, and national issues. The role-plays in this book begin in a structured way, offering many ideas to the students, along with hints and useful phrases. As the book progresses they give less information, expecting the students to produce their own ideas and interactions.

If this concept is difficult at first for students, this page can be performed as 'Readers' Theatre'. This means that students read the opinion samples to each other. Then they can try to make simple sentences on the following page.

Page 15

My Mind-map

- Students write their own ideas about the role-play in the boxes.
- They write their preferred boys' names and girls' names.
- The role-play begins.
- Students use the phrases on this page when talking to each other. The teacher could ask students to use one phrase whenever they say something.
- At the end of the role-play students should agree on one boy's name and one girl's name. They write these in the box at the bottom of the page and everyone in the group signs their name.

Whereas the previous activities have been structured, this one requires the students to provide their own ideas and make a role-play. They usually love doing this, but the teacher needs to monitor the level of the students closely. It is vital to let the students speak at their own level. It is also possible that some students will be in a "silent period" as they acquire new language. The teacher needs to distinguish between inability to speak and unwillingness to speak. In both cases careful counseling can take place, probably outside the classroom.

1. The most important thing here is for the students to participate, however difficult it is for them to speak.
2. This is not a time for error-correction.
3. Students should feel free to make mistakes.
4. Everyone should participate equally.
5. Everyone should feel that their contribution is valued.
6. The teacher can monitor and observe.

If the teacher notices persistent errors, these can be mentioned later as (careful, sensitive) feedback (for example, during the activities on the next page). Another method is to make an activity that deals with the error in question and give it to the students in the next lesson.

Page 16

Time to Think! (pairs, groups)

- Students read the three puzzles on this page and try to solve them.
- The answers are in the Answer Section.

This is a time for comprehension and problem-solving. Students might feel that they cannot solve such puzzles in English. However, when they work out the answers, or when they look at the answers in the back of the book, they will have "aha moments" and these will lead to increased efforts to solve the puzzles in the other Units.

Two of these puzzles here are simple riddles and the answers will be obvious once the students find them. They will then go home and tell everyone else (in English?).

The other puzzle requires deduction. Jenny has already been matched with 'Brown'. Once students realize that Sam's family name must be Ball, the other names come quickly.

Reflect and Review

There are no instructions to this self-assessment activity. Students think about their performance in the Unit and fill in the table.

The final row in the table suggests that students might look at the online activities.

There are no correct answers here and it is not necessary to discuss with students about their responses unless they ask for help or counseling.

The important things here are for students to become aware of their learning process, to start setting realistic goals, and to take responsibility for their learning.

Finally, the teacher need not be a manager all the time. It is important to understand the cognitive, affective, social and cultural needs of the students and to be available for counseling.

“Warm-hearted interaction between teachers and learners, ... is, in our opinion, the most essential factor in successful language learning.” (Sano, Takahashi, & Yoneyama)