

They say a name like mine can hold you back in life, but I will never change it

Level 3: Advanced

Article summary: This article discusses the impact of having an unusual name on a person's employment prospects.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Word forms

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking about the negative effects of having a name that is difficult to pronounce. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed. You could extend the activity by asking students to tell you if they can think of any positive effects of having an unusual name or if they or anyone they know has an unusual name or a name with a different spelling.

2. Key words

- a. Ask students to work individually or in pairs to find the words from the wordpool in the text. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

1. *fruitful*
2. *mispronounce*
3. *mutual understanding*
4. *switch*
5. *substitute teacher*
6. *well disposed to*
7. *Anticipation*
8. *Callbacks*
9. *Wearying*
10. *prejudice*

11. *anglicise*
12. *subconscious*
13. *gazed at*
14. *overt*
15. *Markers*
16. *Counterparts*
17. *heritage*
18. *detrimental*

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity. To extend the activity, ask students to think of the names of places, people or things that are often anglicised in their country or region and what their feelings are about this process.

Key:

1. *heritage*
2. *anglicised*
3. *callback*
4. *mispronounce*
5. *anticipation*
6. *gazed at*
7. *detrimental*
8. *counterpart(s)*
9. *switch*
10. *well disposed to*
11. *substitute teacher*
12. *mutual understanding*
13. *fruitful*
14. *wearying*
15. *marker*
16. *overt*
17. *prejudice*
18. *subconscious*

3. Comprehension check

- a. Ask students to read the statements and to choose the correct answer. Remind them to read all of the options (a-d) before they decide on the correct answer. Encourage students to underline or highlight the parts of the article where they found the answer.

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1. c
2. b
3. a
4. d
5. d
6. a
7. b

4. Key language

- a. Students work individually to find the words in the article. You might want to do this as a timed exercise to encourage students to find the words as quickly as they can and to raise their hands when they have found all of them. To extend the activity, ask students to work in pairs to list other words that are formed from the words, e.g. *habit, habitat, habitation, inhabit, inhabitants, habitable, uninhabitable*, etc. and to give a definition for each of the forms.
- b. Students now complete the sentences with the correct form of the words in the previous activity. Remind them to read the sentences first to check what form of the word they need (e.g. noun, verb, adverb, etc.). When they have completed the sentences, encourage them to read the sentences again to check if they make sense.

Key:

- | | |
|-----------------------|-----------------------|
| 1. <i>proud</i> | 6. <i>proofs</i> |
| 2. <i>overly</i> | 7. <i>acts</i> |
| 3. <i>racism</i> | 8. <i>inhabitants</i> |
| 4. <i>bravado</i> | |
| 5. <i>colonialism</i> | |

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

6. In your own words

- a. This task can be done individually or in pairs. It could also be given as homework.

If students can't find much information, ask them to focus on a nickname or a family name with a special significance to them. To extend the activity, ask students to write a short paragraph explaining what they have discovered about the story behind their name.

- b. Ask one or two students to share relevant or interesting information with the class.