

Friends 4 Lesson 61		What's the word?		Vocabulary	
Aims	Understanding and saying some letters of the alphabet	Contents	Vocabulary <i>friend, flower, badge, boy, girl</i>	Checklist	One master handout for each student to practise vocabulary
	Learning a spelling game				
Language Analysis					
*** badge /'bædʒ/ boy /'bɔɪ/ flower /'flaʊə/ friend /'frend/ girl /gɜ:(r)/					

Procedure

Warm-up Off the screens

Handout

ELOWRF _ _ _ _ _

DENFIR _ _ _ _ _

LGRI _ _ _ _

OYB _ _ _

GDEAB _ _ _ _ _

1. Give out the Handout.
2. Ask Ss to try to unscramble the letters.
3. Nominate one student to read out loud his/her answers.
4. Help chosen Ss to spell each of the words.

Key:

flower /'flaʊə/

friend /'frend/

girl /gɜ:(r)l/

boy /'bɔɪ/

badge /'bædʒ/

Screen 2

Kim: OK, what's the word? Listen. H-E-L...

Sam: Hello!

Kim: Yes! Your turn.

Sam: Mmmm. OK...F-

Lucy: Flower?

Sam: No! F-R-I-E-

Alex: Friend!

Sam: Yes! That's right! Your turn.

Alex: OK. B-

Kim: Girl?

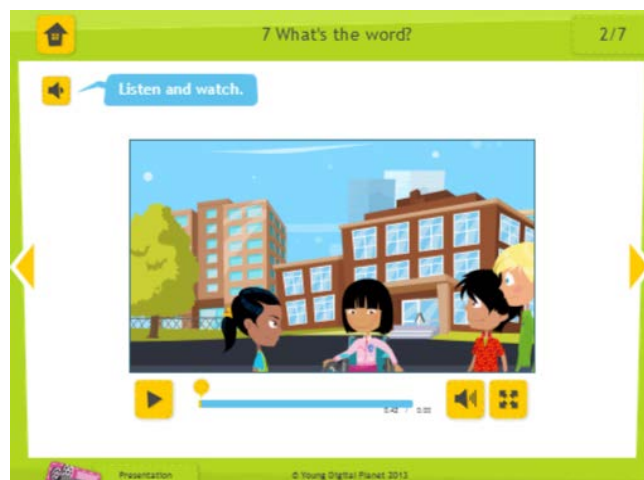
Alex: No! B-

Kim: Boy?

Alex: No! B-A-D-G...

Kim, Lucy, Sam: Badge!

Alex: Yes, well done!



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Note: Students may listen to and watch the animation more than once.

Screen 3



Audio 1: (Kim): flower



Audio 2: (Kim): friend



Audio 3: (Kim): girl



Audio 4: (Kim): boy



Audio 5: (Kim): badge

Key: see pictures above (random order)



Note: Students can do these activities individually or in pairs. The task is to match the word that the Ss hear on playing the audio with the correct picture.

Screen 4

Audio 1: (Kim): flower

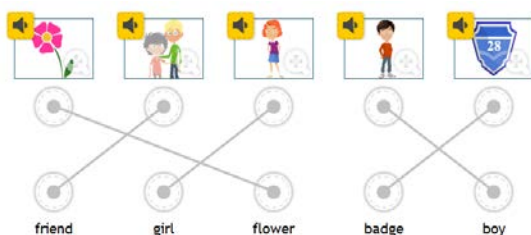
Audio 2: (Kim): friend

Audio 3: (Kim): girl

Audio 4: (Kim): boy

Audio 5: (Kim): badge

Key: see pictures below (random order)



The task is to match the words that the Ss hear with their written form below the pictures. Encourage the Ss to repeat the words aloud.

Screen 5



Audio 1: (Kim): f-l-o-w-e-r



Audio 2: (Kim): f-r-i-e-n-d



Audio 3: (Kim): g-i-r-l



Audio 4: (Kim): b-o-y



Audio 5: (Kim): b-a-d-g-e

Key: see pictures (random order)

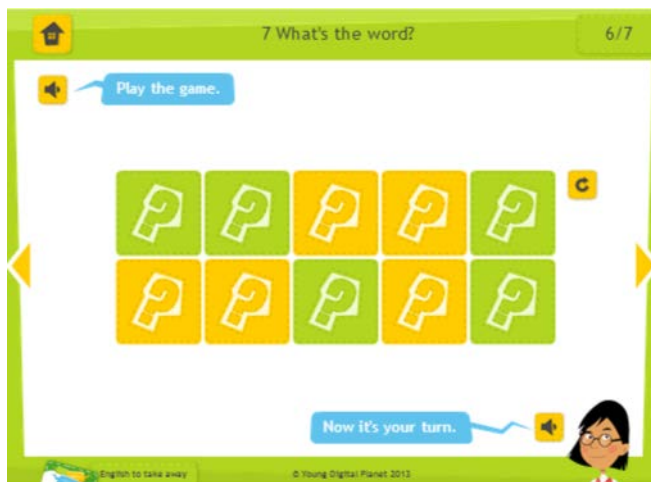


Encourage Ss to repeat the letters and to spell the words.

Screen 6

Key:

- 1 fri – friend
- 2 flo – flower
- 3 gi – girl
- 4 bo – boy
- 5 bad – badge



Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

1. On the screen you will see two sets of cards 'face down'. One card presents the picture of a given object or a person and its pair is the first syllable of the word, e.g. B-O for a boy
2. Click on one card from each set to make a pair.
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
4. Try and remember where the pictures and words are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.

Note: Encourage your students to repeat the words until they are confident. When they are ready, they can say the words with friends in the class.

Handout

ELOWRF _ _ _ _ _

DENFIR _ _ _ _ _

LGRI _ _ _ _

OYB _ _ _

GDEAB _ _ _ _ _

Handout

ELOWRF _ _ _ _ _

DENFIR _ _ _ _ _

LGRI _ _ _ _

OYB _ _ _

GDEAB _ _ _ _ _

Friends 4 Lesson 62		<i>Can you spell it?</i>		Grammar & Functions	
Aims	Understanding and saying some letters of the alphabet. Asking people to spell a word.	Contents	Grammar Verb: <i>can</i> Pronoun: <i>you</i> Vocabulary <i>Can you spell it, please?</i> <i>It's _ _ _ .</i>	Checklist	A set of Post-it notes
Language Analysis					
Grammar: short forms what's = what is, I'm = I am *** can - /'kən/ queen - /'kwi:n/ robot - /'rəʊbɒt/ spell - /'spel/ tablet - /'tæblɪt/					

Procedure

Warm-up Off the screens

1. Give out a Post-it note to each student.
2. Ask Ss to write their first names in capital letters on the note and stick it so that everybody can see it.
3. Ask one student: *What's your name?*
4. Elicit the answer: *My name is....*
5. Continue asking: *Can you spell it?*
6. Elicit spelling of the name from the student.
7. Ask the student to choose someone else and let him/her ask the same questions.
8. Continue the task until all Ss have a chance to spell their names.

Screen 2

Scene 1:

Spaceman: *What's your name?*

Queen: *I'm Queen.*

Spaceman: *Can you spell it?*

Queen: *Yes, it's Q-u-e-e-n*

Spaceman: *Thank you.*

Scene 2:

Spaceman: *What's your name?*

Tablet: *I'm Tablet.*

Spaceman: *Can you spell it?*

Tablet: *Yes, it's T-a-b-l-e-t.*

Spaceman: *Thank you.*

Scene 3:

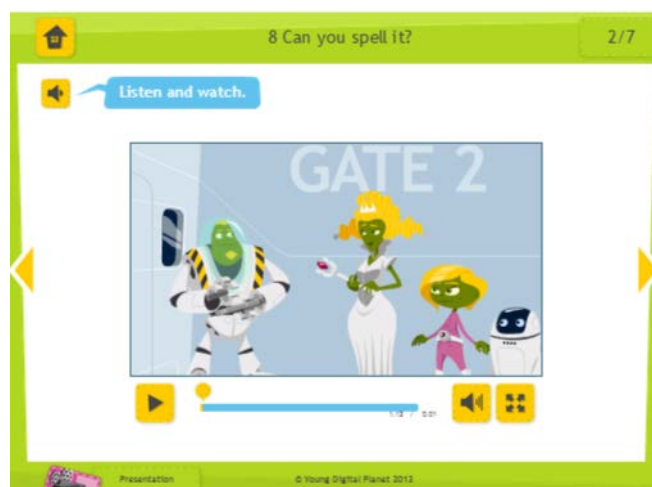
Spaceman: *What's your name?*

Robot: *I'm Robot.*

Spaceman: *Can you spell it?*

Robot: *Yes, it's R-o-b-o-t.*

Spaceman: *Thank you.*



Exploit the scene by asking the Ss to describe what they can see.

Then listen and watch the animation. Ask some questions to check understanding.

Note: Students can listen to and watch the animation more than once.

Screen 3

Audio 1:

Queen: *Q-u-e-e-n*

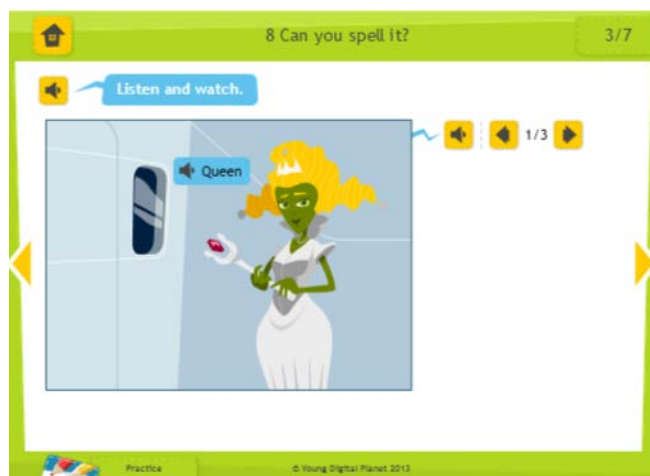
Audio 2:

Tablet: *T-a-b-l-e-t*

Audio 3:

Robot: *R-o-b-o-t*

Key: N/A



Click on the audio button and listen how the words are spelled.

Encourage students to spell the words.

Screen 4

Audio 1:

Queen: *Q-u-e-e-n*

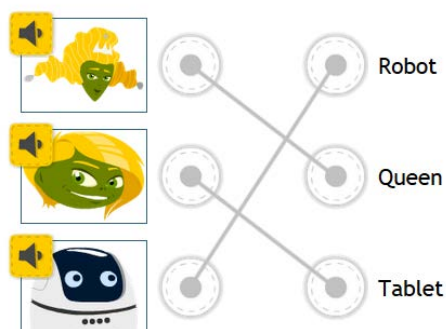
Audio 2:

Tablet: *T-a-b-l-e-t*

Audio 3:

Robot: *R-o-b-o-t*

Key:



Screen 5

Audio 1:

A

Audio 2:

B

Audio 3:

E

Audio 4:

L

Audio 5:

N

Audio 6:

O

Audio 7:

Q

Audio 8:

R

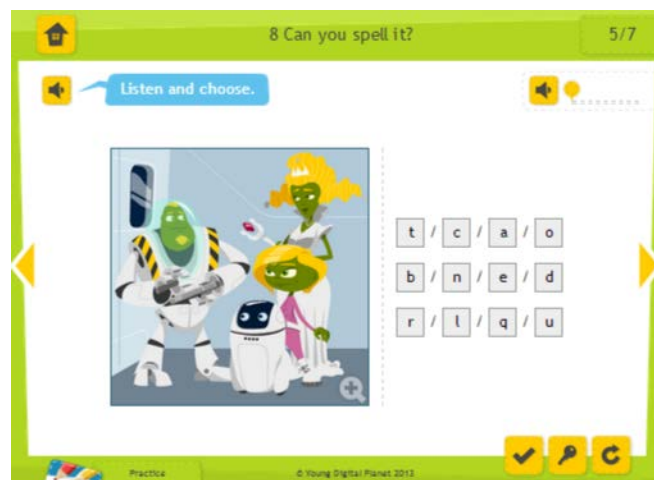
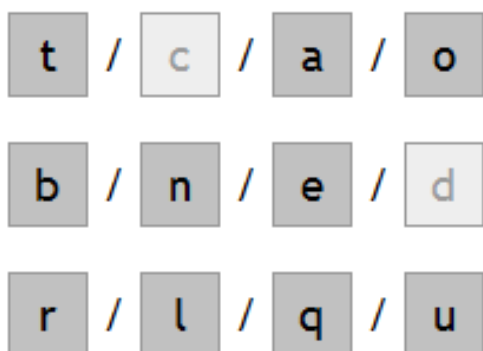
Audio 9:

T

Audio 10:

U

Key:



Students click the letter they hear. Two letters are not used.

Note: Encourage students to repeat the letters.

Screen 6

Child 1: *What's your name?*

Child 2: *It's Queen - Q-u-e-e-n.*

Child 1: *Thank you.*

Child 1: *What's your name?*

Child 2: *It's Tablet - T-a-b-l-e-t.*

Child 1: *Thank you.*

Child 1: *What's your name?*

Child 2: *It's Robot - R-o-b-o-t.*

Child 1: *Thank you.*



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practice a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen.
3. Repeat the dialogues aloud.
4. You can press 'pause' at any time and listen again.
5. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

6. Ask Ss to work in groups of 4.
7. Within the groups Ss ask questions and answer them: What's your name? and answer: It's Anna –A-n-n-a.
8. Students swap roles so that everybody has a chance to ask a question and spell their names.

Note: You can ask Ss to spell more words that they have learned so far.

Friends 4 Lesson 63		<i>This is my friend, Kim.</i>		Grammar & Functions	
Aims	Introducing people, spelling names	Contents	Vocabulary The alphabet <i>This is my friend, Kim.</i> <i>Nice to meet you.</i>	Checklist	A set of Post-it notes for the additional exercise
Language Analysis					
Hint: Pay attention to the difference between: <i>Nice to meet you.</i> and <i>(It was) nice meeting you.</i> The first phrase is used as soon as you meet someone for the first time. It is similar to saying: <i>hello</i> to a new person. The phrase: <i>(it was) nice meeting you</i> is used when you meet somebody for the first time, but you say it at the end of the encounter. It's similar to: <i>goodbye.</i> **** nice /'nais/ meet /'mi:t/					

Procedure

Warm-up Off the screens

1. Make Ss stand up and group them in the middle of the classroom.
2. Start the speaking exercise by coming up to one of your students saying: *My name is..., What's your name?*
3. Elicit the answer from the student. Finish up the conversation by saying the phrase: *Nice to meet you.*
4. Ask Ss to walk around the classroom and talk to each other with the use of similar phrases.
5. Monitor Ss and correct them whenever necessary.

Screen 2

Alex: *This is my friend, Tony.*

Queen: *Nice to meet you.*

Alex: *This is my friend, Lucy.*

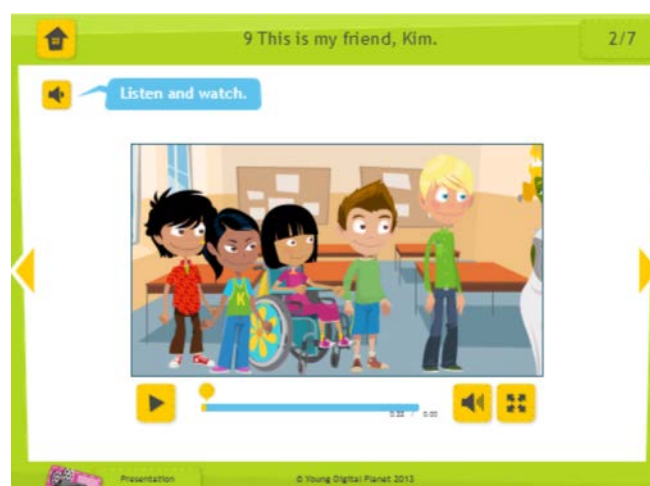
Queen: *Nice to meet you.*

Alex: *This is my friend, Kim.*

Queen: *Nice to meet you.*

Alex: *and this is my friend, Sam.*

Queen: *Nice to meet you, Sam.*



Exploit the scene by asking the Ss to describe what they can see.

listen and watch the animation. Ask some questions to check understanding.

Note: Students can listen to and watch the animation more than once.

Screen 3

Audio 1:

Alex: *This is my friend, Tony.*

Audio 2:

Alex: *This is my friend, Sam.*

Audio 3:

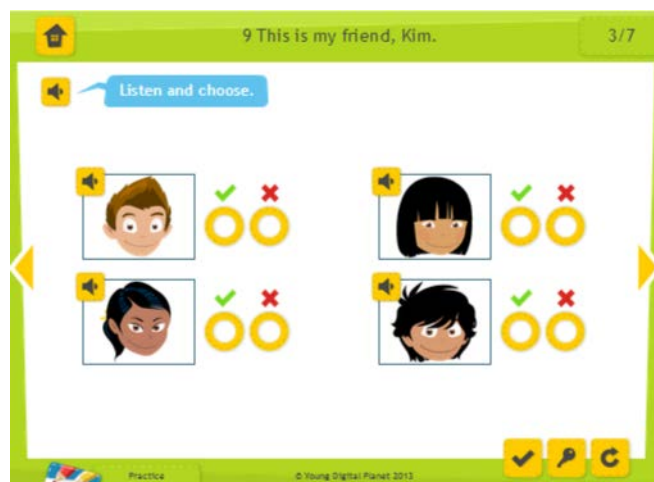
Alex: *This is my friend, Kim.*

Audio 4:

Alex: *This is my friend, Lucy.*

Key: (from left to right)

1 True 2 False 3 True 4 False



Ask students to listen and click on the correct button True (✓) or False (✗).

Screen 4

Audio 1:

Alex: *This is my friend, Tony.*

Audio 2:

Alex: *This is my friend, Lucy.*

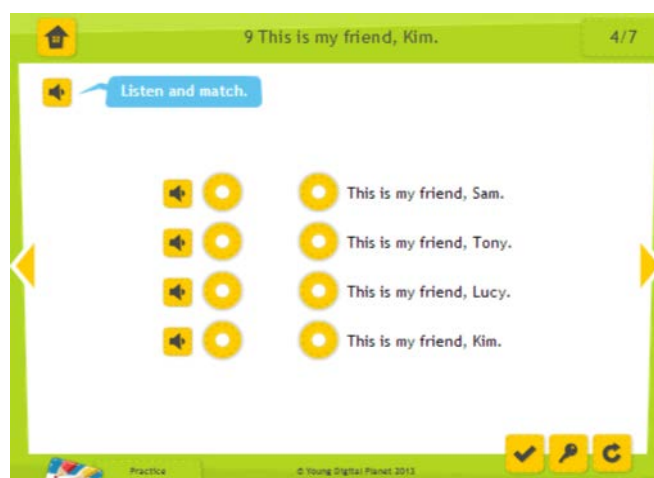
Audio 3:

Alex: *This is my friend, Kim.*

Audio 4:

Alex: *This is my friend, Sam.*

Key: audio + sentences (random order)



Ask Ss to click on each audio button and match it with the correct sentence: audio + sentence.

Note: Encourage Ss to practise saying the sentences .

Screen 5

Audio 1:

Alex: *T-o-n-y*

Audio 2:

Alex: *L-u-c-y*

Audio 3:

Alex: *K-i-m*

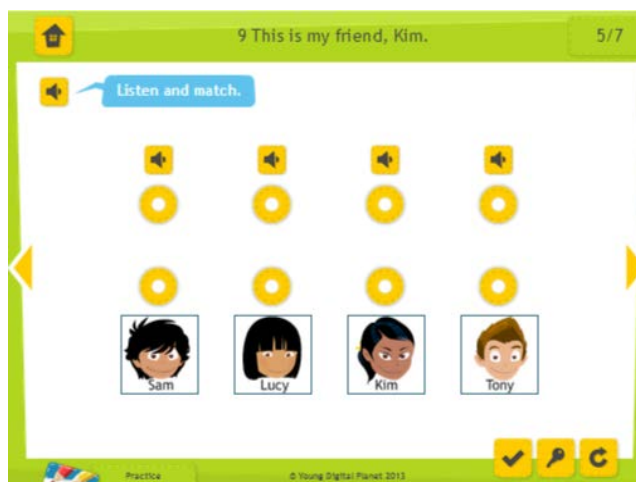
Audio 4:

Alex: *S-a-m*

Key:

(audio + pictures, random order)

1 Tony 2 Lucy 3 Kim 4 Sam



Ask Ss to click on each audio button and match it with the correct name spelt out.

Additional exercise – a group work exercise

1. Prepare a Post-it note for each student.
2. Ask Ss to come up with an imaginary name for themselves and to write it on the note.
3. Ask Ss to stick the note on themselves so that everybody can see it.
4. Start the task by saying: *This is my friend...* and start spelling one of the imaginary names of Ss.
5. Ask Ss to shout the name you are spelling as soon as they work out which one it is. The student who guesses the name first, wins and has a chance to take over and chose another name to spell out.
6. Continue the task until all Ss have had a chance to use the phrase: *This is my friend...* and spell one imaginary name.

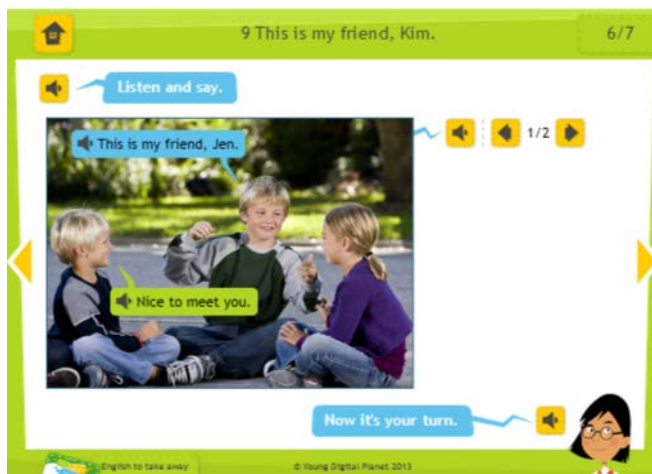
Screen 6

Child 1: *This is my friend, Jen.*

Child 2 (Harry): *Nice to meet you.*

Child 1: *And this is my friend, Harry.*

Child 3 (Jen): *Nice to meet you, Harry.*



Give the Ss these instructions for the 'Listen and say' activity.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

1. Ask Ss to work in groups of three or four.
2. Ask them to introduce themselves to each other, so that each student has a chance to introduce someone else.
3. Ask them to use phrases: *This is my friend..... Nice to meet you.*
4. Ask Ss to spell the name of the person they introduce.

Note: Monitor your students and correct whenever necessary.

Friends 4 Lesson 64		<i>Are you Pat?</i>		Grammar & Functions	
Aims	Identifying people Understanding some letters of the alphabet Spelling names. Asking names of other students.	Contents	Grammar <i>To be</i> form: <i>are</i> Question: <i>Is this...?</i> Vocabulary <i>Are you May?</i> <i>No, I'm Anna.</i> <i>Is this Ben?</i> <i>No, this is Tom.</i>	Checklist	A scarf to be used as a blindfold for a group exercise.
Language Analysis					
The game played by Ss in Screen 5 and in the following exercise is called: <i>blind man's bluff</i> and it should be played in a spacious area, such as outdoors or in a large room. One player is chosen to be "It", is blindfolded and moves around attempting to touch the other players without being able to see them. The other players scatter and try to avoid the person who is "it", hiding in plain sight and sometimes teasing them to make them change direction.					

Procedure

Warm-up Off the screens

1. Ask Ss to work in pairs.
2. Within each pair, tell Ss to revise the spelling of each other's first names.
3. Make each pair come to the middle of the classroom and introduce their partners saying: *Hello, this is Tom. T-O-M.*
4. The whole group should answer: *Hello. Tom!*
5. Continue the task until all Ss have had a chance to introduce their friends.
6. Monitor Ss and correct whenever necessary.

Screen 2

Sue: *Hello!*

Sam: *Are you Pat?*

Sue: *No, I'm Sue.*

Kim: *Hello!*

Sam: *Are you Kim?*

Kim: *Yes, I'm Kim.*

Tony: *Hello!*

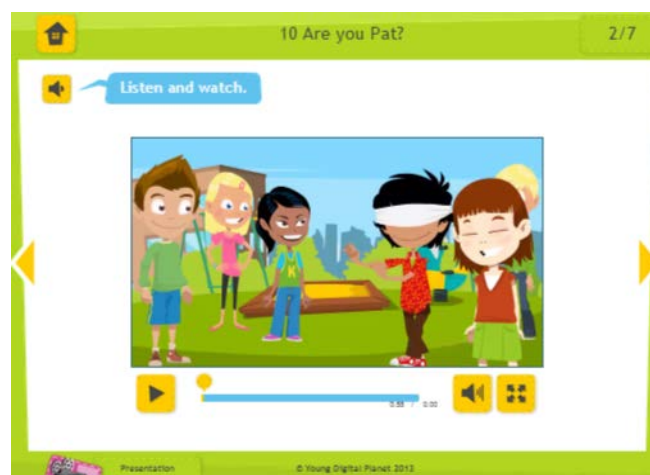
Kim: *Is this Alex?*

Children: *No, this is Tony.*

Alex: *Hello!*

Kim: *Is this Alex?*

Children: *Yes, this is Alex.*



Exploit the scene by asking the Ss to describe what they can see.

Then listen and watch the animation. Ask some questions to check understanding.

Note: Students can listen to and watch the animation more than once.

Screen 3

Audio 1:

Sam: *Are you Pat?*

Audio 2:

Sam: *Are you Sue?*

Audio 3:

Sam: *Are you Alex?*

Audio 4:

Sam: *Are you Alex?*

Key: (from left to right)

1 Yes, I'm Pat.

2 No, I'm Kim.

3 Yes, I'm Alex.

4 No, I'm Tony.



Ask Ss to click on each audio button. Listen to the question and choose the correct answer.

Screen 4

Audio 1:

Kim: *Is this Sam?*

Audio 2:

Kim: *Is this Pat?*

Audio 3:

Kim: *Is this Sam?*

Audio 4:

Kim: *Is this Tony?*

Key: (from left to right)

1 No, this is Alex.

2 No, this is Sue.

3 Yes, this is Sam.

4 Yes, this is Tony.



Ask Ss to click on each audio button. Listen to the question then choose the correct answer.

Screen 5

Audio 1:

This is Alex. A-l-e-x.

Audio 2:

This is Sue. S-u-e.

Audio 3:

This is Pat. P-a-t.

Audio 4:

This is Tony. T-o-n-y.

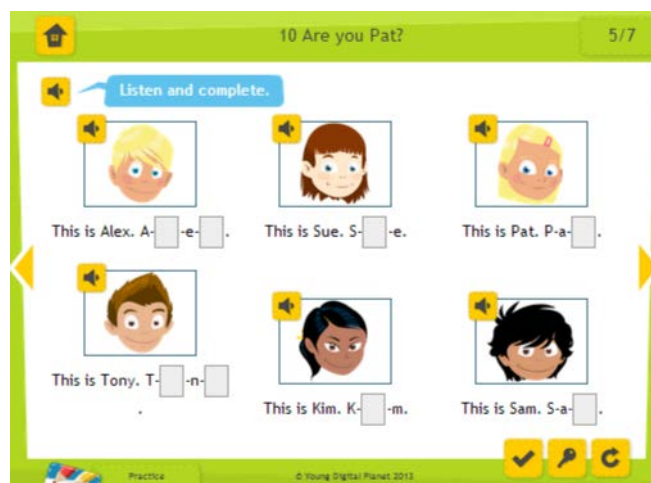
Audio 5:

This is Kim. K-i-m.

Audio 6:

This is Sam. S-a-m.

Key: 1 l, x 2 u 3 t 4 o, y 5 i 6 m



Ask Ss to click on each audio button. Listen to the sentence.

Type in the correct letters to complete the names.

Screen 6

Child 1/girl: *Hello*

Child 2/boy: *Are you Maryam?*

Child 1/girl: *Yes, I'm Maryam.*

Child 1/boy: *Hello*

Child 2/girl: *Is this Lucas?*

Child 3/boy: *No, this is Robert.*



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the question and answer into the correct speech bubbles.
4. Press 'pause' and listen again if you want to, to complete the exercise or listen again.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

1. Tell Ss to play the game.
2. Prepare a scarf to be used as a blindfold for a game.
3. Ask Ss to come to the middle of the classroom.
4. Chose one student and put a blindfold

	over his/her eyes. 5. Play <i>Blind man's bluff</i> with the whole class. 6. See :Languages Analysis for more information. 7. Whenever a 'blindman' catches somebody, he/she should ask: <i>Is this....?</i> The other Ss answer: <i>Yes, this is ...or No, this is ...</i> 8. Continue the game with the rest of the class.
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Friends 4 Lesson 65		A, B, C		Pronunciation	
Aims	Understanding and pronouncing the letters of the alphabet	Contents	Vocabulary The letters of the alphabet	Checklist	Markers – two different colours
Language Analysis					
There are 26 letters In the English alphabet. A /eɪ/ b /bi:/ c /si:/ d /di:/ e /i:/ f /ef/ g /dʒi:/ H /eɪf/ i /aɪ/ j /dʒeɪ/ k /keɪ/ l /el/ m /em/ n /en/ o /əʊ/ p /pi:/ q /kju:/ r /ɑ:(r)/ s /es/ t /ti:/ u /ju:/ v /vi:/ w /'dʌb(ə)lju:/ x /eks/ y /waɪ/ z /zed/ Focus on correcting pronunciation of those which might be particularly challenging to your students.					

Procedure

Warm-up Off the screens

Show your students that they can already recognize and pronounce some English letters by writing a few popular abbreviations on the board. Ask your students to read them out loud. The abbreviations may include: MTV NBA BBC FBI UFO UFC NHL etc.

Screen 2

a, b, c, d, e, f, g
h, i, j, k, l, m, n
o, p, q, r, s, t, u
v, w
x, y, z

Now!

a, b, c, d, e, f, g
h, i, j, k, l, m, n
o, p, q, r, s, t, u
v, w
x, y, z

Now!

a, b, c, d, e, f, g
h, i, j, k, l, m, n
o, p, q, r, s, t, u
v, w
x, y, z

Phew!



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

A big fridge with letters of the alphabet on it all mixed up (colourful fridge magnets). As the alphabet chant is said then the letters move and line up in the correct place.

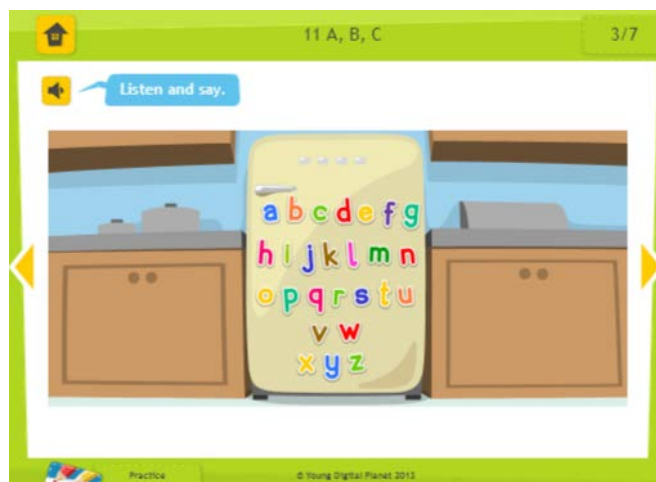
Chant is repeated three times. First slowly, then faster – and the letters have to move more and more quickly to get into line

Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning. Note: Teacher's Tips: Children can listen to and watch the animation more than once.

Screen 3

An audio file for each letter of the alphabet:

a, b, c, d, e, f, g
h, i, j, k, l, m, n
o, p, q, r, s, t, u
v, w
x, y, z



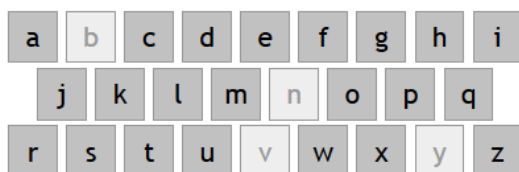
Ask your students to click / touch individual letters, listen to and repeat the sound.

Screen 4

An audio file for each letter of the alphabet:

a, b, c, d, e, f, g
h, i, j, k, l, m, n
o, p, q, r, s, t, u
v, w
x, y, z

Key:



Ask your students to click / touch the keyboard letters they can hear.

Take the opportunity to drill the pronunciation of the letters chorally and individually at this point, as Ss need to be ready for the next stage.

Screen 4

An audio file for each letter of the alphabet:

a, b, c, d, e, f, g

h, i, j, k, l, m, n

o, p, q, r, s, t, u

v, w

x, y, z

Key:

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		



Ask your students to drag the letters into the right order. Tell them to listen to the audio for extra help.

Screen 6

A chant

a, b, c, d, e, f, g

h, i, j, k, l, m, n

o, p, q, r, s, t, u

v, w

x, y, z

Now faster!

a, b, c, d, e, f, g

h, i, j, k, l, m, n

o, p, q, r, s, t, u

v, w

x, y, z



Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair. .
3. If it is a pair, the cards will fly off the

	screen. If it is not a pair, the cards will turn over again. 4. Try and remember where the letters and audio are. 5. Choose two more cards to make a pair. 6. Continue until you have matched all the pairs. 7. Ask students to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.
Follow up by writing the alphabet on the board in a horizontal line. Write letters L and R in random order directly under the letters of the alphabet. Make sure to use a different colour for the alphabet and for the letters L and R . Tell your students that L stands for the left hand and R for the right one. Say a letter out loud and ask your students to raise the hand corresponding with the pronounced letter. Repeat the procedure as many times as you deem necessary. At the beginning it is a good idea to both say and point to the letter on the board. You can turn this activity into a competition awarding those students who correctly respond by raising their hands the fastest. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z L L L R L R R L R R L R L R L L R R R L L R L R R	

Friends 4 Lesson 66		My name's Sam.		Skills	
Aims	Writing and spelling names.	Contents	Vocabulary	Checklist	1 master handout for each student – badges
	Using capital letters for names. Introducing language related to asking for and giving names		<i>What's your name?</i> <i>My name's Y;</i> <i>His/her name's Z;</i> <i>This is my friend, Q;</i> <i>Are you A?</i> <i>No, I'm B;</i> <i>Is this R?</i> <i>No, this is T.</i> <i>Can you spell it?</i>		Markers, scissors and optionally sticker paper for making name badges Coloured pencils
Language Analysis					
Tell your students to always start writing first names with a capital letter. Brief revision of the alphabet and possibly interrogative forms of the verb <i>to be</i> is in order. <i>Are you...?</i> ; <i>Is this...?</i>					

Procedure

Warm-up Off the screens

1. Revise the alphabet with your students. The revision may be done in numerous ways. There are two suggestions below:
2. Ask your students to write a column consisting of the letters of the alphabet in their notebook or on a separate sheet of paper. Ask the students to work in pairs to come up with English words starting with every single letter of the alphabet. Reward the fastest working students. Have them read their list out loud and check if other students had different ideas.
3. Have your students play the “I spy” guessing game with classroom objects. Ask one of your students to choose an object that is visible to all the students and say, *I spy with my little eye something beginning with ...*, naming the letter the chosen object starts with (e.g. *I spy with my little eye something beginning with D* if the chosen object is a desk). Other students have to guess the chosen object.

Screen 2

Magic pencil: *What's your name?*

Sam: *My name's Sam.*

Magic pencil asks: *Can you spell it, please?*

Sam: *Yes, it's s-a-m.*

Pat: *This is my friend. Her name's Lucy.*

Magic pencil asks: *Can you spell it, please?*

Pat: *I-u-c-y*

Magic pencil: *Are you Tony?*

Alex: *No, I'm Alex.*

Magic pencil asks: *Can you spell it, please?*

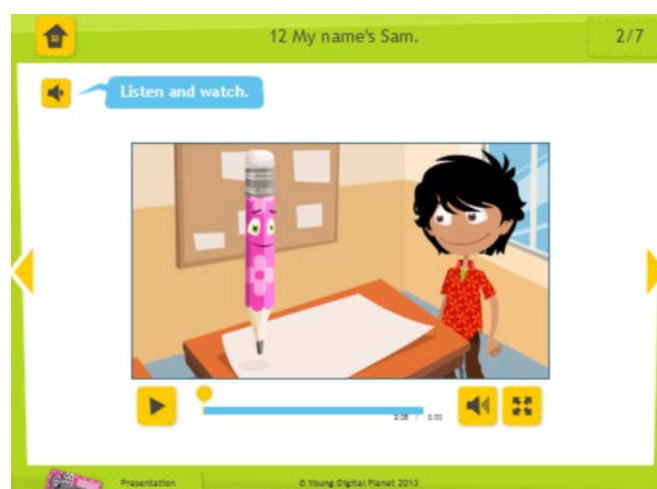
Alex: *Yes, it's a-l-e-x*

Magic pencil: *Is this Sue?*

Alex: *No, this is Kim.*

Magic pencil asks: *Can you spell it, please?*

Alex: *k-i-m*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Ask your students listen and watch the video.

When they have seen the video invite them to spell their own names, then they could work in pairs and spell their relatives' names to each other.

Note: Tell your students why the spelling of names is an important skill. Explain that their own names may seem rather exotic to foreign English speakers and that they may be very well asked to spell their names when for instance travelling or making new friends.

Screen 3

Audio 1:

Magic pencil: *What's your name?*

Sam: *My name's Sam.*

Magic pencil asks: *Can you spell it, please?*

Sam: *Yes, its s-a-m*

Audio 2:

Cora: *This is my friend. Her name's Pat.*

Magic pencil asks: *Can you spell it, please?*

Pat: *p-a-t.*

Audio 3:

Magic pencil: *Are you Tony?*

Alex: *No, I'm Alex.*

Magic pencil asks: *Can you spell it, please?*

Alex: *Yes, it's a-l-e-x*

Audio 4:

Magic pencil: *Is this Kim?*

Alex: *No, this is Lucy.*

Magic pencil asks: *Can you spell it, please?*

Alex: *l-u-c-y*

Key: 1 S 2 P 3 A 4 L



Ask your students to listen to the dialogue extracts and drag the missing letter into a box.

Remind your students to use capital letters when writing people's names so check that they are using capital letters in their answers.

Screen 4

Audio 1:

Magic pencil: *What's your name?*

Sam: *My name's Sam.*

Magic pencil asks: *Can you spell it, please?*

Sam: *Yes, it's s-a-m*

Audio 2:

Pat: *This is my friend. Her name's Lucy.*

Magic pencil asks: *Can you spell it, please?*

Pat: *l-u-c-y*

Audio 3:

Magic pencil: *Are you Tony?*

Alex: *No, I'm Alex.*

Magic pencil asks: *Can you spell it, please?*

Alex: *Yes, it's a-l-e-x*

Audio 4:

Magic pencil: *Is this Sue?*

Alex: *No, this is Kim .*

Magic pencil asks: *Can you spell it, please?*

Alex: *k-i-m*

Key: 1 Sam 2 Lucy 3 Alex 4 Kim

Before you play the audio, ask students to look carefully at the activity and try to understand what they need to do.

You could write a misarranged word on the board for them to work out what the correct form is.



Ask your students to listen to the dialogues again and rearrange the letters to form correct names.

Screen 5

An audio file for each letter of the alphabet:

a, b, c, d, e, f, g

h, i, j, k, l, m, n

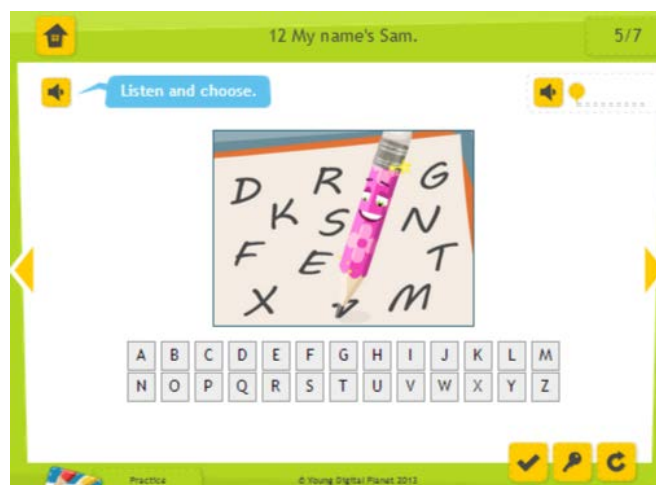
o, p, q, r, s, t, u

v, w

x, y, z

Key:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z



Ask your students to click/touch the letter they hear. Four letters are not used.

Screen 6

Child1: *What's your name?*

Child2: *Marta.*

Child1: *Can you spell it?*

Child2: *Yes. It's M-a-r-t-a.*

Child1: *Here's your badge.*

Child2: *Thank you!*



Give the Ss these instructions for the 'Listen and say' activity.

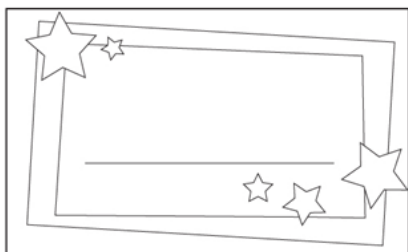
1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the question. Think about how to answer it and how to spell the names.
3. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

1. Tell students to work in pairs and ask and answer the questions.
2. Have the students prepare the name badges using the Handout.
3. Ask you students to mingle and ask other students: *What's your name? Can you spell it?*

Additional activity – Handout – badges.

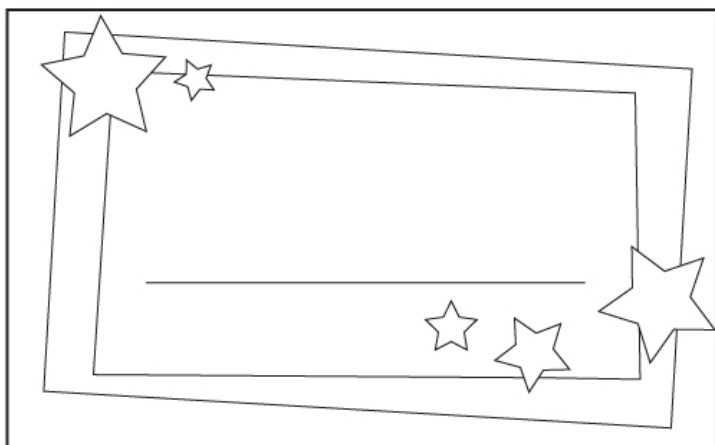
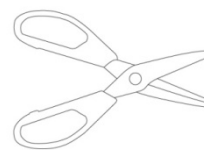
Handout



Get your students to make name badges using cut outs from Handout 1. Make sure they use capital letters for the first letter and lower case for the rest of their name.

Ask students to go round the class and spell the names of their classmates.

Handout



Handout

