

**Vocabulary:**

Tom, Alfie, Mai, Nick

**Structure:**

Hello, my name's \_\_\_\_\_. What's your name?

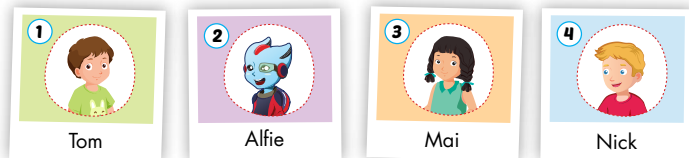
Nice to meet you.

Nice to meet you, too.

**Review**

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

**A Listen, point and say.** 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

**Track 14** 

1. M: Tom
2. M: Alfie
3. M: Mai
4. M: Nick

4. Play the "Guess" game.
5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.


**B 1. Listen and read.** 



1. Review the story from the previous lesson "The children were learning the alphabet."
2. Now introduce the situation "Tom and his friends meet an alien in the playground..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

**2. Listen and number.** 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

**Track 15-16** 

*Narrator: Tom and his friends meet an alien in the playground...*

*Narrator: Look at the pictures. Listen. There is one example.*

*1. (Sound of the spaceship shrinking)*

*Tom: Hello. My name's Tom. What's your name?*

*Narrator: Can you see number 1? This is an example. Now listen and number.*

*2. Alfie: My name's Alfie. What's your name?*

*3. Mai: Hello. My name's Mai. Nice to meet you.*

*Tom: Nice to meet you, Alfie.*

*Alfie: Nice to meet you, too!*

**3. Practice the structure.** 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

**STRUCTURE**

Hello, my name's Tom. What's your name?  
My name's Alfie. Nice to meet you.  
Nice to meet you, too.

What's = What is  
name's = name is

**Track 17** 

*Tom: Hello, my name's Tom. What's your name?*

*Alfie: My name's Alfie.*

*Alfie: Nice to meet you.*

*Tom: Nice to meet you, too.*

**C Listen. Sing along.** 



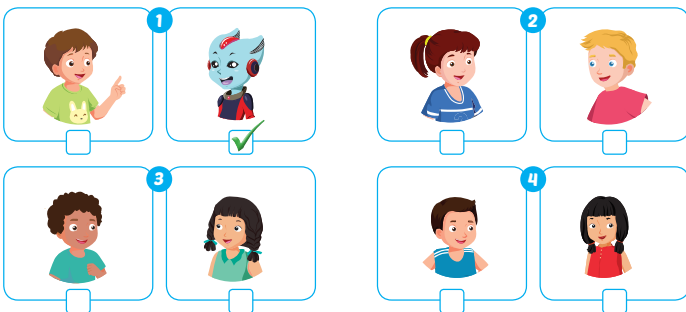
1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

**Pronunciation tip** 

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

**D Listen and tick (✓) the box. Practice. Ask and answer.** 

Hello, what's your name? My name's Alfie.



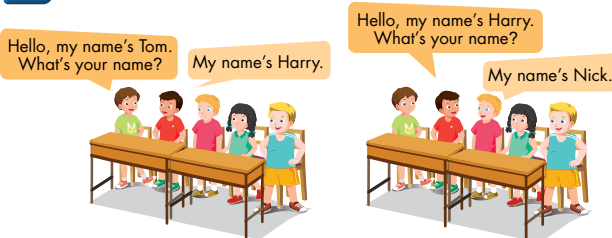
**Listen and tick the box.**

1. Have students call out the objects and people they can see.
2. Demonstrate the activity using the example.
3. Play audio and have students listen and tick the box.
4. Play audio again and check answers as a whole class.

**Practice.**

5. Divide class into Group A and Group B  
 T: I say "Hello. What's your name? "Tom".  
 Group A, you say "Hello. What's your name?"  
 Group B, you say, "My name's Tom." OK?  
 T: I say "Hello. What's his name?, "Alfie".  
 Group A, you say "Hello. What's his name?"  
 Group B, you say, "His name's Alfie."  
 T: I say "Hello. What's her name?, "Mai".  
 Group A, you say "Hello. What's her name?"

**E Play the "Chain" game.**



**Track 18** 

Hello, what's your name? Alfie, Mai, Nick  
 My name's Tom.

4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
5. Swap roles and repeat.

**Track 19** 

G: What's your name?  
 B: What's your name?  
 M: What's your name?

**PRONUNCIATION TIP** 

Stress: "What's **your** name?"

**Track 20** 

Narrator: Look at the pictures. Listen. There is one example.

1. Tom: Hello. What's your name?  
 Alfie: My name's Alfie.

Narrator: Can you see the tick? This is an example. Now listen and tick the box.

2. Lucy: Hi. What's your name?  
 Nick: My name's Nick.  
 3. Cody: Hello. What's your name?  
 Mai: My name's Mai.  
 4. Bill: Hello. What's your name?  
 Kim: My name's Kim.

Group B, you say, "Her name's Mai."  
 T(to class): Hello. What's your name?/Tom.  
 Group A: Hello. What's your name?  
 Group B: My name's Tom.  
 T(to class): Hello. What's his name?/Alfie.

**Continue whole class/group/individual drills, with:**

- Hello, what's his name?/Nick.
- Hello, what's your name?/Mai.
- Hello, what's her name?/Kim.

**Ask and answer.**

6. Divide students into pairs.
7. Have student say e.g. "Who's he?" and have student B respond with "He's Tom's \_\_\_\_\_. He's \_\_\_\_\_."
8. Swap roles and repeat.
9. Afterwards, have some pairs demonstrate in front of the class.