

Grade

3

Unit 1

What's your name?



Skill focus: speaking

Lesson objectives: to be able to say their own name and ask for somebody's name

Materials:

No materials needed.

Description:

This is a fun way for Ps to practise saying their name and asking a classmate their name. To keep momentum going Ps can make up their own names.

Target language: *What's your name?*
My name's ...

Benefits:

During this activity Ps will:

- practise a basic adjacency pair task related to personal names
- work in groups.

| Timings | Stages | Interactions |
|---------|---|--|
| 10 mins | <p>Pre task</p> <ol style="list-style-type: none"> 1. Say, <i>Hello</i> and encourage pupils to reply with <i>'Hello'</i>. 2. Invite one P to come to the front of the class to model the activity pupils will be doing in groups. Make sure you have the attention of all the Ps in the classroom. You are modelling the activity for all pupils. They need to be able to see/hear you. 3. Say to the P, <i>What's your name?</i> 4. P replies <i>'My name's _____.'</i> 5. Switch roles. P says, <i>'What's your name?'</i> Teacher replies <i>My name is _____.</i> 6. Invite another P to join you. 7. Use gestures to instruct the two Ps to ask each other the same question. <p>NOTE: Pointing, miming and body language can easily be used to model desired behaviour.</p> | <p>T – Ps</p> <p>P – P</p> |
| 20 mins | <p>Main task</p> <ol style="list-style-type: none"> 1. Divide the class into four groups. During the activity Ps need to stay in their groups. 2. Move from one group to another saying, <i>Group 1, group 2, group 3, group 4.</i> 3. Say, <i>Stay in your group. Talk to four friends. What's your name? My name is ...</i> Remember the names (pointing to your head). Allow Ps enough time to talk to four of their friends. <p>OPTIONAL: With stronger classes, you can ask Ps to imagine new names to make the activity fun.</p> <p>If students know how to write the names of their friends, you can ask them to write the names of the friends they talk to in their notebooks.</p> <ol style="list-style-type: none"> 4. Go through three, two, one, STOP sequence. 5. Use this technique to bring an activity to an end and to instruct your students to stop talking. 6. Put one hand up in the air, above your head, to get your Ps' attention. 7. Use your fingers to show numbers, and slowly (but clearly and loudly) say, <i>Three, two, one, STOP.</i> 8. Make sure that all the Ps have stopped the activity, and say, <i>Thank you.</i> | <p>T – Ps</p> <p>P – P</p> <p>T – Ps</p> |
| 10 mins | <p>Post task</p> <ol style="list-style-type: none"> 1. Go to group 1. Point at one P and say, <i>What's his/her name?</i> (Looking at other students from the group, expecting to hear the name of the student). Wait for other Ps to say the name of the selected student. 2. Move to other groups and keep the activity quick. 3. Before the end of the lesson, for assessment purposes, the teacher can ask as many Ps as required to answer and ask the question: <i>What's your name? My name is ...</i> <p>OPTIONAL: If the students used their real names in the main activity, you can now invent a new name for yourself (ideally a funny one) and ask pupils to invent their new names for fun.</p> <ol style="list-style-type: none"> 4. Teacher says, <i>My name is [choose a new name]. What's your name?</i> 5. Ask one pupil and wait for them to come up with a new name. 6. Nominate several Ps to practise the dialogue with new names. 7. Say, <i>Bye, class.</i> 8. Encourage class to say, <i>Bye.</i> | <p>T – Ps</p> <p>Ps – T</p> |

Assessment: Select areas of the class to assess at one time. This is part of continual, formative assessment. While monitoring the main task, notice your weaker and stronger students. Take note of good examples and mistakes students are making.