1 Say hello!

Topics letters, animals, colours

Grammar practice questions, *this/these*

Pronunciation practice letters of the alphabet (in vowel groups)

Vocabulary See wordlist page 101 Student's Book.

Starters practice Listening Part 2

Starters test Reading and Writing Part 3

Equipment needed

- O Starters audio 1B, 1D, 1F.
- Colouring pencils or pens.
- A card for each letter of the alphabet, handmade or printed and cut out from www.cambridge.org/funfor. See G.

A Hello! Say, spell and write names.

- O Introduce yourself. Say: Hello, my name is (Linda). Spell your name as you write it on the board. Ask 3–4 different learners: What's your name? Learners answer: (Matilde, Suzy, Lee). Ask the class: How do you spell (Matilde)'s name? Learners spell the names as you write them on the board.
- O In pairs, learners ask and answer: My name is What's your name? They write their name and their partner's name on the lines. Learners can write their names in a decorative way and use pencils or pens to add colour if they want. For example:



❸ ► Know your letters!

Starters tip

Practise saying and writing the letters of the alphabet which cause problems for your learners. When spelling words, make sure that learners know the sounds for naming vowels and difficult consonants ('r', 'w', 'y', etc). Also practise pairs of consonants that your learners might confuse ('g' and 'j', 'n' and 'm', 's' and 'c', 'p' and 'b', etc).

Note: If your class needs longer to learn the alphabet, you might prefer to teach only the letters needed for 2–3 of the learners' names (mentioned in **A**) to begin with. Give learners practice saying and writing these letters and then introduce and practise saying and writing the remaining letters.

- Write the following letters on the board. Each line represents a missing letter in the alphabet.
 - ab_def_hij_lm_o
 - pq_stu_wx_z
- Point to the missing letters and ask: What's this letter? (c, g, k, n, r, v, y). Add the missing letters to the board. As you write each one, practise its pronunciation by asking 4–5 learners: What's this letter?
- O Group letters on the board. In a circle write: a h j k Say the letters. Learners listen and repeat. Show learners that these letters all share an /ei/ sound.
- O Do the same with b c d e g p t v. These letters all share an /i/ sound.
- O Do the same with f l m n s x. These share an /e/sound.
- O Do the same with q u w. These share a /juː/ sound.
- O Do the same with i y. These share an /aɪ/ sound.
 Note: 'o', 'r' and '2' are the only letters that do not fit into these phonemic groups.

- O Learners look at the letter pond in **B**. Say: Find the letters in your name. Learners use a coloured pen or pencil to draw a small circle around the letters they need to write their own first name. If learners know how to spell their surnames, they could use a different colour to also circle those letters.
- O Make sure learners have grey, green, red and blue colouring pencils among others. Say: *Listen to the letters now.* Play the audio, stopping at the first pause. Learners find 'a', 'h', 'j' and 'k' in **B**, find their grey pencil and colour in their leaf shapes.
- Play the other groups pausing between each one while learners find letters and colour them again. Repeat audio.
- At the end of the audio, ask: Which letters have no colour? (o, r and z)
- O Learners show each other their coloured letters. Ask 2–3 learners: What colour is your h? t? s? u? Learners answer. (grey, green, red, blue)
- O In pairs, learners ask and answer What colour is your ...? questions.
- O Ask questions about sound groups, for example: Which letter sounds like 'i'? (y); Which sound like 'q'? (u, w); Which letter sounds like 'k'? (a, h, j)

Audioscript

Listen and say the letters.

One: ahjk

a h j and k are grey!

Find your grey pencil. They're grey!

Two: bcdegptv

bcdegptandvaregreen!

Listen again! They're green!

Three: flmnsxz

flmnsxandzarered!

They're red! They're red!

Four: quw

q u and w are blue! Yes! They're blue!

Five: Now i and y

i and y are ... You choose the colour!

You choose!

O Draw a red line (a-z) from the baby spider to its dad!

- O The whole class says the alphabet again.
- O Point to the animals in **C** and ask: Where's the baby spider? Where's its dad? Learners find the two spiders. Ask: Where's the letter 'a'? And 'b'? And 'c'? Learners point to the letters a, b and c.
- O Make sure learners have red pencils. Say: Draw a red alphabet line! Learners draw a red line to link the 26 letters (a–z) across the box.



Listen! Draw a line from the baby frog to its mum!

O Make sure learners have green pencils. Say: Let's draw a green line from the baby frog to its mum now. Listen! Play the audio. Learners listen and draw a green line to help the baby frog find its mum. Play again as necessary.

Optional extension:

Divide learners into A and B pairs. Pairs choose a parent and baby animal (for example a cat and a kitten) and draw these either side of the letter box. Without showing each other, A learners draw a purple line between the letters in the letter box from the baby animal to its parent. B learners draw a brown line between the letters in the letter box from the parent to its baby.

A learners then say the letters in their purple line and B learners listen and draw their own purple line. B learners then say the letters in their brown line and A learners listen and draw their own brown line.

Pairs then compare their letter boxes.

Audioscript

q-g-r-b-g-h-z-s-c-v-i-y-w-o-n-a-e-f-x

What's this? Write the word.

Reading & Writing 3

- O Learners look at the picture. Ask: *How many animals can you see?* (six)
 - Ask: Where's the fish? Learners point to the fish. Ask about the other animals. Where's the frog / goat / duck / spider / sheep?
- O Check the animal words again. Point to the fish and ask: *What's this?* ([It's] a fish) Continue in the same way pointing and asking *What's this?* questions about the frog, goat, duck, spider and sheep. Learners look at the picture and answer.
- Point at the six puddles. Say: Look! The letters for the animal words are in the water. Point to the example and the answer 'fish' on the line.
- O In pairs, learners look at the numbers and find the right puddle for each animal. Crossing off the letters as they use them to spell the animal words, learners write the answers on the lines.
- O Check answers by asking different pairs:

 How do you spell duck/sheep/frog/goat/spider?

 Learners say the letters to spell the words.

Check answers:

1 duck 2 sheep 3 frog 4 goat 5 spider

- O Ask what noises a fish / frog / goat / duck / sheep makes. Demonstrate if necessary!
- O Learners work in pairs. They take it in turns to ask: What's this? and then make animal noises. Partners say which animal it is. Extend this if learners know more animals.

Note: The picture could also be used to ask: *What colour is the ...?* questions. (The fish is red. The frog is green. The goat is brown. The duck is yellow. The sheep is black and white. The spider is black and grey.)

(∂ What's the animal?

- O Learners look at the animal words (1–5 only) to complete. Point to the example answer, 'goat'. Point to each vowel that is already on a line and ask: *What's this letter?* (a, e, i, o, u). Check pronunciation and drill if necessary.
- O In pairs, learners complete the words. If they need help, they can find all the words in **E**.

Check answers:

2 sheep 3 spider 4 frog 5 duck

- Point to the cat, dog and snake in the star. Ask: *Do you know these animals too?* Learners complete the words 'cat', 'dog' and 'snake' in the star. Ask learners what noises these three animals make.
- Play the audio. Pause after each animal noise for learners to answer. (It's a sheep / cat / snake / duck / dog / frog!)
- O Pairs choose names for this cat, dog and snake and write them on the lines. Ask 3–4 pairs: What's your name for this cat / dog / snake? Learners answer. Ask: How do you spell their names?

Audioscript

What's this?

(sheep noise)

And what's this?

(cat noise)

Now, what's this?

(snake noise)

And this?

(duck noise)

Now, what's this?

(dog noise)

And what's this?

(frog noise)

G Play the game! Can you make a word?

- O Say these letters, one by one: *q-o-r-t-s-g-i-u-y-a-c-f-h-s-l-m-i-b-e-w-z-f-p-d-h*
- O Learners listen and write the letters. In pairs, they then compare the letters they have written to check they are the same.
- O Learners circle the letters that they hear more than once. (s, i, f, h)
- O Learners make a word with these letters. (fish)
- O Now say these letters, one by one:
 - n-q-o-e-r-t-g-i-u-y-a-c-k-s-k-l-m-i-b-e-w-z-a-n-f-p-d-s
- O Learners listen and again write the letters, circling the letters that they hear twice, (k, e, a, n, s) Pairs find the animal word for these letters. (snake)

If learners enjoy letter puzzles, dictate *d-g-d-n-c-o-a-t-o* for learners to find three words. (cat, goat and dog)

Note: Go to our website at www.cambridge.org/funfor. You can download and photocopy a page with the letters of the alphabet to make into flashcards. Use the flashcards for the games suggested to practise the letters of the alphabet.

Numbers, numbers, numbers

Topics numbers, colours

Grammar practice questions, *there is/are*, present simple, prepositions, possessives

Vocabulary See the wordlist on page 101 of the Student's Book Movers word: *thing*

Starters practice Listening Part 4, Reading and Writing Parts 3 and 5, Speaking Part 5

Starters test Listening Part 2

Equipment needed

- O Starters audio 2D.
- O Eight large letter cards showing football. See B.
- O Colouring pens or pencils. See E.
- O See also: www.cambridge.org/funfor.

Get into groups.

- O Learners stand up. Ask three learners to stand together in a group. Say: Look! Three children! Ask one learner to sit down again. Point to the two remaining learners and say Look! Two children! Ask everyone to join in. Say: Three! All learners get into groups of three.
- O Repeat the game using different numbers between two and six. Learners form groups of between two and six. After a few turns, say: Now you! Learners then take turns to say a number. Other learners form the groups.

A Write the numbers.

Starters tip

In some Reading and Writing and Listening parts, learners will have to write numbers. Teach learners that in answers for the tests, they only need to write numbers as digits (1, 2) and not as words (one, two). They will be less likely to make mistakes or lose marks. It's quicker too!

- O Learners look at the numbers. Look at the example. Say: Look at the words and write the numbers on the lines.
- O Write on the board numbers 1 and 20, adding lines for the missing numbers 2–19:

1_____20

- O Point at the lines and ask: *What are these numbers?* Learners answer. Write numbers 2–19 on the lines.
- O Point to **A** and ask learners which numbers between 1 and 20 are not on their page (1, 3, 4, 6, 14, 16, 17, 18, 19). Check pronunciation of the 'teen' syllable /tiːn/.

Optional extension:

Learners could work in pairs to try to write numbers 1–20 in words as quickly as possible. Walk round and help with numbers that are more difficult to spell, for example: eight, twelve, thirteen and fifteen.

B Look at the letters. Write words for six things in the picture.

O Learners look at the picture. Say: Look at the example and its line. Point to the car and ask: What's this? (a car) Show learners that the three big letters to make the word 'car' are jumbled. Point to the answer and ask: How do you spell car? (c-a-r)

In pairs, learners look at the words and lines and write the words for 1–5.

Check answers:

1 bed 2 sock 3 shoe 4 book 5 cat

O Point to the line from 6 in the picture and ask: What's this? (a football)

Ask eight learners to come to the class and stand in a line. Give them the football letter cards in random order (for example learner 1 has an 'l', learner 2 an 'o', learner 3 the 'f', etc). Learners hold up the letters. Ask learners to reorder themselves to make the word 'football'! Ask the class: *Is that correct?*

Learners write football on the line.

Teach/revise: 'on'

Ask: Is there a shoe on the bed? (no) Are there cats on the bed? (yes) Is there a sock on the bed? (yes) Are there apples on the bed? (yes) Are there socks, cats, apples, balls and books on <u>your</u> bed at home? (no!)

G What can you see in the picture? Answer the questions.

- O Learners look at the picture. Point to question 1 and ask: *How many cats are there in the picture?* (three)
- O Ask learners the following questions about the picture. They can answer with just a number. Alternatively teach learners how to answer in a full sentence, for example: There are four cars.
 - 1 How many cars are there? (four)
 - 2 How many books are there? (seven)
 - **3** How many apples are there? (six)
 - 4 How many socks are there? (two)
- In pairs, learners read the two other 'How many' questions and write answers.

Ask: How many balls are there? (eight) How many shoes are there? (five)

Say: Look at the picture again. Give learners half a minute to look carefully at the picture then say: Close your books, now.

Ask number questions about the picture. For example: How many apples / balls / cats / shoes / cars / books are there?

Learners could then play the game in groups of 3–4, taking it in turns to ask and answer the 'How many' questions.

O Ask learners questions about their classroom.

Suggestions:

How many shoes / books / boys / girls / teachers / chairs can you see?

Part

D Listen! Write a name or number. Lis

- Write on the board:
- 1 What's your name?
- 2 How old are you?
- **3** What's your teacher's name?
- What's your favourite number?What's your friend's name?
- 6 How many books have you got?
- 7 How old is your friend?

Ask different learners to read out the questions. Ask: *How many answers are names?* (three) *How many answers are numbers?* (four) Ask: *Which auestions have name answers/number answers?*

Check answers:

Names: 1, 3, 5 Numbers: 2, 4, 6, 7

O Learners copy the questions into their notebooks and write their answers. Ask 3–4 learners different questions, for example: What's your favourite name for a boy/girl, Mario? How many books have you got, Anna?



- O In pairs, learners interview each other by taking it in turns to ask and answer the seven questions.
- O Learners look at the example questions in **D**. Ask: *What's the boy's name?* (Tom) *How old is he?* (nine).

Learners look at questions 1–5. Ask: *How many answers are names?* (two) *How many answers are numbers?* (three).

Say: Listen! A girl is talking to her teacher. She's talking about Tom.

Play the audio twice. Learners listen and write answers.

Note: Learners will see possessive 's' in the example and questions 2 and 4. You might want to explain the meaning of this.

Check answers:

16 **2** Lucy **3**5 **4** Park **5**10

Audioscript

Look at the picture. Listen and look. There are two examples.

Man: Hello! What's this boy's name?

Girl: His name's Tom.

Man: Can you spell his name?

Girl: Tom's name? Yes! T-O-M.

Man: How old is he?

Girl: He's nine.

Man: Nine?

Girl: Yes, that's right.

Can you see the answers? Now you listen and write a name or a number.

One

Man: How many toys has Tom got?

Girl: He's got six toys!

Man: Sorry?

Girl: He's got six toys!

Two

Man: I like his cat. What's his cat's name?

Girl: His cat's name is Lucy!

Man: Lucy? That's a nice name.

Girl: Yes. You spell it L-U-C-Y.

Three

Man: How many books has Tom got?

Girl: He's got five books.

Man: How many?

Girl: He's got five books.

Four

Man: What's the name of Tom's school?

Girl: Tom goes to Park School.

Man: Can you spell that?

Girl: Park? OK. You spell it P-A-R-K.

Five

Man: Which class is Tom in?
Girl: He's in class 10.
Man: Class 10. That's good!
Girl: Yes. He really likes school.

(B) Listen and draw lines between the letters and numbers.

O Write on the board: V 12

Say: Look at the picture. Find the letter V. (It's under the giraffe's head.)

Say: Now find the number 12. (It's halfway down the giraffe's body at the front)

Say: *Draw a line between V and 12.* Make sure learners understand your instruction by drawing a line between the V and the number 12 on the board.

Tell learners you are going to say more letters and numbers. They draw lines between them to finish the picture.

- O Say slowly: 12-Y-14-A-20-7-R-O-E-11-C-13-H-15-I-K-5-18-Q
- Ask: What can you see? (a giraffe)

G Colour and draw.

 Make sure learners have brown, green and yellow colouring pencils or pens.

Say: Now colour the picture. Colour the Bs brown. Colour the Gs green. Give learners time to finish their colouring.

O Draw a sun on the board. Ask: What's this? (the sun) Check that learners have understood the drawing instruction in F. Learners draw a sun and colour it yellow. They could also choose other colours for the flowers, the giraffe's eyes and background body colour if they want to. Ask: What colour is the sun? (yellow) What colour are the flowers / the giraffe? Learners answer.

6 Play number games!

O Choose one of the following number games to suit your class.

I know your number!

 Demonstrate the game first with all the class. Tell one learner to think of a number between 1 and 20 and to write it in their notebook.

Teacher: I know your number. It's seven!

Learner: No!

Teacher: Then it's five!

Learner: Yes!

Teacher: Great! How do you spell five?

Learner: F-I-V-E!

 Play the game with the whole class a few times until you are sure that the learners understand what they have to do.

Learners then play the game in groups of 3–4 to practise numbers 1–20.

When a learner guesses and spells the number correctly, it's their turn to think of a different number and the other learners guess.

Listen and circle the number!

O Give each learner half a sheet of paper. Write the words for numbers 1–20 on the board, asking learners to help with spellings. Say: Now write these number words on your paper.

Tell learners to write the words in big letters anywhere on the paper and not to write the words in the correct order. For example:

three		eleven		fifteen	
	two		nineteen		
twelve		seven		five	
	eight		fourteen		twenty
		six		ten	
	one		sixteen		
eighteen		four			
	nine		thirteen		seventeen

Divide learners into A and B pairs. Shout out any number between 1 and 20. Say: *Draw a circle round that number!*

Each learner hurries to find the correct number and draw a circle round it. The first learner in each A and B pair to correctly circle the number you called out, wins a point. Repeat with other numbers until all the numbers have been circled or until learners tire of the game. Pairs keep their own scores.

3

What's your name?

Topics names, family and friends **Grammar practice:** *to be*, questions

Vocabulary See wordlist page 101 Student's Book.

Movers words: address, round, party; Flyers word: card

Not in YLE wordlist: bingo

Starters practice Listening Part 2, Reading and Writing Part 3, Speaking Part 5

Speaking Part 5 **Equipment needed**

O Starters audio 3C, 3E.

A Look at the letters. Write the names.

- O Point to the boy in picture 1 and say: Look! This is Ben. That's B-E-N. Point to the capital 'B' at the start of his name. Remind learners that the first letters of names are written with capital letters.
- O Say: Here are pictures of ten people. Explain that the names for the people in pictures 1–8 have been jumbled up. For 2–8, learners put the letters back in the correct order to spell the names and write them on the lines. The capital letters will help them do this!

Check answers:

2 Sam 3 Lucy 4 Nick 5 Bill 6 Ann 7 Tom 8 Kim

O Learners choose a name for the boy and the girl in 9. They jumble up the letters of the names and write them under picture 9 (for example n n A a). Under each jumbled name, learners draw the correct number of lines for each name (for example _ _ _ _). In pairs, learners exchange books. They unjumble the letters and write the letters on the lines to write the names correctly spelt.

B Write the names under boy, girl or boy and girl.

Starters tip

Make sure that your learners are familiar with the 17 first names that appear on the Starters wordlist (and in this unit). These names appear in many parts of Starters and some of them are tested in Listening Part 2 (they are always spelt out). Knowing if names are for boys or girls, or for both, is useful.

O Say: Dan is a nice name. Is 'Dan' a boy's name or a girl's name? (boy's) How do you spell 'Dan'? (D-A-N)

Point to the name 'Dan' in the wordbox and on the line. Say: Dan is a name for a boy or man. It's under 'boy' here.

Point to the next name in the box (Alex). Say: Alex is a nice name, too. Is 'Alex' a boy's name or a girl's name? Explain that Alex is a name we can use for a boy or a girl. Ask: How do you spell 'Alex'? (A-L-E-X) Write 'Alex' on the line under boy and girl, please! Learners write Alex on the first line in the 'boy and girl' column.

Say: Look at the names in the box. Write the names under 'boy', 'girl' or 'boy and girl'.

Check answers:

boy: Tony girl: Sue, Anna, Jill, May, Grace boy and girl: Alex, Pat

O Say: Now look at the names in 1–8 in A. Which are boys' names? Which are girls' names? Which are boys' or girls' names? Write the names on the lines in B.

Check answers:

boy: Ben, Nick, Bill, Tom girl: Lucy, Ann

boy and girl: Sam, Kim

O Ask: What are the boy's and girl's name in your picture 9 in A? Is the boy's name a girl's name too? Is the girl's name a boy's name too? Learners talk about the names they wrote.

Note: Learners can check online to see if their names are for both boys and girls.

If relevant, you could talk about names that are for both girls and boys in your learners' country.

 Say: I like the names (George) and (Helen). What English names do you like? Write your favourite English names on the lines in the boxes in B.

© Listen and write the names.

O Say: Listen to the woman and girl. Which names do they say? Play conversation 1 on the audio. Ask: What's the girl's name? (Lucy) What name does Lucy say? (Tom) Point to 'Tom' on line 1. The woman says Lucy and the girl says Tom. Learners listen to conversations 2–6 and write the names.

Check answers:

Ask different learners to spell the names and write them on the board:

2 Alex 3 Ride 4 May 5 Happy 6 Duck

- O Point to 'Mr' and 'Mrs' on the lines in 3 and 6 and ask: Is 'Mr Ride' a man or a woman? (a man) Is 'Mrs Duck' a man or a woman? (a woman) Explain that we can also use 'Miss' and 'Ms' for a woman.
- O Write on the board:

.....is Lucy's brother.

Ask: What's Lucy's brother's name? (Tom) Write Tom in the gap in the sentence on the board.

Write on the board:

.....is the girl's school friend.

.....is a grandmother.

.....is a dog.

.....is an English teacher.

Learners complete the sentences with the names from ${\bf C}.$ Let them listen again if necessary.

Check answers:

school friend – Alex, grandmother – May, dog – Happy, English teacher – Mrs Duck

Audioscript

Listen and write the names.

One

Woman:

Hello, Lucy. Is that your brother?

Girl: Yes.

Woman: What's his name? Girl: Tom.

Woman: Is that T-O-M?

Girl: Yes.

Two

Man: Have you got a good friend at school?

Girl: Yes.

Man: What's her name? Girl: Alex.

Man: Do you spell that A-L-E-X?

Girl: Yes. She's very nice.

Three

Woman: What's your teacher's name?

Boy: Mr Ride.

Woman: How do you spell that?

Boy: R-I-D-E.

Woman: Oh yes, I know him.



Four

Man: What's your grandmother's name?

Bov: Her name's May. Man: Can you spell that? Yes. It's M-A-Y. Bov:

Five

Woman: Is that your dog, Tom?

Boy: Yes.

Woman: What's its name? Boy: Her name's Happy.

Woman: Happy? How do you spell that?

Boy: H-A-P-P-Y.

Woman: That's a good name for a dog.

Six

Girl: Do you learn English at school, Ben?

Boy: Yes. It's my favourite lesson. Who's your English teacher? Girl: Boy: Her name's Mrs Duck. Girl: How do you spell that? Bov: You spell it D-U-C-K.

Names, questions, circles ...

- Tell the class to sit in a circle. (Large classes: make several circles.) 0
- Ask one learner: What's your name? This learner answers, for example: My name's Jean, and then turns to the learner on their right and asks them the same question: What's your name? This learner answers then turns to the learner on their **right** and asks the question. This continues round the circle until all the learners have asked and answered the name question.
- 0 Learners do the same with the second question: Can you spell your name? But this time, they turn and ask the person on their left.
- Learners ask each other the third question: What's your favourite name? Changing direction in the circle again, they ask the learner on their **right**.

Note: Encourage learners to work quickly round the circle.

Answer the questions. Write your names in the circle.

- Learners read questions 1–4 and write their answers in the four $\,$ sections of the circle.
- Draw a circle on the board with a cross inside like the one in **D**. Write your answers to questions 1–4 in the sections. For example: Mary, Lucky, Agnes, Anne.
 - Explain that these are your answers to questions 1-4. Ask learners: Who is Agnes? They try to guess: Your friend? (no) Your grandmother? (yes) Learners find out which question the other names answer.
- Learners do the same in pairs. Learner A shows B their names circle. Learner B guesses who each name belongs to. Then Learner B shows their four names and Learner A guesses.

$oldsymbol{oldsymbol{eta}}$ Listen and write the names and numbers.

- Tell learners to look at the envelope in **E**. Show learners that some things are missing from the name and address. Ask learners to suggest which things are missing. Play the audio. Learners listen and say which things are mentioned. (Mary's family name, the number of her house and the name of her street)
- Play the audio again. Learners listen and write names or numbers.

Check answers:

1 Door 2 17/seventeen 3 Lime

Audioscript

Listen and write.

One

Mum, can you help me? Boy:

Woman:

Boy: Can you tell me Mary's family name?

Woman: Yes. It's Door. D-O-O-R. Boy: D-O-O-R. Thanks.

Two

And what's the number of Mary's house? Boy:

Woman: 17. She lives at number 17.

Oh yes! Bov:

Three

And what's the name of the street? Boy: Woman: You know that! It's Lime Street! Do you spell that L-l-M-E? Boy: Woman: That's right: L-l-M-E.

Great! Thanks, Mum! Boy:

(b) It's your friend's birthday! Write your friend's name and address.

- Explain to learners that this is a birthday card for their friend. Tell them to write their friend's name and address on the envelope.
- Ask different learners to read out their friend's name and address. Ask: How do you spell your friend's name? How old is your friend?

G Find a name from A in these sentences.

Read out the example sentence: Listen to my story! Ask: Can you see the name Tom here? T-O-M. Say: Now find a name in sentences 2-5! If necessary, tell learners that all the names they need to find are in A and B.

Check answers:

2 Tony 3 Dan 4 May 5 Ann 6 Pat

Note: Remind learners that we write names with capital letters!

• Play the game! Names bingo.

- Learners close their books. Ask: Can you say the 17 names from B? Different learners come to the board and write a name: Alex, Ann, Anna, Ben, Bill, Dan, Grace, Jill, Kim, Lucy, May, Nick, Pat, Sam, Sue, Tom, Tony.
- Learners choose five names and write them on a piece of paper.
- Explain that you are going to say and spell out some of these names. Say or spell the different names on the board. Learners listen. If the name you spell is one of the five names that the learner has written, they cross it out. The winner is the first person to cross out all five names on their piece of paper.

Note: with bigger classes, play this in groups with one learner saying the names.

To check the winning names, ask that learner to say and spell the names. Play the bingo name game a number of times to allow different learners to win and spell.

What does my name mean?

- Learners find out the origin and meaning of their name and/or of their favourite English name.
- 0 They can also find out the most popular name for the year they were born / for this year in their country or in the world.
- Learners tell the class what they have found out (in their own language if necessary).