

# UNIT 1: Nice to Meet You!

## Lesson 1: What's Your Name?

Teacher devotion: 1 Deuteronomy 10:17-19 ESV

**For the LORD your God is God of gods and Lord of lords, the great, the mighty, and the awesome God, who is not partial and takes no bribe. He executes justice for the fatherless and the widow, and loves the sojourner, giving him food and clothing. Love the sojourner, therefore, for you were sojourners in the land of Egypt.**

How good God is to us, that He has given us the privilege of reflecting His love by serving the sojourners among us. May God bless you as you prepare your lesson!

Lesson objective: Students will learn to introduce themselves.

Visual or teaching aids needed:

Greeting: Since this is the first class, warmly welcome students and repeat each student's name a few times to make sure you've understood it and can pronounce it correctly.

Open with prayer.

Introduce new vocabulary: Mime and/or use pictures, then do TPR, repetition and dictation drills.

Hi

I'm

Nice to meet you

Nice to meet you, too.

first name

last name

What's your name?

My name is \_\_\_\_\_.

Sentences using vocabulary: Use repetition of a sentence, substitution, question and answer and chain drills.

A. What's your name?

B. My name is \_\_\_\_\_.

*Teacher Tip: Practice the phrase "My name is \_\_\_\_" and put a sound in the blank (like a click of your tongue) so that students can become familiar with the phrase before beginning to fill names in the sentence. For your question/answer drill, consider this:*

Ask, “What’s your name?” and then toss a ball to a student for him/her to answer, “My name is [student’s name].” You may need to coach them at first, and that’s ok!

Pronunciation: Teacher will determine based on needs.

Devotion: Teacher will determine class devotion topic and timing.

### Communication Practice Activities:

#### CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. They should show the correct gestures for two people meeting in the U.S. (e.g., smiling, looking each other in the eyes, shaking hands.)

Then, have two students act out the story while the teachers read it again.

Have students then practice the dialogue in pairs.

A: Hi, I’m \_\_\_\_\_. What’s your name?

B: Hi, my name is \_\_\_\_\_.

A: Nice to meet you.

B: Nice to meet you, too!

*Teacher Tip: Usually, this activity will include a role play from the textbook, including the names and characters from the book. However, to avoid confusing students by using other names, this time it’s best to have students just use their own names. However, it’s still a great idea to show the book and how the characters are greeting each other!*

#### CPA2: Interview: Facing Lines

Place students into two lines facing one another. Each student should practice the introductory dialogue from the previous activity with the person across from him or her. Then, one line will move one person down (with someone on one end moving to the other end of his/her line) so that each student has a new partner. Repeat this until each student has been able to practice with each partner in the facing line.

*Teacher Tip: Be sure that students can refer to the dialogue easily, whether it’s from an open book nearby or projected on a screen.*

#### CPA3: Games: Order the Dialogue

**Before class**, in large letters on sheets of construction paper, write each word (one word per paper): Nice / to / meet / you. / Nice / to / meet / you / too.

**In class**, give one paper to each student, saying the word on the paper as you hand it to him/her. Have students stand in the front of the room, holding their cards. Start by having the students stand in the incorrect order and reading the words aloud to show

that the order is incorrect. If students do not yet understand the idea of the activity, move one student with “Nice” to the beginning of the line and read the words again to demonstrate the idea of this activity. Then, have them rearrange themselves to have the correct sentence order. Encourage the class to read the word cards aloud with you each time.

*Teacher Tip: If you’re working with a very small class, write each word on an index card and have students arrange the cards on a tabletop together. For a very large class, you could also include cards for “Hi, I’m Joe.” “Hi, I’m Mark.” or have two sets of cards and two groups arranging themselves in order. Be sure to keep capital letters and punctuation marks in the appropriate places as a hint for students and also to get them used to them for learning how to use them later on.*

#### CPA4: Game: First Name/Last Name

**Before class**, take 2 index cards per student. Write each student’s first name on one card and last name on another card in visibly large letters. (It might help if the cards or the ink you use to write are 2 different colors to differentiate first and last names.) Be sure to have extra cards for students who join your class that day. Also, make first name and last name cards for yourself.

**In class**, say, “My name is [first name] [last name]. My first name is [first name]” (as you hold up your first name card). “My last name is [last name]” (as you hold up your last name card). Repeat “first name” and “last name” a few times and have students hold up their first and last name cards along with you.

Next, put your cards down. Have all students stand up, holding their cards. Call out either “first name” or “last name.” If students hold up the right names, they stay standing, but if they hold up the wrong names, they have to sit down. Each time, call on one or two students, saying “What’s your [first/last] name?” and help them respond with, “My [first/last] name is \_\_\_\_.”

*Teacher Tip: Some of your students may have more than one first or last name. Others may be used to putting their last name before their first name. Be flexible! Have some extra cards on hand so that if a student wants his/her cards to be different, it’s easily changed. Every student has a right to be called by his/her appropriate name.*

#### CPA5: Games: Chain Drill Game

Divide students into small groups of 4 or 5 and have them sit or stand in a circle. Start with one student asking, “What’s your name?” and have the next student answer, “My name is \_\_\_\_.” That second student will turn to the next student and repeat the question and answer. When all students have asked and answered the questions, the group should raise their hands to signal that they finished first.

Extension: Have groups repeat this game with “What’s your first name,” or “What’s your last name” - just be sure that each group clearly understands the one question and one answer to be asked and given.

*Teacher Tips:*

- 1) *If you have a class that’s too small to divide into groups of 4, try timing them with a stopwatch and recording the time. See if they get faster!*
- 2) *If you have multiple groups going at once, assign a classroom assistant to work with one or two groups to make sure they understand the concept and help when needed.*

### CPA6: Partner Spelling

Students will work in pairs to practice orally spelling their names. One partner will spell out his/her name and the other will say the name and check that the spelling was correct. (The name cards from CPA4 will help with this.) Then, partners will switch. You may also have them spell *name*, *first*, and *last*.

*Teacher Tip: If you noticed from the students’ placement interviews that they don’t yet know the letter names, you might instead work on letters as a class. See the introduction for more information.*

### CPA7: Game: Who Are You?

**Before class**, write each student’s and teacher’s name on small pieces of paper, then mix up the papers. If you didn’t have students preregister, have an assistant write names on papers during an earlier portion of class. Be sure to have extra papers ready for new and late-arriving students.

**In class**, have teachers draw names, read them, and then follow the introductory dialogue again, introducing themselves as someone else in the class. (For fun, the teachers should introduce themselves to the real owner of the name, as well!)

Next, hand out the rest of the papers to students. (Since other students’ names may be hard for beginners to read, you might whisper the name to each student or take them in the hallway one at a time to tell them the name. Have them repeat it a few times to be sure they know it.) Have them walk around and introduce themselves to each other using the new names.

*Teacher Tip: Make sure this activity is done later in the class time, so that students have already had time to learn each other’s real names and thus understand the “joke.”*

### CPA8: Textbook Exercise 1 \*\*Note: This exercise may be given in writing for homework.

In class: Say the words in the correct order to match the dialogue.  
For homework: Write the words in order in the sentence.

1. Joe. / I'm / Hi, / name? / What's / your

**Hi, I'm Joe. What's your name?** \_\_\_\_\_

2. name / Mark. / Hi, / my / is

\_\_\_\_\_

3. meet / Nice / to / you.

\_\_\_\_\_

4. you, / meet / too. / Nice / to /

\_\_\_\_\_

*Teacher Tip: This might not seem like the most useful activity, but in fact, this kind of activity helps students practice English word order, which may be different from the way their first languages structure sentences. It also helps them memorize the patterns to use the whole phrase in the future!*

CPA9: Textbook Exercise 2 \*\*This exercise should be introduced in class, but may be given in writing for homework.

[textbook page only]: Hi, my name is \_\_\_\_\_.

The teacher will give students papers that are prepared with their written first names in English in order to make sure they can write them. The teacher will demonstrate with a paper with his/her own name. Then, the teacher will read the sentence aloud. The tracing sheets may be done for homework.

*Teacher Tips:*

- 1) *Do a web search for "printable name writing worksheets" - there are many websites that will allow you, for free, to type in any name and print a worksheet with several lines to practice copying it. You can also write the student's name in large, legible font on a blank piece of writing paper. Be sure to have a few blank papers ready to be able to write names of students who join your class for the first time during this lesson.*
- 2) *You can laminate the papers or buy clear plastic sleeves to slide the paper inside and then practice writing with a dry erase marker. Show students how they can wipe off their writing and use the page again!*

CPA10: Textbook Exercise 3 \*\*Note: This exercise may be done in writing for homework.

In class: Put students in partners. One student will say, "First name," and the other will say, "Bill." Then, one student should say, "Last name" and the other will say, "Jones." For homework: Students will circle the first name and underline the last name.

Directions: Circle the **first** name. Underline the **last** name.

[b/w drawing of man]	[b/w drawing of woman]	[b/w drawing of boy]	[b/w drawing of girl]
<u>Bill</u> Jones	Cary Lane	Will Evans	Song Chin

*Teacher Tip: This activity will be too hard to do orally if your students are unable to sound out words yet. If so, just explain the activity, showing them how to circle and underline the words with an example on the board, and have them do it for homework on their own.*

Closing: Review: Ball toss

The teacher will say, "Hi, I'm [teacher's name]" and then toss a small ball to someone else, prompting them to say, "My name is \_\_\_\_." That person will toss the ball to someone else to say, "Nice to meet you," and then continue on with the dialogue. The ball will be tossed around the room for a few repetitions of the dialogue.

Homework (optional): Students will complete the textbook exercises in writing.

*Teacher Tip: If possible, use interpreters to explain the homework, since this is the first lesson and some students may be unfamiliar with the concept.*

Close with prayer.

*Teacher Tips:*

- 1) *For this lesson, we can't assume that students have any prior knowledge of English. Learning via drills, repetition, games, and a textbook might be new to your students, and the classroom might be a scary place for them! Remember, you are helping your students learn to participate in the class, something they may not ever have done before. Take your time and have fun with them.*
- 2) *Remember that your students might be nervous. Be sure to have lots of smiles, laughter, and encouragement to help them relax. Brain science shows that when someone is relaxed, s/he is able to learn and retain much more information than when s/he is stressed or nervous. Even if they don't yet know the words for your praise, they will pick up a lot through your tone of voice and body language. The more you say, "Good job!", the sooner they'll understand the meaning!*