What's Your Name?

Let's Begin!

Dialogue 1
Practice the dialogue with your partner.

Student A: Hello.
Student B: Hi.
Student A: What's your name?
Student B: My name is Joey.
Student A: Hi, Joey. I'm Nenita.
Student B: It's nice to meet you, Nenita.

Dialogue 2
Practice the dialogue again with your own information.

Student A: Hello.
Student B: Hi.
Student A: What's your name?
Student B: My name is ________________.
Student A: Hi, _________________. I'm _________________.
Student B: It's nice to meet you, _________________.

Copyright 2016, Red River Press Inc. For use by ESL Library members only. (PRE BEG / VERSION 1.0)
# Let's Learn!

**LETTERS OF THE ALPHABET**

**A. Speaking**

Repeat these letters and words.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>A as in apple.</td>
</tr>
<tr>
<td>Bb</td>
<td>B as in ball.</td>
</tr>
<tr>
<td>Cc</td>
<td>C as in cat.</td>
</tr>
<tr>
<td>Dd</td>
<td>D as in dog.</td>
</tr>
<tr>
<td>Ee</td>
<td>E as in egg.</td>
</tr>
<tr>
<td>Ff</td>
<td>F as in fish.</td>
</tr>
<tr>
<td>Gg</td>
<td>G as in giraffe.</td>
</tr>
<tr>
<td>Hh</td>
<td>H as in house.</td>
</tr>
<tr>
<td>Ii</td>
<td>I as in ice cream.</td>
</tr>
<tr>
<td>Jj</td>
<td>J as in juice.</td>
</tr>
<tr>
<td>Kk</td>
<td>K as in kite.</td>
</tr>
<tr>
<td>Ll</td>
<td>L as in leaf.</td>
</tr>
<tr>
<td>Mm</td>
<td>M as in moon.</td>
</tr>
<tr>
<td>Nn</td>
<td>N as in night.</td>
</tr>
<tr>
<td>Oo</td>
<td>O as in orange.</td>
</tr>
<tr>
<td>Pp</td>
<td>P as in pan.</td>
</tr>
<tr>
<td>Qq</td>
<td>Q as in quiz.</td>
</tr>
<tr>
<td>Rr</td>
<td>R as in rose.</td>
</tr>
<tr>
<td>Ss</td>
<td>S as in sun.</td>
</tr>
<tr>
<td>Tt</td>
<td>T as in table.</td>
</tr>
<tr>
<td>Uu</td>
<td>U as in umbrella.</td>
</tr>
<tr>
<td>Vv</td>
<td>V as in violin.</td>
</tr>
<tr>
<td>Ww</td>
<td>W as in wind.</td>
</tr>
<tr>
<td>Xx</td>
<td>X as in xylophone.</td>
</tr>
<tr>
<td>Yy</td>
<td>Y as in yarn.</td>
</tr>
<tr>
<td>Zz</td>
<td>Z as in zebra.</td>
</tr>
</tbody>
</table>

**B. Writing**

Practice writing these letters.
Let's Practice!

**Dialogue 3**

Practice the dialogue with your partner.

Student A: Hello.
Student B: Hi.
Student A: What's your name?
Student B: My name is Joey.
Student A: Hi, Joey. I'm Nenita.
Student B: Nice to meet you, Nenita. How do you spell your name?
Student A: N-e-n-i-t-a.

**Dialogue 4**

Practice the dialogue with your partner.

Student A: Hi there.
Student B: Hello. I'm Ella.
Student A: Hi, Ella. I'm Juan.
Student B: Juan? How do you spell that?
Student A: J-u-a-n.
Student B: Is that J as in juice?
Student A: That's right.

**Dialogue 5**

Practice the dialogue again with your own information.

Student A: Hi there.
Student B: Hello. I'm __________________________.
Student A: Hi, __________________________.
I'm __________________________.
Student B: __________________________? How do you spell that?
Student A: __________________________.
Student B: Is that __________________________ as in __________________________?
(first letter of name)
Student A: That's right.

**Today's Questions & Answers**

- What's your name?
- My name is Catie.
- How do you spell that?
- C-a-t-i-e.
- Is that C as in cat?
- That's right.
**Answer Key**

**LESSON DESCRIPTION:**
Try using this lesson in the first week of class with your absolute beginners. After doing this lesson, students will be able to say and spell their name and their classmates’ names. This lesson also introduces or reviews the letters of the alphabet and some basic vocabulary (nouns).

**LEVEL:** Pre Beg  
**TIME:** 1 hour  
**TAGS:** functional English, absolute beginner, true beginner, name, introductions, basic nouns, nouns, dialogue

---

**Let's Begin!**

In Dialogue 1, have students listen to the recording of the dialogue. Then have students read the dialogue out loud in pairs. Next, ask students to switch roles (A and B) and read it out loud again. In Dialogue 2, have them read the dialogue out loud in pairs with their own information, and then get them to switch roles.

**Let's Learn!**

Review or introduce the letters of the alphabet by having students repeat after the recorded voice (or you). If your students need to learn when to use lowercase and uppercase letters, check out: https://esllibrary.com/resources/2152.

Next, get students to practice writing the uppercase and lowercase letters on the back of the page or in their notebooks. Note: You may want to demonstrate how people usually print a and g, so that they understand the difference between the typed font (a and g) and handwritten letters (a and g).

**Let's Practice!**

In Dialogues 3 and 4, have students listen to the dialogues before they read the dialogues out loud in pairs. Then have them switch roles (A and B) and read them out loud again. In Dialogue 5, have them read the dialogue out loud in pairs with their own information, and then get them to switch roles. Make sure that your students can express numbers easily.

If you think your students can handle it, have them walk around the classroom and practice the dialogue with various partners.

---

**Today's Questions & Answers**

There are many ways you could use these questions and answers to review what students have learned in this lesson.

- Have students read these questions and answers out loud with a partner or as a class.
- Have students copy these questions and answers into their notebooks.
- Have students review these questions and answers at home.
- Review these questions and answers in class the next day.
- Encourage students to use these questions and answers outside of the classroom.
- Encourage students to add these questions and answers to their Vocabulary Word Bank: https://esllibrary.com/resources/2173

(continued on the next page...)
**Answer Key cont.**

### Assessment / Review Tasks

Here are some suggested review or evaluation tasks. Find Assessment Task forms in our Resources section. [https://esllibrary.com/resources](https://esllibrary.com/resources)

**TASK 1**

Have students write out and hand in a class list. Encourage students to talk to each other to get the correct spelling.

**TASK 2**

Ask students to spell the words on the alphabet sheet out loud. Can they say the letters out loud without looking?

**TASK 3**

Observe students as they “pretend” to meet each other for the first time. Tell them to say hello and find out each other’s fictional names.

---

**SPELLING NOTE:**

This lesson shows the American spelling of the word *Practice*. Most other English-speaking countries spell it this way: *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.