



教育部职业教育与成人教育司推荐教材  
高等职业教育英语教学用书(五年制适用)

# 畅通英语 1

Beginners 基础教程教师参考书

Teacher's book

# Channel

your English

H.Q.Mitchell-J.Scott

《畅通英语》改编组



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## 内 容 提 要

《畅通英语》是教育部规划并推荐的五年制高职高专英语教材。本套教材是在英国 MM 出版公司 2003 年出版的 *Channel your English* 的基础上, 由国内英语教学专家和教师改编而成的。本套教材也可供三年制高职高专院校选用。

本书为《基础教程教师参考书 1》, 本书针对主教材每单元中的各项练习都给出了练习的目的、操作的步骤、语言点注释、听力文字材料、练习答案等。同时, 本书还增编了“文化背景知识介绍”、“语言点注释”、“课文参考译文”等。

本书还包括《学生练习册 1》的所有练习答案及补充练习的答案。

## 前言

为了深入贯彻《中共中央国务院关于深化教育改革全面推进素质教育的决定》，进一步落实教育部等7部门《关于进一步加强职业教育工作的若干意见》，全面实施《2003—2007年教育振兴行动计划》，推动职教教材多样化发展，教育部制定了《2004年—2007年职业教育教材开发编写计划》。计划内的教材出版后将向全国职业学校推荐选用。

《畅通英语》系列教材是上述教材开发编写计划中的一种，是在英国MM出版公司2003年出版的CHANNEL YOUR ENGLISH的基础上改编而成的。本套教材既保留了原版教材新颖的教学设计模式和先进的教学理念，又结合中国高职高专英语教学的实际，增编了适量的辅教辅学内容和练习。本套教材可供五年制和三年制高职高专学生使用。

《畅通英语》以真实的交际型语言活动为基础，按照语言表达的难易程度分级编写，注重语言应用能力培养。从初级到中高级的英语学习全过程都有效地整合了听、说、读、写、译5种语言技能训练。该书布局系统全面、科学合理，将功能、语法、词汇、语音和跨文化交际技能尽收其中，利于教师按照语言学习和应用的规律有效地安排教学内容与进度，既提高学习者兴趣，又锻炼学习者能力，使所学内容与涉外交流、人际交往的真实话题和场景紧密结合，反复强化，达到学、练、用合一的理想效果。

本套教材的特点主要体现在如下几个方面：

教材内容贴近日常生活，真实生动，丰富有趣。学习者在生动的多元文化环境中，学习语言，掌握技能。教材中阅读文章题材广泛，例如，不同国家的节日介绍、中国属相介绍、心理测试、神秘的UFO等；其次，题材大多是学习者感兴趣的话题，如学习工作、休闲娱乐、求职指导、服饰打扮、饮食喜好、旅游探险、真诚友谊等。教材话题内容全面，覆盖诸多领域，如科技、网络、文化、社会、人物、经济、文摘、广告、说明等，使学习者在不同场合能够充分感知语言环境，掌握语言技能，加以强化操练，便可表达自如。

图文并茂，新颖实用，词汇学习尤有特色。教材配有大量与各种功能相关的富于启发性的图片，为语言学习者提供了形象的训练情景，有效地培养学习者对语言的领悟能力。以话题为中心归纳、学习、使用和积累词汇，有趣而实用。

体现语言的人际、意念、语篇三大功能，实用性强。各单元的对话包罗许多常用人际交往表达和意念功能，如介绍与陈述、赞同与反对、问题与解决方案、给予与获取、需求与允诺、推理与预测等。阅读与写作文体多样实用，主要介绍应用文体，如广告、人物、景点、论文、信件等。

注重综合能力培养。教材采用基于话题任务的交际教学法，突出强调涉外交流活动中必需的英语交际会话能力培养。使学生能通过话题、情景，灵活运用英语完成交际任务，强调学以致用，真正将语言学习与使用结合起来，能听会说，读写并重，达到学好，用好，自然会考好的目的。

教学体系完备，教学参考资料十分丰富。本套教材由学生用书、教师用书、学生练习册、录音带、多媒体光盘等组成，形成完备、集成、个性化、立体化的英语教学体系。

本套教材结构科学合理，布局系统全面。主要包括以下内容：

《畅通英语》学生用书共有5册，分为基础教程2册，中级教程2册和高级教程1册。基础教程1适合于初学者水平，基础教程2适合于初中水平，中级教程1适合于高中水平。学习者可以根据自己的实际水平，从不同的分册开始学习。每册包括15~16个单元，每单元包括3课内容：第一课以会话引入为主，包括情景对话、词语表达、语法结构和口语实践并结合语音语调训练；第二课重在以听读为主的接受型技能训练，包括阅读、词语表达、语法、听力和口语实践6个部分；第三课重在以说写为主的产出型技能训练，包括听说读写4种技能综合训练。在学生用书中每3~4个单元之后，还编有阶段复习题，供复习巩固所学语法结构和词语表达使用。学生用书之后还分别附有全书词表，中学英语基础词表及中文释义，供学生使用此书时查阅参考。

该书各级均配有学生练习册,内含学生用书中各单元主题扩展阅读短文和各课的配套同步练习及课内外各种活动设计安排,供师生结合各自的教学情况选用操练。《中级教程2》和《高级教程》的学生练习册各单元还配有反映《高等学校英语应用能力考试大纲和样题》所规定的项目和要求的模拟试题。学完全套教材的前4册可以参加“高等学校英语应用能力考试”的B级考试,学完全套教材可参加A级考试。

全套教材的对话、陈述、课文都配有录音带,并配有对话部分的多媒体光盘。

《畅通英语》的《教师参考书》提供了详细的英文原版“教材和教法说明”,还增编了“文化背景知识介绍”、“课文语言点注释”、“课文参考译文”等。

《畅通英语》是一套集中外英语教育工作者长期教学研究最新成果的引进改编系列教材,其新颖的教学理念、实用的教学模式和贯穿始终的培养学生语言应用能力的教学活动定会给中国英语学习者、教育者新的启迪与裨益。

本套教材由电子科技大学冯斗教授和北京联合大学杨亚军教授担任总主编。《畅通英语基础教程教师参考书1》主编为刘虹(四川省经济管理学院),编者为林何(电子科技大学)、张竹怡(成都信息工程学院)、廖丽(四川省经济管理学院)、钟帆(西南民族大学)、叶林果(四川省经济管理学院)。

编 者

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# Introduction

## Outline of the course

### •Objectives

*Channel your English* is an exciting and easy-to-use five-level course in English specially designed for teenage and young adult learners. *Channel your English* takes learners smoothly from Beginner to Upper-Intermediate level and enables them to communicate with other speakers of English in real-life situations. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Channel your English* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently. Other important factors, such as the learners' age and interests, have been taken into consideration in the planning and design of this course. The topics have been carefully selected to motivate learners and stimulate learning.

### •Syllabus

*Channel your English* uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organised, user-friendly syllabus combining vocabulary, functions, structures, pronunciation and communication skills. Vocabulary and grammar are systematically categorised and presented helping teachers to manage and organise their time efficiently. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

### •Organisation and length of the course

*Channel your English Beginners*, the first book in the series, effectively meets the needs of teenage and young adult learners with no or little previous exposure to the English language.

The book is divided into 16 well-developed and carefully structured units, each of which is based on a general topic and divided into three lessons. By the end of the book, students will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The book material included can be completed in approximately 65 – 100 hours. The precise time needed will vary according to factors such as school organisation, class size, learner ability and motivation.

### •Key features

Certain key features of the book add to the challenging and motivating material of the course, such as lively dialogues presenting real spoken English, and the special emphasis on vocabulary building. The language used in *Channel Beginners* is principally British English. However, the writers of *Channel your English* have taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, Students ("Ss" for short) are exposed to linguistic varieties as well as texts and information about various English speaking countries and cultures. In addition to this, there is an appendix of differences between British and American English at the back of the book.

## Course components

### •Student's Book

The Student's Book contains:

- Table of contents presenting the topics, vocabulary, functions, structures, pronunciation, as well as the microskills practised in each unit.
- Sixteen six-page units, each divided into three lessons, arranged in four modules.
- Four two-page revision units appearing at the end of each module.
- An appendix of differences between British and American English.
- Pairwork speaking activities.
- A Grammar reference section with useful tables, examples and explanations of the grammatical structures dealt with in each unit.

### •Workbook and Student's CD-ROM

The Workbook is divided into units and lessons in accordance with the Student's Book and includes exercises for further practice of the items dealt with in the Student's Book. The exercises may be done in class with the students working individually or in pairs/groups. Alternatively, the exercises may be assigned for homework after completing a unit.

The Student's CD-ROM includes all the dialogues in the presentations, together with the corresponding pictures from the Student's book.

### •Teacher's Book


The Teacher's Book contains:


- An introduction.
- Teacher's Reference includes: tables of the functions, structures and active vocabulary

introduced in each lesson and useful notes for lesson planning. This reference provides teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs. Answers to all exercises, transcripts of the listening exercises and ideas for optional activities are also included.

- Additional reference consists of 3 components: culture notes, language points and translation of each unit.
- Workbook (teacher's edition) mainly provides teachers with keys to exercises included in the workbook.
- The last part of teacher's book is Key to Supplementary Exercises, which gives appropriate explanation to supplementary exercises in the workbook.

### •Student's Audio Cassettes

The Cassettes include all the recorded material from the sections in the Student's Book where the symbol  appears.

 : presentation dialogues, words and phrases, pronunciation and the transcripts for the listening sections.

## The structure of the units

### •Hello! Unit

This unit serves as an introductory unit. Basic classroom language as well as the numbers 0-10 are presented. It also introduces students to the English-speaking world, clearly



demonstrating that English is a cross-cultural language spoken in many countries and different societies.

## •(Units 1-16)

Each of the sixteen units is divided into three two-page lessons, which are discussed in detail below.

## •Lesson One and Lesson Two

In Lesson One and Lesson Two the target language and functions of each unit are presented and also practised to some extent. Lessons One and Two are divided into the following sections:

### Presentation

The aims of this section are to present vocabulary, structures and functions in the context of a dialogue and to expose students to natural spoken English through a meaningful context.

The presentation is usually divided into three stages:

**Stage one:** This is a lead-in to prepare students for the dialogue they will hear later. A short discussion is generated through visual and verbal information with the aim of introducing the topic of the dialogue that follows. In this way, students are involved in an activity that creates expectations and motivates them to move on to the next stage. As this is actually a warm-up activity, it is advisable that students should not spend more than a few minutes doing it.

**Stage two:** In this stage students first listen to the dialogue with their books closed and then listen again and follow in their books. All the dialogues have been specially designed to familiarise students with spoken English in a

variety of different real-life situations. These dialogues motivate students' interest through witty exchanges in up-to-date, modern English, the objective of which is to promote learning in a communicative way. The aim is to facilitate the understanding of the main ideas.

**Stage three:** In this stage students listen and read at the same time in order to carry out a variety of task types. These cover a wide range, such as open-ended questions, True/False exercises, ordering events, identifying speakers, gap filling, extracting specific information, etc. The aim, here, is to enhance students' understanding of details / specific information.

### Pronunciation

The pronunciation section appears either in Lesson One or in Lesson Two and deals with significant aspects of spoken English in an organised manner. It is in the form of a listen-and-repeat drill, thus providing the presentation and controlled practice of individual sounds, as well as sentence stress and intonation patterns. Since pronunciation is an important feature of natural, native-like delivery of speech, it is essential that it is practised systematically. Teachers should encourage repetition, either individual or chorus.

### Words and phrases

In this section one or more lexical sets related to the topic of the unit are presented. These lexical items are always presented through visual clues which make the presentation more lively and comprehensive. However, this section is not just a list of lexical items which are presented to be memorised. English is viewed as a language directly linked to contemporary English culture not designed to simply serve the purposes of a textbook.

## Grammar

This section deals with essential grammar and focuses on the main grammatical points that appear in the presentation section. Their usage is illustrated in context through example sentences/dialogues accompanied by pictures. Ss are actively involved in the understanding of grammar through various language awareness activities. For example, they are required to make inferences about the functions and usage of grammatical points and to complete tables and/or sentences. In this way, students develop strategies that help them identify language patterns, develop a greater awareness of language and become more independent learners. The grammar section always ends with a short exercise giving Ss the opportunity to practise the grammatical points in context.

A more detailed presentation of the grammar focus in each unit is included in the Grammar Reference at the back of the book, which Ss may refer to whenever necessary.

## Oral practice

The aim of this section is to provide students with further practice of the functions, structures and vocabulary already presented in the dialogue through visual and verbal stimuli.

The activities are interesting, they closely approximate real-life situations and there is always a goal to be achieved through the activity.

Ss work in pairs or groups and perform a variety of tasks. They speculate, discuss, exchange information, make suggestions or make decisions in order to achieve their goal. The speaking tasks are based on visual and/or verbal stimuli. In certain pairwork activities, each of the two students is provided with different information found in a special section at the end of the book.

It is advisable that every lesson should be rounded up with the oral practice activity and that reasonable time should be allowed for students to carry out the task.

Pair work and group work is a significant aspect of oral practice. By working in pairs or groups, the amount of time Ss speak is increased significantly, cooperation among Ss is encouraged and learner independence is enhanced. The benefits of pair work and group work should be explained and stressed to Ss at the beginning of the course. In addition, teachers should ensure that the classroom seating plan facilitates this kind of activity.

To achieve optimum results, it is advisable to set a time limit for the activity. During the activity, the teacher should go round the classroom, listen to the discussions taking place and make sure that Ss speak only in English. If necessary, help and support should be provided. As the aim of the activity is to enhance Ss' fluency, teachers should not interrupt Ss to correct their errors. They can keep a record of common or basic mistakes and comment on them at the end of the activity. There is ample opportunity to focus on accuracy and correct errors while doing other types of exercises.

In addition, pair work and group work provide teachers with an opportunity to assess their Ss' speaking skills. While monitoring Ss engaged in an activity, teachers are able to focus on individual Ss' performance. By keeping note of the Ss' performance, teachers are able to evaluate their progress throughout the term / year.

The procedures described above apply to the Speaking section in Lesson Three as well.

## Listening

This section appears either in Lesson One or in Lesson Two. The process of listening is very similar to that of reading, as they are both receptive skills. Therefore, the topic of the listening activity should always be introduced and discussed with Ss first. Ss should also be encouraged to use all the visual and verbal clues given in order to activate their

background knowledge of the topic and prepare for the task at hand. A variety of spoken text types and task formats have been employed, through which important listening microskills are developed.

The main aim of the listening activities is listening for gist and/or specific information. Students listen to the text twice and carry out the task. Task types are varied, including True/False exercises, multiple choice questions, multiple matching, gap filling etc.

Teachers should ask students to read the instructions carefully before beginning each activity, and make sure Ss fully understand what they are expected to do. Before listening Ss should be told not to worry about any new vocabulary they may hear. Not knowing the meanings of these words will not obstruct comprehension of the listening texts, and is not necessary in order for them to be able to complete the tasks successfully. When answers are elicited from Ss, we suggest that students should be asked to justify their answers. Then, if necessary, the tape may be played again and any points that have not been understood can be clarified.

### •Lesson Three

Once Ss have understood and practised the target language in Lessons One and Two, they are given the opportunity to consolidate it in Lesson Three. This lesson focuses on the development of the four major skills in an integrated manner and it is divided into the following sections:

#### Words and phrases

As with the activity under the same heading in Lessons One and Two this activity gives students further practice with various lexical sets.

### Reading

In this section students are exposed to a wide variety of reading material, such as magazine articles, letters, e-mails and websites. The texts have been specially adapted to suit teenage and young adult learners' needs and interests. They cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural information about the real world. The main intention is to provide intensive reading practice, although they also lend themselves to presenting target vocabulary and grammar in context. The reading section is usually divided into three stages:

**Stage one:** A pre-reading task usually precedes the reading text. Its main aims are to introduce the topic of the reading text with questions that relate it to the students' personal experience and to activate topic-related vocabulary students already know. It may appear either in the form of questions that generate a short discussion or visual/verbal stimuli in order to help students predict the content of the reading text. As it is a warm-up activity, it is advisable that it should be done systematically before the actual reading task.

**Stage two:** In this stage students read the text for the first time in order to perform a task. The main aim of this stage is to help students understand the gist of the text or the main ideas expressed. The task types vary and include checking predictions, choosing the best title, matching headings with paragraphs etc. Students should be given some time to perform the task and teachers should point out to them that unknown words should not worry them at this stage.

**Stage three:** In this stage students are asked to read the text again in order to do the reading activity. The aim is to help students develop certain microskills such as scanning for specific information and reading for detail. The task types are varied, including open ended and multiple choice questions, multiple matching, True/False exercises, gap filling etc. Students

should be given ample time to carry these tasks out in class, especially when they are doing them for the first time. When classroom time is scarce, they can be assigned for homework.

## Listening

What has been said above about the listening in Lessons One and Two applies to Lesson Three as well. The only difference is that the tasks included in Lesson Three are more demanding than those in Lessons One and Two.

## Speaking

The aim of the speaking section in Lesson Three is to enable Ss to use the vocabulary, grammar and functions introduced in the unit in a meaningful context. What has been said above about the oral practice in Lessons One and Two applies here, as well.

## Writing

Like speaking, writing is a productive skill and one that Ss often have difficulty with. For this reason, Ss should be introduced to writing smoothly, starting with simple sentences and then moving on to longer texts. In the writing tasks, Ss are asked to produce a short piece of written discourse, which is usually based on the preceding speaking activity.

These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the unit and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that students have fully understood what they are expected to do. Students' written work should always be corrected (not during class time) and returned to Ss in due course. Moreover, Ss should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW: wrong word

S: spelling

P: punctuation

T: tense

A: article

WO: word order

^: something missing

## Revision Units

The four Revision Units can be done either at home or in class, depending on the time available. The tasks in these units thoroughly revise the functions, grammar and vocabulary that have been taught in the preceding units. All the tasks are contextualised and emphasis has been placed on communicative activities and skills development. Since the Revision Units are not tests, we suggest that you allow Ss to refer to the relevant units when doing the exercises if they need to.

Each revision unit consists of a communicative activity (matching questions with answers) and a variety of other tasks focusing on reading, listening, speaking and writing.

## Optional activities

In the Teacher's Book there are various optional activities which help Ss get a better understanding of the dialogue and the reading texts, and also provide an opportunity for further practice of the vocabulary and grammatical structures or forms introduced.



## Points to remember

- Whether a task is carried out in class or assigned for homework, it is advisable that every effort should be made to ensure that students fully understand the rubric, in order that they comprehend what they are expected to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires students to do, by doing the first item.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Wherever necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- For the listening tasks it should be ensured that students have no unknown words in the accompanying activity before they proceed to complete it.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check predictions.

### Abbreviations used in Teacher's Book

adj	→	adjective
adv	→	adverb
e.g.	→	for example
etc.	→	et cetera
n	→	noun
p.	→	page
pp.	→	pages
prep	→	preposition
sb	→	somebody
sth	→	something
Ss	→	students
v	→	verb
TB	→	Teacher's Book

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## Functions

Introducing oneself  
 Exchanging basic personal information (first name, surname)  
 Spelling names  
 Getting someone's attention

## Structures

Subject Pronouns: *I, you*  
 The verb *be*: 1st and 2nd person singular (affirmative form)  
 Possessive Adjectives: *my, your*

## Vocabulary

## Words

alphabet	language	no
and	male	OK
both	Mr.	surname
female	Ms.	too
first name	name	yes
hello		

## Expressions

Excuse me.                      Nice to meet you.  
 How do you spell...?      What's your name/surname?  
 My name's...

**NOTE:** Point out the expression *Excuse me* and explain that it has two meanings/functions; it is used either to attract attention or to politely ask for clarification.

## 2 Aim: to check comprehension of specific information in the dialogue

- Point out the name *Alison* in the dialogue and on the chart and ask Ss to find her surname and complete the chart.
- Explain to Ss that in the first column they should write the woman's first name and surname, in the second column the man's and in the third column their own first name and surname.
- Have Ss do the activity and help them write their names if necessary.
- Check answers.

## Key

First Name	Alison	Ricardo	S's own first name
Surname	Robinson	Puertas	S's own surname

**NOTE:** Explain that *Mr.* is a formal form of address used for men. It is used before the full name or the surname, e.g. *Mr. John Smith* or *Mr. Smith* but not before the first name, e.g. *Mr. John*. The same applies to *Ms.*, *Mrs.* and *Miss*, which are all formal forms of address used for women. *Mrs.* and *Miss* denote that a woman is married or single respectively, while *Ms.* does not denote marital status.


## warm-up

### Aim: to introduce the topic of the lesson and the main functions presented

- Greet Ss and introduce yourself as you enter the classroom. Tell Ss: *Hello. I'm...*
- Choose a student and say: *My name is... What's your name?*
- Try to elicit an answer but do not insist at this point.
- Repeat the question to a few more students and elicit answers.

## presentation

### 1 Aim: to present vocabulary, structures and functions in the context of a dialogue

- Tell Ss to look at the picture and ask them to tell you in L1 where they think the people in the picture are and what they are doing.
- Ask Ss to cover the dialogue, look at the picture and listen carefully. Play the tape. 
- Play the tape again and tell Ss to follow in their books.
- Explain *name*, *surname*, as well as *first name*, and tell Ss that *Nice to meet you* is an expression people use to greet someone when he/she is introduced to them.

### 3 Aim: to practise introducing oneself and asking for somebody's name

- Draw Ss' attention to the example and have two Ss read it.
- Choose a student and practise the dialogue using your real names.
- Divide Ss into pairs and have them do the activity.

## pronunciation

### Aim: to present and practise the pronunciation of the letters of the English alphabet

- Play the tape pausing after every letter.
- Ask Ss to repeat each letter as they hear it.



## words and phrases

### English names

- 1** Aims: • to familiarise Ss with common English names  
• to activate prior knowledge of English names

- Ask Ss if they know any English first names.
- Elicit answers and provide a few English first names yourself.

#### optional

Ask Ss if they know any English surnames. To help them, tell them to think of the names of famous English, American, Australian, etc. people. Write the names on the board.

- 2** Aim: to give Ss practice in spelling English names

- Ask Ss to listen to the tape and complete the missing letter in each of the names given. 
- Check answers.

**NOTE:** Point out that some words like *Patty* include double consonants. In this case, *tt* is read *double t*.

#### Key

a. g    b. C    c. s    d. J    e. y    f. a

### listening transcript

- 1  
A: What's your name?  
B: George.  
A: How do you spell it?  
B: G-E-O-R-G-E.

2.  
A: What's your name?  
B: Chris.  
A: How do you spell it?  
B: C-H-R-I-S.

3.  
A: What's your name?  
B: Jason.  
A: How do you spell it?  
B: J-A-S-O-N.

4.  
A: What's your name?  
B: John.  
A: How do you spell it?  
B: J-O-H-N.

5.  
A: What's your name?  
B: Patty.  
A: How do you spell it?  
B: P-A-doubleT-Y.

6.  
A: What's your name?  
B: Jane.  
A: How do you spell it?  
B: J-A-N-E.

- 3** Aim: to expand Ss' awareness of English names, and to associate them to their personal experience

- Ask Ss if they have the names in exercise 2 or any other names which sound similar to them, in their language.
- Elicit answers. Allow Ss to use L1.

#### optional

Write a few English names on the board and ask Ss: *How do you spell...?* In the names, try to include some of the letters that might confuse your Ss.

### oral practice

- Aim: to give Ss practice in spelling names

- Have Ss read the example and point out the name on the chart.
- Choose a student and ask him/her:  
*How do you spell your first name/surname?*
- Elicit the student's answer and help him/her if necessary.
- Have Ss do the activity. Point out that they should write their partner's name on the chart.
- Check answers.

#### Key

Ss' partner's name.

#### optional

##### Role play

- Write the names of several famous people on the board.
- Divide Ss into pairs.
- Ask Ss to choose one of the names. Ss should pretend they are the people they have chosen and ask each other to spell their name.

### grammar

- Aim: to present and practise the first and second person singular of the verb *be* in the affirmative form and the possessive adjectives *my*, *your*

- Draw Ss' attention to the speech bubbles and ask them to read the examples a few times. Emphasise the words in bold type.
- Ask Ss for the difference between the subject personal pronouns *I*, *you* and the possessive adjectives *my*, *your*. Elicit answers in L1.
- Explain the activity and have Ss do it.
- Check answers.

#### Key

1. I'm    2. You're    3. your    4. My