

Lesson Plan:

Spelling names and email addresses

LEVEL	TIME	TOPIC
Beginner (A1/A2)	60 minutes	Spelling names and email addresses

Objectives

By the end of the lesson, students will be able to spell names and exchange email addresses accurately. They will also use the target phrases to ask a relevant question and confirm the key information.

Materials

Whiteboard, pens, and paper. Copy or display the supplied model and practice details; hide partner-only details until checking. All sample data are fictional.

Warm-Up Activity (8 minutes)

Activity: Read Eva Chen aloud. Write Eva Chan on the board; students ask a question to correct it.

Presentation (15 minutes)

Model “How do you spell that?” and “Is that one word?” Read email addresses using at, dot, and underscore; confirm letters aloud.

Language support: Letters and checking: capital letter, lowercase letter, at, dot, underscore. Ask: Is that B or D? Could you spell the last part again?

Worked model / source: A: What's your name? B: Eva Chen. A: How do you spell your last name? B: C-H-E-N. A: And your email? B: eva_chen@example.com. A: Eva, underscore, Chen, at example dot com? B: That's right.

Guided Practice (15 minutes)

Activity: Dictate Leo Park: leo.park@example.com; Mia Bell: mia_bell@example.com; Ben Fox: ben.fox@example.com. Partners compare before requesting one repetition. Cover the printed addresses.

Suggested answers / teacher notes: Check dots versus underscores as well as letters. Accept a request for repetition before correction.

Procedure: Complete the first item together. Partners attempt the remaining items before seeing the notes. Ask them to explain a correction, then rehearse the corrected version.

Independent Practice (17 minutes)

Task: Partner A uses Nora Kim, nora.kim@example.com; B uses Luis Diaz, luis_diaz@example.com. Exchange both details without showing the card, then read back the complete address.

Success check: Success: the written address matches the card exactly and the listener confirms uncertain letters instead of guessing.

Support and challenge: Allow learners to rehearse with the language support visible, then try without it. Confident learners add one related question or change one detail; their partner must respond accurately.

Wrap-Up / Review (5 minutes)

Review: Dictate one unfamiliar name and ask which question helps confirm its spelling.

Ask learners to explain their response using the model or practice material. Revisit one shared difficulty before collecting the final work.

Homework (Optional)

Write three invented contact details and practice reading them aloud.

Follow-up: Use the supplied model as a reference. Bring the response back for a brief partner check against the lesson objective; correct one detail or language choice before submitting it.