

Intro Level Teacher's Guide

Neighbor ^{TO} Neighbor

Uniting through English

Rachael Tsaneva, Writer

MNA
ESL

<https://pcamna.org/ministry/esl-ministries/>



Presbyterian Church in America

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Unless noted, Scripture used is from *The Holy Bible, English Standard Version™*

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Although many publishers do not capitalize terms, and particularly pronouns which refer to the Trinity, in this guide CDM publications has capitalized those elements for clarity of reference.

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I’m sure you see the pattern here—God provided!!! I pray that God will use *Neighbor to Neighbor: Uniting through English* to help hundreds of ESL ministries reach the nations that God has sent to their doorstep!!

God is able to do far more than we could ever ask for or imagine. He does everything by His power that is working in us. Give Him glory in the Church and in Christ Jesus. Give Him glory through all time and for ever and ever. Amen.—Ephesians 3:20-21 (NIRV)

Blessings,

Nancy Booher, MNA ESL Ministries Director

Scope and Sequence

#	Lesson Title	Language Function	Grammar
Unit 1: Nice to Meet You!			
1	What's Your Name?	- Greetings - Asking for and giving personal information – names	Memorized phrases
2	Welcome to the Classroom!	- Greetings - Classroom objects	- Demonstrative <i>this</i> "What" question
3	Excuse Me, Who Is That?	- Asking for and giving information - Asking for repetition	- Demonstrative <i>that</i> "Who" question
Unit 2: Tell Me about Yourself!			
4	Where Are You From?	Asking for and giving personal information – origins	"Where" question - Pronouns <i>I, he, and she</i>
5	What Languages Do You Speak?	Asking for and giving personal information – languages spoken	"What" question "Yes/no" questions - Conjunction <i>and</i>
6	What's Your Phone Number?	- Asking for and giving personal information – phone numbers - Numbers 0-9	"What" question
7	What's Your Address?	- Asking for and giving personal information – addresses - Identifying parts of an address - Giving own address	"What" question

Unit 3: At Home with My Family			
8	Do You Have a Sister?	- Naming family members - Giving number of family members	Plural nouns with -s
9	I'll Fix It!	- Naming items at home - Asking for something to be repaired	Possessive <i>my</i>
10	Where's My Pencil?	- Naming items at home - Identifying relative location of items	- Prepositions: <i>in, on, under</i> "Where" questions
11	Please Turn Off the Stove.	- Naming items at home - Giving polite commands	Imperatives
Unit 4: Let's Go Outside!			
12	We're Playing Soccer!	Describing outdoor activities	- Present progressive tense - Pronoun <i>we</i> "What" questions
13	It's Windy!	- Describing clothing - Describing weather	Using adjectives to describe nouns
14	Can I Help You?	- Describing clothing - Making polite requests	"Where" questions
15	It's Raining.	- Describing clothing - Describing weather	Modal <i>should</i>
16	I Like Rainy Weather.	- Describing weather - Naming seasons - Expressing preferences	Negation with <i>don't</i>

Unit 5: Plants and Animals			
17	What's Growing in Sara's Garden?	Naming produce items	Possessive 's
18	How Many Tomatoes Are in Your Garden?	Numbers 11-19	- Sentences with <i>there is/ there are</i> "How many" questions
19	Here You Go!	Color words	Describing nouns with number + adjective
20	I Have a Blue Fish.	Describing pets	Pronoun <i>they</i>
Unit 6: How Do You Feel?			
21	Are You Okay?	Describing feelings	"Are" questions
22	Who's That Tall Man?	Describing people	Preposition <i>with</i>
23	I Bumped My Arm!	Naming body parts	Possessive adjectives <i>his/ her</i>
24	My Leg Hurts!	Naming body parts	Preposition <i>above</i>
Unit 7: Our Routines			
25	What Time Is It?	- Numbers 20-100 - Understanding times on a digital clock	- Making double-digit numbers - Reading digital clock times
26	How Much Is This?	- Making polite requests - Understanding and using money	"How much" questions - Reading money amounts
27	What Day Is It?	- Days of the week - Understanding a calendar	"What" questions

Unit 8: I'm on My Way!			
28	You Can Take a Bus.	- Modes of transportation - Describing ability	Modal <i>can</i>
29	How Do I Get to the Hospital?	- Giving and understanding simple directions - Using directional words	"How" questions
30	What Do You Do?	Naming professions	"What" questions
Unit 9: What Do You Like to Eat?			
31	It's on Aisle Six.	- Making polite requests - Naming common foods	"Where" questions
32	May I Have Pasta?	- Making polite requests - Naming common foods - Understanding a menu	Modal <i>may</i>
33	What Do You Drink at Breakfast?	Name types of beverages	Conjunction <i>but</i>
34	What Do You Eat for Lunch?	- Name foods - Describe each meal of the day	"What" questions

Introduction to the Teacher's Guide

Neighbor to Neighbor: Uniting through English curriculum was written for volunteers who love Jesus and desire to serve Him by loving and serving their immigrant neighbors. Many people have a desperate need to know English. All of them desperately need Jesus. This curriculum will provide the tools that are needed for volunteers to teach English with competence and confidence, thereby sharing the love of Christ through word and deed.

In *Neighbor to Neighbor*, English is taught through basic dialogues and vocabulary words. Students will learn sentence structures and basic grammar as well so that they can begin to use English in their community with some confidence. As the majority of programs using this book meet only once per week, your students will not have enough time with you to master English, but they will be able to learn some survival language with which they can work and build relationships. We hope that this will become a launchpad for students to continue learning, both inside and outside the classroom.

The lesson plan format in this book is the format that is taught in Mission to North America's ESL Teacher Training workshop. If you have not yet taken this workshop, you can find upcoming training opportunities, both in-person and online, at <https://pcamna.org/ministry/esl-ministries/>. A copy of the lesson plan form can be downloaded from the *Neighbor to Neighbor* page on the MNA ESL website under "Teacher Resources."*

We have written this book so that no translation is needed to teach the concepts. If you do have access to an interpreter, use his or her services sparingly and teach via English immersion as much as possible.

Devotions

We encourage all programs to include a short devotion for the students in each lesson, which is why there is a space for that in the lesson outline. You (and/or your program director) should decide what kind of devotions to use. You will find many classroom devotion ideas on the MNA ESL website.

This book also includes devotions **for teachers**. These are short meditations that we encourage you to read and pray through before you begin writing your lesson plan. We hope that they encourage you and help keep you centered on Christ as you serve Him.

Lesson Illustrations

This book is organized by topical units. Each unit begins with a unit illustration, which you can revisit and discuss as students learn new vocabulary. Each lesson also includes a color drawing which illustrates the lesson dialogue. We encourage you to make use of these drawings as much as possible.

Vocabulary

Because these lessons were written for intro level students, each only includes eight or nine vocabulary words (with a few exceptions). Teaching a smaller number of words per lesson will allow students to truly absorb these words as functional vocabulary. If you are considering combining two lessons, you should not try to teach all sixteen words in one day but choose a few words from each lesson that are the most important for your students. While printable illustrations for each vocabulary word are available on the *Neighbor to Neighbor* page of the MNA ESL website, it's always best if you can bring in real objects to show your students.

You know your students. If they don't need to learn a certain word, or there is another word that is more beneficial to them, feel free to make changes to the vocabulary. For example, if you live in a warmer part of the United States, your students probably won't need to learn many words related to winter clothing. Think about what is most applicable to your students and their lives in the area where you live.

Sentences

Every lesson includes one or two pairs of sentences for you to use with the sentence drills. The underlined words can be used in a substitution drill. Some lessons have two pairs of sentences. If you have time, you should repeat some or all of the drills with the second pair. If not, go over the second pair of sentences without doing all of the drills again.

Pronunciation

In each lesson, there is a space for a pronunciation exercise. Because pronunciation issues often depend on your students' linguistic backgrounds, we have chosen not to include any exercises in this book. However, it's very important that students do work on pronunciation. There are many excellent resources available that we highly recommend, such as Carolyn Graham's *Grammar Chants* and Don Nilsen and Alleen Nilsen's *Pronunciation Contrasts in English*. The latter text encourages using minimal pairs for practice, and we agree. Minimal pairs are pairs of words with only one sound differing between them (e.g., bet and vet). *Pronunciation Contrasts in English* actually highlights which pairs of sounds may be particularly difficult for different language backgrounds, which is a great help to any teacher. Refer back to your notes and manual from the MNA ESL teacher training for information and activity ideas for teaching pronunciation. If you can, make recordings of the pronunciation exercises and send them to your students, encouraging them to practice some every day.

Communication Practice Activities

Most of your lesson time will be focused on communication practice activities (CPAs). In this curriculum there are ten CPAs for students to practice what they have already learned in class that session. Our training prioritizes teaching to speak and to listen, so every activity includes these skills. Three of the CPAs (#8-10) may be done in class, as students orally complete the exercise in pairs, and again, at home, where they can be completed in writing.

Most classes will not have time to do all ten CPAs. You should choose the activities that are the best fit for your students. The CPAs are generally ordered from more guided and teacher-led to more independent and student-led. Whatever the level of the activity, you should model it before asking your students to participate. While students do the activity, circulate through the room, helping students as needed. If errors are being repeated by multiple students, you should make corrections in front of the whole class.

The first communication practice activity of each lesson is a role play, in which characters act out a short dialogue. This teaches the sentence structure and much of the vocabulary that will be used for the rest of the lesson, so we recommend that you always include it. Here is a suggested sequence for the role play:

- 1) The teacher and an assistant read the dialogue out loud and act it out (using gestures that fit the conversation, such as offering a handshake, checking a watch, or making certain facial/body expressions). This may be done once or twice.
- 2) While the teacher and assistant read the dialogue again, students act out the dialogue; this builds the connection between the words and what's happening in the dialogue.
- 3) The students read and act out the dialogue in pairs.

The CPAs in these lessons often rely on picture/word cards. Some lessons will call for full-sized picture cards, while others require flashcard-sized cards. Also, there are some CPAs that require charts and other teacher aids. The vocabulary cards and many of these teacher handouts are available as downloads on the MNA ESL *Neighbor to Neighbor* teacher resources page.*

Each lesson also contains a review of previously learned material. For this reason, it's a good idea to keep your materials for each lesson available to use again. Always feel free to come up with your own review activities, especially if you find that your students respond well to a certain kind of activity.

Homework

Many adult ESL students request homework, knowing it's a good way for them to practice during the week and reinforce their learning. When giving homework, be sure to explain it. It's essential for intro level students to have simple and clear explanations, since they may struggle to read directions. Although the lessons have examples shown on the pages, it's a good idea to do one or two examples on the board as well.

You may choose to use the last three CPAs from your lesson as homework, or you may create other homework options for your students. Here are some ideas:

- One teacher worked away from home each day, so she had her students call her home phone and leave a voicemail once per week; this felt safe for them because they knew no one would answer, and she got to hear them practicing each week!
- Other teachers make audio or video recordings from each week's lesson and send them via a text message, Facebook, or WhatsApp group to let students listen or watch the recordings over and over.
- Still other teachers ask their students to go out into the community and do something each week, such as going to a store after they've learned food vocabulary.
- You can recommend English learning YouTube videos that can be found through a simple Internet search.

You should plan how you will check homework as well—either at the beginning of class or during some transition time. Be sensitive to students who do not complete their homework. Often, they are working more than one job and just don't have the time.

Tips for Spelling

At this level, most of your students may struggle with spelling, including spelling words aloud. Being able to spell correctly is an important tool.

If you noticed from your placement interviews that your students know few or no letters, it may be beneficial for you to take a few minutes in each class to introduce them. Briefly name each letter and show how to form it, including both the capital and lower-case forms. The letters below have been organized to try to avoid letter confusion with letters that look similar, and to go from simple to complex in the manner of formation, as in from straight lines to curves to a mixture of the two.

Here is a suggested schedule:

Week 1	M, T, X	Week 6	O, U, S
Week 2	E, H, Z	Week 7	C, B, Q
Week 3	A, F, Y	Week 8	P, G
Week 4	V, L, K	Week 9	R, J, D
Week 5	N, W, I		

Beginning with Week 10, you may choose to teach all of the letters again, focus on a few letters, or just do spelling reviews as necessary. Be sure to use the letter chart included in the student book as a reference. In addition, using the dictation drill is an excellent way to help students practice spelling.

You can also put students in pairs to practice oral spelling. Have one student spell the word aloud and have the other say the word that was spelled and check the spelling.

Helping Students Understand

At the introduction level, it is challenging to have confidence that your students understand you and the material you are teaching. One tool that can help is a status card.

Your students may be shy about raising their hands to ask for help. Make a small table tent card for each student with a question mark (?) on one side and a smiley face on the other side. Help students understand that if they turn the ? to face you, you know to slow down, repeat, or demonstrate again. You might need an assistant sitting among the students, an interpreter, or a higher-level student to demonstrate at first, but this tool is a great way to encourage students to signal when they don't understand and show them that you are responsive to their needs.

Suggested Classroom Materials

- **Pens and pencils.** Although many Americans are used to using pencils in class, your students may prefer pens. Offer both as options.
- **Art supplies.** Some of the activities in the lessons require art supplies, such as paper, markers, colored pencils, or crayons for students to create pictures that they can talk about with partners and the class.
- **Whiteboards and dry erase markers.** Having personal whiteboards for students to use can be a great help for dictation drills and other activities. One alternative is dry erase sleeves, which are clear plastic sleeves with bonded edges into which you can slide paper. Then you can write and erase with dry erase markers. This is also helpful for students who are learning to write; they can trace or copy letters on the sleeve, then erase and repeat.

Other Classroom Tips

Here are some other ideas to help your students succeed in the classroom.

- **Make a word wall.** If you have a space that is all your own, whether it's a room or even just part of a wall, having a word wall is a great tool to help students to remember words. Each week, tape vocabulary word cards (with pictures, when possible) on the wall during the lesson. Students will appreciate the reference and will use it again and again in future lessons to remember the words they've learned! If you have enough space, you might try to sort them by types: action words, foods, weather and seasons, places, etc. For a small group or one-on-one class, help each of your students make a vocabulary notebook instead, organizing the notebook into sections based on theme for each student to refer back and study.
- **Make and keep a routine.** Language learners thrive on routines; they feel more comfortable when they know what comes next, and feeling comfortable and safe makes the brain more open to learning. Keeping a routine in your lessons is one way to help your learners get comfortable because they'll know what to expect and what is expected of them. Be sure to follow the lesson plan order as it is written in the book; each part has been included in its particular order to build learning piece by piece.
- **Read all of the teacher tips in this book.** The teacher tips scattered throughout this book are designed to provide practical explanations of how language learning works. We encourage you to look through the teacher tips (in italics) in each lesson at the beginning of the year, as many of these tips are applicable to every lesson.

- **Correct errors by keeping SCORE.**
 - **Think about when to correct errors.** Do not correct one student in front of the whole class but wait and teach the class as a whole. If one student has made that error, chances are others will, too.
 - **Think about how to correct errors.** If a student makes an error, try pausing and asking him/her to try again. Many times, he/she will make the correction and will remember it much better the next time.
 - **Think about which errors to correct.** You can remember this by using the acronym SCORE: **S**igmatizing, **C**onfusing, **O**ccurring often, or **R**Ecently taught. If a student makes an error that would be stigmatizing or embarrassing to them, is confusing (so that you can't figure out the meaning), occurs often in his/her speech, or is something that was taught in a recent lesson, it's a good time to go ahead and correct it (or to prompt for self-correction, if you think the student knows the answer). If, however, the error falls outside of this, it's often better to not correct it.
- **Have fun!** Just as having a comfortable learning environment makes the brain more open, our brains also learn more when we have fun. Offer a variety of activities for your students that allow them to speak, listen, touch, and move. Our brains make connections, called schema, between words and ideas, and the more connections we can make through various experiences, the more permanent our learning becomes. As you help your students connect words, phrases, and sentences with activities and topics that are fun and interesting, you are helping them retain what they learned. And, as your students see that you are creating experiences to help them learn and have fun because you love them, they will be experiencing the love of Christ through you.

* Teacher resources are available on the MNA ESL website: <https://pcamna.org/esl-sign-in/>.
Password: **UnitingThroughEnglish**

Unit 1: Nice to Meet You!

Lesson 1: What's Your Name?

Teacher Devotion: Deuteronomy 10:17-19

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: N2N vocabulary cards and props for your lesson.

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

***TEACHER TIP:** Because this is your first class, you may find that your students are familiar with much of the material in this lesson. Plan on having some alphabet activities on hand in case you finish the material early. (See Introduction to the Teacher's Guide.)*

Introduce New Vocabulary: Mime and/or use pictures, and 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 _____.

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.

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: 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 okay!

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by program director or teacher.

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!

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 person in the facing line. If you think you will have extra time, this can be done once with first names and then again with first and last names.

TEACHER TIPS:

- *If your class is small, do this same activity as a chain drill. You start the dialogue with the person to your right, and then they practice with the person on their right, etc. When everyone has had a turn, do the same thing to the left.*
- *Be sure that students can refer to the dialogue easily, whether it's from an open book nearby or projected on a screen.*

CPA3: Game – Order the Dialogue

Before class, in large letters on sheets of construction paper, write each word (one word per sheet of 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 familiar with them for learning how to use them later on.*

CPA4: Game – First Name/Last Name

Before class, prepare two index cards per student. Write each student's first name on one card and last name on another card in visibly large letters. (It may 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” and have them hold up the correct cards. 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: Game – 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 to be asked and the one answer to be given.

TEACHER TIPS:

- *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!*
- *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: Activity – Please Spell That

Write on the board: “Spell = A B C . . .” Explain to students that when they hear the word, “spell,” it means that they need to give the names of the letters in the word. Demonstrate with each of the vocabulary words on the board, one at a time, having students chime in with you if they already know some letter names. Then, either have students spell their names aloud one by one, or go to each student and spell his name aloud while pointing to the letters in the name. (You may wish to use the name cards from CPA4.)

TEACHER TIP: *Each week, use the phrase, “Please spell that,” to encourage students to practice spelling words aloud, especially their names and addresses. This is a skill that may not exist in their languages and that they will need quite often in their lives in the U.S.*

CPA7: Game – Who Are You?

Before class, write each student's and teacher's name on a small piece of paper, and 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." If this seems like it would be difficult for your students, you could put all of the index cards on the table and have students point to and say each person's name. This could be done as a game.*

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.

***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 language structures sentences. It also helps them memorize the patterns so that they can 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.*

In class: 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.

For homework: The tracing sheets may be done for homework.

TEACHER TIPS:

- *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.*
- *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.

***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.*

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

Closing: Review – Ball Toss

The teacher will say, “Hi, I’m [teacher’s name]. What’s your name?” and then toss a small ball to someone else, prompting them to say, “Hi! My name is _____.” That person will toss the ball to someone else, whom the teacher will prompt to say, “Nice to meet you.” Then continue on, using the whole dialogue. The ball will be tossed around the room for a few repetitions. Be sure the dialogue is on display for reference.

Close with prayer.

TEACHER TIPS:

- *If possible, use interpreters to explain the homework, since this is the first lesson, and some students may be unfamiliar with the concept.*
- *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. Remember, you are helping your students learn to participate in a class, something they may never have done before. Take your time and have fun with them.*

- *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 you use for 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!*

Lesson 2: Welcome to the Classroom!

Teacher Devotion: Zephaniah 3:9

*For at that time I will change the speech of the peoples
to a pure speech,
that all of them may call upon the name of the LORD
and serve Him with one accord.*

One day, Jesus will return and make all things right. All of God's people, from everywhere around the world, will speak the language of worship together. We teach English in the hope our students will see and hear the message of Christ through us, will come to know Christ as their Savior, and will join us with all the saints to be united by heaven's beautiful language of praise and adoration to the King of kings.

Lesson Objective: Students will learn the names of classroom objects and learn another greeting.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Welcome all students with the dialogue from last week's lesson. (This also helps you and them if any names have been forgotten!) Be sure to take time to learn new students' names.

You can play ball toss to review as well. Say, "Hi, I'm [name]. What's your name?" and toss a ball to a student. Help them respond with, "My name is _____," and then say, "What's your name?" and toss the ball to another student.

Open with prayer.

TEACHER TIP: Have the dialogue on the board, on a screen, or open several student books to the dialogue page and lay them out for students who are new or have forgotten.

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

How are you?

Fine, thanks, and you?

paper

book
pencil
table
chair
clock

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Hey, what's this?

B: It's a pencil.

TEACHER TIP: Show the meaning of "hey" by tapping your assistant teacher on the shoulder to get his/her attention.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Hi, how are you?

B: Fine, thanks, and you?

A: I'm fine, too.

B: Hey, what's this?

A: It's a pencil.

CPA2: Interview – Facing Lines

Place students in two lines facing one another. Have them practice the first three lines of the introductory dialogue from the previous activity. Then one line will move 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.

If your class is small, do this same activity in a circle. You start the dialogue with the person to your right, and then they practice with the person on their right, etc. When everyone has had a turn, do the same thing to the left.

TEACHER TIP: *Be sure that students can refer to the dialogue easily, whether it's from an open book nearby, written on the board, or projected onto a screen.*

CPA3: Game – Flyswatter Game

Before class, prepare a poster or whiteboard with pictures and word labels for *clock*, *paper*, *book*, *pencil*, *chair*, and *table* in a grid, so that each picture and its word are in one block.

In class, divide students into two teams and have them line up on either side of the board. Give the first student in each line a flyswatter. Call out one of the words at random. The first student to slap the vocabulary word with the flyswatter will earn a point for his/her team.

TEACHER TIP: *To extend this activity, have students call out the words while you and your assistant compete.*

CPA4: Game – Find the Word Card

Before class, create word cards showing the word and picture of *paper*, *book*, *table*, *chair*, *clock*, and *pencil*. Tape them in various visible locations around the room.

In class, demonstrate with your assistant: call out one of the words and have your assistant walk and stand in front of the appropriate card. Then ask, “What’s this?” and have the assistant respond, “It’s a [object].” Repeat this with all students walking to the words and repeating the sentence with the object named.

TEACHER TIP: *Write sample sentences on the board for reference.*

CPA5: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play “Memory.” Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it’s a match, keep the two cards. If it’s not a match, place the cards back, face down, and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched; then, shuffle and play again. Be sure to help the students as needed.

TEACHER TIP: Make sure the cards are printed on heavyweight paper and/or glued to a backing so that students can't see through them to find the match.

CPA6: Activity – Partner Spelling

Students will work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch. When done, they can form new pairs to practice.

TEACHER TIP: If you noticed from the students' placement interviews that they don't yet know the letter names, you may instead work on letters as a class. See the introduction for more information.

CPA7: Game – What's in the Bag?

Before class, get a large bag in which you can hide a paper, pencil, clock, and book. If possible, a toy chair or table that will fit are also helpful.

In class, hide one item at a time in the bag, and then move around the room and allow students to feel inside the bag for what is in it (without looking inside). After all students have felt inside the bag, ask, "What's this?" and have students shout out, "It's a _____!" Reveal the object to show if they are right.

TEACHER TIP: To make it more interesting, include different sizes and styles of each object, such as different weights of paper, sizes of pencils, and thicknesses and sizes of books. Also, if you can find a dollhouse table or chair, this will make it fun and allow for practicing those words, too! You can also blindfold a student and guide him/her to touch each object, making it so that items don't have to fit in a bag.

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

In class: Name each item and have students repeat the name.

For homework: Write the missing letters.

CPA9: Textbook Exercise 2 ***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.

TEACHER TIP: *This exercise will look familiar. Building familiarity in types of exercises helps students grow in understanding and confidence. We won't have the same kinds of activities in each lesson, but you will see some repetition. That's helpful for your students.*

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

In class: Place students in pairs. One partner will point to a drawing and ask, "What's this?" The other student will respond, "It's a [item]." After one student has asked about all the words, the other student will ask about the words.

For homework: Write the words in the blanks.

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

Closing: Review. Call out vocabulary words and have students move in the room to touch or point to an example of that object. Then, flash the word-cards and have students call out the vocabulary words.

Close with prayer.

TEACHER TIPS: *It's quite likely you'll notice some struggles with the pronunciation of some of the vocabulary words. Here are a few things you can do:*

- *After the class break, or during closing, do a complete repetition drill of the word(s) they are struggling to pronounce, making sure to repeat the word(s) at least five times before asking the students to join you. Sometimes, students get focused on trying to say a word but need to take more time to really listen to hear all of the sounds.*
- *If you notice a certain sound is difficult for multiple students, make a note of it and target that sound another day in the pronunciation section of the lesson.*
- *As you introduce vocabulary words, be sure to show students how you are producing the correct sounds. If they are struggling, have them look in a mirror (or a phone's reverse camera function) to check their own mouth movements.*
- *Make a recording of all the words in the lesson and send it to the students (or let the students record on their phones at the end of class) to listen and repeat during the week.*
- *Be sure to practice pronunciation of difficult sounds as a whole class, never singling out a particular student.*

Lesson 3: Excuse Me, Who Is That?

Teacher Devotion: Philippians 4:5-6

Let your reasonableness be known to everyone. The Lord is at hand; do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God.

Sometimes preparing a lesson can be stressful. Our hearts and minds become filled with uncertainties because we can't accurately predict what will happen in our classes from week to week. There are no uncertainties with God. He is there with you, directing every circumstance. What comfort!

Lesson Objective: Students will learn to ask a question to identify someone else and ask for a repetition.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Welcome all students to class. Since their names will be needed for activities in this class, make sure to introduce new students and review names of returning students several times.

Review options:

- Play ball toss to review the dialogues from the first two lessons.
- Review classroom objects by simply pointing to them and asking, "What's this?" Have students call out the words or play the "Find the Word Card" game (Lesson 2, CPA4).

Open with prayer.

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

Excuse me

Who is that...

man (men)

woman (women)

boy

girl

Sorry.

Could you repeat that?

TEACHER TIP: One way to help students learn whole phrases is to build up backwards. This means starting with the word at the end of the phrase and then adding the next-to-last word and repeating again until all words are included. Students grow in correct intonation in this way. For “Could you repeat that?” you can have students repeat “that”; then “repeat that”; then “you repeat that”; then “Could you repeat that?” Make sure you’re using the same tone of voice each time—this can be tricky, so practice before class!

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Excuse me, who is that man?

B: That’s Mr. Smith.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Excuse me, who is that man?

B: That’s Mr. Smith. Who is that girl?

A: That’s Emma.

B: Sorry, could you repeat that?

A: That’s Emma.

B: Thanks!

Option: Use the second dialogue to repeat the activities above.

A: Excuse me, who is that boy?

B: That’s Luke. Who is that woman?

A: That’s Sara.

B: Sorry, could you repeat that?

A: That's Sara.

B: Thanks!

TEACHER TIP: *Some cultures find pointing at another person with one finger to be very rude. Gesture with the whole hand instead.*

CPA2: Game – Sorry, Could You Repeat That?

Note: *Use vocabulary words and phrases from Lessons 1, 2, and 3 for this activity, but be aware of students who may not have had those lessons and adjust accordingly.*

Start this activity as a repetition drill but use words and phrases from the previous lesson. Randomly call out, "Sorry, could you repeat that?" after some repetitions and have students repeat the word or phrase that was just said.

CPA3: Game – Flyswatter Game

Before class, prepare a poster or whiteboard with pictures and word labels for *boy*, *girl*, *man*, and *woman* in a grid.

In class, divide students into two teams and line them up on either side of the board. Give a flyswatter to the first student in each line. Call out one of the words. The first student to slap the vocabulary word with the flyswatter will earn a point for his/her team.

CPA4: Game – Who's That Man/Woman?

Before class, prepare name tents or name tag stickers for all students to aid students in remembering names. Be sure to have a few extra for new students.

In class, gesturing to a student, ask, "Who's that man/woman?" All students will call out, "That's [student name]." After this has been done a few times and students have had a chance to hear all the names, have all students stand up. Ask, "[Student name], who's that [man/woman]?"

After a few rounds, you may add in, "Sorry, could you repeat that?" (Do this first with another teacher/assistant to demonstrate how this works.) The same student must repeat what was previously said before the teacher will move on to the next student.

TEACHER TIP: *If you're working with small groups or online, you might try using very famous cartoon characters instead, but be aware that students may not know who they are or may know them by different names from different cultures.*

CPA5: Interview – Facing Lines

Place students into two lines facing one another. They will practice the following dialogue:

A: Excuse me, who is that [man/woman]?

B: That's [teacher's name].

A: Sorry, could you repeat that?

B: That's [teacher's name].

Then, one line will move 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:** For this activity, students are building fluency, that is, the ability to speak smoothly and clearly. For this reason, the activity calls for just using the teacher's name to avoid confusion about which person the students are to choose. Make sure to have the dialogue clearly available on a screen or board and act it out before having students do it.*

CPA6: Activity – Partner Spelling

Place students in pairs to practice orally spelling vocabulary words (*man, woman, boy, girl*). One partner will spell out a word, and the other will say the word and check that the spelling is correct. Then, partners will switch. If needed, you may add in additional words from Lessons 1 or 2.

***TEACHER TIP:** If you noticed from the students' placement interviews that they don't yet know the letter names, you may instead work on letters as a class. See the Introduction for more information.*

CPA7: Game – Who's That?

Before class, collect pictures of individual people from magazines or online sources in order to have enough sets of 10 pictures for each pair of students.

In class, place students in partners. One partner will receive a stack of 10 pictures of individual people. That partner will say, "Who's that?" The other partner will say, "That's a [man/woman/boy/girl]." (Write these sentences on the board for easy reference.) After the partner with the pictures has shown all of the pictures, the partners will switch. Then place students in new pairs and repeat.

TEACHER TIPS:

- *Try to find pictures that clearly show adults (men and women) and children (boys and girls). Cultures may have different interpretations about when adolescents become adults, and this could get confusing.*
- *Try to find (or print some of your own) pictures of diverse-looking people, so that your students feel included!*

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

In class: Work in partners to look at the drawings and orally identify whether each is a man/woman/boy/girl.

For homework: Write the vocabulary words next to each drawing.

CPA9: Textbook Exercise 2 ***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.

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

In class: Say the name of each picture.

For homework: Draw a line between each name and picture.

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

TEACHER TIP: *Your students may have never seen a matching activity, so you might want to show them on a screen or on the board how to do this so they can do it at home!*

Closing: Review options:

- Quickly call out, “Who’s that [man/woman]?” as you gesture towards a student. Have students say the student’s name as a whole class in the sentence, “That’s [name].” Add in, “Sorry, could you repeat that?” and have students repeat the name.
- Flash the pictures of men, women, boys, and girls from CPA7 and have students call out, “That’s a [man/woman/boy/girl].”

Close with prayer.

TEACHER TIP: *In some cultures, gender roles are quite sensitive. We want our students to feel comfortable and respected. For this reason, if a student seems to feel uncomfortable in this lesson with being identified by gender, try not to call upon that student in the whole group and just let him or her practice in the partner activities. In addition, try to partner your students with same-gender partners for the partner activities, unless you have pairs that you know will be comfortable together, such as spouses or siblings.*

If your class is taught by a male and a female teacher, though, don't feel that these rules apply to you! We also want our students to see that boundaries between genders are more relaxed in the United States, and that their teachers can have healthy, respectful friendships even across genders as brothers and sisters in Christ.

Unit 1 Review Activity

Plan a review of Unit 1 vocabulary, either at the end of Lesson 3 or before you start Unit 2, Lesson 4.

****Note:** *This exercise may be given in writing for homework.*

In class: Name each item in the Unit 1 Review activity.

For homework: Write the word from the word box that goes with the picture.

Unit 2: Tell Me about Yourself.

Lesson 4: Where Are You From?

Teacher Devotion: Leviticus 19:34

You shall treat the stranger who sojourns with you as the native among you, and you shall love him as yourself, for you were strangers in the land of Egypt: I am the LORD your God.

Each of your students has a story, and now you are a part of their story. You have the privilege to impact their lives today with God's love and the good news of what Jesus has done.

Lesson Objective: Students will be able to tell where they are from and where another person is from.

Visual or Teaching Aids Needed: N2N vocabulary cards and handouts and props for your lesson.

Greeting/Review: Review *man/woman/boy/girl* (Lesson 3, CPA3) and students' names (Lesson 3, CPA4).

Open with prayer.

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

where

you

I

he

she

the United States

map

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Where are you from?

B: I'm from Mexico.

A: Where is Joe from?

B: He's from Iraq.

TEACHER TIP: If you have time, practice drills with both sets of these sentences. However, if you don't have time, just do the drills with one set, and then compare the other set of sentences for students to see and hear the differences with the first person and third person verbs in the contractions (I'm vs. he's/she's). You may need to overemphasize the difference!

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Before class, print copies of the map from the N2N handouts. Be sure to print a few extras for new students.

In class, refer to the illustration. Two teachers will read the dialogue, acting it out as they read and using a copy of the map. Then, have two students act out the story while the teachers read it again. Hand out maps. Students will then practice the dialogue in pairs.

A: Where are you from?

B: I'm from Mexico.

A: Where is Joe from?

B: He's from Iraq.

TEACHER TIP: When you say the name of a country, be sure to point it out on the map.

CPA2: Interview – Facing Lines

Before class, for each student, write the name of their country on a card. (Have extra cards on hand for new students.) Print the N2N handout of the world map for each student and one for yourself. On your map, label all of the students' countries, so you can help them if necessary.

Prepare a poster of a world map or project one onto a whiteboard. Have stickers or pushpins for students to mark their home countries.

In class, hand out printed maps and stickers or colored pencils to each student. Have them mark their own country on their own map. Be ready to help any students locate their countries if necessary.

Write the starter of this sentence ("I'm from _____.") on the board and practice it with the students.

As students are working on their maps, go to each individually and ask, "Where are you from?" Students will answer, "I'm from [name of country]." Have your assistant help each student then mark his/her country with a sticker or pushpin on the large world map poster.

Write the following dialogue on the board and demonstrate it with an assistant. (Be sure to have them point to their home country on the map as they say, "It's here on the map.")

A: Hi, where are you from?

B: I'm from _____.

A: Where is _____?

B: It's here on the map.

Next, place students into two lines facing one another. They will practice the dialogue from the previous activity, and then one line will move 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 TIPS:

- *Be aware that students may know their countries by different names than the English names, which is why they are practicing them in English.*
- *If you have a large world map available each week, have new students add a marker when they join the class. This helps the new student feel part of your classroom community.*

CPA3: Activity – Guided Chain Drill

Write on the board, “Where is he from? He’s from _____.” “Where is she from? She’s from _____.” Place students in groups, one for every teacher and assistant. With your assistant, act out the following dialogue with different students in the class. For example:

Teacher: Where is he from?

Assistant: He’s from Saudi Arabia.

Teacher: Where is she from?

Assistant: She’s from Ukraine.

Emphasize the *he* and *she* words for men and women.

Ask one student in each group, “Where are you from?” After he/she responds, ask the next person, “Where is he/she from?” and prompt them to respond with the previous student’s information. Then continue. Have students change groups and do the activity again.

TEACHER TIP: *The more assistants you can have in the room, the more individual attention you can give students in doing this activity. Break the students up into smaller groups with as many assistants as possible.*

CPA4: Game – Musical Chairs

Before class, make sure you have a music player of some kind with speakers. You will also need the large world map from CPA2.

In class, place chairs in a circle, seats facing out, with one fewer chair than there are students. Have students stand in a circle around the chairs. When music plays, have students walk in a circle around the chairs. When the music stops, have each student rush to sit in a chair. One student will be left standing. Call out, “Where is s/he from?” (indicating the student left standing) and have students answer, “S/He’s from _____.” That student must go to the map, point to his/her home country, and say, “It’s here on the map.”

Remove one chair to continue the game. All students should chorally answer the question, and the student eliminated in each round should identify his/her home country on the map.

TEACHER TIPS:

- *If you have a very diverse class, it may be hard for students to remember the names of each other's countries. It's more important to make sure they are learning the pronouns **she** and **he** in this lesson, so don't worry too much if they struggle to remember country names. To help with this, write all the names of the countries in the class on the board and/or have students tape their country cards to their shirts during this game.*
- *If you have students with mobility problems, try playing "Hot Potato" instead. Have students pass a ball or other object one to another while the music plays. When the music stops, have students answer the question as above, eliminating the student who was holding the "potato."*

CPA5: Interview – Student Self-Introductions

Note: *If you are planning to use CPA10, do that activity orally before doing this one.*

Before class, print copies of the questions in CPA10 or write them on the board.

In class, have each student come to the front of the room, one at a time, and ask them the questions. (If a student was absent for the other classes, and you don't think s/he can answer the review questions, skip them.) After the student says where s/he is from, change it to a whole class statement: "Class, where is s/he from?" Have students chorally answer, "S/he's from _____."

CPA6: Game – Country of Origin Game

Write on the board, "Where is he from? He's from _____." "Where is she from? She's from _____." Divide the class into two groups, A and B. Model the activity with an assistant, using one student from each group.

Choose one student from Group A, and indicate who that student is to the group. Have Group A call out in unison, "Where is he/she from?" Group B discusses and together calls back, "*He's/she's* from _____." If they are correct, they get a point. Then choose a student from Group B, and repeat. Give a prize to the winning team.

If you have time, change the groupings and repeat.

TEACHER TIP: *Be sure to have a teacher and assistant in each group, not to give the correct country of origin, but to help them answer in unison.*

CPA7: Game – Stand Up, Sit Down

Have all students sitting in their seats. Call out (accompanying it with a hand motion) “If you’re from [country name], stand up!” Ask students individually or as a group who are standing, “Where are you from?” and have them respond, “I’m from [country].” Have students sit back down. Repeat this exercise with the following:

- Other country names
- “If you’re a man/woman, stand up!” followed by having them say, “I’m a man/woman.”
- “If your name is [name], stand up!” followed by asking, “What’s your name?” and having them answer, “My name is_____.”

TEACHER TIPS:

- *This kind of activity is great for evening classes with students who have worked all day, or just for some movement after sitting awhile. Make sure you’re asking students to talk as well as listen!*
- *If you have students who are motivated by competition, you can find ways to turn this into a game with 2 or more teams. Give points to those who stand up correctly and deduct points if the wrong person stands.*

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

In class: Work in partners to orally put the sentences in order.

For homework: Write the sentences correctly.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Work in pairs to orally choose the correct pronoun.

For homework: Write in the correct pronoun.

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

In class: In pairs, orally answer the questions.

For homework: Write the answers to the questions.

TEACHER TIP: *Write these questions on the board and answer them about yourself, then another student (showing that the answers are different) to explain this activity.*

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

Closing: Review. Choose from one or both of these activities:

- Put all of the students' country cards in a box. Draw cards and hand them randomly to students one at a time. (If needed, say the name of the country on the card as you hand it to each student.) Have each student hand the card to the person it belongs to and say, "S/he's from _____." or keep it and say, "I'm from _____."
- Play Ball Toss: Say, "Where are you from?" and toss the ball to a student. Have them answer, then ask the question and toss it to someone else. Continue tossing to others.

Close with prayer.

TEACHER TIP:

Wait time is time that teachers wait before expecting students to answer, and it's a vital part of working with English learners of all ages. When someone is interacting in a new language, it takes more time for them to understand and respond back in English than in a language in which they are quite proficient. Therefore, teachers need to give plenty of wait time when speaking with students.

Here are a few ideas to help you grow in your wait time abilities:

- *When you ask a question, mentally count to ten (or watch a clock on the wall) before allowing any student to answer, even if students have raised their hands. This will allow for all students to have time to think before answering and let more students give answers, rather than just the quickest ones. (If you find that 10 seconds isn't long enough, make it 15 or 20!) Yes, you might feel awkward, but notice whether more hands go up in the intervening time.*
- *Have students give answers to partners before giving answers to the whole group. That way, all students get to answer the question and hear others' answers as well.*

Lesson 5: What Languages Do You Speak?

Teacher Devotion: 2 Corinthians 12:9

But He said to me, "My grace is sufficient for you, for My power is made perfect in weakness." Therefore I will boast all the more gladly of my weaknesses, so that the power of Christ may rest upon me.

If you're thinking, "I just can't do this" or "I'm too this or that," remember that it's through your weaknesses that Jesus is at work, revealing Himself in your life and your ministry.

Lesson Objective: Students will name their languages and others' languages. Students will learn to confirm or deny a question using "yes" or "no."

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Warmly welcome all students. Practice questions from previous weeks:

- What's your first name/last name?
- What's this?
- Who is that man/woman/boy/girl?
- Where are you from?

Options for making this an interactive activity:

- Toss a ball when asking each question to the student you're asking. Give points to teams as they take turns answering.
- Have students stand up to volunteer to answer.
- Give out questions on cards and have students circulate the room to ask each other their questions.

Open with prayer.

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

what
Do you...?
speak

Yes, I do.
No, I don't.
and
Thanks.
language

TEACHER TIPS:

- *In reference to the dialogue, you may also consider teaching students to say, “I speak a little bit of English.”*
- *Although “thanks” is a vocabulary word, it can be hard to add it into communicative activities. Be sure to emphasize using it, especially when someone helps you or hands you something—in this lesson and in future lessons.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Do you speak English?

B: No, I don't.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Hi. Do you speak English?

B: No, I don't.

A: What languages do you speak?

B: I speak Korean and Japanese.

A: Thanks!

TEACHER TIP: *Make sure you ask the question in the plural: “What languages do you speak?” Many of our students speak multiple languages, and we want to honor that. We also want to recognize that when they are getting interpreters, often one language will be easier to get an interpreter for than others. So, we want to encourage them to learn how to name all of the languages they speak.*

CPA2: Interview – Facing Lines

Before class, obtain the home languages of all students and write the language names on individual cards for each student to have a card with his/her language name(s). (Be sure to have a few extra for new students or in case of errors.)

In class, go to each student individually and say, “What languages do you speak?” Students will answer, “I speak [language].” (They may need some help with this.) All students should repeat the language name to help them learn each other’s languages. After each language card is presented, give that card to the student to keep.

Next, place students into two lines facing one another. They will practice the introductory dialogue from the previous activity (only A and B, for their own languages), and then, one line will move 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 TIPS:

- *Be sure that students can refer to the dialogue easily, whether it’s from an open book nearby or projected on a screen.*
- *Note that some students’ languages may have quite different names in English than what they call them, so it’s important for them to know how to refer to those languages here to get interpreters.*
- *Many of your students speak multiple languages already, but they may not have shared this at registration. Be ready to add languages to cards if asked.*

CPA3: Game – This and That

Before class, prepare a set of picture cards for each student, each card showing one of the following items: *paper, pencil, clock, book, table, chair*. (You may still have these from lesson 2.)

In class, call out a card (e.g., “pencil”) and have them hold it up; repeat this a few times. Then, call out two cards connected by “and” (e.g., “book and table”). Repeat this several times. Then mix up calling out either one word or two words connected by “and.”

Then, put students in partners and have them call out words for each other to hold up. Walk around to make sure that partners are practicing pairs of words with “and.”

CPA4: Game – Yes or No

Before class, put posters on opposite walls of the classroom. One should read, “Yes, I do.” and the other should read, “No, I don’t.”

In class, have all students stand in the middle of the classroom. Call out, “Do you speak [language]?” Have students move to the “yes” poster or the “no” poster. Then, ask each group the question again and have them answer with, “Yes, I do” or “No, I don’t.” Repeat this question for every language in the classroom.

If you have students who speak more than one language, you can ask, “Do you speak [language] and [language]?” Repeat the activity with having students move across the room to answer the questions.

CPA5: Game – Musical Chairs

***Note:** This lesson is reviewing “she” and “he” from lesson 4. If you had many students who did not attend that lesson, take some time to explain that “she” is for a woman, and “he” is for a man. Make sentences such as, “Natalie speaks French. **She** speaks French.” “Jonas speaks Creole. **He** speaks Creole.” Spend some time on this emphasis before moving on to the game.*

Before class, make sure you have a music player with speakers of some kind.

In class, put chairs in a circle, seats facing out, with one fewer chair than there are students. Have students stand in a circle around the chairs. When music plays, have the students walk in a circle around the chairs. When the music stops, have each student rush to sit in a chair. One student will be left standing. The teacher will call out, “What languages does s/he speak?” (indicating the student left standing) and have students answer, “S/he speaks _____.” That student must sit down, and when one chair is removed, the game can continue. All students should chorally answer the question each time.

TEACHER TIPS:

- *If you have a very diverse class, it might be hard for students to remember the names of each other’s languages, especially if they speak multiple languages. It’s more important to make sure they are reviewing the pronouns “she” and “he” in this game, so don’t worry too much if they struggle to remember all the language names. You could write all the names of the languages in the class on the board or have students tape their language cards to their shirts during this game.*

- *If you have students for whom musical chairs might be difficult because of age, mobility issues, etc., try playing Hot Potato instead. Have students pass a ball or other object one to another while music plays, and when the music stops, have students answer the questions as above, eliminating the student who was holding the “potato.”*

CPA6: Game – Board Game

Before class, make a gameboard on a poster with 15-20 blank spaces. Write “START” on one end and “FINISH” on the other end. In each box, write “I speak,” “He speaks,” “She speaks,” or “Do you speak?” You should also have a six-sided die and game pieces for the board for each of the two teams.

In class, split the class into two teams. Show each team their game piece, then show the gameboard. Demonstrate how you roll the die, count the spaces, then read the question in the box and answer it by finishing the sentence or question. Next, choose a student from one team to do the same. Help them read the words in the box, if necessary, and then prompt them to complete the sentence or question. (Their teammates can help, if needed.) Once the student has completed the sentence, have their whole team repeat the sentence. Then, turn to the other team to do the same thing. Give a small prize, such as candy, to the team that finishes first; then, play again.

TEACHER TIPS:

- *Some of your students may have never played a board game. For this reason, we suggest playing it as a whole-group exercise this time and carefully walking them through the activity. If you have a larger class, you might split the class into two groups and have the other group play on an identical board with an assistant.*
- *Since we have not yet covered numbers and counting, don't worry if a student wants to count in his/her home language!*

CPA7: Activity – Circle Interview

Write on the board: “Do you speak _____?” “Yes, I do.” and “No, I don't.” Place students in a circle and join them.

Call out a language name (e.g., Portuguese). Then, standing to the right of your assistant, have him/her ask you, “Do you speak Portuguese?” Give the appropriate answer (either “Yes, I do,” or “No, I don't”). Have the students go around the circle, asking and answering the question. Then, call out another language and repeat. Continue.

If you have a large class, this may be done as Concentric Circle Interviews, a fun variation of Facing Lines. Place students in two concentric circles, with the same number of students in the inside and the outside circles. On the board write, “Do you speak _____?” “Yes, I do.” and “No, I don’t.”

Call out a language name (e.g., Portuguese) and then, standing across from your assistant, have him/her ask you, “Do you speak Portuguese?” Give the appropriate answer (either “Yes, I do,” or “No, I don’t”).

Now, call out another language name and have the student in the inner circle ask the question, and the student in the outer circle answer. Then, have them switch. After both have answered, have the outer circle only shift one place to the left. Call out another language and have students ask and answer the questions again.

TEACHER TIP: *This exercise is a bit different from CPA2, in that the question and answer are different, but also because the students are learning to interchange words, as you do in substitution drills, to make new sentences. They also need to listen well to hear the language name that you call out. Be sure to only use language names that have been used in the class already. If you only have one language group in the class, have students take part in it as the previous Facing Lines activity and don’t call out language names.*

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

In class: In partners, orally put the words in the dialogue in order.

For homework: Write the sentences in order.

CPA9: Textbook Exercise 2 ***Note: This exercise may be done in writing for homework.*

In class: Pairs should ask each other the questions and verbally answer them.

For homework: Circle the appropriate answer.

TEACHER TIP: *If your students do not yet have reading skills, you may want to read each question aloud and have students give their answers verbally or moving around the room, as in CPA4. For homework, you could record each question and send it via a text message, or let students record the questions on their phones in class.*

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

In class: Partners should orally make sentences with partners describing each picture.

For homework: Fill in the blanks.

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

Closing: Review. Have students stand in a line on one wall of the classroom. Randomly call out a student's name and ask a question from the lesson. Call out questions quickly and have students move across the room. See the Teacher Tip below for an idea on how to randomize calling on students.

Close with prayer.

TEACHER TIP: Calling on Students

Although we encourage you to do a lot of work in pairs so that students get more time to talk, sometimes in a whole-class setting or in certain activities, the teacher will need to call on a student. What considerations should there be for calling on students?

- 1) Be observant. If a student consistently appears uncomfortable with being called on, you may want to give him or her a break. Call on others for a while to help the student relax.*
- 2) Let them prepare. You might need to give more wait time or have students answer questions first with a partner before answering in the whole group to allow them to prepare their answers. Remember how, when you were in school, you or other students felt embarrassed by wrong answers? This may be even more deeply shameful in your students' home cultures.*
- 3) Randomize calling on students. Even though we often feel we are calling on students randomly, in practice, nearly all teachers tend to call on some students more than others. Here's one tip to help yourself: Write each student's name on a popsicle stick, and then put them all in a cup. Draw a stick out of the cup each time you want to call on a student and leave the stick out. Repeat until the cup is emptied, and then put them all back. That way, every student has the same chance to be called upon! (Be sure to have extra popsicle sticks on hand for new students!)*

Lesson 6: What's Your Phone Number?

Teacher Devotion: Zephaniah 3:17

*The LORD your God is in your midst,
a mighty one who will save;
He will rejoice over you with gladness;
He will quiet you by His love;
He will exult over you with loud singing.*

Remember how precious you are to our Father, and rest in His love.

Lesson Objective: Students will name numbers 0-9 and orally give ten-digit phone numbers. They will also learn to write down dictated numbers.

Visual or Teaching Aids Needed: N2N vocabulary cards and handouts, and props for your lesson.

Greeting/Review: Call on students randomly to answer questions from previous lessons, e.g., “What’s your name?” “How are you?” “Where are you from?” “What languages do you speak?” You may toss a ball with this activity to get students up and moving.

Open with prayer.

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

zero	six
one	seven
two	eight
three	nine
four	phone number
five	

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What’s your phone number?

B: My phone number is 552-132-6798.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Hey, Lily, what's your phone number?

B: My phone number is 552-132-6798.

A: Great, thanks!

B: What's your phone number?

A: My phone number is 827-320-1459.

TEACHER TIP: You'll notice that the following communication practice activities are ordered from simple—with learning to say numbers—to more difficult—with learning to spell number words and to dictate phone numbers. Be sure to include activities of different kinds to allow students to learn and practice recognizing and saying individual numbers, as well as giving and receiving phone numbers.

CPA2: Game – Number Line-up

Before class, prepare cards with numbers 0-9. (See the Teacher Tips for variations if your class is much more than or fewer than 9 students.)

In class, give each student a number card. Students will line up in order with 0 at the beginning and 9 at the end. Then, you read the numbers on their cards aloud down the line. Next, the teacher will take the cards and shuffle them, giving new cards to each student, and students will line up in order again to say the numbers.

If this game seems too simple, try timing the students as they line up.

TEACHER TIP: This activity might seem really simple, but it accomplishes a few things. First, it helps students who are new to written numbers practice number recognition. Second, it gets students up and moving. Third, it has students saying the numbers aloud over and over. Here are a couple of variations:

- **Variation A:** Give a set of cards with digits 0-9 to each student or pair of students and have them line the cards up on a table, and then name each number.
- **Variation B:** If you're teaching a large class, divide students into teams and time them to see which team can order and say the numbers the fastest.

CPA3: Game – Flyswatter Game

Before class, prepare a poster or whiteboard with the numbers 0-9 in a grid. (If you have room, write the digit and the word for each number.)

In class, divide students into two teams and line them up on either side of the board, giving the first student in each line a flyswatter. Call out a number. The first student to hit the correct number with the flyswatter wins a point for his/her team. After the number is correctly identified, point to it and call out the number, having all students repeat the number again.

Continue the game until all students have had a chance to identify numbers several times.

CPA4: Game – I Have, Who Has?

Before class, make the cards for this game. Take index cards and write the following on them, with each line (statement and question) on a separate card.

- 1) I have 7. Who has 0?
- 2) I have 0. Who has 3?
- 3) I have 3. Who has 9?
- 4) I have 9. Who has 1?
- 5) I have 1. Who has 6?
- 6) I have 6. Who has 2?
- 7) I have 2. Who has 5?
- 8) I have 5. Who has 8?
- 9) I have 8. Who has 4?
- 10) I have 4. Who has 7?

In class, distribute one card to each student. ***Note: You should keep the first card that says “I have 7. Who has 0?” to use as an example. If you have a teaching assistant, give him/her the “I have 0. Who has 3?” card to help demonstrate the activity.*

Read your card aloud, showing the card as you read and making exaggerated motions (shrugging shoulders, looking around) for “Who has 0?” Give the students a moment to look at their

cards, and then have the person with the card read his/her card. (If it's a student, walk around, exaggerating that you are looking for the correct card, and if the student with that card doesn't identify him/herself, help him or her to read the card.) Go around the room, having all cards called. Then, shuffle cards and distribute them again.

TEACHER TIP: *In a small class, you can give more than one card to each student. In a large class, you can pair students to play the first round, and then split the class into two groups for a second round. Just make sure to keep the groups far enough apart so that they don't confuse each other in calling out the numbers!*

CPA5: Interview – Facing Lines

Place students into two lines facing one another. They will practice the introductory dialogue from the previous activity. Then, one line will move 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 TIPS:

- *It's important for students to learn their own phone numbers by heart, but it's also possible that your students might not want to practice them aloud in front of others. Use wisdom and discretion and talk to your program director. If it's okay to practice students' numbers aloud, change the dialogue that students are referring to and leave a blank for the phone number, and then hand each student a card with his/her own phone number on it for practice. If you are unsure, leave the dialogue phone numbers on the screen. Each phone number in the dialogue includes every digit, so students will still be able to practice all of the numbers with this exercise.*
- *If you decide not to use students' real phone numbers, consider giving them cards with their phone numbers on them at the end of class for a reminder to practice and memorize them. You could even assign memorizing the phone number for homework and give prizes to those who can recite them the following week.*
- *Be sure students can refer to the dialogue easily, whether it's from an open book nearby or projected onto a screen.*

CPA6: Game – Collect the Phone Numbers

Before class, prepare papers with each student's name on them with ample spacing for writing phone numbers. Leave a few blank lines for names on the page in case of new students. If new students arrive, have the teaching assistant write their names on the blank lines before the activity. Prepare slips of paper with fake phone numbers on them, one for each student, with a few extras in case of new students. (See N2N handout.)

In class, hand out the phone number slips of paper so that each student has one and have them practice reading the phone number aloud. Then, show the paper with the students' names. Demonstrate going to a student and asking, "What's your phone number?" and then listening and writing down the number next to that name. Model saying, "Sorry, could you repeat that?" from Lesson 3 and have them repeat the phone number to check/correct your answer. Then, model going to another student and asking the same questions.

Hand out the papers and have students walk around asking and writing down the phone numbers. If you want, you can give a prize to the student who finishes first, but make sure all students have ample time to complete this activity.

TEACHER TIPS:

- *Countries around the world differ in lengths of phone numbers, as well as how they group the digits in the number. We have chosen to teach students to say each individual digit.*
- *Please note that we want students to learn to give their numbers in this format: three digits, pause, three digits, pause, four digits. For this reason, the phone numbers in these activities are divided by hyphens at each place and with a certain number of blanks. Explicitly model reading the numbers and how you take a pause at each hyphen and have students repeat this with you to be sure they get the idea. As students complete the activity, listen to them individually and, if needed, explain this concept again individually or to the group.*
- *For this activity, we are using fake phone numbers because students will be writing them down and may take home their sheets. However, if you are teaching a group who already have each other's phone numbers (e.g., a family), you should use their real phone numbers to help them memorize them.*

CPA7: Activity – Partner Spelling

Students will work in pairs to practice orally spelling vocabulary words (numbers zero–nine). One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

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

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

In class: Put students in pairs. One student will read the number aloud, and the other student will write the phone number.

For homework: Write each phone number.

CPA9: Textbook Exercise 2 ***Note: This exercise may be done in writing for homework.*

In class: Have students work in partners to match the number words with the digits. (You may also give them each a card with either a number word or a digit and have them find and match each other, bypassing this written exercise until later.)

For homework: Draw a line between each number word and the matching numeral.

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

In class: put students in pairs and have them say and/or orally spell the number word for each numeral.

For homework: write the number word for each numeral in the box.

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

Closing: Review. Give each student 1 or 2 cards, each with a number 0–9 (as in CPA2). Call out a number and have students with that number hold up their cards. Then, slowly call out 10 digits (length of a phone number) and have students tape their cards in order to the board to form that number. Make sure the phone number you use doesn't repeat digits, unless you have given out more than one card with the repeating digit.

Close with prayer.

***TEACHER TIP:** Some of your students may come from countries where the numbers are written using a completely different system, or they may have never learned to write them at all. Thus, you may want to take some time after the dialogue or before CPAs 6, 8, or 10, to show them how Americans tend to form numbers. If there is more than one way to acceptably form that number, feel free to show them! Individual whiteboards can be useful for this in a kind of dictation drill: call out a number and have students hold up their whiteboards revealing that written number, and then show again on the board if correction is needed.*

Refer students to the handwriting page in the back of their student books to help them connect the handwritten and typed forms of each number.

Lesson 7: What's Your Address?

Teacher Devotion: Psalm 118:24

This is the day that the LORD has made; let us rejoice and be glad in it.

Sometimes we have difficult days, and it's hard to imagine how we will ever be able to smile at our students and share the love of Jesus. Yet God made this day—all of it—and we can rest in that and move forward, trusting in Him.

Lesson Objective: Students will identify the parts of an address and say their own and others' addresses.

Visual or Teaching Aids Needed: N2N vocabulary cards and handouts, and props for your lesson.

Greeting/Review: Hand out cards with digits 0-9 (may need a few sets of cards for a larger class). Call out digits randomly and have students hold up the digit named. Mix up cards and do this a few times.

Open with prayer.

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

address (addresses)

city (cities)

state

zip code

house number

apartment number

street

road

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What's your address?

B: It's 247 Main Street, Cityville, Maryland, 12345.

TEACHER TIP: *This substitution drill is a bit different because both the question and the answer will change each time for address, city, zip code, etc. If you are asking individual students, make sure they have their addresses written down so that they can refer to their notes as they answer each question.*

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: What's your address?

B: It's 247 Main Street, Cityville, Maryland 12345.

A: What's your apartment number?

B: It's Apartment 912.

TEACHER TIP: *Be sure to pronounce all of the numbers in the address digit-by-digit, as students have only learned to say 0-9 so far. For example, the apartment number should be said as "nine-one-two," not "nine-twelve."*

CPA2: Activity – What's in an Address?

Before class, gather some standard-sized envelopes that you have received, enough that each pair of students can have one to write on. (Make sure they follow the standard layout of an envelope with all of the parts of an address.) Envelopes should be typed or clearly written. If you don't have used envelopes to use, write on some envelopes with generic addresses, making sure to include all of the items that you can (see N2N handout).

Also, prepare a large drawing of the front of an envelope to be shown on a screen, the board, or a posterboard.

In class, show the large sample envelope. Use the sample address from the dialogue to write Emma's address on the "To" lines of the envelope on the board/screen. If possible, write or circle each part of the address in a different color:

- Emma Ali *(review first and last name here)*
- 247 Main Street *(note: 247 is the “house/street number,” while Main Street is the “street”)*
- Apartment 912 *(show that not all addresses have apartment numbers with your example envelopes and also teach the abbreviation “apt.”)*
- Cityville
- Maryland *(may also replace this with your state and show the abbreviation)*
- 12345

You can circle the whole thing in another color to identify it as “address.”

Now, give your used envelopes to pairs of students. Ask them to use highlighters, colored pencils, or markers to identify each part of the address on your envelopes. Then, have pairs present their envelopes: “This is the street. This is the zip code.” etc. (Write “This is the…” on the board for students.)

Don’t worry if they can’t read the actual address, as some words in addresses are very specific and not easy, like boulevard or some street names. Feel free to offer help here.

TEACHER TIPS:

- *You may want to follow this activity with CPA8 and 9 to allow students to identify parts of addresses and then write their own addresses.*
- *If you have time, you can also show them how addresses are often asked for on forms to be filled out, with the prompts for each part of the address under the lines. Bring in some generic forms to show this and again have pairs identify each part of the address, and then fill in their addresses or Emma’s address.*
- *If you have time, you can also explain the concept of the return address in the top left corner. Act out how one person writes the addressee’s name in the center and their own address in the corner, sends it, and the addressee receives it, sees the return address, and knows who sent it.*

CPA3: Activity – Address Puzzle

Before class, prepare cards with different parts of fake addresses (see following example).

Note: *It is a good idea to use streets, cities, zip codes, and states that will be more familiar to the students; for example, if you live in Florida, your states should be Florida, Alabama, Georgia, etc.,*

unless you know your students are familiar with other state names. You could even use streets that students live on or addresses of your meeting place, schools, libraries, stores, etc.

Card 1: 125

Card 2: Schoolhouse Road

Card 3: Apartment 8

Card 4: Austin

Card 5: Texas

Card 6: 43908

In class, put students in groups of six and give each student one address part. Ask students to put the parts of the address in order. Then have each student in the group read the address aloud. Next, have students label each part with another set of cards.

Card A: house number

Card B: street/road

Card C: apartment number

Card D: city

Card E: state

Card F: zip code

Have groups trade sets of cards, mix up the cards, and have them do the activity again.

TEACHER TIP: *If students are struggling, give each student the appropriate label (in the second set of cards) and have them refer back to their books or the envelopes from previous activities to connect the address parts and know which one goes in what location.*

CPA4: Interview – Facing Lines

Students will be placed into two lines facing one another. They will practice the introductory dialogue from the previous activity (see Teacher Tip for note on addresses to use). Then one line will move 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 TIPS:

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

- *If students all know each other well or live in the same place, you can have them practice their own addresses. However, if you aren't sure, provide them with prepared addresses.*

CPA5: Game – Flyswatter Game

Before class, prepare a poster or whiteboard with 10 to 15 numbers for this game. Numbers should be between 2 and 5 digits, as the numbers in the addresses, but should be read aloud digit by digit. Make a few of the numbers similar in the first few digits to cause students to listen carefully. For example:

21 215 897 89743 740 745

In class, place students in teams and line them up on either side of the poster, giving the first student in each line a flyswatter. Call out a number and give a point to the team whose student hits the number first. Call out numbers more than once when needed, as this is a more complex listening activity. After each number is identified, say it again, pointing to each digit underneath, and have students repeat after you.

CPA6: Activity – Partner Spelling

Students will work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

You may also have students practice spelling their individual street names, as this is a common need in everyday life. Teach the question, “How do you spell it?” and have students ask each other and spell their street names.

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

CPA7: Game – Collect the Addresses

Before class, prepare papers with two or three repetitions of the lines that you need for writing an address. (See N2N handout.) If possible, the address should be written with the prompts for each address part underneath the lines, as on a form. Also, prepare slips of paper with fake addresses on them, one for each student, with a few extras in case of new students, or, if you know students will be okay with it, prepare the cards with students' real addresses.

In class, hand out the address slips of paper so that each student has one and have them practice reading the address aloud. Then, show the paper with the blanks for the forms. Demonstrate going to a student and asking, “What’s your [first name/last name/house number/street/apartment number/city/state/zip code]?” and then listening and writing down the address for that student. (So, you should ask for one item at a time, write it down, then ask for the next one.) Model saying, “Could you spell that?” and having them spell the word in question. Then, model going to another student and asking the same questions.

Hand out the papers and have students walk around asking and writing down the addresses of two or three students. If you want, you can give a prize to the student who finishes first, but make sure all students have ample time to complete the activity.

TEACHER TIP: *This activity will take students awhile to complete. If you have a lot of time, you might include three addresses, but otherwise, having students elicit and write down two addresses should be plenty.*

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

In class: Students will work in pairs to match each word on the side to the part of the address in the middle box.

For homework: Draw a line from each part of the address to its name.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Have students work in pairs to each write their addresses down, and then check each other’s work. You could then have them write them on real envelopes so that you can send them a note this week, too!

For homework: Fill out each part of the address, and then address the envelope.

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

In class: In pairs, students should match the address parts in the first column with the label in the second column.

For homework: Students should draw a line to match the items in the two columns.

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

Closing: Review. Point to the parts of the address on the board or on an envelope and have students shout out the name of each part of the address.

Close with prayer.

TEACHER TIPS:

- *As in the last lesson with phone numbers, we want to respect our students' privacy and safety, so only have them use their real addresses in the CPAs if you know they feel comfortable sharing with others. You can determine this either by asking students individually through an interpreter or through context (e.g., your students are all close neighbors in the same apartment complex). If you choose to use prepared addresses to keep students' own addresses anonymous, be sure to give each of them a card with their real address to take home, practice, and use for the homework activities.*
- *The concept of an exact address and sending mail may be very different for your students. Some of them may come from cultures where they receive and send little to no mail; others may be used to relying on private courier services. Also, the order in which addresses are written is different in different places, with some places ordering addresses from largest (e.g., country and region) to smallest (apartment number or house number). Thus, this method of ordering, with the street first and the state/zip last, could be confusing. Give students plenty of time and practice!*
- *If you can, take the opportunity this week to send some mail to your students. Just a small card will brighten their day—it might be the first mail they've ever received that isn't a bill or an advertisement!*

Note: The next lesson deals with family members. Let students know they are welcomed to bring in family photos.

Unit 2 Review Activity

Plan a review of Unit 2 vocabulary, either at the end of Lesson 7 or before you start Unit 3, Lesson 8.

****Note:** This exercise may be given in writing for homework.

In class: Discuss the questions in the Unit 2 review activity.

For homework: Answer the questions.

Unit 3: At Home with My Family

Lesson 8: Do You Have a Sister?

Teacher Devotion: Psalm 27:1

The LORD is my light and my salvation;

whom shall I fear?

The LORD is the stronghold of my life;

of whom shall I be afraid?

God is our Father, our stronghold, our light, our salvation, and we have nothing to fear. His will be done.

Lesson Objective: Students will describe family members and learn how to pluralize regular nouns with -s.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review numbers 0-9 with students by repeating one of the activities in Lesson 6, e.g., “I Have, Who Has?” or the flyswatter game. (These numbers will be needed again in this lesson as students tell the number of their family members.)

Open with prayer.

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

family (families)

brother

dad

sister

mom

wife

son

husband

daughter

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Do you have a sister?

B: Yes, I have two sisters.

A: Do you have a family?

B: Yes, I have a family.

***TEACHER TIP:** These sets of sentences are written separately because family, mom, dad, wife, and husband make more sense in the context of “I have a _____,” rather than “I have [number word] [family members].” If you have time, practice drills with both sets of these sentences. However, if you don’t have time, just do the drills with one set and then compare the other set of sentences for students to see and hear the differences with the number word and plural.*

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Do you have a sister?

B: Yes, I have two sisters.

A: Do you have a brother?

B: No, I don't.

Option: Use the second dialogue to repeat the activities above.

A: Do you have a daughter?

B: Yes, I have three daughters.

A: Sorry, could you repeat that?

B: Yes, I have three daughters.

CPA2: Partner Activity – Family Picture

Before class, if possible, ask students to bring pictures of their families to class. Many will be able to show pictures on their phones. Have some stock photos from an online image search printed and ready for those who do not have family pictures available or choose not to show them. Be sure to include photos of families from different racial and ethnic backgrounds.

You should, if at all possible, bring in a few pictures of your own family, as the personal connection of showing yourself in the picture will be helpful as a frame of reference for students to understand the family members' relationships. If you do not have a family picture to show, ask a teaching assistant.

In class, show a picture of your family. Say, "That's my family." Point out each person: "That's me." "That's my mom." "That's my sister." etc. (Students learned "That's _____" in Lesson 3.) As you talk, label each person in the picture and have students repeat the family words.

Show another picture of your family and continue presenting and labeling family members until you have presented all of the relation words. (If you do not have one of those relations in your family, you can show a different family's picture. If you have to use a stock photo from the internet, choose one person to be the central figure, and start with that person, e.g., "That's Steve. That's Steve's wife.")

Put students in pairs and ask them to show pictures of their families to their partners. (Hand out the printed stock photos of families that students can use, if needed.) Have them speak with partners to identify each one, using the family words identified in the photos they've seen. Give them the sentence starters from your explanation: "That's my _____."

To extend this activity, give students slips of paper with each family member's title on them and have them choose each slip of paper and point to the family member, again saying, "That's my _____."

TEACHER TIPS:

- *Using several pictures of your family over time will be a great help to students, as they will be able to get a better idea of your family members' connections and also to hear the repetition of the family member titles.*
- *If you have a printed picture, label it using sticky note tabs. If you have a digital picture, project it on a whiteboard and label people with the whiteboard marker, or project it on a wall and tape the labels to the wall. You can also draw a family tree on your whiteboard; just be sure to only include the family members in this lesson. You can refer to the simple family tree in CPA8 as a model, though you might want to add extra lines to include husband, wife, brother, and sister.*

CPA3: Partner Activity – I Have...

Before class, prepare a card for each student with one question from the lesson, such as “Do you have a sister?” or “Do you have a son?” Use a variety of questions when preparing the cards.

In class, return to your family picture from CPA2 and say, “I have a family. I have a [wife/husband/mom/dad/son/daughter/brother/sister].” (Use whichever of these applies to you, *but only if you have **one** such family member*. If none applies, ask your assistant who has that family member to do this while showing his/her family picture instead.)

Then, use your picture or your assistant's to explain the number of family members; e.g., “I have *two* sisters. I have *three* brothers. I have *two* sons. I have *four* daughters.” (If you don't have any real people to use who have multiple siblings or children, you may use a stock photo for this and just say, “S/he has _____.”)

Write “1 sister” and “2 sisters” on the board. Underline the plural -s and exaggerate the sound of it as you read it. Repeat with *brothers*, *sons*, and *daughters*, making the contrast each time with the singular and plural forms.

Now, have your assistant interview you: “Do you have a sister?” “Yes, I have two sisters.” “Do you have a brother?” “Yes, I have three brothers.” etc. If you don't have a sister, brother, son, or daughter, say, “No, I don't.” (“No, I don't” is a review from Lesson 5.)

Interview students one at a time, asking these questions. If a student neglects the plural -s, gently remind them by pointing to the underlined s and asking them the question again.

Then, hand out a question card to each student. Using a chain drill, have them ask their question to the person on their right, who will answer and then ask their question to the person on their right. The last person asks the teacher.

TEACHER TIP: Research shows that the most effective form of correction for an error is self-correction, meaning that the student corrects his/her own error. This doesn't mean you can't give a prompt, though! Pausing, pointing to a prompt, and asking again will give the student the opportunity to self-correct and thus solidify that knowledge so that s/he will be less likely to make that mistake over time.

CPA4: Interview – Partner Interviews

Match students with partners and have them stand or sit somewhere in the room. Write “Do you have a _____?” “Yes, I do. / No, I don't.” on the board. Read the question aloud. Now, call out one of the underlined words and write it in the blank on the board: “Do you have a family?” Demonstrate asking and hearing an answer from your assistant. Now, have students

ask this question to their partners. Once both partners have asked this question, get students' attention, erase "family," and write "mom." Again, always refer back to your labeled pictures when needed.

Do you have a <u>family</u> ?	Yes, I do. // No, I don't.
Do you have a <u>mom</u> ?	Yes, I do. // No, I don't.
Do you have a <u>dad</u> ?	Yes, I do. // No, I don't.
Do you have a <u>husband</u> ?	Yes, I do. // No, I don't.
Do you have a <u>wife</u> ?	Yes, I do. // No, I don't.

Then, switch the students around to different partners and change your "Yes, I do" sentence on the board to "Yes, I have _____." Change the underlined word to "son." Demonstrate asking and receiving an answer from your assistant and have students ask the new questions in facing lines.

Do you have a son?
Yes, I have _____. // No, I don't.
Do you have a daughter?
Yes, I have _____. // No, I don't.
Do you have a sister?
Yes, I have _____. // No, I don't.
Do you have a brother?
Yes, I have _____. // No, I don't.

TEACHER TIPS:

- Be sure that students can refer to the questions easily on the board. They should also be able to refer to a labeled picture to help them remember the meanings of each family word.
- This is a lot to remember for students, which is why these are partner interviews rather than Facing Lines. If you want to do Facing Lines interviews, choose no more than 3 questions for partners to ask each other per round of interviews.

CPA5: Game – Stand Up If...

Have all students sit in their seats. Write on the board: “Yes, I have...”

Call out, “Stand up if you have a [family member].” Students who have that family member will stand up. Ask each student who is standing to describe his/her family using the sentence started on the board.

TEACHER TIP: It's important to give students sentence frames or sentence starters, such as the ones mentioned in this activity. Whenever you are asking students at this level to generate speech, be ready to offer them these beginnings of sentences to help them form complete sentences correctly. The repetition helps them to learn the correct forms and order of words, as well.

CPA6: Activity – Partner Spelling

Students will work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

TEACHER TIP: If you noticed from the students' placement interviews that they don't yet know the letter names, you may instead work on letters as a class. See the introduction for more information.

CPA7: Game – Family Labeling

Project or provide a large printout of two different family pictures. Each picture should include at least 4 of the family member words learned in this lesson, but they may have different family members.

Divide students into 2 teams and assign one picture to each team. Give each team a set of sticky labels, each label with one family word written on it. Send teams to label their pictures with the family words. The first team to finish must present the family to the class.

If time, repeat this activity with new teams and new pictures.

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

In class: Work with a partner to say the family members in the family.

For homework: Write the family member words.

CPA9: Textbook Exercise 2 ***Note: This exercise may be done in writing for homework.*

In class: Put the words in order for the conversation between the teacher and student.

For homework: Write the words in order.

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

In class: Work with a partner to finish each sentence.

For homework: Write the word in the blank with the correct ending to finish each sentence.

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

TEACHER TIP: Refer students back to the number words on the vocabulary page of Lesson 6 to help them determine whether singular or plural words are needed. You may want to go through the example questions here, as well as some other examples, to make sure they understand the concept of writing the word with plural -s when needed.

Closing: Review. Go back to one of your family pictures from CPA2 and point to each family member while students identify who the person is.

Close with prayer.

TEACHER TIPS:

- *Be aware that different cultures speak about family relations differently. In some cultures, there are different words for “older brother,” “younger brother,” “older sister,” and “younger sister.” Also, some cultures aren’t as specific about relationship words, grouping more family members together just as siblings or cousins when their relationship might be defined differently in English. For this reason, a family tree may seem abstract and confusing to some students.*
- *Keep in mind, too, that family is an emotional subject. Some of your students may have experienced painful separations, traumatic losses, or abuse from family. Don’t press any student to speak of his/her family and allow any student who wishes to not participate in any activity to just listen and watch and come back when s/he feels ready.*

Lesson 9: I'll Fix It!

Teacher Devotion: Philippians 4:13

I can do all things through Him who strengthens me.

Even when we feel small and weak, we have the strength to move mountains and hearts because it is through His immeasurable strength that we serve Him.

Lesson Objective: Students will name some parts of their homes and express a need for fixing something that is broken.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review students' addresses with them and briefly review "house number" and "apartment number." You may want to use "house" and "apartment" in this lesson. Ask students if they live in houses or apartments—show pictures of each to help with this. You can also review numbers 0-9, as these will appear in the student book activities for the lesson.

Open with prayer.

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

bathroom
toilet
window
door
sink
shower
fix
broken

TEACHER TIP: *Students are likely familiar with the word "restroom" since they encounter it in public. Explain to students, using pictures or other examples, that, typically, "bathroom" is used at home, while "restroom" is used in public (restaurants, at work, etc.).*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: My window is broken.

B: I'll fix it.

Pronunciation: Teacher will determine based on needs

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two or three teachers/assistants will read the dialogue, acting it out as they read. Then, have students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Hi, Mr. Smith. My window is broken.

B: I'll fix it.

C: My toilet is broken.

B: I'll fix it.

TEACHER TIPS:

- *If only 2 teachers are available to read this dialogue, have the same person read for A and C.*
- *Note that even though this dialogue technically includes the future tense in "I'll," we aren't yet teaching that tense. This is simply here to help students hear a response that they might hear in a real situation asking property management to fix something in a rental property, where many of our students live.*

CPA2: Game – Find Your Match

Before class, print pairs of pictures of the first six vocabulary words; one picture of each pair should show the item as "broken," and the other should show it as "fixed" (or not broken). If you can't find a picture of one of these being broken, simply draw a giant X on it.

In class, take a "broken" picture and tape it to the back of your assistant. Then have the assistant tape the "fixed" matching picture to your back. Demonstrate how you will look at each other's

backs and tell each other (for example) “broken window” and “fixed window.” Then, repeat “window,” take your pictures off your backs, and go and sit down together because your pictures are the same.

Have all students stand up with their backs to you. Tape one picture to each of their backs; then have them walk around the room and tell each other what is on each other's backs, finding their matches. Then, have them sit with their matches and take off their pictures. Each pair will stand up and say “broken [item], fixed [item]” in presenting their pairs.

TEACHER TIP: *If you have a very small class, you can hide the “fixed” pictures around the room and then give pairs of students 2-3 “broken” pictures each. Have them find the matches and then present them.*

CPA3: Game – Flyswatter Game

Before class, prepare a whiteboard with vocabulary pictures and words. Be sure to include “broken” and “fixed,” following the models of the pictures in the textbook.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

TEACHER TIP: *To extend this activity, have students call out the words while the teachers compete.*

CPA4: Game – Fixing Relay

Before class, use the same pairs of broken/fixed pictures described in CPA2 but create 2 sets of picture cards.

In class, divide students into 2 teams. Have one person on each team be the “fixer.” (If you have something like a toolbelt, a safety vest, or some tools, give this person some of those items.) The “fixer” should also receive copies of all of the “fixed” items.

The rest of the students on the team will receive “broken” pictures. When the relay begins, one student from each team will cross the room and say, “My _____ is broken,” handing that “broken” picture to the “fixer.” The “fixer” will say, “I’ll fix it,” handing back the “fixed” picture. The student will take back the “fixed” picture and return to the team, and the next student will go with his/her “broken” picture.

When all students on the team have gotten their items “fixed,” that team will win the game.

TEACHER TIPS:

- *Model how to go through the relay before sending students to start it.*
- *Make sure the sentences “My _____ is broken.” and “I’ll fix it.” and the vocabulary words and pictures are clearly visible for students to reference. You can put an open textbook next to the “fixer,” if necessary.*
- *If you have time, do the relay more than once so that the “fixer” gets a chance to say the other sentence.*
- *To add to the challenge for a more active class, you can make some kind of path or obstacles for the students to cross on the way to the “fixer.”*
- *If you have students with mobility problems, or just want to change it up, have the “fixer” go to the team, hear the sentence and respond, cross the room to find the “fixed” item, and bring it back. The game is finished when all of the “fixed” items have been brought to the team.*

CPA5: Activity – Describing Pictures

Before class, find pictures of different houses and apartments to show your students. You should have enough pictures so that each pair of students in the classroom can have one or two pictures, with an extra for yourself as an example. Try to find some pictures that show broken items from the vocabulary.

In class, hold up or project your example picture and let students look. Elicit descriptions of the picture from the students and paraphrase them back into full sentences, writing them on the board, if possible. For example:

Student: “Two broken windows”

Teacher: “Yes, the house has two broken windows.”

Student: “Three door”

Teacher: “The house has three doors.”

[For a picture of a broken window with tape on the crack]

Student: “Fix window”

Teacher: “Yes, someone fixed this window.”

Now, put students in pairs. Give each pair a picture and have them come up with two or three (depending on what is possible for the picture) descriptions of the picture. It’s okay if they are not full sentences. Have each pair present their pictures and tell their descriptions, and paraphrase them back as full sentences, as in the model. You can write the sentences down if you want.

TEACHER TIP: *In this first stage of language learning, phrases come before full sentences, so don't worry if your students are only producing phrases right now. This is why you are paraphrasing them back—so that they can hear what the full sentence is supposed to sound like. Also, try to stick with words that have already been taught in the previous lessons, but don't worry too much about it. For example, saying “Someone fixed this window” is okay; students will learn “someone” much later, but they can still hear what the sentence sounds like now in a way that makes sense.*

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word and the other will say the word and check that the spelling was correct. Then, partners will switch.

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

CPA7: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play “Memory”: Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it's a match, keep the two cards. If it's not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched; then shuffle and play again.

TEACHER TIPS:

- *You can often find free printable ESL flashcards online with a simple internet search.*
- *You'll want to make sure the students won't be able to see through the backs of the cards when they are face down on the table. Glue the cards to construction paper backing or print on very heavy cardstock to avoid this problem.*

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

In class: Work in pairs to order the words in each sentence.

For homework: Write the words in order.

CPA9: Textbook Exercise 2 ***This exercise may be given in writing for homework.*

In class: Work in pairs to name each item pictured and read the sentences.

For homework: Write each word in the blanks.

CPA10: Textbook Exercise 3 ***This exercise may be given in writing for homework.*

In class: Work in partners to say how many of each item you see.

For homework: Write the number and the word in the blank under each picture.

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

Closing: Review. Give each student or pair of students a set of cards with pictures of each of the vocabulary words. Call out a word and have students hold up the card that matches this word. You can allow students to take turns calling out some of the words, as well.

Close with prayer.

TEACHER TIPS:

- *This lesson is an important one to help students who may need to express to their landlords that things are broken and need fixing. Of course, that requires more language beyond just the sentence, “My _____ is broken.” You may be asked by a student to help them communicate with a landlord or leasing office. Take this opportunity to be a friend and advocate for them.*
- *If you have students who are brand-new to the U.S. from certain parts of the world, some U.S. appliances might look odd or different to them. Be ready to explain.*

Lesson 10: Where's My Pencil?

Teacher Devotion: Psalm 32:8

*I will instruct you and teach you in the way you should go;
I will counsel you with My eye upon you.*

The Creator of the universe is with you today, instructing you, teaching you, and counseling you. You are not alone!

Lesson Objective: Students will identify common objects in the home and where they are located.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: For this lesson, students may need to remember the objects from Lesson 2, as well as the other items in the home from Lesson 9. Play a game with these words. You might hold up an object (or picture) and give points or candy to the first student who can name each one or break them into groups to play “Memory” with cards from previous lessons.

- Lesson 2 words: *chair, pencil, paper, book, table, clock*
- Lesson 9 words: *bathroom, toilet, window, door, sink, shower*

Open with prayer.

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

bed
bedroom
bookshelf (bookshelves)
floor
desk
in
on
under

TEACHER TIPS:

- *Students have learned **table** already, but now are learning **desk**, which is similar, but not the same. You may want to show a few pictures of desks and pictures of tables in order to help them understand the difference—that a **desk** often has drawers or shelves, has a place for only one person, is often sitting against a wall, and is intended for work or studying, while a **table** has broader uses, may sit in the middle of a room with chairs surrounding it, and doesn't have drawers or shelves.*
- *If your region uses **bookcase** rather than **bookshelf**, feel free to change this word or teach both. Some people differentiate between these words, while others don't.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Where's my pencil?

B: It's under the desk.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:**CPA1: Role Play**

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs

A: Mom, where's my pencil?

B: It's under the desk.

A: Where's my book?

B: It's on the bookshelf.

A: Thanks!

CPA2: Game – Following Directions

Before class, make sure that all students have the following items accessible to them to use in this activity: a book, a pencil, a piece of paper, a desk or table, and a chair. (Shared tables and chairs are fine!) Write *on*, *under*, and *in* on the board.

In class, hold up your pencil and say, “The pencil is on the book,” as you put the pencil on the book. (Let go so that students can see that it is sitting on the book, rather than hovering over.) Point to *on* on the board. Have students copy this action and repeat the sentence. Repeat with a few more examples of *on*: “The paper is on the table. The book is on the chair. The pencil is on the paper.” and so on as students repeat each sentence and copy the action.

Next, offer similar statements with *under*, following the same procedure: “The paper is under the chair. The pencil is under the book. The book is under the table.”

Now, mix up *on* and *under* statements, having students do the actions first as you watch, then confirming if they are correct by doing the action.

Finally, add *in*. Note that you will only be able to say “in the book” or “in the desk” (if you have desks that allow you to put things inside). You might consider adding an object like a cup or a bag and teaching that word so that you can put the pencil and the paper in the cup or a book in the bag.

After you’ve given these commands for a while, write on the board, “The _____ is _____ the _____.” Choose a student and assign him/her one of the prepositions, as you write it in the space on the board. Ask the student to make the command using the objects. Erase the preposition and choose a different one and a different student to keep giving these instructions and practicing.

TEACHER TIP: *If you haven’t taught a lesson like this before, it’s a good idea to write out a lot of the sentences with **in**, **on**, and **under** ahead of time. It might seem easy, but you can feel like you’ve repeated yourself a lot! Also, even though this activity may be boring to you, it’s really helpful for your students to get a feel for these prepositions as they make the movements and follow the directions.*

CPA3: Activity – Where Is It?

Before class, print out large pictures of a bed and bedroom. If your classroom doesn’t have a desk or a bookshelf, print pictures of those, as well. Also, gather the objects listed below and have them available.

Items from previous lessons: *window, table, chair, door, book, pencil, paper, clock, sink* (if you have one)

Items from this lesson: *floor, window, bookshelf, desk, bed, bedroom*

In class, place the pictures/objects in various locations around the room, spread out as much as possible. Call out to students, “Where’s the _____?” and have them walk to the object you’ve called out and point to it.

Then have different students take turns calling out items and having students point to them.

CPA4: Partner Activity – What’s in a Room?

Before class, prepare some pictures of different bedrooms.

In class, show one picture to the class and ask them to look at the room and describe what they see, using words they’ve learned in this lesson and other lessons. Students will call out phrases, such as “bed.” Paraphrase it back in a sentence, such as “That’s a bed.”

Now, put students in pairs and give them pictures. Have them look and identify items together, and then present their pictures to the class.

***TEACHER TIP:** While home magazines might be a good source of pictures of bedrooms, remember that they present a more affluent picture of homes. See if you can also find some more “everyday” and simple rooms. You could even try an internet search for bedrooms in other countries/cultures and see what you can find.*

CPA5: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play “Memory”: Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it’s a match, keep the two cards. If it’s not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched; then shuffle and play again.

CPA6: Activity – Partner Spelling

Students will work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Partner Activity – Show Us Your Room

In front of students, sketch a large picture of your room (or a nice one that you imagine). Include a bed, bookshelf, window, door, desk, and chair. Use colors. Narrate your room as you draw: “That’s my bed. That’s my window . . .”

Give students paper and colored pencils/crayons/markers. Have them work in pairs to draw their rooms, and then present them to the class. Help them form sentences to describe their drawings.

TEACHER TIPS:

- *You may feel you’re not a great artist, but it’s a good idea to draw in front of the students so that they understand they should draw and just do the best they can.*
- *You could also bring in home magazine pages or sheets with printed clipart of room furnishings and invite students to cut out and glue items to create a room.*

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

In class: Talk with a partner to put the words in order.

For homework: Write the words in order.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: In partners, say the items in a room.

For homework: Write the names of each item in the room.

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

In class: In partners, say the correct word from *in*, *on*, or *under* for each picture.

For homework: Write the word *in*, *on*, or *under* on the line.

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

Closing: Review. Call out items and have students identify them in the classroom and/or in the picture in the book. Repeat some of the exercises from CPA2 as well.

Close with prayer.

Lesson 11: Please Turn Off the Stove.

Teacher Devotion: Deuteronomy 32:2

May my teaching drop as the rain, my speech distill as the dew, like gentle rain upon the tender grass, and like showers upon the herb.

We don't see rain cause growth, but we know it does. The Gospel of Jesus, like the gentlest rain, is feeding the hearts of your students with every verse, every prayer, and every act of love.

Lesson Objective: Students will describe appliances in the kitchen and some common actions related to them.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review items from the home from Lessons 9 and 10, as these may be incorporated into this lesson. (Lesson 9: *bathroom, toilet, window, door, sink, shower*
Lesson 10: *bed, bedroom, bookshelf, floor, desk*)

Options for reviewing these items:

- Hold up or project pictures of items and have students name each item.
- Hold up or project pictures of rooms and have students describe the items in each room.

Open with prayer.

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

turn on
turn off
refrigerator
stove
oven
kitchen
light
open
close

TEACHER TIP: You probably often use the word “fridge” instead of “refrigerator”; most Americans do. While teaching “refrigerator,” underline “frige” and tell students that the longer word is often shortened to “fridge.” Explain that “refrigerator” and “fridge” mean the same thing. It’s still a good idea to teach both, though! If students are struggling with saying “refrigerator,” break it down into syllables, clapping them out or counting them on your fingers.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Please turn off the stove.

B: Okay.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Please turn off the stove.

B: Okay.

A: Please open the window.

B: Okay.

Option: Use the second dialogue to repeat the activities above.

A: Please open the window.

B: The window is broken.

A: Okay, I’ll fix it!

B: I’ll open the window in the kitchen.

A: Thanks!

CPA2: Activity – What Are You Doing in the Kitchen?

Before class, print or find various pictures of kitchens. It's best if the kitchens show a *refrigerator*, *oven*, and *stove*, though they can look different. You should have enough pictures for each pair of students to have one, plus one for you.

For this part of the lesson, you will first demonstrate with your sample picture, but if you have a kitchen nearby, go to the kitchen for a more hands-on lesson. A child's plastic toy kitchen will also work well.

In class, show the kitchen picture and name the items *refrigerator*, *stove*, and *oven*, labeling them with large, visible labels. Mime using each one (e.g., putting something in the refrigerator and feeling the cold, turning on the stove and feeling heat, etc.) Then, demonstrate *turn on* and *turn off*, having an assistant follow your instructions to turn the stove and oven on and off (or just pretend with a picture).

After repeating this several times, ask students to follow those directions. Do the same activity with *open* and *close*, having your assistant and then students follow those directions.

Go back to the classroom, if you left it. Give each pair of students a picture of a kitchen. Give them sticky labels for the appliances and have them label them (or just write on the pictures). Now, have students pretend that they are in a kitchen and mime following instructions for *turn on*, *turn off*, *open*, and *close*. You can also show them how *open/close* can be used for a window or door, and *turn off/turn on* can be used for the lights.

TEACHER TIP: While home magazines might be a good source of pictures of kitchens, remember that they present a more affluent picture of homes. See if you can also find some more “everyday” and simple rooms. You could even try an internet search for kitchens in other countries/cultures and see what you can find.

CPA3: Game – Flyswatter Game

Before class, prepare a board with pictures and words of the vocabulary words in a grid. Be sure to include *turn on*, *turn off*, *open*, and *close*, following the models of the pictures in the textbook.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team

CPA4: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play “Memory”: Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it’s a match, keep the two cards. If it’s not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched, and then shuffle and play again.

CPA5: Game – Following Directions

Before class, prepare cards with different directions that students will need to follow, using these words: *turn off, turn on, open, close, refrigerator, stove, oven, window, door, desk, sink, shower*. If possible, put a picture or symbol on each card. Also, prepare pictures of each of the home items and put them around the room.

In class, divide students into two teams. Have your assistant model the activity. Call out a command from your prepared cards, such as “turn on the shower.” The assistant should go to the “shower” picture and pretend to turn it on. Choose one student from each team to go first. Call out another command, and the first student to follow it will earn a point for his/her team.

TEACHER TIP: *Be aware of students who may be new or have missed previous classes and adjust accordingly.*

CPA6: Activity –Partner Spelling

Students will work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Partner Activity – What’s in Your House?

Before class, cut out multiple pictures of the various things you would find in a bedroom, bathroom, or kitchen. Have glue sticks, markers, and blank paper ready.

In class, pass out supplies. Assign each pair of students a room to “furnish” in a house: a bathroom, kitchen, or bedroom. Have an example to show them. They can draw or glue pictures in their room, label them, and then share with the class. If there is time, they may do more than one room.

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

In class: Say each item in the home.

For homework: Write each home item below the picture

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say what each person is doing.

For homework: Write what each person is doing.

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

In class: Name each item in the home.

For homework: Draw a line between each item and its name.

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

Closing: Review. Call out directions and have students follow the directions by miming. Call out household items and have them point to pictures placed around the room.

Close with prayer.

TEACHER TIPS:

- *You may have students who aren't familiar with some of these appliances. If you can, going on a "field trip" to a kitchen is a great help to show them and how they work! If possible, you can have a few items that go with each appliance to further show how they work (e.g., a carton of milk and some meat in the refrigerator, a pot on the stove, a pan in the oven). You can also show items like potholders for taking items out of the oven.*
- *If students show special interest in the kitchen, make plans to extend this lesson by cooking with them! Even something simple like learning how to make American pancakes with a mix can be fun and help students grow more comfortable in our U.S. culture.*

Unit 3 Review Activity

Plan a review of Unit 3 vocabulary, either at the end of Lesson 11 or before you start Unit 4, Lesson 12.

***Note: This exercise may be given in writing for homework.*

In class: Name each item in the Unit 3 Review activity.

For homework: Draw a line between each item and its name.

UNIT 4: Let's Go Outside!

Lesson 12: We're Playing Soccer!

Teacher Devotion: 1 Corinthians 15:58

Therefore, my beloved brothers, be steadfast, immovable, always abounding in the work of the Lord, knowing that in the Lord your labor is not in vain.

The Holy Spirit is working because God says so. We don't have to see what He is doing to know that this is true. Just trust Him. Your work is not in vain.

Lesson Objective: Students will describe sports activities using the present progressive tense (to be + -ing verb) and will use the pronoun *we*.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review the vocabulary from Lesson 11; it will be used in this lesson. Consider repeating CPA3 or CPA5 for a quick review.

Open with prayer.

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

ball
play
park
basketball
tennis
soccer
baseball
Have fun!

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What are you doing?

B: We're playing basketball.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Hey, what are you doing?

B: We're playing basketball.

A: Have fun!

TEACHER TIP: *If you have some extra assistants, they can toss a basketball around with "B" to add to the action.*

CPA2: Activity – What Are We Doing?

Before class, make cards that show a picture of someone playing each sport and reading "playing [sport]." If possible, find short video clips of each sport being played and show them first, helping students to see how the equipment for each sport is used and what the sport looks like in case they are unfamiliar.

In class, have all students stand up. Choose one of the sports cards from this lesson and begin acting it out, asking students to act it out with you. Then ask, "What are we doing?" Elicit students' responses and write the correct sentence on the board, having students repeat, "We are playing [sport]." Repeat this for the rest of the cards.

TEACHER TIPS:

- *This lesson is also introducing the pronoun “we.” It’s important to show students that this word includes the speaker and others around him or her. For “we,” sweep your hand around the room, including yourself and the students.*
- *Your students might find that “we are” is easier for them to say than “we’re.” Explain both forms and that they may say whichever is easier for them.*

CPA3: Activity – What Are You Doing?

Before class, prepare sets of cards showing the sports in this lesson, enough for each pair of students to have a set of cards.

In class, place students into pairs. Demonstrate with your assistant: one of you has the cards, and the other is watching. The person with the cards looks at one card and then begins doing the action. The partner asks, “What are you doing?” and the person doing the action says, “I’m playing [sport].” Write these sentences on the board for students to orally fill in: “What are you doing?” “I’m playing _____.”

Have partners complete this activity, with each person taking turns to do the actions. To extend this activity, have students trade sets of cards with others and repeat it with new partners.

CPA4: Activity – Pronoun Shuffle

Before class, prepare cards (enough for each student to receive only one card) that say either “we’re,” “he’s,” or “she’s” (known in this activity as pronoun + verb cards). You should also use the cards from CPA3.

In class, hold up one of the pronoun + verb cards and one of the action cards from CPA3, e.g., “we’re” and “playing basketball.” Have students help you read the cards and then say, “We’re... this means me and more people.” Choose some students to stand up with you and act out playing basketball together. Then repeat the sentence again, writing it on the board. Draw a group of stick figures (both genders) next to the word “we’re” as a reminder.

Now, hold up another set of cards, e.g., “he’s” and “playing soccer.” Have students help you read the cards and then say, “He’s... is this for a man or a woman?” Students should respond, “A man.” Choose a man to act out playing soccer, and then repeat the sentence. Draw a stick figure man next to “he’s” as you write the sentence on the board.

Repeat this again with “she’s” and another action word, asking students if it’s a man or a woman and then asking a woman to act it out. Draw a stick figure woman next to “she’s” as you write the sentence on the board.

Now, hand each student a pronoun + verb card and one of the action cards. Call on students one at a time to stand up, read their cards, and determine who will act them out, depending on the pronoun.

TEACHER TIP: *To extend this activity, put students in smaller groups and have them continue to do the activity on their own. Circulate and offer help when needed.*

CPA5: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play “Memory”: Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it’s a match, keep the two cards. If it’s not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched; then shuffle and play again.

CPA6: Partner Drawing – A Day at the Park

Remind students of the word *park* and the pictures you showed of it. Using the whiteboard or a large piece of paper, draw a picture of yourself and your family or friends at the park. Show what you are doing. (Try to use a word from this lesson, but if you need to use other words—e.g., we’re eating hamburgers—that’s okay!) Narrate your picture to students, e.g., “We’re at the park. My son and daughter are playing soccer. We’re eating hamburgers.”

Now, put students in pairs with papers and have them draw themselves at the park. While they work, walk around and talk to them, giving them words, if necessary, to describe their drawings and writing them down on sticky notes to help them prepare to present the drawings. Have them present and narrate their pictures, helping them with words and complete sentences when necessary.

TEACHER TIP: *Remember, students should be able to say their family members by their titles (mom, dad, daughter, son, sister, brother, husband, wife) and a few action words.*

CPA7: Activity – What Are You Doing? (Extension)

Before class, make sure you have picture cards to show the following words from previous lessons: *open, close, door, window, oven, refrigerator*. You should also have the cards for this lesson that show a picture of someone playing each sport and “playing [sport]” (from CPA2).

In class, place the cards for different items around the room (*door, window, oven, refrigerator*), but keep the cards for this lesson and the verbs (*open* and *close*) with you.

Have all students stand up. Choose one of the sports cards from this lesson and begin acting it out, asking students to act it out with you. (This is repetition from CPA2.)

Now, move to one of the cards placed around the room for the different items and choose an appropriate verb card to go with it (e.g., *open* and *window*). Show the *open* card and then pretend to open the window. Have students act out opening the window. Then ask, "What are we doing?" This might be harder to answer, as students have only made the present progressive (-ing) verb tense so far with "*playing*," so if students cannot answer or say, "*open window*," help them by saying, "*We're opening the window.*" Write this on the board and have students repeat it. Repeat this with the rest of the verb and object cards.

TEACHER TIP: *This activity is a bit more complicated since it brings in vocabulary from the last lesson and requires students to apply the new grammar to it. Note how students are doing as the lesson progresses to see whether they might be ready for this extension.*

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

In class: Name each sport.

For homework: Draw a line from each sport's items to the name of the sport.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Students will say what the people are doing in each picture.

For homework: Write the words in order.

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

In class: Choose the correct word (we're, he's, or she's) for each sentence.

For homework: Write the correct word (we're, he's, or she's) for each sentence.

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

TEACHER TIP: *Go over this exercise in class by giving examples for the ones with "[person] and I" to make sure students understand this is the same as "we." For example, you and your assistant can do an action, and you can say, "[Assistant] and I are... /WE're ..."*

Closing: Review. Quickly repeat part of CPA3 or CPA4, giving students a chance to review the -ing verb construction and the sports words.

Close with prayer.

TEACHER TIP:

If you're feeling rusty on English grammar, that's okay! There is no need to tell students the name of the verb tenses at this level, but we are including the names and some basic information for you in case you'd like to know how the grammar is classified, and in case a student does ask for it.

*So far, we have taught the present simple tense, which looks like this: It **is** broken. I **have** two sisters. He **speaks** Spanish. This tense is used for facts that are true in the present, events happening over and over, current conditions, or planned future actions (though this last meaning is not covered in this book). For example, "He speaks Spanish" means that he is able to speak Spanish at the present time or that he speaks Spanish regularly (e.g., every day), but not that it is actively happening at this moment.*

*In this lesson, we are adding the present progressive tense, which is used for action verbs that are actively happening right now, in a current time period (this week or month), or in the future. In this lesson, we are only teaching the meaning of this tense as actions happening right now. The present progressive tense is formed with the "to be" verb (am, is, are) and a present participle (a verb ending in -ing). It looks like this: I **am playing** soccer. He **is going** home.*

Be aware that in many languages, the present simple and present progressive tenses are just one tense, with no distinction made between them. This can make it tricky for students to understand how they are used differently.

Your students won't be able to grasp the nuances of this tense right now, and that's okay! We will revisit this tense in the future, and in further levels of this curriculum the use of this tense will be better explained.

Lesson 13: It's Windy!

Teacher Devotion: Isaiah 32:2

Each will be like a hiding place from the wind, a shelter from the storm, like streams of water in a dry place, like the shade of a great rock in a weary land.

For our students, we are the hiding place from the wind, the shelter in the storm. They will see Jesus in us, and as God moves their hearts, they will understand that it is Jesus Himself who is the Great Rock.

Lesson Objective: Students will name some clothing items appropriate for fall, cool, or windy weather.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson..

Greeting/Review: Review last week's "I'm playing _____" and the names of the sports by repeating one of the CPAs from Lesson 12.

Open with prayer.

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

windy	jacket
warm	shirt
skirt	wear
dress (dresses)	Me too!

TEACHER TIPS:

- To demonstrate "windy," consider showing a video clip of the wind blowing, using a fan, or just acting it out (unless, of course, it's windy outside already!).
- Bring in real clothing items for the clothes. See CPA2 for further suggestions.
- The next few lessons will include more clothing words. If you think your students will feel uncomfortable interacting with the words "skirt" and "dress," you can change them for other clothing words or combine lessons.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: It's windy!

B: I'm wearing a warm shirt.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: It's windy!

B: I'm wearing a warm shirt.

CPA2: Game – Is It Warm?

Before class, prepare to bring several of each of these items: dresses, skirts, shirts, and jackets. Some should be for warm weather, while others should be for cooler weather. Consider asking a local clothing closet or trying a secondhand store if you are in need of some of these items for the lesson. If you plan to have students put on clothing items, make sure you have very large sizes to go over the clothes they're wearing.

In class, put all clothing items in a big pile on the floor or a large table. Divide students into two teams. Choose one member from each team to be ready to run forward first. Call out a clothing item and have the chosen team member run forward, find one of the items, and put it on OR hold it up.

When both team's members have done this, ask, "Is it warm?" for each item and have students affirm yes or no. Say, "It's a warm _____" or "It's not a warm _____" for each item. Mix the items back into the pile, and then repeat with 2 different students.

TEACHER TIP: *If you have a class with male students, they may feel uncomfortable with touching dresses and skirts. If you think this will be uncomfortable for them, skip this activity or spread the items out and just have them point to the correct item.*

CPA3: Game – Flyswatter Game

Before class, prepare a whiteboard with vocabulary pictures and words in a grid.

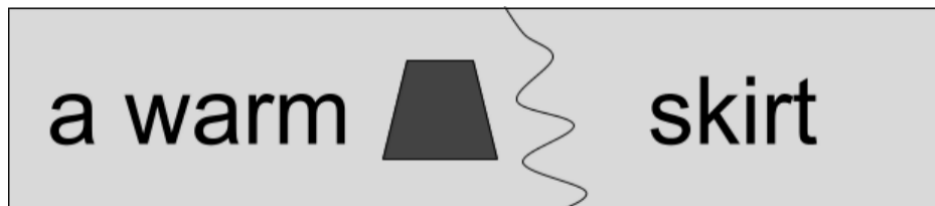
In class, divide students into two teams and line them up on either side of the board, giving the first student in each line a flyswatter. Have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

TEACHER TIP: *To extend this activity, have students call out the words while the teachers compete.*

CPA4: Game – Find Your Match

Before class, prepare “puzzle” cards: Take a long strip of paper (cardstock sentence strips work well for this) and write “a warm” on one side and one of the clothing words (*dress, skirt, shirt, jacket*) on the other. You can also glue a picture of one of these warm clothing items on the side with “a warm.” Then, cut up the middle with a zigzag or curved line to separate the cards. Your cuts for each card should be different so that there is only one correct match for each word.

Example card:



In class, give a few cards to your assistant, including the correct match for the card you hold. Demonstrate matching a few cards with your assistant until you find the correct match, and then reading the words on the cards.

Mix up all cards and give one card to each student. Have them walk around the room and find their matches. Then, each pair will present their matches, reading the cards aloud.

TEACHER TIPS:

- *Hand “skirt” and “dress” to women if you’re concerned male students will feel awkward.*
- *The point of this activity is to help students learn how to put adjectives (e.g., “warm”) and nouns (e.g., “dress”) together. In some languages, like Spanish, the adjective comes after the noun, so we want to make sure students know the correct English word order for this.*

CPA5: Activity – Stand Up If You're...

In class, call out, “Stand up if you’re wearing a [clothing item].” Check to see if all students to whom this applies stood up. Have them say, “I’m wearing a _____.”

Repeat this a few times, and then add in “warm” to the sentence and repeat a few more times, e.g., “I’m wearing a warm _____.”

Write “Stand up if you’re wearing a _____” on the board. Select students one at a time to call out prompts and watch to see which students stand up.

CPA6: Activity – Partner Spelling

Students will work in pairs to practice orally spelling vocabulary words. One partner will spell out a word and the other will say the word and check that the spelling was correct. Then, partners will switch.

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

CPA7: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play “Memory”: Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it’s a match, keep the two cards. If it’s not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched; then shuffle and play again.

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

In class: Say the name of each clothing item.

For homework: Draw a line between each clothing item and its name.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say “yes” if the sentence is correct or “no” if the sentence is not correct.

For homework: Write YES if the sentence is correct or NO if the answer is incorrect.

TEACHER TIP: *Take some time to explain this exercise and that “YES” is to be written beside true statements and “NO” beside false ones.*

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

In class: Say the names of the clothing the people are wearing.

For homework: Write the names of the clothing the people are wearing.

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

Closing: Review. Hold up items of clothing and have students call out the names of each item of clothing.

Close with prayer.

Lesson 14: Can I Help You?

Teacher Devotion: Isaiah 43:1-2

*But now thus says the LORD,
He who created you, O Jacob,
He who formed you, O Israel:
“Fear not, for I have redeemed you;
I have called you by name, you are Mine.
When you pass through the waters, I will be with you;
and through the rivers, they shall not overwhelm you;
when you walk through fire you shall not be burned,
and the flame shall not consume you.”*

How precious you are to your Father! He is with you, and He will always protect you. He won't let go!

Lesson Objective: Students will name winter clothing items and learn a polite form of request.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review clothing items from Lesson 13 (e.g., CPAs 4, 5, or 7).

Open with prayer.

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

please
winter
boots
coat
pants
hat
scarf (scarves)
gloves

TEACHER TIP: Explain to students that we often say “a pair of pants” instead of “a pant.” Show them how to pluralize scarf to make scarves.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Can I help you?

B: Yes, please. Where are the winter coats?

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Can I help you?

B: Yes, please. Where are the winter coats?

A: They're over here.

B: Thanks!

TEACHER TIPS:

- Have real clothing items to use as props for this CPA and others in the lesson. Consider borrowing them from a clothing closet or buying some from a secondhand store if you don't have some of your own to use.
- In some cultures, pointing at something with one finger is rude or inappropriate. The salesperson should gesture with his/her whole hand.

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

CPA3: Activity – Where Are the...?

Before class, get multiples of each of this lesson's clothing items.

In class, place clothing items for all of the vocabulary in a big pile. Divide students into two teams. Put a representative from each team near the pile and call out a clothing item. Give each student's team a point for as many of that item as they can find (and put on, if you'd like). Count the items out loud with your students. After each item, ask students to say the name of the item (*hat, gloves, etc.*).

To make this more complicated, call out two items that need to be found, e.g., "hat and scarf." You can set a time limit to find items (e.g., 10 seconds), as well.

After several turns, choose students to call out the items to find, following your model by using the sentence starter "Where are the [clothing items]?"

CPA4: Partner Activity – Dressing for Winter

Before class, print pictures or bring actual clothing of different types, both the winter clothing in the vocabulary and some clothing for warmer weather that wouldn't be suitable for cold.

In class, on the board or on a large sheet of paper, draw the outline of a person or a stick figure. Tell students that it is winter, and we need to choose clothes for this person. Hold up an item that is better suited for summer (e.g., a pair of shorts) and ask students if this is appropriate. When they say no, ask a student to choose an item for winter clothing, and make a sketch of that item of clothing on the person, labeling it. Repeat this for other clothing items.

Now, put students in pairs with large sheets of paper and have them draw a person, adding the winter clothing and labeling each piece of clothing. Pairs will then present their drawings to the class, saying, "S/he is wearing _____."

TEACHER TIP: *If you live in a very warm climate, shorts might indeed be suitable for winter, as well! Consider introducing this activity by showing pictures of people sledding, skiing, and building snowmen, and ask students to decide what those people should wear.*

CPA5: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play “Memory”: Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it's a match, keep the two cards. If it's not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched; then shuffle and play again.

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

To make this activity more difficult, give students cards with pictures of each item. Have one student spell the name of the clothing item. The other student must hold up the correct clothing item.

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

CPA7: Partner Activity – They're Over Here

Before class, prepare sets of cards with pictures of the clothing items so that each pair of students will have a set of cards.

In class, if they aren't already sorted out, have students help you sort the clothing items into piles of like items (e.g., hats here, scarves here, etc.) spread around the classroom.

Put students in pairs and have one student be the customer and the other be the salesperson. Give each customer the stack of cards with clothing item pictures.

Model this activity with your assistant: Have the customer draw a clothing item card and say to the salesperson, “Excuse me, where are the [clothing item]?” The salesperson will say, “They're over here,” walking with the customer to that pile of clothing. The customer will then ask for another item until all of the cards have been looked at. Then, they will switch roles with the salesperson.

To make this a competitive game, have the student who is the “customer” put on one item from each pile as they go to that item. The first pair of students with the customer wearing one of each of the clothing items wins.

TEACHER TIP: *If you have an additional room at your disposal, have assistants go into that room and spread the clothing items in groups around that room. That way, students will need to more actively look for the clothing items as they complete this activity.*

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

In class: Name each clothing item.

For homework: Draw a line between the picture of the clothing and the name of the clothing.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say how many of each item you see.

For homework: Write the number and the name of each clothing item.

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

In class: Say the words in order.

For homework: Write the words in each sentence in order.

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

Closing: Review. Hold up clothing items and have students shout out the names of each item.

Close with prayer.

Lesson 15: It's Raining.

Teacher Devotion: Psalm 121:1-2

*I lift up my eyes to the hills.
From where does my help come?
My help comes from the LORD,
who made heaven and earth.*

Sometimes it's hard to raise our eyes from the ground and look up, but when we do, what do we see? We see Him, the Creator, Sustainer, Redeemer of the earth, who loves us and is ready and able to help us through anything and everything. Praise God!

Lesson Objective: Students will talk about rainy weather and the clothes required for it, using "should."

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review clothing items from Lessons 13 and 14. Some ideas:

- Hang picture cards of each item around the room. Call out an item and have students walk to that card.
- Place clothing items in a few piles. Call out items and have students find them and hold them up.
- Give each student a paper with pictures of each clothing item. Call out an item and have them point to it in the picture.
- Have students stand up if they are wearing each item as you call them out.

Open with prayer.

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

It's raining.	shoes
should	jeans
take	t-shirt
umbrella	blouse

TEACHER TIP: *Students learned **shirt** in Lesson 13, but now they are learning **t-shirt** and **blouse**. Generally, Americans use “shirt” for any garment worn as a top for males or females that includes sleeves (and sometimes, even without sleeves). “Blouse” is usually used for a nice women’s shirt, often made with a looser cut and smooth fabric. “T-shirt” refers to a simple, cotton shirt with short sleeves and a higher neckline. Show pictures or real-life examples of t-shirts and blouses to look at their specific features, and then show many examples or pictures of all kinds of shirts. Be aware that some cultures might just have one word for all of these items, while others may have other ways of separating types of shirts, e.g., one word used only for a button-down and another for a shirt that’s pulled over the head.*

Similarly, you may compare shoes to boots and jeans to pants from the previous lesson by showing pictures or bringing in examples of each.

This is the last lesson in this book teaching clothing words, so you can add or replace any words to be applicable to your context here. For example, if you live in a very warm place, “sandals” may be a word your students will need.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What should I wear?

B: You should wear jeans.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: It’s raining. You should take an umbrella.

B: What should I wear?

A: You should wear jeans.

B: Okay.

TEACHER TIP: *If the dialogue looks like it will be too complicated for your students, you can remove the sentence “You should take an umbrella.”*

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

CPA3: Activity – What Should She or He Wear?

Before class, prepare some pictures of people in different weather: warm/sunny, cold/snowy, windy, rainy. (Note: *sunny* and *snowy* will be taught in the next lesson, so these are only listed to assist you in finding appropriate pictures but shouldn't be taught in this lesson). Then, prepare printed pictures of all of the different clothing items taught in this lesson and in Lessons 13 and 14, so that pictures may be matched to the different types of weather in the pictures. Print multiple copies of some pictures if they would work for more than one type of weather. Alternatively, you can bring in real clothing items, again making sure you have multiples, as needed.

In class, review the clothing items' names with students, and then place the items in a pile or spread the picture cards across a table.

One at a time, show the pictures of people in different weather. Ask, “What should s/he wear?” Have students call out items of clothing, and then individually come forward to find each item and display it. Have them repeat the sentence, “S/he should wear _____.”

After each type of weather, review all of the items for that weather before moving on to the next one. You can also hold up an item that is clearly inappropriate for that weather (e.g., a winter coat for warm weather) and ask, “Should s/he wear _____?” (This will help students hear *should* in another way.)

TEACHER TIP: *It's important to do this activity for a few reasons: it continues to work on clothing words; it helps to teach the idea of the word “should”; and it also helps students learn about clothing that Americans wear for each kind of weather. Be aware that some students may be used to dressing differently for weather than you are, or they may not at all be familiar with some kinds of weather, such as students from tropical climates who have moved to a state that has colder winter weather. They also may not be familiar with some articles of clothing and how they are used, such as scarves to be worn to keep your neck/face warm in the cold, so you should certainly demonstrate how to use them.*

CPA4: Activity – Take the Shoes!

Before class, prepare cards that each have a picture and the word for a clothing item in the vocabulary. Also, have several of each item of clothing (one to match every card) or pictures of those clothing items.

In class, put students in pairs on one side of the room, with the clothing items across the room in a pile. Demonstrate with your assistant: Hold a card, look at it while hiding it from the assistant, and then say, “Take the [clothing item.]” The assistant will cross the room, find the item, and bring it back (in their hands, not wearing it), confirming with you that the item matches the item on the card. (Demonstrate with getting the wrong item and then hearing the sentence again and going back for the right one.)

Put students in pairs. One student will receive a card with a picture of a clothing item and the word written on it. That student, hiding his/her card, will tell the other student, “Take the _____.” The other student will cross the room, find the item or picture, and carry it back. The student with the card will confirm if it’s correct, and then switch roles with a new card. The first pair to find both of their items will win.

TEACHER TIPS:

- *You may give students several cards and have them cycle through them all to make the activity last longer. You also might choose to let them complete this activity, and then mix in cards and clothing items from the previous few lessons and do the activity again.*
- *In some languages, “wear” and “take” are the same word in this context! Show students that in this activity, they are not wearing the items, but simply taking them by carrying them in their hands across the room. Demonstrate “wearing the shoes” vs. “taking the shoes” to show this difference.*

CPA5: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play “Memory”: Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it’s a match, keep the two cards. If it’s not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched; then shuffle and play again.

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Activity – Dress Your Friend

Before class, print or sketch a simple outline of a person on a standard sheet of paper. (Think: a gingerbread man cookie-cutter-shape, very basic, that takes up the size of a standard sheet of paper.) Have one copy for each pair of students.

In class, put students in pairs. Tell each pair the weather for which they need to prepare their person: “It’s cold/warm/windy/raining.” Have students draw and label the clothing items for their person. Then, students will present their drawings, using the sentence starters, “It’s _____. S/he is wearing _____, _____, and _____.”

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

In class: Students will say the name of each clothing item.

For homework: Students will draw a line between the picture and the name of the clothing

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say what each person should take or wear.

For homework: Write what each person should take or wear.

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

In class: Say one clothing item you should wear or take for each weather.

For homework: Write one clothing item you should wear or take for each weather.

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

Closing: Review. Hold up clothing items or pictures of them and have students call out their names. Then, show different weather types and ask students, “What should you wear?” Have them name clothing items for each weather type.

Close with prayer.

TEACHER TIP: What is a modal?

*In this lesson, students are learning the word “should.” This word is called a modal verb, a type of auxiliary (helping) verb. Modals are verbs that are always combined with other verbs and slightly change the meaning by showing that something is recommended, allowed, required, or advised. For example, “should” changes the meaning by showing that this is something that is recommended or encouraged to do. The other modals are **can** (taught in Lesson 28), **might**, **would**, **could**, **shall**, **will**, **may**, and **must**; the last 7 of these will be taught in future levels.*

Take a moment to think about how the modals change the meaning of the sentence “I will go.”

- 1) *I should go.*
- 2) *I can go.*
- 3) *I might go.*
- 4) *I would go.*
- 5) *I could go.*
- 6) *I shall go.*
- 7) *I will go.*
- 8) *I may go.*
- 9) *I must go.*

As in previous lessons, it is not recommended that you teach the term “modal verb” to your students. This information is given here to help you understand the grammar a bit more deeply and to be ready to explain it if necessary.

Lesson 16: I Like Rainy Weather.

Teacher Devotion: Matthew 28:18-20

And Jesus came and said to them, "All authority in heaven and on earth has been given to Me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age."

What a privilege to stand with Peter, John, and all the disciples and hear His voice say, "Go therefore and make disciples of all nations..." Every act of love, every effort to build a relationship with your students, every piece of Scripture you share, is direct obedience to His perfect command.

Lesson Objective: Students will learn seasons and weather types, as well as how to express preferences using "like"/"don't like."

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review the following words from the past few lessons: *windy, cold, winter, warm, it's raining*. Try one of these ideas, or make your own.

- Have some items of clothing or picture cards of clothing around the room. Call out one of the words listed above and have students hold up a clothing card to show what they should wear for that weather.
- Show a picture of a certain type of weather and have students describe it, using the words above. (You may want to write them on the board to help them recall the words.)
- Look out a window or door at your current weather, and then ask students: "Is it cold? Is it windy? Is it warm? Is it raining?"

Open with prayer.

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

like	rainy
summer	weather
spring	sunny
fall	snowy

TEACHER TIP: Students learned “It’s raining.” in the last lesson, but in this lesson, they will learn “rainy weather.” Try to help them say “rainy” with “rainy weather” to make the correct adjective form.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What kind of weather do you like?

B: I like spring weather.

A: I like rainy weather.

B: I don’t like rainy weather!

TEACHER TIP: If you have time, practice drills with both sets of these sentences. However, if you don’t have time, just do the drills with one set and then compare the other set of sentences for students to see and hear the differences with the verbs.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: What kind of weather do you like?

B: I like rainy weather.

A: I don’t like rainy weather!

B: What kind of weather do you like?

A: I like sunny weather.

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

CPA3: Activity – Season/Weather Match

Before class, create picture/word cards with the following words: *sunny, snowy, rainy, windy, spring, summer, fall, winter*. Put the season cards in one color (e.g., with a black paper backing) and the weather cards in another color (e.g., with a red paper backing).

In class, give *snowy* to your assistant and have the students see it. Then ask them which of the weather cards you should match with that card and choose *snowy*.

Give each student a card and have them find a match with another student in the room with the opposite colored-backing on their cards, and then sit down together. Have pairs present their weather/season cards. Talk about how a season can experience other kinds of weather, e.g., *summer* and *spring* can be both *rainy* and *sunny*; *spring, fall*, and *winter* can be *windy* sometimes. If two “weather” students match with one season, so a student with a season card can’t find a match, then ask students what kind of weather could also match with the leftover season.

TEACHER TIPS:

- *If your class is larger than eight students, make multiples of the weather cards, since more than one kind of weather can occur in a season!*
- *If you live in a place that doesn’t experience one type of weather, such as snow, you could just show it, but not have students match it with the season card. Just make extra cards for the other types of weather to match the season words.*
- *If your class has many students who have recently arrived in your city, they may not be sure what kind of weather you have there for each season. Consider showing them some pictures of the weather in each season where you live before doing this activity.*

CPA4: Activity – What Do You Like?

Before class, create sets of weather cards (*rainy, sunny, snowy, windy*) so that each pair of students in your class can get a set of these four cards.

In class, write on the board or project on a screen:

A: I like _____ weather. // I don’t like _____ weather.

B: I like _____ weather. // I don’t like _____ weather.

Model with your assistant: one of you should turn over a weather card and say, “I like” or “I don’t like [the weather shown on the card],” using the dialogue on the board. Your assistant should respond with either liking or not liking the weather. Go through all of the cards this way. Then switch, so the other person is turning over cards.

Put students in pairs and have them repeat this exercise.

TEACHER TIP: *If you live in a place where the seasons have distinct kinds of weather, you can do another round of this activity with cards with each season. However, if you live in a place where the weather in each season doesn’t change much, it may be easier to stick with the weather cards only.*

CPA5: Interview – Facing Lines

Put the sentences from CPA4 on the board but add “What kind of weather do you like?” at the top of the dialogue.

With your assistant, model the dialogues, both with agreeing and disagreeing about the weather you prefer.

Students will be placed into two lines facing one another. They will practice the introductory dialogue from the previous activity, and then one line will move 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 TIPS:

- *Put the sentences in the practice dialogue in two different colors, with the first and third lines in the same color. When students are placed in lines, show them that their line has that color.*
- *What’s the difference between CPAs 4 and 5? In CPA4, students have the picture cards to help them look at each card and identify the weather. They have the chance to comment on what they think about each kind of weather. In CPA5, each student is picking one kind of weather to talk about liking, and the other must listen to his/her partner to hear what the weather is that s/he likes and then respond appropriately. Thus, CPA5 is more difficult (since it takes away that pictorial support). As we consider activities for our students, we want to give them these kinds of gradual increases of difficulty, where we slowly take away various supports and let them be more independent. (In educational literature, this is called “scaffolding.”)*

CPA6: Activity – Partner Spelling

Put students in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Activity – What's the Season? What's the Weather?

Before class, gather many pictures of different seasons and weather. These might or might not include people, but if they do, make sure they are dressed in appropriate clothing for that weather.

In class, put students in pairs. Show each picture and have pairs decide the season and the weather being shown in the picture privately. Then have each pair share with the class. Reveal to students whether their answers are correct or not and explain if they missed a hint.

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

In class: Say if you like or don't like each weather or season.

For homework: Circle "like" or "don't like" for each weather or season.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say the kind of weather shown in each picture.

For homework: Write the kind of weather in each picture.

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

In class: Say the season shown in each picture.

For homework: Write the season shown in each picture.

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

Closing: Review. Hold up pictures of seasons and weather and have students shout out each word. Then, ask them if they like or don't like particular seasons or weather.

Close with prayer.

TEACHER TIPS:

- *Now that your students know many words for weather and seasons, consider taking a few minutes during every lesson to talk about the day's weather. This is a great natural form of review and also will help students learn one topic that Americans often use for small talk. For example, you can talk about the day's weather and ask students if they like it, and then either agree or disagree, following the pattern of this lesson's dialogue.*
- *Students from countries that stay warm year-round may have experienced quite a shock if they have moved to a place in the U.S. that is quite cold in the winter. Make sure to take some extra time to help them dress for the season, if you can. If you are the opposite gender from that student, try to find someone of the same gender to help the student by showing him or her what might be better to wear.*

For example, if your students are coming to class in sandals even when it's freezing outside, they might not be used to closed-toed shoes and boots, but this will be important, especially if they have to walk or wait for public transportation each day! A community clothing closet might be a good stop to make with these students to make sure they can get what they need.

Unit 4 Review Activity

Plan a review of Unit 4 vocabulary, either at the end of Lesson 16 or before you start Unit 5, Lesson 17.

***Note: This exercise may be given in writing for homework.*

In class: Name each item in the Unit 4 activity.

For homework: Draw a line between each item and its name.

UNIT 5: Plants and Animals

Lesson 17: What's Growing in Sara's Garden?

Teacher Devotion: James 1:2-4

Count it all joy, my brothers, when you meet trials of various kinds, for you know that the testing of your faith produces steadfastness. And let steadfastness have its full effect, that you may be perfect and complete, lacking in nothing.

Trials are difficult by definition. The joy is knowing that these trials are purposeful, part of a beautiful plan to complete us. The beauty of prayer is that God gives us joy through trials as we grow in our understanding and trust in Him.

Lesson Objective: Students will name items that grow in a garden, while also using possessive 's to indicate that something belongs to someone.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Since this lesson will also use the present progressive verb tense (to be + -ing verb), review some of the action words from Lesson 12 (e.g., CPA2 or 3).

Open with prayer.

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

grow
garden
tomato (tomatoes)
pepper
cabbage
bean
apple
potato (potatoes)

TEACHER TIPS:

- *In this lesson, the dialogue includes each of these words in the plural form, since multiples of each are being grown, but they are listed in the singular form here. Consider bringing multiples of each real item, plastic ones, or pictures to help you explain the items. You can teach the singular and plural forms by holding up one and saying the singular and then holding up more than one and saying the plural form, emphasizing the ending plural -s.*
- *At this level, don't worry about teaching the spelling difference with the pluralization of **tomato** and **potato** with -es instead of -s. Students will learn more about this in later levels.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What's growing in Sara's garden?

B: Sara is growing tomatoes and peppers.

A: Are you growing apples?

B: No. I'm growing potatoes and beans.

TEACHER TIP: *If you have time, practice drills with both sets of these sentences.*

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: What's growing in Sara's garden?

B: Sara is growing tomatoes and cabbage.

A: What's growing in Mark's garden?

B: Mark is growing beans and potatoes.

Option: Use the second dialogue to repeat the activities above.

A: Are you growing apples?

B: No. I'm growing potatoes and beans.

A: Where are the potatoes in your garden?

B: They're over here.

CPA2: Game – Flyswatter Game

Before class, prepare a whiteboard with vocabulary pictures and words in a grid.

In class, divide students into two teams and line them up on either side of the poster, giving the first student in each line a flyswatter. Have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

TEACHER TIP: *To extend this activity, have students call out the words while the teachers compete.*

CPA3: Game – Garden Relay

Before class, prepare multiples of picture/word cards for the vocabulary items (minus *grow* and *garden*). There should be enough for each team of 3-4 students to have one of each of the items.

TEACHER TIP: *If you'd like, you could use seed packages instead of cards for this activity and give them to students at the end of the game as prizes.*

In class, divide students into teams of 3-4 students each. On one side of the room, mark out each team's "garden plot." These may be masking taped boxes on the floor or just one table or desk per team. On the other side of the room, mix up all of the word/picture cards on a table or on the floor.

Demonstrate to students with your assistant: You will call out the name of a food item that should be "planted" in your garden. The assistant must cross the room, find the item, and bring it back to the garden to be "planted." Once it's been retrieved and "planted" (placed in the garden space), you will call out the next item.

Line up team members by their garden and then send members one at a time to find the items you call out and bring them to "plant." Once an item has been "planted," the next team member can go to get the next item. The first team with all of their items will win.

At the end, look at each "garden" and name all of the plants in it together with the class.

TEACHER TIP: *If you have students with mobility issues, give each student in the class a set of word/picture cards and simply have them hold up each one as you call it out.*

CPA4: Activity – What's Growing in His/Her Garden?

Before class, prepare multiples of picture/word cards for the food vocabulary items. There should be enough for each student to receive 2 cards.

In class, refer students to the dialogue sentences as you write them on the board: "What's growing in Sara's garden?" "Sara is growing _____. " Underline the 's in "Sara's" and emphasize it in your speech as you repeat the sentence.

Give one of the prepared cards to your assistant and have the assistant show the items to the class. Say, "What's growing in [assistant]'s garden?" Write this sentence on the board and again underline the 's and emphasize the sound of it. Have students repeat this sentence. Now, have students use the answer sentence to say, "[Assistant] is growing _____. " Now, give your assistant an additional card and repeat, helping students to say, "[Assistant] is growing _____ and _____."

Now, give two cards to each student. Call on one student (student 1) to show the cards for what is in his/her garden. Then ask another student (student 2), "What's growing in [student 1]'s garden?" Repeat with the previous answer pattern, and then ask a third student, "What's growing in [student 2]'s garden?"

Once you can see that students are comfortable with this, you can extend this to a chain drill.

TEACHER TIP: *This activity is similar to the chain drill, but a bit more difficult. Since students need to look at the picture cards and add them to their sentences, as well as think of the name and 's, it's better to do this after having worked on the vocabulary and sentence structures with CPAs 1, 2, and/or 3.*

CPA5: Activity – What's in This Garden?

Before class, prepare pictures of gardens with the vegetable plants used as vocabulary words. You might use gardening or seed magazines or do an internet search (tip: try searching "[name of food] garden"). If your picture also shows a plant that wasn't learned in this lesson, that's okay; you don't need to teach that word unless a student asks for it.

In class, put students in pairs. Show or project a picture of the garden. Ask students, "What's in this garden?" Have them discuss in pairs, then call out the name of the item in the garden that is being shown. Use the complete sentence, "[Teacher's name] is growing _____," or give another name for the (real or imagined) owner of this garden.

TEACHER TIPS:

- *If you'd like students to work on writing, you could have them write their answers on personal whiteboards and hold them up.*
- *We need to include a person's name to make this sentence work, especially since students haven't yet learned "they." You could also make it say, "He is growing" or "She is growing," but then you may need to show an imagined "gardener" in order to make the gender make sense.*

CPA6: Activity – Partner Spelling

Students will work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Activity – Make Your Garden

In class, give individual students half-sheets of paper (to limit the size and detail of what they can draw). Model for them how you can make a sketch of a garden, including items from this week's lesson. Make a quick, two-minute sketch, and then show it to your assistant, explaining items as needed for him/her to understand. The assistant should say, "[Teacher's name] is growing _____," describing all of the items pictured.

Now, give students two minutes to draw their pictures. Then put them in pairs. Have them show each other their drawings. Pairs will stand up together and present each other's gardens, using the same sentence starter as above.

TEACHER TIPS:

- *Gardening or seed catalogs are also a great source of pictures for this, if you'd prefer to have pictures to glue onto a collage, rather than drawn.*
- *The reason students are drawing alone, rather than together, is so that they can name each other's gardens individually, instead of having to say "Joe and Sara's garden" which can be confusing for the placement of the 's.*

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

In class: Say the name of each person with 's in the sentence.

For homework: Write the name of each person with 's in the sentence.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say what each picture is called.

For homework: Draw a line between each word and the picture.

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

In class: Say what is growing in Lily's garden.

For homework: Write the name of each item growing in Lily's garden.

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

Closing: Review. Hold up picture cards and have students call out the name of each item that grows in the garden. Then, give one or two cards to your assistant and ask, "What's growing in [assistant]'s garden?" Have students answer with "[Assistant] is growing _____."

Close with prayer.

***TEACHER TIP:** Many of our international friends are used to growing food, but since moving to the U.S. and living in apartment buildings, they are largely unable due to a lack of space for gardening. Take note of whether your students show interest in gardening from this lesson, and if so, consider the following ideas:*

- *Connect with a community garden initiative in your area and bring information to your students in case they'd like to join one.*
- *Begin a community garden at your church. Many churches have done this as a great way to build community with their neighbors!*
- *Speak with your program director about bringing a representative of the local agricultural extension office to your English program (all levels) to share with students about programs they offer. Many have free or low-cost classes to teach about preserving food, gardening, and more, and they might offer free seeds for your students to plant!*
- *Take students on a field trip to a home improvement or gardening store to help them learn where to buy items for their own gardens. You could also teach a short lesson on some basic items they'll need, such as shovel, hose, seeds, etc.*

Lesson 18: How Many Tomatoes Are in Your Garden?

Teacher Devotion: Matthew 5:14-16

You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.

Isn't it a comfort to know that you are a light? You don't have to become one. Jesus made you that way.

Lesson Objective: Students will say and recognize the numbers 10-19 and also use the phrases "there is"/"there are" to describe a group of items.

Visual or Teaching Aids Needed: N2N vocabulary cards and handouts, and props for your lesson.

Greeting/Review: Review the names of the vegetables from Lesson 17 and numbers 0-9 from Lesson 6. A couple of ideas:

- Hold up number or vegetable picture cards and have students shout out the number word for each.
- Place vegetable or number cards around the room on the walls. Call out a word and have students walk to that card.

Open with prayer.

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

ten

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

TEACHER TIP: *The pronunciation of the numbers **thirteen–nineteen** is really important in English, since they can sound close to the numbers **thirty, forty, fifty, etc.** The main difference between **thirteen** and **thirty**, in spoken English, is the stress: **thir-TEEN**, **THIR**-ty. Native English speakers listen for the stress in those words to quickly identify them. Students need to know how to say these words and also how to identify them by listening; so, as you teach these words, emphasize the part that is stressed. When students learn higher numbers in a later lesson, you will want to review this idea again to show them the comparison.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: How many tomatoes are in your garden?

B: There are 13 tomatoes.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: How many tomatoes are in your garden?

B: There are 13 tomatoes.

A: How many cabbages are in your garden?

B: There is one cabbage.

CPA2: Activity – What's That Number?

In class, review the numbers 0-9, writing them on the board, and then write the numbers (in a row below 0-9, so the second digits of each number line up with the single-digit numbers above) 10-19.

Now, erase 0-9 (to avoid confusion) and leave 10-19 on the board. Read the numbers aloud from 10 to 19 a few times with the students. Then erase one of the numbers. Read the line of numbers again with the students, seeing if students can remember and orally fill in the missing number.

Repeat by erasing another number and reading again and do this until all of the numbers have been erased.

CPA3: Game – Flyswatter Game

Before class, prepare a board with the vocabulary cards.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

CPA4: Activity – There Is/There Are Draw

Before class, prepare various picture cards with pictures of the vegetables from Lesson 17 (you may reuse the cards from that lesson, if you have enough) and also number cards with the digits 1 and 10-19. You should make enough cards with the number 1 so that each pair of students can receive this card. You'll need enough cards for each student to get three number cards and three vegetable cards.

In class, write on the board: There is _____. / There are _____.

Make an example sentence to fill in the blanks, drawing a card for each (e.g., if you draw a 10 and a tomato, write "There are 10 tomatoes.").

Look at the number—if the number is 1, model filling in the "there is" sentence, and tell students that "there is" ONLY works with 1 item. Fill in the vegetable, as well, and make it singular. If you can, draw a quick sketch of that one item next to it (e.g., one tomato). If the number is plural, model filling in the "there are" sentence and fill in the plural vegetable item. Show a few of the numbers between 10 and 19 and show that all of them go in the "there are" sentence. Draw a quick sketch of the items next to each sentence, counting aloud as you do. (Nothing fancy—red circles for tomatoes are fine!)

Model with your assistant: Draw one number card and one vegetable card and make a sentence with them. Then, your assistant will do the same. Repeat until you've done this with all of your cards. Then shuffle the cards, draw 3 each, and repeat the activity. (Be sure to include 1—"there is"—in your modeling.)

Now, place students in pairs and give each pair three number cards and three vegetable cards, making sure each pair receives the number 1 somewhere in that set. Have them make the sentences from the board using “there is/are,” the number, and the vegetable.

CPA5: Activity – How Many?

Before class, prepare paper bags with a variety of objects. You should have anywhere from 10 to 19 of each object (such as ping-pong balls, spoons, cotton balls, or any other small, countable item) in each bag. Write a letter (A, B, C...) on each bag. Prepare a few more bags than there are pairs of students, so if you have 10 students (5 pairs), prepare 7 bags.

Prepare a counting sheet for each student, with the letters and plenty of space to write a number next to them (see N2N handouts).

In class, set the bags around the room on tables or desks, with space for students to spread out. Model with your assistant: Go to one of the bags and match the letter on the bag with the letter on your paper. Pour out the objects and count them aloud, and then write the number of objects in the corresponding box on the sheet. Put all the objects back and go to another open station to count those objects.

Put students in partners and have them walk around to count objects aloud in partners and write the numbers down. Check as a class, saying, “There is/are _____” for each item.

TEACHER TIP: Have the numbers written in order from 0 to 19 on the board or a poster so that students can look up and refer to them easily.

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Game – Number Relay

Before class, gather 20 of several kinds of small objects, such as ping-pong balls, spoons, cotton balls, etc. (These may be the same as those used in CPA5.) Plan to create teams of 2 or 3 students each and have enough different kinds of objects that will match the number of teams. (So, if you will have 4 teams for this activity, have 4 different kinds of items.)

In class, put all of the items into a large bin and mix them up, or mix them up across a tabletop or on the floor. Arrange students in teams on the other side of the room.

Give each team one of the items to show them what their team will be looking for (e.g., spoons, cotton balls, etc.). Now, demonstrate with your assistant. A number will be called out from 10-19. One team member must cross the room, count out that number of your team's item, and carry them back across the room in hands, shirttail, pockets, etc. Once back on the other side, your team should count the items aloud together. The first team to gather the given number of items wins a point for that round. If a team takes an item that was meant for another team, they will be disqualified for that round.

TEACHER TIPS:

- *To make this activity more interesting, consider adding restrictions such as only being able to use one hand or only being able to carry items in their hands, not in pockets.*
- *After practicing numbers 10-19 in this activity, you can mix in numbers 0-9 for a review.*
- *If you have students with limited mobility, give each student/pair of students a sandwich bag with 20 beans or cotton balls. Call out a number and have each student or pair of students count out (aloud) the correct number of items.*

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

In class: Match the number word to the number.

For homework: Draw a line from the number word to the number.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say the number of beans in the picture.

For homework: Write the number of beans shown in the picture.

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

In class: Say the number of apples under each picture.

For homework: Write the number of apples under each picture.

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

Closing: Review. Hold up number cards (or write them on the board) and have students call out each number.

Close with prayer.

TEACHER TIP: Numbers are especially important for students to memorize! Consider making a recording of yourself saying the numbers from 0 to 19 that you can share with students via a messaging app. You can also have students record you during class. After you say each number, leave a pause long enough for them to repeat the number. Then, show them how they can listen and practice during the week.

Lesson 19: Here You Go!

Teacher Devotion: Psalm 62:8

*Trust in Him at all times, O people;
pour out your heart before Him;
God is a refuge for us.*

God is never too busy to listen and wants you to come to Him with your requests, knowing that He will take care of you in ways beyond your imagination.

Lesson Objective: Students will learn color words and how to combine color words and/or number words with nouns.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review numbers 0-19 (Lessons 6 and 18) and food words (Lesson 17). Some ideas for review:

- Flash number/food cards and have students call out the words.
- Place word cards around the room. Call out words and have students walk to the appropriate cards.
- Have students play the flyswatter game with some of the words (too many will be overwhelming!)

Open with prayer.

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

hello
red
orange
yellow
green
purple
brown
Here you go.

TEACHER TIPS:

- *Why are we teaching “hello” as a vocabulary word, when students have already seen “hi” and “hey”? It’s important for students to learn to recognize and use a variety of greetings that are common in American culture. In later levels, we will teach about when each is appropriate to use.*
- *As much as possible, try to use solid-colored items and pictures when you are using props right now. This will be less confusing for your students.*
- *You may notice that the word **blue** is missing from this lesson. It will be introduced in the next lesson. Since this lesson is using the food vocabulary from a previous lesson, it’s important to make sure the colors make sense for those foods, and **blue** just doesn’t quite fit. If students ask for it, though, it’s fine to teach it now and show it in the next lesson in their books.*
- *Did you know that cultures view colors differently? For example, the line between **green** and **blue** is different for different cultures, so something that is clearly **blue** for you might be **green** to someone else, or they might even use the same word for both colors! Other cultures only have words for some of the colors, choosing more often to make comparisons of items to other items to tell their colors (e.g., “like the grass” instead of “green”). Give grace to your students and don’t hold too strongly to an idea of what color a certain item is.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: I’d like three red peppers, please.

B: Here you go.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Hello. I'd like three red peppers, please.

B: Here you go.

A: Thanks!

C: I'd like one purple cabbage, please.

B: Here you go.

C: Thanks!

TEACHER TIPS:

- *If you only have two people who are able to act out the skit, combine A and C.*
- *You may want to have some play money exchanged in this skit just to show the reality of it, though students won't learn money amounts until Lesson 26.*

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

CPA3: Game – Stand Up If You're Wearing...

Call out, "Stand up if you're wearing [color]." Those students must stand up and each say, "I'm wearing [color]."

Then, have students take turns calling out the prompt and choosing colors.

CPA4: Listening Game – How Many Do I Have?

Before class, prepare large picture cards or a slideshow of the following pictures: green, red, yellow, and purple tomatoes; green and purple cabbages; red, yellow, and orange peppers; red, yellow, and green apples; and brown and purple potatoes. Show each one, making it clear that though the colors might be different, the food item is the same. Create multiple picture cards for each type of food with different numbers of each color food; for example, you might make a card with 3 green apples, 2 red apples, and 2 yellow apples, or 4 red tomatoes, 1 green tomato, 2 yellow tomatoes, and 2 purple tomatoes.

In class, put students in pairs and give each a sheet of paper or small whiteboard. Hold up one of your picture cards and ask students how many of one color of the food are shown; for example, on a paper with 3 green apples, 2 red apples, and 2 yellow apples, you might call out, “How many red apples do I have?” Have pairs talk to each other and write the number word on their paper or whiteboard, holding it up for you to see. Count the items together, and then have the class say together, “There is/are [number] [color] [food].”

TEACHER TIPS:

- *It's possible that your students actually call some of these items different things based on color, shape, or size, or they may not be familiar with these foods at all! For this reason, it's important to show them that the different colors of these items are the same English word, just with a different color adjective in front of it.*
- *Be aware that this activity could be quite difficult for a student who is color blind, but it's likely you won't know about any color blindness before this class. Try to make the colors distinct, but if a student is struggling, allow them to lean on their partner. If you suspect that a student might be color blind, consider labeling each picture with the color word underneath each item so that they can count with the words instead of the colors.*

CPA5: Game – Food Relay

Before class, prepare the following picture cards: red tomatoes, orange peppers, yellow apples, green beans, purple cabbage, and brown potatoes. From the N2N handouts, print on colored paper or to color in 10 picture cards for each item and divide them into 2 sets of 5 of each item (so each set would have 5 peppers, 5 tomatoes, 5 potatoes, etc.) Also, make prompt cards of the following: 3 orange peppers, 1 brown potato, 4 red tomatoes, 2 yellow apples, 5 purple cabbages, 3 yellow apples, 4 brown potatoes, 1 red tomato, 2 orange peppers—one set per team.

In class, write on the board, “I’d like _____, please.” “Here you go.”

Divide students into two teams and put them on one side of the room. Then take one student from each team (the “farmer”) and take him/her to the other side of the room where each “farmer” will receive a set of picture cards.

With your assistant, demonstrate the activity. Call out the first prompt card and hand it to someone on each team. Show how one student from each team will cross to the “farmer” and say, “I’d like three orange peppers, please.” The “farmer” will count out three cards, saying, “Here you go.”

Once the student has returned to his/her team, you will hand out the next card and another student will go and request the items.

The first team to gather all their items will win the game.

TEACHER TIPS:

- *If you have a large class, you can make more teams; just make more sets of cards!*
- *In English, a number adjective always comes before a color adjective, and they both come before the noun. (Think: would you say, “purple seven cabbages” or “cabbages purple”?) But in some languages, the adjectives may come after the noun. For this reason, it’s important to help students learn this order. If students seem confused, stop and explicitly show them through some examples that the order is always number, color, noun.*

CPA6: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play “Memory”: Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it’s a match, keep the two cards. If it’s not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched; then shuffle and play again.

CPA7: Activity – What’s in Your Garden?

Take a large sheet of paper and model for students that you are drawing a garden. Draw 3 food items from this lesson and color them appropriately. Then present your drawing to the class: “There are 5 red tomatoes. There are 3 yellow apples. There are 3 purple cabbages.”

Put students in pairs and give them large sheets of paper and colored pencils. Have them work together to design gardens that should include at least 3 of the food words they’ve learned so far (with colors from this lesson). Have pairs present their pictures to the class with “There is/are [number] [color] [foods].”

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

In class: Say the name of each color.

For homework: Write the name of each color.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Match each picture with the words describing it.

For homework: Draw a line from the words to the food picture.

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

In class: Say the color of each food in the picture.

For homework: Write the color word for each food.

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

Closing: Review. Flash color cards and have students say what the colors are. You can also point at a (solid-colored) items and ask, “What color is this?” and have students answer.

Close with prayer.

***TEACHER TIP:** From now on, students will be empowered with these color words, which can be used in many situations for describing items. As a “back pocket” activity (one that you can “pull out of your back pocket” when you have some extra time), you can always play “I Spy” to identify colors anywhere you are.*

Lesson 20: I Have a Blue Fish.

Teacher Devotion: Matthew 26:41

Watch and pray that you may not enter into temptation. The spirit indeed is willing, but the flesh is weak.

Pray, pray, pray. We all struggle with sin, but we have a Helper and Protector, a Redeemer who picks us up when we fall. God is so good!

Lesson Objective: Students will learn to speak about and describe pets, and also to use “they” to describe 2 or more people.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review colors from Lesson 19 (e.g., CPAs 2 or 3).

Open with prayer.

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

dog	blue
cat	black
fish	white
big	animal
small	

TEACHER TIPS:

- *Although the word “pet” might make more sense for this lesson as a topic, we want students to learn “animal” first, because pets are animals, but all animals aren’t pets!*
- *You may want to take a moment to show students that, while the plural of “cat” is “cats,” the plural of “fish” is (usually) “fish.” However, if they say, “I have 2 fishes,” you can briefly remind them of this point or just move on. It’s typical for beginning learners to generalize rules they have learned before learning exceptions, and at this level, it’s not worrisome for them to do so. Also, “fishes” is easily understood by other English speakers!*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Do you have an animal?

B: Yes, I have a blue fish.

A: How many fish do you have?

B: I have 12 fish.

TEACHER TIP: *If you have time, practice drills with both sets of these sentences.*

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Do you have an animal?

B: Yes, I have a blue fish.

A: Do Lily and Kai have an animal?

B: Yes, they have a black dog.

Option: Use the second dialogue to repeat the activities above.

A: How many fish do you have?

B: I have twelve fish.

A: How many cats do Joe and Carrie have?

B: They have two cats.

TEACHER TIP: *This is the first time that students are introduced to the word “they” in a lesson. Emphasize this word and that it includes two or more people outside of yourself and not including yourself.*

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

CPA3: Game – Description Relay

Before class, print prompt cards of the following: a big black dog, a small white cat, a big blue fish, a small red fish, a big orange cat, a small brown dog—one per team. Keep these with you. Also, print smaller (flashcard-sized) picture cards of the following: color swatches (or you might just use squares of construction paper) in black, white, blue, red, orange, and brown; 4 line-drawings each of cats, fish, and dogs; and 6 cards each of the words BIG (in large font) and small (in small font). Divide these up so that you will have 2 sets of cards for each team that each have the following: one color swatch for each given color, 2 line-drawings each of cats, fish, and dogs, and 3 words each for BIG and small. When you set up for this activity, mix up the cards in each set and lay them across a table.

In class, divide students into two teams, lining them up across the room from the tables that have their sets of cards. With your assistant, model the activity: Show one of the picture cards described above, saying the 2 adjectives and animal word (e.g., “A big black dog”). One member from each team must cross the room and find the three cards needed (the animal, color, and size cards). Then, they will go back, and the next team member will be given a new prompt card. It’s then their turn to find the right three cards. The first team that collects all of the card sets will win the game.

After the game is over, describe with students each of the pictures with all of the description words.

TEACHER TIPS:

- *This activity is designed for a relay with teams of 6 or fewer members. If you have a larger class, make extra sets of the smaller cards so that you can split into additional teams.*
- *To make this more challenging, add a few extra cards to each set of picture cards. That way, at the end of the game, the last team members will still need to comb through the pictures that are left, rather than just taking the final cards on the table.*
- *If you have students with mobility problems, give each student or pair a set of colors, animals, and sizes, and have them hold up the correct cards when you call out a phrase.*

CPA4: Activity – He Has, She Has, They Have

Before class, prepare one picture card for each: a *dog*, a *cat*, and a *fish*. Also, prepare a slideshow or print out 12-15 pictures of people with animals; try to have an equal mixture of individual boys/men, individual women/girls, and groups of both single and mixed gender, all with one or more dogs, cats, or fish. (You may need to piece together a picture of people with a picture of the animal(s), but that's fine!)

In class, give a card to your assistant and say, "S/he has a [animal]" and write it on the board. (**Note:** be sure to emphasize *has* in this sentence, since this verb form is different.) Repeat this with a few individuals of both genders. (Or print a few pictures of individuals of the gender not represented in your class to show this.)

Then, give a card to a group of 2 or more assistants or students and say, "They have a [animal]" while again writing it on the board.

Now, show one of the pre-prepared group pictures. Write on the board: "She has _____."
"He has _____." "They have _____."

Help students make a sentence describing your picture.

TEACHER TIP: *It's important to show students that "they" is used the same way whether it's all men, all women, or a mixture of women and men, since some languages have different words for groups of men, groups of women, and mixed-gender groups.*

CPA5: Partner Activity – Draw a . . .

Before class, prepare the following picture/word cards: *big, small, black, blue, white, dog, cat, fish*. Make enough sets so that each pair of students will have one of each card.

In class, put students in pairs with something to divide their spaces (e.g., a folder standing up) so that they can't see each other's desks.

Give one partner the picture/word cards set. Give the other partner a few blank pieces of paper and black and blue colored pencils or pens.

Now, demonstrate with your assistant: the partner with the cards will choose 3 cards and say a description out loud, e.g., "small white fish" while keeping those cards hidden from the other partner. That other partner, with hidden paper, will draw a small white fish, and then reveal the paper. They will match the picture and cards to see if it was correct. Partners will then trade places. After they are done, they can switch to new partners and continue the activity.

If your students would like, they can have a small "art show" after this activity or at the break to show off their sketches and name what is in each one.

TEACHER TIPS:

- *Students might find it hard to remember the order of adjectives (e.g., they may say “white small fish” instead of “small white fish.”) You can explain by writing on the board: **big/small, blue/white/black, cat/dog/fish**, and then giving examples in order.*
- *If you find that students are taking a long time for each sketch, you may want to set a time limit of 30 seconds or a minute and have each pair work at the same pace so that you can set the timer and keep them moving.*

CPA6: Interview – Facing Lines

TEACHER TIP: *If you have many students who are new to the United States or struggling economically, you may want to skip this activity. Pets are expensive, and many students will not have them.*

In class, before putting students into lines, display the question, “Do you have an animal?” and brainstorm possible answers:

- Yes, I have a black dog.
- Yes, I have a cat and a dog.
- Yes, I have two red fish.
- No, I don’t.

Place students into two lines facing one another. They will practice the dialogue below, and then one line will move 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.

Dialogue question: Do you have an animal?

Dialogue possible answers:

- Yes, I have . . .
- No, I don’t.

TEACHER TIPS:

- *Be sure that students can refer to the dialogue easily, whether it’s from an open book nearby or projected on a screen.*
- *Since we are asking students to give their real answers to these questions, rather than just a canned dialogue, be sure to do this exercise later on in the lesson, when students will have learned enough language to give their real answers.*

CPA7: Partner Activity – Tell Me about...

Before class, choose 5-7 pictures that are related to themes that have already been learned in this book, e.g., the house and rooms in the house, the family, outdoor activities and gardening, seasons and weather, and the classroom. The pictures should be projected onto a screen. Alternatively, you could use the large illustrations at the beginning of each unit for this activity. For each picture, as you prepare, make a list of some words that you know that students have learned and can relate to each picture. (Refer to the opening pages of each unit for a reminder of the vocabulary learned so far.) This will help you in eliciting different words from students. However, they may surprise you with other words they know!

In class, put students in pairs, each with a piece of paper. Show the picture and ask them to tell you about the picture. Let them shout out words as you write them down on the board.

Then, show another picture and this time, have students speak with their partners and write their description words down. Then share their lists of words with the class.

TEACHER TIPS:

- *Note that this is a review activity across a number of lessons. If your class has a high turnover rate and most of your students have only recently started attending, this CPA may not be the best choice for your classroom. You could also shrink the scope of this activity just to this unit, showing pictures of a garden, a farmer's market, and a family and their pets.*
- *If you have a word wall, make sure to direct students to look at it for this activity. You also may encourage them to flip back through the vocabulary pages in their books in order to find words.*
- *If you'd like to make this a competition, give a small prize to each pair with the most words written down to describe each picture. Just be sure to pair students with higher and lower language abilities together so that the pairs are fairly evenly matched and set a time limit for writing words down.*

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

In class: Say the color of each animal.

For homework: Write the color of each animal.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say the animal(s) that each person has.

For homework: Write each animal.

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

In class: Say *she*, *he*, or *they* for each sentence.

For homework: Write *she*, *he*, or *they* for each sentence.

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

Closing: Review. Flash picture cards used in this lesson and have students shout out the words they represent.

Close with prayer.

TEACHER TIP:

You may have heard before that people from certain cultures (including Muslim cultures) find dogs dirty, scary, or offensive. Some of your students (from all cultural backgrounds) may find dogs scary, since they are used in their home countries only for security, or they might think they are literally dirty or ceremonially unclean. They also may just be uncomfortable with dogs because they haven't been around them very much!

We want our students to know that many Americans keep dogs as pets and that this is quite normal. However, we also want them to be able to voice their opinions and let others know if they don't feel comfortable around dogs.

If you have a dog and want to invite your students to your home, it's best to put the dog away for the duration of the visit in order to help your students (and the dog) feel safe. (Remember, even if you ask students how they feel, they might be afraid to answer that they're uncomfortable with dogs because of the language barrier or because they don't want to be rude to their host.) Use your best judgment as you get to know your students to find out for future time together whether they may want to see your dog, and, of course, use your best judgment about whether your dog can handle it, too!

Of course, people from all parts of the world may have dog or cat allergies, so if you have one or more of these animals in your home, it's a good idea to let your students know and for you to clean well before they come over.

Also, if you are ever part of helping to furnish a home for immigrants/refugees and receive donated items, make sure that no donated items (e.g., sofas, rugs, etc.) have pet hair in them.

Unit 5 Review Activity

Plan a review of Unit 5 vocabulary, either at the end of Lesson 20 or before you start Unit 6, Lesson 21.

***Note: This exercise may be given in writing for homework.*

In class: Name each item in the Unit 5 activity.

For homework: Draw a line between each number word to the number.

UNIT 6: How Do You Feel?

Lesson 21: Are You Okay?

Teacher Devotion: Luke 19:10

“For the Son of Man came to seek and to save the lost.”

Jesus came for us, the lost. He brought our students to us, so that we can join with Him in the process of opening their hearts to Him. What a joy He has set before us!

Lesson Objective: Students will describe how they or others feel.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review the words *man*, *woman*, *boy*, *girl* from Lesson 3 (see CPAs 3 or 7). Also review *he* and *she* (Lesson 4) and *they* (Lesson 20). Show pictures of individuals or groups and have students say the correct pronoun.

Open with prayer.

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

Are you okay?

I'm sorry!

feel

sad

sick

angry

tired

hungry

TEACHER TIP: You may notice that “happy” isn’t here as a feeling word. It doesn’t really fit with the others, so it will be taught in the next lesson instead. However, if your students ask for the word, feel free to teach it—just make sure they know not to say, “I’m sorry” as a response!

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Are you okay?

B: I feel sick.

TEACHER TIP: *If you have time, practice drills with both sets of these sentences.*

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Hi. Are you okay?

B: I feel sick.

A: I'm sorry!

Option: Use the second dialogue to repeat the activities above.

A: Hi. Are you okay?

B: I feel tired.

A: I'm sorry!

B: Please turn off the light.

A: Okay.

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words in a grid.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

TEACHER TIP: To extend this activity, have students call out the words while the teachers compete.

CPA3: Game – Charades

Before class, prepare small word/picture cards for the feeling vocabulary words.

In class, divide students into two teams. Model with an assistant. Have teams take turns sending one team member to the front, where s/he will receive a card and act it out **without speaking**. The team members must shout out the word. If they get the word within 30 seconds, give them a point. If not, the other team may guess.

TEACHER TIPS:

- *Some students may feel a little uncomfortable with acting things out in class. Maybe they've never been part of a class that encouraged active participation, or they may be from a culture that expects them to behave in a dignified manner, especially in the classroom. Be patient and give them space to do what they need to feel comfortable, but also encourage them that this class is a safe place for them and having fun is part of the process!*
- *As students become more familiar with the vocabulary words, they will guess faster and faster. To make it more challenging, consider setting a timer for each round that is a few seconds shorter than the previous round so that students must guess faster and faster!*

CPA4: Game – How Do You Feel?

Before class, make large word/picture cards for the vocabulary words and place them around the room on the walls.

In class, demonstrate with your assistant. You will call out a feeling word, and students must move to the word/picture card showing that word. Then, say, "Are you okay?" and have students answer, "I feel _____."

Once students are comfortable with this game, have different students call out the words and make sure students have gone to the correct location

TEACHER TIP: If you have students with mobility problems, give them small picture card sets and have them hold up the correct card instead.

CPA5: Game – People Bingo

Before class, prepare bingo cards for students via an online bingo card generator. Make sure you make cards that are different for each student! Get pieces for students to mark their cards (Hint: packs of Smarties® candies are a great and easy tool!) or use dry erase sleeves and markers for them to mark off spots and then erase.

The bingo cards should include these words: *sad, tired, sick, angry, hungry, man, woman, girl, boy*. If you need or want a larger card, you can add a free space or include other vocabulary from different lessons. You can also add in a mix of other vocabulary to make the cards more diverse and allow for a “blackout” game (in which students need to cover all the spaces). Just make sure the key vocabulary words for this lesson are always included!

In class, since this is your first time playing bingo, you’ll need to model it. Many students will never have played bingo! Give students their own cards and then show a large card on the board. Call out a word (keep a list so that you know which words you’ve called already) and show students how to mark it off. Do this for many words and help students mark on their own cards. Explain that the way to win is to get a few words in a row. Have your assistant(s) watch as students play to see who wins.

After you call out each word, ask a question and have students respond with the word that was called. For example: “How do you feel?” “I feel sad.”

Once a student has filled a row on the card (or the whole card, if you’ve added additional vocabulary words so that cards have different words on them), go through the class and have everyone say a word from their bingo sheet. Then, have all students switch cards and play again.

TEACHER TIPS:

- *If you have more students in your class than you can make cards for, consider putting students in pairs.*
- *If your students aren’t strong readers, use pictures or a combination of pictures and words on each bingo space.*

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Activity – Partner Drawing

Before class, prepare a set of picture/word cards for each student with the vocabulary words for feelings.

In class, put students in pairs and give one student a blank piece of paper and the other student a set of picture/word cards. Put a barrier in between them (e.g., a paper folder standing on its side) so they can't see in front of each other.

Model with your assistant: the partner with the cards will choose one and say, "I feel [feeling]." The other student will have 30 seconds–1 minute to draw a sketch of a person with that feeling, then show it to his/her partner and confirm that it is the correct feeling, by saying, "S/he feels ____." Then, partners will switch roles.

TEACHER TIP: *These aren't easy to draw! Let your students look at the drawings in the textbook, if necessary, for ideas of how to represent these feelings.*

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

In class: Say how each person feels.

For homework: Write how each person feels.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say how each person feels.

For homework: Draw a line between each picture and the vocabulary word.

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

In class: Talk about each picture and match it with the sentence.

For homework: Draw a line between each picture and the picture it describes.

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

Closing: Review. Act out each of the feeling words and have students call out what feeling you are showing. Then, give word/picture cards to students to act out, and ask, "Are you okay?" Encourage them to respond, "I feel ____."

Close with prayer.

Lesson 22: Who's That Tall Man?

Teacher Devotion: Hebrews 4:12

For the word of God is living and active, sharper than any two-edged sword, piercing to the division of soul and of spirit, of joints and of marrow, and discerning the thoughts and intentions of the heart.

Teaching a single Bible verse sometimes seems so small, so insignificant, but there is such power in the Word of God. Continue to pray that God will pierce the hearts of your students with His Word.

Lesson Objective: Students will describe how people look with adjectives and with the preposition “with” + a noun.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review *man, woman, boy, girl* (Lesson 3) by showing pictures of each and having students give the appropriate word. Also, review feeling words from Lesson 21 by showing pictures of each feeling and having students identify the feelings.

Open with prayer.

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

tall
short
old
young
happy
beard
glasses
long hair
short hair

TEACHER TIPS:

- Note that this lesson includes two ways of describing people. #1-5 are adjectives and can come directly before man, woman, boy, girl (e.g., **tall** man, **short** woman, **old** man, **young** woman, **happy** boy), while #6-9 are nouns and need to be used with “with the” (e.g., girl with the **glasses**, man with the **beard**, woman with the **long hair**, man with the **short hair**). You can model each of these usages in the pairs of sentences below.
- At this level, learners aren’t ready to learn the difference in usage between “tall” and “long,” so we’ve chosen to teach “long hair” and “short hair” as phrases and leave “tall” and “short” as words to describe height.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Who’s that tall man?

B: That’s my dad.

A: Who’s that woman with the glasses?

B: That’s my sister.

TEACHER TIP: If you have time, practice drills with both sets of these sentences. However, if you don’t have time, just do the drills with one set and then compare the other set of sentences for students to see and hear how the manners of describing are different.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:**CPA1: Role Play**

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Who’s that tall man?

B: That’s my dad.

A: Who’s that woman with the glasses?

B: That’s my sister.

Option: Use the second dialogue to repeat the activities above

A: Who's that woman with the long hair?

B: That's my mom.

A: Who's that boy? He is happy.

B: That's my brother.

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

CPA3: Game – Charades

Before class, prepare small word/picture cards for the vocabulary words.

In class, divide students into two teams. Model with an assistant. Have teams take turns sending one team member to the front, where s/he will receive a card and physically indicate the word **without speaking**. The team members must whisper together to choose one guess. If they get the word on the first guess, give them a point. If not, the other team may guess.

***TEACHER TIP:** As students become more familiar with the vocabulary words, they will guess faster and faster. To make it more challenging, consider setting a timer for each round that is a few seconds shorter than the previous round so that students must guess faster and faster!*

CPA4: Partner Activity – Tell Me about...

Before class, prepare pictures of different people that show the different characteristics of the vocabulary words. These may be printed on large papers or projected onto a screen.

In class, put students in pairs to work together. Model with your assistant. Show a picture and say, "Tell me about this person." Your assistant should say, "S/he is [tall/short]. S/he is [young/old]. S/he is [happy/sad/angry/hungry/tired/sick]."

Now, show another picture, and have students speak with their partners to describe each one, and then share some descriptions with the class.

TEACHER TIPS:

- *Try to find pictures of people of different ethnicities and backgrounds.*
- *Remember, your students now know some other words they can use to describe! For example, they might say, “She is wearing a blue shirt.” or “He is from Africa.” This is great—we want students to use all of their knowledge! But if your students don’t seem ready for this, don’t push them.*

CPA5: Game – Guess Who?

Before class, print or project 10 pictures of different people showing characteristics of the vocabulary words (male and female, *old* and *young*, *tall* and *short*, *long* and *short hair*, *beard*, *glasses*, *happy*, *sad/tired/angry*). Make sure that the pictures are somewhat differentiated. For example, if you have two women with long hair, one has glasses and one does not, or one is tall and one is short.

In class, tape all the pictures to the board. Have your assistant step out of the room. Then indicate one of the pictures and tell students that this is the answer to the game, but don’t tell!

Have your assistant return to the room and look at all the pictures, trying to determine which one is the answer. Then, your assistant should ask some questions: “Does the person have long hair?” You should answer the question, and then take down the pictures that have been eliminated through this question. (So, if your target person has long hair, you’d say yes, and then take down all pictures that have short hair.) Have your assistant keep asking questions, but then look to the students to answer, rather than you answering. Have students help with answering each question that your assistant gives.

Once your assistant has identified the person, trade places, allowing him/her to help run the game while you step out. If you feel that the students are able, you can allow students to step out of the room (perhaps in pairs) and return to ask questions instead. Just be sure to give them the sentence starter: “Does the person have _____?” to help them ask.

TEACHER TIP: *If you think your class is able, make a deck of picture cards for each pair of students. After you have demonstrated how to play in the large group, have them play the game in pairs.*

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Activity – Partner Drawing

Before class, prepare a set of picture/word cards with the vocabulary words for each student.

In class, put students in pairs and give one student a blank piece of paper and the other student a set of picture/word cards. Put a barrier in between them (e.g., a paper folder standing on its side) so they can't see in front of each other.

Model with your assistant: the partner with the cards will choose one and say, "The man/woman is _____. The other student will have 1 minute to draw a sketch of a person with that characteristic, and then show it to his/her partner and confirm that it is the correct characteristic, by saying, "S/he is _____," or "S/he has _____." Then, partners will switch roles.

TEACHER TIP: Make sure to put these sentence starters on the board: "The man/woman is _____." "She/He is _____." "The man/woman with the _____."

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

In class: Say something about each person.

For homework: Write about each person.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say the words in order.

For homework: Write the words in order.

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

In class: Match each picture to the word.

For homework: Draw a line between each picture and the word.

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

Closing: Review. Use pictures of various people to encourage students to use the vocabulary words. Say, “Is he tall?” or “Does she wear glasses?”, etc.

***TEACHER TIP:** Remember that **tall** and **short** will also vary by ethnic groups—you may be short in America but tall in East Asia, for example. Be flexible with these definitions.*

Close with prayer.

***TEACHER TIP:** Did you know that adult language learning actually has some distinct benefits? So, what are the advantages adults have in learning?*

- *Life experience. Many of your adult learners have learned languages before, or at least have learned other things before! They often know what works and what doesn't for them and can apply that to this new learning environment.*
- *Coping strategies. Your adult learners may be great at finding ways to explain a word they don't know, through gesturing, other words, pictures, or searching on a phone application.*
- *Understanding of abstract concepts. In school, young children are generally not taught abstract grammatical concepts, because their brains just aren't ready to grasp them. However, adults have a much better capacity to grasp those concepts and, indeed, already work with other abstract concepts in daily life.*

Remember, your adult learners come with these distinct advantages (and many others).

Encourage them by reminding them that they are capable of learning a new language!

Lesson 23: I Bumped My Arm!

Teacher Devotion: Romans 8:26

Likewise the Spirit helps us in our weakness. For we do not know what to pray for as we ought, but the Spirit Himself intercedes for us with groanings too deep for words.

Rest in knowing that the Spirit is praying for you. You will never be abandoned by God.

Lesson Objective: Students will learn words for body parts and use the possessive adjective *his* and *her*.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review “Are you okay?” and feelings vocabulary from Lesson 21 (e.g., CPA3).

Open with prayer.

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

head	nose
eye	arm
foot (feet)	bumped
mouth	Ouch!

TEACHER TIPS: Did you notice that we are teaching **foot** and **arm** now, but not yet **leg** or **hand**? In fact, in some languages, **foot** and **leg** are the same word, and **arm** and **hand** may also be one word. Thus, we are teaching them in two separate lessons to try to minimize confusion.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Are you okay?

B: I bumped my arm!

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Ouch!

B: Are you okay?

A: I bumped my arm!

Option: Use the second dialogue to repeat the activities above.

A: Ouch!

B: Are you okay?

A: I feel angry.

B: What's wrong?

A: He bumped my head!

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

CPA3: Interview – Facing Lines

Before class, prepare cards for the vocabulary body parts, enough for half of the students in the class to receive one card.

In class, write on the board:

Ouch!

Are you okay?

I bumped my _____.

Place students into two lines facing one another. Students will have a conversation following the pattern and using the body part named on the card given to them: “Ouch!” “Are you okay?” “I bumped my _____.” Then, one line will move 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 TIPS:

- *Be sure that students can refer to the dialogue easily, whether it's from an open book nearby, written on the board, or projected onto a screen.*
- *Write the two dialogue parts in different colors to make it easier for students to know which is their part.*

CPA4: Game – Charades

Before class, prepare picture cards with the body part vocabulary on them, so that there is one card for each body part.

In class, write on the board: “She bumped her _____.” “He bumped his _____.” Underline *her* and *his* and explain that *her* and *she* always go together, and *his* and *he* always go together.

Demonstrate the activity: Place all the picture cards face down on a table and spread them out. Choose one at random, not letting anyone else see it, and then act it out. Indicate the appropriate sentence for your gender (she/he) and have students help you make the sentence to describe what happened to you. Repeat this with your assistant.

Now, divide students into two teams, having students of both genders on each team. (See the Teacher Tip below for what to do in a single-gendered class). Have one team send a representative forward to draw a card, keeping it hidden, and then act out the “accident.” Their team must make the sentence describing what happened to receive a point. If they cannot, the other team will receive a point.

TEACHER TIPS:

- *If your class only has a single gender, make another set of cards that have equal numbers of “man” and “woman” cards. Have each participant draw a “gender” card and a “body part” card, and then show students the gender so they can make the correct sentence.*

- *Encourage students to be creative. You may also remind them of the sports they learned in Lesson 12 and have them act out a little story with playing a sport and getting bumped.*

CPA5: Game – TPR Preposition Review

In class, take a moment to review the prepositions *on* and *under* (Lesson 10).

Have students stand up. Call out commands using body part vocabulary, e.g., “Put your pencil on your head. Put your pencil under your arm. Put your pencil under your foot. Put your pencil on your nose. Put your pencil under your eye.” Repeat several times.

Then, have students take turns coming to the front and giving commands for other students to follow. Give them the frame, “Put your pencil _____ your _____.” with word cards for “on” and “under” and picture cards for all of the vocabulary words to help them make the sentences. The student who calls out the command must watch and check to see if the other students followed it correctly and choose another student to make the next command.

TEACHER TIPS:

- *This kind of activity is often memorable to students because it is funny. Instead of using a pencil, you could even have them use other things that seem sillier, such as food, household items, or toys. Just make sure that all students have the same item or items in the same category so that you can easily give a command.*
- *To make this a competition, set the rule that if a student incorrectly follows a command, s/he must sit down. Continue until there is a “winner,” and then play again.*

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Activity – Partner Drawing

Before class, prepare a set of picture/word cards for each student with the vocabulary words.

In class, put students in pairs and give one student a blank piece of paper and the other student a set of picture/word cards. Put a barrier in between them (e.g., a paper folder standing on its side) so they can’t see in front of each other.

Model with your assistant: the partner with the cards will choose one and say, "Draw a/n _____." The other student will have 20 seconds to draw a sketch of that body part, then show it to his/her partner, and confirm that it is the correct part. Then, partners will switch roles.

TEACHER TIP: *If you think students will be uncomfortable drawing body parts, play a Memory Match game instead.*

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

In class: Say the name of each body part.

For homework: Draw a line between each picture and body part.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say *his* or *her* about each person.

For homework: Write *his* or *her* about each person.

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

In class: Say the name of each body part.

For homework: Write the name of each body part.

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

Closing: Review. Pretend to "hurt" each body part and shout "Ouch!" Have students shout out the body part that was hurt. Then, point to a body part and toss the ball to someone else. The student who catches it will name the word, and then indicate another body part and toss the ball to another student.

Close with prayer.

TEACHER TIP: *Students from some cultures may feel uncomfortable talking about body parts with students of the opposite gender. As much as possible, try to pair students with students of the same gender and allow students to step out if they are uncomfortable during this lesson.*

Lesson 24: My Leg Hurts!

Teacher Devotion: Isaiah 40:28-31

*Have you not known? Have you not heard?
The LORD is the everlasting God,
the Creator of the ends of the earth.
He does not faint or grow weary;
His understanding is unsearchable.
He gives power to the faint,
and to him who has no might He increases strength.
Even youths shall faint and be weary,
and young men shall fall exhausted;
but they who wait for the LORD shall renew their strength;
they shall mount up with wings like eagles;
they shall run and not be weary;
they shall walk and not faint.*

Pray! God has promised to give you His power and renew your strength.

Lesson Objective: Students will name body parts and use “above” to tell where something is.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review the body part vocabulary from Lesson 23 (e.g., CPAs 2 or 4).

Open with prayer.

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

body (bodies)	face
leg	ear
hand	hurts
tooth (teeth)	above

TEACHER TIP: The picture for **above** should be explained as: the pepper is **above** the cabbage. Give a few more examples of things in your classroom.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What's wrong?

B: My leg hurts.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: What's wrong?

B: My leg hurts.

A: I'm sorry.

Option: Use the second dialogue to repeat the activities above.

A: What's wrong with Luke?

B: His leg hurts.

A: Oh no! Is he okay?

B: Yes, he's fine.

A: Oh, that's good.

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

CPA3: Interview – Facing Lines

Before class, create word/picture cards for the body part vocabulary in this lesson.

In class, distribute one card to each student. Place students into two lines facing one another. They will practice the introductory dialogue from the previous activity, and then one line will move 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 onto a screen.*

CPA4: Game – Charades

Before class, prepare picture cards with the body part vocabulary on them so that there is one card for each body part.

In class, write on the board: “My _____ hurts.”

Demonstrate the activity. Place all the picture cards face down on a table and spread them out. Choose one at random, not letting anyone else see it, and then act it out. Have the class help you put the word in the sentence on the board.

Now, divide students into two teams. Have one team send a representative forward to draw a card, keeping it hidden, and then act out the “pain.” Their team must make a sentence describing the problem to receive a point. If they cannot, the other team will receive a point.

To add more complexity to this activity, make sure students are divided into evenly mixed-gendered teams. (See the Teacher Tip below for what to do in a single-gendered class).

Write 2 more sentences on the board: “His _____ hurts.” “Her _____ hurts.”

Underline *her* and *his* and review from last week that *her* and *she* always go together, and *his* and *he* always go together. Indicate the appropriate sentence for your gender (she/he) and have students help you make the sentence as you demonstrate a card. Then, play again and have students choose the correct sentence for their teams.

TEACHER TIP: *If your class only has a single gender, make another set of cards that have equal numbers of “man” and “woman” cards. Have each participant draw a “gender” card and a “body part” card and show students the gender so they can make the correct sentence.*

CPA5: Partner Activity – Where Is It?

Before class, gather envelopes and cotton balls so that each student can have one of each item, with four extras for yourself to demonstrate the word meanings.

In class, briefly teach the words *ball* and *envelope* for use in this activity.

Next, review from your vocabulary explanation about the word *above* and contrast it with the other prepositions of place that have been learned so far: *under*, *on*, and *in*. Demonstrate with a cotton ball and an envelope: Write “above” on the board. Then tape the cotton ball next to it on the board and the envelope below it. Write “under,” taping the cotton ball to the board and the envelope on top of the ball, so that the envelope is sticking out sideways. Write “on,” taping the envelope to the board and then taping the cotton ball to the envelope. Write “in,” taping the cotton ball inside the open envelope and then taping the envelope to the board. Leave these there for the duration of the activity. (You might also choose to tape these to a poster board that will remain in the classroom as a reminder.)

Write on the board, “Put the ball _____ the envelope.” Give an instruction using one of the prepositions and demonstrate where the ball goes, having students follow. Repeat this a few times.

Divide students into pairs. Give each student a cotton ball and an envelope. Have one student say, “Put the ball _____ the envelope.” The other student should follow the instruction. Then, have students switch roles and continue doing this to practice all of the words.

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Partner Activity – Make a Person

Place students in partners and give each pair a large sheet of paper. Have each pair draw a large person, labeling him or her with each of the body part words from this lesson and Lesson 23. If extra time, have them label the clothing items from Unit 4, as well.

Allow pairs to present their pictures, saying the words they wrote as labels.

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

In class: Say the name of each body part.

For homework: Draw a line from the word to the picture.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Tell where the ball is in each picture.

For homework: Write the word to describe where the ball is in each picture.

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

In class: Say what hurts for each person.

For homework: Write what hurts for each person.

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

Closing: Review. Have the vocabulary pictures on display. Call out a word, and then toss a ball or beanbag to a student and have him/her call out another word. Then he/she will pass the ball to another student, and they will continue passing the ball and saying the words.

Close with prayer.

***TEACHER TIP:** You may want to encourage your students to watch TV to learn English, but this actually isn't a great use of their time. TV language is too complex and too fast for students at this level, and they will likely just be left feeling confused. Instead, if students want to watch something, help them find basic English learning YouTube videos. You can even slow down the audio speed on a YouTube video:*

- Click the "Settings" button at the bottom right corner of the video player—it looks like a gear.*
- Click "Playback speed."*
- Choose a slower percentage speed. Start with 0.75. This is a bit slower but shouldn't distort the audio too much.*

Unit 6 Review Activity

Plan a review of Unit 6 vocabulary, either at the end of Lesson 24 or before you start Unit 7, Lesson 25.

***Note: This exercise may be given in writing for homework.*

In class: Review first few sentences in Unit 6 activity.

For homework: Write the words in order to complete the sentence.

UNIT 7: Our Routines

Lesson 25: What Time Is It?

Teacher Devotion: Romans 10:14-15

How then will they call on Him in whom they have not believed? And how are they to believe in Him of whom they have never heard? And how are they to hear without someone preaching? And how are they to preach unless they are sent? As it is written, “How beautiful are the feet of those who preach the good news!”

Who would think that we would be missionaries to the world from our homes and churches? The influx of immigrants from everywhere across the globe is part of God’s amazing plan to share the gospel. Amazing grace!

Lesson Objective: Students will learn numbers 20-100 and how to say times on a clock.

Visual or Teaching Aids Needed: N2N vocabulary cards and handouts, and props for your lesson.

Greeting/Review: Review numbers 0-19 (Lessons 6 and 18). Some ideas:

- Give students whiteboards. Call out a number and have them write it and hold up the board.
- Write a number on the board and ask them to shout it out.
- Have students tell each other their phone numbers.

Open with prayer.

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

time	fifty
AM	sixty
PM	seventy
twenty	eighty
thirty	ninety
forty	one hundred

TEACHER TIPS:

- *Don't be overwhelmed by having to teach all of these numbers in this lesson! Students should be able to pick up patterns in how the numbers work. CPA2 will help you present the rest of the numbers.*
- *The pronunciation of these "tens" numbers (**thirty, forty, fifty, etc.**) is important in English, since they can sound close to the numbers thirteen, fourteen, fifteen, etc. The main difference between **thirteen** and **thirty**, in spoken English, is the stressed syllable: **thir-TEEN**, **THIR-ty**. Native English speakers listen for the stress in those words to quickly identify them. Students need to know how to say these words and also how to identify them by listening, so as you teach these words, emphasize the stress on the first syllable.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What time is it?

B: It's three o'clock.

TEACHER TIP: *You may want to return to these sentences multiple times to help students learn to say different times and to understand that "o'clock" is only used for the whole hour.*

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: What time is it?

B: It's three o'clock.

A: Thanks.

CPA2: Whole-Class Activity – Making Numbers

Before class, prepare a large poster board as a 10x10 grid (see N2N handouts; print copies for your students as well). Fill in the numbers 1-19, as students have already learned these.

In class, review the “tens” vocabulary (20, 30, 40, . . .100) with students and fill in these numbers. Then, count out loud with students from 1 to 20. Stop on the blank space where 21 should be and ask, “What number goes here?” Point to 20, then the 1, and then say, “21” and write it in the box. Repeat this for the rest of the 20s. Then have students count aloud with you again from 1 to 30. Again, stop at the space where 31 should be and ask students, “What number goes here?”

Repeat this pattern of teaching for the numbers all the way up to 100.

***TEACHER TIP:** If students are looking lost, it may help them to look at their chart of numbers in the appendix of their books. However, if they are catching on quickly, you may want to do this activity with books closed to help them think about the patterns of numbers rather than just to look at the answer.*

CPA3: Activity – A Look at the Digital Clock

Before class, prepare a list of about 20 clock times to be used in practice.

In class, hold up a digital clock, or project one, showing the current time. Have students help you identify what time it is. Say the time aloud and write it again, having students copy it on paper or individual whiteboards. Make sure they know to write the time with the colon (:) between the hour and minutes.

Walk through a few examples with students together, explaining how we say and write the following:

- 9:05 (Pronounced “nine oh five.” Tell students that we say “oh” for the zero.)
- 2:15
- 8:37
- 4:58
- 6:00 (Tell students that “o’clock” is only for a time on the hour, with zero minutes.)

Now, call out some more times from your list. Give students a moment to think about each time. Then call it out again before having students write it on their papers or whiteboards. Have students hold up their work for you to see. Continue calling out times and having students write them and show you. If students are doing well with this, have them take turns coming to the front to call out times and check their classmates’ responses, as well. Be sure students know they may look at their number charts in their books.

TEACHER TIPS:

- *If students are doing very well with this, have them create their own times and continue the activity in pairs.*
- *You should always write the time with numbers—not words—when using “AM” and “PM,” which may also be written as “a.m.” and “p.m.”*

CPA4: Game – AM or PM?

Before class, prepare 10-15 printed or projected pictures of various times of day. (These might include showing typical activities for that time of day, e.g., eating breakfast and wearing pajamas between 7 and 10 AM, playing/working outside for a time between 10 AM and 4 PM, eating dinner between 5 and 8 PM, etc.) Next to each one, choose a specific time that you want to give it, based on what is happening in the picture. Make sure each time includes “AM” or “PM.” (You might want to avoid sunrises and sunsets, since these look quite similar.)

In class, show 2-3 pictures of the morning and tell the time next to each one. Add “AM” and tell students that “AM” is for these times. Then, show 2-3 pictures in the afternoon/evening and give times with “PM.” If possible, leave these on display for the rest of the activity.

Place students with partners and give each pair a whiteboard. Show another picture and give the time, but don’t tell them whether it is “AM” or “PM.” Have students decide with their partners which is the more appropriate and write “AM” “PM” and hold it up. (You can also give them index cards and have them write “AM” on one side and “PM” on the other, and then just show the correct side to you.) After each picture, reveal the full, correct time and have students say the time with “AM” or “PM.”

TEACHER TIPS:

- *In many countries, digital clocks are set on the 24-hour clock (which many Americans know as “military time”). 3 AM is 3:00, and 3 PM is 15:00. Therefore, “AM” and “PM” may be an unfamiliar concept for some of your students.*
- *We tend to use “AM” or “PM” to indicate an exact time. We often don’t use them in informal communication, because it’s clear from the context if we mean earlier or later in the day, or because we instead add a phrase like “in the morning” or “in the evening.”*
- *Many native English speakers get confused when it comes to 12:00—is it AM or PM? In case you’ve forgotten, 12:00 PM is noon, while 12:00 AM is midnight.*
- *For another way to show how “AM” and “PM” work together, try showing a weather app or website that breaks the forecast into every hour. Students will see the progression of the day from 12 AM to 11 PM.*

CPA5: Interview – Facing Lines

Before class, prepare cards with different times on them, enough for each student to receive a card.

In class, place students into two lines facing one another and give each a card with a time. Have them practice the introductory dialogue from the previous activity with their own clock times, and then one line will move 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. If you'd like, you can shuffle students' cards and have them do the activity again with new cards.

***TEACHER TIP:** Be sure that students can refer to the dialogue easily, whether it's from an open book nearby or projected onto a screen.*

CPA6: Activity – Hundreds Chart Puzzle

Before class, make a 10-to-12-piece jigsaw puzzle of the 1-100 chart (N2N handout). If your class is large, make more than one puzzle, but print each one on different colored paper.

In class, place students in pairs and give each pair one or two puzzle pieces. Have pairs say the numbers on each piece aloud together.

Next, have all students come to the front of the room and lay their pieces together on a table to form the hundreds chart. Have the class read all numbers together. Play again, if desired.

For a variation, make a few charts and have pairs or small groups race to put them together.

***TEACHER TIP:** Why do we have pairs read their numbers aloud together? We want to make sure students learn the numbers out of order, rather than only memorizing them in order. You might have memorized how to count in another language, but you also may not be able to quickly read and say the name of a number out of context in the language. Encountering the numbers with a mixture of different orders will help students begin to form automaticity in saying number names.*

CPA7: Activity – Number Line-Up

Before class, prepare individual cards with random numbers 20-100, enough for each student to receive 3, and shuffle them well. (See the first Teacher Tip below for a discussion of how to make these cards to fit your classroom context.) Make an additional card for 0 (zero). **Note:** You do not need to make cards for every number between 20 and 100; simply make enough for this activity to be done a few times.

In class, tape the “zero” card at one end of the room and the “100” card at the other end of the room. Then, randomly hand out one number card to each student, setting aside the leftover cards for another round. Have students take their cards and line up in order on the “number line” between 0 and 100, and then say their numbers aloud in order. (For example, this might sound like 27, 44, 61, 68, 82, 99.)

Take up the cards and shuffle them with your reserved cards. Repeat the activity a few more times. If it's motivating for them, you can time the students to see how quickly they can do it as well!

TEACHER TIPS:

- *If you know or suspect that your students have had less experience with learning numbers in their own languages, write the digits and number words on each card. If you know that your students have had more prior educational experience, only write the number words on each card, as you want them to be thinking about the number in English and not just the concept of the digit that they already know in another language. If you're not sure, just make an additional set of cards so that you are prepared to make it easier or harder if needed.*
- *To make this a competition, divide students into 2 teams and have each team race to line up first with their numbers.*
- *If you have students with mobility problems, give each student or pair a set of cards and have them order the numbers at their seats, reading the numbers aloud, and then switch card sets with another pair.*

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

In class: Say what time it is.

For homework: Write the words for each time.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say the name of each number.

For homework: Write the name of each number.

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

In class: Match the two clock times.

For homework: Draw a line between the times that are the same.

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

Closing: Review. Hold up different numbers (both digits and words) and have students call out what the numbers are. Then, show some digital clock times and have them say the times.

Close with prayer.

TEACHER TIPS:

- *In American English, we often use phrases such as, “5 ’til 7” or “10 after 4.” However, other languages may mix these up a bit, saying instead, “7 minus/without 5” or “4 and 10.” At this level, we aren’t teaching these phrases, but it’s still helpful to know this if your students try to put new phrases together! Focus on just saying the hour and minute.*
- *Numbers often take a very long time for language learners to master, not because they don’t understand the concept, but because they do! That is, they understand the concept of numbers in their first languages and have attached those concepts to the other number words. Learning number words in a new language, therefore, can take longer to re-attach the meanings to the concepts of those numbers. Give your learners plenty of practice and try to incorporate numbers into activities in the following lessons to keep practicing.*
- *In this lesson, we have illustrations of both analog clocks (those with hands that move around the clock face) and digital clocks (those with written digits on a phone or electronically lit clock). Your students do not need to know the names of these types of clocks; they are only included here to help you distinguish between them.*

Lesson 26: How Much Is This?

Teacher Devotion: Ephesians 5:1-2

Therefore be imitators of God, as beloved children. And walk in love, as Christ loved us and gave Himself up for us, a fragrant offering and sacrifice to God.

Teaching English in the name of Jesus is an act of love, a taste of the goodness of Christ, a hint of His offering and sacrifice. Through the work of the Holy Spirit, it softens hearts and prepares them for the good news of Jesus.

Lesson Objective: Students will talk about U.S. money amounts and count them out using dollars and coins.

TEACHER TIPS:

- *This lesson is one that will have very different outcomes depending on students' background knowledge of money. Make sure to be prepared for students knowing all of the monetary values already OR for them to not know any of them yet. You may need to prepare to have your assistant do one type of practice with part of the class while you do a higher or lower-level practice with the rest of the class, too.*
- *For this lesson, it will greatly help you to show blown-up pictures, especially for students who may struggle to read the tiny print on money.*

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review numbers 1-100 (Lessons 3, 18, and 25) using one or more of these options:

- Show a large chart of numbers 1-100, but have some numbers hidden. Have students tell which numbers are hidden.
- Do CPA 6 or 7 from Lesson 25.
- Have students orally count from 1 to 100 in a chain. (The first person says 1, the next person 2, the next 3, and so on).
- Call out numbers and have students write them on personal whiteboards and hold them up.

Open with prayer.

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

dollar
cent
penny (pennies)
nickel
dime
quarter
yard sale
How much?
You're welcome.

***TEACHER TIP:** As you teach the words **dollar** and **cent**, also teach the symbols **\$** and **¢** that go along with them. Refer students to the money chart on p. 179 of the Student Book.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: How much is this?

B: It's three dollars and fifty cents.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: How much is this?

B: It's three dollars and fifty cents.

A: Thank you!

B: You're welcome.

Option: Use the second dialogue to repeat the activities above.

A: How much is this?

B: It's ten dollars and fifty cents.

A: Thank you!

B: You're welcome.

CPA2: Activity – Exploring Money

Before class, gather plenty of money for use. For dollars, you can find play money online to print or purchase in a dollar or teaching supply store. Try to have enough so that each pair of students have four of each type of bill. For coins, you can use real or plastic coins. Make sure to have enough so that each pair of students will have four to six of each type of coin.

Also, before class you should prepare large pictures of each type of money, including \$1, \$5, \$10, \$20, \$50, and \$100 bills, and the front and back of a penny, nickel, dime, and quarter. It's important that students be able to see the number and/or number words on each bill and coin, as well as basic features (color, relative size) to be able to identify them quickly.

In class, place students in pairs. Starting with dollars, show the pictures of the one-dollar bill, being sure to point out the number "1" on it. Pass out a few one-dollar bills to students, so that each pair has at least four. Then, call out an amount and have them hold it up: "\$1! \$4! \$2!" etc.

Repeat this with the remaining dollars, having them only hold up money with combinations of the dollar you're teaching at the time. Finally, after you've introduced all of the bills, and if you think students are ready, you can start calling out amounts that will require them to combine bills, e.g., if they have ones and fives, call out \$7.

Now, put the bills aside and repeat similar explanations with coins, showing where each amount is written on each coin. You should also show how each coin amount is written—for example, 5¢ is also written as \$0.05. It may also be helpful to show on a large picture or with coins how the amounts of each coin add up to \$1.

Finally, call out amounts, writing each amount on the board as you go, and have pairs of students put together each amount. Start with simple amounts (e.g., \$3, \$1.25, \$10.05) and gauge whether your students are ready for more complex amounts. If your students have widely varying levels of ability, you may choose to divide them into groups and have your assistant give harder amounts to some or ask them to form the amounts in multiple ways. Keep in mind that students will only have a limited number of coins and bills.

TEACHER TIPS:

- *Your students may have very widely differing experiences with cash. Some may rarely or never use cash, preferring only to use cards. Others might be more comfortable with cash, having come from countries where cash was the only option. Whether or not they use cash, it's important for them to know how it works. There are certain events, such as yard sales, that still typically involve cash.*
- *Keep in mind that one of the difficulties of American money is the unusual sizing of our coins. Many of your students may be used to coins with sizes that match values, so this can be particularly hard to understand and will require more practice.*

CPA3: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words in a grid.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

After students have hit the coin pictures based on their names (*penny, nickel, dime, quarter*), you can also call out the coin values for students to hit instead (1 cent, 5 cents, 10 cents, 25 cents).

TEACHER TIP: *To extend this activity, have students call out the words while the teachers compete.*

CPA4: Interview – Facing Lines

Before class, prepare pictures or items for a pretend yard sale and cards with different prices on them.

In class, place students into facing lines. Students in one line should receive the yard sale items, while students in the other line will receive price cards. Students will practice the dialogue from CPA1, and then one line will move 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 onto a screen.*

CPA5: Partner Activity – How Much Is This?

Before class, prepare a list of 6-8 money amounts, up to \$100, that you'd like students to practice writing. For example: \$3.17, \$21.33, \$86.98, etc. Prepare another, similar list (but with different money amounts) and print enough so that each pair of students can receive one.

In class, place students in pairs and give a whiteboard to each pair. Call out a money amount and have the pair write down the amount, and then hold up the board to show their answer.

After several rounds this way, give one partner in each pair the second list you prepared and have them call out amounts while their partner writes, checking for accuracy. Then switch roles.

TEACHER TIPS:

- *Explain to students that sometimes money amounts are said with “dollars” and “cents” and sometimes without. For example, \$3.17 could be said “three dollars and seventeen cents” or just “three seventeen.”*
- *Remind students to refer to the chart of numbers 1-100 in their books for help.*

CPA6: Small Group Activity – How Many Ways Can You Make...?

Before class, make sure you have a large amount of different kinds of coins (real or plastic), so that each small group of 3 can receive several dollars' worth of change. Also, prepare a list of amounts between \$0.01 and \$0.99.

In class, place students in groups of 3 and give each group a large amount of change. Call out an amount between \$0.01 and \$0.99 and ask them to create that amount. Once each group has done so, check to see whether they all did it the same way or if they showed it in different ways by asking group members to tell you how many quarters, nickels, dimes, and pennies they used. Model this with your own coins on a table or with large magnetic pictures on a whiteboard. Demonstrate several ways of forming the same amount: for example, \$0.25 could be with a quarter, 5 nickels, 2 dimes and a nickel, 4 nickels and 5 pennies, etc.

Challenge groups to form each amount in several different ways and (optional) give points to each team for the number of different ways they formed it.

TEACHER TIPS:

- *Use your discretion to determine whether students are ready for this activity. If, in the earlier activities, students were struggling to form money amounts one way, don't ask them to find multiple ways to make amounts yet.*
- *For a higher challenge, add in bills and make larger amounts.*

CPA7: Activity – Going to a Yard Sale!

Note: *This activity will take some extra time. It may work best to set this up in another room if you have one available.*

Before class, prepare the following:

- Various pictures of yard sales.
- A few tables with items “for sale” that would match the types of items sold at a yard sale—aim for 3 items per student to have a good variety.
- Price tags attached to the “for sale” items (though you could choose to leave off some of them so that students need to ask the price). Be sure to price things low to make it easier for students to “buy” items.
- Pretend money so that students will be able to “buy” things at the sale—try to give each student \$10-\$15 in a combination of bills and coins.

In class, begin by showing students pictures of yard sales so that they can get a feel for this practice in case it is something outside of their cultural experience. Show that people will set this up in their yard, garage, or driveway, and how people can walk through and look at things. Point out, if you can, the “seller”—this person might be difficult to distinguish for students but is often sitting in a chair next to a money box.

Demonstrate with your class “yard sale” by having an assistant pretend to be the “seller.” Show how you can walk around and look at items and how you can go to the “seller” and say, “I’d like to buy this, please,” or “How much is this?” and demonstrate paying with your fake money. (Write those sentences on the board.) Then, invite students to come and “buy” items, paying with their pretend money. It will help if you have a few volunteers being “sellers.”

After all students have had a chance to participate as buyers, allow some of them to be sellers and put all of the items back to do the activity again.

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

In class: Say how much each item is worth.

For homework: Draw a line between each item and what it is worth.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: In pairs, use coins to show the money in each box.

For homework: Draw coins to show the amount of money in each box.

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

In class: Match the number words to the numbers.

For homework: Draw a line to match the amounts of money.

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

Closing: Review. Hold up different coins and bills and ask, "How much is it?" Have students say the name and value of each coin.

Close with prayer.

Lesson 27: What Day Is It?

Teacher Devotion: Psalm 9:9

*The LORD is a stronghold for the oppressed,
a stronghold in times of trouble.*

We don't always know how or why our students came to our country, but we do know that what they have been through is not easy. Our hope is that they will find the Lord as their Stronghold in times of trouble, and they will know Him and His peace.

Lesson Objective: Students will name the days of the week and speak about days on a calendar.

Visual or Teaching Aids Needed: N2N vocabulary cards and handouts, and props for your lesson.

Greeting/Review: Review numbers 1-100 (Lessons 6, 18, and 25), with special emphasis on numbers 1-31 for today's lesson, using one or more of these options:

- Play a ball toss game to count in order from 1 to 31.
- Give students cards with the words written out from 1 to 31 (e.g., one, two, three...) and have them put them in order.
- Play "I Have, Who Has?" with cards you create with numbers 1 to 31. (Students may receive several cards.) To review the rules and creation of materials for this game, see CPA3 in this lesson.

Open with prayer.

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

Sunday	Friday
Monday	Saturday
Tuesday	day
Wednesday	calendar
Thursday	

TEACHER TIP: As you teach these words, it's a good idea to show them on a large calendar and run through the cycle of Sunday-Saturday several times.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What day is it?

B: It's Thursday.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: What day is it?

B: It's Thursday.

CPA2: Activity – Daily Line-Up

Before class, prepare large word cards, one for each day of the week.

In class, go over the days of the week in order with students. Mix up cards, and then distribute one card to each student. Have them stand and line up, holding their cards, to put the days of the week in order, and then read the days aloud together. Repeat several times.

TEACHER TIPS:

- *For a small class, give more than one card to a student and just have them lay the cards down in order. For a larger class, make two or more sets of cards to be lined up, or have pairs each take one card.*
- *Start with having a large calendar or list of the words on the wall/board for students to look at, and then, if it starts to get too easy, cover it.*
- *For students with mobility issues, give each pair of students a set of cards and have them lay them in order on their tables.*

CPA3: Game – I Have, Who Has?

Before class, make the cards for this game. Take index cards and write the following on them, with each pair of sentences on a separate card:

- I have Monday. Who has Thursday?
- I have Thursday. Who has Wednesday?
- I have Wednesday. Who has Saturday?
- I have Saturday. Who has Tuesday?
- I have Tuesday. Who has Sunday?
- I have Sunday. Who has Friday?
- I have Friday. Who has Monday?

In class, distribute one card to each student. **Note:** *The teacher should retain the first card that says “I have Monday. Who has Thursday?”* If you have a teaching assistant, give him/her the “I have Thursday. Who has Wednesday?” card to help demonstrate the activity.

Read the card aloud, showing the card as you read and making exaggerated motions (shrugging shoulders, looking around) for “Who has Thursday?” Give the students a moment to look at their cards, and then have the person with the card read his/her card. (If it’s a student, walk around, exaggerating that you are looking for the correct card, and if the student with that card doesn’t identify him/herself, help him or her to read the card.) Go around the room, having all cards called. Then shuffle cards and distribute them again.

TEACHER TIP: *If you have a small class, you can give more than one card to each student. In a large class, you can pair students to play the first round, and then split the class into groups for a second round. Just make sure to have a set of cards per group and separate the groups so that they don’t confuse each other while calling out the days of the week!*

CPA4: Game – Flyswatter Calendar Edition

Before class, prepare a large calendar on a posterboard or plan to project it onto a whiteboard. It should show the current month with days of the week and numbers.

In class, show students the current date, saying it with the day, month, and number, e.g., “Thursday, March 18.” Repeat this with several more dates in the month.

Divide students into two teams and give one member of each team a flyswatter. Call out a date and have the students swat at the date; the first one to hit the correct date will earn a point for his/her team. They’ll need to listen carefully!

TEACHER TIP: *This is one moment in which you'll need to be careful—**don't** use ordinal numbers (first, second, third, fourth, fifth, etc.) even though this is technically correct! Those are a different set of number words, and it's too soon to introduce them. Stick with the number words in the dates (e.g., **Thursday, March Eighteen**) for this lesson so that students can practice them with the calendar.*

CPA5: Interview – Facing Lines

Before class, make sure you know all of your students' birthdays. Write each student's name and birthday on an index card.

In class, demonstrate this conversation with your assistant: "When is your birthday?" "My birthday is [month, date]." You should both ask and answer each other.

Hand out the card with his/her birthday to each student and make sure they can say the date. Then, place students into 2 sets of lines facing one another. Have students ask and answer the question, "When is your birthday?" Then have one line move one spot so that each student can ask and answer again with a new person. Repeat until each student has spoken with all of the members of the opposite line.

TEACHER TIPS:

- *"When is your birthday?" is a really common question that students will need to answer for work, healthcare, housing, and educational settings. You may also tell them that "date of birth" could be used.*
- *Do you notice that you have a lot of students with January 1 birthdays? There's a reason. Many of those who arrive as refugees do not have official documentation of their exact birthdays. They may be from cultures in which the exact date isn't noted, or their documentation may have been lost or destroyed. For that reason, they were assigned a birthday of 01/01 and an estimated or known year when they went through their immigration processes. It doesn't mean you can't still celebrate their birthdays, though!*

CPA6: Partner Activity – What Day Is...?

Before class, print the calendar page from the N2N handouts, showing the month, days of the week, and dates, and give one copy to each set of partners. Prepare a larger version to be shown on the board, projected, or on a poster.

In class, place students in partners, each with a calendar page. Ask, "What day is [month] [date]?" Have students point to the correct day, and then answer together using the day of the week. Show on the board how you found the day (find the number and slide up to the day of the

week). Repeat this activity many times. If students are starting to get the hang of it, ask students to take turns asking this question and then answering. Be sure to give them the sentence starter, “What day is _____?”

TEACHER TIP: *Again, stick with the number words in the dates (e.g., **Thursday, March Eighteen**) for this lesson so that students can practice them with the calendar.*

CPA7: Partner Activity – Calendar Match

Before class, prepare two lists of 6-8 different dates within one month (see N2N handouts). Make enough copies to give to half the class. Print copies of the same month’s calendar for half of the class. (See N2N handouts.)

In class, divide the class into pairs, so that one person has the first list, the other person has the second list, and they both share the calendar.

Demonstrate with your assistant: one partner will call out a day from his/her list. The other partner will find that day on his/her calendar and show it to confirm that it’s the correct day. After one partner has called out all of the days on the list, they will switch roles, and the other partner will call out the days on his/her list.

TEACHER TIPS:

- *Stickers or Smarties® make great markers for this.*
- *Make sure you teach students the name of the month you’re using for this activity.*

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

In class: Say each day of the week.

For homework: Write the days of the week in order.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say the dates for each day of the calendar.

For homework: Write the numbers in the empty calendar boxes.

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

In class: Say what day each date is.

For homework: Write the day of each date.

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

Closing: Review. Point to each day on a large calendar and have students say the day of the week. Then, point to random numbers on the calendar and have students call out the number.

Close with prayer.

***TEACHER TIP:** In some cultures, the first day of the week is considered to be Monday, not Sunday. Also, in many parts of the world, the date is ordered day-month-year rather than month-day-year. These things could cause some confusion for your students, so it's a good idea to go over this many times. If possible, continue to build a habit of going over the calendar with them. Take a moment to talk about the date at the beginning of each class so that they can get used to the format.*

Unit 7 Review Activity

Plan a review of Unit 7 vocabulary, either at the end of Lesson 27 or before you start Unit 8, Lesson 28.

***Note: This exercise may be given in writing for homework.*

In class: Review times and dollar amounts in Unit 7 activity.

For homework: Draw a line between the same times/dollar amounts.

UNIT 8: I'm on My Way!

Lesson 28: You Can Take a Bus.

Teacher Devotion: Acts 20:35

In all things I have shown you that by working hard in this way we must help the weak and remember the words of the Lord Jesus, how He Himself said, "It is more blessed to give than to receive."

As you go through the ESL school year, take a few moments to reflect on how God has blessed you through the giving of your time, energy, and love to your students.

Lesson Objective: Students will describe modes of transportation and describe "ability to" using "can."

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: This lesson has little overlap with previous lessons. Therefore, choose an item to review that you think students might need. Here are a few suggestions:

- Review *he* (man, boy) and *she* (woman, girl) (Lesson 4)
- Review numbers 1-100 (Lessons 6, 18, 25)
- Review days of the week (Lesson 27)

Open with prayer.

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

drive a car	walk
take a bus	can
take a train	can't
ride a bike	
take a taxi	

TEACHER TIPS:

- *In this lesson, students will be learning some phrases that go together (also known as “collocations”): **drive a car, take a bus, take a taxi, take a train, ride a bike**. While it’s fine if they say, “ride the bus” or “ride the train,” most Americans don’t say, “ride a taxi,” and “drive the bus” or “drive the train” mean something very different! For this reason, plan to do these sentence drills with each combination listed above in bold so that students can hear and learn the correct combinations. Acting them out, as well, will help them understand that **drive** means the action of controlling the vehicle, while **ride** or **take** means to be inside while someone else drives.*
- *Remember, relevance is key! As you prepare for this lesson, think about the most common types of transportation in your area and focus on those things. If possible, bring in props, brochures, etc. from local transportation companies or from the local Department of Motor Vehicles. You may want to bring in toy cars, bikes, trains, and buses to illustrate the words. You could even bring tennis shoes for **walk** and a toy (or unattached) steering wheel for **drive**! However, if your area doesn’t have any passenger trains or taxis, consider simply introducing the words but leaving them out of most of the activities. You could also replace them with alternatives that may be more popular, such as ride-sharing services.*
- *Feel free to teach your students both of the words **bike** and **bicycle**. We have chosen **bike** in this lesson just because it is very commonly used.*
- *Use the **can** and **can’t** vocabulary cards with the action cards to explain the meaning and usage.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Oh, no! My car is broken.

B: You can drive my car.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Oh, no! My car is broken.

B: You can drive my car.

A: Thank you!

Option: Use the second dialogue to repeat the activities above.

A: Oh, no!

B: What's wrong?

A: My car is broken.

B: You can take a bus.

A: Thank you!

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

TEACHER TIP: To extend this activity, have students call out the words while the teachers compete.

CPA3: Activity – Can You Do It?

Before class, prepare pictures of the following: a man on a bike, a woman on a bike, a man driving, a woman driving, a man riding a train, a woman riding a train, a man on a bus, a woman on a bus, a man walking, a woman walking, a man in a taxi, a woman in a taxi. Also, prepare pictures of a man with a sad face and a woman with a sad face.

In class, hold up a picture of a man riding a bike. Ask, “Can he ride a bike?” Have your assistant answer, “Yes, he can!” and write this on the board. Then, hold up the woman with the sad face next to the bike picture. Ask, “Can she ride a bike?” Have your assistant answer, “No, she can’t.” and write this on the board.

Repeat this for the other activities, having students choose an answer from the board as you hold up the pictures. Then, mix up the activities and ask the questions with the pictures and people out of order:

- Can he take a taxi?
- Can she take a train?
- Can he take a bus?
- Can he ride a bike?
- Can she walk?
- Can she drive a car?

Next, ask your assistant each question, changing to “you”: “Can you take a taxi?” “Can you ride a bike?” etc. Have your assistant answer truthfully, if possible. Have your assistant ask you the same questions and give your own truthful answers. Write “Yes, I can” and “No, I can’t” on the board.

Finally, in small groups with a teacher or assistant in each group, ask individual students these questions. (It might help if you start with students that you know can do some of these things, e.g., those who ride the bus to class.)

CPA4: Interview – Facing Lines

Place students into two lines facing one another. They will practice the dialogue below, and then one line will move 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.

- A:** Can you drive a car?
B: Yes, I can. / No, I can't.
A: Can you ride a bike?
B: Yes, I can. / No, I can't.

TEACHER TIPS:

- *Be sure that students can refer to the dialogue easily, whether it's from an open book nearby or projected onto a screen.*
- *If you have more time, you can repeat this Facing Lines activity with other sentences from the vocabulary.*

CPA5: Activity – How Can You Go...?

Before class, print individual pictures of the types of transportation in your city/area: walking, driving, bus, taxi, train, bike. If your area has buses, passenger trains, or taxis, it's a good idea to have specific pictures of your local options to help your students recognize them. If you don't have one or more of these options, do not include it in this activity. Also, prepare 8-10 large pictures of locations that your students will recognize and know well. These might include your downtown area, your church, a local school, a grocery store, a well-known restaurant (including fast food), a popular entertainment venue, a hospital, etc.

In class, place your pictures of modes of transportation on the walls around the room. Then, show one of the location pictures. Ask, "How can you go here?" With your assistant, demonstrate walking to a picture to choose that mode of transportation to show how you go to each one. Say and write on the board, "I can [method of travel] there." Have students walk to the picture that represents how they travel to that place, and then have each student or group use the model sentence to share how they travel to that place. For example, you might say, "I can take a bus there."

Repeat for each of the location pictures.

TEACHER TIPS:

- *If you have students with mobility problems, give each student a small picture of each type of transportation and have them hold up the type of transportation they use to go to each place.*
- *Students will learn a few of these location words in the next lesson, so this is a great preview!*

CPA6: Activity – Partner Spelling

Students will work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Partner Drawing – How Do You Travel?

In class, on a large piece of paper, draw a line down the middle, so that you have space for two different pictures. Draw 2 pictures of yourself with 2 of the methods of transportation taught in this chapter. Narrate your picture, saying, "I can [method.] I can [method.]"

Put students into partners. Have each pair draw a similar picture. Then have pairs present their pictures, using "We can [method.] We can [method.]" (Write "We can _____" on the board to help them.)

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

In class: Say the name of each type of transportation.

For homework: Draw a line between each picture and the type of transportation.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say “He can” or “She can” and describe each picture.

For homework: Write “He can” or “She can” to describe each picture.

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

In class: Say the name of each kind of transportation..

For homework: Write the name of each kind of transportation.

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

Closing: Review. Show pictures of each kind of transportation and have students name them.

Close with prayer.

TEACHER TIP: Helping Older Learners

If you are working with older learners, you may notice some specific difficulties that they face in language learning. Here are some things to look for:

- *Memory issues. Older learners may need more repetitions of new words and structures.*
- *Hearing and vision issues.*
- *Mobility issues. You may need to adapt some activities to allow some learners to participate from their seats.*

However, remember that your older learners also have rich life experiences, the ability to relate learning to other knowledge, and potentially the experience of having learned one or more additional languages in their lifetimes! It is important for you, as the teacher, to retain the belief that your older learners can succeed; your belief will contribute to their encouragement and motivation. While older learners may never reach a high level of proficiency, even growing in small steps of ability, such as learning to ask for help in a store or to get directions, will increase their confidence and independence.

Lesson 29: How Do I Get to the Hospital?

Teacher Devotion: Ephesians 2:10

For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.

Looking back over your life, do you see ways that God prepared you for ESL ministry? He has equipped you and planned for you to have this wonderful opportunity to serve Him. Praise God!

Lesson Objective: Students will give and understand simple directions and the names of a few common locations.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review these locations from previous lessons: *park* (Lesson 12), *garden* (Lesson 17), and *house* and *apartment* (Lesson 7) by showing pictures of each. Review, also, the modes of transportation from Lesson 28 by showing pictures of each and having students name them.

Open with prayer.

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

left	hospital
right	church (churches)
straight	grocery store
turn	bus stop

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: How do I get to the hospital?

B: Go straight, then turn left.

TEACHER TIP: *These are longer statements than students may be used to making in English so far. Try the “Build Up Backwards” technique: First, say the whole sentence five times. Then, say (and have students repeat) “hospital,” then “the hospital,” then “to the hospital,” then “get to the hospital,” and so on until they can repeat the phrase after you five times. Be careful to keep your intonation (how your tone of voice rises and falls) consistent!*

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: How do I get to the hospital?

B: Go straight, then turn left.

A: Thanks!

CPA2: Activity – Let’s Go to the...

Before class, prepare pictures of a *hospital*, a *bus stop*, a *church*, and a *grocery store*. If at all possible, use pictures of local locations that students will know; this will also help them learn the names of these places. Print these pictures and hang them around the room.

In class, write “We are at the _____.” on the board. Have students stand in the center of the room. Call out, “Go to the [location]!” and have students walk to that location. Ask students, “Where are you?” Have them answer, “We are at the [location].”

Once students have become more familiar with the locations, have them take turns calling out locations to go to. You can also add in other locations they’ve learned in previous lessons, such as *park*, *garden*, *house*, and *apartment*.

TEACHER TIPS:

- *For students with mobility problems, print small cards of each location for each student and have them hold up pictures instead.*
- *If you have a class that enjoys competition, make teams and turn this into a race. Each team sends one person to touch the location, and then sends another person to the next location. The first person to reach the location gets a point for their team.*

CPA3: Game – Left, Right, Straight

Clear a space in your classroom or go into another room where you have a large open area. Have all students stand up and spread out, facing one direction. Have your assistant stand in the front of the group with his/her back to the class, while you stand at the front facing them.

Call out “left!” and have your assistant lead all of the students in taking a step to the left. Repeat this with “right” and “straight.” (For straight, have students take a step forward). Keep repeating these in a random order, moving more quickly as you see that students are able to keep up.

To make it a bit more complicated, try this: Say “two steps left” and have students count out loud for each step. (Be aware of your room size and how far they can go!) Add a number to each direction. You can also try giving two-step directions (“two steps left, then one step straight”) or allowing students to take turns calling out directions.

TEACHER TIPS:

- *Play some fun, upbeat background music (not too loud, so students primarily hear your voice) for an additional nice mood for this activity.*
- *For students with mobility problems, have them point the directions of left, right, and straight instead.*

CPA4: Game – Maze! ***Note: This activity will pair well as a follow-up to CPA3.*

Before class, in a large, open area, create one or two mazes. You can mark the maze on the floor by using painter’s tape, by using ribbon taped to the backs of chairs, or by finding the way that works best for you. Make sure that each maze includes places where the person will have to go straight and turn left or right, and that all turns are 90° angles so that students don’t have to walk diagonally.

In class, divide students into pairs. Demonstrate how to walk through the course as your assistant calls out directions to you: “One step straight. Turn left. Two steps straight.” etc. You can only do what your assistant tells you to do.

Have a poster or whiteboard nearby that says, “_____ step(s) straight.” “Turn left.” “Turn right.” for students to refer to.

For a competition, time each pair of students as one partner walks through the maze listening to the oral directions of the other partner. Then, have pairs switch roles. Track each time and give a prize to the top pairs. If you have two mazes, have your assistant monitor and time the other maze.

For an extra challenge, allow pairs to complete the maze again with the walking student blindfolded, but only if they want to, as this could be uncomfortable for some students.

CPA5: Partner Activity – How Do They Get to the...?

Write the names of the locations from this lesson's large illustration map on the board.

Place students in pairs and direct them to the map in their books. Point out the people at the bottom of the map and ask, “How do they get to the hospital?” Use the role play dialogue sentences to say how they should go (“Go straight, then turn left.”) Model tracing your fingers over this route as you say it.

Write on the board, “How do they get to the _____?” “Go straight” “turn left” “turn right” Now, have students work in partners: One partner will ask, “How do they get to the _____?” and the other partner will answer with directions.

TEACHER TIP: *If this is difficult for your students, try placing them in small groups, instead, with one assistant with each group to help them. All students should repeat the directions each time.*

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Partner Activity – Make a Map

In class, take a large sheet of paper (or use the whiteboard) and make a map of the neighborhood around your home, the church, or another area that will be known to the students. Label 3-4 locations and draw in the streets so that students can see how they are connected. (You might start the outline of the map before class and then add the points in front of the class, for the sake of time.)

Then, place students in pairs. Have them make a map of an area, labeling 3-4 key locations, and then present it to the class. Give them the sentence starter “This is... [location].”

For an extra challenge, have students use their maps to give directions to/from different places, as in CPA5.

TEACHER TIP: *Using a map smartphone application or website could be helpful in this activity to find locations.*

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

In class: Say where each person is going.

For homework: Write where each person is going.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say each vocabulary word.

For homework: Draw a line between each word and picture.

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

In class: Say how each person should walk to the location.

For homework: Write the direction words to walk to each location.

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

Closing: Review. Call out each direction word and have students point in the correct direction. (Remember that they should point for *their* directions, so it'll be backwards if you're facing them.) Then, show pictures of the locations from the vocabulary and have them shout out the names of those places.

Close with prayer.

TEACHER TIP: *Did you know that even the way that we give directions is quite cultural? In some cultures, all directions are given using north, south, east, and west (also known as cardinal directions). So, instead of saying, “It’s to my left,” someone from that culture may say, “It’s to the north.” Rather than centering all directions on themselves as the center, they always use cardinal directions, learning them from an early age!*

Lesson 30: What Do You Do?

Teacher Devotion: Ephesians 2:19

So then you are no longer strangers and aliens, but you are fellow citizens with the saints and members of the household of God.

We have, by grace, been made citizens of heaven. We teach our students English to help them assimilate into our country and perhaps even become citizens. Our bigger hope for them is that they become citizens of heaven with us, sharing all the rights and privileges we have as children of God.

Lesson Objective: Students will name different occupations and ask and answer questions about work.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Start class by reviewing some common questions with “what” that were previously learned: *What’s your name?* (Lesson 1); *What languages do you speak?* (Lesson 5); *What’s your phone number?* (Lesson 6); *What’s your address?* (Lesson 7); *What time is it?* (Lesson 25)

Open with prayer.

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

teacher
cook
housekeeper
farmer
bus driver
factory worker
doctor
work

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What do you do?

B: I'm a teacher.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: I'm going to work.

B: What do you do?

A: I'm a teacher.

Option: Use the second dialogue to repeat the activities above.

A: I'm going to work.

B: What do you do?

A: I'm a bus driver.

B: What does your brother do?

A: He's a cook.

CPA2: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

CPA3: Game – Who Am I?

Before class, prepare one or more pictures of each type of work to show the class and help them get an idea of what that job is and what the work looks like. (If possible, try to get pictures showing both genders and a variety of ethnicities performing each job, to help students see that jobs in the U.S. are generally not restricted by gender/ethnicity.) Also, create cards that each have the name of one occupation.

In class, show the pictures of each job to the class, one occupation at a time, and have them name the job out loud.

With one or two assistants, demonstrate how you might act out one of the cards in a group (e.g., working in a factory together).

Divide students into teams of 3. Give each team a card and a few minutes to plan, then have them show their occupation to the group. If the other students can guess correctly within 30 seconds, give the acting team a point. Have the acting team confirm by asking them, “What do you do?” and having the members say, “I’m a _____.” (Write this on the board or refer to the book.)

TEACHER TIP: *Having props related to the occupations for students to use will help them act it out and have more fun!*

CPA4: Interview – Facing Lines

Before class, determine which option you’d like to do for this activity:

- If you know students’ occupations, prepare cards for each one with his/her occupation written on it. Show each one to the class (with pictures, if possible) and teach each student the word for his/her occupation if it’s different from those taught in the lesson.
- If you don’t know students’ occupations, or prefer not to teach them for some reason, just create cards with the occupations listed and hand them out to students for the Facing Lines.

In class, place students into two lines facing one another. They will practice the introductory dialogue from the previous activity. Then one line will move 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 TIPS:

- *For students who don't work, think about how people in their circumstances would typically answer the question, "What do you do?" Some answers might be "I'm a homemaker." "I'm retired." "I'm a stay-at-home mom/dad." "I'm a student."*
- *You may have students who prefer to learn how to say the name of their previous occupations in their home countries rather than what they do right now in the U.S., and that's okay, too! Be flexible and help them learn the words they want to know.*
- *Be sure that students can refer to the dialogue easily, whether it's from an open book nearby or projected onto a screen.*

CPA5: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play "Memory": Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it's a match, keep the two cards. If it's not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched, and then, if you have time, shuffle and play again.

CPA6: Activity – Partner Spelling

Place students in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Game – Musical Chairs

Before class, assign occupations for each student via cards, as in CPA4, option 2.

In class, make sure students know their assigned occupations for the game. Place chairs in a circle, with one fewer chair than there are students participating in the game. Play music and have students walk around the circle of chairs. When the music stops, all students must sit down, and the one who is left standing will be asked, "What do you do?" S/he will answer the question but must sit out and stop playing. Remove one chair from the circle.

Keep playing until one student is left.

TEACHER TIPS:

- *This activity works best if you have a larger class.*
- *For a smaller class, or students with mobility problems, play “Hot Potato.” Play music as they pass the “hot potato” (any small item) around the room, and then when the music stops, ask, “What do you do?” and have the student holding the item answer.*
- *Variation: Play “Train Wreck.” Assign students occupations. Make a circle of chairs as described above, but the student without a chair should stand in the middle of the circle as all the other students sit down. The standing student will call out an occupation, and all students with that occupation will stand up and find new seats. (The standing student will try to get a seat, as well). The student left standing after students have found new seats will then call out another occupation, continuing the game.*

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

In class: Say what each person does.

For homework: Draw a line between each person and his or her job.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say each person's job.

For homework: Write each person's job.

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

In class: Say what goes on each line.

For homework: Fill in the form with YOUR information.

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

TEACHER TIP: *This activity is here to help students prepare to fill out many kinds of forms, including job applications. You may want to walk through this together to help them understand what each part is asking.*

Closing: Review. Show pictures of each occupation and have students call it out.

Close with prayer.

TEACHER TIP: Are you aware of local resources to help students looking for work? It's a good idea to be informed about local government and nonprofit options to help students find work. For example, your local workforce development board will likely have help for job seekers in finding jobs, applying, getting job training in high-need areas, and maybe even getting interpreter services. Do a quick internet search or make a phone call to find out how they can help. **Note:** These services will not apply to those who do not have legal status to work in the United States.

Unit 8 Review Activity

Plan a review of Unit 8 vocabulary, either at the end of Lesson 30 or before you start Unit 9, Lesson 31.

***Note: This exercise may be given in writing for homework.*

In class: Name each item in the Unit 8 activity.

For homework: Draw a line between each item and its name.

UNIT 9: What Do You Like to Eat?

Lesson 31: It's on Aisle Six.

Teacher Devotion: John 3:16

For God so loved the world, that He gave His only Son, that whoever believes in Him should not perish but have eternal life.

If you grew up in a church, chances are you memorized this verse as a young child. The truth contained in it is amazing! Any and all of our students, no matter who they are, where they lived, or what they have done, can come to Jesus through the power of the Holy Spirit and have eternal life. God is so good!

Lesson Objective: Students will name some foods and practice asking how to find some in a store.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review the food words taught in Lesson 17 (e.g., CPA2). If needed, you might also review the numbers 1-9 (in order for students to name the grocery aisles) (Lesson 6, CPAs 2, 3, or 4).

Open with prayer.

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

rice	bread
sugar	cheese
salt	cereal
flour	aisle

TEACHER TIP: *If you can, bring in multiple examples of the food items in the vocabulary, e.g., a few kinds of bread, a few kinds of cheese, both white and brown rice, etc., to show the students. Let them touch, smell, and taste as many as possible. When you involve multiple senses, the brain makes connections more quickly, and it will help your students retain what they have learned.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Where is the rice?

B: It's on aisle six.

***TEACHER TIP:** If you have time, practice drills with both sets of these sentences. However, if you don't have time, just do the drills with one set and then compare the other set of sentences for students to see and hear the differences with the number word and plural.*

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Excuse me, where is the rice?

B: It's on aisle six.

A: Great, thanks!

Option: Use the second dialogue to repeat the activities above.

A: Excuse me, where is the sugar?

B: It's on aisle seven.

A: Where is the cereal?

B: It's on aisle six.

A: Thank you.

CPA2: Activity – What Is It?

Before class, put one sample of each type of food from the vocabulary in a small paper bag and seal it.

In class, take one bag, shake it, smell it, and shrug. Give all the students a chance to touch and shake the bag. Ask students to guess the item, using the vocabulary page in their books. After everyone has guessed, open the bag and show them what was inside. Then, ask, “Do you like [item]?” and have them answer, “Yes, I do,” or “No, I don’t” (review of Lesson 16).

CPA3: Interview – Facing Lines

Before class, prepare two sets of cards. One set will have the grocery items on it, and the other set will have numbers 1-10 on it.

In class, place students into two lines facing one another. Give the grocery cards to one line and the number cards to the other line. They will practice the introductory dialogue from the previous activity, and then one line will move 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 onto a screen.*

CPA4: Activity – At the Store

Before class, set up a fake grocery store. This might work best in another room, but it can also work in your classroom. Set a few tables into lines and label them with signs that say, “Aisle 1,” “Aisle 2,” etc. Label 4-5 paper bags with each vocabulary grocery item and place them around the room on different “aisles.” Make a note for yourself and your assistant(s) about where each item is located (e.g., rice is on Aisle 1, sugar is on Aisle 3...) Also, make short grocery lists with 3-4 items on each of them so that each pair of students has a different grocery list.

In class, place students in pairs. Give a quick tour of the “store” and pay special attention to showing the aisle markers and helping students to understand that the whole row is called an aisle.

Give one stronger pair a grocery list or have two assistants demonstrate. The pair should read the list out loud, and then begin “shopping” to find all of the items. They can ask you or another assistant how to find something, and you can tell them, following the dialogue model.

If you'd like to repeat the activity, you can place the items in different places around the room (noting where they are on a new list or another pre-prepared list) and then have some students serve as the grocery clerks while new pairs receive different lists and "shop" again.

TEACHER TIP: Put the dialogue on the board or a large poster for reference.

CPA5: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play "Memory": Put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it's a match, keep the two cards. If it's not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched, and then shuffle and play again.

TEACHER TIP: Make sure cards are backed with dark or heavyweight paper so that students can't see through them.

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Partner Drawing – How Do You Make...?

Before class, decide on a basic recipe that you can make which requires a few of the vocabulary words as ingredients. (For example: pancakes require flour, sugar, and salt, as well as oil/butter, milk, egg, and baking powder.) If you can, bring in the ingredients for these items or print pictures of each of them. (It's okay if there are additional ingredients that were not learned in this lesson!) Also, prepare a list of dishes, one for each of your students' cultures, and have those on hand.

In class, on a large sheet of paper or on the board, show or draw a picture of the finished food item. Then, around it, draw and label each of the ingredients that you use.

Place students, preferably from the same culture, in pairs. Have them work together to draw a picture of an item that they make and the ingredients that go in it. (Give them a recipe which would fit both cultures if necessary.) If they don't know a word, allow them to look at the vocabulary pages in the next chapters or on their phones to find the English word for the item.

Have pairs present their pictures to the class and tell each food item that goes into their recipe.

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

In class: Say the name of each food.

For homework: Draw a line between the name of each food and its picture.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say where each item is.

For homework: Write where each item is.

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

In class: Say the name of each food item.

For homework: Write the name of each food item.

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

Closing: Review. Hold up each food item and have students name it.

Close with prayer.

Lesson 32: May I Have Pasta?

Teacher Devotion: John 6:35

Jesus said to them, "I am the bread of life; whoever comes to Me shall not hunger, and whoever believes in Me shall never thirst."

Jesus will fulfill the deep heart needs of everyone who turns to Him and save them forever from the curse of sin. What a beautiful gift: to share the love of Christ with our students!

Lesson Objective: Students will name common types of food found in American restaurants and ask for them.

Visual or Teaching Aids Needed: N2N vocabulary cards and handouts, and props for your lesson.

Greeting/Review: Review the food words from Lesson 31:

- Play the Flyswatter Game.
- Hold up food items or pictures and have students name each one.

Open with prayer.

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

chicken
pork
beef
pasta
pizza
salad
soup
fruit

TEACHER TIP: *If you are serving students from certain religious and cultural backgrounds, eating certain types of meat, or any meat at all, may be taboo. We want to help students learn these words so that they can choose which items they want to eat. For this lesson, it's best to use pictures for the meat items. Bringing a salad, fruit, or dried pasta would be fine.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What would you like?

B: May I have pizza?

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: Hello. What would you like?

B: May I have pizza?

A: Sure!

Option: Use the second dialogue to repeat the activities above.

A: Hello. What would you like?

B: May I have chicken?

A: Sure! What would your daughter like?

B: May she have pizza?

A: Yes!

CPA2: Interview – Facing Lines

Before class, prepare small word/picture cards with each of the food words on them, enough for half of the class to receive one card.

In class, place students into two lines facing one another. Give a card to each student in one line, designating them as the customer (“B” in the dialogue) and have the other line of students be waiters. Have them practice the introductory dialogue from the previous activity. Then, one line will move 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. Then, give the other line of students food cards and have them switch roles.

TEACHER TIP: *Be sure that students can refer to the dialogue easily, whether it's from an open book nearby or projected onto a screen.*

CPA3: Game – Flyswatter Game

Before class, prepare a board with vocabulary pictures and words in a grid.

In class, divide students into two teams and line them up on either side of the board, giving the first student in each line a flyswatter. Call out a word. The first student to slap the vocabulary word with the flyswatter will earn a point for his/her team.

CPA4: Game – Picture/Word Match

Before class, prepare 2 sets of cards: one with the vocabulary words and one with pictures of each vocabulary item.

In class, hand out the cards in the class so that each student receives either a picture or a word card. Demonstrate with an assistant. One of you will have a word card and one will have a picture card of the same word. Walk around until you find each other, say the word, and then sit down together.

Have students stand up and find one another, and then sit down together. Then, have each pair show their word and picture cards and say them to the class.

TEACHER TIPS:

- *For a smaller class, join in with the students and just play with a few cards. Then repeat with a new group of cards.*
- *For a very small group class or for students with mobility problems, place students into pairs and give each pair a bag with a full set of word cards and a full set of picture cards. Have them match the word and picture cards, and then check using their books or as a whole class.*

CPA5: Activity – Do You Like...?

Before class, make two large posters. One will say “Yes, I like...” with a smiling face, and the other will say, “No, I don’t like...” with a sad or disgusted face. Post one of the posters on each side of the room.

In class, demonstrate with an assistant. Say, “Do you like fruit?” The assistant will walk to the poster s/he agrees with and say the sentence that goes with his/her answer (e.g., “Yes, I like fruit.”).

Have students stand in the center of the room. Call out a food word and show a picture of it, asking, “Do you like [food]?” Students will walk to the poster that they agree with, and then each group of students will answer individually or as a group according to their preferences.

TEACHER TIPS:

- *Students who do not eat certain foods for religious/cultural reasons may choose to say they don’t like them or just remain in the middle of the room. Be supportive of their choice.*
- *For students with mobility problems, give them an index card with one of the choices written on each side and have them hold up the side they agree with and give the sentence answering the question.*

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Game – Restaurant Relay

Before class, print 10-15 small word/picture cards for each type of food in the lesson, cut them up, and mix them up. Also, print a menu for each student from the N2N handouts.

In class, set up your classroom (or go to a different classroom) like a restaurant, where 3-4 students can sit at a table together. Choose a few students to be waiters (enough to have one waiter per table). Spread the food word/picture cards across a table on the side of the room. Be sure that students can refer to the dialogue easily, whether it's from an open book nearby or projected onto a screen.

Have a few students sit at a table and demonstrate with yourself as a waiter: ask each student "What would you like?" following the dialogue. As each student orders (again following the dialogue: "May I have _____?"), cross the room, find the food on the table, and bring it back to the student.

Have the "waiters" serve "food" to each table of students. To increase the complexity, have the waiter take more than one order before bringing it to the students; you might provide a notepad to write it down. You could also allow students to order more than one item at a time.

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

In class: Say the name of each food word.

For homework: Draw a line between each word and picture of food.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say what each person is eating.

For homework: Write what each person is eating.

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

In class: Say the cost of each food.

For homework: Write the cost of each food.

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

Closing: Review. Hold up or point to pictures of each food word and have students say the name of the food.

Close with prayer.

TEACHER TIP: *If you have extra time, bring in real menus, photos of menus, or grocery store sales flyers, and have students look for and circle words for each of the foods they've learned in the last two lessons.*

Lesson 33: What Do You Drink at Breakfast?

Teacher Devotion: 1 Chronicles 16:11

Seek the LORD and His strength; seek His presence continually!

We can never ask too much of God! He is never tired of our requests for help, strength, and wisdom.

Lesson Objective: Students will name different types of drinks and express preferences using “but.”

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review food words from Lessons 31 and 32 using the “Do You Like...?” activity from Lesson 32, CPA5.

Open with prayer.

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

breakfast	juice
drink	milk
tea	water
coffee	but

TEACHER TIP: You might refer to clock times and pictures to explain the concept of **breakfast**. Lesson 34 will include **lunch** and **dinner**, so this topic will be revisited then.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What do you drink at breakfast?

B: I drink tea, but I don't drink coffee.

TEACHER TIP: Start with the answer “I drink tea” for the repetition of a sentence drill. Then add “but I don’t drink coffee” to allow students to have time to learn the full sentence.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

- A:** What do you drink at breakfast?
- B:** I drink tea, but I don’t drink coffee.
- A:** I drink tea, too!

Option: Use the second dialogue to repeat the activities above.

- A:** Do you drink coffee for breakfast?
- B:** I drink milk, but I don’t drink coffee.
- A:** What does Luke drink for breakfast?
- B:** He drinks juice.

CPA2: Activity – I Like...But I Don’t Like...

Before class, buy and prepare each of these items to drink, as well as plastic cups for students. Prepare a posterboard or whiteboard space with a chart like the one below, with space to write names next to each preference.

I like tea. 😊	
I don’t like tea. ☹️	
I like coffee. 😊	

I don't like coffee. ☹️	
I like milk. 😊	
I don't like milk. ☹️	
I like juice. 😊	
I don't like juice. ☹️	
I like water. 😊	
I don't like water. ☹️	

In class, show each drink and say its name again, pointing to the name and illustration in the book. Offer a taste of each drink to students and have them repeat the name of the drink.

Write on the board: “Yes, I like _____. ” “No, I don’t like _____. ” Ask each student, “Do you like [drink]?” Encourage them to answer in a complete sentence. Write the student’s name under “like” or “don’t like” for each drink. Ask your assistant(s), as well, and plan ahead of time that s/ he will like and not like at least one item.

Now, circle your assistant’s name in two columns: one, where the assistant liked a drink, and one, where s/he didn’t. Write this on the board: “[Assistant’s name] likes [drink], but s/he doesn’t like [drink].” Fill in the slots in the sentence with the assistant’s preferences. Make several more sentences with the names of students in class and their preferences on drink items. Have all students repeat each sentence.

TEACHER TIPS:

- *You and your assistant should overexaggerate your likes and dislikes as you make the sentences with “but” to show the contrast between the statements.*
- *In American English, this type of sentence usually includes a stronger stress on the word “don’t.” Say this out loud: I like tea, **but I don’t** like coffee. Show this change in emphasis to your students and have them repeat it with you.*

CPA3: Partner Activity – “But...”

Before class, prepare small cards with words and pictures of the food and drink items from Lessons 31-33. Make enough sets of cards so that each pair of students can have one full set of cards.

In class, write on the board, “I like _____, but I don’t like _____.” Demonstrate with your assistant: flip two cards from the deck over and read the names of the foods. (For example, cheese and tea.) Say, “I like cheese, but I don’t like tea.” Then, shuffle the cards into a discard pile and have the next student draw two cards and repeat.

CPA4: Interview – Facing Lines

***Note:** If you are doing this activity after CPA2, have students do their facing lines dialogue with their own preferences, using the poster from CPA2. However, if a student does not have a like/dislike of any drink, if you skipped CPA2, or if they are not yet ready for this, prepare word/picture cards with drink words and give two cards to each student to say, “I like [drink], but I don’t like [drink].”*

In class, place students into two lines facing one another. They will practice the introductory dialogue from the previous activity, and then one line will move 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 onto a screen.

CPA5: Game – Memory Match

Before class, print vocabulary words and pictures of the vocabulary words as flashcard-sized pieces. Cut them up and have one set of cards for every 2-3 students.

In class, with your assistant, demonstrate how to play “Memory”: put the flashcards face down on the table. Draw two cards randomly and say what each item is. If it’s a match, keep the two cards. If it’s not a match, place the cards back face down and allow the assistant to draw.

Put students in groups of 2 or 3 and give each group the cards to play. Keep playing until all cards have been matched; then shuffle and play again.

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Partner Drawing – What’s for Breakfast?

In class, on a large piece of paper or on the board, draw a picture of some items you might eat for breakfast. Try to include words that have been taught previously, but it’s okay if you include one or two new ones! Make sure to include one or more drinks, as well.

Present your picture to the class: “For breakfast, I have _____ and _____.”

Place students in partners. Have them draw their breakfasts and share with each other. Then, have them each share with the class.

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

In class: Say the name of the word.

For homework: Draw a line between the words and pictures.

CPA9: Textbook Exercise 2 ***Note: This exercise may be given in writing for homework.*

In class: Say the sentence using the pictures for help.

For homework: Write the words in the sentence.

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

In class: Say what each person is drinking.

For homework: Write what each person is drinking.

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

Closing: Review. Hold up each drink item and ask for its name. Then, write on the board, “I drink _____ at breakfast.” Ask students, “What do you drink with breakfast?” and have each one answer using the sentence on the board.

Close with prayer.

Lesson 34: What Do You Eat for Lunch?

Teacher Devotion: Psalm 139:1-6

*O LORD, You have searched me and known me!
You know when I sit down and when I rise up;
You discern my thoughts from afar.
You search out my path and my lying down
and are acquainted with all my ways.
Even before a word is on my tongue,
behold, O LORD, You know it altogether.
You hem me in, behind and before,
and lay Your hand upon me.
Such knowledge is too wonderful for me;
it is high; I cannot attain it.*

He knows you. He loves you. He is with you always.

Lesson Objective: Students will name foods and describe what they eat for each meal of the day.

Visual or Teaching Aids Needed: N2N vocabulary cards and props for your lesson.

Greeting/Review: Review the food words from Lessons 17 and 31-33 as well as “breakfast” (Lesson 33) with one of these options:

- Put pictures of different food words on the board. Toss a ball to a student and have him/her name one of the foods.
- Put food word pictures on the board. Put up a picture of someone eating breakfast in the morning (see Lesson 33) and ask students to identify foods they might have for breakfast.

Open with prayer.

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

lunch (lunches)

sandwich (sandwiches)

dinner

eggs

meat

crackers

vegetables

eat

***TEACHER TIP:** In some cultures, there aren't any designated "breakfast foods"; people just eat the same kinds of foods they'd have for lunch or dinner. In this lesson, some CPAs will require your students to divide foods into categories. If you can, show some pictures with examples of foods for each meal as you review **breakfast** and teach **lunch** and **dinner**, but be willing to accept that your students may eat some foods at times that seem odd to you.*

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: What are you eating for lunch?

B: I'm eating crackers and meat.

TEACHER TIPS:

- When you do the substitution drill, use **sandwiches** instead of **sandwich** so that it fits well with the vocabulary sentences, instead of needing to add "a" for a **sandwich**.
- Teach these sentence drills with **lunch**, but feel free to go back later and replace the word with **dinner**.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, the teacher will have two students act out the story while the teachers read it again. Students will then practice the dialogue in pairs.

A: What are you eating for lunch?

B: I'm eating crackers and meat. What are you eating?

A: I'm eating fruit and sandwiches.

Option: Use the second dialogue to repeat the activities above.

A: What are you eating for dinner?

B: I'm eating meat and vegetables. What are you eating?

A: I'm eating eggs and cheese. What are you drinking?

B: I'm drinking water. What are you drinking?

A: I'm drinking milk.

CPA2: Activity – Food Categories

Before class, prepare small cards for the food words from Lessons 17 and 31, 32, and 34. Create large cards for “fruit,” “vegetables,” “meat,” and “?”. The first three cards should have large, printed pictures with examples of fruit, vegetables, and meat.

In class, hand out the small cards to students in pairs so that each pair has several cards. Give a few cards to your assistant so that s/he has at least one of each category. Hold up the pictures for fruit, vegetables, and meat, giving the students an opportunity to see the pictures on each one. Then place those pictures in different parts of the room.

Have your assistant show each of his/her individual food cards, and then place them near the correct food group card. Be sure that you show at least one example of “other.” Ask: “Is it fruit?” “No,...,” “Is it a vegetable?” “No,...,” etc., so place it near the “?” card.

Have students get up and place their cards near the correct food group, and then go to each food group, show each picture, and have students name each food item using the sentence (written on the board): “[Food] is a [meat/vegetable/fruit].” For “?” you can again ask questions to be sure it doesn't meet one of the other categories.

TEACHER TIP: *If it seems that your students aren't familiar with the categories of fruit/vegetable or many of the foods being taught, consider doing this as a whole-group activity and let the class decide together which item goes in which category.*

CPA3: Activity – Breakfast, Lunch, Dinner

Before class, print a copy of the lunch and dinner vocabulary cards and the breakfast card from Lesson 33. Also, prepare food word/picture cards for Lessons 17, 31, 32, and 24 (as described in CPA2).

In class, divide students into pairs and divide the food cards among all the pairs.

Show each mealtime picture and draw attention to the sun and clock so that students understand what time of day each meal is. Then, ask the pairs, “What do you eat for [meal]?” Have them hold up any cards in front of them that they might have for that meal, and then have each pair name those foods aloud.

CPA4: Interview – Facing Lines

Note: *If you didn’t do CPA3, take some time to talk to students about what they eat for the meal you choose before doing this activity.*

Before class, choose one meal for this activity (lunch or dinner). Create picture cards of a variety of foods that might be eaten for that meal.

In class, display picture cards on the board or on a table.

Have students look at the pictures and identify two items that they might eat for that meal or hand out 2 cards to each student to use during this activity.

Place students into two lines facing one another. They will practice the introductory dialogue from the previous activity, and then one line will move 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. Be sure that students can refer to the dialogue easily, whether it’s from an open book nearby or projected onto a screen.

CPA5: Game – Flyswatter Game

Before class, prepare a poster with vocabulary pictures and words in a grid.

In class, divide students into 2 teams and line them up on either side of the poster, giving the first student in each line a flyswatter. Call out a word. The first student to slap the vocabulary word with the flyswatter will earn a point for his/her team.

TEACHER TIP: *For a fun twist, make a giant game with many different food vocabulary words. Keep the same grid form but change words in and out during the game.*

CPA6: Activity – Partner Spelling

Have students work in pairs to practice orally spelling vocabulary words. One partner will spell out a word, and the other will say the word and check that the spelling was correct. Then, partners will switch.

CPA7: Partner Activity – Finding Foods

Before class, collect sales fliers from local grocery stores or print out a variety of food clipart pictures. Create 3 posters labeled “breakfast,” “lunch,” and “dinner.”

In class, hold up a sales flier and show the pictures to the class. Cut out a few of the items that can be described using words that were taught in this unit. Then, glue them to the appropriate poster and label each one.

Divide students into pairs and give them sales fliers or clipart pages. Have them cut out pictures, glue them to the posters, and label them. After all students have contributed pictures, review the posters as a whole class, having students name the items for each meal.

CPA8: Textbook Exercise 1

In class: Say the name of each picture.

For homework: Draw a line between each picture and its word.

CPA9: Textbook Exercise 2

In class: Choose the time each meal is eaten.

For homework: Write the name of each meal.

CPA10: Textbook Exercise 3

In class: Say what each person is eating.

For homework: Write the food that each person is eating.

Closing: Review. Point to food cards and have students name the foods. Then, point to times of day/picture cards (if you did CPA3) and ask students to name the meals.

Close with prayer.

Unit 9 Review Activity

Review Unit 9 vocabulary. Name each item in the Unit 9 review activity and draw a line between each item and its name.

TEACHER TIPS: Now that you've finished the book, what do you do? Here are some ideas.

- *If you have time for additional classes before the next level begins, think: **What might students still be struggling with? What lessons could be revisited? Which activities did they particularly enjoy?** Use this book as a launchpad to create additional lessons and enrichment activities.*
- *Even if your class is going on a break for the summer, find ways to stay in contact with your students. Send them mail occasionally. Send text messages or create a Facebook group. Invite them to your home or a park for a picnic. Go together to a concert, sporting event, or fair. Keep finding ways to build relationships!*

