

Level 1 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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Table of Contents

Scope and Sequence.....	7
Introduction to the Teacher’s Guide	11
Unit 1: Where We Live.....	17
Lesson 1: Welcome to English Class!	17
Lesson 2: This Is My Family.	23
Lesson 3: There’s Our New Neighbor.	30
Unit 1 Review	36
Unit 2: What We Do Every Day.....	37
Lesson 4: What Month Is It?	37
Lesson 5: Go, Go, Go!.....	43
Lesson 6: Every Day, I Get Up.	51
Lesson 7: Do You Dance in Your Free Time?	57
Unit 2 Review	62
Unit 3: In Our Community.....	63
Lesson 8: What Does He Learn at School?	63
Lesson 9: My Child Will Be Absent on Friday.	70
Lesson 10: I Want to Send a Package.	77
Lesson 11: May I Check Out These Books?	84
Lesson 12: I’m Going to Call a Handyman.	91
Unit 3 Review	97

Unit 4: Time for Work!	99
Lesson 13: What Are Your Skills?	99
Lesson 14: I'm Really Sorry.	106
Lesson 15: It's Time to Clock Out!	112
Unit 4 Review	117
 Unit 5: Staying Healthy	119
Lesson 16: Are You Worried or Calm?	119
Lesson 17: I'd Like to Make an Appointment.	124
Lesson 18: Do You Exercise Every Day?	130
Lesson 19: Take Three Times a Day.	135
Lesson 20: I Will Wash Your Clothes.	142
Unit 5 Review	148
 Unit 6: We're Ready to Eat!	149
Lesson 21: Anything Else?	149
Lesson 22: I'd Like a Burger and Fries.	156
Lesson 23: Thank You So Much!	162
Lesson 24: Please Wash These Dirty Dishes.	169
Unit 6 Review	174

Unit 7: Spending Time Together 175

Lesson 25: Thank You for the Visit!..... 175

Lesson 26: It Was a Wonderful Date. 183

Lesson 27: I Went to a Birthday Party! 190

Unit 7 Review 196

Unit 8: It's Time to Go!..... 197

Lesson 28: I'm Going on a Trip! 197

Lesson 29: Does the Bus Arrive at 2:00 PM? 203

Lesson 30: I Got a Ticket. 209

Unit 8 Review 216

Unit 9: Staying Safe 217

Lesson 31: What Is Your Emergency? 217

Lesson 32: Maybe It Will Flood!..... 224

Lesson 33: My Electricity Isn't Working. 230

Lesson 34: Be Careful in the Parking Lot. 237

Unit 9 Review 243

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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: Where We Live			
1	Welcome to English Class!	- Greetings (time of day) - Describing relationship status	“To be” verb - Contractions
2	This Is My Family.	Making introductions	Possessive adjectives
3	There’s Our New Neighbor.	Asking and answering questions about other people	- Questions with “to be” verb - Using <i>a/an</i>
Unit 2: What We Do Every Day			
4	What Month Is It?	Saying the full date	Abbreviations
5	Go, Go, Go!	Using words for measuring time	Present progressive tense
6	Every Day, I Get Up.	- Talking about daily routines - Giving and understanding directions	- Imperatives - Ordinal numbers, first-third
7	Do You Dance in Your Free Time?	Asking for and giving information about daily activities	Questions with <i>do/does</i>
Unit 3: In Our Community			
8	What Does He Learn at School?	Using school-related vocabulary	Ordinal numbers fourth-twelfth
9	My Child Will Be Absent on Friday.	Calling or writing to school staff	- Future tense with <i>will</i> - Ordinal numbers for dates

10	I Want to Send a Package.	- Asking and answering questions about costs - Using the post office - Asking for clarification	“How much” questions
11	May I Check Out These Books?	- Using the library - Making requests for permission	- Demonstrative pronouns <i>this, that, these, those</i> - Modal <i>may</i>
12	I'm Going to Call a Handyman.	Describing problems in the home	Future tense with <i>going to</i>
Unit 4: Time for Work!			
13	What Are Your Skills?	- Describing personal characteristics related to work - Saying the year	<i>From</i> and <i>to</i> as prepositions of time
14	I'm Really Sorry.	- Making a professional phone call - Making an apology	Intensifier <i>really</i>
15	It's Time to Clock Out!	Give and follow multi-step instructions	Imperatives
Unit 5: Staying Healthy			
16	Are You Worried or Calm?	- Describing emotions - Giving options with <i>or</i>	Indefinite pronouns <i>everyone, someone, no one</i>
17	I'd Like to Make an Appointment.	- Making a doctor's appointment phone call - Asking and answering health questions	- Different types of questions - Contractions
18	Do You Exercise Every Day?	Answering questions in the doctor's office	<i>If...then</i> statements

19	Take Three Times a Day.	Understanding oral and written directions for medicine	Imperatives
20	I Will Wash Your Clothes.	- Using words related to personal hygiene - Giving advice	Using <i>will</i> vs. <i>should</i>
Unit 6: We're Ready to Eat!			
21	Anything Else?	- Requesting items at a grocery store's deli counter - Using pounds to describe weight	Fractions $\frac{1}{2}$ and $\frac{1}{4}$
22	I'd Like a Burger and Fries.	- Ordering at a fast-food drive-through - Saying and understanding prices	Decimals
23	Thank You So Much!	- Using words related to volunteering at a food pantry - Expressing gratitude	Indirect object pronouns
24	Please Wash These Dirty Dishes.	- Naming and describing dishes and utensils - Making an apology	Questions with <i>would</i>
Unit 7: Spending Time Together			
25	Thank You for the Visit!	- Giving a compliment - Talking about customs for visiting	Simple past tense: <i>was, were</i>
26	It Was a Wonderful Date.	Using words related to senses	Simple past tense: regular verbs (-ed ending) and irregular verb <i>said</i>
27	I Went to a Birthday Party!	Discussing customs surrounding birthdays	- Questions using <i>did</i> - Simple past tense: irregular <i>eat, get, go, sing</i>

Unit 8: It's Time to Go!			
28	I'm Going on a Trip!	Naming natural locations and modes of transportation	- Questions with <i>how</i> and <i>when</i> - Present progressive tense in a future sense
29	Does the Bus Arrive at 2:00 PM?	Reading and speaking about transportation schedules	Questions with <i>do</i>
30	I Got a Ticket.	Using words related to driving infractions	- Adverbs of frequency <i>always, sometimes, never</i> - Negations with <i>don't, doesn't, didn't</i>
Unit 9: Staying Safe			
31	What Is Your Emergency?	- Asking and answering questions on a 911 call - Confirming answers to questions	Mixed type of questions
32	Maybe It Will Flood!	Speaking about severe weather	Preposition <i>until</i>
33	My Electricity Isn't Working.	Talking about utilities, bills, and home safety	<i>Have to</i>
34	Be Careful in the Parking Lot.	Giving warnings	Negative commands with <i>don't</i>

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 Handouts."*

This book is the second level in the *Neighbor to Neighbor* series. You can review the content of the Intro Level through the Intro Level Scope and Sequence on the *Neighbor to Neighbor* webpage and the vocabulary cards available through the teachers' page, which you will need to access for several lessons.* Of course, there will always be gaps in students' knowledge, so be ready to offer brief explanations when necessary.

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 Level 1 students, each only includes nine or ten 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 the 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, in the lesson about severe weather, add or remove weather conditions based on what you experience in your region. Some lessons include optional vocabulary; these words are not included in the lesson but can easily be added or substituted for other words if they are a better fit for your students.

As you teach vocabulary, always introduce the plural form of the word alongside the singular form. Irregular plurals are included in parentheses.

Sentences

Every lesson includes one or two pairs of sentences for you to use with the sentence drills. Any 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 speaking and listening, 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.

Many lessons include a Grammar Box and/or a Culture Box in the student book. These provide additional information and explanations for students and are sometimes referred to during CPAs. Be sure to discuss these during the lesson.

At the end of the student book are the Verb Appendix and Ordinal Number Appendix. Refer students to these resources as you teach.

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 Level 1 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.

Suggested Classroom Materials

- **Pens and pencils.** Although many Americans are used to using pencils in class, in many other countries, children begin writing in pen from first grade, so your students may be more accustomed to this. 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.
- **Magazines and catalogs.** Start collecting these as soon as possible, after viewing the scope and sequence to see what you might need. If you don't subscribe to magazines, check your local library for their discarded materials or check in used bookstores.
- **Calendars.** Several lessons in this book use calendar pages as tools to help students understand past tense actions.

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.

Consider adding a brief calendar routine to each lesson. See the Teacher Tip about this in Lesson 4 for information.

- **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**timatizing, **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: Where We Live

Lesson 1: Welcome to English Class!

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: By the end of this lesson, students will be able to

- greet others based on the time of day,
- describe relationship statuses,
- use the “to be” verb (e.g., I’m/I am; he’s/he is).

Visual or Teaching Aids Needed: N2N vocabulary cards and handouts, 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’ve understood it and can pronounce it correctly.

Next, write each of these questions on the board, along with their corresponding sentence starter answers:

- What’s your name? My name is...
- Where are you from? I’m from...
- What languages do you speak? I speak...

For each question, elicit responses from students who already know and provide answers if no students know them. (You may need to use student registration information.)

Then, have students stand in a circle. Ask one question and toss a small ball to your assistant. Have him/her use the sentence starter to answer the question, and then ask a student. Continue until all students have answered a few questions.

Open with prayer.

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

Good morning.	married
Good afternoon.	single
Good evening.	favorite
Tell us about yourself.	very much

***TEACHER TIP:** Briefly show students Culture Box B in the student book, with the words **divorced** and **widowed**, to give them additional marital status vocabulary. To explain **divorced**, have a married person demonstrate taking off their wedding ring. You can say that someone was married but now is not married. To teach **widowed**, you can show a picture of a person in mourning clothes. These words are emotionally charged but also necessary for our students to know to be able to describe their situations in life.*

*As you show these words, you can explain that someone who is divorced or widowed is also **single**.*

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

A: Please tell us about yourself.

B: I'm married, and my favorite food is pizza.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by program director or teacher.

Communication Practice Activities:

***TEACHER TIP:** In some cultures, gender roles are quite sensitive. We want our students to feel comfortable and respected. For this reason, try to partner students with same-gender partners, 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 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 across genders as brothers and sisters in Christ.*

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 an adult student introducing himself to his class. Then, have two students act out the story while the teachers read it again. Have students then practice the dialogue in pairs.

A: Good morning.

B: Good morning.

A: Please tell us about yourself.

B: My name is Marco. I'm from Brazil. I'm married, and my favorite food is pizza.

A: Thank you very much!

CPA2: Game – Flyswatter Game

Before class, prepare a poster or whiteboard with the vocabulary cards in a grid form.

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:** For a more reusable game, you can attach the word/picture cards with tape or use magnets on a magnetic whiteboard; just be aware that an enthusiastic swat may knock a word off the board!*

CPA3: Interview – Facing Lines

Write or project the following conversation on the board so that all students can see it. Then read it out loud. *Note: In the first two blanks, you should add morning, afternoon, or evening, depending on the time of day it actually is.*

A: Good _____.

B: Good _____.

A: Please tell me about yourself.

B: My name is _____. My favorite food is _____.

A: Nice to meet you.

Place students into two lines facing one another. Have them practice the conversation above, taking turns being A and B. 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 person in the facing line.

TEACHER TIP: *When you introduce this conversation, highlight “me” instead of “us” from the introductory dialogue. Show that “us” encompasses the whole group of people, sweeping your arm around the room, while “me” includes just the speaker.*

CPA4: Game – Contraction Match

Before class, take index cards and write on each card one of the underlined words or phrases below. Include two sets of “you are/you’re” cards, one for singular words and one for plural.

In class, refer to the Grammar Box. Make sample sentences using both the contractions and the long-form phrases for each one, writing them on the board and emphasizing the underlined words in each. For example:

He is married. He’s married.

She is from China. She’s from China.

I am single. I’m single.

We are from Colombia. We’re from Colombia.

You are a student. You’re a student.

They are from Mexico. They’re from Mexico.

You are women. You’re women.

Pass out the cards, one to each student, mixing them up. Have students stand up and find the student with a card that matches their card. (You may need to demonstrate with an assistant.) Then, have each pair make two sentences with their phrases.

TEACHER TIPS:

- *If you have more students in your class than cards, pair up students, or make two sets of cards. If you have fewer students in the class than cards, reserve one or two pairs of phrases, and then repeat the activity again with different cards.*
- *This activity helps students to understand that either form, with or without the contraction, is acceptable to use. We want them to understand the contraction forms since they’ll often hear them in everyday life, but many learners find that using the long-form phrase (e.g., “they are”) is easier to say.*

CPA5: Game – Good...?

Before class, print enough copies of the N2N handout so that each student has six slips of paper—one for each greeting (good morning, good afternoon, good evening) and one for each corresponding time.

In class, refer to Culture Box A in the student book to explain when people use each of these greetings. Then, pass out the cards to students and have them pair up, with each pair having one time card and one greeting card. Go around the room and have each pair tell their times and greetings.

CPA6: Activity – What’s Your Favorite...?

Take a scrap piece of paper and quickly draw your favorite food in front of the class, and have your assistant do the same. Set a timer for yourself for two minutes (or less).

Write on the board: “What’s your favorite food?” “My favorite food is _____.” Use these sentences to tell each other your favorite foods.

Give each student a piece of paper and drawing utensils; then, set the timer for them. When the time is up, pair students together to tell each other their favorite foods. If you have time, have them share with the whole class. Find out if students have any similar favorite foods.

TEACHER TIPS:

- *Use colored pencils, markers, or crayons for this activity. It will help students draw food more accurately.*
- *Even if you don’t think you’re a great artist, take the time to draw your sketch so that students feel emboldened to try drawing pictures and sharing them as well.*
- *Feel free to draw a picture of an ethnic food and encourage students to do the same. It’s okay if the name of their food is not in English.*

CPA7: Activity – Are They...?

Before class, prepare individual signs on paper or small whiteboards with the following words: *tall, short, old, young, married, single, a man, a woman*. Each sign will have an opposite (e.g., young/old, a man/a woman).

Also, print out the following pictures from the N2N handouts: a tall man, a short man, a tall woman, a short woman, a group of old men, a group of young women, and a married couple.

In class, tape each pair of signs up on opposing walls.

Write on the board:

Is he _____ or _____? He's _____.

Is she _____ or _____? She's _____.

Are they _____ or _____? They're _____.

Show one of the printed pictures. Choose the correct sentence starter on the board, based on he/she/they, and then fill in the blanks to create the question. Have students walk to the side of the room that corresponds to the word that is true of the person in the picture. (Your assistant may need to demonstrate.) Refer to the Grammar Box to make sentences, practicing the contraction words, e.g., He's tall; They're married; She's short; He's single; They're old. Have students make these sentences with you as a group, and then give individual students a chance to make them.

Once students have gotten comfortable with this exercise, have individual students come to the front to choose a picture and create sentences using the board. Then have all the students walk to the correct side of the room and say the sentences.

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

In class: Talk with a partner about each person.

For homework: Write the word describing each person.

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

In class: Say each greeting with a partner.

For homework: Write each greeting under the time.

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

In class: Answer each question with a partner.

For homework: Write your answer to each question.

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

Closing: Review. Hold up the lesson's vocabulary cards and ask students to name each marital status and greeting.

If you have not already done so in the lesson, refer students to the Culture and Grammar Boxes.

Close with prayer.

Lesson 2: This Is My Family.

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: By the end of this lesson, students will be able to

- introduce other people,
- use possessive adjectives (my, your, his, her, its, our, their).

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

Greeting/Review: Review the self-description sentences from Lesson 1 by tossing a ball to different students, asking a question, and having them answer.

You may also want to review some family words and color words. The CPAs you choose will determine your needs in this area.

Open with prayer.

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

aunt

friend

uncle

neighbor

cousin

our

grandpa

their

grandma

Optional word: parent

TEACHER TIPS:

- *Use a slide or a poster of a family tree to explain the meaning of the family vocabulary words. A copy of a family tree is available in the N2N handouts.*
- *Teach your students to pronounce **aunt** the way they are most likely to hear it in your location. If it's pronounced two ways, teach both pronunciations.*
- *For a discussion of how and when to teach optional words, see the introduction to this book. If your students are ready for it, you may want to introduce **grandparent** as well. Another option would be to teach **boyfriend** and **girlfriend**, explaining the romantic connotation.*

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

A: This is my cousin, and this is our grandma.

B: Nice to meet you!

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. Teachers will read the dialogue, acting it out as they read. Then, the teachers will have three students act out the story while the teachers read it again. Students will then practice the dialogue in groups of three.

A: Hey, Bima.

B: Hey, Luis! This is my cousin, Adam, and this is our grandma, Hannah.

A: Nice to meet you.

C: Nice to meet you, too!

***TEACHER TIP:** If you don't have enough people for four role play characters, you can use pictures for Hannah and Adam (though you'll still need to have someone voice Adam's part).*

CPA2: Interview – Facing Lines

Before class, create cards with names and vocabulary words for people on them, one for each person in the class. For example: aunt, Anna; neighbor, Joe; cousin, Sally; etc. On the board, or a slide, write the dialogue written below.

In class, demonstrate with your assistant by each taking a card and reading it aloud so the students know what is on it. Choose who will be A and who will be B, and then stand across from one another to demonstrate the dialogue. You will be introducing the person shown on your card.

A: Hey, _____.

B: Hey, _____! This is my _____, _____.

A: Nice to meet you.

After practicing this dialogue, trade A and B roles and repeat. Then, give each student a card.

Place students in two lines facing one another. Have them practice the dialogue above, and then have one line 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: In the dialogue above, the comma in B's second statement is written quite large so that it isn't missed. Make sure students see that comma, too, so they know that they need to include the family member role AND the name.

CPA3: Game – Flyswatter Game

Before class, prepare a poster or whiteboard with the vocabulary cards in a grid form.

In class, divide students into 2 teams and line them up on either side of the poster. 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.

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

CPA4: Activity – Possessive Adjective Roundup

Before class, prepare seven index cards, each with one of the following words: *my, your, his, her, its, our, their*. Also prepare a few clipart pictures that can be used for the “its” sentences in the activity below, such as stuffed animals wearing t-shirts. You could also bring in a stuffed animal wearing clothing. If your class regularly only has one gender, you should also prepare pictures of the opposite gender so that you show all of the pronouns.

In class, take a moment to review the Grammar Box in the student book with students. Write on the board an example sentence for each word, using these in-class examples and/or your prepared pictures:

- My shirt (or dress, or sock, etc.) is [color word].
- Your shirt is [color word].
- His shirt is [color word].
- Her shirt is [color word].
- Its shirt is [color word].
- Our shirts are [color word].
- Their shirts are [color word].

*Note: For **my**, **your**, **our**, and **their**, using real-life items, such as the clothing that everyone is currently wearing, will be much easier to explain than through pictures since you need to use yourself as a point of reference. If you prefer not to use “shirt,” you can give small items to each student (e.g., Her pencil is red.) or use another characteristic such as hair or eye color.*

Now, hand out the word cards so that each student gets a card (or see Teacher Tip for a class size adaptation). Call out one of the words and have students stand up or raise their hands if they have that word. Each student with that word will need to make a sentence with it. For example, if you call out “my,” all of the students with “my” cards will need to stand up, make an example sentence such as “My hair is brown,” and then sit back down.

After you’ve called out all the possessive adjectives, mix up the cards and have students do it again.

TEACHER TIPS:

- *If your class is larger than seven students, make multiple copies of each card. If your class is smaller than seven students, give students more than one card.*
- *For students who speak languages in which each noun is assigned a gender, this might be confusing. Don’t be surprised if someone says something such as, “She is blue” when talking about a chair. If you notice this is a difficulty for students, take time to explain with further examples of people, animals, and objects.*

CPA5: Game – Is It Ours or Theirs?

Before class, take at least 20 envelopes and make strips from two colors of construction paper. (We will use green and blue for this example.) Put a strip of colored paper into each envelope, so there are about 10 envelopes with green paper strips and 10 envelopes with blue paper strips.

In class, divide students into two teams, e.g., Blue Team and Green Team. Mix up the envelopes and give half to each team.

Write on the board the following:

Is it ours or theirs?

It's ours.

It's theirs.

Have students on each team take turns opening envelopes. One student will ask the question, "Is it ours or theirs?" If the paper strip matches the team's color, the team will answer, "It's ours" and keep the paper. If the paper matches the opposite team's color, the team will answer, "It's theirs," and give the envelope with paper to the other team.

If you have time, repeat the activity.

TEACHER TIPS:

- *If you have a larger class, divide them in half and have an assistant lead the other group.*
- *If you'd like, you can award one point each time a team opens their own color and subtract a point each time they must give an envelope away. The team with the most envelopes at the end wins a prize.*

CPA6: Activity – Important People in My Life

Before class, print the handout for this activity from the N2N handouts. You'll need more copies than the number of students you have. Keep one handout for yourself but cut the rest of the handouts into strips and sort them into piles of the same kind (e.g., one pile with "aunt," one with "friend," one with the word box, etc.)

In class, place the sentence strips in separate piles on a table. Give the word box strips to each student and prompt students to give other words they might use to describe people. Then, demonstrate choosing one of the strips from the table. Read it aloud and write it on the board. Choose a word from the word box that you could use to fill in the strip, along with that person's name. For example:

My aunt's name is Marcia. She is a teacher.

My uncle's name is Tim. He is short.

My cousin's name is Sally. She is happy.

My grandma's name is Velma. She is a good cook.

My grandpa's name is Fred. He is old.

My friend's name is Ruthie. She is tall.

My neighbor's name is Evelyn. She is from Germany.

Have students come to the table and choose any five strips they would like. Give them a few minutes to think and/or write their answers about each person.

Model the second half of the activity with your assistant: Read a few sentences to your partner and have him/her paraphrase back using “His/her [person]’s name is _____. He/she is _____.” (Write this on the board.)

Place students in pairs to share the sentences they wrote. Partners should then tell the sentences back using “His/her [person]’s name is _____. He/she is _____.”

If you have time, allow volunteers to share their important people with the whole class.

TEACHER TIP: *Some students come from traumatic or difficult backgrounds. If a student chooses not to answer about some people in his/her life, do not push them to do so.*

CPA7: Activity – Our Family Tree

Before class, print copies of the N2N handout with the family tree. Also, write different combinations of family vocabulary words on multiple slips of paper (e.g., grandma/aunt/cousin, uncle/aunt/grandpa, etc.).

In class, show the family tree from the vocabulary introduction. Review each person in the family again, starting with “me” and tracing the relationships back to each member of the family. Put the conversation starter “This is our family tree. This is our _____.” on the board.

Place students in pairs and then demonstrate the activity. Choose a slip of paper to show which family members should be placed on the tree. Take the handout with the family tree and determine where those family members should be placed. Write each family member’s name (title) in that location.

When all pairs have completed their trees, have them take turns presenting, using these sentences: “This is our family tree. This is our _____.”

TEACHER TIP: *Students from some cultures might feel more comfortable being partnered with people of the same gender. If you have multiple cultures in your class, however, consider partnering students of different linguistic backgrounds so that they use English rather than another common language.*

CPA8: Textbook Exercise 1

In class: Put the words in order for the conversation.

For homework: Write the words in order.

CPA9: Textbook Exercise 2

In class: Say the name of each family member or person.

For homework: Write the name of each family member or person.

CPA10: Textbook Exercise 3

In class: Tell a partner about your family and friends.

For homework: Circle *his* or *her*. Write answers about your family and friends.

TEACHER TIP: *If any of your students seemed hesitant to talk about their family members, save this activity for homework.*

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

Closing: Review. Look at the pictures of family members and review the names of each.

If you have not already done so in the lesson, refer students to the Culture and Grammar Boxes.

Close with prayer.

TEACHER TIP: *Be sure to help students understand the different pronunciations for the female titles **Miss**, **Ms.**, and **Mrs.***

Lesson 3: There's Our New Neighbor.

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: By the end of this lesson, students will be able to

- ask and answer questions about other people,
- create questions using the verb "to be,"
- use "a" or "an" appropriately.

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

Greeting/Review: Review "Tell us about yourself" and personal characteristics from Lesson 1, using Facing Lines or tossing a ball between students and having them answer the questions.

Open with prayer.

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

new

adult

strong

teenager

attractive

child (children)

gray-haired

baby (babies)

blond

kid

TEACHER TIPS:

- Explain that "child" and "kid" have the same meaning.
- Review the plurals of each word and show that child and baby don't follow the pattern of just adding an s.

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

A: Tell me about him.

B: He is a teenager. He is strong.

A: Who is the gray-haired woman?

B: That's Hannah.

TEACHER TIPS:

- *For the second set of sentences, print out a picture of Hannah.*
- *If you have time, practice drills with both sets of these sentences. If not, read the second set to your students.*

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, there are our new neighbors!

B: Tell me about them.

A: Adam is a teenager. He is strong.

B: Who is the gray-haired woman?

A: That's Hannah.

TEACHER TIPS:

- *You might want to review the dialogue and/or picture from Lesson 2 if some students weren't present for that lesson.*
- *In some cultures, pointing at someone with just the index finger is quite rude. If you're acting out the role play, try to point with your whole hand, palm open.*

CPA2: Interview – Tell Me about Your Family

Before class, prepare at least one picture of your family, or, if that isn't possible, a generic picture of a family. This should be large enough for students to be able to see it well. If possible, label each person in the picture. If you're projecting on a whiteboard, you'll be able to use a dry erase marker to write names next to each person.

In class, put students in pairs.

Now, write on the board: "_____ is a/an _____."

Refer to the Grammar Box in the student book to explain when to use *a/an*. Then, under the second blank, write *child*, *kid*, *adult*, *teenager*, and *baby*. Ask students which word requires "an" (adult). Use your sample picture to describe each person in your family, giving his/her name. For example: "Sara is a kid. Michael is a teenager. Amanda is an adult. Jenny is a baby." (You can also describe the family members by their titles, using the vocabulary from the last lesson, such as *aunt*, *uncle*, *grandma*, and *grandpa*.)

Have students turn and talk with their partners about their families, using the sentence frames on the board. If they have smartphones with family photos, they may refer to them.

CPA3: Game – Flyswatter Game

Before class, prepare a poster or whiteboard with vocabulary cards in a grid form.

In class, divide students into two teams and line them up on either side of the poster. 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.

CPA4: Game – Describe That Person!

Before class, create a PowerPoint or series of picture cards showing different people. Look for people of all ages, ethnicities, and abilities.

In class, divide students into teams of three or four. Show a picture of a person on the board and write beside it, "She is _____. He is _____." Choose the correct sentence starter based on the person's gender, and then give some example words to describe the person. For example, you might say, "He is an adult. He is gray-haired. He is strong," to describe a photo of an older man running in a race. Allow students to supply additional words, including those that may not have been taught in today's lesson, such as "He is a grandpa" or "He is tall."

Now, give a piece of paper to each team. Show another picture and have them work together to write down words that can describe the person in the picture. Give teams two minutes to complete this. Then, have one person from each team say the words, using the sentence starter to make complete sentences. Give one point for each sentence.

Show another picture, encouraging teams to switch the person writing the words and the person saying the sentences. The team with the most points wins.

TEACHER TIPS:

- *As students read off their sentences, be sure to give points even if the sentence is grammatically incorrect, as the purpose of this activity is to use the correct vocabulary, not to use perfect grammar. However, you can repeat the sentence back with the correction if the error is something that has been taught already, such as a/an.*
- *One idea for tracking students' points is to use tally marks grouped by fives on the board. Not all cultures use tally marks, so this may be helpful for them to learn.*

CPA5: Board Game – Make a Sentence

Before class, print a gameboard from the N2N handouts for every two to four students and write a vocabulary word on each space on the board. Gather one die for each group and markers (e.g., candy pieces, small toys, or scraps of paper) for each player.

In class, go through the words on the gameboard and make sentences with them, writing some on the board for students who may need help during the game. Then, demonstrate the game: students will take turns rolling the dice and moving their markers the appropriate number of spaces on the gameboard. Students will create complete sentences with the word they land on. The student who reaches the end first wins.

CPA6: Game – Article A or An?

Before class, prepare two large papers, one with *a* and one with *an*.

In class, hang the two papers on opposite sides of the room. Have all students stand in the center of the room. Call out a word from the list below, writing it on the board, and ask them to walk to the article that would be used with that word. For example, for *aunt*, students would walk to *an*. Then, have all students say, “an aunt” and listen to you make a simple sentence with that word, such as “I have an Aunt Susan.”

Word List: *aunt, friend, teenager, adult, grandpa, egg, child, uncle, ear, baby, cousin, kid, grandma, eye, man, girl, animal, boy, arm, neighbor*

TEACHER TIPS:

- *If the game gets too easy, have students give sample sentences.*
- *If you have students with mobility issues, have them hold up cards with **a** or **an**, or write on a whiteboard.*

CPA7: Game – Is He/She...?

Before class, find pictures of different types of people (you might use the pictures from CPA4 or print some of the N2N vocabulary cards from the Intro level). It's a good idea to have pictures that cover all of the following words: *strong, attractive, gray-haired, blond, tall, short, young, old, happy, sad, tired, sick, angry, hungry*. Print enough sets of pictures for each pair of students to have a set.

On a large piece of paper, write, "Is he...? / Is she...?"

In class, review the four descriptive adjectives of today's lesson: *strong, attractive, gray-haired, blond*, and add in *tall, short, young, old, happy, sad, tired, sick, angry, hungry* (these words were taught in Intro and may need reviewing). Write these words on a sheet of paper or a small whiteboard.

Have your assistant turn his/her back to a picture; then, show the picture to the class. Also show the class your paper with the prompt questions, "Is he...? / Is she...?" and then hand it to the assistant. Tell your assistant the gender of the person in the picture. Now have him/her ask questions using the descriptive words that were written on the paper or whiteboard, which should be placed where it's visible to the assistant. For example, if the assistant asks, "Is he blond?" you should answer "Yes, he is," or "No, he isn't," writing these sentences on the board.

Point out to students that the words in the question and answer are said in a different order: "Is he...?" "Yes, he is..."

Have your assistant ask a few more questions.

Next, place students in pairs and give each pair a set of pictures. Have them take turns using the prompt questions and descriptive words. Each student should ask at least 4 questions before changing places with their partner.

TEACHER TIP: *If you are unable to print multiple sets of the picture cards, or if you have a smaller class, have one student at a time come up to ask questions with his/her back to the picture.*

CPA8: Textbook Exercise 1

In class: Speak with a partner and find each match.

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

CPA9: Textbook Exercise 2

In class: Ask a question about each person.

For homework: Write a question about each person.

CPA10: Textbook Exercise 3

In class: Say each phrase with “a” or “an.”

For homework: Write “a” or “an” next to each word.

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

Closing: Review. Show various pictures of people and ask students to call out words to describe them. Ask questions, using “Is she/he _____?”

If you have not already done so in the lesson, refer students to the Grammar Box.

Close with prayer.

***TEACHER TIP:** It’s quite likely you’ll notice some struggles with pronouncing 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’re struggling to pronounce, being 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 of 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.*

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.

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

For homework (optional): For the first part, draw a line between each picture and word. For the second part, write the correct verb to complete each sentence.

Unit 2: What We Do Every Day

Lesson 4: What Month Is It?

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: By the end of this lesson, students will be able to

- say the date (day of the week, month, and day).

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

Greeting/Review: Review the word *calendar* (Intro Lesson 27) by showing students a real calendar. Point out the days of the week (Intro Lesson 27), write them on the board, and have students repeat them. If your students seem familiar with the days of the week, toss a ball around the room and have each student say the next day of the week in order. If they are not familiar with them, say a day of the week, toss the ball and have the students repeat the day after you.

TEACHER TIP: *If you find that some students aren't yet familiar with the days of the week, you may want to introduce them in another lesson. You can use some of the CPAs from this lesson and just replace the months with days of the week.*

Open with prayer.

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

month	April	September
date	May	October
January	June	November
February	July	December
March	August	

TEACHER TIPS:

- *There are more vocabulary words in this lesson than others because of the content. Thankfully, many of your students will already know some or all of the months. Just remember that having a lot of repetition is key.*
- *Point out the abbreviations for each month in the illustration, since students will encounter these in their daily lives.*
- *If you have students who like to sing, you might consider singing a months-of-the-year song. Look online to find one. Keep in mind that other students may find this uncomfortable. If you decide to try singing and students seem uninterested, just move on.*
- *Pronouncing many of the months can be quite difficult. Revisit the Teacher Tip at the end of Lesson 3 for additional help.*

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

A: What month is it?

B: It's September.

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. Have students then practice the dialogue in pairs.

A: What month is it?

B: It's September.

A: What's the date?

B: It's Wednesday, September 4.

TEACHER TIP: *Students have not yet learned ordinal numbers (e.g., first, second, third), so, while it's fine for you to say "fourth" in the dialogue, allow them to say "four" for right now. They will learn ordinal numbers in Lessons 6, 8, and 9.*

CPA2: Game – Monthly Line-Up

Before class, gather 12 index cards and write one month on each card.

In class, hand out the cards so that each student has one card. Have students line up with their cards in order from January through December, and then read their month cards aloud. Repeat this a few times, mixing up the cards each time.

For a twist, tape cards to students' backs so that they have to have others read them and help them line up!

TEACHER TIPS:

- *If you have a smaller class, give each student a few cards and have them lay them down in order.*
- *If you have students with mobility issues, create a set of cards for each pair of students and have them place their cards on the table in order, read them aloud, and then mix them up.*

CPA3: Game – I Have, Who Has?

Before class, print the cards for this game from the N2N handouts.

In class, distribute one card to each student, retaining the first card (“I have January. Who has November?”) for yourself. Read the card aloud, showing the card as you read. Exaggerate looking around for “I have November.” Give the students a moment to look at their cards, helping them if they can’t identify the right card. Then have the person with the correct card read it. After all the cards are called, shuffle 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 for a second round in two groups. Just make sure to keep the groups separate so that they don’t confuse each other in calling out the months of the year!*

CPA4: Activity – Birthday Month Line-Up

Before class, review students’ registration forms (or ask your director) to find out each student’s birth month. Write each student’s name and birth month (leaving out the day for now) on a card. Then, create two signs, one saying “January” and one saying “December.” Tape them at opposite ends of a long wall with room in the middle for students to line up. Have a poster or list of the months of the year visible for all students.

In class, write on the board, “What month is your birthday? My birthday is in _____.” Ask your assistant this question, who should answer using the sentence starter above. Then, have your assistant ask the question back to you.

Place students in partners. Hand out cards so that each student gets the card with his/her name. Have them ask and answer the question on the board, telling their own birth months.

Then have all students stand up. Pointing to the “January” and “December” signs, say the months of the year in order, indicating approximately where the other months would be in between. Have students stand in order of their birth months; they may need to use the sentences on the board to help each other. After students have all stood in a line, ask each one, “What month is your birthday?”

CPA5: Interview – Facing Lines

Before class, prepare a card for each student with a random month and day, e.g., August 2, April 28, June 15, etc.

In class, place students into two lines facing one another. Give each student a card with a date. Project or write this dialogue on the board:

A: What month is it?

B: It's _____.

A: What's the date?

B: It's _____.

Have students practice the dialogue with the partners across from them, using their date cards. Then have one line move so that each student has a new partner. Each student should take a turn being both A and B before changing partners. Repeat until each student has been able to practice with each partner in the facing line.

CPA6: Game – Month Abbreviations Memory Match

Before class, print month and month abbreviations from the N2N handouts, enough to have a set of cards for every 2-3 students. Separate sets into groups of six months so that students play with 12 cards at a time, rather than 24.

In class, show the textbook illustration with each month's abbreviations, and then write each month on the board with the abbreviation next to it or underlined in the month.

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, facedown, and allow the assistant to draw.

Make sure that students understand that the full month and the abbreviation are the match (with the exception of May, June and July).

Put students in groups of two or three and give each group the cards to play. After they finish a game, have them switch to the cards with the other six months and play again.

TEACHER TIP: *Be sure that cards are printed on thick paper or backed with construction paper so that students cannot see through them.*

CPA7: Game – Numerical Dates

Before class, create two sets of cards with the numbers one through twelve.

In class, write each month of the year on the board, in order, and then write the numbers corresponding to the months next to them, i.e., 1 = January; 2 = February; 3 = March; etc. Show students how to write today’s date using the number for the month, as well as the day. Practice this with a few other dates. Then, call out more dates and have students work in partners to write each date on a paper or whiteboard.

Now, place students in two teams on one end of the room. At the other end, spread out the cards on two desks so that each desk has a complete set of cards. Call out a month and have each team send one member to pick up the card with the number for that month. The first team member back with the correct number wins a point for their team. Return the number cards to the desks before calling out the next month.

TEACHER TIPS:

- *This concept is a bit more complicated, so use your discretion in deciding if your students are ready for it. If they have gone quickly through the other activities, this might be a good activity for them.*
- *In much of the world, dates are written day/month/year rather than the U.S. version of month/day/year. This may cause some confusion for your students.*
- *If you have students with mobility issues, leave out the second half of this activity or simply have each student hold up a paper or whiteboard with the number written on it.*
- *CPA10 is a great follow-up for this activity.*

CPA8: Textbook Exercise 1

In class: Match the month with the abbreviation.

For homework: Draw a line between the months that are the same.

CPA9: Textbook Exercise 2.

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 activity helps students practice the order of words in English sentences, which may be different from the sentence structure in their original languages.*

CPA10: Textbook Exercise 3

In class: Say each date.

For homework: Write each date.

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

Closing: Review. Have students chant the months of the year in order.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

***TEACHER TIP:** By the end of this lesson, you should have a pretty good idea how your students are doing with saying the full date. If you haven't done so yet, it's a good idea to start incorporating a short calendar segment into each lesson. Just take a moment or two to point to the date on a calendar and have students say the day of the week, month, and day. Write these on the board. This will give students good practice with identifying the date and saying dates.*

Lesson 5: Go, Go, Go!

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: By the end of this lesson, students will be able to

- Use words for measuring time (hour, minute, second),
- Use the present progressive tense (e.g., *I am running*).

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

Greeting/Review: Write the current time in digital clock format (e.g., 12:34) on the board and have students say the time. Then, call out various times and have students write them on paper or a whiteboard.

Now show an analog clock with the current time. Point out the hour hand and minute hand and demonstrate how to count by fives around the clock to determine the number of minutes. Then, turn the hands of the clock to show students the times that they had previously written down.

If planning to do CPA4, show students the digital stopwatch on your smartphone and help them find them on their phones. You will need them for this activity.

Open with prayer.

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

hour	stop
minute	run
second	throw
watch (watches)	kick
start	

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

A: Can you run for five minutes?

B: Yes, I can!

***TEACHER TIP:** For the substitution drill you can substitute words for **run** or **minutes**, but don't substitute words for both of them in the same drill.*

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: Dad, I am running!

B: Great job! Can you run for five minutes?

A: Yes, I can!

B: I am starting my watch. Go!

CPA2: Game – Can You...?

Before class, create a presentation with pictures and words illustrating the following questions:

- Can you walk from...to [two locations well-known in your community] in...?
- Can you drive from [your town/city to another town/city] in...?
- Can you walk across the room in...?
- Can you brush your teeth in...?
- Can you stand up in...?
- Can you sing your favorite song in...?
- Can you cook dinner in...?
- Can you eat breakfast in...?
- Can you buy food at the grocery store in...?
- Can you watch a movie in...?

- Can you play a soccer game in...?
- Can you brush your hair in...?
- Can you have an English class in...?

(Feel free to add in additional questions!)

For each question, have three answer choices with the same numbers, but different measurements of time. For example, “Can you walk across the room in three seconds / three minutes / three hours?”

Create 3 posters: “Hours,” “Minutes,” and “Seconds.” Hang them in different places in the room.

In class, show your first “Can you...” question, using pictures and actions to help students understand. Read your three time-options and have students stand up and walk to the unit of time that best fits the activity; then, reveal the best answer. Repeat with all other questions.

TEACHER TIP: *For students with mobility problems, create cards with each of the 3 units of time and have them hold up the card representing the unit they choose.*

CPA3: Game – What Are You Doing?

Before class, create picture cards with the following action words: *running, kicking a ball, throwing a ball, playing basketball, playing tennis, playing soccer, playing baseball, taking a bus, taking a train, taking a taxi, driving, cooking, fixing the sink.*

In class, briefly show each card, saying the words and acting out the action. Write on the board, “I am _____-ing” and say each statement in this pattern (e.g., “I am running,” “I am taking a bus,” “I am playing soccer,” etc.).

Divide students into two teams. Have one student come forward, receive a card, and act out the action. The other students on his/her team will have three guesses to say the correct verb tense formula. If they guess it, they will receive a point. If not, the other team will have a chance to guess and receive a point, instead.

If students have done well with this activity, it may be extended by shuffling the cards and doing it again. It can be made more difficult by either erasing the sentence frame from the board or reducing the number of guesses.

TEACHER TIP: *Most of these words were taught in the Intro Level book, so they should be familiar to students who attended that level. However, teams will get three guesses because they haven’t learned these words recently or, for some, at all.*

CPA4: Activity – Time It!

Before class, either teach students how to find the stopwatches on their phones (see Greeting/ Review) or procure enough stopwatches for every pair of students to have one.

Prepare the following stations, one for every pair of students, with a few extra:

- Jump on one foot 20 times (make a cutout of a foot shape and write “20” on it).
- Move 50 coins into a jar, one at a time (have a slot in the top like coin bank).
- Say your name and address (have cards with student's full name and address on them, as well as a paper that says “My name is _____. My address is _____.”)
- Shake hands with your partner four times (have a paper with a picture of a handshake and the number 4).
- Stand up and sit down six times (have a chair and the number 6 on a paper next to it, with a picture of someone standing up and sitting down).

Print the N2N handout, one for each station, so that students can write their performance times.

In class, place students in pairs and make sure each pair has a stopwatch.

With your assistant, demonstrate the task at each station around the room and have your assistant time you. (Be sure to use the vocabulary words, *start* and *stop*, when timing each activity.) For each task, write the time on the recording paper to show students how long it took. Write on the board, “This takes _____ seconds.”

Have each pair of students go to a station, do the activity, and record their time. You can choose for one or both students to do the activity, depending on how much time you have. When students have completed their tasks, go around the room and ask how long it took, having them say the sentence on the board. Then, have students rotate to the next activity.

When all students have completed all of the tasks, go over each recording sheet and see which pair completed each task the fastest.

TEACHER TIPS:

- *If students have mobility issues, this might not be the best activity for them. Think about your students and what works for them.*
- *For a larger class, you might put students into groups of three or create additional stations.*

CPA5: Game – Roll the Dice!

Before class, prepare two large, six-sided dice (see N2N handouts).

Die #1 should have these sides:

- 1) run
- 2) sleep
- 3) cook
- 4) drive
- 5) swim
- 6) dance

Die #2 should have these sides:

- 1) seconds
- 2) minutes
- 3) hours
- 4) days
- 5) weeks
- 6) months

Create a slide or poster with the six verbs from Die #1 and a small picture of each. This should be visible throughout the activity to help students formulate sentences. You should also create index cards for each student that say “yes” on one side and “no” on the other.

In class, pass out yes/no index cards to all students. Show the pictures of the six action words and explain each one. Review the six time periods on Die #2, using the calendar from the previous lesson to make sure students understand “week” and “month.”

Write on the board, “Can you _____ for 5 _____?” Roll both of the dice, filling in the word you roll from Die #1 in the first blank and from Die #2 in the second blank. For example, you might get “Can you sleep for 5 days?” Ask your assistant to answer this question, and then ask all students to indicate their answers using the yes/no index cards.

After doing this for a few rounds, if students are ready, add the following sentences to the board:

“Yes, I can _____ for 5 _____.”

“No, I can’t _____ for 5 _____. I can _____ for 5 _____.”

On the next dice roll, fill the words in the blanks to create the appropriate sentence, e.g., “No, I can’t sleep for 5 days. I can sleep for 5 hours.” Have a few students answer this question, making their own sentences.

Put students in pairs. For the next several dice rolls, have the students indicate yes or no again, and then tell their partner the extended sentences.

TEACHER TIPS:

- *If you make enough dice, you can have small groups of students do this activity on their own.*
- *If you have a tired student who laughingly says s/he could sleep for five weeks, go along with it. That student is showing understanding of the sentence, and that’s the goal!*

CPA6: Activity – Start! Stop! (Similar to Simon Says)

Write or project the following phrases on the board:

- stand up
- sit down
- open your book
- close your book
- touch your head
- touch your shirt
- point to the clock
- point to your chair

Go over each phrase and make sure students know what each is asking them to do. (Students who attended the Intro Level will have learned these commands.)

Review the words *start* and *stop*. Have your assistant demonstrate the game: Say one of the commands. The assistant must wait until you say, “start” to begin following the command. At a random time say, “stop” and have your assistant freeze in place until you say, “start” again.

Have all students participate in the game, following the commands. After several rounds, have students take turns coming up and giving commands (including “start” and “stop”).

To add a fun twist at the end of the game, have students who don't correctly follow a command or who don't start or stop at the right time sit down and see which student can correctly follow the most commands. Try to save this until later, since a student who sits down no longer gets the benefit of practicing through playing.

CPA7: Activity – Reading a Clock

Before class, prepare a list of about 20 clock times to be used in practice. Prepare clock pages, with numbers but no hands. Laminate them or put them in dry erase sleeves so that each student can have his/her own to write on with a dry erase marker, and then erase for the next question.

In class, review how to read an analog clock using the picture from the Culture Box. Have students help you identify what time is on the clock. Say the time aloud and write it on the board, having students copy it on paper or whiteboards. Review writing the time with a 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, and then call it out again, before having students draw the clock hands on their dry erase sleeves. Have them hold them up for you to see. Continue calling out times. 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.

***TEACHER TIP:** Learning to read a clock is an important skill. Some of your students may never have learned how to read an analog clock. Also, some cultures are much less time-reliant than Americans, so it could be that checking clocks is less important in their home cultural context. Use your best judgment to decide whether this CPA is appropriate for your students.*

CPA8: Textbook Exercise 1

In class: Say the name of each picture.

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

CPA9: Textbook Exercise 2

In class: Say about how long something takes.

For homework: Write about how long something takes.

CPA10: Textbook Exercise 3

In class: Say what each person is doing.

For homework: Write what each person is doing.

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

Closing: Review. Call out some of the questions from CPA2 again and have students respond.

If you have not already done so in the lesson, refer students to the Culture and Grammar Boxes.

Close with prayer.

TEACHER TIPS:

- *Here is a review of the verb tenses we have used in this lesson.*

- *The present simple tense 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.*

- *The present progressive tense is used for action verbs that are actively happening right now, in a current time period, or in the future. The present progressive tense is formed with the “to be” verb (**am, is, are**) and a verb ending in -ing; I **am playing** soccer. He **is going** home. We **are sitting**.*

This is challenging for many student because, in many languages, the present simple and present progressive tenses are just one tense.

- *For helpful, understandable explanations of English grammar and how English learners may struggle with different aspects of it, see **Keys to Teaching Grammar to English Language Learners: A Practical Handbook**, by Keith S. Folse (University of Michigan Press).*

Lesson 6: Every Day, I Get Up.

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: By the end of this lesson, students will be able to

- **Talk about their daily routines,**
- Give and understand directions using imperative verbs (commands),
- Use ordinal numbers: first, second, third.

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

Greeting/Review: Review the calendar, using the words *day*, *week*, and *month*, and one of the following suggestions:

- Having days of the week and months of the year on cards and mixing them up. Students will put them in order.
- Playing “I Have, Who Has” (Lesson 4, CPA3) for the months. You can also make a set of similar cards for days of the week.

Open with prayer.

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

every day

get up

go to sleep

take a shower

make food

clean

first (1st)

second (2nd)

third (3rd)

Optional phrase: wait for the bus

TEACHER TIPS:

- *Notice how students are doing with their pronunciation of the “th” sound in third. You may need to take some time with this. In some cultures, it is not polite to show your tongue, so some students may feel awkward producing this sound.*
- *In this lesson, students will learn **clean** as a verb, as in “clean the house.” In a later lesson, they will learn it as an adjective to describe objects.*
- *You can connect “first” to “first name,” which students likely already know.*

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

A: What do you do every day?

B: First, I get up.

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 do you do every day?

B: First, I get up. Second, I make food. Third, I clean my kitchen. What do you do?

A: First, I take a shower. Second, I clean my house. Third, I go to sleep.

CPA2: Game – Vocabulary Bingo

Before class, cut index cards in half. Each student should receive nine of the half-size cards.

In class, dictate each vocabulary word/phrase and have students write one word/phrase on each card. Have them arrange the cards in a 3x3 grid in front of them. One at a time, call out vocabulary words/phrases. Students should find that word/phrase and flip the card over. The first student to have a row of 3 words flipped over wins that round. The winner should read aloud the cards that were flipped over.

TEACHER TIP: For a variation, instead of calling out the words, show vocabulary picture cards and have students find and flip the correct card.

CPA3: Game – First, Second, Third

Before class, prepare a slideshow or print ten different series of pictures showing three steps in a process or event. The steps should be shown in different orders, *not* always first, second, third.

Examples of pictures might include:

- An empty cup, a kettle with steam coming out, and a cup of brewed tea
- A yard full of leaves, people raking, and a yard empty of leaves
- An untied shoe, a person kneeling to tie a shoe, and a tied shoe

Prepare enough index cards for each pair of students to receive three cards.

In class, place students in pairs and hand out three index cards to each pair. Have each pair write 1st, 2nd, and 3rd on their index cards, one on each card. Have your assistant do the same.

Show one set of out of order pictures. Point to one of the pictures in the set and have your assistant say and hold up the card for *first*, *second*, or *third*, depending on the order in which s/he thinks the pictures should go.

Show another set of pictures and have students work in pairs to determine the order of events. Then, point to one picture and have all of the students hold up the correct card and say the corresponding word. Repeat with all of the sets of pictures.

TEACHER TIP: For a small class, print sets of pictures and have students physically put them in order.

CPA4: Activity – What Do You Do Every Day?

Before class, prepare pictures (printed or slideshow) of the following daily activities:

- getting out of bed
- going to sleep
- cleaning
- cooking
- walking
- running
- going to school/English class
- going to work
- playing soccer, baseball, basketball, or tennis

- going to the park
- going to church
- going to the grocery store
- waiting for or riding the bus
- driving a car
- taking a train
- riding a bike

In class, show the picture of getting up and tell students, “Every day, I get up.” Point to different days on the calendar to illustrate this point. Write on the board, “Every day, I _____.”

Show another picture and have students stand up if it is showing something that they do every day. Call on students who are standing up to make a sentence using the sentence starter written on the board.

TEACHER TIP: *If some of the suggested activities don't occur in your area, replace them with other daily activities. Do not include hygiene (e.g., taking a shower) in this list to avoid students' feeling embarrassed about differences in the frequency of their hygiene practices.*

CPA5: Interview – Facing Lines

Show all vocabulary words on the board. Briefly review the dialogue from CPA1, substituting in different items.

Place students in two lines facing each other. They will practice the introductory dialogue from CPA1. 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.*

CPA6: Game – Act It Out!

Before class, print a gameboard from the N2N handouts for every two to four students and write one of the following phrases on each square:

- Get up
- Take a shower
- Clean
- Go to sleep

- Make food
- Wait for the bus (if you're teaching this phrase)

If students are ready for it, include some phrases from previous lessons, such as *run*, *kick*, *throw*, and *tell us about yourself*.

Gather one die for each group and markers (e.g., candy pieces, small toys, or scraps of paper) for every player.

In class, refer to the Grammar Box to review how commands are said in English.

Review each phrase on the board; then, demonstrate how to play with your assistant.

One person should roll the die and move his/her marker the correct number of spaces, and then read the command in the square out loud. Next, that person should stand up and act out following the command.

Put students in groups of 2-4 to play. The first player to reach the end of the board wins.

TEACHER TIP: *If you have shy students or students with mobility problems, print a set of vocabulary picture cards with each game so that they can match the words on the board with the correct pictures instead of getting up to act them out. Make sure that students are still reading the board game squares out loud.*

CPA7: Activity – Draw Your Day

Before class, divide a paper into thirds and write at the bottom of the sections “1st, 2nd, 3rd.” Draw quick sketches of three activities you do during the day.

In class, hand out pieces of paper to students and have them fold the papers into thirds. Hold up the prepared drawings and narrate them: “This is what I do every day. First, I make breakfast. Second, I get dressed. Third, I go to work.”

Set a timer for five minutes and have students draw their pictures, and then narrate their daily activities in pairs. Allow volunteers to share their drawings with the class.

TEACHER TIP: *Drawing gives students time to think through the language they will use when they speak. It also helps give them something to refer back to when they present. Other students will be able to connect the words they are hearing to the pictures as well.*

CPA8: Textbook Exercise 1

In class: Match the word and the picture with a partner.

For homework: Draw a line between the word and the picture.

CPA9: Textbook Exercise 2

In class: Name what the people do every day.

For homework: Write what the people do every day.

CPA10: Textbook Exercise 3

In class: Tell a partner what you do every day.

For homework: Write in the blanks what you do every day.

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

Closing: Review. Call out each activity from the vocabulary and have students act them out, or you act out each activity and have students call out what is happening.

TEACHER TIP:

- *As you read the sentences aloud, use your tone of voice to show that these are commands. You may need to practice out loud as you prepare for class, to help you hear the difference in stress and intonation.*

If you have not already done so in the lesson, refer students to the Grammar Box.

Close with prayer.

Lesson 7: Do You Dance in Your Free Time?

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: By the end of this lesson, students will be able to

- ask for and give information about daily activities,
- create questions with *do/does*.

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

Greeting/Review: Review *every day* from Lesson 6. Create two signs to hang on opposite sides of the room, saying, “Do every day” and “Don’t do every day.” Show pictures from Lesson 6, CPA4 and have students say what is happening in each picture. Then, have them walk to the side of the room that matches how often they do the activities.

Open with prayer.

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

or

draw

free time

listen to music

watch TV (television)

play an instrument

look at social media

take pictures

dance

Optional phrase: read a magazine

TEACHER TIPS:

- Explain to students that TV is short for television, underlining the T and V in the word to show this.
- Point out the vocabulary illustration for “or” to students and explain that the person can read **or** go on a walk **or** watch TV **or** go to the store.

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

A: Do you dance in your free time?

B: No, I watch TV.

Pronunciation: Teacher will determine based on needs.

TEACHER TIP: Since this lesson includes a lot of questions, consider using this time to teach students that intonation rises towards the end of a question. Demonstrate and practice this with students.

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

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two or three teachers 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 groups of two or three.

A: What do you do in your free time?

B: I like to dance.

A: Me too! Do you dance in your free time?

C: No, I watch TV.

CPA2: Game – Charades

Before class, print a set of vocabulary word cards (except for *free time* and *or*, since these are too abstract to act out). Add in the following vocabulary cards from previous lessons: *run, kick, throw* (Lesson 5), and *get up, go to sleep, make food, clean* (Lesson 6).

In class, divide students into two teams. Demonstrate with your assistant by drawing a card and acting it out. Your assistant will call out the vocabulary word.

Now, have one student draw a card and act it out. The students on his/her team may confer together, but they will have only one guess for the correct answer. If they guess incorrectly, the other team will have a chance to guess once. After the word is revealed, have someone from the other team draw a card.

TEACHER TIPS:

- *Only one chance to guess is given in this game because there aren't a lot of words that may be chosen.*
- *For a small class, play without teams. Have the first person who guesses the correct answer pick the next card or allow them to choose someone else who has not had a turn.*

CPA3: Game – Memory Match

Before class, print pictures of the vocabulary and the vocabulary words from the N2N handouts, enough for each group of two to three students to have a set. Cut them into individual cards.

In class, show the cards one by one and ask students to help you make sentences with each vocabulary word, using the dialogue from CPA1 as a model.

With your assistant, demonstrate how to play “Memory.” Put the cards face down on a table. Draw two cards randomly. If the cards match, keep the two cards and make a sentence with them out loud. 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 them the cards to play.

TEACHER TIPS:

- *Show the dialogue on the board or have students keep their books open to read the dialogue as a model to create sentences.*
- *Print cards on thick cardstock or back them with construction paper so that students can't see through them.*

CPA4: Game – This or That?

Before class, gather the cards from CPA3 for each pair of students, leaving out *free time* and *or*.

In class, write on the board, “Do you _____ or _____ in your free time?”

With your assistant, demonstrate the activity: One person should flip over 2 activity cards and make the sentence, putting in each of the words from the cards in the blanks. The other person says, “I like to _____ in my free time.” Then, switch roles and repeat. After students have gone through the cards, they should shuffle them and repeat the activity.

TEACHER TIP: *If you have picture cards of other activities from previous lessons, you can add them to students' decks of cards before they repeat the activity.*

CPA5: Game – Do You Like?

Before class, print the N2N handout with enough copies for you, your assistant, and each student to have a copy.

In class, place students in pairs. Demonstrate with your assistant: write your assistant's name near the top of the handout. Then, ask each question, circling the answer your assistant gives. Have students complete this with their partners.

Place students with new partners. Take your handout and go to another assistant or a student. Ask that person about his/her partner's answers, using the sentence starters on the bottom of the page. Point out *does* in these questions and how it is different from *do* in the first set of questions. Refer to the Grammar Box in the student book as well.

CPA6: Interview – Find Someone Who...

Before class, print a N2N handout for each student and teacher in your class. If needed, make arrangements to visit another group or class for this activity.

In class, hand out papers and explain that students will walk around the room, meeting different students and asking one question at a time, using the sample sentence at the top of the handout. If another student says, "yes" to one of the questions, they may write that student's name on the line. When one student has filled in all of the lines, the game will stop. Then, students will sit with partners and use the sentence starters below the questions to talk about whatever lines they filled in. Finally, the winning student will share his/her answers with the class.

TEACHER TIPS:

- *In a small class, have students ask each other two questions, rather than one. In a very small class, consider having your students take their papers with them to break time and ask questions there.*
- *This kind of activity is great to help you learn more about your students. Ask follow-up questions about their answers: What instrument do you play? Where do you like to take pictures? Your students may be surprised to learn what they have in common with you and with their classmates.*

CPA7: Activity – Draw Your Free Time

Before class, prepare pictures of some free time activities, such as driving, cooking, or reading. And write on the board the sentence starter: "I _____ in my free time."

In class, show the activity pictures and talk about them with students. Brainstorm some other things they might do during their free time as well. Then, demonstrate the activity by taking a blank sheet of paper and quickly sketching yourself doing something you like to do in your free time. This can be an activity that is not one of the vocabulary words, hopefully encouraging students to expand into other activities themselves.

Hand each student a piece of paper and set a timer for four minutes. Have each student sketch his/her favorite free time activity.

Place students in partners and have partners share their free time activities, using the sentence starter on the board. Allow volunteers to share with the whole class. Encourage other students to share if they do the same thing.

***TEACHER TIP:** Giving students avenues such as these activities to share about their personal lives helps to build community among your students.*

CPA8: Textbook Exercise 1

In class: Tell a partner which pictures and words go together.

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

CPA9: Textbook Exercise 2

In class: Tell a partner what each person likes to do.

For homework: Write what each person likes to do.

CPA10: Textbook Exercise 3

In class: Say each question with “do” or “does.”

For homework: Write “do” or “does” to complete each question.

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

Closing: Quickly act out some of the free time activities and have students shout out what each one is.

If you have not already done so in the lesson, refer students to the Grammar Box.

Close with prayer.

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.

In class: Name what each person is doing in the Unit 2 Review activity.

For homework (optional): Write what each person is doing.

Unit 3: In Our Community

Lesson 8: What Does He Learn at School?

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: By the end of this lesson, students will be able to

- use school-related vocabulary,
- use the ordinal numbers fourth through twelfth.

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

Greeting/Review: Review ordinal numbers first, second, third from Lesson 6 by repeating Lesson 6, CPA3, or by holding up three picture cards of daily activities and asking students to identify which they do first, second, and third.

Open with prayer.

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

grade (level)

homework

student

report card

math

science

history

learn

preschool

kindergarten

TEACHER TIPS:

- The word **grade** here means grade level, as in second grade or seventh grade. The word **grade** as in letter grade (B-) will be taught in the next book.
- The ordinal numbers fourth – twelfth will also be taught in this lesson; see the ordinal number index in the back of the student book.

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

A: He is in second grade.

B: What does he learn at school?

A: He learns math.

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: My son is eight years old. He is in second grade.

B: What does he learn at school?

A: He learns math, science, history, and English. This is his report card.

CPA2: Activity – Ordinal Number Line-up

Before class, prepare half-sheet sized papers with one ordinal number and abbreviation written on each from 1st to 12th, e.g., “first / 1st.”

In class, review the numerals 1-12, writing them on the board in two columns. Next to each numeral, write the number word (one, two, three, etc.). In a different color, review *first*, *second*, and *third*, writing each of these next to the corresponding numbers. Write fourth – twelfth next to their corresponding numbers, explaining the difference in how each word is pronounced with “th” and showing the irregular forms: “fifth” for five, “ninth” for nine, and “twelfth” for twelve. Write the

short forms of each of these (e.g., 4th, 5th, etc.). Have all students repeat these words a few times and refer them to the ordinal number list in the Index.

Have all students stand up. Tape an ordinal number on each student's back. Have students talk to each other to find out what their numbers are and line up with their numbers in order.

TEACHER TIPS:

- *The “th” sound might be hard for some students to hear and/or say, so overemphasize it as you teach these words.*
- *If you have a small class, either use only a few ordinal numbers at a time (e.g., 1st – 5th and then 6th – 10th) or hand students the cards to come to the front and place in order.*

CPA3: Game – School Relay

Before class, gather the following items: two backpacks, two papers labeled “homework,” two papers labeled “report card,” and six books. Attach labels to the front of the books; label two “history,” two “science,” and two “math.” Set up two tables, each with an equal set of items, so each team has one table from which to grab things.

In class, divide students into two teams, giving a backpack to each team while explaining what it is and how it's used. Take a moment to show all of the items on the tables: “homework,” “report card,” “history book,” “math book,” and “science book.” Explain to students that they will need to gather certain items and take them back to the team in the backpack.

Demonstrate the activity with your assistant. Call out one item and write it on the board. Your assistant will need to cross the room, pick up and name the item, place that item in the backpack, and take it back to the waiting team. The next team member will take the backpack and cross the room to get the next item that is called out and written on the board. The first team that has all of the items gathered wins the round.

TEACHER TIP: *If you have a class that is too small to do a relay, create multiples of each item, enough for each student to find one of each, and scatter them, mixed up, around the room. Write a list on the board of all the items that students must gather and have them walk around the room to find each item. After all the items have been gathered, ask students to name each item.*

CPA4: Activity – Where Do You Learn...?

Before class, prepare a presentation or gather pictures that match each school subject (math, science, history, English). Some examples follow.

For Math: numbers, addition/subtraction/multiplication/division symbols

For Science: science experiments, people in lab coats, the Solar System

For History: maps, old pictures

For English: storybooks, a person writing a paper, a copy of the alphabet

Prepare four large signs, one with each of the words for the four academic subjects, and tape them in different locations in the room.

In class, review the pictures of the vocabulary words for school subjects. Write, “We are learning _____” on the board. Have all the students stand up and then show them the first picture from your presentation. Have students walk to the sign on the wall that they think is the correct category for the picture (e.g., for an old map of the world, students would walk to *history*). Then, reveal the answer that matches the picture and have all students say, “We are learning _____.”

TEACHER TIPS:

- *Consider your students before doing this activity. If you have students with little or no previous educational experience, the pictures you've chosen may not mean much to them. If you are unsure, providing sets of cards to each student to hold up with **math, science, history, and English** can allow them to participate without risking embarrassment at publicly walking to the wrong sign. This adaptation will also work well for students with mobility issues.*
- *Take a moment to write **language arts** on the board next to **English**, and **social studies** on the board next to **history**. Explain to students that schools sometimes call these subjects by different names.*

CPA5: Game – Ordering the School Years

Before class, create sets of cards so that each group of 3 students can receive a set. Each set will contain cards that say the following: *preschool, kindergarten, first grade, second grade, third grade, fourth grade, fifth grade, sixth grade, seventh grade, eighth grade, ninth grade, tenth grade, eleventh grade, twelfth grade*.

In class, refer to the Culture Box and explain the years of school in the U.S.

Place students in teams of 3. Students will receive cards for the years through school and race to order their cards in the order that children go through school.

Once teams have completed the activity, have the class say each level of school out loud together.

TEACHER TIP: *For a smaller class, have students compete individually.*

CPA6: Activity – Sentence Match-up

Before class, prepare cards with the following questions on them (one question per card):

- What does Sara learn at school?
- What does she learn at school?
- What do the students learn at school?
- What do they learn at school?
- What do Lily and Luke learn at school?
- What do they learn at school?
- What does Sam learn at school?
- What does he learn at school?
- What does Selma learn at school?
- What does she learn at school?

In class, review the Grammar Box with do/does questions in Lesson 7.

Reserve the cards with the underlined questions above, for yourself and for your assistant. Hand out the rest of the cards to the students in the class. (For an odd number of students, give your assistant an extra card to participate.)

Write the words, “Selma” and “she” on the board. Show that “Selma” is a noun and “she” is a pronoun that mean the same. Then, read your card aloud and write the question on the board. Explain that you are looking for a question that matches your own with either “Selma” or “she” as the person who learns. Ask a few students to read their cards and as each is read, show that their questions do not match your own. Ask your assistant to read his/her card and write that question underneath yours on the board, showing that these questions match.

Have all students stand up and walk around, reading their questions to each other, until they find a question that matches their own. When all students have matched their questions, have each pair read their questions aloud. As they read them, emphasize that the pronouns match the nouns in each pair.

TEACHER TIPS:

- *For a smaller class, hand students all the cards and have them work together to match the sets of sentences. This can be done multiple times.*
- *For a larger class, create additional sentences following the same pattern, using **he, she, or they**.*

CPA7: Information Gap – What Do They Learn?

Before class, print enough copies of the N2N Information Gap handout so that half of the class receives Part A, and the other half receives Part B. If you'd like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, "What does Luis learn at school?" Partner B will answer, "Luis learns science." Partner B should then ask a question that Partner A can answer.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. After the students are done, go over all of the answers as a whole group, asking each question and having students answer in complete sentences.

TEACHER TIPS:

- *It may be helpful to show the handout in a larger size on a screen or large poster to point out the differences between Partner A's and Partner B's papers.*
- *Since this is the first time students are doing an Information Gap activity, it is a good idea for teachers and assistants to walk around and see if students need help understanding what to do.*

CPA8: Textbook Exercise 1

In class: Name each picture.

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

CPA9: Textbook Exercise 2

In class: Say each question with "do" or "does."

For homework: Write "do" or "does" to answer each question.

CPA10: Textbook Exercise 3

In class: Say the years of school in order.

For homework: Write the years of school in order.

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

Closing: Toss a ball around the room and have each student say the ordinal numbers first through twelfth in order, and/or hold up picture cards of the vocabulary words and have students name each item.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

TEACHER TIP: *Wait time is time that teachers wait before expecting students to answer. When someone is interacting in a new language, it takes time for them to understand and respond. Therefore, teachers need to give plenty of wait time when speaking with students.*

Here are a few ideas to help:

- *When you ask a question, mentally count to ten before allowing any student to answer, even if students have raised their hands. This will allow all students to have time to think before answering and will encourage more students to give answers, rather than just the quickest ones.*
- *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 9: My Child Will Be Absent on Friday.

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: By the end of this lesson, students will be able to

- call or write a note to school staff,
- use the future tense *will* and the contraction *'ll*,
- use ordinal numbers for dates.

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

Greeting/Review: Write the ordinal numbers *first – twelfth* on the board and say them together. Hand out cards with the ordinal numbers *first – twelfth* and have students line up with them in order. As a class, say all the ordinal numbers out loud.

Open with prayer.

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

come late

leave early

be absent

note

dear

go to an appointment

go to the dentist

will

write

TEACHER TIP: Help students understand **come late** and **leave early** using a clock and the N2N vocabulary cards. For example, say, “School starts at 8:00 AM.” and show a clock with 8:00 AM. Then say, “Taylor comes to school at 10:30 AM.” and show the vocabulary card and a clock with 10:30. Follow up with “Taylor **comes late** to school.”

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

A: Emily will be absent on Friday. She'll go to the dentist.

B: Okay, I'll tell her 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, have students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

Dialogue 1 (on the phone):

A: Hello, this is Marie Lopes. I am Emily's mom.

B: Hello, Mrs. Lopes.

A: Emily will be absent on Friday. She'll go to the dentist because her tooth hurts.

B: Okay, I'll tell her teacher. Thank you!

Dialogue 2:

A: Hey, Dad, what are you doing?

B: I'm writing a note to your teacher.

A: What does the note say?

B: "Dear Mr. Smith. My son, Gus, will come late to school on Tuesday, March 3. He will go to a doctor's appointment. Thanks, Bima Wati."

TEACHER TIP: As you read these dialogues, point out the word **will** and the contraction **'ll** for students and explain that they mean the same thing. You may need to overexaggerate the sound with the contraction to help students hear it.

CPA2: Activity – I Will...

Before class, have a large calendar that students can easily view. Make 35 large word cards (with one single word on each card) that make the following sentences:

- Tomorrow, I / will / run / in / the / park.
- He / will / go / goes / to / the / hospital.
- She / will / look / looks / at / social / media.
- We / will / play / tennis.
- You / will / kick / the / ball.
- They / will / listen / to / music.

In class, display the calendar. Point to the current date. Say, “Today, I am going to the store.” Point to the next day’s date. Say, “Tomorrow, I *will* go to the store.” Repeat this with the following sentences, having the students listen and watch as you point.

- I make dinner. Tomorrow, I *will* make dinner.
- She watches TV. Tomorrow, she *will* watch TV.
- We learn history. Tomorrow, we *will* learn history.
- They drive to work. Tomorrow, they *will* drive to work.

Write on the board “I _____ go to the store.” Using a different color, write “will” in the blank space. In front of the sentence, write “In one hour” and say, “In one hour, I will go to the store.” Erase “In one hour” and write “On Sunday.” Say, “On Sunday, I will go to the store.” Erase “On Sunday” and write “In ten minutes.” Repeat this, referring to the Grammar Box in the student book to help students understand the use of the future tense.

Hand out the following (out of order) word cards, giving one to each student: *I, run, in, the, park.* Tell the students to line up to make the sentence, “I run in the park.” Then, hand the cards for *tomorrow* and *will* to two more students and have all students in the class help them decide where to place the words to make the future tense sentence. Repeat this for the other sentences, first having students form present tense sentences and then adding in cards for the future tense. Note that when students make the sentences using *he* or *she*, they will have to replace the verb, changing it from “goes” to “go” or from “looks” to “look.”

TEACHER TIP: For a smaller class, give individual cards to pairs of students to put in order.

CPA3: Interview – Facing Lines

Before class, create a slide or poster with the following dialogue:

- A:** Hello, this is _____.
B: Hello. How can I help you?
A: My child will ____ (1) ____ on Friday. She'll ____ (2) ____.
B: Okay, I'll tell her teacher. Thank you!

Prepare N2N handouts so that each student will receive two slips of paper, one to fill in each blank.

In class, show the dialogue and explain it, comparing it to the dialogue of Marie calling her daughter's school. Give examples for each student of how to put their own names and the numbered phrases on their papers in the dialogue.

Place students into two lines facing one another. They will practice the dialogue, 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 there is time, have students exchange slips to receive different phrases and repeat the activity.

***TEACHER TIP:** If you know that most or all of your students do not have school-aged children, alter this dialogue so that it can be used for calling a workplace. Change the third line to, "I will leave early from work on Friday. I'll go to an appointment." Change the fourth line to, "Okay, I'll tell your manager. Thank you!"*

CPA4: Activity – My Child Will...

Before class, prepare sets of cards from the N2N handouts, one for each pair of students.

In class, place students in pairs. Demonstrate the activity: write on the board, "School is from 8:00 AM to 3:30 PM." Draw a card and read it out loud. For example: doctor's appointment at 9:00 AM; come late. Say, "My child has a doctor's appointment at 9:00. She will come late to school." Write this on the board as an example. Flip a few more cards and read them aloud as examples.

Have pairs take turns drawing cards, reading situations, and then saying their statements aloud.

CPA5: Information Gap – What Day Is Her Appointment?

Before class, have a large calendar visible for all students to see. Print enough copies of the N2N Information Gap handout so that half of the class receives Part A and the other half receives Part B. If you'd like, you can also get paper folders as dividers to place between students.

In class, have students open their books to the Ordinal Numbers Index and review *first – twelfth*. Go over *thirteenth – thirtieth*, talking to students about the pattern of creating ordinal numbers with *-th* and the exceptions to the rule: one (first), two (second), three (third), five (changing the *v* to an *f*), nine (dropping the *e* in the written word, but keeping the same pronunciation), and twelve (changing the *ve* to *f*).

Explain that dates on the calendar are always read with these numbers. Read the dates (month and ordinal number) as a class, from first to the end of the month on your calendar.

Demonstrate the information gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, “What day is Jane’s appointment?” Partner B will answer, “Jane’s appointment will be on March 3.” Partner B should then ask a question that Partner A can answer.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. After the students are done, go over all of the answers as a whole group, asking each question and having students answer in complete sentences.

TEACHER TIP: *As you demonstrate this activity, it may be helpful to show the handout in a larger size to point out the differences between the two papers.*

CPA6: Game – Telephone Relay

Before class, print the N2N relay tracking handouts. You will need one for each team of three or four, but you may decide to print two sets to play the game more than once. Print and cut the telephone message slips, one set for each team.

In class, divide students into teams of three or four and demonstrate the activity. One student, the “receiver,” will be placed on one side of the room to receive messages, while the other students, the “givers,” will carry the messages back and forth. Each giver will draw a card with a message, walk across, and read the message. The receiver will write the correct words in the blank on the relay sheet, and then the student with the message will return to their team. The next student will then take his/her message. The team that finishes first wins—after they read the messages aloud.

If there is time, play again, changing the teams and the students’ roles.

TEACHER TIPS:

- *This game can be done even with teams of two. For a smaller class, print a recording sheet for each student and have them take turns reading the strips aloud and filling in the spaces.*
- *Have the vocabulary words visible for students to refer to for spelling, or, as an added challenge, have the “receiver” ask, “How do you spell that?” and the “giver” spells the words.*

CPA7: Activity – Ordering the Note

Before class, print enough copies of the N2N handout for each pair of students, cut them up, and place the sets of words in envelopes or baggies so that each pair has a complete set.

In class, review the written note on the student page by having students read it again. Explain each part of the note, including that *dear* is a polite way to begin a note and that *thank you* is a polite way to end it before the signature.

Have students close their books. Place students in pairs. Have pairs try to piece the letter back together in order, and then read the note out loud.

TEACHER TIPS:

- *For a small class, write the note on a poster, cut it up, and have students put it together as a whole group.*
- *If this activity goes more quickly than expected, create another note with phrases out of order and write it on the board. Have students work in pairs to put it in the right order.*

CPA8: Textbook Exercise 1

In class: Say the correct ordinal numbers and tell what Marco will be doing each day.

For homework: Write the correct ordinal numbers and write what Marco will be doing each day.

CPA9: Textbook Exercise 2

In class: Say each sentence in the future.

For homework: Write each sentence in the future tense.

CPA10: Textbook Exercise 3

In class: Tell a partner what you would write in a note to a teacher.

For homework: Write a note to a teacher.

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

Closing: Have students read the sample notes out loud together again. Then, point to random days on the calendar and have students shout out the date with the ordinal number.

If you have not already done so in the lesson, refer students to the Grammar Box.

Close with prayer.

TEACHER TIPS:

- *You may want to contact your local school district and find out their policy for reporting absences before you teach this lesson, so you can tell students what their children's schools require.*
- *If your class includes few or no students with children, you can alter some of these activities to teach about calling work for absences. If you decide to skip this lesson, be sure to teach the future tense "will" from the Grammar Box in the student book during your next lesson so that students do not miss this important information.*

Lesson 10: I Want to Send a Package.

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: By the end of this lesson, students will be able to

- carry out basic functions at the post office,
- ask and answer how much something costs,
- express a lack of understanding and ask for clarification.

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

Greeting/Review: This lesson will review prices and addresses, which were taught in the Intro Level. Here are some suggestions to review these topics:

- Write on the board: “\$4.25” and “_____ dollars and _____ cents.” Have students say, “Four dollars and twenty-five cents.” Then, erase the numbers and have a student come up and write a new price. Have all students say this price using the phrase on the board.
- Write students’ addresses on index cards and hand each student his/her address. Write on the board, “What is your address?” and “My address is _____.” Place students in pairs and have them ask and answer these questions.
- Write students’ addresses on index cards and hand each student someone else’s address. Have each student find the owner of the address. (*Consider whether students feel comfortable with having their addresses shared with others before doing this activity.*)

Open with prayer.

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

want

stamp

send

envelope

cost

post office

letter

I don't understand.

package

Optional phrase: all right

TEACHER TIPS:

- *The phrase, **I don't understand**, is important for learners of any language. If you can, have this phrase and picture visible on a word wall in your classroom.*
- *If you choose to teach **all right**, insert it in the dialogue in place of "okay" and explain that it has the same meaning.*
- *If you do not have any mailing boxes or envelopes at home, you can pick up a free flat rate envelope or box at the post office.*

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

A: I want to send this package. How much does it cost?

B: It costs \$8.25.

A: Would you like any stamps?

B: I'm sorry. I don't understand.

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: Hi, welcome to the post office.

B: Hello, I want to send this package and this letter. How much does it cost?

A: It costs \$8.25.

B: Okay.

A: Would you like any stamps or envelopes?

B: I'm sorry. I don't understand.

A: Would you like any stamps or envelopes?

B: Yes, I want 10 stamps.

TEACHER TIP: Go over the dialogue once more, changing the last line to “No, thank you,” so that students can feel confident in saying no when needed.

CPA2: Activity – Preparing Envelopes to Mail

Before class, print a large model of an envelope from the N2N handouts.

Gather enough envelopes and stamps to have one for each student, with some extras in case of mistakes. If you did not create cards with students' addresses for the greeting, do so now. Also, gather a few examples of mail that you have received with a return address, mailing address, and stamp on the envelope.

Determine a return address that you will write on the envelope, whether it's your church's address, your own home address, or a community center where you can pick up mail, and write this on the board. Write each student's name and address on an index card.

Also, prepare a table with a sign reading “post office” and a box labeled “mailbox,” and have an assistant or extra volunteer assigned to be the “post office worker.” Find out the current cost of a single stamp and bring coins so that each student has the correct change to “buy” one stamp.

In class, show the model of the front of an envelope. Point out the different parts: the address where the letter is going, the return address, and the stamp. Show students your sample mail that you brought to class.

Hand out cards with students' addresses. Have students write their own home addresses in the center of the envelopes and the return address you've chosen in the top left corner. As they write, hand out the correct number of coins to buy a stamp.

Write on the board, "I want to buy a stamp. How much does it cost?" Demonstrate the next part of the activity. Have an assistant sit behind a table with the sign "post office." As students finish, have them approach the table one by one. The assistant will say, "Welcome to the post office!" The student will say, "I want to buy a stamp. How much does it cost?" The assistant will tell the cost, and the student will give the coins. The assistant will give the student a real stamp, which they will then place on the envelope. Then, have them place the envelope in the "mailbox."

After class, write a note to each student and mail it, using the envelopes the students prepared. The note you send might be the first real letter your students have received.

TEACHER TIPS:

- *Even though mail is not used much in the U.S., it is still important for students to know how to prepare and send it.*
- *If you are doing this lesson close to the holidays, bring a variety of non-religious holiday cards and have students sign them and put them in other students' envelopes to send to each other.*

CPA3: Activity – Do You Want...?

Before class, prepare printed or projected pictures of 15-20 items that students might want or not want, such as a letter in a mailbox, a package full of candy, a kitten, a cup of coffee, a pair of impractical shoes, a big dinner, a jar of pickles, a broken window, a bunch of flowers, a honeybee, and/or a hot air balloon. Create large signs that say, "I want that" and "I don't want that," and tape one on each side of the room.

In class, review *want* using the picture in the book.

Show a picture of a letter in a mailbox. Ask students, "Do you want a letter from a friend?" Students will walk to the side of the room that matches their interest. Have the students on each side chorally say, "I want/don't want a letter from a friend." Ask follow-up questions: Why/why not? Whom do you want to get a letter from?

Repeat with each picture.

TEACHER TIP: *Be thoughtful about the pictures you choose. Try to include a variety of items and experiences to make the activity interesting, while avoiding fancy, expensive things that your students are unlikely to be able to afford. This is a great opportunity to learn more about your students as you learn about what they value.*

CPA4: Game – Post Office Relay

Before class, gather the following:

- 30 envelopes,
- 30 “books of stamps” (print pictures or have slips of paper labeled “book of stamps”),
- Fake debit cards, one for each student (these can be papers that say “debit card” on them),
- Slips of paper telling students what to buy at the post office (see N2N handouts). Print twice as many slips as you have students.

In class, review *I don’t understand* by acting it out with your assistant. Also review *Could you repeat that?* taught in the Intro Level.

Write on the board, “I want to _____. How much does it cost?”

Demonstrate the activity. Place students in two teams, lined up on one side of the room. Place two teachers, one for each team, behind a table at the “post office” on the other side of the room. At the start of the relay, one student in each line will draw a slip of paper and go to the “post office,” asking for the items on the slip. The “post office worker” will tell the cost (see the N2N handouts for a sample price list), and the student will hand the debit card over.

The post office workers will randomly say to students, “Sorry, I don’t understand,” or “Sorry, could you repeat that?” and have the student repeat the sentence.

TEACHER TIPS:

- *For a small class, instead of doing this as a relay, have only one line of students “buying” items at the post office.*
- *This activity uses a debit card, rather than cash, for simplicity’s sake and because many students will be familiar with them. Be prepared to offer a simple explanation of a debit card for students who may not be familiar with it.*

CPA5: Activity – How Much Does It Cost?

Before class, prepare a set of 10 pictures of various items that people might purchase, one set for every pair of students. Under the picture, write a cost for the item, following the format: \$____.____. For example, on a picture of a book, write \$22.99.

In class, write the following dialogue on the board:

- A:** How much does this cost?
B: It costs _____.
A: I’ll take it. (OR) No, thank you.

Put students in pairs. With your assistant, demonstrate the activity. Student A will pick up a picture and ask student B, “How much does this cost?” B will read the price on the picture using the sentence starter. Student A will decide whether it’s a good price (“I’ll take it.”) or too expensive (“No, thank you.”). Once students have gone through all of the cards, they will switch roles.

TEACHER TIP: *You may want to demonstrate a few times to show students that they are to choose based on their opinion. Overact to show if you think an item is a good price or too expensive. You can even give some items an outrageous price, such as a tomato that costs \$150, to show your point and have some fun with it.*

CPA6: Interview – Facing Lines

Before class, prepare a poster or slide with the following dialogue or write it on the board.

A: What are you doing today?

B: I’m going to the post office.

A: What will you do there?

B: I’ll _____.

Also prepare one strip for each student from the N2N handouts for CPA4.

In class, place students into two lines facing one another. They will practice the dialogue, 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:

- *Point out to students that native English speakers will likely say, “What’re you doing today?” instead of “What are you doing today?” It’s fine for students to say it either way.*
- *To extend this activity, remove “post office” from the dialogue and brainstorm with students some other activities they might do at other locations, such as going to the park to play tennis, going to church to learn about God, going to school to learn English, or going to work to work all day, etc. Write these on the board. Allow each student to choose one and repeat the Facing Lines with their new activities.*

CPA7: Activity – In Our Package...

Before class, prepare a box with a few items that you could send someone (e.g., a friend in another state, a child at college, a grandparent, etc.). Gather drawing paper and colored pencils for students, as well as a box or large mailing envelope for each pair.

In class, show your box to students and go through the items you've placed inside it. Explain to whom you would send this package, using these sentences (also written on the board): "I want to send a package to _____. I am sending _____."

Place students in pairs and give each a box or a large mailing envelope. Give each pair a few minutes to draw items that they would put in a package. Change the sentence starters to "We want/We are sending..." and then have each pair present their pictures to the class using these sentence starters.

CPA8: Textbook Exercise 1

In class: Say what each person wants to buy or send.

For homework: Write what each person wants to buy or send.

CPA9: Textbook Exercise 2

In class: Say the words in each sentence in order.

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

CPA10: Textbook Exercise 3

In class: Choose the words for each blank and then read the dialogue with a partner.

For homework: Write the words in the dialogue and then read it.

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

Closing: Hold up stamps, boxes, and envelopes, eliciting the name of each while you say, "I want to buy (or send) a _____."

If you have not already done so in the lesson, refer students to the Culture Box. You may want to have a book of stamps and a copy of a check with you, in case they have questions.

Close with prayer.

Lesson 11: May I Check Out These Books?

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: By the end of this lesson, students will be able to

- use vocabulary and phrases related to the library,
- make a basic request for permission,
- use *this*, *that*, *these*, and *those*.

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

Greeting/Review:

Before class, go to the library and check out a variety of items, such as novels, graphic novels, cookbooks, biographies, children's books, books for learning English, how-to books, CDs, DVDs, and anything else of interest to your students.

In class, allow students to browse through these items. In addition, if your library gives a paper receipt with due dates, have it available for students to view.

Open with prayer.

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

library card	return
check out	these
free	those
enjoy	due
keep	

TEACHER TIP: Bring in a real library card to show students.

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

A: May I check out these books?

B: Sure!

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: Hi, may I check out these books?

B: Yes, you may.

A: How much does it cost?

B: It's free with your library card.

A: That's great! How long may I keep them?

B: They are due in two weeks. Please return them then. Enjoy!

TEACHER TIP: Use a calendar to show the length of two weeks to students, including how to determine two weeks from the current day.

CPA2: Game – Library Relay

Before class, gather or take pictures of your local library, including (if possible) the outside, checkout desk, bookshelves, computer lab, and other services that might be of interest. If you cannot get pictures of your library, use pictures from any library. Bring a library card and create a fake library card for each team of four to five students. For each team create one sign reading, “Library Checkout Desk.” Gather books of various kinds to be used to check out.

Write the following dialogue on a slide or on the board.

A: May I check out these books?

B: Yes, you may. May I have your library card?

A: Here you go.

B: Enjoy your books! They're due in two weeks.

In class, show students pictures of a library and talk about the content. Highlight the checkout desk and demonstrate how you can choose books, take them to the desk, and check them out with your library card.

Place students in teams of four or five and demonstrate the activity with your assistant: One person from each team will be the “librarian” and sit behind a desk marked “Library Checkout Desk.” The other students will line up on the other side of the room as teams; each team will have one “library card.”

The first student from each team, the “library patron,” will carry a few books and the library card to the desk and say the dialogue written above with the librarian. Once that is complete, the library patron will take the books and library card back and hand them to the next student in line. The first team to have all students complete checking out their books will win.

Mix up teams and students' roles before playing again.

TEACHER TIPS:

- *You may add complexity by giving students requirements on the books they can take to check out, such as only choosing titles beginning with a certain letter.*
- *For a small class, do this as an activity instead of a game.*
- *If students do not seem to be familiar with the local library, consider going on a field trip one day. Arrange for a library staff member to work with you to show some of the library's services and materials.*

CPA3: Game – Teacher, May I?

Before class, gather enough books for each student to have four. Make sure you have a large space in which to play and mark a starting line and a finish line on the floor with tape. Write on the board, “Teacher, may I _____ them?”

In class, line students up along the starting line and give each one a book to hold. Place the other books in a pile nearby. Demonstrate with your assistant: give an instruction, such as “[Assistant], take two more books.” The assistant will ask, “Teacher, may I take them?” Say, “Yes, you may,” and the assistant will take two books and move one step forward. Repeat this,

but have the assistant take the books without asking for permission. Because s/he didn't ask for permission, send him/her back to the starting line. Then, demonstrate with the commands, "Return two books," (assistant will say, "Teacher, may I return them?" and return the books to the pile) and "Keep two books," (assistant will say, "Teacher, may I keep them?" keep two books and return the others to the pile). After each correct response and action, the student will take one step forward towards the finish line.

Call out instructions either to individual students or the whole class at once, having them move forward when they ask for permission or go back to start if they do not ask. The first student who reaches the finish line wins.

After playing a few rounds, choose a student to be the teacher and call out commands.

TEACHER TIPS:

- *To be sure that every student is called on **equally**, put their names on popsicle sticks and draw them out of a jar or other container.*
- *For students with mobility problems, give each student three books at their seats and write their names on the board with ten points next to each name. Give directions as in the activity, but for "take" have them pick up the books, for "keep" have them hold the books and for "return" have them put the books down. When students ask for permission, give them a point. If they don't, remove one.*

CPA4: Activity – What Day Is It Due?

Before class, prepare to project or display two large calendar pages of the current month and the next month. Have a small individual whiteboard and dry erase marker for each pair of students.

In class, project or display the calendar pages. Point out the current date and week. Explain to students how to find "in one week," "in two weeks," etc. Expand this to "in three days," "in ten days," "in one month," etc.

Place students in pairs and give each pair a board and marker. Write on the board: "I checked out a book from the library, and it's due in two weeks." Ask, "What day is it due?" Call out prompts from the current day like the ones above and have students talk together about the date and write the date on their boards. For example, if today is Tuesday, March 14, ask, "What is two weeks from today?" Students will write, "Tuesday, March 28." After each answer, have the whole class say the sentence together: "It's due on Tuesday, March 28." Change the number of days or weeks in the sentence on the board and repeat the activity.

TEACHER TIP: *For students with vision problems or for a large class, print this month and the following month's calendar pages to give to each pair of students.*

CPA5: Game – This, That, These, Those

Before class, prepare pictures, on paper or slides, showing five sets of two items that are related but different, such as two different kinds of meals, two different styles of coats, or two different holidays, and label one in each set “this” and the other “that.” Create two signs, one with “This” and one with “That,” and hang them on opposite sides of the room.

Also, prepare papers in ten sets of two, so that one paper has a picture of multiple items and the other has a picture of different, but related, multiple items, e.g., one paper has a bouquet of roses and the other has a bouquet of daisies, or one paper has a pair of dress shoes, and the other paper has a pair of sneakers. Label one in each set “these” and the other “those.” Alternatively, you could bring sets of real objects, or have a mixture of objects and pictures. Create two signs, one with “These” and one with “Those,” and hang them on opposite sides of the room.

Have enough index cards for each student to receive one card.

In class, review the words *this* and *that*: Show each set of this/that pictures and ask students, “Would you like *this* or *that* [meal, coat, holiday celebration]?” Have students walk to the side of the room with the picture of the item they prefer.

Put students in pairs. Write on the board: “this/these” and “that/those.” Explain that *this* and *these* are used for items close to you, and that *this* is for one item, and *these* is for two or more items. Give examples with items around you, such as this pencil, these shoes, this chair, these coats. Explain that *that* and *those* are used for items farther away, and that *that* is for one item, and *those* is for two or more items. Again, give examples with items that are across the classroom. You may need to place these ahead of time.

Write on the board, “I like these _____.” “I like those _____.” Give each student an index card and have him/her write “these” on one side and “those” on the other side.

Take the sets of printed pictures, giving one of each set to your assistant and holding the other yourself. Have your assistant stand on the opposite side of the room, next to the “Those” sign, while you stand next to the “These” sign. Hold up the pictures and ask, “Do you like these _____ or those _____?” Have students hold up the side of their cards to show which they prefer. Then have them tell their partner, “I like these/those _____.”

TEACHER TIPS:

- *Extend the activity for more advanced students by having them tell why they prefer something.*
- *As in Lesson 10, try to include a variety of items but avoid things that your students are unlikely to be able to afford.*

CPA6: Game – Take, Keep, Return

Before class, print a gameboard for each group of 3-4 students from the N2N handouts. Randomly write on the squares the words *keep*, *take*, and *return*. Next to *take* and *return*, write numbers 1-5. For example, “take 5,” “keep,” “return 1,” “take 3,” “return 2,” “keep,” etc.

Gather one die for each group and one gameboard marker for each student. Have enough Smarties® candies (or other small objects) for each student to have five and for each group to have an additional pile of ten. For example, you would need 30 Smarties® for a group of four students.

In class, write these sentences on the board:

- I’ll keep my Smarties.
- I’ll take _____ Smarties.
- I’ll return _____ Smarties.

Demonstrate the game. Students will each start with 5 Smarties®. They will take turns rolling the die and moving their markers the appropriate number of spaces on the gameboard. If a student lands on *keep*, s/he will keep all of his/her Smarties®, saying, “I’ll keep my Smarties.” If a student lands on *take* _____, s/he will take that number of Smarties from the pile in the middle, saying, “I’ll take _____ Smarties.” If a student lands on *return* _____, s/he will return that number of Smarties to the middle, saying, “I’ll return _____ Smarties.”

When all students have reached the end of the gameboard, the student with the most Smarties® in his/her pile wins.

CPA7: Activity – Applying for a Library Card

Before class, visit your local library or look at their website to learn the requirements for getting a library card and to get library card applications. Print a picture of the building as well. If some of your students do not live in your district, get the same information and applications from their library systems. Find out about the length of time that items can be checked out and if there are any late fees. Bring the applications to class.

In class, review the word *free*. Make a list on the board of things that do not have a cost to do, such as taking a walk, playing in a park, children going to school, looking at the stars, etc. Think about your local community and what other items might apply. Make a second list of things that are not free, such as going to the movies, shopping, going to a restaurant, etc.

Show a picture of your local library. Add “go to the library” under the “free” list on the board. Show a library card and explain that anyone can get a card for the library where they live for free. Explain the requirements to get a card; for example, if a photo ID is required, a student might bring a driver’s license, state ID card, or a passport.

Explain how long students can check out library items and if there are any late fees. Hand out the library card applications and go over each item. Have students fill them out. Explain to each student which library they need to go to with the card application, and what they will need to bring when they apply.

TEACHER TIP: *Even if your students are not interested in or able to get library cards, having practice filling out an application is useful for them. That said, if they seem uncomfortable with this activity, allow them to skip it.*

CPA8: Textbook Exercise 1

In class: Say whether to use *these* or *those*.

For homework: Write *these* or *those* in the blank.

CPA9: Textbook Exercise 2

In class: Say each sentence with the words from the story.

For homework: Write the words to complete the story.

CPA10: Textbook Exercise 3

In class: Answer the question with a complete sentence.

For homework: Write the answer in a complete sentence.

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

Closing: Show a picture of the local library again and ask students, “What can you do at the library? How much does it cost? What is in the library?”

If you have not already done so in the lesson, refer students to the Culture and Grammar Boxes and explain some of the services available at a library.

TEACHER TIP: *As you read the Grammar Box, have your assistant stand and hold books with you for “may we” to show that you are both asking the question.*

Close with prayer.

Lesson 12: I'm Going to Call a Handyman.

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: By the end of this lesson, students will be able to

- describe a problem at home and the worker who can fix it,
- use future tense “going to.”

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

Greeting/Review: Show pictures of the following household fixtures (available in the N2N Intro Level Handouts, Lessons 9, 10 and 11) and have students as a group shout out the names of each one: *toilet, shower, sink, floor, window, door, bathroom, kitchen*. Write the words on the board. Show some broken and fixed items and discuss “What is the problem?” “What can they do?”

Open with prayer.

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

electrician

wall

plumber

ceiling

handyman

pipe

outlet

hole

light switch (light switches)

Optional words: upstairs, downstairs

TEACHER TIP: *Several of the activities in this lesson include having students determine which professional to call in case of a problem in the home. Be sure to let students know that if they are renting, they should contact their landlords to arrange for repairs.*

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

A: What's up?

B: I have a hole in my wall.

A: What're you going to do?

B: I'm going to call a handyman.

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

Dialogue 1:

A: Hey! What's up?

B: I have a hole in my wall.

A: Oh, no! What're you going to do?

B: I'm going to call a handyman.

A: Good idea!

Dialogue 2:

A: Hey! What's up?

B: I have a broken outlet.

A: Oh, no! What're you going to do?

B: I'm going to call an electrician.

A: Good idea!

TEACHER TIPS:

- Explain that “What’s up?” is an informal way to say, “How are you?”
- Explain that the contraction “what’re” is commonly used in speech, but that students may also say, “what are.”
- Point out to students that they will often hear “gonna” instead of “going to.”

CPA2: Activity – Find It!

Before class, determine whether you have the following in your classroom: *ceiling, wall, pipe, outlet, light switch*. If some of these are not visibly present, try to find other rooms that you could visit to find them. If not, print pictures of the missing items and place them in the room.

Prepare 15 sticky notes and write *ceiling* on three of them, *wall* on three, *pipe* on three, *light switch* on three, and *outlet* on three.

In class, review the vocabulary illustrations for *ceiling, wall, pipe, light switch, and outlet*. Divide sticky notes among the students. Have them walk around your classroom and through other parts of the building (and outside), if possible, sticking the notes on or near each item. When a student finds an item, say, “What’s this?” and prompt students to answer, “This is a/an _____.”

TEACHER TIPS:

- Instead of prewriting the words on notes, consider handing out blank notes and having students write the labels on them as a dictation drill.
- This activity can also be made into a photo scavenger hunt in which teams move around the building finding examples of the objects and taking pictures with their smartphones.
- For a larger class or a longer activity, incorporate the review vocabulary words from the greeting onto additional sticky notes.

CPA3: Interview – Facing Lines

Before class, print slips from the N2N handouts for each student that say a problem and a person who can help. Prepare a slide or write on the board the following dialogue:

A: Hey, what’s up?

B: I have a _____.

A: Oh, no! What’re you going to do?

B: I’m going to call a _____.

A: Good idea!

In class, place students into two lines facing one another and give each student a slip. They will practice the dialogue, with both students playing the roles of A and B, 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.

CPA4: Activity – Find Someone to Fix It!

Before class, prepare pictures of work that plumbers, electricians, and handymen do, with examples from the vocabulary words (e.g., an electrician wiring an outlet or light switch, a handyman drywalling a hole, a plumber working under a sink). Print or make a presentation of these pictures.

Create the following signs to tape to individual students' backs:

- I have a broken outlet.
- Electrician
- I have a hole in my ceiling.
- Handyman
- I have a broken pipe.
- Plumber
- I have a broken toilet.
- Plumber
- I have a broken light switch.
- Electrician
- I have a hole in my wall.
- Handyman

In class, review what each person does and the vocabulary words, using the pictures you prepared. Explain that a handyman can also do simple electrical and plumbing work as well as repairs and home improvements.

Have all students stand up. Tape one sign on each student's back; some students will have a problem sentence, and others will have a worker. Have students walk around, reading each others' signs, until they find the correct partner, and then sit down together.

Write on the board: "I am a/an _____. I'm going to fix it."

Have pairs stand up and remove their signs from their backs, so that they can see them. The partner with the problem sentence will read that sentence aloud. Then, the other partner will say, "I am a/an _____. I'm going to fix it."

TEACHER TIPS:

- *For a class larger than six students, create additional pairs.*
- *For a class smaller than six students, create Memory Match cards instead. Have students match each problem with the person who can solve the problem.*

CPA5: Game – I’m Going To...

Before class, print gameboards from the N2N handouts, one for each group of three to four students. Write problem sentences using the vocabulary in each box, such as, “I have a broken pipe,” “I have a hole in my ceiling,” “I have a broken toilet,” etc.

In class, write on the board: “I will fix it on Monday. / I am going to fix it on Monday.” Explain that these sentences mean the same thing. Point out the difference in how they are formed: one is with *will* and the other is with *am going to*. Have students look at the Grammar Box and note how each sentence is formed in two ways.

Write on the board: “I’m going to call a/an _____.”

Place students in small groups of 3 or 4. Demonstrate the game: each student will roll the die and move the correct number of spaces, and then read the sentence in the box. S/he will say the sentence on the board using the person s/he will call to fix it.

TEACHER TIP: *For an added challenge, print an additional copy of the gameboard for each group, but on this board, write different prompts in the boxes, such as, “broken pipe,” “call an electrician,” or “hole in wall.” Write all of the sentence starters for the various sentence types on the board, such as “I have _____.” and “I’m going to call a/an _____.” and have students determine the correct sentences to make. For example, “I have a hole in my wall. I’m going to call a handyman.” This game should be played after a group has already played the original game and done well.*

CPA6: Information Gap – What’s the Problem?

Before class, print enough copies of the N2N Information Gap handout so that half of the class receives Part A and the other half receives Part B. If you’d like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, “What’s broken in Alex’s house?” Partner B will answer, “Alex has a hole in the door. He is going to call a handyman.” Partner B should then ask a question that Partner A can answer.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. After the students are done, go over all of the answers as a whole group, asking each question and having students answer in complete sentences.

TEACHER TIP: *It may be helpful to show the handout in a larger size to point out the differences between the A and B papers.*

CPA7: Activity – Phone Dialogue

Before class, print the N2N handout and cut the slips up so that each student can receive one strip. Print copies of the dialogue below so that each student can have their own to follow along. If possible, research some local electrician, plumbing, and handyman services.

In class, explain how you would find an *electrician, plumber, or handyman* through an internet search, through asking friends, etc. If you can, demonstrate how this is done. Place students in pairs. Hand out dialogues. With your assistant, demonstrate the activity. One of you draws a slip and reads the problem and the place to be called. Then, practice the phone conversation while students follow along.

A: Hello, is this _____?

B: Yes, it is. May I help you?

A: My name is _____. I have a _____.

B: Okay. What is your address?

A: My address is _____.

B: What's your phone number?

A: My phone number is _____.

B: Thank you. I'm going to send a (plumber/electrician/handyman)
to your house tomorrow.

A: Thank you!

Hand out strips to each student and have them take turns playing the different roles in the phone call. If time, allow volunteers to perform for the class.

CPA8: Textbook Exercise 1

In class: Match the pictures and words.

For homework: Draw a line between the pictures and the words.

CPA9: Textbook Exercise 2

In class: Say each sentence with “going to.”

For homework: Write each sentence with “going to.”

CPA10: Textbook Exercise 3

In class: Say who can fix the problem.

For homework: Write who can fix the problem.

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

Closing: Point to the vocabulary items in your classroom and have students name them and the person who can fix each one.

If you have not already done so in the lesson, refer students to the Culture and Grammar Boxes.

Close with prayer.

Unit 3 Review Activity

Plan a review of Unit 3 vocabulary, either at the end of Lesson 12 or before you start Unit 4, Lesson 13.

In class: Read the story, asking students for the word that belongs in each blank as you go. For the second exercise, say the correct ordinal number and say what Selma will be doing each day.

For homework (optional): For the first exercise, write the words in the story and then read it. For the second exercise, write the correct ordinal number and tell what Selma will be doing each day.

UNIT 4: Time for Work!

Lesson 13: What Are Your Skills?

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: By the end of this lesson, students will be able to

- describe personal qualifications related to work and job applications,
- use “from” and “to” as prepositions of time,
- say the year.

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

Greeting/Review: Play the flyswatter game with vocabulary from last week. See Lesson 2, CPA2 for an example of this game.

Open with prayer.

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

from ____ to ____

skill

training

education

work experience

date of birth

fill out

application

gender

Optional word: thousand

TEACHER TIP: Refer to the Culture Box in the student book while explaining gender.

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

A: What skills do you have?

B: I can cook.

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: I don't understand this application. Could you help me?

B: Sure! I can help you. We'll fill out this application. First, write your name and date of birth here.

A: Okay.

B: What skills do you have?

A: I can cook.

B: What training do you have?

A: I have training from cooking school.

B: What education do you have?

A: I have a 12th grade education.

B: What work experience do you have?

A: I have experience from Sally's Pizza Place from January to June 2022.

B: Okay, sounds good!

CPA2: Activity – Reading the Year and Dates of Birth

Before class, gather small whiteboards and dry erase markers, one for each pair of students.

In class, write on the board: 1989. Draw a vertical line between 19 and 89 and explain that we read the year this way (nineteen eighty-nine). Write a few other years from the 1900s, then write years from 2010 to the present in the same way (twenty ten). Have students repeat each number.

Write the number 1000. Explain that this is “one thousand,” and that 2000 is “two thousand.” Write 2001 to 2009 and explain how to read these numbers. Again, have students repeat each number.

Write your or your assistant’s date of birth on the board, as in 1/7/73. Explain that this is your or his/her date of birth. Review how the numbers match with month and day, and then show how the first two digits of the year are removed. Add zeroes before single-digit months and days to show students that sometimes this format is used, as in 01/07/73. Have students read the whole date with you. Write a few other full dates of birth and have students read each date aloud.

Place students in pairs and give each pair a small whiteboard and dry erase marker. Say a date of birth and have pairs write it on the board, and then hold it up to show you.

CPA3: Activity – Skills, Training, and Education Sort

Before class, gather pictures, either printed or on a slideshow, of the following:

Skills: *cooking, driving a tractor-trailer, fixing broken things in a home*

Training: *factory worker learning things on the line, welder, mechanic*

Education: *school, college*

Create a sign for each of these categories.

Write the following sentences on index cards:

- I can speak French.
- I can drive a truck.
- I can cook.
- I can use a computer.
- I can fix cars.
- I have no schooling.
- I have a 5th grade education.
- I have a 12th grade education.
- I have a college education.
- I have factory training.
- I have car repair training.
- I have teacher training.

In class, write these words on the board in a chart: *skills*, *training*, and *education*. Leave space next to each of these to write examples.

Skills –
Training –
Education –

Point to *skills* and explain that this means “I can do this.” Write the phrase on the board. Give examples with pictures, such as cooking, driving, childcare, gardening and fixing broken things in the home.

Point to *training* and explain that this means “I learned how to do this work.” Write the phrase on the board. Give examples with pictures, such as an electrician or a plumber.

Point to *education* and explain that this means “I learned at school.” Write the phrase on the board. Give examples with pictures, showing students in school and college.

Put students in pairs and have them identify some of their personal skills.

TEACHER TIPS:

- *It may take some digging for students to identify their skills. Walk through the class, helping them as needed.*
- *Although this activity encourages students to talk together about their skills, it purposefully avoids this type of conversation with training and education. Some students are very self-conscious about their educational experience. It's important to preserve their privacy.*

Tape your signs for each category on a wall near the front of the room. Do not erase the board; students will need this for a reference.

Demonstrate the activity. Choose a card and discuss with your assistant which category it falls under: *skills*, *training*, or *education*. Give each pair of students two or three cards. Have them discuss which category each falls under. Help students as needed. Have pairs take turns coming up, presenting their cards, and saying which category they fall under. Then have them place the cards under the correct signs.

After all the cards have been placed, review the lists and ask students if they can add any examples to any of the categories.

TEACHER TIP: *There is some overlap within these categories, particularly with trade schools. If a student considers trade school to be part of his/her education, that's fine. It is a gray area.*

CPA4: Activity – Category Match-up

Before class, print enough copies of the N2N handout for each pair to have one. Cut apart the boxes at the bottom and place each set of slips into a baggie.

In class, place students in pairs. Demonstrate the activity: give each pair the top of the handout and a baggie of slips. Have them work together to match the labels to the blanks on the application.

Go over the answers as a class.

CPA5: Activity – Filling Out an Application

Before class, print enough copies of the profile from the N2N handouts for each pair to have one. Also, gather various simple job application forms from local employers, the internet, or your local employment office. Have several copies of each form so that students can choose which one they would like to fill out.

In class, place students in pairs. Show a job application form and the profile, and then demonstrate the assignment. One teacher or assistant will take the application form, while the other will take the profile. The person with the application form will ask for information from the person with the profile, who will respond. Tell students how to ask, “How do you spell that?” and write it on the board. Also, demonstrate that they may need to write “none” if they are missing some information or if something does not apply. Put “none” on the board as well.

Have each pair of students choose a form and work together to fill it out, using the profile paper. One student will read the application and ask for each piece of information, while the other will give information from the profile. Help students as needed.

TEACHER TIPS:

- *Be aware of employment resources in your area. If your students are looking for work, share these resources with them.*
- *If you have time, help students understand other lines on the job application form, such as references, email address, and employer.*

CPA6: Information Gap – What Can They Do?

Before class, print enough copies of the N2N Information Gap handout so that half of the class receives Part A, and the other half receives Part B. If you'd like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, "What skill does Joy have?" Partner B will answer, "She can fix pipes." Partner B should then ask a question that Partner A can answer. Point out to students that there are two sets of sentence starters.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. After the students are done, go over all the answers as a whole group, asking each question and having students answer in complete sentences.

TEACHER TIP: *It may be helpful to show the handout in a larger size to point out the differences between Partner A's and Partner B's papers.*

CPA7: Interview – Facing Lines

Before class, print copies of the N2N information cards so that there is one card for each student. Present the dialogue below as a slide or write it on the board:

- A:** What skills do you have?
B: I can _____.
A: What training do you have?
B: I have training from _____.
A: What education do you have?
B: I have a _____ education.
A: What work experience do you have?
B: I have experience from [job] from [date] to [date]

In class, hand each student an information card and place students into two lines facing one another. They will practice the dialogue using the information on the cards. 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.

CPA8: Textbook Exercise 1

In class: With a partner, match the words and the numbers for each year.

For homework: Match the words and the numbers for each year.

CPA9: Textbook Exercise 2

In class: Talk with a partner to determine the category.

For homework: Circle the category or categories.

CPA10: Textbook Exercise 3

In class: Work with a partner to decide what goes in each blank.

For homework: Fill out the blanks on the job application.

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

Closing: Toss a ball to various students, asking, “What skills do you have?” and having them answer, “I can _____.”

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

Lesson 14: I'm Really Sorry.

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: By the end of this lesson, students will be able to

- make an apology,
- make a professional phone call.

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

Greeting/Review: Show pictures of people who aren't feeling well, matching the following phrases: I'm sick, my child is sick, my head hurts, my leg hurts, my stomach hurts. Then, play charades in reverse by calling out the phrases one by one and having the students act them out together.

Open with prayer.

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

boss (bosses)

really

late

bad traffic

My car broke down.

problem

See you soon.

Feel better soon.

Goodbye. (Bye.)

Optional vocabulary: I missed the bus.

TEACHER TIPS:

- To teach **really**, explain that the building is “really big!”
- Consider whether **I missed the bus** is useful to your students, as well as whether there is another phrase that is a common reason in your area for someone to miss work.

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

A: I’m really sorry, but I will be late. I’m in bad traffic.

B: I understand. See you soon.

A: I’m sorry, but I can’t work today. I’m really sick.

B: I understand. Feel better soon.

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

Dialogue 1:

A: Oh, no, I will be late to my doctor’s appointment! I’ll call the doctor’s office.

B: Hello? This is Dr. Meyer’s office.

A: Hi, this is _____. I’m really sorry, but I will be late for my appointment. I’m in bad traffic.

B: I understand. See you soon.

A: Thank you! Goodbye.

B: Goodbye.

Dialogue 2:

- A:** I can’t work today. I’m sick! I’ll call my boss.
B: Hello?
A: Hi! This is _____. I’m sorry, but I can’t work today.
B: What’s the problem?
A: I’m really sick.
B: I understand. Feel better soon.
A: Thank you. Goodbye.
B: Bye!

***TEACHER TIP:** Refer students to the Culture Box. Help them understand the way that **really** intensifies a statement. Use intonation to show the difference between **I’m sorry** and **I’m really sorry** or **I’m sick** and **I’m really sick**.*

CPA2: Activity – Parts of an Apology

Before class, print the N2N handouts and cut them up so that there is one apology statement per pair of students.

Create the following chart on the board or on a slide:

Sorry!	Problem	Why?

In class, show the chart above and explain to students the parts of the apology. Read Dialogue 1 again and identify the parts, writing them in each column: “I’m really sorry” in the first column, “I will be late” in the second, and “I’m in bad traffic” in the third. Repeat this with Dialogue 2, writing “I’m sorry” in the first column, “I can’t work today” in the second, and “I’m really sick” in the third.

Place students in pairs. Give each pair a paper with an apology. Have them work together to identify each part, then come to the front, read the apology to the class, and say the parts as the teacher writes them in the appropriate column.

CPA3: Interview – Facing Lines

Before class, prepare this dialogue on a poster or projected slide:

A: Hello?

B: Hi, this is (name) . I'm sorry, but I (problem) . I'm (why?) .

A: I understand. _____ soon.

B: Thank you. Goodbye.

Print the N2N handout from CPA2 and cut it into slips. Be sure to have one for every student.

In class, review the two phrases at the end of the dialogues: “See you soon!” and “Feel better soon.” Talk about how each of these is used.

Give each student a slip from the handout. If it's one they had used in CPA2, have them use another.

Place students into two lines facing one another. They will practice the dialogue, switching roles, 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. Students will have to consider whether to use “See you soon” or “Feel better soon,” depending on the context.

CPA4: Game – Charades

Before class, prepare small word cards for the reasons-for-being-late vocabulary words, as well as additional reasons: *I'm sick.*, *My baby is sick.*, *My leg hurts.*, *My head hurts.*, *My car broke down.*, *I'm in bad traffic.*

In class, divide students into two teams. Explain that students will act out reasons for being late. 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 phrase. If they get the phrase within 30 seconds, give them a point. If not, the other team may guess.

TEACHER TIPS:

- *In a small class, have students play as individuals rather than in teams.*
- *As students become more familiar with the vocabulary words, they will guess more quickly. To make it more challenging, consider setting a timer for each round that is a few seconds shorter than the previous round.*

CPA5: Board Game – I’m Sorry!

Before class, print a gameboard from the N2N handouts for each group of three to four students. On each square, write one of these sentences in random order: *I’m sick.*, *My son is sick.*, *My daughter is sick.*, *My car broke down.*, *I’m in bad traffic.*, *My head really hurts.*, and *My stomach really hurts.* If you taught, *I missed the bus*, use it as well.

Gather one die for each group and a marker for each student.

On a poster or the board, write, “I’m sorry, but I (problem) . I’m (why?) .”

In class, place students in groups of three or four. Demonstrate the game. Students will take turns rolling the die and moving their marker the appropriate number of spaces on the gameboard. Each student will read the reason for being late and will create the two sentences for the apology, following the model on the board.

The student who reaches the end of the board first wins.

CPA6: Information Gap – Why Is He Late?

Before class, print enough copies of the N2N Information Gap handout so that half of the class receives Part A, and the other half receives Part B. If you’d like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, “Why is John late?” Partner B will answer, “He’s in bad traffic.” Partner B should then ask a question that Partner A can answer.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. After the students are done, go over all the answers as a whole group, asking each question and having students answer in complete sentences.

TEACHER TIP: *It may be helpful to show the handout in a larger size on a screen or poster to point out the differences between Partner A’s and Partner B’s papers.*

CPA7: Activity – Phone Call

Before class, print the N2N handout and cut the slips up so that each student can receive one person/problem/why strip. Print one copy of the dialogues for each student.

In class, explain the parts of a phone call: saying hello, saying your problem, listening for the answer, and saying goodbye. Use the sample dialogues to help. Point out the difference between calling someone you know (e.g., your boss) and saying their name right away, versus calling someone you don't know (e.g., the doctor's office) and letting them introduce themselves.

Place students in pairs. Hand out the dialogue sheets. With your assistant, demonstrate the activity. One of you should draw a slip and read the person, the problem, and the place to be called. Choose which dialogue format to follow, based on the relationship with that person. Then, practice the phone conversation while students follow along.

Hand out strips to each student and have them take turns playing the different roles in the phone call. If there is time, allow volunteers to perform for the class.

TEACHER TIP: Have students practice the upward question intonation of “Hello?” while answering the phone. This is different from saying hello to a neighbor.

CPA8: Textbook Exercise 1

In class: Say the reason why each person is late or will not go to work.

For homework: Write the reason each person is late or will not go to work.

CPA9: Textbook Exercise 2

In class: Complete the conversation with a partner.

For homework: Write the words in the conversation.

CPA10: Textbook Exercise 3

In class: Practice an apology phone call with your partner

For homework: Write an apology.

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

Closing: Act out some of the vocabulary from the charades game (CPA4) and have students call out what the excuse is.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

Lesson 15: It's Time to Clock Out!

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: By the end of this lesson, students will be able to

- give and follow multi-step directions in a work environment.

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

Greeting/Review: Have students listen and follow your directions as you review some commands they know: *stand up, sit down, open the door, close the door, open your paper/pencil/book*, etc. Also, using a calendar, review *first, second* and *third* by pointing to those dates and asking students to say them.

Open with prayer.

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

bakery (bakeries)

supervisor

uniform

clock in

clock out

put on

take off

instructions

Wash your hands.

Take a break.

TEACHER TIP: *Think about what you know about your students' employment situations and adapt to their needs. For example, if most of your students are salaried, clock in/out might not be useful for them, but they might have other vocabulary needs.*

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

A: What should I do?

B: Wash your hands.

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. Be sure to reference the time of day. Then, have students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

Dialogue 1: (at 4:00 AM)

A: Welcome to work at the bakery! I am your supervisor.

B: Thank you. What should I do?

A: These are your instructions: First, clock in. Second, put on your uniform and wash your hands. Third, make bread with me. Fourth, we will take a break.

B: Sounds good!

Dialogue 2: (at 12:30 PM)

A: Good work today! Clock out and go home.

B: Thanks! See you tomorrow!

A: Bye!

CPA2: Game – Vocabulary Bingo

Before class, cut index cards in half. Give each student nine of the half-size cards.

In class, dictate nine of the vocabulary words as you show the N2N vocabulary cards. Have students write one word on each of their cards. Then, have them arrange the cards in a 3x3 grid on the table in front of them.

Call out the vocabulary words one by one as you show the pictures. Students should find the words and flip the cards over. The first student to have a row of three words flipped over wins that round. The winner should read aloud the cards that were flipped.

CPA3: Game – Find the Opposite Instruction

Before class, create signs for the following instructions: *clock in, clock out, work, take a break, put on, take off*. Have tape available.

In class, present each of the signs in pairs as opposites, reviewing their meaning as you act them out.

Tape one sign to each student's back. Have students walk around the room and read each other's signs to find their opposites. After all pairs have come together, have them present their cards to the class and act out their opposite activities. Then play again.

TEACHER TIPS:

- *If you have a larger class and need more cards, add additional phrases that students should know, such as **stand up/sit down, open the door/close the door, start/stop**.*
- *If you have a class that is too small to play the game, turn the phrases into cards to play Memory Match instead.*

CPA4: Game – Put On, Take Off

Before class, gather a variety of different clothing items: shirts, gloves, scarves, and coats. If possible, include an item that could be considered a “uniform” (e.g., a reflective vest, a baker's coat or apron, or a uniform shirt). Make sure these items are in large enough sizes so that all students can easily put them on and take them off. Have a set of six to eight clothing items for each team of three to four students.

Create two sets of cards for each team. The first set should have two cards of each clothing word (e.g., two “shirt” cards, two “hat” cards, etc.). The second set should have the same number of cards, with half reading “put on” and half reading “take off.” Put the clothing words in one pile and the “put on”/“take off” cards in another pile. For example, if you are using six clothing items, each team should have a deck of 12 clothing cards and another deck of 12 cards, six “put on” cards mixed with six “take off” cards.

In class, place students in teams of three to four. Review the name of each clothing item and introduce the “uniform” item, as well. Demonstrate the activity with your assistant, explaining that if a student is given an instruction that is impossible, such as “take off coat” when s/he is not wearing one, that instruction should be discarded, and the next student should draw the cards and continue.

One student will be chosen to follow the instructions, while the others will give them. They will take turns drawing one card from each set and calling out “put on pants” or “take off gloves,” etc. The student following the instructions will do so. After an instruction has been called out, the cards should be discarded. The first team to go through all of their cards will win.

TEACHER TIPS:

- *For a small class, play in pairs.*
- *The suggested clothing items have been listed because they can easily go on top of anyone’s clothing and work for either gender. Be sensitive. In many cultures men would be offended if asked to put on feminine clothing.*
- *If you do not have enough of these items, consider asking if you can borrow some from a community clothes closet.*

CPA5: Activity – Follow Your Supervisor’s Instructions!

Before class, print the instructions for the activity from the N2N handouts and gather enough dice so that each pair of students can have one. Make a sign reading “Bakery” and hang it in a location in the room. Have a picture of a baker’s uniform available to show students.

In class, place students in partners and assign one to be the supervisor and the other to be the worker. Give each pair a die and a handout, and then go over all of the instructions to make sure students understand. Show the picture of a baker’s uniform.

Demonstrate the activity. The “supervisor” will roll the die and read the instructions, using the sentence starter on the handout. The “worker” will listen to both instructions and then follow them by acting them out. After five minutes, students will switch roles.

TEACHER TIPS:

- *This activity gets students started in following multi-step instructions. Explain—and demonstrate—that students must listen to all the instructions before beginning to act them out.*
- *Help students imagine ways to act out **clock in** and **clock out**, and any other instructions that may be difficult.*

CPA6: Game – Follow the Instructions

Before class, print enough gameboards and sets of instruction cards from the N2N handouts for each group of three to four to have one. On each gameboard, randomly write the numbers 1, 2, and 3 in the boxes. Gather one die for each group and enough gameboard markers for each student to have one. Make a sign reading “Bakery” and hang it in a location in the room.

In class, write on the board, “Here are your instructions. First, _____. Second, _____. Third, _____.”

Demonstrate the game. Students will take turns rolling the dice and moving their markers the appropriate number of spaces on the gameboard. When a student lands on a space, s/he will draw that number of instruction cards and choose another student in the group to follow the instructions. For example, if a student lands on 2, s/he will draw two cards. The sentence starter on the board will be used to give the instructions. The other student must listen to all of the instructions and then follow them. Then, the next student in the group will roll the die.

The first student to reach the end of the gameboard wins.

TEACHER TIPS:

- *As with the previous CPA, this activity helps students work on following multi-step instructions. Encourage them to listen to all of the instructions before acting them out.*
- *Make sure students return the instruction cards to the pile and reshuffle them.*

CPA7: Activity – Give Us Instructions

With your assistant, demonstrate the activity. Write the sentence starter from CPA6 on the board. Think of three instructions you'd like to give the class and write them on the board in the blanks. Then, cover or erase the instructions, say all three instructions, and have students act them out.

Place students in pairs. Have pairs make up three tasks for the class to do, following the sentence starter model on the board. Pairs may write down their instructions as they prepare them but may not write them on the board. Pairs will take turns coming to the front of the room and giving all three instructions orally. The rest of the class must follow the instructions.

CPA8: Textbook Exercise 1

In class: Match the word and the picture.

For homework: Draw a line between the word and the picture.

CPA9: Textbook Exercise 2

In class: Say the instructions.

For homework: Write the instructions.

CPA10: Textbook Exercise 3

In class: Say the words that go in each blank.

For homework: Write the words that go in each blank.

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

Closing: Call out some instructions from the lesson and have students follow them.

If you have not done so in the lesson, please refer to the Culture Box and demonstrate American eye contact for your students.

Close with prayer.

Unit 4 Review Activity

Plan a review of Unit 4 vocabulary, either at the end of Lesson 15 or before you start Unit 5, Lesson 16.

In class: For the first exercise, have students read the story in pairs and say the word that belongs in each blank. For the second exercise, have students read the story and discuss in pairs what their apologies will be.

For homework (optional): For the first exercise, write the words in the story and then read it. For the second exercise, write an apology.

UNIT 5: Staying Healthy

Lesson 16: Are You Worried or Calm?

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: By the end of this lesson, students will be able to

- use vocabulary words to describe emotions,
- give two options with the word “or,”
- use indefinite pronouns “someone,” “no one,” and “everyone.”

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

Greeting/Review: Print these Intro Level Lesson 21 vocabulary cards: *feel, sad, sick, angry, tired, hungry*. Review the word *feel*. One at a time, hold up the rest of the cards and have students name the feeling by saying, “S/he feels _____.” Then, play a quick game of Charades to review.

Open with prayer.

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

calm

excited

bored

worried

confused

everyone

someone

no one

Optional vocabulary: surprised, interested

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

A: Are you worried or calm?

B: I'm worried.

A: Everyone speaks English. No one speaks Spanish.

B: Can someone help you?

A: My friend can help me.

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: Tomorrow I will go to a new school.

B: How do you feel? Are you worried or calm?

A: I'm worried. Everyone speaks English. No one speaks Spanish.

B: I understand. Can someone help you?

A: My friend, Maria, can help me.

B: Great! Be calm and have a good day!

CPA2: Activity – How Do You Feel?

Before class, print or make a slideshow presentation with 15-20 pictures of different occasions evoking the emotions in the lesson. For example: listening to music (*calm*), opening a birthday gift (*excited*), riding a bus (*bored*), starting a job (*worried*), or a lot of people talking at once (*confused*). With each picture, choose two feelings adjectives: one that describes a likely emotion and another that does not fit, and write them on the board. Use the feelings vocabulary in this lesson, as well as the vocabulary from the review.

In class, place students in partners. Show a picture and explain the occasion shown. Ask students, “How does this make you feel? Do you feel [emotion] or [emotion]?” Have students tell their partners, “I feel _____.” Then, ask students to raise their hands to show which emotion they choose.

TEACHER TIP: For students at a slightly higher level, expand this discussion by having them tell why they feel that way.

CPA3: Activity – Everyone, Someone, No One

Before class, create a list of 15-20 prompts for items that describe all, some, and none of the students in your class. For example, “_____ in our class is wearing glasses.” “_____ in our class is a woman.” “_____ in our class speaks Spanish.” Create large signs reading *everyone*, *someone*, and *no one*, and hang them on different walls.

In class, have all students stand up. Read a prompt and discuss it with students, referring to the words *everyone*, *someone*, and *no one*. Have students walk to the sign on the wall that they think best fits in the blank and then discuss it. Next, have all students in the class together say the sentence with the correct word in the blank.

TEACHER TIP: Refer to the Grammar Box as you explain how sentences with **no one** are formed.

CPA4: Activity – Describing Pictures

Before class, print or create a presentation of ten pictures of diverse groups of people doing different activities that would be familiar to your students, such as playing sports, cooking, eating, going on a walk, etc.

In class, place students in pairs. Write on the board, “Everyone...” “Someone...” “No one...” Show a picture and demonstrate with your assistant by discussing what you see in the picture and creating three sentences, each beginning with one of the words on the board. For example, “Everyone is eating dinner. Someone is wearing glasses. No one is excited.”

Show another picture and have students discuss with their partners what they see in the picture. Have each pair share their sentences with the class before moving on to the next picture.

TEACHER TIP: Present progressive verbs (*to be + -ing*) will likely be the best verb choice in this activity. If students give answers with present simple (e.g., “Everyone eats”), rephrase it back in the other tense (“Everyone is eating.”).

CPA5: Interview – Facing Lines

Before class, create a projected slide or a poster with the following dialogue:

A: Do you feel _____ or _____?

B: I feel _____.

A: Me too! [or] I feel _____.

Include a list of these vocabulary words: *worried, excited, calm, bored, confused*.

Make a list of five situations that students will have likely experienced and prepare pictures for each of them (e.g., going to English class for the first time, visiting a friend's house, waiting in the doctor's office, taking a walk, filling out a job application, etc.).

In class, present one of the situations, along with the picture, and discuss it with the students. Then, demonstrate the dialogue with your assistant, using two emotions from the list. After s/he responds, either confirm that you feel the same way, or use a different emotion. You may need to demonstrate this with a few of the situations to help students understand.

Place students into two lines facing one another. They will practice the dialogue, 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 have time, mix up the lines and have students repeat the activity with a new situation.

TEACHER TIP: *If your class is too small for Facing Lines, have students interview one another.*

CPA6: Game – Feelings Bingo Blackout

Before class, print a set of situation cards and one bingo card for each pair of students from the N2N handouts. Write the “feelings” vocabulary words on each card, adding in the optional words if you are teaching them and the words from the review to fill the spaces. Gather bingo markers.

In class, place students in pairs. Read the bingo card to make sure students understand all of the words, and then demonstrate the activity. Draw a situation card and explain the situation. After students discuss the situation with their partners, have them mark one feeling that matches that situation. If no feeling matches, they should not mark a space. The first pair to cover all of the spaces on the card wins. If you have time, repeat the game.

TEACHER TIP: *You may have students write the words on the cards themselves as a dictation drill.*

CPA7: Game – Someone, Anyone, No One Board Game

Before class, print one gameboard from the N2N handouts for each group of three or four. Write *someone*, *anyone*, or *no one* in each space. Gather markers for each student and a die for each group. Create a set of word cards for each group using the vocabulary words for feelings and the words from the Greeting/Review.

In class, demonstrate the game. Students will take turns rolling the die and moving that number of spaces. When a student lands on a space, s/he will read the word and draw a feelings card, and then create a sentence with the two words. Present several examples and, if needed, write some on the board before letting students begin to play. The first student to reach the end of the board wins.

CPA8: Textbook Exercise 1

In class: Say how each person feels.

For homework: Write how each person feels.

CPA9: Textbook Exercise 2

In class: Make sentences describing the people in the picture.

For homework: Write sentences describing the people in the picture.

CPA10: Textbook Exercise 3

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

For homework: Write the sentence to answer the question in each conversation.

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

Closing: Review the feelings vocabulary words and have students show facial expressions for each feeling. Then, write *everyone*, *someone*, and *no one* on the board and create sentences like those in CPA3. Have students shout out the word that completes the sentence.

If you have not already done so in the lesson, refer students to the Grammar Box and explain double negatives.

Close with prayer.

Lesson 17: I'd Like to Make an Appointment.

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: By the end of this lesson, students will be able to

- make a doctor's appointment on the phone,
- ask and answer basic health questions.

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

Greeting/Review: Print the following N2N vocabulary cards from Intro Level Lessons 23 and 24: *head, eye, foot, mouth, nose, arm, body, leg, hand, tooth, face, ear*. Review the words by playing a version of Charades. Hand individual students picture cards and have them point to the body parts. The rest of the class will call out the words.

Open with prayer.

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

knee	stomachache
shoulder	headache
neck	fever
finger	cough
toe	

TEACHER TIPS:

- If you have students who enjoy singing, consider including "Head, Shoulders, Knees, and Toes" in your lesson.
- When explaining **fever**, refer to Culture Box B. This will be helpful for students who were taught Celsius temperatures.

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

A: What's the problem?

B: My neck really hurts.

A: What's the problem?

B: I have a headache.

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: Hello, I'd like to make an appointment with Dr. Ming.

B: What's your name?

A: My name is _____.

B: What's the problem?

A: My neck really hurts, and I have a headache.

B: Can you come today at 3:45 PM?

A: Yes, I can. Thank you!

B: Goodbye.

TEACHER TIP: Refer to the Grammar Box to review the contractions **what's** and **I'd**.

CPA2: Game – Memory Match

Before class, print and cut up Memory Match cards from the N2N handouts, one set for every two or three students.

In class, with your assistant, demonstrate how to play “Memory.” Put the cards face down on the table. Turn over two cards randomly and show the students, saying what's on each card. If it's

a match, keep the two cards. If it's not a match, place the cards back face down and allow your assistant to draw. Keep playing until you're confident your students understand.

Put students in groups of two or three and give each group the cards to play.

TEACHER TIP: *Be sure that cards are printed on thick paper or have colored paper backing so that students can't see through them.*

CPA3: Interview – Facing Lines

Before class, create two sets of cards so that each student can draw one card from each set. One set will have body parts (*knee, shoulder, neck, finger, toe*) and the other will have ailments (*headache, fever, cough, stomachache*). Write the dialogue below on the board or projected slide.

A: Hello, I'd like to make an appointment with Dr. Ming.

B: What's your name?

A: My name is _____.

B: What's the problem?

A: My _____ really hurts, and I have a _____.

B: Can you come today at 3:45 PM?

A: Yes, I can. Thank you!

B: Goodbye.

In class, place students into two lines facing one another. Have each student draw one card from each set. Discuss how they will be inserted in the dialogue and model this. Have them practice the dialogue. 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.*
- *You may want to encourage students to gesture towards each body part or act out each ailment as they say it to solidify the meaning of the words.*
- *If your class is too small to do Facing Lines, have students practice the dialogue in pairs, and then draw new cards and practice again.*

CPA4: Partner Activity – Phone Call Draw

Before class, create sets of four cards, one set for each pair of students. On each card of a set, write one of following questions (so that students will have all the questions): *What's your name? What's your date of birth? What's your address? What's your phone number? What's the problem?*

Write on the board or project the following dialogue outline:

A: Hello, I'd like to make an appointment with the doctor.

B: What's your name?

A: My name is _____.

B: What's the problem?

A: My neck really hurts, and I have a headache.

B: Can you come today at 3:45 PM?

A: Yes, I can. Thank you.

B: Goodbye.

In class, place students in pairs. Demonstrate the activity: one partner (the sick person) will call the doctor's office to make an appointment, while the other will be the receptionist. The receptionist should have the set of five cards. When the sick person calls to make the appointment, the receptionist will randomly draw one of the cards and ask the question on it (to fill in the blank). Then the sick person will answer that question. This pattern will continue (represented by the ellipses in the dialogue) until the receptionist has asked and the sick person has answered all the questions. After all the questions on the cards are answered, the receptionist will give an appointment time, and they will finish the conversation. When they have completed the dialogue, partners will switch roles.

TEACHER TIP: If you want to add more to this dialogue, you can refer students to Culture Box A, show an insurance card, and add a question about insurance to the game.

CPA5: Game – What's the Problem?

Before class, print the gameboard from the N2N handouts, one for each pair of students. Write a vocabulary word in each box of the gameboard. Gather enough dice to have one for each pair and enough gameboard markers for each student to have a marker.

In class, demonstrate the game. Students will take turns rolling the die and moving their markers the appropriate number of spaces on the gameboard. When a student lands on a square, the other student will ask, "What's the problem?" and the student who landed on the square will make a sentence, e.g., "My toe hurts." Students should gesture towards that body part as they say what hurts.

The student who reaches the end of the gameboard first wins.

CPA6: Interview – Facing Lines, Part 2

Before class, create two sets of cards so that each student can draw one card from each set. One set will have body parts (*knee, shoulder, neck, finger, toe*), and the other will have ailments (*headache, fever, cough, stomachache*). You may also use the sets from CPA3.

Create an additional set of cards with the following words: *mom, dad, son, daughter, grandma, grandpa, husband, wife, brother, sister*.

Write or project the following dialogue on the board:

A: Hello, I'd like to make an appointment for my _____ with Dr. Ming.

B: What's his/her name?

A: His/her name is _____.

B: What's the problem?

A: His/her _____ really hurts and he/she has a _____.

B: Can he/she come today at 3:45 PM?

A: Yes, thank you!

B: Goodbye.

In class, place students into two lines facing one another. Have each student draw one card from each set. Discuss how they will be inserted in the dialogue and model this, and then have them practice the dialogue.

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: *If students are bored with Facing Lines, place them in concentric circles, instead, having the outer ring rotate while the inner ring stays in the same place.*

CPA7: Information Gap – Appointment Schedule

Before class, print the N2N Information Gap handout and make enough copies (cut in half) so that half of the class receives Part A, and the other half receives Part B. If you'd like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, "When is Anna's appointment?" Partner B will answer, "Anna's appointment is on January 14." Partner B will then ask, "What is Anna's problem?" Partner A will answer, "She has a stomachache." Since the "problem" questions have two possible sets of answers, go over both of these sentences.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again with the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. When students are done, ask each question and have students answer together in a complete sentence.

TEACHER TIP: *It may be helpful to show the handout in a larger size on a screen or poster.*

CPA8: Textbook Exercise 1

In class: Match each word and picture.

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

CPA9: Textbook Exercise 2

In class: Say the conversation in order.

For homework: Write the conversation in order.

TEACHER TIP: *Discuss this exercise in class since it is the first time students have seen it. You may want to write each sentence from the Student Book on a strip of paper, hand them out to students, and have them order them before having them complete it in the book.*

CPA10: Textbook Exercise 3

In class: Say what each person's problem is.

For homework: Write what each person's problem is.

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

Closing: Call out each body part and have students point to it. Then, act out ailments and have students say what they are.

If you have not already done so in the lesson, refer students to the Culture and Grammar Boxes.

Close with prayer.

Lesson 18: Do You Exercise Every Day?

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: By the end of this lesson, students will be able to

- answer questions in the doctor's office,
- make sentences with *if...then*.

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

Greeting/Review: Gather pictures of a variety of foods, including ones from the Intro Level vocabulary cards (Lessons 17, 31, 32, 33, 34). Hang signs saying "Yes" and "No" on opposite sides of the classroom. Point to this week on a calendar. Show the pictures one by one. Ask students whether they've eaten that food this week, and then have them stand under the appropriate sign. When everyone is standing under the signs, have them shout out the name of the food together.

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

exercise	gain weight
pain	more
healthy	less
unhealthy	if...then
lose weight	

TEACHER TIP: Refer to the Grammar Box to show that some words, such as **healthy** and **unhealthy**, can make their opposites with **un-**, while others cannot.

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

A: If you exercise more, then you will sleep more.

B: I will exercise more.

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

Dialogue 1:

A: What's the problem?

B: I can't sleep.

A: Do you exercise every day?

B: No, I don't.

A: If you exercise more, then you will sleep more.

B: Okay, I will exercise more.

Dialogue 2:

A: What's the problem?

B: I have a pain in my stomach.

A: Do you eat unhealthy food?

B: Yes, I do.

A: If you eat healthy food, then you will have less pain.

B: Okay, I'll eat healthy food.

CPA2: Activity – Healthy or Unhealthy?

Before class, print one set of the double picture cards from the N2N handouts for each pair of students. Also print 12 slips of paper with the word *healthy* and 12 slips of paper with the word *unhealthy* for each pair.

In class, place students in pairs and give each a set of pictures and two stacks of the slips of paper. Review the words *healthy* and *unhealthy*, and then demonstrate the activity. Show one double picture card from the set, explain both pictures, and then ask students if the pictures show things that are *healthy* or *unhealthy*. Encourage students to explain their choices. Then have them work in pairs, deciding if the pictures show *healthy* or *unhealthy* things, and identifying them as such by putting their chosen slips of paper on top. Walk around as students work together and ask them questions about their choices to further prompt discussion. If desired, you may have pairs share their choices with the class.

TEACHER TIP: *Be aware that different cultures value foods and activities differently; what one calls healthy, another might call unhealthy. Be sensitive to your students' cultural backgrounds.*

CPA3: Activity – If ... Then

Before class, print one set of cards from the N2N handouts for each pair of students.

In class, place students in pairs. Give each pair a set of cards. Demonstrate the activity: students will spread the “then” cards out on the table and read all of them. Then, they will turn over one “if” card and match it with a “then” card, reading the full sentence aloud. After this, students should put their “then” card back and draw a new “if” card to find another match.

CPA4: Game – More or Less?

Before class, print the gameboard and a set of cards from the N2N handouts for each group of three to four students. Gather a die for each group and a gameboard marker for each student.

In class, place students in groups of three or four. Have each student roll the die and move the number of squares indicated. Then, draw a card and read the sentence, filling in each blank with “more” or “less.” The first student to reach the end of the board wins.

CPA5: Activity – Opposite Match

Before class, create word cards with the following words: *healthy, unhealthy, more, less, gain weight, and lose weight* so that there is one card, with one word or phrase on it, for each student. Have tape available.

In class, review the words on the cards and use the vocabulary illustrations to show that they are pairs of opposites. Create sample sentences with each word. Have all students stand, and then tape a card on each student's back. Have them find their opposite matches and make sentences with the words. Then, have them share their sentences with the class.

***TEACHER TIP:** If your class is larger than six students, make duplicates of some of the sets of cards or put students in two groups to find their matches. If your class is smaller than six students, make a set of cards for each pair of students and have them match the opposites together, and then make sentences.*

CPA6: Game – What's the Problem?

Before class, print the gameboard and a set of cards from the N2N handouts for each group of three to four students. Gather a die for each group and a gameboard marker for each student.

In class, write on the board, "If you _____, then you will _____." Go over each of the problems written on the cards with students, using the sentence frame on the board to show how to make the sentence. Elicit possible suggestions for the "if" part of the sentence, using vocabulary from the lesson as well as other words students might know. For example, "If you _____, then you will not have pain in your head" could start with "go to sleep," "drink water," or "go to the doctor."

Place students in groups of three or four. Have each student roll the die, move the number of squares indicated, read the statement, and create a sentence using the sentence frame on the board. The first student to reach the end of the board wins.

CPA7: Game – If ... Then Matchup

Before class, print and cut up the activity cards from the N2N handouts, only using those beginning with "if" and discarding the "then" cards.

In class, place students in pairs. Demonstrate the activity: pick up one “if” card and make a list of a few options for “then.” For example, if you draw “If you sleep more...” you might write on the board:

- then you will not be tired.
- then you will miss the bus.
- then you will be late for work.
- then you will not be sick.

Hand each pair of students an “if” card and a blank paper or whiteboard and give them five minutes to brainstorm as many “then” statements as they can. Then, ask them to share their lists with the class.

***TEACHER TIP:** Try to move from more teacher-guided activities to more student-led activities as you progress through the lesson so that students can put their learning into practice.*

CPA8: Textbook Exercise 1

In class: Say each person's problem.

For homework: Write each person's problem.

CPA9: Textbook Exercise 2

In class: Say if “more” or “less” goes in each sentence.

For homework: Write “more” or “less” in each sentence.

CPA10: Textbook Exercise 3

In class: With a partner, say what goes in each blank.

For homework: Write the words to complete each sentence.

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

Closing: Call out a few “if” statements and have students supply the “then” to go with them.

If you have not already done so in the lesson, refer students to the Grammar Box.

Close with prayer.

Lesson 19: Take Three Times a Day.

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: By the end of this lesson, students will be able to

- understand oral and written directions for taking medicine.

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

Greeting/Review: Play Charades or the Flyswatter Game to review the following words from Lessons 17 and 18: *stomachache, headache, knee, shoulder, neck, finger, toe, fever, cough, sleep, pain, gain weight, lose weight.*

TEACHER TIP: Adapt the Flyswatter Game to this large number of words by attaching the vocabulary cards over the entire board. Have the students who are waiting for their turn shout out directions so that everyone is participating in the game at the same time.

Open with prayer.

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

medicine

How often?

bottle

times a day (times/day)

meal

prescription

pharmacy (pharmacies)

refill

on an empty stomach

How long?

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

A: How often should I take it?

B: Take it three times a day with a meal.

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: Hello, welcome to the pharmacy. How may I help you?

B: Hello. May I have my prescription? My name is _____.

A: Here is your medicine bottle.

B: Thank you. How often should I take it?

A: You should take it three times a day with a meal. Don't take it on an empty stomach.

B: Okay. Can I get a refill?

A: No, there are no refills on this prescription.

B: How long should I take it?

A: You should take it for two weeks.

B: I understand. Thank you!

TEACHER TIPS:

- *Have students use their own names to fill in the blank.*
- *Refer to the Culture Box illustration to match the instructions on the medicine bottle label with those given orally in the role play. Point out that **times a day** is also written as **times/day** and that **Dr.** is an abbreviation for **doctor**.*

CPA2: Game – Memory Match

Before class, print and cut the Memory Match cards from the N2N handouts, one set for each group of two to three students. Also print one copy that you do not cut so that students can see all of the statements together.

In class, show the paper that is not cut up and explain the sets of cards with phrases that have the same meanings. These will be the matches in the game. Place students in pairs and demonstrate the activity. Each pair will place all of the cards face down on the table. One student will turn over two cards and read them. If the meanings match, they may keep the cards. If not, they will put them back. Then, the next student will flip two more cards and continue.

CPA3: Activity – How Often? How Long?

Before class, print and cut up one page of slips from the N2N handouts for each pair of students, mixing up each set and placing them in a baggie. Have a calendar that will be visible for students as well. A dry erase calendar is preferable for this activity, but it could also be drawn or projected.

In class, write on the board the hours from 12 AM to 11 PM (e.g., 12:00 AM, 1:00 AM, 2:00 AM, etc.). Also write on the board, “How often should I take it?” and the answer, “You should take it three times a day with a meal.” Tell students that this means you should take it at breakfast, lunch, and dinner time, as these are mealtimes, and put an X next to the approximate clock times for these meals (e.g., 7:00 AM, 12:00 PM, 6:00 PM).

Then, erase the X’s and write a new answer, “You should take it every 8 hours.” Starting at 7:00 AM, draw X’s next to the hours that the medicine should be taken. Repeat with “every 4 hours” and “one time a day.”

Next, use the calendar to illustrate “one time a day” and “every day,” “one time a week” and “every week,” “every two weeks,” and “one time a month.” Point out that these instructions include either “every” or “_____ time(s) a _____.”

Now write on the board: “How long should I take it?” and “You should take it for two weeks.” Use the calendar to draw a line across the days for two weeks to show how long it continues. Repeat “for one week,” “for ten days,” “for one month,” “for six weeks,” “for two months,” “for one year.” Point out that each of these time spans starts with “for.”

Place students in pairs and give each pair a set of slips. Show students how to find the two bolded slips and put those as headings. Then, students should read each non-bolded slip and determine under which heading it goes, placing each slip under the correct heading and reading the full sentences together.

When the students are done, go over the sentences as a whole class.

TEACHER TIP: Refer to the Culture Box for more information about how prescriptions work and the expectations surrounding them.

CPA4: Activity – Prescription Parts Match-up

Before class, get an empty prescription bottle with a label to show students. Have tape available.

On a large posterboard, write the following:

Name of pharmacy:

Person's name:

Medicine name:

Instructions:

Number of refills:

Doctor's name:

Date of prescription:

Write the following information on individual index cards, one line per card:

- Good Medicine Pharmacy
- Nick Dimitrov
- Medicine: Luxmed
- Take one time/day on an empty stomach.
- 2 refills
- Dr. Grace Meador
- 4/18/21

In class, if you have not yet done so, go over the prescription label illustration in the Culture Box. Show a real prescription bottle and point out the parts of the prescription on the label.

Show the large prescription label poster. Give each student a word card from the prescription label. Have students work together to tape them in the correct places on the label and together read the label aloud.

TEACHER TIPS:

- *If you have a medicine bottle with a childproof cap, and it's unfamiliar to your students, show them how to open it and allow them to try. Discuss the purpose of the caps and the dangers of access to prescription drugs for children.*

- *For a larger class, make multiple medicine label posters and sets of cards and have students work in groups of three or four.*

CPA5: Role Play – Getting a Prescription

Before class, print the N2N handout and cut it up. Each student should receive one “A” slip and one “B” slip. Prepare a printed or projected picture of a patient and doctor in the doctor’s office. Print a copy of the dialogue for each pair of students or make a slide to project it.

In class, place students in pairs. Show a picture of a patient and doctor in the doctor’s office. Demonstrate with your assistant. One of you should take an “A” slip (the doctor) and the other a “B” slip (the patient). Tell students your roles and read your slips to them; then do the dialogue. The patient should act out his/her health concern when possible.

A: Hello. I’m Dr. Lee. What’s the problem?

B: _____.

A: This prescription will help. I will send it to your pharmacy.

B: What are the instructions?

A: _____.

B: Okay, thank you!

Next, give each pair an “A” slip and a “B” slip and have them act out their roles, trade slips, and repeat. When pairs have acted out both roles, have them repeat the activity with a new set of slips.

TEACHER TIPS:

- *Point out the sentence, “I will send it to your pharmacy” and explain to students that prescriptions are usually sent directly by the doctor’s office to a pharmacy that the students choose.*
- *The slips for “B” (the patient) contain previously learned vocabulary and are a bit more complex. Be available to offer assistance.*

CPA6: Information Gap – How Often? How Long?

Before class, print the Information Gap handout and make enough copies so that half of the class receives Part A and the other half receives Part B. If you’d like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, “How long should

Ken take his medicine?" Partner B will answer, "He should take it for 6 weeks." Partner B should then ask a question that Partner A can answer.

Place students in pairs and give each partner either an "A" or "B" sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. When students are done, ask each question and have students answer together in a complete sentence.

TEACHER TIP: *It may be helpful to show the handout in a larger size on a screen or poster.*

CPA7: Partner Activity – Find the Medicine

Before class, print one copy of the prescription labels and one copy of the question cards from the handouts for each pair of students.

In class, place students in pairs and give one the labels and the other the question cards. Demonstrate the activity: the students will read all of the labels together. Then, the student with the question cards will draw a card and read the question. The other student will look at the labels, find the label with the answer, and say it. After they have gone through all of the question cards, students will switch roles.

CPA8: Textbook Exercise 1

In class: Match the pictures and words.

For homework: Draw a line between the pictures and words.

CPA9: Textbook Exercise 2

In class: Answer questions about the medicine label.

For homework: Write answers about the medicine label.

CPA10: Textbook Exercise 3

In class: Match each question and answer.

For homework: Draw a line between the matching questions and answers.

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

Closing: Hold up the medicine bottle you brought and ask, “What is this?” Then, show the label from CPA4 and ask students to identify each part of the prescription.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

Lesson 20: I Will Wash Your Clothes.

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: By the end of this lesson, students will be able to

- use vocabulary related to personal hygiene,
- give advice using “should,”
- understand when to use “will” and “should.”

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

Greeting/Review: Gather pictures of the following from the N2N vocabulary cards: *wash your hands* (Lesson 15), *take a shower* (Lesson 6); *bathroom, shower, sink, toilet* (Intro, Lesson 9). Hold up two pictures and say what one of them is showing. Have students point to the correct picture. Review all of the words.

Open with prayer.

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

nails	use soap
brush	use shampoo
toothpaste	use a tissue
wash your clothes	sneeze
take a bath	

TEACHER TIPS:

- *In this lesson, place students in same-gender pairs or threes, as some students might feel embarrassed discussing hygiene items with a person of the opposite sex.*

- *Gather these props to demonstrate the vocabulary for this lesson: **nail brush, hairbrush, toothbrush, clothes, laundry detergent, bar soap, liquid soap, shampoo, toothpaste, and tissues**. If your students seem unfamiliar with any of these items, model how they are used.*
- *If you are concerned that your students struggle with a personal hygiene issue, feel free to adjust the vocabulary to address their needs.*
- *Since students have already learned **finger** and **toe**, point out that nails can be combined with those words to make **finger**nails and **toe**nails. You can also explain that brush may be combined with **hair** for **hairbrush**, with **tooth** for **toothbrush**, and with **nail** for **nail brush**.*

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

A: Should I take a bath?

B: Yes, but don't be late!

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. They should show the correct gestures for a husband and wife talking, with one of them being in a hurry and stressed and the other trying to help. Then, have students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: Oh, no! I'm late for work, but I should take a bath and use soap and shampoo first. Then, I will drive to work.

B: Don't be late! I will wash your clothes tonight.

A: Thank you. I will also brush my teeth and clean my nails. Aaaa-choo!

B: Here, use a tissue for your sneeze!

A: Thank you.

CPA2: Game – What's in the Bag?

Before class, get a bag large enough to conceal all of the props mentioned in the vocabulary teacher tip (#2).

In class, place students in two teams of three to four students. Hide one item in the bag. Allow the students on one team to feel the object inside the bag and then discuss among themselves what they think the item is, describing how it felt as they are able. It may be helpful to write on the board, "I think it is _____." After they have discussed their ideas, allow the team one guess; if they are correct, give them one point, but if they are incorrect, give the other team a chance to feel the item and guess. Once the item has been revealed, ask, "What is this? How is it used?"

Conceal a new item in the bag and allow the other team to guess what it is. Repeat for all items.

TEACHER TIPS:

- *Consider having all students on a team feel the item in silence before saying their guesses. This allows students time to gather their thoughts before speaking.*
- *For a class larger than eight students, divide the class in half, prepare additional bags, and have students participate in smaller groups with an assistant leading the activity in each group. For a small class, play without teams.*

CPA3: Game – Sales Flier Scavenger Hunt

Before class, gather or print sales fliers for hygiene items from grocery stores or drugstores, enough for each pair of students to receive two or three fliers. Be careful to remove any images of products of a sensitive nature from the ads. Print one scavenger hunt checklist for each pair of students from the N2N handouts.

In class, place students in pairs. Hand each pair the scavenger hunt checklist. As a class, go over each item and make sure students can identify them. Then, hand each pair a few sales fliers and have them search for the items, circling them as they check them off the list. Once most of the pairs have finished, have them present their findings to the class.

TEACHER TIP: *If you are teaching a very small group or an individual, consider reusing this checklist for a field trip after the lesson.*

CPA4: Activity – Will vs. Should

Before class, prepare two pictures: one of a person thinking, labeled “should,” and one of a person walking, labeled “will.” Have small whiteboards and dry erase markers ready, one for each pair of students.

In class, write or project the dialogue on the board. Read it aloud, underlining the word “should.” Hold up the “should” picture and explain that “should” is used when someone is thinking, “It is good to do this.” Rephrase the “should” in the dialogue as “It is good to take a bath, use soap, use shampoo.” Write some example sentences on the board: “I should go to the doctor.” “I should drink more water.” “I should wash my clothes.” Leave these sentences here for a contrast to the next set.

Read the sentences with “will” and underline “will” in the dialogue in a different color. Hold up the “will” picture and explain that “will” means, “Yes, I am going to do this.” Next to the previous examples, write these: “I will go to the doctor.” “I will drink more water.” “I will wash my clothes.”

Compare the “should” and “will” sentences, expanding them to show the differences:

- “I am sneezing. I **should** go to the doctor, but I don’t want to... I am thinking about it.” “I **will** go to the doctor tomorrow because I am sneezing. I have an appointment.”
- “I **should** drink more water, but I don’t like water.” “I **will** drink more water. I have a water bottle now.”
- “I **should** wash my clothes, but I have to go to work. Maybe tomorrow.” “I **will** wash my clothes today. I am taking my clothes to wash them now.” Have students open their books to the Grammar Box so that they can reference it as needed.

Place students in pairs and give each pair a whiteboard and a marker. Say each of the following sentences, writing them on the board if needed, and have students talk with their partners to determine whether *should* or *will* should be put in the sentence. Then, have them write the word on their boards and hold them up for you to see. Discuss each sentence with the class.

- My son _____ clean his nails, but he doesn’t like cleaning his nails. (should)
- She _____ use shampoo to wash her hair today. She is buying shampoo at the store now. (will)
- They _____ brush their teeth. Then, they will go to work. (will)
- Every day, I tell my teenager, “You _____ use toothpaste!” but he does not use toothpaste. (should)
- My daughter is playing outside. She really _____ take a bath tonight, but she doesn’t like baths. (should)

CPA5: Activity – What Part?

Before class, print the N2N handouts, enough for each pair of students to have one set of strips.

In class, place students in pairs. Briefly review the use of *he/his*, *she/her*, and *they/their*. Demonstrate the activity. One student will draw a strip and read the pronoun (she, he, or they) and the body part (or the word *clothes*). The other student will give advice for using a hygiene item for that body part, using the sentence frame, “He/she/they should _____.” For example, for “they/hair,” say, “They should use shampoo.” or “They should brush their hair.” Then, the other student will draw a strip and continue the activity.

After students have gone through all of the strips, go through each body part and have students share pieces of advice with the class.

CPA6: Board Game – Brush Your Teeth!

Before class, print copies of the gameboard from the N2N handouts, one for each group of three to four students. Write the following instructions in the boxes, repeating them as necessary:

- brush your teeth
- clean your nails
- take a bath
- brush your hair
- wash your hands
- wash your hair
- sneeze!

Gather a die and game markers for each group as well.

In class, place students in groups of three to four and demonstrate the game. Students will take turns rolling the die and moving the correct number of spaces. When a student lands on an instruction, s/he will read it aloud, and then say, “I need _____,” naming an item that is used for that activity. The first student to reach the end of the gameboard wins.

CPA7: Game – Don’t Forget!

Before class, print enough pictures of the following items for each group of three to five students to have a complete set: *nail brush*, *toothbrush*, *hairbrush*, *clothes*, *laundry detergent*, *bar soap*, *liquid soap*, *shampoo*, *tissues*, and *toothpaste*. Put the sets of pictures in separate locations in the room.

In class, place students in teams of three to five students. Go over the game directions below and have students indicate which of the items should be used in each activity and how they would

use them. Demonstrate the game: one student from each team will be chosen to go first. Call out the three-step directions, reading them twice while students listen, and then say, “Go!” Students will go to their team’s prop station and act out the directions in order, using the pictures. Each team whose members complete all of the steps correctly in order will receive one point. After all directions have been called out and all students have gotten to participate at least twice, the team with the most points wins.

Game directions:

- Wash your hands, brush your hair, wash your clothes.
- Use a tissue, brush your teeth, use soap.
- Use shampoo, wash your clothes, clean your nails.
- Brush your teeth, use toothpaste, use a tissue.
- Clean your nails, use soap, use shampoo.
- Brush your hair, brush your teeth, use shampoo.
- Wash your clothes, use toothpaste, clean your nails.
- Use a tissue, brush your teeth, wash your clothes.

***TEACHER TIP:** In a mixed-gender class, some students might feel awkward acting out activities in front of students of the opposite sex. Consider one of these variations:*

- *Split the class by gender and have one gender go to another room with an additional set of pictures.*
- *Have students pick up the pictures of the items rather than pretend to use them.*

CPA8: Textbook Exercise 1.

In class: Match each instruction to the item needed.

For homework: Draw a line between the instructions and the item to be used.

CPA9: Textbook Exercise 2

In class: Say what each person should do.

For homework: Write what each person should do.

CPA10: Textbook Exercise 3

In class: Put the words in the story with a partner.

For homework: Write the words in the story.

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

Closing: Hold up each hygiene item and have students call out what it is and (when applicable) when/how it is used.

If you have not done so during the lesson, refer students to the Grammar Box.

Close with prayer.

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.

In class: For the first exercise, name each item. For the second exercise, discuss how each person feels.

For homework (optional): For the first exercise, draw a line between the pictures and words. For the second exercise, in the blank, write how the person feels.

UNIT 6: We're Ready to Eat!

Lesson 21: Anything Else?

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: By the end of this lesson, students will be able to

- request items at a deli counter,
- use pounds to describe an item's weight.

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

Greeting/Review: Use pictures from the N2N Intro Level vocabulary cards to review the following words: *cheese* (Lesson 31), *beef*, *chicken*, *pork* (Lesson 32), *meat*, *sandwich* (Lesson 34).

Open with prayer.

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

ham	sliced
turkey	need
quarter pound (¼ lb.)	Anything else?
half pound (½ lb.)	That's all!
pound (lb.)	Optional word: roast (adjective)

TEACHER TIPS:

- Help students connect **ham** to **pork** from the Intro Level, particularly if they avoid pork for religious or cultural reasons.
- If you have students who are vegetarians, briefly introduce alternative proteins.

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

A: I need a quarter pound of sliced turkey, please.

B: That's ten ninety-nine a pound.

A: Do you need anything else?

B: No, that's all!

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: Hi, I need a quarter pound of sliced turkey, please.

B: Here you go. That's ten ninety-nine a pound.

A: Thanks.

B: Do you need anything else?

A: No, that's all!

TEACHER TIPS:

- *Explain to students that the question, "Do you need anything else?" might be shortened to, "Anything else?"*
- *Point out that **please** is added to the request to be kind. Demonstrate this by making the request in a commanding voice without "please," and then a polite voice with "please."*
- *Explain that "Here you go" is a phrase people use when they give something to someone.*

CPA2: Activity – What's in the Deli?

Before class, prepare pictures and/or video clips of a grocery store deli counter. Include all items in the case, the meat slicer, the scale, etc. Gather or print two sales fliers of deli items for every pair of students.

If possible, bring a few bags of deli items to show students. Be sensitive to any religious or dietary restrictions your students may have.

In class, show pictures and talk about what can be found in the deli case, including meats, cheeses, and other items that might be there, such as salads, olives, etc. Show a picture of a deli meat slicer and explain that the worker will slice the meat for you if you ask. If you have brought sliced meats, show them to students to further illustrate this concept.

Place students in pairs. Hand each pair of students the sales fliers with deli items. Write the following items on the board: *ham, turkey, beef, chicken, cheese, lunch meat*. Explain that *lunch meat* is another name for sliced meat for sandwiches.

Have pairs of students go through the sales fliers and circle any words they see on the board. While they are working, write this sentence starter on the board: "I'd like to buy this _____. " Then, have each pair share with the class what they would like to buy from the fliers, using the sentence starter.

CPA3: Activity – How Much Is It?

Before class, print one copy of the N2N handout for each pair of students. Prepare bags of rice with the following weights: $\frac{1}{4}$ lb., $\frac{1}{2}$ lb., 1 lb., 2 lbs. Also gather ten items of varying weights that weigh approximately the same amounts as the bags of rice. Number cards from 1-10 and place each of the items with one card at a different station around the room. Bring a kitchen scale, as well.

In class, review the line in the dialogue where the customer asks for a quarter pound of sliced turkey. Write " $\frac{1}{4}$ lb. = a quarter pound" on the board. Pass around your $\frac{1}{4}$ lb. bag so that students can feel how much it weighs. Repeat this with $\frac{1}{2}$ lb., 1 lb., and 2 lbs.

Place students in pairs and give them the handout. Demonstrate the activity. With your assistant, go to one of the numbered stations and lift the item. Discuss the weight that you think it is and record your guess in the middle column of the recording sheet while saying the sentence. Do this with several items. Then have students record their guess of the weight of each item as they say it in the sentence. When everyone is done, gather together and weigh the items with a kitchen scale. Have everyone record the actual weights, saying the sentence in the third column together.

TEACHER TIP: *Your students may only be familiar with the metric system, so giving them a feel for a pound will help them understand this unit of measurement. You may want to bring $\frac{1}{4}$ lb., $\frac{1}{2}$ lb., and 1 lb. of sliced meat also, to give students another helpful weight comparison.*

CPA4: Activity – I Have, I Need

Before class, find sales fliers for deli meats with prices listed by the pound to show the class. Print and cut up the “I Have, I Need” cards from the N2N handouts.

In class, write on the board: “ten ninety-nine a pound = \$10.99/lb.” Point to the Culture Box in the student book, explaining that *lb.* is the abbreviation we use to write *pound*. Help students understand that “ten ninety-nine a pound” is the same as saying “ten dollars and ninety-nine cents for one pound.” Show students the sales fliers for meats with the prices listed by the pound. Say each one aloud.

Write on the board: “Sliced turkey, \$12/lb.” Ask students, “How much is it if I buy half a pound?” See if students know, but if not, tell them that it will be \$6 for half a pound. Repeat this for $\frac{1}{4}$ lb. = \$3.

Hand out the cards for the “I Have, I Need” activity, reserving the first card (“I have sliced turkey, \$14.67/lb.”) for yourself. Give students a chance to read their cards, and then read yours aloud. Ask the students which of them has the card with the item that you need (sliced ham, \$12.22/lb.). If necessary, help locate the student who has the card. Have that student read their card and then ask the class who has what they need. Continue the chain. The last card will ask for the item you have (sliced turkey, \$14.67/lb.).

If students enjoy the activity, allow them to shuffle the cards and play again.

TEACHER TIP: *For a larger class, divide the class into two groups and have each group play separately. It's best if you can separate the groups as much as possible so that they do not overhear and confuse one another. For a smaller class, give students multiple cards, or give each pair a set of cards and have them put them in order and read them aloud.*

CPA5: Interview – Facing Lines

Before class, create enough slips of paper with different prices per pound for half the class, and another set of slips that say $\frac{1}{4}$ lb., $\frac{1}{2}$ lb., 1 lb., or 2 lbs., for the other half. Write a list of deli items on the board: *turkey, ham, chicken, cheese, couscous, salad, olives*. Write on the board or project the following dialogue:

A: Hi, I need a _____ pound(s) of _____, please.

B: Here you go. That's _____ a pound.

A: Thanks.

B: Do you need anything else?

A: No, that's all!

In class, place students in two lines facing one another. Give the students in one line slips with weights and the students in the other line slips with prices per pound. Demonstrate the activity with your assistant. The “customer” (who has the weight slip) will decide what s/he wants to order from the list of deli items on the board and will ask for the weight on the strip and the item of choice. The “worker” (who has the cost slip) will respond with the cost. They will complete the dialogue, 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 person in the facing line. Then, have students trade places, give each a new strip, and repeat the activity.

CPA6: Game – Build a Sandwich Relay

Before class, create and label the following sandwich pieces from paper or craft foam, one set for each team of three to four students: two slices of bread, four slices of ham, four slices of turkey, four slices of cheese, and four slices of chicken. Place the sets on individual desks. Write on the board: “Anything else? No, that's all!”

In class, divide students into teams. Hold up the slices of deli items and show each one, explaining that you call each piece a “slice.” Explain that the items need to go between two slices of bread, but you will not call that out, since it is the same each time. Demonstrate the game. Call out instructions for what to put on the sandwich. When you've finished speaking, students will ask, “Anything else?” and you will say, “No, that's all!” This is the cue for students to go.

One student from each team will go to their team's table, build the sandwich, and bring it back to their team. Once all teams are back, you will repeat the sandwich instructions, and teams will take turns going through their sandwich saying each part aloud, to make sure that their sandwiches are built correctly, including the bread. The first team back with the correct sandwich gets a point. Then, you will return the sandwich pieces to the tables, call out the next sandwich instructions, complete the dialogue with the students, and the next student on each team will go.

Sandwich Instructions:

<u>Sandwich A:</u> 1 slice of ham 1 slice of cheese	<u>Sandwich B:</u> 2 slices of turkey 1 slice of ham	<u>Sandwich C:</u> 2 slices of ham 2 slices of cheese
<u>Sandwich D:</u> 2 slices of turkey 3 slices of ham 1 slice of cheese	<u>Sandwich E:</u> 3 slices of cheese 1 slice of chicken 1 slice of turkey	<u>Sandwich F:</u> 2 slices of turkey 3 slices of ham 4 slices of cheese
<u>Sandwich G:</u> 4 slices of chicken 1 slice of ham 1 slice of turkey 1 slice of cheese	<u>Sandwich H:</u> 4 slices of ham 2 slices of cheese 3 slices of turkey	<u>Sandwich I:</u> 2 slices of ham 2 slices of turkey 2 slices of ham 2 slices of turkey

TEACHER TIP: *If students are having a hard time remembering all of the items, have them repeat back the instructions out loud before going to build their sandwiches.*

CPA7: Game – Anything Else?

Before class, print copies of the gameboard from the N2N handouts, one for each pair of students. Write a weight and a meat (e.g., ¼ lb. sliced ham, 1 lb. sliced turkey, ½ lb. sliced chicken) in each square. Gather a die for each pair and gameboard markers for each student. Write on a poster or create a slide of the following dialogue:

- A:** Hi, I need _____, please.
B: Here you go. Anything else?
A: (1, 3, 5) No, that's all.
A: (2, 4, 6) Yes, please. I also need _____.

In class, place students in pairs. Show the dialogue and demonstrate the activity with your assistant. Each player will roll the die and move the correct number of spaces and use the words on that blank to make an order (the first A in the dialogue). The other student will respond as “B.” If the player rolled a 1, 3, or 5, s/he will then respond “No, that’s all.” If the player rolled a 2, 4, or 6, s/he will roll again, move that number of spaces, and say, “Yes, please, I also need [item on new space].” Then the other student will respond as “B,” and the player will answer, “No, that’s all.”

The first student to reach the end of the board wins the game.

CPA8: Textbook Exercise 1

In class: Match the prices or weights.

For homework: Draw a line between the two prices or weights.

CPA9: Textbook Exercise 2

In class: Say how to ask for each item.

For homework: Write how to ask for each item.

CPA10: Textbook Exercise 3

In class: Put the words in the story with a partner.

For homework: Write the words in the story.

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

Closing: Hold up the sandwich pieces and ask students to name each item. Then, write $\frac{1}{4}$, $\frac{1}{2}$, and 1 lb. on the board and ask students to name each amount.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

TEACHER TIP: Consider following this lesson with a field trip to a deli counter.

Lesson 22: I'd Like a Burger and Fries.

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: By the end of this lesson, students will be able to

- order food at a fast-food drive-through,
- say and understand prices and cash.

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

Greeting/Review: Prepare pictures of local fast-food restaurants, including their drive-throughs. Ask students, "What is this restaurant? What do you eat there? Do you drive to the window or go inside?"

Open with prayer.

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

How can I help you?

next

fast food

Cash or card?

hamburger (burger)

medium

fries

large

That'll be...

drive-through

Optional word: milkshake

TEACHER TIP: Connect **hamburger** with **beef**. In the last lesson, students learned that **ham** is **pork**, so the word **hamburger** can cause some confusion.

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

A: How can I help you?

B: I'd like a burger, please.

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. If possible, have a picture of a loudspeaker to show that the first part of the dialogue is through a speaker. Then, have students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

Dialogue 1 (at the speaker):

A: Welcome to Bob's Fast Food drive-through! How can I help you?

B: I'd like a burger and medium fries and a large cola, please.

A: Anything else?

B: No, that's all.

A: That'll be \$_____. Please drive to the next window.

B: Okay, thanks!

Dialogue 2 (at the window):

A: That'll be \$_____. Cash or card?

B: Cash. Here you go.

A: Thanks! Here is your food. Have a great day!

TEACHER TIPS:

- Explain that "that'll be" means "that will be" or "the cost of that will be."
- Refer to the Culture Box to highlight the steps in using a drive-through.
- In the dialogue, fill in a price that is appropriate for your area.

CPA2: Activity – That'll Be...

Before class, print a copy of the N2N handout for each pair of students and cut them into slips. Gather real or fake money to show to students with the following denominations: \$20, \$10, \$5, \$1, and coins for 25, 10, 5, and 1 cents. Also prepare fake money for each pair of students, so that each pair has two \$20, two \$10, two \$5, four \$1, two quarters, three dimes, three nickels, and five pennies.

Write “That'll be _____.” and “Here you go!” on the board.

In class, review the bills and coins for U.S. money. Place students in pairs and give each pair a set of fake money and a set of activity slips. Demonstrate the activity. One student will draw a slip and say, “That'll be [amount].” The other student will count out the “cash” for that amount, saying, “Here you go.” Then, students will switch roles.

While students are doing the activity, check to see if they need any help saying the amounts or counting out the money.

TEACHER TIPS:

- *When you review U.S. coins, mention that the size of the coins does not necessarily correlate with their value.*
- *Dollar stores often have inexpensive play money that can be useful for this type of activity. If you notice that your students are struggling with remembering coin values or counting out money, consider incorporating money into activities in other lessons to give them more practice.*

CPA3: Activity – Price Match

Before class, print one copy of the N2N handout for every two students, and cut the pages into slips. Each student should receive one set of nine slips.

In class, write a few sample prices on the board and have students practice saying the prices out loud.

Give each student a set of slips. Place them in pairs. Demonstrate the activity. Student A will hold all of his/her price slips, while Student B spreads his/her price slips on the table. Student A will choose one slip and read it aloud. Student B will find that item on the table, hold it up, and read it. Once the match is confirmed, the action will be repeated until all of the slips have been identified. Then, students will change roles.

TEACHER TIP: If you have a fast-food receipt, bring this to show that the same information is listed on the receipt. This activity can help students confirm their orders if a mistake has been made.

CPA4: Information Gap – What's Their Order?

Before class, print the N2N Information Gap handout and make enough copies so that half of the class receives Part A, and the other half receives Part B. If you'd like, you can use paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, "What does Lee want to eat?" Partner B will answer, "Lee wants one medium hamburger." Partner B should then ask a question that Partner A can answer. Show students that they have two pieces of information about each person and two sentence frames at the bottom to help them ask and answer the questions.

Place students in pairs and give an A sheet to one and a B sheet to the other. Demonstrate again with the same question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. When students are done, go over all of the answers together, asking each question and having students answer in a complete sentence.

TEACHER TIP: *It may be helpful to show a large version of the handout as you demonstrate how to do this activity.*

CPA5: Facing Lines – Welcome to the Drive-Through!

Before class, print enough copies of the N2N handout for each student to have either a food order slip or a price slip. Prepare the dialogue on a poster or slide:

A: Welcome to Bob's Fast Food drive-through! How can I help you?

B: I'd like _____, please.

A: Anything else?

B: No, that's all.

A: That'll be _____. Please drive to the next window.

B: Thanks!

In class, place students into two lines facing one another. Give students in one line slips with food orders (A) and students in the other line slips with prices (B). They will practice the dialogue, 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. Then have students change positions and give them new slips to repeat the activity.

CPA6: Activity – What Will You Order?

Before class, gather the names and pictures of a few well-known fast-food restaurants in your area. If you are not familiar with what they offer, take some time to look at their menus.

Write on the board or a slide: “First, we will get fast food at _____. We’d like _____. Next, we will get fast food at _____. We’d like _____.”

In class, show students the names and pictures of fast-food restaurants. For each one, ask what they know about it: “What food do they have there? Do you like it? How much money does it cost?” etc. Review other items that might be ordered at a drive-through, such as chicken sandwich, soup, salad, tea, coffee, and water.

Place students in pairs. Give each pair of students a paper with a fold line down the middle. On one side of the fold, write “first,” and on the other, write “next.” Demonstrate the activity. Choose two fast food restaurants to visit. On each side of the paper, draw a picture of what you will order there. Then, in pairs, use the sentence frames to present the restaurants and what they will eat at each one.

TEACHER TIP: *Your students might only be familiar with tea as a hot beverage. Explain that they can order iced tea, and sometimes sweetened iced tea, as well.*

CPA7: Game – Fast Food Board Game

Before class, print one copy of the N2N gameboard for each pair of students. Write a fast-food order and a cost (e.g., 2 small hamburgers, \$8.67; 3 large fries, \$11.71, etc.) in each square. Gather a die for each pair and gameboard markers for each student. Write on a poster or create a slide of the following dialogue:

A: Hi, I’d like _____, please.

B: That’ll be _____. Cash or card?

A: (1, 2, 3): cash. **A:** (4, 5, 6): card

B: Next window, please!

In class, place students in pairs. Show the dialogue and demonstrate the activity with your assistant. The player will roll the die and move the correct number of spaces and then use the words on that blank to make an order. The other student, playing “B” in the dialogue, will give the price and ask, “Cash or card?” If the player got a 1, 2, or 3, s/he will reply “cash.” If the player rolled a 4, 5, or 6, s/he will say “card.” Then, B will complete the dialogue and take his/her turn. The first student to reach the end of the board will win the game.

TEACHER TIP: *If you think this will be too easy for your students, give them blank gameboards instead and have them fill in the boxes with their own orders and prices. They can use the list from CPA6 to think of other items they might order at a drive-through.*

CPA8: Textbook Exercise 1

In class: Say the sentences in order with your partner.

For homework: Write the sentences in the dialogue in order.

CPA9: Textbook Exercise 2

In class: Say the food each person wants.

For homework: Write the food each person wants.

CPA10: Textbook Exercise 3

In class: Say how much each item costs.

For homework: Write how much each item costs.

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

Closing: Show pictures again of local fast-food restaurants and ask students, "What would you like?" Have students say what they'd like to order.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

Lesson 23: Thank You So Much!

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: By the end of this lesson, students will be able to

- use vocabulary related to volunteering and the food pantry,
- use indirect object pronouns (*me, you, him, her, it, us, you, them*),
- express gratitude in different ways, at appropriate times.

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

Greeting/Review: Print pictures of the following foods from the Intro Level vocabulary cards: *beans* (Lesson 17), *rice*, *cereal* (Lesson 31), *pasta*, *soup*, *fruit* (Lesson 32), *vegetables* (Lesson 34). Hang signs saying “Yes” and “No” on opposite sides of the classroom. Point to this week on the calendar. Show the pictures one at a time, asking students if they’ve eaten that food this week. Have students walk to the appropriate sign. Then have them shout out the name of the food.

Open with prayer.

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

food pantry/food bank	box (boxes)
give	can
volunteer	same
so much	different
bag	

TEACHER TIP: *In this lesson, we are teaching **volunteer** as a noun. Consider letting your students know that you are a volunteer. Your love for them is a testimony of the love of Jesus.*

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

A: What should we do?

B: Give him this bag of food.

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 students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: Thank you so much for being volunteers at the food pantry!

B: We are happy to help. What should we do?

A: First, I'll give you these boxes and cans. You can put them in the bags.

B: Sure, we can do that.

A: These bags of food are the same. Give him this bag and give her that bag.

B: What about those bags?

A: Those bags of food are different. Give them those bags.

B: Okay, we'll do it!

CPA2: Game – Give Me the Bag.

Before class, create slips of paper with the following sentences: *Give me the bag.* (2 slips), *Give her the bag.* (2 slips), *Give him the bag.* (2 slips), *Give them the bag.* (3 slips). Place these slips in a paper bag. Have a whiteboard available to keep score.

In class, divide the class into two teams. Team 1 sends two people to the front. Student A holds the bag while Student B reads one of the slips from the bag. Student A follows the directions: If B says, "Give me the bag," A gives the bag to B, and they change roles. If B says, "Give him/her the bag," A gives the bag to a male or female student on their team, who then becomes A. If B

says, “Give them the bag,” A gives the bag to Team 2, which then sends 2 students to the front to become A and B. Give one point to the other team for taking the bag and put all the slips back in the bag before the new team begins drawing out slips.

Each time the team changes, new people should be sent to the front. Continue until everyone on one team has filled both roles. The team that receives the bag the most times will win.

TEACHER TIP: *If you only have one gender on a team, use a picture for the missing gender.*

CPA3: Interview – Facing Lines

Before class, prepare slips of paper, each with one of the following lines:

- 5 cans of green beans
- 3 boxes of crackers
- 7 cans of vegetables
- 3 boxes of pasta
- 4 cans of soup
- 8 cans of fruit
- 10 boxes of cereal
- 6 bags of rice

On a slide or poster, write the following dialogue:

A: Hello, welcome to the food pantry! May I help you?

B: Yes, I want to give some food. I have _____.

A: Thank you so much! You can give me the food.

In class, place students into two lines facing one another. Assign partners to be either A or B and give student B a slip of paper with the items. Students will practice the dialogue, 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. Then, have students switch places, give slips of paper to the new B line, and have them repeat the activity.

TEACHER TIP: *This activity will give students an idea of the items that food pantries offer in case they would like to donate to or receive from a food pantry.*

CPA4: Activity – When Do You Say Thanks?

Before class, gather a poster board and a marker. Write the lesson numbers 1, 9, 10, 14, 15, 17, 19, 20, 21, 22 on slips of paper. Create a copy of the following chart for each pair of students:

Lesson number	Where are they?	What are they doing?	What did they say?

In class, revisit the first line in the dialogue, “Thank you so much....!” Tell students that Americans say “thank you” very often. We say “thank you” when we see someone is helping us and we want them to know that we are happy for their help.

Place students in pairs and divide the slips of paper with lesson numbers between them. Show the chart with the questions and go over them, using this lesson’s dialogue as an example: Where are they? (the food pantry) What are they doing? (helping as volunteers) What did they say? (thank you so much).

Have pairs look at the dialogues in the lessons they were assigned and answer the questions for each one, making notes on their charts. When done, have them share with the class. As students share, note the wording for the thanks on the poster (e.g., thank you so much, thanks, thank you). Save the poster to use in CPA7.

Discuss the different ways that Americans can say thanks. Feel free to add other examples. Talk with students about other contexts in which you might thank people and see if they have any to add to the list.

TEACHER TIP: Americans say “thank you” a lot. In many cultures, this phrase is reserved only for large or unexpected acts of help. For example, in many cultures you wouldn’t thank a friend for helping you fix your car because that is what friends do and thanking him/her would show that you did not believe the friendship was close. Likewise, you might not thank a waitress in a restaurant because she is doing the assigned job, a normal activity. We teach American politeness standards so that students know that, in the U.S., it is expected to thank anyone who helps or serves them and that a friend thanking them is not being insincere.

CPA5: Information Gap – Volunteers

Before class, print or prepare slides of three to five pictures of people volunteering at different places in the community. The Culture Box has some examples. Print copies of the N2N Information Gap handout, one for each pair of students. Cut them in half so that half of the class receives Part A and the other half receives Part B. If you'd like, you can also get paper folders as dividers to place between students.

In class, place students in pairs. Show each picture of someone volunteering. Say, "S/he is a volunteer at _____. Have students speak with partners, and then share with the whole group what they see the person doing.

Demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, "Where does Sara help?" Partner B will answer, "Sara is a volunteer at the library." Partner B should then ask a question that Partner A can answer. Be sure to demonstrate the two types of questions and answers that are on the sheet.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. When students are done, ask each question and have students answer together in a complete sentence.

TEACHER TIPS:

- *It may be helpful to show the handout in a larger size.*
- *If your church or community organization has a food pantry, consider how you can connect your students to it. Tell students how they can receive food from the pantry and how they can donate or volunteer.*

CPA6: Game – Same and Different

Before class, gather boxes and cans of foods that you might find at a food pantry, enough for each student to have one item. Write on the board or a slide: "Same – They are both _____. Different – This one is _____, and that one is _____."

In class, hold up each item, showing the label, and have students say what is in it. Now, choose two items at random and ask students, "What is the same about these two cans/boxes/this can and this box?" Have students shout out ideas (e.g., food, cans, vegetables, red paper on the can). Point to your sentences and put a response in the appropriate blank, as in "They are both red." Now, ask, "How are they different?" Again, have students supply ideas, and fill in the blanks, as in "This one is a box, and that one is a can." Repeat this with a few more pairs of items.

Have students stand up and give each student a box or can of food. Have students mill around the room (playing music might help), and when you say “stop,” have them find partners and come up with how their food items are the same and different. Have students switch food items with others; then repeat.

TEACHER TIPS:

- *For a large class, place students into two concentric circles and have them walk in opposite directions and then stop and pair up with the person across from them. For a small class, give a few items to pairs of students and have them figure out how items are the same and different. Then have them trade items with others.*
- *You can use this game as a “brain break” for students if they’ve been sitting awhile. Have students stand up, find a partner, and say something the same or different about themselves.*

CPA7: Activity – Pass Me the Can

Before class, write the names of your students on individual popsicle sticks, one name per stick, and place them in a jar. Write on the board, “Pass _____ the can.” Have a can of food for this activity. Have the list of “thanks” from CPA4 visible.

In class, review the list of “thanks” from CPA4. Point to the word *pass* and demonstrate passing the can from person to person. Next, have all students stand in a circle and give one of them the can of food. Choose a different student to draw a stick and read the name on it. Have the student who drew the stick say the sentence, both with the student’s name in the blank and with the correct pronoun, e.g., “Pass Ali the can. Pass him the can.” The student holding the can should follow the instruction. The student who receives the can should look at the list of “thanks” from CPA4 and say “thanks” using one of those phrases. Then, the next student in the circle should draw a stick with a name. If a student draws his/her own name, the sentence will use “me” as in, “Pass me the can.” Occasionally, direct the student drawing the stick to draw two or more in order to use “us” or “them.”

TEACHER TIPS:

- *If you have a single-gendered class, print a picture of a person of the opposite gender and label it with a name. Place it in the circle. Write that name on a stick and add it to the pile.*
- *To increase this game’s complexity, you can add **bag** and **box** to the items being passed.*

CPA8: Textbook Exercise 1

In class: Tell your partner the full sentence.

For homework: Write the sentence describing the picture.

CPA9: Textbook Exercise 2

In class: Say if each pair of items is the same or different.

For homework: Write “the same” or “different” in each box.

CPA10: Textbook Exercise 3

In class: Say the story with a partner.

For homework: Write the words in the story.

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

Closing: Call out the following sentences and have students change them to use the indirect pronouns (in parentheses):

1. Give the box to me. (Give me the box.)
2. Give the bag to her. (Give her the bag.)
3. Roll the can to us. (Roll us the can.)
4. Throw the bag to him. (Throw him the bag.)
5. Kick the can to them. (Kick them the can.)

If you have not already done so in the lesson, refer students to the Culture and Grammar Boxes.

Close with prayer.

Lesson 24: Please Wash These Dirty Dishes.

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: By the end of this lesson, students will be able to

- name and describe dishes and utensils,
- make an apology,
- use “would” to make a request.

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

Greeting/Review: Show a few pictures of kitchens, both at home and commercial, including the illustration from this lesson and Lesson 15. Ask students, “What do you see in these pictures?” Have students name appliances, fixtures, and anything else they see in the kitchen.

Open with prayer.

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

fork	bowl
knife (knives)	dish (dishes)
spoon	clean
glass (glasses)	dirty
plate	hot

TEACHER TIP: *Clean was taught in Lesson 6 as a verb. Now it is being taught as an adjective.*

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

A: Please wash these dirty dishes.

B: Here you go—some clean bowls!

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. Start with this scenario: A is working while B is oblivious to the need for help. Then, have students act out the story while the teachers read it again. Have students practice the dialogue in pairs.

A: Hey, would you help me?

B: Oh, I'm so sorry! Yes, I'll help you.

A: Thanks. Please wash these dirty dishes in hot water.

B: Here you go—some clean bowls and plates!

A: Great, thanks. Now I'll wash the glasses and spoons. Would you wash the knives and forks?

B: Sure, no problem!

TEACHER TIP: Clarify to students that B is apologizing for not helping A when they both had work to do but only one person was doing it. It will help if this is acted out in the role play to make it clear.

CPA2: Game – Memory Match

Before class, print and cut up the Memory Match cards from the N2N handouts, one set for every two or three students.

In class, put students into groups of two or three. With your assistant, demonstrate how to play “Memory.” Put the cards face down on the table. Turn over two cards randomly and show the students, saying what’s on each card. If it’s a match, keep the two cards. If it’s not a match, place the cards back face down and allow your assistant to draw. Keep playing until you’re confident your students understand. Give each group the cards to play.

TEACHER TIP: Be sure that cards are printed on thick paper or have colored paper backing so that students can’t see through them.

CPA3: Activity – Hot, Dirty, Clean

Have all students stand up and separate them into three equal groups. Give each group a word: *hot*, *dirty*, or *clean*. Have each group brainstorm a list of things that can be described by their word. Use “cold” as an example: *snow*, *wind*, *water*, *refrigerator*, *ice cream*, etc.

After each group has had time to make a list of things that can be described by their word, have them share their lists with the class, using the sentence frame “_____ is hot/dirty/clean.”

TEACHER TIPS:

- *For a small class, have pairs or the whole class make each list.*
- *For a more challenging twist, give each group just three minutes to come up with items to add to their lists. After groups have shared their lists, rotate the lists among the groups and have each group try to add new words to their new lists.*

CPA4: Activity – Talking about Our Meals

Before class, print or make slides of six different table settings, with or without food. You can look for formal or informal settings and for settings from different regions. If you are making slides, make three slides with two pictures side-by-side for comparisons.

In class, place students in pairs. Show a picture of a table setting. Describe what you see in the picture, using the vocabulary words. Display more pictures and have students speak in pairs about each table setting. When needed, provide additional words, such as *chopsticks* and *teapot*.

Next, show two pictures side-by-side. Have students talk in pairs about what is the same and what is different between each of the pictures, using the sentence frames “They both have _____.” and “This table has _____, but that table has _____.” Then, have pairs share their thoughts with the whole group.

TEACHER TIP: Try to have pictures of tables from your students' home countries. Allow your students to describe the foods in the picture from their countries, if they wish.

CPA5: Interview – Facing Lines

Before class, write the following dialogue on the board or a slide:

A: Would you help me wash these dishes?

B: Yes, I'm happy to help.

A: Thanks. Would you wash the _____?

B: Sure, I'll wash the [repeat] and the _____!

In class, review the kitchen items from the vocabulary, writing each word on the board.

Read the dialogue aloud with your assistant. Each person should choose one kitchen item from the board to insert in the blanks of the dialogue. Clarify to students that the [repeat] means that B will need to repeat what A said and then add in their kitchen item in the next blank.

Place students into two lines facing one another. They will practice the dialogue, 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: For more advanced students, tell them that “would you” is often followed by “please,” and add it into the dialogue.

CPA6: Game – Set the Table

Before class, gather a *fork*, *knife*, *spoon*, *glass*, *plate*, and *bowl*, and place them in the front to show one place setting. Write on the board, “This is a _____.” and “I'm returning this _____.”

In class, place students in pairs. Give each pair the set of Memory Match cards from CPA2 without the cards for *hot*, *dirty*, and *clean*. Shuffle and place them face down in a pile.

The goal of the game is to create a complete place setting, consisting of a fork, a knife, a spoon, a glass, a plate, and a bowl before your partner does. With your assistant, demonstrate the game. Students will take turns. On each turn, the student may choose to take a card and keep it or take a card and return it to the deck. If the student chooses to take a card and keep it, s/he will lay it in front of him/her face up as part of his/her place setting, saying, "This is a _____." If the student draws a card s/he already has in his/her place setting, s/he will say, "I'm returning this _____" and place it in a discard pile. When the deck is out of cards, shuffle and continue.

The first person to create the full table setting wins.

CPA7: Game – Would You Please? Relay

Before class, create two sets of slips of paper, each slip with one of the following words: *dishes*, a *plate*, a *glass*, a *bowl*, a *fork*, a *knife*, a *spoon*, "I'm sorry." Put each set in a paper lunch bag. Gather two sets of the items (paper or plastic) as well. For *dishes*, tape a bowl onto a plate.

Write on the board: "Would you please give me _____?" "Here you go." and "I'm sorry. I'm returning these."

In class, divide students into two teams. Have one student sit on one side of the room with the place setting items, while the other students stand on the opposite side of the room with their bag of slips.

With your assistant, demonstrate the activity: One student on each team will draw a slip, read what it says, and walk to his/her teammate on the other side of the room. If the slip says a kitchen item, the student will say, "Would you please give me [kitchen item]?" The teammate will hand over the kitchen item, saying, "Here you go." The student will take that item back to the team, and the next team member will draw a slip and go get that item. However, when a student draws "I'm sorry," they must return all of the kitchen items collected so far to the teammate across the room, saying, "I'm sorry. I'm returning these." The team must then put all the slips back in the bag EXCEPT the "I'm sorry" slip and begin to collect the items once again.

The first team to collect all of the items wins.

CPA8: Textbook Exercise 1

In class: Say the name of each item.

For homework: Draw a line between the word and the picture.

CPA9: Textbook Exercise 2

In class: Say each question asking for help.

For homework: Write each question asking for help.

CPA10: Textbook Exercise 3

In class: Say the missing words in the words in the story.

For homework: Write the words in the story.

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

Closing: Hold up each item of your table setting and have students say the names of the items.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

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.

In class: Using the first exercise, review weights. Using the second exercise, discuss how to ask a question.

For homework (optional): For the first exercise, draw a line between the same weights. For the second exercise, write each as a question asking for help.

UNIT 7: Spending Time Together

Lesson 25: Thank You for the Visit!

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: By the end of this lesson, students will be able to

- use simple past tense verbs **was** and **were**,
- give a compliment,
- talk about customs for visiting others.

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

Greeting/Review: Show a few pictures of large meals from different cultures and have students speak with partners to discuss what they see on the table. Talk about the items on the table and review *glass, bowl, plate, dish, fork, knife, spoon*.

Open with prayer.

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

fun

delicious

visit

guest

dessert

before

after

Time to go.

was/were

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

A: Thank you for the meal.

B: Yes, the meal was delicious.

A: Thank you for the meal.

B: Yes, the desserts were great.

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 more teachers will read the dialogue, acting it out as they read. They should show the correct gestures for guests thanking their host and saying goodbye (smiling, waving, shaking hands or hugging).

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

Have students practice the dialogue in groups of three.

A and B were guests at C's house. After dinner, it was time to go.

A: Before we go, I want to say thank you for the meal.

B: Yes! The meal was delicious, and the desserts were great.

C: Thank you for the visit! It was fun. Bye!

A and B: Goodbye!

TEACHER TIPS:

- *Read the line before the dialogue aloud to explain the scene.*
- *Clarify to students that it in "It was fun." refers to "the visit" in the previous sentence.*

CPA2: Activity – Was/Were Transformation

Before class, prepare a large calendar of the current month and printed pictures or slides of the following: a sick person, good food, people at English class, a worried person, a woman in the hospital, an angry man, and excited teachers. If you can't find these images, see the Teacher Tip below.

In class, point to today's date on the calendar. Have students say, "Today is [date]." Now, say, "Yesterday was [date]," pointing to yesterday's date and emphasizing *was*. Repeat this for a few other recent past days: "Tuesday was..." "Saturday was..." etc. Using the Grammar Box in the student book, point out that *was* is used with *I, he, she, it*, and *were* is used with *you, we, they*. Give examples of *you were* with both one person and more than one person to show that the forms are the same, e.g., "You were my neighbor last year. You were all at the park yesterday."

Have students turn to the lesson's main illustration in the student book. Narrate this picture in present tense: "Marie and Paolo are guests at Luis's house. Everyone is happy. It is a good day."

Now, point to a previous day on the calendar and retell the story: "Yesterday, Marie and Paolo *were* guests at Luis's house. Everyone *was* happy. It *was* a good day."

Place students in pairs. Write "yesterday" and "today" on the board. Show the picture of a tired man, point to "today," and say, "Today, he is tired." Write this on the board. Now point to "yesterday" and say, "Yesterday, he..." Give students a moment to try to complete the sentence, referring them to the Grammar Box as needed. After they respond, write "Yesterday, he was tired." on the board.

One by one, show your other pictures, saying the relevant sentence with "today" listed below, writing it on the board, and then starting the "yesterday" sentence. Have students work in pairs to complete the sentence using the past tense verb. Let them then volunteer to share their sentence with the class.

1. Today, I am sick.
2. Today, the food is delicious.
3. Today, you are all at English class.
4. Today, you are worried.
5. Today, Lisa is in the hospital.
6. Today, Luke is angry.
7. Today, the teachers are excited.

TEACHER TIPS:

- *Students may need help knowing which verb forms to use for sentences that don't start with pronouns.*
- *For more practice, repeat sentences 2, 5, 6, and 7 with the pronouns **it, she, he, and they**.*
- *If you can't find pictures for the given sentences, feel free to find other pictures and create new sentences for them.*

CPA3: Game – Categories

Before class, gather a whiteboard and dry erase marker or two blank sheets of paper for each pair of students, as well as a timer.

In class, place students in pairs. Demonstrate the game. For each word, students will have two minutes to come up with as many words as they can that are related to the word. With your assistant, give the example word: *kitchen*. Set the timer for two minutes and write on the board the words you can think of that are related to *kitchen*, including words from previous lessons.

Give each pair of students a whiteboard or paper. Call out one of the following words: *fun*, *delicious*, *dessert*, *visit*. Have students write all the related words they can recall, while you write some of your own ideas. Have students share their words, and then you share your own. Repeat the activity with the rest of the words.

TEACHER TIPS:

- *If your students enjoy competitions, award a point for each word that students write, or only award points for unique words.*
- *Try to pair students of different English ability levels for this activity.*

CPA4: Interview – Facing Lines

Before class, write the dialogue on a poster or slide to be projected.

A: Welcome to my home!

B: Thank you for having me. I'm happy to be your guest.

A: Please try this dessert.

B: Oh, it's delicious!

A: Thank you for the visit. It was fun.

B: Goodbye!

In class, show the dialogue and read it aloud, making sure that students understand it.

Place students in two lines facing one another. They will practice the dialogue, 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:

- *For a small class, have students practice the dialogue in pairs; then switch roles.*
- *Explain that “Thank you for having me.” is a commonly used phrase by Americans to thank someone for inviting them as guests.*

CPA5: Discussion – What Happens in a Visit?

Before class, gather pictures of the following: people entering a home as guests, people sitting at a table, people sitting around a living room, and people walking out the door of a home. This activity should be done in small groups, led by as many classroom teachers/assistants as you have available. Make a set of pictures for each group.

In class, divide students into small groups, each led by one teacher or assistant.

Show a picture of people entering a home as dinner guests. Tell students that the people are going to have dinner together. Ask students, “In your culture, what do you say when you go inside the house? What do you do?” Then, share about American customs, including saying, “Welcome!” and “Thank you for having me,” taking off your coat and giving it to the host, and possibly giving a gift to the host. Discuss, also, what time guests for dinner usually arrive and whether they should arrive at the time they are given or whether they should come earlier or later.

Show a picture of people sitting at a table. Ask students, “In your culture, what do you do before the meal? What do you do when you sit for the meal?” Then, share about American customs, including chatting for a while, saying a prayer before the meal for Christians, starting with an appetizer or a salad before moving to a main course and then dessert, and putting your napkin in your lap.

Show a picture of people sitting in a living room. Ask students, “In your culture, what do you do after the meal?” Then, share about American customs, including drinking coffee or tea, telling stories, and playing games. Discuss, also, how long you’d generally stay as a guest for dinner and potential signs that it is time to leave, such as a host yawning.

Show a picture of guests leaving the home. Ask students, “In your culture, what do you do when you leave?” Then, share about American customs, including saying, “Goodbye,” and “Thanks for the meal,” giving a compliment on the meal and the time together, and hugging or shaking hands.

TEACHER TIPS:

- *Cultures tend to have different traditions and expectations about hosting and visiting. This discussion can help students understand what Americans do and take away some of the fear they might have about visiting American homes.*
- *Consider hosting your students in your own home.*

CPA6: Game – Before and After

Before class, make sure you have a calendar and a months-of-the-year poster. Have a whiteboard and dry erase marker for each pair of students. Print three copies of the printable die from Unit 2, Lesson 5 in the N2N handouts.

On the first die, write “before” on three squares and “after” on three squares.

On the second die, write the following directions, one per box:

Say, “Thank you.”	Point to your toe.	Wash the dishes.
Draw a picture.	Play soccer.	Brush your hair.

On the third die, write the following directions, one per box:

Wash your hands.	Put on your hat.	Drive a car.
Eat breakfast.	Drink water.	Clean the windows.

In class, write on the board: First..., Second..., Third. Next to “First...” write, “Go shopping.” Next to “Second...” write, “Wash the dishes.” Next to “Third...” write, “Take a bath.” Read them all, then say, “I will wash the dishes today. But *before* I wash the dishes, I will go shopping. I will take a bath today. But *before* I take a bath, I will wash the dishes.” Point to each line as you say it to show how you are pointing to the item *before* another item. Use this again for *after*: “I will go shopping today. *After* I go shopping, I will wash the dishes. *After* I wash the dishes, I will take a bath.” Change the three phrases next to “first,” “second,” and “third,” and do this again, prompting students to help you.

Show a calendar and have students tell you what day comes *before* or *after* other days. Repeat this for months with your months-of-the-year poster.

Revisit the dialogue and point out the words *before* and *after*, clarifying their meanings using this model.

Place students in two teams. Write on the board, “Before/After we _____, we will _____.”

Demonstrate the activity: roll the first die and see whether it says, “before” or “after.” Then, roll the other two dice to get the two activities. Line up the dice; for example, the dice might say, “before,” “wash the dishes,” and “clean the windows.” One team will talk and come up with their

sentence: “Before we wash the dishes, we will clean the windows.” Then, the students on that team should act out the items in that order: first, cleaning the windows, and second, washing the dishes. The team will receive one point for a correct sentence and another point for acting out the directions in the correct order. Teams will take turns rolling the dice, creating sentences, and acting them out.

CPA7: Game – It Was Really Great!

Before class, gather a die and gameboard markers for each group of three to four students. Print one N2N gameboard for each group as well. Write one of the following sentence starters in each box.

- The food was...
- Your shirt was...
- Your flowers were...
- Your desserts were...
- The music was...
- The books were...
- The meal was...
- The turkey was...
- The soups were...
- The gardens were...
- Your clothes were...
- Your jacket was...
- The pasta was...
- The salads were...
- The potatoes were...
- Your garden was...

In class, write the following sentences from the dialogue on the board: *The meal was delicious. The desserts were great. It [the visit] was fun.* Underline *meal*, *desserts*, and *the visit*. Point out that when the subject refers to one thing, the verb is **was**, but when it refers to more than one thing, the verb is **were**.

Give an example phrase from the gameboard and ask students to complete the sentence with words that show you are happy about something and want to tell another person. For example, “I was listening to music with my sister. After the music finished, I said, ‘The music was...’” Allow students to suggest words to finish the sentence, writing them on the board: *beautiful, good, nice, pretty, interesting*, etc. Repeat this with a sentence about clothing and one about food, so that students can practice some variations. You may also insert previous vocabulary words that students have learned to make a phrase stronger, such as *really, so, and very*.

Place students in groups of three to four and give each group a gameboard, die, and markers for each student. Demonstrate the game. Have students take turns rolling the die and moving the given number of spaces. When a student lands on a space, s/he will read the sentence starter out loud and finish the sentence to give the compliment. The first student to reach the end of the board will win.

CPA8: Textbook Exercise 1

In class: Choose the right word (*was/were*) and say the sentence with your partner.

For homework: Write the right word (*was/were*) in the blank.

CPA9: Textbook Exercise 2

In class: Choose the right word for the sentence. Then say it with a partner.

For homework: Circle the right word for the sentence.

CPA10: Textbook Exercise 3

In class: With a partner, say each sentence with *before* or *after*.

For homework: Write *before* or *after* in each sentence.

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

Closing: Call out a few present tense sentences such as those in CPA2 and have students say them back with *was/were*.

If you have not already done so in the lesson, refer students to the Culture and Grammar Boxes.

Close with prayer.

Lesson 26: It Was a Wonderful Date.

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: By the end of this lesson, students will be able to

- use words related to senses (*look/see, listen, smell, taste, feel*),
- use the simple past tense (-ed).

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

Greeting/Review: Place students in pairs and give each pair a whiteboard and marker. Show the Grammar Box from Lesson 25, and then say sentences using *am/is/are* and have students write *was* or *were* on their boards to transform the sentences to past tense. (You may use sentences from Lesson 25, CPAs 2 and 8.)

Open with prayer.

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

chocolate

wonderful

on a date

taste

smell

laugh

say (said)

again

together

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

A: That sounds fun!

B: Yes, it was! We smelled the flowers.

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 students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

A: On Sunday, I was on a date with Pat.

B: That sounds fun!

A: Yes, it was! We walked in the park and smelled the flowers together. We laughed so much! Then, we tasted chocolates at a dessert restaurant. It was a wonderful date.

B: Will you go on a date again?

A: Yes! Pat said, “We should go on a date again!”

TEACHER TIP: As students follow along with reading the role play, point out the quotation marks around the dialogue and explain that these are used to show speech.

CPA2: Activity – Making the Past Tense

Before class, get a calendar with the current month showing. Have a whiteboard and dry erase marker for each pair of students.

In class, show the dialogue and underline the past tense verbs (*smelled, walked, laughed, tasted, was, said*). Make a sentence with each one of these verbs in the present tense. Then point to a previous day on the calendar and say the sentence again with past tense. For example, “I smell the flowers. Yesterday, I smelled the flowers.”

Erase “said” and “was,” and then circle the -ed ending on the verbs on the board. Refer to the Grammar Box to show how this tense is formed.

Place students in pairs. Write the following verbs on the board and have students say each past tense form: *cook, work, like, play, fix, turn, smell, taste, laugh*.

Now, write this sentence on the board: “Yesterday, Anna and I _____ breakfast.” Have pairs work together to choose an appropriate past tense verb from the list on the board, write it on their whiteboards, and then hold them up to show you. Once all pairs have written their verbs, identify all correct answers by reading the sentence aloud with the correct verbs. Have students repeat the sentence each time.

Repeat this with sentences you create using the other verbs on the board. Then, create sentences with *was, were*, and *said* to help students get the idea that there are some irregular forms of past tense verbs.

To extend the activity, use the following verbs that were previously taught to create additional sentences: *want, listen, kick, clean, dance*.

TEACHER TIP: *The -ed ending is actually pronounced differently in different words; sometimes it has a “d” sound, while other times it has a “t” or “id” sound. For now, make sure that students hear and repeat how you say each word so that they can hear and produce the correct sounds. They will learn more about these sound patterns in a future level.*

CPA3: Activity – Which Sense...?

Before class, print one handout for each pair of students from the N2N handouts. Gather six items that can be explored with one or more senses, such as food (e.g., chocolate, pretzels), a music player, tactile items (e.g., play dough), scented candles, etc. Create cards numbered 1-6 and write the name of one item on each card. Then, place one card and one item at each of six stations around the room.

Print or create a slide of each sense with its verb and a related image: smell/nose, see/eye, taste/mouth, listen/ear, feel/hand.

In class, go over each sense with the picture and matching verb. Give a few examples with each verb, e.g., “I smell the flowers.” Tell students that “to” is often attached to “listen,” as in “listen to music.”

Place students in pairs and give each pair a handout. Demonstrate the activity. Each pair will go to a station and check off the sense words that they can use to explore each item. Then, they will write one or more words to describe the item using their senses.

When students have visited all of the stations, discuss each station as a class, using the sentence starter “I can _____ [name of item].”

TEACHER TIPS:

- *If students do not yet have enough language to supply descriptive words for items in pairs, wait and complete this part as a whole class.*
- *For a larger class, create additional stations so that students have plenty of space to move around.*

CPA4: Interview – Facing Lines

Before class, prepare the following dialogue on a poster or slide:

A: Where were you yesterday?

B: Yesterday, I was [on a date] (OR) [with a friend].

A: That sounds fun!

B: Yes, we _____ and _____ together.

A: If you go again, I want to [repeat 1] , too!

In class, discuss with students: if you go on a date or out with a friend, what do you do? As students give suggestions, write them on the board until you have a list of 6-8 items. Then, read the dialogue with your assistant, inserting two items into the two lines for B and having A repeat one of those items. Change the verbs on the board from present to past tense so that students can refer to them during the dialogue.

Place students in two lines facing one another. They will practice the dialogue using activities listed on the board, 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: *Some of your students may feel uncomfortable speaking about going on dates for cultural or personal reasons, so allow them to choose to say they were “with a friend,” instead.*

CPA5: Activity – The Story of Yesterday

Before class, create individual cards for each of the following words: *cook, work, play, fix, smell, walk, laugh, taste, say, dance, kick, clean, listen to*. (If your class is larger than 6 students, divide the class into groups of 3-6 and create a set of cards for each group.)

Write on a slide or the board:

1. Yesterday, I...
2. Then, I...
3. Then, I...
4. Then, I...
5. Then, I...
6. Last, I...

In class, show the sentence starters above. Draw a verb card and make a sentence, e.g., “Yesterday, I walked in the park.” Have your assistant draw another card to continue the story, e.g., “Then, I laughed with my children.” Keep drawing cards to tell the story. On the sixth draw, use the “Last, I...” starter instead.

Place students in groups of six or less, each with a pile of the verb cards, and have them draw cards to tell their past tense stories. To start a new story, erase “I” and replace it with a different pronoun.

TEACHER TIP: For a more advanced class, allow students to tell stories without drawing cards so that they are thinking of their own verbs. However, since students have not yet learned many of the irregular past tense verb forms, if you hear a student make a mistake with a past tense verb they don’t know, such as “runned” instead of “ran,” don’t correct them. At the end of the activity, refer the class to the Verb Appendix, which has irregular past tense forms for verbs taught in this book.

CPA6: Activity – Smell the Chocolate Together

Before class, make a set of the following word cards for each group of 3-4 students:

smell	listen to	taste	see	feel
smell	listen to	taste	see	feel
smell again	listen to again	taste again	see again	feel again
smell together	listen to together	taste together	see together	feel together

In class, write each of the sense words on the board. Ask the class: “What can you smell?” “What can you listen to?” etc. and make a list of items for each one.

Demonstrate the activity with your assistant. Take turns drawing a card and telling another person in the group to do one of these actions with an imaginary item, e.g., “Listen to music.” “Smell the chocolate.” “Taste the pasta.” If the card also says *again*, the command should be given twice, e.g., “Smell the chocolate.” [Student mimes smelling the chocolate.] “Smell the chocolate again.” If the card also says *together*, then all of the other students should do the action.

Place students in groups of three or four. Give each group a shuffled set of cards and have them call upon other students in the group to act out each command.

TEACHER TIP: *If you'd like, bring in a collection of many items that can fit the activity and have students choose real items to smell, taste, listen to, etc.*

CPA7: Game – Past Tense Board Game

Before class, print copies of the gameboard from the N2N handouts and write one of the following verbs in each box: *cook, work, like, play, fix, turn, smell, walk, laugh, taste, is, say, dance, want, kick, need, clean, listen to*. Gather a die for each group of 2-3 students and a game marker for each student.

In class, brainstorm on the board a list of words and phrases that indicate that something already happened, such as *yesterday, last week, last night*, etc. Demonstrate the game. Each student will roll the die and move that number of spaces, and then make a sentence in the past tense with that verb and one of the past tense word/phrase indicators from the board. Give a few examples of sentences before having groups begin the game. The first student to reach the end of the board will win.

TEACHER TIP: *Listen to students as they create sentences and encourage them to add details. For example, if a student says, “Yesterday, I walked,” ask when or where and have them repeat the sentence with the added details.*

CPA8: Textbook Exercise 1

In class: Say each word with the past tense.

For homework: Write each word in the past tense.

CPA9: Textbook Exercise 2

In class: Say the words that go in the story.

For homework: Write the words in the story.

CPA10: Textbook Exercise 3

In class: Choose a sense used with each item.

For homework: Draw a line between the item and the sense used with it.

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

Closing: Read the following story, acting out each word in parentheses and having students shout those words out:

Yesterday, I was at home. I (smelled) something so wonderful! I (walked) to the kitchen, and my sister was there. She cooked my favorite dessert. I (tasted) it, and it was delicious! My sister (laughed) at my very happy face.

If you have not already done so in the lesson, refer students to the Grammar Box.

Close with prayer.

Lesson 27: I Went to a Birthday Party!

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: By the end of this lesson, students will be able to

- discuss the customs surrounding birthdays,
- ask questions using *did*,
- use irregular past tense forms of *eat*, *get*, *sing*, and *go*.

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

Greeting/Review: Place students in pairs and give each pair a whiteboard and dry erase marker. Call out a present tense verb, giving it in a sentence for context, and have students work together in pairs to write the past tense equivalent on their boards and hold them up. Use some or all of these verbs: *cook*, *work*, *like*, *play*, *smell*, *walk*, *laugh*, *taste*, *is*, *say*, *dance*, *want*, *need*.

Open with prayer.

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

jewelry	gift
candy (candies)	sing (sang)
card	get (got)
party (parties)	Happy Birthday!
cake	

TEACHER TIP: Refer students to Grammar Box B for an explanation of pluralizing nouns ending in *-y*. If students ask about **jewelry**, explain that usually this word is used for both one item and more than one item.

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

A: Did you have fun at the birthday party?

B: Yes, we played games and ate cake.

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 students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

A: I went to Hannah's birthday party yesterday.

B: Did you have fun?

A: Yes! We played games and ate cake. We sang, "Happy Birthday!" to Hannah.

B: Did she get gifts?

A: Yes, she did. She got jewelry, cards, and candy.

TEACHER TIP: Explain to students that **ate** is the past tense of **eat** and **went** is the past tense of **go**. Refer them to the Verb Appendix in the student book for a full chart of the irregular past tense verbs taught in this book.

CPA2: Activity – Creating Did Questions

Before class, create the following word cards:

Did	you	go	to	the	party	?
Did	you	give	her	a	gift	?
Did	you	eat	the	birthday	cake	?

In class, write the following questions on the board, leaving space to add a word to the beginning of each sentence:

Do you sing? No, I don't.

Do you eat cake? Yes, I do.

Have students say each of these sentences aloud with you.

Now, write “yesterday” in front of each sentence. Erase “do,” and write “did” in each sentence. Explain to students that *did* tells what happened in the past, like yesterday, last week, or last year. Change the answers to the questions from “don’t” and “do” to “didn’t” and “did,” as well. Have students read the new sentences with you again. Refer students to Grammar Box A and read it together.

Place students in groups of three or four, with a teacher or assistant with each group. Give each group a set of word cards that form one question and have them put the words in order. Once the question is in order, have students say the question together. Ask students how they would make an answer with “yes” (*Yes, I did.*) and “no” (*No, I didn't.*). Have groups trade cards and repeat the activity.

TEACHER TIPS:

- *This would be a great week to teach about question intonation during pronunciation time.*
- *For a larger class, place students in groups of six, give each student a card, and have them stand up and move around to order the sentences.*

CPA3: Game – Memory Match

Before class, print and cut up Memory Match cards from the N2N handouts. Have one set of cards for every pair of students.

In class, place students in pairs and give each pair a set of cards. With your assistant, demonstrate how to play “Memory.” Put the cards face down on the table. Draw two cards randomly and say what each item is, making a sentence with the word on each card. 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. Have students play until all cards have been matched; then shuffle and play again.

TEACHER TIP: *Be sure that cards are printed on thick paper or have colored paper backing so that students can't see through them to find matches.*

CPA4: Explanation and Board Game – Do vs. Did

Before class, print a set of statement cards and a gameboard from the N2N handouts for each group of 3-4 students. Cut up the statement cards. Gather one die for each group and a game marker for each player.

In class, write the following pairs of verbs on the board: *eat/ate, sing/sang, get/got, go/went*. Write the following statements on the board, leaving room before each question to write another word later:

- Matt ate cake.
- Lee sang “Happy Birthday.”
- Mary got three birthday cards and some jewelry.
- Will went to the party.

Tell students that you want to make these sentences into questions. Ask students what word you need to write at the beginning of the sentence to make questions, and add “*Did*” to the beginning of each sentence. Next, pointing to the first sentence, underline the verb, point to the verb pair, and ask, “What else needs to be changed in this sentence?” Then change the verb to present tense and change the periods at the end of the sentences into question marks. Refer to Grammar Box A, if needed.

Place students in pairs. Write the following statements and questions on the board and have students speak in pairs to put the missing verb in each question, and then share their answers with the class:

- Jim went to the party. Did Jim _____ to the party?
- You gave him a gift. Did you _____ him a gift?
- She got candy. Did she _____ candy?
- They cooked a meal. Did they _____ a meal?

Give each pair a whiteboard and marker or paper. Write the following sentences on the board and have students speak and write in pairs to turn them into *did* questions. Then share their questions with the class.

- She got birthday cards.
- They danced together.
- He ate cake and candy.

Place students in groups of three or four and give each group a gameboard, a set of statement cards, a die, and game markers for each student. Demonstrate the activity. Each student will take a turn rolling the die and moving the given number of spaces. Then, s/he will draw a statement card, read it and transform the statement into a question. The first student to reach the end of the board wins.

CPA5: Discussion – What Do You Do for a Birthday?

Before class, gather a few photos of birthday celebrations you've attended (optional).

In class, place students in small groups, so that each group includes an assistant or teacher. Have the assistants or teachers show the birthday picture in the book, as well as any additional birthday celebration pictures you bring. For each one, ask students, "What do you see happening in this picture?" Have students discuss what they see. Talk about what is happening in each picture and the traditions that are shown, such as having a cake, blowing out birthday candles, giving gifts, surprise parties, and singing "Happy Birthday." Ask students to share what, if anything, they do in their home cultures to celebrate birthdays.

Then, bring students back to the large group and have students share what they saw in the picture. Refer students to the Culture Box and teach them to sing the "Happy Birthday" song.

TEACHER TIPS:

- *Some of your students may not celebrate birthdays for economic, cultural, or religious reasons. Others may not know their birthdays or have had birthdays assigned to them on their documents (often January 1). Do not call on students who do not volunteer information.*
- *Americans tend to celebrate others' birthdays by treating them to meals, desserts, or parties. However, in many cultures, the person having the birthday is the one who treats everyone else. Be aware of this if a student wants to celebrate with the class and clarify expectations.*
- *Consider having a mock (or real) birthday party in class.*

CPA6: Game - Flyswatter Game

Before class, prepare a poster board with the following words for each group of three or five students: *was, ate, said, gave, went, got, were, sang*. Tape it to the wall or a board. Get two flyswatters for each group. Make a list for each group with the following words: *eat, give, get, sing, is, are, go, say*.

In class, divide students into groups of three or five. Give one student in each group the list of words. Give two others in each group a flyswatter. The student with the list will call out the present tense words while the students with the flyswatters smack each matching past tense form. In a group of five, have students hand off the flyswatters to the other two students after each word is called. After the student reading the list has read all of the words, s/he will switch roles with another group member and play again.

TEACHER TIP: To extend this activity, write the present tense verbs on the back of the poster and create a word list of the past tense verbs. Flip the poster, give out the new list, and play again.

CPA7: Interview – Facing Lines

Before class, create strips of paper with the following phrases so that half of the students will each receive a strip with a single phrase:

eat cake	play games	give gifts	give a birthday card
eat a meal	sing “Happy Birthday”	enjoy it	say, “Thank you”

Write the past tense of the verbs on the board: *ate, played, gave, sang, enjoyed, said*.

Write the following dialogue on a poster or a slide:

A: Did you go to the birthday party last night?

B: Yes, I did.

A: Did you _____?

B: Yes, we _____.

In class, place students in two lines facing one another. Give each student in line A one strip with a phrase. Demonstrate to students in line A that they will need to create a question using the phrase and the appropriate line from the dialogue. Then demonstrate to line B that they will need to listen to the question and transform it into a statement, using a past tense verb. For example, “Did you eat cake?” “Yes, we ate cake.” They will practice the dialogue, 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. Then, collect the slips of paper, have students trade lines, and redistribute the strips to the new line A to repeat the activity.

TEACHER TIP: For a small class, place students in pairs and give each pair a set of the strips. Have them cycle through all the strips, and then switch roles.

CPA8: Textbook Exercise 1

In class: Say each past tense verb.

For homework: Write each past tense verb.

CPA9: Textbook Exercise 2

In class: Change each sentence into a question with “did.”

For homework: Write a “did” question from each sentence.

CPA10: Textbook Exercise 3

In class: Say each word in the story with a partner.

For homework: Write each word in the correct blank to complete the story.

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

Closing: Hold up one of the posters from the flyswatter game. Point to each past tense verb and have students call out the corresponding present tense verb.

If you have not already done so in the lesson, refer students to the Culture and Grammar Boxes.

Close with prayer.

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.

In class: Review past tense verbs using the Unit 7 Review activity.

For homework (optional): Write each past tense verb.

UNIT 8: It's Time to Go!

Lesson 28: I'm Going on a Trip!

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: By the end of this lesson, students will be able to

- name natural locations and modes of transportation,
- create questions with “how” and “when,”
- use the present progressive tense in a future sense (e.g., “I am going tomorrow.”).

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

Greeting/Review: Print pictures or show slides of *driving a car*, *taking a bus*, *taking a train*, *taking a taxi*, and *riding a bike* from the N2N Intro Level, Lesson 28 vocabulary cards. Show one picture at a time and say two options of what the person in the picture is doing. Have students indicate which is correct by pointing to different sides of the room. For example, show a picture of someone driving a car and say, “Point to this side of the room if the person is riding a bike and that side of the room if the person is driving a car.”

Open with prayer.

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

airplane

mountains

fly (flew)

river

trip

forest

beach (beaches)

how

Optional vocabulary: desert, ocean

TEACHER TIPS:

- Tell students that **airplane** is often shortened to **plane**.
- One way to teach **how** is to bring a can opener and a can. Ask students, "How do you open the can?" Show the can opener and say, "With this can opener!"

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

A: Where are you going?

B: I'm going to the beach.

A: How are you getting there?

B: I'm flying on an airplane.

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 students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

A: I'm going on a trip next month!

B: That's great! Where are you going?

A: I'm going to the beach.

B: How are you getting there?

A: I'm flying on an airplane.

CPA2: Game – Vocabulary Bingo

Before class, cut index cards in half. Each student should receive nine of the half-size cards.

In class, dictate the vocabulary words while showing the pictures on the N2N vocabulary cards and have students write one word on each index card. Have them arrange the cards in a 3x3 grid on the table in front of them. If you are not using the optional words, give students one free space.

Call out a vocabulary word as you show its picture. Students should find the word and flip the card over. Ask for a volunteer to create a sentence with the word. Then continue with the rest of the words until one student has three in a row. That student should read the words aloud and is the winner of the round. Have students rearrange their cards and play multiple times.

CPA3: Activity – This or That?

Before class, print a set of N2N vocabulary cards for *beach*, *mountains*, *river*, and *forest* for each pair of students. If you are teaching the optional vocabulary, include them as well.

Write on the board or a slide:

A: Do you want to go to the _____ or the _____?

B: I want to go to the _____.

A: How will you get there?

B: I will _____.

In class, read through the dialogue with the students and demonstrate drawing cards to fill in the blanks. When you get to the second “B,” brainstorm with students the modes of transportation you could take and make a list on the board.

With your assistant, demonstrate the activity. One student should flip over two cards and make the first sentence in the dialogue, using the words from the cards in the blanks. The other student will continue the dialogue, saying which location s/he prefers to visit. Then, A and B will continue the dialogue with the modes of transportation, choosing one from the list on the board. Students will then switch roles and repeat.

TEACHER TIP: *Demonstrate to students that they should mix up their cards to make different options.*

CPA4: Activity – Make a Story

Before class, print enough copies of the N2N handout so that there is one strip from each set for every pair of students and yourself. Cut them into strips, keeping each set separate. Print one recording sheet for each pair of students. Have a glue stick for each pair as well.

In class, write on the board: *Who? What? Where? When? How?* Show students the sets of strips and the recording sheet. Draw one strip from each set and ask students which question goes with the answer on the strip. Then, glue the strip next to the question on the recording sheet. Once all strips have been attached to the recording sheet, read the questions and answers out loud and then use them to write a short story. Model the story aloud and write it on the board.

Place students in pairs and allow each pair to randomly draw one strip from each set and complete the activity. When students are done creating their stories, have them share them with the class.

CPA5: Interview – Facing Lines

Before class, write the following dialogue on a poster or a slide:

- A:** I want to go on a trip.
B: Where do you want to go?
A: I want to go to _____.
B: How do you want to get there?
A: I want to _____.

In class, go over the dialogue with students and review the possible destinations from the vocabulary words (*river, beach, mountains, forest*), writing them on the board. Brainstorm modes of transportation and write them on the board as well.

Place students in two lines facing one another. Have students assigned to the A line use words from the board to complete the dialogue. They will practice the dialogue, 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. Then have students trade positions and repeat the activity.

CPA6: Information Gap – Where and How?

Before class, print enough copies of the N2N Information Gap handout so that half of the class receives Part A, and the other half receives Part B. If you'd like, you can also get paper folders to use as dividers to place between students.

In class, remind students of the present progressive verb form by acting out the following verbs and asking, "What am I doing?": *Running, sitting, singing, eating, coughing*. Have students answer, "You are _____."

Point out that the person saying, "I'm going on a trip" in the CPA1 dialogue is not going right now but is planning to go next month. Explain that this is the same as saying, "I will go on a trip next month."

Demonstrate the Information Gap activity with your assistant: hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, "Where is Ahmed going?" Partner B will answer, "He is going to the mountains." Partner B should then ask a question that Partner A can answer.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. When students are done, ask each question and have students answer in a complete sentence as a whole class.

TEACHER TIP: *It may be helpful to show the handout in a larger size on a screen or poster as you demonstrate this activity.*

CPA7: Activity – Our Dream Trip

Before class, gather drawing paper and colored pencils for students to use. Write on the board: *Where do you want to go on a trip? How will you get there? What are you going to do?*

In class, interview your assistant. Imagine you can go anywhere in the world. Where do you want to go? How will you get there? What are you going to do? Together, draw a quick picture; then present the sketch to the class.

Place students in groups of three and give each student a piece of paper and colored pencils. Have them discuss the questions on the board, choose a destination, a mode of transportation and a planned activity to do there. Each student should then draw a picture to show the answer to one of the questions.

Write these sentence starters on the board, directly under the questions they are addressing: *We are going on a trip to _____. We are _____. We are going to _____. Groups will use these starters to share their pictures with the class.*

CPA8: Textbook Exercise 1

In class: Match the words with their pictures.

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

CPA9: Textbook Exercise 2

In class: Say *how* or *when* for each sentence.

For homework: Circle *how* or *when* for each sentence.

CPA10: Textbook Exercise 3

In class: Say the words in the blanks of the story.

For homework: Write the words in the blanks of the story.

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

Closing: Call out to students, one at a time: Where do you want to go? How will you get there?

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

Lesson 29: Does the Bus Arrive at 2:00 PM?

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: By the end of this lesson, students will be able to

- read and speak about transportation schedules.

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

Greeting/Review: Review the words *same* and *different* from Lesson 23. Then, call out “same” and have students stand up, find a partner, and say something the same about themselves, such as gender, clothing, country of origin, or interests. Call out “different” and have students find new partners and say something that is different about themselves. Repeat.

Open with prayer.

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

station	weekend
arrive	holiday
leave (left)	route
schedule	fare card
weekday	

TEACHER TIP: Take some time to learn about your local bus system. If your area includes another form of public transportation, such as a subway or light rail, consider discussing that as well. In addition, if your locality calls **fare cards** by a different name, teach this to your students instead of fare card.

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

A: Does the bus leave at 2:00 PM today?

B: No, the schedule is different on holidays.

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 students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

A: Excuse me. Does Bus 26 go to the hospital?

B: Yes, the hospital is on that route.

A: Great, thanks. Does it leave the station at 2:00 PM today?

B: No, the schedule is different on holidays. Today is a holiday, so the bus leaves here at 2:30 PM.

A: Oh, okay. When will Bus 26 arrive at the hospital?

B: It'll arrive at the hospital at 3:15 PM. Do you have a fare card?

A: No, but I'm going to buy one now!

CPA2: Activity – Following the Route

Before class, print a copy of the bus route handout from the N2N handouts for each pair of students and have an additional one (enlarged, if possible) for your own use.

Make questions about the routes. Have pairs work together to identify the answers. Then ask for volunteers to share their answers with the class. Suggested questions include:

- Which route stops on 70th Street?
- On Route 24, what is the stop after Market Street Station?
- Which bus goes to State Street?
- How many stops does Route 61 have?

In class, place students in pairs. Give each pair a handout. Point out that there are two routes here, Routes 24 and 61. Read the stops on each route.

TEACHER TIP: Have students keep these route maps, since CPA4 will show the schedules for these routes.

CPA3: Activity – Weekend, Weekday, Holiday

Before class, prepare a large calendar page of the most recent month with a national holiday to use for demonstration. Print individual calendar month pages for each pair of students so that each pair has a different month that includes a holiday. Create word strips saying *weekend*, *weekday*, and *holiday*, and give each pair of students two strips of each of those words. Have a glue stick for each pair, as well.

In class, present your calendar page, showing holidays, weekdays, and weekends. Circle the *weekdays*, naming these days. Circle the *weekends* and name these days as well. Then identify the *holidays* on the page, showing students how they can tell it is a holiday. Have students brainstorm a list of holidays they already know and write them on the board.

Give each pair of students the calendar page of a month, the strips, and a glue stick. Have them work together to glue the strips on the appropriate dates on their calendars. Then, model how you would like students to present their calendar pages to the class, using these sentence starters: “_____ is a weekday. _____ is on the weekend. _____ is a holiday.” Have each pair present their pages. Give brief explanations of American holidays to students as needed.

TEACHER TIP: Point out to students that sometimes a holiday will be on a weekend. When that happens, people may not have to work on the next Monday. Also, some American holidays, such as Halloween or Valentine’s Day, are not considered holidays by the government and will have the normal bus schedule.

CPA4: Activity – Exploring a Bus Schedule

Before class, prepare a slide or poster of the N2N bus schedule handout. Print enough copies for each pair of students to have one. Create a list of questions that you can ask about the schedule, such as the following:

- Which bus goes to the 5th Avenue Station?
- What time does the Route 24 bus stop at 70th Street on Mondays?
- What time does the Route 61 bus stop at Broad Street on Saturdays?
- How often do buses run on Sundays?

In class, place students in pairs and give each pair a schedule. Project or show a large version of the schedule and discuss it with students, explaining each part of it: route numbers, different schedules for days of the week and holidays, blank spaces when buses don't stop on certain days, and the stations/stops along the left side column. Explain that "Ave" is short for "avenue," another name for a road, and that "service" means when the buses drive on their routes.

Ask the questions about the schedule slowly and repeat several times so that students have time to process the information. Have students discuss in pairs to determine the answers; then discuss each question as a class.

TEACHER TIP: *If you didn't teach CPA2, show the bus route map so students can see how it is connected to the schedule.*

CPA5: Interview – Facing Lines

Before class, write the following dialogue on a slide or poster:

A: Excuse me. Does Bus 34 go to the _____?

B: Yes, the _____ is on that route.

A: Great, thanks. When will it arrive at this stop?

B: It will arrive at 2:25.

In class, have students call out locations in the community to which they might ride the bus; make a list on the board.

With your assistant, demonstrate the dialogue. Partner A will choose one location from the list on the board, and Partner B will repeat that location back.

Place students in two lines facing one another. They will practice the dialogue, 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:

- *For a small class, have students interview each other one at a time.*
- *For more advanced students, use the bus schedule from CPA4 and modify the dialogue so that students ask about what time a specific bus arrives at a specific location.*

CPA6: Information Gap – Bus Schedule

Before class, print enough copies of the N2N Information Gap handout so that half of the class receives Part A, and the other half receives Part B. If you'd like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant: hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, "Where does Bus 18 go?" Partner B will answer, "Bus 18 goes to Ladybug School." Partner B should then ask a question that Partner A can answer. Be sure to demonstrate both types of questions.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. When students are done, ask each question and have students answer together in a complete sentence.

TEACHER TIP: *It may be helpful to show the handout in a larger size as you demonstrate how to do this activity.*

CPA7: Discussion – Your Bus Experience

Divide students into groups, each led by a teacher or assistant. Have students discuss these questions: Do you ride the bus here? Where do you go? What do you like about the bus? What do you not like? Did you ride the bus in your home country or a different city? What is the same about the bus here and in your home country/another city? What is different?

TEACHER TIP: *If your class meeting location is close to a bus stop, take a picture of it or take the students there to add to the discussion.*

CPA8: Textbook Exercise 1

In class: Find the holiday, weekends, and weekdays with a partner.

For homework: Circle whether days are holidays, weekdays, or weekends.

CPA9: Textbook Exercise 2

In class: With a partner, choose the words for each blank.

For homework: Write the correct word in each blank.

CPA10: Textbook Exercise 3

In class: With a partner, answer the questions about the bus schedule.

For homework: Write answers for the questions about the bus schedule.

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

Closing: Have students look again at the handout from CPA4. Ask, “Where is Bus 24 on holidays at 8:00 AM? Where is Bus 61 on weekdays at 1:45 PM?” Add additional questions if desired.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

Lesson 30: I Got a Ticket.

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: By the end of this lesson, students will be able to

- use vocabulary related to driving violations,
- use adverbs of frequency (*always, sometimes, never*),
- use *doesn't, don't*, and *didn't* to negate sentences.

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

Greeting/Review: Create slips of paper with the following words: *give, gave, get, got, fly, flew, eat, ate, sing, sang*. Give one slip to each student and have them find the corresponding verb. Have each pair read their verbs and have the class create sentences with each past tense verb.

TEACHER TIP: For a larger class, add additional irregular past tense verbs that were previously taught. For a smaller class, give a set of slips to each pair of students and have them match them on a table. If you have new students, don't give them a slip; instead, pair them up with current students to do the activity.

Open with prayer.

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

ticket	police officer
driver's license	sometimes
seatbelt	always
speed limit	never
too fast	

Optional vocabulary: identification (ID), insurance, registration

TEACHER TIPS:

- *If you need to combine lessons, this one will work well with Lesson 31.*
- *The word **ticket** has multiple meanings. After you teach the meaning of ticket in this lesson, explain that **ticket** may also be something you buy for entrance to a movie or concert or to travel on a plane or train.*

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

A: You didn't wear your seatbelt and you drove too fast.

B: I'm sorry.

A: You should always drive the speed limit.

B: Yes, I will!

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 students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

A: Please give me your driver's license, registration, and insurance.

B: Here you go, Officer.

A: I'm writing you a ticket. You didn't wear your seatbelt and you drove too fast. The speed limit here is 35.

B: I'm sorry.

A: You should always wear your seatbelt and always drive the speed limit.

B: Yes, I will.

TEACHER TIPS:

- *Point out to students that **drove** is the simple past tense of **drive**.*
- *If needed, refer students to the Grammar Box for the word **didn't**.*

- *Explain **registration, insurance, and ID/identification** briefly if you did not include them as vocabulary words.*

CPA2: Activity – Always, Sometimes, Never

Before class, make three posters, one for each of the words *always*, *sometimes*, and *never*. Tape these on the walls in three locations in your classroom. Have a calendar to use for demonstrations.

In class, point to the word *always* and explain that this is for something you do every time. Give an example, such as “I always drink coffee in the morning.” Point to a calendar and point to every day, saying that you had coffee each of those days. Continue with examples: “I always wear a seatbelt in the car.” “I always get dressed in the morning.” “I always go to church on Sundays.” Add more examples as needed.

Point to the word *sometimes* and explain that this is for something that you do, but *not always*. Give examples, such as “Sometimes, I eat breakfast, but sometimes, I don’t eat breakfast.” “Sometimes I wear a green sweater and sometimes I wear a blue sweater.” “Sometimes I drive my car and sometimes I walk.” Add more examples as needed.

Point to the word *never* and explain that this is for something that you do not do. Give examples, such as “I never eat eggs at night.” “I never dance in the grocery store.” “I never sleep until 11:00 AM.” Add more examples as needed.

Have students stand up. Say each sentence below and have students walk to the sign that matches for them.

- I cook dinner at my house.
- I drink coffee.
- I get dressed in the morning.
- I run for exercise.
- I watch TV in the evening.
- I drive fast.
- I eat dessert at night.

TEACHER TIP: *For a small class or for students with mobility problems, dictate the words **always, sometimes and never** as students write them on individual index cards. Have them hold up the corresponding card for each situation rather than walk to the locations in the room.*

CPA3: Interview – Facing Lines

Before class, write the following dialogue on the board or a slide:

A: Hello. There is a problem. You _____.

B: I'm sorry, Officer.

A: I'm writing you a ticket.

B: I understand. Next time, I will _____.

Create slips of paper so that half of the students can each receive one slip. The slips should say either *drove too fast*, *didn't wear a seatbelt*, or *didn't drive the speed limit*.

In class, stand with your assistant and demonstrate the dialogue, with one of you taking a slip of paper to be A and the other being B. Go over all three slips to help students know how to do the rephrasing with B, negating what was said in A. (For example, if A says, "You drove too fast," B should say, "I will not drive too fast.") Write these phrases on the board.

Place students in two lines facing one another and give each student in the A line one slip of paper. They will practice the dialogue, 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.

CPA4: Activity – Don't, Doesn't, Didn't

Write on the board: "They drive the speed limit. They don't drive the speed limit."

Ask students, "What is different about these two sentences?" Circle "don't" and discuss how it changes the meaning. Repeat with "She wears a seatbelt. She doesn't wear a seatbelt." and circle "doesn't." Refer to the Grammar Box and read each sentence with *don't* or *doesn't*.

Place students in pairs and give each pair a whiteboard and dry erase marker. Write on the board, "I drive to work every day." Ask students, "How do I change this to not be true?" Give them a moment to think. Then insert "don't" before "drive" and have students read the sentence with you: "I don't drive to work every day." Repeat this with the following sentences, but have students discuss in pairs and write the new, negated sentence on their whiteboards.

- We have a car.
- The kids go to school.
- You wear your seatbelt.
- Sally drives to the store.
- He wears his seatbelt.

Remind students to be careful on the last two sentences since they use “doesn’t” instead of “don’t.

Write the following sentences on the board:

- He drove too fast. He didn’t drive too fast.
- I got a ticket. I didn’t get a ticket.

Ask students, “What is different about each pair of sentences?” Circle “didn’t” in both sentences and point out the change in the verb tense, from *drove* to *drive* and *got* to *get*. Refer to the Grammar Box and read each sentence with *didn’t*, pointing out the verb tense changes.

Write on the board, “I drove to work every day.” Ask students, “How do I change this to not be true?” Give them a moment to think; then insert “didn’t” and change “drove” to “drive.” Have students read the sentence with you: “I didn’t drive to work every day.” Repeat this with the following sentences, but have students discuss in pairs and write the new, negated sentence on their whiteboards.

- We got a car.
- The kids went to school.
- You got a ticket.
- Sally drove to the store.
- He went to work.

TEACHER TIP: Be sure to explain the word “true” when you ask students to change sentences to “not be true.”

CPA5: Information Gap – Did He Get a Ticket?

Before class, print enough N2N Information Gap handouts so that half of the class receives Part A, and the other half receives Part B. If you’d like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, “Did Luke get a ticket?” Partner B will answer, “Yes, he got a ticket. He drove too fast.” Partner B should then ask a question that Partner A can answer. Make sure students understand that their answer options are either yes or no.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. When students are done, ask each question and have students answer together in a complete sentence.

TEACHER TIP: *It may be helpful to show the handout in a larger size as you demonstrate how to do this activity.*

CPA6: Activity – What to Do in a Traffic Stop

Before class, create slides or small posters for each of the following list of items, adding pictures if you choose:

- You are driving. You see a police car behind you. It has lights that go on and off, on and off.
- Stop your car off the road.
- Sit in your car. Put your hands up so that the police officer can see them.
- Open your window. Do not open the door.
- Talk to the police officer. Give papers to the police officer, not money.
- When the officer says that you can go, then you can go. Do not go before that.
- If you get a ticket from the police officer, read it at home so that you can pay.

Create slips of paper with each of these list items, as well.

In class, go over each of these steps with students to explain what to do during a traffic stop. Consider acting this out with your assistant or showing a short YouTube video about what to do during a traffic stop (search “traffic stop driver’s education” for some options). Refer students to the Culture Box for additional information.

Give one slip to each student or pair of students. Have them stand up and move around to put the steps in order. Then, as you read each step, have volunteers act out the steps.

TEACHER TIPS:

- *Think about your students’ needs. If most or all of your students do not drive and do not intend to drive in the future, this activity might not be helpful for them.*
- *Some of your students may come from places where bribing police officers is common. Tell students that it is never okay to give money to a police officer. Explain that if they get a ticket, they will have to pay, usually by mail or online. Find out how tickets are paid in your locality and explain this so that students know where and how to pay tickets.*

CPA7: Game – Always, Sometimes, Never Board Game

Before class, print the N2N gameboard and write sentences with blanks that can be filled with *always, sometimes, or never*. The following are suggestions.

- I _____ eat breakfast.
- I _____ drive to work.
- I _____ like to read.
- I _____ drink tea.
- I _____ wear a seatbelt in the car.

Make one copy of this gameboard for each group of three to four students. Gather a die and game markers for each group, as well.

In class, demonstrate the game. Students will take turns rolling the dice and moving their markers the appropriate number of spaces on the gameboard. When a student lands on a space, s/he will read the sentence and insert *always, sometimes, or never* based on his/her own experience.

The student who reaches the end of the gameboard first wins.

CPA8: Textbook Exercise 1

In class: Say each sentence with *always, sometimes, or never*.

For homework: Write *always, sometimes, or never* in each blank.

TEACHER TIP: Read through a few of these to show students that the second sentence in each line provides the context to answer the question.

CPA9: Textbook Exercise 2

In class: Put the words in the blanks. Read the story out loud with a partner.

For homework: Write the words in the blanks.

CPA10: Textbook Exercise 3

In class: Match each picture to the word.

For homework: Draw a line between each word and the picture.

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

Closing: Have students stand up and walk to the sign from CPA2 that corresponds to their answers to these statements: "I drive the speed limit." "I wear a seatbelt." "I drive too fast." "I drive to English class."

If you have not already done so in the lesson, refer students to the Culture and Grammar Boxes.

Close with prayer.

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.

In class: Review the words in the word box and discuss the correct words that go in the blanks using the Unit 8 Review activity.

For homework (optional): Write the correct word or words in the sentence.

UNIT 9: Staying Safe

Lesson 31: What Is Your Emergency?

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: By the end of this lesson, students will be able to

- ask and answer questions on a 911 call,
- confirm answers to questions.

TEACHER TIP: This lesson could bring up difficult memories for some students. Be sensitive to your students' emotions and needs and adjust the lesson as necessary.

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

Greeting/Review: Place students in pairs. Give each pair a set of cards with questions (you may already have these from Lesson 17, CPA4) to ask one another: What's your name? What's your date of birth? What's your address? What's your phone number?

Open with prayer.

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

fire department

fire

911 (nine-one-one)

accident

correct

ambulance

emergency (emergencies)

Take a deep breath.

I don't know.

TEACHER TIP: Say “Take a deep breath.” when you change from one activity to another in this lesson, encouraging students to put this phrase into practice.

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

A: 9-1-1. What is your emergency?

B: I had a car accident. I need help.

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 students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

Bima was in a car accident. He needs help. He calls 911.

A: 9-1-1. What is your emergency?

B: I had a car accident. I need help!

A: Okay. Be calm. Where are you?

B: I am on Smithland Road.

A: You are on Smithland Road. Is that correct?

B: Yes.

A: Are you hurt?

B: I don't know.

A: Okay. Is there a fire?

B: No.

A: Take a deep breath. The police, an ambulance, and the fire department will come.

B: Okay. Thank you.

TEACHER TIPS:

- *Point out that **had** in the second line is the past tense of **have**.*
- *Show students the street sign in the picture and tell them that if they call 9-1-1 but don't know where exactly they are, they should look around for street signs or landmarks like churches, stores, or schools.*
- *Tell students that firetrucks often come to the scene of car accidents even if there is no visible fire.*

CPA2: Activity – Is That Correct?

Before class, create a set of 30 sentence slips for each pair of students. Twenty-five of the strips should have a simple statement that students can easily determine to be correct or incorrect, e.g., “I am a man. I am studying English. I live in Virginia. I like to cook.” The other five strips should have statements that students can't know for sure, such as, “It will be sunny tomorrow. It will rain next month. I will eat chocolate next week.”

In class, write the following sentences on the board:

- I have brown hair.
- I am wearing a red shirt.
- I am your teacher.

Read each statement, asking each time, “Is that correct?” If yes, say, “Yes, that's correct.” If no, say, “No, that's not correct” and offer the true statement, e.g., “No, that's not correct. I am wearing a brown shirt.” If needed, repeat with a few more statements until you feel that students understand the meaning of *correct*.

Then, write another sentence on the board that you cannot say for sure will be correct or incorrect, such as, “It will rain next week,” and say, “I don't know.”

Write on the board:

- Yes, that's correct.
- No, that's not correct. _____.
- I don't know.

Place students in partners and give each pair a set of sentence slips. Demonstrate the activity. One partner will draw a slip and read the statement aloud, followed by, “Is that correct?” The other partner will either confirm it with “Yes, that's correct,” or say, “I don't know,” or say, “No, that's not correct” and the correct statement. If the partner says, “Yes,” they will continue on with the next slip in the same roles. If the partner says, “No,” or “I don't know,” then students will trade roles for the next draw.

TEACHER TIP: For help with ideas for the statements, look at the N2N vocabulary handouts for words that students have already learned.

CPA3: Activity – What Do You See?

Before class, prepare five to seven pictures of police cars, ambulances, and fire trucks performing various duties in the community. Some ideas might include:

- police car, ambulance, and fire truck at the scene of a car accident or fire,
- a fire truck visiting a school,
- fire station hosting a car seat installation check,
- ambulance serving at a sporting event,
- police officers directing traffic outside of a school.

In class, place students in pairs. Show pictures one at a time and ask students to speak with their partners about what they see happening in the picture. Then ask students to share with the class.

TEACHER TIP: Ask your local fire department about free services and public events. Share this information with your class.

CPA4: Activity – Emergency Sentence Sort

Before class, print enough copies of the N2N handout for each pair of students to receive one set of strips. Cut up and mix each set, including bolded heading strips. Put them in baggies to be handed out to pairs.

Print or prepare slides of the following pictures: a mouse in a kitchen, a tree that is on fire, a hole in an inside wall, a car that hit a pole or tree, a person sneezing.

In class, show students each picture and ask: “What is happening? Is this an emergency? Should they call 911?” Help students understand that some problems (e.g., mouse in the kitchen, hole in the wall, sneezing) are not issues for calling 911. On the other hand, emergencies like a large tree on fire or a car accident do require 911 calls.

Place students in pairs and give each pair a set of strips. Read and explain each phrase on the strips. Demonstrate the activity: put the bolded heading strips (“That’s an emergency. Call 911.” and “That’s not an emergency.”) side-by-side to form two columns on the table. Pairs should then read each statement and sort them into the correct columns, saying the heading with each one.

Once students have sorted the slips, go over them as a class. If you have time, discuss whom they could call for help for each non-emergency.

TEACHER TIPS:

- *Share with students the expectation in your state for calling 911 after an accident (e.g., Should you call for every accident or only for severe ones? Should you call 911 or a non-emergency number?).*
- *The word **breathe** on one of the strips is a new word for students. Explain how it is related to the word **breath** in the vocabulary.*
- *If you feel it is necessary, choose less intense pictures for your students.*

CPA5: Activity – 911 Call Draw

Before class, create sets of six question cards, one set for each pair of students. On each card of a set, write one of the following questions: What's your name? How old are you? Where are you? What's your phone number? Is there a fire? Are you hurt? *Note: You may have some of these phrases on cards already from Lesson 17, CPA4, that you can reuse.*

Print enough situation cards from the N2N handouts for each pair of students to have four.

Write on the board or project the following dialogue outline:

A: 9-1-1. What is your emergency?

...

A: Okay. Take a deep breath. The emergency workers are coming to help you now.

B: Thank you!

In class, place students in pairs. Demonstrate the activity. Partner A will be the 911 dispatcher, with the set of six question cards. S/he will start the conversation with the first line of the dialogue on the board. Partner B, the person needing help, will take a situation card and use the information to respond. Partner A will then randomly draw one of the question cards and ask the question on it. Partner B will answer that question. This pattern will continue until Partner A has asked and Partner B has answered all of the questions. Partner A will then continue the dialogue as written on the board, and Partner B will complete the conversation. Then partners will shuffle the question cards and switch roles. The new Partner A will take a different situation card.

TEACHER TIP: *Have students shuffle the question cards each time they change roles so that they must listen carefully to hear what question is being asked.*

CPA6: Information Gap – What Emergency Did He Have?

Before class, print enough of the N2N Information Gap handouts so that half of the class receives Part A, and the other half receives Part B. If you'd like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant: hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, "What emergency did Luke have?" Partner B will answer, "Luke had a car accident." Partner B should then ask a question that Partner A can answer. Be sure to demonstrate both of the question-and-answer patterns.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. When students are done, go over all of the answers as a whole group, having students answer together in complete sentences.

TEACHER TIP: *It may be helpful to show the handout in a larger size as you demonstrate how to do this activity.*

CPA7: Game – What's Your Emergency?

Before class, print a copy of the N2N gameboard and gather one die and three game markers for each group of three students. Also prepare a set of the emergency/non-emergency strips from CPA4 for each group, without the heading strips.

In class, place students in groups of three and demonstrate the game. Students will take turns rolling the die and moving the correct number of spaces. When a student lands on a space, s/he will pick a strip to read. If the words on the strip are about an emergency, s/he needs to call 911 by miming picking up the phone and saying what the emergency is. Demonstrate to students that they will need to change the phrase from "you" to "I," e.g., "You see a fire" to "I see a fire." If the student chooses a strip that is a non-emergency, s/he will read it and then pass the die to the next student for his/her turn.

Students will take turns playing the game following the pattern above. The first person to reach the end of the gameboard wins.

CPA8: Textbook Exercise 1

In class: Match each word and picture.

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

CPA9: Textbook Exercise 2

In class: Say the missing words in the 911 call.

For homework: Write the missing words in the 911 call.

CPA10: Textbook Exercise 3

In class: Say if each sentence is correct or not correct.

For homework: Circle *correct* or *not correct* for each sentence.

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

Closing: Hold up the N2N vocabulary pictures for each word and ask students, “What is this?”
With the pictures of rescue vehicles, ask students, “Who is this? What do they do? How do they help?”

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

Lesson 32: Maybe It Will Flood!

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: By the end of this lesson, students will be able to

- speak about different types of dangerous weather,
- understand warnings.

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

Greeting/Review: Print the following N2N vocabulary cards from the Intro Level: *windy* (Lesson 13), *winter* (Lesson 14), *rainy*, *sunny*, *snowy*, *weather*, *summer*, *spring*, *fall* (Lesson 16). Separate the words from the pictures so that you have a set of pictures and a set of words. Place the words all around the room and hand the pictures out to students. Have them walk around the room and find the words that match their pictures.

Open with prayer.

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

lightning

thunder

storm

hurricane

flood

tornado (tornadoes)

warning

maybe

Stay inside.

until

Optional vocabulary: evacuate, blizzard

TEACHER TIPS:

- *Adjust the vocabulary for this lesson based on the weather that your region experiences.*
- *Consider using videos to illustrate the different types of severe weather.*

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

A: I'm worried about the storm.

B: Don't worry.

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. Read aloud the warning from the TV in the illustration: "Storm Warning for tonight until 3 AM. There will be thunder and lightning. Stay inside."

Two teachers will read the dialogue, acting it out as they read. Then, have students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

A: I'm worried about the storm. Maybe it will flood!

B: Don't worry. We will stay inside and watch the warnings on TV.

A: But there will be rain, lightning, and thunder until 3:00 AM!

B: Yes, but we should be calm. We will be fine.

CPA2: Activity – Season/Weather Matchup

Before class, have available one set of the N2N vocabulary cards: *spring, summer, fall, and winter* from the Greeting/Review. Print one set of the N2N vocabulary cards for *lightning, thunder, storm, hurricane, tornado, and flood* for each pair of students. Also, print one set of the N2N vocabulary cards *windy* (Intro Lesson 13), *rainy, sunny and snowy* (Intro Lesson 16) for each pair of students.

In class, place students in pairs. Give each pair a set of the Intro and Level 1 vocabulary cards.

Hold up one of the season cards and ask students, “Which kinds of weather can happen in this season?” Have pairs talk together and pull out the weather cards that match that season. Then, have students share the weather cards they chose. If you have students who have lived in your area for less than a year, try to pair them with students who have experienced the local weather.

CPA3: Interview – Facing Lines

Before class, write the following dialogue on the board:

A: What is the weather like in your home country?

B: We have _____.

A: What do you like about the weather there?

B: _____.

In class, demonstrate the dialogue with your assistant.

Place students in two lines facing one another. They will practice the dialogue, 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; then have students trade lines and repeat the activity.

CPA4: Activity – Yes, No, Maybe

Before class, print large signs reading *Yes*, *No*, and *Maybe* and place them in different parts of the room.

Prepare a list of 15 different statements; five should be fairly certain to occur, five should be fairly certain not to occur, and five should be possible to occur. For example: “It will snow tomorrow.” “I will have coffee in the morning tomorrow.” “I will go to the grocery store tomorrow.”

In class, review the meaning of *maybe* by giving a few example sentences.

Have students stand up. Read a statement and have students walk to the sign that matches their assessment of the possibility of the statement. Then, help each group of students create a sentence that matches their choice: “Maybe it will snow tomorrow.” “Yes, I will drink coffee tomorrow.” “No, I will not go to the grocery store tomorrow.”

TEACHER TIP: *For a small class or students with mobility problems, give each student three cards and dictate **Yes, No, and Maybe**. Have them hold up the correct card for each prompt.*

CPA5: Game – Guess the Storm

Before class, print or prepare slides of the aftermath of tornadoes, hurricanes, thunderstorms, and floods.

In class, show the prepared pictures and have students describe each one.

Place students in pairs. Demonstrate the game: one student will think of (but not say) one type of severe weather from the lesson (e.g., *tornado*, *hurricane*, *thunderstorm*, *flood*). That student will say one characteristic of that storm, e.g., wind, rain, thunder, lightning, a lot of water, a lot of snow, broken houses, etc. The partner will guess which storm it is. After one guess, if the guess was incorrect, the first student will give another hint, and the partner will guess again. Once the weather has been guessed, students will change roles.

CPA6: Game – What Should I Do?

Before class, print a N2N gameboard and write a type of weather and time on each square (e.g., tornado, 4 AM). Make a copy of the board for each group of three or four students and gather one die for each group and one marker for each person.

In class, have students brainstorm with you: What should you do when there is a storm warning? Use the following questions to prompt student responses: What should you do in [particular kind of storm]? How should you feel? What should you do if you are worried? What should you do if you are at home? Driving? At work? Possible responses might be “stay calm,” “take a deep breath,” “stay inside,” “watch TV for warnings” and “drive slowly,” etc. Create a list of good responses on the board so that students can refer to it during the game.

Place students in groups of three or four and give each group a gameboard, a die, and game markers for each student. Write on the board, “There is a _____ warning until _____. What should I do?” Demonstrate the game: students will take turns rolling the die and moving the correct number of spaces. Each student will use the information on the space to give the warning and ask, “What should I do?” The other students in the group will offer suggestions for what to do during that warning time.

Students should take turns until one student reaches the end of the board. After all students have played, take a moment to return to the brainstormed list and ask students if anyone has additional ideas.

CPA7: Discussion – What Should You Do If...?

Divide students into enough groups so that each group will include a teacher or assistant. Assign each group one type of weather that is in your region, such as *winter storm*, *tornado*, *hurricane*, *thunderstorm*, or *flood*. Have the teacher/assistant in each group lead a discussion, taking notes on students' comments to the following: What is the weather for each of these? (Rain, wind, thunder, snow, etc.) In what season does it happen? What should you do when this weather happens? Should you drive in your car? Should you go outside?

Have groups use the notes as prompts to share their discussions with the class.

TEACHER TIP: *To extend this activity for more advanced students, ask the question: What things do you need to take with you if you have to leave your house because of the storm? Have students discuss what they would take.*

CPA8: Textbook Exercise 1

In class: Match each word and picture.

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

CPA9: Textbook Exercise 2

In class: Say if the sentences about the storm warning are *correct* or *not correct*.

For homework: Circle *correct* or *not correct* in the sentences about the storm warning.

CPA10: Textbook Exercise 3

In class: Put the correct words in each blank space with a partner.

For homework: Write the correct words in each blank.

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

Closing: Place students in groups of three or four. Give each student a vocabulary card and have groups make one or two sentences with their words, and then share them with the class.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

Lesson 33: My Electricity Isn't Working.

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: By the end of this lesson, students will be able to

- talk about utilities, bills, and home safety,
- use *have to* for something that is compulsory.

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

Greeting/Review: Print N2N vocabulary cards for the following words: *stove, oven, and refrigerator* from Intro Level, Lesson 11 and *wall, ceiling, outlet, light switch, and pipe* from Lesson 12. Separate the pictures and words on the cards so that you have a pile of pictures and a pile of words. Tape the pictures around the room and give the words to the students. Have them find the words that match their pictures.

Open with prayer.

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

smoke alarm/smoke detector

change the battery (batteries)

heat

gas

electricity

internet

bill

isn't working

have to (had to)

pay

TEACHER TIPS:

- *If your students are not familiar with **smoke alarms**, spend some time demonstrating how they work, how and when to test them, where they should be located and how to change the batteries. The National Fire Protection Association has easy-to-read tip sheets in a variety of languages with safety information, including information about smoke alarms. You can find them at www.nfpa.org by searching for "safety tip sheets."*

- Refer to the Culture Box as you talk about **smoke alarms** and **gas**.
- To avoid confusion, explain that **gas** for the home is not the same as **gas** for a car. Not everyone uses gas as fuel in their home.

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

A: My heat isn't working.

B: You have to pay the bill.

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 students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

Dialogue 1:

A: My heat isn't working.

B: You have to pay the bill.

A: Oops! I will pay it today!

Dialogue 2:

A: My smoke alarm isn't working.

B: You have to change the battery.

A: Oops! I will change it today!

TEACHER TIP: Tell students that "Oops!" is something people say when they are surprised at a small problem. Give other examples, such as tripping on something or forgetting your car keys.

CPA2: Activity – Utility Tour

Before class, print a few pictures of items in each utility category: *internet* (a modem or router, a computer), *heat* (a heat register, a radiator, a thermostat), *gas* (a gas stove, a gas fireplace), and *electricity* (an electrical panel, wiring, an outlet). Place these pictures around the classroom.

In class, show students the pictures you have prepared and placed around the room. Divide students into four groups and assign each group one of these words: *heat*, *gas*, *electricity*, *internet*. Give each student a sticky note and have them write their group's assigned word on their sticky notes. Have students walk around the room, finding places to attach their notes to describe what the items use. Then, have students walk around the room with you. For each picture, ask, "What does this use?" and have them give the utility word. Ask students to raise their hands if they have one at home.

TEACHER TIP: *If you have students who are new to the U.S. and may not understand the utility infrastructure at home, go over the pictures and explain what each is and how they work before having students continue on with the activity. You can also show them a video tour of a home; many real estate websites offer these online.*

CPA3: Interview – Facing Lines

Before class, write the following dialogue on a slide or the board:

A: Hey, do you want to _____ with us?

B: Sorry, but I can't today. I have to go home and _____.

A: Maybe next time.

Create the following sets of strips, printing enough copies of each set for half of the class to receive "A" strips and the other half to receive "B" strips.

"A" strips:

come to the park	go to a football game	get fast food
watch TV	listen to music	play a game

"B" strips:

pay my heat bill	pay my electricity bill	pay my water bill
pay my internet bill	test my smoke alarms	pay my gas bill

In class, read the dialogue on the board, drawing one “A” strip and one “B” strip to fill in the blanks and helping students to understand the situation. Read each of the “A” strips and each of the “B” strips to make sure students understand.

Place students in two lines facing one another. Give one line “A” strips and the other line “B” strips. They will practice the dialogue, 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: *This activity subtly teaches students a way to politely make an excuse. Some of your students may be from cultures that would just say, “Yes,” and then not come at all, which Americans would find rude, so it’s good to help them know another way to respond.*

CPA4: Activity – What’s in a Bill?

Before class, print or project the electricity bill from the N2N handouts in a larger size so that students can see it. Print copies of the other bills so that each pair of students will have one.

In class, show the large electricity bill. Point out the parts of the bill, making sure to highlight the company’s name, your name and address, the total cost, the due date, and how you can pay. Explain that “online” means on the internet. Review the word *due* from Lesson 11 as well.

Write the following sentences on the board with numbers:

- 1) This bill is for _____.
- 2) It is due on _____.
- 3) It costs _____.
- 4) You can pay it _____.

Using the electricity bill, fill in the blanks for each of these sentences, labeling where the answers are on the bill with the number of the sentence.

Place students in pairs and give each pair one copy of a bill. Pointing to the four sentences on the board, ask students to identify the answers to these four sentences and number where they found their answers. After the pairs have completed this assignment, have each pair stand up, show their bill, and explain it by using the sentences on the board.

TEACHER TIPS:

- *If you can, bring sample bills to show students what their real bills might look like. Many utility companies have sample bills on their websites to offer explanations to customers.*

- *As with real bills, these sample bills will contain words and information that your students likely will not understand. This activity helps them learn how to scan the bill to find the most important information.*

CPA5: Interview – Find Someone Who...

Before class, print one handout for each student.

In class, demonstrate the activity. Show students how to use the statements to form questions. Each student will ask another student, “Do you _____?” If that student says, “Yes,” s/he will write his/her name on the line. Then, they will both move to another student to ask another question. Have students stand up and mingle.

The first student who fills up his/her sheet with different names wins. That student should go through the list and read each name with the statement, e.g., “Sarah pays electricity bills. Joe has a smoke alarm.”

***TEACHER TIP:** For a small class, rewrite each statement as a question, as in “Do you pay electricity bills?” and put each one on strips. Put students in pairs and have them take turns drawing slips and asking and answering questions.*

CPA6: Game – My Internet Isn't Working.

Before class, print a copy of the N2N gameboard and write one word on each square: *internet, gas, heat, electricity, water, smoke alarm.*

Write on the board:

A: My _____ isn't working.

B: Did you _____?

A: I'll do that now.

In class, write each of the words from the gameboard on the board. Go over each one and ask students, “What would you do if this wasn't working?” Brainstorm a list of options, such as call a friend, call a landlord, call the company or a professional, pay the bill, change the batteries, or turn it off and on again.

Place students in groups of three or four and give each group a gameboard, a die, and game pieces for each player. Demonstrate the game: a student will roll the die and move the correct number of spaces. S/he will read the word on the square and then choose another student to “call” using the dialogue on the board.

Students will move through the board. The first person to reach the end of the board wins.

TEACHER TIP: Have a brief discussion with students about who is responsible for fixing things when they are renting. A landlord is responsible for broken utilities, such as heat, gas, electricity and plumbing, but the renter is responsible for general upkeep—changing batteries and light bulbs and getting their own internet source.

CPA7: Information Gap – She Has to Pay the Bill.

Before class, print enough copies of the Information Gap handout so that half of the class receives Part A, and the other half receives Part B. If you'd like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, "What is Joe's problem?" Partner B will answer, "His smoke detector isn't working." Partner B should then ask a question that Partner A can answer, using the other set of sentence starters.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. Have partners ask each other the questions and record the answers. When students are done, go over the answers together, having students answer in a complete sentence.

TEACHER TIP: It may be helpful to show the handout in a larger size as you demonstrate how to do this activity.

CPA8: Textbook Exercise 1

In class: Match each word and picture.

For homework: Draw a line between the words and pictures.

CPA9: Textbook Exercise 2

In class: Look at the bill and find the answers to the questions.

For homework: Write the answers to the questions about the bill.

CPA10: Textbook Exercise 3

In class: Choose the words to fill in the blanks

For homework: Write the words in the blanks to finish the conversation.

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

Closing: Place students in pairs. Hold up the vocabulary cards and have students shout out each word and then make a sentence with that word with their partners.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

Lesson 34: Be Careful in the Parking Lot.

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 He will save them forever from the curse of sin. What a beautiful gift, to share the love of Christ with our students!

Lesson Objective: By the end of this lesson, students will be able to

- give warnings about safety,
- make negative commands with *don't*.

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

Greeting/Review: Create two signs, one saying “It’s an emergency. Call 911.” and the other saying “It’s not an emergency.” Hang one on each side of the room. Using the set of strips from CPA4, Lesson 31, call out sentences and have students stand near the sign that matches whether or not something is an emergency. After discussing the answer, have the class read the correct sign together.

Open with prayer.

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

sidewalk	Be careful!
dangerous	parking lot
safe	bright
lock	dark
cross	

TEACHER TIP: Tell students that the opposite of **lock** is **unlock**. You may want to briefly refer to the Grammar Box on Lesson 18 to show how words are negated with “un-”.

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

A: Be careful in the parking lot!

B: Thanks. I always walk on the sidewalk.

Pronunciation: Teacher will determine based on needs.

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

TEACHER TIP: Consider using a Bible verse about Jesus as the Light of the world, since it fits well with the theme of this lesson.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, have students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

A: Are you going home now?

B: Yes, but first, I have to lock the door.

A: Be careful in the parking lot. It can be dangerous in the dark.
Sometimes, people who are driving cars can't see you.

B: Don't worry. I always wear bright clothes and walk on the sidewalk
until I cross the parking lot to my car.

A: Great! It's good to be safe!

CPA2: Interview – Facing Lines

Before class, write the following dialogue on the board or a slide:

A: Where are you going?

B: I'm going to _____.

A: How will you stay safe?

B: I will _____.

In class, read the dialogue to students. Brainstorm ideas for items to put in the first and the second blank, writing both lists on the board.

Suggestions for the first blank include:

- walk home
- drive home
- go to the mall
- walk in the park

Suggestions for the second blank include:

- wear bright clothes
- lock my car doors
- walk on the sidewalk
- walk with a friend

Place students in two lines facing one another. They will practice the dialogue, with Student B generating the ideas for the blanks, 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.

CPA3: Activity – Find Your Match

Before class, create the following sentence strips, making sure to prepare only enough pairs for your students so that everyone will have a match:

Lock	your doors.
Look	before you cross the road.
Don't drive	too fast.
Be careful in	dark places.
Wear	bright clothes.
Walk	on the sidewalk.

In class, use one of these sentences to demonstrate by taking one strip and giving your assistant two strips, one that is a match and one that is not. Read them and determine which strip is a match.

Give each student one strip. Have students stand up and walk around the room, looking for the partner who will complete their sentences.

When done, have partners sit down with their sentences and use the beginning word or phrase to create a few new warning sentences. For example, the pair with “walk” might make “Walk with a friend. Walk where it is light. Walk slowly when it is wet.” Have pairs present their sentence ideas to the class.

TEACHER TIP: *If your class is larger than ten students, create a few more strips or give some strips to pairs of students. If your class is very small, make multiple sets of strips and give each set to a pair of students to match.*

CPA4: Activity – Make a Warning

Before class, prepare pictures of the following situations:

- a dark street
- an open front door of a house
- a person walking in the dark
- a person walking in the rain
- a person crossing a street
- a busy parking lot

In class, place students in pairs. Show students one of the pictures and work together to come up with a warning for the situation. For example, if you show a picture of a dark street, you might say, “Be careful when you walk on a dark street. Have a friend walk with you.” Then show the other pictures one at a time, having pairs work together to come up with warnings to give and sharing them with the class.

CPA5: Game – Crosswalks

Before class, print one copy of the Lesson 34 CPA5 gameboard and one copy of game cards from the N2N handouts for each group of three to four students. Cut up the game cards and shuffle them. Gather a die for each group and a game marker for each student.

Prepare pictures of a crosswalk, a “don’t walk” sign, and a “walk” sign. Write on a slide or the board: “I’ll walk.” “I can’t walk.” “I’ll cross on the crosswalk.”

In class, show students the picture of the crosswalk and explain what it is called, using *cross* and *walk*. Show the “walk” and “don’t walk” signs and explain how they are used.

Place students in groups and show them the gameboard. Explain the game: students will take turns drawing cards. If they draw a “walk” card, they will say, “I’ll walk,” roll the die and move that number of spaces. If they land on the end of a crosswalk, they will say, “I’ll cross on the crosswalk,” and follow the arrow to the other end. If they draw a “don’t walk” card, they will say, “I can’t walk,” and skip their turn. The first student to reach the end of the gameboard wins.

CPA6: Activity – Do and Don’t

Before class, gather whiteboards and dry erase markers for each pair of students.

In class, place students in pairs and give each pair a whiteboard and marker. Write on the board, “Do wear bright clothes at night.” Tell students that this is important when you are outside at night. Then write, “Don’t...” Have students discuss with partners how they could say the same idea, but with *don’t* instead of *do*. Then reveal the answer, “Don’t wear dark clothes.”

Write each of the following sentences on the board, underlining the words shown as hints for students about which words they need to change. Have students make an opposite sentence (examples in parentheses) for each one. They will write their sentences on their boards and then share their ideas with the class.

- Don’t run on the sidewalk when it’s raining. Do... (Do walk on the sidewalk when it’s raining.)
- Don’t sleep with your door unlocked. Do... (Do lock your door at night.)
- Don’t walk in the road. Do... (Do walk on the sidewalk.)
- Don’t cross the road if you didn’t look first. Do... (Do look before you cross the road.)
- Do walk in the parking lot. Don’t... (Don’t run in the parking lot.)
- Do walk on bright sidewalks with lights. Don’t... (Don’t walk on dark roads.)

TEACHER TIP: Adapt these statements for your area. For example, if your area doesn’t have sidewalks, make sentences about walking while facing traffic, etc.

CPA7: Discussion – What Do You Do...

Divide students into as many small groups as you have teachers or assistants to lead. It's best to place students into gender-specific groups for this activity if at all possible.

Have students discuss the following questions in their groups:

- How do you stay safe at home?
- How do you stay safe when you are walking? Riding the bus? Driving?
- How do you stay safe when you are with your children?
- How do you stay safe at night?
- How do you stay safe in bad weather?

CPA8: Textbook Exercise 1

In class: Match the words and the pictures with a partner.

For homework: Draw a line between the words and the pictures.

CPA9: Textbook Exercise 2

In class: Say some ways to be safe in each place.

For homework: Write how to be safe in each place.

CPA10: Textbook Exercise 3

In class: Say the missing words.

For homework: Write the missing words in the blank spaces.

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

***TEACHER TIP:** Since this is the last lesson, you may decide not to assign homework. However, you might want to use checking the homework and unit review via the internet or in person as a way to keep a connection with your students during the break.*

Closing: Have students stand in a circle. Ask, “What can you do to be safe?” and toss a ball to one student. S/he will give a suggestion and then toss the ball to another student. Continue until all students have answered the question.

If you have not already done so in the lesson, refer students to the Culture Box.

Close with prayer.

Unit 9 Review Activity

Plan a review of Unit 9 vocabulary.

In class: Review the words in the word box and discuss the correct words that go in the blanks using the Unit 9 Review activity.

For homework (optional): For the first exercise, write the correct word or words in the sentence. For the second exercise, write *always* or *never* in the blank.

TEACHER TIPS: *Now that you’ve finished the book, what can you do to stay connected with your students? 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!*

