

Level 2 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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“What’s stopping you?” was the question Murray Lee, Associate Coordinator of MNA, asked as we discussed the idea of writing an ESL life-skill curriculum. He helped me see that my concerns were nothing if God wanted this to be written, and we truly believe that God did!! Thank you, Murray, for helping me to dream big and trust God!

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

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

Blessings,

Nancy Booher, MNA ESL Ministries Director

Scope and Sequence

#	Lesson Title	Language Function	Grammar
Unit 1: In My Community			
1	Did You Meet the New Neighbors?	Describing people using personality traits and family words	Action adverbs
2	I'm Going to Help My Neighbors.	- Talking about simple work around the home - Talking about helping others	Cause and effect using <i>why</i> and <i>because</i>
3	I Love the Rec Center!	Talking about the recreation center	Past experience using <i>used to</i>
4	Welcome to Our School.	- Using vocabulary related to school system - Informational documents/forms	Abbreviations
Unit 2: I Have a Problem.			
5	I Saw Two Mice!	- Talking about pest problems - Politely accepting/refusing suggestions	Past progressive tense
6	We Had Freeze Alerts.	Talking about natural disasters and extreme weather conditions	Degrees of certainty
7	Let's Make a Plan.	Talking about making emergency plans	Future tense with <i>will</i>; modal verb <i>might</i>
8	I Think My Laptop Has a Virus.	Talking about problems with computers	Negative statements with contractions
9	I Forgot.	Talking about daily tasks	Articles <i>a</i>, <i>an</i>, and <i>the</i>

Unit 3: Getting on the Road			
10	Will You Help Me Choose a Car?	Using vocabulary related to cars	Comparative adjectives
11	I Need an Oil Change.	Requesting services for car repair	Superlative adjectives
12	I Was in a Traffic Jam.	- Explaining problems in traffic - Making apologies	Informal speech
Unit 4: Sharing Meals Together			
13	Let's Bake a Cake!	Talking about food preparation and recipe measurement	- Adverbs of frequency <i>usually, occasionally, rarely</i> - Direct object pronouns
14	I'm Allergic.	Talking about food needs and preferences	Count and noncount nouns
15	I Have a Special Diet.	Offering, accepting, and refusing food	Using <i>bring</i> and <i>take</i>
16	Let's Get Takeout!	Talking about cookouts and food preparation	Using <i>some</i> and <i>any</i>

Unit 5: How's Your Health?			
17	Getting Regular Checkups Is a Good Idea.	- Talking about health and lifestyle choices - Agreeing or disagreeing with a statement	Gerunds
18	I Hope She Will Recover Soon!	Describing symptoms and duration of health problems	Using <i>ago</i>
19	Did He Break a Bone?	- Describing a health emergency - Determining where to go for a health need	Understanding when not to use an article
20	How Was Your Day as a Nurse?	Describing injuries and symptoms	Using <i>need to</i>
Unit 6: Let's Go to Work!			
21	We're Working Overtime.	Talking about roles in the workplace	Phrasal verbs <i>work at</i>, <i>work in</i>, <i>work with</i>
22	I'm Going to Become a Childcare Worker.	Talking about certain career fields	Future tense using <i>be able to</i>
23	I Have Two Job Offers.	Talking about types of employment and compensation	Using <i>either...or</i> and <i>neither...nor</i>
24	Does She Have a Bank Account?	Talking about habits with earning and spending money	Phrases <i>all of</i>, <i>a lot of</i>, <i>some of</i>, and <i>none of</i>

Unit 7: Do You Want to Go Shopping Together?			
25	I Need a Couch and a Recliner.	Naming common household furniture	Possessive pronouns
26	I'd Like to Return These Items.	Completing returns and asking for refunds	Using <i>too</i> + adjective
27	Try This Cotton Shirt.	- Identifying clothing and material types - Talking about trying on clothes	Reflexive pronouns
28	Nice Haircut!	Using vocabulary related to hair and haircuts	Cause and effect using <i>so</i>
Unit 8: We're Having So Much Fun!			
29	We Went Camping at the Beach.	- Talking about outdoor activities - Asking follow-up questions	<i>Go</i> + <i>-ing</i> verb phrases
30	What Are You Doing for the Long Weekend?	- Talking about free time activities - Making, accepting, and refusing invitations	Verb phrases with <i>go</i>, <i>go on</i>, and <i>go to</i>
31	We Want to Celebrate!	Talking about celebrations	Phrasal verbs <i>set up</i>, <i>join in</i>, <i>find out</i>
32	I Prefer Serious Movies.	Discuss preferences for movie genres	Words that are opposites
Unit 9: We're Going on a Trip.			
33	I Booked Tickets and Packed My Luggage.	Talking about air travel	Using <i>before</i> and <i>after</i> to describe steps in a process
34	How Was Your Vacation?	Describing travel experiences	Descriptive adjectives

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 grow in confidence as they use English in their communities. 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 grow in their language abilities to 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 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.*

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

This book is the third level in the *Neighbor to Neighbor* series. If you have access to a copy of the Level 1 book, look through it to get a general idea of what your students should know and be able to do as they join your class. You may also view the Scope and Sequence for that level on the *Neighbor to Neighbor* webpage. Please note that we have, at times, assumed that students know some basic words that were not covered in previous levels. Of course, there will always be gaps in students' knowledge, so be ready to offer brief explanations when necessary. A few lessons will use vocabulary cards from previous levels; these can be accessed on the same webpage as the cards for this level.

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 shows the lesson dialogue. We encourage you to make use of these drawings as much as possible.

Vocabulary

Because these lessons were written for Level 2 students, each only includes 10 or 11 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 20 words in one session, 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.

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 disasters, add or remove potential disasters based on what you experience in your region. Think about what is most applicable to your students and their lives in the area where you live. 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. Irregular past tense verbs are also included in parentheses and are listed at the end of the student book, as well.

Sentences

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

Pronunciation

In each lesson, there is a space for a pronunciation exercise. Because pronunciation issues 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 might 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 every day.

Communication Practice Activities

Most of your lesson time will be focused on communication practice activities (CPAs). In this curriculum there are 10 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 the 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 do 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 N2N 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.

Most lessons include a Grammar Box and/or a Culture Box that are shown 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 is a Verb Appendix. Refer students to this resource as you teach. In addition, this level includes a Grammar Term Appendix for students' reference. This book does not explicitly teach many grammar terms, but they are used in the Grammar Boxes, so this appendix is included for those who would like additional explanations.

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 2 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. Many times, 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 might 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.

Other Classroom Tips

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

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

- **Correct errors by keeping SCORE.**
 - **Think about when to correct errors.** Do not correct one student in front of the whole class but wait and teach the class as a whole. If one student has made that error, chances are others will, too.
 - **Think about how to correct errors.** If a student makes an error, try pausing and asking him/her to try again. Many times, he/she will make the correction and will remember it much better the next time.
 - **Think about which errors to correct.** You can remember this by using the acronym SCORE: **S**tigmatizing, **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: In My Community

Lesson 1: Did You Meet the New Neighbors?

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

- describe people using personality traits and family words,
- use adverbs to describe how a person does an action.

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

Greeting/Review: Print or project a few pictures of families, including extended families. Print and give out sticky notes with the following words: *mom, dad, son, daughter, brother, sister, grandma, grandpa, aunt, uncle*. Have students place their sticky notes near a person whose picture it could describe.

Open with prayer.

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

move in/out

shy

cheerful

confident

middle-aged

polite

kind

curious

niece

nephew

neighbor

TEACHER TIPS:

- *Take this opportunity to explain the title of this textbook series as you explain the word **neighbor**.*
- *As you explain **curious**, ask your assistant some positive questions about him/herself (e.g., about family, favorite foods, and favorite ways to spend free time). Tell students that you are happy to have your assistant in the class and you want to know more about him/her.*

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

A: Did you meet the new neighbors?

B: Yes, I did. They are kind.

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 students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

A: Hey, did you meet the new neighbors, the Mings?

B: Yes, I said hello to them. They're a family of four and they moved in last week.

A: I met the parents, Mr. and Mrs. Ming. They are middle-aged and very cheerful and kind.

B: I met their children. Their daughter is shy but polite. Their son is very confident and curious.

A: I think I saw two other children with them, too.

B: Yes, that's their niece and nephew. They live on the next street.

A: I was sad when the old neighbors moved out, but now I'm happy that the Mings are here!

TEACHER TIPS:

- *Explain to your students that when Americans say, “live on the next street,” they mean that their home is one street away from the speaker.*
- *Use the illustration to point out each of the Ming family members and give students context for the vocabulary words.*
- *Refer to the Culture Box to explain to students how to refer to whole families such as the Mings.*

CPA2: Activity – How Are They Feeling?

Before class, prepare ten pictures (on slides or printed) of people in different situations, including: at a birthday party, moving in/out of a house or apartment, going to the doctor, going to a museum, meeting new people, etc. Try to find at least one picture/situation in which people could be described as *curious*, *confident*, *shy*, and *cheerful* so that students have a chance to use these words.

Create and print a word list for each pair of students with the following words: *curious*, *confident*, *shy*, *cheerful*, *worried*, *calm*, *excited*, *bored*, *confused*, *happy*, *sad*, *angry*, *tired*.

In class, place students in pairs and hand each pair a word list. Briefly go over this list to make sure students understand all of the words. Then, show a picture of people moving into a new home. Say, “They’re moving into a new home. How are they feeling?” Have pairs speak together to choose words from their lists that might match how the people moving into a new home are feeling. Students may include other words that they know, as well.

Have students identify words they’ve chosen for the whole class, giving explanations if they would like. Then, move on to another picture.

CPA3: Activity – Pair Match-Up

Before class, print small pictures of five men and five women and write one of the sentences below on the back of each paper:

This is Susan. Her uncle is James.	This is James. His niece is Susan.
This is Mike. His aunt is Emily.	This is Emily. Her nephew is Mike.
This is Jill. Her aunt is Carrie.	This is Carrie. Her niece is Jill.

This is Will. His uncle is Joe.	This is Joe. His nephew is Will.
This is Luke. His neighbor is Ana.	This is Ana. Her neighbor is Luke.

In class, write on the board, “This is _____. He’s/She’s looking for _____.”

Demonstrate the activity with your assistant: take one picture and read the back, then fill in the sentences on the board, e.g., “This is Joe. He’s looking for his nephew Will.” Have your assistant do the same. Give each student a picture and instruct them to walk around the room, using the sentence starter on the board to describe their picture to each other while looking for the person mentioned in their statement. When they find that person, they should sit down.

TEACHER TIP: For a small class or for students with mobility problems, create a set of pictures for each pair of students and have them read the statements and match the family members together. For a larger class, create additional pairs of pictures/family members following the pattern given above.

CPA4: Activity – How Am I Doing This?

Before class, create slides or prepare to write the following sets of sentences:

- My nephew is saying hello. He is kind. My nephew is saying hello _____.
- My neighbor is singing. She is cheerful. My neighbor is singing _____.
- You are working. You are confident. You are working _____.
- I am speaking to my niece. I am polite. I am speaking to my niece _____.
- We are watching the animals. We are curious. We are watching the animals _____.
- They are meeting their neighbors. They are shy. They are meeting their neighbors _____.

In class, write the following words on the board: *polite, curious, confident, cheerful, kind, shy*. Tell students that these words describe people and review their meanings. Then, add the -ly ending to each word to change them into adverbs. Tell students that these words describe how someone does something. Refer to the Grammar Box. Write on the board, “I’m walking,” and demonstrate how to walk according to some of the adverbs on the board. Repeat this with “I’m speaking,” and use other adverbs.

Place students in pairs and give each pair a whiteboard and dry erase marker. Show a set of sentences on a slide or write it on the board. Model how to create an adverb using the underlined

word and *-ly* and add it to the sentence with the blank. Have the class say the sentence together.

For the next sentences, show the set of sentences and have pairs create the adverb and write it on their boards. Then, have all the students say the resulting sentence together. If desired, create additional sets of sentences using the other adverbs in CPA6.

TEACHER TIPS:

- *Students may need some repetition practice with saying some of the adverbs. Provide this if needed.*
- *Refer to the Grammar Box in the Student Book to explain the spelling of **shyly**.*

CPA5: Interview – Facing Lines

Before class, write on a slide or the board:

A: When did you move into your home?

B: I moved into my home _____.

A: How did you feel?

B: I felt _____.

A: Do you want to move out of your home?

B: Yes, I want to _____. / No, I don't want to _____.

In class, show the questions with the sentence starters for answers on a slide. With your assistant, demonstrate asking each other and answering the questions.

Place students in two lines facing one another. They will practice asking and answering the questions, 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.

CPA6: Activity – How Do I...?

Before class, create the sets of cards shown below, so that each pair of students will receive both sets of cards:

Set 1:

I'm walking	I'm sitting	I'm speaking
I'm eating	I'm driving	I'm singing
I'm talking to a friend	I'm exercising	I'm cooking

Set 2:

politely	curiously	quickly
cheerfully	confidently	shyly
kindly	slowly	angrily
sadly	nervously	calmly

In class, go over the statements in Set 1 and the adverbs in Set 2, making sure that students understand all of the words and have an idea how they could act them out.

Place students in pairs. Give each pair the two sets of cards and demonstrate the activity. One partner will draw a statement (Set 1), reading the card and showing it to the partner, and then draw an adverb (Set 2), keeping the adverb secret from the partner. That student must act out the statement, and the partner must guess the adverb using a complete sentence; e.g., “You’re driving confidently.” Demonstrate to students that some adverb cards may not match the statements, e.g., “cooking kindly,” and tell them that they may switch the adverb for a different card if that is the case.

Partners will continue playing, switching roles back and forth, and shuffling the two piles of cards when necessary.

TEACHER TIPS:

- *Don't worry if students switch the adverb cards during the activity; this shows that they have understood the words and see that these things do not match, which is still showing comprehension of the language!*
- *Print Set 1 and Set 2 on different colored paper so that it's easy to direct students to first draw one color, then the second color, and so that the piles don't get mixed up.*

CPA7: Interview – Find Someone Who...?

Before class, print one handout for each student from the N2N handouts.

In class, pass out the handouts to each student. Show students how to use the sentence starters to form questions. Demonstrate the activity. Students will stand up and mingle. Each student will ask another student a question, using the sentence starter on the handout. If that student says, “Yes,” s/he will write his/her name on the line. Then, they will move on to other students, asking the other questions.

The first student who fills up his/her sheet with different names is the winner. That student should go through the list and read each name with the statement.

TEACHER TIP: *For a small class, rewrite each statement as a question and put each one on strips. Have students sit in pairs and take turns drawing slips and asking one another the questions.*

CPA8: Textbook Exercise 1

In class: Say the adverb that goes in the blank.

For homework: Write the adverb that goes in the blank.

CPA9: Textbook Exercise 2

In class: Match the pictures and the words.

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

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Act out some of the adverbs and statements from CPA6 and have students call out what you are doing.

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

Close with prayer.

Teacher's Note: This lesson and much of the rest of this book will deal with cultural elements in the United States. Be aware that students from Central and South America might feel marginalized or confused if you use “American” to refer to people from the U.S., since they, too, are Americans! When possible, try to talk about “people from the United States” instead.

Lesson 2: I'm Going to Help My Neighbors.

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

- talk about simple work around the home and helping others,
- make cause and effect statements using *why* and *because*.

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

Greeting/Review: Print and hand out the statement and adverb strips from Lesson 1, CPA 6, one set for each pair of students. Place students in pairs. Act out the statements with adverbs and have pairs guess what you are doing and how you are doing it (e.g., "I'm singing cheerfully"), then share guesses with the class.

Open with prayer.

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

why	paint (v.)
because	repair
mow the grass	elderly
weed (v.)	disabled
trim a tree	have (had) a hard time

TEACHER TIP: Explain that the word **elderly** is used to describe older people who need help with daily activities.

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

A: Why can't you come?

B: I can't come because I'm going to mow the grass.

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: Hey, are you coming to the party tomorrow?

B: No, I can't.

A: Why can't you come?

B: I can't come because I'm going to help my neighbors. I'm going to repair and paint their door. My sister is going to weed their garden and mow their grass. Then, we will trim a tree.

A: That's really kind of you.

B: I'm happy that we can help. Our family likes to help our neighbors who are elderly, disabled, or having a hard time.

A: Wow, that's great. I'd love to help sometime!

CPA2: Activity – Discussing Pictures: Work Around the Home

Before class, gather six to ten pictures of people doing work around the house or yard, including trimming trees and bushes, repairing appliances or parts of the house, weeding and working in a garden, and mowing a lawn.

In class, place students in pairs. Show a picture and model with your assistant a discussion of the picture, e.g., “I see a woman. She is working in her garden. She is weeding and putting water on her flowers. There is also a man. He is mowing the grass.”

Show each picture and ask students to discuss in pairs what they see. You can extend the activity by having pairs share their thoughts with the whole class.

CPA3: Activity – Why/Because Match

Before class, print and cut up a set of the matching slips from the N2N handouts for each pair of students.

In class, write on the board the sentences from the dialogue: “Why can’t you come?” “I can’t come because I’m going to help my neighbors.” Underline *why* and *because* and explain that *why* is asking a question and *because* is answering that question. Erase “I can’t come” and explain that sometimes, people start their answers with *because* and that both ways are fine in spoken American English.

Write a few other *why* sentences on the board and solicit sentences to give the answers with *because*, e.g., “Why are you going to bed now?” (Because I’m really tired.) “Why are you making a cake?” (Because it’s my sister’s birthday.)

Place students in pairs. Give each pair a set of strips and have them match the *why* and *because* strips. Go over answers as a class.

TEACHER TIP: As students work, walk around and be available to clarify any unfamiliar words.

CPA4: Problem Solving – Fix This House

Before class, find a picture of an abandoned house to project or print enough copies for each group of three students to have one.

In class, place students in groups of three and give each group a piece of paper. Write on the board: *mow, weed, trim, paint, repair*. Show the abandoned house picture. With your assistant, demonstrate discussing this house, the problems that it has, and what it needs, using the words on the board.

Tell students that their group needs to make a plan to fix this house using the words on the board and any other words they’d like to use. Have groups work on their plans, then present them to the class.

CPA5: Interview – Facing Lines

Before class, write the following dialogue on a slide or the board:

A: My neighbor is having a hard time.

B: Why?

A: _____

B: Can I help? I can _____.

A: Yes, thank you!

Print and cut up the following slips, making copies as needed so that each student will receive either an A or a B strip.

A Strips:

A: Because her daughter is disabled and having a hard time.	A: Because her mom is elderly and having a hard time.
A: Because her father is disabled and having a hard time.	A: Because her uncle is elderly and having a hard time.

B Strips:

B: mow her grass.	B: weed her garden.
B: repair her bed.	B: trim her trees.

In class, put the strips into A and B piles. Then, model the dialogue with another teacher or assistant, filling in the blank A and B places with one strip from each pile.

Place students in two lines facing one another, giving one line the A strips and the other line the 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 TIPS:

- *For a smaller class, give each pair of students both sets of strips and have them practice the dialogue.*

- *For a more advanced class, take time to brainstorm ways to help someone with a need. Then, only give strips to the A side and allow the B side students to come up with ideas for helping.*

CPA6: Activity – Discussing Pictures: Helping People

Before class, gather four to six pictures of diverse people with visible needs, including the following: someone who is disabled and needs help (e.g., a person in a wheelchair beside a flight of stairs), someone who is sick (*having a hard time*), someone who is elderly, someone who is pregnant and/or has small children, someone who is moving in or out of a home. Include, also, a picture of a car in a reserved handicapped parking spot. If you cannot project these pictures, print one copy of each for each small group.

In class, place students in small groups, each led by a teacher or assistant. Show each picture and have the group discuss potential ways that they could help this person if s/he is in need. Invite students to discuss how this person might be helped in their home countries. Be sure to refer students to the Culture Box when discussing the picture of the car in the handicapped parking spot.

***TEACHER TIP:** Caring for vulnerable populations, e.g., the elderly, disabled, sick, pregnant women, etc., is quite different in world cultures. In some countries, disability is viewed as shameful, and those who are disabled are hidden away, so your students may feel uncomfortable discussing this. However, it's important for your students to know that in the U.S., people with disabilities are welcomed, have full rights, and have many abilities and opportunities to contribute. Conversely, some students might be shocked that so many elderly Americans live in nursing homes, because in their cultures, caring for the elderly is the duty and privilege of the family.*

CPA7: Game – Why/Because Board Game

Before class, print the N2N gameboard for each group of three to four students. Gather enough dice to have one for each group and enough gameboard markers for each student to have a marker. Print a set of *why* question strips from the N2N handouts for each group, cut them up, and place them in a paper bag.

In class, demonstrate the game. Each student will draw a card, read the *why* question, and then come up with a *because* answer. Once the student has made a sentence, s/he may roll the dice and move the number of spaces shown. The student who reaches the end of the gameboard first will win. If students run out of *why* question strips, they should put them back in the bag to begin again.

CPA8: Textbook Exercise 1

In class: Match the pictures and the words.

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

CPA9: Textbook Exercise 2

In class: Match the *why* and *because* sentences.

For homework: Draw a line between the *why* and *because* sentences.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks, then read the story.

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

Closing: Hand individuals vocabulary cards for *mow the grass*, *weed*, *trim a tree*, *paint*, and *repair* and have them take turns acting them out and having students call out the words.

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

Close with prayer.

Lesson 3: I Love the Rec Center!

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

- talk about the recreation center,
- use *used to* to describe a repeated experience in the past.

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

Greeting/Review: Have pairs of students repeat the *why/because* sentence strip matchup from Lesson 2, CPA3, or have pairs draw *why* questions and come up with their own *because* statements from Lesson 2, CPA7.

Open with prayer.

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

recreation center (rec center)	membership
fitness class	restroom
art class	event
fee	pool
used to	sign up
gymnasium (gym)	

TEACHER TIPS:

- *Gather information about your local recreation centers, including such facilities as the YMCA and college rec centers that allow public use. Include information about whether a membership is needed, if scholarship money is available, how to sign up, and services offered with their costs.*

- *Let students know that they will hear Americans pronounce **used to** as “yousta.”*
- *Refer to the Culture Box B as you teach **restroom**.*

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

A: What did you do at the rec center?

B: I used to take an art class.

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 got a schedule from the recreation center in the mail. Do you go there?

B: Oh, yes, I love the rec center! I go there often.

A: What do you do there?

B: I used to take some classes there. I took an art class on Tuesdays and a fitness class on Thursdays. Now, I sometimes go to events there. I like to swim in the pool on the weekends, and my kids play basketball in the gym. The rec center also has restrooms and rooms to shower and change your clothes.

A: Oh, that sounds great. Is there a fee to use the rec center?

B: Yes, you need to pay a fee for classes and events. If you want to use the gym or the pool, sometimes you need to pay for a membership.

A: How do I sign up?

B: Let's go together!

TEACHER TIP: Refer to Culture Box A to discuss how Americans often use the word **love**.

CPA2: Game – Flyswatter Game

Before class, prepare a board with pictures of the vocabulary words. Tape it to the wall.

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

***TEACHER TIP:** For a larger class, make multiple gameboards and have an assistant lead each group.*

CPA3: Activity – Rec Center Scavenger Hunt

Before class, make large signs for each of the following:

Rec Center Office Membership Fee: \$35/month for one person or \$80/month for a family	Rec Center Events Office Sign up here for events. Event fee: \$8 per person Free for children ages 0-4
Pool Hours: 10 AM to 6 PM, Tuesday-Sunday Closed Mondays	Gymnasium Basketball Use Fee: \$5/day Please wear clean shoes.
Fitness Classes Mondays, 5:30–6:30 PM Thursdays, 2:00–3:00 PM	Art Classes Tuesdays, 10:00 AM–11:00 AM Fridays, 7:00 PM–8:00 PM
Restrooms ← Women Men →	

Tape signs in locations around the room. Tape a vocabulary card with the picture for each location (for membership, for the office) alongside each sign.

Print one copy of the question/recording sheet in the N2N handouts for each pair of students.

In class, place students in pairs. Hand a recording sheet to each pair and read all of the questions together. Explain the activity: students will mingle around the room, finding each location in the rec center, reading each sign, and answering the questions on their sheets.

After all students have been to all locations, go over the answers together.

CPA4: Interview – Facing Lines: What Do You Want to Do?

Before class, write the following questions on a slide or the board:

- Do you go to a rec center?
- What do you want to do at a rec center?
- Why do you want to do that?

In class, read and explain the questions, demonstrating asking and answering them with your assistant. Clarify that the second question is about what any student would like to do if they went to a rec center, regardless of whether they currently visit one.

Place students in two lines facing one another. Have them ask and answer the questions in pairs 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.

CPA5: Activity – Things We Used to Do

Before class, print the following sentence strips, cut them up, and place them in a bag for each pair of students.

When I was a kid, I played football every Saturday.	Now, I don't play football.
Last month, I exercised every day.	Now, I only exercise two days per week.
When I was a student, I studied Spanish and French.	Now, I don't study Spanish or French.
When I was single, I ate pizza every week.	Now, I am married, and I don't eat pizza every week.
When I was a child, I worked in the garden every day.	Now, I don't have a garden.

In class, write *used to* on the board. Explain that this is used when you did something many times, often every day/week/month, etc., but now you don't do it anymore. Give several examples following this pattern: "Last year, she went to the rec center every week. Now, she doesn't go to the rec center. She *used to* go to the rec center every week." Point out that the verb following *used to* uses the present tense. Refer to the Grammar Box.

Place students in pairs and give each pair a bag with a set of strips and a piece of paper. Demonstrate how pairs should match each pair of sentences, then write a *used to* sentence describing this. When all pairs are finished, go over the correct sentence pairs and the *used to* sentences that go with them.

CPA6: Information Gap – At the Rec Center

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 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 Luke doing?" Partner B will answer, "He is signing up for art class." 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, go over all the answers together, asking each question and 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.*

CPA7: Interview – Facing Lines

Before class, prepare the following dialogue on a screen or the board:

A: What is something that you used to do, but you don't do now?

B: I used to _____, but now I _____.

A: Oh, really? That's _____.

In class, write on the board *I used to _____, but now I _____*. Write these verbs under the first blank: *go, eat, work, play*. Use each verb to create some example sentences, giving your own, then having students brainstorm others. For example: “I used to eat meat, but now I am a vegetarian.” “I used to go to the rec center, but now I exercise at home.” “I used to work at a factory, but now I work in an office.” “I used to play basketball, but now I can’t play.” Encourage additional brainstormed sentences using the vocabulary words and other verbs.

Ask students to think of one sentence for themselves using this model; they may use one of the sample verbs or create their own. If needed, have them write it down.

Show the dialogue on a screen or write it on the board. Model this dialogue with your assistant. For the second “B” phrase, brainstorm with students words that could be put in this blank, e.g., *interesting, sad*. Explain to students that this type of phrase is used to keep the conversation going and to show interest.

Place students in two lines facing one another. Have each pair practice the dialogue, with both partners saying the A and B lines 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.

CPA8: Textbook Exercise 1

In class: Match each picture and word.

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

CPA9: Textbook Exercise 2

In class: Make a sentence with *used to* for each line.

For homework: Write a sentence with *used to* for each line.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks, then read the story.

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

Closing: Write on the board, "At the rec center, you can _____ or _____." Place students in pairs. Have each student use the sentence frame to share with his/her partner two things someone can do at the rec center. Then have each pair share their sentences with another pair.

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

Close with prayer.

Lesson 4: Welcome to Our School.

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

- use vocabulary related to the school system,
- understand informational documents and forms,
- understand some basic abbreviations.

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

Greeting/Review: Place students in small groups of three or four and give each group a piece of paper. Ask students to write down as many words as they can think of related to the topic “school” in three minutes. After that, go over lists and award one point for each word (or, for more competition, give a point for each unique word not written down by other teams). Save these lists to use again in the closing.

Open with prayer.

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

parent-teacher conference	behavior
register	information
semester	rule
exam	reduced-fee meal
principal	emergency contact

Optional vocabulary: special education, school district

TEACHER TIP: Look at your local school district's website as you prepare to teach this lesson. Note whether the district uses different words for any of these concepts and whether any additional words might need to be added, such as English for speakers of other languages services for children.

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

A: I'd like to register my children for school, please.

B: Please write your information on these forms.

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. 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.

Have students practice the dialogue in groups of three.

A: Hi, I'd like to register my children for school, please.

B: Please write your information on these forms. You'll also need an emergency contact.

A: Okay, great. I'd like to apply for reduced-fee meals, too.

B: Sure, we have a form for that here. This is Dr. Stevens, our principal.

C: Hello. Welcome to our school. Here is a schedule of the fall and spring semesters with our parent-teacher conference days and exam days. Here are the rules for behavior in our school. Please call the school if you have questions.

A: Thank you very much.

TEACHER TIPS:

- *If you don't have an additional person to play the role of Dr. Stevens, print pictures to serve as the administrative assistant and the principal, and have one person read the B and C roles and hold up the correct picture as s/he reads.*
- *Explain to students that Dr. Stevens isn't a medical doctor. She has the title "Dr." from a university to show that she has an advanced education.*

CPA2: Activity – School Information Sheet

Before class, print copies of the school information sheet and question sheet from the N2N handouts so that each pair of students will have one copy.

In class, place students in pairs. Give each pair the school information sheet and read over it together, explaining it as needed, particularly the information about teacher workdays. Refer to Culture Box A to explain “high school.” Hand out the question sheet and have students work in pairs to find the answers and write them down. Go over the answers with the class.

TEACHER TIP: Look at the website for a school in your area to see if they have a similar information sheet that you can share with students.

CPA3: 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, except for *rule*, using the N2N vocabulary cards. Have students write one word on each card, then arrange the cards in a 3x3 grid on the table in front of them.

One at a time, call out vocabulary words while showing each picture. Students should find that word and flip the card 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 over.

TEACHER TIP: If this activity starts to be too easy, choose a student each round to call out the words.

CPA4: Activity – Abbreviations and Information Form

Before class, print the handout so that each student receives a copy. Create a list of eight to ten questions that students can answer by looking at the handout, e.g. “What is Michael’s date of birth?”

Make small strips of paper, each with one of the following items, enough that each student can receive one strip:

DOB	date of birth	M	male
F	female	no.	number
ID	identification	apt.	apartment

In class, give each student the student information form handout and read over it together, explaining it as needed. Tell students that sometimes words are written in shorter ways and explain the abbreviations shown on the sheet, referring to the Grammar Box for help.

Hand out one of the strips with a word or abbreviation to each student. Have students stand up and walk around, talking to each other, to find their match (abbreviation with longer form of the word). Have those partners tell the class their words and then sit down together.

Ask the prepared questions one at a time. For each question, have pairs use their information form handouts to find their answers together and then allow volunteers to answer.

TEACHER TIPS:

- *For a small class, give each pair a set of strips and allow them to match the words and abbreviations.*
- *For a larger class or one with an uneven number of students, have assistants participate or give a strip to a pair of students, instead. You could also include a strip with your state and the state abbreviation.*
- *Identification was taught in Level 1, but for those students who may not know the word, show an ID card and briefly explain the word before the activity.*

CPA5: Information Gap – School 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, "What event is on August 2?" Partner B will answer, "Register for classes." 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, go over all the answers together, asking each question and 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.*

CPA6: Discussion/Role Play – At a Parent-Teacher Conference

Before class, print one copy of the N2N handout for each pair of students and cut the papers so that each student will receive either Dialogue 1 or Dialogue 2.

Check the calendar of the local school district to find out when parent-teacher conferences are scheduled. If possible, find out other information about conferences, such as how interpreters are arranged and how conference appointments are made.

In class, divide students into small, teacher-led groups for a discussion of parent-teacher conferences. Discuss the following items, referring to Culture Box B:

- What happens at a conference? (Parent can ask questions. Teacher can talk about what is going well and any problems with behavior or report card grades. Student might be there, depending on age and what is being discussed.)
- When do conferences happen? (See school district calendar. Also, parents can ask to meet with teachers at any time during the year; they must just ask ahead of time.)

Place students in pairs. Give each pair a copy of Dialogue 1 and Dialogue 2. With your assistant, act out each dialogue, then have pairs practice their dialogues. (Be sure to explain that students should choose “Mr.” or “Ms.” depending on their genders and that teachers are always called Mr./Ms. [last name] in U.S. schools.)

CPA7: Problem Solving – School Rules

Before class, gather a large piece of paper and a marker for each group of three or four students.

In class, place students in small groups of three or four. If possible, have a teacher lead each group. Ask students: “What kind of rules about behavior do you think are important to have in a school for children? Why?” Give groups several minutes to discuss, then hand each group a piece of chart paper. Tell students, “You are now the principals of an elementary school. You need to decide four rules for behavior for the whole school to follow.” Have each group decide the rules, write them on their paper, then share with the class.

CPA8: Textbook Exercise 1

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

CPA9: Textbook Exercise 2

In class: Match each picture and word.

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

CPA10: Textbook Exercise 3

In class: Choose which vocabulary word goes in each blank.

For homework: Write the correct word in each blank.

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

Closing: Repeat the Review/Greeting activity with the same groups and see how many additional words students can add to their lists.

If you have not already done so in the lesson, please refer students to the Culture and Grammar Boxes. If your local school district divides grade levels among schools differently, be sure to clarify this when discussing Culture Box A.

Close with prayer.

Unit 1 Review Activity

In class: For numbers 1-6, make a sentence with *because* for each line. For numbers 7-12, make a sentence with *used to* for each line.

For homework: For numbers 1-6, write one sentence with *because* for each line. For numbers 7-12, write one sentence with *used to* for each line.

Unit 2: I Have a Problem.

Lesson 5: I Saw Two Mice!

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

- talk about pest problems at home,
- politely accept or refuse suggestions,
- use the past progressive tense (was/were + -ing verb).

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

Greeting/Review: Prepare a few pictures of kitchens and bedrooms in average (not fancy) houses and apartments. Place students in small groups and have them discuss what they see in the pictures, then briefly discuss the pictures as a class.

Open with prayer.

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

landlord

insect

bat

mouse (mice)

garage

attic

basement

think (thought)

remove

What’s wrong?

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

A: We have insects in our kitchen.

B: Yuck!

A: You should call the landlord.

B: Thanks. I'll think about it.

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 students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

A: What's wrong?

B: I don't know what to do. I was cleaning my basement when I saw some big insects! Then, I was working in the garage, and I saw two mice! I think there is a bat in the attic, too.

A: Yuck! You should call the landlord. Two years ago, we were living in a house with mice, and our landlord removed them.

B: Thanks. I wasn't going to call him, but now I'll think about it.

TEACHER TIPS:

- *If your students are followers of certain religions, such as Buddhism, Sikhism, Jainism, or Hinduism, they may be opposed to killing any living thing, including insects and rodents. Be sensitive to this as you discuss removing pests from the home.*
- *Explain that "Yuck!" is an exclamation for something that is disgusting. Give examples using facial expressions to show the idea.*

CPA2: Game – Do You Have...?

Before class, print a set of the game cards from the N2N handouts so that each pair of students receives one set.

In class, review each of the vocabulary words again and make a sentence with each word. Place students in pairs and demonstrate the game. The cards will be placed in a pile face down, and each student will draw four cards. If the student draws two of the same card, s/he should place them face up and make a sentence with the word. Then students will take turns choosing one of their cards and asking, “Do you have _____?” to try to make a pair of the same card. If a student does have the card that is asked for, s/he will hand it over, and the student receiving it will make a sentence with that word while placing the pair of cards face up on the table. That student will then draw enough cards from the deck to have four cards in his/her hand. If a student asks for a card, but the partner doesn’t have it, the student who asked will then draw a card from the deck.

When all cards have been matched, the student with the most matches wins.

CPA3: Activity – Past Progressive Practice

Before class, write the following schedules on separate slides or on the board. Prepare questions about the schedules that can be answered using the was/were + -ing form, e.g., “What was I doing at 8:00 AM?”

Schedule 1:	Schedule 2:
7:00 AM – get up	5:30 PM – drive home from work
7:30 AM – eat breakfast	5:50 PM – arrive at home
7:45 AM – clean the garage	6:15 PM – clean the attic
8:00 AM – remove two mice	6:45 PM – remove some insects
12:00 PM – lunch break	7:30 PM – eat dinner
	10:30 PM – go to bed

In class, show Schedule 1 and tell students, “I got up today at 7:00 AM. What was I doing at 6:30 AM? I was sleeping.” Continue this pattern with other items on the schedule, creating questions/statements using the was/were + -ing form. Refer students to the Grammar Box.

Place students in pairs and give each pair a whiteboard and dry erase marker. Show Schedule 2 and ask students questions about it. For example, say, "I left work at 5:30 PM and started driving home. What was I doing at 5:35 PM?" Allow students to work with their partners to write their answers using the past progressive verb tense. Then give the answer: "I was driving home from work." Next ask, "Was I cleaning the attic at 5:35 PM?" After students respond, give the answer: "No, I wasn't cleaning the attic." Repeat this with the other questions you prepared, having pairs answer on their whiteboards, and then share with the class.

TEACHER TIP: *When planning your questions, include opportunities for students to practice the positive and negative forms.*

CPA4: Activity – Past Progressive Practice with “When/And”

Point out the sentence in the dialogue with **when**: "I was cleaning my basement **when** I saw some big insects!" Give other examples: "I was driving to work **when** I had a car accident." "She was cooking dinner **when** her oven broke." Act out these sentences to emphasize that the first verb is an ongoing action (e.g., cooking dinner), but the second verb (e.g., the oven broke) is a one-time event, and that "when" signals this moment.

Show the other two examples in the dialogue: "I was working in the garage **and** I saw some mice!" "We were living in a house with mice, **and** our landlord removed them." Refer students to the Grammar Box and the Verb Appendix for additional information.

Place students in pairs and give each pair a whiteboard. Write these sentences on the board: "She danced. She hurt her foot. She was dancing **when** she hurt her foot." Tell students that they will work together to make the same kind of sentences as you give the first two sentences (answers in parentheses):

- He worked in the kitchen. He saw a bat. (He *was working* in the kitchen *when* he saw a bat.)
- They cleaned the attic. They saw mice. (They *were cleaning* the attic *and* they saw mice.)
- She worked in the basement. She removed insects. (She *was working* in the basement *when* she removed insects.)
- They watched TV. They felt sick. (They *were watching* TV *and* they felt sick.)
- She swam in the pool. They went home. (She *was swimming* in the pool *when* they went home.)

TEACHER TIP: *This construction is a bit more complicated because students must use the past progressive (was/were + -ing verb) for the first verb and the past simple (-ed) for the second verb. Pay attention to this and, if students are struggling, stop and teach the sentence pattern to the whole class once again.*

CPA5: Interview – Facing Lines

Before class, write the following dialogue on a slide or the board:

- A:** What's wrong?
B: I have a problem. _____.
A: You should _____.
B: Thanks, I'll think about it.

Print the following on slips of paper so that half of the class will receive an A strip and the other half, a B strip.

A Strips:

A: I have mice in my attic.	A: I have bats in my attic.	A: I have mice in my basement.
A: I have bats in my garage.	A: I have insects in my garage.	A: I have insects in my basement.

B Strips:

B: call your landlord.	B: remove them.	B: clean with soap.
B: call your landlord.	B: remove them.	B: clean with soap.

In class, point out the last line from the main dialogue: “Thanks, I’ll think about it.” Explain to students that this can be said if you like an idea or if you don’t like it, but you want to be polite. Give other examples and refer to the Culture Box.

Show students the dialogue on the board or a slide. With your assistant, draw one A slip and one B slip and practice the dialogue.

Place students in two lines facing one another. Give one line the A strips and the other, the B strips, and have them practice the dialogue. 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.

CPA6: Game – What's Wrong?

Before class, print a copy of the N2N gameboard. In each box, write one of these words: *garage, attic, basement, bedroom, kitchen*. Make a copy of this gameboard for each group of three or four students.

Print slips of paper with the following words/phrases: *bats, mice, insects, bats and insects, bats and mice, insects and mice*. Have one set of these slips for each team.

Gather gameboard markers and a die for each team.

Write on the board or a slide:

A: Oh, no!

B: What's wrong?

A: I have _____ in my _____!

In class, demonstrate the game. Students will take turns rolling the die and moving the number of spaces shown. The student will read the word in the box and draw a slip, reading that as well. The student will then read Part A of the dialogue while the rest of the students in the group read Part B.

The first student to reach the end of the board wins the game.

CPA7: Information Gap – Why Did She Call the Landlord?

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, "Why did Luke call the landlord?" Partner B will answer, "He had mice in his attic." 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, go over the answers together, asking each question and 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: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

CPA9: Textbook Exercise 2

In class: Match the pictures and the words.

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

CPA10: Textbook Exercise 3

In class: Say the missing word in the correct form.

For homework: Write the missing word in the correct form.

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

Closing: Have students stand in a circle. Say, “What’s wrong?” and toss a ball to another student. Have him/her answer the question using a statement from the day’s vocabulary (e.g., “I have a mouse in my garage.”), then ask, “What’s wrong?” and toss the ball to another student.

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

Close with prayer.

Lesson 6: We Had Freeze Alerts.

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 natural disasters and extreme weather conditions,
- express degrees of certainty.

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

Greeting/Review: Prepare six to eight pictures of various weather conditions, which might include the following: *lightning, thunder, storm, hurricane, flood, tornado, rainy, sunny, snowy, windy*. Write those words on cards and hand them out to students. Show each weather picture and have students whose cards describe that picture stand up and say the word on their cards.

Open with prayer.

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

landslide

earthquake

wildfire

drought

freeze

boil water

fog

power outage

alert

sure

Optional vocabulary: heat wave

TEACHER TIPS:

- *Some of your students may have trauma from having lived through these or similar kinds of disasters. Be sensitive to this and allow students who need a break to step away at any time.*

- *Students who are used to relying upon spelling may have a particularly hard time with the word **drought**. Be sure to offer plenty of repetitions so that they can hear the pronunciation of this word.*
- *Students have encountered **sure** before with the meaning, “Yes.” This is a new usage and therefore may be a bit confusing to some students.*

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

A: What alerts did you have?

B: We had landslide alerts.

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: When I was living in Silver City, we had many alerts on TV.

B: What alerts did you have?

A: In the spring, we had landslide alerts because it rained a lot. In the summer, we had drought and wildfire alerts. In the fall, we had fog alerts. In the winter, we had freeze alerts.

B: Wow! That sounds really bad. I’m glad you didn’t have earthquakes!

A: We had earthquakes, too! After the last earthquake, we had boil water warnings for a week! After that, I was sure that it was time to move!

***TEACHER TIP:** Some of your students may be unfamiliar with the exclamation points. If so, discuss how it affects your voice as you read the last few lines in the dialogue.*

CPA2: Activity – Vocabulary Match

Before class, print the N2N vocabulary cards for the following words: *landslide, earthquake, wildfire, drought, freeze, fog, power outage*. Cut the words and pictures apart. Have tape ready.

In class, tape either a picture or a word card to each student's back. Have students walk around, telling each other, "You are a(n) _____" based on what is on their backs. When students find their matches, they should sit down together. Then, pairs will make sentences with their words.

TEACHER TIPS:

- *If your class is smaller than 14, do the activity with as many words as you have students, then repeat it with other words.*
- *For a very small class, or for students with mobility problems, give a set of words and pictures to each pair of students, have them match them, then make sentences with each word.*

CPA3: Activity – Describing Pictures

Before class, prepare photos of the following: *a landslide, earthquake destruction, a drought, a wildfire, a freeze, thick fog, boil water (dirty water), and a power outage (dark room)*. Write the following questions on a slide or the board:

- What is the problem?
- If a person has a house there, what should he do?
- Can someone fix this problem? Who should fix it?

In class, place students in small groups, each led by an assistant. Show each picture and have the assistant lead the discussion by asking the questions.

TEACHER TIP: *Use this activity as an opportunity to share important information that is relevant to your area, such as what to do if there is a power outage.*

CPA4: Activity – Degrees of Certainty

Before class, prepare ten pictures of various scenes about which you can ask easy-to-understand questions. One picture should show a dog and should **not** show a cat. Prepare one or two statements about each picture for which students can answer, "I'm sure" or "I'm not sure," following the example below. The statements may be true or false; the important thing is to make some statements that students can easily remember from the picture and others that might be more difficult to remember, so that students will practice using phrases of less certainty.

Create three large signs: “I agree,” “I don’t agree,” and “I’m not sure.” Tape them in different locations on the walls or floor of the room.

In class, point out the sentence with “I was sure” in the dialogue. Tell students that this means you know something, and you feel very strongly that this is correct. Refer to the Culture Box and point out “I’m sure,” and then compare it with “I’m not sure.” Give examples of when each of these might be used.

Show students and your assistant the picture with the dog for a few moments, allowing each student to look at it, and then put it away. Say, “There was a dog in the picture. Do you agree?” Have the assistant answer, “Yes, I agree.” Next ask, “Are you sure?” The assistant will answer, “Yes, I’m sure,” gesturing to the Culture Box. Look at the picture and confirm this.

Then, say to the assistant, “There was a cat in the picture. Is that true? Do you agree?” Have your assistant answer, “I don’t know. I’m not sure.” Gesture to “I’m not sure” in the Culture Box. Look again, and then confirm that there was not a cat in the picture, having your assistant answer, “No, there is not a cat. Now, I’m sure.”

Have students stand up. Show each picture for a few moments and then put it away and give the statement prepared for it. Ask, “Do you agree?” Have students move to the sign that matches their opinion about the truth of the statement (I agree/I don’t agree) or their certainty (I’m not sure). Individually ask students in the two opinion groups if they are sure, and have them move to the “I’m not sure” sign if they are not certain. Then reveal the picture and have all the students move to the correct sign (I agree/I don’t agree) and ask them collectively if they are sure. All students answer, “I’m sure,” to demonstrate that they can show certainty at that time.

CPA5: Interview – Facing Lines

Before class, create a slide or write on the board these questions:

A: How do you get alerts?

B: I get alerts _____.

A: What alerts do you get?

B: I get alerts for _____.

A: What do you do when you get an alert?

In class, go over the questions, discussing the types of answers you’d give for each one. Question 1 – tv, an app, the internet, the radio, a friend. Question 2 – any of the vocabulary words for disasters. Question 3 – call or talk to family, drive carefully, watch the weather outside. Model the activity with another teacher or an assistant.

Place students in two lines facing one another. Have them ask and answer the questions with the person across from them 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 TIPS:

- *Encourage students to answer either about their lives in the U.S. or in their home countries since they may not have had experience with alerts or disasters in both places.*
- *Smart911 allows people to create profiles that will give their information to 911 dispatchers in the event that they call 911. Users can also receive alerts and notifications about emergencies. Find out if your locality uses this service at smart911.com and, if so, consider suggesting this to your students.*

CPA6: Information Gap – What Alert Did He Get?

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, "What alert did Luke get?" Partner B will answer, "He got an earthquake alert." 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, go over all the answers together, asking each question and 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.*

CPA7: Game – Disaster Board Game

Before class, print a copy of the N2N gameboard for each group of three to four students. Gather a gameboard marker for each student.

Print and cut up a set of game cards from the N2N handouts for each group. Have a set of the vocabulary card pictures for each group, as well; you can use the pictures from CPA2, but you will need to add *boil water*.

In class, demonstrate the game. The vocabulary picture cards will be spread out on the table face up next to the gameboard. Students will take turns drawing cards and reading the alerts. After each alert is read, all of the students in the group will race to see who can pick up the picture card first. The student who picks it up first will then move the number of spaces written on the alert card and must also make a sentence with that word.

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

TEACHER TIPS:

- *To give all students a chance to play, take the winning student from each group and have them play a round together, redistributing the other students to form new groups.*
- *If you have students who are less competitive, remove the element of racing to pick up the picture and instead have the student who reads the card pick up the vocabulary card picture that matches that alert and make a sentence with the word.*

CPA8: Textbook Exercise 1

In class: Match the pictures and the words.

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

CPA9: Textbook Exercise 2

In class: Say “I’m sure” or “I’m not sure” for each statement.

For homework: Write “I’m sure” or “I’m not sure” in each blank.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Hold up the pictures from CPA3 and have students shout out the words.

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

Close with prayer.

Lesson 7: Let's Make a Plan.

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

- talk about making emergency plans,
- talk about the future with *will* and *might*.

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

Greeting/Review: Show a few pictures of natural disasters from Lesson 6, CPA3, and have students discuss in pairs what they see. Then, discuss as a class.

Open with prayer.

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

might (v.)	emergency kit
follow	safe place
escape route	damage (n.)
shut-off valve	plan (n.)
meeting place	important documents

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

A: What should we do?

B: Let's make a plan to be ready.

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: If we have a bad earthquake, what should we do?

B: Let's make a plan to be ready.

A: Okay, I'll write it on this paper.

B: First, we need to go to a safe place. We can leave it after we know it's safe. Then, we will see if there is damage to our house.

A: That sounds good. Then what should we do?

B: We might need to turn off the water and gas with the shut-off valve.

A: Okay, I wrote our earthquake plan. But what if we have a wildfire?

B: We will meet at our meeting place. If we have to leave, we will follow the escape route. We will take our emergency kit and important documents.

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, except for *might*, using the N2N vocabulary cards. Have students write one word on each card, then arrange the cards in a 3x3 grid on the table in front of them.

One at a time, call out vocabulary words while showing each picture. Students should find that word and flip the card over. Make a sentence with each word to give context to its meaning or allow volunteers to make sentences. 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 over.

TEACHER TIP: *If this activity starts to be too easy, choose a student each round to call out the words.*

CPA3: Activity – Might vs. Will

Before class, create two large signs, one with *might* and one with *will*. Tape them on the walls on opposite sides of the room.

Prepare slides or prepare to write on the board the following sentences:

- I _____ go to the grocery store tomorrow.
- It _____ rain tomorrow.
- I _____ watch TV tonight.
- I _____ drink tea tomorrow.
- I _____ wash the dishes in my kitchen.

In class, point out the word *might* in the dialogue and review its meaning: *might* is used like maybe. *Maybe* this will happen, and *maybe* it won't happen. *Maybe* we will need to turn off the water and gas if there is damage, and *maybe* we won't.

Give a few other examples, writing them on the board: I *might* go to the park tomorrow. (Explain: Maybe I will go and maybe I will not go.) He *might* walk to school (or he *might* drive). They *might* go on a trip, or they *might* stay home.

Now, contrast these with the same sentences with *will*, writing them on the board: I *will* go to the park tomorrow. He *will* walk to school. They *will* go on a trip.

Have students stand in the middle of the room. Show each sentence and have students move to the side of the room with the word that they would place in that sentence. Have each group say the sentence with their word aloud.

TEACHER TIPS:

- **Maybe was taught in Level 1, but some of your students may not know it. You can also explain the concept of *might* as “I don’t know...it could be, or it could not be.”**
- **For students with mobility problems, have them hold up cards with *might* and *will* rather than moving to the sides of the room.**

CPA4: Activity – Follow Your Emergency Plan

Note: *This activity will require extra preparation. If possible, set it up in a different room.*

Before class, print a copy of the Emergency Plan Checklists from the N2N handouts and cut it apart.

Prepare the following stations in various locations around the room, not necessarily in the order below. Each station should have a sign identifying it.

- **Meeting place:** Just have a sign. This is where students will start.
- **Important documents:** Have a folder or piles of papers labeled “important documents” for each group to take. If possible, print sample documents from the internet that need to go here.
- **Gas shut-off valve:** Create a handle that can be turned or print a photo of a shut-off valve. Have slips of paper for each group to pick up that say, “gas shut-off.”
- **Water shut-off valve:** Create a handle that can be turned or print a photo of a shut-off valve. Have slips of paper for each group to pick up that say, “water shut-off.”
- **Emergency kit (take 4 things):** Have some items to go in a kit, such as water bottles, cans of food, bandages, flashlights, and batteries. Have enough items for each group to take four or five items. Have a box or bag ready for each team to create their kit.
- **Look for damage:** Print a few pictures of home damage from natural disasters, such as broken windows or cracked walls, and place them in this area of the room. Do not tape them, as students will take one.
- **Emergency route:** Use painter’s tape to tape a route on the floor to follow.
- **Safe place:** Just have a sign. This will be their destination.

In class, divide students into groups of three or four. Show students the locations around the room and give a brief explanation of what they will need to do at each location.

Tasks:

- Important documents: Take a folder of documents with you.
- Gas and water shut-off valves: Turn them off (may be mimed).
- Emergency kit: Take 4 things with you.
- Look for damage: Find a picture of damage and take it with you.
- Meeting place: Go there, then move on.
- Emergency route: Have your team walk through this route.
- Safe place: This is the ending point of the activity.

Give each group their emergency plan lists. Tell groups that the lists are *not* in the same order. Have groups start at the meeting place and tell them that this is where they should go first in an emergency. Then, have them move around the room, checking off each box as they complete the tasks.

When all groups have finished and are at the safe place, discuss: Would you do these things for your emergency plan? What did this experience make you think?

CPA5: Problem Solving – What Goes in Your Emergency Kit?

Before class, prepare pictures of some emergency kits or bring in a real one from your home or car. Have a large piece of paper and a marker for each group.

In class, divide students into groups, each led by a teacher or assistant. Show students the emergency kit examples and discuss what is in each kit. Give each small group a piece of paper and a marker. Tell groups that they need to decide upon eight items to put in their emergency kits. Once groups have made their lists, have them share their ideas with the class.

TEACHER TIP: *For more advanced students, when the lists are shared, ask, “Why did you put this in your kit?” and have them explain their reasoning.*

CPA6: Information Gap – What's the Problem?

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, “What's in Anna's emergency plan?” Partner B will answer, “She will look for damage.” 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, go over all the answers together, asking each question and 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.*

CPA7: Discussion – Make A Plan

Before class, determine which of the following problems might occur in your area: *wildfires, landslides, earthquakes, power outages, hurricanes and/or tornadoes*. Write each of the possible problems on slips of paper, one for each teacher-led group. Gather chart paper and markers so that each group will have one of each.

In class, divide students into small groups, each led by a teacher or assistant. Give each group one paper with a problem. Have the teacher lead a brainstorming conversation to talk about what this

problem is and what some of the effects are. Then, have each group write a plan for what to do if this problem happens, listing at least four action steps on the chart paper. Encourage students to incorporate as many vocabulary words as possible.

Have groups share their emergency plans with the class.

TEACHER TIP: *Take this opportunity to add additional important steps that students should take in the event of one of these problems in your area. If you have not already done so, let students know how they can receive emergency information during disasters and severe weather conditions.*

CPA8: Textbook Exercise 1

In class: Say what you would do for each problem.

For homework: Write what you would do for each problem.

CPA9: Textbook Exercise 2

In class: Say whether *will* or *might* should go in the blank.

For homework: Write *will* or *might* in the blanks.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Have students stand in a circle and ask, “What is in your emergency plan?” Toss a ball to one student to answer, then have him/her toss the ball to another student while asking the same question. Continue until all students have answered.

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

Close with prayer.

Lesson 8: I Think My Laptop Has a Virus.

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

- talk about problems with computers,
- form negative statements with contractions.

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

Greeting/Review: Show students a picture of a computer. Place them in pairs and have them brainstorm lists of words related to computers, then share with the class. If you prefer to make this competitive, give points for all words brainstormed or just for words that only one pair named.

Open with prayer.

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

screen	printer
laptop	website
password	lose (lost)
virus (viruses)	receive
antivirus program	connect

TEACHER TIPS:

- Tell students that a **virus** can also be a sickness in people, and thus it refers to a “sickness” in computers that causes them to have problems.
- Show students a few pictures of both desktop and laptop computers to establish that both are types of computers, but a desktop computer is **not** a laptop.

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

A: Can you tell me about the problem?

B: I lost my passwords.

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, I need some help. I think my laptop has a virus.

B: Oh no! Can you tell me about the problem?

A: I looked at a new website. Then, the screen changed. Now, I can't connect to the internet, and I lost my passwords. I also can't connect to the printer or receive emails.

B: I think we can help you. Does your computer have an antivirus program?

A: No, it doesn't.

B: Okay. We'll repair your laptop and install an antivirus program. I'll call you when your computer is ready.

TEACHER TIPS:

- *Point out to students that "excuse me" is used here to politely get someone's attention.*
- *Students previously learned the word **install** for appliances. Explain that this word is used for programs that are put on the computer, as well.*

CPA2: Game – Memory Match

Before class, print and cut up the 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, and 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.*

CPA3: Activity – Verb Contractions

Before class, print the sentence strips from the N2N handouts and cut them up. Have enough sets of sentences so that each student can receive one and find his/her match.

In class, underline the instances of “can’t” (2) and “doesn’t” (1) in the dialogue. Point to these words and ask students if they know another way to say them in two words. Write “cannot” and “does not” on the board. Tell students that these have the same meanings and that English speakers may use both of them, but when they are talking, usually they’ll use the shorter forms. Refer to the Grammar Box as you explain this. Be sure to point out “won’t” and “will not,” as this form isn’t as obvious as the others.

Place students in pairs and have them close their books. Write these other contractions on the board and have pairs name the two words that make each contraction. After you reveal each answer, give an example sentence using that word.

- don’t
- isn’t
- wasn’t
- won’t
- weren’t
- aren’t
- didn’t

Demonstrate the activity. Each pair will receive a set of sentences. The set has pairs with opposite meanings, with one sentence using a contraction for negatives and the other having a positive meaning. Have students read the sentences and match the sentences with the opposite meanings. Then, go over the answers as a class.

CPA4: Game – Flyswatter Game

Before class, prepare a board with the vocabulary words in a grid. Tape it to the wall or a board or magnetize the pictures to stick to your whiteboard. Gather two flyswatters.

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

TEACHER TIP: For a larger class, make multiple gameboards and have an assistant lead each group.

CPA5: Interview – Facing Lines

Before class, write the following sentences on a slide or the board:

- What do you like to do on a computer?
- What websites do you like to visit?
- What will you do if your computer gets a virus?

In class, show the discussion questions and brainstorm answers for each item as a group, writing ideas on the board for students to use as prompts. Model the activity with another teacher or an assistant.

Place students in two lines facing one another. Have them ask and answer the questions with the person across from them 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: For a small class, place students in pairs and have pairs ask and answer the questions of one another. Then, either have students find new partners or group two pairs together for a group of four and repeat the questions and answers.

CPA6: Board Game – At the Computer Store

Before class, print the N2N gameboard and randomly write the following phrases in the boxes:

- | | |
|-----------------------------|-----------------------------|
| ● broken screen | ● can't receive emails |
| ● computer has a virus | ● can't connect to printer |
| ● broken laptop | ● can't connect to internet |
| ● lost password | ● laptop is very old |
| ● don't want to get a virus | ● can't use printer |
| ● broken printer | ● can't use internet |
| ● can't connect to website | ● printer is very old |

Make one copy of the gameboard, with phrases written in, for each group of three or four students. Gather a die for each group and a gameboard marker for each student.

In class, discuss with students: Have you ever been to a computer store or a computer repair shop? What did you do there? What problems do people have with computers?

Divide students into groups of three or four and give each group a gameboard. Discuss the problems written in the squares and brainstorm what could be said for the various problems. For example, for “broken screen,” a student might say, “I need a new screen.”

Demonstrate the game. Students will take turns rolling the die and moving the number of spaces shown. They will read the problem in the square, and then make a statement to ask for help or say what they need.

The first student to reach the end of the gameboard will win.

CPA7: Discussion – What Do You Do on a Computer?

Before class, print the question list below for each teacher or assistant who will lead a discussion group.

In class, divide students into small groups, each led by a teacher or assistant. Give each group leader a list of questions and have small groups discuss some of the following questions.

- What do you do on the computer?*
- Why do you like using a computer?*
- What problems do you have with using a computer?*
- Do you like to use a smartphone or a computer? Why?*
- What websites do you connect to?*
- Do you look at social media on your computer?*
- Do you send and receive emails? If yes, whom do you email?*
- Do you like to use a laptop or a large computer? Why?*
- What do you do if you get a virus?**
- Do you use virus protection? Why? / Why not?**
- What do you do if you lose your passwords?**

TEACHER TIPS:

- *By this point in the class, you will likely have a good idea how much technology experience your students have had. Choose questions from this list to ask based upon that experience. The questions marked with one star are simpler, while those with two stars require more technology experience.*
- *If you have someone in your program who is tech-savvy, ask him/her to give students recommendations of free antivirus programs that they can use on their computers.*

CPA8: Textbook Exercise 1

In class: Change the sentence to be negative and say it with a partner.

For homework: Write the negative contraction in the sentence.

CPA9: Textbook Exercise 2

In class: Say each sentence with the missing word.

For homework: Write the vocabulary word to complete the sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Hold up each of the vocabulary cards, hiding the word on it with your hand, and have students look at the picture and call out the vocabulary word.

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

Close with prayer.

Lesson 9: I Forgot.

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

- talk about daily tasks,
- use *a*, *an*, and *the* appropriately.

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

Greeting/Review: Place students in small groups of three or four and have them brainstorm things that they do every day, e.g., get up, make breakfast, exercise, etc. Then, go over all answers as a class. If desired, award points to each group for their total number of answers or number of unique answers.

Open with prayer.

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

forget (forgot)

set (set) an alarm

remember

pack lunch

pay (paid) taxes

do (did) laundry

take (took) out the trash /

pick up

take (took) out the recycling

to-do list

get (got) gas

Optional vocabulary: do chores

TEACHER TIPS:

- *Now that students have been introduced to several forms of each verb, they will need to look at those forms each time they encounter a new verb. As you go over new vocabulary in each lesson from now on, have students briefly look at the other forms of the verb in the **Verb Appendix**.*

- **Trash and recycling** work very differently in localities across the United States. If possible, share with your students what they should do with their trash and recycling. Keep in mind that students who live in apartment complexes will often have different requirements than those who live in houses. If recycling is available in your community, bring a few recyclable items to show students the symbol and refer to the Culture Box.

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

A: Did you remember to take out the recycling?

B: I'm sorry, I forgot.

A: You have to set an alarm tonight.

B: Thanks.

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 dialogues, acting them out as they read. Then, have students act out the stories while the teachers read it again.

Have students practice the dialogues in pairs.

Dialogue 1:

A: Did you remember to take out the recycling?

B: I'm sorry, I forgot. I'll do it after I finish my homework.

A: Thanks.

Dialogue 2:

A: Hey, where is our to-do list? I can't find it.

B: It's right here. You should set an alarm tonight to get up early tomorrow. You have to get gas before work.

A: Thanks. I'll pack lunch and do laundry tonight, too.

B: I need to pay our taxes tomorrow and pick up our daughter after school.

A: Oh, yeah. That's important, too!

CPA2: Game – Team Vocabulary Guess

Before class, create slips of paper with the following words and place them in a paper bag: *pay taxes, take out the trash, take out the recycling, get gas, set an alarm, pack lunch, do laundry, pick up, to-do list*. Create multiple bags, one for each pair of teams playing.

In class, divide students into teams of two or three. With your assistant, demonstrate the game. Draw a word from the bag. For the purpose of demonstration, show it to the students but not your assistant. Describe the word without using the word or any part of it. For example, for “pay taxes,” say, “Give money to the state after you work and get money.” Your assistant should guess which word you are describing. Take a moment to explain to students that you could not use the words *pay, tax, or taxes* in your description.

Have Team A draw a word and give them a few moments to quietly discuss how they will describe this word, making sure not to use any part of the word on the card. Then, have them say their clue to Team B. Team B should confer and guess the vocabulary word within three guesses. If Team B is correct, Team A will get a point since they did the hard work of creating the clue. If Team B cannot guess the word, no points are awarded. Then, have teams change roles. When all words have been guessed, the team with the most points wins the game.

TEACHER TIP: *Make sure all of the vocabulary words are visible to students, whether on a slide, on vocabulary cards taped to the board, or in student books. If the game starts to get too easy, have the words be covered/removed to add to the challenge and help students memorize them.*

CPA3: Activity – A, An, and The

Before class, gather four different colored pencils or pens (e.g., black, blue, green, and red).

Print a copy of the handout from the N2N handouts for each pair of students.

In class, place the four pens on a table. Have two students or assistants near this table to help with the demonstration. Ask one of them, “Could you give me a pen?” Have the person give you a pen. Write that question on the board. Ask another person to give you a pen, pointing again to the question, and accept whatever pen is given.

Place all four pens on the table again. Ask one person, “Could you give me the red pen?” After the person hands you the pen, write that question on the board underneath the previous question. Repeat this with the green pen, again writing the sentence on the board. Ask students what the difference is between “Could you give me a pen?” and “Could you give me the red pen?” Underline “a” and “the red.” Tell students that, in the first sentence, you would have accepted any of the pens. You just needed a pen to write! But in the second and third sentences, you needed a red or a green pen. Say, “If you are talking about one thing in a group, but it doesn’t matter which one, you use *a* or *an*. If you are talking about one thing in a group, and you want to say which one, you use *the*.” Refer to the Grammar Box. Remind students that *a* is said before a word starting with a consonant sound and *an*, before a word starting with a vowel sound.

Place students in pairs and give each pair a handout. Have students write *a/an* or *the* in each blank, then go over the handout as a class.

Answers:

1. A: I need to pack lunch for work tomorrow. Do we have *a* lunch box?
B: Yes. Take *the* yellow lunch box. It’s in the closet.
2. A: Don’t forget to pick up *a* gallon of milk for dinner tonight.
B: Sure, I’ll get *the* milk after work.
3. A: Did you set *an* alarm for tomorrow?
B: Yes, I set *the* alarm on my phone.
4. A: Could you bring me *a* clean shirt from the laundry?
B: Sure. I got *the* new blue shirt.
5. A: Please remember to buy *an* orange at the store today.
B: I bought it yesterday. *The* orange is in the kitchen.

CPA4: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

- What is one thing you do every day?
- What do you sometimes forget to do?
- How do you remember to do things?

In class, go over the questions on the board, explaining them and brainstorming a list of answers for each question, which you will write on the board. Model the activity with another teacher or an assistant.

Place students in two lines facing one another. Have them ask and answer the questions with the person across from them 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.

CPA5: Game – Don't Forget!

Before class, print the N2N gameboard and a set of game cards for each team of three or four students. Cut up each set of game cards and place them in a paper bag. Gather a game marker for each student.

In class, place students in groups of three or four. Read a few of the sentences on the game cards to help students get the idea. Demonstrate “move back/forward _____” by holding up a gameboard and showing a piece moving backwards or forwards. You may also write *back* and *forward* on the board with arrows to help students remember.

Demonstrate the game with your assistant. Students will take turns drawing and reading cards and moving their markers the number of spaces on the gameboard as directed. When all the game cards have been drawn, reshuffle and put them back in the bag.

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

CPA6: Interview – Find Someone Who...

Before class, print one handout for each student.

In class, give a handout to each student and demonstrate how to use the statements on the lines to form questions. Demonstrate the activity. Students will stand up and mingle. 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 move on to asking another question to another student.

The first student who fills up his/her sheet with different names is the winner. That student should go through the list and read each name with the statement, e.g., “Sarah does laundry. Joe takes out the recycling.”

TEACHER TIP: For a small class, rewrite each statement as a question (“Do you take out the recycling?”) and put each one on strips. Have students sit in pairs and take turns drawing slips and asking one another the questions. You may also allow students to write the same name two or three times, rather than just once.

CPA7: Discussion – Family To-Do List

Before class, gather three sheets of paper and a marker for each group of three or four students. Label the tops of the chart papers so that each group has a paper labeled “Daily To-Do List,” “Weekly To-Do List,” and “Monthly To-Do List.”

In class, place students in small groups of three or four. If possible, have a teacher or assistant with each group to offer support.

Look at the to-do list illustration on the student book page. Ask students: “How often do you do these things? Every day? Week? Month? Sometimes? Never?”

Give each group the three pieces of paper and a marker. Tell students that daily means “every day,” weekly means “every week,” and monthly means “every month.” Have each group work together to make a list of at least four things that are on their personal or family to-do lists every day, week, and month. Have groups share their lists with the class.

CPA8: Textbook Exercise 1

In class: Match the pictures and the words.

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

CPA9: Textbook Exercise 2

In class: Say *a*, *an*, or *the* for each blank.

For homework: Write *a*, *an*, or *the* in each blank.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Have students stand in a circle. Ask, "What's on your to-do list?" Toss the ball to a student to answer, and then have him/her ask the question and toss the ball to another student.

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

Close with prayer.

Unit 2 Review Activity

In class: Choose the correct answer, and then say the sentence together.

For homework: Circle the correct answer.

Unit 3: Getting on the Road

Lesson 10: Will You Help Me Choose a Car?

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

- use vocabulary related to car ownership,
- compare two things using the comparative adjective forms: *-er* ending, *more*, and *better*.

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

Greeting/Review: Gather three to five pictures of various cars. Show each picture and have students call out words to describe the cars, such as old, new, big, small, color words, etc.

Open with prayer.

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

used (adj.)

scam

loan

title

test drive

car dealer

license plate

warranty (warranties)

registration

insurance

price

Optional vocabulary: vehicle

TEACHER TIPS:

- Students learned **used to** (v.) in Lesson 3. Explain that this **used** has a different meaning. Let them know that a “pre-owned” car is the same as a **used** car.

- *To explain some of this vocabulary:*
 - **Insurance:** *you pay every month in case you have an accident. You have to have insurance to register your car.*
 - **Registration:** *your car has to be registered in a state. When you are registered, you get a license plate for your car.*
 - **Title:** *a paper that says the car is yours.*
 - **Warranty:** *a promise that if your car is broken within a certain time (e.g., three years), it will be fixed, and you will not have to pay the full price.*

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

A: Tell me about the cars.

B: This one has a better warranty.

A: You need insurance for your car.

B: Thanks for your 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.

A: I'm looking at some used cars. Will you help me choose one to buy?

B: Sure. Tell me about them.

A: This car is more expensive, but it has a better warranty. That one is newer, but I'm worried that it might be a scam because it is at a lower price.

B: Let's talk to the car dealer and see if we can take them for a test drive.

A: What should I do if I want to buy a car?

B: If you want to get a loan, you will need to have car insurance. After you buy the car, you will get papers to show that the car is yours. Later, you'll get your registration and title. You'll get a new license plate for the car, too.

A: I'm so glad you're here to help me!

CPA2: Activity – Vocabulary Match

Before class, print the N2N vocabulary cards for the following words: *registration, insurance, price, loan, title, test drive, car dealer, license plate, warranty*. Add the word *a* before *title, loan, test drive, car dealer, license plate, and warranty*. Cut the words and pictures apart. Have tape ready.

In class, tape either a picture or a word card to each student's back. Have students walk around, telling each other "You are _____" based on what is on their backs. When students find their matches, they should sit down together. Then, pairs will make sentences with their words and share with the class.

TEACHER TIP: For a very small class, or for students with mobility problems, give a set of words and pictures to each pair of students and have them match them, then make sentences with each word.

CPA3: Activity – Comparatives with -er

Before class, prepare two pictures of cars. One should be older and have a price tag of \$8000. The other should be newer and have a price tag of \$7000. Write the year under the cars as well.

Also, prepare eight to ten sets of pictures of two people or objects that can be compared using the following words: *taller, shorter, cheaper, older, younger, bigger, smaller, cleaner, dirtier, better, worse*. For *better* and *worse*, show two of the same object, but with one in better condition, such as a drooping flower and a vibrant flower.

In class, write this line of dialogue on the board: "That one is newer, but I'm worried that it might be a scam because it is at a *lower* price." Underline the words "newer" and "lower." Show the two car pictures. Point to the one with the \$7000 tag and say, "This car is at a *lower* price than that one. The cost is less. This price is *low*, but that price is *lower*, so we add -er to show this. This car is *newer* than that one. It is from [year]. This car is *new*, but that car is *newer*, so we add -er." Now, point to the car with the \$8000 tag and say, "This car is *older* than that one. It's from [year]. This car is *old*, but that car is *older*." Refer to Grammar Box A, but don't point out the comparisons with *more* yet.

Show the *better/worse* comparison pictures and say, “For *good* and *bad*, we don’t add *-er*. This is good, but this is *better*. This is bad, and this is *worse*.” Have students repeat these words with you, and point out where they are in Grammar Box A.

Place students in pairs and give each pair a whiteboard and dry erase marker. One by one, show your pairs of pictures and give the adjective (e.g., short), then have pairs write the correct comparative adjective (e.g., shorter) on their whiteboards and hold them up. Choose a correct pair to share their answer, then help them make a full sentence with the comparative adjective.

TEACHER TIP: *Better and worse were not included in this lesson’s vocabulary because it is likely that students have already encountered these words. However, if you find that these are new words for them, help them by doing repetition drills.*

CPA4: Activity – Syllables and Comparatives with More

Before class, prepare seven sets of objects or pictures of two people or things that can be compared using the following words: *expensive, dangerous, excited, worried, delicious, beautiful, confused*.

In class, write on the board, “This car is *more* expensive.” Ask students, “Why don’t we say ‘expensiver’?”

Write the following words on the board: *cheap, happy, expensive*. Tell students, “We are going to break these words into parts called *syllables*.” Say each word and model clapping out the syllables while drawing lines between the syllables. Refer to Grammar Box B.

Tell students, “When a word has one syllable we add *-er*, such as with *cheap/cheaper*. If the word has two syllables and ends with *-y*, we do the same thing, as in *happy/happier*.” Write those words on the board to show how they change. “But if a word has two syllables and doesn’t end in *-y*, or if it has three or more syllables, we do *not* add *-er*. Instead, we just put *more* in front of it to talk about the two things, for example, *expensive/more expensive*.” Refer to the box with more in Grammar Box A.

Place students in pairs and give each pair a whiteboard and dry erase marker. One by one, show your pairs of pictures and give the adjective (e.g., confused), then have pairs write the correct comparative adjective (e.g., more confused) on their whiteboards and hold them up. Choose a pair with the correct answer to share their answer, then help them make a full sentence with the comparative adjective.

TEACHER TIP: *If students are struggling with identifying syllables, try having them hold their hands flat with palms up underneath their chins, counting each time their chins drop when they say a word.*

CPA5: Information Gap – Buying a Car?

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, "What is Brian doing today?" Partner B will answer, "He's getting new license plates." Partner B should then ask a question that Partner A can answer. Briefly review *driver's license* (a Level 1 vocabulary word).

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, asking each question and having students answer in a complete sentence.

TEACHER TIPS:

- *Take this opportunity to teach students about some state-specific rules related to cars, such as whether you have one or two license plates and what the Department of Motor Vehicles is called.*
- *It may be helpful to show the handout in a larger size as you demonstrate how to do this activity.*

CPA6: Activity – Mixed Comparatives Practice

Before class, create three large signs, one saying "-er," one saying "more," and one saying "better/worse." Tape them to opposite walls in the room. Make a poster or project Grammar Box A so that students can easily see it during the activity. Make slides of the following sentences or write them on the board (except for the answers, which are given in parentheses):

- My car dealer is very nice. His car dealer is not very nice. My car dealer is _____ than his car dealer. (nicer)
- My warranty is old, but Willy's warranty is very old. His warranty is _____ than my warranty. (older)
- Mark's insurance was cheap. Lily's insurance was expensive. Mark's insurance was _____ than Lily's insurance. (cheaper)
- Bella's license plate is pretty. Michael's license plate is very pretty. Michael's license plate is _____ than Bella's. (prettier)
- Getting my car title was exciting. Getting Jamal's car title was really exciting. Getting Jamal's car title was _____ than getting mine. (more exciting)

- Eliza's car was for sale at a good price. Joseph's car was for sale at a bad price. Eliza's car was for sale at a _____ price than Joseph's. (better)
- The white car was a bad scam. The blue car was a really bad scam. The blue car was a _____ scam than the white car. (worse)

In class, have students stand in the middle of the room. Write nice on the board and show the sentence: My car dealer is very nice. His car dealer is not very nice. My car dealer is _____ than his car dealer. Ask students, "Would you use 'nicer' or 'more nice' for this?" Refer them to Grammar Box A and help them determine the rule. Have students move to stand by the appropriate sign. Then, have students say the sentence together: "My car dealer is nicer than his car dealer."

Show the next sentences, one at a time, and have students move to stand by the correct sign. Call on a volunteer standing by the correct sign to say why s/he made that choice, and then have all students read the last sentence with the correct comparative form.

TEACHER TIP: For a small class or students with mobility problems, give each pair of students a card and have them write **-er** on one side and **more** on the other side. For each word, have them show the correct side to you, then make a sentence with the word.

CPA7: Problem-Solving – Buying a Car

Place students in groups of three or four, giving each group a piece of paper to make notes, and place a teacher or assistant with each group.

Review the word *scam* using the illustration. Explain that if something looks good, but is actually bad, it's a *scam*. You could show a picture of a nice-looking car, and then show a picture under the hood of the same car where things are broken and taped together. Review, also, the word *loan*, telling students that this is money that you get from a bank or the car dealer to buy a car, but you have to give the money back and also pay more money because you used the loan money.

Set up the problems, giving different problems to different groups:

1. Your friend wants to buy a used car he saw on the internet, but you think it's a scam. The car looks really good, and the price is very low, but the seller doesn't want to allow a test drive. What should you do?
2. Your sister wants to buy a car that costs \$12,000. She has \$2,000 in the bank. She has a job, but she only works ten hours per week. She want to get a loan from the car dealer. What would you tell her?

Have students discuss with their groups and think of at least three things they could do and then share their ideas with the class.

TEACHER TIPS:

- *Be aware that students may have ideas that reflect different cultural values. Americans value directness and might directly tell a friend or even the seller that they think the car is a scam, but those from cultures that value indirectness might find another way to dissuade the friend so as to not embarrass him or her.*
- *If students are unfamiliar with car-buying websites, quickly show them a few listings.*

CPA8: Textbook Exercise 1

In class: Match the pictures and the words.

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

CPA9: Textbook Exercise 2

In class: Say the correct word to finish each sentence.

For homework: Circle the correct word to finish each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Hold up vocabulary card pictures from CPA2 and have students name the items.

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

Close with prayer.

Lesson 11: I Need an Oil Change.

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

- request services for and use language related to car repairs,
- make and use superlative adjectives (-est/most, best, worst).

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

Greeting/Review: Review comparative adjectives using the activity in Lesson 10, CPA6.

Open with prayer.

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

mechanic

headlight

engine

flat tire

hood

brakes

strange noise

trunk

check engine light

oil change

Optional vocabulary: pass inspection, fail inspection

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

A: I need a new headlight.

B: Please bring your car at 4:00 PM.

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 Best Mechanic Service.

B: I'd like to make an appointment, please. My car is making a strange noise. Also, the check engine light is on, and I need an oil change.

A: Okay. Please bring your car today at 4:00 PM.

Dialogue 2 (at the mechanic's shop):

A: Hi, I'm Tim, the mechanic. I have some bad news. You need a new headlight, new brakes, and an oil change. The headlight will be the cheapest problem to fix, and the brakes will be the most expensive.

B: I'm happy I don't have a flat tire, too! Is there good news?

A: Yes. I looked under the hood, and the engine is fine.

B: Did you hear the strange noise?

A: The strange noise isn't a problem. You had a bell in your trunk!

TEACHER TIP: *Bring a bell to illustrate the surprise at the end of the dialogue.*

CPA2: Activity – Learning Car Vocabulary

Before class, prepare photos of a car that illustrate the vocabulary words: *engine, hood, headlight, trunk, check engine light, flat tire, brakes, oil change*.

Print a copy of the car outline and a set of cards from the N2N handouts for each pair of students.

In class, show students photos of the car. Point out each visible part from the vocabulary and explain or indicate where the invisible parts are.

Place students in pairs. Give one student in each pair a car outline and the other student the vocabulary cards. Have the student with the cards read each vocabulary word, one at a time, without showing the card, and have the student with the car outline point to and name that part. Then, have students switch roles.

TEACHER TIPS:

- *If at all possible, take students outside during your class to look at a real car, rather than using pictures.*
- *Think through your student population as you prepare for this activity; some students may have a lot of experience with cars, while others do not. Give simple, understandable explanations even for knowledgeable students, because they need to be able to communicate on this topic.*

CPA3: Activity – Superlatives with -est

Before class, prepare five sets of items, with at least three items in a set, that you can describe using one or more of these adjectives: dark, bright, light, tall, short, long, big, small, new, old. For example, bring three toy cars and have one that is clearly the biggest, or four cucumbers, with one that is clearly the longest. If you cannot bring real items, use pictures.

In addition, gather a set of items with one item for each student in the class, again with one that is clearly the longest and another that is clearly the shortest. Examples might include pencils or crayons of different lengths.

In class, show one of your sets of items (e.g., three toy cars) to the class. Hold up two of the items and review the comparative adjectives: “This car is *bigger* than that car.” Then, hold up the third (biggest) one and say, “This car is the *biggest* car.” Refer to the first two columns in the Grammar Box. Repeat this explanation with the other sets of items. When students start to catch on, allow volunteers to give the phrase “*the _____est*” for the items.

Hand each student one of the items from your class-sized set and tell them that they are looking at how long each item is, demonstrating with your hands to show the concept of length. Have students stand up and put themselves in a line with the student with the shortest crayon standing at one end and the student with the longest crayon at the other end. Then, have students help you make sentences, e.g., “Maya has the shortest crayon. Luis has the longest crayon.” If desired, mix up the items and do the activity again.

Briefly point out the phrase in Dialogue 2 including the word “cheapest.” Underline “cheapest” and say, “This woman has many problems with her car.” List the problems, and then explain that the new headlight is the *cheapest* problem—all of the other problems will cost more.

TEACHER TIPS:

- *For a small class, tape some of the items in order on the board and have students line up between those items.*
- *If you have students who were not present last week, spend extra time explaining the way these adjectives are formed. Use the Grammar Box in this lesson and Grammar Box B in Lesson 10.*

CPA4: Activity – Superlatives with Most

Before class, prepare six sets of pictures of three people or things that can be compared using some of the following words: *cheerful, expensive, dangerous, excited, worried, delicious, beautiful, important, curious, polite, confused*.

In class, write on the board, “This car is the *most* expensive.” Ask students, “Why don’t we say ‘expensivest’?”

Note: *The following section in brackets is a review from last week’s lesson. If all students were present last week, just review it quickly and move on.*

[Write the following words on the board: *cheap, happy, expensive*. Tell students, “We are going to break these words into parts called *syllables*.” Say each word and model clapping out the syllables and drawing lines between the syllables. If students are struggling, have them place their hands flat below their chins to notice each time their jaws drop for a syllable. Refer to Grammar Box B in Lesson 10.]

Tell students, “When a word has one syllable, we add *the* before the word and *-est* at the end of the word, such as with *cheap/the cheapest*. If the word has two syllables and ends with *-y*, we do the same thing, as in *happy/the happiest*.” (Write those words on the board and show how the words change.) “But if a word has two syllables but doesn’t end in *-y*, or if it has three or more syllables, we do **not** add *-est*. Instead, we just put *the most* in front of it, like *expensive/the most expensive*.” Refer to the box with *the most* in the Grammar Box. Introduce *best* and *worst*, as well.

Place students in pairs and give each pair a whiteboard and dry erase marker. One by one, show your sets of objects or pictures and give the adjective (e.g., *confused*), then have pairs write the correct superlative adjective (e.g., *the most confused*) on their whiteboards and hold them up. Choose a pair with the correct answer to share their answer, and then help them create a full sentence using the superlative adjective.

CPA5: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

A: Hi, I'd like to make an appointment for my car.

B: Sure. What's the problem?

A: _____.

B: Okay. Please bring your car at 8:00 AM on Thursday.

Have books open or the vocabulary words on display.

In class, model the conversation with another teacher or assistant, inserting a car problem that was previously discussed. Reverse roles and choose a different problem to insert. Be sure students understand all of the words.

Place students in two lines facing one another. Have them ask and answer the questions 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: *If all of your students own a car and/or drive, consider using these questions, instead:*

- *What car problem did you have?*
- *What did you do?*
- *Who fixed your car?*

CPA6: Information Gap – He Has a Flat Tire.

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, "What is Adrian's problem?" Partner B will answer, "His car has a flat tire." 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, go over all the answers together, asking each question and having students answer in a complete sentence.

CPA7: Activity – Comparative and Superlative Stations

Before class, prepare six sets of three pictures like the ones suggested below:

- **Station 1:** Three cars of different sizes. Make two slips of paper: the smallest, the biggest.
- **Station 2:** Three cars with trunks of different sizes, with arrows drawn to the trunks. Make two slips of paper: the smallest, the largest.
- **Station 3:** Three cars with hoods of different sizes, with arrows drawn to the hoods. Make two slips of paper: the smallest, the largest.
- **Station 4:** Three cars that were in a race with ribbons next to them showing 1st place, 5th place, and 10th place. Make two slips of paper: the best, the worst.
- **Station 5:** Three cars, each with different prices written on the pictures that you decide. Make two slips of paper: the cheapest, the most expensive.
- **Station 6:** Three cars with different dates of production written on them. Make two slips of paper: the oldest, the newest.

Create stations around the room with a sign with the station name and that station's set of pictures and words in an envelope. Write the letters A, B, or C on each picture in each set.

Print one recording sheet from the N2N handouts for each student.

In class, place students in groups of three or four and give each student a recording sheet. Demonstrate the activity. Each group will go to a station, look at the pictures, and put them in order with the word slips underneath, e.g., “the smallest car, the biggest car.” They will record these adjectives on their recording sheets and say their sentences out loud. (Be sure to explain that the middle one will not have an adjective.) Then, each group should mix up the pictures and words and put them back in the envelope for the next group.

Continue repeating this until each group has visited all six stations; then review all answers with the class.

TEACHER TIP: For a small class, show the pictures to the whole group and have pairs write the corresponding adjectives on whiteboards.

CPA8: Textbook Exercise 1

In class: Say the correct words to finish each sentence.

For homework: Write the correct words to finish each sentence.

CPA9: Textbook Exercise 2

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

CPA10: Textbook Exercise 3

In class: Tell a partner the names of each of the parts of the car.

For homework: Write the names of the parts of the car.

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

Closing: Have students stand in a circle. Say, "I have a problem. My car has a flat tire. What's wrong with your car?" Toss a ball to another student, who will say, "My car _____." Continue asking and answering around the circle and coming up with different car problems.

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

Close with prayer.

Lesson 12: I Was in a Traffic Jam.

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

- explain problems in traffic,
- make an informal apology.

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

Greeting/Review: Show the outline of the car from Lesson 11 and have students name the parts of the car.

Open with prayer.

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

get (got) lost

pulled over

traffic jam

directions

delayed (adj.)

parking space

crash (n.)

railroad crossing

drive (n.)

roadwork

TEACHER TIP: Students should already know the verb “to drive” but are now learning the noun as it is used in the dialogue.

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

A: I got lost when I was driving to work.

B: Wow, that's a bad morning!

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 sorry for being late.

B: No problem. Are you okay?

A: Yes, but it was a long drive! First, I waited for a train at a railroad crossing. Then, there was a car crash, and I was in a traffic jam. After that, a police officer pulled me over because I drove too fast next to roadwork.

B: Oh, no!

A: There's more! I got lost and stopped to get help. A kind woman gave me directions to get here. Then, I had to look for a parking space for a long time.

B: Wow, that's a bad morning! I hope you won't be so delayed next time!

A: Me too!

CPA2: Activity – Class Story

Before class, print and cut up the N2N handout, one for every pair of students. Print or prepare slides of the following vocabulary cards to tell a story:

- a person driving (*drive*)
- a person looking confused (*get lost*)
- a person asking someone for help (*directions*)
- a group of cars in a *traffic jam*
- a police officer *pulling someone over* (or talking on the side of the road)
- a person looking at his/her watch (*delayed*)
- a *parking space*
- a *car crash*
- a *railroad crossing*
- *roadwork*

In class, show the first picture of a person driving. Tell students, “Yesterday, I was going on a drive when I had a problem.” Show the slide of the confused person, saying, “I got lost! I didn’t know where I was or how to get home.” Continue the story by showing each slide and having students say each problem. Add to the problems they say to embellish the story.

Place students in pairs and give each pair a set of vocabulary cards. Have one partner tell a made-up story of a drive with traffic problems, drawing words to incorporate, while the other partner listens. Then, have partners trade roles.

TEACHER TIP: Write your story down as you prepare for class to ensure that you use language your students will understand.

CPA3: Game – I Was Going on a Drive When...

Before class, print the N2N gameboard for each group of three or four students. Gather enough dice to have two for each group and enough gameboard markers for each student to have a marker. Print and cut up a set of game cards for each group.

In class, demonstrate the game. Students will take turns rolling the dice and moving their markers the number of spaces on the gameboard shown on the dice. After they’ve moved, however, they will draw a card, read it, and move back the given number of spaces.

The first student to reach the end of the board will win.

CPA4: Interview – Facing Lines

Before class, write the following dialogue on a poster or a slide:

A: I'm sorry. I was late because _____.

B: No problem. / That's okay. / I understand.

A: I'll try to leave earlier next time!

In class, point out the apology and response in the first two lines of the dialogue ("I'm sorry for being late." "No problem."). Refer to the Culture Box for more information about apologies.

Model the dialogue with another teacher or assistant. Reverse roles and model again, using different options. Explain that Student A will choose a reason for being late from the vocabulary, and Student B will respond with one of three phrases.

Place students in two lines facing one another. Have them go through the dialogue with the person across from them 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: *For a small class, have students practice the dialogue in pairs, then change partners or join with another pair to practice again.*

CPA5: Activity – I'm Sorry Steps

Before class, print, cut up, and paper clip together each set of apology part strips from the N2N handouts so that each group of three or four receives all three of the sets.

In class, refer students to the first two lines in the dialogue: "I'm sorry for being late." "No problem." Refer to the Culture Box and read the common steps of a simple apology for Americans. Point out that in the dialogue, Step 3 didn't happen, probably because the other person already said that it wasn't a problem.

Place students in groups of three or four. Give each group their three sets of paperclipped strips, then demonstrate the activity. The group will read the strips and put them in the order of the apology parts listed in the Culture Box.

After groups have ordered all their strips, go over the answers.

Place students in groups of three or four, each led by a teacher or assistant, if possible. Have students volunteer to share how apologies are the same or different in their cultures.

TEACHER TIP: *For students from cultures that are highly motivated by shame, directly saying, “I’m sorry” might be unheard of. Instead of apologizing, they might make a different kind of statement, go through an intermediary, or give a gift to repair the relationship. Give examples of reasons why you might say, “I’m sorry” and see if your students have different approaches to apologizing.*

CPA6: Activity – What Will You Do?

Before class, print and cut up a set of situations for each pair of students from the N2N handouts.

In class, place students in pairs. Demonstrate the activity. One partner will draw a card describing the situation. The other student will say what s/he might do in that situation. For example, if the card says, “You wake up late. You are late for a meeting with your boss,” you could say, “I will call my boss and say I am late.” Have students take turns drawing and answering the questions, and then mix up the set and repeat.

CPA7: Discussion – Traffic Compare/Contrast

Place students in groups of three or four, with a teacher or assistant leading each group, if possible. Have the group discuss the following questions, using the vocabulary as much as possible:

- How is traffic the same here as in your home country? How is it different?
- What do you do if you are delayed while you are driving?
- If you get lost, do you ask for directions? If not, what else do you do?
- Do you like driving or a different way of moving around, such as walking or taking a bus or a train? Why? Did you move around differently in your country?

TEACHER TIP: *If your students do not drive, talk to them about the traffic conditions they observe here vs. those in their home countries.*

CPA8: Textbook Exercise 1

In class: Say each word that goes in the blank.

For homework: Write each vocabulary word that goes in the blank.

CPA9: Textbook Exercise 2

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

CPA10: Textbook Exercise 3

In class: Say what you would say for each problem.

For homework: Write what you would say for each problem.

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

Closing: Have students stand in a circle. Write on the board, "I'm sorry I was late. _____." Say the sentence on the board, filling in a reason in the blank. Then, toss a ball to another student to say the sentence on the board and give a different excuse. Continue until every student has given a reason.

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

Close with prayer.

Unit 3 Review Activity

In class: Fill in the missing words in the correct form and then read the sentences together.

For homework: Write the missing words in the correct form.

UNIT 4: Sharing Meals Together

Lesson 13: Let's Bake a Cake!

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

- use language related to preparing food and recipe measurements,
- use adverbs of frequency *usually*, *occasionally*, and *rarely*,
- replace nouns with direct object pronouns.

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

Greeting/Review: Show students a picture of a kitchen with food. Place them in pairs and have them brainstorm lists of words related to preparing and eating food, then share with the class. To make this competitive (optional), give points for all words brainstormed or just for words that only one pair named.

Open with prayer.

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

recipe

measuring cup

tablespoon

teaspoon

stir (stirred)

bake

ingredients

usually

occasionally

rarely

Optional vocabulary: mix, beat

TEACHER TIP: *Your students may not be used to measuring ingredients for cooking, as much of the world passes down cooking traditions by feel rather than precise amounts.*

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

A: I rarely follow a recipe.

B: I think we should use a recipe for this cake!

A: What do we need for this recipe?

B: We need a measuring cup.

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: Hey, let's bake a cake for our friend's birthday!

B: I occasionally bake cookies, but I don't know how to bake a cake.

A: That's okay. I usually follow a recipe.

B: I rarely follow a recipe, but I think we should use one for a cake! What does it say?

A: We will need a big bowl, a measuring cup, and the teaspoons and tablespoons.

B: Okay, I've got them. Where should I put the bowl?

A: Give it to me, please. Thanks. Now, we will stir our ingredients together and bake it.

B: Sounds good! I can't wait to eat it!

TEACHER TIPS:

- *Students learned **follow** in Lesson 7 in terms of following an escape route. Explain to students that “follow a recipe” means to read the steps and do what each one says. Connect the meanings: comparing a recipe card and a map.*
- *Explain that **one** in “I think we should use one for a cake!” refers to “a recipe.”*

CPA2: Activity – Making Something Together

Before class, choose a food that you can prepare together. If you have access to an oven, consider making a cake, brownies, or muffins using a boxed mix, as this will help students understand what the mix is and how to use it. If you don’t have access to an oven, make something with components that can be measured, like trail mix.

Prepare a recipe for the food you are making, writing each step as a separate line and numbering the lines. Make sure to include as many vocabulary words as possible. Print copies of the full recipe for students to take home. Then cut up one copy of the recipe into strips of the numbered steps.

Gather the ingredients and materials you’ll need to make the recipe and to eat what you make. Have a station where all the items are set up and ready and where students can gather and help.

In class, refer to the Culture Box and tell students whether you’ll be cooking, baking, or just making food together. Show them each item you’ve brought to prepare the food, making sure to point out the vocabulary words.

Hand out the recipe step strips in random order, then ask, “Who has Step 1?” Have the student read it aloud. Have a volunteer help you to follow this step. Repeat this with each of the following steps and prepare the food together. If possible, enjoy the food as a class or take it to your program’s break time to share with all of the classes.

TEACHER TIPS:

- *While you are planning what to make, be sensitive to any food restrictions your students may have for cultural or religious reasons. Never push a student to eat anything that they are hesitant to try.*
- *Be mindful of the amount of time that you are spending talking to students and making the food versus how much time the students are spending talking and helping. It’s best to find a recipe with 3-5 steps, so that students will get the exposure to the vocabulary and the idea, and then be ready to move on to other activities.*
- *For a large class, split into two groups and have your assistant also lead a station.*
- *If it is cold or flu season, consider having only your assistant make the food while wearing a mask.*

CPA3: Activity – Usually, Occasionally, Rarely

Before class, create large signs that say *usually*, *occasionally*, and *rarely*, and hang them in different parts of the classroom.

Create slides or write on the board the following statements:

- I _____ use a recipe to make dinner.
- I _____ use measuring cups.
- I _____ use measuring spoons.
- I _____ bake a cake on someone's birthday.
- I _____ stir my ingredients with a spoon.
- I _____ make food for ten people.
- I _____ make food for only one person.

In class, draw the following diagram on the board. For sometimes, color in 50% of the circle.



Reread the numbered sentences below from the dialogue with these words and offer additional context:

1. I *occasionally* bake cookies. I don't make them a lot. In one year, I made cookies 6 times.

Ask students, "Where do you think I would put the word *occasionally* on the diagram above, based on these sentences?" Allow students to discuss, then add the word and a circle to the diagram as shown below. Fill in about 20% of the circle. Repeat this with the other two numbered sentences:

2. I *usually* follow a recipe. I don't do this every time, but most times, I do. I use a recipe six days of the week.
(Fill in about 80% of the circle.)
3. I *rarely* follow a recipe. In one year, I used a recipe only two times.
(Fill in about 5% of the circle.)



Have students stand up. Read each sentence and have students walk to stand underneath the sign that is true for them. For each sentence, have each group say the sentence out loud with their chosen adverb.

CPA4: Activity – Direct Object Pronoun Practice

Before class, print pictures of a little girl and a little boy. Print the sentence strips from the N2N handouts and cut them up. Have tape available.

In class, write “it” and “them” on the board, along with these lines from the dialogue: “Where should I put the bowl?” and “Give it to me, please.” Underline “it” in the sentence and ask, “What does this word mean in the sentence?” If students don’t know, explain that “it” refers to “bowl.” Write “Give the bowl to me” on the board and show that these sentences have the same meaning.

Erase *bowl* from the sentence and replace it with *ingredients*. Have students read the new sentence with you: “Where should I put the ingredients?” Ask students how you should change the second sentence to match it, then show that you will change “it” to “them”: “Give *them* to me.” Write “Give the ingredients to me” on the board to connect the meanings. Refer to the Grammar Box.

Write *her* and *him* on the board. Hold up your picture of a little girl. Pretend that you are holding her and have your assistant say, “Could I hold her, please?” Write on the board, “Give the girl to me” and underline “the girl.” Ask students, “How would you change the sentence for this?” Have students suggest (or tell them) “her.” Repeat this with your picture of a little boy.

Have students stand up and tape one of the sentence strips on each student’s back. Have students walk around the room, reading the sentences to each other, and sit down when they find a student with a sentence matching their own. Then, have each pair read their strips to the class.

TEACHER TIP: For a small class, repeat the activity a few times, changing strips, or give each pair of students a set of strips and have them match them on their desk.

CPA5: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

- 1) Do you like to cook or bake?
- 2) Do you usually use measuring cups or spoons?
- 3) Do you usually use a recipe?
- 4) How did you learn to cook?

In class, model the activity with another teacher or assistant, demonstrating how to answer questions #2 and #3 in complete sentences. Reverse roles and repeat.

Place students in two lines facing one another. Have them ask and answer the questions with the person across from them 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: *For a small class, have students practice the dialogue in pairs, then change partners or join with another pair to practice the questions again.*

CPA6: Activity – Following the Measurements

Before class, gather a teaspoon, a tablespoon, and ¼ cup, ½ cup, and 1 cup measuring cups for each team of three students to use. Gather two large containers for each team; fill one with water and leave the other one empty. Have paper towels available. You may also want a plastic sheet or a towel to place under each empty container.

Print a set of strips for each team, then cut them up and place them in a paper bag.

1 teaspoon	2 teaspoons	1 tablespoon	2 tablespoons
¼ cup	¼ cup	½ cup	½ cup
1 cup	1 cup	2 cups	2 cups

Set up the room as follows:

On one side of the room, place each team’s measuring cups and spoons, the container filled with water, and the bag with strips. On the opposite side of the room, set up the empty container.

In class, place students in teams of three. Demonstrate the activity. One team member will draw a slip from their bag and read it. Another team member will choose the correct measuring cup or spoon and fill it with water. Then, s/he must hand it to the third team member, saying the

amount of the measurement. That third team member must go to the other side of the room to empty it into the bowl. S/he may need to go twice (e.g., for “2 cups”). When that person returns, the next slip will be drawn from the bag, students will change roles, and the activity will be repeated.

The first team to finish all of the slips in their bag will win.

TEACHER TIPS:

- *For the sake of safety, have paper towels available to clean spills on the floor as the activity progresses.*
- *For an alternative activity due to space limitations, a small class, or students with mobility problems, print the worksheet from the N2N handouts and have pairs read the recipe and answer the questions.*

CPA7: Activity – Usually, Occasionally, Rarely Practice

Before class, print and cut up the activity cards from the N2N handouts so that each pair of students receives one set of cards.

In class, place students in pairs and give each pair a set of activity cards. Demonstrate the activity. Have students turn over the cards one at a time and read the sentence, putting the correct adverb for their own experiences in the blank.

After pairs have finished, discuss answers as a class.

CPA8: Textbook Exercise 1

In class: Say the correct word that goes in each blank.

For homework: Circle the correct word that goes in each blank.

CPA9: Textbook Exercise 2

In class: Talk with a partner to change the underlined word to *it* or *them*.

For homework: Write the sentence, changing the underlined word to *it* or *them*.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Hold up the measuring cups, spoons, ingredients, and recipe card you have, as well as the vocabulary cards for *bake* and *stir* and have students name the words. Then, take a few of the sentences from CPA3 and insert *usually*, *occasionally*, or *rarely* into each one. Have students stand up if the sentence is true of them or stay seated if it is not true.

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

Close with prayer.

Lesson 14: I'm Allergic.

TEACHER TIP: This lesson and Lesson 15 have similar themes and could be combined, if needed.

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

- speak about food needs and preferences,
- identify count and noncount nouns.

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

Greeting/Review: Place students in groups of three or four. Use the N2N vocabulary cards from Lesson 13 to remind students of *usually*, *occasionally*, and *rarely*. Ask, “What’s something you *usually* cook or bake at your home? What’s something you *occasionally* cook or bake? What’s something you *rarely* cook or bake?” Write these sentences on the board and give your own examples. Have students share their answers with their groups.

Open with prayer.

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

dairy	dish
bacon	allergic
honey	almost
nut	order
steak	without
peanut	

TEACHER TIPS:

- For **almost**, explain that the person in the picture is reaching up on the shelf and can almost reach, but not quite, because it's too high.
- Students learned **dish** in Level 1 in the sense of "washing dishes" or a generic term for plates and bowls, but in this context, **dish** refers to a full plate of food such as one would receive in a restaurant.
- If possible, show students pictures of different kinds of nuts.
- Refer to Culture Box C to briefly discuss food allergies.

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

A: Do you have a dish without dairy?

B: Yes, we do.

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: Do you know what you'd like to order?

B: I'm almost ready to order, but I have a question. Is there bacon in the salad?

A: No, there's no bacon.

B: Great. I'd like a salad and a steak, please.

A: Okay. And for you?

C: I'd like a steak, too, and maybe a dessert. What desserts do you have without nuts, peanuts, and dairy? I'm allergic.

A: We have a dish with baked apples and honey.

C: Oh, that sounds delicious! We'd like two of those dishes.

TEACHER TIP: Many religions have strong dietary regulations around animal products. If you have students who are Muslim, Jewish, Hindu, Buddhist, Jain, or Sikh, and you would like to serve them food, consider purchasing food that is vegan.

CPA2: Activity – Count and Noncount Nouns

Before class, gather a bag of sugar and a cup, a jar of honey and a spoon, a bag of apples, and a box of crackers, or similar count/non-count food items.

Create slides or print pictures of the following and put them in the three indicated groups:

- rice
- two steaks
- a spoon and a jar of honey
- three salads
- five peanuts
- carton of milk

- a box of cereal
- three bags of rice
- two glasses of milk

- a basket of apples
- a bag of chips

In class, place your food items on the table. Ask your assistant, “Would you like an apple?” Have your assistant say, “Yes.” Ask if s/he would like two or three apples, count them out, and give them to him/her. Repeat with the crackers.

Now, ask your assistant, “Would you like a sugar?” Have your assistant look confused. Tell students, “We don’t say ‘a sugar’ because we can’t count sugar.” Demonstrate trying to count out grains of sugar. Repeat this with the honey.

Show the cup and the spoon. Ask your assistant, “Would you like some sugar?” Give him/her some sugar.

Refer to the Grammar Box. Tell students, “Some words, like *apple* and *cracker*, can be counted: one, two, three. These are *count nouns*. I can say, *one apple* or *three crackers*.” Read the other examples of count nouns in the Grammar Box.

Say, “When I ask a question about a count noun, I use a number or a/an, as in, ‘Would you like an apple?’ or ‘Would you like two hamburgers?’” Demonstrate with the other count foods listed in the Grammar Box.

Say, "Other things, like *honey* and *sugar*, can't be counted. These are called *noncount nouns*. I don't say one sugar or a honey. Instead, I use the word *some*—*some* rice, *some* tea."

Say, "When I ask a question about a non-count food, I use *some*, as in, 'Would you like *some* honey?' or 'Would you like *some* milk?'" Demonstrate with the other non-count foods listed in the Grammar Box.

Place students in pairs. Write on the board, "Would you like...?" Give each pair of students a whiteboard and dry erase marker. One at a time, show the first six slides and have pairs write the end of the sentence based on the picture and the correct count/noncount form. After each one, have students hold up their whiteboards to show you, then say the sentence as a class.

Next, explain to students that non-count foods can be counted when put in a container, as in three bags of rice or a glass of milk. Then, they are treated like count nouns because you can count the containers. Show students the next three slides and repeat the activity with the class.

After students are done, explain that when we have large amounts of a count food, we use the rules for non-count, because it's just too many to count. Say, "If we have a big basket of apples and we want to share many of them, we would say, 'Would you like *some* apples?' If we have a bag of peanuts, we would say, 'Would you like *some* peanuts?'" Show students the last two slides and repeat the activity.

CPA3: Interview – Find Someone Who...

Before class, print one handout for each student from the N2N handouts.

In class, give a handout to each student and demonstrate how to use the statements on the lines to form questions. Explain that "has an allergy" is the same as "is allergic to." Demonstrate the activity. Students will stand up and mingle. 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 move on to asking another question to another student.

The first student who fills up his/her sheet with different names is the winner. That student should go through the list and read each name with the statement, e.g., "Sarah eats dairy every day. Joe likes to eat peanuts."

TEACHER TIPS:

- *For a small class, rewrite each statement as a question ("Do you eat dairy every day?") and put each one on strips. Have students sit in pairs and take turns drawing slips and asking one another the questions.*
- *If you know that all of your students have the same dietary restriction, you may need to remove or change one or more of the questions.*

CPA4: Game – Memory Match

Before class, print a set of the Memory Match cards from the N2N handouts for each 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. Note that the differences between cards may just be the words *with* or *without*, so students will need to read carefully! 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, and 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.*

CPA5: Activity – Count and Noncount Game

Before class, print a copy of the N2N gameboard. In each square of the board, write either a count or noncount noun from the examples in the Grammar Box. Make a copy of this board for each group of three or four students. Gather a die for each group and game markers for each student.

In class, place students in groups of three or four and give each group game markers for each student, a die, and a gameboard. Write on the board, “I’d like to order _____.” Explain the game. Students will take turns rolling the die and moving their game markers that number of spaces. When a student lands on a space, s/he will say, “I’d like to order” and then the word in the space with a correct word in front of it, depending on whether it is a count or noncount noun. For example, if a student lands on “rice,” s/he should say, “I’d like to order *some* rice.” If a student lands on “steak,” s/he should say, “I’d like to order *a* steak” (or “two steaks,” etc.). Then, the next student will roll the die to continue the game.

The first student to reach the end of the board will win.

CPA6: Activity – Make a Menu

Before class, print pictures of the following foods so that each pair of students will have each of these pictures: *dairy, honey, nut, steak, peanut*. Have a copy of a menu as a poster or on a slide.

Gather pictures of a variety of other foods so that each pair has ten additional food pictures. You may use pictures from magazines or sales flyers, the internet, or the N2N vocabulary cards from Intro Level: Lessons 17, 31, 32, 33, and 34, and Level 1: Lessons 21, 22, 26, and 27.

In class, place students in pairs. Set aside a pile of several pictures to demonstrate the activity. Write on the board, “In our restaurant, we will have...” and “In our restaurant, we will not have...”

Tell students, “You and your partner are going to make an idea for a restaurant. We are going to give you some foods. You need to choose which five foods you will have in the restaurant and which foods you will not have.” Hold up a few of your pictures and demonstrate talking through your thinking as you choose which foods you’d like.

Give each pair their pictures (5 vocabulary and 10 additional) and have them work together to sort through them. Once pairs have chosen five foods for their restaurants, remove the foods they rejected. Give each pair a sheet of paper and say, “Now, you are going to make a menu for your restaurant with the five foods you want to use.” Show the menu poster or slide. Demonstrate by choosing a few foods and deciding how they will be served, e.g., “For breakfast, we will have mint tea with honey. We will have peanut butter sandwiches for lunch.” Have pairs work together to make menus, then share them with the class.

TEACHER TIPS:

- *For a large class, have your assistant also demonstrate the activity for half of the students.*
- *If you have Muslim or Jewish students, do not include pictures of pork products.*

CPA7: Activity – Are You Ready?

Before class, gather one die and print one N2N handout for each group. You may also create small table tent signs, with two saying “customer” and one saying “waiter,” to help each group keep track of their roles as they go through the activity.

In class, place students in groups of three. Have one student be the waiter and the other two students be the customers. Refer to Culture Box A to explain how to ask questions about the food.

Give each group the handout and explain the activity. For each turn, the “waiter” will stand and ask the “customers” if they are ready to choose their food. The “customers” will take turns rolling the dice and looking at the handout to see what they will say. If they roll 1 or 4, they’ll say, “I’m almost ready,” and roll again to determine the order. If they roll 2 or 5, they’ll need to ask a question about the dish, and then roll again. If they roll a 3 or 6, they can order. Once both “customers” have finally ordered their food, students will change roles.

TEACHER TIP: *As you walk around, encourage students to be creative and insert other words in the blanks on the handout besides the suggestions.*

CPA8: Textbook Exercise 1

In class: Fill in the blank with a vocabulary word and then say each sentence.

For homework: Write the missing vocabulary word in each sentence.

CPA9: Textbook Exercise 2

In class: Choose the correct words to finish each sentence.

For homework: Circle the correct words to finish each sentence.

CPA10: Textbook Exercise 3

In class: Say the word that goes in each blank and then read the story.

For homework: Write the correct word in each blank.

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

Closing: Write the phrases from Culture Box A on the board or a slide but put blanks in place of the bolded example words. Have students stand in a circle and toss a ball to one student, having him/her use one of the sentences to ask a question about food and then toss the ball to another student to repeat.

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

Close with prayer.

Lesson 15: I Have a Special Diet.

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

- talk about accepting, offering, and refusing food,
- use *bring* and *take* appropriately.

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

Greeting/Review: Place students in groups of three or four. Show a picture of a family and their guests eating a meal together. Ask, "What do you do when you visit someone's home?" Have groups talk together, then share ideas with the class.

Open with prayer.

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

offer (v.)	nervous
accept	a special diet
refuse	snack
bring (brought)	vegetarian
rude	

TEACHER TIP: Refer to the Verb Appendix to show students the other forms of these verbs, especially **bring/brought**.

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

A: I might have to refuse some food.

B: You should tell her that you don't eat meat.

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 feel nervous about visiting my American friend's home.

B: Why?

A: I have a special diet. I don't eat meat because I'm a vegetarian.

B: Oh, I see. But why are you worried?

A: I might have to refuse some food if she offers it to me. Is that rude?

B: You should tell her that you don't eat meat. Then, if you don't accept food with meat, she will understand.

A: I can do that. Maybe I can bring a snack to her house, too.

B: That's a great idea! Your friend can try food from your country!

CPA2: Activity – Offer, Accept, Refuse

Before class, print and cut up a set of activity cards from the N2N handouts for each pair of students. Have an index card for each pair of students.

In class, reread this sentence from the dialogue: "I might have to refuse some food if she offers it to me." Refer to Culture Box A and talk about different ways that you could refuse foods politely. Explain that the parts of the sentences in parentheses may be replaced with other words. Read Culture Box B and talk about how to accept items that you do wish to have. Give some examples that are not related to food to show that these phrases also work for offers of other things (e.g., an animal, a piece of clothing).

Place students in pairs. Write on the board, "I'd like to offer you _____."/ "I'll accept." / "I'll refuse." Hand out the activity card set and the index card to each pair. Quickly go over all of the activity cards to make sure students know all of the words. Have each pair write "I'll accept" on one side of the index card and "I'll refuse" on the other side.

Demonstrate the activity. One partner will turn over a card and say, "I'd like to offer you _____. " The other partner will hold up the correct card, "I'll accept" or "I'll refuse" and then use one of the phrases in the Culture Boxes to show acceptance or refusal. For example, "I'd like to offer you a snack." [Student holds up "I'll accept" card.] "Thanks, I love snacks!" OR "I'd like to offer you a cat." [Student holds up "I'll refuse" card.] "Thank you, but I can't accept it because I'm allergic."

CPA3: Activity – Bring or Take?

Before class, create two large signs, one with *bring* and one with *take*, and hang one on each side of the classroom. Have a cup for the demonstration.

Create individual slides or posters with the following sentences, but do **not** include the answers in parentheses after each line.

- When you come tomorrow, please _____ a snack with you. (bring)
- Don't forget to _____ out the recycling. (take)
- I'm going to _____ the dog outside for a walk. (take)
- I bought some clothes, but they are very small and I can't wear them. I will go back to the store and _____ the clothes to return them. (take)
- When you come home today, will you _____ me some milk from the store? (bring)
- When you come back from your trip, please _____ me some pictures. (bring)
- My son is going away to a different city for school. He will _____ all of his clothes and shoes with him. (take)
- She will _____ her own food when she comes to my house because she has a special diet. (bring)
- My friend is coming to my house. He said that he is going to _____ a vegetarian snack for me to try. (bring)

In class, refer to the sentence in the dialogue that says, "Maybe I can bring a snack to her house, too." Underline *bring* and ask, "What will he do with this snack? He will *bring* it with him to his friend's house." Refer to the Grammar Box to explain the general rules for how these words are used.

Have your assistant stand on the other side of the room with a cup. Say, “Would you please bring me that cup?” The assistant will carry the cup to you. Say, “I used *bring* because I was asking for the cup to come *to* me.” Then, say to your assistant, “Would you please *take* this cup into the hallway?” Have the assistant do so, then say, “I used *take* because the cup was going *away from* me.”

Have students stand up in the middle of the room. Show the sentences on the slides or posters one at a time, reading them aloud, and have students walk to the word that they would choose to fill in the blanks. Then, as a class, say the sentence with the word in the blank. After each one, show the clues in the sentence that indicated the correct answer (e.g., if it says “come,” it’s often “bring,”; if it says “go to” or “out,” it’s often “take”).

CPA4: Activity – They Should...

Before class, print a set of sentence strips from the N2N handouts for each pair of students, cut them up, and place them in bags, one bag per pair.

In class, place students in pairs and give each pair a bag. Demonstrate the activity. Draw a sentence strip from the bag and read the problem. Discuss possible solutions with students, then say, “He/She/They should...” and a good solution.

Have pairs take turns drawing a strip, reading the problem, and then saying what the person should do about the problem.

CPA5: Interview – Facing Lines

Before class, write the following questions on a slide or the board.

- If you go to a friend’s house, what food do you take?
- What food do you make if someone has a vegetarian diet?
- What is your favorite snack to make or eat?

In class, model the activity with another teacher or assistant. Switch roles and repeat. Go over the questions to make sure students understand them and brainstorm some answers.

Place students in two lines facing one another. Have them ask and answer the questions with the person across from them 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: *For a small class, have students practice the dialogue in pairs, then change partners or join with another pair to practice the questions again.*

CPA6: Discussion – Visiting an American Home

Place students in small groups, each led by a teacher or assistant. Have a discussion in each small group about visiting an American home.

Tell students, “In the United States, when you go to an American’s home, and she or he offers you food or a drink, if you say, ‘Yes, thank you,’ then she or he will think that you want it. If you say, ‘No, thank you,’ she or he will think you don’t want it.” Talk with students about their home cultures and whether this is true for them. Do they say yes or no? Do they refuse several times before accepting? Does the host ask or just give food or drink without asking?

Continue the discussion with these additional topics or others that students might wish to discuss:

- In your culture, what should you do if you visit a home and you can’t accept something (e.g., due to an allergy)?
- What is something rude to do when someone is a guest?
- Do you take a gift? How do you accept a gift? Do you ever refuse a gift?
- How do you thank someone for a visit? What should you say or do?
- Are you nervous when you visit someone’s home (in your culture or in the U.S.)? Why or why not?

TEACHER TIPS:

- *World cultures have various expectations when it comes to accepting and refusing offers, especially as a guest. In some cultures, a host always gives food to a guest, sometimes without even asking if it is wanted. In others, the host always offers, and the guest might say, “Yes,” even if the item is unwanted, or might say, “No,” but receive food anyway. They also might say, “No” three or more times before finally accepting an offer, which the host will then fulfill.*
- *If at all possible, invite your class to your home, whether in small groups or as a whole class. It will be a great opportunity to strengthen your relationships with them.*

CPA7: Activity – Act It Out

Before class, print and cut up one set of adjective slips and one set of situation slips from the N2N handouts.

In class, place students in pairs. Demonstrate the activity, using speech as well as acting it out. Give each pair a slip of paper with a situation and another slip with an adjective. Tell each group that they need to act out the situation but must do it showing the meaning of the adjective so that the rest of the class can guess that adjective. Give them time to plan their skit. Before each

pair takes their turn, read their situation slip out loud. The students will act out the situation, demonstrating the adjective. The other students will watch, then discuss in pairs what the adjective might have been. Pairs will guess the adjective.

TEACHER TIPS:

- *If you have a competitive class, give points to each pair that correctly guesses the adjective.*
- *Encourage overacting and fun in the skits; this is more memorable! Language learning research shows that when a language learning activity is accompanied by fun and laughter, the language “sticks” in the brain much better.*

CPA8: Textbook Exercise 1

In class: Say if you would use *bring* or *take* in each sentence.

For homework: Write *bring* or *take* in each blank.

TEACHER TIP: *In general, answers to sentences 1, 4, and 6 are **bring**, and answers for sentences 2, 3, and 5 are **take**. However, Americans don’t hold closely to these conventions, so if a student writes a different answer that makes sense, do not mark it as incorrect.*

CPA9: Textbook Exercise 2

In class: Say how you would answer each offer.

For homework: Write how you would answer each offer.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together as a class.

For homework: Write the missing words in the story.

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

Closing: Have students stand in a circle. Offer something (real or ridiculous) to a student and have him or her politely accept or refuse. Then, have that student choose another student and make an offer. Continue until all students have made and received an offer.

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

Close with prayer.

Lesson 16: Let's Get Takeout!

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

- talk about cookout foods and food preparation,
- use *some* and *any*.

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

Greeting/Review: Review the Grammar Box in Lesson 14 about count and noncount nouns. Repeat the activity at the end of CPA2 in Lesson 14.

Open with prayer.

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

grill (v.)	shrimp
burn (v.)	lemonade
roast (v.)	corn
cookout	takeout
embarrassed	marshmallow

TEACHER TIPS:

- Tell students that **shrimp, takeout, corn, and lemonade** are noncount nouns and should not be made plural with *-s*.

- *Most marshmallows are made with gelatin and are therefore not suitable for those who avoid pork products. If you wish to have your students try marshmallows and any of them may have religious dietary restrictions, use vegan marshmallows.*
- *If a different word or phrase than **cookout** is more prevalent in your region, such as **barbecue**, **grilling out**, or **luau**, teach that word or phrase instead.*

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

A: I'm planning to grill some shrimp.

B: Sounds delicious!

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 (in the morning):

A: Hey, would you like to come over for a cookout tonight? I'm planning to grill some shrimp and corn for dinner. We will have some lemonade, too! After dinner, we can roast marshmallows on the fire.

B: That sounds delicious! I'd love to come.

Dialogue 2 (in the evening):

A: Hi, come in!

B: Thanks for having me.

A: I'm really embarrassed to say this, but . . . our dinner burned on the grill.

B: Oh, no! Is there any food we can eat?

A: No, I'm so sorry. Everything is burned. We only have lemonade and marshmallows!

B: Well, . . . let's get takeout!

TEACHER TIP: Tell students that “That sounds delicious” means “I think that will be delicious.”

CPA2: Activity – Some vs. Any

Before class, create a poster with a table like the one below, with the words *Some* and *Any* at the top of the columns, but do not fill in the sentences underneath those words until you are teaching the lesson.

Some	Any

Gather a blank index card for each pair of students. If using slides, make a slide of the sentences at the end of this CPA.

In class, place students in pairs. Show students your blank table poster. Write on the poster the following sentences using *some* and *any*:

Some	Any
We will have some lemonade.	We don't have any lemonade.

Have the class read each sentence with you, then say, “Why do you think we use *some* in the first sentence and *any* in the second sentence? Talk to your partner.”

After students have had a moment to discuss, write the next pair of sentences on the board:

He ate some shrimp.	He did not eat any shrimp.
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Again, have students speak in pairs about their guesses for this rule. Then, write the last pair of sentences:

I grilled some corn for my friends.	I didn't grill any corn because it rained.
-------------------------------------	--

Give students another few moments to speak with partners about this pattern, then have students volunteer to share their guesses with the class.

Have students refer to the Grammar Box. Read the boxes about positive and negative sentences and underline the negative words (*don't*, *did not*, and *didn't*) on the poster to show this.

Note: *Do not read the part about questions with some and any until the next CPA.*

Give each pair an index card. Have them write *some* on one side and *any* on the other side. Show the following sentences on slides or the board and have students work in pairs to determine whether to use *some* or *any*, and then hold up the correct side to show you:

- He burned _____ corn last night.
- We won't grill _____ hamburgers this weekend.
- I'm really embarrassed because I didn't buy _____ corn.
- She was picking up _____ takeout when it started raining.
- I didn't buy _____ lemonade for our cookout.
- They roasted _____ marshmallows over the fire.

TEACHER TIP: *Research about learning styles shows that some learners prefer to be given rules and then see how they work, while others prefer to be given examples and use deductive reasoning to figure out the rules. Notice how your students interact during this activity; do some of them enjoy figuring out the patterns? If so, try to include more activities like this for them.*

CPA3: Activity – Questions with Some and Any

Before class, prepare four plastic cups. On each cup, write the name of one of the following drinks with a marker: lemonade, water, iced tea, and soda (or pop or soft drink, depending on the term used in your region).

Print enough drink cards from the N2N handouts so that each student receives five.

Write water, juice, tea, soda, and lemonade on the board, along with the following dialogue:

A: Would you like something to drink?

B: Yes, please. Do you have any _____?

A: Yes, I do. Here is some _____.

OR

No, I don't have any. Would you like some _____?

In class, refer to the Grammar Box to read the rules and examples for *some* and *any* in questions.

Set up the plastic cups in front of you on a table with the labels facing you. Tell students, “We are having a cookout.” Say to your assistant, “Hi! Would you like something to drink?” Have your assistant respond, “Yes, please. Do you have *any* lemonade?” Tell students, “S/he doesn’t know if I have lemonade. So s/he used *any*.” Turn the cup that says *lemonade* and say, “Yes, I do! Here, have *some* lemonade!” and hand her/him the cup.

Have another assistant or a more advanced student stand across from you and tell him/her to ask you for juice. Again, say, “Would you like something to drink?” Have the other person ask, “Do you have *any* juice?” Answer the question: “No, I don’t have *any* juice.” Point out to students that you used *any* because the answer was “no.”

Continue demonstrating this with the other students until they seem comfortable with this.

Place students in pairs. Give each student five drink cards; it does not matter if students get multiples of the same card. Tell students the five options for drinks in the game: water, juice, tea, soda, and lemonade, pointing to them on the board. Erase from the dialogue on the board, “Would you like something to drink?” “Yes, please.”

Demonstrate the game. Student A will ask Student B, “Do you have any [drink]?” Student B will use the yes or no sentence on the board to answer, depending on the cards that Student B has. If Student B says yes, s/he will give those cards to the other student and then change turns so that Student B is now asking. If Student B says no, s/he will then have a turn to ask. When one student holds all of the cards, s/he will win the game.

TEACHER TIP: Explain to students that “iced tea” is cold tea with ice in it and may or may not be sweetened.

CPA4: Activity – Describing Pictures

Before class, print or create slides with three pictures showing people enjoying American-style cookouts. The pictures might feature grilling, people eating typical foods, the location, games, or other typical activities. If possible, include one picture of a picnic shelter with a grill at a public park.

In class, write these sentences on the board: “Where are they? What are they doing? Do you do this with your friends or family?” Place students in pairs. Show each picture and have students discuss the picture in pairs using the sentences written on the board as prompts. After each pair discusses the picture, discuss as a class. When you show the picture with the park shelter, refer to the Culture Box.

Finally, have a full-class discussion about the following questions: Do you like American cookouts? Why or why not? Does your culture do something like this? What is the same and what is different?

TEACHER TIP: *Has your English program had a cookout? If not, consider planning one for your students!*

CPA5: Activity – Some and Any Practice

Before class, print a copy of the N2N handout for each pair of students. Have a penny for each pair to flip. Print or project large pictures of the heads and tails sides of the penny. Write “yes – some” next to the heads side and “no – any” next to the tails slide

In class, place students in pairs and give each pair a handout and a penny. Show your pictures or slides of the penny and have students match the pictures on the slides with the sides of the coins. Briefly explain what is shown on each side of the coin.

Demonstrate the activity with your assistant. Read a question on the worksheet. One of you will then flip the coin and see which side it lands on. If it lands on heads, say, “yes” and create an answer with “some.” If it lands on tails, say, “no,” and create an answer with “any.” Remind students that this answer will have to include a negative word—*nothing, not, or no*.

After pairs have finished the activity, go over each sentence and invite pairs to share the sentences they created.

CPA6: Interview – Find Someone Who...

Before class, print a copy of the handout from the N2N handouts for each student.

In class, give a handout to each student and demonstrate how to use the statements on the lines to form questions. Demonstrate the activity. Students will stand up and mingle. 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 move on to asking another question to another student.

The first student who fills up his/her sheet with different names is the winner. That student should go through the list and read each name with the statement, e.g., “Sarah has cookouts with her family or friends. Joe is embarrassed if he burns food.”

CPA7: Problem Solving – Planning a Party

Before class, gather a large piece of paper for each group of three or four. Print the following situations on slips of paper:

- You are planning a cookout to celebrate your friend’s 40th birthday. You want to have your party at the park, but when you get to the park, there is no place for you to sit. All of the tables have people already.
- You are cooking dinner for some friends, and all the food gets burned.
- Your friend invites you to a cookout. He is planning to grill shrimp, but you are allergic to shrimp.
- You plan a cookout for your child’s birthday, but on the day of the cookout, it is raining, and you can’t go outside.

In class, place students in small groups of three or four. If possible, have a teacher or assistant lead each group. Give each group a piece of chart paper and a situation. Have groups discuss and write four different ideas for how to solve the problems. Then, have students share their situations and suggestions with the class.

***TEACHER TIP:** For a small class, choose one or two of the situations and discuss the problems and some solutions together. For a large class, give the same situation to two groups.*

CPA8: Textbook Exercise 1

In class: Fill in the missing words and read the story as a class.

For homework: Fill in the missing words.

CPA9: Textbook Exercise 2

In class: Say each sentence with *some* or *any*.

For homework: Circle *some* or *any* to go in each sentence and then read the sentence.

CPA10: Textbook Exercise 3

In class: Say each question or sentence with *some* or *any*.

For homework: Write *some* or *any* to fill in each sentence and then read the conversation.

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

Closing: Have students stand in a circle. Say, “At my cookout, we’re going to eat corn.” Look at the next student and have him/her repeat your phrase and add something else to eat, e.g., “At my cookout, we’re going to eat corn and hamburgers.” Continue going around the circle and having students repeat the sentence and add another food item until the sentence gets too long and unwieldy.

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

Close with prayer.

Unit 4 Review Activity

In class: For the first exercise, read each sentence aloud with the correct word to complete it. For the second exercise, decide with a partner whether to use *bring* or *take* in each sentence and then read each sentence aloud.

For homework: For the first exercise, write the correct word in each sentence. For the second exercise, write *bring* or *take* to complete each sentence.

UNIT 5: How's Your Health?

Lesson 17: Getting Regular Checkups Is a Good Idea.

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

- talk about health and lifestyle choices,
- agree or disagree with a statement,
- use the -ing verb form as a noun (gerund).

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

Greeting/Review: Place students in groups of three or four. Write on the board: “What should you do if you want to be healthy?” Have students discuss the question for five minutes, and then share their ideas with the class.

Open with prayer.

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

jog	avoid sweets
quit smoking	relax
get regular checkups	agree
get more sleep	disagree
watch my diet	advice

TEACHER TIP: Tell students that **advice** and **sleep** are noncount nouns, so they should never say, “an advice” or “a sleep,” but rather, “some advice” or “some sleep.”

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

A: Quitting smoking is a good idea.

B: I agree!

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: How are you today?

B: I'm not feeling well. I don't feel healthy.

A: Do you want to start jogging in the mornings with me? It might help!

B: I agree! But I need to go to bed earlier to get more sleep.

A: My doctor gave me good advice about my health. I need to relax more.
Quitting smoking and getting regular checkups are good ideas, too.

B: I talked to my doctor, too. Avoiding sweets and watching my diet are important for me.

A: After we go jogging, we can eat a healthy meal and relax.

TEACHER TIP: Refer to the Culture Box for a brief discussion of regular checkups.

CPA2: Activity – Exploring Gerunds

Project or write the dialogue on the board and circle *jogging* (two locations in the dialogue), *quitting*, *getting*, *avoiding*, and *watching*. Refer to the Grammar Box to show how these verbs are used as nouns (gerunds).

Place students in pairs and give each pair a whiteboard and marker. Write on the board, “I am watching my diet.” Then, write, “Watching my diet is...” and have pairs brainstorm suggestions

for ending the sentence, e.g., “important for me,” “good for my health,” “a good idea,” etc. Repeat this with the following sentences:

- She's relaxing at the pool today. Relaxing is...
- He gets more sleep on the weekends. Getting more sleep is...

Now use the gerund forms as the object of sentences. Write, “I will quit smoking this week.” Then write, “I am thinking about quitting smoking.” Refer to the portion of the Grammar Box that begins “Gerund forms often come after certain verbs,” then list some of the other verbs that go with gerunds. Have pairs suggest the beginning portions of sentences in the blanks below.

- We're avoiding sweets this week. / We _____ avoiding sweets.
- They get regular checkups at the doctor. / They _____ getting regular checkups.

Have students create complete sentences using these phrases and the Grammar Box:

- getting regular checkups
- quitting smoking
- getting more sleep
- relaxing
- avoiding sweets

TEACHER TIP: Students might confuse the gerund forms with present or past progressive forms, since those also use the -ing verb form. If students are struggling with this, revisit the Verb Appendix and show the differences between the progressive forms and the gerund form.

CPA3: Game – Charades

Before class, prepare small word cards for the following vocabulary words: *jog, quit smoking, get regular checkups, get more sleep, watch my diet, avoid sweets, relax, agree, disagree.*

In class, divide students into two teams. Model with an assistant: teams take turns sending two team members to the front, where they will receive a card and act it out *without speaking*. (You may allow them to step out of the room for a few moments to plan what they will do, since several of these require working together.) The other team members must shout out the word. If they get the word within 30 seconds, give them a point. If not, the other team may guess.

TEACHER TIP: As students become more familiar with the vocabulary words, they will guess faster and faster. To make it more challenging, consider setting a timer for each round that is a few seconds shorter than the previous round so that students must guess faster and faster!

CPA4: Activity – I Agree. I Disagree.

Before class, write on a slide or the board:

Do you agree or disagree? Why?

We agree because...

We disagree because...

In class, place students in pairs. Show the question and statements on the slide or the board. Demonstrate the activity with your assistant. Say to your assistant, “Sam sleeps three hours every night. He doesn’t need to sleep more than that.” Have your assistant say, “I disagree, because sleep is important for everyone’s health. He needs to get more sleep.”

Tell students that they will now hear more sentences and they will decide with their partners if they agree or disagree and why. Say each statement twice, then have pairs discuss for a few minutes. When they seem to be ready, invite pairs to share their agreement/disagreement about each statement before moving on to the next one.

Statements:

- Emilio eats sweets at every meal! He thinks that if he is happy from eating sweets, then it is not a problem.
- Maya goes jogging five days a week. Jogging makes her feel healthy and strong.
- Lily doesn’t need to quit smoking. Smoking makes her feel calm.
- Laura goes to her doctor one time every year for a regular checkup. This helps her stay healthy.
- James is watching his diet. If he avoids sweets, he will feel better.
- Austin doesn’t have time to relax. He is too busy. Relaxing isn’t important.

TEACHER TIP: *This may be a new experience for your students because some of them may come from cultures in which making a direct comment showing disagreement is rude or uncomfortable.*

CPA5: Information Gap – What Should They Do?

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. For example, Partner A will ask,

“What is Anna’s problem?” Partner B will answer, “She eats unhealthy food.” Then, Partner B will ask, “What was the doctor’s advice for Anna?” Partner A will answer, “She should watch her diet.”

Place students in pairs and give each partner either an A or B sheet. Demonstrate again 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 the answers together, asking each question and 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.*

CPA6: Activity – Find Your Match

Before class, print and cut up the slips from the N2N handouts.

In class, draw two of the sentence halves out of the bag and demonstrate putting them together and seeing if they make sense. Read a few before finding the right match. Show students that you can tell which strip comes first because it has the large letter at the beginning of the sentence and which strip comes second because it ends with a period.

Give each student one of the strips of paper. Have students stand up and mingle, reading their sentence halves to each other. When students find the other half of a sentence that will match theirs, they should sit down together. After all pairs have matched up, have each pair read their sentence and have students say whether they agree or disagree. Note that a few of the sentence halves are interchangeable; as long as the sentence makes sense, this is not a problem.

TEACHER TIPS:

- *If you have a small class, give each pair of students a full set of the cut strips and have them match the sentence halves.*
- *If you have an odd number of students, have an assistant participate or give one strip to a pair of students.*

CPA7: Activity – Giving Health Advice

Before class, gather a piece of paper and a marker for each group of three or four. Print and cut up the situation cards from the N2N handouts so that each group receives a card.

In class, place students in small groups of three or four, each led by a teacher or assistant, if possible. Write on the board, “You could try...” Read one of the situation cards and brainstorm on the board some advice that you could give the person, making sure to use the gerund verb forms, e.g., “You could try relaxing every evening.”

Give each group a piece of chart paper, a marker, and a situation card. Have each group write on the top of the chart paper, "You could try..." and then write suggestions using the gerund verb form.

TEACHER TIP: To extend this activity, have students add at least one piece of bad advice to their lists. Then, have them speak in their groups, "I agree with this advice, because..." or "I disagree with this advice, because..." after they hear each piece of advice given.

CPA8: Textbook Exercise 1

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

CPA9: Textbook Exercise 2

In class: Say if you *agree* or *disagree* with each sentence.

For homework: Circle *agree* or *disagree* with each sentence.

CPA10: Textbook Exercise 3

In class: Say each sentence with the gerund verb form.

For homework: Write the gerund verb form in each sentence.

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

Closing: Have students stand in a circle. Toss a ball to one student and ask, "What can you do to be healthy?" Have the student give a complete sentence and then toss the ball to another student while asking the same question. Repeat until all students have gotten the ball.

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

Close with prayer.

Lesson 18: I Hope She Will Recover Soon!

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

- describe symptoms and duration of health problems,
- use *ago* to talk about an elapsed period of time.

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

Greeting/Review: Have students stand up. Call out words for the following body parts and have students gesture to each one: *head, neck, eye, mouth, nose, ear, stomach, leg, arm, hand, foot, shoulder, tooth, face, finger, toe, knee.*

Open with prayer.

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

laboratory (lab)

blood

cold (n.)

the flu

sore throat

backache

patient (n.)

run (ran) a test

disease

recover

TEACHER TIPS:

- Let students know that **blood** and **flu** are noncount nouns and that we always say **the flu**, not just *flu*.
- Students have previously learned **cold** as an adjective for temperature. Explain that this is the same word, but it describes a sickness with a cough, a headache, and sneezing.

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

A: What's the problem?

B: I have a sore throat.

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: Hi, Dr. Jones.

B: Hi. What's the problem?

A: I started feeling sick two weeks ago. First, I had a cold. Then, I had the flu. Now, I have a sore throat and a backache, too!

B: Oh, I'm sorry to hear that. I'll run some tests at the lab to understand the problem. Then, I will give you some medicine.

A: Thank you, Doctor.

Dialogue 2:

A: Did you hear the news about Maya's health?

B: I know the doctors took blood to run tests because she has a very bad cough.

A: Maya has a disease and is starting to take medicine now. She is a patient at Memorial Hospital.

B: I hope she will recover soon! I'll visit her in the hospital tomorrow.

CPA2: Activity – I Have, Who Has?

Before class, print the cards from the N2N handouts for each group of five students.

In class, refer to Grammar Box A. Review each of the body parts as you explain that *-ache* means pain and that these words are for pain in those body parts.

Place students in groups of five and give each student one of the game cards. (If you have a group that is smaller than five, have an assistant join and/or give multiple cards to one student.) Explain the activity: the student with the card labeled #1 will read his/her card aloud and act out the “ache.” All of the students in the group should also act out this pain and/or touch that body part. Then, the student with the next card will read his/her card and repeat the activity. On the last card, the first student will be called on again. Shuffle the cards and repeat the activity.

CPA3: Activity – Using Ago

Before class, print and cut up a set of question strips from the N2N handouts for each pair of students. Place each set of strips in a separate bag.

Prepare a calendar page of the current month (and, if necessary, a page of the previous month).

Write on a slide or small posters:

- They ran a test at 3:00 PM. Now it is 6:00 PM. How long ago did they run the test?
- You were sick, but you recovered on Tuesday. Now it is Friday. How long ago did you recover?
- He had the flu in January. Now it is March. How long ago did he have the flu?

In class, underline or write on the board the sentence from the dialogue, “I started feeling sick two weeks ago.” Show a calendar with the current month (or last two months if you are at the beginning of the month). Circle today and draw a line back two weeks. Explain to students that Sara started feeling sick on that date two weeks ago and she is still sick now. Refer to Grammar Box B.

Write on the board:

- ten minutes ago
- two weeks ago
- three years ago

Create a sentence with each of these. Show students that the phrase with time and “ago” may be in different places in a sentence.

Place students in pairs. Show each of the question posters/slides and have pairs discuss their answers, then discuss as a class.

Give each pair a bag of question strips. Demonstrate the activity: draw a question from the bag, read the sentence, and answer it using an “ago” phrase in a complete sentence. Be sure to demonstrate with both question types, those with and without “ago” in them. Have students take turns drawing question strips and answering the questions using complete sentences with “ago.”

CPA4: Game – Doctor's Office Game

Before class, print a copy of the N2N gameboard for each group of three or four students. Gather a game marker for each student. Print and cut up a set of game cards from the N2N handouts for each group.

In class, place students in groups of three or four and demonstrate the game. Each student will draw a card, read it aloud, and use context clues to insert the correct vocabulary word, then move the number of spaces indicated on the card. Make sure students understand that each blank can be filled by one of the vocabulary words and allow them to have their books open nearby. The first student to reach the end of the board wins.

CPA5: Game – Team Vocabulary Guess

Before class, create slips of paper with the following words and place them in a paper bag: *laboratory, blood, the flu, cold, sore throat, patient, run a test, disease, backache, recover*. Create multiple bags, one for each pair of teams playing.

In class, divide students into teams of two or three to have an even number of teams (Team A and Team B, for the purposes of the explanation). If you have more than six students, you'll need to have several games running concurrently. With your assistant, demonstrate the game. Draw a word from the bag. (For the purpose of the demonstration, show this word to the students.) Describe the word **without** using the word or any part of it. For example, for *run a test*, one might say, “Taking blood at the lab to understand why you are sick.” Your assistant should guess which word you are describing. Take a moment to explain to students that you could not use the words *run* or *test* in your description.

Have Team A draw a word and give them a few moments to quietly discuss how they will describe this word. Then, have them say their clue to Team B. Team B should confer and guess the vocabulary word within three guesses. If Team B is correct, Team A will get a point since they did the hard work of creating the clue. If Team B cannot guess the word, no points are awarded. Then, have teams change roles. When all words have been guessed, the team with the most points wins the game.

TEACHER TIP: Start by displaying the vocabulary words. If the game seems too easy, cover the words to add to the challenge.

CPA6: Activity – Describing Pictures

Before class, gather four pictures of scenes such as these—the more detailed, the better:

- a person in a lab (try to avoid showing a needle in an arm or blood in case students are uncomfortable with this)
- a person in a hospital bed
- a person who is sick at home
- a person with back pain

In class, place students in pairs. Show one of the pictures and describe it in complete sentences, using as many of the vocabulary words as you can. Allow students to offer suggestions as well. Show the other three pictures and ask students to describe them to each other in complete sentences using as many vocabulary words as possible, then share their sentences with the class.

CPA7: Discussion – What Do You Do to Recover?

Place students in small groups of four or five, each led by a teacher or assistant. Give each group paper to write down their ideas to share with the class at the end of the activity.

In each group, discuss the question: When you have a health problem, what do you do to recover? Some people take medicine, some people make special food or drinks, some people do exercises, and some people do other things. In your home country, what do you do to recover from a health problem?

Have the teacher/assistant lead a discussion about how to recover from the flu/a cold, a backache, and a sore throat.

After the small group discussion, give students opportunities to share with the whole class.

CPA8: Textbook Exercise 1

In class: Fill in the missing phrase with *ago* and then say the sentence.

For homework: Write the missing phrase with *ago*.

CPA9: Textbook Exercise 2

In class: Fill in the missing vocabulary word and read each sentence.

For homework: Write the missing vocabulary words in each blank and then read each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Hold up each of the N2N vocabulary cards, hiding the words, and ask students to tell the words to a partner and then make a sentence with that word.

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

Close with prayer.

Lesson 19: Did He Break a Bone?

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 He 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

- describe a health emergency,
- determine which health needs should go to the doctor's office, urgent care, or the emergency room,
- understand when not to use an article (*a*, *an*, or *the*).

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

Greeting/Review: Show a picture of an ambulance. Place students in groups of three or four and ask them to discuss it: What is this? Why do you call it? How do you call it? What happens if you go in an ambulance?

Open with prayer.

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

break (broke) a bone

heart attack

feel (felt) dizzy

cut

breathe

unconscious

bleed (bled)

urgent care

chest pain

emergency room

Optional vocabulary: surgery

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

A: What was wrong?

B: She was feeling dizzy.

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: Did you hear about Janet's trip to the emergency room?

B: Oh, no, what was wrong?

A: She was feeling dizzy and had chest pain. Then, she couldn't breathe. She was worried that it was a heart attack. She called 911, and the ambulance took her to the hospital.

B: Is she unconscious now?

A: No, she's okay, but she will stay in the hospital until she is better.

Dialogue 2 (on the phone):

A: I need you to come right now. We have to take Nikola to urgent care.

B: Okay, I'm coming. What's wrong?

A: He got hurt when he was playing football. His leg really hurts.

B: Did he break a bone?

A: No, but he cut his leg. It's bleeding.

B: I'll be there soon.

TEACHER TIPS:

- *These dialogues occur in different settings and with different types of characters (Dialogue 1 between two friends and Dialogue 2 between two parents on the phone talking about their child). To avoid confusion between the two dialogues, give a bit of background by showing the illustration and telling students who the characters are in the scene before reading the dialogue.*
- *Explain that “right now” in Dialogue 2 is a stronger way to say “now.”*

CPA2: Game – Flyswatter Game

Before class, prepare a board with pictures of the vocabulary words. Tape it to the wall or magnetize the pictures to stick to your whiteboard. Gather two flyswatters.

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

TEACHER TIP: *For a larger class, make multiple gameboards and have an assistant lead each group.*

CPA3: Activity – Where Should They Go?

Before class, prepare pictures of a doctor's office, an urgent care facility, and a hospital emergency room. If possible, have multiple pictures of each type of facility, both inside and out. Try to use local facilities that may be familiar to your students.

Print and cut up sets of the strips and headings from the N2N handouts and place them in bags, one set for each pair of students.

In class, show the pictures of the doctor's offices. Ask students, “What is this? When do you go there?” Have students share what they know about a doctor's office. Refer to the Culture Box as you talk about a doctor's office. Highlight these points:

- You can call or sometimes you can go online to get paperwork filled, make an appointment, or get a refill of medicine.
- Your doctor knows you and the health problems you might have.
- You need an appointment to go to the doctor. If you are sick, you can usually get an appointment in a day or two, but you may have to wait many weeks for a checkup.
- You should go here for things that are not an emergency: a sickness that is not dangerous, a checkup, or getting a refill of a medicine. Remind students that a refill means that you can get another bottle of the same medicine.

Show the pictures of the urgent care facility. Ask students if they know what this is and why they might go there. Refer to the Culture Box as you talk about urgent care. Tell students that “urgent” means “needing help right now.” Highlight these points:

- You don't usually need an appointment for urgent care. (Check the urgent care facilities in your locality; sometimes they do require online or phone reservations.)
- You can usually go here on weekends and holidays. You can go during the day, but not during the night. (Find out when your local urgent care facilities are open and modify this line if necessary.)
- You can go here for problems that need help today, such as a fever, the flu, or bad pain.

Show the pictures of a hospital emergency room. Ask students if they know what this is and why they might go there. Refer to the Culture Box as you talk about the emergency room. Highlight these points:

- You don't need an appointment to go there, but you might have to wait for several hours. The worst emergencies get help first.
- You can go here at any time on any day, including weekends, holidays, and at night.
- If you call an ambulance and need to go to the hospital, you will go here.
- Going to the emergency room is more expensive than going to the doctor's office or urgent care.
- You should go here for bad emergencies, such as broken bones, a bad allergic reaction (when you are allergic to something and you get sick from it), heart attacks and chest pain, bad dizziness, hitting your head, being unconscious, not being able to breathe, a cut on the face, a lot of bleeding, or a very high fever.

Place students in pairs. Give each pair a bag with the three headings and strips describing health situations. Have pairs read their strips and discuss where they think each person should go, sorting them under the headings. Then, discuss the activity as a whole class.

TEACHER TIPS:

- *In this activity and in the greeting/review section of the lesson, students have opportunities to share what they know about the topics before you teach them more. This will help them make connections with the new material.*
- *If your region has free-standing emergency room facilities, let students know that these are distinct from urgent care facilities. If possible, show them pictures so that they understand the difference. Free-standing emergency rooms take private insurance and are more expensive than urgent care facilities.*

CPA4: Activity – When to Not Use *The*

Before class, prepare a picture of a group of doctors next to a hospital and a picture of a group of doctors next to the Earth. Prepare a picture of a man who is in pain but with no indication of where the pain is.

Print and cut up the sentence strips from the N2N handouts, enough for every pair of students to receive five that are not duplicates of each other. Keep one copy for yourself.

In class, show the picture of the doctors next to a hospital. Write on the board, “The doctors at this hospital have very hard jobs.” Then, show the picture of the doctors next to the Earth. Write on the board, “Doctors have very hard jobs.” Display the pictures next to the appropriate sentences.

Underline “The doctors” in the first sentence and “Doctors” in the second sentence. Point to the first sentence. Say, “We use ‘the’ when we are talking about a person or group that we know about. This is one group of doctors, and they are all at this hospital.” Point to the second sentence. “But here I am talking about all doctors everywhere. I don’t know all the doctors in the world, but I do know that they all have hard jobs. When I say, ‘Doctors have very hard jobs’ about every doctor, I don’t use ‘the.’” Refer to the Grammar Box and show the first point under “No Article” about a general group. Tell students that “article” means the words *a*, *an*, and *the*.

Show a picture of a man who is looking sad and pained. Write on the board, “He has pain every day.” Say, “I don’t know where his pain is. Maybe it is in his head, or his back, or his stomach. I know he feels pain somewhere, but I don’t know where.” Refer to the Grammar Box again, to the second point under “No Article,” and say, “If I am talking about a feeling or an idea, I do not use *a* or *the*.”

Write the following sentences on the board. Read them together and ask students as a group if they think there should be an article in the blank.

Then, give the explanation:

- _____? _____ emergency rooms are very busy places. (*No article, because this is talking about all emergency rooms.*)
- My doctor gave me medicine for the flu. _____? _____ medicine helped me feel better. (*Use **the**, because this is talking about one kind of medicine.*)
- _____? _____ medicine helps people feel better. (*No article, because this is talking about all medicines all the time.*)
- _____? _____ men are unconscious. (*Use **the**, because we know this sentence is about some particular men.*)

Place students in pairs. Write on the board in two columns, “The” and “No Article.” Demonstrate the activity. Give each pair of students 5 cut up strips and have them speak together to determine if they would use an article or not. After pairs have finished, go over each statement one at a time, discussing the correct answer and having a volunteer place the statement under the correct column.

TEACHER TIP: *As you go over each sentence with a blank at the beginning, remind students to capitalize the first word of the sentence.*

CPA5: Information Gap – What’s Wrong?

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, “What problem did Lila have?” Partner B will answer, “She felt very dizzy.” 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, go over the answers together, asking each question and 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.*

CPA6: Game – Health Needs Relay

Before class, print the health problem slips from the N2N handouts. You will need one set of slips for each team of three students.

Set up three stations with signs: Doctor’s Office, Urgent Care, Emergency Room. Have a teacher or assistant sit at each station with a marker or stickers. Give a copy of the table below to the person at each station (also available in the N2N handouts).

Doctor's Office	Urgent Care	Emergency Room
Help these people: • checkup • medicine refill Ask for their name. Ask for the problem. Ask if they'd like an appointment tomorrow or say, "I'm sorry, we can't help you here. Please go to _____." If yes, put a mark on their slip.	Help these people: • the flu • a bad cut • a bad stomachache Ask for their name. Ask for the problem. Say, "Yes, we can help you" or "I'm sorry, we can't help you here. Please go to _____." If yes, put a mark on their slip.	Help these people: • broken bone • chest pain • can't breathe well Ask for their name. Ask for the problem. Say, "Yes, we can help you" or "I'm sorry, we can't help you here. Please go to _____." If yes, put a mark on their slip.

Explain the activity to the teachers/assistants: If a student has a slip with a health problem that is not on your list, say, "I'm sorry, we can't help you here. Please go to _____." If they have a health problem that is on your list, follow the steps in the notes above and then mark the health problem slip with a marker or sticker and send them back to get a new slip for their team.

In class, divide students into teams of three students each. Give each team a set of health problem slips.

Explain the activity. Students will be given slips of paper with health problems and must choose which place to go for help. If they choose the right place, the person at the desk will ask a few questions, put a mark on their paper with the health problem, and then send them back to get a new slip for their team. If they choose an incorrect place, the person at the desk will say, "I'm sorry, we can't help you here. Please go to _____," and they must go to the correct place.

Demonstrate once or twice. One team member will draw a slip of paper and read it. The team will discuss together where they should go for help for this problem. The member who drew the slip will take the slip to that location and answer the questions they are asked. Once they have received the mark on the slip, they will take it back to their team. A different team member will draw another slip, discuss with the team where to go, and go to that location.

The first team to have all of their slips marked will win the game.

TEACHER TIPS:

- *For a class of 2-5 students, have students sit in one group, turning over one slip at a time and discussing where to go. Have signs for each of the locations, and when students tell you where they will go, put up the sign for that location and role-play that situation with one student. Repeat with the remaining slips.*
- *For a large class, increase teams to four or five students each, adding slips for “a bad stomachache” for Urgent Care and “can’t breathe well” for Emergency Room.*

CPA7: Activity – Group Story

Before class, prepare a set of four pictures of people in strenuous situations, such as the following. If you cannot find these, feel free to substitute others.

- a person who is climbing a rock face
- a person who is running and looking tired
- a person who is playing a contact sport
- a person who is holding his/her chest, as in having a heart attack

In class, place students in groups of three or four. If possible, have each group led by a teacher or assistant. Show one of the pictures mentioned above. Tell students: “This is dangerous. This person might get hurt. What might happen to him/her? Where should s/he go?” or “This person has a problem. What will happen to him/her? Where should s/he go?” Have students talk in their groups about what might happen and which place the person should go. Repeat this with the other three pictures. Then, if there is time, discuss each picture again as a full class.

CPA8: Textbook Exercise 1

In class: Say the place that each person should go.

For homework: Circle the place that each person should go.

CPA9: Textbook Exercise 2

In class: Say each sentence with or without *the*.

For homework: Write *the* in the sentences that should have it. Do not write *the* if the sentence should not have it. Remember to capitalize the first word of each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Have students take turns coming to the front of the room. Hand each student a N2N vocabulary card (leaving out *urgent care* and *emergency room*) and have him/her act out the word. The rest of the students will call out the problem and where the student should go for help.

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

Close with prayer.

Lesson 20: How Was Your Day as a Nurse?

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

- describe select injuries and symptoms,
- use *need to* to talk about something that is important to be done.

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

Greeting/Review: Give each pair of students two vocabulary cards from Lessons 18 and 19 (only words that are health problems). Draw a stick figure of a man on the board and tell them that these are the problems that this man has. Write on the board, “What’s wrong?” “What should he do?” and have pairs discuss what’s wrong with the man and where he should go or what he should do (e.g., sleep, go to the doctor, drink tea). If desired, allow pairs to share with the class.

Open with prayer.

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

painful

burn (n.)

injury (injuries)

chin

cheek

mouth

vomit (v.)

bandage (n.)

nurse (n.)

need to

TEACHER TIP: As you explain about nurses, show pictures of both male and female nurses and explain that they can work in hospitals, urgent care facilities, and doctor's offices.

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

A: Is he okay?

B: He has a burn on his cheek.

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: Hey, how was your first day as an emergency room nurse?

B: I was busy all day! First, a girl came in with cuts on her cheek and lip from a broken cup. I cleaned the blood on her face and put bandages on her.

A: Oh, no. Is she okay?

B: Don't worry! She is doing well now. After that, I saw a boy with a burn on his cheek and a woman with a painful arm injury. I also helped a man who was vomiting and felt very sick. He needed some medicine.

A: I guess you need to take a break now after all those patients!

B: Yes, I'm ready to relax!

CPA2: Game – Flyswatter Game

Before class, prepare a board with pictures of the vocabulary words, leaving out *need to* since it isn't as easy to describe with a picture. Tape it to the wall or a board or magnetize the pictures to stick to your whiteboard. Gather two flyswatters.

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

TEACHER TIP: *For a larger class, make multiple gameboards and have an assistant lead each group.*

CPA3: Activity – Using Need to

Before class, gather the N2N vocabulary cards for *painful*, *burn*, and *vomit* from this lesson, as well as the card for *cut* from Lesson 19.

Print and cut up a set of situation slips from the N2N handouts and have one for each pair of students.

In class, write on the board the sentence with *need to* from the dialogue. Tell students, “We use *need to* when there is something important for us to do. She *needs to* relax now because she had a very busy day and she is tired. If it is not important, we say *don't* or *doesn't need to*. For example, I *don't need to* get a bandage for my injury. He *doesn't need to* go to the emergency room.

Refer to the Grammar Box. Read each example and point out the way that *need* changes to *needs* in the third person singular positive sentence and *don't* changes to *doesn't* in the third person singular negative sentence.

Show the vocabulary card for *painful*. Say, “He has a painful injury to his arm. What does he need to do?” Accept suggestions (e.g., go to urgent care, take medicine, rest) and prompt students to reword them into complete sentences, if necessary.

Show the vocabulary card for *burn*. Say, “If this is a very bad burn, what does he need to do?” Accept suggestions (e.g., go to urgent care or the emergency room) and prompt students to reword them into complete sentences, if necessary. Ask for suggestions if it is not a very bad burn (e.g., put cool water on it, put a bandage on it).

Show the vocabulary card for *vomit*. Say, “This person is vomiting. What does this person need to do?” Accept suggestions (e.g., drink water and try to relax or sleep) and prompt students to reword them into complete sentences, if necessary.

Show again the card for *burn*. Say, “This is not a very bad burn. He *does not need to* go to the emergency room for a very small burn. He can take care of it at home.”

Show the card for *cut*. Say, “This is a small cut. Does this person need to go to the emergency room? No, she *doesn't need to* go to the emergency room.”

Place students in pairs. Give each pair a set of situation slips and have them take turns flipping cards, reading the situations and then making sentences with *need to* and/or *don't/doesn't need to* as prompted by each slip. Note that two of the slips ask for both positive and negative sentences. Then, discuss all of the situations and possible sentences as a class.

CPA4: Activity – Body Parts

Before class, print a simple outline of the body for each pair of students.

Prepare either three small rectangles of paper to serve as “bandages” and a glue stick for each pair, or have enough stick-on disposable bandages for each pair of students to receive three.

In class, place students in same-gender pairs. Give each pair 3 bandages or 3 slips of paper and 1 body outline. Ask them to label the body outline with as many body parts as they can.

While students are working, stop them at three random times and say, “Your person has an injury on his arm/cheek/toe. Please put a bandage on the injury.”

When pairs have finished, show an example paper that you already prepared and tell a story, e.g., “This is Sam. He was trimming trees at his house and he got hurt. Part of the tree fell and hit his arm and his cheek. Then, he hit his toe on the door! After that, Sam went into his house to put bandages on his injuries and relax.”

Have each pair give their outlined person a name and make a story of how the person got injured and what s/he did, then share with the class.

TEACHER TIPS:

- *Start with a quick review or brainstorm of body parts as a class if you are concerned that students might not know very many to label.*
- *If your students are struggling to make up a story, tell another one (perhaps a silly story), so they understand that the story is intended to be fictional.*

CPA5: Activity – Charades

Before class, print the N2N vocabulary cards for this lesson, removing *need to*.

In class, divide students into two teams. Model with an assistant. Have teams take turns sending one team member to the front, where s/he will receive a card and act it out *without speaking*. The team members must shout out the word. If they get the word within 30 seconds, give them a point. If not, the other team may guess.

TEACHER TIP: *As students become more familiar with the vocabulary words, they will guess faster and faster. To make it more challenging, consider setting a timer for each round that is a few seconds less than the previous round, so that students must guess faster and faster!*

CPA6: Information Gap – What Did They Need to Do?

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, "What did Jonas need to do?" Partner B will answer, "He needed to get a bandage from the nurse." 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, go over the answers together, asking each question and 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.*

CPA7: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

- How has a nurse helped you at a doctor's office or the hospital?
- Would you like to be a nurse? Why or why not?

In class, model the questions with another teacher or assistant. Reverse roles, and model again, giving different answers.

Place students in two lines facing one another. Have them ask and answer the questions of each other 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: *For a small class, have students practice the dialogue in pairs, then change partners or join with another pair to practice the questions again.*

CPA8: Textbook Exercise 1

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

CPA9: Textbook Exercise 2

In class: Say the vocabulary word that goes in each blank.

For homework: Write the missing vocabulary word in each blank.

CPA10: Textbook Exercise 3

In class: Say what each person needs to do.

For homework: Write what each person needs to do.

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

Closing: Hand two or three vocabulary cards to each pair or group of three students. Have them create sentences with each word, then share with the class.

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

Close with prayer.

Unit 5 Review Activity

In class: For the first exercise, say the gerund verb form that completes the sentence. For the second exercise, say the correct article and then read the sentence. For the third exercise, say the vocabulary word that goes in the blank and then read the story with a partner.

For homework: For the first exercise, write the gerund of the verb that completes each sentence. For the second exercise, write the correct article in each blank and then read the sentence. For the third exercise, write the missing vocabulary word in each blank and then read the story.

UNIT 6: Let's Go to Work!

Lesson 21: We're Working Overtime.

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

- talk about roles in the workplace and vocabulary related to work,
- use the phrasal verbs *work at*, *work in*, and *work with*.

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

Greeting/Review: Place students in pairs and have them brainstorm lists of words related to jobs and then share them with the class. To make this competitive, give points for all words brainstormed or just for words that only one pair named.

Open with prayer.

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

employer	busy
employee	day off
coworker	lose my job
team	take (took) a sick day
career	overtime

TEACHER TIPS:

- Explain to students that **off** in this context means "not at work."
- Refer to the Culture Box to explain **lose my job**, as opposed to **lose** in Lesson 8 (to not be able to find something) and **get lost** in Lesson 12 (to not know where you are).
- **Career** may be explained as having many jobs (or many years in one job) in the same kind of work.

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

A: Tell me about your job.

B: I work with a great team.

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 lost my job. I'm looking for a new one. Where do you work?

B: I work at Smith's Grocery. My employer is looking for new employees.
You should apply!

A: Tell me about your job.

B: I work with a great team, but it's really busy! My coworkers and I are working overtime this week.

A: When is your day off?

B: I'm off on Sundays. I can also take a sick day occasionally.

A: Do you think I'd like working in a grocery store as a career?

B: I don't know, but you can try it and see if you like it.

TEACHER TIP: Explain that in the phrase "My employer is looking for new employees," "looking for" means "trying to find."

CPA2: Game – Vocabulary Bingo

Before class, cut index cards in half. Each student should receive 9 of the half-size cards.

In class, dictate each vocabulary word, except for *day off*, using the N2N vocabulary cards. Have students write one word on each card, then arrange the cards in a 3x3 grid on the table in front of them. Make sure that each student is seated near another student to create a sentence together, though they will play the game individually.

One at a time, call out vocabulary words while showing each picture. Students should find that word and flip the card over. Have each pair of students create a sentence with the word. 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 over.

CPA3: Activity – Work at, Work in, Work with

Before class, create slides or prepare to write on the board the following sentences:

- She _____ a great team.
- I _____ a factory that makes socks.
- You _____ the Silver City airport.
- They _____ seven coworkers every day.
- He _____ my employer.
- We _____ Willis Elementary School.
- You _____ Colorado.
- I usually _____ Amanda, but today she is taking a sick day.

In class, write the following sentences on the board, underlining the work phrases as shown:

- I work at Smith's Grocery.
- I work with a great team.
- I work in a grocery store.

Read each of these to students and say, "We use different words with work to tell different ideas." Refer to the Grammar Box and read each explanation and set of examples. Be sure students understand that *work at* is used to tell an exact place, *work in* tells a general kind of building or place, and *work with* can be used for people or things that are part of your work.

Place students in pairs and give each pair 3 index cards. Have them write each of the phrases being practiced (*work at*, *work in*, *work with*) on one of the cards. Show each sentence from the list above and have pairs look at the Grammar Box and discuss which preposition should be used, then hold up their cards. After all students have held up their answers, call on a pair that is correct to share their answer, then have the class say the sentence with the correct answer together.

CPA4: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

- Would you like to have a busy job? Why or why not?
- Would you like to work overtime? Why or why not?
- What do you do when you have a day off?
- What career would you like to have?

In class, model the questions with another teacher or assistant. Reverse roles, and model again.

Place students in two lines facing one another. Have them ask and answer the questions of each other 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 TIPS:

- *For a small class, have students practice the dialogue in pairs, then change partners or join with another pair to practice the questions again.*
- *If you have students who are not currently working, explain that they may answer the third question as what they like to do in their free time, or leave that question off.*

CPA5: Activity – What Is a Good...

Before class, place eight pieces of paper in different locations around the room. At the top of each paper, write *I Liked This Employer*, *I Liked This Career*, *I Liked This Coworker*, *I Liked This Team*, *I Didn't Like This Employer*, *I Didn't Like This Career*, *I Didn't Like This Coworker*, and *I Didn't Like This Team*. Have a marker with each piece of paper.

In class, review the meanings of *employer*, *career*, *coworker*, and *team* using the N2N vocabulary cards and examples of each. Say to your assistant, "Did you ever work with an employer that you liked? What did he or she do?" Have your assistant name one quality of a good employer, e.g., "She helped me." Write on the paper under *I Liked This Employer*, "Helps employees." Then, ask your assistant, "Did you ever work with a team that you didn't like? What did they do?" Have your assistant name one bad quality, e.g., "They were rude." Write under *I Didn't Like This Team*, "They were rude."

Place students in pairs. Tell students to visit as many locations as they can and to talk with each other about the topic. Have them write at least one of their ideas on the paper at the locations they visit.

When students have finished, go over the ideas written on each paper as a class.

CPA6: Game – Preposition Board Game

Before class, print a copy of the N2N gameboard for each group of three or four students. Gather a die for each group and gameboard markers for each student. Print and cut up a set of game cards from the N2N handouts for each group, placing each set in a bag for students to draw during the game.

In class, place students in groups of three or four and give each group their board, die, markers, and game cards. Demonstrate the game. Students will take turns rolling the die and moving the appropriate number of spaces, then drawing a card and reading it, and inserting the correct preposition. Students may use the Grammar Box for reference.

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

CPA7: Information Gap – Job Descriptions

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. Tell students that they are looking at different job options and comparing these three jobs. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, "Is there overtime at Sally's Cleaning Service?" Partner B will answer, "Yes." 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, 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: Say each sentence with *in*, *at*, or *with* in the blank.

For homework: Write *in*, *at*, or *with* in each sentence.

CPA9: Textbook Exercise 2

In class: Say the vocabulary word that goes in each blank.

For homework: Write the missing vocabulary word in each blank.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Have students stand in a circle. Say, "I work with..." and toss a ball to a student. Have them answer the question and then start another sentence, e.g., "I work at..." and toss the ball to someone else. Continue until all students have had the ball.

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

Close with prayer.

Lesson 22: I'm Going to Become a Childcare Worker.

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

- talk about choosing a career field,
- talk about things that could happen in the future.

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

Greeting/Review: Place students in groups of three and give each group a piece of blank paper. Assign each group a category (jobs that are inside, jobs that are outside, jobs where you sit all day, jobs where you are moving a lot, jobs where you help people), and have them brainstorm jobs that fit these criteria for five minutes. Then have them share their lists with the class. Take note of four of these jobs to add them to the list in CPA5.

Open with prayer.

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

become (became)

look forward to

be able to

a good fit

decision

firefighter

childcare worker

receptionist

businessperson (businesspeople)

salesperson (salespeople)

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

A: I'm going to become a childcare worker!

B: That's 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 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 have some big news. I'm going to school again. I'm going to become a childcare worker!

B: That's great! Why did you make this decision?

A: I want to be able to help people, and I love helping children learn.

B: That's true, but you could also help people as a firefighter, a receptionist, a salesperson, or a businessperson.

A: I think working in childcare is a good fit for me! I'm looking forward to learning more.

TEACHER TIP: Explain that “big news” means something new and important to tell others.

CPA2: Activity – What Do You Do?

Before class, print and cut up the N2N handout. Have tape ready. Make signs and hang them around the room that say *childcare worker*, *firefighter*, *salesperson*, *businessperson*, and *receptionist*.

In class, have students stand up and tape a sentence strip on each of their backs. Have students read each other's sentences. Then, each student should walk to the sign that describes what his or her sentence says.

Once all students have walked to a sign, have them again read one another's sentences to make sure they are in the correct location. Remind students that a job that is a *good fit* is a job in which they can do the work (or learn how to do it) and which they find interesting. Give a few examples of jobs that are or are not a good fit for yourself and explain why. Write on the board, "This job is/is not a good fit for me because..." Have the students in each location discuss the job they were given using the sentence starter on the board. Have students move (if needed) to a job that is a good fit for them. Make a place for students to stand if none of the given jobs seem like a good fit for them.

TEACHER TIPS:

- *Explain each step of the activity to students after they complete the previous step, rather than giving all the steps at once.*
- *For a small class, print and cut up a handout for each pair of students. Create strips that say each job and have students sort the strips by the jobs. Go over the answers as a class.*

CPA3: Activity – Be Able to Practice

Before class, prepare a sturdy bag and several books or other heavy objects. Have the N2N vocabulary card for *firefighter* available as well as a picture of a little boy and a picture of a woman in a wheelchair (if possible, have her in a store). Gather a whiteboard and dry erase marker for each pair of students.

Create slides or write on the board the following sentences:

- I **can** become a receptionist.
- He **can** become a businessperson.
- I **can** become a childcare worker.
- She **can** become a firefighter.
- They **can** become salespeople.
- We **can** become businesspeople.
- They **can** become childcare workers.

In class, show students the bag and place one book in it. Say, "I can pick up this bag. I am *able to* pick up this bag." Write those sentences on the board and underline *can* and *be able to*.

Place several more books into the bag. Mime that you are trying to pick up the bag, but that you cannot now, because it's too heavy. Say, "I can't pick up this bag. I'm *not able to* pick up this bag." Write those sentences on the board.

Show the vocabulary card picture of a firefighter. Say, "He can be a firefighter. He's *able to be* a firefighter." Then, show a picture of a little boy. Say, "He can't be a firefighter. He is too little. He's *not able to be* a firefighter." Refer to the Grammar Box and read the sentences in the present tense section.

Place students in pairs. One at a time, point to the sentences that you have on the board or slide. Have students replace the underlined *can* with *am/is/are able to*, writing that verb on a whiteboard and holding it up. After students have written each verb, go over the sentence as a class.

Point to the picture of the person from the dialogue who wants to become a childcare worker. Say, "She can become a childcare worker after she goes to school. She will be *able to* become a childcare worker." Show a picture of a woman in a wheelchair and say, "She cannot become a firefighter. She will *not be able to* become a firefighter." Holding the same picture, say, "She can become a salesperson. She will be *able to* be a salesperson." Refer to the Grammar Box and read the sentences in the future tense section.

Again, show the sentences from earlier one at a time, but this time, have students make the sentences in the future tense.

CPA4: Activity – Make a Decision

Before class, print and cut up a set of activity cards from the N2N handouts for each pair of students.

In class, point out the question in the dialogue, "Why did you make this decision?" Tell students, "In the dialogue, the woman made a decision to become a childcare worker. There were other careers she could choose, but she made a decision that a childcare worker's job was the best fit for her. We all make many big and small decisions every day."

Place students in pairs. Demonstrate the activity. Students will take turns drawing one card, reading it, and making a decision, starting with "I will..." When they have answered all of the questions, they should reshuffle and switch pairs, going through the deck at least once more.

At the end of the activity, have a full-class discussion: Which decision was the easiest for you to make? Which decision was the hardest?

TEACHER TIP: Tell students that **make** often goes with **decision**. Listen to notice if students are using other verbs instead and correct as needed.

CPA5: Interview – Facing Lines

Before class, write the following question and answer options on a poster or a slide:

- Would you like to become a _____?
(firefighter, childcare worker, businessperson, receptionist, salesperson)
- Yes, being a _____ is a good fit for me because...
- No, being a _____ isn't a good fit for me because...

In class, add four additional jobs that were discussed in the warmup.

Model the questions with another teacher or assistant. Reverse roles and model again, using different options. Explain that Student A will choose a job from the vocabulary, and Student B will respond with whether or not that job is a good fit for him or her and why.

Place students in two lines facing one another. Have them ask and answer the question of each other 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: For a small class, have students practice the dialogue in pairs, then change partners or join with another pair to practice the questions again.

CPA6: Activity – I'm Looking Forward to...

Before class, print a copy of the N2N handout for each pair and cut up the strips so that each pair receives one set of cards.

Write on the board or make slides:

- What are you looking forward to this week?
- What are you looking forward to this month?
- What are you looking forward to this year?

In class, remind students that *looking forward to* means that the speaker is excited about something in the future. Give a few examples of events you're looking forward to in the coming weeks or months.

Refer to Grammar Box A in Lesson 17 to review gerund forms (verbs used as nouns with -ing endings). Tell students, "When we use *looking forward to*, we often use these forms after *to*." Give a few examples, such as, "I'm looking forward to going to my friend's wedding. She's looking forward to starting her new job."

Place students in pairs and give each pair a set of strips. Draw one strip, read the sentence, and then make a sentence with *looking forward to*, e.g., “He is going on vacation next week. He is *looking forward to* going on vacation next week.” Have them read each strip and then make a sentence with *looking forward to*.

When students are finished, write on the board or show the slide with the questions. Have them create sentences with *looking forward to* and share them with their partner.

CPA7: Discussion – What Decisions Should They Make?

Before class, print a set of scenarios from the N2N handouts for each group of three or four.

In class, place students in groups of three or four, each led by a teacher or assistant if possible.

Give each group a set of scenarios. Have students take turns reading the scenarios out loud one at a time, and then discuss using the questions: What would you tell this person? What careers would be a good fit for him/her? What decisions should they make about getting training or education? Encourage groups to think beyond the careers in this lesson to other career areas.

After the small groups have finished discussing, have a whole-class discussion about how each group wanted to advise each person.

CPA8: Textbook Exercise 1

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA9: Textbook Exercise 2

In class: Choose the missing form of *be able to* and read each sentence.

For homework: Write the missing form of *be able to* and read each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Play charades with the career vocabulary cards. Have all students call out the career being mimed. After each one, ask the class, "Would you like to become a _____?"

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

Close with prayer.

Lesson 23: I Have Two Job Offers.

TEACHER TIP: *If some of your students do not have jobs, consider whether it is better to have them think of past work or work they would like to have, or whether you should skip this lesson.*

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

- talk about types of employment and compensation for jobs,
- use *either...or* and *neither...nor* when talking about options.

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

Greeting/Review: Review *a good fit* from Lesson 22. Have pairs of students discuss: Do you have a job that is a good fit? What makes a job a good fit for you?

Open with prayer.

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

part-time	health insurance
full-time	job offer
salary	raise (n.)
hourly wage	either...or
employed/unemployed	neither...nor

Optional vocabulary: benefits

TEACHER TIPS:

- When you explain **raise**, let students know that *this higher salary continues with each pay period; it isn't just a one-time amount.*
- Make students aware of the two pronunciations for **either** and **neither** and that they may hear both.

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

A: What should I do?

B: You should take the full-time job.

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 need some advice. I'm unemployed. I lost my job six months ago.

I have two job offers and I need to choose one of them.

B: Okay, tell me about them.

A: At Lance's Workshop, I can get an hourly wage and work part-time.

I might get a raise in six months if my boss likes my work. At Harvey's Workshop, I can receive a salary. It's a full-time job.

B: You can have either a part-time job with an hourly wage or a full-time job with a salary. Is that correct?

A: Yes, that's correct. Also, neither Harvey's nor Lance's has health insurance. What should I do?

B: I think you should take the full-time job. You need to be employed and you can use your salary to pay for health insurance.

TEACHER TIP: Use the picture to illustrate the meaning of "workshop" in the dialogue.

CPA2: Activity – Job Listing Word Match

Before class, print one job offer handout from the N2N handouts for each group of three students and cut up one word bank set for each group.

In class, place students in groups of three. Give each group a job listing handout and a set of words to go with it. Make sure that students understand that there will be extra words that they will not use. Demonstrate the activity. Read the job listing and place the correct vocabulary words in the blanks. When each group is done, they should read the listing to you. If there are any errors, have them try again. When two groups have finished, trade their job listings and have them complete the activity again.

***TEACHER TIP:** It may be helpful to show a handout in a larger size as you demonstrate how to do this activity.*

CPA3: Activity – Either...Or

Before class, prepare slides with the sentences listed below. Have a small whiteboard and a dry-erase marker for each student.

In class, write on the board or highlight on a slide this sentence from the dialogue: “You can have either a part-time job with an hourly wage or a full-time job with a salary.”

Write the following sentences on the board: “I can have a part-time job with an hourly wage. I can have a full-time job with a salary.”

Read the sentences and tell the students, “This person has to choose one of these jobs. He can have this job or that job. He cannot have both jobs.” Show students that the two sentences start with the same beginning words. Tell them that because the sentences start with the same words, they can be combined into one sentence with *either...or*. Refer to the combined sentence on the slide or board. Show them that *either* is placed before the first word, or word with its article, that differs in the two sentences (in this case, “a part-time”). Refer to the Grammar Box and read the section about *either...or*.

Write this pair of sentences on the board: “Naomi can get a job with an hourly wage. Naomi can get a job with a salary.” Tell students, “Naomi can only take one of these jobs. How can I make this into one sentence?” Have students offer suggestions and then write, “Naomi can get either a job with an hourly wage or a job with a salary.”

Show this pair of sentences on the board: “Zachary will get a raise. Daniel will get a raise.” Tell students, “Only one of these people will get a raise. How can I make this into one sentence?” Have students offer suggestions and then reveal the sentence, “Either Zachary or Daniel will get

a raise.” Point out that *either* goes at the very beginning because in the pair of sentences, the first words are different though the rest of the words are the same.

Place students in pairs and give each pair a whiteboard and dry erase marker. Show each slide or write each pair of sentences below on the board and have each pair write the *either...or* sentence together on their whiteboards. Then go over each answer as a group.

- The students can be employed. The students can be unemployed.
- Darla can get health insurance from her job. Darla can buy health insurance.
- Cindy might get a salary. Cindy might get an hourly wage.
- Yuri will get a raise. Yuri will take a week off.
- Jenna will get a job offer. Michael will get a job offer.

Show the following sentences, have students read them aloud with you and then tell their partners which of the choices they'd like to have. Allow students to share their choices and reasons why with the class.

- You can get either a full-time job or a part-time job.
- You can get either health insurance or a raise.
- You can get either a salary or an hourly wage.
- You can be either employed or unemployed.

CPA4: Information Gap – What Do They Do?

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, “Is Lizzy’s job part-time or full-time?” Partner B will answer, “It’s part-time.” 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, 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.*

CPA5: Activity – Neither...Nor Job Characteristics

Before class, print a copy of the handout for each pair of students. Give each pair a whiteboard and dry erase marker. Review the handout to create a list of questions for the final part of the activity.

In class, write on the board: “Harvey’s Workshop does not have health insurance, and Lance’s Workshop does not have health insurance. Neither Harvey’s Workshop nor Lance’s Workshop has health insurance.” Underline *neither* and *nor*. Say, “We use *neither...nor* when there are two things that both do **not** have or do something.”

Refer to the Grammar Box and read the examples there. Write on the board, “Sam doesn’t like the job offer. Henry doesn’t like the job offer. Neither _____ nor _____.” Ask students, “How could we make this one sentence using *neither...nor*?” After students respond, write “Neither Sam nor Henry likes the job offer.” Underline “like” in the first two sentences and “likes” in the third sentence to point out that the verb form changes. If students ask why this changes, explain that this is because the verb changes from the negative “doesn’t like” to the positive “likes.”

Give each pair of students a copy of the handout, a whiteboard, and a dry erase marker. Tell students, “We are going to look at two employees and make a *neither...nor* sentence, so we need to find something that they both do not have.” Read the characteristics of each person’s job.

Say, “Who has a full-time job?” Have students answer and then say, “Who does not have a full-time job?” Write on the board, “Fernando does not have a full-time job. Lucy does not have a full-time job. Neither _____ nor _____.” Have students give you suggestions and fill in the sentence, “Neither Fernando nor Lucy has a full-time job.”

Ask a few more similar questions and have students respond. Then, have them write their *neither...nor* sentences on their whiteboards. After each pair has written their sentences, go over the answers as a class.

TEACHER TIPS:

- *It may be helpful to show the handout in a larger size as you do this activity.*
- *If students are using multiple negative words, refer to the bottom of the Grammar Box and show some examples. It might help to circle or write the negative words in a different color and show how the negative “moves” from the verb in the original sentence (e.g., “doesn’t”) to “neither...nor” in the new sentence.*
- *Choosing the correct verb form in a **neither...nor** sentence can be confusing even for native English speakers. If the noun before the verb is singular, make the verb singular: Neither Joe nor Mary **has** a job. If the noun before the verb is plural, make the verb plural: Neither the man nor the women **are** going to the interview.*

CPA6: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

- Would you like to have a part-time job or a full-time job? Why?
- Would you like to get a salary or an hourly wage? Why?
- Would you like to get a raise or less expensive health insurance? Why?

In class, model the questions with another teacher or assistant. Reverse roles and model again.

Place students in two lines facing one another. Have them ask and answer the questions of each other 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: *For a small class, have students practice the dialogue in pairs, then change partners or join with another pair to practice the questions again.*

CPA7: Activity – What Job Would You Like?

Before class, print the handout from the N2N handouts for each pair of students.

In class, place students in pairs and give each pair a handout. Show the handout on the board and go over the list, explaining each phrase in case students don't know some of them.

Tell students, "You are looking for a new job, and you want to choose a job that is a good fit for you. With your partner, choose five things that are the most important for you in a job or that you would like to have the most. Then, you will tell the class which things you chose and why they are important to you."

Have pairs work together to choose their top five job factors and then have volunteers share their choices and why they chose them with the class.

CPA8: Textbook Exercise 1

In class: Say each sentence with *either...or*.

For homework: Write each sentence with *either...or*.

CPA9: Textbook Exercise 2

In class: Say each sentence with *neither...nor*.

For homework: Write each sentence with *neither...nor*.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Place students in pairs. Call out the following questions and have students tell their partners which they'd choose.

- You can have *either* a part-time *or* a full-time job. Which do you choose?
- You can have *either* a raise *or* better health insurance. Which do you choose?
- You can have *either* a new job offer *or* a raise at your job now. Which do you choose?

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

Close with prayer.

Lesson 24: Does She Have a Bank Account?

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

- talk about habits with earning and spending money,
- use the phrases *all of*, *a lot of*, *some of*, and *none of*.

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

Greeting/Review: Place students in small groups of three or four. Show a picture of a bank or credit union in your area that is likely recognizable to students. Ask students to brainstorm about the bank and make a list of words or phrases that they know. Go over lists with the class.

Open with prayer.

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

spend (spent)

debit card

save

all of

earn

a lot of

get (got) paid

some of

bank account

none of

paycheck (n.)

TEACHER TIP: Since students should already know the word **pay**, explain that a **paycheck** is money that a person earns from work, and that a **check** is a paper that can be taken to a bank to receive money.

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

A: Will they get paid on Friday?

B: All of the employees will get paid on Friday.

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: Hey, I heard your daughter got her first job!

B: Yes, she'll get paid next week. She wants to spend all of the money she earns on clothes!

A: Does she have a bank account? She could save some of that money. A lot of young people have bank accounts to save money.

B: Yes, she opened a bank account last week so she can use a debit card.
She will put her paycheck in the account.

A: When I was a teenager, none of my friends had bank accounts. I'm glad your daughter has one!

B: I hope she will use it well!

TEACHER TIPS:

- *Explain that “heard” is the past tense of “hear.”*
- *Tell students that a “first job” is an important step for young adults and give examples of some of the jobs they often have.*

CPA2: Game – How Much Do You Have?

Before class, print the N2N gameboard. In each box, write one of the following phrases: “Save your money,” “Spend _____,” “Get paid _____,” or “Earn _____.” For the blanks, insert \$10, \$20, \$30, \$40, or \$50. Make one copy of this board for each group of three students.

Print enough copies of the handout so that each student will receive 10 strips (totaling \$100) and each group will also have an additional 10 strips (totaling \$100) in the center of the table. Have a die for each group of students and a game marker for each student.

In class, place students in groups of three. Use the N2N vocabulary cards to go over the words *spend, save, get paid, and earn.*

With your assistant, demonstrate the game. Each player will start with 10 strips, or “ten-dollar bills,” that serve as his/her “bank account.” Each student will roll the die, move the game marker to the indicated place on the gameboard, and read what it says aloud. If the space says, “Save your money,” the student will neither draw nor put back money. If the space says, “Spend _____,” the student will put that amount of money from his/her “bank account” into the pile in the center of the table. If the space says, “Get paid _____” or “Earn _____,” the student will take that amount of money from the center of the table and add it to his/her “bank account.”

Students will continue playing until each student reaches the end of the gameboard. The student with the most money at the end wins.

TEACHER TIP: *If a student is supposed to receive money from the center of the table, but there is no money, or if a student is supposed to pay money that s/he does not have, have them continue the game without adding additional money.*

CPA3: Activity – How Much Do You Want?

Before class, gather a set of 10 objects and a bag; apples are used in this example. Put the N2N vocabulary cards for *all of*, *a lot of*, *some of*, and *none of* on the board or in another location visible to all students.

In class, place the 10 apples on the table. Stand on one side and have your assistant, the “apple seller,” stand on the other side with the bag. Hold up the *all of* card and say, “I’d like to buy *all of* the apples.” Have your assistant place all of the apples in the bag and hand you the bag. Put the apples back on the table. Hold up the *a lot of* card and say, “I’d like to buy *a lot of* apples.” Have your assistant ask, “How many?” Give an appropriate number, i.e., 7 or 8, and have your assistant put them in the bag. Explain to students that this is not *all of* the apples, but it is a large number. Hold up the *some of* card and repeat the actions, but this time take only 5 or 6. Finally, hold up the *none of* card. Say, “If I want to buy *none of* the apples, will I take any? No, I won’t buy any apples.”

Place students in pairs and give each pair a whiteboard and dry erase marker.

Call out each of the following statements. If it is true of them, students should stand up. Have them look around the room and notice how many others are standing up. Then, have them sit down, speak with their partners, and write on their whiteboards *all of*, *some of*, or *none of*. Have pairs hold up their whiteboards, then create a sentence together that describes the class. For example, if half of the class stands up for the first question, students will write *some of*, and the class will make the sentence, “Some of the students in our class have a bank account.”

- Stand up if you have a bank account.
- Stand up if you have a debit card.
- Stand up if you earned money as a teenager.
- Stand up if you got a paycheck at some time in your life.
- Stand up if you spend money at the grocery store.
- Stand up if you like to save money.

TEACHER TIPS:

- *In practice, American English speakers usually pronounce the “f” in “of” with a /v/ sound, instead. Point this out to students as they repeat these phrases.*
- *For a very small class, print pictures of different kinds of people and ask questions based on the people’s characteristics, such as, “How many of them have brown hair?”*

CPA4: Information Gap – How Did They Spend Their Money?

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, "Did Anna spend money today?" Partner B will answer, "Yes, Anna spent money on clothes." 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, 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.*

CPA5: Interview – Facing Lines

Before class, write the following on a poster or a slide:

How would you spend the money?

- I would spend all of the money on...
- I would spend some of the money on...
- I would spend none of the money because....

Prepare a picture of a person who just won a contest and is holding a trophy.

In class, show the contest winner's picture and explain that this person earned \$500 in a contest. Tell students that they are going to think about what they would do if they got \$500 and could spend it on whatever they wanted.

Read the answers on the slide aloud. Explain that for the *all of* answer, they need to use all of the money (e.g., on something that costs at least \$500). For the *some of* answer, they can spend any amount of the money from \$1 to \$499. For the *none of* answer, they will say why they would not spend the money. Model the question and answer with another teacher or assistant. Reverse roles and model again, using a different answer.

Place students in two lines facing one another. Have them ask and answer the question 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: *For a small class, have students practice the dialogue in pairs, then change partners or join with another pair to practice the questions again.*

CPA6: Activity – Reading a Bank Statement

Before class, print a copy of the bank statement and a copy of the questions for each pair of students from the N2N handouts.

In class, place students in pairs and give each pair of students the bank statement. Go over the parts of the bank statement as a class, pointing out the name and address of the account holder, the meaning of withdrawal and deposit, where it shows withdrawals from checks and debit cards, the dates and how money was spent, and the balance (which you can explain as “how much money is in the account now”). Refer to the Culture Box A.

Give each pair a copy of the questions and go over a few of them as a class. Then, have students work in pairs to find the answer to each question. Go over the questions as a class.

TEACHER TIP: *So far in this lesson, students have only encountered checks as paychecks from employers. Show them an example of a personal check and explain that these may be bought from the bank to use for making payments.*

CPA7: Discussion – What Would You Do?

Before class, gather paper and a marker for each group of three to four students. Create a slide or poster with the story and categories below.

Maria has two children who are 14 and 6. She takes the bus to her work at a bakery. Someday, she would love to have her own bakery. In December, Maria will get an extra paycheck for \$1,000. This is called a “bonus.”

How Maria can use this money:

- Needs for Her Family
 - 1.
 - 2.
 - 3.

- Things She Wants
 - 1.
 - 2.
 - 3.
- Ways to Help Other People
 - 1.
 - 2.
 - 3.
- Savings
 - 1.
 - 2.
 - 3.

In class, place students in groups of three or four with a teacher or assistant, if possible. Give each group a large piece of paper and a marker. Present the story and explain the categories this way:

1. **Needs for Her Family:** How might Maria spend the money for things her family needs? (e.g., a car, clothes for her kids)
2. **Things She Wants:** How might Maria spend the money for fun? (e.g., a vacation, a new TV)
3. **Ways to Help Other People:** How might Maria give the money away to help people? (e.g., to a food pantry, to a neighbor or a relative in need)
4. **Savings:** What might Maria save the money for? (e.g., her dream of a bakery, her kids' education)

Have each group write three ideas in each category for how Maria should use the money. Then, have them try to come to a consensus on how the money should be used. If groups cannot determine one choice, they should come up with two or three top choices.

Groups will then share their ideas with the class.

CPA8: Textbook Exercise 1

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA9: Textbook Exercise 2

In class: Say the correct amount words to complete each sentence.

For homework: Write the correct amount words to finish each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Repeat the “Stand up if...” activity from CPA3 and create sentences using *all of*, *some of*, *a lot of*, or *none of*.

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

Close with prayer.

Unit 6 Review Activity

In class: For the first exercise, combine the sentences using *either...or* or *neither...nor* and read the new sentence. For the second exercise, choose *in*, *at*, or *with* to complete each sentence.

For homework: For the first exercise, complete each sentence with *either...or* or *neither...nor*. For the second exercise, write *in*, *at*, or *with* to complete each sentence.

UNIT 7: Do You Want to Go Shopping Together?

Lesson 25: I Need a Couch and a Recliner.

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

- name common household furnishings,
- use possessive pronouns.

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

Greeting/Review: Place students in pairs. Show a picture of an empty living room in a house or apartment. Ask, “What should go in this room?”

Open with prayer.

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

mine

optional

dining set

rug

lamp

furniture

couch (couches)

living room

recliner

coffee table

painting

TEACHER TIP: Tell students that **furniture** is a noncount noun. We say **furniture**, not a **furniture**.

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

A: What do you need?

B: I need a couch.

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 like your new apartment!

B: Thanks. Could you help me choose furniture?

A: Sure. What do you need?

B: In the living room, I need a couch, a recliner, and a lamp. I think a coffee table is optional, but it would be nice to have one. I also need a dining set with four chairs.

A: What about a painting?

B: That's optional, too. I don't need a painting, but I want to get one if it isn't very expensive.

A: Do you have a rug?

B: No, I don't.

A: You can have mine!

TEACHER TIP: One way to help students use correct intonation is to **build up backwards**. Start by saying the word at the end of the phrase, then add the next-to-last word, and continue until you've completed the sentence. For example, to teach "You can have mine!"

start with “mine,” then “have mine,” then “can have mine,” and then “you can have mine.” Make sure you use the same intonation on each word each time. This technique also works for teaching the pronunciation of long words, syllable by syllable.

CPA2: Game – Flyswatter Game

Before class, prepare a board with pictures of the vocabulary words. Tape it to the wall or a board or magnetize the pictures to stick to your whiteboard. Gather two flyswatters.

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

***TEACHER TIP:** For a larger class, make multiple gameboards and have an assistant lead each group.*

CPA3: Activity – I’m Looking for a Rug...

Before class, print copies of the handout on different colored papers, enough so that every student gets three rugs, and every pair or small group of students gets three rugs to share.

In class, read the last line of the dialogue. Explain to students that “mine” could be replaced with “my rug” with the same meaning. Hand out the “rugs” to students. Describe the rug that your assistant has, saying, “I’m looking for a rug that is (paper color) with _____ white circles and _____ black squares.” Who has this rug?” Have students look at their rugs and then have your assistant hold up his/her rug and say, “It’s my rug. It’s mine.” Say to the assistant, “It’s your rug. It’s yours.” Say to students, “It’s his/her rug. It’s his/hers.” Read the Grammar Box and point out the differences between the bolded words in each line, but that the words are consistent for both singular and plural nouns.

Describe a rug that a student has, saying, “I’m looking for a rug that is (paper color) with _____ white circles and _____ black squares.” Who has this rug?” Have the student answer with, “It’s mine.” Have other students say, “It’s his/hers.” Repeat this with a rug that a pair of students has, having them answer with, “It’s ours.” Have other students say, “It’s theirs.” Go around the room, describing all of the students’ rugs and having them claim them in this way.

***TEACHER TIP:** If you have a single-gendered class, print a picture of a person of the opposite sex and “give” that person a rug in order to practice all of the possessive pronouns.*

CPA4: Activity – Describe the Room

Before class, gather three pictures of living/dining rooms and print enough copies so that each pair of students has a set. If possible, print them in color.

In class, place students in pairs. Show three pictures of living/dining rooms to students and demonstrate the activity with your assistant. Have your assistant step out of the room. Choose one of the rooms to describe and tell your students which one you are choosing. Have your assistant come back and begin describing the room that you chose. Have your assistant examine the pictures and point to the picture that you are describing based on the sentences you give. When your assistant has chosen correctly, switch roles.

Give each pair of students three living/dining room pictures. Have one describe a picture while the other guesses, then switch roles and repeat several times.

***TEACHER TIP:** Magazines often feature upper-class homes with expensive furnishings. Try to find pictures from different kinds of homes so that students see a range of home furnishings.*

CPA5: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

- What furniture does everyone need to have in a home?
- What furniture is optional in a home?

In class, model the questions with another teacher or assistant. Reverse roles and model again.

Place students in two lines facing one another. Have them ask and answer the questions of each other 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:** For a small class, have students practice the questions in pairs, then change partners or join with another pair to practice the questions again.*

CPA6: Game – Possessive Pronoun Practice

Before class, print the N2N gameboard and a set of game cards from the N2N handouts for each group of three or four students. Gather enough dice to have one for each group and a gameboard marker for each student.

In class, demonstrate the game, going through a few cards to make sure students understand the idea. Students will take turns rolling the dice and moving their markers the appropriate number of spaces on the gameboard. After landing on a space, each student will draw a game card, read it aloud, and create a similar sentence replacing the underlined words with a possessive pronoun. For example, if the card says, “It’s John’s couch,” the student will say, “It’s his.”

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

CPA7: Discussion – Furniture Needs and Wants

Before class, gather pictures of living and dining rooms, enough for each group of three students to receive two or three pictures. Gather a piece of paper and a marker for each group.

In class, place students in groups of three. With your assistant, look at a few living/dining room pictures and model talking about what is in the picture. Then, write “Need” and “Optional” on the board. With your assistant, choose some items that you think of as essential to put under “Need” and some that are nice but not essential to put under “Optional.”

Give each group two or three living/dining room pictures, a piece of paper, and a marker. Have groups discuss and list 4 items that are needed and 4 that are optional in a home’s living room and dining room. After groups discuss, have them share their lists with the class.

CPA8: Textbook Exercise 1

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA9: Textbook Exercise 2

In class: Change the underlined words to be a possessive pronoun and say the sentence out loud.

For homework: Write the correct possessive pronoun for each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Have students stand in a circle. Say, "I want to buy a [piece of furniture]." Have the student to your right repeat your sentence and add a different piece of furniture. Keep going around the circle, having students continue adding furniture and repeating the sentence, until all students have spoken once or twice.

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

Close with prayer.

Lesson 26: I'd Like to Return These Items.

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

- complete a return and ask for a refund in a store,
- use *too* + adjective descriptions.

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

Greeting/Review: Show one of the living room pictures from last week's lesson. Have pairs of students describe what they see in the picture, then briefly discuss as a class.

Open with prayer.

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

receipt

refund

tag

items

blanket

hard

pillow

soft

sheet

manager

towel

TEACHER TIP: Remind students of the word **price** (Lesson 10). Show examples of tags you find on merchandise, including price tags.

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

A: What are you returning?

B: I have a blanket and two sheets.

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'm the store manager. How can I help you?

B: I ordered these items online, but I'd like to return them for a refund, please.

A: Okay. Do you have a receipt?

B: Yes, the receipt is here, and all of the items have tags.

A: What are you returning?

B: I have a blanket, a pillow, two sheets, and four towels.

A: Why are you returning them?

B: The blanket and the sheets were the wrong size. The pillow was too hard. The towels were soft, but they were the wrong color.

A: Okay, thank you for telling me. I'll give you the refund now.

***TEACHER TIP:** Explain that, in this example, Person B ordered the items online, choosing them from pictures, and had them sent by mail. He/she could not see or feel the exact items until they came, which is why they needed to be returned. Give students examples of stores that will allow you to order online and make returns in the store.*

CPA2: Game – Modified Flyswatter Game

Before class, write *hard* on one side of the board and *soft* on the other. Gather two flyswatters.

Gather the following N2N vocabulary picture cards from this book: *blanket, pillow, sheet, towel* (this lesson), *lamp, coffee table, recliner, couch* (Lesson 25), and *debit card* (Lesson 24). Also print these N2N vocabulary cards from the Intro Level: *chair* (Lesson 2), *door* (Lesson 9), *stove* (Lesson 11) and *scarf* (Lesson 14). Mix up all the cards together.

In class, place students in two teams and have one representative of each team come to the board and receive a flyswatter. Demonstrate the game. Without showing it to the students, choose a card from the stack and call out a word. They will need to hit either *hard* or *soft* to describe the item you named. If students are unsure of the item, show the vocabulary card as a hint. Have students take turns hitting the board. Give a point to the team that wins each round. The team with the most points at the end of the game wins.

TEACHER TIP: For a larger class, set up multiple games, each led by an assistant.

CPA3: Activity – Too + Adjective Phrases

Before class, gather two pillowcases: one with a standard pillow inside and one with a book inside.

Prepare slides with pictures or bring in real objects of the following:

- a person with something heavy (too heavy)
- a big item next to a small box (item is too big/box is too small)
- a small item next to a big bag (bag is too big/item is too small)
- a dirty piece of clothing or towel (item is too dirty)
- an adult next to an article of clothing for a child or baby (clothing is too small)
- some food that is no longer good to eat (e.g., overripe fruit) (food is too old)

In class, tell students, “I need to choose a new pillow. I have these two choices.” Hold up the “too hard” pillow and put your head on it, showing that it is uncomfortable. Say, “This pillow is too hard! I can’t sleep on this pillow. It doesn’t feel good!” Pass around that pillow. Then hold up the real pillow and put your head on it, saying, “Yes, I can sleep on this pillow. It is not too hard.”

Read the Grammar Box with students. Place students in pairs. Write on the board, “It’s too _____.” Show each slide or object explained above and have pairs talk together to create a sentence with *too* and an adjective to describe it. Then, say each sentence as a class.

CPA4: Activity – Reason for Return Sort

Before class, print and cut up a set of sorting strips (including headings) from the N2N handouts for each pair of students.

In class, read the Culture Box to discuss the requirements for returning items to the store. If possible, give personal examples to students of items that you have returned.

Place students in pairs and give each pair a set of sorting strips. Demonstrate the activity. Place the bolded headings side-by-side on a table. Read each strip and place it beneath the correct heading. When all pairs have finished sorting, go over the answers.

CPA5: Activity – Facing Lines

Before class, write the following questions on a poster or a slide

- What item did you return to a store?
- Why did you want to return it?
- In your country, can you return items to a store?

In class, model the questions with another teacher or assistant. Reverse roles and model again. For the first question, tell students that they may talk about an item they wanted to return if they haven't ever returned something.

Place students in two lines facing one another. Have them ask and answer the questions of each other, 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: *For a small class, have students practice the questions in pairs, then change partners or join with another pair to practice the questions again.*

CPA6: Activity – Partner Question Practice

Before class, print one copy of the A cards and one copy of the B cards for each pair of students from the N2N handouts.

In class, place students in pairs. Demonstrate the activity. One student (A) will be the manager and the other (B) will be returning an item. Student B will draw a card from the B card pile and read the information silently. Student A will draw cards one by one from the A pile and ask questions. Student B will use the information on his/her card to answer. After Student B has answered all six questions, s/he will draw another card and Student A will ask the questions again. After Student B has answered the questions for all 4 items, they will switch roles.

CPA7: Game – Return Relay

Before class, gather a box of 4 items for each team of 4 students. The items should include some of the vocabulary word items (*towel, pillow, blanket, sheet*) but could also include some clothing items. Place “tags” on each item using masking tape.

Create or gather paper receipts, one per item.

For each team, set up a store desk area on one side of the room and place a set of A cards from CPA6 on the table. Across the room, place the team’s box of items to be returned.

Write on the board, “May I speak to the manager, please?”

In class, place students in teams of four. Spend a few minutes brainstorming reasons students might give for returning the items in the boxes. Have an assistant (the “manager”) sit at each team’s “store desk.” Demonstrate the activity. Each student will take an item to be returned and a receipt, cross the room to the store desk, and ask for the manager using the sentence on the board. The assistant should say, “I’m the manager,” and then ask the questions on the A cards. The students need to give appropriate answers, then return to their team to send another student with an item to return. Each student on the team should return at least one item. The first team to return all of their items wins the game.

TEACHER TIPS:

- *If you do not have enough assistants to take the manager roles, have one student from each team take that role.*
- *For students with mobility problems, show each item and have partners role-play the return, with students generating their own reasons for returning the items.*

CPA8: Textbook Exercise 1

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA9: Textbook Exercise 2

In class: Say each sentence with a *too* + adjective phrase.

For homework: Write the *too* + adjective phrase in each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Have students stand in a circle. Toss one student a ball and ask, “Why are you returning this pillow?” Have the student give an appropriate answer (e.g., “It’s too hard”) and then ask the same question of another student. (You may need to supply the name of a different item for each question if this is difficult for students to generate.)

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

Close with prayer.

Lesson 27: Try This Cotton Shirt.

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

- identify clothing and material types and talk about trying them on,
- use reflexive pronouns.

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

Greeting/Review: Place students in pairs. Show one by one pictures of the following clothing items from the Intro Level and Level 1 vocabulary cards: Intro, Lesson 13: *skirt, dress, jacket, shirt*; Lesson 14: *boots, coat, pants, hat, scarf, gloves*; Lesson 15: *shoes, jeans, t-shirt, blouse*. Level 1, Lesson 15: *uniform*. Have pairs tell each other the names of the items and review them as a class.

Open with prayer.

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

suit

tie

belt

sweater

leather

cotton

wool

try on (tried on)

-self/-selves

fitting room

mirror

Optional vocabulary: formal, casual

TEACHER TIP: As you explain **-self**, briefly refer to the Grammar Box.

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

A: You could try this cotton suit.

B: Yes, that's nice.

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: Do you want to look at clothes with me? I need some new clothes for my interview next week, and I don't like shopping by myself.

B: Sure. What are you looking for?

A: I'm not sure. Do you think I should wear a suit and tie or just a nice sweater with pants and a belt?

B: Good question. These wool sweaters are really nice, but they might be too hot. You could try this cotton shirt.

A: Yes, that's nice. I see a black leather belt that would look good, too.

B: You should try on the clothes in the fitting room and look at yourself in the mirror before you decide.

TEACHER TIPS:

- *Tell students that "look at clothes" means to go in a store and find clothes that you like and might want to buy.*
- *Refer to the Culture Box and briefly discuss clothing that one might wear to an interview. If possible, show pictures, as well.*

CPA2: Activity – Vocabulary Match

Before class, cut apart the words and pictures from the N2N vocabulary cards for the following words: *suit, tie, belt, sweater, mirror, wool, leather, and cotton*. Have tape available.

In class, tape a word or picture to each student's back. Have students walk around and find their matches by saying the items/words on each other's backs. When students find their matches, they should sit down together. Then, pairs will make sentences with their words. Repeat the activity two or three times to give students opportunities to practice with other words.

TEACHER TIPS:

- *If your class is smaller than 16, do the activity with as many words as you have students, then repeat it with other words.*
- *For a very small class, or for students with mobility problems, give a set of words and pictures using the N2N vocabulary cards to each pair of students and have them match them, then make sentences with each word.*
- *If you do not have all of these items available, consider borrowing some from a community clothing closet. This can also be a good opportunity to let your students know about community clothing closets.*

CPA3: Activity – Reflexive Explanation and Charades

Before class, get a small hand mirror. Print and cut up the sentence strips from the N2N handouts. Write the following words on the board: *am stopping, is looking at, hurt, hurt, cut, is driving, is teaching, burned, see*.

In class, stand side by side with your assistant and hold up the mirror so that you can both see yourselves in the mirror. Say, "I see you in the mirror." (Point at yourself, then at your assistant.) "You see me in the mirror." (Point at your assistant, then at yourself.) "I see myself in the mirror." (Point at yourself for both "I" and "myself.") "You see yourself in the mirror." (Point at your assistant for both "you" and "yourself.") Tell students, "We use these words with *-self* when we are talking about the same person in both parts of the sentence." Walk around the room with the mirror, holding it in front of other students and creating other sentences, e.g., "He sees himself in the mirror. She sees herself in the mirror. You see yourselves in the mirror."

Read the Grammar Box with students. Point out that the second person plural form is "yourselves," rather than "yourself."

Place students in two teams. Demonstrate the activity. Team A will receive a sentence with a reflexive action. One or more team members will act it out. Team B will watch, then guess the sentence, using the list on the board and the reflexive word. If Team B creates the underlined

portion of the sentence correctly (the subject, verb, and reflexive pronoun), they will get a point. They may interchange “look at” and “see.” After Team A acts out their sentence and Team B guesses it, the teams will switch roles. Continue until all the sentences have been acted out.

TEACHER TIPS:

- *For a large class, divide the class in half for a total of four teams and have an assistant lead the other half of the students in the game.*
- *For single-gender groups, change the pronouns on some of the sentence strips.*

CPA4: Game – What’s in the Bag?

Before class, gather one or two of each of these items: a sweater, a tie, a belt, and items made of cotton, leather, and wool, for a total of 9 items. Each item should be concealed in opaque bags so that students cannot see what is inside but, if possible, can place a hand inside to feel the item. (For example, place a sweater inside a paper shopping bag and close the top with binder clips, leaving an opening for a hand to reach inside.) Set up 9 stations around the room and place one bag at each station along with a card numbering the station, 1–9.

Print one copy of the recording handout from the N2N handouts for each pair of students.

In class, place students in pairs and give each pair a recording handout. Demonstrate the activity. Pairs will go to each station and feel inside the bag, discuss what they think is inside the bag, and write their answer on the recording sheet beside the appropriate number.

After pairs have visited all the stations, ask students what they thought were in the bags, and then reveal the items.

CPA5: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

- What kind of clothing do people try on in the fitting room?
- What kind of clothing do you like to wear at home?
- What kind of clothing would you wear to a job interview?

In class, model the questions with another teacher or assistant. Reverse roles and model again.

Place students in two lines facing one another. Have them ask and answer the questions of each other 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 TIPS:

- *For a small class, have students practice the questions in pairs, then change partners or join with another pair to practice the questions again.*
- *If some of your students do not work, change the third question to a different setting that might be more familiar to them, such as “to a restaurant” or “to a wedding.”*

CPA6: Activity – Sales Flier Scavenger Hunt

Before class, gather catalogs from clothing stores, enough for each pair to receive one or two catalogs. Remove any images of undergarments or other personal items from the ads. Print enough Scavenger Hunt checklists from the N2N handouts to have one for each pair of students.

In class, place students in same-gender pairs. Hand each pair the Scavenger Hunt worksheet. As a class, go over each item and make sure students can identify them. Give each pair a few catalogs and have them find as many items as they can. They should either tear out or circle each item as they check it off the list. Then, have pairs identify at least 3 items that they might like to try on. Once most of the pairs have finished, have them present their findings to the class.

TEACHER TIP: Consider reusing this checklist for a field trip to find these items in a store.

CPA7: Storytelling – In the Fitting Room...

Place students in groups of four. Write on the board, “In the fitting room, I tried on...” Demonstrate the activity. The first student will say, “In the fitting room, I tried on” and say one item of clothing (e.g., a belt) The next student will repeat the first student’s sentence from memory and add another item (e.g., “In the fitting room, I tried on a belt and a wool sweater.”) The third student will repeat the entire sentence and add one more item. Have each group go around the circle at least twice. After groups have finished, allow volunteers to share their stories with the class.

CPA8: Textbook Exercise 1

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA9: Textbook Exercise 2

In class: Fill in each missing word and then read the sentence aloud.

For homework: Write each missing word to finish each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Call out commands for students to stand up if they are wearing sweaters, belts, suits, cotton, leather, or wool, or if they have mirrors.

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

Close with prayer.

Lesson 28: Nice Haircut!

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

- use vocabulary related to hair and haircuts,
- create cause and effect sentences with so.

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

Greeting/Review: Place students in groups of three. Ask them to make lists of what they do in the morning to get themselves ready for the day, e.g., get dressed, brush their teeth. Have groups share their answers with the class. If not mentioned, add in “wash your hair” and “brush your hair” as actions that some people might do.

Open with prayer.

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

hair salon

stylist

barber

style

color (v.)

haircut

curly

straight

comb (v.)

inch (inches)

so

TEACHER TIPS:

- Explain to students that the word **comb** is both a verb and a noun.
- Since many students are only familiar with the metric system, use a ruler to show the length of an inch.

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

A: Hey, nice haircut!

B: Thanks! I went to the hair salon.

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: Hey, nice haircut!

B: Thanks! I went to the hair salon yesterday. I wasn't sure which style to choose, so I asked the stylist for advice.

A: How much hair did she cut?

B: She cut four inches. It feels so different when I comb it now!

A: Your stylist does a great job with straight hair! Do you think she can cut my curly hair and color it, too?

B: Yes, you should make an appointment.

A: I'll call today. I need to make an appointment at the barber for my husband, too.

CPA2: Game – Flyswatter Game

Before class, prepare a board with pictures of the vocabulary words. Tape it to the wall or a board or magnetize the pictures to stick to your whiteboard. Gather two flyswatters.

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

TEACHER TIP: For a larger class, make multiple gameboards and have an assistant lead each group.

CPA3: Activity – Cause and Effect with So

Before class, print and cut up a set of sentence strips from the N2N handouts for each pair of students.

In class, have a conversation with your assistant, in which one of you says, “I’m thinking about getting a haircut. What style do you think I should get? I could cut it short. I could color it red. I could make it straight or curly.” Talk with your assistant for a few moments about these options.

Write this sentence from the dialogue on the board: “I wasn’t sure which style to choose, so I asked the stylist for advice.” Say, “We can use *so* to tell why something happened. I wasn’t sure which style to choose, *so* I asked for advice.” Read the Grammar Box explanation and examples.

Write on the board:

- I wanted to become a barber, *so*...
- He wanted his hair to be shorter, *so*...
- She didn’t like her gray hair, *so*...

Discuss each question as a class and have students give some potential endings to each sentence.

Place students in pairs and give each pair a set of sentence strips. Demonstrate the activity. Students will match the halves of the sentences together and read each sentence. When pairs have finished, go over answers as a whole class.

CPA4: Activity – Making a Hair Salon Appointment

Before class, print a set of A cards and B cards from the N2N handouts for each pair of students. It might help to print these on different colors of paper to make them easily distinguishable.

Write on the board:

- A:** Hello, this is the hair salon. How may I help you?
B: I’d like to make an appointment, please.
A: What’s your name?
B: My name is...
A: ...

In class, read the Culture Box to explain some cultural information about getting haircuts in the United States. Tell students that they are going to practice making a hair salon appointment on the phone. Read each of the A cards to make sure students understand what each question is asking.

Place students in pairs and give them a set of A cards and a set of B cards. Demonstrate the activity. Student A will be the receptionist at a hair salon answering the phone and Student B will be the person wanting a haircut. Student B will draw a B card with his or her preferences. The students will follow the dialogue on the board to start the conversation, and then Student A will begin drawing A cards with questions for Student B to answer. Student B will use the B card to answer the questions. After they have finished, students will switch roles, mix up the A cards, and complete the activity again with a new B card.

TEACHER TIPS:

- *If your class is advanced and it is appropriate for them, skip the B cards and allow Student B to answer the questions with their actual preferences.*
- *Find out whether there are cosmetology schools in your area that offer inexpensive haircuts and, if so, consider telling your students about them.*

CPA5: Game – Team Vocabulary Guess

Before class, create slips of paper with the vocabulary words except for so, then place them in a paper bag. Create multiple bags, one for each pair of teams playing.

In class, divide students into teams of two or three to have an even number of teams (Team A and Team B, for the purposes of the explanation). If you have more than six students, you'll need to have more than one game running concurrently. With your assistant, demonstrate the game. Draw a word from the bag. (For the purpose of the demonstration, show this word to the students.) Describe the word *without* using the word or any part of it. For example, for “inch,” one might say, “How much you cut from someone’s hair.” Your assistant should guess which word you are describing. Take a moment to explain to students that you could not use the word *inch* in any way in your description.

Have Team A draw a word and give them a few moments to quietly discuss how they will describe this word, making sure not to use any part of the word on the card. Then, have them say their clue to Team B. Team B should confer and guess the vocabulary word within three guesses. If Team B is correct, Team A will get a point since they did the hard work of creating the clue. If Team B cannot guess the word, no points are awarded. Then, have teams change roles. When all the words have been guessed, the team with the most points wins the game.

TEACHER TIP: *Make sure all of the vocabulary words are visible to students. If the game starts to get too easy, remove them.*

CPA6: Information Gap – All about Hair

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. Show students that the correct pronoun (he or she) is listed next to the name of each person. Partner A will ask, "Where did Jin go?" Partner B will answer, "He went to the barber." 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, go over the answers together, having students answer 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 – So Board Game

Before class, print the N2N gameboard for each group of three or four students. Gather one die for each group and one gameboard marker for each student.

Print and cut up a set of game cards from the N2N handouts for each group.

In class, demonstrate the game. Students will take turns rolling the die and moving their markers the appropriate number of spaces on the gameboard. With each roll, the student will draw a card with the beginning of a sentence and *so* and must finish the sentence with an ending that makes sense. Be sure to read a few of the strips and help students brainstorm possible answers. The student who reaches the end of the gameboard first wins.

TEACHER TIP: *We've been using the verb **cut** in the past tense, **cut**. In the next CPAs **cut** is used in the present tense, **cuts**. Please explain that change to your students before using the CPAs in class or assigning them for homework.*

CPA8: Textbook Exercise 1

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA9: Textbook Exercise 2

In class: Say each sentence with an ending that makes sense.

For homework: Write an ending to each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Have students close their books. Call out a sentence from CPA9 (Textbook Exercise 2) and have students tell the person next to them an appropriate ending for that sentence.

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

Close with prayer.

Unit 7 Review Activity

In class: For the first exercise, say the sentences using the possessive pronouns that go in each blank. For the second exercise, say the sentences using reflexive pronouns that complete the sentences. For the third exercise, fill in the blanks with words from the word bank and read the sentences.

For homework: For the first exercise, write the possessive pronoun that goes in each blank. For the second exercise, write the reflexive pronoun that completes the sentence. And for the third exercise, write the word that completes the sentence and read the sentences.

UNIT 8: We're Having So Much Fun!

Lesson 29: We Went Camping at the Beach.

TEACHER TIP: This lesson and Lesson 30 have similar themes and may be combined.

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

- talk about outdoor activities,
- use select *go + -ing* phrases,
- ask follow-up questions.

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

Greeting/Review: Place students in small groups and give each group a piece of paper. Show the part of the Unit 8 illustration where people are enjoying outdoor activities. Have students make lists of activities they like to do outside, then share lists as a class.

Open with prayer.

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

spend (spent) time

nature

farmer's market

sunrise/sunset

go rock climbing

go biking

go kayaking

go hiking

go fishing

go camping

TEACHER TIPS:

- *In many cultures, time is seen as something limitless. Explain to students that Americans see time as something that can be used up, just as money can be spent and used up.*
- *Tell students that **nature** is a noncount noun and give a few examples of how it is used in sentences.*
- *Consider using video clips of some of these activities. If possible, let students know about opportunities to do these activities in your area.*

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

A: What do you like to do?

B: I like to go rock climbing.

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 moved here last month and I want to spend time outside in nature.
Could you tell me what you like to do?

B: Sure! Last summer, I went rock climbing in the mountains with my family. We also went to the farmer's market, went kayaking, and went fishing.

A: That sounds fun! What did you do in the fall?

B: In the fall, my friends and I went camping.

A: Where did you go camping?

B: We went camping at the beach. We got up early in the morning and watched the sunrise.

A: Oh, I love sunrises. What did you do in the spring?

B: Every Saturday, I went biking or hiking with a friend.

CPA2: Game – Charades

Before class, print the N2N vocabulary cards for this game, removing *spend time*.

In class, divide students into two teams. Model with an assistant: Have teams take turns sending one or more team members to the front where s/he will receive a card and act it out. The team members must shout out the word. If they get the word within 30 seconds, give them a point. If not, the other team may guess.

TEACHER TIP: *As students become more familiar with the vocabulary words, they will guess faster and faster. To make it more challenging, consider setting a timer for each round that is a few seconds shorter than the previous round.*

CPA3: Activity – This or That

Before class, for each pair of students, create and cut up a set of word slips with the following phrases: *go biking, go kayaking, go hiking, go camping, go rock climbing, go fishing, spend time in nature, go to the farmer's market, watch the sunrise, watch the sunset*.

In class, say, “We can use *go* and a verb ending with *-ing* to talk about something that we will do when we are going to a place and moving our bodies. When I say, ‘I go biking on Saturdays,’ I am not biking in my home. I am outside and I am moving.” Read the Grammar Box and give a few other examples using other *go + -ing* verb phrases.

Place students in pairs. Write on the board, “Do you want to _____ or _____, and why?” Demonstrate the activity. One partner should flip over two of the word slips and make the sentence, putting each phrase in the blanks. The other person should choose the activity s/he would like to do, saying, “I want to _____ because _____.” You may need to demonstrate this a few times to explain the “and why” part of the question and “because” part of the answer.

Have students switch roles and repeat. After they have gone through all of the word slips, they should mix them up, then go through them again.

TEACHER TIP: *Your students may not have experienced all of these activities. Let them know that it's okay to answer that they want to do something even if they aren't sure if they'd like it.*

CPA4: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

- How did you like to spend time when you were a child?
- How do you like to spend time here?
- Do you enjoy spending time in nature? Why?

In class, model the questions with another teacher or assistant. Reverse roles, and model again, using different options.

Place students in two lines facing one another. Have them ask and answer the questions of each other 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:** For a small class, have students practice the questions in pairs, then change partners to practice the questions again.*

CPA5: Information Gap – What Are They Doing?

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, "What is Will going to do?" Partner B will answer, "He's going rock climbing." **Important:** Show students that they must use the answers in the first column to create the questions for the second column.

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 complete sentences.

***TEACHER TIP:** It may be helpful to show the handout in a larger size as you demonstrate how to do this activity.*

CPA6: Interview – Find Someone Who...

Before class, print a copy of the N2N handout for each student.

In class, give a handout to each student and demonstrate how to use the statements on the lines to form questions. Demonstrate the activity. Students will stand up and mingle. Each student will ask another student, “Do you ever _____?” If that student says, “Yes,” s/he will write his/her name on the line. Then, they will move on to asking another question to another student. **Note:** *Explain that “ever” means that the person has done it at least one time in his/her life.*

The first student who fills up his/her sheet with different names is the winner. That student should go through the list and read each name with the statement, e.g., “Sarah goes hiking. Joe goes to the farmer’s market.”

TEACHER TIP: *For a small class, rewrite each statement as a question (“Do you ever go kayaking?”) and put each one on strips. Have students sit in pairs and take turns drawing slips and asking one another the questions.*

CPA7: Activity – Asking Follow-Up Questions

Before class, write the dialogue on a slide or poster.

Write on a slide or the board:

- How does your family spend time during holidays?
- Where do you spend time in nature?
- When did you watch the sunset?

In class, read the Culture Box.

Show the dialogue on the board. Ask, “What questions did the person ask in the dialogue?” Have students help identify questions that were asked in the dialogue and underline the question words.

Place students in pairs. Make sure that each pair has a book open to the Culture Box. Demonstrate the activity, going through questions and possible answers several times. Partner A will choose one question to ask from the slides and Partner B will answer. Partner A will ask two follow-up questions, using the book to help. Then, partners will switch roles.

If you have more time, change pairs and have them repeat the activity.

CPA8: Textbook Exercise 1

In class: Read each sentence and then ask a question about it.

For homework: Read each sentence and write a follow-up question for each sentence.

CPA9: Textbook Exercise 2

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Stand in a circle. Toss a ball to a student and say, "What do you want to do this summer?" Have the student answer using a word from the lesson, then toss the ball to another student and repeat the question until all students have answered.

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

Close with prayer.

Lesson 30:

What Are You Doing for the Long Weekend?

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

- talk about free time activities,
- make, accept, and refuse invitations,
- use verb phrases with *go*, *go on*, and *go to*.

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

Greeting/Review: Show the activity vocabulary cards from Lesson 29 and have students tell partners whether or not they like to do each activity.

Open with prayer.

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

museum

play (n.)

concert

festival

ballgame

road trip

go bowling

go out to eat

have plans

long weekend

TEACHER TIP: Tell students about activities in your area, especially those that are free or low-cost, and consider inviting them to go with you.

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

A: What are you doing for the long weekend?

B: We're going to a museum.

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 each 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 are you doing for the long weekend?

B: We're going on a road trip. We'll go to a festival on Friday. On Saturday, we'll go to the history museum and then go bowling.

A: That sounds great!

B: Did you make plans for the weekend? Do you want to come with us?

A: I don't have plans now. I'd love to come! That sounds like a lot of fun.

Dialogue 2:

A: What're you doing for the long weekend?

B: My friends and I are going out to eat and then going to a ballgame on Friday night. After the game, there will be a concert at the ballpark. Do you want to come with us?

A: Thanks, but I have plans. My brother and I are going out to eat on Friday, too. Then we're going to a play.

CPA2: Activity – Vocabulary Practice

Before class, gather a whiteboard and dry erase marker for each pair of students.

Prepare slides or pictures with the following words and photos. If possible, make multiple slides of some pictures for extra practice.

- photo of people going out to eat; “They’re going _____.”
- photo of people at a concert; “They’re going to _____.”
- photo of people at a festival; “They’re going to _____.”
- photo of people bowling; “They’re going _____.”
- photo of people at a baseball game; “They’re going to _____.”
- photo of people at a play; “They’re going to _____.”
- photo of people at a museum; “They’re going to _____.”
- photo of people on a road trip; “They’re going on _____.”

In class, place students in pairs and give each pair a whiteboard and dry erase marker. Show each slide/photo with the sentence starter. Have pairs talk together to name the vocabulary word in the picture and write it on their boards, then hold them up. Reveal the correct answer, then have the whole class say the sentence together.

TEACHER TIP: Words that often go together are called “collocations.” The “go on” and “go to” phrases in this lesson are an example of these kinds of phrases. While there are often patterns to how these phrases are used, students will ultimately just need to memorize which words go together. Activities like this one help them to practice saying the words together, which is the first step to memorizing them.

CPA3: Activity – Go Phrase Sort

Before class, print and cut up a copy of the N2N handout, including the headings, for each pair of students. Place each set of strips in a bag or paper clip together.

In class, read the Grammar Box with students. Explain that each of the verb phrases (*go*, *go on*, and *go to*) are used with different kinds of actions, and students will need to learn which ones go together.

Place students in pairs. Give each pair a set of strips and demonstrate how they should sort each phrase strip under the appropriate verb phrase heading, then make a sentence out loud with them.

Once students have sorted all the phrases, go over them together as a class.

CPA4: Game – Invitation Board Game

Before class, print a N2N gameboard and the two N2N handouts for each pair of students. One handout contains sets of slips to be cut up for each pair; the other, with die faces, should be given whole, one per pair. Gather one die for each pair and one gameboard marker for each student.

In class, read the Culture Box and explain how Americans politely accept or refuse invitations to do activities.

Demonstrate the game. One student will draw a slip and invite the other student to do an activity. The other student will roll the die and give the answer indicated on the handout for that number. Then, the student may move his/her game marker the appropriate number of spaces on the gameboard.

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

CPA5: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

- What do you do on long weekends?
- What plans do you have for the next long weekend?

In class, model the questions with another teacher or assistant. Reverse roles and model again.

Place students in two lines facing one another. Have them ask and answer the questions of each other 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:** For a small class, have students practice the questions in pairs, then change partners or join with another pair to practice the questions again.*

CPA6: Interview – Find Someone Who...

Before class, print a copy of the handout from the N2N handouts for each student.

In class, give a handout to each student and demonstrate how to use the statements on the lines to form questions. Demonstrate the activity. Students will stand up and mingle. Each student will ask another student, “Do you have plans this weekend?” If that student says, “Yes,” s/he will write his/her name on the line. Then, they will move on to asking another question to another student.

The first student who fills up his/her sheet with different names is the winner. That student should go through the list and read each name with the statement, e.g., “Sarah has plans this weekend. Joe goes to festivals.”

TEACHER TIP: *For a small class, rewrite each statement as a question and put each one on a strip. Have students sit in pairs and take turns drawing slips and asking one another the questions.*

CPA7: Problem Solving – Road Trip Plan

Before class, write this problem on a slide or poster for students to see during their discussion:

Next weekend will be a long weekend. Your group has decided to go on a road trip together. What will you do? Make a list of 5 things you'd like to do on your road trip.

In class, place students in groups of three and give each group a piece of chart paper and a marker. Read the problem to the groups and make sure they understand what they will need to do. Have groups make lists of what they will do on their long weekend.

Once groups have made their lists, have each group present their lists. Ask each group, “What plans do you have for the long weekend?”

CPA8: Textbook Exercise 1

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA9: Textbook Exercise 2

In class: Say each sentence with *go*, *go on*, or *go to*.

For homework: Write *go*, *go on*, or *go to* in each sentence and then read the sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Have students stand in a circle. Ask them to choose one or more vocabulary items from the lesson that they'd like to do in the upcoming season. Toss a ball to a student for him/her to answer, then have him/her toss it to another student and repeat until all students have answered.

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

Close with prayer.

Lesson 31: We Want to Celebrate!

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

- talk about celebrations,
- use select phrasal verbs.

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

Greeting/Review: Place students in small groups. Show students one or more pictures of an American family and friends celebrating together (e.g., birthday parties, baby showers, etc.). Have students discuss in groups: What do you see? What are they doing?

Open with prayer.

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

grapes

strawberry (strawberries)

cookies

banner

invitation

celebrate

decorate

set (set) up

find (found) out

join in

Optional vocabulary: potluck

TEACHER TIPS:

- *Explain to students that **set up**, **find out**, and **join in** are verbs that use both words. Give examples of sentences that can use these verbs and show that **up**, **out**, and **in** remain with the verbs.*
- *Help students understand that **set up** is used when items need to be unfolded, put in order, or put together. **Find out** is used when we learn things.*

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

A: Can I join in?

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: We found out that our friend got a new job! We want to celebrate with him. I'm planning a party.

B: Can I join in? I love parties!

A: Sure. I'm going to make a fruit salad with bananas, strawberries, and grapes. Melanie will bring cookies and send invitations. Mike will set up tables and chairs. Could you buy banners to decorate the room?

B: Sure! I'm happy to do that!

CPA2: Game – Flyswatter Game

Before class, prepare a board with pictures of the vocabulary words. Tape it to the wall or a board or magnetize the pictures to stick to your whiteboard. Gather two flyswatters.

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

TEACHER TIP: For a larger class, make multiple gameboards and have an assistant lead each group.

CPA3: Activity – Phrasal Verb Introduction

Before class, gather a whiteboard and dry erase marker for each pair of students.

Write each sentence on a slide or the board:

- James will _____ if he got the new job tomorrow.
- Luisa can't _____ her phone.
- Lily _____ the cup on the table.
- Mike needs to _____ their new dining set.
- Aaron _____ that he lost his job.
- Harriet _____ her house for the party.
- Meg _____ the plates on the table for dinner.
- Bryan _____ a lost dog on the road.

In class, write the word *find* on the board. Make a few sentences using *find*, e.g., “I’m trying to find my keys.” Then, write *out* after *find*. Make a few sentences with *find out*, e.g., “I will find out my grades in the class tomorrow.”

Write the word *set* on the board. Make a few sentences using *set*, as in “to place something somewhere,” e.g., “I set this pencil on the table.” Then, write *up* after *set*. Make a few sentences with *set up*, e.g., “I will set up the chairs.”

Tell students, “English has some verbs called ‘phrasal verbs.’ These have a word added to them that changes what they mean.” Read the Grammar Box.

Place students in pairs and give each pair a whiteboard and dry erase marker. Write *set*, *set up*, *find* and *find out* on the board. Show each sentence and have pairs decide which verb should be used and write it on their board. Once all students have held up their boards, give the answer and have students say the sentence together with you.

TEACHER TIP: Learners of English must memorize each phrasal verb. Avoid teaching multiple phrasal verbs with the same root at once, e.g., *set up*, *set down*, *set apart*, etc., as this is very difficult for learners.

CPA4: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

In your country...

- Where do you have a birthday party?
- Who can join in?
- How do you set up?
- How do you decorate?
- Do you send invitations?

In class, model the questions with another teacher or assistant. Reverse roles and model again. Make clear that these questions are all about the students' home countries/cultures.

Place students in two lines facing one another. Have them ask and answer the questions of each other 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 TIPS:

- *For a small class, have students practice the questions in pairs, then change partners or join with another pair to practice the questions again.*
- *You may have students who do not celebrate birthdays or holidays. If so, change the prompt to be about parties in general.*

CPA5: Interview – Find Someone Who...

Before class, print a copy of the handout from the N2N handouts for each student.

In class, give a handout to each student and demonstrate how to use the statements on the lines to form questions. Make sure that students understand what each statement means. Demonstrate the activity. Students will stand up and mingle. Each student will ask another student, "Do/Did you _____?" If that student says, "Yes," s/he will write his/her name on the line. Then, they will move on to asking another question to another student.

The first student who fills up his/her sheet with different names is the winner. That student should go through the list and read each name with the statement, e.g., "Sarah likes to eat strawberries. Joe got an invitation in the mail to a party."

TEACHER TIP: *For a small class, rewrite each statement as a question and put each one on a strip. Have students sit in pairs and take turns drawing slips and asking one another the questions.*

CPA6: Information Gap – Planning a Party

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, "What will Zeb do?" Partner B will answer, "He will set up tables." 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, go over the answers together, having students answer 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: Problem Solving – Party Planning

Before class, gather a piece of paper and a marker for each group of three or four students. Write the following prompt on a slide or poster for students' reference:

You're planning a birthday party for a friend. What kind of party will you have? What do you need to do? (*decorate, send invitations, make food, set up*)

In class, place students in groups of three or four and give each group a piece of paper and a marker. Read the Culture Box and clarify anything that is unclear to students.

Read the problem prompt to students, then have groups create their party plans. Make sure they address each of the items in parentheses in the prompt. When groups are finished, have them share their plans with the class.

TEACHER TIP: *Consider working in teams to make a real plan for an end-of-the-year party, instead.*

CPA8: Textbook Exercise 1

In class: Say five things you need to do to have a party.

For homework: Write a list of five things you need to do to have a party.

CPA9: Textbook Exercise 2

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing vocabulary words and read the story together.

For homework: Write the missing vocabulary words in the blanks and then read the story.

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

Closing: Place students in pairs and tell them that they are planning a party for tomorrow. Have pairs name 3 important things that they need to do before the party.

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

Close with prayer.

Lesson 32: I Prefer Serious Movies.

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

- discuss preferences for movies,
- identify words that are opposites.

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

Greeting/Review: Place students in pairs. Show a picture of a movie theater screen and a picture of a TV. Have students discuss these questions: Do you go to the movies or watch TV? What do you like to watch? Have students volunteer to share their answers.

Open with prayer.

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

prefer (preferred)	action movie
documentary (documentaries)	silly
drama	serious
comedy (comedies)	boring
animation	scary

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

A: What kind of movies do you like?

B: I prefer dramas.

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: What did you think about the movie?

B: I thought it was going to be a scary movie, but it was silly! I didn't like it.

A: Oh, really? I thought it was great! What kind of movies do you like?

B: I usually prefer serious movies. I like dramas and action movies.

A: I prefer comedies and animations. I like documentaries, too.

B: Ugh! Documentaries are too boring for me.

A: I can see that we have different ideas about movies!

TEACHER TIPS:

- Explain that “ugh” is a sound someone might use to show dislike. Use an appropriate facial expression.
- Explain that phrases with “I...see” sometimes mean “I understand.”

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, except for *prefer*, using the N2N vocabulary cards. Have students write one word on each card, then arrange the cards in a 3x3 grid on the table in front of them. Make sure that each student is seated near another student to create a sentence together, though they will play the game individually.

One at a time, call out vocabulary words while showing each picture. Students should find that word and flip the card over. Have each pair of students create a sentence with the word. 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 over.

CPA3: Activity – What's the Opposite?

Before class, print and cut the strips from the N2N handout. Take out as many strips as you have pairs of students in the class, plus three or four more. Write those sets of words on the board.

Gather a whiteboard and dry erase marker for each pair of students.

In class, read the Grammar Box. Identify the words in the box in the dialogue and explain that the people in the dialogue like opposite things; one likes silly movies and the other likes serious movies.

Place students in pairs and give each pair of students a whiteboard, a marker, and a strip with two opposite words. Demonstrate the activity with your assistant. Look at your strip and confer privately, then act out the words. Ask students to identify what opposite words you were acting out from the words on the board. Have pairs speak together, write their answers, and hold them up. Give a point to each pair of students that guesses correctly. Continue the activity, having pairs act out their words and other pairs guess the words.

If desired, repeat the activity with new sets of words.

TEACHER TIP: *For a very small class, print and cut up (on both horizontal and vertical lines) the handout for each pair of students. Have pairs match the opposite words and make a sentence for each word.*

CPA4: Game – Charades

Before class, prepare two sets of cards. One set should include the vocabulary movie genres: *documentary, drama, comedy, and action movie*. The other set should include the adjectives: *silly, serious, boring, scary*.

In class, divide students into two teams. Model with an assistant. Teams take turns sending one or two team members to the front to take a card from each set and act it out. The team members guess the words. If they get the words within 30 seconds, they get a point. If not, the other team may guess.

TEACHER TIP: *As students become more familiar with the vocabulary words, they will guess faster and faster. Consider setting a timer for each round that is a few seconds shorter than the previous round.*

CPA5: Interview – Facing Line

Before class, write the following questions on a poster or a slide:

- Do you prefer dramas or animations? Why?
- Do you prefer action movies or comedies? Why?
- Do you like documentaries? Why?
- What is your favorite kind of movie?

In class, model the questions with another teacher or assistant.

Place students in two lines facing one another. Have them ask and answer the questions of each other 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 TIPS:

- *These questions may take more time. For a larger class, break the facing lines up into shorter lines so that there is plenty of time for students to answer each question.*
- *For a small class, have students practice the questions in pairs, then change partners or join with another pair to practice the questions again.*

CPA6: Information Gap – Movie Preferences

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, "What kind of movies does Lenas prefer?" Partner B will answer, "She prefers dramas." 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, go over the answers together, having students answer 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: Problem Solving – Which Movie Should We Watch?

Before class, print a copy of the N2N handout with movie descriptions for each student. Give each group a piece of paper and a marker.

Write on the board:

- This movie sounds interesting to me because...
- This movie doesn't sound interesting to me because...

In class, place students in groups of three or four. If possible, have an assistant with each group. Give each student a movie list. Have students take turns reading the movie descriptions out loud. Tell students, "Sometimes, you want to watch a movie with some friends, but you all prefer different kinds of movies. Talk together about what you like and don't like about each movie, using the sentence starters on the board. After you talk, put the movies in order of which movies your group prefers to watch the most and which movies your group prefers to watch the least." Make a list numbered 1-5 on the board and demonstrate how students will write each movie title on that list based on their preferences as a group.

Then, have them order their preferences of movies and share their lists with the class.

TEACHER TIP: *If students ask, tell them that these are not real movies.*

CPA8: Textbook Exercise 1

In class: Say the opposite word to complete each sentence.

For homework: Write the correct opposite word in each sentence.

CPA9: Textbook Exercise 2

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Call out, “Stand up/raise your hand if you prefer _____,” substituting the vocabulary words.

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

Close with prayer.

Unit 8 Review Activity

In class: For the first exercise, fill in the blanks with the correct vocabulary words and read the sentences. For the second exercise, using the word bank, fill in the blanks with the correct opposite meaning words in the sentences and then read the sentences.

For homework: For the first exercise, write each vocabulary word that completes each sentence. For the second exercise, write the word with the opposite meaning that completes each sentence.

UNIT 9: We're Going on a Trip.

Lesson 33: I Booked Tickets and Packed My Luggage.

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 air travel,
- use *before* and *after* to talk about steps in travel.

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

Greeting/Review: Show a few pictures of the inside and outside of an airport. Ask students to discuss in pairs what they know about this location.

Open with prayer.

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

airport

flight

layover

gate

passport

luggage

book tickets

stay

pack

stressed

TEACHER TIP: Tell students that **luggage** is a noncount noun, so we say “some luggage,” not “a luggage.” Create several sentences as examples of this.

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

A: Are you ready for your trip?

B: Yes. I booked tickets.

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 to be off next week. My best friend's husband is in the hospital, so I'm going to stay with their children.

B: That's very kind of you. Do you need help with anything?

A: No, thank you. I think I am ready. I booked tickets, got my passport, and packed my luggage.

B: Do you know how to find your gate at the airport? I always feel stressed finding the gate.

A: I have a long layover before my second flight, so I will have time to find the gate. After that, I'll be able to relax.

TEACHER TIP: Explain to students that “I’m going to be off” means that the person will not go to work, as in **day off** in Lesson 21.

CPA2: 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.*

CPA3: Activity – Describing Pictures

Before class, gather, print, or create slides with pictures of at least three of the following scenes:

- People packing luggage
- People in an airport at a check-in desk getting their luggage checked
- People running through an airport and/or looking stressed
- People sitting at an airport gate
- People boarding a flight (may be showing tickets and passports)

In class, place students in pairs. Read the Culture Box together.

Show one of the pictures and ask, “What do you see in this picture? Talk about it together, using the vocabulary words.” Give students time to talk in pairs, then have a small group or whole class discussion for students to share what they noticed. Repeat with the other pictures.

TEACHER TIPS:

- *Show the pictures in the chronological order of a typical trip. This will help students in the next activity.*
- *If needed, add in air travel details that might be important for your students to know.*

CPA4: Activity – Ordering Steps

Before class, print, cut up, and mix up a set of the sentence strips from the N2N handout for each pair of students.

In class, place students in pairs. Demonstrate the activity. Read two of the sentence strips from the set. Discuss them with your assistant and determine what happens first and what happens second (*before* and *after*). Draw another strip and place it in the order. Give each pair a set of sentence strips and have them put the sentences in order.

Once pairs have ordered their strips, discuss them as a class. The correct order is:

- I book tickets for a trip.
- I pack my luggage and go to the airport.
- I show my passport to the airport workers and give them my luggage.
- I find my gate.
- I show my passport and boarding pass to the airport workers to get on my flight.
- I fly to a different airport. I have a layover there.
- I take a second flight.
- I leave the airport and go to the place where I will stay.

Take two sentences and create *before* and *after* statements with them. For example, “Before I get on the flight, I find my passport.” “After I book tickets, I pack my luggage.” Have pairs speak together to create 3 *before* and 3 *after* sentences. Allow volunteers to share their sentences with the class.

CPA5: Game – Before/After Board Game

Before class, print a copy of the N2N gameboard. In each box, write one of the following phrases:

- book tickets
- pack luggage
- go to the airport
- have a layover
- find a place to stay
- get your passport
- get on your flight
- find your gate
- feel stressed

Make a copy of this gameboard for each group of three or four students. Gather a die for each group and a game marker for each student. Write on the board: Before: 1, 2, 3. After: 4, 5, 6.

In class, place students in groups of three or four. Demonstrate the activity. Each student will roll the dice and move his/her game marker to the appropriate space. If the student rolls a 1, 2, or 3, s/he will tell something to do *before* the item listed in the space. If the student rolls a 4, 5, or 6, s/he will tell something to do *after* the item listed in the space. Give several examples of each of these.

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

CPA6: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

When you travel...

- What makes you feel stressed?
- What do you usually pack?
- Where do you stay?

In class, model the questions with another teacher or assistant, starting each question with “When you travel...” Reverse roles and model again.

Place students in two lines facing one another. Have them ask and answer the questions of each other 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: *For a small class, have students practice the questions in pairs, then change partners or join with another pair to practice the questions again.*

CPA7: Activity – Airport Task Relay

Note: *This activity will require more preparation work. Consider asking someone to volunteer to help with this and, if possible, setting it up in a different room.*

Before class, print a copy of the Travel Checklist from the N2N handouts and cut it apart, giving one list to each group of two to four students.

Prepare the following stations in various locations around the room, not in the order below. Each station should have a sign identifying it.

1. **Plan Your Trip:** Just have a sign. This is where students will start.
2. **Find a Place to Stay:** Have some printed hotel listings here, one per group.
3. **Book Tickets:** Have slips of paper here that say “Tickets,” enough for each student to have one.
4. **Get Your Passport:** Have slips of paper that say “Passport,” enough for each student to have one.
5. **Pack Your Luggage:** Have some bags here with clothing that can be placed inside each one, with one bag per group. (Don’t pack the bags.)

6. **Go to the Airport:** Have a paper that has each group's number and a box next to it so that students can check off when their groups arrive.
7. **Check Luggage:** Have students leave their "luggage" bags here.
8. **Show Passports and Tickets:** Have an assistant here who will look at these items.
9. **Find Your Gate:** Have a few signs with gate numbers on them. Write different group numbers under each gate. Students will sit at their gates; this is the ending point.

***TEACHER TIP:** If desired, reduce the number of stations by combining 2 and 3, 4 and 5, and/or 7 and 8. If you do so, create a new checklist or instruct students to check both boxes when they complete that station.*

In class, divide students into groups of two to four. Show students the locations around the room and give a brief explanation of what they will need to do at each location.

Tasks:

- **Plan Your Trip:** Start here and decide where your group wants to travel. Write it on your checklist.
- **Find a Place to Stay:** Choose a hotel where you'd like to stay. Take the paper with you.
- **Book Tickets:** Take a ticket for each student.
- **Get Your Passport:** Take a passport for each student.
- **Pack Your Luggage:** Put some clothing in a bag. Take the bag with you.
- **Go to the Airport:** Check your group number off the list when you arrive.
- **Check Luggage:** Leave your luggage.
- **Show Passports and Tickets:** Show your documents to the assistant.
- **Find Your Gate:** Find the gate number that has your group number on it. Sit there.

Give each group their checklists. Tell groups that the lists are not in the same order. Have groups start at "Plan Your Trip" and tell them that they should decide where they want to travel. Then, have them move around the room, checking off each box as they complete the tasks.

When all groups have finished and are at their gates, discuss, "Did you feel stressed? Did you know what to do?"

CPA8: Textbook Exercise 1

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA9: Textbook Exercise 2

In class: Say what will happen either *before* or *after* each sentence.

For homework: Write a sentence to tell what will happen either *before* or *after* each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks and then read the story.

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

Closing: Call out the beginning of a sentence describing one of the vocabulary words and have students shout out the answer. For example, "I'm going on a trip and I need to pack my _____."

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

Close with prayer.

Lesson 34: How Was Your Vacation?

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

- describe travel experiences,
- use descriptive adjectives.

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

Greeting/Review: Place students in pairs. Have pairs discuss: If you could go on a trip now, where would you go? What would you take with you?

Open with prayer.

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

check in/check out (v.)	thin
take (took) a tour	suitcase
terrible	attraction
perfect	vacation
thick	resort

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

A: Tell me about your vacation.

B: It was terrible.

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: Tell me about your vacation.

B: It was terrible. We both got sick! We planned to take a tour and visit some attractions, but we checked in and went to sleep in the hotel. Well, we tried, but we weren't able to sleep. The walls in our room were too thin and we could hear the neighbors' TV.

A: Oh, I'm so sorry.

B: How was your vacation?

A: Actually, it was perfect! Our resort was beautiful. We had dinner on a boat one night! We were sad to check out.

B: Wow, that's great! Did you have any problems?

A: Yes, we had one problem. Our suitcases were too thick to fit under the seats on the plane, so they went under the plane. Then, the suitcases got lost, but the airport returned them to us the next day.

B: Well, I guess no one's vacation is perfect!

TEACHER TIP: Tell students that “I guess” is like saying “I think.”

CPA2: Game – Flyswatter Game

Before class, prepare a board with pictures of the vocabulary words. Tape it to the wall or a board or magnetize the pictures to stick to your whiteboard. Gather two flyswatters.

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

TEACHER TIP: For a larger class, make multiple gameboards and have an assistant lead each group.

CPA3: Information Gap – On Their Vacation

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, "What was perfect for Boris?" Partner B will answer, "The resort was beautiful." 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, go over the answers together, having students answer 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.*

CPA4: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

If you could take any vacation you wanted...

- Would you want to go to a resort or a city? Why?
- What attractions would you want to see?
- What would you pack in a suitcase?

In class, model the questions with another teacher or assistant. Reverse roles and model again.

Place students in two lines facing one another. Have them ask and answer the questions of each other. 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: *For a small class, have students practice the questions in pairs, then change partners or join with another pair to practice the questions again.*

CPA5: Activity – Descriptive Adjective Brainstorm

Before class, gather pictures of at least four potential vacation spots from travel websites and other sources.

In class, place students in groups of three or four and give each group a piece of paper. Show one of the pictures and brainstorm words that describe the picture, e.g., *perfect, great, sunny, warm, fun, busy, interesting*.

Show the other pictures one at a time and have groups brainstorm lists of descriptive words, then share with the class. To make this competitive (optional), give points for all words brainstormed or just for words that only one pair named.

TEACHER TIP: Have students keep their lists to use in CPA6.

CPA6: Activity – Vacation Commercial

Before class, print pictures of potential vacation spots. Have enough for each group of three students to choose a picture, with a few additional options.

In class, keep students in the same groups of three from CPA5 and give each group a piece of paper. Have them keep out their papers from CPA5, as well. Tell students, “You are going to be salespeople. You are selling tours and vacations. Your group will choose one place and tell us why we should choose to go there.”

With your assistant, demonstrate the activity. Choose one of the travel pictures and discuss it, using words from CPA5 and others. Make notes on the board showing how you will advertise this place for a vacation. Present a short “commercial” about why students should choose this place.

Have students work in their groups to plan their commercials and then have them share with the class. To make this competitive, have students vote on which location they most want to visit after watching all the commercials.

TEACHER TIPS:

- *If you chose not to do CPA5, brainstorm as a class and write words on the board before continuing this activity.*
- *As students work, walk around and offer help as needed.*

CPA7: Storytelling – My *Perfect, Terrible* Vacation

Before class, gather a die for each group of three or four students. Write on the board: “1, 2, 3: Perfect. 4, 5, 6: Terrible.” Also, write, “On my vacation...”

In class, place students in groups of three or four and give each group a die. Demonstrate the activity. One person will roll the die. If the person rolls a 1, 2, or 3, s/he must say a “perfect” thing to happen on vacation, e.g., “We ate at a great restaurant. We went on a walk. We swam in the ocean.” If the person rolls a 4, 5, or 6, s/he must say a “terrible” thing to happen on vacation, e.g., “We got sick. We got lost. It rained all day.” After one student says his/her sentence, the next student must repeat that sentence, then roll the die and add a new sentence to the story. The third student must repeat the two previous sentences before adding a sentence, and so on. The group should continue until each person has added two sentences to the story.

Afterwards, groups should share their stories with the class.

CPA8: Textbook Exercise 1

In class: Say each sentence with the word that makes sense.

For homework: Circle the word that makes sense in each sentence.

CPA9: Textbook Exercise 2

In class: Say the correct vocabulary words to finish each sentence.

For homework: Write the correct vocabulary words to finish each sentence.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks then read the story.

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

Closing: Hold up the vocabulary picture cards and have students say each vocabulary word, then make a sentence with the word with a partner.

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

Close with prayer.

Unit 9 Review Activity

In class: Review the words in the word box and use them to complete the sentences. Read the sentences.

For homework: Write the correct word or words in the sentences and read the sentences.

***TEACHER TIP:** 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!*

