

# What does Confidence and Connections offer?



- ❖ Affordability and Accessibility (student book \$13.00, teacher book \$21.00)
- ❖ Easy: designed for volunteers with little teaching experience, and equally wonderful for seasoned teachers
- ❖ Levels Intro to 5 (low beginning to high intermediate)
- ❖ Two books per level (Left and Right) allow for multiple enrollment opportunities
- ❖ 16 Lessons per book
- ❖ Two Progress Checks (Lesson 8 and 16)
- ❖ [Free placement test](#)
- ❖ Field Trip (adaptable for online classes)



Curriculum Information:  
<https://intercambio.org/resources-and-training/adult-esl-curriculum/>

# Lesson Overview

The collage displays various components of the lesson:
 

- WHAT'S HE LIKE?:** A page with a photo of a man and a woman, followed by a listening exercise and a vocabulary list.
- VOCABULARY PRACTICE:** A section with a grid of words and corresponding images for identification.
- LISTENING:** A section with a photo of a person and a listening exercise.
- GRAMMAR PRACTICE:** A section with multiple-choice questions and a writing prompt.
- REAL LIFE: YOUR LIFE:** A section with a photo of a family and a writing prompt about family members.
- HOMEWORK:** A section with a writing prompt and a conversation exercise.
- CONNECT WITH CONVERSATION:** A section with a writing prompt about family and friends.

- ❖ 6 pages of a cycle of learning using the “4 skills” plus vocabulary, pronunciation, and grammar
- ❖ The first three pages build the foundation
- ❖ The next two pages scaffold to **intercultural exchange and mutual learning**
- ❖ The final page offers reinforcement through homework
- ❖ Each lesson intended to be completed in a 90-minute to 2-hour time frame

Level 2 RIGHT

# How does *Confidence and Connections* build relationships?

## Growing Together

Participants build the skills and confidence to communicate across language barriers and foster genuine connections.



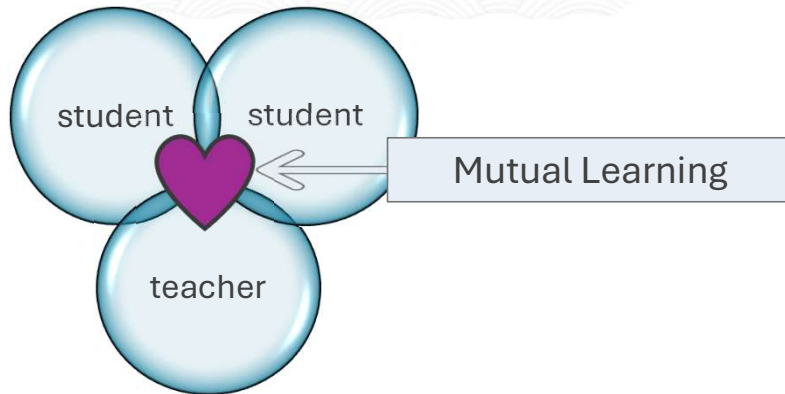
### CULTURE TIP

In the US, it can be considered illegal to leave children home alone or in a car under a certain age. What are the rules for parents in your native country?



### CONNECT WITH CONVERSATION

Talk with a partner about your families and friends.



We enhance belonging and confidence by opening doors for ALL participants to share **experiences, knowledge, and perspectives.**

- Student to Student (group classes)
- Student to Teacher
- Teacher to Student

# Teacher Book

- ❖ The Teacher Book is simple to use and make classes engaging and effective
- ❖ The Lead Page contains:
  - ❖ objectives
  - ❖ suggested materials
  - ❖ useful notes
  - ❖ listening transcript
- ❖ Adaptable to online learning
- ❖ Teaching Strategies and additional engagement and expansion activities in the back of the Teacher Book

## L1 WHAT'S HE LIKE?

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

- Talk about their family members
- Talk about what their family members look like and are like

**What to expect?**

This is the first day, so don't be discouraged if students can't answer questions or don't say much. Praise whatever they are able to provide. Model everything. Use gestures. Use the board, and have them use the board with you. Be careful in a group setting to not gauge your teaching level on one talkative student—especially for the first two lessons.

**What to bring to class:**

- Table tents or name tags for student names
- OPTIONAL: photographs of people in your family
- Magazine pictures to illustrate the vocabulary words
- *Pronunciation Fun* to supplement the pronunciation activities

**Teacher Notes:**

The same grammar focus in this level appears in 2L Lessons 1 and 10 to give students plenty of opportunity to practice.

Have students return their name cards/table tents at the end of class. These can serve as an easy way to see who is missing or to pair students at the beginning of class (by placing table tents on the desks/tables before students arrive), to check homework, etc.

**Warm Up:**

Greet students. Have them write their first names on a name tag or table tent. Do your best to pronounce students' names the way they say them. It's okay to ask them to clarify a few times. It is as important for you to know your students' names as it is for students to know their classmates' names. Try **Conversation Rotation** or **Cocktail Party** to learn names. Table tents are useful even in 1-1 environments as it can be hard to remember new names. In 1-1, learn names of the student's children, other family members living with them, and even pets.

**Listening Track 01**

Fiona: Hey Mario, how old is your grandson now?

Mario: He's 10.

Fiona: Wow! He's getting bigger! What's he like?

Mario: He's really outgoing and athletic.

Fiona: What does he like to do?

Mario: He loves to play sports. Soccer is his favorite.

Fiona: He sounds like you.

Mario: Yes. He looks like me, too.

Fiona: Oh yeah? What does he look like?

Mario: He's tall and handsome.

Level 2 RIGHT

# Teaching Slides

- ❖ Slides of every activity in every lesson to use online or projected in a physical classroom
- ❖ FREE when purchased with teacher books, or can be purchased independently for \$33 for the entire series

Confidence & Connections • Book 2R Lesson 1

WHAT'S HE LIKE?

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Sample Slides <https://bit.ly/2RLesson1>

WHAT'S HE LIKE? Book 2R Lesson 1 Page 1

**Pre** Listening warm-up.  
*Track 01:* Look at the pictures and listen. Check what you hear.

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sister-in-law VOCABULARY WORDS & PHRASES Book 2R Lesson 1 Page 1

**A**

Marcela is my brother's wife.  
She is my sister-in-law.

LANGUAGE TOOLS Book 2R Lesson 1 Page 2

**D** Listen to your teacher and repeat.

QUESTIONS				ANSWERS		
What	is	he your sister-in-law	like?	He She	is	outgoing, serious.
	are	you your nieces		I They	am are	
What	does	your grandpa she	look like?	He She	is	tall, pretty.
	do	they		They	are	

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