

Intro Level Teacher's Guide

Neighbor ^{TO} Neighbor

Uniting through English

Rachael Tsaneva, Writer

MNA
ESL

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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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Scope and Sequence

#	Lesson Title	Language Function	Grammar
Unit 1: Nice to Meet You!			
1	What's Your Name?	<ul style="list-style-type: none"> Greetings Asking for and giving personal information – names 	<ul style="list-style-type: none"> Memorized phrases
2	Welcome to the Classroom!	<ul style="list-style-type: none"> Greetings Classroom objects 	<ul style="list-style-type: none"> Demonstrative “this” “What” question
3	Excuse Me, Who Is That?	<ul style="list-style-type: none"> Asking for and giving information Asking for repetition 	<ul style="list-style-type: none"> Demonstrative “that” “Who” question
Unit 2: Tell Me about Yourself!			
4	Where Are You From?	<ul style="list-style-type: none"> Asking for and giving personal information – origins 	<ul style="list-style-type: none"> “Where” question Pronouns “I,” “he,” and “she”
5	What Languages Do You Speak?	<ul style="list-style-type: none"> Asking for and giving personal information – languages spoken 	<ul style="list-style-type: none"> “What” question “Yes/no” questions Conjunction “and”
6	What's Your Phone Number?	<ul style="list-style-type: none"> Asking for and giving personal information – phone numbers Numbers 0-9 	<ul style="list-style-type: none"> “What” question
7	What's Your Address?	<ul style="list-style-type: none"> Asking for and giving personal information – addresses Identifying parts of an address Giving own address 	<ul style="list-style-type: none"> “What” question
Unit 3: At Home with My Family			
8	Do You Have a Sister?	<ul style="list-style-type: none"> Naming family members Giving number of family members 	<ul style="list-style-type: none"> Plural nouns with -s

9	I'll Fix It!	<ul style="list-style-type: none"> Naming items at home Asking for something to be repaired 	<ul style="list-style-type: none"> Possessive "my"
10	Where's My Pencil?	<ul style="list-style-type: none"> Naming items at home Identifying relative location of items 	<ul style="list-style-type: none"> Prepositions: "in," "on," "under" "Where" questions
11	Please Turn Off the Stove.	<ul style="list-style-type: none"> Naming items at home Giving polite commands 	<ul style="list-style-type: none"> Imperatives
Unit 4: Let's Go Outside!			
12	We're Playing Soccer!	<ul style="list-style-type: none"> Describing outdoor activities 	<ul style="list-style-type: none"> Present progressive tense Pronoun "we" "What" questions
13	It's Windy!	<ul style="list-style-type: none"> Describing clothing Describing weather 	<ul style="list-style-type: none"> Using adjectives to describe nouns
14	Can I Help You?	<ul style="list-style-type: none"> Describing clothing Making polite requests 	<ul style="list-style-type: none"> "Where" questions
15	It's Raining.	<ul style="list-style-type: none"> Describing clothing Describing weather 	<ul style="list-style-type: none"> Modal "should"
16	I Like Rainy Weather.	<ul style="list-style-type: none"> Describing weather Naming seasons Expressing preferences 	<ul style="list-style-type: none"> Negation with "don't"
Unit 5: Plants and Animals			
17	What's Growing in Sara's Garden?	<ul style="list-style-type: none"> Naming produce items 	<ul style="list-style-type: none"> Possessive 's
18	How Many Tomatoes Are in Your Garden?	<ul style="list-style-type: none"> Numbers 11-19 	<ul style="list-style-type: none"> Sentences with "there is"/"there are" "How many" questions
19	Here You Go!	<ul style="list-style-type: none"> Color words 	<ul style="list-style-type: none"> Describing nouns with number + adjective

20	I Have a Blue Fish.	<ul style="list-style-type: none"> Describing pets 	<ul style="list-style-type: none"> Pronoun “they”
Unit 6: How Do You Feel?			
21	Are You OK?	<ul style="list-style-type: none"> Describing feelings 	<ul style="list-style-type: none"> “Are” questions
22	Who’s That Tall Man?	<ul style="list-style-type: none"> Describing people 	<ul style="list-style-type: none"> Preposition “with”
23	I Bumped My Arm!	<ul style="list-style-type: none"> Naming body parts 	<ul style="list-style-type: none"> Possessive adjectives “his”/”her”
24	My Leg Hurts!	<ul style="list-style-type: none"> Naming body parts 	<ul style="list-style-type: none"> Preposition “above”
Unit 7: Our Routines			
25	What Time Is It?	<ul style="list-style-type: none"> Numbers 20-100 Understanding times on a digital clock 	<ul style="list-style-type: none"> Making double-digit numbers Reading digital clock times
26	How Much Is This?	<ul style="list-style-type: none"> Making polite requests Understanding and using money 	<ul style="list-style-type: none"> “How much” questions Reading money amounts
27	What Day Is It?	<ul style="list-style-type: none"> Days of the week Understanding a calendar 	<ul style="list-style-type: none"> “What” questions
Unit 8: I’m on My Way!			
28	You Can Take a Bus.	<ul style="list-style-type: none"> Modes of transportation Describing ability 	<ul style="list-style-type: none"> Modal “can”
29	How Do I Get to the Hospital?	<ul style="list-style-type: none"> Giving and understanding simple directions Using directional words 	<ul style="list-style-type: none"> “How” questions
30	What Do You Do?	<ul style="list-style-type: none"> Naming professions 	<ul style="list-style-type: none"> “What” questions
Unit 9: What Do You Like to Eat?			
31	It’s on Aisle Six.	<ul style="list-style-type: none"> Making polite requests Naming common foods 	<ul style="list-style-type: none"> “Where” questions

32	May I Have Pasta?	<ul style="list-style-type: none">• Making polite requests• Naming common foods• Understanding a menu	<ul style="list-style-type: none">• Modal “may”
33	What Do You Drink at Breakfast?	<ul style="list-style-type: none">• Name types of beverages	<ul style="list-style-type: none">• Conjunction “but”
34	What Do You Eat for Lunch?	<ul style="list-style-type: none">• Name foods• Describe each meal of the day	<ul style="list-style-type: none">• “What” questions

Unit 1: Nice to Meet You!

Lesson 1: What's Your Name?

Teacher Devotion: Deuteronomy 10:17-19

For the LORD your God is God of gods and LORD of lords, the great, the mighty, and the awesome God, who is not partial and takes no bribe. He executes justice for the fatherless and the widow, and loves the sojourner, giving him food and clothing. Love the sojourner, therefore, for you were sojourners in the land of Egypt.

How good God is to us, that He has given us the privilege of reflecting His love by serving the sojourners among us. May God bless you as you prepare your lesson!

Lesson Objective: Students will learn to introduce themselves.

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

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

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

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

Hi

I'm

Nice to meet you.

Nice to meet you, too.

first name

last name

What's your name?

My name is _____.

TEACHER TIP: Practice the phrase “My name is _____” and put a sound in the blank (like a click of your tongue) so that students can become familiar with the phrase before beginning to fill names in the sentence.

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

- A. What’s your name?
- B. My name is _____.

TEACHER TIP: For your question/answer drill, consider this. Ask, “What’s your name?” and then toss a ball to a student for him/her to answer, “My name is [student’s name].” You may need to coach them at first, and that’s ok!

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. They should show the correct gestures for two people meeting in the U.S. (e.g., smiling, looking each other in the eyes, shaking hands). Then, have two students act out the story while the teachers read it again. Have students then practice the dialogue in pairs.

- A: Hi, I’m _____ . What’s your name?
- B: Hi, my name is _____ .
- A: Nice to meet you.
- B: Nice to meet you, too!

CPA2: Interview – Facing Lines

Place students into two lines facing one another. Each student should practice the introductory dialogue from the previous activity with the person across from him or her. Then, one line will move one person down (with someone on one end moving to the other end of his/her line) so that each student has a new partner. Repeat this until each student has been able to practice with each person in the facing line. If you think you will have extra time, this can be done once

with first names and then again with first and last names.

TEACHER TIPS:

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

CPA3: Games – Order the Dialogue

Before class, in large letters on sheets of construction paper, write each word (one word per sheet of paper):

Nice / to / meet / you. / Nice / to / meet / you / too.

In class, give one paper to each student, saying the word on the paper as you hand it to him/her. Have students stand in the front of the room, holding their cards. Start by having the students stand in the incorrect order and reading the words aloud to show that the order is incorrect. If students do not yet understand the idea of the activity, move one student with “Nice” to the beginning of the line and read the words again to demonstrate the idea of this activity. Then, have them rearrange themselves to have the correct sentence order. Encourage the class to read the word cards aloud with you each time.

TEACHER TIP: *If you're working with a very small class, write each word on an index card and have students arrange the cards on a tabletop together. For a very large class, you could also include cards for “Hi, I'm Joe.” “Hi, I'm Mark.” or have two sets of cards and two groups arranging themselves in order. Be sure to keep capital letters and punctuation marks in the appropriate places as a hint for students and also to get them familiar with them for learning how to use them later on.*

CPA4: Game – First Name/Last Name

Before class, prepare two index cards per student. Write each student's first name on one card and last name on another card in visibly large letters. (It may help if the cards or the ink you use to write are 2 different colors to differentiate first and last names.) Be sure to have extra cards for students who join your class that day. Also, make first name and last name cards for yourself.

In class, say, “My name is [first name] [last name]. My first name is [first name]” (as you hold up your first name card). “My last name is [last name]” (as you hold up your last name card). Repeat

“first name” and “last name” a few times and have students hold up their first and last name cards along with you.

Next, put your cards down. Have all students stand up, holding their cards. Call out either “first name” or “last name” and have them hold up the correct cards. Each time, call on one or two students, saying “What’s your [first/last] name?” and help them respond with, “My [first/last] name is _____.”

TEACHER TIP: *Some of your students may have more than one first or last name. Others may be used to putting their last name before their first name. Be flexible! Have some extra cards on hand so that if a student wants his/her cards to be different, it’s easily changed. Every student has a right to be called by his/her appropriate name.*

CPA5: Games – Chain Drill Game

Divide students into small groups of 4 or 5 and have them sit or stand in a circle. Start with one student asking, “What’s your name?” and have the next student answer, “My name is _____.” That second student will turn to the next student and repeat the question and answer. When all students have asked and answered the questions, the group should raise their hands to signal that they finished first. Extension: Have groups repeat this game with “What’s your first name,” or “What’s your last name” — just be sure that each group clearly understands the one question to be asked and the one answer to be given.

TEACHER TIPS:

- *If you have a class that’s too small to divide into groups of 4, try timing them with a stopwatch and recording the time. See if they get faster!*
- *If you have multiple groups going at once, assign a classroom assistant to work with one or two groups to make sure they understand the concept and help when needed.*

CPA6: Activity – Partner Spelling

Students will work in pairs to practice orally spelling their names. One partner will spell out his/her name, and the other will say the name and check that the spelling was correct. (The name cards from CPA4 will help with this.) Then, partners will switch. When finished, you can change partners and have them do the same activity again. You may also have them spell “name,” “first,” and “last.”

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

CPA7: Game – Who Are You?

Before class, write each student's and teacher's name on a small piece of paper, and then mix up the papers. If you didn't have students preregister, have an assistant write names on papers during an earlier portion of class. Be sure to have extra papers ready for new and late-arriving students.

In class, have teachers draw names, read them, and then follow the introductory dialogue again, introducing themselves as someone else in the class. (For fun, the teachers should introduce themselves to the real owner of the name, as well!)

Next, hand out the rest of the papers to students. (Since other students' names may be hard for beginners to read, you might whisper the name to each student or take them in the hallway one at a time to tell them the name. Have them repeat it a few times to be sure they know it.) Have them walk around and introduce themselves to each other using the new names.

***TEACHER TIP:** Make sure this activity is done later in the class time, so that students have already had time to learn each other's real names and thus understand the "joke." If this seems like it would be difficult for your students, you could put all of the index cards on the table and have students point to and say each person's name. This could be done as a game.*

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

In class: Say the words in the correct order to match the dialogue.

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

***TEACHER TIP:** This might not seem like the most useful activity, but in fact, this kind of activity helps students practice English word order, which may be different from the way their first language structures sentences. It also helps them memorize the patterns so that they can use the whole phrase in the future.*

CPA9: Textbook Exercise 2

***This exercise should be introduced in class, but may be given in writing for homework.*

In class: The teacher will give students papers that are prepared with their written first names in English in order to make sure they can write them. The teacher will demonstrate with a paper with his/her own name. Then, the teacher will read the sentence aloud.

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

TEACHER TIPS:

- *Do a web search for “printable name writing worksheets.” There are many websites that will allow you, for free, to type in any name and print a worksheet with several lines to practice copying it. You can also write the student’s name in large, legible font on a blank piece of writing paper. Be sure to have a few blank papers ready to be able to write names of students who join your class for the first time during this lesson.*
- *You can laminate the papers or buy clear plastic sleeves to slide the paper inside and then practice writing with a dry erase marker. Show students how they can wipe off their writing and use the page again!*

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

In class: Put students in partners. One student will say, “First name,” and the other will say, “Bill.” Then, one student should say, “Last name” and the other will say, “Jones.”

For homework: Students will circle the first name and underline the last name.

TEACHER TIP: *This activity will be too hard to do orally if your students are unable to sound out words yet. If so, just explain the activity, showing them how to circle and underline the words with an example on the board, and have them do it for homework on their own.*

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

Closing: Review – Ball Toss

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

Close with prayer.

TEACHER TIPS:

- *If possible, use interpreters to explain the homework, since this is the first lesson, and some students may be unfamiliar with the concept.*
- *For this lesson, we can’t assume that students have any prior knowledge of English. Learning via drills, repetition, games, and a textbook might be new to your students. Remember, you are helping your students learn to participate in a class, something they may never have done before. Take your time and have fun with them.*
- *Remember that your students might be nervous. Be sure to have lots of smiles, laughter,*

and encouragement to help them relax. Brain science shows that when someone is relaxed, s/he is able to learn and retain much more information than when s/he is stressed or nervous. Even if they don't yet know the words you use for praise, they will pick up a lot through your tone of voice and body language. The more you say, "Good job!" the sooner they'll understand the meaning!