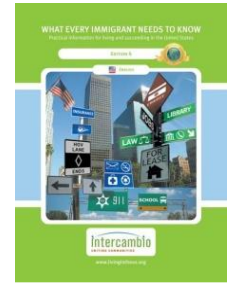
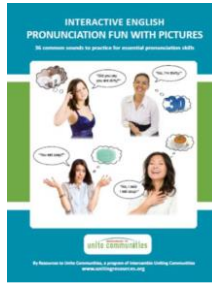
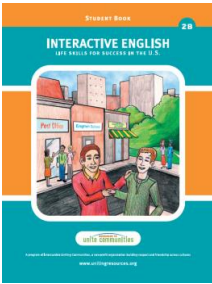


Match the **Interactive English** lesson day to the corresponding page in **Pronunciation Fun** and topic number in **The Immigrant Guide**.

2A



Interactive English	Pronunciation Fun	Immigrant Guide
Day 1	Page 16	Topic # 9
Day 2	Page 10, 17	Topic # 56
Day 3	Page 2	Topic # 45
Day 4	Page 11	Topic # 51
Day 5	Page 4	Topic # 103
Day 6	Page 1-2	Topic # 12
Day 7	Page 19	Topic # 18
Day 8 Review and Test		
Day 9 Field Trip		
Day 10	Page 7	Topic # 91
Day 11	Page 4	Topic # 36
Day 12	Page 22	Topic # 122
Day 13	Page 14	Topic # 18
Day 14	Page 17, 18	Topic # 28
Day 15	Page 4	Topic # 20

Day 16 Review and Test

How to Use

These expansions are for teachers to lead students. Review the Interactive English lesson, then select the recommended **Pronunciation Fun** and/or **Immigrant Guide** activity to use either before, during or after the lesson. We recommend that you use **Pronunciation Fun** before lesson activities.

FAQs

Q. How much time should I spend on **Pronunciation Fun** in each class?

A. 10 minutes each on average.

Q. When should I bring up **Pronunciation Fun**?

A. Ideally, before the sounds are part of the lesson. If the students work on pronunciation first, they will say the words correctly during the activities.

Q. How do I use **Pronunciation Fun**?

A. See the teacher instructions in the first two pages of the book. There are free videos for at-home or in-class practice at www.unitingresources.org/audio. Check our Live Online webinar schedule for workshops. www.unitingresources.org/webinars

Q. **The Immigrant Guide** is difficult for my beginner students. What should I do?

A. We recommend using **The Immigrant Guide** for levels 3 and up. It is possible to use it in levels 1 and 2 if you keep it very simple. Adjust the content by focusing on a few key words and/or images. Act out things when possible, use props/pictures, be creative. If a topic is too difficult - skip it!

Q. Are these tools for tutors or group teachers

A. Both!