



English*Connect* 1

РАБОЧАЯ ТЕТРАДЬ



EnglishConnect 1

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CONTENTS

1	INTRODUCTION
4	LESSON 1: THE ALPHABET
6	LESSON 2: GREETINGS AND INTRODUCTIONS
10	LESSON 3: PERSONAL INTRODUCTIONS
14	LESSON 4: HOBBIES AND INTERESTS
18	LESSON 5: HOBBIES AND INTERESTS
22	LESSON 6: FAMILY
26	LESSON 7: FAMILY
30	LESSON 8: EVERYDAY COMMON ITEMS
34	LESSON 9: CLOTHING AND COLORS
38	LESSON 10: DAILY ROUTINES
42	LESSON 11: CURRENT ACTIVITIES
46	LESSON 12: TIME AND CALENDAR
50	LESSON 13: WEATHER

54	LESSON 14: JOBS AND CAREERS
58	LESSON 15: JOBS AND CAREERS
62	LESSON 16: FOOD
66	LESSON 17: FOOD
70	LESSON 18: FOOD
74	LESSON 19: MONEY
78	LESSON 20: HOME
82	LESSON 21: HOME
86	LESSON 22: COMMUNITY
90	LESSON 23: HEALTH
94	LESSON 24: HEALTH
98	LESSON 25: REVIEW
104	VOCABULARY
114	ANSWER KEY

ВВЕДЕНИЕ

Рабочая тетрадь EnglishConnect разработана в качестве вспомогательного материала к пособию EnglishConnect для учащихся. Цель этой рабочей тетради – помочь вам развить навыки владения английским языком и укрепить вашу веру с помощью упражнений и историй. Она также поможет вам практиковаться в использовании лексики и языковых конструкций каждого урока программы EnglishConnect во всех четырех областях развития навыков: аудирование, говорение, чтение и письмо. Каждый урок в рабочей тетради разделен на следующие указанные ниже разделы.

CONVERSATION(S) (ДИАЛОГ)

Каждый урок начинается с одного или нескольких диалогов. Цель раздела состоит в том, чтобы представить новые слова, тему и конструкции данного урока, а также отточить слуховое и зрительное восприятие. Каждый раздел «Диалог» построен по единой схеме:

1. **Слушайте.** Прослушайте диалог полностью.
2. **Слушайте и повторяйте.** Прослушайте диалог строка за строкой и повторяйте то, что вы слышите.
3. **Впишите пропущенное слово.** Впишите пропущенные в диалоге слова. Выберите из слов, находящихся в окошке.
4. **Прочитайте вслух.** Прочитайте диалог вслух, чтобы тренировать разговорный навык.
5. **Ответьте на вопросы** (имеется не в каждом уроке). Эта часть предназначена для проверки вашего понимания диалога.

ACTIVITIES 2-8 (УПРАЖНЕНИЯ 2-8)

Количество упражнений в каждом уроке различно. Эти упражнения включают в себя грамматические таблицы, упражнения на чтение, письмо, слушание и говорение, а также истории. Выполняйте указания, приводимые для каждой части упражнения. Для упражнений на слушание ищите аудиозапись с соответствующим номером и буквой упражнения – например, “Activity 2B”. Для упражнений на говорение: помните, что говорить нужно вслух. Свериться с правильными ответами можно в разделе “Answer Key” в конце этой тетради.

PRACTICE PARTNER INSTRUCTIONS (ИНСТРУКЦИИ ДЛЯ РАЗГОВОРНОГО ПАРТНЕРА)

Этот раздел предназначен для того, чтобы помочь вам практиковаться в английском языке, применяя то, чему вы научились в рамках урока. Работайте с партнером, повторяйте лексику из раздела “Vocabulary”, расположенного в конце данной тетради, и выполняйте упражнения из этого раздела. В каждом упражнении говорите как можно больше. Используйте это время, чтобы усердно трудиться над развитием разговорных навыков английского.


EXPANSION ACTIVITIES (УПРАЖНЕНИЯ НА СОВЕРШЕНСТВОВАНИЕ)




Эти истории и упражнения предназначены для того, чтобы усовершенствовать ваши способности читать, слушать, говорить и писать на английском языке, а также помочь укрепить вашу веру в Иисуса Христа. Каждый раздел “Expansion Activities” основан на вдохновляющей истории. Чтобы пройти этот раздел, сделайте следующее:

1. **Изучите лексику.** Прежде чем читать историю, узнайте значение новых слов и фраз, приводимых в этом разделе. Это поможет вам подготовиться к чтению истории, а также поможет понять ключевые слова и выражения в этой истории.
2. **Слушайте.** Прослушайте каждый раздел истории. Вы можете делать это столько раз, сколько вам нужно.
3. **Прочитайте вслух.** Прочитайте историю вслух, чтобы практиковаться в чтении и произношении, а также чтобы понять смысл истории. Возможно, вам будет полезно прослушать историю еще раз и одновременно следить по тексту.
4. **Изучите лексику.** Данная лексика призвана помочь вам понять отрывки из Священных Писаний и цитаты, приведенные в этой истории. Прежде чем изучать отрывки из Священных Писаний и цитаты, узнайте значение новых слов и фраз, приводимых в этом разделе.
5. **Прочитайте вслух.** Чтобы практиковаться в чтении и произношении, отрывки из Священных Писаний и цитаты необходимо прочитывать вслух несколько раз.
6. **Подумайте.** Данные вопросы предназначены для того, чтобы дать вам возможность подумать о принципе, которому учит история. Отведите время для того, чтобы задуматься о них. Возможно, вам будет полезно записать свой ответ на вопрос или ответы на вопросы.
7. **Напишите.** В этом разделе вам нужно будет выполнить письменное упражнение, направленное на то, чтобы помочь вам применить содержащийся в истории принцип.
8. **Говорите.** В этом разделе вам нужно будет выполнить упражнение, направленное на то, чтобы изложить историю, которую вы прочитали, и принцип, который вы усвоили. Подобные упражнения включают в себя пересказ истории, рассказ похожей истории из своей жизни, а также обмен связанными с этой темой мыслями, идеями и личными целями друг с другом.

КЛЮЧ К УКАЗАНИЯМ, ПРИВЕДЕННЫМ В ЭТОЙ РАБОЧЕЙ ТЕТРАДИ

В следующей таблице содержатся часто используемые в этой рабочей тетради указания. Пиктограммы представляют навыки, которые нужно будет применять в соответствующих упражнениях. См. перевод указаний, если вы не понимаете их на английском языке.

НАВЫК	УКАЗАНИЯ	ПЕРЕВОД
 <p>LISTENING СЛУШАНИЕ (АУДИРОВАНИЕ)</p>	<p>Listen. Listen and repeat. Listen to the question/example. Listen and read. Listen, and then answer the question. You may listen more than once. *The audio for this book can be accessed at englishconnect.org/audio</p>	<p>Слушайте. Слушайте и повторяйте. Послушайте вопрос/пример. Слушайте и читайте. Прослушайте, а затем ответьте на вопрос. Слушать можно несколько раз. *Аудиоматериалы для этой тетради находятся на страничке englishconnect.org/audio</p>

НАВЫК	УКАЗАНИЯ	ПЕРЕВОД
 SPEAKING ГОВОРЕНИЕ	Repeat. Answer aloud. Introduce ____. Retell the story. Tell the story/scripture to ____. Practice saying the questions aloud. Say ____. Practice saying _____.	Повторяйте. Отвечайте вслух. Представьте ____. Перескажите историю. Расскажите историю/отрывок из Священных Писаний ____. Потренируйтесь произносить вопросы вслух. Скажите ____. Попрактикуйтесь говорить _____.
 READING ЧТЕНИЕ	Read aloud. Read aloud, then listen. Read the question. Study the chart. Choose the correct response. Choose all that are correct. Answer the questions. Number the pictures. Learn the vocabulary. Read the scriptures aloud. Ponder.	Прочитайте вслух. Прочитайте вслух, затем слушайте. Прочтите вопрос. Изучите таблицу. Выберите правильный ответ. Выберите все правильные варианты. Ответьте на вопросы. Пронумеруйте картинки. Изучите лексику. Прочитайте отрывок из Священных Писаний вслух. Подумайте.
 WRITING ПИСЬМО	Write the missing/correct word. Rewrite the complete sentence. Write what you hear. Fill in the blanks/missing words. Write an/the answer (in a complete sentence). Finish the sentence. Be creative.	Впишите пропущенное/верное слово. Перепишите предложение полностью. Напишите то, что вы слышите. Заполните пробелы/пропущенные слова. Напишите ответ (в развернутом предложении). Закончите предложение. Применяйте творческий подход.

Изучение нового языка – это процесс, требующий времени, терпения и настойчивости. Бог может помочь вам добиться ваших целей. Молитесь о помощи. Усердно выполняйте упражнения в этой рабочей тетради. Применяйте то, что вы изучаете. По мере того как вы будете действовать с верой, искать Божьей помощи и стараться изо всех сил, ваша способность говорить, слушать, читать и писать на английском возрастет.

Желаем всего наилучшего на вашем пути изучения английского языка!

ENGLISHCONNECT 1

LESSON 1: THE ALPHABET

ACTIVITY 1: ALPHABET INTRODUCTION



A. Study the chart.
Listen and repeat.

The English Alphabet	
a b c d e f g h i j k l m n o p q r s t u v w x y z	vowels: a, e, i, o, u

B. Listen and repeat.

			
A a = apple	B b = boy	C c = cat	D d = dog
			
E e = egg	F f = fan	G g = gum	H h = hand
			
I i = itch	J j = jump	K k = key	L l = leg
			
M m = mom	N n = neck	O o = olive	P p = pot
			
Q q = quiet	R r = rock	S s = sun	T t = tiger
			
U u = under	V v = violin	W w = water	X x = X-ray
			
Y y = yellow	Z z = zebra		


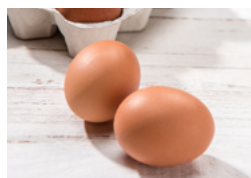








ACTIVITY 2: VOWELS



A. Study the chart.

Vowel	Short	Long
a	apple	age
e	egg	eat
i	itch	ice
o	olive	open
u	under	uniform

B. Listen and repeat.

	a	e	i	o	u
SHORT	 apple	 egg	 itch	 olive	 under
LONG	 age	 eat	 ice	 open	 uniform

C. Listen. Choose the correct answer. Say the word aloud.

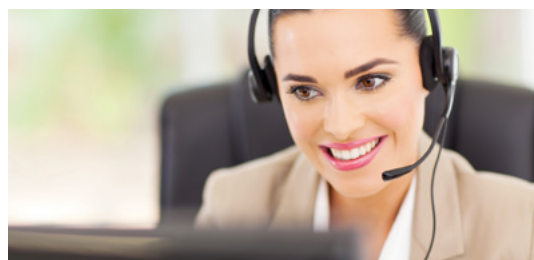
- | | | | | | | | |
|------------|------------|------------|------------|------------|------------|------------|------------|
| 1. at | 2. exit | 3. ivy | 4. old | 5. up | 6. it | 7. east | 8. on |
| a. short a | a. short e | a. short i | a. short o | a. short u | a. short i | a. short e | a. short o |
| b. long a | b. long e | b. long i | b. long o | b. long u | b. long i | b. long e | b. long o |

ACTIVITY 3: SPELLING

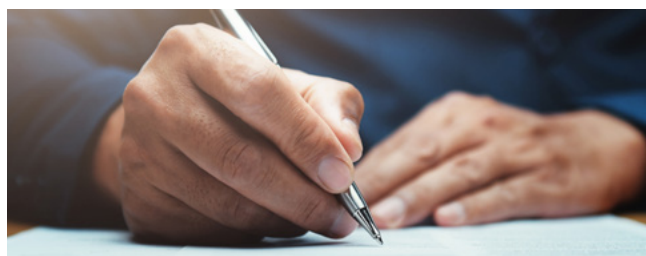


A. Listen. B. Listen and repeat. C. Read aloud.

- Hello. What is your name?
- Daniel.
- Could you spell that, please?
- D-a-n-i-e-l.
- Could you repeat that, please?
- D-a-n-i-e-l.
- Thank you!



D. Listen to the names. Write what you hear.



- _____
- _____
- _____
- _____
- _____
- _____

ENGLISHCONNECT 1 LESSON 2: GREETINGS AND INTRODUCTIONS

CONVERSATIONS: GREETINGS AND INTRODUCTIONS



1. Listen. 2. Listen and repeat. 3. Write the missing word. 4. Read aloud.



Conversation 1

Hello!

1. _____ morning.
2. _____ are you?
3. I'm _____.
4. How are _____?
5. I'm good, _____.

thanks fine
you Good How



Conversation 2

1. Hi. What's your _____?
2. _____ name is John.
3. _____ are you from?
4. I'm _____ Australia.
5. It's nice to _____ you.
6. _____ nice to meet you too.

Where name from
My meet It's



Conversation 3

1. _____ bye!
2. See _____ later.
3. Bye.
4. _____ ya!

you Good See

ACTIVITY 2: CONTRACTIONS



A. Study the
contractions

What is → What's
I am → I'm
It is → It's

B. Listen and repeat.

1. What is . . . What's
2. I am . . . I'm
3. It is . . . It's

C. Read aloud, then listen.

1. What's your name?
2. I'm Misha.
3. I'm fine.
4. It's nice to meet you.

D. Rewrite the sentences with contractions.

Example: I am fine. I'm fine.

1. What is your name? _____
2. I am good, thanks. _____
3. It is nice to meet you too. _____

ACTIVITY 3: HOW ARE YOU?



A. Read and circle the correct response.

<p>1. How are you?</p> <ol style="list-style-type: none"> a. Fine, thank you! b. It's nice to meet you. c. Good morning! 		<p>3. My name is Dan. What's your name?</p> <ol style="list-style-type: none"> a. I'm from Japan. b. I'm fine. c. I'm Coco. 	
<p>2. Where are you from?</p> <ol style="list-style-type: none"> a. I'm fine. b. I'm from France. c. I'm Jeanne. 		<p>4. It's nice to meet you.</p> <ol style="list-style-type: none"> a. Hello. b. It's nice to meet you too. c. See you later. 	

ACTIVITY 4: QUESTIONS AND ANSWERS



A. Read and choose the correct question.

1. My name is Misa.

- a. What's your name?
- b. How are you?
- c. Where are you from?

2. I'm from Great Britain.

- a. What's your name?
- b. Where are you from?
- c. How are you?

3. I'm fine.

- a. How are you?
- b. What's your name?
- c. Where are you from?

B. Listen. Choose the correct answer.



1. What is his name?

- a. Rag
- b. Raj
- c. Roj

2. Where is he from?

- a. China
- b. Spain
- c. India

C. Read the question. Write an answer.



1. Good morning! How are you?



2. My name is Emma. What's your name? _____



3. Where are you from?

D. Listen to the questions.

Answer aloud.

Listen to the examples.

ACTIVITY 5: INTRODUCTIONS



A. Read and choose the correct answer.

Conversation 1

Hiro: Hello! I'm Hiro. What's your name?

Ika: My name is Ika. Where are you from, Hiro?

Hiro: I'm from Japan. Where are you from?

Ika: I'm from Germany.



1. Where is Ika from?

- a. Germany
- b. Japan

2. _____ is from Japan.

- a. Hiro
- b. Ika

Conversation 2

Sandy: Hello!

Renee: Hi! What's your name?

Sandy: I'm Sandy. I'm from Canada.

Renee: My name is Renee. I'm from France.

Nice to meet you.

Sandy: It's nice to meet you too, Renee.



3. Where is Renee from?

- a. Canada
- b. France

4. _____ is from Canada.

- a. Sandy
- b. Renee

ACTIVITY 6: THE VERB “BE”



A. Listen and repeat.

1. I am

2. you are

3. we are

4. they are

5. he is

6. she is

7. it is

B. Choose the correct form.

1. you	a. are b. am c. is	2. we	a. are b. am c. is	3. I	a. are b. am c. is
4. they	a. are b. am c. is	5. it	a. are b. am c. is	6. she	a. are b. am c. is

ACTIVITY 7: INTRODUCE YOURSELF



Write a note to introduce yourself to Elfie from Ghana.

Examples: Hello! My name is Joe. I'm from New Zealand.

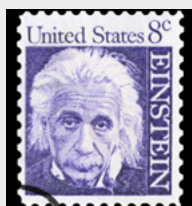
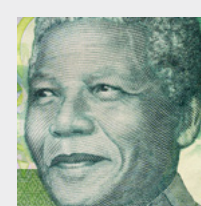
Hi, Elfie! I'm Zoey. I'm from Great Britain.



PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the learner manual. Make sure they understand the meaning of the vocabulary.
- B. 1. Show your practice partner pictures of your friends and family, and introduce them.
Example: “This is Susan. She is from Idaho.”
2. Ask your practice partner to restate what you told them about your family and friends.
3. Ask your practice partner to show you pictures of his or her family and to introduce them.
For example, ask, “What is her name?” and, “Where is she from?”
- C. 1. Help your practice partner introduce someone. (Use the photos below for ideas.)
For example, ask your companion:
“What is her name?”
“How do you spell that?”
“Where is she from?”
2. Now let your practice partner practice asking you the same questions.

Joseph Smith
USAAlbert Einstein
GermanyMother Teresa
MacedoniaMarie Curie
PolandNelson Mandela
South Africa

EXPANSION ACTIVITIES: LOVE ONE ANOTHER



1. Listen. 2. Read aloud.



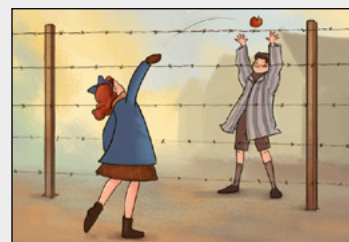
It is 1944.
Henry is 12 years old.
He is hungry.



He sees a girl.
"Hello," he says.
"Hello," she says.



"My name is Henry," he says.
"My name is Roma," she says.



"Do you like apples?" she asks.
"Yes," he says.
"Take my apple," says Roma.



Henry eats the apple.



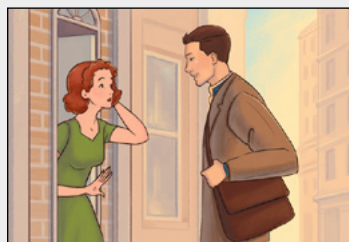
Every day, Roma says,
"Take my apple."
Every day, Henry eats the apple.



One day, the boy says,
"Goodbye."
"Goodbye," says Roma.



In 1957, Henry lives in the United States.



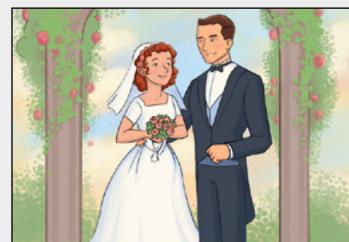
He sees a girl.
"Hello," he says. "My name is Henry."



"Do you like apples?" Henry asks.
"Yes," says Roma.



"Do you like apples?" she asks.
"Yes," he says.



"Will you marry me?" asks Henry.
"Yes!" she says.
And she does.

4. Learn the vocabulary: love, serve, ponder

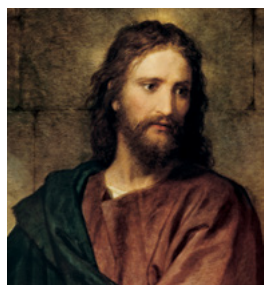
5. Read aloud. Then listen.

Roma **serves** Henry.

Henry **loves** Roma.

Roma **loves** Henry.

Jesus **loves** me.



6. Read the scripture aloud three times. Then listen.

"Love one another; as I have loved you" (John 13:34).

7. Ponder: Who do you love? Who can you serve?

8. Write: Finish the sentence.

I love _____.

I can serve _____.

9. Speak:

Tell the scripture John 13:34 to three people.

ENGLISHCONNECT 1

LESSON 3: PERSONAL INTRODUCTIONS

CONVERSATIONS: WHEN IS YOUR YOUR BIRTHDAY?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

Conversation 1

1. Jen, when is your _____?

2. It's _____ 7th.



3. When is _____ birthday, Sage?

4. My birthday is on _____ 20th.

5. Oh! That's _____.
Happy birthday!

September birthday

October today your



Conversation 2

1. Good morning, sir! What is your _____ number?

2. My phone _____ is (435) 210-8769.

3. What's your _____?

4. _____ 229 West Palm Avenue.

5. _____ your email?

6. _____ email is dan@email.com.

7. _____ you!

Thank number phone

My address It's What's

ACTIVITY 2: MY BIRTHDAY IS IN . . .




A. Listen. Choose the correct month.

1. a. January

b. February

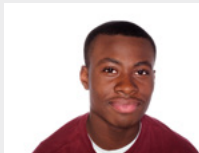
c. December



4. a. March

b. May


c. June



2. a. November

b. December


c. September



5. a. August

b. April


c. June



3. a. March

b. April


c. May



6. a. January

b. July

c. June



JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

ACTIVITY 3: POSSESSIVE ADJECTIVES



A. Listen and repeat. Possessive Adjectives			
1.	I	my	my birthday
2.	you	your	your birthday
3.	we	our	our birthdays
4.	they	their	their birthdays
5.	he	his	his birthday
6.	she	her	her birthday

B. Read aloud, then listen.

1. **My** birthday is in October.

2. When is **your** birthday?

3. **Our** birthdays are in August.

4. **Their** birthdays are in February.

5. **His** birthday is in June.

6. Today is **her** birthday.

ACTIVITY 4: POSSESSIVE ADJECTIVES—WRITING



A. Rewrite the complete sentence.

Example:

(you) When is _____ birthday?

When is your birthday?

1. (we) _____ birthdays are in October.

2. (he) _____ birthday is on February 28.

3. (they) _____ birthdays are on the same day.

4. (she) When is _____ birthday?

5. (I) Today is _____ birthday.

ACTIVITY 5: NUMBERS—MONTHS



A. Choose the word that goes with the number.

4

first

1

second

6

third

8

fourth

10

fifth

7

sixth

5

seventh

2

eighth

3

ninth

9

tenth

B. Read aloud. Then listen.

January 1st

February 2nd

March 3rd

April 5th

May 21st

June 23rd

July 4th

August 8th

September 9th

October 10th

November 7th

December 6th

ACTIVITY 6: PERSONAL INFORMATION



A. Listen to the question. Choose the correct answer.

1. _____

a. It's john@email.com.

b. It's John Harper.

c. It's August 5th.

2. _____

a. It's Remy.

b. It's (307) 198-5642.

c. It's jrc@email.com

3. _____

a. It's dcm@email.com.

b. It's January 2nd.

c. It's 950 West 3rd Avenue.

4. _____

a. It's kma@email.com.

b. It's 459 Baker Street.

c. It's (808) 432-7719.

B. Read the answer. Choose the correct question.

1. _____

A: _____

B: It's (370) 198-5642.

a. Where are you from?

b. When's your birthday?

c. What's your phone number?

2. _____

A: _____

B: February 28th.

a. When's your birthday?

b. Where are you from?

c. What's your phone number?

3. _____

A: _____

B: I'm from Prague.

a. Where are you from?

b. What's your address?

c. What's your name?

4. _____

A: _____

B: I'm Amelie.

a. Where are you from?

b. What's your name?

c. When's your birthday?

ACTIVITY 7: PERSONAL INFORMATION—WRITING



A. Listen. Write the information you hear.


 1. Name Emiko
 Phone number _____

 2. Name Ari
 Birthday _____

 3. Name Tomas
 Email _____

 4. Name Talia
 Address _____

B. You are at the bank. Write your personal information.

Name: _____ Birthday: _____

Address: _____

Email: _____ Phone number: _____

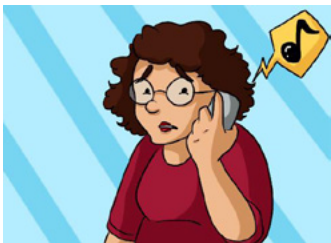
ACTIVITY 8: THE EMERGENCY



A. Learn the vocabulary: doctor, breathe, oxygen, lie detector

B. Listen and read.

C. Read aloud.


 A woman calls the doctor.
 "Can I help you?" asks the doctor.

 "I can't breathe," says the woman.
 "What is your name?" asks the doctor.
 "Joan Harris," says the woman.

 "What is your phone number?" he asks.
 "It's 125-730-1986," she says.
 "What is your address?" he asks.
 "My address is 906 Main Street," she says.

 The doctor goes to Joan's house.
 He asks, "How old are you?"
 "I'm 48," says Joan.

 He puts something on her finger. It shows her oxygen.
 "What is that for?" she asks.
 "It's a lie detector," jokes the doctor.


"Oh," says Joan.



"I'm really 57."

PRACTICE PARTNER INSTRUCTIONS



A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary. Help them retell the story in Activity 8.

B. Role-play calling the doctor's office. Ask your partner for personal information. Then switch roles.



"What's your name?"

"When is your birthday?"

"What is your phone number?"

"What is your email?"

C. Look at pictures of your practice partner's friends and family. Ask about their birthdays.

"When is his birthday?"

"When is her birthday?"

"When is your birthday?"

Then switch. Show pictures of your friends and family. Answer your partner's questions.

EXPANSION ACTIVITIES: HOW TO PRAY



1. Learn the vocabulary: pray, Heavenly Father, blessings, help, learn

2. Listen.

3. Read aloud.

4. Practice saying your own prayer.

How to Pray

1. Dear Heavenly Father,
2. Thank you for my blessings.
Thank you for my family. Thank you for my English class.
3. Please help me to learn English.
Please bless my family.
4. In the name of Jesus Christ, amen.



5. Learn the vocabulary: pray, listens, knows

6. Read aloud. Then listen.

Jesus taught, "Ye must always **pray** unto the **Father** in my name" (3 Nephi 18:19).

Heavenly Father **listens** to my prayers.

Heavenly Father **helps** me.

Heavenly Father **knows** my name.

7. Ponder: What can you pray for?

8. Write: Fill in the prayer.

Dear Heavenly Father,

Thank you for _____.

Please help _____.

Please bless _____.

In the name of Jesus Christ, amen.

9. Speak: Practice praying in English. Try to pray in English once a day. Ask Heavenly Father to help you learn English.

ENGLISHCONNECT 1

LESSON 4: HOBBIES AND INTERESTS

CONVERSATIONS: LIKES AND DISLIKES



Conversation 1: A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. _____ do you like to do?
2. I _____ to play sports.
3. _____ too!
4. _____ you like to cook?
5. No, not really. I _____ cook very often.
6. Me _____.
7. Do you like to _____?
8. Yeah, I _____ like to dance.
9. Me _____!



don't	Me	really	What
neither	Do	dance	too like

Conversation 2: A. Listen. B. Listen and repeat. C. Answer the questions.

1. What does Alice like to do?

a.



b.



3. Who does not like to shop?

a. Alice

2. What does Britta like to do?

a.



b.



b. Britta

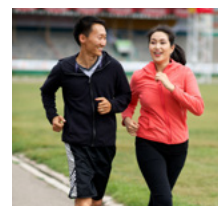
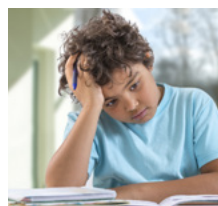
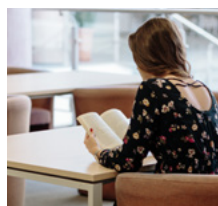
ACTIVITY 2: THE VERB "LIKE"



A. Study the chart.

I / you / we / they	like / don't like	to <u>"(verb)."</u>
he / she / it	likes / doesn't like	

B. Read aloud; then listen.



1. a. We like to dance.

b. He doesn't like to dance.

2. a. She likes to read.

b. I don't like to read.

3. a. They like to run.

b. She doesn't like to run.

C. Study the chart.

Do	you / they	like to <u>"(verb)."</u>
Does	he / she	

D. Read aloud; then listen.

Example 1

Do you like to read?

Yes, I like to read.

No, I don't like to read.

Example 2

Does she like to shop?

No, she doesn't like to shop.

Yes, she likes to shop.

ACTIVITY 3: LIKE/DON'T LIKE



A. Listen. Number the pictures. Say what the people like to do.



B. Choose the correct word.

1. I _____ to study

- a. like
b. likes

3. She _____ to paint.

- a. like
b. likes

5. They don't _____ to cook.

- a. like
b. likes

2. No, we _____ like to dance.

- a. don't
b. doesn't

4. He _____ to study.

- a. like
b. likes

6. _____ you like to play sports?

- a. Do
b. Does

ACTIVITY 4: DOES SHE LIKE TO ...



A. Read the question. Write the answer in a complete sentence. B. Practice saying the questions aloud.

Example

Does she like to dance?

No, she likes to sing.



3. Does he like to study?

No, _____.



1. Does he like to play sports?

No, _____.



4. What does she like to do?

She _____.



2. Do they like to shop?

Yes, _____.



5. What do they like to do?

They _____.



ACTIVITY 5: SOO MI'S LIKES AND DISLIKES



Soo Mi



	Yes	No
I like to dance.	x	
I like to study.		x
I like to cook.		x
I like to run.	x	
I like to read.	x	
I like to play sports.		x
I like to sing.	x	

1. Does Soo Mi like to read?

- a. Yes
b. No

3. Does Soo Mi like to cook?

- a. Yes
b. No

2. Does Soo Mi like to sing?





- a. Yes
b. No

4. Soo Mi doesn't like to ____.

- a. run
b. study

ACTIVITY 6: LIKES AND DISLIKES—LISTENING

A. Listen, and then answer the question.
B. Say what each person likes or doesn't like to do.

1. What does Reba like to do? a. run b. dance c. sleep		3. Jordan likes to _____. a. read and shop b. read and play sports c. play sports and shop	
2. Sasha doesn't like to _____. a. cook b. shop c. watch TV		4. Kazumi and Naoki don't like to _____. a. study b. watch movies c. listen to music	

ACTIVITY 7: WRITE A LETTER

A. Read Claudia's letter.
B. Write a letter to Claudia. Fill in the blanks.

Dear Friend,
My name is Claudia. I'm from Bolivia. I like to play sports and watch movies in English. I don't like to study or shop. What do you like to do?
Best regards,
Claudia



Dear Claudia,
My name is _____.
I'm from _____. I like to _____
and _____.
I don't like to _____. Do you like to _____?
Best regards,

PRACTICE PARTNER INSTRUCTIONS

- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B.
 - Tell your practice partner three things you like to do, using complete sentences.
Example: "I like to swim."
 - Ask your practice partner to tell you three things he or she likes to do.
Ask, "What do you like to do?"
 - Now ask them, "What do I like to do?" They should be able to restate what you said.
 - Tell your practice partner three things you don't like to do; use complete sentences.
Example: "I don't like to play sports."
 - Ask your practice partner to tell you three things he or she doesn't like to do.
Ask, "What don't you like to do?"
 - Now ask them, "What don't I like to do?" They should be able to restate what you said.
 - Help your practice partner ask and answer questions about the photos below.
Example: "Does he like to play sports?" "No, he doesn't like to play sports. He likes to read."

Example

1.



2.



3.



4.



- C. 1. Use famous people to ask questions. See the pictures below for ideas. Be creative.
 Ask, "What does he/she like to do?"
 Ask, "What doesn't he/she like to do?"
2. Have your practice partner practice asking questions about what famous people like or don't like to do.



Russell M. Nelson



Yo-Yo Ma



Mae Jemison



Lionel Messi

EXPANSION ACTIVITIES: FAITH



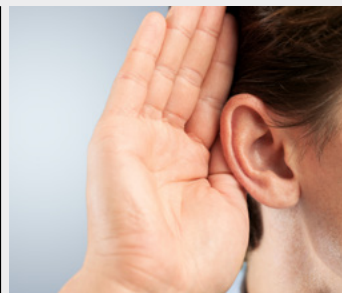
1. Learn the vocabulary: faith, know, knowing, sun, hear, seed, plant, planted, grow, swelling, heart
2. Listen. 3. Read aloud.



Faith is knowing the sun
will rise



lighting each new day.



Faith is knowing the
Lord will hear



my prayers each time
I pray.



Faith is like a little seed:



if planted it will grow.



Faith is a swelling within
my heart.



When I do right, I know.

4. Learn the vocabulary: trust, hope, not seen, true

5. Read aloud. Then listen.
 Faith is **trust** in Jesus Christ
 (see Guide to the Scriptures, "Faith,"
 scriptures.ChurchofJesusChrist.org).

Faith is a "**hope** for things which are **not**
seen, which are **true**" (Alma 32:21).

6. Ponder: What is faith?

7. Write a scripture about faith in English
 (see Hebrews 11:1; Romans 10:17; James 2:17;
 Moroni 10:4)._____

8. Read the scripture aloud five times.

ENGLISHCONNECT 1

LESSON 5: HOBBIES AND INTERESTS

CONVERSATION: WHY DO YOU LIKE TO ...



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. E. Answer the questions.

1. Hey, Maria, _____ you like _____ shop?

Yes.

2. Really? _____?

3. I like to shop _____ it's fun.

4. Do _____ like to _____, Luisa?

No.

5. Really? Why _____?

6. I _____ like to cook because _____

boring.

7. Miguel, _____ do you like to do?

8. I like to _____.

9. _____? Why?

10. I like to read _____ it's _____.

read because you its do cook not
relaxing don't Why to what Really



1. Who likes to read? 3. Why does Maria like to shop?

- a. Luisa
b. Maria
c. Miguel

- a. because it's relaxing
b. because it's fun
c. because it's boring

2. Luisa doesn't like to cook because it's _____.

- a. boring
b. relaxing
c. difficult

ACTIVITY 2: SAM'S AND ROSIE'S LISTS



A. Read the lists.



Sam

play sports	fun
sing	difficult
travel	expensive
read books	useful
watch movies	relaxing



Rosie

play sports	tiring
sing	fun
travel	exciting
read books	interesting
watch movies	boring

B. Listen to 1–6, and repeat.

- Sam likes to play sports because it's fun.
- Rosie likes to read books because it's interesting.
- Sam likes to watch movies because it's relaxing.
- Rosie doesn't like to watch movies because it's boring.
- Sam doesn't like to travel because it's expensive.
- Rosie doesn't like to play sports because it's tiring.

C. Write the correct word.

- Rosie likes to _____ because it's fun.
- Sam _____ to sing because it's difficult.
- Sam likes to _____ because it's useful.
- Rosie likes to _____ because it's interesting.
- Sam _____ to watch movies because it's relaxing.
- Rosie doesn't like to watch movies because it's _____.

ACTIVITY 3: BECAUSE IT'S . . .



A. Listen. Answer the questions. Choose all that are correct.



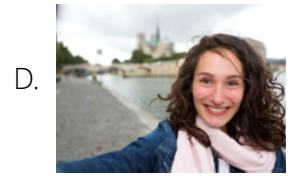
1. Sofia likes to . . .
 - a. sing
 - b. study
 - c. sleep
 - d. dance
 - e. listen to music
2. because it's . . .
 - a. difficult
 - b. interesting
 - c. fun
 - d. challenging
 - e. exciting



3. Joe really likes to . . .
 - a. swim
 - b. camp
 - c. dance
 - d. run
 - e. bike
4. because it's . . .
 - a. difficult
 - b. interesting
 - c. fun
 - d. challenging
 - e. exciting



5. Tahir loves to . . .
 - a. garden
 - b. travel
 - c. read
 - d. run
 - e. write
6. because it's . . .
 - a. easy
 - b. interesting
 - c. relaxing
 - d. wonderful
 - e. exciting



7. Juliette likes to . . .
 - a. camp
 - b. swim
 - c. go to the beach
 - d. run
 - e. travel
8. because it's . . .
 - a. easy
 - b. interesting
 - c. relaxing
 - d. wonderful
 - e. exciting

ACTIVITY 4: "WH-" QUESTIONS (WHAT, WHY)



What	do / don't	you / they	like to do?
	does / doesn't	he / she	

A. Listen to the examples. Then repeat.

- | | |
|--------------------------------|---------------------------|
| 1. What do you like to do? | I like to run. |
| 2. What does he like to do? | He likes to cook. |
| 3. What don't they like to do? | They don't like to study. |

Why	do / don't	you / they	like to run?
	does / doesn't	he / she	

B. Listen to the examples. Repeat.

- | | |
|--------------------------------|---|
| 1. Why do you like to run? | I like to run because it's fun. |
| 2. Why does she like to run? | She likes to run because it's challenging. |
| 3. Why don't they like to run? | They don't like to run because it's tiring. |

ACTIVITY 5: MORE "WH-" QUESTIONS



A. Listen to the question. Choose the correct response.

1. a. I like to camp. b. He likes to camp. c. . . . because it's difficult. d. . . . because it's relaxing.		3. a. She doesn't like to travel. b. We don't like to travel. c. . . . because it's exciting. d. . . . because it's expensive.	
2. a. . . . because it's tiring. b. . . . because it's fun. c. She likes to dance. d. He likes to dance.		4. a. . . . because it's easy. b. . . . because it's expensive. c. They like to watch sports. d. She likes to watch sports.	

ACTIVITY 6: WHY OR WHY NOT



A. Answer the questions in two to four complete sentences.

Examples

1. Do you like to travel?
Why or why not?



- A. Yes, I love to travel! I like to travel because it's exciting and interesting and because I like to visit new places.
B. No! I don't like to travel because it's so expensive. I don't like it because it's tiring.

2. Do you like to study English?
Why or why not?



- A. Yes, I like to study English. I like it because it's interesting and important for me. It helps me speak better.
B. No! I don't like to study English. I don't like it because it's difficult and tiring.

ACTIVITY 7: REGULAR VERBS



I / you / we / they	like	run	cook	dance	study	watch TV
he / she	likes	runs	cooks	dances	studies	watches TV

A. Read the sentences aloud. Then listen.



1. I like to run.
2. She likes to run.



3. We dance well.
4. He dances well.



5. They study English.
6. He studies English.



7. They watch movies at night.
8. He watches movies at night.

B. Choose the correct form of the verb.

1. He _____ to go to the beach.
a. like
b. likes
2. I _____ every day.
a. run
b. runs
3. We _____ dinner at 5:00 p.m.
a. cook
b. cooks
4. They _____ to loud music.
a. listen
b. listens
5. You _____ so well!
a. sing
b. sings
6. She _____ at school.
a. dance
b. dances

ACTIVITY 8: WHAT DO YOU LIKE TO DO?

**Greta:** Hey, Mario, what do you like to do?**Mario:** I like to swim. I swim every morning. I also cook really good Italian food. On the weekends, I bike with my friend, Tommaso.**Greta:** Oh? What does Tommaso do?**Mario:** He bikes and plays soccer. He sings and dances really well. And he writes music.**Greta:** Wow! That's so interesting!

A. Read and answer the questions.

1. What does Mario do?
a. He swims.
b. He sings.
c. He dances.
2. What does Tommaso do?
a. He cooks.
b. He writes music.
c. He swims.
3. Who sings and dances?
a. Mario
b. Greta
c. Tommaso
4. What do Mario and Tommaso do together?
a. They play soccer.
b. They swim.
c. They bike.

PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. 1. Help your practice partner talk about their likes and dislikes.
 Ask: "What do you like to do?" "Why do you like to do that?" "What else do you like to do?"
 Ask: "What don't you like to do?" "Why not?" "What else don't you like to do?"
 Ask: "What do you do with your friends?"
2. Switch roles. Let your practice partner ask you the same questions.
3. Share pictures of your friends and family. Take turns asking each other about your families' and friends' likes and dislikes.

EXPANSION ACTIVITIES: MISSIONARY WORK



1. Learn the vocabulary: companion, missionaries, scriptures, baptized
2. Listen. 3. Read aloud.



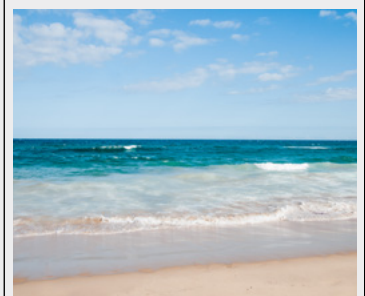
My name is Elder Lupaka, and my companion's name is Elder Okar.



We are missionaries for The Church of Jesus Christ of Latter-day Saints.



We serve in Africa.



I like to run and go to the beach. I also like to read the scriptures.



My companion likes to cook, sleep, and pray.



He doesn't like to run from dogs.



We both love to teach people about Jesus Christ.



We are so happy when they are baptized.

4. Learn the vocabulary:
 talk, rejoice, preach, prophesy

5. Read aloud 5 times. Then listen.

*"And we **talk** of Christ, we **rejoice** in Christ, we **preach** of Christ, we **prophesy** of Christ"*
 (2 Nephi 25:26).

6. Ponder: What do you know about Jesus Christ?
 7. Write: How can the teachings of Jesus Christ help you?

8. Speak: Say the scripture 2 Nephi 25:26 to three people.

ENGLISHCONNECT 1

LESSON 6: FAMILY

CONVERSATION: WHO IS IN YOUR FAMILY?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. E. Answer the questions.

1. I'm _____ Canada. I like to _____.
Also, I have a _____ family.
2. Oh, yeah? Tell me about your _____.
3. _____ are 5 people in my family. I have
a brother and a _____. What about
you? _____ are in your family?
4. I have 3 sisters and no _____. So there
_____ 6 people in my family.

small are dance from big friend family
How many What brothers There sister is



5. Where is Li Wei from?
a. China
b. Canada
c. The United States
6. How many people are in Li Wei's family?
a. 5
b. 6
c. 7
7. How many brothers does Li Wei have?
a. 0
b. 1
c. 2

ACTIVITY 2: SINGULAR/PLURAL AND THE VERB "HAVE"



A. Study the chart. Listen and repeat 1–5.

	Singular (1)	Plural (1+)
1.	brother	brothers s
2.	sister	sisters s
3.	parent	parents s
4.	uncle	uncles s
5.	child	children

B. Study the chart.

The verb have	
I / you / we / they	have
he / she / it	has

- C. Read aloud; then listen.
1. I have two brothers.
2. You have 3 sisters.
3. We have one son.
4. They have 6 nephews.
5. He has four nieces.
6. She has 5 uncles.



1. She / have / two / cousin



2. They / have / one / brother



3. I / have / two / sister

D. Write a complete sentence.

1. She has two cousins.
2. _____
3. _____

		
4. He / have / one / uncle	5. We / have / six / child	6. She / have / three / niece

D. Write a complete sentence.

4. _____
5. _____
6. _____

ACTIVITY 3: TELL ME ABOUT YOUR FAMILY





A. Listen and answer the questions.

Example:

Sarnai has _____ sisters.

- a. 2
- b. 3
- c. 8

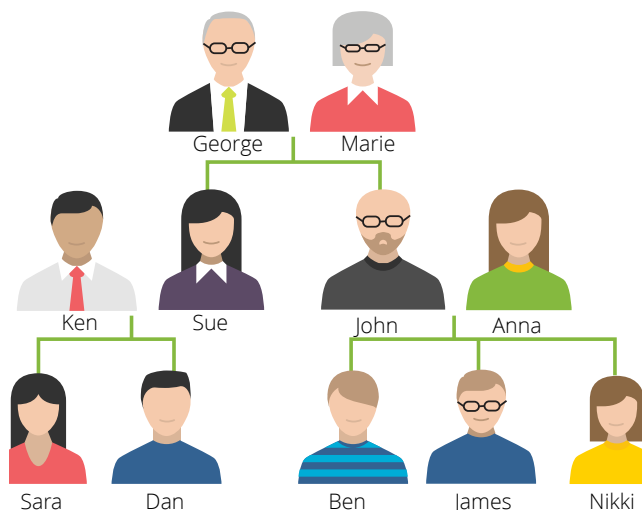


1. Ken has one _____. a. nephew b. niece c. cousin		3. Agatha has 20 _____. a. nephews b. cousins c. grandchildren	
2. Manuel has four _____. a. sons b. daughters c. children		4. Daya has _____ nieces. a. 0 b. 1 c. 2	

ACTIVITY 4: GEORGE AND MARIE'S FAMILY



A. Write the answer to the questions about George and Marie's family.



1. How many children do George and Marie have?

2. John is George's _____.

3. Sara is Ben's _____.

4. How many sons do John and Anna have? _____

5. George is James's _____.

6. Sue is Sara's _____.

7. Nikki is Ken's _____.

8. Dan and Ben are _____.

B. Talk about how the person is related to Sue. Then listen.

- | | | | |
|----------|-----------|----------|---------|
| 1. Sara | 2. George | 3. James | 4. Dan |
| 5. Nikki | 6. Marie | 7. John | 8. Anna |

ACTIVITY 5: HOW MANY ARE IN THE FAMILY?



A. Read and then write the answer to the questions. Then practice saying the questions.

1. How many people are in this family?

2. How many children do they have?

3. How many sons are in the family?

4. How many daughters are in the family?



B. Write about one of your parents in 3 or more sentences.

Where is he/she from? What does he/she like to do, and why? How many people are in his/her family?



Examples

My mother is from Russia.
She likes to cook because it's fun.
She has 3 sisters.

My father is from Argentina.
He likes to play sports. He doesn't like to sing because it's difficult.

PRACTICE PARTNER INSTRUCTIONS



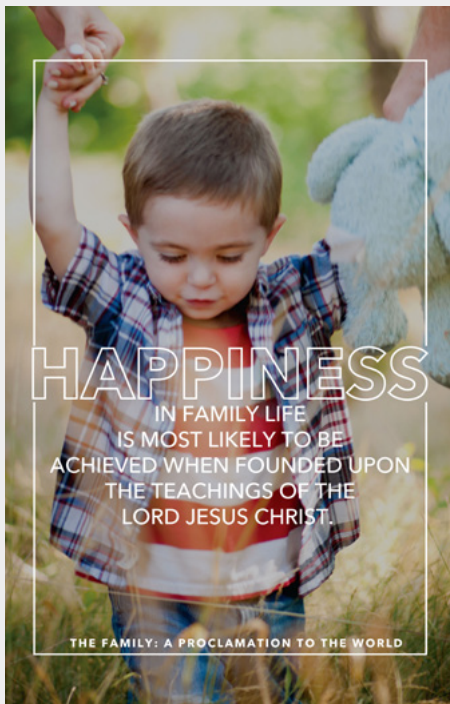
- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. Look at the picture of George and Marie's family in Activity 4. Help your practice partner talk about how each person is related to John. For example, "Sue is John's sister."
- C. Share pictures of your own family. Talk about your extended family. "How many cousins do you have?" "How many aunts and uncles?" "What do they like to do?"
Help your practice partner talk about their extended family. How many people are in their family? Do they all live together? What do they like to do?
Then help them fill in the chart. Practice asking and answering the questions.

Questions about family How many . . . ?	Possible answers
How many people are in your family?	There are _____ people in my family.
How many brothers do you have? How many sisters do you have? How many cousins do you have? Do you have any aunts or uncles? If so, how many?	I have . . .

- D. Look at the pictures. Take turns with your practice partner asking and answering questions about each family. For example, how many daughters does she have? How many parents are in the family? How many grandchildren are in the family?



EXPANSION ACTIVITIES: FAMILY



1. Learn the vocabulary:

achieve
founded upon
sacred
duty
rear children
relationship

2. Listen.
3. Read aloud.



Scripture 1

"Husbands, love your wives, even as Christ also loved the church, and gave himself for it"
(Ephesians 5:25).

Scripture 2

"Honour thy father and thy mother"
(Exodus 20:12).

4. Ponder: What do these quotes and scriptures mean to you?

5. Write one of the quotes or scriptures. _____

6. Speak: Memorize the quote or scripture. Say it to three people.

ENGLISHCONNECT 1

LESSON 7: FAMILY

CONVERSATION: WHO IS IN YOUR FAMILY?






A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

- Tell me about your _____.
- Well, _____ six people in my family.
- I _____ two brothers and one sister.
- Oh, I have one _____ too.
- What's _____ sister like?
- My sister _____ 16 years old.
- She is _____ and she _____ long, brown hair.
- She _____ to read.

tall
there are
your
sister
family
is
has
have
like
likes



ACTIVITY 2: BE OR HAVE?






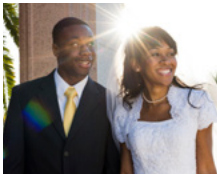




A. Study the chart. B. Listen and repeat 1–5.

the verb be		the verb have	
I am	tall thin old married bald	I have	long hair blue eyes curly hair glasses a beard
you / we / they are		you / we / they have	
he / she / it is		he / she / it has	

1. 
2. 
3. 
4. 
5. 

C. Choose the correct verb.

1. She ____ tall. a. is b. are c. has d. have 	2. They ____ green eyes. a. is b. are c. has d. have 	3. Sarah ____ curly hair. a. is b. are c. has d. have 
4. We ____ married. a. is b. are c. has d. have 	5. He ____ a beard. a. is b. are c. has d. have 	6. I ____ not old. a. am b. is c. has d. have 

ACTIVITY 2: TALKING ABOUT AGE



A. Study the chart. B. Listen and repeat 1–4.



Talking about Age: Questions		
How old	are	you / they?
	is	he / she?
Talking about Age: Answers		
I am	I'm	_____ 25 _____ years old.
you are	you're	
we are	we're	
they are	they're	
he is	he's	
she is	she's	
it is	it's	

ACTIVITY 4: DARIA'S FAMILY



A. Read the chart. Listen and respond to the questions aloud.

DARIA'S FAMILY



Sister Maddie 10 years	Brother Marcus 15 years	Brother James 18 years	Mom Dawn 45 years	Dad Clark 49 years
Cousin Simon 6 years	Cousin Lucy 12 years	Aunt Barb 37 years	Uncle Dan 38 years	Grandma Judy 77 years

ACTIVITY 5: WHO IS IT?



A. Look at the picture. Listen to the description. Choose the correct person.



1. a. Katherine b. Susan c. Claire d. Charlotte	2. a. David b. Ray c. Alan d. Jonathan
3. a. Charlotte b. Paul c. Jonathan d. Mary	4. a. Susan b. Ray c. Philip d. Marjorie

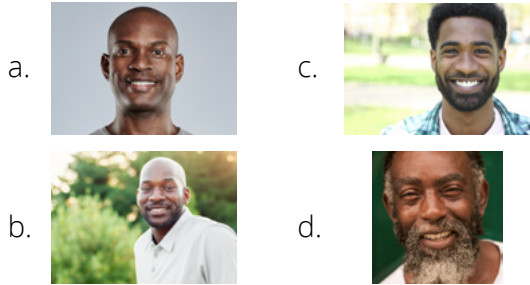
ACTIVITY 6: DESCRIBING THE FAMILY

A. Read the description. Choose the picture that matches.

1. My cousin is a friendly and fun person. She is 23 years old. She is thin and has straight red hair. She loves to travel, cook, and watch movies.



2. My brother is energetic. He is 34 years old and kind of short. He is bald but has a mustache and short beard. He is married and has two children. He likes to run.



ACTIVITY 7: DESCRIBE THE PERSON

A. Write about the person in the picture. Write as much as you can. Be creative.

Hugo
age 29



Helen
age 66



PRACTICE PARTNER INSTRUCTIONS

- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. Look at the pictures in Activity 7. Help your practice partner say as much as they can about the people in the pictures. Talk about age, physical description, personality, family relationships, and interests. Do the same for the pictures below.



Young-ja, age 78, grandmother
Min-seo, age 9, granddaughter



Victor, age 27, husband
Adele, age 26, wife

- C. Look at the chart in Activity 4. Ask your practice partner questions about Daria's family. Examples: How old is Uncle Dan? How many cousins does she have? How old are they?

- D. Look at the chart in Activity 5. Give your practice partner some clues about people in the chart. Then ask, “Who is it?” For example, “This person has dark hair, dark skin, and blue eyes. Who is it?” Share pictures of your own families. Help your practice partner describe two family members.
- Talk about:
1. age (___ is ___ years old)
 2. physical description (he/she has ___ eyes and ___ hair, he/she is tall/short, and so on)
 3. personality (funny, shy, loud, kind, athletic, and so on)
 4. likes and dislikes

EXPANSION ACTIVITIES: CHANGE OF HEART



1. Learn the vocabulary: want, example, proud, decide, soften
2. Listen.
3. Read aloud.



My brother Carlos is handsome. He is tall and has dark hair. He is 19 years old.



He is going on a mission for The Church of Jesus Christ of Latter-day Saints.



I didn't want to go on a mission. I didn't want to leave my job, my girlfriend, or my motorcycle.



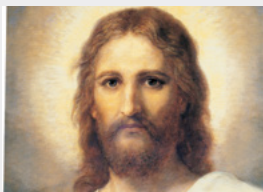
Carlos spoke in church. He said, “I love Jesus Christ. I try to do good. I want my brother to be proud of me.”



I am surprised. I am proud of him. Carlos is a good person. He studies the scriptures.



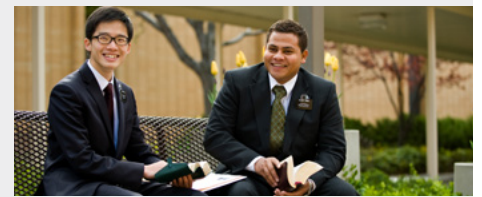
He serves other people. He is honest. He is kind. He is like Jesus Christ.



I think about my life. I don't follow Jesus Christ.



But my brother loves me. I want to be like him. My heart softens. I repent. I change my life.



Two years later, I am a missionary. I thank Heavenly Father for my brother. He is a good example for me.

4. Learn the vocabulary: repentance, change, mind, view, suffered, pain, how, who
5. Read aloud. Then listen.

“*[Christ] **suffered** the **pain** of all men, that all men might repent and come unto him*”
(Doctrine and Covenants 18:11).

Repentance “is a **change** of **mind** and heart that gives you a fresh **view** about God, about yourself, and about the world” (“Repentance,” *True to the Faith* [2004], 132).

6. Ponder: What can you do to be a better person?
7. Write: **Who** do you want to be like? Write 3–5 sentences about this person. _____
8. Speak: Talk about the person you want to be like. Tell three people.

ENGLISHCONNECT 1

LESSON 8: EVERYDAY COMMON ITEMS

CONVERSATION: IS THIS YOUR PHONE?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

- 1. Sasha, is _____ your phone?
- 2. No, _____ not.
- 3. _____ phone is in my pocket.
- 4. Are _____ your keys?
- 5. No, _____ not.
- 6. My keys _____ in my backpack.

My this it's these are they're your



ACTIVITY 2: THIS AND THESE



A. Study the chart. B. Listen and repeat. C. Choose the correct missing word.

This and These	
Singular (1)	Plural (2+)
this / is	these / are
	

1. What is ____? a. this b. these	5. ____ this your pen? a. Is b. Are
2. These ____ my pencils. a. is b. are	6. What are ____? a. this b. these
3. Do you like ____ chairs? a. this b. these	7. This ____ her computer. a. is b. are
4. ____ is my phone. a. This b. These	8. Do you like ____ book? a. this b. these

ACTIVITY 3: WHAT IS THIS?



A. Look at the picture. Listen to the question, and respond. B. Ask a question aloud for each picture.



1.



2.



3.



4.



5.



6.



7.



8.

ACTIVITY 4: POSSESSIVE ADJECTIVES REVIEW



A. Study the chart. B. Read. Listen and repeat 1–5.

Possessive Adjectives—Review		
I	my	my watch
you	your	your pen
we	our	our books
they	their	their phones
he	his	his wallet
she	her	her keys



1. What is that?
It's my watch.
2. Is this your pen?
Yes, that's my pen.
3. What are these?
These are our books.
4. Is this his wallet?
No, it's not.
5. Are these her keys?
Yes, they are.

ACTIVITY 5: WHAT IS THIS?



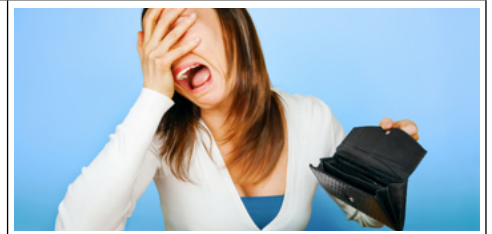
A. Write what you hear.



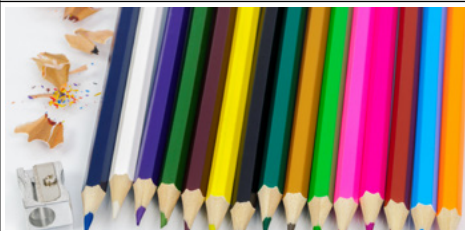
1. This is our chair!



2.



3.



4.



5.



6.

ACTIVITY 6: WHAT IS THIS?









A. Look at the picture. Write five things you see.



ACTIVITY 7: NORA'S STORIES



A. Listen. B. Read aloud.

		
My name is Nora. I like to read. These are my books.	I also like to write stories for children. I write my ideas in these notebooks.	I only write with this pen. I like to write with it because it helps me write good ideas.
		
Then I write the story on this computer.	Each day for 8 hours, I sit at this table to write.	Writing is challenging. But I love to write because it's also interesting and exciting.

C. Answer the questions. Choose all that are correct.

1. What does Nora like to do?
a. study
b. travel
c. read
d. dance
e. write
2. What does Nora use in her writing?
a. a computer
b. a pen
c. a pencil
d. a notebook
e. a table
3. Nora likes to write because it's ____.
a. challenging
b. fun
c. exciting
d. interesting
e. easy

PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. Look at the pictures in Activity 3, Activity 6, and below. Take turns asking questions. "What is this?" "What are these?" Look around the room and ask your partner to name things.



- C. Look at Activity 7. Ask your practice partner to retell Nora’s story in his or her own words. Ask questions about the story. For example, “What does Nora like to do?” and “How many hours does she write?”
- D. Ask your practice partner to retell the story in the “Expansion Activity.” Ask him or her questions about the story. For example, “What did Laura lose?” or “Where did she look?” or “What did her daughter say?”
- Talk about prayer together. What do you pray for? How does Heavenly Father answer your prayers?

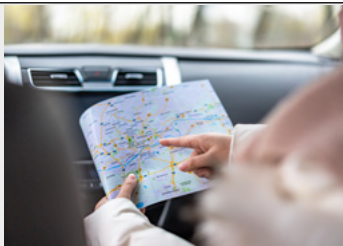
EXPANSION ACTIVITIES: HEAVENLY FATHER ANSWERS PRAYERS



1. Learn the vocabulary: lose, need, look, find, vacation, under
2. Listen. 3. Read aloud.



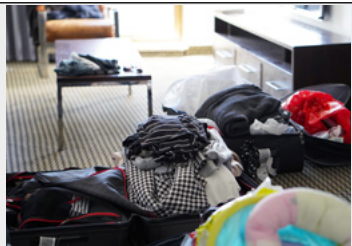
“Where are the car keys?” Laura asks herself. “I can’t lose them!”



Laura and her family are on vacation 800 km from home. She needs those keys.



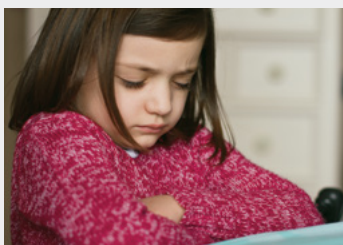
Laura looks in the car. She looks in her backpack. No keys.



Laura looks on the table. She looks under the chair. No keys.



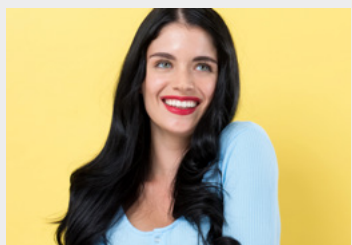
She finds chewing gum, a pen, some buttons, and a brush, but no keys.



“Did you pray?” asks her daughter. “No,” says Laura. “Let’s pray together,” says her daughter.



They pray. Laura has a thought to look in her computer bag. There are the keys!



Laura says another prayer. She thanks Heavenly Father for answering her prayer and helping her find her keys.

4. Learn the vocabulary: humble, lead, hand, answer, talk, hear, thou, thee = you, thy = your
5. Read aloud. Then listen.

*“Be **thou humble**; and the Lord **thy** God shall **lead thee** by the **hand**, and give **thee answer** to **thy** prayers”* (Doctrine and Covenants 112:10).

“Just **talk** to your Father. He **hears** every prayer and **answers** it in His way” (Richard G. Scott, “Learning to Recognize Answers to Prayer,” *Ensign*, Nov. 1989, 3).

6. Ponder: What do you pray for? How has Heavenly Father answered your prayers?
7. Write three sentences about what you pray for:

8. Speak: Talk about what you pray for. Tell three people.
- Examples:

I pray for my family.
I pray for help with English.

ENGLISHCONNECT 1

LESSON 9: CLOTHING AND COLORS

CONVERSATION: I'M LOOKING FOR A NEW SHIRT



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. E. Answer the questions.



- 1. So, Camila, what are you _____?
- 2. I'm looking for a new _____?
- 3. _____ shirts are nice.
- 4. Do you like _____?
- 5. Yeah, but those shirts are all _____.
- 6. I'm looking for a red _____.
- 7. Look over _____!
- 8. Those _____ are red and they're on sale!

them there Those one shirt red shirts looking for green are is

1. What is Camila looking for?

a. a green shirt

c. a red skirt

b. a red shirt

d. a green skirt
2. Does she find what she is looking for?

a. yes



b. no

ACTIVITY 2:



A. Study the charts. B. Listen to the examples, and then repeat.

Demonstrative Adjectives: this, these		
	Singular (1)	Plural (2+)
	this / is	these / are
Close to the speaker		

Demonstrative Adjectives: that, those		
	Singular (1)	Plural (2+)
	that / is	those / are
Far from the speaker		

C. Look at the pictures. Listen to the question, and respond. Then ask your own questions for each picture.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

D. Write the missing word. Use *is, are, this, that, these, those*.



1. _____ are his green shoes.



2. Is _____ your red jacket?



3. That _____ his ring.



4. _____ these his glasses?



5. I like _____ dresses.



6. I don't like _____ orange sweater.

ACTIVITY 3: I'M WEARING . . . I'M LOOKING FOR . . .









A. Study the chart. B. Listen and repeat 1–3.

Verb + ing		
I am	I'm	wearing _____ looking for _____
you are we are they are	you're we're they're	
he is she is	he's she's	

- I'm wearing a blue shirt.
- They are wearing white shirts.
- He's looking for a green shirt.

C. Read about Milo, and then answer the questions.

		
Milo is looking for his black shoes.	He finds his sister's green sweater.	He finds his mother's blue earrings.
		
He finds his brother's dirty yellow socks.	He finds his father's brown slippers.	Where are his shoes? There they are!

- What is Milo looking for?
 - shoes
 - socks
 - slippers
- What color are his mother's earrings?
 - black
 - blue
 - brown
- What does Milo find?
 - blue socks
 - green earrings
 - brown slippers
- Does Milo find what he is looking for?
 - Yes
 - No

ACTIVITY 4: WHO IS IT?



A. Listen to 1–5. Choose the person described. Say what each person is wearing.



1. Who is it?	a. Olga	b. Omar	c. Jon
2. Who is it?	a. Rosa	b. Esther	c. Olga
3. Who is it?	a. Mia	b. Esther	c. Olga
4. Who is it?	a. Jon	b. Jorge	c. Raoul
5. Who is it?	a. Omar	b. Jon	c. Olga

B. Look at the picture. Write what the person is wearing.

1. What is Raoul wearing? _____
2. What is Esther wearing? _____
3. What is Omar wearing? _____

PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. Look at Activity 4. Describe one of the people. Have your partner guess who it is. Repeat. Switch roles.
- C. Look at the pictures below. Help your practice partner talk about what they see and what the people are wearing.



- D. Look at the pictures below. Ask them to choose their favorite. “Do you like this green shirt or that purple shirt?”

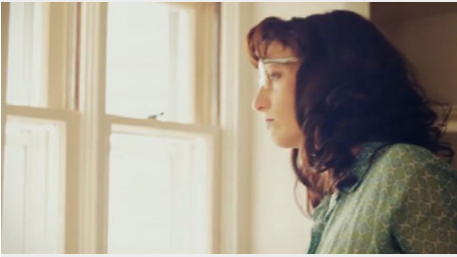


EXPANSION ACTIVITIES: JUDGE NOT



1. Learn the vocabulary: neighbor, hang up clothes, window, wash, clean, soap

2. Listen. 3. Read aloud.



Mary likes to watch her neighbors.



One day she sees her neighbor Sue. Sue hangs up clothes on the line. Sue hangs up red socks, blue pants, and a white shirt.



Mary looks out her window at the clothes. She turns to her husband, Bill, and says, "Sue doesn't know how to wash clothes. Those shirts are not clean."



Bill looks out the window. He doesn't say anything.



A few days later, Sue hangs up clothes again. Mary watches. Sue hangs up a green, white, and yellow dress and white socks.



Mary says to Bill, "She needs different soap. Those socks are not clean." Bill doesn't say anything.



Mary continues to watch Sue hang up clothes. Mary continues to tell Bill that Sue does not know how to wash clothes.



A few weeks later, Mary watches Sue hang up clothes. They are all clean! She says, "All of the clothes are clean! How did this happen?"



Bill says, "I washed our windows."

4. Learn the vocabulary: judge, judging

5. Read aloud. Then listen.

"Judge not, that ye be not judged"
(Matthew 7:1).

6. Ponder: What does Jesus teach about judging people? How can you do better?

7. Write: What lesson does Mary learn in this story?

8. Speak: Tell this story to three people.

ENGLISHCONNECT 1

LESSON 10: DAILY ROUTINES

CONVERSATION: WHAT DO YOU DO IN THE MORNING?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

- 1. Hey, Jianyu, what do you usually do in the _____ ?
- 2. I _____ take a shower and eat _____.
- 3. What _____ Kyung usually _____ in the morning?
- 4. He usually _____ his teeth and watches the _____.
- 5. What _____ _____?
- 6. I usually _____ _____ late, and then I go to _____.

breakfas get up news morning you about

do brushes usually does take work



ACTIVITY 2: SIMPLE PRESENT + USUALLY



A. Study the chart. B. Listen and repeat 1–4.

Usually + Verb			
I You We They	usually	eat breakfast brush (my / your / their / our) teeth	in the morning.
He / She / It		eats breakfast brushes his / her teeth	

C. Look at the picture, and choose the correct answer. Say the complete sentence aloud.

- 1. Farah usually ____ in the morning.
 - a. brushes her teeth
 - b. brushes her hair
 - c. makes her bed



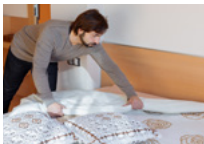
- 2. Chanhon usually ____ in the morning.
 - a. makes his bed
 - b. wakes up early
 - c. goes to work



- 3. Patricia usually ____ in the morning.
 - a. makes breakfast
 - b. brushes her hair
 - c. puts on makeup



- 4. Christopher usually ____ in the morning.
 - a. takes a shower
 - b. makes breakfast
 - c. makes his bed



- 5. Izumi usually ____ in the morning.
 - a. feeds the dog
 - b. makes her bed
 - c. eats breakfast

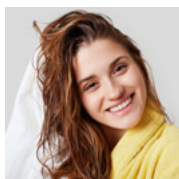


- 6. Lucien usually ____ in the morning.
 - a. gets dressed
 - b. shaves his face
 - c. takes a shower



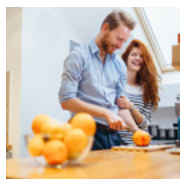
D. Write a sentence to tell what the person usually does in the morning.

1.



take a shower

2.



make breakfast

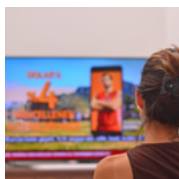
Example:

Armani usually gets dressed in the morning.



get dressed

3.



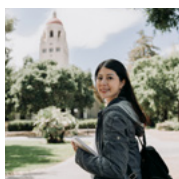
watch the news

4.



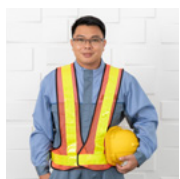
brush teeth

5.



go to school

6.



go to work

1. Claudia _____.

2. Michael and Susan _____.

3. I _____.

4. We _____.

5. Minhye _____.

6. Lin _____.

ACTIVITY 3: WHAT DO YOU DO IN THE MORNING?



A. Listen to 1–4. Repeat the question. B. Draw a line to show the answer.

1.



Max

2.



Mei

3.



Tom and Luis

4.



Mateo

1. Max

2. Mei

3. Tom and Luis

4. Mateo

a. She usually reads the news.

b. He usually eats breakfast.

c. They usually go to school.

d. He usually brushes his teeth.

C. Listen to 1–4. Answer the questions. Choose all answers that are correct.

1. What does Najib do in the morning?

- a. He wakes up early.
- b. He gets up late.
- c. He takes a shower.
- d. He shaves.

2. What does Emily do in the morning?

- a. She makes her bed.
- b. She gets up early.
- c. She eats breakfast.
- d. She reads the news.

3. What does Jung-Eun do in the morning?

- a. She puts on makeup.
- b. She feeds her cat.
- c. She takes a shower.
- d. She makes her bed.

4. What does Andres do in the morning?

- a. He shaves.
- b. He makes breakfast.
- c. He goes to school.
- d. He prays.

ACTIVITY 4: DAILY ROUTINES



A. Listen.

B. Read aloud.

C. Answer the questions in complete sentences.



Julie works for a radio show.



She wakes up early at 3:30 a.m.



She takes a shower.



She puts on makeup and eats breakfast.



She goes to work.



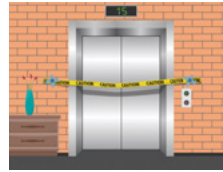
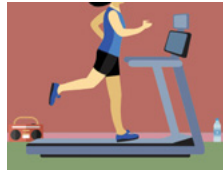
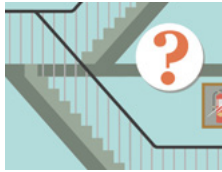
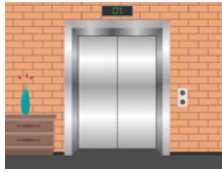
She starts the radio show at 5:00 a.m.

1. What does Julie do after she takes a shower?

2. When does she begin working?

D. Listen to the story.

E. Retell the story.



PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary. Have him or her retell the stories in Activity 4A and 4D.
- B. Look at the pictures below. Help your practice partner answer the question "What do they usually do in the morning?" For example, "Sandra usually wakes up early in the morning." Help them say as much as they can about the people in the pictures.

1.



Sandra

2.



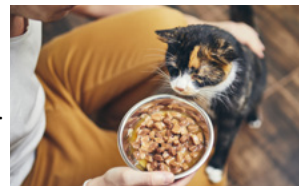
Mafi

3.



Petra

4.



Ethan

5.



Tanya

6.



Reo

7.



Thiago

- C. Help your practice partner talk about their daily routine. Have them ask you questions about your daily routine. Ask them questions about their family members' routines.

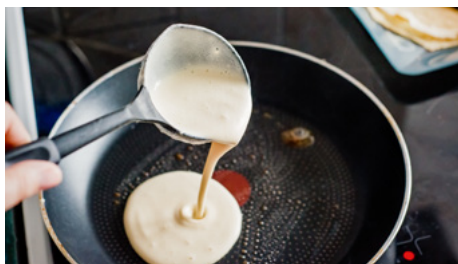
EXPANSION ACTIVITIES: PUT THE LORD FIRST



1. Learn the vocabulary: tired, alone, take care of, feels, peace
2. Listen. 3. Read aloud.



Rosa has five children. She is a busy mom. Every morning she gets up at 6:00 a.m. She takes a shower and gets dressed.



After that, she makes breakfast for her family. She feeds the dog. She drives her children to school.



She comes home and cleans the house. She goes shopping.



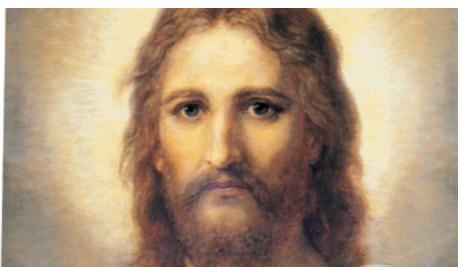
She works all day for her family.



One day, Rosa is tired and unhappy. She feels alone.



She prays. She tells Heavenly Father that she is tired. She says, "I don't have time for everything. I need help."



A thought comes to her mind. It is this: "Put the Lord first. He will take care of the rest."



Rosa decides to pray every morning. She decides to read the scriptures every morning.



She does it. She feels better. She has peace. She has time for everything. She feels closer to God.

4. Learn the vocabulary: feast
5. Read aloud three times. Then listen.

*"**Feast** upon the words of Christ; for behold, the words of Christ will tell you all things what ye should do" (2 Nephi 32:3).*

6. Ponder: Why is it important to study the scriptures? How do the scriptures help you?

7. Write your favorite scripture (in English). _____

8. Speak: Say your favorite scripture (in English) to three people.

ENGLISHCONNECT 1

LESSON 11: CURRENT ACTIVITIES

CONVERSATION: WHAT ARE YOU DOING RIGHT NOW?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Dante, what are you _____ right now?
I'm _____ to Jamie's house to eat _____
and watch a movie. Do you want _____ come?
2. Oh, sounds _____ . . . but I'm _____.
3. Really? Do you usually _____ on
Friday _____?
4. No, I _____ relax, but I have a big _____
soon.
5. OK. Well, _____ luck!



doing good fun going test pizza usually to study studying nights

ACTIVITY 2: WHAT IS HE OR SHE DOING RIGHT NOW?



A. Study the charts. Listen to examples 1–6. Repeat aloud.

Simple Present Tense			Present Progressive Tense (Verb + ing)			
subject	verb	time phrase	subject	be verb	verb + ing	time phrase
I You We They	eat <u>lunch</u> watch <u>movies</u> pray	every day. every night. every <u>Friday</u> .	I	am	eating <u>lunch</u> watching <u>movies</u> praying	now. right now.
He She It	eats <u>lunch</u> watches <u>movies</u> prays		You We They	are		
			He She It	is		

B. What are they doing? Write a sentence about the picture.

1.



He / eat lunch

He is eating lunch.

2.



She / pray

3.



I / eat dinner

4.



They / relax

5.



He / come home

6.



She / study

C. Read each question aloud. Answer each question aloud. Listen.

1. What are you doing right now?



clean house

2. What is Sergio doing right now?



do homework

3. What are Teresa and Sam doing right now?



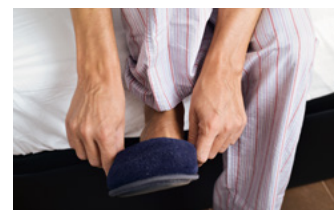
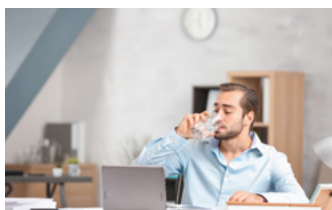
visit friends

4. What are you all doing right now?



exercise

D. Listen. Write the missing part of the sentence.



a. Enzo is _____.

a. Gamila is _____.

a. Jeong Woo is _____.

b. He usually _____.

b. She usually _____.

b. He usually _____.

ACTIVITY 3: DONGAI'S BUSY DAY



A. Listen to the story. B. Write the missing words.

1.



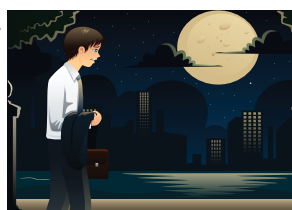
2.



3.



4.



1. Dongai's days are _____.

2. Her children are _____ now.

3. Dongai is _____ her children do homework.

4. Today Dongai's husband is _____.

ACTIVITY 4: "WHAT ARE YOU DOING?"



A. Listen to the story. B. Read aloud.



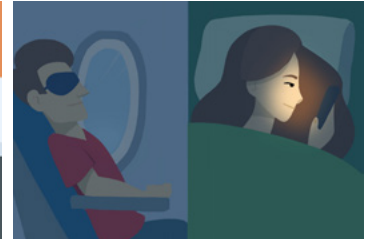
"What are you doing right now?" asks the man.



"I'm cooking dinner," says the woman.
"I'm eating dinner too," he says.



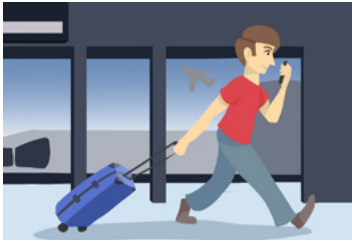
"I'm watching the news. How about you?" she asks.
"I'm reading a book," he says.



"I'm going to sleep," he says.
"Goodnight," she says.



"Good morning," she says.
"I'm taking the dog for a walk."



"I'm walking too," he says.



"What are you doing now?" he asks.
"I'm eating breakfast," she says.



"Me too!" he says.

PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary. Have him or her retell the stories in Activity 3 and Activity 4.
- B. Look at the pictures below. Ask your practice partner, "What is he/she doing right now?" Help them say as much as they can about the people in the picture. Then have your partner ask you questions about the people in the pictures.



1.

do homework



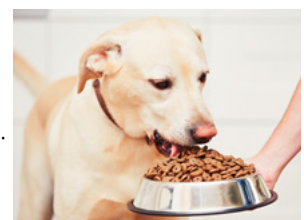
2.

visit friends



3.

brush teeth



4.

feed the dog



5.

exercise



6.

run errands



7.

get ready



8.

eat breakfast

- C. Ask your practice partner what they usually do on Sunday. Ask what their family members usually do on Sunday. Let them ask you about your weekend schedule. Pretend that it is a certain time during the day. Ask your practice partner what they are doing. For example: It's morning. What are you doing right now? Ask about different times of day (afternoon, evening, middle of the night). Then let them ask you questions.

EXPANSION ACTIVITIES: WHAT AM I DOING HERE?



1. Learn the vocabulary: steep, sweaty, dinosaur, unfamiliar, becoming, pedaling

2. Listen. 3. Read aloud.



"What am I doing here?" Sister Chau asks herself.



She is riding up a steep bridge in Vietnam. She is wearing a skirt. She is hot, sweaty, and tired.



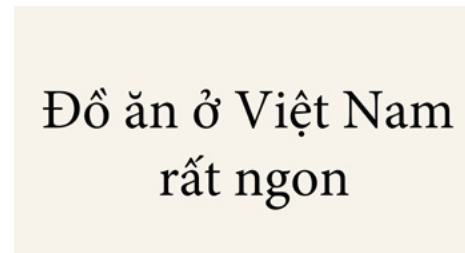
She is thousands of miles from her home. People say, "You look like a dinosaur," because she is tall.



She is eating new and unfamiliar food. The language is difficult.



She is a missionary for The Church of Jesus Christ of Latter-day Saints.



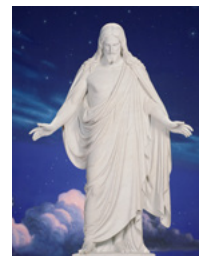
Then she thinks, "I am learning a difficult language. I am trying new food."



"I am serving people. I am teaching people about Jesus Christ. I am changing. I am becoming a better person."



"I am here because I want to tell the people of Vietnam about Jesus Christ. I want to serve God and the people of Vietnam."



"I am here because I love God and Jesus Christ." So she continues pedaling up the bridge.

4. Learn the vocabulary: service, fellow beings, embark, might, mind, strength

5. Read aloud. Then listen.

*"When ye are in the **service** of your **fellow beings** ye are only in the **service** of your God"*
(Mosiah 2:17).

*"O ye that **embark** in the **service** of God, see that ye serve him with all your heart, **might, mind** and **strength**"*
(Doctrine and Covenants 4:2).

6. Ponder: What are you doing to serve others? How can you improve?

7. Write three ways you can serve others. _____

8. Speak: Tell someone how you are serving others this week.

ENGLISHCONNECT 1

LESSON 12: TIME AND CALENDAR

CONVERSATION: WHAT TIME IS IT?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Do you _____ a watch?

What _____ is it?

2. Yes. _____ 3:30.

3. OK, _____.

4. You're _____.

have welcome thank you time It's



ACTIVITY 2: TELLING TIME

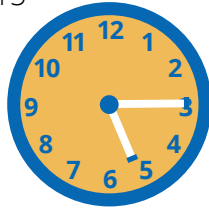


A. Listen to the examples. Repeat aloud.

five o'clock
5:00



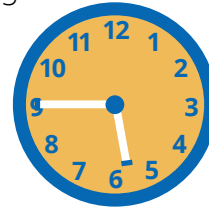
five fifteen
5:15



five thirty
5:30



five forty-five
5:45



B. Listen to 1–6. Choose the correct time.

1. It's _____.

- a. 9:30
- b. 9:15
- c. 9:00

2. It's _____.

- a. 1:00
- b. 1:30
- c. 1:45

3. It's _____.

- a. 11:30
- b. 10:30
- c. 1:30

4. It's _____.

- a. 3:15
- b. 3:00
- c. 3:45

5. It's _____.

- a. 7:00
- b. 6:00
- c. 9:00

6. It's _____.

- a. 2:30
- b. 11:30
- c. 12:30

C. What time is it? Look at the picture. Say the time aloud. Listen to the answer.

1.



2.



3.



4.



5.



6.



7.



8.



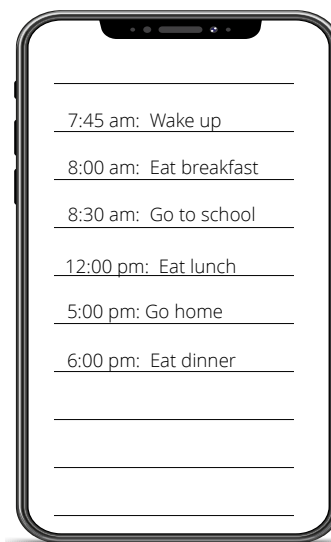
ACTIVITY 3: DAILY SCHEDULES



A. Read Jana's schedule. Answer the questions.

- | | |
|---------------------------------|-----------------------------------|
| 1. What time does Jana wake up? | 2. When does Jana eat lunch? |
| a. 8:30 | a. 12:00 |
| b. 7:45 | b. 1:00 |
| c. 6:00 | c. 11:00 |
| 3. When does Jana go home? | 4. What time does she eat dinner? |
| a. 3:00 | a. 5:00 |
| b. 4:00 | b. 5:30 |
| c. 5:00 | c. 6:00 |

Jana's Schedule



B. Listen to Turo's schedule. Match the time with the activity.

- | | |
|------------------|----------|
| 1. eat dinner | a. 8:00 |
| 2. eat lunch | b. 8:15 |
| 3. wake up | c. 9:00 |
| 4. come home | d. 11:30 |
| 5. watch news | e. 4:45 |
| 6. run errands | f. 5:30 |
| 7. take a shower | g. 6:30 |
| 8. go to work | h. 7:00 |

ACTIVITY 4: WHAT DAY IS TODAY?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.



day fifteenth Friday fourteenth

1. Is today the _____?
2. No, it's the _____.
3. Oh, what _____ is today?
4. It's _____.
5. OK, thanks.

E. Read and listen to the dates. Repeat them aloud.

- | | | |
|--------------------------------|--------------------------------|---------------------------------|
| 1. Today is Sunday, May 14th. | 2. Today is Tuesday, May 16th. | 3. Today is Friday, May 19th. |
| 4. Today is Tuesday, May 30th. | 5. Today is Monday, May 15th. | 6. Today is Thursday, May 11th. |

F. Look at the picture. Answer the question aloud. Listen to the answers.

- | | | | |
|---------------------|--------------------------|--------------------------|-----------------------|
| 1. What time is it? | 2. What day is it today? | 3. What is today's date? | 4. Is today the 14th? |
|---------------------|--------------------------|--------------------------|-----------------------|



ACTIVITY 5: ASKING QUESTIONS



A. Look at the picture and the answers. Choose the correct question.

1. Question: _____?

Answer: No, it's the eighteenth.

- Is today the seventeenth?
- What day is today?
- Is today Friday?



2. Question: _____?

Answer: It's Friday.

- What is today's date?
- What day is today?
- What time is it?



3. Question: _____?

Answer: It's 10:15.

- What day is today?
- What time is it?
- Is today the 15th?



4. Question: _____?

Answer: Today is March 13.

- Is today Friday?
- What time is it?
- What is today's date?



ACTIVITY 6: BIRTHDAYS



A. Write about your family members' or friends' birthdays. Write at least 4 sentences. Listen to the example.



PRACTICE PARTNER INSTRUCTIONS



- Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- Help your practice partner talk about time and dates. Use the questions in activity 2C, 4F, and 5A to talk about the pictures in each activity. Take turns asking questions. Then ask each other questions about today's date and the time.

- Ask your practice partner about their schedule. For example:

What time do you wake up?

When do you usually eat lunch?

Write their information in the first schedule.

Then let them ask you questions and fill in the second schedule.

If your schedule is currently the same, talk about another day.

- Ask your practice partner to tell you about their birthday. When is their birthday? What do they like to do on their birthday? What time do they do things on their birthday? Let them ask you about your birthday. Talk about what they wrote in Activity 6.

EXPANSION ACTIVITIES: THE GIFT OF TIME



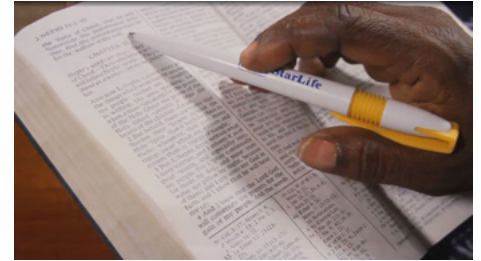
1. Learn the vocabulary: gift, what matters most, rise, list, mind, promise, most important, the Spirit
2. Listen. 3. Read aloud.



God has given us a great gift: our time. We must do with it what matters most.



Every morning, I rise before the sun. I dress and wash my face and hands.



I read the scriptures.



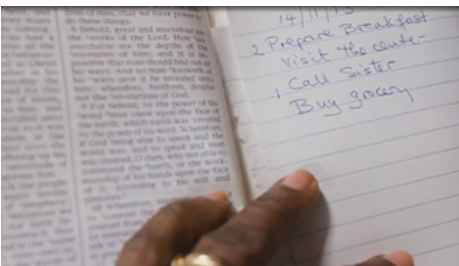
Then I make a list of what I should do that day. I think of who I must save.



I pray to know God's will, and I listen. Sometimes the names or faces of people come to mind. I add them to my list.



I thank God. I promise to do my best. I ask that He will do what I cannot.



I look at my list. I put a 1 by the most important thing, then a 2.



Then I go to work. I look at number 1 and try to do it first, then number 2.



I know God will help me. So with my list and the Spirit, I do what matters most.

4. Learn the vocabulary: prepare, perform, labor, improve
5. Read aloud. Then listen.

*"For behold, this life is the time for men to **prepare** to meet God; yea, behold the day of this life is the day for men to **perform** their **labors**"*
(Alma 34:32).

6. Ponder: Why is time one of God's greatest gifts?

7. Write three ways you can **improve** how you use your time. _____

8. Speak: Tell someone how you will **improve** your use of time.

ENGLISHCONNECT 1

LESSON 13: WEATHER

CONVERSATION: HOW'S THE WEATHER?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. How's the _____ in London?
2. Not very good. It's _____ again.
3. That's too bad. _____ it rain tomorrow, too?
4. I think it will. It usually rains a lot in _____.

sunny snowing raining February
Will April weather



ACTIVITY 2: TALKING ABOUT THE WEATHER



A. Read. Listen to the examples, and repeat them aloud.

1. How's the weather?
2. What will the weather be tomorrow?
3. It's raining. It's rainy.
4. Will it rain tomorrow?
5. Yes, it will.
6. It's snowing. It's snowy.
7. Will it snow tomorrow?
8. I think it will.
9. It's windy.
10. Will it be windy tomorrow?
11. I'm not sure.
12. It's foggy.
13. Will it be foggy tomorrow?
14. No, it won't.

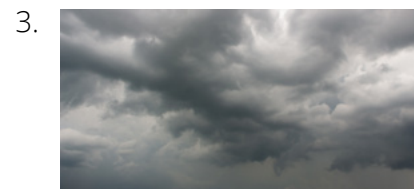
B. Look at the pictures. Finish the sentences.



It is _____.



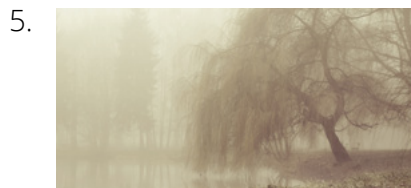
It's _____.



It's _____.



It's _____.

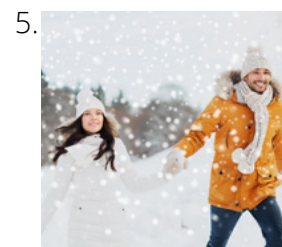
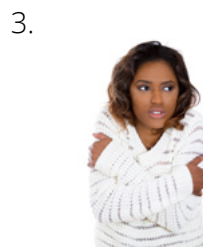
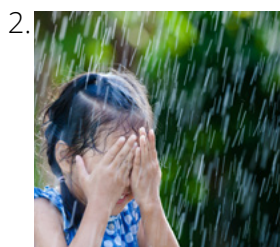


It's _____.



It's _____.

C. Look at the pictures. Say a sentence about the weather. Listen to the examples.



ACTIVITY 3: WEATHER FORECAST



A. Look at the picture. Listen to the speaker talk about the weather for the week. Answer the questions.

1. Sunday will be _____.
 - a. cool
 - b. hot
 - c. cloudy
2. Tuesday will be _____.
 - a. cloudy
 - b. rainy
 - c. sunny
3. Thursday will be _____.
 - a. sunny
 - b. windy
 - c. foggy
4. Friday there will be _____.
 - a. fog
 - b. snow
 - c. lightning



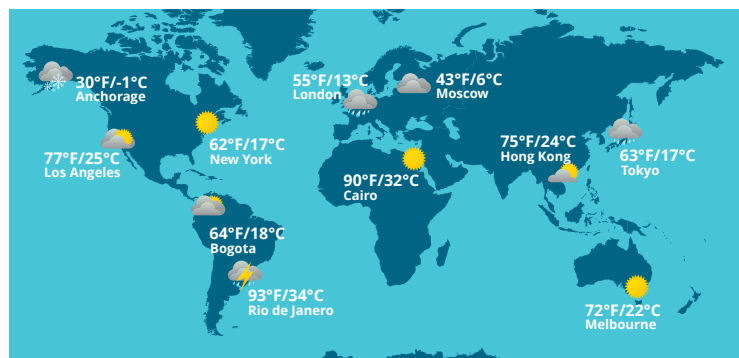
B. Read the sentences aloud. Listen to 1–4.

1. Sunday will be sunny.
2. Wednesday will be rainy.
3. Friday there will be thunder.
4. Saturday will be sunny and warm.

C. Write three sentences about the weather.

1. _____
2. _____
3. _____

D. Look at the picture. Answer the questions aloud. Listen to the examples.



1. How's the weather in Moscow?
2. How's the weather in Cairo?
3. How's the weather in Rio de Janeiro?
4. How's the weather in Anchorage?
5. How's the weather in Tokyo?
6. How's the weather in Melbourne?

E. Listen to the weather forecast. Answer the questions. You may listen more than once.

Part 1

1. What will the weather be today?
_____ and _____
2. Which days will have thunder and lightning?
_____ and _____

Part 2

3. What will the weather be on Sunday?
_____ and _____
4. What will the weather be on Tuesday?
_____ and _____

F. Listen to 1–4. Write what you hear.

1. _____
2. _____
3. _____
4. _____

ACTIVITY 4: VACATION PLANS



A. Listen to the story. B. Read aloud.



"Hello," says an old woman. "I want to go on vacation."

"That's great!" says the man. "Where do you want to go?"



"I don't know," she says. "Somewhere sunny."

"Hmm. What about Costa Rica?"



"How's the weather in Costa Rica?" she asks.

"It's sunny, but it's also rainy," the man replies.



"Oh. I don't like rain," says the woman.



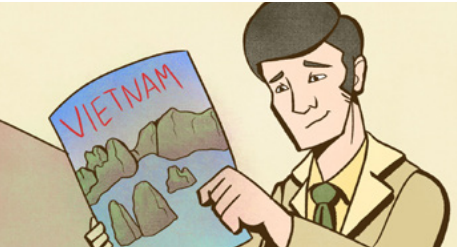
"What about Sweden?" asks the man.

"How's the weather in Sweden?"



"It's sunny but windy and cold," he says.

"I don't like cold weather," she replies.



"What about Vietnam? It's beautiful there."

"What is the weather like in Vietnam?" she asks.



"It's sunny but hot. It's also very humid."

"I don't want to be hot," she says.



"Hmmm," says the old woman. "I've changed my mind. I think I will just stay here."

PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. Help your practice partner say the sentences in Activity 2A. Help them make sentences for the pictures in Activity 2C.
- C. Look at the weather map in Activity 3A. Ask your practice partner questions about the weather. For example, you might ask, "What will the weather be on ____?" Then look at the map in Activity 3D. Take turns asking questions about the weather. If possible, look at a current forecast for your area or your hometowns and take turns asking questions. "What will the weather be today?" "What about tomorrow?" What about next week? Tell what the weather is like during different months of the year.
- D. Ask your practice partner to read the story "Vacation Plans" aloud. Ask them questions about the story.

Where did the woman want to go?	What doesn't the woman like?
What is the weather like in Vietnam?	Where did the woman choose to go?

Talk about places you want to go on vacation. Why do you want to go there? What is the weather like there? What do you do there?

EXPANSION ACTIVITIES: CALMING THE STORM



1. Learn the vocabulary: disciples, blow, blowing, command, sink (verb), calm

2. Listen. 3. Read aloud.

Matthew 8:23–27



Jesus and His disciples were in a boat on the Sea of Galilee.

Jesus was asleep.



The wind blew very hard. The waves filled the boat with water.

The disciples were afraid. They woke Jesus. They asked Him to help.



Jesus commanded the wind to stop blowing. He told the waves to go down.

The wind stopped. The sea became calm.



Jesus asked the disciples why they were afraid. He said they should have more faith.

They were amazed that Jesus could command the wind and the sea.

4. Learn the vocabulary: peace, troubled, overcome, adversity, storm, stronger.

5. Read aloud. Then listen.

*“Peace I leave with you, my **peace** I give unto you . . . Let not your heart be **troubled**, neither let it be afraid”*
(John 14:27).

*“As you **overcome adversity** in your life, you will become **stronger**”*
(Joseph B. Wirthlin, “Finding a Safe Harbor,” *Ensign*, May 2000, 61).

6. Ponder: How can Jesus Christ help you during the **storms** in your life?

7. Write three ways that Jesus Christ can help you during difficult times in your life.

8. Speak: Tell three people how Jesus Christ helps you during difficult times in your life.

ENGLISHCONNECT 1

LESSON 14: JOBS AND CAREERS

CONVERSATIONS: WHAT DO YOU DO FOR WORK?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

Conversation 1



1. So, Carla, what do you do for _____?
2. I'm a _____.
3. Oh, _____? Do you like being a teacher?
4. Yes, I love it! It's _____ rewarding.

job work very too teacher really doctor

Conversation 2



1. Guess _____? I got a new _____.
2. Wow, that's great! _____ do you work now?
3. I work at the _____ on Main Street.

shop work job restaurant what where when

ACTIVITY 2: WHAT DO YOU DO FOR WORK?



A. Read and listen to the examples 1–9. Repeat aloud.

1. What do you do for work?
2. I am a nurse.
3. I have my own business.
4. What does he do for work?
5. He is a mechanic.
6. Where do you work?
7. I work at a factory.
8. Where does she work?
9. She works at a restaurant.

B. Look at the pictures. Say what each person does for work. Listen to the examples.

1.



2.



3.



4.



5.



6.



7.



8.



secretary construction worker doctor custodian cashier server cook scientist

C. Look at the pictures. Write a question to ask what each person does for work.



1.

What does he do for work?

He is a nurse.



2.

I am a flight attendant.



He is a mechanic.



3.

She is a factory worker.



4.

I have my own business.



5.

They are fishermen.

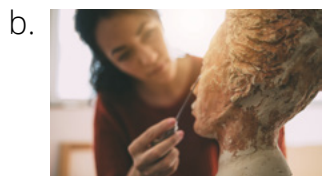
D. Read the conversation. Choose the person that works in that place.

1. Where do you work?
I work at a restaurant.

2. Where do you work?
I work at a school.

3. Where does he work?
He works in a hospital.

4. Where does she work?
She works in an office.



E. Listen to each conversation. Read the sentences. Answer true or false.

Alicia



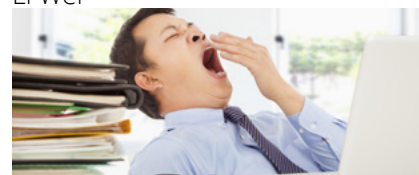
1. Alicia is a teacher.
 - a. True
 - b. False
2. Alicia does not like her job.
 - a. True
 - b. False

Nimra



3. Nimra works in a factory.
 - a. True
 - b. False
4. Nimra likes to help people.
 - a. True
 - b. False

Li Wei



5. Li Wei works in an office.
 - a. True
 - b. False
6. Li Wei works a lot of hours.
 - a. True
 - b. False

F. Write three sentences about what you do for work. If you do not have a job, write about any job.

ACTIVITY 3: ALFONSO'S BIG TIP



A. Listen to the story. B. Read the story aloud. C. Listen to the questions. Answer aloud.



Alfonso lives in the city. He rides the train to work.



"Hurry! The train leaves soon," says Mac.
"Thanks for the tip!" says Alfonso.



He gets off the train. A taxi driver says, "Watch out! It's wet!"
"Thanks for the tip!" Alfonso says.



Alfonso is a carpenter.
"Today you will build a wood floor," says his boss.



"The lady is angry," says his boss.
"Smile and be nice."
"Thanks for the tip," says Alfonso.



Alfonso smiles a lot. He smiles at the angry lady. She doesn't smile.



Every day Alfonso and his friend, Luis, work hard on the floor. Alfonso smiles. The angry lady starts to smile.



They eat lunch. They laugh. They smile. The angry lady smiles too.



Alfonso says, "It's done."
"Thank you. It's beautiful," says the lady. "You work hard. And you make me smile."



She gives them an envelope.
"Here's a tip for you," she says. She smiles.



Alfonso and Luis get on the train. They look in the envelope. They count the money. One thousand dollars! It's a very big tip!



They laugh and laugh. "Keep smiling, Alfonso!" says Luis.

PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
Have him or her retell the story in Activity 3 in their own words.
- B. Look at the pictures in Activity 2B. Ask your practice partner what each person does for work. Help them answer in complete sentences.
Look at the pictures in Activity 2D. Help them ask questions about what each person does for work.
- C. Ask your partner questions about the pictures.
For example, ask: What does he/she do for work?
When does he/she eat lunch? Help them talk about a friend or family member's work and schedule.
- D. Ask your practice partner about their job or their dream job. Help them speak in complete sentences. Tell them about your job or your dream job.



EXPANSION ACTIVITIES: SELLING BANANAS



1. Learn the vocabulary: passport, bananas, earn, strength, save (saving)

2. Listen. 3. Read aloud.



My name is Sedrick. I live in Africa. I'm a member of The Church of Jesus Christ of Latter-day Saints.



I am preparing to go on a mission. I need a passport. A passport costs US\$250.



My father and I buy bananas to earn money. Some villages grow a lot of bananas. The villages are many miles away.



We go there and buy bananas. Then we bring them back to sell.



We use a bicycle to go to the villages. We can take four or six bunches of bananas at a time.



It takes 1½ hours each way on my bike—that is, if the bike is working and I have the strength.



It gets very hot during the day. We move slowly because of the heat and the sun. I wake up very early in the morning. I do two trips per day.



It is a good way to pay for my passport. Now I'm earning money, little by little. I'm saving for both school expenses and a mission.



I have worked for four years. I have enough money for my passport and another \$70 saved.

4. Learn the vocabulary: glory, always, necessity, economic, curse, blessing.

5. Read aloud. Then listen.

"For behold, this is my work and my glory--to bring to pass the immortality and eternal life of man" (Moses 1:39).

*"Work is not a **curse** but a **blessing**" (David E. Sorenson, "The Blessing of Work," [Brigham Young University devotional address, Mar. 6, 2005], 2, speeches.byu.edu).*

6. Ponder: How is work a blessing?

7. Write. Finish the sentence. Work is a blessing because _____

8. Speak: Talk about how work is a blessing for you.

ENGLISHCONNECT 1

LESSON 15: JOBS AND CAREERS

CONVERSATION: I'M LOOKING FOR A NEW JOB



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, James, I'm _____ for a new job.
2. Really, Lan? _____ ?
3. Well, my job is only _____, and I don't really like it.
4. Why not? What do _____ at work?
5. It's _____. Every day I _____ the same building and _____ the same people.
6. What about you? Tell me about your _____.
7. I'm a _____, and I like my job.
8. I like to _____ hair and _____ new people.
9. That's great!



meet Why hairstylist you do people see
clean job boring part-time looking cut

E. Read the sentence. Answer true or false.

1. Lan is happy about her job. a. True b. False
2. Lan works full-time. a. True b. False
3. James likes his job. a. True b. False
4. James cleans buildings. a. True b. False

ACTIVITY 2: TALKING ABOUT JOBS



A. Listen. Write what you hear.

1.



2.



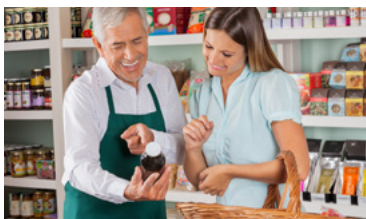
3.



4.



5.

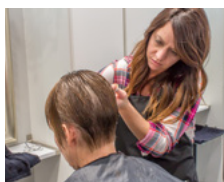


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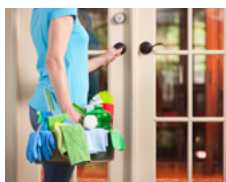


B. Look at the picture. Say what you do every day for this job. Listen to the examples.

1.



2.



3.



4.

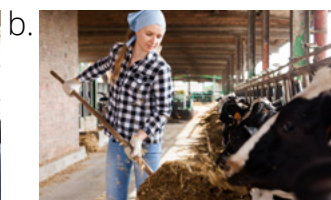


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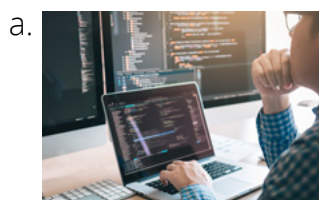


C. Read the sentences about each job below aloud. Choose the picture that matches.

1. I work full-time in a school. I teach students every day. It is difficult, but I like it.



2. I am self-employed. I write computer programs. Sometimes it's boring.



3. I work part-time in a restaurant. I serve food to customers. It is difficult but fun.



4. I work part-time at a store. I help customers all day. It's interesting.



D. Choose the correct question for the answer. Say the question aloud.



1. She programs computers.
 a. What does she do for work?
 b. Does she like her job?
 c. Does she work full-time or part-time?

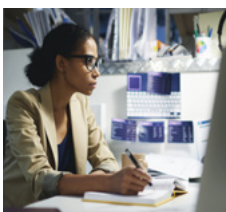


2. Yes, he loves teaching.
 a. What does he do for work?
 b. Does he like his job?
 c. Where does he work?



3. My job is part-time.
 a. What do you do for work?
 b. Do you like your job?
 c. Do you work full-time or part-time?

E. Choose one of the pictures. Write about the person's job. Answer the questions.



journalist



mechanic



salesperson



construction worker



server



computer programmer

What is the person's job?
 What does the person do for work?
 Does the person like his or her job?
 What time does the person leave work?

Where does the person work?
 Does the person work part-time or full time?
 What time does the person go to work?

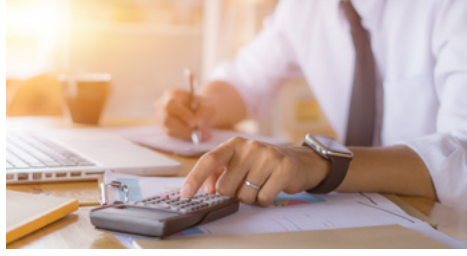
ACTIVITY 3: GRANDFATHER'S HOUSE



A. Listen. B. Read aloud. C. Listen to questions 1–3. Answer aloud.



My grandfather is a very interesting person. He is a full-time accountant. He works at a factory.



He doesn't like his job very much. It's boring. He likes to build things.



I love to visit Grandfather. His house is very small.



My grandfather is not a carpenter. He is not an electrician. But he built two bedrooms.



He is not a painter. But he painted the bedrooms yellow.



Grandfather likes to grow food. He is not a farmer. But he grows corn and potatoes.



He is not a fisherman. But he loves to fish because fishing is relaxing.



He is not a cook. But he cooks fish very well.



When I visit Grandfather, I sleep in a yellow bedroom. I eat potatoes and corn. I go fishing. I love Grandfather's house!

PRACTICE PARTNER INSTRUCTIONS



- Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- Have him or her retell the story in Activity 3 in their own words. Ask him or her to tell you about a friend or family member who can do many things. What is the person's name? What can they do?
- Help your practice partner answer the questions for three of the pictures in Activity 2E.
- Ask your practice partner to pretend that he or she is the person in each of the pictures below. Help them say two or three sentences to describe their job.



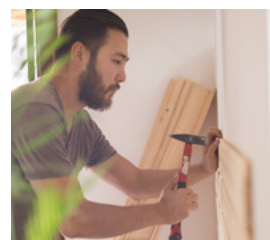
hairstylist



salesperson



doctor



construction worker



mail carrier

EXPANSION ACTIVITIES: LABORERS IN THE VINEYARD



1. Learn the vocabulary: vineyard, hire(s), pay (paid), generous, too late

2. Listen. 3. Read aloud.

Matthew 20:1–16



Jesus tells a story about a man. The man needs people to work in his vineyard.



He hires some workers at 6:00 in the morning. They agree to work for a penny.



They are happy to work. They need money to feed their families.



Later, the man needs more people. He hires more people at 9:00 a.m.



He hires people at 12:00 p.m. and 3:00 p.m.



Finally, it is the end of the day. He hires one last group of workers at 5:00 p.m.



They, too, are happy to work. They need to feed their families too.



At the end of the day, each worker gets paid. They all get the same pay. They all get one penny.



The workers who started at 6:00 a.m. are angry.



They ask, "Why do we get the same pay as the other workers? They started later than us."



The man says, "I am not being unfair to you. I can be generous with my own money. I choose to be kind to everyone."



The man is like God. He wants to bless all of His children. We are never too late to come to Him.

4. Learn the vocabulary: heavy laden, mistakes, beyond the reach, divine love

5. Read aloud. Then listen.

*"Come unto me [Jesus Christ], all ye that labour and are **heavy laden**, and I will give you rest"*
(Matthew 11:28).

"However many **mistakes** you feel you have made . . . you have *not* traveled **beyond the reach** of **divine love**"
(Jeffery R. Holland, "The Laborers in the Vineyard," *Ensign* or *Liahona*, May 2012, 33).

6. Ponder: What do you need to do to come unto Jesus Christ now?

7. Write two things you learned from the story. _____

8. Speak: Retell this story to three people. Tell what you learned.

ENGLISHCONNECT 1

LESSON 16: FOOD

CONVERSATION: WHAT DO YOU WANT FOR LUNCH?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Ha-Eun, what do you want for _____?
2. Do you want some _____?
3. No, thanks, Marcia. I don't really _____ fish.
4. Really? My _____ food is fish! Why don't you like it?
5. I don't like the _____.
6. I usually eat _____ for lunch.
7. Oh, we have chicken too, and chicken is _____.
8. Let's _____ chicken.
9. Sounds good!



lunch	have	favorite	taste
fish	chicken	healthy	like

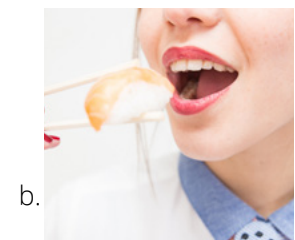
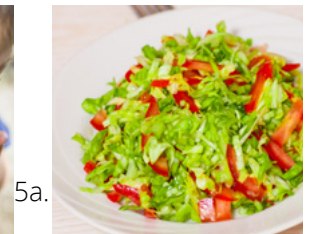
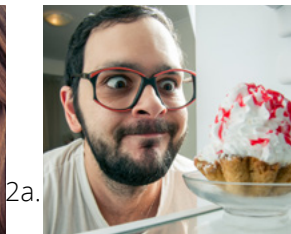
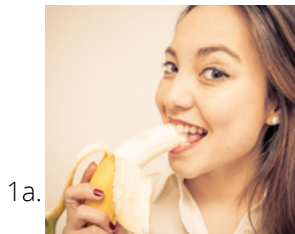
E. Read the questions about the conversation. Answer aloud. Listen to the answers.

1. Does Ha-Eun like fish?
2. Why or why not?
3. What do Ha-Eun and Marcia cook for lunch?

ACTIVITY 2: MY FAVORITE FOODS



A. Listen to 1–5. Choose the picture that matches.



ACTIVITY 3: WHAT DO YOU USUALLY EAT?



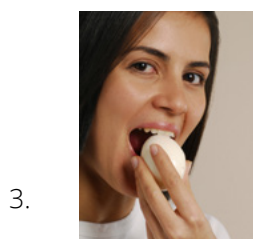
A. Look at each picture. Listen to the question. Answer the question aloud. Listen to the examples.



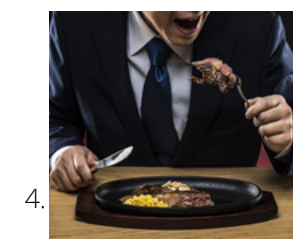
Sarah



John



Rin



Ye-Jun



Elena and Paola

B. Look at each picture. Read the question. Write an answer to the question in a complete sentence.



What do you usually eat for breakfast?

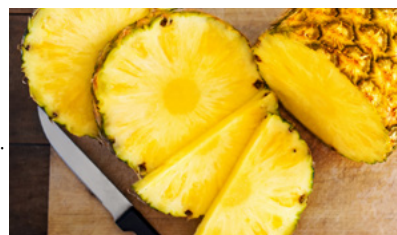
I usually eat eggs for breakfast.



What does he usually eat for lunch?



What does she usually eat for dinner?



What do they usually eat for breakfast?



What do you usually eat for dinner?

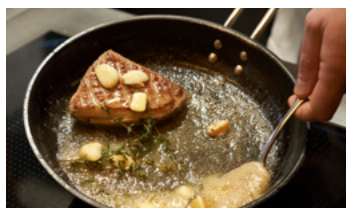
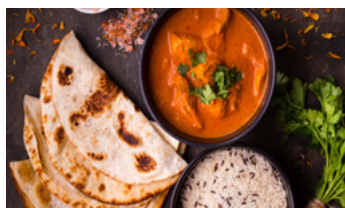


What do you usually eat for lunch?

ACTIVITY 4: A MOVIE REVIEW OF *THE HUNDRED-FOOT JOURNEY*



A. Listen to the story.



B. Number the sentences in the correct order.

- ___ Madame Mallory sees what Hassan serves.
- ___ Hassan moves to France.
- ___ The storekeeper has no fish or lamb.
- 1 Hassan lives in India.
- ___ Hassan has an Indian restaurant.
- ___ Madame Mallory doesn't like Indian food.

C. Listen to sentences 1–5. Write what you hear.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

ACTIVITY 5: WHAT IS YOUR FAVORITE FOOD?



A. Read each conversation. B. Write your answer to the question in a complete sentence.

Alex: Ricky, what is your favorite food?

Ricky: Lamb is my favorite food.

Alex: Really? Why do you like it?

Ricky: It's a little salty and delicious.



1. What is Ricky's favorite food?

2. Why does he like it?

Marisa: Alexandra, do you like squash?

Alexandra: No, not at all.

Marisa: Really? Why not?

Alexandra: It's gross. I don't like the texture.



3. Does Alexandra like squash?

4. Why or why not?

Pete: Milan, do you like milk?

Milan: Yes, I like it. It's healthy and sweet.



5. Does Milan like milk?

6. Why or why not?

ACTIVITY 6: WRITE ABOUT YOUR FAVORITE FOODS



A. Write about two of your favorite foods. Why are they your favorite?

Example: My favorite food is chicken enchiladas. It is chicken with tortillas, cheese, and green chiles. I like it because it is salty and spicy.

My other favorite food is squash soup. I like the taste. I like that it is warm when I am cold.



PRACTICE PARTNER INSTRUCTIONS



- Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- Have your practice partner tell you the story in Activity 4. Ask them questions about the pictures. How does the story end?
- Look at the pictures in Activity 3A. Help your partner form questions and answers for each picture—for example, "What does Sarah usually eat? Sarah usually eats ham."
- Talk about what you usually eat. Ask your practice partner: "What do you usually eat for breakfast? lunch? dinner?" Let them ask you the same questions.
- Take turns talking about foods that you like. Ask your practice partner to tell you about their favorite foods. Ask them why they like them. Then let them ask you the same questions.

EXPANSION ACTIVITIES: GOD'S LAW OF HEALTH



1. Learn the vocabulary: conquered, youth, obey, decide (decided), servant, healthy, worried, wise

2. Listen. 3. Read aloud.

Daniel 1:3–20



The king of Babylon conquered the Jews and took some of their youth to live in his house.

Four of them were Daniel, Shadrach, Meshach, and Abed-nego.



The king sent food and wine to the youth. Daniel and his friends wanted to obey God. God said that they should not eat this food. It was not good for them.

They decided to not eat the food or drink the wine. They asked the king's servant to bring them healthy food and water instead.



The servant was worried, "The king will be angry," he said. Daniel said, "Give us healthy food for 10 days. And water to drink. We will show that God's way is best."

The servant gave Daniel and his friends healthy food. He gave them water to drink.



After 10 days, Daniel and his friends looked healthier than the other youth.

God blessed Daniel and his friends because they obeyed Him. He made them strong and wise.

4. Learn the vocabulary: revealed, physical, benefit, navel, marrow, bones, treasures, weary

5. Read aloud. Then listen.

"The Word of Wisdom is a law of health **revealed** by the Lord for our **physical** and spiritual benefit" ("Word of Wisdom," *True to the Faith* [2004], 186; see also Doctrine and Covenants 89).

*"And all saints who remember to keep and do these sayings . . . shall receive health in their **navel** and **marrow** to their **bones**; and shall find wisdom and great **treasures** of knowledge, even hidden treasures; and shall run and not be **weary**, and shall walk and not faint"* (Doctrine and Covenants 89:18–20).

6. Ponder: What are the blessings of obeying God's law of health, the Word of Wisdom?

7. Write a list of blessings that you can receive from obeying the Word of Wisdom. _____

8. Speak: Tell three people about the blessings you can receive from obeying the Word of Wisdom.

ENGLISHCONNECT 1

LESSON 17: FOOD

CONVERSATION: WHERE DO YOU LIKE TO EAT?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, A-Ra, I'm _____.
2. _____ you want to get lunch?
3. Sure, Steven. That _____ good.
4. Where do you _____ to eat?
5. I like to eat at the _____.
6. The _____ are delicious.
7. OK. Let's go.



Do sounds sandwiches hungry cafe like

ACTIVITY 2: WHERE DO YOU LIKE TO EAT?



A. Listen to conversations 1–5. Number the correct picture.



5 Guys



Po Cha



Mod Pizza

1



Maria's



Tom's



Nando's

B. Read what you can eat at the restaurants. Choose one. Read and answer the questions aloud. Listen to the examples.

1. Where do you like to eat? What do you like to eat there?



The Cafe serves sandwiches and drinks.



The China Grill serves chicken, pork, and rice.



Motcombs serves expensive fish and steak.

2. Where don't you like to eat? Why don't you like to eat there?



Noodles and Company serves many different pastas.



Yoshinoya serves Japanese and American food.



Sherlock Holmes serves soups, salads, and sandwiches.

C. Read. Then choose the correct answer for the questions.

Anoush likes to eat spicy food with beans and rice. She doesn't like to eat sandwiches.

Maro likes to sit outside with his friends when he eats. He doesn't like to eat seafood.

Jean likes to eat pizza with his friends. He doesn't like to eat barbecue chicken or pork.

1. Where does Anoush like to eat?

- a. Punta Cana
- b. Subway Sandwiches

2. Where does Maro like to eat?

- a. Cafe Montmartre
- b. Joe's Crab Shack

3. Where doesn't Jean like to eat?

- a. Little Italy Pizza
- b. Dickey's BBQ Pit

D. Write about your favorite restaurant. What restaurant is it? What do you order there?



Example

I like to go to Smokie's BBQ near my house. I like to order a meal that has pork, beef, and chicken. It is delicious.

ACTIVITY 3: I'D LIKE TO ORDER . . .



A. Look at the pictures. Order the food in the pictures. Listen to examples 1–4.

1.



2.



3.



4.



B. Listen to conversations 1–4. Then write what each person orders.



1. He orders tomato soup.

2. _____

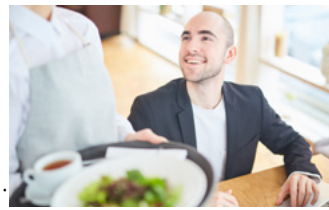
3. _____

4. _____

ACTIVITY 4: RESTAURANT FRIENDS



A. Listen to the story.



B. Check all of the answers that are correct.

1. What does Ben like to eat?

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> soup | <input type="checkbox"/> cheese |
| <input type="checkbox"/> beef | <input type="checkbox"/> chicken |
| <input type="checkbox"/> bread | <input type="checkbox"/> onions |
| <input type="checkbox"/> tomatoes | <input type="checkbox"/> lettuce |
| <input type="checkbox"/> apple pie | <input type="checkbox"/> ice cream |

2. What does Sandra like to eat?

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> soup | <input type="checkbox"/> cheese |
| <input type="checkbox"/> beef | <input type="checkbox"/> chicken |
| <input type="checkbox"/> bread | <input type="checkbox"/> onions |
| <input type="checkbox"/> tomatoes | <input type="checkbox"/> lettuce |
| <input type="checkbox"/> apple pie | <input type="checkbox"/> ice cream |



PRACTICE PARTNER INSTRUCTIONS



- Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary. Ask them to retell the story in Activity 4.
- Help your practice partner talk about their favorite restaurant. "What is your favorite restaurant?" "Why do you like it?" "What do you order there?" "What restaurant don't you like?" "Why don't you like it?"
- Ask your practice partner, "How often do you eat in restaurants? Who do you eat out with? What restaurants do you usually go to? What do you order?" Then let them ask you the same questions.
- Look at the restaurants below. Take turns asking, "Where do you/don't you like to eat? What do you like to eat there? Why do you/don't you like to eat there?" Ask the same questions about the restaurants in Activity 2B.



Hong's Kitchen serves Chinese food like rice and pork.



Hattie B's serves fried chicken.



Cafe Rouge serves beef and chicken with potatoes.

EXPANSION ACTIVITIES: SEA BISCUIT MIRACLE



1. Learn the vocabulary: widow, handcart, sea biscuit, trunk, lid, miracle, enough
2. Listen. 3. Read aloud.



In 1856, Anne Rowley came to Utah by handcart. Anne was a widow. She had her seven children with her.



The journey was very difficult. One night, the family had no food to eat.



Anne said, "I got on my knees to pray. I asked for God's help."



She remembered two hard sea biscuits. They were in her trunk. They were small and too hard to eat. It wasn't enough for 8 people.



She thought, "Jesus fed 5,000 people. He only had 5 loaves of bread and 2 fish. Nothing is impossible with God's help."



She put the biscuits in a pot. She covered them with water. She put the lid on the pot. She put the pot on the fire to cook.



She prayed and asked God to bless them.



Later, she lifted the lid. The pot was filled with food. It was a miracle!



Anne knelt down with her family. They thanked God for His goodness. That night the family had enough to eat.

4. Learn the vocabulary: faith, precedes, miracle, among

5. Read aloud. Then listen.

"Faith precedes the miracle"

(Thomas S. Monson, in "Faith Precedes the Miracle" [video], ChurchofJesusChrist.org).

*"For if there be no **faith** among the children of men God can do no **miracle** among them; wherefore, he showed not himself until after their **faith**"*

(Ether 12:12).

6. Ponder: Why does **faith** come before **miracles**? Why don't **miracles** happen each time you need one?

7. Write about a miracle in your life. Write as much as you can. _____

8. Speak: Tell three people about a miracle in your life.

ENGLISHCONNECT 1

LESSON 18: FOOD

CONVERSATION: HOW DO YOU MAKE THAT?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. This _____ is so delicious, Camille!
2. How do you _____ it?
3. It's easy! _____, you put some cheese on bread.
4. Next, you put some _____ in a pan.
5. Then, you _____ the pan on the stove.
6. _____, you cook the _____ for five minutes.
7. Thanks! I'll _____ it!



Then try make oil First heat bread sandwich Last

ACTIVITY 2: SEQUENCE AND DIRECTIONS



A. Study the chart. B. Listen to sentences 1–5, and repeat.

Sequence and Directions			
First, Then,* Next,* Last,	you**	cut put put heat cook	some cheese. the cheese on bread. some oil in a pan. the pan on the stove. the bread in the pan.
*“Next” and “Then” are interchangeable. **In recipes, “you” is not usually used.			

C. Look at the pictures. Listen to the steps for making chicken soup. Say them out loud.

1. 

2. 

3. 

4. 

5. 

6. 

D. Your friend wants to make chicken soup. Write some steps for your friend to make chicken soup.

1. First, cut the _____.

2. Next, chop the _____, _____, and _____.

3. Then, _____ the chicken.

4. Next, add the _____.

5. Then, _____ everything together.

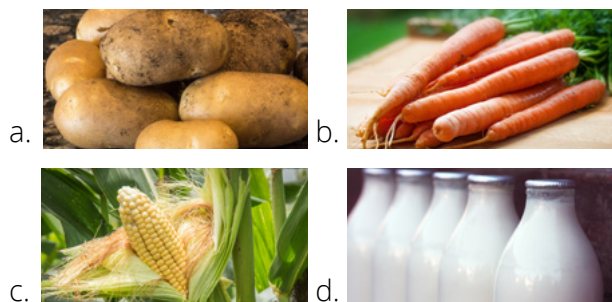
6. Last, _____ for 30 minutes.

ACTIVITY 3: WHAT'S IN IT?

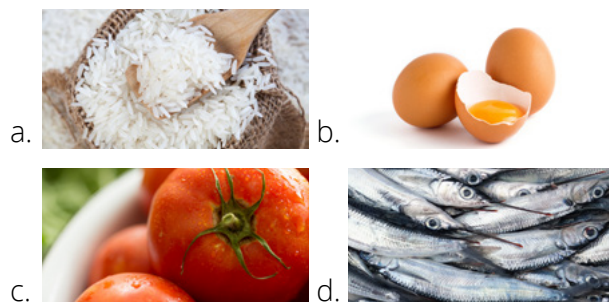


A. Listen to the conversations. Then answer the questions.

1. Which ingredient is *not* in the soup?

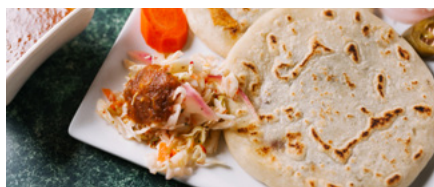


2. Which ingredient is *not* in the dinner?



B. Talk about a food you like. What is it? What's in it? Listen to the example. C. Write about it.

Example:
Pupusas



What is it? _____

What's in it? _____

D. Listen to the directions. Read the sentences. Write the missing word.

- _____, you cook in the microwave for 5 minutes.
- _____, you break 2 eggs into a microwave-safe bowl.
- _____, you stir the mixture.
- _____, you mix the eggs with the cake mix.



First
Next
Then
Last

E. Read the recipe. Then read the sentences. Answer true or false.

Almond Candy

2 cups sugar 1/2 cup water
2 cups butter 2 cups chopped almonds

First, put sugar, butter and water in a pan. Then, boil and stir. Next add almonds. Cook until the mixture begins to smoke. Then, take it off the stove. Next, pour mixture into an oiled pan. Last, break candy into pieces.

- Cook the almonds in the pan first.
 - True
 - False
- Stir and boil the sugar, butter, and water.
 - True
 - False
- Add the almonds after the candy is cool.
 - True
 - False
- Break the candy into pieces.
 - True
 - False

F. Think about your favorite food to make or eat. Write the ingredients and steps below.

Name: _____

Ingredients: _____

Steps: _____



Example

Name: Alaskan Ice Cream

Ingredients: 1 cup sugar, 3 cups frozen animal fat, 4 cups frozen berries

Steps: First, mash the fat. Then stir the fat until fluffy. Next, add the sugar until well-mixed. Last, stir in the berries.

ACTIVITY 4: STRAWBERRY CAKE



A. Listen to the story.



B. Read and listen to questions 1–3. Answer aloud. Listen to the example answers.

1. Why does SuMin write Anna? 2. What was SuMin's favorite part of the meal? 3. What will SuMin do with the recipe?

C. Listen to sentences 1–5. Write what you hear.

1. _____ 4. _____
 2. _____ 5. _____
 3. _____

PRACTICE PARTNER INSTRUCTIONS



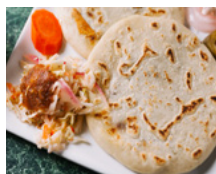
- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary. Have your practice partner use the pictures in Activity 4 to retell the story.
- B. Look at the pictures in Activity 2C. Ask your practice partner, "How do you make chicken soup?"
- C. Talk about your favorite foods. Ask, "What is your favorite food? When do you eat it? What's in it? How do you make it?" Then let your practice partner ask you the same questions.
- D. Activity 3 talks about six different foods. Ask your practice partner to choose which one they would like to try. Why would they choose it? What's in it? How do you make it? Then ask them to choose one they would NOT like to try. Why not? Now have your practice partner ask you the same questions.



Corn chowder



Biryani



Pupusas



Cake

Almond
candyAlaskan
ice cream

EXPANSION ACTIVITIES: MAKING BREAD



1. Learn the vocabulary: widow, education, master's degree, car accident
2. Listen.
3. Read aloud.



It is 1932. Virginia Cutler is a widow. She has two young boys. She goes to work as a teacher.



Education is important to her. She wants her boys to have a good education. But it is expensive.



She is working on a master's degree. It is very hard. Her boys get sick. She is in a car accident.



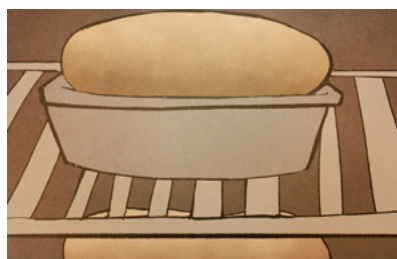
But she finishes. She gets her degree.



She works hard to make a happy home for her boys. She teaches them family values. She teaches them to work hard.



She teaches them to make bread. Every Saturday morning they make bread.



Each boy makes his own loaf. The smell of bread brings friends to their house. They share the bread.



The boys grow up. One is a doctor. One works for the government.



Now they make bread with their children. But it is more than just making bread, isn't it?

4. Learn the vocabulary: succesful, established, maintained, principles, forgiveness, compassion, wholesome, recreational

5. Read aloud. Then listen.

“Successful marriages and families are **established** and **maintained** on **principles** of faith, prayer, repentance, **forgiveness**, respect, love, **compassion**, work, and **wholesome recreational** activities”
 (“The Family: A Proclamation to the World,” ChurchofJesusChrist.org).

6. Ponder: Which of the principles in the quote do you need to work on?
7. Write: What are you going to do this week to work on one of the principles?

8. Speak: Tell three people what you are going to do this week to work on the principle you chose.

ENGLISHCONNECT 1

LESSON 19: MONEY

CONVERSATION: HOW MUCH DO THOSE COST?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

- Excuse me, I'd like to _____ some pants.
- How much do those blue pants _____?
- _____ dollars.
- Fifty dollars?! I _____ pants, but those are too _____ for me.
How much do the red pants cost?
- _____.
- OK, great! I'd like to buy _____.



cost buy Fifty use need expensive
those cheap Twenty-five

ACTIVITY 2: PRICES



A. Study the chart. B. Listen to 1–4, and repeat.

Asking about Prices	
Question	Answer
1. How much <u>is</u> this shirt ?	\$12. It's \$12.
2. How much <u>are</u> those shoes ?	\$25. They're \$25.
3. How much <u>does</u> the car cost?	\$9,000. It's \$9,000. It costs \$9,000.
4. How much <u>do</u> the apples cost?	\$4. They're \$4. They cost \$4.
For singular (1): use <u>is</u> , <u>does</u> , <u>it's</u> . For plural (2+): use <u>are</u> , <u>do</u> , <u>they're</u>	

C. Look at each picture. Say aloud what it is and how much it costs. Listen.

1. skirt
\$142. tie
\$213. shoes
\$454. phone
\$1405. table
\$3996. apple
\$1

D. Look at the picture. Write what the item is on the line. Ask aloud how much the item costs. Listen to the examples. Decide if you'd like to buy the item.



1. _____
a. I'd like to buy them.
b. I don't need those.



2. _____
a. I'd like to buy it.
b. I don't need it.



3. _____
a. I'd like to buy it.
b. I don't need it.



4. _____
a. I'd like to buy them.
b. I don't need them.

E. Look at each picture. Read the price. Write a question to ask for the price.

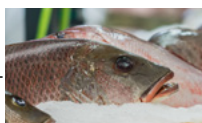
Example:

How much does the chicken cost? or How much is the chicken?

Answer: It's \$7.



1. _____
Answer: It's \$4.



fish

3. _____
Answer: It's \$4.



watermelon

2. _____
Answer: They're \$5.



strawberries

4. _____
Answer: They're \$5.

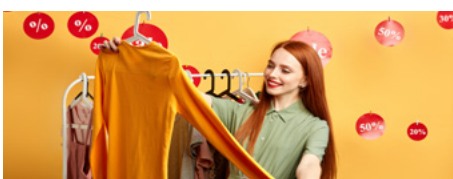


beans

ACTIVITY 3: I'D LIKE TO BUY IT



A. Listen to the conversation. Then answer the question that follows.



1. Does Kate buy the sweater?
a. Yes, because it's cheap.
b. Yes, because it's pretty.
c. No, because she doesn't like it.
d. No, because it's expensive.



2. Does Emir buy the phone?
a. Yes, because it's a good price.
b. Yes, because he needs it.
c. No, because it's expensive.
d. No, because it's not new.



3. What does Claudia buy?
a. 1 pound of potatoes
b. 2 pounds of potatoes
c. 8 pounds of potatoes
d. 10 pounds of potatoes

B. Look at the pictures and prices below. Say the one you want to buy and why, or say that you don't want to buy one of them and why. Listen to the examples.



1. blue hat: \$15
red hat \$12



2. blue pajamas: \$43
green pajamas \$23



3. purple shoes: \$50
black shoes: \$17

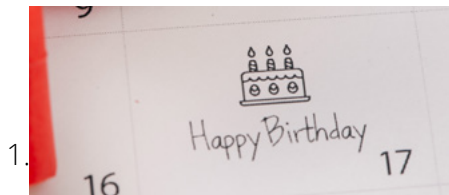


4. black bike: \$1,100
blue bike \$148

ACTIVITY 4: A BIRTHDAY SURPRISE



A. Listen to the story. Finish the sentences.



I _____ some food.



_____ is that chicken?



I'd like to buy _____.



That's _____.



How much is that _____?



I'd like to _____ it.



The lemon cake is _____.



She loves _____.



It's _____ my birthday!

B. What things did the friend buy for Sarah's birthday? Write a list.

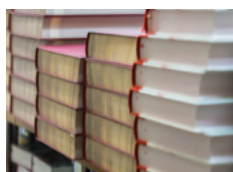
1. _____
2. _____
3. _____
4. _____

rice chicken pork dress old book
popular book lemon cake chocolate cake

PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. Help them retell the story in Activity 4. Ask questions: "How much is the chicken? How much does the orange dress cost? Why is the book so expensive? How much is the popular book? Is the friend surprised? Why? Have you ever surprised a friend? What did you buy?"
- C. Look at the pictures in Activity 2C, 2D, and 3B. Take turns asking each other how much each item costs. Say whether you would buy it or not.
- D. Imagine you have \$100 to buy things for school. Look at the pictures. Say two things you would like to buy and two things you don't want to buy. Explain why. Ask your partner to do the same thing.



book \$60



computer \$95



pen \$3



alarm clock \$10



batteries \$7



pencils \$4

EXPANSION ACTIVITIES: RICH YOUNG MAN



1. Learn the vocabulary: rich, heaven, obey, commandments, poor, follow, give away
2. Listen. 3. Read aloud.

Mark 10:17–23



One day a rich young man came to see Jesus. He asked Jesus, “What do I need to do to go to heaven?” Jesus told him to obey all the commandments. The rich young man said he always obeyed the commandments.

Jesus told the young man to do one more thing. He said, “Sell everything you have. Give the money to the poor. Then, follow me.”



The young man felt sad. He did not want to give away everything he had. He left Jesus. Jesus said it is hard for people who love riches to go to heaven.

Jesus also said we should trust God and love Him more than anything else. Then we can live with Him in heaven.

4. Learn the vocabulary: before, riches, seek for, beggars, depend upon, more than
5. Read aloud. Then listen.

*“But **before** ye **seek for riches**, **seek** ye **for** the kingdom of God”*
(Jacob 2:18).

*“For behold, are we not all **beggars**? Do we not all **depend upon** . . . God . . .
for all the riches which we have of every kind?”*
(Mosiah 4:19).

6. Ponder: How can you increase your love for God?
7. Write a list of five things you can do to increase your love for God.

8. Speak: Talk about how you can learn to love God more than anything else.

ENGLISHCONNECT 1

LESSON 20: HOME

CONVERSATION: WHERE DO YOU LIVE?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. _____ do you live?
2. I _____ in an apartment in New York City.
3. Do you like your _____?
4. It's very _____ but it's not very _____.
5. It only has one _____.
6. I like the _____ though.
7. Do you have a _____?
8. No. Most _____ in New York City don't have a garage.



big live bedroom nice garage Where apartments kitchen apartment

ACTIVITY 2: ARTICLES AND PREPOSITIONS



A. Study the chart. Listen and repeat.

a and an	
a : before a consonant sound	a house, a teacher, a dress, a bed
an : before a vowel sound	an apartment, an onion, an egg, an alarm clock

B. Write the missing word.

1. I am ____ teacher.
2. We need ____ new table.
3. This is ____ orange.
4. My bed is in ____ bedroom.
5. I have a question. I have ____ answer.
6. This is ____ beautiful dress.

C. Read the words. Listen and repeat.



1. next to



2. to the left of



3. to the right of



4. on top of



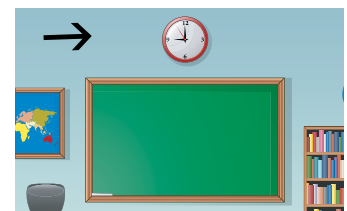
5. on the bottom of



6. in



7. on



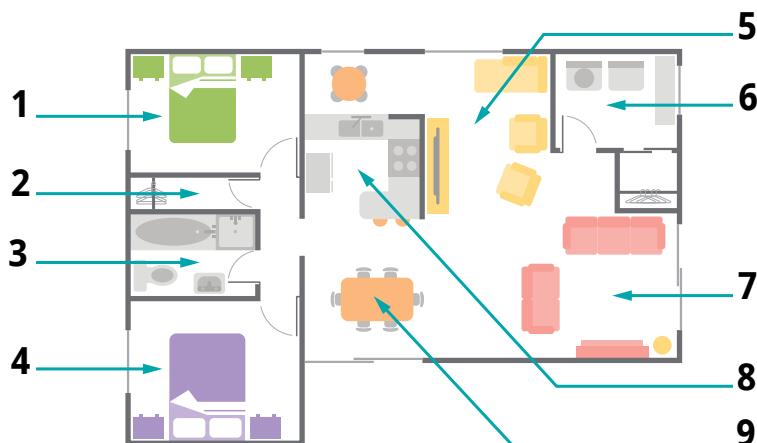
8. above

ACTIVITY 3: WHERE IS IT?



A. Look at the picture of the house.
Write the names of the rooms.

B. Listen to the question.
Choose the correct answer.



1. _____
a. the living room
b. the bedroom
c. the closet
2. _____
a. the family room
b. the laundry room
c. the kitchen
3. _____
a. the kitchen
b. the bathroom
c. the bedroom
4. _____
a. the bedroom
b. the bathroom
c. the kitchen
5. _____
a. the kitchen
b. the laundry room
c. the bathroom
6. _____
a. the kitchen
b. the bathroom
c. the family room

C. Look at the picture. Finish the sentences.



1. The _____ is to the left of the kitchen.
2. The _____ is in the top right corner.
3. A _____ is in the bottom left corner.
4. The stairs are close to the _____.

D. Look at the picture. Answer the questions aloud, and then listen to the answers.

1. Where is the clock?
2. Where is the bed?
3. Where is the window?
4. Where is the mirror?
5. Where are the pillows?



E. Read and listen to the questions about your house or apartment. Answer aloud. Listen to the examples.

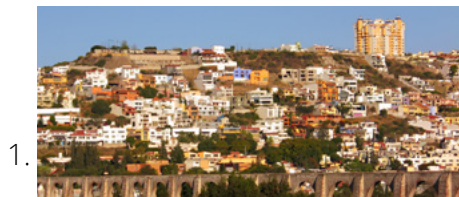
1. How many bedrooms does your home have ?
2. Do you have a garage?
3. How many bathrooms do you have?
4. How many closets do you have?
5. Is your kitchen big or small?
6. Do you have a living room?

F. Write about your home (color, size, rooms). Do you like it? Why or why not?

ACTIVITY 4: MOSHE SAFDIE'S AMAZING APARTMENTS



A. Listen to the story. Finish the sentences.



Do you live in a _____ or an _____?



My _____ is too small.



A yard is _____.



Moshe Safdie is an _____.



He doesn't say, "You need a _____."



_____ is important.



He built _____ apartment building.



They have _____.

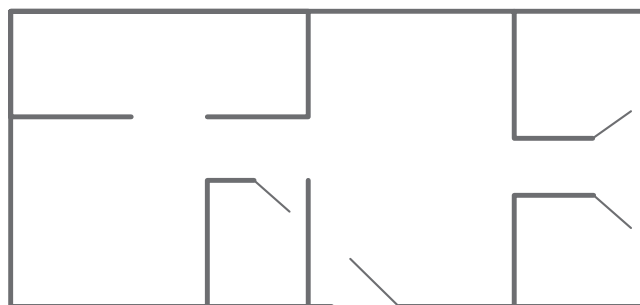
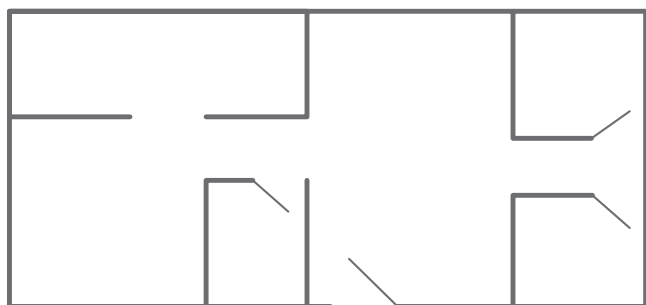


The pool is _____ the hotel.

PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. Help them retell the story in Activity 4. Ask: "Do you want to live in Moshe's apartment? Why or why not? Do you want to swim in the hotel swimming pool? Why or why not?"
- C. Look at the questions in Activities 3E and 3F. Take turns asking each other questions about your home. Ask as much as you can. For example, ask: "Do you live in a house or an apartment? What color is your home? How old is your home? Do you like the floor plan?"
- D. Look at the floor plan in Activity 3A. Ask your partner questions about the floor plan. For example, ask: "Where is the kitchen?"
- E. Both you and your practice partner label a floor plan for your dream house or apartment. Don't look at your partner's floor plan. Describe your floor plan to your partner. Your partner should draw your floor plan as you describe it. Now try to draw your partner's floor plan as he or she describes it.



EXPANSION ACTIVITIES: BOBBIE THE WONDER DOG



1. Learn the vocabulary: vacation, attacked, search, broken heart, cross (verb), damaged, overjoyed
2. Listen. 3. Read aloud.



It is 1923. A family from Oregon is on vacation in Indiana. They are 2,500 miles (about 4,000 km) from home.



Their dog, Bobbie, is attacked by other dogs. He runs away. The family searches everywhere for Bobbie. They can't find him.



They go home to Oregon with broken hearts.



For six months, Bobbie tries to get home. He walks and walks.



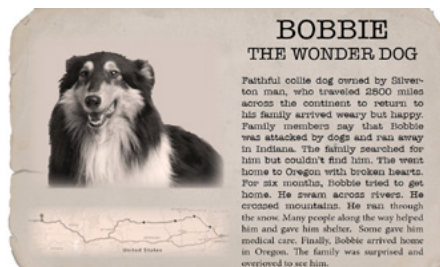
He swims across rivers. He crosses mountains. He runs through snow.



Many people feed Bobbie. Some give him a place to sleep. A woman takes care of his feet.



Finally, Bobbie arrives home. He is dirty and thin. His feet are badly damaged.



The family is surprised and overjoyed to see him. The newspaper calls him Bobbie the Wonder Dog.



Bobbie just wanted to go home.

4. Learn the vocabulary: choices, choose, return, lose, point, degree, sacrifice, longing
5. Read aloud. Then listen.

"The greatest of all **choices** [God's children] may make is to **choose** to **return** to Him" (Russell M. Nelson, "Begin with the End in Mind" [address given at a seminar for new mission leaders, June 2014]).

6. Ponder: Do you ever feel a **longing** for your heavenly home? If so, why?

7. Write some things you can do that will help you return home to God. _____

8. Speak: Talk about how Bobbie's story is like trying to return home to God.

"EVERYONE LOSES HIS OR HER WAY AT SOME POINT, TO SOME DEGREE. ... IT IS THE ATONING SACRIFICE OF THE SAVIOR THAT CAN RETURN US HOME."
...ELDER M. RUSSELL BALLARD



ENGLISHCONNECT 1

LESSON 21: HOME

CONVERSATION: I'M GLAD YOU'RE VISITING



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

- This is the _____.
- There are extra _____ and _____ in the closet if you need them.
- There's the _____.
- _____ towels in the cupboard. _____ soap under the sink.
- This is _____!
- I'm glad you're _____!



bedroom wonderful pillows There is visiting blankets bathroom There are

E. Answer the questions.

- What is in the closet?
 - extra pillows
 - extra towels
 - extra soap
- Which room is small?
 - the kitchen
 - the bedroom
 - the bathroom
- What is in the cupboard?
 - towels
 - soap
 - blankets

ACTIVITY 2: THERE IS/THERE ARE

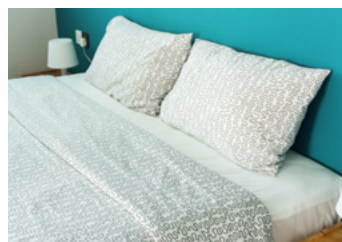
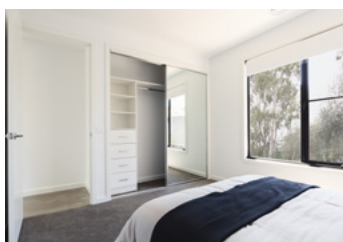


A. Study the chart.

There is + (singular noun) + (place) .		
There is	a mirror	above the sink.
There is	a closet	in the bedroom.

There are + (plural noun) + (place) .		
There are	two pillows	on the bed.
There are	towels	in the bathroom.

B. Read the sentence. Listen and repeat.

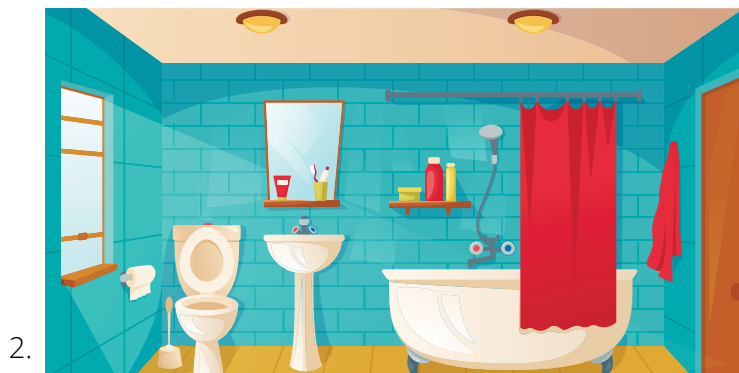


- There is a mirror above the sink.
- There is a closet in the bedroom.
- There are two pillows on the bed.
- There are towels in the bathroom.

C. Write the missing word. Say the sentence aloud.

- There ____ a shower in the bathroom.
- There ____ nightstands in the bedroom.
- There ____ lamps on the nightstands.
- There ____ a closet in the bathroom.
- There ____ drawers in the cupboard.
- There ____ a sink in the bathroom.

D. Look at the picture of the bedroom below. Talk about what is in the bedroom. Listen to the examples.

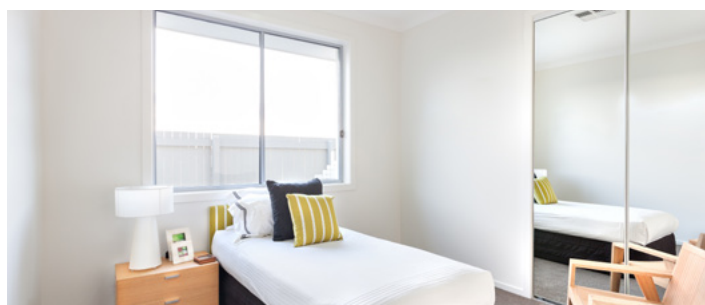


E. Look at the picture of the bathroom above. Write 5 sentences about things in the bathroom.

ACTIVITY 3: WHERE IS THE ... ?



A. Answer the questions aloud. Then listen to the answers.



1. Where is the mirror?

2. Where is the toilet?

3. Where is the sink?

4. Is the bathroom tidy or messy?

5. Is the bedroom tidy or messy?

6. Where is the bed?

7. Where are the pillows?

8. Where is the closet?

B. Look at the picture. Write an answer for each question. Use a complete sentence.



1. Is the bedroom messy or tidy?

2. What is on the bed?



3. Is the bathroom clean or dirty?

4. What is under the window?



5. Is the floor dirty or clean?

6. What color is the floor?

C. Look at the pictures. Listen to the descriptions. Choose the bedroom(s) that match the description.



- | | | | | | |
|------------------|------------------|------------------|------------------|------------------|------------------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ | 6. _____ |
| a. bedroom A | a. bedroom A | a. bedroom A | a. bedroom A | a. bedroom A | a. bedroom A |
| b. bedroom B | b. bedroom B | b. bedroom B | b. bedroom B | b. bedroom B | b. bedroom B |
| c. both bedrooms | c. both bedrooms | c. both bedrooms | c. both bedrooms | c. both bedrooms | c. both bedrooms |

D. Write about your bedroom. Answer the questions. Use complete sentences.

Is your room big or small? What is in your room (bed, dresser, closet)? Where is the bed? Is there a window? What color is your room? Is your bedroom tidy or messy?

PRACTICE PARTNER INSTRUCTIONS



- Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- Look at the pictures in Activity 2D and 2E. Help your practice partner use *There is* and *There are* sentences to describe both rooms. Ask: "What is in the room? Where is the _____?"
- Look at the pictures in Activity 3C. Help your practice partner describe the rooms. "Where is the bed?" "Is there a clock?" "How many pillows?" "What color is the bed?" "Where is the window?" "What else can you say?"
- Talk about a room in your house. Help your practice partner use *There is* and *There are* sentences to describe a room in their house. Ask: "What is in the room? Where is the _____?"
- Take turns asking each other questions about your childhood homes. "What did your bedroom look like?" "Is it big or small?" "Can you describe the bathroom or the kitchen?" Say as much as you can.
- Look at the pictures below. Take turns describing one of the rooms. Then guess which room was described.



EXPANSION ACTIVITIES: MY BROTHER



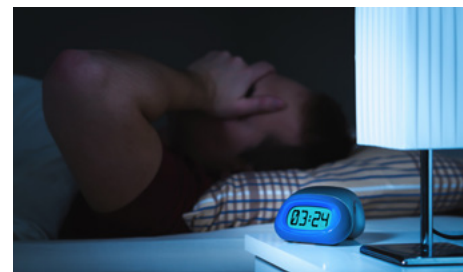
1. Learn the vocabulary: hole, fix (verb), carpet
2. Listen. 3. Read aloud.



In 1951, Thomas Monson is a bishop in the Church. A man says, "My brother and his family are coming from Germany. His name is Mr. Gertler. Will you look at their apartment?" "Yes," says Bishop Monson.



Bishop Monson looks at the apartment. The kitchen is old. The stove is bad. The cupboards are empty. The living room light is bad. The paint is dirty. The floor has a hole in it.



There are no blankets or pillows in the bedroom. It is a sad apartment. "It is not much," says the man. "But it is better than nothing." That night Bishop Monson can't sleep.



On Sunday he goes to church. Someone says, "Why are you sad?" Bishop Monson talks about the apartment. "I can fix the bad light," says one man.



"We can paint the apartment," says another man. "We can put food in the cupboards," says a woman. "Great!" says Bishop Monson.



Three weeks later, Mr Gertler's family arrives. They go to the apartment. "It is not much," says the brother.



Bishop Monson opens the door. The family sees a beautiful apartment. The stove is new. The cupboards are full of food.



The carpet is soft. The paint is nice. The light is bright. There is a Christmas tree in the living room.



Mr. Gertler has tears in his eyes. "My brother," he says to Bishop Monson. "My brother." They sing a Christmas song. It is the best Christmas ever!

4. Learn the vocabulary: hunger, thirsty, serving, take someone in
5. Read aloud. Then listen.

And the Savior said:

*"For I was an **hungred**, and ye gave me meat: I was **thirsty**, and ye gave me drink: I was a stranger, and ye **took me in**: naked, and ye clothed me: I was sick, and ye visited me"*
(Matthew 25:35–36).

6. Ponder: How does **serving** others bless your life?

7. Write how you can help someone this week: This week, I will _____

8. Speak: Retell this story to someone. Tell them how you will help another person this week.

ENGLISHCONNECT 1

LESSON 22: COMMUNITY

CONVERSATION: WHERE ARE YOU GOING?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. _____ me, I think I'm lost.
2. Can you _____ me?
3. Sure. _____ are you going?
4. I'm looking for the _____.
5. How do you get _____?
6. First, walk down to the _____.
7. Then turn _____.
8. The library is _____ the park.



next to	there	Excuse	right	corner	Where	help	library
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E. Answer the questions.

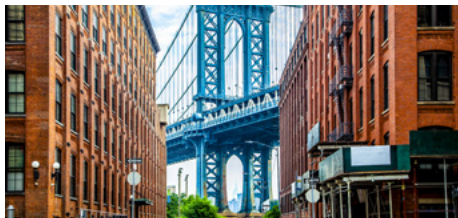
1. Where is the library?
 - a. next to the park
 - b. next to the bank
 - c. next to the store

2. Where do you turn right?
 - a. at the store
 - b. at the park
 - c. at the corner

ACTIVITY 2: DIRECTIONS AND LOCATIONS



A. Read aloud. Then listen.

1. The house is **across from** the beach.2. The bridge is **between** the buildings.3. The house is **behind** the family.4. The lake is **close to** the house.5. The river is **in front of** the church.6. The people are **around** the table.

B. Study the chart.

Giving Directions			
Verb	+	direction word	+ location
<u>Go</u>		south.	
<u>Turn</u>		right.	
<u>Walk</u>		past	the church.
<u>Go</u>		down	to the corner.

C. Read the sentence. Listen and repeat.

1. Go west.
2. Walk past the bank.
3. Turn left at the corner.
4. The church is across from the school.
5. The store is on the right side of the street.

CITY MAP



D. Look at the city map. Read the question. Write the answer to the question. Use the word given.

1. Where is the park? (between)

2. Where is the hospital? (across from)

3. Where is the store? (behind)

4. Where is the school? (in front of)

5. Where is the bank? (next to)

E. Look at the city map. Listen to conversations 1–4. Choose “true” if the answer is true or “false” if it is false.

1. _____
a. true
b. false

2. _____
a. true
b. false

3. _____
a. true
b. false

4. _____
a. true
b. false

ACTIVITY 3: HOW DO YOU GET TO . . . ?



A. Find ① on the city map. Start at the airport. Read the directions to a location. Write the location.

1. Go straight on Third Street. Turn left. It is between the school and the church.

3. Go straight on First Street. It's on the corner and next to the bank.

2. Go straight on Fourth Street. Turn right on Second Street. It is in front of the store and across from the school.

4. Go straight on Third Street. It's north of the airport.

B. Find ② on the city map. Listen to the question. Write the location. Give directions aloud from the apartment building to the location. Listen to a possible answer.

1. How do you get to . . .
the hospital

2. How do you get to . . .

3. How do you get to . . .

C. Find ③ on the city map. You are at the library. Write directions to the place given.

1. How do I get to the church?

2. How do I get to the grocery store?

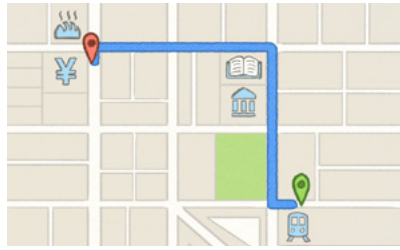
ACTIVITY 4: THE CONCERT



A. Listen. B. Read aloud.



A man gets off the train. "Excuse me," he asks a taxi driver. "How do I get to the bank?"



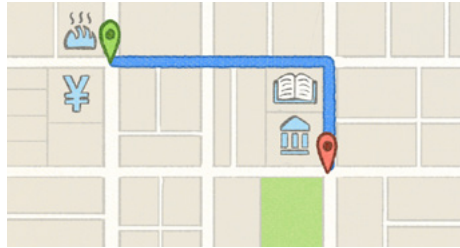
"Go two blocks and turn left," says the taxi driver. "Do you like piano music?" asks the driver. "Yes, I love piano music," says the man.



"There is a Lang Lang piano concert at the park tonight," says the driver. "It will be great."
"Thanks!" says the man.



He goes to the bank. Then he crosses the street to the bakery. He buys two steamed rolls. "Is there a museum in town?" he asks the baker. "Yes," says the baker.



"Go past the library and turn right. It's across the street from the park. There is a Lang Lang piano concert at the park tonight. It will be great!"



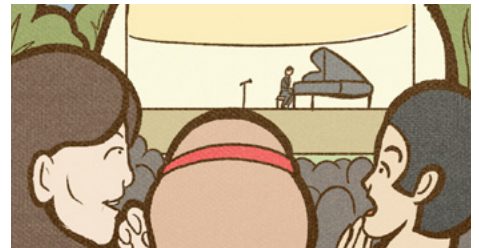
"Thanks," says the man.
He eats his rolls.
He visits the museum.



He walks to the park. At the park, he sees his new friends.



He walks onto the stage. "I'm happy to be here," he says. "The people are so friendly!"



He sits at the piano and plays.

PRACTICE PARTNER INSTRUCTIONS

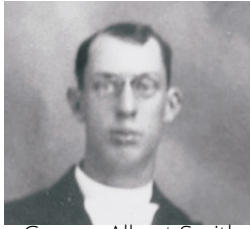


- Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- Help your practice partner retell the story in Activity 4. Where does the man go? What does the man do? What is happening at the park? Why does he say the people are friendly? What is his name?
- Look at the city map on the previous page. Choose a location to start. Take turns asking for directions and giving directions to a location on the map.
- Find a local map or draw a simple map of your community. Take turns giving each other directions to a location on the map. For example, give directions to the nearest school. Ask: "How do you get to the nearest grocery store? a church? a park? a friend's house?"
- Tell your practice partner to close their eyes. Give them directions to a location in your house. For example, say, "Go straight 10 steps. Turn right. Walk past the sofa. Go down the hall." Then let your partner give directions to you.

EXPANSION ACTIVITIES: ONE MORE STEP BY GEORGE ALBERT SMITH



1. Learn the vocabulary: path, narrow, wrong, backward, footprints, edge, cliff, drowned
2. Listen. 3. Read aloud.



George Albert Smith

Late one night, Elder Stout and I were walking to Brother McKinley's home. The path was narrow.



There was a mountain wall on one side. There was a deep river on the other side.



It was very dark. We didn't have a light. We walked slowly. My hand was touching the mountain wall.



I took my hand off the mountain wall for a while. Then I felt something was wrong. I stopped immediately.



I called Elder Stout. He answered me from far away. I was on the wrong path.



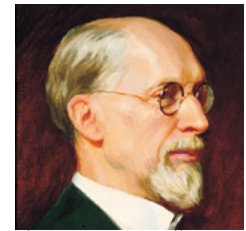
I slowly walked backward until I felt the wall again. Then we continued walking. We walked to Brother McKinley's home.



The next morning, we walked back the way we came. I followed my footprints to the edge of a steep cliff.



Just one more step and I would have fallen in the river. I would have drowned.



President George Albert Smith

I almost died. I was grateful to my Heavenly Father for protecting me.

4. Learn the vocabulary: Holy Ghost (the Holy Ghost is the Spirit that God sends to guide us and teach us), guide, decisions, protect, physical, spiritual, danger

5. Read aloud. Then listen. The Holy Ghost will *"show unto [us] all things what [we] should do"* (2 Nephi 32:5).

"He can **guide** us in our **decisions** and **protect** us from **physical** and **spiritual** danger"
("The Holy Ghost Testifies of Truth," *Ensign*, Mar. 2010, 11).

6. Ponder: How do you know when God is guiding you?

7. Write three ways God has guided you. _____

8. Speak: Retell the story about George Albert Smith, and talk about how God has guided you.

ENGLISHCONNECT 1

LESSON 23: HEALTH

CONVERSATIONS: ARE YOU FEELING OK?



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

Conversation 1

- 1. Are you _____ OK?
- 2. Not really. I have a _____.
- 3. Oh, I'm _____ to hear that.

Conversation 2

- 1. What happened to your _____?
- 2. I fell yesterday and _____ it.
- 3. How do you _____ today?
- 4. My foot _____ a little.
- 5. But I'm feeling _____.

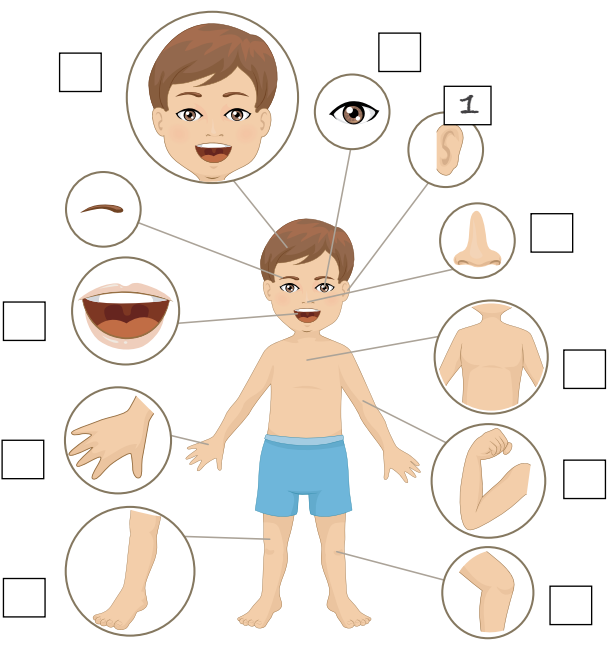


foot feeling feel better headache hurts sorry broke

ACTIVITY 2: ACHES, PAINS, AND INJURIES



A. Listen to 1–10. Number the correct body part. B. Study the charts.




How to talk about aches and pains		
I	have a _____.	I have a <u>headache</u> . I have a <u>toothache</u> .
He / She	has a _____.	She has a <u>stomachache</u> . He has a <u>backache</u> .
My	stomach head back	hurts.
My	eyes ears legs	hurt.

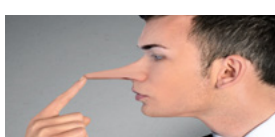
How to talk about injuries		
I / You / We / They / He / She	cut _____. hurt _____. burned _____. broke _____.	I cut <u>my</u> finger. He hurt <u>his</u> head. They burned <u>their</u> hands. She broke <u>her</u> leg.

C. Look at the picture. Read the sentence. Write the missing word. Read aloud.


1. Her _____ are brown.




2. His _____ is big.



3. Her _____ are small.



4. The baby has 10 _____.



D. Look at the picture. Say what the problem is. Listen.



E. Look at the pictures above. Write a sentence about the problem.

Examples: 1. I have a headache. 3. _____
My head hurts. 4. _____
 2. _____ 5. _____

F. Look at each picture. Talk about the injury. Use the word given. Listen.



ACTIVITY 3: WHAT HAPPENED TO YOU?



A. Listen to the conversations. Answer the questions.

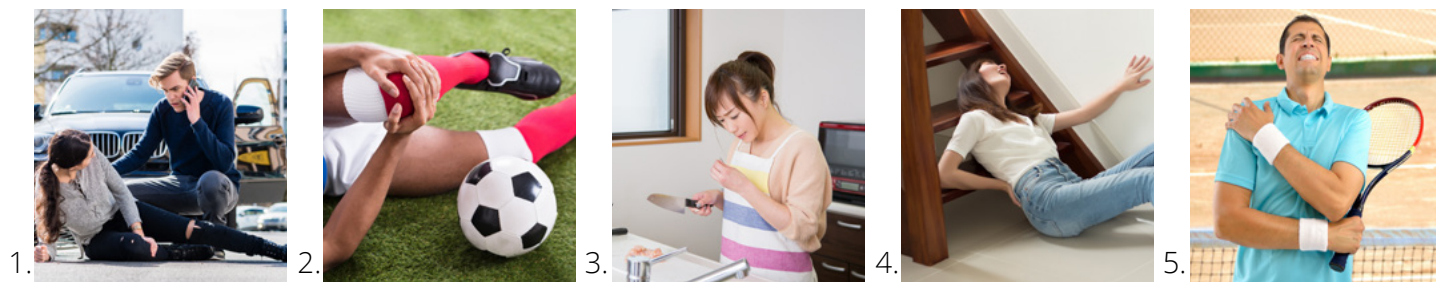


1. What happened to Nigel?
 - a. He broke his foot.
 - b. He hurt his knee.
 - c. He cut his knee.
2. How did he get hurt?
 - a. playing sports
 - b. running
 - c. in a car accident



3. What happened to Maria?
 - a. She cut her hand.
 - b. She burned her hand.
 - c. She broke her hand.
4. How did she get hurt?
 - a. A pan fell on her hand.
 - b. She touched the stove.
 - c. She touched a hot pan.

B. Look at each picture. Talk about what is happening. Talk about the injury. Listen.



ACTIVITY 4: JESUS CAN HEAL US



A. Listen to the story. Finish the sentences.



1. Jesus healed many people who were _____.



2. He could not _____.



3. Jesus made his legs and _____ strong.



4. He could not _____.



5. Jesus healed his _____.



6. None of the _____ could help her.



7. People said Jesus could heal any _____.



8. When she touched his clothes, she felt her _____ heal.



9. "Thy faith hath made thee whole; go in _____."

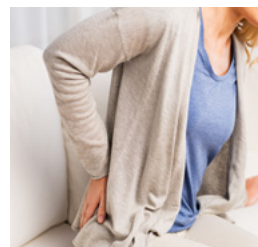
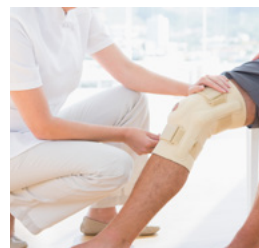


10. Jesus has the power to _____ us and give us peace.

PRACTICE PARTNER INSTRUCTIONS



- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. Take turns asking each other questions about the pictures below. How does the person feel? What happened? How did he or she get hurt?



- C. Help your practice partner retell the story in Activity 4. What does Jabari always say? What do Jabari and the king do together? What happens to the king's thumb? What does the king do to Jabari? What happened to the king? Why is it good that Jabari is in jail?
- D. Talk about a time you or someone you know got hurt. What happened? How did you feel?

EXPANSION ACTIVITIES: FAITH BRINGS LIGHT



1. Learn the vocabulary: barge(s), promised land, hole, top, bottom, inside, stones

2. Listen. 3. Read aloud.

Ether 2, 3, 6



The Lord talks to the brother of Jared. He tells him to build eight barges to take his people to the promised land.



The Lord tells the brother of Jared how to build the barges. No water can get inside.



The brother of Jared asks the Lord, "How will the people breathe in the barges?"



The Lord tells him to make a hole in the top and bottom of each barge. They open the hole to let air in and close it to keep water out.



The brother of Jared says, "The barges are dark inside." The Lord tells him to think of a way to have light inside the barges.



The brother of Jared goes to a mountain. He makes 16 small stones from a rock. The stones look like clear glass.



The brother of Jared says, "Lord, touch the stones. They will light the barges." The Lord touches each stone with His finger.



The brother of Jared has great faith. He sees the finger of the Lord. It looks like a human finger.



The Lord shows Himself to the brother of Jared. He teaches the brother of Jared many great things.



The brother of Jared carries the stones down the mountain. He puts two stones in each barge. There is light inside the barges.



The Jaredites go into the barges with their animals and food. The Lord makes a strong wind blow the barges to the promised land.



After 344 days on the water, the barges arrive at the promised land.

4. Learn the vocabulary: muscle, immobile, weak, whatsoever, expedient, grow

5. Read aloud. Then listen.

"Faith is like a **muscle**. If exercised, it grows strong. If left **immobile**, it becomes **weak**"
(Gospel Topics, "Faith in Jesus Christ," topics.ChurchofJesusChrist.org).

*"If ye will have faith in me ye shall have power to do **whatsoever** thing is **expedient** in me"*
(Moroni 7:33).

6. Ponder: How do you **grow** your faith in Jesus Christ? How does faith bring light to your life?

7. Write three things to do to grow your faith in Jesus Christ. _____

8. Speak: Tell the story above to three people. Say how faith brings light to your life.

ENGLISHCONNECT 1

LESSON 24: HEALTH

CONVERSATION: I FEEL SICK



A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, how are you _____?
2. I feel really _____.
3. I have a _____, a _____, and a _____.
4. I'm sorry to hear that. That sounds _____.
You need _____.
5. Yes, I do. I am very _____, and I can't go to _____. I'll try to rest _____ today.
6. I hope you _____ soon.
Me too. Thanks!



sick doing fever awful sore throat
cough tired feel better rest work later

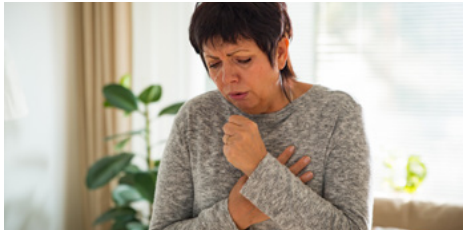
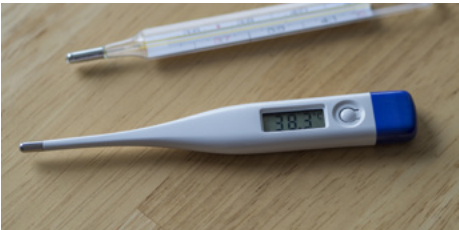
ACTIVITY 2: TALKING ABOUT SICKNESS



A. Study the chart. B. Listen and repeat 1–8.

Nouns		Verbs	Adjectives
I have ...		I ...	I feel ...
diarrhea	a cold	sneeze	sick
heartburn	a runny nose	breathe	weak
chills	a sore throat	cough	dizzy
a fever	a headache	throw up	nauseated
a cough		blow my nose	congested

C. Listen to conversations 1–6. Number the picture that matches the conversation.



D. Look at the picture. Write a sentence about how the person feels. Use "I."



I have a fever.



1. _____



2. _____



3. _____



4. _____



5. _____

E. Look at each picture. Say what is wrong with each person. Listen to the examples.



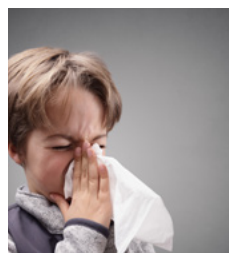
diarrhea



fever



congested



blow nose



weak

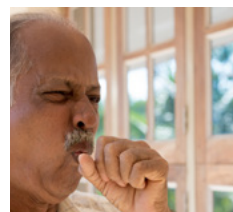


sore throat

F. Look at each picture. Read the message to the doctor. Write the missing words.

weak cough throw up
breathe nauseated sore throat
diarrhea stomachache

1. Hello, Doctor,
I am not doing very well. I feel
sick. I have a _____ and
a _____. I cannot _____
very well. What can I do?



2. Hello, Doctor,
I am not doing very well. I feel sick.
I have _____ and a _____.
I feel _____ and tired. What
can I do?



3. Hello, Doctor,
I am not doing very well. I feel sick.
I feel _____. I _____
_____ a lot. What can I do?



G. You are visiting a friend. Your friend is sick. Write about how he or she feels. Write 3 or 4 sentences.



ACTIVITY 3: I FEEL SICK



A. Listen. B. Read aloud.



Tammy wakes up. She looks out the window. It's a beautiful sunny day, but Tammy is sad. She does not feel good.



"I feel sick. I don't think I can go to work," she says out loud. Tammy calls her boss.



"Hi, Tammy. How are you?" asks her boss. "I feel really sick," Tammy says.



"Oh?" says her boss. "Yes," says Tammy. "I have a fever." Tammy coughs loudly.



"I'm sorry to hear that," says her boss. "I have a sore throat too," says Tammy. She blows her nose.



"You sound awful," says her boss. "Drink some hot lemon water." "Oh, I'm very tired," says Tammy. "And I don't have any lemons."



"I will bring some to you," says her boss. "No, thank you," says Tammy. "I just need to rest."



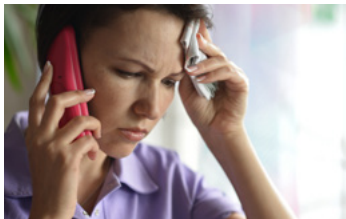
Tammy asks her boss, "May I please take a sick day today?" "Yes," says her boss. "You do not need to come to work today. I hope you feel better soon." "Thanks," says Tammy, "I do too."

PRACTICE PARTNER INSTRUCTIONS

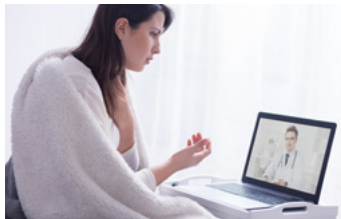


- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. Look at the pictures in Activity 2C. Help your practice partner talk about each picture. Ask: "What's wrong?" "How do they feel?"

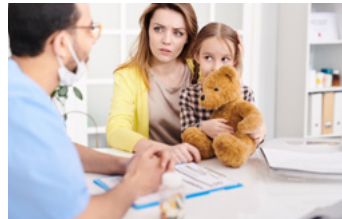
Look at the pictures below. One of you is the doctor, and one of you is the patient. Have a conversation for each picture. Use the words given. Then switch roles.



headache, tired, fever



nauseated, throw up



dizzy, weak, tired



congested, sneeze, cold

- C. Ask your practice partner to retell the story in Activity 3. Is Tammy sick? Why doesn't Tammy want to go to work? Does Tammy want her boss to bring her lemons? Why or why not? Does Tammy know it's beach day? How does Tammy feel when she hangs up the phone?
- D. Take turns talking about a time you or someone you knew got sick. What did you have? How did you feel?

EXPANSION ACTIVITIES: BUT IF NOT



1. Learn the vocabulary: idol, save, throw, built, angel, amazed

2. Listen. 3. Read aloud.

Daniel 3:1–29



The king of Babylon made a gold idol. He told the people to pray to the idol. They would be burned in a fire if they did not pray to it.



Shadrach, Meshach, and Abed-nego did not pray to the idol. They prayed to God.



Someone told the king. He was angry. He asked Shadrach, Meshach, and Abed-nego to come to him. The king said, "You will be burned."



Shadrach, Meshach, and Abed-nego were not afraid. They said, "We know God can save us. But if not, we will not pray to the idol. We only pray to God."



The king was very angry. He told his servants to throw them in the fire.



The king's servants built a big fire. The servants threw Shadrach, Meshach, and Abed-nego into the fire. The fire was very hot. The servants died.



The king looked into the fire. He saw four men walking in the fire. One of them was an angel of God. God saved Shadrach, Meshach, and Abed-nego.



The king shouted to Shadrach, Meshach, and Abed-nego. He said, "Come out of the fire." The fire did not burn their hair or clothes. They did not smell like smoke. The king was amazed.



The king of Babylon made a law. The law said no one should say bad things about God. Only God could save men from fire.

4. Learn the vocabulary: confidence, ways, nevertheless, will (noun), thine = yours, trust

5. Read aloud. Then listen.

"Faith is . . . a **confidence** in the Lord" (Lance B. Wickman, "But If Not," *Ensign* or *Liahona*, Nov. 2002, 31).

"My **ways** [are] higher than your **ways**, and my thoughts than your thoughts" (Isaiah 55:9).

"**Nevertheless** not my **will**, but **thine**, be done" (Luke 22:42).

6. Ponder: How can you increase your faith in God?

7. Write: I can trust God because _____

8. Speak: Retell the above story to someone. Talk about how you can show your trust in God.

ENGLISHCONNECT 1

LESSON 25: REVIEW

ACTIVITY 1: NEW NEIGHBOR



A. Listen to 1–3. Answer the question after each conversation.

1. Where is Francisca from?

- a. Chile c. Fiji
b. Italy d. Brazil

2. What does she do for work? She is a(n)_____.

- a. computer programmer c. accountant
b. teacher d. office worker

3. Who is in Francisca's family?

- a. two sisters c. sons
b. two daughters d. two nephews



B. You have a new neighbor. Write a note to put on his or her door.



Write: 1. your name 3. where you work
 2. what you do for work 4. what you like to do

ACTIVITY 2: FAMILY PICTURE



A. Tell a friend about your family. Use this picture.

Talk about four people in the family.

Say:

- their name
- their relationship to you
- a physical description (hair, eyes, tall, short, etc.)
- a personal description (age, funny, happy, etc.)

B. Listen to the example.

ACTIVITY 3: SCHEDULES



A. Read the schedule. Answer the questions.

1. What does Lucy usually do at 7:30?

- a. She wakes up.
b. She eats breakfast.
c. She goes to work.

3. What does she do after work?

- a. She makes dinner.
b. She exercises.
c. She relaxes.

2. What time does Lucy eat lunch?

- a. 11:30
b. 12:00
c. 12:30

4. What does she do before work?

- a. She studies.
b. She exercises.
c. She eats lunch.



B. Tell what you usually do on Saturday and what time you do it. Read and listen to the example.



Example:

On Saturday, I usually wake up at 9:30. At 10:00, I clean my house. Then I take a shower. At 2:00, I usually go shopping. I buy food for the week. In the evening, I go out with my friends.

ACTIVITY 4: AT A RESTAURANT



A. Write about your favorite place to eat.

- What is the name of the restaurant?
- What do you order?
- When do you usually go there?
- How much does it cost?



B. You are at a restaurant with your friend. Your friend doesn't speak English. Look at the menu.

Say 3 things that you want to order. Say 3 things that your friend wants to order. Listen to examples 1 and 2.

MAIN DISH		DESSERT		SIDE DISH		Drinks	
Pizza Slice	\$5	Ice Cream	\$3	French Fries	\$4	Soda	\$2
Hamburger	\$5	Lemon Cake	\$3	Rice and Beans	\$4	Lemonade	\$3
Pasta	\$5	Apple Pie	\$3	House Salad	\$4	Orange Juice	\$3
BBQ Chicken	\$5	Chocolate Cake	\$3	Fruit Bowl	\$4		
Enchiladas	\$5			Chicken Soup	\$4		

ACTIVITY 5: AT A SHOP



A. Two friends are at a shop. Listen to their conversation. Write the missing words.

- _____ want to buy this blue shirt? It's pretty.
- Maybe. _____ does it cost?
- 23 dollars.
- Really? That's _____ expensive.
- Do you like _____ red blouse instead? It's 12 dollars.
- Yes, that's pretty too. I'll _____ it!

this buy too Do you How much



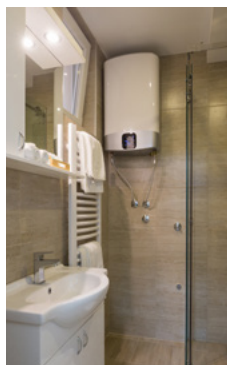
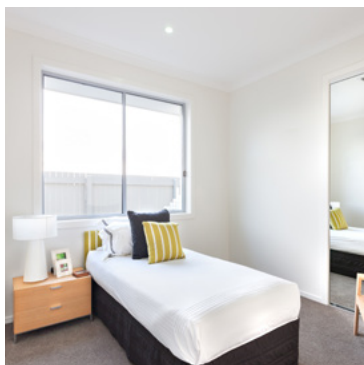
B. Listen to questions 1–3. Say the answers to the questions aloud.

C. You are cooking dinner for a friend. You need 10 things for dinner. Write a shopping list for your dinner. Write how much of each thing you need.

ACTIVITY 6: MY HOME



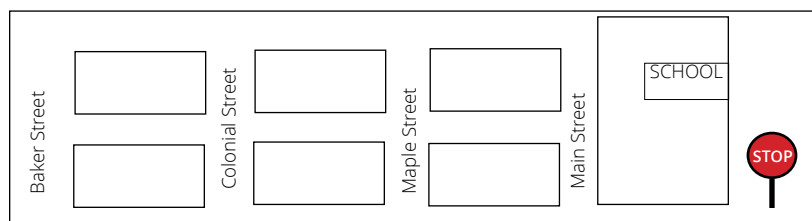
A. A relative is coming to visit you. Write an email about your house.



Write about the bedroom.

Write about the bathroom.

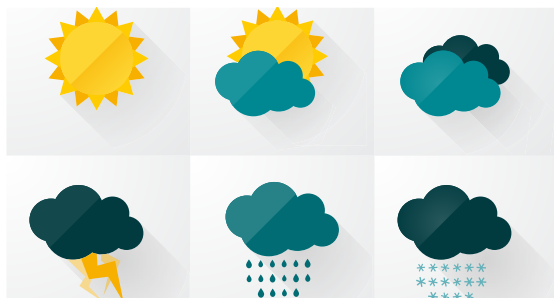
B. Give directions to your house from a nearby school. Listen to the example.



ACTIVITY 7: WEATHER



A. Listen to the weather forecast. Answer the questions in a complete sentence.



1. What is the weather tonight?

2. What will the weather be on Saturday?

3. What will the weather be Sunday night?

B. Talk about your favorite month of the year. Listen to the example.

- Why is it your favorite?
- What do you do?
- What is the weather like?

ACTIVITY 8: HEALTH

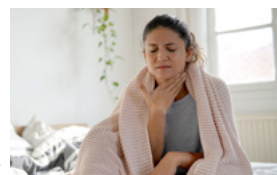


A. Look at the pictures. Match the sentence to the picture it describes.

- F 1. I feel dizzy and weak.
2. I have a headache.
3. My knee hurts.
4. I cut my finger.
5. I have a fever.
6. I have a sore throat.



A.



B.



C.



D.



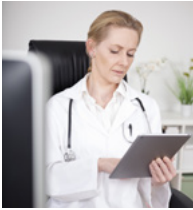
E.



F.

B. Write an email to your doctor.

- Tell her that your family member is sick.
- Tell how he or she feels.
- Ask what to do.



C. Say what you do to be healthy. Listen to the example.

Do you like to exercise?

What activities do you do?

What do you eat to be healthy?



PRACTICE PARTNER INSTRUCTIONS



- A. Sit facing your partner, with the book between you. Partner A looks only at the Partner A section. Partner B looks only at the Partner B section. Ask questions and write the missing personal information.

PARTNER A



Name: Emily Larkin
 From: Puntarenas, Costa Rica
 Age: 28 Birthday: _____
 Family: 3 brothers, 1 sister
 Likes: cooking, _____
 Dislikes: jogging, _____
 Job: _____
 I like my job because I love to cook.
 Favorite food: _____



Name: Jason _____
 From: _____
 Age: _____ Birthday: May 2
 Family: _____
 Likes: playing soccer, _____
 Dislikes: jogging, _____
 Job: doctor
 Likes/dislikes his job?

 Favorite food: steak and salad

Name: Jason Park
 From: Santa Monica, California, USA
 Age: 35 Birthday: _____
 Family: only child
 Likes: listening to music, _____
 Dislikes: shopping, _____
 Job: _____
 I like my job because I like to help people.
 Favorite food: _____



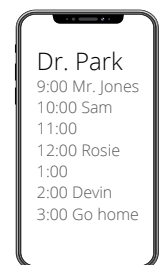
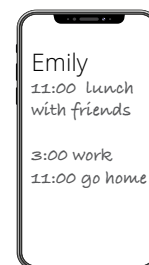
Name: _____
 From: _____
 Age: _____ Birthday: December 27
 Family: _____
 Likes: dancing, _____
 Dislikes: scary movies, _____
 Job: chef
 Likes/dislikes her job?

 Favorite food: chicken enchiladas



PARTNER B

- B. Emily and Dr. Park are at a soccer game. Emily falls down the stairs. Dr. Park goes to help. He asks her questions to make sure she is OK. Create a conversation for them. Talk about personal information. Talk about what hurts. Talk about treatment. Give directions to the hospital. Using the schedules, make an appointment for Emily to visit Dr. Park.



EXPANSION ACTIVITIES: ENGLISH BLESSES MY LIFE



1. Learn the vocabulary: fortunate, everywhere, common
2. Listen. 3. Read aloud.



Hello. My name is Claudio. I served a mission in Peru. My companions and my mission president helped me study English.



Now I work at the Santiago Marriott Hotel. It was a blessing to learn English. I can use it in my job. I help the guests and give them directions.



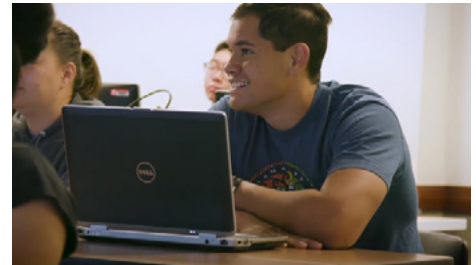
The guests that come here are from everywhere—Europe, America, Asia. And the common language that they have is English.



Hi. My name is Thomas. I'm from Tahiti. I'm a BYU–Hawaii student.



On my mission, I learned the English language. Now I am fortunate to work at the Polynesian Cultural Center. I am a fire dancer.



I think in English. I speak English. I have to use English for work and in class. English is everywhere.



Hi. My name is Nadia. I'm from Russia. I started to study English on my mission.



I use English for reading, studying, and working. I use it most of all for my family.



My husband and I are happy to grow together. English has blessed my life. I feel very happy.

4. Learn the vocabulary: press forward, steadfastness, brightness, hope, endure
5. Read aloud. Then listen.

*"Ye must **press forward** with a **steadfastness** in Christ, having a perfect **brightness** of **hope**. . . . If ye shall **press forward** . . . and **endure** to the end, behold . . . : Ye shall have eternal life" (2 Nephi 31:20).*

6. Ponder: How has learning English blessed your life? What does it mean to press forward with faith?
7. Write a list of things to do to help you press forward with faith. _____

8. Speak: Tell three people how learning English has blessed your life.

EnglishConnect 1: Vocabulary

LESSON 1

alphabet	answer	repeat
goal	ask	say
name	listen	speak
partner	practice	spell
please	read	write
thank you		

LESSON 2

where	Great Britain	Lima
Argentina	India	London
Brazil	Japan	Moscow
China	Mexico	Paris
Egypt	Nigeria	Salt Lake City
France	Russia	Sydney
Germany	United States	Taipei
Ghana	Berlin	Tokyo

LESSON 3

when	zero	first
January	one	second
February	two	third
March	three	fourth
April	four	fifth
May	five	sixth
June	six	seventh
July	seven	eighth
August	eight	ninth
September	nine	tenth
October	ten	
November		
December		

LESSON 4

bike	like	sleep
camp	listen to music	study
cook	paint	swim
dance	play sports	travel
do	read	watch movies and TV
garden	run	watch sports
go to the beach	shop	what
go to the theater	sing	write
hike		

LESSON 5

annoying	entertaining	popular
boring	exciting	relaxing
cheap	expensive	social
dangerous	fun	tiring
different	important	unimportant
difficult	interesting	useful
easy	nice	wonderful

LESSON 6

aunt	grandfather	sister
brother	grandmother	sister-in-law
brother-in-law	grandson	son
children	husband	son-in-law
cousin	mother/mom	stepbrother
daughter	mother-in-law	stepdad
daughter-in-law	nephew	stepmom
father/dad	niece	stepsister
father-in-law	parent	uncle
granddaughter	siblings	wife

LESSON 7

athletic	selfish	hair
artistic	wild	beard
energetic	married	mustache
excellent	single	bald
friendly	old	curly
funny	young	straight
giving	short	long
happy	tall	short
intelligent	fat	black
kind	thin	blonde
lazy	eyes	brown
loud	glasses	gray
loyal	blue	red
lucky	green	
messy	hazel	
quiet		

LESSON 8

alarm clock	headphones	postcard
battery	key	purse
book	license	scissors
brush	light bulb	stamp
button	magazine	table
camera	newspaper	television
chair	notebook	tissue
chewing gum	pen	toothbrush
clock	pencil	umbrella
comb	phone	wallet
computer	photo	watch
glasses		

LESSON 9

belt	sandals	black
blouse	shirt	blue
boots	shoes	brown
bracelet	skirt	gray
coat	slacks	green
dress	slippers	orange
earrings	socks	purple
jacket	suit	red
jeans	sunglasses	white
necklace	sweater	yellow
pants	tie	
ring	T-shirt	

LESSON 10

brush my teeth	get up	read the news
do my hair	go to school	shave
eat breakfast	go to work	take a shower
feed the cat	make breakfast	wake up
feed the dog	make the bed	wash my face
get dressed	put on makeup	watch the news
get ready		

LESSON 11

clean	go to bed	study
come home	make lunch	take a nap
cook dinner	pray	take a walk
do homework	put on my pajamas	visit my friends
eat	relax	wash my face
exercise	run errands	watch TV
fall asleep		

LESSON 12

Sunday	eleven	eleventh	twenty-one
Monday	twelve	twelfth	twenty-two
Tuesday	thirteen	thirteenth	thirty-three
Wednesday	fourteen	fourteenth	thirty-four
Thursday	fifteen	fifteenth	forty-five
Friday	sixteen	sixteenth	forty-six
Saturday	seventeen	seventeenth	forty-seven
Sunday	eighteen	eighteenth	fifty-eight
	nineteen	nineteenth	fifty-nine
	twenty	twentieth	
	thirty	thirtieth	
	forty		
	fifty		

LESSON 13

cloudy	raining	lightning
cold	snowing	rain
foggy	cloud	rainbow
hot	drizzle	sleet
humid	drought	snow
rainy	flood	sun
sunny	fog	thunder
windy	hail	wind

LESSON 14

accountant	entertainer	scientist
architect	factory worker	secretary
artist	farmer	server
carpenter	fireman	surgeon
cashier	fisherman	teacher
clerk	flight attendant	veterinarian
computer programmer	hairstylist	welder
construction worker	journalist	factory
cook	mechanic	hospital
custodian	nurse	office
dentist	painter	restaurant
doctor	postal worker	school
electrician	salesperson	store

LESSON 15

build	take care of	student
clean	teach	surgery
cut	write articles	boring
deliver	customer	difficult
help	food	full-time
perform	hair	fun
program computers	mail	interesting
sell	packages	part-time
serve	product	self-employed

LESSON 16

taste	fruit	meat	vegetable
texture	apple	bacon	beans
delicious	banana	beef	broccoli
gross	blueberry	chicken	carrot
healthy	grapes	duck	corn
salty	mango	fish	green beans
sweet	orange	ham	lettuce
bread	peach	lamb	onion
cheese	pear	pork	peas
chocolate	pineapple	sausage	potato
egg	raspberry	turkey	squash
milk	strawberry		tomato
rice			

LESSON 17

cake	hot dog	pizza
chips	ice cream	relish
cookies	ketchup	salad
dessert	mayonnaise	sandwich
drink	milkshake	soda
fries	mustard	soup
hamburger	pasta	steak

LESSON 18

first	put	oven
next	slice	pan
then	stir	plate
last	blender	pot
add	bowl	refrigerator
bake	cup	spoon
boil	fork	stove
chop	knife	ingredients
cook	measuring cup	flour
heat	measuring spoon	oil
mix	microwave	salt
peel	mixer	sugar

LESSON 19

seventy	expensive	buy	skirt
eighty	cheap	cost	tie
ninety	good	need	apple
one hundred	bad	dress	car
one thousand	pretty	pajamas	chicken
one million	ugly	shirt	phone
		shoes	table

LESSON 20

house	attic	kitchen
apartment	basement	laundry room
floor plan	bathroom	living room
corner	bedroom	office
directions	closet	pantry
left	dining room	porch
right	family room	spare room
top	garage	stairs
bottom	guest room	yard
next to	hall	

LESSON 21

behind	bathtub	furniture
in	bed	lamp
on	blanket	mirror
on top of	carpet	nightstand
under	ceiling	pillow
underneath	closet	shower
big	cupboard	sink
clean	desk	soap
dirty	door	toilet
messy	drawer	towel
neat	dresser	window
small	floor	
tidy		

LESSON 22

go	in front of	gas station
go past	behind	grocery store
turn	across from	library
walk	next to	museum
left	between	park
right	on	police station
north	airport	post office
south	bakery	restaurant
east	bank	road
west	block	school
straight	church	street
at the corner of	drugstore	train station

LESSON 23

break	chest	leg
burn	chin	lips
cut	ears	mouth
hurt	elbow	neck
backache	eyebrow	nose
earache	eyelash	shoulder
headache	eyes	skin
stomachache	face	stomach
toothache	finger	throat
ankle	foot	toe
arm	hair	tongue
back	hand	tooth
blood	head	wrist
cheek	knee	

LESSON 24

congested

dizzy

nauseated

sick

weak

blow my nose

breathe

cough

sneeze

throw up

body aches

chills

cold

constipation

cough

cramps

diarrhea

dry eyes

fever

gas

heartburn

insomnia

rash

runny nose

sore muscles

sore throat

stiff muscles

watery eyes

EnglishConnect 1**LESSON 1****Activity 2C:**

1. a 2. a 3. b 4. b 5. a 6. a 7. b 8. a

Activity 3D:

1. Sara 2. Jin 3. Trent 4. Rei 5. Quincy 6. Gaby

LESSON 2**Conversation 1:**1. Good
2. How
3. fine
4. you
5. thanks**Conversation 2:**1. name 4. from
2. My 5. meet
3. Where 6. It's**Conversation 3:**

1. Good 2. you 4. See

Activity 2D:1. What's your name?
2. I'm good, thanks.
3. It's nice to meet you, too.**Activity 3A:**1. a 3. c
2. b 4. b**Activity 4A:**1. a
2. b
3. a**Activity 4B:**1. b
2. c**Activity 4C Examples:**1. I'm fine. How are you?
2. My name is Susan. I'm Sarah.
3. I am from Italy. I'm from Peru.**Activity 5A:**1. a
2. a
3. b
4. a**Activity 6B:**1. a 4. a
2. a 5. c
3. b 6. c**LESSON 3****Conversation 1:**1. birthday
2. October
3. your
4. September
5. today**Conversation 2:**5. What's
6. My
7. Thank**Activity 2A:**1. b
2. c
3. a
4. b
5. b
6. c**Conversation 2:**1. phone
2. number
3. address
4. It's**Activity 4A:**1. Our birthdays are in October.
2. His birthday is on February 28.
3. Their birthdays are on the same day.
4. When is her birthday?
5. Today is my birthday.**Activity 5A:**4—fourth
1—first
6—sixth
8—eighth
10—tenth
7—seventh
5—fifth
2—second
3—third
9—ninth**Activity 6A:**1. b
2. b
3. c
4. a

Activity 6B:
1. c
2. a
3. a
4. b**Activity 7A:**1. Emiko
763-245-9801
2. Ari
December 2nd
3. Tomas
tomasc@email.com
4. Talia
358 Oak Street**LESSON 4****Conversation 1:**1. What
2. like
3. Me
4. Do
5. don't
6. neither
7. dance
8. really
9. too**Conversation 2:**1. b
2. a
3. b**Activity 3A:**3 1 2
6 5 4**Activity 3B:**1. a
2. a
3. b
4. b
5. a
6. a**Activity 4A:**1. No, he likes to watch TV.
2. Yes, they like to shop.
3. No, he likes to sleep.
4. She likes to listen to music.
5. They like to play sports.**Activity 5:**1. a
2. a
3. b
4. b**Activity 6A:**1. b
2. c
3. b
4. a**LESSON 5****Conversation 1:**1. do, to
2. Why
3. because
4. you, cook
5. not
6. don't, it's
7. what
8. read
9. Really
10. because, relaxing**Conversation 1 E:**1. c
2. a
3. b**Activity 2C:**1. sing
2. doesn't like
3. read books
4. read books
5. likes
6. boring**Activity 3A:**1. a, d
2. c, e
3. a, d, e
4. a, d
5. c, e
6. a, b
7. c, e
8. c, d, e**Activity 5A:**1. a
2. b
3. d
4. c**Activity 7B:**1. b
2. a
3. a
4. a
5. a
6. b**Activity 8:**1. a
2. b
3. c
4. c

EnglishConnect 1**LESSON 6****Conversation 1:**

1. from, dance, big
2. family
3. There, sister, How many
4. brothers, are
5. b
6. a
7. b

Activity 2D:

2. They have one brother.
3. I have two sisters.
4. He has one uncle.
5. We have six children.
6. She has three nieces.

Activity 3A:

1. a 3. b
2. b 4. a

Activity 4A:

1. 2 / two
2. son
3. cousin
4. 2 / two
5. grandfather
6. mother
7. niece
8. cousins

Activity 5A:

1. There are four people in this family.
2. They have two children.
3. They have one son.
4. They have one daughter.

LESSON 7**Conversation 1:**

1. family
2. there are
3. have
4. sister
5. your
6. is
7. tall, has
8. likes

Activity 2C:

1. a
2. d
3. c
4. b
5. c
6. a

Activity 5A:

1. c
2. a
3. b
4. d

Activity 6A:

1. d
2. b

Activity 7A Examples:

Hugo
This is Hugo. He is 29 years old. He has black, curly hair. He has a beard and a mustache. He is thin. He likes to run. He is happy and athletic.

Helen
This is Helen. She is 66 years old. She has short, gray hair. She is not young. She likes to garden. She is quiet and artistic.

LESSON 8**Conversation 1:**

1. this
2. it's
3. My
4. these
5. they're
6. are

Activity 2C:

1. a
2. b
3. b
4. a
5. a
6. b
7. a
8. a

Activity 3A:

1. This is a chair.
2. These are clocks.
3. It's a toothbrush.
4. They're buttons.
5. It's a camera.
6. These are tissues.
7. This is an umbrella.
8. They're headphones.

Activity 5A:

2. These are his books.
3. Is this her wallet?
4. Are these your pencils?
5. Do you like these watches?
6. Does she like this table?

Activity 7C:

1. c, e
2. a, b, d, e
3. a, c, d,

Activity 6A:

table, chair, computer, books, pencils, clock, phone, lamp, candles, plants, flowers, bookshelf

LESSON 9**Conversation 1:**

1. looking for
2. shirt
3. Those
4. them
5. green
6. one
7. there
8. shirts

Conversation 1E:

1. b
2. a

Activity 2C:

1. This is a purple tie.
2. These are blue socks
3. It's a yellow dress.
4. They're red shoes.
5. It's a brown belt.
6. These are orange sandals.
7. That is a black suit.
8. They're blue skirts.

Activity 2D:

1. These, Those
2. this, that
3. is
4. Are
5. these, those
6. this, that

Activity 3C:

1. a
2. b
3. c
4. a

Activity 4A:

1. c
2. a
3. a
4. b
5. c

Activity 4B:

1. Raoul is wearing a blue shirt, blue pants and a brown belt.
2. Esther is wearing a purple shirt, blue pants and a watch.
3. Omar is wearing glasses, a gray shirt, and blue jeans.

EnglishConnect 1**LESSON 10****Conversation 1:**

1. morning
2. usually, breakfast
3. does, do
4. brushes, news
5. about you
6. get up, work

Activity 2C:

1. a 4. c
2. b 5. a
3. c 6. b

Activity 2D:

1. Claudia usually takes a shower in the morning.
2. Michael and Susan usually make breakfast in the morning.
3. I usually watch the news in the morning.
4. We usually brush our teeth in the morning.
5. Minhye usually goes to school in the morning.
6. Lin usually goes to work in the morning.

Activity 3B: 1. d 2. a 3. c 4. b**Activity 3C:** 1. a, c 2. c, d 3. a, d 4. a, d**Activity 4C:**

1. She puts on makeup and eats breakfast.
2. She begins working at 5:00 a.m.

LESSON 11**Conversation 1:**

1. doing, going, pizza, to
2. fun, studying
3. study, nights
4. usually, test
5. good

Activity 2B:

2. She is praying.
3. I am eating dinner.
4. They are relaxing.
5. He is coming home.
6. She is studying.

Activity 2D:

- 1a. Enzo is eating dinner now.
- 1b. He usually studies.
- 2a. Gamila is relaxing now.
- 2b. She usually does her homework.
- 3a. Jeong Woo is praying now.
- 3b. He usually puts on his pajamas before bed.

Activity 3B:

1. busy
2. studying
3. helping
4. cooking dinner

LESSON 12**Conversation 1:**

1. have, time
2. It's
3. thank you
4. welcome

Activity 2C:

1. It's 8:45.
2. It's 11:15.
3. It's 8:30.
4. It's 11:30.
5. It's 1:15.
6. It's 7:45.
7. It's 10:30.
8. It's 5:00.

Activity 3A:

1. b
2. a
3. c
4. c

Activity 4C:

1. fourteenth
2. fifteenth
3. day
4. Friday

Activity 5A:

1. a
2. b
3. b
4. c

Activity 2B:

1. b
2. a
3. b
4. c
5. a
6. c

Activity 3B:

1. g
2. d
3. a
4. f
5. h
6. e
7. b
8. c

Activity 4F:

1. It's 6:15.
2. It's Wednesday.
3. It's April twelfth.
4. No, it's the fifteenth.

Activity 6A Example:

My birthday is March 25th. I usually get up at 9:00. My husband makes me breakfast at 9:30. I go to work late at 10:00 and I come home from work early at 3:30. I like to shop and read on my birthday. I like to go to a restaurant with my family at 6:00.

LESSON 13**Conversation 1:**

1. weather
2. raining
3. Will
4. April

Activity 3A:

1. b
2. a
3. b
4. c

Activity 3E:

1. cloudy, cold
2. Friday, Saturday
3. partly cloudy
4. sunny, hot

Activity 2B:

1. raining
2. sunny (or hot)
3. cloudy (or cold)
4. windy
5. foggy (or cold)
6. snowy (or snowing)

Activity 3D:

1. It's cloudy. It's cold.
2. It's hot. It's sunny.
3. There's thunder. It's raining.
4. It's snowing. It's cold.
5. It's raining.
6. It's sunny.

Activity 3F:

1. Today will be cloudy.
2. Saturday will be rainy.
3. Sunday will be partly cloudy.
4. Tuesday the weather will be sunny.

EnglishConnect 1

LESSON 14

Conversation 1:

1. work
2. teacher
3. really
4. very

Conversation 2:

1. what, job
2. Where
3. restaurant

Activity 2B:

1. He is a secretary.
2. She is a custodian.
3. He is a doctor.
4. She is a construction worker.
5. She is a scientist.
6. He is a cook.
7. She is a cashier.
8. He is a server.

Activity 2C:

1. What do you do for work?
2. What does he do for work?
3. What does she do for work?
4. What do you do for work?
5. What do they do for work?

Activity 2D:

1. a
2. b
3. a
4. b

Activity 2E:

1. a 4. a
2. b 5. a
3. b 6. a

Activity 3C:

1. He is a carpenter.
2. The lady is angry.
3. He makes her smile.
4. A lot of money!

LESSON 15

Conversation 1:

1. looking
2. Why
3. part-time
4. you do
5. boring, clean, see
6. job
7. hairstylist
8. cut, meet

Conversation 1E:

1. b
2. b
3. a
4. b

Activity 2A:

1. I work full-time.
2. She is self-employed.
3. They clean buildings.
4. She serves food.
5. He helps customers.
6. She teaches students.

Activity 2C:

1. a
2. a
3. b
4. a

Activity 2D:

1. a
2. b
3. c

Activity 2E Example:

1. She is a journalist. She works in a tall building. She works full-time. She writes articles. She talks to many people. She likes her job because it's interesting. She goes to work at 7:00 a.m. She goes home at 6:00 p.m.

Activity 3C:

1. He is an accountant.
2. No, it's boring.
3. He likes to fish, cook, and build.

LESSON 16

Conversation 1:

1. lunch
2. fish
3. like
4. favorite
5. taste
6. chicken
7. healthy
8. have

Activity 2A:

1. a
2. b
3. b
4. a
5. b

Activity 3B:

1. He usually eats vegetables for lunch.
2. She usually eats chicken for dinner.
3. They usually eat pineapple for breakfast.
4. We usually eat potatoes for dinner.
5. I usually eat sausage for lunch.

Activity 4C:

1. Do you love food?
2. He cooks Indian food.
3. She doesn't like Indian food.
4. What will he serve?
5. He serves fish and lamb.

Conversation 1E:

1. No, she doesn't.
2. She doesn't like the taste.
3. They cook chicken.

Activity 4B:

1. 5 Madame Mallory sees what Hassan serves.
2. 2 Hassan moves to France.
3. 6 The storekeeper has no fish or lamb.
4. 1 Hassan lives in India.
5. 3 Hassan has an Indian restaurant.
6. 4 Madame Mallory doesn't like Indian food.

Activity 5B:

1. Ricky's favorite food is lamb.
2. It's salty and delicious.
3. No, she doesn't like squash.
4. She does not like the texture.
5. Yes, he likes milk.
6. It's healthy and sweet.

LESSON 17

Conversation 1:

1. hungry
2. Do
3. sounds
4. like
5. cafe
6. sandwiches

Activity 2A:

- 4, 3, 1
- 5, 2,

Activity 2C:

1. a
2. a
3. b

Activity 4B:

1. soup, beef, apple pie, chicken, lettuce
2. bread, tomatoes, cheese, onions, ice cream

Activity 3B:

2. She orders a sandwich and a soda.
3. They order a cheese pizza.
4. He orders a steak and potatoes.

EnglishConnect 1**LESSON 18****Conversation 1: Activity 2D:**

- | | |
|----------------|----------------------------|
| 1. sandwich | 1. chicken |
| 2. make | 2. onions, carrots, celery |
| 3. First | 3. boil |
| 4. oil | 4. vegetables |
| 5. heat | 5. stir |
| 6. Last, bread | 6. cook |
| 7. try | |

Activity 3A:

- | |
|---------------|
| 1. b, carrots |
| 2. d, fish |
- Activity 3D:**
- Last
 - First
 - Then / Next
 - Next / Then

Activity 3E:

- b
- a
- b
- a

Activity 4C:

- First, heat the oven.
- Add two eggs. Stir.
- Next, add flour and baking powder.
- Last, chop the strawberries.
- Bake for 30 minutes.

LESSON 19**Conversation 1: Activity 2E:**

- | | |
|--------------------|------------------------------------|
| 1. buy | 1. How much is the fish? |
| 2. cost | How much does the fish cost? |
| 3. Fifty | 2. How much are the strawberries? |
| 4. need, expensive | How much do the strawberries cost? |
| 5. Twenty-five | 3. How much is the melon? |
| 6. those | How much does the melon cost? |
| | 4. How much are the beans? |
| | How much do the beans cost? |

Activity 2D:

- boots
- coat
- suit
- socks

Activity 3A:

- b
- c
- d

Activity 4A:

- need
- How much
- some rice
- expensive
- book
- buy
- \$15 / fifteen dollars
- chocolate cake
- not

Activity 4A:

- chicken, rice,
chocolate cake,
popular book

LESSON 20**Conversation 1: Activity 3A:**

- | | |
|---------------|-----------------|
| 1. Where | 1. bedroom |
| 2. live | 2. closet |
| 3. apartment | 3. bathroom |
| 4. nice, big | 4. bedroom |
| 5. bedroom | 5. living room |
| 6. kitchen | 6. laundry room |
| 7. garage | 7. family room |
| 8. apartments | 8. kitchen |
| | 9. dining room |

Activity 2B:

- | | |
|-------|-------|
| 1. a | 4. a |
| 2. a | 5. an |
| 3. an | 6. a |

Activity 3B:

- a
- c
- c
- a
- b
- c

Activity 3C:

- bathroom
- living room
- bedroom
- bathroom / kitchen / living room

Activity 3F Example:

I live in a small blue house. There are five rooms in my house. There is a bathroom, two bedrooms, a kitchen, and a living room. I like my home. It is just the right size for me.

Activity 4A:

- house, apartment
- bathroom
- important
- architect
- garage
- Light
- an
- a yard
- on top of

LESSON 21**Conversation 1:**

- bedroom
- pillows, blankets
- bathroom
- There are; There is
- wonderful
- visiting

Activity 2C:

- is
- are
- are
- is
- are
- is

Activity 3B:

- The bedroom is messy.
- Clothes are on the bed.
- The bathroom is clean.
- The bathtub is under the window.
- The floor is dirty.
- The floor is white.

Activity 3C:

- b
- a
- a
- c
- b
- b

Activity 1E:

- a
- c
- a

Activity 2E Example:

In the bathroom, there is a shower. There is a sink. There is a mirror above the sink. There is a bathtub. There are towels. There are rugs on the floor.

Activity 3D Example:

My bedroom is small. In my room there is a bed, a dresser, a closet and a nightstand. There is a lamp on the night stand. There is a window over my bed. My room is gray. My bedroom is a little messy.

EnglishConnect 1

LESSON 22

Conversation 1: Conversation 1E:

- Excuse
- help
- Where
- library
- there
- corner
- right
- next to

- a
- c

Activity 2D:

- The park is between the church and the school.
- The hospital is across from the airport and the library.
- The store is behind the library.
- The school is in front of the grocery store.
- The bank is next to the restaurant.

Activity 2E:

- a
- b
- b
- a

Activity 3A:

- Park
- Library
- Restaurant
- Hospital

Activity 3B:

- the bank
- the airport

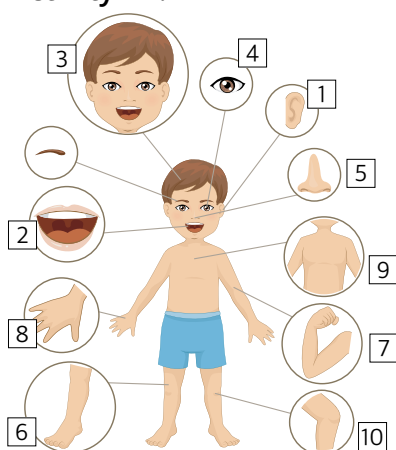
Activity 3C:

- Go straight on First Street. The church is across from the restaurant and next to the park.
- Turn left and go straight on Second street. The grocery store is on the corner. It is behind the school.

LESSON 23

Conversation 1:

- feeling
- headache
- sorry

Activity 2A:**Conversation 2:**

- foot
- broke
- feel
- hurts
- better

Activity 2C:

- eyes
- nose
- feet
- toes

Activity 2E:

- My ear hurts.
I have an earache.
- My back hurts.
I have a backache.
- My stomach hurts.
I have a stomachache.
- My tooth hurts.
I have a toothache.

Activity 3A:

- b
- a
- b
- c

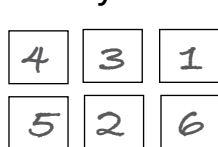
Activity 4A:

- sick
- walk
- feet
- see
- eyes
- doctors
- sickness
- body
- peace
- heal

LESSON 24

Conversation 1:

- doing
- sick
- fever, sore throat, cough
- awful, rest
- tired, work, later
- feel better

Activity 2C:**Activity 2D:**

- I sneeze.
I blow my nose.
- I feel dizzy.
- I feel nauseated.
- I have a cough.
- I throw up.

Activity 2F:

- sore throat, cough, breathe
- diarrhea, stomachache, weak
- nauseated, throw up

Activity 2G Example:

My friend Moeko is sick. She feels tired and weak. She feels nauseated. She throws up a lot. She is going to have a baby.

LESSON 25

Activity 1A:

- d
- a
- a

Activity 1B Example:

Hi! My name is Luz. I'm a nurse. I work at the hospital. I like to play tennis and cook. See you soon!
Luz

Activity 3A:

- b
- a
- c
- b

Activity 4A Example:

My favorite restaurant is The Thai House. I usually go there with my mom for a birthday dinner. I order the green curry. It is spicy. It costs \$9. It is delicious.

Activity 5A:

- Do you
- How much
- too
- this
- buy

Activity 6A Example 1:

Hello, Milena. I am happy you are coming to stay with us. The bedroom you will sleep in is small but clean. The walls are blue. It has a bed for one person. It has a closet for your clothes. There are 2 pillows on the bed for you.

Activity 6A Example 2:

The bathroom you will use has a shower but no bathtub. The towels are under the sink. There is soap in the shower. We are excited for you to visit!
Love, Jana

Activity 7A:

- It will be rainy.
- It will be warm and sunny.
- It will be cloudy and windy.

Activity 8A:

- F
- C
- E
- A
- D
- B

Activity 8B Example:

Hello, Dr. Perez. My baby son is sick. He is throwing up a lot. He is not eating or drinking. He has diarrhea too. He does not have a fever. What can I do?



ЦЕРКОВЬ
ИИСУСА ХРИСТА
СВЯТЫХ
ПОСЛЕДНИХ ДНЕЙ

