



# English *Connect* 1

FÜR DEN TEILNEHMER





# English*Connect* 1

—  
**FOR LEARNERS**

LESSONS 1–25

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## ENGLISH-CONNECT 1

### **Anfänger auf mittlerem bis hohem Niveau**

**Ziel:** verbesserte Berufschancen, Vorbereitung auf EnglishConnect 2

**Teilnehmerprofil:** lese- und schreibkundig in der Muttersprache, mit dem lateinischen Alphabet und dessen Lauten vertraut

**Lehrplan:** erste Grundkenntnisse der Gesprächsführung mit ein wenig Lesen und Schreiben

## ENGLISH-CONNECT 2

### **Fortgeschrittene Anfänger auf niedrigem bis mittlerem Niveau**

**Ziel:** verbesserte Berufschancen, Vorbereitung auf EnglishConnect 3

**Teilnehmerprofil:** mindestens fortgeschrittener Anfänger auf niedrigem Niveau

**Lehrplan:** erste Grundkenntnisse der Gesprächsführung mit ein wenig Lesen und Schreiben

## ENGLISH-CONNECT 3

### **Fortgeschrittene Anfänger auf niedrigem bis hohem Niveau**

**Ziel:** erweiterte Englischkenntnisse, erweiterte Berufschancen

**Teilnehmerprofil:** mindestens fortgeschrittener Anfänger auf niedrigem Niveau

**Lehrplan:** Ausbau der Englischkenntnisse (lesen, schreiben, hören, sprechen) zur Vorbereitung auf ein Studium

*Dieses Produkt befindet sich noch im Aufbau.*

## PATHWAY-CONNECT

### **Fortgeschrittene Anfänger auf hohem Niveau bis Fortgeschrittene auf niedrigem Niveau**

**Ziel:** Englischkenntnisse für ein Studium, erweiterte Berufschancen

**Teilnehmerprofil:** mindestens fortgeschrittener Anfänger auf hohem Niveau

**Lehrplan:** Einschreiben in Kurse auf Hochschulniveau in grundlegenden Fertigkeiten, Schreiben und Mathematik

Willkommen bei EnglishConnect 1. Die Fähigkeit, Englisch zu sprechen, wird Ihnen von großem Nutzen sein. Englischkenntnisse können zu einer besseren Anstellung führen, Sie können damit Bildungsangebote nutzen, Ihren Freundes- und Bekanntenkreis erweitern und weiteres mehr.

Wie oben in der Grafik zu sehen ist, ist dieser Kurs Teil einer Reihe namens EnglishConnect. Nehmen Sie sich einen Moment Zeit, die Grafik mit dem Angebot von EnglishConnect anzusehen. Nehmen Sie sich auch Zeit, darüber nachzudenken, welchen Nutzen Ihnen dieser Kurs in der nahen Zukunft bringen kann.

Da es der Zweck dieses Kurses ist, Sie dabei zu unterstützen, sich Grundkenntnisse der Gesprächsführung anzueignen, liegt der Schwerpunkt der Übungen im Kurs EnglishConnect 1 auf Vokabeln, Hörverständnis und Gesprächsführung.

Sie brauchen für diesen Kurs Zugang zum Internet und anderer Technik (Apps und so weiter), damit Sie außerhalb des Unterrichts Inhalte wiederholen, üben und lernen können. Wie bei anderen Fertigkeiten auch erfordert es Zeit und regelmäßiges Üben, sich Englischkenntnisse anzueignen und sich auf Englisch unterhalten zu können. Üben Sie also im Unterricht und außerhalb des Unterrichts so viel Sie können. Lernen Sie beständig und eifrig und haben Sie Spaß daran.

Wenn Sie gemeinsam mit anderen daran arbeiten, die Ziele des Kurses zu erreichen, erfahren Sie die Segnungen von Opferbereitschaft, Arbeit, Eigenständigkeit und Nächstenliebe. Ihre positive Einstellung, Ihre Vorbereitung und Ihr Eifer werden Ihr Leben und das Leben der Menschen in Ihrem Umfeld bereichern.

Viel Erfolg!



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# EINFÜHRUNG: *ENGLISHCONNECT 1*

## WARUM LERNEN SIE ENGLISCH?

Willkommen bei EnglishConnect. Mit Englischkenntnissen können Sie Bildungsangebote nutzen, sich um eine bessere Anstellung bemühen und Ihren Freundes- und Bekanntenkreis erweitern. Mit den EnglishConnect-Lektionen üben Sie die Aussprache und bauen Ihre Sprechfähigkeit aus. Englisch zu lesen oder zu schreiben wird in diesen Lektionen nicht behandelt. Die Lese- und Schreibfähigkeit wird in anderen EnglishConnect-Kursen vermittelt.

Machen Sie sich zunächst einmal bewusst, **warum** Sie Englisch lernen, und schreiben Sie Ihre Gründe auf. Sollten Sie den Mut verlieren, gehen Sie das durch, was Sie aufgeschrieben haben. Wenn Sie sich in Erinnerung rufen, weshalb Sie Englisch lernen wollen, bleiben Sie motiviert.

Ich lerne Englisch, weil \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Um erfolgreich Englisch zu lernen, müssen Sie ...

- jeden Tag Englisch üben. Jeden Tag ein wenig zu üben ist besser, als an nur wenigen Tagen viel zu üben.
- sich wöchentliche Ziele setzen. Setzen Sie konkrete Ziele, wie etwa „Ich werde 20 neue Wörter lernen“. Schreiben Sie Ihre Ziele auf und halten Sie Ihren Fortschritt fest.

Außerdem ist es wichtig, zu entscheiden, was Sie wann, wo und wie lernen wollen.

## WAS WERDEN SIE LERNEN?

### **Der EnglishConnect -Leitfaden für den Teilnehmer**

Dieses Arbeitsbuch unterstützt Sie bei Ihrem EnglishConnect-Kurs. Es enthält Übungen zu jeder Lektion und weitere Hilfen. Sie können jedoch nicht

allein aus diesem Buch Englisch lernen. Deshalb ist es wichtig, dass Sie jede Woche am Unterricht teilnehmen.

- Bringen Sie dieses Arbeitsbuch jede Woche zum Unterricht mit.
- Machen Sie sich in diesem Buch Notizen und erledigen Sie die Übungen.
- Lernen Sie die Vokabeln der aktuellen Lektion und die Hausaufgaben-Vokabeln im Vokabel-Anhang.
- Gehen Sie die Lektion für den nächsten Unterricht schon im Voraus durch.
- Nutzen Sie den Grammatik-Anhang (am Ende des Buches), um die Grammatik zu wiederholen, die im Unterricht behandelt wurde.

### **Der Übungsplan „My English Practice Plan“**

Die EnglishConnect-Kurse enthalten einen Plan, der Sie dabei unterstützen soll, jede Woche mindestens zehn Stunden zu üben und den Überblick über Ihre Übungszeit zu behalten. Nutzen Sie diesen Plan, um die Stunden festzuhalten, die Sie mit Üben verbringen, und um Ihren Fortschritt zu verfolgen. Im Übungsplan werden verschiedene Möglichkeiten vorgeschlagen, wie man üben kann.

- Üben Sie, Englisch zu sprechen, und hören Sie gesprochenem Englisch zu, indem Sie jede Woche am Unterricht teilnehmen.
- Erfüllen Sie die Aufgabe (Invitation to Act), die Ihnen am Ende jeder EnglishConnect-Lektion gestellt wird. So wenden Sie das an, was Sie im Unterricht gelernt haben.
- Wiederholen und üben Sie die Vokabeln zu jeder Lektion. Üben Sie, die Wörter zu schreiben und auch auszusprechen.
- Üben Sie die Hausaufgaben-Vokabeln am Ende dieses Arbeitsbuches. Die Hausaufgaben-Vokabeln sind eine Erweiterung der Vokabeln aus dem Unterricht.



- Üben Sie das Gespräch aus dem Unterricht mit einem Partner oder mit sich selbst.
- Sehen Sie sich im Voraus die Vokabeln für den nächsten Unterricht an. So bereiten Sie sich auf den neuen Lernstoff vor.
- Duolingo ist ein Übungsprogramm, das Android- und Apple-Nutzern kostenlos zur Verfügung steht. Rufen Sie den entsprechenden App Store auf. Bitte beachten Sie, dass Duolingo das mobile Datenvolumen nutzt. Vielleicht wollen Sie daher die App nur verwenden, wenn Ihr Mobilgerät mit einem WLAN verbunden ist. Duolingo ist auch auf [duolingo.com](http://duolingo.com) kostenlos erhältlich. Es wird empfohlen, jeden Tag etwa 10 bis 15 Minuten mit Duolingo zu üben.
- Nutzen Sie Speaking Partners, ein Programm, das es Ihnen ermöglicht, jede Woche per Videochat, etwa über Skype oder Facetime, mit einem Muttersprachler Englisch zu sprechen.
- Sie können auch Englisch üben, indem Sie englische Filme oder Fernsehsendungen ansehen oder englische Podcasts, Radiosendungen oder andere Audiomedien anhören. Außerdem können Sie mit Kursteilnehmern oder anderen Englisch üben.

### **Mein Fundament**

In vielen Gebieten wird parallel zum Englischkurs EnglishConnect auch der Kurs „Mein Fundament“ durchgenommen. In dem Kurs „Mein Fundament“ lernen die Teilnehmer Grundsätze kennen und verinnerlichen, die zu Eigenständigkeit in geistigen und zeitlichen Belangen führen. Dieser 20-minütige Unterricht wird in der Regel von einem Klassenpräsidenten geleitet, der Gruppenteilnehmer beauftragt, ein Gespräch über einen bestimmten Grundsatz aus dem Leitfaden „Mein Fundament“ zu moderieren.

## **WANN, WO UND WIE WERDEN SIE LERNEN?**

### **Lerntipps**

- Wählen Sie einen Ort, der am besten zu Ihren Lerngewohnheiten passt.
- Legen Sie eine bestimmte Uhrzeit fest, zu der Sie jeden Tag Englisch lernen und üben.
- Suchen Sie sich einen Muttersprachler oder jemanden, der Englisch lernt, um mit ihm außerhalb des Unterrichts zu üben.
- Sprechen Sie im Unterricht und außerhalb des Unterrichts so oft wie möglich Englisch. Wenn Sie nicht wissen, wie man etwas auf Englisch ausdrückt, versuchen Sie es mit Wörtern zu beschreiben, die Sie schon kennen.
- Führen Sie eine Liste mit neu gelernten Wörtern. Gehen Sie diese Liste oft durch, vielleicht indem Sie sich Vokabelkarten anlegen oder ein Vokabelheft verwenden.
- Wenn Sie Zugang zum Internet haben, können Sie die Lektion jeder Woche wiederholen, indem Sie sich das Video aus dem jeweiligen Abschnitt zum Hörverständnis anschauen.

Eine Fremdsprache zu erlernen, erfordert Zeit, Geduld und Beharrlichkeit. Es kann aber auch spannend sein und Spaß machen! Wir gratulieren Ihnen zu Ihrer Entscheidung, mit EnglishConnect Englisch zu lernen und zu üben.





# LEKTION 1: EINFÜHRUNGSLEKTION

## Warum lerne ich Englisch?

### EINFÜHRUNG ZU ENGLISHCONNECT

#### Ziele

1. Ich erfahre, wie der EnglishConnect-Kurs mir dabei hilft, Englisch zu lernen.
2. Ich lerne, den Übungsplan „My English Practice Plan“ zu nutzen.
3. Ich lerne, das Alphabet auf Englisch aufzusagen.
4. Ich lerne, meinen Namen zu buchstabieren.

#### Warum lernen Sie Englisch?

1. Nachdem Sie auf der Seite mit der Einführung aufgeschrieben haben, warum Sie Englisch lernen, erklären Sie einem Partner, warum Sie Englisch lernen wollen. Das können Sie in Ihrer Muttersprache machen.
2. Schreiben Sie ein konkretes Ziel auf, das Sie während dieses Englischkurses erreichen wollen. Zum Beispiel: „Ich lerne jede Woche 20 neue Vokabeln.“ Das können Sie in Ihrer Muttersprache machen.

Ziel:

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#### Was werden Sie lernen?

Erfahren Sie in der Einführung mehr über den Teilnehmerleitfaden zum Kurs *EnglishConnect 1* und den Übungsplan „My English Practice Plan“ und sehen Sie sich den Übungsplan auf Seite VIII f. an. Sollten Sie irgendeine Frage zum Übungsplan haben, fragen Sie nach. Das können Sie in Ihrer Muttersprache machen.

#### Wo, wann und wie werden Sie lernen?

Denken Sie darüber nach, **wo**, **wann** und **wie** Sie am besten lernen. Schreiben Sie Ihre Gedanken dazu auf. Sprechen Sie mit einem Partner über Ihre Überlegungen. Das können Sie in Ihrer Muttersprache machen.

Wo: \_\_\_\_\_

Wann: \_\_\_\_\_

Wie: \_\_\_\_\_

## WARM-UP

### Target Phrases

Please	Repeat	Write	Could you spell that, please?
Thank you	Say	Listen	Could you repeat that, please?

### The English Alphabet

**Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz**

**vowels: a, e, i, o, u**

## LESSON CONVERSATION AND ACTIVITY

### Conversation

<b>A:</b> Hello. What is your name?	<b>A:</b> Could you repeat that, please?
<b>B:</b> Daniel.	<b>B:</b> D-A-N-I-E-L
<b>A:</b> Could you spell that, please?	<b>A:</b> Thank you!
<b>B:</b> D-A-N-I-E-L	

### Activity

Practice the following conversation with different partners. Practice writing their names.

<b>A:</b> Hello. What is your name?	_____
<b>B:</b> _____	_____
<b>A:</b> Could you spell that, please?	_____
<b>B:</b> _____	_____
<b>A:</b> Could you repeat that, please?	_____
<b>B:</b> _____	_____
<b>A:</b> Thank you!	_____

## WRAP-UP

### Summary

Now I can . . .	Now I know . . .
<input type="radio"/> 1. say how the EnglishConnect course can help me learn English.	_____
<input type="radio"/> 2. tell someone how to use My English Practice Plan.	_____
<input type="radio"/> 3. say the English alphabet.	_____
<input type="radio"/> 4. spell my name.	_____

### Invitation to Act

Review and fill out My English Practice Plan this week. Practice saying the alphabet once each day. Try to memorize it.

# LESSON 2: GREETINGS AND INTRODUCTIONS

## How are you?

### WARM-UP

#### Objectives

1. I will learn to say **hello** and **good-bye**.
2. I will learn to say my name.
3. I will learn to ask people's names and where they are from.

#### Grammar

The verb <b>be</b>		Possessive adjectives
I	<b>am</b>	<b>my</b> _____ name
you	<b>are</b>	<b>your</b> _____ name
we		<b>our</b> _____ names
they		<b>their</b> _____ names
he/she/it	<b>is</b>	<b>his/her/its</b> _____ name

#### Vocabulary

##### Cities

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

##### Countries

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



### LESSON CONVERSATION AND ACTIVITIES

#### Conversation 1: Meeting Someone New

- A:** Good morning!  
**B:** Hi! What's your name?  
**A:** My name is Misah. What's your name?  
**B:** I'm Aki. Where are you from?  
**A:** I'm from Moscow. Where are you from?  
**B:** I'm from Tokyo.  
**A:** Well, it's nice to meet you.  
**B:** Nice to meet you too.

#### Conversation 2: Greeting a Friend

- A:** Hello!  
**B:** Hi! How are you?  
**A:** Fine, thanks. How are you?  
**B:** I'm fine.

#### Conversation 3: Ending a Conversation

- A:** Bye!  
**B:** See you later.

#### Pronunciation Principle: Contractions with **Be**

##### Full Forms

I am \_\_\_\_\_ . She is \_\_\_\_\_ .  
 He is \_\_\_\_\_ . We are \_\_\_\_\_ .

##### Contractions

I'm \_\_\_\_\_ . She's \_\_\_\_\_ .  
 He's \_\_\_\_\_ . We're \_\_\_\_\_ .

### LEARNING STRATEGY

Set a language learning goal that is meaningful. Ask yourself, "What do I want to do with English?"

## Instructor-Guided Practice

### Conversation 1: Meeting Someone New

Practice the conversation with a partner. Use your information to fill the blanks.

**A:** Good morning!

**A:** I'm from \_\_\_\_\_. Where are you from?

**B:** Hi! How are you?

**B:** I'm from \_\_\_\_\_.

**A:** My name is \_\_\_\_\_. What's your name?

**A:** Well, it's nice to meet you.

**B:** I'm \_\_\_\_\_. Where are you from?

**B:** Nice to meet you too.

### Activity 1

Part 1: Which conversation matches each picture? Write the conversation number in the blanks.

Part 2: With your partner, pretend you are the people in each picture. Say what you think the people would say. You can use Conversations 1, 2, and 3 to help you.

1. Conversation \_\_\_\_\_ 2. Conversation \_\_\_\_\_ 3. Conversation \_\_\_\_\_



### Activity 2

Pretend you are from a different city and country (not your native country). Then, ask people in the class, "Where are you from?" Answer your classmates with your pretend city and country when they ask you. Write down all the cities and countries that you hear. Talk to as many people as you can.

City _____	Country _____	City _____	Country _____
City _____	Country _____	City _____	Country _____
City _____	Country _____	City _____	Country _____
City _____	Country _____	City _____	Country _____

### Listening

[www.mormon.org/gabe](http://www.mormon.org/gabe)

1. What is his first name?
2. What is his last name?

3. Where is he from?

## WRAP-UP

### Summary

Now I can . . .

- 1. say **hello** and **good-bye**.
- 2. say my name.
- 3. ask people's names and where they are from.

Now I know . . .

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### Invitation to Act

Practice introducing yourself to 3 people in English this week.

# LESSON 3: PERSONAL INTRODUCTIONS

## When is your birthday?

### WARM-UP

#### Objectives

1. I will learn to ask for and say someone's birthday, phone number, and address.
2. I will learn to say my birthday, phone number, and address.

#### Target Phrases

When is your birthday?

What's your phone number?

What's your address?

What's your email?

My birthday is \_\_\_\_\_ July 11th \_\_\_\_\_.

My phone number is \_\_\_\_\_ 706-863-9400 \_\_\_\_\_.

My address is \_\_\_\_\_ 512 West Fourth Street \_\_\_\_\_.

My email is \_\_\_\_\_ susanjones@email.net \_\_\_\_\_.

#### Vocabulary

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December



0-zero	—
1-one	first
2-two	second
3-three	third
4-four	fourth
5-five	fifth
6-six	sixth
7-seven	seventh
8-eight	eighth
9-nine	ninth
10-ten	tenth

### LESSON CONVERSATION AND ACTIVITIES

Conversation 1	Conversation 2	Conversation 3	Conversation 4
<p><b>A:</b> When is your birthday?</p> <p><b>B:</b> My birthday is March 30th.</p>	<p><b>A:</b> What's your phone number?</p> <p><b>B:</b> My phone number is 125-930-1988.</p>	<p><b>A:</b> What's your address?</p> <p><b>B:</b> My address is 906 Main Street.</p>	<p><b>A:</b> What's your email?</p> <p><b>B:</b> My email is j.anderson@email.net.</p>

#### Pronunciation Principle: th

She's sinking.



She's thinking.



Thursday, birthday, three, thirty, third, fourth, fifth, sixth, seventh

It's the fort.



It's the fourth.

**4<sup>th</sup>**

#### LEARNING STRATEGY

Set a language learning goal that is specific, such as "I want to learn 20 new words weekly."



## Instructor-Guided Practice

### Maria

Birthday: May 15th

Phone: 832-351-9721

Address: 278 North Blossom Lane

Email: maria@email.net

### John

Birthday: October 9th

Phone: 919-345-3985

Address: 620 East Canyon Road

Email: johnny@email.net

### Teresa

Birthday: August 20th

Phone: 208-377-1984

Address: 340 South 2nd Street

Email: teresa@email.net

## Activity 1

Message	Options
To:	<input type="text"/>
Cc:	<input type="text"/>
Subject:	<input type="text"/>

## Activity 2



First name \_\_\_\_\_ Last name \_\_\_\_\_

Birthday \_\_\_\_\_ Phone number \_\_\_\_\_

Address \_\_\_\_\_

## Listening

[www.mormon.org/dave](http://www.mormon.org/dave)

1. How many years has Dave been married?
2. How many kids do they have?
3. How many cars do they have?

## WRAP-UP

### Summary

Now I can . . .

- 1. ask for and say someone's birthday, phone number, and address.
- 2. say my birthday, phone number, and address.

Now I know . . .

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### Invitation to Act

Repeat your birthday, phone number, address, and email at least 1 time every day.

# LESSON 4: HOBBIES AND INTERESTS

## What do you like to do?

### WARM-UP

#### Objectives

1. I will learn to say what I like to do.
2. I will learn to say what I don't like to do.
3. I will learn to ask what someone likes to do.

#### Grammar

I	<b>like</b> <b>don't like</b>	<b>to</b> <u>(verb)</u>	<b>Me Too and Me Neither</b>  <b>me too</b> = agree with a positive statement Example: A: I like to cook. B: Me too!  <b>me neither</b> = agree with a negative statement Example: A: I don't like to cook. B: Me neither!
you			
we			
they			
he/she/it	<b>likes</b> <b>doesn't like</b>		

#### Vocabulary

- |       |                     |
|-------|---------------------|
| cook  | play sports         |
| shop  | watch movies and TV |
| study | listen to music     |
| read  | dance               |
| sleep | paint               |
| sing  | run                 |



### LESSON CONVERSATION AND ACTIVITIES

Conversation 1	Conversation 2	Conversation 3
<p><b>A:</b> What do you like to do?</p> <p><b>B:</b> I like to play sports.</p> <p><b>A:</b> Me too!</p>	<p><b>A:</b> Do you like to cook?</p> <p><b>B:</b> No, not really. I don't cook very often.</p> <p><b>A:</b> Me neither.</p>	<p><b>A:</b> Do you like to dance?</p> <p><b>B:</b> Yeah, I really like to dance.</p> <p><b>C:</b> Me too!</p>

#### Pronunciation Principle: Reducing **to**

Vocabulary	Sentences
cook	I like to cook.
study	I like to study.
sleep	I like to sleep.
play sports	I like to play sports.
dance	I like to dance.
paint	I like to paint.

#### LEARNING STRATEGY

Start a vocabulary notebook. Write down the words and phrases you learned today. Use them during the week.

## Instructor-Guided Practice

**A:** What do you like to do?

**B:** I like \_\_\_\_\_.

**B:** I don't like to \_\_\_\_\_.

## Activity 1

Draw pictures of 3 things that you *like* to do and 3 things that you *don't like* to do.

## Activity 2

Find and write the names of people in your class who make the sentences true.

Ask: "Do you like to \_\_\_\_\_?"

Answer: "Yes, I like to \_\_\_\_\_," or, "No, I don't like to \_\_\_\_\_."

_____ likes to play sports.	_____ doesn't like to cook.
_____ likes to sing.	_____ doesn't like to shop.
_____ likes to watch TV.	_____ doesn't like to study.
_____ likes to listen to music.	_____ doesn't like to run.
_____ likes to dance.	_____ doesn't like to read.

## Listening

[www.mormon.org/lindsey](http://www.mormon.org/lindsey)

1. What does Lindsey like to do?

## WRAP-UP

### Summary

Now I can . . .

- 1. say what I like to do.
- 2. say what I don't like to do.
- 3. ask what someone likes to do.

Now I know . . .

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### Invitation to Act

Write down 3 things you like to do and 3 things you don't like to do. Practice saying them each day.

# LESSON 5: HOBBIES AND INTERESTS

## Why do you like to shop?

### WARM-UP

#### Objectives

1. I will learn to say why I like something.
2. I will learn to say why I don't like something.

#### Grammar

I you we / they	like don't like	to shop because it's _____.
he / she	likes doesn't like	

#### Vocabulary

Translate each of these words into your native language.

fun	_____	boring	_____
easy	_____	difficult	_____
relaxing	_____	tiring	_____
important	_____	unimportant	_____

### LESSON CONVERSATION AND ACTIVITIES

Conversation 1	Conversation 2	Conversation 3
<p><b>A:</b> Do you like to shop?</p> <p><b>B:</b> Yes.</p> <p><b>A:</b> Really? Why?</p> <p><b>B:</b> I like to shop because it's fun.</p>	<p><b>A:</b> Do you like to cook?</p> <p><b>B:</b> No.</p> <p><b>A:</b> Really? Why not?</p> <p><b>B:</b> I don't like to cook because it's boring.</p>	<p><b>A:</b> What do you like to do?</p> <p><b>B:</b> I like to read.</p> <p><b>A:</b> Really? Why?</p> <p><b>B:</b> I like to read because it is relaxing.</p>

#### Pronunciation Principle: Intonation

If you are asking a question and the answer is either **yes** or **no**, your voice should go up.

Example: Do you like to shop?

If you are asking a question that begins with **who**, **what**, **when**, **where**, **why**, or **how**, your voice should go down.

Example: What do you like to do?

#### LEARNING STRATEGY

Make flash cards for new vocabulary so you can practice new words during the day.

## Instructor-Guided Practice

### Conversations 1 and 2

**A:** Do you like to \_\_\_\_\_?

**B:** Yes. *or* No.

**A:** Really? Why? *or* Really? Why not?

**B:** I (don't) like to \_\_\_\_\_ because it's \_\_\_\_\_.

### Conversation 3

**A:** What do you like to do?

**B:** I like to \_\_\_\_\_.

**A:** Really? Why?

**B:** I like to \_\_\_\_\_ because it's \_\_\_\_\_.

### Activity 1

- |   |   |  |
|---|---|--|
| 1. _____ likes to sleep<br>because it's _____<br>_____. | 3. _____ likes to play<br>sports because it's _____<br>_____.     | 5. _____ likes to run<br>because _____<br>_____.       |
| 2. _____ likes to dance<br>because it's _____<br>_____. | 4. _____ likes to listen<br>to music because it's _____<br>_____. | 6. _____ likes to sing<br>because it's _____<br>_____. |

### Activity 2

very fun	_____	very boring
very easy	_____	very difficult
very relaxing	_____	very tiring
very important	_____	very unimportant

### Listening

[www.mormon.org/william](http://www.mormon.org/william)

1. What does William like to do?
2. Why does he like it?

## WRAP-UP

### Summary

Now I can . . .

- 1. say why I like something.
- 2. say why I don't like something.

Now I know . . .

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### Invitation to Act

Practice describing one of your hobbies every day. Why do you like your hobby?

# LESSON 6: FAMILY

## Who is in your family?

### WARM-UP

#### Objectives

1. I will learn to use family words.
2. I will learn to say how many people are in my family.

#### Grammar



#### Singular

brother  
sister  
parent  
uncle



#### Plural

brothers  
sisters  
parents  
uncles

#### Vocabulary

husband	daughter	cousin
wife	son	children
mother/mom	grandfather	parent
father/dad	grandmother	niece
brother	aunt	nephew
sister	uncle	



### LESSON CONVERSATION AND ACTIVITIES

#### Conversation

- A:** So, tell me about yourself.
- B:** There are 5 people in my family. I have a brother and a sister. What about you? How many are in your family?
- B:** Well, I'm from Canada. I like to dance. Also, I have a big family.
- A:** I have 3 sisters and no brothers. So there are 6 people in my family.
- A:** Oh, yeah? Tell me about your family.

#### Pronunciation Principle: Linking the [t] and [y] Sounds

Not Linked	Linked
about yourself	abouchurself
what's your	whachur
meet you	meechu

#### Practice.

1. about yourself
2. meet you
3. What's your name?
4. Tell me about your family.
5. Pleased to meet you.
6. What about you?

#### LEARNING STRATEGY

A useful phrase to use in class is "How do you say \_\_\_\_\_ in English?"

## Instructor-Guided Practice

How many people are in your family?

There are \_\_\_\_\_ people in my family.

I have \_\_\_\_\_ (brothers or sisters).

I have \_\_\_\_\_ (uncles or aunts).

I have \_\_\_\_\_ (nieces or nephews).

I have \_\_\_\_\_ (cousins).

I have \_\_\_\_\_ (sons or daughters).

## Activity 1



## Activity 2

Draw your family tree. Then talk about your family with a partner.

## Listening

[www.mormon.org/gabe](http://www.mormon.org/gabe)

1. How many children does Gabe have?
2. How many sons does he have?

3. How many daughters does he have?

**Bonus question:** Where is Gabe from?

## WRAP-UP

### Summary

Now I can . . .

- 1. use family words.
- 2. say how many people are in my family.

Now I know . . .

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## Invitation to Act

Using your family tree, practice saying who is in your family and what their relationship is to you.

# LESSON 7: FAMILY

## Tell me about your family.

### WARM-UP

#### Objectives

1. I will learn to describe my family.
2. I will learn to ask about someone's family.
3. I will learn to describe someone's family.

#### Grammar

<b>be</b>	<b>have</b>	<b>The verb have</b>	
tall	long hair	I	<b>have</b>
thin	blue eyes	you	
old	curly hair	we	
married	a beard	they	
bald	a mustache	he/she/it	<b>has</b>

#### Vocabulary

- |                 |                                   |
|-----------------|-----------------------------------|
| tall/short      | blonde/black/brown/red/gray hair  |
| thin/fat        | curly/straight hair               |
| old/young       | blue/brown/black/hazel/green eyes |
| married/single  | beard                             |
| bald            | mustache                          |
| long/short hair | glasses                           |



### LESSON CONVERSATION AND ACTIVITIES

#### Conversation

- A:** Tell me about your family.
- B:** Well, there are 6 people in my family. I have 2 brothers and 1 sister.
- A:** Oh, I have 1 sister too. What's your sister like?
- B:** My sister is 16 years old. She is tall and she has long, brown hair.

#### Pronunciation Principle: The Letter e

The letter **e** in English can have 2 sounds.

me-men                      she-shell                      we-wet                      be-bed

Practice.

Ad-dress, ze-ro, Sep-tem-ber, De-cem-ber, e-mail, ten, tenth, when, three, green, sixteen, sleep

#### LEARNING STRATEGY

Don't be afraid to ask someone to repeat something. For example, "Could you repeat that, please?"



## Instructor-Guided Practice

Practice.

**A:** Tell me about your family.

**B:** Well, there are \_\_\_\_\_ people in my family. I have \_\_\_\_\_ brother(s) and \_\_\_\_\_ sister(s).

**A:** Oh, I have \_\_\_\_\_ brother(s) and \_\_\_\_\_ sister(s). What is your \_\_\_\_\_ like?

**B:** My \_\_\_\_\_ is \_\_\_\_\_ years old. She (or he) is \_\_\_\_\_ and she (or he) has \_\_\_\_\_.

## Activity 1

Who is it?

Example:

**A:** He is old.

**A:** No, he doesn't have a beard.

**B:** Does he have blue eyes?

**B:** Does he have glasses?

**A:** Yes, he has glasses.

**A:** Yes, he has blue eyes.

**B:** Is it Ray?

**B:** Does he have a beard?

**A:** Yes!



## Activity 2

Ask classmates to describe 2 people in their family. Say, "Tell me about your \_\_\_\_\_," or, "What's your \_\_\_\_\_ like?" Ask more questions to complete the chart below. Write down what your classmates tell you.

Classmate's name	Family member	She (he) is ___ years old.	She (he) is ___.	She (he) is ___.

## Listening

[www.mormon.org/julieh](http://www.mormon.org/julieh)

1. How many children does Julie have?
2. How old is the oldest?
3. How does she describe the second child?
4. How does she describe her daughter?

## WRAP-UP

### Summary

Now I can . . .

- 1. describe my family.
- 2. ask about someone's family.
- 3. describe someone's family.

Now I know . . .

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### Invitation to Act

Describe 3 people who are in your family.

# LESSON 8: EVERYDAY COMMON ITEMS

## What is that?

### WARM-UP

#### Objectives

1. I will learn to say what something is.
2. I will learn to use **this** and **these**.
3. I will learn to ask if something belongs to my classmate.

#### Grammar

##### Singular

this

##### Plural

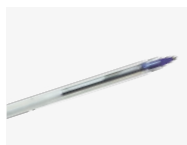
these

#### Vocabulary

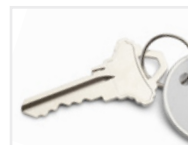
watch



pen



key



clock



phone



book



chair



table



notebook



wallet



computer



pencil



### LESSON CONVERSATION AND ACTIVITIES

#### Conversation 1

**A:** Is this your phone?

**B:** No, it's not. My phone is in my pocket.

#### Conversation 2

**A:** Are these your keys?

**B:** No, they're not. My keys are in my backpack.

#### Pronunciation Principle: the [ih] and [ee] sounds



ship—sheep

mitt—meet

it—eat

cheap—chip

this—these

slip—sleep

Read these words to a partner:

sister, keys, it's, these, easy, fifth, three, in, delicious, swim, beach, listen, read, TV, email

#### LEARNING STRATEGY

Take small opportunities to practice English. Write lists in English, or if you use a computer or cell phone, switch the language to English. Watch English TV.

## Instructor-Guided Practice

### Singular

**A:** What is this?

**B:** It's a \_\_\_\_\_.

### Plural

**A:** What are these?

**B:** They're \_\_\_\_\_.

## Activity 1

**A:** Is this your \_\_\_\_\_?

**B:** Yes, it is./No, it isn't.



## Activity 2

**A:** Are these your \_\_\_\_\_?

**B:** Yes, they are./No, they aren't.

## Listening

[www.mormon.org/lisa](http://www.mormon.org/lisa)

1. What is her name?
2. How old is she?

3. Name 2 things she loves.

## WRAP-UP

### Summary

Now I can . . .

- 1. ask and say what something is.
- 2. use **this** and **these**.
- 3. ask if something belongs to my classmate.

Now I know . . .

---

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### Invitation to Act

At home, look through your house for any of the items from the vocabulary words. When you find one, practice saying what it is. (For example, "It's a book.")

# LESSON 9: CLOTHING AND COLORS

## What are those?

### WARM-UP

#### Objectives

1. I will learn to ask for and say the names of clothing.
2. I will learn to use **that** and **those**.
3. I will learn to describe clothing with colors.

#### Grammar

	Singular	Plural
Close to the speaker	this	these
Far from the speaker	that	those

#### Vocabulary

##### Clothing

dress  
skirt  
shirt  
sweater  
pants  
tie  
shoes  
socks  
suit

##### Colors

red  
blue  
yellow  
orange  
green  
black  
white  
gray  
purple  
brown



### LESSON CONVERSATION AND ACTIVITIES

#### Conversation

- A:** I'm looking for a new shirt.
- B:** Those shirts are nice. Do you like them?
- A:** Yeah, but those are all green. I'm looking for a red one.
- B:** Look over there! Those shirts are red, and they're \*on sale!

\*on sale: something is **on sale** when it costs less money than usual.

#### Pronunciation Principle: Stress with Adjectives

I'm looking for a new shirt.

Those are **old**. I want a **new** one.

But those are all **green**. I'm looking for a **red** one.

Those are **black**. I want a **white** one.

Those are **little**. I want a **big** one.

#### LEARNING STRATEGY

Think in English to yourself. Practice describing or naming things you have learned.

## Instructor-Guided Practice

What is that?



What are those?



## Activity 1

I'm looking for . . .

- A. Do you like this/those \_\_\_\_\_?
- B. No. That/Those is/are \_\_\_\_\_. I'm looking for a \_\_\_\_\_ one.  
(I'm looking for \_\_\_\_\_ ones.)

## Activity 2



## Listening

[www.mormon.org/jeremy](http://www.mormon.org/jeremy)

1. What did Jeremy tell his parents he would never wear to work?

## WRAP-UP

### Summary

Now I can . . .

- 1. ask for and say the names of clothing.
- 2. use **that** and **those**.
- 3. describe clothing with colors.

Now I know . . .

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## Invitation to Act

Look at the clothes in your closet. Practice naming them. (For example, "That's a \_\_\_\_\_." or "Those are \_\_\_\_\_.")

# LESSON 10: DAILY ROUTINES

## What do you do in the morning?

### WARM-UP

#### Objectives

1. I will learn to say what I usually do in the morning.
2. I will learn to ask what someone usually does in the morning.
3. I will learn to say what someone usually does in the morning.

#### Grammar

I you we they ..... he/she/it	<b>usually</b>	eat breakfast brush my teeth ..... eats breakfast brushes his teeth	in the morning.
--	----------------	---	-----------------

#### Vocabulary

- |                |                |
|----------------|----------------|
| get up         | eat breakfast  |
| wake up        | brush my teeth |
| take a shower  | go to work     |
| get dressed    | go to school   |
| get ready      |                |
| make breakfast |                |



### LESSON CONVERSATION AND ACTIVITIES

#### Conversation 1

- A:** What do you usually do in the morning?  
**B:** I usually take a shower in the morning.

#### Conversation 2

- A:** What does Kyung usually do in the morning?  
**B:** He usually brushes his teeth in the morning.

#### Pronunciation Principle: Present Tense Endings

<b>Add [s] sound</b> walk—walks shop—shops get—gets	<b>Add [z] sound</b> clean—cleans play—plays read—reads	<b>Add [iz] sound</b> brush—brushes watch—watches pass—passes
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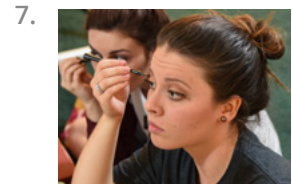
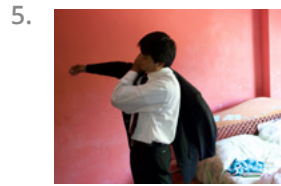
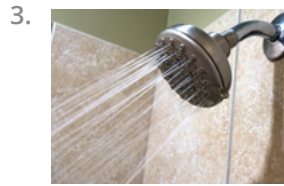
Practice saying the he/she forms of these verbs:

get, take, brush, eat, go, work, play, shop, pass, meet, like, study, read, sleep, listen, watch

#### LEARNING STRATEGY

Find a partner! Having a partner will push you both to try harder and not give up.

## Instructor-Guided Practice



### Activity 1

Classmate	Action
Example: Chen	takes a shower, gets dressed, and goes to work

### Activity 2

get dressed  
get ready  
make breakfast

eat breakfast  
brush my teeth  
go to work  
go to school

### Listening

[www.mormon.org/julie](http://www.mormon.org/julie)

1. What does Julie usually do in the morning?
2. What time does Julie usually wake up in the morning?

## WRAP-UP

### Summary

Now I can . . .

- 1. say what I do in the morning.
- 2. ask what someone does in the morning.
- 3. say what someone does in the morning.

Now I know . . .

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### Invitation to Act

Ask a friend what he or she usually does in the morning. During the next class, report what your friend said.

# LESSON 11: CURRENT ACTIVITIES

## What are you doing now?

### WARM-UP

#### Objectives

1. I will learn to say what I am doing now.
2. I will learn to ask what others are doing now.
3. I will learn to say what others are doing now.

#### Grammar

##### Simple Present Tense

I	
you	
we	eat
they	
he/she/it	eats

**Use: routines and habitual actions**  
 Examples:  
**I eat** lunch every afternoon.  
**She prays** every night.

##### Present *-ing* Tense

I	am
you	
we	are
they	
he/she/it	is

**Use: actions happening now**  
 Examples:  
**I am eating** lunch (now).  
**I am praying** (now).

#### Vocabulary

- come home (from work or school)
- make lunch
- cook dinner
- eat dinner
- study
- pray
- put on my pajamas
- wash my face
- relax
- go to bed



### LESSON CONVERSATION AND ACTIVITIES

#### Conversation (on a Friday night)

- A:** Hey, what are you doing right now? I'm going to Jamie's house to eat pizza and watch a movie. Do you want to come?  
**B:** Oh, sounds fun . . . but I'm studying.
- A:** Really? Do you usually study on Friday nights?  
**B:** No, I usually relax, but I have a big test soon.  
**A:** Ok, well good luck!

#### Pronunciation Principle: i and y

I—in	List 1		List 2	
my—mitt	Chi-na	im-por-tant	Ju-ly	by
hi—him	lit-tle	why	din-ner	did
	Fri-day	sis-ter	vis-it	try

#### LEARNING STRATEGY

Don't be afraid to speak the language. Making mistakes is normal and OK. You learn better by using the language as much as you can.



### Instructor-Guided Practice

1. You \_\_\_\_\_ your face.    4. They \_\_\_\_\_ their faces.    7. I \_\_\_\_\_ to bed.  
 2. I \_\_\_\_\_ my face.    5. He/She \_\_\_\_\_ her face.    8. We \_\_\_\_\_ to bed.  
 3. We \_\_\_\_\_ our faces.    6. You \_\_\_\_\_ to bed.    9. They \_\_\_\_\_ to bed.  
 10. He/She \_\_\_\_\_ to bed.

### Activity 1

Choose an activity below. Without speaking, act out the activity you chose. Your partner will guess your activity by saying, "You are \_\_\_\_\_." Take turns acting out and guessing different activities.

- |                     |           |                |                |
|---------------------|-----------|----------------|----------------|
| relax               | study     | eat breakfast  | go to school   |
| come home from work | go to bed | get up         | take a shower  |
| put on my pajamas   | pray      | brush my teeth | make breakfast |

### Activity 2

Partner B will choose one of the two pictures in each row. For each row, have a conversation following the pattern below. After you have finished, switch roles.

**A:** What are you doing?

**B:** I'm \_\_\_\_\_.

**A:** Do you usually \_\_\_\_\_ \_\_\_\_\_?

**B:** Yes, I usually \_\_\_\_\_ \_\_\_\_\_.

**(OR)**

No, I usually \_\_\_\_\_ \_\_\_\_\_.

1.		or		in the morning
2.		or		in the afternoon
3.		or		at night

### Listening

[www.mormon.org/deborah](http://www.mormon.org/deborah)

1. What does Deborah usually do during the day?
2. How many children does she have?

### WRAP-UP

#### Summary

Now I can . . .

- 1. say what I am doing now.
- 2. ask what others are doing now.
- 3. say what others are doing now.

Now I know . . .

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#### Invitation to Act

At least 3 times throughout the day, try to say what you are doing in English.

# LESSON 12: TIME AND CALENDAR

## What time is it?

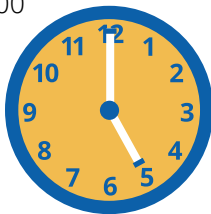
### WARM-UP

#### Objectives

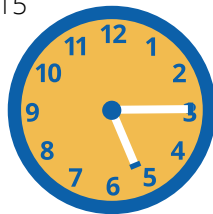
1. I will learn to say the time and date.
2. I will learn to ask for the time and date.

#### Grammar

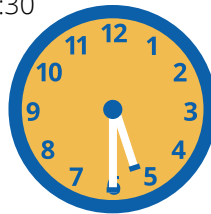
five o'clock  
5:00



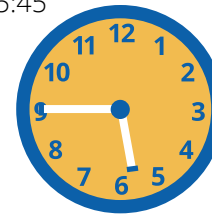
five fifteen  
5:15



five thirty  
5:30



five forty-five  
5:45



#### Vocabulary

##### Numbers for telling time

eleven	seventeen
twelve	eighteen
thirteen	nineteen
fourteen	twenty
fifteen	thirty
sixteen	forty
	fifty

##### Numbers for giving the date

eleventh	sixteenth
twelfth	seventeenth
thirteenth	eighteenth
fourteenth	nineteenth
fifteenth	twentieth
	thirtieth

##### Days

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

### LESSON CONVERSATION AND ACTIVITIES

#### Conversation 1

**A:** What time is it?  
**B:** It's three thirty.

#### Conversation 2

**A:** Is today the fourteenth?  
**B:** No, it's the fifteenth.

#### Conversation 3

**A:** What day is it today?  
**B:** It's Friday.

#### Pronunciation Principle: -teen and -ty in numbers

Choose a word from a column to say to a partner. Take turns, guessing if your partner chose the word from column A or column B. When you finish practicing #1–4, practice the extra numbers.

#### A

1. thirty
2. sixty
3. eighty
4. forty

#### B

1. thirteen
2. sixteen
3. eighteen
4. fourteen

#### Extra:

70 / 17  
90 / 19  
50 / 15

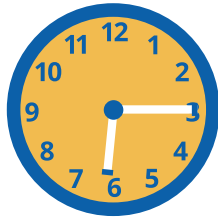
### LEARNING STRATEGY

Find a partner! Having a partner will push you both to try harder and not give up.

Instructor-Guided Practice



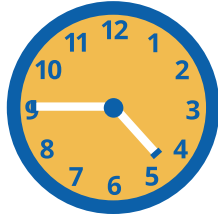
3:30



6:15



11:00



4:45

JUNE						
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JUNE						
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JUNE						
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JUNE						
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Activity 1

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
18	19	20	21	22	23	24

Activity 2

Times

When you usually wake up: \_\_\_\_\_

When you usually eat lunch: \_\_\_\_\_

When you usually go to work/school: \_\_\_\_\_

When you usually go to bed: \_\_\_\_\_

Dates

Your birthday: \_\_\_\_\_

Your favorite holiday: \_\_\_\_\_

Your country's new year date: \_\_\_\_\_

A family member's birthday: \_\_\_\_\_

Listening

<https://www.mormon.org/nadja>

1. What day of the week is Nadja talking about?
2. What time will Danielle play tennis?
3. When will Dominick be home?

WRAP-UP

Summary

Now I can ...

- 1. say the time and date.
- 2. ask for the time and date.

Now I know ...

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Invitation to Act

At least once each day, look at your clock and say the time in English.

# LESSON 13: WEATHER

## How's the weather?

### WARM-UP

#### Objectives

1. I will learn to describe the weather.
2. I will learn to make predictions about the weather.

#### Target Phrases

How's the weather?

It's raining or rainy.

It's snowing or snowy.

It's windy.

It's foggy.

It's cold.

It's hot.

It's sunny.

It's cloudy.

What will the weather be tomorrow?

Will it rain tomorrow?

Will it snow tomorrow?

Will it be windy tomorrow?

Will it be foggy tomorrow?

Will it be cold tomorrow?

Will it be hot tomorrow?

Will it be sunny tomorrow?

Will it be cloudy tomorrow?

Yes, it will.

I think it will.

I'm not sure.

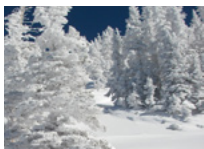
No, it won't.

#### Vocabulary

rain



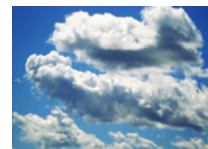
snow



wind



cloud



fog



cold



hot



### LESSON CONVERSATION AND ACTIVITIES

#### Conversation (on the phone)

**A:** How's the weather in London?

**A:** That's too bad\*. Will it rain tomorrow too?

**B:** Not very good. It's raining again.

**B:** I think it will. It usually rains a lot in April.

\*We say "that's too bad" to say we feel sad about someone's problem or situation.

#### Pronunciation Principle: Another sound for i and y

sunny, cloudy, rainy, happy, windy, snowy, slowly, study, thirty

taxi, chili, broccoli, kiwi

#### Practice:

will, dur-ing, din-ner, hap-py, vis-it, win-dy, snow-y, ski, driz-zle, Chi-na, fif-teen, ma-ny, win-dow, si-lent

#### LEARNING STRATEGY

Listen to English audio while you do other activities such as walking, cooking, shopping, or household chores.

## Instructor-Guided Practice

Today

1. It's \_\_\_\_\_
2. It's \_\_\_\_\_
3. It's \_\_\_\_\_
4. It's \_\_\_\_\_

Tomorrow

5. It will \_\_\_\_\_
6. It will \_\_\_\_\_
7. It will \_\_\_\_\_
8. It will \_\_\_\_\_

## Activity 1

Partner A Ask: Will it \_\_\_\_\_ [on Monday]?

1. Monday:  
Sam will cook/run.
2. Tuesday  
Sam will watch movies/run.
3. Wednesday  
Sam will read/run.
4. Thursday  
Sam will paint/run.

Partner B Answer Partner A's questions with the pictures shown below.

1. Monday:



2. Tuesday:



3. Wednesday:



4. Thursday:

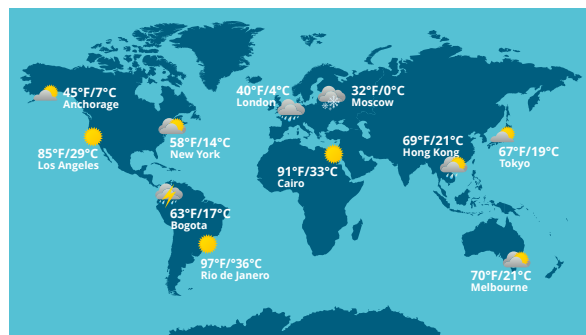


## Activity 2

Today



Tomorrow



## Listening

[www.mormon.org/dean](http://www.mormon.org/dean)

1. How does Dean describe the weather on the ground?
2. What is the weather like above the clouds?

## WRAP-UP

### Summary

Now I can ...

- 1. describe the weather.
- 2. make predictions about the weather.

Now I know ...

---



---



---

### Invitation to Act

On 3 different days this week, describe the weather in English.

# LESSON 14: JOBS AND CAREERS

## What do you do for work?

### WARM-UP

#### Objectives

1. I will learn to say what I do for work.
2. I will learn to ask and say what someone does for work.
3. I will learn to say where I work.
4. I will learn to ask and say where someone works.

#### Target Phrases

What do you do for work?

I am a nurse.

I have my own business.

What does he (or she) do for work?

He (or She) is a mechanic.

He (or She) has his (or her) own business.

Where do you work?

I work at a factory.

Where does he (or she) work?

He (or She) works at a restaurant.

#### Vocabulary

office

factory

hospital

store

restaurant

school



factory worker

secretary

teacher

cashier

mechanic

farmer

doctor

nurse

server

electrician

salesperson

hairstylist

fisherman

artist

### LESSON CONVERSATION AND ACTIVITIES

#### Conversation 1

**A:** So, what do you do for work?

**B:** I'm a teacher.

**A:** Oh, really? Do you like being a teacher?

**B:** Yes, I love it! It is very rewarding.

#### Conversation 2

**A:** I just got a new job!

**B:** Wow, that's great! Where do you work now?

**A:** I work at the restaurant on Main Street.

#### Pronunciation Principle: The Letters **or** and **er** in Unstressed Syllables

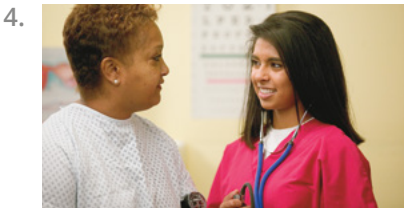
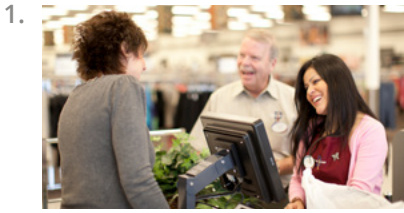
1. **er** endings: fármér, wáiter, cárpenter, páinter, wórker, téacher

2. **or** endings: áctor, táilor, tútor, vísitor, dóctor

#### LEARNING STRATEGY

Write in a journal every day in English. This will help you learn to express your thoughts in English.

**Instructor-Guided Practice**



**Activity 1**

Where would you like to work? Imagine that you just got a job there.

**A→B:** I just got a new job!

**B→C:** He (or She) just got a new job!

**B→A:** Wow, that's great! Where do you work now?

**C→B:** Where does he (or she) work?

**A→B:** I work \_\_\_\_\_.

**B→C:** He (or She) works at \_\_\_\_\_.

**Activity 2**

Classmate	What do you do for work?	Where do you work?	Do you enjoy being a _____?
			Yes/No
			Yes/No
			Yes/No
			Yes/No

**Listening**

[www.mormon.org/yvette](http://www.mormon.org/yvette)

1. What does Yvette do for work?
2. Where does Yvette work?
3. Why does she like her job?

**WRAP-UP**

**Summary**

Now I can . . .

- 1. say what I do for work.
- 2. ask and say what someone does for work.
- 3. say where I work.
- 4. ask and say where someone works.

Now I know . . .

---



---



---

**Invitation to Act**

Think of 3 people you know. Describe what they do for work.

# LESSON 15: JOBS AND CAREERS

## Tell me about your job.

### WARM-UP

#### Objectives

1. I will learn to describe my job.
2. I will learn to ask about someone's job.
3. I will learn to describe others' jobs.

#### Target Phrases

Tell me about your job.

My job is full-time .

I am self-employed.

His (or Her) job is part-time .

He (or She) is self-employed.

What do you do at work?

Every day I serve food .

Every day he (or she) cleans buildings .

#### Vocabulary

##### Verbs

help            sell  
 serve          clean  
 teach          program (computers)  
 cut

##### Nouns

customer      hair  
 food            product  
 student        building  
 computer

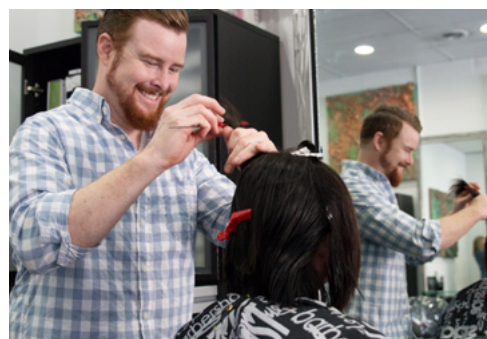
##### Adjectives

full-time      interesting  
 part-time     fun  
 self-employed    difficult  
                          boring

### LESSON CONVERSATION AND ACTIVITIES

#### Conversation

- A:** I'm looking for a new job.
- B:** Really? Why?
- A:** Well, my job is only part-time and I don't really like my job.
- B:** Why not? What do you do at work?
- A:** It's boring. Every day I clean the same building and see the same people. What about you? Tell me about your job.
- B:** I'm a hairstylist, and I like my job. I like to cut hair and meet new people.
- A:** That's great!



#### Pronunciation Principle: The Letters oo

1. [oo] too, soon, school
2. [ʊ] book, good, look

Listening: moon, look, too, good, food, school, foot, room, soon, book, wood

#### Practice

1. moon, look
2. school, food
3. room, foot
4. soon, book
5. good, too

#### LEARNING STRATEGY

Review vocabulary whenever you find yourself waiting (for the doctor, at the store, on the phone, and so on).



**Instructor-Guided Practice**

1.  My job is full-time.
- My job is part-time.
- I'm self-employed.

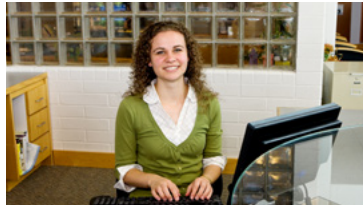
2. Every day I \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Activity 1**

Choose one of the pictures. Describe to your partner what the person in the picture does at his or her job. Talk *for one minute* and say as much as you can. After one minute, brainstorm with your partner words to add to your description. Then, describe the same picture to your partner again, this time for *45 seconds*. Try to say more the second time than the first. When you finish, your partner will choose a different picture and repeat the activity.



server



secretary



farmer

**Activity 2**

**Jobs from Lesson 14**

- |                |             |
|----------------|-------------|
| secretary      | nurse       |
| teacher        | server      |
| cashier        | electrician |
| mechanic       | salesperson |
| factory worker | hairstylist |
| farmer         | fisherman   |
| doctor         |             |



**Listening**

[www.mormon.org/grantk](http://www.mormon.org/grantk)

1. What does Grant do for work?
2. Who works with him?
3. Name one thing Grant does at work.

**WRAP-UP**

**Summary**

Now I can . . .

1. describe my job.
2. ask about someone's job.
3. describe others' jobs.

Now I know . . .

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Invitation to Act**

Ask a friend to describe his or her job in your native language. Then, think about how you would describe that job in English. Practice saying as much as you can out loud.

# LESSON 16: FOOD

## What's your favorite food?

### WARM-UP

#### Objectives

1. I will learn to name foods I eat for breakfast, lunch, and dinner.
2. I will learn to name my favorite foods.
3. I will learn to ask what others' favorite foods are.
4. I will learn to talk about why I like or dislike certain foods.

#### Target Phrases

I usually eat eggs for breakfast .

What is your favorite food?

My favorite food is chicken .

Chicken is my favorite food.

Why do you like chicken ?



Why don't you like cheese ?

I don't like the taste .

It's salty .



#### Vocabulary

Food Categories and Names				Descriptive Words for Food	
<b>Fruits</b>	<b>Vegetables</b>	<b>Meats</b>	<b>Other Foods</b>	<b>Adjectives</b>	<b>Nouns</b>
apple	potato	chicken	rice	gross	taste
banana	onion	fish	beans	delicious	texture
orange	tomato	beef	bread	healthy	
mango	lettuce	pork	egg	salty	
	peas		milk	sweet	
			cheese		
			chocolate		

### LESSON CONVERSATION AND ACTIVITIES

#### Conversation (deciding what to eat for lunch)

- A:** What do you want for lunch?  
Do you want some fish?
- B:** I don't like the taste. I usually eat chicken for lunch.
- B:** No thanks,\* I don't really like fish.
- A:** Oh, we have chicken, too, and chicken is healthy. Let's have chicken!
- A:** Really? My favorite food is fish! Why don't you like it?
- B:** OK!
- \* "No thanks" is a polite way to say, "I don't want that" when something is offered to you.

#### Pronunciation Principle: [uh] in Unstressed Syllables

1. apple, banana, potato, carrot, tomato, chicken, chocolate, broccoli

#### Practice

breakfast, delicious, lettuce, pizza, pasta, tomato, chocolate

#### LEARNING STRATEGY

Keep a list of 5 new words with you and try to practice using those words throughout the day.

## Instructor-Guided Practice

<b>Anna</b>	<b>Sam</b>	<b>David</b>	_____
eggs (breakfast)	banana (breakfast)	bread (breakfast)	_____ (breakfast)
chicken (lunch)	beans (lunch)	apples (lunch)	_____ (lunch)
rice (dinner)	potatoes (dinner)	beef (dinner)	_____ (dinner)

## Activity 1

**A:** What's your favorite food?

**B:** My favorite food is \_\_\_\_\_.

Classmate	Favorite Food

## Activity 2

**A:** What do you want for lunch? Do you want some \_\_\_\_\_?

**B:** Sure! I like \_\_\_\_\_. / No thanks, I don't really like \_\_\_\_\_.

**A:** Why do you like \_\_\_\_\_? / Why don't you like \_\_\_\_\_?

**B:** It's \_\_\_\_\_.

### Lunch Decisions

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Listening

[www.mormon.org/dave](http://www.mormon.org/dave)

1. What is the family making for breakfast?
2. What do the children want?
3. How many children do they have?

## WRAP-UP

### Summary

Now I can . . .	Now I know . . .
<input type="radio"/> 1. name foods I eat for breakfast, lunch, and dinner.	_____
<input type="radio"/> 2. name my favorite foods.	_____
<input type="radio"/> 3. ask what others' favorite foods are.	_____
<input type="radio"/> 4. talk about why I like or dislike certain foods.	_____

### Invitation to Act

Name 3 foods you usually eat for breakfast. Why do you like them?

# LESSON 17: FOOD

## Where do you like to eat?

### WARM-UP

#### Objectives

1. I will learn to say where I like to eat.
2. I will learn to order a meal.
3. I will learn to ask and say where someone likes to eat.

#### Target Phrases

I'd like to order \_\_\_\_\_.

soup

pasta

I'd like to order a \_\_\_\_\_.

sandwich

salad

pizza

hamburger

drink

dessert

#### Vocabulary

sandwich    pizza  
 salad        hamburger  
 soup         drink  
 pasta         dessert



### LESSON CONVERSATION AND ACTIVITIES

#### Conversation 1

- A:** I'm hungry. Do you want to go get lunch?  
**B:** Sure. That sounds good. Where do you like to eat?  
**A:** I like to eat at the cafe. The sandwiches are delicious!  
**B:** Okay, let's go!

#### Conversation 2

- A:** Can I take your order?  
**B:** I'd like to order a sandwich and a drink, please.  
**A:** Okay. Anything else?  
**B:** No, thank you.

#### Pronunciation Principle: The Letters r and l

right



light



1. [r] read, ready, real, drink, grapes, strawberry, raspberry, breakfast, orange, carrot
2. [l] like, learn, please, salad, delicious, lunch, broccoli, will, apple, boil

#### LEARNING STRATEGY

Read short news articles in English. Look up words you don't know. This will increase your vocabulary.

## Instructor-Guided Practice

### Example

Rob: I like to eat at **Cho's**. Where do you like to eat?

Amy: **Rob** likes to eat at **Cho's**. I like to eat at **Sonic**. Where do you like to eat?

Dan: **Rob** likes to eat at **Cho's**. **Amy** likes to eat at **Sonic**. I like to eat at **Nana's**. Where do you like to eat?

**A:** I like to eat at \_\_\_\_\_. Where do you like to eat?

**B:** \_\_\_\_\_ likes to eat at \_\_\_\_\_. I like to eat at \_\_\_\_\_. Where do you like to eat?

**C:** \_\_\_\_\_ likes to eat at \_\_\_\_\_. \_\_\_\_\_ likes to eat at \_\_\_\_\_. I like to eat at \_\_\_\_\_. Where do you like to eat?

### Activity 1

1.



2.



3.



4.



5.



### Activity 2

Partner A

---

---

---

Partner B



### Listening

[www.mormon.org/colton](http://www.mormon.org/colton)

1. What food is Colton talking about?
2. What colors is this food usually?

## WRAP-UP

### Summary

Now I can . . .

- 1. say where I like to eat.
- 2. order a meal.
- 3. ask and say where someone likes to eat.

Now I know . . .

---

---

---

### Invitation to Act

In your native language, ask 3 of your friends where they like to eat in your city. Practice describing their answers in English.

# LESSON 18: FOOD

## How do you make that?

### WARM-UP

#### Objectives

1. I will learn to say what ingredients are in foods I like.
2. I will learn to describe how to make foods I like.
3. I will learn to ask others how to make foods they like.

#### Target Phrases and Grammar

##### Target Phrases

How do you make that (this)?  
 What are the ingredients?  
 You need bread and cheese.

##### Grammar

**first**

**next** or **then\***

**last**

\* interchangeable

1. First, you put some cheese on the bread.
2. Next, you put some oil in the pan.
3. Then, you heat the pan on the stove.
4. Last, you cook the bread for 5 minutes.

#### Vocabulary

##### Sequencing Words

first  
 next  
 then  
 last

##### Verbs

stir  
 chop  
 heat  
 bake  
 cook  
 boil  
 add  
 put

##### Nouns

pan  
 stove  
 oven  
 ingredients  
 flour  
 salt  
 sugar  
 oil

spoon  
 knife  
 fork  
 plate  
 bowl  
 cup



### LESSON CONVERSATION AND ACTIVITIES

#### Conversation



**A:** This sandwich is so delicious! How do you make it?

**B:** It's easy. First, you put some cheese on bread. Next, you put some oil in a pan. Then, you heat the pan on the stove. Last, you cook the bread for 5 minutes.

**A:** Thanks! I'll try it!

#### Pronunciation Principle: The Letters **oi** and **oy**

1. oil, boil, toy, boy

#### Practice:

point, boy, voice, toy, choice, joy, noise, employ, avoid, enjoy, coin, royal, join, destroy, noisy

#### LEARNING STRATEGY

When you're reading something in English, don't look up every word. You can understand some words from the context.

### Instructor-Guided Practice

Read the sentences and rewrite them so that they are in order using **first, next, then, or last**.

- You cook it for 10–15 minutes. 1. \_\_\_\_\_, \_\_\_\_\_
- You put the rice in a pan. 2. \_\_\_\_\_, \_\_\_\_\_
- You add water and salt. 3. \_\_\_\_\_, \_\_\_\_\_
- You wash the rice. 4. \_\_\_\_\_, \_\_\_\_\_



### Activity 1

1.



2.



3.



4.



5.



### Activity 2

Tell your partner how to make a simple food you like. Use the vocabulary from this lesson to help you. Use **first, next, then, and last** to explain. Your partner will write down your explanation. Switch roles, and write down your partner's explanation. Check with your partner to make sure you write it correctly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Listening

[www.mormon.org/frank](http://www.mormon.org/frank)

1. What is the couple making?
2. Name 3 of the ingredients.

## WRAP-UP

### Summary

Now I can . . .

- 1. say what ingredients are in foods I like.
- 2. describe how to make foods I like.
- 3. ask others how to make foods they like.

Now I know . . .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Invitation to Act

Ask a friend who is not in class about how to make a simple food he or she likes. Practice explaining in English what your friend told you. Be prepared to explain in the next class how to make it.

# LESSON 19: MONEY

## How much does this cost?

### WARM-UP

#### Objectives

1. I will learn to ask how much something costs.
2. I will learn to say why I want to buy something.
3. I will learn to say why I don't want to buy something.

#### Target Phrases

How much is <u>this shirt</u> ?	I need <u>an apple</u> .
How much are <u>those shoes</u> ?	I don't need <u>a skirt</u> .
How much does the <u>car</u> cost?	It's too expensive.
I'd like to buy <u>a chicken</u> .	The dress is pretty.

#### Vocabulary

Numbers 70–1,000,000	Local Currency	Nouns	Verbs	Adjectives
70–seventy	_____	pajamas	cost	expensive
80–eighty	_____	shoes	buy	cheap
90–ninety	_____	tie	need	good
100–one hundred	_____	apple	<b>Review</b>	bad
1,000–one thousand	_____	chicken	dress	pretty
1,000,000–one million	_____	phone	shirt	ugly
		table	skirt	
		car		

### LESSON CONVERSATION AND ACTIVITIES

#### Conversation: At a Clothing Store

- A:** Excuse me, I'd like to buy some pants.  
How much do those blue pants cost?
- B:** Fifty dollars.
- A:** Fifty dollars?! I need pants, but those are too expensive for me. How much do the red pants cost?
- B:** Twenty-five.
- A:** Okay, great! I'd like to buy those.



#### Pronunciation Principle: The Letter **o** with Silent **e**

1. not, note
2. hop, hope
3. those, phone, stove, drove, note

Write the words you hear: \_\_\_\_\_

**Practice:** stop, vote, cop, home, box, long, note, close, cost, stove, those, phone

#### LEARNING STRATEGY

Memorize short poems, sayings, or speeches in English. This can help you practice pronunciation, learn new vocabulary, and become used to English grammar.



## Instructor-Guided Practice

Write the numbers that your instructor says in numerals.

1. \_\_\_\_\_ 4. \_\_\_\_\_ 7. \_\_\_\_\_  
 2. \_\_\_\_\_ 5. \_\_\_\_\_ 8. \_\_\_\_\_  
 3. \_\_\_\_\_ 6. \_\_\_\_\_ 9. \_\_\_\_\_

## Activity 1

<p>1.</p>  <p>My price: _____          Lowest price: _____          Highest price: _____</p>	<p>2.</p>  <p>My price: _____          Lowest price: _____          Highest price: _____</p>	<p>3.</p>  <p>My price: _____          Lowest price: _____          Highest price: _____</p>
<p>4.</p>  <p>My price: _____          Lowest price: _____          Highest price: _____</p>	<p>5.</p>  <p>My price: _____          Lowest price: _____          Highest price: _____</p>	<p>6.</p>  <p>My price: _____          Lowest price: _____          Highest price: _____</p>

## Activity 2

Imagine you have 50 dollars. You are going to spend the money at a clothing store. Choose the item(s) that you will buy, but do not spend more than 50 dollars. Explain to your partner why you will buy or won't buy each item in the store. Listen to your partner explain what he or she will buy.



40 dollars



15 dollars



25 dollars



20 dollars



25 dollars



10 dollars

## Listening

[www.mormon.org/byron](http://www.mormon.org/byron)

- |  |   |
|--|---|
| <p>1. Where is Byron?<br/>                 2. What does Byron want to buy?</p> | <p>3. What does he pull from the ground?<br/>                 4. Name three foods shown in the video.</p> |
|--|---|

## WRAP-UP

### Summary

Now I can . . .

- 1. ask how much something costs.
- 2. say why I want to buy something.
- 3. say why I don't want to buy something.

Now I know . . .

---



---



---

### Invitation to Act

Go to a store and write down the prices of 2 products. In English, practice describing how much they cost. Be prepared to say in class next week how much your products cost.

# LESSON 20: HOME

## Where do you live?

### WARM-UP

#### Objectives

1. I will learn to say where I live.
2. I will learn to say where rooms are in a house or an apartment.

#### Target Phrases and Grammar

##### Target Phrases

I live in a/an apartment in New York City .  
 The bathroom is next to the kitchen .  
 The dining room is to the left of the stairs .  
 The dining room is to the right of the closet .

##### Grammar: a and an

**a:** before a consonant sound      Example: **a** house  
**an:** before a vowel sound          Example: **an** apartment

#### Vocabulary

house                      garage

apartment


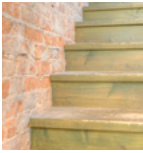
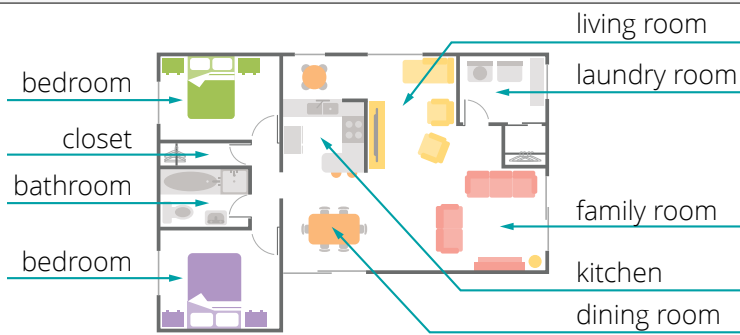
floor plan

corner

next to

left ← → right

top ↑  
bottom ↓

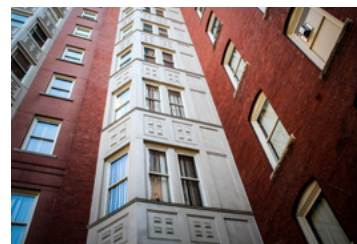




### LESSON CONVERSATION AND ACTIVITIES

#### Conversation

**A:** Where do you live?  
**B:** I live in an apartment in New York City.  
**A:** Oh really? Do you like your apartment?  
**B:** Yes, I do. It's very nice but it's not very big. It only has one bedroom. I like the kitchen though.

**A:** Do you have a garage?  
**B:** No. Most apartments in New York City don't have a garage.



#### Pronunciation Principle: The Letters **ou** and **ow**

1. [o] window, pillow, know, grow, low, throw, yellow, tomorrow, snow, bowl
2. [u] you, routine, soup, wound
3. [uh] cousin, touch, young, trouble, enough
4. [ʊ] could, would, should

Practice: snow, cousin, soup, could, four, young, bowl, you, should, know, touch, window, course, would

#### LEARNING STRATEGY

After you listen to English radio or TV, try to summarize what you heard. This can help you pay attention while you listen. It will also help you practice speaking.

## Instructor-Guided Practice

**A:** Where do you live?

**B:** I live in a(n) \_\_\_\_\_ in \_\_\_\_\_.

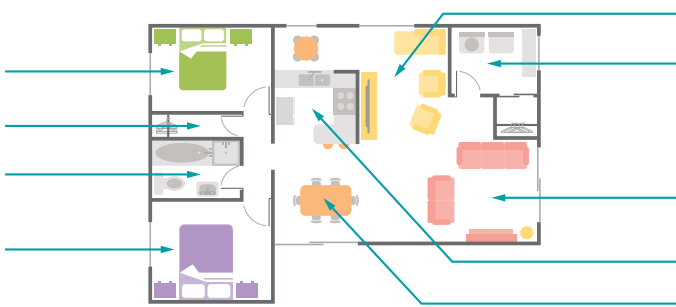
**A:** Oh really? Do you like your \_\_\_\_\_?

**B:** \_\_\_\_\_. It's \_\_\_\_\_.

**A:** Do you have a \_\_\_\_\_?

**B:** \_\_\_\_\_.

## Activity 1



1. The kitchen is next to the \_\_\_\_\_.

2. The living room is to the right of the \_\_\_\_\_.

3. The bathroom is to the left of the \_\_\_\_\_.

4. The \_\_\_\_\_ is in the top left corner.

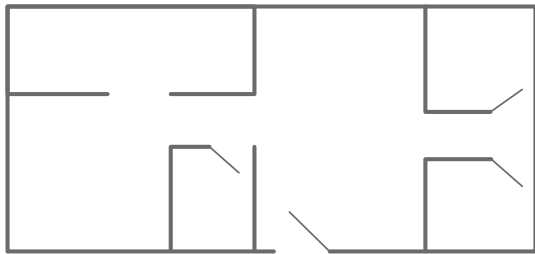
5. The \_\_\_\_\_ is in the bottom left corner.

6. The \_\_\_\_\_ is in the top right corner.

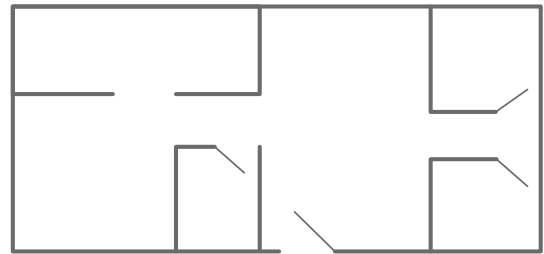
## Activity 2

Label a floor plan for your dream house or apartment. Then describe it to your partner. Draw your partner's floor plan as he or she describes it to you. (Don't look at your partner's book!)

My floor plan:



My partner's floor plan:



## Listening

[www.mormon.org/marco](http://www.mormon.org/marco)

1. What kind of building is Marco in?

2. What 2 rooms does Marco show?

## WRAP-UP

### Summary

Now I can ...

1. say where I live.

2. say where rooms are in a house or an apartment.

Now I know ...

---



---



---

### Invitation to Act

Create a floor plan for the place you live now, or for another building you know. Label the rooms in English. Come prepared to describe the floor plan to someone during the next class.

# LESSON 21: HOME

## I'm glad you're visiting!

### WARM-UP

#### Objectives

1. I will learn to describe a bedroom and bathroom.
2. I will learn to name common things in a bedroom.
3. I will learn to name common things in a bathroom.

#### Target Phrases

The bedroom/bathroom is small .

There is/are a closet in the bedroom/bathroom.

There is/are soap under the sink .

There is/are a blanket on the bed .

#### Vocabulary

##### Bathroom

- toilet
- shower
- towel
- sink
- soap
- cupboard
- mirror
- bathtub



##### Bedroom




- bed
- blanket
- pillow
- window
- closet



##### Adjectives

- big
- small
- clean
- dirty
- messy

##### Prepositions

- in 
- on 
- under 

### LESSON CONVERSATION AND ACTIVITIES

#### Conversation: Having a Relative Visit

**A:** This is the bedroom. There are extra pillows and blankets in the closet if you need them.

**B:** OK, great!

**A:** And there's the bathroom. There are towels in the cupboard, and there is soap under the sink. Sorry the bathroom is a little small.

**B:** No problem. This is wonderful! Thank you so much!

**A:** You're welcome! I'm glad you're visiting!

#### Pronunciation Principle: The Letter o

1. go/got, no/not, ho/hot

Write the words you hear: \_\_\_\_\_

\_\_\_\_\_

Practice: doc-tor, hel-lo, of-fice, o-kay, off, soc-cer, Mex-i-co, jog, shop, o'clock, con-tact, his-to-ric, jog-ging, from

#### LEARNING STRATEGY

Read out loud to yourself in English. This is a great way to practice pronunciation.

## Instructor-Guided Practice

1. \_\_\_\_\_ There are towels **on/under** the sink.
2. \_\_\_\_\_ There is soap **in/on** the shower.
3. \_\_\_\_\_ There are pillows **on/under** the bed.
4. \_\_\_\_\_ There are towels **in/on** the closet.

A.



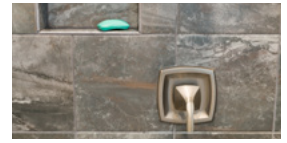
C.



B.



D.



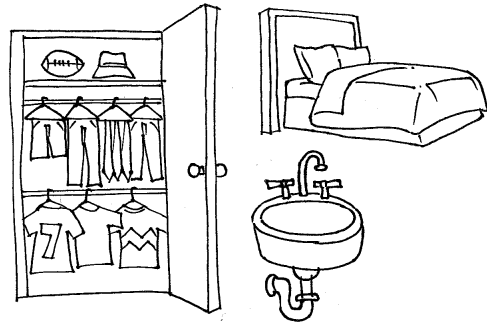
## Activity 1

Part 1. Write vocabulary words to complete each sentence. Circle **is** or **are**.

Example: There **is/are** soap in the shower.

1. There is/are \_\_\_\_\_ on the bed.
2. There is/are \_\_\_\_\_ under the bed.
3. There is/are \_\_\_\_\_ on the sink.
4. There is/are \_\_\_\_\_ in the sink.
5. There is/are \_\_\_\_\_ under the sink.
6. There is/are \_\_\_\_\_ in the closet.

Part 2. Listen to your partner's sentences. In your book, draw what each sentence describes.



## Activity 2

1.



2.



## Listening

[www.mormon.org/kristy](http://www.mormon.org/kristy)

1. What do Kristy's kids not know how to make?

2. What vocabulary word from today is Kristy's *scrapghan*?

## WRAP-UP

### Summary

Now I can . . .

- 1. describe a bedroom and bathroom.
- 2. name common things in a bedroom.
- 3. name common things in a bathroom.

Now I know . . .

---



---



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### Invitation to Act

Imagine that a friend or relative is coming to stay at your apartment or house. Practice describing in English where things are.

# LESSON 22: COMMUNITY

## Where are you going?

### WARM-UP

#### Objectives

1. I will learn to describe the location of places I visit.
2. I will learn to ask for and give directions.

#### Grammar

When you give directions, the sentence will start with a verb.

Go south.     Go past the church.  
Turn right.     Walk down to the corner.

When you give directions, you may also talk about the location of buildings.

Go south and turn right on First Street. The church **is on the left side** of the street. The park **is between** the church and the school.

#### Vocabulary

##### Places

- church
- bank
- park
- grocery store
- library
- airport
- school
- restaurant



##### Prepositions

- across from
- between

##### Directions

- |          |       |
|----------|-------|
| straight | go    |
| east     | turn  |
| west     | walk  |
| north    | right |
| south    | left  |

### LESSON CONVERSATION AND ACTIVITIES

#### Conversation

**A:** \*Excuse me, I think I'm lost. Can you help me?

**B:** Sure. Where are you going?

**A:** I'm looking for the library. How do you get there?

**B:** Oh, you're very close. First, walk down to the corner and then turn right. The library is next to the park.

**A:** Thank you!

\* Use "excuse me" to get someone's attention before asking a question or starting a conversation.

#### Pronunciation Principle: The Letters **or** in Stressed Syllables

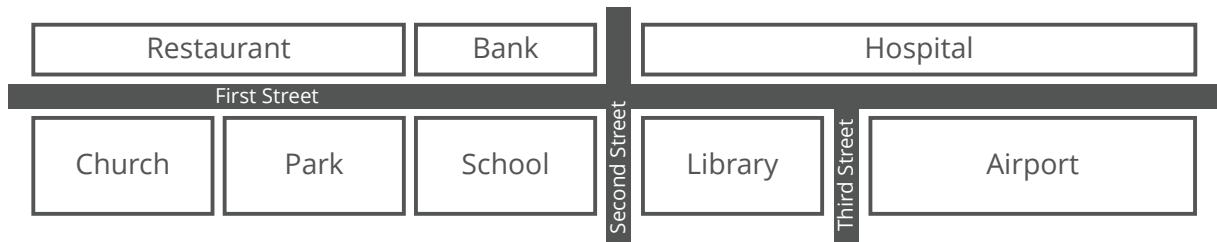
1. actor, doctor
2. fork, store, corner, born, corn, boring, afford

Practice: color, corner, actor, error, boring, afford, store, tractor, tutor, visitor, corn

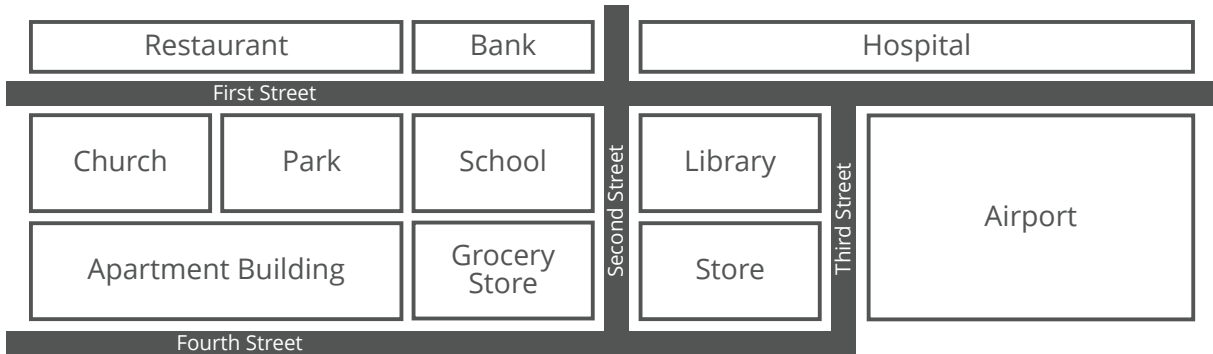
#### LEARNING STRATEGY

Don't try to memorize every new English word you hear. This can be overwhelming. Instead, choose words and phrases to learn that are most important for your English learning goals.

## Instructor-Guided Practice



## Activity 1



## Activity 2

Draw a simple map of part of your city:

## Listening

[www.mormon.org/paul](http://www.mormon.org/paul)

1. Where did Paul grow up?
2. Why does Paul like going on walks with his family?

## WRAP-UP

### Summary

Now I can . . .

- 1. describe the location of places I visit.
- 2. ask for and give directions.

Now I know . . .

---



---



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### Invitation to Act

Look at a map of your city. Find 2 places and describe in English how to travel from one of the places to the other place.

# LESSON 23: HEALTH

## My foot hurts.

### WARM-UP

#### Objectives

1. I will learn to name parts of my body.
2. I will learn to talk about where my body hurts.
3. I will learn to talk about causes of injuries.

#### Grammar

##### Present

cut hurt  
burn break

##### Past

cut hurt  
burned broke

#### Vocabulary

##### Parts of the body

eyes head foot back  
ears neck toe  
tooth arm knee  
mouth hand leg  
nose finger stomach

##### \_\_\_\_\_ache

headache  
earache  
toothache  
stomachache  
backache



##### Verbs

cut  
hurt  
burn  
break

### LESSON CONVERSATION AND ACTIVITIES

#### Conversation 1

**A:** Are you feeling OK?  
**B:** Not really. I have a headache.  
**A:** Oh, I'm sorry to hear that.

#### Conversation 2

**A:** What happened to your foot?  
**B:** I fell yesterday and broke it.  
**A:** Oh no! I'm so sorry! How do you feel today?  
**B:** My foot hurts a little, but I'm feeling better.

#### Pronunciation Principle: The Letters **o** + **l** + Consonant

1. cold, told, old, folk, older, folder
2. sort, song, sold

Practice: Say each word to your partner. Decide if the **o** makes the sound as in **sort** (1), **song** (2), or **sold** (3). Write 1, 2, or 3 next to each word.

old \_\_\_\_\_, office \_\_\_\_\_, bold \_\_\_\_\_, fork \_\_\_\_\_, bond \_\_\_\_\_, gold \_\_\_\_\_, shop \_\_\_\_\_, boring \_\_\_\_\_,  
colt \_\_\_\_\_, cost \_\_\_\_\_, told \_\_\_\_\_, torn \_\_\_\_\_, Tom \_\_\_\_\_, older \_\_\_\_\_, contact \_\_\_\_\_, store \_\_\_\_\_

#### LEARNING STRATEGY

When you are listening to English radio or TV, try to repeat out loud what you hear. Imitate the sound of the speaker. This can help you practice English pronunciation.



## Instructor-Guided Practice

**Point to** your eye.

**Touch** your ear.

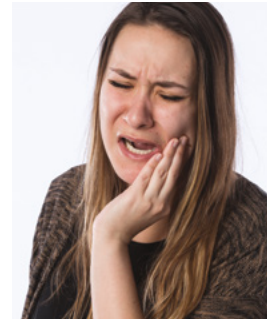
**Move** your finger.

### Activity 1

**A:** Are you feeling OK?

**B:** Not really. I have \_\_\_\_\_.

**A:** Oh. I'm sorry to hear that.



### Activity 2

Choose an injury to role-play. Use Conversation 2 in your role-play. Speak with several class members



### Listening

[www.mormon.org/mike](http://www.mormon.org/mike)

1. What health problems does Marcy (Mike's wife) have every day?
2. How have the challenges helped this family?

## WRAP-UP

### Summary

Now I can ...

- 1. name parts of my body.
- 2. talk about where my body hurts.
- 3. talk about causes of injuries.

Now I know ...

---

---

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### Invitation to Act

Think about several common injuries. Practice what you would say to a doctor or a friend if you were injured.

# LESSON 24: HEALTH

## I feel sick.

### WARM-UP

#### Objectives

1. I will learn to describe how I feel when I am sick.

#### Target Phrases

I have a \_\_\_\_\_.

fever  
cough  
runny nose  
sore throat  
cold

I have \_\_\_\_\_.

diarrhea

I feel \_\_\_\_\_.

sick  
weak  
dizzy  
nauseated  
congested

#### Vocabulary

##### Nouns

fever  
cough  
runny nose  
sore throat  
cold  
diarrhea



##### Verbs

sneeze  
blow my nose  
breathe  
throw up

##### Adjectives

sick  
weak  
dizzy  
nauseated  
congested

### LESSON CONVERSATION AND ACTIVITIES

#### Conversation: On the Phone

**A:** Hey, how are you doing?

**B:** I feel really sick. I have a fever, a sore throat, and a cough.

**A:** That sounds awful! I am sorry to hear that. You need extra rest.

**B:** Yes, I do. I am very tired and I can't go to work. I'll try to rest later today.

**A:** I hope you feel better soon.

**B:** Me, too. Thanks!

#### Pronunciation Principle: The Letters ar in Stressed Syllables

1. teacher, doctor, dollar

2. car, park, are, March, garden, hard, alarm, apartment, architect, carpenter, part-time, partner, carpet

Practice: Say each word to your partner. Decide if the **ar** syllable is **stressed** (1) or **unstressed** (2). Write 1 or 2 next to each word.

dollar \_\_\_\_\_, park \_\_\_\_\_, March \_\_\_\_\_, sugar \_\_\_\_\_, garden \_\_\_\_\_, hard \_\_\_\_\_,  
similar \_\_\_\_\_, alarm \_\_\_\_\_, solar \_\_\_\_\_, architect \_\_\_\_\_, collar \_\_\_\_\_

#### LEARNING STRATEGY

What will you be able to do when you learn English? Imagine what you will do, say, and feel. When you feel discouraged, imagine this again. This can help you to stay motivated!

## Instructor-Guided Practice

Example:

B → A: How do you feel?

C → B: How does he/she feel?

D → C: How does he/she feel?

A → B: I feel \_\_\_\_\_.

B → C: He/she feels \_\_\_\_\_.

C → D: He/she feels \_\_\_\_\_.

## Activity 1

### Sam

1. He is congested.
2. He has a fever.
3. He sneezes.
4. He has a cough.
5. He has a sore throat.

### Andrew

1. He is congested.
2. He has a fever.
3. He sneezes.
4. He has a cough.
5. He has a runny nose.

### Linda

1. She is congested.
2. She has a sore throat.
3. She sneezes.
4. She has a cold.
5. She has a cough.

### Sarah

1. She is congested.
2. She has a sore throat.
3. She sneezes.
4. She has a cold.
5. She has a runny nose.

### Mike

1. He is weak.
2. He is tired.
3. He is nauseated.
4. He has a fever.
5. He has diarrhea.

### Paul

1. He is weak.
2. He is tired.
3. He is dizzy.
4. He has a fever.
5. He has diarrhea.

### Becky

1. She is dizzy.
2. She is tired.
3. She is nauseated.
4. She has a fever.
5. She throws up.

### Anna

1. She is weak.
2. She is tired.
3. She is nauseated.
4. She has a fever.
5. She throws up.

## Activity 2



## Listening

[www.mormon.org/ryan](http://www.mormon.org/ryan)

1. What does Ryan do for work?
2. What does Ryan say is the number one cause of babies dying around the world?

## WRAP-UP

### Summary

Now I can . . .

1. describe how I feel when I am sick.

Now I know . . .

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### Invitation to Act

Think about the way you usually feel when you are sick. Practice describing how you feel as if you were talking to a doctor.

# LESSON 25: REVIEW

## Vocabulary Review Activity

- |                       |                                  |                             |
|-----------------------|----------------------------------|-----------------------------|
| 1. Months             | 9. Things in a classroom         | 17. Cooking                 |
| 2. Days               | 10. Clothing                     | 18. Rooms in a house        |
| 3. Colors             | 11. Things you do in the morning | 19. Things in a bedroom     |
| 4. Numbers            | 12. Things you do at night       | 20. Things in a bathroom    |
| 5. Hobbies            | 13. Time                         | 21. Places in the community |
| 6. Describing hobbies | 14. Weather                      | 22. Directions              |
| 7. Family             | 15. Occupations                  | 23. Parts of your body      |
| 8. Describing family  | 16. Food                         | 24. Injuries and illnesses  |

## Review Activity 1

Introduce yourself! Include at least 5 of the following things in your introduction:

- Your name
- Where you are from
- What you like to do (and why you like to do it)
- A description of your family
- What you do for work
- Foods you like
- A description of where you live



Listen to your group members introduce themselves. Write down some of the things that they say.

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## Review Activity 2

### Partner A

You just moved to this city and you are talking to your partner, who is someone you met recently at a community event.

Ask your partner:

- Where he or she lives.
- To describe his or her home.
- For directions from your current location to another location in the city.

### Partner B

You have lived in this city for a long time and you are talking to your partner, who is someone you met recently at a community event.

Prepare to tell your partner:

- Where you live.
- About your home.
- How to get around the city.

### Review Activity 3

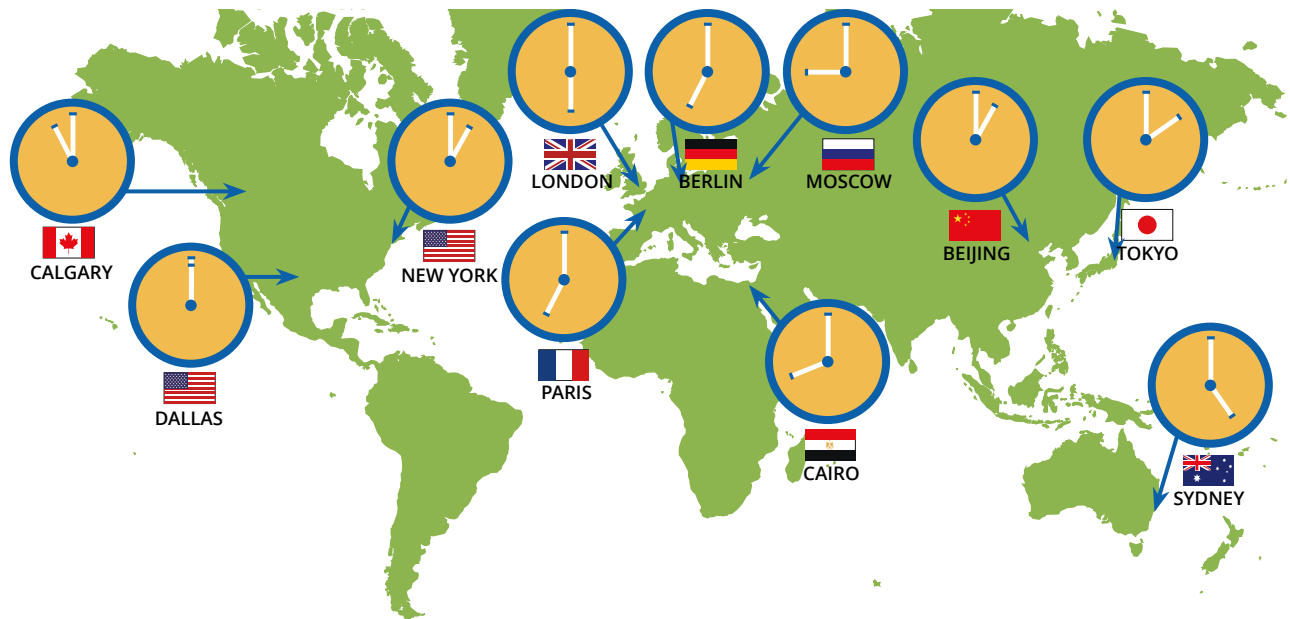
Pretend your partner is living in another country and you call him or her on the phone. Ask your partner about the following things:

What time it is there

What the weather is like there

What he or she is doing right now

What he or she usually does



### Now I can . . .

- introduce myself.
- say my name, birthday, phone number, and address.
- say what I like to do and why I like to do it.
- say what I don't like to do.
- describe my family.
- use **this**, **that**, **these**, and **those**.
- talk about common household items.
- talk about clothing and colors.
- describe my daily activities.
- talk about what I'm doing right now.
- talk about the time, date, and weather.
- talk about what I do for work and where I work.
- describe my job.
- talk about foods I usually eat.
- talk about my favorite foods.
- talk about where I like to eat.
- order a meal at a restaurant.
- describe how to make foods I like.
- name ingredients in foods I like.
- ask about prices.
- make a purchase.
- say where I live.
- describe the location of rooms in a house.
- describe a bedroom and bathroom.
- name common things in a bedroom and bathroom.
- describe the location of places around town.
- ask for and give directions.
- name parts of my body.
- talk about where my body hurts.
- talk about causes of injuries.
- describe how I feel when I am sick.

# ENGLISHCONNECT 1 GRAMMAR PRINCIPLES

## GRAMMAR PRINCIPLES

### Lesson 1

Target Phrases:

Please	Repeat	Say	Could you spell that, please?
Thank you	Write	Listen	Could you repeat that, please?

### Lesson 2

the verb <b>be</b>		possessive adjectives
I	am	my _____
you	are	your _____
we	are	our _____
they	are	their _____
he, she, it	is	his/her/its _____

### Lesson 3

Target phrases about personal information, including:

When is your birthday?	My birthday is <u>July 11</u> .
What's your phone number?	My phone number is _____.
What's your address?	My address is _____.
What's your email?	My email is _____.

### Lesson 4

I, you, we, they	like don't like	to <b>[dance]</b> verb	Me too. Me neither.
he, she	likes doesn't like		

### Lesson 5

I, you, we, they	like don't like	to shop because it's <b>[fun]</b> adjective
he, she	likes doesn't like	

GRAMMAR PRINCIPLES

Lesson 6

add s to make nouns plural

brother ► brothers

uncle ► uncles

Lesson 7

be	have	have	
tall	long hair	I, you, we, they	have
thin	blue eyes		
old	curly hair	..... he, she, it	..... has
married	a beard		
bald	a mustache		

Lesson 8

singular	plural
this	these

Lesson 9

	singular	plural
close to the speaker	this	these
far from the speaker	that	those

Lesson 10

	usually		
I, you, we, they	usually	eat breakfast brush (my) teeth	in the morning.
he/she/it		eats breakfast brushes (his) teeth	

Lesson 11

simple present tense		present -ing tense		
I, you, we, they	eat	I	am	eating
		you, we, they	are	
he, she, it	eats	he, she, it	is	

GRAMMAR PRINCIPLES

Lesson 12

5:00 five o'clock

5:15 five fifteen

5:30 five thirty

5:45 five forty-five

Lesson 13

Target phrases for weather, including:

How's the weather?

It's  raining .

Will it  rain  tomorrow?

It's  snowy .

Will it  snow  tomorrow?

It's  hot .

Will it  be hot  tomorrow?

It's  sunny .

Will it  be sunny  tomorrow?

Lesson 14

Target phrases for work, including:

(I'm) a  .  
*job name*

(I) work at a  .  
*place*

Lesson 15

Target phrases for work, including:

Tell me about your job.

What do you do at work?

My job is full/part time.

Every day I  .

Lesson 16

Target phrases asking about likes and dislikes with food, including:

I usually eat  eggs  for  breakfast .

What is your favorite food?

Why do you like  ? It's  .



GRAMMAR PRINCIPLES

Lesson 17

Count and noncount nouns with food (when to use a)

I'd like to order \_\_\_\_\_.

noncount: soup, pasta

I'd like to order a \_\_\_\_\_.

count: sandwich, salad, pizza, drink

Lesson 18

sequencing words

first...

next/then...

last...

Lesson 19

Target phrases about costs, including:

How much does this shirt cost? (singular)

How much do these shoes cost? (plural)

How much is this shirt? (singular)

How much are these shoes? (plural)

Lesson 20

a and an

**a** before consonant sound

**an** before vowel sound

Example: a house

Example: an apartment

Lesson 21

Target phrases:

The + noun + be + adjective

There is / There are + noun + prepositional phrase

Example: The bedroom is small.

Example: There is a blanket on the bed.

Lesson 22

Target phrases:

When you give directions, the sentence will start with a verb.

**Go** south. **Turn** right.

Use the verb **be** + preposition to talk about location.

Example: The church is between the school and the park.

**GRAMMAR PRINCIPLES****Lesson 23****Verbs (about health)**

present

past

cut

cut

hurt

hurt

burn

burned

break

broke

**Lesson 24****Expressions about health:**

I have \_\_\_\_\_. (diarrhea)

I have a \_\_\_\_\_. (fever, cough, cold)

I feel \_\_\_\_\_. (sick, dizzy, nauseated)

**Lesson 25****Review**

# ENGLISHCONNECT 1 LESSON AND HOMEWORK VOCABULARY

## LESSON AND HOMEWORK VOCABULARY

### Lesson 1

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

vowels: a, e, i, o, u

### Lesson 2

learner-generated names of cities and countries

### Lesson 2 Homework

**Countries:** United States, Japan, China, Germany, France, Russia, India, Great Britain, Egypt, Nigeria, Brazil, Mexico

### Lesson 3

**Months:** January, February, March, April, May, June, July, August, September, October, November, December

**Numbers:** zero, one, two, three, four, five, six, seven, eight, nine, ten, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

### Lesson 3 Homework

### Lesson 4

**Verbs:** cook, shop, study, read, sleep, sing, play sports, watch movies and TV, listen to music, dance, paint, run

### Lesson 4 Homework

**Verbs:** garden, travel, hike, camp, go to the theater, swim, go to the beach, bike, write, watch sports

LESSON AND HOMEWORK VOCABULARY

Lesson 5

**Adjectives:** fun, boring, easy, difficult, relaxing, tiring, important, unimportant

Lesson 5 Homework

**Adjectives:** entertaining, useful, social, popular, nice, dangerous, different, cheap, expensive, annoying, wonderful, interesting, exciting

Lesson 6

**Family nouns:** husband, wife, mother/mom, father/dad, brother, sister, daughter, son, grandfather, grandmother, uncle, aunt, cousin, children, parent, niece, nephew

Lesson 6 Homework

**Family nouns:** siblings, granddaughter, grandson, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, stepmom, stepdad, stepbrother, stepsister

Lesson 7

**Used with *be*:** tall, short, thin, fat, old, young, married, single, bald

**Used with *have*:** blue/brown/black/hazel/green eyes, blonde/black/brown/red/gray hair, long/short hair, curly/straight hair, a beard, a mustache, glasses

Lesson 7 Homework

**Adjectives:** kind, funny, intelligent, energetic, happy, quiet, loud, excellent, friendly, giving, selfish, wild, athletic, artistic, lucky, loyal, lazy, messy

Lesson 8

**Nouns:** watch, pen, key, clock, phone, book, chair, table, notebook, wallet, computer, pencil

## LESSON AND HOMEWORK VOCABULARY

## Lesson 8 Homework

**Nouns:** scissors, toothbrush, newspaper, chewing gum, tissue, photo, camera, stamp, postcard, button, purse, license, battery, light bulb, magazine, alarm clock, glasses, headphones, brush, comb, umbrella, television

## Lesson 9

**Clothing:** dress, skirt, shirt, sweater, pants, tie, shoes, socks, suit

**Colors:** red, blue, yellow, orange, green, black, white, gray, purple, brown

## Lesson 9 Homework

**Clothing:** belt, sunglasses, blouse, t-shirt, slacks, jeans, jacket, coat, boots, slippers, sandals, earrings, ring, bracelet, necklace

## Lesson 10

**Verbs:** get up, wake up, take a shower, get dressed, get ready, make breakfast, eat breakfast, brush my teeth, go to work, go to school

## Lesson 10 Homework

**Verbs:** put on makeup, shave, wash my face, do my hair, make the bed, read/watch the news, feed the dog/cat

## Lesson 11

**Verbs:** come home (from work/school), make lunch, cook dinner, eat dinner, study, pray, put on my pajamas, wash my face, relax, go to bed

## Lesson 11 Homework

**Verbs:** take a nap, do homework, watch TV, visit my friends, take a walk, exercise, run errands, clean my house/apartment, fall asleep

LESSON AND HOMEWORK VOCABULARY

Lesson 12

**Numbers:** eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, thirtieth

**Days:** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Lesson 12 Homework

**Number patterns:** twenty-one, twenty-two, thirty-three, thirty-four, forty-five, forty-six, forty-seven, fifty-eight, fifty-nine

Lesson 13

**Weather nouns:** sun, rain, snow, wind, fog, cloud

**Adjectives (use with be):** sunny, raining/rainy, foggy, windy, cold, hot, cloudy

Lesson 13 Homework

**Weather nouns:** lightning, thunder, rainbow, flood, drought, drizzle, hail, sleet

**Adjectives (use with be):** humid

Lesson 14

**People:** factory worker, secretary, teacher, cashier, mechanic, farmer, doctor, nurse, server, electrician, salesperson, hairstylist, fisherman, artist

**Places:** office, factory, hospital, store, restaurant, school

Lesson 14 Homework

**People:** accountant, cook, architect, clerk, journalist, custodian, postal worker, fireman, scientist, flight attendant, surgeon, veterinarian, welder, painter, computer programmer, dentist, construction worker, carpenter, entertainer

Lesson 15

**Nouns:** customer, food, student, computer, hair, product, building

**Verbs:** help, serve, teach, serve, program computers, cut, sell, clean

**Adjectives:** full-time, part-time, self-employed, boring, interesting, fun, difficult

## LESSON AND HOMEWORK VOCABULARY

## Lesson 15 Homework

**Activities:** deliver (mail, pizza, packages); write (articles, email, computer programs); perform (surgery); take care of (people's teeth); build (houses, apartments, office buildings)

## Lesson 16

**Fruit:** apple, banana, orange, mango

**Vegetables:** potato, onion, tomato, lettuce, peas

**Meat:** chicken, fish, beef, pork

**Other foods:** rice, beans, bread, egg, milk, cheese, chocolate

**Adjectives:** delicious, healthy, salty, sweet, gross

**Other nouns:** taste, texture

## Lesson 16 Homework

**Fruit:** strawberry, grapes, raspberry, blueberry, pear, peach, pineapple

**Vegetables:** corn, carrot, green beans, broccoli, squash

**Meat:** bacon, turkey, ham, lamb, sausage, duck

## Lesson 17

**Food in a restaurant:** sandwich, salad, soup, drink, pasta, pizza, hamburger, dessert

## Lesson 17 Homework

**Food in a restaurant:** steak, hot dog, chips, fries, cake, ice cream, cookies, milkshake, soda, ketchup, mayonnaise, mustard, relish

## Lesson 18

**Sequencing words:** first, next, then, last

**Verbs:** stir, chop, heat, bake, cook, boil, add, put

**Nouns:** pan, stove, oven, ingredients, flour, salt, sugar, oil, spoon, knife, fork, plate, bowl, cup

## Lesson 18 Homework

**Nouns:** blender, mixer, measuring cup, measuring spoon, peel, slice, refrigerator, microwave, pot

**Verbs:** slice, peel, mix

LESSON AND HOMEWORK VOCABULARY

Lesson 19

**Numbers:** seventy, eighty, ninety, one hundred, one thousand, one million

**Nouns:** dress, shirt, skirt, pajamas, shoes, tie, apple, chicken, phone, table, car

**Verbs:** cost, buy, need

**Adjectives:** expensive, cheap, good, bad, pretty, ugly

Lesson 19 Homework

Lesson 20

**Nouns:** house, apartment, floor plan, corner

**Directions:** left, right, top, bottom, next to

**Rooms:** bedroom, bathroom, bedroom, living room, laundry room, family room, kitchen, dining room

**Other:** stairs, closet, garage

Lesson 20 Homework

**Nouns:** pantry, guest room, spare room, office, attic, basement, yard, hall, porch

Lesson 21

**Bathroom:** toilet, shower, towel, sink, soap, cupboard, mirror, bathtub

**Bedroom:** bed, blanket, pillow, window, closet

**Adjectives:** big, small, clean, dirty, messy

**Prepositions:** in, on, under

Lesson 21 Homework

**Nouns:** floor, ceiling, door, carpet, dresser, nightstand, desk, lamp, drawer, furniture

**Adjectives:** neat, tidy

**Prepositions:** behind, underneath, on top of



## LESSON AND HOMEWORK VOCABULARY

## Lesson 22

**Places:** church, bank, park, grocery store, library, airport, school, restaurant

**Prepositions:** across from, between, next to

**Distance:** block

**Directions:** straight, east, west, north, south, go, turn, walk, right, left

## Lesson 22 Homework

**Places:** train station, police station, drugstore, gas station, bakery, museum, post office

**Prepositions:** on, behind

**Directions:** go past, at the corner of

## Lesson 23

**Parts of the body:** eyes, ears, tooth, mouth, nose, head, neck, arm, hand, finger, foot, toe, knee, leg, stomach, back

**\_\_\_\_\_ache:** headache, earache, toothache, stomachache, backache

**Verbs:** cut, hurt, burn, break

## Lesson 23 Homework

**Parts of body:** face, lips, tongue, cheek, eyebrow, eyelash, hair, chin, throat, shoulder, chest, elbow, wrist, ankle, skin, blood

## Lesson 24

**Nouns:** fever, cough, runny nose, sore throat, cold, diarrhea

**Verbs:** sneeze, blow my nose, breathe, cough, throw up

**Adjectives:** sick, weak, dizzy, nauseated, congested

## Lesson 24 Homework

**Nouns:** chills, sore muscle, rash, stiff muscles, constipation, gas, cramps, body aches, insomnia, dry/watery eyes, heartburn

## Lesson 25

**Review**













KIRCHE  
JESU CHRISTI  
DER HEILIGEN  
DER LETZTEN TAGE

