

EnglishConnect 1 CAHIER D'EXERCICES



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Les histoires et les noms utilisés dans ce manuel sont fictifs ou utilisés à titre d'exemple, à l'exception de ceux qui se trouvent aux pages 9, 29, 33, 41, 45, 49, 56, 57, 69, 73, 81, 85, 89, 102. Les images son utilisées à des fins d'illustration uniquement.

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CONTENTS

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

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

INTRODUCTION

Le cahier d'exercices EnglishConnect a été conçu pour être utilisé avec le manuel d'apprentissage EnglishConnect. Ce cahier a pour objectif de vous aider à améliorer votre niveau d'anglais et de faire grandir votre foi par le biais d'exercices et d'histoires. Il vous permettra également de réviser le vocabulaire et la syntaxe pour chaque leçon de EnglishConnect dans les quatre domaines de compétences : la compréhension orale, l'expression orale, la compréhension écrite et l'expression écrite. Chaque leçon du cahier d'exercices est divisée en plusieurs sections décrites ci-dessous.

CONVERSATION(S) (CONVERSATION)

Chaque leçon commence par une ou plusieurs conversations. L'objectif est de présenter le vocabulaire, le thème et les règles de grammaire qui seront abordés dans la leçon, et de favoriser la compréhension orale et écrite. Chaque section « Conversation » suit le même modèle :

- 1. Écoutez. Écoutez la totalité de la conversation.
- 2. Écoutez et répétez. Écoutez la conversation phrase par phrase et répétez ce que vous entendez.
- 3. Écrivez le mot manquant. Écrivez les mots manquants de la conversation. Choisissez parmi les mots figurant dans l'encadré.
- 4. Lisez à voix haute. Lisez la conversation à voix haute pour travailler votre expression orale.
- 5. **Répondez aux questions** (ne se trouve pas dans chaque leçon). Cette section permet d'évaluer votre compréhension de la conversation.

ACTIVITIES 2-8 (EXERCICES 2-8)

Le nombre d'exercices varie selon la leçon. Ces exercices incluent des tableaux de grammaire, des exercices de compréhension et d'expression orales et écrites, ainsi que des histoires. Lisez bien l'énoncé pour chaque exercice. Pour les exercices de compréhension orale, référez-vous au numéro et à la lettre de l'exercice correspondant à l'enregistrement audio (par exemple, « Activity 2B ». Pour les exercices d'expression orale, n'oubliez pas de parler à voix haute. Vous pouvez vérifier vos réponses dans la section « Answer Key » à la fin de ce cahier.

PRACTICE PARTNER INSTRUCTIONS (INSTRUCTIONS POUR S'ENTRAÎNER EN BINÔME)

Cette section vous permet de vous entraîner à parler anglais en exploitant les connaissances acquises pendant la leçon. En binôme, passez en revue le « Vocabulary » qui se trouve à la fin de ce cahier, et faites les exercices de cette section. Parlez le plus possible pour chaque exercice. Profitez de cet exercice pour travailler votre expression orale en anglais.

EXPANSION ACTIVITIES (EXERCICES DE DÉVELOPPEMENT)

Ces histoires et ces exercices ont été conçus pour développer votre expression et votre compréhension orales et écrites en anglais et pour faire grandir votre foi en Jésus-Christ. Chaque section « Expansion Activities » s'articule autour d'une histoire inspirante. Pour cette section, suivez les instructions suivantes :

1. **Apprenez le vocabulaire.** Apprenez la signification des différents mots et expressions de vocabulaire fournis dans cette section avant de lire l'histoire. Cette étape permet de vous préparer à lire l'histoire et à comprendre les mots et les expressions clés de celle-ci.

2 | EnglishConnect 1

- 2. Écoutez. Écoutez chacune des parties de l'histoire. Vous pouvez les écouter autant de fois que vous le souhaitez.
- 3. Lisez à voix haute. Lisez l'histoire à voix haute afin de travailler votre compréhension écrite et votre prononciation, et de mieux comprendre l'histoire. Si vous le souhaitez, vous pouvez réécouter l'histoire et la lire en même temps.
- 4. **Apprenez le vocabulaire.** Ce vocabulaire vous permet de mieux comprendre les Écritures et les citations qui accompagnent l'histoire. Apprenez la signification des différents mots et expressions de vocabulaire avant d'étudier les Écritures et les citations.
- 5. **Lisez à voix haute.** Afin de travailler votre compréhension écrite et votre prononciation, lisez à voix haute les Écritures et les citations à plusieurs reprises.
- 6. **Méditez.** Ces questions vous permettent de mener une réflexion sur le principe enseigné dans l'histoire. Prenez le temps de méditer sur ces questions. Si vous le souhaitez, mettez vos réponses par écrit.
- 7. Écrivez. Pour cette partie, vous allez effectuer un exercice d'expression écrite qui vous aidera à appliquer le principe de cette histoire.
- 8. **Parlez.** Pour cette partie, vous allez effectuer un exercice d'expression orale qui vous aidera à vous exprimer au sujet de l'histoire que vous avez lue et du principe que vous avez appris. Cet exercice peut consister à raconter l'histoire avec vos propres mots, à raconter une expérience personnelle sur ce sujet ou à faire part à d'autres personnes de vos idées et de vos objectifs en lien avec cette histoire.

DESCRIPTION DES INSTRUCTIONS DE CE CAHIER D'EXERCICES

Le tableau suivant répertorie les instructions fréquemment utilisées dans ce cahier d'exercices. Les icônes indiquent les compétences ciblées dans les différents exercices. Consultez la traduction des instructions si vous ne les comprenez pas en anglais.

COMPÉTENCE	INSTRUCTIONS	TRADUCTION
LISTENING COMPRÉ- HENSION ORALE	Listen. Listen and repeat. Listen to the question/example. Listen and read. Listen, and then answer the question. You may listen more than once. *The audio for this book can be accessed at englishconnect.org/audio	Écoutez. Écoutez et répétez. Écoutez la question/l'exemple. Écoutez et lisez. Écoutez, puis répondez à la question. Vous pouvez écouter plusieurs fois. *Vous pouvez accéder aux enregistrements audio correspondants à ce cahier ici : englishconnect.org/audio

COMPÉTENCE	INSTRUCTIONS	TRADUCTION
SPEAKING EXPRES- SION ORALE	Repeat. Answer aloud. Introduce Retell the story. Tell the story/scripture to Practice saying the questions aloud. Say Practice saying	Répétez. Répondez à voix haute. Présentez Racontez l'histoire avec vos propres mots. Racontez l'histoire/le verset des Écritures à Entraînez-vous à poser les questions à voix haute. Dites Entraînez-vous à dire
READING COMPRÉ- HENSION ÉCRITE	Read aloud. Read aloud, then listen. Read the question. Study the chart. Choose the correct response. Choose all that are correct. Answer the questions. Number the pictures. Learn the vocabulary. Read the scriptures aloud. Ponder.	Lisez à voix haute. Lisez à voix haute, puis écoutez. Lisez la question. Étudiez le tableau. Sélectionnez la bonne réponse. Sélectionnez toutes les bonnes réponses. Répondez aux questions. Numérotez les images. Apprenez le vocabulaire. Lisez les Écritures à voix haute. Méditez.
WRITING EXPRES- SION ÉCRITE	Write the missing/correct word. Rewrite the complete sentence. Write what you hear. Fill in the blanks/missing words. Write an/the answer (in a complete sentence). Finish the sentence. Be creative.	Écrivez le mot manquant/correct. Réécrivez la phrase complète. Écrivez ce que vous entendez. Remplissez les espaces vides/écrivez les mots manquants. Écrivez une/la réponse (faites une phrase complète). Terminez la phrase. Soyez créatif.

Apprendre une nouvelle langue est un processus qui demande du temps, de la patience et de la persévérance. Dieu peut vous aider à atteindre vos objectifs. Priez pour avoir de l'aide. Réalisez avec sérieux les exercices de ce cahier. Mettez en pratique ce que vous avez appris. À mesure que vous agissez avec foi et que vous faites de votre mieux, vos capacités d'expression et de compréhension orales et écrites en anglais s'amélioreront.

Nous vous souhaitons du succès dans votre parcours d'apprentissage de l'anglais !

4 | EnglishConnect 1—LESSON 1

ENGLISHCONNECT 1 LESSON 1: THE ALPHABET ACTIVITY 1: ALPHABET INTRODUCTION Image: Comparison of the chart. Listen and repeat. A. Study the chart. Listen and repeat. The English Alphabet of the chart. Listen and repeat. a b c d e f g h i j k l m n o p q r s t u v w x y z vowels: a, e, i, o, u

B. Listen and repeat.

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

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ACTIVITY 2: VOWELS

A. Study the chart.

Vowel	Short	Long
а	apple	age
е	egg	eat
i	itch	ice
0	olive	open
U	under	uniform

B. Listen and repeat.



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

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

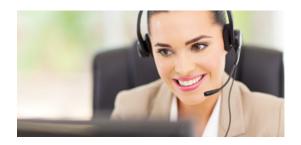
ACTIVITY 3: SPELLING

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

- 1. Hello. What is your name?
- 2. Daniel.
- 3. Could you spell that, please?
- 4. D-a-n-i-e-l.
- 5. Could you repeat that, please?
- 6. D-a-n-i-e-l.
- 7. Thank you!

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





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- 1._____
- 2._____
- 3. _____
- 4. _____
- 5. _____
- 6.

ENGLISHCONNECT 1 LESSON 2: GREETINGS AND INTRODUCTIONS							
CONVERSATIONS: GREETINGS	S AND INTRODUCTIONS)9 (r) 🗈 📐					
1. Listen. 2. Listen and repeat	. 3. Write the missing word.	4. Read aloud.					
Conversation 1	Conversation 2	Conversation 3					
Hello!	1. Hi. What's your?	1 bye!					
1 morning.	2 name is John.	2. See later.					
2 are you?	3 are you from?	3. Bye.					
3. l'm	4. I'm Australia.	4 ya!					
4. How are?	5. It's nice to you.						
5. I'm good,	6nice to meet you too.						
thanks fine you Good How	Where name from My meet lt's	you Good See					
ACTIVITY 2: CONTRACTIONS		»? (*) 🗈 📐					
A. Study the contractions I am	l'm B. Listen and r	1. What is What's repeat. 2. I am I'm 3. It is It's					
C. Read aloud, then listen.	D. Rewrite the	sentences with contractions.					
1. What's your name? 2. l'm Misha.	·	am fine. <u>I'm</u> fine. ur name?					
3. I'm fine.		thanks					
4. It's nice to meet you.	3. <u>It is</u> nice to) meet you too					
ACTIVITY 3: HOW ARE YOU?							
A. Read and circle the correct response	е.						
1. How are you? a. Fine, thank you! b. It's nice to meet you. c. Good morning!	name?						
2. Where are you from? a. I'm fine. b. I'm from France. c. I'm Jeanne.	4. It's nice to a. Hello. b. It's nice c. See yo	e to meet you too.					

ACTIVITY 4: QUESTIONS AND ANSWERS ୬୭ A. Read and choose the correct question. 3. I'm fine. 2. I'm from Great Britain. 1. My name is Misa. a. How are you? a. What's your name? a. What's your name? b. What's your name? b. How are you? b. Where are you from? c. Where are you from? c. Where are you from? c. How are you? B. Listen. Choose the correct answer. 1. What is his name? 2. Where is he from? a. Rag a. China b. Raj b. Spain c. India c. Roj C. Read the question. Write an answer.



1. Good morning! How are you?

- D. Listen to the questions.
- My name is Emma. What's vo

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

Answer aloud.

Listen to the examples.

ACTIVITY 5: INTRODUCTIONS

A. Read and choose the correct answer.

Conversation 1

Hiro: Hello! I'm Hiro. What's your name? Ika: My name is Ika. Where are you from, Hiro? Hiro: I'm from Japan. Where are you from? Ika: I'm from Germany.

Conversation 2 Sandy: Hello! Renee: Hi! What's your name? Sandy: I'm Sandy. I'm from Canada. Renee: My name is Renee. I'm from France. Nice to meet you. Sandy: It's nice to meet you too, Renee.



1. Where is Ika from? a. Germany b. Japan

3. Where are you from?

2. _____ is from Japan. a. Hiro b. Ika



3. Where is Renee from? a. Canada b. France

4. _____ is from Canada. a. Sandy b. Renee

ACTIVITY 6: THE VERB "BE"

A. Listen and repeat.

A. LISLEIT	and repeat.						
	1. I am	2. you are	3. we are	4. they are	5. he is	6. she is	7. it is
B. Choose	e the correct fo	rm.					
1. you	a. are b. am c. is		2. we	a. are b. am c. is	3. I	a. are b. am c. is	
4. the	y a. are b. am c. is		5. it	a. are b. am c. is	6. she	a. are b. am c. is	

ACTIVITY 7: INTRODUCE YOURSELF

Write a note to introduce yourself to Elfie from Ghana.

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

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



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PRACTICE PARTNER INSTRUCTIONS

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



Joseph Smith USA



Albert Einstein Germany



Mother Teresa Macedonia



Marie Curie Poland



Nelson Mandela South Africa

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EXPANSION ACTIVITIES: LOVE ONE ANOTHER

1. Listen.

2. Read aloud.



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



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



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



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



Henry eats the apple.



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



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



In 1957, Henry lives in the United States.



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



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



"Do you like apples?" she

8. Write: Finish the sentence.

asks.

"Yes," he says.

"Will you marry ma?" ask

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

4. Learn the vocabulary: love, serve, ponder

- 5. Read aloud. Then listen.
 - Roma **serves** Henry. Henry **loves** Roma. Roma **loves** Henry. Jesus **loves** me.
- 6. Read the scripture aloud three times. Then listen.



9. Speak:

Tell the scripture John 13:34 to three people.

| love _____

l can serve _____

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

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

2.

3.

4.

5.

6.

you

we

they

he

she



your birthday

our birthdays

their birthdays

his birthday

her birthday

your

our

their

his

her

- 2. When is **your** birthday?
- 3. **Our** birthday**s** are in August.
- 4. Their birthdays are in February.
- 5. **His** birthday is in June.
- 6. Today is **her** birthday.

ACTIVITY 4: POSSE	SSIVE ADJECTIVES—WRITIN	G		
A. Rewrite the comple	te sentence.			
Example:				
-	birthday?	3. (they)	birthdays are on the s	same day.
<u>When is your bi</u>	irthday?			
1. (we) b	irthdays are in October.	4. (she) When is	birthday?	
2. (he) b	irthday is on February 28.	5. (I) Today is	birthday.	
ACTIVITY 5: NUMB	ERS—MONTHS			»?
A. Choose the word t	that goes with the number.	B. Read	aloud. Then listen.	
4	first	Jan	uary 1st	
1	second		oruary 2nd	
6	third		rch 3rd	
8	fourth	April 5th		
10	fifth	May 21st June 23rd		
7	sixth	July 4th		
5	seventh	August 8th		
2	eighth	September 9th		
3	ninth	October 10th		
	tenth	November 7th		
9	Centin	De	cember 6th	
ACTIVITY 6: PERSO	NAL INFORMATION		»?	
A. Listen to the questi	on. Choose the correct answer.			
1		3	4	
a. It's john@email.cor b. It's John Harper.	n. a. lt's Remy. b. lt's (307) 198-5642.	a. It's dcm@email.co b. It's January 2nd.	m. a. It's kma@ b. It's 459 Ba	
c. It's August 5th.	c. It's jrc@email.com	c. It's 950 West 3rd A		
B. Read the answer. C	hoose the correct question.			
1.	a. Where are you from?	2.	a. When's your birthda	-
A: B: It's (370) 198-5642.	b. When's your birthday? c. What's your phone number?	A: B: February 28th.	b. Where are you from c. What's your phone	
3.	a. Where are you from?	4.	a. Where are you from	1?
A: B: I'm from Prague.	b. What's your address? c. What's your name?	A: B: I'm Amelie.	b. What's your name? c. When's your birthda	ay?

12 | EnglishConnect 1—LESSON 3

ACTIVITY 7: PERSONAL INFORMATION—WRITIN	NG 🔊 🕮 🔊
A. Listen. Write the information you hear.	
1. NameEmiko Phone number	3. Name Tomas Email
2. Name <u>Ari</u> Birthday	4. Name <u>Talia</u> Address
B. You are at the bank. Write your personal information	tion.
Name:	Birthday:
Address:	
Email:	Phone number:
ACTIVITY 8: THE EMERGENCY	»? (*) 🗈 📐
A. Learn the vocabulary: doctor, breathe, oxygen, lie detector	r B. Listen and read. C. Read aloud.
A woman calls the doctor. "Can I help you?" asks the doctor.	"I can't breathe," says the woman. "What is your name?" asks the doctor. "Joan Harris," says the woman.
What is your phone number?" he asks. "It's 125-730-1986," she says. "What is your address?" he asks. "My address is 906 Main Street," she says.	The doctor goes to Joan's house. He asks, "How old are you?" "I'm 48," says Joan.
He puts something on her finger. It shows her oxygen. "What is that for?" she asks. "It's a lie detector," jokes the doctor.	*Oh," says Joan.*'I'm really 57."

PRACTICE PARTNER INSTRUCTIONS

- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary. Help them retell the story in Activity 8.
- B. Role-play calling the doctor's office. Ask your partner for personal information. Then switch roles.



"What's your name?" "When is your birthday?" "What is your phone number?" "What is your email?"

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

"When is his birthday?" "When is her birthday?" "V

"When is your birthday?"

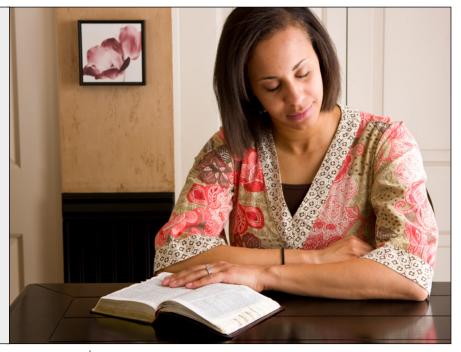
Then switch. Show pictures of your friends and family. Answer your partner's questions.

EXPANSION ACTIVITIES: HOW TO PRAY

- 1. Learn the vocabulary: pray, Heavenly Father, blessings, help, learn
- 3. Read aloud.
- 4. Practice saying your own prayer.
- 2. Listen.

How to Pray

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



- 5. Learn the vocabulary: pray, listens, knows
- 6. Read aloud. Then listen.

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

Heavenly Father **listens** to my prayers. Heavenly Father **helps** me. Heavenly Father **knows** my name.

7. Ponder: What can you pray for?

8. Write: Fill in the prayer. Dear Heavenly Father,

Thank you for ______.

Please help _____

Please bless _____

- In the name of Jesus Christ, amen.
- 9. Speak: Practice praying in English. Try to pray in English once a day. Ask Heavenly Father to help you learn English.

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Yes, I like to read. No, I don't like to read.

No, she doesn't like to shop. Yes, she likes to shop.

:)))

ACTIVITY 3: LIKE/DON'T LIKE

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



B. Choose the correct word.

- 1. I _____to study a. like b. likes
- 2. No, we _____like to dance. a. don't b. doesn't







»?



- 5. They don't _____ to cook. a. like b. likes
- 4. He ______ to study. 6. _____ you like to play sports? a. Do b. Does

ACTIVITY 4: DOES SHE LIKE TO . . .

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

3. She _____to paint.

a. like

b. likes

a. like

b. likes

Example

Does she like to dance? No, <u>she likes to sing</u>.

1. Does he like to play sports?

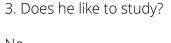
No,_____

2. Do they like to shop?

Yes,_____







4. What does she like to do?

She____

5. What do they like to do?

They_____



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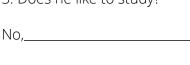
ACTIVITY 5: SOO MI'S LIKES AND DISLIKES



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

- 1. Does Soo Mi like to read? 3. Does Soo Mi like to cook? a. Yes b. No
- a. Yes b. No
- a. Yes b. No

2. Does Soo Mi like to sing? 4. Soo Mi doesn't like to_____. a. run b. study







ACTIVITY 6. LIKES AND DISLIKES-LISTENING

ACTIVITIO, LIKES AND DISLIN			11 2 11			
A. Listen, and then answer the question. B. Say what each person likes or doesn't like to do.						
1. What does Reba like to do?		3. Jordan likes to				
a. run		a. read and shop	lee!			
b. dance		b. read and play sports	10			
c. sleep		c. play sports and shop				
2. Sasha doesn't like to		4. Kazumi and Naoki don't like				
a. cook	23	to				
b. shop		a. study b. watch movies				
c. watch TV		c. listen to music				
ACTIVITY 7: WRITE A LETTER						

Dear Claudia,

Best regards,

My name is _____

to_____?

and _____.

I'm from ______. I like to ____

I don't like to _____. Do you like

ACTIVITY 7: WRITE A LETTER

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

Dear Friend,

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

PRACTICE PARTNER INSTRUCTIONS

- Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure А. they understand the meaning of the vocabulary.
- В. 1. Tell your practice partner three things you like to do, using complete sentences. Example: "I like to swim."
 - 2. Ask your practice partner to tell you three things he or she likes to do. Ask, "What do you like to do?"
 - 3. Now ask them, "What do I like to do?" They should be able to restate what you said.
 - 4. Tell your practice partner three things you don't like to do; use complete sentences. Example: "I don't like to play sports."
 - 5. Ask your practice partner to tell you three things he or she doesn't like to do. Ask, "What don't you like to do?"
 - 6. Now ask them, "What don't I like to do?" They should be able to restate what you said.
 - 7. Help your practice partner ask and answer questions about the photos below.

Example: "Does he like to play sports?" "No, he doesn't like to play sports. He likes to read."

Example











3))



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



Russell M. Nelson



Yo-Yo Ma





Mae Jemison

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EXPANSION ACTIVITIES: FAITH

1. Learn the vocabulary: faith, know, knowing, sun, hear, seed, plant, planted, grow, swelling, heart

- 2. Listen.
- 3. Read aloud.

Faith is knowing the sun will rise	lighting each new day.	Faith is knowing the Lord will hear	my prayers each time l pray.	
Faith is like a little seed:	if planted it will grow.	Faith is a swelling within my heart.	When I do right, I know.	
4. Learn the vocabulary: t	rust, hope, not seen, true	6. Ponder: What is faith?		
5. Read aloud. Then listen Faith is trust in Jesus Chri (see Guide to the Scriptur scriptures.ChurchofJesus Faith is a <i>"hope for thing</i> seen, which are true " (Al	st res, "Faith," Christ.org). gs <i>which are not</i>	7. Write a scripture about faith in English (see Hebrews 11:1; Romans 10:17; James 2:17; Moroni 10:4)		
		8. Read the scripture aloue	d five times.	

18 | EnglishConnect 1-LESSON 5

ENGLISHCONNECT 1

LESSON 5: HOBBIES AND INTERESTS

CONVERSATION: WHY DO YOU LIKE TO ...

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

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

- 2. Really? _____?
- 3. I like to shop ______ it's fun.
- 4. Do ______ like to ______, Luisa? No.
- 5. Really? Why _____?
- 6. I ______ like to cook because _____ boring.
- 7. Miguel, _____ do you like to do?
- 8. I like to _____.
- 9. ____? Why?
- 10. I like to read ______ it's _____.

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

ACTIVITY 2: SAM'S AND ROSIE'S LISTS

A. Read the lists.



B. Listen to 1–6, and repeat.

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

	Ros	sie
	play sports	1
	sing	
Que	travel	
Under State	read books	i
11100	watch movies	

RUS	SIE
play sports	tíríng
sing	fun
travel	excítíng
read books	interesting
watch movies	boring

- C. Write the correct word.
 - 1. Rosie likes to ______ because it's fun.
 - 2. Sam ______ to sing because it's difficult.
 - 3. Sam likes to ______ because it's useful.
 - 4. Rose likes to ______ because it's interesting.
 - 5. Sam ______ to watch movies because it's relaxing.
 - 6. Rosie doesn't like to watch movies because it's _____



- a. Luisa b. Maria c. Miguel
- 1. Who likes to read? 3. Why does Maria like to shop?

M9 (*) 🔊

- a. because it's relaxing
- b. because it's fun
- c. because it's boring
- 2. Luisa doesn't like to cook because it's _____.
 - a. boring
 - b. relaxing
 - c. difficult



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



2. Why does she like to run?

She likes to run because it's challenging. They don't like to run because it's tiring.

3. Why don't they like to run?

ACTIVITY 5: MORE "WH-" QUESTIONS

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

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

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ACTIVITY 6: WHY OR WHY NOT

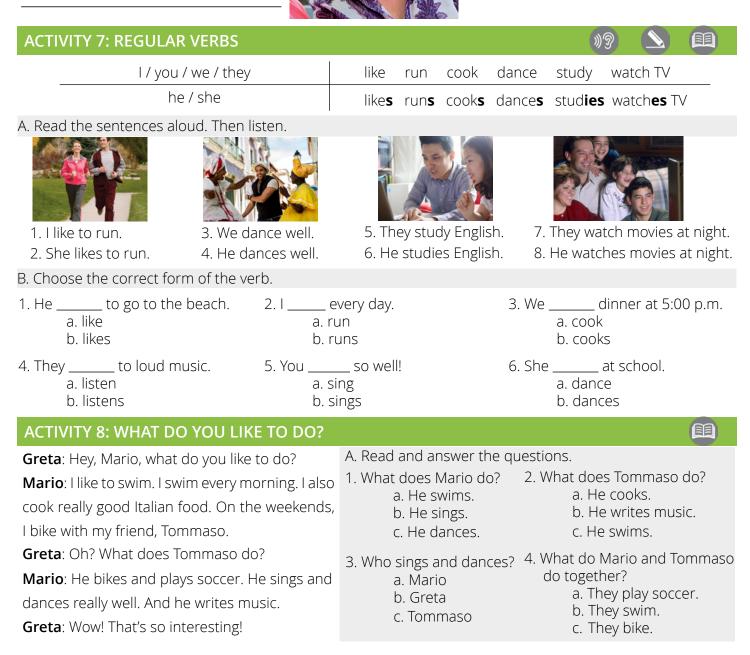
- A. Answer the questions in two to four complete sentences.
- 1. Do you like to travel? Why or why not?

2. Do you like to study English?

Why or why not?



- A. Yes, I love to travel! I like to travel because it's exciting and interesting and because I like to visit new places.
- B. No! I don't like to travel because it's so expensive. I don't like it because it's tiring.
- A. Yes, I like to study English. I like it because it's interesting and important for me. It helps me speak better.
- B. No! I don't like to study English. I don't like it because it's difficult and tiring.



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PRACTICE PARTNER INSTRUCTIONS

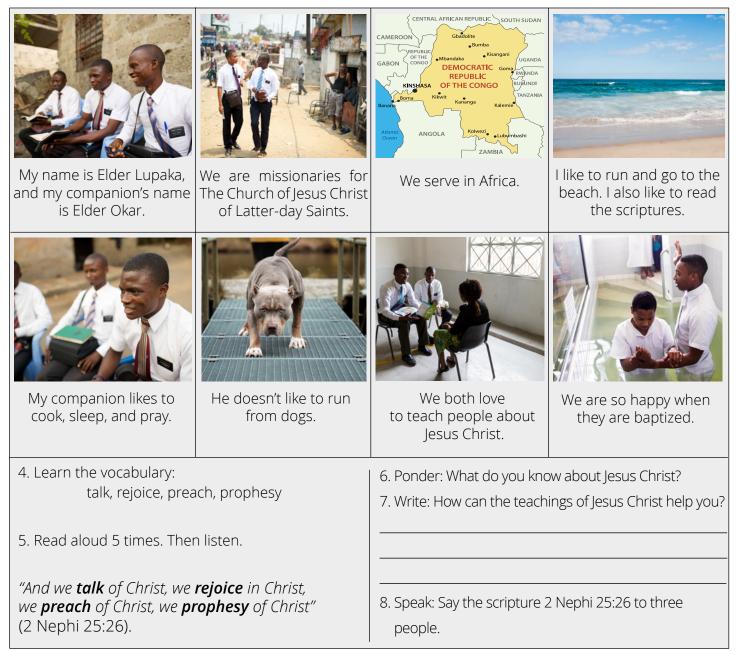
- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. 1. Help your practice partner talk about their likes and dislikes.

Ask: "What do you like to do?" "Why do you like to do that?" "What else do you like to do?" Ask: "What don't you like to do?" "Why not?" "What else don't you like to do?" Ask: "What do you do with your friends?"

- 2. Switch roles. Let your practice partner ask you the same questions.
- 3. Share pictures of your friends and family. Take turns asking each other about your families' and friends' likes and dislikes.

EXPANSION ACTIVITIES: MISSIONARY WORK

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



22 | EnglishConnect 1-LESSON 6

ENGLISHCONNECT 1 LESSON 6: FAMILY CONVERSATION: WHO IS IN YOUR FAMILY? A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. E. Answer the questions. 1. I'm ______ Canada. I like to ______. Also, I have a _____ family. 2. Oh, yeah? Tell me about your _____ 3. _____ are 5 people in my family. I have a brother and a _____. What about Li Wei you? ______ are in your family? Amber 4. I have 3 sisters and no _____. So there _____ 6 people in my family. small are dance from big friend family How many What brothers There sister is 5. Where is Li Wei from? 6. How many people are in Li Wei's 7. How many brothers does Li Wei family? have? a. China a. 5 a. 0 b. Canada b. 6 b. 1 c. The United States с. 7 с. 2

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

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

	Singular (1)	Plural (1+)	B. Study th	ne chart.
1.	brother	brother s	The ver	b have
2.	sister	sister s		b
3.	parent	parent s	l / you / we / they	have
4.	uncle	uncle s		
5.	child	child ren	he / she / it	has

3. We have one son.

C. Read aloud; then listen.

1. I have two brothers. 2. You have 3 sisters.

1. She / have / two / cousin



3.1/have/two/ one / brother sister

5. He has four nieces. 4. They have 6 nephews.

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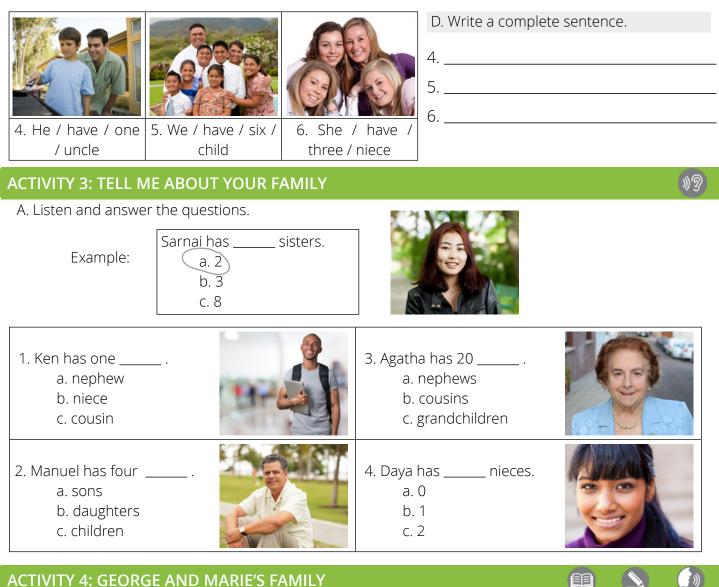
6. She has 5 uncles.

D. Write a complete sentence.

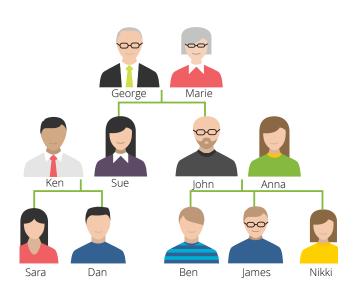
1. She has two consíns.

2.

3.



- ACTIVITY 4: GEORGE AND MARIE'S FAMIL
- A. Write the answer to the questions about George and Marie's family.



- 1. How many children do George and Marie have?
- 2. John is George's ______.
- 3. Sara is Ben's ______.
- 4. How many sons do John and Anna have? _____
- 5. George is James's ______.
- 6. Sue is Sara's ______.
- 7. Nikki is Ken's ______.
- 8. Dan and Ben are ______.
- B. Talk about how the person is related to Sue. Then listen.
- 1. Sara2. George3. James4. Dan5. Nikki6. Marie7. John8. Anna

ACTIVITY 5: HOW MANY ARE IN THE FAMILY?

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

- 1. How many people are in this family?
- 2. How many children do they have?
- 3. How many sons are in the family?
- 4. How many daughters are in the family?

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

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

Examples

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

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

PRACTICE PARTNER INSTRUCTIONS

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

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









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



EXPANSION ACTIVITIES: FAMILY





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

ENGLISHCONNECT 1

LESSON 7: FAMILY

tall

there are

your

sister family

is

has

have like

likes

CONVERSATION: WHO IS IN YOUR FAMILY?

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

1. Tell me about your ______.

- 2. Well, ______ six people in my family.
- 3. I ______ two brothers and one sister.
- 4. Oh, I have one _____ too.
- 5. What's ______ sister like?
- 6. My sister _____ 16 years old.
- 7. She is _____ and she _____ long, brown hair.
- 8. She _____ to read.

ACTIVITY 2: BE OR HAVE?

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

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



C. Choose the correct verb.

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



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ACTIVITY 2: TALKING ABOUT AGE

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







ACTIVITY 4: DARIA'S FAMILY

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

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

ACTIVITY 5: WHO IS IT?

DARIA

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

			Y	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	1. a. Katherine b. Susan c. Claire	2. a. David b. Ray c. Alan
Katherine	Jonathan	Ray	Emily	Simon	d. Charlotte	d. Jonathan
COCY COCY					3.	4.
Devid	Mama	Devel	Charlotte		a. Charlotte	a. Susan
David	Mary	Paul	Charlotte	Steven	b. Paul	b. Ray
		8			c. Jonathan d. Mary	c. Philip d. Marjorie
Alan	Susan	Marjorie	Claire	Philip		

Talking about Age: Questions					
	are	you / they?			
How old	is	he / she?			
Talk	Talking about Age: Answers				
l am	ľm				
you are	you're				
we are	we're				
they are	they're	<u>25</u> years old.			
he is	he's				
she is	she's				
it is	it's				

DARIA'S FAMILY

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ACTIVITY 6: DESCRIBING THE FAMILY

- A. Read the description. Choose the picture that matches.
- My cousin is a friendly and fun person. She is 23 years old. She is thin and has straight red hair. She loves to travel, cook, and watch movies.





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



ACTIVITY 7: DESCRIBE THE PERSON

PRACTICE PARTNER INSTRUCTIONS

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

Hugo age 29



Helen age 66



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



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



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

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

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

EXPANSION ACTIVITIES: CHANGE OF HEART

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



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



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



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

THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

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



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



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



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



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



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

4. Learn the vocabulary: repentance, change, mind, view, suffered, pain, how, who

5. Read aloud. Then listen.

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

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

6. Ponder: What can you do to be a better person?

7. Write: Who do you want to be like? Write 3–5 sentences about this person.____

8. Speak: Talk about the person you want to be like. Tell three people.

ENGLISHCONNECT 1

LESSON 8: EVERYDAY COMMON ITEMS

CONVERSATION: IS THIS YOUR PHONE?

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

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

My this it's these are they're your

ACTIVITY 2: THIS AND THESE

A. Study the chart. B. Listen and repeat.

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

1)?

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C. Choose the correct missing word.

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

ACTIVITY 3: WHAT IS THIS?

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



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ACTIVITY 4: POSSESSIVE ADJECTIVES REVIEW

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

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

ACTIVITY 5: WHAT IS THIS?

A. Write what you hear.



ACTIVITY 6: WHAT IS THIS?

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

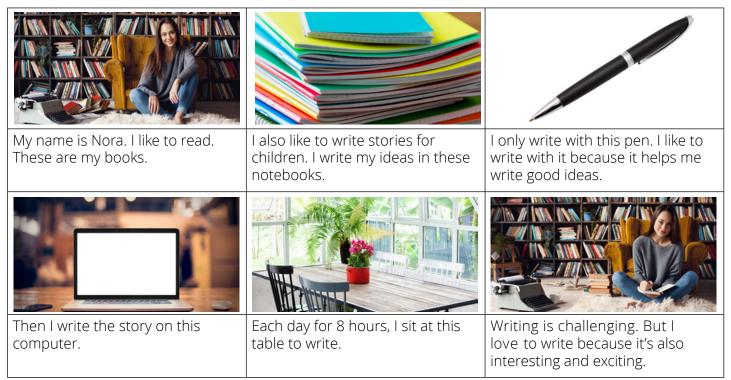


- 1. What is that? lt's <u>my watch</u>.
 - 2. Is this <u>your pen</u>? Yes, that's <u>my pen</u>.

- 3. What are these? These are <u>our books</u>.
- 4. Is this <u>his wallet</u>? No, it's not.
- 5. Are these <u>her keys</u>? Yes, they are.

ACTIVITY 7: NORA'S STORIES

A. Listen. B. Read aloud.



- C. Answer the questions. Choose all that are correct.
- 1. What does Nora like to do? 2. What does Nora use in her writing? 3. Nora likes to write because it's _____.
 - a. study
 - b. travel
 - c. read
 - d. dance

- a. a computer b. a pen
- c. a pencil
- d. a notebook

e. write

- e. a table

PRACTICE PARTNER INSTRUCTIONS

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



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a. challenging

d. interesting

b. fun

e. easy

c. exciting



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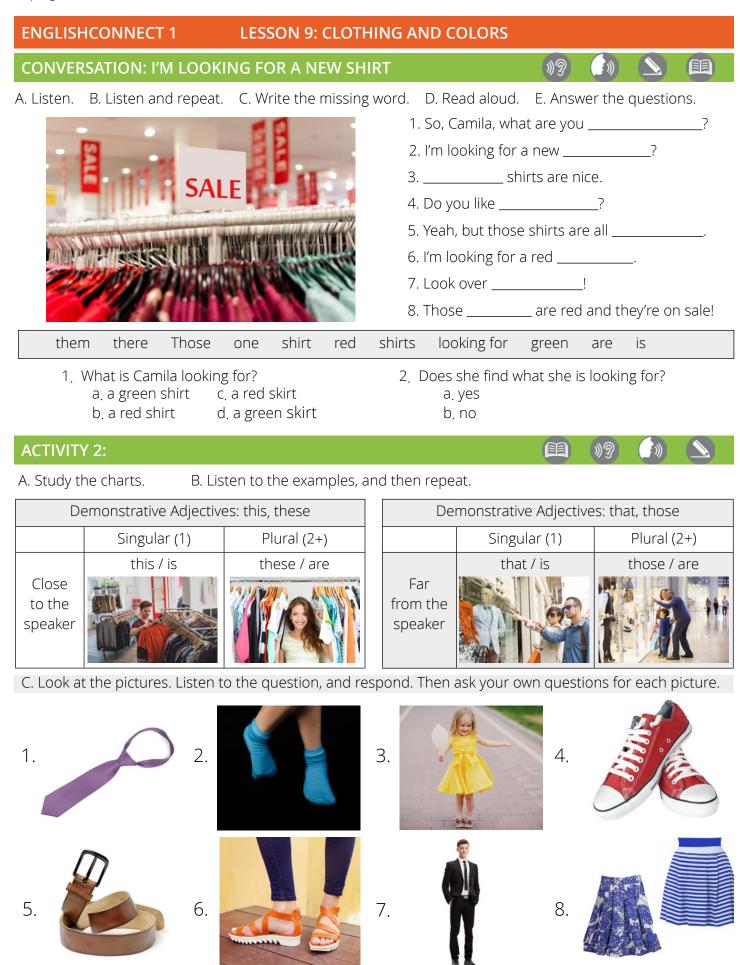
- C. Look at Activity 7. Ask your practice partner to retell Nora's story in his or her own words. Ask questions about the story. For example, "What does Nora like to do?" and "How many hours does she write?"
- D. Ask your practice partner to retell the story in the "Expansion Activity." Ask him or her questions about the story. For example, "What did Laura lose?" or "Where did she look?" or "What did her daughter say?"

Talk about prayer together. What do you pray for? How does Heavenly Father answer your prayers?

EXPANSION ACTIVITIES: HEAVENLY FATHER ANSWERS PRAYERS

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

"Where are the car keys?" Laura asks herself. "I can't lose them!"	Laura and her family are on vacation 800 km from home. She needs those keys.	Laura looks in the car. She looks in her backpack. No keys.	Laura looks on the table. She looks under the chair. No keys.
She finds chewing gum, a pen, some buttons, and a brush, but no keys.	"Did you pray?" asks her daughter. "No," says Laura. "Let's pray together," says her daughter.	They pray. Laura has a thought to look in her computer bag. There are the keys!	Laura says another prayer. She thanks Heavenly Father for answering her prayer and helping her find her keys.
 4. Learn the vocabulary: humble, lead, hand, answer, talk, hear, thou, thee = you, thy = your 5. Read aloud. Then listen. "Be thou humble; and the Lord thy God shall lead thee by the hand, and give thee answer to thy prayers" (Doctrine and Covenants 112:10). "Just talk to your Father. He hears every prayer and answers it in His way" (Richard G. Scott, "Learning to Recognize Answers to Prayer," Ensign, Nov. 1989, 3). 		 6. Ponder: What do you p Father answered your p 7. Write three sentences a 8. Speak: Talk about what people. Examples: I pray for my family I pray for help with 	you pray for. Tell three



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







 1. ______are his green shoes.
 2. Is ______your red jacket?
 3. That ______his ring.

 Image: Constraint of the second structure of

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

Verb + ing		
l am	ľm	
you are we are they are	you're we're they're	wear ing look ing for
he is she is	he's she's	

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

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

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

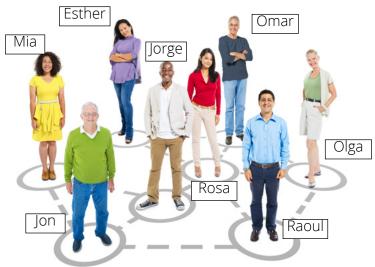
Milo is looking for his black shoes.	He finds his sister's green sweater.	He finds his mother's blue earrings.
He finds his brother's dirty yellow socks.	He finds his father's brown slippers.	Where are his shoes? There they are!

- 1. What is Milo looking for? a. shoes b. socks
 - c. slippers
- 2. What color are his mother's earrings?
 - a. black
 - b. blue
 - c. brown
- 3. What does Milo find? a. blue socks b. green earrings c. brown slippers
- 4. Does Milo find what he is looking for? a. Yes b. No

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ACTIVITY 4: WHO IS IT?

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



- B. Look at the picture. Write what the person is wearing.
- 1. What is Raoul wearing?
- 2. What is Esther wearing? _____
- 3. What is Omar wearing? ____

PRACTICE PARTNER INSTRUCTIONS

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







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



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



EXPANSION ACTIVITIES: JUDGE NOT

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

2. Listen. 3. Read aloud.



Mary likes to watch her neighbors.



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



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



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



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



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



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



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



Bill says, "I washed our windows."

- 4. Learn the vocabulary: judge, judging
- 5. Read aloud. Then listen.

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

- 6. Ponder: What does Jesus teach about judging people? How can you do better?
- 7. Write: What lesson does Mary learn in this story?

8. Speak: Tell this story to three people.

38 | EnglishConnect 1-LESSON 10

ENGLISHCONNECT 1 LESSON 10: DAILY ROUTINES M9 (*** CONVERSATION: WHAT DO YOU DO IN THE MORNING? A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. 1. Hey, Jianyu, what do you usually do in the _____? 2. I ______ take a shower and eat ______. 3. What _____ Kyung usually _____ in the morning? 4. He usually ______ his teeth and watches the ______. 5. What _____? 6. I usually _____ late, and then I go to _____. breakfas get up news morning you about do brushes usually does take work **ACTIVITY 2: SIMPLE PRESENT + USUALLY** »?

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

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

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

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



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



- a. makes breakfast
- b. brushes her hair
- c. puts on makeup

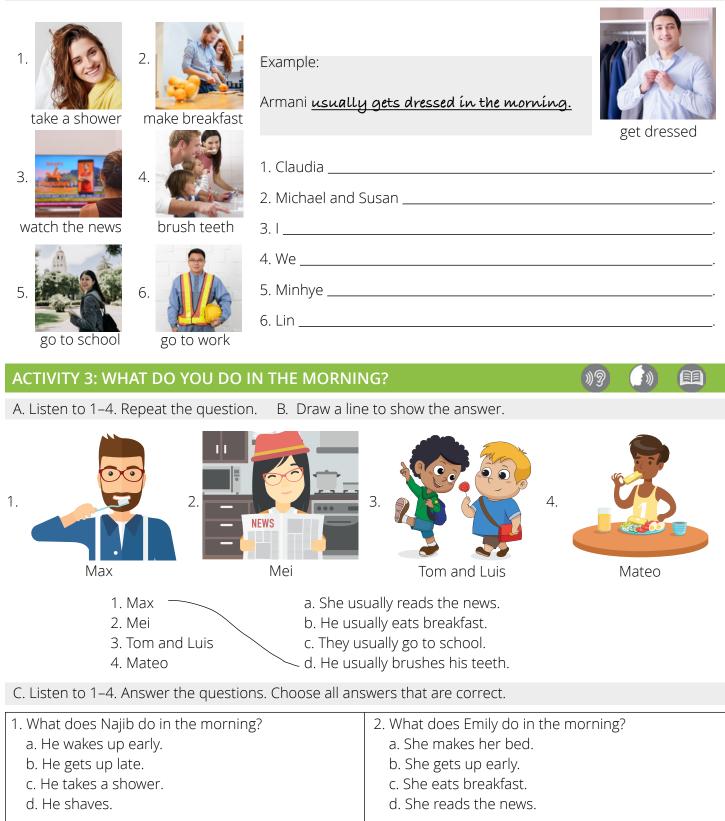


- 4. Christopher usually ____ in the morning.
 - a. takes a shower
 - b. makes breakfast
 - c. makes his bed
- 5. Izumi usually ____ in the morning.
 - a. feeds the dog
 - b. makes her bed
 - c. eats breakfast
- 6. Lucien usually ____ in the morning.
 - a. gets dressed
 - b. shaves his face
 - c. takes a shower





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



3. What does Jung-Eun do in the morning?	4. What does Andres do in the morning?
a. She puts on makeup.	a. He shaves.
b. She feeds her cat.	b. He makes breakfast.
c. She takes a shower.	c. He goes to school.
d. She makes her bed.	d. He prays.

ACTIVITY 4: DAILY ROUTINES

A. Listen.

B. Read aloud.

C. Answer the questions in complete sentences.



Julie works for a radio show.



She puts on makeup and eats breakfast.

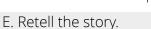
D. Listen to the story.

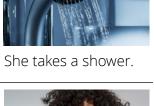
She goes to work.

83.36

She wakes up early

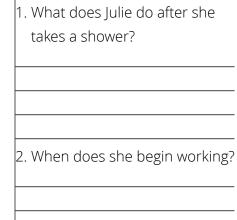
at 3:30 a.m.







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



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PRACTICE PARTNER INSTRUCTIONS

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



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

EXPANSION ACTIVITIES: PUT THE LORD FIRST

1. Learn the vocabulary: tired, alone, take care of, feels, peace

2. Listen. 3. Read aloud.



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



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



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



She works all day for her family.



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



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



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



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



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

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

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

- 6. Ponder: Why is it important to study the scriptures? How do the scriptures help you?
- 7. Write your favorite scripture (in English)._

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

42 | EnglishConnect 1-LESSON 11

ENGLISHCONNECT 1 LESSON 11: CURRENT ACTIVITIES »? CONVERSATION: WHAT ARE YOU DOING RIGHT NOW? B. Listen and repeat. C. Write the missing word. D. Read aloud. A. Listen. 1. Hey, Dante, what are you _____ right now? I'm _____ to Jamie's house to eat _____ and watch a movie. Do you want _____ come? 2. Oh, sounds _____. . . . but I'm _____. 3. Really? Do you usually _____ on Friday _____? 4. No, I ______ relax, but I have a big _____ soon. 5. OK. Well, _____ luck!

doing good fun going test pizza usually to study studying nights

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

Simple Present Tense			Present P	rogressive Tense (Ve	erb + ing)	
subject	verb	time phrase	subject	<i>be</i> verb	verb + ing	time phrase
l You	eat <u>lunch</u>		am			
We They	watch <u>movies</u> pray	every day. every night. every <u>Friday</u> .	You We	are	eat ing <u>lunch</u> watch ing <u>movies</u>	now. right now.
Не	eat s <u>lunch</u>		They		pray ing	nghi now.
She lt	watch es <u>movies</u> pray s		He She It	is	praying	

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

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



He / eat lunch <u>He ís eating lunch.</u>



They / relax



She / pray



He / come home



I / eat dinner

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She / study

- C. Read each question aloud. Answer each question aloud. Listen.
- 1. What are you doing right now?



clean house

2. What is Sergio doing right now?



do homework

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

3. What are Teresa and Sam doing right now?



visit friends

4. What are you all doing right now?



exercise



b. He usually _____.

ACTIVITY 3: DONGAI'S BUSY DAY

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



1. Dongai's days are _____.

2. Her children are _____ now.

3. Dongai is ______ her children do homework. 4. Today Dongai's husband is _____.

ACTIVITY 4: "WHAT ARE YOU DOING?"

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



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



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



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



"What are you doing now?" he asks.



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



"Me too!" he says.



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



"I'm walking too," he says.



"I'm eating breakfast," she says.



PRACTICE PARTNER INSTRUCTIONS

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



C. Ask your practice partner what they usually do on Sunday. Ask what their family members usually do on Sunday. Let them ask you about your weekend schedule. Pretend that it is a certain time during the day. Ask your practice partner what they are doing. For

example: It's morning. What are you doing right now? Ask about different times of day (afternoon, evening, middle of the night). Then let them ask you questions.

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EXPANSION ACTIVITIES: WHAT AM I DOING HERE?

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

2. Listen. 3. Read aloud.



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



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

CHI CHÂU

GIÁO HỘI CÁC THÁNH HỮU NGÀY S<u>au của</u>

CHÚA GIÊ SU KY TÔ

She is a missionary for The Church

of Jesus Christ of Latter-day Saints.



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



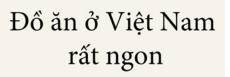
She is eating new and unfamiliar food. The language is difficult.



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



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



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



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

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

5. Read aloud. Then listen.

"When ye are in the **service** of your **fellow beings** ye are only in the **service** of your God"

(Mosiah 2:17).

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

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

7. Write three ways you can serve others. _

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

46 | EnglishConnect 1—LESSON 12

ENGLISHCONNECT 1 LESSON 12: TIME AND CALENDAR »? **CONVERSATION: WHAT TIME IS IT?** 3)) A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. 1. Do you ______ a watch? What _____ is it? 2. Yes. _____ 3:30. 3. OK, ______. 4. You're _____. have welcome thank you time lt's **ACTIVITY 2: TELLING TIME** »? 3))

A. Listen to the examples. Repeat aloud.



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

1. lt's	2. lt's	3. lt's
a. 9:30	a. 1:00	a. 11:30
b. 9:15	b. 1:30	b. 10:30
c. 9:00	c. 1:45	с. 1:30
4. lt's	5. lt′s	6. lt's
a. 3:15	a. 7:00	a. 2:30
		a. 2:30 b. 11:30
a. 3:15	a. 7:00	

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





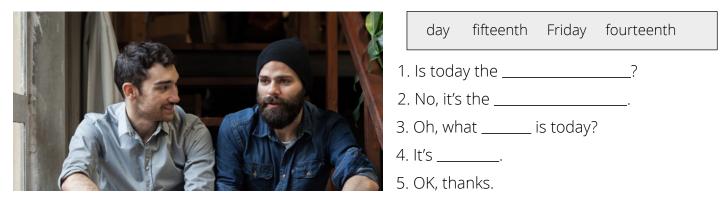
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ACTIVITY 3: DAILY SCHEDULES

ACTIVITY 3: DAILY SCHEDULES		
A. Read Jana's schedule. Answer the	e questions.	
a. 8:30 b. 7:45 c. 6:00	 2. When does Jana eat lunch? a. 12:00 b. 1:00 c. 11:00 4. What time does she eat dinner? a. 5:00 b. 5:30 c. 6:00 	Jana's Schedule
B. Listen to Turo's schedule. Match	the time with the activity.	8:30 am: Go to school
 eat dinner eat lunch wake up come home watch news run errands take a shower 	a. 8:00 b. 8:15 c. 9:00 d. 11:30 e. 4:45 f. 5:30 g. 6:30	12:00 pm: Eat lunch 5:00 pm: Go home
8. go to work	h. 7:00	

ACTIVITY 4: WHAT DAY IS TODAY?

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



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

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

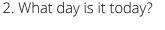
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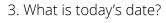
F. Look at the picture. Answer the question aloud. Listen to the answers.

1. What time is it?





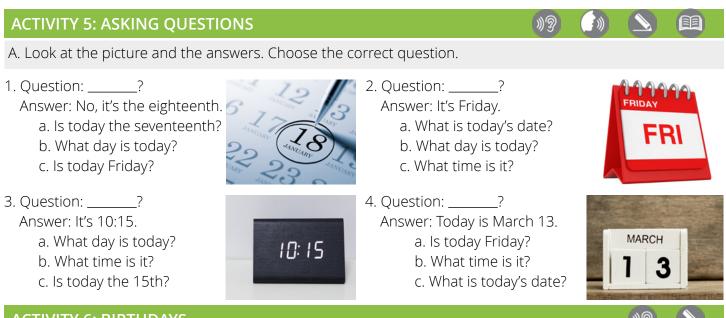
Wednesday





4. Is today the 14th?





ACTIVITY 6: BIRTHDAYS

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



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

What time do you wake up? When do you usually eat lunch?

Write their information in the first schedule.

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

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

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

EXPANSION ACTIVITIES: THE GIFT OF TIME

1. Learn the vocabulary: gift, what matters most, rise, list, mind, promise, most important, the Spirit

2. Listen. 3. Read aloud.



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



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



3

I read the scriptures.



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



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



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



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



Then I go to work. I look at number 1 and try to do it first, then number my list and the Spirit, I do what 2.



I know God will help me. So with matters most.

4. Learn the vocabulary: prepare, perform, labor, improve

5. Read aloud. Then listen.

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

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

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

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

50 | EnglishConnect 1—LESSON 13

ENGLISHCONNECT 1

LESSON 13: WEATHER

CONVERSATION: HOW'S THE WEATHER?

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

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

snowing raining February sunny Will April weather

ACTIVITY 2: TALKING ABOUT THE WEATHER

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

- 1. How's the weather?
- 2. What will the weather be tomorrow?
- 3. It's raining. It's rainy.
- 4. Will it rain tomorrow? 7. Will it snow tomorrow?
- 5. Yes, it will.
- 8. I think it will.

6. It's snowing. It's snowy.

- 9. It's windy.
- 11. l'm not sure.
- 12. It's foggy.
- 10. Will it be windy tomorrow? 13. Will it be foggy tomorrow? 14. No, it won't.
- B. Look at the pictures. Finish the sentences.



lt's _____.





2.



3. lt's



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

3.













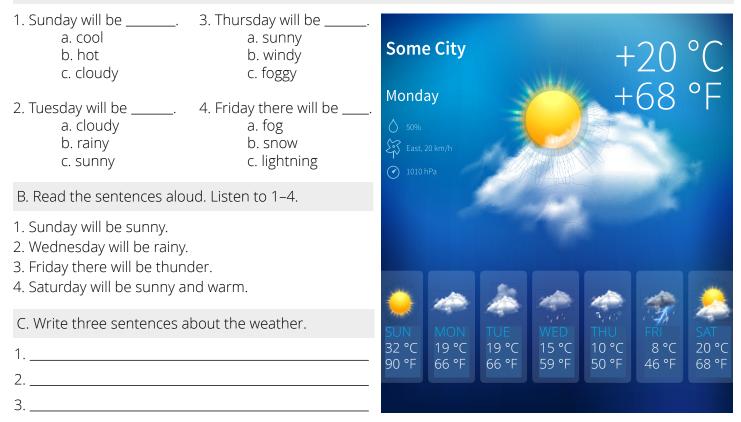
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ACTIVITY 3: WEATHER FORECAST

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



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



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

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

Part 1	Part 2
1. What will the weather be today?	3. What will the weather be on Sunday?
and	
2. Which days will have thunder and lightning?	4. What will the weather be on Tuesday?
and	and
F. Listen to 1–4. Write what you hear.	
1	3
2	4

ACTIVITY 4: VACATION PLANS

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



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

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



"I don't know," she says. "Somewhere sunny." "Hmm. What about Costa Rica?"



"How's the weather in Costa Rica?" she asks. "It's sunny, but it's also rainy," the man replies.



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



"What about Vietnam? It's beautiful there." "What is the weather like in Vietnam?" she asks.

PRACTICE PARTNER INSTRUCTIONS



"What about Sweden?" asks the man. "How's the weather in Sweden?"



"It's sunny but hot. It's also very humid." "I don't want to be hot," she says.



"It's sunny but windy and cold," he says. "I don't like cold weather," she replies.



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

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

- B. Help your practice partner say the sentences in Activity 2A. Help them make sentences for the pictures in Activity 2C.
- C. Look at the weather map in Activity 3A. Ask your practice partner questions about the weather. For example, you might ask, "What will the weather be on _____?" Then look at the map in Activity 3D. Take turns asking questions about the weather. If possible, look at a current forecast for your area or your hometowns and take turns asking questions. "What will the weather be today?" "What about tomorrow?" What about next week? Tell what the weather is like during different months of the year.
- D. Ask your practice partner to read the story "Vacation Plans" aloud. Ask them questions about the story. Where did the woman want to go? What doesn't the woman like? What is the weather like in Vietnam? Where did the woman choose to go?

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

W.3.

EXPANSION ACTIVITIES: CALMING THE STORM

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

2. Listen. 3. Read aloud.



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



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The wind blew very hard. The waves filled the boat with water. The disciples were afraid. They woke Jesus. They asked Him to help.



Jesus commanded the wind to stop blowing. He told the waves to go down. The wind stopped. The sea became calm.



Jesus asked the disciples why they were afraid. He said they should have more faith. They were amazed that Jesus could command the wind and the sea.

- 4. Learn the vocabulary: peace, troubled, overcome, adversity, storm, stronger.
- 5. Read aloud. Then listen.

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

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

- 6. Ponder: How can Jesus Christ help you during the storms in your life?
- 7. Write three ways that Jesus Christ can help you during difficult times in your life.

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

Matthew 8:23-27

ENGLISHCONNECT 1 LESSON 14: JOBS AND CAREERS (;)) »? CONVERSATIONS: WHAT DO YOU DO FOR WORK? A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. Conversation 1 Conversation 2 1. So, Carla, what do you do for _____? 1. Guess _____? I got a new _____. 2. l'm a . 2. Wow, that's great! _____ do you work now? 3. Oh, _____? Do you like being a teacher? 3. I work at the _____ on Main Street. 4. Yes, I love it! It's _____ rewarding. shop work job restaurant what where when job work very too teacher really doctor ACTIVITY 2: WHAT DO YOU DO FOR WORK? ୬୭ A. Read and listen to the examples 1–9. Repeat aloud. 1. What do you do for work? 6. Where do you work?

- 2. I am a <u>nurse</u>.
- 3. I have my own business.
- 4. What does he do for work?
- 5. He is a <u>mechanic</u>.

8. Where does she work?

7. I work <u>at a factory</u>.

9. She works <u>at a restaurant</u>.

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



He is a mechanic.

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





3.





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





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

They are fishermen.





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



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



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

- a. True
- b. False



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

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

ACTIVITY 3: ALFONSO'S BIG TIP

A. Listen to the story.



Alfonso lives in the city. He rides "Hurry! The train leaves soon," the train to work.



B. Read the story aloud.

says Mac.

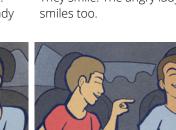
"Thanks for the tip!" says Alfonso.



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



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



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



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



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

PRACTICE PARTNER INSTRUCTIONS



at the angry lady. She doesn't

smile.

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



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



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





Ask your practice partner about their job or their dream job. Help them speak in complete D. sentences. Tell them about your job or your dream job.



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



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

EXPANSION ACTIVITIES: SELLING BANANAS

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

2. Listen. 3. Read aloud.



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



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



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



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



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



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



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



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



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

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

5. Read aloud. Then listen.

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

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

6. Ponder: How is work a blessing?

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

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

58 | EnglishConnect 1-LESSON 15

ENGLISHCONNECT 1

LESSON 15: JOBS AND CAREERS

CONVERSATION: I'M LOOKING FOR A NEW JOB

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

1. Hey, James, I'm _____ for a new job.

- 2. Really, Lan? _____?
- 3. Well, my job is only _____, and I

don't really like it.

- 4. Why not? What do _____ at work?
- 5. It's ______. Every day I ______ the same
- building and _____ the same people.
- 6. What about you? Tell me about your _____.
- 7. I'm a _____, and I like my job.
- 8. I like to _____ hair and _____ new people.
- 9. That's great!

E. Read the sentence. Answer true or false.

2. Lan works full-time. 1. Lan is happy about her job. a. True a. True b. False b. False



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

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3. James likes his job. a. True b. False

4. James cleans buildings. a. True b. False

ACTIVITY 2: TALKING ABOUT JOBS

A. Listen. Write what you hear.

1.

4.











6.



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



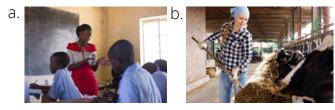








- C. Read the sentences about each job below aloud. Choose the picture that matches.
- 1. I work full-time in a school. I teach students every day. It is difficult, but I like it.



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





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



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



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



- 1. She programs computers.
 - a. What does she do for work?
 - b. Does she like her job?
 - c. Does she work full-time or part-time?
- - 2. Yes, he loves teaching.
 - a. What does he do for work?
 - b. Does he like his job?
 - c. Where does he work?



- 3. My job is part-time.
 - a. What do you do for work?
 - b. Do you like your job?
 - c. Do you work full-time or part-time?
- E. Choose one of the pictures. Write about the person's job. Answer the questions.



journalist



mechanic

What does the person do for work?

Does the person like his or her job?

What time does the person leave work?



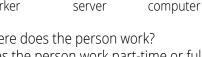






construction worker

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



salesperson What is the person's job?

ACTIVITY 3: GRANDFATHER'S HOUSE

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





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



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



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



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



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



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



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



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



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

PRACTICE PARTNER INSTRUCTIONS

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



hairstylist





doctor



construction worker

mail carrier

Matthew 20:1-16

EXPANSION ACTIVITIES: LABORERS IN THE VINEYARD

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

2. Listen. 3. Read aloud.

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



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



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



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



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



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



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



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



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



They, too, are happy to work.

They need to feed their families

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



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

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

5. Read aloud. Then listen.

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

too.

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

- 6. Ponder: What do you need to do to come unto Jesus Christ now?
- 7. Write two things you learned from the story.____

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

62 | EnglishConnect 1—LESSON 16

ENGLISHCONNECT 1

LESSON 16: FOOD

CONVERSATION: WHAT DO YOU WANT FOR LUNCH?

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

1. Ha-Eun, what do you want for _____?

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



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have lunch favorite taste fish chicken healthy like

- 9. Sounds good!
- E. Read the guestions about the conversation. Answer aloud. Listen to the answers.
- 1. Does Ha-Eun like fish? 2. Why or why not? 3. What do Ha-Eun and Marcia cook for lunch?

ACTIVITY 2: MY FAVORITE FOODS

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



ACTIVITY 3: WHAT DO YOU USUALLY EAT?

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



Sarah



John





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Ye-Jun

Elena and Paola



1.

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



What do you usually eat for breakfast?

I usually eat eggs for breakfast.



What do they usually eat for breakfast?



What does he usually eat for lunch?



What do you usually eat for dinner?



What does she usually eat for dinner?



What do you usually eat for lunch?

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



A. Listen to the story.



B. Number the sentences in the correct order.

- _____ Madame Mallory sees what Hassan serves.
- _____ Hassan moves to France.
- _____ The storekeeper has no fish or lamb.
- ____ Hassan has an Indian restaurant.
- ____ Madame Mallory doesn't like Indian food.

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

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ACTIVITY 5: WHAT IS YOUR FAVORITE FOOD?

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

Alex: Ricky, what is your favorite food? Ricky: Lamb is my favorite food. Alex: Really? Why do you like it? Ricky: It's a little salty and delicious.

Marisa: Alexandra, do you like squash?

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

Alexandra: No, not at all. Marisa: Really? Why not?

texture.



3. Does Alexandra like squash?

1. What is Ricky's favorite food?

- 5. Does Mexandra inte squas
- 4. Why or why not?

2. Why does he like it?

Pete: Milan, do you like milk? Milan: Yes, I like it. It's healthy and sweet.



- 5. Does Milan like milk?
- 6. Why or why not?

ACTIVITY 6: WRITE ABOUT YOUR FAVORITE FOODS

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

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

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

PRACTICE PARTNER INSTRUCTIONS

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





EXPANSION ACTIVITIES: GOD'S LAW OF HEALTH

- 1. Learn the vocabulary: conquered, youth, obey, decide (decided), servant, healthy, worried, wise
- 2. Listen. 3. Read aloud.

Daniel 1:3-20



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

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



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

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



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

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



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

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

- 4. Learn the vocabulary: revealed, physical, benefit, navel, marrow, bones, treasures, weary
- 5. Read aloud. Then listen.

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

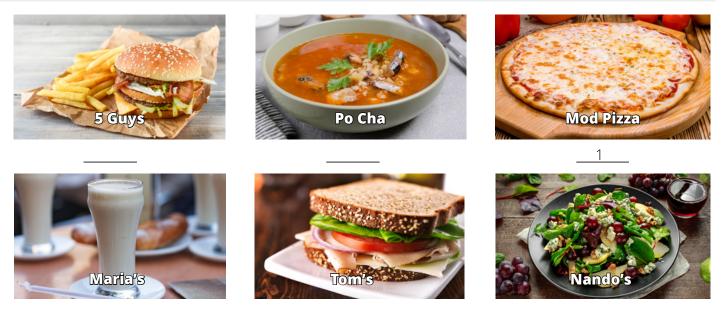
"And all saints who remember to keep and do these sayings . . . shall receive health in their **navel** and **marrow** to their **bones**; and shall find wisdom and great **treasures** of knowledge, even hidden treasures; and shall run and not be **weary**, and shall walk and not faint" (Doctrine and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

- 6. Ponder: What are the blessings of obeying God's law of health, the Word of Wisdom?
- 7. Write a list of blessings that you can receive from obeying the Word of Wisdom._

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

ENGLISHCONNECT 1	LESSON 17: F	DOD		
CONVERSATION: WHERE DO YOU		»?		
A. Listen. B. Listen and repeat. C. Wi	ite the missing word.	D. Read aloud.		
 Hey, A-Ra, I'm you want to get lunch? Sure, Steven. That good Where do you to eat? I like to eat at the The are delicit OK. Let's go. 				
Do sound	s sandwiches	hungry cafe	like	
ACTIVITY 2: WHERE DO YOU LIKE	»?			

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



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

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



The Cafe serves sandwiches and drinks.



The China Grill serves chicken, pork, and rice.



Motcombs serves expensive fish and steak.

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



Noodles and Company serves many different pastas.



Yoshinoya serves Japanese and American food.



Sherlock Holmes serves soups, salads, and sandwiches.

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

Anoush likes to eat spicy food with beans and rice. She doesn't like to eat sandwiches. Maro likes to sit outside with his friends when he eats. He doesn't like to eat seafood.

- 1. Where does Anoush like to eat?
 - a. Punta Cana
 - b. Subway Sandwiches
- 2. Where does Maro like to eat? a. Cafe Montmartre b. Joe's Crab Shack

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

3. Where doesn't Jean like to eat? a. Little Italy Pizza b. Dickey's BBQ Pit

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



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

ACTIVITY 3: I'D LIKE TO ORDER

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



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



2. ______ 3. _____ 4. _____

1. He orders tomato soup.

ACTIVITY 4: RESTAURANT FRIENDS

A. Listen to the story.



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



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



Hattie B's serves fried chicken.



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63

Cafe Rouge serves beef and chicken with potatoes.

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EXPANSION ACTIVITIES: SEA BISCUIT MIRACLE

1. Learn the vocabulary: widow, handcart, sea biscuit, trunk, lid, miracle, enough

2. Listen. 3. Read aloud.



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



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



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



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



She prayed and asked God to bless them.



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



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



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



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

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

5. Read aloud. Then listen.

"Faith precedes the miracle"

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

"For if there be no **faith** among the children of men God can do no **miracle** among them; wherefore, he showed not himself until after their **faith**" (Ether 12:12).

6. Ponder: Why does **faith** come before **miracles**? Why don't **miracles** happen each time you need one? 7. Write about a miracle in your life. Write as much as you can.

70 | EnglishConnect 1—LESSON 18

ENGLISHCONNECT 1

LESSON 18: FOOD

CONVERSATION: HOW DO YOU MAKE THAT?

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

1. This ______ is so delicious, Camille!

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



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Then try make oil First heat bread sandwich Last

ACTIVITY 2: SEQUENCE AND DIRECTIONS

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

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

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

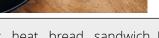


D. Your friend wants to make chicken soup. Write some steps for your friend to make chicken soup.

1. First, cut the _____.

3. Then, _____ the chicken.

- 4. Next, add the _____.
- 2. Next, chop the ______, ____, and _____. 5. Then, _____ everything together.
 - 6. Last, _____ for 30 minutes.



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ACTIVITY 3: WHAT'S IN IT? 88 1. Which ingredient is *not* in the soup? 2. Which ingredient is *not* in the dinner? a. а B. Talk about a food you like. What is it? What's in it? Listen to the example. C. Write about it. What is it? _____ Example: Pupusas What's in it? D. Listen to the directions. Read the sentences. Write the missing word. 1. _____, you cook in the microwave for 5 minutes. First 2. _____, you break 2 eggs into a microwave-safe bowl. Next 3. _____, you stir the mixture. Then 4. _____, you mix the eggs with the cake mix.

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

Almond Candy

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

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

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

Name:	
-------	--

Ingredients: _____

Steps: _____



1. Cook the almonds in

a. True b. False

2. Stir and boil the sugar,

butter, and water.

a. True

b. False

the pan first.

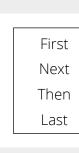
Example

pieces.

Name: Alaskan Ice Cream

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

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



3. Add the almonds after

the candy is cool.

a. True

b. False

4. Break the candy into

a. True

b. False

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

ACTIVITY 4: STRAWBERRY CAKE

A. Listen to the story.



- B. Read and listen to questions 1–3. Answer aloud. Listen to the example answers.
- 1. Why does SuMin write Anna? 2. What was SuMin's favorite part of the meal? 3. What will SuMin do with the recipe?

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

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

PRACTICE PARTNER INSTRUCTIONS

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















Alaskan ice cream

Corn chowder

Briyani

Pupusas

Cake

Almond candy



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EXPANSION ACTIVITIES: MAKING BREAD

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





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



But she finishes. She gets her degree.



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



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



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



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



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



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



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

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

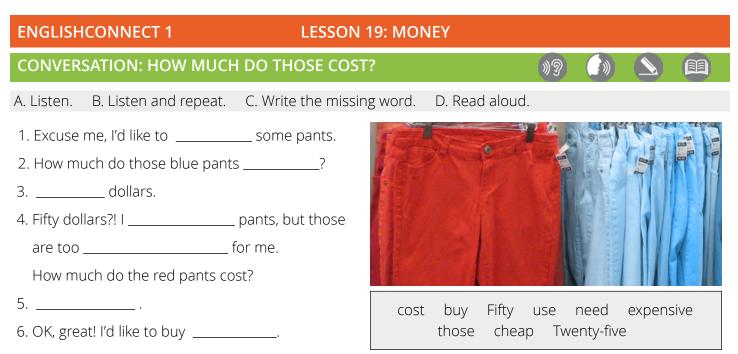
5. Read aloud. Then listen.

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

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

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

74 | EnglishConnect 1—LESSON 19



ACTIVITY 2: PRICES

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

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

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











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1. skirt \$14

2. tie \$21

3. shoes \$45 4. phone \$140

5. table \$399

6. apple \$1 D. Look at the picture. Write what the item is on the line. Ask aloud how much the item costs. Listen to the examples. Decide if you'd like to buy the item.





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

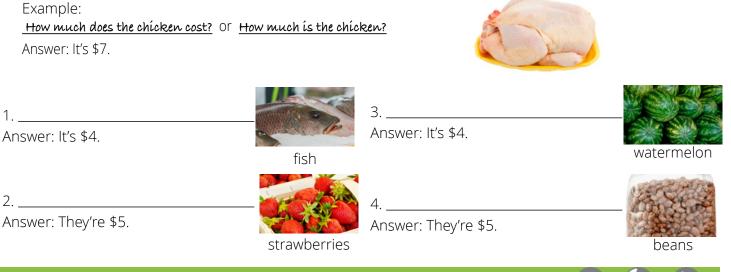


3.a. I'd like to buy it.b. I don't need it.



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

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



ACTIVITY 3: I'D LIKE TO BUY IT

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



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



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



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- 3. What does Claudia buy?
- a. 1 pound of potatoes
- b. 2 pounds of potatoes
- c. 8 pounds of potatoes
- d. 10 pounds of potatoes
- B. Look at the pictures and prices below. Say the one you want to buy and why, *or* say that you don't want to buy one of them and why. Listen to the examples.



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



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



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



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

ACTIVITY 4: A BIRTHDAY SURPRISE

A. Listen to the story. Finish the sentences.



2	rice	chicken	pork	dress	old book
3	popula	r book	lemon cak	e cho	colate cake
4.					

PRACTICE PARTNER INSTRUCTIONS

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













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book \$60

computer \$95

pen \$3

alarm clock \$10

batteries \$7

pencils \$4

88

EXPANSION ACTIVITIES: RICH YOUNG MAN

1. Learn the vocabulary: rich, heaven, obey, commandments, poor, follow, give away

2. Listen. 3. Read aloud.

Mark 10:17-23



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



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



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



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

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

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

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

6. Ponder: How can you increase your love for God?

7. Write a list of five things you can do to increase your love for God.

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

ENGLISHCONNECT 1 LESSON 20: HOME »? **CONVERSATION: WHERE DO YOU LIVE?** A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. 1. _____ do you live? 2. I _____ in an apartment in New York City. 3. Do you like your _____? 4. It's very _____ but it's not very _____. 5. It only has one _____ 6. I like the _____ though. 7. Do you have a _____? 8. No. Most ______ in New York City don't have a garage. big live bedroom nice garage Where apartments kitchen apartment

ACTIVITY 2: ARTICLES AND PREPOSITIONS

A. Study the chart. Listen and repeat.

a and an		
a : before a consonant sound	a <u>h</u> ouse, a <u>t</u> eacher, a <u>d</u> ress, a <u>b</u> ed	
an : before a vowel sound	an <u>a</u> partment, an <u>o</u> nion, an <u>egg</u> , an <u>a</u> larm clock	

B. Write the missing word.

- 1. I am _____ teacher.
- 3. This is <u>orange</u>.
- 2. We need _____ new table. 4. My bed is in _____ bedroom.
- 5. I have a question. I have _____ answer.
- 6. This is <u>beautiful</u> dress.

C. Read the words. Listen and repeat.



1. next to



5. on the bottom of



2. to the left of



6. in



3. to the right of



```
7. on
```



4. on top of



8. above



ACTIVITY 3: WHERE IS IT? m ୬୭ B. Listen to the question. A. Look at the picture of the house. Write the names of the rooms. Choose the correct answer. 1.____ 2. 5 a. the living room a. the family room b. the bedroom b. the laundry room 6 1 c. the closet c. the kitchen 2 3. _____ 4. a. the kitchen a. the bedroom 3 b. the bathroom b. the bathroom 7 c. the bedroom c. the kitchen 5. 6._____ 4 8 a. the kitchen a. the kitchen b. the laundry room b. the bathroom 9 c. the bathroom c. the family room C. Look at the picture. Finish the sentences. 1. The _____ is to the left of the kitchen. REDROOM 2. The _____ is in the top right corner. 3. A ______ is in the bottom left corner. STAIRS ШП BATHROOM 4. The stairs are close to the _____. ... KITCHEN REDROOM

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

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



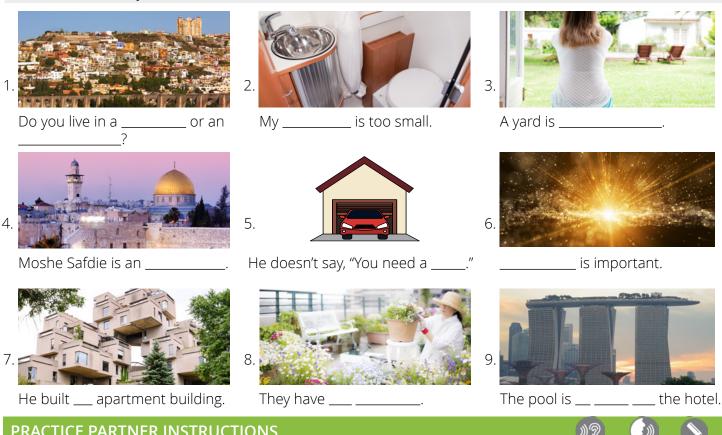
E. Read and listen to the questions about your house or apartment. Answer aloud. Listen to the examples.

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

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

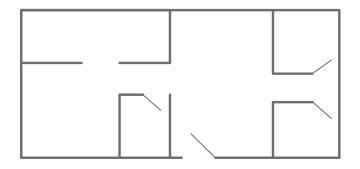
ACTIVITY 4: MOSHE SAFDIE'S AMAZING APARTMENTS

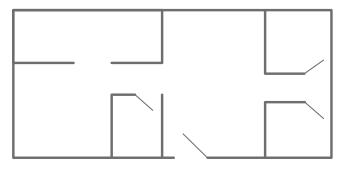
A. Listen to the story. Finish the sentences.



PRACTICE PARTNER INSTRUCTIONS

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





8

EXPANSION ACTIVITIES: BOBBIE THE WONDER DOG

1. Learn the vocabulary: vacation, attacked, search, broken heart, cross (verb), damaged, overjoyed

2. Listen. 3. Read aloud.



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



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



They go home to Oregon with broken hearts.



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



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



BOBBIE

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



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



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



Bobbie just wanted to go home.

4. Learn the vocabulary: choices, choose, return, lose, point, degree, sacrifice, longing

5. Read aloud. Then listen.

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

- 6. Ponder: Do you ever feel a **longing** for your heavenly home? If so, why?
- 7. Write some things you can do that will help you return home to God.
- "EVERYONE LOSES HIS OR HER WAY AT SOME POINT, TO SOME DEGREE. ... IT IS THE ATONING SACRIFICE OF THE SAVIOR THAT CAN RETURN US HOME." __ELDER M RUSSELL BALLARD



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

82	EnglishConnect 1–	-LESSON 21

ENGLISHCONNECT 1	LESSON 2 ⁻	1: HOME			
CONVERSATION: I'M GLAD YOU	J'RE VISITING			<u>))?</u>	
A. Listen. B. Listen and repeat. C	2. Write the missing	word. D. Re	ead aloud.		
1. This is the		.6			
2. There are extra and _		12 C		A	200
in the closet if you need them.	6		1		
3. There's the			Y.	ALC.	
4 towels in the cupb	ooard			R. PELL	6
soap under the sink.		C ST KR	TRE		
5. This is!		11 -			
6. I'm glad you're!		1 Martin	A Street		
bedroom wonderful pillows	rs There is visit	ing bla	ankets	bathroom	There are
E. Answer the questions.					
	2. Which room is sm			is in the cupbo	pard?
a. extra pillows b. extra towels	a. the kitcher b. the bedroo			. towels . soap	
c. extra soap	c. the bathro			. blankets	
ACTIVITY 2: THERE IS/THERE AR	RE			E1 »?	
A. Study the chart.					
There is + (<u>singular noun</u>) +	(<u>place</u>) .	There are +	- (plural no	oun) + (plac	<u>e</u>).
	bove the sink. the bedroom.	There are There are	two pillo towel s	w s on the ba	e bed. athroom.
B. Read the sentence. Listen and rep	peat.				
					250



- 1. There is a mirror above the sink.
- 2. There is a closet in the bedroom.

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

- 1. There _____ a shower in the bathroom.
- 2. There _____ nightstands in the bedroom.
- 3. There _____ lamps on the nightstands.



3. There are two pillows on the bed.



- 4. There are towels in the bathroom.
- 4. There _____ a closet in the bathroom.
- 5. There _____ drawers in the cupboard.
- 6. There _____ a sink in the bathroom.

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



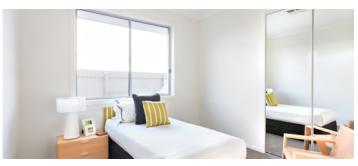
E. Look at the picture of the bathroom above. Write 5 sentences about things in the bathroom.

ACTIVITY 3: WHERE IS THE ...?

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



- 1. Where is the mirror?
- 2. Where is the toilet?
- 3. Where is the sink?
- 4. Is the bathroom tidy or messy?



- 5. Is the bedroom tidy or messy?
- 6. Where is the bed?
- 7. Where are the pillows?
- 8. Where is the closet?

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



- 1. Is the bedroom messy or tidy?
- 3. Is the bathroom clean or dirty?



5. Is the floor dirty or clean?

- 2. What is on the bed?
- 4. What is under the window?
- 6. What color is the floor?

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



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

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

PRACTICE PARTNER INSTRUCTIONS

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



EXPANSION ACTIVITIES: MY BROTHER

1. Learn the vocabulary: hole, fix (verb), carpet

2. Listen. 3. Read aloud.



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



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

14	
999	

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



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



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



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



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



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



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

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

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

- 6. Ponder: How does **serving** others bless your life?
- 7. Write how you can help someone this week: This week, I will_

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

ENGLISHCONNECT 1

LESSON 22: COMMUNITY

CONVERSATION: WHERE ARE YOU GOING?

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

1. _____ me, I think I'm lost.

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

2. Where do you turn right?

a. at the store

b. at the park c. at the corner

next to there Excuse right corner

E. Answer the questions.

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

ACTIVITY 2: DIRECTIONS AND LOCATIONS

A. Read aloud. Then listen.



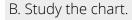
1. The house is **across from** the beach.



2. The bridge is **between** the buildings.



4. The lake is **close to** the house.



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



5. The river is **in front of** the church.



())

3. The house is **behind** the family.



- 6. The people are **around** the table.
- C. Read the sentence. Listen and repeat.
- 1. Go west.
- 2. Walk past the bank.
- 3. Turn left at the corner.
- 4. The church is across from the school.
- 5. The store is on the right side of the street.



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CITY MAP					
Restau	irant Bank	Hospital			
Church 2 Apartment	Park School Building Grocery Store	Library Library Store	Airport		
Fourt D. Look at the city map. Rea	^{h Street} d the question. Write the	answer to the question.	Use the word given.		
1. Where is the park? (betwe		4. Where is the school	_		
2. Where is the hospital? (ac	ross from)	5. Where is the bank? ((next to)		
3. Where is the store? (behir	nd)				
 LOOK at the city map. Liste 1 a. true b. false 	2 a. true b. false	3 a. true b. false	ver is true or "false" if it is false. 4 a. true b. false		
ACTIVITY 3: HOW DO YC					
A. Find (1) on the city map	. Start at the airport. Read	d the directions to a loca	tion. Write the location.		
. Go straight on Third Street the school and the church		3. Go straight on First next to the bank.	Street. It's on the corner and		
2. Go straight on Fourth Stre Street. It is in front of the s the school.	tore and across from	4. Go straight on Thirc airport.	d Street. It's north of the		
B. Find 2 on the city map apartment building to the			lirections aloud from the		
1. How do you get to the hospítal	2. How do	you get to	3. How do you get to		
C. Find ③ on the city map	. You are at the library. W	rite directions to the place	ce given.		
. How do I get to the <u>church</u> ? 2. How do I get to the <u>grocery store</u> ?					

ACTIVITY 4: THE CONCERT

A. Listen. B. Read aloud.



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

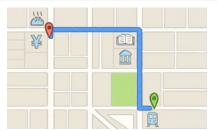


He goes to the bank. Then he crosses the street to the bakery. He buys two steamed rolls. "Is there a museum in town?" he asks the baker. "Yes," says the baker.



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

PRACTICE PARTNER INSTRUCTIONS



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



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



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



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

"Thanks!" says the man.



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



He sits at the piano and plays.



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



EXPANSION ACTIVITIES: ONE MORE STEP BY GEORGE ALBERT SMITH

1. Learn the vocabulary: path, narrow, wrong, backward, footprints, edge, cliff, drowned

2. Listen. 3. Read aloud.



George Albert Smith

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



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



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



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



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



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



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



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



President George Albert Smith

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

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

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

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

- 6. Ponder: How do you know when God is guiding you?
- 7. Write three ways God has guided you.

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

ENGLISHCONNECT 1

LESSON 23: HEALTH

CONVERSATIONS: ARE YOU FEELING OK?

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

foot

feeling

feel

better

Conversation 1

- 1. Are you _____ OK?
- 2. Not really. I have a _____
- 3. Oh, I'm _____ to hear that. Conversation 2
- 1. What happened to your _____?
- 2. I fell yesterday and _____ it.
- 3. How do you _____ today?
- 4. My foot _____ a little.
- 5. But I'm feeling _____

ACTIVITY 2: ACHES, PAINS, AND INJURIES

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

6

B. Study the charts.				
How to talk about aches and pains				
Ι	have a	l have a <u>headache</u> . l have a <u>toothache</u> .		
He / She	has a	She has a <u>stomachache</u> . He has a <u>backache</u> .		
My	stomach head back	hurt s .		
My	eyes ears legs	hurt.		
	How to talk abo	out injuries		
I / You /	cut	l cut <u>my finger</u> .		
We / They /	hurt burned	He hurt <u>his head</u> . They burned <u>their hands</u> .		
He / She	broke	She broke <u>her leg</u> .		

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

1. Her _____ are brown.



3. Her _____ are small.

4. The baby has 10 _____







))?







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



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

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

F. Look at each picture. Talk about the injury. Use the word given. Listen.



ACTIVITY 3: WHAT HAPPENED TO YOU?

A. Listen to the conversations. Answer the questions.



- What happened to Nigel?
 a. He broke his foot.
 b. He hurt his knee.
 c. He cut his knee.
- 2. How did he get hurt? a. playing sports b. running c. in a car accident



What happened to Maria?
 a. She cut her hand.
 b. She burned her hand.

m

- c. She broke her hand.
- 4. How did she get hurt?a. A pan fell on her hand.b. She touched the stove.c. She touched a hot pan.

B. Look at each picture. Talk about what is happening. Talk about the injury. Listen.











ACTIVITY 4: JESUS CAN HEAL US

A. Listen to the story. Finish the sentences.





1. Jesus healed many people who were _____.



2. He could not



3. Jesus made his legs and ______ strong.



4. He could not



5. Jesus healed his



6. None of the _____ could help her.



7. People said Jesus could heal any _____.



8. When she touched his clothes, she felt her _____ heal.



9. "Thy faith hath made thee whole; go in _____."



10. Jesus has the power to _____ us and give us peace.

PRACTICE PARTNER INSTRUCTIONS

- A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
- B. Take turns asking each other questions about the pictures below. How does the person feel?What happened? How did he or she get hurt?



- C. Help your practice partner retell the story in Activity 4. What does Jabari always say? What do Jabari and the king do together? What happens to the king's thumb? What does the king do to Jabari? What happened to the king? Why is it good that Jabari is in jail?
- D. Talk about a time you or someone you know got hurt. What happened? How did you feel?

83

EXPANSION ACTIVITIES: FAITH BRINGS LIGHT

- 1. Learn the vocabulary: barge(s), promised land, hole, top, bottom, inside, stones
- 2. Listen. 3. Read aloud.



The Lord talks to the brother of Jared. He tells him to build eight barges to take his people to the promised land.



The Lord tells the brother of Jared how to build the barges. No water can get inside.



The brother of Jared asks the Lord, "How will the people breathe in the barges?"





The Lord tells him to make a hole in the top and bottom of each barge. They open the hole to let air in and close it to keep water out.



The brother of Jared says, "The barges are dark inside." The Lord tells him to think of a way to have light inside the barges.



The Lord shows Himself to the brother of Jared. He teaches the brother of Jared many great things.



The brother of Jared goes to a mountain. He makes 16 small stones from a rock. The stones look like clear glass.



The brother of Jared carries the stones down the mountain. He puts two stones in each barge. There is light inside the barges.



The brother of Jared says, "Lord, touch the stones. They will light the barges." The Lord touches each stone with His finger.



The Jaredites go into the barges with their animals and food. The Lord makes a strong wind blow the barges to the promised land.



The brother of Jared has great faith. He sees the finger of the Lord. It looks like a human finger.



After 344 days on the water, the barges arrive at the promised land.

4. Learn the vocabulary: muscle, immobile, weak, whatsoever, expedient, grow

5. Read aloud. Then listen.

"Faith is like a **muscle**. If exercised, it grows strong. If left **immobile**, it becomes **weak**" (Gospel Topics, "Faith in Jesus Christ," topics.ChurchofJesusChrist.org).

"If ye will have faith in me ye shall have power to do whatsoever thing is expedient in me" (Moroni 7:33).

- 6. Ponder: How do you **grow** your faith in Jesus Christ? How does faith bring light to your life?
- 7. Write three things to do to grow your faith in Jesus Christ.

8. Speak: Tell the story above to three people. Say how faith brings light to your life.

94 | EnglishConnect 1-LESSON 24

ENGLISHCONNECT 1

LESSON 24: HEALTH

CONVERSATION: I FEEL SICK

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

- 1. Hey, how are you _____?
- 2. I feel really _____.
- 3. I have a _____, a _____, and a _____.
- 4. I'm sorry to hear that. That sounds _____. You need .
- 5. Yes, I do. I am very _____, and I can't go to _____. I'll try to rest _____ today.
- 6. I hope you ______ soon. Me too. Thanks!

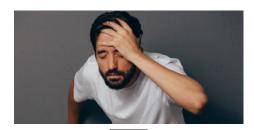
ACTIVITY 2: TALKING ABOUT SICKNESS

A. Study the chart. B. Listen and repeat 1–8.

Nouns	Verbs	Adjectives
I have	1	l feel
diarrheaa coldheartburna runny nosechillsa sore throata fevera headachea cougha cough	sneeze breathe cough throw up blow my nose	sick weak dizzy nauseated congested

C. Listen to conversations 1–6. Number the picture that matches the conversation.















1



»?

fever awful sick doing sore throat cough tired feel better rest work later



D. Look at the picture. Write a sentence about how the person feels. Use "I."

1.



I have a fever.







2.



E. Look at each picture. Say what is wrong with each person. Listen to the examples.











weak



diarrhea

fever

congested

blow nose

se

sore throat

F. Look at each picture. Read the message to the doctor. Write the missing words.

weak cough throw up breathe nauseated sore throat diarrhea stomachache Hello, Doctor,

 I am not doing very well. I feel sick. I have a ______ and a ______. I cannot ______ very well. What can I do?



2. Hello, Doctor,

I am not doing very well. I feel sick. I have _____ and a _____. I feel _____ and tired. What can I do?



3. Hello, Doctor,
I am not doing very well. I feel sick.
I feel ______. I ______.
______ a lot. What can I do?



G. You are visiting a friend. Your friend is sick. Write about how he or she feels. Write 3 or 4 sentences.



ACTIVITY 3: I FEEL SICK

A. Listen.

B. Read aloud.



Tammy wakes up. She looks out the window. It's a beautiful sunny day, but Tammy is sad. She does not feel good.



"Oh?" says her boss. "Yes," says Tammy. "I have a fever." Tammy coughs loudly.



"I feel sick. I don't think I can go to work," she says out loud. Tammy calls her boss.



"I'm sorry to hear that," says her boss. "I have a sore throat too," says Tammy. She blows her nose.



"Hi, Tammy. How are you?" asks her boss. "I feel really sick," Tammy says.



"You sound awful," says her boss. "Drink some hot lemon water." "Oh, I'm very tired," says Tammy. "And I don't have any lemons."



"I will bring some to you," says her boss. "No, thank you," says Tammy. "I just need to rest."



Tammy asks her boss, "May I please take a sick day today?" "Yes," says her boss. "You do not need to come to work today. I hope you feel better soon." "Thanks," says Tammy, "I do too."



PRACTICE PARTNER INSTRUCTIONS

- Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure А. they understand the meaning of the vocabulary.
- Look at the pictures in Activity 2C. Help your practice partner talk about each picture. Ask: "What's В. wrong?" "How do they feel?"

Look at the pictures below. One of you is the doctor, and one of you is the patient. Have a conversation for each picture. Use the words given. Then switch roles.









headache, tired, fever

nauseated, throw up

dizzy, weak, tired

congested, sneeze, cold

- C. Ask your practice partner to retell the story in Activity 3. Is Tammy sick? Why doesn't Tammy want to go to work? Does Tammy want her boss to bring her lemons? Why or why not? Does Tammy know it's beach day? How does Tammy feel when she hangs up the phone?
- D. Take turns talking about a time you or someone you knew got sick. What did you have? How did you feel?

A

Daniel 3:1-29

EXPANSION ACTIVITIES: BUT IF NOT

- 1. Learn the vocabulary: idol, save, throw, built, angel, amazed
- 2. Listen. 3. Read aloud.



The king of Babylon made a gold idol. He told the people to pray to the idol. They would be burned in a fire if they did not pray to it.



Shadrach, Meshach, and Abed-nego did not pray to the idol. They prayed to God.



Shadrach, Meshach, and Abed-nego were not afraid. They said, "We know God can save us. But if not, we will not pray to the idol. We only pray to God."



The king was very angry. He told his servants to throw them in the fire.



Someone told the king. He was angry. He asked Shadrach, Meshach, and Abed-nego to come to him. The king said, "You will be burned."



The king's servants built a big fire. The servants threw Shadrach, Meshach, and Abed-nego into the fire. The fire was very hot. The servants died.



The king looked into the fire. He saw four men walking in the fire. One of them was an angel of God. God saved Shadrach, Meshach, and Abed-nego.



The king shouted to Shadrach, Meshach, and Abed-nego. He said, "Come out of the fire." The fire did not burn their hair or clothes. They did not smell like smoke. The king was amazed.



The king of Babylon made a law. The law said no one should say bad things about God. Only God could save men from fire.

4. Learn the vocabulary: confidence, ways, nevertheless, will (noun), thine = yours, trust

5. Read aloud. Then listen.

"Faith is . . . a *confidence* in the Lord" (Lance B. Wickman, "But If Not," *Ensign* or *Liahona*, Nov. 2002, 31).

"My ways [are] higher than your ways, and my thoughts than your thoughts" (Isaiah 55:9).

"Nevertheless not my will, but thine, be done" (Luke 22:42).

- 6. Ponder: How can you increase your faith in God?
- 7. Write: I can trust God because _____

8. Speak: Retell the above story to someone. Talk about how you can show your trust in God.

ENGLISHCONNECT 1

LESSON 25: REVIEW

ACTIVITY 1: NEW NEIGHBOR

A. Listen to 1–3. Answer the question after each conversation.

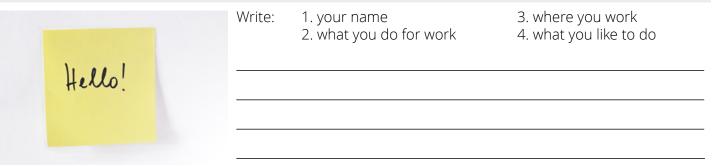
1. Where is Francisca from?

- a. Chile c. Fiii
- b. Italy d. Brazil
- 2. What does she do for work? She is a(n) .
 - a. computer programmer c. accountant d. office worker
- 3. Who is in Francisca's family?
 - a. two sisters

b. teacher

c. sons b. two daughters d. two nephews

B. You have a new neighbor. Write a note to put on his or her door.



ACTIVITY 2: FAMILY PICTURE



A. Tell a friend about your family. Use this picture. Talk about four people in the family. Say:

- their name
- their relationship to you
- a physical description (hair, eyes, tall, short, etc.)
- a personal description (age, funny, happy, etc.)
- B. Listen to the example.

ACTIVITY 3: SCHEDULES :))) »? A. Read the schedule. Answer the questions. Lucy's Schedule 1. What does Lucy usually do at 7:30? 3. What does she do after work? 6:00 Wake up a. She wakes up. a. She makes dinner. 6:30 Exercíse b. She eats breakfast. b. She exercises. 7:00 Take a shower c. She goes to work. c. She relaxes. Get ready 7:30 Eat breakfast 2. What time does Lucy eat lunch? 4. What does she do before work? 8:00 Go to work a. 11:30 a. She studies. 11:30 Eatlunch b. 12:00 b. She exercises. 4:00 Come home c. 12:30 c. She eats lunch. 4:30 Relax







B. Tell what you usually do on Saturday and what time you do it. Read and listen to the example.



Example:

On Saturday, I usually wake up at 9:30. At 10:00, I clean my house. Then I take a shower. At 2:00, I usually go shopping. I buy food for the week. In the evening, I go out with my friends.

ACTIVITY 4: AT A RESTAURANT

()

A. Write about your favorite place to eat.

- What is the name of the restaurant?
- When do you usually go there?
- What do you order?
- How much does it cost?



B. You are at a restaurant with your friend. Your friend doesn't speak English. Look at the menu.Say 3 things that you want to order. Say 3 things that your friend wants to order. Listen to examples 1 and 2.

MAIN DISH	DESSERT	SIDE DISH	Drinks
Pizza Slice \$5 Hamburger \$5 Pasta \$5 BBQ Chicken \$5 Enchiladas \$5	Ice Cream \$3 Lemon Cake \$3 Apple Pie \$3 Chocolate Cake \$3	French Fries \$4 Rice and Beans \$4 House Salad \$4 Fruit Bowl \$4 Chicken Soup \$4	Soda \$2 Lemonade \$3 Orange Juice \$3

ACTIVITY 5: AT A SHOP

A. Two friends are at a shop. Listen to their conversation. Write the missing words.

1. _____ want to buy this blue shirt? It's pretty.

2. Maybe. _____ does it cost?

- 3. 23 dollars.
- 4. Really? That's _____ expensive.
- 5. Do you like _____ red blouse instead? It's 12 dollars.
- 6. Yes, that's pretty too. I'll _____ it!



»?



B. Listen to questions 1–3. Say the answers to the questions aloud.

C. You are cooking dinner for a friend. You need 10 things for dinner. Write a shopping list for your dinner. Write how much of each thing you need.

ACTIVITY 6: MY HOME

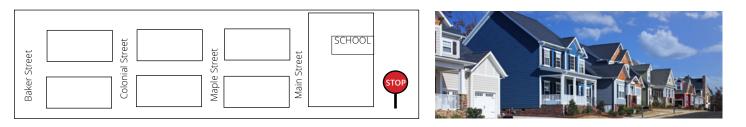
A. A relative is coming to visit you. Write an email about your house.



Write about the bedroom.

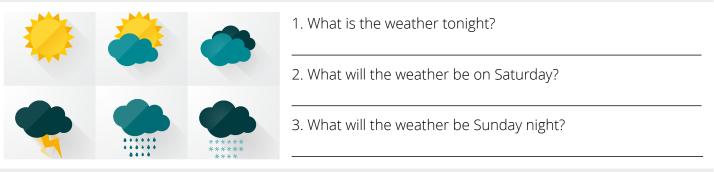
Write about the bathroom.

B. Give directions to your house from a nearby school. Listen to the example.



ACTIVITY 7: WEATHER

A. Listen to the weather forecast. Answer the questions in a complete sentence.

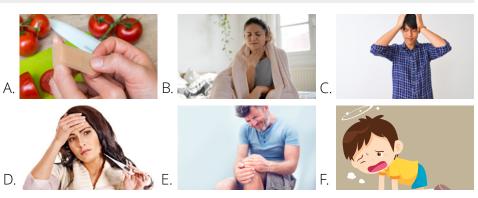


B. Talk about your favorite month of the year. Listen to the example.Why is it your favorite?What do you do?What is the weather like?

ACTIVITY 8: HEALTH

A. Look at the pictures. Match the sentence to the picture it describes.

- 📕 1. I feel dizzy and weak.
- _____ 2. I have a headache.
- _____ 3. My knee hurts.
- _____ 4. I cut my finger.
- _____ 5. I have a fever.
- _____ 6. I have a sore throat.



3))

B. Write an email to your doctor.

• Tell her that your family member is sick. • Tell how he or she feels. • Ask what to do.



C. Say what you do to be healthy. Listen to the example.

Do you like to exercise?

What activities do you do?

What do you eat to be healthy?

))?



PRACTICE PARTNER INSTRUCTIONS

A. Sit facing your partner, with the book between you. Partner A looks only at the Partner A section. Partner B looks only at the Partner B section. Ask questions and write the missing personal information.



Name: Emily Larkin	people.
From: Puntarenes, Costa Rica	ا انلاف my job because ا انلاف to help
Age: 28 Birthday:)op:
Family: 3 brothers, 1 sister	Dislikes: shopping,
Likes: cooking,	Likes: listening to music,
Dislikes: jogging,	Family: conly child
Job:	Age: 35 Birthday:
I like my job because I love to cook.	From: Santa Monica, California, USA
Favorite food:	Name: Jason Park
	Favorite food: chicken enchiladas
Name: Jason	
From:	Likes/dislikes her job?
Age: Birthday: May 2	Job: chet
Family:	Dislikes: scary movies,
Likes: playing soccer,	Likes: dancing,
Dislikes: jogging,	

From: _______Birthday: December 27 Age: ______Birthday: December 27



M



Favorite food: steak and salad

B. Emily and Dr. Park are at a soccer game. Emily falls down the stairs. Dr. Park goes to help. He asks her questions to make sure she is OK. Create a conversation for them. Talk about personal information. Talk about what hurts. Talk about treatment. Give directions to the hospital. Using the schedules, make an appointment for Emily to visit Dr. Park.

Likes/dislikes his job?

Job: doctor

РАЯТИЕЯ В





EXPANSION ACTIVITIES: ENGLISH BLESSES MY LIFE

- 1. Learn the vocabulary: fortunate, everywhere, common
- 2. Listen. 3. Read aloud.



Hello. My name is Claudio. I served a mission in Peru. My companions and my mission president helped me study English.



Hi. My name is Thomas. I'm from Tahiti. I'm a BYU–Hawaii student.





On my mission, I learned the English language. Now I am fortunate to work at the Polynesian Cultural Center. I am a fire dancer.



୬୬୭

The guests that come here are from everywhere—Europe, America, Asia. And the common language that they have is English.



I think in English. I speak English. I have to use English for work and in class. English is everywhere.



Hi. My name is Nadia. I'm from Russia. I started to study English on my mission.



I use English for reading, studying, and working. I use it most of all for my family.



My husband and I are happy to grow together. English has blessed my life. I feel very happy.

4. Learn the vocabulary: press forward, steadfastness, brightness, hope, endure

5. Read aloud. Then listen.

"Ye must **press forward** with a **steadfastness** in Christ, having a perfect **brightness** of **hope**.... If ye shall **press forward**... and **endure** to the end, behold ...: Ye shall have eternal life" (2 Nephi 31:20).

6. Ponder: How has learning English blessed your life? What does it mean to press forward with faith?7. Write a list of things to do to help you press forward with faith.

104 | EnglishConnect 1—**Vocabulary**

EnglishConnect 1: Voca	bulary	LESSON 1
alphabet goal name partner please thank you	answer ask listen practice read	repeat say speak spell write
		LESSON 2
where Argentina Brazil China Egypt France Germany Ghana	Great Britain India Japan Mexico Nigeria Russia United States Berlin	Lima London Moscow Paris Salt Lake City Sydney Taipei Tokyo
		LESSON 3
when January February March April May June July August September October November December	zero one two three four five six seven eight nine ten	first second third fourth fifth sixth seventh eighth ninth tenth

bike	like	sleep
camp	listen to music	study
cook	paint	swim
dance	play sports	travel
do	read	watch movies and TV
garden	run	watch sports
go to the beach	shop	what
go to the theater	sing	write
hike		

LESSON 5

annoying	entertaining	popular
boring	exciting	relaxing
cheap	expensive	social
dangerous	fun	tiring
different	important	unimportant
difficult	interesting	useful
easy	nice	wonderful

aunt	grandfather	sister
brother	grandmother	sister-in-law
brother-in-law	grandson	son
children	husband	son-in-law
cousin	mother/mom	stepbrother
daughter	mother-in-law	stepdad
daughter-in-law	nephew	stepmom
father/dad	niece	stepsister
father-in-law	parent	uncle
granddaughter	siblings	wife

athletic	selfish	hair
artistic	wild	beard
energetic	married	mustache
excellent	single	bald
friendly	old	curly
funny	young	straight
giving	short	long
happy	tall	short
intelligent	fat	black
kind	thin	blonde
lazy	eyes	brown
loud	glasses	gray
loyal	blue	red
lucky	green	
messy	hazel	
quiet		

alarm clock	headphones	postcard
battery	key	purse
book	license	scissors
brush	light bulb	stamp
button	magazine	table
camera	newspaper	television
chair	notebook	tissue
chewing gum	pen	toothbrush
clock	pencil	umbrella
comb	phone	wallet
computer	photo	watch
glasses		

Vocabulary—EnglishConnect 1 | 107

	LESSON	19
belt blouse boots bracelet coat dress earrings jacket jeans necklace pants ring	sandals shirt shoes skirt slacks slippers socks suit sunglasses sweater tie T-shirt	black blue brown gray green orange purple red white yellow
	LESSON	10
brush my teeth do my hair eat breakfast feed the cat feed the dog get dressed get ready	get up go to school go to work make breakfast make the bed put on makeup	read the news shave take a shower wake up wash my face watch the news
	LESSON	11
clean come home cook dinner do homework eat exercise fall asleep	go to bed make lunch pray put on my pajamas relax run errands	study take a nap take a walk visit my friends wash my face watch TV

Sunday Monday Tuesday Wednesday Thursday Friday Saturday Sunday	eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty thirty forty fifty	eleventh twelfth thirteenth fourteenth fifteenth sixteenth seventeenth eighteenth nineteenth twentieth thirtieth	twenty-one twenty-two thirty-three thirty-four forty-five forty-six forty-seven fifty-eight fifty-nine
	-	ON 13	
cloudy cold foggy hot humid rainy sunny windy	raining snowing cloud drizzle drought flood fog hail	lightning rain rainbow sleet snow sun thunder wind	

accountant	entertainer	scientist
architect	factory worker	secretary
artist	farmer	server
carpenter	fireman	surgeon
cashier	fisherman	teacher
clerk	flight attendant	veterinarian
computer programmer	hairstylist	welder
construction worker	journalist	factory
cook	mechanic	hospital
custodian	nurse	office
dentist	painter	restaurant
doctor	postal worker	school
electrician	salesperson	store

build	take care of	student
clean	teach	surgery
cut	write articles	boring
deliver	customer	difficult
help	food	full-time
perform	hair	fun
program computers	mail	interesting
sell	packages	part-time
serve	product	self-employed

	LESSO	ON 16	
taste texture delicious gross healthy salty sweet bread cheese chocolate egg milk rice	fruit apple banana blueberry grapes mango orange peach pear pineapple raspberry strawberry	meat bacon beef chicken duck fish ham lamb pork sausage turkey	vegetable beans broccoli carrot corn green beans lettuce onion peas potato squash tomato
	LESSC)N 17	
cake chips cookies dessert drink fries hamburger	hot dog ice cream ketchup mayonnaise milkshake mustard pasta	pizza relish salad sandwich soda soup steak	
	LESSC	DN 18	
first next then last add bake boil chop cook heat mix	put slice stir blender bowl cup fork knife measuring cup measuring spoon microwave	oven pan plate pot refrigerator spoon stove ingredients flour oil salt	

sugar

mixer

peel

	LESS	ON 19	
seventy eighty ninety one hundred one thousand one million	expensive cheap good bad pretty ugly	buy cost need dress pajamas shirt shoes	skirt tie apple car chicken phone table
	LESS	ON 20	
house apartment floor plan corner directions left right top bottom next to	attic basement bathroom bedroom closet dining room family room garage guest room hall	kitchen laundry room living room office pantry porch spare room stairs yard	
	LESS	ON 21	
behind in on on top of under underneath big clean dirty messy neat small tidy	bathtub bed blanket carpet ceiling closet cupboard desk door drawer dresser floor	furniture lamp mirror nightstand pillow shower sink soap toilet towel window	

go	in front of	gas station
go past	behind	grocery store
turn	across from	library
walk	next to	museum
left	between	park
right	on	police station
north	airport	post office
south	bakery	restaurant
east	bank	road
west	block	school
straight	church	street
at the corner of	drugstore	train station
	LESSON	23
break	chest	leg
burn	chin	linc
		lips
cut	ears	mouth
		-
cut	ears	mouth
cut hurt	ears elbow	mouth neck
cut hurt backache	ears elbow eyebrow	mouth neck nose
cut hurt backache earache	ears elbow eyebrow eyelash	mouth neck nose shoulder
cut hurt backache earache headache	ears elbow eyebrow eyelash eyes	mouth neck nose shoulder skin
cut hurt backache earache headache stomachache	ears elbow eyebrow eyelash eyes face	mouth neck nose shoulder skin stomach
cut hurt backache earache headache stomachache toothache	ears elbow eyebrow eyelash eyes face finger	mouth neck nose shoulder skin stomach throat
cut hurt backache earache headache stomachache toothache ankle	ears elbow eyebrow eyelash eyes face finger foot	mouth neck nose shoulder skin stomach throat toe
cut hurt backache earache headache stomachache toothache ankle arm	ears elbow eyebrow eyelash eyes face finger foot hair	mouth neck nose shoulder skin stomach throat toe tongue

congested	body aches	gas
dizzy	chills	heartburn
nauseated	cold	insomnia
sick	constipation	rash
weak	cough	runny nose
blow my nose	cramps	sore muscles
breathe	diarrhea	sore throat
cough	dry eyes	stiff muscles
sneeze	fever	watery eyes
throw up		
•		

	Answer Key						
EnglishConneo	ct 1	LESS	50N 1				
Activity 2C: 1. a 2. a 3. b	4. b 5. a 6. a	7. b 8. a	Activity 3D 1. Sara 2. J		4. Rei	5. Quincy	6. Gaby
		LESS	50N 2				
	1. Goo Activi 1. Wha 2. I'm g 3. It's r from meet 1. a 2. b	t y 2D: t's your name? ood, thanks. ice to meet you, too.	-	1. b 2. c Examples:	arah.	1. a 2. a 3. b 4. a	ity 5A: 4. a 5. c 6. c
		LESS	50N 3				
Conversation 1: 1. birthday 2. October 3. your 4. September 5. today Conversation 2: 1. phone 2. number 3. address 4. It's	5. What's 6. My 7. Thank Activity 2A: 1. b	 Activity 4A: 1. Our birthdays October. 2. His birthday is February 28. 3. Their birthday on the same of 4. When is her b 5. Today is my b 	s are in 4—fi 1—fi s on 6—s % are 10— day. 7—s birthday? 5—fi irthday. 2—s 3—t	ixth 3. c eighth 4. a -tenth Ac eventh 1. c ifth 2. a econd 3. a	o c a tivity 6B: c a a	1. Emik 763-2 2. Ari Dece 3. Toma toma .com 4. Talia	o 245-9801 mber 2nd
		LESS	SON 4				
Conversation 1: 1. What 2. like 3. Me 4. Do 5. don't 6. neither 7. dance 8. really 9. too	Conversation 2 1. b 2. a 3. b	 Activity 3A: 3 1 2 6 5 4 Activity 3B: 1. a 2. a 3. b 4. b 5. a 6. a 	2. Yes, they 3. No, he lik 4. She likes	es to watch ⁻ like to shop.	nusic.	Activit 1. b 2. c 3. b 4. a	•
		LESS	50N 5				
Conversation 1: 1. do, to 2. Why 3. because 4. you, cook 5. not 6. don't, it's 7. what 8. read 9. Really 10. because, relaxing	Conversation 1 1. c 2. a 3. b	E: Activity 2C: 1. sing 2. doesn't like 3. read books 4. read books 5. likes 6. boring	Activity 3A: 1. a, d 2. c, e 3. a, d, e 4. a, d 5. c, e 6. a, b 7. c, e 8. c, d, e	Activity 54 1. a 2. b 3. d 4. c	A: Activ 1. b 2. a 3. a 4. a 5. a 6. b	-	Activity 8 1. a 2. b 3. c 4. c

EnglishConnect 1

LESSON 6

Conversation 1:	Activity 2D:	Activity 4A:	Activity 5A:
1. from, dance, big	2. They have one brother.	1. 2 / two	1. There are four people in
2. family	3. I have two sisters.	2. son	this family.
3. There, sister,	4. He has one uncle.	3. cousin	2. They have two children.
How many	5. We have six children.	4. 2 / two	3. They have one son.
4. brothers, are	6. She has three nieces.	5. grandfather	4. They have one daughter.
5. b		6. mother	
6. a	Activity 3A:	7. niece	
7. b	1.a 3.b	8. cousins	
	2. b 4. a		

LESSON 7				
Conversation 1:		-	Activity 6A:	Activity 7A Examples:
1. family	1. a	1. c	1. d	Hugo
2. there are	2. d	2. a	2. b	This is Hugo. He is 29 years old. He has black,
3. have	З. с	3. b		curly hair. He has a beard and a mustache. He
4. sister	4. b	4. d		is thin. He likes to run. He is happy and athletic.
5. your	5. с			Helen
6. is	6. a			This is Helen. She is 66 years old. She has
7. tall, has				short, gray hair. She is not young. She likes to
8. likes				garden. She is quiet and artistic.

Converation 1: 1. this 2. it's 3. My 4. these 5. they're 6. are	Activity 2C: 1. a 2. b 3. b 4. a 5. a 6. b 7. a 8. a	 Activity 3A: 1. This is a chair. 2. These are clocks. 3. It's a toothbrush. 4. They're buttons. 5. It's a camera. 6. These are tissues. 7. This is an umbrella. 8. They're headphones 	 Activity 5A: 2. These are his books. 3. Is this her wallet? 4. Are these your pencils? 5. Do you like these watches? 6. Does she like this table? Activity 6A: table, chair, computer, books, 	Activity 7C: 1. c, e 2. a, b, d, e 3. a, c, d,
	8. a	8. They're headphones.	table, chair, computer, books, phone, lamp, candles, plants, f	

LESSON 9					
Conversation 1: 1. looking for 2. shirt 3. Those 4. them 5. green 6. one 7. there 8. shirts Conversation 1E: 1. b 2. a	 Activity 2C: 1. This is a purple tie. 2. These are blue socks 3. It's a yellow dress. 4. They're red shoes. 5. It's a brown belt. 6. These are orange sandals. 7. That is a black suit. 8. They're blue skirts. 	Activity 2D: 1. These, Those 2. this, that 3. is 4. Are 5. these, those 6. this, that Activity 3C: 1. a 2. b 3. c 4. a	 Activity 4A: c a a b c Activity 4B: Raoul is wearing a blue shirt, blue pants and a brown belt. Esther is wearing a purple shirt, blue pants and a watch. Omar is wearing glasses, a gray shirt, and blue jeans. 		

116 | EnglishConnect 1—Answer Key

EnglishConnect 1

LESSON 10

Conversation 1:	Activity 2D:		Activity 4C:
1. morning	1. Claudia usuall	y takes a shower in the morning.	1. She puts on makeup and eats breakfast.
2. usually, breakfast		usan usually make breakfast in	2. She begins working at 5:00 a.m.
3. does, do	the morning.		
4. brushes, news	<u> </u>	n the news in the morning.	
5. about you	5	ush our teeth in the morning.	
6. get up, work		y goes to school in the morning.	
Activity 2C:	6. Lin usually go	es to work in the morning.	
1.a 4.c	Activity 3B: 1.	d 2.a 3.c 4.b	
2. b 5. a			
3. c 6. b	Activity 3C: 1.	a, c 2. c, d 3. a, d 4. a, d	
		LESSON 11	
Conversation 1:	Activity 2B:	Activity 2D:	Activity 3B:

1a. Enzo is eating dinner now.

3a. Jeong Woo is praying now.

Activity 4C:

1. fourteenth

2. fifteenth

2b. She usually does her homework.

1b. He usually studies.

LESSON 12

2a. Gamila is relaxing now.

- 1. doing, going, 2. She is praying. pizza, to 2. fun, studying
- 3. study, nights
- 4. usually, test

2. lt's 11:15.

3. It's 8:30.

8. It's 5:00.

- 5. good
- 3. I am eating dinner. 4. They are relaxing.
- 5. He is coming home.
- 6. She is studying.
- 3b. He usually puts on his pajamas before bed.

- 1. busy
- 2. studying
- 3. helping
- 4. cooking dinner

Conversation 1: Activity 2C: 1. have, time 1. lt's 8:45.

- 2. lt's 3. thank you
- 4. welcome

Activity 2B:

1. b 2. a 3. b

4. c

5. a

6. C

7. lt's 10:30. 1.g

2. d 3. a 4. f 5. h 6. e 7. b

Activity 3A:

3. day 4. Friday Activity 4F: 1. lt's 6:15. 2. It's Wednesday. 3. It's April twelfth. 4. No, it's the fifteenth.

Activity 5A:

Activity 6A Example:

My birthday is March 25th. I usually get up at 9:00. My husband makes me breakfast at 9:30. I go to work late at 10:00 and I come home from work early at 3:30. I like to shop and read on my birthday. I like to go to a restaurant with my family at 6:00.

LESSON 13

Conversation 1:

- 1. weather
- 2. raining
- 3. Will
- 4. April

Activity 2B:

- 1. raining
- 2. sunny (or hot)
- 3. cloudy (or cold)
- 4. windy
- 5. foggy (or cold)
- 6. snowy (or snowing)

Activity 3D:

- 1. It's cloudy. It's cold.
- 2. It's hot. It's sunny.
- 3. There's thunder. It's raining.
- 4. It's snowing. It's cold.
- 5. It's raining.
- 6. It's sunny.

Activity 3E:

- 1. cloudy, cold
- 2. Friday, Saturday
- 3. partly cloudy
- 4. sunny, hot

Activity 3F:

- 1. Today will be cloudy.
- 2. Saturday will be rainy.
- 3. Sunday will be partly cloudy.
- 4. Tuesday the weather will be sunny.

Activity 3A: 1. b 2. a

- 4. c

4. lt's 11:30. 5. lt's 1:15. 6. lt's 7:45.

4. c Activity 3B:

1. b

2. a

З. с

- 1. a 2. b 3. b

4. c

8. c

- 3. b

EnglishConnect	:1	LESS	ON 14	
Conversation 1: 1. work 2. teacher 3. really 4. very Conversation 2: 1. what, job 2. Where 3. restaurant	 Activity 2B: 1. He is a secretary. 2. She is a custodian. 3. He is a doctor. 4. She is a construction 5. She is a scientist. 6. He is a cook. 7. She is a cashier. 8. He is a server. 	on worker.	Activity 2C: 1. What do you do for work? 2. What does he do for work? 3. What does she do for work? 4. What do you do for work? 5. What do they do for work? Activity 2D: 1. a 2. b 3. a 4. b	Activity 2E: 1. a 4. a 2. b 5. a 3. b 6. a Activity 3C: 1. He is a carpenter. 2. The lady is angry. 3. He makes her smile. 4. A lot of money!
		LESS	ON 15	
Conversation 1: 1. looking 2. Why 3. part-time 4. you do 5. boring, clean, see 6. job 7. hairstylist 8. cut, meet	Conversation 1E: 1. b 2. b 3. a 4. b Activity 2A: 1. I work full-time. 2. She is self-employed. 3. They clean buildings. 4. She serves food. 5. He helps customers. 6. She teaches students	З. с	1. She is a journalist. She works full-time talks to many peop it's interesting. She	She works in a tall building. e. She writes articles. She ole. She likes her job because goes to work at 7:00 a.m. She p.m.
		LESS	ON 16	
Conversation 1: 1. lunch 2. fish 3. like 4. favorite 5. taste 6. chicken 7. healthy 8. have Conversation 1E: 1. No, she doesn't. 2. She doesn't like th	2. b 2. She u 3. b 3. They 4. a break 5. b 4. We u 5. l usu Activity 4k 1. 5 Madam 2. 2 Hassar 3. 6 The stored	sually eats veg usually eats ch usually eat pir (fast. sually eat potra ally eat sausag B: ne Mallory see moves to Fra	getables for lunch. 1. [nicken for dinner. 2. H neapple for 3. S 4. V atoes for dinner. 5. H ge for lunch. 4 s what Hassan serves. 1. F no fish or lamb. 3. N	tivity 4C: Do you love food? He cooks Indian food. She doesn't like Indian food. What will he serve? He serves fish and lamb. tivity 5B: Ricky's favorite food is lamb. t's salty and delicious. No, she doesn't like squash. She does not like the texture.
3. They cook chicken	. 5. 3 Hassar	n has an Indiar	n restaurant. 5. Y	/es, he likes milk. t's healthy and sweet.
		LESS	ON 17	
Conversation 1: 1. hungry	-	ctivity 2C:	•	pple pie, chicken, lettuce

2. bread, tomatoes, cheese, onions, ice cream

- 3. sounds 4. like
- 5. cafe

2. Do

6. sandwiches

Activity 3B:

2. a 3. b

<u>5, 2</u>, ____

- 2. She orders a sandwich and a soda.
- 3. They order a cheese pizza.
- 4. He orders a steak and potatoes.

EnglishConnect 1

LESSON 18

Conversation 1:Activity 2D:1. sandwich1. chicken2. make2. onions, carrots, celery3. First3. boil4. oil4. vegetables5. heat5. stir6. Last, bread6. cook7. try	Activity 3A: 1. b, carrots 2. d, fish Activity 3D: 1. Last 2. First 3. Then / Next 4. Next / Then	Activity 3E: 1. b 2. a 3. b 4. a	Activity 4C:1. First, heat the oven.2. Add two eggs. Stir.3. Next, add flour and baking powder.4. Last, chop the strawberries.5. Bake for 30 minutes.
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LESSON 19

2. c

3. d

Activity 3A: Activity 4A: Activity 4A: Conversation 1: Activity 2E: 1. How much is the fish? 1. b 1. need

2. How much

3. some rice

4. expensive

7. \$15 / fifteen dollars

8. chocolate cake

5. book

6. buy

9. not

chicken, rice, chocolate cake, popular book

- 4. need, expensive
- 5. Twenty-five
- 6. those

1. buy

2. cost

3. Fifty

- Activity 2D:
- 1. boots
- 2. coat
- 3. suit
- 4. socks

LESSON 20

1. a 4. a 2. a 5. an 3. an 6. a

LESSON 21

Conversation 1:	Activity 2C:	Activity 3B:	Activity 3C:
1. bedroom	1. is	1. The bedroom is messy.	1. b
2. pillows, blankets	2. are	2. Clothes are on the bed.	2. a
3. bathroom	3. are	3. The bathroom is clean.	3. a
4. There are; There is	4. is	4. The bathtub is under the window.	4. с
5. wonderful	5. are	5. The floor is dirty.	5. b
6. visiting	6. is	6. The floor is white.	6. b
	Activity OF Eve	mploy Activity 2D	Evampla

Activity 2E Example: Activity 1E:

1. a

- 2. с
- 3. a

In the bathroom, there is a shower. There is a sink. There is a mirror above the sink. There is a bathtub. There are towels. There are rugs on the floor.

How much does the fish cost?

2. How much are the strawberries?

3. How much is the melon?

4. How much are the beans?

How much do the strawberries cost?

How much does the melon cost?

How much do the beans cost?

Activity 3D Example:

My bedroom is small. In my room there is a bed, a dresser, a closet and a nightstand. There is a lamp on the night stand. There is a window over my bed. My room is gray. My bedroom is a little messy.

EnglishConnect 1

LESSON 22

Conversation 1:	Conversation 1E:
1. Excuse	1. a

2. c

Activity 2D:

3

- 1. Excuse
- 2. help
- 3. Where
- 4. library
- 5. there
- 6. corner
- 7. right
- 8. next to

1. feeling

3. sorry

1 foot

3. feel

4. hurts

5. better

2. broke

2. headache

Conversation 1:

Conversation 2:

school 2. The hospital is across from the airport and the library.

1. The park is between the church and the

- 3. The store is behind the library.
- 4. The school is in front of the grocery store. 4. Hospital
- 5. The bank is next to the restaurant.

Activity 2E: 1. a

Activity 3A:

3. Restaurant

2 b

3. b

4. a

1. Park

2. Library

Activity 3B: 2. the bank

1. b

2. a

3. b

4. c

Activity 3C:

- 1. Go straight on First Street. The church is across from the restaurant and next to the park.
- 2. Turn left and go straight on Second street. The grocery store is on the corner. It is behind the school.

3. the airport

Activity 2A: 4

LESSON 23

- 3. feet

Activity 2E:

- 2. My ear hurts. I have an earache.
- 3. My back hurts.

- 5. My tooth hurts.
- I have a toothache.

- Activity 3A: Activity 4A: 1. sick 2. walk 3. feet 4. see
 - 5. eyes
 - 6. doctors
 - 7. sickness
 - 8. body
 - 9. peace
 - 10. heal

6

4

5

3

2

Conversation 1: Activity 2C:

- 1. doing
- 2. sick 3. fever, sore
- throat, cough
- 4. awful, rest
- 5. tired, work, later
- 6. feel better

Activity 2D:

LESSON 24

9

7

10

1. I sneeze.

1

6

My favorite restaurant is

there with my mom for a

green curry. It is spicy. It

costs \$9. It is delicious.

Activity 5A:

2. How much

1. Do vou

3. too

4. this

5. buy

The Thai House. I usually go

birthday dinner. I order the

- I blow my nose.
- 2. I feel dizzy.
- 3. I feel nauseated.
- 4. I have a cough. 5. I throw up.

Activity 2F:

- 1. sore throat,
- cough, breathe
- 2. diarrhea, stomachache,
- weak 3. nauseated, throw up

Activity 2G Example:

My friend Moeko is sick. She feels tired and weak. She feels nauseated. She throws up a lot. She is going to have a baby.

Activity 1A:

- 1. d
- 2. a
- 3. a

Activity 1B Example:

Hi! My name is Luz. I'm a nurse. I work at the hospital. I like to play tennis and cook. See you soon! Luz

Activity 3A:

- 1. b
- 2. a
- 3. c
- 4. b

Activity 4A Example:

LESSON 25 Activity 6A Example 1:

Hello, Milena. I am happy you are coming to stay with us. The bedroom you will sleep in is small but clean. The walls are blue. It has a bed for one person. It has a closet for your clothes. There are 2 pillows on the bed for you.

Activity 6A Example 2:

The bathroom you will use has a shower but no bathtub. The towels are under the sink. There is soap in the shower. We are excited for you to visit! Love, Jana

Activity 7A:

- 1. It will be rainy.
- 2. It will be warm and sunny.
- 3. It will be cloudy and windy.

Activity 8A:

1. F	3. E	5. D
2. C	4. A	6. B

Activity 8B Example:

Hello, Dr. Perez. My baby son is sick. He is throwing up a lot. He is not eating or drinking. He has diarrhea too. He does not have a fever. What can I do?

Activity 2C:

1. eyes 2. nose

4. toes

- I have a backache.
- 4. My stomach hurts
- I have a stomachache.

0 1 5



