



English *Connect* 1

POUR LES ÉLÈVES



English*Connect* 1

—
FOR LEARNERS

LESSONS 1–25

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ENGLISH-CONNECT 1

Niveau débutant moyen à élémentaire

Objectif : Possibilités d'emplois rémunérés et préparation à EnglishConnect 2.

Profil de l'élève : Sait lire et écrire dans sa langue maternelle, connaît la phonétique et l'alphabet latins.

Cursus : Compétences de base pour communiquer en anglais. Compétences limitées en compréhension et expression écrites.

ENGLISH-CONNECT 2

Niveau pré-intermédiaire à intermédiaire moyen

Objectif : Possibilités d'emplois rémunérés et préparation à EnglishConnect 3.

Profil de l'élève : Au minimum niveau pré-intermédiaire.

Cursus : Compétences de base pour communiquer en anglais. Compétences limitées en compréhension et expression écrites.

ENGLISH-CONNECT 3

Niveau pré-intermédiaire à intermédiaire supérieur

Objectif : Connaissance de l'anglais académique et possibilités d'emplois de bureau.

Profil de l'élève : Au minimum niveau pré-intermédiaire.

Cursus : Formation académique à la compréhension et l'expression orales et écrites en anglais. Ce service est toujours en cours d'élaboration.

PATHWAY-CONNECT

Niveau intermédiaire supérieur à avancé

Objectif : Prêt à entrer à l'université et possibilités d'emplois de bureau.

Profil de l'élève : Au minimum niveau intermédiaire supérieur.

Cursus : Inscription à des cours de rédaction, de maths et de compétences essentielles, de niveau universitaire.

Bienvenue dans EnglishConnect 1. Avoir la capacité de parler anglais sera une grande bénédiction dans votre vie. L'acquisition de compétences en anglais peut notamment vous permettre de poursuivre des études, d'aboutir à de meilleures possibilités d'emploi et d'étendre votre cercle d'amis.

Comme indiqué sur le schéma ci-dessus, ce cours fait partie d'un programme appelé EnglishConnect. Prenez le temps d'observer le schéma pour prendre connaissance des services offerts par EnglishConnect. Jugez également des bénéfices que vous pourriez très bientôt tirer de ce cours en particulier.

Le but de ce cours étant de vous aider à acquérir les compétences de base pour parler anglais, EnglishConnect 1 privilégie l'apprentissage de vocabulaire, la compréhension orale et l'entraînement à la conversation.

Pour suivre ce cours, vous devez disposer d'un accès à Internet et à diverses technologies (applications, etc.) afin de consulter les leçons, vous exercer et apprendre en dehors de la classe. Comme pour l'acquisition de toute autre compétence, il faut consacrer du temps à l'apprentissage de l'anglais et s'entraîner constamment à le parler. Exercez-vous donc autant que possible, aussi bien en classe qu'en dehors. Soyez constant dans vos efforts et apprenez l'anglais tout en vous amusant.

En réalisant les objectifs du cours aux côtés d'autres personnes, vous recevrez les bénédictions qui découlent du sacrifice, du travail, de l'autonomie et de l'amour. Vous améliorerez votre vie et celle de vos proches par votre attitude positive, votre préparation et votre engagement.

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

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INTRODUCTION : *ENGLISHCONNECT 1*

POURQUOI APPRENEZ-VOUS L'ANGLAIS ?

Bienvenue dans EnglishConnect. Apprendre l'anglais peut vous permettre de poursuivre des études, d'aboutir à de meilleures possibilités d'emploi et d'agrandir votre cercle d'amis. Les leçons du programme EnglishConnect vous permettront d'acquérir les compétences nécessaires pour vous exprimer et mener une conversation en anglais. Le but de ces leçons n'est pas d'apprendre à lire ou à écrire l'anglais. Vous pouvez apprendre à lire et à écrire l'anglais en suivant d'autres cours du programme EnglishConnect.

Avant de commencer, demandez-vous **pourquoi** vous désirez apprendre l'anglais et notez vos raisons. Lorsque vous vous sentez découragé, relisez ce que vous avez écrit. Vous rappeler les raisons pour lesquelles vous avez décidé d'apprendre l'anglais vous aidera à rester motivé.

J'apprends l'anglais parce que _____

Pour réussir à apprendre l'anglais, il est important de :

- Pratiquer l'anglais tous les jours. Il est préférable de pratiquer un peu tous les jours plutôt que beaucoup en seulement quelques jours.
- Se fixer des objectifs hebdomadaires. Fixez-vous des objectifs précis, par exemple : « Je vais apprendre vingt nouveaux mots. » Notez vos buts et les progrès réalisés.

Il est aussi important de décider quoi, quand, où et comment étudier.

QU'ALLEZ-VOUS ÉTUDIER ?

Le manuel de l'élève *EnglishConnect*

Ce manuel vous sera utile tout au long du cours EnglishConnect. Il contient des activités en lien avec chaque leçon et d'autres ressources utiles. Cependant, il ne suffit pas d'étudier ce manuel pour apprendre l'anglais. Pour cette raison, il est important d'être présent en classe chaque semaine.

- Apportez ce manuel en classe chaque semaine.
- Vous pouvez prendre des notes ou faire les activités directement dans le manuel.
- Révisez le vocabulaire de la leçon en cours et apprenez le vocabulaire supplémentaire dans l'appendice.
- Prenez connaissance de la leçon suivante.
- Révisez les tournures grammaticales employées en classe en consultant la partie grammaticale en appendice (à la fin du manuel).

Mon plan de pratique de l'anglais

Les leçons du programme EnglishConnect s'accompagnent d'un plan pour vous aider à pratiquer l'anglais plus de 10 heures par semaine et à noter votre temps de pratique. Notez sur ce plan les heures que vous consacrez à la pratique de l'anglais. Notez-y aussi vos progrès. « Mon plan de pratique de l'anglais » suggère plusieurs façons de pratiquer l'anglais.

- Chaque semaine, soyez présent en classe pour vous entraîner à parler anglais et pour écouter l'anglais parlé.
- Répondez à l'invitation à agir lancée à la fin de chaque leçon du cours EnglishConnect. Elle vous donne l'occasion d'appliquer ce que vous avez appris en classe.

- Révisez et employez le vocabulaire de chaque leçon. Entraînez-vous à la fois à écrire et à prononcer les mots.
- Entraînez-vous à employer le vocabulaire supplémentaire à la fin du manuel. Cette liste de mots de vocabulaire vient enrichir le vocabulaire de la leçon.
- Répétez la conversation de la leçon seul ou avec quelqu'un.
- Lisez à l'avance le vocabulaire de la leçon suivante. Cela vous préparera au cours qui va suivre.
- Duolingo est une ressource en ligne disponible gratuitement sur les appareils Android et Apple. Consultez les plateformes de téléchargement d'applications correspondantes. Veuillez noter que Duolingo utilise les données cellulaires de votre téléphone portable. Il peut donc être préférable d'utiliser cette application lorsque votre appareil est connecté au WiFi. Duolingo est aussi disponible gratuitement sur www.duolingo.com. Nous vous recommandons de pratiquer l'anglais sur Duolingo 10 à 15 minutes par jour.
- Participez au programme Speaking Partners qui donne l'occasion de converser chaque semaine à distance avec un anglophone, en utilisant Skype ou Facetime.
- D'autres activités peuvent vous faire progresser en anglais, comme regarder la télévision, des films ou des podcasts en anglais, ou écouter la radio (ou d'autres supports audio) en anglais. Cela comprend la pratique de l'anglais avec les élèves de la classe ou d'autres interlocuteurs.

Ma fondation

Dans de nombreuses régions, le cours Ma fondation est proposé en accompagnement du cours d'anglais

EnglishConnect. Ma fondation permet d'apprendre et d'appliquer les principes doctrinaux qui mènent à l'autonomie spirituelle et temporelle. Les séances de cours durent vingt minutes. Elles sont généralement dirigées par un président de classe qui anime une discussion de groupe sur un principe tiré du manuel Ma fondation.

QUAND, OÙ ET COMMENT ALLEZ-VOUS ÉTUDIER ?

Conseils d'étude

- Choisissez un lieu propice à vos habitudes de travail.
- Choisissez d'étudier et de pratiquer l'anglais à une heure fixe chaque jour.
- Trouvez un anglophone ou quelqu'un qui apprend l'anglais avec qui vous pouvez pratiquer l'anglais en dehors des cours.
- Parlez anglais autant que possible, aussi bien en classe qu'en dehors. Si vous ne savez pas comment dire quelque chose en anglais, essayez de le décrire en utilisant les mots que vous connaissez.
- Faites la liste des nouveaux mots que vous apprenez. Révisez souvent cette liste en confectionnant par exemple des fiches ou en utilisant un cahier de vocabulaire.
- Si vous avez accès à Internet, vous pouvez réviser en ligne les leçons données chaque semaine en regardant la vidéo de chacune des sections de Compréhension orale.

Apprendre une nouvelle langue est un processus qui demande du temps, de la patience et de la persévérance. Cela peut aussi être amusant ! Nous vous félicitons d'avoir choisi d'apprendre et de pratiquer l'anglais avec EnglishConnect.

MY ENGLISH PRACTICE PLAN

| WEEK | ATTEND CLASS | COMPLETE THE INVITATION TO ACT | REVIEW VOCABULARY FROM LAST CLASS | PRACTICE HOMEWORK VOCABULARY | PRACTICE CONVERSATION FROM LAST CLASS |
|---------|---------------|--------------------------------|-----------------------------------|------------------------------|---------------------------------------|
| Example | <i>1 hour</i> | <i>.5 hours</i> | <i>1 hour</i> | <i>1 hour</i> | <i>.5 hours</i> |
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LEÇON 1 : LEÇON D'INTRODUCTION

Pourquoi j'apprends l'anglais ?

INTRODUCTION À ENGLISHCONNECT

Objectifs

1. Découvrir comment le cours EnglishConnect peut m'aider à apprendre l'anglais.
2. Apprendre à utiliser Mon plan de pratique de l'anglais.
3. Apprendre à réciter l'alphabet anglais.
4. Apprendre à épeler mon nom.

Pourquoi voulez-vous apprendre l'anglais ?

1. Une fois que vous avez écrit, à la page d'introduction, les raisons pour lesquelles vous voulez apprendre l'anglais, expliquez-les oralement à un autre élève. Vous pouvez le faire dans votre langue maternelle.
2. Notez un objectif précis que vous essaieriez d'atteindre au cours de votre participation à ce cours d'anglais. Par exemple : « Je vais apprendre vingt nouveaux mots de vocabulaire chaque semaine. » Vous pouvez le faire dans votre langue maternelle.

Objectif :

Qu'allez-vous étudier ?

Dans l'introduction, lisez ce qui concerne le manuel de l'élève *EnglishConnect 1* et Mon plan de pratique de l'anglais. Consultez le tableau Mon plan de pratique de l'anglais aux pages viii et ix. Posez des questions si vous ne comprenez pas un élément du plan. Vous pouvez le faire dans votre langue maternelle.

Où, quand et comment allez-vous étudier ?

Réfléchissez à **où**, **quand** et **comment** vous travaillez le plus efficacement. Écrivez vos idées. Faites part de vos idées à un autre élève. Vous pouvez le faire dans votre langue maternelle.

Où : _____

Quand : _____

Comment : _____

WARM-UP

Target Phrases

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

The English Alphabet

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

vowels: a, e, i, o, u

LESSON CONVERSATION AND ACTIVITY

Conversation

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

Activity

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

| | |
|------------------------------------------|-------|
| A: Hello. What is your name? | _____ |
| B: _____ | _____ |
| A: Could you spell that, please? | _____ |
| B: _____ | _____ |
| A: Could you repeat that, please? | _____ |
| B: _____ | _____ |
| A: Thank you! | _____ |

WRAP-UP

Summary

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

Invitation to Act

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

LESSON 2: GREETINGS AND INTRODUCTIONS

How are you?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

Cities

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

Countries

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



LESSON CONVERSATION AND ACTIVITIES

Conversation 1: Meeting Someone New

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

Conversation 2: Greeting a Friend

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

Conversation 3: Ending a Conversation

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

Pronunciation Principle: Contractions with **Be**

Full Forms

I am _____ . She is _____ .
 He is _____ . We are _____ .

Contractions

I'm _____ . She's _____ .
 He's _____ . We're _____ .

LEARNING STRATEGY

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

Instructor-Guided Practice

Conversation 1: Meeting Someone New

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

A: Good morning!

A: I'm from _____. Where are you from?

B: Hi! How are you?

B: I'm from _____.

A: My name is _____. What's your name?

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

B: I'm _____. Where are you from?

B: Nice to meet you too.

Activity 1

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

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

1. Conversation _____ 2. Conversation _____ 3. Conversation _____



Activity 2

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

| | | | |
|------------|---------------|------------|---------------|
| City _____ | Country _____ | City _____ | Country _____ |
| City _____ | Country _____ | City _____ | Country _____ |
| City _____ | Country _____ | City _____ | Country _____ |
| City _____ | Country _____ | City _____ | Country _____ |

Listening

www.mormon.org/gabe

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

3. Where is he from?

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

Practice introducing yourself to 3 people in English this week.

LESSON 3: PERSONAL INTRODUCTIONS

When is your birthday?

WARM-UP

Objectives

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

Target Phrases

When is your birthday?

What's your phone number?

What's your address?

What's your email?

My birthday is _____ July 11th _____.

My phone number is _____ 706-863-9400 _____.

My address is _____ 512 West Fourth Street _____.

My email is _____ susanjones@email.net _____.

Vocabulary

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



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

LESSON CONVERSATION AND ACTIVITIES

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

Pronunciation Principle: th

She's sinking.

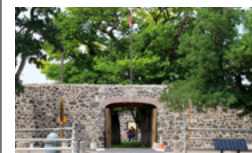


She's thinking.



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

It's the fort.



It's the fourth.

4th

LEARNING STRATEGY

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

Instructor-Guided Practice

Maria

Birthday: May 15th

Phone: 832-351-9721

Address: 278 North Blossom Lane

Email: maria@email.net

John

Birthday: October 9th

Phone: 919-345-3985

Address: 620 East Canyon Road

Email: johnny@email.net

Teresa

Birthday: August 20th

Phone: 208-377-1984

Address: 340 South 2nd Street

Email: teresa@email.net

Activity 1

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

Activity 2



First name _____ Last name _____

Birthday _____ Phone number _____

Address _____

Listening

www.mormon.org/dave

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 4: HOBBIES AND INTERESTS

What do you like to do?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

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

Pronunciation Principle: Reducing **to**

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

LEARNING STRATEGY

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

Instructor-Guided Practice

A: What do you like to do?

B: I like _____.

B: I don't like to _____.

Activity 1

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

Activity 2

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

Ask: "Do you like to _____?"

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

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

Listening

www.mormon.org/lindsey

1. What does Lindsey like to do?

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 5: HOBBIES AND INTERESTS

Why do you like to shop?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

Translate each of these words into your native language.


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

LESSON CONVERSATION AND ACTIVITIES


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

Pronunciation Principle: Intonation

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

Example: Do you like to shop? 

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

Example: What do you like to do? 

LEARNING STRATEGY

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

Instructor-Guided Practice

Conversations 1 and 2

A: Do you like to _____?

B: Yes. *or* No.

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

B: I (don't) like to _____ because it's _____.

Conversation 3

A: What do you like to do?

B: I like to _____.

A: Really? Why?

B: I like to _____ because it's _____.

Activity 1

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

Activity 2

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

Listening

www.mormon.org/william

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 6: FAMILY

Who is in your family?

WARM-UP

Objectives

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

Grammar



Singular

brother
sister
parent
uncle



Plural

brothers
sisters
parents
uncles

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

Conversation

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

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

Not Linked

about yourself
what's your
meet you

Linked

aboutchurself
whachur
meechu

Practice.

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

LEARNING STRATEGY

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

Instructor-Guided Practice

How many people are in your family?

There are _____ people in my family.

I have _____ (brothers or sisters).

I have _____ (uncles or aunts).

I have _____ (nieces or nephews).

I have _____ (cousins).

I have _____ (sons or daughters).

Activity 1

1.



2.



3.



Activity 2

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

Listening

www.mormon.org/gabe

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

3. How many daughters does he have?

Bonus question: Where is Gabe from?

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 7: FAMILY

Tell me about your family.

WARM-UP

Objectives

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

Grammar

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

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

Conversation

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

Pronunciation Principle: The Letter e

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

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

Practice.

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Practice.

A: Tell me about your family.

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

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

B: My _____ is _____ years old. She (or he) is _____ and she (or he) has _____.

Activity 1

Who is it?

Example:

A: He is old.

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

B: Does he have blue eyes?

B: Does he have glasses?

A: Yes, he has glasses.

A: Yes, he has blue eyes.

B: Is it Ray?

B: Does he have a beard?

A: Yes!



Activity 2

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

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

Listening

www.mormon.org/julieh

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

Describe 3 people who are in your family.

LESSON 8: EVERYDAY COMMON ITEMS

What is that?

WARM-UP

Objectives

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

Grammar

Singular

this

Plural

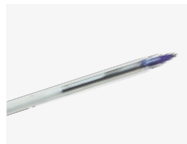
these

Vocabulary

watch



pen



key



clock



phone



book



chair



table



notebook



wallet



computer



pencil



LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: Is this your phone?

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

Conversation 2

A: Are these your keys?

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

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



ship—sheep

mitt—meet

it—eat

cheap—chip

this—these

slip—sleep

Read these words to a partner:

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Singular

A: What is this?

B: It's a _____.

Plural

A: What are these?

B: They're _____.

Activity 1

A: Is this your _____?

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



Activity 2

A: Are these your _____?

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

Listening

www.mormon.org/lisa

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

3. Name 2 things she loves.

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 9: CLOTHING AND COLORS

What are those?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

Clothing

dress
skirt
shirt
sweater
pants
tie
shoes
socks
suit

Colors

red
blue
yellow
orange
green
black
white
gray
purple
brown



LESSON CONVERSATION AND ACTIVITIES

Conversation

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

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

Pronunciation Principle: Stress with Adjectives

I'm looking for a new shirt.

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

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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice

What is that?



What are those?



Activity 1

I'm looking for . . .

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

Activity 2



Listening

www.mormon.org/jeremy

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 10: DAILY ROUTINES

What do you do in the morning?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Pronunciation Principle: Present Tense Endings

| | | |
|--------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------|
| Add [s] sound walk—walks shop—shops get—gets | Add [z] sound clean—cleans play—plays read—reads | Add [iz] sound brush—brushes watch—watches pass—passes |
|--------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------|

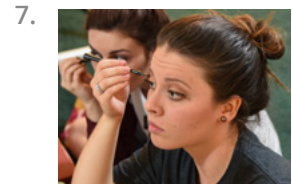
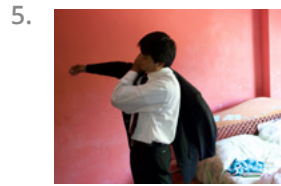
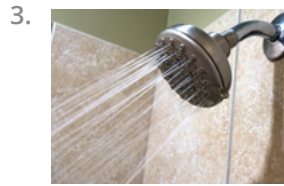
Practice saying the he/she forms of these verbs:

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

LEARNING STRATEGY

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

Instructor-Guided Practice



Activity 1

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

Activity 2

get dressed
get ready
make breakfast

eat breakfast
brush my teeth
go to work
go to school

Listening

www.mormon.org/julie

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 11: CURRENT ACTIVITIES

What are you doing now?

WARM-UP

Objectives

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

Grammar

Simple Present Tense

| | |
|-----------|------|
| I | |
| you | eat |
| we | |
| they | |
| he/she/it | eats |

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

Present *-ing* Tense

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

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

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

Conversation (on a Friday night)

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

Pronunciation Principle: i and y

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

LEARNING STRATEGY

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

Instructor-Guided Practice

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

Activity 1

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

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

Activity 2

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

A: What are you doing?

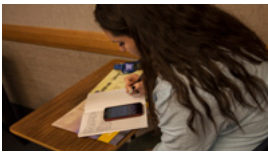
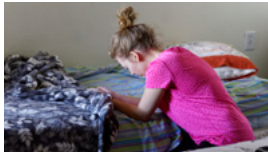



B: I'm _____.

A: Do you usually _____ _____?

B: Yes, I usually _____ _____.

(OR)

No, I usually _____ _____.

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

Listening

www.mormon.org/deborah

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 12: TIME AND CALENDAR

What time is it?

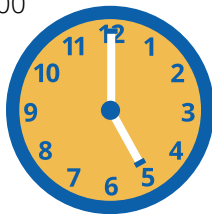
WARM-UP

Objectives

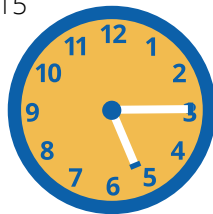
1. I will learn to say the time and date.
2. I will learn to ask for the time and date.

Grammar

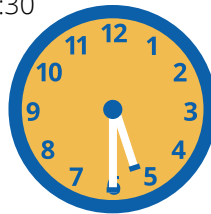
five o'clock
5:00



five fifteen
5:15



five thirty
5:30



five forty-five
5:45



Vocabulary

Numbers for telling time

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

Numbers for giving the date

| | |
|------------|-------------|
| eleventh | sixteenth |
| twelfth | seventeenth |
| thirteenth | eighteenth |
| fourteenth | nineteenth |
| fifteenth | twentieth |
| | thirtieth |

Days

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Conversation 3

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

Pronunciation Principle: -teen and -ty in numbers

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

A

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

B

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

Extra:

70 / 17
90 / 19
50 / 15

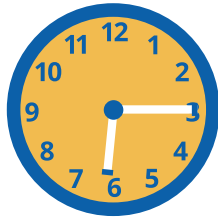
LEARNING STRATEGY

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

Instructor-Guided Practice



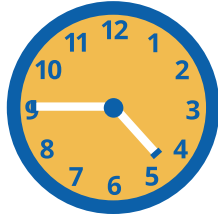
3:30



6:15



11:00



4:45

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

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

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

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

Activity 1

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

Activity 2

Times

When you usually wake up: _____

When you usually eat lunch: _____

When you usually go to work/school: _____

When you usually go to bed: _____

Dates

Your birthday: _____

Your favorite holiday: _____

Your country's new year date: _____

A family member's birthday: _____

Listening

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

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

WRAP-UP

Summary

Now I can ...

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

Now I know ...

Invitation to Act

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

LESSON 13: WEATHER

How's the weather?

WARM-UP

Objectives

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

Target Phrases

How's the weather?

It's raining or rainy.

It's snowing or snowy.

It's windy.

It's foggy.

It's cold.

It's hot.

It's sunny.

It's cloudy.

What will the weather be tomorrow?

Will it rain tomorrow?

Will it snow tomorrow?

Will it be windy tomorrow?

Will it be foggy tomorrow?

Will it be cold tomorrow?

Will it be hot tomorrow?

Will it be sunny tomorrow?

Will it be cloudy tomorrow?

Yes, it will.

I think it will.

I'm not sure.

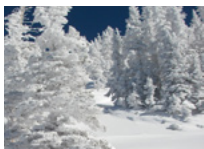
No, it won't.

Vocabulary

rain



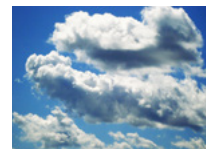
snow



wind



cloud



fog



cold



hot



LESSON CONVERSATION AND ACTIVITIES

Conversation (on the phone)

A: How's the weather in London?

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

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

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

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

Pronunciation Principle: Another sound for i and y

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

taxi, chili, broccoli, kiwi

Practice:

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Today

1. It's _____
2. It's _____
3. It's _____
4. It's _____

Tomorrow

5. It will _____
6. It will _____
7. It will _____
8. It will _____

Activity 1

Partner A Ask: Will it _____ [on Monday]?

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

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

1. Monday:



2. Tuesday:



3. Wednesday:



4. Thursday:

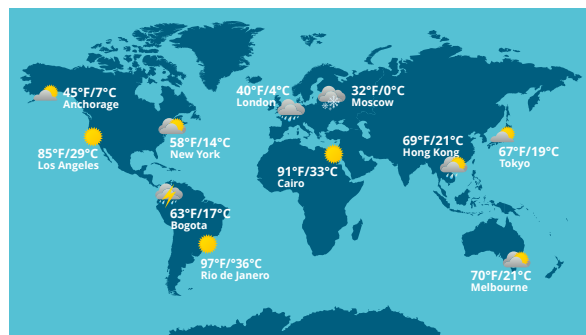


Activity 2

Today



Tomorrow



Listening

www.mormon.org/dean

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

WRAP-UP

Summary

Now I can ...

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

Now I know ...

Invitation to Act

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

LESSON 14: JOBS AND CAREERS

What do you do for work?

WARM-UP

Objectives

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

Target Phrases

What do you do for work?

I am a nurse.

I have my own business.

What does he (or she) do for work?

He (or She) is a mechanic.

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

Where do you work?

I work at a factory.

Where does he (or she) work?

He (or She) works at a restaurant.

Vocabulary

office
factory
hospital
store
restaurant
school



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

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

- A:** So, what do you do for work?
B: I'm a teacher.
A: Oh, really? Do you like being a teacher?
B: Yes, I love it! It is very rewarding.

Conversation 2

- A:** I just got a new job!
B: Wow, that's great! Where do you work now?
A: I work at the restaurant on Main Street.

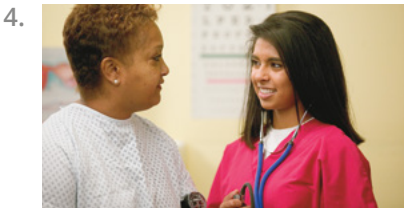
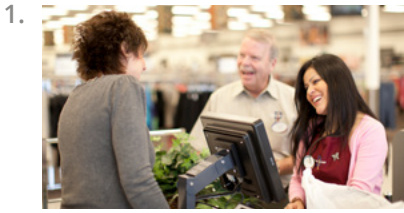
Pronunciation Principle: The Letters **or** and **er** in Unstressed Syllables

1. **er** endings: fármner, wáiter, cárpenter, páinter, wórker, téacher
2. **or** endings: áctor, táilor, tútor, vísitor, dóctor

LEARNING STRATEGY

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

Instructor-Guided Practice



Activity 1

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

A→B: I just got a new job!

B→C: He (or She) just got a new job!

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

C→B: Where does he (or she) work?

A→B: I work _____.

B→C: He (or She) works at _____.

Activity 2

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

Listening

www.mormon.org/yvette

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 15: JOBS AND CAREERS

Tell me about your job.

WARM-UP

Objectives

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

Target Phrases

Tell me about your job.

My job is full-time .

I am self-employed.

His (or Her) job is part-time .

He (or She) is self-employed.

What do you do at work?

Every day I serve food .

Every day he (or she) cleans buildings .

Vocabulary

Verbs

help sell
 serve clean
 teach program (computers)
 cut

Nouns

customer hair
 food product
 student building
 computer

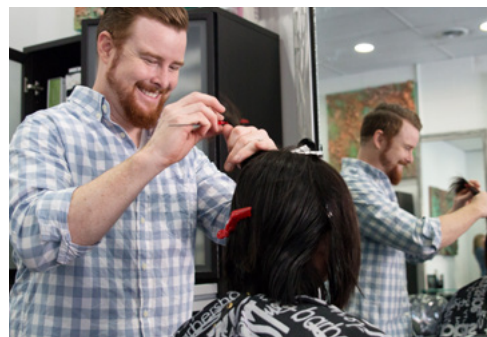
Adjectives

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

LESSON CONVERSATION AND ACTIVITIES

Conversation

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



Pronunciation Principle: The Letters oo

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

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

Practice

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

LEARNING STRATEGY

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

Instructor-Guided Practice

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

2. Every day I _____

Activity 1

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



server



secretary



farmer

Activity 2

Jobs from Lesson 14

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



Listening

www.mormon.org/grantk

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 16: FOOD

What's your favorite food?

WARM-UP

Objectives

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

Target Phrases

I usually eat eggs for breakfast .

What is your favorite food?

My favorite food is chicken .

Chicken is my favorite food.

Why do you like chicken ?



Why don't you like cheese ?

I don't like the taste .

It's salty .



Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation (deciding what to eat for lunch)

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

Pronunciation Principle: [uh] in Unstressed Syllables

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

Practice

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

LEARNING STRATEGY

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

Instructor-Guided Practice

| | | | |
|------------------|--------------------|-------------------|-------------------|
| Anna | Sam | David | _____ |
| eggs (breakfast) | banana (breakfast) | bread (breakfast) | _____ (breakfast) |
| chicken (lunch) | beans (lunch) | apples (lunch) | _____ (lunch) |
| rice (dinner) | potatoes (dinner) | beef (dinner) | _____ (dinner) |

Activity 1

A: What's your favorite food?

B: My favorite food is _____.

| Classmate | Favorite Food |
|-----------|---------------|
| | |
| | |
| | |
| | |

Activity 2

A: What do you want for lunch? Do you want some _____?

B: Sure! I like _____. / No thanks, I don't really like _____.

A: Why do you like _____? / Why don't you like _____?

B: It's _____.

Lunch Decisions

- _____
- _____
- _____
- _____



Listening

www.mormon.org/dave

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

WRAP-UP

Summary

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

Invitation to Act

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

LESSON 17: FOOD

Where do you like to eat?

WARM-UP

Objectives

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

Target Phrases

I'd like to order _____.

soup

pasta

I'd like to order a _____.

sandwich

salad

pizza

hamburger

drink

dessert

Vocabulary

sandwich pizza
 salad hamburger
 soup drink
 pasta dessert



LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Pronunciation Principle: The Letters r and l

right



light



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

LEARNING STRATEGY

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

Instructor-Guided Practice

Example

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

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

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

A: I like to eat at _____. Where do you like to eat?

B: _____ likes to eat at _____. I like to eat at _____. Where do you like to eat?

C: _____ likes to eat at _____. _____ likes to eat at _____. I like to eat at _____. Where do you like to eat?

Activity 1

1.



2.



3.



4.



5.



Activity 2

Partner A

Partner B



Listening

www.mormon.org/colton

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 18: FOOD

How do you make that?

WARM-UP

Objectives

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

Target Phrases and Grammar

Target Phrases

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

Grammar

first

next or **then***

last

* interchangeable

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

Vocabulary

Sequencing Words

first
 next
 then
 last

Verbs

stir
 chop
 heat
 bake
 cook
 boil
 add
 put

Nouns

pan
 stove
 oven
 ingredients
 flour
 salt
 sugar
 oil

spoon
 knife
 fork
 plate
 bowl
 cup



LESSON CONVERSATION AND ACTIVITIES

Conversation



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

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

A: Thanks! I'll try it!

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

1. oil, boil, toy, boy

Practice:

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

LEARNING STRATEGY

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

Instructor-Guided Practice

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

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



Activity 1

1.



2.



3.



4.



5.



Activity 2

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

Listening

www.mormon.org/frank

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 19: MONEY

How much does this cost?

WARM-UP

Objectives

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

Target Phrases

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

Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation: At a Clothing Store

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



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

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

Write the words you hear: _____

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Write the numbers that your instructor says in numerals.

1. _____ 4. _____ 7. _____
 2. _____ 5. _____ 8. _____
 3. _____ 6. _____ 9. _____

Activity 1

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

Activity 2

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



40 dollars



15 dollars



25 dollars



20 dollars



25 dollars



10 dollars

Listening

www.mormon.org/byron

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 20: HOME

Where do you live?

WARM-UP

Objectives

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

Target Phrases and Grammar

Target Phrases

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

Grammar: a and an

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

Vocabulary

house garage

apartment

floor plan

corner


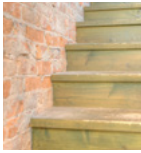
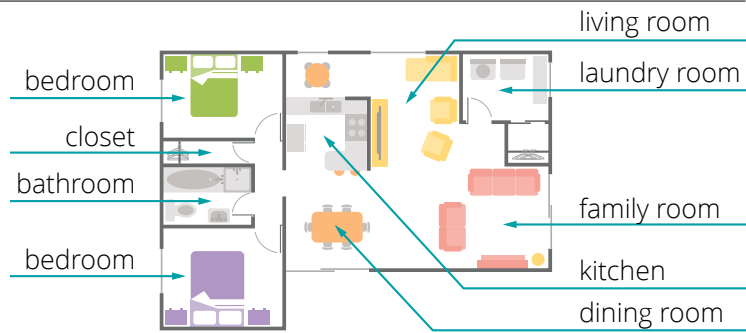
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left ← → right

 top

 ↓

 bottom

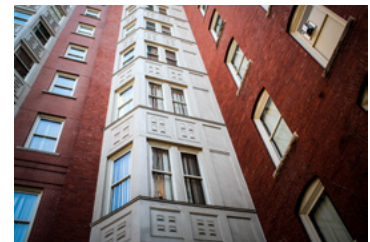




LESSON CONVERSATION AND ACTIVITIES

Conversation

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

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



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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice

A: Where do you live?

B: I live in a(n) _____ in _____.

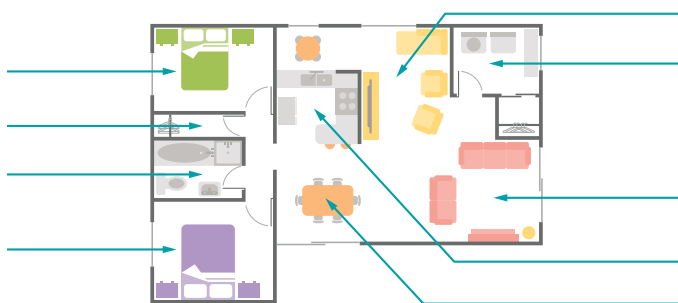
A: Oh really? Do you like your _____?

B: _____. It's _____.

A: Do you have a _____?

B: _____.

Activity 1

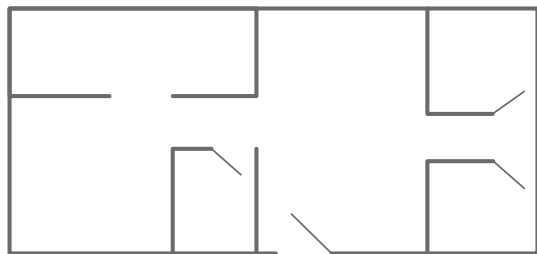


1. The kitchen is next to the _____.
2. The living room is to the right of the _____.
3. The bathroom is to the left of the _____.
4. The _____ is in the top left corner.
5. The _____ is in the bottom left corner.
6. The _____ is in the top right corner.

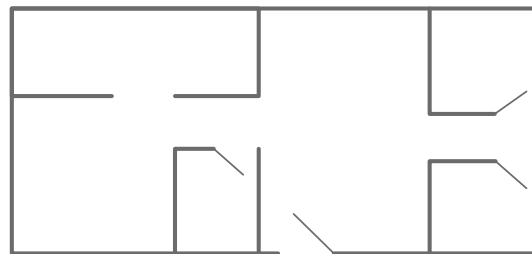
Activity 2

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

My floor plan:



My partner's floor plan:



Listening

www.mormon.org/marco

1. What kind of building is Marco in?

2. What 2 rooms does Marco show?

WRAP-UP

Summary

Now I can ...

- 1. say where I live.
- 2. say where rooms are in a house or an apartment.

Now I know ...

Invitation to Act

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

LESSON 21: HOME

I'm glad you're visiting!

WARM-UP

Objectives

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

Target Phrases

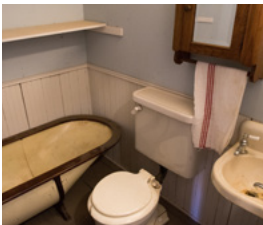
The bedroom/bathroom is small .
 There is/are a closet in the bedroom/bathroom.

There is/are soap under the sink .
 There is/are a blanket on the bed .

Vocabulary

Bathroom

toilet
 shower
 towel
 sink
 soap
 cupboard
 mirror
 bathtub



Bedroom




bed
 blanket
 pillow
 window
 closet



Adjectives

big
 small
 clean
 dirty
 messy

Prepositions

in 
 on 
 under 

LESSON CONVERSATION AND ACTIVITIES

Conversation: Having a Relative Visit

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

B: OK, great!

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

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

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

Pronunciation Principle: The Letter o

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

Write the words you hear: _____

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

LEARNING STRATEGY

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

Instructor-Guided Practice

- _____ There are towels **on/under** the sink.
- _____ There is soap **in/on** the shower.
- _____ There are pillows **on/under** the bed.
- _____ There are towels **in/on** the closet.

A.



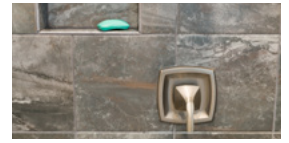
C.



B.



D.



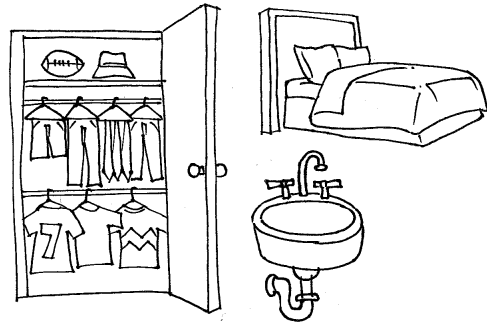
Activity 1

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

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

- There is/are _____ on the bed.
- There is/are _____ under the bed.
- There is/are _____ on the sink.
- There is/are _____ in the sink.
- There is/are _____ under the sink.
- There is/are _____ in the closet.

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



Activity 2

1.



2.



Listening

www.mormon.org/kristy

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

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 22: COMMUNITY

Where are you going?

WARM-UP

Objectives

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

Grammar

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

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

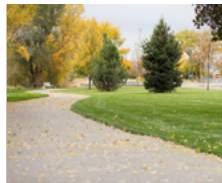
When you give directions, you may also talk about the location of buildings.

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

Vocabulary

Places

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



Prepositions

- across from
- between

Directions

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

LESSON CONVERSATION AND ACTIVITIES

Conversation

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

B: Sure. Where are you going?

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

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

A: Thank you!

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

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

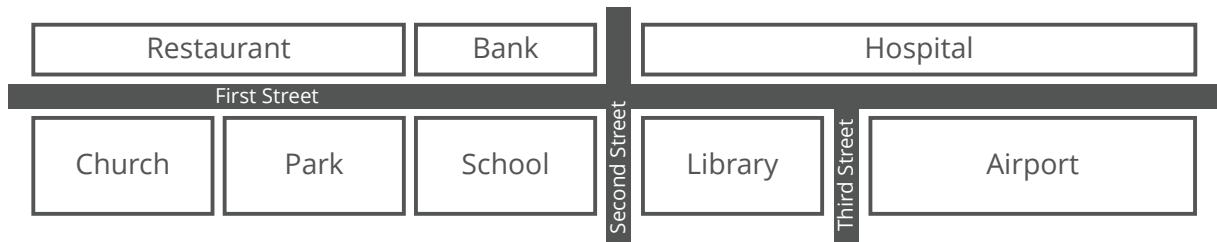
1. actor, doctor
2. fork, store, corner, born, corn, boring, afford

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

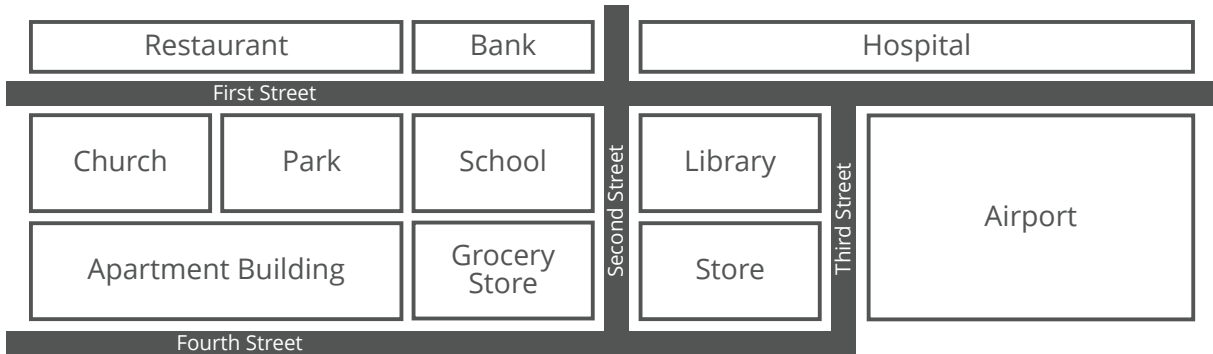
LEARNING STRATEGY

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

Instructor-Guided Practice



Activity 1



Activity 2

Draw a simple map of part of your city:

Listening

www.mormon.org/paul

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 23: HEALTH

My foot hurts.

WARM-UP

Objectives

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

Grammar

Present

cut hurt
burn break

Past

cut hurt
burned broke

Vocabulary

Parts of the body

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

_____ache

headache
earache
toothache
stomachache
backache



Verbs

cut
hurt
burn
break

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

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

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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Point to your eye.

Touch your ear.

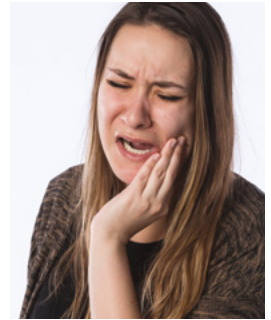
Move your finger.

Activity 1

A: Are you feeling OK?

B: Not really. I have _____.

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



Activity 2

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



Listening

www.mormon.org/mike

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

WRAP-UP

Summary

Now I can ...

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

Now I know ...

Invitation to Act

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

LESSON 24: HEALTH

I feel sick.

WARM-UP

Objectives

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

Target Phrases

I have a _____.

fever
cough
runny nose
sore throat
cold

I have _____.

diarrhea

I feel _____.

sick
weak
dizzy
nauseated
congested

Vocabulary

Nouns

fever
cough
runny nose
sore throat
cold
diarrhea



Verbs

sneeze
blow my nose
breathe
throw up

Adjectives

sick
weak
dizzy
nauseated
congested

LESSON CONVERSATION AND ACTIVITIES

Conversation: On the Phone

A: Hey, how are you doing?

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

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

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

A: I hope you feel better soon.

B: Me, too. Thanks!

Pronunciation Principle: The Letters ar in Stressed Syllables

1. teacher, doctor, dollar

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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Example:

B → A: How do you feel?

C → B: How does he/she feel?

D → C: How does he/she feel?

A → B: I feel _____.

B → C: He/she feels _____.

C → D: He/she feels _____.

Activity 1

Sam

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

Linda

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

Mike

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

Becky

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

Andrew

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

Sarah

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

Paul

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

Anna

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

Activity 2



Listening

www.mormon.org/ryan

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

WRAP-UP

Summary

| Now I can . . . | Now I know . . . |
|--------------------------------------------------------------|-------------------------|
| <input type="radio"/> 1. describe how I feel when I am sick. | <hr/> <hr/> <hr/> <hr/> |

Invitation to Act

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

LESSON 25: REVIEW

Vocabulary Review Activity

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

Review Activity 1

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

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



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

Review Activity 2

Partner A

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

Ask your partner:

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

Partner B

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

Prepare to tell your partner:

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

Review Activity 3

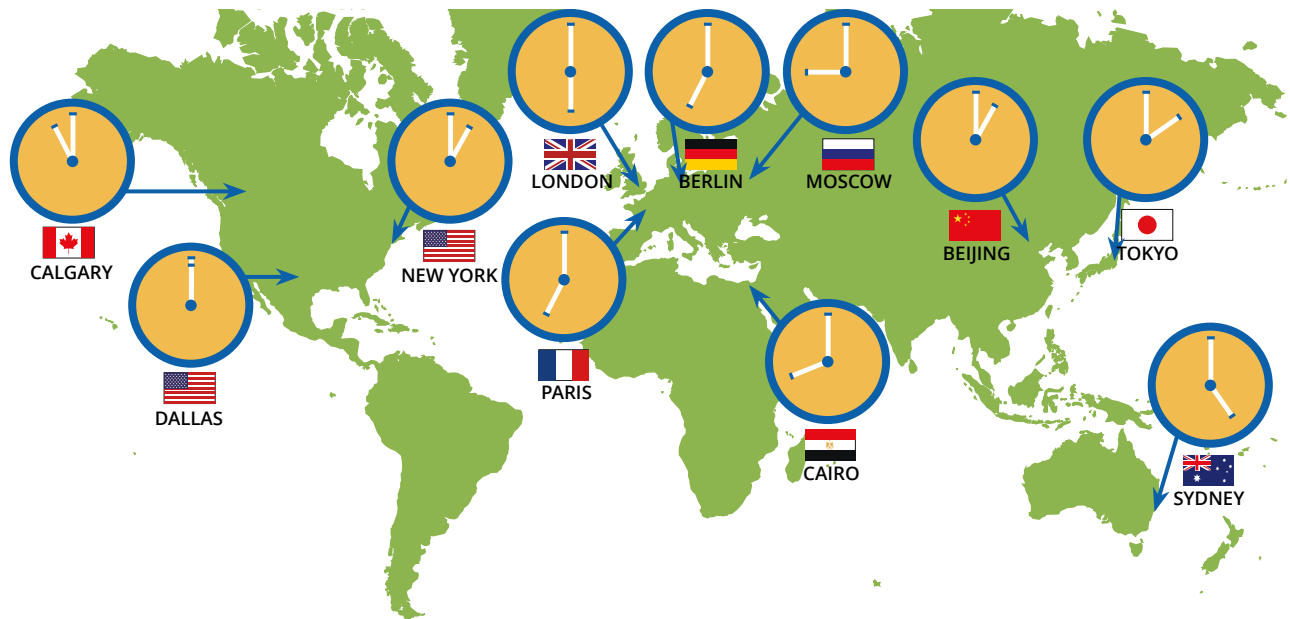
Pretend your partner is living in another country and you call him or her on the phone. Ask your partner about the following things:

What time it is there

What the weather is like there

What he or she is doing right now

What he or she usually does



Now I can . . .

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

ENGLISHCONNECT 1 GRAMMAR PRINCIPLES

GRAMMAR PRINCIPLES

Lesson 1

Target Phrases:

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

Lesson 2

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

Lesson 3

Target phrases about personal information, including:

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

Lesson 4

| | | | |
|------------------|-----------------------|---------------------------|------------------------|
| I, you, we, they | like don't like | to [dance] verb | Me too. Me neither. |
| he, she | likes doesn't like | | |

Lesson 5

| | | |
|------------------|-----------------------|------------------------------------------------|
| I, you, we, they | like don't like | to shop because it's [fun] adjective |
| he, she | likes doesn't like | |

GRAMMAR PRINCIPLES

Lesson 6

add s to make nouns plural

brother ► brothers

uncle ► uncles

Lesson 7

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

Lesson 8

| singular | plural |
|----------|--------|
| this | these |

Lesson 9

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

Lesson 10

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

Lesson 11

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

GRAMMAR PRINCIPLES

Lesson 12

5:00 five o'clock

5:15 five fifteen

5:30 five thirty

5:45 five forty-five

Lesson 13

Target phrases for weather, including:

How's the weather?

It's raining .

Will it rain tomorrow?

It's snowy .

Will it snow tomorrow?

It's hot .

Will it be hot tomorrow?

It's sunny .

Will it be sunny tomorrow?

Lesson 14

Target phrases for work, including:

(I'm) a .
job name

(I) work at a .
place

Lesson 15

Target phrases for work, including:

Tell me about your job.

What do you do at work?

My job is full/part time.

Every day I .

Lesson 16

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

I usually eat eggs for breakfast .

What is your favorite food?

Why do you like ? It's .

GRAMMAR PRINCIPLES

Lesson 17

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

I'd like to order _____.

noncount: soup, pasta

I'd like to order a _____.

count: sandwich, salad, pizza, drink

Lesson 18

sequencing words

first...

next/then...

last...

Lesson 19

Target phrases about costs, including:

How much does this shirt cost? (singular)

How much do these shoes cost? (plural)

How much is this shirt? (singular)

How much are these shoes? (plural)

Lesson 20

a and an

a before consonant sound**an** before vowel sound

Example: a house

Example: an apartment

Lesson 21

Target phrases:

The + noun + be + adjective

There is / There are + noun + prepositional phrase

Example: The bedroom is small.

Example: There is a blanket on the bed.

Lesson 22

Target phrases:

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

Go south. **Turn** right.Use the verb **be** + preposition to talk about location.Example: The church is between the school and the park.

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

present

past

cut

cut

hurt

hurt

burn

burned

break

broke

Lesson 24**Expressions about health:**

I have _____. (diarrhea)

I have a _____. (fever, cough, cold)

I feel _____. (sick, dizzy, nauseated)

Lesson 25**Review**

ENGLISHCONNECT 1 LESSON AND HOMEWORK VOCABULARY

LESSON AND HOMEWORK VOCABULARY

Lesson 1

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

vowels: a, e, i, o, u

Lesson 2

learner-generated names of cities and countries

Lesson 2 Homework

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

Lesson 3

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

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

Lesson 3 Homework

Lesson 4

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

Lesson 4 Homework

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

LESSON AND HOMEWORK VOCABULARY

Lesson 5

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

Lesson 5 Homework

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

Lesson 6

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

Lesson 6 Homework

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

Lesson 7

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

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

Lesson 7 Homework

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

Lesson 8

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

LESSON AND HOMEWORK VOCABULARY

Lesson 8 Homework

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

Lesson 9

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

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

Lesson 9 Homework

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

Lesson 10

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

Lesson 10 Homework

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

Lesson 11

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

Lesson 11 Homework

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

LESSON AND HOMEWORK VOCABULARY

Lesson 12

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

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

Lesson 12 Homework

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

Lesson 13

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

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

Lesson 13 Homework

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

Adjectives (use with be): humid

Lesson 14

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

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

Lesson 14 Homework

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

Lesson 15

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

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

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

LESSON AND HOMEWORK VOCABULARY

Lesson 15 Homework

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

Lesson 16

Fruit: apple, banana, orange, mango

Vegetables: potato, onion, tomato, lettuce, peas

Meat: chicken, fish, beef, pork

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

Adjectives: delicious, healthy, salty, sweet, gross

Other nouns: taste, texture

Lesson 16 Homework

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

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

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

Lesson 17

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

Lesson 17 Homework

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

Lesson 18

Sequencing words: first, next, then, last

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

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

Lesson 18 Homework

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

Verbs: slice, peel, mix

LESSON AND HOMEWORK VOCABULARY

Lesson 19

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

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

Verbs: cost, buy, need

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

Lesson 19 Homework

Lesson 20

Nouns: house, apartment, floor plan, corner

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

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

Other: stairs, closet, garage

Lesson 20 Homework

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

Lesson 21

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

Bedroom: bed, blanket, pillow, window, closet

Adjectives: big, small, clean, dirty, messy

Prepositions: in, on, under

Lesson 21 Homework

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

Adjectives: neat, tidy

Prepositions: behind, underneath, on top of

LESSON AND HOMEWORK VOCABULARY

Lesson 22

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

Prepositions: across from, between, next to

Distance: block

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

Lesson 22 Homework

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

Prepositions: on, behind

Directions: go past, at the corner of

Lesson 23

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

ache: headache, earache, toothache, stomachache, backache

Verbs: cut, hurt, burn, break

Lesson 23 Homework

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

Lesson 24

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

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

Adjectives: sick, weak, dizzy, nauseated, congested

Lesson 24 Homework

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

Lesson 25

Review

L'ÉGLISE DE
JÉSUS-CHRIST
DES SAINTS
DES DERNIERS JOURS

