English Connect 1

FOR LEARNERS
Welcome to EnglishConnect 1. The ability to speak English will be a great blessing in your life. English skills can lead to better employment, help you pursue educational opportunities, expand your circles of friends and acquaintances, and help you in many other ways.

As shown in the diagram above, this course is part of a larger product called EnglishConnect. Take a moment to review the diagram above and see what EnglishConnect offers. Also, take time to think how this particular course can help you in the near future.

Because the purpose of this course is to help you develop basic English speaking skills, EnglishConnect 1 activities focus on vocabulary, listening, and conversation practices.

This course requires you to be able to access the internet and different technologies (apps and so on) in order to review, practice, and learn outside class. Like developing any other skill, constant practice and time will help you develop English speaking skills. So, practice as much as you can in and outside class. Be constant and diligent in your efforts, and have fun while learning.

As you work with others to achieve the course’s objectives, you will experience the blessings of sacrifice, work, self-reliance, and love. Your positive attitude, preparation, and dedication will improve your life and the lives of those around you.

Best wishes!
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WHY ARE YOU LEARNING ENGLISH?

Welcome to EnglishConnect. Learning English can help you pursue educational opportunities, seek better employment, and expand your circle of friends. The EnglishConnect lessons will help you build speaking and conversation skills. These lessons do not teach English reading and writing. You can learn English reading and writing skills in other EnglishConnect courses.

Before you begin, decide why you are learning English and write down your reasons. When you feel discouraged, look at what you wrote. Remembering why you are learning English can help you stay motivated.

I'm learning English because ____________________________

In order to successfully learn English, it is important that you:

○ Practice English every day. A little practice every day is better than a lot of practice on only a few days.
○ Make weekly English goals. These should be specific, such as “I will learn 20 new words.” Write down your goals and record your progress.

It is also important to decide what, when, where, and how you will study.

WHAT WILL YOU STUDY?

The EnglishConnect Learner’s Manual

This book will help you during your EnglishConnect course. It contains activities for each lesson and other helpful resources. However, you cannot learn English from this book alone. For this reason, it is important that you attend class each week.

○ Bring this book to class each week.
○ Write in this book to take notes and to complete activities.
○ Review the current lesson vocabulary and learn the homework vocabulary in the vocabulary appendix.
○ Preview the lesson for next week’s class.
○ Use the grammar appendix (in the back of the book) to review the grammar you use in class.

My English Practice Plan

EnglishConnect courses come with a plan to help you practice English 10+ hours every week and keep track of your practice time. Use this plan to record the hours you spend practicing and to track your progress. My English Practice Plan suggests several ways you can practice.

○ Practice and listen to spoken English by attending class each week.
○ Complete the Invitation to Act included at the end of each EnglishConnect lesson. This gives you an opportunity to apply what you have learned in class.
○ Review and practice the vocabulary from each lesson. Practice writing the words as well as saying them.
○ Practice the homework vocabulary at the back of the manual. The homework vocabulary is an expansion of the lesson vocabulary.
○ Practice the conversation from the lesson with a partner or by yourself.
○ Preview the vocabulary for the next class. This prepares you for what you will be learning.
○ Duolingo is a resource available for free for both Android and Apple users. Visit the corresponding app stores. Please note that Duolingo uses your cellular data, so you might want to use it when you are connected to WiFi on your handheld device. Duolingo is also available online for free at duolingo.com. It is recommended that you spend about 10 to 15 minutes a day practicing with Duolingo.
○ Participate in Speaking Partners, a program that provides you with the opportunity to speak weekly with a native English speaker through video chat such as Skype or Facetime.
○ Other English practice activities include watching English movies, television, or podcasts or listening to English radio or other audio. It also includes practicing English with classmates or others.

**My Foundation**

In many areas, My Foundation is a class taught as a companion to EnglishConnect English classes. My Foundation helps individuals learn and live principles that lead to spiritual and temporal self-reliance. This 20-minute class is usually run by a class president who assigns group members to facilitate a discussion of a principle from the *My Foundation* manual.

**WHEN, WHERE, AND HOW WILL YOU STUDY?**

**Study tips**

○ Choose a place that works best for your study habits.
○ Choose a consistent time of day to study and practice English.
○ Find a native speaker or someone who is learning English to practice with outside of class.
○ Speak English as much as possible, both in and outside of class. If you don't know how to say something in English, try to describe it using words you know.
○ Make a list of the new words you learn. Review this list often, perhaps by making flash cards or by using a vocabulary notebook.
○ If you have access to the internet, you can review each week's lesson by watching the video from each Listening section online.

Learning a new language is a process that requires time, patience, and persistence. It can also be exciting and fun! Congratulations on your decision to learn and practice English with EnglishConnect.
### MY ENGLISH PRACTICE PLAN

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ATTEND CLASS</th>
<th>COMPLETE THE INVITATION TO ACT</th>
<th>REVIEW VOCABULARY FROM LAST CLASS</th>
<th>PRACTICE HOMEWORK VOCABULARY</th>
<th>PRACTICE CONVERSATION FROM LAST CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>1 hour</td>
<td>.5 hours</td>
<td>1 hour</td>
<td>1 hour</td>
<td>.5 hours</td>
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Example 1 hour .5 hours 1 hour 1 hour .5 hours
<table>
<thead>
<tr>
<th>PREVIEW VOCABULARY FOR NEXT CLASS</th>
<th>DUOLINGO</th>
<th>SPEAKING PARTNERS</th>
<th>OTHER ENGLISH PRACTICE</th>
<th>TOTAL HOURS SPENT LEARNING ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5 hours</td>
<td>2 hours</td>
<td>1 hour</td>
<td>3 hours</td>
<td>10.5 hours</td>
</tr>
</tbody>
</table>
Why am I learning English?

INTRODUCTION TO ENGLISHCONNECT

Objectives

1. I will learn how the EnglishConnect course can help me learn English.
2. I will learn how to use My English Practice Plan.
3. I will learn to say the English alphabet.
4. I will learn to spell my name.

Why are you studying English?

1. After you write why you are learning English on the Introduction page, explain to a partner why you want to learn English. You may do this in your native language.
2. Write a specific goal that you will try to achieve while you are in this English course. For example, “I will learn 20 new vocabulary words each week.” You may do this in your native language.

Goal:

What will you study?

Read about the EnglishConnect 1 learner manual and My English Practice Plan in the Introduction and look at the My English Practice Plan chart on pages viii and ix. Ask questions if you do not understand any part of My English Practice Plan. You may do this in your native language.

Where, when, and how will you study?

Think about where, when, and how you study best. Write down your thoughts. Share your thoughts with a partner. You may do this in your native language.

Where:

When:

How:
WARM-UP

Target Phrases

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

The English Alphabet

<table>
<thead>
<tr>
<th>Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh  Ii  Jj  Kk  Ll  Mm</th>
<th>vowels: a, e, i, o, u</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nn  Oo  Pp  Qq  Rr  Ss  Tt  Uu  Vv  Ww  Xx  Yy  Zz</td>
<td></td>
</tr>
</tbody>
</table>

LESSON CONVERSATION AND ACTIVITY

Conversation

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

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 . . .

☐ 1. say how the EnglishConnect course can help me learn English.

☐ 2. tell someone how to use My English Practice Plan.

☐ 3. say the English alphabet.

☐ 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

<table>
<thead>
<tr>
<th>I</th>
<th>am</th>
<th>Possessive adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>are</td>
<td>my name</td>
</tr>
<tr>
<td>we</td>
<td>are</td>
<td>your name</td>
</tr>
<tr>
<td>they</td>
<td>are</td>
<td>our names</td>
</tr>
<tr>
<td>he/she/it</td>
<td>is</td>
<td>their names</td>
</tr>
<tr>
<td></td>
<td></td>
<td>his/her/its name</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Full Forms</th>
<th>Contractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I'm</td>
</tr>
<tr>
<td>She is</td>
<td>She's</td>
</tr>
<tr>
<td>He is</td>
<td>He's</td>
</tr>
<tr>
<td>We are</td>
<td>We're</td>
</tr>
</tbody>
</table>

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!
B: Hi! How are you?
A: My name is ________. What’s your name?
B: I’m ________. Where are you from?
A: I’m from ________. Where are you from?
B: I’m from ________.  Where are you from?
A: Well, it’s nice to meet you.
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.


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

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 . . .
Now I know . . .

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is your birthday?</td>
<td>My birthday is _______ July 11th</td>
</tr>
<tr>
<td>What’s your phone number?</td>
<td>My phone number is _______ 706-863-9400</td>
</tr>
<tr>
<td>What’s your address?</td>
<td>My address is _______ 512 West Fourth Street</td>
</tr>
<tr>
<td>What’s your email?</td>
<td>My email is _______ <a href="mailto:susanjones@email.net">susanjones@email.net</a></td>
</tr>
</tbody>
</table>

Vocabulary

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

0-zero
0-one
0-two
0-three
0-four
0-five
0-six
0-seven
0-eight
0-nine
10-ten
—
first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth

LESSON CONVERSATION AND ACTIVITIES

<table>
<thead>
<tr>
<th>Conversation 1</th>
<th>Conversation 2</th>
<th>Conversation 3</th>
<th>Conversation 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: My birthday is March 30th.</td>
<td>B: My phone number is _______ 125-930-1988.</td>
<td>B: My address is 125-930-1988.</td>
<td>B: My email is _______ <a href="mailto:j.anderson@email.net">j.anderson@email.net</a></td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Message</th>
<th>Options</th>
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</thead>
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<tr>
<td>To:</td>
<td></td>
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<tr>
<td>Cc:</td>
<td></td>
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<tr>
<td>Subject:</td>
<td></td>
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</tbody>
</table>

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 . . .                  Now I know . . .
☐ 1. ask for and say someone’s birthday, phone number, and address.
☐ 2. say my birthday, phone number, and address.

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

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

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
A: What do you like to do?
B: I like to play sports.
A: Me too!

Conversation 2
A: Do you like to cook?
B: No, not really. I don't cook very often.
A: Me neither.

Conversation 3
A: Do you like to dance?
B: Yeah, I really like to dance.
C: Me too!

Pronunciation Principle: Reducing to

Vocabulary

I like to cook.
I like to study.
I like to sleep.
I like to play sports.
I like to dance.
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 . . . Now I know . . .
○ 1. say what I like to do.
○ 2. say what I don't like to do.
○ 3. ask what someone likes to do.

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

<table>
<thead>
<tr>
<th>I you</th>
<th>like don't like</th>
<th>to shop because it's</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we / they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he / she</td>
<td></td>
<td></td>
</tr>
<tr>
<td>likes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doesn't like</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

Translate each of these words into your native language.

fun ___________________________ boring ___________________________

easy ___________________________ difficult ___________________________

relaxing ______________________ tiring _____________________________

important ______________________ unimportant _______________________

LESSON CONVERSATION AND ACTIVITIES

<table>
<thead>
<tr>
<th>Conversation 1</th>
<th>Conversation 2</th>
<th>Conversation 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Do you like to shop?</td>
<td>A: Do you like to cook?</td>
<td>A: What do you like to do?</td>
</tr>
<tr>
<td>B: Yes.</td>
<td>B: No.</td>
<td>B: I like to read.</td>
</tr>
<tr>
<td>B: I like to shop because it's fun.</td>
<td>B: I don't like to cook because it's boring.</td>
<td>B: I like to read because it is relaxing.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>A: Do you like to ____________________________?</th>
<th>A: What do you like to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Yes. or No.</td>
<td>B: I like to _____________________________.</td>
</tr>
<tr>
<td>B: I (don't) like to __________ because it's ______.</td>
<td>B: I like to __________ because it's ______.</td>
</tr>
</tbody>
</table>

Activity 1

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

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. say why I like something.</td>
<td></td>
</tr>
<tr>
<td>2. say why I don't like something.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother</td>
<td>brothers</td>
</tr>
<tr>
<td>sister</td>
<td>sisters</td>
</tr>
<tr>
<td>parent</td>
<td>parents</td>
</tr>
<tr>
<td>uncle</td>
<td>uncles</td>
</tr>
</tbody>
</table>

Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation
A: So, tell me about yourself.
B: Well, I'm from Canada. I like to dance. Also, I have a big family.
A: Oh, yeah? Tell me about your family.

B: There are 5 people in my family. I have a brother and a sister. What about you? How many are in your family?
A: I have 3 sisters and no brothers. So there are 6 people in my family.

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

<table>
<thead>
<tr>
<th>Not Linked</th>
<th>Linked</th>
</tr>
</thead>
<tbody>
<tr>
<td>about yourself</td>
<td>abouchurself</td>
</tr>
<tr>
<td>what's your</td>
<td>whachur</td>
</tr>
<tr>
<td>meet you</td>
<td>meechu</td>
</tr>
</tbody>
</table>

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

LEARNING STRATEGY

A useful phrase to use in class is “How do you say ______________ in English?”
Instructor-Guided Practice

How many people are in your family?
There are ______ people in my family.
I have ______ (brothers or sisters).
I have ______ (uncles or aunts).

I have ______ (nieces or nephews).
I have ______ (cousins).
I have ______ (sons or daughters).

Activity 1

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

<table>
<thead>
<tr>
<th>be</th>
<th>have</th>
<th>The verb have</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>long hair</td>
<td>Me</td>
</tr>
<tr>
<td>thin</td>
<td>blue eyes</td>
<td>You</td>
</tr>
<tr>
<td>old</td>
<td>curly hair</td>
<td>We</td>
</tr>
<tr>
<td>married</td>
<td>a beard</td>
<td>They</td>
</tr>
<tr>
<td>bald</td>
<td>a mustache</td>
<td>He/she/it</td>
</tr>
</tbody>
</table>

Vocabulary

tall/short, thin/fat, old/young, married/single, bald, long/short hair, blonde/black/brown/red/gray hair, curly/straight hair, blue/brown/black/hazel/green eyes, beard, mustache, 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 glasses.
B: Yes, he has blue eyes. B: Is it Ray?
A: 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.

<table>
<thead>
<tr>
<th>Classmate’s name</th>
<th>Family member</th>
<th>She (he) is ____ years old.</th>
<th>She (he) is ____</th>
<th>She (he) is ____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>these</td>
</tr>
</tbody>
</table>

Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation 1                Conversation 2
A: Is this your phone?         A: Are these your keys?
B: No, it’s not. My phone is in my pocket. B: No, they’re not. My keys are in my backpack.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ship—sheep</td>
<td>mitt—meet</td>
</tr>
<tr>
<td>it—eat</td>
<td>cheap—chip</td>
</tr>
<tr>
<td>this—these</td>
<td>slip—sleep</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Close to the speaker</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td></td>
<td>these</td>
</tr>
<tr>
<td>that</td>
<td></td>
<td>those</td>
</tr>
</tbody>
</table>

Vocabulary

Clothing
- dress
- skirt
- shirt
- sweater
- pants
- tie
- shoes
- socks
- suit
- tie
- shirt
- sweater
- pants
- tie
- 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!*

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 . . . Now I know . . .

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

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

<table>
<thead>
<tr>
<th>I</th>
<th>you</th>
<th>we</th>
<th>they</th>
<th>he/she/it</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat breakfast</td>
<td>eats breakfast</td>
<td>brushes his teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brush my teeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. 3. 5. 7.

2. 4. 6. 8.

Activity 1

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

Activity 2

get dressed | eat breakfast
get ready | brush my teeth
make breakfast | 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 . . . Now I know . . .

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

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

<table>
<thead>
<tr>
<th>Simple Present Tense</th>
<th>Present -ing Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I you we they he/she/it</td>
<td>eat</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

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

<table>
<thead>
<tr>
<th>I—in</th>
<th>List 1</th>
<th>List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>my—mitt</td>
<td>Chi-na</td>
<td>Ju-ly</td>
</tr>
<tr>
<td>hi—him</td>
<td>im-por-tant</td>
<td>by</td>
</tr>
</tbody>
</table>

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
- put on my pajamas
- get up
- brush my teeth
- make breakfast
- pray
- go to school
- take a shower
- eat breakfast
- get up
- 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
   or
   in the morning
2. or
   or
   in the afternoon
3. or
   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

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

Numbers for telling time
- eleven
- twelve
- thirteen
- fourteen
- fifteen
- sixteen

Numbers for giving the date
- eleventh
- twelfth
- thirteenth
- fourteenth
- fifteenth

Vocabulary

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

Activity 1

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
</tbody>
</table>

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?  What will the weather be tomorrow?
It’s raining or rainy.  Will it rain tomorrow?
It’s snowing or snowy.  Will it snow tomorrow?
It’s windy.  Will it be windy tomorrow?
It’s foggy.  Will it be foggy tomorrow?
It’s cold.  Will it be cold tomorrow?
It’s hot.  Will it be hot tomorrow?
It’s sunny.  Will it be sunny tomorrow?
It’s cloudy.  Will it be cloudy tomorrow?

Vocabulary

rain  snow  wind  cloud  fog  cold  hot

LESSON CONVERSATION AND ACTIVITIES

Conversation (on the phone)

A: How’s the weather in London?  
B: Not very good. It’s raining again.  
A: That’s too bad*. Will it rain tomorrow too?  
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.
3. Wednesday Sam will read/run.
2. Tuesday Sam will watch movies/run.
4. Thursday Sam will paint/run.

Partner B  Answer Partner A's questions with the pictures shown below.
1. Monday:  
3. Wednesday:  
2. Tuesday:  
4. Thursday:  

Activity 2

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.

Where do you work? I work at a factory.

What does he (or she) do for work? He (or She) is a mechanic.
He (or She) has his (or her) own business.

Where does he (or she) work? He (or She) works at a restaurant.

Vocabulary
office, factory, hospital, store, restaurant, school, factory worker, nurse, secretary, teacher, cashier, mechanic, farmer, doctor, 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: fármer, wáiter, cárpenter, páinter, wórker, téacher
2. or endings: áctor, táilor, tútór, 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

1. In your group, imagine that you just got a job at the store in Picture 2. Share your job with the other members of your group. Example: I just got a new job! Wow, that's great! Where do you work now? I work Picture 3.

Activity 2

Classmate | What do you do for work? | Where do you work? | Do you enjoy being a _______?
---|---|---|---
| | | 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 . . .

- say what I do for work.
- ask and say what someone does for work.
- say where I work.
- 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__.

Tell me about your job.
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

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>help</td>
<td>customer</td>
<td>interesting</td>
</tr>
<tr>
<td>sell</td>
<td>food</td>
<td>full-time</td>
</tr>
<tr>
<td>serve</td>
<td>hair</td>
<td>part-time</td>
</tr>
<tr>
<td>teach</td>
<td>student</td>
<td>self-employed</td>
</tr>
<tr>
<td>cut</td>
<td>computer</td>
<td>interesting</td>
</tr>
<tr>
<td></td>
<td>program (computers)</td>
<td>full-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>part-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>self-employed</td>
</tr>
</tbody>
</table>

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. [u] 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.

Activity 2

Jobs from Lesson 14
secretary  nurse
teacher  server
cashier  electrician
mechanic  salesperson
factory worker  hairstylist
farmer  fisherman

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 . . . Now I know . . .

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

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

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

LESSON CONVERSATION AND ACTIVITIES

Conversation (deciding what to eat for lunch)

A: What do you want for lunch? Do you want some fish?
B: No thanks,* I don’t really like fish.
A: Really? My favorite food is fish! Why don’t you like it?
B: OK!

A: I don’t like the taste. I usually eat chicken for lunch.
A: Oh, we have chicken, too, and chicken is healthy. Let’s have chicken!

* “No thanks” is a polite way to say, “I don’t want that” when something is offered to you.

Pronunciation Principle: [uh] in Unstressed Syllables

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

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

LEARNING STRATEGY

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

Anna
- eggs (breakfast)
- chicken (lunch)
- rice (dinner)

Sam
- banana (breakfast)
- beans (lunch)
- potatoes (dinner)

David
- bread (breakfast)
- apples (lunch)
- beef (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
1. ____________  3. ____________
2. ____________  4. ____________

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 . . .
---|---
1. name foods I eat for breakfast, lunch, and dinner. |  
2. name my favorite foods. |  
3. ask what others’ favorite foods are. |  
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 __________.

<table>
<thead>
<tr>
<th>soup</th>
<th>sandwich</th>
</tr>
</thead>
<tbody>
<tr>
<td>pasta</td>
<td>hamburger</td>
</tr>
</tbody>
</table>

I’d like to order a __________.

<table>
<thead>
<tr>
<th>salad</th>
<th>drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>pizza</td>
<td>dessert</td>
</tr>
</tbody>
</table>

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 | Grammar
---|---
How do you make that (this)? | First
What are the ingredients? | Next or then*
You need bread and cheese. | Last

* interchangeable

Vocabulary

Sequence Words | Verbs | Nouns
---|---|---
first | stir | pan
next | chop | stove
then | heat | oven
last | bake | ingredients

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 . . . Now I know . . .

◯ 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.

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

Vocabulary

Numbers 70–1,000,000

- 70–seventy
- 80–eighty
- 90–ninety
- 100–one hundred
- 1,000–one thousand
- 1,000,000–one million

Local Currency

- pajamas
- shoes
- tie
- apple
- chicken
- phone
- table
- car

Nouns

Verbs

Adjectives

- expensive
- cheap
- good
- bad
- pretty
- ugly

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

1. My price: _________
   Lowest price: _________
   Highest price: _________

2. My price: _________
   Lowest price: _________
   Highest price: _________

3. My price: _________
   Lowest price: _________
   Highest price: _________

4. My price: _________
   Lowest price: _________
   Highest price: _________

5. My price: _________
   Lowest price: _________
   Highest price: _________

6. My price: _________
   Lowest price: _________
   Highest price: _________

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.

Listening

www.mormon.org/byron

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

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
- an: before a vowel sound

Example: a house
Example: an apartment

Vocabulary
- house
- apartment
- floor plan
- corner
- next to
- left
- right
- top
- bottom
- living room
- laundry room
- family room
- kitchen
- dining room

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 ________.

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

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

Activity 1

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

Example: There is/are soap in the shower.

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

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

Activity 2

1. [Image]
2. [Image]

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

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>hurt</td>
</tr>
<tr>
<td>burn</td>
<td>break</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

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

Verbs
- ache
- 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 1, office 1, bold 1, fork 2, bond 2, gold 3, shop 3, boring 3, colt 3, cost 3, told 2, torn 3, Tom 3, older 3, contact 3, store 3

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

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1. name parts of my body.</td>
<td></td>
</tr>
<tr>
<td>☐ 2. talk about where my body hurts.</td>
<td></td>
</tr>
<tr>
<td>☐ 3. talk about causes of injuries.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I have a ________</th>
<th>I have ________</th>
<th>I feel ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>fever</td>
<td>diarrhea</td>
<td>sick</td>
</tr>
<tr>
<td>cough</td>
<td></td>
<td>weak</td>
</tr>
<tr>
<td>runny nose</td>
<td></td>
<td>dizzy</td>
</tr>
<tr>
<td>sore throat</td>
<td></td>
<td>nauseated</td>
</tr>
<tr>
<td>cold</td>
<td></td>
<td>congested</td>
</tr>
</tbody>
</table>

Vocabulary

<table>
<thead>
<tr>
<th><strong>Nouns</strong></th>
<th><strong>Verbs</strong></th>
<th><strong>Adjectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>fever</td>
<td>sneeze</td>
<td>sick</td>
</tr>
<tr>
<td>cough</td>
<td>blow my nose</td>
<td>weak</td>
</tr>
<tr>
<td>runny nose</td>
<td>breathe</td>
<td>dizzy</td>
</tr>
<tr>
<td>sore throat</td>
<td>throw up</td>
<td>nauseated</td>
</tr>
<tr>
<td>cold</td>
<td></td>
<td>congested</td>
</tr>
<tr>
<td>diarrhea</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:**

\[ \text{B} \rightarrow \text{A}: \text{How do you feel?} \quad \text{C} \rightarrow \text{B}: \text{How does he/she feel?} \quad \text{D} \rightarrow \text{C}: \text{How does he/she feel?} \]

\[ \text{A} \rightarrow \text{B}: \text{I feel ________}. \quad \text{B} \rightarrow \text{C}: \text{He/she feels ________}. \]

### Activity 1

<table>
<thead>
<tr>
<th>Name</th>
<th>Symptom 1</th>
<th>Symptom 2</th>
<th>Symptom 3</th>
<th>Symptom 4</th>
<th>Symptom 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>He is congested.</td>
<td>He has a fever.</td>
<td>He sneezes.</td>
<td>He has a cough.</td>
<td>He has a sore throat.</td>
</tr>
<tr>
<td>Linda</td>
<td>She is congested.</td>
<td>She has a sore throat.</td>
<td>She sneezes.</td>
<td>She has a cold.</td>
<td>She has a cough.</td>
</tr>
<tr>
<td>Mike</td>
<td>He is weak.</td>
<td>He is tired.</td>
<td>He is nauseated.</td>
<td>He has a fever.</td>
<td>He has diarrhea.</td>
</tr>
<tr>
<td>Becky</td>
<td>She is dizzy.</td>
<td>She is tired.</td>
<td>She is nauseated.</td>
<td>She has a fever.</td>
<td>She throws up.</td>
</tr>
<tr>
<td>Andrew</td>
<td>He is congested.</td>
<td>He has a fever.</td>
<td>He sneezes.</td>
<td>He has a cough.</td>
<td>He has a runny nose.</td>
</tr>
<tr>
<td>Sarah</td>
<td>She is congested.</td>
<td>She has a sore throat.</td>
<td>She sneezes.</td>
<td>She has a cold.</td>
<td>She has a runny nose.</td>
</tr>
<tr>
<td>Paul</td>
<td>He is weak.</td>
<td>He is tired.</td>
<td>He is dizzy.</td>
<td>He has a fever.</td>
<td>He has diarrhea.</td>
</tr>
<tr>
<td>Anna</td>
<td>She is weak.</td>
<td>She is tired.</td>
<td>She is nauseated.</td>
<td>She has a fever.</td>
<td>She throws up.</td>
</tr>
</tbody>
</table>

### 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**

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ 1. describe how I feel when I am sick.</td>
<td></td>
</tr>
</tbody>
</table>

**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

| 7. Family | 15. Occupations | 23. Parts of your body |

### 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

### Lesson 1

**Target Phrases:**

<table>
<thead>
<tr>
<th>Please</th>
<th>Repeat</th>
<th>Say</th>
<th>Could you spell that, please?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank you</td>
<td>Write</td>
<td>Listen</td>
<td>Could you repeat that, please?</td>
</tr>
</tbody>
</table>

### Lesson 2

<table>
<thead>
<tr>
<th>the verb <strong>be</strong></th>
<th>possessive adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
</tr>
<tr>
<td>you</td>
<td>are</td>
</tr>
<tr>
<td>we</td>
<td>are</td>
</tr>
<tr>
<td>they</td>
<td>are</td>
</tr>
<tr>
<td>he, she, it</td>
<td>is</td>
</tr>
</tbody>
</table>

### Lesson 3

**Target phrases about personal information, including:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is your birthday?</td>
<td>My birthday is ______.</td>
</tr>
<tr>
<td>What’s your phone number?</td>
<td>My phone number is __________________.</td>
</tr>
<tr>
<td>What’s your address?</td>
<td>My address is ______________________.</td>
</tr>
<tr>
<td>What’s your email?</td>
<td>My email is _________________________.</td>
</tr>
</tbody>
</table>

### Lesson 4

<table>
<thead>
<tr>
<th>I, you, we, they</th>
<th>like</th>
<th>don’t like</th>
<th>to [dance]</th>
<th>Me too.</th>
</tr>
</thead>
<tbody>
<tr>
<td>he, she</td>
<td>likes</td>
<td>doesn’t like</td>
<td>verb</td>
<td>Me neither.</td>
</tr>
</tbody>
</table>

### Lesson 5

<table>
<thead>
<tr>
<th>I, you, we, they</th>
<th>like</th>
<th>don’t like</th>
<th>to shop because it’s [fun]</th>
</tr>
</thead>
<tbody>
<tr>
<td>he, she</td>
<td>likes</td>
<td>doesn’t like</td>
<td>adjective</td>
</tr>
</tbody>
</table>
### Lesson 6

**Grammatical Principle:**

Add `-s` to make nouns plural.

- Brother → brothers
- Uncle → uncles

### Lesson 7

<table>
<thead>
<tr>
<th>be</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>long hair</td>
</tr>
<tr>
<td>thin</td>
<td>blue eyes</td>
</tr>
<tr>
<td>old</td>
<td>curly hair</td>
</tr>
<tr>
<td>married</td>
<td>a beard</td>
</tr>
<tr>
<td>bald</td>
<td>a mustache</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they</td>
</tr>
<tr>
<td>have</td>
</tr>
<tr>
<td>has</td>
</tr>
</tbody>
</table>

| I, you, we, they         |
| have                     |
| has                      |

### Lesson 8

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>these</td>
</tr>
</tbody>
</table>

### Lesson 9

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>close to the speaker</td>
<td>this</td>
</tr>
<tr>
<td>far from the speaker</td>
<td>that</td>
</tr>
</tbody>
</table>

### Lesson 10

<table>
<thead>
<tr>
<th>I, you, we, they</th>
<th>usually</th>
<th>in the morning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>eat breakfast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>brush (my) teeth</td>
<td></td>
</tr>
<tr>
<td>he/she/it</td>
<td>eats breakfast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>brushes (his) teeth</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson 11

<table>
<thead>
<tr>
<th>simple present tense</th>
<th>present -ing tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they</td>
<td>eat</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>you, we, they</td>
</tr>
<tr>
<td>he, she, it</td>
<td>eats</td>
</tr>
<tr>
<td></td>
<td>he, she, it</td>
</tr>
</tbody>
</table>

| eating               |


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 ________________.
(I) work at a ____________.

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 ________________.
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 is this shirt? (singular)
How much do these shoes cost? (plural) How much are these shoes? (plural)

Lesson 20

a and an

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

Lesson 21

Target phrases:

The + noun + be + adjective Example: The bedroom is small.
There is / There are + noun + prepositional phrase 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.
### Lesson 23

**Verbs (about health)**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>burn</td>
<td>burned</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
</tr>
</tbody>
</table>

### Lesson 24

**Expressions about health:**

- I have ________ . (diarrhea)
- I have a ________ . (fever, cough, cold)
- I feel ________ . (sick, dizzy, nauseated)

### Lesson 25

**Review**
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 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 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
<table>
<thead>
<tr>
<th>LESSON AND HOMEWORK VOCABULARY</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 15 Homework</strong></td>
</tr>
<tr>
<td><strong>Activities:</strong> deliver (mail, pizza, packages); write (articles, email, computer programs); perform (surgery); take care of (people's teeth); build (houses, apartments, office buildings)</td>
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</tbody>
</table>

| **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, 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 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**