

Module 2

INTRODUCTORY VOCABULARY

ACTING OUT VERB CONJUGATIONS WITH GESTURES

It is very important that all instructors model and regularly use this gesture practice.

Learn and use gestures for the persons and tense conjugation practice. Learners, you should learn and use in the first or at least by the end of the second class the gestures for the persons of "I" (point to self with both hands), "You" (reach out in front of you with one hand open faced and up), "We" (reach both arms and hands in front in an inclusive gesture, "They" (stretch both hands out in front with both hands facing a group of people), "He" (point sideways with hand face down towards a man), "She" (point sideways with hand face down towards a woman), and "It" (point down toward an imaginary cat or dog). As you, the learner, learn the tenses, do so giving the gestures. Put your books down and make the same gestures as the instructor and assistant instructors while you give the appropriate responses. This is very important, so you internalize the communication as your own. Soon, when you hear a simple sentence pattern such as "I write the letter," you will be able to repeat the phrase and then change the verb appropriately when seeing the gesture for "You" or "We" or "They" or "He" or "She" or "It." This is very effective and helps you retain your learning. Remember that a class or train or any singular thing (other than a person) is an "It," but that two "It"s require the conjugation for "They."

ACTING OUT VERB CONJUGATIONS WITH GESTURES

Learn and use gestures for the persons and tense conjugation practice. Learners, you should learn and use in the first or at least by the end of the second class the gestures for the persons of "I" (point to self with both hands), "You" (reach out in front of you with one hand open faced and up), "We" (reach both arms and hands in front in an inclusive gesture, "They" (stretch both hands out in front with both hands facing a group of people), "He" (point sideways with hand face down towards a man), "She" (point sideways with hand face down towards a woman), and "It" (point down toward an imaginary cat or dog). As you, the learner, learn the tenses, do so giving the gestures. Put your books down and make the same gestures as the instructor and assistant instructors while you give the appropriate responses. This is very important, so you internalize the communication as your own. Soon, when you hear a simple sentence pattern such as "I write the letter," you will be able to repeat the phrase and then change the verb appropriately when seeing the gesture for "You" or "We" or "They" or "He" or "She" or "It." This is very effective and helps you retain your learning. Remember that a class or train or any singular thing (other than a person) is an "It," but that two "It"s require the conjugation for "They."

Introductory Vocabulary

2

(3 classes with subsequent review)



Objectives *Objectives*

At the end of this module, I will be able to affirm:

Now I can . . .

Now I know . . .

- ☐ 1. identify different parts of speech in English.
- ☐ 2. name the days of the week and months of the year.
- ☐ 3. name the different times of the day.
- ☐ 4. place adjectives in the correct order.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.



Memorize the dialog in English.

Memorize the dialog in English.



	Dialog	<i>Dialog</i>
Camilla:	Do you know which days we have our English classes?	<i>Do you know which days we have our English classes?</i>
Ben:	Yes, they are on Tuesday and Thursday evenings.	<i>Yes, they are on Tuesday and Thursday evenings.</i>
Camilla:	What time do they begin?	<i>What time do they begin?</i>
Ben:	They begin at 7:00 p.m. and end at 8:30 p.m.	<i>They begin at 7:00 p.m. and end at 8:30 p.m.</i>
Camilla:	What month do they begin?	<i>What month do they begin?</i>
Ben:	In September, September 1 [first].	<i>In September, September 1 [first].</i>
Camilla:	Thank you. Do you also know what time church services start on Sunday?	<i>Thank you. Do you also know what time church services start on Sunday?</i>
Ben:	Yes, they start at 9:00 a.m. every week and last until 12:00 noon.	<i>Yes, they start at 9:00 a.m. every week and last until 12:00 noon.</i>



Pronunciation Practice

Pronunciation Practice



Listen and repeat slowly. <i>Listen and repeat slowly.</i>		Fill in the missing letters and say the sounds. <i>Fill in the missing letters and say the sounds.</i>		
j-	<u>J</u> anuary, <u>J</u> une, <u>J</u> uly	___anuary	___une	___uly
y-	<u>y</u> es, <u>y</u> esterday, <u>y</u> ear, <u>y</u> ou	___es	___esterday	___ear
-end	b end, <u>s</u> end, <u>l</u> end	b_____	s_____	l_____
-ay	<u>b</u> ay, s ay, <u>M</u> ay	b___	s___	M___
d-	<u>d</u> o, <u>d</u> ay, D ecember	___o	___ay	___ecember



Rhyming Words (usually starting from a word in the dialog)

Rhyming Words (usually starting from a word in the dialog)



Listen and repeat slowly.

Listen and repeat slowly.

<u>Word</u>	<u>Rhyming Words</u>				
day	say	lay	May	way	pay
start	art	dart	cart	chart	
time	dime	rhyme	crime	lime	chime
week	meek	leak	peek	seek	weak

Teach: "Where two vowels go walking, usually the first vowel does the talking."

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



Vocabulary Practice (using words from the dialog to match to related words)

Vocabulary Practice (using words from the dialog to match to related words)

Match the words in pencil.

Match the words in pencil.

- | | |
|-----------|----------|
| evening • | • begin |
| time • | • finish |
| start • | • each |
| every • | • night |
| morning • | • hour |
| end • | • a.m. |

Write the words you matched in pencil.

Write the words you matched in pencil.

evening night



Vocabulary Practice

Vocabulary Practice

Write the words in pencil. Also, pronounce them with your assistant instructor.

Write the words in pencil. Also, pronounce them with your assistant instructor.

Dialog Words

evening

time

start

every

morning

end

Writing Practice

Related Words

night

hour

begin

each

a.m.

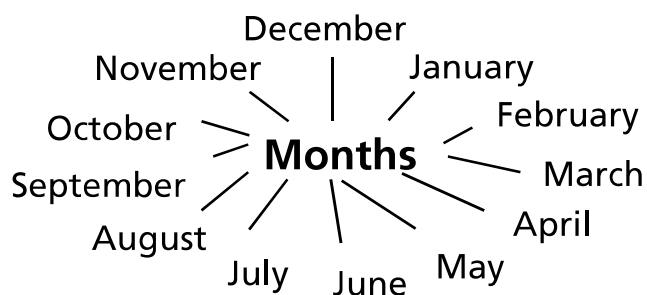
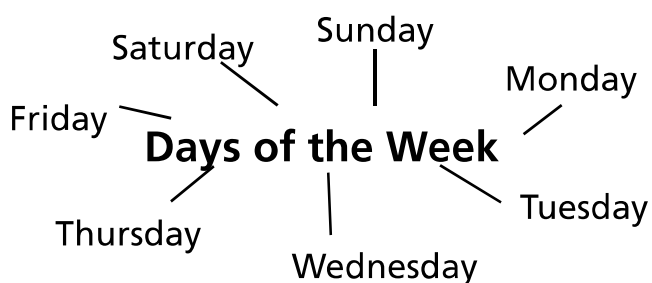
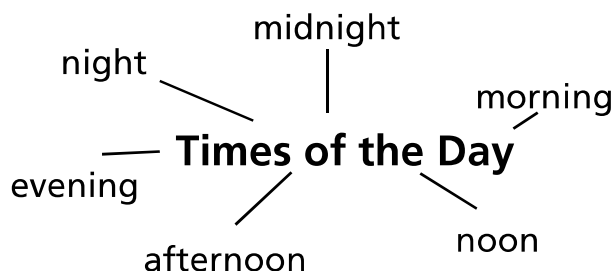
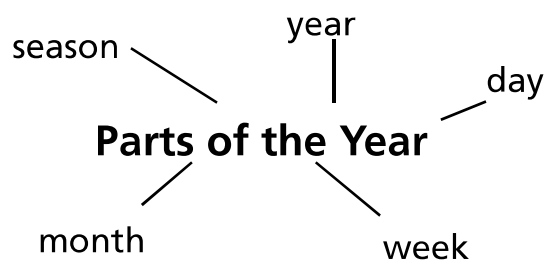
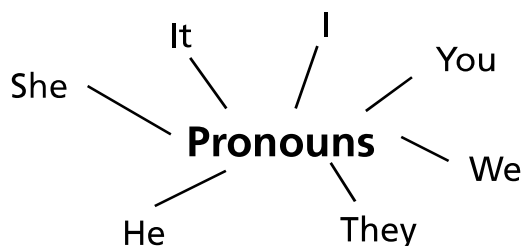
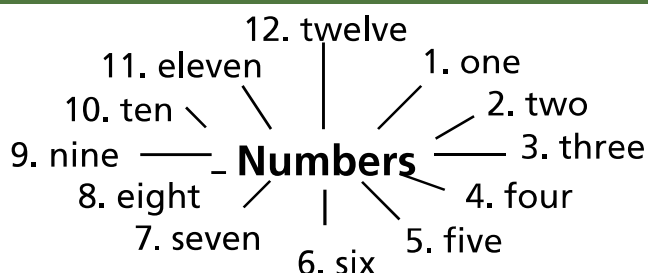
finish

Writing Practice



Word Webs (using words from the dialog and related words)

Word Webs (using words from the dialog and related words)



Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



Fill in the missing words in pencil from the dialog.

Fill in the missing words in pencil from the dialog.

- Camilla: Do you _____ which _____ we have our English classes?
- Ben: Yes, they are on _____ and Thursday evenings.
- Camilla: What _____ do they begin?
- Ben: They begin at 7:00 p.m. and _____ at 8:30 p.m.
- Camilla: What _____ do they begin?
- Ben: In September, _____.
- Camilla: _____. Do you also know what time church services start on _____ ?
- Ben: Yes, they _____ at 9:00 a.m. _____ week and last until 12:00 noon.



From the dialog, circle the correct word.

From the dialog, circle the correct word.

Write the complete sentence in pencil.

Write the complete sentence in pencil.

1. Do you (now / know) what days we have our English classes?
2. Yes, they are (on / an) Tuesday and Friday evenings.
3. What (time / tame) are they?
4. They start at 7:00 p.m. (an / and) end at 8:30 p.m.
5. What (moth / month) do they begin?
6. In January, next (hear / year), January 3rd.
7. (Thank / Tank) you. Do you also know what time church services start on Sunday?
8. Yes, they start at 9:00 a. m. (every / ever) week and last until 12:00 noon.

Instructors project the exercise. Have the learners fill in the blanks in their notebooks and then repeat the sentences after the instructor.



Respond to the statements or questions in pencil from the dialog.
Respond to the statements or questions in pencil from the dialog.

What days are the English classes? They are on
 What time are the classes? They start at
 What month do they begin? They begin in
 What day do they begin? They begin on
 What time does church start? It starts at



Language Focus: Days of the Week



Days of the Week						
Weekend	Weekdays					Weekend
Sunday <i>Sunday</i>	Monday <i>Monday</i>	Tuesday <i>Tuesday</i>	Wednesday <i>Wednesday</i>	Thursday <i>Thursday</i>	Friday <i>Friday</i>	Saturday <i>Saturday</i>
1 day before yesterday day before yesterday	2 yesterday <i>yesterday</i>	3 today <i>today</i>	4 tomorrow <i>tomorrow</i>	5 day after tomorrow day after tomorrow	6	7

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.

Write the correct name of the day in the blanks.

Write the correct name of the day in the blanks.

- Today is Tuesday, so tomorrow is _____ and yesterday was _____.
- Today is Friday, so tomorrow is _____ and yesterday was _____.
- Today is Thursday, so tomorrow is _____ and yesterday was _____.
- Today is Sunday, so tomorrow is _____ and yesterday was _____.
- Today is Wednesday, so tomorrow is _____ and yesterday was _____.
- Today is Monday, so tomorrow is _____ and yesterday was _____.
- Today is Saturday, so tomorrow is _____ and yesterday was _____.
- On _____, we go to church.



Practice writing and saying the months of the year.

Practice writing and saying the months of the year.

1. January *January* January
2. February *February*
3. March *March*
4. April *April*
5. May *May*
6. June *June*
7. July *July*
8. August *August*
9. September *September*
10. October *October*
11. November *November*
12. December *December*

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.

Write the correct name of the month in the blanks.

Write the correct name of the month in the blanks.

1. Last month was _____ .
2. This month is _____ .
3. Next month is _____ .
4. This month is July. Next month is _____ .
5. This month is May. Last month was _____ .
6. Next month is December. This month is _____ .
7. Last month was March. This month is _____ .
8. Christmas is in _____ .
9. The 1st month of the year is _____ .
10. The 7th month of the year is _____ .
11. Valentine's Day is in _____ .
12. The 3rd month of the year is _____ .
13. The 9th month of the year is _____ .
14. In what month is your birthday? My birthday is in _____ .

Word Key:

last	<i>last</i>
this	<i>this</i>
next	<i>next</i>



Instructor and assistant instructors ask questions, and learners answer in full sentences.



Nouns

(Nouns)

Persons (Personas)

instructor

sister

Camilla

Places (Lugares)

school

lake

Utah

Things (Cosas)

pencil

car

idea

The instructor is nice.

I see a car.

Camilla walks to school.

A noun is often preceded by the word *a* or *an*, but not always.

*(A noun is often preceded by the word *a* or *an*, but not always.)*

Personal Pronouns

replace the names with pronouns

(replace the names with pronouns)



I You We They He She It

He is a instructor.

They read a book.

Camilla and I like ice cream.

Adjectives

describe nouns

(Adjectives describe nouns.)

blue

pretty

funny

good

I see a blue car.

The instructor is nice.

Adjectives usually come before the noun or after a "to be" verb (*am, are, is*).

*(Adjectives usually come before the noun or after a "to be" verb (*am, are, is*)).*

Verbs

show an action

(Verbs show an action.)

read

walk

talk

run

I walk to school.

Camilla reads a book.

Change the verb based on the noun or pronoun subject. Add *-s* for *he, she, and it* subjects.

*(Change the verb based on the noun or pronoun subject. Add *-s* for *he, she, and it* subjects.)*



A. Circle the nouns in the sentences below.

Circle the nouns in the sentences below.

1. The pig is pink.
2. A jet is big.
3. The bug is small.
4. It is a green apple.
5. My sister and mom are nice.

Write the nouns on the line.

Write the nouns on the line.

B. Circle the pronouns in the sentences below.

Circle the pronouns in the sentences below.

1. We are happy.
2. She has a bag.
3. They walk to school.
4. He goes to class.
5. You are a learner.

Write the pronouns on the line.

Write the pronouns on the line.

C. Circle the verbs in the sentences below.

Circle the verbs in the sentences below.

1. She is a instructor.
2. I am happy.
3. They like to read.
4. Ben goes to class. He is a learner.
5. Camilla and I go to school. We are learners.

Write the verbs on the line.

Write the verbs on the line.

D. Circle the adjectives in the sentences below.

Circle the adjectives in the sentences below.

1. She is a happy instructor.
2. It is my blue pencil.
3. The pig is pink.
4. The food is good.
5. The big jet is nice.

Write the adjectives on the line.

Write the adjectives on the line.



Language Focus: Basic Sentence Structure

The basic structure of a sentence, unless it is a question, is often:

The basic structure of a sentence, unless it is a question, is often:

Subject	Verb	Adjective			
He	is	tired.			
Subject	Verb	Adverb	Adjective		
He	is	very	tired.		
Subject	Verb	Adjective	Noun		
I	throw	the	ball.		
Subject	Verb	Adjective	Adjective	Noun	
I	want	some	good	fruit.	
Subject	Adverb	Verb	Adjective	Adjective	Noun
I	really	want	some	good	fruit.

Remember: In English, we always use a name, noun, or personal pronoun before the verb.

In English, we always use a name, noun, or personal pronoun before the verb.



Language Focus: Adjectives

In English, the adjectives usually come before a noun. Look at the examples below.

In English, the adjectives usually come before a noun. Look at the examples below.

<u>Adjective</u>	<u>Noun</u>	<u>Pronoun</u>	<u>Verb</u>	<u>Adjective</u>	<u>Noun</u>
1. <u>good</u>	fruit	4. It	is	<u>a cold</u>	day.
2. <u>large</u>	ball	5. We	have	<u>a brown</u>	table.
3. <u>happy</u>	children	6. They	are	<u>tired</u>	learners.

Draw a line between one adjective and one noun. Then write the words in the correct order.

<u>Adjective</u>		<u>Noun</u>		<u>Write in Correct Order</u>
green	<i>green</i>	window	<i>window</i>	<u>glass window</u>
old	<i>old</i>	book	<i>book</i>	
glass	<i>glass</i>	instructor	<i>instructor</i>	
tall	<i>tall</i>	building	<i>building</i>	

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



Language Focus: Saying the Date

To say the year, divide the number as two numbers.

To say the year, divide the number as two numbers.

1920 → 19 | 20
 "nineteen twenty"



1716 seventeen sixteen 2000* two thousand

1820 eighteen twenty 2003* two thousand (and) three

1904 nineteen o four 2012 twenty twelve or two thousand twelve

1986 nineteen eighty-six 2014 twenty fourteen or two thousand fourteen

*Do not divide the numbers for the years 2000–2009.

Practice writing and saying the years.

Practice writing and saying the years.

2004 two thousand four

2011

2018

1945

1976

1856

2015

To say the date, use the ordinal number for the day and the cardinal number (see above) for the year.

Example: Written: Today is January 3, 2015. Spoken: "Today is January third, two thousand fifteen."

Practice writing and saying the dates below.

March 11, 2014 Today is March eleventh, two thousand fourteen.

May 18, 2013 Today is

July 21, 2014 Today is

September 1, 2014 Today is

October 22, 2014 Today is

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



Mini-Conversations Related to the Dialog

Instructors explain the meaning and then demonstrate and get repetition.

Instructors explain the meaning and then demonstrate and get repetition.



- | | |
|--|---|
| 1. When is the class?
Every Tuesday at 7:00 p.m. | 2. Classes begin next month.
Great! I'm excited! |
| 3. Is church in the morning or the afternoon?
It's* in the morning at 9:00 a.m. | 4. What time do classes end?
At 8:30 p.m. |

*It's is the shortened form of it is.



Expressions Related to the Dialog

Instructors explain the meaning and then demonstrate and get repetition.

Instructors explain the meaning and then demonstrate and get repetition.



- | | |
|-------------|--------------------------------------|
| Expression: | I can't wait! |
| Meaning: | I'm very excited! |
| Example: | I can't wait for class to start! |
| Meaning: | I'm very excited for class to start! |



Cognates (similar-sounding words to recognize and translate)

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

February	<i>February</i>	August	<i>August</i>
March	<i>March</i>	September	<i>September</i>
April	<i>April</i>	October	<i>October</i>
May	<i>May</i>	November	<i>November</i>
June	<i>June</i>	December	<i>December</i>
July	<i>July</i>		

Instructors explain the significance of cognates and demonstrate pronunciation.

Dialog Flash Fold Card

Cut out the box(es) on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Dialog Flash Fold Card

Cut out the box(es) on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Card 2A

Module 2	Dialog	<i>Dialog</i>
Camilla:	Do you know which days we have our English classes?	<i>Do you know which days we have our English classes?</i>
Ben:	Yes, they are on Tuesday and Thursday evenings.	<i>Yes, they are on Tuesday and Thursday evenings.</i>
Camilla:	What time do they begin?	<i>What time do they begin?</i>
Ben:	They start at 7:00 p.m. and end at 8:30 p.m.	<i>They start at 7:00 p.m. and end at 8:30 p.m.</i>
Camilla:	What month do they begin?	<i>What month do they begin?</i>
Ben:	In September, September 1 (first).	<i>In September, September 1 (first).</i>
Camilla:	Thank you. Do you also know what time church services start on Sunday?	<i>Thank you. Do you also know what time church services start on Sunday?</i>
Ben:	Yes, they start at 9:00 a.m. every week and last until 12:00 p.m. (noon).	<i>Yes, they start at 9:00 a.m. every week and last until 12:00 p.m. (noon).</i>

Vocabulary Flash Fold Card

Cut out the box(es) on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Vocabulary Flash Fold Card

Cut out the box(es) on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Card 2B

Cardinal			Ordinal		
1	one	<i>one</i>	1st	first	<i>first</i>
2	two	<i>two</i>	2nd	second	<i>second</i>
3	three	<i>three</i>	3rd	third	<i>third</i>
4	four	<i>four</i>	4th	fourth	<i>fourth</i>
5	five	<i>five</i>	5th	fifth	<i>fifth</i>
6	six	<i>six</i>	6th	sixth	<i>sixth</i>
7	seven	<i>seven</i>	7th	seventh	<i>seventh</i>
8	eight	<i>eight</i>	8th	eighth	<i>eighth</i>
9	nine	<i>nine</i>	9th	ninth	<i>ninth</i>
10	ten	<i>ten</i>	10th	tenth	<i>tenth</i>

Card 2C

Cardinal			Cardinal		
11	eleven	<i>eleven</i>	22	twenty-two	<i>twenty-two</i>
12	twelve	<i>twelve</i>	23	twenty-three	<i>twenty-three</i>
13	thirteen	<i>thirteen</i>	24	twenty-four	<i>twenty-four</i>
14	fourteen	<i>fourteen</i>	25	twenty-five	<i>twenty-five</i>
15	fifteen	<i>fifteen</i>	26	twenty-six	<i>twenty-six</i>
16	sixteen	<i>sixteen</i>	27	twenty-seven	<i>twenty-seven</i>
17	seventeen	<i>seventeen</i>	28	twenty-eight	<i>twenty-eight</i>
18	eighteen	<i>eighteen</i>	29	twenty-nine	<i>twenty-nine</i>
19	nineteen	<i>nineteen</i>	30	thirty	<i>thirty</i>
20	twenty	<i>twenty</i>	31	thirty-one	<i>thirty-one</i>
21	twenty-one	<i>twenty-one</i>			

