MY ENGLISH PRACTICE PLAN								
Week	Class Attendance	60 Common Verbs	Practice with Audio	Review Vocabulary	Lesson Flash Fold Card(s)			
Example	3 hrs.	1 hr.	1 hr.	1 hr.	1 hr.			
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								
Week 9								
Week 10								
Week 11								
Week 12								
Week 13								
Week 14								
Week 15								
Week 16								
Week 17								
Week 18								
Week 19								

Review and Practice Language Focus	Other English Practice	Other English Practice	Total Weekly Hours
1 hr.	Movies: 2 hrs.	Reading: 1 hr.	11½ hrs.
	Practice Language Focus	Practice Practice Language Focus	Practice Practice Practice Practice

MY ENGLISH PRACTICE PLAN									
Week	Class attendance	60 common verbs	Practice with Audio	Review Vocabulary	Lesson Flash Fold Card(s)				
Week 20									
Week 21									
Week 22									
Week 23									
Week 24									
Week 25									
Week 26									
Week 27									
Week 28									
Week 29									
Week 30									
Week 31									
Week 32									
Week 33									
Week 34									
Week 35									
Week 36									
Week 37									
Week 38									
Week 39									

. . .

Practice Conversation	Review and Practice Language Focus	Other English Practice	Other English Practice	Total Weekly Hours

FOR INSTRUCTORS

Welcome to EnglishConnect: *Learn English Now*

Thank you for becoming an instructor for EnglishConnect: *Learn English Now.* Teaching English will be a wonderful opportunity to serve your fellowmen (see Mosiah 2:17). It will also be a rewarding experience as you see learners' abilities to speak and converse in English improve while they experience positive changes in their lives.

What Is Learn English Now?

Learn English Now has been created to help learners speak and converse in English on a basic level. For this reasons, book sections and activities focus heavily on pronunciation, vocabulary, and the memorization of dialogs (or conversations).

Your role in this course is to model (or be an example) for your learners, to guide them through the book's activities, and to encourage and support them in their learning efforts. Show genuine excitement and support and give appropriate praise to your learners. This will influence and encourage them to keep moving forward, especially during challenging times.

Who Participates in This Course?

Those participating in this course are:

- instructors.
- assistant instructors.
- learners.

Instructors

Instructors are responsible for preparing class materials and guiding learners through the *Learn English Now* activities. They can also review learners' progress in My English Practice Plan. Instructors encourage learners and praise them for their efforts and progress in learning English.

Assistant Instructors

Assistant instructors have a major influence on the learners' progress. They are especially helpful in small group activities, in which they give learners more personalized attention, feedback, and help with specific English-speaking skills, such as pronunciation and vocabulary.

When learners are not working in small groups, assistant instructors may help the instructors demonstrate a dialog or activity to the class.

Like the instructors, assistant instructors are also to encourage learners and help them succeed in their learning during class time.

Unlike instructors, assistant instructors do not need to prepare a lesson.

Since assistant instructors are to help learners with their pronunciation and other class activities, their class attendance and enthusiastic attitude with learners are essential.

Learners

Your learners will have different motives to learn English. These can include opportunities to get a better education or better salaries or to expand their circle of friends. Become genuinely interested in their motives, and help learners achieve their goals. This will help them through hard times.

How Does This Course Work?

This course is designed to give learners guided practice twice a week and to let them practice on their own in between classes. The recommended practice time in a week should be 10 hours.

Guided practices (classes) take a total of 3 hours per week. Each class is to last 90 minutes. For each class session, use the *Learn English Now* content for about 70 minutes. Then, for the last 20 minutes, divide the class in small groups (3 to 5 learners) and have them do the following:

• Read and discuss a principle from *My*Foundation. Use the time at the end of the first or second class to introduce or review *My*Foundation with the learners. Then use one

principle each week. Reading a *My Foundation* principle can be done at first in the native language. When learners feel more comfortable with English, read it in English.

• Use another resource (childrens' books, the Book of Mormon, or other appropriate material) that will help learners read and pronounce English words correctly. Have learners read their resource with their assistant instructors.

Class time is very important. It will give learners guided practices, a foundation for their learning outside class, and confidence to practice in between classes.

How Can You Be a Good Instructor?

Use this book as the basis of your instruction, and prepare for class:

- Read the materials and make sure you understand them.
- Select activities to do in each lesson.
- Vary your activities.
- Take objects or visual aids that could help learners with the lesson content.

Your preparation time should be about 30 minutes per class.

Use This Book Effectively

This book is divided in modules. Modules have been created to give you and your learners flexibility. Each module typically covers two classes, but it can cover more or less, depending on learners' progress and interest.

Each module has several pronunciation, vocabulary, and language focus activities. Avoid spending one class period doing only activities belonging to one category (vocabulary, for instance). Spread such activities among different class periods to have variety and keep learners engaged in the lesson.

Bring the book to class and encourage learners to do the same.

Important: Module 1 introduces the 60 most common verbs in English. Encourage learners to memorize these verbs at the beginning of the

course. Memorizing the verbs will greatly help the learning process.

Manage Class Time

Let learners do most of the talking. They will gain much more from class if they take most of the time to practice. If you notice you are talking a lot, remind yourself to involve the learners more and give them opportunities to speak and practice.

Frequently have learners do small-group activities. They learn the most when they can practice with an assistant instructor.

Spend an appropriate time on each activity. Do not rush or unnecessarily prolong an activity. If you see learners practicing and engaged, let the activity run a bit longer. But if learners are too silent, bored, or tired of the activity, move to a different type of activity.

Estimate activity times. As you start the course, you may want to check the clock at the beginning and end of each activity. This will help you get an idea of how long each type of activity takes. This information will help you estimate the type and number of activities you choose to do in each lesson.

Start class on time. This will motivate learners to arrive early or on time. It is also a reward for those who make the effort to arrive on time. You may start with a Primary or other song that has simple and common English words. Then have a prayer and proceed with the lesson.

Make sure you leave 20 minutes to go over a *My Foundation* principle or a different activity at the end of each class.

Set Up the Physical Environment

You or a class president should arrive early to set up chairs and tables for learners and assistant instructors. Set them up in groups, so that each assistant instructor is sitting by a few learners. This type of setup will help learners participate more fully in the small-group activities.

Set Up a Proper Learning Environment

Create an environment in which learners feel safe and excited to participate. Have fun; be cheerful;

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be excited; be optimistic. Show empathy, and compliment learners on their progress.

As learners come into the room, engage them in the learning process. Greet them in English. Ask them small and simple questions appropriate to their level of understanding and communication.

Have assistant instructors greet them as well and talk to them in English. Assistant instructors may also review with learners their My English Practice Plan. Learners may have questions from previous classes or about things that have happened to them since last class. This is an appropriate time for them to ask and receive answers.

When learners make mistakes, avoid embarrassing them. Do not make fun, get frustrated, or highlight learners or their mistakes. If you are not able to work individually with them, help them correct their mistake by going over the mistake as a class, without naming any learner.

Be encouraging, patient, and kind. Learning a language can be very hard for some people. Help learners in their process, and encourage them as much as possible to keep moving forward. Multiple practices and repetition are key to success.

Simplify Your Language

Speak in a way that will help learners better follow what you are saying. Your learners are at a beginning level, so speaking simply, slowly, and clearly will help them understand what you are saying.

- Use short sentences: break long or complex sentences into small and simple ones.
- Use common words: avoid using difficult or uncommon vocabulary. This applies to academic language as well as slang. For example, instead of saying, "Chat with a nonacquaintance," say "Talk with someone you don't know."

Use English as Much as Possible

Learners come to learn English, and they will learn it by hearing and practicing it. Speak as much as you can in English. You may explain the meaning of new words or expressions by:

- Using visual aids such as pictures, objects, or drawings on the board.
- Using gestures, movement, or facial expressions. For example:
 - When teaching personal pronouns, point to yourself when using "I," to you and the learners when using "we," and so on.
 - When teaching about the past, talk in the present tense and then take a step forward and talk in the past tense.
 - When teaching body parts, touch your nose and make class members touch their noses when saying "nose."
 - Smile when saying "happy," and make a sad face when saying "sad."

Follow Guidelines to Translate

There might be times that a brief translation could save time and frustration. Translate to the learners' native language if all of them use the same one. But be careful: do not make translation a habit!

Learners come to learn English, so English should be spoken as much as possible in the classroom. If translation is possible, do the following before translating:

- Explain things in English as much as possible.
- Use gestures or visual aids (see previous section) to explain what you are saying.
- Encourage learners to say what they want with the English they know.

When using translation:

- Make sure all learners understand. If some learners do not speak the language into which English was translated, they will feel left out.
- Emphasize English over the native language. If you need to translate a vocabulary word, say it in English, then translate it, and then say it again in English. Then, explain and say examples of this word in English. This will help learners switch back to English and keep them engaged in their learning.

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Demonstrate Activities

Show your learners how activities should be done. A clear demonstration will help the learners know what they need to do to complete an activity. Showing learners will also help them be less nervous and feel more confident in completing an activity. Invite another instructor or assistant instructor to help you demonstrate activities that are done with a partner.

Use a Variety of Activities

Having variety in your activities will help keep your learners engaged in class. As previously stated, avoid doing only one category of activities, such as vocabulary, in one class period. Try to spread them across classes.

Also, involve as many senses as possible to help your learners understand and remember what they did in class. Be moderate in your approach because you do not want to confuse or overwhelm your learners, but using a variety of senses helps them remember. Find activities that connect to one or more senses:

- Visual activities include drawing, seeing a picture, seeing objects, and writing.
- Audio activities include listening to a recording, a movie, a song, the instructor, or other learners.
- Kinesthetic activities include anything that involves a physical movement, such as drawing, writing, pointing, throwing, touching an object, role-playing, and so on.

Check for Understanding

Periodically check to make sure learners understand what you are teaching. Effective ways to check for understanding include:

- Asking learners to do something. For example:
 - If you just taught colors, you may ask learners to point to a green item in the room.
 - Ask learners to explain something to their neighbor.
- Watching for learners' expressions and nonverbal cues. Do they look confused or like they understand?

• Observing several of your learners. Do only one or two understand, or does the majority seems to understand?

End on a Positive Note

Ending class with encouragement and compliments will further motivate learners to keep practicing in between classes and advance their learning.

Have Fun!

Just like learning a new language, teaching it can be exciting and fun. Find ways to make class enjoyable and fun for you and your learners. Playing games and showing you are having fun will make the class environment more conducive to learners' participation and learning.

Thank You

Again, thank you for becoming an instructor for EnglishConnect: *Learn English Now*. Teaching this course will give you more teaching experience and will be a wonderful opportunity to bless the lives of those in the course. Follow this course's guidelines, seek the guidance of the Spirit, and enjoy being the instructor for this course!

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Introduction Lesson

GETTING STARTED

Getting Started

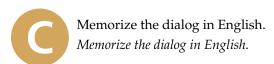
(1 class)

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. Then, instructors have students introduce themselves as shown in the dialog below.

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. Then, instructors have students introduce themselves as shown in the dialog below.



At the end of this module, I will be able to affirm:							
Now I can	Now I know						
find times and places to study English.							
use My English Practice Plan.							
• spell my name in English.							



	Dialog	Dialog
Kevin:	Hi. I am Kevin.	Hi. I am Kevin.
Paula:	Hi, Kevin. My name is Paula.	Hi, Kevin. My name is Paula.
Mario:	Hi, Kevin and Paula. My name is Mario.	Hi, Kevin and Paula. My name is Mario.

Instructors can make a game to have learners remember each others' names.

•



Take turns reading the text below.

Take turns reading the text below.

Welcome to *Learn English Now.* Though learning a language requires work, it can also be exciting, rewarding, and fun.

Learn English Now has been created to help you speak and converse in English on a basic level. How much you learn or improve on your speaking skills will depend on:

- Your motivation to learn.
- Your commitment to set appropriate times, places, and ways to learn.
- Your efforts to practice and learn in class.
- Your efforts to practice and learn in between classes.

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- Your motivation to learn.
- Your commitment to set appropriate times, places, and ways to learn.
- Your efforts to practice and learn in class.
- Your efforts to practice and learn in between classes.

Instructors assign different class members to read the text above.



Take turns reading the text below. Complete the activities below.

Take turns reading the text below. Complete the activities below.

Learning English will be a great blessing in your life. It can help you pursue educational opportunities, lead to better employment, and help you expand your circle of friends and acquaintances.

Ponder:

- Why are you learning English?
- What do you want to achieve with your English skills?

Writing down why you are learning English will give you a specific reason to stay in this course. It will give you motivation, and it will direct your efforts to learn. An English goal will also help you measure and evaluate your progress toward it.

Take a minute to write your English goal below. Do not worry about making it perfect. Your goal may change or become more specific over time. What is important is that you set your own goal and review it from time to time. Remembering why you are learning English can help you stay motivated to continue and complete this course.

I'm learning English so that I can

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I'm learning English so that I can

To begin this activity the instructor asks learners why they want to learn English and lists the reasons on the board. The instructor could also ask, What are some of the benefits of learning English? Then the instructor assigns learners to read the paragraphs above.

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Take turns reading the text below and, as a class, answer the discussion questions.

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This course is designed to give you a weekly English practice session, guided by an instructor. This will help you gain confidence about the lesson materials. Class time will also help you hear proper pronunciation and let you ask you hear proper pronunciation and let you ask questions you may have about what is in the lesson. These guided practices will be the basis lesson. These guided practices will be the basis of your learning throughout the week.

Most of your learning will occur between classes, when you are expected to review and practice the material covered in class. You are also expected to preview upcoming lesson materials. Working on your English between classes will help you memorize vocabulary, remember what you learn, and prepare to speak English. Thus, studying in between classes will be key to your success in learning English.

Discuss: How will class time help you learn **English?**

Discuss: Why is it so important to regularly practice English in between classes?

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Discuss: How will class time help you learn English?

Discuss: Why is it so important to regularly practice English in between classes?

Instructors make sure that discussions are not skipped and that learners have time to think about and discuss those items.



How Can You Learn?

Take turns reading the text below.

Take turns reading the text below.

Because most of your learning will be done outside class, it is critical that you establish regular times, places, and ways in which to study. You will need to be consistent in these study habits. You will also need to learn to use your Learn English Now book as a foundation for your learning.

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Take turns reading the text. Complete the activities below.

Take turns reading the text. Complete the activities below.

Have you ever said, "I'll do it later," and ended Have you ever said, "I'll do it later," and ended up not doing what you said you would?

Compare this to when you had to do something with a set deadline and you set up a specific time to complete the task.

Discuss in small groups: What role did having a set time to do and complete the task play in completing it?

Setting consistent times to study and practice English will be a great help in your English learning. It is preferable for you to choose study times when you are rested and unlikely to be interrupted.

Discuss in small groups: What are good times for you to study and practice speaking English? Discuss the question with your group and then write down a few study times that will work for you.

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STUDY TIMES								

Instructors may assign learners to groups of 3 to 5. Assistant instructors may also help divide the learners into these small groups.



Take turns reading the text. Complete the activities below.			
Take turns reading the text. Complete the activities below.			
Finding appropriate places to study will help you learn. Typically, appropriate places are well-lit, clean, and quiet. Avoid places in which you are likely to be distracted.	Finding appropriate places to study will help you learn. Typically, appropriate places are well-lit, clean, and quiet. Avoid places in which you are likely to be distracted.		
Discuss in small groups: What are good places for you to study and practice speaking English? Write down a few ideas for study places that will work for you.	Discuss in small groups: What are good places for you to study and practice speaking English? Write down a few ideas for study places that will work for you.		
STUDY PLACES			

After small groups have discussed the question and learners have written down their ideas, instructors regroup everyone as a class. Then the instructor asks if any learners would be willing to share the times and places they have selected to study.

C



Take turns reading the text below.

Take turns reading the text below.

As a class, discuss:

- How do you typically learn a new word and what it means?
- How do you typically review and memorize new information (names, addresses, workrelated processes or terms, etc.)?
- What other methods do you know that help you to review and memorize new information?
- What resources help you review, memorize, or practice new information (pen and paper, apps, family, friends, etc.)?
- What role does practicing a new word or skill play in learning it? Feel free to share a brief example.

Learning English is very similar to the processes you have just described. To speak and converse in English, you must identify methods that help you to memorize, review, and practice English words and conversations.

You should also preview the vocabulary for the next class during your study time. This means that you should read, learn the meaning of, and become familiar with each word. Previewing the next class's vocabulary will help you use class time more effectively. It will allow you to focus on listening and practicing the new words and on learning related vocabulary presented in the class.

List methods and resources that can help you review, practice, and preview class materials outside class.

As a class, discuss:

- How do you typically learn a new word and what it means?
- How do you typically review and memorize new information (names, addresses, workrelated processes or terms, etc.)?
- What other methods do you know that help you to review and memorize new information?
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List methods and resources that can help you review, practice, and preview class materials outside class.

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STUDY METHODS AND RESOURCES						



Learn by Using the Learn English Now Book

Take turns reading the text below.

Take turns reading the text below.

This book will be the foundation for your learning. It contains activities for each lesson out if this book:

- Bring it to class each week.
- Take notes in this book.
- Complete the activities in this book.

This book will be the foundation for your learning. It contains activities for each lesson and other helpful resources. To make the most and other helpful resources. To make the most out if this book:

- Bring it to class each week.
- Take notes in this book.
- Complete the activities in this book.



Take turns reading the text below.

Take turns reading the text below.

The Learn English Now course suggests that you practice English for 10 hours every week. This book includes My English Practice Plan to help you track how you practice English and the time you spend doing so. Turn to My English Practice Plan (pages vi–ix) to see how you can divide your hours among the different practice activities. You should record your practice time in this plan each week.

Discuss: How can you make sure you keep track of your weekly English practice?

The Learn English Now course suggests that you practice English for 10 hours every week. This book includes My English Practice Plan to help you track how you practice English and the time you spend doing so. Turn to My English Practice Plan (pages vi–ix) to see how you can divide your hours among the different practice activities. You should record your practice time in this plan each week.

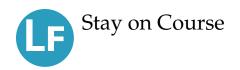
Discuss: How can you make sure you keep track of your weekly English practice?

Instructors have learners turn to My English Practice Plan. As the class goes through the different columns of the table, instructors incorporate previous comments about how to study that apply to different columns. For example, if someone has said, "Use flashcards to remember words," then the instructor could mention this when the class talks about "Review Vocabulary from Last Class."



Other English Practice

Take turns reading the text below.			
Take turns reading the text below.			
My English Practice Plan includes "Other English Practice."	My English Practice Plan includes "Other English Practice."		
Discuss: What could "Other English Practice" include?	Discuss: What could "Other English Practice" include?		
Discuss this question with your group and then write down a few ideas in the spaces provided below.	Discuss this question with your group and then write down a few ideas in the spaces provided below.		
OTHER ENGLISH PRACTICE			



Take turns reading the text below.

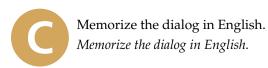
Take turns reading the text below.

Learning a new language is a process that requires time, patience, and persistence. You may experience hard times, bad weeks, and a sense of failure. You might feel like you have too much to do and that the mountain you are climbing is too steep. However, remember that "to climb the steepest part of the mountain, we approach it one step at a time" (Mary N. Cook, "Never, Never, Never Give Up!" Ensign or Liahona, May 2010, 118).

Remember your goal and stay on course. Be optimistic and do the very best you can. Your efforts will pay off, and little by little you will reach your goal.

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Remember your goal and stay on course. Be optimistic and do the very best you can. Your efforts will pay off, and little by little you will reach your goal.



	Dialog	Dialog
David:	Hello. What is your name?	Hello. What is your name?
Ana:	Hi. My name is Ana.	Hi. My name is Ana.
David:	Could you spell that, please?	Could you spell that, please?
Ana:	Ana, A-N-A.	Ana, A-N-A.
David:	Could you repeat that, please?	Could you repeat that, please?
Ana:	A-N-A.	A-N-A.
David:	Thank you!	Thank you!

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.

Say each letter aloud.												
Say each letter aloud.												
Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	li	Jj	Kk	Ll	Mm

Instructors say each letter correctly and have students repeat it as a class. Then separate learners into small groups and have them repeat each letter correctly with the help of assistant instructors.

	in the missing words in pencil from the dialog. in the missing words in pencil from the dialog.
David:	Hello is your name?
Ana:	Hi. My is Ana.
David:	Could you spell that, please?
Ana:	Ana, N
David:	Could you repeat that, please?
Ana:	N
David:	Thank you!

Pronunciation Practice (the alphabet: letters N through Z)

Pronunciation Practice (the alphabet: letters N through Z)

Say eac	Say each letter aloud.											
Say each	ı letter alo	ud.										
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Instructors say each letter correctly and have students repeat it as a class. Then separate learners into small groups and have them repeat each letter correctly with the help of assistant instructors.



- 1. How do you spell the name Ana?
- 2. How do you spell the name David?
- 3. How do you spell the name Kevin?
- 4. How do you spell your name?

Instructors ask the question and wait for each learner to respond correctly. Instructors help learners with their pronunciation as needed.

Module 1

PRONUNCIATION

(3 classes with subsequent regular review until pronunciation is good)





At the end of this module, I will be able to affirm:				
Now I can	Now I know			
○ 1. recognize some vowel sounds.				
○ 2. say words in English correctly.				
○ 3. ask questions politely.				

There are several sounds in English that are not commonly used in many other languages. Our goal is to help improve pronunciation. We are teaching learners to recognize and then be able to pronounce these unique sounds using simple words. Do not worry about the meanings of the words at this time.

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Vowels

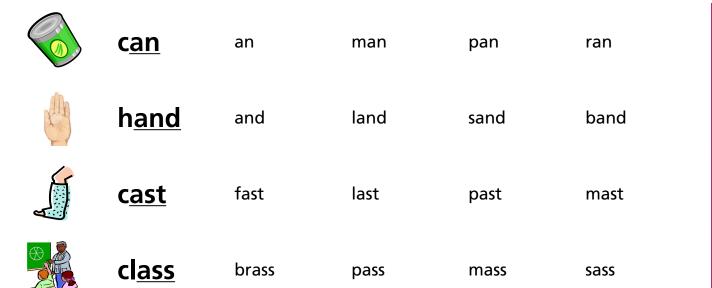


Short a

(In each class session, practice slowly, 2 lines only, for a maximum of 5 minutes.)



b <u>at</u>	cat	fat	hat	rat
d <u>ad</u>	bad	had	mad	sad
<u>jam</u>	am	ham	Sam	lamb

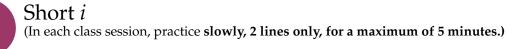


\square
P

Short $\it e$ (In each class session, practice slowly, 2 lines only, for a maximum of 5 minutes.)



	b <u>e</u> d	fed	Jed	led	red
	p <u>e</u> n	Ben	end	hen	send
	dr <u>e</u> ss	bless	guess	less	press
TO SE	<u>je</u> t	get	let	met	pet
	v <u>e</u> st	test	west	rest	nest





	l <u>i</u> d	bid	did	hid	kid
	w <u>i</u> n	bin	fin	pin	tin
OK	l <u>i</u> p	dip	hip	tip	ship
The state of the s	p <u>ig</u>	big	dig	fig	wig
	s <u>i</u> ck	kick	lick	pick	stick

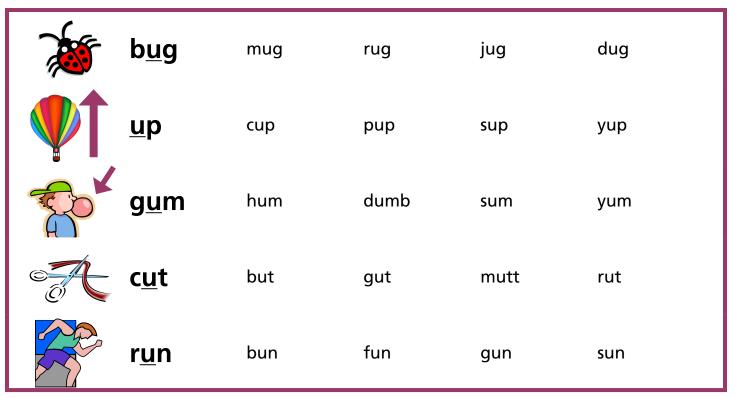


Short $\it o$ (In each class session, practice slowly, 2 lines only, for a maximum of 5 minutes.)



h <u>o</u> t	dot	got	lot	not
m <u>o</u> p	top	hop	рор	shop
r <u>o</u> b	Bob	mob	job	knob
m <u>o</u> m	bomb	Tom	.com	prom
t <u>o</u> ss	boss	loss	moss	Ross





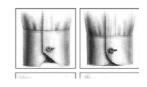
Consonants



 $F\ f$ (In each class session, practice slowly for a maximum of 2 minutes.)



four Frank fun face



cuff puff if





vacation Victor

ctor

vote van



cave

give

have

Dave



 $R\ r$ (In each class session, practice slowly for a maximum of 2 minutes.)





read

red

ran

rule

rate



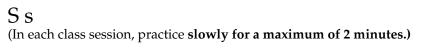
letter

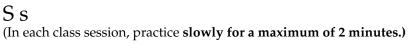
father

mother

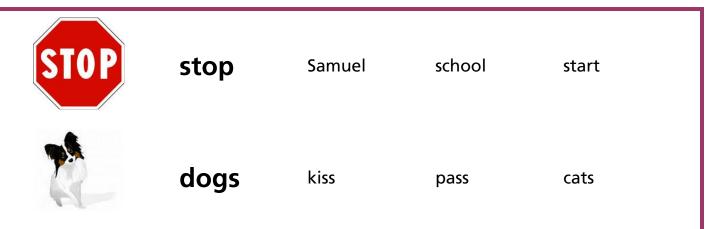
sister

brother











Th th (In each class session, practice slowly for a maximum of 2 minutes.)



three there the this





Zz(In each class session, practice slowly for a maximum of 2 minutes.)

	zap	zone
7.	his	years

cut •

cut



<u>can</u>

three •

three

4

can •

can



dress •

dress



cast •

cast



stop •

stop



lid •

lid

3

face •

face



vest •

vest

run •

run

toss •

toss

win •

win

mom •

mom

jam •

jam

gum •

gum

hot •

hot

















. . .

bat •

bug •

pig •

jet •

class •

up •

bed •

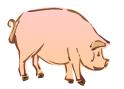
dad •

















sick •

pen •

pen

rob •

read •

letter •

lip ●

mop •

hand •

















0/



Ask the person to repeat something.



Excuse me, could you repeat your question, please?



Excuse me, could you repeat your question, please?



Could you repeat that please?

Could you repeat that please?

Ask the person to speak slower.



Could you speak slower, please?



Could you speak slower, please?



Notice that many of the phrases begin with the words *Could you* and end with the word *please*. This is a polite way of asking someone to do something for you.

Fill in the blanks below with these polite words: (Could and Please)

1	repeat your question, _	?
2	repeat that	?
3	speak slower,	?





Nancy: Could you get me a pen, please?

Lucas: Excuse me, could you repeat your question, please?

Nancy: Could you get me a pen, please?

Lucas: Thanks, now I understand better. Here it is.

_ _

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 1A

<u>Phrases</u>		
Excuse me, please?	could you repeat your question,	Excuse me, could you repeat your question, please?
Would you	speak slower, please?	Would you speak slower, please?
<u>Dialog</u>		
Nancy:	Can you get me a pen, please?	Can you get me a pen, please?
Lucas:	Excuse me, could you please repeat your question?	Excuse me, could you please repeat your question?
Nancy:	Can you get me a pen, please?	Can you get me a pen, please?
Lucas:	Thanks, now I understand better. Here it is.	Thanks, now I understand better. Here it is.

Vocabulary Flash Fold Cards

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 Cards

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 1B

<u>Vowel Sounds</u>				
Short o				
hot	dot	got	lot	pot
тор	top	hop	рор	shop
rob	Вов	mob	job	knob
mom	bomb	Tom	prom	.com
toss	boss	loss	moss	Ross
Short u				
bug	mug	rug	jug	dug
up	cup	pup	sup	yup
gum	hum	dumb	sum	yum
cut	but	gut	mutt	rut
run	bun	fun	gun	sun
Short a				
bat	cat	fat	hat	rat
dad	bad	had	mad	sad
can	an	man	pan	ran
jam	am	ham	Sam	lamb
hand	and	land	sand	band
cast	fast	last	past	mast
class	brass	pass	mass	sass

Vowel Sounds	Vowel Sounds					
Short e	• •	!	!	I		
bed	fed	Jed	ld	red		
pen	Ben	end	hen	send		
dress	bless	guess	yes	press		
jet	get	let	met	pet		
vest	test	west	rest	nest		
Short i				 		
lid	bid	did	hid	kid		
win	bin	fin	pin	tin		
lip	dip	hip	tip	ship		
pig	big	dig	fig	wig		
sick	stick	kick	lick	pick		
Consonant Sou	<u>nds</u>	_	_	_		
f	Frank	four	fun	face		
	cuff	puff	if	 		
				!		
v	vacation	Victor	vote	van		
	cave	give	have	Dave		
				I		
r	red	ran	rule	rate		
	father	mother	sister	brother		
	!	I I	I I	I I		
s	Samuel	stop	school	start		
	dogs	kiss	pass	cats		
	! !	<u> </u>	! !	! !		
th	three	there	the	I this		
	math	bath	path	I birth I		
	! !	! !	! !	 		
z	zap	zone	his	years		

_ _

Module 2

INTRODUCTORY VOCABULARY

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."

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Introductory Vocabulary

42 / 296

(3 classes with subsequent review)





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.	
\bigcirc 3. name the different times of the day.	
\bigcirc 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.



Memorize the dialog in English. *Memorize the dialog in English.*



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

Property Property

Pronunciation Practice Pronunciation Practice



Listen and repeat slowly. Listen and repeat slowly.		Fill in the missing letters and say the sounds. Fill in the missing letters and say the sounds.		
j-	<u>J</u> anuary, <u>J</u> une, <u>J</u> uly	anuary	une	uly
y-	yes, yesterday, year, you	es	esterday	ear
-end	bend, send, lend	b	s	l
-ay	b <u>ay</u> , s <u>a</u> y, M <u>ay</u>	b	S	M
d-	<u>d</u> o, <u>d</u> ay, <u>D</u> ecember	o	ay	ecember



Listen and repeat slowly. Listen and repeat slowly.						
<u>Word</u>	Rhyming Wo	<u>ords</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.		Write the words you matched in pencil. Write the words you matched in pencil.		
evening •	• begin	<u>evening</u>	<u>night</u>	
time •	• finish			
start •	• each			
every •	• night			
morning •	• hour			
end •	• a.m.			

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

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

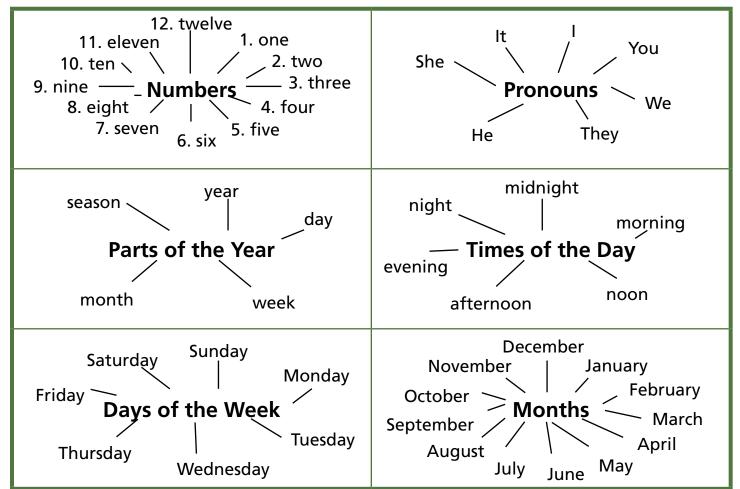
vvrite the words in pencii. A	iso, pronounce inem wiin your us	ssisium instructor.	
<u>Dialog Words</u>	Writing Practice	Related Words	Writing Practice
evening		night	
time		hour	
start		begin	
every		each	
morning		a.m.	
end		finish	



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.

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.

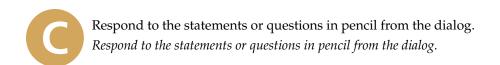
C

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.

- 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.



What days are the English classes? <u>They are on</u>

What time are the classes? <u>They start at</u>

What month do they begin? <u>They begin in</u>

What day do they begin? <u>They begin on</u>



Language Focus: Days of the Week



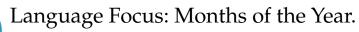


	Days of the Week						
Weekend			Weekdays			Weekend	
Sunday <i>Sunday</i>	Monday <i>Monday</i>						
1	2	3	4	5	6	7	
day before yesterday day before yesterday	yesterday yesterday	today today	tomorrow tomorrow	day after tomorrow day after tomorrow			

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.							
1.	Today is Tuesday, so tomorrow is	and yesterday was						
2.	Today is Friday, so tomorrow is	and yesterday was						
3.	Today is Thursday, so tomorrow is	and yesterday was						
4.	Today is Sunday, so tomorrow is	and yesterday was						
5.	Today is Wednesday, so tomorrow is	and yesterday was						
6.	Today is Monday, so tomorrow is	and yesterday was						
7.	Today is Saturday, so tomorrow is	and yesterday was						
8.	On, we go to church.							

4.4





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			ī	Ī	à	l
Ħ	Ħ	7	t	t	ľ	1
		П	Ι	Ι	J	ı
_	_	_	=	=		

Practice writing and saying the months of the year.							
Practio	ce writing and saying t	he months of the year.					
1.	January	January	<u>January</u>				
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	Write the correct name of the month in the blanks.				
Write	the correct name of the month in the blanks.	Word	Key:		
1.	Last month was	last	last		
2.	This month is	this	this		
3.	Next month is	next	next		
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	·	念		
8.	Christmas is in		200		
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				

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

. _



Nouns

(Nouns)

<u>Persons (Personas)</u> <u>Places (Lugares)</u> <u>Things (Cosas)</u>

instructor school pencil

sister lake car

Camilla Utah 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

<u>He</u> is a instructor. <u>They</u> read a book. Camilla and <u>I</u> like ice

cream.

Adjectives

describe nouns (Adjectives describe nouns.)

blue pretty funny good

I see a <u>blue</u> car. The instructor is <u>nice</u>.

Adjectives ususally come before the noun or after a "to be" verb (am, are, is). (Adjectives ususally 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 <u>walk</u> to school. Camilla <u>reads</u> 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.)



Language Focus: Parts of Speech Practice



A. Circle the nouns in the sentences below.

Circle the nouns in the sentences below.

Write the nouns on the line. Write the nouns on the line.

- 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.

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.

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.

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 pronouns on the line. *Write the pronouns on the line.*

Write the verbs on the line.

Write the verbs on the line.

Write the adjectives on the line.

Write the adjectives on the line.

4 🗁



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

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

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

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.



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

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

1920	→ 19	9	20	
	"nine	eteen	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 thousar	nd fourteen
*Do not d	ivide the numbers for the ye	ears 2000–20	009.	

	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 <u>Today is</u>

July 21, 2014 <u>Today is</u>

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.

C

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.

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

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

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

Card 2C

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

. . . .

Module 3

GREETINGS AND INTRODUCTIONS

Greetings and Introductions

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Present Tense (4 classes with subsequent review)





At the end of this module, I will be able to affirm:			
Now I can	Now I know		
○ 1. ask and answer simple questions.			
2. greet others and make introductions.			
○ 3. use the verb to be .			
4. create sentences using common English verbs.			

The instructor and assistants, 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 assistants, 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	Dialog
John:	Good morning, Sharon. How are you?	Good morning, Sharon. How are you?
Sharon:	I am fine, and you?	I am fine, and you?
John:	Great! This is my new friend, Sam.	Great! This is my new friend, Sam.
Sharon:	I am pleased to meet you.	I am pleased to meet you.
Sam:	It is nice to meet you, Sharon.	It is nice to meet you, Sharon.

Assistant instructors help intermediate learners write and participate in greetings in various settings (for example: school, church, workplace, supermarket).

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Listen and repeat slowly.		Fill in the missing letters and say the sounds.			
Listen and repeat slowly.		Fill in the missing letters and say the sounds.			
-00-	good, hood, wood	9	h	w	
gr-	great, grand, grow	eat	and	ow	
sh-	Sharon, shoe, show	aron	oe	ow	
-ing	morn <u>ing, evening, being</u>	morn	even	be	
y-	you, your, yes	ou	our	es	
-end	fri <u>end, send, bend</u>	fri	S	b	
а	S <u>am, hat, man</u>	S	h	m	
ee	m <u>eet, feet, need</u>	m	f	n	
-ew	n <u>ew, blew, crew</u>	n	bl	cr	

Vocabulary Practice Vocabulary Practice

Listen, repeat, and write. Listen, repeat, and write.			
Dialog Words	Writing Practice	Related Words	Writing Practice
good morning		hello	
I		me	
fine		well	
great		very good	
friend		companion	
l'm		l am	
pleased		happy	
to meet		to know	
nice		good	
my		belongs to me	
this (person)		that	

Assistant instructors help learners write and say sentences using a few of these words. When correct, teach them to the other learners in your group.

F0



Listen and repeat slowly. Listen and repeat slowly.						
<u>Word</u>	Rhyming Words					
good	hood	wood	stood	should	would	could
fine	dine	line	mine	nine	pine	wine
and	band	brand	hand	land	sand	stand
meet	beet	feet	sweet	tweet	sheet	street
nice	dice	lice	price	mice	rice	twice

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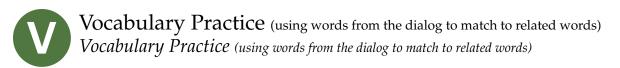
 $Word\ Webs\ (using\ words\ from\ the\ dialog\ and\ related\ words)$ $Word\ Webs\ (using\ words\ from\ the\ dialog\ and\ related\ words)$



well	pretty good	okay	nice to met	happy to meet
nice	fine	good	pleased great to meet	d to meet good to meet
	not bad		it's a ple	asure to meet
	very excellent			
	wonde		great outstanding marvelous	

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.

F0



Match the words in pencil. Match the words in pencil.		Write the words you matche Write the words you matched in	•
good morning •	• well	good morning	hello
ľm ∙	• hello		
fine •	• good		
great •	• to know		
my •	• I am		
friend •	• happy		
I •	• belongs to me		
pleased •	• very well		
to meet •	• me		
nice •	• buddy		



Fill in the missing words in pencil from the dialog. Fill in the missing words in pencil from the dialog.

John:	Good	, Sharon		are you?
Sharon:	I	fine, and	?	
John:	Great! This	my ne	w friend, San	n.
Sharon:	I am	to meet	·	
Sam:	It is nice		you, Sharon.	

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Prepare a written conversation with someone you meet at Church.

Prepare a written conversation with someone you meet at Church.

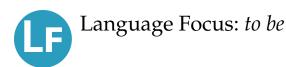


From the dialog, circle the correct word. From the dialog, circle the correct word.

Write the complete sentence in pencil. Write the complete sentence in pencil.

- (God/Good) morning.
- How (are / or) you? 2.
- I'm (find/fine), and (you/your)?
- (Grate / Great)! (This / These) is my new friend.
- I am pleased to (meet / meat) you.
- It is (niece / nice) to meet (your / you), Sharon.

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





Write and say this sentence in English.



John You are John and speaking



Sam



Sharon



I am John.



You are Sam.



She is Sharon.



He is Sam.





They <u>are Sharon and Sam.</u> (She + He = **They**)

She He





We <u>are John and Sam.</u> (I + You = **We)**

you

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

<u>Person</u>	<u>Conjugation</u>	Sample Sentence
I	am	I am happy.
You / We / They	are	We are cold.
He / She / It	is	He is early.

...



Language Focus: Contractions of to be



l am = l'm	He is = he's	You are = you're
	She is = she's	We are = we're
	It is = it's	They are = they're



Follow the short format above to create simple sentences. Practice saying your sentences. Follow the short format above to create simple sentences. Practice saying your sentences.

<u>Person</u>	Conjugate to be	<u>Adjective</u>
I	<u>am</u>	<u>I am happy.</u>
You		
He		
She		
lt		
We		
They		

Assistant instructors help learners create sentences using other vocabulary. An example could be, "I am sad." Encourage them to write and say sentences for other words such as tired, late, bored, busy, angry, hungry, funny, serious, and so on.

- -



Language Focus: Reduced Questions and Answers (Contractions)

Long Question Long Question	Reduced Question Reduced Question	Long Answer <u>Long Answer</u>	Reduced Answer <u>Reduced Answer</u>
How are you?	How're you?*	I am fine.	I'm fine.
How is your dad?	How's your dad?	He is fine.	He's fine.
How is he?	How's he?	He is fine.	He's fine.
How is she?	How's she?	She is fine.	She's fine.
How is it?	How's it?	It is fine.	It's fine.
How are you?	How're you?*	We are fine.	We're fine.
How are they?	How're they?*	They are fine.	They're fine.

^{*} It is spoken as "How're" but it is generally written as "How are." *It is spoken as "How're" but it is generally written as "How are.*"

	Fill in the missing words using am , is , or are . Fill in the missing words using am , is , or are .	Fill in the missing words using I'm , You're , He's , She's , We're , or They're . Fill in the missing words using I'm , You're , He's , She's , We're , or They're .	
	I am fine.	I'm fine.	
1.	He fine.	fine.	
2.	They fine.	fine.	
3.	She okay.	okay.	
4.	How you?	you?	
5.	She here today.	here today.	
6.	He my friend.	my friend.	
7.	It okay.	okay.	
8.	I pleased to meet you.	pleased to meet you.	
9.	We fine.	fine.	
10.	You pleased.	pleased.	







1.	How are things going?	2.	Hello, I'm Mary.
	Pretty well, thank you.		Glad to meet you.
3.	Who is your friend?	4.	Where are you from?
	His/her name is		I'm from Arizona.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



Expressions Related to the Dialog

Expressions Related to the Dialog



1.	Expression	Good morning.
	Meaning	a way to greet someone.
	Examples	Good afternoon, Good evening. Hello. Hi. How are you?
2.	Expression	It's my pleasure.
	Meaning	something nice that you like
	Examples	It's a pleasure for me.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.





Language Focus: 60 Common Verbs—Practice Present Tense

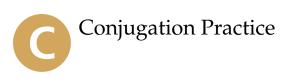


Ver	,	I / You / We / They	He / She / It	Write the correct ver	b form.
Regular verbs		Drop the to	Drop the to and add s		
1.	to answer	I answer him.	He answers right away.	She	correctly.
2.	to arrive	I arrive on time.	He arrives late.	Не	with me.
3.	to ask	I ask for a lot.	He asks a question.	We	him again.
4.	to begin	I begin today.	He begins late.	Не	class this week.
5.	to believe	I believe him.	He believes you.	She	it.
6.	to bring	I bring food.	He brings books.	She	a friend.
7.	to call	I call regularly.	He calls every night.	We	him on the phone.
8.	to come	I come later.	He comes tonight.	We	home.
9.	to drink	I drink water.	He drinks milk.	We	the soda.
10.	to eat	I eat a lot.	He eats well.	Не	everything.
11.	to feel	I feel good.	He feels bad.	She	something soft.
12.	to find	I find rocks.	He finds lost coins.	Не	the address.
13.	to get	I get tired.	He gets busy.	She	a bonus.
14.	to give	I give donations.	He gives him a dollar.	Не	it away.
15.	to have (irr.)	I have homework.	He has too much work.	She	to study.
16.	to hear	I hear something.	He hears a noise.	You	the song.
17.	to help	I help with school.	He helps his friend.	We	everyone.
18.	to invite	I invite them.	He invites him.	We	everybody.
19.	to know	I know the way.	He knows English.	We	the problem.
20.	to laugh	I laugh a lot.	He laughs at the joke.	She	all the time.
21.	to learn	I learn English.	He learns a lot in class	We	the verbs.
22.	to leave	I leave late.	He leaves early.	They	at noon.
23.	to like	I like the food.	He likes the dinner.	Не	the class.
24.	to listen	I listen in class.	He listens carefully.	They	to the instructor.
25.	to look	I look tired.	He looks right at him.	Не	crazy.
26.	to love	I love the book.	He loves the music.	They	learning
27.	to make	I make dinner.	He makes it home.	She	a cake.
28.	to meet	I meet friends.	He meets often.	They	each other.
29.	to need	I need some food.	He needs to work.	They	to run.
30.	to read	I read books.	He reads all night.	Не	the book.
31.	to remember	I remember him.	She remembers to call.	They	the lessons.
32.	to repeat	I repeat out loud.	He repeats the dialog.	She	the vocabulary.

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33.	to say	I say it out loud.	He says it in English.	She	they can go.
34.	to see	I see him tonight.	He sees her go.	She	the accident.
35.	to sing	I sing in the choir.	He sings the song.	They	well.
36.	to speak	I speak English.	He speaks Spanish.	Не	at Church.
37.	to spell	I spell the verbs.	He spells the word right.	Не	the word wrong.
38.	to stay	I stay until Friday.	He stays the night.	They	too long.
39.	to take	I take him home.	He takes a long time.	She	her book along.
40.	to talk	I talk too much.	He talks for an hour.	She	during class.
41.	to tell	I tell him.	She tells stories.	We	jokes.
42.	to think	I think too much.	He thinks a lot about it.	Не	about his mother.
43.	to understand	I understand well.	He understands the class.	We	her English.
44.	to visit	I visit relatives.	She visits her grandmother.	Не	his grandmother.
45.	to walk	I walk a lot.	He walks for exercise.	We	all day.
46.	to want	I want to come.	He wants to rest.	They	to learn English.
47.	to work	I work every day.	He works too hard.	She	on Saturday.
48.	to write	I write books.	He writes a letter.	She	well.
	bs ending in sh, ch, or x	Drop the to	Drop the to and add es		
49.	to do	I do their work.	He does their assignment.	They	well.
50.	to go	I go early today.	He goes until 5:00 p.m.	She	home.
51.	to cash	I cash the check.	He cashes the check.	Не	the check.
52.	to finish	I finish late.	He finishes early.	You	on time.
53.	to teach	I teach English.	He teaches classes.	You	well.
54.	to watch	I watch baseball.	He watches TV	We	the game.
Ver	bs ending in <i>y</i>	Drop the to	Drop the to, change y to i, ad	ld es	
55.	to cry	I cry for help.	He cries a lot.	Ι	at night.
56.	to fly	I fly here today.	He flies a kite.	We	to New York.
57.	to study	I study every day.	He studies for each test.	They	all weekend.
58.	to try	I try every day.	He tries hard.	You	to learn Spanish.
Irre	gular verbs	Drop the to and mem	orize irregular verbs		
59	to be	I am busy.	He is a good learner.	We	good learners.
60	to be able to	I am able to eat.	He is able to read.	They	able to speak well.
	can (alternate)	I can do it.	He can run fast.	You	work hard.

Instructors read the sentences and ask the learners to read them together with the instructor. Act some of these out with role-playing.



Instructors ask questions of the learners, motioning whether the question is to a you, we, they, he, or she. Learners respond. Instructors model a sentence for the learners that uses one of the verbs correctly conjugated based on the subject selected. Then learners create short questions and sentences and write them below. Instructors and assistant instructors correct the written work. Then learners share with other class members their questions and sentences, using correct gestures.



Optional Pronouns Verb conjugations Optional Prepositional

Phrases

(I/You/We/They/He/She/It) (answer, arrive, come, go,

help, learn, like, listen, speak, read, spell, talk, think, walk, write, study) (before class, to class, in class, during class, after class, before school, to school, in school)

l walk to class

ı

You / We / They

He / She

Several learners write on the board where the activity is projected, or on a separate page, and say sentences using various subjects, proper conjugations, and appropriate prepositional phrases. After a learner says a proper sentence with good pronunciation, the rest of the class says the same sentence. Instructors help learners practice proper pronunciation.

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60 Common Verbs Flash Fold Cards

Cut out card and fold on dotted lines.

Card 3A

Infinitive		Translation	I / You / We / They	He / She / It
1.	to answer	to answer	answer	answers
2.	to arrive	to arrive	arrive	arrives
3.	to ask	to ask	ask	asks
4.	to begin	to begin	begin	begins
5.	to believe	to believe	believe	believes
6.	to bring	to bring	bring	brings
7.	to call	to call	call	calls
8.	to come	to come	come	comes
9.	to drink	to drink	drink	drinks
10.	to eat	to eat	eat	eats
11.	to feel	to feel	feel	feels
12.	to find	to find	find	finds
13.	to get	to get	get	gets
14.	to give	to give	give	gives
15.	to have	to have	have	has
16.	to hear	to hear	hear	hears
17.	to help	to help	help	helps
18.	to invite	to invite	invite	invites
19.	to know	to know	know	knows
20.	to laugh	to laugh	laugh	laughs
21.	to learn	to learn	learn	learns
22.	to leave	to leave	leave	leaves
23.	to like	to like	like	likes
24.	to listen	to listen	listen	listens
25.	to look	to look	look	looks
26.	to love	to love	love	loves
27.	to make	to make	make	makes
28.	to meet	to meet	meet	meets
29.	to need	to need	need	needs
30.	to read	to read	read	reads

60 Common Verbs Flash Fold Cards

Cut out card and fold on dotted lines.

Card 3B

Infin	itive	Translation	I / You / We / They	He / She / It
31.	to remember	to remember	remember	remembers
32.	to repeat	to repeat	repeat	repeats
33.	to say	to say	say	says
34.	to see	to see	see	sees
35.	to sing	to sing	sing	sings
36.	to speak	to speak	speak	speaks
37.	to spell	to spell	spell	spells
38.	to stay	to stay	stay	stays
39.	to take	to take	take	takes
40.	to talk	to talk	talk	talks
41.	to tell	to tell	tell	tells
42.	to think	to think	think	thinks
43.	to understand	to understand	understand	understands
44.	to visit	to visit	visit	visits
45.	to walk	to walk	walk	walks
46.	to want	to want	want	wants
47.	to work	to work	work	works
48.	to write	to write	write	writes
49.	to do	to do	do	does
50.	to go	to go	go	goes
51.	to cash	to cash	cash	cashes
52.	to finish	to finish	finish	finishes
53.	to teach	to teach	teach	teaches
54.	to watch	to watch	watch	watches
55.	to cry	to cry	cry	cries
56.	to fly	to fly	fly	flies
57.	to study	to study	study	studies
58.	to try	to try	try	tries
59.	to be	to be	I am You/We/They are	is
60.	to be able to	to be able to	I am able to You/We/They are able to	is able to
	(can)	(can)	can	can

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Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. 72 / 296 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 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 3C

Module 3	Dialog	Dialog
John:	Good morning, Sharon. How are you?	Good morning, Sharon. How are you?
Sharon:	I am fine, and you?	I am fine, and you?
John:	Great! This is my new friend, Sam.	Great! This is my new friend, Sam.
Sharon:	I am pleased to meet you.	I am pleased to meet you.
Sam:	It is nice to meet you, Sharon.	It is nice to meet you, Sharon.

Module 4

DIRECTIONS INSIDE A BUILDING

Directions inside a Building

(3 classes with subsequent review)





At the end of this module, I will be able to affirm:		
Now I can	Now I know	
○ 1. ask directions inside a building.		
2. ask questions using what, when, where, who, which, and how.		
○ 3. ask "to do" questions.		
○ 4. use the contraction don't.		

The instructor, assistant instructors, and English speakers at home help the learners with this English dialog. First, they read the whole dialog to the learners. 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	Dialog
Laura:	Hi, pardon me. Where is the class?	Hi, pardon me. Where is the class?
Jerry: Laura:	It's up the stairs, straight down the hall, and to the left. Which door?	It's up the stairs, straight down the hall, and to the left. Which door?
Jerry:	The fifth one.	The fifth one.
Laura:	When does it start?	When does it start?
Jerry:	Right now, at ten o'clock.	Right now, at ten o'clock.
Laura:	Do I need anything for class today?	Do I need anything for class today?
Jerry:	No, I don't think so.	No, I don't think so.
Laura:	Who is the instructor?	Who is the instructor?
Jerry:	Mr. Kimball.	Mr. Kimball.
Laura:	Excuse me, please. I have to get to class. Thanks.	Excuse me, please. I have to get to class. Thanks.
Jerry:	You're welcome. Please go ahead.	You're welcome. Please go ahead.

Instructors can find additional practice content for giving directions in Module 9, Directions Outside, and Module 19, Final Resource Materials.





Listen and repeat slowly.		Fill in the missing letters and say the sounds.			
Listen and re	epeat slowly.	Fill in the missing letters and say the sounds.			
w-	\underline{w} ith, \underline{w} ithout, \underline{w} elcome	ith	ithout	elcome	
wh-	<u>wh</u> en, <u>wh</u> ere, <u>why</u> , <u>wh</u> ich	en	ere	у	
wh-	<u>wh</u> o, <u>wh</u> ole	o	ole		
th-	<u>th</u> anks, <u>th</u> in, <u>th</u> ink	anks	in	ink	
-s*	excuse, please, is, does	excue	pleae	doe	
h-	<u>h</u> i, <u>h</u> all, <u>h</u> ow, a <u>h</u> ead	all	ow	aead	
-t	lef <u>t</u> , righ <u>t</u> , star <u>t</u> , wha <u>t</u>	lef	righ	star	
d-	<u>d</u> own, <u>d</u> oor, <u>d</u> oes, <u>d</u> o	own	oor	oes	
-11	ha <u>ll</u> , Kimba <u>ll</u> , ta <u>ll</u> , ba <u>ll</u>	ha	ta	ba	

^{*}When a vowel comes before the ${\bf s}$ at the end of the word, the ${\bf s}$ sounds like a ${\bf z}$.



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

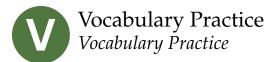


Listen and repeat slowly. Listen and repeat slowly.						
<u>Word</u>	Rhyming V	<u>Vords</u>				
hall	wall	tall	call	mall	ball	fall
start	part	art	cart	dart		
class	pass	mass	gas	grass		
think	drink	ink	sink	link	pink	
me	be	she	we	he		
need	deed	feed	seed	heed	weed	
do	to					
is	his					

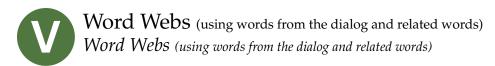
Vocabulary Practice (using words from the dialog to match to related words) Vocabulary Practice (using words from the dialog to match to related words)

Match the words in pencil. Write the words you matched in pencil. *Match the words in pencil.* Write the words you matched in pencil. pardon me • believe Pardon me Excuse me right now • • no you're welcome • excuse me think • • immediately start • • begin • good-bye nope • hi • • something first • window nothing • • no problem • place door • • time where • when • second

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.



Listen, repeat, and write Listen, repeat, and write.			
Dialog Words	Writing Practice	Related Words	Writing Practice
pardon me		excuse me	
right now		immediately	
you're welcome		no problem	
think		believe	
start		begin	
nope		no	
hi		good-bye	
first		second	
nothing		something	
door		window	
where		place	
when		time	





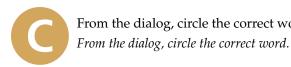
create		commence	zero		empty
open	start (verb)	begin	not anything	nothing void	not a thing
origin		outset	before		beyond
opening	start (noun)	beginning	in front	ahead	forward
COI	mmenceme	nt			

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.*

Laura:	Hi, me. Where is the class?
Jerry:	It's the, the hall and to the left.
Laura:	door?
Jerry:	The one.
Laura:	When does it?
Jerry:	Right, at ten
Laura:	Do I need for class today?
Jerry:	, I don't think so.
Laura:	Who is the?
Jerry:	Mr. Kimball.
Laura:	Excuse me, to class.
	·
Jerry:	You're welcome. Please



- Where (as / is) the class?
 It's straight down the hall (two /
- 2. to / too) the right.
- 3. When (does / do) it start?
- 4. What (does / do) I need?
- 5. (Whom / Who) is the instructor?
- 6. Excuse (my / me), please.

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



Instructors create a diagram of the inside of a building or use the diagram on the back of this page (distribute copies or display it on a screen). Instructors describe how to go into the building, up or down stairs, down a hall, and to a particular room. Then they ask volunteers to give directions on how to arrive at different places.



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

Where is the class?

Which door?

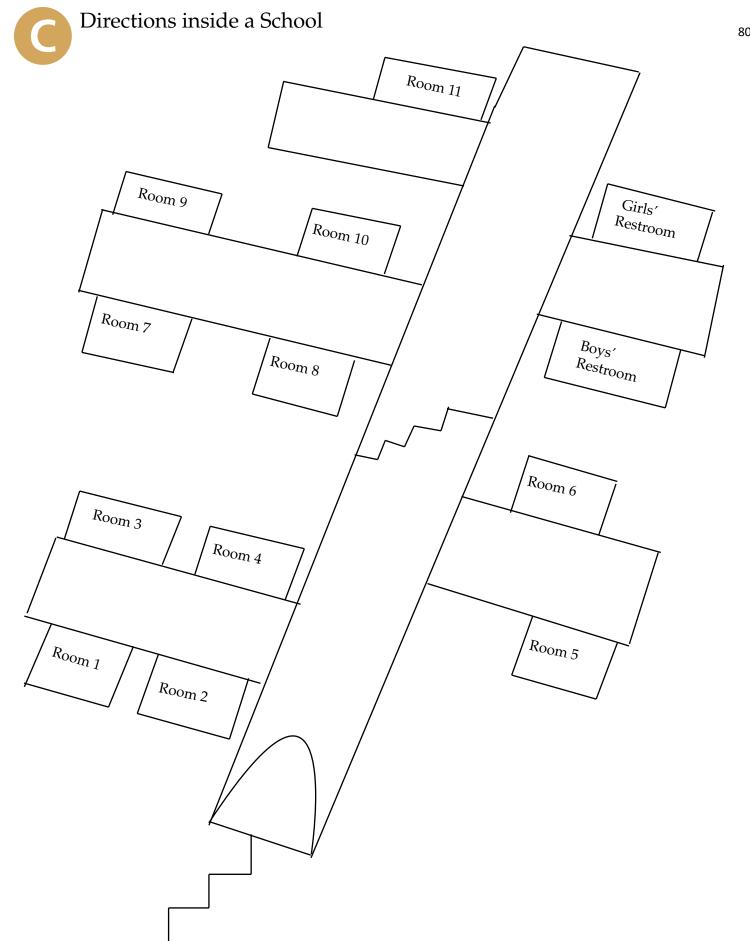
When does it start?

What do I need?

Who is the instructor?

Excuse me, please. Where is the restroom?

0.4





Language Focus: 60 Common Verbs

Instructors use the Module 3 language focus for the 60 common verbs. They read the sentences and ask the learners to read with them. Instructors and learners can role-play by showing the action of the verb and motioning to oneself for I, to a man for he, a woman for she, to two people for they, and all as a group for we. Use gestures for the conjugations. Encourage the learners to create some of their own sentences to share.



Language Focus: Wh- and How Questions

<i>Wh-</i> or <i>How</i> Word	What the Wh- or How Word Asks For		
Who? <i>(Who)</i>	Person		
When? (When)	Time		
Where? (Where)	Place		
Which? (Which)	Choice		
Why? <i>(Why)</i>	Reason or Explanatio	n	
How? (How)	Process or Condition		
What? <i>(What)</i>	Item Descrip	otion or Explanation	
Question	Answer	What Is Asked For	
Who is the instructor?	Mr. Kimball.	Person	
What do I need?	Nothing.	Description	
When does it start?	At 10:00.	Time	
Where is the class?	It's down the hall to the left.	Place	
Why are you here?	I'm here to learn English.	Reason	
Which door?	The first door.	Choice	
How are you?	I'm fine.	Condition	

Instructors have the learners practice asking some Wh- and How questions. The instructors ask some questions and then ask for volunteers to do the same.



Language Focus: Wh- and How Questions



Find the answer to a question. Then write the correct **wh-** or **how** word for each question and identify the type of information that the question is asking about.

Find the answer to a question. Then write the correct **wh-** or **how** word for each question and identify the type of information that the question is asking about.

	Question	<u>Answer</u>	What Is Asked for
1.	Where is it?	It's down the hall.	place
2.	is his name?	His name is Mr. Kimball.	
3.	door is it?	The first door.	
4.	does it start?	It starts right now.	
5.	is he coming?	He's coming today.	
6.	is she?	She's fine.	
7.	is Joseph?	Joseph is fine.	
8.	are you?	We are here.	
9.	do you need?	I need a book.	



Mini-Conversations Related to the Dialog



I think our instructor is Mr. Kimball.
 What do I need for class today?
 Great! I had him last class. He's really nice.
 Some paper and a pencil.
 Where is our classroom?
 How do I get to class?
 Go down the hall and turn left.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.







1. Expression: No problem.

Meaning: A response to "Thank you" similar to "You're welcome" or

"I was happy to help."

Examples: Thanks for helping me.

No problem.

Meaning: Thanks for helping me.

You're welcome. I was happy to help.

2. Expression: Go ahead.

Meaning: Do what you want, do what you plan to do.

Examples: Excuse me. I have to leave.

Go ahead. See you later.

Meaning: Excuse me. I have to leave.

Okay, you can leave. See you later.

3. Expression: I have to run.

Meaning: I need to leave now.

Examples: Sorry, I have to run. Bye!

Meaning: Sorry, I have to leave. Bye!

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



Language Focus: To Do and Contractions of Do Not



How do you feel?	I feel fine.	I don't (do not) feel well.
When do we have class?	We have class tonight.	We don't have class tonight.
When do you go to bed?	I go to bed at 10:00 pm.	I don't go to bed until 10:00.
Where do you go to school?	I go to Jordan High.	I don't go to school.
Where do you go to church?	I go to church on 7th Street.	I don't go to church.
What sports do you like?	I like soccer.	I don't like sports.
Do you like to swim?	Yes, I like to swim.	No, I don't like to swim.
Do you like to read books?	Yes, I like to read books.	I don't like to read books.
Do you want a glass of water?	Yes, I want some water.	No, I don't want water.
?	±	
?	<u>.</u>	
?	÷	
?	<u>.</u>	

At this point it is important for instructors to focus on sentences and questions using to do in the affirmative and in the negative. The negative often involves use of the contraction don't for do not. Take some time to teach the contraction form. The activity includes some examples and space below for the learners to use.

Please note that the learners may not understand or easily create full sentences with correct grammar. Help them learn model sentences and questions that they can use in conversations.

Assistant instructors should help the learners become comfortable using to do in questions and answers.



At Work with Supervisor or Co-employees

Pronouns Verb Conjugations Optional Prepositional Phrases

(I/You/He/She/ (arrive, come, go, help, learn, (before work, to work, at It/We/They) listen, speak, talk, teach, work, during work, after think, walk, write, study) work)

I <u>walk</u> <u>to work</u>

Ι

You/We/They

He/She

Have several learners fill in the chart on the board or on a separate page. Have them speak in sentences using various subjects, proper conjugations, and appropriate prepositional phrases. Help them practice proper pronunciation.



Cognates (similar-sounding words to recognize and translate) *Cognates (similar-sounding words to recognize and translate)*

Listen and repeat. Listen and repeat.			
excuse me	excuse me	pardon	pardon
class	class	student	student

Dialog Flash Fold Card

Cut out the box 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 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 4A

Module 4	Dialog	Dialog
Laura:	Hi, pardon me. Where is the class?	Hi, pardon me. Where is the class?
Jerry:	It's up the stairs, straight down the hall and to the left.	It's up the stairs, straight down the hall and to the left.
Laura:	Which door?	Which door?
Jerry:	The fifth one.	The fifth one.
Laura:	When does it start?	When does it start?
Jerry:	Right now, at ten o'clock.	Right now, at ten o'clock.
Laura:	Do I need anything for class today?	Do I need anything for class today?
Jerry:	No, I don't think so.	No, I don't think so.
Laura:	Who is the instructor?	Who is the instructor?
Jerry:	Mr. Kimball.	Mr. Kimball.
Laura:	Excuse me, please. I have to get to class. Thanks.	Excuse me, please. I have to get to class. Thanks.
Jerry:	You're welcome. Please go ahead.	You're welcome. Please go ahead.

Λ1

Vocabulary Flash Fold Card

Cut out the box on the solid lines. Fold the lists on the dotted lines, and practice until you know the vocabulary, grammar, 87 / 296 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 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 4B



Wh / How ?	Translation	Question	Answers
1. Who?	Who	Who is the instructor?	Mr. Kimball.
2. When?	When	When does it start?	At 10:00 p.m.
3. Where?	Where	Where is the class?	It's down the hall.
4. Which?	Which	Which door?	The second door.
5. Why?	Why	Why are you here?	I'm here to learn English.
6. How?	Ноw	How are you?	I'm fine.
7. What?	What	What do I need?	Nothing.

Module 5

RESPONSIBILITIES AND ACTIVITIES

Responsibilities and Activities

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(3 classes with subsequent review)





At the end of this module, I will be able to affirm:		
Now I can	Now I know	
○ 1. say my responsibilities.		
 2. use helping verbs + infinitives to say responsibilities, wishes, likes, and needs. 		
○ 3. create small sentences.		

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	Dialog
Son:	What are your responsibilities?	What are your responsibilities?
Father:	What do you mean?	What do you mean?
Son:	You know, things you have to do, your duties.	You know, things you have to do, your duties.
Father:	Oh, you mean my work and home responsibilities?	Oh, you mean my work and home responsibilities?
Son:	Yes, that's right.	Yes, that's right.
Father:	I have to work every day. I also help with the children. I like to play sports and to do hobbies. I also hope to learn English.	I have to work every day. I also help with the children. I like to play sports and to do hobbies. I also hope to learn English.
Son:	So some are responsibilities that you have to do, and others are activities that you like to do.	So some are responsibilities that you have to do, and others are activities that you like to do.
Father:	Yes, I think responsibilities are usually things you have to do.	Yes, I think responsibilities are usually things you have to do.



	repeat slowly. epeat slowly.		ing letters and sa	•	
-ea-	mean, read, lead	mn	rd	ld	
-ties	duties, activities	du	activi		
-ike	like, Mike, hike	I	M	h	
-bby	hobby, lobby, Libby	ho	lo	Li	
wh-	what, where, when, why	at	ere	en	у
-0-	hope, rope, go, low	hpe	rpe	9	lw
pl-	play, please, place	ay	ease	ace	

۱

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. **Rhyming Words** Word bean clean lean Dean Jean mean other brother mother smother blink drink pink link think sink wink



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.		Write the words you matched Write the words you matched	•
responsibility •	hobby	<u>responsibility</u>	<u>duty</u>
activity •	• action		
work •	• must		
play •	• assist		
have to •	• duty		
every •	• correct		
help •	• job		
right •	• each		

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

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

<u>Dialog Words</u>	Writing Practice	Related Words	Writing Practice
responsibility		duty	

activity action

work job

play hobby

have to must

every each

help assist

right correct



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



objects	concepts	that's correct	that's good
things		that's rig	ht
items	matters	correct that's true	that's okay
chore work	e duty	frequently	often
respo job	onsibility obligation	usually almost always	typically
task		most of the	time

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.

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Instructors use the Module 3 language focus for the 60 common verbs. They read the sentences and ask the learners to read them together. Role-play by showing the action of the verb and motioning to oneself for I, to a man for he, a woman for she, to two people for they, and all as a group for we. Encourage the learners to create some of their own sentences to share.

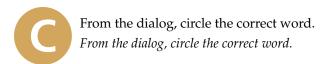


Fill in the missing words in pencil from the dialog.

Fill in the missing words in pencil from the dialog.

Son:	What are your?
Father:	What do mean?
Son:	You know, you, your duties.
Father:	Oh, you my and home ?
Son:	Yes, right.
Father:	I work every day. I also with the children. I to play sports and to do I also hope to English.
Son:	So some are that you have to do, and others are that you like to do.
Father:	, I think are usually you have to do.
senter >Instr senter >Role	actors tell the learners what some of their responsibilities are and then ask the learners to describe in full access what their responsibilities are. Tructors tell the learners what some of their hobbies are and then ask the learners to describe in full access what their hobbies are or what they like to do. Then ask the learners to describe in full sentences as follows:
	is one of his responsibilities or likes to

_



- 1. What are (you/your) responsibilities?
- 2. What do (you/your) mean?
- 3. You (now / know), things you (have / half) to do, your duties.
- Oh, you (men / mean) my work (an / and) home responsibilities.
- 5. Yes, that's (right / write).
- I have to work every day. I have to help (with / which) the children. I also (lick / like) to play sports, to do hobbies, and I (hop / hope) to learn English.
- (So / Sew), some (or / are) responsibilities that you have to do, and others are activities (that / those) you like to do.
- 8. Yes, I (think / thing) responsibilities are things you have to do.

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 are your responsibilities? <u>I have to</u>



Have	have +	infinitive verb		
I	have	to go.	I	do the homework.
You	have	to study.	You	attend class.
You (all)	have	to study.	You (all)	go to work.
We	have	<u>to learn</u> English.	We	study every day.
They	have	to practice English.	They	read the book.
He/She/It	has	to attend class.	He/She/Itstore.	go to the
Need	need +	infinitive verb		
I	need	to go.	I	go shopping.
You	need	to study.	You	cook dinner.
You (all)	need	to study.	You (all)	read a book.
We	need	<u>to learn</u> English.	We	go to class.
They	need	to practice English.	They	study every day.
He/She/It	needs	to attend class.	He/She/It	eat lunch.
Like	like +	infinitive verb		
I	like	to eat.	I	learn new things.
You	like	to study.	You	read books.
You (all)	like	to study.	You (all)	go to class.
We	like	<u>to learn</u> English.	We	dance.
They	like	to practice English.	They	cook.
He/She/It	likes	to attend class.	He/She/It	play sports.

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Want	want +	infinitive verb		
1	want	to eat.	I	read a book.
You	want	to study.	You	study today.
You (all)	want	to study.	You (all)	eat lunch.
We	want	to learn English.	We	visit their family.
They	want	to practice English.	They	go to the store.
He/She/It	wants	to attend class.	He/She/It	dance.
Норе	hope +	infinitive verb		
1	hope	to learn a lot.	I	visit my family.
You	hope	to visit my son.	You	see the game.
You (all)	hope	<u>to see</u> you.	You (all)	have fun.
We	hope	to get a good job.	We	learn English.
They	hope	to learn English.	They	get a good job.
He/She/It	hopes	to pass the class.	He/She/It	learn a lot.
Get	get +	infinitive verb		
I	get	<u>to see</u> a movie.	I	visit New York.
You	get	to cook lunch.	You	play soccer.
You (all)	get	to visit California.	You (all)	read a book.
We	get	to read a book.	We	cook dinner.
They	get	to play sports.	They	see a movie.
He/She/It	gets	to go on vacation.	He/She/It vacation.	go on

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.



- 1. What are your responsibilities?

 I have to work every day and help with the children.
- What do you like to do?I like to play sports and do hobbies.

3. I hope to learn English. That's wonderful!

4. You have a lot to do! Yes, I do. I am very busy.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



Expressions Related to the Dialog

Expressions Related to the Dialog

1. Expression: That's right

Meaning: yes, I agree, that's corrrect

Examples: Yes, that's right!

Meaning: Yes!

2. Expression: You know

Pronunciation: Ya know

Use: "filler" phrase

Meaning: You understand, you can think about it, you know what I mean

Example: Oh, you know, those responsibilities.

Meaning: You know which responsibilities I'm talking about.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



At Home with Family and Friends:

Optional Pronouns

Verb Conjugations

(I/You/We/They/ He/She/It)

(arrive, come, go, help, learn, listen, read, speak, stay, talk, teach,

think, walk, write,

study)

Optional Prepositional Phrases

(to my/your/our/their/his/her home, at home, in the home, with family, to my/your/our/their/his/her family, with my/your/their/his/her family, with my/your/our/their/his/her children, to my/your/his or her wife/hus-band, with my/your/his/her wife/husband, to my/your/our/

their/his/her friends, with my/ your/our/their/his/her friends)

•

I

I

eat

You / We / They

He / She

with my family

Have several learners fill in the chart on the board or on a separate page. Have them speak in sentences using various subjects, proper conjugations, and appropriate prepositional phrases. Help them practice proper pronunciation.



Cognates (similar-sounding words to recognize and translate) Cognates (similar-sounding words to recognize and translate)

Listen and repeat.			
Listen and repeat.			
to plan	to plan	responsibility	responsibility
activities	activities	occupation	occupation
object	object	music	music

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. 99 / 296 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 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 5A

Module 5	Dialog	Dialog
Son:	What are your responsibilities?	What are your responsibilities?
Father:	What do you mean?	What do you mean?
Son:	You know, things you have to do, your duties.	You know, things you have to do, your duties.
Father:	Oh, you mean my work and home responsibilities?	Oh, you mean my work and home responsibilities?
Son:	Yes, that's right.	Yes, that's right.
Father:	I have to work every day. I also help with the children. I like to play sports and to do hobbies. I also hope to learn English.	I have to work every day. I also help with the children. I like to play sports and to do hobbies. I also hope to learn English.
Son:	So some are responsibilities that you have to do, and others are activities that you like to do.	So some are responsibilities that you have to do, and others are activities that you like to do.
Father:	Yes, I think responsibilities are usually things you have to do.	Yes, I think responsibilities are usually things you have to do.

Vocabulary Flash Fold Card

Cut out the box on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, ^{100 / 296} 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 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 5B

He	lping verbs	Translation
1.	To have to	To have to
2.	To need to	To need to
3.	To like to	To like to
4.	To want to	To want to
5.	To hope to	To hope to
6.	To get to	To get to

Module 6

MAKING A DOCTOR'S APPOINTMENT

Making a Doctor's Appointment



Present Progressive Tense (3 classes with subsequent review)





At the end of this module, I will be able to affirm:			
Now I can	Now I know		
○ 1. make a doctor's appointment.			
2. answer questions about a calendar, such as dates and months.			
3. express common actions using present progressive tense.			

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	Dialog
Juan:	Hello, this is Juan Sanchez. I need to make an appointment with the doctor.	Hello, this is Juan Sanchez. I need to make an appointment with the doctor.
Mary:	Sure. What problem are you having?	Sure. What problem are you having?
Juan:	I am having stomachaches and headaches.	I am having stomachaches and headaches.
Mary:	Are you living in this area?	Are you living in this area?
Juan:	No, I am from Florida and I am visiting my brother here in Salt Lake City for the week.	No, I am from Florida and I am visiting my brother here in Salt Lake City for the week.
Mary:	We can see you this afternoon at 3:00.	We can see you this afternoon at 3:00.
Juan:	How do I get there if I am going north on Highway 15?	How do I get there if I am going north on Highway 15?
Mary:	Get off at the 6th South exit, and come to 150 East. See you at 3:00.	Get off at the 6th South exit, and come to 150 East. See you at 3:00.

11.4





Listen and repeat slowly.		Fill in the missing letters and say the sounds.				
Listen and repeat slowly.		Fill in the missing letters and say the sounds.				
-II-	hello, yellow, mellow	heo	yeow	meow		
-ct-	doctor, tractor, victor	door	traor	vior		
sh-	shoe, should, shy	oe	ould	у		
pr-	problem, price, produce	oblem	ice	oduce		
ch-	stomach, ache	stoma	ae			
v-	visiting, travel, victory	isiting	trael	ictory		
th-	this, these, those, the	is	ese	ose		
th-	thing, think, thank	ing	ink	ank		
th-	north, math, bath	nor	ma	ba		
-x-	exit, excuse, exam	eit	ecuse	eam		

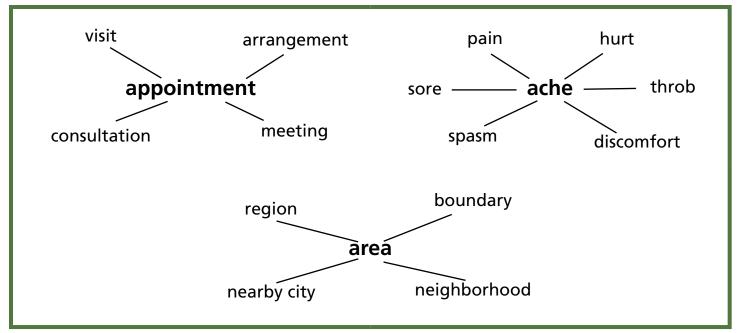


Rhyming Words (usually starting from a word in the dialog)
Rhyming Words (usually starting from a word in the dialog)



	Listen and repeat slowly. Listen and repeat slowly.						
<u>Word</u>	Rhyming Words						
make	bake cake lake take brake fake snake						snake
hello	yellow	mellow	mellow jello fellow				
cure	pure	obscure	secure				
north	forth	forth orthodontist					
come	some						





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.

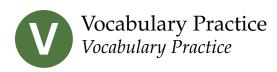


Vocabulary Practice (using words from the dialog to match to related words)

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

Match the words in pencil. Match the words in pencil.		Write the words you matched in pencil. Write the words you matched in pencil.		
make • aches • doctor • problem • appointment • area • living • visiting • coming • highway • get off • exit •	 arriving trouble, symptom meeting set region residing physician depart, leave pain off ramp traveling freeway, interstate 	make .	<u>set</u>	

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.

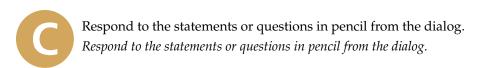


Listen, repeat, and write. Listen, repeat, and write. **Writing Practice Dialog Words Related Words Writing Practice** make set appointment meeting doctor physician problem trouble aches pain region area living residing visiting traveling coming arriving highway freeway get off depart off ramp exit



Fill in the missing words in pencil from the dialog. Fill in the missing words in pencil from the dialog.

Juan:	Hello, with the doctor.	_ Juan Sanchez. I need t	o an appointment
Mary:	Sure.	are you ha	ving?
Juan:	I am having	and	·
Mary:	Are you	in this _	?
Juan:	No, I am from Flo Salt Lake City for		my brother here in
Mary:		you this	at 3:00.
Juan:	How do I	I am g	oing north on Highway 15?
Mary:		6th South exit, as 3:00.	nd come to 150 East.



What problem (symptoms) are you having?

Do you have any aches or pains

Are you from this area?

How do I get to your office?

Are you coming from the north or the south?



From the dialog, circle the correct word. Write the complete sentence in pencil. From the dialog, circle the correct word.

Write the complete sentence in pencil.

- (Sure / Sir), what problem are you (halfing / having)?
- I need to (make / mack) an appointment (with/want) the doctor.
- Are you (leaving / living) in this (area / airy)?
- I am having (stomachs / stomach) aches and headaches.
- We (con / can) see you (these / this) afternoon at 3:00.
- I am (from / front) Florida and (are / am) visiting my brother.

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





Language Focus: Calendar Concepts

The day before yesterday was	Yesterday was	Today is	Tomorrow is	The day after tomorrow is
Sunday	Monday	Tuesday	Wednesday	Thursday

Instructors have learners stand in the center of the room and say with them, "Today is Tuesday." Then all step left into the past and say, "Yesterday was Monday." Step further left into the past and say, "The day before yesterday was Sunday." Then take two steps back to the present and repeat, "Today is Tuesday." Then step right into the future and say, "Tomorrow is Wednesday." Take another step right and say, "The day after tomorrow is Thursday." Repeat the whole sequence.

Do the same stepping and repeating process for each of the following time sequences, starting with the center present.:

The week before last	Last week	This week	Next week	The week after next
he was sick.	we were here.	I have a lot of work.	class starts.	the month ends.

The month before last	Last month	This month	Next month	The month after next
was February.	was March.	is April.	will be May.	will be June.

Year before last	Last year	This year	Next year	The year after next
was 2014.	was 2015.	is 2016.	will be 2017.	will be 2018.

Then instructors project pages 9 and 10 from Module 2 on a board and have learners fill in their notebook copies with answers.

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Language Focus: Calendar Concepts

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
First week		1	2	3	4	5	6
Second week	7	8	9	10	11	12	13
Third week	14	15	16	17	18	19	20
Fourth week	21	22	23	24	25	26	27
Fifth week	28	29	30	31			

Instructors ask questions about the first and last days of the week and month. They also ask questions about other days of the month. For example, "If today is the 17th, what was yesterday?" Or, "What will tomorrow be?" Help the learners answer in complete sentences.



Language Focus: 60 Common Verbs— Practice Present Progressive Tense



Verb		I	You / We / They	He / She / It	Write the correct verb form.	
1.	answer	I am answering	You are answering	He is answering	They	him.
2.	arrive	I am arriving	You are arriving	He is arriving	She	today.
3.	ask	I am asking	You are asking	He is asking	He	a question.
4.	begin	I am beginning	You are beginning	He is beginning	You	tomorrow.
5.	believe	I believe*	You believe*	He believes*	We	you.
6.	bring	I am bringing	You are bringing	He is bringing	She	a friend.
7.	call	I am calling	You are calling	He is calling	They	regularly.
8.	come	I am coming	You are coming	He is coming	Ι	home.
9.	drink	I am drinking	You are drinking	He is drinking	They	a lot.
10.	eat	I am eating	You are eating	He is eating	You	tomorrow.
11.	feel	I feel*	You feel*	He feels*	She	sad.
12.	find	I am finding	You are finding	He is finding	He	lost coins.
13.	get	I am getting	You are getting	He is getting	Ι	tired.
14.	give	I am giving	You are giving	He is giving	You	her help.
15.	have	I have*	You have*	He has*	We	to study.
16.	hear	I hear*	You hear*	He hears*	You	some music.
17.	help	I am helping	You are helping	He is helping	They	tomorrow.
18.	invite	I am inviting	You are inviting	He is inviting	We	everybody.
19.	know	I know*	You know*	He knows*	You	what to do.
20.	laugh	I am laughing	You are laughing	He is laughing	She	all the time.
21.	learn	I am learning	You are learning	He is learning	We	the verbs.
22.	leave	I am leaving	You are leaving	He is leaving	They	at noon.
23.	like	I like*	You like*	He likes*	Не	the class.
24.	listen	I am listening	You are listening	He is listening	Ι	to the lecture.
25.	look	I am looking	You are looking	He is looking	Не	tired.
26.	love	I love*	You love*	He loves*	They	it.
27.	make	I am making	You are making	He is making	She	a cake.
28.	meet	I am meeting	You are meeting	He is meeting	They	each other.
29.	I need	I need*	You need*	He needs*	You	to speak more.
30.	read	I am reading	You are reading	He is reading	Ι	the book.

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31.	I remember	I remember*	You remember*	He remembers*	She	to meet him.
32.	repeat	I am repeating	You are repeating	He is repeating	You	the dialog.
33.	say	I am saying	You are saying	He is saying	She	it out loud.
34.	see	I see*	You see*	He sees*	We	him tonight.
35.	sing	I am singing	You are singing	He is singing	They	in the choir.
36.	speak	I am speaking	You are speaking	He is speaking	He	English well.
37.	spell	I am spelling	You are spelling	He is spelling	She	the word right.
38.	stay	I am staying	You are staying	He is staying	We	until Friday.
39.	take	I am taking	You are taking	He is taking	It	a long time.
40.	talk	I am talking	You are talking	He is talking	We	
41.	tell	I am telling	You are telling	He is telling	They	her the answer.
42.	think	I think*	You think*	He thinks*	Не	about his mom.
43.	understand	I understand*	You understand*	He understands*	You	well.
44.	visit	I am visiting	You are visiting	He is visiting	We	relatives.
45.	walk	I am walking	You are walking	He is walking	Ι	for exercise.
46.	want	I want*	You want*	He wants*	Не	to learn English.
47.	work	I am working	You are working	He is working	She	on Saturday.
48.	write	I am writing	You are writing	He is writing	Ι	well.
49.	do	I am doing	You are doing	He is doing	You	too much.
50.	go	I am going	You are going	He is going	Ι	home early.
51.	cash	I am cashing	You are cashing	He is cashing	Не	the check.
52.	finish	I am finishing	You are finishing	He is finishing	Ι	on time.
53.	teach	I am teaching	You are teaching	He is teaching	Не	classes.
54.	watch	I am watching	You are watching	He is watching	They	baseball.
55.	cry	I am crying	You are crying	He is crying	She	at night.
56.	fly	I am flying	You are flying	He is flying	We	to New York.
57.	study	I am studying	You are studying	He is studying	Ι	every day.
58.	try	I am trying	You are trying	He is trying	We	hard.
59.	be	I am*	You are*	He is*	Не	good.
60.	be able to (can)	I am able to I can*	You are able to You can*	He is able to He can*	You	speak more.

^{*} When the verb conveys thought or feeling, one normally uses present rather than present progressive.

Instructors should have fun with this practice by acting out some of these for the learners. Show the action of the verb and motion to oneself for *I*, to a man for *he*, a woman for *she*, to two people for *they*, and all as a group for *we*. This gesturing through the conjugations is extremely important to the learning process. Then ask for volunteers while others join in.

Instructors should use this list, including more role-plays, as a review before the next two modules.



Language Focus: Guidelines for Written Conjugation of Present Progressive Tense

Verbs	ending	with e
-------	--------	--------

Infinitiveto arrive1. drop to:=arrive2. drop the e=arriv3. add -ing=arriving

Examples

I am arriving. You / We / They are arriving. He / She / It is arriving.

Infinitive Verb + ingInfinitive Verb + ingto arrive arriving to leave leaving to believe believing to like liking to come coming to love loving to give giving to make making to have having to take taking writing to invite inviting to write

Other verbs

infinitive to ask

1. drop to = ask

2. add -ing = asking

Examples

I am asking. You / We / They are asking. He / She / It is asking.

Infinitive	Verb + ing	Infinitive	Verb + ing	Infinitive	Verb + ing
to answer	answering	to hear	hearing	to speak	speaking
to ask	asking	to help	helping	to spell	spelling
to be	being	to know	knowing	to stay	staying
to bring	bringing	to laugh	laughing	to study	studying
to cash	to cash	to learn	learning	to talk	talking
to call	calling	to listen	listening	to teach	teaching
to cry	crying	to look	looking	to tell	telling
to do	doing	to meet	meeting	to think	thinking
to drink	drinking	to need	needing	to try	trying
to eat	eating	to read	reading	to understand	understanding
to feel	feeling	to remember	remembering	to visit	visiting
to find	finding	to repeat	repeating	to walk	walking
to finish	finishing	to say	saying	to want	wanting
to fly	flying	to see	seeing	to watch	watching
to go	going	to sing	singing	to work	working

Verbs ending with -in or -et:

Infinitive to begin

1. drop to: = begin

2. double final consonant = beginn

3. add -ing = beginning

Examples

I am beginning. You / We / They are beginning. He / She / It is beginning. I am getting. You / We / They are getting. He / She / It is getting.

InfinitiveVerb + ingto beginbeginningto getgetting



Mini-Conversations Related to the Dialog

. Hello, can I help you?

2. We have openings tomorrow at 11:00, 12:00, and 1:00. Which is best

for you?

Hi. I need to schedule an Can I come in at 11:00?

appointment.

3. What seems to be the problem?

I have stomach cramps.

4. How do I get to your office if I am heading south on the highway?

Take exit 13 and take your first left.

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Instructors explain the meaning and then demonstrate and get repetition.



1. Expression: make an appointment

Meaning: plan a time for a meeting

Examples: We can make an appointment for Saturday.

Meaning: We can plan to meet on Saturday.

2. Expression: heading north

Meaning: driving / walking / riding toward the north

Examples: I'm heading north on State Street.

Meaning: I am driving my car on State Street toward the north.

3. Expression: Get off at

Meaning: exit from, turn off at

Examples: Get off State Street onto Lumbar Road.

Meaning: Turn off of State Street and on to Lumbar Road.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



He/She/It

Present Tense—Sentence Practice

At School or Class		
Optional Pronouns	Verb Conjugations	Optional Prepositional Phrases
(I/You/We/They/ He/She/It)	(answer, arrive, come, go, help, learn, like, listen, read, speak, spell, study, talk, think, walk, write)	(before class, to class, in class, during class, after class, before school, to school, in school)
I	am walking	to class
You/We/They		

Have several learners fill in the chart on the board or on a separate page. Have them speak in sentences using various subjects, proper conjugations, and appropriate prepositional phrases. Help them practice proper pronunciation.

Cognates (similar-sounding words to recognize and translate) *Cognates (similar-sounding words to recognize and translate)*

Listen and repeat. Listen and repeat.

problem problem area area

stomach stomach

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. 116 / 296 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 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 6A

Module 6	Dialog	Dialog
Juan:	Hello, this is Juan Sanchez. I need to make an appointment with the doctor.	Hello, this is Juan Sanchez. I need to make an appointment with the doctor.
Mary:	Sure, what problem are you having?	Sure, what problem are you having?
Juan:	I am having stomachaches and headaches.	I am having stomachaches and headaches.
Mary:	Are you living in this area?	Are you living in this area?
Juan:	No, I am from Florida and I am visiting my brother here in Salt Lake City for the week.	No, I am from Florida and I am visit- ing my brother here in Salt Lake City for the week.
Mary:	We can see you this afternoon at 3:00.	We can see you this afternoon at 3:00.
Juan:	How do I get there if I am going north on Highway 15?	How do I get there if I am going north on Highway 15?
Mary:	Get off at the 6th South exit, and come to 150 East. See you at 3:00.	Get off at the 6th South exit, and come to 150 East. See you at 3:00.

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 6B

Verb		I	You / We / They	He / She / It	
1.	answer	I am answering	You are answering	He is answering	
2.	arrive	I am arriving	You are arriving	He is arriving	
3.	ask	I am asking	You are asking	He is asking	
4.	begin	I am beginning	You are beginning	He is beginning	
5.	believe	I believe	You believe	He believes	
6.	bring	I am bringing	You are bringing	He is bringing	
7.	call	I am calling	You are calling	He is calling	
8.	come	I am coming	You are coming	He is coming	
9.	drink	I am drinking	You are drinking	He is drinking	
10.	eat	I am eating	You are eating	He is eating	
11.	feel	I feel	You feel	He feels	
12.	find	I am finding	You are finding	He is finding	
13.	get	I am getting	You are getting	He is getting	
14.	give	I am giving	You are giving	He is giving	
15.	have	I have	You have	He has	
16.	hear	I hear	You hear	He hears	
17.	help	I am helping	You are helping	He is helping	
18.	invite	I am inviting	You are inviting	He is inviting	
19.	know	I know	You know	He knows	
20.	laugh	I am laughing	You are laughing	He is laughing	

Card 6C

Card 6C								
Verb		I	You / We / They	He / She / It				
21. learn		I am learning	You are learning	He is learning				
22. leave		I am leaving	You are leaving	He is leaving				
23. like		I like	You like	He likes				
24. listen		I am listening	You are listening	He is listening				
25. look		I am looking	You are looking	He is looking				
26. love		I love	You love	He loves				
27. make		I am making	You are making	He is making				
28. meet		I am meeting	You are meeting	He is meeting				
29. need		I need	You need	He needs				
30. read		I am reading	You are reading	He is reading				
31. remer	nber	I remember	You remember	He remembers				
32. repeat	t	I am repeating	You are repeating	He is repeating				
33. say		I am saying	You are saying	He is saying				
34. see		I see	You see	He sees				
35. sing		I am singing	You are singing	He is singing				
36. speak		I am speaking	You are speaking	He is speaking				
37. spell		I am spelling	You are spelling	He is spelling				
38. stay		I am staying	You are staying	He is staying				
39. take		I am taking	You are taking	He is taking				
40. talk	i 	I am talking	You are talking	He is talking				

Card 6D

Verb		I	You / We / They	He / She / It			
41. te	ell	I am telling	You are telling	He is telling			
42. th	hink	I think	You think	He thinks			
43. u	ınderstand	I understand	You understand	He understands			
44. vi	isit	I am visiting	You are visiting	He is visiting			
45. w	valk	I am walking	You are walking	He is walking			
46. w	vant	I want	You want	He wants			
47. w	vork	I am working	You are working	He is working			
48. w	vrite	I am writing	You are writing	He is writing			
49. d	o	I am doing	You are doing	He is doing			
50. go	ю	I am going	You are going	He is going			
51. ca	ash	I am cashing	You are cashing	He is cashing			
52. fi	nish	I am finishing	You are finishing	He is finishing			
53. te	each	I am teaching	You are teaching	He is teaching			
54. w	vatch	I am watching	You are watching	He is watching			
55. cr	ry	I am crying	You are crying	He is crying			
56. fl	y	I am flying	You are flying	He is flying			
57. st	tudy	I am studying	You are studying	He is studying			
58. tr	ry	I am trying	You are trying	He is trying			
59. be	e	I am	You are	He is			
	e able to can)	I am able to I can	You are able to You can	He is able to He can			

Module 7

BUYING SHOES

(3 classes with subsequent review)





At the end of this module, I will be able to affirm:				
Now I can	Now I know			
\bigcirc 1. say the type of shoes I want to buy.				
○ 2. express how I feel.				
3. ask and answer questions using the verb to do.				
4. use the verb to be + doing to express how I am doing.				

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 Dialog May I help you? May I help you? Clerk: Yes, we're looking for some shoes. Yes, we're looking for some shoes. Mr. Hobbs: For you or for your son? For you or for your son? Clerk: Mr. Hobbs: For my son. For my son. What kind does he want? What kind does he want? Clerk: He wants blue sports shoes. He wants blue sports shoes. Mr. Hobbs: Do you know his size? Do you know his size? Clerk: Twelve! He has big feet! Twelve! He has big feet! Mr. Hobbs: How do these feel? How do these feel? Clerk: A little tight. A little tight. Brian: Try these. *Try these.* Clerk: They're much better. I'll take them. **Brian:** They're much better. I'll take

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them.



	repeat slowly. repeat slowly.	Fill in the missing letters and say the sounds. Fill in the missing letters and say the sounds.			
-ay	m <u>ay,</u> d <u>ay,</u> ok <u>ay</u>	m	d	ok	
-ize	s <u>ize</u> , pr <u>ize</u>	S	pr		
y-	yes, you, your	es	ou	our	
tw-	<u>tw</u> enty, <u>tw</u> elve, <u>tw</u> ist	enty	elve	ist	
-oy	b <u>oy, joy,</u> t <u>oy</u>	b	j	t	
-uch	m <u>uch</u> , s <u>uch</u>	m	S		
-ind	k <u>ind</u> , f <u>ind</u> , beh <u>ind</u>	k	f	beh	
-ue	bl <u>ue</u> , tr <u>ue</u> , gl <u>ue</u>	bl	tr	gl	
-ake	b <u>ake</u> , t <u>ake</u> , c <u>ake</u> , m <u>ake</u>	b	t	c	
kn-	<u>kn</u> ow, <u>kn</u> ife, <u>kn</u> ock	ow	ife	ock	

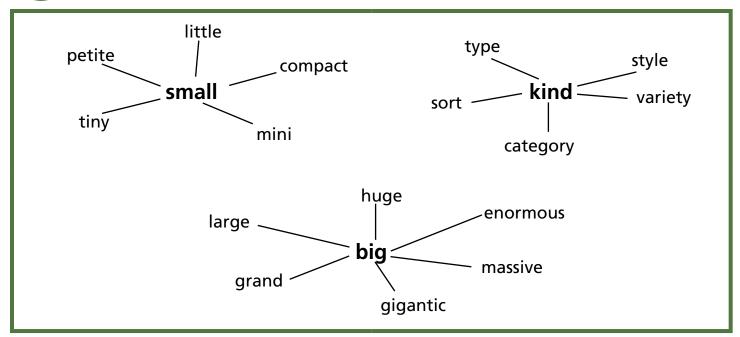


Rhyming Words (usually starting from a word in the dialog) Rhyming Words (usually starting from a word in the dialog)



	Listen and repeat slowly.										
	and repeat slowly.										
<u>Word</u>	Knym	ing Wo	<u>ras</u>								
may	bay	day	gray	hay	lay	pay	play	pray	way		
look	book	brook	cook	crook	hook	nook	took				
blue	clue	due	glue	true							
size	prize										
big	dig	fig	pig	twig	wig						
feet	beet	meet	street	sweet	tweet						
better	letter	fetter									
bake	cake	fake	lake	make	rake	stake	wake				
back	black	crack	hack	jack	knack	lack	pack	rack	sack	tack	track







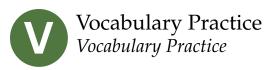
Vocabulary Practice (using words from the dialog to match to related words)

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



Match the words in pencil. Match the words in pencil.		Write the words you matched in pencil. Write the words you matched in pencil.		
little •∖	• assist	<u>little</u>	<u>small</u>	
tight • \	• large			
help •	• firm			
kind •	• improved			
big •	• type			
may I •	• test			
try •	• length			
better •	\• blue			
color •	• small			
size •	• can l			

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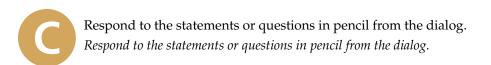
Listen, repeat, and write. Listen, repeat, and write. **Writing Practice Writing Practice Dialog Words Related Words** little • small firm tight • help • assist kind • type big • large may I • can I try • test better • improved color • blue length size •



Fill in the missing words in pencil from the dialog. *Fill in the missing words in pencil from the dialog.*

Clerk:	I help you?
Mr. Hobbs:	Yes, we're for shoes.
Clerk:	For or for son?
Mr. Hobbs:	For my
Clerk:	What does want?
Mr. Hobbs:	He wants blue shoes.
Clerk:	Do know his?
Mr. Hobbs:	Twelve! He has feet!
Clerk:	How do these?
Brian:	A tight.
Clerk:	these.
Brian:	They're better. I'll them.

11.



- 1. What kind of shoes does your son want? <u>He wants</u>
- 2. How do they feel?
- 3. What size does he wear?
- 4. May I help you?
- 5. Are these better?
- 6. What color does he want?
- 7. What are you looking for?
- 8. Who are the shoes for?



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.

- We're looking (for / far) (some / same) shoes.
- 2. (Far / For) (you / your) or for (you / your) son?
- 3. For (my/mine) son.
- 4. (That / What) kind (do / does) he (want / won't)?
- 5. He wants blue (chews / chose / shoes).
- 6. Do you (no / now / know) his size?
- 7. He has (bag/big/bug) feet!
- 8. How do (this / these / the) feel?
- 9. A little (right / tight).

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

. . .

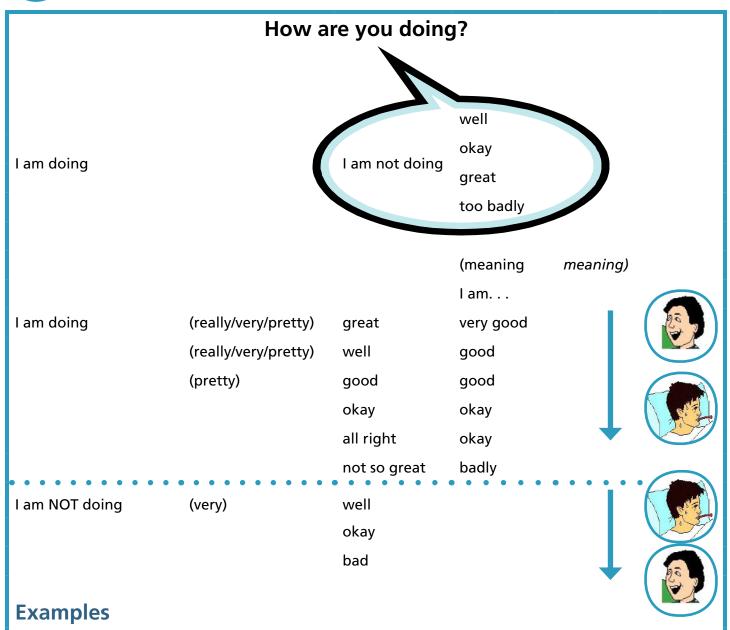




Regular	main verb:	want		do or o	loes emp	hasizes want		
I	want	shoes.		1	do	want	shoes.	
He	wants	shoes.		He	does	want	shoes.	
COI	njugate	_		COI	njugate	base form	-	
The verl	b do also asl	ks and ansv	vers questions.					
Do	you	want	shoes?	Yes,	1	do	want	shoes.
				Yes,	I	do.		
Does	he	want	shoes?	Yes,	he	does	want	shoes.
				Yes,	he	does.		
COI	njugate	base form	ı	·			1	
						mirronto	base form	
_					CO	njugate	base form	
Examı	oles							
Do	we	get	a lot of snow?	Yes,	we	do	get	a lot of snow.
				Yes,	we	do.		
Does	it	have	a lid?	Yes,	it	does	have	a lid.
				Yes,	it	does.		

Write	Write do or does to complete the sentences below.				
1.	She not have a cat.	C	onjugatio	n of	to do
2.	We like these shoes.	1	do	We	do
3.	you want to watch a movie?	you	do	the	y do
4.	I want to watch a movie.	he	does		
5.	he like to run?	she	does		
6.	No, he not. He likes to swim.	it	does		
7.	they go to class?				
8.	Yes, they go to class.		Contra	ction	ıs
9.	it have a lid?	Do not		=	Don't
10.	No, it not have a lid.	Does no	t	=	Doesn't
	•				





He/She/It is You/We/They are I am I am doing well. You are doing well. He is doing well. I am not doing well. You are not doing well. He is not doing well. We are not doing well. She is doing well. They are doing well. She is not doing well. They are not doing well. John is doing well. We are doing well. John is not doing well.

It is not doing well.

It is doing well.

. Everybody is doing

Language Focus: Practice Using Am/Is/Are + Doing Asking and answering questions with the verb to do

Follow the model		
Words	Sentence (use doing)	Meaning
I / well	I am doing well.	<u>I am good.</u>
We / not / bad	We are not doing badly.	We are good.
We / ok		
lt / great		
She / alright		
They / not / great		
You / very well		
He / not / very well		
John / okay		
Brad and Ben / well		
She / not / okay		



Mini-Conversations Related to the Dialog

1.	Do you need anything?	2.	How are you feeling today?
	No, thank you. I think I have everything I need right now.		Not great. I've been better.
3.	I think I just have a cold.	4.	Good evening.
	Oh, that's not good.		Welcome. Please come in.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.

. . _





	Question	Answer
1.	What kind of shoes does he want?	He <u>wants</u> blue athletic shoes.
2.	How do these feel?	They <u>feel</u> a little tight.
3.	Do you know his size?	Yes, I <u>know</u> his size.
4.	Does he have big feet?	Yes, he <u>has</u> big feet.

Write	Write the appropriate answer with do or does .			
	Question	Answer		
1.	How do they feel?	They feel good.		
2.	Do they feel good?	They feel good.		
3.	What kind of shoes does he want?	He wants blue athletic shoes.		
4.	How do these feel?	They feel a little tight.		
5.	Do they feel better?	Yes, they feel better.		
6.	Do you want these?	Yes, I want to take these		
7.	Do they know his size?	Yes, they know his size.		
8.	Do the shoes feel big?	Yes, they feel big		
9.	Do you want these shoes?	Yes, we want these shoes.		
10.	Do athletes have big feet?	Yes, athletes have big feet.		



How do those feel?
 They fit perfectly!

- How may I help you?We're looking for some shoes.
- 3. May I help you find something? Oh, I'm just looking. Thank you.
- 4. May I try this pair?
 Sure, let me measure your feet.
- 5. How much are they? They're on sale for 30 dollars (\$30.00).

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



Expressions Related to the Dialog

Expressions Related to the Dialog

1.	Expression	take	
	Meaning	buy, purchase	
	Example	I'll take these.	
	Meaning	I'll buy these.	
2.	Expression	just looking	
	Meaning	I don't want help.	
	Example	May I help you?	No, I'm just looking right now.
	Meaning	May I help you?	No, I don't want help right now.
3.	Expression	feel	
	Meaning	fit	
	Example	How do they feel?	
	Meaning	How do they fit?	

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.

1/



At Work with Supervisor or Other Employees

Optional Pronouns Verb Conjugations Optional Prepositional **Phrases** (I / You / We / (before work, to work, at (arrive, come, go, help, learn, They / He / She / listen, speak, talk, teach, work, during work, after think, walk, write, study) It) work) ı am walking to work I You / We / They are He / She is

Have several learners fill in the chart on the board or on a separate page and say sentences using various subjects, proper conjugations, and appropriate prepositional phrases. After a learner says a proper sentence with good pronunciation, the rest of the class says the same sentence. Instructors help learners practice proper pronunciation.



Cognates (similar-sounding words to recognize and translate)

Cognates (similar-sounding words to recognize and translate)

Listen and repeat. Listen and repeat.			
supermarket	supermarket	discount	discount
special	special	color	color
perfect	perfect	athletic	athletic

Instructors explain the significance of cognates and demonstrate pronunciation.



Language Focus: 60 Common Verbs

Use the vocabulary lists from Module 6 to role-play and practice verbs and conjugations. Show the action of the verb and motion to oneself for **I**, to a man for **he**, a woman for **she**, to two people for **they**, and all as a group for **we**. This gesturing through the conjugations is extremely important to the learning process. Then ask for volunteers while others join in.

4.40

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. 133 / 296 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 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 7A

Module 7	Dialog	Dialog
Clerk:	May I help you?	May I help you?
Mr. Hobbs:	Yes, we're looking for some shoes.	Yes, we're looking for some shoes.
Clerk:	For you or for your son?	For you or for your son?
Mr. Hobbs:	For my son.	For my son.
Clerk:	What kind does he want?	What kind does he want?
Mr. Hobbs:	He wants blue sports shoes.	He wants blue sports shoes.
Clerk:	Do you know his size?	Do you know his size?
Mr. Hobbs:	Twelve! He has big feet!	Twelve! He has big feet!
Clerk:	How do these feel?	How do these feel?
Brian:	A little tight.	A little tight.
Clerk:	Try these.	Try these.
Brian:	It is nice to meet you, Sharon.	It is nice to meet you, Sharon.

1.10

Module 8

HOW IS THE WEATHER?

How Is the Weather?

135 / 296

(3 classes with subsequent review)





At the end of this module, I will be able to affirm:		
Now I can	Now I know	
○ 1. say what the weather is like.		
2. use verbs to say how I feel and who or what I visit.		
3. use the verbs to get and to begin to describe daily events.		
4. use the verb to do to emphasize a wish or an action.		

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	Dialog
Sara:	It's a beautiful day.	It's a beautiful day.
Jorge:	It sure is, nice and cool.	It sure is, nice and cool.
Sara:	Does it get cold here?	Does it get cold here?
Jorge:	Not really. It doesn't go below twenty degrees.	Not really. It doesn't go below twenty degrees.
Sara:	How about the wind and rain?	How about the wind and rain?
Jorge:	We get a lot of wind in March and rain in July.	We get a lot of wind in March and rain in July.
Sara:	How hot does it get here?	How hot does it get here?
Jorge:	Around one hundred degrees, but it's a dry heat.	Around one hundred degrees, but it's a dry heat.
Sara:	Sounds pretty nice. We're moving here from Florida.	Sounds pretty nice. We're moving here from Florida.



Listen and repeat slowly.		Fill in the missing letters and say the sounds.				
Listen and repeat slowly.		Fill in the missing letters and say the sounds.				
-eau-	beauty, beautiful	b ty	b tiful			
tw-	twenty, twin, twice	enty	in	ice		
-00-	cool, pool, fool	c l	p l	f I		
-ind	find, kind, mind	f	k	m		
h-	here, hot, how	ere	ot	ow		
j-	July, June, just, jump	uly	une	ump		
-oes	does	d				
-у	dry, try, cry	dr	tr	cr		
-lly	really, totally	rea	tota			
-ice	nice, twice, dice	n	tw	d		
-n't	doesn't, can't, won't	does	ca	wo		
ound	sounds, around, pound	S S	ar	p		
-ow	below, snow, blow	bel	sn	bl		
ow	now, cow, how, brown	n	c	h		



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>	Rhyming	Rhyming Words				
nice	dice	lice	mice	price	slice	vice
rain	drain	gain	main	pain	plain	train
lots	dots	pots	spots	plots	rots	knots
dry	cry	fry	pry	try	wry	
heat	beat	meat	neat	seat	treat	wheat
sound	bound	found	ground	round		



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

dry

Write the words you matched in pencil.

wet

Write the words you matched in pencil.

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

Match the words in pencil.

Match the words in pencil.

drv • many •

freezing

• wet

cold • degrees • points

snow •

lots

nice •

• 100 heat

below •

pleasant

around •

about

one hundred •

• rain breeze

wind •

hot •

• under

Instructors demonstrate sentences using some of these words and then ask for volunteers to say more sentences.



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	Writing Practice	Related Words	Writing Practice
beautiful		nice	
sure		certainly	

below less than, under

around about

nice good

it's it is

many, a bunch of lots

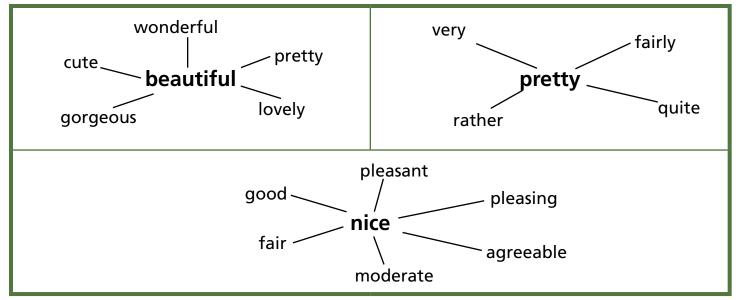
hot warm

cool cold, chilly

we have we get

pretty nice very nice





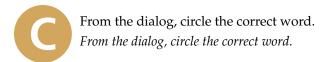
Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



Fill in the missing words in pencil from the dialog. *Fill in the missing words in pencil from the dialog.*

Sara:	It's a day.		
Jorge:	It is, nice and		
Sara:	Does it cold?		
Jorge:	Not twenty degrees.		
Sara:	How about the wind and rain?		
Jorge:	We get of wind in March and in July.		
Sara:	hot does it get here?		
Jorge:	Around one hundred degrees, but it's a heat.		
Sara:	Sounds pretty nice. We're moving here from Florida.		

. 11



- 1. (Its / It's) a beautiful day.
- 2. It (shore / sure) is, (niece / nice) and cool.
- 3. (Do / Does) it get cold (here / hear)?
- How about the (wind / wand) and (reign / rain)?
- 5. How (hot / hat) does it get here?
- 6. Around (won / one / on) hundred degrees.
- (Were / We're) moving (hear / here) from Florida..

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 kind of day is it?

lt's

Does it get cold here?

How about the wind?

How hot does it get here?

Where are you moving from?

We're moving from

Does it go below ten degrees

here?





		Spring Spring	Summer Summer	Fall <i>Fall</i>	Winter <i>Winter</i>
Florida	Florida	warm rain humid	hot rain humid storm	hot humid	warm sunny
Utah	Utah 2	rain wind cool	hot dry sunny	cool crisp cloudy	cold freezing snowy
sun (sun	It's sunny (sunny)	rain (rain)	It's rainy. (rainy)	wind (wind)	It's windy. <i>(windy)</i>
clouds (ca	It's cloud (cloudy) louds)	y. snow (sno	It's snowy. (snowy) ow)	storm (stor	It's stormy. (stormy) rm)

Rewrite the following sentences according to the example. Use the words below. Rewrite the following sentences according to the example. Use the words below.

cloudy freezing nice stormy windy chilly hot sunny snowy

The sun is shining. It's sunny.

The rain is falling. lt's

There are many clouds.

The snow is falling.

The wind is blowing.

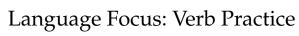
It's very cold outside.

The temperature is 100 degrees.

The temperature is 35 degrees.

It's a beautiful day outside.

There's a storm today.

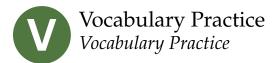






Fill in the blank Fill in the blanks.					
to get*					
ı	get	lonely.	l a r	new prize.	
You	get	a new prize.		together with friends.	
You (all)	•	to go on vacation.	You (all)		
We	get	together with friends.			
They	get	hungry in the morning.			
He/She/It	gets	to attend class.	He/She/It	to go on vacation.	
*To get is used i	п тапу ехр	ressions and has many different me	eanings in English.		
Other Conju	ugations				
get		I <u>get</u> lonely.	will get	They will get up early	
got		He <u>got</u> the job.	am/is/are getting	She <u>is getting</u> married	
used to get		We <u>used to get</u> hungry	have got	l <u>have got</u> a cold	
to visit	to visit				
I	visit	Mexico.	I the	e park today.	
You	visit	<u>your sister</u> .	You	with friends.	
You (all)	visit	New York City.	You (all)	the museum.	
We	visit	with <u>our family</u> .	We	Mexico tomorrow.	
They	visit	the park today.	They	_ their family.	
He/She/It	visits	the museum.	He/She/It	New York City.	
to feel	to feel				
I	feel	<u>sick</u> .	l ne	rvous about today.	
You	feel	excited about the job.	You	like walking in the park.	
You (all)	feel	nervous.	You (all)	tired today.	
We	feel	<u>tired</u> today.	We	satisfied with the job.	
They	feel	satisfied with it.	They	_ excited.	
He/She/It	feels	like eating ice cream* *meaning she wants to	He/She/It	sick today.	

to begin	to begin		
1	begin	studying at 8 a.m.	I preparing dinner.
You	begin	the presentation.	You listening to the music.
You (all)	begin	watching TV.	You (all) writing the letter.
We	begin	<u>reading</u> a new book.	We a new TV show.
They	begin	attending class.	They looking for a new job.
He/She/It	begins	snowing in December.	He/She/It a new job.
to do	do+	verb (emphasis)	
I	do	want shoes.	I want my money.
You	do	have athletic shoes.	You know the lesson.
You (all)	do	know your shoe size.	You (all) study English.
We	do	<u>feel</u> big.	We like it here.
They	do	<u>have</u> small feet.	They need new shoes.
He/She	does	need new shoes.	He/She have big feet.
lt	does	seem like a good price.	It get hot in the summer.



Remember that the verb **to do** is excellent for asking questions. Review some of the following examples and create some of your own questions.

Remember that the verb **to do** is excellent for asking questions. Review some of the following examples and create some of your own questions.

Do you get lonely? When does he visit Mexico? Where do they go on vacation?

Do you feel tired today? How does he feel? How do you like the food?

1,





1.	What is the weather like outside?	2.	Is it always this windy here?
	It's not very nice out.		No, not usually. Yes, all the time!
3.	How about the winters?	4.	I love the sunshine today.
	It gets very cold and snowy.		Yeah, it's great.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



Expressions Related to the Dialog

Expressions Related to the Dialog

1.	Expression:	Sounds
	Meaning:	It seems / I think it's
	Examples:	Sounds nice.
	Meaning:	I think it's nice.
2.	Expression:	It gets
	Meaning:	It becomes
	Example:	It gets cold.
	Meaning:	It becomes cold.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.

1.0



At Home with Family and Friends:

Optional Pronouns To Be + Verb Conjugations

(I / You / We / They / He / She / It)

(arrive, come, go, eat, help, learn, laugh, listen, read, speak, stay, talk, teach, think, walk, write,

study)

Optional Prepositional Phrases

(to my/your/our/their/his/her home, at home, in the home, with family, to my/your/our/ their/his/her family, with my/ your/their/his/her family, with my/your/our/their/his/her children, to my/your/his or her wife/husband, with my/your/ his/her wife/husband, to my/ your/our/their/his/her friends, with my/your/our/their/his/

her friends)

with my family Ι am eating

I

You / We / They are

He / She is

Have several learners fill in the chart on the board or on a separate page and say sentences using various subjects, proper conjugations, and appropriate prepositional phrases. After a learner says a proper sentence with good pronunciation, the rest of the class says the same sentence. Instructors help learners practice proper pronunciation.



Listen and repeat.

Cognates (similar-sounding words to recognize and translate) Cognates (similar-sounding words to recognize and translate)

Listen and repeat. tornado tornado temperature temperature

thermometer thermometer conversation conversation

humid humid



Language Focus: 60 Common Verbs

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Use the vocabulary lists from Module 6 to role-play and practice verbs and conjugations. Show the action of the verb and gesture through the conjugations. Then ask for volunteers while others join in. This is a review before the next two modules.

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 8A

Module 8	Dialog	Dialog
Sara:	It's a beautiful day.	It's a beautiful day.
Jorge:	It sure is, nice and cool.	It sure is, nice and cool.
Sara:	Does it get cold here?	Does it get cold here?
Jorge:	Not really. It doesn't go below twenty degrees.	Not really. It doesn't go below twenty degrees.
Sara:	How about the wind and rain?	How about the wind and rain?
Jorge:	We get a lot of wind in March and rain in July.	We get a lot of wind in March and rain in July.
Sara:	How hot does it get here?	How hot does it get here?
Jorge:	Around one hundred degrees, but it's a dry heat.	Around one hundred degrees, but it's a dry heat.
Sara:	Sounds pretty nice. We're moving here from Florida.	Sounds pretty nice. We're moving here from Florida.

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 8B

spring	spring	clouds	clouds
summer	summer	cloudy	cloudy
fall	fall	storm	storm
winter	winter	stormy	stormy
cool	cool	wind	wind
cold	cold	windy	windy
warm	warm	snow	snow
hot	hot	snowy	snowy
dry	dry	chilly	chilly
humid	humid	temperature	temperature
rain	rain	degrees	degrees
rainy	rainy		
sun	sun		
sunny	sunny		

Module 9

DIRECTIONS OUTSIDE

Directions Outside



(3 classes with subsequent review)



At the end of this module, I will be able to affirm:					
Now I can	Now I know				
○ 1. ask for directions.					
○ 2. give basic directions.					
\bigcirc 3. use the future tense.					
○ 4. say likes and dislikes.					

1//

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	Dialog
New Person:	Excuse me, can you please tell me where the post office is?	Excuse me, can you please tell me where the post office is?
Local:	Sure. You will go to the third stop light. Then you will turn right and go two blocks north. You'll find it on the left.	Sure. You will go to the third stop light. Then you will turn right and go two blocks north. You'll find it on the left.
New Person:	Thanks. I am also looking for a drugstore.	Thanks. I am also looking for a drugstore.
Local:	From the post office, you will cross the street and go south down the street. It will be on your right.	From the post office, you will cross the street and go south down the street. It will be on your right.
New Person:	Thanks. And where is a good place to eat? I like pizza.	Thanks. And where is a good place to eat? I like pizza.
Local:	There is a Pizza Shop next to the drugstore.	There is a Pizza Shop next to the drugstore.
New Person:	Great, I'll give it a try. Thanks again.	Great, I'll give it a try. Thanks again.
Local:	You're welcome.	You're welcome.

Pronunciation Practice Pronunciation Practice

street •

shop •

drugstore •

around here •

• show me

• road

• do it

• 3rd



							•		
	and repeat slowly. and repeat slowly.		Fill in the missing letters and say the sounds. Fill in the missing letters and say the sounds.						
r-	right, race, roa	ig	ıht .	ace		_ oad			
I-	light, lace, loa	d, low	ig	ıht .	ace		_ oad		
str-	street, strong,	stretch	e	et .	ong		_ etch		
sh-	sheet, ship, sha	ame, shack	ip		ame		_ ack		
bl-	block, blank, b	olood, black	0	ck .	ank		_ood		
br-	break, branch,	brand	ea	ak .	anch		_ and		
pr-	pray, prayer, p	resent	ay	/ .	ayer		_ esent		
pl-	place, play, ple	asure	ad	ce .	ay		_ easure		
V		Practice (using word				ed words)			
	the words in pencil.				vords you matche ords you matched in	-			
excus	se me •	• turn left		excuse r	<u>ne</u>	pardon m	<u>e</u>		
You'r	e welcome •	• pardon me)						
tell n	ne •	• directly in	front of						
third	•	• pharmacy							
turn	right •	• store							
acros	s from •	No probler	n						
give	it a trv •	• in this area	Э						







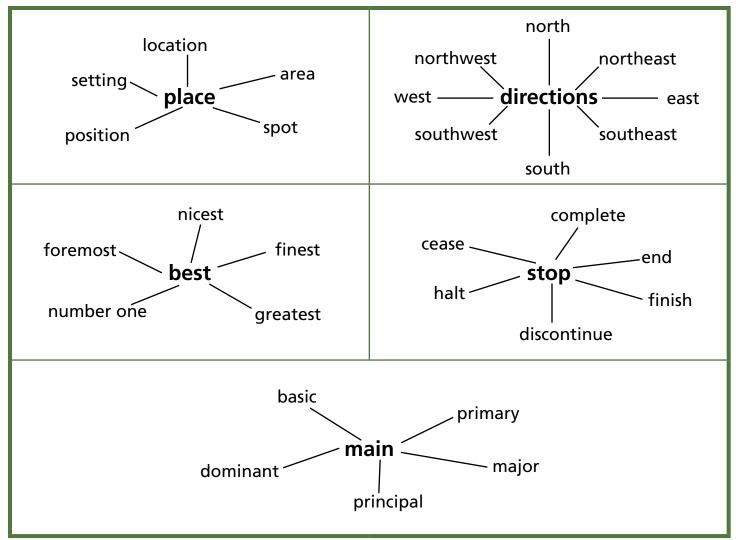
Listen and repeat slowly. Listen and repeat slowly.								
<u>Word</u>	Rhymin	g Words						
try	fry	dry	cry					
shop	cop	crop	drop	hop	mop	top	stop	
post	ghost	host	most					
block	clock	dock	flock	knock	lock	mock	rock	sock
am	dam	ham	lamb	Sam	yam			
light	bright	might	night	right	sight	slight	tight	
third	bird							
could	should	would						
where	there							

70

turn

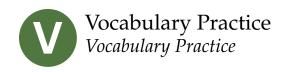
burn





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

<u>Dialog Words</u> <u>Writing Practice</u> <u>Related Words</u> <u>Writing Practice</u>

excuse me pardon me

you're welcome no problem

tell me show me

third 3rd

turn right turn left

right across from directly in front of

give it a try do it

street road

drugstore pharmacy

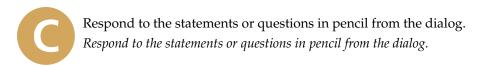
around here in this area

shop store



Fill in the missing words in pencil from the dialog. Fill in the missing words in pencil from the dialog.

New Person:	Excuse me, you please tell me where the is?	
Local:	Sure. You will go to the stop light. Then you will and go two blocks north. find it on the left.	
	into it off the left.	
New Person:	Thanks. I am also for a drugstore.	
Local:	From the post office, you will the street and go south down the street be on your right.	
New Person:	Thanks. And where is a good to eat? I like pizza.	
Local:	There is a Pizza Shop to the drugstore.	



Where is the post office?

It is

Where is the best place to eat around here?

Do I turn right or left?

How many blocks is it to the pizza place?

What are you looking for?

Is the drugstore past the third light?

Will you give it a try?



Put a slash (/) between the words. Put a slash (/) between the words.

Write the complete sentence in pencil. Write the complete sentence in pencil.

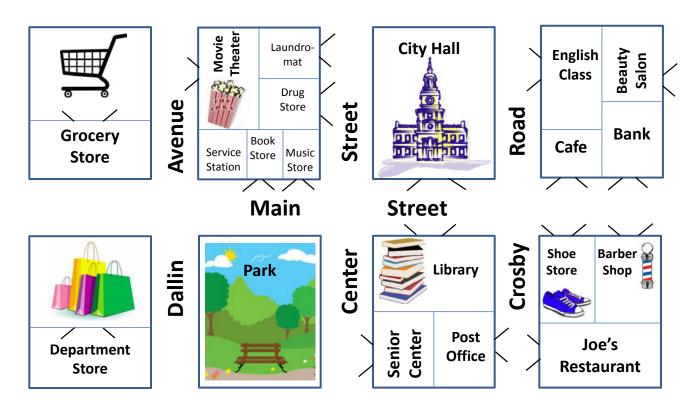
- Could/you/tell/me/where/the/post/ office/is?
- 2. Yes, gotothethirdstoplight.
- 3. Turnrightandgotwoblocksnorth.
- 4. It's right across the street from the post office.
- 5. Thanks.I'malsolookingforadrugstore.
- 6. Whereisthebestplacetoeataroundhere?
- 7. WelikethePizzaShoponMainStreet.
- 8. Great.I'llgiveitatry.

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

. . .



City Center



Instructors create a simple map of a town or use the map here (distribute copies or display it on a screen.) Instructors describe how to give directions from one place to another in the town. Learner volunteers give directions to a instructor for how to go from one location to another. Instructors may want to use a laser pointer to show their travel as the class gives directions to a destination. Instructors involve the learners as much as possible.



Language Focus: Phrases for Outside Directions



Use some of these phrases for the map activity on page 11. Practice sentences to give directions around your town. Use some of these phrases for the map activity on page 11. Practice sentences to give directions around your town.

Go • one mile • two blocks • two lights • three stop signs • four streets • across the train tracks • until the street dead ends • straight • around the curve	Turn • to the left	Take • the first exit • the exit for El Camino • the next exit • a left at Main Street	Make • a u-turn at the next light • a left after the railroad	Around • the block		
You can't miss it Go back		= You can't miss = Go back	s it			
You have gone too far	-	= You have gone too far				
Next / beside						
In front of						
Across the street is						
Kitty corner		= diagonal				
Where is the nearest /	closest	?				



will + verb

Language Focus: The Future



I will	I will ask for help.	I will watch TV in English.
You will	You will see what I mean.	You will read the book.
We will	We will read the dialog together.	We will listen to the audio.
They will	They will leave work at 5:00.	They will be able to get help.

He / She / It will He will be ready for the next She will write a work report.

class.

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.

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Language Focus: Contractions



Especially	when sp	eaking,	people	usually 1	ıse a	short	form	of the fut	ure te	nse.	Look at	the	exampl	es belo	w aı	nd
complete t	he exerc	ises.														
	_				_	_		_								

exercises.	ppie usually use a snort form of the future tense. Loo	k at the examples below and complete the
l will	<u></u>	_ eat with you.
You will	You'll	_ like it.
We will	We'll	_ learn together.
They will	They'll	_ be very happy.
He will	He'll	_ come at 3:00.
She will	She'll	_ have a good day.
It will	It'll	_ rain today.

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: Contraction Practice

Write a correct pronoun + will contraction in the blank boxes. Write a correct pronoun + will contraction in the blank boxes.									
1'11	You'll	We'll	They'll	She'll	He'll	It'll			
1.	visit his family soon.								
2.	2. speak English well in the future.								
3.	be summer in a few months.								
4.	start the party at 7 p.m.								
5.		go to the	e store after o	class.					
6.		get a be	tter job next <u>y</u>	year.					
7.		ride the	bus to the lib	ary.					



When we want to talk about actions that we like or don't like (reading, running, thinking, studying) there are *two different forms* we can use.

When we want to talk about actions that we like or don't like (reading, running, thinking, studying) there are two different forms we can use.

			Infinitive	e Verb	<u>Infinitive Verb</u>	Gerur	nd (verb+ing)
(to read)			to read			readir	ng
(to run)			to run		runni		ng
(to think)			to think			thinki	ng
(to study)			to study			study	ing
We can say:							
I like	+	Infinitive verb		OR	I like	+	Gerund
I don't like	+	Infinitive verb		OR	I don't like	+	Gerund
I like		to read.			I like		reading.
I don't like		to read.			I don't like		reading.
I like		to run.			I like		running.
I don't like		to run.			I don't like		running.



Language Focus: Verb Practice



For the following chart, write the correct form of the sentences in the empty boxes. For the following chart, write the correct form of the sentences in the empty boxes.

Verb		I like +		I don't like +	
Infinitive	Gerund	Infinitive	Gerund	Infinitive	Gerund
to study	studying	I like to study.	I like studying.	I don't like to study.	I don't like studying.
to talk with him	talking	I like to talk with him		I don't like to talk with him.	
to visit family	visiting		I like visiting family.		I don't like visiting family.
to go shopping	going	I like to go shopping.			
to exercise	exercising			I don't like to exercise.	
to cook dinner	cooking				I don't like cooking dinner.



Language Focus: Likes and Dislikes



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Practice saying out loud, emphasizing the language principles on the preceding pages. Practice saying out loud, emphasizing the language principles on the preceding pages.						
<u>Positive</u>	<u>Negative</u>					
I like broccoli.	I don't like broccoli.					
We like reading. We don't like reading.						
She likes to sing.	She doesn't like to sing.					



Language Focus: Practice Likes

	Check if you like or dislike something. Then write it in a sentence.					
Checi	Check if you like or dislike something. Then write it in a sentence.					
Like	Dislike					
		popcorn	<u>I like popcorn</u>			
		cooking	<u>I don't like* cooking</u>			
		work				
		apples				
		studying history				
		cake				
		running				
		salad				
		sleeping				
		seafood				
		school				
		shopping				
		math				
		vacations				

 $^{{\}bf *Dislike} \ {\rm is} \ {\rm seldomly} \ {\rm used}.$



Where can I find a library nearby?
 Are there any restaurants in this area?

There is one around the corner.

There is an Italian restaurant and a Mexican restaurant 2 blocks north.

3. Thanks for the information. 4. How can I get to the nearest bus

stop?

You're welcome, anytime. It's on Main Street next to the gro-

cery store.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



Expressions Related to the Dialog

Expressions Related to the Dialog

1. Expression: anytime

Meaning: used in response to "thank you" to mean "you're welcome"

Examples: Thanks for the information.

Anytime!

Meaning: Thanks for the information!

You're welcome!

2. Expression: catch the bus / a cab / the train

Meaning: find the bus / a cab / the train

Example: Where can I catch a cab?

Meaning: Where can I find a cab?

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.

Cognates (similar-sounding words to recognize and translate) *Cognates (similar-sounding words to recognize and translate)*

Listen and repeat. Listen and repeat.

bus taxi taxi bus

bus station bus station train train

office vacation vacation office

Dialog Flash Fold Card Dialog Flash Fold Card

Card 9A

Module 8	Dialog	Dialog
New Person:	Excuse me, can you please tell me where the post office is?	Excuse me, can you please tell me where the post office is?
Local:	Sure. You will go to the third stop light. Then you will turn right and go two blocks north. You'll find it on the left.	Sure, you will go to the third stop light, then you will turnright and go two blocks north. You'll find it on the left.
New Person:	Thanks. I am also looking for a drugstore.	Thanks. I am also looking for a drugstore.
Local:	From the post office, you will cross the street and go south down the street. It will be on your right.	From the post office, you will cross the street and go south down the street. It will be on your right.
New Person:	Thanks. And where is a good place to eat? I like pizza.	Thanks. And where is a good place to eat? I like pizza.
Local:	There is a Pizza Shop next to the drugstore.	There is a Pizza Shop next to the drugstore.
New Person:	Great. I'll give it a try. Thanks again.	Great. I'll give it a try. Thanks again.
Local:	You're welcome.	You're welcome.

Vocabulary Flash Fold Card Vocabulary Flash Fold Card

Card 9B



go	go	go 2 miles	go 2 miles
then	then	then you'll see	then you'll see
right	right	to the right	to the right
take a right	take a right	make a right	make a right
left	left	to the left	to the left
take a left	take a left	make a left	make a left
straight	straight	go straight	go straight
street	street	go two streets	go two streets
stop	stop	to the stop	to the stop
signal	signal	to the signal	to the signal
corner	corner	around the	around the
kitty corner	kitty corner	kitty corner to	kitty corner to
alongside	alongside	beside (next to)	beside (next to)
store	store	theater	theater

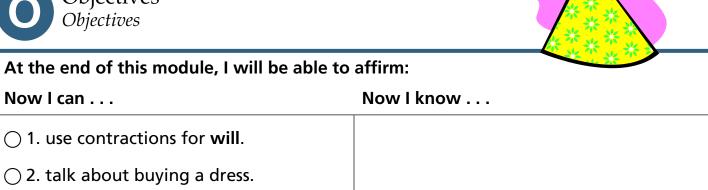
Module 10

BUYING A DRESS

Buying a Dress

(2 classes with subsequent review)





The instructor and assistants, and English speakers at home, help the language speaker 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	Dialog
Mua Iamaa	O	C
Mrs. Jones:	Pardon me, we're looking for a dress for my daughter.	Pardon me, we're looking for a dress for my daughter.
Clerk:	What type are you looking for?	What type are you looking for?
Mrs. Jones:	Something medium-priced in size 5 or 6.	Something medium-priced in size 5 or 6.
Clerk:	They would be over here.	They would be over here.
Mrs. Jones:	Could she try on this one?	Could she try on this one?
Clerk:	Sure, the dressing room is over there.	Sure, the dressing room is over there.
Mrs. Jones:	Thanks, we'll be right back.	Thanks, we'll be right back.
••••		
Mrs. Jones:	We'll take this one.	We'll take this one.
Clerk:	Will that be cash, credit, or debit card?	Will that be cash, credit, or debit card?
Mrs. Jones:	Cash.	Cash.





Listen and repeat slowly. Listen and repeat slowly.		Fill in the missing letters and say the sounds. Fill in the missing letters and say the sounds.			
-ry	try, cry, fry	t	c	f	
-sh	cash, fish, dish	ca	fi	di	
h-	here, hello, help	ere	ello	elp	
-x	six, box, mix	si	bo	mi	
dr-	dress, drive, dry	ess	ive	у	
-'re su-	we're, they're, you're sure, sugar	we re	they gar	you	
r-	room, right, radio	oom	ight	adio	
-ive	five, alive, drive	f	al	dr	
-ack	back, sack, pack	b	s	p	
-er	daughter, over, water	daught	ov	wat	

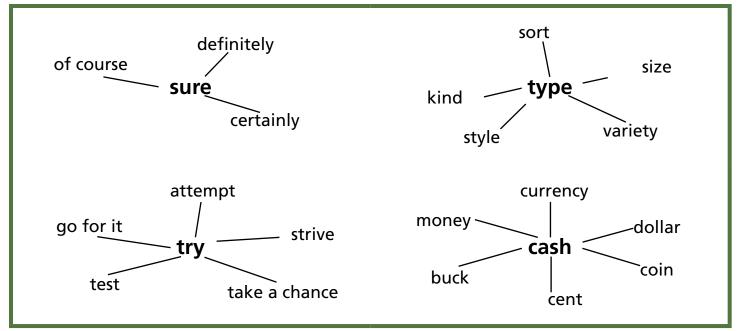


Rhyming Words (usually starting from a word in the dialog) Rhyming Words (usually starting from a word in the dialog)



	Listen and repeat slowly. Listen and repeat slowly.						
<u>Word</u>	Rhyming \	<u>Words</u>					
five	live	dive	survive	revive			
would	could	should	good				
right	bright	light	height	night	might	tight	sight
dress	mess	less	confess	guess	bless		
back	stack	lack	sack	black	rack		
type	hype	Skype	stereotype	9	typewrite	r	
over	Dover	clover	rover				





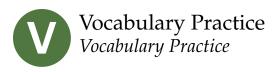
Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



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.		Write the words you matched in pencil. Write the words you matched in pencil.		
Over here • <	• excuse me	Over here	This way	
my •	anything			
something •	• test			
surely •	• This way			
daughter •	• girl			
price •	 belongs to me 			
type •	• fit			
pardon me •	• cost			
try on •	• sort			
skirt •	certainly			
size •	• dress			



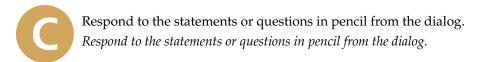


Listen, repeat, and write. Listen, repeat, and write.			
Dialog Words	Writing Practice	Related Words	Writing Practice
over here		this way	
my		belongs to me	
something		anything	
sure		certainly	
daughter		girl	
price		cost	
type		sort	
pardon me		excuse me	
try on		test	
skirt		dress	
size		fit	

C

Fill in the missing words in pencil from the dialog. *Fill in the missing words in pencil from the dialog.*

Mrs. Jones:	Pardon We're for a daughter.
Clerk:	What are you looking?
Mrs. Jones:	Something priced.
Clerk:	They be here.
Mrs.Jones:	she try this one?
Clerk:	Sure, the room is over
Mrs. Jones:	Thanks. We'll be back.



1. What are you looking for?

He wants

- 2. What type are you looking for?
- 3. Where is the dressing room?
- 4. Could she try this one on?
- 5. Where would size sixes be?
- 6. Who is this girl?

Learners write questions with **who**, **what**, **when**, **where**, **which**, and **why**. Instructors ask some questions and help learners ask questions and answer them.



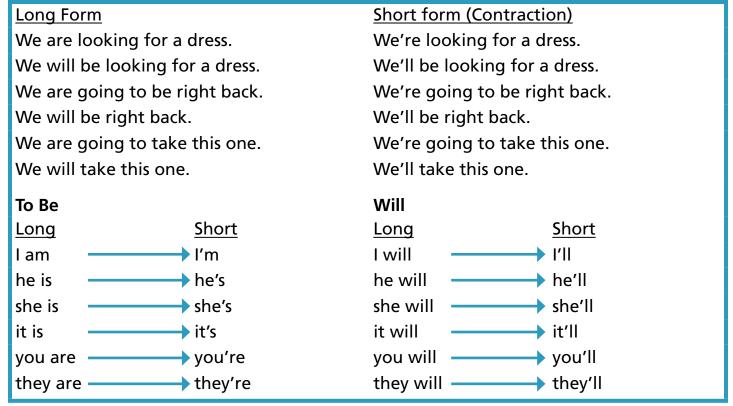
From the dialog, circle the correct word. From the dialog, circle the correct word.

Write the complete sentence in pencil. Write the complete sentence in pencil.

- 1. (Were / We're) looking for a dress.
- 2. The dress is (far / for) (mine / my) daughter.
- 3. What type (our / are / or) you looking for?
- 4. (Something / Same thing) in size 6.
- 5. They (wood / would) be (over / oven) here.
- 6. (Cold / Could) she try on this (won / one)?
- 7. The dressing room is over (their / there).
- 8. (Well / We'll) be (right / light) back.
- 9. We'll take (these / this) one.
- 10. (Well/Will) that be (crash/cash)?

Instructors say one of the two or three alternative words and have the learners identify which word was said. Instructors help learners recognize the difference.





Role-play future tense with the 60 common verbs from the list in Module 6.



Language Focus: Practice Long and Short Forms

Underline the long form in each sentence. Then, rewrite each sentence using the short, or contracted, form.

- 1. He is studying English.
- 2. He will study English.
- 3. She is a learner.
- 4. She will be a instructor.
- 5. I am poor.
- 6. I will be rich.
- 7. You are young.

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- 8. In the future, you will be old.
- 9. Right now, they are sad.
- 10. In the future, they will be happy.
- 11. Right now, it is cold.
- 12. In the future, it will be warm.
- 13. Right now, we are living in Utah.
- 14. In the future, we will live in New York.
- 15. Right now, they are strangers.
- 16. In the future, they will be friends.
- 17. Right now, you are small.
- 18. In the future, you will be big.
- 19. Right now, I am not hungry.
- 20. In the future, I will be hungry.
- 21. Right now, she is tired.
- 22. In the future, she will be rested.

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: Extra Practice

Imagine your life in 10 years. Write 5 sentences that describe who you will be in 10 years. Use the long form and then rewrite each sentence using the short form.

Who will I be in 10 years? What will I be doing?

Time time be in to years. Timat time be as	,g.
Long Form:	Short Form:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



1.	How would you like to pay for that?	2.	Do you accept checks?
	With credit.		Sorry, but we don't.

- 3. Would you like a dressing room? Yes, please.
- 4. What size do you wear? I usually wear size 6.
- 5. Look at this one.Oh, it's beautiful! Can I try it on?
- 6. Would you like your receipt with you or in the bag?

In the bag is fine.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



Expressions Related to the Dialog

Expressions Related to the Dialog

1.	Expression	Try on	
----	------------	--------	--

Meaning Put on to check size and appearance

Example I'll try on this one.

Meaning I'll put on this one to see if I like it.

2. Expression Take it

Meaning buy it / get it / purchase it

Example We'll take it.

Meaning We'll buy this one.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



Practice simple conversations with a partner about finding some clothes, trying them on, and buying them. *Practice simple conversations with a partner about finding some clothes, trying them on, and buying them.*



At Work with Supervisor or Other Employees

THE WICH SU	ervisor of other emplo.	yees
Optional Pronouns	Will + Verb Conjugations	Optional Prepositional Phrases
(I / You / We / They / He / She / It)	(arrive, come, go, eat, help, learn, laugh, listen, read, speak, stay, talk, teach, think, walk, write, study)	(to my/your/our/their/his/her home, at home, in the home, with family, to my/your/our/their/his/her family, with my/your/their/his/her family, with my/your/our/their/his/her children, to my/your/his wife, to my/your/her husband, with my/your/his wife, with my/your/her husband, to my/your/our/their/his/her friends, with my/your/our/their/his/her friends)
I	will arrive	with John
I	will	
You / We / They	will	
He / She / It	will	

Several learners write on the board where the activity is projected, or on a separate page, and say sentences using various subjects, proper conjugations, and appropriate prepositional phrases. After a learner says a proper sentence with good pronunciation, the rest of the class says the same sentence. Instructors help learners practice proper pronunciation.



Cognates (similar-sounding words to recognize and translate) Cognates (similar-sounding words to recognize and translate)

Listen and repeat.			
Listen and repeat.			
medium	medium	credit	credit
check	check	debit	debit
mom	mom	price	price

Instructors explain the significanc of cognates and demonstrate pronunciation.

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 10A

Module 10	Dialog	Dialog	
Mrs. Jones:	Pardon me, we're looking for a dress for my daughter.	Pardon me, we're looking for a dress for my daughter.	
Clerk:	What type are you looking for?	What type are you looking for?	
Mrs. Jones:	Something medium-priced in size 5 or 6.	Something medium-priced in size 5 or 6.	
Clerk:	They would be over here.	They would be over here.	
Mrs. Jones:	Could she try on this one?	Could she try on this one?	
Clerk:	Sure, the dressing room is over there.	Sure, the dressing room is over there.	
Mrs. Jones:	Thanks, we'll be right back.	Thanks, we'll be right back.	
••••		!	
Mrs. Jones:	We'll take this one.	We'll take this one.	
Clerk:	Will that be cash, credit, or debit card?	Will that be cash, credit, or debit card?	
Mrs. Jones:	Cash.	Cash.	

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 10B

money	топеу	check	check
cash	cash	cents	cents
dollar	dollar	credit card	credit card
one dollar	one dollar	debit card	debit card
five dollars	five dollars	fifty dollars	fifty dollars
ten dollars	ten dollars	one hundred dollars	one hundred dollars
twenty dollars	twenty dollars	i -	

Module 11

BUYING APPLIANCES

Buying Appliances

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(2 classes with subsequent review)





At the end of this module, I will be able to affirm:				
Now I can	Now I know			
\bigcirc 1. talk about buying appliances.				
○ 2. state colors.				
○ 3. identify measurements.				
\bigcirc 4. recognize prepositions of place.				

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	Dialog
Mrs. Nicholas:	Hi, I'm looking for a stove.	Hi, I'm looking for a stove.
Clerk:	Do you want gas or electric?	Do you want gas or electric?
Mrs. Nicholas:	Gas, and it can't be over thirty inches wide.	Gas, and it can't be over thirty inches wide.
Clerk:	Which color do you prefer?	Which color do you prefer?
Mrs. Nicholas:	White.	White.
Clerk:	Here is a nice one, marked down.	Here is a nice one, marked down.
Mrs. Nicholas:	How much?	How much?
Clerk:	Three hundred and forty-nine dollars.	Three hundred and forty-nine dollars.
Mrs. Nicholas:	How much does it cost to deliver?	How much does it cost to deliver?
Clerk:	Nothing within the city limits.	Nothing within the city limits.
Mrs. Nicholas:	When can you deliver it?	When can you deliver it?
Clerk:	Tomorrow afternoon.	Tomorrow afternoon.





Listen and repeat slowly. Listen and repeat slowly.		Fill in the missing letters and say the sounds. Fill in the missing letters and say the sounds.			
-ove	stove, rove, cove	st	r	c	
de-	deliver, delay, delight	liver	lay	light	
w-	want, with, walk	ant	ith	alk	
-rr-	tomorrow, worry, sorrow	tomo ow	wo y	so ow	
wh-	which, white, when	ich	ite	en	
-oo- -ark	noon, spoon, moon marked, bark, dark	n n m ed	sp n b	m n d	
-ine	nine, mine, fine	n	m	f	
C-	city, circle, cell	ity	ircle	ell	
c-	cost, color, cup	ost	olor	up	

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.



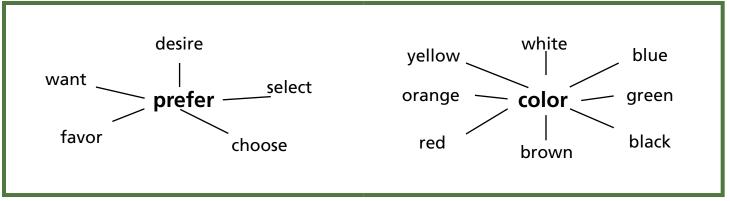
Rhyming Words (usually starting from a word in the dialog) Rhyming Words (usually starting from a word in the dialog)



Listen and repeat slowly. Listen and repeat slowly.							
<u>Word</u>	Rhyming Words						
thirty	dirty	flirty					
wide	glide	hide	pride	ride	side	stride	tide
which	rich	stitch	ostrich				
white	bite	kite	rite	site			
mark	bark	Clark	dark	park			
three	free	knee	Lee	see	spree	tree	
cost	lost	frost					
city	pity	activity	reality	ability			

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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.

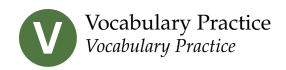


Vocabulary Practice (using words from the dialog to match to related words)

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

Match the words in pencil. Match the words in pencil.		Write the words you matched in pencil. Write the words you matched in pencil.	
city •	• want	<u>city</u>	large town
inches •	• large town		
electric •	• color		
marked down •	measurement		
white •	• range		
nice •	reduced		
stove •	• power		
prefer •	• fuel		
wide •	• good		
gas •	• big		

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.



Listen, repeat, and write. *Listen, repeat, and write*.

<u>Dialog Words</u> <u>Writing Practice</u> <u>Related Words</u> <u>Writing Practice</u>

stove range

gas fuel (natural)

electric power

over more than

inches measure of length

wide broad, big

which what one

nice good

marked down reduced, on sale

thirty 30

white color

prefer want, desire

city large town

afternoon from 12–6 p.m.



Fill in the missing words in pencil from the dialog.

Fill in the missing words in pencil from the dialog.

Mrs. Nicholas: Hi, I'm ______ for a ______.

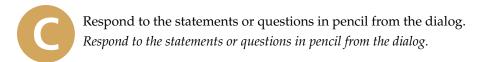
Clerk: Do you want _____ or _____?

Clerk: Here's a ______ one on _____.

Mrs. Nicholas: How ______ is _____?

Mrs. Nicholas: When can you _____ it?

Mrs. Nicholas: How ______ does _____ cost to deliver?



1. What are you looking for?

We're looking for

- 2. What type are you looking for?
- 3. What color do you prefer?
- 4. How wide can the stove be?
- 5. Which stove is on sale?
- 6. How much does it cost?
- 7. How much does it cost to deliver?
- 8. Where do you live?

Learners write questions with **who**, **what**, **when**, **where**, **which**, and **why**. Instructors ask them some questions and help them ask questions and answer them.



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.

- (High / Hi), I'm (looking / lacking) for a stove.
- 2. (Dew / Do) you (won't / want) gas or electric?
- Which (collar / color) do (you / you're) prefer?
- (Hear / Here) is a (niece / nice) (won / one / on).
- 5. (Its / It's) marked (done / down).
- How (munch / much / match)?
- 7. (Tree / Three) hundred dollars.
- 8. How much does it (cast / cost) to deliver?
- 9. (Nothing / no thing) within the city limits.

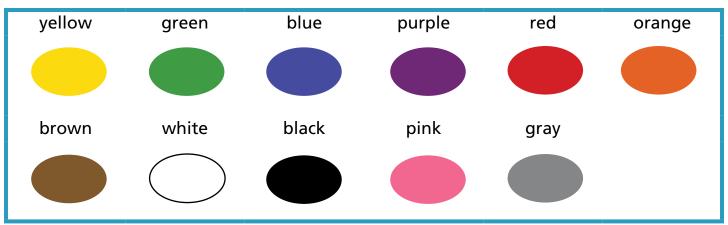
Instructors say one of the two or three alternative words and have the learners identify which word was said. Instructors help learners recognize the difference.

20%



Language Focus: Colors





Instructors point to something in the room and ask the learners to say the color, if they can, in a full sentence.



Language Focus: Practice Long and Short Forms

Ţ	
height	depth
Į,	and the second s
	width

How high is it?	What is the height ?
How wide is it?	What is the width?
How long is it?	What is the length?
How deep is it?	What is the depth?

<u>Unit</u>	<u>Abbreviations</u>		<u>Equivalent</u>
1 inch	1 in.	1"	
1 foot	1 ft.	1′	= 12 inches
1 yard	1 yd.		= 3 feet
1 mile	1 mi.		= 5,280 feet

Note: When measuring boxes, length is the longer measurement and width is the shorter measurement. Height is always vertical. Depth refers to the measurement extending inside the item from the user's point of entrance, be it vertical or horizontal.

Instructors point to objects in the room and ask the questions. Learners answer the questions.

- · · ·



Common ways of asking questions regarding length, width, height, and depth

Question Answer with sentences How long is the ruler? 12" The ruler is twelve inches long. How long is the yardstick? The yardstick is 2. 3' How wide is the stove? 30" 3. 4′ 4. How high is the stove? 5. How deep is the oven? 28"



Mini-Conversations Related to the Dialog

1.	Can I help you?	2.	Do you have any stoves that are 40 inches wide?
	Yes, I'm looking for an oven.		Yes, we have several over here
3.	What color appliance are you looking for?	4.	Excuse me, how deep is this oven?
	Either black or white.		It's about 25 inches deep.
5.	How much does delivery cost?	6.	When can you deliver this stove?
	It's free within city limits, and \$50 outside of the city.		We can deliver it this afternoon.

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.

1.	Expression	marked down
	Meaning	reduced price, on sale, less expensive
	Example	Do you have anything that's marked down?
	Meaning	Do you have anything that is less expensive?
2.	Expression	within city limits
2.	Expression Meaning	within city limits inside of the city
2.	•	•



Cognates (similar-sounding words to recognize and translate) Cognates (similar-sounding words to recognize and translate)

Listen and repeat. Listen and repeat.

oven *oven* refrigerator *refrigerator*

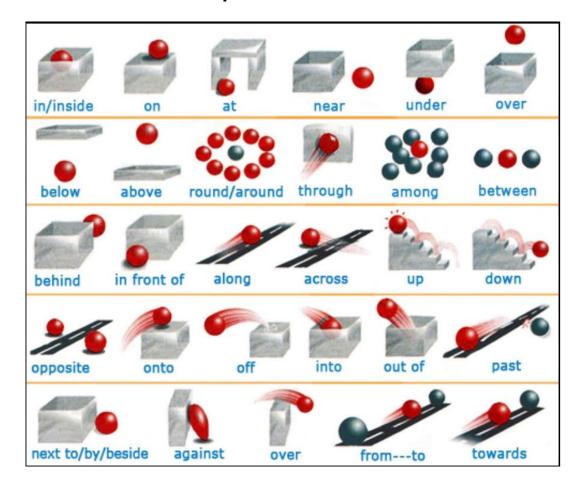
microwave microwave delivery delivery

measurements measurements

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Prepositions of Place





In: I have lived in Mountain View.

On: I sit on the sofa.

At: I arrived at the airport last night.

Near: She lives near the school.

Under: The shoes are under the bed.

Over: The window is over the door.

Below: They live on the floor below.

Above: The picture hangs above the fireplace.

Around: The library is around the corner.

Through: We walk through the park.

Among: The flowers grow among the trees.

Between: It is between the cafe and the park.

Behind: The book is behind you.

In front of: The instructor stands in front of the class.

Along: The bus drives along the road.

Across: I see the mailman across the street.

Up: They are walking up the stairs.

Down: Come down from the tree!

Opposite: The park is opposite the church.

Onto: The cat jumped onto the sofa.

Off: She took off her sweater.

Into: Tom climbed into bed.

Out of: She is coming out of the beauty parlor.

Past: Go past the park and turn left.

Next to: Please sit next to him.

Against: The man is leaning against the wall.

Over: The horse jumps over the fence.

From . . . to: I will fly from home to Mexico tomorrow.

Towards: I sit towards the back of the room.

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 11A

Module 11	Dialog	Dialog
Mrs. Nicholas:	Hi, I'm looking for a stove.	Hi, I'm looking for a stove.
Clerk:	Do you want gas or electric?	Do you want gas or electric?
Mrs. Nicholas:	Gas, and it can't be over thirty inches wide.	Gas, and it can't be over thirty inches wide.
Clerk:	Which color do you prefer?	Which color do you prefer?
Mrs. Nicholas:	White.	White.
Clerk:	Here is a nice one, marked down.	Here is a nice one, marked down.
Mrs. Nicholas:	How much?	How much?
Clerk:	Three hundred and forty-nine dollars.	Three hundred and forty-nine dollars.
Mrs. Nicholas:	How much does it cost to deliver?	How much does it cost to deliver?
Clerk:	Nothing within the city limits.	Nothing within the city limits.
Mrs. Nicholas:	When can you deliver it?	When can you deliver it?
Clerk:	Tomorrow afternoon.	Tomorrow afternoon.

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 11B



color	color	high	high
yellow	yellow	wide	wide
green	green	long	long
blue	blue	deep	deep
purple	purple	mile	mile
red	red	yard	yard
orange	orange	foot	foot
brown	brown	inch	inch
white	white		
black	black		
pink	pink		
gray	gray		

Module 12

BUYING GROCERIES

Buying Groceries

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(2 classes with subsequent review)





At the end of this module, I will be able to affirm:			
Now I can Now I know			
○ 1. talk about buying groceries.			
○ 2. express amounts by quantity.			

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.*



		<u> </u>
	Dialog	Dialog
Brad:	What do we need?	What do we need?
Angie:	Cereal for breakfast, bread and meat for lunch, and something for dinner.	
Brad:	Here are the cereals. Do you want a large or small box?	Here are the cereals. Do you want a large or small box?
Angie:	Large. We use it up fast. Please go get a gallon of milk also.	Large. We use it up fast. Please go get a gallon of milk also.
Brad:	What type of meat do you want?	What type of meat do you want?
Angie:	I like ham. Now, what about dinner?	I like ham. Now, what about dinner?
Brad:	Let's have hamburgers on the grill.	Let's have hamburgers on the grill.
Angie:	Good idea! Hamburgers and fries.	Good idea! Hamburgers and fries.





Listen and repeat slowly.		Fill in the missing letters and say the sounds.			
Listen and repeat slowly.		Fill in the missing letters and say the sounds.			
br-	breakfast, bread, break	eakfast	ead	eak	
gr-	grill, great, groceries	ill	eat	oceries	
I-	lunch, large, library	unch	arge	ibrary	
a-	about, again, ago	bout	gain	go	
-i-	dinner, milk, grill	d nner	m lk	gr II	
-V-	have, love, above	ha e	lo e	abo e	
-ike	like, bike, hike	I	b	h	
fr-	fries, front, from	ies	ont	om	
h-	here, have, hamburger	ere	ave	amburger	
wh-	what, why, where	at	у	ere	
-ow	now, how, wow	n	h	w	

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.

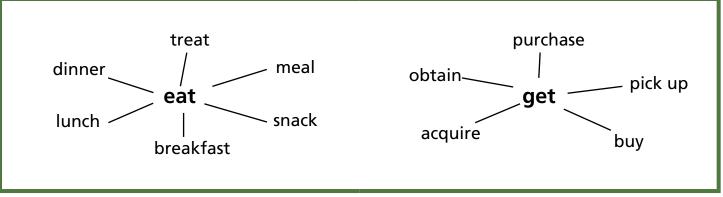


Rhyming Words (usually starting from a word in the dialog)
Rhyming Words (usually starting from a word in the dialog)



Listen and repeat slowly. Listen and repeat slowly. Word **Rhyming Words** bread dead head lead spread stead lunch bunch hunch munch punch dinner winner sinner large barge charge fuse abuse refuse cruse use ham dam Pam Sam slam yam cram ram how now now brown cow wow drill frill fill gill kill ill sill still grill hill pill will fries cries dies lies pies ties





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.

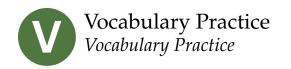


Vocabulary Practice (using words from the dialog to match to related words)

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

Match the words in pencil. Match the words in pencil.		Write the words you matched in pencil. Write the words you matched in pencil.	
dinner •	• big	dinner	<u>meal</u>
large •	• meal		
french fries •	• eat it		
use it up •	• carton		
box •	noon meal		
lunch •	potatoes		
bread •	• 4 quarts		
gallon •	loaves		
milk •	 cooking tool 		
grill •	• drink		

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.



Listen, repeat, and write.



Listen, repeat, and write.			
Dialog Words	Writing Practice	Related Words	Writing Practice

cereal grain

breakfast morning meal

lunch noon meal

dinner evening meal

bread loaves

meat sliced meat

gallon 4 quarts

ham smoked pork

hamburger ground meat

grill cooking tool

french fries fried potatoes

box carton

use it up eat it, consume

milk drink



Fill in the missing words in pencil from the dialog. Fill in the missing words in pencil from the dialog.

Brad: W	at we	?
---------	-------	---

Angie: We'll have ______ for _____.

Brad: Do you want a _____ or _____ box?

Angie: Please go ______ a _____ of milk.

Brad: Let's have _____ and french _____.

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.



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

1. What do we need?

We need

- 2. Where is the cereal?
- 3. What type of meat do you like?
- 4. Do you want a large or small box?
- 5. What's for breakfast?
- 6. What's for lunch?
- 7. What's for dinner?
- 8. Do you like it hot or cold?

Learners write questions with **who**, **what**, **when**, **where**, **which**, and **why**. Instructors ask them some questions and help them ask questions and answer them



Put a slash (/) between the words and write the complete sentence.

Put a slash (/) between the words and write the complete sentence.

- What/do/we/need?
- Cerealforbreakfast, breadand meatforlunch.
- 3. Herearethecereals. Doyouwantalargeorsmallbox?
- 4. Large.Weuseitupfast.
- 5. Pleasegogetagallonofmilkalso.
- 6. Whattypeofmeat doyouwant?
- 7. Ilikeham. Now, what about dinner?
- 8. Let'shavehamburgersonthegrill.
- 9. Goodidea! Hamburgers and fries.
- 10. Doyoulikegrilledhamburgers?



A gallon of milk, juice, water

A quart of milk, juice, water

A pint of cream

A half gallon of ice cream, milk, juice, water

A brick of cheese

A dozen eggs, cookies, donuts, rolls, buns

A bunch of grapes, bananas, strawberries

A head of lettuce, cabbage, broccoli

A slice of bread, ham, cheese

A loaf of bread

A pound of butter, cheese, beef

A pound of fish, meat, hamburger, chicken

A couple (2) of fish, cookies, bananas

A clove of garlic

A cob of corn

Some juice, milk, potatoes, apples, candy, and so on (not a specific amount)









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.



Item		Full Sentence:
1.	lettuce	I would like a head of lettuce.
2.	milk	
3.	potatoes	
4.	cereal	
5.	pickles	
6.	bread	
7.	cheese	
8.	eggs	
9.	water	
10	ham	
11.	chicken	
12.	rolls	
13.	peaches	
14.	noodles	
15.	tuna fish	
16.	bananas	
17.	flour	
18.	fish	
19.	jam	
20.	hamburger	

Instructors and assistant instructors may want to have pictures or items from the list. Then learners could select something from a display and say a sentence about it.

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.



- A jar of peanut butter, pickles, jam, jelly
- A box of oranges, apples, cereal
- A carton of milk, eggs
- A bag of potatoes, apples, candy, nuts
- A package of noodles, meat, cookies
- A can of shortening, soup, tuna fish
- A jug of water
- A bottle of (soda) pop, water, lemon juice
- A container of salt, pepper, spice
- A bushel of apples, tomatoes, corn
- A sack of flour, sugar, salt
- A basket of fruit, peaches
- A case of strawberries, canned fruit
- A cup of raspberries, blueberries, noodles









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.



What should we buy?

We need some fresh fruit.

- Do we need a jar of pickles? No, we still have one at home.
- I love peaches. Me too. They taste delicious.

- How much milk do we need? A few gallons.
- How about a loaf of bread? 4. Yes. Get two loaves, please.



Expressions Related to the Dialog Expressions Related to the Dialog

1.	Expression	Use it up
	Meaning	Eat it all. / Finish it.
	Example	We used it up fast.
	Meaning	We ate it all fast.
2.	Expression	What about ?
	Meaning	What should we do for ?
	Example	What about breakfast?
	Meaning	What should we do for breakfast?

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 12A

Module 12	Dialog	Dialog
Brad:	What do we need?	What do we need?
Angie:	Cereal for breakfast, bread and meat for lunch, and something for dinner.	Cereal for breakfast, bread and meat for lunch, and something for dinner.
Brad:	, , , , , , , , , , , , , , , , , , ,	Here are the cereals. Do you want a large or small box?
Angie:	Large. We use it up fast. Please go get a gallon of milk also.	Large. We use it up fast. Please go get a gallon of milk also.
Brad:	What type of meat do you want?	What type of meat do you want?
Angie:	I like ham. Now, what about dinner?	I like ham. Now, what about dinner?
Brad:	Let's have hamburgers on the grill.	Let's have hamburgers on the grill.
Angie:	Good idea! Hamburgers and fries.	Good idea! Hamburgers and fries.

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 12B

Food/measurements	Translation	Food/measurements	Translation
container	container	slice of bread	slice of bread
breakfast	breakfast	loaf of bread	loaf of bread
lunch	lunch	pound	pound
dinner	dinner	meat	meat
box	box	fish	fish
gallon	gallon	cookies	cookies
quart of milk	quart of milk	bananas	bananas
pint	pint	cob of corn	cob of corn
brick of cheese	brick of cheese	juice	juice
dozen eggs	dozen eggs	milk	milk
bunch of grapes	bunch of grapes	potatoes	potatoes
head of lettuce	head of lettuce	apples	apples
	 -	candy	candy

Module 13

LEARNING ENGLISH FROM FILMS

Learning English from Films

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(3 classes with subsequent review)





At the end of this module, I will be able to affirm:		
Now I can Now I know		
1. identify common verbs in a small video.		
2. identify commonly used words in a small video.		

Many language instructors and learners agree that a very effective way to learn a language is with videos and movies. Films provide easy access to language content and settings. Watching films uses both audio and visual paths to learning language. It presents language in full cultural context with real people and settings, providing a whole-language experience. Both the verbal and nonverbal content are present, focusing the learner's attention on the actors, their language, and their actions. Films lower the learner's affective filter by capturing attention, increasing motivation, instilling self-confidence, and reducing anxiety.

Films allow for a prespeaking or listening phase and some limited reading. When the instructor presents these passive skills first, the learner can ease into the language learning process in preparation for developing the active skills of speaking and writing.

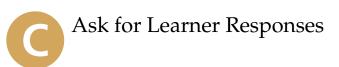
Next to real-life language experiences with native speakers, films provide the best exposure to language in a non-contrived context.

Advance Organizer for Teaching ESL–EFL Using Films The learning process outlined here is time-tested and effective.

- 1. Give a brief introduction to the film: title, type (fact, fiction), setting, main characters, several interesting or key points of the story. For the example used in this lesson: President Gordon B. Hinckley tells a story of an older boy and his young companion.
- a. The boys find an old coat and a badly worn pair of shoes by the roadside.
- b. What happens with the shoes?
- c. What is the farmer's reaction?
- d. How do the boys feel?

Explain that the film contains many of the common verbs.

- 2. Play the film. The example is at http://www.mormonchannel.org/video/mormon-messages?v=911029440001.
 - a. Ask learners for any new sound, word, phrase, or sentence they heard.
 - b. As learners provide these, the instructor puts them into context, gives a similar word or briefly explains meanings, models them, and asks learners to repeat the words or phrases. This should be a quick activity.
 - c. Replay the film.





Use several of each type of question. Question all main points. Allow learners to ask some of the questions.

Learners respond to "yes" questions on the main points:

Instructor: President Hinckley tells a story? Learner: Yes.

Learners respond to "no" questions on the main points:

Instructor: President Hinckley reads a story? Learner: No.

Learners respond to fade-out questions or statements:

Instructor: President Hinckley tells a . . . ? Learner: story.

Learners respond to inquisitive questions on the main points:

Instructor: What does President Hinckley Learner: A story.

tell?

Learners respond to indirect questions:

Instructor: John, ask Mary what President John: Mary, what does President

Hinckley tells. Hinckley tell?

Mary: A story.

Instructor: John, what did Mary say? John: A story.

Learners respond to direct commands:

Instructor: John, tell Mary that President John: Mary, President Hinckley tells a

Hinckley tells a story. story.

Instructor: Mary, what did John say? Mary: President Hinckley tells a story.

Learners, with instructor's help, reconstruct a selected part or two of the film:

Do this sentence-by-sentence in the correct order. The instructor prompts as needed.

Learners respond to direct questions based on the story:

Instructor: Where did President Hinckley find Learner: In a book his father had

the story? published.

Instructor: What did his family do together? Learner: They sang, prayed, listened

together.

Instructor: What stories did his mother read Learner: Book of Mormon stories.

to them?

Instructor: How did his father tell them Learner: Out of his memory.

stories?

Note: From here on, most, if not all, questions can be asked in past or present tense. It would be good practice to go through the story once in present tense and once in past tense and even to alternate as seems natural.

Instructor: Where are (were) the two boys Learner: Along a road.

walking?

Instructor: What do (did) they find on the Learner: An old pair of shoes.

side of the road?



Homework Reading and Practice

- 1. Replay film from http://www.mormonchannel.org/video/mormon-messages?v=911029440001.
 - a. Give learners a copy of the Homework Learning Activities. Read (normally) each paragraph aloud while learners listen and read the script silently.
 - b. Learners then take turns reading aloud. This should be a quick activity.
 - c. Explain the Homework Learning Activities and assign learners to complete them.
- 2. Have the learners write a sentence or two as dictated by a instructor. Or, dictate several questions and have the learners write the questions and their answers. The learners' language levels should be accommodated and slightly challenged.
 - a. Ask two or three learners to write their responses on the blackboard during this exercise.
 - b. Walk around and put a check mark above any errors for learners to correct.
 - c. Finally, ask learners to provide answers as needed.
- 3. Treat each paragraph in the story with the steps in 2.a–c. A long story will take a long time to treat each paragraph this way, so you may choose to only treat a few paragraphs.

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President Gordon B. Hinckley tells a story of an older boy and his young companion. The boys find an old coat and a badly worn pair of shoes by the roadside.

What happens with the shoes? How do the boys feel?

What is the farmer's reaction?



In-Class and Homework Learning Activity In-Class and Homework Learning Activity

1	Watch film at http://www.mormonchannel.org/video/mormon-messages?v=911029440001
2	Watch film and "shadow talk" what you hear.
3	Listen to the film while reading the script below.
4	Complete the learning activities below the script.





We sang together. We prayed together. We listened quietly while Mother read Bible and Book of Mormon stories. Father told us stories out of his memory.

I still remember one of those stories. I found it recently while going through a book he had published some years ago. Listen to it.

An older boy and his young companion were walking along a road which lead through a field. They saw an old coat and a badly worn pair of men's shoes by the roadside. And in the distance they saw the owner working in the field. The younger boy suggested that they hide the shoes, conceal themselves, and watch the perplexity on the owner's face when he returned.

The older boy thought that would not be so good. He said, "This owner must be a very poor man from the looks of his clothes."

So after talking the matter over, at his suggestion, they concluded to try another experiment. Instead of hiding the shoes, they would put a silver dollar in each one and see what the owner did when he discovered the money.

So that's what they did.

Pretty soon the man returned from the field, put on his coat, slipped one foot into his shoe, felt something hard, took it out, and found a silver dollar. Wondrous surprise shone upon his face.

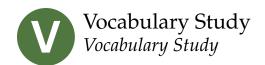
He looked at the dollar again and again, turned around and could see nobody, then proceeded to put on the other shoe, when to his great surprise, he found another dollar.

His feelings overcame him.

He knelt down and offered aloud a prayer of thanksgiving, in which he spoke of his wife being sick and helpless and his children without bread. He fervently thanked the Lord for this bounty from unknown hands, and he invoked the blessings of heaven upon those who had given him this needed help.

The boys remained hidden until he had gone.

They'd been touched by his prayer and felt something warm within their hearts. As they left to walk down the road, one said to the other, "Now, really, don't you have a good feeling?



	with the missing words from the story script. th the missing words from the story script.
We	together. We qui-
etly while	read Bible and Book of Mormon Father
	_ us stories out of his
I still	one of those stories. I it recently while
	_ through a he had published some ago.
Listen to	
An older _	and his young companion walking along a
	_ which lead through a field. They an old coat and a
badly worn _	of men's shoes by the And in the
	_ they saw the working in the field. The younger
	_ suggested that they the shoes, conceal them-
selves, and	the perplexity on the owner's when he
returned.	
The older	boy that would not be so good. He, "This
owner must _	a very poor from the looks of his
,	"
So after	the matter over, at his suggestion, they to
try another _	Instead of hiding the shoes, would put a

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Write your responses to the following questions. Write your responses to the following questions.
Film: Date:
1. Character Description
List your favorite character in this film and describe him or her—good, bad, funny, serious, and so on. Also, list any other characters you would like to include.
2. Interactions
Describe interactions and relationships between characters in this film.
3. Conflicts, Conditions, Obstacles Describe any brave or noble acts, difficulties, or settings of the characters in the film.
4. Most Interesting Part Describe the most interesting part of this film for you and state why you liked it.
5. Expressions and Idioms and Their Meanings List any expressions or idioms you found in this film. Write their meanings. (For help, you can search for idioms at http://oels.byu.edu/learner/idioms/idiomsmain.html . If available, you can also ask a native speaker of English.)

- c. How did this film make you feel?
- d. What have you learned from this film?
- e. Do you have any other comments on this film?



Part B (to improve listening, speaking, reading, writing, and comprehension) Part B (to improve listening, speaking, reading, writing, and comprehension)

Write your answers to these questions. Say the words aloud as you write them. Write your answers to these questions. Say the words aloud as you write them.

- 1. When President Hinckley was a boy, what did he and his family do together?
- 2. What did their mother read to them?
- 3. Where did President Hinckley find the story he tells in this film?
- 4. Where were the two boys walking?
- 5. What did they find on the side of the road?
- 6. What was the person they saw in the distance doing?

•••

Module 14

GETTING A RIDE

(3 classes with subsequent review)





At the end of this module, I will be able to affirm:		
Now I can	Now I know	
○ 1. ask for help.		
2. recognize the modal verbs: could, would, should, and might.		
3. say phrases using could, would, should, and might.		

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	Dialog
Tom:	Hi, this is Tom. Would you do me a favor?	Hi, this is Tom. Would you do me a favor?
Richard:	Sure. How can I help you?	Sure. How can I help you?
Tom:	My car is in the repair shop and I would like to go to the meeting on Thursday night.	My car is in the repair shop and I would like to go to the meeting on Thursday night.
Richard:	No problem. The meeting starts at 7:00. What time do you think we should leave your house in order to be on time?	No problem. The meeting starts at 7:00. What time do you think we should leave your house in order to be on time?
Tom:	I think 6:40 would be okay. Does that work for you?	I think 6:40 would be okay. Does that work for you?
Richard:	Sure. See you then.	Sure. See you then.





•		Fill in the missing letters and say the sounds.			
Listen and re	peat slowly.	Fill in the missing letters and say the sounds.			
f-	<u>f</u> avor, <u>f</u> ree, <u>f</u> ace	avor	ree	ace	
h-	<u>h</u> elp, <u>h</u> ome, <u>h</u> eat	elp	ome	eat	
-ur-	s <u>ur</u> e, f <u>ur</u> , p <u>ur</u> r	s e	f	p r	
C-	car, court, care	ar	ourt	are	
-air	rep <u>air</u> , p <u>air</u> , st <u>air</u>	rep	p	st	
m-	<u>m</u> eeting, <u>m</u> art, <u>m</u> ale	eeting	art	ale	
st-	start, stare, stop	art	are	op	
-ve	lea <u>ve</u> , sa <u>ve</u> , bra <u>ve</u>	lea	sa	bra	

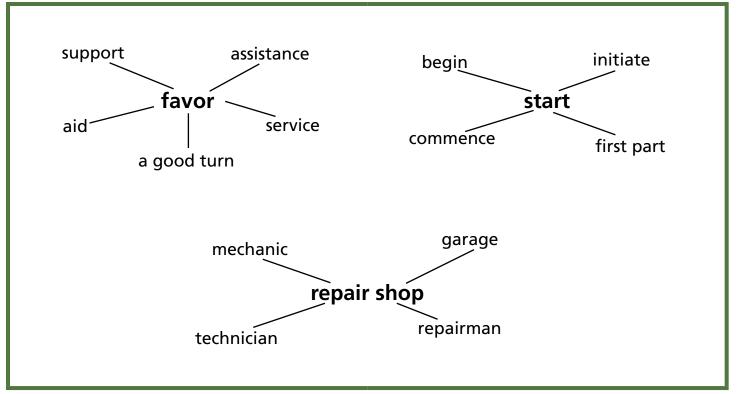


Vocabulary Practice (using words from the dialog to match to related words) Vocabulary Practice (using words from the dialog to match to related words)

Match the words in pencil. Match the words in pencil.	•		
,		viite the words you materied	in peneu.
favor •	vehicle	<u>favor</u>	assistance, help
help •	• assistance, help		
sure •	• so that		
car •	• depart		
repair shop •	serve, assist		
meeting •	• okay		
start •	mechanic		
leave •	• fit in your schedule		
in order to •	appointment		
work for you •	• begin		

. . .





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.

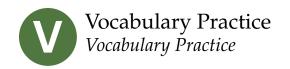


Rhyming Words (usually starting from a word in the dialog)
Rhyming Words (usually starting from a word in the dialog)



Listen and repeat slowly.				
Listen and repeat slowly.				
<u>Word</u>	Rhyming Words			
favor	flavor	savor	braver	
sure	pure	cure	assure	
shop	hop	drop	pop	сор
start	heart	part	chart	cart
house	mouse	spouse	louse	
time	crime	lime	dime	

. .





Listen, repeat, and write.

Listen, repeat, and write.

Dialog Words Writing Practice Related Words Writing Practice

favor assistance, help

help serve, assist

sure okay

car vehicle

repair shop mechanic

meeting appointment

start begin

leave depart

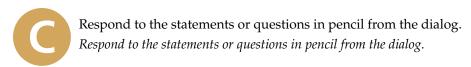
in order to so that

work for you fit in your schedule

C

Fill in the missing words in pencil from the dialog. Fill in the missing words in pencil from the dialog.

Tom:	Would ?	a
Richard:	Sure. How can I	?
Tom:	My is in the to go to the	shopl on Thursday
Richard:	What do you leave your house in	we?
Tom:	Does that for	?



1. Can I ask a favor?

Sure. What do you need?

- 2. Where is your car?
- 3. What time should we leave your house?
- 4. When is the meeting?
- 5. If we leave at 6 p.m., does that work for you?

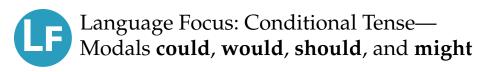


From the dialog, circle the correct word. From the dialog, circle the correct word.

Write the complete sentence in pencil. Write the complete sentence in pencil.

- (Should / Would) you do me a (favor / flaver)?
- 2. Sure. How can I (help / heap) you?
- My (car / care) is in the repair (shop / chop).
- I would (lake / like) to go to the meeting on Thursday (light / night).
- 5. The meeting (stirs / starts) at 7:00.
- 6. Does that (ware / work) for you?

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





	Ţ	I could help if you need it.		
could + verb could	You	You could try a different book.		
	We	We could watch a movie.	Purpose:	
	They	They could go for a walk.	express capacity	
	3	,		
		He could help another learner.		
	I	I would like a different one.		
would + verb	You	You would enjoy the movie.	Purpose:	
would	We	We would have a good time.	express desire	
<i>w</i> оин	They	They would like to go to a movie.	and intention	
	He / She / It	She would learn a lot in the class.		
	I	I should call them again.		
1 11. 1	You	You should go to school today.	Purpose:	
should + verb <i>should</i>	We	We should talk to our neighbors.	express	
	They	They should be quiet.	obligation	
	He / She / It	He should practice in the book.		
might + verb would	I	I might visit you today.		
	You	You might try to be nice.	D	
	We	We might go to a movie later.	Purpose:	
	They	It will rain. They might get wet.	express possibility	
	He / She / It	He might go to Italy this	possibility	
		summer.		



Vocabulary Practice (modals **could** and **would**) Vocabulary Practice (modals **could** and **would**)

Circle could or would for each sentence.

Circle could or would for each sentence.

- 1. I (could / would) give you a ride.
- 2. You (could / would) like the movie. It is really funny.
- 3. She (could / would) have a fun time at the party.
- 4. I (could / would) not go to school today because I was sick.
- 5. They (could / would) not like the book because it is not interesting.

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

• 10

Write should or might for each sentence.			
Write s	Write should or might for each sentence.		
1.	I go home now. It is 9:00 p.m.		
2.	I don't know He like that shirt. I think he likes that kind.		
3.	We go to a movie later, but we are not sure if we can.		
4.	She do her homework every day.		
5.	They go to Japan this fall if they can.		



Language Focus: Role Play

With a partner, create your own conversation for the situations below. Use the correct modal in the conversation. Perform your conversation in front of the class.

With a partner, create your own conversation for the situations below. Use the correct modal in the conversation. Perform your conversation in front of the class.

- 1. Your friend needs a ride to a meeting tomorrow. You have a car. Tell your friend that you **could** give him or her a ride.
- 2. Your friend needs to talk to the doctor. He or she called yesterday, but the office was closed. Tell your friend that he or she **should** call again.
- 3. You saw a movie last night and you liked it. Your friend wants to know if it was a good movie. Tell your friend that he or she **would** like it.
- 4. Your friend went to a meeting yesterday at work, but he or she was confused about the information. Tell your friend that he or she **could** talk to the boss or friend at work.
- 5. You are at a restaurant. You asked for a drink and you finished it. Your server asks if you would like another drink. Tell the server that you would like a different one.



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Mini-Conversations Related to the Dialog





Would you do me a favor?
 I need a ride tomorrow morning toschool. Does that work for you?
 Of course! What time should we leave?
 Could we leave around 8:30?
 Do you need some help?
 Yes, could you please help me carry this big bag?



Expressions Related to the Dialog Expressions Related to the Dialog

1.	Expression	Do me a favor.
	Meaning	I need your help.
	Example	Would you do me a favor.
	Meaning	She needs your help.
2.	Expression	no problem
	Meaning	yes, sure, I can do that.
	Example	Could you help me?
		No problem! What do you need?
	Meaning	Yes, I can help you.
3.	Expression	Work for you
	Meaning	can you, are you able to, are you available to
	Example	If we leave at 5, does that work for you?
	Meaning	Are you available to leave at 5?





Cognates (similar-sounding words to recognize and translate)

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

favor favor community community

repair repair technician technician

important important



Language Focus: 60 Common Verbs

Use the 60 common verbs from Module 3 to role-play and practice verbs and conjugations. Show the action of the verb and gesture through the conjugations for the conditional tense and then for the future tense.

0.5

Dialog Flash Fold Card

Card 14A

Module 14	Dialog	Dialog
Tom:	Hi, this is Tom. Would you do me a favor?	Hi, this is Tom. Would you do me a favor?
Richard:	Sure. How can I help you?	Sure. How can I help you?
Tom:		My car is in the repair shop and I would like to go to the meeting on Thursday night.
Richard:	No problem. The meeting starts at 7:00. What time do you think we should leave your house in order to be on time?	No problem. The meeting starts at 7:00. What time do you think we should leave your house in order to be on time?
Tom:	I think 6:40 would be okay. Does that work for you?	I think 6:40 would be okay. Does that work for you?
Richard:	Sure. See you then.	Sure. See you then.

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 14B

	All persons: I/You/He/She/It/We/They	All persons: I/You/He/She/It/We/They
<u>Verb</u>	<u>Conditional</u>	<u>Future</u>
to answer	would/could/should/might answer	will answer
to begin	would/could/should/might begin	will begin
to make	would/could/should/might make	will make
to read	would/could/should/might read	will read
to speak	would/could/should/might speak	will speak
to take	would/could/should/might take	will take
to talk	would/could/should/might talk	will talk
to do	would/could/should/might do	will do
to teach	would/could/should/might teach	will teach
to try	would/could/should/might try	will try

Module 15

MAKING A NEW FRIEND

Making a New Friend

(3 classes with subsequent review)





At the end of this module, I will be able to affirm:		
Now I can	Now I know	
○ 1. express likes and dislikes.		
\bigcirc 2. talk about activities I used to do.		

0.5

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	Dialog
Linda:	Jody, tell me about yourself. Where were you born and where have you lived?	Jody, tell me about yourself. Where were you born and where have you lived?
Jody:	I was born in Philadelphia, Pennsylvania, but then we moved to Tennessee, where I lived until I was 15. Then we moved to Dallas, Texas, where I lived until I went off to college in New York.	I was born in Philadelphia, Pennsylvania, but then we moved to Tennessee, where I lived until I was 15. Then we moved to Dallas, Texas, where I lived until I went off to college in New York.
Linda:	What kind of sports do you like?	What kind of sports do you like?
Jody:	I used to play tennis until I had a knee injury that put a stop to that. How about you?	I used to play tennis until I had a knee injury that put a stop to that. How about you?
Linda:	I used to play golf, but now I don't have time. When I can I like to watch it. Do you like to hike?	I used to play golf, but now I don't have time. When I can I like to watch it. Do you like to hike?
Jody:	Yes, and there is a great nature walk in the county park nearby. Would you like to go sometime?	Yes, and there is a great nature walk in the county park nearby. Would you like to go sometime?
Linda:	Sure, how about a Saturday? Maybe this Saturday morning?	Sure, how about a Saturday? Maybe this Saturday morning?
Jody:	Great. I'll plan to pick you up at 9:00 a.m, if you like.	Great. I'll plan to pick you up at 9:00 a.m, if you like.





Listen and repeat slowly. Listen and repeat slowly.		Fill in the missing letters and say the sounds. Fill in the missing letters and say the sounds.			
-a-	pl <u>a</u> n, b <u>a</u> d, b <u>a</u> nd	pl n	b d	b nd	
sp-	sports, spin, spend	orts	in	end	
-ck	pi <u>ck</u> , pa <u>ck</u> , do <u>ck</u>	pi	pa	do	
-teen	fif <u>teen</u> , six <u>teen</u> , can <u>teen</u>	fif	six	can	
kn-	<u>kn</u> ee, <u>kn</u> ife, <u>kn</u> ow	ee	ife	ow	
-ime	t <u>ime</u> , l <u>ime</u> , ch <u>ime</u>	t	I	ch	
-ide	s <u>ide</u> , h <u>ide</u> , gu <u>ide</u>	s	h	gu	
-ive	dr <u>ive</u> , f <u>ive</u> , al <u>ive</u>	dr	f	al	
-tch	pa <u>tch</u> , ca <u>tch</u> , ma <u>tch</u>	pa	ca	ma	
-ure	s <u>ure</u> , p <u>ure</u> , c <u>ure</u>	s	p	c	
-ure	inj <u>ure</u> , mat <u>ure</u> , nat <u>ure</u>	in	ma	na	
-v	ha <u>v</u> e, mo <u>v</u> ed, lea <u>v</u> e	ha e	mo ed	lea e	

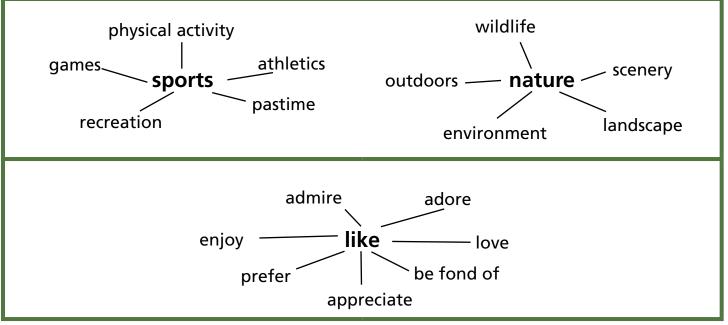


Rhyming Words (usually starting from a word in the dialog) Rhyming Words (usually starting from a word in the dialog)

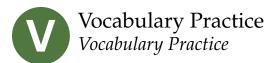


Listen and repeat slowly. Listen and repeat slowly.									
<u>Word</u>	Rhyming Words								
pick	chick	kick	lick	nick	quick	sick	slick	tick	thick
born	corn	forlorn	horn	torn	worn				
park	bark	Clark	dark	lark	mark	shark			
hike	bike	like	Mike	pike					
sport	abort	fort	port	short	sort				





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.



Listen, repeat, and write. Listen, repeat, and write.			
<u>Dialog Words</u>	Writing Practice	Related Words	Writing Practice
sports		athletics	
sometime		anytime	
pick you up		give you a ride	
sure		yes	
play		do	
watch		view	
injury		hurt	
nature		outside	
until		before	
like		enjoy	
went off		left for	

• (0

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.		Write the words you matched write the words you matched it	*
sports •	• give you a ride	<u>sports</u>	athletics
sometime •	athletics		
pick you up •	• hurt		
sure •	• do		
play •	• before		
watch •	• anytime		
injury •	• enjoy		
nature •	• view		
until •	• yes		
like •	left for		
went off •	• outside		

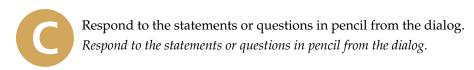


Fill in the missing words in pencil from the dialog. *Fill in the missing words in pencil from the dialog.*

Linda:	Jody, tell me yourself. Where v	were you born and
	have you lived?	
Jody:	I was born in Philadelphia, Pennsylvania, but th	ien we
	to Tennessee, where I lived until I was 15.	
Linda:	What kind of do you like?	
Jody:	I play tennis until I had a knee you?	injury. How about
Linda:	I used to golf, but now I don't can I like to it. Do you like to h	
Jody:	Yes, and there is a great walk nearby like to	
Linda:	, how about a Saturday? Mayb Saturday morning?	oe
Jody:	Great. I'll plan to you up at 9:0	00 a.m, if you like.

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

. .



1. Where are you from?

I'm from

- 2. We should go hiking sometime.
- 3. How about Saturday morning?
- 4. What kind of sports do you like?



From the dialog, circle the correct word. From the dialog, circle the correct word.

Linda: Jody, tell me about (you / yourself). Where were you born and

where have you (lived / left)?

Jody: I was (barn / born) in Philadelphia, Pennsylvania, but (then / than)

we moved to Tennessee, where I lived until I was 15. Then we moved to Dallas, Texas, where I lived until I went off to college in New York.

Linda: What kind of sports (do / does) you like?

Jody: I (used / used to) play tennis until I had a (key / knee) injury that

put a stop to that. How about you?

Linda: I used to play golf, but (now / know) I don't have time. When I can I

like to watch it. Do you like to (hick/hike)?

Jody: Yes, and (there / these) is a great nature walk in the county park

nearby. Would you (lick / like) to go sometime?

Linda: Sure, (how / who) about a Saturday? (Many / Maybe) (the / this)

Saturday morning?

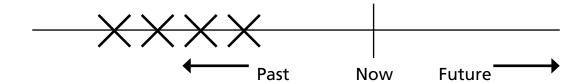
Jody: Great. I'll plan to (pick / pike) you up at 9:00 a.m, if you like.

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Past Repeated Actions

The imperfect verb tense is used for actions that were done repeatedly in the past but are done no longer.



Example:

- I used to ride my bicycle every day when I was a child. (I am not a child now.)
- I used to exercise at the gym every Tuesday.
- I used to visit my friends in Georgia every summer.

Past Facts

The imperfect verb tense is also used for facts and generalizations that were true in the past but are not true in the present.



Example:

I used to live in California, but now I live in Utah.

Alicia **used to** be a learner, but now she has a full-time job.

My sister **used to** live in Miami, but last year she moved to Boston.



Language Focus: used to



I used to	to I used to go to school at the junior college.	
	I (e	at) too much.
YOU used to	You used to have blon	de hair.
	You	_ (have) fun playing soccer.
WE used to	We used to see each o	ther often.
	We	(help) each other.
THEY used to	They used to come to	watch movies.
	They	_ (study) together.
HE/SHE/IT used to He used to help the other learners.		her learners.
	She	_ (learn) with fold cards.



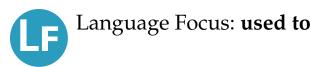
Language Focus: **used to**

1.	We <u>used</u>	to go to the movies (every Tuesday) one time) .
2.	1	visit my grandmother (every summer / last night).
3.	He	in Arizona (next year / as a child).
4.	Maria	want to be a nurse (when she was younger / on Sunday).
5.	David	exercise (yesterday / every day).
6.	Olivia and Jordan	date (a long time ago / last week).

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



Create and share some of your own sentences with the imperfect tense using the words **used to** and the infinitive of some of the 60 common verbs.



Write sentences using the form **used to** and the words below.

Write sentences using the form used to and the words below.

1. Kaylee / work at the museum.

Kaylee used to work at the museum.

- Tamara / work / every weekend.
- 3. We / live near the ocean.
- 4. They / study math / every day.
- 5. Ryan and Holly / watch TV / every day.
- 6. Jeffrey / go to college.
- 7. David / visit his cousins / once a month.
- My brother / want to be a pilot / when he was younger.



Review Simple Present and Imperfect Tenses

The simple present tells us facts or generalizations about the present time.

Examples: Today is Thursday.

We live in Utah. They live in California. He lives in New York. I work at a store. You work at the bank. She works full-time.

Everyone studies English. My brother studies mathematics. You study art.

The imperfect tense tells us that the action was repeated in the past.

Part 1: Imperfect

Part 2: Simple Present

My sister used to live in Florida, but now she lives in Louisiana.



Language Focus: 60 Common Verbs

Use action verbs from the 60 common verbs in Module 3 to role-play and practice verbs and their conjugations. The instructor demonstrates and then learners also role-play. Show the action of the verb and gesture through the conjugations to describe what you, he, she or we used to do.



1. My mother / live / Dallas // she / Denver

My mother used to live in Dallas, but now she lives in Denver.

- The Vasquez family / own a restaurant // they / run a bakery , but now
- Alicia / study English // she / French, but now
- gas / cost one dollar per gallon // it / more than \$3 per gallon, but now
- I / work part-time // I / work full-time, but now



Mini-Conversations Related to the Dialog

- I visited Colorado last summer.
 That's neat! I used to live there.
- Where are you from?
 I have lived all over the place—
 Pennsylvania, Tennessee, Texas, and New York.
- 3. We should go sometime. Are you free on Saturday?
 I have some time in the morning, say 9 o'clock?

4. There are some great hiking trails nearby.

We should go together sometime.

- 5. Before moving here, what did you used to do?
 - I used to work for a bank, and I used to go to the beach.

0//

1.	Expression	pick (someone) up
	Meaning	stop by and give you a ride
	Example	I'll pick you up around 11:30.
	Meaning	I'll stop by around 11:30 and give you a ride.
2.	Expression	say (time)
	Meaning	Does this (time) work for you?
	Example	Can I stop by on Saturday? Say 1 o'clock?
	Meaning	Can I stop by on Saturday? Does 1 o'clock work for you?
3.	Expression	be a good sport
	Meaning	be someone who does not get angry if they lose a game or competition
	Example	He was a good sport after the game, even though he lost.
	Meaning	He was not angry after the game, even though he lost.
4.	Expression	went off (to a place)
	Meaning	left to go (to a place)
	Example	He went off to the army when he was 18.
	Meaning	He left to go to the army when he was 18.



Cognates (similar-sounding words to recognize and translate) *Cognates (similar-sounding words to recognize and translate)*

Listen and repeat.			
Listen and repeat.			
athletic	athletic	golf	golf
park	park	tennis	tennis
nature	nature	activity	activity
mountain	mountain		

0/7

Dialog Flash Fold Card

Card 15A

Module 15	Dialog	Dialog
Linda:	Jody, tell me about yourself. Where were you born and where have you lived?	Jody, tell me about yourself. Where were you born and where have you lived?
Jody:	I was born in Philadelphia, Pennsylvania, but then we moved to Tennessee, where I lived until I was 15. Then we moved to Dallas, Texas, where I lived until I went off to college in New York.	I was born in Philadelphia, Pennsylvania, but then we moved to Tennessee, where I lived until I was 15. Then we moved to Dallas, Texas, where I lived until I went off to college in New York.
Linda:	What kind of sports do you like?	What kind of sports do you like?
Jody:	I used to play tennis until I had a knee injury that put a stop to that. How about you?	I used to play tennis until I had a knee injury that put a stop to that. How about you?
Linda:	I used to play golf, but now I don't have time. When I can I like to watch it. Do you like to hike?	I used to play golf, but now I don't have time. When I can I like to watch it. Do you like to hike?
Jody:	Yes, and there is a great nature walk in the county park nearby. Would you like to go sometime?	Yes, and there is a great nature walk in the county park nearby. Would you like to go sometime?
Linda:	Sure, how about a Saturday? Maybe this Saturday morning?	Sure, how about a Saturday? Maybe this Saturday morning?
Jody:	Great. I'll plan to pick you up at 9:00 a.m, if you like.	Great. I'll plan to pick you up at 9:00 a.m, if you like.

Vocabulary Flash Fold Card

Card 15B

I / You / He / She / It / We / They used	to study <u>.</u>
	to live <u>.</u>
	to run <u>.</u>
	to go <u>.</u>
	to sing <u>.</u>
	to work .

Card 15C

sports	athletics
sometime	anytime
pick you up	give you a ride
sure	yes
play	do
watch	view
injury	hurt
nature	outside
until	before
like	enjoy
went off	left for

Module 16

DISCUSSING THE DAY

Discussing the Day

(4 classes with subsequent review)





At the end of this module, I will be able to affirm:		
Now I can	Now I know	
 1. conjugate common English verbs in past tense. 		
2. state common actions using the past tense.		

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	Dialog
Mother:	Hi, how was your day? What did you do?	Hi, how was your day? What did you do?
Father:	I prepared a presentation for work and spoke for about 30 minutes at a meeting.	I prepared a presentation for work and spoke for about 30 minutes at a meeting.
Mother:	How did it go?	How did it go?
Father:	My boss said it went very well.	My boss said it went very well.
Mother:	Great.	Great.
Father:	How was your day?	How was your day?
Mother:	I took the kids to school, and then I had to go shopping. I bought groceries for the whole week. I also read and practiced our English fold cards. They really helped me.	I took the kids to school, and then I had to go shopping. I bought groceries for the whole week. I also read and practiced our English fold cards. They really helped me.
Father:	I will need to do that, too. Kids, what did you do?	I will need to do that, too. Kids, what did you do?
Son:	I played soccer with my friends in the street. Then I studied my lessons.	I played soccer with my friends in the street. Then I studied my lessons.
Mother:	Good. Maybe we could watch a special movie tonight, since you already did your homework.	Good. Maybe we could watch a special movie tonight, since you already did your homework.

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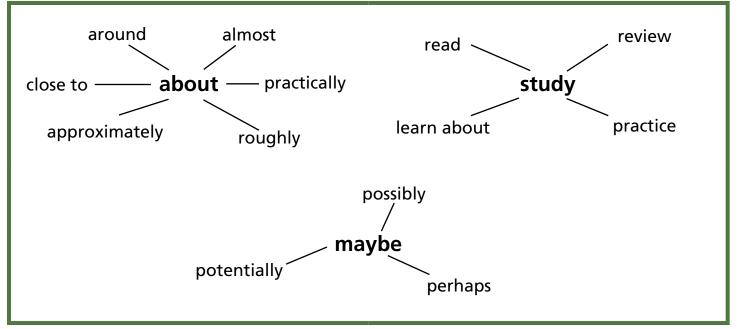
Listen and repeat slowly.		Fill in the missing letters and say the sounds.			
Listen and repeat slowly.		Fill in the missing letters and say the sounds.			
sp-	spoke, speed, special	oke	eed	ecial	
k-	<u>k</u> ids, <u>k</u> ind, <u>k</u> eep	ids	ind	еер	
gr-	grow, green, great	ow	een	eat	
r-	really, read, reply	eally	ead	eply	
-0-	s <u>o</u> ccer, sh <u>o</u> pping, r <u>o</u> ck	s ccer	sh pping	r ck	
-ee-	b <u>ee</u> , d <u>ee</u> p, f <u>ee</u> d	b	d p	f d	
-11	wi <u>ll</u> , ski <u>ll</u> , bi <u>ll</u>	wi	ski	b	

Vocabulary Practice Vocabulary Practice

Listen, repeat, and write. Listen, repeat, and write.			
<u>Dialog Words</u>	Writing Practice	Related Words	Writing Practice
boss		supervisor	
practice		study	
kids		children	
great		very good	
in the street		outside	
30 minutes		half hour	
together		with each other	
maybe		possibly	
too		also	
whole		entire	

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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.



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



	Listen and repeat slowly.							
Word	nd repeat slowly. Rhyming Words							
			toss	floss	cross			
boss	loss	moss	toss	floss	cross			
whole	pole	role	sole	mole	dole	stole		
took	look	book	cook	hook				
school	stool	tool	fool	cool	spool	pool		
fold	old	cold	scold	gold	bold	told	hold	sold
spoke	smoke	broke	joke	poke	stroke			

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.		Write the words you matched in pencil. Write the words you matched in pencil.		
boss • practice •	childrensupervisor	boss	<u>supervisor</u>	
kids • great •	possiblyoutside			
in the street • 30 minutes •	studyentire			
together • maybe •	half hourvery good			
too • whole •	 also with each other			



Fill in the missing words in pencil from the dialog. *Fill in the missing words in pencil from the dialog.*

Mother:	Hi, your day? What did you do?
Father:	I prepared a for work and I for about 30 minutes at a meeting.
Mother:	How it go?
Father:	My said it very well.
Mother:	Great!
Father:	How was your day?
Mother:	I the kids to school, and then I had to go shopping. I bought groceries for the week. I also read and practiced our English fold cards. They really me.
Father:	I will, what did you do?
Son:	I played soccer in the street with my Then I studied my lessons.
Mother:	Goodwe could watch a special movie, since you already, since you

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

- 1. How was your day?
- 2. It went well.
- 3. What did you do?
- 4. I studied my lessons.



From the dialog, circle the correct word.

From the dialog, circle the correct word.

Mother: Hi, (how / who) was your day? What did you do?

Father: I prepared a presentation for work and I (speak / spoke) for about 30

minutes at a meeting.

Mother: How (do / did) it go?

Father: My boss said it (want / went) very well.

Mother: Great!

Father: How was your day?

Mother: I (took / talk) the kids to school and then I had to go shopping. I

bought groceries for the (hole/whole) week. I also read and practiced

our English fold cards. They really helped me.

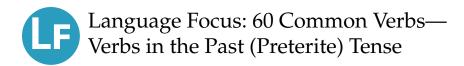
Father: I will (need / deed) to do that, too. Kids, what did you do?

Son: I (play / played) soccer in the street with my friends. Then I studied my

lessons.

Mother: Good. (May / Maybe) we could watch a special movie together

tonight, since you already (do/did) your homework.





Fill in the blank practice sentences after **I**, **You**, **We**, **They**, **He**, **She**, or **It**. Note that the past tense verb is the same for all persons. Use a pencil.

Fill in the blank practice sentences after I, You, We, They, He, She, or It. Note that the past tense verb is the same for all persons. Use a pencil.

use	и ренси.			
-d				
1.	to arrive:	It arrived late.	Не	with me.
2.	to believe:	They believed you.	She	it.
3.	to hear:	She heard a noise.	You	the song.
4.	to invite:	You invited him.	We	them.
5.	to like:	I liked the dinner.	Не	the class.
6.	to love:	We loved the music.	They	learning English.
-ed	d			
7.	to answer:	He answered right away.	She	correctly.
8.	to ask:	I asked a question.	We	him again.
9.	to call:	They called every night.	We	him on the phone.
10.	to cash:	You cashed the check.	Не	the check.
11.	to finish:	It finished early.	You	on time.
12.	to help:	She helped his friend.	We	everyone.
13.	to laugh:	They laughed at the joke.	I	all night.
14.	to learn:	I learned a lot.	We	the verbs.
15.	to listen:	He listened carefully.	They	to the instructions.
16.	to look:	You looked right at him.	Не	sad.
17.	to need:	I needed to eat.	She	to go to school.
18.	to remember:	I remembered her well.	They	the story.
19.	to repeat:	We repeated the dialog.	She	the vocabulary.
20.	to spell:	She spelled the word right.	Не	the word wrong.
21.	to stay:	We stayed the night.	They	too long.
22.	to talk:	You talked for an hour.	Не	during class.
23.	to visit:	I visited grandmother.	She	her friends.
24.	to walk:	They walked for exercise.	We	all day.
25.	to want:	It wanted to rest.	They	to learn English.
26.	to watch:	He watched TV.	We	the demonstration.

Use action verbs from the list to role-play and practice verbs and their conjugations. The instructor demonstrates and then learners also role-play. Show the action of the verb and gesture through the conjugations to describe what you, he, she or we did.

We

27.

to work:

You worked too hard.

on Saturday.

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-ie	۸			
28.	to cry:	He cried a lot.	She	that night.
29.	to cry.	They studied for a test.	We	all weekend.
30.	to try:	We tried hard.	He	to learn Spanish.
	·	we trea rara.		to learn opanism.
	egular	Tiles en lete	II.	dana dalamanda
31.	to begin:	It began late.	Не	class this week.
32.	to bring:	He brought our books.	She	a friend.
33.	to come:	It came tonight.	We	home.
34.	to do:	I did my assignment	They	well.
35.	to drink:	They drank the water.	We	the soda.
36.	to eat:	We ate well.	He	everything.
37.	to feel:	They felt bad.	She	something soft.
38.	to find:	I found the wallet.	Не	the address.
39.	to fly:	They flew out yesterday.	We	to New York.
40.	to get:	He got ill.	She	better.
41.	to give:	She gave him a dollar.	I	it away.
42.	to go:	You went home.	They	away.
43.	to have:	We had too much work.	She	too much money.
44.	to know:	They knew the way.	We	the problem.
45.	to leave:	I left early.	They	at noon.
46.	to make:	He made it home.	She	a cake.
47.	to meet:	She met the instructor.	They	each other.
48.	to read:	We read all night.	Не	the book.
49.	to say:	They said it in English.	We	they could go.
50.	to see:	I saw her go.	She	the accident.
51.	to sing:	She sang the song.	They	well.
52.	to speak:	We spoke Spanish.	He	at Church.
53.	to take:	You took a long time.	She	her book along.
54.	to teach:	I taught English classes.	They	well.
55.	to tell:	He told her about his work.	I	told him a story.
56.	to think:	She thought a lot about it.	He	about his mother.
57.	to write:	He wrote a letter.	She	well.
58.	to understand:	I understood the class.	We	her English.
59.	to be:	I / He / She / It was ill. You / We / They were good.	He	good in English.
60.	to be able to:	I / He / She / It was able to eat. You / We / They were able to read.	She	able to speak well.
	(alternate) can	I/You/We/They/He/She/It could run fast	They	work hard.





Language Focus Practice: Past Tense Guidelines



Guidelines for This Verb List:

Verbs adding **d**: drop the to and add d for all persons Verbs adding **ed**: drop the to and add ed for all persons

Verbs adding **ied**: drop the to and change the y to i and add ed for all persons

Irregular Verbs: drop the to and memorize the irregular verb forms (same for all persons)

Infinitive	Verb + d	Infinitive	Verb + ed	Infinitive	Verb + ied	Infinitive	Irregular
to arrive	arrived	to ask	asked	to cry	cried	to begin	began
to believe	believed	to answer	answered	to study	studied	to bring	brought
to hear	heard*	to call	called	to try	tried	to come	came
to invite	invited	to cash	cashed			to do	did
to like	liked	to finish	finished			to drink	drank
to love	loved	to help	helped			to eat	ate
		to laugh	laughed			to feel	felt
		to learn	learned			to find	found
		to listen	listened			to fly	flew
		to look	looked			to get	got
		to need	needed			to give	gave
		to remember	remembered			to go	went
		to repeat	repeated			to have	had
		to spell	spelled			to know	knew
		to stay	stayed			to leave	left
		to talk	talked			to make	made
		to visit	visited			to meet	met
		to walk	walked			to read	read**
		to want	wanted			to say	said
		to watch	watched			to see	saw
		to work	worked			to sing	sang
						to speak	spoke
* Pronunciati	on of heard : /h	nerd/				to take	took
** Pronunciat	tion of read : /re	ed/				to teach	taught
						to tell	told
						to think	thought
						to write	wrote
						to understand	understood
More Irregula	ar Verbs						
to be	I / He / Sh	e / It was			You / We / T	They were	
	- / /	,					

to be able to I / He / She / It was able to You / We / They were able to

(alternate) can I / you / We / They / He / She / It could



1.	Hov	v was	your	day?		
	T .		,			

It was long. (great, boring, good)

- 3. How did class go?

 It went well. I learned new vocabulary and grammar.
- I finished my homework.Good for you!

- 2. What did you do? I went to English class.
- 4. I studied the English fold cards a lot. That's wonderful. I should study them, too.



Expressions Related to the Dialog

Expressions Related to the Dialog

1.	Expression:	How did go?
	Meaning:	How was ?
	Examples:	How did your presentation go?
	Meaning:	How was your presentation?
2.	Expression:	went well / okay / poorly.
	Meaning:	was good / okay / bad
	Examples:	My presentation went okay.
	Meaning:	My presentation was okay.



Cognates (similar-sounding words to recognize and translate) *Cognates (similar-sounding words to recognize and translate)*

Listen and repeat.			
Listen and repeat.			
study	study	practice	practice
prepare	prepare	presentation	presentation
minutes	minutes	lessons	lessons
special	special		

Dialog Flash Fold Card

Card 16A

Module 6	Dialog	Dialog
Mother:	Hi, how was your day? What did you do?	Hi, how was your day? What did you do?
Father:	I prepared a presentation for work and spoke for about 30 minutes at a meeting.	
Mother:	How did it go?	How did it go?
Father:	My boss said it went very well.	My boss said it went very well.
Mother:	Great.	Great.
Father:	How was your day?	How was your day?
Mother:	I took the kids to school, and then I had to go shopping. I bought groceries for the whole week. I also read and practiced our English fold cards. They really helped me.	I took the kids to school, and then I had to go shopping. I bought groceries for the whole week. I also read and practiced our English fold cards. They really helped me.
Father:	I will need to do that, too. Kids, what did you do?	I will need to do that, too. Kids, what did you do?
Son:	I played soccer with my friends in the street. Then I studied my lessons.	I played soccer with my friends in the street. Then I studied my lessons.
Mother:	Good. Maybe we could watch a special movie tonight, since you already did your homework.	Good. Maybe we could watch a special movie tonight, since you already did your homework.

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 16B

Verb		Translation	Past for ALL persons	Sample sentence
Add	-d			
1.	to arrive	to arrive	arrived	I arrived.
2.	to believe	to believe	believed	We believed.
3.	to hear	to hear	heard	You heard.
4.	to invite	to invite	invited	They invited.
5.	to like	to like	liked	He liked.
6.	to love	to love	loved	She loved.
Add	-ed		 !	
7.	to ask	to ask	asked	It asked.
8.	to answer	to answer	answered	I answered.
9.	to call	to call	called	You called.
10.	to cash	to cash	cashed	We cashed.
11.	to finish	to finish	finished	They finished.
12.	to help	to help	helped	He helped.
13.	to laugh	to laugh	laughed	She laughed.
14.	to learn	to learn	learned	It learned.
15.	to listen	to listen	listened	I listened.
16.	to look	to look	looked	You looked.
17.	to need	to need	needed	I needed some.
18.	to remember	to remember	remembered	She remembered.
19.	to repeat	to repeat	repeated	We repeated.
20.	to spell	to spell	spelled	They spelled.
21.	to stay	to stay	stayed	He stayed.
22.	to talk	to talk	talked	She talked.
23.	to visit	to visit	visited	We visited.
24.	to walk	to walk	walked	I walked.
25.	to want	to want	wanted	You wanted
26.	to watch	to watch	watched	It watched.
27.	to work	to work	worked	They worked.
Char	nge –y to i and add -ed		I I	
28.	to cry	to cry	cried	He cried.
29.	to study	to study	studied	She studied.
30.	to try	to try	tried	I tried.

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Verb)	Translation	Past for ALL persons	Sample sentence
Irre	gular (does not follow a p	attern)	!	
31.	to be (I, he, she, it)	to be (I, he, she, it)	was	I was happy.
				He was happy.
				She was happy.
				It was cold.
	to be (you, they, we)	to be (you, they, we)	were	You were happy.
				They were happy.
				We were happy.
32.	to be able to	to be able to	was able to	I was able to do it.
	(I, he, she, it)	(I, he, she, it)		He was able to do it.
				She was able to.
				It was able to.
	to be able to	to be able to	were able to	You were able to.
	(you, they, we)	(you, they, we)		They were able to.
				We were able to.
	alternate: can	alternate: can	could	I could.
33.	to begin	to begin	began	It began.
34.	to bring	to bring	brought	You brought it.
35.	to come	to come	came	We came.
36.	to do	to do	did	They did it.
37.	to drink	to drink	drank	She drank.
38.	to eat	to eat	ate	He ate.
39.	to feel	to feel	felt	I felt it.
40.	to find	to find	found	You found it.

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Verb		Translation	Past for ALL persons	Sample sentence
41.	to fly	to fly	flew	We flew.
42.	to get	to get	got	It got cold.
43.	to give	to give	gave	They gave it to me.
44.	to go	to go	went	She went home.
45.	to have	to have	had	He had it.
46.	to know	to know	knew	I knew it.
47.	to leave	to leave	left	You left.
48.	to make	to make	made	We made it.
49.	to meet	to meet	met	They met.
50.	to read	to read	read	She read.
51.	to say	to say	said	He said it.
52.	to see	to see	saw	I saw it.
53.	to sing	to sing	sang	You sang.
54.	to speak	to speak	spoke	We spoke.
55.	to take	to take	took	They took it.
56.	to teach	to teach	taught	She taught.
57.	to tell	to tell	told	He told me.
58.	to think	to think	thought	I thought.
59.	to understand	to understand	understood	You understood.
60.	to write	to write	wrote	We wrote.

Module 17

PREPARATION FOR THE OPIC CERTIFICATION EXAM

Preparation for the OPIc Certification Exam

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from the American Council on the Teaching of Foreign Languages (ACTFL)

(10 or more classes, as needed, with <u>1 assistant instructor for every 2 learners</u>)



At the end of this module, I will be able to affirm:		
Now I can	Now I know	
 1. use the quick reference list to practice asking and answering simple questions. 		
 2. answer questions about family, home, likes, dislikes, and daily actions and events in the present tense. 		
3. answer questions about family, home, likes, dislikes, and daily actions and events in the past tense.		
4. answer questions about family, home, likes, dislikes, and daily actions and events in the future and condi- tional tenses.		



Notes to the instructor (to be shared and explained to the learners in detail)

The OPIc is a listening and speaking test offered by the American Council on the Teaching of Foreign Languages (ACTFL). It's the gold standard of tests. To help learners prepare to score well, instructors need to review the information on this page with them approximately one month prior to their taking the OPIc exam. With an intermediate or better score, learners will be able to show their certificate to help them get a better job in many fields.

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The Oral Proficiency Interview by computer (OPIc) begins with a survey to identify subjects about which the learner has some experience. The actual interview then focuses on these subjects. For example:

- their family
- their home
- the classes they have taken and liked
- the schools they have attended
- the cities where they have lived—make comparisons
- the hobbies or activities they enjoy
- the kind of music they like
- their friends and things they do together
- the foods they like or dislike
- a career they might like to have
- their job

Learners might be asked to describe what these things are like in their home city or country. They might also be asked to compare them with other cities where they have lived or visited. If they do not know much about a particular subject, they should be prepared to respond in an appropriate fashion such as, "I don't know that much about (living) in (Los Angeles), but I can say that (Dallas is a friendly city)."

Learners should spend approximately one month preparing for the OPIc by describing things and activities (like those mentioned above) in detail, comparing their understanding and experiences from one city or location or friend to another, or from one time in their life to another. They must understand that they will likely be asked to describe an interesting experience on a walk with a friend, a class that they particularly enjoyed and why, their favorite activity or hobby and the favorite activity of their friends, and so forth. The ability to narrate, or recount events using the correct past tense verb conjugations, is important.

The learner must qualify to take the OPIc by doing the following:

- Attend at least 80 percent of the EFY Now classes (after including make up classes if needed). Complete the study and practice of the first 16 modules in English For You Now.
- Complete all of the exercises in Modules 1–16...
- Be able to pronounce well all the words in the initial sections of Module 1.
- Be able to read fluently, with good pronunciation, all of the dialogs in Modules 1–16.
- Have mastered the usage in sentences, along with good pronunciation, of the 60 Common Verbs and the various tenses found in Module 17.
- Be able to fluently describe and compare the subjects described above, because some of them are very likely to come up on the OPIc exam. Everything else in these modules will help you prepare for this. This is the most critical part of the OPIc preparation.

The learners should prepare draft responses, which should be reviewed and edited by the teache or assistant instructor. Then the learners should practice hearing questions on the subjects and giving appropriate responses with good pronunciation. This is critical to their success.



Give to each of the learners:

- This sheet with the Quick Reference List.
- The full Common Verb chart, with holes punched for immediate placement in the learners' notebooks.

Practice using the verb chart with the learners:

- Give the learners a verb in English, and then ask them to find the verb on the chart.
- Then give them one of the sample sentences below the verb on the chart. Use one of the easier tenses (such as simple present, simple past, or simple future).
- Read the sentence for the learners, and then have the learners say the sentence with you.
- Next, ask them to find the conjugation that was used in the sentence immediately above on the verb chart.
- Repeat this several times with other sample sentences for the same verb, using
 increasingly challenging tenses, until the learners know how to use the chart.
- Be creative—the goal is to help learners know how to use the chart.

Qui	Quick Reference List								
1.	to answer	16.	to feel	31.	to like	46.	to stay		
2.	to arrive	17.	to find	32.	to listen	47.	to study		
3.	to ask	18.	to finish	33.	to look	48.	to talk		
4.	to be	19.	to fly	34.	to love	49.	to take		
5.	to be able (can)	20.	to get	35.	to make	50.	to teach		
6.	to begin	21.	to give	36.	to meet	51.	to tell		
7.	to believe	22.	to go	37.	to need	52.	to think		
8.	to bring	23.	to have	38.	to read	53.	to try		
9.	to cash	24.	to hear	39.	to remember	54.	to understand		
10.	to call	25.	to help	40.	to repeat	55.	to visit		
11.	to come	26.	to invite	41.	to say	56.	to walk		
12.	to cry	27.	to know	42.	to see	57.	to want		
13.	to do	28.	to laugh	43.	to sing	58.	to watch		
14.	to drink	29.	to learn	44.	to speak	59.	to work		

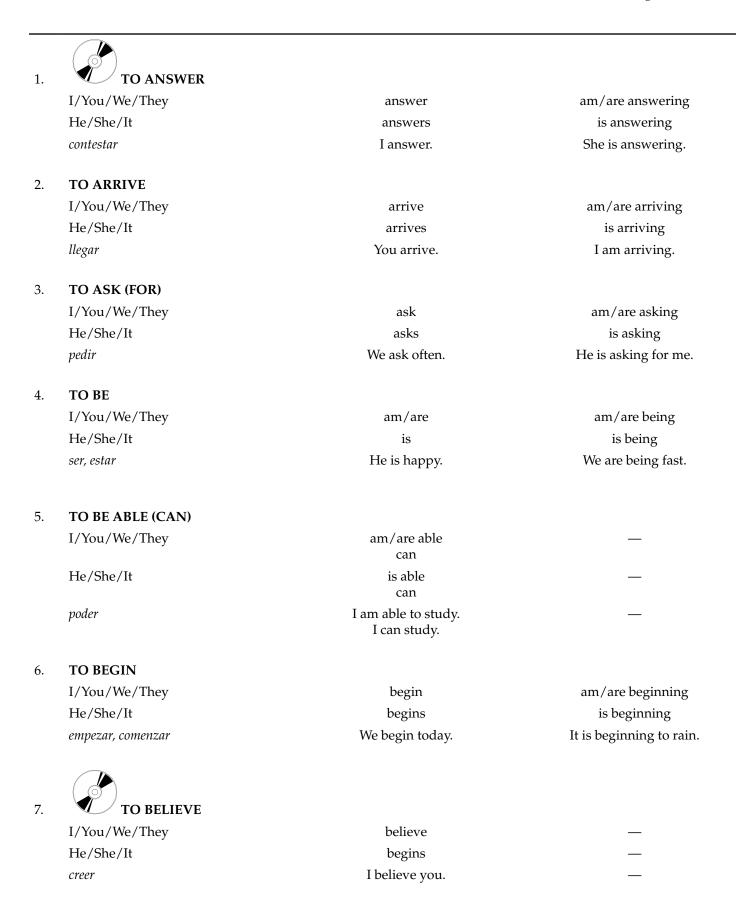
45. to spell

15. to eat

30. to leave

200

60. to write



would answer

They would answer.

will answer

He will answer.

answered

You answered.

would arrive

He would arrive next.

will arrive

She will arrive tomorrow.

arrived

We arrived.

would ask

She would ask for it.

will ask

I will ask for help.

asked "

We asked.

would be

I would be sad.

will be

You will be fluent.

was/were

was

We were bored. She was late.

would be able

will be able

was/were able could

was able

could

He would be able to come. I will be able to go.

You were not able to be there. He could study.

would begin

They would begin.

will begin

She will begin tomorrow.

began

was

He began yesterday.

would believe

He would believe it.

will believe

You will believe me.

believed

He believed in Santa Clause.

8. **TO BRING** I/You/We/They bring am/are bringing He/She/It brings is bringing I bring good news. They are bringing their car. traer 9; **TO CASH** I/You/We/They cash am/are cashing He/She/It cashes is cashing cobrar They cash checks here. She is cashing the check now. 10. **TO CALL** I/You/We/They call am/are calling He/She/It calls is calling llmar He calls every day. She is calling now. 11. TO COME (venir) (vir) I/You/We/They am/are coming come He/She/It is coming came venir I always come home. We are coming today. 12. TO CRY (llorar) (chorar) I/You/We/They am/are crying cry He/She/It crying is crying llorar I cry sometimes. They are crying. 13. TO DO I/You/We/They do am/are doing He/She/It does is doing hacer I do my homework. I am doing the work. He does his job. They are doing well. TO DRINK 14. I/You/We/They drink am/are drinking He/She/It drinks is drinking

She drinks water.

They are drinking water.

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tomar, beber

15. TO EAT I/You/We/They am/are eating eat He/She/It eats is eating comer I eat early. I am eating now. 16. TO FEEL I/You/We/They feel am/are feeling feels He/She/It is feeling I feel good. I am feeling okay. sentir 17. **TO FIND** find am/are finding I/You/We/They He/She/It finds is finding encontrar I find it easy. He is finding it difficult. 18. **TO FINISH** I/You/We/They finish am/are finishing He/She/It finishes is finishing acabar I finish at noon. She is finishing. 19. TO FLY (volar) (voar) fly I/You/We/They am/are flying He/She/It flies is flying volar You fly to Montreal. They are flying tonight.. 20. TO GET I/You/We/They am/are getting get He/She/It gets is getting conseguir, obtener I get lonely. She is getting married. ("to get" se usa en muchas expresiones y tiene muchos signifacados diferentes en inglés.) 21. I/You/We/They give am/are giving He/She/It gives is giving I give up. dar We are giving gifts.

would give will give gave

""

The would give more.

I will give a dollar.

You gave money.

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22.	TO GO		
	I/You/We/They	go	am/are going
	He/She/It	goes	is going
	ir	I go to school.	I am going now.
23.	TO HAVE		
	I/You/We/They	have	am/are having
	He/She/It	has	is having
	tener, haber	I have a dream.	We are having company.
24.	TO HEAR		
	I/You/We/They	hear	am/are hearing
	He/She/It	hears	is hearing
	oír	I hear you.	She is hearing things.
25.	TO HELP		
	I/You/We/They	help	am/are helping
	He/She/It	helps	is helping
	ayudar	I always help.	They are helping us.
26.	TO INVITE		
	I/You/We/They	invite	am/are invited
	He/She/It	invites	is inviting
	invitar	He invites everyone.	She is inviting us.
27.	TO KNOW		
	I/You/We/They	know	_
	He/She/It	knows	_
	saber, conocer	She knows you.	_
28.	TO LAUGH		
	I/You/We/They	laugh	am/are laughing
	He/She/It	laughs	is laughing

You laugh a lot.

He is laughing now.

200

reír

Future

Past (Preterite)

264 / 296

Conditional

would laugh will laugh laughed

""

She should not laugh.

We will laugh with you.

I laughed at him.

29.	TO LEARN		
	I/You/We/They	learn	am/are learning
	He/She/It	learns	is laughing
	aprender	We learn English.	We are learning together.
30.	TO LEAVE		
	I/You/We/They	leave	am/are leaving
	He/She/It	leaves	is leaving
	salir	You leave early.	I am leaving now.
31.	TO LIKE		
	I/You/We/They	like	_
	He/She/It	likes	_
	gustar	She likes you.	_
32.	TO LISTEN		
	I/You/We/They	listen	am/are listening
	He/She/It	listens	is listening
	escuchar	I always listen.	She is listening now.
33.	TO LOOK		
	I/You/We/They	look	am/are looking
	He/She/It	looks	is looking
	mirar, parecer	You look fine.	They are looking around.
34.	TO LOVE		
	I/You/We/They	love	_
	He/She/It	loves	_
	amar	I love you.	_
35.	TO MAKE		
	I/You/We/They	make	am/are making
	He/She/It	makes	is making

I make money.

He is making a cake.

200

hacer

would learn	will learn	learned
He could learn Chinese.	I will learn how to do it.	They learned a lesson.
would leave "	will leave "	left "
We should leave sooner.	I will leave tomorrow.	I left my bag.
would like	will like	liked
would like "	will like "	"
He would like it.	She will like it.	I liked the movie.
would listen	will listen	listened
would listen	will listeri	nstened
We could listen.	I will listen.	We listened carefully.
would look	will look	looked
"	"	"
I would look there.	She will look older.	It looked good.
would love	will love	loved
" We could love it.	" She will always love chocolate.	" They loved each other.
would make	will make	made
would make	wili make	made "

We will make a lot of money.

They would make it.

You made it work.

266 / 296

36.	TO MEET		
	I/You/We/They	meet	am/are meeting
	He/She/It	meets	is meeting
	conocer	I meet her every day.	He is meeting with them.
37.	TO NEED		
	I/You/We/They	need	_
	He/She/It	needs	_
	necesitar	She needs to rest	_
38.	TO READ		
	I/You/We/They	read	am/are reading
	He/She/It	reads	is reading
	leer	He reads the book.	You are reading now.
39.	TO REMEMBER		
	I/You/We/They	remember	_
	He/She/It	remembers	_
	recordar	I remember math.	_
40.	TO REPEAT		
	I/You/We/They	repeat	am/are repeating
	He/She/It	repeats	is repeating
	repetir	I repeat the words.	They are repeating it.
41.	TO SAY		
	I/You/We/They	say	am/are saying
	He/She/It	says	is saying
	decir	We say the words.	She is saying so.
42.	TO SEE		
	I/You/We/They	see	am/are seeing
	He/She/It	sees	is seeing
	ver	It sees everything.	They are seeing it.

Infinitive

would meet

"

I would meet early.

will meet

"

They will meet sometime.

met

"

We met yesterday.

would need

"

I would need to study.

will need

He will need money.

needed

"

They needed time.

would read

"

I could read.

will read

"

She will read it.

read

"

We read a story.

would remember

"

He could not remember.

will remember

"

He will remember us.

remembered

,,

She remembered her childhood.

would repeat

"

They would repeat it.

will repeat

"

He will repeat the course.

repeated

"

She repeated the mistake.

would say

"

They would say it.

will say

He will say this.

said

"

I said yes.

would see

,,

She could see it.

will see

I will see it.

saw

"

You saw the movie.

43.	TO SING		
	I/You/We/They	sing	am/are singing
	He/She/It	sings	is singing
	cantar	I sing a song.	They are singing now.
44.	TO SPEAK		
	I/You/We/They	speak	am/are speaking
	He/She/It	speaks	is speaking
	hablar	We speak English.	He is speaking Spanish.
45.	TO SPELL		
	I/You/We/They	spell	am/are spelling
	He/She/It	spells	is spelling
	deletrear	I spell many words.	They are spelling it correctly.
46.	TO STAY		
	I/You/We/They	stay	am/are staying
	He/She/It	stays	is staying
	quedarse	They stay late.	We are staying here.
47.	TO STUDY		
	I/You/We/They	study	am/are studying
	He/She/It	studies	is studying
	estudiar	I study a lot.	They are studying here.
48.	TO TAKE		
	I/You/We/They	take	am/are taking
	He/She/It	takes	is taking
	tomar	I take the bus.	We are taking it easy.
49.	vTO TALK		
	I/You/We/They	talk	am/are talking
	He/She/It	talks	is talking
			S

I talk every day.

She is talking now.

210

hablar

She will talk later.

Future

Past (Preterite)

270 / 296

Conditional

We could talk more.

You talked a lot.

50.	TO TEACH		
	I/You/We/They	teach	am/are teaching
	He/She/It	teaches	is teaching
	enseñar	I teach every day.	She is teaching now.
51.	TO TELL		
	I/You/We/They	tell	am/are telling
	He/She/It	tells	is telling
	decir	I tell you this.	We are telling the truth.
52.	TO THINK		
	I/You/We/They	think	am/are thinking
	He/She/It	thinks	is thinking
	pensar	We think so.	He is thinking about it.
53.	TO TRY		
	I/You/We/They	try	am/are trying
	He/She/It	tries	is trying
	intentar, tratar	You try hard.	He is trying hard.
54.	TO UNDERSTAND		
	I/You/We/They	understand	_
	He/She/It	understands	_
	entender, comprender	We understand English.	_
55.	TO VISIT		
	I/You/We/They	visit	am/are visiting
	He/She/It	visits	is visiting
	visitar	We visit often.	I am visiting my parents.
56.	TO WALK		
	I/You/We/They	walk	am/are walking
	He/She/It	walks	is walking
	andar, caminar	I walk alone.	I am walking now.

would teach

"

They would teach kids.

will teach

I will teach today.

taught

"

We taught yesterday.

woud tell

"

She should tell us.

will tell

I will tell you now.

told

He told you that.

would think

"

She would think so.

will think

"

I will think more.

thought

"

You thought about it.

would try

,,

I would try it.

will try

"

They will try it again.

tried

"

We tried to stop.

would understand

"

She could not understand.

will understand

"

They will understand soon.

understood

"

I understood.

would visit

"

I would visit often.

will visit

,,

They will visit today.

visited

"

I visited her yesterday.

would walk

"

We should walk carefully.

will walk

"

I will walk with you.

walked

"

We walked here.

work

273 / 296

am/are working

He/She/It works is working trabajar You work hard. I am working.

60. TO WRITE

I/You/We/Theywriteam/are writingHe/She/Itwritesis writingescribirHe writes letters.I am writing a book.

216

I/You/We/They

would want	will want	wanted
" I would want to.	We will want to go.	" He wanted a car.
would watch	will watch	watched "
I should watch it.	We will watch a movie.	You watched tv.
would work	will work	worked "
She could work here.	I will work on it soon.	They worked on it yesterda

will write

They will write soon.

Future

Past (Preterite)

wrote

You wrote a letter to me.

274 / 296

Conditional

(would/could/should)

would write

They would write a lot.

32 Sample Questions for ACTFL Preparation

Instructors and assistant instructors read the questions with the learners and help them learn how to determine what tense they should use to answer each question. Then, instructors help the learners practice creating answers, based on hearing only, until they are proficient. Instructors remind learners to talk, talk, talk in order to get a good certificate rating.

How <u>is</u> the weather where you are? Tell me about the climate where you live. (present tense)

Tell me about your life. (past, present, and future tenses)

Who <u>is</u> your favorite actor or actress? And tell me about him or her. (present and past tenses)

<u>If</u> you had an accident, who <u>would</u> you call in the event of an emergency? (conditional tense: "would")

What <u>is</u> your favorite book? Tell me about it. (present tense)

What kind of music <u>do</u> you like and why? (present tense)

What subjects (classes) <u>did</u> you like best in school? (past tense)

How <u>would</u> you leave a message for your boss if he or she were not there? (conditional tense: "would")

<u>If</u> you need to call a company to replace (change) a window and they do not answer, what message <u>would</u> you leave and what questions <u>would</u> you ask in your message? (conditional tense: "would")

If you like to travel internationally, tell me about a trip you <u>took</u> and what you <u>liked</u> about it. Tell me about the places you <u>visited</u> and the people in detail. (past tense)

Tell me about the first trip you <u>took</u> outside of the country. What <u>was</u> your experience. Tell me in detail. (past tense)

During a vacation, <u>did</u> you ever have a problem? Tell me about it in detail. (past tense)

If in the world there were no laws, what would the world be like? (conditional tense: "would")

<u>Do</u> you use equipment in your work? How <u>did</u> you learn, and how important <u>is</u> it to your work? (present and past tenses)

What <u>would</u> you do <u>if</u> some of the equipment at your work were broken, and to whom <u>would</u> you report it? And how would this affect your work? (conditional tense: "would")

Tell me something about yourself. (past, present, and future tenses)

What <u>was</u> the weather like today? (past tense)

What plants <u>do</u> you like and why? And when <u>is</u> the best time to plant in your area? (present tense)

What <u>are</u> your favorite fruits? vegetables? (present tense)

What <u>would</u> you most like to change on the principal street in your town? (conditional tense: "would")

If you could change something to help other people, what would you change? (conditional tense: "If I could" and "I would")

<u>If</u> you arrive home and something is broken, how <u>do</u> you react and what <u>do</u> you do? (present tense)

Whom <u>do</u> you consider responsible for the education of your children? (present tense)

Who would teach your children better, you or the school and why? (conditional tense: "would")

What <u>would</u> you change in the school system so it would be more accessible to everyone? (conditional tense: "would")

Where would you like to travel and why? (conditional tense: "would")

What kind of travel <u>do</u> you like best (by plane, by boat, by bus, or by car)? And what do you like about traveling? (present tense)

What country would you most like to visit and why? (conditional tense: "would")

What <u>do</u> you like most about your work? (present tense)

What <u>do</u> you like least (dislike) about your work? (present tense)

What would you do to make the airports more secure? (conditional tense: "would")

<u>If</u> you <u>could</u> change your city, what <u>would</u> you change? (conditional tense: "If I could" and "I would")

Supplemental Resource Materials

ACTIVITY IDEAS

Activity Ideas

Activities, especially games, help learners have fun, be more engaged in class, and remember practiced concepts better. This appendix has been created to give you ideas for activities to help learners achieve the above.

Additionally, the activities in this appendix might help you bring more variety to class and increase class energy, as most activities will require learners to move, do something different, and compete with other learners.

Occasionally, you may use some of these activities as a modification (or replacement) of one of the module's activities. You may also use this appendix' activities as the final class activity on the days in which learners are not working on My Foundation.

The activities in this appendix are organized alphabetically, according to the amount of preparation required from the instructor. The activities that require little to no preparation for the instructor are placed first, and the ones requiring more preparation are placed last.

When using these activities, make sure you provide a good environment for learners to enjoy themselves. As usual, pay attention to your learners' needs and interests. Be sensitive and try to get everyone involved. Feel free to adapt activities to your class needs and interests, even create your own. Have fun!



I like people who...

Activity instructions

Rearrange the classroom, having all participants sit in a circle. Have one less chair removed from the circle so that everyone except for one player is seated. The one player without a chair will go to the middle of the circle and will finish the sentence:

I like people who...

As soon as the player finishes the sentence, all those who have the item described will stand up and switch chairs. For example, if the player says: I like people who have black eyes, everybody who has black eyes has to stand up and grab a different chair.

The player left without a chair gets to be in the middle and start another round.

Instructors' preparation

No preparation is required other than understanding the game and knowing how to explain it. Make sure you use vocabulary learners should know and understand.

Learners' preparation

Little preparation is required. Learners should be studying their lessons and be familiar with vocabulary, expressions, etc. This will be their basis for this activity.

Notes

Instructors and assistant instructors may participate. They should use words that learners would recognize.

Be aware of people who may be older or have disabilities. Find a way to make them legitimately participate in this activity, if you decide to play it. Make sure you do not make them feel uncomfortable.



Designate a moderator and divide learners into two teams.

Have the moderator and a learner from one of the teams come upfront. The moderate holds a stack of cards upside down, hiding the word or expression written on them.

The learner randomly selects a card from the stack held by the moderator.

The learner takes a few seconds to think about how to best represent the word (or expression) on the card he or she chose, using gestures. The learner is not allowed to speak or write.

Once the learner starts representing the word, both teams start guessing aloud what the learner is representing. The first team to guess the word (or expression) earns a point.

The moderator should keep track of time, the score, and makes sure the learner does not speak or write. If the learner speaks or writes, his or her team will be deducted one point. After a point is scored, a learner from the other team should stand up and repeat this process.

The team with the highest score wins the game.

Instructors' preparation

Little preparation is required. The instructor may prepare all of the words or expressions, or may ask learners to write them down on pieces of paper, fold them, and return them to the moderator. Vocabulary may come from only one module or from the current and previous modules covered in class.

If you are preparing the cards, make sure you bring them to class ready to be played, so that you avoid wasting class time.

If you prefer learners to write in their words, bring enough paper and pens so that each learner writes at least one word, phrase or expression.

Learners' preparation

Little preparation is required. Learners should be studying their lessons and be familiar with vocabulary, expressions, etc.

If desired, you may give learners about a minute to review vocabulary.

If learners are writing the secret word or expression, that may count towards their review time.

Notes

Feel free to adapt the game to your situation and to use low-cost or non-expensive resources. If you do not have cards to write the words on, feel free to use pieces of paper and fold them enough so that learners cannot see what is written on them. You may use your hands to hold the pieces of paper and have learners randomly draw one to start a round of the game.

When playing the game for the first time, make sure you give clear instructions. Also, model the game so that learners understand it. Feel free to play one round to model the game. This will help those unfamiliar with the game know how to play it.

Assistant instructors may help keep track of time, scores, and which team first guesses the word(s) being represented.

You may play the role of the moderator, or have an assistant instructor be the moderator. If a learner is really not comfortable playing the game (or has little to low participation), you may ask the learner to help out by becoming the moderator, keep track of time, scores, or which team first guesses the word(s) being represented.

20.4



Divide the class into two teams. Have one of the learners draw a card containing a secret vocabulary word, phrase or expression (found in the module being studied). This secret word can come from any part of the module that has been covered in class.

Give the learner a few seconds to think about how to draw what they read in the card.

On your mark, have the learner draw on the board representing what is on the card. At the same time, start a timer and give one minute to let the learner's team guess (in English) what was written on the card. If the team guesses within the designated time, they earn a point. If the team is not successful, no point is given or deducted.

Repeat the activity with the other team.

The team with the highest score wins.

Instructors' preparation

Little preparation is required. Make sure you have a board in your classroom, something to write on it, and to erase what is drawn. Bring a timer.

The instructor may prepare all of the words or expressions, or may ask learners to write them down on pieces of paper, fold them, and turn them to the moderator. Vocabulary may come from only one module or from the current and previous modules covered in class.

Learners' preparation

Little preparation is required. Learners should be studying their modules and be familiar with the modules' vocabulary, expressions, etc.

If learners are writing the secret word or expression, that may count towards their review time. You may give learners an additional time (about one minute) to review vocabulary.

Notes

To make the activity more interesting, you may do the following: if a group does not guess what the secret word is once time is up, the other group will have a chance to talk among themselves and state what they think the word is. If the team is correct, it earns a point.

Assistant instructors may participate in drawing the secret word, but not in guessing the secret word.

Assistant instructors may help keep track of time and scores.

You may play the role of the moderator, or have an assistant instructor be the moderator. If a learner is really not comfortable playing the game (or has little to low participation), you may ask the learner to help out by becoming the moderator.



Divide learners into pairs, then give them a situation, such as:

You are meeting a friend. Decide the day, time, and place to meet.

Have learners take 2-3 minutes to prepare the situation and be ready to role-play it for the class —using English words only.

Assign a pair to perform their role-play for the rest of the class. After the role-play, have the class clap at their peers to congratulate them for their role-play. Highlight the good things of the role-play, then, assign another pair to come up and do their role-play. Repeat the process and make sure you have time to see at least three role-plays.

Instructors' preparation

Little preparation is required. Make sure that you give clear instructions and that your scenarios challenge learners, but do not overwhelm them. Feel free to give learners tools to complete the scenarios, such as: Check Language Focus expressions on pages 34-36 to complete the role-play.

Learners' preparation

Some preparation is required. Learners should be studying their lessons and be familiar with vocabulary, expressions, etc. Learners should take 3-5 minutes to prepare their role-plays in class.

Notes

Each role-play should be fairly short, but contain enough to make it meaningful. If a role-play is dragging, feel free to let learners know they have '30' seconds to finish it. If a role-play is too short, ask learners to use more vocabulary or expressions, until you feel they have done something meaningful.

If the class is big, you may divide the class into groups of three or four people. Tell learners that they all should speak about the same amount of time during the role-play. This will help avoid one or two learners overpowering the other group members, and will give all learners equal participation.

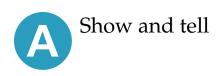
Assistant instructors may help learners prepare their role-play, as long as every pair (or team) has equal chance of getting help. Further, assistant instructors may participate in the role-play, as long as they have a minor role in it, and let learners do most (90%) of the talking.

Learners may volunteer to come up front and do their role-play. You may select the volunteers. However, be careful to avoid choosing the same people over and over so that you give equal opportunities for others to participate and practice their English skills in front of the class.

A good addition to the role-play activity is to determine and state a specific number of vocabulary words or expressions to be used in the role-play. These words or phrases should come from the Learn English Now book, and should be from the module currently being studied, thought they could also come from previously studied modules.

Assigning a specific number of words, phrases or expressions to be used in the role-play, will force learners to use the module's content. To make all learners participate, you may also distribute pieces of paper to the class and have class members write the module's words, phrases or expressions used in each role-play.

After each role-play, have the class clap to the presenters. Congratulate learners for doing the role-play. Feel free to review the words and expressions used from the modules, especially if you have asked class members to take notes.



A learner brings an object to class and talks about it to the class. The learner can describe the object and tell how he or she uses it, and why it is important to him or her.

Instructors' preparation

No preparation required other than assigning a few learners to present.

Learners' preparation

Learners should prepare at home by looking for an object they could describe. The object could be common, or it could be something meaningful and personal to them. Learners should prepare their presentation.

Notes

Learners could bring personal objects that are meaningful to them. Encourage learners listening to the presenting to ask questions after the presentation is over. This is a fun activity in which class members can learn more about each other, expand their vocabulary, and increase their English skills.

Instructors and assistant instructors may also present, bearing in mind that they should not take too much time, and they should use words that most of their learners will know.

You may have one learner presenting in one class, or several learners presenting in the same class.

If you do this activity, make sure that throughout the Learn English Now course, you have asked every learner to present, so that all feel treated equally.

An alternative to this activity is for you to bring objects and give them to learners in class. Give learners a few minutes to prepare to talk about the object (what it is, what it is used for, etc.), and have them talk about it to the whole class. If you decide to do this, take the time to think about and bring objects learners can talk about. You may have learners divided into groups to work on describing each object, and present as a group as well.

Another alternative is to have learners bring pictures of them and their families and talk about them.

The presentation could be done in front of the whole class, or in smaller groups, depending on the size of the class, the time you have, your learners' interests and needs, and whether you would like all learners to get to know each other, or prefer to have them work in smaller groups.

If you are doing the presentations for the whole class, try not to have more than five done on the same day, so that all presentations get attention and you have a variety of activities in class.



Make sure every learner has a full sheet of paper and a pen or pencil. Have learners use their papers horizontally and divide their paper into several columns. The number and name of the columns will depend on the English level the learners are at and what you have covered in class. However learners should always have two columns: Letter (first column) and Score (last column).

The following is an example of column names:

Letter	Name	Place	Verb	Adjective	Thing	Expression	Score

To start playing, have a person (learner or assistant instructor) start saying the English alphabet aloud. Designate another person to say "Stop". Once this person says "Stop", the one saying the English alphabet stops, and repeats the last letter said.

At this point, have all learners fill out each of the columns with a word that starts with the last letter said (except for the Score column), as shown in the next table.

Letter	Name	Place	Verb	Adjective	Thing	Expression	Score
N	Nathan	New York	need	nice	night	nice to meet you	

The first one to finish all columns says "Stop", and everyone else stops writing.

The class reviews their lists. For every non-repeated item, a person receives 10 points. If an item is repeated, each person using it receives 5 points.

Have learners sum their points for that particular letter, and have them write it in the Score column. Then, start another round.

After a few rounds, have learners sum up their total number of points. The person with the highest score wins.

Instructors' preparation

Little preparation is required. The only preparation required is to identify the names of each column and make sure that it is something learners can fill in. Also, make sure you bring enough paper and pens (or pencils) for learners to participate.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis for filling out each column.

Notes

Assistant instructors may play, though they will not be able to say "Stop" once they have filled out all columns. Assistant instructors should also not help learners so that no learner has an advantage over the others. Assistant instructors may observe and monitor learners during the activity.

-

Divide the class into two groups. A team representative comes forward and decides whether to choose a number or let the other team chose a number. One of them chooses a number between 1-20. You read a prepared statement that matches the chosen number. The team representatives have to quickly respond to the statement in a logical and correct way. For example, if you read the statement:

What are your responsibilities?

A team representative could say:

I have to attend class.

If the answer is appropriate, the team representative has given his or her team 45 seconds to say related but different statements.

The team earns a point per correct statement, until time is up.

Send the team representatives back to their team. Have other representatives come up and restart the activity.

The team with most points wins.

Instructors' preparation

Little preparation is required. Make sure you prepare statements that relate to your module's objectives (current and current or past, depending on what you would like to review) and number them.

Also make sure you have enough statements for all learners to participate.

Bring the statements and a timer to class.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis to properly respond to your statements.

Notes

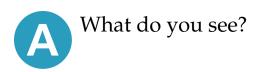
Assistant instructors may help keep track of time, scores, and the numbers chosen to get the initial statement.

If the class is small and assistant instructors wish to participate, they should participate against someone with the same level of English skills. Further, assistant instructors should only participate during the first part of the game (when players respond to the instructor's statement).

Assistant instructors should not participate when the team has to give related statements in 45 seconds.

To add more competitiveness to the game and as English skills allow, you could do the following:

- Ask learners to create a dialog, rather than just give related statements. This would really increase the challenge of the
 activity.
- After the team has finished making statements for 45 seconds, give the other team a chance to correct mistakes made by the first team.
- Give the other team, the challenger team, the option to steal the points. If the team accepts, the team will have 30 seconds to add related statements to the ones given by the first team. If the challenger team adds the same amount of statements or more than the first team, the challenger team gets a point per statement made, and all of the points from the statements made by the first group.



Divide learners into pairs or small groups (no bigger than five). Give each group a picture. Ask learners to describe what they see in the picture, using as many vocabulary words as possible. Words or phrases used should be related to the module being studied as well as past modules. Ask learners to be creative and use as many words as possible to describe the picture.

Instructors' preparation

Preparation is required. You will need to look through pictures or images and select those that best apply to what learners are capable of describing. These images should contain vocabulary or expressions seen in the current and past modules.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis to work on this activity.

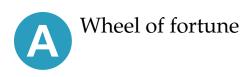
Notes

This activity might be a good opportunity for learners to review current and previous vocabulary. It can also be a great opportunity for learners to learn new related vocabulary to what they are studying.

As learners describe the picture, you (or the assistant instructors) may ask learners what they can tell about the weather, what objects they see, what colors they see, and the number of a particular item (people, car, tress, etc.) they see. This will help learners practice as much vocabulary as possible.

You may have each assistant instructor bring up to three pictures and work with a small group of learners to have them describe their pictures.

When doing this activity for the first time, do the first picture as a class (it would be best to project this image so that everyone can see it, and have different class members raise their hands to describe what they see.



Divide the class as evenly as possible into 2, 3, 4, or 5 teams.

On the board draw horizontal lines, each representing a letter of the word the class needs to guess. This word has to come from the Learn English book, specifically, the module the class is currently working on (or a previous one).

Each team will take turns to guess the mysterious word, a letter at a time. Thus, when the team has its turn, it can choose to guess a consonant. If the consonant is in the word, write it in the proper place(s), and give the team a point for every time the consonant shows in the word. Once a team has stated their consonant, it is up to another team to take its turn.

Whenever a team reaches five points, it can choose to either say a consonant or state a vowel. The team will not get any additional points for correctly guessing any of the vowels.

If a team feels confident about knowing what the mysterious word is, it can chose to get its turn at any point of the game and say their guess. If their guess is correct, the team earns 20 points. If the guess is wrong, the team gets a maximum deduction of 10 points (no negative points are given).

Once a team figures out what the mysterious word is, the teams start a new round with a different word.

The team with the highest score wins.

Instructors' preparation

Some preparation is required. The only preparation required is to identify words (phrases, or expressions) that learners would have seen in class. You may decide to only use words (phrases, or expressions) from the module being studied, or, to use words (phrases or expressions) from current and past modules.

Make sure you have a list big enough to give learners a chance to get a good review.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis for asking for consonants, vowels, and ultimately guessing the mysterious word.

Notes

You may use expressions or phrases from the module, to give variety and more chances for teams to succeed.

The amount of teams and team members on each team will vary according to your class size. If possible, try to keep teams small (groups no bigger than five), to increase all learners' participation.

Assistant instructors may help keeping track of time and scores. Assistant instructors may help you prepare expressions, phrases or words for the game. They may actually carry out this activity.

Assistant instructors should not give hints or participate in guessing the mysterious word unless their participation is kept to a minimum (like requesting a specific vowel) and does not give any team an advantage over the other teams. Assistant instructors should not be the ones guessing the word or telling their team what they think the mysterious word is.



Divide learners into small groups (or in pairs). Give learners reading materials options for them to read aloud. Have assistant instructors be available to answer learners' questions or support them in their reading as needed. Reading aloud appropriate materials will help learners practice their pronunciation, identify vocabulary they already know, learn new words, and develop some reading skills.

Instructors' preparation

Prepare for this activity by looking for material that is both appropriate for the learners' level and to Church standards. Reading materials include:

- Scriptures: such as the Book of Mormon, Articles of Faith, and Joseph Smith—History (found at the end of the Pearl of Great Price).
- Words of modern prophets: General Conference talks, messages and articles published in Church magazines.
- Other Church publications: such as articles in the Liahona, Ensign, New Era, and Friends magazines.
- Children stories:
 - o If you have access to the internet, find children stories online. There are many sites offering them.
 - o Libraries, friends, and acquaintance might help you get a hold of children books.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis for being able to read aloud new materials, asking questions, and understanding their readings.

Notes

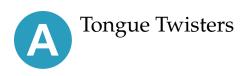
Assistant instructors may work with learners to help them read and understand their reading. However, assistant instructors need to be careful to let the learner do most of the reading and talking. Assistant instructors may help learners with pronunciation issues, and answer some of their questions.

Children stories, as well as Friends and New Era articles, are a great source of reading. They are typically short, have commonly used words, and are written in a way that is simple to understand them. Also, many of these books have images that can help learners better understand what they are reading. Not every learner might like reading children stories, so it is good to bring a variety of readings so that everyone can find something they like.

The Book of Mormon might be a good choice, especially if class members are familiar with it, and wish to improve their Church vocabulary.

General Conference talks often have stories, and commonly used words.

Articles published in Church magazines are typically shorter than General Conference talks.



Write a tongue twister on the board. Then, model how to say it. Have learners repeat it after you. If the whole tongue twister is too much for learners, have them repeat a set of words after you, until you finish the tongue twister and learners can say it completely.

After two or three times, start increasing the speed at which the tongue twister is said. See how fast learners can say it correctly.

Instructors' preparation

Find some good tongue twisters to help learners better pronounce their English words. If you are concerned about a particular sound learners need help with, find a tongue twister that will help them better say that sound.

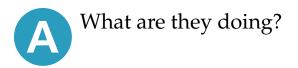
Learners' preparation

No preparation is required for learners.

Notes

Common English tongue twisters are:

- How much would a woodchuck chuck if a woodchuck could chuck wood?
- Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?
- Can you can a can as a canner can can a can?
- I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
- She sells seashells by the seashore.
- I saw Susie sitting in a shoeshine shop.



Divide learners into pairs or small groups (no bigger than five). Show learners pictures of different people doing different things. Learners should describe what they think the people in the pictures are doing.

Instructors' preparation

Preparation is required. You will need to look through pictures or images and select those that best apply to what learners are capable of describing.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis to work on this activity.

Notes

This activity is helpful to review the 60 common English verbs. Depending on the level learners are at, you may have learners just state a verb, conjugate the verb, or create a full sentence in the present, future, or past tense.

You may also turn this activity into a game by turning the pictures into cards, and giving learners a specific time to go through them. An assistant instructor can help monitor each group's progress. Every time a learner makes a correct sentence of what the people in the cards may be doing, the team earns a point, and another card is drawn to play. When time is up, each team should count the number of points earned. The team with the most points wins.

You may have each assistant instructor bring up to three pictures and work with a small group of learners to have them describe their pictures.

When doing this activity for the first time, model the activity or do the first picture as a class (it would be best to project this image so that everyone can see it).



Divide learners into small pairs. Give learners a stack of cards facing down, each with a secret word on it, and other related words. The person picking up the card needs to give clues about the secret word to his or her partner, without using any of the related words. Once the peer has guessed the secret word, learners switch roles and start playing with a different card.

Set a timer to an appropriate time for learners to go through the stack. The timing will depending on learners' English skills, and the amount of cards you have provided for them. Tell learners when to start and when to stop.

Once they have stopped, have learners count the number of cards for which they got the correct word. The team that correctly guesses the most amount of words wins.

Instructors' preparation

Some preparation is required. Go through the module's activities and choose words, phrases or expressions that will have been covered by the time the game will be played. Write the secret word(s) on a piece of paper and underneath one to three words that should not be used as clues. The number of words forbidden to be used will depend on learners' English skills and vocabulary covered in class.

The paper could look something like this:

<u>purple</u>

do not use: color red blue

Since learners will want to go through the stack quickly, it is best to use cardboard for the words. However, regular paper should work as well. Feel free to use a quarter (or less) of a piece of paper for each card.

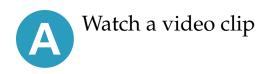
Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis to guess the secret word, phrase or expression.

Notes

Make sure you bring an equal number of stacks of paper for each pair (small group).

When explaining the game, make sure learners understand they cannot repeat cards. Learners will need to put the cards they have gone through in a different place than the stack that they still need to draw to play.



Learners watch a video clip (about three times) that is appropriate according to LDS standards and learners' English skills. As they watch the clip, learners will be looking for specific things as told by the instructor. After learners have watched the video clip, they share their answers with the class and discuss the video clip.

Instructors' preparation

Videos can be a great way to engage learners. It will also help them with their English skills. To select appropriate video clips for your class do the following:

- Make sure the video clips you show are appropriate. Video clips should follow LDS Church standards. Please watch the whole video clip before showing it to the class. This will help you avoid unpleasant surprises.
- Select small video clips. Video clips around three minutes are ideal. Avoid showing clips that run longer than five minutes. You will likely loose learners' attention, and you might even overwhelm them.
- Choose video clips that match your learners' English skills. Video clips should challenge your learners, but should not be too far from their comprehension. Challenge your learners, but do not overwhelm them.
- Look for video clips that match your learners' interests. There are plenty of appropriate videos to choose from. Choose one(s) that match you learners' interests.
- Choose video clips with a purpose. Though a video is often a more relaxing activity, it should still have a purpose. You may choose to show videos that demonstrate cultural aspects of the English culture closest to your native country; videos to review the future tense, to add vocabulary, reinforce a module's objective, etc. Avoid showing a video just because it is a different type of activity. Learners will be able to tell when you are prepared, and will likely be much more engaged if you have chosen a video with a purpose in mind.

The following points outline an effective way to use a video clip.

• Give a preview of the video content. Tell learners what the video is about. You do not have to summarize the video, just tell enough so that learners can get an idea of the video's content.

Example:

The video we will watch is about a New York music executive. He talks about his work, his family, and things he likes

• Ask learners questions related to the video. This will help learners anticipate what they could listen in the video. This will also be an opportunity to help learners review or learn specific vocabulary.

Example:

What words do you use to talk about your family?

• Ask learners to look for specific things in the video. This will help learners focus when watching the video.

Example:

Look for the following in the video:

- o How many children does Ryan have?
- o What is "squash"?
- o How does Ryan describe himself?
- o What did you like about the video?
- Show the video two or three times. Ask learners to focus for general meaning the first time. Then for the second and third times, ask them to focus on answering your questions.
- Discuss questions with the learners. Review learners' answers. Further, you may choose to have learners share something they learned or liked about the video. The latter can turn into a fun and interesting activity as learners might share insights or commonalities shared with the people shown in the video.

Learners' preparation

No preparation is required for learners. Learners should be studying and learning English in between classes. Learners should be familiar with the module's vocabulary as well as modules already covered in class.

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Make sure you have the equipment necessary to show and project the video in class.

The internet is a great resource for finding video clips. Again, be cautious of what you select. Make sure you have watched all of the video before showing it to the class to avoid unpleasant surprises.

I'm a Mormon videos are a great resources for short and appropriate videos.

Consider creating handouts with key vocabulary, or with specific questions for learners to pay attention to while watching the video. This will help learners better prepare to understand the video clip.

If you do not bring handouts, write the questions on the board, so that learners can see and review them as they watch the video. Bring paper for learners to write down their answers.

If the audio clip is too hard to understand, and if close captions are available, consider turning them on when showing the video to the class.

Supplemental Career English

INTRODUCTION TO CAREER ENGLISH— FOR FUTURE PRACTICE AND REFERENCE

Introduction to Career English

Congratulations on completing the first 17 modules of English For You Now! You are now ready for Career English. You are encouraged to select, study, and practice the modules for the careers of most interest to you, along with the corresponding vocabularies in the back of Career English.

Career English is designed to help you develop the English capacity that will assist you to obtain employment or advance in careers that require English. The careers currently covered are as follows:

- Airlines
- Tourism
- Business

Hotels

- Banking
- Import and Export

The dialogs for each of these career modules identify a set of business vocabulary in the back of the book that corresponds to that career. In addition, basic vocabulary and basic verb study sections are also included.

Other skills that would be useful for your employment:

Over the last several years, the LDS Church has done studies and concluded that, in addition to English skills, basic working computer skills could help large numbers of our people obtain and improve their employment. In turn, this would allow them to support their families and better serve in the Church in their own countries. Many careers require good working computer skills with Windows and Microsoft Word, and sometimes Excel and PowerPoint are also required. Training courses in such skills are offered by various technical schools and sometimes financed by your government. We encourage you to go to the Self-Reliance Services center for your stake, your country's government sources, and local educational institutions to identify such possible courses in computer skills.

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Instructions for Career Module and Vocabulary Practice

Career English modules and materials can be found online at http://learningenglish.mtc.byu.edu

From the CLS home page, click on CLS Materials. On the Materials Center page, click on CLS Documents. On the Documents page, scroll to the bottom to see "Book 3 - Career English." This book is available as a pdf to download.

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Learners should study and practice the modules and vocabulary for the careers that most interest them. Using the table below, the instructor and assistant instructors ask what careers the learners are interested in studying. Then, they create breakout mini-classes for the learners interested in each career. In these mini-classes, the instructors project or distribute the corresponding modules and practice those modules with the group of interested learners.

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In addition, on the http://learningenglish.mtc.byu.edu website, you will find a basic English grammar workbook. On the Documents page, click on the Basic English Grammar Workbook or the download arrow next to it. This workbook will provide you very valuable practice and continued important learning. You should use a pencil as you work with it so you can make corrections with the help of your instructor or a native English speaker.