



EnglishConnect 1

FOR LEARNERS



English*Connect* 1

FOR LEARNERS

LESSONS 1-25

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ENGLISH-CONNECT 1

ENGLISH-CONNECT 2

ENGLISH-CONNECT 3

PATHWAY-CONNECT

Novice-Mid to Novice-High

Objective: Opportunities for wage employment and preparation for EnglishConnect 2.

Learner Profile: Literate in their native language and familiar with Latin alphabet and phonics.

Curriculum: Basic English conversation skills, with limited reading and writing.

Intermediate-Low to Intermediate-Mid

Objective: Opportunities for wage employment and preparation for EnglishConnect 3.

Learner Profile: Must be at least at an Intermediate-Low level.

Curriculum: Basic English conversation skills, with limited reading and writing.

Intermediate-Low to Intermediate-High

Objective: Academic English skills and opportunities for office employment.

Learner Profile: Must be at least at an Intermediate-Low level.

Curriculum: Academic preparation in English reading, writing, listening, and speaking.

This product is still under development.

Intermediate-High to Advanced-Low

Objective: University-ready skills and opportunities for office employment.

Learner Profile: Must be at least at an Intermediate-High level.

Curriculum: Enrollment in university-level courses in life skills, writing, and math.

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

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

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

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

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

Best wishes!

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INTRODUCTION: *ENGLISHCONNECT 1*

WHY ARE YOU LEARNING ENGLISH?

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

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

I'm learning English because _____

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

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

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

WHAT WILL YOU STUDY?

The *EnglishConnect Learner's Manual*

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

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

My English Practice Plan

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

- Practice and listen to spoken English by attending class each week.
- Complete the Invitation to Act included at the end of each EnglishConnect lesson. This gives you an opportunity to apply what you have learned in class.
- Review and practice the vocabulary from each lesson. Practice writing the words as well as saying them.
- Practice the homework vocabulary at the back of the manual. The homework vocabulary is an expansion of the lesson vocabulary.

- Practice the conversation from the lesson with a partner or by yourself.
- Preview the vocabulary for the next class. This prepares you for what you will be learning.
- Duolingo is a resource available for free for both Android and Apple users. Visit the corresponding app stores. Please note that Duolingo uses your cellular data, so you might want to use it when you are connected to WiFi on your handheld device. Duolingo is also available online for free at duolingo.com. It is recommended that you spend about 10 to 15 minutes a day practicing with Duolingo.
- Participate in Speaking Partners, a program that provides you with the opportunity to speak weekly with a native English speaker through video chat such as Skype or Facetime.
- Other English practice activities include watching English movies, television, or podcasts or listening to English radio or other audio. It also includes practicing English with classmates or others.

My Foundation

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

WHEN, WHERE, AND HOW WILL YOU STUDY?

Study tips

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

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

MY ENGLISH PRACTICE PLAN

LESSON 1: INTRODUCTORY LESSON

Why am I learning English?

INTRODUCTION TO *ENGLISHCONNECT*

Objectives

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

Why are you studying English?

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

Goal:

What will you study?

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

Where, when, and how will you study?

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

Where: _____

When: _____

How: _____

WARM-UP

Target Phrases

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

The English Alphabet

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

vowels: a, e, i, o, u

LESSON CONVERSATION AND ACTIVITY

Conversation

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

Activity

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

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 2: GREETINGS AND INTRODUCTIONS

How are you?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

- | | |
|--------|-----------|
| Cities | Countries |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |



LESSON CONVERSATION AND ACTIVITIES

Conversation 1: Meeting Someone New

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

Conversation 2: Greeting a Friend

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

Conversation 3: Ending a Conversation

- A: Bye!
 B: See you later.

Pronunciation Principle: Contractions with Be

Full Forms

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

Contractions

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Conversation 1: Meeting Someone New

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

A: Good morning!

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

B: Hi! How are you?

B: I'm from _____.

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

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

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

B: Nice to meet you too.

Activity 1

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

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

1. Conversation _____

2. Conversation _____

3. Conversation _____



Activity 2

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

City_____

Country_____

City_____

Country_____

City_____

Country_____

City_____

Country_____

City_____

Country_____

City_____

Country_____

Listening

www.mormon.org/gabe

1. What is his first name?

3. Where is he from?

2. What is his last name?

WRAP-UP

Summary

Now I can . . .

1. say **hello** and **good-bye**.

Now I know . . .

2. say my name.

3. ask people's names and where they are from.

Invitation to Act

Practice introducing yourself to 3 people in English this week.

LESSON 3: PERSONAL INTRODUCTIONS

When is your birthday?

WARM-UP

Objectives

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

Target Phrases

When is your birthday?

My birthday is _____ July 11th _____.

What's your phone number?

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

What's your address?

My address is _____ 512 West Fourth Street _____.

What's your email?

My email is _____ susanjones@email.net _____.

Vocabulary

January

0-zero

—

February

1-one

first

March

2-two

second

April

3-three

third

May

4-four

fourth

June

5-five

fifth

July

6-six

sixth

August

7-seven

seventh

September

8-eight

eighth

October

9-nine

ninth

November

10-ten

tenth

December



LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: When is your birthday?

B: My birthday is March 30th.

Conversation 2

A: What's your phone number?

B: My phone number is 125-930-1988.

Conversation 3

A: What's your address?

B: My address is 906 Main Street.

Conversation 4

A: What's your email?

B: My email is j.anderson@email.net.

Pronunciation Principle: th

She's sinking.



She's thinking.



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

It's the fort.



It's the fourth.

4th

LEARNING STRATEGY

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

Instructor-Guided Practice

Maria
Birthday: May 15th
Phone: 832-351-9721
Address: 278 North Blossom Lane
Email: maria@email.net

John
Birthday: October 9th
Phone: 919-345-3985
Address: 620 East Canyon Road
Email: johnny@email.net

Teresa
Birthday: August 20th
Phone: 208-377-1984
Address: 340 South 2nd Street
Email: teresa@email.net

Activity 1

Message	Options
To:	
Cc:	
Subject:	

Activity 2



First name _____

Last name _____

Birthday _____

Phone number _____

Address _____

Listening

www.mormon.org/dave

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 4: HOBBIES AND INTERESTS

What do you like to do?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

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

Pronunciation Principle: Reducing to

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

LEARNING STRATEGY

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

Instructor-Guided Practice

A: What do you like to do?

B: I like _____.

B: I don't like to _____.

Activity 1

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

Activity 2

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

Ask: "Do you like to _____?"

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

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

Listening

www.mormon.org/lindsey

1. What does Lindsey like to do?

WRAP-UP

Summary

Now I can ...	Now I know ...
<input type="radio"/> 1. say what I like to do.	_____
<input type="radio"/> 2. say what I don't like to do.	_____
<input type="radio"/> 3. ask what someone likes to do.	_____

Invitation to Act

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

LESSON 5: HOBBIES AND INTERESTS

Why do you like to shop?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

Translate each of these words into your native language.

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

LESSON CONVERSATION AND ACTIVITIES

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

Pronunciation Principle: Intonation

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

Example: Do you like to shop?



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

Example: What do you like to do?



LEARNING STRATEGY

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

Instructor-Guided Practice

Conversations 1 and 2	Conversation 3
A: Do you like to _____?	A: What do you like to do?
B: Yes. or No.	B: I like to _____.
A: Really? Why? or Really? Why not?	A: Really? Why?
B: I (don't) like to _____ because it's _____.	B: I like to _____ because it's _____.

Activity 1

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

Activity 2

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

Listening

www.mormon.org/william

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

WRAP-UP

Summary

Now I can ...	Now I know ...
<input type="radio"/> 1. say why I like something.	_____
<input type="radio"/> 2. say why I don't like something.	_____

Invitation to Act

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

LESSON 6: FAMILY

Who is in your family?

WARM-UP

Objectives

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

Grammar



Singular

brother
sister
parent
uncle



Plural

brothers
sisters
parents
uncles

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

Conversation

A: So, tell me about yourself.

B: Well, I'm from Canada. I like to dance. Also, I have a big family.

A: Oh, yeah? Tell me about your family.

B: There are 5 people in my family. I have a brother and a sister. What about you? How many are in your family?

A: I have 3 sisters and no brothers. So there are 6 people in my family.

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

Not Linked

about yourself
what's your
meet you

Linked

abouchurself
whachur
meechu

Practice.

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

LEARNING STRATEGY

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

Instructor-Guided Practice

How many people are in your family?

There are _____ people in my family.

I have _____ (brothers or sisters).

I have _____ (uncles or aunts).

I have _____ (nieces or nephews).

I have _____ (cousins).

I have _____ (sons or daughters).

Activity 1



Activity 2

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

Listening

www.mormon.org/gabe

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

3. How many daughters does he have?

Bonus question: Where is Gabe from?

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 7: FAMILY

Tell me about your family.

WARM-UP

Objectives

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

Grammar

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

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

Conversation

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

Pronunciation Principle: The Letter e

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

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

Practice.

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Practice.

A: Tell me about your family.

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

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

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

Activity 1

Who is it?

Example:

A: He is old. **A:** No, he doesn't have a beard.

B: Does he have blue eyes? **B:** Does he have glasses?

A: Yes, he has blue eyes. **B:** Is it Ray?

B: Does he have a beard? **A:** Yes!



Activity 2

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

Classmate's name	Family member	She (he) is ____ years old.	She (he) is ____.	She (he) is ____.

Listening

www.mormon.org/julieh

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

Describe 3 people who are in your family.

LESSON 8: EVERYDAY COMMON ITEMS

What is that?

WARM-UP

Objectives

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

Grammar

Singular

this

Plural

these

Vocabulary

watch



pen



key



clock



phone



book



chair



table



notebook



wallet



computer



pencil



LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: Is this your phone?

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

Conversation 2

A: Are these your keys?

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

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



ship—sheep

it—eat

this—these

mitt—meet

cheap—chip

slip—sleep

Read these words to a partner:

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Singular

A: What is this?

B: It's a ____.

Plural

A: What are these?

B: They're ____.

Activity 1

A: Is this your ____?

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



Activity 2

A: Are these your ____?

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

Listening

www.mormon.org/lisa

1. What is her name?
2. How old is she?
3. Name 2 things she loves.

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 9: CLOTHING AND COLORS

What are those?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

Clothing	Colors					
dress	red		black			
skirt	blue		white			
shirt	yellow		gray			
sweater	orange		purple			
	green		brown			
pants						
tie						
shoes						
socks						
suit						

LESSON CONVERSATION AND ACTIVITIES

Conversation

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

Pronunciation Principle: Stress with Adjectives

I'm looking for a new shirt.

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

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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice

What is that?



What are those?



Activity 1

I'm looking for ...

A. Do you like this/those _____?

B. No. That/Those is/are _____. I'm looking for a _____ one.
(I'm looking for _____ ones.)

Activity 2



Listening

www.mormon.org/jeremy

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

WRAP-UP

Summary

Now I can ...

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

Now I know ...

Invitation to Act

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

LESSON 10: DAILY ROUTINES

What do you do in the morning?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Pronunciation Principle: Present Tense Endings

Add [s] sound
walk—walks
shop—shops
get—gets

Add [z] sound
clean—cleans
play—plays
read—reads

Add [iz] sound
brush—brushes
watch—watches
pass—passes

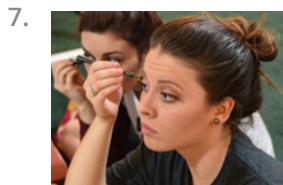
Practice saying the he/she forms of these verbs:

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

LEARNING STRATEGY

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

Instructor-Guided Practice



Activity 1

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

Activity 2

- | | |
|----------------|----------------|
| get dressed | eat breakfast |
| get ready | brush my teeth |
| make breakfast | go to work |
| | go to school |

Listening

www.mormon.org/julie

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

WRAP-UP

Summary

Now I can ...	Now I know ...
<input type="radio"/> 1. say what I do in the morning.	_____
<input type="radio"/> 2. ask what someone does in the morning.	_____
<input type="radio"/> 3. say what someone does in the morning.	_____

Invitation to Act

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

LESSON 11: CURRENT ACTIVITIES

What are you doing now?

WARM-UP

Objectives

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

Grammar

Simple Present Tense			Present -ing Tense		
I		Use: routines and habitual actions Examples: I eat lunch every afternoon. She prays every night.	I	am	Use: actions happening now Examples: I am eating lunch (now). I am praying (now).
you	eat		you		
we			we	are	
they			they		
he/she/it	eats		he/she/it	is	

Vocabulary

come home (from work or school)
make lunch
cook dinner
eat dinner
study

pray
put on my pajamas
wash my face
relax
go to bed



LESSON CONVERSATION AND ACTIVITIES

Conversation (on a Friday night)

A: Hey, what are you doing right now? I'm going to Jamie's house to eat pizza and watch a movie. Do you want to come?
B: Oh, sounds fun . . . but I'm studying.

A: Really? Do you usually study on Friday nights?
B: No, I usually relax, but I have a big test soon.
A: Ok, well good luck!

Pronunciation Principle: i and y

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

LEARNING STRATEGY

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

Instructor-Guided Practice

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

Activity 1

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

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

Activity 2

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

A: What are you doing?

B: I'm _____.

A: Do you usually _____?

B: Yes, I usually _____.

(OR)

No, I usually _____.

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

Listening

www.mormon.org/deborah

1. What does Deborah usually do during the day?

2. How many children does she have?

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 12: TIME AND CALENDAR

What time is it?

WARM-UP

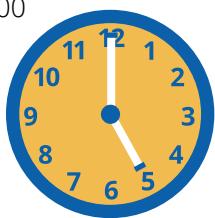
Objectives

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

Grammar

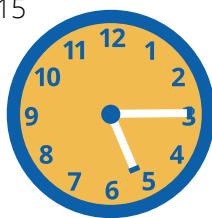
five o'clock

5:00



five fifteen

5:15



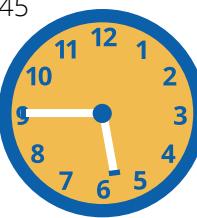
five thirty

5:30



five forty-five

5:45



Vocabulary

Numbers for telling time

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

Numbers for giving the date

eleventh	sixteenth
twelfth	seventeenth
thirteenth	eighteenth
fourteenth	nineteenth
fifteenth	twentieth
	thirtieth

Days

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: What time is it?

B: It's three thirty.

Conversation 2

A: Is today the fourteenth?

B: No, it's the fifteenth.

Conversation 3

A: What day is it today?

B: It's Friday.

Pronunciation Principle: -teen and -ty in numbers

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

A

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

B

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

Extra:

- 70 / 17
90 / 19
50 / 15

LEARNING STRATEGY

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

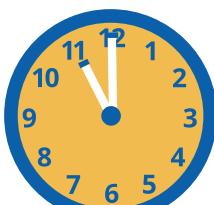
Instructor-Guided Practice



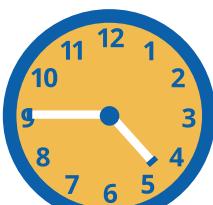
3:30



6:15



11:00



4:45

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

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

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

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

Activity 1

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

Activity 2

Times

When you usually wake up: _____

When you usually eat lunch: _____

When you usually go to work/school: _____

When you usually go to bed: _____

Dates

Your birthday: _____

Your favorite holiday: _____

Your country's new year date: _____

A family member's birthday: _____

Listening

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

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

WRAP-UP

Summary

Now I can . . .

○ 1. say the time and date.

○ 2. ask for the time and date.

Now I know . . .

Invitation to Act

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

LESSON 13: WEATHER

How's the weather?

WARM-UP

Objectives

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

Target Phrases

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

Vocabulary

rain
snow
wind
cloud
fog
cold
hot



LESSON CONVERSATION AND ACTIVITIES

Conversation (on the phone)

- A:** How's the weather in London?
B: Not very good. It's raining again.
- A:** That's too bad*. Will it rain tomorrow too?
B: I think it will. It usually rains a lot in April.

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

Pronunciation Principle: Another sound for i and y

sunny, cloudy, rainy, happy, windy, snowy, slowly, study, thirty
taxi, chili, broccoli, kiwi

Practice:

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Today

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

Tomorrow

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

Activity 1

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

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

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

1. Monday: 
2. Tuesday: 
3. Wednesday: 
4. Thursday: 

Activity 2

Today



Tomorrow



Listening

www.mormon.org/dean

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 14: JOBS AND CAREERS

What do you do for work?

WARM-UP

Objectives

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

Target Phrases

What do you do for work?

I am a nurse.

I have my own business.

What does he (or she) do for work?

He (or She) is a mechanic.

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

Where do you work?

I work at a factory.

Where does he (or she) work?

He (or She) works at a restaurant.

Vocabulary

office
factory
hospital
store
restaurant
school



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

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice



Activity 1

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

A→B: I just got a new job!

B→C: He (or She) just got a new job!

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

C→B: Where does he (or she) work?

A→B: I work _____.

B→C: He (or She) works at _____.

Activity 2

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

Listening

www.mormon.org/yvette

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

WRAP-UP

Summary

Now I can ...	Now I know ...
<input type="checkbox"/> 1. say what I do for work. <input type="checkbox"/> 2. ask and say what someone does for work. <input type="checkbox"/> 3. say where I work. <input type="checkbox"/> 4. ask and say where someone works.	_____ _____ _____

Invitation to Act

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

LESSON 15: JOBS AND CAREERS

Tell me about your job.

WARM-UP

Objectives

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

Target Phrases

Tell me about your job.

My job is full-time.

I am self-employed.

His (or Her) job is part-time.

He (or She) is self-employed.

What do you do at work?

Every day I serve food.

Every day he (or she) cleans buildings.

Vocabulary

Verbs

help	sell
serve	clean
teach	program (computers)
cut	

Nouns

customer	hair
food	product
student	building
computer	

Adjectives

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

LESSON CONVERSATION AND ACTIVITIES

Conversation

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



Pronunciation Principle: The Letters oo

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

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

Practice

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

LEARNING STRATEGY

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

Instructor-Guided Practice

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

2. Every day I _____

Activity 1

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



server



secretary



farmer

Activity 2

Jobs from Lesson 14

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



Listening

www.mormon.org/grantk

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

WRAP-UP

Summary

Now I can ...

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

Now I know ...

Invitation to Act

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

LESSON 16: FOOD

What's your favorite food?

WARM-UP

Objectives

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

Target Phrases

I usually eat eggs for breakfast.

What is your favorite food?

My favorite food is chicken.

Chicken is my favorite food.

Why do you like chicken?

Why don't you like cheese?

I don't like the taste.

It's salty.



Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation (deciding what to eat for lunch)

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

Pronunciation Principle: [uh] in Unstressed Syllables

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

Practice

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

LEARNING STRATEGY

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

Instructor-Guided Practice

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

Activity 1

A: What's your favorite food?

B: My favorite food is _____.

Classmate	Favorite Food

Activity 2

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

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

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

B: It's _____.

Lunch Decisions

1. _____
2. _____
3. _____
4. _____



Listening

www.mormon.org/dave

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

WRAP-UP

Summary

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

Invitation to Act

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

LESSON 17: FOOD

Where do you like to eat?

WARM-UP

Objectives

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

Target Phrases

I'd like to order _____.

soup
pasta

I'd like to order a _____.

sandwich
salad
pizza
hamburger
drink
dessert

Vocabulary

sandwich	pizza
salad	hamburger
soup	drink
pasta	dessert



LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Pronunciation Principle: The Letters r and l

right



light



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

LEARNING STRATEGY

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

Instructor-Guided Practice

Example

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

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

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

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

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

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

Activity 1

1.



2.



3.



4.



5.



Activity 2

Partner A

Partner B



Listening

www.mormon.org/colton

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

WRAP-UP

Summary

Now I can ...

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

Now I know ...

Invitation to Act

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

LESSON 18: FOOD

How do you make that?

WARM-UP

Objectives

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

Target Phrases and Grammar

Target Phrases	Grammar	
How do you make that (this)?	first	1. First, you put some cheese on the bread.
What are the ingredients?	next or then*	2. Next, you put some oil in the pan.
You need <u>bread</u> and <u>cheese</u> .	last * interchangeable	3. Then, you heat the pan on the stove. 4. Last, you cook the bread for 5 minutes.

Vocabulary

Sequencing Words	Verbs	Nouns	
first	stir	pan	spoon
next	chop	stove	knife
then	heat	oven	fork
last	bake	ingredients	plate
	cook	flour	bowl
	boil	salt	cup
	add	sugar	
	put	oil	



LESSON CONVERSATION AND ACTIVITIES

Conversation



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

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

A: Thanks! I'll try it!

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

1. oil, boil, toy, boy

Practice:

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

LEARNING STRATEGY

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

Instructor-Guided Practice

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

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

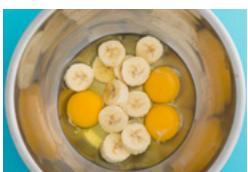


Activity 1

1.



2.



3.



4.



5.



Activity 2

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

Listening

www.mormon.org/frank

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 19: MONEY

How much does this cost?

WARM-UP

Objectives

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

Target Phrases

How much is this shirt?

I need an apple.

How much are those shoes?

I don't need a skirt.

How much does the car cost?

It's too expensive.

I'd like to buy a chicken.

The dress is pretty.

Vocabulary

Numbers 70-1,000,000

70-seventy

Local Currency

80-eighty

90-ninety

100-one hundred

1,000-one thousand

1,000,000-one million

Nouns

pajamas

Verbs

cost

Adjectives

expensive

shoes

buy

cheap

tie

need

good

apple

Review

bad

chicken

dress

pretty

phone

shirt

ugly

table

skirt

car

car

LESSON CONVERSATION AND ACTIVITIES

Conversation: At a Clothing Store

A: Excuse me, I'd like to buy some pants.

B: Twenty-five.

How much do those blue pants cost?

A: Fifty dollars.

A: Okay, great! I'd like to buy

those.



Pronunciation Principle: The Letter o with Silent e

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

Write the words you hear: _____

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Write the numbers that your instructor says in numerals.

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

Activity 1

1.  My price: _____
Lowest price: _____
Highest price: _____
2.  My price: _____
Lowest price: _____
Highest price: _____
3.  My price: _____
Lowest price: _____
Highest price: _____
4.  My price: _____
Lowest price: _____
Highest price: _____
5.  My price: _____
Lowest price: _____
Highest price: _____
6.  My price: _____
Lowest price: _____
Highest price: _____

Activity 2

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



40 dollars



15 dollars



25 dollars



20 dollars



25 dollars



10 dollars

Listening

www.mormon.org/byron

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

WRAP-UP

Summary

Now I can ...

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

Now I know ...

Invitation to Act

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

LESSON 20: HOME

Where do you live?

WARM-UP

Objectives

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

Target Phrases and Grammar

Target Phrases

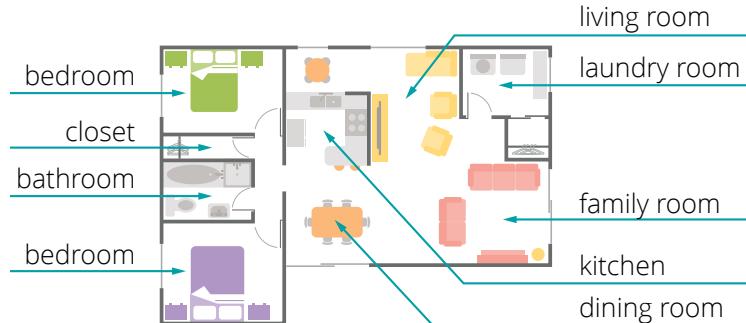
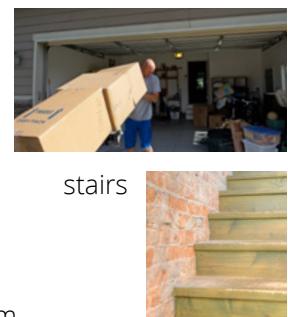
I live in a/an apartment in New York City.
 The bathroom is next to the kitchen.
 The dining room is to the left of the stairs.
 The dining room is to the right of the closet.

Grammar: **a** and **an**

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

Vocabulary

house	garage
apartment	
floor plan	
corner	
next to	
left ←→ right	
	top ↓ bottom



LESSON CONVERSATION AND ACTIVITIES

Conversation

- A:** Where do you live?
B: I live in an apartment in New York City.
A: Oh really? Do you like your apartment?
B: Yes, I do. It's very nice but it's not very big. It only has one bedroom. I like the kitchen though.
- A:** Do you have a garage?
B: No. Most apartments in New York City don't have a garage.



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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice

A: Where do you live?

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

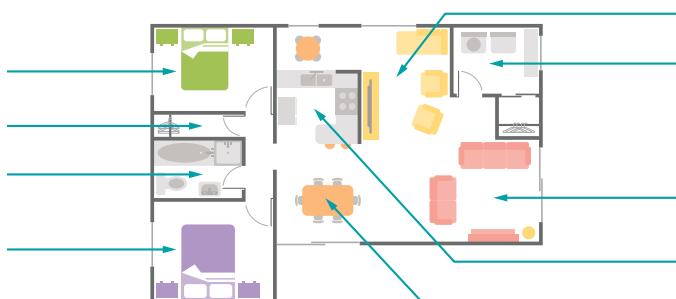
A: Oh really? Do you like your _____?

B: _____. It's _____.

A: Do you have a _____?

B: _____.

Activity 1

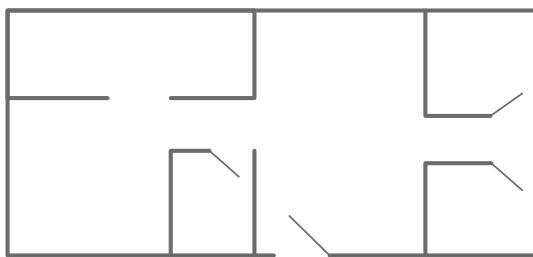


1. The kitchen is next to the _____.
2. The living room is to the right of the _____.
3. The bathroom is to the left of the _____.
4. The _____ is in the top left corner.
5. The _____ is in the bottom left corner.
6. The _____ is in the top right corner.

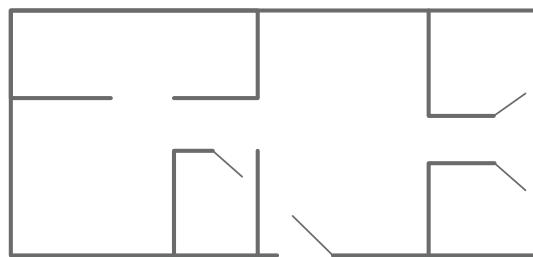
Activity 2

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

My floor plan:



My partner's floor plan:



Listening

www.mormon.org/marco

1. What kind of building is Marco in?

2. What 2 rooms does Marco show?

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

Create a floor plan for the place you live now, or for another building you know. Label the rooms in English.

Come prepared to describe the floor plan to someone during the next class.

LESSON 21: HOME

I'm glad you're visiting!

WARM-UP

Objectives

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

Target Phrases

The bedroom/bathroom is small.

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

There is/are soap under the sink.

There is/are a blanket on the bed.

Vocabulary

Bathroom

toilet

shower

towel

sink

soap

cupboard

mirror

bathtub



Bedroom

bed

blanket

pillow

window

closet



Adjectives

big

small

clean

dirty

messy

Prepositions

in



on



under



LESSON CONVERSATION AND ACTIVITIES

Conversation: Having a Relative Visit

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

B: OK, great!

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

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

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

Pronunciation Principle: The Letter o

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

Write the words you hear: _____

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

LEARNING STRATEGY

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

Instructor-Guided Practice

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



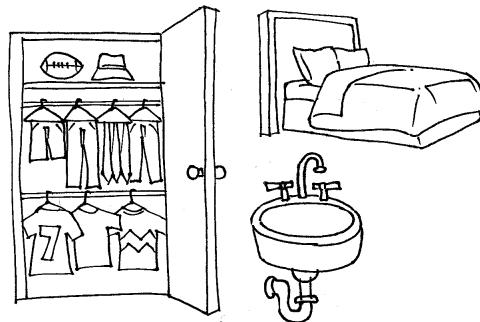
Activity 1

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

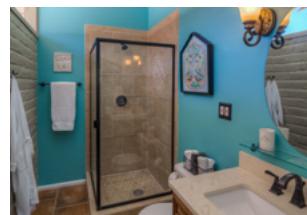
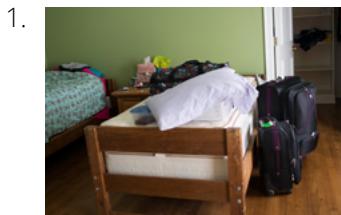
Example: There **is/are** soap in the shower.

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

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



Activity 2



Listening

www.mormon.org/kristy

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

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

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

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

LESSON 22: COMMUNITY

Where are you going?

WARM-UP

Objectives

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

Grammar

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

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

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

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

Vocabulary

Places

church



bank



park



grocery store



library



airport



school

restaurant

Prepositions

across from
between

Directions

straight	go
east	turn
west	walk
north	right
south	left

LESSON CONVERSATION AND ACTIVITIES

Conversation

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

B: Sure. Where are you going?

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

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

A: Thank you!

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

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

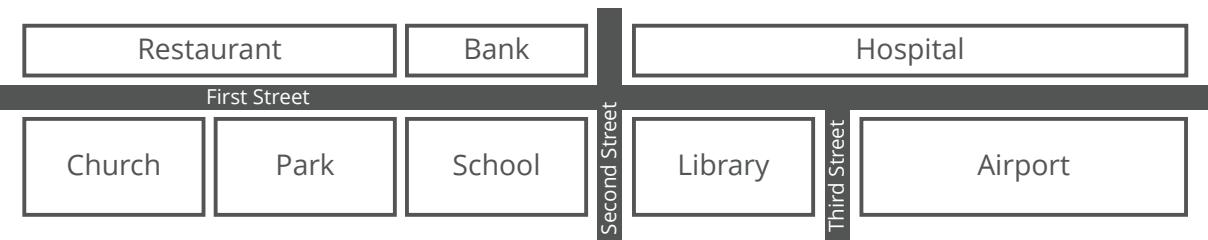
- actor, doctor
- fork, store, corner, born, corn, boring, afford

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

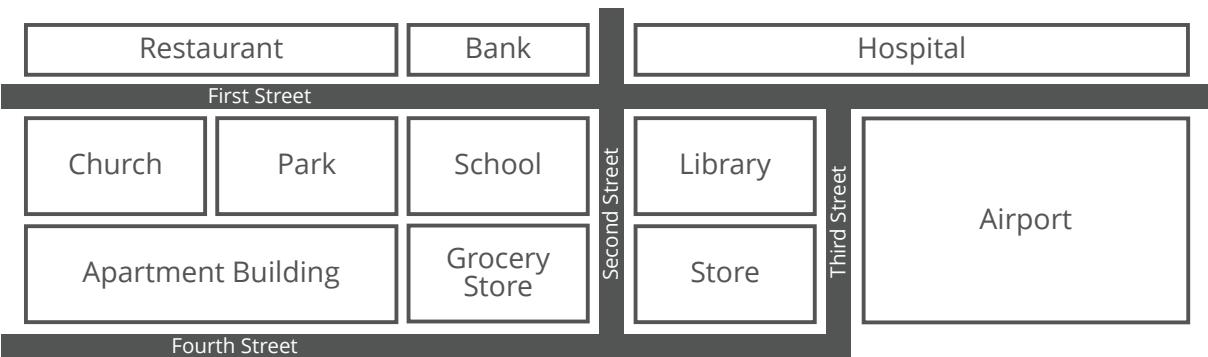
LEARNING STRATEGY

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

Instructor-Guided Practice



Activity 1



Activity 2

Draw a simple map of part of your city:

Listening

www.mormon.org/paul

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

WRAP-UP

Summary

Now I can ...

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

Now I know ...

Invitation to Act

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

LESSON 23: HEALTH

My foot hurts.

WARM-UP

Objectives

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

Grammar

Present		Past	
cut	hurt	cut	hurt
burn	break	burned	broke

Vocabulary

Parts of the body			_____ache	Verbs
eyes	head	foot	headache	cut
ears	neck	toe	earache	hurt
tooth	arm	knee	toothache	burn
mouth	hand	leg	stomachache	break
nose	finger	stomach	backache	



LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Pronunciation Principle: The Letters o + I + Consonant

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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Point to your eye.

Touch your ear.

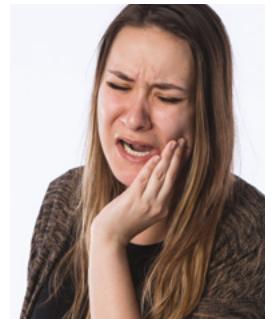
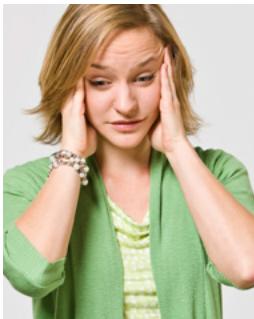
Move your finger.

Activity 1

A: Are you feeling OK?

B: Not really. I have _____.

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



Activity 2

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



Listening

www.mormon.org/mike

1. What health problems does Marcy (Mike's wife) have every day?

2. How have the challenges helped this family?

WRAP-UP

Summary

Now I can ...

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

Now I know ...

Invitation to Act

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

LESSON 24: HEALTH

I feel sick.

WARM-UP

Objectives

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

Target Phrases

I have a _____. fever cough runny nose sore throat cold	I have _____. diarrhea	I feel _____. sick weak dizzy nauseated congested
--	---------------------------	--

Vocabulary

Nouns	Verbs	Adjectives
fever	sneeze	sick
cough	blow my nose	weak
runny nose	breathe	dizzy
sore throat	throw up	nauseated
cold		congested
diarrhea		



LESSON CONVERSATION AND ACTIVITIES

Conversation: On the Phone

A: Hey, how are you doing?	B: Yes, I do. I am very tired and I can't go to work. I'll try to rest later today.
B: I feel really sick. I have a fever, a sore throat, and a cough.	
A: That sounds awful! I am sorry to hear that. You need extra rest.	A: I hope you feel better soon. B: Me, too. Thanks!

Pronunciation Principle: The Letters ar in Stressed Syllables

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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Example:

B → A: How do you feel?

A → B: I feel _____.

C → B: How does he/she feel?

B → C: He/she feels _____.

D → C: How does he/she feel?

C → D: He/she feels _____.

Activity 1

Sam

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

Linda

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

Mike

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

Becky

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

Andrew

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

Sarah

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

Paul

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

Anna

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

Activity 2



Listening

www.mormon.org/ryan

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

WRAP-UP

Summary

Now I can ...

1. describe how I feel when I am sick.

Now I know ...

Invitation to Act

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

LESSON 25: REVIEW

Vocabulary Review Activity

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

Review Activity 1

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

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



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

Review Activity 2

Partner A

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

Ask your partner:

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

Partner B

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

Prepare to tell your partner:

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

Review Activity 3

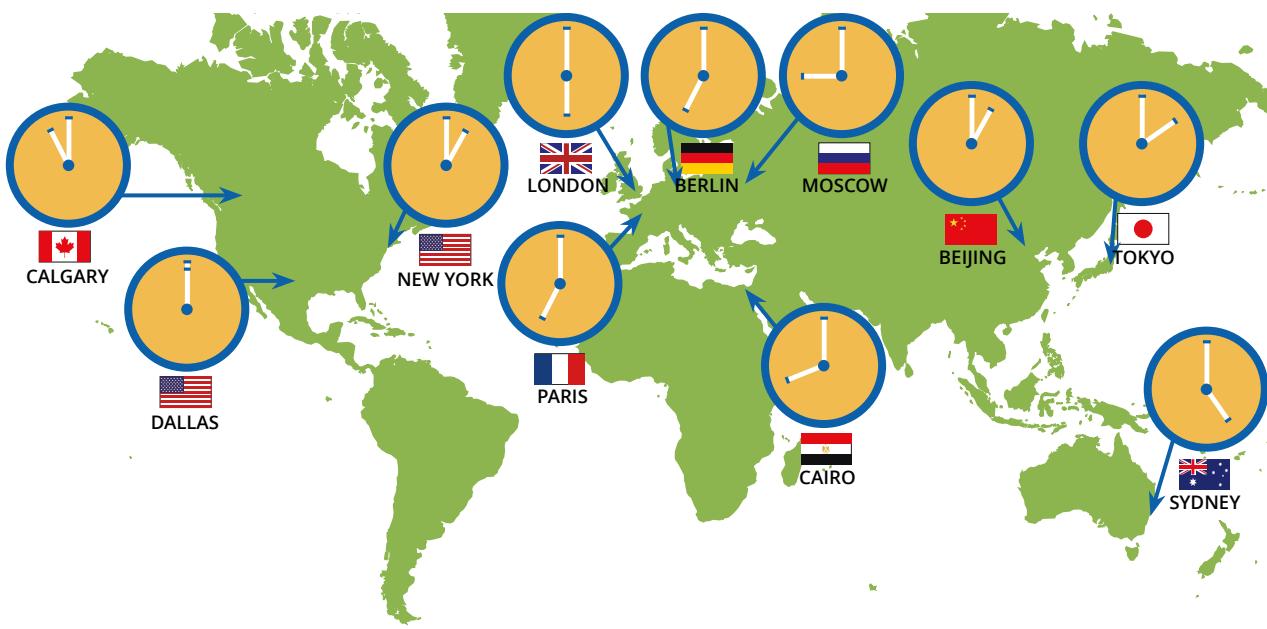
Pretend your partner is living in another country and you call him or her on the phone. Ask your partner about the following things:

What time it is there

What the weather is like there

What he or she is doing right now

What he or she usually does



Now I can . . .

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

ENGLISHCONNECT 1 GRAMMAR PRINCIPLES

GRAMMAR PRINCIPLES

Lesson 1

Target Phrases:

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

Lesson 2

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

Lesson 3

Target phrases about personal information, including:

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

Lesson 4

I, you, we, they	like don't like	to <u>[dance]</u> . verb	Me too. Me neither.
he, she	likes doesn't like		

Lesson 5

I, you, we, they	like don't like	to shop because it's <u>[fun]</u> . adjective
he, she	likes doesn't like	

GRAMMAR PRINCIPLES

Lesson 6

add s to make nouns plural

brother ► brothers

uncle ► uncles

Lesson 7

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

Lesson 8

singular	plural
this	these

Lesson 9

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

Lesson 10

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

Lesson 11

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

GRAMMAR PRINCIPLES**Lesson 12**

5:00 five o'clock

5:15 five fifteen

5:30 five thirty

5:45 five forty-five

Lesson 13

Target phrases for weather, including:

How's the weather?

It's raining.Will it rain tomorrow?It's snowy.Will it snow tomorrow?It's hot.Will it be hot tomorrow?It's sunny.Will it be sunny tomorrow?**Lesson 14**

Target phrases for work, including:

(I'm) a job name.(I) work at a place.**Lesson 15**

Target phrases for work, including:

Tell me about your job.

What do you do at work?

My job is full/part time.

Every day I _____.

Lesson 16

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

I usually eat eggs for breakfast.

What is your favorite food?

Why do you like _____? It's _____.

GRAMMAR PRINCIPLES

Lesson 17**Count and noncount nouns with food (when to use a)**

I'd like to order _____.

noncount: soup, pasta

I'd like to order a _____.

count: sandwich, salad, pizza, drink

Lesson 18**sequencing words**

first...

next/then...

last...

Lesson 19**Target phrases about costs, including:**

How much does this shirt cost? (singular)

How much do these shoes cost? (plural)

How much is this shirt? (singular)

How much are these shoes? (plural)

Lesson 20**a and an****a** before consonant sound**an** before vowel sound

Example: a house

Example: an apartment

Lesson 21**Target phrases:**

The + noun + be + adjective

There is / There are + noun + prepositional phrase

Example: The bedroom is small.

Example: There is a blanket on the bed.

Lesson 22**Target phrases:**

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

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

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

present	past
cut	cut
hurt	hurt
burn	burned
break	broke

Lesson 24**Expressions about health:**

I have _____. (diarrhea)

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

I feel _____. (sick, dizzy, nauseated)

Lesson 25**Review**

ENGLISHCONNECT 1 LESSON AND HOMEWORK VOCABULARY

LESSON AND HOMEWORK VOCABULARY

Lesson 1

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

vowels: a, e, i, o, u

Lesson 2

learner-generated names of cities and countries

Lesson 2 Homework

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

Lesson 3

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

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

Lesson 3 Homework

Lesson 4

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

Lesson 4 Homework

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

LESSON AND HOMEWORK VOCABULARY

Lesson 5

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

Lesson 5 Homework

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

Lesson 6

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

Lesson 6 Homework

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

Lesson 7

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

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

Lesson 7 Homework

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

Lesson 8

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

LESSON AND HOMEWORK VOCABULARY

Lesson 8 Homework

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

Lesson 9

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

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

Lesson 9 Homework

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

Lesson 10

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

Lesson 10 Homework

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

Lesson 11

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

Lesson 11 Homework

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

LESSON AND HOMEWORK VOCABULARY

Lesson 12

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

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

Lesson 12 Homework

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

Lesson 13

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

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

Lesson 13 Homework

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

Adjectives (use with be): humid

Lesson 14

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

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

Lesson 14 Homework

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

Lesson 15

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

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

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

LESSON AND HOMEWORK VOCABULARY**Lesson 15 Homework**

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

Lesson 16

Fruit: apple, banana, orange, mango

Vegetables: potato, onion, tomato, lettuce, peas

Meat: chicken, fish, beef, pork

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

Adjectives: delicious, healthy, salty, sweet, gross

Other nouns: taste, texture

Lesson 16 Homework

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

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

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

Lesson 17

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

Lesson 17 Homework

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

Lesson 18

Sequencing words: first, next, then, last

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

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

Lesson 18 Homework

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

Verbs: slice, peel, mix

LESSON AND HOMEWORK VOCABULARY

Lesson 19

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

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

Verbs: cost, buy, need

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

Lesson 19 Homework

Lesson 20

Nouns: house, apartment, floor plan, corner

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

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

Other: stairs, closet, garage

Lesson 20 Homework

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

Lesson 21

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

Bedroom: bed, blanket, pillow, window, closet

Adjectives: big, small, clean, dirty, messy

Prepositions: in, on, under

Lesson 21 Homework

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

Adjectives: neat, tidy

Prepositions: behind, underneath, on top of

LESSON AND HOMEWORK VOCABULARY

Lesson 22

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

Prepositions: across from, between, next to

Distance: block

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

Lesson 22 Homework

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

Prepositions: on, behind

Directions: go past, at the corner of

Lesson 23

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

ache: headache, earache, toothache, stomachache, backache

Verbs: cut, hurt, burn, break

Lesson 23 Homework

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

Lesson 24

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

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

Adjectives: sick, weak, dizzy, nauseated, congested

Lesson 24 Homework

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

Lesson 25

Review

NOTES

NOTES

NOTES

NOTES

NOTES

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

