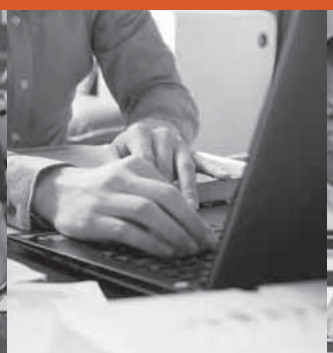
English*Connect* 1

FOR LEARNERS



English*Connect* 1

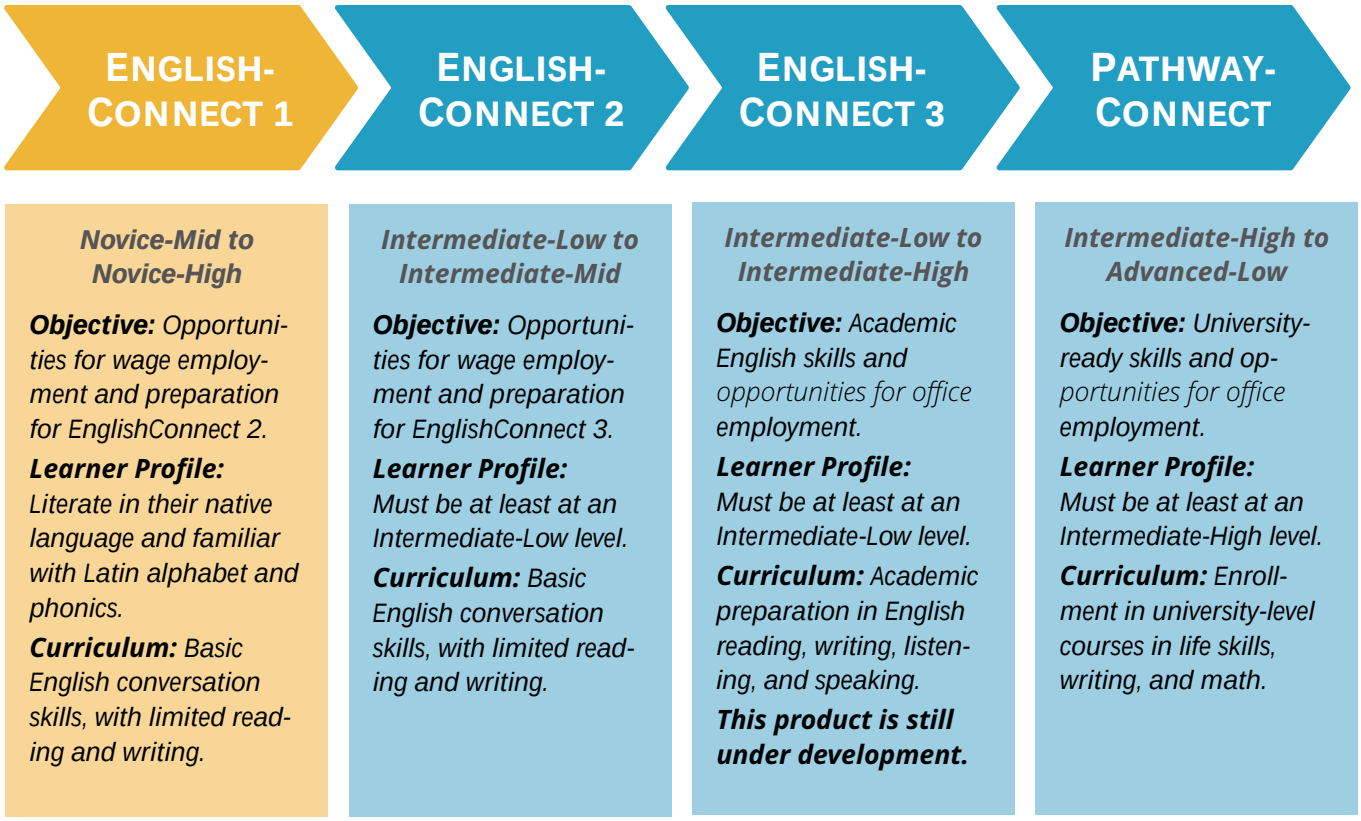
FOR LEARNERS

LESSONS 1–25

Published by
The Church of Jesus Christ of Latter-day Saints
Salt Lake City, Utah

© 2017 by Intellectual Reserve, Inc.
All rights reserved.
Printed in the United States of America

English approval: 2/17
14701 000



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!

CONTENTS

Introduction	vi
Lesson 1: Introductory Lesson	2
Lesson 2: Greetings and Introductions	4
Lesson 3: Personal Introductions	6
Lesson 4: Hobbies and Interests	8
Lesson 5: Hobbies and Interests	10
Lesson 6: Family	12
Lesson 7: Family	14
Lesson 8: Everyday Common Items	16
Lesson 9: Clothing and Colors	18
Lesson 10: Daily Routines	20
Lesson 11: Current Activities	22
Lesson 12: Time and Calendar	24
Lesson 13: Weather	26
Lesson 14: Jobs and Careers	28
Lesson 15: Jobs and Careers	30
Lesson 16: Food	32
Lesson 17: Food	34
Lesson 18: Food	36
Lesson 19: Money	38
Lesson 20: Home	40
Lesson 21: Home	42
Lesson 22: Community	44
Lesson 23: Health	46
Lesson 24: Health	48
Lesson 25: Review	50
EnglishConnect 1 Grammar Principles	52
EnglishConnect 1 Lesson and Homework Vocabulary	57

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

WEEK	ATTEND CLASS	COMPLETE THE INVITATION TO ACT	REVIEW VOCABULARY FROM LAST CLASS	PRACTICE HOMEWORK VOCABULARY	PRACTICE CONVERSATION FROM LAST CLASS
Example	*1 hour*	*.5 hours*	*1 hour*	*1 hour*	*.5 hours*

PREVIEW VOCABULARY FOR NEXT CLASS	DUOLINGO	SPEAKING PARTNERS	OTHER ENGLISH PRACTICE	TOTAL HOURS SPENT LEARNING ENGLISH
.5 hours	*2 hours*	*1 hour*	*3 hours*	*10.5 hours*

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
A: Thank you!

Activity

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

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

WRAP-UP

Summary

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

Invitation to Act

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

LESSON 2: GREETINGS AND INTRODUCTIONS
How are you?

WARM-UP

Objectives

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

Grammar

The verb **be**		Possessive adjectives
I	**am**	**my** ___name___
you	**are**	**your** ___name___
we		**our** ___names___
they		**their** ___names___
he/she/it	**is**	**his/her/its** ___name___

Vocabulary

Cities
1.
2.
3.
4.
5.

Countries
1.
2.
3.
4.
5.

LESSON CONVERSATION AND ACTIVITIES

Conversation 1: Meeting Someone New

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

Conversation 2: Greeting a Friend

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

Conversation 3: Ending a Conversation

A: Bye!
B: See you later.

Pronunciation Principle: Contractions with **Be**

Full Forms		Contractions	
I am_____.	She is_____.	I'm_____.	She's_____.
He is_____.	We are_____.	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!

B: Hi! How are you?

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

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

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

B: I'm from _____.

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

B: Nice to meet you too.

Activity 1

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

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

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

Activity 2

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

City_____	Country_____	City_____	Country_____
City_____	Country_____	City_____	Country_____
City_____	Country_____	City_____	Country_____
City_____	Country_____	City_____	Country_____

Listening

www.mormon.org/gabe

1. What is his first name?
2. What is his last name?
3. Where is he from?

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. say **hello** and **good-bye**.	_____
◯ 2. say my name.	_____
◯ 3. ask people's names and where they are from.	_____

Invitation to Act

Practice introducing yourself to 3 people in English this week.

LESSON 3: PERSONAL INTRODUCTIONS
When is your birthday?

WARM-UP

Objectives

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

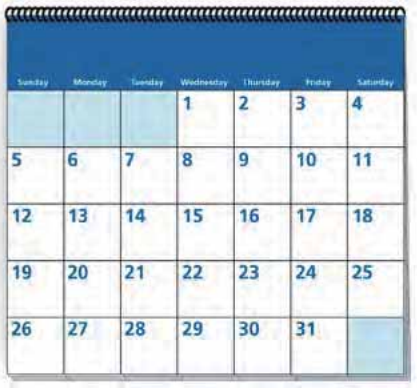
Target Phrases

When is your birthday?
What's your phone number?
What's your address?
What's your email?

My birthday is July 11th.
My phone number is 706-863-9400.
My address is 512 West Fourth Street.
My email is susanjones@email.net.

Vocabulary

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



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

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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.

LEARNING STRATEGY

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

Instructor-Guided Practice

Maria	John	Teresa
Birthday: May 15th	Birthday: October 9th	Birthday: August 20th
Phone: 832-351-9721	Phone: 919-345-3985	Phone: 208-377-1984
Address: 278 North Blossom Lane	Address: 620 East Canyon Road	Address: 340 South 2nd Street
Email: maria@email.net	Email: johnny@email.net	Email: teresa@email.net

Activity 1

Activity 2

First name _____ Last name _____

Birthday _____ Phone number _____

Address _____

Listening

www.mormon.org/dave

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
○ 1. ask for and say someone's birthday, phone number, and address.	_____
○ 2. say my birthday, phone number, and address.	_____
	_____

Invitation to Act

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

LESSON 4: HOBBIES AND INTERESTS
What do you like to do?

WARM-UP

Objectives

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

Grammar

I	**like**	to (verb)
you	**don't like**	
we		
they		
he/she/it	**likes**	
	doesn't like	

Me Too and **Me Neither**

me too = agree with a positive statement
Example: A: I like to cook. B: Me too!

me neither = agree with a negative statement
Example: A: I don't like to cook. B: Me neither!

Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Conversation 3

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

Pronunciation Principle: Reducing **to**

Vocabulary	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.

_____ likes to sing.

_____ likes to watch TV.

_____ likes to listen to music.

_____ likes to dance.

_____ doesn't like to cook.

_____ doesn't like to shop.

_____ doesn't like to study.

_____ doesn't like to run.

_____ doesn't like to read.

Listening

www.mormon.org/lindsey

1. What does Lindsey like to do?

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. say what I like to do.	_____
◯ 2. say what I don't like to do.	_____
◯ 3. ask what someone likes to do.	_____

Invitation to Act

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

LESSON 5: HOBBIES AND INTERESTS
Why do you like to shop?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

Translate each of these words into your native language.

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

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: Do you like to shop?
B: Yes.
A: Really? Why?
B: I like to shop because it's fun.

Conversation 2

A: Do you like to cook?
B: No.
A: Really? Why not?
B: I don't like to cook because it's boring.

Conversation 3

A: What do you like to do?
B: I like to read.
A: Really? Why?
B: I like to read because it is relaxing.

Pronunciation Principle: Intonation

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

Example: Do you like to shop? ↗

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

Example: What do you like to do? ↘

LEARNING STRATEGY

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

Instructor-Guided Practice

Conversations 1 and 2

A: Do you like to _____?
B: Yes. ***or*** No.
A: Really? Why? ***or*** Really? Why not?
B: I (don't) like to _____ because it's _____.

Conversation 3

A: What do you like to do?
B: I like to _____.
A: Really? Why?
B: I like to _____ because it's _____.

Activity 1

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

Activity 2

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

Listening

www.mormon.org/william

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. say why I like something.	_____
◯ 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	Plural
brother	brother**s**
sister	sister**s**
parent	parent**s**
uncle	uncle**s**

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	Linked
about yourself	abouchurself
what's your	whachur
meet you	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

1.

2.

3.

Activity 2

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

Listening

www.mormon.org/gabe

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

   Bonus question: Where is Gabe from?

WRAP-UP

Summary

Now I can . . .	Now I know . . .
○ 1. use family words.	_____
○ 2. say how many people are in my family.	_____
	_____

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**
tall	long hair
thin	blue eyes
old	curly hair
married	a beard
bald	a mustache

The verb **have**

I	**have**
you	
we	
they	
he/she/it	**has**

Vocabulary

tall/short
thin/fat
old/young
married/single
bald
long/short hair

blonde/black/brown/red/gray hair
curly/straight hair
blue/brown/black/hazel/green eyes
beard
mustache
glasses

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Tell me about your family.

B: Well, there are 6 people in my family. I have 2 brothers and 1 sister.

A: Oh, I have 1 sister too. What's your sister like?

B: My sister is 16 years old. She is tall and she has long, brown hair.

Pronunciation Principle: The Letter **e**

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

me–men she–shell we–wet be–bed

Practice.

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Practice.

A: Tell me about your family.

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

A: Oh, I have _____brother(s) and _____sister(s). What is your_____like?

B: My _____is _____ years old. She (or he) is_____ and she (or he) has_____.

Activity 1

Who is it?

Example:

A: He is old.
B: Does he have blue eyes?
A: Yes, he has blue eyes.
B: Does he have a beard?
A: No, he doesn't have a beard.
B: Does he have glasses?
A: Yes, he has glasses.
B: Is it Ray?
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 . . .	Now I know . . .
◯ 1. describe my family.	_____
◯ 2. ask about someone's family.	_____
◯ 3. describe someone's family.	_____

Invitation to Act

Describe 3 people who are in your family.

LESSON 8: EVERYDAY COMMON ITEMS
What is that?

WARM-UP

Objectives

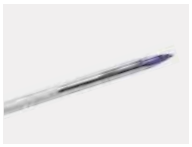
1. I will learn to say what something is.
2. I will learn to use **this** and **these**.
3. I will learn to ask if something belongs to my classmate.

Grammar

Singular	Plural
this	these

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: Is this your phone?

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

Conversation 2

A: Are these your keys?

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

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

ship—sheep	mitt—meet
it—eat	cheap—chip
this—these	slip—sleep

Read these words to a partner:

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Singular

A: What is this?

B: It's a _____.

Plural

A: What are these?

B: They're _____.

Activity 1

A: Is this your _____?

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

Activity 2

A: Are these your _____?

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

Listening

www.mormon.org/lisa

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. ask and say what something is.	_____
◯ 2. use **this** and **these**.	_____
◯ 3. ask if something belongs to my classmate.	_____

Invitation to Act

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

LESSON 9: CLOTHING AND COLORS
What are those?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

Clothing

dress
skirt
shirt
sweater
pants
tie
shoes
socks
suit

Colors

red
blue
yellow
orange
green
black
white
gray
purple
brown

LESSON CONVERSATION AND ACTIVITIES

Conversation

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

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

Pronunciation Principle: Stress with Adjectives

I'm looking for a new shirt.

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

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

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

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

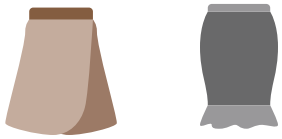
LEARNING STRATEGY

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

Instructor-Guided Practice

What is that?

What are those?



Activity 1

I'm looking for . . .

A. Do you like this/those _____?

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

(I'm looking for _____ ones.)

Activity 2

Listening

www.mormon.org/jeremy

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. ask for and say the names of clothing.	_____
◯ 2. use **that** and **those**.	_____
◯ 3. describe clothing with colors.	_____

Invitation to Act

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

LESSON 10: DAILY ROUTINES
What do you do in the morning?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

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 CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Pronunciation Principle: Present Tense Endings

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

Practice saying the he/she forms of these verbs:
get, take, brush, eat, go, work, play, shop, pass, meet, like, study, read, sleep, listen, watch

LEARNING STRATEGY

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

Instructor-Guided Practice

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

Activity 1

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

Activity 2

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

Listening

www.mormon.org/julie

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. say what I do in the morning.	_____
◯ 2. ask what someone does in the morning.	_____
◯ 3. say what someone does in the morning.	_____

Invitation to Act

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

LESSON 11: CURRENT ACTIVITIES
What are you doing now?

WARM-UP

Objectives

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

Grammar

Simple Present Tense

I		Use: routines and habitual actions
you	eat	Examples:
we		**I eat** lunch every afternoon.
they		**She prays** every night.
he/she/it	eats	

Present *-ing* Tense

I	am	Use: actions happening now
you		Examples:
we	are	**I am eating** lunch (now).
they		**I am praying** (now).
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**

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

LEARNING STRATEGY

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

Instructor-Guided Practice

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

Activity 1

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

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

Activity 2

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

A: What are you doing?

B: I'm _____.

A: Do you usually _____ _____?

B: Yes, I usually _____ _____.

(OR)

No, I usually _____ _____.

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

Listening

www.mormon.org/deborah

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. say what I am doing now.	_____
◯ 2. ask what others are doing now.	_____
◯ 3. say what others are doing now.	_____

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?

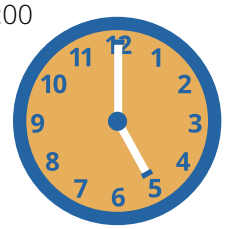
WARM-UP

Objectives

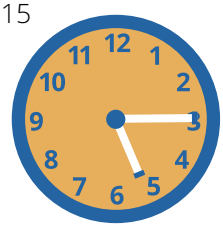
1. I will learn to say the time and date.
2. I will learn to ask for the time and date.

Grammar

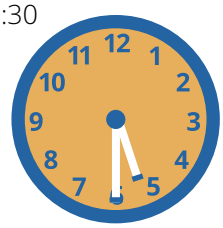
five o'clock
5:00



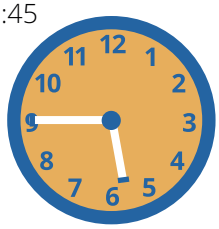
five fifteen
5:15



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

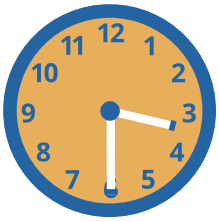
Choose a word from a column to say to a partner. Take turns, guessing if your partner chose the word from column A or column B. When you finish practicing #1–4, practice the extra numbers.

A	B	Extra:
1. thirty	1. thirteen	70 / 17
2. sixty	2. sixteen	90 / 19
3. eighty	3. eighteen	50 / 15
4. forty	4. fourteen	

LEARNING STRATEGY

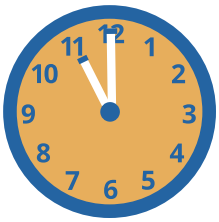
Find a partner! Having a partner will push you both to try harder and not give up.

Instructor-Guided Practice



3:30

6:15



11:00

4:45

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 . . .	Now I know . . .
◯ 1. say the time and date.	_____
◯ 2. ask for the time and date.	_____
	_____

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?	Yes, it will.
It's snowing or snowy.	Will it snow tomorrow?	I think it will.
It's windy.	Will it be windy tomorrow?	I'm not sure.
It's foggy.	Will it be foggy tomorrow?	No, it won't.
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 . . .	Now I know . . .
◯ 1. describe the weather.	_____
◯ 2. make predictions about the weather.	_____
	_____

Invitation to Act

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

LESSON 14: JOBS AND CAREERS
What do you do for work?

WARM-UP

Objectives

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

Target Phrases

What do you do for work?

I am a __nurse__.

I have my own business.

Where do you work?

I work __at a factory__.

What does he (or she) do for work?

He (or She) is a __mechanic__.

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

Where does he (or she) work?

He (or She) works __at a restaurant__.

Vocabulary

office
factory
hospital
store
restaurant
school

factory worker
secretary
teacher
cashier
mechanic
farmer
doctor

nurse
server
electrician
salesperson
hairstylist
fisherman
artist

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: So, what do you do for work?

B: I'm a teacher.

A: Oh, really? Do you like being a teacher?

B: Yes, I love it! It is very rewarding.

Conversation 2

A: I just got a new job!

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

A: I work at the restaurant on Main Street.

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

1. **er** endings: 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

1.
2.
3.
4.
5.
6.

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

A→B: I work _____.

B→C: He (or She) just got a new job!

C→B: Where does he (or she) work?

B→C: He (or She) works at _____.

Activity 2

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

Listening

www.mormon.org/yvette

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. say what I do for work.	_____
◯ 2. ask and say what someone does for work.	_____
◯ 3. say where I work.	_____
◯ 4. ask and say where someone works.	

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		Nouns		Adjectives	
help	sell	customer	hair	full-time	interesting
serve	clean	food	product	part-time	fun
teach	program (computers)	student	building	self-employed	difficult
cut		computer			boring

LESSON CONVERSATION AND ACTIVITIES

Conversation

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

Pronunciation Principle: The Letters **oo**

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

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

Practice

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

LEARNING STRATEGY

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

Instructor-Guided Practice

1. ○ My job is full-time.
   ○ My job is part-time.
   ○ I'm self-employed.
2. Every day I _____

Activity 1

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

server

secretary

farmer

Activity 2

Jobs from Lesson 14

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

Listening

www.mormon.org/grantk

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
○ 1. describe my job.	
○ 2. ask about someone's job.	
○ 3. describe others' jobs.	

Invitation to Act

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

LESSON 16: FOOD
What's your favorite food?

WARM-UP

Objectives

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

Target Phrases

I usually eat __eggs__ for __breakfast__.
What is your favorite food?
My favorite food is __chicken__.
__Chicken__ is my favorite food.

Why do you like __chicken__?
Why don't you like __cheese__?
I don't like __the taste__.
It's __salty__.

Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation (deciding what to eat for lunch)

A: What do you want for lunch? Do you want some fish?
B: No thanks,* I don't really like fish.
A: Really? My favorite food is fish! Why don't you like it?
B: I don't like the taste. I usually eat chicken for lunch.
A: Oh, we have chicken, too, and chicken is healthy. Let's have chicken!
B: OK!

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

Pronunciation Principle: [uh] in Unstressed Syllables

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

Practice

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Anna	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. _____ 3. _____
2. _____ 4. _____

Listening

www.mormon.org/dave

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. name foods I eat for breakfast, lunch, and dinner.	_____
◯ 2. name my favorite foods.	_____
◯ 3. ask what others' favorite foods are.	_____
◯ 4. talk about why I like or dislike certain foods.	

Invitation to Act

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

LESSON 17: FOOD
Where do you like to eat?

WARM-UP

Objectives

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

Target Phrases

I'd like to order _____.

soup
pasta

I'd like to order a _____.

sandwich
salad
pizza
hamburger
drink
dessert

Vocabulary

sandwich
salad
soup
pasta
pizza
hamburger
drink
dessert

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Pronunciation Principle: The Letters **r** and **l**

right

light

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Example

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

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

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

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

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

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

Activity 1

1.

2.

3.

4.

5.

_____ _____ _____ _____ _____

Activity 2

Partner A

_____

_____

_____

Partner B

Listening

www.mormon.org/colton

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. say where I like to eat.	_____
◯ 2. order a meal.	_____
◯ 3. ask and say where someone likes to eat.	_____

Invitation to Act

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

LESSON 18: FOOD
How do you make that?

WARM-UP

Objectives

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

Target Phrases and Grammar

Target Phrases

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

Grammar

first

next or **then***

last

* interchangeable

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

Vocabulary

Sequencing Words
first
next
then
last

Verbs
stir
chop
heat
bake
cook
boil
add
put

Nouns
pan
stove
oven
ingredients
flour
salt
sugar
oil

spoon
knife
fork
plate
bowl
cup

LESSON CONVERSATION AND ACTIVITIES

Conversation

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

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

A: Thanks! I'll try it!

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

1. oil, boil, toy, boy

Practice:

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

LEARNING STRATEGY

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

Instructor-Guided Practice

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

You cook it for 10–15 minutes.
You put the rice in a pan.
You add water and salt.
You wash the rice.

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

Activity 1

1.

2.

3.

4.

5.

Activity 2

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

_____

Listening

www.mormon.org/frank

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

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. say what ingredients are in foods I like.	
◯ 2. describe how to make foods I like.	
◯ 3. ask others how to make foods they like.	

Invitation to Act

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

LESSON 19: MONEY
How much does this cost?

WARM-UP

Objectives

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

Target Phrases

How much is this shirt?
How much are those shoes?
How much does the car cost?
I'd like to buy a chicken.

I need an apple.
I don't need a skirt.
It's too expensive.
The dress is pretty.

Vocabulary

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

Local Currency
_____
_____
_____
_____
_____

Nouns
pajamas
shoes
tie
apple
chicken
phone
table
car

Verbs
cost
buy
need

Review
dress
shirt
skirt

Adjectives
expensive
cheap
good
bad
pretty
ugly

LESSON CONVERSATION AND ACTIVITIES

Conversation: At a Clothing Store

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

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

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

Write the words you hear: _____ _____ _____ _____ _____

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Write the numbers that your instructor says in numerals.

1. _____
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: _____

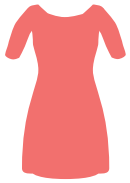
4.
My price: _____
Lowest price: _____
Highest price: _____

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 . . .	Now I know . . .
◯ 1. ask how much something costs.	_____
◯ 2. say why I want to buy something.	_____
◯ 3. say why I don't want to buy something.	_____

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 h**ouse
an: before a vowel sound — Example: **an a**partment

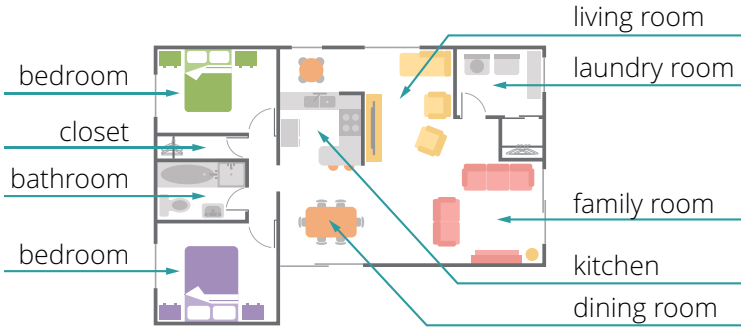
Vocabulary

house
apartment
floor plan
corner
next to
left ⟷ right

garage

top
↕
bottom

stairs



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 _____.

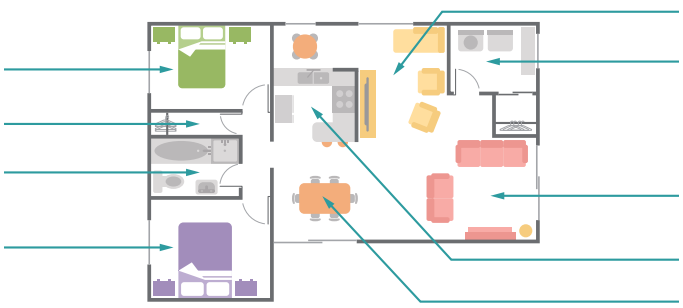
A: Oh really? Do you like your _____?

B: _____. It's _____.

A: Do you have a _____?

B: _____.

Activity 1

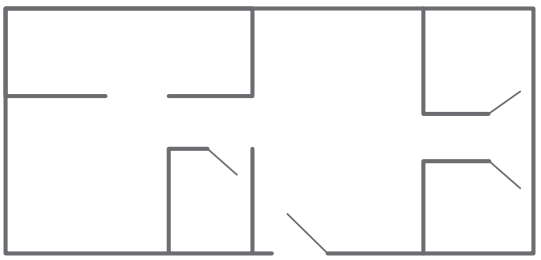


1. The kitchen is next to the _____.
2. The living room is to the right of the _____.
3. The bathroom is to the left of the _____.
4. The _____ is in the top left corner.
5. The _____ is in the bottom left corner.
6. The _____ is in the top right corner.

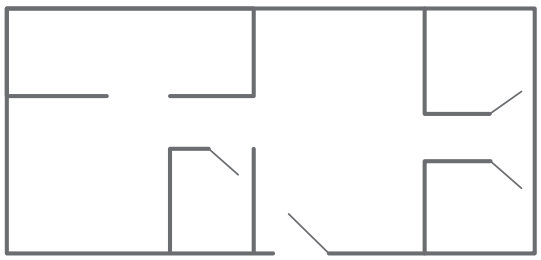
Activity 2

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 buildling is Marco in?

2. What 2 rooms does Marco show?

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. say where I live.	_____
◯ 2. say where rooms are in a house or an apartment.	_____
	_____

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.

A.

B.

C.

D.

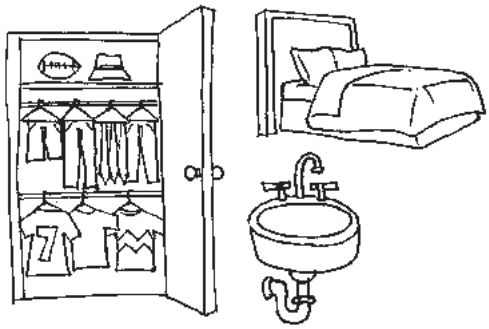
Activity 1

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

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

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

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



Activity 2

1.

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 . . .	Now I know . . .
◯ 1. describe a bedroom and bathroom.	_____
◯ 2. name common things in a bedroom.	_____
◯ 3. name common things in a bathroom.	_____

Invitation to Act

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

LESSON 22: COMMUNITY
Where are you going?

WARM-UP

Objectives

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

Grammar

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

__Go__ south. __Go__ past the church.
__Turn__ right. __Walk__ down to the corner.

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

Go south and turn right on First Street. The church __is on the left side__ of the street. The park __is between__ the church and the school.

Vocabulary

Places

church
bank
park
grocery store
library
airport
school
restaurant

Prepositions

across from
between

Directions

straight	go
east	turn
west	walk
north	right
south	left

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: *Excuse me, I think I'm lost. Can you help me?
B: Sure. Where are you going?
A: I'm looking for the library. How do you get there?
B: Oh, you're very close. First, walk down to the corner and then turn right. The library is next to the park.
A: Thank you!

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

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

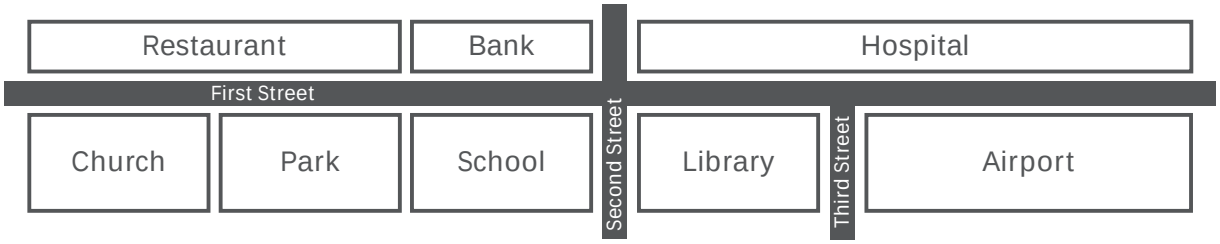
1. actor, doctor
2. fork, store, corner, born, corn, boring, afford

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

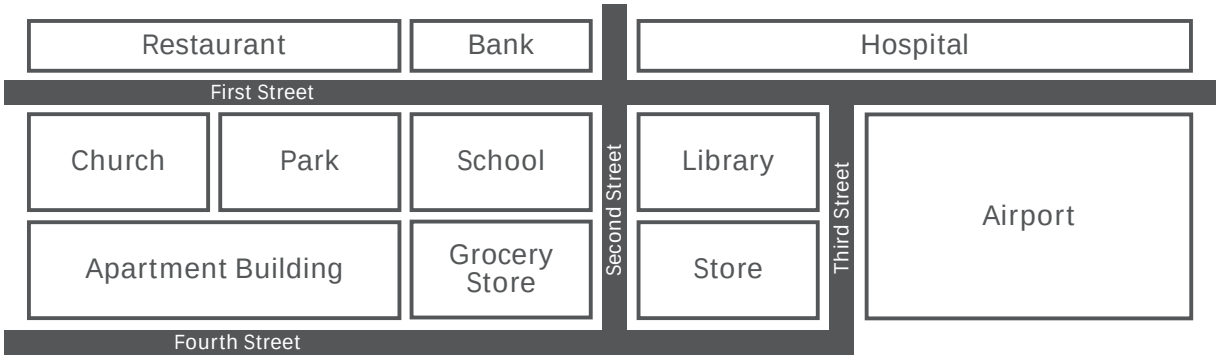
LEARNING STRATEGY

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

Instructor-Guided Practice



Activity 1



Activity 2

Draw a simple map of part of your city:

Listening

www.mormon.org/paul

1. Where did Paul grow up?

2. Why does Paul like going on walks with his family?

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. describe the location of places I visit.	_____
◯ 2. ask for and give directions.	_____
	_____

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

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

_____ache

headache
earache
toothache
stomachache
backache

Verbs

cut
hurt
burn
break

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

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

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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Point to your eye. **Touch** your ear. **Move** your finger.

Activity 1

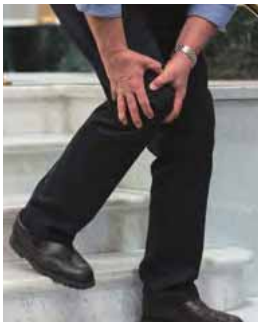
A: Are you feeling OK?

B: Not really. I have _____ .

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

Activity 2

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



Listening

www.mormon.org/mike

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

2. How have the challenges helped this family?

WRAP-UP

Summary

Now I can . . .	Now I know . . .
◯ 1. name parts of my body.	_____
◯ 2. talk about where my body hurts.	_____
◯ 3. talk about causes of injuries.	_____

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

Vocabulary

Nouns

fever
cough
runny nose
sore throat
cold
diarrhea

Verbs

sneeze
blow my nose
breathe
throw up

Adjectives

sick
weak
dizzy
nauseated
congested

LESSON CONVERSATION AND ACTIVITIES

Conversation: On the Phone

A: Hey, how are you doing?

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

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

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

A: I hope you feel better soon.

B: Me, too. Thanks!

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

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

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

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

LEARNING STRATEGY

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

Instructor-Guided Practice

Example:

B ⟶ A: How do you feel?
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 . . .	Now I know . . .
◯ 1. describe how I feel when I am sick.	_____ _____ _____

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

Review Activity 1

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

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

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

Review Activity 2

Partner A

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

Ask your partner:

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

Partner B

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

Prepare to tell your partner:

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

Review Activity 3

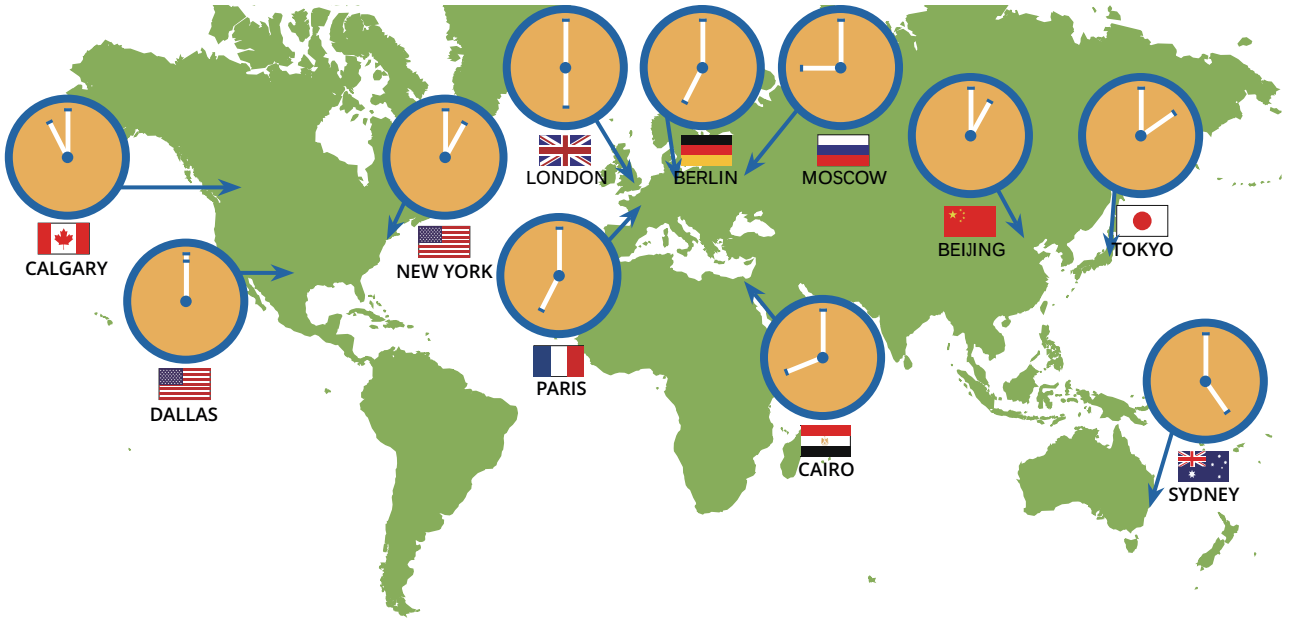
Pretend your partner is living in another country and you call him or her on the phone. Ask your partner about the following things:

What time it is there

What the weather is like there

What he or she is doing right now

What he or she usually does



Now I can . . .

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

ENGLISHCONNECT 1 GRAMMAR PRINCIPLES

GRAMMAR PRINCIPLES

Lesson 1

Target Phrases:

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

Lesson 2

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

Lesson 3

Target phrases about personal information, including:

When is your birthday?	My birthday is __July 11___.
What's your phone number?	My phone number is _____.
What's your address?	My address is _____..
What's your email?	My email is _____.

Lesson 4

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

Lesson 5

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

GRAMMAR PRINCIPLES

Lesson 6

add *s* to make nouns plural

brother ► brothers

uncle ► uncles

Lesson 7

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

It's ___snowy___.

It's ___hot___.

It's ___sunny___.

Will it ___rain___ tomorrow?

Will it ___snow___ tomorrow?

Will it ___be hot___ tomorrow?

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.

My job is full/part time.

What do you do at work?

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 _____.	I'd like to order a _____.
noncount: soup, pasta	count: sandwich, salad, pizza, drink

Lesson 18

sequencing words

first...

next/then...

last...

Lesson 19

Target phrases about costs, including:

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

Lesson 20

a and **an**

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

Lesson 21

Target phrases:

The + noun + be + adjective	Example: The bedroom is small.
There is / There are + noun + prepositional phrase	Example: There is a blanket on the bed.

Lesson 22

Target phrases:

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

Go south. **Turn** right.

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

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

Meat: chicken, fish, beef, pork

Adjectives: delicious, healthy, salty, sweet, gross

Vegetables: potato, onion, tomato, lettuce, peas

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

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

ENGLISH
4 02147 01000 1
14701 000