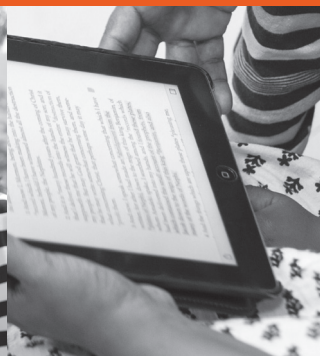




EnglishConnect 1

FOR INSTRUCTORS



EnglishConnect 1

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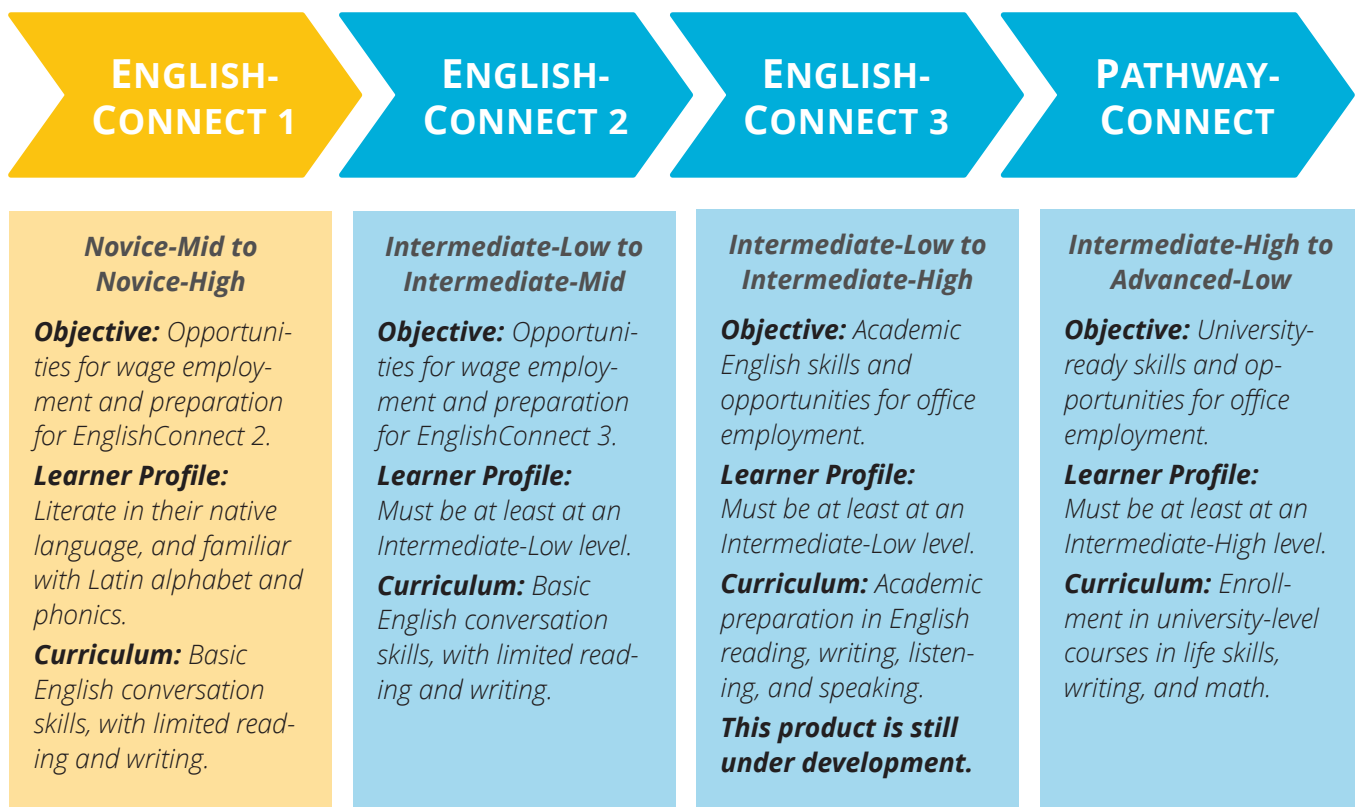
LESSONS 1-25

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Welcome to *EnglishConnect 1*. Teaching English is a wonderful opportunity to serve your fellow men (see Matthew 25:40; Mosiah 2:17). Many learners will attend class because learning English can open important educational and economic opportunities for them. Others might come to expand their circle of friends.

As shown in the diagram above, EnglishConnect offers several courses for English learners. Take a moment to review the diagram and see what EnglishConnect offers. Take time to think about how *EnglishConnect 1* can help the learners in your class.

This manual and the EnglishConnect lessons have been carefully and thoughtfully designed using sound English teaching principles in order to help you be successful as you teach English. However, learners will not be able to make much progress by only attending classes. They should be practicing English outside of class. Suggested activities and learning strategies are included in the *EnglishConnect for Learners* manuals. Also included is My English Practice Plan, which helps learners keep track of their practice outside of class. Encourage your learners to use My English Practice Plan in the learner manual so they can be successful English language learners. These courses are intended to focus primarily on building speaking and conversation skills, so reading and writing are not emphasized in these materials; however, learners can focus on reading and writing skills in other EnglishConnect courses and in the online resources offered through EnglishConnect.

As learners and instructors work together in EnglishConnect courses, all can experience the blessings of sacrifice, work, self-reliance and love. Your positive attitude, enthusiasm, preparation, and dedication will greatly enhance the English learning experience.

Best wishes!

CONTENTS

Introduction	vi
Lesson 1: Introductory Lesson	2
Lesson 2: Greetings and Introductions	6
Lesson 3: Personal Introductions	8
Lesson 4: Hobbies and Interests	10
Lesson 5: Hobbies and Interests	12
Lesson 6: Family	14
Lesson 7: Family	16
Lesson 8: Everyday Common Items	18
Lesson 9: Clothing and Colors	20
Lesson 10: Daily Routines	22
Lesson 11: Current Activities	24
Lesson 12: Time and Calendar	26
Lesson 13: Weather	28
Lesson 14: Jobs and Careers	30
Lesson 15: Jobs and Careers	32
Lesson 16: Food	34
Lesson 17: Food	36
Lesson 18: Food	38
Lesson 19: Money	40
Lesson 20: Home	42
Lesson 21: Home	44
Lesson 22: Community	46
Lesson 23: Health	48
Lesson 24: Health	50
Lesson 25: Review	52
Appendix A: Explanation of Lesson Elements	54
Appendix B: My English Practice Plan for Learners	59
Appendix C: Teaching Guidelines	60

INTRODUCTION

The *EnglishConnect 1 for Instructors* manual is designed to help you be more effective as you teach the *EnglishConnect 1* lessons. This includes:

- the lessons you will teach.
- explanations of how to teach each section of a lesson.
- suggestions for how to help learners be successful in learning English.
- guidance about how to transition into a *My Foundation* lesson or a gospel lesson.
- general tips for being an effective English teacher.

The EnglishConnect courses are part of EnglishConnect and are for novice (beginning) learners of English.

THE LESSONS

The *EnglishConnect 1* lessons have been carefully designed with sound pedagogical practices to help you teach English effectively. Each lesson follows a predictable format. Plan to spend approximately 30 minutes preparing to teach each lesson. Prepare by carefully reading through all of the instructions in each lesson. The activities in each lesson build upon each other, so following the lesson closely will generally be more successful than using only parts of each lesson.

The *EnglishConnect 1* lessons have three main sections—Warm-Up, Lesson, and Wrap-Up. These parts build upon one another and are structured so that learners need less and less instructor help as the lesson progresses. (See **Appendix A: Explanation of Lesson Elements** for more detailed explanations of how to teach each section.)

Warm-Up: 15 Minutes

This section includes the **Review, Overview,** and **Vocabulary** sections. If learners arrive late, do not reteach material you have covered in the Warm-Up. Instead, wait until the other learners are working on an activity to help those who arrive late understand something they may have missed.

A. Review. This is a follow-up from the previous lesson. Ask learners about the **Invitation to Act** and how they are doing with My English Practice Plan. You will also help learners complete a brief activity to review what was taught in the previous lesson.

B. Overview. Write the **Objectives** which are in the form of “I will learn to” statements on the board and review them aloud with the learners. This can be done in the native language. The **Target Phrases** or **Grammar** section is included as a reference for the learner. It is not part of the lesson you will teach to the class. Do not try to teach this section, but familiarize yourself with it in case a learner is struggling with the concept that is presented. If a learner is struggling, you can refer them to this section.

C. Vocabulary. The goal of this section is to teach the meaning of the vocabulary words presented. This can be done by drawing the words, by acting them out, or by giving examples of the words in context. Have learners write native language translations in their learner manuals.

Lesson: 40 Minutes

The Lesson consists of the **Conversation, Pronunciation Principle, Instructor-Guided Practice, Learners Perform Activities**, and **Listening** sections.

D. Conversation. This section is a dialog that introduces target phrases, grammar, and vocabulary. When teaching this section, follow these steps:

1. Demonstrate the conversation with another instructor or learner.
2. Ask if there are questions about what the conversation means.
3. Have learners repeat each line as a class after you.
4. Have learners practice the conversation with a partner.

E. Pronunciation Principle. The pronunciation principle emphasized in each lesson comes from an element in that lesson's Conversation. The purpose of these lessons is to increase learners' awareness of pronunciation rules. Do not expect mastery, but encourage and praise improvement. Do not spend a lot of time on this section.

F. Instructor-Guided Practice. This section generally includes an activity that is very structured and supported by the instructor. Learners are usually asked to produce a sentence (or part of a sentence) or a repetition drill.

G-H. Learners Perform Activities 1 and 2. These activities allow learners to be more independent and are designed to help the learners communicate and use the language creatively. If you find that you don't have much time left for class, do only one of these activities. Choose the one that will give the learners the best opportunity to speak creatively.

I. Listening. For this section, the learners will watch a clip of a video from mormon.org (these can also be found in the LDS Media Library). When teaching this section, follow these steps:

1. Tell the learners what the clip is about. Read the questions as a class to make sure learners know what to listen for.
2. Listen to the clip 2 or 3 times. The first time, have learners listen for general context. The next time, have them listen for the answers to the questions. Use the third time, if needed, to clarify or help answer the questions.
3. Discuss the answers to the questions together.

Wrap-Up: 5 Minutes

J. Summary. Ask learners what they have learned during the class. Have the learners mark the circle next to each of the "Now I can . . ." statements they feel they now are able to do. Have them write 3 new words they have learned on the lines provided.

Invitation to Act. This is a homework assignment given to help learners apply what they have learned in class. Remind them that you will ask them about this assignment at the beginning of the next class.

Other Lesson Components

Teaching Tip. This is included at the beginning of each lesson to help familiarize you with effective teaching practices.

Learning Strategy. These are simple ideas about learning English that learners can implement on their own to take responsibility for their learning. They are included in every lesson. You can share these at any point during the lesson, and this discussion can be done in the native language.

OUTSIDE-OF-CLASS PRACTICE FOR LEARNERS

In order to be successful in learning a language, learners are encouraged to practice outside of class at least 10 hours per week. My English Practice Plan in the *EnglishConnect 1 for Learners* manual provides a way for the learners to track their English practice outside of class. Follow up with the learners' progress by reviewing their copies of My English Practice Plan. Encourage them often to practice outside of class. My English Practice Plan suggests several ways learners can practice. (**Appendix B** includes a copy of My English Practice Plan and an explanation of suggested activities.)

MY FOUNDATION (for *EnglishConnect 1* offered through Self-Reliance Services)

My Foundation is a 12-week course that helps members of the Church learn and live important principles that lead to spiritual and temporal self-reliance. This is a 20-minute lesson that takes place after the English class. At the end of English class, turn the time over to the class president, who is responsible for the *My Foundation* lesson. The class members are split into small groups of about 8 to 12 individuals or by families. The class president typically assigns a different group member each week to facilitate the discussion of a particular self-reliance principle found in the *My Foundation* manual. Please refer to the *My Foundation* manual for additional information about this class.

Typically, each *My Foundation* lesson is taught twice during *EnglishConnect 1*. It is taught in the native language in the first 12 weeks and in English in the second 12 weeks.

GOSPEL LESSON (for *EnglishConnect 1* offered through a mission)

If you are a missionary or volunteer teaching *EnglishConnect 1* as part of a mission effort, a gospel lesson will immediately follow each English class. The purpose of the gospel lesson is to help those who participate feel the Spirit and prepare learners to meet with missionaries and learn more about the gospel of Jesus Christ.

To set expectations about the gospel lesson with learners, it is important that you explain it clearly at the beginning of the **first class** meeting. Introduce yourself in the native language and explain to the learners that you are a volunteer representing The Church of Jesus Christ of Latter-day Saints. Express your sincere feelings about the opportunity to help the learners learn English. Let them know in a clear way that the class will focus on English only but that you will be staying after class to give a 20–30 minute message about Jesus Christ (or whatever topic you prayerfully choose from *Preach My Gospel*) and they are invited to stay **if they choose to do so**. If you are a missionary or volunteer from another country, be open and clear about why you are in the country. Be kind and loving to all who attend class. Regardless of whether or not learners choose to stay for the gospel message, express the hope and expectation of seeing them next time for English class. For example, at the end of each class, you could say, "We are finished with English class now. If you would like to stay and join while we teach about _____, you are welcome. It will be about 20 minutes long in this classroom. We would love to have you join us! If you aren't staying, we'll see you next week for English class. Thank you for coming today!" The gospel message can be done in either English or the native language, according to the needs and desires of the learners.

Teaching Guidelines

Develop a genuine interest in your learners. This will help them become more receptive and active in their learning. Be supportive and considerate of their needs, desires, and time.

Simplify your language. Focus on using shorter sentences and simple, common vocabulary. Speak clearly and slow your speech when needed. However, be careful not to slow your speech more than is needed; that can be insulting to learners.

Use the board. This helps provide visual language support. Use the board to write vocabulary words or sentences or to draw pictures to help the learners understand meaning.

Check for understanding. Asking the entire class “Do you understand?” or “Does that make sense?” is not very effective. Instead of general yes/no questions, ask more specific questions, such as “What questions do you have about the vocabulary?” or “What should I explain again?” You can also have learners demonstrate their understanding through their actions (for example, you might say “Point to the picture of the boy”) or by explaining in their own words the instructions that were given. Use the native language to clarify, when needed, but try to keep the discussion in English as much as possible.

Let the learners talk. Because this is a conversation class, the learners should be speaking 70% of the time and the instructor only about 30% of the time.

Demonstrate (or model) activities. Telling learners what to do is often insufficient, but a clear demonstration will quickly and effectively convey to the learners what they need to do to complete an activity.

Plan for transitions and pacing. Plan your transitions from one activity to the next so that they are smooth and clear for learners. The lessons include suggested target durations for each main section. Planning with the durations in mind will help you move effectively through the lesson and not get stuck in one place.

SELF-REFLECTION

Each time you teach, give some thought to what did or did not go well during the lesson. This will help you set appropriate goals to improve as an instructor. You can do this by taking notes during or immediately after class, discussing with a companion instructor what happened during the lesson, or even by asking the learners how they felt a lesson went and how it could have been improved. The chart on the next page is a way for you to reflect on some important teaching practices. Take time after each class to rate yourself in each of the eight areas listed. Set goals to improve.

LESSON 1: INTRODUCTORY LESSON

Why am I learning English?

INTRODUCTION TO THE ENGLISHCONNECT 1 COURSE: 35 MINUTES

- A. Welcome:** Greet the learners and tell them that learning English can be exciting and fun. Introduce yourself. Have the learners say their names. They will do more formal introductions next week.
- B. Overview:** Review aloud the Objectives. Explain in the native language.
- C. Why are you studying English?** This discussion should be done in the native language. Ask the class, "Why do you want to learn English?" and "What are the benefits of learning English?" Write their answers on the board. Have the class members turn to the Introduction of the learner's manual and read the first two paragraphs aloud with a partner. Ask the learners to think about **why** they are learning English and to write a reason on the lines provided in the Introduction. Give them a minute or two to do this. Then ask them to share their reason with a partner.

Next, have the learners read the section just below the lines; it begins, "In order to successfully learn English." Discuss how important it is to set specific, measurable, and reasonable goals in order to achieve success in learning a language. Share a personal experience if you have one. Then have each learner think of a weekly goal he or she will try to achieve while participating in the course. Have them write their goals on the lines provided in their lesson. Explain that they should review their goals from time to time, especially when learning English is difficult or they feel like giving up.

- D. What will you study?** Have a few learners read the section of the Introduction titled "The *EnglishConnect* Learner's Manual"

ENGLISHCONNECT 1

LESSON 1: INTRODUCTORY LESSON
Why am I learning English?

INTRODUCTION TO ENGLISHCONNECT

B 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.

C 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: _____

D 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.

E 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: _____

aloud for the class (see page vi in the learner's manual). Answer any questions they have about the learner's manual. Show learners in their books where the Grammar Principles appendix, the Lesson and Homework Vocabulary appendix, and the Notes section are (in the back of the learner's manual).

Next, have the learners read aloud the section of the Introduction titled My English Practice Plan (found in **Appendix B** of this manual), including the bulleted list of practice ideas. Have learners turn to the My English Practice Plan chart on pages viii and ix. It is important for them to understand that in order to progress in the language, they should practice 10 or more hours per week. They can record their practice time on the My English Practice Plan chart. Ask the learners what other resources they could use that are available where they live. Write these on the board. Answer questions.

E. Where, when, and how will you study? Ask the learners to share with the class where they like to study or where they study best. Talk about what makes these places a good place for them to study. Next, talk about what time of day is best for them to study. Ask them why this time is best for them. Then have learners read the Study Tips section of the Introduction aloud with a partner. When they are finished, ask them which tips they think would work for them in this course and why. Have them write down their thoughts about where, when, and how they will study on the lines provided in their lesson. Give them a few minutes to do this. Have them share what they wrote with a partner.

Give some final words of encouragement and share a motivating, personal experience about learning a language if you have one. Tell the learners that you will now start an English lesson. Review Objectives 3 and 4.

ENGLISH LESSON: 25 MINUTES

- F. Target Phrases:** You may want to help learners understand these phrases by translating them into the native language.
- G. The English Alphabet:** Write the alphabet on the board with both uppercase and lowercase letters. Say each letter while pointing to it. Then have the learners repeat each letter after you. Call on individual learners or groups of learners to practice saying letters that you point to. Write the vowels on the board. Tell the learners that every English word contains a vowel. Say the vowels. Have the learners repeat them. Help learners use the correct English pronunciation of the letters and vowels.
- H. Conversation:**
 1. Demonstrate the conversations with another instructor or a learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversations with a partner while you walk around and listen or make corrections.
- I. Learners Perform Activity:** Write a list of female and male names on the board. Then assign half of the class to be A and the other B. Explain that A learners will pretend they work for a doctor's office. They need to write down the names of the B learners. Tell the B learners that they will stand up to talk to several

WARM-UP	
F	Target Phrases
Please	Repeat
Thank you	Say
	Write
	Listen
	Could you spell that, please?
	Could you repeat that, please?
G	The English Alphabet
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm	vowels: a, e, i, o, u
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz	
LESSON CONVERSATION AND ACTIVITY	
H	Conversation
A: Hello. What is your name?	A: Could you repeat that, please?
B: Daniel.	B: D-A-N-I-E-L
A: Could you spell that, please?	A: Thank you!
B: D-A-N-I-E-L	
I	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	
J	Summary
Now I can . . .	Now I know . . .
<input type="radio"/> 1. say how the EnglishConnect course can help me learn English.	_____
<input type="radio"/> 2. tell someone how to use My English Practice Plan.	_____
<input type="radio"/> 3. say the English alphabet.	_____
<input type="radio"/> 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.	

different A learners. A learners will start the conversation in this activity, following the conversation in the learner's manual. B learners will say and spell their own names. A learners will write the names down on the lines provided on the right. Demonstrate this with another person so that learners can see what to do. If B learners become uncomfortable spelling their own names, explain that they can choose other names from the board to practice. Halfway through this activity, have B learners switch roles with the A learners.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners if they have any questions or concerns about the course. Ask them to review their goal for the course and revise it if necessary. Have them mark the circle next to each "Now I can" statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 2: GREETINGS AND INTRODUCTIONS

How are you?

TEACHING TIP: Getting to know your learners is important. Try to learn everyone's name and something about each person. Don't treat adult learners like children. Be respectful.

WARM-UP: 15 MINUTES

- A. Review:** Briefly review the alphabet and have brief instructor introductions at the beginning of the first class after you welcome the learners.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Ask learners to think of names of cities and countries to fill in this vocabulary section. Write them on the board. Give learners the English translations for countries they name.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversations with another instructor or a learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversations with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

Purpose: Make contractions with the verb be.

 1. Write the first full form on the board. Say it and have learners repeat.
 2. Erase the vowel and replace it with an apostrophe. Say and repeat.

ENGLISHCONNECT 1

LESSON 2: GREETINGS AND INTRODUCTIONS

How are you?

WARM-UP

B Objectives

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

Grammar

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

C Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

D Conversation 1: Meeting Someone New	Conversation 2: Greeting a Friend
A: Good morning!	A: Hello!
B: Hi! What's your name?	B: Hi! How are you?
A: My name is Misah. What's your name?	A: Fine, thanks. How are you?
B: I'm Aki. Where are you from?	B: I'm fine.
A: I'm from Moscow. Where are you from?	Conversation 3: Ending a Conversation
B: I'm from Tokyo.	A: Bye!
A: Well, it's nice to meet you.	B: See you later.
B: Nice to meet you too.	

E 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?"

3. Repeat steps 1 and 2 for the rest of the full forms listed.
4. With a partner, have learners practice changing full forms to contracted forms.

F. Instructor-Guided Practice: Demonstrate Conversation 1 with a partner. Fill in the blanks with your own information. Then, have learners practice the conversation with a partner. Have the learners switch roles after they finish the conversation.

G. Learners Perform Activity 1: Teach learners the meaning of **match**, such as matching a picture to a word. Part 1—As a class, have learners look at the 3 pictures and decide which of Conversations 1, 2, and 3 best fits with each picture. Have them write the numbers of the conversations on the lines.

Part 2—With a partner, have learners pretend that they are the people in each picture. Have them practice having a conversation similar to Conversations 1, 2, and 3. More advanced learners can add more to their conversations; struggling learners can rely on the conversations presented in this lesson. If time allows, ask partnerships to perform one of the conversations they practiced in front of the class.

H. Learners Perform Activity 2: Review aloud the instructions in the learner’s book (translate if necessary). Demonstrate with a partner. Pretend you are from a city and country that the learners know

you are not from. Have your partner ask you, “Where are you from?” and give your answer. Explain that the goal is to talk to as many classmates as possible. At the end, have learners share with the class the different cities and countries they wrote down. Write them up on the board (with English translations if applicable). Together, decide how many different cities and countries the class pretended to be from.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:15) 2 or 3 times. Ask the learners to answer the questions.

F 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. |

G 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 2. Conversation 3 3. Conversation 1



H 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 _____

I Listening

www.mormon.org/gabe (0:00–0:15)

1. What is his first name? **Gabe**
2. What is his last name? **Reid**
3. Where is he from? **American Samoa**

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. say hello and good-bye .	_____
<input type="checkbox"/> 2. say my name.	_____
<input type="checkbox"/> 3. ask people's names and where they are from.	_____

Invitation to Act

Practice introducing yourself to 3 people in English this week.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain it in their native language if necessary.

LESSON 3: PERSONAL INTRODUCTIONS

When is your birthday?

TEACHING TIP: The objectives for the lesson are very important. Remembering the objectives will help both the instructor and the learner focus on what the learners should be learning. Make sure your learners know what the objectives are.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Ask learners to introduce themselves to someone they have not already met.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Target Phrases section is for learner reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw a calendar on the board to help explain the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversations with another instructor or a learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversation(s) with a partner while you walk around and listen or make corrections.

- E. Pronunciation Principle:**
Purpose: Learn to pronounce [th].
 1. Show the first picture and say, "She's sinking in the water." Then show the next picture and say, "She's thinking about her mother."

ENGLISHCONNECT 1

LESSON 3: PERSONAL INTRODUCTIONS

When is your birthday?

WARM-UP


B 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 _____.

C 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

D

Conversation 1	Conversation 2	Conversation 3	Conversation 4
A: When is your birthday?	A: What's your phone number?	A: What's your address?	A: What's your email?
B: My birthday is March 30th.	B: My phone number is 125-930-1988.	B: My address is 906 Main Street.	B: My email is j.anderson@email.net.

E 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. 
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LEARNING STRATEGY

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

2. Ask learners to choose the correct picture after you say a sentence. If you say “sinking” they should say “water.” If you say “thinking” they should say “mother.”
3. Assign them in pairs to read the words with **th** to each other. Walk around and listen.
4. Repeat with the second set of pictures.

F. Instructor-Guided Practice: Teach learners the meaning of **ask** and **respond**. In pairs, assign one learner to be A in Conversations 1–4 and the other learner to be B. All of the learners who are B take the role of Maria, John, or Teresa (they can choose which person they want to be). Partner A asks the questions from the conversations, and Partner B responds as if they were Maria, John, or Teresa respectively. Then have them switch roles.

G. Learners Perform Activity 1: You may need to explain that many people send emails for business. Assign partners and ask learners to fill in the “To” field in the email by asking their partner for their email address. Explain that learners can invent an email address if they don’t have one or don’t want to share it.

H. Learners Perform Activity 2: Explain that learners will complete a role-play in a doctor’s office.

Partner A will be the person who is going to the doctor, and Partner B will be the person who works at the doctor’s office.

Partner B will ask the questions from Conversations 1–3 and fill out the form, including “What’s your name?”

Learners can invent information if they don’t want to share their personal information or if they don’t have a phone number.

After they have finished filling out the form, switch partners and repeat the activity.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:19) 2 or 3 times. Ask learners to answer the questions.


F 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
--	---	---

G Activity 1

Message	Options
To: <input style="width: 95%;" type="text"/>	📧
Cc: <input style="width: 95%;" type="text"/>	📧
Subject: <input style="width: 95%;" type="text"/>	

H Activity 2



First name _____ Last name _____

Birthday _____ Phone number _____

Address _____

I Listening

www.mormon.org/dave (0:00–0:19)

1. How many years has Dave been married? 13
2. How many kids do they have? 4
3. How many cars do they have? 2

WRAP-UP

J Summary

Now I can ...	Now I know ...
<input type="radio"/> 1. ask for and say someone’s birthday, phone number, and address.	_____
<input type="radio"/> 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain it in their native language if necessary.

LESSON 4: HOBBIES AND INTERESTS

What do you like to do?

TEACHING TIP: Use the pictures in the picture packet to help you present and practice the vocabulary in each lesson.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act. To review the last lesson, review the question “When is your birthday?” Then have the learners stand up and find the person whose birthday is closest to theirs.
- B. Overview:** Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Grammar section is for reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversations with another instructor or a learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversations with a partner while you walk around and listen or make corrections.

E. Pronunciation Principle:
Purpose: learn to pronounce to + verb in sentences.

Explain that when **to** is in front of a verb in a sentence, it is often weaker, or “reduced,” and sounds like [tuh].

ENGLISHCONNECT 1

LESSON 4: HOBBIES AND INTERESTS

What do you like to do?

WARM-UP

B 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 (verb)	
you			
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!

C Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

D Conversation 1

<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>
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E 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.

1. Say "cook."
2. Have learners repeat.
3. Say "[tuh] cook."
4. Have learners repeat.
5. Say "I like [tuh] cook."
6. Have learners repeat.

Repeat with **study** and **sleep**. Have learners practice all of the sentences with a partner.

F. Instructor-Guided Practice: Write on the board: "What do you like to do? I like to ____." Then ask one of the learners, "What do you like to do?" He or she should respond using "I like to ____." Then have that person ask another learner, "What do you like to do?" Do this until all of the learners have responded.

G. Learners Perform Activity 1: Teach learners the words **draw** and **guess**. 1) Have learners draw pictures of 3 things they like to do and 3 things they don't like to do in the space provided. Then have them share what they drew with a partner. Ask a few learners to share with the class. 2) Divide the class into two teams. Have one learner from each team come to the board. Give each of them a vocabulary word to draw. As each learner draws, the learner's team tries to guess the word. The team that guesses correctly first scores a point. Keep score until you have done all or most of the words.

H. Learners Perform Activity 2: Write on the board, "Do you like to ____?" Have the learners practice

saying this question. Then have the learners talk to one another to find out who likes and dislikes the listed activities from the vocabulary section. Demonstrate this with one of the learners. For example: "Do you like to play sports?" "Yes, I like to play sports." The name of a person who says yes goes on the line. Also: "Do you like to cook?" "No, I don't like to cook." The name of a person who says no goes on the line. Have the learners respond in complete sentences.

Follow up by asking the class who likes to ____ and who doesn't like to ____.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:22) 2 to 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each "Now I can" statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain it in their native language if necessary.

F Instructor-Guided Practice

A: What do you like to do?

B: I like _____.

B: I don't like to _____.

G Activity 1

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

H 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.

I Listening

www.mormon.org/lindsey (0:00–0:22)

1. What does Lindsey like to do? *play the violin and dance*

WRAP-UP

J 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?

TEACHING TIP: When you are explaining a new word that is very difficult, don't just repeat the word. You can draw the word, act it out, explain it, or give synonyms. It may also be helpful, after you explain it, to translate it into the learners' native language.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on last lesson. Have learners tell a partner 3 things they like to do and 3 things they don't like to do.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Act words out, draw, or do a combination of these to convey meaning. Learners shouldn't repeat without understanding. Ask them to write translations in their manual (or in a separate notebook).

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversations with another instructor or a learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversation with a partner while you walk around and listen or make corrections.

- E. Pronunciation Principle:**

Purpose: Learn to hear intonation in questions.

 1. Explain that questions have a certain musical pattern. Hum the question "Do you like to read?"

ENGLISHCONNECT 1

LESSON 5: HOBBIES AND INTERESTS

Why do you like to shop?

WARM-UP

B 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	

C 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
A: Do you like to shop? B: Yes. A: Really? Why? B: I like to shop because it's fun.	A: Do you like to cook? B: No. A: Really? Why not? B: I don't like to cook because it's boring.	A: What do you like to do? B: I like to read. A: Really? Why? B: I like to read because it is relaxing.

E 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.

2. Then hum the question “What do you like to do?” Refer learners to the manual and show them the arrows (or write them on the board). Read the questions this time (don’t hum). Ask the learners to repeat. Then have the learners repeat the conversation to practice the questions.

F. Instructor-Guided Practice: Pair learners together and assign one partner to be A and the other to be B. Demonstrate Conversation 1. Partners should practice Conversation 1 and give their own answers. Then partners should switch roles (A is now B and B is now A). Repeat with the other conversations.

G. Learners Perform Activity 1: Learners walk around and practice Conversation 3 to fill in the blanks. When they find someone who likes to do the activity, they write the person’s name on the blank and the reason they like it on the line.

H. Learners Perform Activity 2: Draw the figure for activity 2 on the board with the words and lines. Together, consider the verb phrase **to watch TV**. Write **TV** on the line between **fun** and **boring** to indicate how fun or boring you think watching TV is. If you think it is more fun than boring write it closer to the word **fun**. Then write **TV** on the line between **easy** and **difficult** to indicate how easy or difficult watching TV is. Repeat for all the lines.

Then ask learners to use their manual to repeat the activity individually for **cook, play sports, and study**.

Put learners in groups of 4 or 5 and ask them to complete a survey of their group to find out how many people think cooking is fun, difficult, and so on.

Learners can use the Conversation 1 to conduct the survey. They can include **very** in their answers.

I. Listening: Discuss the questions. Then watch the video 2 or 3 times. Ask learners to answer the questions. Answers to the questions are between 0:00 and 0:19, but watch as much as possible.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain it in their native language if necessary.

F	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 _____.
G	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 _____.
H	Activity 2	
	very fun _____	very boring _____
	very easy _____	very difficult _____
	very relaxing _____	very tiring _____
	very important _____	very unimportant _____
I	Listening	
	www.mormon.org/william (0:00–0:19)	
	1. What does William like to do? <i>play sports—rugby</i>	
	2. Why does he like it? <i>it's tough; it's physical; it's mentally challenging</i>	
J	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?

TEACHING TIP: When you practice the conversation, remember to let the learners listen to you model it first. After they listen to the whole conversation, they should be able to listen to one line at a time and repeat.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. To review the last lesson, ask learners, "What do you like to do?" When the learners respond, use their answer to ask, "Why do you like to _____?"
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** For this lesson, use the pictures in the vocabulary section to explain the words. The older people are the grandparents (their son is the dad in the younger family). More vocabulary practice is included in the other activities, so don't spend too long on the vocabulary section.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversation with another instructor or a learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversation with a partner while you walk around and listen or make corrections.

- E. Pronunciation Principle:**

Purpose: To be able to link the [t] and [y] sounds together.

When the [t] or [ts] sound is followed by the [y] sound they become a [ch] sound.

 1. Repeat each of the word pairs separately (not linked) and

ENGLISHCONNECT 1

LESSON 6: FAMILY



Who is in your family?

WARM-UP

B Objectives



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

Grammar

 <p>Singular brother sister parent uncle</p>	 <p>Plural brothers sisters parents uncles</p>
--	--

C Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

D Conversation

<p>A: So, tell me about yourself.</p> <p>B: Well, I'm from Canada. I like to dance. Also, I have a big family.</p> <p>A: Oh, yeah? Tell me about your family.</p>	<p>B: There are 5 people in my family. I have a brother and a sister. What about you? How many are in your family?</p> <p>A: I have 3 sisters and no brothers. So there are 6 people in my family.</p>
--	--

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

LEARNING STRATEGY

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

then together (linked) to show how the sounds change to the [ch] sound.

2. Have learners repeat the word pairs after you, emphasizing the [ch] sound.
3. Divide the learners into pairs to practice the phrases and sentences with each other. Walk around and gently correct mistakes.

F. Instructor-Guided Practice: Draw your family tree on the board. Write family members' names and their relationships to you. Tell the class how many are in your family. ("There are 6 people in my family. I have 3 sisters.") Then talk about your extended family—aunts, uncles, cousins, and so on. Have learners fill in the blanks in the manual. Ask them about their families; then have them ask each other.

G. Learners Perform Activity 1: Describe one of the people in each of the pictures by describing family characteristics. Examples: "She has a husband and two sons." (Answer: The mother in Picture 3), or "He has two daughters." (Answer: The father in picture 1.) With partners, have the learners describe one person in each picture by saying who else is in the picture.

H. Learners Perform Activity 2: Refer back to your family tree on the board. Talk to the class about your

family. ("Susan is my mother. David is my brother. Sara is my sister.") Have the learners draw their own family tree in the manual or on a separate sheet of paper. Have them identify the people by name and relationship to themselves.

Have the learners share their family tree with a partner.

As a follow-up, have learners come up one by one and present their family trees to the class using the example given in the manual. To increase difficulty or if time permits, have the learners add their extended family (aunts, uncles, cousins and grandparents).

I. Listening: Discuss the questions. Then watch the video segment (0:20–0:45) 2 or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each "Now I can" statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain it in their native language if necessary.

F 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).

G Activity 1



H Activity 2

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

I Listening

www.mormon.org/gabe (0:20–0:45)

1. How many children does Gabe have? **4**
2. How many sons does he have? **1**

3. How many daughters does he have? **3**

Bonus question: Where is Gabe from? **American Samoa**

WRAP-UP

J 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.

TEACHING TIP: When learners ask you to repeat a phrase, they may simply need to hear it again. Try repeating exactly what you said. Avoid rephrasing what you said unless you are sure they didn't understand the meaning of the words you used.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. To review, ask learners to talk about their families. You may need to review a few vocabulary words (**uncle, aunt**, and so on).
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After the learners understand, ask them to repeat each word. Ask them to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversation with another instructor or a learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversation with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

Purpose: Learn to say words with the letter e.

 1. Write **me** on the board and have learners repeat it. Add **n** and have learners repeat **men**.
 2. Write **wet** on the board. Have learners repeat it. Erase the **t** and have learners repeat **we**.

ENGLISHCONNECT 1

LESSON 7: FAMILY

Tell me about your family.

WARM-UP

B

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

C

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

D

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.

E

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?"

3. Divide the learners into pairs and have them read the practice words.

Explain that when **e** is at the end of a syllable, it says its name. This pattern can usually help them predict which sound the letter **e** represents.

F. Instructor-Guided Practice: With partners, have learners practice the conversation, filling in the blanks with information about their own families. Demonstrate this with another instructor in front of the class first to show learners what to do. Have partners switch roles so that both can practice as Partner B.

G. Learners Perform Activity 1: First, teach learners the meaning of **guess** so they know what to do. Demonstrate this activity in front of the class. Partner B asks a question about the person. Partner A responds with a full sentence. Partner B keeps asking questions until he or she can guess the correct person. Have learners repeat the activity with different partners.

H. Learners Perform Activity 2: Review aloud the instructions for Activity 2 in the learner’s book. Draw the chart from the activity on the board. With a partner, demonstrate how to do the activity. Ask your partner questions, and fill in the chart on the board with his or her answers. This will help learners understand what to do. Then have the learners complete the activity.

After learners have the chance to fill in their tables, they should report to the class. (For example, “My partner is Shinri. His brother is 14 years old. His brother is tall. His brother has green eyes.”)

I. Listening: Discuss the questions. Then watch video segment (0:07–0:35) 2 or 3 times. Ask learners to answer the questions.

F 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 ___.

G 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. **A:** Yes, he has glasses.
B: Does he have a beard? **A:** Is it Ray?
A: Yes! **B:** Is it Ray?



H 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 ___.

I Listening

- www.mormon.org/julieh (0:07–0:35)
- How many children does Julie have? **3**
 - How old is the oldest? **7**
 - How does she describe the second child? **a love bug; has autism and disabilities**
 - How does she describe her daughter? **a handful; a source of joy**

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. describe my family.	
<input type="checkbox"/> 2. ask about someone's family.	
<input type="checkbox"/> 3. describe someone's family.	

Invitation to Act

Describe 3 people who are in your family.

LESSON 8: EVERYDAY COMMON ITEMS

What is that?

TEACHING TIP: Pronunciation instruction should start with listening practice as the learners listen to you. Learners will probably struggle to pronounce something correctly if they can't hear it correctly.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Ask learners to talk to a classmate and describe members of their family to each other.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** The pictures in this section can be used to review after the words have been taught. One learner can cover the words and point to a picture. His or her partner says the word. Help learners understand the meaning of the words. Don't just have them repeat without understanding.

LESSON: 40 MINUTES

D. Conversation:

1. Demonstrate the conversations with another instructor or learner.
2. Ask if there are questions.
3. Have learners repeat each line together after you.
4. Have learners practice the conversations with a partner while you walk around and listen or make corrections.

E. Pronunciation Principle:

*Purpose: Learn to pronounce the vowels in **it** and **eat**.*

1. Point to the ship and say, "He sees a ship." Point to the sheep and say, "He sees a sheep."
2. Ask learners to choose the correct picture after you say a sentence. If you say **ship**, they should say **boat**. If you say **sheep**, they should say **animal**.

ENGLISHCONNECT 1

LESSON 8: EVERYDAY COMMON ITEMS

What is that?

WARM-UP













B Objectives

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

Grammar

Singular this	Plural these
------------------	-----------------

C Vocabulary



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

LESSON CONVERSATION AND ACTIVITIES

D Conversation 1 **Conversation 2**

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

E 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.

3. Say and have learners repeat the contrasting word pairs in the activity. Use the pictures to help.
4. With a partner, have learners read the practice words to each other. Walk around and listen.

F. Instructor-Guided Practice: Ask “What is this?” while pointing to a (singular) object. Learners should respond with “It’s a _____.” (For example, “What is this?” “It’s a notebook.”) Then ask the learners “What are these?” while pointing to a (plural) object. Learners should respond with “They’re _____.” (For example, “What are these?” “They’re tables.”)

G. Learners Perform Activity 1: With a partner, one learner chooses one of the watches to be “his” watch. The other partner tries to guess which watch his or her partner chose by asking the question, “Is this your watch?” while pointing to a watch. Then the other partner gets to choose a watch. After both have chosen a watch, they repeat the activity with the pens.

H. Learners Perform Activity 2: Part 1—give each learner a piece of paper and ask them to individually draw one of the vocabulary words (1–2 minutes). Ask learners to make it plural by drawing another of the same item. Then collect all of the papers.

Part 2—Choose one of the drawings and call on a learner, asking if the items in the picture are his



or hers (for example, “David, are these your notebooks?”). Prompt the learner to respond with “Yes, they are” or “No, they aren’t.” Ask a few more learners so that everyone understands the question and responses.

Part 3—Mix up the papers and redistribute them to the learners. Tell them that they need to return the drawing to the person who drew it by asking each of their classmates, “Are these your _____?” If there is time, learners should show their drawing to a few other learners, practicing “These are my _____.”

I. Listening: Discuss the questions. Then watch the video segment (0:11–0:25) 2 or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

F	Instructor-Guided Practice	
	<p>Singular</p> <p>A: What is this?</p> <p>B: It's a _____.</p>	<p>Plural</p> <p>A: What are these?</p> <p>B: They're _____.</p>
G	Activity 1	
	<p>A: Is this your _____?</p> <p>B: Yes, it is./No, it isn't.</p>	
		
H	Activity 2	
	<p>A: Are these your _____?</p> <p>B: Yes, they are./No, they aren't.</p>	
I	Listening	
	<p>www.mormon.org/lisa (0:11–0:25)</p> <p>1. What is her name? <i>Lisa Adachi</i></p> <p>2. How old is she? <i>18</i></p> <p>3. Name 2 things she loves. <i>Ice cream, yoga, basketball</i></p>	
WRAP-UP		
J	Summary	
	<p>Now I can ...</p> <p><input type="checkbox"/> 1. ask and say what something is.</p> <p><input type="checkbox"/> 2. use this and these.</p> <p><input type="checkbox"/> 3. ask if something belongs to my classmate.</p>	<p>Now I know ...</p> <p>_____</p> <p>_____</p> <p>_____</p>
	Invitation to Act	
	<p>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.”)</p>	

LESSON 9: CLOTHING AND COLORS

What are those?

TEACHING TIP: As learners do an activity, listen to them and correct them if necessary. After the activity, you should bring everyone’s attention back together. If a mistake was repeated during the practice by several learners, show the correct form.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Point to a few items around the room and ask “What is this?” or “What are these?”
- B. Overview:** Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Grammar section is for reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversation with another instructor or learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversation with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

Purpose: Learn to use stress to emphasize different adjectives.

 1. Write the second sentence on the board and mark the

ENGLISHCONNECT 1
LESSON 9: CLOTHING AND COLORS
 What are those?

WARM-UP

B Objectives


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

Grammar

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

C Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: I'm looking for a new shirt. *on sale: something is **on sale** when it costs less money than usual.
 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!

E 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.

adjectives that are stressed. Read the sentence, emphasizing the stressed words and let learners repeat.

2. Have learners take turns reading the sentences with the proper stress.

F. Instructor-Guided Practice: Ask “What is that?” and point to an article of clothing that someone is wearing. Learners should respond with “It’s a ____.” Point to an article of clothing that is plural (for example, pants) and ask “What are those?” Learners should respond with “They’re ____.” Learners then use the pictures in the book to ask their partner the questions “What is that?” and “What are those?”

G. Learners Perform Activity 1: Point out the conversation in the learner manual. Fill in the blanks by using an article of clothing that one of the learners in the class is wearing. Demonstrate the conversation. Have a learner or another instructor be A. He or she chooses a learner in the class and points to an article of clothing the person is wearing and asks, “Do you like that shirt?” Respond as B: “No, that shirt is blue. I’m looking for an orange one.” Have the learners practice with a partner, trading roles and using different articles of clothing and colors each time.

H. Learners Perform Activity 2: Ask all learners to choose something in one of the pictures that they would like to buy. Working with a partner, each learner should use the conversation on the previous page and the picture to pretend to be at the store shopping with a friend. Learners should

(1) choose an item in the picture they want to buy and (2) use the conversation to talk about it. Both learners should have the chance to “shop.”

This activity could be made more difficult by asking learners to do the activity without looking at the conversation.

If there is time, have learners role-play their conversations in front of the class.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:17) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice

What is that?



What are those?



G 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.)

H Activity 2



I Listening

www.mormon.org/jeremy (0:00–0:17)

1. What did Jeremy tell his parents he would never wear to work? *a suit and tie*

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. ask for and say the names of clothing.	_____
<input type="checkbox"/> 2. use that and those .	_____
<input type="checkbox"/> 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 _____.”)

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 10: DAILY ROUTINES

What do you do in the morning?

TEACHING TIP: When you ask a question, remember that your learners are just beginning to speak English, and they need time to think. Wait for 6 to 7 seconds after you ask a question to give learners time. Be comfortable with silence.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Review the last lessons by asking “What is that?” and “What are those?” about various objects in the classroom and clothes people are wearing.
- B. Overview:** Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Grammar section is for reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversations with another instructor or learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversations with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

Purpose: Learn to pronounce present tense verb endings for the third person.

 1. Read the first column (walk, walks, shop, etc.). Explain that the [s] sound follows the letters **f**, **k**, **p**, and **t**. Let learners repeat the words.

ENGLISHCONNECT 1

LESSON 10: DAILY ROUTINES

What do you do in the morning?

WARM-UP

B 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.
--	----------------	---	-----------------

C 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

D 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.

E 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.

2. Read the second column (clean, cleans, play, etc.). Explain that the [z] sound follows **b, d, g, j, l, m, n, r**, and vowels. Let learners repeat. Read the last column. Explain that these words end in an extra syllable because they end in one of these sounds: [sh], [ch], [s], [z].
3. With a partner, have learners pronounce he and she forms of the verbs (for example, **get** becomes **gets**) in the practice section.

F. Instructor-Guided Practice: Demonstrate this activity. Ask the question, “What do you usually do in the morning?” Then choose a picture and call on one of the learners. Say the number of the picture and have the learner use its activity in a sentence. Learners respond with “I usually _____ in the morning.”

G. Learners Perform Activity 1: Have learners interview each other, asking the question, “What do you usually do in the morning?” Learners should give genuine answers. Have them interview two classmates. Afterwards, each learner tells a third classmate about the two classmates he or she interviewed. (For example, “Chen usually takes a shower, gets dressed and goes to work.”)

H. Learners Perform Activity 2: Draw it! Demonstrate this activity first. With a partner, learners take turns making sentences and drawing. One learner will use one of the vocabulary phrases listed in the

activity by drawing a picture to represent the phrase. The other learner will describe the drawing by using the vocabulary phrase in a sentence.

For example, if one learner drew someone going to work, the other learner should say something such as, “He goes to work in the morning.” More advanced learners can be more creative with their sentences if they want but should focus on using the verb correctly.

This activity could be adapted to be played with the whole class. To do this, divide into two teams and have one learner from a team draw on the board while the team members guess what is being drawn.

I. Listening: Discuss the questions. Then watch the video segment (0:23–0:37) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice

1. 

3. 

5. 

7. 

2. 

4. 

6. 

8. 

G Activity 1

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

H Activity 2

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

I Listening

www.mormon.org/julie (0:23–0:37)

1. What does Julie usually do in the morning? *she works as a radio show host*
2. What time does Julie usually wake up in the morning? *3:30 a.m.*

WRAP-UP

J 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 11: CURRENT ACTIVITIES

What are you doing now?

TEACHING TIP: Use the board. It is often helpful to see and hear a new word you use or a question you ask. Instructors can focus learners' attention when directing them to the board.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Ask learners to share what they learned from someone they spoke to last week about what he or she usually does in the morning.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

D. Conversation:

1. Demonstrate the conversation with another instructor or learner.
2. Ask if there are questions.
3. Have learners repeat each line together after you.
4. Have learners practice the conversations with a partner while you walk around and listen or make corrections.

E. Pronunciation Principle:

Purpose: Learn to pronounce words with i and y.

1. Read the pairs of words in the learner's book aloud. Explain that **i** or **y** at the end of a syl-lable is pronounced like the letter **i** in **hi**, but **i** or **y** followed by a consonant in a syllable is pronounced like the letter **i** in **him**.

ENGLISHCONNECT 1

LESSON 11: CURRENT ACTIVITIES

What are you doing now?

WARM-UP

B

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	I	am	Use: actions happening now
you	eat	Examples: I eat lunch every afternoon.	you	are	Examples: I am eating lunch (now).
we		She prays every night.	we		I am praying (now).
they			they		
he/she/it	eats		he/she/it	is	

C

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

D

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!

E

Pronunciation Principle: i and y

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

2. Have learners work with partners. One learner reads List 1 out loud and the other learner reads List 2.

F. Instructor-Guided Practice: Help learners fill in the blanks (in red in instructor version). For item 1, pretend to wash your face and ask, “What am I doing?” (“You are washing your face.”) For item 2, ask one learner to pretend to wash his or her face. Ask the learner, “What are you doing?” (“I am washing my face.”) For item 3, have the whole class pretend to wash their faces and ask, “What are we doing?” (“We are washing our faces.”) Practice similarly with the other items.

G. Learners Perform Activity 1: Have learners work with partners. Review aloud the instructions for Activity 1 in the learner’s book. Demonstrate this activity by acting out one of the verbs and having the learners guess. Then tell learners to begin the activity with their partners. Walk around and listen, gently correcting when necessary. Especially listen for correct use of **-ing**.

H. Learners Perform Activity 2: Review aloud the instructions for Activity 2 in the learner’s book. Translate if necessary. Explain that in Partner B’s last line, Partner B needs to decide if the activity is something he or she usually does at that time and give the appropriate response. If the activity is not something they usually do at that time, they need to respond with another activity. Demonstrate using

this dialog for picture 1:

A: “What are you doing?”

B: “I am studying.”

A: “Do you usually study in the morning?”

Partner B: “Yes, I usually study in the morning.” or “No, I usually eat breakfast in the morning.”

After completing the activity with Partner A asking and Partner B explaining, have the learners switch roles.

If there is time, have learners explain to the class what they learned about their partners.

I. Listening: Discuss the questions. Then watch the video segment (0:21–0:45) 2 or 3 times. Ask learners to answer the questions.

F **Instructor-Guided Practice**

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

G **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

H **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.			in the morning
	or		
2.			in the afternoon
	or		
3.			at night
	or		

I **Listening**

www.mormon.org/deborah (0:21–0:45)

- What does Deborah usually do during the day? *laundry, dishes, pick up kids, take care of children*
- How many children does she have? **5**

WRAP-UP

J **Summary**

Now I can . . . <input type="radio"/> 1. say what I am doing now. <input type="radio"/> 2. ask what others are doing now. <input type="radio"/> 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the box next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 12: TIME AND CALENDAR

What time is it?

TEACHING TIP: Encourage the learners to write translations of vocabulary and phrases in their learner manual or in a vocabulary notebook.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Write some verbs on the board and ask a learner to act out one of the verbs in front of the class. Let the class guess what the learner is doing.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference *only*. Do *not* teach this section. Refer learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. Ask learners to repeat each word and to write native language translations.

LESSON: 40 MINUTES

D. Conversation:

1. Demonstrate the conversations with another instructor or learner.
2. Ask if there are questions.
3. Have learners repeat each line together after you.
4. Have learners practice the conversations with a partner while you walk around and listen or make corrections.

E. Pronunciation Principle:

Purpose: Hear and pronounce the difference between -teen and -ty in numbers

1. Write the following words on the board, underlining as given. Have learners repeat.

<u>thirty</u>	<u>thirteen</u>
<u>sixty</u>	<u>sixteen</u>
<u>eighty</u>	<u>eighteen</u>
2. Explain that syllable stress is the main difference in





ENGLISHCONNECT 1
LESSON 12: TIME AND CALENDAR
 What time is it?

WARM-UP

B 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
			

C 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	Conversation 2	Conversation 3
A: What time is it? B: It's three thirty.	A: Is today the fourteenth? B: No, it's the fifteenth.	A: What day is it today? B: It's Friday.

E 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.

pronunciation between these two columns, not the [n] sound at the end of the numbers in the second column. (The underlined syllables are the stressed syllables in the words above.) Pronounce and have learners repeat the following numbers (write in spelled-out form if helpful): 30, 40, 50, 60, 70, 80, 90, 13, 14, 15, 16, 17, 18, 19. Then demonstrate and have the learners do the learner's book activity.

- F. Instructor-Guided Practice:** Draw four clocks on the board. Point to a time and ask, "What time is it?" Learners respond with "It's ____." Then have learners with partners use the clocks in their book to repeat the activity. Draw calendar dates on the board like the ones in the book. Point to one and ask, "Is today the 13th?" Learners respond with "Yes, it's the 13th." or "No, it's not the 13th." Repeat with other dates.
- G. Learners Perform Activity 1:** Draw the calendar week from Activity 1 on the board. Choose one of the days as "today." Demonstrate with a partner. Partner A asks "Is today Friday?" Partner B says "Yes" or "No" depending on the day chosen at the beginning. If no, Partner A asks "Is today the 22nd?" If yes, they switch partners. If no, they keep going until the day is guessed.
- H. Learners Perform Activity 2:** Have each learner fill in the information for Activity 2 in his or her manual.


Write the questions for this activity on the board because they are slightly different than those presented in the conversation examples. Demonstrate the activity.

For the times column, one partner asks "What time is it when you wake up, etc.?" The other partner responds: "It's ____ when I wake up."


For the dates column, one partner asks: "What day is your (birthday, etc.) ? The other partner responds: "My birthday is ____." Then have learners complete the activity with a partner.

- I. Listening:** Discuss the questions. Then watch the video segment (0:19–0:42) 2 or 3 times. Ask learners to answer the questions.


F Instructor-Guided Practice

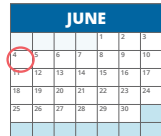



3:30




6:15









11:00



4:45





G Activity 1

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

H Activity 2

Times	Dates
When you usually wake up: _____	Your birthday: _____
When you usually eat lunch: _____	Your favorite holiday: _____
When you usually go to work/school: _____	Your country's new year date: _____
When you usually go to bed: _____	A family member's birthday: _____

I Listening

<https://www.mormon.org/nadja> (0:19–0:42)

1. What day of the week is Nadja talking about? *Wednesday*
2. What time will Danielle play tennis? *4:00*
3. When will Dominick be home? *5:30*

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="radio"/> 1. say the time and date.	_____
<input type="radio"/> 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.

25

WRAP-UP: 5 MINUTES

- J. Summary:** Ask learners what they learned. Have them mark the circle next to each "Now I can" statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 13: WEATHER

How's the weather?

TEACHING TIP: Listening can be extremely difficult in a second language. Allow learners to listen multiple times. After they have listened 2 or 3 times, it might help to write the more difficult phrases up on the board and let them see the phrase they heard in the listening.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. With a partner, have learners answer the questions “What time is it?” and “What day is it today?” Review the answers together as a class.
- B. Overview:** Review aloud the Objectives. Explain in the learners’ native language if necessary. **Review with learners the Target Phrases as you teach the vocabulary in this lesson.** Help learners see the connection between vocabulary and the phrases (for example, between “rain” and “It’s rainy”).
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversation with another instructor or learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversation with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

Purpose: Learn to pronounce i and y when the sound is the vowel [ee].

 1. Explain that the vowel sound [ee] can be represented by the letter **y** or the letter **i** at the end of words (it is usually spelled with a **y**, but in some exceptions, it can be spelled with an **i**).

ENGLISHCONNECT 1

LESSON 13: WEATHER

How's the weather?

WARM-UP








B 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?	

C Vocabulary

rain				
snow				
wind				
cloud				
fog				
cold				
hot				

LESSON CONVERSATION AND ACTIVITIES

D Conversation (on the phone)

A: How's the weather in London? **A:** That's too bad*. Will it rain tomorrow too?

B: Not very good. It's raining again. **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.

E 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.

2. Read the words at the top of the activity and ask learners to repeat. Then ask learners to read the practice words to a partner (some words are for review).

F. Instructor-Guided Practice: One at a time, draw simple pictures on the board (or use the picture packet) of the weather listed for each number (see answers in red below). Have learners guess the correct weather and say the complete sentence for each item. Let them refer to the Target Phrases to do this. Point out that 1–4 are statements about today, and 5–8 are statements about tomorrow.

G. Learners Perform Activity 1: Learners work with a partner. Partner A will cover up the Partner B section, and Partner B will cover up the Partner A section. Together, they will make a plan for Sam's next week. Explain that Sam likes to run, but that Sam does not like to run in bad weather. Demonstrate first: Partner A will think of yes–no questions to ask Partner B about the weather (for example, "Will it ____ [on Monday]?"). Partner B looks at the picture for that day and gives a short response from the Target Phrases (for example, "I think it will." or "No, it won't."). Partner A can ask more questions. Then, Partner A decides if Sam will run that day or do the other activity. Partner A will tell Partner B that "Sam will run." or "Sam will ____." If there is time, have partners switch roles and repeat the activity.













H. Learners Perform Activity 2: Learners use the conversation from this lesson to discuss the weather using the weather maps. Learners start by choosing a place on the map. Partner B will "travel" to that place. Partner A will then start the conversation by asking about the weather where Partner B is. They should role-play as if they are speaking on the phone. Partner B answers according to the pictures, noting that one map is of the weather today and the other is for tomorrow. If there is time, learners could discuss the local weather.

I. Listening: Discuss the questions. Then watch the video segment (2:00–2:16) 2 or 3 times. Ask learners to answer the questions.



F Instructor-Guided Practice

<p>Today</p> <ol style="list-style-type: none"> 1. It's <u>raining/rainy.</u> 2. It's <u>cloudy.</u> 3. It's <u>hot.</u> 4. It's <u>windy.</u> 	<p>Tomorrow</p> <ol style="list-style-type: none"> 5. It will <u>snow.</u> 6. It will <u>be cold.</u> 7. It will <u>be sunny.</u> 8. It will <u>be foggy.</u>
--	---

G Activity 1

<p>Partner A Ask: Will it _____ [on Monday]?</p> <ol style="list-style-type: none"> 1. Monday: Sam will <u>cook/run.</u> 2. Tuesday Sam will <u>watch movies/run.</u> 3. Wednesday Sam will <u>read/run.</u> 4. Thursday Sam will <u>paint/run.</u> 	<p>Partner B Answer Partner A's questions with the pictures shown below.</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">1. Monday: </td> <td style="width: 50%;">3. Wednesday: </td> </tr> <tr> <td>2. Tuesday: </td> <td>4. Thursday: </td> </tr> </table>	1. Monday: 	3. Wednesday: 	2. Tuesday: 	4. Thursday: 
1. Monday: 	3. Wednesday: 				
2. Tuesday: 	4. Thursday: 				

H Activity 2

<p>Today</p> 	<p>Tomorrow</p> 
--	---

I Listening

www.mormon.org/dean (2:00–2:16)

1. How does Dean describe the weather on the ground? *cloudy, windy, inclement (bad) weather*
2. What is the weather like above the clouds? *sunny, bright*

WRAP-UP

J Summary

<p>Now I can . . .</p> <p><input type="radio"/> 1. describe the weather.</p> <p><input type="radio"/> 2. make predictions about the weather.</p>	<p>Now I know . . .</p> <hr/> <hr/> <hr/>
--	---

Invitation to Act

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

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each "Now I can" statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 14: JOBS AND CAREERS

What do you do for work?

TEACHING TIP: Simplify the language you use when explaining something in English, or use the learners' native language. Don't use language that is beyond the level of your learners.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Review the previous lesson by asking learners about the weather.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Target Phrases section is for learner reference *only*. Do *not* teach this section. Direct learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** You may need to list additional occupations specific to your learners. Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversations with another instructor or learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversations with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

*Purpose: Learn to pronounce the letters **or** and **er** in unstressed syllables.*

 1. Say the words in list 1 and have learners repeat. Then have them mark the stressed syllable of each word with an accent mark above the vowel (shown in instructor version only). Then do the same for the words in list 2. Help learners notice that the **er** and **or** endings of these words all sound the same.

ENGLISHCONNECT 1

LESSON 14: JOBS AND CAREERS

What do you do for work?

WARM-UP







B Objectives

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

Target Phrases

What do you do for work? I am a <u>nurse</u> . I have my own business.	Where do you work? I work <u>at a factory</u> .
What does he (or she) do for work? He (or She) is a <u>mechanic</u> . He (or She) has his (or her) own business.	Where does he (or she) work? He (or She) works <u>at a restaurant</u> .

C 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

D 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.
---	--

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

1. er endings: fárm ^{er} , wáit ^{er} , cárp ^{er} enter, páint ^{er} , wórker, téach ^{er}	2. or endings: áctor, táill ^{or} , tútor, vísit ^{or} wórker, téach ^{er}
--	--

LEARNING STRATEGY

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

2. Explain that for each of the words in lists 1 and 2, the stress is on the first syllable, so the **er** and **or** endings are unstressed. When **er** and **or** are *unstressed*, they sound the same.
3. Have them practice pronouncing the words in both lists with a partner. Listen and correct mistakes.

F. Instructor-Guided Practice: Say one of the numbers (1–6) and ask one of the learners to pretend to be the person in that picture. Then ask the learner, “What do you do for work?” He or she responds with, “I’m a ____.” Then ask the rest of the class, “What does he do for work?” or “What does she do for work?” Learners respond with, “He (or She) is a ____.” Have learners practice with a partner, using all the pictures.

G. Learners Perform Activity 1: Teach learners the meaning of the word **imagine**. Demonstrate before dividing into groups. You will be person A in the demonstration. Choose an occupation and write it down on a paper that the learners can’t see. Then ask two learners to help you demonstrate. Follow the conversation in the learner’s book. Person A will tell person B where he or she works. Then person B will tell person C where person A works. After learners finish the conversation, person B and person C will talk to each other and try to think of the occupations that person A might have. For example, if person A said that he or she works in a hospital, person A could be a doctor or a nurse. After person B and person C guess person A’s


occupation, they should ask person A what his or her occupation is. Then person A will answer and show them the occupation he or she wrote.


H. Learners Perform Activity 2: Have each learner fill in the information for Activity 2 by interviewing 3 or 4 classmates. If you haven’t listed occupations specific to your learners already, this would be a good time to do so. After learners fill in the table, call on individuals to describe another learner to the whole class.


If there is time, say an occupation and have the learners raise their hands if they know someone who does that job. Then ask who the person is and where the person works.


I. Listening: Watch the video segment (0:00–0:20) 2 or 3 times. Ask learners to answer the questions.


F Instructor-Guided Practice


1. 

2. 

3. 

4. 

5. 

6. 

G 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 _____.

H 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

I Listening

www.mormon.org/yvette (0:00–0:20)

1. What does Yvette do for work? *She is a math teacher*
2. Where does Yvette work? *She works at a middle school. Note: Middle school is usually grades 6–8.*
3. Why does she like her job? *The kids are great.*

WRAP-UP

J Summary

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

Invitation to Act

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

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain it in the native language if necessary.

LESSON 15: JOBS AND CAREERS

Tell me about your job.

TEACHING TIP: As learners are beginning to learn a new language, it is important for them to constantly review what they learn. Including a review at the beginning of class will help learners retain what they learn.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Ask learners to report on what 3 people they know do for work.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Target Phrases section is for learner reference *only*. Do *not* teach this section. Direct learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations. *You may need to explain that in English we do not usually pluralize hair.*

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversation with another instructor or learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversation with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

Purpose: Learn to pronounce the letters oo.

 1. Say the words in list 1 and have the learners repeat them. Then do the same with the words in list 2.
 2. Explain that the letters **oo** together can make two different sounds: [oo] as in **too** and [ʊ] as in **book**. There are no rules about when **oo** sounds like [oo] and when it

ENGLISHCONNECT 1

LESSON 15: JOBS AND CAREERS

Tell me about your job.

WARM-UP

B

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.	He (or She) is self-employed.
My job is <u>full-time</u> .	What do you do at work?
I am self-employed.	Every day I <u>serve food</u> .
His (or Her) job is <u>part-time</u> .	Every day he (or she) <u>cleans buildings</u> .

C

Vocabulary

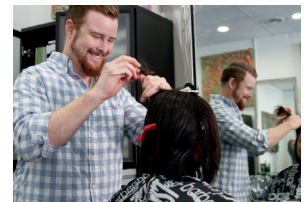
Verbs help sell serve clean teach program (computers) cut	Nouns customer hair product building student building computer	Adjectives full-time part-time self-employed interesting fun difficult boring
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LESSON CONVERSATION AND ACTIVITIES

D

Conversation

- | | |
|--|---|
| A: I'm looking for a new job. | 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: Really? Why? | B: I'm a hairstylist, and I like my job. I like to cut hair and meet new people. |
| A: Well, my job is only part-time and I don't really like my job. | A: That's great! |
| B: Why not? What do you do at work? | |



E

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).

sounds like [ɔ], so the pronunciation of each word with the letters **oo** must be memorized.

3. Say the words in the listening list and have the learners decide whether each word has the vowel sound of the words in list 1 or in list 2 by holding up 1 or 2 fingers after they hear each word.
4. Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: For item 1, learners check a circle, and for item 2, they write about their job in their books. (Learners can invent a job if needed.) For item 2, you may need to help with vocabulary not in this lesson. Then, say to a learner, “Tell me about your job.” When the learner finishes, he or she chooses another learner and says, “Tell me about your job.” Do this until all have had a turn.

G. Learners Perform Activity 1: Have learners work with a partner. Review aloud the instructions for Activity 1 in the learner’s book, and make sure that the learners understand them. Translate if needed. Explain that the purpose of this activity is to be able to speak more fluently (quickly and without long pauses). *It is important that you time the learners all together. Have each pair decide which partner will speak. Then say “Go” and time them. At the end of the time, say “Stop.”* After this activity, follow up with learners and ask if they felt they could say more the second time. Ask them if they learned any new

words or phrases from their partners.

H. Learners Perform Activity 2: Demonstrate by choosing a job from the list in Activity 2 (do not tell the class which job you chose). Explain that you will describe this job in front of the class without saying any part of the job title (for example, “This person works outside in the water.”). The learners need to guess the job and say it in English. Tell learners that the goal is to help the class guess the word quickly. Give as many learners as possible a chance to come to the front to describe a job. If you have many learners, you can divide the class into two groups and have each group do the activity independently.

I. Listening: Discuss the questions. Then watch the video segment (0:12–0:38) 2 or 3 times. Then ask learners to answer the questions.

F Instructor-Guided Practice

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

2. Every day I _____

G 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

H Activity 2

Jobs from Lesson 14

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



I Listening

www.mormon.org/grantk (0:12–0:38)

1. What does Grant do for work? *He's a farmer.*
2. Who works with him? *his son, family*
3. Name one thing Grant does at work. *fixing things, feeding cows, milking cows, changing sprinklers, mowing hay*

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="radio"/> 1. describe my job.	_____
<input type="radio"/> 2. ask about someone's job.	_____
<input type="radio"/> 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 16: FOOD

What's your favorite food?

TEACHING TIP: Tell learners how much time you will spend on an activity so they know when you will want their attention again. For example, "Practice this conversation with your partner for 2 minutes." Let learners know when the time is nearly finished. For example, "30 seconds!"

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Have each learner talk with a partner about where their friends work.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Target Phrases section is for learner reference *only*. Do *not* teach this section. Direct learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. Ask learners to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 - Demonstrate the conversation with another instructor or learner.
 - Ask if there are questions.
 - Have learners repeat each line together after you.
 - Have learners practice the conversation with a partner while you walk around and listen or make corrections.

- E. Pronunciation Principle:**
Purpose: Learn to pronounce [uh] in unstressed syllables.
 - Say the words in list 1 and have the learners repeat. Then have them mark the stressed syllable of each word (see answers at right). Notice that **chocolate** and **broccoli** are usually pronounced with just 2 syllables, not 3.

ENGLISHCONNECT 1

LESSON 16: FOOD
What's your favorite food?


WARM-UP

B Objectives



<ol style="list-style-type: none"> I will learn to name foods I eat for breakfast, lunch, and dinner. I will learn to name my favorite foods. 	<ol style="list-style-type: none"> I will learn to ask what others' favorite foods are. I will learn to talk about why I like or dislike certain foods.
---	---

Target Phrases

I usually eat <u>eggs</u> for <u>breakfast</u> .	Why do you like <u>chicken</u> ?
What is your favorite food?	Why don't you like <u>cheese</u> ?
My favorite food is <u>chicken</u> .	I don't like <u>the taste</u> .
<u>Chicken</u> is my favorite food.	It's <u>salty</u> .



C 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

D 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>
--	---	--

E Pronunciation Principle: [uh] in Unstressed Syllables

- 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.

2. Explain that vowels in unstressed syllables are often (not always) pronounced as [uh], no matter how they are spelled. Sometimes, like in **chocolate** and **broccoli**, we may completely omit an unstressed syllable.
3. With a partner, have learners underline the *unstressed* syllable pronounced with [uh] in each practice word. Then have them practice pronouncing the words, focusing on the [uh] sounds.

F. Instructor-Guided Practice: Ask questions about each of the people listed (for example, “What does Anna usually eat for breakfast?”). Learners respond using the listed information (for example, “Anna usually eats eggs for breakfast.”). In the last column the learners can write their own information. Then ask, “What do you usually eat for dinner?” If there is time, learners can repeat the activity with partners.

G. Learners Perform Activity 1: Have learners interview their classmates to find out several classmates’ favorite foods. After learners have finished, ask learners to share with the class by asking “What is Andre’s favorite food?” Ask the learners who interviewed Andre to raise a hand. Call on one learner to respond (for example, “Andre’s favorite food is chicken.”). Repeat with several learners.

H. Learners Perform Activity 2: Explain to the class that, with a partner, they will role-play eating lunch at a friend’s house. One learner will be Partner A and the other learner will be Partner B. Learners

should use the conversation provided in the activity while supplying their own information. Demonstrate the conversation for the class with a learner or another instructor.

Learners should repeat the conversation several times to choose 4 foods that they will eat for lunch that both learners like. Have them write the foods in the blanks under “Lunch Decisions.” Let learners report to the class on the foods they agreed on, stating what foods they agreed on and why they like those foods. If there is time, repeat this activity with new partners for breakfast and dinner.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:14) 2 or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

F Instructor-Guided Practice

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

G Activity 1

A: What’s your favorite food?
B: My favorite food is _____.


Classmate	Favorite Food

H 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. _____



I Listening

www.mormon.org/dave (0:00–0:14)

1. What is the family making for breakfast? *pancakes*
2. What do the children want? *chocolate chips in their pancakes*
3. How many children do they have? **4**

WRAP-UP

J Summary

Now I can ...	Now I know ...
<input type="checkbox"/> 1. name foods I eat for breakfast, lunch, and dinner.	_____
<input type="checkbox"/> 2. name my favorite foods.	_____
<input type="checkbox"/> 3. ask what others’ favorite foods are.	_____
<input type="checkbox"/> 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?

TEACHING TIP: Avoid asking “Do you understand?” to check for understanding. Have learners demonstrate their understanding. Also, don’t use one or two learners who seem to understand as an indication that everyone does.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Have each learner talk with a partner about what they usually eat for breakfast and why they like the foods they eat.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Target Phrases section is for learner reference *only*. Do *not* teach this section. Direct learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversations with another instructor or learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversations with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

Purpose: Learn to pronounce the letters r and l.

 1. Have learners look at the picture of the right arrow and say after you, “Choose the right.” Then have them look at the second picture and say after you, “Choose the light.”
 2. Say the words in list 1 and have the learners repeat. Then do the same with the words in list 2. If they are struggling, a mirror may be helpful to show the placement of their tongues.

ENGLISHCONNECT 1

LESSON 17: FOOD

Where do you like to eat?

WARM-UP









B Objectives

<ol style="list-style-type: none"> 1. I will learn to say where I like to eat. 2. I will learn to order a meal. 	<ol style="list-style-type: none"> 3. I will learn to ask and say where someone likes to eat.
---	--

Target Phrases

<p>I'd like to order _____.</p> <p>soup</p> <p>pasta</p>	<p>I'd like to order a _____.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">sandwich</td> <td style="width: 50%;">hamburger</td> </tr> <tr> <td>salad</td> <td>drink</td> </tr> <tr> <td>pizza</td> <td>dessert</td> </tr> </table>	sandwich	hamburger	salad	drink	pizza	dessert
sandwich	hamburger						
salad	drink						
pizza	dessert						

C Vocabulary

sandwich	pizza		
salad	hamburger		
soup	drink		
pasta	dessert		

LESSON CONVERSATION AND ACTIVITIES



D 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.

E Pronunciation Principle: The Letters r and l

<p>right</p> 	<p>light</p> 
--	--

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.

3. Have the learners practice pronouncing the words in both lists with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Explain that learners will try to remember what their classmates say in this activity. To demonstrate, ask 2 learners to read the lines of Rob and Amy in the example (you will read Dan's line). Then divide learners into groups of 3 and assign learners to be A, B, and C. Learners should speak from memory while trying to follow the pattern in the book. Switch groups.

G. Learners Perform Activity 1: Learners will use Conversation 1 for this activity. Partner A will start the conversation. Instead of saying "the cafe" and "sandwiches" in the third line, Partner A should say the name of a local restaurant that serves the food shown (for example, "I like to eat at Guru's. The soup is delicious!"). Learners should write the restaurant on the line and switch roles.

H. Learners Perform Activity 2: Demonstrate this activity before pairing learners together. Explain that you will use Conversation 2 to practice ordering food. Partner B will look at the pictures and choose 3 things to order. Partner A will initiate the conversation by asking "Can I take your order?" Partner B will answer with "I'd like to order a sandwich, a salad, and a drink, please." As Partner B requests the food items, Partner A should write the order on the lines provided. Partner A reads the order back to Partner B. Learners should then switch roles.

If time permits, try a more complicated version of this activity by having learners work in groups of three: an employee (Partner A), a customer (Partner B), and a cook (Partner C). The customer and employee complete Conversation 2, and then Partner A should tell Partner C which menu items Partner B wants. Learners should then rotate so that each learner has the chance to fill each role.

Partners A, B, and C complete Conversation 2, and then Partner A should tell Partner C which menu items Partner B wants. Learners should then rotate so that each learner has the chance to fill each role.

I. Listening: Discuss the questions. Then watch the video segment (1:24–1:36) 2 or 3 times. Ask learners to answer the questions.

F 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?

G Activity 1



H Activity 2

Partner A

Partner B

I Listening

www.mormon.org/colton (1:24–1:36)

1. What food is Colton talking about? **pineapple tomatoes**
2. What colors is this food usually? **yellow with red stripes**

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. say where I like to eat.	
<input type="checkbox"/> 2. order a meal.	
<input type="checkbox"/> 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each "Now I can" statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 18: FOOD

How do you make that?

TEACHING TIP: Keep instructor-talk to a minimum. Avoid lengthy explanations. Learners should speak for the majority of the class.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Have each learner talk with a partner about one of their favorite restaurants.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Target Phrases and Grammar sections are for learner reference *only*. Do *not* teach these sections. Direct learners here if they consistently make errors with the principle.)
- C. Vocabulary:** Don't expect learners to memorize all of the words from this lesson. Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word and write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversations with another instructor or learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversations with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

*Purpose: Learn to pronounce words with the letters **oi** and **oy**.*

 1. Say the words in list 1 and have the learners repeat. Make sure you say each word as 1 syllable.
 2. Explain that when the letters **oi** and **oy** are in a word, they create a diphthong. Diphthongs have 2 vowel sounds in the same syllable. An example is the word **oil** (1 syllable but 2 vowel sounds, [o] and [ee]).

ENGLISHCONNECT 1

LESSON 18: FOOD

How do you make that?

WARM-UP

B

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> .	3. Then, you heat the pan on the stove.
	last 4. Last, you cook the bread for 5 minutes.
	* interchangeable

C

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

D

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!

E

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.

3. Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Read aloud the instructions. Give learners time to put the sentences in order. Notice that **next** and **then** are interchangeable in this context, so either could be used for sentence 3 or 4. After learners have had time to complete the activity, choose learners to read sentences 1–4. Some learners may put the steps in a different order than others. Use this as an opportunity for discussion.

G. Learners Perform Activity 1: Have learners look at the sequence of pictures in their books. Read this description as they look at the pictures:

1. You need a banana and eggs.
2. First, you put the banana and eggs in a bowl.
3. Then, you stir the banana and eggs.
4. Next, you put the mixture on a pan.
5. Last, you heat the pan and cook the pancakes.

After they listen to you once, let the learners describe the step in each picture with a partner. Encourage them to use the words **first**, **next**, **then**, and **last** in their description. Make sure both partners have time to practice explaining the process. Then, ask a few learners to explain it in front of the class.

H. Learners Perform Activity 2: Read aloud the instructions in the learner’s book. Translate if necessary.

Demonstrate by having the class tell you the first few steps of making a food traditional in their country. Write the steps on the board as they explain. Use sequencing words (**first**, **next**, **then**, and so on as you write). After learners understand, have them do the activity with a partner. Make sure that both partners have time to explain how to make their food. If there is time, have a few learners explain to the class how to make their partner’s food (their partners can help them if needed). Remember that learners should mostly be speaking during this activity.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:30) 2 or 3 times. Ask learners to answer the questions.

F 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. **First**, you wash the rice.

You put the rice in a pan. 2. **Next (Then)**, you put the rice in a pan.

You add water and salt. 3. **Then (Next)**, you add water and salt.

You wash the rice. 4. **Last**, you cook it for 10–15 minutes.



G Activity 1

1. 
2. 
3. 
4. 
5. 

H 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.

I Listening

www.mormon.org/frank (0:00–0:30)

1. What is the couple making? **cookies**
2. Name 3 of the ingredients. **baking soda, baking powder, cinnamon, salt, raisins, craisins, walnuts**

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. say what ingredients are in foods I like.	_____
<input type="checkbox"/> 2. describe how to make foods I like.	_____
<input type="checkbox"/> 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in the native language if necessary.

LESSON 19: MONEY

How much does this cost?

TEACHING TIP: When learners learn new words, help them learn the correct pronunciation after they learn the meaning of the word or phrase. Listen for their pronunciation and gently correct it when needed.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Review the last lesson by asking learners about the meaning of *first*, *next*, *then*, and *last*. Ask learners to recall vocabulary words they learned.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Target Phrases section is for learner reference *only*. Do *not* teach this section. Direct learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversation with another instructor or learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversation with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

Purpose: Learn to pronounce words with the letter o with silent e.

 1. Say the words in list 1 and have the learners repeat. Then do the same with the words in list 2.
 2. Explain that when the letter **o** is followed by a consonant and a silent **e** it is pronounced [o] like in the word **no**.
 3. Review more examples by saying the words in list 3 and having the learners repeat. Write each word on the board and point out the **o** and the **e**.

ENGLISHCONNECT 1

LESSON 19: MONEY

How much does this cost?

WARM-UP

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


C Vocabulary

Numbers 70-1,000,000	Local Currency	Nouns	Verbs	Adjectives
70-seventy	_____	pajamas	cost	expensive
80-eighty	_____	shoes	buy	cheap
90-ninety	_____	tie	need	good
100-one hundred	_____	apple	Review	bad
1,000-one thousand	_____	chicken	dress	pretty
1,000,000-one million	_____	phone	shirt	ugly
		table	skirt	
		car		

LESSON CONVERSATION AND ACTIVITIES

D Conversation: At a Clothing Store

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



E 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: rose nose hope more before

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.

4. Have learners write the words they hear you say (words are in red in instructor version). Write the words on the board and let learners check their answers.
5. Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Read the numbers in red to the learners one at a time, giving them time to think and write the numeral for the number you have said. (For example, when you say “seventy-five,” the learners should write **75**. You may want to read each number more than once. When you have finished reading all the numbers, write the answers on the board, and answer any questions learners have.

G. Learners Perform Activity 1: Without talking to others, have each learner guess how much each item would cost locally. Have them write the prices on the line “My price: _____” next to each picture. Then, have learners move around the classroom, asking other learners what they wrote for how much each item costs. (For example, “How much does your apple cost?”) Tell learners that the goal is to find the lowest and the highest price for each item. After learners have had time to speak with each other, talk as a class about each item and what the lowest and highest prices were that learners wrote down.

H. Learners Perform Activity 2: Read aloud the instructions for Activity 2 in the learner’s book. Translate if needed. Demonstrate the activity with a partner, and then let the learners work with a partner to talk about what they would or wouldn’t buy and why. Walk around and listen to learners’ conversations; provide gentle correction and feedback as necessary. Give both partners time to explain what they would buy. If there is time, ask a few learners to come up to the front of the class to explain what they would buy and why.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:53) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice

Write the numbers that your instructor says in numerals.

1. <u>75</u>	4. <u>132</u>	7. <u>10,600</u>
2. <u>86</u>	5. <u>548</u>	8. <u>15,735</u>
3. <u>99</u>	6. <u>2,011</u>	9. <u>1,120,450</u>

G 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: _____

H 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

I Listening

www.mormon.org/byron (0:00–0:53)

1. Where is Byron? *at a farmers' market*
2. What does Byron want to buy? *an orange*
3. What does he pull from the ground? *a red onion*
4. Name three foods shown in the video.

WRAP-UP

J 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 20: HOME

Where do you live?

TEACHING TIP: When you direct learners to a certain section of the lesson, it can be helpful to point to the section on your copy and walk around and show it to the learners. Alternatively, you could walk around and point to it on their copies.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. With a partner, have learners write a short list of numbers in numeral form for their partner to practice reading. Allow them time to read the lists.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Target Phrases and Grammar sections are for learner reference *only*. Do *not* teach these sections. Direct learners here if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

D. Conversation:

1. Demonstrate the conversation with another instructor or learner.
2. Ask if there are questions.
3. Have learners repeat each line together after you.
4. Have learners practice the conversation with a partner while you walk around and listen or make corrections.

E. Pronunciation Principle:

Purpose: Learn to pronounce words with the letters **ow** and **ou**.

1. Explain that a common sound of **ow** is [o], as in **know**. Say the words in list 1 and have the learners repeat.
2. Explain that, sometimes, **ou** is pronounced as [u], as in **you**. Say the words in list 2 and have the learners repeat.

ENGLISHCONNECT 1

LESSON 20: HOME

Where do you live?

WARM-UP


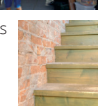
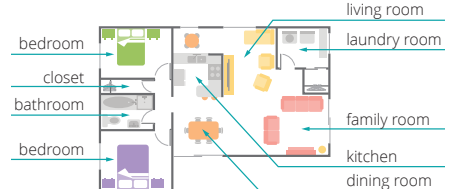
B Objectives

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

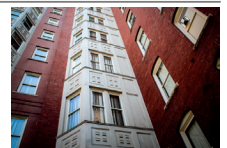
<p>Target Phrases</p> <p>I live in a/an <u>apartment</u> in <u>New York City</u>.</p> <p>The <u>bathroom</u> is next to the <u>kitchen</u>.</p> <p>The <u>dining room</u> is to the left of the <u>stairs</u>.</p> <p>The <u>dining room</u> is to the right of the <u>closet</u>.</p>	<p>Grammar: a and an</p> <p>a: before a consonant sound Example: a house</p> <p>an: before a vowel sound Example: an apartment</p>
---	---

C Vocabulary

house apartment floor plan corner next to left → right top ↑ bottom ↓	garage  stairs 	
--	--	---

LESSON CONVERSATION AND ACTIVITIES

D Conversation

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

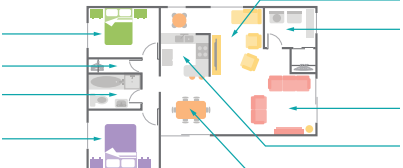


3. Explain that in some words **ou** is pronounced as [uh], as in **young**. Say the words in list 3 and have the learners repeat.
4. Explain that in other words **ou** is pronounced as [ʊ], as in the word **book**. Say the words in list 4 and have the learners repeat.
5. Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Demonstrate the conversation. Add your own information in the blanks, or use the suggestions in red. Then have learners practice the conversation. Tell them they can refer to the conversation from this lesson for ideas. After they practice the conversation once, have them switch roles.

G. Activity 1: With partners, have the learners try to label the rooms on the floor plan without looking at the previous page. After they fill in all they can, they can look to check. Then have them complete sentences 1–7 with their partners. (Note: More than one answer may be possible for some questions.) Draw a floor plan like the one in Activity 1 on the board. As partnerships finish, call on individual learners to each label a room on the board like they did in Activity 1. Then as a class, review on the board what partnerships wrote for all the sentences.

H. Learners Perform Activity 2: Have learners label a floor plan for their dream house. Demonstrate by drawing and labeling a simple floor plan on the board. After the learners have finished, have them take turns describing their floor plan to a partner. Have learners use the sentences in Activity 1 to help them. Demonstrate. You might say, “The kitchen is in the top left corner. The laundry room is in the top right corner.” Learners will try to label their partner’s floor plan from the description only, without looking at the partner’s book. Give time for both partners to describe their floor plans.

I. Listening: Discuss the questions. Then watch the video segment (1:15–1:34) 2 or 3 times. Ask learners to answer the questions.

F	Instructor-Guided Practice A: Where do you live? B: I live in a(n) <u>house</u> in <u>Chicago</u> . A: Oh really? Do you like your <u>house</u> ? B: <u>Yes</u> . It's <u>great. It has two big bedrooms</u> . A: Do you have a <u>laundry room</u> ? B: <u>Yes</u> .									
G	Activity 1  <ol style="list-style-type: none"> 1. The kitchen is next to the _____. 2. The living room is to the right of the _____. 4. The bathroom is to the left of the _____. 5. The _____ is in the top left corner. 6. The _____ is in the bottom left corner. 7. The _____ is in the top right corner. 									
H	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: 									
I	Listening www.mormon.org/marco (1:15–1:34) 1. What kind of building is Marco in? <i>An apartment building</i> 2. What 2 rooms does Marco show? <i>Living room, dining room</i>									
WRAP-UP										
J	Summary <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">Now I can ...</td> <td style="padding: 5px;">Now I know ...</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> 1. say where I live.</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> 2. say where rooms are in a house or an apartment.</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;">_____</td> </tr> </table>		Now I can ...	Now I know ...	<input type="checkbox"/> 1. say where I live.	_____	<input type="checkbox"/> 2. say where rooms are in a house or an apartment.	_____		_____
Now I can ...	Now I know ...									
<input type="checkbox"/> 1. say where I live.	_____									
<input type="checkbox"/> 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.										

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in the native language if necessary.

LESSON 21: HOME

I'm so glad you're visiting!

TEACHING TIP: Modeling well will dramatically increase the success with which learners complete an activity. Verbal instructions (especially if they are complicated) aren't sufficient. Act out what you want the learners to do with a clear demonstration.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. With partners, have learners describe for each other the floor plans they drew.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Target Phrases section is for learner reference *only*. Do *not* teach this section. Direct learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations. It may help to demonstrate **in**, **on**, and **under** with some common items (for example, a pencil and a backpack).

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversation with another instructor or learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversation with a partner while you walk around and listen or make corrections.

- E. Pronunciation Principle:**

Purpose: Learn to pronounce words with the letter o.

 1. Say the word pairs in list 1 and have the learners repeat. Explain that **o** is usually pronounced [o] as in **no** when at the end of a syllable (there

ENGLISHCONNECT 1

LESSON 21: HOME

I'm glad you're visiting!

WARM-UP



B 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 <u>small</u> . There is/are <u>a closet</u> in the bedroom/bathroom.	There is/are <u>soap</u> under the <u>sink</u> . There is/are <u>a blanket</u> on the <u>bed</u> .
---	---

C 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

D 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!
---	---

E Pronunciation Principle: The Letter o

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

Write the words you hear: no not lot of drop yoyo

afro jog shop pro

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.

are two major exceptions to this rule: the words **to** and **do**). But when **o** is in a syllable that ends in a consonant, it sounds like [ah] as in **got**.

2. Have learners write the words they hear you say (words are in red in the instructor version). Write the words on the board and let learners check their answers.
3. Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Do this activity together as a class. For each number, first ask learners to identify the picture (A–D) that matches it. Then have them circle the correct preposition. Help learners understand the prepositions by referring to the pictures in this activity and in the vocabulary section.


G. Activity 1: Part 1: Have learners individually write vocabulary words from this lesson in items 1–6. They should choose items that could be found in each of the places listed. (They should not try to use the pictures for Part 2 in Part 1.) Then have learners circle **is** or **are**. Remind them that **is** is correct for one item and **are** is correct for multiple items (for example, “There is a towel.” “There are towels.”) Part 2: Demonstrate first. Partner A reads his or her sentences to Partner B. Partner B listens and draws what he or she hears. Partner A can help Partner B if necessary. Have learners switch roles and repeat the activity.


H. Activity 2: Explain that you will give partners 2 minutes to make as many sentences about the bedroom and bathroom in item 1 as they can. Partners will alternate, so Partner A says the first sentence, Partner B says the second, and so on. Learners should tally how many they say. After 2 minutes, stop the learners. Explain that the goal is to say more sentences for item 2 than they did for item 1. Have them repeat their description activity with item 2. After 2 minutes, follow up to see how many sentences they made. Ask each partnership to give you a sentence to write on the board and discuss.


I. Listening: Discuss the questions. Then watch the video segment (0:00–0:32) 2 or 3 times. Ask learners to answer the questions.


F Instructor-Guided Practice

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

A. 

C. 

B. 

D. 

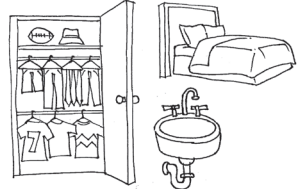
G Activity 1

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

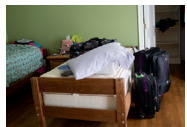


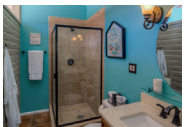
Example: There **is/are** soap in the shower.

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.



H Activity 2

1.  
2.  

I Listening

www.mormon.org/kristy (0:00–0:32)

1. What do Kristy's kids not know how to make?
their bed
2. What vocabulary word from today is Kristy's *scragghan*?
blanket

WRAP-UP

J Summary

Now I can ...	Now I know ...
<input type="checkbox"/> 1. describe a bedroom and bathroom.	_____
<input type="checkbox"/> 2. name common things in a bedroom.	_____
<input type="checkbox"/> 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in the native language if necessary.

LESSON 22: COMMUNITY

Where are you going?

TEACHING TIP: Notice your speech rate when you are teaching. If learners don't understand you, try slowing down your speech a little. You should speak naturally, but slowly for learners who are not used to listening to English.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Ask learners to say words they remember from the last lesson. Decide which room each item goes in (bedroom or bathroom).
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Grammar section is for learner reference *only*. Do *not* teach this section. Direct learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 1. Demonstrate the conversation with another instructor or learner.
 2. Ask if there are questions.
 3. Have learners repeat each line together after you.
 4. Have learners practice the conversation with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

*Purpose: Learn to pronounce the letters **or** in stressed syllables.*

 1. Say the words in list 1 and have the learners repeat. Ask where the stressed syllables are (answer: the first syllables). Explain that the **er** and **or** in these words are *unstressed*, and they both sound the same.
 2. Say the words in list 2 and have the learners repeat. Then have

ENGLISHCONNECT 1

LESSON 22: COMMUNITY

Where are you going?

WARM-UP







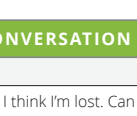
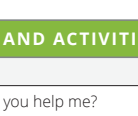
B Objectives

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. <u>Go</u> south. <u>Go</u> past the church. <u>Turn</u> right. <u>Walk</u> 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.
---	---

C 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

D 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.

E 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.

them mark the stressed syllable of each word (shown in red in instructor version only). Explain that in these words, **or** is the *stressed* syllable. In stressed syllables, **or** is different than the **or** in list 1.

3. Have them mark the stress of the practice words with a partner (shown in red only in instructor version), and then have them practice saying the words. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Ask: “What is across from the school?” Choose a learner to answer, saying, “The bank is across from the school.” (You may want to write these on the board.) Make a question with **between**. Explain that **between** is used when there are 3 buildings. After you practice with 4 or 5 questions, let learners practice asking a partner. Do *not* use this activity to practice giving directions.

G. Activity 1: Use this activity to practice giving directions. Write, “How do you get to the ___?” on the board. You may want to copy the map for Activity 1 onto the board so it is bigger. Ask a learner to help you demonstrate. First, explain that you will start at the airport. The learner should choose the destination and ask you: “How do you get to the ___?” Be sure to demonstrate the activity by giving directions like those found in the grammar section. With partners, have learners practice asking for and giving directions. They can change the location they start from. If there is time, you can change the activity into a guessing game. Tell

the learners where to start and give directions. See if the learners can guess where you are giving directions to.

H. Activity 2: Demonstrate this activity. Draw a simple map on the board that learners will be familiar with. Have a learner choose 2 buildings and ask for directions to get from one building to the other. You will use the map to give directions. The learner can draw the path you describe on the board. With partners, have learners draw their own maps. Partner A will choose a starting place and a destination on Partner B’s map and ask for directions. Then have learners switch roles.

I. Listening: Discuss the questions. Then watch the video segment (1:30–1:46) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice

G Activity 1

H Activity 2
Draw a simple map of part of your city:

I Listening
www.mormon.org/paul (1:30–1:46)
1. Where did Paul grow up? *In the city*
2. Why does Paul like going on walks with his family? *It's green; it's nice to do things with his family; it's beautiful; it doesn't cost anything.*

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. describe the location of places I visit.	
<input type="checkbox"/> 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in the native language if necessary.

LESSON 23: HEALTH

My foot hurts.

TEACHING TIP: When preparing to lead activities, try to visualize how the activity will go in your mind. This can help you think of what to say, what questions the learners will have, and how to demonstrate the activity clearly.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Ask learners to describe the location of a few well-known buildings in town using **next to**, **across from**, and **between**.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Grammar section is for learner reference *only*. Do *not* teach this section. Direct learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 - Demonstrate the conversations with another instructor or learner.
 - Ask if there are questions.
 - Have learners repeat each line together after you.
 - Have learners practice the conversations with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

*Purpose: Learn to pronounce words with the letters **o** + **l** + consonant.*

 - Say the words in list 1 and have the learners repeat. Explain that when **o** is followed by **l** plus another consonant, the **o** sounds like [o] in the word **cold**. (In contrast, **o** followed by consonants *without l* usually sounds like [ah], as in the word **hot**.)

ENGLISHCONNECT 1

LESSON 23: HEALTH

My foot hurts.

WARM-UP


B Objectives

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

Grammar

Present	Past
cut hurt	cut hurt
burn break	burned broke

C Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation 1	Conversation 2
A: Are you feeling OK?	A: What happened to your foot?
B: Not really. I have a headache.	B: I fell yesterday and broke it.
A: Oh, I'm sorry to hear that.	A: Oh no! I'm so sorry! How do you feel today?
	B: My foots hurts a little, but I'm feeling better.

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

- cold, told, old, folk, older, folder
- 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 3, office 2, bold 3, fork 1, bond 2, gold 3, shop 2, boring 1, colt 3, cost 2, told 3, torn 1, Tom 2, older 3, contact 2, store 1

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.

- Say the words in list 2 and have the learners repeat. Contrast the sounds in **sort** (stressed **or** sound), **song** (the [ah] sound), and **sold**.
- With partners, have learners practice by saying the words and indicating the **o** sounds with the numbers in the learner book.

F. Instructor-Guided Practice: Teach the words **point**, **touch**, and **move** to play a simple game of Simon Says with your learners. Give them commands using the vocabulary (for example, "Simon says 'Touch your ear.'"). If you don't start your command with "Simon says . . .", learners who do the action are out. Learners who do the wrong action are also out. *Demonstrate the activity before beginning.*

G. Activity 1: Demonstrate by asking a learner to pretend to be the person in the first picture. Ask if the learner is feeling OK (use the conversation in Activity 1). The learner should respond according to the picture (for example, "Not really. I have a headache."). Partner B will choose a picture and pretend to be that person without telling which picture they chose. After they complete the conversation, Partner A points to the picture they think Partner B chose. Partner B tells Partner A which picture he or she chose.

H. Activity 2: Demonstrate the activity by asking a learner to read Conversation 2 with you. Show him or her one of the pictures so he or she knows what part of your body you injured. Invent a cause for your injury. You should read Partner B's lines while your partner reads Partner A's lines.

Then have learners choose one of the pictures for Activity 2 and think about what could have caused the injury. They can invent any situation they want. After they have imagined what caused the injury, they should decide which partner was injured. They will use Conversation 2 to role-play. Encourage them to be creative. Have learners do the role-play with several class members.


I. Listening: Discuss the questions. Then watch the video segment (0:57–1:22) 2 or 3 times. Ask learners to answer the questions.




F Instructor-Guided Practice

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

G Activity 1



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




H Activity 2

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

I Listening

www.mormon.org/mike (0:57–1:22)

- What health problems does Marcy (Mike's wife) have every day? *Headaches, paralysis, and pain*
- How have the challenges helped this family? *They have learned to support and care for each other.*

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="radio"/> 1. name parts of my body.	_____
<input type="radio"/> 2. talk about where my body hurts.	_____
<input type="radio"/> 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each "Now I can" statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 24: HEALTH

I feel sick.

TEACHING TIP: Help learners see the progress they make. Be excited for them when they are successful. Learning a language can be discouraging, but you can help your learners recognize their improvement.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Review body parts by playing Simon Says (see Lesson 23 F) in small groups (6–8 learners). One learner will be Simon in each group.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Target Phrases section is for learner reference *only*. Do *not* teach this section. Direct learners to this section if they consistently make errors with the principle.)
- C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 - Demonstrate the conversation with another instructor or learner.
 - Ask if there are questions.
 - Have learners repeat each line together after you.
 - Have learners practice the conversation with a partner while you walk around and listen or make corrections.
- E. Pronunciation Principle:**

*Purpose: Learn to pronounce words with **ar** in stressed syllables.*

 - Say the words in list 1 and have learners repeat. Explain that in unstressed syllables, all vowels + **r** are pronounced [er].
 - Say the words in list 2 and have learners repeat. Then have them mark the stressed syllable of each word (shown in red in instructor version

ENGLISHCONNECT 1

LESSON 24: HEALTH
I feel sick.

WARM-UP


B 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

C 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

D 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!
--	--

E 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, **part**ner, **car**pet

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 2, park 1, March 1, sugar 2, garden 1, hard 1, similar 2, alarm 1, solar 2, architect 1, collar 2

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!

only). Explain that in stressed syllables, **ar** is pronounced [ahr] as in the word **car**.

- With partners, have learners complete the practice by saying the words and indicating if the **ar** syllable is **stressed** (1) or **unstressed** (2).

F. Instructor-Guided Practice: Demonstrate with 3 learners. Assign the roles of Partner A, Partner B, Partner C, and Partner D to yourself and the 3 learners who are helping. Stand in a line. Follow the dialog in the book (for example, Partner B asks Partner A, “How do you feel?” Partner A answers with a vocabulary word. Partner C will ask Partner B to report how Partner A feels. Partner D then asks partner C. Rotate roles and repeat the activity.

G. Activity 1: Ask a learner to help you demonstrate the activity. Choose a person from Activity 1. Show the class members which person you chose, but don't let your partner see. Pretend you are the person and talk about how you feel by changing the sentences in Activity 1 to be in the first person (for example, “I am dizzy.”). Let your partner guess which person you are. To make it more interesting, say the sentences out of order. Then with partners, have learners complete the activity. If there is time, the activity can be changed by having one learner ask questions to find out which person their partner chose (for example, “Do you have a fever?”).

H. Activity 2: Have learners role-play each situation (for example, calling your employer and explaining that you are sick, telling a doctor how you feel, or talking to a friend or family member about how you feel). Learners can plan a new dialog (or they can use the lesson Conversation) to practice with a partner. After learners have time to plan, let them perform their role-play for another partnership. If there is time, ask for volunteers to perform for the class.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:26) 2 or 3 times. Ask learners to answer the questions.




F Instructor-Guided Practice

Example:
 B → A: How do you feel? C → B: How does he/she feel? D → C: How does he/she feel?
 A → B: I feel _____. B → C: He/she feels _____. C → D: He/she feels _____.

G Activity 1

Sam	Linda	Mike	Becky
1. He is congested.	1. She is congested.	1. He is weak.	1. She is dizzy.
2. He has a fever.	2. She has a sore throat.	2. He is tired.	2. She is tired.
3. He sneezes.	3. She sneezes.	3. He is nauseated.	3. She is nauseated.
4. He has a cough.	4. She has a cold.	4. He has a fever.	4. She has a fever.
5. He has a sore throat.	5. She has a cough.	5. He has diarrhea.	5. She throws up.
Andrew	Sarah	Paul	Anna
1. He is congested.	1. She is congested.	1. He is weak.	1. She is weak.
2. He has a fever.	2. She has a sore throat.	2. He is tired.	2. She is tired.
3. He sneezes.	3. She sneezes.	3. He is dizzy.	3. She is nauseated.
4. He has a cough.	4. She has a cold.	4. He has a fever.	4. She has a fever.
5. He has a runny nose.	5. She has a runny nose.	5. He has diarrhea.	5. She throws up.

H Activity 2

I Listening

www.mormon.org/ryan (0:00–0:26)

- What does Ryan do for work? *He's a doctor.*
- What does Ryan say is the number one cause of babies dying around the world? *breathing problems*

WRAP-UP

J Summary

Now I can ...	Now I know ...
<input type="radio"/> 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.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to the “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.

LESSON 25: REVIEW

TEACHING TIP: Encourage learners to try to use a variety of words from the lessons as they complete these review activities. It will be easy for them to use a few words they know well, but pushing themselves to use less familiar words will help them increase their vocabulary.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Ask learners to share with a partner how they usually feel when they get sick.
- B. Overview:** This lesson is designed to review the material learners have learned during the classes in this level. This lesson will provide an opportunity for learners to reflect on and recognize their progress. You can choose any combination of the activities to use for this lesson.
- C. Vocabulary:** Learners work with partners. One learner can see the board, but the other should not. Write a category on the board (for example, Family). The learner facing the board names items from the category until their partner guesses the category from their learner’s manual (for example, “Mom, dad, brother.” Answer: “Family!”). Learners switch roles.

LESSON: 30 MINUTES

- D. Review Activity 1:** Demonstrate the kind of introduction the learners should prepare. Tell the learners you will introduce yourself quickly. Ask them to listen for some of the items listed. Have them tell you what they heard. Have learners practice their introductions with a partner. Time them for 2 minutes each so that everyone has time to practice. Put learners in groups of 3 to share their introductions. Learners should take notes on what their group members mention in their introductions.

ENGLISHCONNECT 1

LESSON 25: REVIEW

C

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

D

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.



E

Review Activity 2

<p>Partner A</p> <p>You just moved to this city and you are talking to your partner, who is someone you met recently at a community event.</p> <p>Ask your partner:</p> <ul style="list-style-type: none"> 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. 	<p>Partner B</p> <p>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.</p> <p>Prepare to tell your partner:</p> <ul style="list-style-type: none"> o Where you live. o About your home. o How to get around the city.
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E. Review Activity 2: Demonstrate with a partner. Decide who will be Partner A and who will be Partner B. Partner A should ask the questions listed in the activity and Partner B should provide authentic answers. With partners, have the learners complete the activity.

Then have all of the learners who were Partner A rotate to a new partner, and have all learners switch roles.

F. Review Activity 3: Demonstrate this activity with another instructor or a learner. Tell your partner to choose any location on the map. Tell the class where your partner is and where you are (for example, "Lidia is in Japan. I am in New York.").

If possible, have your partner stand far away from you, and pretend to call your partner on the phone. Ask him or her about the time and the weather. Your partner can use the map to help answer the questions.

Then ask what he or she is doing right now and what he or she usually does. Your partner can invent these answers. You can continue a brief conversation and then end the conversation by saying something like "Well, it was nice talking to you! I hope you have a good day."

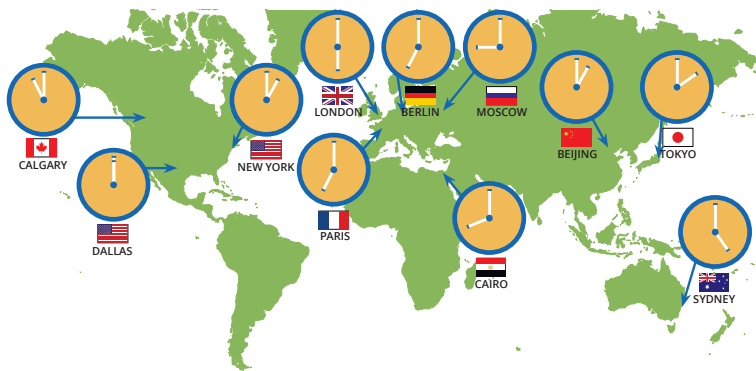
Have learners complete the activity with a partner. They should both take turns asking the questions.

Learners should then rotate partners and repeat the activity. Don't discourage learners from repeating the activity from the same "location" because repeating what they said will help build fluency and confidence.

F 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



G Now I can . . .

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

WRAP-UP: 15 MINUTES

G. Summary: Direct learners to the "Now I Can" section. This section includes a summary of the objectives that have been addressed in this level. Ask learners to individually look over the list for about 5 minutes. Ask them to check off objectives that they feel they are now able to do. Walk around and answer any questions the learners have about the objectives. Encourage learners to keep practicing the things they have learned and also to use the learning strategies that have been taught. They should continue to set language goals and practice at every opportunity in order to improve their English. You may want to share an example of how you stay motivated to reach your own goals.

APPENDIX A: EXPLANATION OF LESSON ELEMENTS

WARM-UP: 15 MINUTES

The Warm-Up portion of the lesson consists of the **Review**, **Overview**, and **Vocabulary** sections (each covered in detail later in this guide). If learners arrive late, do not reteach material you have covered in the Warm-Up to the entire group. Instead, wait until the other learners are working on an activity to help late-comers understand anything they may have missed.

A. Review

The Review has two basic purposes:

1. It holds learners accountable for completing the Invitation to Act from the previous lesson (see Invitation to Act later in this guide). Learners will be more likely to complete the Invitation to Act if they know they will be asked about it. Never shame or belittle learners who did not complete the Invitation to Act. Always be positive and encourage them to work toward completing future invitations.
2. The Review section reminds learners of important material taught during the previous class meeting. This is important because learning a language requires much repetitive practice. The Review section should be brief, rather than a reteaching of the entire lesson. Don't be discouraged if the learners struggle to complete a review activity with accurate grammar. Be encouraging and supportive of whatever your learners can remember and produce from the previous class meeting. A positive environment in the Review will set a good atmosphere for the rest of the class.

Learners who did not attend the last class should be encouraged to read through the Grammar or Target Phrases section, translate the vocabulary words, and

rehearse the conversation from the previous lesson on their own. During a lesson, you could answer questions for learners who were absent while the other learners are working, but you should not reteach the lesson to the entire group.

Note that each review activity has different instructions, so be sure to read the activity instructions in the Review section of each lesson carefully. The Review section should take approximately five minutes of class time.

B. Overview

The Overview portion of the lesson consists of the **Objectives** and the **Grammar** or **Target Phrases** sections. You will go over the Objectives section with your learners, but the Grammar or Target Phrases section will not be formally taught.

Objectives

The Objectives section should give direction and purpose to both you and your learners. Knowing the purpose of the lesson can help your learners be more motivated to complete the practice activities and the Invitation to Act. Communicate the objectives to your learners clearly (use the learners' native language if necessary). As part of this, you could ask a learner to read the Objectives. This section of the lesson should be very brief.

Grammar or Target Phrases

Immediately following the Objectives, there is a section providing language support for the lesson conversation and activities. In some lessons, this is a Grammar section; in others, it is a Target Phrases section. These sections are for reference only and are included for learners who may be consistently making errors with the structures or principles. Do not teach these

sections formally. However, you should familiarize yourself with these sections so that you can direct learners to them when needed during the class.

C. Vocabulary

The vocabulary that is used in each lesson is listed in the Vocabulary section in the lesson and in an appendix at the back of the learner's book. When you present the vocabulary in the Vocabulary section, your primary focus should be on clearly establishing the meaning of the words. You can convey meaning in many different ways, such as by using pictures, drawing, acting, and translating. The images in the picture packet are a great resource to use in teaching the vocabulary for each lesson. You can also help the learners understand the meaning of new words by sharing words that have the same meaning (for example, **make dinner** and **prepare dinner**), sharing words with the opposite meaning (for example, **light** and **dark**), or by giving examples. If you give examples, give more than one to avoid ambiguity (for example, you might say when teaching the word **first**, "**First** means something at the beginning. For example, the first letter in this word is the letter **f**. The **first** month of the year is January.").

You may not need to explicitly teach each word in the Vocabulary section because learners may already be familiar with some of the words. As you begin to teach this section, it may help to assess what your learners already know by asking them to look at the list of vocabulary words and identify words that are already familiar to them. Learners that know some of the words can explain them to the class.

After the meaning of each of the words has been established, ask learners to repeat the words after you to practice their pronunciation.

As you end the Vocabulary section of the lesson, you can do a quick review with the learners by giving them clues or showing them pictures and asking them to choose the correct vocabulary word from the list.

LESSON: 40 MINUTES

The Lesson consists of the **Conversation, Pronunciation Principle, Instructor-Guided Practice, Learners Perform Activities**, and **Listening** sections.

D. Conversation

The Conversation section provides learners with the opportunity to see, hear, and use grammar, target phrases, and vocabulary related to the lesson objectives in context. Conversations in the beginning level can be memorized to help learners improve their fluency in speaking. Conversations have been written for two speakers. Each time you present a conversation, you should follow these steps:

1. **Demonstrate** the conversation with another instructor or with a learner in the class. Demonstrating the conversation before learners are asked to practice it themselves will help learners understand what they need to do, which will increase their confidence and success. Role-play the conversation to make it more realistic and to help learners understand the context of the Conversation.
2. **Ask if there are questions** about what the conversation means. Alternatively, you can ask the learners to explain words or phrases in the conversation that you think may be challenging for them to measure how well they understood the conversation.
3. **Have learners repeat** each line together as a class after you. This gives them a chance to practice the pronunciation of the words and will also build their confidence.
4. **Have learners practice** the conversation with a partner while you walk around and listen. If you hear learners make a mistake, gently correct them. If the lesson has one conversation, have learners practice the conversation twice so that each learner can have turns acting

as both Partner A and Partner B. If there are multiple conversations or if you are concerned about time, have the learners practice the conversation(s) only once.

E. Pronunciation Principle

The Pronunciation Principle section follows the Vocabulary and Conversation sections because, in most lessons, the Pronunciation Principle focuses on a sound that is in the Vocabulary or the Conversation sections. When you present the Pronunciation Principle, keep the following general principles in mind:

1. Many Pronunciation Principle sections contain rules about how to pronounce certain letters or combinations of letters in various cases. These rules are important because many English letters represent several sounds, making English pronunciation very unpredictable for learners. By using these rules, however, learners can predict the pronunciation of 80–90% of the new words they encounter. This is far better than asking learners to attempt to memorize the pronunciation of every new word.

If you are a native English speaker, you probably apply the rules covered in these lessons without consciously knowing them. Because of this, some rules may not be intuitive or may seem confusing to you at first. Don't immediately discount a Pronunciation Principle if it doesn't make sense to you. Read through the instructions and examine the section in the learner's book carefully.

2. The Pronunciation Principle may be one of the most challenging parts of the lesson for the learners to master. A five-minute practice will not yield dramatic, immediate results. The purpose of these activities, rather, is to increase learners' awareness of pronunciation rules. Do not expect mastery, but encourage and praise improvement.

3. English has been influenced by many other languages, and often words that have been borrowed from other languages do not follow the rules you will teach. For example, according to English pronunciation rules, the word **police** should be pronounced with a long letter i sound (making it rhyme with **rice**). However, **police** is a French word and doesn't follow the rule. Many borrowed words are like this.
4. A word pronounced in isolation is often said slightly differently than when it is pronounced in a sentence. After teaching learners how to say a word, it can be helpful to say the word in a sentence so that they can hear it both in isolation and in natural speech.
5. Having learners practice listening to and recognizing sounds should come before learners try to produce the sounds. English vowels can be especially difficult for learners to hear and pronounce correctly because English has some vowels that many other languages do not have. Repeat new sounds several times for learners.
6. There may be uncommon words used in the Pronunciation section that were selected primarily to target the sound being taught. Do not spend time teaching the meaning of all of these words. The time spent teaching this section should be focused on helping learners hear and produce the target sound.

F. Instructor-Guided Practice

The Instructor-Guided Practice section will usually include an activity that is very structured and supported by the instructor. The instructions for these activities will vary, so reading the instructions for each lesson is essential to helping the learners complete these activities successfully. Typically, learners will be expected to produce either a sentence (or part of a sentence) or a repetition drill (for example, repeating a variation of the lesson conversation with a partner). The learners aren't expected to use the language

very creatively in this section because this activity is intended to give them a practice opportunity with a lot of instructor support.

All of the Instructor-Guided Practice activities should be explained simply and then demonstrated. Demonstrating (also referred to as modeling) will dramatically increase the success of the activity. Telling the learners what to do is often insufficient because learners may not process all of what you say, so show the learners what they need to do for the activity. If there is a phrase learners need to use for the activity that is not written in their book, write it on the board for them.

G.-H. Learners Perform Activities 1 and 2

Both of the activities Learners Perform Activity sections are intended to be less structured and less supported by the instructor. Learners have more control during these activities. Learners should start using the language more creatively and working for real communication. Again, demonstrating these activities is essential. A clear demonstration will quickly and effectively convey to the learners what they need to do to complete the practice activity. While learners are practicing, walk around the room and listen to them. Offer correction and encouragement. Also make a mental note of anything that seems to be difficult for many of the learners so you can reteach it.

After learners complete each of these activities, come together as a class. This is a good time to give further instruction on any mistakes that were common during the practice activity. This is also an excellent time for you to assess what your learners have learned. You can ask learners to report on what they did or repeat a part of the activity for the class (for example, after an interviewing activity: "Sam, who did you interview?" After Sam answers, "Okay, what does Sarah do for work?")

Some of the activities included in the Learners Perform Activity sections include a writing element.

These are included to prepare learners for the speaking portion of the activity. Many learners will be more successful with the speaking activities if they have a chance to organize their thoughts through writing before they are expected to speak. Do not let learners spend too much time writing. They should not use writing activities as an opportunity to prepare a script to read. The focus should be on speaking during the activities in these sections.

I. Listening

The learners will watch a clip of a video from mormon.org in the Listening section of the lesson. Listening is often a difficult skill. To increase learners' comprehension, start by giving the learners a context for the video (for example, "Now we will watch a short video about Dave. Dave will talk about his family.>").

After you establish the context, preview the questions. You can read the questions or ask a learner to read them aloud. Discuss what they mean. Doing this before the learners view the clip helps them focus on listening for what they need to understand to answer the questions.

Watch the clip 2 or 3 times. The first time, encourage the learners to listen for the general context. The second time, they should focus on listening for the answers to the questions in their books. If they need to listen again to find the answers, let them watch a third time pausing and rewinding as needed. If there are words or phrases you think they may not have heard clearly, write them on the board and let them read the word or phrase. Let them watch again while the word or phrase is on the board and see if they can hear it after they know what to listen for. This will build their listening skills. It is important that you preview the listening clip before you teach so that you know where the answers to the questions are and so that you can anticipate words or phrases that may be difficult for the learners.

WRAP-UP: 5 MINUTES

The Wrap-Up consists of the **Summary** section and the **Invitation to Act**.

Summary

Ask the learners what they have learned during the class that day. Let a few learners share with the class something they learned. Have the learners mark the circle next to each “Now I can” statement they feel they have accomplished. Have them write 3 new words they have learned on the lines to the right of the boxes.

Invitation to Act

The final step of the Summary is extending the Invitation to Act. This invitation is a commitment for your learners to do something extra to practice English outside of class related to what they have learned that day. Explain the Invitation to Act in the native language if necessary to make sure your learners know what they should do. Encourage them to complete the activities quickly (within the first day or two after class) and then, if possible, to repeat the activity a few days later. This will help them remember the things they learned from the lesson.

TEACHING TIP

A teaching tip is included at the beginning of each lesson to help you become familiar with effective language teaching practices. As you prepare to teach, think about how you can incorporate the teaching tip during your class. Also try to incorporate the teaching tips from previous lessons.

LEARNING STRATEGY

A Learning Strategy is included in each lesson. These are simple ideas about learning English that learners can implement on their own to be more self-directed in their study of the language. The Learning Strategy can be shared at any point during the lesson. If you are teaching a group of learners for the first time, it may be helpful to save the Learning Strategy for the end of the class until you can better anticipate the timing of your classes because sharing the Learning Strategy can be a flexible activity. You can share the Learning Strategy briefly if you do not have a lot of time left at the end of class, or you could have a discussion about it if you have a few extra minutes before class ends. If you have time to discuss it, encourage learners to think about ways they can personally implement the strategy. You could ask them to talk with a partner about how they can adapt the strategy to their personal needs and circumstances.

APPENDIX C: TEACHING GUIDELINES

DEVELOP A GENUINE INTEREST IN YOUR LEARNERS

Take a genuine interest in your learners. Get to know them and call them by name. Seek to understand them, their life situations, and their goals. Most learners thrive in classrooms where they can tell that the instructor truly cares about them and their success.

SIMPLIFY YOUR LANGUAGE

When you give directions and explanations to your learners, remember to speak simply, slowly, and clearly. This is especially helpful when learners are at the beginning proficiency levels of a language. However, speaking simply should not make learners feel like they are children.

As learners become more advanced, you don't need to be as careful as you speak in class. Advanced learners appreciate being exposed to more authentic language. However, keep in mind that your language should always be accessible for your learners. Your language should be slightly more advanced than what your learners easily understand, so your language should adjust to your learners.

Two things you can focus on to simplify your language are your sentence length and your vocabulary.

Sentence Length

Long sentences are more complex and difficult for learners to understand. It is helpful to break up a long sentence (for example, "First, I want you to find a partner that you have never worked with before so you can get to know each other and then I want you to share what you did this last weekend.") into several shorter sentences (for example, "Let's meet new people today! Everyone, introduce yourself to someone new. This new person will be your partner.

Okay, now share with your partner something you did this weekend.").

Vocabulary

Your choice of vocabulary can also make your language unnecessarily complex. Avoid idioms, slang, and advanced vocabulary, especially with beginning learners. Substituting more common words in your speech can help learners better understand you. For example, the sentence, "Circulate around the room and chat with three people," will be more difficult to understand than the sentence, "Walk around the room and talk to three people."

If you need to use a word that your learners will likely not know, use the principles you have learned about teaching new vocabulary (focus on meaning, draw, act, explain, translate, and give synonyms or antonyms).

USE THE BOARD FOR VISUAL SUPPORT

Visual language support is important when the learners don't understand what you say. The board is a very helpful resource for visual support during your lessons. Using the board can help learners by clarifying explanation and directing attention. If you ask a question or use a key phrase that is essential for learners to understand, it may help to write the question on the board. Avoid writing too much on the board and overwhelming the learners. Also, avoid writing on the board with your back to learners for an extended amount of time. This can disengage learners. You may want to prepare the board before class begins in a way that will support learners.

CHECK FOR UNDERSTANDING

As you teach, you should periodically check to make sure the learners understand what you are teaching. You can check their understanding in a variety of ways.

Surprisingly, one of the least effective ways is to ask learners the question, “Do you understand?” Learners are likely to simply answer yes to this question (even if they don’t understand). Instead of this, ask learners to **demonstrate** that they understand. For example, if you have just taught vocabulary words for parts of the body, you can ask everyone to point to their ear. Then observe whether the learners are able to do this. Or, if you have just explained the Invitation to Act, you can ask the learners to explain to you what they are going to do at home before the next class. You should also constantly be watching the learners’ nonverbal cues (especially their facial expressions) to gauge how well they understand something.

Don’t use one or two learners who seem to understand as an indication that everyone does. This can cause the other learners to disengage. If one or two learners are answering all of the questions, avoid asking general questions that learners call out an answer to (for example, “What does ___ mean?”). Instead, ask learners to raise their hands, or have everyone answer a question with a partner (for example, “Turn to your partner and explain what ___ means.”). You may also choose to ask one specific learner to answer the question (for example, “John, will you explain what ___ means?”). You should, however, be sensitive to learners who may feel uncomfortable if they don’t know the answer.

LET THE LEARNERS TALK

The focus of the lessons should be giving the learners time to practice speaking. Instructor explanations are important, but they should not dominate class time. The EnglishConnect lessons are designed so that the instructor is heavily involved and supportive at the beginning of the lesson. By the end of the lesson, the learners are doing much of the talking independently. If you notice that you are talking a lot, remind yourself to involve the learners more and give them the opportunity to speak and practice. The learners should be speaking about 70% of the time and the instructor only about 30% of the time.

DEMONSTRATE (MODEL) ACTIVITIES

Demonstrating (or modeling) activities for the learners is a very important principle in language teaching that is emphasized throughout the EnglishConnect lessons. A clear demonstration will quickly and effectively convey to the learners what they need to do to complete an activity. Telling learners what to do is often insufficient, because many learners may understand little of what you say. Showing learners what they need to do will help them be less nervous and often more confident in completing an activity. Invite another instructor or a learner to help you demonstrate activities that are done with a partner.

PLAN FOR TRANSITIONS AND PACING

Transitions

The EnglishConnect lessons have lettered sections that help make the flow of each lesson predictable so that transitions can be smooth. Please take time to read the instructions for each section carefully before you teach. Visualize or think about how you will transition from one section to the next. When transitioning, announce to the learners that the class will be moving to the next section of the lesson. Explain very briefly how the next section relates to the previous section. Point to the new section on the lesson page as you walk around the room to help learners orient themselves.

After completing the Listening section of each lesson, take the final few minutes of class to help learners connect all of the lesson elements by self-evaluating. Then, if you are teaching *My Foundation* or a gospel lesson after the class, make a very clear transition to this activity so that learners do not feel obligated or tricked into staying.

Pacing and Time

It is important to begin and end the lesson on time. This shows awareness of and respect for the learners’ time and lives outside of class.

Also, be aware of the time while you are teaching. Move through the activities at a pace that allows all of the learners time to speak but that does not cause learners to become bored or disengaged in the lesson. Each lesson includes target times for each major section to help you. In particular, take care that the pronunciation section does not overtake the lesson. The pronunciation section is meant to introduce a pronunciation principle rather than to produce mastery. It should not take more than 5 minutes.

If you find that you are running out of time and will not be able to use both Learner Perform activities, do only one activity. Choose the activity that will be most beneficial for your learners and will help them be creative and communicate in the language. You may need to teach a few lessons in order for you to become comfortable with techniques of transitions and pacing that will work best for your particular class.

A NOTE ABOUT USING THE NATIVE LANGUAGE

If all of the learners speak the same native language, there may be times when it is helpful to use the native language in the classroom. This may be especially true when explaining the Invitation to Act or the Objectives section of the lesson. Try to explain other things, such as vocabulary word, in English as much as possible and encourage the learners to try to say new things in English first. Take care, however, that learners never

feel inferior for using their native language. The native language can be a powerful tool to avoid frustration by quickly clarifying a confusing word or concept. English is encouraged simply because if the native language is used frequently in the classroom, learners lose valuable time to practice English.

If you need to use the native language to translate a vocabulary word, follow the native language use by re-emphasizing the English word with an explanation or further examples in English (for example, “**Never** can be translated as **nunca**. I **never** eat pickles on my ice cream. I **never** wear yellow shoes. **Never** is the opposite of **always**. Andrea, what is something you **never** do?”). By offering an explanation in English, you encourage learners not to switch into their native language for more than what they need in order to understand.

If all of the learners do not speak the same native language, it is possible for one native language to cause a division in the classroom. Don't put some of the learners at a disadvantage by using one of the native languages spoken by only some of your learners. You can still use native languages to help you during a lesson by asking all learners who have access to a dictionary to look up a word (for example, “Everyone translate **receptionist** into your native language.”). When doing this, make sure that all learners have access to the native language support they need.

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