



English *Connect* 2

FOR INSTRUCTORS



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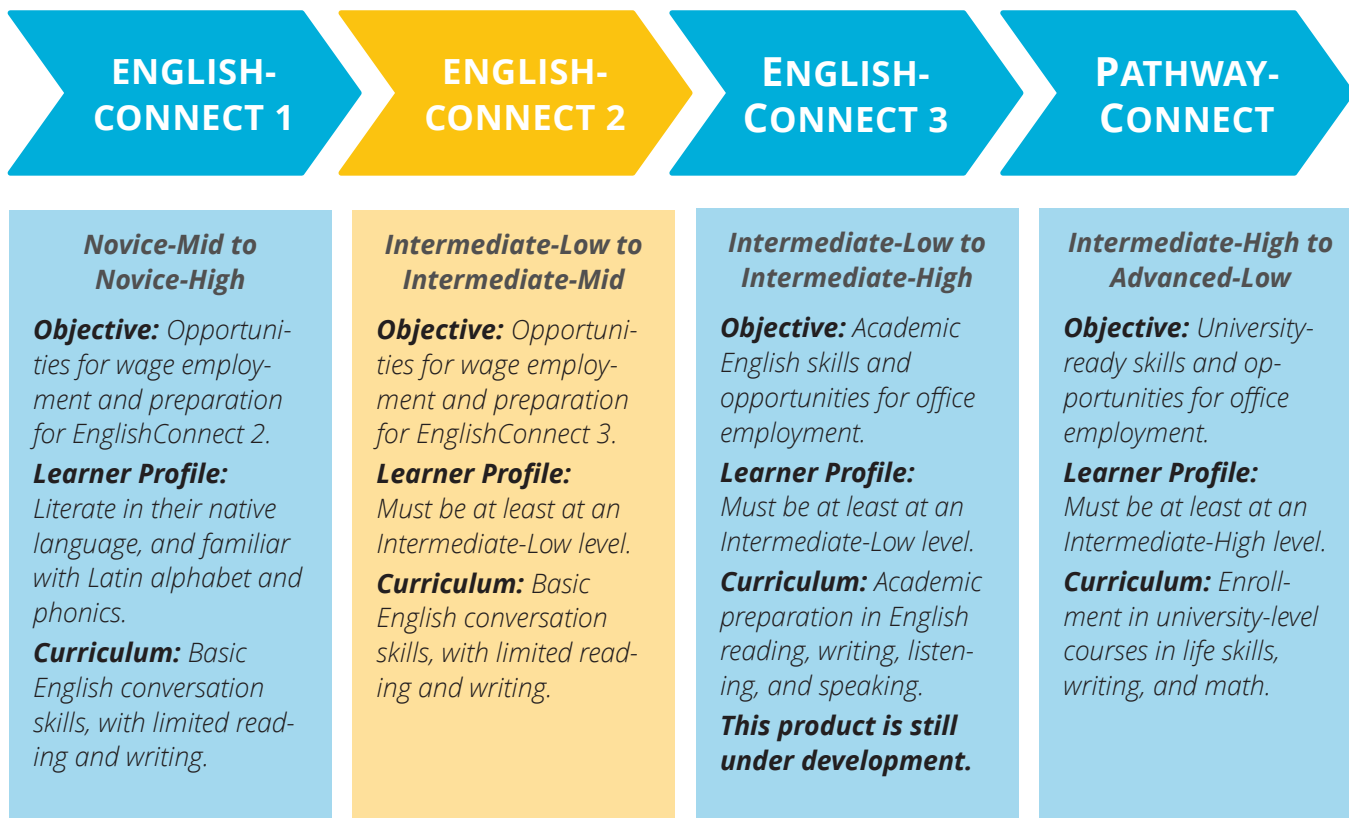
LESSONS 1–25

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Welcome to *EnglishConnect 2*. 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 2* 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!

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INTRODUCTION

The *EnglishConnect 2 for Instructors* manual is designed to help you be more effective as you teach the *EnglishConnect 2* 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 2* 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 2* 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** 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 2 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 2* 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 8–12 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 2*. Let the learners decide if they prefer it to be taught in the native language the first time or if they want it taught in English both times.

GOSPEL LESSON (for *EnglishConnect 2* offered through a mission)

If you are a missionary or volunteer teaching *EnglishConnect 2* 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 2 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 work 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 when 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" aloud for the class (see page vi in

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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 respond to classroom requests.
4. I will learn to make classroom requests.

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 2 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: _____

the learner's manual). Answer any questions they have about the learner's manual. Show learners in their books where the Notes, Grammar Appendix, and the Homework Vocabulary sections 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 vi and vii. 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: Learners at this level will likely understand these commands. Review them with the learners and check for understanding to make sure.

G. Vocabulary: Write the vocabulary on the board. Some of these words may be review for some learners. Explain that these are words you will use to give instructions during the class. 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. Point out that the verbs **look at**, **listen to**, and **return to** are followed by nouns, but the others can be used alone.

H. Conversation:

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

I. Learners Perform Activity:

Demonstrate this activity. Have learners choose a partner. Partner A plays the role of an instructor. He or she gives classroom commands. Partner B responds appropriately and follows the commands. Have learners switch roles. Then have learners switch partners.

WARM-UP

F Target Phrases

Please	Could you spell that, please?
Thank you	Could you repeat that, please?

G Vocabulary

Nouns		Verbs			
desk	computer	look at _____	repeat	quiet down	practice
chair	screen	listen to _____	sit down	pay attention	say
board		return to _____	stand up	focus	write

LESSON CONVERSATION AND ACTIVITY

H Conversation

A = Instructor, B = Learner

A: Please quiet down and return to your seat.

B: OK.

A: Look at page 1 in your book. Listen to the sentence and then repeat: "I'm from Germany."

B: I'm from Germany.

I Activity

Give commands to a partner.

A: Please pay attention and look at the board.

B: OK. (partner looks at the board)

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. respond to classroom requests.	_____
<input type="radio"/> 4. make classroom requests.	_____

Invitation to Act

Review and fill out My English Practice Plan this week. Make flash cards with the vocabulary words you don't know and practice them.

“Simon Says” Game. If there is time, do this activity. Have the learners stand up. Say a command from the vocabulary section. Use the active commands (**sit, stand, look at**). Tell learners that they should follow the command only if they hear “Simon says” first. For example, “Simon says, look at the board.” They are “out” if they 1) do not do the correct command or 2) do the command when you do not say “Simon says.”

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: INTRODUCTIONS

What do you like to do?

TEACHING TIP: Getting to know your learners is important. Try to learn everyone’s name and something about each person.

WARM-UP: 15 MINUTES

- A. Review:** Have all learners stand up and walk around the class, introducing themselves to each other in English to get to know each other. Listen so you will know what they already understand.
- 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:** Have learners write down countries close to their country in the space provided. 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 person.
 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.

“What about you?” = “Now you answer the same question.” (It is normal to say this after you answer a question.)

- E. Pronunciation Principle:**
Purpose: To be able to link and reduce words.

1. Read the explanation under Pronunciation Principle.

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LESSON 2: INTRODUCTIONS

What do you like to do?

WARM-UP

B Objectives

1. I will learn to introduce myself.
2. I will learn to introduce other people.

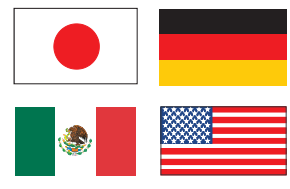
Grammar

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

C Vocabulary

Japan
Germany
Mexico
The United States

Write some countries near your country:



Verbs
watch (sports, TV)
play (soccer, the violin)
cook
shop
sing
sew
listen (to music)
travel

LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: Hi! I'm Susan. What's your name?
B: I'm Romy. Where are you from, Susan?

A: I'm from Canada. What about you?
B: I'm from Germany, and this is my friend Ashley. She's from the United States. She likes to travel and so do I. What about you? What do you like to do?

E Pronunciation Principle: Linking and Reducing Words

In English, people put stress on the important words in a phrase. This means they make parts of some words *longer* and *louder* than the other words in the sentence. They say the other words very quickly and they sound *shorter*.

What about **you**? What do **you** like to do? = Whadabouch**oo**? Whady**oo**liketadoo?
 What does **she** like to do? = Whada**shee**liketadoo?

LEARNING STRATEGY

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

4

2. Repeat each of the phrases slowly and then quickly.
3. Have learners repeat the phrases after you, emphasizing the linking and reduction (shortening).
4. Have learners in pairs practice the phrases and sentences with each other.

F. Instructor-Guided Practice: Use the example sentences and have learners repeat after you, just once for each line. For 2, demonstrate with a learner. For 3 and 4, have learners repeat with other pronouns and names (**we, they, John, Maria**).

G. Learners Perform Activity 1: Teach the meaning of **guess**. With partners, have learners practice talking about people in the pictures and what each person likes to do. Have learners guess what country each person is from and what they like to do. Listen and gently correct mistakes.

Example: "He like play the violin" should be "He likes to play the violin."

H. Learners Perform Activity 2: Write some example verbs on the board (**play soccer, cook, sing**, and so on). In pairs, have learners fill out the table together. Box 1 should contain things they both like to do; boxes 2 and 3 should contain things that one likes to do, but the other doesn't. You may need to

demonstrate on the board.

Important: After they fill in the boxes, have them *talk* about their likes and dislikes with a partner.

When they finish, bring a learner to the front and model:

"I'm _____. I'm from (city). This is _____. He's from _____.

We both* like to _____. I like to _____, but (name) doesn't like to _____."

* You may need to explain **both**.

Have each group of two introduce their partners to other sets of partners using the table they created.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:20) 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 the native language if necessary.


F Instructor-Guided Practice

1. "I'm _____. I'm from _____. I like to _____. What about you? Where are you from? What do you like to do?"
2. "This is _____. He's from _____. He likes to _____, but he doesn't like to _____."
3. "We like to _____, but we don't like to _____."
4. "They like to _____, but they don't like to _____."


G Activity 1

Talk about the people in the pictures. Where do you think each person is from? What does each person like to do?


Raul



Kota



Lisa



H Activity 2

Talk with a partner about what you like and what you don't like.

	I like to . . .	I don't like to . . .
My partner likes to . . .	1.	2.
My partner doesn't like to . . .	3.	4.

Now introduce your partner to another group.

I Listening

www.mormon.org/sarahg (0:00–0:20)

1. Name three countries Sarah visited. *Canada, USA, Mexico, Brazil, Peru, Bolivia, UK, Germany, Turkey, Switzerland, Italy, Austria, Thailand, Kenya, Tanzania, Zanzibar*
2. Where is she from? *Newcastle, England*

J WRAP-UP

Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. introduce myself.	_____
<input type="checkbox"/> 2. introduce other people.	_____

Invitation to Act

Teach someone how to introduce a friend in English.

LESSON 3: INTERESTS

What do you like doing?

TEACHING TIP: Don't treat adult learners like children. Be respectful. Care about how they feel and what they think. Be sensitive to how frustrating it is to not be able to say in your second language everything you can say in your first language.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Have a few of the learners come up and introduce another learner to the class.
- 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:** Have learners stand. Call out verbs from the vocabulary. If they like doing the thing you say, they will move to the right of the room. If they don't like doing it, they will move to left. Ask learners to write native language translations.

LESSON: 40 MINUTES

- D. Conversation:**
 - Demonstrate the conversation with another person.
 - 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 identify the number of syllables in words.
 - Explain that words can be divided into small pieces called syllables. For example, **swimming** has 2 syllables. Say the words in the activity and have

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LESSON 3: INTERESTS

What do you like doing?

WARM-UP

B Objectives

- I will learn to talk about my likes and dislikes.
- I will learn to ask others what they like doing.
- I will learn to talk about others' likes and dislikes.

Grammar

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

C Vocabulary

Verbs	Adjectives
swim paint jog read	fun relaxing
play (games, sports) cook read	interesting tiring
write dance	boring challenging

LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: So, what do you like doing? B: Well, I like writing. A: Really? Why do you like doing that? B: I like it because it's relaxing. What do you like doing? A: I like playing basketball because it's good exercise.	B: I don't like playing sports. A: Why not? B: Because it's tiring. What are some things you don't like doing? A: I don't like reading because it's boring.
--	--

E Pronunciation Principle: Syllables

Write the number of syllables in each word next to it in the box.

swimming swim-ming	exciting ex-ci-ting	games games	writing wri-ting
challenging chal-leng-ing	jogging jog-ging	piano pi-a-no	sports sports

LEARNING STRATEGY

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

the learners repeat and clap once for each syllable.

2. Next, have the learners write the number of syllables next to each word on their own. The number of syllables is in red in the instructor version.

F. Instructor-Guided Practice: Explain to learners that they will talk about what they like and don't like doing using the conversation. Have learners work with partners. One partner in each pair will be A, and the other will be B. Go around the room and listen to conversations, gently making corrections as needed. Have learners switch parts and practice again. Provide corrections and feedback as needed.




G. Learners Perform Activity 1: Have the learners refer to the pictures of the three people doing activities. Ask, "What does Ahmad like doing?" They should say, "He likes playing sports." Reference the Grammar section to show that when using **he, she,** or **it,** the letter **s** comes at the end of **like.** Ask "Why does Ahmad like playing sports?" Have them answer all together. Once learners understand, have them work with partners to ask and answer questions about what each person in the pictures likes doing. Then ask the whole class what Cho and David like doing. Then ask, "What is something Ahmad doesn't like doing?" Have them make up answers, such as "He doesn't like cooking." Have them practice with partners for all of the pictures.

H. Learners Perform Activity 2: Explain to learners that they are going to ask each other what they like and don't like doing. Demonstrate how to ask the first question by saying, "Do you like writing?" Have the learners stand up and ask their classmates the questions. Learners should use full sentences when responding to each other and fill in the blanks with their classmates' names. Follow up by having individual learners talk about their classmates (for example, "Jo likes writing. Zane doesn't like jogging.")

I. Listening: Watch the video segment (0:00–0:37) 2 or 3 times. Ask learners to answer the question.

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	
	<p>A: So, what do you like doing? B: Well, I like _____. A: Really? Why do you like doing that? B: I like it because _____. What do you like doing? A: I like _____ because _____.</p>	<p>B: I don't like _____. A: Why not? B: Because _____. What are some things you don't like doing? A: I don't like _____ because _____.</p>
G	Activity 1	
	<p>What do these people like doing?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Ahmad </div> <div style="text-align: center;">  Cho </div> <div style="text-align: center;">  David </div> </div>	
H	Activity 2	
	<p>Find someone who ...</p> <p>likes writing _____</p> <p>likes playing games _____</p> <p>likes dancing _____</p> <p>likes cooking _____</p>	<p>doesn't like playing sports _____</p> <p>doesn't like jogging _____</p> <p>doesn't like reading _____</p> <p>doesn't like painting _____</p>
I	Listening	
	<p>www.mormon.org/sunday (0:00-0:37)</p> <p>1. Name three things Sunday likes doing. <i>Sunday likes dancing, smiling, walking, baking</i></p>	
WRAP-UP		
J	Summary	
	<p>Now I can ...</p> <p><input type="radio"/> 1. talk about my likes and dislikes.</p> <p><input type="radio"/> 2. ask others what they like doing.</p> <p><input type="radio"/> 3. talk about others' likes and dislikes.</p>	<p>Now I know ...</p> <p>_____</p> <p>_____</p> <p>_____</p>
Invitation to Act		
<p>Ask 3 people what they like doing and what they don't like doing.</p>		

LESSON 4: FAMILY AND FRIENDS

Who is in your extended family?

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 by reviewing them aloud with the learners.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Have learners ask others what they like and don't like.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Target Phrases 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:**
 - 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 hear and produce proper intonation in questions.

- Explain that intonation is the rise and fall of the voice. For yes-no questions, intonation rises at the end of the question. For "wh" questions, intonation falls at the end of the question.

ENGLISHCONNECT 2

LESSON 4: FAMILY AND FRIENDS

Who is in your extended family?

WARM-UP

B Objectives


- I will learn to talk about my extended family.
- I will learn to ask questions about others' extended families.

Target Phrases

Who is in your extended family?	I have <u>two uncles and one cousin</u> .
Tell me about your <u>uncle</u> .	He/She is <u>intelligent</u> .
How old is he/she?	My <u>cousin</u> is <u>7</u> years old.
Does he/she work?	Yes, he/she does. No, he/she doesn't.
Where does he/she work?	He/She works at <u>the bank</u> .

C Vocabulary

Extended Family	stepmother	Personality
great-grandmother	stepfather	funny
great-grandfather	stepbrother	intelligent
grandmother/grandma	stepsister	athletic
grandfather/grandpa	aunt	artistic
father-in-law	uncle	Appearance
mother-in-law	cousin	tall/short
brother-in-law	niece	fat/thin
sister-in-law	nephew	old/young



LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: So, tell me about your extended family.	A: Oh really? How old is she?
B: Well, I have two uncles, an aunt, and a cousin . . .	B: She's 20 years old, a little younger than me. She actually works in the same building as I do.
A: Oh, just one cousin? I have 10 cousins.	A: Oh! Where does she work?
B: Yeah, she and I actually live together.	B: She works at the bank.

E Pronunciation Principle: Question Intonation

Yes/No Questions ↗ ↘ Example: Does your uncle work?	"Wh" Questions ↘ ↗ Example: Where does he work?
Practice:	
Do you like swimming? ↗ ↘ What do you like to do? ↗ ↘	How old is your brother? ↗ ↘ Does he like his job? ↗ ↘
What about you? ↗ ↘ Is your mother tall? ↗ ↘	Do you have any cousins? ↗ ↘ Where do you work? ↗ ↘

LEARNING STRATEGY

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

- Repeat each question and have learners signal with thumbs up if the pitch goes up or thumbs down if the pitch goes down.
- Have learners practice questions in pairs.

F. Instructor-Guided Practice: Explain to learners that they are going to practice talking about their extended families. Have learners work with a partner. One learner will be A and the other learner will be B. Walk around the room and listen to conversations, making corrections as needed. Have learners switch roles and practice again. Again provide corrections and feedback as needed.

G. Learners Perform Activity 1: Explain to learners that they will guess which family is being described. Demonstrate by describing one of the families pictured. (For example, “This family has 3 people in it. It has a grandpa, a dad, and a son.”) Have learners guess the family. After the demonstration, put learners into small groups and have them practice describing and guessing families.

H. Learners Perform Activity 2: Part 1—Explain to learners that they are now going to practice describing relationships using James and Mary’s family tree. Demonstrate by saying, “James is Molly’s _____.” Allow

learners time to think about it and respond (answer: great-grandfather). Do a few examples together as a class and then have each learner practice with a partner. If time allows, invite learners to come up and ask the rest of the class a question about the family.

Part 2—Have learners draw their own family trees in the space provided or on a separate sheet of paper. Have them write each person’s name and their relationship to that person. Then have them talk about their family trees with a partner using as many vocabulary words and phrases as possible. Walk around and listen; ask questions about the learners’ families. Choose a few volunteers to share their trees with the class.





I. Listening: Discuss the question. Then watch the video segment (1:45–2:20) 2 or 3 times. Ask learners to answer the question.

F Instructor-Guided Practice

A: Who is in your extended family?	B: Yes, he/she does.
B: I have _____.	A: Where does he/she work?
A: How old is your _____?	B: He/She works at _____.
B: He/She is _____ years old.	A: Tell me about your _____.
A: Does your _____ work?	B: He/She is _____.

G Activity 1

Choose a family to describe. Your partner will listen to you and guess the family.

H Activity 2

Part 1: Ask questions and describe James and Mary’s family.

```

graph TD
    James --- Mary
    James --- Steven
    James --- Samuel
    Mary --- Karen
    Mary --- Jill
    Mary --- Cindy
    Steven --- Karen
    Samuel --- Jill
    Karen --- Nate
    Karen --- Sarah
    Karen --- Ty
    Samuel --- Matthew
    Samuel --- Stacy
    Samuel --- Adam
    Nate --- Jonathan
    Matthew --- Megan
    Stacy --- Mindy
    Stacy --- Molly
                    
```

Part 2: Draw your own family tree.

I Listening

www.mormon.org/nelisa (1:45–2:20)

1. Name three family members living with Nelisa. *mom, dad, brother, sister, cousin, sister with husband and two children*

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. talk about my extended family.	
<input type="checkbox"/> 2. ask questions about others’ extended family.	

Invitation to Act

Ask a friend about his or her extended family. Practice describing your family 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 it in their native language if necessary.

LESSON 5: FAMILY AND FRIENDS

What is your family like?

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

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Have all learners talk with a partner about their siblings and parents. Tell them to find out as much as they can about their partner's family.
- 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:** Use the pictures in the picture packet to help teach the vocabulary in this lesson. 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 identify and produce sentence stress.

 - Explain that in sentences important words are stressed.

LESSON 5: FAMILY AND FRIENDS

What is your family like?

WARM-UP

B Objectives

1. I will learn to describe and compare myself to you. 3. I will learn to compare myself, my family, and my friends.
 2. I will learn to describe my family and friends.

Grammar (pattern only for 1-syllable adjectives)

I	am	(adjective) +er than	you him her them my sister my uncle my mother
you	are		
we			
they			
he/she	is		

C Vocabulary

married/single bald blue/brown/green eyes beard long/short hair glasses	1-Syllable Adjectives taller/shorter bigger/smaller younger/older louder/quieter* * Quiet can be used with -er and more/less.	Longer Adjectives more/less intelligent more/less beautiful more/less athletic more/less generous more/less thoughtful more/less patient more/less quiet* more/less outgoing
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LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: My mom is taller than my dad. My dad is short and he has a beard. He's really funny.
B: Really? What's your mom like?
A: She is quiet and thin. I'm more like my mom, but I'm shorter than her.
B: Is your dad quiet?
A: No he isn't. He's outgoing. He always makes jokes. He's bald and he wears glasses.

E Pronunciation Principle: Sentence Stress

Repeat with the instructor:

"My mom is taller than my dad ."	"My dad is short ."
	"My dad has a beard ."
	"He's really funny ."
	"He's bald and he wears glasses ."

LEARNING STRATEGY

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

They get more emphasis than the other words.

2. Say each sentence while learners listen to the stress pattern. Emphasize the bolded syllables.
3. Repeat each sentence and have the learners repeat after you. Have them practice with a partner.

F. Instructor-Guided Practice: Demonstrate this activity first. In front of the whole class, say each adjective aloud (“tall”) and then choose a learner. The learner will complete the sentence, using another learner in class to fill in the last blank: “I am **taller** than **Mizue**.” Help them notice that the last 5 sentences are about others (not themselves): “She is more **athletic** than **Naoki**.” Give each learner a turn.

G. Learners Perform Activity 1: With a partner, have learners practice talking about people in the pictures. Tell them to describe the people and compare them to each other. Demonstrate. While they do this, listen and correct mistakes.

Common mistake: “Susan is young than mom.” Correct: “Susan is younger than **her** mom.”

H. Learners Perform Activity 2: Draw two overlapping boxes on the board. Use yourself and a partner as an example. Fill in each box (for example, “I am **tall**,” “We are both **quiet**,” “[partner’s name] is

short”). Then demonstrate how you would talk about what you’ve written. Example: “I am taller than [partner’s name].”

“She is shorter than me.”

“We are both quiet.”

With their first partner, have learners put adjectives in the boxes. Encourage them to put 3 or 4 adjectives in each box. Then have learners change partners and talk about themselves compared to their previous partners using the information in the boxes. This activity could be repeated with new partners.

I. Listening: Discuss the questions. Then watch the video segment (1:23–2:03) 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


1. tall “I am _____ than _____.”	6. outgoing “He/she is more/less _____ than _____.”
2. short “I am _____ than _____.”	7. athletic “He/she is more/less _____ than _____.”
3. old “I am _____ than _____.”	8. patient “He/she is more _____ than my mother.”
4. loud “I am _____ than _____.”	9. intelligent “He/she is more _____ than a professor.”
5. young “I am _____ than _____.”	10. beautiful “He/she is more _____ than a model.”

G Activity 1


Talk about the people in the pictures. Compare them to each other.



Susan and her mom



Sam and Helen



Anaya and Yash

H Activity 2

Describe yourself and your partner.
Put adjectives in the boxes (for example, “I am tall,” “We are both quiet,” “My partner is short”).

I am ...

We are both ...

My partner is ...

Now talk to another group. Talk about how your partner compares to you.

I Listening

www.mormon.org/vance (1:23–2:03)

1. How does Luis Vance describe his two daughters? *beautiful and smart*

2. How does Luis’s wife describe him? *he has a great attitude, loves to have fun, loves life*

WRAP-UP

J Summary

Now I can ...	Now I know ...
<input type="radio"/> 1. describe and compare myself to you.	_____
<input type="radio"/> 2. describe my family and friends.	_____
<input type="radio"/> 3. compare myself, my family, and my friends.	_____

Invitation to Act

Teach someone how to compare two people in English.

LESSON 6: FEELINGS AND EMOTIONS

How are you?

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. Have all learners talk with a partner about their siblings and their parents. Tell them to find out as much as they can about their partner’s family.
- B. Overview:** Review aloud the Objectives. Explain in the learners’ native language if necessary. Explain that “showing empathy” is trying to understand and share someone’s feelings. (The Target Phrases 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: To help learners see and pronounce words with the letter a.

 1. Have learners listen and repeat as you pronounce the following words: **mad, sad, can, am, had**

ENGLISHCONNECT 2

LESSON 6: FEELINGS AND EMOTIONS

How are you?

WARM-UP

B Objectives


1. I will learn to talk about my feelings and why I feel them.	2. I will learn to ask you how you feel.
	3. I will learn to show empathy.

Target Phrases

Are you all right? Is something wrong? Is everything OK? How are you feeling? Why are you feeling <u>sad</u> ? What happened? I'm sad because <u>my grandmother is sick</u> . I feel nervous when <u>I speak in front of people</u> .	Showing Empathy I'm sorry that you feel <u>sad</u> . Sorry about <u>your grandmother</u> .
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C Vocabulary

Feelings and Emotions

happy	mad	
surprised	embarrassed	
bored	afraid	
tired	sad	
frustrated	angry	

LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: Hey Andrea, are you all right? You look sad.	A: Wow! *I'm sorry. Is he mad at you?
B: Well, I'm kind of frustrated.	B: Yeah, it's because I broke his phone.
A: Oh, no! What happened? Why are you frustrated?	* People often say "I'm sorry" in American culture to show compassion and empathy. When you say "I'm sorry," it does not always mean that you did something wrong.
B: I just had a fight with my brother, but it's OK. I'll be all right.	

E Pronunciation Principle: Sounds of the Letter a

1. Listen to and repeat these words with your instructor.

mad	sad	can	am	had
hat, hot	an, on	last, lost		
2. Listen to the difference between these two sentences. Then practice the words below.

The child is lost.	The child is last.
and dance soccer	had shop at not ask hot dad black

LEARNING STRATEGY

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

2. Explain that in syllables ending with one or more consonants, the letter **a** usually sounds like the **a** in the word **hat**.
3. Contrast the two sentences (the vowel sound in **last** and the vowel sound in **lost**). Have each learner read the last line of words with a partner.

F. Instructor-Guided Practice: Explain to learners that you will ask each question, choosing a learner to respond. For questions 1–5, ask, “When do you feel ____?” For questions 6–10, tell learners to imagine they feel this way and then ask, “Why are you ____?” Select a learner to answer the question. Try to give each learner an opportunity to answer a question. Wait patiently while learners try to respond.

G. Learners Perform Activity 1: Assign each learner a number between 1 and 9; then have them look at their books to see which emotion was assigned to them. Encourage them to think of a reason that they would feel the emotion they’ve been assigned. Demonstrate an example conversation.

Then, have each learner talk with 3 different partners:

A: “How are you feeling? **B:** “I’m angry!” **A:** “Why are you angry?” **B:** “I’m angry because ____.”

H. Learners Perform Activity 2: Divide the learners into pairs. One learner will be A and the other

will be B. Demonstrate this activity. Partner A will cover up the Partner B side of the activity, and Partner B will cover up the Partner A side. Then have each pair role-play.

A: “How are you feeling?”

B: “I’m bored.”

A: “Why are you bored?”

B: “Because it’s raining and I can’t go play soccer.”

Learners will try to explain why they would feel the emotion that is listed based on the picture.

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




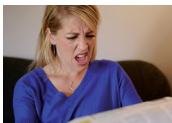
1. I feel happy when _____ I see my family _____.	6. I’m embarrassed because _____.
2. I feel bored when _____.	7. I’m mad because _____.
3. I feel nervous when _____.	8. I’m sad because _____.
4. I feel frustrated when _____.	9. I’m angry because _____.
5. I feel afraid when _____.	10. I’m surprised because _____.

G Activity 1

Your instructor will assign an emotion to you. Think about why you would feel this emotion.

1. happy	4. tired	7. afraid
2. surprised	5. frustrated	8. sad
3. bored	6. embarrassed	9. angry

H Activity 2

<p>Partner A</p> <p>happy </p> <p>tired </p>	<p>Partner B</p> <p>bored </p> <p>mad </p>
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I Listening

www.mormon.org/shawni (0:00–0:30)

1. What does Shawni like to do? *take pictures*
2. How does Shawni feel if she doesn’t “catch the moments”? *sad*

J WRAP-UP

Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. talk about my feelings and why I feel them.	_____
<input type="checkbox"/> 2. ask you how you feel.	_____
<input type="checkbox"/> 3. show empathy.	_____

Invitation to Act

Learn 5 new words for emotions and write a sentence with each word. Bring them back next time to show your instructor. (See the homework vocabulary in the back of the manual.)

WRAP-UP: 5 MINUTES

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

LESSON 7: INTERESTS

Will you help me?

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. Have learners talk about how they are feeling and why with a partner using the new emotion words they learned during the week.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Target Phrases 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: To help learners see and pronounce words with the letter a.
 1. Have learners listen and repeat as you say these words from the activity:
say may hay
a-ble A-my Da-vid
 2. Then have them say the contrasting words (**hay, had,** and so on).

ENGLISHCONNECT 2

LESSON 7: INTERESTS

Will you help me?

WARM-UP


B Objectives

1. I will learn to ask for help.
2. I will learn to understand commands.

Target Phrases

Polite Requests	More Direct Requests	Some Possible Answers
Will you <u>clean this room</u> ?	I need you <u>to clean your room</u> .	Yes, I will/can <u>clean my room</u> .
Would you <u>fix my bicycle</u> ?	I want you <u>to pick up your sister</u> .	No, I won't/can't <u>pick her up because</u> <u>I have a meeting</u> .
Can you <u>lend me your pencil</u> ?		
Could you <u>pick up your sister</u> ?		

C Vocabulary

clean	take care of	take (someone to a place)	
fix	pick up	send	
give (a ride)	drop off	run an errand	
lend	contact	make a phone call	

LESSON CONVERSATION AND ACTIVITIES

D Conversation: Asking for Help

<p>A: Hey, can you pick Sarah up after school today?</p> <p>B: Actually I can't because I have a meeting at that time. Sorry.</p> <p>A: OK. Could you give her a ride to school tomorrow morning? I need to take John to the doctor.</p> <p>B: Unfortunately, that won't work either. I've got to make an important phone call at 8:00 a.m.</p> <p>A: OK, I'll drop her off tomorrow.</p>	<p>B: But what about tomorrow afternoon? I could pick her up then.</p> <p>A: Oh, can you?</p> <p>B: Yeah.</p> <p>A: That would be wonderful! I'll take John to the doctor tomorrow afternoon then.</p> <p>B: All right, sounds like a plan.</p>
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E Pronunciation Principle: Sounds of the Letter a

Listen to and repeat these words after your instructor:

say	may	hay	a-ble	A-my	Da-vid
hay, had	may, mad	pay, pad			

Practice saying these words with a partner:

a-gent	hap-py	play	pa-per	cap-tain	gram-mar
na-tion	tray	ap-ple			

LEARNING STRATEGY

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

3. Explain that when **a** is followed by **y** or comes at the end of a syllable in multisyllable words it is pronounced [ai] as in the word **paid**.
4. With partners, have learners practice saying the words in the practice section.

F. Instructor-Guided Practice: First, have learners underline words and phrases from the vocabulary in the lesson conversation. Review the answers together. Next, in pairs, have them practice the four polite requests below, using appropriate words from the vocabulary section. Then have them switch roles.

G. Learners Perform Activity 1: First, demonstrate the activity by writing things you need help with on the board (for example, fix my computer) and then asking several learners to help you with the activities listed (only use **will you**, **would you**, **can you**, and **could you** when asking). Have learners list 4 things they need help with. Then have them stand up and practice making polite requests.

Have learners list the names of those willing to help. Encourage learners to say **no** sometimes.

H. Learners Perform Activity 2: Explain that **will**, **can**, **could**, and **would** are used to ask polite questions, especially to strangers and people who are older or in higher positions. Sometimes more direct forms of

questions are used (**I need you to** and **I want you to**) when we speak with people who are very close, younger, or in lower positions. If we use these direct forms in other situations, they are rude. Demonstrate the activity, and then have learners work with new partners. Assign each pair a situation. Have them decide which request forms are appropriate for their situation and then act it out together. Have learners practice the situation several times and then invite pairs to demonstrate in front of the class.

If time allows, have partners discuss and act out several situations before inviting them to demonstrate to the class.

I. Listening: Discuss the questions. Then watch the video segment (1:08–3:00) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice	
A: Will you _____? B: Yes/No, _____.	A: Can you _____? B: Yes/No, _____.
A: Would you _____? B: Yes/No, _____.	A: Could you _____? B: Yes/No, _____.
G Activity 1	
Use "Will you . . . ?" "Would you . . . ?" "Can you . . . ?" and "Could you . . . ?" to ask other learners for help.	
I need someone to help me . . .	Name of the person who will help:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
H Activity 2	
Act it out! What questions would you use in these situations? What vocabulary would you use? Act out the situation with a partner.	
Situation 1 A parent asks a child to clean her room.	Situation 4 A boy wants help on schoolwork from a parent.
Situation 2 A boy wants to borrow a toy from a friend.	Situation 5 A boss wants a worker to send an email.
Situation 3 A businesswoman needs to set a meeting with her boss.	Situation 6 A woman wants help from a friend.
I Listening	
www.mormon.org/erick (1:08–3:00)	
1. What happened to Erick?	<i>He was wounded in Iraq; a roadside bomb hit his truck</i>
2. Why did the other soldiers tease Erick?	<i>Because he said "could you please help me get down" from the burning truck.</i>
WRAP UP	
J Summary	
Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. ask for help.	_____
<input type="checkbox"/> 2. understand commands.	_____
Invitation to Act	
Ask questions this week using the polite forms (will you , would you , can you , and could you).	

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 8: AT HOME

Where do you live?

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 some **will you, can you, could you, would you** questions. Have them ask you questions using the same phrases.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Target Phrases section is for 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 say words with the letter o.

 1. Tell the learners that the letter **o** has two main sounds. The first is [o] as in **no**. Write **no, go, so** on the board. Then say them and have the learners repeat them. Tell the learners that this sound happens when the **o** is at the end of a syllable. (Important exceptions are **to** and **do**.)

ENGLISHCONNECT 2

LESSON 8: AT HOME

Where do you live?

WARM-UP

B Objectives


<ol style="list-style-type: none"> 1. I will learn to describe where I live. 2. I will learn to ask where you live. 	<ol style="list-style-type: none"> 3. I will learn to talk about why I like or don't like living where I live.
---	---

Grammar

Where do you live? Do you like living there? Why do you like living there?	I live on 251 West Third street. It's in a safe part of Philadelphia . My home is noisy . I like/don't like living there because it's lively .
--	--

C Vocabulary

Places city town village neighborhood street avenue road	Adjectives to Describe Places safe / unsafe quiet / noisy not crowded / crowded historic / new peaceful / lively beautiful / ugly
---	---



LESSON CONVERSATION AND ACTIVITIES

D Conversation

<p>A: Where do you live? B: I live on 231 Baker Street. Do you know that area? It's in a lively part of Jackson. A: Oh yeah. Do you like living there? B: Not really. My house is small, and there's a lot of traffic. It's pretty noisy and not very safe.</p>	<p>A: That's too bad. I live on 1612 Orange Grove Road. It's in a historic part of Gulfport. B: Oh yeah. How do you like it? A: I love it! The neighborhood is quiet, and the houses are old and beautiful. B: That sounds nice! I'd like to move to a place like that someday.</p>
---	--

E Pronunciation Principle: the letter o

The letter **o** in English can have two sounds:
 no – not go – got so – sock

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

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.

- Tell the learners the second sound represented by the letter **o** is the [ah] sound as in **got**. Write **not, got, sock** on the board. Have learners repeat.
- Have learners practice saying the words in the practice section with a partner.

F. Instructor-Guided Practice: Demonstrate this first. Have learners work with partners. Assign one partner to be A and the other to be B. Have learners practice the conversation several times, filling in the blanks with appropriate information for their own situations. Go around the room and listen to the conversations. Gently make corrections as needed. If there is time, have the learners switch roles.

G. Learners Perform Activity 1: With a new partner, have learners fill out the table together. Box 1 should contain things they both like about where they live. Boxes 2 and 3 should contain things that one likes about where he or she lives, but the other doesn't; box 4 contains things neither person likes. You may need to demonstrate on the board. After they fill it in, have them *talk* about it with other class members.


H. Learners Perform Activity 2: The purpose of this activity is to help learners connect what they learned in the previous level, Lesson 21, about describing locations to the current lesson. To do this, draw an aerial view of a map of where you lived in your home town on the board. Describe to learners what is close to your home (for example, "The Smith family lives across from me. We are good friends. The park is close by. I played soccer there. Down the street is the post office."). After you have described your map, have learners draw a map of where they live and talk with a partner about what is close to their home. Go around the room and make corrections as needed.

If there is time, choose a few learners to come to the front of the class and share their map and what is close to their home.

I. Listening: Discuss the questions. Then watch the video segment (1:15–2:14) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice

A: Where do you live?
 B: I live on _____. It's in a _____ part of _____.
 A: Do you like living there?
 B: Yes/No, because _____. Where do you live?
 A: I live on _____. It's in a _____ part of _____.
 B: Do you like living there?
 A: Yes/No, because _____.



G Activity 1

Talk with a partner about what you like and what you don't like about where you live.

	I like where I live because . . .	I don't like where I live because . . .
My partner likes where he or she lives because . . .	1.	2.
My partner doesn't like where he or she lives because . . .	3.	4.

H Activity 2

Draw a map of where you live. What is close to your home?

I Listening

www.mormon.org/kristy **0:00 – 0:42**
 1. Where does Kristy live? **New York City**
 2. What does she love about her city? **the sights, smells, religions, arts, culture, dance**

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="radio"/> 1. describe where I live.	_____
<input type="radio"/> 2. ask where you live.	_____
<input type="radio"/> 3. talk about why I like or don't like living where I live.	_____

Invitation to Act

Draw a map of where a friend or family member lives. Bring it next time and be ready to explain to the class what is close to where the friend or family member lives.

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 9: AT HOME

Where did you grow up?

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. Have each learner talk with a partner about the map he or she drew of where a friend or family member lives.
- 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 recognize and pronounce words with letters **i** and **y**.*

 1. Draw the following table on the board and have the learners repeat the word pairs with you (for example, “I, in”):

ENGLISHCONNECT 2

LESSON 9: AT HOME

Where did you grow up?

WARM-UP


B Objectives

1. I will learn to describe where I grew up.
2. I will learn to talk about what I was like when I was younger.

Grammar

To Be (Past)			To Have (Past)		
I	was	Adjective well-behaved athletic	I		Noun a dog
you			you		a lot of friends
we	were	Prepositional Phrase in front of the house near the park	we	had	a big house
they			they		a small car
he/she/it	was		he/she/it		

C Vocabulary

Adjectives outgoing kind happy athletic energetic well-behaved silly shy	mean angry obedient / disobedient respectful / disrespectful wild calm Past Tense Phrases There was . . . There were . . .	Prepositions (review) next to across from near to close to far from between in front of	
--	--	--	---

LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: Where did you grow up? B: I’m from Utah. Have you heard of Orem? A: Yes! Where in Orem? B: Honestly, I don’t remember exactly where. I was very young. My house was next to a big park and there was a school across the street. But later we moved.	A: I don’t remember much about my house when I was younger, but we lived near a grocery store. So, what were you like when you were little? B: I was actually kind of shy, mostly well-behaved. I had a lot of friends though.
--	---

E Pronunciation Principle: the letters **i and **y****

Practice

Ch-na lit-tle Fri-day in-ter-est pri-vate mis-ter sis-ter ty-ping win-dow si-lent

LEARNING STRATEGY

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

<i>I</i>	<i>my</i>	<i>Hi</i>
<i>in</i>	<i>milk</i>	<i>him</i>

2. Explain that when **i** and **y** come at the end of a syllable, they are pronounced like the word **eye**.
3. Have the learners say the practice words to a partner. Listen and correct as needed.

F. Instructor-Guided Practice: Have all learners individually write **was** or **had** in the blanks in items 1–5. Then select various learners to say each sentence aloud. Explain if there is any confusion. Then, have all learners individually write **was** or **were** in the blanks in items 6–10. Again, select different learners to say each sentence aloud and explain **was** (singular)/**were** (plural) if there is any confusion.

G. Learners Perform Activity 1: Demonstrate this activity. With a partner, have learners imagine that one of the homes in the pictures is the home they grew up in. Then have learners talk about the pictures as if they were talking about the home they grew up in. They should use **there was**, **there were**, and **had**. For example, “We lived in the country. We had a red brick house. There were some big trees next to it.” If there is time, have individual learners share what they said in front of the class.

H. Learners Perform Activity 2: Draw a picture on the board of the house or apartment you grew up in, just enough to give the learners something to talk about. Then talk about it using **there was**, **there were**, and **had**. Also draw a picture of yourself when you were young and talk about what you were like. Use **was** and **had**.

Then have each learner draw a simple picture of the house or apartment he or she grew up in. Also have them draw pictures of themselves when they were younger. After they’ve finished drawing, have them talk to a partner about where they grew up and what they were like when they were younger.

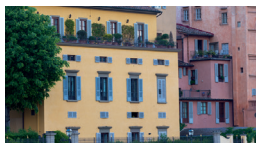
I. Listening: Discuss the questions. Then watch the video segment (1:18–2:00) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice

1. When I was younger I was athletic.
2. When I was younger I had a big house.
3. When I was younger I had one friend.
4. When I was younger I was shy.
5. When I was younger I had short hair.
6. There was a park next to my house.
7. There were a lot of kids at my school.
8. There was a hotel close to my school.
9. There were some trees outside my house.
10. There were roses in our backyard.

G Activity 1

Use **there was** and **there were** and **had** to describe these pictures in the past tense.



H Activity 2

Draw a picture of the house or the neighborhood you grew up in and then describe to your partner what it was like. Also, draw a picture of yourself as a child and talk about what you were like when you were younger.

I Listening

www.mormon.org/frank (1:18–2:00)

1. Where did Frank hang out as a kid? **West 8th street, Brooklyn, New York City**
2. Describe his grandmother’s house. **pause on the house—1:26—and let them describe it.**
3. What did his grandparents call him when he was young? **the king**

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. describe where I grew up.	_____
<input type="checkbox"/> 2. talk about what I was like when I was younger.	_____

Invitation to Act

Ask a friend about where he or she grew up. Write about your friend in English. Next time you come to class, share some things about your friend with a partner.

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.

LESSON 10: DAILY ROUTINES

What do you do every day?

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 6–7 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. Have each learner tell a partner about a friend he or she knew as a child and where that friend grew up.
- 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 words with the letter e.

 1. Explain that the letter **e** makes 2 sounds: 1) [ee] as in **see**. This usually happens when **e** is at the end of a syllable or word.

ENGLISHCONNECT 2

LESSON 10: DAILY ROUTINES

What do you do every day?

WARM-UP

B Objectives

1. I will learn to talk about my daily routines. 2. I will learn to ask about the daily routines of others.

Grammar

subject	frequency word	verb		subject	verb	frequency phrase
↓	↓	↓		↓	↓	↓
I	always	go shopping	on Thursdays.	I	go shopping	once a month.

C Vocabulary

a lot not at all	always usually sometimes never	Frequency Words always usually sometimes never Frequency Phrases every day every weekend once a week once a month once in a while right now	Review Words eat study work listen to music shop dance play sports get up take a shower get dressed eat breakfast brush my teeth go to work eat lunch go to school go home eat dinner watch TV go to bed
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LESSON CONVERSATION AND ACTIVITIES

D Conversation 1

A: Tell me what you do every day.
B: I usually get up at 7:00 and then I always go to work at 8:00. Sometimes I go out with friends after work.
A: You sound busy. When do you go shopping?
B: I only go about once a month.

Conversation 2

A: What do you do for fun?
B: I go dancing every weekend.
A: Every weekend?! Wow! So, do you play sports as well?
B: Once in a while I play basketball.

E Pronunciation Principle: the letter e

me-met be-bet we-wet Write the words you hear yes, ten, pre, pen, be, rest, we _____ _____ _____	Practice bed, be, best, help, he, hen, let, ten, we, rest
--	---

LEARNING STRATEGY

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

- 2) [eh] as in **set**. This happens when the syllable ends in a consonant.
2. Say the words **me-met, be-bet, we-wet** and have the learners repeat. Show them how these words follow this pronunciation rule.
3. Have the learners write the words you say (words are in red in the instructor version).
4. Have the learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Working with a partner, have learners fill in the blanks *with their own ideas* (refer them to Conversations 1 and 2 for examples). Next, have them practice this conversation with their partner—one person is partner A; the other is partner B. Then have them switch roles. Have a few of the partnerships perform the conversation for the class.

G. Learners Perform Activity 1: Read the instructions in the learner manual aloud. Check for understanding. Then have learners walk around and talk with others until they have asked 5 different people what they do every day. Encourage them to ask follow-up questions such as “When do you shop, or eat or sleep?” Have them write down the responses. Follow up by asking a few of them to report to the class on the answers they received.

H. Learners Perform Activity 2: Part 1—

Have learners work individually. Have them write down activities (at least 8) that they do during a typical weekday or weekend and the times they do them.

Part 2—Have learners get into groups of 3. One learner in the group asks another learner the question “What do you do every day?” (or “What do you do every weekend?”). The responding learner chooses an activity from the list he or she has created and acts it out. The others in the group try to guess what the actor does (for example, “You eat lunch every day.”). Have the learners switch roles until each has had a few turns as the actor.

I. Listening: Discuss the questions. Then watch the video segment (1:47–2:22) 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>A: Tell me what you do every day.</p> <p>B: I usually _____ at _____ and then I always _____ at _____. Sometimes I _____.</p> <p>A: So, when do you _____?</p> <p>B: Well, I never _____ during the week. I only _____ about once a month.</p>	<p>A: What do you do for fun?</p> <p>B: I _____ every weekend.</p> <p>A: Every weekend?! Wow! So, do you _____ as well?</p> <p>B: Once in a while I _____.</p>
---	--

G Activity 1

Ask 5 of your classmates to respond to this request: “Tell me what you do every day.” Write the answers and report them to a partner.

Person	Answer to “Tell me what you do every day.”
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

H Activity 2

Write down activities you do during a typical day (weekday or weekend). Write down at least 8 activities. (Example: On weekdays I get up at 7 o’clock.)

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

I Listening

www.mormon.org/kirk (1:47-2:22)

1. What time does Kirk get up every day? **5:00 a.m.**
2. What does he do every day? **goes swimming, runs, bikes**
3. Why does he do this every day? **He is training for his 9th Ironman**
4. What is an Ironman? **2.4 mile swim, 112 miles biking, marathon 26.2 mile run**

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="radio"/> 1. talk about my daily routines.	_____
<input type="radio"/> 2. ask about the daily routines of others.	_____

Invitation to Act

Pay attention to what you do every evening before you go to bed. Come next class prepared to tell someone what you usually do before you go to bed.

LESSON 11: DAILY AND WEEKLY ROUTINES

What did you do over the weekend?

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. Have each learner talk with a partner about what he or she usually does before going to bed.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Target Phrases and Grammar sections are for reference *only*. Do *not* teach these sections. Refer learners to these sections if they consistently make errors with the principles.)
- C. Vocabulary:** For this lesson, help the learners learn the past tense of the irregular verbs listed in the grammar section. For the vocabulary section, you may need to explain the meaning of the word **ago**.

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 regular past tense -ed endings.

 1. Write **worked** and **played** on the board. Explain that most of the time when a word ends in **-ed**, you don't pronounce the letter **e**. For example, **worked** sounds like [workt] and **played** sounds like [playd]. Say the words in list 1 and have learners repeat.

ENGLISHCONNECT 2

LESSON 11: DAILY AND WEEKLY ROUTINES

What did you do over the weekend?

WARM-UP

B Objectives

1. I will learn to talk about what I did over the weekend. 2. I will learn to ask about what others did yesterday.

Grammar

Target Phrases	Grammar: Past Tense Verbs
What did you do over the weekend? How was your weekend? It was <u>great</u> ! <u>Yesterday</u> , I watched TV, exercised, and read a book. I went out with some friends <u>last</u> week .	For regular past tense verbs, add -d or -ed to the end of the verb: w anted lik ed exercis ed work ed watch ed TV stay ed home shopp ed studi ed For irregular past tense verbs, you need to memorize their forms: go ► went sleep ► slept have ► had buy ► bought read ► read see ► saw eat ► ate come ► came

C Vocabulary

Time Phrases	last weekend	last Monday / Friday / Saturday
yesterday	last week / month / year	the other day
over the weekend	a week ago	

LESSON CONVERSATION AND ACTIVITIES

D Conversation 1

A: What did you do yesterday?
B: I went shopping.
A: Oh, how was it? What did you buy?
B: It was great! I bought some new shoes.
A: Oh really? I actually just bought some shoes a week ago. What kind did you buy?

Conversation 2

A: How was your weekend?
B: It was pretty good. I washed the car, exercised, and had dinner with my grandparents. On Saturday, I went out with some friends. What did you do?
A: I just stayed home, cleaned my room, and watched TV.
B: That doesn't sound very exciting.

E Pronunciation Principle: Pronouncing Regular Past Tense -ed Endings

Try to say these words with regular past tense **-ed** endings.

1. The letter **e** in the **-ed** endings of these words is not pronounced (example: **cleaned** sounds like [cleand]):
worked shopped hiked watched liked cooked helped picked dressed
played studied cleaned exercised happened prayed planned learned
2. The **-ed** endings of these words are pronounced with an [ɪd] sound, because they end in **t** or **d** (example: **wanted** sounds like [want-ɪd]):
wanted needed painted visited extended adopted decided

LEARNING STRATEGY

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

2. Write **wanted** and **needed** on the board. Explain that when you add **-ed** to words that end in a **t** or **d**, you need to pronounce the **e** in **-ed**. It will sound like [id]—**wanted** sounds like [want-id] and **needed** sounds like [need-id]. Say the words in list 2 and have learners repeat.

F. Instructor-Guided Practice: Give the learners some time to write in answers to the questions. Then model the activity with another instructor or learner (for example, you: “Gloria, when was the last time you went to the movies?” Gloria: “I went to the movies two weeks ago.”). Ask learners the questions and have them respond using complete sentences and the time phrases in the vocabulary section.

G. Learners Perform Activity 1: First, have learners write answers to the questions. Then have them stand up, walk around, and talk with their classmates. Each person should talk with 3 other learners. Have them both ask and answer the questions (they can use the answers they’ve written). You may need to help them if they try to use vocabulary words that are not taught in this lesson. Gently correct and help them if you hear them making errors, but don’t correct so much that it distracts from the activity.

H. Learners Perform Activity 2: Give the learners the opportunity to create a conversation with a partner. Have learners work in pairs. As the learners create their conversations, it is likely that they will make

minor errors. Try to focus on helping them with the language that they are learning in this lesson. Avoid trying to teach advanced concepts.

After they have had an opportunity to create a conversation, choose several pairs to come up and perform their conversations in front of the class.

I. Listening: Discuss the questions. Then watch the video segment (0:09–1:32) 2 or 3 times. Ask learners to answer the questions.

F	Instructor-Guided Practice	
	When was the last time you . . .	
	went to the movies? exercised?	Example: I went to the movies <i>two weeks ago</i>
	watched TV? read a book? cleaned your home? went shopping? visited a friend? ate dinner with your family?	
G	Activity 1	
	Ask and answer these questions with different people in your class. Talk to 3 different people.	
	1. What did you do yesterday?	Answer: Yesterday, I _____
	2. What did you do over the weekend?	Answer: Over the weekend, I _____
	3. What did you do last week?	Answer: Last week, I _____
	4. What did you do last month?	Answer: Last month, I _____
	5. What did you do last year?	Answer: Last year, I _____
6. What did you do two weeks ago?	Answer: Two weeks ago, I _____	
H	Activity 2	
	With a partner, create a conversation about something you did last week. Prepare to perform your conversation in front of your classmates.	
	A: _____	A: _____
	B: _____	B: _____
I	Listening	
	www.mormon.org/devin (0:09–1:32)	
	1. What job did Devin have? <i>He was a firefighter and paramedic in the field.</i>	
	2. What happened to change his life? <i>He had 2 heart attacks.</i>	
3. What happened as a result of this? <i>He lost his job (he couldn't fight fires anymore); he lost his house. He works with the media and the public (as a dispatcher).</i>		
WRAP-UP		
Summary		
J	Now I can . . .	Now I know . . .
	<input type="radio"/> 1. talk about what I did over the weekend.	_____
	<input type="radio"/> 2. ask about what others did yesterday.	_____
Invitation to Act		
After this coming weekend, write in your journal about what you did over the weekend. Bring your journal to class next time to share what you wrote with your classmates.		

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 12: PAST EXPERIENCES, PART 1

What did you do?

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. Have each learner ask a partner to share what he or she did over the weekend. Listen to their responses and gently correct where needed.
- 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 fill in the blanks next to the verbs with the simple past tense forms (**eat** ► **ate**). Draw, act out, or give examples to help learners understand the meaning of the words. 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 letter **y** at the end of words and the **i** in the -ing ending.*

 1. Write these words on the board and have the learners repeat them after you: **sunny, party, happy**. Explain that **y** makes an [ee] sound at the end of a word when it follows a consonant.

ENGLISHCONNECT 2

LESSON 12: PAST EXPERIENCES, PART 1

What did you do?

WARM-UP


B Objectives


1. I will learn to ask questions about the past.
2. I will learn to talk about what I did and where I was in the past.
3. I will learn to talk about where you were in the past.

Grammar

Common Past Tense Questions:	How was . . .	the party? the movie?
	Why did . . .	she go home early? you go to the store?
	What did . . .	you do over the weekend? she do last night?

C Vocabulary

<p>Review Past Tense Verbs</p> <p>eat ► <u>ate</u></p> <p>go ► <u>went</u></p> <p>see ► <u>saw</u></p> <p>read ► <u>read</u></p> <p>travel ► <u>traveled</u></p> <p>visit ► <u>visited</u></p>		<p>Past Tense Time Phrases</p> <p>yesterday</p> <p>one / two / a few days ago</p> <p>one / two / a few years ago</p> <p>last week</p> <p>last month</p> <p>last year</p> <p>on Saturday</p>
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LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: Hey, where were you on Friday? Why didn't you come to the party?
B: I wanted to come, but I had to work. How was it? What did you guys do?
A: It was fun. We played some games and then we watched a movie.
B: Did you see Halina there?
A: Yes, I did, but I didn't talk to her much 'cause she left pretty early.

E Pronunciation Principle: the letters **i and **y****

Read these words with a partner, practicing the pronunciation (some of them are review words):

u-su-al-ly	dur-ing	rain-y	win-dy	dri-z-zle	fif-teen	win-dow
will	din-ner	sing	snow-y	Chi-na	mo-vie	si-lent

LEARNING STRATEGY

Consistent practice is better than studying a lot for one day. Find time each day to practice.

2. Write **morning, walking, sleeping** on the board and have the learners repeat them after you. Explain that the **i** in **ing** also makes an [ee] sound.
3. Have learners practice saying the words in their books with a partner.

F. Instructor-Guided Practice: Learners practice past tense questions. Demonstrate this first using question 1. In front of the whole class, say, "The answer for question 1 is, 'I went to a movie yesterday.'" Then ask, "What is the right question?" Have learners fill in the blanks to complete each question. Then, go through each one as a class.

G. Learners Perform Activity 1: Learners work with partners. Have one partner cover one side of the activity and the other learner cover the other side. Using the pictures as a guide, one partner will talk about what Raul did yesterday and the other will talk about what Janet did yesterday (for example, "Raul went to a concert. He played soccer."). Then have learners talk about what they did yesterday.

H. Learners Perform Activity 2: Present the following situation. (Explain in the learners' native language if necessary.) Explain the words **suspect, detective, guilty,** and **not guilty.**

"Someone stole some cookies last night at 10 p.m. You need to find out who did it! You will work with a



partner. Partner A is the suspect; partner B is the detective. B will ask A where he or she was and what he or she did last night. A has to prove that he or she did not steal the cookies. Demonstrate this activity. B: "Where were you at 10 p.m. last night?" A: "I didn't do it! I was at the movie theater with some friends. I watched a movie and then I ate dinner." Have learners write down why they are not guilty on the lines provided. Then have each learner do the activity with 3 people and write down their names and stories.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:55) 2 or 3 times. Ask learners to answer the questions.

F **Instructor-Guided Practice**

1. Question: What <u>did you do</u> yesterday?	1. Answer: I went to a movie yesterday.
2. Question: What <u>did he do</u> last night?	2. Answer: We went shopping last night.
3. Question: How <u>was</u> the party?	3. Answer: The party was really fun!
4. Question: <u>Did you see Sam</u> at the party?	4. Answer: No, I didn't see Sam at the party.
5. Question: Why <u>did you go home</u> early?	5. Answer: I went home early because I was tired.

G **Activity 1**


Tell your partner what Raul did yesterday.	Tell your partner what Janet did yesterday.
	

H **Activity 2**

A: Suspect. Tell the detective why you are not guilty. What did you do at 10 p.m. last night?
At 10 p.m. last night, I _____

B: Detective. Write the name of the suspect and what he or she did last night.

1. Suspect _____	Suspect's story _____
2. Suspect _____	Suspect's story _____
3. Suspect _____	Suspect's story _____



I **Listening**

www.mormon.org/kirk (0:00–0:55)

1. What was Kirk's first job? **business; he was a stock broker**
2. What did he do after that? **music; he manages a music school**
3. Why did he change jobs? **because he gained a lot of weight; he didn't enjoy his first job**

WRAP-UP

J **Summary**

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. ask questions about the past.	_____
<input type="checkbox"/> 2. talk about what I did and where I was in the past.	_____
<input type="checkbox"/> 3. talk about where you were in the past.	_____

Invitation to Act

Write down 4 or 5 questions that you can use to ask a partner about what he or she did during the week. For the next class, come prepared to ask a partner the questions you created.

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: PAST EXPERIENCES, PART 2

What happened?

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 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. Have learners ask a partner 4 or 5 questions about what he or she did during the week.
- 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 fill in the blanks next to the verbs with the simple past tense forms (**be ► was/were**). For more past tense verbs, refer to the vocabulary section in the back of the manual for this lesson. 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 the letter **a** plus a silent **e**.*

 - Write the word pairs from the first line of the learner book on the board, say them aloud, and have the learners repeat after you.

ENGLISHCONNECT 2

LESSON 13: PAST EXPERIENCES, PART 2

What happened?

WARM-UP

B Objectives


- I will learn to describe a past experience.
- I will learn to ask about others' past experiences.

Grammar

Time Phrase	What Happened (Options)	Example Sentences
When I was 18 years old,	I went to New York City. My family and I went on a trip.	1. When I was 18 years old, my family and I went on a trip.
When I graduated,	I was so happy to be done with school. My friends and I went to a concert.	2. When I graduated, I was so happy to be done with school!
When I finished my last year of university,	I moved out of my parents' house.	3. When I finished my last year of university, I moved out of my parents' house.

C Vocabulary

Holidays Christmas New Year's Eve New Verbs remember	Review Past Tense Verbs be ► <u>was/were</u> graduate ► <u>graduated</u> work ► <u>worked</u> travel ► <u>traveled</u>
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LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: John, where were you yesterday?
B: I went to my son's graduation at the university.
A: Oh really, how was it?
B: It was great! It brought back memories. I actually graduated from that same school 23 years ago.
A: I graduated 20 years ago. Wow! I can't believe it's been so long.

B: Yeah. I remember when I graduated, my friends and I had a big party afterward. We stayed up all night. I was so happy to be done with school.
A: We didn't do anything like that when I graduated. We had a family dinner, but after that I just went home and slept. I was so tired.

E Pronunciation Principle: the letter **a + silent **e****

at-ate	Sam-same	can-came	plan-plane
make	late	game	save
	face		made

Read these words with a partner, practicing the pronunciation (some of them are review words):

take	gave	mad	place	fat
cat	date	state	had	an

LEARNING STRATEGY

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

2. Explain that when **a** is followed by one consonant and **e**, it is pronounced like the **ai** in the word **paid**.
3. Write these words and have learners pronounce them: **make, late, same, face, made, save**. Have learners say the words in their book to each other.

F. Instructor-Guided Practice: Demonstrate this first, using sentence 1 as an example. In front of the whole class, ask questions about the items (for example, “Mario, what did you do when you were 18 years old?”). Choose a learner to answer each question. Some learners may not be able to answer some of the questions. For sentences 6–9 ask questions with **when** (for example, “Maria, **when** did you start your first job?”). Have learners use full sentences when responding.

G. Learners Perform Activity 1: Help learners prepare for the activity by having them write 4 things they did on New Year’s Eve in their manuals. Write some examples on the board to help them (for example, “On New Year’s Eve, I had a party at my house.”). Then, have them walk around and talk to 3 different classmates about what they did on New Year’s Eve. Follow up by selecting individual learners and asking “What did your partner do on New Year’s Eve?” *This is not just a writing activity.*

H. Learners Perform Activity 2: First, help learners prepare for the activity by writing in their manuals.

Have them write past tense sentences about an important event in their life. Encourage them to use time phrases (“When I was . . . , I . . .”) as they write. Give them an example from your own life (for example, “When I was 19 years old, I came to this country as a missionary.”).

After they have finished writing, have them talk about the event with their partners. Important: Help them focus on *speaking* freely about their experiences and *not just reading* what they have written.

I. Listening: Discuss the questions. Then watch the video segment (2:00–2:48) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice

1. When I was 18 years old, I _____.	6. I started my first job when I was _____.
2. When I graduated from university, I _____.	7. I traveled to a different country when I was _____.
3. When I was little, I _____.	8. I bought a house when I was _____.
4. When I was a teenager, I _____.	9. My first child was born when I was _____.
5. When I got married, I _____.	


G Activity 1

What did you do on New Year’s Eve? Write down 4 different things you did on New Year’s Eve.

H Activity 2

Tell your partner about an important event in your life. Write some notes below to help you be prepared to talk about it.

When I was



I Listening

www.mormon.org/clark (2:00–2:48)

1. What happened when Clark was 14 years old? *His father got cancer.*
2. What happened on New Year’s Eve that year? *His father died.*
3. Who helped him when this happened? *His brother-in-law*

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. describe a past experience.	_____
<input type="checkbox"/> 2. ask about others’ past experiences.	_____

Invitation to Act

Write about a past experience in your journal. Use things you learned from this lesson and the previous lesson. Come prepared to share it with a partner 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 their native language if necessary.

LESSON 14: MONEY, SHOPPING FOR FOOD

How much is this?

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. With a partner, have learners share a past experience—either the one they wrote in their journal or another one.
- 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 words with the letters **ou** and **ow**.*

 1. Say the word pairs in list 1 and have learners listen for the contrasting vowel sounds in each pair.
 2. Explain that **ou** and **ow** make the same sound.
 3. Say the words in list 2 and have the learners repeat.

ENGLISHCONNECT 2

LESSON 14: MONEY, SHOPPING FOR FOOD

How much is this?

WARM-UP

B Objectives

1. I will learn to talk about shopping for food.	3. I will learn to understand how much something costs.
2. I will learn to ask how much something costs.	

Grammar

Target Phrases	Grammar: Count and Non-Count Nouns	
How much does this <u>ground meat</u> cost? How much do these <u>bananas</u> cost? How much is a <u>bag of apples</u> ? It's 2 <u>dollars</u> a <u>bag</u> . These <u>grapes</u> are 2 dollars a <u>pound</u> .	Count Nouns: egg, banana, tomato, apple, carrot, potato These nouns can be made plural by adding -s or -es : egg ► eggs tomato ► tomatoes Use these or those : These eggs are delicious!	Noncount Nouns: lettuce, milk, meat, fish, flour, sugar, cereal, bread, cheese These nouns usually cannot be plural. Use this or that : That bread smells good!

C Vocabulary

Count nouns	Noncount nouns	Measure and quantity words with nouns
egg apple	lettuce sugar	a liter of milk a head of lettuce
banana carrot	fish cereal	a bag of apples a kilo of meat
tomato potato	meat bread	a loaf of bread a pound of fish
	flour cheese	a bunch of bananas

LESSON CONVERSATION AND ACTIVITIES

D Conversation 1

A: Do you want to go to the market with me? We need to pick up some vegetables.
B: Yes. We also need eggs and a loaf of bread.
A: Let's make a list. I'm planning to get tomatoes, carrots, lettuce, and some fruit. I may buy meat as well.

Conversation 2 (at the market)

A: Excuse me. How much are these carrots?
B: They're 2 dollars a kilo.
A: I'll take half a kilo. Do you have fresh eggs?
B: Yes, we just got some in this morning.
A: How much do they cost?
B: They're 2 dollars a dozen.

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

1. not/now, pot/pow, hot/how, moth/mouth, shot/shout
2. ground, pound, mouth, house, how, now, allow, down, flour

Practice: flour, cost, house, down, noun, hello, from, about, now, lost, long, pound

LEARNING STRATEGY

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

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

F. Instructor-Guided Practice: First, demonstrate items 1 and 2 and then have the learners repeat. Try to use the local currency along with English numbers when giving examples of prices. Then, for each of the remaining items, select one learner to ask the correct question (“How much is this?” or “How much are these?”) and a different learner to give a correct answer (beginning with “It’s” or “They’re”).

G. Learners Perform Activity 1: Demonstrate item 1, writing the question and answer on the board. Have 4 learners form a line. Learner A asks Learner B question 1: “How much does this milk cost?” Learner B will say, “I don’t know,” and ask Learner C the same question. Learner C will say, “I don’t know,” and turn to Learner D. Learner D will answer the question using the second column (for example, “It’s about \$2 a liter.”); and each learner will pass the answer back up the line, person to person, until it reaches Learner A. Learner A will then move to the end of the line, and the activity will begin again with question 2. Divide all the learners into groups of 4 to do the activity.

H. Learners Perform Activity 2: Have learners write a price for each of the items on the blanks provided. Tell them how much money they have to start with (it should be enough local currency that you could

buy 3 or 4 of the foods shown). Teach the meaning of **profit**. Demonstrate the activity by asking a learner to be your “customer.” They should ask about the price of one of your items. Sell them the item. Write what you did on the board (What did you sell? To whom? For how much?). Keep a tally of how much money you have on the board. Approach another learner and ask them how much something in their “store” costs. Again, write what you do on the board. The goal is to earn more money back than is spent. Follow up with learners asking what they bought or sold and for how much.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:37) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice







1. How much <u>is this</u> cheese?	1. <u>It's</u> <u>3 dollars</u> a kilo.
2. How much <u>are these</u> potatoes?	2. <u>They're</u> <u>5 dollars</u> a bag.
3. How much <u>are these</u> apples?	3. <u>They're</u> _____ a pound.
4. How much <u>are these</u> grapes?	4. <u>They're</u> _____ a bunch.
5. How much <u>is this</u> lettuce?	5. <u>It's</u> _____ a head.
6. How much <u>is this</u> milk?	6. <u>It's</u> _____ a liter.

G Activity 1

1. How much <u>does this</u> milk cost?	1. <u>It's</u> _____ about _____ a liter.
2. How much <u>do these</u> eggs cost?	2. <u>They're</u> _____ about _____ a dozen.
3. How much <u>do these</u> carrots cost?	3. <u>They're</u> _____ about _____ a bag.
4. How much <u>does this</u> sugar cost?	4. <u>They're</u> _____ about _____ a kilo.
5. How much <u>does this</u> bread cost?	5. <u>It's</u> _____ about _____ a loaf.
6. How much <u>do these</u> bananas cost?	6. <u>They're</u> _____ about _____ a pound.

H Activity 2

Write a price for each item on the line. You will sell things and shop at the same time. Buy things from your classmates. You have _____. Buy as much as you can for _____ and sell as much as you can. Try to make a profit.

_____ a kilo	_____ a dozen	_____ a loaf	What did you sell?	To whom?	For how much?
			1. _____	1. _____	1. _____
_____ a head	_____ a bag	_____ a liter	2. _____	2. _____	2. _____
			3. _____	3. _____	3. _____
			4. _____	4. _____	4. _____
			5. _____	5. _____	5. _____

I Listening

www.mormon.org/frank (0:00-0:37)

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

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. talk about shopping for food. <input type="checkbox"/> 2. ask how much something costs. <input type="checkbox"/> 3. understand how much something costs.	_____ _____ _____

Invitation to Act

Write down a shopping list in English and estimate (guess) how much each thing will cost. Be prepared for next class to talk about your shopping list with a partner.

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 15: MONEY AND SHOPPING

Do you have anything cheaper?

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. Have learners share a shopping list with a partner and talk about the prices of the items on the list.
- 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 the letter **i** in words with a silent **e**.*

 1. Say the word pairs in list 1 and have learners listen for the contrasting vowel sounds in each pair.
 2. Help learners notice the silent **e** in the second word of each pair. Explain that **i** is usually pronounced as a long sound (as in **light** or **bike**) when followed by a consonant and a silent **e**.

ENGLISHCONNECT 2

LESSON 15: MONEY AND SHOPPING

Do you have anything cheaper?

WARM-UP

B Objectives

1. I will learn to describe and compare items and prices.

Grammar

Using Adjectives to Compare

1-Syllable Adjectives:	good ► better cheap ► cheaper big ► bigger	This phone is better than that one. This TV is cheaper than the black one. That chair is bigger than this one.
Longer Adjectives:	expensive ► more/less expensive affordable ► more/less affordable compact ► more/less compact high-tech ► more/less high-tech	This smartphone is less expensive. The rent is more affordable here than it was at our old apartment. This microwave is more compact. It fits on the counter better. The new TV is more high-tech than the old one.

Note: 2-syllable adjectives that end in **y** follow the rule for 1-syllable adjectives; healthy ► healthier (the **y** changes to an **i**).

C Vocabulary

General vocabulary	Adjectives		
afford	expensive / cheap	high-tech / simple	comfortable / uncomfortable
good deal	affordable	modern / old-fashioned	dressy / casual
price	compact	tight / loose	

LESSON CONVERSATION AND ACTIVITIES

D Conversation 1 (shopping for a smartphone) **Conversation 2 (shopping for running shoes)**

<p>A: Hi, I'm looking for a smartphone.</p> <p>B: Do you know what kind you want?</p> <p>A: I want one that's compact and has a lot of memory.</p> <p>B: Well, let's see, the M33 is more compact than the Z44, but it's more expensive.</p> <p>A: How much is it?</p> <p>B: On sale, it's \$500. That's a pretty good deal . . .</p> <p>A: Oh! I can't afford that. I guess I'll have to go with the cheaper one.</p>	<p>A: Hi, I would like to get some running shoes.</p> <p>B: Okay, we have a few different kinds. These red ones are a good deal.</p> <p>A: Are they less expensive than the blue ones?</p> <p>B: Yes, they are. Do you want to try them on?</p> <p>A: Sure. I like them, but I think I need a smaller size.</p> <p>B: No problem. Here, these are a size smaller.</p> <p>A: Great! Thanks.</p>
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E Pronunciation Principle: The Letter **i in Words with Silent **e****

1. fin/fine, Tim/time, bit/bite
2. fine, like, five, nine, wife, drive, write, white

Practice: five, six, this, write, it, is, drive, side, big, size, with, life

LEARNING STRATEGY

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

3. Say the words in list 2 and have the learners repeat.
4. Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Demonstrate with item 1. Say: “This phone is good. That phone is better.” Tell the learners to think of the comparative form of the adjective (see Grammar section). Ask individual learners to finish each sentence from the second column. You say the first part (in column 1) and then select a learner to say the second part. If there is time, have learners create some of their own sentences.

G. Learners Perform Activity 1: Demonstrate using the conversation in the learner’s book (have a learner be **A** and you be **B**). Pick from the list of adjectives to fill in the blanks (for example, **A** says, “I like this M33 smartphone!” **B**: “Yeah, but it’s too high-tech. I want a more simple one.”). Have the learners work with partners and talk about the items pictured. Partner B should talk about what is wrong with the item and why he or she wants a different one (for example, “This shirt is too small. I want a bigger one.”). Learners can use the adjective pairs to the right of the pictures to help them.

H. Learners Perform Activity 2: Have each learner decide on an item that he or she wants to sell. It can be any item for which there are different kinds (such as phones, shoes, TVs, clothing, cars, other

electronics). Have learners draw 2 different examples (or kinds) of the item in the space provided. The items should be a little bit different. Then have them write a price for each of the items. Have them walk around and “sell” their items to their classmates. They should describe their items using comparative words (for example, “This phone is cheaper and smaller than that one.”). The classmates should choose one of the items to buy. Have a few learners “sell” their items to the class.

I. Listening: Discuss the questions. Then watch the video segment (0:20–0:57) 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 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.

F Instructor-Guided Practice

<ol style="list-style-type: none"> 1. This phone is good. 2. These vegetables are cheap. 3. His TV is big. 4. This microwave is compact. 5. This phone is high-tech. 6. My watch is expensive. 7. These cars are affordable. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;">▶</td> <td>That phone is <u>better</u>.</td> </tr> <tr> <td>▶</td> <td>Those vegetables are <u>cheaper</u>.</td> </tr> <tr> <td>▶</td> <td>Her TV is <u>bigger</u>.</td> </tr> <tr> <td>▶</td> <td>That microwave is <u>more/less compact</u>.</td> </tr> <tr> <td>▶</td> <td>That phone is <u>more/less high-tech</u>.</td> </tr> <tr> <td>▶</td> <td>Your watch is <u>more/less expensive</u>.</td> </tr> <tr> <td>▶</td> <td>That car is <u>more/less affordable</u>.</td> </tr> </table>	▶	That phone is <u>better</u> .	▶	Those vegetables are <u>cheaper</u> .	▶	Her TV is <u>bigger</u> .	▶	That microwave is <u>more/less compact</u> .	▶	That phone is <u>more/less high-tech</u> .	▶	Your watch is <u>more/less expensive</u> .	▶	That car is <u>more/less affordable</u> .
▶	That phone is <u>better</u> .														
▶	Those vegetables are <u>cheaper</u> .														
▶	Her TV is <u>bigger</u> .														
▶	That microwave is <u>more/less compact</u> .														
▶	That phone is <u>more/less high-tech</u> .														
▶	Your watch is <u>more/less expensive</u> .														
▶	That car is <u>more/less affordable</u> .														

G Activity 1

A: I like this M33 smartphone! **B:** Yeah, but it's too high-tech. I want a more simple one.

1. 	2. 	3. 	expensive / cheap modern / old-fashioned uncomfortable / comfortable big / small
4. 	5. 	6. 	high-tech / simple tight / loose dressy / casual

H Activity 2

Choose 1 item that you want to sell (phone, car, TV, and so on). Draw 2 different examples of the item for your “store” and give each a price. Talk about your items to your classmates who will buy 1 of them from you.

price: _____ price: _____

I Listening

www.mormon.org/sterling (0:20–0:57)

1. What did Sterling buy his wife? **a new car**
2. Why did he buy it? **He wrecked her other car.**
3. Was it more or less expensive than the other one? **more expensive**

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
○ 1. describe and compare items and prices.	

Invitation to Act

Next time you go shopping, compare 2 items at the store (for example, 2 shirts). Write down some comparisons. Be prepared to talk about the comparison in the next class.

LESSON 16: IN THE COMMUNITY

Do you know where the museum is?

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, say "30 seconds!"

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. In partners, have learners compare items they have bought or seen at a store.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary.
- C. Vocabulary:** Review the meanings of prepositions from the Grammar section. 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 u.

1. Say the words in list 1 and have learners repeat. Explain that when syllables end in **u** (such as in **super** and **music**) or with a **u** + consonant + silent **e** (such as in **huge**) then **u** is pronounced either like the word **you** or like the sound [oo] in **zoo**. Show on the board how the words in list 1 follow these rules.

ENGLISHCONNECT 2

LESSON 16: IN THE COMMUNITY

Do you know where the museum is?

WARM-UP

B Objectives



1. I will learn to talk about where places are.

Grammar

Do you know where the <u>park</u> is?	preposition ↓ Yes. It's <u>next to</u> the <u>grocery store</u> .	Prepositions (Review) across from behind *between close to down the street from far from in front of next to
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* The preposition **between** is a little different. Use it like this: It's **between** the grocery store and the movie theater.

C Vocabulary

Places	library	store	 
neighborhood	hospital	bakery	
movie theater	mall	police station	
museum	post office	restaurant	
park	bank	bus stop	

LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: Hey, Adam, do you know where the movie theater is? **A:** Yes, I do.
B: Yes, I just went there yesterday. It's the large building between the park and the mall. It's down the street from the bank. **B:** OK. The movie theater is across from the art museum.
A: Hmm, I don't know where that is. Is it close to the river? **A:** Oh! OK. I know where it is! Thank you!
B: No. Do you know where the art museum is? **B:** You're welcome.

E Pronunciation Principle: The Letter u

1. [you] or [oo] su-per, mu-sic, huge
2. [uh] fun, run, cut, up
3. [you] mu-sic, huge, com-pu-ter, use, mu-seum
4. [oo] su-per, stu-dent, pro-duce, tu-na, blue
5. [uh] fun, much, hus-band, sta-di-um, but-ter

Practice: just, sup-per, su-per, u-su-al, but-ter, u-nit, un-der, sun-ny, mu-se-um, huge, stu-dent, mu-sic, com-pu-ter, ex-cuse, pro-duce, u-ni-ver-si-ty, run

LEARNING STRATEGY

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

- Say the words in list 2 and have the learners repeat. Explain that when syllables have a **u** but end in a consonant, **u** is pronounced [uh] as in **fun**. Show on the board how the words in list 2 follow these rules.
- For more examples, say the words in lists 3 through 5 and have the learners repeat.
- Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: *Where is the store?* Write the prepositions from the Grammar section on the board. Prompt individual learners to use them to describe where the store is. Demonstrate this first (for example, with diagram 1: ask a learner, “Where is the store?” He or she could respond, “It is down the street from the bank.”) Give several learners a chance to respond. After demonstrating diagrams 1 and 2 with the class, have them talk about 3 through 6 with partners.

G. Learners Perform Activity 1: *Clearly demonstrate this activity.* Write the following list on the board: **museum, bank, movie theater, library, store 1, store 2, park, house, my house.** Have learners work with a partner. Have each learner independently label the Partner A map however they want, using the words on the board. Partner A will describe his or her “neighborhood” and where his or her house is in comparison with the other things on the map. Partner B will try to draw a map according to Partner

A’s description. Then have learners switch roles.

Note: When you demonstrate the activity, it may help to draw and label a map on the board. Your “partner” has his or her back to the board and tries to draw your map as you describe it to him or her.

H. Learners Perform Activity 2: Read the directions for Activity 2 together as a class and then demonstrate. Choose a place in the community but don’t tell the class what the place is. Describe the location of the place so they can guess it. Then have learners complete the activity with partners.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:34) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice

1.

2.

3.

4.

5.

6.

G Activity 1

A: Label your neighborhood however you want. Use the places your instructor writes on the board. Explain it to your partner so he or she can draw a map, but do not show your map to your partner.

B: Cover the map on the left and listen carefully to your partner. Try to draw your partner’s map accurately as you listen, but do not look at your partner’s map.

H Activity 2

Describe the location of a place in town. See if your partner can guess what place you are talking about. For example:

A: “This place is across from the movie theater and down the street from the police station.”

B: “Is it the grocery store?”

I Listening

www.mormon.org/mark (0:00–0:34)

- What city does Mark love? **London**
- Why does he love it? **clean lines, slick, imposing, beautiful geometry**
- Why does he love the Millennium Bridge? **its playful, gentle nature; it’s a landmark in London**
- What is Mark’s job? **He’s an architect.**

J WRAP-UP

Summary

Now I can . . .	Now I know . . .
<input type="radio"/> 1. talk about where places are.	<hr/> <hr/> <hr/>

Invitation to Act

Write about your favorite place in the city where you live. Describe where it is. Be prepared to share what you have written during the next class.

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 17: IN THE COMMUNITY

When is the party?

TEACHING TIP: Avoid asking “Do you understand?” to check for understanding. Have learners demonstrate their understanding. Don't rely on one or two learners as an indication that everyone understands.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Have learners tell a partner where their favorite places are. They may need to reference what they wrote in response to the Invitation to Act.
- B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. *Note: For this lesson, briefly go over the grammar section. Use the board to show learners how to speak about the future.*
- 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 **er**, **ir**, and **ur**.*

1. Say the words in list 1 and have the learners repeat. Explain that when the **er**, **ir**, and **ur** come at the end of a syllable (even when followed by an extra consonant, such as in the word **hurt**), they are all pronounced [er] as in the word **her**, even when in stressed syllables. This is not true of letter combinations **ar** and **or**. Show on the board how the words in list 1 follow these rules.

ENGLISHCONNECT 2

LESSON 17: IN THE COMMUNITY

When is the party?

WARM-UP

B Objectives

1. I will learn to talk about future events.


Grammar

How to speak about the future	Present	► Future
<p>will + base form of verb</p> <p style="text-align: center;">↓ ↓</p> <p>I will study after school.</p>	<p>There is ...</p> <p>It is ...</p> <p>It's ...</p>	<p>► There will be a play next Saturday night.</p> <p>► It will be at the theater.</p> <p>► It's going to be great!</p>
<p>be going to + base form of verb</p> <p style="text-align: center;">↓ ↓</p> <p>I am going to study after school.</p>	<p><i>Sometimes we use time phrases (like next week) to talk about the future, but we use a present tense verb:</i></p> <p>The festival is today. ► The festival is next week.</p>	

Ways to invite someone

Do you want to come to the party? **Would you like to come to the movie (with me)?**

C Vocabulary

Verb	Time phrases	
come	in [1/2/3] [days/weeks/months]	
invite	in a few [days/weeks/months]	
bring	next [week/month/year]	

LESSON CONVERSATION AND ACTIVITIES

D Conversation

<p>A: Hey Steve, are you going to come to Emily's birthday party on Saturday?</p> <p>B: Nobody told me about it. Where is it going to be?</p> <p>A: It will be at Christin's house at 7:00. It's a surprise, so don't say anything to Emily.</p> <p>B: Oh, OK! Do you think it will be all right if I invite Adam to come too?</p>	<p>A: Actually, I talked to him yesterday. He's already planning on it.</p> <p>B: Should I bring anything?</p> <p>A: I'm going to bring a salad. Could you bring some drinks?</p> <p>B: Sure!</p> <p>A: Great! Well, I have to get going. See you on Saturday.</p> <p>B: See you!</p>
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E Pronunciation Principle: The Letters er, ir, and ur

1. her, birthday, nurse
2. (words with **er**) her, person, per, clerk, dessert, teacher, computer
3. (words with **ir**) birthday, circus, bird, third, shirt, skirt, birth
4. (words with **ur**) nurse, hurt, turn, further, purse, sure, burnt

Practice: teacher, person, nurse, circus, dessert, Saturday, clerk, shirt, turn

LEARNING STRATEGY

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

2. For more examples, say the words in lists 2, 3, and 4 and have the learners repeat.
3. Have the learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Demonstrate by selecting a learner and asking question 1 (for example, “Sue, what are you going to do in a few days?”). The learner will answer the question using the future tense (for example, “I am going to visit my friend in a few days.” or “I will visit my friend in a few days.”). Ask each question to a different learner. Have learners work with a partner to ask questions 1–6.

G. Learners Perform Activity 1: First, learners will invent two imaginary events and write information about them in the two spaces provided. After writing information about the events, learners will practice inviting a friend to an event with a partner. A invites, B asks questions, A answers them. Have the learners use the future tense. Demonstrate with this conversation:

A: “Would you like to come to a concert with me next Sunday?” **A:** “It will be at 5 o’clock.”
B: “What time will it be?” **B:** “How much will it cost?” . . .

You may need to teach the meaning of **event**, **location**, and **details**.

H. Learners Perform Activity 2: Read aloud the instructions in the learner’s book. Demonstrate how you would invite someone to attend the party and what you would say about it.


Encourage learners to think of someone they know well so the activity becomes more real. After writing some notes, learners should practice inviting classmates to the surprise birthday party. They should talk about what will happen at the party. Encourage them to include appropriate details. Have them practice with several classmates.

I. Listening: Discuss the questions. Then watch the video segment (0:55–1:18) 2 or 3 times. Ask learners to answer the questions.

F **Instructor-Guided Practice**

1. What are you going to do in a few days?	Answer: I <u>am going to/will</u> in a few days.
2. What are you going to do this weekend?	Answer: I _____ this weekend.
3. What are you going to do next week?	Answer: I _____ next week.
4. What are you going to do next weekend?	Answer: I _____ next weekend.
5. What are you going to do in a few weeks?	Answer: I _____ in a few weeks.
6. What are you going to do next month?	Answer: I _____ next month.

G **Activity 1**

 <p>Event: Concert Time: 5:00 pm Day: Sunday Date: September 14 Cost: \$15 Location: South Park Details: A folk band will perform. Their music is influenced by jazz. There will be refreshments.</p>	<p>Event: _____ Time: _____ Day: _____ Date: _____ Cost: _____ Location: _____ Details: _____</p>	<p>Event: _____ Time: _____ Day: _____ Date: _____ Cost: _____ Location: _____ Details: _____</p>
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H **Activity 2**

Surprise Birthday Party Plans—Make plans for a surprise birthday party for a friend. What will you do to celebrate your friend’s birthday? Write down some plans and then invite your classmates to come to the party.

_____	_____
_____	_____
_____	_____
_____	_____

I **Listening**

www.mormon.org/sarah (0:55–1:18)

1. What does Sarah like to do at her parties? *barbecue, dance, watch movies*
2. Would you like to come to her party? Why or why not? *Have learners share their opinions*

WRAP-UP

J **Summary**

Now I can . . .	Now I know . . .
○ 1. talk about future events.	_____
_____	_____
_____	_____

Invitation to Act

Write about what you are going to do next week. Write down at least 6 different things that you are going to do. Be prepared to share what you wrote in the next class.

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 18: HOLIDAYS

What are you going to do on New Year's?

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 learners tell what they will do next week to a partner. They may need to reference what they wrote in response to the Invitation to Act.
- 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:**
 - 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 letter a.

 - Say the words in list 1 and have the learners repeat. Do the same for list 2. Explain that when the letter **a** is followed by **l** or **r** at the end of a syllable, the **a** is usually pronounced [ah] like in the word **call**.
 - Say the words in list 3 and have the learners repeat. Explain that

ENGLISHCONNECT 2

LESSON 18: HOLIDAYS

What are you going to do on New Year's?

WARM-UP

B Objectives

- I will learn to talk about what I usually do on holidays.
- I will learn to talk about what I plan to do on a holiday.

Grammar

Using <i>will probably</i>	Review of how to speak about the future									
Dave: "I will probably go to a dance." (This means that Dave thinks he will go to a dance, but he is not completely sure.)	<table style="margin: auto;"> <tr> <td style="text-align: center;">will</td> <td style="text-align: center;">+ base form of verb</td> <td></td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> <td></td> </tr> <tr> <td style="text-align: center;">I will</td> <td style="text-align: center;">be</td> <td style="text-align: center;">out of town.</td> </tr> </table>	will	+ base form of verb		↓	↓		I will	be	out of town.
will	+ base form of verb									
↓	↓									
I will	be	out of town.								
Other Examples: I will probably travel to Europe next year. There will probably be a parade on New Year's Day.	<table style="margin: auto;"> <tr> <td style="text-align: center;">be going to</td> <td style="text-align: center;">+ base form of verb</td> <td></td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> <td></td> </tr> <tr> <td style="text-align: center;">I am going to</td> <td style="text-align: center;">have</td> <td style="text-align: center;">a party!</td> </tr> </table>	be going to	+ base form of verb		↓	↓		I am going to	have	a party!
be going to	+ base form of verb									
↓	↓									
I am going to	have	a party!								

C Vocabulary

Verbs	Frequency words (review)	Other words												
celebrate spend time relax visit	<table style="margin: auto;"> <tr> <td style="text-align: center;">A lot</td> <td style="text-align: center;">←</td> <td style="text-align: center;">→</td> <td style="text-align: center;">Not at all</td> </tr> <tr> <td style="text-align: center;">always</td> <td style="text-align: center;">usually</td> <td style="text-align: center;">often</td> <td style="text-align: center;">sometimes</td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;">rarely</td> <td style="text-align: center;">never</td> <td style="text-align: center;"></td> </tr> </table>	A lot	←	→	Not at all	always	usually	often	sometimes		rarely	never		traditions every once in a while
A lot	←	→	Not at all											
always	usually	often	sometimes											
	rarely	never												

LESSON CONVERSATION AND ACTIVITIES

D Conversation 1

A: Hey Dave, what are you going to do on New Year's Eve? B: I will probably watch the fireworks and spend time with my family. A: That sounds like fun. B: What about you? Do you have any plans? A: I'm not sure yet—I will probably go to a party or something.	Conversation 2 B: What do you usually do for New Year's Eve? A: I often watch fireworks and spend time with my friends, but this year my friends have other plans. B: Would you like to come to my party? A: Really? Thank you. It's nice of you to invite me. First, I need to find out how late I will have to work. B: Well, you're welcome to come.
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E Pronunciation Principle: The Letter a

- (**al**) call, also, salt, all, small, tall, walk, talk
- (**ar**) party, park, far, smart, hard, part, large
- (other [ah] sound words) wash, water, father, squash, taco, pasta

Practice: salt, agent, happy, party, what, small, paper, captain, large, walk, call, daddy, hard

LEARNING STRATEGY

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

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many other words are unpredictably pronounced with the [ah] sound. These must be memorized.

3. Have learners say the practice words with a partner. Have them underline the words that follow the principle.

F. Instructor-Guided Practice: Write down the names of 2 or 3 local holidays on the board. In front of the class, demonstrate the sentence by filling in the blanks (for example, “I usually go out to eat on New Year’s Day, but this year I will probably travel to Europe.”). You may want to write the completed sentence on the board. Have the learners complete the sentences by filling in the blanks. Then ask different learners to share what they wrote. Have everyone repeat each sentence.

G. Learners Perform Activity 1: Ask several learners “What is your favorite holiday?” Then write this question on the board: *What do you usually do on your favorite holiday?* Demonstrate a conversation for the learners with a partner. Tell what you usually do on your favorite holiday. Have each learner interview 2 classmates to find out what they each usually do on their favorite holidays. Then select several learners to share what their classmates usually do on their favorite holidays.

H. Learners Perform Activity 2: In this activity, learners will work in partners to write a conversation.

They may refer to Conversations 1 and 2, but encourage them to be creative and make their own original conversation. The conversation should be about what one of them (or both of them) will probably do on an upcoming holiday.

After the partners have finished their conversation, check it for accuracy and then have them practice it together.

Select several partnerships to come up in front of the class and to act out the conversations they have written.

Gently correct mistakes and be positive about the learners’ performances.

I. Listening: Discuss the questions. Then watch the video segment (0:39–1:07) 2 or 3 times. Ask learners to answer the questions.

F **Instructor-Guided Practice**

I usually _____ on _____, but this year I will probably _____.

I usually _____ on _____, but this year I will probably _____.

I usually _____ on _____, but this year I will probably _____.

I usually _____ on _____, but this year I will probably _____.


I usually _____ on _____, but this year I will probably _____.

I usually _____ on _____, but this year I will probably _____.

G **Activity 1**

Interview 2 classmates and find out what each of them usually does on their favorite holiday. Be prepared to report to the class.

Classmate 1: _____ Classmate 2: _____



H **Activity 2**

Think of the next holiday that will happen. With a partner, create a conversation about your plans. Talk about what each of you will probably do on the holiday. You will share your conversation with the class.

A: _____ **B:** _____

B: _____ **A:** _____

A: _____ **B:** _____

I **Listening**

www.mormon.org/dave (0:39-1:07)

1. How does Dave describe the feeling at a holiday party? *very interesting.*

2. Who comes to holiday parties? *spouses, boyfriends/girlfriends*

WRAP-UP

J **Summary**

Now I can . . .	Now I know . . .
<input type="radio"/> 1. talk about what I usually do on holidays.	_____
<input type="radio"/> 2. talk about what I plan to do on a holiday.	_____

Invitation to Act

Write about some things that you will probably do on the next important holiday. Be prepared to share what you wrote with a partner in 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 their native language if necessary.

LESSON 19: GOING ON VACATION

Where are you going on vacation?

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. Have learners tell what they will probably do on the next holiday.
- 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 words with the letters ea and ee.

 1. Say the words in list 1 and have the learners repeat. Explain that **ea** is most often pronounced [ee] as in the word **see**.
 2. Say the words in list 2 and have the learners repeat. Explain that **ea** in these words is pronounced [eh] as in the word **bread**.

ENGLISHCONNECT 2

LESSON 19: GOING ON VACATION

Where are you going on vacation?

WARM-UP

B Objectives


1. I will learn to describe where I am going on vacation.

Grammar

Where are you going on vacation? I'm going camping. We're going to Hawaii. We go on vacation every year. We will travel by bus. We will take a vacation.	How to talk about the future:												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">I</td> <td style="width: 25%; text-align: center;">am</td> <td rowspan="3" style="width: 25%; text-align: center; vertical-align: middle;">going to</td> <td rowspan="3" style="width: 25%; text-align: center; vertical-align: middle;">travel.</td> </tr> <tr> <td style="text-align: center;">you / we / they</td> <td style="text-align: center;">are</td> </tr> <tr> <td style="text-align: center;">he / she / it</td> <td style="text-align: center;">is</td> </tr> <tr> <td style="text-align: center;">I / you / we / they / he / she / it</td> <td style="text-align: center;">will</td> <td></td> <td></td> </tr> </table>	I	am	going to	travel.	you / we / they	are	he / she / it	is	I / you / we / they / he / she / it	will		
I	am	going to	travel.										
you / we / they	are												
he / she / it	is												
I / you / we / they / he / she / it	will												

C Vocabulary

Transportation	Places	Nouns	hike
by train	beach	scenery	fish
by bus	lake	sites	swim
by car	campsite	tour	unwind
by plane	mountain		relax
by boat	museum	Verbs	explore
flying	amusement park	travel	get away
	theater	camp	try new food



LESSON CONVERSATION AND ACTIVITIES

D Conversation 1

A: Are you going to take a vacation this year?
B: Yes, we go on vacation every year. I will leave in July. I am very excited!
A: So, where will you go this year?
B: I'm going camping with my family in the mountains.
A: That sounds like fun! What will you do there?
B: We are going to hike and fish during the day. At night, we will just unwind and enjoy the scenery.
A: Well, I hope you have a great time!

Conversation 2

A: Guess what! We're going to Hawaii this summer!
B: Wow! That's great! Tell me about it.
A: We will travel by bus around the island so we can see the sites.
B: What sites will you visit?
A: We are going to see volcanoes and local villages. We will also go swimming with dolphins!
B: That sounds like so much fun!

E Pronunciation Principle: The Letters ea and ee

1. please, each, beach, leave, deal, cheap	3. great, break, steak
2. bread, head, dead, read (past tense verb)	4. street, tree, need, three, see, week

Practice: please, great, each, bread, three, teach, dead, break, feel, read (past), deal, week, cheap, meat, easy, need

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.

3. Say the words in list 3 and have the learners repeat. Explain that **ea** in a few English words sounds like the name of the letter **a**, as in the word **great**.
4. Say the words in list 4 and have the learners repeat. Explain that most **ee** words are pronounced [ee].
5. Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Ask a learner the question, “Where are you going on vacation?” He or she can choose any of the responses in the manual. Then ask the learner, “Why are you going to the *beach*?” The learner responds with a phrase from the second column. Then ask, “How will you get there?” and have the learner respond with an answer from the third column. Repeat this series of questions with 2 or 3 learners. You may need to write the questions on the board. Have learners repeat the activity with 3 classmates.

G. Learners Perform Activity 1: Have learners look at the pictures in the activity. Using the pictures given, they will talk about a weekend vacation with a partner. They will talk about when they will go, where they will go, what they will do there, and how they will get there.

Demonstrate with this example: “Next month, I’m going to California. First, I will visit an amusement park and ride several rides. Then I will. . . . After that, I will. . . . I will travel by. . . .”

H. Learners Perform Activity 2: In this activity, learners will talk about what they are *going to do* or what they *will do* on a 4-day dream vacation. First, encourage them to think of a specific place they will go. Then have them write down different activities for each of the 4 days of their vacation. After they have finished, have them talk with a partner about their vacation plans.






Remember this is a speaking activity. If there is time, have learners share their plans with the class.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:45) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice		
I'm going to the <u>beach</u> . . .	because I want to <u>relax and swim</u> .	I'm going by <u>bus</u> .
lake	hike	car
city	fish	train
mountains	have fun	
amusement park	visit museums	
	explore the scenery	

G Activity 1

Use the pictures below to plan a weekend vacation. Tell your partner where you will go, when you will go, what you will do there, and how you will get there.

Amusement Park
Shopping
Museum
Theater
Beach

H Activity 2

The Plans for Your 4-Day Vacation—In this activity you will first write out plans for your 4-day dream vacation. Then, you will share your plans with a partner. Try to think of details that you can talk about.

Day 1	Day 2	Day 3	Day 4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I Listening

www.mormon.org/stan (0:00-0:45)

1. Name one thing Stan likes to do. *ride motorcycles, ride snow mobiles, invent things*
2. What does Stan build? *thrill rides (for amusement parks)*

J WRAP-UP

Summary

Now I can . . .	Now I know . . .
○ 1. describe where I am going on vacation.	_____

Invitation to Act

Using the plan that you created in class for a 4-day vacation, write a paragraph describing this vacation. Be prepared to share this with the class.

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 20: HEALTH AND SICKNESS

How often do you visit the doctor?

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. Ask learners to share their plans for a 4-day vacation with a partner. Try to have it be a different partner from the last time they did this activity.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary.
- C. Vocabulary:** Note: *For this lesson, you need to teach the target phrases in the grammar box, including the word **advice**.* 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 **-tion** and **-sion** at the end of words.*
 1. Say the words in list 1 and have the learners repeat. Explain that when **-tion** or **-sion** comes at the end of a word, it is usually pronounced [shun].

ENGLISHCONNECT 2

LESSON 20: HEALTH AND SICKNESS

How often do you visit the doctor?

WARM-UP

B Objectives

1. I will learn to talk about healthy habits. 2. I will learn to give health advice.

Grammar

Giving advice

Using should :	Different ways to give advice:	Example sentences:
“You should go to the doctor.” The verb that comes after should will always be in the <i>base form</i> . This sentence means “I think it will be good for you to go to the doctor.”	You should . . . You shouldn’t . . . You need to . . . I think you should . . .	You should go to the doctor. You shouldn’t eat so much junk food. You need to sleep more often. I think you should ice your foot.

C Vocabulary

Phrases	Verbs	Other Words	Frequency Words
You should . . . You shouldn’t . . . You need to . . . I think you should . . .	rest exercise go to the doctor put heat on it take some medicine ice it wrap it	swollen red bruised sprained gain weight tired exhausted	once a <u>week</u> twice a <u>day</u> <u>3</u> times a <u>day</u>

D LESSON CONVERSATION AND ACTIVITIES

Conversation 1	Conversation 2
A: Hey Lisa, how are you today? B: I’m OK I guess, but honestly, I feel really tired. I felt really tired yesterday too. A: Oh, that’s not good. Do you feel sick? B: I don’t know. I didn’t sleep very well last night. A: If you’re not feeling well, you should go home and get some rest.	A: Hey John, is something wrong? B: Yeah, I have a headache and I started feeling sick this morning. A: I’m sorry to hear that. You probably shouldn’t be at work. You need to go to the doctor!

E Pronunciation Principle: **-tion and **-sion****

1. [shun] comprehension, education, location, vacation, discussion, permission
 2. [zhun] confusion, decision, vision, persuasion, revision

Practice: comprehension, prescription, vision, prevention, decision, education, vacation

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.

2. However, explain that **-sion** can also be pronounced [zhun] in some words. Say the words in list 2 and have the learners repeat.
3. Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: In front of the class, say item 1: "I broke my leg." Explain that the response (B) should either include the word **should** or **shouldn't** as if you were giving advice. Select a learner to respond as Partner B (for example, "You shouldn't play sports for a few months."). Continue to items 2–6, with a different learner as Partner B for each one. If there is time, have learners repeat 1–6 with partners.

G. Learners Perform Activity 1: Demonstrate this activity by reading item 1 and asking the learners: "What do you think John should do?" Give a response (for example, "He should put some ice on his ankle."). Refer learners to the phrases on the right side to help them give their opinions about each person's situation. Have them talk about each person's situation with a partner.

H. Learners Perform Activity 2: For this activity, the learners should role-play a full conversation, with one learner playing the part of the person with the problem and the other learner giving advice. Demonstrate this activity with another instructor or a learner. Give the following example conversation:

A: Brittany, what's wrong?

B: I feel really sick.

A: When did you start feeling sick?

B: About a month ago. I feel really sad, I can't sleep, and I don't feel like eating.

A: You need to eat something. Did you go to a doctor? I think you should call a doctor and ask him for some advice.

Have learners practice role-playing a conversation for each of the 3 different situations. Remind them to use **should**, **shouldn't**, **I think you should**, and **You need to** when giving advice.

You may want to have them switch partners for each situation.

1. **Listening:** Discuss the questions. Then watch the video segment (1:05–2:26) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice

1. A: "I broke my leg."	B: You _____ play sports.
2. A: "I have a fever."	B: You _____ go to work today.
3. A: "I have a headache."	B: You _____ take some medicine.
4. A: "I feel sick."	B: You _____ come to the party.
5. A: "I feel light-headed."	B: You _____ rest until you feel better.
6. A: "I feel really tired."	B: You _____ take a nap.




G Activity 1

Tell your partner what you think each person should do. You can use **should**, **shouldn't**, **need to**, and **I think he or she should**. (For example, "I think she should put some ice on it.") Use the phrases at the right to help.

1. John sprained his ankle. It is swollen and he can't walk.	2. Carlos fell down the stairs. His knee hurts very badly.	3. Paul is exhausted. He keeps falling asleep at work.	<ul style="list-style-type: none"> • put some ice on it • take some medicine • sleep more often • stay home from work • go to a doctor • avoid playing sports • eat more vegetables • exercise regularly
4. Stephanie woke up with a headache. She feels awful.	5. Lisa eats a lot of sweets. She is starting to gain weight.	6. Becca has a stomach ache. She doesn't want to eat.	

H Activity 2

Each person has a problem and needs help. You will work with a partner. One of you will be the person in the picture and the other will try to give the person advice. Role-play a conversation for each person.

 <p>Brittany started feeling sick a month ago. She can't sleep at night and feels sad all the time. She also doesn't feel like eating.</p>	 <p>Juan was playing soccer yesterday with some friends. He hurt his leg. Now he can't walk. It is very swollen.</p>	 <p>Beth is pregnant. She feels sick to her stomach every day and has lost a lot of weight. She feels light-headed at work.</p>
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I Listening

www.mormon.org/lola (1:05–2:26)

1. What health problem does Lola have? **sciosis**
2. What emergency procedure did Lola need? **a surgery**
3. What did Lola learn to be more grateful for? **family and friends**

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="radio"/> 1. talk about healthy habits. <input type="radio"/> 2. give health advice.	_____ _____ _____

Invitation to Act

Write down a list of things that you think a person should do in order to live a healthy life (for example, "You should . . ."). Come prepared to share your list with a partner in 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 their native language if necessary.

LESSON 21: HEALTH AND SICKNESS

How are you feeling?

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. Have learners take out their lists and briefly discuss what someone should do in order to live a healthy life.
- 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 words with the letters **oa**.*

 1. Say the words in list 1 and have the learners repeat. Explain that the letters **oa** together are usually pronounced [o], like the word **no**.
 2. Have learners say the practice words with a partner. Listen and

ENGLISHCONNECT 2

LESSON 21: HEALTH AND SICKNESS

How are you feeling?

WARM-UP

B Objectives

1. I will learn to describe how I feel to a doctor.

Grammar

Imperatives (commands)	Doctors' questions and instructions	Review: Giving advice
The imperative is the base form of the verb used to give commands. You usually don't use pronouns with imperatives. Examples: "Take this medication every day." "Don't exercise for two weeks."	How long have you felt sick? Where does it hurt? Take two pills once a day. Take this medication with food. Come back and see me next week. Don't take this pill on an empty stomach.	Use these phrases to give advice: You should . . . You shouldn't . . . I think you should . . . You need to . . .

C Vocabulary

Problems	sharp pain	broken [bone, arm, leg]	Adjectives	dizzy	Other medication pills
cold	pull a muscle	scrape	awful	tired	
fever	sick	bruise	terrible		
headache	sore throat		weak		
stomachache	cut		light-headed		

LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: Hello, Susan, how are you feeling today?
 B: Hi, Doctor Green. I don't feel very well. I have had a headache for three days and my back really hurts. I'm in a lot of pain and I can't sleep.
 A: Hmmm, that doesn't sound good. Where does your back hurt?
 B: It hurts up here, in between my shoulders. I feel a sharp pain every time I move my neck.
 A: Did you do something that hurt your back?
 B: Well, I tried to lift a heavy box on Monday. *[The doctor carefully checks Susan's back and neck.]*
 A: I think you pulled a muscle. I want you to take this medication twice a day with food. You should take it right after you eat in the morning and evening. Come back and see me in a week.

E Pronunciation Principle: The Letters oa

1. [o] throat, soap, loaf, boat, goal

Practice: coat, stop, cold, soap, throat, home, box, long, sore, loaf, rose, boat, older, toad

LEARNING STRATEGY

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

gently correct mistakes. Tell them that some of the words are from previous lessons and will have a different pronunciation. Follow up by having them underline the words with the [o] sound in their manual.

F. Instructor-Guided Practice: You will play the role of the patient. Demonstrate with item 1, saying, "I pulled a muscle." Select a learner to be the doctor. He or she will give you some advice using an imperative (for example, "Don't exercise for a few days."). Have different learners respond as the doctor for items 2–6. Example advice is listed in the last column. If time, have learners do this in partners.

G. Learners Perform Activity 1: Demonstrate this activity with the following situation (write this on the board): *You were in a bike accident.* Tell the learners to imagine what kind of problems would happen if they were in a bike accident. Then describe your injuries and problems to the class (as an example) as if you were describing them to a doctor.

Example: "I was riding my bike and I hit a tree. When I hit the ground, I hurt my wrist. When I move my wrist, it really hurts. I think it is broken."

Have learners think of different injuries and problems that might result from the different situations. The goal is to help them describe injuries and problems. Have them switch partners and situations a few times.

H. Learners Perform Activity 2: Read the instructions in the learner's book. This is a speaking activity and not just a writing activity. Encourage learners to use their notes for reference only; they should not read exactly what they wrote.

After they've written some ideas, have learners role-play with partners. The learner who plays the doctor will need to think of some advice that he or she can give in response to the problem or injury that the other learner (the patient) talks about. After they finish, have them switch roles.

I. Listening: Discuss the questions. Then watch the video segment (0:00–0:40) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice		
1. Patient: "I pulled a muscle."	Doctor: _____ .	Rest for three days.
2. Patient: "I have a fever."	Doctor: _____ .	Don't exercise for a few days.
3. Patient: "I have a headache."	Doctor: _____ .	Drink plenty of water.
4. Patient: "I have a cold."	Doctor: _____ .	Take this medication.
5. Patient: "I feel light-headed."	Doctor: _____ .	Stay home and rest.
6. Patient: "I have a sharp pain."	Doctor: _____ .	Don't go in to work tomorrow.

G Activity 1	
Your partner will be the doctor. Pick a situation and tell the doctor (your partner) about the problem that you have. Describe how you feel. Tell the doctor when the problem started and what happened.	
1. You ate some bad food.	5. You fell down the stairs.
2. You got in a car crash.	6. You were attacked by an animal.
3. You got hurt playing soccer.	7. You got in a fight.
4. You started feeling sick at work.	8. You hurt yourself while cooking.

H Activity 2	
Think of a past injury or problem that you had. If you had to talk to a doctor, how would you describe what happened? Write down some notes. You will be the patient and your partner will be the doctor. Practice describing the experience to the doctor (your partner) and he or she will give you some advice.	
Notes about your problem or injury:	What did the doctor tell you to do?
_____	_____
_____	_____
_____	_____
_____	_____



I Listening
www.mormon.org/athelia (0:00–0:40)
1. How did Athelia feel when she started to get sick? <i>weak</i>
2. How did her illness change her life? <i>She could no longer be a dancer.</i>

J WRAP-UP	
Summary	
Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. describe how I feel to a doctor.	_____

Invitation to Act
Ask a friend to tell you about a time he or she was injured or sick. Write down some notes and come to the next class prepared to describe your friend's experience to a partner.

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 22: SPECIAL OCCASIONS

When is the celebration?

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.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Have learners talk about a friend's illness or injury to a partner.
- 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:** Add to the phrases in this section to make complete sentences. 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 hear and correctly pronounce **v** and **w**.*

 1. Write the words **vet** and **wet** on the board. Then say the words and have the learners repeat them. Help them hear the difference between **v** and **w**.
 2. Say the words in list 1 and have the learners repeat. Then do the same with the words in list 2.

ENGLISHCONNECT 2

LESSON 22: SPECIAL OCCASIONS

When is the celebration?

WARM-UP

B Objectives

1. I will learn to ask for information about future celebrations.	3. I will learn to invite others to future celebrations.
2. I will learn to answer questions about future celebrations.	

Grammar

Ways to invite someone	Present tense for future time
Would you like to . . . Do you want to . . . Examples: "Would you like to go to the <u>party</u> with me?" "Do you want to come to a <u>wedding reception</u> with me?"	If you are talking about a planned event or the schedule for an event, you can use present tense to mean the future. There is a party on Friday. = There will be a party on Friday. The wedding is at the church. = The wedding will be at the church.

C Vocabulary

Event vocabulary wedding graduation reception birthday	anniversary celebration party invitation refreshments	Questions Would you like to . . . ? Do you want to . . . ? When . . . ? What time . . . ? Where . . . ?	Time phrases (review) in a few days/weeks/months next week tomorrow night soon
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LESSON CONVERSATION AND ACTIVITIES

D Conversation 1

A: Hey Brian, did you hear about the wedding?
B: No—who is getting married?
A: Brett and Alisha are!
B: Really? That's great. When is the wedding?
A: It will be on August 15th at 1:00. They are going to have a reception that evening.
B: I hope they send me an invitation.

Conversation 2

A: Hey Jenny, did you hear? There will be a birthday party for Tom on Saturday.
B: I hadn't heard anything about it yet. Are you going to go?
A: Yeah. Would you like to go with me?
B: Sure, I would love to. What time will it be?
A: It will be at 7:00. I can come by and pick you up around 6:45. Will that work?
B: Sounds good!

E Pronunciation Principle: The Letters w and v

1. [w] we, wedding, weeks, wish, way, will, water, wind, watch, tower, subway, shower, blowing
2. [v] vocabulary, verb, very, vacation, violin, volleyball, vegetables, fever, cover, severe, invitation, invite, every, travel, seven

Practice: will, vocabulary, would, invite, work, evening, five, weak, very, shower, growing

LEARNING STRATEGY

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

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- Write **1** under **v** and **2** under **w** on the board. Have the learners say "1" if they hear a [v] sound and "2" if they hear a [w] sound. Say these words: **wedding, vocabulary, verb, weeks, violin, watch, wait.**
- Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Tell learners that they need to change each statement to a question. Demonstrate item 1 on the board. Show that the question is formed by moving **will** to the front of the statement. For item 1, the question would be: **Will there be dancing at the party?** Have learners write questions for items 2–6. Make sure learners have the correct questions (see correct questions in red in instructor manual). Have learners practice asking the questions with a partner.

G. Learners Perform Activity 1: *The purpose of this activity is to help learners learn to ask questions about future celebrations.* First, have learners each create two different events and write down information about them. Once they have created the events, demonstrate the conversation:

Partner A should always start by saying: "There will be a wedding reception on Saturday. Would you like to come with me?" Then, Partner B should ask questions about the event, such as "Where will the reception be?" and so on. Have them switch roles when they finish.

H. Learners Perform Activity 2: First, divide the learners into 2 groups (more if the class is large). Assign a discussion leader for each group. Read the instructions from the learner book for this activity. All members of each group should know their group's plan.

Once they have finished, mix up the groups and have the learners partner with someone from another group. Then have them ask questions about the other group's plans (for example, "Will there be food at the celebration?").

I. Listening: Discuss the questions. Then watch the video segment (1:23–2:05) 2 or 3 times. Ask learners to answer the questions.

F Instructor-Guided Practice

1. Question: <i>Will there be dancing at the party?</i> ?	Answer: There will be dancing at the party.
2. Question: <i>Will the wedding be at 6 p.m.</i> ?	Answer: The wedding will be at 6 p.m.
3. Question: <i>Will the reception be at the church?</i> ?	Answer: The reception will be at the church.
4. Question: <i>Will the graduation start at 2 p.m.</i> ?	Answer: The graduation will start at 2 p.m.
5. Question: <i>Will there be refreshments?</i> ?	Answer: There will be refreshments.
6. Question: <i>Will the birthday party be at your house?</i>	Answer: The birthday party will be at my house.

G Activity 1

Create two special events (wedding, reception, graduation, and so on) and write down information about them.

Event: Wedding Reception	Event: _____	Event: _____
Time: 7:00 p.m.	Time: _____	Time: _____
Day: Saturday	Day: _____	Day: _____
Date: May 22	Date: _____	Date: _____
Location: Golf Club	Location: _____	Location: _____
Details: There will be dinner, dancing, and fun!	Details: _____	Details: _____

H Activity 2

Work with your group to make a plan for the end-of-class celebration. Write down the things that you think you will do. Write down details. For example: How many activities will you do? What order will they be in? What time will it be? Will there be refreshments? Will there be dancing? Prepare to talk about your plans with a partner.

I Listening

www.mormon.org/jasons (1:23–2:05)

- What did Jason's wife dream of when she was a little girl? *marrying an Irish prince and living in Europe*
- What was the one problem with how her dream happened? *There are no princes in Ireland.*

WRAP-UP

J Summary

Now I can . . .	Now I know . . .
<input type="radio"/> 1. ask for information about future celebrations.	_____
<input type="radio"/> 2. answer questions about future celebrations.	_____
<input type="radio"/> 3. invite others to future celebrations.	_____

Invitation to Act

Write down what you think you will do for your next birthday party. Next class, come prepared to share your plans with a partner.

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 23: SPECIAL OCCASIONS

How was the wedding?

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 you will need to say, what questions the learners will have, and how you will demonstrate the activity clearly.

WARM-UP: 15 MINUTES

- A. Review:** Follow up on the Invitation to Act from the previous lesson. Have learners share with a partner what they plan to do for a birthday party.
- 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 words with -ight, -ind, and -ild.

 1. Say the words in list 1 and have the learners repeat. Explain that **-ight** and **-igh** are usually pronounced like the vowel in the word **hi**.
 2. Say the words in list 2 and have the learners repeat. Explain that

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LESSON 23: SPECIAL OCCASIONS

How was the wedding?

WARM-UP


B Objectives

1. I will learn to talk about and describe a past event. 2. I will learn to talk about what I did at an event.

Grammar

How did the wedding go? How was the wedding? It was <u>boring</u> . We had a good time!	What did you do? We ate a wonderful meal and danced. I saw my <u>cousin</u> . We gave some gifts to <u>John</u> .
--	--

C Vocabulary

Adjectives tiring beautiful long fun boring bittersweet exciting strange	Nouns wedding bride reception groom graduation gift ceremony	
---	--	---

LESSON CONVERSATION AND ACTIVITIES

D Conversation

A: Hey Robyn, how was the wedding?
B: Oh, it was a beautiful ceremony. The bride and groom looked so happy. I cried, of course. It was kind of bittersweet.
A: Did everything go well for the reception?
B: Yes. We did most of the work before the reception so I was able to relax and enjoy it. It was so much fun! We ate a wonderful meal and everyone danced. So many people came! I visited with lots of friends and family members. At the end, there were fireworks. It was great!
A: Well, it sounds like it was a success!

E Pronunciation Principle: **-ight, -ind, and -ild**

1. right, light, might, night, high
2. find, kind, mind, wild, child

Practice: Say these words with your partner. Notice that not all of the words have the same vowel sound for the letter **i**. Circle the words that are pronounced with the vowel like the word **hi**.

kind	little	right	will	night	during
dinner	might	sing	light	visit	child
in	high	drizzle	China	sight	find

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.

-ind and **-ild** are also usually pronounced like the vowel in the word **hi**.

3. Have learners complete the practice activity in the learner's book. Review the correct answers with the learners (in red in the instructor's version).

F. Instructor-Guided Practice: Write item 1 on the board (**There will be a party next week.**). In front of the class, ask, "How can we change this sentence to past tense?" When learners have responded, change the sentence on the board (**There was a party last week.**). Have learners change items 2–6 on their own. Then, in front of the class, ask individual learners to share their answers out loud with the class.

G. Learners Perform Activity 1: Write on the board: **There will be a party and I will dance all night long!** Underline the future tense verbs and write the past tense verbs underneath them. Say the *past tense* sentence: "There *was* a party and I *danced* all night long!". After giving this demonstration, have the learners work with a partner. First, learners should underline all the verbs in the stories. Then, Partner A will re-tell the wedding story in past tense. Next, Partner B will re-tell the graduation story in past tense. As the learners talk, walk around and help them if they make mistakes.

H. Learners Perform Activity 2: Read the scene out loud with the learners. Ask them for some ideas

about what might have happened (keep this very brief). Then divide learners into groups of 3 to work together.

Have each group narrate what they think happened. They should write a short news article describing what happened at the wedding. As the learners work together, encourage them to talk with each other. If you see 1 learner writing while the other 2 sit and watch, try to help the group talk with each other.

After they've finished their articles, have each group share their article with the rest of the class.

I. Listening: Discuss the questions. Then watch the video segment (1:23–2:05) 2 or 3 times. Ask learners to answer the questions.

F	Instructor-Guided Practice	
	<ol style="list-style-type: none"> There will be a party next week. We are going to dance at the party. We will have cake and ice cream. My friends will cook some food. The band will play some music. I am going to sing a song. 	<p>▶ <u>There was a party last week.</u></p> <p>▶ <u>We danced at the party.</u></p> <p>▶ <u>We had cake and ice cream.</u></p> <p>▶ <u>My friends cooked some food.</u></p> <p>▶ <u>The band played some music.</u></p> <p>▶ <u>I sang a song.</u></p>
G	Activity 1	
	<p>The Wedding</p> <p>There will be a big, beautiful cake. The bride will be wearing a long, white dress. All of the bride's family will be there. Her father will walk her down the aisle and there will be beautiful music. Many people will be smiling. It will be such a beautiful day!</p>	<p>The Graduation</p> <p>Thousands of people will be watching. When the graduates walk up to the stage, everyone will clap and cheer! Everyone will be taking pictures, smiling, and laughing. The graduation speech will be long and boring. When the ceremony is finished, the graduates will throw their hats in the air.</p>
H	Activity 2	
	<p>Scene: When you walk into the church, you see:</p> <ol style="list-style-type: none"> The bride is sitting on the floor, and she is crying. The groom is lying on the floor and has a black eye. The police are taking the father of the bride away. There is a frying pan on the floor in the middle of the room. <p>What do you think happened? With your group, write a short news article. Talk about what happened at the wedding.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
I	Listening	
	<p>www.mormon.org/patrice (1:23–2:05)</p> <ol style="list-style-type: none"> What happened 3 days before Patrice was supposed to get married? How did this affect her wedding? Why was it an "amazing way to start a relationship"? 	<p><i>Her brother and stepfather were in an accident and her brother died.</i></p> <p><i>They didn't celebrate as they normally would.</i></p> <p><i>She could focus on important things.</i></p>
J	WRAP-UP	
	Summary	
	Now I can . . .	Now I know . . .
	<input type="radio"/> 1. talk about and describe a past event.	_____
	<input type="radio"/> 2. talk about what I did at an event.	_____
	Invitation to Act	
	Write down a detailed description of what you did at the last birthday celebration you attended. Come to the next class prepared to talk about it with a partner.	

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: GOALS AND DREAMS

What do you want to do in the future?

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. Have learners talk with a partner about the birthday party they attended.
- B. Overview:** Review aloud the Objectives. Explain in the native language if necessary.
- C. Vocabulary:** For this lesson, you need to teach the target phrases in the grammar box. 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 hear and pronounce the letters th.

 1. Show the picture for sentence 1 and say, "He is waiting for his parents. They will come soon." Have learners repeat sentence 1.
 2. Show the picture for sentence 2 and say, "She has been awake all night. Day will come soon." Have learners repeat sentence 2.
 3. Randomly say sentence 1 or 2 and have learners respond with

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LESSON 24: GOALS AND DREAMS

What do you want to do in the future?

WARM-UP

B Objectives

1. I will learn to talk about my goals and plans for the future.

Grammar

Talking about future plans				I'll, you'll, he'll, she'll, we'll
I want to ...	be	married a father/mother a businessman/woman		I'll = I will
I hope to ...	get	married a degree a job a house a raise a new car		you'll = you will
I plan to ...	+ study	business education chemistry English		he'll = he will
I would like to ...	go to	school another country		she'll = she will
				we'll = we will

C Vocabulary

Future plans	get married	get a job	Areas of study	biology
I want to ...	have children	get a raise	business	engineering
I hope to ...	move to <u>London</u>	go to college	education	math
I plan to ...	buy a house	study engineering	chemistry	English
I would like to ...	travel	get a degree	science	construction


LESSON CONVERSATION AND ACTIVITIES

D Conversation


A: So, what do you plan to do after you graduate?
B: Actually, I'm going to move to Hawaii! I got a job there. I'll be moving in July.
A: Wow! That sounds wonderful! What will you be doing out there?
B: I'll be teaching at the university.
A: What a great opportunity! Do you plan to stay there for a few years?
B: I'm not completely sure. I really love teaching—I want to be a professor—so if I can stay there, then I will.
A: But if you receive a good job offer somewhere else, will you take it? You know, to be closer to your family?
B: Honestly, I'm not sure. We'll see how things turn out.

E Pronunciation Principle: The Letters th

1. They will come soon.



2. Day will come soon.



Practice: Repeat these pairs of words with a partner: there/dare, those/dose, then/den, these/Dee's, other/udder.

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 stay motivated!

“1” or “2.” Have learners repeat this same exercise with partners.

4. Have learners say the practice word pairs with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Demonstrate with item 1. Complete the sentence yourself. Then ask a learner, “What do you plan to do when you finish studying English?” (The learner may respond however he or she chooses.) Ask similar questions for items 2–6 to different learners. Try to give each person in the class a chance to respond. Remember this is a speaking activity.

G. Learners Perform Activity 1: Demonstrate this activity with a learner or another instructor. Have each partner select one of the pictures and pretend to be the person in the picture he or she has selected. Partners will have a conversation, playing the roles of the people in their pictures. Each partner should talk about his or her future plans after completing his or her studies.

If there is time, partners may select a second picture and role-play a second conversation.

H. Learners Perform Activity 2: First, have learners write down some notes about their future plans. Write on the board: What would you like to do 1 year from now, 5 years from now, and 10 years from

now? After they have finished writing, demonstrate the activity with a partner. Ask, “What would you like to do 1 year from now?” After your partner responds, ask a question about their answer (for example, “Why do you want to . . . ?”).

Have learners stand up and talk with as many classmates as possible. They may ask about 1 year from now, 5 years from now, 10 years from now, or all 3. After one partner responds, the other partner should ask a follow-up question.

Together as a class, ask for learners to share 1 thing they plan to do in the future.

I. Listening: Discuss the questions. Then watch the video segment (0:50–2:33) 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 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.

F Instructor-Guided Practice

1. When I finish studying English, I plan to _____.
2. When I graduate from college, I plan to _____.
3. When I get married, I plan to _____.
4. When I get a good job, I plan to _____.
5. When I travel to _____, I plan to _____.
6. When I retire, I plan to _____.

G Activity 1

Choose 2 people in the pictures below. With a partner, act out a conversation between them. Each person talks about what their future plans are. After finishing, choose 2 different people. Have a new conversation.



H Activity 2

Write about what you would like to do 1 year from now, 5 years from now, and 10 years from now. Use phrases like **I want to**, **I hope to**, **I plan to**, and **I would like to** to talk about your future plans.

1 year from now . . .	5 years from now . . .	10 years from now . . .
_____	_____	_____
_____	_____	_____
_____	_____	_____

I Listening

www.mormon.org/jasons (0:50–2:33)

1. What health condition does Jason have? *He has less than 10% vision—Stargart’s.*
2. What is his goal? *To go to the Paralympic games in Rio, win gold medals in the 100 and 200 and to make the Olympic team.*

J Summary

Now I can . . .	Now I know . . .
<input type="checkbox"/> 1. talk about my goals and plans for the future.	_____

Invitation to Act

Go home and write in your journal about your future plans. Set some goals and write down some things that you will do in order to accomplish your goals.

in the garden and hike. She is tall and has long, blonde hair.”). Then compare 2 family members. Have learners complete the activity in pairs.

- E. Review Activity 2:** Read the instructions aloud. Demonstrate briefly by planning an English class together on the board. Write a few things you could do in the class (for example, “We will learn new words.”). Use future tense. Then invite a learner to your class and give them directions to the event. Have learners work with a partner to plan another event and invite classmates to come to their event.
- F. Review Activity 3:** Read the instructions aloud. Remind the learners that they should use past tense verbs. Ask learners to brainstorm a list of past tense verbs and write them on the board. Then demonstrate the activity with a partner.

You will choose a picture without telling your partner which picture you chose. You will talk about the event as if you were there at some time in the past. Talk about what you did, using as many past tense verbs as you can. After you finish, ask your partner to guess which event they think you went to.

Have learners work with a partner to complete the activity. If there is time, have learners switch partners and repeat the activity.

F

Review Activity 3

Imagine that you attended one of these events. Describe to your partner what you did using past tense verbs.



G

Reflection

Reflect on the previous English lessons you have participated in during this program.

Name 3 things you learned that were the most helpful to you.

How will you continue improving your English?

What could be better about the program?

Prepare to briefly share your thoughts with the class.

Now I can . . .

- | | |
|---|---|
| <input type="checkbox"/> make introductions. | <input type="checkbox"/> talk about prices. |
| <input type="checkbox"/> talk about likes and dislikes. | <input type="checkbox"/> describe items and compare their prices. |
| <input type="checkbox"/> talk about extended families. | <input type="checkbox"/> talk about the location of places. |
| <input type="checkbox"/> describe and compare people. | <input type="checkbox"/> talk about future events. |
| <input type="checkbox"/> describe feelings. | <input type="checkbox"/> talk about typical holiday activities. |
| <input type="checkbox"/> ask for help. | <input type="checkbox"/> talk about vacation plans. |
| <input type="checkbox"/> describe where I live. | <input type="checkbox"/> talk about healthy habits. |
| <input type="checkbox"/> describe where I used to live. | <input type="checkbox"/> give health advice. |
| <input type="checkbox"/> talk about daily routines. | <input type="checkbox"/> describe health problems. |
| <input type="checkbox"/> talk about past events. | <input type="checkbox"/> invite someone to a celebration. |
| <input type="checkbox"/> describe past experiences. | <input type="checkbox"/> talk about my future goals. |

WRAP-UP: 5 MINUTES

G. Summary: Read the directions for the Reflection together. Give learners a few minutes to think about their answers, and then ask for learners to share some ideas. Save about 5 minutes for the “Now I Can” activity.

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 questions if learners have any questions 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 5 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 in the 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** and **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, only do 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 your learners at a disadvantage by using one of the native languages spoken by only some of the 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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