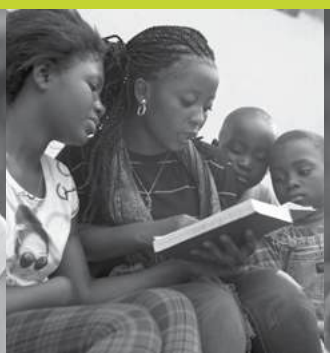


LEARN ENGLISH NOW

EnglishConnect







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Learn English Now

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Welcome to *Learn English Now*. The ability to speak English will be a great blessing in your life. English skills can improve your daily life, help you pursue educational opportunities, lead to better employment, and expand your circles of friends and acquaintances.

EnglishConnect is made up of several English courses. *Learn English Now* is for novice speakers without internet access. It helps learners build conversational skills through both classroom and at-home study. Speak UP! is used to teach similar skills using classroom and online study. EnglishConnect Intermediate is an online course for learners who have mastered the conversational skills taught at the novice level. It includes instruction in reading and writing in preparation for academic course work in Pathway L. Pathway L Version builds more advanced English skills while helping learners pursue higher education and better employment. These courses also give learners opportunities to learn more about the fundamental teachings of The Church of Jesus Christ of Latter-day Saints if they desire to do so.

This book will help learners during the *Learn English Now* course. It contains activities for each lesson and other helpful resources. However, learners cannot learn English from this book alone. For this reason, it is important that you practice English diligently in between classes.

As learners and instructors work together in EnglishConnect classes, each experiences the blessings of sacrifice, work, self-reliance, and love. Your positive attitude, preparation, and dedication to these lessons will improve your life and the lives of others.

Best wishes!

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Best wishes!

Contents

	For Instructors	xi
Introduction Lesson	Getting Started	1
Module 1	Pronunciation	15
Module 2	Introductory Vocabulary	35
Module 3	Greetings and Introductions	55
Module 4	Directions inside a Building	77
Module 5	Responsibilities and Activities	95
Module 6	Making a Doctor's Appointment	111
Module 7	Buying Shoes	135
Module 8	How's the Weather?	151
Module 9	Directions Outside	167
Module 10	Buying a Dress	185
Module 11	Buying Appliances	199
Module 12	Buying Groceries	213
Module 13	Learning English from Films	227
Module 14	Getting a Ride	241
Module 15	Making a New Friend	255
Module 16	Discussing the Day	273
Module 17	Preparation for the OPIc Certification Exam	293
	Supplemental Resource Materials	321
	Supplemental Career English	339

Conversation Pronunciation Vocabulary Language Focus

MY GOAL:

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

Practice Conversation	Review and Practice Language Focus	Other English Practice	Other English Practice	Total Weekly Hours
½ hr.	1 hr.	Movies: 2 hrs.	Reading: 1 hr.	11½ hrs.

MY GOAL:

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

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

FOR INSTRUCTORS

Welcome to EnglishConnect: *Learn English Now*

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

What Is *Learn English Now*?

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

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

Who Participates in This Course?

Those participating in this course are:

- instructors.
- assistant instructors.
- learners.

Instructors

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

Assistant Instructors

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

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

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

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

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

Learners

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

How Does This Course Work?

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

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

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

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

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

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

How Can You Be a Good Instructor?

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

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

Your preparation time should be about 30 minutes per class.

Use This Book Effectively

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

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

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

Important: Module 1 introduces the 60 most common verbs in English. Encourage learners to memorize these verbs at the beginning of the course. Memorizing the verbs will greatly help the learning process.

Manage Class Time

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

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

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

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

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

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

Set Up the Physical Environment

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

Set Up a Proper Learning Environment

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

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

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

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

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

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

Simplify Your Language

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

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

Use English as Much as Possible

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

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

Follow Guidelines to Translate

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

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

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

When using translation:

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

Demonstrate Activities

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

Use a Variety of Activities

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

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

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

Check for Understanding

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

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

End on a Positive Note

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

Have Fun!

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

Thank You

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

Introduction Lesson

GETTING STARTED

Getting Started

(1 class)

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well. Then, instructors have students introduce themselves as shown in the dialog below.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well. Then, instructors have students introduce themselves as shown in the dialog below.

O Objectives
Objectives

At the end of this module, I will be able to affirm:

Now I can . . .	**Now I know . . .**
• find times and places to study English.	_____
• use My English Practice Plan.	_____
• spell my name in English.	_____

C
Memorize the dialog in English.
Memorize the dialog in English.

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

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

Welcome to EnglishConnect: *Learn English Now*

Take turns reading the text below.

Take turns reading the text below.

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

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

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

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

Instructors assign different class members to read the text above.

Why Are You Learning English?

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

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

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

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Ponder:

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

Ponder:

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

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

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

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

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

I'm learning English so that I can

I'm learning English so that I can

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

How Does This Course Work?

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

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

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

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

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Discuss: How will class time help you learn English?

Discuss: How will class time help you learn English?

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

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

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

How Can You Learn?

Take turns reading the text below.

Take turns reading the text below.

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

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

Learn by Setting Times to Study

Take turns reading the text. Complete the activities below.

Take turns reading the text. Complete the activities below.

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

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

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

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

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

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

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

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

STUDY TIMES

_____	_____	_____
_____	_____	_____
_____	_____	_____

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

Learn by Finding Appropriate Places to Study

Take turns reading the text. Complete the activities below.

Take turns reading the text. Complete the activities below.

Finding appropriate places to study will help you learn. Typically, appropriate places are well-lit, clean, and quiet. Avoid places in which you are likely to be distracted.

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Discuss in small groups: What are good places for you to study and practice speaking English? Write down a few ideas for study places that will work for you.

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STUDY PLACES

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

LF Learn by Identifying and Applying Ways to Study

Take turns reading the text below.

Take turns reading the text below.

As a class, discuss:

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

As a class, discuss:

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

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

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

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

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

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

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

STUDY METHODS AND RESOURCES		



Learn by Using the *Learn English Now* Book

Take turns reading the text below.

Take turns reading the text below.

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

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

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

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

My English Practice Plan

Take turns reading the text below.

Take turns reading the text below.

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

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

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

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

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

Other English Practice

Take turns reading the text below.

Take turns reading the text below.

My English Practice Plan includes "Other English Practice."

My English Practice Plan includes "Other English Practice."

Discuss: What could "Other English Practice" include?

Discuss: What could "Other English Practice" include?

Discuss this question with your group and then write down a few ideas in the spaces provided below.

Discuss this question with your group and then write down a few ideas in the spaces provided below.

OTHER ENGLISH PRACTICE

_____	_____	_____
_____	_____	_____
_____	_____	_____

LF Stay on Course

Take turns reading the text below.
Take turns reading the text below.

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

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

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

C

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

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

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

P Pronunciation Practice (the alphabet: letters A through M)

Pronunciation Practice (the alphabet: letters A through M)

Say each letter aloud.

Say each letter aloud.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

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

C

Fill in the missing words in pencil from the dialog.

Fill in the missing words in pencil from the dialog.

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

P Pronunciation Practice (the alphabet: letters N through Z)

Pronunciation Practice (the alphabet: letters N through Z)

Say each letter aloud.

Say each letter aloud.

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

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

C Mini-Conversations Related to the Dialog

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

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

Module 1

PRONUNCIATION

Pronunciation

1

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



Objectives
Objectives

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

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

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

Vowels

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

	**bat**	cat	fat	hat	rat
	**dad**	bad	had	mad	sad
	**jam**	am	ham	Sam	lamb

	**can**	an	man	pan	ran
	**hand**	and	land	sand	band
	**cast**	fast	last	past	mast
	**class**	brass	pass	mass	sass

P Short *e*

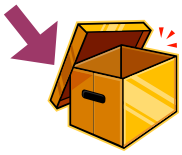
(In each class session, practice **slowly, 2 lines only, for a maximum of 5 minutes.)**



	**bed**	fed	Jed	led	red
	**pen**	Ben	end	hen	send
	**dress**	bless	guess	less	press
	**jet**	get	let	met	pet
	**vest**	test	west	rest	nest

P Short *i*

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

	**lid**	bid	did	hid	kid
	**win**	bin	fin	pin	tin
	**lip**	dip	hip	tip	ship
	**pig**	big	dig	fig	wig
	**sick**	kick	lick	pick	stick

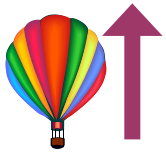
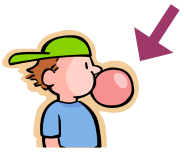
P Short *o*

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

	**hot**	dot	got	lot	not
	**mop**	top	hop	pop	shop
	**rob**	Bob	mob	job	knob
	**mom**	bomb	Tom	.com	prom
	**toss**	boss	loss	moss	Ross

P Short *u*

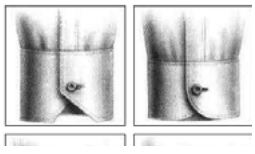
(In each class session, practice **slowly, 2 lines only, for a maximum of 5 minutes.)**

	**bug**	mug	rug	jug	dug
	**up**	cup	pup	sup	yup
	**gum**	hum	dumb	sum	yum
	**cut**	but	gut	mutt	rut
	**run**	bun	fun	gun	sun

Consonants

P F f

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

4	**four**	Frank	fun	face
	**cuff**	puff	if	

P V v

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



vacation Victor vote van



cave give have Dave

P R r

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



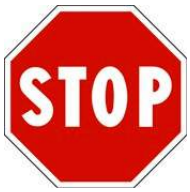
read red ran rule rate



letter father mother sister brother

P S s

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



stop Samuel school start



dogs kiss pass cats

P Th th

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

3

three there the this



math bath path birth

P Z z

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

zap zone



his years

Give time for learners to complete with help from an assistant instructor.

cut •
cut

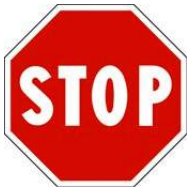


can

three •
three

4

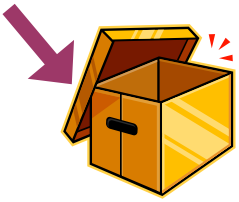
can •
can



dress •
dress



cast •
cast



stop •
stop



lid •
lid

3

face •
face



vest •
vest



run •
run



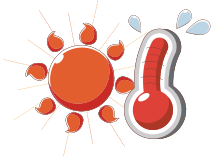
toss •
toss



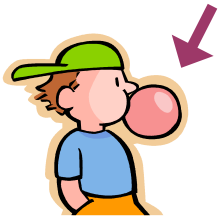
win •
win



mom •
mom



jam •
jam



gum •
gum



hot •
hot



bat •
bat



bug •
bug



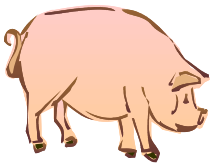
pig •
pig



jet •
jet



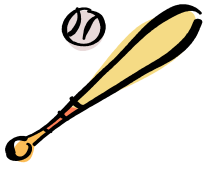
class •
class



up •
up



bed •
bed



dad •
dad



sick •
sick



pen •
pen



rob •
rob



read •
read



letter •
letter



lip •
lip



mop •
mop

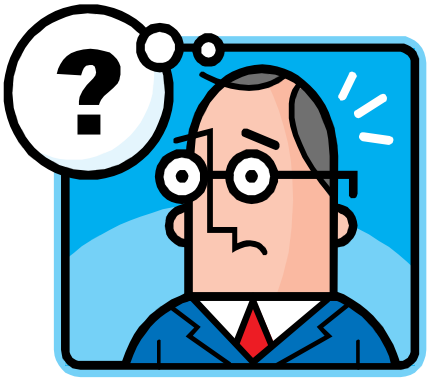


hand •
hand



Ask the person to repeat something.

Excuse me, could you repeat your question, please?





Excuse me, could you repeat your question, please?

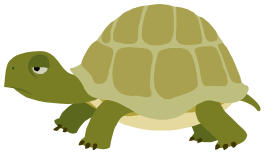
Could you repeat that please?

Could you repeat that please?

Ask the person to speak slower.



Could you speak slower, please?



Could you speak slower, please?

LF Language Focus: Could You . . . Please?

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

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

1. _____ repeat your question, _____?
2. _____ repeat that _____?
3. _____ speak slower, _____?

C Example Conversation

Example Conversation



Nancy:	Could you get me a pen, please?
Lucas:	Excuse me, could you repeat your question, please?
Nancy:	Could you get me a pen, please?
Lucas:	Thanks, now I understand better. Here it is.

Dialog Flash Fold Card

Cut out the box(es) on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Dialog Flash Fold Card

Cut out the box(es) on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Card 1A

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

Vocabulary Flash Fold Cards

Cut out the box(es) on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Vocabulary Flash Fold Cards

Cut out the box(es) on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Card 1B

Vowel Sounds

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

Card 1C

Vowel Sounds

Short *e*				
bed	fed	Jed	ld	red
pen	Ben	end	hen	send
dress	bless	guess	yes	press
jet	get	let	met	pet
vest	test	west	rest	nest
Short *i*				
lid	bid	did	hid	kid
win	bin	fin	pin	tin
lip	dip	hip	tip	ship
pig	big	dig	fig	wig
sick	stick	kick	lick	pick

Consonant Sounds

f	Frank	four	fun	face
	cuff	puff	if	
v	vacation	Victor	vote	van
	cave	give	have	Dave
r	red	ran	rule	rate
	father	mother	sister	brother
s	Samuel	stop	school	start
	dogs	kiss	pass	cats
th	three	there	the	this
	math	bath	path	birth
z	zap	zone	his	years

Module 2

INTRODUCTORY VOCABULARY

ACTING OUT VERB CONJUGATIONS WITH GESTURES

It is very important that all instructors model and regularly use this gesture practice.

Learn and use gestures for the persons and tense conjugation practice. Learners, you should learn and use in the first or at least by the end of the second class the gestures for the persons of "I" (point to self with both hands), "You" (reach out in front of you with one hand open faced and up), "We" (reach both arms and hands in front in an inclusive gesture, "They" (stretch both hands out in front with both hands facing a group of people), "He" (point sideways with hand face down towards a man), "She" (point sideways with hand face down towards a woman), and "It" (point down toward an imaginary cat or dog). As you, the learner, learn the tenses, do so giving the gestures. Put your books down and make the same gestures as the instructor and assistant instructors while you give the appropriate responses. This is very important, so you internalize the communication as your own. Soon, when you hear a simple sentence pattern such as "I write the letter," you will be able to repeat the phrase and then change the verb appropriately when seeing the gesture for "You" or "We" or "They" or "He" or "She" or "It." This is very effective and helps you retain your learning. Remember that a class or train or any singular thing (other than a person) is an "It," but that two "It"s require the conjugation for "They."

ACTING OUT VERB CONJUGATIONS WITH GESTURES

Learn and use gestures for the persons and tense conjugation practice. Learners, you should learn and use in the first or at least by the end of the second class the gestures for the persons of "I" (point to self with both hands), "You" (reach out in front of you with one hand open faced and up), "We" (reach both arms and hands in front in an inclusive gesture, "They" (stretch both hands out in front with both hands facing a group of people), "He" (point sideways with hand face down towards a man), "She" (point sideways with hand face down towards a woman), and "It" (point down toward an imaginary cat or dog). As you, the learner, learn the tenses, do so giving the gestures. Put your books down and make the same gestures as the instructor and assistant instructors while you give the appropriate responses. This is very important, so you internalize the communication as your own. Soon, when you hear a simple sentence pattern such as "I write the letter," you will be able to repeat the phrase and then change the verb appropriately when seeing the gesture for "You" or "We" or "They" or "He" or "She" or "It." This is very effective and helps you retain your learning. Remember that a class or train or any singular thing (other than a person) is an "It," but that two "It"s require the conjugation for "They."

Introductory Vocabulary 2

(3 classes with subsequent review)



Objectives
Objectives

At the end of this module, I will be able to affirm:	
Now I can . . .	**Now I know . . .**
◯ 1. identify different parts of speech in English.	
◯ 2. name the days of the week and months of the year.	
◯ 3. name the different times of the day.	
◯ 4. place adjectives in the correct order.	

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C

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



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

P Pronunciation Practice

Pronunciation Practice



Listen and repeat slowly. *Listen and repeat slowly.*		Fill in the missing letters and say the sounds. *Fill in the missing letters and say the sounds.*		
j-	January, June, July	___anuary	___une	___uly
y-	yes, yesterday, year, you	___es	___esterday	___ear
-end	bend, send, lend	b_____	s_____	l_____
-ay	bay, say, May	b___	s___	M___
d-	do, day, December	___o	___ay	___ecember

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

Listen and repeat slowly.
Listen and repeat slowly.

Word	Rhyming Words				
day	say	lay	May	way	pay
start	art	dart	cart	chart	
time	dime	rhyme	crime	lime	chime
week	meek	leak	peek	seek	weak

Teach: "Where two vowels go walking, usually the first vowel does the talking."

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

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

Match the words in pencil.
Match the words in pencil.

evening •	• begin
time •	• finish
start •	• each
every •	• night
morning •	• hour
end •	• a.m.

Write the words you matched in pencil.
Write the words you matched in pencil.

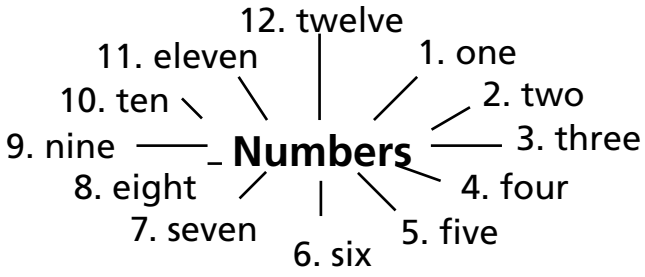
evening night

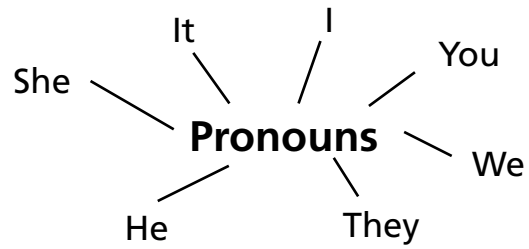
Vocabulary Practice
Vocabulary Practice

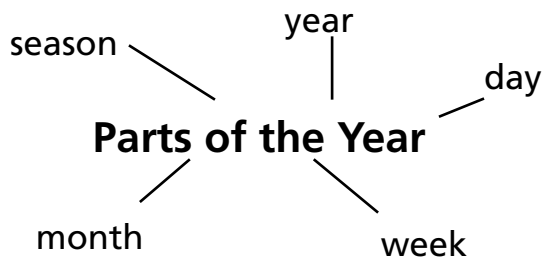
Write the words in pencil. Also, pronounce them with your assistant instructor.
Write the words in pencil. Also, pronounce them with your assistant instructor.

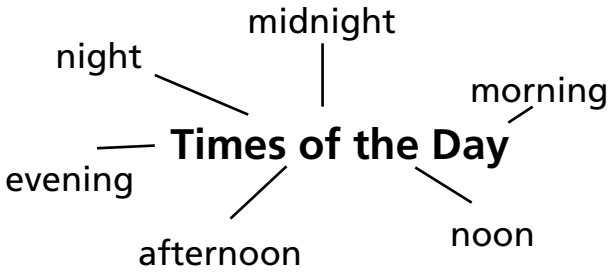
Dialog Words	Writing Practice	Related Words	Writing Practice
evening		night	
time		hour	
start		begin	
every		each	
morning		a.m.	
end		finish	

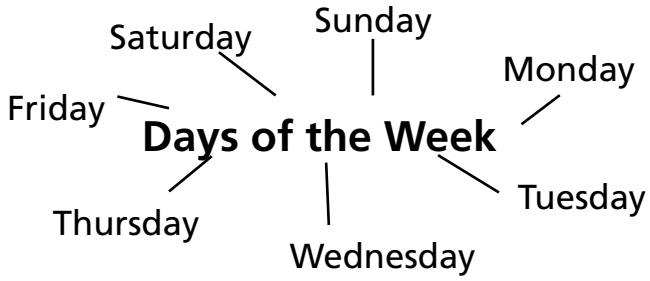
Word Webs (using words from the dialog and related words)
Word Webs (using words from the dialog and related words)

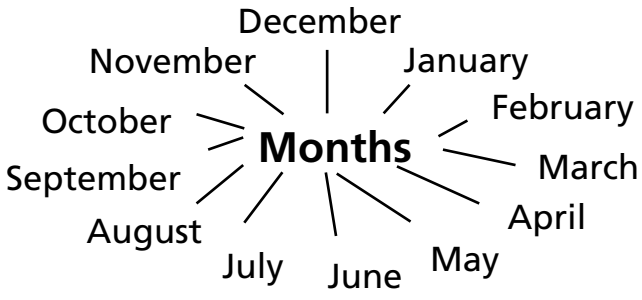












Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.

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

Camilla:	Do you _____ which _____ we have our English classes?
Ben:	Yes, they are on _____ and Thursday evenings.
Camilla:	What _____ do they begin?
Ben:	They begin at 7:00 p.m. and _____ at 8:30 p.m.
Camilla:	What _____ do they begin?
Ben:	In September, _____.
Camilla:	_____. Do you also know what time church services start on _____ ?
Ben:	Yes, they _____ at 9:00 a.m. _____ week and last until 12:00 noon.

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

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

1. Do you (now / know) what days we have our English classes?
2. Yes, they are (on / an) Tuesday and Friday evenings.
3. What (time / tame) are they?
4. They start at 7:00 p.m. (an / and) end at 8:30 p.m.
5. What (moth / month) do they begin?
6. In January, next (hear / year), January 3rd.
7. (Thank / Tank) you. Do you also know what time church services start on Sunday?
8. Yes, they start at 9:00 a. m. (every / ever) week and last until 12:00 noon.

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

C

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

What days are the English classes?	They are on
What time are the classes?	They start at
What month do they begin?	They begin in
What day do they begin?	They begin on
What time does church start?	It starts at

LF

Language Focus: Days of the Week





Days of the Week						
Weekend	Weekdays					Weekend
Sunday *Sunday*	Monday *Monday*	Tuesday *Tuesday*	Wednesday *Wednesday*	Thursday *Thursday*	Friday *Friday*	Saturday *Saturday*
1	2	3	4	5	6	7
day before yesterday *day before yesterday*	yesterday *yesterday*	today *today*	tomorrow *tomorrow*	day after tomorrow *day after tomorrow*		

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

Write the correct name of the day in the blanks.
Write the correct name of the day in the blanks.

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

LF Language Focus: Months of the Year.



Practice writing and saying the months of the year.

Practice writing and saying the months of the year.

1.	January	*January*	January
2.	February	*February*	
3.	March	*March*	
4.	April	*April*	
5.	May	*May*	
6.	June	*June*	
7.	July	*July*	
8.	August	*August*	
9.	September	*September*	
10.	October	*October*	
11.	November	*November*	
12.	December	*December*	

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

Write the correct name of the month in the blanks.

Write the correct name of the month in the blanks.

Word Key:

last	*last*
this	*this*
next	*next*

1. Last month was _____ .
2. This month is _____ .
3. Next month is _____ .
4. This month is July. Next month is _____ .
5. This month is May. Last month was _____ .
6. Next month is December. This month is _____ .
7. Last month was March. This month is _____ .
8. Christmas is in _____ .
9. The 1st month of the year is _____ .
10. The 7th month of the year is _____ .
11. Valentine's Day is in _____ .
12. The 3rd month of the year is _____ .
13. The 9th month of the year is _____ .
14. In what month is your birthday? My birthday is in _____







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

Nouns
(Nouns)

Persons (Personas)	Places (Lugares)	Things (Cosas)
instructor	school	pencil
sister	lake	car
Camilla	Utah	idea
The instructor is nice.	I see a car.	Camilla walks to school.

A noun is often preceded by the word *a* or *an*, but not always.
(A noun is often preceded by the word a or an, but not always.)

Personal Pronouns
replace the names with pronouns
(replace the names with pronouns)



I	You	We	They	He	She	It

He is a instructor.

They read a book.

Camilla and I like ice cream.

Adjectives
describe nouns
(Adjectives describe nouns.)

blue	pretty	funny	good
I see a blue car.		The instructor is nice.	

Adjectives ususally come before the noun or after a "to be" verb *(am, are, is).*
(Adjectives ususally come before the noun or after a "to be" verb (am, are, is).)

Verbs
show an action
(Verbs show an action.)

read	walk	talk	run
I walk to school.		Camilla reads a book.	

Change the verb based on the noun or pronoun subject. Add *-s* for *he, she,* and *it* subjects.
(Change the verb based on the noun or pronoun subject. Add -s for he, she, and it subjects.)

Language Focus: Parts of Speech Practice

A. Circle the nouns in the sentences below.
Circle the nouns in the sentences below.

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

1. The pig is pink.
2. A jet is big.
3. The bug is small.
4. It is a green apple.
5. My sister and mom are nice.

B. Circle the pronouns in the sentences below.
Circle the pronouns in the sentences below.

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

1. We are happy.
2. She has a bag.
3. They walk to school.
4. He goes to class.
5. You are a learner.

C. Circle the verbs in the sentences below.
Circle the verbs in the sentences below.

Write the verbs on the line.
Write the verbs on the line.

1. She is a instructor.
2. I am happy.
3. They like to read.
4. Ben goes to class. He is a learner.
5. Camilla and I go to school. We are learners.

D. Circle the adjectives in the sentences below.
Circle the adjectives in the sentences below.

Write the adjectives on the line.
Write the adjectives on the line.

1. She is a happy instructor.
2. It is my blue pencil.
3. The pig is pink.
4. The food is good.
5. The big jet is nice.

Language Focus: Basic Sentence Structure

The basic structure of a sentence, unless it is a question, is often:

The basic structure of a sentence, unless it is a question, is often:

Subject	Verb	Adjective			
He	is	tired.			
Subject	**Verb**	**Adverb**	**Adjective**		
He	is	very	tired.		
Subject	**Verb**	**Adjective**	**Noun**		
I	throw	the	ball.		
Subject	**Verb**	**Adjective**	**Adjective**	**Noun**	
I	want	some	good	fruit.	
Subject	**Adverb**	**Verb**	**Adjective**	**Adjective**	**Noun**
I	really	want	some	good	fruit.

Remember: In English, we always use a name, noun, or personal pronoun before the verb.

In English, we always use a name, noun, or personal pronoun before the verb.

Language Focus: Adjectives

In English, the adjectives usually come before a noun. Look at the examples below.

In English, the adjectives usually come before a noun. Look at the examples below.

	Adjective	**Noun**		Pronoun	Verb	Adjective	**Noun**
1.	good	fruit	4.	It	is	a cold	day.
2.	large	ball	5.	We	have	a brown	table.
3.	happy	children	6.	They	are	tired	learners.

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

Adjective		Noun		Write in Correct Order
green	*green*	window	*window*	glass window
old	*old*	book	*book*	
glass	*glass*	instructor	*instructor*	
tall	*tall*	building	*building*	

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

Language Focus: Saying the Date

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

1920 → 19 | 20
"nineteen twenty"



1716	seventeen sixteen	2000*	two thousand
1820	eighteen twenty	2003*	two thousand (and) three
1904	nineteen o four	2012	twenty twelve or two thousand twelve
1986	nineteen eighty-six	2014	twenty fourteen or two thousand fourteen

*Do not divide the numbers for the years 2000–2009.

Practice writing and saying the years.
Practice writing and saying the years.

2004 two thousand four

2011

2018

1945

1976

1856

2015

To say the date, use the ordinal number for the day and the cardinal number (see above) for the year.

Example: Written: Today is January 3, 2015. Spoken: "Today is January third, two thousand fifteen."

Practice writing and saying the dates below.

March 11, 2014 Today is March eleventh, two thousand fourteen.

May 18, 2013 Today is

July 21, 2014 Today is

September 1, 2014 Today is

October 22, 2014 Today is

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

C Mini-Conversations Related to the Dialog

Instructors explain the meaning and then demonstrate and get repetition.

Instructors explain the meaning and then demonstrate and get repetition.



1. When is the class?
   Every Tuesday at 7:00 p.m.
2. Classes begin next month.
   Great! I'm excited!
3. Is church in the morning or the afternoon?
   It's* in the morning at 9:00 a.m.
4. What time do classes end?
   At 8:30 p.m.

*It's is the shortened form of it is.

V Expressions Related to the Dialog

Instructors explain the meaning and then demonstrate and get repetition.

Instructors explain the meaning and then demonstrate and get repetition.



Expression:	I can't wait!
Meaning:	I'm very excited!
Example:	I can't wait for class to start!
Meaning:	I'm very excited for class to start!

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

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

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

Instructors explain the significanc of cognates and demonstrate pronunciation.

Dialog Flash Fold Card

Cut out the box(es) on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Dialog Flash Fold Card

Cut out the box(es) on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Card 2A

Module 2	**Dialog**	***Dialog***
Camilla:	Do you know which days we have our English classes?	*Do you know which days we have our English classes?*
Ben:	Yes, they are on Tuesday and Thursday evenings.	*Yes, they are on Tuesday and Thursday evenings.*
Camilla:	What time do they begin?	*What time do they begin?*
Ben:	They start at 7:00 p.m. and end at 8:30 p.m.	*They start at 7:00 p.m. and end at 8:30 p.m.*
Camilla:	What month do they begin?	*What month do they begin?*
Ben:	In September, September 1 (first).	*In September, September 1 (first).*
Camilla:	Thank you. Do you also know what time church services start on Sunday?	*Thank you. Do you also know what time church services start on Sunday?*
Ben:	Yes, they start at 9:00 a.m. every week and last until 12:00 p.m. (noon).	*Yes, they start at 9:00 a.m. every week and last until 12:00 p.m. (noon).*

Vocabulary Flash Fold Card

Cut out the box(es) on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Vocabulary Flash Fold Card

Cut out the box(es) on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Card 2B

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

Card 2C

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

Module 3

GREETINGS AND INTRODUCTIONS

Greetings and Introductions 3

Present Tense
(4 classes with subsequent review)



O Objectives
Objectives

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

The instructor and assistants, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then, they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistants, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then, they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C
Memorize the dialog in English.
Memorize the dialog in English.

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

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

P Pronunciation Practice
Pronunciation Practice

Listen and repeat slowly. *Listen and repeat slowly.*		Fill in the missing letters and say the sounds. *Fill in the missing letters and say the sounds.*		
-oo-	good, hood, wood	g_____	h_____	w_____
gr-	great, grand, grow	_____eat	_____and	_____ow
sh-	Sharon, shoe, show	_____aron	_____oe	_____ow
-ing	morning, evening, being	morn_____	even_____	be_____
y-	you, your, yes	_____ou	_____our	_____es
-end	friend, send, bend	fri_____	s_____	b_____
a	Sam, hat, man	S_____	h_____	m_____
ee	meet, feet, need	m_____	f_____	n_____
-ew	new, blew, crew	n_____	bl_____	cr_____

V Vocabulary Practice
Vocabulary Practice

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

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

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

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

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

Listen and repeat slowly.

Listen and repeat slowly.

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

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

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



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

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

Match the words in pencil.
Match the words in pencil.

good morning •	• well
I'm •	• hello
fine •	• good
great •	• to know
my •	• I am
friend •	• happy
I •	• belongs to me
pleased •	• very well
to meet •	• me
nice •	• buddy

Write the words you matched in pencil.
Write the words you matched in pencil.

good morning hello

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

John:	Good _____, Sharon. _____ are you?
Sharon:	I _____ fine, and _____?
John:	Great! This _____ my new friend, Sam.
Sharon:	I am _____ to meet _____.
Sam:	It is nice _____ you, Sharon.

C Intermediate Challenge

Prepare a written conversation with someone you meet at Church.

Prepare a written conversation with someone you meet at Church.

C

From the dialog, circle the correct word.

From the dialog, circle the correct word.

Write the complete sentence in pencil.

Write the complete sentence in pencil.

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

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

Language Focus: *to be*

Write and say this sentence in English.



John

You are John and speaking



Sam



Sharon



I am John.



You are Sam.



She is Sharon.



He is Sam.





They are Sharon and Sam.
(She + He = **They)**

She He





We are John and Sam.
(I + You = **We)**

I you

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

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

LF Language Focus: Contractions of *to be*



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

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

Person	Conjugate *to be*	Adjective
I	am	I am happy.
You		
He		
She		
It		
We		
They		

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

LF Language Focus: Reduced Questions and Answers (Contractions)

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

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

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

C Mini-Conversations Related to the Dialog

1. How are things going?
   Pretty well, thank you.

2. Hello, I'm Mary.
   Glad to meet you.

3. Who is your friend?
   His/her name is _____

4. Where are you from?
   I'm from Arizona.

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

V Expressions Related to the Dialog

Expressions Related to the Dialog

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

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

LF Language Focus: 60 Common Verbs—Practice Present Tense



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

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

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



Conjugation Practice

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

C Present Tense—Sentence Practice

At School or Class

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

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

60 Common Verbs Flash Fold Cards

Cut out card and fold on dotted lines.

Card 3A

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

60 Common Verbs Flash Fold Cards

Cut out card and fold on dotted lines.

Card 3B

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

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Card 3C

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

Module 4

DIRECTIONS INSIDE A BUILDING

Directions inside a Building 4

(3 classes with subsequent review)



Objectives
Objectives

At the end of this module, I will be able to affirm:

Now I can . . .	**Now I know . . .**
◯ 1. ask directions inside a building.	
◯ 2. ask questions using **what**, **when**, **where**, **who**, **which**, and **how**.	
◯ 3. ask "to do" questions.	
◯ 4. use the contraction **don't**.	

The instructor, assistant instructors, and English speakers at home help the learners with this English dialog. First, they read the whole dialog to the learners. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor, assistant instructors, and English speakers at home help the learners with this English dialog. First, they read the whole dialog to the learners. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C Memorize the dialog in English.
Memorize the dialog in English.



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

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

P Pronunciation Practice
Pronunciation Practice

Listen and repeat slowly.
Listen and repeat slowly.

Fill in the missing letters and say the sounds.
Fill in the missing letters and say the sounds.

w-	with, without, welcome	_____ith	_____ithout	_____elcome
wh-	when, where, why, which	_____en	_____ere	_____y
wh-	who, whole	_____o	_____ole	
th-	thanks, thin, think	_____anks	_____in	_____ink
-s*	excuse, please, is, does	excu_____e	plea_____e	doe_____
h-	hi, hall, how, ahead	_____all	_____ow	a_____ead
-t	left, right, start, what	lef_____	righ_____	star_____
d-	down, door, does, do	_____own	_____oor	_____oes
-ll	hall, Kimball, tall, ball	ha_____	ta_____	ba_____

*When a vowel comes before the **s** at the end of the word, the **s** sounds like a **z**.

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

Listen and repeat slowly.
Listen and repeat slowly.

Word	Rhyming Words					
hall	wall	tall	call	mall	ball	fall
start	part	art	cart	dart		
class	pass	mass	gas	grass		
think	drink	ink	sink	link	pink	
me	be	she	we	he		
need	deed	feed	seed	heed	weed	
do	to					
is	his					

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

Match the words in pencil.
Match the words in pencil.

pardon me •	• believe
right now •	• no
you're welcome •	• excuse me
think •	• immediately
start •	• begin
nope •	• good-bye
hi •	• something
first •	• window
nothing •	• no problem
door •	• place
where •	• time
when •	• second

Write the words you matched in pencil.
Write the words you matched in pencil.

Pardon me Excuse me

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

Vocabulary Practice
Vocabulary Practice

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

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

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

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



create

commence

zero

empty

open

start (verb)

begin

not anything

nothing

not a thing

void

origin

outset

before

beyond

opening

start (noun)

beginning

ahead

in front

forward

commencement

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

C

Fill in the missing words in pencil from the dialog.

Fill in the missing words in pencil from the dialog.

Laura: Hi, _____ me. Where is the class?

Jerry: It's _____ the _____, _____ _____ the hall and to the left.

Laura: _____ door?

Jerry: The _____ one.

Laura: When does it _____?

Jerry: Right _____, at ten _____.

Laura: Do I need _____ for class today?

Jerry: _____, I don't think so.

Laura: Who is the _____?

Jerry: Mr. Kimball.

Laura: Excuse me, _____. I have to _____ to class. _____.

Jerry: You're welcome. Please _____ _____.

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

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

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

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

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

Where is the class?

Which door?

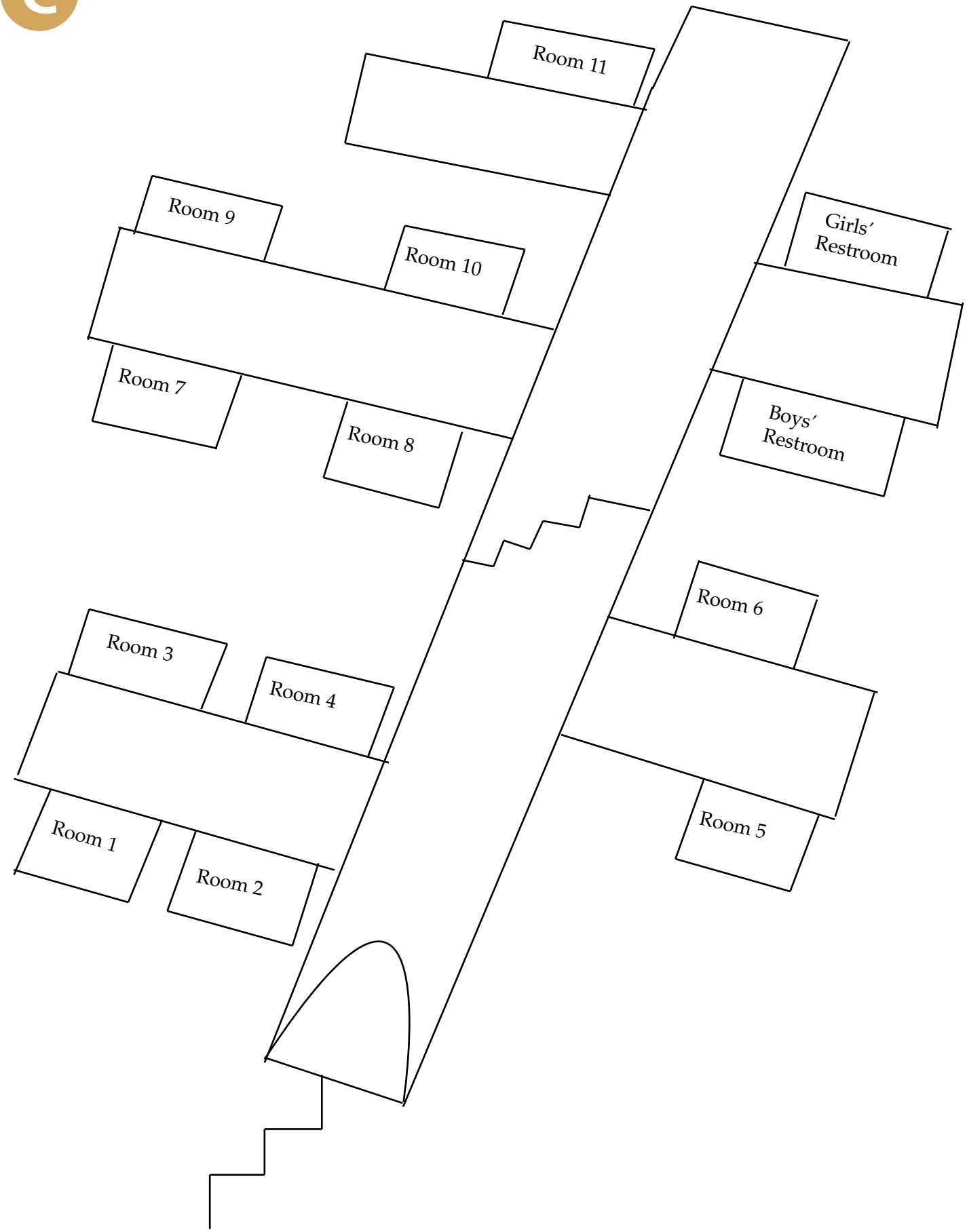
When does it start?

What do I need?

Who is the instructor?

Excuse me, please. Where is the restroom?

C Directions inside a School



Language Focus: 60 Common Verbs

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

Language Focus: *Wh-* and *How* Questions

Wh- or *How* Word	What the *Wh-* or *How* Word Asks For
Who? *(Who)*	Person
When? *(When)*	Time
Where? *(Where)*	Place
Which? *(Which)*	Choice
Why? *(Why)*	Reason or Explanation
How? *(How)*	Process or Condition
What? *(What)*	Item Description or Explanation

Question	Answer	What Is Asked For
Who is the instructor?	Mr. Kimball.	Person
What do I need?	Nothing.	Description
When does it start?	At 10:00.	Time
Where is the class?	It's down the hall to the left.	Place
Why are you here?	I'm here to learn English.	Reason
Which door?	The first door.	Choice
How are you?	I'm fine.	Condition

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

LF Language Focus: *Wh-* and *How* Questions

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

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

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

C Mini-Conversations Related to the Dialog

1. I think our instructor is Mr. Kimball.

   Great! I had him last class. He's really nice.

2. What do I need for class today?

   Some paper and a pencil.

3. Where is our classroom?

   It's the second door on the right.

4. How do I get to class?

   Go down the hall and turn left.

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



1.	**Expression:**	No problem.
	Meaning:	A response to "Thank you" similar to "You're welcome" or "I was happy to help."
	Examples:	Thanks for helping me. No problem.
	Meaning:	Thanks for helping me. You're welcome. I was happy to help.
2.	**Expression:**	Go ahead.
	Meaning:	Do what you want, do what you plan to do.
	Examples:	Excuse me. I have to leave. Go ahead. See you later.
	Meaning:	Excuse me. I have to leave. Okay, you can leave. See you later.
3.	**Expression:**	I have to run.
	Meaning:	I need to leave now.
	Examples:	Sorry, I have to run. Bye!
	Meaning:	Sorry, I have to leave. Bye!

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

Language Focus: *To Do* and Contractions of *Do Not*

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

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

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

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

C Present Tense—Sentence Practice

At Work with Supervisor or Co-employees

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

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

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

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

excuse me	*excuse me*	pardon	*pardon*
class	*class*	student	*student*

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line, and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line, and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Card 4A

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

Vocabulary Flash Fold Card

Cut out the box on the solid lines. Fold the lists on the dotted lines, and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Vocabulary Flash Fold Card

Cut out the box on the solid lines. Fold the lists on the dotted lines, and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Card 4B



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

Module 5

RESPONSIBILITIES AND ACTIVITIES

Responsibilities and Activities 5

(3 classes with subsequent review)



Objectives
Objectives

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

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C Memorize the dialog in English.
Memorize the dialog in English.



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

P Pronunciation Practice
Pronunciation Practice

Listen and repeat slowly.
Listen and repeat slowly.

-ea-	mean, read, lead	m___n	r___d	l___d	
-ties	duties, activities	du_____	activi_____		
-ike	like, Mike, hike	l_____	M_____	h_____	
-bby	hobby, lobby, Libby	ho_____	lo_____	Li_____	
wh-	what, where, when, why	_____at	_____ere	_____en	_____y
-o-	hope, rope, go, low	h_____pe	r_____pe	g_____	l_____w
pl-	play, please, place	_____ay	_____ease	_____ace	

Fill in the missing letters and say the sounds.
Fill in the missing letters and say the sounds.

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

Listen and repeat slowly.
Listen and repeat slowly.

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

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

Match the words in pencil.
Match the words in pencil.

responsibility •	• hobby
activity •	• action
work •	• must
play •	• assist
have to •	• duty
every •	• correct
help •	• job
right •	• each

Write the words you matched in pencil.
Write the words you matched in pencil.

responsibility duty

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

Vocabulary Practice
Vocabulary Practice

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

Dialog Words	Writing Practice	Related Words	Writing Practice
responsibility		duty	
activity		action	
work		job	
play		hobby	
have to		must	
every		each	
help		assist	
right		correct	

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



things: objects, concepts, items, matters

that's right: that's good, that's correct, correct, that's okay, that's true

responsibility: chore, duty, work, job, obligation, task

usually: often, frequently, typically, almost always, most of the time

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

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

Fill in the missing words in pencil from the dialog.

Fill in the missing words in pencil from the dialog.

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

Instructors tell the learners what some of their responsibilities are and then ask the learners to describe in full sentences what their responsibilities are.

>Instructors tell the learners what some of their hobbies are and then ask the learners to describe in full sentences what their hobbies are or what they like to do.

>Role-play with learners by having them act out something that a person has to do as a responsibility or likes to do. Then ask the learners to describe in full sentences as follows:

_____ is one of his responsibilities or _____ likes to _____.

C

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

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

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

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

C

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

What are your responsibilities? I have to

LF Language Focus: Helping Verbs and Infinitives (have, need, like, want, hope, get)

Have	**have +**	infinitive verb	
I	**have**	to go.	I _____ _____ do the homework.
You	**have**	to study.	You _____ _____ attend class.
You (all)	**have**	to study.	You (all) _____ _____ go to work.
We	**have**	to learn English.	We _____ _____ study every day.
They	**have**	to practice English.	They _____ _____ read the book.
He/She/It	**has**	to attend class.	He/She/It _____ _____ go to the store.

Need	**need +**	infinitive verb	
I	**need**	to go.	I _____ _____ go shopping.
You	**need**	to study.	You _____ _____ cook dinner.
You (all)	**need**	to study.	You (all) _____ _____ read a book.
We	**need**	to learn English.	We _____ _____ go to class.
They	**need**	to practice English.	They _____ _____ study every day.
He/She/It	**needs**	to attend class.	He/She/It _____ _____ eat lunch.

Like	**like +**	infinitive verb	
I	**like**	to eat.	I _____ _____ learn new things.
You	**like**	to study.	You _____ _____ read books.
You (all)	**like**	to study.	You (all) _____ _____ go to class.
We	**like**	to learn English.	We _____ _____ dance.
They	**like**	to practice English.	They _____ _____ cook.
He/She/It	**likes**	to attend class.	He/She/It _____ _____ play sports.

Want	**want +**	infinitive verb	
I	**want**	to eat.	I _____ _____ read a book.
You	**want**	to study.	You _____ _____ study today.
You (all)	**want**	to study.	You (all) _____ _____ eat lunch.
We	**want**	to learn English.	We _____ _____ visit their family.
They	**want**	to practice English.	They _____ _____ go to the store.
He/She/It	**wants**	to attend class.	He/She/It _____ _____ dance.

Hope	**hope +**	infinitive verb	
I	**hope**	to learn a lot.	I _____ _____ visit my family.
You	**hope**	to visit my son.	You _____ _____ see the game.
You (all)	**hope**	to see you.	You (all) _____ _____ have fun.
We	**hope**	to get a good job.	We _____ _____ learn English.
They	**hope**	to learn English.	They _____ _____ get a good job.
He/She/It	**hopes**	to pass the class.	He/She/It _____ _____ learn a lot.

Get	**get +**	infinitive verb	
I	**get**	to see a movie.	I _____ _____ visit New York.
You	**get**	to cook lunch.	You _____ _____ play soccer.
You (all)	**get**	to visit California.	You (all) _____ _____ read a book.
We	**get**	to read a book.	We _____ _____ cook dinner.
They	**get**	to play sports.	They _____ _____ see a movie.
He/She/It	**gets**	to go on vacation.	He/She/It _____ _____ go on vacation.

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

C Mini-Conversations Related to the Dialog

1. What are your responsibilities?
   I have to work every day and help with the children.
2. What do you like to do?
   I like to play sports and do hobbies.
3. I hope to learn English.
   That's wonderful!
4. You have a lot to do!
   Yes, I do. I am very busy.

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

V Expressions Related to the Dialog

Expressions Related to the Dialog

1.	**Expression:**	That's right
	Meaning:	yes, I agree, that's corrrect
	Examples:	Yes, that's right!
	Meaning:	Yes!
2.	**Expression:**	You know
	Pronunciation:	Ya know
	Use:	"filler" phrase
	Meaning:	You understand, you can think about it, you know what I mean
	Example:	Oh, you know, those responsibilities.
	Meaning:	You know which responsibilities I'm talking about.

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

C Present Tense—Sentence Practice

At Home with Family and Friends:

Optional Pronouns	Verb Conjugations	Optional Prepositional Phrases
(I/You/We/They/ He/She/It)	(arrive, come, go, help, learn, listen, read, speak, stay, talk, teach, think, walk, write, study)	(to my/your/our/their/his/her home, at home, in the home, with family, to my/your/our/their/ his/her family, with my/your/ their/his/her family, with my/ your/our/their/his/her children, to my/your/his or her wife/ husband, with my/your/his/her wife/husband, to my/your/our/ their/his/her friends, with my/ your/our/their/his/her friends)
I	eat	with my family
I		
You / We / They		
He / She		

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

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

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

to plan	*to plan*	responsibility	*responsibility*
activities	*activities*	occupation	*occupation*
object	*object*	music	*music*

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Card 5A

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

Vocabulary Flash Fold Card

Cut out the box on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Vocabulary Flash Fold Card

Cut out the box on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Card 5B

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

Module 6

MAKING A DOCTOR'S APPOINTMENT

Making a Doctor's Appointment 6

Present Progressive Tense
(3 classes with subsequent review)



Objectives
Objectives

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

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C Memorize the dialog in English.
Memorize the dialog in English.



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

P Pronunciation Practice
Pronunciation Practice

Listen and repeat slowly. *Listen and repeat slowly.*		Fill in the missing letters and say the sounds. *Fill in the missing letters and say the sounds.*		
-ll-	hello, yellow, mellow	he___o	ye___ow	me___ow
-ct-	doctor, tractor, victor	do___or	tra___or	vi___or
sh-	shoe, should, shy	___oe	___ould	___y
pr-	problem, price, produce	___oblem	___ice	___oduce
ch-	stomach, ache	stoma___	a___e	
v-	visiting, travel, victory	___isiting	tra___el	___ictory
th-	this, these, those, the	___is	___ese	___ose
th-	thing, think, thank	___ing	___ink	___ank
th-	north, math, bath	nor___	ma___	ba___
-x-	exit, excuse, exam	e___it	e___cuse	e___am

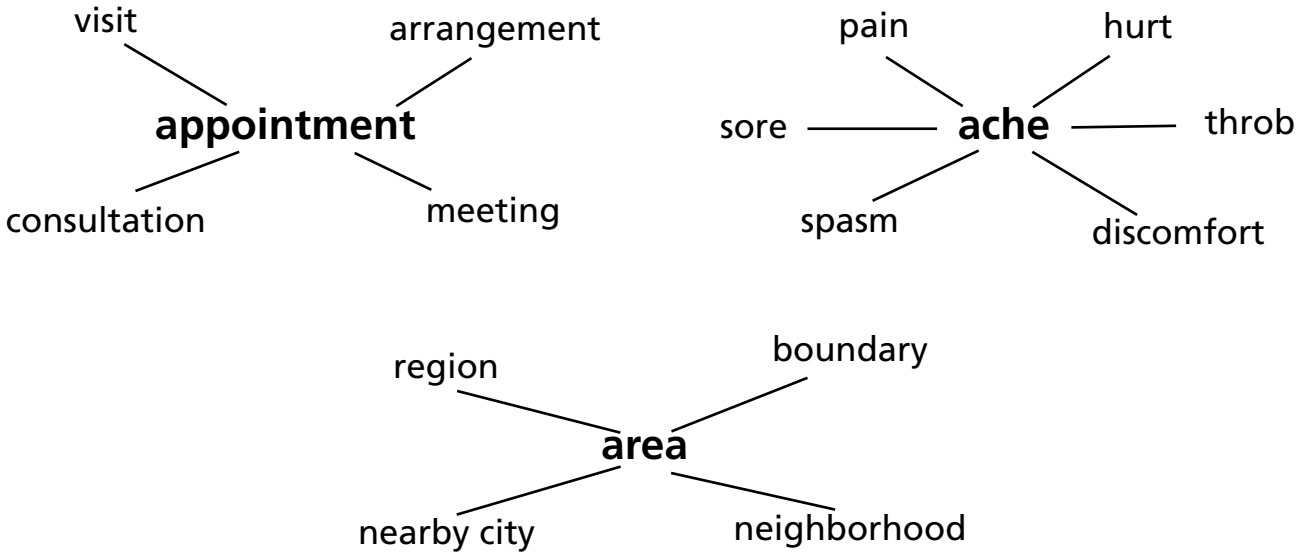
P Rhyming Words (usually starting from a word in the dialog)
Rhyming Words (usually starting from a word in the dialog)

Listen and repeat slowly.
Listen and repeat slowly.

Word	Rhyming Words						
make	bake	cake	lake	take	brake	fake	snake
hello	yellow	mellow	jello	fellow			
cure	pure	obscure	secure				
north	forth	orthodontist					
come	some						

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

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



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

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

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

Match the words in pencil.
Match the words in pencil.

make •	• arriving
aches •	• trouble, symptom
doctor •	• meeting
problem •	• set
appointment •	• region
area •	• residing
living •	• physician
visiting •	• depart, leave
coming •	• pain
highway •	• off ramp
get off •	• traveling
exit •	• freeway, interstate

Write the words you matched in pencil.
Write the words you matched in pencil.

make set

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

V Vocabulary Practice
Vocabulary Practice

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

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

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

Juan: Hello, _____ Juan Sanchez. I need to _____ an appointment with the doctor.

Mary: Sure. _____ are you having?

Juan: I am having _____ and _____.

Mary: Are you _____ in this _____?

Juan: No, I am from Florida and I am _____ my brother here in Salt Lake City for the _____.

Mary: We can _____ you this _____ at 3:00.

Juan: How do I _____ I am going north on Highway 15?

Mary: _____ 6th South exit, and come to 150 East.
_____ 3:00.

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

What problem (symptoms) are you having?	
Do you have any aches or pains	
Are you from this area?	
How do I get to your office?	
Are you coming from the north or the south?	

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

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

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

Language Focus: Calendar Concepts

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

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

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

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

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

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

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

Language Focus: Calendar Concepts

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

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

Language Focus: 60 Common Verbs—Practice Present Progressive Tense

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

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

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

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

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

Language Focus: Guidelines for Written Conjugation of Present Progressive Tense

Verbs ending with *e*

Infinitive		**to arrive**
1. drop to:	=	arrive
2. drop the *e*	=	arriv
3. add *-ing*	=	arriving

Examples

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

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

Other verbs

infinitive		**to ask**
1. drop to	=	ask
2. add *-ing*	=	asking

Examples

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

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

Verbs ending with *-in* or *-et*:

Infinitive		**to begin**
1. drop to:	=	begin
2. double final consonant	=	beginn
3. add *-ing*	=	beginning

Examples

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

Infinitive	**Verb + *ing***
to begin	beginning
to get	getting

C Mini-Conversations Related to the Dialog

1. Hello, can I help you?

   Hi. I need to schedule an appointment.

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

   Can I come in at 11:00?

3. What seems to be the problem?

   I have stomach cramps.

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

   Take exit 13 and take your first left.

Instructors explain the meaning and then demonstrate and get repetition.

V Expressions Related to the Dialog

Expressions Related to the Dialog

1.	**Expression:**	make an appointment
	Meaning:	plan a time for a meeting
	Examples:	We can make an appointment for Saturday.
	Meaning:	We can plan to meet on Saturday.
2.	**Expression:**	heading north
	Meaning:	driving / walking / riding toward the north
	Examples:	I'm heading north on State Street.
	Meaning:	I am driving my car on State Street toward the north.
3.	**Expression:**	Get off at
	Meaning:	exit from, turn off at
	Examples:	Get off State Street onto Lumbar Road.
	Meaning:	Turn off of State Street and on to Lumbar Road.

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

C Present Tense—Sentence Practice

At School or Class

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

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

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

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

area	*area*	problem	*problem*
stomach	*stomach*		

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Card 6A

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

Vocabulary Flash Fold Card

Cut out the box(es) on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Vocabulary Flash Fold Card

Cut out the box(es) on the solid lines. Fold the lists on the dotted lines and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Card 6B

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

Card 6C

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

Card 6D

Verb	I	You / We / They	He / She / It
41. tell	I am telling	You are telling	He is telling
42. think	I think	You think	He thinks
43. understand	I understand	You understand	He understands
44. visit	I am visiting	You are visiting	He is visiting
45. walk	I am walking	You are walking	He is walking
46. want	I want	You want	He wants
47. work	I am working	You are working	He is working
48. write	I am writing	You are writing	He is writing
49. do	I am doing	You are doing	He is doing
50. go	I am going	You are going	He is going
51. cash	I am cashing	You are cashing	He is cashing
52. finish	I am finishing	You are finishing	He is finishing
53. teach	I am teaching	You are teaching	He is teaching
54. watch	I am watching	You are watching	He is watching
55. cry	I am crying	You are crying	He is crying
56. fly	I am flying	You are flying	He is flying
57. study	I am studying	You are studying	He is studying
58. try	I am trying	You are trying	He is trying
59. be	I am	You are	He is
60. be able to (can)	I am able to I can	You are able to You can	He is able to He can

Module 7

BUYING SHOES

Buying Shoes

7

(3 classes with subsequent review)



Objectives
Objectives

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

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well..

C Memorize the dialog in English.
Memorize the dialog in English.



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

P Pronunciation Practice
Pronunciation Practice

Listen and repeat slowly.
Listen and repeat slowly.

-ay	may, day, okay
-ize	size, prize
y-	yes, you, your
tw-	twenty, twelve, twist
-oy	boy, joy, toy
-uch	much, such
-ind	kind, find, behind
-ue	blue, true, glue
-ake	bake, take, cake, make
kn-	know, knife, knock

Fill in the missing letters and say the sounds.
Fill in the missing letters and say the sounds.

m _____	d _____	ok _____
s _____	pr _____	
_____ es	_____ ou	_____ our
_____ enty	_____ elve	_____ ist
b _____	j _____	t _____
m _____	s _____	
k _____	f _____	beh _____
bl _____	tr _____	gl _____
b _____	t _____	c _____
_____ ow	_____ ife	_____ ock

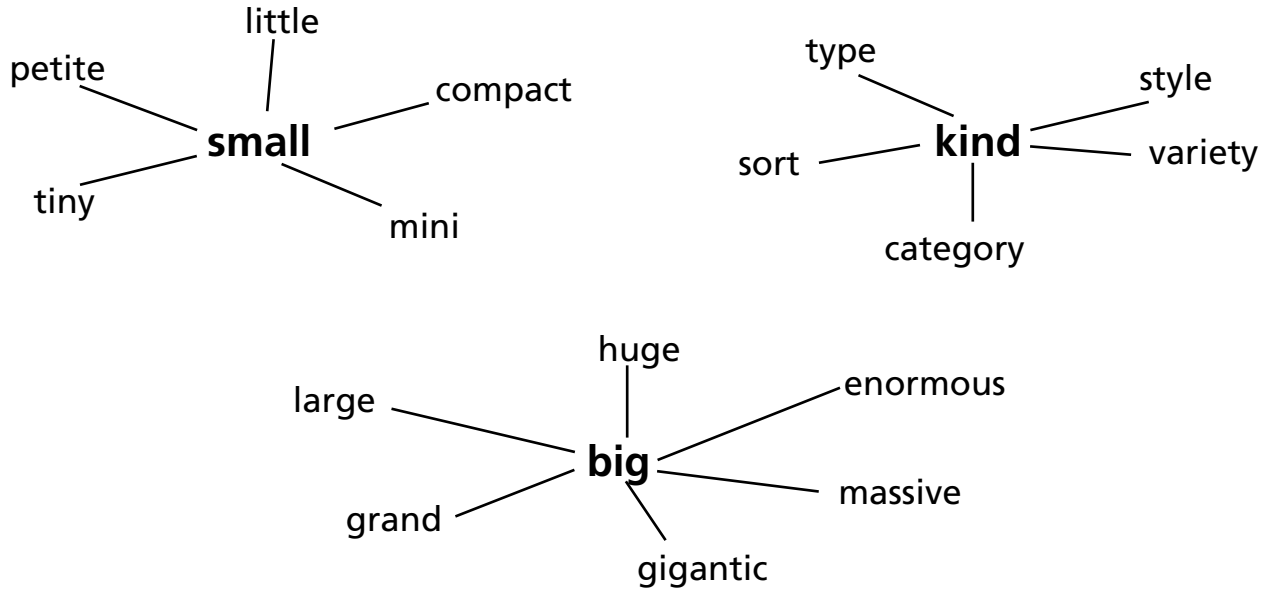
P Rhyming Words (usually starting from a word in the dialog)
Rhyming Words (usually starting from a word in the dialog)

Listen and repeat slowly.
Listen and repeat slowly.

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

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

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



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

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

Match the words in pencil.

Match the words in pencil.

little •	• assist
tight •	• large
help •	• firm
kind •	• improved
big •	• type
may I •	• test
try •	• length
better •	• blue
color •	• small
size •	• can I

Write the words you matched in pencil.

Write the words you matched in pencil.

little small

V Vocabulary Practice
Vocabulary Practice

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

Dialog Words	Writing Practice	Related Words	Writing Practice
little •		small	
tight •		firm	
help •		assist	
kind •		type	
big •		large	
may I •		can I	
try •		test	
better •		improved	
color •		blue	
size •		length	

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

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

C

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

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

C

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

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

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

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

Language Focus: **do, does**

The verb **to do** emphasizes the main verb of a sentence.

Regular main verb: **want**

I	want	shoes.
He	wants	shoes.

conjugate

do or **does** emphasizes **want**

I	**do**	want	shoes.
He	**does**	want	shoes.

conjugate | base form

The verb **do** also asks and answers questions.

Do	you	want	shoes?	Yes,	I	**do**	want	shoes.
				Yes,	I	**do.**		
Does	he	want	shoes?	Yes,	he	**does**	want	shoes.
				Yes,	he	**does.**		

conjugate | base form

conjugate | base form

Examples

Do	we	get	a lot of snow?	Yes,	we	**do**	get	a lot of snow.
				Yes,	we	**do.**		
Does	it	have	a lid?	Yes,	it	**does**	have	a lid.
				Yes,	it	**does.**		

Write **do** or **does** to complete the sentences below.

1. She _____ not have a cat.
2. We _____ like these shoes.
3. _____ you want to watch a movie?
4. I _____ want to watch a movie.
5. _____ he like to run?
6. No, he _____ not. He likes to swim.
7. _____ they go to class?
8. Yes, they _____ go to class.
9. _____ it have a lid?
10. No, it _____ not have a lid.

Conjugation of **to do**

I	do	We	do
you	do	they	do
he	does		
she	does		
it	does		

Contractions

Do not	=	Don't
Does not	=	Doesn't

Language Focus: **Am/Is/Are + Doing**

Asking and answering questions with the verb **to do**.

How are you doing?

I am doing

I am not doing

well
okay
great
too badly

			(meaning	*meaning)*
			I am. . .	
I am doing	(really/very/pretty)	great	very good	
	(really/very/pretty)	well	good	
	(pretty)	good	good	
		okay	okay	
		all right	okay	
		not so great	badly	
I am NOT doing	(very)	well		
		okay		
		bad		






Examples

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

LF Language Focus: Practice Using **Am/Is/Are + Doing**

Asking and answering questions with the verb **to do**

Follow the model

Words	**Sentence (use doing)**	**Meaning**
I / well	I am doing well.	I am good.
We / not / bad	We are not doing badly.	We are good.
We / ok		
It / great		
She / alright		
They / not / great		
You / very well		
He / not / very well		
John / okay		
Brad and Ben / well		
She / not / okay		

C Mini-Conversations Related to the Dialog

1. Do you need anything?

   No, thank you. I think I have everything I need right now.

2. How are you feeling today?

   Not great. I've been better.

3. I think I just have a cold.

   Oh, that's not good.

4. Good evening.

   Welcome. Please come in.

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

Language Focus: Practice **Do** and **Does**

Asking and answering questions with the verb **to do**

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

Write the appropriate answer with **do** or **does**.

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

C Mini-Conversations Related to the Dialog

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

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

V Expressions Related to the Dialog

Expressions Related to the Dialog

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

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

C Present Progressive Tense—Sentence Practice

At Work with Supervisor or Other Employees

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

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

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

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

supermarket	*supermarket*	discount	*discount*
special	*special*	color	*color*
perfect	*perfect*	athletic	*athletic*

Instructors explain the significance of cognates and demonstrate pronunciation.

LF Language Focus: 60 Common Verbs

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

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Card 7A

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

Module 8

HOW IS THE WEATHER?

How Is the Weather? 8

(3 classes with subsequent review)



Objectives
Objectives

At the end of this module, I will be able to affirm:

Now I can . . .	**Now I know . . .**
◯ 1. say what the weather is like.	
◯ 2. use verbs to say how I feel and who or what I visit.	
◯ 3. use the verbs **to get** and **to begin** to describe daily events.	
◯ 4. use the verb **to do** to emphasize a wish or an action.	

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C Memorize the dialog in English.
Memorize the dialog in English.



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

P Pronunciation Practice
Pronunciation Practice

Listen and repeat slowly.
Listen and repeat slowly.

-eau-	beauty, beautiful
tw-	twenty, twin, twice
-oo-	cool, pool, fool
-ind	find, kind, mind
h-	here, hot, how
j-	July, June, just, jump
-oes	does
-y	dry, try, cry
-lly	really, totally
-ice	nice, twice, dice
-n't	doesn't, can't, won't
ound	sounds, around, pound
-ow	below, snow, blow
ow	now, cow, how, brown

Fill in the missing letters and say the sounds.
Fill in the missing letters and say the sounds.

b _____ ty	b _____ tiful	
_____ enty	_____ in	_____ ice
c _____ l	p _____ l	f _____ l
f _____	k _____	m _____
_____ ere	_____ ot	_____ ow
_____ uly	_____ une	_____ ump
d _____		
dr _____	tr _____	cr _____
rea _____	tota _____	
n _____	tw _____	d _____
does _____	ca _____	wo _____
s _____ s	ar _____	p _____
bel _____	sn _____	bl _____
n _____	c _____	h _____

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

Listen and repeat slowly.
Listen and repeat slowly.

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

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

Match the words in pencil.
Match the words in pencil.

dry •	• freezing
many •	• wet
cold •	• points
degrees •	• lots
snow •	• 100
nice •	• heat
below •	• pleasant
around •	• about
one hundred •	• rain
wind •	• breeze
hot •	• under

Write the words you matched in pencil.
Write the words you matched in pencil.

dry wet

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

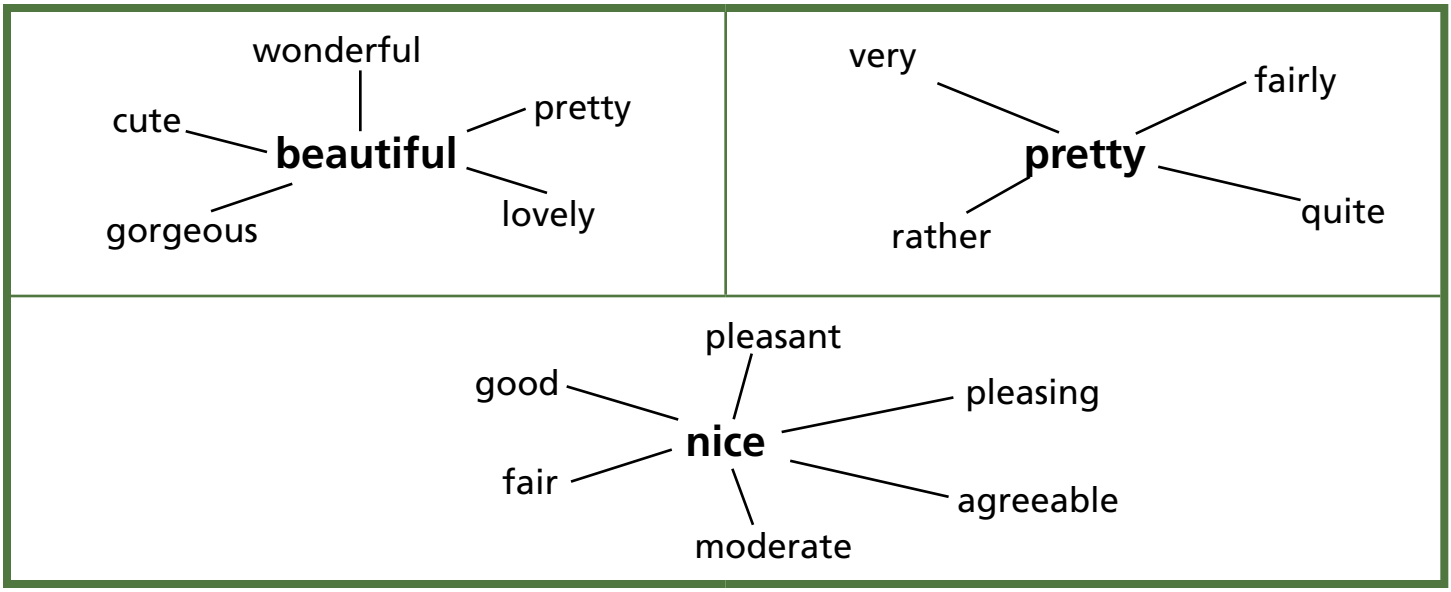
Vocabulary Practice
Vocabulary Practice

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

Dialog Words	Writing Practice	Related Words	Writing Practice
beautiful		nice	
sure		certainly	
below		less than, under	
around		about	
nice		good	
it's		it is	
lots		many, a bunch of	
hot		warm	
cool		cold, chilly	
we get		we have	
pretty nice		very nice	

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

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



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

C

Fill in the missing words in pencil from the dialog.

Fill in the missing words in pencil from the dialog.

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

C

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

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

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

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

C

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

What kind of day is it? It's

Does it get cold here?

How about the wind?

How hot does it get here?

Where are you moving from? We're moving from

Does it go below ten degrees here?

LF Language Focus: Weather Expressions

		Spring *Spring*	Summer *Summer*	Fall *Fall*	Winter *Winter*
Florida		warm rain humid	hot rain humid storm	hot humid	warm sunny
Utah		rain wind cool	hot dry sunny	cool crisp cloudy	cold freezing snowy



It's sunny. *(sunny)*

sun *(sun)*



It's rainy. *(rainy)*

rain *(rain)*



It's windy. *(windy)*

wind *(wind)*



It's cloudy. *(cloudy)*

clouds *(clouds)*



It's snowy. *(snowy)*

snow *(snow)*



It's stormy. *(stormy)*

storm *(storm)*

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

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

cloudy freezing sunny nice stormy windy snowy chilly hot

The sun is shining. It's sunny.

The rain is falling. It's

There are many clouds.

The snow is falling.

The wind is blowing.

It's very cold outside.

The temperature is 100 degrees.

The temperature is 35 degrees.

It's a beautiful day outside.

There's a storm today.

Fill in the blanks

Fill in the blanks..

to get*

get, obtain, get to be or become.

I	**get**	lonely.	I _____ a new prize.
You	**get**	a new prize.	You _____ together with friends.
You (all)	**get**	to go on vacation.	You (all) _____ hungry.
We	**get**	together with friends.	We _____ to attend class.
They	**get**	hungry in the morning.	They _____ lonely.
He/She/It	**gets**	to attend class.	He/She/It _____ to go on vacation.

**To get is used in many expressions and has many different meanings in English.*

Other Conjugations

get	I get lonely.	will get	They will get up early
got	He got the job.	am/is/are getting	She is getting married
used to get	We used to get hungry	have got	I have got a cold

to visit

to visit

I	**visit**	Mexico.	I _____ the park today.
You	**visit**	your sister.	You _____ with friends.
You (all)	**visit**	New York City.	You (all) _____ the museum.
We	**visit**	with our family.	We _____ Mexico tomorrow.
They	**visit**	the park today.	They _____ their family.
He/She/It	**visits**	the museum.	He/She/It _____ New York City.

to feel

to feel

I	**feel**	sick.	I _____ nervous about today.
You	**feel**	excited about the job.	You _____ like walking in the park.
You (all)	**feel**	nervous.	You (all) _____ tired today.
We	**feel**	tired today.	We _____ satisfied with the job.
They	**feel**	satisfied with it.	They _____ excited.
He/She/It	**feels**	like eating ice cream*	He/She/It _____ sick today.

*meaning she wants to

to begin	*to begin*		
I	**begin**	studying at 8 a.m.	I _____ preparing dinner.
You	**begin**	the presentation.	You _____ listening to the music.
You (all)	**begin**	watching TV.	You (all) _____ writing the letter.
We	**begin**	reading a new book.	We _____ a new TV show.
They	**begin**	attending class.	They _____ looking for a new job.
He/She/It	**begins**	snowing in December.	He/She/It _____ a new job.

to do	**do+**	verb (emphasis)	
I	**do**	want shoes.	I _____ want my money.
You	**do**	have athletic shoes.	You _____ know the lesson.
You (all)	**do**	know your shoe size.	You (all) _____ study English.
We	**do**	feel big.	We _____ like it here.
They	**do**	have small feet.	They _____ need new shoes.
He/She	**does**	need new shoes.	He/She _____ have big feet.
It	**does**	seem like a good price.	It _____ get hot in the summer.

V Vocabulary Practice
Vocabulary Practice

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

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

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

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

C Mini-Conversations Related to the Dialog.

1. What is the weather like outside?
   It's not very nice out.

2. Is it always this windy here?
   No, not usually.
   Yes, all the time!

3. How about the winters?
   It gets very cold and snowy.

4. I love the sunshine today.
   Yeah, it's great.

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

V Expressions Related to the Dialog

Expressions Related to the Dialog

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

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

C Present Progressive Tense—Sentence Practice

At Home with Family and Friends:

Optional Pronouns	To Be + Verb Conjugations	Optional Prepositional Phrases
(I / You / We / They / He / She / It)	(arrive, come, go, eat, help, learn, laugh, listen, read, speak, stay, talk, teach, think, walk, write, study)	(to my/your/our/their/his/her home, at home, in the home, with family, to my/your/our/their/his/her family, with my/your/their/his/her family, with my/your/our/their/his/her children, to my/your/his or her wife/husband, with my/your/his/her wife/husband, to my/your/our/their/his/her friends, with my/your/our/their/his/her friends)
I	am eating	with my family
I		
You / We / They	are	
He / She	is	

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

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

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

temperature	*temperature*	tornado	*tornado*
thermometer	*thermometer*	conversation	*conversation*
humid	*humid*		



Language Focus: 60 Common Verbs

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

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 8A

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

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 8B

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

Module 9

DIRECTIONS OUTSIDE

Directions Outside

9

(3 classes with subsequent review)

Objectives
Objectives

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

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C Memorize the dialog in English.
Memorize the dialog in English.



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

Pronunciation Practice
Pronunciation Practice



Listen and repeat slowly.
Listen and repeat slowly.

r-	right, race, road, row
l-	light, lace, load, low
str-	street, strong, stretch
sh-	sheet, ship, shame, shack
bl-	block, blank, blood, black
br-	break, branch, brand
pr-	pray, prayer, present
pl-	place, play, pleasure

Fill in the missing letters and say the sounds.
Fill in the missing letters and say the sounds.

_____ ight	_____ ace	_____ oad
_____ ight	_____ ace	_____ oad
_____ eet	_____ ong	_____ etch
_____ ip	_____ ame	_____ ack
_____ ock	_____ ank	_____ ood
_____ eak	_____ anch	_____ and
_____ ay	_____ ayer	_____ esent
_____ ace	_____ ay	_____ easure

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

Match the words in pencil.
Match the words in pencil.

excuse me •	• turn left
You're welcome •	• pardon me
tell me •	• directly in front of
third •	• pharmacy
turn right •	• store
across from •	• No problem
give it a try •	• in this area
street •	• show me
drugstore •	• road
around here •	• do it
shop •	• 3rd

Write the words you matched in pencil.
Write the words you matched in pencil.

excuse me pardon me

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

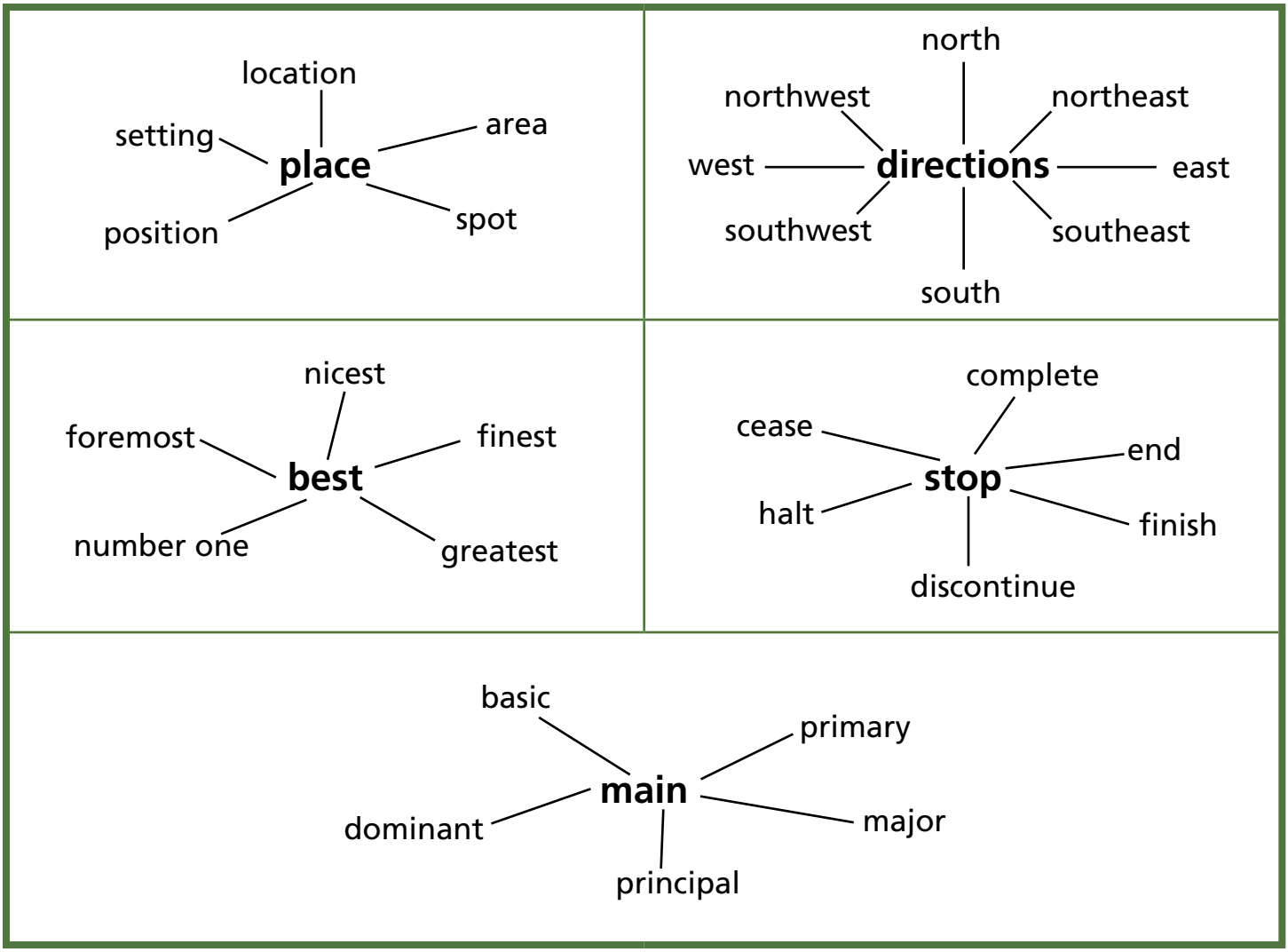
Rhyming Words (usually starting from a word in the dialog)



Listen and repeat slowly.

Listen and repeat slowly.

Word	Rhyming Words							
try	fry	dry	cry					
shop	cop	crop	drop	hop	mop	top	stop	
post	ghost	host	most					
block	clock	dock	flock	knock	lock	mock	rock	sock
am	dam	ham	lamb	Sam	yam			
light	bright	might	night	right	sight	slight	tight	
third	bird							
could	should	would						
where	there							
turn	burn							



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

V Vocabulary Practice
Vocabulary Practice

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

Dialog Words	Writing Practice	Related Words	Writing Practice
excuse me		pardon me	
you're welcome		no problem	
tell me		show me	
third		3rd	
turn right		turn left	
right across from		directly in front of	
give it a try		do it	
street		road	
drugstore		pharmacy	
around here		in this area	
shop		store	

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

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

C

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

Where is the post office?	It is
Where is the best place to eat around here?	
Do I turn right or left?	
How many blocks is it to the pizza place?	
What are you looking for?	
Is the drugstore past the third light?	
Will you give it a try?	

C

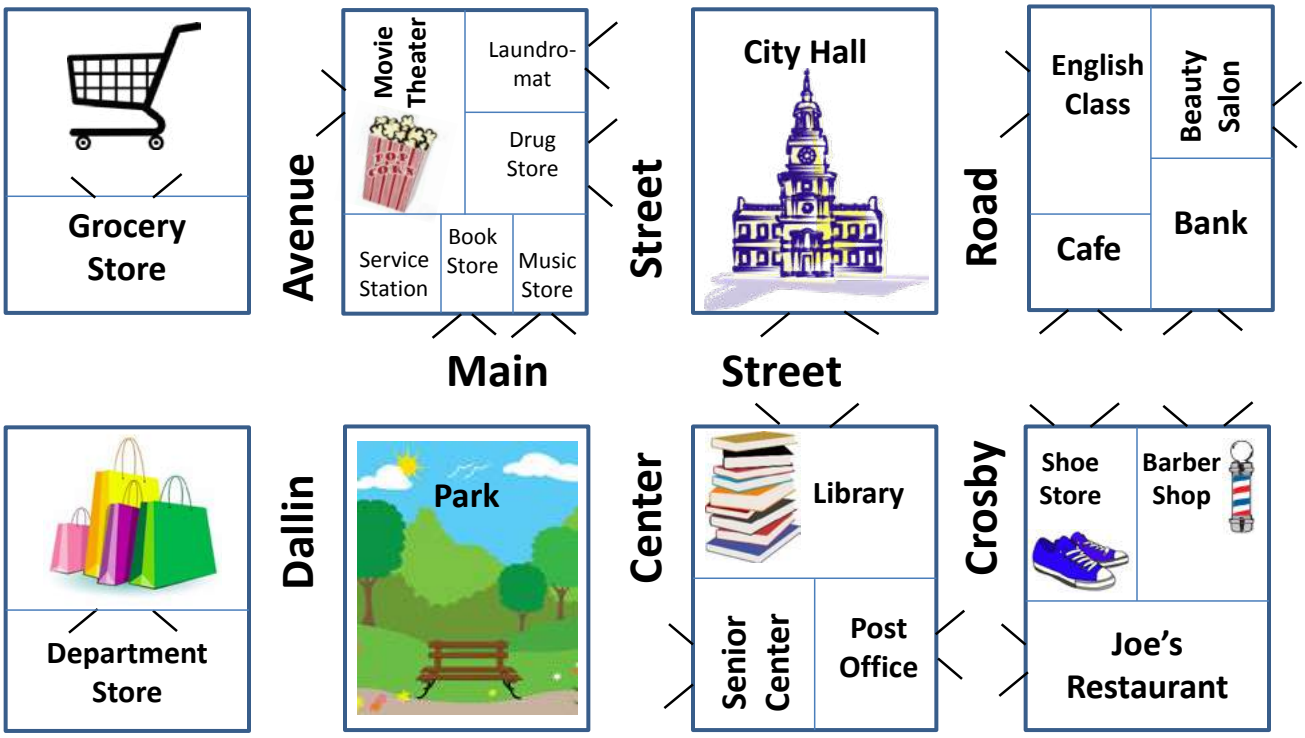
Put a slash (/) between the words.
Put a slash (/) between the words.

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

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

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

City Center



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

Language Focus: Phrases for Outside Directions

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

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

Go . . .	Turn . . .	Take . . .	Make . . .	Around . . .
• one mile • two blocks • two lights • three stop signs • four streets • across the train tracks • until the street dead ends • straight • around the curve	• to the left • to the right • at Main Street • left at the first light • right on Center Street	• the first exit • the exit for El Camino • the next exit • a left at Main Street • a right at the stop sign	• a u-turn at the next light • a left after the railroad tracks	• the block • the corner

You can't miss it	= You can't miss it
Go back	= Go back
You have gone too far	= You have gone too far
Next / beside	
In front of	
Across the street is	_____.
Kitty corner	= diagonal
Where is the nearest / closest	_____?

Language Focus: The Future

will + verb		
I will	I will ask for help.	I will watch TV in English.
You will	You will see what I mean.	You will read the book.
We will	We will read the dialog together.	We will listen to the audio.
They will	They will leave work at 5:00.	They will be able to get help.
He / She / It will	He will be ready for the next class.	She will write a work report.

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

Language Focus: Contractions



Especially when speaking, people usually use a short form of the future tense. Look at the examples below and complete the exercises.

Especially when speaking, people usually use a short form of the future tense. Look at the examples below and complete the exercises.

I will	I'll	_____ eat with you.
You will	You'll	_____ like it.
We will	We'll	_____ learn together.
They will	They'll	_____ be very happy.
He will	He'll	_____ come at 3:00.
She will	She'll	_____ have a good day.
It will	It'll	_____ rain today.

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

Language Focus: Contraction Practice

Write a correct pronoun + will contraction in the blank boxes.

Write a correct pronoun + will contraction in the blank boxes.

I'll You'll We'll They'll She'll He'll It'll

1. _____ visit his family soon.
2. _____ speak English well in the future.
3. _____ be summer in a few months.
4. _____ start the party at 7 p.m.
5. _____ go to the store after class.
6. _____ get a better job next year.
7. _____ ride the bus to the libary.

Language Focus: Likes and Dislikes + Gerunds or Infinitives

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

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

	Infinitive Verb	*Infinitive Verb*	Gerund (verb+ing)
(to read)	to read		reading
(to run)	to run		running
(to think)	to think		thinking
(to study)	to study		studying

We can say:

I like	+	Infinitive verb	OR	I like	+	Gerund
I don't like	+	Infinitive verb	OR	I don't like	+	Gerund
I like		to read.		I like		reading.
I don't like		to read.		I don't like		reading.
I like		to run.		I like		running.
I don't like		to run.		I don't like		running.

Language Focus: Verb Practice

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

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

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

Language Focus: Likes and Dislikes

Practice saying out loud, emphasizing the language principles on the preceding pages.
Practice saying out loud, emphasizing the language principles on the preceding pages.

Positive	Negative
I like broccoli.	I don't like broccoli.
We like reading.	We don't like reading.
She likes to sing.	She doesn't like to sing.

Language Focus: Practice Likes

Check if you like or dislike something. Then write it in a sentence.
Check if you like or dislike something. Then write it in a sentence.

Like	Dislike		
☐	☐	popcorn	I like popcorn
☐	☐	cooking	I don't like* cooking
☐	☐	work	
☐	☐	apples	
☐	☐	studying history	
☐	☐	cake	
☐	☐	running	
☐	☐	salad	
☐	☐	sleeping	
☐	☐	seafood	
☐	☐	school	
☐	☐	shopping	
☐	☐	math	
☐	☐	vacations	

*__Dislike__ is seldomly used.

C Mini-Conversations Related to the Dialog

1. Where can I find a library nearby?

   There is one around the corner.

2. Are there any restaurants in this area?

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

3. Thanks for the information.

   You're welcome, anytime.

4. How can I get to the nearest bus stop?

   It's on Main Street next to the grocery store.

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

V Expressions Related to the Dialog

Expressions Related to the Dialog

1.	**Expression:**	anytime
	Meaning:	used in response to "thank you" to mean "you're welcome"
	Examples:	Thanks for the information. Anytime!
	Meaning:	Thanks for the information! You're welcome!
2.	**Expression:**	catch the bus / a cab / the train
	Meaning:	find the bus / a cab / the train
	Example:	Where can I catch a cab?
	Meaning:	Where can I find a cab?

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

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

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

bus	*bus*	taxi	*taxi*
bus station	*bus station*	train	*train*
office	*office*	vacation	*vacation*

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 9A

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

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 9B



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

Module 10

BUYING A DRESS

Buying a Dress

10

(2 classes with subsequent review)



Objectives
Objectives

At the end of this module, I will be able to affirm:

Now I can . . .	**Now I know . . .**
◯ 1. use contractions for **will**.	
◯ 2. talk about buying a dress.	

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistants, and English speakers at home, help the language speaker with this English dialog. First, they read the whole dialog. Then, they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C Memorize the dialog in English.
Memorize the dialog in English.



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

P Pronunciation Practice
Pronunciation Practice

Listen and repeat slowly.
Listen and repeat slowly.

-ry	try, cry, fry
-sh	cash, fish, dish
h-	here, hello, help
-x	six, box, mix
dr-	dress, drive, dry
-'re	we're, they're, you're
su-	sure, sugar
r-	room, right, radio
-ive	five, alive, drive
-ack	back, sack, pack
-er	daughter, over, water

Fill in the missing letters and say the sounds.
Fill in the missing letters and say the sounds.

t _____	c _____	f _____
ca _____	fi _____	di _____
_____ ere	_____ ello	_____ elp
si _____	bo _____	mi _____
_____ ess	_____ ive	_____ y
we _____	they _____	you _____
_____ re	_____ gar	
_____ oom	_____ ight	_____ adio
f _____	al _____	dr _____
b _____	s _____	p _____
daught _____	ov _____	wat _____

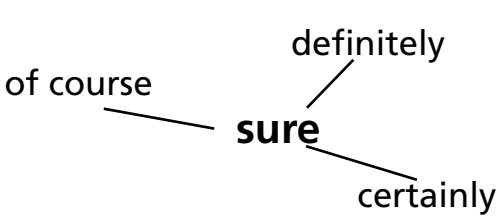
P Rhyming Words (usually starting from a word in the dialog)
Rhyming Words (usually starting from a word in the dialog)

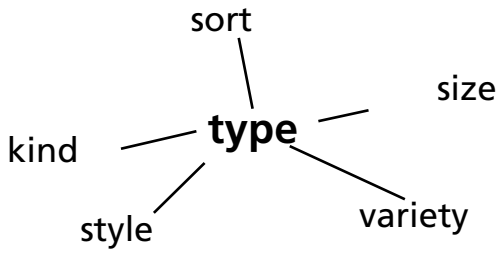
Listen and repeat slowly.
Listen and repeat slowly.

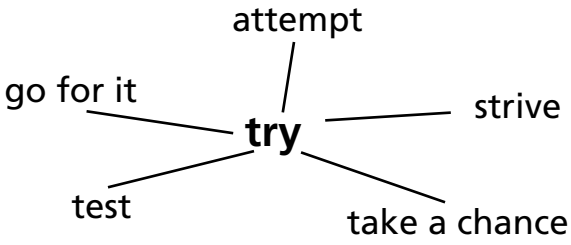
Word	Rhyming Words						
five	live	dive	survive	revive			
would	could	should	good				
right	bright	light	height	night	might	tight	sight
dress	mess	less	confess	guess	bless		
back	stack	lack	sack	black	rack		
type	hype	Skype	stereotype		typewriter		
over	Dover	clover	rover				

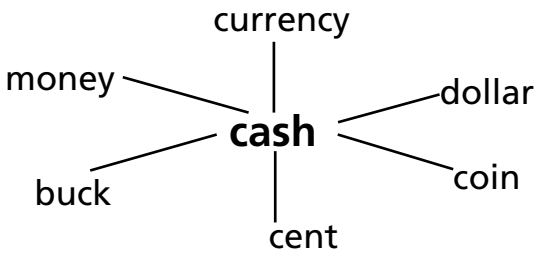
V Word Webs (using words from the dialog and related words)

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









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

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

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

Match the words in pencil.
Match the words in pencil.

Over here •	• excuse me
my •	• anything
something •	• test
surely •	• This way
daughter •	• girl
price •	• belongs to me
type •	• fit
pardon me •	• cost
try on •	• sort
skirt •	• certainly
size •	• dress

Write the words you matched in pencil.
Write the words you matched in pencil.

Over here This way

V Vocabulary Practice
Vocabulary Practice



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

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

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

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

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

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

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

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

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

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

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

Language Focus: Contractions after **Will** (to create future tense)

Long Form	Short form (Contraction)
We are looking for a dress.	We're looking for a dress.
We will be looking for a dress.	We'll be looking for a dress.
We are going to be right back.	We're going to be right back.
We will be right back.	We'll be right back.
We are going to take this one.	We're going to take this one.
We will take this one.	We'll take this one.

To Be

Long	Short
I am	I'm
he is	he's
she is	she's
it is	it's
you are	you're
they are	they're

Will

Long	Short
I will	I'll
he will	he'll
she will	she'll
it will	it'll
you will	you'll
they will	they'll

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

Language Focus: Practice Long and Short Forms

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

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

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

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



Language Focus: Extra Practice

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

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

Long Form:	Short Form:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

C Mini-Conversations Related to the Dialog

1. How would you like to pay for that?
   With credit.
2. Do you accept checks?
   Sorry, but we don't.
3. Would you like a dressing room?
   Yes, please.
4. What size do you wear?
   I usually wear size 6.
5. Look at this one.
   Oh, it's beautiful! Can I try it on?
6. Would you like your receipt with you or in the bag?
   In the bag is fine.

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

V Expressions Related to the Dialog

Expressions Related to the Dialog

1.	**Expression**	Try on
	Meaning	Put on to check size and appearance
	Example	I'll try on this one.
	Meaning	I'll put on this one to see if I like it.
2.	**Expression**	Take it
	Meaning	buy it / get it / purchase it
	Example	We'll take it.
	Meaning	We'll buy this one.

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

C

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

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

C Future Tense—Sentence Practice

At Work with Supervisor or Other Employees

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

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

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

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

medium	*medium*	credit	*credit*
check	*check*	debit	*debit*
mom	*mom*	price	*price*

Instructors explain the significanc of cognates and demonstrate pronunciation.

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 10A

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

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 10B

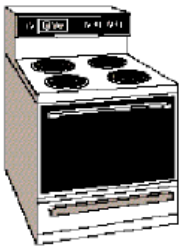
money	*money*	check	*check*
cash	*cash*	cents	*cents*
dollar	*dollar*	credit card	*credit card*
one dollar	*one dollar*	debit card	*debit card*
five dollars	*five dollars*	fifty dollars	*fifty dollars*
ten dollars	*ten dollars*	one hundred dollars	*one hundred dollars*
twenty dollars	*twenty dollars*		

Module 11

BUYING APPLIANCES

Buying Appliances 11

(2 classes with subsequent review)



Objectives
Objectives

At the end of this module, I will be able to affirm:

Now I can . . .	Now I know . . .
◯ 1. talk about buying appliances.	
◯ 2. state colors.	
◯ 3. identify measurements.	
◯ 4. recognize prepositions of place.	

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C Memorize the dialog in English.
Memorize the dialog in English.



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

P Pronunciation Practice
Pronunciation Practice

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

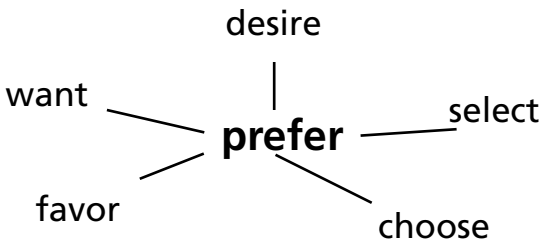
Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.

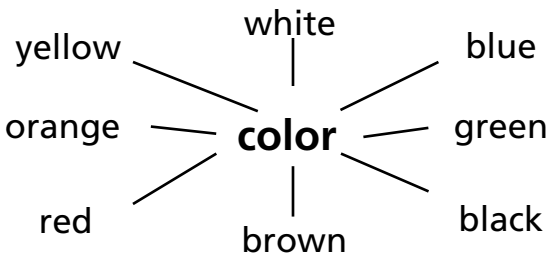
P Rhyming Words (usually starting from a word in the dialog)
Rhyming Words (usually starting from a word in the dialog)

Listen and repeat slowly.
Listen and repeat slowly.

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

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





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

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

Match the words in pencil.
Match the words in pencil.

city •	• want
inches •	• large town
electric •	• color
marked down •	• measurement
white •	• range
nice •	• reduced
stove •	• power
prefer •	• fuel
wide •	• good
gas •	• big

Write the words you matched in pencil.
Write the words you matched in pencil.

city large town

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

V Vocabulary Practice
Vocabulary Practice

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

Dialog Words	Writing Practice	Related Words	Writing Practice
stove		range	
gas		fuel (natural)	
electric		power	
over		more than	
inches		measure of length	
wide		broad, big	
which		what one	
nice		good	
marked down		reduced, on sale	
thirty		30	
white		color	
prefer		want, desire	
city		large town	
afternoon		from 12–6 p.m.	

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

Mrs. Nicholas:	Hi, I'm _____ for a _____.
Clerk:	Do you want _____ or _____?
Clerk:	Here's a _____ one on _____.
Mrs. Nicholas:	How _____ is _____?
Mrs. Nicholas:	When can you _____ it?
Mrs. Nicholas:	How _____ does _____ cost to deliver?

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

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

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

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

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

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

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

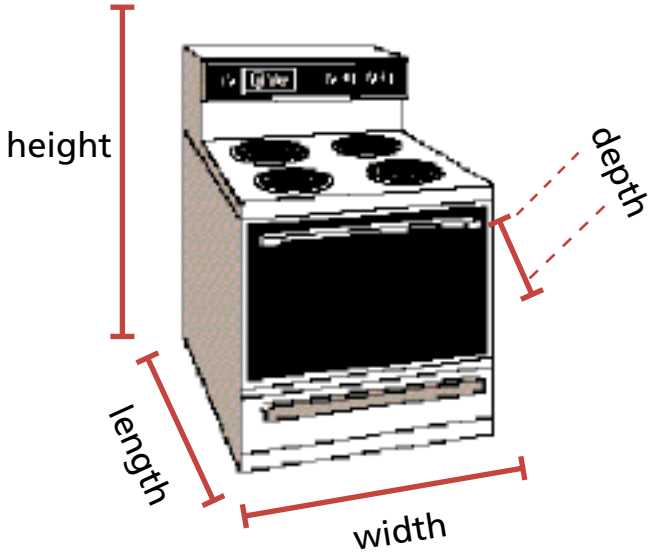
Language Focus: Colors



yellow	green	blue	purple	red	orange
brown	white	black	pink	gray	

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

Language Focus: Practice Long and Short Forms



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

Unit	Abbreviations		Equivalent
1 inch	1 in.	1"	
1 foot	1 ft.	1'	= 12 inches
1 yard	1 yd.		= 3 feet
1 mile	1 mi.		= 5,280 feet

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

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

LF Language Focus: Extra Practice

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

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

C Mini-Conversations Related to the Dialog

1. Can I help you?

   Yes, I'm looking for an oven.

2. Do you have any stoves that are 40 inches wide?

   Yes, we have several over here..

3. What color appliance are you looking for?

   Either black or white.

4. Excuse me, how deep is this oven?

   It's about 25 inches deep.

5. How much does delivery cost?

   It's free within city limits, and $50 outside of the city.

6. When can you deliver this stove?

   We can deliver it this afternoon.

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

V Expressions Related to the Dialog
Expressions Related to the Dialog

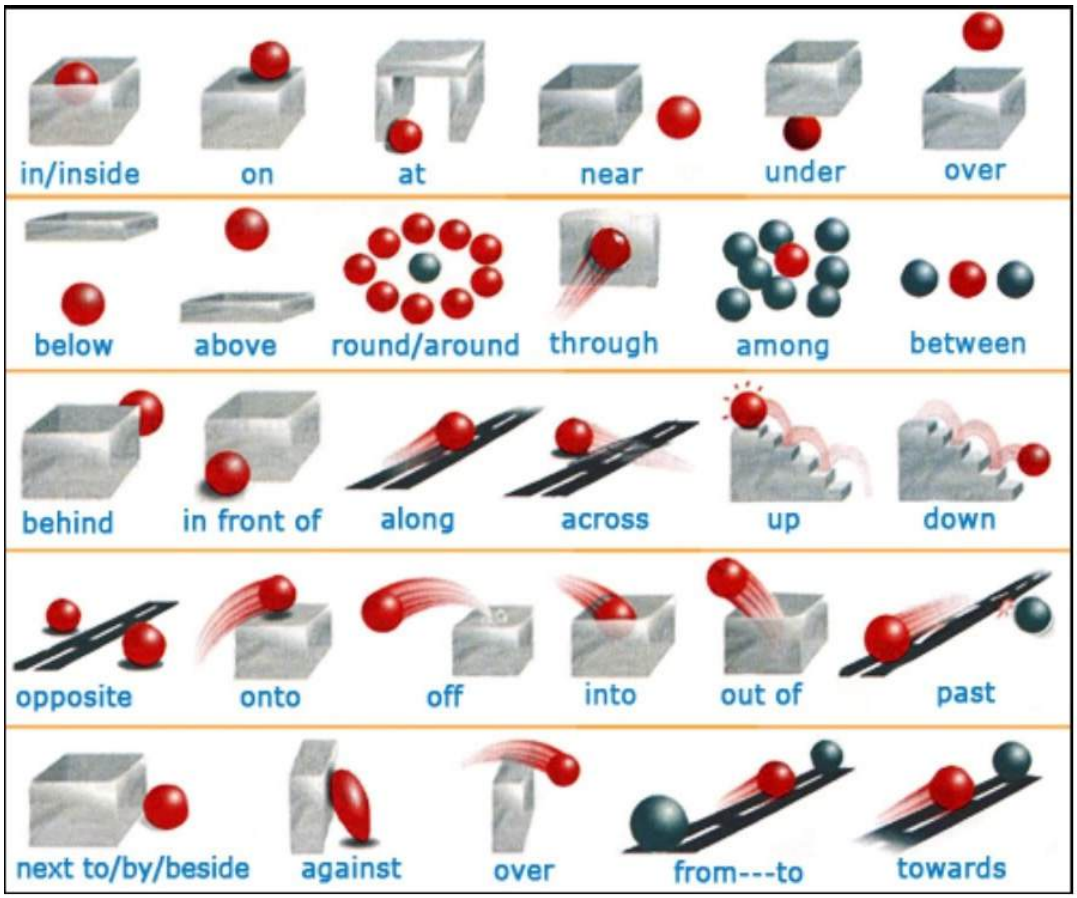
1.	**Expression**	marked down
	Meaning	reduced price, on sale, less expensive
	Example	Do you have anything that's marked down?
	Meaning	Do you have anything that is less expensive?
2.	**Expression**	within city limits
	Meaning	inside of the city
	Example	Is there an appliance store within city limits?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

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

Listen and repeat.
Listen and repeat.

oven	*oven*	refrigerator	*refrigerator*
microwave	*microwave*	delivery	*delivery*
measurements	*measurements*		

Prepositions of Place



In: I have lived in Mountain View.

On: I sit on the sofa.

At: I arrived at the airport last night.

Near: She lives near the school.

Under: The shoes are under the bed.

Over: The window is over the door.

Below: They live on the floor below.

Above: The picture hangs above the fireplace.

Around: The library is around the corner.

Through: We walk through the park.

Among: The flowers grow among the trees.

Between: It is between the cafe and the park.

Behind: The book is behind you.

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

Along: The bus drives along the road.

Across: I see the mailman across the street.

Up: They are walking up the stairs.

Down: Come down from the tree!

Opposite: The park is opposite the church.

Onto: The cat jumped onto the sofa.

Off: She took off her sweater.

Into: Tom climbed into bed.

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

Past: Go past the park and turn left.

Next to: Please sit next to him.

Against: The man is leaning against the wall.

Over: The horse jumps over the fence.

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

Towards: I sit towards the back of the room.

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 11A

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

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 11B



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

Module 12

BUYING GROCERIES

Buying Groceries 12

(2 classes with subsequent review)



O Objectives
Objectives

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

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C Memorize the dialog in English.
Memorize the dialog in English.

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

P Pronunciation Practice
Pronunciation Practice



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

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

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

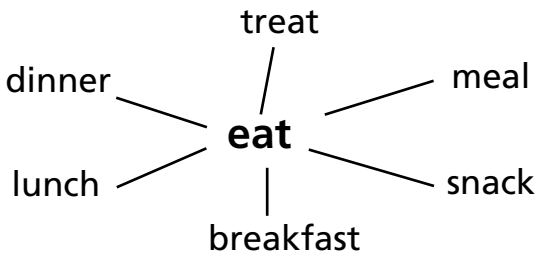


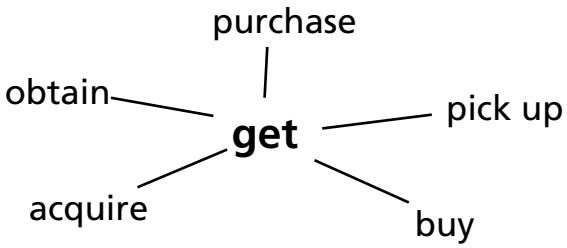
Listen and repeat slowly.
Listen and repeat slowly.

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

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

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





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

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

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

Match the words in pencil.

Match the words in pencil.

dinner •	• big
large •	• meal
french fries •	• eat it
use it up •	• carton
box •	• noon meal
lunch •	• potatoes
bread •	• 4 quarts
gallon •	• loaves
milk •	• cooking tool
grill •	• drink

Write the words you matched in pencil.

Write the words you matched in pencil.

dinner meal

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

V Vocabulary Practice
Vocabulary Practice

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

Dialog Words	Writing Practice	Related Words	Writing Practice
cereal		grain	
breakfast		morning meal	
lunch		noon meal	
dinner		evening meal	
bread		loaves	
meat		sliced meat	
gallon		4 quarts	
ham		smoked pork	
hamburger		ground meat	
grill		cooking tool	
french fries		fried potatoes	
box		carton	
use it up		eat it, consume	
milk		drink	

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

Brad:	What _____ we _____?
Angie:	We'll have _____ for _____.
Brad:	Do you want a _____ or _____ box?
Angie:	Please go _____ a _____ of milk.
Brad:	Let's have _____ and french _____.

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

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

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

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

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

1. What/do/we/need?
2. Cerealforbreakfast,breadand meatforlunch.
3. Herearethecereals. Doyouwantalargeorsmallbox?
4. Large.Weuseitupfast.
5. Pleasegogetagallonofmilkalso.
6. Whattypeofmeat doyouwant?
7. Ilikeham. Now,whataboutdinner?
8. Let'shavehamburgersonthegrill.
9. Goodidea!Hamburgersandfries.
10. Doyoulikegrilledhamburgers?

A gallon of milk, juice, water

A quart of milk, juice, water



A pint of cream

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

A brick of cheese



A dozen eggs, cookies, donuts, rolls, buns

A bunch of grapes, bananas, strawberries

A head of lettuce, cabbage, broccoli



A slice of bread, ham, cheese

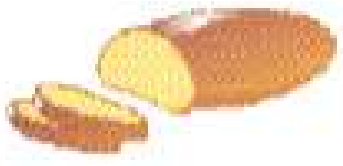
A loaf of bread

A pound of butter, cheese, beef

A pound of fish, meat, hamburger, chicken

A couple (2) of fish, cookies, bananas

A clove of garlic



A cob of corn

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

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

Language Focus: Asking for Amounts

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

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

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

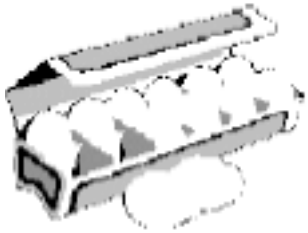
Language Focus: Amounts by Container

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









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

C Mini-Conversations Related to the Dialog

1. What should we buy?
   We need some fresh fruit.
2. How much milk do we need?
   A few gallons.
3. Do we need a jar of pickles?
   No, we still have one at home.
4. How about a loaf of bread?
   Yes. Get two loaves, please.
5. I love peaches.
   Me too. They taste delicious.

V Expressions Related to the Dialog

Expressions Related to the Dialog

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

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 12A

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

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 12B

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

Module 13

LEARNING ENGLISH FROM FILMS

Learning English from Films 13

(3 classes with subsequent review)



Objectives
Objectives

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

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



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

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

C Advance Organizer for Teaching ESL–EFL Using Films

The learning process outlined here is time-tested and effective.

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

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

C Ask for Learner Responses

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

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

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

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

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

Learners respond to fade-out questions or statements:

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

Learners respond to inquisitive questions on the main points:

Instructor: What does President Hinckley tell? Learner: A story.

Learners respond to indirect questions:

Instructor: John, ask Mary what President Hinckley tells. John: Mary, what does President Hinckley tell?

Mary: A story.

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

Learners respond to direct commands:

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

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

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

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

Learners respond to direct questions based on the story:

Instructor: Where did President Hinckley find the story? Learner: In a book his father had published.

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

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

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

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

Instructor:	Where are (were) the two boys walking?	Learner:	Along a road.
Instructor:	What do (did) they find on the side of the road?	Learner:	An old pair of shoes.

C Homework Reading and Practice

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

In-Class and Homework Assignments
In-Class and Homework Assignments



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

What happens with the shoes? What is the farmer's reaction? How do the boys feel?

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

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

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

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

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

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

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

So that's what they did.

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

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

His feelings overcame him.

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

The boys remained hidden until he had gone.

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

Fill in the blanks with the missing words from the story script.
Fill in the blanks with the missing words from the story script.

We _____ together. We _____ together. We _____ quietly while _____ read Bible and Book of Mormon _____. Father _____ us stories out of his _____.

I still _____ one of those stories. I _____ it recently while _____ through a _____ he had published some _____ ago. Listen to _____.

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

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

So after _____ the matter over, at his suggestion, they _____ to try another _____. Instead of hiding the shoes, _____ would put a

silver _____ in each one and _____ what the owner _____ when he discovered the_____.

So _____ what they _____.

Pretty _____ the man returned _____ the field, put on his _____, slipped one _____ into his shoe, felt something _____, took it out, and _____ a silver dollar. Wondrous _____ shone upon _____ face.

He _____ at the dollar again and _____, turned around and could _____ nobody, then proceeded to put on the _____ shoe, when to his great _____, he found _____ dollar.

His feelings _____ him.

He knelt _____ and offered aloud a _____ of thanksgiving, in which he _____ of his _____ being sick _____ helpless and his children _____ bread. He fervently _____ the Lord for this bounty from unknown _____, and he invoked _____ blessings of heaven upon those who had _____ him this needed _____.

The boys _____ hidden until he had _____.

They'd _____ touched by his prayer and felt _____ warm within their _____. As _____ left to walk _____ the road, one said to the _____, "Now, _____, don't you _____ a good feeling?

Part A
Part A

Write your responses to the following questions.
Write your responses to the following questions.

Film: Date:

1. Character Description

List your favorite character in this film and describe him or her—good, bad, funny, serious, and so on. Also, list any other characters you would like to include.

2. Interactions

Describe interactions and relationships between characters in this film.

3. Conflicts, Conditions, Obstacles

Describe any brave or noble acts, difficulties, or settings of the characters in the film.

4. Most Interesting Part

Describe the most interesting part of this film for you and state why you liked it.

5. Expressions and Idioms and Their Meanings

List any expressions or idioms you found in this film. Write their meanings. (For help, you can search for idioms at http://oels.byu.edu/learner/idioms/idiomsmain.html.
If available, you can also ask a native speaker of English.)

6. Your Personal Observations (Answer the following questions.)

a. Did you like this film? Why or why not?

b. What did you like most about this film?

c. How did this film make you feel?

d. What have you learned from this film?

e. Do you have any other comments on this film?

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

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

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

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

1. When President Hinckley was a boy, what did he and his family do together?

2. What did their mother read to them?

3. Where did President Hinckley find the story he tells in this film?

4. Where were the two boys walking?

5. What did they find on the side of the road?

6. What was the person they saw in the distance doing?

7. What did the younger boy suggest they do?

8. What did the older boy think about this suggestion or plan?

9. What did the older boy say about the owner of the clothes and shoes?

10. After talking it over, what did the two boys conclude?

11. What did the man do when he returned from the field?

12. What did he feel when he slipped one foot into his shoe?

13. What did he find when he took his foot out of the shoe?

14. What was his reaction, and what did he do?

15. What happened when he put on his other shoe?

16. What overcame him?

17. What did he do next?

18. What did he speak of in his prayer?

19. For what did he thank the Lord?

20. On whom did he invoke a blessing?

21. How did this experience affect the two boys?

22. As they walked away, what was the final comment the older boy made to the younger boy?

Module 14

GETTING A RIDE

Getting a Ride

14

(3 classes with subsequent review)



O Objectives
Objectives

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

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C
Memorize the dialog in English.
Memorize the dialog in English.



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

P Pronunciation Practice
Pronunciation Practice

Listen and repeat slowly. *Listen and repeat slowly.*		Fill in the missing letters and say the sounds. *Fill in the missing letters and say the sounds.*		
f-	favor, free, face	_____ avor	_____ ree	_____ ace
h-	help, home, heat	_____ elp	_____ ome	_____ eat
-ur-	sure, fur, purr	s _____ e	f _____	p _____ r
c-	car, court, care	_____ ar	_____ ourt	_____ are
-air	repair, pair, stair	rep _____	p _____	st _____
m-	meeting, mart, male	_____ eeting	_____ art	_____ ale
st-	start, stare, stop	_____ art	_____ are	_____ op
-ve	leave, save, brave	lea _____	sa _____	bra _____

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

Match the words in pencil.
Match the words in pencil.

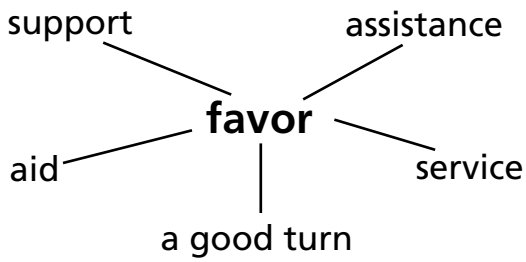
favor •	• vehicle
help •	• assistance, help
sure •	• so that
car •	• depart
repair shop •	• serve, assist
meeting •	• okay
start •	• mechanic
leave •	• fit in your schedule
in order to •	• appointment
work for you •	• begin

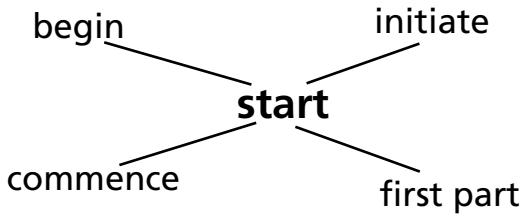
Write the words you matched in pencil.
Write the words you matched in pencil.

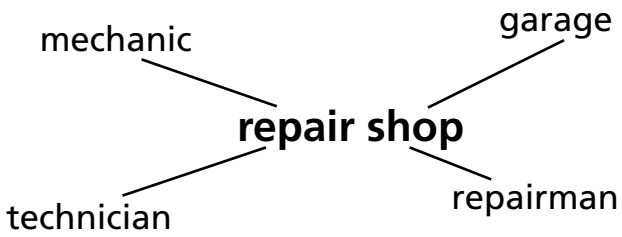
favor — assistance, help

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

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







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

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

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

Listen and repeat slowly.

Listen and repeat slowly.

Word	Rhyming Words			
favor	flavor	savor	braver	
sure	pure	cure	assure	
shop	hop	drop	pop	cop
start	heart	part	chart	cart
house	mouse	spouse	louse	
time	crime	lime	dime	

V Vocabulary Practice
Vocabulary Practice

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

Dialog Words	Writing Practice	Related Words	Writing Practice
favor		assistance, help	
help		serve, assist	
sure		okay	
car		vehicle	
repair shop		mechanic	
meeting		appointment	
start		begin	
leave		depart	
in order to		so that	
work for you		fit in your schedule	

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

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

C

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

1. Can I ask a favor?	Sure. What do you need?
2. Where is your car?	
3. What time should we leave your house?	
4. When is the meeting?	
5. If we leave at 6 p.m., does that work for you?	

C

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

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

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

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

LF Language Focus: Conditional Tense— Modals **could**, **would**, **should**, and **might**

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

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

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

Circle **could** or **would** for each sentence.

*Circle **could** or **would** for each sentence.*

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

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

V Vocabulary Practice (modals **should** and **might**)
*Vocabulary Practice (modals **should** and **might**)*

Write **should** or **might** for each sentence.
*Write **should** or **might** for each sentence.*

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

LF Language Focus: Role Play

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

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

C Mini-Conversations Related to the Dialog

1. Would you do me a favor?

   Sure. What did you need?

2. I need a ride tomorrow morning toschool. Does that work for you?

   Of course! What time should we leave?

3. Could we leave around 8:30?

   No problem. I will be at your house by 8:30 at the latest.

4. Do you need some help?

   Yes, could you please help me carry this big bag?

V Expressions Related to the Dialog

Expressions Related to the Dialog

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

Cognates (similar-sounding words to recognize and translate)

Cognates (similar-sounding words to recognize and translate)

Listen and repeat.

Listen and repeat.

favor	*favor*	community	*community*
repair	*repair*	technician	*technician*
important	*important*		

Language Focus: 60 Common Verbs

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

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 14A

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

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 14B

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

Module 15

MAKING A NEW FRIEND

Making a New Friend 15

(3 classes with subsequent review)



Objectives
Objectives

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

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C Memorize the dialog in English.
Memorize the dialog in English.



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

Pronunciation Practice
Pronunciation Practice

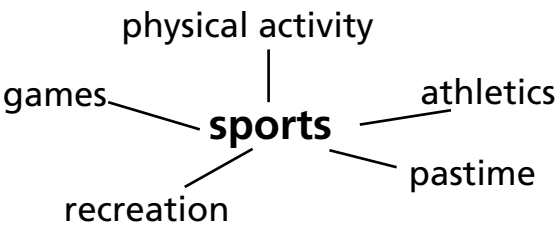
Listen and repeat slowly. *Listen and repeat slowly.*		Fill in the missing letters and say the sounds. *Fill in the missing letters and say the sounds.*		
-a-	plan, bad, band	pl _____ n	b _____ d	b _____ nd
sp-	sports, spin, spend	_____ orts	_____ in	_____ end
-ck	pick, pack, dock	pi _____	pa _____	do _____
-teen	fifteen, sixteen, canteen	fif _____	six _____	can _____
kn-	knee, knife, know	_____ ee	_____ ife	_____ ow
-ime	time, lime, chime	t _____	l _____	ch _____
-ide	side, hide, guide	s _____	h _____	gu _____
-ive	drive, five, alive	dr _____	f _____	al _____
-tch	patch, catch, match	pa _____	ca _____	ma _____
-ure	sure, pure, cure	s _____	p _____	c _____
-ure	injure, mature, nature	in _____	ma _____	na _____
-v	have, moved, leave	ha _____ e	mo _____ ed	lea _____ e

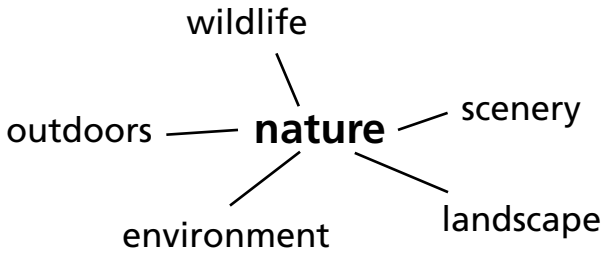
Rhyming Words (usually starting from a word in the dialog)
Rhyming Words (usually starting from a word in the dialog)

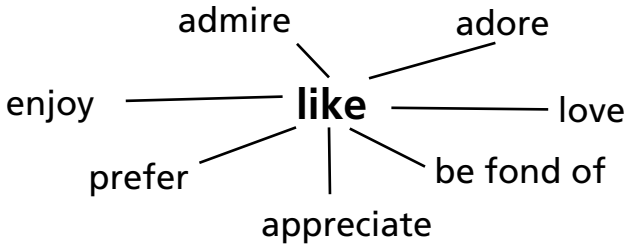
Listen and repeat slowly.
Listen and repeat slowly.

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

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







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

V Vocabulary Practice
Vocabulary Practice

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

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

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

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

Match the words in pencil.
Match the words in pencil.

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

Write the words you matched in pencil.
Write the words you matched in pencil.

sports athletics

C

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

Linda:	Jody, tell me _____ yourself. Where were you born and _____ have you lived?
Jody:	I was born in Philadelphia, Pennsylvania, but then we _____ to Tennessee, where I lived until I was 15.
Linda:	What kind of _____ do you like?
Jody:	I _____ play tennis until I had a knee injury. How about you?
Linda:	I used to _____ golf, but now I don't have time. When I can I like to _____ it. Do you like to hike?
Jody:	Yes, and there is a great _____ walk in the county park nearby. _____ _____ like to go sometime?
Linda:	_____ , how about a Saturday? Maybe _____ Saturday morning?
Jody:	Great. I'll plan to _____ you up at 9:00 a.m, if you like.

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

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

1. Where are you from? I'm from
2. We should go hiking sometime.
3. How about Saturday morning?
4. What kind of sports do you like?

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

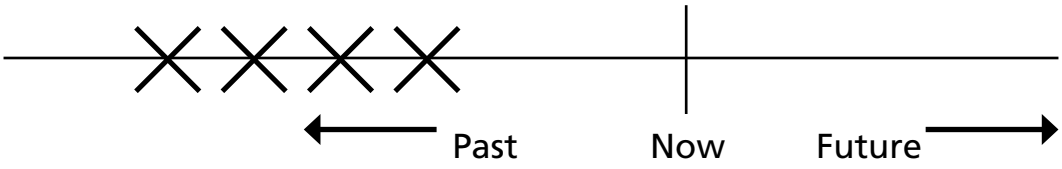
Linda:	Jody, tell me about (you / yourself). Where were you born and where have you (lived / left)?
Jody:	I was (barn / born) in Philadelphia, Pennsylvania, but (then / than) we moved to Tennessee, where I lived until I was 15. Then we moved to Dallas, Texas, where I lived until I went off to college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

Language Focus: Imperfect Verb Tense: **used to** + Verb

(The imperfect tense is formed by placing the words **used to** in front of the infinitive of a verb.)

Past Repeated Actions

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

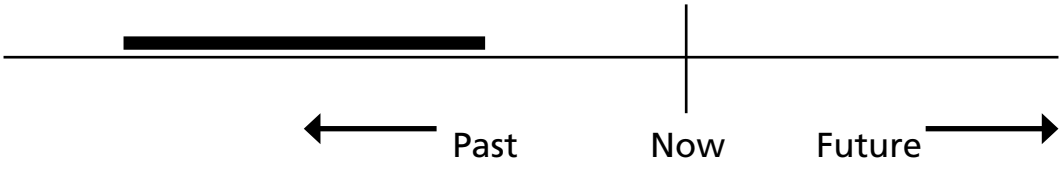


Example:

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

Past Facts

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



Example:

I **used to** live in California, but now I live in Utah.
Alicia **used to** be a learner, but now she has a full-time job.
My sister **used to** live in Miami, but last year she moved to Boston.

Language Focus: **used to**

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

Language Focus: **used to**

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

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

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

Language Focus: **used to**

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

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

Review Simple Present and Imperfect Tenses

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

Examples:	Today is Thursday.		
	We live in Utah.	They live in California.	He lives in New York.
	I work at a store.	You work at the bank.	She works full-time.
	Everyone studies English.	My brother studies mathematics.	You study art.

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

Part 1: Imperfect	Part 2: Simple Present
My sister used to live in Florida,	but now she lives in Louisiana.

Language Focus: 60 Common Verbs

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

LF Review Simple Present and Imperfect Tenses

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

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

2. The Vasquez family / own a restaurant // they / run a bakery

   , but now

3. Alicia / study English // she / French

   , but now

4. gas / cost one dollar per gallon // it / more than $3 per gallon

   , but now

5. I / work part-time // I / work full-time

   , but now

C Mini-Conversations Related to the Dialog

1. I visited Colorado last summer.

   That's neat! I used to live there.

2. Where are you from?

   I have lived all over the place—Pennsylvania, Tennessee, Texas, and New York.

3. We should go sometime. Are you free on Saturday?

   I have some time in the morning, say 9 o'clock?

4. There are some great hiking trails nearby.

   We should go together sometime.

5. Before moving here, what did you used to do?

   I used to work for a bank, and I used to go to the beach.

V Expressions Related to the Dialog
Expressions Related to the Dialog

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

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

Listen and repeat.
Listen and repeat.

athletic	*athletic*	golf	*golf*
park	*park*	tennis	*tennis*
nature	*nature*	activity	*activity*
mountain	*mountain*		

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 15A

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

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 15B

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

Card 15C

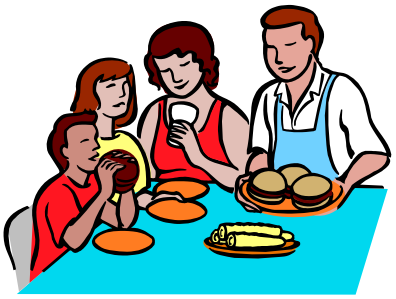
sports	athletics
sometime	anytime
pick you up	give you a ride
sure	yes
play	do
watch	view
injury	hurt
nature	outside
until	before
like	enjoy
went off	left for

Module 16

DISCUSSING THE DAY

Discussing the Day 16

(4 classes with subsequent review)



Objectives
Objectives

At the end of this module, I will be able to affirm:

Now I can . . .	Now I know . . .
◯ 1. conjugate common English verbs in past tense.	
◯ 2. state common actions using the past tense.	

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

C Memorize the dialog in English.
Memorize the dialog in English.



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

Pronunciation Practice
Pronunciation Practice

Listen and repeat slowly. *Listen and repeat slowly.*		Fill in the missing letters and say the sounds. *Fill in the missing letters and say the sounds.*		
sp-	spoke, speed, special	___ oke	___ eed	___ ecial
k-	kids, kind, keep	___ ids	___ ind	___ eep
gr-	grow, green, great	___ ow	___ een	___ eat
r-	really, read, reply	___ eally	___ ead	___ eply
-o-	soccer, shopping, rock	s ___ ccer	sh ___ pping	r ___ ck
-ee-	bee, deep, feed	b ___	d ___ p	f ___ d
-ll	will, skill, bill	wi ___	ski ___	b ___

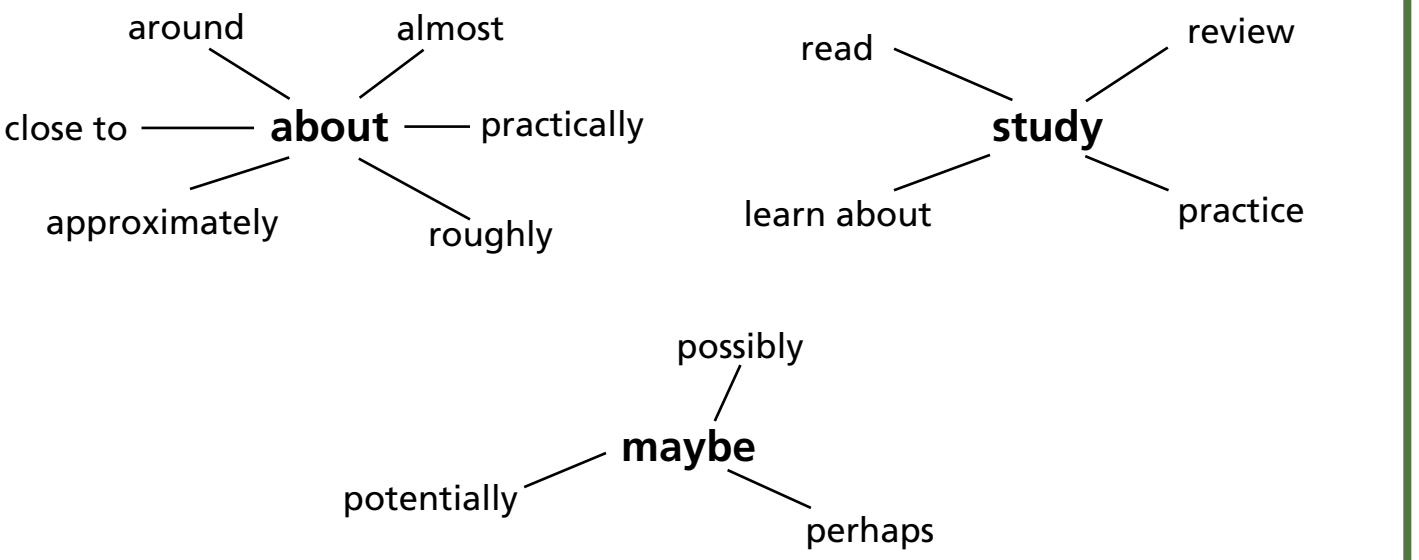
Vocabulary Practice
Vocabulary Practice

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

Dialog Words	Writing Practice	Related Words	Writing Practice
boss		supervisor	
practice		study	
kids		children	
great		very good	
in the street		outside	
30 minutes		half hour	
together		with each other	
maybe		possibly	
too		also	
whole		entire	

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

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



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

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

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

Listen and repeat slowly.

Listen and repeat slowly.

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

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

Match the words in pencil.
Match the words in pencil.

boss •	• children
practice •	• supervisor
kids •	• possibly
great •	• outside
in the street •	• study
30 minutes •	• entire
together •	• half hour
maybe •	• very good
too •	• also
whole •	• with each other

Write the words you matched in pencil.
Write the words you matched in pencil.

boss supervisor

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

Mother: Hi, _____ _____ your day? What did you do?

Father: I prepared a _____ for work and I _____ for about 30 minutes at a meeting.

Mother: How _____ it go?

Father: My _____ said it _____ very well.

Mother: Great!

Father: How was your day?

Mother: I _____ the kids to school, and then I had to go shopping. I bought groceries for the _____ week. I also read and practiced our English fold cards. They really _____ me.

Father: I will _____ to do that, too. _____ , what did you do?

Son: I played soccer in the street with my _____ . Then I studied my lessons.

Mother: Good. _____we could watch a special movie _____, since you already _____ your homework.

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

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

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

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

Language Focus: 60 Common Verbs—Verbs in the Past (Preterite) Tense

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

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

-d

1.	to arrive:	It arrived late.	He	with me.
2.	to believe:	They believed you.	She	it.
3.	to hear:	She heard a noise.	You	the song.
4.	to invite:	You invited him.	We	them.
5.	to like:	I liked the dinner.	He	the class.
6.	to love:	We loved the music.	They	learning English.

-ed

7.	to answer:	He answered right away.	She	correctly.
8.	to ask:	I asked a question.	We	him again.
9.	to call:	They called every night.	We	him on the phone.
10.	to cash:	You cashed the check.	He	the check.
11.	to finish:	It finished early.	You	on time.
12.	to help:	She helped his friend.	We	everyone.
13.	to laugh:	They laughed at the joke.	I	all night.
14.	to learn:	I learned a lot.	We	the verbs.
15.	to listen:	He listened carefully.	They	to the instructions.
16.	to look:	You looked right at him.	He	sad.
17.	to need:	I needed to eat.	She	to go to school.
18.	to remember:	I remembered her well.	They	the story.
19.	to repeat:	We repeated the dialog.	She	the vocabulary.
20.	to spell:	She spelled the word right.	He	the word wrong.
21.	to stay:	We stayed the night.	They	too long.
22.	to talk:	You talked for an hour.	He	during class.
23.	to visit:	I visited grandmother.	She	her friends.
24.	to walk:	They walked for exercise.	We	all day.
25.	to want:	It wanted to rest.	They	to learn English.
26.	to watch:	He watched TV.	We	the demonstration.
27.	to work:	You worked too hard.	We	on Saturday.

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

-ied

28.	to cry:	He cried a lot.	She	that night.
29.	to study:	They studied for a test.	We	all weekend.
30.	to try:	We tried hard.	He	to learn Spanish.

irregular

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

Language Focus Practice: Past Tense Guidelines

Guidelines for This Verb List:

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

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

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

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

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

More Irregular Verbs

to be	I / He / She / It was	You / We / They were
to be able to	I / He / She / It was able to	You / We / They were able to
(alternate) can	I / you / We / They / He / She / It could	

C Mini-Conversations Related to the Dialog

1. How was your day?
   It was long. (great, boring, good)
2. What did you do?
   I went to English class.
3. How did class go?
   It went well. I learned new vocabulary and grammar.
4. I studied the English fold cards a lot.
   That's wonderful. I should study them, too.
5. I finished my homework.
   Good for you!

V Expressions Related to the Dialog
Expressions Related to the Dialog

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

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

Listen and repeat.
Listen and repeat.

study	*study*	practice	*practice*
prepare	*prepare*	presentation	*presentation*
minutes	*minutes*	lessons	*lessons*
special	*special*		

Dialog Flash Fold Card

Dialog Flash Fold Card

Card 16A

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

Vocabulary Flash Fold Card

Vocabulary Flash Fold Card

Card 16B

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

Card 16C



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

Card 16D



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

Module 17

PREPARATION FOR THE OPIc CERTIFICATION EXAM

Preparation for the OPIc Certification Exam

17

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

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

Objectives
Objectives

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

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

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

OPIc Preparation

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

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

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

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

OPIc Prerequisites

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

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

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



Instructions for introducing the verb chart

Give to each of the learners:

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

Practice using the verb chart with the learners:

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

Quick Reference List

1. to answer	16. to feel	31. to like	46. to stay
2. to arrive	17. to find	32. to listen	47. to study
3. to ask	18. to finish	33. to look	48. to talk
4. to be	19. to fly	34. to love	49. to take
5. to be able (can)	20. to get	35. to make	50. to teach
6. to begin	21. to give	36. to meet	51. to tell
7. to believe	22. to go	37. to need	52. to think
8. to bring	23. to have	38. to read	53. to try
9. to cash	24. to hear	39. to remember	54. to understand
10. to call	25. to help	40. to repeat	55. to visit
11. to come	26. to invite	41. to say	56. to walk
12. to cry	27. to know	42. to see	57. to want
13. to do	28. to laugh	43. to sing	58. to watch
14. to drink	29. to learn	44. to speak	59. to work
15. to eat	30. to leave	45. to spell	60. to write

Infinitive	Present	Present Progressive
1.  **TO ANSWER**		
I/You/We/They	answer	am/are answering
He/She/It	answers	is answering
contestar	I answer.	She is answering.
2. **TO ARRIVE**		
I/You/We/They	arrive	am/are arriving
He/She/It	arrives	is arriving
llegar	You arrive.	I am arriving.
3. **TO ASK (FOR)**		
I/You/We/They	ask	am/are asking
He/She/It	asks	is asking
pedir	We ask often.	He is asking for me.
4. **TO BE**		
I/You/We/They	am/are	am/are being
He/She/It	is	is being
ser, estar	He is happy.	We are being fast.
5. **TO BE ABLE (CAN)**		
I/You/We/They	am/are able can	—
He/She/It	is able can	—
poder	I am able to study. I can study.	—
6. **TO BEGIN**		
I/You/We/They	begin	am/are beginning
He/She/It	begins	is beginning
empezar, comenzar	We begin today.	It is beginning to rain.
7.  **TO BELIEVE**		
I/You/We/They	believe	—
He/She/It	begins	—
creer	I believe you.	—

Conditional (would/could/should)	Future	Past (Preterite)
would answer	will answer	answered
〃	〃	〃
They would answer.	He will answer.	You answered.
would arrive	will arrive	arrived
〃	〃	〃
He would arrive next.	She will arrive tomorrow.	We arrived.
would ask	will ask	asked
〃	〃	〃
She would ask for it.	I will ask for help.	We asked.
would be	will be	was/were
〃	〃	was
I would be sad.	You will be fluent.	We were bored. She was late.
would be able	will be able	was/were able could
〃	〃	was able could
He would be able to come.	I will be able to go.	You were not able to be there. He could study.
would begin	will begin	began
〃	〃	was
They would begin.	She will begin tomorrow.	He began yesterday.
would believe	will believe	believed
〃	〃	〃
He would believe it.	You will believe me.	He believed in Santa Clause.

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

Conditional (would/could/should)	Future	Past (Preterite)
would bring	will bring	brought
〃	〃	〃
You could bring drinks.	He will bring dessert.	She brought the paper.
would cash	will cash	cashed
〃	〃	〃
They should cash it.	We will cash it tomorrow.	You cashed it today.
would call	will call	called
〃	〃	〃
He could call now.	We will call soon.	You called me?
would come	will come	came
〃	〃	〃
She could come sooner.	He will come later.	It came early.
would cry	will cry	cried
〃	〃	〃
They would cry about it.	I am crying right now.	You cried a lot.
would do	will do	did
〃	〃	〃
You would do it.	They will do it.	He did it yesterday.
would drink	will drink	drank
〃	〃	〃
I would drink juice.	She will drink it.	We drank juice.

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

Conditional (would/could/should)	Future	Past (Preterite)
would eat	will eat	ate
〃	〃	〃
She should eat it.	We will eat now.	You ate my food!
would feel	will feel	felt
〃	〃	〃
It would feel good.	She will feel it.	They felt sad.
would find	will find	found
〃	〃	〃
I would find it.	They will find it soon.	We found the key.
would finish	will finish	finished
〃	〃	〃
It would finish last.	He will finish soon.	We just finished.
would fly	will fly	flew
〃	〃	〃
He would fly there.	She will fly soon.	We flew yesterday.
would get	will get	got
〃	〃	〃
You could get tired.	They will get up early.	He got a job.
would give	will give	gave
〃	〃	〃
The would give more.	I will give a dollar.	You gave money.

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

Conditional (would/could/should)	Future	Past (Preterite)
would go	will go	went
〃	〃	〃
They should go later.	We will go now.	She went home.
would have	will have	am having
〃	〃	〃
They could have one.	He will have it.	She has had a cold.
would hear	will hear	heard
〃	〃	〃
We could not hear you.	They will hear the music.	You heard me.
would help	will help	helped
〃	〃	〃
He should help.	She will help us.	We helped them.
would invite	will invite	invited
〃	〃	〃
I would invite you.	They will invite everyone.	I invited them to stay.
would know	will know	knew
〃	〃	〃
He would know me.	You will know soon.	They knew it.
would laugh	will laugh	laughed
〃	〃	〃
She should not laugh.	We will laugh with you.	I laughed at him.

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

Conditional (would/could/should)	Future	Past (Preterite)
would learn	will learn	learned
〃	〃	〃
He could learn Chinese.	I will learn how to do it.	They learned a lesson.
would leave	will leave	left
〃	〃	〃
We should leave sooner.	I will leave tomorrow.	I left my bag.
would like	will like	liked
〃	〃	〃
He would like it.	She will like it.	I liked the movie.
would listen	will listen	listened
〃	〃	〃
We could listen.	I will listen.	We listened carefully.
would look	will look	looked
〃	〃	〃
I would look there.	She will look older.	It looked good.
would love	will love	loved
〃	〃	〃
We could love it.	She will always love chocolate.	They loved each other.
would make	will make	made
〃	〃	〃
They would make it.	We will make a lot of money.	You made it work.

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

Conditional (would/could/should)	Future	Past (Preterite)
would meet	will meet	met
〃	〃	〃
I would meet early.	They will meet sometime.	We met yesterday.
would need	will need	needed
〃	〃	〃
I would need to study.	He will need money.	They needed time.
would read	will read	read
〃	〃	〃
I could read.	She will read it.	We read a story.
would remember	will remember	remembered
〃	〃	〃
He could not remember.	He will remember us.	She remembered her childhood.
would repeat	will repeat	repeated
〃	〃	〃
They would repeat it.	He will repeat the course.	She repeated the mistake.
would say	will say	said
〃	〃	〃
They would say it.	He will say this.	I said yes.
would see	will see	saw
〃	〃	〃
She could see it.	I will see it.	You saw the movie.

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

Conditional (would/could/should)	Future	Past (Preterite)
would sing	will sing	Sang
〃	〃	〃
You could sing it.	We will sing it.	He sang a tune.
would speak	will speak	spoke
〃	〃	〃
We should speak more.	He will speak now.	She spoke quickly.
would spell	will spell	spelled
〃	〃	〃
He could spell it right.	I will spell it for you.	We spelled it right.
would stay	will stay	stayed
〃	〃	〃
We could stay there.	She will stay.	We stayed away.
would study	will study	studied
〃	〃	〃
You could study.	He will study.	We studied a lot.
would take	will take	took
〃	〃	〃
We would take the bus.	He will take some.	You took the train.
would talk	will talk	talked
〃	〃	〃
We could talk more.	She will talk later.	You talked a lot.

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

Conditional (would/could/should)	Future	Past (Preterite)
would teach	will teach	taught
〃	〃	〃
They would teach kids.	I will teach today.	We taught yesterday.
woud tell	will tell	told
〃	〃	〃
She should tell us.	I will tell you now.	He told you that.
would think	will think	thought
〃	〃	〃
She would think so.	I will think more.	You thought about it.
would try	will try	tried
〃	〃	〃
I would try it.	They will try it again.	We tried to stop.
would understand	will understand	understood
〃	〃	〃
She could not understand.	They will understand soon.	I understood.
would visit	will visit	visited
〃	〃	〃
I would visit often.	They will visit today.	I visited her yesterday.
would walk	will walk	walked
〃	〃	〃
We should walk carefully.	I will walk with you.	We walked here.

	Infinitive	Present	Present Progressive
57.	**TO WANT**		
	I/You/We/They	want	—
	He/She/It	wants	—
	querer	I want to study.	—
58.	**TO WATCH**		
	I/You/We/They	watch	am/are watching
	He/She/It	watch	is watching
	ver, mirar	I watch tv.	She is watching tv.
59.	**TO WORK**		
	I/You/We/They	work	am/are working
	He/She/It	works	is working
	trabajar	You work hard.	I am working.
60.	**TO WRITE**		
	I/You/We/They	write	am/are writing
	He/She/It	writes	is writing
	escribir	He writes letters.	I am writing a book.

Conditional (would/could/should)	Future	Past (Preterite)
would want	will want	wanted
〃	〃	〃
I would want to.	We will want to go.	He wanted a car.
would watch	will watch	watched
〃	〃	〃
I should watch it.	We will watch a movie.	You watched tv.
would work	will work	worked
〃	〃	〃
She could work here.	I will work on it soon.	They worked on it yesterday.
would write	will write	wrote
〃	〃	〃
They would write a lot.	They will write soon.	You wrote a letter to me.

32 Sample Questions for ACTFL Preparation

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

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

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

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

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

What is your favorite book? Tell me about it. (present tense)

What kind of music do you like and why? (present tense)

What subjects (classes) did you like best in school? (past tense)

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

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

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

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

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

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

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

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

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

What was the weather like today? (past tense)

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

What are your favorite fruits? vegetables? (present tense)

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

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

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

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

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

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

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

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

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

What do you like most about your work? (present tense)

What do you like least (dislike) about your work? (present tense)

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

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

Supplemental Resource Materials

ACTIVITY IDEAS

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Activity Ideas

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

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

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

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

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



I like people who…

Activity instructions

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

I like people who…

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

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

Instructors' preparation

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

Learners' preparation

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

Notes

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

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

A Charades

Activity instructions

Designate a moderator and divide learners into two teams.

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

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

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

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

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

The team with the highest score wins the game.

Instructors' preparation

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

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

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

Learners' preparation

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

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

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

Notes

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

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

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

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

A Pictionary

Activity instructions

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

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

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

Repeat the activity with the other team.

The team with the highest score wins.

Instructors' preparation

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

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

Learners' preparation

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

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

Notes

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

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

Assistant instructors may help keep track of time and scores.

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

A Role-play

Activity instructions

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

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

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

Assign a pair to perform their role-play for the rest of the class. After the role-play, have the class clap at their peers to congratulate them for their role-play. Highlight the good things of the role-play, then, assign another pair to come up and do their role-play. Repeat the process and make sure you have time to see at least three role-plays.

Instructors' preparation

Little preparation is required. Make sure that you give clear instructions and that your scenarios challenge learners, but do not overwhelm them. Feel free to give learners tools to complete the scenarios, such as: Check Language Focus expressions on pages 34-36 to complete the role-play.

Learners' preparation

Some preparation is required. Learners should be studying their lessons and be familiar with vocabulary, expressions, etc. Learners should take 3-5 minutes to prepare their role-plays in class.

Notes

Each role-play should be fairly short, but contain enough to make it meaningful. If a role-play is dragging, feel free to let learners know they have '30' seconds to finish it. If a role-play is too short, ask learners to use more vocabulary or expressions, until you feel they have done something meaningful.

If the class is big, you may divide the class into groups of three or four people. Tell learners that they all should speak about the same amount of time during the role-play. This will help avoid one or two learners overpowering the other group members, and will give all learners equal participation.

Assistant instructors may help learners prepare their role-play, as long as every pair (or team) has equal chance of getting help. Further, assistant instructors may participate in the role-play, as long as they have a minor role in it, and let learners do most (90%) of the talking.

Learners may volunteer to come up front and do their role-play. You may select the volunteers. However, be careful to avoid choosing the same people over and over so that you give equal opportunities for others to participate and practice their English skills in front of the class.

A good addition to the role-play activity is to determine and state a specific number of vocabulary words or expressions to be used in the role-play. These words or phrases should come from the Learn English Now book, and should be from the module currently being studied, thought they could also come from previously studied modules.

Assigning a specific number of words, phrases or expressions to be used in the role-play, will force learners to use the module's content. To make all learners participate, you may also distribute pieces of paper to the class and have class members write the module's words, phrases or expressions used in each role-play.

After each role-play, have the class clap to the presenters. Congratulate learners for doing the role-play. Feel free to review the words and expressions used from the modules, especially if you have asked class members to take notes.

A Show and tell

Activity instructions

A learner brings an object to class and talks about it to the class. The learner can describe the object and tell how he or she uses it, and why it is important to him or her.

Instructors' preparation

No preparation required other than assigning a few learners to present.

Learners' preparation

Learners should prepare at home by looking for an object they could describe. The object could be common, or it could be something meaningful and personal to them. Learners should prepare their presentation.

Notes

Learners could bring personal objects that are meaningful to them. Encourage learners listening to the presenting to ask questions after the presentation is over. This is a fun activity in which class members can learn more about each other, expand their vocabulary, and increase their English skills.

Instructors and assistant instructors may also present, bearing in mind that they should not take too much time, and they should use words that most of their learners will know.

You may have one learner presenting in one class, or several learners presenting in the same class.

If you do this activity, make sure that throughout the Learn English Now course, you have asked every learner to present, so that all feel treated equally.

An alternative to this activity is for you to bring objects and give them to learners in class. Give learners a few minutes to prepare to talk about the object (what it is, what it is used for, etc.), and have them talk about it to the whole class. If you decide to do this, take the time to think about and bring objects learners can talk about. You may have learners divided into groups to work on describing each object, and present as a group as well.

Another alternative is to have learners bring pictures of them and their families and talk about them.

The presentation could be done in front of the whole class, or in smaller groups, depending on the size of the class, the time you have, your learners' interests and needs, and whether you would like all learners to get to know each other, or prefer to have them work in smaller groups.

If you are doing the presentations for the whole class, try not to have more than five done on the same day, so that all presentations get attention and you have a variety of activities in class.

A Stop

Activity instructions

Make sure every learner has a full sheet of paper and a pen or pencil. Have learners use their papers horizontally and divide their paper into several columns. The number and name of the columns will depend on the English level the learners are at and what you have covered in class. However learners should always have two columns: Letter (first column) and Score (last column).

The following is an example of column names:

Letter	Name	Place	Verb	Adjective	Thing	Expression	Score

To start playing, have a person (learner or assistant instructor) start saying the English alphabet aloud. Designate another person to say "Stop". Once this person says "Stop", the one saying the English alphabet stops, and repeats the last letter said.

At this point, have all learners fill out each of the columns with a word that starts with the last letter said (except for the Score column), as shown in the next table.

Letter	Name	Place	Verb	Adjective	Thing	Expression	Score
N	Nathan	New York	need	nice	night	nice to meet you	

The first one to finish all columns says "Stop", and everyone else stops writing.

The class reviews their lists. For every non-repeated item, a person receives 10 points. If an item is repeated, each person using it receives 5 points.

Have learners sum their points for that particular letter, and have them write it in the Score column. Then, start another round.

After a few rounds, have learners sum up their total number of points. The person with the highest score wins.

Instructors' preparation

Little preparation is required. The only preparation required is to identify the names of each column and make sure that it is something learners can fill in. Also, make sure you bring enough paper and pens (or pencils) for learners to participate.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis for filling out each column.

Notes

Assistant instructors may play, though they will not be able to say "Stop" once they have filled out all columns. Assistant instructors should also not help learners so that no learner has an advantage over the others. Assistant instructors may observe and monitor learners during the activity.

A Impromptu Speaking

Activity instructions

Divide the class into two groups. A team representative comes forward and decides whether to choose a number or let the other team chose a number. One of them chooses a number between 1-20. You read a prepared statement that matches the chosen number. The team representatives have to quickly respond to the statement in a logical and correct way. For example, if you read the statement:

What are your responsibilities?

A team representative could say:

I have to attend class.

If the answer is appropriate, the team representative has given his or her team 45 seconds to say related but different statements.

The team earns a point per correct statement, until time is up.

Send the team representatives back to their team. Have other representatives come up and restart the activity.

The team with most points wins.

Instructors' preparation

Little preparation is required. Make sure you prepare statements that relate to your module's objectives (current and current or past, depending on what you would like to review) and number them.

Also make sure you have enough statements for all learners to participate.

Bring the statements and a timer to class.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis to properly respond to your statements.

Notes

Assistant instructors may help keep track of time, scores, and the numbers chosen to get the initial statement.

If the class is small and assistant instructors wish to participate, they should participate against someone with the same level of English skills. Further, assistant instructors should only participate during the first part of the game (when players respond to the instructor's statement).

Assistant instructors should not participate when the team has to give related statements in 45 seconds.

To add more competitiveness to the game and as English skills allow, you could do the following:

- Ask learners to create a dialog, rather than just give related statements. This would really increase the challenge of the activity.
- After the team has finished making statements for 45 seconds, give the other team a chance to correct mistakes made by the first team.
- Give the other team, the challenger team, the option to steal the points. If the team accepts, the team will have 30 seconds to add related statements to the ones given by the first team. If the challenger team adds the same amount of statements or more than the first team, the challenger team gets a point per statement made, and all of the points from the statements made by the first group.

A What do you see?

Activity instructions

Divide learners into pairs or small groups (no bigger than five). Give each group a picture. Ask learners to describe what they see in the picture, using as many vocabulary words as possible. Words or phrases used should be related to the module being studied as well as past modules. Ask learners to be creative and use as many words as possible to describe the picture.

Instructors' preparation

Preparation is required. You will need to look through pictures or images and select those that best apply to what learners are capable of describing. These images should contain vocabulary or expressions seen in the current and past modules.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis to work on this activity.

Notes

This activity might be a good opportunity for learners to review current and previous vocabulary. It can also be a great opportunity for learners to learn new related vocabulary to what they are studying.

As learners describe the picture, you (or the assistant instructors) may ask learners what they can tell about the weather, what objects they see, what colors they see, and the number of a particular item (people, car, tress, etc.) they see. This will help learners practice as much vocabulary as possible.

You may have each assistant instructor bring up to three pictures and work with a small group of learners to have them describe their pictures.

When doing this activity for the first time, do the first picture as a class (it would be best to project this image so that everyone can see it, and have different class members raise their hands to describe what they see.

A Wheel of fortune

Activity instructions

Divide the class as evenly as possible into 2, 3, 4, or 5 teams.

On the board draw horizontal lines, each representing a letter of the word the class needs to guess. This word has to come from the Learn English book, specifically, the module the class is currently working on (or a previous one).

Each team will take turns to guess the mysterious word, a letter at a time. Thus, when the team has its turn, it can choose to guess a consonant. If the consonant is in the word, write it in the proper place(s), and give the team a point for every time the consonant shows in the word. Once a team has stated their consonant, it is up to another team to take its turn.

Whenever a team reaches five points, it can choose to either say a consonant or state a vowel. The team will not get any additional points for correctly guessing any of the vowels.

If a team feels confident about knowing what the mysterious word is, it can chose to get its turn at any point of the game and say their guess. If their guess is correct, the team earns 20 points. If the guess is wrong, the team gets a maximum deduction of 10 points (no negative points are given).

Once a team figures out what the mysterious word is, the teams start a new round with a different word.

The team with the highest score wins.

Instructors' preparation

Some preparation is required. The only preparation required is to identify words (phrases, or expressions) that learners would have seen in class. You may decide to only use words (phrases, or expressions) from the module being studied, or, to use words (phrases or expressions) from current and past modules.

Make sure you have a list big enough to give learners a chance to get a good review.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis for asking for consonants, vowels, and ultimately guessing the mysterious word.

Notes

You may use expressions or phrases from the module, to give variety and more chances for teams to succeed.

The amount of teams and team members on each team will vary according to your class size. If possible, try to keep teams small (groups no bigger than five), to increase all learners' participation.

Assistant instructors may help keeping track of time and scores. Assistant instructors may help you prepare expressions, phrases or words for the game. They may actually carry out this activity.

Assistant instructors should not give hints or participate in guessing the mysterious word unless their participation is kept to a minimum (like requesting a specific vowel) and does not give any team an advantage over the other teams. Assistant instructors should not be the ones guessing the word or telling their team what they think the mysterious word is.

A Reading

Activity instructions

Divide learners into small groups (or in pairs). Give learners reading materials options for them to read aloud. Have assistant instructors be available to answer learners' questions or support them in their reading as needed. Reading aloud appropriate materials will help learners practice their pronunciation, identify vocabulary they already know, learn new words, and develop some reading skills.

Instructors' preparation

Prepare for this activity by looking for material that is both appropriate for the learners' level and to Church standards.

Reading materials include:

- Scriptures: such as the Book of Mormon, Articles of Faith, and Joseph Smith—History (found at the end of the Pearl of Great Price).
- Words of modern prophets: General Conference talks, messages and articles published in Church magazines.
- Other Church publications: such as articles in the Liahona, Ensign, New Era, and Friends magazines.
- Children stories:
  - If you have access to the internet, find children stories online. There are many sites offering them.
  - Libraries, friends, and acquaintance might help you get a hold of children books.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis for being able to read aloud new materials, asking questions, and understanding their readings.

Notes

Assistant instructors may work with learners to help them read and understand their reading. However, assistant instructors need to be careful to let the learner do most of the reading and talking. Assistant instructors may help learners with pronunciation issues, and answer some of their questions.

Children stories, as well as Friends and New Era articles, are a great source of reading. They are typically short, have commonly used words, and are written in a way that is simple to understand them. Also, many of these books have images that can help learners better understand what they are reading. Not every learner might like reading children stories, so it is good to bring a variety of readings so that everyone can find something they like.

The Book of Mormon might be a good choice, especially if class members are familiar with it, and wish to improve their Church vocabulary.

General Conference talks often have stories, and commonly used words.

Articles published in Church magazines are typically shorter than General Conference talks.

A Tongue Twisters

Activity instructions

Write a tongue twister on the board. Then, model how to say it. Have learners repeat it after you. If the whole tongue twister is too much for learners, have them repeat a set of words after you, until you finish the tongue twister and learners can say it completely.

After two or three times, start increasing the speed at which the tongue twister is said. See how fast learners can say it correctly.

Instructors' preparation

Find some good tongue twisters to help learners better pronounce their English words. If you are concerned about a particular sound learners need help with, find a tongue twister that will help them better say that sound.

Learners' preparation

No preparation is required for learners.

Notes

Common English tongue twisters are:

- How much would a woodchuck chuck if a woodchuck could chuck wood?
- Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?
- Can you can a can as a canner can can a can?
- I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
- She sells seashells by the seashore.
- I saw Susie sitting in a shoeshine shop.

A What are they doing?

Activity instructions

Divide learners into pairs or small groups (no bigger than five). Show learners pictures of different people doing different things. Learners should describe what they think the people in the pictures are doing.

Instructors' preparation

Preparation is required. You will need to look through pictures or images and select those that best apply to what learners are capable of describing.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis to work on this activity.

Notes

This activity is helpful to review the 60 common English verbs. Depending on the level learners are at, you may have learners just state a verb, conjugate the verb, or create a full sentence in the present, future, or past tense.

You may also turn this activity into a game by turning the pictures into cards, and giving learners a specific time to go through them. An assistant instructor can help monitor each group's progress. Every time a learner makes a correct sentence of what the people in the cards may be doing, the team earns a point, and another card is drawn to play. When time is up, each team should count the number of points earned. The team with the most points wins.

You may have each assistant instructor bring up to three pictures and work with a small group of learners to have them describe their pictures.

When doing this activity for the first time, model the activity or do the first picture as a class (it would be best to project this image so that everyone can see it).

A Taboo

Activity instructions

Divide learners into small pairs. Give learners a stack of cards facing down, each with a secret word on it, and other related words. The person picking up the card needs to give clues about the secret word to his or her partner, without using any of the related words. Once the peer has guessed the secret word, learners switch roles and start playing with a different card.

Set a timer to an appropriate time for learners to go through the stack. The timing will depending on learners' English skills, and the amount of cards you have provided for them. Tell learners when to start and when to stop.

Once they have stopped, have learners count the number of cards for which they got the correct word. The team that correctly guesses the most amount of words wins.

Instructors' preparation

Some preparation is required. Go through the module's activities and choose words, phrases or expressions that will have been covered by the time the game will be played. Write the secret word(s) on a piece of paper and underneath one to three words that should not be used as clues. The number of words forbidden to be used will depend on learners' English skills and vocabulary covered in class.

The paper could look something like this:

purple
do not use:
color
red
blue

Since learners will want to go through the stack quickly, it is best to use cardboard for the words. However, regular paper should work as well. Feel free to use a quarter (or less) of a piece of paper for each card.

Learners' preparation

Little preparation is required. Learners should be familiar with the vocabulary and items covered in the current and past modules studied. This will be their basis to guess the secret word, phrase or expression.

Notes

Make sure you bring an equal number of stacks of paper for each pair (small group).

When explaining the game, make sure learners understand they cannot repeat cards. Learners will need to put the cards they have gone through in a different place than the stack that they still need to draw to play.

A Watch a video clip

Activity instructions

Learners watch a video clip (about three times) that is appropriate according to LDS standards and learners' English skills. As they watch the clip, learners will be looking for specific things as told by the instructor. After learners have watched the video clip, they share their answers with the class and discuss the video clip.

Instructors' preparation

Videos can be a great way to engage learners. It will also help them with their English skills. To select appropriate video clips for your class do the following:

- Make sure the video clips you show are appropriate. Video clips should follow LDS Church standards. Please watch the whole video clip before showing it to the class. This will help you avoid unpleasant surprises.
- Select small video clips. Video clips around three minutes are ideal. Avoid showing clips that run longer than five minutes. You will likely loose learners' attention, and you might even overwhelm them.
- Choose video clips that match your learners' English skills. Video clips should challenge your learners, but should not be too far from their comprehension. Challenge your learners, but do not overwhelm them.
- Look for video clips that match your learners' interests. There are plenty of appropriate videos to choose from. Choose one(s) that match you learners' interests.
- Choose video clips with a purpose. Though a video is often a more relaxing activity, it should still have a purpose. You may choose to show videos that demonstrate cultural aspects of the English culture closest to your native country; videos to review the future tense, to add vocabulary, reinforce a module's objective, etc. Avoid showing a video just because it is a different type of activity. Learners will be able to tell when you are prepared, and will likely be much more engaged if you have chosen a video with a purpose in mind.

The following points outline an effective way to use a video clip.

- Give a preview of the video content. Tell learners what the video is about. You do not have to summarize the video, just tell enough so that learners can get an idea of the video's content.

Example:

The video we will watch is about a New York music executive. He talks about his work, his family, and things he likes to do.

- Ask learners questions related to the video. This will help learners anticipate what they could listen in the video. This will also be an opportunity to help learners review or learn specific vocabulary.

Example:

What words do you use to talk about your family?

- Ask learners to look for specific things in the video. This will help learners focus when watching the video.

  Example:

  Look for the following in the video:

  - How many children does Ryan have?
  - What is "squash"?
  - How does Ryan describe himself?
  - What did you like about the video?
- Show the video two or three times. Ask learners to focus for general meaning the first time. Then for the second and third times, ask them to focus on answering your questions.
- Discuss questions with the learners. Review learners' answers. Further, you may choose to have learners share something they learned or liked about the video. The latter can turn into a fun and interesting activity as learners might share insights or commonalities shared with the people shown in the video.

Learners' preparation

No preparation is required for learners. Learners should be studying and learning English in between classes. Learners should be familiar with the module's vocabulary as well as modules already covered in class.

Notes

Make sure you have the equipment necessary to show and project the video in class.

The internet is a great resource for finding video clips. Again, be cautious of what you select. Make sure you have watched all of the video before showing it to the class to avoid unpleasant surprises.

I'm a Mormon videos are a great resources for short and appropriate videos.

Consider creating handouts with key vocabulary, or with specific questions for learners to pay attention to while watching the video. This will help learners better prepare to understand the video clip.

If you do not bring handouts, write the questions on the board, so that learners can see and review them as they watch the video. Bring paper for learners to write down their answers.

If the audio clip is too hard to understand, and if close captions are available, consider turning them on when showing the video to the class.

Supplemental Career English

INTRODUCTION TO CAREER ENGLISH– FOR FUTURE PRACTICE AND REFERENCE

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Introduction to Career English

Congratulations on completing the first 17 modules of English For You Now! You are now ready for Career English. You are encouraged to select, study, and practice the modules for the careers of most interest to you, along with the corresponding vocabularies in the back of Career English.

Career English is designed to help you develop the English capacity that will assist you to obtain employment or advance in careers that require English. The careers currently covered are as follows:

- Airlines
- Hotels
- Tourism
- Banking
- Business
- Import and Export

The dialogs for each of these career modules identify a set of business vocabulary in the back of the book that corresponds to that career. In addition, basic vocabulary and basic verb study sections are also included.

Other skills that would be useful for your employment:

Over the last several years, the LDS Church has done studies and concluded that, in addition to English skills, basic working computer skills could help large numbers of our people obtain and improve their employment. In turn, this would allow them to support their families and better serve in the Church in their own countries. Many careers require good working computer skills with Windows and Microsoft Word, and sometimes Excel and PowerPoint are also required. Training courses in such skills are offered by various technical schools and sometimes financed by your government. We encourage you to go to the Self-Reliance Services center for your stake, your country's government sources, and local educational institutions to identify such possible courses in computer skills.

Instructions for Career Module and Vocabulary Practice

Career English modules and materials can be found online at http://learningenglish.mtc.byu.edu

From the CLS home page, click on **CLS Materials. On the Materials Center page, click on CLS Documents. On the Documents page, scroll to the bottom to see "Book 3 - Career English." This book is available as a pdf to download.**

Table of Contents

Learners should study and practice the modules and vocabulary for the careers that most interest them. Using the table below, the instructor and assistant instructors ask what careers the learners are interested in studying. Then, they create breakout mini-classes for the learners interested in each career. In these mini-classes, the instructors project or distribute the corresponding modules and practice those modules with the group of interested learners.



Airlines . . . 2

1. Job Interview with the Airlines . . . 3
2. Airline Ticket Agent Dialog . . . 7
3. In-Flight Conversation . . . 11



Hotels . . . 26

7. Hotel Job Interview . . . 27
8. Restaurant Hostess Dialog . . . 31
9. Restaurant Waitress Dialog . . . 34
10. Bellhop Dialog . . . 37



Tourism . . . 41

11. Tourist Guide Job Interview . . . 42
12. Tourist Guide Dialog . . . 46



Banking . . . 50

13. Bank Teller Job Interview . . . 51
14. Bank Teller Dialog . . . 55



Business . . . 58

15. Business Job Interview . . . 59
16. Company Receptionist Job Interview . . . 62
17. Receptionist Dialog . . . 66
18. Administrative Assistant Dialog . . . 69
19. Executive Secretary Job Interview . . . 72
20. Executive Secretary Dialog . . . 76

Import and Export . . . 80
21. Import and Export Job Interview . . . 81
22. Import and Export Dialog . . . 85

Business Vocabulary . . . 89
21. Advertising . . . 90
22. Air Travel . . . 97
23. Banking . . . 104
24. Budget and Accounting . . . 110
25. Business . . . 118
26. Resumé . . . 133
27. Correspondence . . . 141
28. Employment . . . 144
29. Insurance . . . 148
30. Money Matters . . . 151
31. Presentations . . . 154
32. Sales and Selling . . . 158

Basic Vocabulary Study . . . 163
1. Feelings and Descriptions . . . 164
2. How's the Weather? . . . 166
3. Buying Groceries . . . 168
4. Applying for a Job . . . 171
5. Giving Directions . . . 173
6. The Body . . . 176
7. Map of USA . . . 178
8. Word Constructs . . . 179
9. Word Categories . . . 180
10. Word Webs . . . 181













In addition, on the http://learningenglish.mtc.byu.edu website, you will find a basic English grammar workbook. On the Documents page, click on the Basic English Grammar Workbook or the download arrow next to it. This workbook will provide you very valuable practice and continued important learning. You should use a pencil as you work with it so you can make corrections with the help of your instructor or a native English speaker.

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