English*Connect* 1

CAHIER D'EXERCICES

CONTENTS

1 INTRODUCTION

5 LESSON 1: THE ALPHABET

7 LESSON 2: GREETINGS AND INTRODUCTIONS

11 LESSON 3: PERSONAL INTRODUCTIONS

15 LESSON 4: HOBBIES AND INTERESTS

19 LESSON 5: HOBBIES AND INTERESTS

23 LESSON 6: FAMILY

27 LESSON 7: FAMILY

31 LESSON 8: EVERYDAY COMMON ITEMS

35 LESSON 9: CLOTHING AND COLORS

39 LESSON 10: DAILY ROUTINES

43 LESSON 11: CURRENT ACTIVITIES

47 LESSON 12: TIME AND CALENDAR

51 LESSON 13: WEATHER

55 LESSON 14: JOBS AND CAREERS

59 LESSON 15: JOBS AND CAREERS

63 LESSON 16: FOOD

67 LESSON 17: FOOD

71 LESSON 18: FOOD

75 LESSON 19: MONEY

79 LESSON 20: HOME

83 LESSON 21: HOME

87 LESSON 22: COMMUNITY

91 LESSON 23: HEALTH

95 LESSON 24: HEALTH

99 LESSON 25: REVIEW

105 VOCABULARY

115 ANSWER KEY

Les histoires et les noms utilisés dans ce manuel sont fictifs ou utilisés à titre d'exemple, à l'exception de ceux qui se trouvent aux pages 10, 30, 34, 42, 46, 50, 57, 58, 70, 74, 82, 86, 90, 103. Les images son utilisées à des fins d'illustration uniquement.

INTRODUCTION

Le cahier d'exercices EnglishConnect a été conçu pour être utilisé avec le manuel d'apprentissage EnglishConnect. Ce cahier a pour objectif de vous aider à améliorer votre niveau d'anglais et de faire grandir votre foi par le biais d'exercices et d'histoires. Il vous permettra également de réviser le vocabulaire et la syntaxe pour chaque leçon de EnglishConnect dans les quatre domaines de compétences : la compréhension orale, l'expression orale, la compréhension écrite et l'expression écrite. Chaque leçon du cahier d'exercices est divisée en plusieurs sections décrites ci-dessous.

CONVERSATION(S) (CONVERSATION)

Chaque leçon commence par une ou plusieurs conversations. L'objectif est de présenter le vocabulaire, le thème et les règles de grammaire qui seront abordés dans la leçon, et de favoriser la compréhension orale et écrite. Chaque section « Conversation » suit le même modèle :

1. **Écoutez.** Écoutez la totalité de la conversation.
2. **Écoutez et répétez.** Écoutez la conversation phrase par phrase et répétez ce que vous entendez.
3. **Écrivez le mot manquant.** Écrivez les mots manquants de la conversation. Choisissez parmi les mots figurant dans l'encadré.
4. **Lisez à voix haute.** Lisez la conversation à voix haute pour travailler votre expression orale.
5. **Répondez aux questions** (ne se trouve pas dans chaque leçon). Cette section permet d'évaluer votre compréhension de la conversation.

ACTIVITIES 2-8 (EXERCICES 2-8)

Le nombre d'exercices varie selon la leçon. Ces exercices incluent des tableaux de grammaire, des exercices de compréhension et d'expression orales et écrites, ainsi que des histoires. Lisez bien l'énoncé pour chaque exercice. Pour les exercices de compréhension orale, référez-vous au numéro et à la lettre de l'exercice correspondant à l'enregistrement audio (par exemple, « Activity 2B ». Pour les exercices d'expression orale, n'oubliez pas de parler à voix haute. Vous pouvez vérifier vos réponses dans la section « Answer Key » à la fin de ce cahier.

PRACTICE PARTNER INSTRUCTIONS (INSTRUCTIONS POUR S'ENTRAÎNER EN BINÔME)

Cette section vous permet de vous entraîner à parler anglais en exploitant les connaissances acquises pendant la leçon. En binôme, passez en revue le « Vocabulary » qui se trouve à la fin de ce cahier, et faites les exercices de cette section. Parlez le plus possible pour chaque exercice. Profitez de cet exercice pour travailler votre expression orale en anglais.

EXPANSION ACTIVITIES (EXERCICES DE DÉVELOPPEMENT)

Ces histoires et ces exercices ont été conçus pour développer votre expression et votre compréhension orales et écrites en anglais et pour faire grandir votre foi en Jésus-Christ. Chaque section « Expansion Activities » s'articule autour d'une histoire inspirante. Pour cette section, suivez les instructions suivantes :

1. **Apprenez le vocabulaire.** Apprenez la signification des différents mots et expressions de vocabulaire fournis dans cette section avant de lire l'histoire. Cette étape permet de vous préparer à lire l'histoire et à comprendre les mots et les expressions clés de celle-ci.

2. **Écoutez.** Écoutez chacune des parties de l'histoire. Vous pouvez les écouter autant de fois que vous le souhaitez.
3. **Lisez à voix haute.** Lisez l'histoire à voix haute afin de travailler votre compréhension écrite et votre prononciation, et de mieux comprendre l'histoire. Si vous le souhaitez, vous pouvez réécouter l'histoire et la lire en même temps.
4. **Apprenez le vocabulaire.** Ce vocabulaire vous permet de mieux comprendre les Écritures et les citations qui accompagnent l'histoire. Apprenez la signification des différents mots et expressions de vocabulaire avant d'étudier les Écritures et les citations.
5. **Lisez à voix haute.** Afin de travailler votre compréhension écrite et votre prononciation, lisez à voix haute les Écritures et les citations à plusieurs reprises.
6. **Méditez.** Ces questions vous permettent de mener une réflexion sur le principe enseigné dans l'histoire. Prenez le temps de méditer sur ces questions. Si vous le souhaitez, mettez vos réponses par écrit.
7. **Écrivez.** Pour cette partie, vous allez effectuer un exercice d'expression écrite qui vous aidera à appliquer le principe de cette histoire.
8. **Parlez.** Pour cette partie, vous allez effectuer un exercice d'expression orale qui vous aidera à vous exprimer au sujet de l'histoire que vous avez lue et du principe que vous avez appris. Cet exercice peut consister à raconter l'histoire avec vos propres mots, à raconter une expérience personnelle sur ce sujet ou à faire part à d'autres personnes de vos idées et de vos objectifs en lien avec cette histoire.

DESCRIPTION DES INSTRUCTIONS DE CE CAHIER D'EXERCICES

Le tableau suivant répertorie les instructions fréquemment utilisées dans ce cahier d'exercices. Les icônes indiquent les compétences ciblées dans les différents exercices. Consultez la traduction des instructions si vous ne les comprenez pas en anglais.

COMPÉTENCE	INSTRUCTIONS	TRADUCTION
LISTENING COMPRÉ-HENSION ORALE	Listen. Listen and repeat. Listen to the question/example. Listen and read. Listen, and then answer the question. You may listen more than once. *The audio for this book can be accessed at englishconnect.org/audio	Écoutez. Écoutez et répétez. Écoutez la question/l'exemple. Écoutez et lisez. Écoutez, puis répondez à la question. Vous pouvez écouter plusieurs fois. *Vous pouvez accéder aux enregistrements audio correspondants à ce cahier ici : englishconnect.org/audio

COMPÉTENCE	INSTRUCTIONS	TRADUCTION
SPEAKING EXPRES-SION ORALE	Repeat. Answer aloud. Introduce _____. Retell the story. Tell the story/scripture to____. Practice saying the questions aloud. Say ____. Practice saying _____.	Répétez. Répondez à voix haute. Présentez _____. Racontez l'histoire avec vos propres mots. Racontez l'histoire/le verset des Écritures à ____. Entraînez-vous à poser les questions à voix haute. Dites ____. Entraînez-vous à dire ____.
READING COMPRÉ-HENSION ÉCRITE	Read aloud. Read aloud, then listen. Read the question. Study the chart. Choose the correct response. Choose all that are correct. Answer the questions. Number the pictures. Learn the vocabulary. Read the scriptures aloud. Ponder.	Lisez à voix haute. Lisez à voix haute, puis écoutez. Lisez la question. Étudiez le tableau. Sélectionnez la bonne réponse. Sélectionnez toutes les bonnes réponses. Répondez aux questions. Numérotez les images. Apprenez le vocabulaire. Lisez les Écritures à voix haute. Méditez.
WRITING EXPRES-SION ÉCRITE	Write the missing/correct word. Rewrite the complete sentence. Write what you hear. Fill in the blanks/missing words. Write an/the answer (in a complete sentence). Finish the sentence. Be creative.	Écrivez le mot manquant/correct. Réécrivez la phrase complète. Écrivez ce que vous entendez. Remplissez les espaces vides/écrivez les mots manquants. Écrivez une/la réponse (faites une phrase complète). Terminez la phrase. Soyez créatif.

Apprendre une nouvelle langue est un processus qui demande du temps, de la patience et de la persévérance. Dieu peut vous aider à atteindre vos objectifs. Priez pour avoir de l'aide. Réalisez avec sérieux les exercices de ce cahier. Mettez en pratique ce que vous avez appris. À mesure que vous agissez avec foi et que vous faites de votre mieux, vos capacités d'expression et de compréhension orales et écrites en anglais s'amélioreront.

Nous vous souhaitons du succès dans votre parcours d'apprentissage de l'anglais !

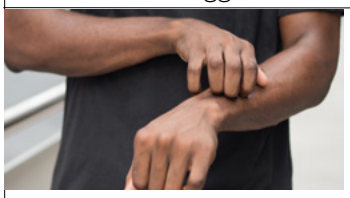
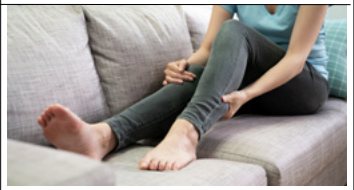
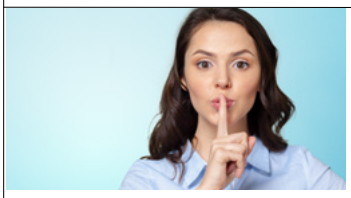
ENGLISHCONNECT 1 LESSON 1: THE ALPHABET

ACTIVITY 1: ALPHABET INTRODUCTION

A. Study the chart.
Listen and repeat.

The English Alphabet	
a b c d e f g h i j k l m n o p q r s t u v w x y z	vowels: a, e, i, o, u

B. Listen and repeat.

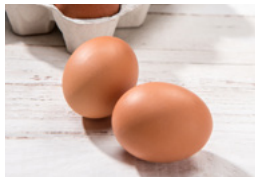
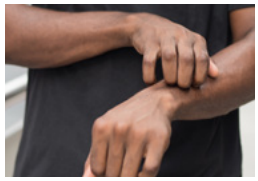
A a = apple	B b = boy	C c = cat	D d = dog
E e = egg	F f = fan	G g = gum	H h = hand
 I i = itch	J j = jump	K k = key	 L l = leg
M m = mom	N n = neck	O o = olive	P p = pot
 Q q = quiet	R r = rock	S s = sun	T t = tiger
U u = under	V v = violin	W w = water	X x = X-ray
Y y = yellow	Z z = zebra		

ACTIVITY 2: VOWELS

A. Study the chart.

Vowel	Short	Long
a	apple	age
e	egg	eat
i	itch	ice
o	olive	open
u	under	uniform

B. Listen and repeat.

	a	e	i	o	u
SHORT	apple	 egg	 itch	olive	under
LONG	age	eat	ice	open	uniform

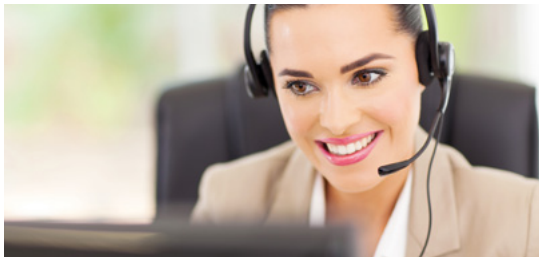
C. Listen. Choose the correct answer. Say the word aloud.

1. at
   a. short a
   b. long a
2. exit
   a. short e
   b. long e
3. ivy
   a. short i
   b. long i
4. old
   a. short o
   b. long o
5. up
   a. short u
   b. long u
6. it
   a. short i
   b. long i
7. east
   a. short e
   b. long e
8. on
   a. short o
   b. long o

ACTIVITY 3: SPELLING

A. Listen. B. Listen and repeat. C. Read aloud.

1. Hello. What is your name?
2. Daniel.
3. Could you spell that, please?
4. D-a-n-i-e-l.
5. Could you repeat that, please?
6. D-a-n-i-e-l.
7. Thank you!



D. Listen to the names. Write what you hear.

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

ENGLISHCONNECT 1 LESSON 2: GREETINGS AND INTRODUCTIONS

CONVERSATION: GREETINGS AND INTRODUCTIONS

1. Listen. 2. Listen and repeat. 3. Write the missing word. 4. Read aloud.

Conversation 1

Hello!

1. _____ morning.
2. _____ are you?
3. I'm _____.
4. How are _____?
5. I'm good, _____.

thanks fine
you Good How

Conversation 2

1. Hi. What's your _____?
2. _____ name is John.
3. _____ are you from?
4. I'm _____ Australia.
5. It's nice to _____ you.
6. _____nice to meet you too.

Where name from
My meet It's

Conversation 3

1. _____ bye!
2. See _____ later.
3. Bye.
4. _____ ya!

you Good See

ACTIVITY 2: CONTRACTIONS

A. Study the contractions

What is → What's
I am → I'm
It is → It's

B. Listen and repeat.

1. What is . . . What's
2. I am . . . I'm
3. It is . . . It's

C. Read aloud, then listen.

1. What's your name?
2. I'm Misha.
3. I'm fine.
4. It's nice to meet you.

D. Rewrite the sentences with contractions.

Example: I am fine. I'm fine.

1. What is your name?_____
2. I am good, thanks._____
3. It is nice to meet you too._____

ACTIVITY 3: HOW ARE YOU?

A. Read and circle the correct response.

1. How are you? a. Fine, thank you! b. It's nice to meet you. c. Good morning!		3. My name is Dan. What's your name? a. I'm from Japan. b. I'm fine. c. I'm Coco.	
2. Where are you from? a. I'm fine. b. I'm from France. c. I'm Jeanne.		4. It's nice to meet you. a. Hello. b. It's nice to meet you too. c. See you later.	

ACTIVITY 4: QUESTIONS AND ANSWERS

A. Read and choose the correct question.

1. My name is Misa.
   a. What's your name?
   b. How are you?
   c. Where are you from?

2. I'm from Great Britain.
   a. What's your name?
   b. Where are you from?
   c. How are you?

3. I'm fine.
   a. How are you?
   b. What's your name?
   c. Where are you from?

B. Listen. Choose the correct answer.

1. What is his name?
   a. Rag
   b. Raj
   c. Roj

2. Where is he from?
   a. China
   b. Spain
   c. India

C. Read the question. Write an answer.

1. Good morning! How are you?
_____

2. My name is Emma. What's your name? _____

3. Where are you from?
_____

D. Listen to the questions. Answer aloud. Listen to the examples.

ACTIVITY 5: INTRODUCTIONS

A. Read and choose the correct answer.

Conversation 1
Hiro: Hello! I'm Hiro. What's your name?
Ika: My name is Ika. Where are you from, Hiro?
Hiro: I'm from Japan. Where are you from?
Ika: I'm from Germany.

1. Where is Ika from?
   a. Germany b. Japan

2. _____ is from Japan.
   a. Hiro b. Ika

Conversation 2
Sandy: Hello!
Renee: Hi! What's your name?
Sandy: I'm Sandy. I'm from Canada.
Renee: My name is Renee. I'm from France.
Nice to meet you.
Sandy: It's nice to meet you too, Renee.

3. Where is Renee from?
   a. Canada b. France

4. _____ is from Canada.
   a. Sandy b. Renee

ACTIVITY 6: THE VERB "BE"

A. Listen and repeat.

1. I am 2. you are 3. we are 4. they are 5. he is 6. she is 7. it is

B. Choose the correct form.

1. you a. are b. am c. is	2. we a. are b. am c. is	3. I a. are b. am c. is
4. they a. are b. am c. is	5. it a. are b. am c. is	6. she a. are b. am c. is

ACTIVITY 7: INTRODUCE YOURSELF

Write a note to introduce yourself to Elfie from Ghana.

Examples: Hello! My name is Joe. I'm from New Zealand.
Hi, Elfie! I'm Zoey. I'm from Great Britain.

_____

_____

_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the learner manual. Make sure they understand the meaning of the vocabulary.

B. 1. Show your practice partner pictures of your friends and family, and introduce them.
Example: "This is Susan. She is from Idaho."
2. Ask your practice partner to restate what you told them about your family and friends.
3. Ask your practice partner to show you pictures of his or her family and to introduce them.
For example, ask, "What is her name?" and, "Where is she from?"

C. 1. Help your practice partner introduce someone. (Use the photos below for ideas.)
For example, ask your companion:
"What is her name?"
"How do you spell that?"
"Where is she from?"
2. Now let your practice partner practice asking you the same questions.

Joseph Smith
USA

Albert Einstein
Germany

Mother Teresa
Macedonia

Marie Curie
Poland

Nelson Mandela
South Africa

EXPANSION ACTIVITIES: LOVE ONE ANOTHER

1. Listen. 2. Read aloud.

It is 1944.
Henry is 12 years old.
He is hungry.

He sees a girl.
"Hello," he says.
"Hello," she says.

"My name is Henry," he says.
"My name is Roma," she says.

"Do you like apples?" she asks.
"Yes," he says.
"Take my apple," says Roma.

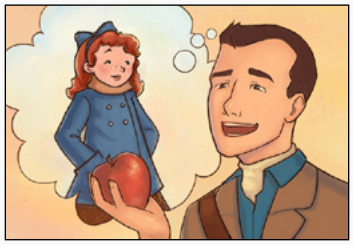
Henry eats the apple.

Every day, Roma says,
"Take my apple."
Every day, Henry eats the apple.

One day, the boy says,
"Goodbye."
"Goodbye," says Roma.

In 1957, Henry lives in the United States.

He sees a girl.
"Hello," he says. "My name is Henry."



"Do you like apples?" Henry asks.
"Yes," says Roma.

"Do you like apples?" she asks.
"Yes," he says.

"Will you marry me?" asks Henry.
"Yes!" she says.
And she does.

4. Learn the vocabulary: love, serve, ponder
5. Read aloud. Then listen.

Roma **serves** Henry.
Henry **loves** Roma.
Roma **loves** Henry.
Jesus **loves** me.

6. Read the scripture aloud three times.

*"**Love** one another; as I have **loved** you"* (John 13:34).

7. Ponder: Who do you love? Who can you serve?

8. Write: Finish the sentence.

I love _____.

I can serve _____.

9. Speak:

Tell the scripture John 13:34 to three people.

ENGLISHCONNECT 1 LESSON 3: PERSONAL INTRODUCTIONS

CONVERSATIONS: WHEN IS YOUR YOUR BIRTHDAY?

A· Listen· B· Listen and repeat· C· Write the missing word· D· Read aloud·

Conversation 1

1. Jen, when is your _____?
2. It's _____ 7th.
3. When is _____ birthday, Sage?
4. My birthday is on _____ 20th.
5. Oh! That's _____. Happy birthday!

September	birthday	
October	today	your

Conversation 2

1. Good morning, sir! What is your _____ number?
2. My phone _____is (435) 210-8769.
3. What's your _____?
4. _____ 229 West Palm Avenue.
5. _____ your email?
6. _____ email is dan@email.com.
7. _____ you!

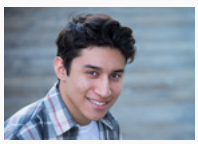
Thank	number	phone	
My	address	It's	What's

ACTIVITY 2: MY BIRTHDAY IS IN . . .

A. Listen. Choose the correct month.

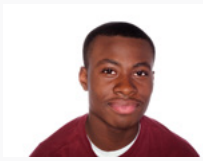
1. a. January
   b. February
   c. December

2. a. November
   b. December
   c. September



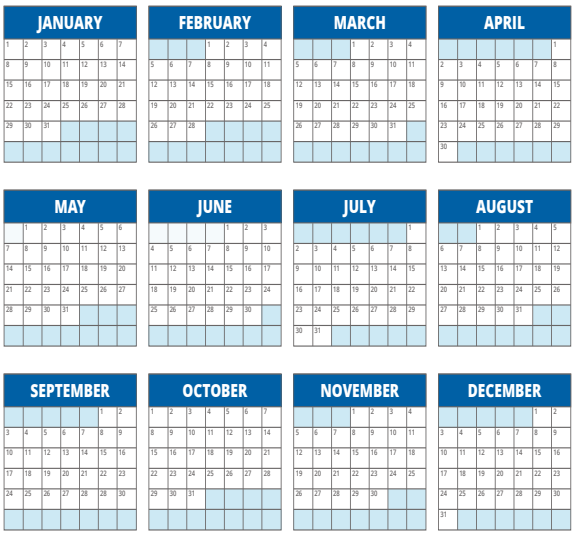
3. a. March
   b. April
   c. May

4. a. March
   b. May
   c. June



5. a. August
   b. April
   c. June

6. a. January
   b. July
   c. June



ACTIVITY 3: POSSESSIVE ADJECTIVES

Possessive Adjectives		
I	**my**	**my** birthday
you	**your**	**your** birthday
we	**our**	**our** birthday**s**
they	**their**	**their** birthday**s**
he	**his**	**his** birthday
she	**her**	**her** birthday

A. Listen and repeat.

1. my birthday
2. your birthday
3. our birthdays
4. their birthdays
5. his birthday
6. her birthday

B. Read aloud, and then listen.

1. **My** birthday is in October.
2. When is **your** birthday?
3. **Our** birthday**s** are in August.
4. **Their** birthday**s** are in February.
5. **His** birthday is in June.
6. Today is **her** birthday.

ACTIVITY 4: POSSESSIVE ADJECTIVES—WRITING

A. Rewrite the complete sentence.

Example:

(you) When is _____ birthday?

When is your birthday?

1. (we) _____ birthdays are in October.

_____

2. (he) _____ birthday is on February 28.

_____

3. (they) _____ birthdays are on the same day.

_____

4. (she) When is _____ birthday?

_____

5. (I) Today is _____ birthday.

_____

ACTIVITY 5: NUMBERS—MONTHS

A. Choose the word that goes with the number.

4	first
1	second
6	third
8	fourth
10	fifth
7	sixth
5	seventh
2	eighth
3	ninth
9	tenth

B. Read aloud. Then listen.

January 1st
February 2nd
March 3rd
April 5th
May 21st
June 23rd
July 4th
August 8th
September 9th
October 10th
November 7th
December 6th

ACTIVITY 6: PERSONAL INFORMATION

A. Listen to the question. Choose the correct answer.

1. _____
a. It's john@email.com.
b. It's John Harper.
c. It's August 5th.

2. _____
a. It's Remy.
b. It's (307) 198-5642.
c. It's jrc@email.com

3. _____
a. It's dcm@email.com.
b. It's January 2nd.
c. It's 950 West 3rd Avenue.

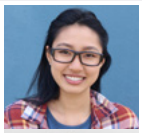
4. _____
a. It's kma@email.com.
b. It's 459 Baker Street.
c. It's (808) 432-7719.

B. Read the answer. Choose the correct question.

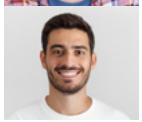
1. A: _____ B: It's (370) 198-5642.	a. Where are you from? b. When's your birthday? c. What's your phone number?	2. A: _____ B: February 28th.	a. When's your birthday? b. Where are you from? c. What's your phone number?
3. A: _____ B: I'm from Prague.	a. Where are you from? b. What's your address? c. What's your name?	4. A: _____ B: I'm Amelie.	a. Where are you from? b. What's your name? c. When's your birthday?

ACTIVITY 7: PERSONAL INFORMATION—WRITING

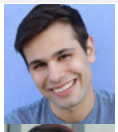
A. Listen. Write the information you hear.



1. Name Emiko
   Phone number _____



2. Name Ari
   Birthday _____



3. Name Tomas
   Email _____

4. Name Talia
   Address _____

B. You are at the bank. Write your personal information.

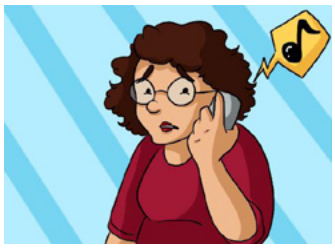
Name: _____ Birthday: _____

Address: _____

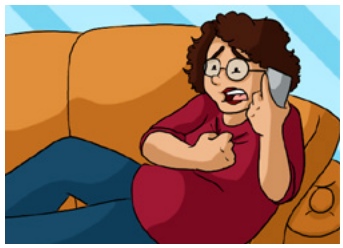
Email: _____ Phone number: _____

ACTIVITY 8: THE EMERGENCY

A. Learn the vocabulary: doctor, breathe, oxygen, lie detector B. Listen and read. C. Read aloud.



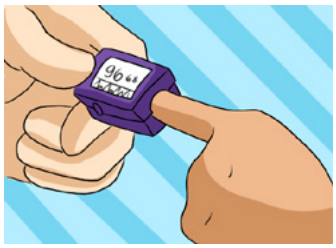
A woman calls the doctor.
"Can I help you?" asks the doctor.



"I can't breathe," says the woman.
"What is your name?" asks the doctor.
"Joan Harris," says the woman.

"What is your phone number?" he asks.
"It's 125-730-1986," she says.
"What is your address?" he asks.
"My address is 906 Main Street," she says.

The doctor goes to Joan's house.
He asks, "How old are you?"
"I'm 48," says Joan.



He puts something on her finger. It shows her oxygen.
"What is that for?" she asks.
"It's a lie detector," jokes the doctor.

"Oh," says Joan.

"I'm really 57."

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary. Help them retell the story in Activity 8.

B. Role-play calling the doctor's office. Ask your partner for personal information. Then switch roles.

"What's your name?"
"When is your birthday?"
"What is your phone number?"
"What is your email?"

C. Look at pictures of your practice partner's friends and family. Ask about their birthdays.

"When is his birthday?" "When is her birthday?" "When is your birthday?"

Then switch. Show pictures of your friends and family. Answer your partner's questions.

EXPANSION ACTIVITIES: HOW TO PRAY

1. Learn the vocabulary: pray, Heavenly Father, blessings, help, learn
2. Listen.
3. Read aloud.
4. Practice saying your own prayer.

How to Pray

1. Dear Heavenly Father,

2. Thank you for my blessings. Thank you for my family. Thank you for my English class.

3. Please help me to learn English. Please bless my family.

4. In the name of Jesus Christ, amen.

5. Learn the vocabulary: pray, listens, knows

6. Read aloud. Then listen.

Jesus taught, *"Ye must always **pray** unto the **Father** in my name"* (3 Nephi 18:19).

Heavenly Father **listens** to my prayers.
Heavenly Father **helps** me.
Heavenly Father **knows** my name.

7. Ponder: What can you pray for?

8. Write: Fill in the prayer.

Dear Heavenly Father,

Thank you for _____.

Please help _____.

Please bless _____.

In the name of Jesus Christ, amen.

9. Speak: Practice praying in English. Try to pray in English once a day. Ask Heavenly Father to help you learn English.

ENGLISHCONNECT 1 LESSON 4: HOBBIES AND INTERESTS

CONVERSATIONS: LIKES AND DISLIKES

Conversation 1: A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. _____ do you like to do?
2. I _____ to play sports.
3. _____ too!
4. _____ you like to cook?
5. No, not really. I _____ cook very often.
6. Me _____.
7. Do you like to _____?
8. Yeah, I _____ like to dance.
9. Me _____!

don't	Me	really	What	
neither	Do	dance	too	like

Conversation 2: A. Listen. B. Listen and repeat. C. Answer the questions.

1. What does Alice like to do? a. b.

2. What does Britta like to do? a. b.

3. Who does not like to shop?
   a. Alice
   b. Britta

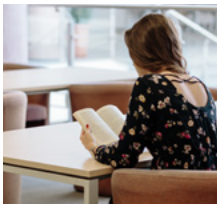
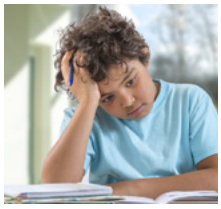
ACTIVITY 2: THE VERB "LIKE"

A. Study the chart.

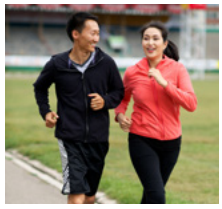
I / you / we / they	like / don't like	to "(verb)."
he / she / it	likes / doesn't like	

B. Read aloud; then listen.

1. a. We like to dance.
   b. He doesn't like to dance.

2. a. She likes to read.
   b. I don't like to read.



3. a. They like to run.
   b. She doesn't like to run.

C. Study the chart.

Do	you / they	like to "(verb)?"
Does	he / she	

D. Read aloud; then listen.

Example 1
Do you like to read?
Yes, I like to read.
No, I don't like to read.

Example 2
Does she like to shop?
No, she doesn't like to shop.
Yes, she likes to shop.

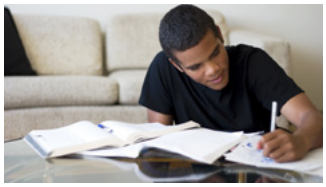
ACTIVITY 3: LIKE/DON'T LIKE

A. Listen. Number the pictures. Say what the people like to do.

☐

1

☐

☐ 

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B. Choose the correct word.

1. I _____to study
   a. like
   b. likes

2. No, we _____like to dance.
   a. don't
   b. doesn't

3. She _____to paint.
   a. like
   b. likes

4. He _____ to study.
   a. like
   b. likes

5. They don't _____ to cook.
   a. like
   b. likes

6. _____ you like to play sports?
   a. Do
   b. Does

ACTIVITY 4: DOES SHE LIKE TO . . .

A. Read the question. Write the answer in a complete sentence. B. Practice saying the questions aloud.

Example

Does she like to dance?

No, she likes to sing.

1. Does he like to play sports?

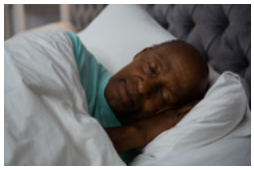
No,_____.

2. Do they like to shop?

Yes,_____.

3. Does he like to study?

No,_____.



4. What does she like to do?

She_____.

5. What do they like to do?

They_____.

ACTIVITY 5: SOO MI'S LIKES AND DISLIKES

Soo Mi

	Yes	No
I like to dance.	x	
I like to study.		x
I like to cook.		x
I like to run.	x	
I like to read.	x	
I like to play sports.		x
I like to sing.	x	

1. Does Soo Mi like to read?
   a. Yes
   b. No

2. Does Soo Mi like to sing?
   a. Yes
   b. No

3. Does Soo Mi like to cook?
   a. Yes
   b. No

4. Soo Mi doesn't like to____.
   a. run
   b. study

ACTIVITY 6: LIKES AND DISLIKES—LISTENING

A. Listen, and then answer the question. B. Say what each person likes or doesn't like to do.

1. What does Reba like to do? a. run b. dance c. sleep		3. Jordan likes to _____. a. read and shop b. read and play sports c. play sports and shop	
2. Sasha doesn't like to _____. a. cook b. shop c. watch TV		4. Kazumi and Naoki don't like to _____. a. study b. watch movies c. listen to music	

ACTIVITY 7: WRITE A LETTER

A. Read Claudia's letter. B. Write a letter to Claudia. Fill in the blanks.

Dear Friend,
My name is Claudia. I'm from Bolivia. I like to play sports and watch movies in English. I don't like to study or shop. What do you like to do?
Best regards,
Claudia

Dear Claudia,
My name is _____.
I'm from _____. I like to _____ and _____.
I don't like to _____. Do you like to _____?
Best regards,
_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. 1. Tell your practice partner three things you like to do, using complete sentences.
Example: "I like to swim."
2. Ask your practice partner to tell you three things he or she likes to do.
Ask, "What do you like to do?"
3. Now ask them, "What do I like to do?" They should be able to restate what you said.
4. Tell your practice partner three things you don't like to do; use complete sentences.
Example: "I don't like to play sports."
5. Ask your practice partner to tell you three things he or she doesn't like to do.
Ask, "What don't you like to do?"
6. Now ask them, "What don't I like to do?" They should be able to restate what you said.
7. Help your practice partner ask and answer questions about the photos below.
Example: "Does he like to play sports?" "*No, he doesn't like to play sports. He likes to read.*"

Example

1.

2.

3.

4.

C. 1. Use famous people to ask questions. See the pictures below for ideas. Be creative.
Ask, "What does he/she like to do?"
Ask, "What doesn't he/she like to do?"
2. Have your practice partner practice asking questions about what famous people like or don't like to do.

Russell M. Nelson

Yo-Yo Ma

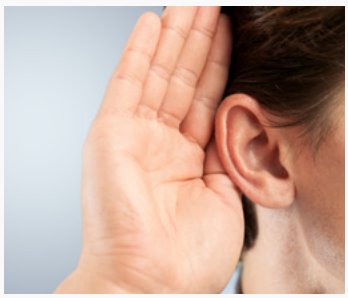
Mae Jemison

Lionel Messi

EXPANSION ACTIVITIES: FAITH

1. Learn the vocabulary: faith, know, knowing, sun, hear, seed, plant, planted, grow, swelling, heart

2. Listen. 3. Read aloud.

Faith is knowing the sun will rise	lighting each new day.	 Faith is knowing the Lord will hear	my prayers each time I pray.
Faith is like a little seed:	if planted it will grow.	Faith is a swelling within my heart.	When I do right, I know.

4. Learn the vocabulary: trust, hope, not seen, true

5. Read aloud. Then listen.
Faith is **trust** in Jesus Christ
(see Guide to the Scriptures, "Faith," scriptures.ChurchofJesusChrist.org).

Faith is a *"**hope** for things which are **not seen,** which are **true**"* (Alma 32:21).

6. Ponder: What is faith?

7. Write a scripture about faith in English
(see Hebrews 11:1; Romans 10:17; James 2:17; Moroni 10:4)._____

_____

_____

_____

8. Read the scripture aloud five times.

ENGLISHCONNECT 1 LESSON 5: HOBBIES AND INTERESTS

CONVERSATION: WHY DO YOU LIKE TO . . .

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. E. Answer the questions.

1. Hey, Maria, _____ you like _____ shop?
   Yes.
2. Really? _____?
3. I like to shop _____ it's fun.
4. Do _____ like to _____ , Luisa?
   No.
5. Really? Why _____?
6. I _____ like to cook because _____
   boring.
7. Miguel, _____ do you like to do?
8. I like to _____.
9. _____? Why?
10. I like to read _____ it's _____.

read	because	you	it's	do	cook	not
relaxing	don't	Why	to	what	Really	

1. Who likes to read?
   a. Luisa
   b. Maria
   c. Miguel

2. Luisa doesn't like to cook because it's _____.
   a. boring
   b. relaxing
   c. difficult

3. Why does Maria like to shop?
   a. because it's relaxing
   b. because it's fun
   c. because it's boring

ACTIVITY 2: SAM'S AND ROSIE'S LISTS

A. Read the lists.

Sam

play sports	fun
sing	difficult
travel	expensive
read books	useful
watch movies	relaxing

Rosie

play sports	tiring
sing	fun
travel	exciting
read books	interesting
watch movies	boring

B. Listen to 1–6, and repeat.

1. Sam likes to play sports because it's fun.
2. Rosie likes to read books because it's interesting.
3. Sam likes to watch movies because it's relaxing.
4. Rosie doesn't like to watch movies because it's boring.
5. Sam doesn't like to travel because it's expensive.
6. Rosie doesn't like to play sports because it's tiring.

C. Write the correct word.

1. Rosie likes to _____ because it's fun.
2. Sam _____ _____ to sing because it's difficult.
3. Sam likes to _____ _____ because it's useful.
4. Rose likes to _____ _____ because it's interesting.
5. Sam _____ to watch movies because it's relaxing.
6. Rosie doesn't like to watch movies because it's _____.

ACTIVITY 3: BECAUSE IT'S . . .

A. Listen. Answer the questions. Choose all that are correct.

A.

1. Sofia likes to . . .
   a. sing
   b. study
   c. sleep
   d. dance
   e. listen to music
2. because it's . . .
   a. difficult
   b. interesting
   c. fun
   d. challenging
   e. exciting

B.

3. Joe really likes to . . .
   a. swim
   b. camp
   c. dance
   d. run
   e. bike
4. because it's . . .
   a. difficult
   b. interesting
   c. fun
   d. challenging
   e. exciting

C.

5. Tahir loves to . . .
   a. garden
   b. travel
   c. read
   d. run
   e. write
6. because it's . . .
   a. easy
   b. interesting
   c. relaxing
   d. wonderful
   e. exciting

D.

7. Juliette likes to . . .
   a. camp
   b. swim
   c. go to the beach
   d. run
   e. travel
8. because it's . . .
   a. easy
   b. interesting
   c. relaxing
   d. wonderful
   e. exciting

ACTIVITY 4: "WH-" QUESTIONS (WHAT, WHY)

What	do / don't	you / they	like to do?
	does / doesn't	he / she	

A. Listen to the examples. Then repeat.

1. What do you like to do? — I like to run.
2. What does he like to do? — He likes to cook.
3. What don't they like to do? — They don't like to study.

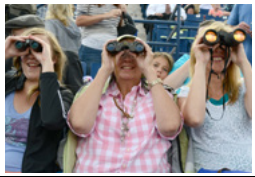
Why	do / don't	you / they	like to run?
	does / doesn't	he / she	

B. Listen to the examples. Repeat.

1. Why do you like to run? — I like to run because it's fun.
2. Why does she like to run? — She likes to run because it's challenging.
3. Why don't they like to run? — They don't like to run because it's tiring.

ACTIVITY 5: MORE "WH-" QUESTIONS

A. Listen to the question. Choose the correct response.

1. a. I like to camp. b. He likes to camp. c. . . . because it's difficult. d. . . . because it's relaxing.		3. a. She doesn't like to travel. b. We don't like to travel. c. . . . because it's exciting. d. . . . because it's expensive.	
2. a. . . . because it's tiring. b. . . . because it's fun. c. She likes to dance. d. He likes to dance.		4. a. . . . because it's easy. b. . . . because it's expensive. c. They like to watch sports. d. She likes to watch sports.	

ACTIVITY 6: WHY OR WHY NOT

A. Answer the questions in two to four complete sentences.

Examples

1. Do you like to travel?
   Why or why not?

_____
_____
_____
_____

A. Yes, I love to travel! I like to travel because it's exciting and interesting and because I like to visit new places.
B. No! I don't like to travel because it's so expensive. I don't like it because it's tiring.

2. Do you like to study English?
   Why or why not?

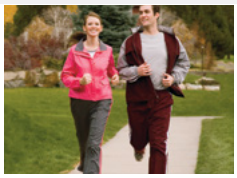
_____
_____
_____
_____

A. Yes, I like to study English. I like it because it's interesting and important for me. It helps me speak better.
B. No! I don't like to study English. I don't like it because it's difficult and tiring.

ACTIVITY 7: REGULAR VERBS

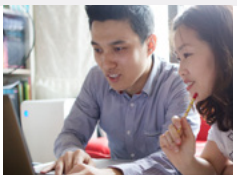
I / you / we / they	like	run	cook	dance	study	watch TV
he / she	like**s**	run**s**	cook**s**	dance**s**	stud**ies**	watch**es** TV

A. Read the sentences aloud. Then listen.



1. I like to run.
2. She likes to run.

3. We dance well.
4. He dances well.



5. They study English.
6. He studies English.

7. They watch movies at night.
8. He watches movies at night.

B. Choose the correct form of the verb.

1. He _____ to go to the beach.
   a. like
   b. likes

2. I _____ every day.
   a. run
   b. runs

3. We _____ dinner at 5:00 p.m.
   a. cook
   b. cooks

4. They _____ to loud music.
   a. listen
   b. listens

5. You _____ so well!
   a. sing
   b. sings

6. She _____ at school.
   a. dance
   b. dances

ACTIVITY 8: WHAT DO YOU LIKE TO DO?

Greta: Hey, Mario, what do you like to do?

Mario: I like to swim. I swim every morning. I also cook really good Italian food. On the weekends, I bike with my friend, Tommaso.

Greta: Oh? What does Tommaso do?

Mario: He bikes and plays soccer. He sings and dances really well. And he writes music.

Greta: Wow! That's so interesting!

A. Read and answer the questions.

1. What does Mario do?
   a. He swims.
   b. He sings.
   c. He dances.

2. What does Tommaso do?
   a. He cooks.
   b. He writes music.
   c. He swims.

3. Who sings and dances?
   a. Mario
   b. Greta
   c. Tommaso

4. What do Mario and Tommaso do together?
   a. They play soccer.
   b. They swim.
   c. They bike.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. 1. Help your practice partner talk about their likes and dislikes.

Ask: "What do you like to do?" "Why do you like to do that?" "What else do you like to do?"
Ask: "What don't you like to do?" "Why not?" "What else don't you like to do?"
Ask: "What do you do with your friends?"

2. Switch roles. Let your practice partner ask you the same questions.
3. Share pictures of your friends and family. Take turns asking each other about your families' and friends' likes and dislikes.

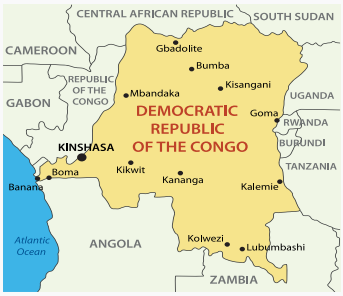
EXPANSION ACTIVITIES: MISSIONARY WORK

1. Learn the vocabulary: companion, missionaries, scriptures, baptized

2. Listen. 3. Read aloud.

My name is Elder Lupaka, and my companion's name is Elder Okar.

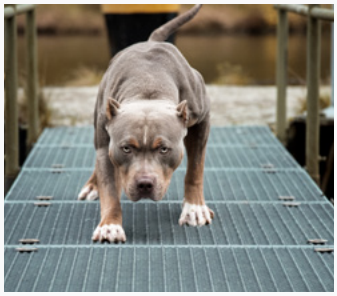
We are missionaries for The Church of Jesus Christ of Latter-day Saints.



We serve in Africa.

I like to run and go to the beach. I also like to read the scriptures.

My companion likes to cook, sleep, and pray.



He doesn't like to run from dogs.

We both love to teach people about Jesus Christ.

We are so happy when they are baptized.

4. Learn the vocabulary:
talk, rejoice, preach, prophesy

5. Read aloud 5 times. Then listen.

*"And we **talk** of Christ, we **rejoice** in Christ, we **preach** of Christ, we **prophesy** of Christ"* (2 Nephi 25:26).

6. Ponder: What do you know about Jesus Christ?

7. Write: How can the teachings of Jesus Christ help you?

_____

_____

_____

8. Speak: Say the scripture 2 Nephi 25:26 to three people.

ENGLISHCONNECT 1 LESSON 6: FAMILY

CONVERSATION: WHO IS IN YOUR FAMILY?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. E. Answer the questions.

1. I'm _____ Canada. I like to _____.
   Also, I have a _____ family.
2. Oh, yeah? Tell me about your _____.
3. _____ are 5 people in my family. I have a brother and a _____. What about you? _____ are in your family?
4. I have 3 sisters and no _____. So there _____ 6 people in my family.

small	are	dance	from	big	friend	family
How many	What	brothers	There	sister	is	

5. Where is Li Wei from?
   a. China
   b. Canada
   c. The United States
6. How many people are in Li Wei's family?
   a. 5
   b. 6
   c. 7
7. How many brothers does Li Wei have?
   a. 0
   b. 1
   c. 2

ACTIVITY 2: SINGULAR/PLURAL AND THE VERB "HAVE"

A. Study the chart. Listen and repeat 1–5.

	Singular (1)	Plural (1+)
1.	brother	brother**s**
2.	sister	sister**s**
3.	parent	parent**s**
4.	uncle	uncle**s**
5.	child	child**ren**

B. Study the chart.

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

C. Read aloud; then listen.

1. I have two brothers.
2. You have 3 sisters.
3. We have one son.
4. They have 6 nephews.
5. He has four nieces.
6. She has 5 uncles.

1. She / have / two / cousin

2. They / have / one / brother

3. I / have / two / sister

D. Write a complete sentence.

1. She has two cousins.
2. _____
3. _____

4. He / have / one / uncle	5. We / have / six / child	6. She / have / three / niece

D. Write a complete sentence.

4. _____

5. _____

6. _____

ACTIVITY 3: TELL ME ABOUT YOUR FAMILY

A. Listen and answer the questions.

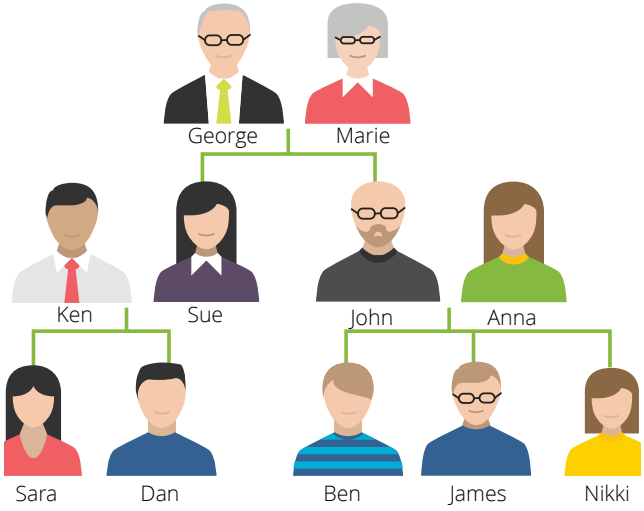
Example:

Sarnai has _____ sisters.
a. 2
b. 3
c. 8

1. Ken has one _____ . a. nephew b. niece c. cousin	3. Agatha has 20 _____ . a. nephews b. cousins c. grandchildren
2. Manuel has four _____ . a. sons b. daughters c. children	4. Daya has _____ nieces. a. 0 b. 1 c. 2

ACTIVITY 4: GEORGE AND MARIE'S FAMILY

A. Write the answer to the questions about George and Marie's family.



1. How many children do George and Marie have?

_____

2. John is George's _____ .
3. Sara is Ben's _____ .
4. How many sons do John and Anna have? _____
5. George is James's _____ .
6. Sue is Sara's _____ .
7. Nikki is Ken's _____ .
8. Dan and Ben are _____ .

B. Talk about how the person is related to Sue. Then listen.

1. Sara	2. George	3. James	4. Dan
5. Nikki	6. Marie	7. John	8. Anna

ACTIVITY 5: HOW MANY ARE IN THE FAMILY?

A. Read and then write the answer to the questions. Then practice saying the questions.

1. How many people are in this family?

_____

2. How many children do they have?

_____

3. How many sons are in the family?

_____

4. How many daughters are in the family?

_____

B. Write about one of your parents in 3 or more sentences.

Where is he/she from? What does he/she like to do, and why? How many people are in his/her family?

_____

_____

_____

_____

Examples

My mother is from Russia.
She likes to cook because it's fun.
She has 3 sisters.

My father is from Argentina.
He likes to play sports. He doesn't like to sing because it's difficult.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

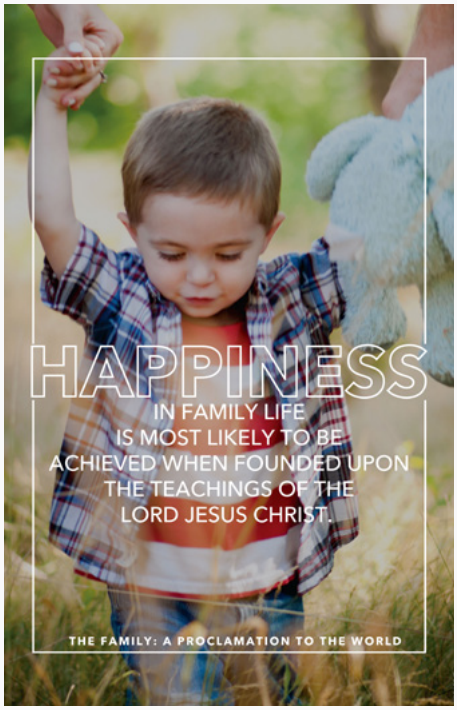
B. Look at the picture of George and Marie's family in Activity 4. Help your practice partner talk about how each person is related to John. For example, "Sue is John's sister."

C. Share pictures of your own family. Talk about your extended family. "How many cousins do you have?" "How many aunts and uncles?" "What do they like to do?"
Help your practice partner talk about their extended family. How many people are in their family? Do they all live together? What do they like to do?
Then help them fill in the chart. Practice asking and answering the questions.

Questions about family **How many . . . ?**	**Possible answers**
How many people are in your family?	There are _____ people in my family.
How many brothers do you have? How many sisters do you have? How many cousins do you have? Do you have any aunts or uncles? If so, how many?	I have . . .

D. Look at the pictures. Take turns with your practice partner asking and answering questions about each family. For example, how many daughters does she have? How many parents are in the family? How many grandchildren are in the family?

EXPANSION ACTIVITIES: FAMILY



1. Learn the vocabulary:
   - achieve
   - founded upon
   - sacred
   - duty
   - rear children
   - relationship
2. Listen.
3. Read aloud.

Scripture 1

"Husbands, love your wives, even as Christ also loved the church, and gave himself for it"
(Ephesians 5:25).

Scripture 2

"Honour thy father and thy mother"
(Exodus 20:12).

4. Ponder: What do these quotes and scriptures mean to you?
5. Write one of the quotes or scriptures._____

_____

6. Speak: Memorize the quote or scripture. Say it to three people.

ENGLISHCONNECT 1 LESSON 7: FAMILY

CONVERSATION: WHO IS IN YOUR FAMILY?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Tell me about your _____ .
2. Well, _____ six people in my family.
3. I _____ two brothers and one sister.
4. Oh, I have one _____ too.
5. What's _____ sister like?
6. My sister _____ 16 years old.
7. She is _____ and she _____ long, brown hair.
8. She _____ to read.

tall
there are
your
sister
family
is
has
have
like
likes

ACTIVITY 2: BE OR HAVE?

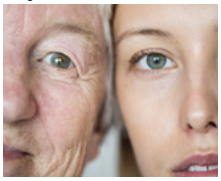
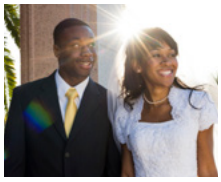
A. Study the chart. B. Listen and repeat 1–5.

the verb **be**	
I **am**	tall thin old married bald
you / we / they **are**	
he / she / it **is**	

the verb **have**	
I **have**	long hair blue eyes curly hair glasses a beard
you / we / they **have**	
he / she / it **has**	

1.
2.
3.
4.
5.

C. Choose the correct verb.

1. She ____ tall. a. is b. are c. has d. have	2. They ____ green eyes. a. is b. are c. has d. have 	3. Sarah ____ curly hair. a. is b. are c. has d. have
4. We ____ married. a. is b. are c. has d. have 	5. He ____ a beard. a. is b. are c. has d. have	6. I ____ not old. a. am b. is c. has d. have

ACTIVITY 3: TALKING ABOUT AGE

A. Study the chart. B. Listen and repeat 1–4.

1.

2.

3.

4.

Talking about Age: Questions		
How old	are	you / they?
	is	he / she?
Talking about Age: Answers		
I am	I'm	25 years old.
you are	you're	
we are	we're	
they are	they're	
he is	he's	
she is	she's	
it is	it's	

ACTIVITY 4: DARIA'S FAMILY

A. Read the chart. Listen and respond to the questions aloud.

DARIA'S FAMILY

Sister Maddie 10 years	Brother Marcus 15 years	Brother James 18 years	Mom Dawn 45 years	Dad Clark 49 years
Cousin Simon 6 years	Cousin Lucy 12 years	Aunt Barb 37 years	Uncle Dan 38 years	Grandma Judy 77 years

ACTIVITY 5: WHO IS IT?

A. Look at the picture. Listen to the description. Choose the correct person.

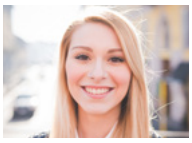
1. a. Katherine b. Susan c. Claire d. Charlotte	2. a. David b. Ray c. Alan d. Jonathan
3. a. Charlotte b. Paul c. Jonathan d. Mary	4. a. Susan b. Ray c. Philip d. Marjorie

ACTIVITY 6: DESCRIBING THE FAMILY

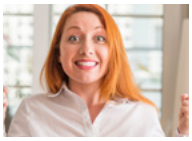
A. Read the description. Choose the picture that matches.

1. My cousin is a friendly and fun person. She is 23 years old. She is thin and has straight red hair. She loves to travel, cook, and watch movies.

a.

c. 

b.

d. 

2. My brother is energetic. He is 34 years old and kind of short. He is bald but has a mustache and short beard. He is married and has two children. He likes to run.

a.

c.

b.

d.

ACTIVITY 7: DESCRIBE THE PERSON

A. Write about the person in the picture. Write as much as you can. Be creative.

Hugo
age 29

_____

_____

_____

Helen
age 66

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the pictures in Activity 7. Help your practice partner say as much as they can about the people in the pictures. Talk about age, physical description, personality, family relationships, and interests. Do the same for the pictures below.

Young-ja, age 78, grandmother
Min-seo, age 9, granddaughter

Victor, age 27, husband
Adele, age 26, wife

C. Look at the chart in Activity 4. Ask your practice partner questions about Daria's family. Examples: How old is Uncle Dan? How many cousins does she have? How old are they?

D. Look at the chart in Activity 5. Give your practice partner some clues about people in the chart. Then ask, "Who is it?" For example, "This person has dark hair, dark skin, and blue eyes. Who is it?"

Share pictures of your own families. Help your practice partner describe two family members.

Talk about: 1. age (___ is ___ years old)
2. physical description (he/she has ____ eyes and ____ hair, he/she is tall/short, and so on)
3. personality (funny, shy, loud, kind, athletic, and so on)
4. likes and dislikes

EXPANSION ACTIVITIES: CHANGE OF HEART

1. Learn the vocabulary: want, example, proud, decide, soften
2. Listen. 3. Read aloud.

My brother Carlos is handsome. He is tall and has dark hair. He is 19 years old.

THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

He is going on a mission for The Church of Jesus Christ of Latter-day Saints.

I didn't want to go on a mission. I didn't want to leave my job, my girlfriend, or my motorcycle.

Carlos spoke in church. He said, "I love Jesus Christ. I try to do good. I want my brother to be proud of me."

I am surprised. I am proud of him. Carlos is a good person. He studies the scriptures.

He serves other people. He is honest. He is kind. He is like Jesus Christ.

I think about my life. I don't follow Jesus Christ.

But my brother loves me. I want to be like him. My heart softens. I repent. I change my life.

Two years later, I am a missionary. I thank Heavenly Father for my brother. He is a good example for me.

4. Learn the vocabulary: repentance, change, mind, view, suffered, pain, how, who
5. Read aloud. Then listen.

*"[Christ] **suffered** the **pain** of all men, that all men might repent and come unto him"*
(Doctrine and Covenants 18:11).

Repentance "is a **change** of **mind** and heart that gives you a fresh **view** about God, about yourself, and about the world" ("Repentance," *True to the Faith* [2004], 132).

6. Ponder: What can you do to be a better person?
7. Write: **Who** do you want to be like? Write 3–5 sentences about this person._____

_____

8. Speak: Talk about the person you want to be like. Tell three people.

ENGLISHCONNECT 1 LESSON 8: EVERYDAY COMMON ITEMS

CONVERSATION: IS THIS YOUR PHONE?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Sasha, is _____ your phone?
2. No, _____ not.
3. _____ phone is in my pocket.
4. Are _____ your keys?
5. No, _____ not.
6. My keys _____ in my backpack.

My	this	it's	these	are	they're	your

ACTIVITY 2: THIS AND THESE

A. Study the chart. B. Listen and repeat. C. Choose the correct missing word.

This and These	
Singular (1)	Plural (2+)
this / is	these / are

1. What is _____? a. this b. these	5. ___ this your pen? a. Is b. Are
2. These ___ my pencils. a. is b. are	6. What are _____? a. this b. these
3. Do you like ___ chairs? a. this b. these	7. This ___ her computer. a. is b. are
4. ____ is my phone. a. This b. These	8. Do you like ___ book? a. this b. these

ACTIVITY 3: WHAT IS THIS?

A. Look at the picture. Listen to the question, and respond. B. Ask a question aloud for each picture.

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

ACTIVITY 4: POSSESSIVE ADJECTIVES REVIEW

A. Study the chart.

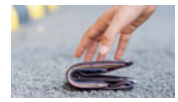
Possessive Adjectives—Review		
I	**my**	**my** watch
you	**your**	**your** pen
we	**our**	**our** books
they	**their**	**their** phones
he	**his**	**his** wallet
she	**her**	**her** keys

B. Read. Listen and repeat 1–5.

1. What is that?
   It's my watch.

2. Is this your pen?
   Yes, that's my pen.

3. What are these?
   These are our books.



4. Is this his wallet?
   No, it's not.

5. Are these her keys?
   Yes, they are.

ACTIVITY 5: WHAT IS THIS?

A. Write what you hear.

1. This is our chair!	2.	3.
4.	5.	6.

ACTIVITY 6: WHAT IS THIS?

A. Look at the picture. Write five things you see.

_____

_____

_____

_____

_____

_____

ACTIVITY 7: NORA'S STORIES

A. Listen. B. Read aloud.

My name is Nora. I like to read. These are my books.	I also like to write stories for children. I write my ideas in these notebooks.	I only write with this pen. I like to write with it because it helps me write good ideas.
Then I write the story on this computer.	Each day for 8 hours, I sit at this table to write.	Writing is challenging. But I love to write because it's also interesting and exciting.

C. Answer the questions. Choose all that are correct.

1. What does Nora like to do?
   a. study
   b. travel
   c. read
   d. dance
   e. write

2. What does Nora use in her writing?
   a. a computer
   b. a pen
   c. a pencil
   d. a notebook
   e. a table

3. Nora likes to write because it's ____.
   a. challenging
   b. fun
   c. exciting
   d. interesting
   e. easy

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the pictures in Activity 3, Activity 6, and below. Take turns asking questions. "What is this?" "What are these?" Look around the room and ask your partner to name things.

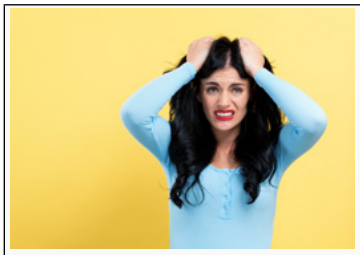
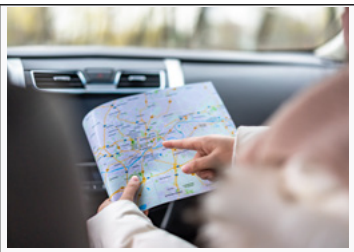
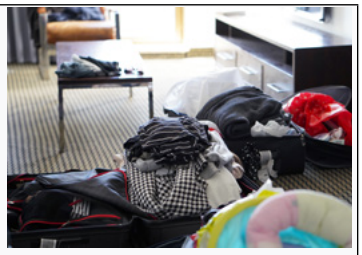
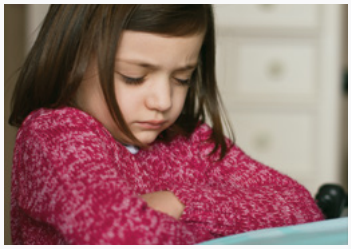
C. Look at Activity 7. Ask your practice partner to retell Nora's story in his or her own words. Ask questions about the story. For example, "What does Nora like to do?" and "How many hours does she write?"

D. Ask your practice partner to retell the story in the "Expansion Activity." Ask him or her questions about the story. For example, "What did Laura lose?" or "Where did she look?" or "What did her daughter say?"
Talk about prayer together. What do you pray for? How does Heavenly Father answer your prayers?

EXPANSION ACTIVITIES: HEAVENLY FATHER ANSWERS PRAYERS

1. Learn the vocabulary: lose, need, look, find, vacation, under

2. Listen. 3. Read aloud.

 "Where are the car keys?" Laura asks herself. "I can't lose them!"	 Laura and her family are on vacation 800 km from home. She needs those keys.	Laura looks in the car. She looks in her backpack. No keys.	 Laura looks on the table. She looks under the chair. No keys.
She finds chewing gum, a pen, some buttons, and a brush, but no keys.	 "Did you pray?" asks her daughter. "No," says Laura. "Let's pray together," says her daughter.	They pray. Laura has a thought to look in her computer bag. There are the keys!	Laura says another prayer. She thanks Heavenly Father for answering her prayer and helping her find her keys.

4. Learn the vocabulary: humble, lead, hand, answer, talk, hear, thou, thee = you, thy = your

5. Read aloud. Then listen.

*"Be **thou humble**; and the Lord **thy** God shall **lead thee** by the **hand**, and give **thee answer** to **thy** prayers"* (Doctrine and Covenants 112:10).

"Just **talk** to your Father. He **hears** every prayer and **answers** it in His way" (Richard G. Scott, "Learning to Recognize Answers to Prayer," *Ensign,* Nov. 1989, 3).

6. Ponder: What do you pray for? How has Heavenly Father answered your prayers?

7. Write three sentences about what you pray for:

_____

_____

_____

8. Speak: Talk about what you pray for. Tell three people.

Examples:

I pray for my family.
I pray for help with English.

ENGLISHCONNECT 1 LESSON 9: CLOTHING AND COLORS

CONVERSATION: I'M LOOKING FOR A NEW SHIRT

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud. E. Answer the questions.

1. So, Camila, what are you _____?
2. I'm looking for a new _____?
3. _____ shirts are nice.
4. Do you like _____?
5. Yeah, but those shirts are all _____.
6. I'm looking for a red _____.
7. Look over _____!
8. Those _____ are red and they're on sale!

them	there	Those	one	shirt	red	shirts	looking for	green	are	is

1. What is Camila looking for?
   a. a green shirt c. a red skirt
   b. a red shirt d. a green skirt
2. Does she find what she is looking for?
   a. yes
   b. no

ACTIVITY 2:

A. Study the charts. B. Listen to the examples, and then repeat.

Demonstrative Adjectives: this, these		
	Singular (1)	Plural (2+)
Close to the speaker	this / is	these / are

Demonstrative Adjectives: that, those		
	Singular (1)	Plural (2+)
Far from the speaker	that / is	those / are

C. Look at the pictures. Listen to the question, and respond. Then ask your own questions for each picture.

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

D. Write the missing word. Use *is, are, this, that, these, those.*

1. _____ are his green shoes.

2. Is _____ your red jacket?

3. That _____ his ring.

4. _____ these his glasses?

5. I like _____ dresses.

6. I don't like _____ orange sweater.

ACTIVITY 3: I'M WEARING . . . I'M LOOKING FOR . . .

Verb + ing		
I am	I'm	wear**ing** _____. look**ing** for _____.
you are we are they are	you're we're they're	
he is she is	he's she's	

A. Study the chart. B. Listen and repeat 1–3.

1. I'm wearing a blue shirt.
2. They are wearing white shirts.
3. He's looking for a green shirt.

C. Read about Milo, and then answer the questions.

Milo is looking for his black shoes.	He finds his sister's green sweater.	He finds his mother's blue earrings.
He finds his brother's dirty yellow socks.	He finds his father's brown slippers.	Where are his shoes? There they are!

1. What is Milo looking for?
   a. shoes
   b. socks
   c. slippers

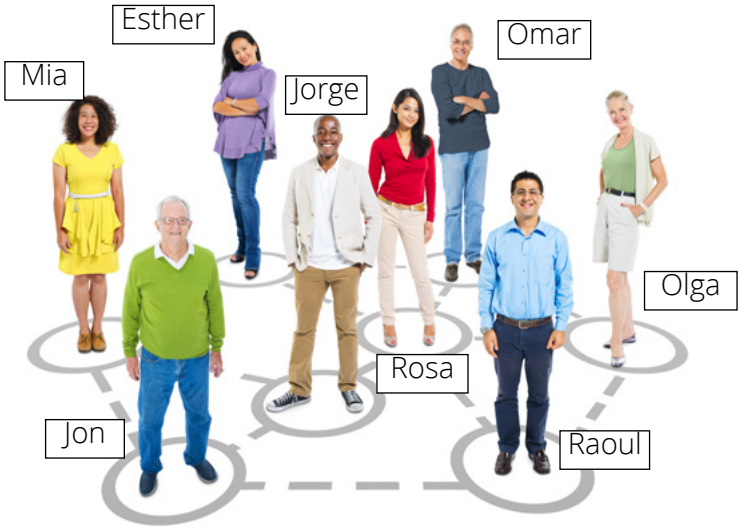
2. What color are his mother's earrings?
   a. black
   b. blue
   c. brown

3. What does Milo find?
   a. blue socks
   b. green earrings
   c. brown slippers

4. Does Milo find what he is looking for?
   a. Yes b. No

ACTIVITY 4: WHO IS IT?

A. Listen to 1–5. Choose the person described. Say what each person is wearing.



1. Who is it?		
a. Olga	b. Omar	c. Jon
2. Who is it?		
a. Rosa	b. Esther	c. Olga
3. Who is it?		
a. Mia	b. Esther	c. Olga
4. Who is it?		
a. Jon	b. Jorge	c. Raoul
5. Who is it?		
a. Omar	b. Jon	c. Olga

B. Look at the picture. Write what the person is wearing.

1. What is Raoul wearing? _____

2. What is Esther wearing? _____

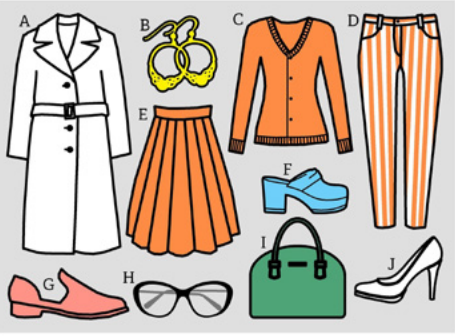
3. What is Omar wearing? _____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at Activity 4. Describe one of the people. Have your partner guess who it is. Repeat. Switch roles.

C. Look at the pictures below. Help your practice partner talk about what they see and what the people are wearing.



D. Look at the pictures below. Ask them to choose their favorite. "Do you like this green shirt or that purple shirt?"

EXPANSION ACTIVITIES: JUDGE NOT

1. Learn the vocabulary: neighbor, hang up clothes, window, wash, clean, soap

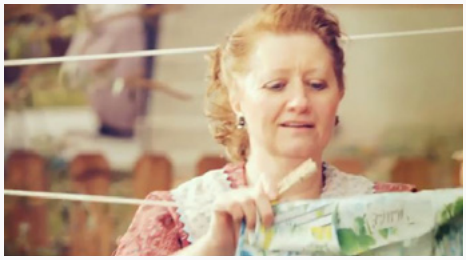
2. Listen. 3. Read aloud.

Mary likes to watch her neighbors.

One day she sees her neighbor Sue. Sue hangs up clothes on the line. Sue hangs up red socks, blue pants, and a white shirt.

Mary looks out her window at the clothes. She turns to her husband, Bill, and says, "Sue doesn't know how to wash clothes. Those shirts are not clean."

Bill looks out the window. He doesn't say anything.



A few days later, Sue hangs up clothes again. Mary watches. Sue hangs up a green, white, and yellow dress and white socks.

Mary says to Bill, "She needs different soap. Those socks are not clean." Bill doesn't say anything.

Mary continues to watch Sue hang up clothes. Mary continues to tell Bill that Sue does not know how to wash clothes.

A few weeks later, Mary watches Sue hang up clothes. They are all clean! She says, "All of the clothes are clean! How did this happen?"

Bill says, "I washed our windows."

4. Learn the vocabulary: judge, judging

5. Read aloud. Then listen.

*"**Judge** not, that ye be not **judged**"* (Matthew 7:1).

6. Ponder: What does Jesus teach about judging people? How can you do better?

7. Write: What lesson does Mary learn in this story?

_____

_____

_____

8. Speak: Tell this story to three people.

ENGLISHCONNECT 1 LESSON 10: DAILY ROUTINES

CONVERSATION: WHAT DO YOU DO IN THE MORNING?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Jianyu, what do you usually do in the _____ ?
2. I _____ take a shower and eat _____.
3. What _____ Kyung usually _____ in the morning?
4. He usually _____ his teeth and watches the _____.
5. What _____ _____?
6. I usually _____ _____ late, and then I go to _____.

breakfas	get up	news	morning	you	about
do	brushes	usually	does	take	work

ACTIVITY 2: SIMPLE PRESENT + USUALLY

A. Study the chart. B. Listen and repeat 1–4.

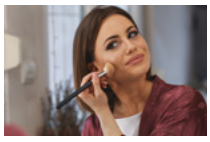
Usually + Verb			
I You We They	usually	eat breakfast brush (my / your / their / our) teeth	in the morning.
He / She / It		eat**s** breakfast brush**es** his / her teeth	

C. Look at the picture, and choose the correct answer. Say the complete sentence aloud.

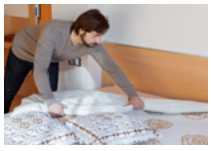
1. Farah usually ___ in the morning.
   a. brushes her teeth
   b. brushes her hair
   c. makes her bed

2. Chanhoon usually ___ in the morning.
   a. makes his bed
   b. wakes up early
   c. goes to work

3. Patricia usually ___ in the morning.
   a. makes breakfast
   b. brushes her hair
   c. puts on makeup



4. Christopher usually ___ in the morning.
   a. takes a shower
   b. makes breakfast
   c. makes his bed



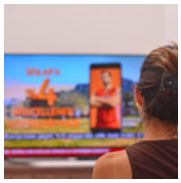
5. Izumi usually ___ in the morning.
   a. feeds the dog
   b. makes her bed
   c. eats breakfast

6. Lucien usually ___ in the morning.
   a. gets dressed
   b. shaves his face
   c. takes a shower

D. Write a sentence to tell what the person usually does in the morning.

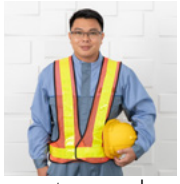
1.
take a shower

2.
make breakfast

3. 
watch the news

4.
brush teeth

5.
go to school

6. 
go to work

Example:

Armani *usually gets dressed in the morning.*

get dressed

1. Claudia _____.
2. Michael and Susan _____.
3. I _____.
4. We _____.
5. Minhye _____.
6. Lin _____.

ACTIVITY 3: WHAT DO YOU DO IN THE MORNING?

A. Listen to 1–4. Repeat the question. B. Draw a line to show the answer.

1.
Max

2.

Mei

3.
Tom and Luis

4.
Mateo

1. Max
2. Mei
3. Tom and Luis
4. Mateo

a. She usually reads the news.
b. He usually eats breakfast.
c. They usually go to school.
d. He usually brushes his teeth.

C. Listen to 1–4. Answer the questions. Choose all answers that are correct.

1. What does Najib do in the morning? a. He wakes up early. b. He gets up late. c. He takes a shower. d. He shaves.	2. What does Emily do in the morning? a. She makes her bed. b. She gets up early. c. She eats breakfast. d. She reads the news.
3. What does Jung-Eun do in the morning? a. She puts on makeup. b. She feeds her cat. c. She takes a shower. d. She makes her bed.	4. What does Andres do in the morning? a. He shaves. b. He makes breakfast. c. He goes to school. d. He prays.

ACTIVITY 4: DAILY ROUTINES

A. Listen. B. Read aloud. C. Answer the questions in complete sentences.

Julie works for a radio show.

She wakes up early at 3:30 a.m.

She takes a shower.

She puts on makeup and eats breakfast.

She goes to work.

She starts the radio show at 5:00 a.m.

1. What does Julie do after she takes a shower?

2. When does she begin working?

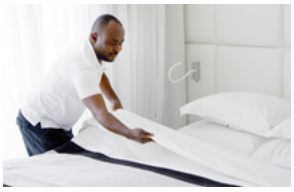
D. Listen to the story. E. Retell the story.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
Have him or her retell the stories in Activity 4A and 4D.

B. Look at the pictures below. Help your practice partner answer the question "What do they usually do in the morning?" For example, "Sandra usually wakes up early in the morning." Help them say as much as they can about the people in the pictures.

1.
Sandra

2. 
Mafi

3.
Petra

4.
Ethan

5.
Tanya

6.
Reo

7.
Thiago

C. Help your practice partner talk about their daily routine. Have them ask you questions about your daily routine. Ask them questions about their family members' routines.

EXPANSION ACTIVITIES: PUT THE LORD FIRST

1. Learn the vocabulary: tired, alone, take care of, feels, peace

2. Listen. 3. Read aloud.

Rosa has five children. She is a busy mom. Every morning she gets up at 6:00 a.m. She takes a shower and gets dressed.

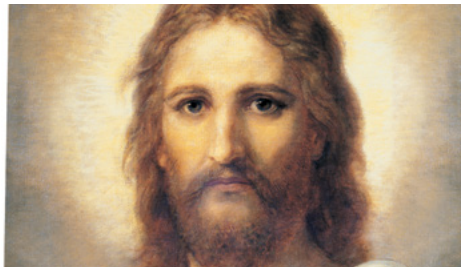
After that, she makes breakfast for her family. She feeds the dog. She drives her children to school.

She comes home and cleans the house. She goes shopping.

She works all day for her family.

One day, Rosa is tired and unhappy. She feels alone.

She prays. She tells Heavenly Father that she is tired. She says, "I don't have time for everything. I need help."



A thought comes to her mind. It is this: "Put the Lord first. He will take care of the rest."

Rosa decides to pray every morning. She decides to read the scriptures every morning.

She does it. She feels better. She has peace. She has time for everything. She feels closer to God.

4. Learn the vocabulary: feast
5. Read aloud three times. Then listen.

   *"**Feast** upon the words of Christ; for behold, the words of Christ will tell you all things what ye should do"* (2 Nephi 32:3).

6. Ponder: Why is it important to study the scriptures? How do the scriptures help you?
7. Write your favorite scripture (in English)._____

_____

_____

8. Speak: Say your favorite scripture (in English) to three people.

ENGLISHCONNECT 1 LESSON 11: CURRENT ACTIVITIES

CONVERSATION: WHAT ARE YOU DOING RIGHT NOW?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Dante, what are you _____ right now? I'm _____ to Jamie's house to eat _____ and watch a movie. Do you want _____ come?
2. Oh, sounds _____ . . . but I'm _____.
3. Really? Do you usually _____ on Friday _____?
4. No, I _____ relax, but I have a big _____ soon.
5. OK. Well, _____ luck!

doing	good	fun	going	test	pizza	usually	to	study	studying	nights

ACTIVITY 2: WHAT IS HE OR SHE DOING RIGHT NOW?

A. Study the charts. Listen to examples 1–6. Repeat aloud.

Simple Present Tense		
subject	verb	time phrase
I You We They	eat lunch watch movies pray	every day. every night. every Friday.
He She It	eat**s** lunch watch**es** movies pray**s**	

Present Progressive Tense (Verb + ing)			
subject	*be* verb	verb + ing	time phrase
I	am	eat**ing** lunch watch**ing** movies pray**ing**	now. right now.
You We They	are		
He She It	is		

B. What are they doing? Write a sentence about the picture.

1.

He / eat lunch

He is eating lunch.

2.

She / pray

_____

3.

I / eat dinner

_____

4.

They / relax

_____

5.

He / come home

_____

6.

She / study

_____

C. Read each question aloud. Answer each question aloud. Listen.

1. What are you doing right now?

clean house

2. What is Sergio doing right now?

do homework

3. What are Teresa and Sam doing right now?

visit friends

4. What are you all doing right now?

exercise

D. Listen. Write the missing part of the sentence.

1.

a. Enzo is _____.

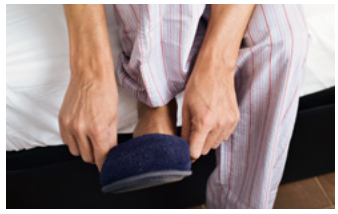
b. He usually _____.

2.

a. Gamila is _____.

b. She usually _____.

3.



a. Jeong Woo is _____.

b. He usually _____.

ACTIVITY 3: DONGAI'S BUSY DAY

A. Listen to the story. B. Write the missing words.

1.

2.

3.

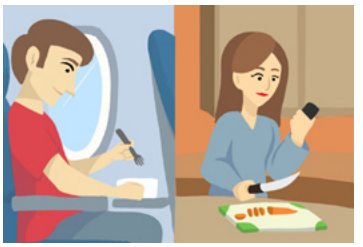
4.

1. Dongai's days are _____.
2. Her children are _____ now.
3. Dongai is _____ her children do homework.
4. Today Dongai's husband is _____.

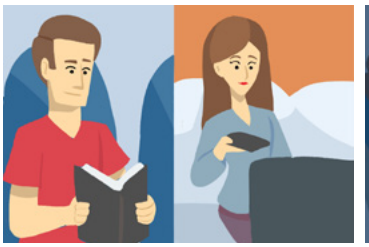
ACTIVITY 4: "WHAT ARE YOU DOING?"

A. Listen to the story. B. Read aloud.

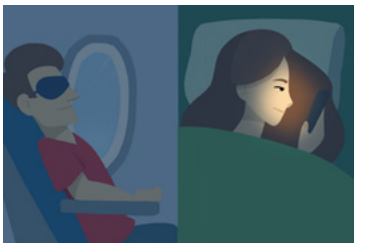
"What are you doing right now?" asks the man.



"I'm cooking dinner," says the woman. "I'm eating dinner too," he says.

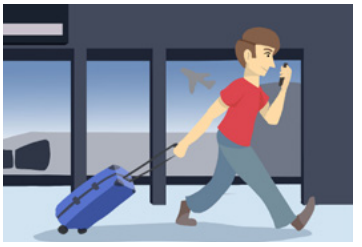


"I'm watching the news. How about you?" she asks. "I'm reading a book," he says.



"I'm going to sleep," he says. "Goodnight," she says.

"Good morning," she says. "I'm taking the dog for a walk."



"I'm walking too," he says.

"What are you doing now?" he asks. "I'm eating breakfast," she says.

"Me too!" he says.

PRACTICE PARTNER INSTRUCTIONS

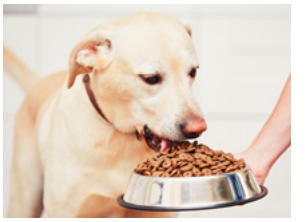
A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
Have him or her retell the stories in Activity 3 and Activity 4.

B. Look at the pictures below. Ask your practice partner, "What is he/she doing right now?" Help them say as much as they can about the people in the picture. Then have your partner ask you questions about the people in the pictures.

1.
do homework

2.
visit friends

3.
brush teeth

4. 
feed the dog

5.
exercise

6.
run errands

7.
get ready

8.
eat breakfast

C. Ask your practice partner what they usually do on Sunday. Ask what their family members usually do on Sunday. Let them ask you about your weekend schedule.
Pretend that it is a certain time during the day. Ask your practice partner what they are doing. For example: It's morning. What are you doing right now? Ask about different times of day (afternoon, evening, middle of the night). Then let them ask you questions.

EXPANSION ACTIVITIES: WHAT AM I DOING HERE?

1. Learn the vocabulary: steep, sweaty, dinosaur, unfamiliar, becoming, pedaling

2. Listen. 3. Read aloud.

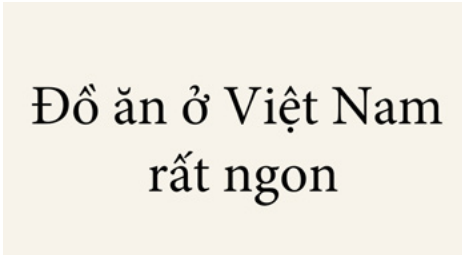
"What am I doing here?" Sister Chau asks herelf.

She is riding up a steep bridge in Vietnam. She is wearing a skirt. She is hot, sweaty, and tired.

She is thousands of miles from her home. People say, "You look like a dinosaur," because she is tall.

She is eating new and unfamiliar food. The language is difficult.

She is a missionary for The Church of Jesus Christ of Latter-day Saints.



Then she thinks, "I am learning a difficult language. I am trying new food."

"I am serving people. I am teaching people about Jesus Christ. I am changing. I am becoming a better person."

"I am here because I want to tell the people of Vietnam about Jesus Christ. I want to serve God and the people of Vietnam."

"I am here because I love God and Jesus Christ." So she continues pedaling up the bridge.

4. Learn the vocabulary: service, fellow beings, embark, might, mind, strength

5. Read aloud. Then listen.

*"When ye are in the **service** of your **fellow beings** ye are only in the **service** of your God"*
(Mosiah 2:17).

*"O ye that **embark** in the **service** of God, see that ye serve him with all your heart, **might, mind** and **strength**"*
(Doctrine and Covenants 4:2).

6. Ponder: What are you doing to serve others? How can you improve?

7. Write three ways you can serve others. _____

_____

_____

8. Speak: Tell someone how you are serving others this week.

ENGLISHCONNECT 1 LESSON 12: TIME AND CALENDAR

CONVERSATION: WHAT TIME IS IT?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Do you _____ a watch?
   What _____ is it?
2. Yes. _____ 3:30.
3. OK, _____ _____.
4. You're _____.

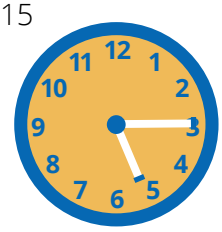
have	welcome	thank you	time	It's

ACTIVITY 2: TELLING TIME

A. Listen to the examples. Repeat aloud.

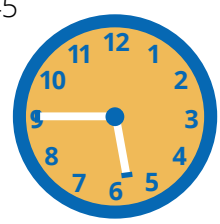
five o'clock
5:00

five fifteen
5:15



five thirty
5:30

five forty-five
5:45



B. Listen to 1–6. Choose the correct time.

1. It's _____.
   a. 9:30
   b. 9:15
   c. 9:00
2. It's _____.
   a. 1:00
   b. 1:30
   c. 1:45
3. It's _____.
   a. 11:30
   b. 10:30
   c. 1:30
4. It's _____.
   a. 3:15
   b. 3:00
   c. 3:45
5. It's _____.
   a. 7:00
   b. 6:00
   c. 9:00
6. It's _____.
   a. 2:30
   b. 11:30
   c. 12:30

C. What time is it? Look at the picture. Say the time aloud. Listen to the answer.

1.

2.

3.

4.

5.

6.

7.

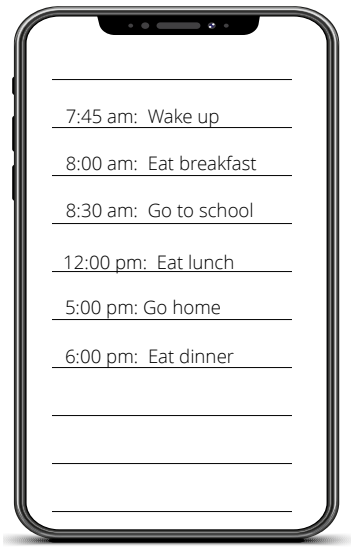
8.

ACTIVITY 3: DAILY SCHEDULES

A. Read Jana's schedule. Answer the questions.

1. What time does Jana wake up?
   a. 8:30
   b. 7:45
   c. 6:00
2. When does Jana eat lunch?
   a. 12:00
   b. 1:00
   c. 11:00
3. When does Jana go home?
   a. 3:00
   b. 4:00
   c. 5:00
4. What time does she eat dinner?
   a. 5:00
   b. 5:30
   c. 6:00

Jana's Schedule



B. Listen to Turo's schedule. Match the time with the activity.

1. eat dinner	a. 8:00
2. eat lunch	b. 8:15
3. wake up	c. 9:00
4. come home	d. 11:30
5. watch news	e. 4:45
6. run errands	f. 5:30
7. take a shower	g. 6:30
8. go to work	h. 7:00

ACTIVITY 4: WHAT DAY IS TODAY?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

day	fifteenth	Friday	fourteenth

1. Is today the _____?
2. No, it's the _____.
3. Oh, what _____ is today?
4. It's _____.
5. OK, thanks.

E. Read and listen to the dates. Repeat them aloud.

1. Today is Sunday, May 14th.
2. Today is Tuesday, May 16th.
3. Today is Friday, May 19th.
4. Today is Tuesday, May 30th.
5. Today is Monday, May 15th.
6. Today is Thursday, May 11th.

F. Look at the picture. Answer the question aloud. Listen to the answers.

1. What time is it?

2. What day is it today?

3. What is today's date?

4. Is today the 14th?

ACTIVITY 5: ASKING QUESTIONS

A. Look at the picture and the answers. Choose the correct question.

1. Question: _____?
   Answer: No, it's the eighteenth.
   a. Is today the seventeenth?
   b. What day is today?
   c. Is today Friday?

2. Question: _____?
   Answer: It's Friday.
   a. What is today's date?
   b. What day is today?
   c. What time is it?

3. Question: _____?
   Answer: It's 10:15.
   a. What day is today?
   b. What time is it?
   c. Is today the 15th?

4. Question: _____?
   Answer: Today is March 13.
   a. Is today Friday?
   b. What time is it?
   c. What is today's date?

ACTIVITY 6: BIRTHDAYS

A. Write about your family members' or friends' birthdays. Write at least 4 sentences. Listen to the example.

_____

_____

_____

_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Help your practice partner talk about time and dates. Use the questions in activity 2C, 4F, and 5A to talk about the pictures in each activity. Take turns asking questions. Then ask each other questions about today's date and the time.

C. Ask your practice partner about their schedule. For example:

What time do you wake up?
When do you usually eat lunch?

Write their information in the first schedule.

Then let them ask you questions and fill in the second schedule.

If your schedule is currently the same, talk about another day.

D. Ask your practice partner to tell you about their birthday. When is their birthday? What do they like to do on their birthday? What time do they do things on their birthday? Let them ask you about your birthday. Talk about what they wrote in Activity 6.

EXPANSION ACTIVITIES: THE GIFT OF TIME

1. Learn the vocabulary: gift, what matters most, rise, list, mind, promise, most important, the Spirit

2. Listen. 3. Read aloud.

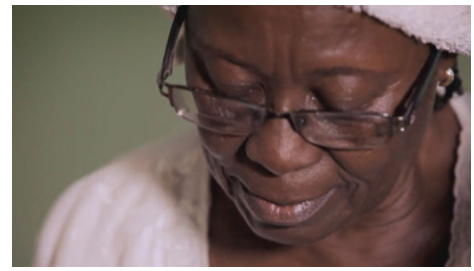
God has given us a great gift: our time. We must do with it what matters most.

Every morning, I rise before the sun. I dress and wash my face and hands.

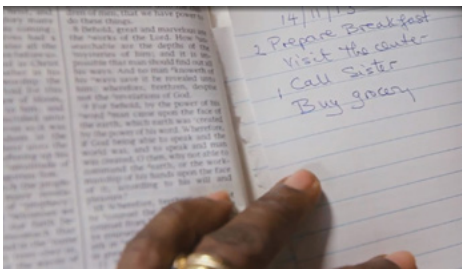
I read the scriptures.

Then I make a list of what I should do that day. I think of who I must save.

I pray to know God's will, and I listen. Sometimes the names or faces of people come to mind. I add them to my list.



I thank God. I promise to do my best. I ask that He will do what I cannot.



I look at my list. I put a 1 by the most important thing, then a 2.

Then I go to work. I look at number 1 and try to do it first, then number 2.

I know God will help me. So with my list and the Spirit, I do what matters most.

4. Learn the vocabulary: prepare, perform, labor, improve

5. Read aloud. Then listen.

"For behold, this life is the time for men to ***prepare*** *to meet God; yea, behold the day of this life is the day for men to* ***perform*** *their* ***labors****"*
(Alma 34:32).

6. Ponder: Why is time one of God's greatest gifts?

7. Write three ways you can **improve** how you use your time. _____

_____

_____

8. Speak: Tell someone how you will **improve** your use of time.

ENGLISHCONNECT 1 LESSON 13: WEATHER

CONVERSATION: HOW'S THE WEATHER?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. How's the _____ in London?
2. Not very good. It's _____ again.
3. That's too bad. _____ it rain tomorrow, too?
4. I think it will. It usually rains a lot in _____.

sunny	snowing	raining	February
Will	April	weather	

ACTIVITY 2: TALKING ABOUT THE WEATHER

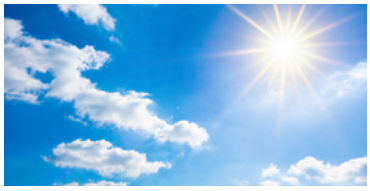
A. Read. Listen to the examples, and repeat them aloud.

1. How's the weather?
2. What will the weather be tomorrow?
3. It's raining. It's rainy.
4. Will it rain tomorrow?
5. Yes, it will.
6. It's snowing. It's snowy.
7. Will it snow tomorrow?
8. I think it will.
9. It's windy.
10. Will it be windy tomorrow?
11. I'm not sure.
12. It's foggy.
13. Will it be foggy tomorrow?
14. No, it won't.

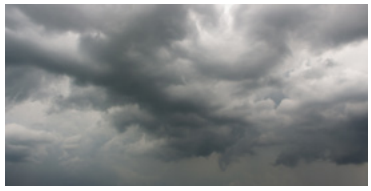
B. Look at the pictures. Finish the sentences.

1.

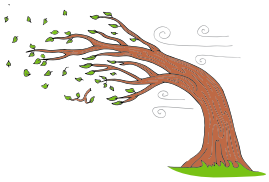
It is _____.

2. 

It's _____.

3. 

It's _____.

4. 

It's _____.

5.

It's _____.

6.

It's _____.

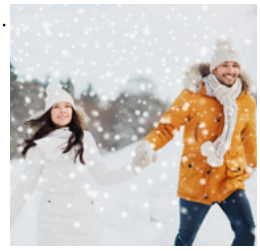
C. Look at the pictures. Say a sentence about the weather. Listen to the examples.

1.

2.

3.

4.

5. 

ACTIVITY 3: WEATHER FORECAST

A. Look at the picture. Listen to the speaker talk about the weather for the week. Answer the questions.

1. Sunday will be _____.
   a. cool
   b. hot
   c. cloudy

2. Tuesday will be _____.
   a. cloudy
   b. rainy
   c. sunny

3. Thursday will be _____.
   a. sunny
   b. windy
   c. foggy

4. Friday there will be ____.
   a. fog
   b. snow
   c. lightning

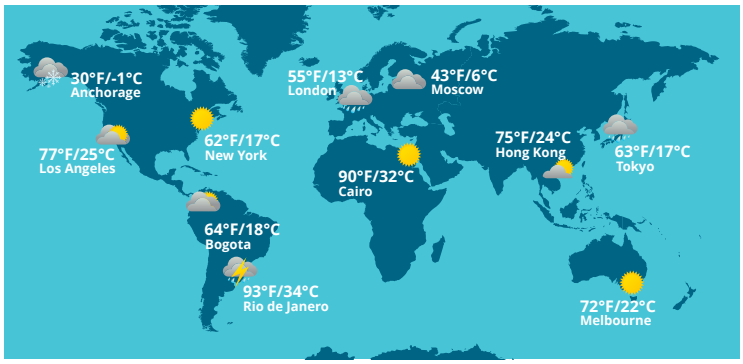
B. Read the sentences aloud. Listen to 1–4.

1. Sunday will be sunny.
2. Wednesday will be rainy.
3. Friday there will be thunder.
4. Saturday will be sunny and warm.

C. Write three sentences about the weather.

1. _____
2. _____
3. _____

D. Look at the picture. Answer the questions aloud. Listen to the examples.



1. How's the weather in Moscow?
2. How's the weather in Cairo?
3. How's the weather in Rio de Janeiro?
4. How's the weather in Anchorage?
5. How's the weather in Tokyo?
6. How's the weather in Melbourne?

E. Listen to the weather forecast. Answer the questions. You may listen more than once.

Part 1

1. What will the weather be today?

   _____ and _____

2. Which days will have thunder and lightning?

   _____ and _____

Part 2

3. What will the weather be on Sunday?

   _____ _____

4. What will the weather be on Tuesday?

   _____ and _____

F. Listen to 1–4. Write what you hear.

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

ACTIVITY 4: VACATION PLANS

A. Listen to the story. B. Read aloud.

"Hello," says an old woman. "I want to go on vacation."
"That's great!" says the man. "Where do you want to go?"

"I don't know," she says. "Somewhere sunny."
"Hmm. What about Costa Rica?"

"How's the weather in Costa Rica?" she asks.
"It's sunny, but it's also rainy," the man replies.

"Oh. I don't like rain," says the woman.

"What about Sweden?" asks the man.
"How's the weather in Sweden?"

"It's sunny but windy and cold," he says.
"I don't like cold weather," she replies.

"What about Vietnam? It's beautiful there."
"What is the weather like in Vietnam?" she asks.

"It's sunny but hot. It's also very humid."
"I don't want to be hot," she says.

"Hmmm," says the old woman. "I've changed my mind. I think I will just stay here."

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Help your practice partner say the sentences in Activity 2A. Help them make sentences for the pictures in Activity 2C.

C. Look at the weather map in Activity 3A. Ask your practice partner questions about the weather. For example, you might ask, "What will the weather be on _____?" Then look at the map in Activity 3D. Take turns asking questions about the weather. If possible, look at a current forecast for your area or your hometowns and take turns asking questions. "What will the weather be today?" "What about tomorrow?" What about next week? Tell what the weather is like during different months of the year.

D. Ask your practice partner to read the story "Vacation Plans" aloud. Ask them questions about the story.

Where did the woman want to go?
What is the weather like in Vietnam?
What doesn't the woman like?
Where did the woman choose to go?

Talk about places you want to go on vacation. Why do you want to go there? What is the weather like there? What do you do there?

EXPANSION ACTIVITIES: CALMING THE STORM

1. Learn the vocabulary: disciples, blow, blowing, command, sink (verb), calm

2. Listen. 3. Read aloud. Matthew 8:23–27

Jesus and His disciples were in a boat on the Sea of Galilee.

Jesus was asleep.

The wind blew very hard. The waves filled the boat with water.

The disciples were afraid. They woke Jesus. They asked Him to help.

Jesus commanded the wind to stop blowing. He told the waves to go down.

The wind stopped. The sea became calm.

Jesus asked the disciples why they were afraid. He said they should have more faith.

They were amazed that Jesus could command the wind and the sea.

4. Learn the vocabulary: peace, troubled, overcome, adversity, storm, stronger.
5. Read aloud. Then listen.

*"**Peace** I leave with you, my **peace** I give unto you . . . Let not your heart be **troubled**, neither let it be afraid"* (John 14:27).

"As you **overcome adversity** in your life, you will become **stronger**" (Joseph B. Wirthlin, "Finding a Safe Harbor," *Ensign,* May 2000, 61).

6. Ponder: How can Jesus Christ help you during the **storms** in your life?
7. Write three ways that Jesus Christ can help you during difficult times in your life.

_____

_____

_____

8. Speak: Tell three people how Jesus Christ helps you during difficult times in your life.

ENGLISHCONNECT 1 LESSON 14: JOBS AND CAREERS

CONVERSATIONS: WHAT DO YOU DO FOR WORK?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

Conversation 1

1. So, Carla, what do you do for _____?
2. I'm a _____.
3. Oh, _____? Do you like being a teacher?
4. Yes, I love it! It's _____ rewarding.

job	work	very	too	teacher	really	doctor

Conversation 2

1. Guess _____? I got a new _____.
2. Wow, that's great! _____ do you work now?
3. I work at the _____ on Main Street.

shop	work	job	restaurant	what	where	when

ACTIVITY 2: WHAT DO YOU DO FOR WORK?

A. Read and listen to the examples 1–9. Repeat aloud.

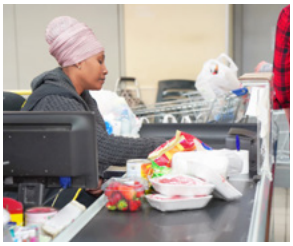
1. What do you do for work?
2. I am a nurse.
3. I have my own business.

4. What does he do for work?
5. He is a mechanic.

6. Where do you work?
7. I work at a factory.

8. Where does she work?
9. She works at a restaurant.

B. Look at the pictures. Say what each person does for work. Listen to the examples.

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

secretary	construction worker	doctor	custodian	cashier	server	cook	scientist

C. Look at the pictures. Write a question to ask what each person does for work.

What does he do for work?

He is a nurse.

1.

_____

I am a flight attendant.

2.

_____

He is a mechanic.

3.

_____

She is a factory worker.

4.

_____

I have my own business.

5.

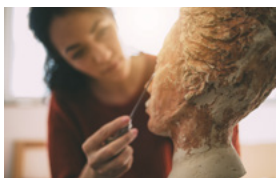
_____

They are fishermen.

D. Read the conversation. Choose the person that works in that place.

1. Where do you work?
   I work at a restaurant.

a.

b. 

2. Where do you work?
   I work at a school.

a.

b.

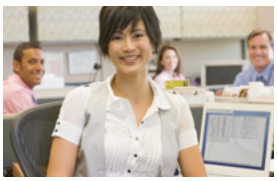
3. Where does he work?
   He works in a hospital.

a.

b.

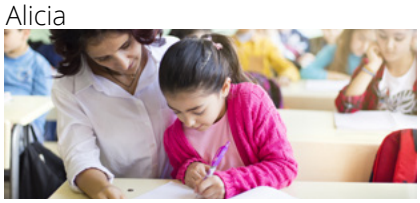
4. Where does she work?
   She works in an office.

a.

b. 

E. Listen to each conversation. Read the sentences. Answer true or false.

Alicia

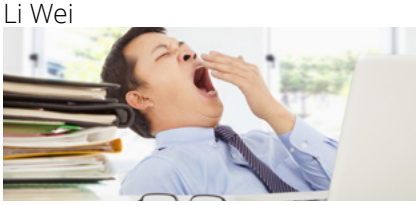


1. Alicia is a teacher.
   a. True
   b. False
2. Alicia does not like her job.
   a. True
   b. False

Nimra

3. Nimra works in a factory.
   a. True
   b. False
4. Nimra likes to help people.
   a. True
   b. False

Li Wei



5. Li Wei works in an office.
   a. True
   b. False
6. Li Wei works a lot of hours.
   a. True
   b. False

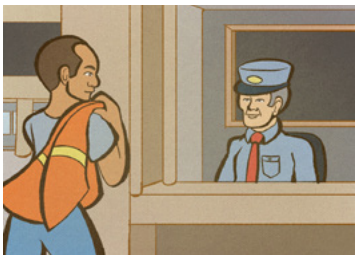
F. Write three sentences about what you do for work. If you do not have a job, write about any job.

_____

_____

ACTIVITY 3: ALFONSO'S BIG TIP

A. Listen to the story. B. Read the story aloud. C. Listen to the questions. Answer aloud.



Alfonso lives in the city. He rides the train to work.

"Hurry! The train leaves soon," says Mac.
"Thanks for the tip!" says Alfonso.

He gets off the train. A taxi driver says, "Watch out! It's wet!"
"Thanks for the tip!" Alfonso says.

Alfonso is a carpenter.
"Today you will build a wood floor," says his boss.

"The lady is angry," says his boss.
"Smile and be nice."
"Thanks for the tip," says Alfonso.

Alfonso smiles a lot. He smiles at the angry lady. She doesn't smile.

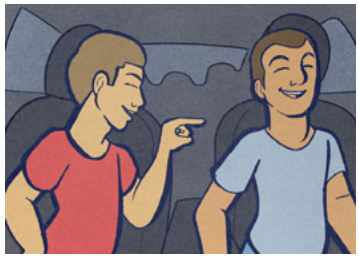
Every day Alfonso and his friend, Luis, work hard on the floor. Alfonso smiles. The angry lady starts to smile.

They eat lunch. They laugh. They smile. The angry lady smiles too.

Alfonso says, "It's done."
"Thank you. It's beautiful," says the lady. "You work hard. And you make me smile."

She gives them an envelope.
"Here's a tip for you," she says.
She smiles.

Alfonso and Luis get on the train. They look in the envelope. They count the money. One thousand dollars! It's a very big tip!



They laugh and laugh. "Keep smiling, Alfonso!" says Luis.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.
Have him or her retell the story in Activity 3 in their own words.

B. Look at the pictures in Activity 2B. Ask your practice partner what each person does for work. Help them answer in complete sentences.
Look at the pictures in Activity 2D. Help them ask questions about what each person does for work.

C. Ask your partner questions about the pictures. For example, ask: What does he/she do for work? When does he/she eat lunch? Help them talk about a friend or family member's work and schedule.

D. Ask your practice partner about their job or their dream job. Help them speak in complete sentences. Tell them about your job or your dream job.

EXPANSION ACTIVITIES: SELLING BANANAS

1. Learn the vocabulary: passport, bananas, earn, strength, save (saving)

2. Listen. 3. Read aloud.

My name is Sedrick. I live in Africa. I'm a member of The Church of Jesus Christ of Latter-day Saints.

I am preparing to go on a mission. I need a passport. A passport costs US$250.

My father and I buy bananas to earn money. Some villages grow a lot of bananas. The villages are many miles away.

We go there and buy bananas. Then we bring them back to sell.

We use a bicycle to go to the villages. We can take four or six bunches of bananas at a time.

It takes 1½ hours each way on my bike—that is, if the bike is working and I have the strength.

It gets very hot during the day. We move slowly because of the heat and the sun. I wake up very early in the morning. I do two trips per day.

It is a good way to pay for my passport. Now I'm earning money, little by little. I'm saving for both school expenses and a mission.

I have worked for four years. I have enough money for my passport and another $70 saved.

4. Learn the vocabulary: glory, always, necessity, economic, curse, blessing.

5. Read aloud. Then listen.

"For behold, this is my work and my glory--to bring to pass the immortality and eternal life of man" (Moses 1:39).

"Work is not a **curse** but a **blessing**" (David E. Sorenson, "The Blessing of Work," [Brigham Young University devotional address, Mar. 6, 2005], 2, speeches.byu.edu).

6. Ponder: How is work a blessing?

7. Write. Finish the sentence. Work is a blessing because _____

_____.

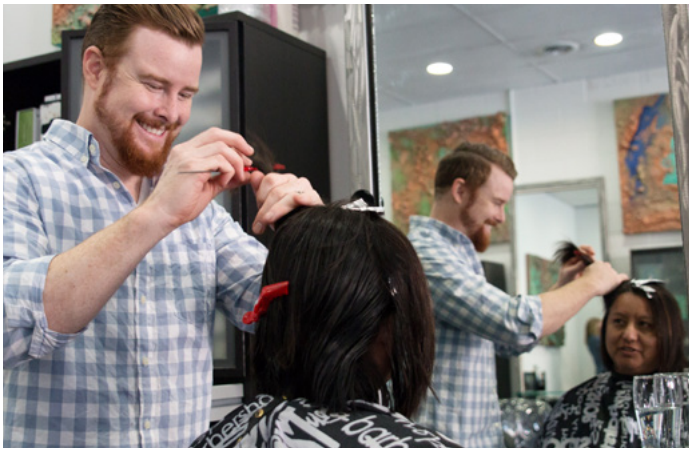
8. Speak: Talk about how work is a blessing for you.

ENGLISHCONNECT 1 LESSON 15: JOBS AND CAREERS

CONVERSATION: I'M LOOKING FOR A NEW JOB

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, James, I'm _____ for a new job.
2. Really, Lan? _____ ?
3. Well, my job is only _____, and I don't really like it.
4. Why not? What do _____ _____ at work?
5. It's _____. Every day I _____ the same building and _____ the same people.
6. What about you? Tell me about your _____.
7. I'm a _____, and I like my job.
8. I like to _____ hair and _____ new people.
9. That's great!



meet	Why	hairstylist	you do	people	see
clean	job	boring	part-time	looking	cut

E. Read the sentence. Answer true or false.

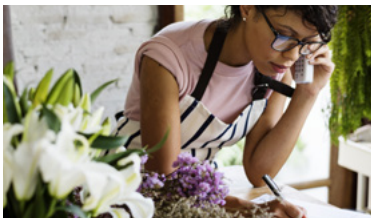
1. Lan is happy about her job.
   a. True
   b. False
2. Lan works full-time.
   a. True
   b. False
3. James likes his job.
   a. True
   b. False
4. James cleans buildings.
   a. True
   b. False

ACTIVITY 2: TALKING ABOUT JOBS

A. Listen. Write what you hear.

1.

_____

2. 

_____

3.

_____

4.

_____

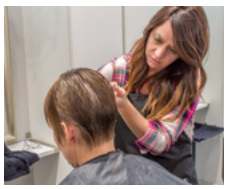
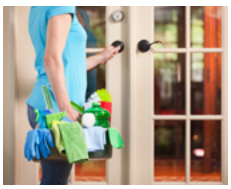
5.

_____

6.

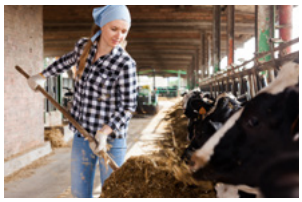
_____

B. Look at the picture. Say what you do every day for this job. Listen to the examples.

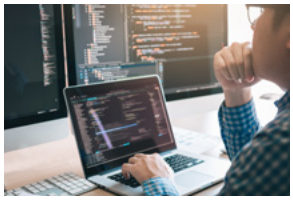
1. 
2. 
3.
4.
5.

C. Read the sentences about each job below aloud. Choose the picture that matches.

1. I work full-time in a school. I teach students every day. It is difficult, but I like it.

a. b. 

2. I am self-employed. I write computer programs. Sometimes it's boring.

a.  b.

3. I work part-time in a restaurant. I serve food to customers. It is difficult but fun.

a. b.

4. I work part-time at a store. I help customers all day. It's interesting.

a. b.

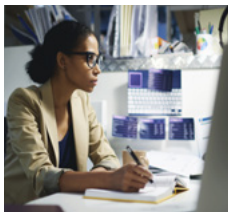
D. Choose the correct question for the answer. Say the question aloud.

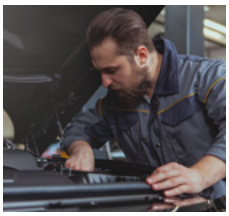
1. She programs computers.
   a. What does she do for work?
   b. Does she like her job?
   c. Does she work full-time or part-time?

2. Yes, he loves teaching.
   a. What does he do for work?
   b. Does he like his job?
   c. Where does he work?

3. My job is part-time.
   a. What do you do for work?
   b. Do you like your job?
   c. Do you work full-time or part-time?

E. Choose one of the pictures. Write about the person's job. Answer the questions.


journalist


mechanic

salesperson

construction worker

server

computer programmer

What is the person's job?
What does the person do for work?
Does the person like his or her job?
What time does the person leave work?

Where does the person work?
Does the person work part-time or full time?
What time does the person go to work?

_____

_____

_____

_____

ACTIVITY 3: GRANDFATHER'S HOUSE

A. Listen. B. Read aloud. C. Listen to questions 1–3. Answer aloud.

My grandfather is a very interesting person. He is a full-time accountant. He works at a factory.

He doesn't like his job very much. It's boring. He likes to build things.

I love to visit Grandfather. His house is very small.

My grandfather is not a carpenter. He is not an electrician. But he built two bedrooms.

He is not a painter. But he painted the bedrooms yellow.

Grandfather likes to grow food. He is not a farmer. But he grows corn and potatoes.

He is not a fisherman. But he loves to fish because fishing is relaxing.

He is not a cook. But he cooks fish very well.

When I visit Grandfather, I sleep in a yellow bedroom. I eat potatoes and corn. I go fishing. I love Grandfather's house!

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Have him or her retell the story in Activity 3 in their own words. Ask him or her to tell you about a friend or family member who can do many things. What is the person's name? What can they do?

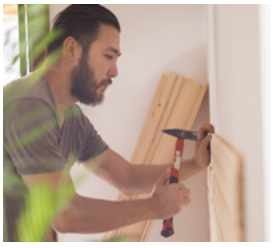
C. Help your practice partner answer the questions for three of the pictures in Activity 2E.

D. Ask your practice partner to pretend that he or she is the person in each of the pictures below. Help them say two or three sentences to describe their job.

hairstylist

salesperson

doctor



construction worker

mail carrier

EXPANSION ACTIVITIES: LABORERS IN THE VINEYARD

1. Learn the vocabulary: vineyard, hire(s), pay (paid), generous, too late

2. Listen. 3. Read aloud.

Matthew 20:1–16

Jesus tells a story about a man. The man needs people to work in his vineyard.

He hires some workers at 6:00 in the morning. They agree to work for a penny.

They are happy to work. They need money to feed their families.

Later, the man needs more people. He hires more people at 9:00 a.m.

He hires people at 12:00 p.m. and 3:00 p.m.

Finally, it is the end of the day. He hires one last group of workers at 5:00 p.m.

They, too, are happy to work. They need to feed their families too.

At the end of the day, each worker gets paid. They all get the same pay. They all get one penny.

The workers who started at 6:00 a.m. are angry.

They ask, "Why do we get the same pay as the other workers? They started later than us."

The man says, "I am not being unfair to you. I can be generous with my own money. I choose to be kind to everyone."

The man is like God. He wants to bless all of His children. We are never too late to come to Him.

4. Learn the vocabulary: heavy laden, mistakes, beyond the reach, divine love

5. Read aloud. Then listen.

*"Come unto me [Jesus Christ], all ye that labour and are **heavy laden**, and I will give you rest"*
(Matthew 11:28).

"However many **mistakes** you feel you have made . . . you have *not* traveled **beyond the reach** of **divine love**"
(Jeffery R. Holland, "The Laborers in the Vineyard," *Ensign* or *Liahona,* May 2012, 33).

6. Ponder: What do you need to do to come unto Jesus Christ now?

7. Write two things you learned from the story._____

_____

8. Speak: Retell this story to three people. Tell what you learned.

ENGLISHCONNECT 1 LESSON 16: FOOD

CONVERSATION: WHAT DO YOU WANT FOR LUNCH?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Ha-Eun, what do you want for _____?
2. Do you want some _____?
3. No, thanks, Marcia. I don't really _____ fish.
4. Really? My _____ food is fish! Why don't you like it?
5. I don't like the _____.
6. I usually eat _____ for lunch.
7. Oh, we have chicken too, and chicken is _____.
8. Let's _____ chicken.

Sounds good!

lunch	have	favorite	taste
fish	chicken	healthy	like

E. Read the questions about the conversation. Answer aloud. Listen to the answers.

1. Does Ha-Eun like fish? 2. Why or why not? 3. What do Ha-Eun and Marcia cook for lunch?

ACTIVITY 2: MY FAVORITE FOODS

A. Listen to 1–5. Choose the picture that matches.

1a.
2a.
3a.
4a.
5a.

b.
b.
b.
b.
b.

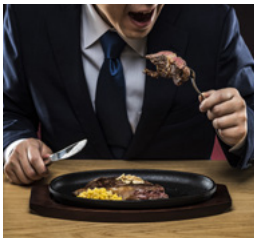
ACTIVITY 3: WHAT DO YOU USUALLY EAT?

A. Look at each picture. Listen to the question. Answer the question aloud. Listen to the examples.

1.
Sarah

2.
John

3.
Rin

4. 
Ye-Jun

5.
Elena and Paola

B. Look at each picture. Read the question. Write an answer to the question in a complete sentence.

What do you usually eat for breakfast?

I usually eat eggs for breakfast.

1.

What does he usually eat for lunch?

_____

2.

What does she usually eat for dinner?

_____

3.

What do they usually eat for breakfast?

_____

4.

What do you usually eat for dinner?

_____

5.

What do you usually eat for lunch?

_____

ACTIVITY 4: A MOVIE REVIEW OF *THE HUNDRED-FOOT JOURNEY*

A. Listen to the story.

B. Number the sentences in the correct order.

____ Madame Mallory sees what Hassan serves.
____ Hassan moves to France.
____ The storekeeper has no fish or lamb.
__1__ Hassan lives in India.
____ Hassan has an Indian restaurant.
____ Madame Mallory doesn't like Indian food.

C. Listen to sentences 1–5. Write what you hear.

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

ACTIVITY 5: WHAT IS YOUR FAVORITE FOOD?

A. Read each conversation. B. Write your answer to the question in a complete sentence.

Alex: Ricky, what is your favorite food?
Ricky: Lamb is my favorite food.
Alex: Really? Why do you like it?
Ricky: It's a little salty and delicious.

1. What is Ricky's favorite food?

_____

2. Why does he like it?

_____

Marisa: Alexandra, do you like squash?
Alexandra: No, not at all.
Marisa: Really? Why not?
Alexandra: It's gross. I don't like the texture.

3. Does Alexandra like squash?

_____

4. Why or why not?

_____

Pete: Milan, do you like milk?
Milan: Yes, I like it. It's healthy and sweet.

5. Does Milan like milk?

_____

6. Why or why not?

_____

ACTIVITY 6: WRITE ABOUT YOUR FAVORITE FOODS

A. Write about two of your favorite foods. Why are they your favorite?

Example: My favorite food is chicken enchiladas. It is chicken with tortillas, cheese, and green chiles. I like it because it is salty and spicy.
My other favorite food is squash soup. I like the taste. I like that it is warm when I am cold.

_____

_____

_____

_____

_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Have your practice partner tell you the story in Activity 4. Ask them questions about the pictures. How does the story end?

C. Look at the pictures in Activity 3A. Help your partner form questions and answers for each picture—for example, "What does Sarah usually eat? Sarah usually eats ham."

D. Talk about what you usually eat. Ask your practice partner: "What do you usually eat for breakfast? lunch? dinner?" Let them ask you the same questions.

E. Take turns talking about foods that you like. Ask your practice partner to tell you about their favorite foods. Ask them why they like them. Then let them ask you the same questions.

EXPANSION ACTIVITIES: GOD'S LAW OF HEALTH

1. Learn the vocabulary: conquered, youth, obey, decide (decided), servant, healthy, worried, wise

2. Listen. 3. Read aloud. Daniel 1:3–20

The king of Babylon conquered the Jews and took some of their youth to live in his house.

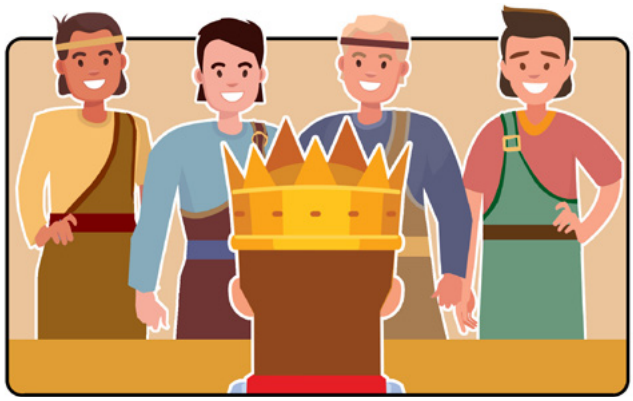
Four of them were Daniel, Shadrach, Meshach, and Abed-nego.

The king sent food and wine to the youth. Daniel and his friends wanted to obey God. God said that they should not eat this food. It was not good for them.

They decided to not eat the food or drink the wine. They asked the king's servant to bring them healthy food and water instead.

The servant was worried, "The king will be angry," he said. Daniel said, "Give us healthy food for 10 days. And water to drink. We will show that God's way is best."

The servant gave Daniel and his friends healthy food. He gave them water to drink.



After 10 days, Daniel and his friends looked healthier than the other youth.

God blessed Daniel and his friends because they obeyed Him. He made them strong and wise.

4. Learn the vocabulary: revealed, physical, benefit, navel, marrow, bones, treasures, weary

5. Read aloud. Then listen.

"The Word of Wisdom is a law of health **revealed** by the Lord for our **physical** and spiritual benefit" ("Word of Wisdom," *True to the Faith* [2004], 186; see also Doctrine and Covenants 89).

*"And all saints who remember to keep and do these sayings . . . shall receive health in their **navel** and **marrow** to their **bones**; and shall find wisdom and great **treasures** of knowledge, even hidden treasures; and shall run and not be **weary**, and shall walk and not faint"* (Doctrine and Covenants 89:18–20).

6. Ponder: What are the blessings of obeying God's law of health, the Word of Wisdom?

7. Write a list of blessings that you can receive from obeying the Word of Wisdom._____

_____

8. Speak: Tell three people about the blessings you can receive from obeying the Word of Wisdom.

ENGLISHCONNECT 1 LESSON 17: FOOD

CONVERSATION: WHERE DO YOU LIKE TO EAT?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, A-Ra, I'm _____.
2. _____ you want to get lunch?
3. Sure, Steven. That _____ good.
4. Where do you _____ to eat?
5. I like to eat at the _____.
6. The _____ are delicious.

OK. Let's go.

Do	sounds	sandwiches	hungry	cafe	like

ACTIVITY 2: WHERE DO YOU LIKE TO EAT?

A. Listen to conversations 1–5. Number the correct picture.

_____

_____

__1__

_____

_____

_____

B. Read what you can eat at the restaurants. Choose one. Read and answer the questions aloud. Listen to the examples.

1. Where do you like to eat? What do you like to eat there?

The Cafe serves sandwiches and drinks.

The China Grill serves chicken, pork, and rice.

Motcombs serves expensive fish and steak.

2. Where don't you like to eat? Why don't you like to eat there?

Noodles and Company serves many different pastas.

Yoshinoya serves Japanese and American food.

Sherlock Holmes serves soups, salads, and sandwiches.

C. Read. Then choose the correct answer for the questions.

Anoush likes to eat spicy food with beans and rice. She doesn't like to eat sandwiches.

1. Where does Anoush like to eat?
   a. Punta Cana
   b. Subway Sandwiches

Maro likes to sit outside with his friends when he eats. He doesn't like to eat seafood.

2. Where does Maro like to eat?
   a. Cafe Montmartre
   b. Joe's Crab Shack

Jean likes to eat pizza with his friends. He doesn't like to eat barbecue chicken or pork.

3. Where doesn't Jean like to eat?
   a. Little Italy Pizza
   b. Dickey's BBQ Pit

D. Write about your favorite restaurant. What restaurant is it? What do you order there?

_____

_____

_____

_____

_____

Example

I like to go to Smokie's BBQ near my house. I like to order a meal that has pork, beef, and chicken. It is delicious.

ACTIVITY 3: I'D LIKE TO ORDER . . .

A. Look at the pictures. Order the food in the pictures. Listen to examples 1–4.

1.

2.

3.

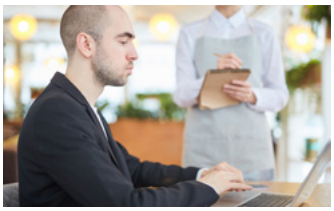
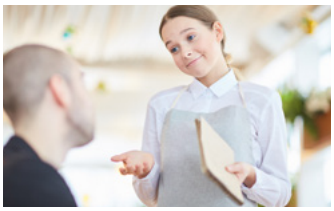
4.

B. Listen to conversations 1–4. Then write what each person orders.

1. He orders tomato soup.
2. _____
3. _____
4. _____

ACTIVITY 4: RESTAURANT FRIENDS

A. Listen to the story.

1.
2.
3.
4.
5.
6. 
7.
8. 
9.
10.
11.
12.

B. Check all of the answers that are correct.

1. What does Ben like to eat?

- ☐ soup
- ☐ beef
- ☐ bread
- ☐ tomatoes
- ☐ apple pie
- ☐ cheese
- ☐ chicken
- ☐ onions
- ☐ lettuce
- ☐ ice cream

2. What does Sandra like to eat?

- ☐ soup
- ☐ beef
- ☐ bread
- ☐ tomatoes
- ☐ apple pie
- ☐ cheese
- ☐ chicken
- ☐ onions
- ☐ lettuce
- ☐ ice cream

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary. Ask them to retell the story in Activity 4.

B. Help your practice partner talk about their favorite restaurant. "What is your favorite restaurant?" "Why do you like it?" "What do you order there?" "What restaurant don't you like?" "Why don't you like it?"

C. Ask your practice partner, "How often do you eat in restaurants? Who do you eat out with? What restaurants do you usually go to? What do you order?" Then let them ask you the same questions.

D. Look at the restaurants below. Take turns asking, "Where do you/don't you like to eat? What do you like to eat there? Why do you/don't you like to eat there?" Ask the same questions about the restaurants in Activity 2B.

Hong's Kitchen serves Chinese food like rice and pork.

Hattie B's serves fried chicken.

Cafe Rouge serves beef and chicken with potatoes.

EXPANSION ACTIVITIES: SEA BISCUIT MIRACLE

1. Learn the vocabulary: widow, handcart, sea biscuit, trunk, lid, miracle, enough
2. Listen. 3. Read aloud.

In 1856, Anne Rowley came to Utah by handcart. Anne was a widow. She had her seven children with her.

The journey was very difficult. One night, the family had no food to eat.

Anne said, "I got on my knees to pray. I asked for God's help."

She remembered two hard sea biscuits. They were in her trunk. They were small and too hard to eat. It wasn't enough for 8 people.

She thought, "Jesus fed 5,000 people. He only had 5 loaves of bread and 2 fish. Nothing is impossible with God's help."

She put the biscuits in a pot. She covered them with water. She put the lid on the pot. She put the pot on the fire to cook.

She prayed and asked God to bless them.

Later, she lifted the lid. The pot was filled with food. It was a miracle!

Anne knelt down with her family. They thanked God for His goodness. That night the family had enough to eat.

4. Learn the vocabulary: faith, precedes, miracle, among
5. Read aloud. Then listen. "**Faith precedes** the miracle"
(Thomas S. Monson, in "Faith Precedes the Miracle" [video], ChurchofJesusChrist.org).

*"For if there be no **faith** among the children of men God can do no **miracle** among them; wherefore, he showed not himself until after their **faith**"*
(Ether 12:12).

6. Ponder: Why does **faith** come before **miracles**? Why don't **miracles** happen each time you need one?
7. Write about a miracle in your life. Write as much as you can. _____

_____

_____

_____

8. Speak: Tell three people about a miracle in your life.

ENGLISHCONNECT 1 LESSON 18: FOOD

CONVERSATION: HOW DO YOU MAKE THAT?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. This _____ is so delicious, Camille!
2. How do you _____ it?
3. It's easy! _____, you put some cheese on bread.
4. Next, you put some _____ in a pan.
5. Then, you _____ the pan on the stove.
6. _____, you cook the _____ for five minutes.
7. Thanks! I'll _____ it!

Then	try	make	oil	First	heat	bread	sandwich	Last

ACTIVITY 2: SEQUENCE AND DIRECTIONS

A. Study the chart. B. Listen to sentences 1–5, and repeat.

Sequence and Directions			
First, Then,* Next,* Last,	you**	cut put put heat cook	some cheese. the cheese on bread. some oil in a pan. the pan on the stove. the bread in the pan.
*"Next" and "Then" are interchangeable. **In recipes, "you" is not usually used.			

C. Look at the pictures. Listen to the steps for making chicken soup. Say them out loud.

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

D. Your friend wants to make chicken soup. Write some steps for your friend to make chicken soup.

1. First, cut the _____.
2. Next, chop the _____, _____, and _____.
3. Then, _____ the chicken.
4. Next, add the _____.
5. Then, _____ everything together.
6. Last, _____ for 30 minutes.

ACTIVITY 3: WHAT'S IN IT?

A. Listen to the conversations. Then answer the questions.

1. Which ingredient is *not* in the soup?

a.
b.
c.
d.

2. Which ingredient is *not* in the dinner?

a.
b.
c.
d.

B. Talk about a food you like. What is it? What's in it? Listen to the example.

Example:
Pupusas

C. Write about it.

What is it? _____

What's in it? _____

_____

D. Listen to the directions. Read the sentences. Write the missing word.

1. _____, you cook in the microwave for 5 minutes.
2. _____, you break 2 eggs into a microwave-safe bowl.
3. _____, you stir the mixture.
4. _____, you mix the eggs with the cake mix.

First
Next
Then
Last

E. Read the recipe. Then read the sentences. Answer true or false.

Almond Candy

2 cups sugar
2 cups butter
1/2 cup water
2 cups chopped almonds

First, put sugar, butter and water in a pan. Then, boil and stir. Next add almonds. Cook until the mixture begins to smoke. Then, take it off the stove. Next, pour mixture into an oiled pan. Last, break candy into pieces.

1. Cook the almonds in the pan first.
   a. True
   b. False
2. Stir and boil the sugar, butter, and water.
   a. True
   b. False
3. Add the almonds after the candy is cool.
   a. True
   b. False
4. Break the candy into pieces.
   a. True
   b. False

F. Think about your favorite food to make or eat. Write the ingredients and steps below.

Name: _____

Ingredients: _____

_____

Steps: _____

_____

_____

_____

Example

Name: Alaskan Ice Cream

Ingredients: 1 cup sugar, 3 cups frozen animal fat, 4 cups frozen berries

Steps: First, mash the fat. Then stir the fat until fluffy. Next, add the sugar until well-mixed. Last, stir in the berries.

ACTIVITY 4: STRAWBERRY CAKE

A. Listen to the story.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

B. Read and listen to questions 1–3 . Answer aloud. Listen to the example answers.

1. Why does SuMin write Anna? 2. What was SuMin's favorite part of the meal? 3. What will SuMin do with the recipe?

C. Listen to sentences 1–5. Write what you hear.

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

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary. Have your practice partner use the pictures in Activity 4 to retell the story.

B. Look at the pictures in Activity 2C. Ask your practice partner, "How do you make chicken soup?"

C. Talk about your favorite foods. Ask, "What is your favorite food? When do you eat it? What's in it? How do you make it?" Then let your practice partner ask you the same questions.

D. Activity 3 talks about six different foods. Ask your practice partner to choose which one they would like to try. Why would they choose it? What's in it? How do you make it? Then ask them to choose one they would NOT like to try. Why not? Now have your practice partner ask you the same questions.

Corn chowder

Briyani

Pupusas

Cake

Almond candy

Alaskan ice cream

EXPANSION ACTIVITIES: MAKING BREAD

1. Learn the vocabulary: widow, education, master's degree, car accident
2. Listen. 3. Read aloud.

It is 1932. Virginia Cutler is a widow. She has two young boys. She goes to work as a teacher.

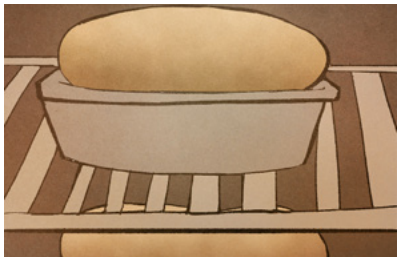
Education is important to her. She wants her boys to have a good education. But it is expensive.

She is working on a master's degree. It is very hard. Her boys get sick. She is in a car accident.

But she finishes.
She gets her degree.

She works hard to make a happy home for her boys. She teaches them family values. She teaches them to work hard.

She teaches them to make bread. Every Saturday morning they make bread.



Each boy makes his own loaf. The smell of bread brings friends to their house. They share the bread.

The boys grow up.
One is a doctor.
One works for the government.

Now they make bread with their children. But it is more than just making bread, isn't it?

4. Learn the vocabulary: succesful, established, maintained, principles, forgiveness, compassion, wholesome, recreational
5. Read aloud. Then listen.

> "**Successful** marriages and families are **established** and **maintained** on **principles** of faith, prayer, repentance, **forgiveness**, respect, love, **compassion**, work, and **wholesome recreational** activities"
> ("The Family: A Proclamation to the World," ChurchofJesusChrist.org).

6. Ponder: Which of the principles in the quote do you need to work on?
7. Write: What are you going to do this week to work on one of the principles?

_____

_____

8. Speak: Tell three people what you are going to do this week to work on the principle you chose.

ENGLISHCONNECT 1 LESSON 19: MONEY

CONVERSATION: HOW MUCH DO THOSE COST?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Excuse me, I'd like to _____ some pants.
2. How much do those blue pants _____?
3. _____ dollars.
4. Fifty dollars?! I _____ pants, but those are too _____ for me.
   How much do the red pants cost?
5. _____ .
6. OK, great! I'd like to buy _____.

cost buy Fifty use need expensive those cheap Twenty-five

ACTIVITY 2: PRICES

A. Study the chart. B. Listen to 1–4, and repeat.

Asking about Prices	
Question	**Answer**
1. How much <u>is</u> **this shirt**?	$12. It's $12.
2. How much <u>are</u> **those shoes?**	$25. They're $25.
3. How much <u>does</u> **the car** cost?	$9,000. It's $9,000. It costs $9,000.
4. How much <u>do</u> **the apples** cost?	$4. They're $4. They cost $4.
For **singular** (1): use <u>is</u>, <u>does</u>, <u>it's</u>. For **plural** (2+): use <u>are</u>, <u>do</u>, <u>they're</u>	

C. Look at each picture. Say aloud what it is and how much it costs. Listen.

1. skirt
$14

2. tie
$21

3. shoes
$45

4. phone
$140

5. table
$399

6. apple
$1

D. Look at the picture. Write what the item is on the line. Ask aloud how much the item costs. Listen to the examples. Decide if you'd like to buy the item.

1. _____
a. I'd like to buy them.
b. I don't need those.

2. _____
a. I'd like to buy it.
b. I don't need it.

3. _____
a. I'd like to buy it.
b. I don't need it.

4. _____
a. I'd like to buy them.
b. I don't need them.

E. Look at each picture. Read the price. Write a question to ask for the price.

Example:
How much does the chicken cost? or How much is the chicken?
Answer: It's $7.

1. _____
Answer: It's $4.

fish

2. _____
Answer: They're $5.

strawberries

3. _____
Answer: It's $4.

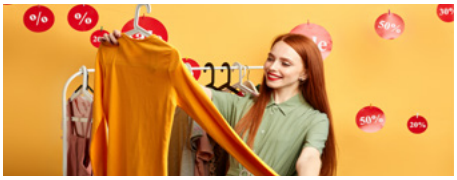
watermelon

4. _____
Answer: They're $5.

beans

ACTIVITY 3: I'D LIKE TO BUY IT

A. Listen to the conversation. Then answer the question that follows.



1. Does Kate buy the sweater?
a. Yes, because it's cheap.
b. Yes, because it's pretty.
c. No, because she doesn't like it.
d. No, because it's expensive.

2. Does Emir buy the phone?
a. Yes, because it's a good price.
b. Yes, because he needs it.
c. No, because it's expensive.
d. No, because it's not new.

3. What does Claudia buy?
a. 1 pound of potatoes
b. 2 pounds of potatoes
c. 8 pounds of potatoes
d. 10 pounds of potatoes

B. Look at the pictures and prices below. Say the one you want to buy and why, *or* say that you don't want to buy one of them and why. Listen to the examples.

1. blue hat: $15
red hat $12

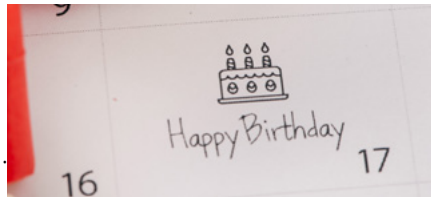
2. blue pajamas: $43
green pajamas $23

3. purple shoes: $50
black shoes: $17

4. black bike: $1,100
blue bike $148

ACTIVITY 4: A BIRTHDAY SURPRISE

A. Listen to the story. Finish the sentences.

1. 

I _____ some food.

2.

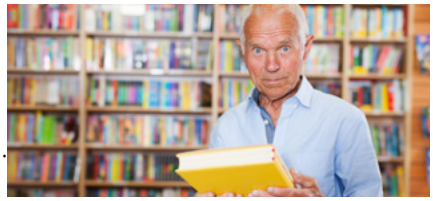
_____ _____ is that chicken?

3.

I'd like to buy _____ _____.

4.

That's _____.

5. 

How much is that _____?

6.

I'd like to _____ it.

7.

The lemon cake is _____.

8.

She loves _____ _____.

9.

It's _____ my birthday!

B. What things did the friend buy for Sarah's birthday? Write a list.

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

rice chicken pork dress old book
popular book lemon cake chocolate cake

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Help them retell the story in Activity 4. Ask questions: "How much is the chicken? How much does the orange dress cost? Why is the book so expensive? How much is the popular book? Is the friend surprised? Why? Have you ever surprised a friend? What did you buy?"

C. Look at the pictures in Activity 2C, 2D, and 3B. Take turns asking each other how much each item costs. Say whether you would buy it or not.

D. Imagine you have $100 to buy things for school. Look at the pictures. Say two things you would like to buy and two things you don't want to buy. Explain why. Ask your partner to do the same thing.

book $60

computer $95

pen $3

alarm clock $10

batteries $7

pencils $4

EXPANSION ACTIVITIES: RICH YOUNG MAN

1. Learn the vocabulary: rich, heaven, obey, commandments, poor, follow, give away
2. Listen. 3. Read aloud. Mark 10:17–23

One day a rich young man came to see Jesus. He asked Jesus, "What do I need to do to go to heaven?" Jesus told him to obey all the commandments. The rich young man said he always obeyed the commandments.

Jesus told the young man to do one more thing. He said, "Sell everything you have. Give the money to the poor. Then, follow me."

The young man felt sad. He did not want to give away everything he had. He left Jesus. Jesus said it is hard for people who love riches to go to heaven.

Jesus also said we should trust God and love Him more than anything else. Then we can live with Him in heaven.

4. Learn the vocabulary: before, riches, seek for, beggars, depend upon, more than
5. Read aloud. Then listen.

*"But **before** ye **seek for riches**, **seek** ye **for** the kingdom of God"*
(Jacob 2:18).

*"For behold, are we not all **beggars**? Do we not all **depend upon** . . . God . . . for all the riches which we have of every kind?"*
(Mosiah 4:19).

6. Ponder: How can you increase your love for God?
7. Write a list of five things you can do to increase your love for God.

_____

_____

8. Speak: Talk about how you can learn to love God more than anything else.

ENGLISHCONNECT 1 LESSON 20: HOME

CONVERSATION: WHERE DO YOU LIVE?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. _____ do you live?
2. I _____ in an apartment in New York City.
3. Do you like your _____ ?
4. It's very _____ but it's not very _____.
5. It only has one _____.
6. I like the _____ though.
7. Do you have a _____?
8. No. Most _____ in New York City don't have a garage.

big	live	bedroom	nice	garage	Where	apartments	kitchen	apartment

ACTIVITY 2: ARTICLES AND PREPOSITIONS

A. Study the chart. Listen and repeat.

a and **an**	
a: before a consonant sound	**a** house, **a** teacher, **a** dress, **a** bed
an: before a vowel sound	**an** apartment, **an** onion, **an** egg, **an** alarm clock

B. Write the missing word.

1. I am ____ teacher.
2. We need ____ new table.
3. This is ____ orange.
4. My bed is in ____ bedroom.
5. I have a question. I have ____ answer.
6. This is ____ beautiful dress.

C. Read the words. Listen and repeat.

1. next to

2. to the left of

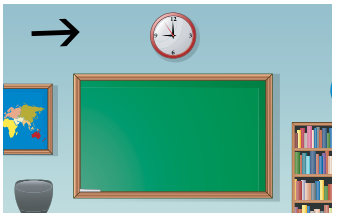
3. to the right of

4. on top of

5. on the bottom of

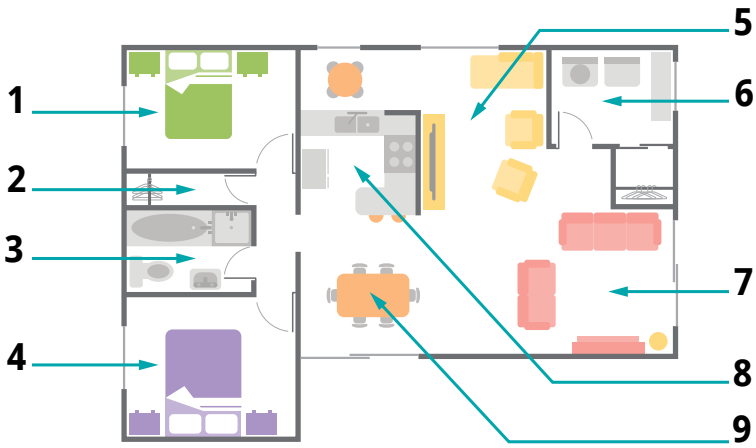
6. in

7. on


8. above

ACTIVITY 3: WHERE IS IT?

A. Look at the picture of the house.
Write the names of the rooms.



B. Listen to the question.
Choose the correct answer.

1. _____
   a. the living room
   b. the bedroom
   c. the closet

2. _____
   a. the family room
   b. the laundry room
   c. the kitchen

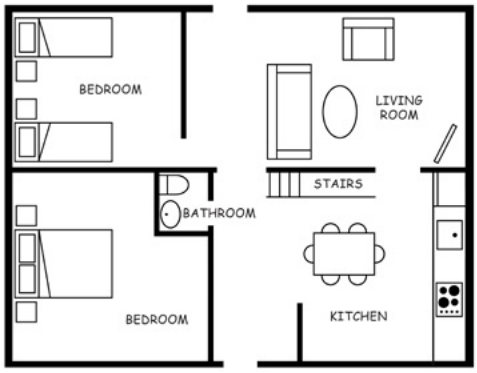
3. _____
   a. the kitchen
   b. the bathroom
   c. the bedroom

4. _____
   a. the bedroom
   b. the bathroom
   c. the kitchen

5. _____
   a. the kitchen
   b. the laundry room
   c. the bathroom

6. _____
   a. the kitchen
   b. the bathroom
   c. the family room

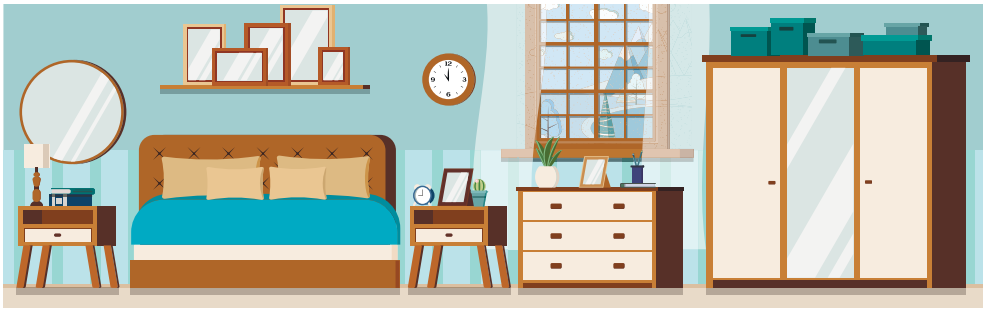
C. Look at the picture. Finish the sentences.



1. The _____ is to the left of the kitchen.
2. The _____ is in the top right corner.
3. A _____ is in the bottom left corner.
4. The stairs are close to the _____.

D. Look at the picture. Answer the questions aloud, and then listen to the answers.

1. Where is the clock?
2. Where is the bed?
3. Where is the window?
4. Where is the mirror?
5. Where are the pillows?



E. Read and listen to the questions about your house or apartment. Answer aloud. Listen to the examples.

1. How many bedrooms does your home have ?
2. Do you have a garage?
3. How many bathrooms do you have?
4. How many closets do you have?
5. Is your kitchen big or small?
6. Do you have a living room?

F. Write about your home (color, size, rooms). Do you like it? Why or why not?

_____

_____

ACTIVITY 4: MOSHE SAFDIE'S AMAZING APARTMENTS

A. Listen to the story. Finish the sentences.

1.

Do you live in a _____ or an _____?

2.

My _____ is too small.

3.

A yard is _____.

4.

Moshe Safdie is an _____.

5.

He doesn't say, "You need a _____."

6.

_____ is important.

7.

He built ___ apartment building.

8.

They have ___ _____.

9.

The pool is __ _____ ___ the hotel.

PRACTICE PARTNER INSTRUCTIONS

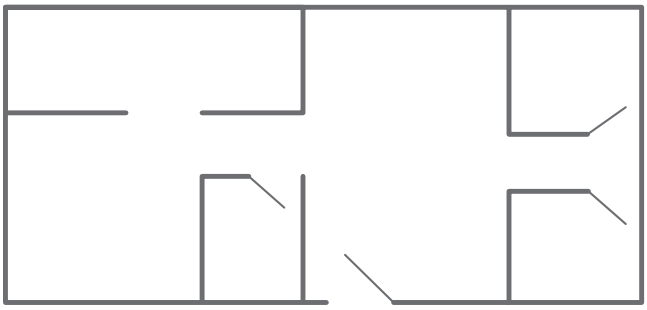
A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

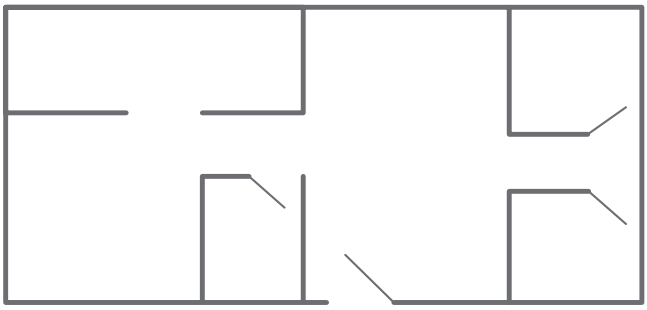
B. Help them retell the story in Activity 4. Ask: "Do you want to live in Moshe's apartment? Why or why not? Do you want to swim in the hotel swimming pool? Why or why not?"

C. Look at the questions in Activities 3E and 3F. Take turns asking each other questions about your home. Ask as much as you can. For example, ask: "Do you live in a house or an apartment? What color is your home? How old is your home? Do you like the floor plan?"

D. Look at the floor plan in Activity 3A. Ask your partner questions about the floor plan. For example, ask: "Where is the kitchen?"

E. Both you and your practice partner label a floor plan for your dream house or apartment. Don't look at your partner's floor plan. Describe your floor plan to your partner. Your partner should draw your floor plan as you describe it. Now try to draw your partner's floor plan as he or she describes it.





EXPANSION ACTIVITIES: BOBBIE THE WONDER DOG

1. Learn the vocabulary: vacation, attacked, search, broken heart, cross (verb), damaged, overjoyed

2. Listen. 3. Read aloud.

It is 1923. A family from Oregon is on vacation in Indiana. They are 2,500 miles (about 4,000 km) from home.

Their dog, Bobbie, is attacked by other dogs. He runs away. The family searches everywhere for Bobbie. They can't find him.

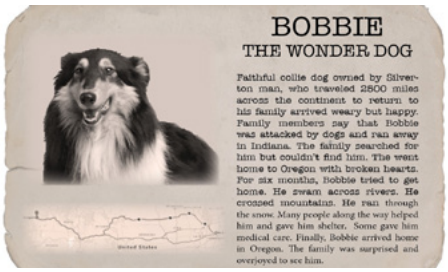
They go home to Oregon with broken hearts.

For six months, Bobbie tries to get home. He walks and walks.

He swims across rivers. He crosses mountains. He runs through snow.

Many people feed Bobbie. Some give him a place to sleep.
A woman takes care of his feet.

Finally, Bobbie arrives home. He is dirty and thin. His feet are badly damaged.



BOBBIE
THE WONDER DOG

Faithful collie dog owned by Silverton man, who traveled 2500 miles across the continent to return to his family arrived weary but happy. Family members say that Bobbie was attacked by dogs and ran away in Indiana. The family searched for him but couldn't find him. The went home to Oregon with broken hearts. For six months, Bobbie tried to get home. He swam across rivers. He crossed mountains. He ran through the snow. Many people along the way helped him and gave him shelter. Some gave him medical care. Finally, Bobbie arrived home in Oregon. The family was surprised and overjoyed to see him.

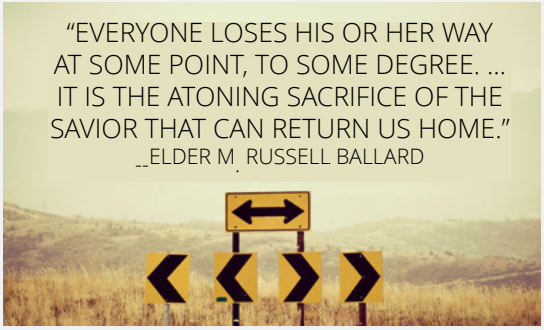
The family is surprised and overjoyed to see him. The newspaper calls him Bobbie the Wonder Dog.

Bobbie just wanted to go home.

4. Learn the vocabulary: choices, choose, return, lose, point, degree, sacrifice, longing

5. Read aloud. Then listen.

"The greatest of all **choices** [God's children] may make is to **choose** to **return** to Him" (Russell M. Nelson, "Begin with the End in Mind" [address given at a seminar for new mission leaders, June 2014]).



6. Ponder: Do you ever feel a **longing** for your heavenly home? If so, why?

7. Write some things you can do that will help you return home to God. _____

8. Speak: Talk about how Bobbie's story is like trying to return home to God.

ENGLISHCONNECT 1 LESSON 21: HOME

CONVERSATION: I'M GLAD YOU'RE VISITING

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. This is the _____.
2. There are extra _____ and _____ in the closet if you need them.
3. There's the _____.
4. _____ _____ towels in the cupboard. _____ _____ soap under the sink.
5. This is _____!
6. I'm glad you're _____!

bedroom	wonderful	pillows	There is	visiting	blankets	bathroom	There are

E. Answer the questions.

1. What is in the closet?
   a. extra pillows
   b. extra towels
   c. extra soap
2. Which room is small?
   a. the kitchen
   b. the bedroom
   c. the bathroom
3. What is in the cupboard?
   a. towels
   b. soap
   c. blankets

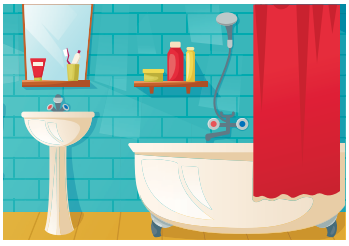
ACTIVITY 2: THERE IS/THERE ARE

A. Study the chart.

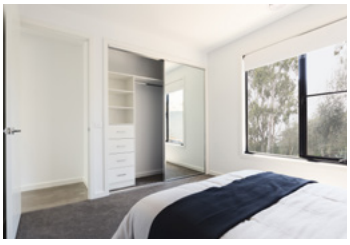
There **is** + (singular noun) + (place) .		
There **is**	**a** mirror	above the sink.
There **is**	**a** closet	in the bedroom.

There **are** + (plural noun) + (place) .		
There **are**	**two** pillow**s**	on the bed.
There **are**	towel**s**	in the bathroom.

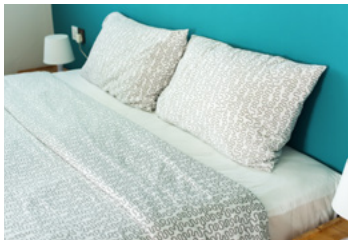
B. Read the sentence. Listen and repeat.



1. There is a mirror above the sink.



2. There is a closet in the bedroom.



3. There are two pillows on the bed.

4. There are towels in the bathroom.

C. Write the missing word. Say the sentence aloud.

1. There ____ a shower in the bathroom.
2. There ____ nightstands in the bedroom.
3. There ____ lamps on the nightstands.
4. There ____ a closet in the bathroom.
5. There ____ drawers in the cupboard.
6. There ____ a sink in the bathroom.

D. Look at the picture of the bedroom below. Talk about what is in the bedroom. Listen to the examples.

1.

2.

E. Look at the picture of the bathroom above. Write 5 sentences about things in the bathroom.

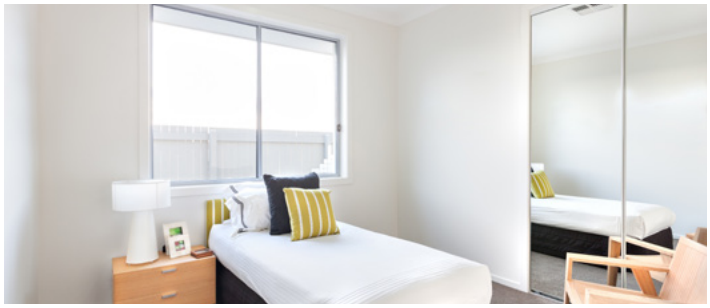
_____

_____

_____

ACTIVITY 3: WHERE IS THE . . . ?

A. Answer the questions aloud. Then listen to the answers.



1. Where is the mirror?
2. Where is the toilet?
3. Where is the sink?
4. Is the bathroom tidy or messy?
5. Is the bedroom tidy or messy?
6. Where is the bed?
7. Where are the pillows?
8. Where is the closet?

B. Look at the picture. Write an answer for each question. Use a complete sentence.

1. Is the bedroom messy or tidy?

_____

2. What is on the bed?

_____

3. Is the bathroom clean or dirty?

_____

4. What is under the window?

_____

5. Is the floor dirty or clean?

_____

6. What color is the floor?

_____

C. Look at the pictures. Listen to the descriptions. Choose the bedroom(s) that match the description.

A.

B.

1. _____
a. bedroom A
b. bedroom B
c. both bedrooms

2. _____
a. bedroom A
b. bedroom B
c. both bedrooms

3. _____
a. bedroom A
b. bedroom B
c. both bedrooms

4. _____
a. bedroom A
b. bedroom B
c. both bedrooms

5. _____
a. bedroom A
b. bedroom B
c. both bedrooms

6. _____
a. bedroom A
b. bedroom B
c. both bedrooms

D. Write about your bedroom. Answer the questions. Use complete sentences.

Is your room big or small? What is in your room (bed, dresser, closet)? Where is the bed? Is there a window? What color is your room? Is your bedroom tidy or messy?

_____

_____

_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the pictures in Activity 2D and 2E. Help your practice partner use *There is* and *There are* sentences to describe both rooms. Ask: "What is in the room? Where is the _____?"

C. Look at the pictures in Activity 3C. Help your practice partner describe the rooms. "Where is the bed?" "Is there a clock?" "How many pillows?" "What color is the bed?" "Where is the window?" "What else can you say?"

D. Talk about a room in your house. Help your practice partner use *There is* and *There are* sentences to describe a room in their house. Ask: "What is in the room? Where is the _____?"

E. Take turns asking each other questions about your childhood homes. "What did your bedroom look like?" "Is it big or small?" "Can you describe the bathroom or the kitchen?" Say as much as you can.

F. Look at the pictures below. Take turns describing one of the rooms. Then guess which room was described.

EXPANSION ACTIVITIES: MY BROTHER

1. Learn the vocabulary: hole, fix (verb), carpet
2. Listen. 3. Read aloud.

In 1951, Thomas Monson is a bishop in the Church. A man says, "My brother and his family are coming from Germany. His name is Mr. Gertler. Will you look at their apartment?" "Yes," says Bishop Monson.

Bishop Monson looks at the apartment. The kitchen is old. The stove is bad. The cupboards are empty. The living room light is bad. The paint is dirty. The floor has a hole in it.

There are no blankets or pillows in the bedroom. It is a sad apartment."It is not much," says the man. "But it is better than nothing." That night Bishop Monson can't sleep.

On Sunday he goes to church. Someone says, "Why are you so sad?" Bishop Monson talks about the apartment. "I can fix the bad light," says one man.

"We can paint the apartment," says another man. "We can put food in the cupboards," says a woman. "Great!" says Bishop Monson.

Three weeks later, Mr Gertler's family arrives. They go to the apartment. "It is not much," says the brother.

Bishop Monson opens the door. The family sees a beautiful apartment. The stove is new. The cupboards are full of food.

The carpet is soft. The paint is nice. The light is bright. There is a Christmas tree in the living room.

Mr. Gertler has tears in his eyes. "My brother," he says to Bishop Monson. "My brother." They sing a Christmas song. It is the best Christmas ever!

4. Learn the vocabulary: hunger, thirsty, serving, take someone in
5. Read aloud. Then listen.

And the Savior said:

*"For I was an **hungred**, and ye gave me meat: I was **thirsty**, and ye gave me drink: I was a stranger, and ye **took me in**: naked, and ye clothed me: I was sick, and ye visited me"*
(Matthew 25:35–36).

6. Ponder: How does **serving** others bless your life?
7. Write how you can help someone this week: This week, I will_____

_____.

8. Speak: Retell this story to someone. Tell them how you will help another person this week.

ENGLISHCONNECT 1 LESSON 22: COMMUNITY

CONVERSATION: WHERE ARE YOU GOING?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. _____ me, I think I'm lost.
2. Can you _____ me?
3. Sure. _____ are you going?
4. I'm looking for the _____.
5. How do you get _____?
6. First, walk down to the _____.
7. Then turn _____.
8. The library is _____ ____ the park.

next to	there	Excuse	right	corner	Where	help	library

E. Answer the questions.

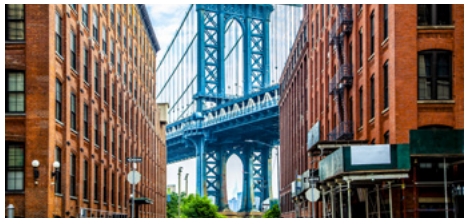
1. Where is the library?
   a. next to the park
   b. next to the bank
   c. next to the store

2. Where do you turn right?
   a. at the store
   b. at the park
   c. at the corner

ACTIVITY 2: DIRECTIONS AND LOCATIONS

A. Read aloud. Then listen.

1. The house is **across from** the beach.



2. The bridge is **between** the buildings.

3. The house is **behind** the family.

4. The lake is **close** to the house.

5. The river is **in front of** the church.

6. The people are **around** the table.

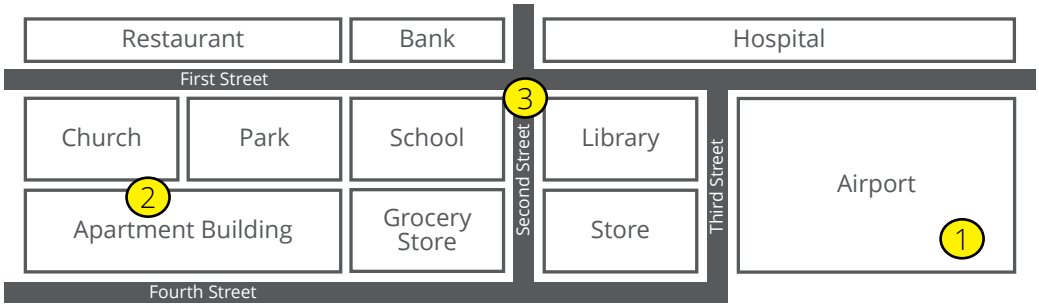
B. Study the chart.

Giving Directions				
Verb	+	direction word	+	location
Go		south.		
Turn		right.		
Walk		past		the church.
Go		down		to the corner.

C. Read the sentence. Listen and repeat.

1. Go west.
2. Walk past the bank.
3. Turn left at the corner.
4. The church is across from the school.
5. The store is on the right side of the street.

CITY MAP



D. Look at the city map. Read the question. Write the answer to the question. Use the word given.

1. Where is the park? (between)

_____

2. Where is the hospital? (across from)

_____

3. Where is the store? (behind)

_____

4. Where is the school? (in front of)

_____

5. Where is the bank? (next to)

_____

E. Look at the city map. Listen to conversations 1–4. Choose "true" if the answer is true or "false" if it is false.

1. _____
   a. true
   b. false

2. _____
   a. true
   b. false

3. _____
   a. true
   b. false

4. _____
   a. true
   b. false

ACTIVITY 3: HOW DO YOU GET TO . . . ?

A. Find 1 on the city map. Start at the airport. Read the directions to a location. Write the location.

1. Go straight on Third Street. Turn left. It is between the school and the church.

   _____

2. Go straight on Fourth Street. Turn right on Second Street. It is in front of the store and across from the school. _____

3. Go straight on First Street. It's on the corner and next to the bank.

   _____

4. Go straight on Third Street. It's north of the airport.

   _____

B. Find 2 on the city map. Listen to the question. Write the location. Give directions aloud from the apartment building to the location. Listen to a possible answer.

1. How do you get to . . .
   the hospital

2. How do you get to . . .
   _____

3. How do you get to . . .
   _____

C. Find 3 on the city map. You are at the library. Write directions to the place given.

1. How do I get to the church?

   _____

   _____

   _____

2. How do I get to the grocery store?

   _____

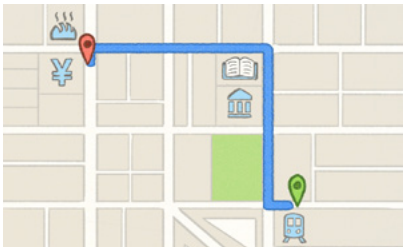
   _____

   _____

ACTIVITY 4: THE CONCERT

A. Listen. B. Read aloud.

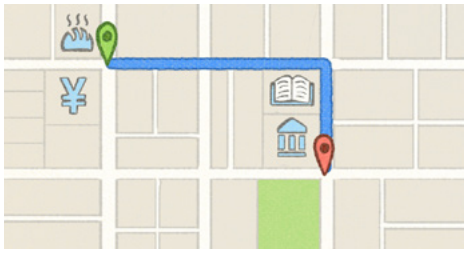
A man gets off the train. "Excuse me," he asks a taxi driver. "How do I get to the bank?"



"Go two blocks and turn left," says the taxi driver. "Do you like piano music?" asks the driver."Yes, I love piano music," says the man.

"There is a Lang Lang piano concert at the park tonight," says the driver. "It will be great."
"Thanks!" says the man.

He goes to the bank. Then he crosses the street to the bakery. He buys two steamed rolls. "Is there a museum in town?" he asks the baker. "Yes," says the baker.

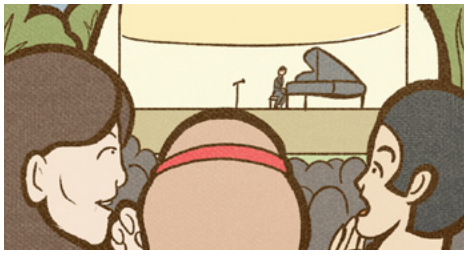


"Go past the library and turn right. It's across the street from the park. There is a Lang Lang piano concert at the park tonight. It will be great!"

"Thanks," says the man.
He eats his rolls.
He visits the museum.

He walks to the park. At the park, he sees his new friends.

He walks onto the stage. "I'm happy to be here," he says. "The people are so friendly!"



He sits at the piano and plays.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Help your practice partner retell the story in Activity 4. Where does the man go? What does the man do? What is happening at the park? Why does he say the people are friendly? What is his name?

C. Look at the city map on the previous page. Choose a location to start. Take turns asking for directions and giving directions to a location on the map.

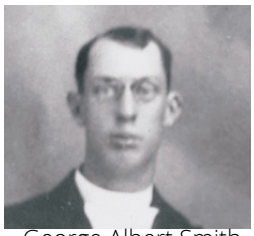
D. Find a local map or draw a simple map of your community. Take turns giving each other directions to a location on the map. For example, give directions to the nearest school. Ask: "How do you get to the nearest grocery store? a church? a park? a friend's house?"

E. Tell your practice partner to close their eyes. Give them directions to a location in your house. For example, say, "Go straight 10 steps. Turn right. Walk past the sofa. Go down the hall." Then let your partner give directions to you.

EXPANSION ACTIVITIES: ONE MORE STEP BY GEORGE ALBERT SMITH

1. Learn the vocabulary: path, narrow, wrong, backward, footprints, edge, cliff, drowned

2. Listen. 3. Read aloud.



George Albert Smith

Late one night, Elder Stout and I were walking to Brother McKinley's home. The path was narrow.

There was a mountain wall on one side. There was a deep river on the other side.

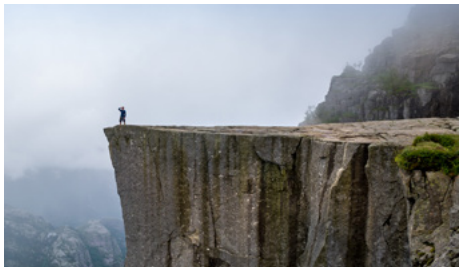
It was very dark. We didn't have a light. We walked slowly. My hand was touching the mountain wall.

I took my hand off the mountain wall for a while. Then I felt something was wrong. I stopped immediately.

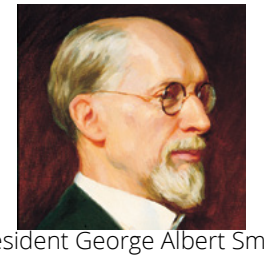
I called Elder Stout. He answered me from far away. I was on the wrong path.

I slowly walked backward until I felt the wall again. Then we continued walking. We walked to Brother McKinley's home.

The next morning, we walked back the way we came. I followed my footprints to the edge of a steep cliff.



Just one more step and I would have fallen in the river. I would have drowned.



President George Albert Smith

I almost died. I was grateful to my Heavenly Father for protecting me.

4. Learn the vocabulary: Holy Ghost (the Holy Ghost is the Spirit that God sends to guide us and teach us), guide, decisions, protect, physical, spiritual, danger

5. Read aloud. Then listen.

The Holy Ghost will *"show unto [us] all things what [we] should do"* (2 Nephi 32:5).

"He can **guide** us in our **decisions** and **protect** us from **physical** and **spiritual** danger" ("The Holy Ghost Testifies of Truth," *Ensign*, Mar. 2010, 11).

6. Ponder: How do you know when God is guiding you?

7. Write three ways God has guided you. _____

_____

8. Speak: Retell the story about George Albert Smith, and talk about how God has guided you.

ENGLISHCONNECT 1 LESSON 23: HEALTH

CONVERSATIONS: ARE YOU FEELING OK?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

Conversation 1

1. Are you _____ OK?
2. Not really. I have a _____.
3. Oh, I'm _____ to hear that.

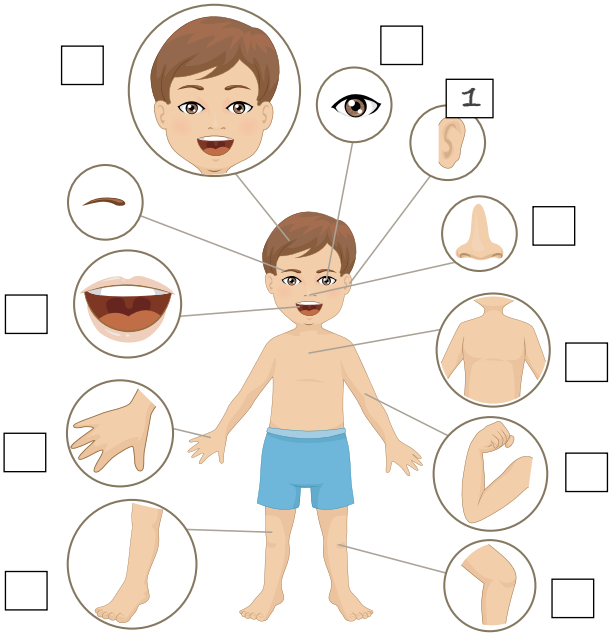
Conversation 2

1. What happened to your _____?
2. I fell yesterday and _____ it.
3. How do you _____ today?
4. My foot _____ a little.
5. But I'm feeling _____.

foot	feeling	feel	better	headache	hurts	sorry	broke

ACTIVITY 2: ACHES, PAINS, AND INJURIES

A. Listen to 1–10. Number the correct body part. B. Study the charts.



How to talk about aches and pains		
I	have a _____.	I have a headache. I have a toothache.
He / She	has a _____.	She has a stomachache. He has a backache.
My	stomach head back	hurt**s**.
My	eye**s** ear**s** leg**s**	hurt.

How to talk about injuries		
I / You / We / They / He / She	cut _____. hurt _____. burned _____. broke _____.	I cut my finger. He hurt his head. They burned their hands. She broke her leg.

C. Look at the picture. Read the sentence. Write the missing word. Read aloud.

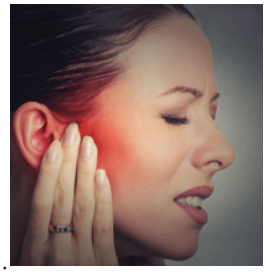
1. Her _____ are brown.

2. His _____ is big.

3. Her _____ are small.

4. The baby has 10 _____.

D. Look at the picture. Say what the problem is. Listen.

1.
2. 
3.
4.
5.

E. Look at the pictures above. Write a sentence about the problem.

Examples: 1. I have a headache.
My head hurts.

2. _____

3. _____

4. _____

5. _____

F. Look at each picture. Talk about the injury. Use the word given. Listen.

1.
I

2.
He

3.
She

4.
She

5.
He

ACTIVITY 3: WHAT HAPPENED TO YOU?

A. Listen to the conversations. Answer the questions.

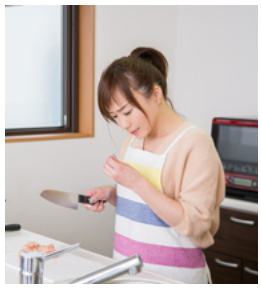
1. What happened to Nigel?
   a. He broke his foot.
   b. He hurt his knee.
   c. He cut his knee.

2. How did he get hurt?
   a. playing sports
   b. running
   c. in a car accident

3. What happened to Maria?
   a. She cut her hand.
   b. She burned her hand.
   c. She broke her hand.

4. How did she get hurt?
   a. A pan fell on her hand.
   b. She touched the stove.
   c. She touched a hot pan.

B. Look at each picture. Talk about what is happening. Talk about the injury. Listen.

1.
2.
3. 
4.
5.

ACTIVITY 4: JESUS CAN HEAL US

A. Listen to the story. Finish the sentences.

1. Jesus healed many people who were _____.

2. He could not _____.

3. Jesus made his legs and _____ strong.

4. He could not _____.

5. Jesus healed his _____.

6. None of the _____ could help her.

7. People said Jesus could heal any _____.

8. When she touched his clothes, she felt her _____ heal.

9. "Thy faith hath made thee whole; go in _____."

10. Jesus has the power to _____ us and give us peace.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Take turns asking each other questions about the pictures below. How does the person feel? What happened? How did he or she get hurt?

C. Help your practice partner retell the story in Activity 4. What does Jabari always say? What do Jabari and the king do together? What happens to the king's thumb? What does the king do to Jabari? What happened to the king? Why is it good that Jabari is in jail?

D. Talk about a time you or someone you know got hurt. What happened? How did you feel?

EXPANSION ACTIVITIES: FAITH BRINGS LIGHT

1. Learn the vocabulary: barge(s), promised land, hole, top, bottom, inside, stones

2. Listen. 3. Read aloud. Ether 2, 3, 6

The Lord talks to the brother of Jared. He tells him to build eight barges to take his people to the promised land.

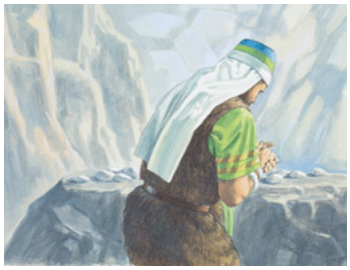
The Lord tells the brother of Jared how to build the barges. No water can get inside.

The brother of Jared asks the Lord, "How will the people breathe in the barges?"

The Lord tells him to make a hole in the top and bottom of each barge. They open the hole to let air in and close it to keep water out.

The brother of Jared says, "The barges are dark inside." The Lord tells him to think of a way to have light inside the barges.

The brother of Jared goes to a mountain. He makes 16 small stones from a rock. The stones look like clear glass.



The brother of Jared says, "Lord, touch the stones. They will light the barges." The Lord touches each stone with His finger.

The brother of Jared has great faith. He sees the finger of the Lord. It looks like a human finger.

The Lord shows Himself to the brother of Jared. He teaches the brother of Jared many great things.

The brother of Jared carries the stones down the mountain. He puts two stones in each barge. There is light inside the barges.

The Jaredites go into the barges with their animals and food. The Lord makes a strong wind blow the barges to the promised land.

After 344 days on the water, the barges arrive at the promised land.

4. Learn the vocabulary: muscle, immobile, weak, whatsoever, expedient, grow

5. Read aloud. Then listen.

"Faith is like a **muscle**. If exercised, it grows strong. If left **immobile**, it becomes **weak**"
(Gospel Topics, "Faith in Jesus Christ," topics.ChurchofJesusChrist.org).

"*If ye will have faith in me ye shall have power to do* ***whatsoever*** *thing is* ***expedient*** *in me*"
(Moroni 7:33).

6. Ponder: How do you **grow** your faith in Jesus Christ? How does faith bring light to your life?

7. Write three things to do to grow your faith in Jesus Christ. _____

_____

8. Speak: Tell the story above to three people. Say how faith brings light to your life.

ENGLISHCONNECT 1 LESSON 24: HEALTH

CONVERSATION: I FEEL SICK

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, how are you _____?
2. I feel really _____.
3. I have a _____, a _____ _____, and a _____.
4. I'm sorry to hear that. That sounds _____. You need _____.
5. Yes, I do. I am very _____, and I can't go to _____. I'll try to rest _____ today.
6. I hope you _____ _____ soon. Me too. Thanks!

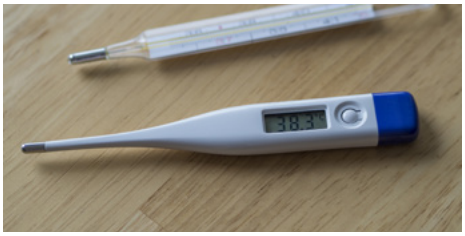
sick	doing	fever	awful	sore throat
cough	tired	feel better	rest	work	later

ACTIVITY 2: TALKING ABOUT SICKNESS

A. Study the chart. B. Listen and repeat 1–8.

Nouns		Verbs	Adjectives
I have . . .		I . . .	I feel . . .
diarrhea	**a** cold	sneeze	sick
heartburn	**a** runny nose	breathe	weak
chills	**a** sore throat	cough	dizzy
a fever	**a** headache	throw up	nauseated
a cough		blow my nose	congested

C. Listen to conversations 1–6. Number the picture that matches the conversation.



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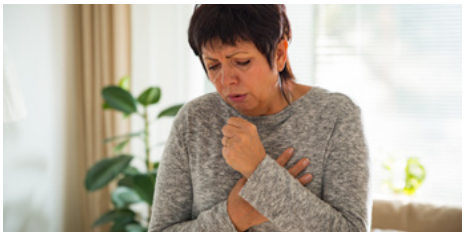


[1]

[ ]

[ ]

[ ]

D. Look at the picture. Write a sentence about how the person feels. Use "I."

I have a fever.

1. _____

2. _____

3. _____

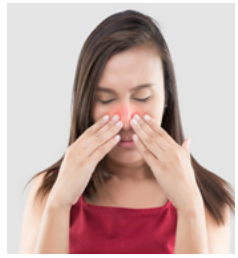
4. _____

5. _____

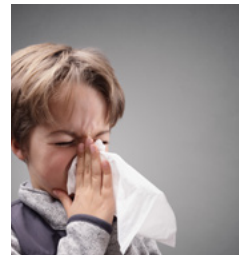
E. Look at each picture. Say what is wrong with each person. Listen to the examples.

diarrhea

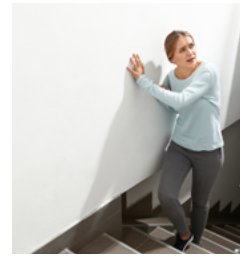
fever



congested



blow nose



weak

sore throat

F. Look at each picture. Read the message to the doctor. Write the missing words.

weak	cough	throw up
breathe	nauseated	sore throat
diarrhea	stomachache	

1. Hello, Doctor,
I am not doing very well. I feel sick. I have a _____ _____ and a_____. I cannot _____ very well. What can I do?

2. Hello, Doctor,
I am not doing very well. I feel sick. I have _____ and a _____. I feel _____ and tired. What can I do?

3. Hello, Doctor,
I am not doing very well. I feel sick. I feel _____. I _____ _____ a lot. What can I do?

G. You are visiting a friend. Your friend is sick. Write about how he or she feels. Write 3 or 4 sentences.

_____

_____

_____

_____

ACTIVITY 3: I FEEL SICK

A. Listen. B. Read aloud.

Tammy wakes up. She looks out the window. It's a beautiful sunny day, but Tammy is sad. She does not feel good.

"I feel sick. I don't think I can go to work," she says out loud. Tammy calls her boss.

"Hi, Tammy. How are you?" asks her boss. "I feel really sick," Tammy says.

"Oh?" says her boss. "Yes," says Tammy. "I have a fever." Tammy coughs loudly.

"I'm sorry to hear that," says her boss. "I have a sore throat too," says Tammy. She blows her nose.

"You sound awful," says her boss. "Drink some hot lemon water." "Oh, I'm very tired," says Tammy. "And I don't have any lemons."

"I will bring some to you," says her boss. "No, thank you," says Tammy. "I just need to rest."

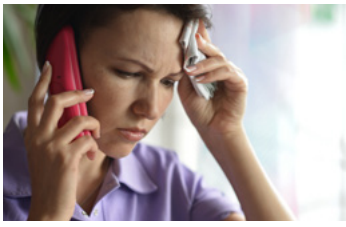
Tammy asks her boss, "May I please take a sick day today?" "Yes," says her boss. "You do not need to come to work today. I hope you feel better soon." "Thanks," says Tammy, "I do too."

PRACTICE PARTNER INSTRUCTIONS

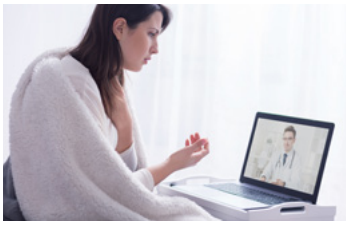
A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the pictures in Activity 2C. Help your practice partner talk about each picture. Ask: "What's wrong?" "How do they feel?"

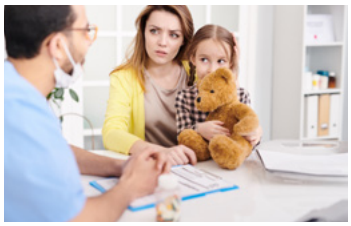
Look at the pictures below. One of you is the doctor, and one of you is the patient. Have a conversation for each picture. Use the words given. Then switch roles.



headache, tired, fever



nauseated, throw up



dizzy, weak, tired

congested, sneeze, cold

C. Ask your practice partner to retell the story in Activity 3. Is Tammy sick? Why doesn't Tammy want to go to work? Does Tammy want her boss to bring her lemons? Why or why not? Does Tammy know it's beach day? How does Tammy feel when she hangs up the phone?

D. Take turns talking about a time you or someone you knew got sick. What did you have? How did you feel?

EXPANSION ACTIVITIES: BUT IF NOT

1. Learn the vocabulary: idol, save, throw, built, angel, amazed

2. Listen. 3. Read aloud.

Daniel 3:1–29

The king of Babylon made a gold idol. He told the people to pray to the idol. They would be burned in a fire if they did not pray to it.

Shadrach, Meshach, and Abed-nego did not pray to the idol. They prayed to God.

Someone told the king. He was angry. He asked Shadrach, Meshach, and Abed-nego to come to him. The king said, "You will be burned."

Shadrach, Meshach, and Abed-nego were not afraid. They said, "We know God can save us. But if not, we will not pray to the idol. We only pray to God."

The king was very angry. He told his servants to throw them in the fire.

The king's servants built a big fire. The servants threw Shadrach, Meshach, and Abed-nego into the fire. The fire was very hot. The servants died.

The king looked into the fire. He saw four men walking in the fire. One of them was an angel of God. God saved Shadrach, Meshach, and Abed-nego.

The king shouted to Shadrach, Meshach, and Abed-nego. He said, "Come out of the fire." The fire did not burn their hair or clothes. They did not smell like smoke. The king was amazed.

The king of Babylon made a law. The law said no one should say bad things about God. Only God could save men from fire.

4. Learn the vocabulary: confidence, ways, nevertheless, will (noun), thine = yours, trust

5. Read aloud. Then listen.

"Faith is . . . a ***confidence*** in the Lord" (Lance B. Wickman, "But If Not," *Ensign* or *Liahona,* Nov. 2002, 31).

*"My **ways** [are] higher than your **ways**, and my thoughts than your thoughts"* (Isaiah 55:9).

*"**Nevertheless** not my **will**, but **thine**, be done"* (Luke 22:42).

6. Ponder: How can you increase your faith in God?

7. Write: I can trust God because _____

_____.

8. Speak: Retell the above story to someone. Talk about how you can show your trust in God.

ENGLISHCONNECT 1 LESSON 25: REVIEW

ACTIVITY 1: NEW NEIGHBOR

A. Listen to 1–3. Answer the question after each conversation.

1. Where is Francisca from?
   a. Chile c. Fiji
   b. Italy d. Brazil

2. What does she do for work? She is a(n)_____.
   a. computer programmer c. accountant
   b. teacher d. office worker

3. Who is in Francisca's family?
   a. two sisters c. sons
   b. two daughters d. two nephews

B. You have a new neighbor. Write a note to put on his or her door.

Write:
1. your name
2. what you do for work
3. where you work
4. what you like to do

_____

_____

_____

_____

ACTIVITY 2: FAMILY PICTURE

A. Tell a friend about your family. Use this picture. Talk about four people in the family.
Say:
- their name
- their relationship to you
- a physical description (hair, eyes, tall, short, etc.)
- a personal description (age, funny, happy, etc.)

B. Listen to the example.

ACTIVITY 3: SCHEDULES

A. Read the schedule. Answer the questions.

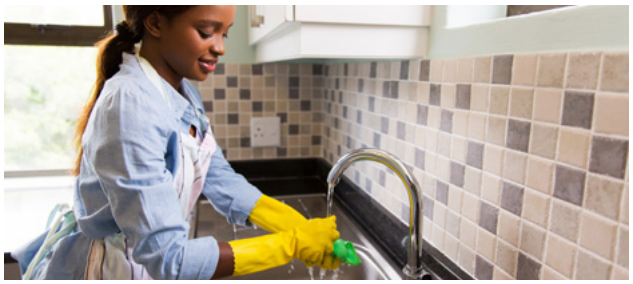
1. What does Lucy usually do at 7:30?
   a. She wakes up.
   b. She eats breakfast.
   c. She goes to work.

2. What time does Lucy eat lunch?
   a. 11:30
   b. 12:00
   c. 12:30

3. What does she do after work?
   a. She makes dinner.
   b. She exercises.
   c. She relaxes.

4. What does she do before work?
   a. She studies.
   b. She exercises.
   c. She eats lunch.

B. Tell what you usually do on Saturday and what time you do it. Read and listen to the example.



Example:
On Saturday, I usually wake up at 9:30. At 10:00, I clean my house. Then I take a shower. At 2:00 I usually go shopping. I buy food for the week. In the evening, I go out with my friends.

ACTIVITY 4: AT A RESTAURANT

A. Write about your favorite place to eat.

- What is the name of the restaurant?
- When do you usually go there?
- What do you order?
- How much does it cost?

_____

_____

_____

B. You are at a restaurant with your friend. Your friend doesn't speak English. Look at the menu. Say 3 things that you want to order. Say 3 things that your friend wants to order. Listen to examples 1 and 2.

MAIN DISH	
Pizza Slice	$5
Hamburger	$5
Pasta	$5
BBQ Chicken	$5
Enchiladas	$5

DESSERT	
Ice Cream	$3
Lemon Cake	$3
Apple Pie	$3
Chocolate Cake	$3

SIDE DISH	
French Fries	$4
Rice and Beans	$4
House Salad	$4
Fruit Bowl	$4
Chicken Soup	$4

Drinks	
Soda	$2
Lemonade	$3
Orange Juice	$3

ACTIVITY 5: AT A SHOP

A. Two friends are at a shop. Listen to their conversation. Write the missing words.

1. _____ _____ want to buy this blue shirt?
2. _____ _____ does it cost?
3. That's _____ expensive.
4. Do you like _____ red blouse?
5. I'll _____ it!

this	buy	too	Do you	How much

B. Listen to questions 1–3. Say the answers to the questions aloud.

C. You are cooking dinner for a friend. You need 10 things for dinner. Write a shopping list for your dinner. Write how much of each thing you need.

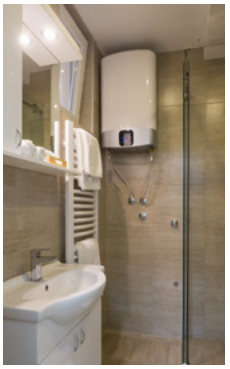
_____

_____

_____

ACTIVITY 6: MY HOME

A. A relative is coming to visit you. Write an email about your house.



Write about the bedroom.

_____

_____

_____

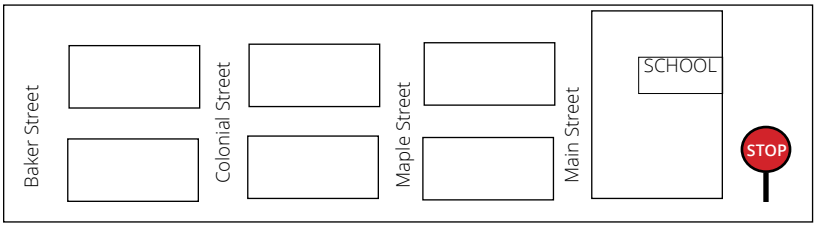
Write about the bathroom.

_____

_____

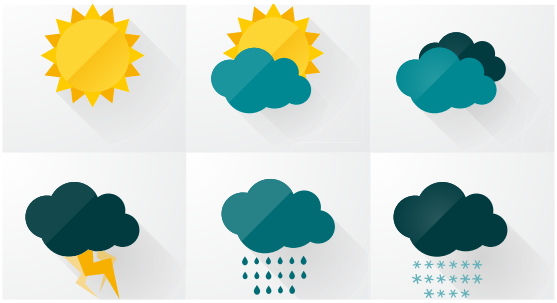
_____

B. Give directions to your house from a nearby school. Listen to the example.



ACTIVITY 7: WEATHER

A. Listen to the weather forecast. Answer the questions in a complete sentence.



1. What is the weather tonight?

_____

2. What will the weather be on Saturday?

_____

3. What will the weather be Sunday night?

_____

B. Talk about your favorite month of the year. Listen to the example.

- Why is it your favorite?
- What do you do?
- What is the weather like?

ACTIVITY 8: HEALTH

A. Look at the pictures. Match the sentence to the picture it describes.

F 1. I feel dizzy and weak.

____ 2. I have a headache.

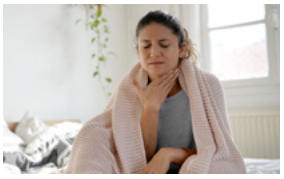
____ 3. My knee hurts.

____ 4. I cut my finger.

____ 5. I have a fever.

____ 6. I have a sore throat.

A.

B. 

C.

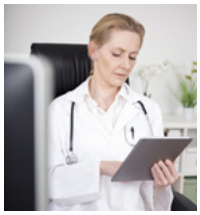
D.

E.

F.

B. Write an email to your doctor.

- Tell her that your family member is sick.
- Tell how he or she feels.
- Ask what to do.



_____

_____

_____

_____

C. Say what you do to be healthy. Listen to the example.

Do you like to exercise? What activities do you do? What do you eat to be healthy?

PRACTICE PARTNER INSTRUCTIONS

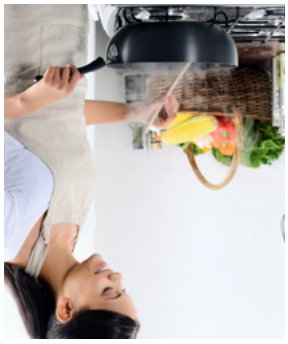
A. Sit facing your partner, with the book between you. Partner A looks only at the Partner A section. Partner B looks only at the Partner B section. Ask questions and write the missing personal information.

PARTNER A

Name: Emily Larkin
From: Puntarenes, Costa Rica
Age: 28 Birthday: _____
Family: 3 brothers, 1 sister
Likes: cooking, _____
Dislikes: jogging, _____
Job: _____
I like my job because I love to cook.
Favorite food: _____

Name: Jason _____
From: _____
Age: _____ Birthday: May 2
Family: _____
Likes: playing soccer,_____
Dislikes: jogging, _____
Job: doctor
Likes/dislikes his job?
_____
Favorite food: steak and salad

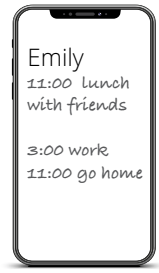
PARTNER B

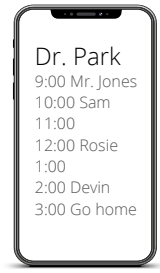


Name: _____
From: _____
Age: ____ Birthday: December 27
Family: _____
Likes: dancing, _____
Dislikes: scary movies, _____
Job: chef
Likes/dislikes her job?
_____
Favorite food: chicken enchiladas

Name: Jason Park
From: Santa Monica, California, USA
Age: 35 Birthday: _____
Family: only child
Likes: listening to music, _____
Dislikes: shopping, _____
Job: _____
I like my job because I like to help people.
Favorite food: _____

B. Emily and Dr. Park are at a soccer game. Emily falls down the stairs. Dr. Park goes to help. He asks her questions to make sure she is OK. Create a conversation for them. Talk about personal information. Talk about what hurts. Talk about treatment. Give directions to the hospital. Using the schedules, make an appointment for Emily to visit Dr. Park.





EXPANSION ACTIVITIES: ENGLISH BLESSES MY LIFE

1. Learn the vocabulary: fortunate, everywhere, common

2. Listen. 3. Read aloud.

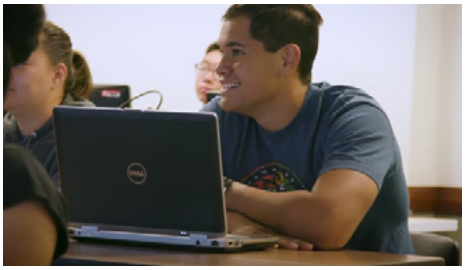
Hello. My name is Claudio. I served a mission in Peru. My companions and my mission president helped me study English.

Now I work at the Santiago Marriott Hotel. It was a blessing to learn English. I can use it in my job. I help the guests and give them directions.

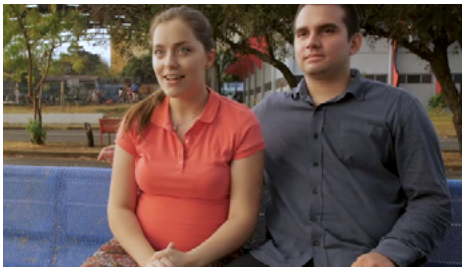
The guests that come here are from everywhere—Europe, America, Asia. And the common language that they have is English.

Hi. My name is Thomas. I'm from Tahiti. I'm a BYU–Hawaii student.

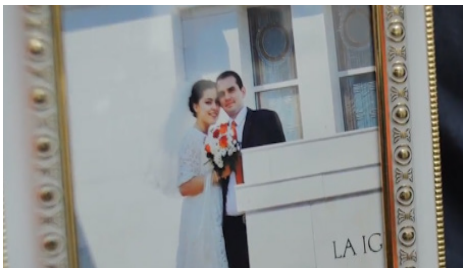
On my mission, I learned the English language. Now I am fortunate to work at the Polynesian Cultural Center. I am a fire dancer.



I think in English. I speak English. I have to use English for work and in class. English is everywhere.



Hi. My name is Nadia. I'm from Russia. I started to study English on my mission.



I use English for reading, studying, and working. I use it most of all for my family.

My husband and I are happy to grow together. English has blessed my life. I feel very happy.

4. Learn the vocabulary: press forward, steadfastness, brightness, hope, endure

5. Read aloud. Then listen.

> *"Ye must **press forward** with a **steadfastness** in Christ, having a perfect **brightness** of **hope**. . . .*
> *If ye shall **press forward** . . . and **endure** to the end, behold . . . : Ye shall have eternal life"*
> (2 Nephi 31:20).

6. Ponder: How has learning English blessed your life? What does it mean to press forward with faith?

7. Write a list of things to do to help you press forward with faith. _____

_____

8. Speak: Tell three people how learning English has blessed your life.

EnglishConnect 1: Vocabulary

LESSON 1

alphabet
goal
name
partner
please
thank you
answer
ask
listen
practice
read
repeat
say
speak
spell
write

LESSON 2

where
Argentina
Brazil
China
Egypt
France
Germany
Ghana
Great Britain
India
Japan
Mexico
Nigeria
Russia
United States
Berlin
Lima
London
Moscow
Paris
Salt Lake City
Sydney
Taipei
Tokyo

LESSON 3

when
January
February
March
April
May
June
July
August
September
October
November
December
zero
one
two
three
four
five
six
seven
eight
nine
ten
first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth

LESSON 4

bike
camp
cook
dance
do
garden
go to the beach
go to the theater
hike
like
listen to music
paint
play sports
read
run
shop
sing
sleep
study
swim
travel
watch movies and TV
watch sports
what
write

LESSON 5

annoying
boring
cheap
dangerous
different
difficult
easy
entertaining
exciting
expensive
fun
important
interesting
nice
popular
relaxing
social
tiring
unimportant
useful
wonderful

LESSON 6

aunt
brother
brother-in-law
children
cousin
daughter
daughter-in-law
father/dad
father-in-law
granddaughter
grandfather
grandmother
grandson
husband
mother/mom
mother-in-law
nephew
niece
parent
siblings
sister
sister-in-law
son
son-in-law
stepbrother
stepdad
stepmom
stepsister
uncle
wife

LESSON 7

athletic
artistic
energetic
excellent
friendly
funny
giving
happy
intelligent
kind
lazy
loud
loyal
lucky
messy
quiet
selfish
wild
married
single
old
young
short
tall
fat
thin
eyes
glasses
blue
green
hazel
hair
beard
mustache
bald
curly
straight
long
short
black
blonde
brown
gray
red

LESSON 8

alarm clock
battery
book
brush
button
camera
chair
chewing gum
clock
comb
computer
glasses
headphones
key
license
light bulb
magazine
newspaper
notebook
pen
pencil
phone
photo
postcard
purse
scissors
stamp
table
television
tissue
toothbrush
umbrella
wallet
watch

LESSON 9

belt
blouse
boots
bracelet
coat
dress
earrings
jacket
jeans
necklace
pants
ring
sandals
shirt
shoes
skirt
slacks
slippers
socks
suit
sunglasses
sweater
tie
T-shirt
black
blue
brown
gray
green
orange
purple
red
white
yellow

LESSON 10

brush my teeth
do my hair
eat breakfast
feed the cat
feed the dog
get dressed
get ready
get up
go to school
go to work
make breakfast
make the bed
put on makeup
read the news
shave
take a shower
wake up
wash my face
watch the news

LESSON 11

clean
come home
cook dinner
do homework
eat
exercise
fall asleep
go to bed
make lunch
pray
put on my pajamas
relax
run errands
study
take a nap
take a walk
visit my friends
wash my face
watch TV

LESSON 12

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

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

eleventh
twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth
nineteenth
twentieth
thirtieth

twenty-one
twenty-two
thirty-three
thirty-four
forty-five
forty-six
forty-seven
fifty-eight
fifty-nine

LESSON 13

cloudy
cold
foggy
hot
humid
rainy
sunny
windy

raining
snowing
cloud
drizzle
drought
flood
fog
hail

lightning
rain
rainbow
sleet
snow
sun
thunder
wind

LESSON 14

accountant
architect
artist
carpenter
cashier
clerk
computer programmer
construction worker
cook
custodian
dentist
doctor
electrician
entertainer
factory worker
farmer
fireman
fisherman
flight attendant
hairstylist
journalist
mechanic
nurse
painter
postal worker
salesperson
scientist
secretary
server
surgeon
teacher
veterinarian
welder
factory
hospital
office
restaurant
school
store

LESSON 15

build
clean
cut
deliver
help
perform
program computers
sell
serve
take care of
teach
write articles
customer
food
hair
mail
packages
product
student
surgery
boring
difficult
full-time
fun
interesting
part-time
self-employed

LESSON 16

taste
texture
delicious
gross
healthy
salty
sweet
bread
cheese
chocolate
egg
milk
rice

fruit
apple
banana
blueberry
grapes
mango
orange
peach
pear
pineapple
raspberry
strawberry

meat
bacon
beef
chicken
duck
fish
ham
lamb
pork
sausage
turkey

vegetable
beans
broccoli
carrot
corn
green beans
lettuce
onion
peas
potato
squash
tomato

LESSON 17

cake
chips
cookies
dessert
drink
fries
hamburger

hot dog
ice cream
ketchup
mayonnaise
milkshake
mustard
pasta

pizza
relish
salad
sandwich
soda
soup
steak

LESSON 18

first
next
then
last
add
bake
boil
chop
cook
heat
mix
peel

put
slice
stir
blender
bowl
cup
fork
knife
measuring cup
measuring spoon
microwave
mixer

oven
pan
plate
pot
refrigerator
spoon
stove
ingredients
flour
oil
salt
sugar

LESSON 19

seventy
eighty
ninety
one hundred
one thousand
one million

expensive
cheap
good
bad
pretty
ugly

buy
cost
need
dress
pajamas
shirt
shoes

skirt
tie
apple
car
chicken
phone
table

LESSON 20

house
apartment
floor plan
corner
directions
left
right
top
bottom
next to

attic
basement
bathroom
bedroom
closet
dining room
family room
garage
guest room
hall

kitchen
laundry room
living room
office
pantry
porch
spare room
stairs
yard

LESSON 21

behind
in
on
on top of
under
underneath
big
clean
dirty
messy
neat
small
tidy

bathtub
bed
blanket
carpet
ceiling
closet
cupboard
desk
door
drawer
dresser
floor

furniture
lamp
mirror
nightstand
pillow
shower
sink
soap
toilet
towel
window

LESSON 22

go
go past
turn
walk
left
right
north
south
east
west
straight
at the corner of
in front of
behind
across from
next to
between
on
airport
bakery
bank
block
church
drugstore
gas station
grocery store
library
museum
park
police station
post office
restaurant
road
school
street
train station

LESSON 23

break
burn
cut
hurt
backache
earache
headache
stomachache
toothache
ankle
arm
back
blood
cheek
chest
chin
ears
elbow
eyebrow
eyelash
eyes
face
finger
foot
hair
hand
head
knee
leg
lips
mouth
neck
nose
shoulder
skin
stomach
throat
toe
tongue
tooth
wrist

LESSON 24

congested
dizzy
nauseated
sick
weak
blow my nose
breathe
cough
sneeze
throw up
body aches
chills
cold
constipation
cough
cramps
diarrhea
dry eyes
fever
gas
heartburn
insomnia
rash
runny nose
sore muscles
sore throat
stiff muscles
watery eyes

EnglishConnect 1

LESSON 1

Activity 2C:
1. a 2. a 3. b 4. b 5. a 6. a 7. b 8. a

Activity 3D:
1. Sara 2. Jin 3. Trent 4. Rei 5. Quincy 6. Gaby

LESSON 2

Conversation 1:
1. Good
2. How
3. fine
4. you
5. thanks

Conversation 2:
1. name
2. My
3. Where
4. from
5. meet
6. It's

Conversation 3:
1. Good 2. you 4. See

Activity 2D:
1. What's your name?
2. I'm good, thanks.
3. It's nice to meet you, too.

Activity 3A:
1. a
2. b
3. c
4. b

Activity 4A:
1. a
2. b
3. a

Activity 4B:
1. b
2. c

Activity 4C Examples:
1. I'm fine. How are you?
2. My name is Susan. I'm Sarah.
3. I am from Italy. I'm from Peru.

Activity 5A:
1. a
2. a
3. b
4. a

Activity 6B:
1. a
2. a
3. b
4. a
5. c
6. c

LESSON 3

Conversation 1:
1. birthday
2. October
3. your
4. September
5. today

Conversation 2:
1. phone
2. number
3. address
4. It's
5. What's
6. My
7. Thank

Activity 2A:
1. b
2. c
3. a
4. b
5. b
6. c

Activity 4A:
1. Our birthdays are in October.
2. His birthday is on February 28.
3. Their birthdays are on the same day.
4. When is her birthday?
5. Today is my birthday.

Activity 5A:
4—fourth
1—first
6—sixth
8—eighth
10—tenth
7—seventh
5—fifth
2—second
3—third
9—ninth

Activity 6A:
1. b
2. b
3. c
4. a

Activity 6B:
1. c
2. a
3. a
4. b

Activity 7A:
1. Emiko
   763-245-9801
2. Ari
   December 2nd
3. Tomas
   tomasc@email.com
4. Talia
   358 Oak Street

LESSON 4

Conversation 1:
1. What
2. like
3. Me
4. Do
5. don't
6. neither
7. dance
8. really
9. too

Conversation 2:
1. b
2. a
3. b

Activity 3A:
3 1 2
6 5 4

Activity 3B:
1. a
2. a
3. b
4. b
5. a
6. a

Activity 4A:
1. No, he likes to watch TV.
2. Yes, they like to shop.
3. No, he likes to sleep.
4. She likes to listen to music.
5. They like to play sports.

Activity 5:
1. a
2. a
3. b
4. b

Activity 6A:
1. b
2. c
3. b
4. a

LESSON 5

Conversation 1:
1. do, to
2. Why
3. because
4. you, cook
5. not
6. don't, it's
7. what
8. read
9. Really
10. because, relaxing

Conversation 1 E:
1. c
2. a
3. b

Activity 2C:
1. sing
2. doesn't like
3. read books
4. read books
5. likes
6. boring

Activity 3A:
1. a, d
2. c, e
3. a, d, e
4. a, d
5. c, e
6. a, b
7. c, e
8. c, d, e

Activity 5A:
1. a
2. b
3. d
4. c

Activity 7B:
1. b
2. a
3. a
4. a
5. a
6. b

Activity 8:
1. a
2. b
3. c
4. c

EnglishConnect 1

LESSON 6

Conversation 1:
1. from, dance, big
2. family
3. There, sister, How many
4. brothers, are
5. b
6. a
7. b

Activity 2D:
2. They have one brother.
3. I have two sisters.
4. He has one uncle.
5. We have six children.
6. She has three nieces.

Activity 3A:
1. a
2. b
3. b
4. a

Activity 4A:
1. 2 / two
2. son
3. cousin
4. 2 / two
5. grandfather
6. mother
7. niece
8. cousins

Activity 5A:
1. There are four people in this family.
2. They have two children.
3. They have one son.
4. They have one daughter.

LESSON 7

Conversation 1:
1. family
2. there are
3. have
4. sister
5. your
6. is
7. tall, has
8. likes

Activity 2C:
1. a
2. d
3. c
4. b
5. c
6. a

Activity 5A:
1. c
2. a
3. b
4. d

Activity 6A:
1. d
2. b

Activity 7A Examples:
Hugo
This is Hugo. He is 29 years old. He has black, curly hair. He has a beard and a mustache. He is thin. He likes to run. He is happy and athletic.
Helen
This is Helen. She is 66 years old. She has short, gray hair. She is not young. She likes to garden. She is quiet and artistic.

LESSON 8

Converation 1:
1. this
2. it's
3. My
4. these
5. they're
6. are

Activity 2C:
1. a
2. b
3. b
4. a
5. a
6. b
7. a
8. a

Activity 3A:
1. This is a chair.
2. These are clocks.
3. It's a toothbrush.
4. They're buttons.
5. It's a camera.
6. These are tissues.
7. This is an umbrella.
8. They're headphones.

Activity 5A:
2. These are his books.
3. Is this her wallet?
4. Are these your pencils?
5. Do you like these watches?
6. Does she like this table?

Activity 6A:
table, chair, computer, books, pencils, clock, phone, lamp, candles, plants, flowers, bookshelf

Activity 7C:
1. c, e
2. a, b, d, e
3. a, c, d,

LESSON 9

Conversation 1:
1. looking for
2. shirt
3. Those
4. them
5. green
6. one
7. there
8. shirts

Conversation 1E:
1. b
2. a

Activity 2C:
1. This is a purple tie.
2. These are blue socks
3. It's a yellow dress.
4. They're red shoes.
5. It's a brown belt.
6. These are orange sandals.
7. That is a black suit.
8. They're blue skirts.

Activity 2D:
1. These, Those
2. this, that
3. is
4. Are
5. these, those
6. this, that

Activity 3C:
1. a
2. b
3. c
4. a

Activity 4A:
1. c
2. a
3. a
4. b
5. c

Activity 4B:
1. Raoul is wearing a blue shirt, blue pants and a brown belt.
2. Esther is wearing a purple shirt, blue pants and a watch.
3. Omar is wearing glasses, a gray shirt, and blue jeans.

EnglishConnect 1

LESSON 10

Conversation 1:
1. morning
2. usually, breakfast
3. does, do
4. brushes, news
5. about you
6. get up, work

Activity 2C:
1. a
2. b
3. c
4. c
5. a
6. b

Activity 2D:
1. Claudia usually takes a shower in the morning.
2. Michael and Susan usually make breakfast in the morning.
3. I usually watch the news in the morning.
4. We usually brush our teeth in the morning.
5. Minhye usually goes to school in the morning.
6. Lin usually goes to work in the morning.

Activity 3B: 1. d 2. a 3. c 4. b

Activity 3C: 1. a, c 2. c, d 3. a, d 4. a, d

Activity 4C:
1. She puts on makeup and eats breakfast.
2. She begins working at 5:00 a.m.

LESSON 11

Conversation 1:
1. doing, going, pizza, to
2. fun, studying
3. study, nights
4. usually, test
5. good

Activity 2B:
2. She is praying.
3. I am eating dinner.
4. They are relaxing.
5. He is coming home.
6. She is studying.

Activity 2D:
1a. Enzo is eating dinner now.
1b. He usually studies.
2a. Gamila is relaxing now.
2b. She usually does her homework.
3a. Jeong Woo is praying now.
3b. He usually puts on his pajamas before bed.

Activity 3B:
1. busy
2. studying
3. helping
4. cooking dinner

LESSON 12

Conversation 1:
1. have, time
2. It's
3. thank you
4. welcome

Activity 2B:
1. b
2. a
3. b
4. c
5. a
6. c

Activity 2C:
1. It's 8:45.
2. It's 11:15.
3. It's 8:30.
4. It's 11:30.
5. It's 1:15.
6. It's 7:45.
7. It's 10:30.
8. It's 5:00.

Activity 3A:
1. b
2. a
3. c
4. c

Activity 3B:
1. g
2. d
3. a
4. f
5. h
6. e
7. b
8. c

Activity 4C:
1. fourteenth
2. fifteenth
3. day
4. Friday

Activity 4F:
1. It's 6:15.
2. It's Wednesday.
3. It's April twelfth.
4. No, it's the fifteenth.

Activity 5A:
1. a
2. b
3. b
4. c

Activity 6A Example:
My birthday is March 25th. I usually get up at 9:00. My husband makes me breakfast at 9:30. I go to work late at 10:00 and I come home from work early at 3:30. I like to shop and read on my birthday. I like to go to a restaurant with my family at 6:00.

LESSON 13

Conversation 1:
1. weather
2. raining
3. Will
4. April

Activity 2B:
1. raining
2. sunny (or hot)
3. cloudy (or cold)
4. windy
5. foggy (or cold)
6. snowy (or snowing)

Activity 3A:
1. b
2. a
3. b
4. c

Activity 3D:
1. It's cloudy. It's cold.
2. It's hot. It's sunny.
3. There's thunder. It's raining.
4. It's snowing. It's cold.
5. It's raining.
6. It's sunny.

Activity 3E:
1. cloudy, cold
2. Friday, Saturday
3. partly cloudy
4. sunny, hot

Activity 3F:
1. Today will be cloudy.
2. Saturday will be rainy.
3. Sunday will be partly cloudy.
4. Tuesday the weather will be sunny.

EnglishConnect 1

LESSON 14

Conversation 1:
1. work
2. teacher
3. really
4. very

Conversation 2:
1. what, job
2. Where
3. restaurant

Activity 2B:
1. He is a secretary.
2. She is a custodian.
3. He is a doctor.
4. She is a construction worker.
5. She is a scientist.
6. He is a cook.
7. She is a cashier.
8. He is a server.

Activity 2C:
1. What do you do for work?
2. What does he do for work?
3. What does she do for work?
4. What do you do for work?
5. What do they do for work?

Activity 2D:
1. a
2. b
3. a
4. b

Activity 2E:
1. a
2. b
3. b
4. a
5. a
6. a

Activity 3C:
1. He is a carpenter.
2. The lady is angry.
3. He makes her smile.
4. A lot of money!

LESSON 15

Conversation 1:
1. looking
2. Why
3. part-time
4. you do
5. boring, clean, see
6. job
7. hairstylist
8. cut, meet

Conversation 1E:
1. b
2. b
3. a
4. b

Activity 2A:
1. I work full-time.
2. She is self-employed.
3. They clean buildings.
4. She serves food.
5. He helps customers.
6. She teaches students.

Activity 2C:
1. a
2. a
3. b
4. a

Activity 2D:
1. a
2. b
3. c

Activity 2E Example:
1. She is a journalist. She works in a tall building. She works full-time. She writes articles. She talks to many people. She likes her job because it's interesting. She goes to work at 7:00 a.m. She goes home at 6:00 p.m.

Activity 3C:
1. He is an accountant.
2. No, it's boring.
3. He likes to fish, cook, and build.

LESSON 16

Conversation 1:
1. lunch
2. fish
3. like
4. favorite
5. taste
6. chicken
7. healthy
8. have

Conversation 1E:
1. No, she doesn't.
2. She doesn't like the taste.
3. They cook chicken.

Activity 2A:
1. a
2. b
3. b
4. a
5. b

Activity 3B:
1. He usually eats vegetables for lunch.
2. She usually eats chicken for dinner.
3. They usually eat pineapple for breakfast.
4. We usually eat potatoes for dinner.
5. I usually eat sausage for lunch.

Activity 4B:
1. 5 Madame Mallory sees what Hassan serves.
2. 2 Hassan moves to France.
3. 6 The storekeeper has no fish or lamb.
4. 1 Hassan lives in India.
5. 3 Hassan has an Indian restaurant.
6. 4 Madame Mallory doesn't like Indian food.

Activity 4C:
1. Do you love food?
2. He cooks Indian food.
3. She doesn't like Indian food.
4. What will he serve?
5. He serves fish and lamb.

Activity 5B:
1. Ricky's favorite food is lamb.
2. It's salty and delicious.
3. No, she doesn't like squash.
4. She does not like the texture.
5. Yes, he likes milk.
6. It's healthy and sweet.

LESSON 17

Conversation 1:
1. hungry
2. Do
3. sounds
4. like
5. cafe
6. sandwiches

Activity 2A:
_4_, _3_, _1_
_5_, _2_, ___

Activity 2C:
1. a
2. a
3. b

Activity 3B:
2. She orders a sandwich and a soda.
3. They order a cheese pizza.
4. He orders a steak and potatoes.

Activity 4B:
1. soup, beef, apple pie, chicken, lettuce
2. bread, tomatoes, cheese, onions, ice cream

EnglishConnect 1

LESSON 18

Conversation 1:
1. sandwich
2. make
3. First
4. oil
5. heat
6. Last, bread
7. try

Activity 2D:
1. chicken
2. onions, carrots, celery
3. boil
4. vegetables
5. stir
6. cook

Activity 3A:
1. b, carrots
2. d, fish

Activity 3D:
1. Last
2. First
3. Then / Next
4. Next / Then

Activity 3E:
1. b
2. a
3. b
4. a

Activity 4C:
1. First, heat the oven.
2. Add two eggs. Stir.
3. Next, add flour and baking powder.
4. Last, chop the strawberries.
5. Bake for 30 minutes.

LESSON 19

Conversation 1:
1. buy
2. cost
3. Fifty
4. need, expensive
5. Twenty-five
6. those

Activity 2D:
1. boots
2. coat
3. suit
4. socks

Activity 2E:
1. How much is the fish?
   How much does the fish cost?
2. How much are the strawberries?
   How much do the strawberries cost?
3. How much is the melon?
   How much does the melon cost?
4. How much are the beans?
   How much do the beans cost?

Activity 3A:
1. b
2. c
3. d

Activity 4A:
1. need
2. How much
3. some rice
4. expensive
5. book
6. buy
7. $15 / fifteen dollars
8. chocolate cake
9. not

Activity 4A:
chicken, rice, chocolate cake, popular book

LESSON 20

Conversation 1:
1. Where
2. live
3. apartment
4. nice, big
5. bedroom
6. kitchen
7. garage
8. apartments

Activity 2B:
1. a
2. a
3. an
4. a
5. an
6. a

Activity 3A:
1. bedroom
2. closet
3. bathroom
4. bedroom
5. living room
6. laundry room
7. family room
8. kitchen
9. dining room

Activity 3B:
1. a
2. c
3. c
4. a
5. b
6. c

Activity 3C:
1. bathroom
2. living room
3. bedroom
4. bathroom / kitchen / living room

Activity 3F Example:
I live in a small blue house. There are five rooms in my house. There is a bathroom, two bedrooms, a kitchen, and a living room. I like my home. It is just the right size for me.

Activity 4A:
1. house, apartment
2. bathroom
3. important
4. architect
5. garage
6. Light
7. an
8. a yard
9. on top of

LESSON 21

Conversation 1:
1. bedroom
2. pillows, blankets
3. bathroom
4. There are; There is
5. wonderful
6. visiting

Activity 2C:
1. is
2. are
3. are
4. is
5. are
6. is

Activity 3B:
1. The bedroom is messy.
2. Clothes are on the bed.
3. The bathroom is clean.
4. The bathtub is under the window.
5. The floor is dirty.
6. The floor is white.

Activity 3C:
1. b
2. a
3. a
4. c
5. b
6. b

Activity 1E:
1. a
2. c
3. a

Activity 2E Example:
In the bathroom, there is a shower. There is a sink. There is a mirror above the sink. There is a bathtub. There are towels. There are rugs on the floor.

Activity 3D Example:
My bedroom is small. In my room there is a bed, a dresser, a closet and a nightstand. There is a lamp on the night stand. There is a window over my bed. My room is gray. My bedroom is a little messy.

EnglishConnect 1

LESSON 22

Conversation 1:
1. Excuse
2. help
3. Where
4. library
5. there
6. corner
7. right
8. next to

Conversation 1E:
1. a
2. c

Activity 2D:
1. The park is between the church and the school.
2. The hospital is across from the airport and the library.
3. The store is behind the library.
4. The school is in front of the grocery store.
5. The bank is next to the restaurant.

Activity 2E:
1. a
2. b
3. b
4. a

Activity 3A:
1. Park
2. Library
3. Restaurant
4. Hospital

Activity 3B:
2. the bank 3. the airport

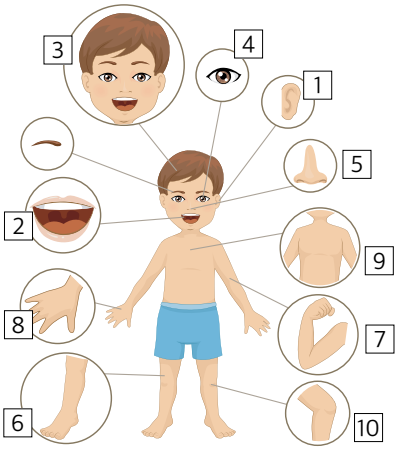
Activity 3C:
1. Go straight on First Street. The church is across from the restaurant and next to the park.
2. Turn left and go straight on Second street. The grocery store is on the corner. It is behind the school.

LESSON 23

Conversation 1:
1. feeling
2. headache
3. sorry

Conversation 2:
1. foot
2. broke
3. feel
4. hurts
5. better

Activity 2A:



Activity 2C:
1. eyes
2. nose
3. feet
4. toes

Activity 2E:
2. My ear hurts.
   I have an earache.
3. My back hurts.
   I have a backache.
4. My stomach hurts
   I have a stomachache.
5. My tooth hurts.
   I have a toothache.

Activity 3A:
1. b
2. a
3. b
4. c

Activity 4A:
1. sick
2. walk
3. feet
4. see
5. eyes
6. doctors
7. sickness
8. body
9. peace
10. heal

LESSON 24

Conversation 1:
1. doing
2. sick
3. fever, sore throat, cough
4. awful, rest
5. tired, work, later
6. feel better

Activity 2C:

4	3	1
5	2	6

Activity 2D:
1. I sneeze.
   I blow my nose.
2. I feel dizzy.
3. I feel nauseated.
4. I have a cough.
5. I throw up.

Activity 2F:
1. sore throat, cough, breathe
2. diarrhea, stomachache, weak
3. nauseated, throw up

Activity 2G Example:
My friend Moeko is sick. She feels tired and weak. She feels nauseated. She throws up a lot. She is going to have a baby.

LESSON 25

Activity 1A:
1. d
2. a
3. a

Activity 1B Example:
Hi! My name is Luz. I'm a nurse. I work at the hospital. I like to play tennis and cook. See you soon!
Luz

Activity 3A:
1. b
2. a
3. c
4. b

Activity 4A Example:
My favorite restaurant is The Thai House. I usually go there with my mom for a birthday dinner. I order the green curry. It is spicy. It costs $9. It is delicious.

Activity 5A:
1. Do you
2. How much
3. too
4. this
5. buy

Activity 6A Example 1:
Hello, Milena. I am happy you are coming to stay with us. The bedroom you will sleep in is small but clean. The walls are blue. It has a bed for one person. It has a closet for your clothes. There are 2 pillows on the bed for you.

Activity 6A Example 2:
The bathroom you will use has a shower but no bathtub. The towels are under the sink. There is soap in the shower. We are excited for you to visit!
Love, Jana

Activity 7A:
1. It will be rainy.
2. It will be warm and sunny.
3. It will be cloudy and windy.

Activity 8A:
1. F 3. E 5. D
2. C 4. A 6. B

Activity 8B Example:
Hello, Dr. Perez. My baby son is sick. He is throwing up a lot. He is not eating or drinking. He has diarrhea too. He does not have a fever. What can I do?

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