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

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

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

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

Best wishes!
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>vi</td>
</tr>
<tr>
<td>Introductory Lesson</td>
<td>xii</td>
</tr>
<tr>
<td>Lesson 1: Introductions</td>
<td>2</td>
</tr>
<tr>
<td>Lesson 2: Interests</td>
<td>4</td>
</tr>
<tr>
<td>Lesson 3: Family and Friends</td>
<td>6</td>
</tr>
<tr>
<td>Lesson 4: Family and Friends</td>
<td>8</td>
</tr>
<tr>
<td>Lesson 5: Feelings and Emotions</td>
<td>10</td>
</tr>
<tr>
<td>Lesson 6: Interests</td>
<td>12</td>
</tr>
<tr>
<td>Lesson 7: At Home</td>
<td>14</td>
</tr>
<tr>
<td>Lesson 8: At Home</td>
<td>16</td>
</tr>
<tr>
<td>Lesson 9: Daily Routines</td>
<td>18</td>
</tr>
<tr>
<td>Lesson 10: Daily and Weekly Routines</td>
<td>20</td>
</tr>
<tr>
<td>Lesson 11: Past Experiences, Part 1</td>
<td>22</td>
</tr>
<tr>
<td>Lesson 12: Past Experiences, Part 2</td>
<td>24</td>
</tr>
<tr>
<td>Lesson 13: Money, Shopping for Food</td>
<td>26</td>
</tr>
<tr>
<td>Lesson 14: Money and Shopping</td>
<td>28</td>
</tr>
<tr>
<td>Lesson 15: In the Community</td>
<td>30</td>
</tr>
<tr>
<td>Lesson 16: In the Community</td>
<td>32</td>
</tr>
<tr>
<td>Lesson 17: Holidays</td>
<td>34</td>
</tr>
<tr>
<td>Lesson 18: Going on Vacation</td>
<td>36</td>
</tr>
<tr>
<td>Lesson 19: Health and Sickness</td>
<td>38</td>
</tr>
<tr>
<td>Lesson 20: Health and Sickness</td>
<td>40</td>
</tr>
<tr>
<td>Lesson 21: Special Occasions</td>
<td>42</td>
</tr>
<tr>
<td>Lesson 22: Special Occasions</td>
<td>44</td>
</tr>
<tr>
<td>Lesson 23: Goals and Dreams</td>
<td>46</td>
</tr>
<tr>
<td>Lesson 24: Review</td>
<td>48</td>
</tr>
<tr>
<td>Appendix A: Explanation of Lesson Elements</td>
<td>50</td>
</tr>
<tr>
<td>Appendix B: My English Practice Plan for Learners</td>
<td>55</td>
</tr>
<tr>
<td>Appendix C: Teaching Guidelines</td>
<td>56</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Speak UP! for Instructors manual is designed to help you be more effective as you teach the Speak UP! lessons. This includes:

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

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

THE LESSONS

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

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

Warm-Up: 15 Minutes

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

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

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

C. Vocabulary. The goal of this section is to teach the meaning of the vocabulary words presented. This can be done by drawing the words, by acting them out, or by giving examples of the words in context. Have learners write native language translations in their learner manuals.
Lesson: 40 Minutes

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

D. Conversation. This section is a dialog that introduces target phrases, grammar, and vocabulary. When teaching this section, follow these steps:
1. Demonstrate the conversation with another instructor or learner.
2. Ask if there are questions about what the conversation means.
3. Have learners repeat each line as a class after you.
4. Have learners practice the conversation with a partner.

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

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

G-H. Learners Perform Activities 1 and 2. These activities allow learners to be more independent and are designed to help the learners communicate and use the language creatively.

I. Listening. For this section, the learners will watch a clip of a video from mormon.org (these can also be found in the LDS Media Library). When teaching this section, follow these steps:
1. Tell the learners what the clip is about. Read the questions as a class to make sure learners know what to listen for.
2. Listen to the clip 2 or 3 times. The first time, have learners listen for general context. The next time, have them listen for the answers to the questions. Use the third time, if needed, to clarify or help answer the questions.
3. Discuss the answers to the questions together.

Wrap-Up: 5 Minutes

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

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

Other Lesson Components

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

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

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

MY FOUNDATION (for Speak UP! offered through Self-Reliance Services)

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

GOSPEL LESSON (for Speak UP! offered through a mission)

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

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

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

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

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

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

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

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

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

SELF-REFLECTION

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

<table>
<thead>
<tr>
<th>Instructor Preparedness</th>
<th>Classroom Management</th>
<th>Lesson Components</th>
<th>Transitions and Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am well-prepared and on time to class.</td>
<td>I have a genuine interest in the learners. There is a sense of mutual respect in the class.</td>
<td>I cover all 10 lesson parts in a balanced but flexible way in order to respond to class needs.</td>
<td>I am prepared for transitions and anticipate them well. I move through the lesson well, giving enough but not too much time to each activity. I begin and end the class on time.</td>
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**Notes:**
- Keep track of your responses to the reflections.
- Consider having a conversation with a colleague about your readings and reflections.
### SELF-REFLECTION CHART

**AFTER EACH CLASS, REFLECT ON YOUR TEACHING AND GIVE A RATING ACCORDING TO THE FOLLOWING SCALE.**

<table>
<thead>
<tr>
<th>LEARNER TALK</th>
<th>KEEPING IT SIMPLE</th>
<th>DEMONSTRATING</th>
<th>CHECKING FOR UNDERSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I give the learners a lot of time to speak. They speak about 70% of the time. I speak about 30% of the time.</td>
<td>I speak slowly and simply so the learners can understand me. I help learners understand the meaning of words and phrases. I use the board for visual support.</td>
<td>I consistently demonstrate activities and conversations and check for understanding before inviting learners to practice on their own.</td>
<td>I regularly check for understanding, using a variety of specific questions, or have the learners demonstrate their understanding.</td>
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INTRODUCTORY LESSON
Why am I learning English?

INTRODUCTION TO THE SPEAK UP! COURSE: 35 MINUTES

A. Welcome: Greet the learners and tell them that learning English can be exciting and fun. Introduce yourself. Have the learners say their names. They will do more formal introductions next week.

B. Overview: Review aloud the Objectives. Explain in the native language.

C. Why are you studying English? This discussion should be done in the native language. Ask the class, “Why do you want to learn English?” and “What are the benefits of learning English?” Write their answers on the board. Have the class members turn to the Introduction of the learner’s manual and read the first two paragraphs aloud with a partner. Ask the learners to think about why they are learning English and to write a reason on the lines provided in the Introduction. Give them a minute or two to do this. Then ask them to share their reason with a partner. Next, have the learners read the section just below the lines; it begins, “In order to successfully learn English.” Discuss how important it is to set specific, measurable, and reasonable goals in order to achieve success in learning a language. Share a personal experience if you have one. Then have each learner think of a weekly goal he or she will work to achieve while participating in the course. Have them write their goals on the lines provided in their lesson. Explain that they should review their goals from time to time, especially when learning English is difficult or when they feel like giving up.

D. What will you study? Have a few learners read the section of the Introduction titled The Speak UP! Learner’s Manual aloud for the class. Answer any questions.
they have about the learner’s manual. Show learners in their books where the Notes, Grammar Appendix, and the Homework Vocabulary sections are (in the back of the learner’s manual).

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

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

Give some final words of encouragement and share a motivating, personal experience about learning a language if you have one. Tell the learners that you will now move into an English lesson. Review Objectives 3 and 4.
**ENGLISH LESSON: 25 MINUTES**

**F. Target Phrases:** Learners at this level will likely understand these commands. Review them with the learners and check for understanding to make sure.

**G. Vocabulary:** Write the vocabulary on the board. Some of these words may be review for some learners. Explain that these are words you will use to give instructions during the class. Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations. Point out that the verbs **look at**, **listen to**, and **return to** are followed by nouns, but the others can be used alone.

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

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

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### WARM-UP

<table>
<thead>
<tr>
<th><strong>Target Phrases</strong></th>
</tr>
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<tbody>
<tr>
<td>Please</td>
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<td>Thank you</td>
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### Vocabulary

<table>
<thead>
<tr>
<th><strong>Nouns</strong></th>
<th><strong>Verbs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>desk, computer</td>
<td>look at, repeat, quiet down, practice</td>
</tr>
<tr>
<td>chair, screen</td>
<td>listen to, sit down, settle down</td>
</tr>
<tr>
<td>board</td>
<td>return to, stand up, focus</td>
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### LESSON CONVERSATION AND ACTIVITY

**Conversation**

A = Instructor, B = Learner

A: Please settle down and return to your seat.
B: Okay.
A: Look at page 1 in your book. Listen to the sentence and then repeat: "I'm from Germany."
B: I'm from Germany.

**Activity**

Give commands to a partner.

A: Please look at the board.
B: Okay. (partner looks at the board)

### WRAP-UP

**Summary**

Now I can . . .

1. say how the Speak UP! course can help me learn English.
2. tell someone how to use My English Practice Plan.
3. respond to classroom requests.
4. make classroom requests.

**Invitation to Act**

Review and fill out My English Practice Plan this week. Make flash cards with the vocabulary words you don't know and practice them.
“Simon Says” Game. If there is time, do this activity. Have the learners stand up. Say a command from the vocabulary section. Use the active commands (sit, stand, look at). Tell learners that they should follow the command only if they hear “Simon says” first. For example, “Simon says, look at the board.” They are “out” if they 1) do not do the correct command or 2) do the command when you do not say “Simon says.”

WRAP-UP: 5 MINUTES

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

Extend the Invitation to Act. Explain in their native language if necessary.
LESSON 1: INTRODUCTIONS
What do you like to do?

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

WARM-UP: 15 MINUTES

A. Review: Have all learners stand up and walk around the class, introducing themselves to each other in English to get to know each other. Listen so you will know what they already understand.

B. Overview: Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Have learners write down countries close to their country in the space provided. Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

D. Conversation:
1. Demonstrate the conversation with another person.
2. Ask if there are questions.
3. Have learners repeat each line together after you.
4. Have learners practice the conversation with a partner while you walk around and listen or make corrections. “What about you?” = “Now you answer the same question.” (It is normal to say this after you answer a question.)

E. Pronunciation Principle:
Purpose: To be able to link and reduce words.
1. Read the explanation under Pronunciation Principle.
2. Repeat each of the phrases slowly and then quickly.
3. Have learners repeat the phrases after you, emphasizing the linking and reduction (shortening).
4. Have learners in pairs practice the phrases and sentences with each other.

F. **Instructor-Guided Practice**: Use the example sentences and have learners repeat after you, just once for each line. For the second line, demonstrate with someone else: “This is . . . He’s from . . .” For lines 3 and 4, have learners repeat with other pronouns and names (we, they, John, Maria).

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

Example: “She like play the violin” should be “She likes to play the violin.”

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

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

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

“I’m . . . I’m from (city). This is . . .
He’s from . . .
We both* like to . . . I like to . . .
He doesn’t like to . . .
They like to . . . but they don’t like to . . .
* You may need to explain both.

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

I. **Listening**: Discuss the questions. Then watch the video segment (0:00–0:35) 2 or 3 times. Ask learners to answer the questions.

**WRAP-UP: 5 MINUTES**

J. **Summary**: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain it in the native language if necessary.
TEACHING TIP: Don’t treat adult learners like children. Be respectful. Care about how they feel and what they think. Be sensitive to how frustrating it is to not be able to say in your second language everything you can say in your first language.

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have a few of the learners come up and introduce another learner to the class.

B. Overview: Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Have learners stand. Call out verbs from the vocabulary. If they like doing the thing you say, they will move to the right of the room. If they don’t like doing it, they will move to left. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to identify the number of syllables and where the strong stress belongs in words.
1. Explain that words can be divided into small pieces called syllables. For example, swimming has 2 syllables. Say the
words in the activity and have the learners repeat and clap once for each syllable.

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

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

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

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

I. Listening: Watch the video segment (0:00–0:59) 2 or 3 times. Ask learners to answer the question.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain it in their native language if necessary.
TEACHING TIP: The objectives for the lesson are very important. Remembering the objectives will help both the instructor and the learner focus on what the learners should be learning. Make sure your learners know what the objectives are.

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have learners ask others what they like and don't like.

B. Overview: Review aloud the Objectives. Explain in the learners' native language if necessary. (The Target Phrases section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
   Purpose: Learn to hear and produce proper intonation in questions.
   1. Repeat each of the model sentences and have learners signal with their thumbs if pitch goes up or down at the end.

SPEAK UP! 2

LESSON 3: FAMILY AND FRIENDS
Who is in your extended family?

WARM-UP

Objectives
1. I will learn to talk about my extended family.
2. I will learn to ask questions about others’ extended families.

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

Vocabulary
Extended Family
great-grandmother
great-grandfather
grandmother/grandma
father-in-law
grandfather/grandpa
brother-in-law
sister-in-law

Personality
funny
intelligent
artistic

Appearance
tall/short
old/young

LESSON CONVERSATION AND ACTIVITIES

Conversation
A: So, tell me about your extended family.
B: Well, I have two uncles, an aunt, and a cousin . . .
A: Oh, just one cousin? I have 10 cousins.
B: Yeah, she and I actually live together.

A: Oh really? How old is she?
B: She’s 20 years old, a little younger than me. She actually works in the same building as I do.
A: Oh! Where does she work?
B: She works at the bank.

Pronunciation Principle: Question Intonation

Part 1

Does your uncle work?
Is your mother tall?
Does he work at a bank?

Part 2

How old is your cousin?
Where does he work?
Who is in your extended family?

What about you?
Do you like to read?
What do you like to do?
Do you play the piano?
Do you have any uncles?
Where do you work?
What are their names?

LEARNING STRATEGY

Start a vocabulary notebook. Write down the words and phrases you learned today. Use them during the week.
2. Have learners repeat them after you, emphasizing intonation pattern.
3. Have learners in pairs practice the sentences at the bottom of the exercise.

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

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

H. Learners Perform Activity 2: Part 1—Explain to learners that they are now going to practice describing relationships using James and Mary’s family tree. Demonstrate by asking, “James is Molly’s _____.” Allow learners time to think about it and respond (answer: great-grandfather). Do a few examples together as a class and then have each learner practice with a partner. If time allows, invite learners to come up and ask the rest of the class a question about the family.

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

I. Listening: Discuss the question. Then watch the video segment (1:45–2:16) 2 or 3 times. Ask learners to answer the question.

WRAP-UP: 5 MINUTES

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

Instructor-Guided Practice

A: Who is in your extended family?
B: I have ____________________.
A: How old is your _________?
B: He/She is _______ years old.
A: Does your _________ work?
B: Yes, he/she does.

Activity 1

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

Activity 2

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


Listening

www.mormon.org/nelisa (1:45–2:16)

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

WRAP-UP

Summary

Now I can . . .
Now I know . . .

☐ 1. talk about my extended family.
☐ 2. ask questions about others’ extended family.

Invitation to Act

Ask a friend about his or her extended family. Practice describing your family in English.
LESSON 4: FAMILY AND FRIENDS
What is your family like?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have all learners talk with a partner about their siblings and parents. Tell them to find out as much as they can about their partner’s family.

B. Overview: Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Bring a tall learner and a short learner to the front of the class to show the word taller. Give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to identify and produce sentence stress.
Say each sentence while learners listen to its stress pattern. Emphasize the bolded syllables:

LESSON CONVERSATION AND ACTIVITIES

Conversation

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

Pronunciation Principle: Sentence Stress

Repeat with the instructor:
“**My mom is taller than my dad.**”
“**My dad is short.**”
“My dad has a beard.”
“He’s really funny.”
“He’s bald and he wears glasses.”

LEARNING STRATEGY

Make flash cards for new vocabulary so you can practice new words during the day.
“My mom is taller than my dad.”
Repeat each sentence and clap on stressed syllables. Have learners repeat and clap as well.

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

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

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

H. Learners Perform Activity 2: Draw two overlapping boxes on the board. Use yourself and a partner as an example. Fill in each box (for example, “I am tall,” “We are both quiet,” “[partner’s name] is short”). Then demonstrate how you would talk about what you’ve written.

Example: “I am taller than [partner’s name].”
“She is shorter than me.”
“We are both quiet.”

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

I. Listening: Discuss the questions. Then watch the video segment (1:23–2:03) 2 or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain it in their native language if necessary.
INSTRUCTOR VERSION: SPEAK UP! 2

LESSON 5: FEELINGS AND EMOTIONS
How are you?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have all learners talk with a partner about their siblings and their parents. Tell them to find out as much as they can about their partner’s family.

B. Overview: Review aloud the Objectives. Explain in the learners' native language if necessary. Explain that “showing empathy” is trying to understand and share someone's feelings. (The Target Phrases section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
   Purpose: To help learners see and pronounce words with the letter a.
   Have learners listen and repeat as you pronounce the following words: mad, sad, can, am, had
   Explain that in syllables ending with the letter a, the letter a is silent.

SPEAK UP! 2

LESSON 5: FEELINGS AND EMOTIONS
How are you?

WARM-UP

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

Target Phrases
Are you all right? Is something wrong? Is everything okay? How are you feeling?
I'm sad because my grandmother is sick.
I feel nervous when I speak in front of people.

Showing Empathy
I'm sorry that you feel sad.
Sorry about your grandmother.

Vocabulary
Feelings and Emotions

happy
upset
surprised
embarrassed
bored
afraid
tired
sad
frustrated
angry

LESSON CONVERSATION AND ACTIVITIES

Conversation
A: Hey Andrea, are you all right? You look sad.
B: Well, I'm kind of frustrated.
A: Oh, no! What happened? Why are you frustrated?
B: I just had a fight with my father, but it's okay. I'll be all right.

Example:
A: Wow! I'm sorry. Is he mad at you?
B: Yeah, it's because I broke the TV.

* People often say I'm sorry in American culture to show compassion and empathy. When you say, "I'm sorry," it does not always mean that you did something wrong.

Pronunciation Principle: Sounds of the Letter a
1. Listen to and repeat these words with your instructor.
   mad sad can am had
   hat hot an on last lost

2. Listen to the difference between these two sentences. Then practice the words below.
   The child is lost. The child is last.
   and dance from soccer had shop at not ask hot dad black

LEARNING STRATEGY

A useful phrase to use in class is “How to do you say _______ in English?”
with one or more consonants, the letter **a** usually sounds like the **a** in the word **hat**.

Contrast the two sentences (the vowel sound in **last** and the vowel sound in **lost**). Have each learner read the last line of words with a partner.

**F. Instructor-Guided Practice:** Explain to learners that you will ask each question, choosing a learner to respond. Demonstrate this as you explain by asking, “When do you feel happy?” Select a learner to answer the question. Try to give each learner an opportunity to answer a question. Wait patiently while learners try to respond. Wait at least 5 seconds before helping.

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

Then, have each learner talk with 3 different partners:

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

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

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

**A:** “How are you feeling?
**B:** “I’m  **bored  **.”

**A:** “Why are you  **bored  **?”
**B:** “Because it’s raining and I can’t go play soccer.”

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

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

**WRAP-UP: 5 MINUTES**

**J. Summary:** Ask learners what they learned. Have them mark the circle next to each “I can” statement they accomplished. Then have them write 3 new words they learned. Extend the Invitation to Act. Explain it in their native language if necessary.
LESSON 6: INTERESTS
Will you help me?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Give learners time to share with each other the emotion words they learned or remember from the previous lesson.

B. Overview: Review aloud the Objectives. Explain in the learners' native language if necessary. (The Target Phrases section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: To help learners see and pronounce words with the letter a.
Have learners listen and repeat as you say these words from the activity: say may hay a-ble A-my Da-vid
Then have them say the contrasting words (hay, had, and so on). Explain that when a is followed by

SPEAK UP!

LESSON 6: INTERESTS
Will you help me?

WARM-UP

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

Target Phrases

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

Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation: Asking for Help

A: Hey, can you pick Sarah up after school today?
B: Actually I can’t because I have a meeting at that time. Sorry.
A: Okay. Could you give her a ride to school tomorrow morning? I need to take John to the doctor.
B: Unfortunately, that won’t work either. I’ve got to make an important phone call at 8:00 a.m.
A: Okay, I’ll drop her off tomorrow.

B: But what about tomorrow afternoon? Maybe I could pick her up then?
A: Oh, can you?
B: Yeah.
A: That would be wonderful! I’ll take John to the doctor tomorrow afternoon then.
B: All right, sounds like a plan.

Pronunciation Principle: Sounds of the Letter a

Listen to and repeat these words after your instructor:
say may hay a-ble A-my Da-vid
hay, had may, mad pay, pad
a gent hap-py play paper cap-tain gram-mar
na-tion tray ap-ple

LEARNING STRATEGY

Don’t be afraid to ask someone to repeat something. For example, “Could you repeat that, please?”
y or comes at the end of a syllable in multisyllable words it is pronounced [ai] as in the word paid.

With partners, have learners read the listed words to each other.

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

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

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

**H. Learners Perform Activity 2:** Explain that will, can, could, and would are used to ask polite questions, especially to strangers and people who are older or in higher positions. Sometimes more direct forms of questions are used (I need you to and I want you to) when we speak with people who are very close, younger, or in lower positions. If we use these direct forms in other situations, they are rude. Demonstrate the activity, and then have learners work with new partners. Assign each pair a situation. Have them decide which request forms are appropriate for their situation and then act it out together. Have learners practice the situation several times and then invite pairs to demonstrate in front of the class.

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

**I. Listening:** Discuss the questions. Then watch the video segment (0:43–3:00) 2 or 3 times. Ask learners to answer the questions.

**WRAP-UP: 5 MINUTES**

**J. Summary:** Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain it in their native language if necessary.
**TEACHING TIP:** Pronunciation instruction should start with listening practice as the learners listen to you. Learners will probably struggle to pronounce something correctly if they can't hear it correctly.

**WARM-UP: 15 MINUTES**

**A. Review:** Follow up on the Invitation to Act from the previous lesson. Ask learners some **will you, can you, could you, would you** questions.

**B. Overview:** Review aloud the Objectives. Explain in the learners' native language if necessary. (The Target Phrases section is for reference only. Do not teach this section. Direct learners to this section if they consistently make errors with the principle.)

**C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

**LESSON: 40 MINUTES**

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

**E. Pronunciation Principle:**
**Purpose:** Learn to say words with the letter **o**.

Tell the learners that the letter **o** has two main sounds. The first is [o] as in **no**. Write **no, go, so** on the board. Then say them and have the learners repeat them. Tell the learners that this sound happens when the **o** is at the end of a syllable. (Important exceptions are **to** and **do**.)
Tell the learners the second sound represented by the letter **o** is the [ah] sound as in *got*. Write **not, got, sock** on the board. Have learners repeat.

Have learners try to pronounce the words in the practice section with a partner.

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

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

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

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

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

**WRAP-UP: 5 MINUTES**

**J. Summary:** Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
**Lesson 8: At Home**

Where did you grow up?

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

**Warm-Up: 15 Minutes**

**A. Review:** Follow up on the Invitation to Act from the previous lesson. Have each learner talk with a partner about the map he or she drew of where a friend lives.

**B. Overview:** Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

**C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

**Lesson: 40 Minutes**

**D. Conversation:**

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

**E. Pronunciation Principle:**

*Purpose:* Learn to recognize and pronounce words with letters i and y.

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

<table>
<thead>
<tr>
<th></th>
<th>To Be (Past)</th>
<th></th>
<th>To Have (Past)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
<td>happy</td>
<td>I</td>
</tr>
<tr>
<td>you</td>
<td>were</td>
<td>outgoing</td>
<td>you</td>
</tr>
<tr>
<td>we</td>
<td>Prepositional Phrase</td>
<td>in front of the house</td>
<td>they</td>
</tr>
<tr>
<td>they</td>
<td>near the park</td>
<td></td>
<td>he/she/it</td>
</tr>
</tbody>
</table>

**Vocabulary**

Adjectives

- outgoing
- kind
- happy
- athletic
- energetic
- well-behaved
- silly
- shy

Prepositions (review)

- next to
- across from
- near to
- close to
- far from
- between
- in front of

**Lesson Conversation and Activities**

**Conversation**

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

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

*Practice*

China, little, idle, in the interest, private, miss, sister, typing, window, silent

**Learning Strategy**

Think to yourself in English. Practice describing or naming things you have learned.
Explain that when **i** and **y** come at the end of a syllable, they are pronounced like the word **eye**.

Have the learners say the practice words to a partner. Listen and correct as needed.

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

**G. Learners Perform Activity 1:** Demonstrate this activity. With a partner, have learners imagine that one of the homes in the pictures is the home they grew up in. Then have learners talk about the pictures as if they were talking about the home they grew up in. They should use **there was, there were,** and **had.**

For example: **A:** “We had a yellow house. There were some big trees next to it. There was a chair next to the front door.” If there is time, have individual learners share what they said in front of the class.

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

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

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

**WRAP-UP: 5 MINUTES**

**J. Summary:** Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act.
INSTRUCTOR VERSION: SPEAK UP! 2

LESSON 9: DAILY ROUTINES
What do you do every day?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the last lesson. Ask who did the Invitation to Act. Have each learner talk with a partner about the friend he or she interviewed and where that friend grew up.

B. Overview: Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
   Purpose: Learn to pronounce words with the letter e.
   Explain that the letter e makes 2 main sounds: [ee] as in see and [eh] as in set. Say the words in the
left column and have the learners repeat. Show them how these words follow this pronunciation rule. Have learners write the words they hear you say (words are in red in instructor version). Have learners say the practice words with a partner. Listen and gently correct mistakes.

F. Instructor-Guided Practice: Working with a partner, have learners fill in the blanks with their own ideas (Refer them to Conversations 1 and 2 for examples). After that, have them work together, performing the conversations they’ve created. One person will be A and the other will be B. Walk around and help learners if they have questions. Also help them with pronunciation.

G. Learners Perform Activity 1: Have learners walk around and talk with others until they have asked at least 5 different people one or more questions each, using different phrases from Conversations 1 and 2. Have them write down the responses of those they speak with. Then have them find a partner and share the responses they’ve written.

H. Learners Perform Activity 2: Part 1—Have learners work individually. Have them write down activities (at least 8) that they do during a typical weekday or weekend and the times they do them.

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

I. Listening: Discuss the questions. Then watch the video segment (1:47–2:22) or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
**LESSON 10: DAILY AND WEEKLY ROUTINES**

**What did you do over the weekend?**

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

**WARM-UP: 15 MINUTES**

A. **Review:** Follow up on the Invitation to Act from the previous lesson. Have each learner talk with a partner about what he or she usually does before going to bed.

B. **Overview:** Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Target Phrases and Grammar sections are for reference only. Do not teach these sections. Refer learners to these sections if they consistently make errors with the principles.)

C. **Vocabulary:** You may need to explain the meaning of the word *ago*. Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

**LESSON: 40 MINUTES**

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

E. **Pronunciation Principle:**
*Purpose:* Learn to pronounce regular past tense *-ed* endings.

Explain that most of the time, when a word ends in *-ed*, you don’t pronounce the letter *e*. For example, the word *played* sounds like [plaid] and the word *cleaned* sounds like [cleend]. However, when you add *-ed* to...
words that end in a *t* or *d*, you do need to pronounce the *e* in *-ed*. It will sound like *[id]*. For example, the word *wanted* sounds like *[want-id]* and the word *needed* sounds like *[need-id]*.

Have the learners repeat the words with you. Emphasize the difference in pronunciation.

**F. Instructor-Guided Practice:** Give the learners some time to write in answers to the questions. Then, in front of the class, ask individual learners the questions (for example, “Gloria, when was the last time you watched TV?”). Try to give each learner a chance to respond to a question. Remember to wait patiently for each person to respond. Gently correct errors.

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

**H. Learners Perform Activity 2:** Give the learners the opportunity to create a conversation with a partner. Have learners work in pairs that you feel will be effective. Try to avoid putting overly dominant personalities with shy personalities.

As the learners create their conversations, it is likely that they will make minor errors. Try to focus on helping them with the language that they are learning in this lesson. Avoid trying to teach advanced concepts. You may simply avoid correcting some errors if they are very minor and not important to this lesson. After they have had an opportunity to create a conversation, choose several pairs to come up and perform their conversations in front of the class.

**I. Listening:** Discuss the questions. Then watch the video segment (0:00–2:41) 2 or 3 times. Ask learners to answer the questions.

**WRAP-UP: 5 MINUTES**

**J. Summary:** Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
LESSON 11: PAST EXPERIENCES, PART 1
What did you do?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have each learner ask a partner to share what he or she did over the weekend. Listen to their responses and gently correct where needed.

B. Overview: Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Ask learners to fill in the blanks next to the verbs with the simple past tense forms (eat ► ate).

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to pronounce the letter y at the end of words and the i in the -ing ending.

Write these words on the board and then have the learners repeat them after you: sunny, party, early, happy, crazy, rainy, morning, sing, walking, sleeping. Explain that y makes an [ee] sound at the end of a
word when it follows a consonant. The *i* in **ing** also makes an [ee] sound. Have the learners read the the words to each other, practicing pronunciation.

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

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

**H. Learners Perform Activity 2:** Present the following situation. (Explain in the learners native language if necessary. Especially be sure to explain the words **suspect** and **detective**):

“Someone stole some cookies last night at 10 p.m. You need to find out who did it! You will work with a partner. One person will be the detective and the other will be the suspect. The detective will ask where the suspect was and what he or she did last night. The suspect will have to prove that he or she did not steal the cookies.”

Demonstrate this activity with the following example:

**Detective:** “Where were you at 10 p.m. last night?”

**Suspect:** “I didn’t do it! I was at the movie theater with some friends. I watched a movie and then I ate dinner.”

First, have learners write down why they are not guilty. Then have each learner practice with up to 4 different partners. Have them play both roles.

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

**WRAP-UP: 5 MINUTES**

**J. Summary:** Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have learners use the 4 or 5 questions they wrote to ask their partners about what they did during the week.

B. Overview: Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Ask learners to fill in the blanks next to the verbs with the simple past tense forms (be ► was/were). Draw, act out, or give examples to help learners understand the meaning of the words. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to pronounce words with the letter a plus a silent e.
Write the word pairs from the first line of the learner book on the board, say them aloud, and have the learners repeat with you.
Explain that when a is followed by one consonant and e it is pronounced like the ai in the word paid. Write these words and have learners pronounce them: make, late, take, same, place, came, face, game, save, date, made, state. Have learners read the words in their book to each other.

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

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

H. Learners Perform Activity 2: First, help learners prepare for the activity by writing in their workbooks. Have them write past tense sentences about an important event in their life. Encourage them to use time phrases (“When I was . . . , I . . .”) as they write. Give them an example from your own life (for example, “When I was 19 years old, I came to this country as a missionary.”).

After they have finished writing, have them talk about the event with their partners.

Important: Help them focus on speaking freely about their experiences and not just reading what they have written.

I. Listening: Discuss the questions. Then watch the video segment (2:00–2:58) 2 or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
LESSON 13: MONEY, SHOPPING FOR FOOD
How much is this?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. With a partner, have learners share the past experience that they wrote about in their journals.

B. Overview: Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to pronounce words with the letters ou and ow.
1. Say the word pairs in list 1 and have learners listen for the contrasting vowel sounds in each pair.
2. Explain that ou and ow make the same sound.
3. Say the words in list 2 and have the learners repeat.

LESSON CONVERSATION AND ACTIVITIES

Conversation 1
A: Do you want to go to the market with me? We need to pick up some vegetables.
B: Yes. We also need eggs and a loaf of bread.
A: Let’s make a list. I’m planning to get tomatoes, carrots, lettuce, and some fruit. I may buy meat as well.

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

Pronunciation Principle: The Letter o
1. not, hot, pot, mop, hat, how, moth, mouth, shot, short
2. ground, pound, mouth, house, how, now, allow, down, flour
Practice: flour, cost, house, down, noun, hello, from, about, now, lost, long, pound

LEARNING STRATEGY
Write a journal every day in English. This will help you learn to express your thoughts in English.
4. Have learners say the practice words with a partner. Listen and gently correct mistakes.

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

G. Learners Perform Activity 1: Demonstrate item 1, writing the question and answer on the board. Have 4 learners form a line. The first learner in the line asks the second learner question 1: "How much does this milk cost?" Learner 2 will say, "I don't know," and ask Learner 3 the same question. Learner 3 will say, "I don't know" and turn to Learner 4. The last learner in the line will answer the question using the second column (for example, "It's about $2 a liter."); and each learner will pass the answer back up the line, person to person, until it reaches the first learner. The first learner will then rotate to the end of the line and the activity will begin again with question 2. Divide all the learners into groups to do the activity.

H. Learners Perform Activity 2: Have learners write a price for each of the items on the blanks provided. Tell them how much money they have to start with (it should be enough local currency that you could buy 3 or 4 of the foods shown). Demonstrate the activity by asking a learner to be your "customer." They should ask about the price of one of your items. Sell them the item. Write what you did on the board. Write what you did on the board (What did you sell? To whom? For how much?). Keep a tally of how much money you have on the board. Approach another learner and ask them how much something in their "store" costs. Again, write what you do on the board. The goal is to earn more money back than is spent. Have learners begin the activity.

I. Listening: Discuss the questions. Then watch the video segment (0:00–1:06) 2 or 3 times. Ask learners to answer the questions.

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

WRAP-UP: 5 MINUTES
LESSON 14: MONEY AND SHOPPING
Do you have anything cheaper?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have learners talk about the shopping lists they created during the week. Have them talk about the prices of the things they bought.

B. Overview: Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to pronounce the letter i in words with a silent e.
1. Say the word pairs in list 1 and have learners listen for the contrasting vowel sounds in each pair.
2. Help learners notice the silent e in the second word of each pair. Explain that i is usually pronounced as a long sound (as in light or bike) when followed by a consonant and a silent e.

SPEAK UP! 2

LESSON 14: MONEY AND SHOPPING
Do you have anything cheaper?

WARM-UP
Objectives

Grammar
Using Adjectives to Compare
1-Syllable Adjectives:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
</tr>
<tr>
<td>cheap</td>
<td>cheaper</td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
</tr>
</tbody>
</table>

This phone is better than that one.
This TV is cheaper than the black one.
That chair is bigger than this one.

Longer Adjectives:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>expensive</td>
<td>more / less expensive</td>
</tr>
<tr>
<td>affordable</td>
<td>more / less affordable</td>
</tr>
<tr>
<td>compact</td>
<td>more / less compact</td>
</tr>
<tr>
<td>high-tech</td>
<td>more / less high-tech</td>
</tr>
</tbody>
</table>

This smartphone is less expensive.
The rent is more affordable here than it was at our old apartment.
The microwave is more compact. It fits on the counter better.
The new TV is more high-tech than the old one.

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

Vocabulary

<table>
<thead>
<tr>
<th>General vocabulary</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>afford</td>
<td>expensive / cheap</td>
</tr>
<tr>
<td>good deal</td>
<td>affordable compact</td>
</tr>
<tr>
<td>price</td>
<td>high-tech / simple</td>
</tr>
<tr>
<td></td>
<td>modern / old-fashioned</td>
</tr>
<tr>
<td></td>
<td>tight / loose</td>
</tr>
<tr>
<td></td>
<td>comfortable / uncomfortable</td>
</tr>
</tbody>
</table>

LEsson CONVERSATION AND ACTIVITIES

Conversation 1
A: Hi, I'm looking for a smartphone.
B: Do you know what kind you want?
A: I want one that's compact and has a lot of memory.
B: Well, let's see, the M33 is more compact than the Z44, but it's more expensive.
A: How much is it?
B: On sale, it's $500. That's a pretty good deal . . .
A: Oh! I can't afford that. I guess I'll have to go with the cheaper one.

Conversation 2
A: Hi, I would like to get some running shoes.
B: Okay, we have a few different kinds. These red ones are a good deal.
A: Are they less expensive than the blue ones?
B: Yes, they are. Do you want to try them on?
A: Sure. I like them, but I think I need a smaller size.
B: No problem. Here, these are size 9.
A: Great! Thanks.

Pronunciation Principle: The Letter i in Words with Silent e

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

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

LEARNING STRATEGY

Review vocabulary whenever you find yourself waiting (for the doctor, at the store, on the phone, and so on).
3. Say the words in list 2 and have the learners repeat.

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

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

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

**H. Learners Perform Activity 2:** Have each learner decide on an item that he or she wants to sell. It can be any item for which there are different kinds (such as phones, shoes, TVs, clothing, cars, other electronics). Have learners draw 2 different examples (or kinds) of the item in the space provided. The 2 should be a little bit different. Then have them write a price for each of the items. They should then walk around and “sell” their items to their classmates. They should describe their items using comparative words (for example, “This phone is cheaper and smaller than that one.”). The classmates should choose one of the items to buy. Have learners work with several different partners during this activity.

**I. Listening:** Discuss the questions. Then watch the video segment (0:00–0:57) 2 or 3 times. Ask learners to answer the questions.

**WRAP-UP: 5 MINUTES**

**J. Summary:** Ask learners what they learned. Have them mark the circle next to the “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
LESSON 15: IN THE COMMUNITY
Do you know where the museum is?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have the learners talk about the items they compared at the store. Have them discuss the items with a partner.

B. Overview: Review aloud the Objectives. Explain in the learners’ native language if necessary.

C. Vocabulary: Review the meanings of prepositions from the Grammar section. Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

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

   **LESSON CONVERSATION AND ACTIVITIES**

   **Conversation**

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

   **Pronunciation Principle: The Letter u**

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

   Practice: just, sup-per, su-per, u-su-al, but-ter, u-ni-ver-si-ty, run

   **LEARNING STRATEGY**

   Don’t be afraid to speak the language. Making mistakes is normal and okay. You will learn better by using the language as much as you can.
2. Say the words in list 2 and have the learners repeat. Explain that when syllables have a \textit{u} but end in a consonant, \textit{u} is pronounced [uh] as in \textit{fun}. Show on the board how the words in list 2 follow these rules.

3. For more examples, say the words in lists 3 through 5 and have the learners repeat.

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

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

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

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

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

I. Listening: Discuss the questions. Then watch the video segment (0:00–1:04) 2 or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to the “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
LESSON 16: IN THE COMMUNITY
When is the party?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have learners tell a partner where their favorite places are. They may need to reference what they wrote in response to the Invitation to Act.

B. Overview: Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to pronounce words with the letters er, ir, and ur.
1. Say the words in list 1 and have the learners repeat. Explain that when the er, ir, and ur come at the end of a syllable (even when followed by an extra consonant, such as in the word hurt), they are all pronounced [er] as in the word her, even when in stressed syllables. This is not true of letter

LESSON CONVERSATION AND ACTIVITIES

Conversation
A: Hey Steve, are you going to come to Emily’s birthday party on Saturday?
B: Nobody told me about it. Where is it going to be?
A: It will be at Christin’s house at 7:00. It’s a surprise, so don’t say anything to Emily.
B: Oh, okay! Do you think it will be all right if I invite Adam to come too?
A: Actually, I talked to him yesterday. He’s already planning on it.
B: Should I bring anything?
A: I’m going to bring a salad. Could you bring hot dogs?
B: Sure!
A: Great! Well, I have to get going. See you on Saturday.
B: See you!

Pronunciation Principle: The Letters er, ir, and ur
1. her, birthday, nurse
2. (words with er) her, person, per, clerk, dessert, teacher, computer
3. (words with ir) birthday, circus, bird, third, shirt, skirt, birth
4. (words with ur) nurse, hurt, turn, further, purse, sure, burnt
Practice: teacher, person, nurse, circus, dessert, Saturday, clerk, shirt, turn

LEARNING STRATEGY
Read short news articles in English. Look up words you don’t know. This will increase your vocabulary.
combinations **ar** and **or**. Show on the board how the words in list 1 follow these rules.

2. For more examples, say the words in lists 2, 3, and 4 and have the learners repeat.

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

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

**G. Learners Perform Activity 1:** First, learners will invent two imaginary events and write information about them in the two spaces provided. After writing information about the events, learners will practice with a partner inviting a friend to an event. Demonstrate with this conversation:

A: “Would you like to come to a concert with me next Sunday?”
B: “What time will it be?”

Have the learners use future tense to ask and answer questions about the event.

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

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

**I. Listening:** Discuss the questions. Then watch the video segment (0:58–1:18) 2 or 3 times. Ask learners to answer the questions.

**WRAP-UP: 5 MINUTES**

**J. Summary:** Ask learners what they learned. Have them mark the circle next to the “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
**LESSON 17: HOLIDAYS**

**What are you going to do on New Year’s?**

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

**WARM-UP: 15 MINUTES**

**A. Review:** Follow up on the Invitation to Act from the previous lesson. Have learners tell what they will do next week to a partner. They may need to reference what they wrote in response to the Invitation to Act.

**B. Overview:** Review aloud the Objectives. Explain in the learners’ native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

**C. Vocabulary:** Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

**LESSON: 40 MINUTES**

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

**E. Pronunciation Principle:**

*Purpose:* Learn to pronounce words with the letter *a*.

*Practice:*
1. Say the words in list 1 and have the learners repeat. Do the same for list 2. Explain that when the letter *a* is followed by *l* or *r* at the end of a syllable the *a* is usually pronounced [ah] like in the word *call*.
2. Say the words in list 3 and have the learners repeat. Explain that...
many other words are unpredictably pronounced with the [ah] sound. These must be memorized.

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

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

G. Learners Perform Activity 1: Write this question on the board: What do you usually do on your favorite holiday? Demonstrate a conversation for the learners with a partner. Tell what you usually do on your favorite holiday. Have each learner interview 2 classmates to find out what they each usually do on their favorite holidays.

Then select several learners to share what their classmates usually do on their favorite holidays.

H. Learners Perform Activity 2: In this activity, learners will work in partners to write out a conversation. They may refer to Conversations 1 and 2, but encourage them to be creative and make their own original conversation. The conversation should be about what one of them (or both of them) will probably do on an upcoming holiday.

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

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

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

I. Listening: Discuss the questions. Then watch the video segment (0:27–1:07) 2 or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
LESSON 18: GOING ON VACATION
Where are you going on vacation?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have learners tell what they will probably do on the next holiday.

B. Overview: Review aloud the Objectives. Explain in the learners' native language if necessary. (The Grammar section is for reference only. Do not teach this section. Refer learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to pronounce words with the letters ea and ee.
1. Say the words in list 1 and have the learners repeat. Explain that ea is most often pronounced [ee] as in the word see.
2. Say the words in list 2 and have the learners repeat. Explain that ea in these words is pronounced [eh] as in the word bread.

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Pronunciation Principle: The Letters ea and ee
1. please, each, beach, leave, deal, cheap
2. bread, head, dead, read (past tense verb)

Practice: please, great, each, beach, leave, deal, cheap, bread, head, dead, read (past tense verb), great, break, steak, street, tree, need, three, see, week

LEARNING STRATEGY
Memorize short poems, sayings, or speeches in English. This can help you practice pronunciation, learn new vocabulary, and become used to English grammar.
3. Say the words in list 3 and have the learners repeat. Explain that *ea* in a few English words sounds like the name of the letter *a*, as in the word *great*.

4. Say the words in list 4 and have the learners repeat. Explain that most *ee* words are pronounced [ee].

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

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

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

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

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

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

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

**WRAP-UP: 5 MINUTES**

**J. Summary**: Ask learners what they learned. Have them mark the circle next to the “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
LESSON 19: HEALTH AND SICKNESS
How often do you visit the doctor?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Ask learners to share their plans for a 4-day vacation with a partner.

B. Overview: Review aloud the Objectives. Explain in the native language if necessary.

C. Vocabulary: Note: For this lesson, you need to teach the target phrases in the grammar box. Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to pronounce -tion and -sion at the end of words.
1. Say the words in list 1 and have the learners repeat. Explain that when -tion or -sion comes at the end of a word, it is usually pronounced [shun].
2. However, explain that -sion can also be pronounced [zhun] in some words. Say the words in list 2 and have the learners repeat.
3. Have learners say the practice words with a partner. Listen and gently correct mistakes.

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

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

H. Learners Perform Activity 2: For this activity, the learners should role-play a full conversation, with one learner playing the part of the person with the problem.

Demonstrate this activity with another instructor or a learner. Give the following example conversation:

A: Brittany, what’s wrong?
B: I feel really sick.
A: When did you start feeling sick?
B: About a month ago. I feel really sad, I can’t sleep, and I don’t feel like eating.
A: You need to eat something. Did you go to a doctor? I think you should call a doctor and ask him for some advice.

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

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

I. Listening: Discuss the questions. Then watch the video segment (0:48–2:40) 2 or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
LESSON 20: HEALTH AND SICKNESS
How are you feeling?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have learners take out their lists and briefly discuss what someone should do in order to live a healthy life.

B. Overview: Review aloud the Objectives. Explain in the native language if necessary. (The Grammar section is for learner reference only. Do not teach this section. Direct learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to pronounce words with the letters **oa**.
1. Say the words in list 1 and have the learners repeat. Explain that the letters **oa** together are usually pronounced [o], like the word **no**.
2. Have learners say the practice words with a partner. Listen and
gently correct mistakes. Tell them that some of the words are from previous lessons and will have a different pronunciation. Follow up by having them indicate which words have the [o] sound and which don’t.

F. Instructor-Guided Practice: You will play the role of the patient. Demonstrate with item 1, saying, “I pulled a muscle.” Select a learner to be the doctor. He or she will give you some advice using an imperative (for example, “Don’t exercise for a few days.”) Have different learners respond for items 2–6. Example advice is listed in the last column if learners want to refer to it.

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

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

Learners can think of different injuries and problems that might result from the different situations. The goal is to help them describe injuries and problems. Have them use the different situations as prompts.

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

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

I. Listening: Discuss the questions. Then watch the video segment (0:00–1:02) 2 or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next the “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
**LESSON 21: SPECIAL OCCASIONS**

*When is the celebration?*

**TEACHING TIP:** Notice your speech rate when you are teaching. If learners don’t understand you, try slowing down your speech a little. You should speak naturally, but slowly.

**WARM-UP: 15 MINUTES**

A. **Review:** Follow up on the Invitation to Act from the previous lesson. Have learners share their birthday party plans with a partner.

B. **Overview:** Review aloud the Objectives. Explain in the native language if necessary. (The Grammar section is for learner reference only. Do not teach this section. Direct learners to this section if they consistently make errors with the principle.)

C. **Vocabulary:** Add to the phrases in this section to make complete sentences. Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

**LESSON: 40 MINUTES**

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

E. **Pronunciation Principle:**
   *Purpose: Learn to hear and correctly pronounce v and w.*
   1. Write the words vet and wet on the board. Then say the words and have the learners repeat them. Help them hear the difference between v and w.
   2. Say the words in list 1 and have the learners repeat. Then do the same with the words in list 2.
3. Write 1 under v and 2 under w. Have the learners say “1” if they hear a [v] sound and “2” if they hear a [w] sound. Say these words: wedding, vocabulary, verb, weeks, violin, watch, wait.

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

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

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

Partner A should always start by saying: “There will be a _____ on _____. Would you like to come with me?” Then, Partner B should ask questions about the event. Have them switch roles when they finish.

H. Learners Perform Activity 2: First, divide the learners into 2 groups (more if the class is large). Assign a discussion leader and a scribe in each group. Read the instructions from the learner book for this activity. All members of each group should know their group’s plan. Once they have finished, mix up the groups and have the learners partner with someone from another group. Then have them ask questions about the other group’s plans (for example, “Will there be food at the celebration?”).

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

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
LESSON 22: SPECIAL OCCASIONS
How was the wedding?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have learners share with a partner what they plan to do for a birthday party.

B. Overview: Review aloud the Objectives. Explain in the native language if necessary. (The Grammar section is for learner reference only. Do not teach this section. Direct learners to this section if they consistently make errors with the principle.)

C. Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to pronounce words with -ight, -ind, and -ild.
1. Say the words in list 1 and have the learners repeat. Explain that -ight and -igh are usually pronounced like the vowel in the word hi.
2. Say the words in list 2 and have the learners repeat. Explain that

LESSON CONVERSATION AND ACTIVITIES

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

Pronunciation Principle: -ight, -ind, and -ild
1. right, light, might, night, high
2. find, kind, mild, wild, child
Practice: Say these words with your partner. Notice that not all of the words have the same vowel sound for the letter i. Circle the words that are pronounced with the vowel like the word hi.

LEARNING STRATEGY

When you are listening to English radio or TV, try to repeat out loud what you hear. Imitate the sound of the speaker. This can help you practice English pronunciation.
-ind and -ild are also usually pronounced like the vowel in the word hi.

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

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

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

H. Learners Perform Activity 2: Read the scene out loud with the learners. Ask them for some ideas about what might have happened (keep this very brief). Then divide learners into groups of 3 to work together.

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

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

I. Listening: Discuss the questions. Then watch the video segment (1:25–2:22) 2 or 3 times. Ask learners to answer the questions.

WRAP-UP: 5 MINUTES

J. Summary: Ask learners what they learned. Have them mark the circle next to each “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
LESSON 23: GOALS AND DREAMS
What do you want to do in the future?

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

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Have learners talk with a partner about the birthday party they attended.

B. Overview: Review aloud the Objectives. Explain in the native language if necessary.

C. Vocabulary: For this lesson, you need to teach the target phrases in the grammar box. Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word. Ask learners to write native language translations.

LESSON: 40 MINUTES

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

E. Pronunciation Principle:
Purpose: Learn to hear and pronounce the letters th.
1. Show the picture for sentence 1 and say, “He is waiting for his parents. They will come soon.” Have learners repeat sentence 1.
2. Show the picture for sentence 2 and say, “She has been awake all night. Day will come soon.” Have learners repeat sentence 2.
3. Randomly say sentence 1 or 2 and have learners respond with
“1” or “2.” Have learners repeat this same exercise with partners.

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

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

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

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

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

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

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

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

**I. Listening:** Discuss the questions. Then watch the video segment (0:50–2:33) 2 or 3 times. Ask learners to answer the questions.

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**J. Summary:** Ask learners what they learned. Have them mark the circle next to the “Now I can” statement they accomplished. Have them write 3 new words they learned. Extend the Invitation to Act. Explain in their native language if necessary.
TEACHING TIP: Encourage learners to try to use a variety of words from the lessons as they complete these review activities. It will be easy for them to use a few words they know well, but pushing themselves to use less familiar words will help them increase their vocabulary.

WARM-UP: 15 MINUTES

A. Review: Follow up on the Invitation to Act from the previous lesson. Ask learners to share one of their future plans with a partner.

B. Overview: This lesson is designed to review the material learners have learned during the classes in this level. This lesson will provide an opportunity for learners to reflect on and recognize their progress. You can choose any combination of the activities to use for this lesson.

C. Vocabulary: Learners work in partners. One learner can see the board, but the other should not. Write a category on the board (for example, family). The learner facing the board names items from the category until their partner guesses the category from their learner's book (for example, “Mom, dad, brother.” Answer: “Family!”). Learners switch roles.

LESSON: 40 MINUTES

D. Review Activity 1: Read the instructions aloud. Ask learners to brainstorm words they can use to describe people. Write them on the board. Demonstrate the activity briefly by describing your family. If you have a picture you can show them, show the class your family. If not, draw a simple family on the board. Describe your family. Talk about relationships (for example, “This is Susan. She is my aunt.”). Talk about 2 people in your family in detail (for example, “Susan loves to work..."

E. Review Activity 2: With your partner, plan an event that could be held somewhere in the community. Think of 5 things that you will do (for example, eat dinner, dance). Invite another partnership to come to your event. Give them directions to the event and describe what you will be doing. You can write notes while you plan the event.
in the garden and hike. She is tall and has long, blonde hair."). Then compare 2 family members. Have learners complete the activity in pairs.

E. **Review Activity 2:** Read the instructions aloud. Demonstrate briefly by planning an English class together on the board. Write a few things you could do in the class (for example, “We will learn new words."). Use future tense. Then invite a learner to your class and give them directions to the event. Have learners work with a partner to plan another event and invite classmates to come to their event.

F. **Review Activity 3:** Read the instructions aloud. Remind the learners that they should use past tense verbs. Ask learners to brainstorm a list of past tense verbs and write them on the board. Then demonstrate the activity with a partner.

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

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

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### WRAP-UP: 5 MINUTES

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

Direct learners to the “Now I Can” section. This section includes a summary of the objectives that have been addressed in this level. Ask learners to individually look over the list for about 5 minutes. Ask them to check off objectives that they feel they are now able to do. Walk around and answer questions if learners have any questions about the objectives.

Encourage learners to keep practicing the things they have learned and also to use the learning strategies that have been taught. They should continue to set language goals and practice at every opportunity in order to improve their English. You may want to share an example of how you stay motivated to reach your own goals.
WARM-UP: 15 MINUTES

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

A. Review

The Review has two basic purposes:

1. It holds learners accountable for completing the Invitation to Act from the previous lesson (see Invitation to Act later in this guide). Learners will be more likely to complete the Invitation to Act if they know they will be asked about it. Never shame or belittle learners who did not complete the Invitation to Act. Always be positive and encourage them to work toward completing future invitations.

2. The Review section reminds learners of important material taught during the previous class meeting. This is important because learning a language requires much repetitive practice. The Review section should be brief, rather than a reteaching of the entire lesson. Don't be discouraged if the learners struggle to complete a review activity with accurate grammar. Be encouraging and supportive of whatever your learners can remember and produce from the previous class meeting. A positive environment in the Review will set a good atmosphere for the rest of the class.

Learners who did not attend the last class should be encouraged to read through the Grammar or Target Phrases section, translate the vocabulary words, and rehearse the conversation from the previous lesson on their own. During a lesson, you could answer questions for learners who were absent while the other learners are working, but you should not reteach the lesson to the entire group.

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

B. Overview

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

Objectives

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

Grammar or Target Phrases

Immediately following the Objectives, there is a section providing language support for the lesson conversation and activities. In some lessons, this is a Grammar section; in others, it is a Target Phrases section. These sections are for reference only and are included for learners who may be consistently making errors with the structures or principles. Do not teach these...
sections formally. However, you should familiarize yourself with these sections so that you can direct learners to them when needed during the class.

### C. Vocabulary

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

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

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

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

### LESSON: 40 MINUTES

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

### D. Conversation

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

1. **Demonstrate** the conversation with another instructor or with a learner in the class. Demonstrating the conversation before learners are asked to practice it themselves will help learners understand what they need to do, which will increase their confidence and success. Role-play the conversation to make it more realistic and to help learners understand the context of the Conversation.

2. **Ask if there are questions** about what the conversation means. Alternatively, you can ask the learners to explain words or phrases in the conversation that you think may be challenging for them to measure how well they understood the conversation.

3. **Have learners repeat** each line together as a class after you. This gives them a chance to practice the pronunciation of the words and will also build their confidence.

4. **Have learners practice** the conversation with a partner while you walk around and listen. If you hear learners make a mistake, gently correct them. If the lesson has one conversation, have learners practice the conversation twice so that each learner can have turns acting
as both Partner A and Partner B. If there are multiple conversations or if you are concerned about time, have the learners practice the conversation(s) only once.

### E. Pronunciation Principle

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

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

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

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

3. English has been influenced by many other languages, and often words that have been borrowed from other languages do not follow the rules you will teach. For example, according to English pronunciation rules, the word **police** should be pronounced with a long letter i sound (making it rhyme with **rice**). However, **police** is a French word and doesn't follow the rule. Many borrowed words are like this.

4. A word pronounced in isolation is often said slightly differently than when it is pronounced in a sentence. After teaching learners how to say a word, it can be helpful to say the word in a sentence so that they can hear it both in isolation and in natural speech.

5. Having learners practice listening to and recognizing sounds should come before learners try to produce the sounds. English vowels can be especially difficult for learners to hear and pronounce correctly because English has some vowels that many other languages do not have. Repeat new sounds several times for learners.

6. There may be uncommon words used in the Pronunciation section that were selected primarily to target the sound being taught. Do not spend time teaching the meaning of all of these words. The time spent teaching this section should be focused on helping learners hear and produce the target sound.

### F. Instructor-Guided Practice

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

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

**G.–H. Learners Perform Activities 1 and 2**

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

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

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

**I. Listening**

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

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

Watch the clip 2 or 3 times. The first time, encourage the learners to listen for the general context. The second time, they should focus on listening for the answers to the questions in their books. If they need to listen again to find the answers, let them watch a third time pausing and rewinding as needed. If there are words or phrases you think they may not have heard clearly, write them on the board and let them read the word or phrase. Let them watch again while the word or phrase is on the board and see if they can hear it after they know what to listen for. This will build their listening skills. It is important that you preview the listening clip before you teach so that you know where the answers to the questions are and so that you can anticipate words or phrases that may be difficult for the learners.
WRAP-UP: 5 MINUTES

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

Summary

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

Invitation to Act

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

TEACHING TIP

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

LEARNING STRATEGY

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

Speak UP! includes My English Practice Plan to help learners achieve 10 hours of English practice per week. Learners use this plan to record the hours spent practicing English and to track their progress. Below is a description of the suggested activities found in the My English Practice Plan chart in the Speak UP! for Learners manuals.

- Practice and listen to spoken English by attending class each week.
- Complete the Invitation to Act included at the end of each Speak UP! lesson. This gives you an opportunity to apply what you have learned in class.
- Review and practice the vocabulary from each lesson. Practice writing the words as well as saying them.
- Practice the homework vocabulary at the back of the manual. The homework vocabulary is an expansion of the lesson vocabulary.
- Practice the conversation from the lesson with a partner or by yourself.
- Preview the vocabulary for the next class. This prepares you for what you will be learning.
- Practice English with Duolingo. Duolingo is an online resource available for free for both Android and Apple users. Visit your device's app store to download it. Please note that the Duolingo app uses your cellular data, so you may want to use it when your device is connected to WiFi. Duolingo is also available for free at www.duolingo.com. It is recommended that you spend about 10–15 minutes a day practicing with Duolingo.
- Participate in Speaking Partners, a program that provides you with the opportunity to speak weekly with a native English speaker through video chat such as Skype or Facetime.
- Other English practice activities include watching English movies, television, or podcasts or listening to English radio or other audio. You can also practice English with classmates or others.

<table>
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<tr>
<th>WEEK</th>
<th>ATTEND CLASS</th>
<th>COMPLETE THE INVITATION TO ACT</th>
<th>REVIEW VOCABULARY FROM LAST CLASS</th>
<th>PRACTICE HOMEWORK VOCABULARY</th>
<th>PRACTICE CONVERSATION FROM LAST CLASS</th>
<th>PREVIEW VOCABULARY FOR NEXT CLASS</th>
<th>DUOLINGO</th>
<th>SPEAKING PARTNERS</th>
<th>OTHER ENGLISH PRACTICE</th>
<th>TOTAL HOURS SPENT LEARNING ENGLISH</th>
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<td>3 hours</td>
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APPENDIX C: TEACHING GUIDELINES

DEVELOP A GENUINE INTEREST IN YOUR LEARNERS

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

SIMPLIFY YOUR LANGUAGE

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

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

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

Sentence Length

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

Vocabulary

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

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

USE THE BOARD FOR VISUAL SUPPORT

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

CHECK FOR UNDERSTANDING

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

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

**LET THE LEARNERS TALK**

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

**DEMONSTRATE (MODEL) ACTIVITIES**

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

**PLAN FOR TRANSITIONS AND PACING**

**Transitions**

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

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

**Pacing and Time**

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

You may need to teach a few lessons in order for you to become comfortable with techniques of transitions and pacing that will work best for your particular class.

**A NOTE ABOUT USING THE NATIVE LANGUAGE**

If all of the learners speak the same native language, there may be times when it is helpful to use the native language in the classroom. This may be especially true when explaining the Invitation to Act or the Objectives section of the lesson. Try to explain other things, such as vocabulary word, in English as much as possible and encourage the learners to try to say new things in English first. Take care, however, that learners never feel inferior for using their native language. The native language can be a powerful tool to avoid frustration by quickly clarifying a confusing word or concept. English is encouraged simply because if the native language is used frequently in the classroom, learners lose valuable time to practice English.

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

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