

Beginner-Plus English



**Romania/Moldova Mission
2016**

English Beginner Plus – Introduction for instructors- Points for teaching English-1

1. Please stand, don't sit as you teach
2. Introduce yourselves as Elder or Sister, not David or Sally. You are still representatives of the Church of Jesus Christ.
3. It is important to follow the format given- a. You begin by showing and discussing the objective of the lesson b. You review the homework given c. You present and discuss the thought given d. You present an appropriate amount of the material provided. e. You promote at least 20 minutes of conversation

English Beginner Plus- Introduction-2

4. Make sure you have reviewed the lesson and understand it. Please don't discuss concepts and words that you don't understand yourselves.
5. Please avoid slang, sarcasm and cute regional phrases or sayings. You are teaching English, not Albertan or Californian.
6. These lessons have been reviewed, but are not perfect. If you feel your personal lesson is superior, please discuss this with Sister Ivory or the next mission president's wife.

English Beginner Plus- Parts of speech-Lesson 1

Objective- Object of this lesson is to introduce the parts of speech and to facilitate identification. There are some examples given, this can be done with class.

Inform class that there will be a thought each class, there will also be homework for each class and followup the next class. As you do this lesson, have students read as much as possible.

Thought of the day, see next slide-

Discuss and then begin examples given.

There is a plan for your life

There is a story that is yours

JUST YOURS

What part of your story are you writing today?

Laurel Christensen

Lesson 1 Parts of speech

- Miko quickly passed the ball to Amelia and she kicked the ball into the net for the winning goal. Yeah!
1. 1.Noun-names a person, place, thing or idea. Examples- Miko, ball, Amelia, net, goal, girl, sky, dog
 2. 2. Verb-shows physical or mental action or state of being. Examples- passed, kicked, smile, eat, drink, open,is, are,
 3. 3.Pronoun-used in place of a noun. Examples- He, she, you, they, it, several, someone

Parts of speech

- 4. Adjective- describes a noun or pronoun, telling what kind, how many or which one. Examples- the, winning, this, a, purple, three, pretty,
- 5. Adverb- describes a verb, telling where, how, when or to what extent. Examples-quickly, slowly, fast, well, late, carefully.
- 6. Conjunction- joins words or groups of words. Examples-and, or , because, either,while, but.
- 7. Preposition- shows the relationship of noun or pronoun to another word. Examples- to, into, for, across, below, above, at.
- 8. Interjection- used alone to express strong emotion. Examples-Yes! No! Wow! Great! Help! Hello! Ouch!

Parts of speech

- Try these sentences, they have all 8 parts of speech.
- Ah! My husband and I wish we could travel yearly to Europe and take in all the amazing sites.
- Wow, the evil teacher assigns us work daily and expects it on his desk by eight the next morning.
- Andrew and Marie thought their jobs were secure after the nasty argument with the customer, but alas! Bad news is fast approaching them, especially after they viciously attacked the customer on social media.

Parts of speech

The boy quickly kicked
his bouncy ball past
a defender, but in his
haste he stumbled.

THE PARTS OF SPEECH POEM

Every name is called a **noun**,
As **field** and **fountain**, **street** and **town**.
In place of noun the **pronoun** stands,
As **he** and **she** can clap their hands.
The **adjective** describes a thing,
As **magic** wand or **bridal** ring.
The **verb** means action, something done,
As **read** and **write** and **jump** and **run**.
How things are done the **adverbs** tell,
As **quickly**, **slowly**, **badly**, **well**.
The **preposition** shows relation,
As **in** the street or **at** the station.
Conjunctions join, in many ways,
Sentences, words, **or** phrase **and** phrase.
The **interjection** cries out, "**Hark!**"
I need an exclamation mark!"

I have a ferocious dog and a lazy cat. My puppy usually sleeps under the bed, but lately he snoozes loudly in his new bed. (He snores.) My kitty naps in the cellar. She is not very friendly and doesn't usually leave the basement. My canine would eat people alive if we didn't trap him in my messy room. My cat will sometimes jump wildly if there's a fly in the house. My dog will grab his rope toy and we'll swing him around the room, but once he let go, and went BOOM!

He's okay, but he landed pretty hard. The whole house shook lightly. My cat's green eyes got really big. My pets are strange, but I like them anyway.

Parts of speech- final

- Conversation, talk in groups of 4 and identify speech parts
- Homework- write 2 sentences and identify the parts of speech. Have those sentences about their plans for their life.

Lesson 2- Learning verbs

- Objective- to review and learn new verbs to use in English, and to increase vocabulary in verbs. Students should be able to use verbs by using pictures given. Go through some verbs, and then allow students to identify with the pictures. This also is a review of beginner lessons 12-14
- Review- review the homework with parts of speech- assume basic knowledge
- Thought- see next slide and discuss

Prayer
in action
is love, *Love*
in action
is service.

MOTHER TERESA

Lesson 2 Learning verbs with pictures

- Verbs are action words
- Goal today is to become familiar with several English verbs, and to be able to identify and use verbs in English.



play
football



walk



run



sleep



play



read



write



talk



listen



jump



drink



eat



Action Verbs



LEAN



SIT



HIT



CRAWL



CLIMB

shutterstock



CARRY



FLY



SWIM

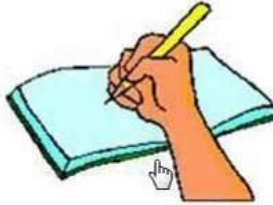


PUNCH



KICK

Action verbs





Verbs- English Plus

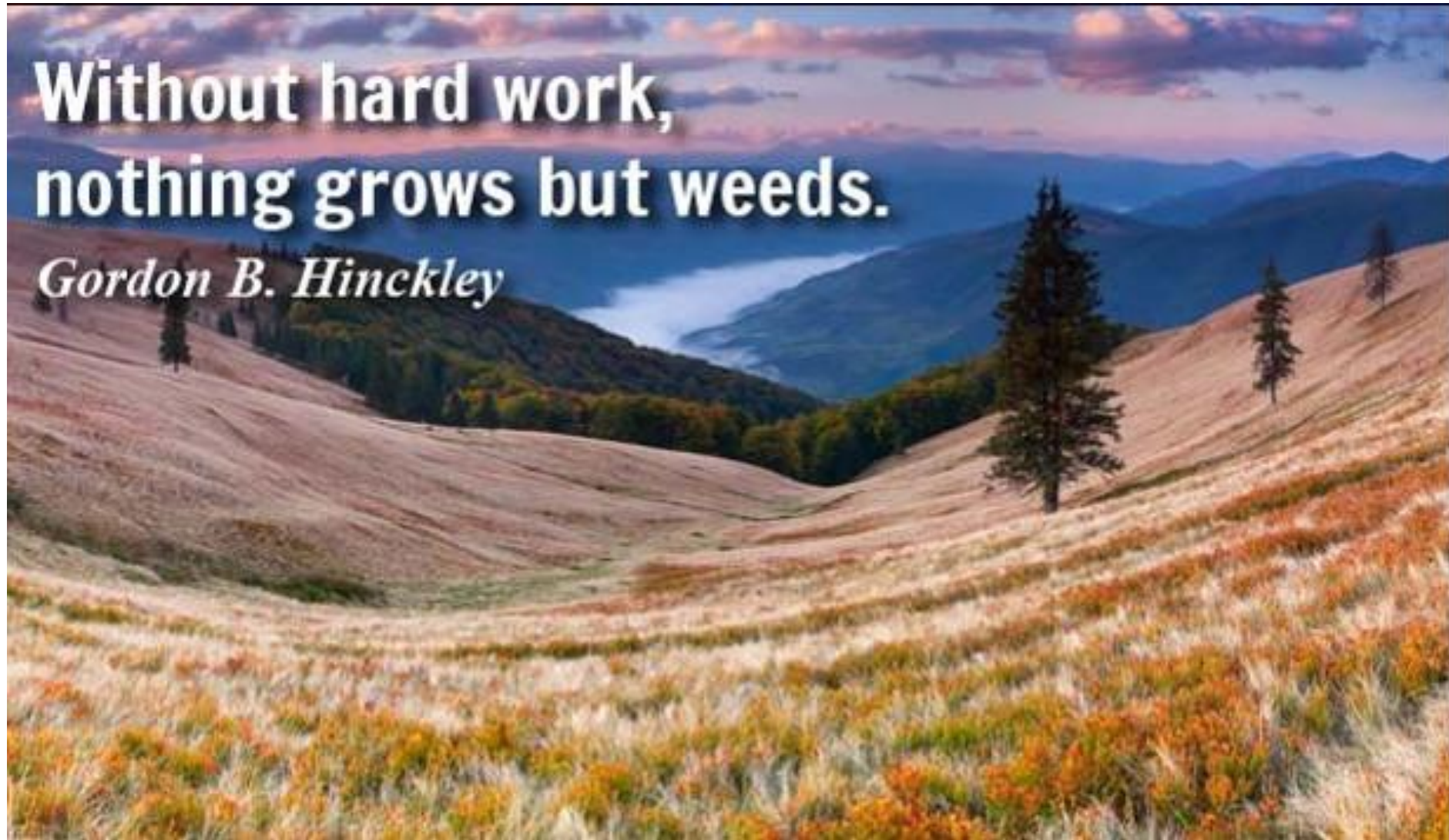
- Have conversation using newly learned verbs- describe what students do every day after they wake up, describe what they do at work or school
- Homework-write 3 sentences using newly learned verbs. Have those sentences about what they do to show love to others. Bring to next class

Lesson 3-Verbs and jobs exercise

- Objective today is to learn more verbs used to describe various work or jobs. Students will increase their vocabulary of verbs. Allow students to read the verbs on the slides.
- Review homework with verbs- previous lesson- should be done aloud.
- Thought of the day- next slide

**Without hard work,
nothing grows but weeds.**

Gordon B. Hinckley



Verbs and Jobs

- A baker bakes and sells bread, cakes and pastries.
- A banker loans money.
- A bricklayer [mason] lays bricks and builds walls.
- A bus driver drives busses and coaches.
- A butcher cuts and sells meat and makes sausages.
- A cashier puts money in the till.
- A computer scientist programs computers.
- A cook cooks meals for people to eat.
- A dancer dances to entertain people.
- A draftsman draws blueprints.
- A farmer grows fruit and vegetables and produces other food.

Verbs and jobs

- A foreman supervises other workers
- A hairdresser cuts and styles hair for people
- A lawyer advises and defends people
- A postman delivers mail to people's houses
- A manager manages a business
- A mechanic fixes and repairs cars and motor bikes
- A plumber fixes and repairs pipes
- A policeman gives tickets and enforces the laws
- A receptionist greets people
- A reporter interviews people and writes articles
- A secretary takes calls and makes appointments

Verbs and jobs

- A porter carries bags from one place to another
- A housekeeper cleans houses
- An engineer designs and builds with science
- An inventor designs and creates something new
- A surgeon operates on various parts of the body
- A representative phones people for business
- A dairy farmer milks cows and bales hay
- A seamstress mends and sews clothing
- A shoemaker designs and makes footwear
- A salesman sells and promotes various products
- An insurance representative sells and insures

Verbs and Jobs

- A shop assistant advises and helps customers
- A singer sings songs
- A teacher teaches children in a school
- A technician fixes and repairs machines
- A vet takes care of animals
- A doctor takes care of people
- A dentist takes care of teeth
- A waiter waits on and serves people
- An actor acts in films and plays
- An architect designs houses
- An electrician installs and fixes electrical installations

Verbs and Jobs

- For conversations, have students take a few of these verbs and use them in conversation- focus on occupations and what people do in those jobs. Have them talk of themselves, of parents , of friends, etc.
- Homework-Pick 5 occupations or jobs and write a sentence about each with the appropriate verbs. At least 2 of these sentences should have to do with work they like or love

Lesson 4, Wh question words

- Objective- become familiar with the question words used in English and to feel comfortable in using them. Question words to learn and discuss today- what, which, where, when, why, who, whose, whom, how,- so these question words will be reviewed and practiced. This is a review of beginner lessons 7-8
- Review- Have students read assignment on work- have this done aloud
- Thought for the day- see next slide and discuss-

Who am I?

What am I doing?

How am I living?

Where am I going?

What should I be
accomplishing?

From Elder Oaks' tribute to Elder Perry

Question Words ?



What ?

It's used to ask about specific thing, people, animal, object.



Which ?

It's used to ask about choice, alternative.



Where ?

It's used to ask about place, position.



Who ?

It's used to ask about people, person.



When ?

It's used to ask about time, occasion, moment.



Whose ?

It's used to ask about who the possessor of something.



Why ?

It's used to ask about reason, explanation.



How ?

It's used to ask about condition, quality, may, manner, form events and the way things.

English question words

WHAT	ask for information about something.
WHEN	ask about the time that something happened or will happen.
WHERE	ask questions about place or position.
WHICH	ask for information about one of a limited number of things
WHO	ask about someone's identity
WHOM	ask about the object (person) in the sentence
WHOSE	ask about possession.
WHY	ask for the reason
HOW	ask about the way in which something is done.

English question words

- What-asking for information about anything—What is your name? What did you do that for? What do you think you are doing?
- What- asking someone to repeat something or to get confirmation---What? I missed that, can you repeat it again? You did what?
- When – asking about time—When did you leave? When do you plan to arrive? When will you grow up?

English question words

- Where- asking in or at what place or position—Where do they live? Where are you going? Where is the police station?
- Which- asking about choice—Which color do you like? Which dress did you buy?
- Who- asking what or which person or people (subject) Who opened the door? Who are you?
- Whom- asking about what or which person or people (object) Whom did you see? Whom did you expect?

English question words

- Whose- asking about ownership—Whose shoes are these? Whose turn is it to clean the house?
- Why- asking for a reason, asking what for---Why do you say that? Why are all the flowers dead?
- Why not-making a suggestion—Why don't I help you? Why not go to a movie?
- How- asking the mechanism of something, asking about someone's condition or quality- -How does this work? How was your test today?

English question words

- How +adjective or adverb- to ask about extent or degree---How far is it to Los Angeles? [distance] How long will the chicken take to cook? [length in time or space] How many cars are there? [quantity] How old are you? How come I can't see her? [asking for reason]
- Following review of question words, begin conversation between people asking questions of each other, trying to use each question word properly.

English question words

- Homework- First, write 3 sentences asking a question about themselves and providing an answer. Then the last sentence should answer the question of what they feel they are doing useful in their lives.

Lesson 5- this, that, these, those.

- Objective- to review 4 words: this, that, these, those, and to become more familiar in their use. Students will also practice saying “th”. Students will be able to use all 4 words in conversation and writing.
- Review homework of question words- have students read homework aloud and make this a standard practice of the classes
- Thought of the day- next slide and discuss
- Today we will first practice the “th” sound, then define- this , that, these and those.



what is most
important
ALMOST ALWAYS
involves
THE PEOPLE
around us

PRESIDENT THOMAS S MONSON



Tongue twister and practice of “th”

- Practice saying this for the “th” sound
- Theophilus Thistle, the successful thistle sifter,
In sifting a sieve of unsifted thistles,
Thrust three thousand thistles through the thick of his
thumb
If Theophilus Thistle, the successful thistle sifter
Can thrust three thousand thistles through the thick of his
thumb,
See thou, in sifting a sieve of unsifted thistles,
Thrust not three thousand thistles through the thick of thy
thumb.

This, that, these, those

- What does each word mean?
- This=> An object near you / thing near you / A Person near you
- These => Objects near you / things near you / Persons near you
- That => An object far away from you / thing far away from you / A Person far away from you
- Those => Objects far away from you / things far away from you / Persons far away from you

This, that, these, those

- This- an object near you/ thing near you/ person near you
- Use “this” to tell something is close to the speaker or object/ thing
- What’s this? This is a book. This glass is empty.

This computer is broken. This computer is really old and slow.

This= singular [singular = 1]

This, that, these, those

- That- an object far away from you/ thing far away from you/ person far away from you
- Use “that” to tell when something is far away from the speaker or object/ thing
- That is my school bus, I had better run.
- That airplane is very high in the sky.
- This computer is broken. That is my son’s computer.
- That = singular [singular = 1]

This, that, these, those

- These- objects near you/ things near you/ persons near you
- Use “these” to tell when something is close to the speaker or object/ thing
- These clothes are mine These books are mine
- These books help me study
- These children have been really good today
- These = plural [plural= more than one]

This, that, these, those

- Those- objects far away from you/ things far away from you/ persons far away from you
- Use “those” to tell when something is far away from the speaker or object/ thing
- Those children over there seem to be having a great time
Those books are mine
- Those books he is carrying must be heavy
- Those clothes need washing and ironing before we go on holidays
- Those = plural [plural = more than one]

This, that, these, those

- Contracted “that” with the verb “to be”
- You will find “that” is very often contracted with the singular form of the verb “to be”
- That is a car= That’s a car
- That is my husband, Mr. Bean = That’s my husband, Mr. Bean
- This, these, those are not contracted with “to be”

This, that, these, those- exercises

- Exercise with the “th” words-
- Look at _____ newspaper here.
- _____ are my grandparents, and _____ people over there are my friend's grandparents.
- _____ building over there is the Chrysler Building.
- _____ is my mobile phone and _____ is your mobile phone on the shelf over there.
- _____ photos here are much better than _____ photos in the book.

This, that, these, those- exercises

- Are _____ your pencils here?
- _____ bottle over there is empty
- _____ bricks over there are for your chimney
- John, take _____ folder and put it on _____ desk over there
- _____ English would drive me crazy if it were not for _____ wonderful teachers

This, that, these, those- exercises

- _____ shirt looks good on you
- _____ shirt looks good on me
- Look at _____ man over there. He is eating all _____ peanuts!
- _____ is a beautiful day today
- Do you like _____ flowers, what about _____ roses?
- What are the answers to _____ questions?

This, that, these, those

- Conversation here could be either in the form of a phone call, introducing one's self and trying to sell a product using the words learned today, or in the form of a phone call talking about family members. Split class into pairs or threes.
- Homework- write a sentence using each of the 4 words learned today. These sentences should be about people or important things in their life. Bring to next class.

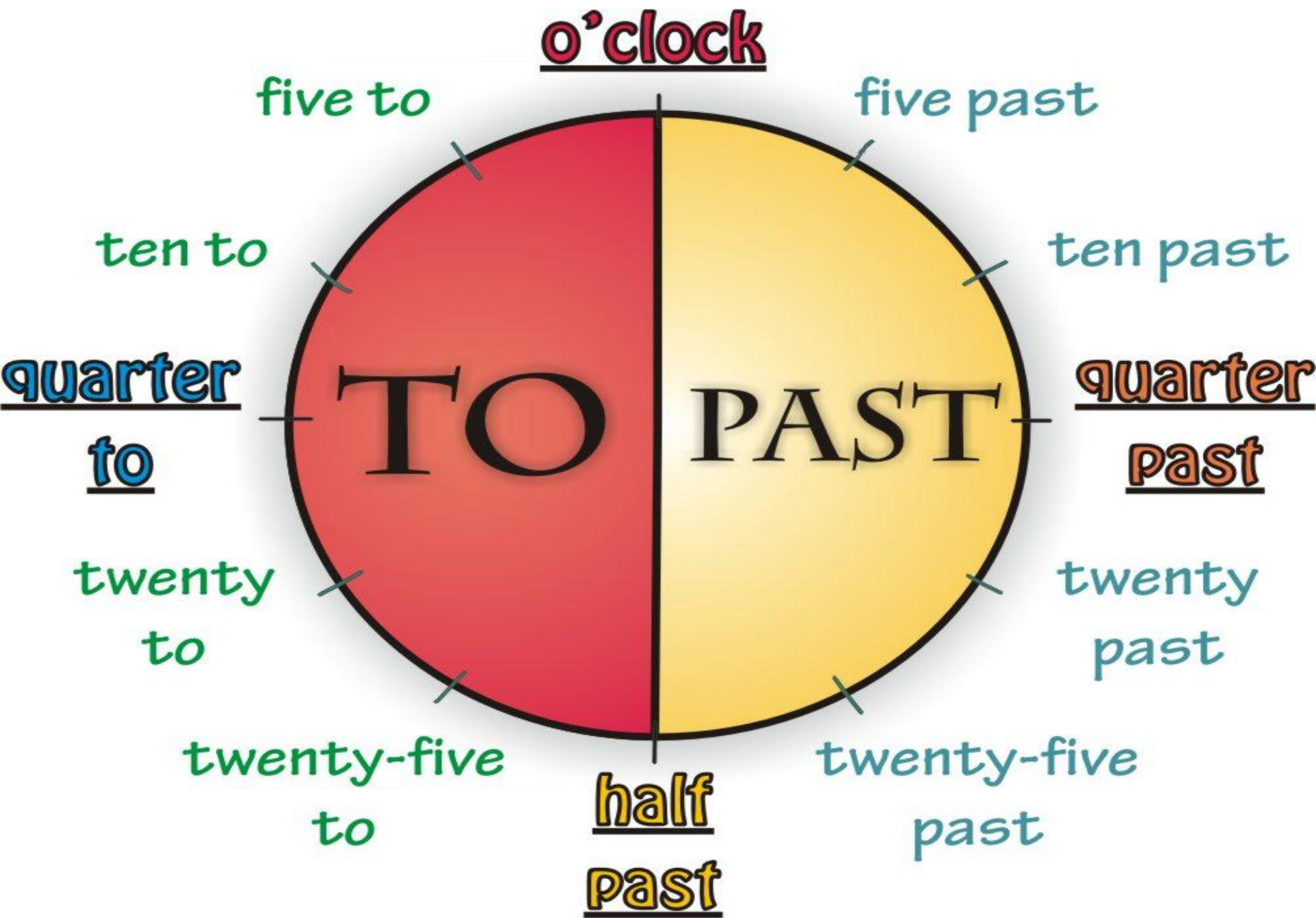
Lesson 6- Telling the time

- Objective is to become comfortable in telling time in English. This may be with England or American style. Students should be able to tell time in English from a clock and to be able to write the time in English. Initially use the clock to teach time.
- Review homework using this, that, these, those. Have several students read aloud
- Consider the thought of Ecclesiastes chapter 3 today. See next slide




To every thing
there is a season,
and a time to
every purpose
under the heaven.

Ecclesiastes 3:1



Telling the time

- Review the clock and times, much of this class will be practice. Split them off so they can see the images and practice, allow questions.

		
<p>_____</p>	<p>_____</p>	<p>_____</p>

to the

THIS IS ONLY A PREVIEW
IMAGES MAY BE DISTORTED

Click to add text

		
<p>_____</p>	<p>_____</p>	<p>_____</p>

		
<p>_____</p>	<p>_____</p>	<p>_____</p>



What time is it?



:



:



:



:



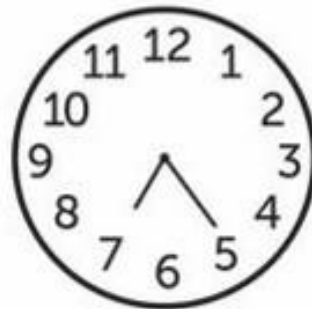
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:



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Write the time shown below each clock.



1.



2.



3.



4.



5.



6.



7.



8.



9.

Military = Civilian	Military = Civilian
0001 = 12:01 am	1300 = 1:00 pm
0100 = 1:00 am	1400 = 2:00 pm
0200 = 2:00 am	1500 = 3:00 pm
0300 = 3:00 am	1600 = 4:00 pm
0400 = 4:00 am	1700 = 5:00 pm
0500 = 5:00 am	1800 = 6:00 pm
0600 = 6:00 am	1900 = 7:00 pm
0700 = 7:00 am	2000 = 8:00 pm
0800 = 8:00 am	2100 = 9:00 pm
0900 = 9:00 am	2200 = 10:00 pm
1000 = 10:00 am	2300 = 11:00 pm
1100 = 11:00 am	2400 = 12 Midnight
1200 = Noon	

Telling the time

For homework, have students write in English, time they wake up, go to work or school, have their meals, go to bed. Write the time in numbers, but also in words; make sure you have taught this. Include one sentence on the most important time of the day to them.

Lesson 7- Can, Can't

- Objective is to become familiar with can and can't, and if necessary to review contractions. There will be exercises on these words
- Review homework on times in students lives.
- Thought today could be on positive thinking, see saying by Henry Ford

If you think you can do a thing
or think you can't do a thing,
you're right.

Henry Ford 1863-1947
founder Ford Motor Co.

Can, can't

- Can- to be able to, to be permitted to
- Can't- to be unable to, to not be permitted or allowed to.

CAN / CAN'T

- Can is used to show ability



They can dance



He can't play the piano



He can play football



He can swim



He can skate

Can, can't

- Below are examples of how to use the word “can” to form a question. The table also shows how to answer the question in a short positive or negative way
- Can I swim? Yes, you can No, you can't
- Can you swim? Yes, I can No, I can't
- Can he swim? Yes, he can No, he can't
- Can it swim? Yes, it can No, it can't
- Can we swim? Yes, we can No, we can't

Can, can't

- Practice writing down what you can or can't do using the list below-
- Eat outdoors- You can eat outdoors You can't eat ...
- Go swimming _____
- Go dancing _____
- Play video games _____
- Exercise indoors _____
- Go fishing _____
- Ride horses _____

Can, can't

- Use “can” or “can’t” and a verb to fill in the blanks.
- My baby brother _____. He is too young.
- Sally broke her leg. She _____ yet.
- I _____ a cake. It is very tasty.

George _____ in the pool since he broke an arm

- My mom _____ and grows pretty flowers
- My brother passed his test and now _____ a car
- I _____ equations, I’m very bad at mathematics
- My grandmother _____ my name anymore
- I _____ very fast when I am scared
- You _____ money for delivering newspapers

Can,can't

- Conversation here should be about actions , things they feel they can and can't do. Spend time with writing here. There are activities on the next few slides.

Can, can't reading-

- Have students read aloud these lines and guess the country- answer on next page
- You can see Anne Frank's house
- You can see lots of tulip farms
- You can eat delicious Indonesian food
- You can travel on canal boats in the capital city
- You can't drive to Canada
- You can't climb a mountain

Can, can't

- Answer Holland- next
- You can see Nessie (the Loch Ness monster)
You can see men wearing kilts (like skirts)
You can watch Celtic and Rangers playing football
- You can't see the Pacific Ocean
- You can't see pandas
- You can't hunt moose

Can, can't

- Answer- Scotland - next
- You can see pyramids
You can see many mummies
You can ride a boat on the Nile river
- You can't climb the Alps
- You can't fish for salmon
- You can't make a snowman

Can, can't

- Answer- Egypt- next
- You can ski
You can drive in the desert
You can eat crocodile meat
You can surf
- You can't walk to any other country
- You can't drive on the right side of the road
- You can't avoid the ocean if driving a long time

Can, can't

- Answer- Australia- next
- You can ride on a husky sled
You can play ice hockey
You can ski
You can eat maple syrup
- You can't wear shorts all year long
- You can't avoid hearing "eh?"
- You can't help being polite

Can, can't

Answer- Canada

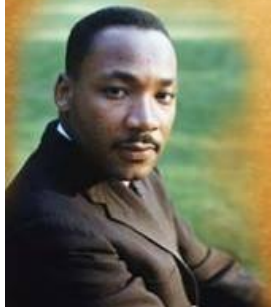
Conversation here should be on things they can and can't do- have groups of about 4.

Homework- Write 4 things you can do and 4 things you can't. Bring the assignment to next class. Keep in mind the thought from Mr. Ford.

Lesson 8 -Asking and answering basic questions

- Objective is to become familiar with basic daily questions and appropriate answers for these questions. Students will review some basic questions and then spend much of the class, talking and asking these questions to each other. Make sure they are reading much of the material on the slide.
- Review homework for can/can't. Have several students read their homework aloud
- Give a thought on friendliness- see next slide

The first question which the priest and the Levite asked was: "If I stop to help this man, what will happen to me?" But... the good Samaritan reversed the question: "If I do not stop to help this man, what will happen to him?"



Martin Luther King, Jr

American activist
(1929-1968)

Asking and answering basic questions

- Here are some basic questions and answers. Have students read them aloud. Answer any concerns.
- What's your name? Jason
- Where are you from? I'm from Chicago
- Where do you come from? I come from London
- What is your surname? Smith
- What is your family name? Bean
- What is your first name? John

Asking and answering basic questions

- What's your address? 13 Oxford Street
- Where do you live? I live in England
- What's your telephone number? 01254 123321
- How old are you? Thirty eight. I'm 38 years old
- When and where were you born? I was born in 1974 in New York
- What is your marital status? I'm married
- What do you do? or What is your job? I am an English teacher

Asking and answering basic questions

- Where did you go? I went shopping with a friend
- What did you do? We bought some new clothes
- Where were you? I was in Miami for the weekend
- Have you got a car? Yes, I've got a nice car
- Have you got any children? Yes, I have three children, two sons and a daughter
- Can you play golf or football? Yes, I can play football
- Can you speak Spanish or Chinese? No, I can't speak Chinese

Asking and answering basic questions

- How may I help you? Yes, I am looking for a sweater

Can I try it on? Sure, the change rooms are over there

How much does it cost/ How much is it? It's \$45

How would you like to pay? I am not sure yet.

Can I pay by credit card? Certainly, we accept all major credit cards here

Have you got something smaller? Certainly, we also have larger sizes as well

Asking and answering basic questions

- What do you like? I like playing football, reading and listening to music
- What does she look like? She's tall and slim with blond hair
- What would you like to eat? I'd like a steak, chips and a salad
- What is Canada like? It's an interesting country with many things to see and do
- What's the weather like? It's snowing heavy now
- Would you like something to drink? Thank you, could I have a cup of chocolate and some cake?

Asking and answering basic questions

- What's it about? It's about a young girl who has many adventures
- What did you think about that book? I thought the book was very interesting
- How difficult was it? The test was very hard, but I think I did okay!
- How easy are they? The questions were easy, but I had some trouble with the answers
- What are you going to do tomorrow? I'm going to visit with my family

Asking and answering basic questions

- Read as much as possible. For conversation, split off in pairs and do small talk, asking questions. If needed, trade partners for conversation after a few minutes.
- Homework, Answer 6 basic questions about yourself and write it down. Two of these questions should involve what they did on at least one occasion to help another person.

Lesson 9- Greetings and introductions/ Ways to say good bye

- Objective- to become familiar with simple greeting and with simple ways of saying goodbye. This lesson will be mainly reading and speaking
- Review- Have students read about the questions they asked about themselves
- Thought – see next slide and discuss

“Sometimes our
preoccupation
is on having
friends. Perhaps
we should focus
on *Being* a friend.”

-Elaine S. Dalton

Greetings and introductions

GREETINGS and RESPONSES



1. Hello, John!
How are you?

2. Hi, Kelly!
I'm fine thanks!

3. How are you?

4. Great, thank you!

5. How are you?

6. I'm very well,
thank you!

7. How are you?

8. Not too bad, thanks!

9. How are you?

10. Not very well,
thanks!

Kelly

John

Vocabulary

Greetings and introductions

- There are a lot of ways you can greet someone-
- Hello, Peter, my name is Debbie. I'm pleased to meet you.
- Hello, I'm Richard. What's your name?
- Hello, my name's Eve, nice to meet you.
- Can you tell me your name, please?

Greetings and introductions

- Greeting someone that you have never met- Hello, my name is Sarah. It is a pleasure to meet you
- You can respond by – It's also a pleasure to meet you, Sarah. I'm Jason
- A good question to ask someone after introductions is- What do you do for a living?
- If you are asked this, you can reply with- I work at a café. I work at a hospital. I work as an English teacher. I work at a supermarket.

Greetings and introductions

- Asking for somebody's name- A lot of the time, people will tell you what their name is without you having to ask for it. However, if they do not, you can ask the following questions-
- What is your name?
- Hello, my name is Jason, what is your name?
- Remember, if you did not hear them or understand them, you can say-
- What was your name again?
- I'm sorry, can you repeat your name again, please?

Ways to say Goodbye

- Ways to say goodbye-
- I must be going
- I really must be going
- Sorry, it's time for me to go
- I should leave now
- I'm afraid I've got to go
- It's getting rather late. I'll miss my bus
- It's getting very late. I'll miss my ride home

Ways to say Goodbye

- They're calling my flight
- I've got a lot to do this afternoon
- I want to get away before the traffic gets too bad
- I've enjoyed talking to you
- It's been most interesting talking to you

Ways to say Goodbye

- It's been a very useful meeting/ nice afternoon
- It's been a very nice morning/afternoon/evening
- Thanks for everything
- Thank you for all your help
- Thank you for coming
- I look forward to our next meeting. I look forward to seeing you again
- I look forward to seeing you when you're next in Calgary

Greetings , goodbyes

- Conversation in this class is all about greeting each other. Have students spend 3-5 minutes in one on one, say hello and goodbye, and then rotate and greet another new person
- Homework- practice saying hello to someone in English who you do not know, and report next week. Please also write down what you think being a true friend means.

Lesson 10 Small talk, socializing

- Objective- to define what “small talk” means in English and to learn how to speak and write in small talk.
- Review homework assignment of greeting someone in English
- Thought- see next slide-
- Small talk is a good ice breaker, but not good for sustained conversation



Do not haul around in our lives
so many nice but unnecessary
things that we are distracted
and diverted from the things
that truly matter most.

David A. Bednar
General Conference, April 2014

Small talk

- What is small talk?
- Small talk is more of a casual form of conversation that allows people to “break the ice” or can be used if there is an awkward silence between two or more people
- Small talk is usually not important
- Examples of small talk- weather, weekend, family, sports, films, people

Small talk

- Using the weather for small talk-
- Kind of chilly this morning, isn't it?
- What a beautiful morning!
- A bit windy, but beautiful
- It's never that hot at this time of year
- It's been raining for weeks!
- Is this never going to end?
- I am so sick of this fog!

Small talk

- Using the weekend for small talk-
- How did you spend your weekend?
- Did you do anything special?
- How was your weekend?
- Were you able to get out of town?

Small talk

- Using sports for small talk-
- David: Did you see the game last night?
- Jason: No, I missed it. Was it a good game?
- Using films for small talk-
- Sarah: Have you seen Frozen? We went to see it last night
- Jane: How was it?
- Sarah: Jason thought it was hilarious, but I was a bit disappointed

Small talk

- Using family for small talk-
- Robert: How's Jane doing? I haven't seen her for ages.
- Linda: Oh, she's fine. She just got a job with the government.
- Robert: That's great news. We should get together one of these days. Sarah would love to see you both
- Linda: Sure, that would be great
- More examples: How are the kids? Give my regards to your husband.

Small talk

- Small talk exercise and conversation-

Write a question about 3-4 of the topics below, and then answer the question. Then discuss these with your neighbor

Family

Politics- international

Wages or salary

Travel

Weather

Food and Drink

Religion

Health

Sports

Your Hobbies

Computers

Corruption

Small Talk

- Class activity can be writing or speaking on the topics on last slide
- Homework-Write 1-2 sentences on 2 of the topics discussed today. Then write a sentence or two on important things that have deep meaning for you.

Lesson 11 Different Methods to begin a sentence.

- Objective-To learn and review 4 different methods to begin a sentence or conversation. These are :I have decided to, I plan to, I used to, it's time to. Examples will be given of each and students will practice each method.
- Review- Review the sentences on small talk that students were able to do. Have some of these read aloud
- Thought- see next slide

A photograph of a forest path in autumn. The path is covered in fallen orange and yellow leaves, leading into a dense forest of trees with similar foliage. A semi-transparent white rectangular box is centered over the image, containing a quote in black text.

A grateful heart is a beginning of
GREATNESS.

-James E. Faust

Methods to begin a sentence

- By adding the word 'decided' you are stating that you have made a decision or finally come to a conclusion. Examples of using the words 'I have decided' follow :
- I have decided to accept the position of manager at work.
- I have decided to complete my online English course.
- I have decided to change all my old clothes.
- I have decided to join my local gym.
- I have decided to form a football team for under 11 year olds.
- I have decided to help you move to your new house
- I have decided to open a new market stall.

Methods to begin a sentence

- When you say the words 'I plan to' you are describing something that you are going to do in the near future. Here are some examples: I plan to + verb
- I plan to find another job next year.
- I plan to relax with a nice meal with my husband tonight.
- I plan to surprise my son by taking him to a football match.
- I plan to wash the house windows tomorrow
- I plan to walk to work to help keep fit.
- I plan to watch a movie
- I plan to save more money
- I plan to learn new things

Methods to begin a sentence

- When you use the words 'used to' it is used to express something that you have done in the past, and you don't do it now.
- Examples of using the words 'I used to':
 - I used to go to the gym everyday.
 - I used to eat a lot of junk food
 - I used to draw a lot of pictures
 - I used to smoke
 - I used to live in Denver
 - I used to work in Manchester
 - I used to play in a school band
 - I used to go to the beach ever day
 - I used to enjoy drinking Coca Cola

Methods to begin a sentence

- When you use the words "It's time to", you are letting someone know that something needs to be done at the present time.
- Examples of how to use the words- It is time to:
- It's time to say goodbye to everyone.
- It's time to ask the boss for an increase in our wage
- It is time to collect the money for the school trip
- It is time to change the old carpets we have in our living room.
- It's time to decide what you want to do next
- It is time to join a gym. I need to get into shape
- It's time to help out in the kitchen

Methods to begin a sentence

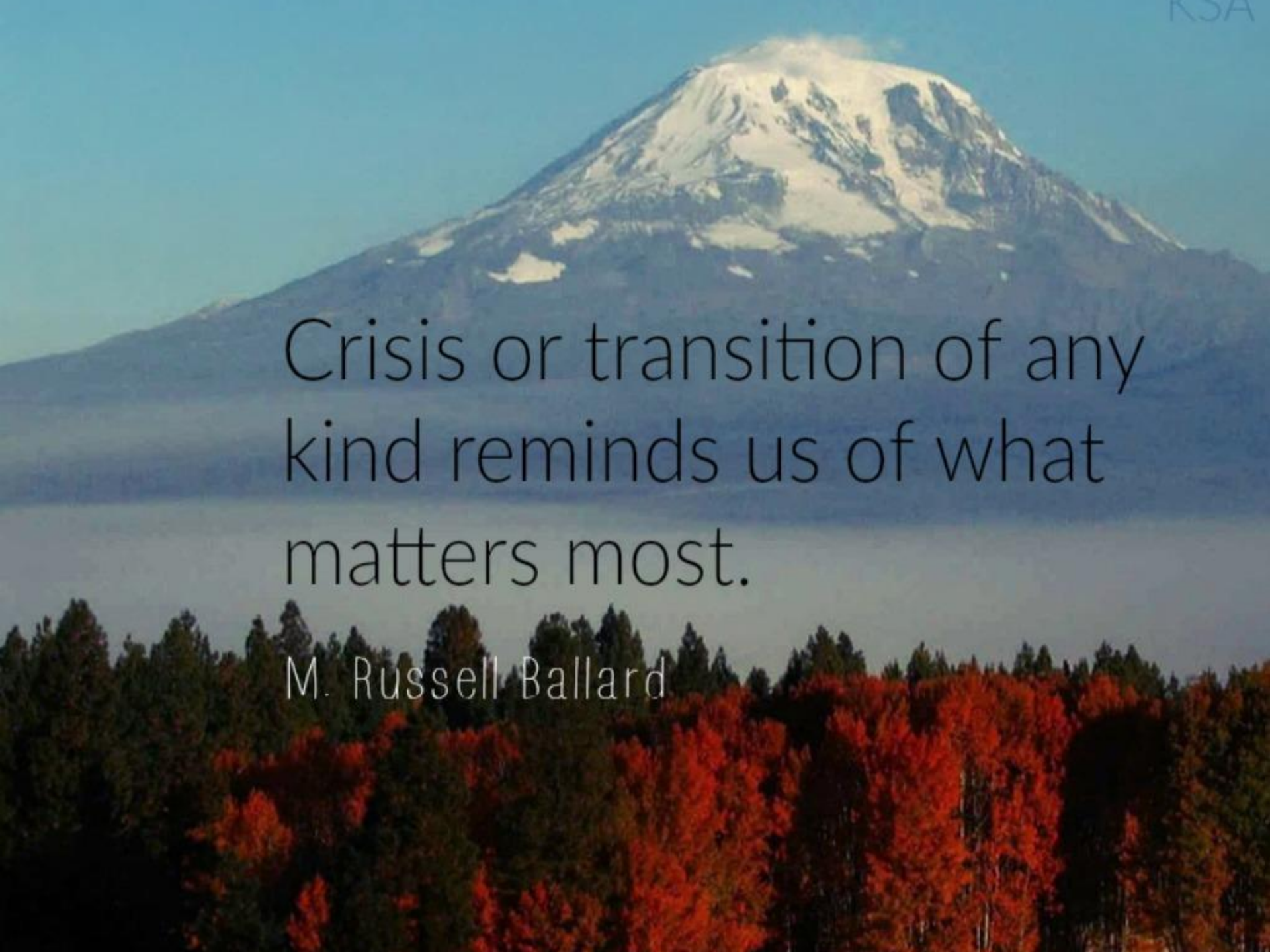
- Once you have gone through each of these terms or phrases, have the students split into groups of 4 and have each student take turns and to use each of these methods to start a sentence. If time allows, then have them talk of goals in their lives, what they want to do in the future. Spend a lot of time on conversation.
- Homework-Use each term and write a sentence, bringing them to class next time.

Lesson 12 Filling out an application form/ Bank vocabulary

- Objective- to gain familiarity with filling in application forms and to teach what is usually on an English type form. If time allows, then go over some bank vocabulary words and terms. You will need photocopies for this class.
- Review- Review the methods of beginning a sentence. Have several students read their assignment
- Thought- see next 2 slides



"I've been here for 30 years.
I've forgotten what my exact role is, but I do
finally know how to fill out all the forms."

A large, snow-capped mountain peak dominates the background under a clear blue sky. In the foreground, a dense forest of trees is visible, with many trees displaying vibrant autumn foliage in shades of orange and red, while others remain dark green. The text is overlaid on the middle section of the image.

Crisis or transition of any
kind reminds us of what
matters most.

M. Russell Ballard

Filling out an application form

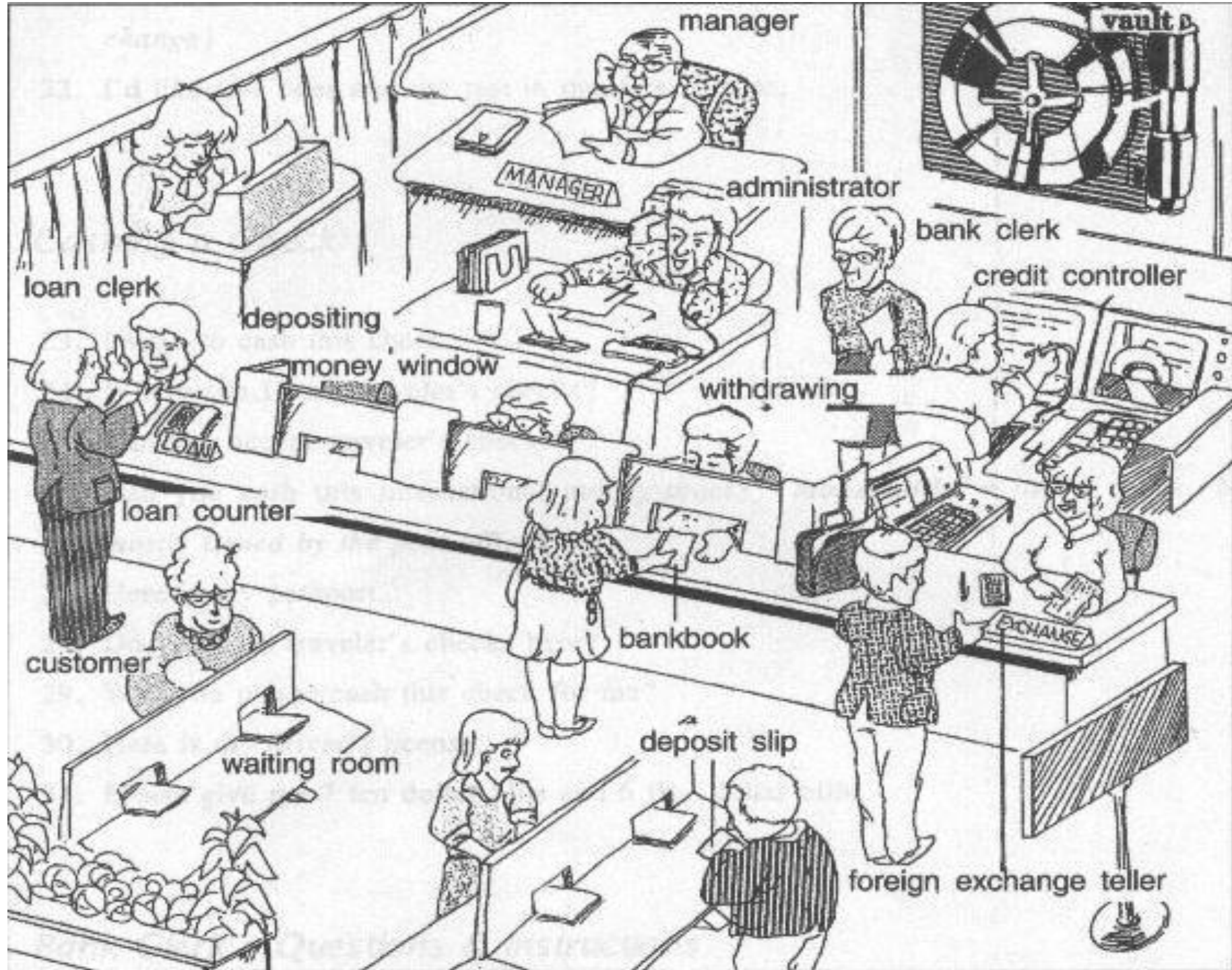
- An example of an application form-
- First Name - Jean Second name- Sarah Last name- Smith
- Address:-# 102 Oxford Road - Watford City -London
Country-England Post code- AH4
- Home telephone: 0203- 0207- 0208
- Mobile phone: 0789- 0425- 1111
- Email address: jssmith57@gmail.com
- Sex: female
- Nationality: English
- Date of birth: 14/4/73
- Age: 43
- Marital status: single/married/divorced/widowed
- Occupation: bank clerk

Filling out an application form

- Have students practice on this form
1. Name in full, surname first _____
 2. Birthdate _____
 3. Address _____
 4. Postal code _____
 5. Mobile phone [include country code] _____
 6. Place of birth _____
 7. Citizenship _____
 8. Occupation _____
 9. Marital status _____
 10. Email address _____
 11. Highest level of education attained _____
 12. Name of present employer _____
 13. Name of reference and address _____

Filling out an application form

- When students are done, please check the forms to see if done correctly. Answer any questions regarding this. If you wish, discuss some of the application forms that may be used in their lives in English.
- If time allows, go on to Bank vocabulary



manager

vault

administrator

bank clerk

credit controller

loan clerk

depositing

money window

withdrawing

loan counter

customer

bankbook

waiting room

deposit slip

foreign exchange teller

Bank vocabulary

- Here is some vocabulary- discuss the words- have students read each one and discuss
- Cashier Teller Deposit
- Withdrawal Manager Vault
- Bankbook Deposit slip Customer
- Foreign exchange Safety deposit box
- Loan counter Loan manager
- Bank window Credit check Cheque
- Term deposit Savings account
- Mortgage rate Mortgage
- Security guard Credit card

Application forms/ Bank vocabulary

- There is not a lot of time for conversation in this lesson. Have students talk in the bank discussion to obtain some conversation
- Homework- Have students write down 3 references they would use in an application form- name, address, phone number and occupation. Bring to next class

Lesson 13 People's appearance

- Objective- To be able to use English vocabulary to describe the appearance of people and the different physical characteristics in English. Students should increase vocabulary and be able to talk about appearance.
- Review- review the references students were to obtain last lesson
- Thought- see next slide
- After thought, slides are used to describe appearance, use the last 3 and have students describe the people



I'M SORRY, BUT I JUST DON'T THINK YOU'RE
CUT OUT TO SELL REAL ESTATE.

"WE HAVE THE
RESPONSIBILITY TO
SEE INDIVIDUALS,
NOT AS THEY ARE,
BUT RATHER AS
THEY CAN BECOME."

-THOMAS S. MONSON

HEIGHT



big

small



short



tall



medium height

AGE



old



middle-aged



young

BUILD



skinny



slim/thin



muscular



stocky



chubby



obese/overweight



fat

General appearance



pretty



handsome



cute



attractive



funny



elegant



beautiful/gorgeous



ugly

Physical appearance



tall



short



fat



thin



blue eyes



green eyes



brown eyes



black eyes



long
hair



short
hair



frizzy
hair



curly
hair



straight
hair



brown hair



fair hair



red hair



grey hair



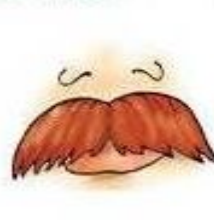
bald



bearded



shaved



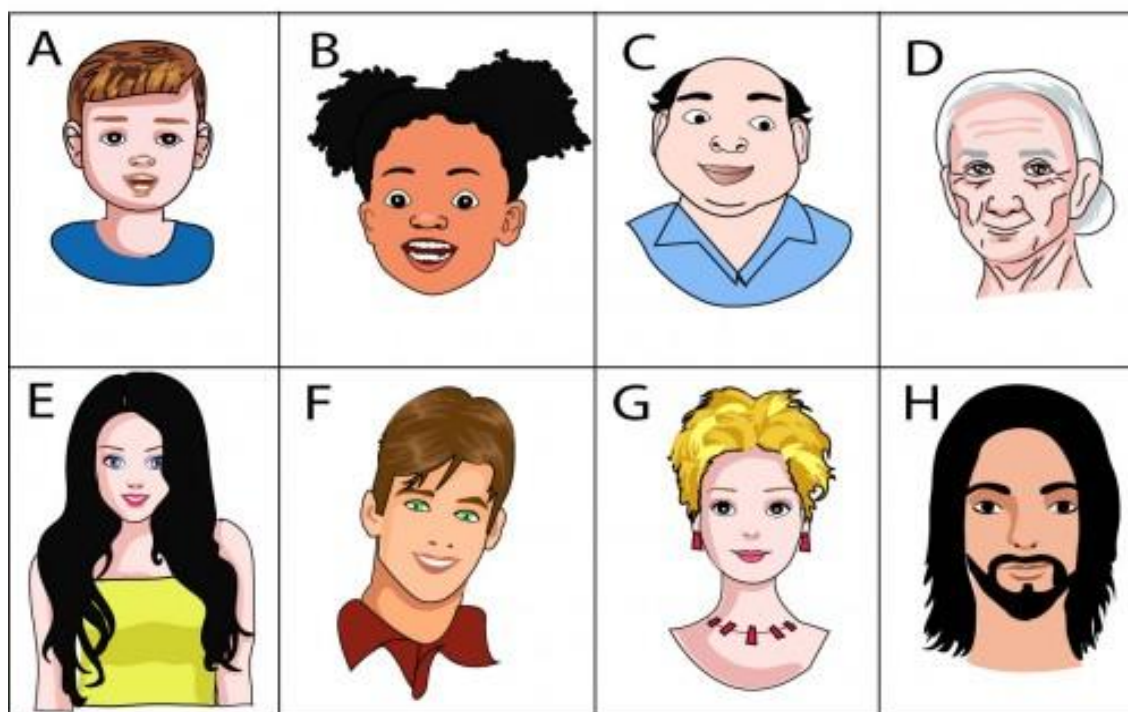
moustache



freckled

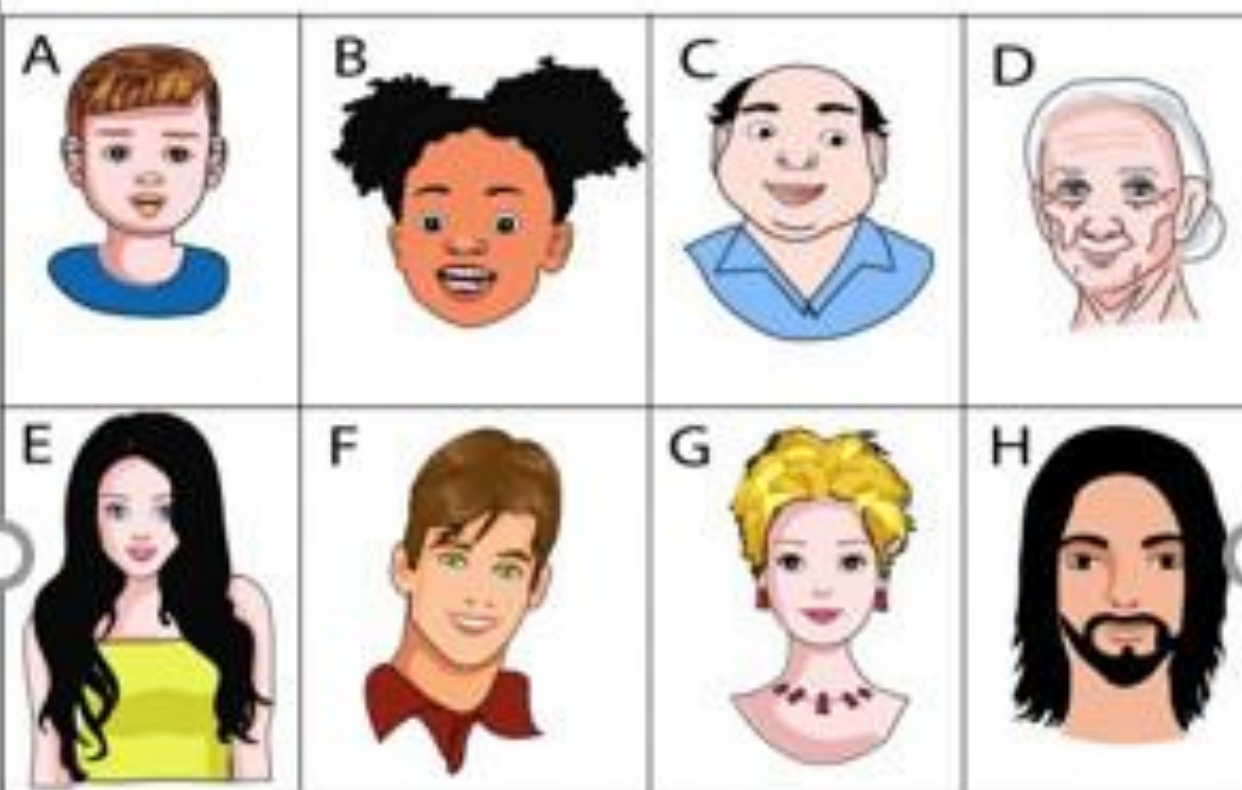
Describing People 1

Match the images below with their correct description :



1. old woman with gray hair
2. beautiful brunette girl with long hair and blue eyes
3. pretty blond woman with short hair and black eyes
4. little boy with brown hair and black eyes
5. cute little black girl
6. brunette young man with a beard and moustache
7. middle-aged bald man
8. attractive boy with brown hair and green eyes

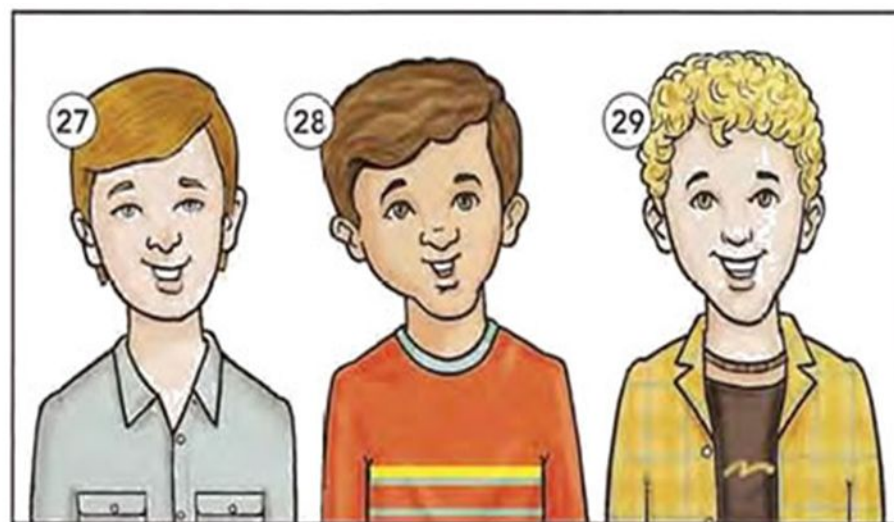
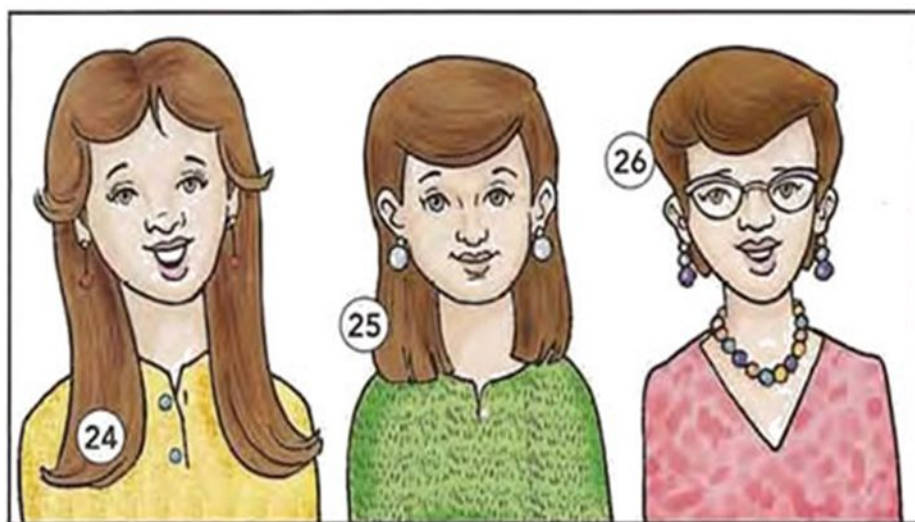
Match the images below with their correct description :



1. old woman with gray hair
2. beautiful brunette girl with long hair and blue eyes
3. pretty blond woman with short hair and black eyes
4. little boy with brown hair and black eyes
5. cute little black girl
6. brunette young man with a beard and moustache
7. middle-aged bald man
8. attractive boy with brown hair and green eyes

People's appearance

- Vocabulary to re-inforce words to describe people
- Young, middle-aged, old
- Thin, slim, fat, well-built, obese, muscled, medium, plump, skinny, slender
- Hair- blonde, red, brown, black, straight, curly, bald
- Mood- happy, angry, tired, surprised, relaxed, sleepy, pleasant, moody, hurried
- Beautiful, plain, attractive, ugly, freckled, pale, tanned, sun-burned
- Have students try to describe the people in the next 2 slides





People's appearance

Conversation today should be used to describe either themselves, or to describe other students. Ensure this is done in a kind, complimentary manner. Divide in groups of 4-5 students. Change groups after a few minutes.

Homework- write a few sentences on how they see themselves, and on what they feel they can become

Lesson 14 Everyday activities and actions

- Objective- Students will learn vocabulary and phrases to describe activities that are done every day. They will be able to converse and identify pictures describing these activities
- Review- have students read what they have written about them selves. If too personal, then take time to read silently what students have written.
- Thought- see next slide, mention everyday activities that have been important to you



EVERYDAY ACTIVITIES IN
OUR HOMES MAY BE

SIMPLE

BUT BECAUSE THEY ARE
SIMPLE,
FREQUENT,
AND
REPEATED,
THEY OFFER

IMPORTANT

OPPORTUNITIES
TO BUILD INDIVIDUALS
AND FAMILIES.



brush your hair



brush your teeth



clean



hold the baby



hold the baby up



hug



drink



dust



eat



make the bed



put on makeup



shake hands



shave



sit



sleep



tie your shoelaces



walk



walk the dog



squat



talk on the phone



throw something away



wave



wink



yawn



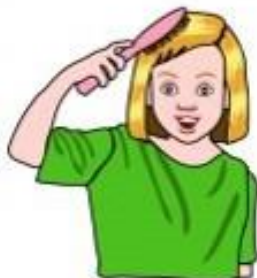
go to bed



wake up



wash your face



brush your hair



dry your hair



brush your teeth



take a bath



go to school



drive to work



**I take a
shower**



**I water
the plants**



**I make
my bed**



**I brush
my teeth**



**I feed
the baby**



I exercise



I eat lunch



**I wash
my face**



**I shave
my face**



**I talk on
the phone**



I sleep



**I mow
the lawn**



**I cook
dinner**



**I listen
to music**



**I get
dressed**



**I drink
water**



**I ride
my bike**



**I wash
the dishes**



**I do the
laundry**



**I watch
the TV**



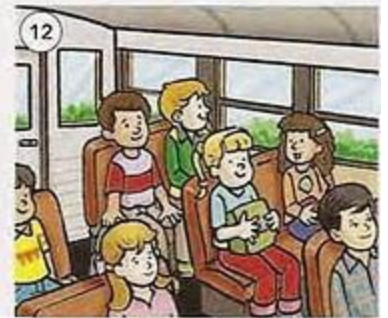
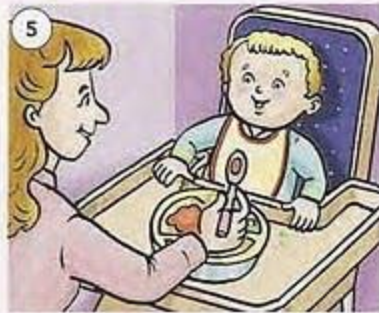
I walk

Have students tell you the activity



Have students tell you the activity





Everyday activities

- After you have gone through the slides, have students in groups of 2-3, have them talk of what they do as a routine each day. Have them tell what is the most useful things they do each day.
- Homework- Have students write of what things they do each day are useful, and what things they do which are not very useful.

Lesson 15 – Clothing and vocabulary
















- Objective- Students will learn some vocabulary to describe various clothing items in English and feel more comfortable in talking with this new vocabulary.
- Review- have some students read of their daily routines. If some are not willing to share their thoughts in public, please read them to see if they are learning in class.
- Thought- see next slide

When you dress modestly, you show respect for your Heavenly Father and for yourself. At this time, when dress fashions are styled after the skimpy clothing some of the current movie and music idols are wearing, it may be difficult to find modest apparel in clothing stores.

However, it is possible, and it is important.

T H O M A S . M O N S O N

Clothing

<p>a t-shirt</p> 	<p>a scarf</p> 	<p>sneakers</p> 
<p>a sweater</p> 	<p>slippers</p> 	<p>shoes</p> 
<p>a cardigan</p> 	<p>shorts</p> 	<p>belt</p> 
<p>a blouse</p> 	<p>trousers</p> 	<p>pyjamas</p> 
<p>a suit</p> 	<p>jeans</p> 	<p>necklace / earring</p> 

A suit



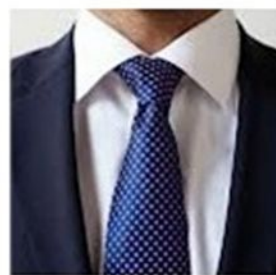
a sweater



socks



tie



tights



T-shirt



trousers



tanktop



cardigan



Pullover



Romper suit



nappy



bikini



swimsuit



nightdress





Have students identify the clothing



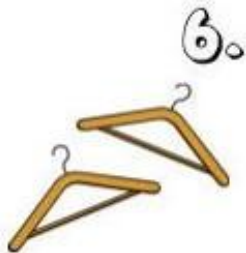
I'm wearing... 1



Have students identify the items



Accessories




Clothing

- For conversation, have students identify what they have on for external clothing and identify that of others- have groups of 4 or so for this. If time allows, talk of the different clothing they wear in different seasons. Go back to original thought and have them talk of this as well.
- Homework- Have them take 3 members of their family and describe the clothing, in English, of what they last saw them wear.

Lesson 16 -Places and stores around the city or town

- Objective- to learn the vocabulary of words to describe places in a town or city, and then to be able to describe how to give directions or to get around that town or city.
- Review- have several students read their homework on clothing- 10 minutes
- Thought- see slide



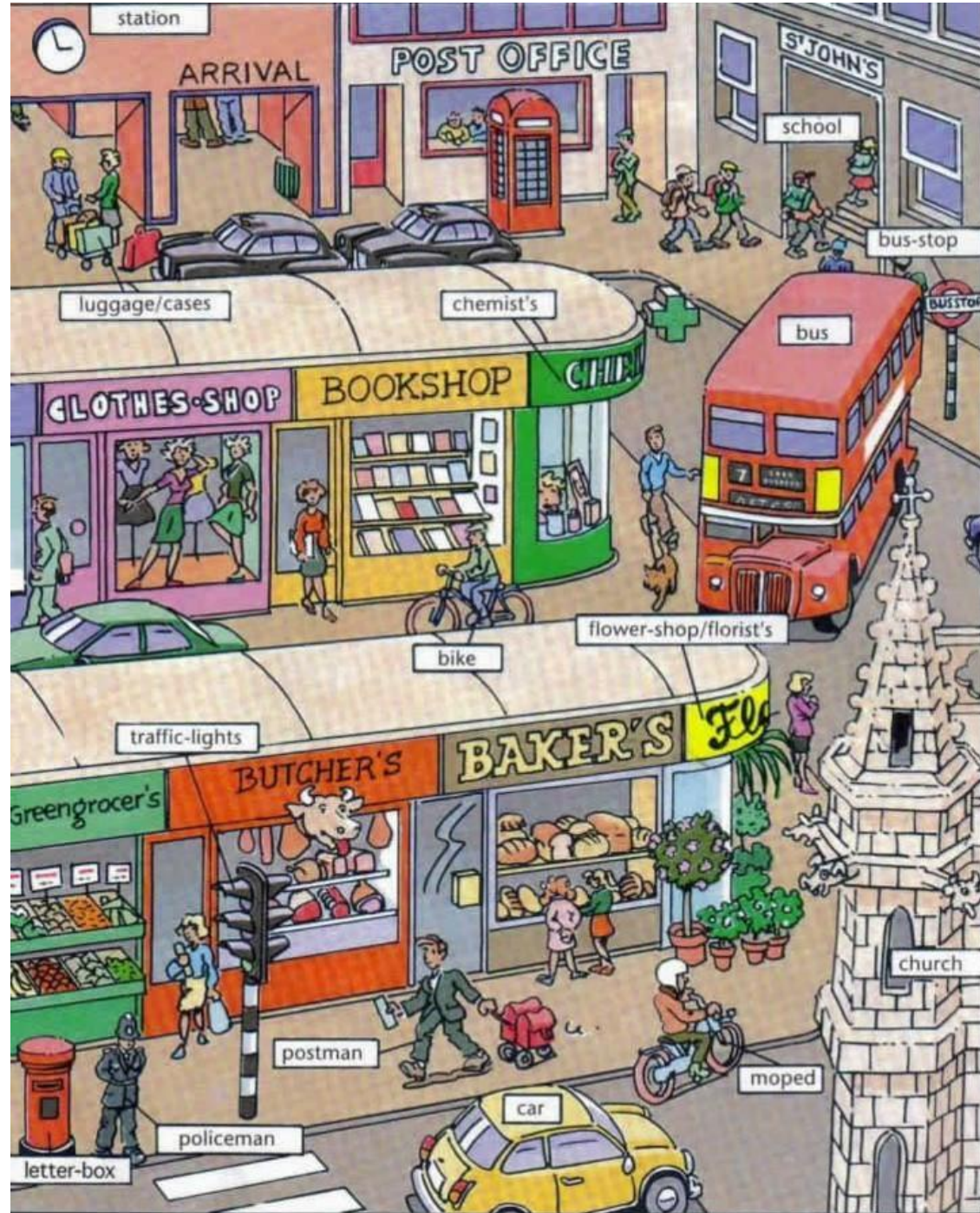
...
TO HIM,
OUR
direction
IS MORE
IMPORTANT
THAN OUR
speed
...

LARRY R. LAWRENCE

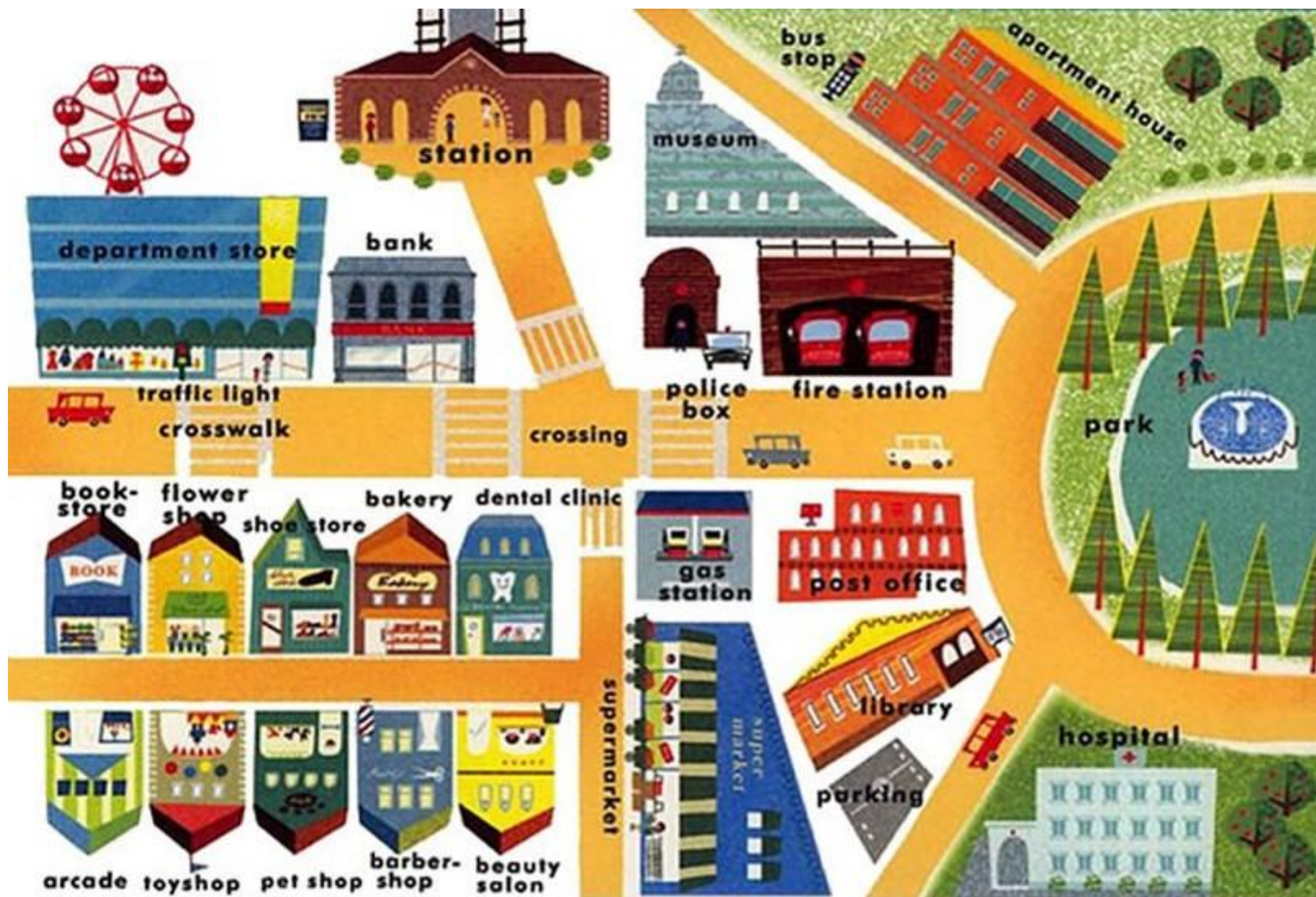
#ldsconf

Places around town

- There will be several images in this lesson. Use those which you feel are most useful to your class. Spend time on the vocabulary. After reviewing vocabulary, then use the images or draw your own town and have students practice giving directions in English.







City



traffic lights



street



square



zebra crossing



pavement



park



railway station



bar, café



factory



supermarket



cinema



bank



post office



school



hotel



hospital



airport



stadium























restaurant

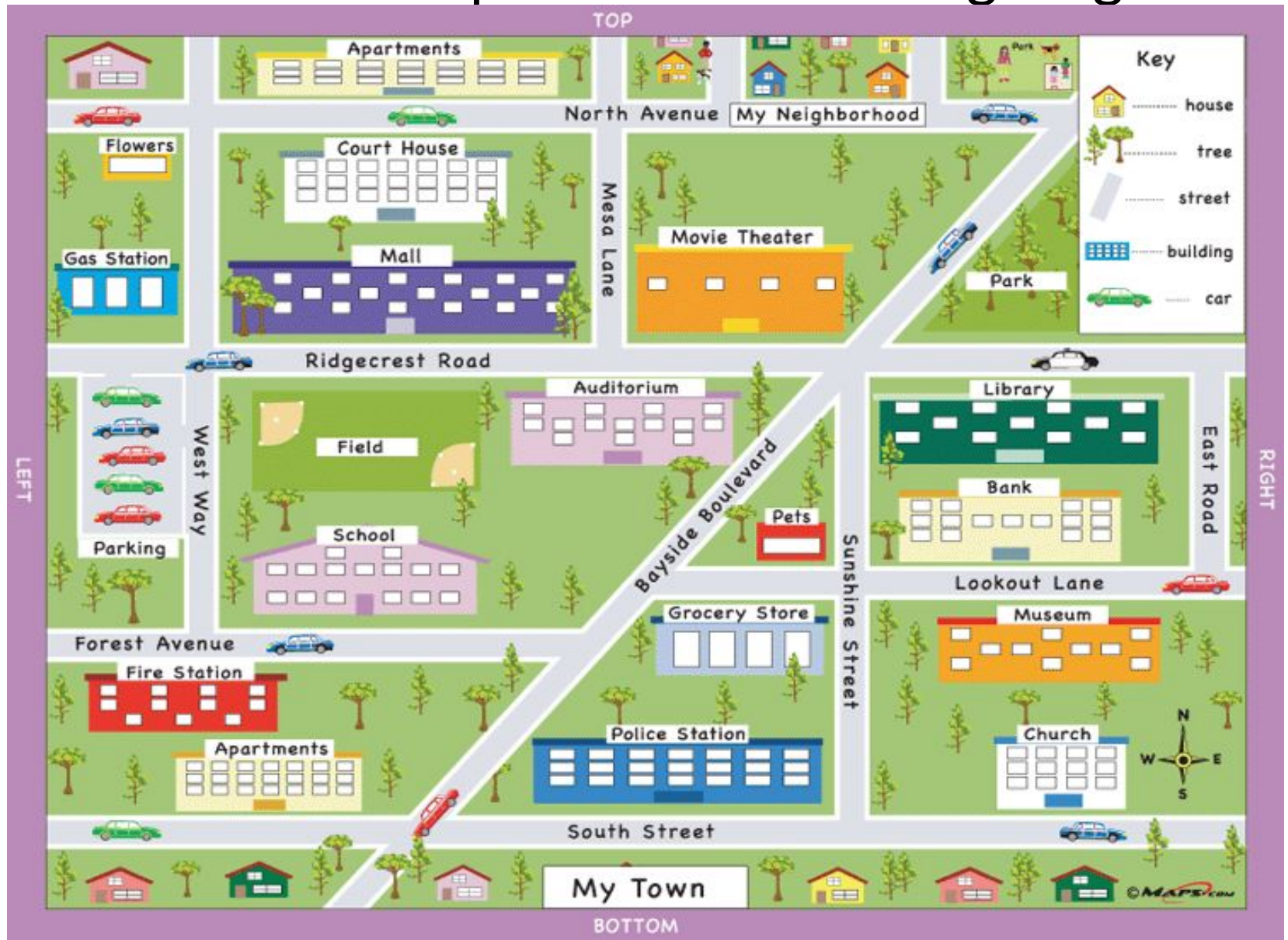


car park

PLACES IN TOWN - Pictionary

				
Telephone Booth	Castle	Fire Station	Bank	Street
				
House	Post Office	Railway Station	Hospital	Garage
				
School	Bus Stop	Park	Police Station	Church
				
Library	Clothes Shop	Restaurant	Museum	Zoo

Use this as template for direction giving



Giving Directions

- After reviewing vocabulary, you should be able to spend most of the class in conversation having students give directions to various places in town. Ensure you include in your discussion how to give directions.
- Homework- have students write how to get to their home, using at least 5 stores or structures of the city here. They should also use street names, but not exclusively.

Lesson 17 Animal names and vocabulary

- Objective- Students will become familiar with names of animals in English and will be able to converse using that vocabulary. Lesson will include a conversation about a farm. Make sure you have students read the slides and vocabulary
- Review- Spend 10 minutes discussing homework on giving directions- have several students read their assignments
- Thought-see next slide

"If a dog will not come to you after having looked you in the face,
you should go home and examine your conscience."
-Woodrow Wilson



FARM ANIMALS



stallion
(male horse)



colt
(baby horse)



mare
(female horse)



calf
(baby)



bull
(male)



cow
(female)



kid goat
(baby)



goat
(female)



Billy goat
(male)



sow
(female)



pig
(male)



piglet
(baby)



ram
(male)



sheep
(female)



lamb
(baby)



buck
(male rabbit)



bunny or kit
(baby)



doe
(female rabbit)

The farm animals



the duck



the sheep



the hen



the horse



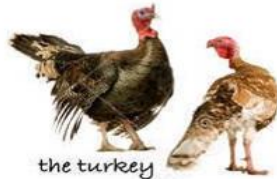
the poney



the rabbit



the pig



the turkey



the cow



the goat



the pigeon



the guinea fowl



the donkey



the goose



the cart horse



Fish



Bird



Chick



Pig



Cat



Bunny



Hamster



Pony



Dinosaur



Koala



Lizard



Dog



Giraffe



Snake



Monkey

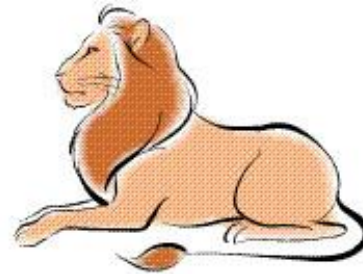
Zoo Animals



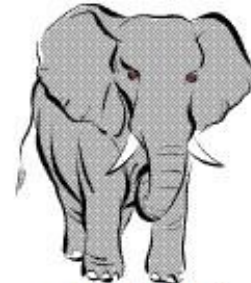
zebra



monkey



lion



elephant



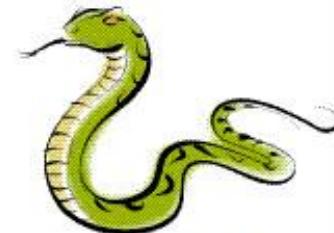
giraffe



ostrich



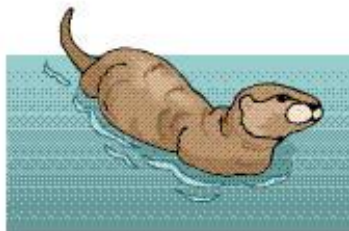
alligator



snake



panda



otter



toucan



tiger

Write an appropriate vocabulary word for each of the following:



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



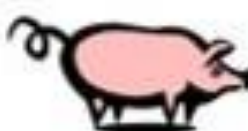
15. _____



16. _____



17. _____



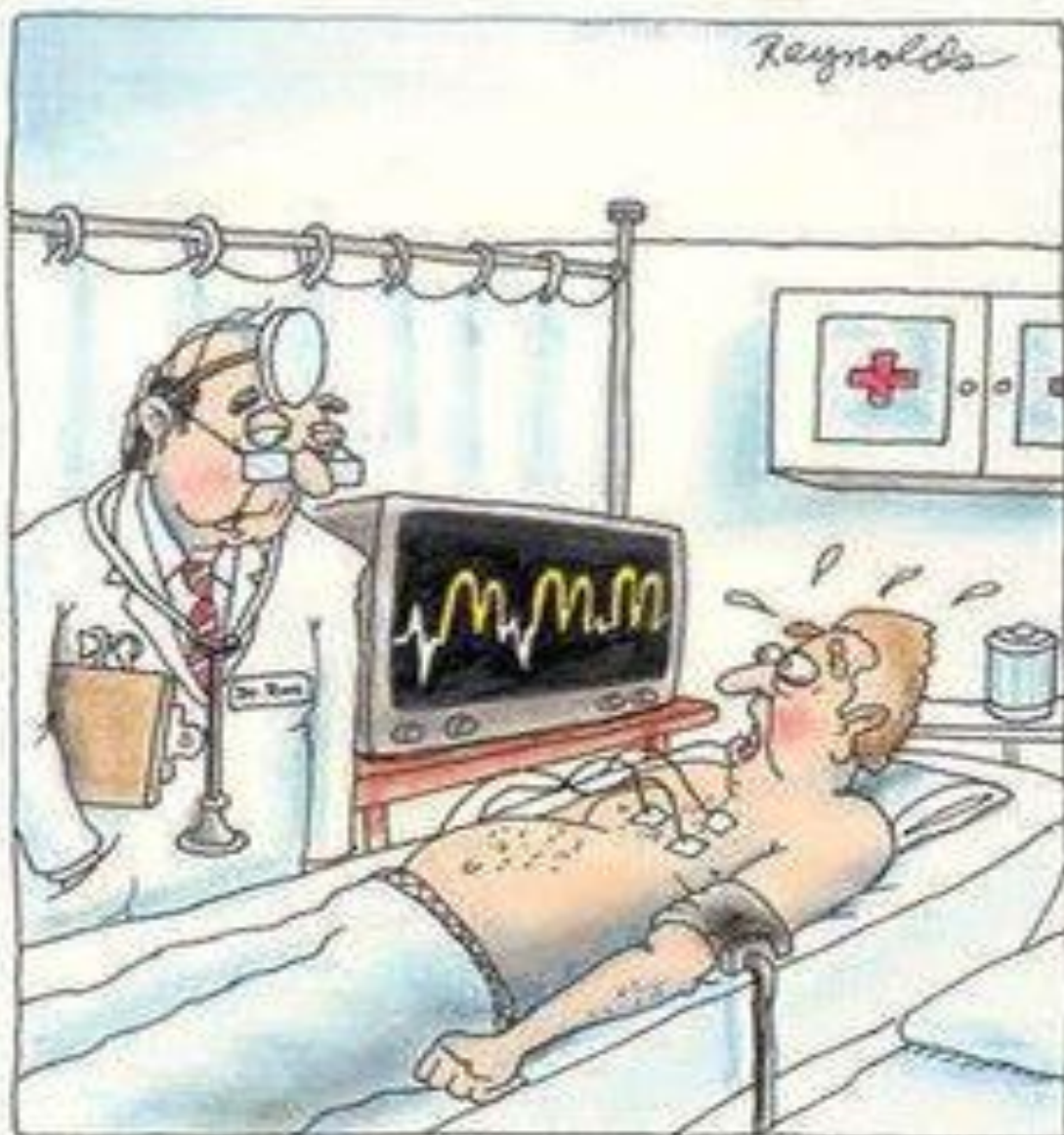
18. _____

Animal vocabulary

- For conversation, if time, have students split into groups of 4 and have them discuss a visit to a farm or zoo. Have them name a number of animals.
- Homework-Write about a visit to a different country and the animals they would wish to see. Name at least 7-8 animals in their story.

Lesson 18 Fast food in the UK and USA

- Objective- Students will become familiar with the vocabulary in fast food restaurants and be able to order food in English. They will also be able to converse about fast food.
- Review- Students will review their assignments with writing on animals, and read those aloud.
- Thought- see next slide



"You might consider laying off the fast food for awhile."

A photograph of a person walking away on a dirt path in a desert canyon. The path is reddish-brown and leads towards a large, rounded rock formation in the center. To the right, there are more jagged, layered rock formations. The foreground is filled with dry, yellowish grass and some green shrubs. The sky is bright and slightly hazy.

“Spiritual food is
necessary for
spiritual survival.”

Dallin H. Oaks

Fast food vocabulary



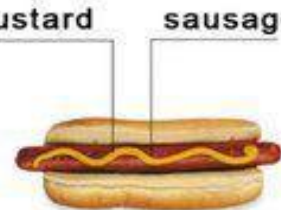
hamburger



chicken patty



**veggie
burger**



hot dog



sandwich



club sandwich



**open-face
sandwich**



wrap



kebab



chicken nuggets



crepes



topping



fish and chips



ribs



fried chicken



pizza

Now try to remember the words



FOOD AND DRINKS

How do we say...?



carrot



sweet corn



broccoli



tomato



lettuce



banana



apple



grapes



chocolate



jam



biscuits



chicken



minced meat



fish



eggs



chick peas



milk



yogurt



cheese



potato

Phrases at Fast food restaurant

- May I have a straw please?
- I would like a large Fanta please
- Do you want fries with your burger? Yes, please
- Do you have any paper napkins?
- Where do I return the tray?
- Let's all go for a pizza tonight
- What do you think of this burger place?
- Can I see the menu?
- Let's eat in
- Let's get take-out and eat back at the house
- Have you got any ketchup?

Phrases at Fast food restaurant


- Where is the price list?
- Is there a breakfast menu?
- What does it mean to super-size?
- Can you explain what this food type is to me?
- My food is cold, would you reheat it please?
- I am sorry, but you forgot one item
- Is your Mexican food very spicy?
- Is it always this busy here?
- Do you have a low calorie menu?

Fast food restaurant

- After reviewing food names and phrases, have the students talk as if at a fast food place. Have groups of 4, one could be the worker and the rest customers, then trade places. Give some different fast food places you are familiar with. During the last 10 minutes, discuss healthy options for food
- Homework- write a short paragraph on what it means to eat healthy, and what it means to have spiritual food.

Lesson 19 Medical and dental care

- Objective- Student will learn vocabulary needed for hospital and dental settings. Students will be able to converse about medical problems in a simple manner
- Review- Review homework on healthy and spiritual food. Have some read aloud- discuss for 10 minutes
- Thought- see next 2 slides and discuss

The image features two hands, one from the left and one from the right, reaching towards each other to form a heart shape. The hands are silhouetted against a bright, glowing sunset or sunrise sky. The sun is positioned directly behind the heart formed by the hands, creating a strong backlight effect. The overall mood is warm and affectionate.

A wise physician said, "The best medicine for
Humans is LOVE." Someone asked,
"What if it doesn't work?"
He smiled and answered,
"Increase the dose."

~ Unknown

JOY of
MOM



FORGIVENESS
is powerful
spiritual medicine.

Boyd K. Packen

Medical and dental care

- Here are some English medical complaints-
- For the slides, read through and discuss so you can ensure understanding- have students take turns reading aloud



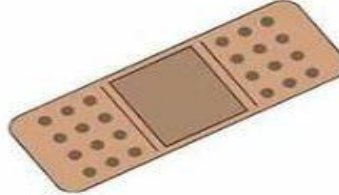
Health 1



allergy



ambulance



band-aide



bandage



blood pressure



blowing the nose



braces



broken arm



cast



cold



contagious



crutch



defibrillator



dentist



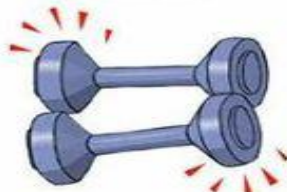
dentures



disabled



doctor



dumbbells



exercise



eye exam

Going to the Dentist

dentist



go to the
dentist



check in



wait



see hygienist
first



sit in special
chair



take pictures
of mouth



say AAHHH



Keep mouth
OPEN



clean teeth



rinse mouth



see doctor
next



count teeth



all done



treat



goodbye



Time to go home



Medical Care-phrases

- Here are some phrases to become familiar with=
- What are your symptoms?
- I've got a temperature/sore throat/headache/rash
- I've been feeling sick/ I'm very congested
- My joints are aching/ I'm in a lot of pain
- I've got a pain in my back/chest/stomach
- I'm diabetic/ asthmatic/epileptic
- I'm having difficulty breathing/ I need an inhaler
- I've been feeling depressed/ I'm having trouble sleeping
- I'm very tired/ I have very little energy

Medical care-phrases

- How long have you been feeling like this?
- Is there any chance you may be pregnant?
- Do you have any allergies?
- Are you on any sort of medication?
- Can I have a look?/ Where does it hurt?
- I am going to take your blood pressure/temperature
- Roll up your sleeve please
- Please change into this gown, please
- You should stop smoking
- You need to cut down on your drinking
- You need to try and lose some weight

Medical and dental care

- For conversation, have students practice going to a hospital emergency department and presenting with an illness of their choice. They can be patient or doctor. Reverse roles after a while- let them practice some of the words
- Homework- write a paragraph on what they think the best medicine is for people generally.
- Reminder- next class is final in session- there will be a review of homework and then an exam

Lesson 20 English Beginner Plus exam

- 1. Please identify 5 different parts of speech in this sentence-
The young boy ran quickly towards his mother.

1. Noun-_____ 2. verb-_____ 3. adjective _____
4. adverb-_____ 5. Preposition_____.

2. Fill in the blank with a verb

I _____ to school each day

You _____ in the same chair each morning

They _____ for joy when they see each other

Our dog will _____ at strangers

I _____ the leaves on our grass

3. Use a question word to fill in the blank

_____ kind of animal is that?

_____ do you think you are?

_____ do the Royal family live?

English Beginner Plus exam-2

_____ do I solve that problem?

_____ train do I take to get home?

4. Fill in the blank using –this, that, these, those

_____ people in England are very rich

_____ shirt looks good on me

_____ woman over there drives me crazy!

_____ are the best chocolates I ever ate

5. Write, in words, the time you wake every morning and go to bed every night-

6. Fill in the blanks, using can or can't

I _____ fly by myself off of buildings

I _____ have a baby

I _____ dance very well

English Beginner Plus exam-3

- 7. Write the answers to these question-

What is your surname? _____

What is your address? _____

What kind of work do you like to do? _____

Where was your father born? _____

8. Write 3 ways to say goodbye a. _____

b. _____

c. _____

9. Write 2 sentences you could use for small talk with someone you have just met.

a. _____

b. _____

10. Write the words to complete the following sentences-

a. I _____ to save more money this year

English Beginner Plus exam-4

10 b. I _____ to help you move when you call

c. It's _____ apply for a new job

11. Write down 8 items that you think should be on a good application form. _____

12. Write 3 adjectives to describe a person's hair _____

Write 3 adjectives to describe a person's build or body size

13. Write 4 things you do every day after you wake up _____

English Beginner Plus Exam-5

14. Describe 4 pieces of clothing that you wear in the winter-_____

15. Write the names or titles of 5 buildings in the city that you visit on a regular basis. _____

16. Write 2 things you liked about this English class- _____

17. Write 2 things you did not like about this class- _____

18. Any other comments or suggestions- _____
