

First Discoveries

English Discoveries

Scope and Sequence



A subsidiary of ETS,
the creator of the
TOEFL® and TOEIC® tests



**English
Discoveries**



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First Discoveries: Course Overview

In *First Discoveries*, learners access and make use of oral and written information needed for daily communication through a variety of media and text types. Oral and written texts contain simple vocabulary and basic syntactic structures appropriate for elementary and false beginner learners.

Description	Topics	Course objectives
Listening		
Learners access oral information through video clips	The short video clips deal with everyday topics such as going shopping, visiting the doctor, and moving house.	Learners identify the main characters in the video, comprehend the general meaning and significant details of the video clip, and understand questions and answers given in the video clip. They use the information to answer questions, complete tables, and cloze sentences.
Speaking		
Learners are exposed to video clips of oral interactions in familiar situations.	The simple short dialogues are between friends, receptionists and callers, sales assistants, and customers.	Learners practice speech functions such as asking for and providing information, making appointments, and introducing yourself.
Reading		
Learners access written information through the following text types (25-50 words): <ul style="list-style-type: none"> • Postcards • Advertisements • Stories • Notes 	The texts are very simple and are on topics related to the learners' experience, such as clothing sales, letters to friends, and instructions for medication.	Learners understand the main ideas and supporting details in texts, draw inferences from simple information, understand factual information and use the information in the texts to complete cloze passages, sort items according to categories, and answer questions.
Writing		

<p>Learners are exposed to and practice the written conventions of the following text types:</p> <ul style="list-style-type: none"> • Forms • Emails • Letters • Notes 	<p>The texts are very simple and are on topics related to the learners' experience, such as emails to friends, shopping lists, and short personal letters.</p>	<p>Learners practice the conventions used in short written texts. They recognize and identify key vocabulary and complete cloze version of the model texts. They then write their own version of the model text, often incorporating personal information.</p>
<h2>Alphabet</h2>		
<p>Learners are introduced to basic sound symbol associations of the English alphabet, in order to help their spelling and pronunciation.</p> <ul style="list-style-type: none"> • Letters A-Z • Consonant digraphs and clusters • Short and long vowel sounds and combinations 	<p>Learners are exposed to sounds and names of the letters of the alphabet, as well as the most common consonant and vowel combinations.</p>	<p>Learners recognize and discriminate between letter sounds and combinations in speech and writing in response to sounds, words, or pictures.</p>
<h2>Vocabulary</h2>		
<p>Learners are exposed to and practice everyday lexical groups such as:</p> <ul style="list-style-type: none"> • Food and drink • Parts of the Body • Numbers 1- 100 • Days of the Week • Colors 	<p>The focus is on simple, everyday words and phrases related to the adult beginner learners' needs and experiences.</p>	<p>Learners recognize everyday vocabulary in spoken and written form. They identify vocabulary in response to sounds, words, and pictures and discriminate between different words and phrases. They also classify different words according to categories.</p>

Grammar		
Learners are exposed to simple grammatical topics and structures relevant to elementary and false beginner level.	Learners receive explanations of each grammatical structure as well as an animated example dialogue.	Learners are exposed to structures and tenses such as: the verb “Be,” Present Simple, Present Progressive, adverbs, nouns, articles, imperatives, etc.

Scope and Sequence

Unit 1 - Introduction

Unit Description

This introductory unit aims to develop learners' phonemic awareness and decoding skills in English. Learners are introduced to basic sound symbol associations of the English alphabet, in order to help their spelling and pronunciation. They are also introduced to and practice everyday greetings and the numbers 1-20.

Component	Summary	Objectives
Letters A-L	Learners are familiarized with the sound and name of the letters of the alphabet from A-L. They are also presented with the capital and small form of each letter.	Learners will: <ul style="list-style-type: none">• recognize initial letters sounds in speech and writing.• identify initial letter sounds in response to the letter sound, word, or picture.• recognize and name each letter of the alphabet and be aware of alphabetical order.• differentiate between capital and small letters.
Letters M-Z	Learners are familiarized with the sound and name of the letters of the alphabet from M-Z. They are also presented with the capital and small form of each letter.	Learners will: <ul style="list-style-type: none">• recognize initial letter sounds in speech and writing.• identify initial letter sounds in response to the letter sound, word, or picture.• recognize and name each letter of the alphabet and be aware of alphabetical order.• differentiate between capital and small letters.

Vowels	Learners are familiarized with short and long vowel sounds and vowel combinations in the middle of simple words: <i>ee, ea, oo, ou</i> , etc.	Learners will: <ul style="list-style-type: none"> recognize different long and short vowel sounds and vowel combinations in speech and writing. identify vowel combinations and sounds in response to sounds, words, and pictures. discriminate between different vowel sounds and combinations.
Consonants	Learners are familiarized with various consonant digraphs, and clusters: <i>sh, ch, th, ng, wh, ck, kn</i> .	Learners will: <ul style="list-style-type: none"> recognize consonant digraphs in speech and writing. identify consonant digraphs in response to the letter sound, word, or picture. discriminate between different initial and end consonant clusters.
Greetings	Learners are exposed to and practice using some basic English greetings.	Learners will: <ul style="list-style-type: none"> recognize basic greetings in spoken and written form. identify greetings in response to sounds, words, and pictures. discriminate between different greetings.
Numbers 0-10	Learners are exposed to and practice using numbers 0-10.	Learners will: <ul style="list-style-type: none"> recognize numbers 0-10 in spoken and written form. identify numbers 0-10 in response to sounds, words, and pictures. discriminate between different numbers.
Numbers 11-20	Learners are exposed to and practice using numbers 11-20.	Learners will: <ul style="list-style-type: none"> recognize numbers 11-20 in spoken and written form. identify numbers 11-20 in response to sounds, words, and pictures. discriminate between different numbers.

Unit 2 - About Me

Unit Description

In this unit learners become more accurate in using the language of the introductory unit (alphabet, numbers, greetings) and learn to introduce themselves and ask and answer personal questions. They watch a video clip about a student registering for college classes, listen to and take part in a short dialogue in which two people are introducing themselves, read a short ad about a college, and read and complete an application form. They are introduced to and practice numbers 21-100 and the names of various countries.

Component	Summary	Objectives
We're Neighbors!	Learners watch a video clip about Steve, who is registering for classes at a community college. Steve meets a fellow student, Li Mei, who is also his neighbor.	Learners will: <ul style="list-style-type: none"> • identify the main characters in the video. • comprehend the general meaning and significant details of the video clip. • understand personal questions and answers given in the video clip. • practice pronouncing words with first syllable stress.
I'm Tom Smith!	Learners watch a short video clip in which Tom introduces himself to Li Mei.	Learners will: <ul style="list-style-type: none"> • understand the content of the speaking video. • complete a cloze version of the dialogue. • practice introducing themselves and saying where they're from. • practice pronouncing words with the sound: /ai/.
Register Today!	Learners read a short ad for a community college.	Learners will: <ul style="list-style-type: none"> • understand the general meaning and significant details of an ad. • complete sentences using vocabulary from the ad. • classify information from the ad according to headings.

Steve's Application Form	Learners read a college application form and then complete a form with their own personal information.	Learners will: <ul style="list-style-type: none"> • practice the conventions used in forms, e.g. name, address, telephone, email. • classify information from an application form according to headings. • use their own personal information to complete an application form.
Numbers: 21-29	Learners are exposed to and practice using numbers 21-29.	Learners will: <ul style="list-style-type: none"> • recognize numbers 21-29 in spoken and written form. • identify numbers 21-29 in response to sounds, words, and pictures. • discriminate between different numbers.
Numbers: 30-100	Learners are exposed to and practice using numbers 30-100.	Learners will: <ul style="list-style-type: none"> • recognize numbers 30-100 in spoken and written form. • identify numbers 30-100 in response to sounds, words, and pictures. • discriminate between different numbers.
Countries	Learners are exposed to and practice using words for different countries in the context of saying where they are from.	Learners will: <ul style="list-style-type: none"> • recognize countries in spoken and written form. • identify countries in response to sounds, words, and pictures • discriminate between different countries.

Unit 3 - Supermarket Shopping

Unit Description

This unit focuses on the language needed for supermarket shopping and talking about food and drink. Learners watch a video clip set in a supermarket, listen and take part in a dialogue between a customer and a cashier, read an ad for a supermarket, and read and write a shopping list. They are also presented with and practice words for food and drink, prepositions, and the family.

Component	Summary	Objectives
Where's the Milk?	Learners watch a video clip about Lisa, who comes home to find there is no food in the house. She goes to the supermarket, not realizing that her husband, John, has also gone shopping.	Learners will: <ul style="list-style-type: none"> recognize and identify key vocabulary from the video clip. comprehend the general meaning and significant details of the video clip. identify who says what in the video. draw inferences on the basis of information from the video clip. practice pronouncing words with the sound: /k/.
Cash or Credit?	Learners watch a short video clip of a conversation between John and the supermarket cashier.	Learners will: <ul style="list-style-type: none"> understand the content of the speaking video. identify appropriate language for a customer and a cashier practice language used in making a purchase at the supermarket checkout. practice pronouncing words with the sound: /a/.
Come to City Market!	Learners read a short ad for a supermarket.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of an ad. recognize and identify key vocabulary from the ad. classify information from the ad according to categories. complete a cloze version of the ad. draw inferences on the basis of information from ad.

Lisa's Note	Learners read Lisa's note to John and then write their own shopping list.	Learners will: <ul style="list-style-type: none"> • practice the conventions used in lists and short, personal notes. • recognize and identify key vocabulary from a shopping list. • complete a cloze version of Lisa's note. • write their own supermarket shopping list.
Food and Drink	Learners are exposed to and practice basic food and drink vocabulary.	Learners will: <ul style="list-style-type: none"> • recognize basic food and drink vocabulary in spoken and written form. • identify food and drink vocabulary in response to sounds, words, and pictures. • discriminate between different kinds of food and drink. • classify food and drink vocabulary according to different categories.
Prepositions	Learners are exposed to and practice using some basic prepositions.	Learners will: <ul style="list-style-type: none"> • recognize basic prepositions in spoken and written form. • identify prepositions in response to sounds, words, and pictures. • Discriminate between different prepositions.
The Family	Learners are exposed to and practice using words to describe immediate family relationships, within the context of talking about their own families.	Learners will: <ul style="list-style-type: none"> • recognize words to describe immediate family relationships in spoken and written form. • identify family relationships in response to sounds, words, and pictures. • discriminate between different family relationships. • classify words for the family according to different categories.

Unit 4 - My Day

Unit Description

This unit focuses on the language we use to talk about daily routines and occupations. Learners will watch a video clip about the day in the life of a married couple. They will listen to and participate in a dialogue between two people who are discussing their daily routine. They will read a story about the background of the married couple from the video and read and write a short postcard. They will be presented with and practice vocabulary to talk about occupations, routines, and telling the time.

Component	Summary	Objectives
Have a Nice Day!	Learners watch a video clip in which a mother leaves her baby with her husband for the day while she goes out to work.	Learners will: <ul style="list-style-type: none"> recognize and identify clock times from the video clip. comprehend the general meaning and significant details of the video clip . identify who says what in the video. draw inferences on the basis of information from the video clip. practice pronouncing the third person “s” and words with the sound: /i/.
What Do You Do?	Learners watch a short video clip of a conversation in which Sam is asking his friend, Sarah, about her job.	Learners will: <ul style="list-style-type: none"> understand the content of the speaking video. complete a cloze version of the dialogue. practice language used in talking about your daily routine. practice pronouncing words with the sound: /w/.
Meet John and Lisa!	Learners read a story about a married couple, John and Lisa.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of a story. complete a cloze description of one of the characters from the story. draw inferences on the basis of information from the story.

Karen's Postcard	Learners read Karen's postcard to her mother about her new daily routine.	Learners will: <ul style="list-style-type: none"> • practice markers of time and the conventions used in writing postcards e.g. greeting, sign-off. • complete a cloze version of Karen's postcard. • write answers to questions about their day. • write a postcard to a friend describing their daily routine.
Occupations	Learners are exposed to and practice words to describe occupations.	Learners will: <ul style="list-style-type: none"> • recognize vocabulary of occupations in spoken and written form. • identify occupations in response to sounds, words, and pictures. • discriminate between different kinds of occupations.
The Time	Learners are exposed to and practice telling the time in English.	Learners will: <ul style="list-style-type: none"> • recognize vocabulary of telling the time in spoken and written form. • identify different times in response to sounds, words, and pictures. • discriminate between different times of day.
Routines	Learners are exposed to and practice the language of daily routines in English.	Learners will: <ul style="list-style-type: none"> • recognize words and phrases to describe daily routine in spoken and written form. • Identify daily routines in response to sounds, words, and pictures. • Discriminated between different daily routines.

Unit 5 - At the Doctor

Unit Description

This unit focuses on the language we use to talk about physical complaints and to make appointments with the doctor. Learners will watch a video clip about a man who visits the doctor. They will listen to and participate in a dialogue between a woman and a medical receptionist. They will read a set of instructions to accompany some pills and will read and write an email message in which the writer explains that they are sick. They will be presented with and practice vocabulary to talk about parts of the body, at the doctor, and days of the week.

Component	Summary	Objectives
How Are You Feeling?	Learners watch a video clip in which a young man visits the doctor.	Learners will: <ul style="list-style-type: none"> comprehend the general meaning and significant details of the video clip. identify who says what in the video. draw inferences on the basis of information from the video clip. practice pronouncing words with the sound: /ou/ and /ɒ/.
I'd Like to Make an Appointment	Learners watch a short video clip in which a woman makes an appointment with a medical receptionist.	Learners will: <ul style="list-style-type: none"> understand the content of the speaking video. identify appropriate language for a caller and a receptionist. practice language used in making appointments. practice pronouncing words with the sound: /ei/.
Easy Pain	Learners read the instructions on a bottle of pain relief pills.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of a set of instructions. complete a cloze version of the text. draw inferences on the basis of information from the text.

Sam's Email	Learners read an email from Sam to his boss, in which he explains that he can't come to work because he is sick.	Learners will: <ul style="list-style-type: none"> • practice the conventions used in writing work related emails e.g. email address, subject line, greeting, opening, closing, sign-off. • complete a cloze version of Sam's email. • write an email to their boss explaining that they are sick.
The Body	Learners are exposed to and practice words for parts of the body.	Learners will: <ul style="list-style-type: none"> • recognize words relating to parts of the body in spoken and written form. • identify parts of the body in response to sounds, words, and pictures. • discriminate between different parts of the body.
At the Doctor	Learners are exposed to and practice words and phrases used in connection with visiting the doctor and talking about physical complaints.	Learners will: <ul style="list-style-type: none"> • recognize words and phrases associated with going to the doctor in spoken and written form. • identify words and phrases associated with going to the doctor in response to sounds, words, and pictures. • complete sentences with words and phrases associated with going to the doctor.
Days of the Week	Learners are exposed to and practice the days of the week.	Learners will: <ul style="list-style-type: none"> • recognize days of the week in spoken and written form. • complete a cloze dialogue using days of the week. • discriminate between different days of the week.

Unit 6 - Shopping for Clothes

Unit Description

This unit focuses on shopping for clothes. Learners will watch a video clip about a young woman who is shopping for clothes with her boyfriend. They will listen to and participate in a dialogue between a customer and a sales assistant in a clothes store. They will read an ad for a clothing sale and read and write a thank you letter. They will be presented with and practice vocabulary for clothes, colors and months of the year.

Component	Summary	Objectives
You Look Great!	Learners watch a video clip in which Ana goes clothes shopping with her boyfriend, Mike.	Learners will: <ul style="list-style-type: none"> comprehend the general meaning and significant details of the video clip. identify who says what in the video. draw inferences on the basis of information from the video clip. practice pronouncing words with the sound: /r/.
How Much Are These Pants?	Learners watch a short video clip in which a man is asking a sales assistant for information about some pants.	Learners will: <ul style="list-style-type: none"> understand the content of the speaking video. identify appropriate language for a customer and a sales assistant. practice language used in asking for information and giving information about clothes. practice pronouncing words with the sound: /h/.
Sale at Crazy Clothes!	Learners read an ad for a sale at a clothes store.	Learners will: <ul style="list-style-type: none"> understand the general meaning and significant details of an ad. complete a cloze version of the text. draw inferences on the basis of information from the text.

Ana's Letter	Learners read a letter from Ana to her mother in which she thanks her for a new shirt.	Learners will: <ul style="list-style-type: none">• practice the conventions used in writing personal letters, e.g. date, greeting, opening, closing, sign-off.• complete a cloze version of Ana's letter.• write a thank-you letter to your mom.
Colors	Learners are exposed to and practice colors,	Learners will: <ul style="list-style-type: none">• recognize colors in spoken and written form.• identify colors in response to sounds, words, and pictures.• discriminate between different colors.
Clothes	Learners are exposed to and practice words for clothes.	Learners will: <ul style="list-style-type: none">• recognize words relating to clothes in spoken and written form.• identify clothes in response to sounds, words, and pictures.• discriminate between different clothes.
Months	Learners are exposed to and practice months of the year.	Learners will: <ul style="list-style-type: none">• recognize months of the year in spoken and written form.• complete a cloze dialogue using months of the year.• discriminate between different months of the year.

Unit 7 - A Place to Live

Unit Description

This unit focuses on moving house. Learners will watch a video clip about a young man who is looking for a new roommate. They will listen to and participate in a dialogue between a real estate agent and a client. They will read some housing ads and read and write a short email requesting information about renting an apartment. They will be presented with, and practice, vocabulary for adjectives, rooms of the house, and furniture.

Component	Summary	Objectives
So You Want a Roommate?	Learners watch a video clip in which Dave shows three prospective roommates around his apartment.	Learners will: <ul style="list-style-type: none"> • identify the main characters in the video. • comprehend the general meaning and significant details of the video clip. • identify who says what in the video. • draw inferences on the basis of information from the video clip. • practice correct stress in compound words.
I'd Like to Rent an Apartment	Learners watch a short video clip of a phone conversation between a real estate agent and a woman who wants to rent an apartment.	Learners will: <ul style="list-style-type: none"> • understand the content of the speaking video. • practice language used in asking for information and giving information about real estate. • practice pronouncing words with the sounds: /au/ and /ɛ/.
Thomson Real Estate	Learners read two ads for a real estate agent.	Learners will: <ul style="list-style-type: none"> • Understand the general meaning and significant details of two ads • Complete a cloze version of the text • Classify information from the ads into categories

Kate's Email	Learners read an email from Kate to a real estate agent, asking for information about renting an apartment.	Learners will: <ul style="list-style-type: none"> • practice the conventions used in writing emails, e.g. email address, subject line, greeting, opening, closing, sign-off. • complete a cloze version of Kate's email. • write an email to an estate agent requesting information about renting an apartment.
Rooms of the House	Learners are exposed to and practice words for the rooms of the house.	Learners will: <ul style="list-style-type: none"> • recognize rooms of the house in spoken and written form. • identify rooms in response to sounds, words, and pictures. • classify rooms of the house according to different categories.
Furniture	Learners are exposed to and practice words for everyday pieces of furniture.	Learners will: <ul style="list-style-type: none"> • recognize words for furniture in spoken and written form. • identify furniture response to sounds, words, and pictures • discriminate between different kinds of furniture. • classify furniture according to different categories.
Adjectives	Learners are exposed to and practice adjectives in the context of describing objects and giving opinions.	Learners will: <ul style="list-style-type: none"> • recognize adjectives in spoken and written form. • identify adjectives in response to sounds, words, and pictures. • classify adjectives according to different categories. • complete sentences using appropriate adjectives.

Unit 8 - Going Out

Unit Description

This unit focuses on leisure activities. Learners will watch a video clip about a young man who wants to go out with his friends. They will listen to and participate in a dialogue between two friends who are deciding to go out. They will read a movie theater program and read and write a personal email. They will be presented with, and practice vocabulary, for hobbies and places of work.

Component	Summary	Objectives
Have Fun!	Learners watch a video clip in which Tom wants to go out with his friends. Unfortunately they are all busy.	Learners will: <ul style="list-style-type: none"> • identify the main characters in the video. • comprehend the general meaning and significant details of the video clip. • identify who says what in the video. • draw inferences on the basis of information from the video clip. • practice pronouncing <i>can</i> and <i>can't</i>, and words with the sounds: /ei/, /ng/.
What Do You Want to Do Tonight?	Learners watch a short video clip of a phone conversation between two friends who are deciding to go out.	Learners will: <ul style="list-style-type: none"> • understand the content of the speaking video. • practice language used in making suggestions. • Practice pronouncing words with the sounds: /u/.
Movie City	Learners read the program for a local movie theater.	Learners will: <ul style="list-style-type: none"> • understand the general meaning and significant details of a movie theater program. • complete a cloze version of the text. • classify information from the program into categories.

Tom's Email	Learners read an email from Tom to Laura, suggesting they go out.	Learners will: <ul style="list-style-type: none"> • practice the conventions used in writing personal emails, e.g. email address, subject line, greeting, opening, closing, sign-off. • complete a cloze version of Tom's email. • write an email to a friend suggesting they go out.
Hobbies	Learners are exposed to and practice words and phrases to talk about free-time activities.	Learners will: <ul style="list-style-type: none"> • recognize words and phrases to talk about hobbies in spoken and written form. • identify hobbies in response to sounds, words, and pictures. • classify hobbies according to different categories.
Places	Learners are exposed to and practice words for places of work and recreation.	Learners will: <ul style="list-style-type: none"> • recognize words for different places in spoken and written form. • identify places in response to sounds, words, and pictures. • discriminate between different kinds of places. • classify places according to different categories.

Explore Texts

Unit 1 - Introduction

Letters A-L

A a	apple	G g	girl
B b	bed	H h	hat
C c	cat	I i	ink
D d	dog	J j	jacket
E e	egg	K k	kite
F f	frog	L l	lemon

Letters M-Z

M m	man	T t	tent
N n	nut	U u	umbrella
O o	orange	V v	vase
P p	pink	W w	window
Q q	queen	X x	x-ray
R r	rabbit	Y y	yellow
S s	sand	Z z	zebra

Vowels

a	cat	u	student
e	bed	ea	teacher
i	ring	oo	book
o	dog	ou	house
u	cup	ee	street
a	cake	ai	train
i	kite	ow	cow
o	rope		

Consonants

sh	shoe	wh	white
ch	cheese	ck	clock
th	mouth	kn	knife
ng	ring		

Greetings

Hi!

Hello!

Good morning!

Good afternoon!

Good evening!

Good night!

Goodbye!

Bye!

Numbers: 0-10

zero

zero

one

one dog

six

six umbrellas

two

two cats

seven

seven beds

three

three lemons

eight

eight hats

four

four jackets

nine

nine shoes

five

five books

ten

ten apples

Numbers: 11-20

eleven

eleven clocks

twelve

twelve rings

sixteen

sixteen bananas

thirteen

thirteen cups

seventeen

seventeen lemons

fourteen

fourteen frogs

eighteen

eighteen candies

fifteen

fifteen tents

nineteen

nineteen balls

twenty

twenty nuts

Unit 2 - About Me**We're Neighbors!**

Steve: Hi. Good morning.
Sarah: Good morning. Can I help you?
Steve: Yes. I'd like to register for classes.
Sarah: No problem. What's your name?
Steve: Steve Jones.
Sarah: And your address?
Steve: It's 43 Park Road.
Sarah: 43 Park Road.
Sarah: And your phone number?
Steve: 956 4221.
Sarah: 956 4221. And how old are you, Steve?
Steve: I'm 22.
Sarah: All right.
Li Mei: Hey, Sarah. How are you?
Sarah: Fine thank you, Li Mei. This is Steve. He's a new student.
Li Mei: Hi, Steve. Nice to meet you.
Steve: Hi.
Li Mei: Sarah, I have a new address. It's 45 Park Road.
Steve: 45 Park Road! I live on 43 Park Road.
Li Mei: We're neighbors then!
Steve: Yes!

I'm Tom Smith

Tom: Hi, I'm Tom Smith.
Li Mei: Nice to meet you. I'm Li Mei.
Tom: Where are you from?
Li Mei: I'm from China.

Register Today!**Register today!**

Springfield Community College
English classes - morning and evening
72 Arbor Street, Springfield
Call Sarah Cook for information at:
(305) 678 3342 or email: sarahc@springfield.edu

Steve's Application Form**Springfield Community College**

Application Form

Name: Steve Jones

Age: 22

Address: 43 Park Road, Springfield, New York

Country: United States

Telephone: (305) 538 5542

Email: stevej@acl.com

Numbers: 21-29

twenty-one

twenty-two

twenty-three

twenty-four

twenty-five

twenty-six

twenty-seven

twenty-eight

twenty-nine

Numbers: 30-100

thirty

forty

fifty

sixty

seventy

eighty

ninety

one hundred

Countries

Australia

He's from Australia.

China

He's from China.

England

I'm from England.

Canada

They're from Canada.

Mexico

I'm from Mexico.

United States

She's from the United States.

Unit 3 - Supermarket Shopping**Where's the Milk?**

Lisa: Oh, no fruit! No milk! And no eggs! John? John! I'm going to the supermarket.
Lisa: Excuse me, where's the milk?
Assistant: Over there, next to the cheese.
Lisa: Thanks.
Lisa: Excuse me, can you help me? Where are the eggs?
Assistant: The eggs are over there, next to the milk.
Lisa: Oh, thanks.
Lisa: Hello again. Where are the bananas?
Assistant: Bananas are in the fruit and vegetable section.
Lisa: Fruit and vegetables. Right.
Assistant: Let me show you.
Lisa: Bananas! Milk! Eggs! John! John!

Cash or Credit?

Cashier: That's \$25.50, please. Cash or credit card?
John: Credit card.
Cashier: Sign here, please .
John: Thank you.
Cashier: Have a nice day.

Come to City Market!

Come to City Market!
Great Prices!
Open 7 days a week
On Sale Today:
Fruits and Vegetables
Bread
Coffee and Tea
City Market - 20 President Avenue, Princetown

Lisa's Note

Tuesday Morning

Dear John,

Please go to the supermarket and buy:

12 eggs
bread
cheese
milk
6 apples

Thanks,

Lisa

Food and Drink

a banana	
a cucumber	some cheese
a tomato	some butter
a pepper	some bread
a cake	some juice
a cookie	some milk
an apple	some water
an orange	some tea
an egg	some coffee
an ice cream	

Prepositions

next to	The orange is next to the cake.
behind	The mug is behind the apple.
in	The water is in the glass.
on	The milk is on the table.
under	The pepper is under the table.

The Family

a mother	She's a mother.
a father	He's a father.
a son	He has two sons.
a daughter	They have one daughter.
a brother	They're brothers.
a sister	They're sisters.
a child	I have two children.
a baby	She has a baby.
a wife	This is my wife.
a husband	This is her husband.
a grandmother	She's a grandmother.
a grandfather	He's a grandfather.

Unit 4 - My Day**Have a Nice Day!**

Lisa: John?

John: Everything's OK. We're fine. Go to work.

Lisa: Now remember... The baby wakes up at 8:30. She has her milk at 9:00. The milk is in the fridge.

John: I know, I know. Everything's OK. Go to work.

Lisa: She has her lunch at 12:30. She goes to sleep at 2:30. I finish work at 3:30.

John: Lunch at 12:30. Sleep at 2:30. You finish work at 3:30. No problem.
Have a nice day!

Lisa: OK, bye!

John: Bye, Lisa.

John: 8:30 already! Where's the milk?

John: Shh, shh.

John: 12:30. Lunchtime!

John: Hello?

Lisa: John, is everything OK? How are you? How's the baby?

John: Hi honey. Everything's fine. See you later.

John: Aah! 2:30! Time to go to sleep!

Lisa: John, I'm home! John?

What Do You Do?

Sam: What do you do, Sarah?

Sarah: I'm a secretary.

Sam: When do you start work?

Sarah: I start work at around 8:00 in the morning.

Sam: When do you finish work?

Sarah: I finish work at 3:30 in the afternoon?

Meet John and Lisa!

Meet John and Lisa!

John and Lisa are married. John is from England and Lisa is from Canada. They have a baby.

John is a real estate agent and Lisa is a secretary. Lisa starts work at nine in the morning. She finishes work at 3:30 in the afternoon. John works from home.

In the morning John looks after the baby. In the afternoon, Lisa looks after the baby and John works. They have dinner together in the evening, after the baby goes to sleep.

Karen's Postcard

Dear Mom,

College is great! I have classes in the morning from 9:30 to 1:30.

I have a new job. I'm a cashier in a supermarket. I start work at 4:00 in the afternoon and I finish work around 7:00.

In the evening I go out with my friends.

Love,

Karen

Occupations

a student	I'm a student.
a teacher	She's a teacher.
a doctor	He's a doctor.
a nurse	She's a nurse.
a taxi driver	He's a taxi driver.
a secretary	She's a secretary.
a police officer	They're police officers.
a cashier	She's a cashier.
a sales assistant	I'm a sales assistant.
a real estate agent	He's a real estate agent.

The Time

5:00	It's five o'clock. It's five.
5:10	It's ten past five. It's five-ten.
5:15	It's quarter past five. It's five-fifteen.
5:30	It's half past five. It's five-thirty.
5:45	It's quarter to six. It's five forty-five.
5:50	It's ten to six. It's five-fifty.
morning	They start work in the morning.
afternoon	They finish school in the afternoon.
evening	They go out in the evening.
night	We go to bed at night.

Routines

get up	She gets up at seven o'clock.
go to sleep	She goes to sleep at half past ten.
start work	They start work around nine.
finish work	I finish work at half past five.
have breakfast	They have breakfast in the morning.
have lunch	We have lunch in a restaurant.
have dinner	They have dinner in the evening.
go shopping	He goes shopping in the supermarket.
study English	They study English at night.

Unit 5 - At the Doctor**How Are You Feeling?**

Doctor: Please sit down. Mr....

Mr. Adams: Adams. Dave Adams.

Doctor: Now, Mr. Adams. How are you feeling?

Mr. Adams: Well, I...

Doctor: You don't look very well.

Mr. Adams: But I feel fine! I wanted to...

Doctor: Shh. Do you have a sore throat?

Mr. Adams: No.

Doctor: Do you get a lot of headaches?

Mr. Adams: Umm. Sometimes.

Doctor: Do you smoke?

Mr. Adams: No, I don't.

Doctor: Good. Do you exercise?

Mr. Adams: Exercise? No. Not really.

Doctor: Hmm. Exercise is very important, you know. Here, take these pills for your headaches. Do you have any questions?

Mr. Adams: Yes. What's wrong with your computer?

Doctor: Computer?

Mr. Adams: I'm from Computer Services. I'm here to fix your computer!

I'd Like to Make an Appointment

Receptionist: Good morning, can I help you?

Patient: Yes, I'd like to make an appointment with the doctor.

Receptionist: Is tomorrow at 4:30 OK?

Patient: No, I want a morning appointment.

Receptionist: How about today at 11:00?

Patient: Yes, that's fine.

Easy Pain**EASY PAIN - PAIN RELIEF PILLS**

For headaches, backaches, stomachaches

Directions for use - Adults (over 12 years): 1-2 pills, three times a day.

Do not take for more than three days.

KEEP AWAY FROM CHILDREN

Sam's Email

To: Tom Smith

Subject: Can't Come to Work

Hi Tom,

I'm sorry - I can't come to work today. I don't feel very well. I have a headache and a sore throat. I have a doctor's appointment this morning .

Let's talk this afternoon.

Best wishes,

Sam

The Body

a hand

an arm

a leg

a foot

a finger

a toe

a head

a face

an eye

a nose

an ear

a mouth

some hair

At the Doctor

a sore throat

a headache

a backache

a stomachache

some pills

a prescription

an appointment

a nurse

a doctor

I have a sore throat.

He has a headache.

She has a backache.

She has a stomachache.

Take these pills three times a day.

Here is a prescription for your headache.

I'd like to make an appointment with the doctor.

She's a nurse.

He's a doctor.

Days of the Week

Sunday	They play football on Sunday.
Monday	She goes to work on Monday.
Tuesday	I study English on Tuesday.
Wednesday	Can I see the doctor on Wednesday?
Thursday	I want to see the nurse on Thursday.
Friday	They go dancing on Friday.
Saturday	We go shopping on Saturday.
today	Let's go out for lunch today!
tomorrow	You can see the doctor tomorrow.

Unit 6 - Shopping for Clothes**You Look Great!**

Mike: That's a nice dress, honey. Try it on.
Ana: OK.
Ana: What do you think?
Mike: You look great.
Ana: Thank you. But, you know, what I really want is a new skirt.
Sales Assistant: Good morning. Can I help you?
Ana: Yes, please. Do you have this in green?
Sales Assistant: Yes, I think so. What size?
Ana: An 8, please.
Sales Assistant: Here you are.
Ana: Thank you.
Ana: What do you think?
Mike: Not bad.
Sales Assistant: Try this shirt, it's on sale.
Ana: Really? Mike, honey. I want to try this shirt.
Ana: Do I look OK?
Mike: You look great. Let's buy it.
Ana: I don't know, maybe a different color? What do you think?
Mike: Ana - I really don't know!
Sales Assistant: We also have these dresses in yellow and pink. They're also on sale.
Ana: Really? Thank you. Mike, just a minute.
Ana: Mike! Mike!
Mike: Oh sorry. Now that's a nice dress. Let's buy it.
Ana: Mike! This is my dress!

How Much Are These Pants?

Sales Assistant: Can I help you, sir?
Customer: How much are these pants?
Sales Assistant: \$30, sir. They're on sale.
Customer: Do you have them in a size 34?
Sales Assistant: Sure. Here you are.
Customer: Thank you.

Sale at Crazy Clothes!

August Sale at Crazy Clothes!

All Men's Pants Half-Price!

30% Off All Dresses!

Opening hours:

Monday - Saturday 10:00 - 5:30

Springfield Shopping Center

Telephone: (305) 245 6678

Ana's Letter

July 7

Dear Mom,

Thank you for the new dress. It looks great! I love the color. Blue is my favorite color. Please can you buy Mike some new pants? He wants a black or brown pair, size medium.

Thanks again.

Love,
Ana

Colors

black a black cat

white a white rabbit

green a green frog

blue a blue shirt

red a red dress

yellow a yellow shirt

pink a pink house

brown a brown dog

Clothes

a hat She has a green hat.

a skirt I have a white skirt.

a shirt The man has a blue shirt.

a T-shirt The boy has a yellow T-shirt.

a jacket He has a black jacket.

a coat She has a blue coat.

shoes The woman has new shoes.

a dress She has a nice dress.

pants He has brown pants.

a sweater He has a nice sweater.

Months

January	My birthday is in January.
February	She starts work in February.
March	We start classes in March.
April	Her birthday is in April.
May	The sale is in May.
June	They finish school in June.
July	We go on vacation in July.
August	She goes shopping in August.
September	They start school in September.
October	He finishes work in October.
November	The party is in November.
December	The sale is in December.

Unit 7 - A Place to Live**So You Want a Roommate?**

Pete: Hi, I'm Pete. I'm here to see the apartment.
Dave: Ah yes. Come in. This is the living room area. That's the air conditioning...
Pete: Nice.
Dave: This is the kitchen. This is the garden through there.
Dave: Umm... This is the bedroom.
Pete: Great. How much is the rent?
Dave: Umm... Excuse me.
Dave: Mike?
Mike: Yes, that's right. I'm here to see the apartment.
Dave: Come in.
Mike: So, you want a roommate?
Dave: Er, yes.
Dave: This is the living room.
Mike: It's big. A lot of room for my band.
Dave: Your band?
Mike: Yes, I play in a rock band. Do you like rock music?
Dave: Er, not really.
Nina: Hi, I'm Nina.
Dave: Oh, please, come in.
Nina: Thanks.
Dave: This is the living room.
Nina: Nice.
Nina: Is this your friend?
Dave: No. He just wants to see the apartment.
Nina: Oh.
Dave: This is the kitchen.
Dave: This is the bedroom. He also wants to rent the apartment.
Nina: Oh, really?
Dave: Can I show you the bathroom?
Nina: No that's OK. I've seen enough. Thanks.
Dave: So what do you think?
Nina: Well, I like your apartment. But I don't like your friends. I'll let you know.
Dave: My friends? She doesn't like my friends?

I'd Like to Rent an Apartment

Real Estate Agent: Hello, Thomson Real Estate. Can I help you?
Kate: Yes. I'd like to rent an apartment.
Real Estate Agent: How many rooms do you want?
Kate: I want two bedrooms.
Real Estate Agent: And, where do you want to live?
Kate: I'd like an apartment in the center of town.

Thomson Real Estate

FOR RENT FROM JUNE!

Modern apartment. 2 bedrooms. Big living room.
Good for students - near the college .

FOR SALE FROM OCTOBER!

Small house near the center of town.
3 bedrooms. Nice garden .

Thomson Real Estate Agency
Telephone: (305) 256 4983
Email: john@thomsonreal.com

Kate's Email

To: Thomson Real Estate
Subject: Apartment for Rent

Dear John,

I would like to rent an apartment in the center of town. How much is the rent for a two-bedroom apartment?

My telephone number is 254 8672.

Thank you.
Kate Edwards

Rooms of the House

a bedroom	I go to sleep in the bedroom.
a living room	She watches television in the living room.
a kitchen	We have a small kitchen.
a garden	They have a nice garden.
a dining room	We have dinner in the dining room.
a bathroom	They have a big bathroom.
a garage	He has a big garage.

Furniture

a bath	We have a big bath.
a refrigerator	The milk is in the refrigerator.
a television	They watch movies on television.
a sofa	The sofa is in the living room.
a stove	She has a new stove.
a shower	The shower is in the bathroom.
a table	This is a big table.
a chair	I have a new chair.
a toilet	Where is the toilet?

Adjectives

small	This is a small ball.
old	He is an old man.
big	He has a big ball.
new	He has a new shirt.
nice	That's a nice dress.
young	The baby is very young.
great	This is a great party!
terrible	This is a terrible movie!

Unit 8 - Going Out**Have Fun!**

Liz: Hi Tom.
Tom: Hi Liz. Do you want to go out to the movies?
Liz: Oh, sorry Tom. I'm going dancing with Steve.
Tom: Oh, well have fun.
Liz: Bye.
Tom: Bye.
Tom: Hey Sam.
Sam: Hi.
Tom: Are you going to a football game?
Sam: Yeah, I have tickets to the big game tonight.
Tom: Oh. Can I come?
Sam: Sorry. I'm going to the game with Ben.
Tom: Well, have fun.
Sam: Bye.
Tom: Bye.
Laura: Hi, I'm Laura. I live next door.
Tom: That's right. We're neighbors.
Laura: Yes. I can't get into my apartment. My roommate has my key and he finishes work late tonight.
Tom: Would you like to wait here?
Laura: Yes, thanks.
Tom: I'm Tom. Please come in.
Tom: Hey man.
Sam: Hey.
Tom: How was the game?
Sam: Terrible, it rained.
Tom: Hey, good night.
Liz: Ouch!
Tom: Oh Liz.
Liz: Oh, my feet!
Tom: How was your party?
Liz: Steve is a terrible dancer.
Tom: Do you want to go out to eat?
Laura: Sounds good.
Tom: Do you like Italian food?
Laura: I love Italian food!
Tom: Great. Let's go.

What Do You Want to Do Tonight?

Steve: What do you want to do tonight?
Liz: Let's see a movie.
Steve: OK. Where do you want to meet?
Liz: Um, let's meet at my apartment, around 9:00?
Steve: Great!

Movie City**Movie City**

103 Main Street, Springfield, NY, 11375
Movies for Week of May 15-21

Evening in London

1hr 40 min
Showtimes: 2:00, 4:00, 6:00, 8:00, 10:00

The Girl Next Door

2 hrs 10 min
Showtimes: 12:30, 3:15, 5:45, 8:15, 10:40

For tickets, call: (305) 578 2457 or visit our website: www.moviecity.com

Tom's Email

To: Laura Green
Subject: Let's Go to a Movie!

Hi Laura,

How are you?

Do you want to go to a movie tonight? Let's meet at my apartment around 6:00 and we can go together.

Best wishes,
Tom

Hobbies

watching television	She likes watching television.
studying	She likes studying English.
reading	She loves reading books.
dancing	They love dancing.
playing football	We like playing football.
going out	She likes going out with friends.
shopping	She loves shopping.
going to the movies	We like going to the movies.

Places

a school	The children go to school in the morning.
an office	They work in an office.
a post office	The post office is open in the morning.
a bank	She works in a bank.
a restaurant	Let's go to a restaurant!
a hospital	The doctor works in a hospital.
a police station	The police officer works in a police station.
a supermarket	Let's buy some food in the supermarket!