English Connect 2

FOR LEARNERS
Welcome to EnglishConnect 2. The ability to speak English will be a great blessing in your life. English skills can lead to better employment, help you pursue educational opportunities, expand your circles of friends and acquaintances, and help you in many other ways.

As shown in the diagram above, this course is part of a larger product called EnglishConnect. Take a moment to review the diagram above and see what EnglishConnect offers. Also, take time to think how this particular course can help you in the near future.

Because the purpose of this course is to help you develop basic English speaking skills, EnglishConnect 2 activities focus on vocabulary, listening, and conversation practices.

This course requires you to be able to access the internet and different technologies (apps, and so on) in order to review, practice, and learn outside class. Like developing any other skill, constant practice and time will help you develop English speaking skills. So, practice as much as you can in and outside class. Be constant and diligent in your efforts, and have fun while learning.

As you work with others to achieve the course’s objectives, you will experience the blessings of sacrifice, work, self-reliance, and love. Your positive attitude, preparation, and dedication will improve your life and the lives of those around you.

Best wishes!
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WHY ARE YOU LEARNING ENGLISH?

Welcome to EnglishConnect. Learning English can help you pursue educational opportunities, seek better employment, and expand your circle of friends. The EnglishConnect lessons will help you build speaking and conversation skills. These lessons do not teach English reading and writing. You can learn English reading and writing skills in other EnglishConnect courses.

Before you begin, decide why you are learning English, and write down your reasons. When you feel discouraged, look at what you wrote. Remembering why you are learning English can help you stay motivated.

I'm learning English because

In order to successfully learn English, it is important that you:

○ Practice English every day. A little practice every day is better than a lot of practice on only a few days.
○ Make weekly English goals. These should be specific, such as “I will learn 20 new words.” Write down your goals and record your progress.

It is also important to decide what, when, where, and how you will study.

WHAT WILL YOU STUDY?

The EnglishConnect Learner’s Manual

This book will help you during your EnglishConnect course. It contains activities for each lesson and other helpful resources. However, you cannot learn English from this book alone. For this reason, it is important that you attend class each week.

○ Bring this book to class each week.
○ Write in this book to take notes and to complete activities.
○ Review the current lesson vocabulary, and learn the homework vocabulary in the vocabulary appendix.
○ Preview the lesson for next week’s class.
○ Use the lesson appendix (in the back of the book) to review the grammar you use in class.

My English Practice Plan

EnglishConnect courses come with a plan to help you practice English 10+ hours every week and keep track of your practice time. Use this plan to record the hours you spend practicing and to track your progress. My English Practice Plan suggests several ways you can practice.

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

**My Foundation**

In many areas, My Foundation is a class taught as a companion to EnglishConnect English classes. My Foundation helps individuals learn and live principles that lead to spiritual and temporal self-reliance. This 20-minute class is usually run by a class president, who assigns group members to facilitate a discussion of a principle from the My Foundation manual.

**WHEN, WHERE, AND HOW WILL YOU STUDY?**

**Study tips**

○ Choose a place that works best for your study habits.
○ Choose a consistent time of day to study and practice English.
○ Find a native speaker or someone who is learning English to practice with outside of class.
○ Speak English as much as possible, both in and outside of class. If you don't know how to say something in English, try to describe it using words you know.
○ Make a list of the new words you learn. Review this list often, perhaps by making flash cards or by using a vocabulary notebook.
○ If you have access to the internet, you can review each week's lesson by watching the video from each Listening section online.

Learning a new language is a process that requires time, patience, and persistence. It can also be exciting and fun! Congratulations on your decision to learn and practice English with EnglishConnect.
# My English Practice Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Attend Class</th>
<th>Complete the Invitation to Act</th>
<th>Review Vocabulary from Last Class</th>
<th>Practice Homework Vocabulary</th>
<th>Practice Conversation from Last Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>1 hour</td>
<td>.5 hours</td>
<td>1 hour</td>
<td>1 hour</td>
<td>.5 hours</td>
</tr>
</tbody>
</table>

<p>| | | | | | | | | | |
| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th>PREVIEW VOCABULARY FOR NEXT CLASS</th>
<th>DUOLINGO</th>
<th>SPEAKING PARTNERS</th>
<th>OTHER ENGLISH PRACTICE</th>
<th>TOTAL HOURS SPENT LEARNING ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5 hours</td>
<td>2 hours</td>
<td>1 hour</td>
<td>3 hours</td>
<td>10.5 hours</td>
</tr>
</tbody>
</table>
INTRODUCTION TO *EnglishConnect*

**Objectives**

1. I will learn how the EnglishConnect course can help me learn English.
2. I will learn how to use My English Practice Plan.
3. I will learn to respond to classroom requests.
4. I will learn to make classroom requests.

**Why are you studying English?**

1. After you write why you are learning English on the Introduction page, explain to a partner why you want to learn English. You may do this in your native language.
2. Write a specific goal that you will try to achieve while you are in this English course. For example, “I will learn 20 new vocabulary words each week.” You may do this in your native language.

**Goal:**

---

**What will you study?**

Read about the EnglishConnect 2 learner manual and My English Practice Plan in the Introduction, and look at the My English Practice plan chart on pages viii and ix. Ask questions if you do not understand any part of My English Practice Plan. You may do this in your native language.

**Where, when, and how will you study?**

Think about *where, when,* and *how* you study best. Write down your thoughts. Share your thoughts with a partner. You may do this in your native language.

**Where:**

**When:**

**How:**
WARM-UP

Target Phrases

Please     Could you spell that, please?
Thank you  Could you repeat that, please?

Vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>desk, chair</td>
<td>look at, listen to</td>
</tr>
<tr>
<td>computer,  screen</td>
<td>repeat, sit down</td>
</tr>
<tr>
<td></td>
<td>return to, stand up</td>
</tr>
<tr>
<td>board</td>
<td>focus, write</td>
</tr>
</tbody>
</table>

LESSON CONVERSATION AND ACTIVITY

Conversation

A = Instructor, B = Learner

A: Please quiet down and return to your seat.
B: OK.
A: Look at page 1 in your book. Listen to the sentence and then repeat: “I’m from Germany.”
B: I’m from Germany.

Activity

Give commands to a partner.
A: Please pay attention and look at the board.
B: OK. (partner looks at the board)

WRAP-UP

Summary

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

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

Invitation to Act

Review and fill out My English Practice Plan this week. Make flash cards with the vocabulary words you don’t know and practice them.
LESSON 2: INTRODUCTIONS
What do you like to do?

WARM-UP
Objectives
1. I will learn to introduce myself.
2. I will learn to introduce other people.

Grammar

<table>
<thead>
<tr>
<th>I</th>
<th>you</th>
<th>don’t like</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>we</td>
<td>he/she/it</td>
</tr>
<tr>
<td></td>
<td>they</td>
<td>doesn’t like</td>
</tr>
</tbody>
</table>

to (verb)

Vocabulary

Japan
Germany
Mexico
The United States

Write some countries near your country:

Verbs
- watch (sports, TV)
- play (soccer, the violin)
- cook
- shop
- sing
- sew
- listen (to music)
- travel

LESSON CONVERSATION AND ACTIVITIES

Conversation
A: Hi! I’m Susan. What’s your name?
B: I’m Romy. Where are you from, Susan?
A: I’m from Canada. What about you?
B: I’m from Germany, and this is my friend Ashley. She’s from the United States. She likes to travel and so do I. What about you? What do you like to do?

Pronunciation Principle: Linking and Reducing Words

In English, people put stress on the important words in a phrase. This means they make parts of some words longer and louder than the other words in the sentence. They say the other words very quickly and they sound shorter.

What about you? What do you like to do? = Whadabouchoo? Whadyooliketadoo?
What does she like to do? = Whadasheeliketadoo?

LEARNING STRATEGY

Set a language learning goal that is meaningful. Ask yourself, “What do I want to do with English?”
Instructor-Guided Practice

1. “I’m _____, I’m from _____, I like to _____, What about you? Where are you from? What do you like to do?”
2. “This is _____, He’s from _____, He likes to _____, but he doesn’t like to _____.”
3. “We like to _____, but we don’t like to _____.”
4. “They like to _____, but they don’t like to _____.”

Activity 1
Talk about the people in the pictures. Where do you think each person is from? What does each person like to do?

Raul

Kota

Lisa

Activity 2
Talk with a partner about what you like and what you don’t like.

<table>
<thead>
<tr>
<th>I like to . . .</th>
<th>I don’t like to . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>My partner likes to . . .</td>
<td>1.</td>
</tr>
<tr>
<td>My partner doesn’t like to . . .</td>
<td>3.</td>
</tr>
</tbody>
</table>

Now introduce your partner to another group.

Listening

www.mormon.org/sarahg

1. Name three countries Sarah visited.
2. Where is she from?

WRAP-UP

Summary

Now I can . . .

- 1. introduce myself.
- 2. introduce other people.

Now I know . . .

Invitation to Act

Teach someone how to introduce a friend in English.
LESSON 3: INTERESTS
What do you like doing?

WARM-UP

Objectives
1. I will learn to talk about my likes and dislikes.
2. I will learn to ask others what they like doing.
3. I will learn to talk about others’ likes and dislikes.

Grammar

<table>
<thead>
<tr>
<th>I</th>
<th>you</th>
<th>don’t like</th>
<th>to (verb)</th>
<th>you</th>
<th>don’t like</th>
<th>to (verb) + ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>we</td>
<td>like</td>
<td>they</td>
<td>they</td>
<td>likes</td>
<td>he/she/it</td>
</tr>
<tr>
<td>he/she/it</td>
<td>he/she/it</td>
<td>doesn’t like</td>
<td>likes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

Verbs
- swim
- play (games, sports)
- write
- paint
- cook
- dance
- jog
- read

Adjectives
- fun
- interesting
- boring
- relaxing
- tiring
- challenging

LESSON CONVERSATION AND ACTIVITIES

Conversation
A: So, what do you like doing?
B: I don't like playing sports.
A: Why not?
B: Because it's tiring. What are some things you don't like doing?
A: I don't like reading because it's boring.

A: Well, I like writing.
A: Really? Why do you like doing that?
B: I like it because it's relaxing. What do you like doing?
A: I like playing basketball because it's good exercise.

Pronunciation Principle: Syllables

Write the number of syllables in each word next to it in the box.

swimming exciting games writing
challenging jogging piano sports

LEARNING STRATEGY

Set a language learning goal that is specific, such as “I want to learn 20 new words weekly.”
Instructor-Guided Practice

A: So, what do you like doing?
B: Well, I like ____________________.
A: Really? Why do you like doing that?
B: I like it because __________. What do you like doing?
A: I like __________ because ________________.
B: I don’t like ____________________.
A: Why not?
B: Because _________. What are some things you don’t like doing?
A: I don’t like ___ because ________________.

Activity 1

What do these people like doing?

Ahmad
Cho
David

Activity 2

Find someone who . . .

likes writing ____________________
doesn’t like playing sports ________________
likes playing games ____________________
doesn’t like jogging ____________________
likes dancing ____________________
doesn’t like reading ____________________
likes cooking ____________________
doesn’t like painting ____________________

Listening

www.mormon.org/sunday

1. Name three things Sunday likes doing.

WRAP-UP

Summary

Now I can . . .

☐ 1. talk about my likes and dislikes.
☐ 2. ask others what they like doing.
☐ 3. talk about others’ likes and dislikes.

Now I know . . .

Invitation to Act

Ask 3 people what they like doing and what they don’t like doing.
LESSON 4: FAMILY AND FRIENDS
Who is in your extended family?

WARM-UP

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

Target Phrases
Who is in your extended family? I have __two uncles and one cousin__.
Tell me about your __uncle__.
He/She is __intelligent__.
How old is he/she?
My __cousin__ is __7__ years old.
Does he/she work?
Yes, he/she does. No, he/she doesn’t.
Where does he/she work?
He/She works at __the bank__.

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

Personality
- funny
- intelligent
- athletic
- artistic

Appearance
- tall/short
- fat/thin
- old/young

LESSON CONVERSATION AND ACTIVITIES

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

Pronunciation Principle: Question Intonation
Yes/No Questions
Example: Does your uncle work?

“Wh” Questions
Example: Where does he work?

Practice:
Do you like swimming? How old is your brother? What about you? Do you have any cousins?
What do you like to do? Does he like his job? Is your mother tall? Where do you work?

LEARNING STRATEGY
Start a vocabulary notebook. Write down the words and phrases you learned today. Use them during the week.
Instructor-Guided Practice

A: Who is in your extended family?  
B: I have __________________.  

A: How old is your ____________?  
B: He/She is _____ years old.  

A: Does your ________________ work?  
B: Yes, he/she does.  

A: Where does he/she work?  
B: He/She works at __________________.  

A: Tell me about your ____________.  
B: He/She is __________________.  

Activity 1

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

Activity 2

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

Listening

www.mormon.org/nelisa

1. Name three family members living with Nelisa.

WRAP-UP

Summary

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

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

Invitation to Act

Ask a friend about his or her extended family. Practice describing your family in English.
LESSON 5: FAMILY AND FRIENDS
What is your family like?

WARM-UP

Objectives

1. I will learn to describe and compare myself to you.
2. I will learn to describe my family and friends.
3. I will learn to compare myself, my family, and my friends.

Grammar (pattern only for 1-syllable adjectives)

| I am | (adjective) +er than you him her them my sister my uncle my mother |
| you are | we are | they is |

Vocabulary

married/single bald blue/brown/green eyes beard long/short hair glasses

1-Syllable Adjectives
taller/shorter bigger/smaller younger/older louder/quieter*

* Quiet can be used with -er and more/less.

Longer Adjectives
more/less intelligent more/less beautiful more/less athletic more/less generous more/less thoughtful more/less patient more/less quiet* more/less outgoing

LESSON CONVERSATION AND ACTIVITIES

Conversation

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

Pronunciation Principle: Sentence Stress

Repeat with the instructor:

“My dad is short.”
“My dad has a beard.”
“He’s really funny.”
“He’s bald and he wears glasses.”

LEARNING STRATEGY

Make flash cards for new vocabulary so you can practice new words during the day.
Instructor-Guided Practice

1. tall “I am _____ than ______.”
2. short “I am _____ than ______.”
3. old “I am _____ than ______.”
4. loud “I am _____ than ______.”
5. young “I am _____ than ______.”
6. outgoing “He/she is more/less _____ than ______.”
7. athletic “He/she is more/less _____ than ______.”
8. patient “He/she is more _____ than my mother.”
9. intelligent “He/she is more _____ than a professor.”
10. beautiful “He/she is more _____ than a model.”

Activity 1

Talk about the people in the pictures. Compare them to each other.

Susan and her mom

Sam and Helen

Anaya and Yash

Activity 2

Describe yourself and your partner. Put adjectives in the boxes (for example, “I am tall,” “We are both quiet,” “My partner is short”).

Now talk to another group. Talk about how your partner compares to you.

Listening

www.mormon.org/vance

1. How does Luis Vance describe his two daughters?
2. How does Luis’s wife describe him?

WRAP-UP

Summary

Now I can . . .

Now I know . . .

☐ 1. describe and compare myself to you.
☐ 2. describe my family and friends.
☐ 3. compare myself, my family, and my friends.

Invitation to Act

Teach someone how to compare two people in English.
LESSON 6: FEELINGS AND EMOTIONS
How are you?

WARM-UP

Objectives

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

Target Phrases

Are you all right? Is something wrong?
Is everything OK? How are you feeling?
Why are you feeling __sad__? What happened?
I'm sad because __my grandmother is sick__.
I feel nervous when __I speak in front of people__.

Showing Empathy

I'm sorry that you feel __sad__.
Sorry about __your grandmother__.

Vocabulary

Feelings and Emotions

happy
surprised
bored
tired
frustrated

mad
embarrassed
afraid
sad
angry

LESSON CONVERSATION AND ACTIVITIES

Conversation

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

A: Wow! *I'm sorry. Is he mad at you?*
B: Yeah, it's because I broke his phone. *People often say “I'm sorry” in American culture to show compassion and empathy. When you say “I'm sorry,” it does not always mean that you did something wrong.*

Pronunciation Principle: Sounds of the Letter a

1. Listen to and repeat these words with your instructor.
   
   mad, sad, can, am, had
   
   hat, hot, an, on, last, lost

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

LEARNING STRATEGY

A useful phrase to use in class is “How to do you say __________ in English?”
Instructor-Guided Practice

1. I feel **happy** when _________________.
2. I feel **bored** when _________________.
3. I feel **nervous** when _________________.
4. I feel **frustrated** when _________________.
5. I feel **afraid** when _________________.
6. I’m **embarrassed** because _________________.
7. I’m **mad** because _________________.
8. I’m **sad** because _________________.
9. I’m **angry** because _________________.
10. I’m **surprised** because _________________.

Activity 1

Your instructor will assign an emotion to you. Think about why you would feel this emotion.

1. happy
2. surprised
3. bored
4. tired
5. frustrated
6. embarrassed
7. afraid
8. sad
9. angry

Activity 2

Partner A

happy

tired

Partner B

bored

mad

Listening

www.mormon.org/shawni

1. What does Shawni like to do?
2. How does Shawni feel if she doesn’t “catch the moments”?

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

Learn 5 new words for emotions and write a sentence with each word. Bring them back next time to show your instructor. (See the homework vocabulary in the back of the manual.)
LESSON 7: INTERESTS
Will you help me?

WARM-UP

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

Target Phrases

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

Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation: Asking for Help

A: Hey, can you pick Sarah up after school today?
B: Actually I can't because I have a meeting at that time. Sorry.
A: OK. Could you give her a ride to school tomorrow morning? I need to take John to the doctor.
B: Unfortunately, that won't work either. I've got to make an important phone call at 8:00 a.m.
A: OK, I'll drop her off tomorrow.
B: But what about tomorrow afternoon? I could pick her up then.
A: Oh, can you?
B: Yeah.
A: That would be wonderful! I'll take John to the doctor tomorrow afternoon then.
B: All right, sounds like a plan.

Pronunciation Principle: Sounds of the Letter a

Listen to and repeat these words after your instructor:

- say
- hay
- a-ble
- A-my
- Da-vid
- may
- mad
- pay, pad
- hap-py
- play
- pa-per
- cap-tain
- gram-mar
- a-gent
- tray
- ap-ple

LEARNING STRATEGY

Don't be afraid to ask someone to repeat something. For example, “Could you repeat that, please?”
## Instructor-Guided Practice

<table>
<thead>
<tr>
<th>A: Will you ___________?</th>
<th>A: Can you ___________?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Yes/No, _____________</td>
<td>B: Yes/No, _____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A: Would you ___________?</th>
<th>A: Could you ___________?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Yes/No, _____________</td>
<td>B: Yes/No, _____________</td>
</tr>
</tbody>
</table>

### Activity 1

Use “Will you . . . ?” “Would you . . . ?” “Can you . . . ?” and “Could you . . . ?” to ask other learners for help.

<table>
<thead>
<tr>
<th>I need someone to help me . . .</th>
<th>Name of the person who will help:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

### Activity 2

Act it out! What questions would you use in these situations? What vocabulary would you use? Act out the situation with a partner.

**Situation 1**
A parent asks a child to clean her room.

**Situation 2**
A boy wants to borrow a toy from a friend.

**Situation 3**
A businesswoman needs to set a meeting with her boss.

**Situation 4**
A boy wants help on schoolwork from a parent.

**Situation 5**
A boss wants a worker to send an email.

**Situation 6**
A woman wants help from a friend.

### Listening

www.mormon.org/erick

1. What happened to Erick?
2. Why did the other soldiers tease Erick?

### WRAP UP

**Summary**

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ 1. ask for help.</td>
<td></td>
</tr>
<tr>
<td>○ 2. understand commands.</td>
<td></td>
</tr>
</tbody>
</table>

**Invitation to Act**

Ask questions this week using the polite forms (will you, would you, can you, and could you).
WARM-UP

Objectives

1. I will learn to describe where I live.
2. I will learn to ask where you live.
3. I will learn to talk about why I like or don't like living where I live.

Grammar

Where do you live?
Do you like living there?
Why do you like living there?

I live on 251 West Third street.
It's in a safe part of Philadelphia.
My home is noisy.
I like/don't like living there because it's lively.

Vocabulary

Places
- city
- town
- village
- neighborhood
- street
- avenue
- road

Adjectives to Describe Places
- safe / unsafe
- quiet / noisy
- not crowded / crowded
- historic / new
- peaceful / lively
- beautiful / ugly

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Where do you live?
B: I live on 231 Baker Street. Do you know that area?
   It's in a lively part of Jackson.
A: Oh yeah. Do you like living there?
B: Not really. My house is small, and there's a lot of traffic. It's pretty noisy and not very safe.
A: That's too bad. I live on 1612 Orange Grove Road. It's in a historic part of Gulfport.
B: Oh yeah. How do you like it?
A: I love it! The neighborhood is quiet, and the houses are old and beautiful.
B: That sounds nice! I'd like to move to a place like that someday.

Pronunciation Principle: the letter o

The letter o in English can have two sounds:
- no – not
g0 – got
so – sock

Practice
doc-tor hel-lo of-fice o-kay of soc-cer Mex-i-co jog shop o’clock con-tact his-to-ric jog-ging

LEARNING STRATEGY

Take small opportunities to practice English. Write lists in English, or if you use a computer or cell phone, switch the language to English. Watch English TV.
Instructor-Guided Practice

A: Where do you live?
B: I live on _______. It's in a ______ part of ______.
A: Do you like living there?
B: Yes/No, because ______. Where do you live?
A: I live on _______. It's in a ______ part of ______.
B: Do you like living there?
A: Yes/No, because ______.

Activity 1

Talk with a partner about what you like and what you don't like about where you live.

<table>
<thead>
<tr>
<th>I like where I live because . . .</th>
<th>I don't like where I live because . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>My partner likes where he or she lives because . . .</td>
<td>1.</td>
</tr>
<tr>
<td>My partner doesn't like where he or she lives because . . .</td>
<td>3.</td>
</tr>
</tbody>
</table>

Activity 2

Draw a map of where you live. What is close to your home?

Listening

www.mormon.org/kristy

1. Where does Kristy live?
2. What does she love about her city?

WRAP-UP

Summary

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

☐ 1. describe where I live.
☐ 2. ask where you live.
☐ 3. talk about why I like or don't like living where I live.

Invitation to Act

Draw a map of where a friend or family member lives. Bring it next time and be ready to explain to the class what is close to where the friend or family member lives.
LESSON 9: AT HOME
Where did you grow up?

WARM-UP
Objectives
1. I will learn to describe where I grew up.
2. I will learn to talk about what I was like when I was younger.

Grammar

<table>
<thead>
<tr>
<th>To Be (Past)</th>
<th>To Have (Past)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
</tr>
<tr>
<td>you</td>
<td>were</td>
</tr>
<tr>
<td>we</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
</tr>
<tr>
<td>he/she/it</td>
<td>was</td>
</tr>
</tbody>
</table>

Adjective
- well-behaved
- athletic

Prepositional Phrase
- in front of the house
- near the park

I
- you had
- we had
- they had
- he/she/it had

Noun
- a dog
- a lot of friends
- a big house
- a small car

Vocabulary

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

mean
angry
obedient / disobedient
respectful / disrespectful
wild
calm

Prepositions (review)
- next to
- across from
- near to
- close to
- far from
- between
- in front of

LESSON CONVERSATION AND ACTIVITIES

Conversation
A: Where did you grow up?
B: I’m from Utah. Have you heard of Orem?
A: Yes! Where in Orem?
B: Honestly, I don’t remember exactly where. I was very young. My house was next to a big park and there was a school across the street. But later we moved.

A: I don’t remember much about my house when I was younger, but we lived near a grocery store. So, what were you like when you were little?
B: I was actually kind of shy, mostly well-behaved. I had a lot of friends though.

Pronunciation Principle: the letters i and y

Practice
- Chi-na
- lit-tle
- Fri-day
- in-ter-est
- pri-vate
- mis-ter
- sis-ter
- ty-ping
- win-dow
- si-lent

LEARNING STRATEGY

Write in a journal every day in English. This will help you learn to express your thoughts in English.
Instructor-Guided Practice

1. When I was younger I _______ athletic.
2. When I was younger I _______ a big house.
3. When I was younger I _______ one friend.
4. When I was younger I _______ shy.
5. When I was younger I _______ short hair.
6. There _______ a park next to my house.
7. There _______ a lot of kids at my school.
8. There _______ a hotel close to my school.
9. There _______ some trees outside my house.
10. There _______ roses in our backyard.

Activity 1

Use **there was** and **there were** and **had** to describe these pictures in the past tense.

Activity 2

Draw a picture of the house or the neighborhood you grew up in and then describe to your partner what it was like. Also, draw a picture of yourself as a child and talk about what you were like when you were younger.

Listening

www.mormon.org/frank

1. Where did Frank hang out as a kid?
2. Describe his grandmother’s house.
3. What did his grandparents call him when he was young?

WRAP-UP

Summary

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe where I grew up.</td>
<td></td>
</tr>
<tr>
<td>2. talk about what I was like when I was younger.</td>
<td></td>
</tr>
</tbody>
</table>

Invitation to Act

Ask a friend about where he or she grew up. Write about your friend in English. Next time you come to class, share some things about your friend with a partner.
LESSON 10: DAILY ROUTINES
What do you do every day?

WARM-UP

Objectives
1. I will learn to talk about my daily routines.
2. I will learn to ask about the daily routines of others.

Grammar

<table>
<thead>
<tr>
<th>subject</th>
<th>frequency word</th>
<th>verb</th>
<th>subject</th>
<th>verb</th>
<th>frequency phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>always</td>
<td>go shopping</td>
<td>I</td>
<td>go shopping</td>
<td>once a month.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on Thursdays</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

always, usually, sometimes, never, a lot, not at all

Frequency Words:
always, usually, sometimes, never

Frequency Phrases:
every day, every weekend, once a week, once a month, once in a while, right now

Review Words:
get up, take a shower, get dressed, eat breakfast, brush my teeth, go to work, eat lunch, go to school, go home, eat dinner, watch TV, go to bed

LESSON CONVERSATION AND ACTIVITIES

Conversation 1
A: Tell me what you do every day.
B: I usually get up at 7:00 and then I always go to work at 8:00. Sometimes I go out with friends after work.
A: You sound busy. When do you go shopping?
B: I only go about once a month.

Conversation 2
A: What do you do for fun?
B: I go dancing every weekend.
A: Every weekend?! Wow! So, do you play sports as well?
B: Once in a while I play basketball.

Pronunciation Principle: the letter e
me–met  be–bet  we–wet
Write the words you hear

Practice
bed, be, best, help, he, hen, let, ten, we, rest

LEARNING STRATEGY

Find a partner! Having a partner will motivate you both to try harder and not give up.
Instructor-Guided Practice

A: Tell me what you do every day.
B: I usually ________ at ___ and then I always ________ at ____. Sometimes I ________.
A: So, when do you ________?
B: Well, I never ________ during the week.
   I only ________ about once a month.

A: What do you do for fun?
B: I ________ every weekend.
A: Every weekend?! Wow! So, do you ________ as well?
B: Once in a while I ________.

Activity 1
Ask 5 of your classmates to respond to this request: “Tell me what you do every day.” Write the answers and report them to a partner.

<table>
<thead>
<tr>
<th>Person</th>
<th>Answer to “Tell me what you do every day.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Activity 2
Write down activities you do during a typical day (weekday or weekend). Write down at least 8 activities. (Example: On weekdays I get up at 7 o’clock.).

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

Listening

www.mormon.org/kirk
1. What time does Kirk get up every day?
2. What does he do every day?
3. Why does he do this every day?
4. What is an Ironman?

WRAP-UP

Summary
Now I can . . .
☐ 1. talk about my daily routines.
☐ 2. ask about the daily routines of others.

Now I know . . .

Invitation to Act
Pay attention to what you do every evening before you go to bed. Come next class prepared to tell someone what you usually do before you go to bed.
LESSON 11: DAILY AND WEEKLY ROUTINES

What did you do over the weekend?

WARM-UP

Objectives

1. I will learn to talk about what I did over the weekend.
2. I will learn to ask about what others did yesterday.

Grammar

Target Phrases

<table>
<thead>
<tr>
<th>What did you do over the weekend?</th>
<th>How was your weekend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For regular past tense verbs, add -d or -ed to the end of the verb:</td>
<td>For irregular past tense verbs, you need to memorize their forms:</td>
</tr>
<tr>
<td>wanted</td>
<td>liked</td>
</tr>
<tr>
<td>watched TV</td>
<td>stayed home</td>
</tr>
<tr>
<td>Yesterday I watched TV, exercised, and read a book.</td>
<td>I went out with some friends last week.</td>
</tr>
</tbody>
</table>

Vocabulary

Time Phrases

<table>
<thead>
<tr>
<th>yesterday</th>
<th>over the weekend</th>
<th>last weekend</th>
<th>last week / month / year</th>
<th>last Monday / Friday / Saturday</th>
<th>the other day</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>over the weekend</td>
<td>last weekend</td>
<td>last week / month / year</td>
<td>last Monday / Friday / Saturday</td>
<td>the other day</td>
</tr>
</tbody>
</table>

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: What did you do yesterday?
B: I went shopping.
A: Oh, how was it? What did you buy?
B: It was great! I bought some new shoes.
A: Oh really? I actually just bought some shoes a week ago. What kind did you buy?

Conversation 2

A: How was your weekend?
B: It was pretty good. I washed the car, exercised, and had dinner with my grandparents. On Saturday, I went out with some friends. What did you do?
A: I just stayed home, cleaned my room, and watched TV.
B: That doesn't sound very exciting.

Pronunciation Principle: Pronouncing Regular Past Tense -ed Endings

Try to say these words with regular past tense -ed endings.

1. The letter e in the -ed endings of these words is not pronounced (example: cleaned sounds like [cleend]):
   - worked
   - shopped
   - hiked
   - watched
   - liked
   - cooked
   - helped
   - picked
   - dressed
   - played
   - studied
   - cleaned
   - exercised
   - happened
   - prayed
   - planned
   - learned

2. The -ed endings of these words are pronounced with an [id] sound, because they end in t or d (example: wanted sounds like [want-id]):
   - wanted
   - needed
   - painted
   - visited
   - extended
   - adopted
   - decided

LEARNING STRATEGY

Don’t be afraid to speak the language. Making mistakes is normal and OK. You will learn better by using the language as much as you can.
Instructor-Guided Practice

When was the last time you . . .

- went to the movies?
- watched TV?
- cleaned your home?
- visited a friend?
- exercised?
- read a book?
- went shopping?
- ate dinner with your family?

Example: I went to the movies ____________.

Activity 1

Ask and answer these questions with different people in your class. Talk to 3 different people.

1. What did you do yesterday? Answer: Yesterday, I ____________________________.
2. What did you do over the weekend? Answer: Over the weekend, I ____________________________.
3. What did you do last week? Answer: Last week, I ____________________________.
4. What did you do last month? Answer: Last month, I ____________________________.
5. What did you do last year? Answer: Last year, I ____________________________.
6. What did you do two weeks ago? Answer: Two weeks ago, I ____________________________.

Activity 2

With a partner, create a conversation about something you did last week. Prepare to perform your conversation in front of your classmates.

A: ____________________________
B: ____________________________
A: ____________________________
B: ____________________________
A: ____________________________
B: ____________________________

Listening

www.mormon.org/devin

1. What job did Devin have?
2. What happened to change his life?
3. What happened as a result of this?

WRAP-UP

Summary

Now I can . . .

- 1. talk about what I did over the weekend.
- 2. ask about what others did yesterday.

Now I know . . .

Invitation to Act

After this coming weekend, write in your journal about what you did over the weekend. Bring your journal to class next time to share what you wrote with your classmates.
LESSON 12: PAST EXPERIENCES, PART 1
What did you do?

WARM-UP

Objectives

1. I will learn to ask questions about the past.
2. I will learn to talk about what I did and where I was in the past.
3. I will learn to talk about where you were in the past.

Grammar

Common Past Tense Questions:

<table>
<thead>
<tr>
<th>How was . . .</th>
<th>the party?</th>
<th>the movie?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did . . .</td>
<td>she go home early?</td>
<td>you go to the store?</td>
</tr>
<tr>
<td>What did . . .</td>
<td>you do over the weekend?</td>
<td>she do last night?</td>
</tr>
</tbody>
</table>

Vocabulary

Review Past Tense Verbs

<table>
<thead>
<tr>
<th>eat</th>
<th>► __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>► __________</td>
</tr>
<tr>
<td>see</td>
<td>► __________</td>
</tr>
<tr>
<td>read</td>
<td>► __________</td>
</tr>
<tr>
<td>travel</td>
<td>► __________</td>
</tr>
<tr>
<td>visit</td>
<td>► __________</td>
</tr>
</tbody>
</table>

Past Tense Time Phrases

- yesterday
- one / two / a few days ago
- one / two / a few years ago
- last week
- last month
- last year
- on Saturday

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Hey, where were you on Friday? Why didn’t you come to the party?
B: I wanted to come, but I had to work. How was it? What did you guys do?
A: It was fun. We played some games and then we watched a movie.
B: Did you see Halina there?
A: Yes, I did, but I didn’t talk to her much ’cause she left pretty early.

Pronunciation Principle: the letters i and y

Read these words with a partner, practicing the pronunciation (some of them are review words):

<table>
<thead>
<tr>
<th>u-su-al-ly</th>
<th>dur-ing</th>
<th>rain-y</th>
<th>win-dy</th>
<th>dri-zle</th>
<th>fif-teen</th>
<th>win-dow</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td>din-ner</td>
<td>sing</td>
<td>snow-y</td>
<td>Chi-na</td>
<td>mo-vie</td>
<td>si-lent</td>
</tr>
</tbody>
</table>

LEARNING STRATEGY

Consistent practice is better than studying a lot for one day. Find time each day to practice.
### Instructor-Guided Practice

1. Question: What _________ yesterday?  
   Answer: I went to a movie yesterday.
2. Question: What _________ last night?  
   Answer: We went shopping last night.
3. Question: How _________ the party?  
   Answer: The party was really fun!
4. Question: _________ at the party?  
   Answer: No, I didn’t see Sam at the party.
5. Question: Why _________ early?  
   Answer: I went home early because I was tired.

### Activity 1

Tell your partner what Raul did yesterday.  
Tell your partner what Janet did yesterday.

![Images of Raul and Janet doing activities]

### Activity 2

**A: Suspect.** Tell the detective why you are not guilty. What did you do at 10 p.m. last night?

At 10 p.m. last night, I ____________________________

**B: Detective.** Write the name of the suspect and what he or she did last night.

1. Suspect _________  
   Suspect’s story ____________________________
2. Suspect _________  
   Suspect’s story ____________________________
3. Suspect _________  
   Suspect’s story ____________________________

### Listening

[www.mormon.org/kirk](http://www.mormon.org/kirk)

1. What was Kirk’s first job?
2. What did he do after that?
3. Why did he change jobs?

### WRAP-UP

**Summary**

Now I can . . .  
☐ 1. ask questions about the past.
☐ 2. talk about what I did and where I was in the past.
☐ 3. talk about where you were in the past.

Now I know . . .

**Invitation to Act**

Write down 4 or 5 questions that you can use to ask a partner about what he or she did during the week. For the next class, come prepared to ask a partner the questions you created.
LESSON 13: PAST EXPERIENCES, PART 2
What happened?

WARM-UP

Objectives
1. I will learn to describe a past experience.
2. I will learn to ask about others’ past experiences.

Grammar

<table>
<thead>
<tr>
<th>Time Phrase</th>
<th>What Happened (Options)</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I was 18 years old,</td>
<td>I went to New York City.</td>
<td>1. When I was 18 years old, my family and I went on a trip.</td>
</tr>
<tr>
<td></td>
<td>My family and I went on a trip.</td>
<td>2. When I graduated, I was so happy to be done with school!</td>
</tr>
<tr>
<td>When I graduated,</td>
<td>I was so happy to be done with school.</td>
<td>3. When I finished my last year of university, I moved out of my parents’ house.</td>
</tr>
<tr>
<td>When I finished my last year of university,</td>
<td>I moved out of my parents’ house.</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

Holidays: Christmas, New Year’s Eve
New Verbs: remember

Review Past Tense Verbs
be ► ___________
graduate ► ___________
work ► ___________
travel ► ___________

LESSON CONVERSATION AND ACTIVITIES

Conversation
A: John, where were you yesterday?
B: I went to my son's graduation at the university.
A: Oh really, how was it?
B: It was great! It brought back memories. I actually graduated from that same school 23 years ago.
A: I graduated 20 years ago. Wow! I can't believe it's been so long.
B: Yeah. I remember when I graduated, my friends and I had a big party afterward. We stayed up all night. I was so happy to be done with school.
A: We didn't do anything like that when I graduated. We had a family dinner, but after that I just went home and slept. I was so tired.

Pronunciation Principle: the letter a + silent e

<table>
<thead>
<tr>
<th>at-ate</th>
<th>Sam-same</th>
<th>can-came</th>
<th>plan-plane</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
<td>late</td>
<td>face</td>
<td>save</td>
</tr>
</tbody>
</table>
Read these words with a partner, practicing the pronunciation (some of them are review words):

take | gave | mad | place | fat
cat | date | state | had | an

LEARNING STRATEGY

Listen to English audio while you do other activities such as walking, jogging, cooking, shopping, or household chores.
Instructor-Guided Practice

1. When I was 18 years old, I __________________. 6. I started my first job when I was __________.
2. When I graduated from university, I ______________. 7. I traveled to a different country when I was ____.
3. When I was little, I ________________________. 8. I bought a house when I was ______________.
4. When I was a teenager, I ______________________. 9. My first child was born when I was __________.
5. When I got married, I ________________________.

Activity 1

What did you do on New Year’s Eve? Write down 4 different things you did on New Year’s Eve.

Activity 2

Tell your partner about an important event in your life. Write some notes below to help you be prepared to talk about it.

When I was

Listening

www.mormon.org/clark

1. What happened when Clark was 14 years old?
2. What happened on New Year’s Eve that year?
3. Who helped him when this happened?

WRAP-UP

Summary

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

○ 1. describe a past experience.
○ 2. ask about others’ past experiences.

Invitation to Act

Write about a past experience in your journal. Use things you learned from this lesson and the previous lesson. Come prepared to share it with a partner during the next class.
LESSON 14: MONEY, SHOPPING FOR FOOD
How much is this?

WARM-UP

Objectives
1. I will learn to talk about shopping for food.
2. I will learn to ask how much something costs.
3. I will learn to understand how much something costs.

Grammar

Target Phrases
How much does this ground meat cost?
How much do these bananas cost?
How much is a bag of apples?
It's 2 dollars a bag.
These grapes are 2 dollars a pound.

Grammar: Count and Non-Count Nouns

Count Nouns:
egg, banana, tomato, apple, carrot, potato
These nouns can be made plural by adding -s or -es:
egg ► eggs
tomato ► tomatoes
Use these or those: These eggs are delicious!

Noncount Nouns:
lettuce, milk, meat, fish, flour, sugar, cereal, bread, cheese
These nouns usually cannot be plural.
Use this or that: That bread smells good!

Vocabulary

Count nouns
egg, banana, tomato, apple, carrot, potato
Noncount nouns
lettuce, sugar, fish, cereal, meat, bread, flour, cheese
Measure and quantity words with nouns
a liter of milk, a bag of apples, a loaf of bread, a bunch of bananas

LESSON CONVERSATION AND ACTIVITIES

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

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

Pronunciation Principle: The Letters ou and ow
1. not/now, pot/pow, not/how, moth/mouth, shot/shout
2. ground, pound, mouth, house, how, now, allow, down, flour

Practice: flour, cost, house, down, noun, hello, from, about, now, lost, long, pound

LEARNING STRATEGY

Think to yourself in English. Practice describing or naming things you have learned.
Instructor-Guided Practice

1. How much ________ cheese?  
   1. ________ a kilo.
2. How much ________ potatoes?  
   2. ________ a bag.
3. How much ________ apples?  
   3. ________ a pound.
4. How much ________ grapes?  
   4. ________ a bunch.
5. How much ________ lettuce?  
   5. ________ a head.
6. How much ________ milk?  
   6. ________ a liter.

Activity 1

1. How much ________ milk cost?  
   1. ________ about ________ a liter.
2. How much ________ eggs cost?  
   2. ________ about ________ a dozen.
3. How much ________ carrots cost?  
   3. ________ about ________ a bag.
4. How much ________ sugar cost?  
   4. ________ about ________ a kilo.
5. How much ________ bread cost?  
   5. ________ about ________ a loaf.
6. How much ________ bananas cost?  
   6. ________ about ________ a pound.

Activity 2

Write a price for each item on the line. You will sell things and shop at the same time. Buy things from your classmates. You have _____. Buy as much as you can for ____ and sell as much as you can. Try to make a profit.

<table>
<thead>
<tr>
<th>______ a kilo</th>
<th>______ a dozen</th>
<th>______ a loaf</th>
<th>What did you sell?</th>
<th>To whom?</th>
<th>For how much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________</td>
<td>1. ________</td>
<td>1. ________</td>
<td>1. ________</td>
<td>1. ________</td>
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<td>5. ________</td>
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<td>5. ________</td>
<td>5. ________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>______ a head</th>
<th>______ a bag</th>
<th>______ a liter</th>
<th>What did you buy?</th>
<th>From whom?</th>
<th>How much was it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________</td>
<td>1. ________</td>
<td>1. ________</td>
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<td>5. ________</td>
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<td>5. ________</td>
<td>5. ________</td>
</tr>
</tbody>
</table>

Listening

www.mormon.org/frank

1. What is the couple making?
2. Name 3 of the ingredients.

WRAP-UP

Summary

Now I can . . .

☐ 1. talk about shopping for food.
☐ 2. ask how much something costs.
☐ 3. understand how much something costs.

Now I know . . .

Invitation to Act

Write down a shopping list in English and estimate (guess) how much each thing will cost. Be prepared for next class to talk about your shopping list with a partner.
LESSON 15: MONEY AND SHOPPING
Do you have anything cheaper?

WARM-UP

Objectives
1. I will learn to describe and compare items and prices.

Grammar

Using Adjectives to Compare

1-Syllable Adjectives:
good ► better
cheap ► cheaper
big ► bigger

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

Longer Adjectives:
expensive ► more / less expensive
affordable ► more / less affordable
compact ► more / less compact
high-tech ► more / less high-tech

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

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

Vocabulary

General vocabulary
afford
good deal
price

Adjectives
expensive / cheap
affordable
compact
high-tech / simple
modern / old-fashioned
tight / loose
comfortable / uncomfortable
dressy / casual

LESSON CONVERSATION AND ACTIVITIES

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

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

Pronunciation Principle: The Letter i in Words with Silent e
1. fin/fine, Tim/time, bit/bite
2. fine, like, five, nine, wife, drive, write, white

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

LEARNING STRATEGY

Review vocabulary whenever you find yourself waiting (for the doctor, at the store, on the phone, and so on).
Instructor-Guided Practice

1. This phone is good. ► That phone is ____________________.
2. These vegetables are cheap. ► Those vegetables are ____________________.
3. His TV is big. ► Her TV is ____________________.
4. This microwave is compact. ► That microwave is ____________________.
5. This phone is high-tech. ► That phone is ____________________.
6. My watch is expensive. ► Your watch is ____________________.
7. These cars are affordable. ► That car is ____________________.

Activity 1

A: I like this M33 smartphone!
B: Yeah, but it's too high-tech. I want a more simple one.

1. 2. 3. expensive / cheap
modern / old-fashioned
uncomfortable / comfortable
big / small
high-tech / simple
tight / loose
dressy / casual

Activity 2

Choose 1 item that you want to sell (phone, car, TV, and so on). Draw 2 different examples of the item for your “store” and give each a price. Talk about your items to your classmates who will buy 1 of them from you.

price: _______ price: _______

Listening

www.mormon.org/sterling
1. What did Sterling buy his wife?
2. Why did he buy it?
3. Was it more or less expensive than the other one?

WRAP-UP

Summary

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

☐ 1. describe and compare items and prices.

Invitation to Act

Next time you go shopping, compare 2 items at the store (for example, 2 shirts). Write down some comparisons. Be prepared to talk about the comparison in the next class.
LESSON 16: IN THE COMMUNITY
Do you know where the museum is?

WARM-UP

Objectives
1. I will learn to talk about where places are.

Grammar

Do you know where the park is?

Yes. It's next to the grocery store.

* The preposition between is a little different. Use it like this: It's between the grocery store and the movie theater.

Prepositions (Review)
- across from
- behind
- far from
- in front of
- close to
- down the street from

Vocabulary

Places
- neighborhood
- movie theater
- museum
- park

Library store
- hospital bakery
- mall police station
- post office restaurant
- bank bus stop

LESSON CONVERSATION AND ACTIVITIES

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

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

Practice: just, sup-er, su-er, u-su-al, but-er, u-nit, un-der, sun-ny, mu-se-um, huge, stu-dent, mu-sic, com-pu-ter, ex-cuse, pro-duce, u-ni-ver-si-ty, run

LEARNING STRATEGY

Don't be afraid to speak the language. Making mistakes is normal and OK. You will learn better by using the language as much as you can.
Instructor-Guided Practice

1. Activity 1

A: Label your neighborhood however you want. Use the places your instructor writes on the board. Explain it to your partner so he or she can draw a map, but do not show your map to your partner.

B: Cover the map on the left and listen carefully to your partner. Try to draw your partner’s map accurately as you listen, but do not look at your partner’s map.

2. Activity 2

Describe the location of a place in town. See if your partner can guess what place you are talking about. For example:

A: “This place is across from the movie theater and down the street from the police station.”

B: “Is it the grocery store?”

Listening

www.mormon.org/mark

1. What city does Mark love?
2. Why does he love it?
3. Why does he love the Millennium Bridge?
4. What is Mark’s job?

WRAP-UP

Summary

Now I can . . .

1. talk about where places are.

Now I know . . .

Invitation to Act

Write about your favorite place in the city where you live. Describe where it is. Be prepared to share what you have written during the next class.
LESSON 17: IN THE COMMUNITY

When is the party?

WARM-UP

Objectives

1. I will learn to talk about future events.

Grammar

How to speak about the future

<table>
<thead>
<tr>
<th>Present</th>
<th>➤ Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>will + base form of verb</td>
<td>There is . . . ➤ There will be a play next Saturday night.</td>
</tr>
<tr>
<td>I will study</td>
<td>It is . . . ➤ It will be at the theater.</td>
</tr>
<tr>
<td>it's . . .</td>
<td>➤ It's going to be great!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>be going to + base form of verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to study</td>
</tr>
<tr>
<td>the festival is today</td>
</tr>
</tbody>
</table>

Ways to invite someone

Do you want to come to the party?       Would you like to come to the movie (with me)?

Vocabulary

Verb                  Time phrases
come                  in [1/2/3] [days/weeks/months]
invite                in a few [days/weeks/months]
bring                 next [week/month/year]

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Hey Steve, are you going to come to Emily's birthday party on Saturday?

B: Nobody told me about it. Where is it going to be?

A: It will be at Christin's house at 7:00. It's a surprise, so don't say anything to Emily.

B: Oh, OK! Do you think it will be all right if I invite Adam to come too?

A: Actually, I talked to him yesterday. He's already planning on it.

B: Should I bring anything?

A: I'm going to bring a salad. Could you bring some drinks?

B: Sure!

A: Great! Well, I have to get going. See you on Saturday.

B: See you!

Pronunciation Principle: The Letters er, ir, and ur

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

Practice: teacher, person, nurse, circus, dessert, Saturday, clerk, shirt, turn

LEARNING STRATEGY

Read short news articles in English. Look up words you don't know. This will increase your vocabulary.
Instructor-Guided Practice

1. What are you going to do in a few days?
   Answer: I ___________ in a few days.

2. What are you going to do this weekend?
   Answer: I ______________ this weekend.

3. What are you going to do next week?
   Answer: I ______________ next week.

4. What are you going to do next weekend?
   Answer: I ______________ next weekend.

5. What are you going to do in a few weeks?
   Answer: I ______________ in a few weeks.

6. What are you going to do next month?
   Answer: I ______________ next month.

Activity 1

**Event:** Concert  
**Time:** 5:00 pm  
**Day:** Sunday  
**Date:** September 14  
**Cost:** $15  
**Location:** South Park  
**Details:** A folk band will perform. Their music is influenced by jazz. There will be refreshments.

Activity 2

**Surprise Birthday Party Plans**—Make plans for a surprise birthday party for a friend. What will you do to celebrate your friend's birthday? Write down some plans and then invite your classmates to come to the party.

Listening

www.mormon.org/sarah

1. What does Sarah like to do at her parties?
2. Would you like to come to her party? Why or why not?

WRAP-UP

Summary

Now I can . . .

☐ 1. talk about future events.

Now I know . . .

Invitation to Act

Write about what you are going to do next week. Write down at least 6 different things that you are going to do. Be prepared to share what you wrote in the next class.
LESSON 18: HOLIDAYS
What are you going to do on New Year’s?

WARM-UP

Objectives
1. I will learn to talk about what I usually do on holidays.
2. I will learn to talk about what I plan to do on a holiday.

Grammar

Using *will probably*

Dave: “I will probably go to a dance." (This means that Dave thinks he will go to a dance, but he is not completely sure.)

Other Examples:
I will probably travel to Europe next year.
There will probably be a parade on New Year’s Day.

Review of how to speak about the future

<table>
<thead>
<tr>
<th>I/am going to + base form of verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will probably go to a dance.</td>
</tr>
<tr>
<td>I will travel to Europe next year.</td>
</tr>
<tr>
<td>There will be a parade on New Year’s Day.</td>
</tr>
</tbody>
</table>

Vocabulary

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Frequency words (review)</th>
<th>Other words</th>
</tr>
</thead>
<tbody>
<tr>
<td>celebrate</td>
<td>A lot — Not at all</td>
<td>traditions</td>
</tr>
<tr>
<td>spend time</td>
<td>always usually often sometimes rarely never</td>
<td>every</td>
</tr>
<tr>
<td>relax</td>
<td></td>
<td>once in a while</td>
</tr>
<tr>
<td>visit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: Hey Dave, what are you going to do on New Year’s Eve?
B: I will probably watch the fireworks and spend time with my family.
A: That sounds like fun.
B: What about you? Do you have any plans?
A: I’m not sure yet—I will probably go to a party or something.

Conversation 2

A: What do you usually do for New Year’s Eve?
B: I often watch fireworks and spend time with my friends, but this year my friends have other plans.
A: Really? Thank you. It’s nice of you to invite me. First, I need to find out how late I will have to work.
B: Well, you’re welcome to come.

Pronunciation Principle: The Letter *a*

1. (al) call, also, salt, all, small, tall, walk, talk
2. (ar) party, park, far, smart, hard, part, large
3. (other [ah] sound words) wash, water, father, squash, taco, pasta

Practice: salt, agent, happy, party, what, small, paper, captain, large, walk, call, daddy, hard

LEARNING STRATEGY

When you’re reading something in English, don’t look up every word. You can understand some words from the context.
Instructor-Guided Practice

I usually ____________ on ____________, but this year I will probably ________________.

I usually ____________ on ____________, but this year I will probably ________________.

I usually ____________ on ____________, but this year I will probably ________________.

I usually ____________ on ____________, but this year I will probably ________________.

I usually ____________ on ____________, but this year I will probably ________________.

I usually ____________ on ____________, but this year I will probably ________________.

Activity 1

Interview 2 classmates and find out what each of them usually does on their favorite holiday. Be prepared to report to the class.

Classmate 1: ___________________________ Classmate 2: ___________________________

__________________________  __________________________

__________________________  __________________________

Activity 2

Think of the next holiday that will happen. With a partner, create a conversation about your plans. Talk about what each of you will probably do on the holiday. You will share your conversation with the class.

A: ____________________________ B: ____________________________

__________________________

__________________________

A: ____________________________ B: ____________________________

__________________________

__________________________

Listening

www.mormon.org/dave
1. How does Dave describe the feeling at a holiday party?
2. Who comes to holiday parties?

WRAP-UP

Summary

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

☐ 1. talk about what I usually do on holidays.

☐ 2. talk about what I plan to do on a holiday.

Invitation to Act

Write about some things that you will probably do on the next important holiday. Be prepared to share what you wrote with a partner in the next class.
LESSON 19: GOING ON VACATION
Where are you going on vacation?

WARM-UP

Objectives
1. I will learn to describe where I am going on vacation.

Grammar

Where are you going on vacation?

<table>
<thead>
<tr>
<th>I'm going camping.</th>
<th>How to talk about the future:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We're going to Hawaii.</td>
<td>I</td>
</tr>
<tr>
<td>We go on vacation every year.</td>
<td>you / we / they</td>
</tr>
<tr>
<td>We will travel by bus.</td>
<td>he / she / it</td>
</tr>
<tr>
<td>We will take a vacation.</td>
<td>I / you / we / they / he / she / it</td>
</tr>
</tbody>
</table>

Vocabulary

Transportation
by train
by bus
by car
by plane
by boat
flying

Places
beach
lake
campsite
mountain
museum
amusement park
theater

Nouns
scenery
sites
tour
Verbs
travel
camp

Vocabulary

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

Practice: please, great, each, bread, three, teach, dead, break, feel, read (past), deal, week, cheap, meat, easy, need

LEARNING STRATEGY

Memorize short poems, sayings, or speeches in English. This can help you practice pronunciation, learn new vocabulary, and become used to English grammar.
Instructor-Guided Practice

I'm going to the beach . . . because I want to relax and swim. I'm going by bus.
lake hike car

city fish train
mountains have fun
amusement park visit museums
explore the scenery

Activity 1

Use the pictures below to plan a weekend vacation. Tell your partner where you will go, when you will go, what you will do there, and how you will get there.

Amusement Park Shopping Museum Theater Beach

Activity 2

The Plans for Your 4-Day Vacation—In this activity you will first write out plans for your 4-day dream vacation. Then, you will share your plans with a partner. Try to think of details that you can talk about.

Day 1 Day 2 Day 3 Day 4

________________________ __________________________ ________________ __________________________
________________________ __________________________ ________________ __________________________
________________________ __________________________ ________________ __________________________
________________________ __________________________ ________________ __________________________

Listening

www.mormon.org/stan
1. Name one thing Stan likes to do.
2. What does Stan build?

WRAP-UP

Summary

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

☐ 1. describe where I am going on vacation.

Invitation to Act

Using the plan that you created in class for a 4-day vacation, write a paragraph describing this vacation. Be prepared to share this with the class.
LESSON 20: HEALTH AND SICKNESS
How often do you visit the doctor?

WARM-UP

Objectives
1. I will learn to talk about healthy habits.
2. I will learn to give health advice.

Grammar
Giving advice

Using **should**:

<table>
<thead>
<tr>
<th>Different ways to give advice:</th>
<th>Example sentences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should . . .</td>
<td>You should go to the doctor.</td>
</tr>
<tr>
<td>You shouldn't . . .</td>
<td>You shouldn't eat so much junk food.</td>
</tr>
<tr>
<td>You need to . . .</td>
<td>You need to sleep more often.</td>
</tr>
<tr>
<td>I think you should . . .</td>
<td>I think you should ice your foot.</td>
</tr>
</tbody>
</table>

Vocabulary

Phrases
- You should . . .
- You shouldn't . . .
- You need to . . .
- I think you should . . .

Verbs
- rest
- exercise
- go to the doctor
- put heat on it
- take some medicine
- ice it
- wrap it

Other Words
- swollen
- red
- bruised
- sprained
- gain weight
- tired
- exhausted

Frequency Words
- once a week
- twice a day
- 3 times a day

LESSON CONVERSATION AND ACTIVITIES

Conversation 1
A: Hey Lisa, how are you today?
B: I'm OK I guess, but honestly, I feel really tired. I felt really tired yesterday too.
A: Oh, that's not good. Do you feel sick?
B: I don't know. I didn't sleep very well last night.
A: If you're not feeling well, you should go home and get some rest.

Conversation 2
A: Hey John, is something wrong?
B: Yeah, I have a headache and I started feeling sick this morning.
A: I'm sorry to hear that. You probably shouldn't be at work. You need to go to the doctor!

Pronunciation Principle: -tion and -sion
1. [shun] comprehension, education, location, vacation, discussion, permission
2. [zhun] confusion, decision, vision, persuasion, revision

Practice: comprehension, prescription, vision, prevention, decision, education, vacation

LEARNING STRATEGY

After you listen to English radio or TV, try to summarize what you heard. This can help you pay attention while you listen. It will also help you practice speaking.
Instructor-Guided Practice

1. A: “I broke my leg.”
   B: You ________ play sports.
2. A: “I have a fever.”
   B: You ________ go to work today.
3. A: “I have a headache.”
   B: You ________ take some medicine.
   B: You ________ come to the party.
   B: You ________ rest until you feel better.
6. A: “I feel really tired.”
   B: You ________ take a nap.

Activity 1

Tell your partner what you think each person should do. You can use should, shouldn’t, need to, and I think he or she should. (For example, “I think she should put some ice on it.) Use the phrases at the right to help.

<table>
<thead>
<tr>
<th>A:</th>
<th>B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. John sprained his ankle. It is swollen and he can’t walk.</td>
<td>1. Put some ice on it.</td>
</tr>
<tr>
<td>2. Carlos fell down the stairs. His knee hurts very badly.</td>
<td>2. Take some medicine.</td>
</tr>
<tr>
<td>3. Paul is exhausted. He keeps falling asleep at work.</td>
<td>3. Sleep more often.</td>
</tr>
<tr>
<td>4. Stephanie woke up with a headache. She feels awful.</td>
<td>4. Stay home from work.</td>
</tr>
<tr>
<td>5. Lisa eats a lot of sweets. She is starting to gain weight.</td>
<td>5. Go to a doctor.</td>
</tr>
<tr>
<td>6. Becca has a stomach ache. She doesn’t want to eat.</td>
<td>6. Avoid playing sports.</td>
</tr>
</tbody>
</table>

Activity 2

Each person has a problem and needs help. You will work with a partner. One of you will be the person in the picture and the other will try to give the person advice. Role-play a conversation for each person.

1. Brittany started feeling sick a month ago. She can’t sleep at night and feels sad all the time. She also doesn’t feel like eating.
2. Juan was playing soccer yesterday with some friends. He hurt his leg. Now he can’t walk. It is very swollen.
3. Beth is pregnant. She feels sick to her stomach every day and has lost a lot of weight. She feels light-headed at work.

Listening

www.mormon.org/lola

1. What health problem does Lola have?
2. What emergency procedure did Lola need?
3. What did Lola learn to be more grateful for?

WRAP-UP

Summary

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1. talk about healthy habits.</td>
<td></td>
</tr>
<tr>
<td>☐ 2. give health advice.</td>
<td></td>
</tr>
</tbody>
</table>

Invitation to Act

Write down a list of things that you think a person should do in order to live a healthy life (for example, “You should . . .”). Come prepared to share your list with a partner in the next class.
LESSON 21: HEALTH AND SICKNESS
How are you feeling?

WARM-UP

Objectives

1. I will learn to describe how I feel to a doctor.

Grammar

Imperatives (commands) | Doctors’ questions and instructions | Review: Giving advice
---|---|---
The imperative is the base form of the verb used to give commands. You usually don’t use pronouns with imperatives. 

**Examples:**
*Take* this medication every day.  
*Don’t exercise* for two weeks. 

**How long have you felt sick?**  
**Where does it hurt?**  
**Take** two pills once a day.  
**Take** this medication with food.  
**Come** back and see me next week.  
**Don’t take** this pill on an empty stomach.  

Vocabulary

<table>
<thead>
<tr>
<th>Problems</th>
<th>Adjectives</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td>awful</td>
<td>medication</td>
</tr>
<tr>
<td>fever</td>
<td>terrible</td>
<td>pills</td>
</tr>
<tr>
<td>headache</td>
<td>weak</td>
<td></td>
</tr>
<tr>
<td>stomachache</td>
<td>light-headed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>core words</th>
<th>pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>oa</em></td>
<td>[o] throat, soap, loaf, boat, goal</td>
</tr>
</tbody>
</table>

Practice: coat, stop, cold, soap, throat, home, box, long, sore, loaf, rose, boat, older, toad

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Hello, Susan, how are you feeling today?
B: Hi, Doctor Green. I don’t feel very well. I have had a headache for three days and my back really hurts. I’m in a lot of pain and I can’t sleep.
A: Hmmm, that doesn’t sound good. Where does your back hurt?
B: It hurts up here, in between my shoulders. I feel a sharp pain every time I move my neck.
A: Did you do something that hurt your back?
B: Well, I tried to lift a heavy box on Monday. [The doctor carefully checks Susan’s back and neck.]
A: I think you pulled a muscle. I want you to take this medication twice a day with food. You should take it right after you eat in the morning and evening. Come back and see me in a week.

Pronunciation Principle: The Letters *oa*

1. [o] throat, soap, loaf, boat, goal

Practice: coat, stop, cold, soap, throat, home, box, long, sore, loaf, rose, boat, older, toad

LEARNING STRATEGY

Read out loud to yourself in English. This is a great way to practice pronunciation.
Instructor-Guided Practice

1. Patient: “I pulled a muscle.”
   Doctor: ____________________.
   Rest for three days.
2. Patient: “I have a fever.”
   Doctor: ____________________.
   Don’t exercise for a few days.
3. Patient: “I have a headache.”
   Doctor: ____________________.
   Drink plenty of water.
4. Patient: “I have a cold.”
   Doctor: ____________________.
   Take this medication.
   Doctor: ____________________.
   Stay home and rest.
6. Patient: “I have a sharp pain.”
   Doctor: ____________________.
   Don’t go in to work tomorrow.

Activity 1

Your partner will be the doctor. Pick a situation and tell the doctor (your partner) about the problem that you have. Describe how you feel. Tell the doctor when the problem started and what happened.

1. You ate some bad food.
2. You got in a car crash.
3. You got hurt playing soccer.
4. You started feeling sick at work.
5. You fell down the stairs.
6. You were attacked by an animal.
7. You got in a fight.
8. You hurt yourself while cooking.

Activity 2

Think of a past injury or problem that you had. If you had to talk to a doctor, how would you describe what happened? Write down some notes. You will be the patient and your partner will be the doctor. Practice describing the experience to the doctor (your partner) and he or she will give you some advice.

Notes about your problem or injury: ____________________
What did the doctor tell you to do? ____________________
____________________
____________________
____________________
____________________

Listening

www.mormon.org/athelia

1. How did Athelia feel when she started to get sick?
2. How did her illness change her life?

WRAP-UP

Summary

Now I can . . . ____________________
1. describe how I feel to a doctor.

Now I know . . . ____________________

Invitation to Act

Ask a friend to tell you about a time he or she was injured or sick. Write down some notes and come to the next class prepared to describe your friend’s experience to a partner.
LESSON 22: SPECIAL OCCASIONS
When is the celebration?

WARM-UP

Objectives
1. I will learn to ask for information about future celebrations.
2. I will learn to answer questions about future celebrations.
3. I will learn to invite others to future celebrations.

Grammar

Ways to invite someone

<table>
<thead>
<tr>
<th>Present tense for future time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to . . .</td>
</tr>
<tr>
<td>Do you want to . . .</td>
</tr>
</tbody>
</table>

Examples:

- “Would you like to go to the party with me?”
- “Do you want to come to a wedding reception with me?”

If you are talking about a planned event or the schedule for an event, you can use present tense to mean the future.

- There is a party on Friday. = There will be a party on Friday.
- The wedding is at the church. = The wedding will be at the church.

Vocabulary

Event vocabulary
- wedding
- graduation
- reception
- birthday
- anniversary
- celebration
- party
- invitation
- refreshments

Questions
- Would you like to . . . ?
- Do you want to . . . ?
- When . . . ?
- What time . . . ?
- Where . . . ?

Time phrases (review)
- in a few days/weeks/months
- next week
- tomorrow night
- soon

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: Hey Brian, did you hear about the wedding?
B: No—who is getting married?
A: Brett and Alisha are!
B: Really? That’s great. When is the wedding?
A: It will be on August 15th at 1:00. They are going to have a reception that evening.
B: I hope they send me an invitation.

Conversation 2

A: Hey Jenny, did you hear? There will be a birthday party for Tom on Saturday.
B: I hadn’t heard anything about it yet. Are you going to go?
A: Yeah. Would you like to go with me?
B: Sure, I would love to. What time will it be?
A: It will be at 7:00. I can come by and pick you up around 6:45. Will that work?
B: Sounds good!

Pronunciation Principle: The Letters w and v

1. [w] we, wedding, weeks, wish, way, will, water, wind, watch, tower, subway, shower, blowing
2. [v] vocabulary, verb, very, vacation, violin, volleyball, vegetables, fever, cover, severe, invitation, invite, every, travel, seven

Practice: will, vocabulary, would, invite, work, evening, five, weak, very, shower, growing

LEARNING STRATEGY

Don’t try to memorize every new English word you hear. This can be overwhelming. Choose words and phrases to learn that are most important for your English learning.
Instructor-Guided Practice

1. Question: __________________?  
   Answer: There will be dancing at the party.

2. Question: __________________?  
   Answer: The wedding will be at 6 p.m.

3. Question: __________________?  
   Answer: The reception will be at the church.

4. Question: __________________?  
   Answer: The graduation will start at 2 p.m.

5. Question: __________________?  
   Answer: There will be refreshments.

6. Question: __________________?  
   Answer: The birthday party will be at my house.

Activity 1

Create two special events (wedding, reception, graduation, and so on) and write down information about them.

Event: Wedding Reception
Time: 7:00 p.m.
Day: Saturday
Date: May 22
Location: Golf Club
Details: There will be dinner, dancing, and fun!

Event: __________________
Time: __________________
Day: __________________
Date: __________________
Location: __________________
Details: __________________

Event: __________________
Time: __________________
Day: __________________
Date: __________________
Location: __________________
Details: __________________

Activity 2

Work with your group to make a plan for the end-of-class celebration. Write down the things that you think you will do. Write down details. For example: How many activities will you do? What order will they be in? What time will it be? Will there be refreshments? Will there be dancing? Prepare to talk about your plans with a partner.

______________
______________
______________
______________

Listening

www.mormon.org/jasons
1. What did Jason's wife dream of when she was a little girl?
2. What was the one problem with how her dream happened?

WRAP-UP

Summary

Now I can . . .

◯ 1. ask for information about future celebrations.
◯ 2. answer questions about future celebrations.
◯ 3. invite others to future celebrations.

Now I know . . .

Invitation to Act

Write down what you think you will do for your next birthday party. Next class, come prepared to share your plans with a partner.
LESSON 23: SPECIAL OCCASIONS
How was the wedding?

WARM-UP

Objectives

1. I will learn to talk about and describe a past event.  
2. I will learn to talk about what I did at an event.

Grammar

How was the wedding?  
What did you do?

It was **boring**.  
We ate a wonderful meal and danced.

We had a good time!  
I saw my **cousin**.  
We gave some gifts to **John**.

Vocabulary

Adjectives  
tiring  beautiful  
long  fun  
boring  bittersweet  
exciting  strange

Nouns  
wedding  bride  
reception  groom  
graduation  gift  
ceremony

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Hey Robyn, how was the wedding?

B: Oh, it was a beautiful ceremony. The bride and groom looked so happy. I cried, of course. It was kind of bittersweet.

A: Did everything go well for the reception?

B: Yes. We did most of the work before the reception so I was able to relax and enjoy it. It was so much fun! We ate a wonderful meal and everyone danced. So many people came! I visited with lots of friends and family members. At the end, there were fireworks. It was great!

A: Well, it sounds like it was a success!

Pronunciation Principle: **-ight**, **-ind**, and **-ild**

1. right, light, might, night, high
2. find, kind, mind, wild, child

Practice: Say these words with your partner. Notice that not all of the words have the same vowel sound for the letter **i**. Circle the words that are pronounced with the vowel like the word **hi**.

<table>
<thead>
<tr>
<th>kind</th>
<th>little</th>
<th>right</th>
<th>will</th>
<th>night</th>
<th>during</th>
</tr>
</thead>
<tbody>
<tr>
<td>dinner</td>
<td>might</td>
<td>sing</td>
<td>light</td>
<td>visit</td>
<td>child</td>
</tr>
<tr>
<td>in</td>
<td>high</td>
<td>drizzle</td>
<td>China</td>
<td>sight</td>
<td>find</td>
</tr>
</tbody>
</table>

LEARNING STRATEGY

When you are listening to English radio or TV, try to repeat out loud what you hear. Imitate the sound of the speaker. This can help you practice English pronunciation.
Instructor-Guided Practice

1. There will be a party next week.  ►
2. We are going to dance at the party.  ►
3. We will have cake and ice cream.  ►
4. My friends will cook some food.  ►
5. The band will play some music.  ►
6. I am going to sing a song.  ►

Activity 1
The Wedding
There will be a big, beautiful cake. The bride will be wearing a long, white dress. All of the bride's family will be there. Her father will walk her down the aisle and there will be beautiful music. Many people will be smiling. It will be such a beautiful day!

The Graduation
Thousands of people will be watching. When the graduates walk up to the stage, everyone will clap and cheer! Everyone will be taking pictures, smiling, and laughing. The graduation speech will be long and boring. When the ceremony is finished, the graduates will throw their hats in the air.

Activity 2
Scene: When you walk into the church, you see:
1. The bride is sitting on the floor, and she is crying.
2. The groom is lying on the floor and has a black eye.
3. The police are taking the father of the bride away.
4. There is a frying pan on the floor in the middle of the room.

What do you think happened? With your group, write a short news article. Talk about what happened at the wedding.

Listening
www.mormon.org/patrice
1. What happened 3 days before Patrice was supposed to get married?
2. How did this affect her wedding?
3. Why was it an "amazing way to start a relationship"?

WRAP-UP
Summary
Now I can . . .

1. talk about and describe a past event.
2. talk about what I did at an event.

Now I know . . .

Invitation to Act

Write down a detailed description of what you did at the last birthday celebration you attended. Come to the next class prepared to talk about it with a partner.
What will you be able to do when you learn English? Imagine what you will do, say, and feel. When you feel discouraged, imagine this again. This can help you stay motivated!
Instructor-Guided Practice

1. When I finish studying English, I plan to _____________________________.
2. When I graduate from college, I plan to _____________________________.
3. When I get married, I plan to _____________________________.
4. When I get a good job, I plan to _____________________________.
5. When I travel to ________, I plan to _____________________________.
6. When I retire, I plan to _____________________________.

Activity 1

Choose 2 people in the pictures below. With a partner, act out a conversation between them. Each person talks about what their future plans are. After finishing, choose 2 different people. Have a new conversation.

Activity 2

Write about what you would like to do 1 year from now, 5 years from now, and 10 years from now. Use phrases like I want to, I hope to, I plan to, and I would like to to talk about your future plans.

1 year from now . . . 5 years from now . . . 10 years from now . . .

______________________________________________________________
______________________________________________________________
______________________________________________________________

Listening

www.mormon.org/jasons

1. What health condition does Jason have?
2. What is his goal?

WRAP-UP

Summary

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

1. talk about my goals and plans for the future.______________________________________________________________

Invitation to Act

Go home and write in your journal about your future plans. Set some goals and write down some things that you will do in order to accomplish your goals.
## LESSON 25: REVIEW

### Vocabulary Review Activity

|------------------|---------------------|---------------------|

### Review Activity 1

Choose a picture to describe to your partner. Describe the family in your picture, mentioning their relationships to each other. Invent information to describe 2 people in detail (name, hobbies, and so on). After both you and your partner describe a family, make 10 comparisons between the people in the pictures.

### Review Activity 2

With your partner, plan an event that could be held somewhere in the community. Think of 5 things that you will do (for example, eat dinner, dance). Invite another partnership to come to your event. Give them directions to the event and describe what you will be doing. You can write notes while you plan the event.
Review Activity 3

Imagine that you attended one of these events. Describe to your partner what you did using past tense verbs.

Reflection

Reflect on the previous English lessons you have participated in during this program.

Name 3 things you learned that were the most helpful to you.

How will you continue improving your English?

What could be better about the program?

Prepare to briefly share your thoughts with the class.

Now I can . . .

- make introductions.
- talk about likes and dislikes.
- talk about extended families.
- describe and compare people.
- describe feelings.
- ask for help.
- describe where I live.
- describe where I used to live.
- talk about daily routines.
- talk about past events.
- describe past experiences.
- talk about prices.
- describe items and compare their prices.
- talk about the location of places.
- talk about future events.
- talk about typical holiday activities.
- talk about vacation plans.
- talk about healthy habits.
- give health advice.
- describe health problems.
- invite someone to a celebration.
- talk about my future goals.
## Lesson 1

Please
Thank you

<table>
<thead>
<tr>
<th></th>
<th>Could you spell that, please?</th>
<th>Could you repeat that, please?</th>
</tr>
</thead>
</table>

## Lesson 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they</td>
<td>like, don't like</td>
</tr>
<tr>
<td>he, she, it</td>
<td>likes, doesn't like</td>
</tr>
</tbody>
</table>

## Lesson 3

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they</td>
<td>like, don't like</td>
</tr>
<tr>
<td>he, she, it</td>
<td>likes, doesn't like</td>
</tr>
</tbody>
</table>

## Lesson 4

Target phrases about family, including:

Tell me about your ________ (sister, uncle, and so on).
How old is she (or he)?
Does he (or she) work?
Where does he (or she) work?

## Lesson 5

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
</tr>
<tr>
<td>you, we, they</td>
<td>are</td>
</tr>
<tr>
<td>he, she, it</td>
<td>is</td>
</tr>
</tbody>
</table>

## Lesson 6

Target phrases about emotions, including:

Are you all right?
Is everything OK?

How are you feeling?
What happened?
Lesson 7

Polite requests

<table>
<thead>
<tr>
<th>Will you . . .</th>
<th>More direct requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you . . .</td>
<td>I need you to . . .</td>
</tr>
<tr>
<td>Can you . . .</td>
<td>I want to . . .</td>
</tr>
<tr>
<td>Could you . . .</td>
<td></td>
</tr>
</tbody>
</table>

Answers

Yes, I will/can . . .
No, I won't/can't . . .

Lesson 8

Where do you live?
Do you like living there?
Why do you like living there?

Lesson 9

To Be (Past)

| I                  | was         | adjective
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>you, we, they</td>
<td>were</td>
<td>well-behaved, athletic</td>
</tr>
<tr>
<td>he, she, it</td>
<td>was</td>
<td>OR</td>
</tr>
</tbody>
</table>

prepositional phrase

in front of the house, near the park

To Have (Past)

| I                  | had         | noun
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>you, we, they</td>
<td>had</td>
<td>a dog, a lot of friends,</td>
</tr>
<tr>
<td>he, she, it</td>
<td></td>
<td>a big house, a small car</td>
</tr>
</tbody>
</table>

Lesson 10

<table>
<thead>
<tr>
<th>subject</th>
<th>frequency word</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>always</td>
<td>study in my room.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>frequency phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>go shopping</td>
<td>once a month.</td>
</tr>
</tbody>
</table>
Lesson 11

Past tense verbs

For most regular verbs, add ed to the end.

<table>
<thead>
<tr>
<th>verb</th>
<th>past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>want</td>
<td>wanted</td>
</tr>
<tr>
<td>like</td>
<td>liked</td>
</tr>
<tr>
<td>exercise</td>
<td>exercised</td>
</tr>
<tr>
<td>work</td>
<td>worked</td>
</tr>
</tbody>
</table>

Memorize the forms of irregular past tense verbs.

<table>
<thead>
<tr>
<th>verb</th>
<th>past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
</tbody>
</table>

Lesson 12

Common past tense questions

How was . . . (the party, the movie)?
Why did . . . (she go home early, you go to the store)?
What did . . . (you do over the weekend, she do last night)?

Lesson 13

Time phrase

<table>
<thead>
<tr>
<th>Time phrase</th>
<th>What happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I graduated,</td>
<td>I moved out of my parents’ home.</td>
</tr>
<tr>
<td>When I was 18 years old,</td>
<td>my family and I went on a trip.</td>
</tr>
</tbody>
</table>

Lesson 14

Count and noncount nouns

<table>
<thead>
<tr>
<th>Count nouns</th>
<th>Noncount nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggs, tomatoes, carrots, bananas</td>
<td>lettuce, milk, meat, flour</td>
</tr>
</tbody>
</table>

Lesson 15

Comparatives

<table>
<thead>
<tr>
<th>1-syllable adjectives: + er</th>
<th>Longer adjectives: less/more + adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>big bigger, cheap cheaper</td>
<td>expensive ➤ more expensive affordable ➤ less affordable</td>
</tr>
</tbody>
</table>

Lesson 16

Prepositions review and expansion

<table>
<thead>
<tr>
<th>across from</th>
<th>close to</th>
<th>next to</th>
</tr>
</thead>
<tbody>
<tr>
<td>behind</td>
<td>far from</td>
<td>down the street from</td>
</tr>
<tr>
<td>between</td>
<td>in front of</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 17
#### Simple future
- **Will + base verb**
  - Example: *I will study* after school.
- **Be going to + base verb**
  - Example: *I am going to study* after school.

### Lesson 18
#### Using will probably with future verbs
- Example:
  - *I will probably* travel to Europe next year.
  - *There will probably* be a parade on New Year’s Day.

### Lesson 19
#### Going + by + mode of transportation
**Review of future**
- Going to + verb
- Will + verb
- We are going by bus.
- We will go by car.

### Lesson 20
#### Giving advice
- *You should* . . .
- *You shouldn’t* . . .
- *You need to* . . .
- *I think you should* . . .
  - Example
    - *You should* go to the doctor.
    - *You shouldn’t* eat so much junk food.
    - *You need to* sleep more often.
    - *I think you should* avoid playing sports.

### Lesson 21
#### Target phrases (doctor’s questions and instructions)
- **How long have you felt sick?**
- **Where does it hurt?**
  - Example
    - Take this medication daily.
    - Don’t exercise for two weeks.

  Imperatives (Commands)
  - Use the base form of the verb.
  - There usually is not a subject.
**Grammar Principles**

**Lesson 22**

Ways to invite someone

Would you like to . . . ?
Do you want to . . . ?

Using present tense for future time

There **is** a party on Saturday. = There **will be** a party on Saturday.
The wedding **is** at the church. = The wedding **will be** at the church.

**Lesson 23**

Target phrases

How did the (wedding) go?
How was the (party)?
It was (beautiful).

**Lesson 24**

Future plans

I want to . . .
I hope to . . .
I plan to . . .
I would like to . . .

**Lesson 25**

Review
Lesson 1

**Vocabulary:**

**Nouns:** desk, chair, board, computer, screen

**Verbs:** look at ____, listen to ____, return to ____, quiet down, pay attention, focus, practice, say, write

Lesson 2

**Countries:** Japan, Germany, Mexico, the United States, nearby countries

**Verbs:** watch (sports, TV), play (soccer, the violin), cook, shop, sing, sew, listen (to music), travel

Lesson 2 HW

**Countries:** Canada, Nigeria, Ethiopia, Egypt, South Africa, India, Israel, Turkey, Taiwan, Korea, Cambodia, the Philippines, Australia, France, Germany, England, Italy, Switzerland, Austria, Russia, Brazil, Peru, Colombia

Lesson 3

**Verbs:** swim, play (games, sports), write, paint, cook, dance, jog, read

**Adjectives:** fun, interesting, boring, relaxing, tiring, challenging

Lesson 3 HW

**Verbs:** going dancing, going bowling, going fishing, going to (museums/the park), visiting my friends, socializing, doing crossword puzzles, playing card games, playing basketball, playing soccer, playing baseball, playing volleyball

Lesson 4

**Extended family:** great-grandmother, great-grandfather, grandmother/grandma, grandfather/grandpa, father-in-law, mother-in-law, brother-in-law, sister-in-law, stepmother, stepfather, stepbrother, stepsister, aunt, uncle, cousin, niece, nephew

**Adjectives:** funny, intelligent, athletic, artistic, tall, short, fat, thin, old, young

Lesson 4 HW

**Nouns:** grandparents, granddaughter, grandson, grandchildren, family gathering, family reunion, relatives, newlyweds

**Adjective:** adopted

**Phrases:** My parents are divorced. My parents are separated. My parents are married.
LESSON AND HOMEWORK (HW) VOCABULARY

Lesson 5

Words used to describe someone: married, single, bald, blue/brown/green eyes, beard, long/short hair, glasses

1-syllable adjectives: taller, shorter, bigger, smaller, younger, older, louder, quieter*

Longer adjectives: more/less intelligent, more/less beautiful, more/less athletic, more/less generous, more/less thoughtful, more/less patient, more/less quiet*, more/less outgoing

Lesson 5 HW

1-syllable adjectives: kinder, nicer, stronger, weaker, balder, darker, lighter

Longer adjectives: energetic, cheerful, competitive, funnier, prettier

Lesson 6

Feelings and emotions: happy, surprised, bored, tired, frustrated, mad, embarrassed, afraid, sad, angry

Lesson 6 HW

Feelings and emotions: amused, arrogant, calm, competitive, courageous, creative, distracted, enthusiastic, exhausted, grouchy, guilty, jealous, patient, responsible, rude, selfish, uneasy, uplifting, wild, youthful

Lesson 7

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

Lesson 7 HW

Requests: Will you . . . Would you . . .
I need you to . . . I want you to . . .
Can you . . . Could you . . .
Please . . . need to, have to, can, can't

Lesson 8

Places: city, town, village, neighborhood, street, avenue, road

Adjectives: safe, unsafe, quiet, noisy, not crowded, crowded, historic, new, peaceful, lively, beautiful, ugly

Lesson 8 HW

Adjectives: busy, expensive, inexpensive, popular, polluted, modern, dry, humid,

Prepositions of location: on the coast, in the mountains, near a lake, near the ocean, by the desert

* quiet can be used with -er and more/less
# LESSON AND HOMEWORK (HW) VOCABULARY

## Lesson 9

**Adjectives:** outgoing, kind, happy, athletic, energetic, well-behaved, silly, shy, mean, angry, obedient, disobedient, respectful, disrespectful, wild, calm

**Past tense phrases:** There was, there were

**Preposition Review:** next to, across from, near to, close to, far from, between, in front of

## Lesson 9 HW

**Adjectives:** friendly, funny, helpful, honest, neat, patient, creative, talkative, brave, careful, bossy

## Lesson 10

**Frequency words:** always, usually, sometimes, never

**Frequency phrases:** every day, every weekend, once a week, once a month, once in a while, right now

**Actions:** eat, study, work, listen to music, get up, take a shower, get dressed, eat breakfast, brush my teeth, go to work, eat lunch, go to school, go home, shop, dance, play sports, eat dinner, watch TV, go to bed, shop, dance, play sports

## Lesson 10 HW

**Actions:** go grocery shopping, do laundry, do chores, exercise, go to the doctor/dentist/mechanic, go on a date, go dancing, visit relatives, go ice skating (ice skate), go snowboarding (snowboard), go to a concert, get my hair cut, get sick

## Lesson 11

**Time phrases:** yesterday, over the weekend, last weekend, last week/month/year, last Monday/Friday/Saturday, a week ago, the other day

## Lesson 11 HW

## Lesson 12

**Past tense verbs:** ate (eat), took (take), saw (see), read (read), traveled (travel), visited (visit)

**Past tense time phrases:** yesterday, one/two/a few days ago, one/two/a few years ago, last week, last month, last year, on Saturday

## Lesson 12 HW

**Past tense irregular verbs:** went (go), did (do), said (say), made (make), got (get), found (find), had (have), gave (give), came (come), told (tell), caught (catch), fell (fall), left (leave), brought (bring)

## Lesson 13

**Holidays:** Christmas, New Year’s Eve

**Verbs:** remember, be (was, were), graduate (graduated), work (worked), travel (traveled)
# LESSON AND HOMEWORK (HW) VOCABULARY

## Lesson 13 HW

**Past tense irregular verbs:** wrote (write), taught (teach), spent (spend), ran (run), paid (pay), built (build), kept (keep), held (hold), forgot (forget), thought (think), known (know), began (begin), met (meet), sat (sit), became (become)

## Lesson 14

**Count nouns:** egg, banana, tomato, apple, carrot, potato

**Noncount nouns:** fish, lettuce, meat, flour, sugar, cereal, bread, cheese

**Measure and quantity words:** a liter of milk, a loaf of bread, a bag of apples, a bunch of bananas, a head of lettuce, a kilo of meat, a pound of fish, ounce, pound, kilogram

## Lesson 14 HW

**Count nouns:** strawberries, nuts

**Noncount nouns:** meat, chicken, beef, pork, cheese, butter, juice, soup, rice, wheat, flour, corn, noodles, broccoli

**Can be count or noncount nouns:** mango, pineapple, coconut, kiwi, watermelon, beans

**Measure and quantity words with nouns:** a cup of tea, a glass of water, a quart of ice cream, a bag of chips, a can of soup

## Lesson 15

**General vocabulary:** afford, good deal, price

**Adjectives:** expensive, cheap, affordable, compact, high-tech, simple, modern, old-fashioned, tight, loose, comfortable, uncomfortable, dressy, casual

## Lesson 15 HW

**General vocabulary:** charge, expenses, fee, saving, payment, fine, penalty, estimated, rate, toll, taxes, tuition, payment

## Lesson 16

**Places:** neighborhood, movie theater, museum, park, library, hospital, mall, post office, bank, store, bakery, police station, restaurant, bus stop

## Lesson 16 HW

**Places:** airport, church, cathedral, fire station, gas station, garage, grocery store, convenience store, book store, department store, stadium, health club, bowling alley, city hall, government building, embassy
## Lesson 17

**Verbs:** come, invite, bring

**Time phrases:** in (1/2/3) (days/weeks/months), in a few (days/weeks/months), next (week/month/year)

## Lesson 17 HW

**Nouns:** play, picnic, fair, parade, race, school performance, concert, rodeo, fundraiser, circus, elections, celebration

## Lesson 18

**Verbs:** celebrate, spend time, relax, visit

**Other vocabulary:** traditions, every, once in a while

**Frequency words (review):** always, usually, often, sometimes, rarely, never

## Lesson 18 HW

**Nouns:** independence holiday, festival, vacation, national holiday, religious holiday, festivities

**Frequency words:** frequently, seldom

## Lesson 19

**Transportation:** by train, by bus, by car, by boat, by plane, flying

**Places and nouns:** beach, lake, campsite, mountain, museum, amusement park, theater, scenery, sites, tour

**Verbs:** travel, camp, hike, fish, swim, unwind, relax, explore, get away, try new food

## Lesson 19 HW

**Activities:** backpacking, biking, boating, sightseeing, surfing, skiing, sailing, rock climbing

**Places:** fair, summer camp, water park, zoo, nightclub, art gallery, aquarium, national park, island

## Lesson 20

**Phrases:** You should . . . , You shouldn't . . . , You need to . . . , I think you should . . .

**Verbs:** rest, exercise, put heat on it, ice it, wrap it, take some medicine, gain weight

**Adjectives:** swollen, red, bruised, sprained, tired

**Frequency words:** once a week, twice a day, 3 times a day
LESSON AND HOMEWORK (HW) VOCABULARY

Lesson 20 HW

**Verbs:** elevate, stretch, bathe, rub, cover, take it easy, avoid

**Nouns:** specialist, doctor’s note, referral, prescription, drugs, physician, prevention, diet, surgery, treatment, ointment

**Adjectives:** mild, severe, exhausted

Lesson 21

**Problems:** cold, fever, headache, stomachache, sharp pain, pull a muscle, sore throat, broken (bone, leg, arm), cut, scrape, burn, bruise

**Adjectives:** sick, awful, terrible, weak, light-headed, dizzy, tired

**Other nouns:** medication, pills

Lesson 21 HW

**Problems:** flu, chills, runny/stuffy nose, cough, sore muscle, stiff muscles, diarrhea, gas, cramps, ulcer, sprain, heartburn, sunburn, rash, earache, body aches, insomnia, allergies, dry/watery eyes

**Adjectives:** dizzy, nauseous, constipated

Lesson 22

**Nouns:** wedding, graduation, reception, birthday, anniversary, celebration, party, invitation, refreshments

**Questions:** Would you like to . . . ? Do you want to . . . ? When . . . ? Where . . . ? What time . . . ?

**Time phrases (review):** soon, next week, in a few days/weeks, tomorrow night

Lesson 22 HW

**Nouns:** announcement, funeral, condolences, best wishes, congratulations, gift, special occasion, engagement, bridal shower, baby shower, retirement

**Verbs:** invite, announce

**Places:** at the church, at the park, at the school

Lesson 23

**Adjectives:** tiring, long, boring, exciting, beautiful, lots of fun, bittersweet, strange

**Nouns:** wedding, reception, graduation, ceremony, bride, groom, gift

Lesson 23 HW

**Adjectives:** wonderful, amazing, awesome, surprising, strange, awful, frightening, horrible, creepy

**Activities:** got together, visited, watched fireworks, dressed up, chatted, danced

**Activities (wedding, reception):** walked down the aisle, toasted the bride and groom, threw the bouquet
### Lesson 24

**Future plans:** I want to . . ., I hope to . . ., I plan to . . ., I would like to . . . (get married, have children, move to . . ., buy a house, travel, get a job, get a raise, go to college, study engineering, get a degree)

**Areas of study:** business, education, chemistry, science, biology, engineering, math, English

### Lesson 24 HW

**Areas of study:** teacher, scientist, bank teller, cashier, salesperson, fisherman, architect, doctor, nurse, artist, photographer, restaurant owner, engineer, farmer, politician

### Lesson 25

**Review**