LESSON 1: INTRODUCTORY LESSON
Why are you learning English?

INTRODUCTION TO ENGLISH CONNECT

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>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>To attend</td>
<td>4. Whiteboard</td>
</tr>
<tr>
<td>To participate</td>
<td>5. Volunteer organization</td>
</tr>
<tr>
<td>To pay attention</td>
<td>6. Commitment</td>
</tr>
</tbody>
</table>
LESSON CONVERSATION AND ACTIVITIES

Common Phrases

1. “Does that make sense?”
2. “What’s up?”
3. “Do you get it?”
4. “What’s that?”

Conversation 1: Checking for understanding
A: Does anyone have any questions?
B: No, it makes sense!
A: Alright good. Should we move on?
B: Yes! Let’s move on!

Conversation 2: Asking a question
A: Excuse me – I have a question.
B: Of course! How can I help?
A: How do you pronounce this word?
B: It’s pronounced “attention”.

Activity 1
Give commands to a partner:
A: Make sure to get here on time next week!
B: Okay, I won’t be late I promise!
A: Don’t forget to bring a pencil next time!
B: Okay I won’t.

Think of other commands you can give to a partner and practice them.

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

Vocabulary

Verbs
1. To collect stamps
2. To introduce
3. To think
4. To judge
5. To want

Nouns
1. Humor
2. Ability
3. Characteristic
4. Mood

Adjectives
1. Outgoing
2. Awkward
3. Big-hearted

LESSON CONVERSATION AND ACTIVITIES

Common Phrases
1. "Naturally good"
2. “Don’t judge a book by its cover”
3. “Big-hearted”
4. “Break the ice”

Conversation 1: Talking to a friend
A: Hey, remember when we first met?
B: Yeah it was kind of awkward, right? But after we broke the ice and got used to each other, we became great friends.
A: I agree. Honestly at first I thought you had some weird characteristics.
B: Don't judge a book by its cover. Our personalities match pretty well.

Conversation 2: Talking about interests
A: So, what are you interested in?
B: I like horseback riding and rock climbing. What about you?
A: I don't rock climb very much, but I do love horseback riding.
B: Really! I had plans to go next week with my sister. She is naturally good at any physical activity. I wish I had that same ability.

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? = Whadasheelleliketadoo?

LEARNING STRATEGY

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

Conversation

A: Hey! How are you?  
B: I’m doing great, how about you?  
A: Good, just a little tired from ________ all day.  
B: You ________? We should totally do that together some time!

A: So, what are you interested in?  
B: I like _______ and _______. What about you?  
A: I don’t ______ very much, but I do love ______.  
B: Really! I had plans to do that next week; would you like to come with me?  
A: I’d love to, but I’m busy until the end of the month.  
B: Okay, maybe we can go later!

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](Image)

![Kota](Image)

![Lisa](Image)

Activity 2

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

<table>
<thead>
<tr>
<th>My partner likes to . . .</th>
<th>I like to . . .</th>
<th>I don’t like to . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My partner doesn’t like to . . .</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
</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>
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<tr>
<th>I</th>
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<th>like</th>
<th>don’t like</th>
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<th>(verb) + ing</th>
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<tbody>
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<td>we</td>
<td>he/she/it</td>
<td>likes</td>
<td></td>
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</tbody>
</table>

Vocabulary

Verbs
1. To be talented
2. To hang out
3. To calm down

Adjectives
4. Entertaining
5. Refreshing
6. Exciting

LESSON CONVERSATION AND ACTIVITIES

Common Phrases
1. “To pick up a hobby”
2. “To stay in shape”
3. “To be into something”
4. “I’m crazy about”
5. “Couch potato”

Conversation 1: Catching up with a friend
A: Hey! Long time no see! How have you been?
B: I’m doing fine, but recently I’m really stressed because of work.
A: I think you need to relax. Maybe you can pick up a hobby.
B: Like what? I’m not really into anything.
A: Find something entertaining!

Conversation 2: Doing homework
A: Steve! You have been playing video games for too long! You need to stop being a couch potato.
B: But mom, homework is too boring. Can’t I do it tomorrow?
A: Homework isn’t supposed to be exciting. Wouldn’t a new change be refreshing?
B: But mom, studying just isn’t my style.
A: Well you need to discover a way to like it! Now go!

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

#### Conversation

| A: Hey! Long time no see! How have you been? | A: _____, you need to do your homework! |
| B: I'm doing fine, but _________________. | B: But mom, ______________. |
| A: I think you need to ______________. | A: When you get older, ______________. |
| B: Like what? | B: But mom, ______________. |
| A: ______________. | A: You just need to ______________. |

#### Activity 1

**What do these people like doing?**

**Ahmad**

**Cho**

**David**

#### Activity 2

**Talk with a partner and be ready to share about them to the class:**

1. What are their interests? Do they have any hobbies?
2. When did they start those hobbies?
3. Why do they like to do those things?

#### Listening

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

1. Name 3 things that Sunday likes to do.

#### WRAP-UP

**Summary**

<table>
<thead>
<tr>
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<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>○ 2. ask others what they like doing.</td>
<td></td>
</tr>
<tr>
<td>○ 3. talk about other's likes and dislikes.</td>
<td></td>
</tr>
</tbody>
</table>

**Invitation to Act**

Write 5 sentences about your favorite hobby or interest.
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 other’s extended families.

Target Phrases

Who is in your extended family?
Tell me about your ___ uncle ___.
How old is he/she?
Does he/she work?
Where does he/she work?

I have ___ two uncles and one cousin ___.
He/She is ___ intelligent ___.
My ___ cousin ___ is ___ 7 ___ years old.
Yes, he/she does. No, he/she doesn’t.
He/She works at ___ the bank ___.

Vocabulary

Nouns
1. Ancestors
2. Family reunion
3. ___-in-law

Verbs
4. To realize
5. To be rude
6. To crawl

LESSON CONVERSATION AND ACTIVITIES

Common Phrases

1. “Happily married”
2. “Breadwinner”
3. “Live separate”
4. “To take sides”

Conversation Family

A: So, tell me about your family.
B: Well, my parents are happily married and I have three younger brothers.
A: Three brothers? Wow that must be fun.
B: It’s been a busy house ever since my youngest brother started crawling.
A: Did you ever fight with your younger brothers?
B: We were never rude to each other, but we would fight sometimes. The hardest part was deciding whose side to take.
A: That must’ve been an adventure for your parents. I don’t think you realize how lucky you are to have a big family.
B: What is your family like?
A: Not as big as yours. I only experience that big family feeling at family reunions.

 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?
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 . . .  
1. talk about my extended family.
2. ask questions about others’ extended family.
Now I know . . .

Invitation to Act
Ask a friend about his or her extended family. Practice describing your family in English.
ENGLISH CONNECT INTERMEDIATE

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)

<table>
<thead>
<tr>
<th></th>
<th>am</th>
<th>(adjective) -er than</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td></td>
<td>we</td>
<td>him</td>
</tr>
<tr>
<td></td>
<td>they</td>
<td>her</td>
</tr>
<tr>
<td></td>
<td>he/she</td>
<td>them</td>
</tr>
</tbody>
</table>

Vocabulary

Adjectives
1. Dark
2. Chubby
3. Old-fashioned
4. Overweight/Underweight
5. Skinny
6. Tan

LESSON CONVERSATION AND ACTIVITIES

Common Phrases
1. "Nobody’s perfect"
2. "Down-to-earth"
3. "Heavy build"
4. "First hand"

Conversation 1: My dad

A: My dad is shorter than my mom. He’s really down-to-earth and intelligent, but he’s a little old-fashioned.

B: Really? What’s your mom like?

A: She is quiet and skinny. I’m more like my mom, but I’m shorter than her.

Conversation 2: Your cousin

A: I saw your cousin last week, he got really tan!

B: You saw him first hand? He must have gotten home from vacation. He went to Florida for spring break. Where’d you see him?

A: I saw him working out at the gym; I think he lost some weight too. The last time I saw him he was a little chubby.

Pronunciation Principle; Sentence Stress

"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

Activity 1
What kind of activities do you enjoy doing with your family? Plan with your partner what activities you can do at a family reunion and share it with the class.

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

Now I know . . .

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?  Showing Empathy
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_.

Vocabulary

Emotions
1. Embarrassed
2. Ashamed
3. Excited
4. Hurt
5. Jealous
6. Grumpy

LESSON CONVERSATION AND ACTIVITIES

Common Phrases
1. “To feel blue”
2. “To feel let down”
3. “Butterflies in your stomach”
4. “You can say that again”

Conversation 1: Auditions

A: Hey! How are you?
B: Not so great – I’m really nervous about this audition.
A: It’ll be fine – you’ll do great. Why are you so worried?
B: I really don’t want to let myself down.
A: Don’t think like that! It’ll go well!

Conversation 2: Proposal

A: Tim looks like he’s got butterflies in his stomach.
B: You can say that again. He is going to propose to his girlfriend.
A: Ah that’s so exciting! Do you think she will say yes?
B: Of course! They have known each other for years!

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

Practice
1. I feel **happy** when ____________________.  
6. I’m **embarrassed** because ____________________.
2. I feel **bored** when ____________________.  
7. I’m **mad** because ____________________.
3. I feel **nervous** when ____________________.  
8. I’m **sad** because ____________________.
4. I feel **frustrated** when ____________________.  
9. I’m **angry** because ____________________.
5. I feel **afraid** when ____________________.  
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
<table>
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<tr>
<th>Now I can . . .</th>
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<td>○ 2. ask you how you feel</td>
<td></td>
</tr>
<tr>
<td>○ 3. show empathy</td>
<td></td>
</tr>
</tbody>
</table>

Invitation to Act

What is your favorite emotion? Why? Write 5 sentences about it.
**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>Yes, I will/can clean my room.</td>
</tr>
<tr>
<td>Would you fix my bicycle?</td>
<td>I want you to pick up your sister.</td>
<td>No, I won't/can't pick her up</td>
</tr>
<tr>
<td>Can you lend me your pencil?</td>
<td></td>
<td>because I have a meeting.</td>
</tr>
<tr>
<td>Could you pick up your sister?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**

**Verbs**

1. To take care of
2. To lend / borrow
3. To pick up / drop off

**Possessive adjectives**

1. My
2. Your
3. Our
4. Their
5. His / Her / Its

**Nouns**

1. Chores
2. Groceries
3. Favor

**Lesson Conversation and Activities**

**Common Phrases**

1. “No ifs and’s or but’s”
2. “Big deal”
3. “Sit around”
4. “ASAP”
5. “Leave me alone”

**Conversation 1: Clean your room**

A: Carl! You need to clean your room ASAP!
B: But mom...
A: No ifs and’s or but’s! Now!
B: Ugh fine. It’s not that big of a deal.

**Conversation 2: Grab me a water**

A: Hey can you grab me a water bottle?
B: I’m kind of busy sorry.
A: Busy? You have been sitting around all day!
B: Yeah you’re right. I’ll grab you a water, one sec.

**Pronunciation Principle: Sounds of the Letter a**

Listen to and repeat these words after your instructor:

<table>
<thead>
<tr>
<th>say</th>
<th>may</th>
<th>hay</th>
<th>a-ble</th>
<th>A-my</th>
<th>Da-vid</th>
</tr>
</thead>
<tbody>
<tr>
<td>hay, had</td>
<td>may, mad</td>
<td>pay, pad</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice saying these words with a partner:

<table>
<thead>
<tr>
<th>a-gent</th>
<th>hap-py</th>
<th>play</th>
<th>pa-per</th>
<th>cap-tain</th>
<th>gram-mar</th>
</tr>
</thead>
<tbody>
<tr>
<td>na-tion</td>
<td>tray</td>
<td>ap-ple</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Learning Strategy**

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

**Question Practice**

A: Will you _________?
B: Yes/No, ______________.

A: Would you _________?
B: Yes/No, ______________.

A: Can you _________?
B: Yes/No, ______________.

A: Could you _________?
B: Yes/No, ______________.

**Activity 1**


I need someone to help me . . .

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________

Name of the person who will help:

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________

**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>
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<td></td>
</tr>
<tr>
<td>○ 2. understand commands.</td>
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</table>

**Invitation to Act**

Ask questions using the polite forms (**Will you**, **would you**, **can you**, and **could you**).
LESSON 8: AT HOME
Where do you live?

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.

Vocabulary
Nouns
1. Suburb
2. Intersection
3. Highway
4. Rural
5. Urban
Verbs
6. To look around

LESSON CONVERSATION AND ACTIVITIES
Common Phrases
1. "In the first place"
2. "Home sweet home"
3. "Brand-new"
4. "Block the traffic"

Conversation 1: Moving
A: Where do you live?
B: I live on Stillwater road. It's about 20 minutes away from the highway.
A: It's probably a big change to live in a brand-new area, is it hard at all?
B: Before we moved here we looked around a bit. I knew we would love it.
A: How do you like living in a more rural area?
B: Honestly I like it more than urban areas. I wish I had moved here in the first place.
A: Do you think you'll ever miss the city?
B: Definitely not. There are no crazy drivers out here to block all of the traffic.

Pronunciation Principle: the letter o
The letter o in English can have two sounds:
no – not go – got so – sock
Practice
doc-tor he-lo of-fice o-kay off 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>2.</td>
</tr>
<tr>
<td>3.</td>
<td>4.</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. What do Kristy’s children not ‘know how to do’?
2. What does she love about her city?

WRAP-UP

Summary

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

O 1. describe where I live.
O 2. ask where you live.
O 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.
Where did you grow up?

### Objectives

1. I will learn to talk about my relationships with others.
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>Adjective</th>
<th>To Have (Past)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
<td>I</td>
</tr>
<tr>
<td>you</td>
<td>were</td>
<td>you</td>
</tr>
<tr>
<td>we</td>
<td></td>
<td>we</td>
</tr>
<tr>
<td>they</td>
<td></td>
<td>they</td>
</tr>
<tr>
<td>he/she/it</td>
<td>was</td>
<td>had</td>
</tr>
</tbody>
</table>

- I am
- you are
- we are
- they are
- he/she/it is

### Possessive adjectives

- my
- our
- his/her/its

### Vocabulary

**Adjectives**

1. Cheerful
2. Energetic
3. Weird
4. Diligent
5. Calm
6. Well-behaved

### LESSON CONVERSATION AND ACTIVITIES

**Common Phrases**

1. “Blurt out”
2. “Make fun of someone”
3. “Put up with something”
4. “Open up to”

**Conversation 1: Childhood friends**

A: Hello, do you remember me?
B: Yes! And I remember always playing frisbee with other children in the neighborhood.

A: Oh yes! You lived in my neighborhood when we were little.
B: And we always used to come to your house for ice cream.

A: Yeah! We used to play soccer and baseball together.
B: My mom was awesome for always putting up with us.

A: I remember, and back then you weren’t very well-behaved.
B: Maybe if I didn’t always make fun of the weird kids she would’ve given me more ice cream.

A: You were the calm one and I was always the loud one that got us into trouble.
B: Really? My mom loved you! She always thought you were so energetic and cheerful.

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

**Practice**

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

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

Activity 1

In each of the columns, write down what qualities you had when you were a child, and what characteristics you have now. Share with a partner what has changed.

Then                                      Now

Activity 2

Write down four family members or friends you have a good relationship with. Tell your partner what kind of personalities they have and why you are close to them.

1. __________________________ 3. __________________________
2. __________________________ 4. __________________________

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

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

☐ 1. talk about my relationships with others.
☐ 2. talk about what I was like when I was younger

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 and a partner.
LESSON 10: DAILY ROUTINE
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

- subject frequency word verb frequency phrase
  - I always go shopping on Thursdays.
  - I go shopping once a month.

Vocabulary

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

Common Phrases

1. “Busy as a bee”
2. “Cramming”
3. “Pressed for time”
4. “Make one’s day”

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: What is your day usually like?
B: Lately I’ve been really pressed for time. I have to stay up late cramming for tests, and then I rarely have time to eat good meals.
A: That’s horrible! Why don’t you take a break? Sometimes breaks are really necessary.

B: Well let’s go, I’ll take you out to eat. You’re a busy bee and don’t have time to worry about food, but I’ll get something for you.
A: Wow thanks! You just made my day.

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.

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 . . .

Now I know . . .

1. talk about my daily routines.
2. ask about the daily routines of others.

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

<table>
<thead>
<tr>
<th>Target Phrases</th>
<th>Grammar: Past Tense Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you do over the weekend?</td>
<td>For regular past tense verbs, add -ed or -ed to the end of the verb:</td>
</tr>
<tr>
<td>How was your weekend?</td>
<td>wanted, liked, exercised, worked</td>
</tr>
<tr>
<td>It was great!</td>
<td>watched TV, stayed home, shopped, studied</td>
</tr>
<tr>
<td>Yesterday, I watched TV, exercised, and read a book.</td>
<td>go ➔ went, sleep ➔ slept, have ➔ had, buy ➔ bought</td>
</tr>
<tr>
<td>I went out with some friends last week.</td>
<td>read ➔ read, see ➔ saw, eat ➔ ate, come ➔ came</td>
</tr>
</tbody>
</table>

Vocabulary
1. Eventually
2. Manage
3. The other day
4. Right now
5. Every
6. Ago

LESSON CONVERSATION AND ACTIVITIES

Common Phrases
1. “Over the weekend”
2. “Use time wisely”
3. “Time flies when you’re having fun”
4. “In a little bit”

Conversation 1: The weekend
A: What do you plan to do over the weekend?
B: I'm not sure yet. I think I'm going to make a plan in a little bit. You?
A: School starts next week, right?
B: No way! It seems like just the other day summer started.
A: You know what they say: Time flies when you’re having fun.
B: You’re right. It’s really easy to waste time.

Conversation 2: Summer break

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

<table>
<thead>
<tr>
<th>When was the last time you . . .</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>went to the movies?</td>
<td>exercised?</td>
</tr>
<tr>
<td>watched TV?</td>
<td>read a book?</td>
</tr>
<tr>
<td>cleaned your home?</td>
<td>went shopping?</td>
</tr>
<tr>
<td>visited a friend?</td>
<td>ate dinner with your family?</td>
</tr>
</tbody>
</table>

Activity 1

Talk with a partner and plan the perfect weekend trip. How would you use your time?

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 . . . Now I know . . .

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

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.
LEARNING STRATEGY

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What ________ yesterday?</td>
<td>I went to a movie yesterday.</td>
</tr>
<tr>
<td>What ________ last night?</td>
<td>We went shopping last night.</td>
</tr>
<tr>
<td>How ________ the party?</td>
<td>The party was really fun!</td>
</tr>
<tr>
<td>Was Sam ________ at the party?</td>
<td>No, I didn’t see Sam at the party.</td>
</tr>
<tr>
<td>Why ________ early?</td>
<td>I went home early because I was tired.</td>
</tr>
</tbody>
</table>

### Activity 1

Tell your partner what Raul did yesterday.

Tell your partner what Janet did yesterday.

### 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

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

### WRAP-UP

**Summary**

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1. ask questions about the past.</td>
<td></td>
</tr>
<tr>
<td>☐ 2. talk about what I did and where I was in the past.</td>
<td></td>
</tr>
<tr>
<td>☐ 3. talk about where you were in the past.</td>
<td></td>
</tr>
</tbody>
</table>

**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.
**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**

1. To be awkward
2. Sweet
3. Outcome
4. Overcome
5. Desire
6. Stubborn

**LESSON CONVERSATION AND ACTIVITIES**

**Common Phrases**
1. “In shock”
2. “Hit the jackpot”
3. “Never in a million years”
4. “I could have died”

**Conversation**

A: Tell me how your presentation went!
B: Oh it was so awkward. I forgot to bring my data so I had nothing to show.
A: What was the outcome? Did you get a good grade?
B: I thought your teacher was really stubborn! How did that happen?
A: Actually I got a B-. Never in a million years did I think that would be possible.
A: I don’t know. I was just so in shock that I didn’t bother to ask.

**Pronunciation Principle: the letter a + silent e**

at-ate          make
late            late
Sam-same       face
same

can-came       game
save
plan-plane     made

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

take          gave          mad

cat           date          state

**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___________________________.
2. When I graduated from university, I___________________.
3. When I was little, I_______________________________.
4. When I was a teenager, I_________________________.
5. When I got married, I_____________________________.
6. I started my first job when I was___________________.
7. I traveled to a different country when I was___________.
8. I bought a house when I was_______________________.
9. My first child was born when I was_________________.

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

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe a past experience.</td>
<td></td>
</tr>
<tr>
<td>2. ask about others’ past experiences.</td>
<td></td>
</tr>
</tbody>
</table>

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: 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
Verbs
1. To sample
2. To expire
3. To be fresh

Nouns
4. Dairy
5. Produce
6. Season

LESSON CONVERSATION AND ACTIVITIES
Common Phrases
1. "To be in season"
2. "Go overboard"
3. "Browse"
4. "Pay someone back"

Conversation
A: What else do we need to buy?
B: We need to buy some peppers. See if they have any in the produce section.
A: You want fresh peppers? I think they are in season.
B: Do we need any more cheese? I can head over to the dairy section and sample some.
A: Maybe. We have some at the house so I don’t want to go overboard with too much cheese.

Pronunciation Principle: The Letters ou and ow
1. not, now, pot, pow, hot, 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?
2. How much ___________ potatoes?
3. How much ___________ apples?
4. How much ___________ grapes?
5. How much ___________ lettuce?
6. How much ___________ milk?
1. ___________ ___________ a kilo.
2. ___________ ___________ a bag.
3. ___________ ___________ a pound.
4. ___________ ___________ a bunch.
5. ___________ ___________ a head.
6. ___________ ___________ a liter.

Activity 1

Make a shopping list with a partner! Plan for a delicious homemade meal with all the ingredients you will need.

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>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________</td>
<td>2. _________</td>
<td>3. _________</td>
</tr>
<tr>
<td>4. _________</td>
<td>5. _________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>_____ a head</th>
<th>_____ a bag</th>
<th>_____ a liter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________</td>
<td>2. _________</td>
<td>3. _________</td>
</tr>
<tr>
<td>4. _________</td>
<td>5. _________</td>
<td></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

<table>
<thead>
<tr>
<th>1-Syllable Adjectives:</th>
<th>good ➔ better</th>
<th>This phone is better than that one.</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheap ➔ cheaper</td>
<td>This TV is cheaper than the black one.</td>
<td></td>
</tr>
<tr>
<td>big ➔ bigger</td>
<td>That chair is bigger that this one.</td>
<td></td>
</tr>
</tbody>
</table>

| Longer Adjectives:     | expensive ➔ more/less expensive | This smartphone is less expensive. |
|                        | affordable ➔ more/less affordable | The rent is more affordable here than it was at our old apartment. |
|                        | compact ➔ more/less compact       | This microwave is more compact. It fits on the counter better. |
|                        | high-tech ➔ more/less high-tech   | 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

1. Cooperate
2. Durable/Cheap
3. Inexpensive/Expensive
4. High-tech/Plain
5. Fancy/Casual
6. Bargain

LESSON CONVERSATION AND ACTIVITIES

Common Phrases

1. “To add up to something”
2. “Educated guess”
3. “Too Persistent”
4. “To talk things out”

Conversation (Planning to shop)

A: What type of shoes do you want to buy?
B: I want to buy some durable ones that aren’t too fancy, but are still inexpensive.
A: Well depending on where you go, you may be able to bargain the price down.

A: How much do you think it will cost?
B: My educated guess is around $40. But if you are persistent maybe you can get the price down.
A: Can you help me talk things out with the store owner? I think you know more about shoes than I do.

Pronunciation Principle: The Letter i in Words with Silent e

1. fin/fine, Tim/time, bit/bite
2. fine, like, five, nine, write, 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.

Activity 2

Pretend you are the richest person in the world. What would your house look like? What kind of outfits would you wear? Draw these things in the space below and explain them to your partner.

Listening

www.mormon.org/sterling

1. What is Sterling's wife's nickname? Why?
2. According to Sterling, why is the inside more important than the outside?

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

<table>
<thead>
<tr>
<th>Do you know where the park is?</th>
<th>Yes, it's next to the grocery store.</th>
</tr>
</thead>
</table>

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

Vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Neighborhood</td>
<td>5. To be close</td>
</tr>
<tr>
<td>2. Area</td>
<td>6. To be far</td>
</tr>
<tr>
<td>3. Intersection</td>
<td>7. To be lost</td>
</tr>
<tr>
<td>4. Somewhere</td>
<td></td>
</tr>
</tbody>
</table>

LESSON CONVERSATION AND ACTIVITIES

Common Phrases

1. "Not far from"
2. "Side by side"
3. "Sense of direction"
4. "Down the street"

Conversation 1: Eiffel Tower

A: Hi! Can you help me find the Eiffel tower?
B: Sure! It's not far from here – just walk down the street.
A: Thanks! Sorry I have no sense of direction.
B: That's okay – I live around here so I get a lot of questions like that.

Conversation 2: Getting directions

A: How far is city hall from the art gallery?
B: They are side by side! Just walk to the intersection and turn right up there.
A: Thank you! I knew it was in this area somewhere.
B: Yep! Have a good trip!

Pronunciation Principle: The Letter u

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

Practice: just, sup-per, su-per, u-su-al, but-ter, 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.
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.

Activity 2

1. Give your partner detailed directions how to get to your favorite store from here.

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

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. talk about where places are.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
ENGLISH CONNECT INTERMEDIATE

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 after school.</td>
<td>It is... ➤ It will be at the theater.</td>
</tr>
<tr>
<td>I am going to study after school.</td>
<td>It's... ➤ It's going to be great!</td>
</tr>
</tbody>
</table>

Sometimes we use time phrases (like next week) to talk about the future, but we use a present tense verb:

The festival is today. ➤ The festival is next week.

Ways to invite someone

Do you want to come to the party?

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

Vocabulary

Nouns

1. Event
2. Open House

Adjectives

3. Casual
4. Formal

Time phrases

5. in [1/2/3] [days/weeks/months]
6. in a few [days/weeks/months]
7. next [week/month/year]

LESSON CONVERSATION AND ACTIVITIES

Common Phrases

1. “RSVP”
2. “TBD”
3. “One step ahead”
4. “Everybody and their dog”
5. “A get-together”

Conversation 1: Graduation party

A: Hey I’m throwing a graduation party next weekend. Can you make it?
B: I’ll have to check my schedule. What should I wear?
A: It’s just a casual get-together, nothing fancy.
B: Alright I’ll definitely try to be there!

Conversation 2: Doing homework

A: Did you RSVP to Kelly’s party tomorrow?
B: Yeah I did. It’s just an open house – you can go whenever.
A: I know it should be fun! Everyone and their dog is going to be there.
B: It’ll definitely be an event worth going to.

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

Plan a party and describe it to the class.

- Who is invited?
- Where is it?
- How long is it?
- What time is it?
- What will you do?

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.

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.)

Review of how to speak about the future

<table>
<thead>
<tr>
<th>will + base form of verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be out of town.</td>
</tr>
<tr>
<td>be going to + base form of verb</td>
</tr>
<tr>
<td>I am going to have a party!</td>
</tr>
</tbody>
</table>

Other Examples:

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

Vocabulary

Nouns
1. 3 day weekend
2. Culture
3. Summer vacation
4. Tradition

Verbs
5. To celebrate

LESSON CONVERSATION AND ACTIVITIES

Common Phrases

1. “Make the most of”
2. “Take it easy”
3. “Trick or treat”
4. “Free as a bird”

Conversation 1: The holidays

A: You got any plans for the holidays?
B: I just plan to take it easy. I guess you could say it’s my tradition.
A: You never go out of town to see your family?
B: Not usually. Only on special occasions.

Conversation 2: New year’s eve

B: What do you usually do for New Year’s Eve?
A: I often watch fireworks and spend time with my friends, but this year my friends have other plans.
B: Would you like to come to my party?
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. (ai) 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: __________________________
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 . . .
☐ 1. talk about what I usually do on holidays.
☐ 2. talk about what I plan to do on a holiday.

Now I know . . .

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.
WARM-UP

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

Grammar

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

Vocabulary

Verbs
1. To fly
2. To unwind
3. To get away

Nouns
4. View
5. Cruise
6. Amusement park

LESSON CONVERSATION AND ACTIVITIES

Common Phrases
1. “Out of town”
2. “Round trip”
3. “For a while”
4. “Red eye”
5. “At least”

Conversation 1: Summer plans
A: Do you have any plans for summer vacation?
B: Yes! I’m flying out to California to see my family. It will be nice to get away for a while.
A: Ah that sounds like fun! What will you do there?
B: We plan to go to Disney Land. There are lots of fun amusement parks there.
A: Have fun! It sounds like you will be out of town for a while!

Conversation 2: The flight home
A: You look really tired. How was your trip?
B: The trip was fine, but the plane ride home was awful.
A: Why is that?
B: I found some really cheap tickets for 200$, but I had to take a red eye home.
A: Well at least the tickets were cheap. 200$ for round trip tickets is a really good deal!

Pronunciation Principle: The Letters ea and ee
1. please, each, beach, leave, deal, cheap
2. bread, head, dead, read (past tense verb)
3. great, break, steak
4. street, tree, need, three, see, week

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
Instructor-Guided Practice

Question and Answer:

Practice this conversation once with the instructor, then 3 more times with different classmates:

Where are you going on vacation? __________________.
Why are you going there? ____________________
How will you get there? ____________________

Activity 1

1. Describe the people in the pictures to your partner. What are they doing? If you went on vacation, which of these things would you like to do?

   [Images of people in various settings: 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.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Listening

www.mormon.org/stan

1. What does Stan build?
2. How many has he built?

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 am going on vacation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
LESLIE 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:  Different ways to give advice:  Example sentences:

“You should go to the doctor.”  You should . . .  You should go to the doctor.

The verb that comes after should will always be in the base form. This sentence means “I think it will be good for you to go to the doctor.”

You shouldn’t . . .  You need to . . .  You shouldn’t eat so much junk food.

I think you should . . .  I think you should ice your foot.

Vocabulary

Verbs
1. To be admitted
2. To undergo
3. To have a fever
4. To soothe

Adjectives
5. Contagious
6. Light-headed

LESSON CONVERSATION AND ACTIVITIES

Common Phrases

1. “Bellyache”
2. “Under the weather”
3. “Call in sick”
4. “Doctor’s orders”

Conversation 1: Feeling under the weather

A: How are you feeling?
B: Don’t come near me! I’m contagious!

A: Really? What are your symptoms?
B: I’m light-headed and I think I have a fever.
A: I’ll get you some medicine to soothe the pain.

B: I also have a little bit of a bellyache, but maybe I’m just hungry. And I’ve got to go to work soon.
A: I’ll call your boss and tell him you’re feeling under the weather.
B: I’ve called in sick too many times this month. I hope he doesn’t get upset.
A: Don’t worry about what he thinks. Just lie down and take this medicine, doctor’s orders.

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

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.

1. John sprained his ankle. It is swollen and he can’t walk.
2. Carlos fell down the stairs. His knee hurts very badly.
3. Paul is exhausted. He keeps falling asleep at work.
4. Stephanie woke up with a headache. She feels awful.
5. Lisa eats a lot of sweets. She is starting to gain weight.
6. Becca has a stomach ache. She doesn’t want to eat.

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.

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.

Juan was playing soccer yesterday with some friends. He hurt his leg. Now he can’t walk. It is very swollen.

Beth is pregnant. She feels sick to her stomach every day and has lost a lot of weight. She feels light-headed.

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

Now I can . . .

1. talk about healthy habits.
2. give health advice.

Now I know . . .

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

<table>
<thead>
<tr>
<th>Imperatives (commands)</th>
<th>Doctors’ questions and instructions</th>
<th>Review: Giving advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The imperative is the base form of the verb used to give commands. You usually don’t use pronouns with imperatives.</td>
<td>How long have you felt sick? &lt;br&gt;Where does it hurt? &lt;br&gt;Take two pills once a day. &lt;br&gt;Take this medication with food. &lt;br&gt;Come back and see me next week. &lt;br&gt;Don’t take this pill on an empty stomach.</td>
<td>Use these phrases to give advice: &lt;br&gt;You should . . . &lt;br&gt;You shouldn’t . . . &lt;br&gt;I think you should . . . &lt;br&gt;You need to . . .</td>
</tr>
</tbody>
</table>

Examples:

“Take this medication every day.”<br>“Don’t exercise for two weeks.”

Vocabulary

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be sweaty</td>
<td>3. Medicine</td>
</tr>
<tr>
<td>2. To have the chills</td>
<td>4. Pills</td>
</tr>
<tr>
<td></td>
<td>5. Treatment</td>
</tr>
<tr>
<td></td>
<td>6. Examination</td>
</tr>
</tbody>
</table>

LESSON CONVERSATION AND ACTIVITIES

Common Phrases

1. “To have an off day”<br>2. “To check up on” 3. “For your health”<br>4. “Beauty sleep”

Conversation 1: At the hospital

A: So what seems to be the problem?  B: There aren’t any pills I could take that would fix the problem?
B: Well honestly I don’t feel too bad. I think I’m just having an off day. But my mom was worried about me and told me to get an examination.  A: The best medicine you can take would be to get some beauty sleep. I’ll also write you a prescription for medicine, but the most important thing you can do is sleep.
A: What kind of problems are you experiencing?  B: Thanks for giving some time to check up on me.
B: I’m sweaty and recently I’ve had the chills.  A: No problem! It’s my job. Also make sure to drink plenty of water for your health.
A: That is not normal. We have a variety of treatments for that problem, but the best one would be sleep.  B: I’ll call you if I have any more problems, thank you.

Pronunciation Principle: The Letters oo

1. [oː] 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 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... ____________________________ Now I know...

☐ 1. describe how I feel to a doctor.

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?”

Vocabulary

Verbs
1. To invite

Nouns
2. Ceremony
3. Reception
4. Anniversary

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

LESSON CONVERSATION AND ACTIVITIES

Common Phrases
1. “Prom”
2. “Guest of honor”
3. “Better late than never”
4. “Look on the bright side”

Conversation 1: Going home

A: My parents invited me to come back home for their wedding anniversary.
B: Aren’t you excited?
A: Well I would be if didn’t have so much work. I’m the only one who doesn’t live with them, but it’s hard to get the time off to go visit.
B: Look on the bright side! You’ll be the guest of honor!

Conversation 2: The wedding

A: Did you get Hannah’s wedding invitation?
B: Yeah I probably won’t be able to make it to the ceremony, but I’ll be there for the reception.
A: Well better late than never right?

 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: What will be dancing at the party?
   Answer: There will be dancing at the party.

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

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

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

5. Question: Will there be refreshments?
   Answer: There will be refreshments.

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

Activity 1

Class discussion:

What is the fanciest event you have ever attended? What did you dress like? How was the food? Where was it? Do you like attending fancy events or simple events?

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. to 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 did the wedding go?  
How was the wedding?  
It was boring.  
We had a good time!

What did you do?  
We ate a wonderful meal and danced.  
I saw my cousin.  
We gave some gifts to John.

Vocabulary
Nouns
1. Fiancé  
2. Newlyweds  
3. Honeymoon

Verbs
4. To be engaged

LESSON CONVERSATION AND ACTIVITIES

Common Phrases
1. “I do”  
2. “Bound to”  
3. “Big on”  
4. “Fall in love”  
5. “Just married”

Conversation 1: Newlyweds
A: Aw look at those newlyweds!
B: What? How do you know that they got married?
A: The back of their car says “just married”
B: Holy cow you’re right. I guess people are really big on that kind of thing these days.

Conversation 2: Kevin
A: I haven’t seen Kevin in a while – do you know where he is?
B: Yeah! He and his fiancé got married over the weekend and now they are in Cancun on their honeymoon.
A: No way! I didn’t even know he was engaged!
B: What? How? He was engaged for 6 months!

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

Class discussion: Have you ever attended a marriage? What was it like? Is it good to get married younger or wait until you are older? What are the pros and cons of each?

### 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**

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1. talk about and describe a past event.</td>
<td></td>
</tr>
<tr>
<td>☐ 2. talk about what I did at an event.</td>
<td></td>
</tr>
</tbody>
</table>

**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.
LESSON 24: GOALS AND DREAMS

What do you want to do in the future?

WARM-UP

Objectives

1. I will learn to talk about my goals and plans for the future.

Grammar

Talking about future plans

<table>
<thead>
<tr>
<th>I want to...</th>
<th>be</th>
<th>married</th>
<th>a father/mother</th>
<th>a businessman/woman</th>
<th>I'll, you'll, he'll, she'll, we'll</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hope to...</td>
<td>get</td>
<td>married</td>
<td>a degree</td>
<td>a job</td>
<td>a house</td>
</tr>
<tr>
<td>I plan to...</td>
<td>study</td>
<td>business</td>
<td>education</td>
<td>chemistry</td>
<td>English</td>
</tr>
<tr>
<td>I would like to...</td>
<td>go to</td>
<td>school</td>
<td>another country</td>
<td></td>
<td>she'll = she will</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>my name</td>
<td>your name</td>
<td></td>
<td>we'll = we will</td>
</tr>
</tbody>
</table>

1. To dream
2. To postpone
3. To extend
4. To be accepted

LESSON CONVERSATION AND ACTIVITIES

Common Phrases

1. “Have no control over”
2. “To give some thought”
3. “Think big”
4. “Feel up to something”

Conversation 1: Plans for the future

A: What are your plans for after high school?
B: Honestly I'm not sure. I still haven't been accepted into any schools, or given any thought as to what my major would be.

A: That's okay, when I was your age I had no idea what my career would be.
B: I feel like I don't have control over anything because my parents want me to be a doctor.

A: Do you think you'd feel up to studying at a medical school?
B: I want to think big, but I also want to do something that interests me. I still need to find what I like to do.

A: Well give it some thought. You still have a lot of time, so don't worry.

Pronunciation Principle: The Letters th

1. They will come soon.
2. Day will come soon.

Practice: Repeat these pairs of words with a partner: there/dare, those/dose, then/den, these/Dee's, other/udder.

LEARNING STRATEGY

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

1. Hobbies
2. Family
3. Describing people
4. Feelings and emotions
5. Describing a neighborhood
6. Past time phrases
7. Past tense verbs
8. Measurements for food
9. Comparing words
10. Places in town
11. Describing a place
12. Future time phrases
13. Vacations
14. Holidays
15. Medical advice
16. Health problems
17. Celebrations
18. Goals and dreams

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.
- talk about 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.