



English *Connect* 2

FOR LEARNERS



English *Connect* 2

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LESSONS 1-25

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ENGLISH-CONNECT 1

Nivel principiante medio a principiante alto

Objetivo: Oportunidades para obtener empleo asalariado y prepararse para EnglishConnect 2.

Perfil del alumno: Persona que sepa leer y escribir en su idioma materno y que tenga conocimiento del alfabeto latino y su pronunciación.

Plan de estudios: Aptitudes de conversación en inglés básicas, con lectura y escritura limitadas.

ENGLISH-CONNECT 2

Nivel intermedio bajo a intermedio medio

Objetivo: Oportunidades para obtener empleo asalariado y prepararse para EnglishConnect 3.

Perfil del alumno: Debe tener al menos un nivel intermedio bajo.

Plan de estudios: Aptitudes de conversación en inglés básicas, con lectura y escritura limitadas.

ENGLISH-CONNECT 3

Nivel intermedio bajo a intermedio alto

Objetivo: Aptitudes de inglés académico y oportunidades para obtener empleo en una oficina.

Perfil del alumno: Debe tener al menos un nivel intermedio bajo.

Plan de estudios: Preparación académica en lectura, escritura, comprensión oral y expresión oral.

Este servicio aún está en proceso de desarrollo.

PATHWAY-CONNECT

Nivel intermedio alto a avanzado bajo

Objetivo: Aptitudes para ingresar a una universidad y oportunidades para obtener empleo en una oficina.

Perfil del alumno: Debe tener al menos un nivel intermedio alto.

Plan de estudios: Inscripción en cursos a nivel universitario en habilidades útiles para la vida, expresión escrita y matemáticas.

¡Bienvenidos a *EnglishConnect 2*! La aptitud para hablar inglés será una gran bendición en su vida. Las aptitudes en inglés pueden llevarle a un mejor empleo, ayudarle a buscar oportunidades educativas, expandir su círculo de amigos y conocidos, y ayudarle de muchas otras maneras.

Como se muestra en el diagrama en la parte superior, este curso forma parte de un producto mayor llamado EnglishConnect. Dedique un momento para revisar el diagrama en la parte superior y ver lo que EnglishConnect ofrece. Además, dedique tiempo a pensar cómo este curso en particular le puede ayudar en un futuro cercano.

Debido a que el propósito de este curso es ayudarle a desarrollar aptitudes de expresión oral básicas de inglés, las actividades de *EnglishConnect 2* se centran en prácticas de vocabulario, comprensión oral y conversación.

Este curso requiere que usted pueda tener acceso a internet y a diferentes tecnologías (aplicaciones y demás) a fin de revisar, practicar y aprender fuera de clase. Al igual que para desarrollar cualquier otra aptitud, la práctica constante y el tiempo le ayudarán a desarrollar aptitudes de expresión oral en inglés. Así que practique tanto como pueda dentro y fuera de clase. Sea constante y diligente en sus esfuerzos y diviértase mientras aprende.

Al dedicarse junto con otras personas a lograr los objetivos del curso, experimentará las bendiciones del sacrificio, el trabajo, la autosuficiencia y el amor. Su actitud positiva, preparación y dedicación mejorarán su vida y la vida de quienes le rodean.

¡Le deseamos éxito!

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INTRODUCCIÓN: *ENGLISHCONNECT 2*

¿POR QUÉ ESTÁ APRENDIENDO INGLÉS?

Bienvenidos a *EnglishConnect*. El aprender inglés puede ayudarle a proseguir oportunidades educativas, buscar un mejor empleo y expandir su grupo de amigos. Las lecciones de *EnglishConnect* le ayudarán a fortalecer aptitudes de expresión oral y de conversación. En estas lecciones no se enseña a leer ni a escribir en inglés. Usted puede aprender esas aptitudes en otros cursos de *EnglishConnect*.

Antes de que comience, decida **por qué** está aprendiendo inglés y anote sus motivos. Cuando se sienta desanimado, revise lo que escribió. El recordar por qué está aprendiendo inglés puede ayudarlo a mantenerse motivado.

Estoy aprendiendo inglés porque _____

A fin de que aprenda inglés con éxito, es importante que usted:

- Practique inglés cada día. Un poco de práctica todos los días es mejor que mucha práctica en solo unos pocos días.
- Establezca metas de inglés semanales. Estas deben ser específicas, tales como “aprenderé 20 palabras nuevas”. Escriba sus metas y anote su progreso.

También es importante que decida qué, cuándo, dónde y cómo estudiará.

¿QUÉ ESTUDIARÁ?

El manual del alumno de *EnglishConnect*

Este manual le ayudará durante su curso de *EnglishConnect*. Contiene actividades para cada lección y

otros recursos útiles. Sin embargo, no puede aprender inglés solo utilizando este manual. Por esta razón, es importante que asista a clase cada semana.

- Traiga este manual a clase cada semana.
- Escriba en este manual a fin de tomar notas y completar las actividades.
- Revise el vocabulario de la lección actual y aprenda el vocabulario de tarea en el apéndice de vocabulario.
- Vea de antemano la lección de la próxima clase.
- Utilice el apéndice de gramática (al final del manual) para revisar la gramática que utilice en clase.

Mi plan de prácticas de inglés

Los cursos de *EnglishConnect* vienen con un plan para ayudarle a practicar más de 10 horas de inglés cada semana y hacer seguimiento de su tiempo de práctica. Utilice este plan para registrar las horas que dedica a practicar y hacer seguimiento de su progreso. En “Mi plan de prácticas de inglés” se sugieren varias maneras en las que puede practicar.

- Practique y escuche el inglés hablado asistiendo a clase cada semana.
- Complete la Invitación a actuar que se incluye al final de cada lección de *EnglishConnect*. Esto le da la oportunidad de poner en práctica lo que ha aprendido en clase.
- Revise y practique el vocabulario de cada lección. Practique escribir las palabras así como decirlas.
- Practique el vocabulario de tarea al final del manual. El vocabulario de tarea es una expansión del vocabulario de la lección.
- Practique la conversación de la lección con un compañero o usted solo.

- Revise el vocabulario de la próxima clase. Esto lo prepara para lo que estará aprendiendo.
- *Duolingo* es un recurso disponible en forma gratuita tanto para usuarios de dispositivos Android como de Apple. Visite las tiendas de aplicaciones correspondientes. Por favor tenga en cuenta que *Duolingo* utiliza el plan de datos de su teléfono, así que quizás desee utilizarlo cuando esté conectado a una señal de WiFi en su dispositivo portátil. *Duolingo* también está disponible de forma gratuita en duolingo.com. Se recomienda que dedique de 10 a 15 minutos al día a practicar con *Duolingo*.
- Participe en *Speaking Partners*, un programa que le brinda la oportunidad de hablar semanalmente con un anglohablante nativo mediante videollamadas a través de Skype o Facetime.
- Otras prácticas de inglés incluyen ver películas, programas de televisión o podcasts en inglés, o escuchar radio u otro tipo de audio en inglés. Además incluye practicar inglés con los compañeros de clase u otras personas.

Mi fundamento

En muchas regiones, *Mi fundamento* es una clase que se enseña como complemento de las clases de *EnglishConnect*. *Mi fundamento* ayuda a las personas a aprender y a vivir los principios que conducen a la autosuficiencia espiritual y temporal. Por lo general esta clase de 20 minutos está a cargo de un

presidente de clase quien asigna a los miembros de un grupo a que dirijan como facilitadores el análisis de un principio del manual *Mi fundamento*.

¿CUÁNDO, DÓNDE Y DE QUÉ MANERA ESTUDIARÁ?

Sugerencias de estudio

- Elija el lugar que funcione mejor para sus hábitos de estudio.
- Elija una hora fija del día para estudiar y practicar inglés.
- Busque a un hablante nativo o a alguien que esté aprendiendo inglés para practicar fuera de clase.
- Hable inglés tanto como le sea posible, dentro y fuera de clase. Si no sabe cómo decir algo en inglés, trate de describirlo utilizando las palabras que conoce.
- Haga una lista de las nuevas palabras que aprenda. Revise esa lista a menudo, quizás haciendo tarjetas o utilizando un cuaderno de vocabulario.
- Si tiene acceso a internet, puede revisar la lección de cada semana viendo el video en línea de cada sección de comprensión oral.

El aprender un nuevo idioma es un proceso que requiere tiempo, paciencia y perseverancia. ¡También puede ser emocionante y divertido! Lo felicitamos por su decisión de aprender inglés usando *EnglishConnect*.

LESSON 1: INTRODUCTORY LESSON

Why am I learning English?

INTRODUCCIÓN A *ENGLISHCONNECT*

Objetivos

1. Aprenderé cómo el curso de *EnglishConnect* puede ayudarme a aprender inglés.
2. Aprenderé a utilizar Mi plan de prácticas de inglés.
3. Aprenderé a decir el alfabeto en inglés.
4. Aprenderé a deletrear mi nombre.

¿Por qué está estudiando inglés?

1. Luego de que escriba por qué está aprendiendo inglés en la página de introducción, explique a un compañero por qué desea aprender inglés. Puede hacer eso en su lengua materna.
2. Escriba una meta específica que intentará lograr mientras esté en este curso de inglés. Por ejemplo: "Aprenderé 20 palabras nuevas de vocabulario cada semana". Puede hacer eso en su lengua materna.

Objetivo:

¿Qué estudiará?

Lea acerca del manual del alumno *EnglishConnect 2* y Mi plan de prácticas de inglés en la introducción y mire la tabla Mi plan de prácticas de inglés en las páginas VIII y IX. Haga preguntas si no comprende alguna parte de Mi plan de prácticas de inglés. Puede hacer eso en su lengua materna.

¿Dónde, cuándo y cómo estudiará?

Piense en **dónde**, **cuándo** y **cómo** estudia mejor. Anote sus ideas. Comparta sus ideas con un compañero. Puede hacer eso en su lengua materna.

Dónde: _____

Cuándo: _____

Cómo: _____

WARM-UP

Target Phrases

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

Vocabulary

Nouns

desk computer
chair screen
board

Verbs

look at _____ repeat quiet down practice
listen to _____ sit down pay attention say
return to _____ stand up focus write

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 . . .

- 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.

Now I know . . .

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.

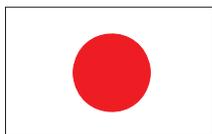
Grammar

I	like don't like	to <u>(verb)</u>
you		
we		
they		
he/she/it	likes doesn't like	

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?

A: I'm from Canada. What about you?

B: I'm Romy. Where are you from, Susan?

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? = Whadabouch**oo**? Whady**oo**liketadoo?
 What does **she** like to do? = Whadas**hee**liketadoo?

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.

	I like to . . .	I don't like to . . .
My partner likes to . . .	1.	2.
My partner doesn't like to . . .	3.	4.

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

I	like don't like	to <u>(verb)</u>	I	like don't like	<u>(verb)</u> + ing
you			you		
we			we		
they			they		
he/she/it	likes doesn't like		he/she/it	likes	

Vocabulary

Verbs

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

Adjectives

fun relaxing
 interesting tiring
 boring challenging

LESSON CONVERSATION AND ACTIVITIES

Conversation

- | | |
|---|---|
| <p>A: So, what do you like doing?
 B: 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.</p> | <p>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.</p> |
|---|---|

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 _____

likes playing games _____

likes dancing _____

likes cooking _____

doesn't like playing sports _____

doesn't like jogging _____

doesn't like reading _____

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 <u>two uncles and one cousin</u> .
Tell me about your <u>uncle</u> .	He/She is <u>intelligent</u> .
How old is he/she?	My <u>cousin</u> is <u>7</u> years old.
Does he/she work?	Yes, he/she does. No, he/she doesn't.
Where does he/she work?	He/She works at <u>the bank</u> .

Vocabulary

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

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. | A: Oh really? How old is she? |
| B: Well, I have two uncles, an aunt, and a cousin . . . | B: She's 20 years old, a little younger than me. She actually works in the same building as I do. |
| A: Oh, just one cousin? I have 10 cousins. | A: Oh! Where does she work? |
| B: Yeah, she and I actually live together. | B: She works at the bank. |

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 _____.

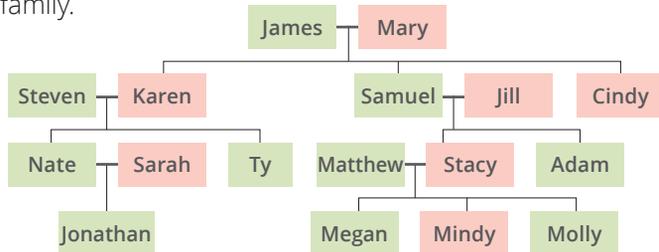
Activity 1

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.



Part 2: Draw your own family tree.

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.

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			
we	are		
they			
he/she	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 **mom** is **taller** than my **dad**."

"My **dad** is **short**."

"My **dad** has a **beard**."

"He's **really funny**."

"He's **bald** and he **wears glasses**."

LEARNING STRATEGY

Make flash cards for new vocabulary so you can practice new words during the day.

Instructor-Guided Practice

- | | | | |
|----------|--------------------------|----------------|--|
| 1. tall | "I am _____ than _____." | 6. outgoing | "He/she is more/less _____ than _____." |
| 2. short | "I am _____ than _____." | 7. athletic | "He/she is more/less _____ than _____." |
| 3. old | "I am _____ than _____." | 8. patient | "He/she is more _____ than my mother." |
| 4. loud | "I am _____ than _____." | 9. intelligent | "He/she is more _____ than a professor." |
| 5. young | "I am _____ than _____." | 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").

I am . . .	We are both . . .	My partner is . . .
------------	-------------------	---------------------

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

Listening

www.mormon.org/vance

- How does Luis Vance describe his two daughters?
- 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?
 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.

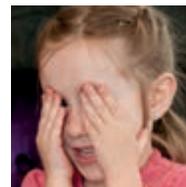
Showing Empathy

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

Vocabulary

Feelings and Emotions

happy	mad
surprised	embarrassed
bored	afraid
tired	sad
frustrated	angry



LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Hey Andrea, are you all right? You look sad.
B: Well, I'm kind of frustrated.
A: Oh, no! What happened? Why are you frustrated?
B: I just had a fight with my 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 _____ I see my family _____.
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 | 4. tired | 7. afraid |
| 2. surprised | 5. frustrated | 8. sad |
| 3. bored | 6. embarrassed | 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

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

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

Pronunciation Principle: Sounds of the Letter a

Listen to and repeat these words after your instructor:

say	may	hay	a-ble	A-my	Da-vid
hay, had	may, mad	pay, pad			

Practice saying these words with a partner:

a-gent	hap-py	play	pa-per	cap-tain	gram-mar
na-tion	tray	ap-ple			

LEARNING STRATEGY

Don't be afraid to ask someone to repeat something. For example, "Could you repeat that, please?"

Instructor-Guided 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

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

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

Now I can . . .

- 1. ask for help.
- 2. understand commands.

Now I know . . .

Invitation to Act

Ask questions this week 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?	I live on 251 West Third street.
Do you like living there?	It's in a safe part of Philadelphia .
Why do you like living there?	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? | A: That's too bad. I live on 1612 Orange Grove Road. It's in a historic part of Gulfport. |
| B: I live on 231 Baker Street. Do you know that area? It's in a lively part of Jackson. | B: Oh yeah. How do you like it? |
| A: Oh yeah. Do you like living there? | A: I love it! The neighborhood is quiet, and the houses are old and beautiful. |
| B: Not really. My house is small, and there's a lot of traffic. It's pretty noisy and not very safe. | 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 go – got so – sock

Practice

do**o**-tor hel-**o** of-**o**-fice **o**-kay of**o**ff so**o**-cer Mex-i-**o** jo**o**g sho**o**p **o**'-clock con-**o**-tact his-**o**-ric jo**o**-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.

	I like where I live because . . .	I don't like where I live because . . .
My partner likes where he or she lives because . . .	1.	2.
My partner doesn't like where he or she lives because . . .	3.	4.

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 . . .

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

Now I know . . .

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

To Be (Past)			To Have (Past)		
I	was	Adjective well-behaved athletic	I	had	Noun a dog a lot of friends a big house a small car
you	were		you		
we		we			
they	was	Prepositional Phrase in front of the house near the park	they		
he/she/it		he/she/it			

Vocabulary

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 . . .

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

Now I can . . .

- 1. describe where I grew up.
- 2. talk about what I was like when I was younger.

Now I know . . .

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

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

Vocabulary

<p>a lot</p> <p>↑</p> <p>always</p> <p>usually</p> <p>sometimes</p> <p>never</p> <p>↓</p> <p>not at all</p>	<p>Frequency Words</p> <p>always</p> <p>usually</p> <p>sometimes</p> <p>never</p> <p>Frequency Phrases</p> <p>every day</p> <p>every weekend</p> <p>once a week</p> <p>once a month</p> <p>once in a while</p> <p>right now</p>	<p>Review Words</p> <p>eat</p> <p>study</p> <p>work</p> <p>listen to music</p> <p>shop</p> <p>dance</p> <p>play sports</p> <p></p> <p>get up</p> <p>take a shower</p> <p>get dressed</p> <p>eat breakfast</p> <p>brush my teeth</p> <p>go to work</p> <p>eat lunch</p> <p>go to school</p> <p>go home</p> <p>eat dinner</p> <p>watch TV</p> <p>go to bed</p>
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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.

Person	Answer to "Tell me what you do every day."
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

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	Grammar: Past Tense Verbs
What did you do over the weekend?	For regular past tense verbs, add -d or -ed to the end of the verb:
How was your weekend?	wanted ed liked ed exercised ed worked ed
It was <u>great</u> !	watch ed TV stay ed home shopp ed studi ed
<u>Yesterday</u> I watched TV, exercised, and read a book.	For irregular past tense verbs, you need to memorize their forms:
I went out with some friends <u>last week</u> .	go ▶ went sleep ▶ slept have ▶ had buy ▶ bought
	read ▶ read see ▶ saw eat ▶ ate come ▶ came

Vocabulary

Time Phrases	last weekend	last Monday / Friday / Saturday
yesterday	last week / month / year	the other day
over the weekend	a week ago	



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?	exercised?
watched TV?	read a book?
cleaned your home?	went shopping?
visited a friend?	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: _____	A: _____
B: _____	B: _____
A: _____	A: _____
B: _____	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:	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?

Vocabulary

Review Past Tense Verbs

- eat ▶ _____
- go ▶ _____
- see ▶ _____
- read ▶ _____
- travel ▶ _____
- 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 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):

- | | | | | | | |
|------------|---------|--------|--------|----------|----------|---------|
| u-su-al-ly | dur-ing | rain-y | win-dy | driz-zle | fif-teen | win-dow |
| will | din-ner | sing | snow-y | Chi-na | mo-vie | si-lent |

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



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

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

Time Phrase	What Happened (Options)	Example Sentences
When I was 18 years old,	I went to New York City. My family and I went on a trip.	1. When I was 18 years old, my family and I went on a trip.
When I graduated,	I was so happy to be done with school. My friends and I went to a concert.	2. When I graduated, I was so happy to be done with school!
When I finished my last year of university,	I moved out of my parents' house.	3. When I finished my last year of university, I moved out of my parents' house.

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**

at-ate Sam-same can-came plan-plane
 make late face game save made

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 _____.
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

Now I can . . .

- 1. describe a past experience.
- 2. ask about others' past experiences.

Now I know . . .

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 apple
 banana carrot
 tomato potato

Noncount nouns

lettuce sugar
 fish cereal
 meat bread
 flour cheese

Measure and quantity words with nouns

a liter of milk a head of lettuce
 a bag of apples a kilo of meat
 a loaf of bread a pound of fish
 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, 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? | 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.

_____ a kilo _____ a dozen _____ a loaf



- | What did you sell? | To whom? | For how much? |
|--------------------|----------|---------------|
| 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ |
| 5. _____ | 5. _____ | 5. _____ |

_____ a head _____ a bag _____ a liter



- | What did you buy? | From whom? | How much was it? |
|-------------------|------------|------------------|
| 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ |
| 5. _____ | 5. _____ | 5. _____ |

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

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 |
| 4.  | 5.  | 6.  | 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 . . .

1. describe and compare items and prices.

Now I know . . .

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

	<p>preposition</p> <p>↓</p>	Prepositions (Review)	
Do you know where the <u>park</u> is?	Yes. It's <u>next to</u> the <u>grocery store</u> .	across from	far from
		behind	in front of
		*between	next to
		close to	
		down the street from	

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

Vocabulary

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



LESSON CONVERSATION AND ACTIVITIES

Conversation

- A:** Hey, Adam, do you know where the movie theater is? **A:** Yes, I do.
- 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. **B:** OK. The movie theater is across from the art museum.
- A:** Hmm, I don't know where that is. Is it close to the river? **A:** Oh! OK. I know where it is! Thank you!
- B:** No. Do you know where the art museum is? **B:** You're welcome.

Pronunciation Principle: The Letter u

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

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

2. 

3. 

4. 

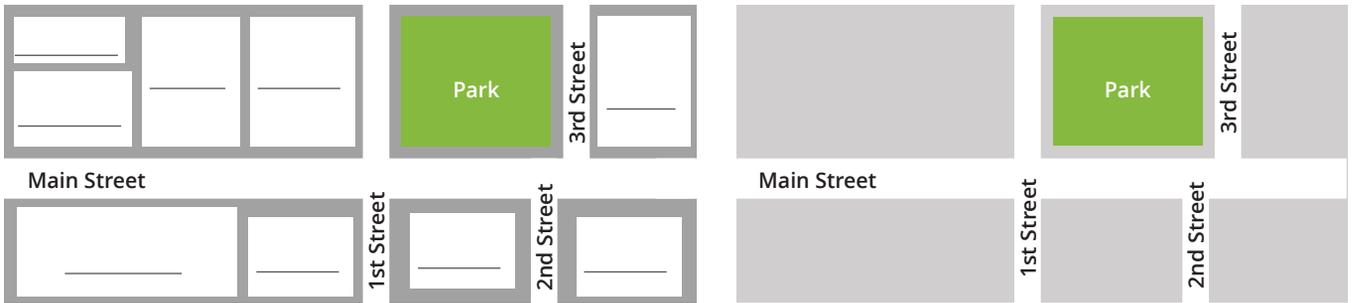
5. 

6. 

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

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.

Instructor-Guided Practice

1. What are you going to do in a few days?
2. What are you going to do this weekend?
3. What are you going to do next week?
4. What are you going to do next weekend?
5. What are you going to do in a few weeks?
6. What are you going to do next month?

Answer: I _____ in a few days.
Answer: I _____ this weekend.
Answer: I _____ next week.
Answer: I _____ next weekend.
Answer: I _____ in a few weeks.
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.

Event: _____ **Event:** _____
Time: _____ **Time:** _____
Day: _____ **Day:** _____
Date: _____ **Date:** _____
Cost: _____ **Cost:** _____
Location: _____ **Location:** _____
Details: _____ **Details:** _____

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.

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:** _____

B: _____ **A:** _____

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.

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? I'm going camping. We're going to Hawaii. We go on vacation every year. We will travel by bus. We will take a vacation.	How to talk about the future:										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center;">I</td> <td style="width: 15%; text-align: center;">am</td> <td rowspan="3" style="width: 15%; text-align: center; vertical-align: middle;">going to</td> <td rowspan="4" style="width: 30%; text-align: center; vertical-align: middle;">travel.</td> </tr> <tr> <td style="text-align: center;">you / we / they</td> <td style="text-align: center;">are</td> </tr> <tr> <td style="text-align: center;">he / she / it</td> <td style="text-align: center;">is</td> </tr> <tr> <td style="text-align: center;">I / you / we / they / he / she / it</td> <td style="text-align: center;">will</td> </tr> </table>	I	am	going to	travel.	you / we / they	are	he / she / it	is	I / you / we / they / he / she / it	will
I	am	going to	travel.								
you / we / they	are										
he / she / it	is										
I / you / we / they / he / she / it	will										

Vocabulary

Transportation	Places	Nouns		
by train	beach	scenery	hike	
by bus	lake	sites	fish	
by car	campsite	tour	swim	
by plane	mountain		unwind	
by boat	museum	Verbs	relax	
flying	amusement park	travel	explore	
	theater	camp	get away	
			try new food	

LESSON CONVERSATION AND ACTIVITIES

Conversation 1	Conversation 2
-----------------------	-----------------------

- | | |
|---|---|
| <p>A: Are you going to take a vacation this year?</p> <p>B: Yes, we go on vacation every year. I will leave in July. I am very excited!</p> <p>A: So, where will you go this year?</p> <p>B: I'm going camping with my family in the mountains.</p> <p>A: That sounds like fun! What will you do there?</p> <p>B: We are going to hike and fish during the day. At night, we will just unwind and enjoy the scenery.</p> <p>A: Well, I hope you have a great time!</p> | <p>A: Guess what! We're going to Hawaii this summer!</p> <p>B: Wow! That's great! Tell me about it.</p> <p>A: We will travel by bus around the island so we can see the sites.</p> <p>B: What sites will you visit?</p> <p>A: We are going to see volcanoes and local villages. We will also go swimming with dolphins!</p> <p>B: That sounds like so much fun!</p> |
|---|---|

Pronunciation Principle: The Letters ea and ee

- | | |
|--|---|
| 1. please, each, beach, leave, deal, cheap | 3. great, break, steak |
| 2. bread, head, dead, read (past tense verb) | 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 vocabulary, and become used to English grammar.

Instructor-Guided Practice

I'm going to the <u>beach</u> . . .	because I want to <u>relax and swim</u> .	I'm going by <u>bus</u> .
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 :	Different ways to give advice:	Example sentences:
<p>"You should go to the doctor."</p> <p>The verb that comes after should will always be in the <i>base form</i>. This sentence means "I think it will be good for you to go to the doctor."</p>	<p>You should . . .</p> <p>You shouldn't . . .</p> <p>You need to . . .</p> <p>I think you should . . .</p>	<p>You should go to the doctor.</p> <p>You shouldn't eat so much junk food.</p> <p>You need to sleep more often.</p> <p>I think you should ice your foot.</p>

Vocabulary

Phrases	Verbs	Other Words	Frequency Words
<p>You should . . .</p> <p>You shouldn't . . .</p> <p>You need to . . .</p> <p>I think you should . . .</p>	<p>rest</p> <p>exercise</p> <p>go to the doctor</p> <p>put heat on it</p> <p>take some medicine</p> <p>ice it</p> <p>wrap it</p>	<p>swollen</p> <p>red</p> <p>bruised</p> <p>sprained</p> <p>gain weight</p> <p>tired</p> <p>exhausted</p>	<p>once a <u>week</u></p> <p>twice a <u>day</u></p> <p><u>3</u> times a <u>day</u></p>

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. |
| 4. A: "I feel sick." | B: You _____ come to the party. |
| 5. A: "I feel light-headed." | 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.

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.	<ul style="list-style-type: none"> • put some ice on it • take some medicine • sleep more often • stay home from work • go to a doctor • avoid playing sports • eat more vegetables • exercise regularly
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 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

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

Imperatives (commands)	Doctors' questions and instructions	Review: Giving advice
<p>The imperative is the base form of the verb used to give commands. You usually don't use pronouns with imperatives.</p> <p>Examples: "Take this medication every day." "Don't exercise for two weeks."</p>	<p>How long have you felt sick? Where does it hurt?</p> <p>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.</p>	<p>Use these phrases to give advice: You should . . . You shouldn't . . . I think you should . . . You need to . . .</p>

Vocabulary

Problems			Adjectives		Other
sharp pain	broken [bone,		dizzy		
cold	arm, leg]		awful	tired	
fever	pull a muscle	scrape	terrible		medication
headache	sick	burn	weak		pills
stomachache	sore throat	bruise	light-headed		
cut					

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: Hmm, 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.
5. Patient: "I feel light-headed." 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

Would you like to . . .

Do you want to . . .

Examples:

“**Would you like to** go to the party with me?”

“**Do you want to** come to a wedding reception with me?”

Present tense for future time

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	Event: _____	Event: _____
Time: 7:00 p.m.	Time: _____	Time: _____
Day: Saturday	Day: _____	Day: _____
Date: May 22	Date: _____	Date: _____
Location: Golf Club	Location: _____	Location: _____
Details: There will be dinner, dancing, and fun!	Details: _____	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 . . .	Now I know . . .
<input type="radio"/> 1. ask for information about future celebrations.	_____
<input type="radio"/> 2. answer questions about future celebrations.	_____
<input type="radio"/> 3. invite others to future celebrations.	_____

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

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**.

kind	little	right	will	night	during
dinner	might	sing	light	visit	child
in	high	drizzle	China	sight	find

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.

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

Talking about future plans			I'll, you'll, he'll, she'll, we'll
I want to . . .	be	married a father/mother a businessman/woman	I'll = I will
I hope to . . .	get	married a degree a job a house a raise a new car	you'll = you will
I plan to . . .	+ study	business education chemistry English	he'll = he will
I would like to . . .	go to	school another country	she'll = she will
			we'll = we will

Vocabulary

Future plans			Areas of study	
I want to . . .	get married	get a job	business	biology
I hope to . . .	have children	get a raise	education	engineering
I plan to . . .	move to <u>London</u>	go to college	chemistry	math
I would like to . . .	buy a house	study engineering	science	English
	travel	get a degree		construction

LESSON CONVERSATION AND ACTIVITIES

Conversation

- A:** So, what do you plan to do after you graduate?
- B:** Actually, I'm going to move to Hawaii! I got a job there. I'll be moving in July.
- A:** Wow! That sounds wonderful! What will you be doing out there?
- B:** I'll be teaching at the university.
- A:** What a great opportunity! Do you plan to stay there for a few years?
- B:** I'm not completely sure. I really love teaching—I want to be a professor—so if I can stay there, then I will.
- A:** But if you receive a good job offer somewhere else, will you take it? You know, to be closer to your family?
- B:** Honestly, I'm not sure. We'll see how things turn out.

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

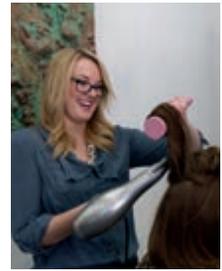
What will you be able to do when you learn English? Imagine what you will do, say, and feel. When you feel discouraged, imagine this again. This can help you stay motivated!

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 . . .

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

Now I know . . .

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.

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.

ENGLISHCONNECT 2 GRAMMAR PRINCIPLES

GRAMMAR PRINCIPLES

Lesson 1

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

Lesson 2

I, you, we, they	like don't like	to (verb)
he, she, it	likes doesn't like	

Lesson 3

I, you, we, they	like don't like	(verb) + ing
he, she, it	likes doesn't like	

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

I	am	(adjective) + er + than _____.
you, we, they	are	
he, she, it	is	

Lesson 6

Target phrases about emotions, including:

Are you all right?	How are you feeling?
Is everything OK?	What happened?

GRAMMAR PRINCIPLES

Lesson 7

Polite requests	More direct requests
Will you . . .	I need you to . . .
Would you . . .	I want to . . .
Can you . . .	
Could you . . .	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 well-behaved, athletic OR prepositional phrase in front of the house, near the park
you, we, they	were	
he, she, it	was	

To Have (Past)

I	had	noun a dog, a lot of friends, a big house, a small car
you, we, they		
he, she, it		

Lesson 10

subject	frequency word	verb
I	always	study in my room.
subject	verb	frequency phrase
I	go shopping	once a month.

GRAMMAR PRINCIPLES

Lesson 11

Past tense verbs

For most *regular* verbs, add **ed** to the end.

wanted**ed** liked**ed** exercised**ed** worked**ed**

Memorize the forms of *irregular* past tense verbs.

go ► **went** sleep ► **slept** have ► **had** eat ► **ate**
 read ► **read** come ► **came** see ► **saw** buy ► **bought**

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

When I graduated,
 When I was 18 years old,

What happened

I moved out of my parents' home.
 my family and I went on a trip.

Lesson 14

Count and noncount nouns

How much does this ground meat cost? (singular/noncount)
 How much do these bananas cost? (plural/count)

Can pluralize count nouns

Examples: eggs**s** , tomato**es** , carrot**s** , banana**s**

Can't pluralize noncount nouns

Examples: lettuce, milk, meat, flour

Lesson 15

Comparatives

1-syllable adjectives: + **er**

Examples: big **bigger**, cheap **cheaper**

Longer adjectives: less/more + adjective

Examples: expensive ► more expensive
 affordable ► less affordable

Lesson 16

Prepositions review and expansion

across from close to next to
 behind far from down the street from
 between in front of

GRAMMAR PRINCIPLES

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

We are going by bus.

We will go by car.

Review of future

Going to + verb

Will + verb

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?

Imperatives (Commands)

Use the base form of the verb.

There usually is not a subject.

Example

Take this medication daily.

Don't exercise for two weeks.

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 . . .

+ verb

Lesson 25

Review

ENGLISHCONNECT 2 LESSON AND HOMEWORK VOCABULARY

LESSON AND HOMEWORK (HW) VOCABULARY

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 AND HOMEWORK (HW) VOCABULARY

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 AND HOMEWORK (HW) VOCABULARY

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

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

