Welcome to *Speak UP!* The ability to speak English will be a great blessing in your life. English skills can improve your daily life, help you pursue educational opportunities, lead to better employment, and expand your circle of friends.

EnglishConnect is made up of several English courses. *Speak UP!* is for novice speakers and helps learners build conversational skills through both classroom and online study. For individuals without internet access, Learn English Now is used to teach similar skills. EnglishConnect Intermediate is an online course for learners who have mastered the conversational skills taught at the novice level. It includes instruction in reading and writing in preparation for academic course work in Pathway L. Pathway L Version builds more advanced English skills while helping learners pursue higher education and better employment. These courses also give learners opportunities to learn more about the fundamental teachings of The Church of Jesus Christ of Latter-day Saints if they desire to do so.

This book will help you during the *Speak UP!* course. It contains activities for each lesson and other helpful resources. However, you cannot learn English from this book alone. For this reason, it is important that you complete all out-of-class tasks and practice English diligently.

As learners and instructors work together in EnglishConnect classes, each experiences the blessings of sacrifice, work, self-reliance, and love. Your positive attitude, preparation, and dedication to these lessons will improve your life and the lives of others.

Best wishes!
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WHY ARE YOU LEARNING ENGLISH?

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

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

I’m learning English because

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

○ Practice English every day. A little practice every day is better than a lot of practice on only a few days.

○ Make weekly English goals. These should be specific, such as “I will learn 20 new words.” Write down your goals and record your progress.

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

WHAT WILL YOU STUDY?

The Speak UP! Learner’s Manual

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

○ Bring this book to class each week.

○ Write in this book to take notes and to complete activities.

○ Review the current lesson vocabulary and learn the homework vocabulary in the vocabulary appendix.

○ Preview the lesson for next week’s class.

○ Use the grammar appendix (in the back of the book) to review the grammar you use in class.

My English Practice Plan

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

○ Practice and listen to spoken English by attending class each week.

○ Complete the Invitation to Act included at the end of each Speak UP! lesson. This gives you an opportunity to apply what you have learned in class.

○ Review and practice the vocabulary from each lesson. Practice writing the words as well as saying them.

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

**My Foundation**

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

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

**Study tips**

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

Learning a new language is a process that requires time, patience, and persistence. It can also be exciting and fun! Congratulations on your decision to learn and practice English with Speak UP!
# MY ENGLISH PRACTICE PLAN

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ATTEND CLASS</th>
<th>COMPLETE THE INVITATION TO ACT</th>
<th>REVIEW VOCABULARY FOR NEXT CLASS</th>
<th>PRACTICE HOMEWORK VOCABULARY FROM LAST CLASS</th>
<th>PRACTICE CONVERSATION FROM LAST CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>1 hour</td>
<td>.5 hours</td>
<td>1 hour</td>
<td>1 hour</td>
<td>.5 hours</td>
</tr>
</tbody>
</table>

| | | | | | |
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| | | | | | |
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| | | | | | |
| | | | | | |

*Example 1 hour*.5 hours 1 hour 1 hour .5 hours
<table>
<thead>
<tr>
<th>PREVIEW VOCABULARY FOR NEXT CLASS</th>
<th>DUOLINGO</th>
<th>SPEAKING PARTNERS</th>
<th>OTHER ENGLISH PRACTICE</th>
<th>TOTAL HOURS SPENT LEARNING ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5 hours</td>
<td>3 hours</td>
<td>1 hour</td>
<td>2 hours</td>
<td>10.5 hours</td>
</tr>
</tbody>
</table>
INTRODUCTORY LESSON
Why am I learning English?

INTRODUCTION TO SPEAK UP!
Objectives
1. I will learn how the Speak UP! course can help me learn English
2. I will learn how to use My English Practice Plan.
3. I will learn to respond to classroom requests.
4. I will learn to make classroom requests.

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

Goal:

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

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

Where: ____________________________________________
When: ______________________________________________
How: ________________________________________________
**WARM-UP**

Target Phrases

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

Vocabulary

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

**LESSON CONVERSATION AND ACTIVITY**

**Conversation**

A = Instructor, B = Learner

A: Please settle down and return to your seat.
B: Okay.
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 look at the board.
B: Okay. (partner looks at the board)

**WRAP-UP**

Summary

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ 1. say how the <em>Speak UP!</em> course can help me learn English.</td>
<td></td>
</tr>
<tr>
<td>○ 2. tell someone how to use My English Practice Plan.</td>
<td></td>
</tr>
<tr>
<td>○ 3. respond to classroom requests.</td>
<td></td>
</tr>
<tr>
<td>○ 4. make classroom requests.</td>
<td></td>
</tr>
</tbody>
</table>

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 1: INTRODUCTIONS
What do you like to do?

WARM-UP

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

Grammar

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

<table>
<thead>
<tr>
<th>to (verb)</th>
</tr>
</thead>
</table>

Vocabulary

Japan
Germany
Mexico
The United States

Write some countries near your country:

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

LESSON CONVERSATION AND ACTIVITIES

Conversation
A: Hi! I'm Susan. What's your name?
B: I'm Romy. Where are you from, Susan?

A: I'm from Canada. How about you?
B: I'm from Germany, and this is my friend, Ashley. She's from the United States. She likes to travel and so do I. How about you? What do you like to do?

Pronunciation Principle: Linking and Reducing Words

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

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

LEARNING STRATEGY

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

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

Activity 1

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

Raul          Kota          Lisa

Activity 2

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

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

Now introduce your partner to another group.

Listening

www.mormon.org/sarahg

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

WRAP-UP

Summary

Now I can . . . | Now I know . . .
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1. introduce myself.</td>
<td></td>
</tr>
<tr>
<td>☐ 2. introduce other people.</td>
<td></td>
</tr>
</tbody>
</table>

Invitation to Act

Teach someone how to introduce a friend in English.
LESSON 2: INTERESTS
What do you like doing?

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

Grammar

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

Vocabulary

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

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

LESSON CONVERSATION AND ACTIVITIES

Conversation
A: So, what do you like doing?
B: 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.
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.

Pronunciation Principle: Syllables
Write the number of syllables in each word next to it in the box.

<table>
<thead>
<tr>
<th>swimming</th>
<th>exciting</th>
<th>games</th>
<th>writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>challenging</td>
<td>jogging</td>
<td>piano</td>
<td>sports</td>
</tr>
</tbody>
</table>

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 _________________.

Activity 1
What do these people like doing?

Ahmad

Cho

David

Activity 2
Find someone who . . .
likes writing _________________________________
doesn't like playing sports ____________________
likes playing games __________________________
doesn't like jogging __________________________
likes dancing ________________________________
doesn't like reading __________________________
likes cooking ________________________________
doesn't like painting __________________________

Listening
www.mormon.org/sunday

1. Name three things Sunday likes doing.

WRAP-UP
Summary

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

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

Invitation to Act
Ask someone what they like doing and what they don't like doing.
LESSON 3: FAMILY AND FRIENDS
Who is in your extended family?

WARM-UP

Objectives

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

Target Phrases

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

Vocabulary

Extended Family | stepmother | stepfather
great-grandmother | stepbrother
| stepsister
| aunt
| uncle
| cousin
| niece
| 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.
B: Well, I have two uncles, an aunt, and a cousin . . .
A: Oh, just one cousin? I have 10 cousins.
B: Yeah, she and I actually live together.

A: Oh really? How old is she?
B: She’s 20 years old, a little younger than me. She actually works in the same building as I do.
A: Oh! Where does she work?
B: She works at the bank.

Pronunciation Principle: Question Intonation

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your uncle work?</td>
<td>What about you?</td>
</tr>
<tr>
<td>Is your mother tall?</td>
<td>Do you like to read?</td>
</tr>
<tr>
<td>Does he work at a bank?</td>
<td>What do you like to do?</td>
</tr>
<tr>
<td>How old is your cousin?</td>
<td>Do you play the piano?</td>
</tr>
<tr>
<td>Where does he work?</td>
<td>Do you have any uncles?</td>
</tr>
<tr>
<td>Who is in your extended family?</td>
<td>Where do you work?</td>
</tr>
<tr>
<td>What are their names?</td>
<td></td>
</tr>
</tbody>
</table>

LEARNING STRATEGY

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

A: Who is in your extended family?
B: I have __________________.
A: How old is your ____________?
B: He/She is _____ years old.
A: Does your ____________ work?
B: Yes, he/she does.
A: Where does he/she work?
B: He/She works at ________________.
A: Tell me about your ________________.
B: He/She is ________________.

Activity 1

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

Activity 2

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


Listening

www.mormon.org/nelisa

1. Name three family members living with Nelisa.

WRAP-UP

Summary

Now I can . . .

☐ 1. talk about my extended family.

☐ 2. ask questions about others’ extended family.

Now I know . . .

Invitation to Act

Ask a friend about his or her extended family. Practice describing your family in English.
LESSON 4: FAMILY AND FRIENDS

What is your family like?

WARM-UP

Objectives

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

Grammar (pattern only for 1-syllable adjectives)

<table>
<thead>
<tr>
<th>I</th>
<th>am</th>
<th>you</th>
<th>are</th>
<th>(adjective) +er than</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td></td>
<td>him</td>
<td>her</td>
<td>their</td>
</tr>
<tr>
<td>we</td>
<td>are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
<td>my sister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he/she</td>
<td>is</td>
<td>my uncle</td>
<td>my mother</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

- 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 shy
  - more/less outgoing

LESSON CONVERSATION AND ACTIVITIES

Conversation

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

Pronunciation Principle: Sentence Stress

Repeat with the instructor:

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

LEARNING STRATEGY

Make flash cards for new vocabulary so you can practice new words during the day.
Instructor-Guided Practice
1. tall “I am ___ than ___.”
2. short “I am ___ than ___.”
3. old “I am ___ than ___.”
4. loud “I am ___ than ___.”
5. young “I am ___ than ___.”
6. outgoing “He/she is more ___ than ___.”
7. athletic “He/she is more ___ than ___.”
8. patient “He/she is more ___ than my mother.”
9. intelligent “He/she is more ___ than a professor.”
10. beautiful “He/she is more ___ than a model.”

Activity 1
Talk about the people in the pictures. Compare them to each other.

Susan and her mom  Sam and Helen  Damian and Maya

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

WRAP-UP
Summary
Now I can . . .  Now I know . . .
◯ 1. describe and compare myself to you.
◯ 2. describe my family and friends.
◯ 3. compare myself, my family, and my friends.

Invitation to Act
Teach someone how to compare two people in English.
LESSON 5: 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 okay? How are you feeling? Why are you feeling sad? What happened? I'm sad because my grandmother is sick. I feel nervous when I speak in front of people.

Showing Empathy

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

Vocabulary

Feelings and Emotions

happy
surprised
bored
tired
frustrated

upset
embarrassed
afraid
sad
angry

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Hey Andrea, are you all right? You look sad.
B: Well, I'm kind of frustrated.
A: Oh, no! What happened? Why are you frustrated?
B: I just had a fight with my father, but it's okay. I'll be all right.
A: Wow! *I'm sorry. Is he mad at you?
B: Yeah, it's because I broke the TV.
* 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
hat, hot

sad
an, on

can
last, lost

am

had

2. Listen to the difference between these two sentences. Then practice the words below.

The child is lost. The child is last.
and dance from 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 upset because
8. I'm sad because
9. I'm angry because
10. I'm surprised because

Activity 1

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

1. happy
2. surprised
3. bored
4. tired
5. frustrated
6. embarrassed
7. afraid
8. sad
9. angry
10. 

Activity 2

Partner A

- happy
- tired

Partner B

- bored
- upset

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.
LESSON 6: INTERESTS
Will you help me?

WARM-UP
Objectives

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

Target Phrases

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

Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation: Asking for Help

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

Pronunciation Principle: Sounds of the Letter a

Listen to and repeat these words after your instructor:
- say
- may
- hay
- a-ble
- A-my
- Da-vid
- hay, had
- may, mad
- pay, pad

With a partner, read these words out loud:
- 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 business woman 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 were Erick’s jobs in Iraq?
2. What happened to Erick?
3. 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 7: 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you live?</td>
<td>I live on <strong>251 West Third</strong> street.</td>
</tr>
<tr>
<td>Do you like living there?</td>
<td>It's in a <strong>safe</strong> part of <strong>Philadelphia</strong>.</td>
</tr>
<tr>
<td>Why do you like living there?</td>
<td>My home is <strong>noisy</strong>.</td>
</tr>
<tr>
<td></td>
<td>I like/don't like living there because it's <strong>lively</strong>.</td>
</tr>
</tbody>
</table>

Vocabulary

<table>
<thead>
<tr>
<th>Places</th>
<th>Adjectives to Describe Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>city</td>
<td>safe / unsafe</td>
</tr>
<tr>
<td>town</td>
<td>quiet / noisy</td>
</tr>
<tr>
<td>village</td>
<td>not crowded / crowded</td>
</tr>
<tr>
<td>neighborhood</td>
<td>historic / new</td>
</tr>
<tr>
<td>street</td>
<td>peaceful / lively</td>
</tr>
<tr>
<td>avenue</td>
<td>beautiful / ugly</td>
</tr>
<tr>
<td>road</td>
<td></td>
</tr>
</tbody>
</table>

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Where do you live?
B: I live on 231 Baker Street. Do you know that area? It's in a lively part of Jackson.
A: Oh yeah. Do you like living there?
B: Not really. My house is small, and there's a lot of traffic. It's pretty noisy and not very safe.

A: That's too bad. I live on 1612 Orange Grove Road. It's in a historic part of Gulfport.
B: Oh yeah. How do you like it?
A: I love it! The neighborhood is quiet, and the houses are old and beautiful.
B: That sounds nice! I'd like to move to a place like that someday.

Pronunciation Principle: the letter o

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

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

LEARNING STRATEGY

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

A: Where do you live?
B: I live on _____ . It's in a _____ part of _____ .
A: Do you like living there?
B: Yes [or No], because ____ . Where do you live?
A: I live on _____ . It's in a _____ part of _____ .
B: Do you like living there?
A: Yes [or No], because ____ .

Activity 1

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

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

Activity 2

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

Listening

www.mormon.org/julie
1. Where would Julie go if she could go anywhere in the world?
2. Why does she feel this way?

WRAP-UP

Summary

<table>
<thead>
<tr>
<th>Now I can . . .</th>
<th>Now I know . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>O 1. describe where I live.</td>
<td></td>
</tr>
<tr>
<td>O 2. ask where you live.</td>
<td></td>
</tr>
<tr>
<td>O 3. talk about why I like or don't like living where I live.</td>
<td></td>
</tr>
</tbody>
</table>

Invitation to Act

Draw a map of where a friend lives. Bring it next time and be ready to explain to the class what is close to where the friend lives.
LESSON 8: AT HOME
Where did you grow up?

WARM-UP

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

Grammar

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

Adjective
- happy
- outgoing

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

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

Vocabulary

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

- mean
- angry
- obedient / disobedient
- respectful / disrespectful
- wild

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

Past Tense Phrases
- There was . . .
- There were . . .

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 pretty 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

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

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

Activity 1
Use **there was** and **there were** and **had** to describe these pictures in the past tense.

Activity 2
Draw a picture of the house or the neighborhood you grew up in and then describe to your partner what it was like. Also, draw a picture of yourself as a child and talk about what you were like when you were younger.

Listening

www.mormon.org/frank

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

WRAP-UP

Summary

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

Invitation to Act

Ask a friend about where he or she grew up. Write about your friend in English. Next time you come to class, share some things about your friend with a partner.
LESSON 9: DAILY ROUTINES
What do you do every day?

WARM-UP

Objectives

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

Grammar

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

Vocabulary

- Frequency Words: always, usually, sometimes, never
- Frequency Phrases: every day, every weekend, once a week, once a month, once in a while
- Actions: eat, study, work, listen to music
- Review Words: get up, take a shower, get dressed, eat breakfast, brush my teeth, go to work, eat lunch, go to school, go home, eat dinner, watch TV, go to bed

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: Tell me what you do every day.
B: I usually get up at 7:00 and then I always go to work at 8:00. Sometimes I go out with friends after work.
A: So, 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 push you both to try harder and not give up.
Instructor-Guided Practice

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

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

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

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

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

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

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

WRAP-UP
Summary
Now I can . . .
\[\Box\] 1. talk about my daily routines.
\[\Box\] 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 10: 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
What did you do over the weekend?
How was your weekend?
It was great!
Yesterday I watched TV, exercised, and read a book.
I went out with some friends last week.

Grammar: Past Tense Verbs
For regular past tense verbs, “add -d or -ed to the end of the verb:

- wanted
- watched TV
- stayed home
- shopped

For irregular past tense verbs, you need to memorize their forms:

- go ► went
- sleep ► slept
- have ► had
- read ► read
- see ► saw
- teach ► taught
- buy ► bought
- come ► came

Vocabulary

Time Phrases

- yesterday
- over the weekend
- last weekend
- last week / month / year
- 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 [kleend]):
   - 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? Example: I went to the movies___________.
watched TV? read a book?
cleaned your home? went shopping?
visited a friend? saw with your family?

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: I ____________________
2. What did you do over the weekend? Answer: I ____________________
3. What did you do last week? Answer: I ____________________
4. What did you do last month? Answer: I ____________________
5. What did you do last year? Answer: I ____________________
6. What did you do two weeks ago? Answer: I ____________________

Activity 2
With a partner, create a conversation using the past tense. Prepare to perform your conversation in front of your classmates.
A: ____________________ B: ____________________
A: ____________________ B: ____________________
A: ____________________ B: ____________________

Listening
www.mormon.org/devin
1. What job did Devin have?
2. What happened to change his life?
3. What happened as a result of this?
4. What does he do now?

WRAP-UP
Summary
Now I can . . .
口 1. talk about what I did over the weekend.
口 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 11: PAST EXPERIENCES, PART 1
What did you do?

WARM-UP

Objectives

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

Grammar

Common Past Tense Questions:

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

Vocabulary

Review Past Tense Verbs

eat ► __________
take ► __________
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
- hap-py
- win-ty
- driz-zle
- fif-teen
- win-dow
- will
- din-ner
- vis-it
- snow-y
- Chi-na
- ty-ping
- 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.

![Images of Raul and Janet]

Activity 2

You are the suspect. Tell the detective why you are not guilty. What did you do at 10 p.m. last night?

1. At 10 p.m. last night, I _________________.
2. At 10 p.m. last night, I _________________.

You are the detective:

1. Suspect ___________  
   Suspect’s Story _________________.
2. 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 . . . | Now I know . . .
---|---
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.

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 12: 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

1. Time Phrase
2. What happened (options)

Example Sentences

<table>
<thead>
<tr>
<th>Time Phrase</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I was 18 years old,</td>
<td>I went to New York City.</td>
</tr>
<tr>
<td>When I graduated,</td>
<td>My family and I went on a trip.</td>
</tr>
<tr>
<td>When I finished my last year of university,</td>
<td>I was so happy to be done with school.</td>
</tr>
</tbody>
</table>

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

Vocabulary

Holidays

<table>
<thead>
<tr>
<th>Christmas</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>New Year’s Eve</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>New Verbs</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>remember</th>
</tr>
</thead>
</table>

Review Past Tense Verbs

<table>
<thead>
<tr>
<th>be</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>graduate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>work</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>travel</th>
</tr>
</thead>
</table>

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 went really well. It brought back memories. I actually graduated from that same school 23 years ago.
A: When was that, 1993? I graduated just one year after that in ‘94.
B: Yeah. I remember when I graduated, we had a big party afterward. We all stayed up all night long. I was so happy to be done with school.
A: Wow! We didn’t do anything like that when I graduated. We had a family dinner, but after that I just went home and slept. I was so tired.

Pronunciation Principle: the letter a + silent e

<table>
<thead>
<tr>
<th>at-ate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>make</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>late</th>
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</table>

<table>
<thead>
<tr>
<th>take</th>
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<table>
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<tr>
<th>same</th>
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</table>

<table>
<thead>
<tr>
<th>place</th>
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</table>

<table>
<thead>
<tr>
<th>came</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>face</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>game</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>save</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>made</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>state</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>a-gent</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>gave</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>made</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>place</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>game</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>pa-per</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>gram-mar</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>na-tion</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ap-ple</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>game</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>came</th>
</tr>
</thead>
</table>

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 . . . | Now I know . . .

☐ 1. describe a past experience.

☐ 2. ask about others’ past experiences.

Invitation to Act

Write about a past experience in your journal. Use things you learned from this lesson and the previous lesson. Come prepared to share it with a partner during the next class.
LESSON 13: 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!

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

Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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 Letter o

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

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

1. How much ________ cheese?  
2. How much ________ potatoes?  
3. How much ________ apples?  
4. How much ________ grapes?  
5. How much ________ lettuce?  
6. How much ________ milk?

1. ________ a kilo.  
2. ________ a bag.  
3. ________ a pound.  
4. ________ a bunch.  
5. ________ a head.  
6. ________ a liter.

Activity 1

1. How much ________ milk cost?  
2. How much ________ eggs cost?  
3. How much ________ carrots cost?  
4. How much ________ sugar cost?  
5. How much ________ bread cost?  
6. How much ________ bananas cost?

1. ________ about ________ a liter.  
2. ________ about ________ a dozen.  
3. ________ about ________ a bag.  
4. ________ about ________ a kilo.  
5. ________ about ________ a loaf.  
6. ________ about ________ a pound.

Activity 2

First, invent a price for each item and write it down. 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 |
---|---|---|
1. ________ | 1. ________ | 1. ________ |
2. ________ | 2. ________ | 2. ________ |
3. ________ | 3. ________ | 3. ________ |
4. ________ | 4. ________ | 4. ________ |
5. ________ | 5. ________ | 5. ________ |

| ________ a head | ________ a bag | ________ a liter |
---|---|---|
1. ________ | 1. ________ | 1. ________ |
2. ________ | 2. ________ | 2. ________ |
3. ________ | 3. ________ | 3. ________ |
4. ________ | 4. ________ | 4. ________ |
5. ________ | 5. ________ | 5. ________ |

What did you sell?  
To whom?  
For how much?

What did you buy?  
From whom?  
How much was it?

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.
SPEAK UP! 2

LESSON 14: MONEY AND SHOPPING
Do you have anything cheaper?

WARM-UP

Objectives

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

Grammar

Using Adjectives to Compare

<table>
<thead>
<tr>
<th>1-Syllable Adjectives:</th>
<th>2-Syllable Adjectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>good ► better</td>
<td>more / less expensive, more / less affordable, more / less compact, more / less high-tech</td>
</tr>
<tr>
<td>cheap ► cheaper</td>
<td>expensive ► more / less expensive, affordable ► more / less affordable, compact ► more / less compact, high-tech ► more / less high-tech</td>
</tr>
<tr>
<td>big ► bigger</td>
<td>This phone is better than that one.</td>
</tr>
<tr>
<td></td>
<td>This TV is cheaper than the black one.</td>
</tr>
<tr>
<td></td>
<td>That chair is bigger than this one.</td>
</tr>
<tr>
<td></td>
<td>This smartphone is less expensive.</td>
</tr>
<tr>
<td></td>
<td>The rent is more affordable here than it was at our old apartment.</td>
</tr>
<tr>
<td></td>
<td>This microwave is more compact. It fits on the counter better.</td>
</tr>
<tr>
<td></td>
<td>The new TV is more high-tech than the old one.</td>
</tr>
</tbody>
</table>

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

Vocabulary

<table>
<thead>
<tr>
<th>General vocabulary</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>afford</td>
<td>expensive / cheap, affordable, compact</td>
</tr>
<tr>
<td>good deal</td>
<td>high-tech / simple, modern / old-fashioned, tight / loose</td>
</tr>
<tr>
<td>price</td>
<td>comfortable / uncomfortable, dressy / casual</td>
</tr>
</tbody>
</table>

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

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 size 9.
A: Great! Thanks.

Pronunciation Principle: The Letter *i* in Words with Silent *e*

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

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

LEARNING STRATEGY

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

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

Activity 1

A: I like this M33 smartphone!

B: Yeah, but it’s too high-tech. I want a more simple one.

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

Activity 2

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

price: _______ price: _______

Listening

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

WRAP-UP

Summary

Now I can . . . Now I know . . .
1. describe and compare items and prices.

Invitation to Act

Next time you go shopping, compare 2 items at the store (for example, 2 shirts). Write down some comparisons. Be prepared to talk about the comparison in the next class.
LESSON 15: IN THE COMMUNITY
Do you know where the museum is?

WARM-UP

Objectives

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

Grammar

Do you know where the park is? Yes. It's next to the grocery store.

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

Prepositions (Review)

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>across from</td>
<td>far from</td>
</tr>
<tr>
<td>behind</td>
<td>in front of</td>
</tr>
<tr>
<td>close to</td>
<td>next to</td>
</tr>
<tr>
<td>down the street from</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

Places
- neighborhood
- movie theater
- museum
- park

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

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Hey, Adam, do you know where the movie theater is?  
B: Yes, I just went there yesterday. It's the large building between the park and the mall. It's down the street from the bank.  
A: Hmm, I don't know where that is. Is it close to the river?  
B: No. Do you know where the art museum is?  
A: Yes, I do.  
B: Okay. The movie theater is right across from the art museum.  
A: Oh! Okay. I know where it is! Thank you!  
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 okay. You will learn better by using the language as much as you can.
Instructor-Guided Practice

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.

   ![Map](image1)

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

2. **Activity 2**

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

   **Partner A**: “This place is across from the movie theater and down the street from the police station.”
   
   **Partner B**: “Is it the grocery store?”

   ![Map](image2)

Listening

[link](https://www.mormon.org/mark)

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

WRAP-UP

Summary

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

Invitation to Act

Write about your favorite place in the city where you live. Describe where it is. Be prepared to share what you have written during the next class.
LESSON 16: IN THE COMMUNITY
When is the party?

WARM-UP

Objectives

1. I will learn to talk about future events.

Grammar

How to speak about the future

<table>
<thead>
<tr>
<th>Present</th>
<th>➤ Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>will + base form of verb</td>
<td>There is . . .</td>
</tr>
<tr>
<td>It is . . .</td>
<td>➤ It will be at the theater.</td>
</tr>
<tr>
<td>It’s . . .</td>
<td>➤ It’s going to be great!</td>
</tr>
<tr>
<td>I will study after school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>be going to + base form of verb</th>
<th>Sometimes we use time phrases (like next week) to talk about the future, but we use a present tense verb:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to study after school.</td>
<td>The festival is today. ➤ The festival is next week.</td>
</tr>
</tbody>
</table>

Ways to invite someone

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

Vocabulary

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

LESSON CONVERSATION AND ACTIVITIES

Conversation

A: Hey Steve, are you going to come to Emily’s birthday party on Saturday?
B: Nobody told me about it. Where is it going to be?
A: It will be at Christin’s house at 7:00. It’s a surprise, so don’t say anything to Emily.
B: Oh, okay! Do you think it will be all right if I invite Adam to come too?
A: Actually, I talked to him yesterday. He’s already planning on it.
B: Should I bring anything?
A: I’m going to bring a salad. Could you bring hot dogs?
B: Sure!
A: Great! Well, I have to get going. See you on Saturday.
B: See you!

Pronunciation Principle: The Letters er, ir, and ur

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

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

LEARNING STRATEGY

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

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

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

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

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

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

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

Activity 1

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

Activity 2

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

Listening

www.mormon.org/sarah

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

WRAP-UP

Summary

Now I can . . .
1. talk about future events.

Now I know . . .

Invitation to Act

Write about what you are going to do next week. Write down at least 6 different things that you are going to do. Be prepared to share what you wrote in the next class.
LESSON 17: HOLIDAYS
What are you going to do on New Year’s?

WARM-UP

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

Grammar
Using will probably

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

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

Review of how to speak about the future
will + base form of verb
I will be out of town
I am going to have a party!

be going to + base form of verb

Vocabulary
Verbs | Frequency words (review) | Other words
--- | --- | ---
celebrate | A lot | traditions
spend time | usually | every
relax | often | once in a while
visit | rarely |

LESSON CONVERSATION AND ACTIVITIES

Conversation 1
A: Hey Dave, what are you going to do on New Year’s Eve?
B: I will probably watch the fireworks and spend time with my family.
A: That sounds like fun.
B: What about you? Do you have any plans?
A: I’m not sure yet—I will probably go to a party or something.

Conversation 2
A: What do you usually do for New Year’s Eve?
B: I often watch fireworks and spend time with my friends, but this year my friends have other plans.
A: Would you like to come to my party?
B: Really? Thank you. It’s nice of you to invite me. First, I need to find out how late I will have to work.
A: Well, you’re welcome to come.

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

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

LEARNING STRATEGY

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

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

Activity 1

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

Classmate 1: _______________  Classmate 2: _______________

____________________  ___________________

____________________  ___________________

Activity 2

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

A: ____________________________  B: ____________________________

____________________  ______________________

____________________  ______________________

A: ____________________________  B: ____________________________

____________________  ______________________

____________________  ______________________

Listening

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

WRAP-UP

Summary

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

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

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

Invitation to Act

Write about some things that you will probably do on the next big holiday. Be prepared to share what you wrote with a partner in the next class.
LESSON 18: 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>
<thead>
<tr>
<th>I / you / we / they / he / she / it</th>
<th>am</th>
<th>are</th>
<th>going to</th>
<th>will</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you / we / they</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he / she / it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

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

Places
beach
lake
campsite
mountain
museum
amusement park
theater

Nouns
scenery
sites
tour
Verbs
hike
fish
swim
unwind
relax
explore
get away
try new food

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

A: Are you going to take a vacation this year?  
B: Yes, we go on vacation every year. I will leave in July. I am very excited!  
A: So, where will you go this year?  
B: I'm going camping with my family in the mountains.  
A: That sounds like fun! What will you do there?  
B: We are going to hike and fish during the day. At night, we will just unwind and enjoy the scenery.  
A: Well, I hope you have a great time!

Conversation 2

A: Guess what! We're going to Hawaii this summer!  
B: Wow! That's great! Tell me about it.  
A: We will travel by bus around the island so we can see the sites.  
B: What sites will you visit?  
A: We are going to see volcanoes and local villages. We will also go swimming with dolphins!  
B: That sounds like so much fun!

Pronunciation Principle: The Letters ea and ee

1. please, each, beach, leave, deal, cheap
2. bread, head, dead, read (past tense verb)
3. great, break, steak
4. street, tree, need, three, see, week

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

LEARNING STRATEGY

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

I'm going to the  beach  . . .  because I want to  relax and swim .  I'm going by  bus .
  lake  hike  car
  city  fish  train
  mountains  have fun
  amusement park  visit museums  explore the scenery

Activity 1

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

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/lacey

1. What sport does Lacey do?
2. Why is swimming perfect for Lacey?

WRAP-UP

Summary

Now I can . . .

1. describe where I am going on vacation.

Now I know . . .

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 19: 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:

<table>
<thead>
<tr>
<th>“You should go to the doctor.”</th>
<th>You should . . .</th>
<th>You should go to the doctor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The verb that comes after <strong>should</strong> will always be in the <strong>base form</strong>. This sentence means “I think it will be good for you to go to the doctor.”</td>
<td>You shouldn't . . .</td>
<td>You shouldn't eat so much junk food.</td>
</tr>
<tr>
<td></td>
<td>You need to . . .</td>
<td>You need to sleep more often.</td>
</tr>
<tr>
<td></td>
<td>I think you should . . .</td>
<td>I think you should avoid playing sports.</td>
</tr>
</tbody>
</table>

Vocabulary

Phrases

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

Verbs

rest  
exercise  
put heat on it  
take some medicine  
ice it  
wrap it

Other Words

swollen  
red  
bruised  
sprained

Frequency Words

once a _week_  
twice a _day_  
3 times a _day_

LESSON CONVERSATION AND ACTIVITIES

Conversation 1

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

Conversation 2

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

Pronunciation Principle: **-tion** and **-sion**

1. [shun] comprehension, education, location, vacation, discussion, permission
2. [zhun] confusion, decision, vision, persuasion, revision

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

LEARNING STRATEGY

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

1. A: “I broke my leg.”
   
   B: You _______ play sports.

2. A: “I have a fever.”
   
   B: You _______ go to work today.

3. A: “I have a headache.”
   
   B: You _______ take some medicine.

   
   B: You _______ come to the party.

   
   B: You _______ rest until you feel better.

6. A: “I feel really tired.”
   
   B: You _______ take a nap.

Activity 1

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

1. John sprained his ankle. It is swollen and he can’t walk.
   - 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

2. Carlos fell down the stairs. His knee hurts very badly.
   - 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

3. Paul is exhausted. He keeps falling asleep at work.
   - 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.
   - 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

5. Lisa is overweight. She is always tired at work.
   - 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

6. Becca feels sick to her stomach. She doesn’t want to eat.
   - 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

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 20: HEALTH AND SICKNESS**

*How are you feeling?*

**WARM-UP**

**Objectives**

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

**Grammar**

<table>
<thead>
<tr>
<th>Imperatives (commands)</th>
<th>Doctors’ questions and instructions</th>
<th>Review: Giving advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The imperative form is the base form of the verb. You usually don’t use pronouns with imperatives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Take</em> this medication every day.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Don’t exercise</em> for two weeks.*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**

- **Problems**
  - cold
  - fever
  - headache
  - stomachache

- **Adjectives**
  - awful
  - terrible
  - weak
  - light-headed

- **Other**
  - medication
  - pills

**LESSON CONVERSATION AND ACTIVITIES**

**Conversation**

A: Hello, Susan, how are you feeling today?

B: Hi, Doctor Green. I don’t feel very well. I have had a headache for three days and my back really hurts. I’m in a lot of pain and I can’t sleep.

A: Hmmm, that doesn’t sound good. Where does your back hurt?

B: It hurts up here, in between my shoulders. I feel a sharp pain every time I move my neck.

A: Did you do something that hurt your back?

B: Well, I tried to lift a heavy box on Monday. [The doctor carefully checks Susan’s back and neck.]

A: I think you pulled a muscle. I want you to take this medication twice a day with food. You should take it right after you eat in the morning and evening. Come back and see me in a week.

**Pronunciation Principle: The Letters oa**

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

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

**LEARNING STRATEGY**

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

1. Patient: “I pulled a muscle”  
   Doctor:__________________  
   Rest for three days.

2. Patient: “I have a fever.”  
   Doctor:__________________  
   Don’t exercise for a few days.

3. Patient: “I have a headache.”  
   Doctor:__________________  
   Drink plenty of water.

4. Patient: “I have a cold.”  
   Doctor:__________________  
   Take this medication.

   Doctor:__________________  
   Stay home and rest.

6. Patient: “I have a sharp pain.”  
   Doctor:__________________  
   Don’t go in to work tomorrow.

Activity 1

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

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

Activity 2

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

Notes about your problem or injury:

What did the doctor tell you to do?:

Listening

www.mormon.org/athelia

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

WRAP-UP

Summary

Now I can . . .

☐ 1. describe how I feel to a doctor.

Now I know . . .

Invitation to Act

Ask a friend to tell you about a time he or she was injured or sick. Write down some notes and come to the next class prepared to describe your friend’s experience to a partner.
LESSON 21: SPECIAL OCCASIONS
When is the celebration?

WARM-UP

Objectives

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

Grammar

Ways to invite someone

<table>
<thead>
<tr>
<th>Would you like to . . .</th>
<th>Do you want to . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Would you like to go to the party with me?”</td>
<td>“Do you want to come to a wedding reception with me?”</td>
</tr>
</tbody>
</table>

Event vocabulary

<table>
<thead>
<tr>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>wedding</td>
</tr>
<tr>
<td>graduation</td>
</tr>
<tr>
<td>reception</td>
</tr>
<tr>
<td>birthday</td>
</tr>
<tr>
<td>anniversary</td>
</tr>
<tr>
<td>celebration</td>
</tr>
<tr>
<td>party</td>
</tr>
<tr>
<td>invitation</td>
</tr>
<tr>
<td>refreshments</td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to . . .?</td>
</tr>
<tr>
<td>Do you want to . . .?</td>
</tr>
<tr>
<td>When . . .?</td>
</tr>
<tr>
<td>What time . . .?</td>
</tr>
<tr>
<td>Where . . .?</td>
</tr>
</tbody>
</table>

Time phrases (review)

<table>
<thead>
<tr>
<th>Time phrases (review)</th>
</tr>
</thead>
<tbody>
<tr>
<td>in a few days/weeks/months</td>
</tr>
<tr>
<td>next week</td>
</tr>
<tr>
<td>tomorrow night</td>
</tr>
<tr>
<td>soon</td>
</tr>
</tbody>
</table>

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 buy 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
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

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.

<table>
<thead>
<tr>
<th>Event: Wedding Reception</th>
<th>Event: ___________________________</th>
<th>Event: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time: 7:00 p.m</td>
<td>Time: __________________________</td>
<td>Time: __________________________</td>
</tr>
<tr>
<td>Day: Saturday</td>
<td>Day: __________________________</td>
<td>Day: __________________________</td>
</tr>
<tr>
<td>Date: May 22</td>
<td>Date: __________________________</td>
<td>Date: __________________________</td>
</tr>
<tr>
<td>Location: Golf Club</td>
<td>Location: ______________________</td>
<td>Location: ______________________</td>
</tr>
<tr>
<td>Details: There will be dinner, dancing, and fun!</td>
<td>Details: ______________________</td>
<td>Details: ______________________</td>
</tr>
</tbody>
</table>

Activity 2

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

Listening

www.mormon.org/jasons

1. What did Jason's wife dream of when she was a little girl?

2. What was the one problem with how her dream happened?

WRAP-UP

Summary

Now I can . . .

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

Now I know . . .

Invitation to Act

Write down what you think you will do for your next birthday party. Next class, come prepared to share your plans with a partner.
LESSON 22: 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 lots of friends and family members. At the end, there were fireworks. It was great!
A: Well, it sounds like it was a success!

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

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

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

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

LEARNING STRATEGY

When you are listening to English radio or TV, try to repeat out loud what you hear. Imitate the sound of the speaker. This can help you practice English pronunciation.
<table>
<thead>
<tr>
<th>Instructor-Guided Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There will be a party next week. ➤</td>
</tr>
<tr>
<td>2. We are going to dance at the party. ➤</td>
</tr>
<tr>
<td>3. We will have cake and ice cream. ➤</td>
</tr>
<tr>
<td>4. My friends will cook some food. ➤</td>
</tr>
<tr>
<td>5. The band will play some music. ➤</td>
</tr>
<tr>
<td>6. I am going to sing a song. ➤</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wedding</td>
</tr>
<tr>
<td>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!</td>
</tr>
<tr>
<td>The Graduation</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene: When you walk into the church, you see:</td>
</tr>
<tr>
<td>1. The bride is sitting on the floor, and she is crying.</td>
</tr>
<tr>
<td>2. The groom is lying on the floor and has a black eye.</td>
</tr>
<tr>
<td>3. The police are taking the father of the bride away.</td>
</tr>
<tr>
<td>4. There is a frying pan on the floor in the middle of the room.</td>
</tr>
<tr>
<td>What do you think happened? With your group, write a short news article. Talk about what happened at the wedding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.mormon.org/patrice">www.mormon.org/patrice</a></td>
</tr>
<tr>
<td>1. What happened 3 days before Patrice was supposed to get married?</td>
</tr>
<tr>
<td>2. How did this affect her wedding?</td>
</tr>
<tr>
<td>3. Why was it an “amazing way to start a relationship”?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Invitation to Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
What do you want to do in the future?

**WARM-UP**

**Objectives**

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

**Grammar**

**Talking about future plans**

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

**Vocabulary**

**Future plans**

<table>
<thead>
<tr>
<th>I want to . . .</th>
<th>get married</th>
<th>get a job</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hope to . . .</td>
<td>have children</td>
<td>get a raise</td>
</tr>
<tr>
<td>I plan to . . .</td>
<td>move to London</td>
<td>go to college</td>
</tr>
<tr>
<td>I would like to . . .</td>
<td>buy a house</td>
<td>study engineering</td>
</tr>
<tr>
<td>. . .</td>
<td>travel</td>
<td></td>
</tr>
</tbody>
</table>

**Areas of study**

<table>
<thead>
<tr>
<th>business</th>
<th>biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>education</td>
<td>chemistry</td>
</tr>
<tr>
<td>engineering</td>
<td>science</td>
</tr>
<tr>
<td>math</td>
<td>English</td>
</tr>
<tr>
<td>English</td>
<td>construction</td>
</tr>
</tbody>
</table>

**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 . . .

Now I can . . .

Now I can . . .

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

Invitation to Act

Go home and write in your journal about your future plans. Set some goals and write down some things that you will do in order to accomplish your goals.
LESSON 24: REVIEW

Vocabulary Review Activity

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

Review Activity 1

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

Review Activity 2

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

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

Reflection

Reflect on the previous English lessons you have participated in 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.
### SPEAK UP! 2 GRAMMAR PRINCIPLES

#### Unit 1, Lesson 1

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

#### Unit 1, Lesson 2

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

#### Unit 1, Lesson 3

**Target phrases about family, including:**

Tell me about your ________ (sister, uncle, etc.)

How old is she (or he)?

Does he (or she) work?

Where does he (or she) work?

#### Unit 1, Lesson 4

<table>
<thead>
<tr>
<th></th>
<th>I, you, we, they</th>
<th>am</th>
<th>are</th>
<th>(adjective) + er + than __________.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>he, she, it</td>
<td>is</td>
<td></td>
<td>person/people</td>
</tr>
</tbody>
</table>

#### Unit 1, Lesson 5

**Target phrases about emotions, including:**

Are you all right?

Is everything okay?

How are you feeling?

What happened?

#### Unit 1, Lesson 6

**Polite requests**

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

**More direct requests**

<table>
<thead>
<tr>
<th>I need you to . . .</th>
<th>I want to . . .</th>
<th>Answers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Yes, I will/can . . .</th>
<th>No, I won't/can't . . .</th>
</tr>
</thead>
</table>
### Unit 2, Lesson 7

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

### Unit 2, Lesson 8

**To Be (Past)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Past Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
<td>adjective&lt;br&gt;happy, outgoing&lt;br&gt;OR&lt;br&gt;prepositional phrase&lt;br&gt;in front of the house, near the park</td>
</tr>
<tr>
<td>you, we, they</td>
<td>were</td>
<td></td>
</tr>
<tr>
<td>he, she, it</td>
<td>was</td>
<td></td>
</tr>
</tbody>
</table>

**To Have (Past)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Past Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>had</td>
<td>noun&lt;br&gt;a dog, a lot of friends, a big house</td>
</tr>
<tr>
<td>you, we, they</td>
<td>had</td>
<td></td>
</tr>
<tr>
<td>he, she, it</td>
<td>had</td>
<td></td>
</tr>
</tbody>
</table>

### Unit 2, Lesson 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frequency Word</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>always</td>
<td>study in my room.</td>
</tr>
<tr>
<td>subject</td>
<td>verb</td>
<td>frequency phrase</td>
</tr>
<tr>
<td>I</td>
<td>go shopping</td>
<td>once a month.</td>
</tr>
</tbody>
</table>

### Unit 2, Lesson 10

**Past tense verbs**

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

- wanted
- liked
- exercised
- worked

Memorize the forms of *irregular* past tense verbs.

- go ► *went*
- sleep ► *slept*
- have ► *had*
- teach ► *taught*
Unit 2, Lesson 11
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)?

Unit 2, Lesson 12
Time phrase | What happened
---|---
When I graduated, | I moved out of my parents’ home.
When I was 18 years old, | my family and I went on a trip.

Unit 3, Lesson 13
Count and non-count nouns
How much does this ground beef cost? (singular/non-count)
How much do these bananas cost? (plural/count)
Can pluralize count nouns | Can't pluralize non-count nouns
Examples: egg(s), tomato((es), carrot(s), banana(s) | Examples: lettuce, milk, meat, flour

Unit 3, Lesson 14
Comparatives
1-syllable adjectives: + er | Longer adjectives: less / more + adjective
Examples: big bigger, cheap cheaper | Examples: expensive ➔ more expensive
affordable ➔ less affordable

Unit 3, Lesson 15
Prepositions review and expansion
across from
behind
between
close to
far from
in front of
next to
down the street from
### Simple future

<table>
<thead>
<tr>
<th>Will + base verb</th>
<th>Be going to + base verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: I <em>will study</em> after school.</td>
<td>Example: I <em>am going to study</em> after school.</td>
</tr>
</tbody>
</table>

### 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.

### Going + by + mode of transportation

<table>
<thead>
<tr>
<th>We are going by bus.</th>
<th>Review of future</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will go by car.</td>
<td>Going to + verb</td>
</tr>
<tr>
<td></td>
<td>Will + verb</td>
</tr>
</tbody>
</table>

### Giving advice

<table>
<thead>
<tr>
<th>You should . . .</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>You shouldn’t . . .</td>
<td><em>You should</em> go to the doctor.</td>
</tr>
<tr>
<td>You need to . . .</td>
<td><em>You shouldn’t</em> eat so much junk food.</td>
</tr>
<tr>
<td>I think you should . . .</td>
<td><em>You need to</em> sleep more often.</td>
</tr>
<tr>
<td></td>
<td><em>I think you should</em> avoid playing sports.</td>
</tr>
</tbody>
</table>

### Target Phrases (doctor’s questions and instructions)

<table>
<thead>
<tr>
<th>How long have you felt sick?</th>
<th>Where does it hurt?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperatives (Commands)</td>
<td>Example</td>
</tr>
<tr>
<td>Use the base form of the verb.</td>
<td>Take this medication daily.</td>
</tr>
<tr>
<td>There usually is not a subject.</td>
<td>Don’t exercise for two weeks.</td>
</tr>
<tr>
<td><strong>GRAMMAR PRINCIPLE</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4, Lesson 21</strong></td>
<td></td>
</tr>
<tr>
<td>Ways to invite someone</td>
<td></td>
</tr>
<tr>
<td>Would you like to . . . ?</td>
<td></td>
</tr>
<tr>
<td>Do you want to . . . ?</td>
<td></td>
</tr>
<tr>
<td><strong>Using present tense for future time</strong></td>
<td></td>
</tr>
<tr>
<td>There <em>is</em> a party on Saturday. = There <em>will be</em> a party on Saturday.</td>
<td></td>
</tr>
<tr>
<td>The wedding <em>is</em> at the church. = The wedding <em>will be</em> at the church.</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4, Lesson 22</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Target Phrases</strong></td>
<td></td>
</tr>
<tr>
<td>How did the <em>(wedding)</em> go?</td>
<td></td>
</tr>
<tr>
<td>How was the <em>(party)</em>?</td>
<td></td>
</tr>
<tr>
<td>It was <em>(beautiful)</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4, Lesson 23</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Future plans</strong></td>
<td></td>
</tr>
<tr>
<td>I want to . . .</td>
<td></td>
</tr>
<tr>
<td>I hope to . . .</td>
<td>+ verb</td>
</tr>
<tr>
<td>I plan to . . .</td>
<td></td>
</tr>
<tr>
<td>I would like to . . .</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4, Lesson 24</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td></td>
</tr>
</tbody>
</table>
Unit 1, Lesson 1

**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

Unit 1, Lesson 1 HW

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

Unit 1, Lesson 2

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

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

Unit 1, Lesson 2 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

Unit 1, Lesson 3

**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

Unit 1, Lesson 3 HW

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

**Adjective:** adopted

**Phrases:** My parents are divorced. My parents are separated.

Unit 1, Lesson 4

**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 shy, more/less outgoing
## LESSON AND HOMEWORK (HW) VOCABULARY

**Unit 1, Lesson 4 HW**

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

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

---

**Unit 1, Lesson 5**

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

---

**Unit 1, Lesson 5 HW**

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

---

**Unit 1, Lesson 6**

**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

---

**Unit 1, Lesson 6 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

---

**Unit 2, Lesson 7**

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

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

---

**Unit 2, Lesson 7 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

---

**Unit 2, Lesson 8**

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

**Past tense phrases:** There was, There were
### LESSON AND HOMEWORK (HW) VOCABULARY

#### Unit 2, Lesson 8 HW
**Adjectives:** friendly, funny, helpful, honest, neat, patient, creative, talkative, brave, careful, bossy

#### Unit 2, Lesson 9
**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, eat dinner, watch TV, go to bed

#### Unit 2, Lesson 9 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

#### Unit 2, Lesson 10
**Time Phrases:** yesterday, over the weekend, last weekend, last week/month/year, a week ago

#### Unit 2, Lesson 10 HW

#### Unit 2, Lesson 11
**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

#### Unit 2, Lesson 11 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)

#### Unit 2, Lesson 12
**Holidays:** Christmas, New Year’s Eve

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

**Unit 2, Lesson 12 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)

**Unit 3, Lesson 13**

**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

**Unit 3, Lesson 13 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

**Unit 3, Lesson 14**

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

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

**Unit 3, Lesson 14 HW**

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

**Unit 3, Lesson 15**

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

**Unit 3, Lesson 15 HW**

**Places:** airport, church, cathedral, fire station, gas station, garage, grocery store, convenience store, book store, department store, stadium, health club, bus stop, bowling alley, city hall, government building, embassy
### LESSON AND HOMEWORK (HW) VOCABULARY

#### Unit 3, Lesson 16

**Verb:** come

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

#### Unit 3, Lesson 16 HW

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

#### Unit 3, Lesson 17

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

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

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

#### Unit 3, Lesson 17 HW

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

**Frequency words:** frequently, seldom

#### Unit 3, Lesson 18

**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

#### Unit 3, Lesson 18 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

#### Unit 4, Lesson 19

**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

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

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

### Unit 4, Lesson 19 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

### Unit 4, Lesson 20

**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

### Unit 4, Lesson 20 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

### Unit 4, Lesson 21

**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

### Unit 4, Lesson 21 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

### Unit 4, Lesson 22

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

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

### Unit 4, Lesson 22 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**

**Unit 4, Lesson 23**

**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 . . .)

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

**Unit 4, Lesson 23 HW**

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

**Unit 4, Lesson 24**

**Review**