



---

Theses and Dissertations

---

2005-07-06

## 500 Essential English Words for ESL Missionaries

Carrie A. Thompson  
*Brigham Young University - Provo*

Follow this and additional works at: <https://scholarsarchive.byu.edu/etd>



Part of the [Linguistics Commons](#)

---

### BYU ScholarsArchive Citation

Thompson, Carrie A., "500 Essential English Words for ESL Missionaries" (2005). *Theses and Dissertations*. 624.

<https://scholarsarchive.byu.edu/etd/624>

This Selected Project is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact [scholarsarchive@byu.edu](mailto:scholarsarchive@byu.edu), [ellen\\_amatangelo@byu.edu](mailto:ellen_amatangelo@byu.edu).

500 ESSENTIAL ENGLISH WORDS FOR ESL MISSIONARIES

by

Carrie Ann Thompson

A masters' project submitted to the faculty of

Brigham Young University

in partial fulfillment of the requirements for the degree of

Master of Arts

Department of Linguistics and English Language

Brigham Young University

August 2005

Copyright © 2005 Carrie A. Thompson

All Rights Reserved

BRIGHAM YOUNG UNIVERSITY

GRADUATE COMMITTEE APPROVAL

of a masters' project submitted by

Carrie A. Thompson

This project has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cynthia L. Hallen, Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dee I. Gardner

\_\_\_\_\_  
Date

\_\_\_\_\_  
Glen W. Probst

\_\_\_\_\_  
Date

\_\_\_\_\_  
C. Eric Ott

BRIGHAM YOUNG UNIVERSITY

As chair of the candidate's graduate committee, I have read the project of Carrie A. Thompson in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

---

Date

---

Cynthia L. Hallen  
Chair, Graduate Committee

Accepted for the Department

---

Lynn E. Henrichsen  
Department Chair

Accepted for the College

---

John R. Rosenberg  
Dean, College of Humanities

## ABSTRACT

### 500 ESSENTIAL ENGLISH WORDS FOR ESL MISSIONARIES

Carrie Ann Thompson

Department of Linguistics and English Language

Masters of Arts

In order to help ESL missionaries teach the gospel from their hearts using their own words, I have developed a 500-word list of core gospel vocabulary in English. To enhance the 500-word list, I included a lexicon with simple definitions, some grammatical information, and examples of the words in context. The resulting product complies with the standards for master's projects established by the Department of Linguistics and English Language.

Published literature shows that the development of specialized corpora can be beneficial for students learning another language. Additionally, specialized corpora act as a catalyst for in-depth vocabulary analysis and the development of other materials associated with the field of language acquisition.

Using the 5,013 lexical items from the *Preach My Gospel* manual and related materials, I developed a specialized vocabulary list of 500-words. To achieve this, I used

a number of strategies to reduce the larger compilation of words into the most useful and essential core vocabulary: a pre-rating selection that resulted in 2,419 words, a non-native ESL-instructor rating that resulted in the selection of 994 words, a post-rater researcher analysis that resulted in 425 words, a range-and-frequency analysis that resulted in 634 words, and a think-out-loud analysis that resulted in 500 words.

After creating the 500-word list, I implemented and tested the materials with ESL missionaries at the Missionary Training Center (MTC) in Provo, Utah. I gathered feedback from ESL teachers and missionaries through interviews and a questionnaire. Based on their responses, I determined that the 500-word list is useful in helping missionaries learn essential vocabulary and to teach gospel topics in English. Furthermore, the materials have drawn attention from administrators and developers at the MTC, creating a springboard for future projects at the MTC.

## ACKNOWLEDGEMENTS

Many thanks and appreciation to  
my committee, classmates, coworkers, family,  
MTC teachers, and missionaries  
for their assistance, support, and excitement  
in the research, development, writing, and implementation  
of this project.



## TABLE OF CONTENTS

List of figures.....	x
List of tables.....	xi
<i>Chapter 1 Introduction</i> .....	1
Background.....	1
Purpose.....	4
Delimitations.....	7
<i>Chapter 2 Review of literature</i> .....	9
Specialized corpora.....	9
Academic written corpora.....	9
Spoken corpora .....	13
National corpora.....	15
LDS corpora.....	18
Word selection .....	20
Elements of a word in a dictionary .....	21
Putting it all together.....	22
<i>Chapter 3 Methodology</i> .....	23
Vocabulary selection, compilation and organization.....	24
Vocabulary selection.....	24
Compilation and organization.....	24
Trimming the vocabulary to 500 words.....	26
Pre-rater analysis.....	27
Non-native ESL-instructor rating .....	29

Post-rater researcher analysis.....	33
Frequency and range.....	35
Think-out-loud analysis .....	35
Grouping.....	37
Examples of the 500 words in context.....	40
Dictionary .....	42
Booklet.....	45
<i>Chapter 4 Implementation, Results, and Findings.....</i>	<i>48</i>
Participants.....	48
Research questions.....	49
Method .....	50
Missionary Questionnaire .....	50
Interviews.....	50
Results and Findings.....	50
Teacher interviews .....	51
Missionary Questionnaire .....	52
List comparisons .....	60
Overall effectiveness.....	63
<i>Chapter 5 Conclusions and Applications .....</i>	<i>64</i>
Application.....	64
On-going use at the MTC .....	64
Future changes .....	65
Suggestions for further research .....	65

Lessons learned.....	68
References.....	71

### Appendices

Appendix A: <i>Preach My Gospel</i> lessons and sub-topics .....	75
Appendix B: Rater packet.....	77
Appendix C: Missionary Questionnaire – English .....	97
Appendix D: Missionary Questionnaire – Spanish.....	99
Appendix E: “500 Essential English Words for ESL Missionaries.....	101

## List of Figures

Figure 1. How missionaries rate the usefulness of the materials? .....	52
Figure 2. How often do missionaries use the materials? .....	53
Figure 3. When do missionaries use the materials?.....	54
Figure 4. Which part of the materials do missionaries find the most helpful? .....	55
Figure 5. Which part of the materials do missionaries use the most?.....	56
Figure 6. What do missionaries use the materials for? .....	57
Figure 7. Which of the two word lists has been most helpful for the native Spanish missionaries?.....	58

## List of Tables

Table 1. Raters Averages .....	32
Table 2. Words grouped by lessons .....	38
Table 3. Unique Vocabulary for each lesson .....	40
Table 4. Examples of the word “reformation” in context .....	41
Table 5. Words not found in secular dictionaries .....	44
Table 6. Native Spanish-speaking missionaries’ comments on word list preferences .....	59
Table 7. Comments on what the missionaries like about the materials .....	59
Table 8. Comments on what the missionaries would change about the materials .....	60
Table 9. Words not found in the MTC 2500 word list .....	61
Table 10. Words not found in the Global English list .....	61
Table 11. Nation’s list comparison .....	62
Table 12. Words not found in Nation’s base word lists .....	62

## CHAPTER 1 INTRODUCTION

### *Background*

Beginning in the 1940s, missionaries for The Church of Jesus Christ of Latter-day Saints, had been instructed to memorize and teach standard missionary discussions, relying heavily on these discussions for the concepts to teach and the words to use. These standardized discussions were very helpful as the number of missionaries steadily increased and as the gospel spread to more and more countries outside the United States. But as with any progressing program, procedures may need to be re-evaluated periodically.

On December 11, 2002, the First Presidency and Quorum of the Twelve Apostles for The Church of Jesus Christ of Latter-day Saints issued a *Statement on Missionary Work* (Hinckley et al., 2002). In this statement, they called for more effective missionary service, which is indirectly a call for better teaching. The document states, “Our purpose is to teach the message of the restored gospel in such a way as to allow the Spirit to direct both the missionary and those being taught” (Hinckley et al., p. 8). The *Statement on Missionary Work* requires an adjustment in the way missionaries are to teach and present the message of the gospel:

It is essential to learn the concepts of the standard missionary discussions, but these should not be taught by rote presentation. The missionary should feel free to use his own words as prompted by the Spirit. He should not give a memorized recitation, but speak from the heart in his own terms. Speaking out of his own conviction and in his own words he should bear testimony of the truth of his teachings (p. 7).

This modification to missionary work created challenges for new missionaries and their teachers. First, missionaries now needed to know the doctrine of the gospel well enough that they can teach any topic at anytime as directed by the Spirit. This was a colossal task considering the fact that many missionaries used to rely on the standard missionary discussions for the doctrines to teach and the order to teach them. Second, missionaries learning a new language lost one of their primary language-learning strategies. For decades, missionaries had relied upon memorization of the discussions to help them acquire specialized vocabulary. Therefore, the challenge now for missionaries learning a new language is how to learn specialized religious vocabulary, and what vocabulary to learn.

Speaking to teachers at the Provo Missionary Training Center (MTC) on January 12, 2003, Elder Richard G. Scott gave the following counsel on how to help missionaries who are learning new languages: “help them capture the *key phrases*, the most *important words*. Do not try and have them memorize by rote all of the discussions. As they understand the doctrines they are to teach . . . you point out to them the *key concepts* and *key words* they need to learn in the new language” (emphasis added) (Scott, 2003).

As a former language teacher and current researcher in the Research and Evaluation Department at the MTC, I was curious to find out how teachers felt about their new responsibility. Teachers expressed great reservations about their ability to identify the key concepts, but most especially, the key vocabulary. Subsequently, I asked teachers what they felt they needed to help them accomplish their tasks. Teachers’ concerns amounted to two points: (1) they needed some material that would identify and

limit the key concepts or doctrines, and (2) they needed materials that identified the key vocabulary associated with the essential concepts.

The teachers' first request for materials that identify the key doctrines was met in 2004 through the Church's new missionary handbook called *Preach My Gospel* (PMG). This handbook is the focus of missionary training. In fact, the third chapter in PMG is entitled "What do I Study and Teach?" This chapter is the guide for what content to teach and learn.

As for the teachers' second request for materials that identify key vocabulary, I immediately took a special interest in finding a way to help. At the time I was taking a vocabulary analysis course to fulfill an elective requirement for the certificate program in Teaching English to Students of Other Languages (TESOL). In that class, I learned of the resources available to develop word lists and analyze vocabulary. As part of the class materials I was provided with the WordCruncher vocabulary search engine software developed at Brigham Young University. I also became very familiar with Paul Nation's computer shareware program to analyze texts (Heatley et al., 2002). For one of the class assignments, I used Nation's program to analyze the vocabulary found in the standard missionary discussions (1986) and compared it to the vocabulary found in the *Gospel Principles Manual* (2004). As a result of that class and this assignment, I discovered the possibilities of an M. A. project that would identify the key vocabulary to help meet the needs of teachers and ESL missionaries at the MTC.



### *Purpose*

The purpose of this current project is to develop a list of 500 essential words missionaries need to know to teach the gospel. There are several necessary steps to achieve this goal:

- 1) Identify gospel vocabulary found in selected church texts.
- 2) Trim the corpus to 500 key words.
- 3) Cluster the 500 key words into meaningful groups according to gospel topics.
- 4) Identify definitions of the 500 key words.
- 5) Identify examples of the words in context.
- 6) Make the information identified in steps 2-5 available to missionaries and teachers in a softbound booklet.
- 7) Evaluate the usefulness of the materials by conducting interviews with teachers and through questionnaires from missionaries.

The corpus developed for this project is based on the doctrinal topics from chapter 3 of PMG. The third chapter of PMG is divided into five lessons: *The Message of the Restoration of the Gospel of Jesus Christ, The Plan of Salvation, The Gospel of Jesus Christ, The Commandments, and Laws and Ordinances*. Each of the five lessons contains at least six subtopics. For example, lesson one, *The Message of the Restoration of the Gospel of Jesus Christ*, has eight subtopics; *God is Our Loving Heavenly Father, The Gospel Blesses Families, Heavenly Father Reveals His Gospel in Every Dispensation, The Saviors Earthly Ministry, The Great Apostasy, The Restoration of the Gospel of Jesus Christ through Joseph Smith, The Book of Mormon: Another Testament of Jesus Christ, and Pray to Know the Truth through the Holy Ghost* (See Appendix A for

a complete list of the five lessons with their sub-topics) (PMG, 2004). It should be noted that chapter 3 of the PMG does not contain an exhaustive list of doctrinal topics, and future researchers may want to address these omitted topics and create additional corpora.

The vocabulary in the third chapter of the PMG is limited. Therefore, I have enlarged the vocabulary associated with the topics in PMG to enhance the corpus, giving the missionaries more options with which to teach gospel principles. The topics found in the third chapter of PMG have been supplemented with the vocabulary from three additional resources: *True to the Faith* (2004), *Gospel Principles Manual* (1995), and *Missionary Discussion* (1986). The vocabulary is deliberately drawn from these four texts because they are known for the simplicity of their language.

This corpus is not meant to be an extensive word list of all the vocabulary found in the four gospel texts described above. The corpus developed in this project focuses on the essential vocabulary necessary to teach simple gospel messages. The objective is to keep the list manageable so students and teachers can set reasonable goals that are meaningful and beneficial. Therefore, several methods were used to limit the word list to a core corpus:

- Range (number of texts in which the word is found)
- Frequency (how many times the word is found)
- Rater judgments on the essentialness of the word to teach the gospel.

Using these three methods of key word selection, a corpus of 500 essential gospel words was identified.

Due to the fact that the primary goal for language missionaries at the MTC is to learn and teach the five PMG lessons in the target language, it is very useful for

missionaries to know the vocabulary in the 500 list associated with each lesson.

Therefore, the materials of the 500 list include a section with an individual list of the vocabulary found in each of the five lessons.

Additionally, to enhance the acquisition of the 500 words, I have also developed a small dictionary to accompany the corpus. The lexicon provides simple definitions of the 500 words, grammatical affixes of the 500 words if they are found in the four gospel texts, grammatical markers (noun, verb, adjective, adverb), and an example of the word in a sentence. This additional supplement not only helps missionaries learn and understand the 500 words, but it also equips them with the knowledge to explain the meaning of the specialized vocabulary to other people.

The *Preach My Gospel* manual describes how the language of the gospel is specialized: “We have a powerful message with a unique vocabulary. Just as a physician speaks differently in the family waiting room than in the operating room, so too must you learn to speak so that those who are unfamiliar with our message can understand what you are teaching” (2004, p. 21). Providing the missionaries with definitions and examples of the words in context gives them tools they can use to teach more effectively.

To evaluate the usefulness of the materials, two ESL districts at the MTC utilized the 500 list for a period of two weeks. After the trial period, a questionnaire was administered to the missionaries asking them about their feelings and perceptions of the materials. Furthermore, the teachers of those two districts were interviewed for additional feedback and evaluation. Results were positive, indicating that missionaries and teachers both found the materials helpful in preparing missionaries to teach the gospel.

### *Delimitations*

The 500 list focuses exclusively on the vocabulary missionaries need to know to teach the doctrines of the gospel. Therefore, it omits vocabulary related to missionary tasks. There are many language tasks that missionaries learn for daily function in the mission field, such as becoming acquainted with someone, asking for directions and setting appointments.

The vision of the project is that the materials will be most helpful for novice and intermediate language missionaries who need to communicate a basic message. For the most part, the vocabulary is intended to be transferable from topic to topic, but it also includes rare vocabulary that is essential for unique topics. For example, the list includes the word *faith*, which is found in all five of PMG lessons and the word *reformation*, which is only found in the first lesson. Both words are included because they are both considered essential words.

Additionally, the methodology for the 500 list is designed particularly for missionaries who are learning English as a second language (ESL). No translations have been provided due to the fact that the ESL missionaries at the MTC come from about 30 native languages. Also, there has been discussion about translating the 500 list for missionaries who are learning languages other than English, but that falls out of the scope of this project.

Finally, the majority of the words included in the 500 list are individual words. However, a few collocations have been included if they were judged to be essential and were only found in a collocation. For example, the collocation *laying on of hands* is included as one unit. The word *laying* alone is not considered essential, nor the word

*hands*, yet the collocation *laying on of hands* was considered essential. Again, the only collocations that are included are the ones where they were *always* found in context as a collocation and judged to be essential.

In the end, ESL missionaries received a softbound booklet containing a specialized vocabulary list of 500 words for teaching the gospel. As an additional resource, the booklet also provided manageable groupings by gospel topics and a simple dictionary.

## CHAPTER 2 REVIEW OF LITERATURE

*Preach My Gospel* (PMG) states that the language of the gospel is specialized: “We have a powerful message with a unique vocabulary” (2004, p. 21). This review of literature will first define specialized corpora and then discuss the development and use of some of the more popular academic corpora, national corpora, and Latter-day Saint (LDS) corpora. I will also briefly explain and discuss word families, the methodology for key word selection, and literature on the important elements of building dictionaries.

### *Specialized Corpora*

Research in corpus linguistics shows that the linguistic features of texts differ across registers (Biber, 1989). The most notable of these features is vocabulary. To represent the vocabulary of a specific register, a corpus must be compiled of similar subject matter. A *specialized corpus* is a representation of a given type of text, such as science textbooks, newspaper editorials, or casual conversations. The goal of a specialized corpus is to study a very specific type of language. Hanston (2002) provides further explanation of specialized corpora: “There is no limit to the degree of specialization involved, but the parameters are set to limit the kind of texts included” (p. 14). For example, a corpus might be limited to a certain time period, a social setting (such as conversations taking place in an academic classroom), or a given topic. The specialized vocabulary of academics has received noted attention.

### *Academic Written Corpora*

A variety of specialized vocabulary lists have been compiled either by hand or by computer to identify the most useful words in academic vocabulary. One of the earliest and more common specialized corpora was developed by Campion and Elly (1971) as a

subtest of a university entrance English language test. The *Academic Word List* (AWL) represents vocabulary that students are likely to encounter in their university studies. The corpus was extracted from 23 textbooks (234,000 words), 19 articles published in journals (57, 000), and a selection of university examination papers (10,800) for a total of 301,800 words. The *Academic Word List* covers the 19 academic disciplines with the largest enrolments in New Zealand universities.

A year later, Praninskas (1972) published the *American University Word List* (AUWL), which was developed for non-native students studying English. This corpus (272,466 words) looked at the vocabulary found in ten first-year, university-level arts and science textbooks that were required reading at the American University of Beirut. Champion and Elly (1971) and Praninskas (1972) based their academic lists on corpora and identified words that occurred across a range of texts. However, Lynn (1973) and Ghadessy (1979) compiled word lists by tracking student annotations above words in textbooks.

The Lynn (1973) and Ghadessy (1979) word lists were created by counting the annotations (usually in their native language) that non-native speakers wrote above words in their university textbooks. They were lists of words that students found difficult during their reading. Both Lynn (1973) and Ghadessy (1979) used textbooks from their respective universities. Lynn's corpus included 52 textbooks and 4 classroom handouts from 50 students of Accounting, Business Administration, and Economics. Ten-thousand annotations were collected by hand. Ghadessy (1979) compiled a corpus from 20 textbooks across three disciplines (chemistry, biology, and physics). The words that

students had marked were recorded by hand and the final list was developed (478,700 words).

By editing and combining the four specialized vocabulary lists described here, Xue and Nation (1984), with the aid of computers, developed the *University Word List* (UWL). The UWL is a list of common vocabulary words in academic texts. The authors selected 323 words from the Champion and Elly's (1971) 500 most common words list, 291 words from the Praninskas (1972) list, 64 additional words from the 3,200 word list of Champion and Elly (1971), 54 words from the Lynn (1973) list, and 5 words from the Ghadessy (1979) list for a total of 737 words.

The words are divided into sub-lists to give an indication of their relative usefulness and to provide manageable groups of words for teaching and learning. The list is divided into 11 levels; level one has the greatest frequency and range followed by level two and so on. The UWL list is designed to be a list of specialized vocabulary for students who already know about 2,000 generally common words and plan to study in an English-language college or university.

The UWL has been used extensively by students, teachers, course designers, and researchers. However, Coxhead (2000) commented on the limitations of the UWL: "as an amalgam of the four different studies, it lacked consistent selection principles and had many of the weaknesses of the prior work. The corpora on which the studies were based were small and did not contain a wide and balanced range of topics" (p. 214). She further argues that there is a need for a new academic word list "based on data gathered from a large, well-defined corpus of academic English" (p. 214). In response to need, Coxhead developed a new *Academic Word List* (AWL).



The AWL was based on a corpus of 3.5 million running words compiled from 414 texts covering 28 subject areas organized into seven general areas within each of four disciplines: arts, commerce, law, and science. Coxhead (2000) argues that a corpus for the study of academic vocabulary should be large enough to ensure a reasonable number of occurrences of academic words, “More language means that more information can be gathered about lexical items and more words in context can be examined in-depth” (p. 216). Prior to the use of computers, all research with academic corpora was limited because it was all done by hand.

With the help of computers, it is easier to group words into families. As defined by Bauer and Nation’s (1993) scale, a word family is “a stem plus all closely related affix forms.” Coxhead (2000) described the issue of word families as it appears in the development of word lists and how to define what to count as a word: “The problem is that lexical items that may be morphologically distinct from one another are, in fact, strongly enough related that they should be considered to represent a single lexical item” (p. 217). To deal with this issue, word lists for students learning English generally group words into families (Xue & Nation, 1984).

Additionally, research suggests that word families are “an important unit in the mental lexicon” (Coxhead, 2000). It does not require much more effort for a learner to understand regularly inflected or derived members of a family if they have control of basic word-building processes (Bauer & Nation, 1993).

The abilities of computers have also aided in corpus comparisons. When compared with the UWL (Xue and Nation, 1984), the AWL overlaps about 51 percent. Four-hundred and one word families appear only in the UWL and 135 word families

appear only in the AWL. The AWL has a much higher coverage of academic texts and covers a far greater range of subject areas. Coxhead (2000) further states,

The AWL includes 570 word families that constitute a specialized vocabulary with good coverage of academic texts, regardless of the subject area . . . it accounts for more than 94% of the words that occur in 20 or more of the 28 subject areas of the Academic Corpus (p. 227).

The AWL findings are useful in teaching English and developing materials. ESL teachers can point out the key vocabulary students need to understand academic texts. Furthermore, with the aid of computers these findings point to directions for further research, such as semantic analysis of the AWL.

The specialized academic corpora described above are relevant to this current project because researchers and developers can use them to create word lists for teaching English for special purposes. The 500-word list is a tool for helping ESL missionaries understand and use the specialized gospel vocabulary. The 500-word list has also provided a catalyst for the development of other language acquisition materials.

### *Spoken Corpora*

Thus far, the focus of this review has been on written academic corpora. However, some of the more well-known specialized corpora are gathered from spoken discourse; these include the Cambridge and Nottingham Corpus of Discourse in English (CANCODE) and the Michigan Corpus of Academic Spoken English (MICASE).

The CANCODE (2005) is a collection of spoken English recorded and compiled in Great Britain between 1995 and 2000 and consists of 5 million words. Thousands of conversations were recorded at hundreds of locations across the British Isles. The

spontaneous speech consists of a wide variety of situations including casual conversations, people working together, people shopping, people finding out information, and discussions.

The main feature that sets the CANCODE apart from other spoken corpora is that all the recordings have been coded according to the relationship or solidarity between the speakers: whether they are living together, casual acquaintances, colleagues at work, or strangers. The information provided by the coding allows researchers to study the different levels of language formality and when they are applied, depending upon the relationship of the participants. Additionally, lexicographers and researchers use the CANCODE to search for examples of how English is spoken today and “check facts about what people really say when they talk to each other” (CANDODE, 2005).

While the CANCODE corpus focuses on everyday spoken vocabulary, the MICASE focuses on spoken vocabulary in an academic setting. From 1997 to 2001, the English Language Institute (ELI) at the University of Michigan initiated a major research project to find the characteristics of contemporary academic speech including grammar and vocabulary functions and purposes. Researchers recorded and transcribed approximately 200 hours of academic speech from across the University of Michigan (roughly 1.7 million words). The entire database is available at <http://www.hti.umich.edu/m/micase>.

Researchers and developers of the MICASE predict that with the examination of the corpus for grammar and phraseology patterns, they will be able to make comparisons with current grammar and vocabulary books that are based on features of written texts. Furthermore, researchers and developers state that the “MICASE will provide authentic

material in sufficient quantity to redefine our concept of academic speech” (MICASE, 2002). Additionally, they encourage scholars to use the database to create more appropriate teaching and testing materials for English as a Second Language, English for Academic Purpose, and to evaluate how to include corpus work into EAP programs. They also suggest that the MICASE data will be a resource for research in specific areas such as cross-cultural comparisons, gender studies, the role of idioms, and the analysis of specific speech events. The MICASE is small in comparison to the two largest specialized corpora, The British National Corpus and the American National Corpus.

### *National Corpora*

In 1990 many scholars and researchers initiated a massive project to develop a corpus of both written and spoken English. The result was *The British National Corpus* (BNC), consisting of approximately 100 million words. The BNC is designed to represent as wide a range of modern British English as possible. The written part (90%) includes, for example, extracts from regional and national newspapers, specialist periodicals and journals, academic books and popular fiction, published and unpublished letters and memoranda, and school and university essays. The spoken section (10%) includes a large amount of unscripted informal conversation recorded by volunteers. Samples were collected from within populations varying in age, region, and social class. These samples were then combined with spoken language collected in all kinds of different contexts, ranging from formal business or government meetings to radio shows, and phone-ins.

With the development of computing technology that is able to store and handle massive amounts of data, it has become possible to research linguistic information in greater quantities, beyond more than an individual's personal experience or intuitions.

According to the developers of the BNC, the purpose and use of a language corpus is to provide:

Language workers with evidence of how language is really used, evidence that can then be used to inform and substantiate individual theories about what words might or should mean. Traditional grammars and dictionaries tell us what a word *ought to mean*, but only experience can tell us what a word *is used to mean*. This is why dictionary publishers, grammar writers, language teachers, and developers of natural language processing software alike have been turning to corpus evidence as a means of extending and organizing that experience (Warwick, 2000).

The BNC was created to offer that possibility to a wide variety of researchers, scholars, teachers, and language specialists. The developers suggest the main uses for the BNC are: reference book publishing, linguistic research, data test bed for program development, and English language teaching (Warwick, 2000).

The American National Corpus (ANC) is being developed to mirror the BNC. Fillmore (1998) proposed a plan to build the ANC. Many publishers, organizations, and academic institutions in the United States have participated in this project. Contents of the ANC are taken from several sources:

- 1) 55% books (41% nonfiction, 14% fiction)
- 2) 20% newspapers, magazines and journals
- 3) 10% spoken (face to face conversations, meetings, phone conversations)
- 4) 10% electronic (email)
- 5) 5% miscellaneous (brochures, memos) (Reppen & Ide, 2004).

The ANC has three goals: the first is, to create a corpus of 100 million words of American written and spoken language that generally follows the framework of the BNC. One difference is that the BNC contains texts from 1960-1993 while the ANC will only contain text from 1990-on. With this newer time frame the ANC includes electronic texts such as e-mail, web pages, and e-talk from chat rooms.

The second goal of the ANC project is to provide access to specialized corpora. For example, the Linguistic Atlas of the Pacific West has agreed to include their corpora. Access to these satellite corpora will provide a valuable resource to those interested in more specialized corpora (Reppen & Ide, 2004).

Finally, the ANC project is going to provide a standard format for text encoding and a format that allows for different types of corpus annotations. “This multilayering of annotations can provide rich linguistic descriptions from different perspectives, and also enables combining annotations at different linguistic levels for more comprehensive description” (Reppen & Ide, 2004, p. 108). The first release of 11.5 million words was made public in October 2003, with future releases to be made available as soon as they are ready.

It is hard to imagine that a corpus with 100 million words can be specialized, but the corpora mentioned above fit the definition of specialized corpus because they are composed of an exclusive type of language. For example, a corpus might be limited to a certain time period, to a social setting (such as conversations taking place in an academic classroom), or to a given topic. The CANCODE corpus focuses on everyday spoken vocabulary, the MICASE focuses on spoken vocabulary in an academic setting and the BNC and ANC are exclusive to a specific country and time period.

The spoken and national corpora described above are relevant to this project because they enable researchers and teachers to focus on usage in English as they develop materials. The 500-word list focuses on the contemporary, spoken vocabulary that missionaries use to teach the gospel in English.

### *LDS Corpora*

Several features of this current project, the 500 list, help define it as being a specialized corpus. First is the specialized topic of religion and even more specifically to the language of The Church of Jesus Christ of Latter-day Saints. This project is not the first attempt to develop a specialized corpus for the Church; other scholars have been developing word lists since the 1960s.

The *Global English* list was produced at Brigham Young University (BYU) by Mark Davies, Dee Gardner, and Deryle Lonsdale. Developed to create consistency of English with leaders of the Church worldwide, the *Global English* list was based on the three following sources: (1) Ogden's Basic English list, (2) Nation's lists of the first and second most common words of the General Service List and the AWL, and (3) Voice of America vocabulary list. If a word was found in two of the three lists mentioned above it was included in the *Global English* list. Additionally, some high frequency words from 30 years of conference talks were included. Then "key terminology" from the Church, obtained from church headquarters, was included along with the Articles of Faith (Gardner, 2005). The total number of families included is 2000 or 7,670 types.

Using the *Global English* list, the Development Department at the Missionary Training Center (MTC) has recently created another vocabulary list for the latest version of their Technology Assisted Language Learning (TALL) program. Until recently the

vocabulary used in the TALL program came from a large list called the *TALL Master Vocabulary List*. This list was the result of a large brainstorming effort by developers to discover the vocabulary that missionaries would need to perform language tasks and teach gospel principles. When the *Preach My Gospel* (PMG) manual was published, developers wanted to bring the TALL program more in line with the new manual. To do this they reexamined the existing *TALL Master Vocabulary List* and cut the content, virtually all from the vocabulary missionaries do not actually use.

Developers then went through PMG and pulled out the nouns, verbs, adjectives, and some adverbs then added all these to the task vocabulary that was not cut from the previous TALL vocabulary list. The list was then compared to the *Global English* list. Researchers discovered that their new list had between a 50-60 percent overlap with the *Global English* list. They wanted to obtain a much higher coverage, so they went through the *Global English* list and pulled out many words that could be associated with missionaries that were not included in their list. In the end they had a new TALL vocabulary list of 2,500 words, with 72 percent agreement with the *Global English* list (Kohler, 2005).

This current project of 500 words differs from the previously mentioned LDS corpora in several ways. First, the purpose of this project is to create vocabulary materials that could be put directly into the hands of the missionaries containing vocabulary that is exclusive to teaching the gospel. Missionaries could carry around these materials with them, so they could study whenever they had a free moment. Second, I wanted to create materials that had a manageable number of words. Because missionaries will eventually learn thousands of words, they need to start with a



foundation of the most important or essential words. Third, I wanted to develop materials that were created independently of any other word lists and then compare them with existing lists. Almost all of the specialized corpora described in this chapter include content from other lists. Finally, I wanted to provide the missionaries with more than just a word list, I wanted to include supplemental materials that would help them learn the meaning and content of the vocabulary.

### *Word selection*

An important issue in the development of specialized corpora is the decision criteria for word selection; different factors can lead to different results. Formerly, researchers have used basically two methods of selection for academic word lists: student-based and rater-based. Lynn (1973) and Ghadessy (1979) chose words that students had marked in their textbooks. They assumed that the markings indicated difficulty in learning or understanding those words during reading. Champion and Elly (1971) selected words based on their occurrence in 3 of 19 subject areas and then added the additional criteria of the degree of familiarity to native speakers (Coxhead, 2000). In these situations, the small sample size made it difficult for many words to meet the criteria, which resulted in small lists that lacked variety. Word selection for the AWL was based on three criteria:

- 1) Specialized occurrence: The word families could not be included in the *General Service List* (West, 1953 The General Service List is a corpus of 5 million words, containing the most widely useful 2000 word families in English)
- 2) Range: the word had to occur at least 10 times in each of the four main sections of the corpus and in 15 or more of the 28 subject areas

- 3) Frequency: the word had to occur at least 100 times in the Academic Corpus (Coxhead, 2000).

The sample size for the AWL allowed many words to meet the above criteria of range and frequency.

The method of using raters to identify key vocabulary is more helpful for smaller specialized sample sizes. The method of rating includes several techniques. One approach is to use the intuition of a subject expert. This can be done in three ways: by using a rating scale (Baker, 1988; Farrell, 1990), by using a technical dictionary compiled by a subject expert or group of experts (Nation, 2001), or by making use of clues that the actual writer of the text used to mark the words considered to be important for the message of the text. This means that when new terms are introduced in a text, the writers deliberately provide contextual clues to help readers understand new vocabulary (Bramki and Williams, 1984; Flowerdew, 1992; Williams, 1981).

For this project I decided to utilize the intuition of subject raters to select the core vocabulary. I chose this method because I wanted to make sure that the essential vocabulary was not excluded simply because it was rare. For example, the word *reformation* only appears four times total and in only one of the texts. However, with the emphasis on teaching the restoration, the topics of the reformation and the reformers have become important topics for missionaries to know and teach.

#### *Elements of a Word Entry in a Dictionary*

In order to give the missionaries additional help with vocabulary meaning and usage, the 500-word list includes a simple mono-lingual English dictionary. A good mono-lingual dictionary can be very helpful for English language learners because a

dictionary “describes the meaning of words, often illustrates how they are used in context, and usually indicates how they are pronounced” (Landau 2001, p. 6). The alphabetic entries, etymologies, derivations, usage tips, synonyms, and grammar tips can provide a variety of acquisition strategies for language learners. The grammatical information is especially useful for building vocabulary. Landau (2001) comments on the value of grammar in dictionaries:

Grammatical information is more essential for the person who is trying to speak and understand a foreign language than for the native speaker. It is not surprising, then that ESL dictionaries should provide considerably more grammatical help than dictionaries for other audiences (p. 114).

Supplementing specialized corpora with lexicographical and grammatical information in a simplified dictionary can provide additional clues for understanding the meaning of English vocabulary.

### *Putting it Together*

Scholastic research in the areas of Corpus Linguistics and Lexicography provides abundant information for the development of many more specialized corpora. Using the experience and wisdom of corpus developers and lexicographers, I was able to create a specialized corpus of the 500 essential words for ESL missionaries with definitions and examples. A detailed explanation of the developmental process for the 500 list is presented in the next chapter of this report.

### CHAPTER 3 METHODOLOGY

In developing a list of English gospel vocabulary for ESL missionaries, I adapted the methodology as it moved forward in order to incorporate what I was learning about word list development. The methodology includes six major steps:

- 1) Identify and compile English vocabulary found in selected resources. Organize it according to the gospel topics found in the five lessons of Chapter 3 in the *Preach My Gospel* manual (PMG).
- 2) Trim the English vocabulary corpus to a core list of the 500 most essential words for selected gospel topics.
- 3) Place the selected 500 English words into meaningful groups according to the gospel topics in the five lessons.
- 4) Identify and provide examples of the 500 English words in context.
- 5) Create and provide a dictionary of the 500 English words including: definitions, parts of speech (lexical categories), and grammatical information.
- 6) Make the results available to ESL missionaries and teachers in a softbound booklet.

Implementing the steps above resulted in discoveries that made it possible to improve and revise the methodology as the project progressed. A flexible methodology allowed me to try to produce the best possible English word list for ESL acquisition of vocabulary pertaining to gospel topics.

### *Vocabulary Selection, Compilation, and Organization*

The first step in the methodology for this project was to identify and compile English vocabulary and organize it according to gospel topics. After the English vocabulary was collected, it was analyzed using the WordCruncher text analysis software.

#### *Vocabulary Selection*

The 500 essential words for teaching the gospel are taken from topics found in the five lessons of the new missionary training manual, *Preach My Gospel* (chapter 3, 2004). The third chapter in PMG provides missionaries with an outline of basic gospel topics: “The lessons in this chapter contain the essential doctrines, principles, and commandments that you are to study, believe, love, live, and teach” (p. 29). In keeping with the Missionary Training Center (MTC) curriculum, I used the PMG gospel topics as the first database for selecting English vocabulary.

The main topics of these five PMG lessons include: *The Message of the Restoration of the Gospel of Jesus Christ, The Plan of Salvation, The Gospel of Jesus Christ, The Commandments, and Laws and Ordinances*. Each of the five lessons outlined in the PMG manual contains several subtopics. In total the third chapter of PMG covers 40 gospel topics and subtopics (See Appendix A for a complete list of the five lessons with their sub-topics).

#### *Compilation and Organization*

The third chapter of PMG is a brief and general outline of the gospel topics missionaries are to teach in their own words. In order to teach in their own words missionaries need additional English vocabulary to fill out the outline in gospel teaching

situations. Since the vocabulary in the third chapter outlines is limited, I had to enlarge the text pool for the English gospel vocabulary. I selected the following three texts in addition to the PMG: *True to the Faith, Gospel Principles*, and the former *Missionary Discussions* (which includes the pamphlet, *For the Strength of Youth*). I chose these three texts for two reasons: first, for their reputation for teaching gospel principles in a simple and clear manner and, second because of their availability. The PMG and the three supplementary texts are found electronically on the Internet at [www.lds.org](http://www.lds.org).

After obtaining electronic copies of the texts, I created a database documented by abstracting passages in the three supplemental texts relevant to the gospel topics found in the PMG lessons. These passages were then added to the text found in the third chapter of PMG. In the end, I had roughly 250 pages of material from the four texts that related to the gospel topics in the five PMG lessons.

Once all the content was organized by topic, I ran it through a vocabulary analysis program called WordCruncher. WordCruncher is a text presentation and concordance tool developed at Brigham Young University. The first prototype was developed to be a search engine for scripture study, which allowed users to search the Standard Works for quick referencing of the scriptures. The academic version of “LDS Scriptures on CD Rom” is called “WordCruncher” and is distributed by Hamilton Locke Company. WordCruncher is used by many publishers who sell electronic texts. It is also used in the academic setting for the study of textual materials (Rosenvall, 2005). I used WordCruncher to organize the words in the database of English vocabulary for missionaries. The concordance program produced an output total of 5,013 unique gospel words in alphabetical order.

### *Trimming the English Vocabulary to 500 Words*

After creating a large corpus of lexical items from the PMG and related materials, the next step was to trim the vocabulary in that database to a manageable size. My original intent was to produce a tool of several hundred words. To achieve this, I used several strategies to reduce the larger compilation of 5,013 words into the most useful and essential core vocabulary: a pre-rating selection that resulted in 2,419 words, a non-native ESL-instructor rating that resulted in the selection of 994 words, a post-rater researcher analysis that resulted in 425 words, a range-and-frequency analysis that resulted in 634 words, and a think-out-loud analysis that resulted in 500 words.

Common methods for vocabulary selection were discussed in chapter two for the review of literature. One type of methodology used to identify core vocabulary is *frequency* (how often the word appears in the text) and *range* (in how many different texts the word is found). For example, in my database the word *faith* appears 734 times total, and it is found in each of the four texts. With this high frequency and high range, the word *faith* would be considered a key word in core English vocabulary for gospel teaching.

Another way to identify essential vocabulary is by rating (raters in the field judge the words as to whether they are essential or not). For this project I decided to utilize the intuition of subject raters to select the core vocabulary. I chose this method because I wanted to make sure that essential vocabulary was not excluded simply because it was rare in range and frequency. For example, the word *reformation* only appears four times total and in only one of the texts. However, the topic of the reformation has become an

important concept for missionaries to know and teach, so that lexical item needs to be included on the list.

### *Pre-Rater Analysis*

It is unreasonable to ask raters to rate the value of 5,013 words, so I decided to pre-rate and condense the word list. My first objective in the pre-rater selection process was to eliminate non-content function words, such as articles and prepositions, making the list a supplementary content vocabulary tool and not a complete inventory of content and function lexis. I omitted function words to keep the size of the corpus and the cost of the final printed list manageable. Missionaries already have a tool for acquiring grammatical function words and morphemes through a basic English grammar textbook and daily grammar classes.

My second objective in the selection process was to focus on words that are high in semantic content or meaning. I also collapsed content words into word families. For example, the verb *accept* appears in the gospel text corpus in its base form *accept*, in its third person singular form *accepts*, in its present participle form *accepting*, and in its preterit form *accepted*. For the list I collapsed in inflectional forms of the verb into one head word entry: *accept, accepts, accepting*. I did the same thing for nouns, collapsing plural and possessive forms into uninflected head word entries. However, if a noun or verb only appeared in the plural or past tense, I left it as it appeared in the text because I wanted to keep the list as close to the original as possible.

Additionally, sometimes the same form of a word may occur in multiple lexical categories (e.g., the noun form *answer* is the same as the verb form *answer*). In the alphabetical list generated by WordCruncher, one cannot distinguish between parts of



speech of identical forms. Yet, I had the capability with the WordCruncher program to search for and locate the word in context and thus to decipher its part of speech. For example, the word *desires* could be a plural noun, or the third person singular. In the context *desires* is a plural noun: *When our mortal life is over, we will be judged by our works and desires*. I used markers to identify the words so the raters would know what part of speech they were analyzing (“s” in parenthesis at the end of a noun, and “to” at the beginning of base verbs).

Also, with the context analysis capability of WordCruncher, I was able to connect a few collocations (two-to four-word phrases). For example, the word *ghost* by itself would not be essential to teaching the gospel. However, *ghost* is only found in context with the collocation *Holy Ghost*, which is essential to teaching the gospel; this is the same situation with *heavenly* in *Heavenly Father*. Therefore, with the identification of the neighbors, or the words surrounding the word, I have included a few collocations. Furthermore, WordCruncher does not eliminate numbers or dates from the word list, there were a few dates that I felt were important for missionaries to know and use, so I included them in the list (i.e., 1820, 1830). Hereafter, references to words include these collocations and dates and will be considered one unit or one word.

My third objective in the pre-rater analysis was to eliminate vocabulary that was obviously not essential. Some vocabulary did not require raters to identify as unnecessary. The original texts contained several stories that were used to illustrate specific points. Those stories contained some non-essential descriptive vocabulary that I could easily eliminate (i.e., *crocodile*). Furthermore, I felt comfortable eliminating Early Modern English inflected forms such as *gnashing*, *goest*, *goeth*, *hath*, *saith*, and so forth,

because the focus of this project is to help missionaries explain and teach gospel principles simply, not help them speak King James biblical English.

Finally, my fourth objective was to drastically limit the inclusion of proper nouns, especially people and places, because proper nouns are often cognates in the native language. I tried to include the names and places of the most important people and places. Therefore, I eliminated such figures and places as *Naaman*, *Nicodemus*, *Obadiah*, and *Pennsylvania*, but I kept *Joseph Smith*, *Jesus Christ*, *Lehi*, and *America*. In the end I had a word list of 2,419 words (See Appendix B for the complete rater package).

#### *Non-native ESL-Instructor Rating*

The next step in developing the 500 list was to turn the judging of the 2,419 words over to raters. Because these materials are specifically designed for missionaries learning English, I wanted the raters to be former missionaries who learned English as their mission language. My reasoning for this is based on personal experience. I worked on a project to develop a vocabulary test for missionaries learning Spanish. As part of that project, I had to identify the key vocabulary on which to test missionaries. When I was rating the essentialness of a word, I always reverted to personal knowledge and experience of learning my second language, Spanish. The first question I asked myself was “Do I know this word in Spanish?” If I did not, it was automatically eliminated. If I did know the word, the next questions were, “Did I use this word when I taught the gospel?” and “How often did I use it?” I based my decision on the answer to those three questions.

For that Spanish vocabulary project, I was one of three raters. The other two raters involved, as well as the raters for this current project, described similar thought processes

when they were rating. One of the raters for the 500 list project described an additional thought process while rating: “I thought about the word, and then I thought is there another word that could replace it. If there was another word that meant the same thing, then I rated it lower. If I could not think of another word to replace it, I rated it higher” (Ottonelli, 2005). Despite the fact that raters were not given the replacement criteria, described by Ottonelli, for the 500 list project, future research could address the implications of this word replacement criterion.

As a result of my rating experience, I wanted the raters for this project to come from an ESL background with representatives from several language backgrounds. Initially, I had a group of 9 raters: Spanish (2), Italian (1), Tongan (2), Romanian (1), Mandarin (1), Russian (1), and one English rater. I was the native English speaking rater, my rating was a post-rater analysis which will be explained later in this report. The other raters were selected not only by their native language and missionary background, but also by their supervisors’ recommendation and by my personal acquaintance with them.

All the non-native ESL-instructor raters are former missionaries who are employees at the MTC. Their positions include: teachers, tutors, and one teacher trainer. All of them have returned from their missions within the past 5 years, and all of them are part-time students. Training was individual and minimal. Raters were given an explanation of the three point-rating scale, which included descriptors of the criteria with examples of words that match the descriptors. Raters were given a rating packet with the 2,419 word list that had been condensed from the original 5,013 word list with the pre-rater analysis. Additionally, raters received written instructions on the first page of the 2,419 word list packet (See Appendix B):

Please rate each word according to the following criteria:

- Essential to teach the gospel = (3)
- Important, but not essential to teach the gospel = (2)
- Not important = (1)

The fact that the raters are native speakers of other languages coupled with the fact that they are students creates several issues. First, non-native English speakers are usually international students. There are very strict guidelines for international students with regards to their work permits. This project is an MTC approved project, meaning that any time employees spend rating they have to be on the clock. This is a wonderful incentive but also a big problem because these international students can work only 20 hours a week (if they go over 20 hours they automatically lose their student visas). This is not a problem for employees who have more flexibility in their schedules and responsibilities (like the tutors and teacher trainer). However, most of the teachers have very inflexible classroom schedules that fill 98 percent of their 20 hours.

Through my experience and the number of words to rate, I estimated that, depending on the speed of the rater, the rating would take between three to five hours. This does not take into consideration the fatigue factor. Rating, however reasonable, can be very rigorous, monotonous, and boring. I could not expect a rater to sit down and rate the 2,419 words at one time. Faced with this challenge, I approached the teachers' Training Coordinator for a possible solution. The Training Coordinators at the MTC are supervisors who are in charge of training the teachers and monitoring their schedules.

The Training Coordinator was willing to help. He decided that the teachers who were working on the project could arrange for a substitute to teach their class while they worked on this project. I was very grateful for the help.

The second challenge I faced was that all of the raters were part-time students. The timing of the ratings for this 500 list project occurred during a demanding part of the student raters' academic schedules (a month before final exams). This can be a difficult time in a semester because students are usually working on papers, projects, and preparing for final exams. Even the raters, who had more flexibility in their schedules, took advantage of the flexibility by focusing on their school work. Rating was not a priority.

I did my best to motivate and encourage the raters. I waited patiently for several weeks hoping that all nine raters would be able to complete the ratings. Finally, I decided that I could not wait for all of the raters and needed to move forward with the rankings of the four raters who had completed and returned their ratings. Fortunately, the four raters came from a good variety of languages: one native Russian speaker, one native Tongan speaker, one native Spanish speaker and one native Mandarin Chinese speaker. Because of the time and visa factors, I learned that using international students as raters might not be the most reasonable decision in a project like this.

I input the four rater's rankings for each word into an Excel® file and calculated averages for each word. The following table shows the breakdown of word ratings.

Table 1: *Raters Averages*

<b>Number of words</b>	<b>Average rating</b>
469	3
523	2.75
610	2.33
452	2
253	1.75
63	1.33
49	1
<b>Total: 2,419</b>	

This table shows that 469 words received an average of 3, meaning that all four raters ranked 469 words as “essential.” Averages for 523 words fell just below 3 at 2.75, and so forth.

After tabulating the calculations, I was surprised to see that the raters’ average for over 66 percent of the words was higher than a 2 (important but not essential). I felt that the raters had been very generous in their ratings; they considered many words essential, or close to being essential. I did not feel that labeling 66 percent of the words essential could be a representation of core vocabulary. At the same time, raters had not rated several words essential that I thought were necessary. For example, I believe that missionaries need to know the word *ancestor* when teaching about family history work in the fifth lesson; the raters’ average rating for *ancestor* was a 1.33, which would leave it out of the top 95%.

In the end, the non-native ESL-instructor raters were helpful in somewhat reducing the database of gospel vocabulary that missionaries can use to teach the PMG lessons. However, the resulting 994 word database was still too large. The corpus needed to be reduced to a more manageable size. The next step in the process was a post-rater analysis of the corpus.

#### *Post-Rater Researcher Analysis*

To reduce the corpus even further, I personally analyzed the 2,419 word list and selected the ones I felt would receive a rating of 3. As the main researcher, I analyzed the list and ended up ranking 425 words that I felt were essential for missionaries to teach the gospel.

Unlike the raters, I had the benefit of basing my ratings on context, not solely on intuition or experience. I had the advantage of being able to research the words in context using the WordCruncher program. It was very easy for me to rate a word by looking at how strong the meaning of the word was in its context. For example, I initially felt the word *contribution* was an essential word to know. My intuition told me that in order for an investigator to understand the topics of tithing and fast offerings, it was probably essential for missionaries to use the word *contribution* when teaching. When I did a contextual search for the word *contribution*, I discovered that it only appeared once in all 250 pages of original text, it was not one of the words that were essential to the meaning of the sentence. With this additional information, my intuition changed and the word was quickly eliminated from my essential corpus. The raters did not have this additional help.

Despite this understanding I still needed to pin down a list of the core vocabulary. I did not want to impose my essential ranking list of 425 core vocabulary, because that would have disregarded the feedback that I received from the non-native ESL-instructor raters, defeating the purpose of having raters at all. Instead, I used Nation's vocabulary analysis software program (Heatley et. al., 2002), to compare the researcher list of 425 essential words to the raters' top 994 words (ratings of 2.75 and higher), and found that 98 percent of my 425 words were included in the top 994 rater words. This high percentage of overlap was encouraging because it confirmed a correlation between the raters' word selection and my view of the core vocabulary as the chief researcher for the project. The next step in the process was to further delimit the list by using the frequency and range criteria available in Nation's software.

### *Frequency and Range Analysis*

Despite the work of the raters, I needed an additional way to identify the core vocabulary. I decided to use the range and frequency method for key word selection in addition to the raters' analysis. With the Nation program (Heatley et. al., 2002), I ran a range and frequency analysis on the roughly 570 words that the raters had rated as being essential, that I had not. I set the range cutoff point for three of the four original texts, and I set a frequency cutoff of at least 10 occurrences overall. With the results of the Nation's analysis I was able to add another 209 words to the 425 words that the raters and I had agreed were essential, for a total of 634 words.

Before I settled on the 634 core words, I wanted to receive some feedback from ESL teachers and tutors, because they know the missionaries, their abilities for learning vocabulary, and the curriculum at the MTC. I showed several teachers and tutors the vocabulary list, explaining that definitions and examples of the words in context would be provided for each word (See Appendix E for the 500 list project materials). The teachers and tutors had two major suggestions for improvement: (1) reducing the list to an even 500, and (2) breaking down the list in meaningful groupings, so that 500 new vocabulary words do not seem so daunting to learn. I felt their feedback was valuable and I implemented both suggestions.

### *Think-out-loud Analysis*

The first suggestion I implemented was the reduction of the 634 list to an even 500. I had already used two major methods for key word selection (teacher raters and range and frequency), so I decided to develop another method of my own. I decided to conduct a small group think-out-loud analysis. I enlisted the help of two of my



colleagues in the Research and Evaluation Department at the MTC to help me cut 134 words. My first colleague is a bilingual Spanish/English speaker from Chile and has taught or tutored ESL students for over seven years, four of those years being at the MTC. He has spent a lot of time listening to and evaluating ESL missionaries as they practice teaching the gospel. My second rater was a Teaching English to Students of Other Languages (TESOL) Masters candidate, whose specialty is in corpus linguistics. She has had extensive experience in the analysis and selection process associated with the development of other vocabulary lists.

To begin, I gave these two colleagues a list of the 634 words, and asked them to individually cut all the words they felt could be eliminated. After they had each finished, I looked at their suggestions for elimination, and I was pleased to see the high overlap of words that they both would be eliminated, and these words were removed from the list. However, these two raters had not suggested enough words for elimination — the list still needed about 80 words cut.

We all met together and went over the words. Several types of rationale for elimination kept occurring as we talked. One of the major ones focused on semantic redundancy and the fact that missionaries could say things more simply with other words on the list. There were several verbs that had similar meanings, for example, both *sustain* and *support* were on the list. When we noticed these similar verbs we decided which one was simpler and used more frequently, then we eliminated the other.

We had similar discussions with several nouns where we had decided to include both on the list for contextual reasons. For example, the words *devil* and *Satan* were both on the list. We realized that we probably did not need both, and through discussion we

came to the conclusion that *Satan* is the term that is used most frequently inside of the Church. However, outside of the Church people are more familiar with the word *devil*. We decided to include both because we felt it was important for missionaries to know and use vocabulary for the people they are teaching, as well as vocabulary that is frequently used inside the Church.

Other examples of comparison include: *infinite* and *eternal*; *joy* and *happiness*. We decided to keep *eternal* and *happiness*, while eliminating *infinite* and *joy* because we felt that *eternal* and *happiness* were used more frequently. One of my colleagues made an interesting comment, he said: “I hate cutting some of these words, but it comes down to the fact that some of them are a matter of elegance not necessity. I personally like the verb *obtain*, it is more elegant, but I have never heard an ESL missionary use *obtain*, they say *get*” (Vea, 2005). We went through the list word by word, and when we came to the end after all the eliminations; we had a total of 500 words exactly. Our think-out-loud technique was productive and insightful because we could discuss and negotiate our rationale for including or excluding lexical items. Supplemented with range and frequency counts, I felt it was a very productive method for trimming the gospel corpus to 500 core words.

### *Grouping*

As I thought about the teachers’ and tutors’ second suggestion for grouping the words into smaller meaningful portions, I realized that other major specialized vocabulary corpora have groupings or sublists to help students and teachers. For example, in the University Word List (Xue & Nation, 1984) “the words are divided into sublists to give an indication of their relative usefulness, and to provide manageable

groups for teaching and learning” (p. 216). I quickly recognized that with the structure of the MTC curriculum, I could easily group the words according to a timeline of when the missionaries would need to know them. Missionaries study and practice teaching gospel topics according to a sequence of the five lessons. They learn and practice teaching lesson one, then lesson two, and so forth. All I needed to do was group the words according to where they were found in the five lessons. Using WordCruncher I found where the words were located in the five lessons, input the information into an Excel® program, and sorted it.

I learned some interesting insights when I analyzed the words according to where they were found in the lessons. I think the greatest realization is that 45 percent of the 500 words were found in all five lessons, 66 percent were found in at least 4 of the lessons and 80 percent were found in at least 3 of the lessons. This is evidence that the word list is general and extensive enough that it covers a good range of gospel topics. Missionaries will be able to use and reuse many words when they teach different gospel topics. The following table shows the frequency and percentages of the 500 words as they are found in each of the five lessons.

Table 2: *Words grouped by lesson*

<b>Lesson</b>	<b>Words/Percent</b>
Lesson 1	377 = 75%
Lesson 2	375 = 75%
Lesson 3	364 = 73%
Lesson 4	414 = 83%
Lesson 5	390 = 78%

This table shows that 377 words or 75 percent of the 500 list are found in the first lesson, 375 words or 75 percent in the second lesson, 364 words or 73 percent in the third lesson,

414 words or 83 percent in the fourth lesson, and 390 words or 78 percent are found in the fifth lesson.

This possibly indicates that if missionaries can learn the vocabulary from the first lesson, they will know 75 percent of the words from the word list and will be able to use these again in the other lessons. If they cannot learn all 377 words the first time, they will have another chance to see them again in other lessons.

It is also interesting that lesson four contains 83 percent of the words found in the word list. Lesson four is the longest of the five lessons, and it covers the content on the commandments which includes ten subtopics. The second reason that lesson four contains such a high percentage of the 500 words is because of the nature of the topics discussed in that lesson. Despite the fact that all the lessons have their exclusive vocabulary, lesson four has more specialized topics than the other lessons. Lesson four includes such topics as the *Word of Wisdom*, *Law of Chastity*, *Tithing*, *Fasting and Fast Offering*, and a description of the *Scriptures* (Appendix A contains a complete list of the topics contained in each of the five lessons.) The following table presents the specialized vocabulary that is unique to each lesson.

Table 3: *Unique vocabulary for each lesson*

<b>Lesson 1</b> <i>The Restoration</i>	1820 grove of trees	just reformation	reformer translate
<b>Lesson 2</b> <i>The Plan of Salvation</i>	choice forget paradise	prison separation second coming	terrestrial veil
<b>Lesson 3</b> <i>The Gospel of Jesus Christ</i>	represent	symbol	
<b>Lesson 4</b> <i>The Commandments</i>	addictive Articles of Faith coffee damage harmful Homosexual	self-control month one-tenth Pearl of Great Price Sabbath-day	tea tobacco wait kill
<b>Lesson 5</b> <i>Laws and Ordinances</i>	available benefit bring	build genealogy interview	meet Monday ward

Lesson one has six unique words, lesson two has eight, lesson three has two, lesson four has fifteen, and lesson five has nine.

#### *Examples of the 500 words in Context*

Now that a word list of 500 words had been identified and groupings had been organized, the next step in the project was to provide the missionaries with a tool to help them study and learn the vocabulary more in depth and autonomously. I decided to include definitions for each of the words and an example of the words in context. I came to the conclusion that it was better to first select the examples of the words in context because that would help me understand better how the words are used and in turn help make better judgments about the definitions.

I utilized the WordCruncher program and researched each word in the 500 list individually to see all of the contexts in which the word was found. The following table illustrates the contextual examples of the word *reformation*.

Table 4: *Examples of the word “reformation” in context.*

<p>Their efforts led to the organization of many Protestant churches. This <b>Reformation</b> resulted in an increased emphasis on religious freedom, which opened the way for the final restoration.</p>
<p>Therefore, a restoration, not a <b>reformation</b>, was required. Priesthood authority did not continue in an unbroken line of succession from the Apostle Peter.</p>
<p>No other organization can compare to it. It is not the result of a <b>reformation</b>, with well-meaning men and women doing all in their power to bring about change. It is a restoration of the Church established by Jesus Christ.</p>
<p>The Restoration, as used by Latter-day Saints, means that the true Church of Jesus Christ, which was lost through apostasy, was brought back as it originally existed when organized by Jesus Christ. Unlike the <b>Reformation</b>, the Restoration was accomplished by divine authority through revelation.</p>

The word *reformation* is found four times: all occurrences are found in lesson one and only appear in PMG.

With the ability to see each word in every context it is found, I was able to study and carefully select the contextual example. I had four objectives or rationale for choosing example sentences. First, I wanted the examples to be as simple as possible because it is easy to get lost in long sentences. Second, I wanted the key word to play a major part in the meaning of the sentence. Third, I tried to look for examples where other words in the sentence gave clues to the use and meaning of the key word. Fourth, I tried to choose sentences that included other words, but not all, from the 500-word list.

For the majority of the 500 words, I was able find to use the example sentences that met the above criteria and include them as they were found the original texts. Other times it was difficult to find sample sentences that met the criteria. For this reason, I took the liberty of simplifying some sentences (making them shorter and simplifying

vocabulary). I did not feel this took away from the integrity of the authenticity of the sentence because the meaning of the sentence did not change.

Another reason I felt comfortable simplifying some of the sentences is because of the readability level, or language difficulty of PMG. A year ago, I performed some readability measurements on PMG and found that the language in PMG averages 2 school grades higher than the *Gospel Principles Manual*. According to several readability formulas the PMG is at a ninth grade reading level, where as the *Gospel Principles Manual* is a seventh grade reading level.

### *Dictionary*

After selecting and collecting the context sentences, I was ready to develop a simple dictionary. As discussed in chapter two of this report, a dictionary could contain several features: a description of the meaning of the words, pronunciation guides, examples of word affixes, usage, and grammar.

Because of the possible complexities of dictionaries, I decided to reduce the number of features that make up the definitions for this 500 list project. I decided not to include pronunciation feedback or a pronunciation guide. Missionaries do not know the symbols for sounds, and teachers usually do not have the time to teach them.

Pronunciation training at the MTC is mostly provided by model and practice.

Because I was already providing examples of the words in context, I wanted the entries to include the following elements: an identification of the part of speech (e.g., noun, verb, adjective); simple clear definitions of the major meanings of the word and; examples of the grammatical affixes of the 500 words (I only included grammatical affixes that were found in the original 5,019 list). For most of the words, definitions were

simple one word synonyms followed by simple phrases. Some words required definitions containing longer explanations, but these definitions avoided advanced vocabulary and structures such as, passives and embedded clauses.

I used seven different resources from which to draw insight and guidance to develop the definitions:

- 1) *Heinle's Newbury Dictionary of American English* (Rideout, 2004).
- 2) *dictionary.com* (2005).
- 3) *Webster's New Collegiate Dictionary* (1981).
- 4) *Bible Dictionary* (1989).
- 5) *True to the Faith* (2004).
- 6) *Preach My Gospel* (2004).
- 7) *Topical Guide* (1989).

Each resource has key features that I was able to use and learn from, which I will illustrate.

*Heinle's Newbury Dictionary of American English* (Rideout, 2004) was created and developed specifically for ESL learners. I found this to be a great resource for the examples of the text that describe meaning because the definitions are simple and clear. At the same time, there were many words that this dictionary did not have, so I turned to *dictionary.com* and *Webster's Collegiate Dictionary*, where I was often able to find the words that I could not find in the *Newbury Dictionary*. Still, there were some definitions that did not capture the meaning of many of the words as they relate to the gospel.

The reason I started with these secular resources is because the PMG manual counsels missionaries to learn the meaning for words in order to be able to define and



explain them for the people they are teaching (PMG, 2004). Missionaries can benefit from the use of secular descriptions of religious terms, if those descriptions fit the meaning of the religious terms.

I was pleased to find that only 54 words or 11 percent of the 500 words were not covered in the three first three secular resources. Sometimes the dictionaries had the word, but the definition did not fit the meaning as it relates to the Church of Jesus Christ. For example, *dictionary.com* (2005) describes the word *deacon* as a high ranking clergy in the Catholic Church, where, in the Church of Jesus Christ, *deacon* is an office in the Aaronic Priesthood. The following table presents the 54 words that were not found in the secular resources.

Table 5: *Words not found in secular dictionaries.*

prison	redeem	repentance	calling	Aaronic Priesthood
agency	Holy Ghost	restoration	Fall	Book of Mormon
apostasy	inspiration	revelation	priest	Doctrine and Covenants
bishop	inspire	sacrament	remission	Melchizedek Priesthood
prophet	Jesus Christ	scriptures	grace	Pearl of Great Price
call	Joseph Smith	seal	pre-mortal	Garden of Gethsemane
counselor	Lord	second coming	heaven	endure to the end
deacon	hell	set apart	verse	Garden of Eden
dispensation	mission	soul	ward	Relief Society
quorum	reformation	teacher	endowment	grove of trees
elder	paradise	telestial	temple	

For the words which were not found in the first three secular resources, I turned to the next set of resources, primarily, the *True to the Faith* manual. One of the key aims of this manual is to explain and define terms and concepts that tend to be unique to the Church of Jesus Christ. The *Topical Guide*, *Bible Dictionary*, and PMG were also very helpful with providing descriptions for meaning; subsequently, I found multiple meanings for one word. When this occurred, I felt it important to include all descriptions

that were applicable. For example, **church** *n.* = a building for worship, and 2. **the church**: the whole of the church including all the members, and beliefs.

In addition to providing information on meaning, I wanted to include, however minimal, some information on grammar. First, each word has a part of speech marker immediately following the word. It is either indicated with an italicized *n.*, *v.*, *adj.*, or *adv.* (For example, **reject** *v.*). Moreover, I wanted to provide missionaries with the grammatical affixes of the 500 words. I used WordCruncher to identify the grammatical affixes and only included the ones that are found in the original 5,019 corpus (For example, **doctrine** (doctrines); **eat** (eats, eating, ate)).

The final element of the third section of the materials is the organization. As Landau (2001) described, most dictionaries are arranged alphabetically. The lexicon for this project is not only arranged alphabetically, but also numbered for easy reference. If a missionary is studying the word list, and comes across an unknown word, he or she may forget the word or how to spell it. With the numbering, the missionary can notice the number of the word and then quickly flip back to the third section and find the number, with the word and definition.

### *Booklet*

The vision of this project has been to provide missionaries with a small, softbound booklet that they could use in the classroom and then carry with them outside of class (See Appendix E). The text was formatted so that two pages would fit on one 8.5 X 11 piece of paper in a landscaped view, which was then cut in half. The cover page contains the name of the materials “*500 Essential English Words for ESL Missionaries*” in large print. The first page of the materials is a *User Guide*, which explains briefly the

description and organization of the material along with suggestions on how to use each section. The second page presents the Table of Contents:

1. List of 500 essential English words.
2. The 500 essential words as found in the *Preach My Gospel* lessons.
3. Definitions and examples of the words in context.

The first pages list the 500 words numbered alphabetically in a single column. Originally, the 500 words were listed in two columns. During the pilot test of the materials I noticed that the missionaries had translated the list of the 500 words in the first section. To make the materials more useful, I reorganized the first section into one column and put colons after the words, to invite translation and note taking.

The next section of the materials has the words grouped according to the five PMG lessons. Originally in this section, the words were organized into three columns under the lesson heading. The three columns created formatting consistency problems because of the longer collocations; sometimes the unit ran onto two lines. After receiving feedback, I decided to make the materials more readable and reduced the three columns to two. This solved the formatting issues and created more white space, making the materials more user friendly.

The third and largest section of the materials contains the 500 words with definitions and examples of the words in context. The entries are numbered alphabetically. The vocabulary word is bolded and followed by the grammatical affixes. Grammatical markers go after the grammatical affixes and definitions follow the grammatical affixes. The final element, examples of the words in context, is below the definitions and are indented and italicized. For example:

124. **direct** (directs, directing, directed) *v.* = to guide, control. **2.** to manage and guide in the arts. **3.** to lead, manage. **4.** to order, command. **5.** to focus, turn. **6.** to point, aim.

*God's commandments direct us away from danger and toward eternal life.*

As previously explained, after the initial evaluation of the materials several formatting improvements were made to make the materials more user friendly. The implementation, results, and findings of the 500-word list are found in chapter four of this report. The latest edition of the materials can be found in Appendix E.

## CHAPTER 4 IMPLEMENTATION, RESULTS, AND FINDINGS

This chapter outlines the procedures of implementation including: a description of the participants, explanation of the research questions, and the methods for gathering data. The largest section of this chapter presents the results and finding of interviews and questionnaires. Finally, this chapter discusses the comparison of the 500 list with the Global English list, the 2,500-word list, and Nations General Service list.

### *Participants*

The Training Coordinator at the Missionary Training Center (MTC) chose two districts learning English to use and evaluate the materials. The first district is a beginning, native-speaking Spanish class of 8 missionaries; the second district is an intermediate, native-speaking Tongan class of 6 missionaries. We chose these two districts for several reasons. First, the beginning district was also using the 2,500-word vocabulary list that was described in chapter 2, we wanted to see which vocabulary list the missionaries found more helpful. Also, Spanish is the largest native speaking population of ESL missionaries at the MTC. Second, we chose an intermediate district to see if they already knew the 500 words, and therefore did not find the materials helpful. Also, most of the ESL missionaries whose native language is Tongan come with a functioning communicative vocabulary in English, but not a functioning gospel vocabulary.

I delivered the booklets to the classroom teachers, one for each missionary and teacher. I asked the teachers to explain the materials to the missionaries and encourage the missionaries to use them during their personal study time and while they were preparing their outlines to teach the lessons. I also encouraged the teachers to become

familiar with the materials and use them during classroom instruction time. Moreover, I told the teachers that I would come back in two weeks and administer questionnaires and conduct interviews with the missionaries and teachers to discover their feelings and perceived usefulness of the materials. Finally, I gave them my contact information in case they had any questions or they needed more copies. The teacher for the beginning native Spanish missionaries seemed excited and asked if he could share the materials with other teachers, I told him that was fine.

### *Research Questions*

1. What are Teachers' opinions about the materials?
2. What is Missionaries' perceived usefulness of the materials?
3. How often do the missionaries use the materials?
4. When do missionaries use the materials?
5. Which parts of the materials do missionaries find the most helpful?
6. Which parts of the materials do missionaries use the most?
7. How do missionaries use the materials?
8. What do missionaries like about the materials?
9. What, if anything, would they change about the materials?
10. How do the materials compare with the 2,500-word list, Nation's General Service list, and the Global English list?

First, in order to address the first research question, I interviewed teachers concerning their opinions about the materials. Secondly, missionaries responded to a simple questionnaire to gather information regarding research questions 2 thru 9. Finally, using Nation's text analysis software the 500-word list was compared with three other word lists.

### *Method*

In order to evaluate the usefulness of the materials, missionaries responded to questionnaires. Additionally, I performed interviews with the teachers of the missionaries who participated in this project.

#### *Missionary Questionnaires*

At the end of the two-week trial period, missionaries were administered a questionnaire about the material. The questionnaire included several open-ended, multiple choice, and mark-all-that-apply questions that dealt with the first eight research questions listed above. The questionnaire was translated into Spanish for the beginning missionaries. The questionnaire for the intermediate Tongan district was given in English, and the teacher provided any translation if clarification was needed (Copies of the questionnaires can be found in Appendix C and D).

#### *Interviews*

Short interviews were conducted with two of the teachers, one teacher of each district. Each teacher was interviewed individually to discover their opinions about the usefulness of the materials, their observations of missionary use, and how they used the materials in the class setting. After the administration of the questionnaires to the missionaries, I asked additional questions on how they implemented the materials.

### *Results and Findings*

Based on the feedback given through questionnaires and interviews, I concluded that the missionaries and teachers generally perceive the materials to be beneficial in helping missionaries prepare to teach the missionary lessons and expand their own

vocabulary. This project is not an empirical study and although adequate for this project, the sample size is very small, and further research is needed to see if the results can be generalized to larger populations of missionaries.

### *Teacher Interviews*

In general, the teachers felt that the vocabulary materials were very helpful as the missionaries prepared the outlines for the lessons. However, the teacher of the beginning Spanish-speaking missionaries said that he never used the first section (complete list of the 500 terms in alphabetical order) of the materials in-class. On the other hand, he used the second section (words categorized by lessons) and the third section (definitions and examples) often in classroom vocabulary instruction (See Appendix E for these materials). The teachers of the beginning Spanish-speaking missionaries assigned homework from the materials during the missionaries' self-directed time (this is time everyday where missionaries study on their own without a teacher present). The teachers would ask the missionaries to memorize and study the vocabulary in the lessons, before conducting informal quizzes during class. The Spanish teacher was concerned that if missionaries wanted to learn vocabulary, they might not think to use the 500-word list and instead go straight to PMG and use their dictionary (Wilkerson, 2005).

The teacher of the Tongan-speaking missionaries also felt the materials were helpful for her missionaries. Even though they were intermediate ESL missionaries, they were still struggling with the specialized vocabulary for teaching the lessons. She observed regular use of the materials as a reference guide during class time instruction. She also observed regular use of the materials as the missionaries studied and prepared to teach the lessons. Although the teachers of the Tongan-speaking missionaries had not

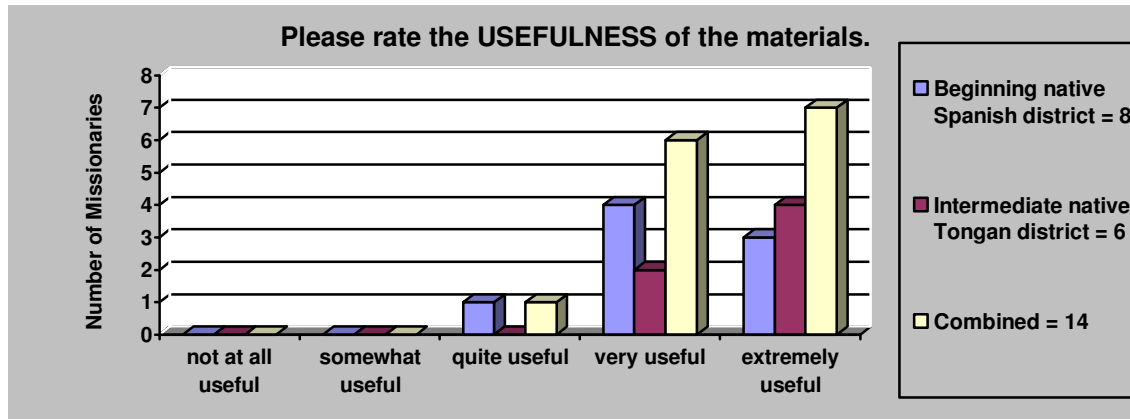


implemented instructional activities that made use of the materials in the classroom, they are developing plans and activities to do so (Nasio, 2005).

### *Missionary Questionnaire*

After a two-week trial period, I administered a simple questionnaire to the two ESL districts. The questionnaire contained five multiple choice questions, two mark-all that-apply questions, and three open-ended questions (See Appendices D and E). The first question asked missionaries to rate the usefulness of the materials on a five-point scale (See Figure 1).

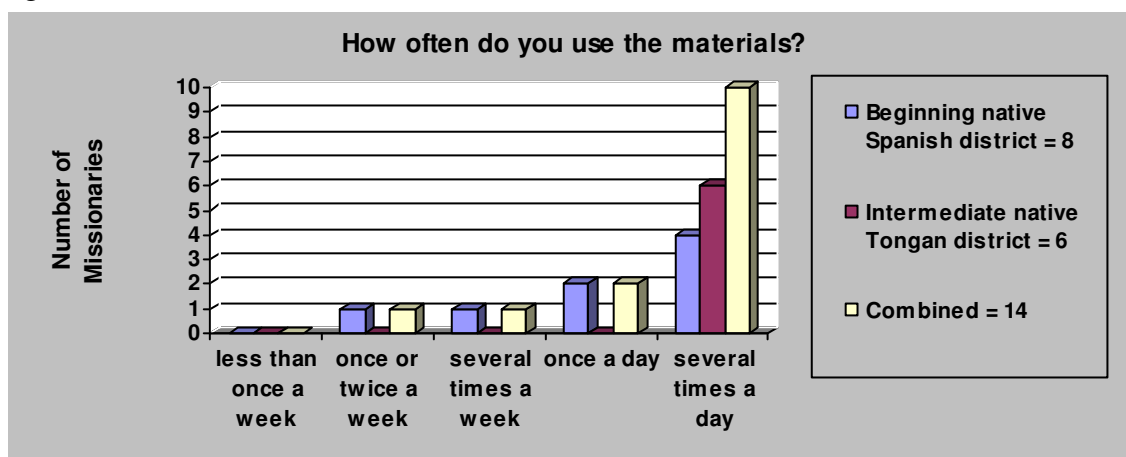
Figure 1



Results were positive, with the majority of missionaries, indicating that they felt the materials were useful. The eight native Spanish-speaking missionaries' rankings fell between the "quite useful" and "extremely useful" categories, while the six native Tongan-speaking missionaries' rankings were in the "very useful" and "extremely useful" categories.

The next question asked the missionaries to identify how often they used the materials (See Figure 2).

Figure 2

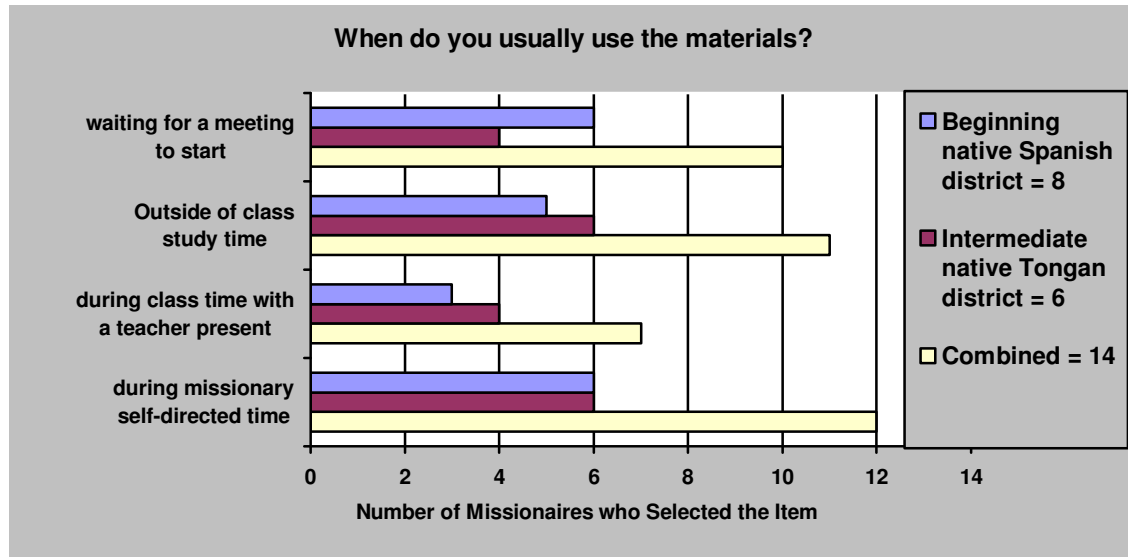


Responses fell between “once or twice a week” to “several times a day,” with the majority of missionaries indicating they used the materials “several times a day”. This is not unusual considering that each day missionaries have several hours of personal study time to study and prepare to teach the lessons.

The aim of the next questions was to discover when missionaries use the materials. I wanted to find out if the materials were used more in certain situations than in other situations. Knowing in which situations the materials are used could help teachers and administrators make decisions about how to use the materials in the future.

The questions asked the missionaries when they used the materials, then gave them five situations and asked them to mark all that apply: 1) during missionary self-directed time, 2) during class time with a teacher present, 3) outside of class study time, 4) at times during the day when they are not in a study situation, and 5) other times not indicated (See Figure 3). In this case the “other” category was never chosen.

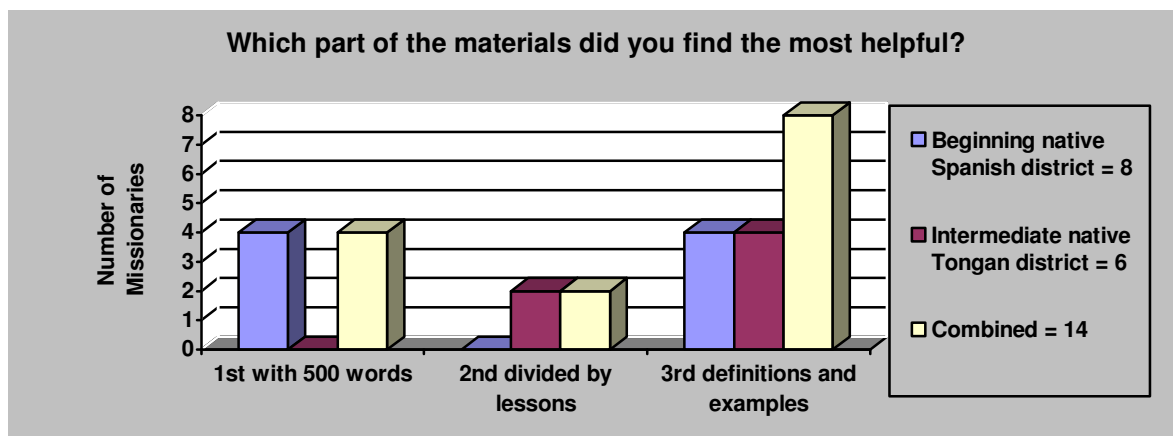
Figure 3



Results indicate that missionaries use the materials more during their self-directed and personal time. This could possibly indicate that these materials are more conducive for autonomous study.

The next two questions asked the missionaries to identify those parts of the materials they found most helpful and which parts they used most. The materials are divided into three sections: (1) alphabetical list of the 500-vocabulary terms, (2) the terms classified by lessons, and (3) definitions and examples of the words in context. I wanted to find out if one section was more helpful and used more than other sections. This could help teachers know where they can focus extra help or classroom instruction (See Figures 4 and 5).

Figure 4

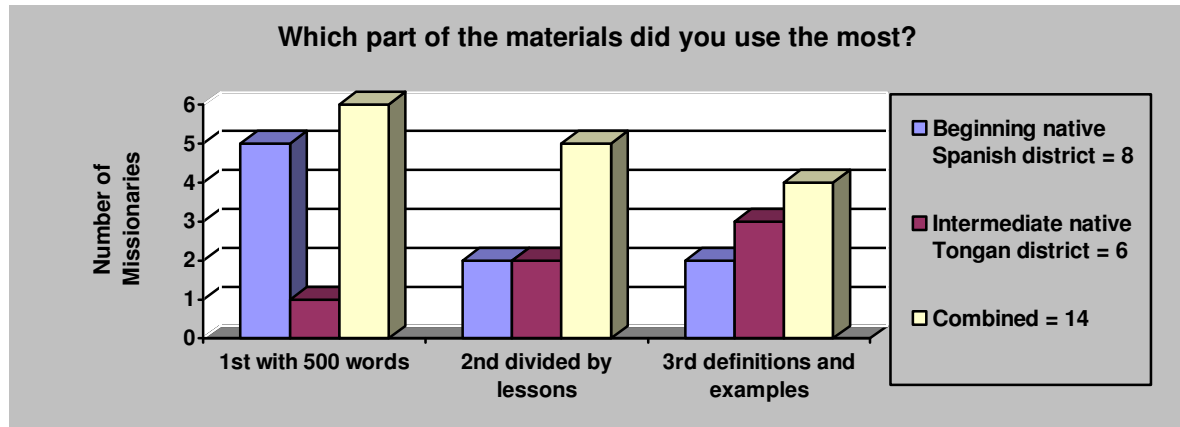


Results for the first question indicate, that the native Spanish-speaking beginning missionaries found the complete list of 500 (section one) more helpful than the 500 words categorized by lessons (section two). On the other hand, the native Tongan-speaking missionaries found the 500 words categorized by lessons more helpful than the list of 500. However, the definitions and examples section was ranked the highest by both districts.

Differences between the districts with regards to the first and second sections of the materials could be understood by the districts' different goals. Beginning missionaries are focusing more on building their vocabulary and are just starting the task of creating lessons in English; the intermediate missionaries are heavily involved in creating outlines and teaching the lessons.

The next questions asked missionaries to identify which part of the materials they used the most. I wanted to see if there was a difference between what they found helpful and what they actually used (See Figure 5).

Figure 5



Results indicate that there is a difference between perceived helpfulness and actual use of the materials. Beginning native Spanish-speaking missionaries say they found the definitions and examples helpful. However, they indicated that they used the complete list of 500 more. Moreover, the intermediate native Tongan-speaking missionaries indicated that they found the definitions and examples most helpful, but said they used the third section slightly more than they used the section with the words divided by lessons. This possibly indicates that the missionaries didn't fully understand the questions.

After learning which parts the missionaries find most helpful and actually use, I asked them specifically what they used the materials for. This question was another “mark-all-that-apply.” The missionaries were given six examples of activities when they might use the materials, and then asked which ones they used them with (See Figure 6).

Figure 6

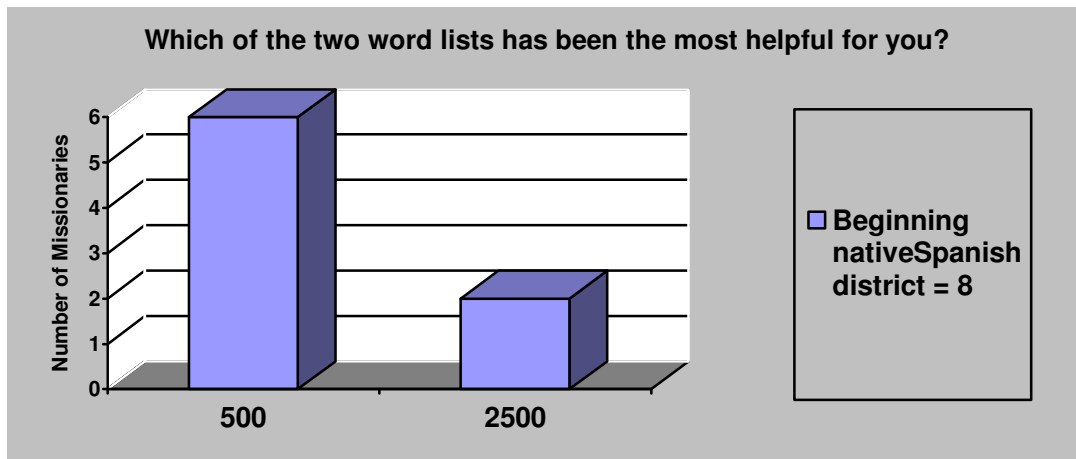


For the native Spanish-speaking missionaries, the three activities ranking the highest were: studying PMG, preparing lessons, and preparing to teach. The lowest two were learning a language task and studying the PMG. The native Tongan-speaking missionaries ranked everything high, including in-class activities. This is puzzling considering the native Tongan-speaking teacher told me she had never used the materials for in-class activities at all. Perhaps the intermediate district was being too generous in their rankings across all questions. It is possible that they did not fully understand the questions; or maybe there was a cultural factor (Tongan missionaries do not critique or criticize); or it could have been influenced by the fact that I was in the room when they filled out the questionnaire.

For this question an “other” category was added so missionaries could write in other activities they used the materials for that were not included in the options. There were a few comments added in the other category: preparing talks, writing in journals, “When I hear a word I do not understand I look it up,” and reading the Book of Mormon.

As mentioned in chapter 2, the Development Department at the MTC has recently created a vocabulary list of 2,500 words that includes both tasks and gospel principles. This 2,500-word list is taken partly from the Global English list, PMG, and a former MTC vocabulary list. The beginning native Spanish-speaking district participating in the evaluation of this project has also been introduced to the 2,500-word list. The next two questions on the questionnaire asked the native Spanish-speaking district which word list they found most helpful (See figure 7).

Figure 7



Results indicate that 75 percent of the missionaries preferred the 500-word list, compared to 25 percent who preferred the 2,500-word list.

Missionaries were then asked to explain their preference. Some of those who chose the 500-word list indicated that it was because they liked the focus on the lessons. The missionaries who found the 2,500-word list more helpful said they found it to be more extensive. Table 6 shows their complete responses.

Table 6: *Native Spanish-speaking district comments of word list preferences.*

<b>500</b> <ul style="list-style-type: none"> <li>▪ It is ordered by lessons.</li> <li>▪ Gives definitions.</li> <li>▪ Easier to use.</li> <li>▪ Words seem more important.</li> <li>▪ Easier to understand.</li> <li>▪ Words are for the lessons.</li> </ul>	<b>2,500</b> <ul style="list-style-type: none"> <li>▪ It's more complete.</li> <li>▪ It has more vocabulary I can learn.</li> </ul>
---	---

Additionally, missionaries were asked an open-ended question about what they liked about the materials. Table 7 displays their complete responses.

Table 7: *Comments on what the missionaries like about the 500 list materials.*

<b>Beginning native Spanish district</b> <small>(comments have been translated)</small> <ul style="list-style-type: none"> <li>▪ The guide of terms ordered alphabetically.</li> <li>▪ Practicality.</li> <li>▪ The easiness and simplicity, that it explains the words and gives easy access for missionaries.</li> <li>▪ Gives a lot of information about the vocabulary of the gospel.</li> <li>▪ Has examples with the words that I can use in the lesson to increase my vocabulary.</li> <li>▪ The words are the words we teach in the lessons.</li> <li>▪ I know more and understand the lessons.</li> <li>▪ The sentences that go with the words.</li> <li>▪ Helped me memorize important words and know how to apply them.</li> </ul>	<b>Intermediate native Tongan district</b> <ul style="list-style-type: none"> <li>▪ It helped me for improving my English, as well helpful for my teaching.</li> <li>▪ To help me write correctly the sentences.</li> <li>▪ It helps me to deliver the message more clearly.</li> <li>▪ Helpful for our study and more knowledge.</li> <li>▪ When I read the book I feel the Spirit.</li> </ul>
--	---

Responses varied, with several saying that they liked the definitions and the sentences.

Others made comments about the usefulness in learning the lessons. Still others commented on how it helped them personally learn and understand the principles of the gospel.

Finally, the missionaries were asked what, if anything, they would change about the materials. The intermediate native Tongan-speaking district did not give any



suggestions for improvement. Several of the beginning native Spanish-speaking missionaries gave the suggestion of translations.

Table 8: *Comments on what the missionaries would change about the materials.*

**Beginning native Spanish**

- Have more example sentences in the third section.
- Have translations of the sentences in Spanish.
- Translate into languages.
- Come with a dictionary with the phrases translated into Spanish.

The native Spanish districts' comments did not surprise me. When I went to their classroom to administer the questionnaire, two of the missionaries had the materials on their desks, and I noticed that they had translated the vocabulary into Spanish. I thought it was a useful suggestion but beyond the scope of this project to provide translation for all ESL missionaries, considering the fact that there are about 30 native languages in the English as a Second Language (ESL) area of the MTC. Table 8 lists some of the suggestions from the missionaries.

*List Comparisons*

As a final evaluation, I wanted to see how the vocabulary in the 500 list overlapped with the vocabulary in three other word lists--*Global English*, *2,500 MTC list*, and *Nations General Service list* (Heatley et. al., 2002). It was not surprising that there was a very high percentage of correlation between the *Global English list* and the 2,500 list. This is probably due to the fact that the *Global English* and 2,500 MTC lists have so many more words than the 500 list-word list developed in this project. The MTC 2,500-word list had a 93 percent overlap with the 500 list. Table 9 gives a list of the words that were in the 500-word list but not found in the 2,500-word list.

Table 9: *Words in the 500 list that are not found in the MTC 2,500- word list.*

addictive	based	creation	forget	modern	soul
affect	basic	crucifixion	humble	one-tenth	translation
alive	circumstance	damage	information	painful	unity
articles	communication	descendant	inspire	potential	veil
attitude	consequence	diligence	kindness	reformation	wise
attributes	copy	final	marry	separation	

I feel that the 35 words listed above that are not found in the 2,500 list are important words for missionaries to know to teach the gospel. Despite the fact the 2,500 is more extensive it is possible that it could be lacking some important core vocabulary. A similar result occurred with the comparison of the 500-word list with the *Global English* list; there was a 95 percent overlap. Table 10 shows the words from the 500-word list that are not found in the *Global English* list.

Table 10: *Words in the 500 list that are not found in the Global English list.*

achieve	diligence	homosexual	posterity	self-control
apply	Eden	keystone	potential	source
attitude	Eve	participate	reformation	veil
attributes	grace	ponder	reformer	
available	grove	pornography	reverence	

The Global English list is very extensive. I was a little surprised to see that 23 of the words from the 500 list were not found in the Global English list. Despite the fact that the 500-word list was very small, I was pleased with the high percentage of correlation with the other two LDS lists. It possibly shows that the methodology for developing the different word lists produces similar results.

For the final correlation analysis, I wanted to see the comparison of a specialized religious corpus with a more secular corpus. I ran a comparison analysis with Nation's Base Word lists that contain the 3,000 most frequently used words in English. Base list one contains the 1,000 most common words, base list two contains the second 1,000 most

common words, and base list three contains the third 1,000 most common words. Table 11 shows the results of that analysis.

Table 11: *Nation list comparison with the 500 list*

Number of 500 words found in base list one = <b>280 or 54.1%</b>
Number of 500 words found in base list two = <b>85 or 16.4%</b>
Number of 500 words found in base list three = <b>40 or 7.7%</b>
Number of 500 words not found in the base lists = <b>113 or 21.8%</b>

Results indicate that 280 words, or 54.1 percent of the 500, are found in base list one; 85 words, or 16.4 percent, are found in base list two; and 40 words, or 7.7 percent, are found in base list three. In total, 418, or 78.2 percent, of the 500 words are found in the 3,000 most common words in English, according to Nation (Heatley et. al., 2002). For being a specialized gospel corpus, I was expecting the percentage of words not found in the lists to be higher than 21.8 percent. However, 21.8 percent is strong evidence that the corpus is specialized. Table 12 shows the 113 words not found in *Nation's* three base word lists.

Table 12: *Words from the 500 list that are not found in Nation's base word lists.*

AARONIC- PRIESTHOOD	CRUCIFY DEACON	HOLDER HOMOSEXUAL	PARADISE PARTAKE	SATAN SAVIOR
ADAM	DESCENDANTS	IMMERSION	PONDER	SCRIPTURE
ADDICTIVE	DILIGENCE	IMMORTAL	PORNOGRAPHY	SEALING
ADULTERY	DISOBEDIENCE	IMMORTALITY	POSTERITY	SELF-
ALCOHOL	DISPENSATION	INSPIRATION	PREMORTAL	CONTROL
AMERICA	DOCTRINE	HOLDER	PRESIDENCY	SIN
ANCESTORS	DRUGS	HOMOSEXUAL	PROPHET	SMITH
ANGEL	EDEN	IMMERSION	QUORUM	STAKE
APOSTASY	ENDOWMENT	IMMORTAL	REDEEM	TELESTIAL
APOSTLE	ENDURE	IMMORTALITY	REDEEMER	TEMPORAL
APOSTLES	ETERNAL	INSPIRATION	REDEMPTION	TEMPTATION
ATONEMENT	ETERNITY	INSPIRE	REFORMATION	TERRESTRIAL
BAPTISM	EVE	INTERVIEW	REFORMER	TESTAMENT
BAPTIZE	FOREVER	JESUS	REMISSION	TESTAMENTS
BIBLE	FORGIVENESS	JOSEPH	REPENT	TESTIFY
BISHOP	FULFILL	KEystone	REPENTANCE	TESTIMONY
CELESTIAL	FULNESS	LATTER-DAY	RESURRECT	TITHING
CHARITY	GENEALOGY	MELCHIZEDEK-	RESURRECTION	CRUCIFIXION
CHASTITY	GETHSEMANE	PRIESTHOOD	REVERENCE	ORDINANCE
COMMANDMENT	GHOST	MISSION	RIGHTEOUS	WORTHINESS
COUNSEL	GOSPEL	MISSIONARY	RIGHTEOUSNESS	WARD
COUNSELORS	GRATITUDE	MORMON	SABBATH-DAY	
COVENANT	GROVE	MORTAL	SACRAMENT	
COVENANTS	HELL	ONE-TENTH	SALVATION	

The 113 words not found in Nations General Service list are very powerful specialized religious vocabulary. Results from this analysis possibly indicate that if a missionary knows the most common words in English, he or she could supplement that general vocabulary with the 113 words found in the 500 list not found in Nation's list and be able to teach the gospel. Another possible conclusion is that these 113 words are the words missionaries need to be able to explain to their investigators.

### *Overall Effectiveness*

In spite of the limitation of the sample size and the fact that conclusions need to be verified by more participants, I think that the materials do what they were designed to do. They provide missionaries with a strong foundational vocabulary for teaching the gospel. The materials also provide teachers with the key words or core vocabulary necessary for missionaries who need to teach from their heart using their own words.

Additionally, the strong correlation with other lists has given the materials some validation. I have been surprised by the reaction to the materials of developers and trainers at the MTC. After I had distributed the materials to the missionaries, I introduced them to several administrators at the MTC. I have had several developers ask me to explain the methodology for the materials, and they keep requesting additional copies. The long-term benefits of this project might prove to be more valuable for the development of future projects and materials than for teachers or missionary use. Suggestions for further research will be explained in chapter five of this report.

## CHAPTER 5 CONCLUSIONS AND APPLICATIONS

This chapter will discuss the conclusions and applications of the project. First, ideas for application will be discussed. Next, I will present the vision for ongoing use at the Missionary Training Center (MTC) and possible future changes of the materials. Then, I will introduce suggestions for future research. Finally, I will discuss the major lessons that I learned as this project was developed.

### *Application*

These materials can be used for a variety of purposes. As has been mentioned before, teachers can use these materials in the classroom to help missionaries build the foundational vocabulary they need to learn and teach gospel principles. In conjunction with reference books and the scriptures, teachers can point out the key vocabulary in context and provide additional examples and instruction for use. Teachers can also hold the missionaries accountable for learning the vocabulary by conducting informal evaluations of their vocabulary performance.

### *Ongoing use at the MTC*

Using the feedback from this project, Training Managers (administrators in charge of curriculum at the MTC) are deciding the best use for these materials. They intended to make them available to all missionaries learning English as a second language, by providing the classrooms and teachers with copies. The question is whether the MTC will provide them for the missionaries as part of their training materials, or have the missionaries purchase their own copies from the MTC copy center. Right now the cost for the booklet from the MTC copy center is between \$5 and \$6. We have tried to

keep the format as simple as possible to keep the cost down, but the copying and binding costs are unavoidable.

### *Future changes*

There has been some discussion on the translation of the materials. As of yet, no decisions have been made regarding this issue. Also, I can see the possibility of increasing the number of vocabulary items for missionaries once they have mastered the basic or foundational 500 vocabulary words. At present, missionaries express the hope of having the 500 vocabulary words learned by the time they leave the MTC. An extension list could be given to them for the second 500 essential English words.

### *Suggestions for further research*

Based on the outcomes of this project, there are several suggestions for further research. First is to see whether or not these materials help the missionaries teach the gospel. Further research should compare two groups: one that uses the materials and one that does not. After a few weeks, researchers could conduct performance evaluations to see if the pilot group uses the 500 words while they are teaching and then evaluate missionaries' performance in comparison to the group that did not use the materials. In connection with this, the two groups could take a vocabulary test to see if the missionaries in the control group learned the words on their own, without materials.

Additionally, many questions about the use of the materials could be answered by qualitative data, through observations, and focus groups. It would be interesting to research how the materials are utilized inside and outside of the classroom by missionaries and teachers. Do the materials cater more to autonomous learning, classroom learning, or both equally? Do the teachers use the materials during class time

instruction? If so, how? How do missionaries use the materials? Which proficiency levels use them the most and why? Which native language missionaries find them the most helpful and why? Could additional materials be developed to teach the vocabulary?

Another important suggestion for further research has to do with the source and type of original text (written compared to spoken). The research question would see if the vocabulary from written text mirrors that of spoken discourse. Therefore, instead of pulling the corpus from texts, pull it from spoken language. Audio recordings of missionaries teaching the gospel could be transcribed, and then the word list could be developed from that source and compared to the corpus of this project. In connection with that, it would be interesting to study the correlation between this corpus with the General Authorities' discourse language used in conference or other public teaching forums.

Another suggestion for research is comparing this corpus with other corpora, specifically the *Global English* list and the MTC TALL list. How do lists that were developed from other lists compare with lists that are developed independently of other vocabulary lists? Additionally, this list could be analyzed to see how it compares with other specialized corpora outside of the genre of the gospel (e.g. BNC, ANC, AWL, and CANCODE).

Additional research could focus internally on the methodology of this project. First, researchers could conduct an analysis on the type of vocabulary included in the corpus compared to the vocabulary that was eliminated. Did raters tend to favor one part of speech over other types? How many nouns compared to verbs and adjectives? Is there

anything unique about the adverbs that we selected in comparison to the ones that were eliminated?

Moreover, research questions about the characteristics of the raters could uncover some interesting findings. Are there differences among the raters that could possibly be attributed to their native language or their English proficiency levels? Also, in depth interviews could be conducted with the raters to discover their thought process for decisions on ranking words, and how they interpreted the descriptors. Did their personal missionary experiences or work experiences influence their decisions? How? These questions and others could prove to be significant influences in the methodology used for this project.

Another suggestion for research concerning the methodology deals with the selection of key words. This project, for the most part, focused on raters ranking words as being important. How would the list be different if the selection process of range and frequency were used exclusively? What words would be included that are not incorporated into this project? What words from this project would have been eliminated, and what is the overlap between the two. It would also be very interesting to see a comparison between words that are rare but rated essential, with words that have a high frequency but were rated unessential.

Finally, from this project there is the possibility of further projects that could be developed. First, future research could be conducted on collocation analysis. With the tools available in the WordCruncher program, researchers could study the neighbors of the 500 words (words found next to or close to). From that analysis, lists of collocations



could be compiled as a supplement as learners become more advanced in the language. Collocation analysis could be shown to aid the development of other materials.

An additional project associated with this one is to expand the word list to include missionary tasks or create another one based on actual missionary training materials. Teaching missionary lessons is only one part of the role of a missionary. Often times missionaries are called upon to perform other duties like conducting a meeting. The missionary tasks have specialized vocabulary that missionaries need to fulfill their role.

A further research project that has already been proposed by developers at the MTC is the translation of the 500 words, including definitions, into other languages. It would be interesting to see if the project is even transferable. Sometimes words do not translate well. Sometimes a word in English translates into two different words in another language. How would researchers decide which to use, or would they keep them both? It's an interesting question that is beginning to receive some attention.

Another potential project that is being planned at the MTC is including this word list as material in future TALL versions that are being developed at the MTC, not only for teaching vocabulary but also grammar. Programmers and developers are discussing the use of these 500 essential words as content to teach grammar. They figure that if the missionaries are familiar with the vocabulary in example sentences that explain grammar, they will be better able to learn the grammar principle imbedded in the context. All in all, the possibilities for future research are extensive and potentially beneficial.

### *Lessons learned*

I have learned many points from the development of this project. First, I believe the greatest thing I have come to realize is the power and worth of words. Words can be

very simple, but the meanings they represent can be very powerful. I have also learned that words have varying degrees of worth; a word can be judged or ranked.

I have also learned that a word is so much more than a series of letters. Words have meaning and the meaning of the words changes as they are influenced by the words around them. Words also have functions. I have developed a greater appreciation for parts of speech and the grammar associated with vocabulary. Too often we try to separate vocabulary from grammar, but morphology is intertwined with vocabulary and grammar.

I have also realized that the pioneering technology (WordCruncher) and knowledge (leading experts in the field) at Brigham Young University are well known and respected in academia. I am grateful for the opportunity to be here. I was talking with a friend who lives in New York City and is a social worker in the public schools of New Jersey. In our conversation, I was summarizing this project and all of the things I had learned from it. She told me that she had spoken with one of the ESL administrators in her school district about the TESOL/TALL program at BYU. This administrator had visited BYU and been introduced to the technology and research that is being done here. She was amazed at the possibilities. When she returned home, she approached her developers and programmers and told them what she wanted. They told her that it was impossible. She said, “I know it’s possible. I just came from BYU, and I saw it.” I have realized how blessed I am to be in this program to learn from the best in the field. This institution is watched over and people are led; I feel so humble to be a part of it.

I have learned that inspiration flows in secular learning if you are trying to bless the lives of other people. The mission statement of BYU “enter to learn, go forth to

serve” is divinely inspired. I had the chance to meet with James Rosenvall, one of the developers of WordCruncher. He became emotional when he recounted the history of the development of the software and the divine guidance he had received. I understood what he meant; I have felt that same guidance throughout this project, as I have had such a strong desire to make these materials useful and beneficial for the MTC and the missionaries.

Finally, even though I know that this list is not perfect, I am very proud of it. I feel it is a good representation of the core, content-packed vocabulary necessary for teaching the gospel simply. Moreover, I am surprised by the feelings I feel as I read the words and definitions. Like one of the native Tongan-speaking missionaries wrote “I feel the Spirit when I read the list.” I have realized how powerful words are and that some really are more valuable than others. I cannot look at a word on this list without the meaning of it evoking some kind of image or feeling in me. Sometimes the image is a memory of when I was a missionary, or a teacher of missionaries, but most often the image or feeling is my own testimony of the truthfulness of the meaning behind the word. I am filled with hope when I see the word *promise*, and I am overcome with gratitude with the words *mercy* and *atonement*. Ultimately, the greatest thing I have gained from this project is gratitude for words, powerful words and the meaning of them.

## References

- Adolphs, S. & Schmitt, N. (2003). Lexical coverage of Spoken Discourse (CANCODE), *Applied Linguistics*, 24, 4, 425-438.
- Baker, M. (1988). Sub-technical vocabulary and the ESP teacher: An analysis of some rhetorical items in medical journal articles. *Reading in a Foreign Language*, 4 (2), 91-105.
- Bauer, L. and Nation, I. S. P. (1993). Word families. *International Journal of Lexicography*, 6 (4), 253-279.
- Biber, D. (1989). A typology of English texts. *Linguistics*, 27, 3-43.
- Bible Dictionary (1989) Published by the Church of Jesus Christ of Latter-day Saints, Salt Lake City, Utah, USA.
- Bramki, D. and Williams, R.C. (1984). Lexical familiarization in economics text, and its pedagogic implications in reading comprehension. *Reading in a Foreign Language*, 2 (1), 169-181.
- Campion, M. E. and Elley, W. B. (1971). *An Academic Vocabulary List*. Wellington: New Zealand Council for Educational Research.
- CANCODE. (2005). *CANCODE*. Retrieved March, 2005 from <http://www.cambridge.org/elt/corpus/cancode.htm>.
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34 (2), 213-238.
- Cramer, E. (2005, May 3). Interview. Provo, UT.
- Dictionary (2005). Lexico Publishing Group, LLC. Retrieved March, 2005 from <http://www.dictionary.com.htm>.

Farrell, P. (1990). Vocabulary in ESP: A lexical analysis of the English of electronics and a study of semi-technical vocabulary. CLCS Occasional Paper No. 25 Trinity College.

Fillmore, C. (1998). An American National Corpus: A Proposal. In *Proceedings of the First Annual Conference on Language Resources and Evaluation*, 965-69. Paris: European Language Resource Association.

Flowerdew, J. (1992). Definitions in science lectures. *Applied Linguistics*, 13 (2), 202-221.

*For the Strength of Youth*. (2001). Intellectual Reserve, Inc. USA.

Gardner, D. (2005) personal communication. May 18, 2005.

Ghadessy, P. (1979). Frequency counts, words lists, and materials preparation: A new approach. *English Teaching Forum*, 17, 24-27.

*Gospel Principles Manual*. (1995). The Church of Jesus Christ of Latter-day Saints. Salt Lake City, Utah. USA.

Hanston, S. (2002). *Corpora in Applied Linguistics*. Cambridge Applied Linguistics; Cambridge University Press.

Heatley, A., Nation, I. S. P., Coxhead, A. (2002). Range Frequency Programs [Computer software] Wellington, New Zealand: Victoria University of Wellington.

Available at: [http://www.vuw.ac.nz/lals/staff/paul\\_nation/index.html](http://www.vuw.ac.nz/lals/staff/paul_nation/index.html).

Hinckley, G. B., Monson, T. S., Faust, J. E., (2002). Statement on Missionary Work. *Church News*, February 1, 2003.

- Kohler, B. (2005, May 17). Interview. Provo, UT.
- Landau, S. I. (2001). *Dictionaries: The Art and Craft of Lexicography*. Cambridge University Press 2<sup>nd</sup> ed.
- Lynn, R. W. (1973). Preparing word lists: a suggested method. *RELC Journal*, 4 (1), 25-32.
- MICASE. (2002). *General Information*. Retrieved March, 2005 from <http://www.hti.umich.edu/m/micase>.
- Missionary Discussions. (1986). Intellectual Reserve, Inc. USA.
- Nasio, S. (2005, May 19). Interview. Provo, UT.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Ottonelli, M. (2005, April 20). Interview. Provo, UT.
- Praninskas, J. (1972). *American university word list*. London: Longman.
- Preach My Gospel*. (2004). *Preach My Gospel: A Guide to Missionary Service*. Intellectual Reserve, Inc. USA.
- Reppen, R., Ide, N., (2004). The American National Corpus: Overall Goals and the First Release, *Journal of English Linguistics*, Vol. 32. No. 2, June 2004 105-113.
- Rideout, P. M. (2004) *Heinle's Newbury House Dictionary of American English*. Thomson ELT.
- Rosenvall, J. (2005, May 18). Interview. Provo, UT.
- Scott, R. G. (2003). MTC All-Employee Meeting. January, 12, 2003.
- True to the Faith*. (2004). Intellectual Reserve, Inc. USA.

Topical Guide in (1989) Published by the Church of Jesus Christ of Latter-day Saints,  
Salt Lake City, Utah, USA.

Veas, R. (2005, May 3). Interview. Provo, UT.

Warwick, C. (2000) Using the BNC. Retrieved March, 2005 from  
<http://www.natcorp.ox.ac.uk/using/index.html>.

*Webster's New Collegiate Dictionary*. (1981). G. & E. Merriam Co., USA.

West, M. (1953). *A general service list of English words*. London: Longman, Green &  
Co.

Wilkerson, B. (2005, May 19). Interview. Provo, UT.

Williams, R. (1981). *Lexical familiarization in content area textbooks*. In L. Chapman  
(Ed.), *The reader and the text* (pp. 49-59). London: Heinemann Educational  
Books Ltd.

Xue, G., & Nation, I. S. P. (1984). A university word list. *Language Learning and  
Communication*. 3, 215-229.

## Appendix A

### Topics and sub-topics found in the *Preach My Gospel* Manual

#### Lesson 1: The Restoration

1. God is Our Loving Heavenly Father
2. The Gospel Blesses Families
3. Heavenly Father Reveals His Gospel in Every Dispensation
4. The Saviors Earthly Ministry
5. The Great Apostasy
6. The Restoration of the Gospel of Jesus Christ through Joseph Smith
7. The Book of Mormon: Another Testament of Jesus Christ\*
8. Pray to know the Truth through the Holy Ghost

#### Lesson 2: The Plan of Salvation

9. Pre-Earth Life: God's Purpose and Plan for Us
10. The Creation
11. Agency and the Fall of Adam and Eve
12. Our Life on Earth
13. The Atonement
14. The Spirit world
15. The Resurrection, Judgment, and Immortality
16. Kingdoms of Glory

#### Lesson 3: The Gospel of Jesus Christ

17. Through Christ We Can be Cleansed from Sin
18. Faith in Jesus Christ
19. Repentance
20. Baptism, Our First Covenant
21. The Gift of the Holy Ghost
22. Endure to the End

#### Lesson 4: The Commandments

23. Obedience
24. Pray Often
25. Study the Scriptures
26. Keep the Sabbath Day Holy
27. Baptism and Confirmation
28. Follow the Prophet
29. Keep the Ten Commandments
30. Live the Law of Chastity
31. Obey the Word of Wisdom
32. Keep the Law of Tithing
33. Observe the Law of the Fast
34. Obey and Honor the Law



Lesson 5: Laws and Ordinances

35. Priesthood and Auxiliaries
36. Missionary Work
37. Eternal Marriage
38. Temples and Family History
39. Service
40. Christ-like Attributes

Appendix B  
Rater Packet

Master Gospel Vocabulary List

Please rate each word according to the following criteria: Essential to teach the gospel = (3), Important, but Not Essential to teach the gospel = (2); and Not Important (1). For example: *Heavenly Father* = (3). When you are finished please return this packet to Carrie Thompson 18M-130. If you have any questions please call or email me: cat34@email.byu.edu, 377-3127 or 422-3709. Thank you for your help.

14-year-old
1820
1823
1830
aaronic-priesthood
abandon
abandonment
to abide
ability(ies)
able
abominable
abomination(s)
abortion(s)
abraham(s)
abrahamic-covenant
absent
absolute
absolutely
to abstain
abstinence
abundance
abundant
abundantly
abuse
abusive
to accept
acceptable
acceptance
accessible

accident(s)
accommodate
to accompany
to accomplish
accordance
according
to account
accountability
accountable
accurately
to achieve
to acknowledge
acknowledgment
acquaintances
acquainted
to acquire
across
to act
action(s)
active
actively
activity (ies)
actually
a.d
adam(s)
to adapt
adaptation
to add
addicted

addiction(s)
addictive
addition
additional
address(es)
addressing
adjust
to administer
administers
administration
to admit
to adopt
adoption
adoptive
adult(s)
adultery
to advance
advantage
adversary
adversity
advertise
to advise
advocate
affairs
to affect
affection(s)
affiliation
to affirm
afflicted

afflictions
afford
afraid
after
again
against
age
aged
agency
agents
ages
agony
to agree
agreement
ahead
aid
air
alcohol
alcoholic
alert
alike
alive
all
to allow
allowance
all-powerful
all-wise
almighty
almost
alone
along
already
also
altar(s)
although
always
am
ambition
amen
america(s)
american

amid
amiss
among(st)
amount
ancestors
ancestral
anchor
ancient(ly)
angel(s)
angelic
to anger
anguish
animal(s)
announcement
annually
to anoint
another(s)
to answer
answers
anxious(ly)
any
anyone
anything
apart
apostasy
apostate
apostle(s)
to appear
appearance
appendage
appetites
application
to apply
appointed
appointment
appreciate
appreciated
appreciation
approach(es)
appropriate(ly)
approval

approved
april
archangel
archbishops
area(s)
arguments
to arise
ark
arm(s)
around
arouse
arrange
arrested
to arrive
arrogance
article(s)
to ascend
aside
to ask
aspects
aspired
assigned
assignment(s)
to assist
assistance
to associate
association(s)
assume
assurance
to assure
astonished
astray
atmosphere
to atone
atonement
to attack
to attempt
to attend
attention
attentive
attitude(s)

attraction
attributes
aunts
author
authority(ies)
authorization
to authorize
automatically
automobile
auxiliary(ies)
available
avoid
await
to awake
aware
away
awful
baby(ies)
back
background
bad
badly
balance
bands
banks
baptism(s)
baptismal
baptist
to baptize
barrier
base
based
basic
battle
to be
beach
to bear
beast(s)
beaten
beautiful
beauty(ies)

became
to become
bed
began
beggar
begged
to begin
begotten
behalf
behavior(s)
behind
being(s)
belief(s)
to believe
believers
to belong
beloved
below
bend
to benefit
beside(s)
best
to bestow
bethlehem
betrayed
better
between
beyond
bible(s)
biblical
bind
binding
bird(s)
birth
birthplace
bishop
bishopric
bitter
black
to bleed
to bless

blessing(s)
blind
blinded
blood
body(ies)
boldly
bond(s)
bondage
bone(s)
book(s)
born
both
bottom
bound(s)
boundaries
to bow
bowels
boy(s)
branch(es)
bread
to break
brethren
brief
bright
brighter
brightness
brilliant
to bring
broken
brother(s)
brotherhood
bruised
budget
to build
buildings
to burden
burdensome
burial
buried
to burn
business

to buy
to call
calling(s)
to calm
calvary(s)
can
canonized
capabilities
capable
capacity(ies)
captive
captivity
to capture
to care
careful
carefully
careless
carnal
to carry
case(s)
to cast
caught
to cause
cautioned
to cease
celestial
center
centered
central
century(ies)
ceremony(ies)
certain
certainty
certificates
certify
chain
challenge(s)
chance
to change
channels
chapter

character
characteristic
to charge
charitable
charity
chart(s)
chaste
chastity
cheer
cheerful
cheerfully
cherished
chief
child(ren)
choice(s)
to choose
chores
chosen
christ
christian(s)
christianity
christlike
church(es)
cigarettes
cigars
circumstances
citizens
city
civil
civilization
civilly
to claim
clarifies
clarity
class(es)
clay
to clean
cleanliness
to cleanse
clear
clearly

cleave
clergy
clerk
to climb
to close
closer
closet
closing
clothes
clothing
cloud(s)
coffee
cold
collecting
collection
combined
to come
to comfort
comfortable
comforter
comforting
second coming
to command
commandment(s)
to commend
commercial
commissioned
to commit
commitment(s)
common
commune
to communicate
communication
communion
community(ies)
companion
companionship
company
comparable
to compare
compassion

compassionate
to compel
to compensate
competent
complained
complement
to complete
completely
comply
to comprehend
comprehension
comprised
compulsion
compulsory
computer(s)
conceit
to conceive
to concentrate
concept
concern(s)
concerned
concerning
concluded
concludes
conclusion
to condemn
condemnation
condition(s)
conditionally
conduct
conducting
to confer
conference(s)
to confess
confession
confide
confidence
confident
confidential
to confirm
confirmation(s)

conflict(s)
to conform
confounding
confused
confusing
confusion(s)
congregation
connected
to conquer
conqueror
conscience
to consecrate
consecutive
consequence(s)
consequently
to consider
considerate
consist(s)
consistent
consistently
constant(ly)
constitutes
to consult
consultant(s)
to consume
to contain
contentions
contents
continent(s)
continually
continuation
to continue
continuous
continuously
contract
contradict
contrary
contrast
to contribute
contribution
contrite

to control
conversations
conversion
to convert
converts
convey
to convict
conviction
convince
convincing
cooking
cooperate
copy(ies)
corner
cornerstone
correct
correctly
corrupted
cost
could
council(s)
councilor(s)
to counsel
counselors
countenance
counterfeit
countless
country
couple(s)
courage
course(s)
cousin
to covenant
covenant(s)
to cover
to covet
coworker
craftiness
to create
creation(s)
creative

creator(s)
creature(s)
creditor
creeds
crept
crime
crimson
crippled
crisis
critical
criticized
crops
cross
crowds
crucial
crucified
crucifixion
cruel
cruellest
cruelty
to cry
culture(s)
cumorah
cunning
cup
to cure
curious
current
currently
curse
custom(s)
cut
daily
to damage
damnation
damned
danger
dangerous
dark
darkness
date(s)

daughter(s)
day(s)
day-to-day
deacon(s)
dead
deaf
deal
dealings
to deal
dear
death
debt(s)
debtor
deceased
to deceive
december
deception
deceptive
to decide
decision(s)
declaration
to declare
to dedicate
dedication
dedicatory
deed(s)
deep
deeply
defeat
defects
defended
defense
deficiency
to defile
define
definition
definitive
defy
degree(s)
deity
to delight

to deliver
deliverance
to demand
demonstrate
denied
denominations
denote
to denounce
to deny
to depend
dependence
depressed
depth
descendants
descended
to describe
description
deserves
to design
to designate
to desire
despair
despised
despite
destiny
to destroy
destruction
destructive
to detail
determination
to determine
to develop
development
devil(s)
devoted
devotion(s)
dews
to do
to die
differ
difference(s)

different
difficult
difficulties
difficulty
diligence
diligent
diligently
to direct
direction(s)
directly
disability
disagreement
to disappear
disappointment
disasters
disbelief
discard
to discern
discernment
disciple(s)
discipline
to discourage
to discover
to discuss
discussion
disease(s)
disfellowshipped
dishonesty
disobedience
to disobey
dispensation(s)
disperse
displease
disrupt
distance
distinguish
to distort
distract
distractions
to divide
divine

divinely
divorce
doctor(s)
doctrinal
doctrine(s)
dominion(s)
donate
donation(s)
door
doubt
down
to draw
dreams
to dress
to drink
drought
drugs
during
duty(ies)
to dwell
each
ear
earlier
earliest
early
to earn
earnest
earnestly
earning
earth
earthly
earthquake
ease
easier
easily
east
eastern
easy
to eat
eden
to edify

to educate
education
effect(s)
effective
effectively
effort(s)
egypt
egyptian
eight
either
elder(s)
elderly
element(s)
eleven
elijah
eliminate
emblems
embrace
emotional
emotionally
emotions
to emphasis
employed
empty
to enable
to encourage
encouragement
to end
endanger
to endeavor
endless
endowed
endowment(s)
endowments
endurance
to endure
enemy(ies)
energy
to engage
english
engraved



to enjoy
enjoyment
enlarge
to enlighten
enough
enrich
enrolled
ensign
ensure
to enter
entertainment
to entice
enticings
entire
entirely
entitled
entrusted
envelope
envying
equal
equality
equally
equals
to erase
error(s)
to escape
especially
essence
essential
to establish
establishment
eternal
eternally
eternities
eternity
evangelists
eve
evening(s)
event(s)
eventually
ever

everlasting
every
everyday
everyone
everything
everywhere
evidence
evil(s)
to exalt
exaltation
examine
example(s)
except
exceptional
exceptions
excerpt
excessive
exchange
excitement
exclaimed
excommunicated
excuse
to exercise
to exhort
to exist
existence
to expect
expedient
expense
to experience
experiences
to experiment
to explain
explanation(s)
expound
to express
expression(s)
exquisite
to extend
extent
extra

extremely
eye(s)
to face
fact
to fail
faint
faith
faithful
faithfully
faithfulness
faith-promoting
fall
fallen
falling
falls
family(ies)
far
to fast
father(s)
fault(s)
to fear
fearful
to feast
features
to feed
to feel
feet
fell
fellowmen
to fellowship
female
few
fidelity
to fight
to fill
final
finally
finances
financial
financially
to find

fine
to finish
fire
firm
firmly
first
firstborn
firstfruits
firsthand
fish
flame
flee
flesh
flow
flowers
fly
to focus
fold
to follow
followers
food(s)
foolish
to forbid
forbidden
to force
foreordained
foresaw
foreseen
to foretell
forever
to forget
to forgive
forgiveness
to form
former
fornication
to forsake
forth
fortunate
forward
foundation(s)

foundations
to found
to free
freedom
frequent
frequently
fresh
friend(s)
friendly
friendship(s)
fruit(s)
fruitful
to fulfill
fulfillment
full
fullness
full-time
full-tithe
fully
fulness
functions
fund(s)
funeral
to further
future
to gain
gambling
garden(s)
garment
gate(s)
to gather
gender
genealogical
genealogy
general
generally
generation(s)
generous
generously
gentiles
gentle

gentleness
genuine
to get
gethsemane
holy ghost
gift(s)
girl(s)
to give
giver
glad
gladness
glorified
glorious
to glory
to go
goal(s)
god
gods
god-given
godhead
godlike
godliness
godly
gold
good
goodness
gospel
gossip
to govern
government
grace
grain(s)
grandparents
granted
grateful
gratefully
gratitude
grave
graven
great
great-grandparents

greatly
greatness
greet
grief(s)
to grieve
group(s)
grove
to grow
grudgingly
guarantee
to guard
guidance
to guide
guidebook
guidelines
guilt
guiltless
habit(s)
to have
hair
hand(s)
handicapped
happen
happened
happens
happiness
happy
hard
to harm
harmful
harmony
to harvest
to hate
having
head
headquarters
to heal
health
healthy
to hear
heart(s)

heartache
heartbreak
heartfelt
heaven(s)
heavenly father
heavy
to heed
heir(s)
hell
to help
helpful
herbs
herds
to hide
high
higher
highest
highly
hill(s)
history
to hold
holder(s)
holiness
holy
holy Ghost
home(s)
homosexual
homosexuality
honest
honestly
honesty
honor
to hope
hosts
house(s)
housed
household
human
humble
humbly
humility

hunger
hungry
hurt
husband(s)
hymn(s)
hypocrisy
hypocrites
idea(s)
to identify
idols
ignorance
ignore
illegal
illicit
illness
image
imagine
immediate
immediately
to immerse
immersion
immodestly
immoral
immorality
immortal
immortality
imperfect
implied
importance
important
impossible
impression(s)
imprisoned
improper
to improve
impure
inactivity
incapable
to include
income
incomplete

incorrect
to increase
index
individual(s)
individually
inequities
infant(s)
infinite
infirmities
to influence
information
inhabitants
to inherit
inheritance
iniquity(ies)
innocence
innocent
inquire
insects
inseparable
inseparably
inspiration
to inspire
instinct
to instruct
instruction(s)
instrument(s)
intellectual
intelligence
intended
intercourse
interest
interested
interests
international
to interpret
interpretation
to interview
interviews
intimacy
to introduce

introduction
investigator(s)
invitation
to invite
to involve
isaiah
israel
israelites
january
jealous
jealousy
jehovah
jesus
jews
john
to join
jordan river
journal(s)
journey
joy(s)
judas
to judge
judgment(s)
june
just
justice
justify
to keep
key(s)
keystone
to kill
kind
kindness
kindred(s)
king(s)
kingdom(s)
knee
to kneel
to knock
to know
knowledge

labor
labors
lady
lamanites
lamb
land
language(s)
large
last
lasted
lasting
latter-day
law
law-abiding
lawful
lawfully
laws
lawyer
to lay
to lead
leader(s)
leadership
to learn
learners
least
to leave
legal
legally
legs
lehi
to lend
lesbian
less
lesser
lesson(s)
letter(s)
level(s)
liar
liberally
liberty
to lie

life
lifelong
lifetime
lifetimes
to lift
light
lightly
like
likely
to liken
likeness
limit
limitless
line
lineage
list
to listen
literal
literally
little
to live
lives
local
locations
lonely
long
longed
longer
long-suffering
to look
loose
lord
to lose
loss
loud
to love
loving
loyal
loyalty
lucifer
luke

lust
lustful
magazines
to magnify
main
to maintain
majesty
to make
male(s)
man
manage
management
to manifest
manifestation
mankind
manner
mansions
many
march
marital
marriage(s)
to marry
martyrdom
marveled
marvelous
mary
material(s)
matrimony
matter(s)
mature
maturity
meal(s)
to mean
meaning
meaningful
meaningless
measure(s)
meat
mediator
medical
medicine

meditating
meek
meekness
to meet
meeting(s)
meetinghouse(s)
melchizedek-priesthood
member(s)
membership
memories
memory
men
mental
mentally
to mention
mercies
merciful
mercifully
mercy
merit(s)
message(s)
messenger(s)
messiah
method(s)
mild
millennium
millions
mind(s)
mindful
to minister
ministry
minutes
miracle(s)
misery
mission(s)
missionary(ies)
mistakes
misunderstanding
misunderstood
modern

modern-day
modest
modestly
modesty
moment(s)
monday
money
month
monthly
moon
moral
morally
more
Book of Mormon
mormon
morning
moroni
mortal
mortality
mortals
moses
most
mother(s)
motherhood
to motivate
mount
mountain(s)
to mourn
mouth
to move
multiply
multitude
murder
muscle
music
musical
mustard
mutual
mysteries
nailed
naked

name(s)
nation(s)
national
natural
naturally
nature
natures
naught
near
nearby
nearer
neat
necessary
necessities
necessity
to need
needy
neglected
neighbor(s)
neighborhood
neighbour
nephi
nephites
neverfailing
newborn
newspapers
night
nobility
nonmember(s)
note
nothing
nourish
numbered
numberless
numbers
numerous
nursing
to nurture
nurturing
oath
oats

obedience
obedient
to obey
object(s)
obligated
obligation(s)
observance
to observe
obstacle(s)
to obtain
occasion
occasional
to occupy
to occur
ocean
to offend
to offer
offering(s)
office(s)
officer(s)
officiate
oil
old
older
oldest
omnipotent
oneness
one-tenth
one-third
to open
openly
to operate
opinion(s)
opportunity(ies)
to oppose
opposite(s)
opposition
oppressed
to ordain
order
ordinance(s)

ordination(s)
organization(s)
to organize
original
originally
other
out
outside
to overcome
oversee
overshadow
overwhelm
page(s)
pain(s)
pained
painful
pairs
palmyra
paper(s)
papyrus
parable
paradise
paradisiacal
paragraph(s)
paragraphs
pardon
parent(s)
parenthood
to part
to partake
partaker(s)
participant(s)
to participate
participation
partner(s)
partnership
partook
parts
to pass
passage(s)
passions

passive
past
pastors
path(s)
patience
patient
patiently
patriarch(s)
patriarchal
pattern
paul
paves
to pay
payment(s)
peace
peaceable
peaceful
pearl
peculiar
penalty(ies)
people
percent
perdition
perfect
perfected
perfection
perfectly
to perform
period(s)
perish
permanent
permanently
permission
to permit
persecuted
persecution
persecutors
person(s)
personage(s)
personal
personality(ies)

personally
perspective
to persuade
persuasion
to pertain
petitions
philosophies
phrase(s)
physical
physically
pick
picture(s)
pieces
place(s)
placed
plain
plan
planets
to plan
to plant
plates
play
playing
plea
to plead
pleasant
to please
pleasing
pleasure
plenty
plus
to point
political
to ponder
poor
pornographic
pornography
portion
position(s)
positive
to possess

possession(s)
possibility
possible
possibly
posterity
postmortal
postpone
potential
pour out
poverty
power(s)
powerful
to practice
to praise
to pray
prayer(s)
prayerful
prayerfully
to preach
preacher
precept(s)
precious
predicted
pre-earth
pregnancy
premortal
premortality
preparation(s)
preparatory
to prepare
prescription
presence
to present
to preserve
preserver
to preside
presidency
president(s)
press forward
to prevent
previous

price
pride
priest(s)
priesthood(s)
primarily
primary
primitive
prince
principal
principle(s)
to print
priority
prison
private
privately
privilege
privileged
privileges
probation
probationary
problem(s)
procedure
process
to proclaim
proclamation
procrastinate
procrastinating
procreation
productive
profanity
professional
profound
program(s)
to progress
progression
prohibits
projects
prolonged
promise
to promise
to promote

promptings
prompts
pronounced
proper
property(ies)
prophecy
to prophesy
prophet(s)
prosper
prosperity
to protect
protection
proud
to prove
to provide
public
publication(s)
publicly
published
pulled
punished
punishment
to purchase
pure
purified
purifies
to purify
purpose(s)
pursuit(s)
to qualify
qualities
question(s)
quiet
quietly
quorum(s)
rain(s)
to raise
ransom
rationalize
to reach
to read



reading
ready
real
reality
realize
to rear
reason(s)
reassurance
rebelled
rebellion
rebellious
rebirth
reborn
to receive
recently
receptive
receptiveness
to recognize
temple recommend
to recommend
to reconcile
record
to record
recreation
recreational
rededication
to redeem
redeemer
redemption
references
to refer
refine
reflect
reflection
to reform
reformation
reformer(s)
to refrain
refreshments
regularly
reign

to reject
rejection
to rejoice
to relate
relation(s)
relationship(s)
relatives
reliance
relief society
relief
to relieve
religion(s)
religious
to rely
to remain
remainder
to remember
remembrance
to remind
reminder
remission
remorse
to remove
to renew
to repeat
repeatedly
to repent
repentance
repentant
to replace
replenish
to reply
to represent
representative(s)
reproduce
reproduction
reputation
to request
requests
to require
requirement(s)

research
to reserve
to resist
resolve
resource(s)
respect
respectful
to respect
response
responsibility(ies)
responsible
rest
restitution
restoration
to restore
restriction
result(s)
resulted
resulting
resurrected
resurrection
retain
to return
reunion
to reunite
to reveal
revelation(s)
revelator(s)
revere
reverence
reverent
reverently
review
revoke
reward
to reward
rich
right
righteous
righteously
righteousness

rights
to rise
river(s)
road(s)
to rob
robbery
role(s)
royal
to rule
ruler
rule(s)
run
sabbath
sabbath-day
sacrament(s)
sacramental
sacred
sacredness
sacrifice(s)
to safeguard
safety
saint(s)
salvation
sanctification
to sanctify
to satisfy
saturday
to save
savior
to say
school(s)
scribe
scriptural
scripture(s)
scroll
sea(s)
to seal
sealing(s)
to search
season
second

secret(s)
section(s)
sects
to see
seed(s)
to seek
seekers
to seem
seer(s)
selected
selecting
selection(s)
self-control
selfish
selfless
self-respect
seminaries
to send
sense(s)
sensitive
to separate
separation
september
serenity
serious
seriousness
sermon
servant(s)
to serve
service(s)
to set
setting
to settle
settlement
seventies
sexual
to shake
to share
to shed
sheep
shopping

fall short
shortcomings
to show
siblings
sick
sickness(es)
sight
sign(s)
significance
significant
signify(ies)
similar
similarity
similarly
simple
simplicity
sin(s)
sincere
sincerely
sincerity
sinful
to sing
sinless
to sin
sinner(s)
sister(s)
sisterhood
situation(s)
skill(s)
skillful
sky
slavery
slaves
to slay
to sleep
small
smell
Joseph smith
to smoke
snow
social

society
software
soldier(s)
solemn
solemnly
son(s)
song
soon
sorrow(s)
sorrowful
sorry
soul(s)
sound(s)
source(s)
space
sparingly
to speak
speech
to spend
spirit(s)
spiritual
spirituality
spiritually
sports
spotless
spouse(s)
spring
stake(s)
standard(s)
stars
to start
stated
statement(s)
to stay
steadfast
steadfastness
to steal
step(s)
stepfather
storehouse
story (ies)

storm
strait
stranger(s)
street
strength
to strengthen
strive
strong
to struggle
to study
submissive
to submit
substance(s)
succeed
success
successful
succession
successor(s)
to suffer
sufferings
to suggest
suggestions
summer
sun
sunday
sunrise
sunset
supervise
supervising
to support
supportive
supreme
to survive
susquehanna river
to sustain
sweat
sweet
to swell
symbol
symbolic
sympathy

to take
talents
to talk
tangible
task(s)
tea
to teach
teacher(s)
teachings
tear(s)
telestial
television
to tell
temple(s)
temporal
temporally
temporary
to tempt
temptation(s)
tendencies
tender
tenderness
tenth
term(s)
terrestrial
test(s)
new/old testament
to test
to testify
testimony(ies)
to thank
thanksgiving
to think
to thirst
thirsty
thoughtful
thoughts
thousand(s)
time(s)
timing
tithe(s)

tithed
tithing
tobacco
today
together
tomb
tongue(s)
too
to torment
toward(s)
town
trace
track
trade
tradition
to train
to transgress
transgression(s)
to translate
translation
treasure(s)
to treat
tree(s)
tremble
trial(s)
tribulation
triumph
triumphed
triumphs
to trust
trustworthy
truth(s)
truthfulness
to try
turn
in turn
twelve
types
ultimate
ultimately
unable

unauthorized
unbelief
unbroken
unceasing
unceasingly
uncertain
unchanging
unchastity
unclean
uncleanliness
uncles
unconditional
unconditionally
under
to understand
understanding(s)
undo
unfair
unfaithful
unfortunately
ungodliness
unhappiness
unhappy
unharmful
unholy
unified
unique
unite
united states
united
unity
universal
universe
unkind
unmarried
unpaid
unrighteous
unrighteousness
unselfishly
unselfishness
untrained

unwanted
unwed
unwholesome
unwillingly
unwisely
unworthily
unworthy
unyielding
up
upbraideth
uphold
uplift
uplifting
urge
to use
usual
usually
utah
vain
valiant
valiantly
valid
valuable
to value
values
variety
various
vary
vegetables
veil
vicarious
victory
view
vineyard(s)
violate
violations
violent
virgin
virtue
vision(s)
to visit

visitation(s)
visitors
vocally
voice(s)
voluntarily
voluntary
vows
vulgar
to wait
to walk
to want
war
ward(s)
warm
warmth
to warn
warning(s)
to wash
to watch
water
watered
waters
waves
way(s)
weak
weakness(es)
wealth
to wear
weary
weaving
wedlock
week(s)
weekly
to weep
weigh
weighed
weight
welcome
welcomed
welding
welfare

well
well-being
well-meaning
wheat
whisperings
white
whole
wholesome
wicked
wickedness
wide
widespread
widow
wife
wilderness
will
willed
willful
willfully
willing
willingly
willingness
willpower
windows
wine
winter
wisdom
wise
wisely
to withdraw
withdrawn
to withhold
withstand
witness(es)
witnessing
wives
woman
womanhood
women
wonder
wondered

wonderful
woods
wool
word(s)
word of wisdom
to work
works
world(s)
worldly
worldwide
worries
worry
to worship
worshipful
worth
worthily
worthiness
worthwhile
worthy
wounded
to write
writings
wrong
wrongdoings
wrongfully
yard
year(s)
year-end
to yield
yoke
New york
young(er)
young
youth
zion

Appendix C  
Missionary Questionnaire – English

**Missionary Material Evaluation**

1. Please rate the USEFULNESS of the materials.
  - a. not at all useful
  - b. somewhat useful
  - c. quite useful
  - d. very useful
  - e. extremely useful
  
2. How often do you use the materials?
  - a. less than once a week
  - b. once or twice a week
  - c. several times a week
  - d. once a day
  - e. several times a day
  
3. Where do you usually use the materials? (mark all that apply)
  - During missionary self-directed time
  - During class time with a teacher present
  - Outside of class study time
  - At times during the day when I'm not in a study situation  
for example, waiting for a meeting to start
  - Other, Please explain
  
4. Which part of the materials did you find the most helpful?
  - a. The first part with the list of 500 words
  - b. The second part with the words divided by lessons
  - c. The third part with definitions and examples of the words.
  
5. Which part of the materials did you use the most?
  - a. The first part with the list of 500 words
  - b. The second part with the words divided by lessons
  - c. The third part with definitions and examples of the words.
  
6. What did you use the materials for? (mark all that apply)
  - Preparing lessons

- \_\_\_ Preparing to teach
- \_\_\_ learning a language task
- \_\_\_ Studying the *Preach My Gospel* manual by using it as a glossary
- \_\_\_ In class activities
- \_\_\_ Other, Please explain

7. What did you like about the materials?
  
  
  
  
  
  
  
  
  
  
8. What, if anything, would you change about the materials?
  
  
  
  
  
  
  
  
  
  
9. Which of the two word lists has been the most helpful to you?
  - a. The 500-word list
  - b. The 2,500-word list
  
  
  
  
  
  
  
  
  
  
10. Why do you feel the \_\_\_\_\_ word list is more helpful?

Appendix D  
Missionary Questionnaire – Spanish

**“Evaluación de Materiales del Misionero”**

1. Por favor evalúe que tan UTILES son los materiales.
  - a. No son útiles para nada.
  - b. Algo útiles.
  - c. Bastante útiles.
  - d. Muy útiles.
  - e. Extremadamente útiles.
  
2. ¿Cuan a menudo usa los materiales?
  - a. Menos de una vez a la semana.
  - b. Una o dos veces a la semana.
  - c. Varias veces a la semana.
  - d. Una vez al día.
  - e. Varias veces al día.
  
3. ¿Usualmente en donde usa los materiales? (marque todos los que se apliquen)
  - Durante el tiempo de estudio personal.
  - En la clase mientras hay un maestro presente.
  - En el estudio afuera de la clase.
  - Algunas veces durante el día cuando no estoy en una situación de estudio; (por ejemplo, cuando estoy esperando a que una reunión comience.)
  - Otro, por favor explique.
  
4. ¿Que parte de los materiales le parecieron de mas ayuda?
  - a. La primera parte con la lista de 500 palabras.
  - b. La segunda parte con las palabras divididas en lecciones.
  - c. La tercera parte con las definiciones y los ejemplos de las palabras.
  
5. ¿Qué parte de los materiales usó más?
  - a. La primera parte con la lista de 500 palabras.
  - b. La segunda parte con las palabras divididas en lecciones.
  - c. La tercera parte con las definiciones y los ejemplos de las palabras.



6. ¿Para que utilizó los materiales? (marque todos los que se apliquen)

- Preparar lecciones.
- Preparar para enseñar.
- Aprender una actividad del idioma.
- Estudiar *Predicad mi evangelio* usándolo como glosario.
- En actividades en la clase.
- Otro, por favor explique.

7. ¿Qué le gustó de los materiales?

8. ¿Si hubiera algo que pudiera cambiar, que cambiaría?

9. ¿Cuál de las dos listas de palabras le ha ayudado mas a usted?

- a. La lista de 500 palabras.
- b. La lista de 2,500 palabras.

10. ¿Por qué piensa que la lista de \_\_\_\_\_ palabras es más útil?

Appendix E:  
“500 Essential English Words for ESL Missionaries”

# *500 Essential English Words for ESL Missionaries*

## User Guide

The 500 essential English words booklet was created to help ESL missionaries learn the basic gospel words to teach the lessons found in *Preach My Gospel*.

There are three parts in the booklet. The first part lists the 500 words alphabetically. The second part shows where the words are found in the five *Preach My Gospel* lessons. The third part gives definitions, and examples of the 500 words in sentences.

- Missionaries are encouraged to use the first part of the booklet to translate the words or take notes about what the words mean.
- Missionaries can use the second part of the booklet as they outline and prepare to teach the missionary lessons.
- The third part of the booklet is used to increase missionaries' understanding and use of the 500 words.

Teachers are encouraged to use the information in the booklet to help missionaries learn the basic vocabulary they need to teach the lessons.

## Table of Contents

1. List of 500 essential English words.
2. The 500 essential words as found in the *Preach My Gospel* lessons.
3. Definitions and examples of the 500 words.

## 500 Essential English words for ESL missionaries

1. 1820:
2. 1830:
3. Aaronic Priesthood:
4. able:
5. accept:
6. achieve:
7. act:
8. action:
9. active:
10. Adam:
11. addictive:
12. adult:
13. adultery:
14. affect:
15. age:
16. agency:
17. alcohol:
18. alive:
19. allow:
20. alone:
21. America:
22. ancestors:
23. ancient:
24. angel:
25. answer:
26. apostasy:
27. apostle:

28. apply:
29. appointment:
30. Articles of Faith:
31. ask:
32. atonement:
33. attitude:
34. attributes:
35. authority:
36. available:
37. avoid:
38. baptism:
39. baptize:
40. based:
41. basic:
42. become:
43. begin:
44. belief:
45. believe:
46. benefit:
47. Bible:
48. birth:
49. bishop:
50. bless:
51. blessing:
52. blood:
53. body:
54. Book of Mormon:
55. born:
56. bread:
57. brother:
58. bring:

59. build:
60. buildings:
61. call:
62. calling:
63. carry:
64. celestial kingdom:
65. centuries:
66. change:
67. charity:
68. chastity:
69. child:
70. choice:
71. choose:
72. church:
73. circumstances:
74. clean:
75. closer:
76. coffee:
77. come:
78. comfort:
79. commandment:
80. commitment:
81. communicate:
82. communication:
83. compare:
84. condition:
85. confess:
86. confirms:
87. confirmation:
88. confused:
89. confusion:

90. conscience:
91. consequences:
92. continue:
93. control:
94. conversion:
95. copy:
96. correct:
97. counsel:
98. counselors:
99. country:
100. covenant:
101. create:
102. creation:
103. cross:
104. crucify:
105. crucifixion:
106. damage:
107. danger:
108. darkness:
109. day:
110. deacon:
111. death:
112. decide:
113. decisions:
114. degree:
115. depend:
116. descendants:
117. describe:
118. desires:
119. develop:
120. devil:

121. die:
122. difficult:
123. diligence:
124. direct:
125. direction:
126. disobedience:
127. disobey:
128. dispensation:
129. do:
130. Doctrine and Covenants:
131. doctrine:
132. doubt:
133. drink:
134. drugs:
135. earth:
136. easy:
137. eat:
138. effort:
139. elder:
140. encourage:
141. endowment:
142. endure to the end:
143. enter:
144. eternal life:
145. eternity:
146. Eve:
147. evil:
148. example:
149. exercise:
150. experience:
151. explain:

152. faith:
153. faithful:
154. fall:
155. family:
156. fast:
157. father:
158. feel:
159. feelings:
160. final:
161. find:
162. follow:
163. food:
164. forever:
165. forget:
166. forgive:
167. forgiveness:
168. foundation:
169. free:
170. friends:
171. fruit:
172. fulfill:
173. fullness:
174. Garden of Eden:
175. Garden of Gethsemane:
176. genealogy:
177. get:
178. gift:
179. give:
180. glory:
181. go:
182. goal:

183. God:
184. good:
185. gospel:
186. grace:
187. grateful:
188. gratitude:
189. grove of trees:
190. grow:
191. guide:
192. guilt:
193. habit:
194. happens:
195. happiness:
196. happy:
197. harmful:
198. have:
199. health:
200. hear:
201. heart:
202. heaven:
203. Heavenly Father:
204. hell:
205. help:
206. hold:
207. holder:
208. Holy Ghost:
209. home:
210. homosexual:
211. honest:
212. hope:
213. house:

214. humble:  
215. husband:  
216. idea:  
217. image:  
218. immersion:  
219. immortal:  
220. immortality:  
221. important:  
222. improve:  
223. include:  
224. increase:  
225. influence:  
226. information:  
227. inspiration:  
228. inspire:  
229. instructions:  
230. interview:  
231. investigator:  
232. invite:  
233. Jesus Christ:  
234. join:  
235. Joseph Smith:  
236. judge:  
237. judgment:  
238. just:  
239. justice:  
240. keep:  
241. key:  
242. keystone:  
243. kill:  
244. kind:

245. kindness:  
246. kingdom:  
247. kneel:  
248. know:  
249. knowledge:  
250. latter-day:  
251. law:  
252. laying on of hands:  
253. lead:  
254. leader:  
255. learn:  
256. leave:  
257. life:  
258. light:  
259. like:  
260. listen:  
261. look:  
262. Lord:  
263. lose:  
264. love:  
265. make:  
266. man:  
267. marriage:  
268. marry:  
269. meaning:  
270. meet:  
271. meeting:  
272. Melchizedek Priesthood:  
273. member:  
274. mercy:  
275. message:



276. messenger:  
277. mind:  
278. mission:  
279. missionary:  
280. mistakes:  
281. modern:  
282. Monday:  
283. money:  
284. month:  
285. more:  
286. mortal:  
287. mother:  
288. name:  
289. necessary:  
290. need:  
291. neighbors:  
292. New/ Old Testaments:  
293. night:  
294. obedience:  
295. obey:  
296. one-tenth:  
297. opportunity:  
298. ordinance:  
299. organization:  
300. organize:  
301. overcome:  
302. pain:  
303. painful:  
304. paradise:  
305. parent:  
306. part:

307. partake:  
308. participate:  
309. patience:  
310. pattern:  
311. pay:  
312. peace:  
313. Pearl of Great Price:  
314. people:  
315. perfect:  
316. personal:  
317. physical:  
318. place:  
319. plan:  
320. plates:  
321. ponder:  
322. pornography:  
323. posterity:  
324. potential:  
325. power:  
326. powerful:  
327. pray:  
328. prayer:  
329. premortal:  
330. prepare:  
331. presence:  
332. presidency:  
333. president:  
334. price:  
335. pride:  
336. priest:  
337. principle:

338. prison:  
339. problems:  
340. process:  
341. progress:  
342. promise:  
343. prophet:  
344. pure:  
345. purpose:  
346. question:  
347. quorum:  
348. read:  
349. reading:  
350. real:  
351. reason:  
352. receive:  
353. recognize:  
354. recommend:  
355. record:  
356. redeem:  
357. Redeemer:  
358. redemption:  
359. reformation:  
360. reformer:  
361. reject:  
362. relationship:  
363. Relief Society:  
364. religion:  
365. remain:  
366. remember:  
367. remission:  
368. renew:

369. repent:  
370. repentance:  
371. represent:  
372. require:  
373. resist:  
374. respect:  
375. responsibility:  
376. responsible:  
377. restoration:  
378. restore:  
379. resurrect:  
380. resurrection:  
381. return:  
382. reveal:  
383. revelation:  
384. reverence:  
385. right:  
386. righteous:  
387. righteousness:  
388. Sabbath day:  
389. sacrament:  
390. sacred:  
391. sacrifice:  
392. salvation:  
393. Satan:  
394. save:  
395. Savior:  
396. say:  
397. scripture:  
398. sealing:  
399. search:

400. second coming:  
401. section:  
402. see:  
403. self-control:  
404. send:  
405. separate:  
406. separation:  
407. serve:  
408. service:  
409. set apart:  
410. sexual relations:  
411. share:  
412. show:  
413. sick:  
414. sin:  
415. sincere:  
416. sister:  
417. son:  
418. soul:  
419. source:  
420. speak:  
421. spirit:  
422. spiritual:  
423. stake:  
424. step:  
425. strength:  
426. strong:  
427. study:  
428. suffer:  
429. sun:  
430. Sunday:

431. support:  
432. symbol:  
433. take:  
434. talk:  
435. tea:  
436. teach:  
437. teacher:  
438. teachings:  
439. telestial kingdom:  
440. tell:  
441. temple:  
442. temporal:  
443. temptation:  
444. terrestrial kingdom:  
445. test:  
446. testament:  
447. testify:  
448. testimony:  
449. thank:  
450. think:  
451. thoughts:  
452. time:  
453. tithing:  
454. tobacco:  
455. today:  
456. together:  
457. translate:  
458. translation:  
459. tree:  
460. trial:  
461. trust:

462. truth:  
463. try:  
464. Twelve Apostles:  
465. understand:  
466. unity:  
467. use:  
468. values:  
469. veil:  
470. verse:  
471. vision:  
472. visit:  
473. wait:  
474. walk:  
475. want:  
476. ward:  
477. warns:  
478. water:  
479. way:  
480. weak:  
481. weakness:  
482. week:  
483. wicked:  
484. wife:  
485. will:  
486. willing:  
487. wisdom:  
488. wise:  
489. witness:  
490. woman:  
491. word:  
492. work:

493. world:  
494. worship:  
495. worthiness:  
496. worthy:  
497. write:  
498. writings:  
499. wrong:  
500. young:

**Part 2**  
**Words divided by**  
***Preach My Gospel***  
**lessons**

**Lesson 1**  
***The message of the Restoration***  
***of Jesus Christ***

1820	baptize
1830	based
Aaronic Priesthood	basic
able	become
accept	begin
act	belief
Adam	believe
age	Bible
agency	birth
alive	bless
allow	blessing
America	blood
ancient	body
angel	Book of Mormon
answer	born
apostasy	bread
apostle	brother
apply	call
appointment	carry
ask	celestial kingdom
atonement	centuries
attitude	change
authority	charity
avoid	child
baptism	choose

church	death
circumstances	decisions
clean	depend
closer	describe
come	desires
comfort	develop
commandment	die
communicate	difficult
communication	direct
compare	direction
condition	disobedience
confirms	disobey
confirmation	dispensation
confused	do
confusion	Doctrine and Covenants
consequences	doctrine
continue	doubt
conversion	earth
copy	effort
correct	encourage
counsel	endure to the end
country	enter
covenant	eternal life
create	eternity
creation	Eve
cross	evil
crucify	example
crucifixion	exercise
danger	experience
darkness	explain
day	faith

faithful	habit
fall	happiness
family	happy
father	have
feel	hear
feelings	heart
final	heaven
find	Heavenly Father
follow	help
forever	Holy Ghost
forgive	home
forgiveness	honest
foundation	hope
free	humble
fulfill	idea
fullness	image
Garden of Eden	immersion
Garden of Gethsemane	immortal
get	immortality
gift	important
give	improve
glory	include
go	influence
God	inspiration
good	inspire
gospel	instructions
grace	investigator
gratitude	invite
grove of trees	Jesus Christ
grow	join
guide	Joseph Smith

judgment	message
just	messenger
keep	mind
keystone	mission
kind	missionary
kindness	modern
kingdom	more
kneel	mortal
know	mother
knowledge	name
latter-day	necessary
laying on of hands	need
leads	New/ Old Testaments
leader	night
learn	obedience
leave	obey
life	opportunity
light	ordinance
like	organization
listen	organize
look	overcome
Lord	pain
lose	part
love	partake
make	pattern
man	pay
meaning	peace
meeting	people
Melchizedek Priesthood	perfect
member	personal
mercy	physical

place	recognize
plan	record
plates	redeem
ponder	Redeemer
posterity	redemption
potential	reformation
power	reformer
powerful	reject
pray	relationship
prayer	religion
premortal	remain
prepare	remember
presence	remission
presidency	repent
president	repentance
price	require
pride	resist
principle	respect
process	responsibility
progress	restoration
promise	restore
prophet	resurrect
pure	resurrection
purpose	return
question	reveal
quorum	revelation
read	reverence
reading	right
real	righteous
reason	righteousness
receive	sacrament

sacred  
sacrifice  
salvation  
Satan  
save  
Savior  
say  
section  
see  
send  
separate  
serve  
service  
share  
show  
sick  
sin  
sincere  
sister  
son  
soul  
source  
speak  
spirit  
spiritual  
strength  
strong  
study  
suffer  
sun  
Sunday

take  
teach  
teacher  
teachings  
tell  
temple  
temptation  
testament  
testify  
testimony  
thank  
think  
thoughts  
time  
today  
together  
translate  
translation  
trust  
truth  
try  
Twelve Apostles  
understand  
unity  
use  
verse  
vision  
visit  
walk  
want  
water

way  
wicked  
will  
willing  
wisdom  
wise  
witness  
word  
work  
world  
worship  
worthiness  
worthy  
write  
writings  
wrong  
young



## Lesson 2

### *The Plan of Salvation*

able	belief
accept	believe
achieve	birth
act	bless
action	blessing
Adam	blood
adult	body
agency	Book of Mormon
alive	born
allow	bread
alone	brother
America	call
ancient	carry
angel	celestial kingdom
answer	change
apostle	charity
apply	chastity
ask	child
atonement	choice
attributes	choose
authority	church
baptism	circumstances
based	clean
basic	closer
become	come
begin	comfort

commandment	disobey
compare	dispensation
condition	do
confess	Doctrine and Covenants
confirmation	doctrine
consequences	doubt
continue	drink
control	earth
conversion	easy
covenant	eat
create	effort
creation	elder
cross	endowment
crucify	endure to the end
crucifixion	enter
danger	eternal life
darkness	eternity
day	Eve
death	evil
decisions	example
degree	exercise
depend	experience
descendants	explain
desires	faith
develop	faithful
devil	fall
die	family
diligence	father
direct	feel
direction	feelings
disobedience	final

find  
follow  
forever  
forget  
forgive  
forgiveness  
foundation  
free  
friends  
fruit  
fulfill  
fullness  
Garden of Eden  
Garden of Gethsemane  
gift  
give  
glory  
go  
goal  
God  
good  
gospel  
grace  
gratitude  
grow  
guilt  
happens  
happiness  
happy  
have  
health

hear  
heart  
heaven  
Heavenly Father  
hell  
help  
hold  
Holy Ghost  
home  
honest  
hope  
house  
humble  
image  
immersion  
immortal  
immortality  
important  
improve  
include  
increase  
influence  
information  
Jesus Christ  
join  
Joseph Smith  
judge  
judgment  
justice  
keep  
key

kind  
kingdom  
know  
knowledge  
latter-day  
law  
laying on of hands  
leads  
leader  
learn  
leave  
life  
light  
like  
listen  
look  
Lord  
lose  
love  
make  
man  
marriage  
meaning  
Melchizedek Priesthood  
member  
mercy  
message  
mind  
mission  
mistakes  
modern

more  
mortal  
mother  
name  
necessary  
need  
New/ Old Testaments  
night  
obedience  
obey  
opportunity  
ordinance  
overcome  
pain  
painful  
paradise  
part  
partake  
patience  
pattern  
pay  
peace  
people  
perfect  
personal  
physical  
place  
plan  
ponder  
potential  
power

powerful  
pray  
prayer  
premortal  
prepare  
presence  
presidency  
president  
price  
pride  
principle  
prison  
process  
progress  
promise  
prophet  
pure  
purpose  
question  
quorum  
read  
reason  
receive  
recognize  
record  
redeem  
Redeemer  
redemption  
reject  
relationship  
remain

remember  
remission  
renew  
repent  
repentance  
require  
resist  
respect  
responsibility  
responsible  
restore  
resurrect  
resurrection  
return  
revelation  
reverence  
right  
righteous  
righteousness  
sacrament  
sacred  
sacrifice  
salvation  
Satan  
save  
Savior  
say  
scripture  
sealing  
search  
second coming

see  
send  
separation  
serve  
service  
sexual relations  
share  
show  
sick  
sin  
sincere  
son  
soul  
source  
speak  
spirit  
spiritual  
step  
strength  
strong  
study  
suffer  
sun  
take  
talk  
teach  
teachings  
telestial  
tell  
temple  
temporal

temptation  
terrestrial kingdom  
test  
testament  
testify  
testimony  
think  
thoughts  
time  
today  
together  
tree  
trial  
truth  
try  
Twelve Apostles  
understand  
unity  
use  
veil  
verse  
vision  
walk  
want  
water  
way  
weak  
weakness  
week  
wicked  
wife

will  
willing  
wisdom  
wise  
witness  
woman  
word

work  
world  
worship  
worthy  
wrong  
young

### Lesson 3

## *The Gospel of Jesus Christ*

able	Bible
accept	birth
act	bishop
action	bles
active	blessing
Adam	blood
adultery	body
affect	Book of Mormon
age	born
agency	bread
alcohol	call
alone	carry
answer	celestial kingdom
apostasy	centuries
apostle	change
apply	charity
ask	chastity
atonement	child
attitude	choose
attributes	church
authority	clean
avoid	closer
baptism	come
baptize	comfort
become	commandment
begin	commitment
belief	communication
believe	compare

condition  
confess  
confirms  
confirmation  
confused  
conscience  
consequences  
continue  
control  
conversion  
correct  
covenant  
cross  
crucify  
crucifixion  
danger  
darkness  
day  
deacon  
death  
degree  
depend  
descendants  
desires  
develop  
devil  
die  
difficult  
diligence  
direction  
disobedience

disobey  
dispensation  
do  
Doctrine and Covenants  
doctrine  
doubt  
drink  
drugs  
earth  
easy  
eat  
effort  
elder  
encourage  
endowment  
endure to the end  
enter  
eternal life  
eternity  
evil  
example  
exercise  
experience  
explain  
faith  
faithful  
fall  
family  
fast  
father  
feel

feelings  
find  
follow  
forever  
forgive  
forgiveness  
free  
fruit  
fulfill  
fullness  
Garden of Gethsemane  
get  
gift  
give  
glory  
go  
goal  
God  
good  
gospel  
grace  
grateful  
gratitude  
grow  
guide  
guilt  
happens  
happiness  
have  
health  
hear

heart  
heaven  
Heavenly Father  
hell  
help  
hold  
holder  
Holy Ghost  
honest  
hope  
house  
humble  
idea  
immersion  
immortality  
important  
improve  
include  
increase  
influence  
inspiration  
instructions  
investigator  
Jesus Christ  
join  
Joseph Smith  
judge  
judgment  
justice  
keep  
kind

kingdom	mistakes
kneel	more
know	mortal
knowledge	name
latter-day	necessary
law	need
laying on of hands	New/ Old Testaments
leads	night
learn	obedience
leave	obey
life	opportunity
light	ordinance
like	overcome
listen	pain
look	painful
Lord	parent
lose	part
love	partake
make	participate
man	patience
marriage	pattern
meaning	pay
meeting	peace
Melchizedek	people
Priesthood	perfect
member	personal
mercy	physical
messenger	place
mind	plan
mission	ponder
missionary	pornography

power	repent
pray	repentance
prayer	represent
prepare	resist
presence	responsibility
presidency	responsible
president	restore
price	resurrect
pride	resurrection
priest	return
principle	revelation
problems	reverence
process	right
progress	righteous
promise	righteousness
prophet	sacrament
pure	sacred
purpose	sacrifice
read	salvation
reading	Satan
real	save
receive	savior
recognize	say
redeemer	sealing
redemption	see
reject	send
religion	separate
remain	serve
remember	service
remission	share
renew	show

sick	today
sin	together
sincere	tree
son	trial
soul	trust
source	truth
speak	try
spirit	understand
spiritual	use
stake	verse
step	vision
strength	walk
strong	want
study	warns
suffer	water
Sunday	way
symbol	weak
take	week
teach	will
teacher	willing
teachings	wisdom
tell	wise
temple	witness
temporal	word
temptation	work
testament	world
testimony	worship
think	worthiness
thoughts	worthy
time	wrong
tithing	

## Lesson 4

### *The Commandments*

1830	baptism
Aaronic Priesthood	baptize
able	based
accept	basic
act	become
action	begin
active	belief
Adam	believe
addictive	bible
adultery	birth
age	bishop
agency	bless
alcohol	blessing
allow	blood
alone	body
ancestors	Book of Mormon
ancient	born
angel	bread
answer	brother
apostle	buildings
apply	call
Articles of Faith	calling
ask	carry
atonement	celestial kingdom
attitude	centuries
authority	change
avoid	chastity

child	cross
choose	damage
church	danger
circumstances	darkness
clean	day
closer	death
coffee	decide
come	decisions
comfort	describe
commandment	desires
commitment	develop
communicate	devil
condition	difficult
confess	diligence
confirms	direct
confirmation	direction
confused	disobedience
confusion	dispensation
conscience	do
consequences	Doctrine and Covenants
continue	doctrine
control	drink
conversion	drugs
copy	earth
correct	easy
counsel	eat
counselors	effort
country	elder
covenant	encourage
create	endure to the end
creation	enter

eternal life	glory
eternity	go
Eve	goal
evil	god
example	good
exercise	gospel
experience	grace
explain	grateful
faith	gratitude
faithful	grow
fall	guide
family	guilt
fast	habit
father	happens
feel	happiness
feelings	happy
find	harmful
follow	have
food	health
forever	hear
forgive	heart
forgiveness	heaven
foundation	Heavenly Father
free	hell
friends	help
fulfill	hold
fullness	Holy Ghost
Garden of Gethsemane	home
get	homosexual
gift	honest
give	house



humble  
husband  
immersion  
immortal  
important  
include  
increase  
influence  
information  
inspire  
instructions  
Jesus Christ  
Joseph Smith  
judge  
judgment  
keep  
keystone  
kill  
kind  
kingdom  
kneel  
know  
knowledge  
latter-day  
law  
laying on of hands  
leads  
leader  
learn  
life  
light

like  
listen  
look  
Lord  
lose  
love  
make  
man  
marriage  
marry  
meaning  
meeting  
member  
message  
mind  
mission  
missionary  
mistakes  
modern  
money  
month  
more  
mortal  
mother  
name  
necessary  
need  
neighbors  
New/ Old Testaments  
night  
obedience

obey  
one-tenth  
opportunity  
ordinance  
organization  
overcome  
pain  
parent  
part  
partake  
participate  
patience  
pattern  
pay  
peace  
Pearl of Great Price  
people  
personal  
physical  
place  
plan  
plates  
ponder  
pornography  
posterity  
power  
powerful  
pray  
prayer  
premortal  
prepare

presence  
presidency  
president  
price  
principle  
problems  
process  
progress  
promise  
prophet  
pure  
purpose  
question  
quorum  
read  
reading  
real  
reason  
receive  
recognize  
recommend  
record  
redeemer  
relationship  
Relief Society  
religion  
remain  
remember  
remission  
renew  
repent

repentance  
require  
resist  
respect  
responsible  
restoration  
resurrection  
return  
reveal  
revelation  
reverence  
right  
righteous  
righteousness  
Sabbath-day  
sacrament  
sacred  
sacrifice  
salvation  
Satan  
save  
savior  
say  
scripture  
search  
section  
see  
self-control  
send  
serve  
service

set apart  
sexual relations  
share  
show  
sick  
sin  
sincere  
sister  
son  
soul  
source  
speak  
spirit  
spiritual  
stake  
step  
strength  
strong  
study  
suffer  
Sunday  
support  
take  
talk  
tea  
teach  
teacher  
teachings  
telestial kingdom  
tell  
temple

temporal  
temptation  
test  
testament  
testify  
testimony  
thank  
think  
thoughts  
time  
tithing  
tobacco  
today  
together  
translation  
trust  
truth  
try  
Twelve Apostles  
understand  
use  
values  
verse  
vision  
visit  
wait  
walk  
want  
warns  
water  
way

weakness  
week  
wicked  
wife  
will  
willing  
wisdom  
wise  
witness  
woman  
word  
work  
world  
worship  
worthy  
write  
writings  
wrong  
young

## Lesson 5

### *Laws and Ordinances*

1830	baptism
Aaronic Priesthood	baptize
able	basic
accept	become
achieve	begin
act	believe
action	benefit
active	birth
Adam	bishop
adult	bless
affect	blessing
age	body
allow	Book of Mormon
alone	born
ancestors	bread
ancient	brother
angel	bring
answer	build
apostasy	buildings
apostle	call
apply	calling
appointment	carry
ask	celestial kingdom
atonement	centuries
authority	change
available	charity
avoid	chastity

child	develop
church	difficult
circumstances	direct
clean	direction
come	disobedience
comfort	dispensation
commandment	do
commitment	Doctrine and Covenants
compare	doctrine
condition	doubt
confirms	drink
confirmation	earth
continue	effort
control	elder
correct	encourage
counsel	endowment
counselors	endure to the end
country	enter
covenant	eternal life
create	eternity
creation	Eve
crucifixion	evil
day	example
deacon	exercise
death	experience
decide	explain
decisions	faith
degree	faithful
depend	family
descendants	fast
desires	father

feel  
feelings  
find  
follow  
food  
forever  
forgiveness  
foundation  
free  
friends  
fulfill  
fullness  
Garden of Gethsemane  
genealogy  
get  
gift  
give  
glory  
go  
goal  
God  
good  
gospel  
grace  
grow  
guide  
happens  
happiness  
happy  
have  
health

hear  
heart  
heaven  
Heavenly Father  
help  
hold  
holder  
Holy Ghost  
home  
honest  
hope  
humble  
husband  
immortality  
important  
improve  
include  
increase  
influence  
information  
inspire  
instructions  
interview  
investigator  
invite  
Jesus Christ  
join  
Joseph Smith  
judge  
justice  
keep

key  
kind  
kindness  
kingdom  
kneel  
know  
knowledge  
latter-day  
law  
laying on of hands  
leads  
leader  
learn  
leave  
life  
light  
like  
listen  
look  
Lord  
lose  
love  
make  
man  
marriage  
marry  
meaning  
meet  
meeting  
Melchizedek Priesthood  
member

mercy  
message  
messenger  
mind  
mission  
missionary  
modern  
Monday  
money  
more  
mortal  
mother  
name  
necessary  
need  
neighbors  
New/ Old Testaments  
night  
obedience  
obey  
opportunity  
ordinance  
organization  
organize  
overcome  
part  
participate  
patience  
pattern  
pay  
peace

people  
perfect  
personal  
physical  
place  
plan  
ponder  
pornography  
posterity  
potential  
power  
powerful  
pray  
prayer  
premortal  
prepare  
presence  
presidency  
president  
pride  
priest  
principle  
problems  
progress  
promise  
prophet  
pure  
purpose  
quorum  
read  
reading

reason  
receive  
recognize  
recommend  
record  
redemption  
reject  
relationship  
Relief Society  
remain  
remember  
remission  
repent  
repentance  
require  
respect  
responsibility  
responsible  
restoration  
restore  
resurrect  
resurrection  
return  
revelation  
reverence  
right  
righteous  
righteousness  
sacrament  
sacred  
sacrifice

salvation  
Satan  
save  
savior  
say  
scripture  
sealing  
search  
section  
see  
send  
separate  
serve  
service  
set apart  
sexual relations  
share  
show  
sick  
sin  
sincere  
sister  
son  
soul  
source  
speak  
spirit  
spiritual  
stake  
strength  
strong

study  
suffer  
Sunday  
support  
take  
talk  
teach  
teacher  
teachings  
tell  
temple  
temporal  
temptation  
testament  
testify  
testimony  
thank  
think  
thoughts  
time  
tithing  
today  
together  
truth  
try  
Twelve Apostles  
understand  
unity  
use  
values  
verse

vision  
visit  
walk  
want  
ward  
warns  
water  
way  
week  
wicked  
wife  
will  
willing  
wisdom  
wise  
witness  
woman  
word  
work  
world  
worship  
worthiness  
worthy  
write  
wrong  
young

## Part 3

# Definitions and Examples

## Definitions with Examples

1. **1820** *n.* = the year one-thousand eight-hundred twenty.

*God the Father and Jesus Christ visited Joseph Smith in the spring of 1820.*

2. **1830** *n.* = the year one-thousand eight-hundred thirty.

*Lord commanded Joseph Smith to reestablish the Church of Jesus Christ on April 6, 1830.*

3. **Aaronic Priesthood** *n.* = lesser or preparatory priesthood.

*Joseph Smith received the **Aaronic Priesthood**.*

4. **able** *adj.* = skilled, competent. **2.** having the power to do something, capable.

*Because we are **able** to choose, we are responsible for our actions.*

5. **accept** (accepts, accepting, accepted) *v.* = to take willingly.

*To be forgiven, we must **accept** Christ.*

6. **achieve** (achieving, achieved) *v.* = to reach, gain.

*We **achieve** immortality because Christ overcame physical death through his resurrection.*

7. **act** (acts, acting) *v.* = to take action, proceed.

*God gives prophets authority to **act** for him.*

8. **action** (actions) *n.* = happenings, movement. **2.** the effect or force of something on something else.

*Faith in Christ leads to **action**.*

9. **active** *adj.* = busy, involved in.

*Before we can go to the temple, we must be **active**, worthy members of the Church for at least one year.*

10. **Adam** *n.* = first man of the human family on this earth.

*Adam was the first prophet on the earth.*

11. **addictive** *adj.* = physically or emotionally dependent on a substance, such as a drug.

*Pornographic materials are **addictive** and destructive.*

12. **adult** (adults) *n.* = a person who has finished growing physically and mentally.

*Worthy **adult** males receive the Melchizedek Priesthood.*

13. **adultery** *n.* = sex between a married person and someone other than his or her spouse.

*The Ten Commandments include the command that we not commit **adultery**.*

14. **affect** (affects, affected) *v.* = to change **2.** to touch one's emotions.

*Our sins **affect** our happiness.*

15. **age** (ages) *n.* = how many years someone has lived **2.** a time period in life.

*Everyone who has reached eight years of **age** and is accountable for his or her actions should be baptized.*

16. **agency** *n.* = the ability to choose and to act for yourself.

*Agency is essential in the plan of salvation.*

17. **alcohol** *n.* = the many beverages made from grains and fruits, such as wine, vodka, and gin.

*The Lord commands us not to use wine and strong drinks, meaning drinks containing **alcohol**.*

18. **alive** *adj.* = living, functioning.

*When we die our spirits are still **alive**, but they go to a place we call the spirit world.*

19. **allow** *v.* = to let, permit.

*God prepared a plan that would **allow** us to come to earth.*

20. **alone** *adv.* = by oneself, without anyone else.

*We can pray when we are **alone** or when we are with other people.*

21. **America** (Americas) *n.* = North, Central, and South America

*After Jesus was resurrected, he visited the people in **America**.*

22. **ancestor** (ancestors) *n.* = the persons from whom one is descended (great-grandmother, great-grandfather, etc).

*We can do family history and temple work to help our **ancestors** receive the blessings of the gospel.*

23. **ancient** *adj.* = very old

*The Book of Mormon contains the writings of **ancient** prophets.*

24. **angel** (angels) *n.* = a spiritual being, especially a messenger of God

*Joseph Smith was visited by an **angel** named Moroni.*



25. **answer** (answers, answering, answered) v. = to reply; (answers) n. = a spoken or written response, reply;

*Heavenly Father will **answer** your prayers, through the feelings of your hearts and thoughts in your mind.*

26. **apostasy** n. = a state of rejection to prophets and the gospel.

*In each dispensation people used their agency to choose to reject the gospel and then fell into **apostasy**.*

27. **apostle** (apostles) n. = special witnesses of Christ who have been chosen and ordained to represent Him.

*People rejected and killed Jesus Christ and the **apostles**.*

28. **apply** (applies, applying, applied) v. = to credit, enter into account.

*The family is the best place to teach, learn, and **apply** gospel principles.*

29. **appointment** n. = a time, place, and date to see someone.

*You can make an **appointment** to visit with the Bishop.*

30. **article of faith** n. = statements the prophet Joseph Smith wrote as basic statements of belief and doctrine.

*The writings of Joseph Smith include **Articles of Faith**.*

31. **ask** (asks, asking, asked) v. = to pose a question.

*After reading the Book of Mormon, you pray and **ask** Heavenly Father if it is true.*

32. **atonement** n. = to receive forgiveness, bringing together of man to God especially for sin; (atone, atoned, atoning, atones) v.

*Central to our Father's plan is Jesus Christ's **Atonement**.*

33. **attitude** (attitudes) n. = feeling about or toward someone or something.

*During the sacrament, have a reverent **attitude** and be prepared to receive guidance from the Lord.*

34. **attribute** n. = a characteristic, quality of a person or thing.

*Mercy is one of the **attributes** of God.*

35. **authority** (authorities) n. = power, control.

*God gives prophets **authority** to act for him.*

36. **available** adj. = free, uncommitted **2**. in good supply.

*The gift of eternal life is **available** only through the Atonement of Jesus Christ.*

37. **avoid** v. = to stay away from.

*We should **avoid** anything that is harmful to our bodies.*

38. **baptism** (baptism) n. = the first ordinance of the gospel when a person is covered by water to join the church and cleansed of sin.

*Christ will forgive our sins as we have faith in Him, repent, receive **baptism** and the gift of the Holy Ghost, and endure to the end.*

39. **baptize** (baptized, baptizing) v. = to cover a person in water. To join the church and be considered cleansed of sin.

*John the Baptist restored to Joseph the authority to **baptize**.*

40. **base** (based) v. = to base something on something; to use as a reason for doing something

*Because we have no memory of our pre-mortal life, our choices must be **based** on faith.*

41. **basic** *adj.* = having the simple facts or ideas about something

*The Apostles taught two **basic** principles: faith in the Lord Jesus Christ and repentance.*

42. **become** (becomes, became) *v.* = to grow, come to be

*God wants us to **become** more like him.*

43. **begin** (begins, beginning, began) *v.* = to start

*Will you **begin** reading the Book of Mormon from the beginning?*

44. **belief** (beliefs) *n.* = a religious principle or moral standard an idea, condition, or way of behaving that one thinks is true.

*Having faith in Christ includes having a firm **belief** that He is the Savior and Redeemer of the world.*

45. **believe** (believing, believed) *v.* = to be convinced of something, know or feel that an idea, situation, or way of behaving is true.

*We **believe** in Christ, and we **believe** that He wants us to keep all His commandments.*

46. **benefit** (benefits) *n.* = gain, positive result; (benefits, benefited) *v.*

*You can receive gifts of the Spirit for your benefit and for the **benefit** of those you love and serve.*

47. **Bible** (Bibles) *n.* = the holy writings of Christianity and Judaism, the Scriptures.

*Compare the truths in the Book of Mormon with those in the **Bible**.*

48. **birth** *n.* = the time and act when a baby comes out of its mother.

*We lived before our mortal **birth**.*

49. **bishop** (bishops) *n.* = leader of a group of members of the Church.

*Before baptism each investigator should meet the **bishop** or branch president.*

50. **bles** (blesses, blessed) *v.* = to give happiness or success, especially by asking God.

*Ask your Heavenly Father to **bles** and comfort those you love.*

51. **blessing** (blessings) *n.* = to receive happiness or success, especially by asking God.

*When we pray we thank Heavenly Father for our **blessings**.*

52. **blood** *n.* = the red liquid pumped by the heart through the body.

*As part of this plan, God sent us to live on earth and receive mortal bodies of flesh and **blood**.*

53. **body** (bodies) *n.* = the physical form of a human, not including the mind or spirit.

*We know that God has a **body** that looks like ours.*

54. **Book of Mormon** *n.* = a record of God's dealings with the people who lived in the ancient Americas.

*You can know that the **Book of Mormon** is true.*

55. **born** *past part. of* = to bear given life

*You had the power to choose before you were **born**.*

56. **bread** *n.* = a food made of baked flour, water or milk, and yeast.

*In the Church of Christ today, we use **bread** and water for the sacrament.*

57. **brother** (brothers) *n.* = the male of two or more children of the same parents. **2.** a male member of the church.

*Because he is the Father of all people, we are **brothers** and sisters.*

58. **bring** (brings, bringing, brought) *v.* = to carry something **2.** to go with someone or something.

*Covenants **bring** blessings.*

59. **build** (builds, built) *v.* = to make something from parts, materials, etc. **2.** to base on.

*The law of tithing gives us the opportunity to help **build** His kingdom.*

60. **building** (buildings) *n.* = a permanent structure, such as a house or office building.

*Temples of The Church of Jesus Christ of Latter-day Saints are special **buildings**.*

61. **call** (calls, calling, called) *v.* = order or request to do a work; responsibility.

*God continued to **call** prophets today.*

62. **calling** (callings) *n.* = one's work or responsibility in the Church.

*When we accept **callings**, we are sustained publicly in a Church meeting.*

63. **carry** (carrying) *v.* = to transport, bring, take someone or something somewhere. **2.** to support, especially a heavy load. **3.** to bring.

*Jesus Christ was required to **carry** his own cross up the hill.*

64. **celestial kingdom** *adj.* = highest of the three kingdoms of glory. Those in this kingdom will dwell forever in the presence of God the Father and His Son Jesus Christ.

*If we are faithful to the Lord, we will live in the **celestial kingdom** kingdom.*

65. **century** (centuries) *n.* = a time period of 100 years **2.** one of the 100 year time periods before or after the birth of Christ.

*The Bible tells about many **centuries**, from the time of Adam through the time when the Apostles of Jesus Christ lived.*

66. **change** (changes, changing, changed) *v.* = to become something different, transform **2.** to make something different.

*Death does not **change** our personality or our desires for good or evil.*

67. **charity** *n.* = an act or condition of giving without thinking of being paid back **2.** the act of stopping oneself from judging others, forgiveness.

*Our Father in Heaven is a God of perfect mercy, kindness, and **charity**.*

68. **chastity** *n.* = sexual purity, to be chaste; morally clean in your thoughts, words, and actions. No sexual relations before legal marriage. Complete fidelity after marriage.

*As members of the Church, we also covenant to obey the law of **chastity**.*

69. **child** (children) *n.* = a very young person, who is no longer a baby but not yet an adolescent **2.** a son or daughter

*You are a **child** of God.*

70. **choice** (choices) *n.* = the power or right to choose, decide. **2.** someone or something chosen.

*Agency requires that there be a **choice**.*

71. **choose** (chooses, choosing, chose) *v.* = to pick (one or more) out of a greater number, to make a choice. **2.** to decide.

*People who **choose** to obey the commandments are blessed.*

72. **church** (churches) *n.* = a building for worship. **2. sing. the church:** the whole of the church including all the members, and beliefs.

*Jesus established his **Church** when he was on the earth.*

73. **circumstance** (circumstances) *n.* = a condition (fact, situation, etc.) that affects something else.

*Revelation is given according to the needs and **circumstances** of people.*

74. **clean** *adj.* = free of dirt, dust, or soil. **2.** without any marks *v.* = to free from dirt, such as by wiping or washing.

*Through the grace of Christ we can become **clean** from sin.*

75. **close** (closer, closest) *adj.* = with little space between, nearby.

*Fasting can help us become humble and feel more **close** to our Heavenly Father.*

76. **coffee** *n.* = a dark brown, drink made by brewing the ground-up beans (seeds) of a tropical tree, usually served hot

*The Word of Wisdom teaches us to avoid alcohol, tobacco, tea, and **coffee**.*

77. **come** (comes, coming, came) *v.* = to move toward the speaker or a certain place. **2.** to arrive.

*Feelings that **come** from the Holy Ghost are powerful.*

78. **comfort** *n.* = a peaceful feeling of freedom from pain or worry; (comforts, comforting) *v.* = to soothe someone in pain or worry.

*The knowledge that we are children of God gives strength, **comfort**, and hope.*

79. **commandment** (commandments) *n.* = an order, a mandate, counsel to follow.

*We show our love for God through our choices and our obedience to His **commandments**.*

80. **commitment** (commitments) *n.* = a promise **2.** a decision. **3.** deep loyalty to a person or cause, dedication.

*When we are baptized we begin a new life of **commitment** to Christ.*

81. **communicate** (communicates, communicating, communicated) *v.* = to give information to others. **2.** to understand one another. **3.** to contact others

*God wants to communicate with us, and we can **communicate** with Him through prayer.*

82. **communication** *n.* = an act of passing on information, feelings, etc. **2.** the message itself **3.** understanding

*Revelation is **communication** from God to His children.*

83. **compare** (compares, compared, comparing) *v.* = to look for similarities and differences between two or more things, ideas, people, etc.

*Only the home can **compare** with temples in sacredness.*

84. **condition** (conditions) *n.* = the state of something (good, bad, weak, strong).

*In mortality we live in a **condition** where we are subject to both physical and spiritual death.*

85. **confess** (confessing, confessed) *v.* = to admit something, especially guilt, for something bad

*We **confess** our sins to God.*

86. **confirm** (confirms, confirmed) *v.* = to make sure something is right by checking it again. **2.** to make something certain that was only suspected before. **3.** to make something legal.

*The Holy Ghost **confirms** the message of Joseph Smith.*

87. **confirmation** (confirmations) *n.* = written or spoken proof that something is done, verification (of an order, reservation, fact, etc). **2.** an act of making something legal or formally accepted.

*Faith in Jesus Christ and repentance prepare us for the ordinances of baptism and **confirmation**.*

88. **confuse** (confused, confusing) *v.* = to mix up mentally so that one cannot understand or think clearly.

*Joseph Smith was **confused** about religion.*

89. **confusion** (confusions) *n.* = a mixed-up situation. **2.** disorder, commotion, panic.

*Because of the apostasy there was **confusion** about the truths of the plan of God.*

90. **conscience** *n.* = one's sense of right and wrong, especially feelings of guilt.

***Conscience** is a manifestation of the Light of Christ, enabling us to judge good from evil.*

91. **consequence** (consequences) *n.* = the result of doing something.

*If we disobey, we sin and receive the **consequences**.*

92. **continue** (continues, continuing, continued) *v.* = to carry on for a period of time.

*In mortality, you **continue** to have agency.*

93. **control** *n.* = to manage something properly; (controls, controlled) *v.* = to have power or authority. **2.** to guide something

*Pray for strength to resist temptation and **control** your thoughts.*

94. **conversion** *n.* = a change from one condition or status to another.

*Reading, pondering, and praying about the Book of Mormon are important for an enduring **conversion**.*

95. **copy** (copies) *n.* = one of a number of identical books, magazines, newspapers, etc.

*Show the investigators a **copy** of the Book of Mormon.*

96. **correct** *adj.* = accurate, honest, proper.

*There is only one **correct** way of baptism.*

97. **counsel** (counsels) *n.* = advice, usually given by an expert; (counsels, counseled) *v.* = (usually of an expert) to give advice.

*We need to listen and follow the **counsel** of living prophets and apostles.*

98. **counselor** (counselors) *n.* = one of two assistants called to assist a prophet, president or bishop.

*Each ward is led by a bishop, assisted by two counselors.*

99. **country** (countries) *n.* = a nation.

*Members of the Church believe in obeying the laws of the **country** where they live.*

100. **covenant** (covenants) *n.* = promise, agreement; (covenants, covenanted) *v.* = to promise

*When we take the sacrament we **covenant** to always remember the Savior.*

101. **create** (creates, creating) *v.* = to give life to. **2.** to make something in a special way.

*God has given his children power to **create** life.*

102. **creation** (creations) *n.* = the beginning of existence of something **2. the Creation:** (in religion) the creating by God of the world.

*The **Creation** is an important part of Heavenly Father's plan of salvation.*

103. **cross** *n.* = the cross on which Jesus Christ was crucified.

*The atonement includes the Saviors suffering in Gethsemane and on the **cross**.*

104. **crucify** (crucified) *v.* = to nail or tie someone to a cross as punishment.

*Christ was rejected and **crucified**.*

105. **crucifixion** *n.* = an act of killing by nailing or tying someone to a cross. **2. the Crucifixion:** the killing of Christ on the Cross.

*The night before his **crucifixion**, Jesus went to a garden called Gethsemane.*

106. **damage** (damaging, damaged) *v.* = to hurt, injure. *n.* = harm. *adj.* = damaging.

*Drugs and alcohol **damage** our physical bodies and harm our spirits.*

107. **danger** *n.* = a harmful situation, peril. **2.** risk, hazard

*The Holy Ghost warns us of spiritual or physical **danger**.*

108. **darkness** *n.* = night-time, a condition without light. **2.** ignorance, unfamiliarity

*The Great Apostasy was a time of spiritual **darkness**.*

109. **day** (days) *n.* = the time period between sunrise and sunset. **2.** the 24-hour period from midnight to midnight.

*Study the scriptures every **day**.*

110. **deacon** (deacons) *n.* = an office in the Aaronic Priesthood.

*A **deacon** or other priesthood holder then passes the sacrament to the members.*

111. **death** (deaths) *n.* = the end of life. **2.** an occurrence of death.

*The atonement redeems everyone from physical **death**.*

112. **decide** (deciding, decided) *v.* = to reach a conclusion (opinion, choice, plan, etc.), to make up one's mind. **2.** to determine, to bring to a certain end.

***Decide** now to marry in the temple.*

113. **decision** (decisions) *n.* = a choice made, conclusion. **2.** a determination. **3.** the ability to make judgments and act on them.

*You are responsible for the **decisions** you make.*

114. **degree** (degrees) *n.* = amount or intensity. **2.** measurement of the seriousness of something.

*We can live in the highest **degree** of the celestial kingdom of God.*

115. **depend** (depends, depending) *v.* = to rely on, trust. **2.** to need (for support). **3.** to vary with, be controlled by.

*The eternal glory we receive will **depend** on our faithfulness.*

116. **descendant** (descendants) *n.* = someone born into a certain family line.

*As **descendants** of Adam and Eve, all people inherit the effects of the Fall.*

117. **describe** (describes, described) *v.* = to explain. **2.** to tell what something looks like, to report.

*We often **describe** communication from the Spirit as a voice.*

118. **desire** *n.* (*desires*) = a wish, want; (*desires, desired*) *v.* = to wish, want. **2.** to want very strongly.

*When our mortal life is over, we will be judged by our works and **desires**.*

119. **develop** (develops, developing, developed) *v.* = to make into something more complete, greater or bigger. **2.** to happen, occur, to transpire.

*You can **develop** your faith by studying the scriptures and the words of latter-day prophets.*

120. **devil** *n.* = Satan, the most powerful of evil spirits and enemy of God.

*Satan, is also called the adversary or the **devil**.*

121. **die** (dies, died) *v.* = to stop living.

*Christ came to earth not only to **die** for us but also to teach us how to live.*

122. **difficult** *adj.* = hard, requiring effort (mental or physical).

*Repentance is **difficult**, but it is possible.*

123. **diligence** *n.* = continuous effort and dedication, especially to one's work, perseverance.

*The missionaries work with **diligence** because they love the people.*

124. **direct** (directs, directing, directed) *v.* = to guide, control. **2.** to manage and guide in the arts;. **3.** to lead, manage. **4.** to order, command. **5.** to focus, turn. **6.** to point, aim.

*God's commandments **direct** us away from danger and toward eternal life.*

125. **direction** (directions) *n.* = a route, line of movement geographically. **2.** leadership, guidance toward goals. **3.** management and control. **4** instructions (how to do something), guidance.

*We must we learn to follow the **direction** of the Holy Ghost.*

126. **disobedience** *n.* = refusal to follow an order or rule. *adj.* = disobedient; *adv.* = disobediently.

***Disobedience** moves us away from God.*

127. **disobey** *v.* = to refuse to follow an order, not to do what one is told.

*If we **disobey**, we sin and receive the consequences.*

128. **dispensation** (dispensations) *n.* = periods of time when there are prophets on the earth and have taught the gospel. Previous dispensations have ended in apostasy.

*Heavenly Father Reveals His Gospel in Every **Dispensation**.*

129. **do** (does, did, done, doing) *v.* = to perform, execute, fulfill a requirement, carry out, produce, bring about an effect.

*Heavenly Father is happy when we **do** what is right.*

130. **Doctrine and Covenants** *n.* = book of revelations given by the Lord to His chosen prophets in the latter days.

*An explanation of those who will inherit telesstial kingdom is found in the **Doctrine and Covenants**.*

131. **doctrine** (doctrines) *n.* = a statement of beliefs or principles made to guide human behavior or relations.

*The Book of Mormon is the keystone of our **doctrine**.*

132. **doubt** (doubts) *n.* = uncertainty, lack of sureness. **2.** disbelief, distrust (doubts, doubting, doubted) *v.* = to be unsure but tend not to believe. **3.** to question the truth of, disbelieve.

*The power of the Holy Ghost is so great that there can be no **doubt** that what he reveals to us is true.*

133. **drink** (drinks) *n.* = an amount of liquid for drinking. **2.** an alcoholic beverage *v.* = to swallow a liquid.

*Fasting means going without food and **drink** for a period of time.*

134. **drug** (drugs) *n.* = a medication. **2.** a narcotic, especially an illegal one.

*We must avoid harmful **drugs** in any form.*

135. **earth** *n.* = the planet we live on.

*God created heaven and **earth** and all things in them.*

136. **easy** (easier, easiest) *adj.* = simple to do.

*The plan of salvation is simple and **easy** to understand but we must choose to follow it.*

137. **eat** (eats, eating, ate) *v.* = to take (food) into the mouth, chew, and swallow.

*The Word of Wisdom teaches that we are to **eat** healthy foods.*

138. **effort** (efforts) *n.* = physical or mental work, exertion. **2.** an attempt, a try, endeavor.

*Strong family relationships require **effort**, but such **effort** brings happiness.*



139. **elder** (elders) *n.* = an office in the Melchizedek Priesthood.

*Every worthy **elder** of the Church, when authorized, may give the gift of the Holy Ghost to another person.*

140. **encourage** (encourages, encouraging, encouraged) *v.* = to give strength or hope to someone, urge. *n.* = encouragement.

*Choose friends who **encourage** you to achieve your eternal goals.*

141. **endowment** *n.* = an ordinance received in the temple. The ordinance consists of a series of instructions and includes covenants we make to keep the commandments.

*We must receive the temple **endowment**.*

142. **endure to the end** *v.* = To remain true to the commandments of God despite temptation, opposition, and adversity throughout life.

*We must exercise faith in Jesus Christ, repent of our sins, and **endure to the end**.*

143. **enter** (enters) *v.* = to go into.

*When you die, your spirit will **enter** the spirit world and await the resurrection.*

144. **eternal life** *n.* = life like God has, or exaltation, is to inherit a place in the highest degree of the celestial kingdom, where we will live in God's presence and continue as families.

***Eternal life** is God's greatest gift to man.*

145. **eternity** (eternities) *n.* = a time period without end. **2.** life after death, immortality.

*We must be married for time and **eternity**.*

146. **Eve** *n.* = the first woman of the human family on this earth.

*Adam and **Eve** were the first of God's children to come to the earth.*

147. **evil** *adj.* = extremely bad, wicked. (evils) *n.* = extremely bad behavior, wickedness, corruption.

*The right to choose between good and **evil** is called agency.*

148. **example** (examples) *n.* = a sample, case, or instance illustrating something **2.** a model of the kind of person or thing. **3.** to behave in the way others should.

*Teach the gospel to others by word and **example**.*

149. **exercise** (exercises, exercising, exercised) *v.* = to do physical activities to strengthen the body. **2.** to use (one's rights, power, etc.).

*We must **exercise** faith in Jesus Christ, repent of our sins, and endure to the end.*

150. **experience** (experiences) *n.* = an event, a happening. **2.** understanding gained through doing something (experiences, experiencing, experienced) *v.* = to feel or know by personal involvement in.

*He has given us this **experience** on the earth so we can learn and grow.*

151. **explain** (explains, explaining, explained) *v.* = to give information about, make clear, to explicate. **2.** to give reasons for.

*The scriptures **explain** how the sacrament is to be administered.*

152. **faith** *n.* = belief in a favorable result with no factual proof, conviction. **2.** a specific religion. **3.** to believe in something, especially in God. **4.** to remain devoted to one's religion.

*You should pray to the Father with **faith** in Christ.*

153. **faithful** *adj.* = devoted to a religion. **2.** loyal to one's spouse by not having a sexual relationship with someone else. *adv.* = faithfully.

*Those who are **faithful** to the end will be exalted with Heavenly Father and Jesus Christ.*

154. **Fall** *n.* = Spiritual and physical death. **2.** Adam and Eve transgressed and ate the fruit of the tree of the knowledge of good and evil.

*The **Fall** of Adam and Eve is an important part of the plan of salvation.*

155. **family** (families) *n.* = one's closest relatives, usually parents, children, brothers, and sisters. **2.** a group of people related by blood or marriage.

*The **family** is the best place to teach, learn, and apply gospel principles.*

156. **fast** (fasting, fasted) *v.* = to go without food and drink for a period of two meals. *n.* = a period of fasting.

*Church members **fast** each month by going without food and drink for two meals.*

157. **father** (fathers) *n.* = one's male parent. **2.** Father in Heaven, God.

*A mother and **father** may sacrifice to send a child on a mission.*

158. **feel** (feels, feelings, felt) *v.* = to experience an emotion (to feel afraid, angry, happy, etc.) **2.** to experience a need or desire. **5.** to have an opinion.

*If you do not **feel** like praying, pray until you do feel like praying.*

159. **feeling** (feelings) *n.* = physical sensation, recognition of touch. **2.** an emotion. **3.** a belief that something is true.

*The Holy Ghost will teach you through your thoughts and **feelings**.*

160. **final** *n.* = the last contest in a series; *adj.* = last. **2.** unchangeable, absolute..

*Eternal life can come only after the **Final** Judgment..*

161. **find** (finds, findings) *v.* = to come across, discover. **2.** to realize, notice, as in learning from experience. **3.** to search for something (and find it).

*As you read the Book of Mormon you will **find** greater power to resist temptation.*

162. **follow** (follows, following, followed) *v.* = to go after someone or something, to chase. **2.** to go along a path, road, trail, etc. **3.** to happen after another event. **4.** to replace (or come after) someone or something **5.** to understand. **6.** to obey, cooperate. **7.** to pay attention to.

*All of us need to study the life of the Savior and **follow** him.*

163. **food** (foods) *n.* = something to eat, nourishment.

*Church members **fast** each month by going without **food** and drink for two meals.*

164. **forever** *adv.* = always, for an unlimited time.

*Families can be sealed together **forever**.*

165. **forget** (forgot) v. = to not remember, drop from memory without intending to.

*We learned that a veil would cover our memories, and we would **forget** our heavenly home.*

166. **forgive** (forgives, forgiving, forgave) v. = to pardon, excuse. **2.** to free someone from repaying a loan.

*When we repent Heavenly Father will **forgive** our sins.*

167. **forgiveness** n. = freeing from guilt or obligation, pardon.

*Repentance brings us **forgiveness** and peace in this life.*

168. **foundation** (foundations) n. = a base on which a physical structure is built. **2.** the basis on which an institution or system of beliefs is founded.

*The Church of Jesus Christ is built on the **foundation** of apostles and prophets.*

169. **free** adj. = **freer, freest** not under the control of another person or institution.

*You are **free** to choose and act, but you are not **free** to choose the consequences of your actions.*

170. **friend** (friends) n. = a person whom one likes and trusts. **2.** a person who supports one's cause or group. to form a relationship with someone one likes and trusts.

*Choose **friends** who encourage you to achieve your eternal goals.*

171. **fruit** n. = the part of a plant that contains the seed, especially when used as food.

*God commanded Adam and Eve not to eat the forbidden **fruit**, or the **fruit** of the tree of knowledge of good and evil.*

172. **fulfill** (fulfills) v. = to perform, complete. **2.** to satisfy, accomplish.

*God sent Jesus Christ to **fulfill** the plan.*

173. **fullness** adj. = filled to the limit. **2.** containing a large amount of something, filled with. **3.** complete.

*The Book of Mormon contains the **fullness** of the gospel of Jesus Christ.*

174. **Garden of Eden** n. = the first home of Adam and Eve.

*God created Adam and Eve and placed them in the **Garden of Eden**.*

175. **Garden of Gethsemane** n. = the garden where the Savior went after the last supper and where he atoned for the sins of all people.

*Jesus' atoning sacrifice took place in the **Garden of Gethsemane** and on the cross.*

176. **genealogy** (genealogies) n. = the names and history of a persons family.

*Keep a family history and gather family **genealogy**.*

177. **get** (gets, got) v. = to begin work on something; to obtain.

*Heavenly Father is happy when you **get** on your knees and ask for help.*

178. **gift** (gifts) n. = something given freely to another, a present. **2.** a special natural ability.

*All people have the **gift** of agency.*

179. **give** (gives, giving, gave) v. = to offer something freely, to make a gift of.

*Always give thanks to your Heavenly Father.*

180. **glory** (glories) n. = great honor, fame, and admiration.  
v. = to enjoy the feeling of something

*In heaven there are three kingdoms of glory.*

181. **go** (goes, going, went) v. = to run (or) operate. **2.** to move or travel; proceed; to move away.

*The Apostles were commanded to go into the world and preach.*

182. **goal** (goals) n. = an objective, purpose.

*Plan the time and place for your scripture study, and set a goal to study each day.*

183. **God** n. = the Supreme Being, Creator. Heavenly Father, Father in Heaven.

*God is our Heavenly Father.*

184. **good** (better, best) adj. = pleasant, nice; having a pleasant, appealing quality. n. = not evil, that which is considered good.

*All good things come from God.*

185. **gospel** (gospels) n. = an idea that cannot be questioned. **2.** Gospel: any of the first four books of the New Testament in the Bible.

*Prophets learn the gospel of Jesus Christ by revelation.*

186. **grace** n. = the divine help and strength we receive through the Atonement of the Lord Jesus Christ.

*Through the grace of God, you can be saved from your sins.*

187. **grateful** adj. = thankful and appreciative; (gratefully) adv.

*We should think of the atonement of our Savior and be grateful for it.*

188. **gratitude** n. = thankfulness, appreciation.

*To show your gratitude for your life by taking care of your body.*

189. **grove of trees** n. = a small grouping of trees. Joseph Smith went to a grove of trees to pray and saw God and Jesus Christ.

*In the spring of 1820 Joseph went to a nearby grove of trees and knelt in prayer.*

190. **grow** (grows, growing, grew) v. = to plant and harvest. **2.** to develop, mature. **3.** to become.

*Heavenly Father has given us this experience on the earth so we can learn and grow.*

191. **guide** (guides, guided) v. = to show the way, give information. **2.** to direct, define. n. = a person who shows the way and often gives information.

*The Holy Ghost can teach you to pray and guide you in the things you say.*

192. **guilt** n. = the state of having broken the law. **2.** fault. **3.** a feeling of having done something wrong or shameful, remorse.

*Sin causes feelings of guilt and shame.*

193. **habit** (habits) *n.* = a repeated behavior.

*As you make a **habit** of approaching God in prayer, you will come to know Him and draw nearer to Him.*

194. **happen** (happens, happened) *v.* = to take place.

*Many people have wondered what **happens** to the millions of people who never heard of Jesus Christ or had the opportunity to be baptized.*

195. **happiness** *n.* = a state of contentment. **2.** delight, joy.

*God has established families to bring **happiness** to His children.*

196. **happy** *adj.* = joyful. **2.** pleased.

*Heavenly Father wants us to progress and be **happy**.*

197. **harmful** *adj.* = causing hurt or damage. *adv.* = **harmfully**.

*We should avoid anything that we know is **harmful** to our bodies*

198. **have** (has, had) *v.* = to possess, hold, receive, accept.

*As children of God, we **have** a special relationship with Him.*

199. **health** *n.* = the condition of a living thing's body and mind  
*adj.* = related to well-being.

*The Lord revealed to the Prophet Joseph Smith a law of **health** called the Word of Wisdom.*

200. **hear** (hears, heard) *v.* = to receive sound with the ears. **2.** to understand someone's meaning.

*Heavenly Father is always ready to **hear** and answer your prayers.*

201. **heart** (hearts) *n.* = the organ in the chest that pumps blood through the body **2.** kindness, goodness **3.** courage. **4.** the important or central issue.

*Love God with all our **heart**, mind, and strength.*

202. **heaven** *n.* = it refers to the place where God lives, which is the ultimate home of the faithful. **2.** the expanse around the earth.

*Through Jesus Christ, He created **heaven** and earth and all things in them.*

203. **Heavenly Father** *n.* = God, our Father in Heaven.

*God is our **Heavenly Father**.*

204. **hell** *n.* = spirit prison, a place in the post-mortal spirit world for those who have died in their sins, without a knowledge of the truth, or have rejected the prophets. A temporary state where spirits will be taught the gospel **2.** outer darkness, which is the dwelling place of the devil, his angels, and the sons of perdition.

*Spirit prison, is sometimes called **hell**.*

205. **help** (helps, helping, helped) *v.* = to aid, assist, support. **2.** to improve, make better.

*We can **help** others come unto Christ through missionary work.*

206. **hold** (holds, held) *v.* = to own, possess, to take care of.

*Elders **hold** the Melchizedek Priesthood.*

207. **holder** (holders) *n.* = the person who controls or possess or takes care of.

*A bishop or mission president must give a priesthood **holder** permission to perform a baptism or confirmation.*

208. **Holy Ghost** *n.* = a personage of spirit, without a body; the Spirit; the Holy Spirit; the Spirit of God; the Spirit of the Lord; the Comforter.

*By authority of the priesthood we are baptized and receive the gift of the **Holy Ghost**.*

209. **home** (homes) *n.* = the place where one lives. **2.** one's birthplace. **3.** a place where something comes from.

*The **home** is the best place to teach, learn, and apply principles of the gospel of Jesus Christ.*

210. **homosexual** *n.* = a person who is emotionally and sexually attracted to people of the same sex.

*Like other violations of the law of chastity, **homosexual** activity is a serious sin.*

211. **honest** *adj.* = truthful and trustworthy.

*Be **honest** with others and with the Lord.*

212. **hope** *n.* = faith that a situation will improve. **2.** someone or something that can improve a situation. **3.** desire that something will happen; (hopes, hoped) *v.* = to wish, desire.

*The knowledge that we are children of God provides strength, comfort, and **hope**.*

213. **house** (houses) *n.* = a place to live.

*Each Sabbath day we go to the Lord's **house** to worship.*

214. **humble** (humbles, humbling, humbled *v.* = to lower in self-esteem or position; *adj.* = meek, weak. **2.** modest, unassuming

*When you are **humble**, you recognize your dependence on the Lord.*

215. **husband** (husbands) *n.* = a man who is married.

*The love that exists between **husband** and wife and between parents and children is the source of some of our greatest joys in life.*

216. **idea** (ideas) *n.* = a thought. **2.** a plan, a way to do something.

*Never believe the **idea** that you are not worthy to pray.*

217. **image** (images) *n.* = picture, copy. **3.** one's appearance to others, reputation.

*Adam and Eve were created in God's **image**, with bodies of flesh and bones.*

218. **immersion** *n.* = to put something in water until it's covered; (immerse, immersed) *v.*

*Jesus taught that we must be baptized by **immersion** for the remission, or forgiveness, of our sins.*

219. **immortal** *adj.* = living forever. **2.** lasting forever, eternal.

*God has a perfect, glorified, **immortal** body of flesh and bones.*

220. **immortality** *n.* = living forever. **2.** lasting forever, eternal.

*We achieve **immortality** because Christ overcame physical death through his resurrection.*

221. **important** *adj.* = having great meaning or significance. *n.* = importance.

*Families are ordained of God; they are the most **important** social unit in time and eternity.*

222. **improve** (improves, improved) *v.* = to make better, enhance. **2.** to become better. **3.** to advance, progress.

*During the Sacrament we should examine our lives and look for ways to **improve**.*

223. **include** (includes, including, included) *v.* = to make something a part of something else.

*Seek the guidance of the Holy Ghost so you will know what to **include** in your prayers.*

224. **increase** (increases, increasing, increased) *v.* = to go up in number, rise. **2.** to make bigger, enlarge.

*If we want to **increase** our faith in Jesus Christ, we must work at it.*

225. **influence** *n.* = the power to change or persuade others; (influences, influenced) *v.* = to change someone's mind, have an effect on.

*Before your baptism, you could feel the **influence** of the Holy Ghost, and through that **influence** you could receive a testimony of the truth.*

226. **information** *n.* = knowledge, news, facts.

*The scriptures and latter-day prophets have given us **information** about the spirit world.*

227. **inspiration** *n.* = divine guidance and revelation.

*Joseph Smith translated the Book of Mormon by the power and **inspiration** of God.*

228. **inspire** (inspires, inspiring, inspired) *v.* = to lead and guide.

*When you pray ask the Lord to **inspire** and protect the missionaries and the people you are teaching.*

229. **instruction** (instructions) *n.* = education, teaching. **2.** information about how to do something, directions.

*Commandments are **instructions** from a loving Father in Heaven to help us have happy lives.*

230. **interview** (interviews, interviewed) *v.* = to get information by questioning someone **2.** to meet with and question someone to decide if that person is right for a job. *n.* = a meeting where information is gathered from someone.

*Bishops and Stake Presidents **interview** people to ensure their worthiness to enter the temple.*

231. **investigator** (investigators) *n.* = a person who investigates.

*Show the **investigators** a copy of the Book of Mormon.*

232. **invite** (invites, invited) *v.* = to ask someone to do something or come to an event.

*We can **invite** friends who are interested in learning more about the gospel into our homes to be taught by the missionaries.*

233. **Jesus Christ** *n.* = The Savior and Redeemer of the world. Great Jehovah of the Old Testament, the Messiah of the New Testament.

*Through the atonement of **Jesus Christ** we can return to live with God.*

234. **join** (joins, joining, joined) v. = to become a member of an organization. **2.** to get together with others.

*Joseph Smith was told not to **join** any church.*

235. **Joseph Smith** n. = The prophet of the restoration, translator of the Book of Mormon.

*You can know **Joseph Smith** is a prophet.*

236. **judge** n. = a person who determines what the law is and gives penalties to guilty persons and rewards those who have been wronged. **2.** someone who enforces the rules (judges, judged) v. = to make an official decision about the law. **3.** to consider something and give an opinion as an authority or expert.

*Jesus Christ will be our **judge**.*

237. **judgment** (judgments) n. = a decision (verdict, ruling) in a court of law. **2.** knowledgeable opinion, estimation. **3.** personal evaluation, decision about what to do.

*There are different kingdoms of glory to which we may be assigned after the **judgment**.*

238. **just** adj. = fair and reasonable. **2.** well deserved. **3.** something that should be done, worthy.

*He is also merciful, kind, and **just**.*

239. **justice** n. = the law when it is applied or carried out in a fair way, fairness.

***Justice** is the unchanging law that brings consequences for actions.*

240. **keep** (keeps, keeping, kept) v. = to continue doing something, to persist.

***Keep** the commandments.*

241. **key** (keys) n. = the most important part of something.

*You will find that the **key** to happiness is to work for the happiness of others.*

242. **keystone** n. = the top, center stone in an arch, the central supporting part of a whole.

*The Book of Mormon is the **keystone** of our religion.*

243. **kill** (killed) v. = to cause the death of any living thing.

*“Thou shalt not **kill**”*

244. **kind** adj. = friendly, helpful, and generous. **2.** feeling sorry for those in trouble, tenderhearted. n. = kindness.

*Be **kind** and respectful to all people, following the example of Jesus Christ in the way you treat others.*

245. **kindness** n. = friendliness, helpfulness, and generosity. **2.** showing love for those in trouble.

*The scriptures teach that those who hold the priesthood should lead others by persuasion, gentleness, love, and **kindness**.*

246. **kingdom** (kingdoms) n. = a country ruled by a king and/or queen.

*The Church of Jesus Christ of Latter-day Saints, the **kingdom** of God on the earth today.*

247. **kneel** (kneels, kneeling, knelt) v. = to place the weight of the body upon the knee.

*The Lord has taught us to **kneel** and pray in the morning and in the evening.*



248. **know** (knows, knowing, knew) v. = to understand the importance of something, comprehend. **2.** to have information about something. **3.** to have met someone.

*We **know** that God lives.*

249. **knowledge** n. = an understanding of something and the ability to use that understanding through study and experience. **2.** information about or familiarity with something *adj.* = **knowledgeable**.

*The **knowledge** that we are children of God provides strength, comfort, and hope.*

250. **latter-day** *adj.* = later, nearer the end. **2.** of recent times.

*You draw near to God the Father as you study the scriptures and the words of **latter-day** prophets and as you give service.*

251. **law** (laws) n. = a commandment from God.

*The **law** of tithing requires sacrifice.*

252. **laying on of hands** n. = the placing of hands on the head of an individual for blessings, confirmations or ordinations.

*Priesthood holders confer the gift of the Holy Ghost by the **laying on of hands**.*

253. **lead** (leads, led) v. = to go first to show the way. **2.** to be ahead of, in front of. **3.** to direct, control. **4.** to influence or cause (someone to do something).

*Faith and repentance **lead** us to our next step: baptism.*

254. **leader** (leaders) n. = a person who directs others. **2.** one who is in front of others.

*Jesus Christ is our **leader** and Savior.*

255. **learn** (learns, learned) v. = to gain knowledge of. **2.** to gain skill in. **3.** to become informed about, find out.

*He has given us this experience on the earth so we can **learn** and grow.*

256. **leave** (leaves, leaving, left) v. = to go away (from).

*We needed to **leave** our Father's presence and receive mortal bodies.*

257. **life** (lives) n. = living things **3.** one's existence from birth to death.

*He prepared a plan that will bring us joy in this **life** and eternal **life** with him.*

258. **light** n. = radiation, as from the sun or electric lights, that allows vision. **2.** sunshine, daylight, radiance.

*Revelation may come through the **Light** of Christ and the Holy Ghost.*

259. **like** *adj.* = similar to.

*He wants us to become more **like** him.*

260. **listen** (listens, listening, listened) v. = to hear, sense with the ears. **2.** to pay attention to and act in accord with.

***Listen** to and obey the inspired words of the prophets of the Lord.*

261. **look** (looks, looking, looked) v. = to use one's eyes to see. **2.** to inspect, examine.

***Look** for ways to serve in your extended family and in your community.*

262. **Lord** *n.* = **the Lord**: title for Jesus Christ and God.

*When the **Lord** reveals His will to the Church, He speaks through His prophet.*

263. **lose** (loses, lost) *v.* = unable to be found, misplaced.

*When you disobey the commandments you **lose** the spirit..*

264. **love** (loves, loving, loved) *v.* = to like with great intensity.

*We can **love** him with all our hearts.*

265. **make** (makes, making, made) *v.* = To cause to exist or happen; bring about; create **2.** To cause to be or become.

*God loves us and will help us **make** right choices.*

266. **man** (men) *n.* = the adult male of the human species **2.** humanity, people in general.

*Prayer is considered to be a two-way communication between God and **man**.*

267. **marriage** (marriages) *n.* = a legal union of a man and woman.

***Marriage** is ordained of God.*

268. **marry** (marries, marrying, married) *v.* = to join in marriage.

*Heavenly Father expects you to **marry** for eternity and raise a good, strong family.*

269. **meaning** (meanings) *n.* = interpretation, explanation. **2.** significance, importance of something.

*You can find **meaning** in your present life*

270. **meet** (meets, meeting, met) *v.* = to see someone at a certain time and place **2.** to wait for someone, greet someone **3.** to join, come together.

*Members of the Church **meet** each Sabbath day to worship and partake of the sacrament.*

271. **meeting** (meetings) *n.* = a conference or encounter of two or more people.

*As part of the fast, members attend a meeting called the fast and testimony **meeting**.*

272. **Melchizedek Priesthood** *n.* = the greater of the two priesthoods. It holds the right of presidency, and has power and authority over all the offices and spiritual blessings of the church.

*Through the authority of the **Melchizedek Priesthood**, Church leaders guide the Church*

273. **member** (members) *n.* = a person who belongs to a church, family.

*We must be baptized and confirmed a **member** of the Church of Jesus Christ.*

274. **mercy** (mercies) *n.* = forgiveness, willingness to let someone avoid punishment.

*Only through the Savior's grace and **mercy** can we become clean from sin.*

275. **message** (messages) *n.* = the central meaning.

*The Holy Ghost confirms the **message** of Joseph Smith.*

276. **messenger** (messengers) *n.* = a person who brings a message.

*The Holy Ghost is our Heavenly Father's messenger and is a special gift to us.*

277. **mind** (minds) *n.* = the awareness of being alive and of one's surroundings. **2.** the mental processes of learning, thinking, and applying knowledge. **3.** beliefs, ideas, feelings.

*The Holy Ghost speaks to the mind and heart in a still, small voice.*

278. **mission** (missions) *n.* = responsibility, role, work.

*The mission of the Holy Ghost is to bear witness of the Father and the Son and of the truth of all things.*

279. **missionary** (missionaries) *n.* = a person sent on a mission to convert others to a faith.

*Through the fulltime missionary program of the Church and the missionary work done by the members, we bring people unto Christ.*

280. **mistake** (mistakes) *n.* = an error.

*During our life on earth each of us makes mistakes.*

281. **modern** *adj.* = related to today's life, current. **2.** new

*In modern times the Lord has repeated his commandment that we should remember the Sabbath day and keep it holy.*

282. **Monday** *n.* = the day of the week between Sunday and Tuesday.

*Years ago Church leaders set aside Monday evening as a time for family home evening.*

283. **money** *n.* = a medium of exchange, such as paper currency.

*Remember that paying tithing is not as much a matter of money as it is a matter of faith.*

284. **month** (months) *n.* = a time period of approximately 30 days as one of 12 months that make a year.

*The Church designates one Sunday each month, usually the first Sunday, as a day of fasting.*

285. **more** *adv.* = additionally, to a greater degree.

*Heavenly Father expects you to do more than ask Him for blessings.*

286. **mortal** *adj.* = subject to death; (mortals) *n.*

*When Adam and Eve ate the forbidden fruit, they became mortal—that is, subject to sin and death.*

287. **mother** (mothers) *n.* = the female parent.

*A mother needs to spend time with her children and teach them the gospel.*

288. **name** (names) *n.* = a word by which a person, place, or thing is known; (names, naming, named) *v.*

*When you partake of the sacrament, you witness to God that you are willing to take upon yourself the name of His Son.*

289. **necessary** *adj.* = required. **2.** needed.

*Agency is a necessary part of the Plan of Salvation.*

290. **need** (needs) *n.* = a lack of something that is required or wanted.; (needs, needing, needed) *v.* = to desire, wish.

*If there had been no apostasy, there would have been no need of a Restoration.*

291. **neighbor** (neighbors) *n.* = a person or family that lives next to or near one's house, apartment.

*We are commanded to love our **neighbors**.*

292. **New/ Old Testament** *n.* = The Old and New Testaments form the two parts of the Bible.

*He was the Great Jehovah of the **Old Testament**, the Messiah of the **New Testament**.*

293. **night** *n.* = the time without sunlight between sunset and sunrise in a 24 hour period.

*We can pray any time of the day or **night**.*

294. **obedience** *n.* = willingness to follow or obey (rules, orders, etc.)

*We can show our love for Him through our choices and our **obedience** to His commandments.*

295. **obey** (obeys, obeying, obeyed) *v.* = to do what is asked or ordered.

*If we love God, we will trust and **obey** him, as Jesus did.*

296. **one-tenth** *n.* = a tenth part, one part in ten, ten percent.

*To pay a full **tithe**, you give **one-tenth** of your income to the Lord through His Church.*

297. **opportunity** (opportunities) *n.* = an advantageous time to act.

*Life on earth is an **opportunity** and a blessing.*

298. **ordinance** (ordinances) *n.* = a regulation or law.

*Through the **ordinance** of baptism, for example, we covenant to take upon ourselves the name of Jesus Christ, always remember Him, and keep His commandments*

299. **organization** (organizations) *n.* = a group of people working together for a purpose.

*The New Testament shows that this Church **organization** was intended to continue.*

300. **organize** (organizes, organized) *v.* = to make a group for a specific purpose. **2.** to put in order, arrange.

*With this priesthood authority, Joseph Smith was directed to **organize** the Church of Jesus Christ again on the earth.*

301. **overcome** (overcomes, overcoming, overcame) *v.* = to fight against successfully, to defeat. **2.** (of emotions, will) to take control of.

*As with physical death, we cannot **overcome** the effects of sin by ourselves.*

302. **pain** (pains) *n.* = a hurt, a bad feeling ranging from a mild ache to extreme hurt caused by disease, injury, or mental distress. *v.* = to hurt

*We also have experiences that bring us **pain** and sorrow.*

303. **painful** *adj.* = causing pain, hurting.

*Repentance is a **painful** process, but it leads to forgiveness and lasting peace.*

304. **paradise** *n.* = a place of peace and happiness in the postmortal spirit world, reserved for those who have been baptized and who have remained faithful.

*Those who accept the gospel may dwell in **paradise** until the Resurrection.*

305. **parent** (parents) *n.* = the mother or father of someone; *v.* = to act as a parent by raising children.

*The voice of a loving **parent** can calm a child.*

306. **part** (parts) *n.* = a segment, piece, or portion of something

*Agency is a necessary **part** of the Plan of Salvation.*

307. **partake** (partakes, partaking, partook) *v.* = to take part, share, or participate in something, such as a meal or an activity.

***Partake** of the sacrament worthily.*

308. **participate** *v.* = to take part or have a role in an activity or event. *n.* = participation

*By living the law of tithing, you **participate** in building up the kingdom of God.*

309. **patience** *n.* = the ability to accept discomfort, pain, or troubles while waiting calmly for something.

*Priesthood power can be used only in righteousness, love, and **patience**.*

310. **pattern** *n.* = an example or model to be followed. **2.** a repeated set of events, characteristics, or features.

*God follows a **pattern** for revealing his will to the world.*

311. **pay** (pays, paying, paid) *v.* = to give money to someone in return for regular work. **2.** to settle a bill, debt, or loan by giving what is owed.

*We needed a Savior to **pay** for our sins and teach us how to return to our Heavenly Father.*

312. **peace** *n.* = a state of harmony and cooperation. **2.** a condition of quiet or stillness.

*Our purpose in life is to find lasting **peace**, joy, and happiness.*

313. **Pearl of Great Price** *n.* = book of scripture that contains the book of Moses, the book of Abraham, the Prophet Joseph Smith's inspired translation of Matthew chapter 24, and some writings of the Prophet Joseph.

*The **Pearl of Great Price** is an important book of scripture.*

314. **people** *n.* = human beings in general.

*All **people** have the gift of agency.*

315. **perfect** *adj.* = the best possible. **2.** complete and faultless, with nothing wrong or missing. **3.** appropriate and satisfactory in every respect. **4.** total, complete, thorough. *v.* = to make perfect, flawless, excellent.

*God is **perfect**, all-wise, and all-powerful.*

316. **personal** *adj.* = related to or belonging to a particular person.

***Personal**, private prayer is a necessary part of your spiritual development.*

317. **physical** *adj.* = of or related to matter and material things (as opposed to mental or spiritual things). **2.** of or related to the body.

*If we love others, we will help them meet their **physical** and spiritual needs.*

318. **place** (places) *n.* = a spot or position in space that is or can be occupied by a person or thing.

*The family can be a **place** of safety, peace, and joy.*

319. **plan** (plans) *n.* = a design or program of action to do something in the future, usually including a series of steps toward a goal.

*Central to our Father's **plan** is Jesus Christ's Atonement.*

320. **plates** *n.* = a thin metal covering, especially a layer of a more valuable metal over an ordinary metal. **2.** a flat sheet of hard material.

*Joseph translated the **plates** by the power of God.*

321. **ponder** (ponders, pondering, pondered) *v.* = to think about something carefully and deeply.

*In order to know that the Book of Mormon is true, a person must read, **ponder**, and pray about it.*

322. **pornography** *n.* = obscene writings, pictures, or films intended to arouse sexual desire.

*We must avoid **pornography** in any form.*

323. **posterity** *n.* = one's children and grandchildren, etc. **2.** future generations of people alive after one's death.

*Our faithfulness to the gospel will bless our **posterity**.*

324. **potential** *n.* = the possibility of being or doing something, the unrealized capability for something. **2.** talent, ability.

*We have the **potential** to be like God.*

325. **power** (powers) *n.* = the authority and ability to do something important. **2.** one's ability to function or to do something

*There is **power** in prayer*

326. **powerful** *adj.* = having a lot of power and influence. **2.** strong or effective, having great force.

*The Holy Ghost is a **powerful** witness of the Savior.*

327. **pray** (prays, praying, prayed) *v.* = to speak to God.

***Pray** to know the truth through the Holy Ghost.*

328. **prayer** (prayers) *n.* = an act of speaking to God.

*Answers to **prayer** come in many ways.*

329. **premortal** *adj.* = pre-earth, the time before mortality.

*In the **premortal** life we did not have physical bodies.*

330. **prepare** (prepares, preparing, prepared) *v.* = to make arrangements for something, put in readiness **2.** to plan, rehearse mentally or emotionally.

*Our purpose in this life is to have joy and **prepare** to return to God's presence.*

331. **presence** *n.* = attendance.

*Our purpose in this life is to have joy and prepare to return to God's **presence**.*

332. **presidency** *n.* = the office and duties of a president.

*We also sustain the counselors in the First **Presidency** and the members of the Quorum of the Twelve Apostles as prophets, seers, and revelators.*

333. **president** (presidents) *n.* = person called to preside over an organization, or group of people.

*The **President** of the Church today is a living prophet.*

334. **price** *n.* = an amount of money charged for goods or services, cost.

*Through the Atonement, Jesus Christ paid the **price** for our sins.*

335. **pride** *n.* = the feeling that one is better than other people.

***Pride** can prevent us from having the Holy Ghost with us all the time.*

336. **priest** *n.* = an office in the Aaronic Priesthood.

*Before the deacons pass the sacrament it is blessed by a **priest**.*

337. **principle** (principles) *n.* = a standard, such as a guide to behavior, rule.

*Agency is an eternal **principle**.*

338. **prison** *n.* = a place in the postmortal spirit world for those who have died in their sins, without a knowledge of the truth, or in transgression, having rejected the prophets. **2.** This is a temporary state in which spirits will be taught the gospel and have the opportunity to repent and accept ordinances of salvation that are performed for them in temples.

*Those who choose not to repent will remain in spirit **prison** until the end of the Millennium.*

339. **problem** (problems) *n.* = a difficult situation. = **2.** an obstacle, hurdle.

*We can overcome weaknesses or **problems** by fasting and praying.*

340. **process** *v.* = to apply a procedure to something *n.* = general methods of doing something.

*Repentance is a painful **process**, but it leads to forgiveness and lasting peace.*

341. **progress** (progressing, progressed) *v.* = to move ahead, movement toward a goal.

*Heavenly Father wants us to **progress** and be happy.*

342. **promise** (promises) *n.* = a commitment; (promises, promising, promised) *v.* = to commit to something

*The Book of Mormon has a **promise** for all who read it.*

343. **prophet** (prophets) *n.* = inspired men called to speak for the Lord. Only person on the earth who receives revelation to guide the entire Church. Make known the God's will and true character. Denounce sin and warn of its consequences. At times, prophesy of future events.

*Adam was the first **prophet** on the earth.*

344. **pure** *adj.* = clean, not dirty or polluted. **2.** not mixed with other things. **3.** free from badness, sin, or evil.

*Keep your thoughts, language, and actions **pure**.*

345. **purpose** (purposes) *n.* = a goal, reason.

*Heavenly Father, Jesus Christ, and the Holy Ghost are unified in **purpose**.*

346. **question** (questions) *n.* = something unknown or in doubt; (questions, questioning, questioned) *v.* = to look for an answer to something unknown or in doubt.

*The plan of salvation gives us the answers to many **questions**.*

347. **quorum** (quorums) *n.* = an organized group of brethren who hold the same priesthood office.

*The primary purposes of **quorums** are to serve others, build unity and brotherhood, and instruct one another in doctrines, principles, and duties.*

348. **read** (reads, reading, read) *v.* = to see and find meaning in written words and symbols.

*People hear the prophets or **read** their words in the scriptures.*

349. **reading** (readings) *n.* = written material to be read.

*To help an investigator get a testimony of the gospel, assign them **readings** in the Book of Mormon.*

350. **real** *adj.* = true, not fake or imaginary, genuine.

*As we pray with faith, sincerity, and **real** intent, we will see God's influence in our lives.*

351. **reason** (reasons) *n.* = the ability to understand and think logically. **2.** the purpose for doing something **3.** the cause of something happening.

*One **reason** you are here on the earth is to show your willingness to obey Heavenly Father's commandments.*

352. **receive** (receives, receiving, received) *v.* = to get or take something that is given or sent, accept.

*By the authority of the priesthood we are baptized and **receive** the gift of the Holy Ghost.*

353. **recognize** (recognizes, recognizing, recognized) *v.* = to recall, remember someone or something when one sees or hears that person or thing. **2.** realize.

*When you are humble, you **recognize** your dependence on the Lord.*

354. **recommend** (recommends) *n.* = an endorsement of worthiness; (recommends, recommending, recommended) *v.* = to endorse someone as being worthy. **2.** to advise someone to do something.

*We should prepare ourselves to receive a temple **recommend**.*

355. **record** (records) *n.* = something (usually written) that proves that an event happened.

*The Book of Mormon is a **record** of some of the people who lived on the American continent.*

356. **redeem** (redeems, redeeming, redeemed) *v.* = to save someone from sin.

*Only Jesus Christ could **redeem** us from our sins.*



357. **redeemer** *n.* = Jesus Christ, someone who redeems or saves others from sin.

*The Holy Ghost will witness to us that Jesus is our Savior and Redeemer.*

358. **redemption** *n.* = the state of being saved from sin.

*Redemption comes through the atonement.*

359. **Reformation** *n.* = A 16th-century change in Western Europe that aimed at reforming some doctrines and practices of the Roman Catholic Church.

*This Reformation brought attention to religious freedom, which opened the way for the final Restoration.*

360. **reformer** (reformers) *n.* = a person who works for change and improvement.

*Reformers are men and women who questioned the practices of the existing church, which they felt needed to be changed.*

361. **reject** (rejects, rejected) *v.* = to refuse, not accept.

*Everyone will have the opportunity to accept or reject the gospel.*

362. **relationship** (relationships) *n.* = a connection between ideas, people, or things.

*As children of God, we have a special relationship with Him.*

363. **Relief Society** (Relief Societies) *n.* = the women's organization in the Church with two main purposes: to help the poor and needy and to save souls.

*Women age 18 and older are members of the Relief Society.*

364. **religion** (religions) *n.* = a system of beliefs in God or philosophy of life.

*Joseph Smith was confused about religion.*

365. **remain** (remains, remaining, remained) *v.* = to stay after others are. **2.** to continue to be a certain way.

*We remain in the spirit world until we are resurrected.*

366. **remember** (remembers, remembering, remembered) *v.* = to recall, bring something from the past to mind.

*Remember the needs of others as you pray.*

367. **remission** *n.* = forgiveness, pardon, release from debt penalty or obligation.

*Through the ordinances of baptism and confirmation, you can receive the remission of your sins.*

368. **renew** (renews) *v.* = to agree to something again, continue an agreement.

*We renew our baptismal covenant by partaking of the sacrament.*

369. **repent** (repents, repenting, repented) *v.* = to feel guilt and sorrow for one's actions. **2.** to confess bad things one has done wrong.

*We must exercise faith in Jesus Christ, repent of our sins, and endure faithfully to the end.*

370. **repentance** *n.* = turning away from sin and turning toward God. **2.** the state of feeling guilt and sorrow for one's actions. *adj.* = **repentant**; *adv.* = **repentantly**.

*Faith in Jesus Christ and repentance prepare us for the ordinances of baptism and confirmation.*

371. **represent** (represents, representing, represented) v. = to show, give a picture or symbol of something **2.** to act in the place of, act on behalf of. **3.** to be an example of.

*In the Church of Christ today, we use bread and water in the sacrament to **represent** the body and blood of Christ.*

372. **require** (requires, requiring, required) v. = to need. **2.** to ask for, desire.

*Strong family relationships **require** effort*

373. **resist** (resisted) v. = not to allow something to touch or hurt, to fend off, withstand. **2.** to oppose, be against. **3.** not to do something that you want to, refrain from eating or drinking something

*As you read the book of Mormon you will find power to **resist** temptation.*

374. **respect** n. = approval and honor for the qualities of a person or thing. **2.** thoughtful concern about the importance of something; (respects, respecting, respected) v. = to show honor and thoughtful concern for a person or thing.

*Husbands and wives should show love and **respect** for each other and for their children*

375. **responsibility** (responsibilities) n. = something that someone must do because of moral necessity. **2.** a difficult job someone has to do.

*The prophet's primary **responsibility** is to bear witness of Christ.*

376. **responsible** adj. = accountable; required to do something. **2.** able to be relied on.

*You are **responsible** for the decisions you make.*

377. **restoration** n. = the return of a former condition, or to bring back.

*Your purpose as a missionary is to help people understand the need for the **Restoration** of the gospel of Jesus Christ.*

378. **restore** (restores, restoring, restored) v. = to return something, give back. **2.** to renew, refresh. **3.** to make something look like it did when it was new.

*Joseph Smith was called as a prophet to **restore** the Church of Jesus Christ.*

379. **resurrect** (resurrects, resurrecting, resurrected) v. = to bring back to life; to bring something up again.

*All people one day will **resurrect**.*

380. **resurrection** n. = to bring back to life; to bring something up again.

*At the time of **resurrection**, the spirit is reunited with the body.*

381. **return** (returns, returning, returned) v. = to come back, as from a trip. **2.** to give something back. **3.** to put something back. **4.** to go back to something, as to an earlier thought.

*The Lord wants you to **return** to Him.*

382. **reveal** (reveals, revealing, revealed) v. = to uncover something hidden.

*Through revelation God can **reveal** things to us personally.*

383. **revelation** (revelations) n. = communication from God to His children on earth. An uncovering of something that was hidden.

*Prophets learn the gospel of Jesus Christ by **revelation**.*

384. **reverence** *n.* = great admiration. **2.** respect for something as sacred, holy, worthy to be worshiped.

*We should treat our bodies with respect and **reverence**.*

385. **right** *adj.* = correct, exact.

*Right choices increase our power to make more **right** choices.*

386. **righteous** *adj.* = faithful to one's religion, devout. **2.** morally good and pure, virtuous.

*God chooses **righteous** men as his witnesses*

387. **righteousness** *n.* = faithful to one's religion, devout. **2.** morally good and pure, virtuous.

*Choices of good and **righteousness** lead to happiness, peace, and eternal life.*

388. **Sabbath day** *n.* = the last day of the week, the day of rest and worship.

*Members of the Church meet each **Sabbath day** to worship and partake of the sacrament.*

389. **sacrament** *n.* = necessary ordinance the Savior instituted to remember the atonement. Bread and water is used in the sacrament.

*We renew our baptismal covenant by partaking of the **sacrament**.*

390. **sacred** *adj.* = holy, worthy of respect.

*The teachings of prophets are found in **sacred** books called scriptures.*

391. **sacrifice** (sacrifices) *n.* = loss, or giving up of something valuable, for a specific purpose. **2.** an offering to a god; (sacrifices, sacrificing, sacrificed) *v.* = to suffer loss, pain, or injury to achieve a goal.

*Jesus' atoning **sacrifice** took place in the Garden of Gethsemane and on the cross at Calvary.*

392. **salvation** *n.* = the act of saving someone from sin.

*The Lord spoke to Adam and taught him the Plan of **Salvation**.*

393. **Satan** *n.* = the Devil, the enemy of God and ruler of Hell.

*Soon after Jesus' baptism, **Satan** came to him to tempt him.*

394. **save** (saves, saving, saved) *v.* = the act of saving someone from sin.

*Heavenly Father prepared a plan to **save** us from physical and spiritual death.*

395. **Savior** *n.* = someone who saves someone else. **2.** Jesus Christ (usually used with "the" or "our").

*Prophets teach the gospel to others and testify of Jesus Christ as the **Savior** and Redeemer.*

396. **say** (says, saying, said) *v.* = to express in words from the mouth. **2.** to express thoughts in writing or another non-spoken way.

*Give each family member opportunities to **say** the prayer.*

397. **scripture** (scriptures) *n.* = The written words of prophets. Scriptures of the Church, often called the standard works, are the Bible, the Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price.

*Prophets write their testimonies and the truths of the gospel in sacred books called **scripture**.*

398. **seal** (seals, sealing, sealed) *v.* = to bind, tie together, to solemnize for eternity. *n.* = seal.

*Marriages are **sealed** in the temple.*

399. **search** (searches, searching, searched) *v.* = to look for something.

*We **search** the scriptures to learn about Jesus Christ and His gospel.*

400. **second coming** *n.* = when the Savior comes to the earth again, and will mark the beginning of the Millennium.

*As we teach the gospel we are preparing the way for the **second coming** of the Savior.*

401. **section** (sections) *n.* = parts of a whole. the Doctrine and Covenants is divided by sections.

*Counsel about missionary work is found in **section 4** of the Doctrine and Covenants.*

402. **see** (sees, seeing, saw) *v.* = To perceive with the eye. 2. understand.

*We can **see** the work of God in the heavens and on the earth.*

403. **self-control** *n.* = control of one's emotions, desires, or actions by one's own will.

*Those who live the law of chastity enjoy the strength that comes from **self-control**.*

404. **send** (sends, sending, sent) *v.* = to cause to go or move. 2. to cause someone to go somewhere.

*How great the love of Heavenly Father that he would **send** his Only Begotten Son to suffer and die for the rest of his children.*

405. **separate** (separates, separating, separated) *v.* = to move something apart or away from something else.

*Sin will **separate** us from the presence of the Spirit.*

406. **separation** *n.* = something that divides or separates, the act of separating.

***Separation** from God's presence is spiritual death.*

407. **serve** (serves, serving, served) *v.* = to act, help, benefit.

*Part of the baptismal covenant is to **serve** the Lord, and you serve Him best when you serve your fellow men.*

408. **service** (services) *n.* = act of assistance, help, benefit, care.

***Service** is helping others who need assistance.*

409. **set apart** *v.* = to appoint or assign for an office or calling.

*A Bishop can **set apart** a sister in his ward to be a Relief Society President.*

410. **sexual relation** (sexual relations) *n.* = sexual activity between individuals.

*Chastity includes strict abstinence from **sexual relations** before marriage.*

411. **share** (shares, sharing, shared) *v.* = to distribute, to allow someone to use or enjoy something that one possesses.

*We should **share** the truths of the scriptures with our children.*

412. **show** (shows, showing, showed) *v.* = to cause someone to see, to point out. **2.** to cause to be known, to indicate. **3.** to teach, demonstrate.

*We can **show** our love for God through our choices and our obedience to His commandments.*

413. **sick** *adj.* = not well physically, emotionally, or mentally.

*You can fast as you ask Heavenly Father to bless the **sick**.*

414. **sin** *n.* = an act against the commandments of God. **2.** a bad or wrong act; (sins, sinning, sinned) *v.* = to do something bad or wrong.

***Sin** causes feelings of guilt and shame.*

415. **sincere** *adj.* = honest in one's thought and action, true.

***Sincere** repentance brings us forgiveness and peace in this life.*

416. **sister** (sisters) *n.* = a daughter with the same parents as another daughter or son.

*Because he is the Father of all people, we are brothers and **sisters**.*

417. **son** (sons) *n.* = a male child.

*The mission of the Holy Ghost is to bear witness of the Father and the **Son** and of the truth of all things.*

418. **soul** (souls) *n.* = spirit that is united with a physical body, whether in mortality or after resurrection. Second, our spirits are sometimes called souls.

*Sins can bring sorrow to your **soul** in this life.*

419. **source** (sources) *n.* = beginning, origin. **2.** a place where information is obtained. **3.** the start, beginning.

*God is the **source** of all truth.*

420. **speak** (speaks, speaking, spoke) *v.* = to say words, to talk. **2.** to give a speech.

*We are to prepare ourselves so that when the prophets and apostles **speak**, the Holy Ghost can confirm the truths they teach.*

421. **spirit** (spirits) *n.* = the non-physical part of a person, made up of thoughts, emotions, etc., the soul.

*You are a **spirit** child of Heavenly Father, and you existed as a **spirit** before you were born on the earth.*

422. **spiritual** *n.* = of or about the spirit, religious.

*No one can know of **spiritual** truths without prayer.*

423. **stake** (stakes) *n.* = part of the organization of the Church. The Church is divided in to ward/branches, stakes, regions etc.

*Bishops and **stake** presidents are judges in the Church.*

424. **step** (steps) *n.* = a walking movement, the act of lifting the foot, moving it forward, and putting it down. **2.** one action toward a goal.

*Faith and repentance lead us to our next **step**: baptism.*

425. **strength** *n.* = muscle power. **2.** mental or emotional toughness.

*The knowledge that we are children of God provides **strength**, comfort, and hope.*

426. **strong** (stronger, strongest) *adj.* = having physical strength. **2.** with mental or moral strength. **3.** in good health. **4.** having force, intensity, or strength.

*Heavenly Father expects you to marry for eternity and rear a good, **strong** family.*

427. **study** (studies, studying, studied) *v.* = to work to learn, by practicing, reading, and listening. **2.** to look at carefully.

***Study** the scriptures every day.*

428. **suffer** (suffers, suffered) *v.* = to experience pain, loss, hardship, etc. **2.** to experience a painful or unpleasant event. **3.** to put up with, endure.

*Because He has paid the price for your sins, you will not have to **suffer** that punishment if you repent.*

429. **sun** *n.* = the star around which the Earth and other planets revolve and draw light, heat, and energy. **2.** the heat and light of the sun.

*In the scriptures the celestial kingdom is compared to the glory or brightness of the **sun**.*

430. **Sunday** *n.* = the first day of the week, between Saturday and Monday, regarded by most Christians as the Sabbath, the day of worship and rest.

***Sunday** is a day for worship.*

431. **support** (supports, supporting, supported) *v.* = to hold up or bear the weight of. **2.** to contribute to; to encourage and assist by giving money to or working for. **3.** to agree with, advocate, or express loyalty to *n.* = something that holds up or bears the weight of something else.

*We can help **support** missionaries whose families are unable to **support** them.*

432. **symbol** (symbols) *n.* = a sign, mark, picture, other object, or event taken or understood to be the representation of something else, especially something important or meaningful.

*Baptism by immersion is a **symbol** of the death, burial, and resurrection of the Savior.*

433. **take** (takes, taking, took) *v.* = to grasp as in to take hold of someone or something, grab, seize, clench. **2.** to remove as in to obtain, get.

***Take** time to ponder.*

434. **talk** (talks, talking, talked) *v.* = an act of speaking, especially with someone; *n.* = a speech to an audience.

*You should then invite your friends to **talk** with the missionaries.*

435. **tea** *n.* = a shrub with fragrant flowers and leaves that are dried, shredded, and brewed into a drink.

*Latter-day prophets have taught that the term “hot drinks” refers to **tea** and coffee.*

436. **teach** (teaches, teaching, taught) *v.* = to instruct, educate.

*God calls prophets to **teach** His gospel.*

437. **teacher** (teachers) *n.* = an office in the Aaronic Priesthood.  
**2.** a person, such as a professor, whose job is to instruct others.

*The offices of the Aaronic Priesthood are bishop, priest, **teacher**, and deacon.*

438. **teaching** (teachings) *n.* = the wisdom, views, ideas, etc., of someone.

*The **teachings** of prophets are found in sacred books called scriptures.*

439. **telestial kingdom** *n.* = the place reserved for individuals who did not receive the gospel, neither the testimony of Jesus. These individuals will receive their glory after being redeemed from spirit prison.

*There are three kingdoms of glory: the celestial kingdom, the terrestrial kingdom, and the **telestial kingdom**.*

440. **tell** (tells, telling, told) *v.* = to say in words. **2.** to instruct, direct.

*We may have the promptings of the Holy Ghost to **tell** us all the things we should do.*

441. **temple** (temples) *n.* = literally houses of the Lord. They are holy places of worship where the Lord may visit.

*Eternal marriage must be performed by proper authority in the **temple**.*

442. **temporal** *adj.* = related to matters on earth as opposed to religious ones.

*Because of the Fall, everyone will experience **temporal** death.*

443. **temptation** (temptations) *n.* = a desire for something, an enticement. **2.** an attraction, especially to something wrong, harmful, or evil.

*We pray in faith for strength to conquer **temptation**.*

444. **terrestrial kingdom** *n.* = Place reserved for individuals who are honorable people who were not faithful. Including members of the Church who were not valiant in the testimony of Jesus. It will also include those who rejected the opportunity to receive the gospel in mortality but who later received it in the postmortal spirit world.

*There are three kingdoms of glory: the celestial kingdom, the **terrestrial kingdom**, and the telestial kingdom.*

445. **test** *n.* = an examination or quiz to measure knowledge or ability. **2.** an experiment, probe; (tests, testing, tested) *v.* = to examine someone.

*Tithing is a **test** of our faith.*

446. **testament** *n.* = a statement of belief.

*This record is the Book of Mormon: another **testament** of Jesus Christ.*

447. **testify** (testifies, testifying, testified) *v.* = to tell what one knows, especially under oath in a court of law.

*The prophets **testify** of Christ.*

448. **testimony** (testimonies) *n.* = formal, sworn evidence given in court **2.** proof, clear indication of what someone knows.

*The Book of Mormon teaches us truth and bears **testimony** of Jesus Christ.*

449. **thank** (thanks, thanked) *v.* = to express gratitude. **2.** to give credit *n.* = gratitude, appreciation.

*We **thank** Him for our blessings.*

450. **think** (thinks, thinking, thought) *v.* = to formulate, visualize in using one's reasoning ability. **2.** to remember, recall. **3.** to believe, suppose. **4.** to conclude, feel, as in believing something is true.

*It is wonderful to **think** of the great love our Heavenly Father has for us.*

451. **thought** (thoughts) *n.* = a mental picture, image. **2.** an idea. **3.** the process of reasoning.

*The Holy Ghost will teach us truth through our feelings and **thoughts**.*

452. **time** (times) *n.* = the duration of existence, especially as measured in days, months, years, etc., or by clocks, watches, etc **2.** the exact hour, minute, or second in a day. **3.** a duration, period.

*Such periods of **time** headed by prophetic responsibility are called dispensations.*

453. **tithing** *n.* = 10% of one's income given to the Church; (tithes, tithed) *v.* = to give or receive a percentage, usually one-tenth of an income.

*The law of **tithing** gives us the opportunity to help build His kingdom.*

454. **tobacco** *n.* = a variety of leafy plants dried and cut for smoking or chewing.

*The Lord has also told us that **tobacco** is harmful to our bodies and our spirits.*

455. **today** *adv.* = now, this present day. **2.** these times *n.* = in this time, age, etc.

***Today** the Lord continues to guide the Church.*

456. **together** *adv.* = as a group. **2.** (to join) in a group. **3.** (to join) as a unit or assembly, etc.

*Families can be sealed **together** forever.*

457. **translate** (translated) *v.* = to change, interpret as from one language to another.

*He was commanded to **translate** the writings of ancient prophets.*

458. **translation** (translations) *n.* = interpretation from one language to another.

*The Prophet Joseph Smith completed the **translation** of the Book of Mormon.*

459. **tree** (trees) *n.* = a tall, woody evergreen or deciduous plant with a trunk, branches, and leaves.

*God commanded Adam and Eve not to eat the fruit of the **tree** of knowledge of good and evil.*

460. **trial** (trials) *n.* = a stressful ordeal. **4.** an experiment, test.

*In life there are many tests and **trials**.*



461. **trust** (trusts, trusting, trusted) v. = to have faith in someone **2.** to hope with confidence.

*Be patient and **trust** in the Lord's timing.*

462. **truth** (truths) n. = accuracy, correctness. **2.** something factual, proven.

*Pray to know the **truth** through the Holy Ghost.*

463. **try** (tries, trying, tried) v. = to make an effort to do something **2.** to test something to see if it is good or suitable.

*Having faith causes us to **try** as hard as we can to learn about and become more like our Savior.*

464. **Twelve Apostles** n. = special witnesses of Christ who have been chosen and ordained to represent Him. Prophets, seers and revelators.

*Jesus wanted his gospel taught to people all over the earth, so he chose **Twelve Apostles** to testify of him.*

465. **understand** (understands, understanding, understood) v. = to know what something or someone means, to get the meaning of. **2.** to have knowledge of something. **3.** to be informed, made aware **4.** to appreciate. **5.** to sympathize with, to sense another's feelings.

*Our Heavenly Father wants all of us to **understand** the plan of salvation and the mission of Jesus Christ in that plan.*

466. **unity** n. = a condition of oneness in belief (action, purpose), unanimity.

*The Holy Ghost works in perfect **unity** with Heavenly Father and Jesus Christ.*

467. **use** (uses, using, used) v. = **used, using, uses** to utilize, employ.

*When you pray **use** simple language.*

468. **value** (values, valued) v. = to appreciate, think something is important. **2.** to put a price on something n. = worth.

*In the Church we **value** the family as the most important part of society.*

469. **veil** (veils) n. = something that conceals, separates, or screens.

*A **veil** would cover our memories, and we would forget our heavenly home.*

470. **verse** (verses) n. = a small section of the scriptures.

*An explanation on charity is found in Moroni chapter 7, verse 45.*

471. **vision** (visions) n. = eyesight. **3.** foresight, ability to imagine the future.

*Joseph Smith had a **vision** where he saw God the Father and Jesus Christ.*

472. **visit** (visits) n. = a stay with someone or at a place; (visits, visiting, visited) v. = to go to a place and stay for a time.

*The Book of Mormon tells of the **visit** Jesus Christ made to the people in the Americas.*

473. **wait** (waits, waiting, waited) v. = to stay in one place until something happens. **2.** to delay action.

*New adult members **wait** one year after their baptism before receiving their endowments.*

474. **walk** (walks, walking, walked) v. = to move forward by putting one foot in front of the other. **2.** to go with.

*We must **walk** by faith rather than by sight.*

475. **want** (wants, wanting, wanted) v. = to desire.

*We should seek what God **wants** rather than what we **want**.*

476. **ward** (wards) n. = a smaller section or district of the organization of the Church.

*A bishop presides over all the members in the **ward**.*

477. **warn** (warns, warning, warned) v. = to tell that danger or trouble is near.

*If we listen to the prophet he will **warn** us of danger.*

478. **water** (waters) n. = a colorless liquid made of hydrogen and oxygen that is necessary for life.

*Today we partake of bread and **water** in remembrance of Jesus Christ's atoning sacrifice.*

479. **way** (ways) n. = a method, manner, style. **2.** a direction.

*One important **way** that God shows His love for us is by calling prophets.*

480. **weak** adj. = not physically strong. **2.** not strong in character.

*If you ever feel too **weak** to continue living the gospel, remember the strength you can receive through the power of grace.*

481. **weakness** (weaknesses) n. = lack of strength. **2.** a physical problem.

*In the council in heaven we learned that because of our **weakness**, all of us would sin.*

482. **week** (weeks) n. = the seven-day period, from Sunday through Saturday.

*In preparation for the sacrament each **week**, take time to examine your life and repent of your sins.*

483. **wicked** adj. = very bad, evil; n. = wickedness.

*After the death of Jesus Christ, **wicked** people persecuted the Apostles and Church members.*

484. **wife** (wives) n. = a woman who is married.

*The law of chastity is that we are to have no sexual relations with anyone except our husband or **wife**.*

485. **will** (wills) n. = the power or control over ones mind and actions; v. = to influence or control by the power of one's mind.

*We should search to know the **will** of our Father in Heaven.*

486. **willing** adj. = ready (to do something), agreeable; n. = willingness.

*We have charity when we are **willing** to put the needs of others before our own.*

487. **wisdom** n. = good sense learned from experience. **2.** knowledge, understanding.

*Joseph Smith prayed for **wisdom**.*

488. **wise** *adj.* = showing good judgment based on experience. **2.** having good judgment.

*Wise parents will have Family Home Evening every Monday.*

489. **witness** (witnesses) *n.* = someone who sees or observes an incident; testify. (witnesses, witnessing, witnessed) *v.* = to see, observe an incident; to testify of something.

*The Holy Ghost will help you know that Joseph Smith was called by God to be a **witness** of Christ.*

490. **woman** (women) *n.* = a mature female human.

*We believe that marriage is the most sacred relationship that can exist between a man and a **woman**.*

491. **word** (words) *n.* = a written or spoken unit of language having one or more meanings, usually the smallest unit of meaning that can be used alone **2.** message, news.

*The scriptures contain the **word** of the Lord through ancient and latter-day prophets.*

492. **work** (works, working, worked) *v.* = to be employed. **2.** to labor, exert force. **3.** to operate, cause to function.

*Think of how wonderful our bodies are—how we can **work** and play and rest.*

493. **world** (worlds) *n.* = the earth. **2.** the state of affairs of humans and the planet in general.

*The Apostles were commanded to go into the entire **world** and preach.*

494. **worship** (worships, worshipping, worshiped) *v.* = to show great respect for. **2.** to love very much.

*God the Father is the Supreme Being in whom we believe and whom we **worship**.*

495. **Worthiness** *n.* = honorable, admirable, the state of being deserving, due.

*Our ability to enter the temple depends upon our **worthiness**.*

496. **worthy** *adj.* = deserving, due. **2.** deserving special consideration. *n.* = worthiness.

*We can become **worthy** to return to the presence of God.*

497. **write** (writes, wring, wrote) *v.* = to present ideas in words, such as on paper or electronically. **2.** to communicate with someone in writing.

*Prophets **write** their testimonies and the truths of the gospel in sacred books called scripture.*

498. **writings** *n.* = ideas, teachings or words written.

*The Book of Mormon contains the **writings** of prophets.*

499. **wrong** *adj.* = incorrect, mistaken. **2.** related to bad behavior, not right. *n.* = a mistake or bad action.

*To repent, we admit to God that we have done something **wrong**.*

500. **young** (younger, youngest) *adj.* = not old, of few years.

*God called a **young** man named Joseph Smith as a prophet.*

### Works Consulted

Bible Dictionary (1989) Published by the Church of Jesus Christ of Latter-day Saints, Salt Lake City, Utah, USA.

Dictionary (2005). Lexico Publishing Group, LLC.  
Retrieved March, 2005 from  
<http://www.dictionary.com.htm>.

*For the Strength of Youth*. (2001). Intellectual Reserve, Inc. USA.

*Gospel Principles*. (1995). The Church of Jesus Christ of Latter-day Saints. Salt Lake City, Utah. USA.

*Preach My Gospel*. (2004). *Preach My Gospel: A Guide to Missionary Service*. Intellectual Reserve, Inc.

Rideout, P. M. (2004) *Heinle's Newbury House Dictionary of American English*. Thomson ELT.

*True to the Faith*. (2004). Intellectual Reserve, Inc. USA.

Topical Guide in (1989) Published by the Church of Jesus Christ of Latter-day Saints, Salt Lake City, Utah, U.S.A.

*Webster's New Collegiate Dictionary*. (1981). G. & E. Merriam Co., USA.