



# English*Connect* 2

FOR LEARNERS





# EnglishConnect 2 for Learners







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# Introduction

Welcome to EnglishConnect!

EnglishConnect brings together people who are seeking to expand their opportunities through learning English. We all come from different backgrounds and speak different languages. We may have different levels of English ability, but together we can achieve our goals.

## Why Are You Learning English?

Having a clear purpose can help you stay focused and motivated. Let's consider why you are learning English. Are you hoping to get a better job? Do you need to learn English to further your education? Take a moment to write down your reasons for learning English.

I want to learn English because:

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Learning English can increase your opportunities for education, employment, service, and friendship. EnglishConnect can help you reach your goals.

## What Is EnglishConnect?

EnglishConnect is a unique English-learning program provided by The Church of Jesus Christ of Latter-day Saints. EnglishConnect is designed to help you develop English skills in an environment of faith, fellowship, and growth. That means you won't be doing this alone. You will learn with others and support and encourage each other. You will also be able to grow your faith that God can help you learn.

EnglishConnect includes multiple levels.

EnglishConnect 1 and 2 help learners develop basic English skills. EnglishConnect 3 prepares learners for education opportunities—specifically BYU–Pathway Worldwide. You can learn more about BYU–Pathway at [byupathway.org](http://byupathway.org). Learn more about EnglishConnect at [englishconnect.org](http://englishconnect.org).





## What Makes EnglishConnect Unique?



In EnglishConnect, we develop English skills in an environment of faith, fellowship, and growth.

### Faith

In EnglishConnect, we learn by study and by faith. Every lesson begins with a principle of learning. These are spiritual principles that help us rely on God to increase our capacity to learn. The beliefs you have about your ability to learn will have a significant impact on your effort and outcomes. The principles of learning can help you understand your true potential and God's ability to help you. The following are principles you will study:

#### **You Are a Child of God**

"I am a child of God with eternal potential and purpose."

(see Romans 8:16–17; The Family: A Proclamation to the World)

#### **Exercise Faith in Jesus Christ**

"Jesus Christ can help me do all things as I exercise faith in Him."

(see Philippians 4:13; Ether 12:27; Moroni 7:33)

#### **Take Responsibility**

"I have power to choose, and I am responsible for my own learning."

(see 2 Nephi 2:14, 16; Doctrine and Covenants 58:27–28)

#### **Love and Teach One Another**

"I can learn from the Holy Spirit as I love, teach, and learn with others."

(see John 13:34–35; John 14:26–27; Doctrine and Covenants 88:77, 88:122–123)

#### **Press Forward**

"With God's help, I can press forward even when I face obstacles."

(see 2 Nephi 31:20; 2 Nephi 32:9; Doctrine and Covenants 50:41–42)

#### **Counsel with the Lord**

"I improve my learning by counseling with God daily about my efforts."

(see Proverbs 3:5–6; Matthew 7:7–8; Alma 37:37)

The principles of learning are statements of truth. You can say these statements to yourself when you need motivation or encouragement. As you apply these principles, your ability to learn will increase. You will know that with God's help, you can achieve your goals.



## Fellowship

An important part of the EnglishConnect experience is learning with others. EnglishConnect groups love, help, and support each other. Your group meetings are a safe place to practice speaking and make mistakes. Participating in an EnglishConnect group can help you stay motivated and build friendships.

## Growth

EnglishConnect is more than just a program for learning English. No matter where you are starting, the experiences you have will help you become a better learner. You will have opportunities to:

- Practice English daily.
- Track your progress.
- Learn with others.
- Pray to God for help to achieve your goals.

## What Will I Do in EnglishConnect?

In EnglishConnect, you will do personal study, group conversation practice, and daily practice. Each lesson in the EnglishConnect learner manual is divided into two parts—“Personal Study” and “Conversation Group.”





## Personal Study



The “Personal Study” section prepares you for your conversation group. In “Personal Study,” you complete the following activities:

### **A Study the Principle of Learning**

Each lesson includes a principle of learning. These are spiritual principles that help you partner with God in learning English. Before your conversation group, read the principle of learning, ponder the questions, and write down your thoughts.

### **B Memorize Vocabulary**

Learn the meaning and pronunciation of each word. Use the vocabulary to practice the patterns. You can also look up additional vocabulary words that can be used in the pattern.

### **C D E Practice the Patterns**

Start by memorizing the sentence patterns. Then use the patterns to create your own questions and answers. You can replace the underlined words with other words from the vocabulary list. Continue practicing aloud until you can use the patterns confidently to ask and answer questions.

## Conversation Group



The “Conversation Group” section includes activities you will use to learn with others. In the “Conversation Group,” you complete the following activities:

### **Discuss the Principle of Learning (20–30 minutes)**

In your group, read and discuss the principle of learning. This is an opportunity to share and learn from others.

### **Activities**

In activities 1, 2, and 3, use the vocabulary and sentence patterns to engage in meaningful conversation. The activities help you progress from repetition practice to creating your own conversations. Each activity prepares you for the next activity.

### **1 Activity 1: Practice the Patterns (10–15 minutes)**

In activity 1, review the vocabulary and patterns you learned in your personal study. Your goal is to use the patterns to say and understand simple questions and answers.



## 2 Activity 2: Create Your Own Sentences (10–15 minutes)

In activity 2, focus on using the patterns to create your own sentences. Be creative. Your goal is to use the patterns to create as many questions and answers as you can.

## 3 Activity 3: Create Your Own Conversations (15–20 minutes)

In activity 3, practice complete conversations in real-life scenarios. Your goal is to have meaningful conversations using the English you have learned.

### Evaluate (5–10 minutes)

At the end of each conversation group, evaluate your progress on the lesson objectives. Use the “Personal Study Tracker” to evaluate your effort in personal study, and set goals to improve. Take time to celebrate your progress and your efforts.

### Daily Practice

To learn English, you need to develop a habit of daily practice. In addition to dedicated study time, find ways to replace your daily activities with English. For example, when you listen to music,

listen in English. When you watch a movie, watch in English or turn on English subtitles. Whenever you are waiting somewhere, practice English conversations in your mind. When you pray, say as much as you can in English. The key to daily practice is to use English in your normal routine.

You can also complete lesson activities and assessments online at [englishconnect.org/learner/](http://englishconnect.org/learner/) resources and in the *EnglishConnect Workbook*.

As you complete the personal study activities for each lesson and practice daily, you will learn faster and be better prepared for your conversation group. Use the “Personal Study Tracker” included at the end of this introduction to track your efforts and your goals.

## Remember This

As you complete the personal study activities, practice English daily, and actively participate in your conversation group, you will develop English conversation skills. More importantly, as you apply the principles of learning and pray for God’s help, He can help you achieve your goals now and in the future.



# Personal Study Tracker

Write your purpose for learning English.

**Purpose:** I want to learn English because:

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You can improve your ability to learn by tracking your efforts and setting goals to improve. Use the “Personal Study Tracker” to track your efforts.

After each lesson, set a simple goal. Celebrate your progress; every effort moves you closer to your goal.

Minimal Effort



Moderate Effort



































































Significant Effort



Lesson	Study the Principle of Learning	Memorize Vocabulary	Practice the Patterns	Practice Daily	My Goal
Example					When I memorize vocabulary, I will use each word in a sentence.
1					Read the Introduction. Complete the “Personal Study” section for lesson 2.
2					
3					
4					
5					
6					
7					
8					
9					



Lesson	Study the Principle of Learning	Memorize Vocabulary	Practice the Patterns	Practice Daily	My Goal
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					



## Study Suggestions

Consider using the suggestions below to improve your study.

### Study the Principle of Learning

1. **Pray.** Begin and end your study with a prayer. Ask God to help you understand and apply the principle.
2. **Listen to the Spirit.** Pay attention to your thoughts and feelings, even if they seem unrelated to what you are reading. Record your thoughts and feelings. Do what the Spirit is inviting you to do.
3. **Write down inspiring words and phrases.** You may find certain words and phrases that are personally relevant and inspire and motivate you. Write them in a place where you will see them. Put them on your mirror or on your phone.
4. **Apply the principle of learning.** Consider how you can apply the principle of learning, the quotes, and the scriptures to your life. Record what you learn as you apply the principle of learning.
5. **Read more.** Read scriptures or conference talks related to the principle of learning.
6. **Learn new vocabulary.** Choose some words from the principle of learning that you want to learn in English. Look up the words. Talk to other learners about what the words and phrases mean to them.

### Memorize Vocabulary

1. **Focus on meaning and pronunciation.** Practice repeating the word aloud and think of the word's meaning. Learn the pronunciation of each word and practice until you pronounce it correctly. Continue until you can say the word confidently and know what it means.
2. **Practice with flashcards.** Use note cards (or an app) to create flashcards. Write the word on one side and a definition, translation, or picture on the other. Repetition is key to memorizing vocabulary.
3. **Practice words in sentences.** Practice saying the word you are learning in a sentence. You can use the sentence patterns to practice the words you are learning.
4. **Apply the word.** Think of situations when you would use the word in your daily life. Practice the situation until it feels natural using the word. As you go to work, school, stores, or other places, use the words in your mind to describe things.
5. **Notice words.** Look and listen for new words as you go through your day. You can learn from movies, TV shows, books, podcasts, or songs. Write down new words.
6. **Learn more.** Use a dictionary to learn more about new words. Learn definitions, parts of speech, word parts, pronunciation, and example sentences.



7. **Review.** Take time to periodically review words you've learned in the past. This will help you see how much you have learned and not forget words.

## Practice the Patterns

1. **Focus on meaning and fluency.** Practice repeating a sentence from the pattern aloud and think of the sentence's meaning. Continue until you can say the sentence smoothly, confidently, and know what it means.
2. **Record yourself.** Record yourself asking and answering questions on your phone. Listen to the recording and pay attention to your fluency and pronunciation.
3. **Practice with a partner.** Practice using the patterns to ask and answer questions with a friend. You can practice in person or on the phone. Practice using the patterns as you write messages to a friend.
4. **Think and talk about the patterns.** What do you notice about how English works? How is English similar to your language? How is English different from your language? How could you use the pattern from a lesson in a different situation?
5. **Use other resources.** Grammar books, apps, websites, and other learners can help you learn more about English grammar patterns.
6. **Notice patterns.** Look and listen for the patterns you are learning when you read or listen to English.

## Practice Daily

1. **Set a routine.** Plan when and where you will study each day and do it. To help you remember, write your goal in a "when" statement. For example, "When I \_\_\_\_, I \_\_\_\_." Here are some examples: "When I ride the bus, I review vocabulary."; "When I cook dinner, I describe what I am doing in English."; and "When I pray, I say as much as I can in English."
2. **Do daily activities in English.** Find ways to replace your native language with English in your daily activities. For example, when you listen to music, listen in English. Other ideas: watch movies in English or with English subtitles, change your phone settings to English, and read the scriptures in English.
3. **Read.** Read as much as you can in English. Read scriptures, general conference talks, magazines, blogs, news, and other information in English.
4. **Listen.** Actively listen as much as you can. Listen to podcasts, scriptures, talks, presentations, videos, TV shows, or movies.
5. **Speak.** Find friends, family, and coworkers and practice speaking with them. Share what you have been learning and doing to practice English. Create a group chat and send voice notes.
6. **Write.** Find opportunities to write in English. Start writing a daily journal or create a group chat. Use the sentences and vocabulary you are learning.
7. **Complete lesson activities.** Do lesson activities and assessments online at [englishconnect.org](http://englishconnect.org) or in the *EnglishConnect Workbook*.









## UNIT 1: INTRODUCTION

# Introducing Myself

### Objectives

I will learn to:

- Introduce myself and others.
- Ask about personal information.
- Describe my hobbies and interests.
- Talk about family and friends.
- Apply principles of learning by study and by faith.

## Lessons

Lesson 1: Introductory Lesson

Lesson 2: Introductions

Lesson 3: Interests

Lesson 4: Family and Friends

Lesson 5: Family and Friends









## LESSON 1

# Introductory Lesson

Welcome to EnglishConnect! We are so happy you are here. We are a community of people seeking to expand our opportunities by learning English. We may come from different backgrounds, speak different languages, and have different levels of English ability, but together we can achieve our goals.

EnglishConnect is different than most English learning programs. EnglishConnect is designed to help you develop English skills in an environment

of faith, fellowship, and growth. That means you won't be doing this alone. Each person in your EnglishConnect group will support and encourage each other. It also means that you will be applying spiritual principles of learning as you study and learn.

In this lesson, we will introduce the process you will use for each lesson in personal study and in your conversation group.

Let's begin!



## Conversation Group

OBJECTIVE: I WILL LEARN TO INTRODUCE MYSELF AND OTHERS.

### Discuss the Principle of Learning: You Are a Child of God

(10–20 minutes)



Each lesson in this manual begins with a principle of learning. These are spiritual principles that can help you improve your learning through study and faith. In each lesson, we will:

- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### You Are a Child of God

Did you know that one of the most important things you can do to achieve a goal is to focus on your beliefs about yourself? Your beliefs about your ability will have a significant impact on your effort

and outcomes. You may doubt your abilities because of previous failure. The good news is you can change your beliefs! When you change your beliefs about yourself, you can change your results. The power to change your beliefs about yourself comes from understanding your true nature.

You are a child of God. He loves you. As His child, you have eternal potential and purpose. You have the ability to learn and change. You have the ability to grow and improve. God wants to help you progress. He wants to partner with you to help you achieve your potential. Partnering with God in learning English will help you know Him better. He will also help you know yourself better.

You can pray to God. He will hear you. You can ask Him to help you learn English. You can thank Him for your blessings. As you pray, pay attention to your thoughts and feelings. You can know that God is there, He loves you, and He wants to help you. You can choose to believe that you are a child of God with eternal potential, and you can seek His help to learn English.

### Ponder

- How does knowing you are a child of God influence your beliefs about yourself?
- How can knowing you are a child of God help you learn English?



## 1 Activity 1: Practice the Pattern (10–15 MINUTES)

### Part 1: Review the vocabulary list with a partner.

*When you learn vocabulary, focus on the meaning and pronunciation of each word.*

I/my	
you/your	
he/his	
she/her	
What is . . . ?	
name	
please	
thank you/thanks	
Hello/Hi	
Goodbye/Bye	
Nice to meet you.	
See you later!	

### Part 2: Practice pattern 1 with a partner.

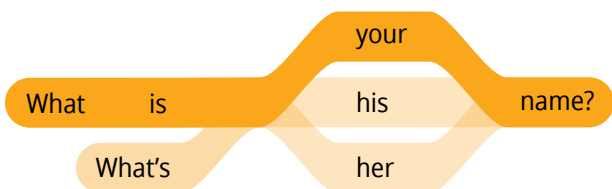
*Practice the patterns with a partner. Your goal is to ask and answer questions confidently and understand what is being said.*

#### Practice asking questions.

*Create as many questions as you can.*

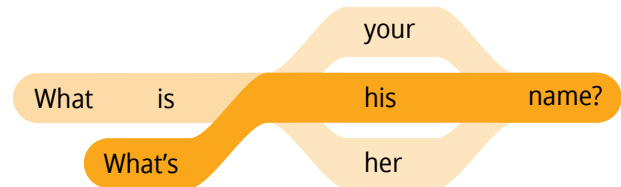
#### Example 1

What is your name?



#### Example 2

What's his name?

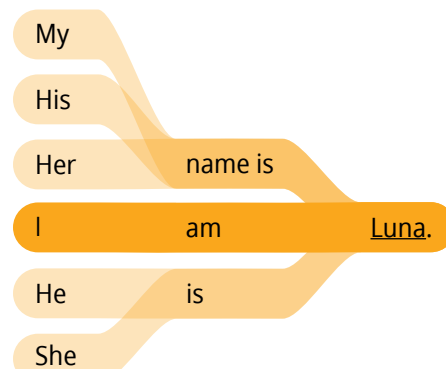


#### Practice answering questions.

*Create as many answers as you can. You can replace the underlined words with your own words.*

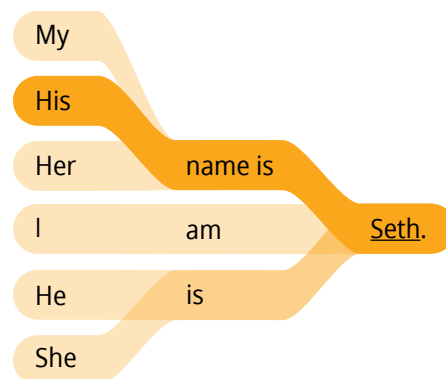
#### Example 1

I am Luna.



#### Example 2

His name is Seth.

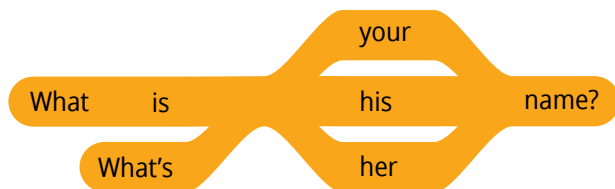




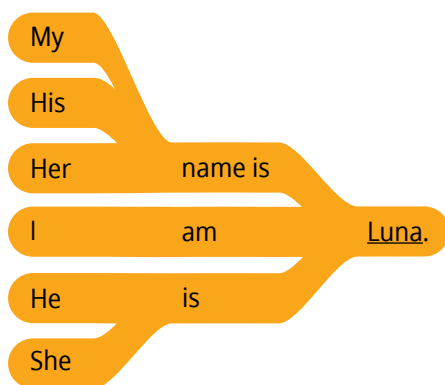
Practice a conversation using the patterns.

Ask and answer questions using the patterns.

### Questions



### Answers



### Example

A: Hi! What is your name?

B: Hello! My name is \_\_\_\_.

A: Nice to meet you.

B: What's your name?

A: My name is \_\_\_\_.

B: Nice to meet you.

A: What's her name?

B: Her name is Rosa.



## 2 Activity 2: Create Your Own Sentences

(5-10 MINUTES)

*The purpose of this activity is for you to use the patterns and vocabulary to build your own sentences.*

Look at the pictures. Ask and answer questions about each person's name. Take turns.

### Example: Talia

A: What's her name?

B: Her name is Talia.



Image 1: Marco



Image 2: Nat



Image 3: Sam

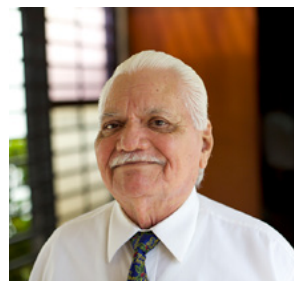


Image 4: Mari





Image 5: Jean



### 3 Activity 3: Create Your Own Conversations

(10–15 MINUTES)

*The purpose of this activity is to have a conversation in English.*

#### Part 1

Meet your group. Ask the name of each learner in your group. Be creative! Use as many words as you know.

#### Example

A: Hi, what's your name?

B: My name is Mei. What is your name?

A: My name is Sione. Nice to meet you.

B: Nice to meet you. Goodbye.

A: Bye!

#### Part 2

Find a partner and introduce your partner to your group.

#### Example

A: Hi, what's her name?

B: Her name is Luna. What is his name?

A: His name is Seth.

### Evaluate

(5–10 minutes)

*You are a child of God and have unlimited potential to learn and grow. You can learn how to improve by prayerfully evaluating your performance and effort. After each lesson, evaluate your progress in accomplishing each objective. Then, evaluate your effort by using your "Personal Study Tracker" and choosing one way to improve before the next lesson.*

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask for others' names.



- Introduce myself and others.



- Understand how EnglishConnect can help me learn English.



### Evaluate Your Efforts

Use the "Personal Study Tracker" in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.



## Preparing for Next Time

(5 MINUTES)

God is always there to support us. He also expects us to do our best. You will benefit from every effort to prepare for the lesson. Here are three things to do for each lesson before attending your conversation group:

- Study the principle of learning.
- Memorize vocabulary.
- Practice the patterns.

You can find these three things in the “Personal Study” section at the beginning of each lesson. Remember to study and practice every day.

## Act in Faith to Practice English Daily

*At the end of each lesson, there is an “Act in Faith to Practice English Daily” section. Spend one minute reading the quote aloud with your group.*

“Each of us has a divine potential because each is a child of God. Each is equal in His eyes. The implications of this truth are profound” (Russell M. Nelson, “Let God Prevail,” *Ensign* or *Liahona*, Nov. 2020, 94).





## LESSON 2

# Introductions

OBJECTIVE: I WILL LEARN TO TALK ABOUT WHERE SOMEONE IS FROM AND WHAT THEY LIKE TO DO.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Exercise Faith in Jesus Christ

*Jesus Christ can help me do all things as I exercise faith in Him.*

Jesus Christ is the Son of God. God sent Jesus to teach us and help us. Jesus teaches us how to live true to our potential as God's children. Jesus has the power to help us overcome our weaknesses and our challenges. He taught us:

"If ye have faith as a grain of mustard seed, ye shall say unto this mountain, Remove hence to yonder place; and it shall remove; and nothing shall be impossible unto you" (Matthew 17:20).

You may feel that learning English is a huge mountain—an impossible task. But as you exercise even a small amount of faith in Jesus Christ, your faith will grow. Your growing faith in Him will help you overcome your challenges.



### Ponder

- What are some of the challenges you may face in learning English?
- What are some ways you can grow your faith in Jesus Christ?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. God will help you to remember what you are learning as you do your best to study.

### Nouns

Brazil	
Ghana	
India	
Japan	
Mexico	
South Korea	
Tonga	

### Verbs

cook	
play <u>soccer</u>	
play <u>violin</u>	
run	
sew	
shop	
sing	
watch <u>shows</u>	

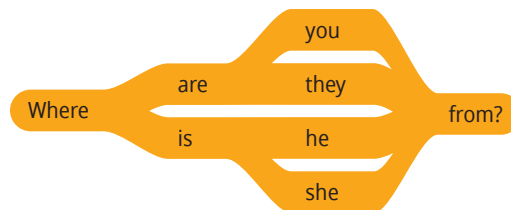
## C Practice Pattern 1

English has many patterns. With one pattern and a few vocabulary words, you can create dozens of sentences! Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

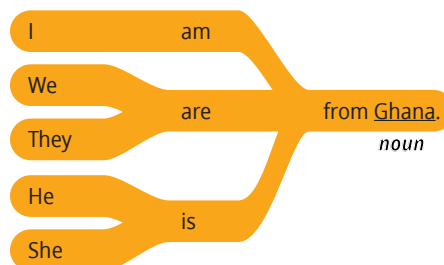
Q: Where are you from?

A: I am from (noun).

### Questions



### Answers



### Examples

Q: Where are you from?

A: I am from Ghana.

Q: Where is he from?

A: He is from Chile.





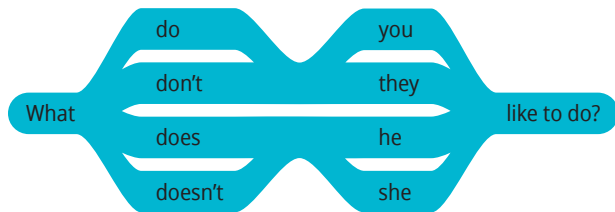
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. If something is confusing, pray for help and keep working at it. God will help you as you do your best to learn.

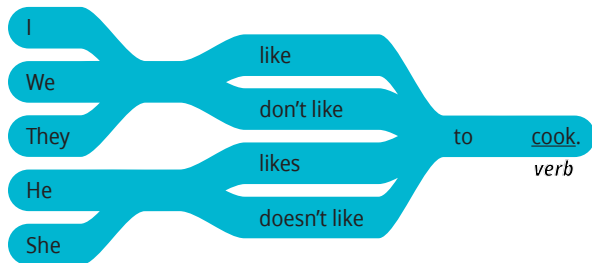
Q: What do you like to do?

A: I like to (*verb*).

### Questions



### Answers



### Examples

Q: What do you like to do?

A: I like to cook.

Q: What does he like to do?

A: He likes to watch TV.

Q: What doesn't she like to do?

A: She doesn't like to sew.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

*You need consistent, daily practice to speak a new language. Having a goal can help you. Your goal does not need to be complicated. In fact, simple goals are usually more effective because they help you develop a habit of practicing English each day.*

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Exercise Faith in Jesus Christ

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

Look at the pictures. Ask and answer questions about each person's name and where they are from. Talk about what they like and don't like to do. Use patterns from this lesson and lesson 1. Be creative! Take turns.

#### Example: Raul

A: What's his name?

B: He is Raul.

A: Where is he from?

B: He is from Chile.

A: What does he like to do?

B: He likes to play soccer.

A: What doesn't he like to do?

B: He doesn't like to shop.



#### Image 1: Cho and Ji-Hu



#### Image 2: Heather





Image 3: Kota

Image 4:  
Sasha and Levi

### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions about things you like and don't like to do. Say as much as you can. Take turns.

#### Example

A: What do you like to do?

B: I like to travel. Do you like to travel?

A: No, I don't like to travel. What don't you like to do?

B: I don't like to watch sports. Do you like to watch sports?

A: Yes, I like to watch sports.

#### Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

#### Evaluate Your Progress

I can:

- Ask where others are from.



- Say where I and others are from.



- Ask others what they like and don't like to do.



- Talk about what I and others like and don't like to do.



#### Evaluate Your Efforts

Use the "Personal Study Tracker" in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

#### Act in Faith to Practice English Daily

"*Start today* to increase your faith. Through your faith, Jesus Christ will increase your ability to move the mountains in your life [see 1 Nephi 7:12], even though your personal challenges may loom as large as Mount Everest" (Russell M. Nelson, "Christ Is Risen; Faith in Him Will Move Mountains," *Liahona*, May 2021, 102–3).









### LESSON 3

## Interests

OBJECTIVE: I WILL LEARN TO TALK ABOUT WHAT SOMEONE LIKES DOING AND WHY.

### Personal Study

Prepare for your conversation group by completing activities A through E.

#### **A** Study the Principle of Learning: Take Responsibility

*I have the power to choose, and I am responsible for my own learning.*

You are a child of God with power to choose and act for yourself. This power is called agency. Lehi, a prophet in the Book of Mormon, teaches us that we are not like rocks, waiting for somebody to change us and move us. We are agents who can decide for ourselves what we believe, what we do, and who we become. Lehi taught:

“[God] hath created all things, . . . both things to act and things to be acted upon. . . . Wherefore, the Lord God gave unto man that he should act for himself” (2 Nephi 2:14, 16).

You can choose to learn and improve. Your teacher and other learners in your conversation group can help you, but in the end, it is your choices that will have the biggest impact on your learning. You can act for yourself to practice English every day. When

problems arise, seek solutions. You have been given agency—the power from God to act. You can take responsibility for your own learning.



#### **Ponder**

- What does it mean to you to be an “agent” and take responsibility for your own learning?
- What are things that make it difficult to study English every day?
- What can you do to act and not be acted upon as you study English every day?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try applying the words in your life. Think about when and where you could use these words.

### Verbs/Verbs + ing

cook/cooking	
dance/dancing	
fish/fishing	
go/going to <u>museums</u>	
paint/painting	
play/playing <u>sports</u>	
read/reading	
run/running	
swim/swimming	
write/writing	

### Adjectives

amazing	
boring	
challenging	
difficult	
easy	
fun	
interesting	
relaxing	
tiring	
wonderful	

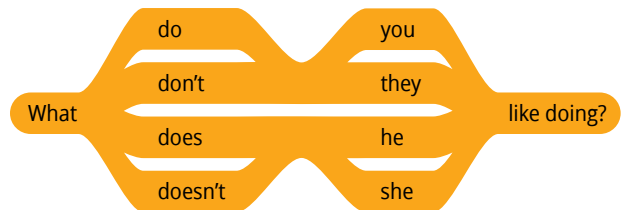
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

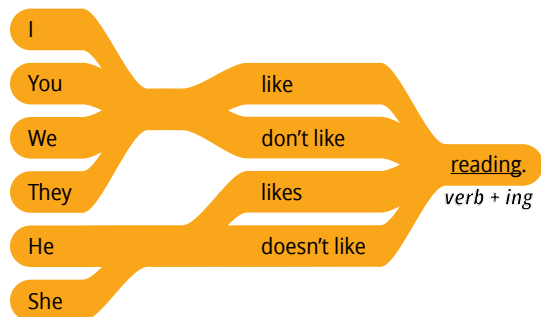
Q: What do you like doing?

A: I like (verb + ing).

### Questions



### Answers



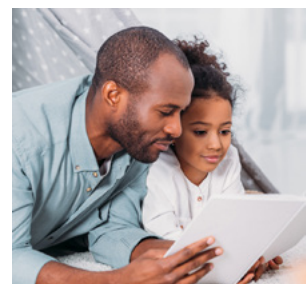
### Examples

Q: What do you like doing?

A: I like reading.

Q: What doesn't she like doing?

A: She doesn't like swimming.





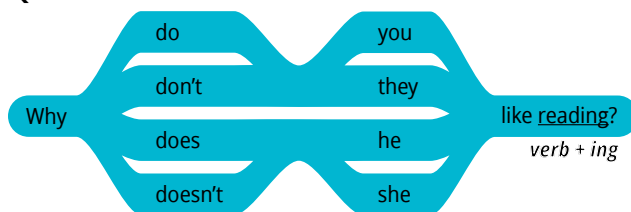
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try understanding the rules in the patterns. Think about how English is similar to or different from your language.

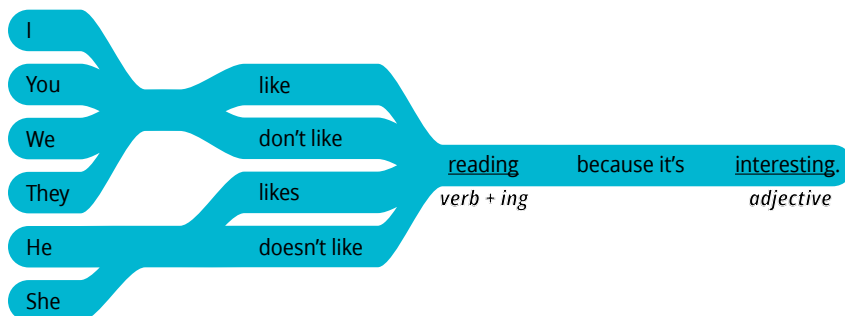
Q: Why do you like (*verb + ing*)?

A: I like (*verb + ing*) because it's (*adjective*).

### Questions



### Answers



### Examples

Q: Why do you like reading?

A: I like reading because it's interesting.

Q: Why doesn't she like swimming?

A: She doesn't like swimming because it's difficult.

Q: Why does he like painting?

A: Because it's relaxing.





## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](https://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.

## Conversation Group

### Discuss the Principle of Learning: Take Responsibility

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.



## 2 Activity 2: Create Your Own Sentences

(10–15 MINUTES)

Look at the pictures. Ask and answer questions about each person. Take turns.

### Example: Ahmad

Likes



Doesn't Like



A: What does Ahmad like doing?

B: He likes playing sports.

A: Why does he like playing sports?

B: Because it's fun.

A: What doesn't Ahmad like doing?

B: He doesn't like cooking.

A: Why doesn't he like cooking?

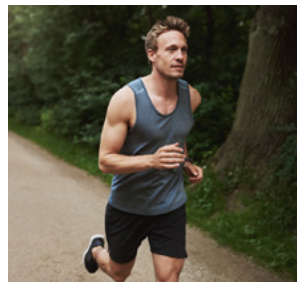
B: He doesn't like cooking because it's tiring.

### Image Group 1: Ken

Likes



Doesn't Like



### Image Group 2: Marisa

Likes



Doesn't Like



### Image Group 3: Mei

Likes



Doesn't Like



### Image Group 4: Rosa

Likes



Doesn't Like





### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Choose three friends or family members. Ask and answer questions about each person's interests. Take turns.

#### New Vocabulary

cheap	
expensive	
playing games	
shopping	
traveling	

#### Example

A: My sister likes shopping.

B: Why does your sister like shopping?

A: She likes shopping because it's exciting.

B: Does your sister like traveling?

A: No, she doesn't like traveling.

B: Why doesn't she like traveling?

A: Because it's expensive.

#### Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

#### Evaluate Your Progress

I can:

- Talk about what I like and don't like doing and why.



- Talk about what others like and don't like doing and why.



#### Evaluate Your Efforts

Use the "Personal Study Tracker" in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

#### Act in Faith to Practice English Daily

"The choices we make determine our destiny"  
(Thomas S. Monson, "Choices," *Ensign* or *Liahona*, May 2016, 86).





## LESSON 4

# Family and Friends

OBJECTIVE: I WILL LEARN TO DESCRIBE EXTENDED FAMILY MEMBERS.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Love and Teach One Another

*I can learn from the Spirit as I love, teach, and learn with others.*

In EnglishConnect, we know that God is the true teacher, and He teaches us through His Spirit. The Spirit brings feelings of joy, peace, and love. The Spirit helps us understand truth and can increase our capacity to learn. One way that we invite the Spirit to be with us is by loving, teaching, and learning together. The prophet Alma from the Book of Mormon was responsible for teaching the people. He divided the people into groups and chose a leader for each group. Alma taught them:

“The preacher was no better than the hearer, neither was the teacher any better than the learner; and thus they were all equal” (Alma 1:26).

In EnglishConnect, we believe that teachers and learners are equally important. We are all teachers and learners. We respect and listen to each other. We teach each other. We love and value each other. We can congratulate others when they succeed and

encourage them when they make mistakes. We can also find ways to support each other and plan times to practice with each other during the week. God will bless us with His Spirit as we learn to love and teach each other.



### Ponder

- What can you do to love and support those who have different English language abilities?
- How can the learning experience in EnglishConnect be different from classes you have had before?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group.

extended family	
eyes	
hair	

### Adjectives

artistic	
athletic	
intelligent	
loud	
silly	

short	
tall	

old	
young	

black	
blonde	
brown	
gray	
red	
white	

hazel	
blue	
green	

See the appendix for family nouns.

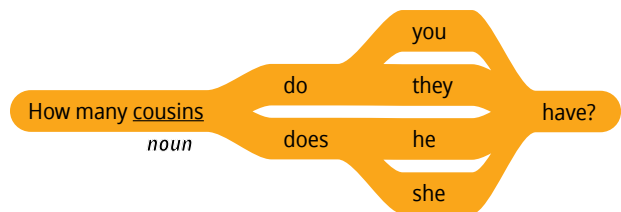
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

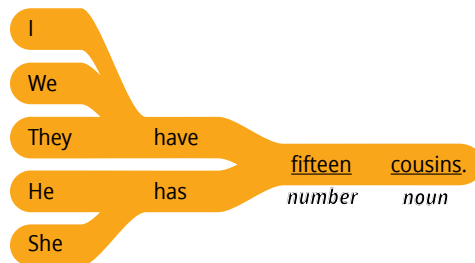
Q: How many (noun) do you have?

A: I have (number) (noun).

### Questions



### Answers



### Examples

Q: How many cousins do you have?

A: I have fifteen cousins.

Q: How many nephews does she have?

A: She has two nephews.

Q: How many aunts and uncles does he have?

A: He has ten aunts and uncles.





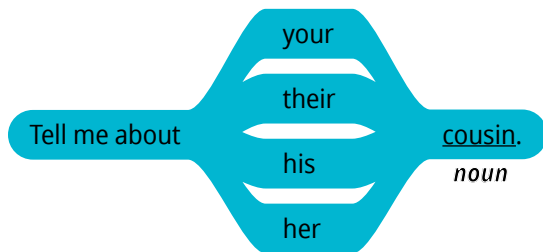
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions.  
Try doing conversation group activities 1 and 2 before your group meets.

A: Tell me about your (*noun*).

B: They are (*number*) years old, (*adjective*), and (*adjective*). They have (*adjective*) hair and (*adjective*) eyes.

### Questions



### Answers



### Examples

A: Tell me about your cousin.

B: She is twenty-four years old, tall, and athletic. She has blonde hair and green eyes.

A: Tell me about your nephews.

B: They are three and two years old. They have black hair and brown eyes.





## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](https://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.

## Conversation Group

### Discuss the Principle of Learning: Love and Teach One Another

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.



## ② Activity 2: Create Your Own Sentences

(10–15 MINUTES)

### Part 1

Look at the pictures. Choose one family. Do not tell your partner which family you chose. Ask and answer questions to guess the family. Take turns.

#### Example

A: Tell me about the family.

B: This family has a grandmother.

A: Is it family 5?

B: No. The family also has an aunt, an uncle, and three cousins. They have black hair.

A: Is it family 4?

B: Yes!

Image 1: Family 1



Image 2: Family 2



Image 3: Family 3



Image 4: Family 4



Image 5: Family 5



Image 6: Family 6



### Part 2

Look at the pictures in part 1. Choose one person in each family. Ask and answer questions about the person's personality and physical appearance. Be creative! Say as much as you can. Take turns.

#### New Vocabulary

funny	
kind	

#### Example

A: Tell me about the grandmother in family 4.

B: The grandmother in family 4 is short. She is 70 years old. She has black hair and brown eyes. She is funny and kind.



### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Choose three friends or family members. Ask and answer questions about each person's personality and physical appearance. Use questions from the list or think of your own questions. Say as much as you can. Take turns.

#### New Vocabulary

calm

#### Questions List

- Tell me about your cousins.
- What are their names?
- Where are they from?
- How old are they?
- What do they like doing?
- Are they tall or short?
- Are they athletic?
- Do they have black hair?

#### Example

A: Tell me about your grandfather.

B: His name is John. He is 80 years old. He is kind and calm.

A: What does he like doing?

B: He likes to play chess.

A: Is he tall or short?

B: He is tall.

#### Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

#### Evaluate Your Progress

I can:

- Ask about others' extended families.



- Talk about my and others' extended families.



#### Evaluate Your Efforts

Use the "Personal Study Tracker" in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

#### Act in Faith to Practice English Daily

"The Holy Ghost is the true teacher. No mortal teacher, no matter how skilled or experienced, can replace His role in witnessing of truth, testifying of Christ, and changing hearts. But all teachers can be instruments in helping God's children learn by the Spirit" (*Teaching in the Savior's Way: For All Who Teach in the Home and in the Church* [2022], 16).





## LESSON 5

# Family and Friends

OBJECTIVE: I WILL LEARN TO MAKE COMPARISONS BETWEEN PEOPLE.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Learn by Study and by Faith

*In EnglishConnect, we rely on God to learn by study and by faith.*

In 1832, Joseph Smith and some of the early leaders of The Church of Jesus Christ of Latter-day Saints were directed to start a school. God wanted them to learn, grow, and be prepared to lead others. This group of members did not have degrees from universities, or even much schooling. They didn't have a lot of money or resources. In the scriptures, God taught them a pattern for learning:

“And as all have not faith, seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom; seek learning, even by study and also by faith” (Doctrine and Covenants 88:118)

God teaches that we need to learn by study, and we also need to learn by faith. We give our best effort, and we ask God to send His Spirit to open our minds and hearts to learn. The Spirit gives us more

understanding than is possible on our own. Having a great teacher or a great textbook can help, but God can teach us even if we don't have those things. As we learn by study and by faith, God can help us learn more than we thought was possible.



### Ponder

- What can you do to seek learning “by study and by faith”?
- Think about your experience in EnglishConnect. How is God helping you learn?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try creating flashcards to help you memorize new words. You can use paper or an app.

different	
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### Nouns

See the appendix for family nouns.

### Adjectives 1

shorter	
taller	
older	
younger	
louder	

### Adjectives 2

athletic	
beautiful	
energetic	
generous	
intelligent	
outgoing	
patient	
quiet	
thoughtful	

## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

Q: How are you and your (noun) different?

A: I am (adjective I).

### Questions

How are you and your son different?  
noun

### Answers

I am  
She is  
He is  
They are  
shorter.  
adjective 1

### Examples

Q: How are you and your son different?

A: He is shorter.

Q: How are you and your daughter different?

A: I am taller.

Q: How are you and your cousins different?

A: They are louder.





## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try saying the patterns aloud. Consider recording yourself. Pay attention to your pronunciation and fluency.

Q: How are your (*noun*) and (*noun*) different?

A: My (*noun*) is more (*adjective 2*).

### Questions

How are your sisters and brother different?  
*noun noun*

### Answers

My sister is more thoughtful.  
*noun adjective 2*  
 My sisters are less thoughtful.  
*noun adjective 2*

### Examples

Q: How are your sisters and brother different?

A: My sisters are more thoughtful.

Q: How are your mother and father different?

A: My father is less outgoing.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Learn by Study and by Faith

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

#### Part 1

Look at the pictures. Ask and answer questions to compare the people in each picture. Say as much as you can. Take turns.

Example: Luis and Carlos

A: How are Luis and  
Carlos different?

B: Luis is younger.  
Carlos is older.  
Luis is less athletic. Carlos is  
less patient.



Image 1: Susan  
and her mom



Image 2: Sam  
and Rachel



Image 3: Anya  
and Yash





## Part 2

Ask and answer questions to compare yourselves to your family members. Say as much as you can. Take turns.

### Example

A: How are you and your mother different?

B: I am younger. She is more generous. She is less energetic.

## 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions to compare yourself to your partner. Use as many adjectives as you can. Take turns.

### New Vocabulary

We are both tall.

### Example

A: How old are you?

B: I'm twenty-nine years old. How old are you?

A: I'm thirty-nine years old. I am older. You are younger.

B: Are you athletic?

A: Yes, I am athletic. Are you athletic?

B: Yes, I am. We are both athletic!

## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Compare myself to others.



- Compare other people to each other.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“Because of our sacred regard for each human intellect, we consider the obtaining of an education to be a religious responsibility. . . . Our Creator expects His children everywhere to educate themselves” (Russell M. Nelson, “Where is Wisdom?,” *Ensign*, Nov. 1992, 6).





## UNIT 1: CONCLUSION

# Introducing Myself

Well done! You have completed unit 1. You can start building relationships with English speakers in your community by introducing yourself, describing your hobbies and interests, and talking about your family and friends. Set a goal to speak English with people in your daily life and embrace every opportunity that comes along.

### Evaluate

#### Evaluate Your Progress

Take a moment to reflect and celebrate all that you have accomplished.

I can:

- Introduce myself and others.



- Ask about personal information.



- Describe my hobbies and interests.



- Talk about family and friends.



To further track your progress, go to [englishconnect.org/assessments](https://englishconnect.org/assessments) and complete the optional assessment for this unit.

#### Evaluate Your Efforts

Review your efforts for this unit in the “Personal Study Tracker.” Are you making progress toward your purpose? What can you do differently to achieve your goals?

Continue practicing English daily as you prepare for EnglishConnect 3.

To learn more about how EnglishConnect can expand your opportunities, visit [englishconnect.org](https://englishconnect.org).





## UNIT 2: INTRODUCTION

# Asking for Help

### Objectives

I will learn to:

- Express my feelings and emotions.
- Make requests.
- Describe where I live.
- Talk about my past.
- Apply principles of learning by study and by faith.

## Lessons

Lesson 6: Feelings and Emotions

Lesson 7: Needs

Lesson 8: At Home

Lesson 9: At Home









## LESSON 6

# Feelings and Emotions

OBJECTIVE: I WILL LEARN TO ASK AND ANSWER QUESTIONS ABOUT FEELINGS.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: You Are a Child of God

*I believe I am a child of God with eternal potential and purpose.*

God is the Father of our spirits, so we call Him Heavenly Father. Your Heavenly Father loves you. He wants you to understand your true identity and your relationship to Him. Through His prophets, God teaches us our true nature. Paul, a prophet in the Bible, taught:

“The Spirit itself beareth witness with our spirit, that we are the children of God” (Romans 8:16).

Paul’s teachings are true for you. You are a daughter or son of a loving Heavenly Father. You have eternal potential. God has a purpose for your life. As you ask God, He can help you see who you are and who you can become. Whenever you doubt your ability to learn English, remember that you are a child of God. He loves you and wants to help you grow and progress. As you pray and ask for His help, He will help you learn.



### Ponder

- How would you describe the relationship between a loving father and his child?
- How does knowing you have a loving Heavenly Father influence your feelings about yourself?
- How can you develop your relationship with Heavenly Father?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try applying the words in your life. Think about when and where you could use these words.

### Adjectives

all right	
bored	
calm	
embarrassed	
excited	
frustrated	
happy	
mad	
nervous	
OK	
sad	
scared	
surprised	
tired	
worried	

### Verbs Past

broke <u>my leg</u>	
dropped <u>my phone</u>	
got a job	
studied for a test	
won <u>the game</u>	
worked all day	
watched a <u>scary</u> movie	

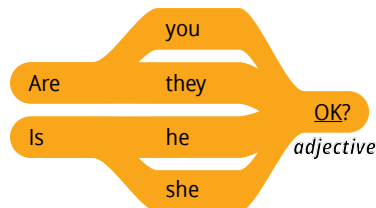
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

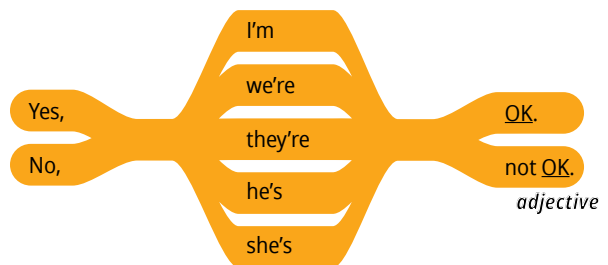
Q: Are you (adjective)?

A: Yes, I'm (adjective).

### Questions



### Answers



### Examples

Q: Are you frustrated?

A: Yes, I'm frustrated.

Q: Is she all right?

A: No, she's not all right.

Q: Is Adam tired?

A: Yes, he is.





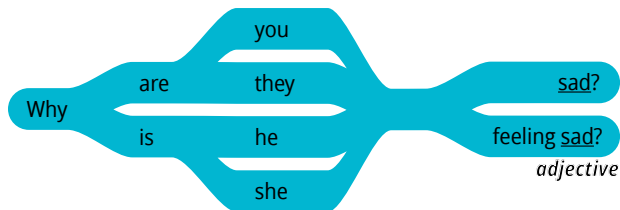
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try using the patterns in a conversation with a friend. You could talk or send messages.

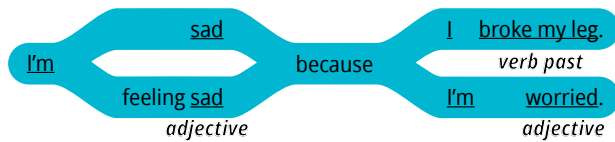
Q: Why are you (*adjective*)?

A: I'm (*adjective*) because I (*verb past*).

### Questions



### Answers



### Examples

Q: Why are you sad?

A: I'm sad because I broke my leg.

Q: Why is she feeling mad?

A: She's feeling mad because she's embarrassed.

Q: Why are they surprised?

A: Because they won the game.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](https://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: You Are a Child of God

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### ① Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### ② Activity 2: Create Your Own Sentences (10–15 MINUTES)

Look at the pictures. Ask and answer questions about how each person is feeling and why. Be creative! Take turns. Switch partners and practice again.

#### Example: Mari

A: Is Mari happy?

B: Yes, she is happy.

A: Why is Mari happy?

B: She's happy because she got a job.



Image 1: David



Image 2: Hyun



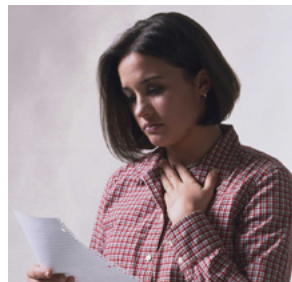
Image 3: Grace



Image 4: Gabriel



Image 5: Lili





### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions about how you feel in each situation. Show excitement, compassion, or empathy. Be creative! Take turns.

#### New Vocabulary

How are you feeling?	
That's great!	
That's too bad.	
I'm sorry.*	

\*People often say “I’m sorry” in the United States to show compassion and empathy. When you say, “I’m sorry,” it does not always mean that you did something wrong.

#### Example: You dropped your phone in water.

A: How are you feeling?

B: I'm sad.

A: Why are you feeling sad?

B: I'm feeling sad because I dropped my phone.

A: Oh I'm sorry. That's too bad.

#### Situations

1. You watched a scary movie.
2. You ran 15 kilometers.
3. You lost your wallet.
4. You got a new job.
5. You studied for a test.
6. You traveled to a new place.

7. You attended an EnglishConnect gathering.
8. You played games with your friends or family members.
9. You worked all day.
10. You received an unexpected gift.

#### Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

#### Evaluate Your Progress

I can:

- Ask how others feel and why.



- Talk about how I and others feel and why.



#### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

#### Act in Faith to Practice English Daily

“God is our loving Father in Heaven, and He loves all His children perfectly, including you. He loved us before we ever loved Him, and evidence of His love for you is everywhere” (*God's Love*, ComeUntoChrist.org).









## LESSON 7

# Needs

OBJECTIVE: I WILL LEARN TO MAKE AND RESPOND TO REQUESTS FOR HELP.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Exercise Faith in Jesus Christ

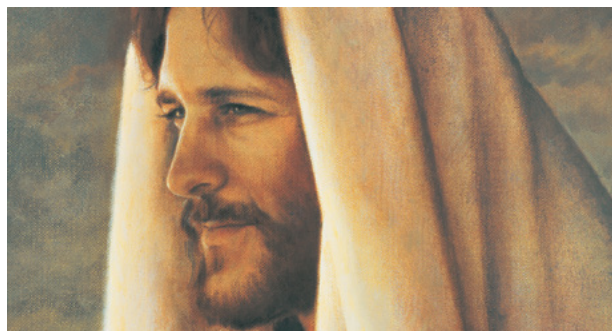
*Jesus Christ can help me do all things when I exercise faith in Him.*

Jesus Christ is the Son of God. He has all power. In the scriptures, we read about a man who exercised his faith in Jesus Christ. The man's child was very sick and no one could help him. The father asked Jesus to heal his child. Jesus told him:

"If thou canst believe, all things are possible . . . And straightway the father of the child cried out, and said with tears, Lord, I believe; help thou mine unbelief. . . . Jesus took [the child] by the hand, and lifted him up; and he arose" (Mark 9:23–24, 27).

Like this man, you can start with the hope and faith you already have. Then you can grow your faith through prayer and scripture study. You can also grow your faith as you try to learn English. You can start with what you know now. Focus on what you

can do in English and use it as much as you can. Try to listen, read, speak, and write in English every day. As you act in faith to give your best effort, He can help your faith grow.



### Ponder

- How can you exercise faith in Jesus Christ?
- How can you grow your faith as you learn English?



## **B** Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try using words from the “Memorize Vocabulary” section in your daily practice.

Can you . . . ?	
Could you . . . ?	
Will you . . . ?	
Would you . . . ?	
I need you to . . .	
I want you to . . .	
I have to . . .	
I need to . . .	
I want to . . .	
please	

### **Verbs**

carry the <u>groceries</u>	
clean <u>this room</u>	
cook <u>dinner</u>	
do the dishes	
do the laundry	
drop off <u>food</u>	
fix the <u>computer</u>	
go to the <u>store</u>	
help <u>me</u>	
make an appointment	
send <u>an email</u>	
take <u>Lisa</u> to <u>school</u>	



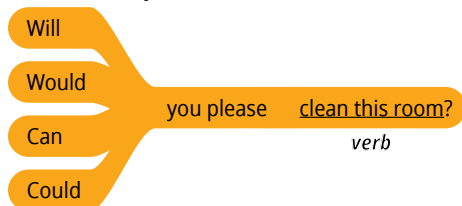
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions.  
You can replace the underlined words with words in the “Memorize Vocabulary” section.

Q: Will you please (verb)?

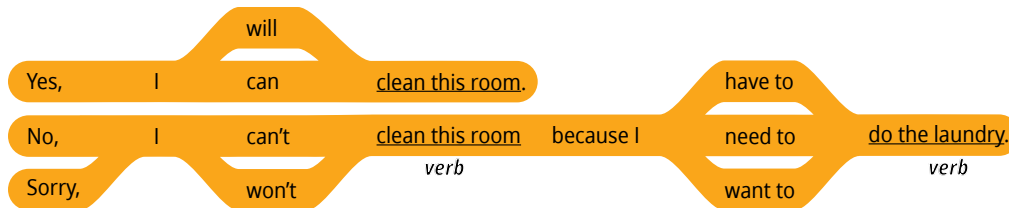
A: No, I can't (verb) because I need to (verb).

### Polite Requests



*Note:* When asking someone to do something, it is polite to say “please.”

### Answers



### Examples

Q: Will you please clean this room?

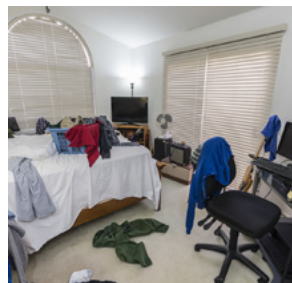
A: No, I can't clean this room because I need to do the laundry.

Q: Would you please do the dishes?

A: Yes, I will do the dishes.

Q: Can you please cook dinner?

A: Yes, I can.





## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions.

Try learning more about the patterns in this lesson. Consider using grammar books or websites.

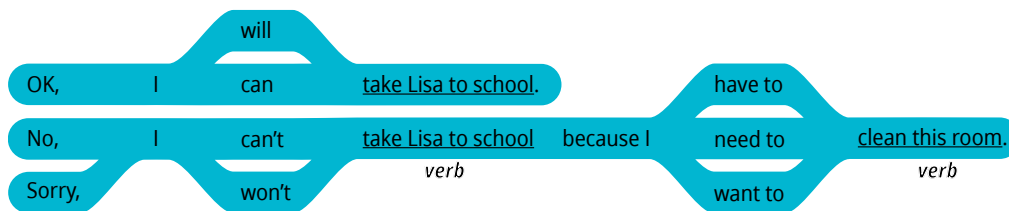
A: I need you to (*verb*).

B: No, I can't (*verb*) because I have to (*verb*).

### Direct Requests



### Answers



### Examples

A: I need you to take Lisa to school.

B: OK, I can take Lisa to school.

A: I want you to cook dinner.

B: Sorry, I can't cook dinner because I have to help Lisa.

A: I need you to make an appointment.

B: OK, I will make an appointment.





## **E** Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### **Additional Activities**

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](https://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### **Act in Faith to Practice English Daily**

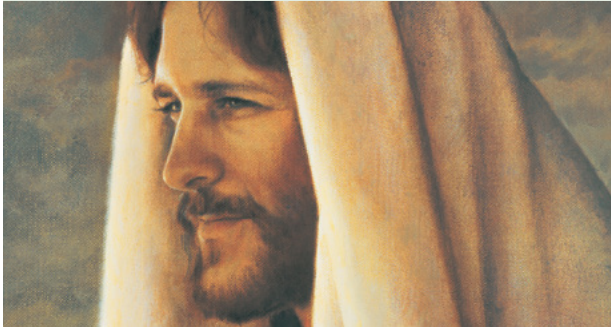
Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Exercise Faith in Jesus Christ

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

Look at the pictures. Ask and answer questions about the activity in each picture. Take turns.

#### Example

A: Can you do  
the laundry?

B: No, I can't do the  
laundry because I  
have to go to work.



Image 1



Image 2





Image 3



Image 4



Image 5



### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Role-play each situation. Partner A makes a request. Partner B answers. Say as much as you can. Be creative! Switch roles.

#### Example

Partner A is a parent.  
Partner B is a child. The parent asks the child to clean his or her room.

A: I need you to clean  
your room, please.

B: OK, I will.

A: Thank you.



#### Situations

- Partner A is a student. Partner B is a teacher. The student needs help with his or her homework.
- Partner A is a secretary. Partner B is the boss. The secretary needs to make an appointment with his or her boss.
- Partner A is the boss. Partner B is an office worker. The boss needs the office worker to send an important email.
- Partner A and partner B are friends. One friend wants the other friend to help fix his or her car.
- Partner A and partner B are spouses. One spouse wants the other spouse to help cook dinner.
- Partner A owns a home. Partner B is an electrician. The homeowner needs the electrician to fix several broken lights.



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask for help.



- Make requests.



- Understand and respond to requests for help.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“The Lord does not require *perfect* faith for us to have access to His *perfect* power. But He does ask us to believe. . . . All things are possible to them that believe” (Russell M. Nelson, “Christ is Risen; Faith in Him Will Move Mountains,” *Liahona*, May 2021, 101).





## LESSON 8

# At Home

OBJECTIVE: I WILL LEARN TO ASK AND ANSWER QUESTIONS ABOUT WHERE SOMEONE LIVES.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Press Forward

*With God's help, I can press forward even when I face obstacles.*

All of us face challenges in life. Sometimes our challenges make it difficult to accomplish our goals. Nephi, a prophet and leader in the Book of Mormon, experienced many challenges. He spent his whole life teaching and serving his people. He knew they would face hard challenges and he wanted to help them know how to persist. Nephi taught:

“Press forward with a steadfastness in Christ, having a perfect brightness of hope, and a love of God and of all men” (2 Nephi 31:20).

You can press forward too. To “press forward with steadfastness in Christ” means you can keep trying, trusting in Jesus Christ, even when things are difficult. You trust that He will bless your efforts even when things are hard or when you make mistakes. For example, maybe you notice that you

are making mistakes when you try to speak English. Maybe you have a hard time remembering new words. You can press forward and keep practicing every day, trusting He will help you learn. No matter what challenges you face, you can press forward with faith.



### Ponder

- What are ways that you can “press forward” in learning English?
- What helps you keep trying when things are difficult?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group.

in	
on	
there	

### Adjectives

beautiful	
big	
busy	
crowded	
historic	
lively	
new	
noisy	
old	
peaceful	
quiet	
safe	
unsafe	

### Nouns

apartment	
city	
house	
neighborhood	
street	
town	
village	

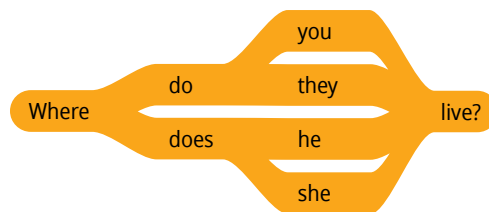
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

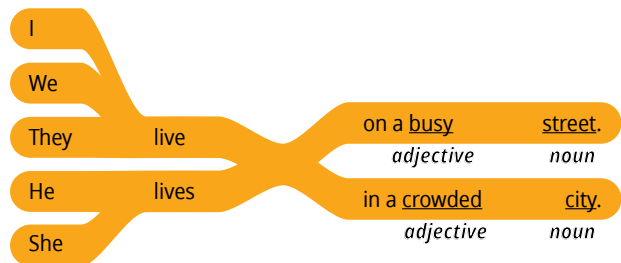
Q: Where do you live?

A: I live on a (*adjective*) (*noun*).

### Questions



### Answers



Note: Use “on” for places that are surfaces (streets, roads, avenues). Use “in” for places with boundaries (cities, neighborhoods, buildings).

### Examples

Q: Where do you live?

A: I live on a busy street.

Q: Where does she live?

A: She lives in a crowded neighborhood.

Q: Where do they live?

A: They live in an apartment.





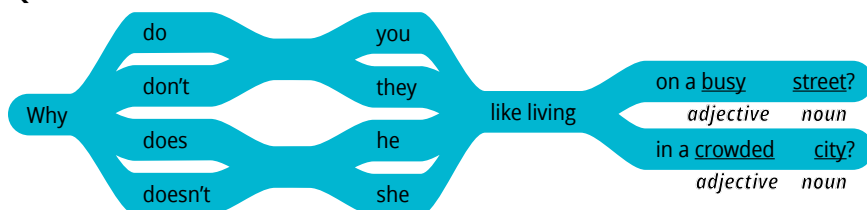
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try saying the patterns aloud. Consider recording yourself. Pay attention to your pronunciation and fluency.

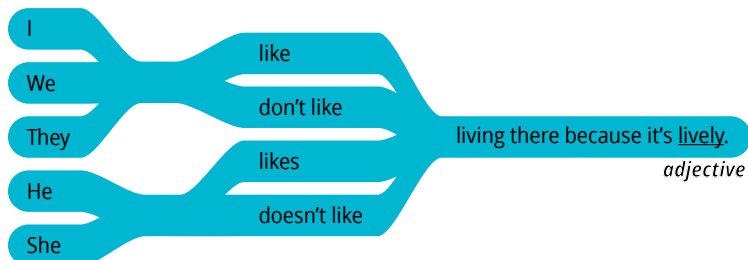
Q: Why do you like living on a (*adjective*) (*noun*)?

A: I like living there because it's (*adjective*).

### Questions



### Answers



### Examples

Q: Why do you like living in a quiet city?

A: I like living there because it's safe.

Q: Why don't you like living on a busy street?

A: I don't like living there because it's noisy.





## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](https://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.

## Conversation Group

### Discuss the Principle of Learning: Press Forward

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.



## 2 Activity 2: Create Your Own Sentences

(10–15 MINUTES)

### Part 1

Role-play. Partner B lives in the place in each picture. Partner A asks questions about living there. Switch roles.

#### New Vocabulary

Do you like living in a big city?

#### Example

A: Where do you live?

B: I live in a big city.

A: Do you like living in a big city?

B: Yes.

A: Why do you like living in a big city?

B: I like living there because it's lively, beautiful, and historic.



Image 3



Image 4



Image 5



Image 1



Image 2





**Part 2**

Look at the information about the people. Ask and answer questions about each person. Take turns.

**Example: Kalani**

- old neighborhood
- unsafe

A: Where does Kalani live?

B: Kalani lives in an old neighborhood.

A: Does Kalani like living in an old neighborhood?

B: No.

A: Why doesn't he like it?

B: Because it's unsafe.

**Ian**

- busy street
- noisy; crowded

**Ara**

- peaceful neighborhood
- quiet

**Clare**

- big city
- lively; beautiful

**Rongo**

- small village
- peaceful

**Desh**

- quiet town
- safe; historic

### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions about where you live. Use questions from the list or think of your own questions. Say as much as you can. Take turns.

**New Vocabulary**

close to my family

**Questions List**

- Where do you live?
- Tell me about your town.
- Why do you like living there?
- Why don't you like living there?
- Is your city big or small?
- Is your neighborhood noisy or quiet?
- Is your street safe or unsafe?
- Do you live in a house or an apartment?

**Example**

A: Do you live in a house or an apartment?

B: I live in an apartment.

A: Why do you like living there?

B: I like living there because it is small and clean. It is close to my family.



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask where others live.



- Talk about where I and others live.



- Ask why others like or don't like living somewhere.



- Talk about why I and others like or don't like living somewhere.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“Don't you quit. You keep walking. You keep trying. There is help and happiness ahead. . . . It will be all right in the end. Trust God and believe in good things to come” (Jeffrey R. Holland, “An High Priest of Good Things to Come,” *Ensign*, Nov. 1999, 38).









## LESSON 9

# At Home

OBJECTIVE: I WILL LEARN TO DESCRIBE SOMEONE'S LIFE IN THE PAST.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Counsel with the Lord

*I improve my learning by counseling with God daily about my efforts.*

Learning is a process that happens over time. God wants to help you learn and grow. He wants to help you learn how to take small steps to accomplish great things. The Book of Mormon tells of a mighty man of faith named Alma. He was a prophet of God and the leader of his country. Alma taught:

“By small and simple things are great things brought to pass. Counsel with the Lord in all thy doings, and He will direct thee for good” (Alma 37:6, 37).

God works through small and simple things. Little actions can have big results over time. We pray to Heavenly Father in the name of His Son, Jesus Christ. Through prayer and scripture study, you can counsel with the Lord. He can help you choose small and simple ways to improve. Do you need to improve your listening comprehension? As you counsel with God in prayer, you may decide to

spend 10 minutes a day practicing English with a friend. Do you struggle to remember new words? As you counsel with God, you may decide to review words as you ride the bus. Your consistent effort will bring about “great things” as you learn English.



### Ponder

- Does your culture have a saying similar to “small and simple things”?
- How can you counsel with God about your efforts?
- What are the small things you can do daily to learn English?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group.

did/didn't	
have/had	
was/were	

### Nouns 1

adult/adults	
child/children	
teenager/teenagers	
young adult/young adults	

### Nouns 2

bike	
chicken	
house	
moped	

### Adjectives

athletic	
calm	
creative	
friendly	
funny	
kind	
mean	
shy	
talkative	
wild	

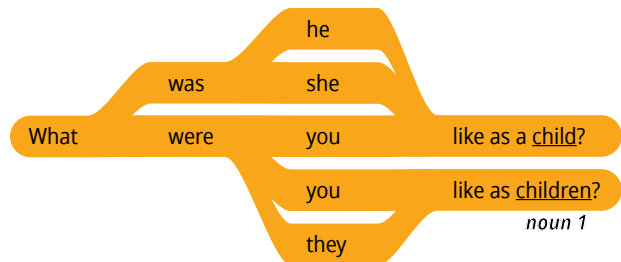
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

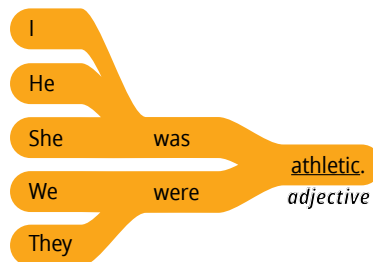
Q: What were you like as a (*noun 1*)?

A: I was (*adjective*).

### Questions



### Answers



### Examples

Q: What were you like as a child?

A: I was athletic.

Q: What was she like as a teenager?

A: She was talkative.

Q: What were they like as children?

A: They were wild.





## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try learning more about the patterns in this lesson. Consider using grammar books or websites.

Q: Did you have a (*noun 2*)?

A: Yes, I had a (*noun 2*), but I wanted a (*noun 2*).

### Questions

Did you have a bike?  
bikes?  
*noun 2*

### Answers

Yes, we had a bike, but we wanted a scooter.  
 No, we didn't have bikes, but we wanted a scooter.  
*noun 2* *noun 2*

### Examples

Q: Did you have a bike?

A: Yes, I had a bike, but I wanted a moped.

Q: Did she have chickens?

A: Yes, she had three chickens.

Q: Did they have a house?

A: No, they didn't have a house, but they wanted a house.





## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.

## Conversation Group

### Discuss the Principle of Learning: Counsel with the Lord

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

Look at the pictures. Ask and answer questions about Itzak and Marta. Talk about what they were like as children, teenagers, and young adults. Talk about what they had. Be creative! Take turns.



## New Vocabulary

boat

### Example: Itzak

A: What was Itzak like as a child?

B: He was shy.

A: Did he have a bike?

B: Yes, he had a bike, but he wanted a moped.

### Itzak



Image 1



Image 3



### Marta



Image 1



Image 2



Image 3





### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

#### Part 1

Ask and answer questions about what you were like as a child, teenager, and young adult. Talk about what you had. Say as much as you can. Take turns.

#### Example

A: What were you like as a teenager?

B: I was wild!

A: Did you have a moped?

B: Yes, I had a moped, but I wanted a boat.

A: Did you have kind teachers or mean teachers?

B: I had kind teachers.

#### Part 2

Choose three family members. Ask and answer questions about what they were like as children, teenagers, and young adults. Talk about what they had. Say as much as you can. Take turns.

#### New Vocabulary

car	
disobedient	
outgoing	

#### Example

A: What was your brother like as a teenager?

B: My brother was funny, outgoing, and disobedient.

A: Did he have long hair or short hair?

B: He had long hair.

A: Did he have a car?

B: No, he had a bike, but he wanted a car.



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask what others were like in the past.



- Talk about what I and others were like in the past.



- Ask what others had in the past.



- Talk about what I and others had in the past.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“We can pray to our Heavenly Father and receive guidance and direction, . . . and be enabled to accomplish things we simply could not do on our own. . . .

Pray . . . and then listen! Write the thoughts that come to your mind. Record your feelings and follow through with actions that you are prompted to take” (Russell M. Nelson, “Revelation for the Church, Revelation for Our Lives,” *Ensign* or *Liahona*, May 2018, 94–95).





## UNIT 2: CONCLUSION

# Asking for Help

Great work on the lessons in unit 2! You have learned how to make requests and respond to others' requests. You can also talk about your life in greater detail, including your feelings and emotions, where you live, and what you were like in the past. Those are valuable skills! Continue to seek God's help as you improve these skills, and He will bless your efforts.

### Evaluate

#### Evaluate Your Progress

Take a moment to reflect and celebrate all that you have accomplished.

I can:

- Express my feelings and emotions.



- Make requests.



- Describe where I live.



- Talk about my past.



To further track your progress, go to [englishconnect.org/assessments](https://englishconnect.org/assessments) and complete the optional assessment for this unit.

#### Evaluate Your Efforts

Review your efforts for this unit in the "Personal Study Tracker." Are you making progress toward your purpose? What can you do differently to achieve your goals?

Continue practicing English daily as you prepare for EnglishConnect 3.

To learn more about how EnglishConnect can expand your opportunities, visit [englishconnect.org](https://englishconnect.org).





### UNIT 3: INTRODUCTION

## Talking about My Routines

### Objectives

I will learn to:

- Describe my routines.
- Describe past experiences.
- Apply principles of learning by study and by faith.

### Lessons

Lesson 10: Daily Routines

Lesson 11: Daily and Weekly Routines

Lesson 12: Past Experiences

Lesson 13: Past Experiences









## LESSON 10

# Daily Routines

OBJECTIVE: I WILL LEARN TO DESCRIBE DAILY AND WEEKLY ROUTINES.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: You Are a Child of God

*I am a child of God with eternal potential and purpose.*

You are a daughter or son of God. He has so much He wants to help you learn. He wants to help you reach your eternal potential. Sometimes this can seem impossible. In the Bible, we read about a young woman named Mary. An angel appeared to her and told her she would be the mother of Jesus Christ, the Savior of everyone. She would raise the Son of God on earth as her own son. Perhaps Mary felt overwhelmed with what Heavenly Father wanted her to do and to become, but the angel told her:

“For with God nothing shall be impossible”  
(Luke 1:37).

With God, the impossible becomes possible. Mary became mother to the Son of God. Like Mary, God wants to help you reach your potential and fulfill your purpose in life. Pray to Him and ask Him what He wants you to do. Follow the thoughts and feelings you receive from His Spirit. He will

guide you. Perhaps you need to learn English to be able to get an education or provide for your family. Remember that “with God nothing shall be impossible.” With God, you can learn English. With God, you can reach your eternal potential.



### Ponder

- What do you feel God wants you to do?
- When God invites you to do things that you think are impossible, how can you choose to act in faith?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Send a message to a friend from your EnglishConnect group using the new words.

every	
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### Time

day	
week	
weekend	

morning	
afternoon	
evening	

month	
-------	--

### Verbs

clean the <u>house</u>	
do laundry	
eat <u>breakfast</u>	
get dressed	
get up	
go dancing	
go shopping	
take a shower	
watch <u>videos</u>	

### Adverbs

always	
usually	
sometimes	
never	

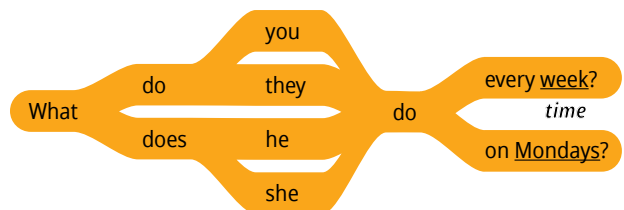
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

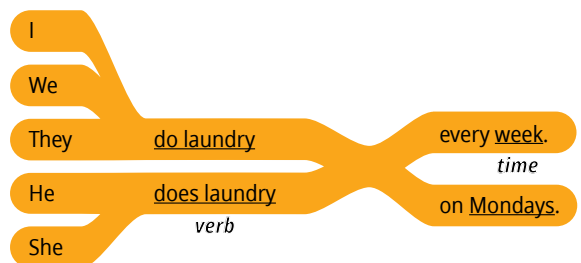
Q: What do you do every (time)?

A: I (verb) every (time).

### Questions



### Answers



### Examples

Q: What do you do every week?

A: I do laundry every week.

Q: What do you do every morning?

A: I get up and I take a shower.

Q: What do they do on weekends?

A: They go dancing on weekends.





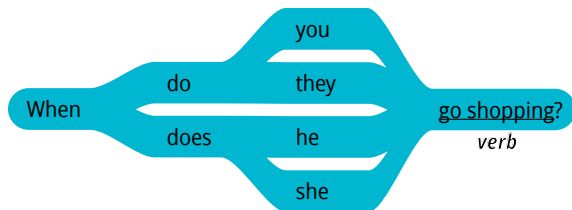
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try using the patterns in a conversation with a friend. You could talk or send messages.

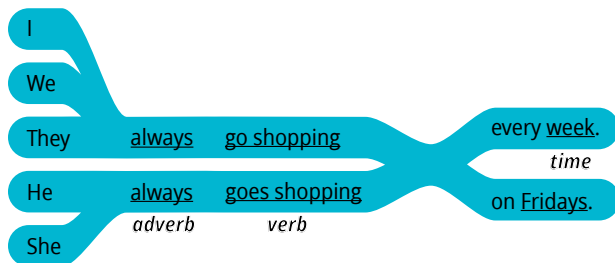
Q: When do you (*verb*)?

A: I (*adverb*) (*verb*) every (*time*).

### Questions



### Answers



### Examples

Q: When do you go shopping?

A: I always go shopping every week.

Q: When do they clean the house?

A: They sometimes clean the house on Fridays.

Q: When does she watch videos?

A: She never watches videos.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: You Are a Child of God

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### ① Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### ② Activity 2: Create Your Own Sentences (10–15 MINUTES)

Look at the schedules. Ask and answer questions about what Sara and Daniel do. Take turns.

#### New Vocabulary

go to school	
play computer games	
work	

#### Examples

A: What does Sara do  
on Fridays?

B: She goes dancing  
on Fridays.

A: When does Daniel  
watch shows?

B: He watches shows on  
Monday, Wednesday,  
and Friday evenings.

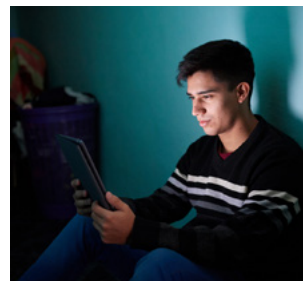




Chart 1:  
Sara's Schedule

WEEKLY *Sara's Schedule*

	MORNING	AFTERNOON	EVENING
MON	WORK	SHOPPING	PLAY COMPUTER GAMES
TUE	WORK	SHOPPING	SCHOOL
WED	WORK	SHOPPING	LAUNDRY
THU	WORK	SHOPPING	SCHOOL
FRI	WORK	SHOPPING	DANCING
SAT	CLEAN THE HOUSE	SHOPPING	LAUNDRY
SUN			

Chart 2:  
Daniel's Schedule

WEEKLY *Daniel's Schedule*

	MORNING	AFTERNOON	EVENING
MON	SCHOOL	SHOPPING	WATCH SHOWS
TUE	SCHOOL		CLEAN THE HOUSE
WED	SCHOOL	SHOPPING	WATCH SHOWS
THU	SCHOOL		EXERCISE
FRI	SCHOOL	SHOPPING	WATCH SHOWS
SAT	LAUNDRY		EXERCISE
SUN			

### 3 Activity 3: Create Your Own Conversations (15-20 MINUTES)

Ask and answer questions about your routines. Say as much as you can. Take turns.

#### New Vocabulary

exercise

play games

#### Example

A: What do you do every evening?

B: I play games and take a shower every evening.

A: What do you do on Thursdays?

B: I exercise on Thursdays.

A: When do you do laundry?

B: I usually do laundry on Saturdays.



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask about others' routines.



- Talk about my and others' routines.



### Evaluate Your Efforts

Use the "Personal Study Tracker" in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

"Learn for yourselves who you really are. Ask your Heavenly Father, in the name of Jesus Christ, how He feels about you and your mission here on earth. If you ask with real intent, over time the Spirit will whisper the life-changing truth to you. Record those impressions and review them often, and follow through with exactness.

"I promise you that when you begin to catch even a glimpse of how your Heavenly Father sees you and what He is counting on you to do for Him, your life will never be the same!"  
(Russell M. Nelson, *Facebook*, Sept. 10, 2019, [facebook.com/russell.m.nelson](https://facebook.com/russell.m.nelson)).





## LESSON 11

# Daily and Weekly Routines

OBJECTIVE: I WILL LEARN TO TALK ABOUT WHAT SOMEONE DID IN THE PAST.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Exercise Faith in Jesus Christ

*Jesus Christ can help me do all things as I exercise faith in Him.*

Nephi was a prophet in the Book of Mormon. When he was younger, Nephi and his brothers were commanded to get a sacred book. This book was important because it taught about God's plan and the role of Jesus Christ. The book was owned by a wicked man named Laban. Nephi and his brothers tried asking for it. Laban said no. Nephi and his brothers tried to buy it. Laban said no and stole all their money. After failing twice, Nephi's brothers were mad and wanted to quit.

Nephi encouraged his brothers by saying, "Let us go up again unto Jerusalem, and let us be faithful in keeping the commandments of the Lord; for behold he is mightier than all the earth" (1 Nephi 4:1).

Nephi's trust in God helped him try a third time. This time, with God's help, he was successful in getting the sacred book. Nephi's experience teaches us that trying and sometimes failing are part of doing something difficult. Learning a new language

is difficult and takes hundreds of hours. Maybe you have tried to learn English before, and it didn't go well. Maybe you missed your weekly meeting or forgot to study. Try again when you fail. As you exercise faith in Jesus Christ, He can turn failure into success.



### Ponder

- How can we be like Nephi and keep trying when we fail?
- How can our faith in Jesus Christ help us learn from our failures?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try using words from the “Memorize Vocabulary” section in your daily practice.

do/did	
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### Verbs Present/Verbs Past

clean/cleaned my <u>house</u>	
-------------------------------	--

cook/cooked <u>dinner</u>	
---------------------------	--

eat/ate <u>dessert</u>	
------------------------	--

exercise/exercised	
--------------------	--

go/went to <u>work</u>	
------------------------	--

make/made bread	
-----------------	--

play/played <u>soccer</u>	
---------------------------	--

read/read a <u>newspaper</u>	
------------------------------	--

stay/stayed home	
------------------	--

study/studied	
---------------	--

visit/visited my <u>family</u>	
--------------------------------	--

watch/watched a <u>movie</u>	
------------------------------	--

work/worked	
-------------	--

### Time

a week ago	
------------	--

during the weekend	
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last <u>Monday</u>	
--------------------	--

last week	
-----------	--

yesterday	
-----------	--

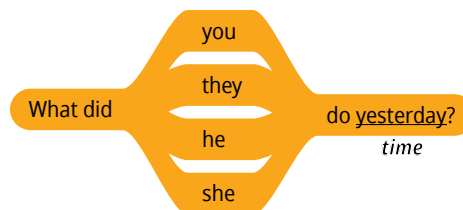
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

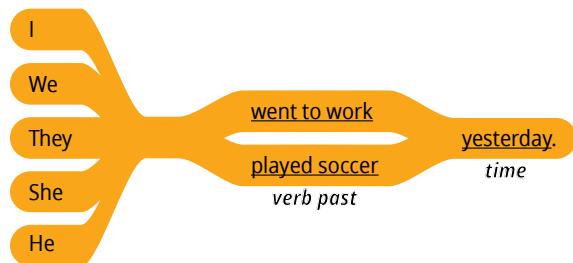
Q: What did you do (time)?

A: I (verb past) (time).

### Questions



### Answers



### Examples

Q: What did you do yesterday?

A: I went to work yesterday.

Q: What did he do during the weekend?

A: He played soccer during the weekend.





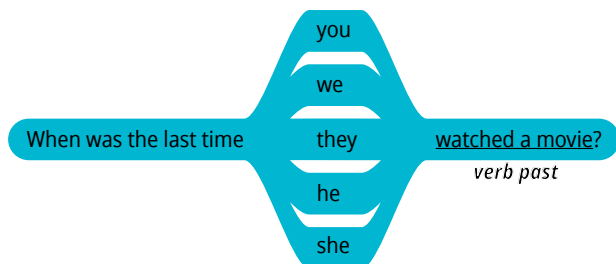
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try understanding the rules in the patterns. Think about how English is similar to or different from your language.

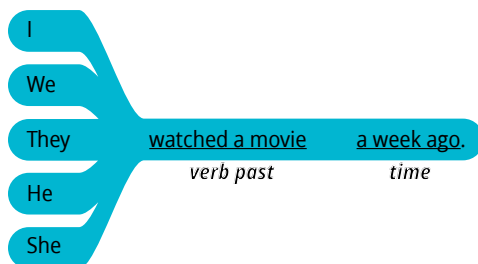
Q: When was the last time you (*verb past*)?

A: I (*verb past*) (*time*).

### Questions



### Answers



### Examples

Q: When was the last time you watched a movie?

A: I watched a movie a week ago.

Q: When was the last time he ate dessert?

A: He ate dessert yesterday.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Exercise Faith in Jesus Christ

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### ① Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### ② Activity 2: Create Your Own Sentences (10–15 MINUTES)

#### Part 1

Look at the pictures. Ask and answer questions about Robyn's life. Take turns.

#### Example: Saturday

A: What did Robyn do  
on Saturday?

B: She read the  
newspaper.



Image 1: last year



Image 2: last week



Image 3: during  
the weekend



Image 4: yesterday





## Part 2

Look at the pictures in part 1. Ask and answer questions about when you did each activity. Take turns.

### Example

A: When was the last time you read the newspaper?

B: I read the newspaper a week ago.

## 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions about what you did. Talk about each time on the list below. Say as much as you can. Take turns.

### Example

A: What did you do yesterday?

B: I ate dessert yesterday.

### Times

- yesterday
- during the weekend
- a week ago
- a month ago
- a year ago
- last night
- last Monday
- last Friday

## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask what others did in the past.



- Talk about what I and others did in the past.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“Because of Jesus Christ, our failures do not have to define us. They can refine us” (Dieter F. Uchtdorf, “God among Us,” *Liahona*, May 2021, 9).









## LESSON 12

# Past Experiences

OBJECTIVE: I WILL LEARN TO ASK AND ANSWER QUESTIONS ABOUT WHERE SOMEONE WAS.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Take Responsibility

*I have the power to choose, and I am responsible for my own learning.*

You are an agent; you have the power to act for yourself. Often our tendency is to wait for leaders, teachers, or others to tell us what to do. We want them to give us step-by-step instructions. God wants us to understand that as His children, we have the power within us to make good choices and to move forward.

He explains that His children “should be anxiously engaged in a good cause, and do many things of their own free will, and bring to pass much righteousness; For the power is in them, wherein they are agents unto themselves. And inasmuch as men do good they shall in nowise lose their reward” (Doctrine and Covenants 58:27–28).

The power is in you. You can take responsibility for your learning. If the teacher is sick and can’t come, you can choose to practice with other learners. If

you don’t understand something, you can ask for help. If you need ideas for how to study better, you can ask other learners in your group what works for them. You have the power to choose and act. With God, you decide what you will learn and become.



### Ponder

- What do you believe is your responsibility as a learner?
- What can you do to take responsibility for your own learning?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try creating flashcards to help you memorize new words. You can use paper or an app.

### Times

at <u>10:00 p.m.</u>	
last <u>night</u>	
on <u>Monday</u>	
<u>two days</u> ago	
yesterday <u>morning</u>	

### Nouns

home	
school	
the <u>store</u>	
work	

### Verbs Present/Verbs Past

arrive/arrived <u>late</u>	
call/called <u>my friend</u>	
message/messed <u>my friend</u>	
miss/missed <u>class</u>	
need/needed <u>bread</u>	
shop/shopped	
want/wanted to <u>play soccer</u>	
feel/felt <u>sick</u>	
leave/left <u>the party</u>	
take/took a nap	
take/took the <u>bus</u>	

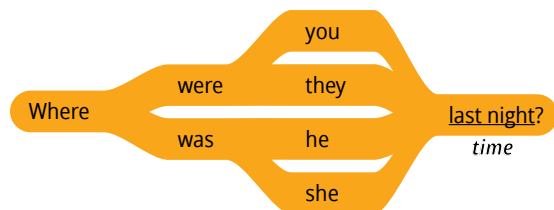
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

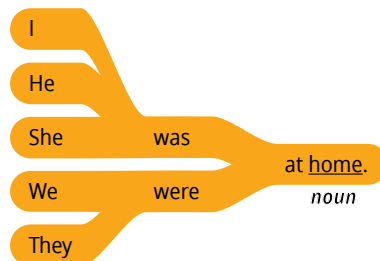
Q: Where were you (time)?

A: I was at (noun).

### Questions



### Answers



### Examples

Q: Where were you last night?

A: I was at home.

Q: Where was she on Tuesday?

A: She was at school.

Q: Where were you at 10:00 a.m.?

A: We were at work.





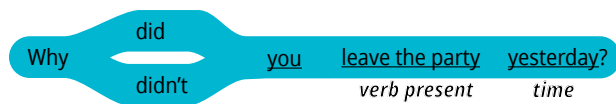
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try noticing these patterns during your daily practice.

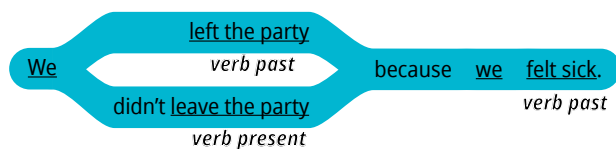
Q: Why did you (*verb present*) (*time*)?

A: We (*verb past*) because we (*verb past*).

### Questions



### Answers



### Examples

Q: Why did you leave the party last night?

A: I left the party because I felt sick.

Q: Why didn't she message me yesterday?

A: She didn't message you because she was tired.

Q: Why did they go to the store?

A: They went to the store because they needed bread.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Take Responsibility

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

#### Part 1

Look at the pictures. Ask and answer questions about what Raul and Janet did yesterday. Take turns.

Example: Raul, 1:00 p.m.

A: Where was Raul  
yesterday at  
1:00 p.m.?

B: He was at the park.

A: Why did Raul go to  
the park?

B: Because he wanted  
to play soccer.

Raul



Image 1: 5:00 p.m.



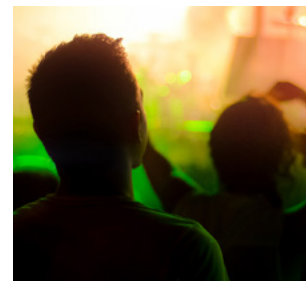
Image 2: 7:00 p.m.



Image 3: 9:00 p.m.



Image 4: 10:00 p.m.





Janet

Image 1: 11:00 a.m.



Image 2: 2:00 p.m.



Image 3: 4:00 p.m.



Image 4: 8:00 p.m.



## Part 2

Ask and answer questions about what you did yesterday at 11:00 a.m., 1:00 p.m., 4:00 p.m., 7:00 p.m., and 10:00 p.m. Talk about where you were and why. Say as much as you can. Take turns.

### New Vocabulary

Why were you at home?

A: Where were you yesterday at 11:00 a.m.?

B: I was at home.

A: Why were you at home at 11:00 a.m.?

B: Because I didn't have any plans.

A: Where were you yesterday at 10:00 p.m.?

B: I was at home.

A: Why were you at home?

B: Because I went to bed.

## 3 Activity 3: Create Your Own Conversations (15–20 MINUTES)

Ask and answer questions about activities you did recently. Talk about where you were and why you did those activities. Say as much as you can. Take turns.

### Example

A: Where were you last Wednesday?

B: I was at the park.

A: Why were you at the park?

B: Because I wanted to play basketball.

A: Where were you yesterday?

B: I was at home.

A: Why were you at home?

B: I was at home because I felt sick.



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask where others were and why they did things in the past.



- Talk about where I and others were and why we did things in the past.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“The power to choose is within each of us, and nothing can take it from us. We have the power to choose our course in life” (Harold C. Brown, “The Marvelous Gift of Choice,” *Ensign*, Dec. 2001, 49).





## LESSON 13

# Past Experiences

OBJECTIVE: I WILL LEARN TO NARRATE ABOUT PAST EXPERIENCES.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Love and Teach One Another

*I can learn from the Spirit as I love, teach, and learn with others.*

God has great things He wants to teach us. He can increase our capacity to learn truth through His Spirit. We invite the Spirit when we love and listen to each other. God teaches us what it feels like when we are learning by the Spirit:

“He that receiveth the word by the Spirit of truth receiveth it as it is preached by the Spirit of truth[.] Wherefore, he that preacheth and he that receiveth, understand one another, and both are edified and rejoice together” (Doctrine and Covenants 50:21–22).

We can know God is teaching us when we feel the Spirit and feel edified. The Spirit brings feelings of love, joy, and peace. Each of us can help create an environment where the Spirit can teach. As we seek to learn by the Spirit, God can help us understand

one another and feel joy together. As you learn with your EnglishConnect group, notice when you are learning by the Spirit. Seek to have the Spirit more often.



### Ponder

- When have you felt edified by your experiences in EnglishConnect?
- What can you do to create an environment of learning by the Spirit?



## Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try using the words. Have a conversation with someone who knows English or send a message to a friend from your EnglishConnect group using the new words.

husband	
wife	
spouse	
When did you . . . ?	
What happened?	

### Verbs Present/Verbs Past

become/became <u>parents</u>	
begin/began a <u>job</u>	
finish/finished <u>high school</u>	
get/got a new job	
get/got married	
go/went to <u>school</u>	
graduate/graduated	
have/had a baby	
have/had a <u>challenging</u> experience	
lose/lost a job	
meet/met a <u>friend</u>	
move/moved	
quit/quit my job	
save/saved money	
start/started a <u>business</u>	
travel/traveled to <u>New York</u>	
turn <u>18</u> /turned <u>18</u> *	

\*Note: Use *turn* or *turned* to talk about age.

See lesson 11 and lesson 12 for more past-tense verbs.



## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions.  
You can replace the underlined words with words in the “Memorize Vocabulary” section.

Q: When did you (*verb present*)?

A: We (*verb past*) when we (*verb past*).

### Questions

When did     you     get married?  
*verb present*

### Answers

We   got married     when     we   finished university.  
*verb past*                      before                      *verb past*  
   after

### Examples

Q: When did you get married?

A: We got married after we finished university.

Q: When did she meet her husband?

A: She met her husband when she was in  
high school.

Q: When did he finish school?

A: He finished school before he turned 18.





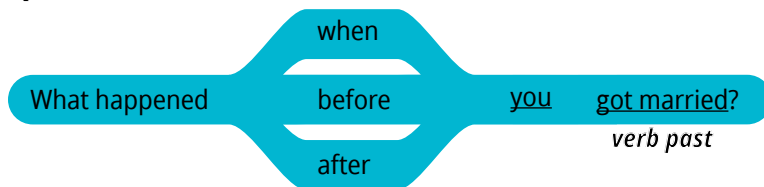
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions.  
Try doing conversation group activities 1 and 2 before your group meets.

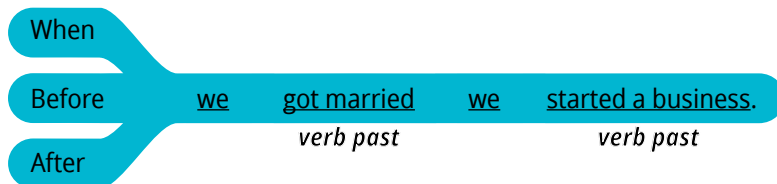
Q: What happened when you (*verb past*)?

A: When we (*verb past*), we (*verb past*).

### Questions



### Answers



### Examples

Q: What happened when you got married?

A: When we got married, we started a new job.

Q: What happened after he graduated?

A: After he graduated, he got a new job.

Q: What happened after they moved?

A: After they moved, they became parents.





## **E** Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### **Additional Activities**

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](https://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### **Act in Faith to Practice English Daily**

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Love and Teach One Another

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### ① Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### ② Activity 2: Create Your Own Sentences (10–15 MINUTES)

Look at the pictures. Ask and answer questions about each person's experiences. Be creative! Take turns.

#### New Vocabulary

buy/bought a car

go/went to the beach

university

#### Example: Sara

Image 1: graduate



Image 2: buy a  
new car



A: When did Sara buy a new car?

B: She bought a new car after she graduated from university.

#### Carlos

Image 1: get a  
new job



Image 2: move to a  
different apartment





**Lee****Image 1: turn 20****Image 2: travel to another country**

### ③ Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions about important events in your life. You can talk about the important events on the list or think of other events. Say as much as you can. Take turns.

**New Vocabulary**

rent/rented an <u>apartment</u>	
What did you do then?	

**Ji Ah****Image 1: turn 26****Image 2: have a baby****Example 1**

A: When did you finish school?

B: I finished school when I was 19.

A: When did you get your first job?

B: I got my first job after I finished school.

A: What happened when you started your job?

B: When I started my job, I met an important friend.

A: What did you do then?

B: We got married!

**Example 2**

A: When I turned 20, I had a challenging experience.

B: What happened?

A: After I got married, we rented a new apartment. Then after we rented a new apartment, I lost my job.

B: Oh wow. That is challenging. What happened after you lost your job?

A: After I lost my job, I started a business.

B: What did you do then?

A: After I started a business, we saved money and then we bought a house.

**Li Family****Image 1: move to a new city****Image 2: go to the beach**



### Important Events List

- Started school
- Finished school
- Began a job
- Met an important person
- Got married
- Had a child
- Moved to a new city
- Went on a trip
- Had a challenging experience

### Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

#### Evaluate Your Progress

I can:

- Talk about my past experiences.



- Ask and answer questions about others' past experiences.



#### Evaluate Your Efforts

Use the "Personal Study Tracker" in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

### Act in Faith to Practice English Daily

"My experience has been that the Spirit most often communicates as a feeling. You feel it in words that are familiar to you, that make sense to you, that prompt you" (Ronald A. Rasband, "Let the Holy Spirit Guide," *Ensign* or *Liahona*, May 2017, 94).





### UNIT 3: CONCLUSION

## Talking about My Routines

You have completed unit 3! You can now talk about a wide variety of topics in the present and in the past. Don't be satisfied with what you already know. You have the potential to learn much more. "Ask, and it shall be given unto you; seek, and ye shall find; knock, and it shall be opened unto you" (3 Nephi 14:7).

### Evaluate

#### Evaluate Your Progress

Take a moment to reflect and celebrate all that you have accomplished.

I can:

- Describe my routines.



- Describe past experiences.



To further track your progress, go to [englishconnect.org/assessments](https://englishconnect.org/assessments) and complete the optional assessment for this unit.

#### Evaluate Your Efforts

Review your efforts for this unit in the "Personal Study Tracker." Are you making progress toward your purpose? What can you do differently to achieve your goals?

Continue practicing English daily as you prepare for EnglishConnect 3.

To learn more about how EnglishConnect can expand your opportunities, visit [englishconnect.org](https://englishconnect.org).









#### UNIT 4: INTRODUCTION

## Talking about My Community

### Objectives

I will learn to:

- Describe things for sale.
- Give directions.
- Describe future events.
- Apply principles of learning by study and by faith.

### Lessons

Lesson 14: Shopping for Food

Lesson 15: Comparison Shopping

Lesson 16: In the Community

Lesson 17: In the Community









## LESSON 14

# Shopping for Food

OBJECTIVE: I WILL LEARN TO ASK AND ANSWER QUESTIONS ABOUT THE COST OF FOOD.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: You Are a Child of God

*I am a child of God with eternal potential and purpose.*

You are a daughter or son of a loving Heavenly Father. He will guide you. With His help, you can do more than you could do on your own. In the Book of Mormon, we learn about a young man named Nephi who would become a prophet-leader of his people. God wanted to lead Nephi and his family to a new land. This land was across an ocean, and Nephi had to build a boat. He had never built a boat before. His brothers did not believe he could do it. Nephi looked to God for direction.

Nephi told his brothers, “If [God] . . . has wrought so many miracles among the children of men, how is it that he cannot instruct me, that I should build a ship?” (1 Nephi 17:51).

With God’s help, Nephi and his family built a ship and made the difficult journey across the ocean. Just as God helped Nephi, God wants to help you. You can pray for direction. You can pray to understand

and remember what you are learning. As you pray, pay attention to the thoughts and feelings that come. Then act in faith. You can do more with His help than without.



### Ponder

- How is your journey of learning English like Nephi’s story of building a ship?
- As you learn English, what can you ask God to help you with?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try labeling things in your home to help you remember the English words.

How much is this?	
-------------------	--

### Price

<u>one dollar</u>	
<u>two dollars</u>	

### Nouns 1

bag	
bowl	
box	
bunch	
head	
kilo	
liter	
loaf	
pound	

### Nouns 2

lettuce	
milk	
rice	

### Nouns 3

apple/apples	
carrot/carrots	
mango/mangoes	
tomato/tomatoes	

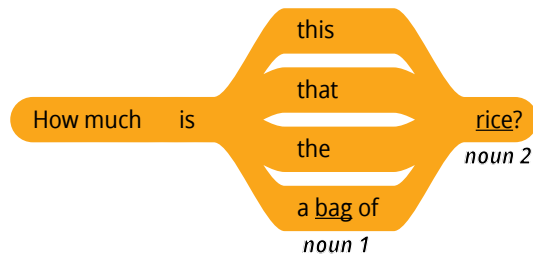
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

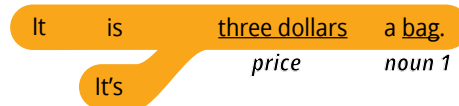
Q: How much is a (noun 1) of (noun 2)?

A: It's (price) a (noun 1).

### Questions



### Answers



Note: Use these patterns with food you don't usually count.

### Examples

Q: How much is a bag of rice?

A: It's three dollars a bag.

Q: How much is the lettuce?

A: It's one dollar a head.

Q: How much is the milk?

A: It's two dollars.





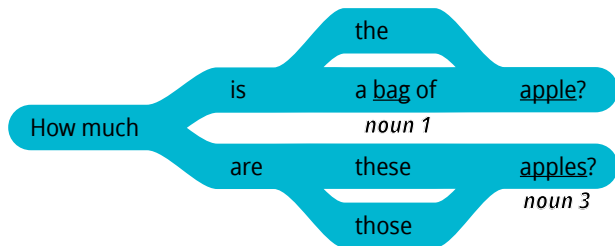
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try noticing these patterns during your daily practice.

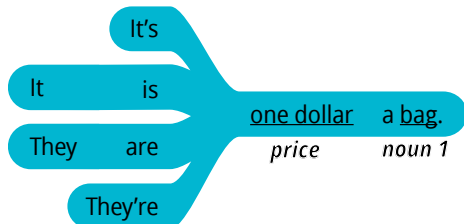
Q: How much are these (*noun 3*)?

A: They're (*price*) a (*noun 1*).

### Questions



### Answers



Note: Use these patterns with food you can count.

### Examples

Q: How much are these tomatoes?

A: They're two dollars a pound.

Q: How much are those carrots?

A: They're three dollars a bunch.

Q: How much is this mango?

A: It's one dollar.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: You Are a Child of God

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### ① Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### ② Activity 2: Create Your Own Sentences (10–15 MINUTES)

Look at the pictures. Ask and answer questions about the price of food where you live. Take turns.

#### New Vocabulary

fish	
flour	
banana/bananas	
egg/eggs	

#### Example

A: How much is  
the milk?

B: It's three dollars  
a liter.



Image 1

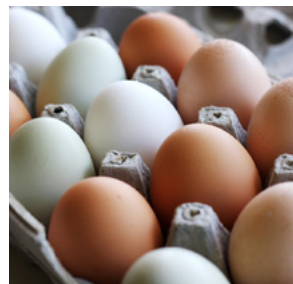


Image 2



Image 3



Image 4





Image 5



Image 1

\_\_\_\_\_ a bag



Image 2

\_\_\_\_\_ a pound



### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Role-play. Partner A is a customer. Partner B sells food at a market. Partner A has 25 dollars to spend. Partner B chooses a price and sells the food. Ask and answer questions about the food in each picture. Switch roles.

#### New Vocabulary

I want <u>two bunches</u> .	
That's <u>two dollars</u> .	
bread	
cheese	
meat	

Image 3

\_\_\_\_\_ a kilo



Image 4

\_\_\_\_\_ a head



#### Example

\_\_\_\_\_ a bunch

A: Excuse me. How much is a bunch of carrots?

B: They're one dollar a bunch.

A: OK. I want two bunches.

B: That's two dollars.



Image 5

\_\_\_\_\_ a loaf





## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Talk about shopping for food.



- Ask how much something costs.



- Say how much something costs.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“The Lord knows you and loves you. . . . He will lead and guide *you* in your personal life if you will *make time for Him* in your life—each and every day” (Russell M. Nelson, “Make Time for the Lord,” *Liahona*, Nov. 2021, 121).





## LESSON 15

# Comparison Shopping

OBJECTIVE: I WILL LEARN TO COMPARE ITEMS.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Exercise Faith in Jesus Christ

*Jesus Christ can help me do all things as I exercise faith in Him.*

The disciples of Jesus Christ were on a boat. The wind was strong, and the waves were high. In the middle of this, they saw Jesus walking toward them on the water. One of His disciples, Peter, asked Jesus if he could walk out to meet Him on the water. Jesus invited Peter to do what seemed impossible.

The Bible tells us what happened next: “And when Peter was come down out of the ship, he walked on the water, to go to Jesus.

“But when he saw the wind boisterous, he was afraid; and beginning to sink, he cried, saying, Lord, save me.

“And immediately Jesus stretched forth his hand, and caught him, and said unto him, O thou of little faith, wherefore didst thou doubt?” (Matthew 14:29–31).

At first, Peter acted in faith, and he miraculously began to walk on water. But when he stopped

looking at Jesus and started looking at the storm, he began to sink. Like Peter, if you focus on your fears, you might want to quit. Instead, you can focus on Jesus. Learning a new language can seem impossible. Trust that Jesus Christ can help you do things that seem impossible.



### Ponder

- What are some ways you can focus your faith on Jesus Christ when you are overwhelmed or discouraged?
- How has your belief in Jesus Christ grown since beginning EnglishConnect?



## **B** Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try applying the words in your life. Think about when and where you could use these words.

than	
which	

### **Nouns**

bike/bikes	
car/cars	
chair/chairs	
phone/phones	
shoe/shoes	

### **Adjectives 1**

big/bigger	
cheap/cheaper	
good/better	
new/newer	
nice/nicer	
old/older	
safe/safer	
small/smaller	
tight/tighter	

### **Adjectives 2**

affordable	
comfortable	
dangerous	
expensive	
high-tech	



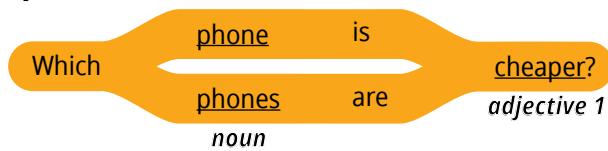
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions.  
You can replace the underlined words with words in the “Memorize Vocabulary” section.

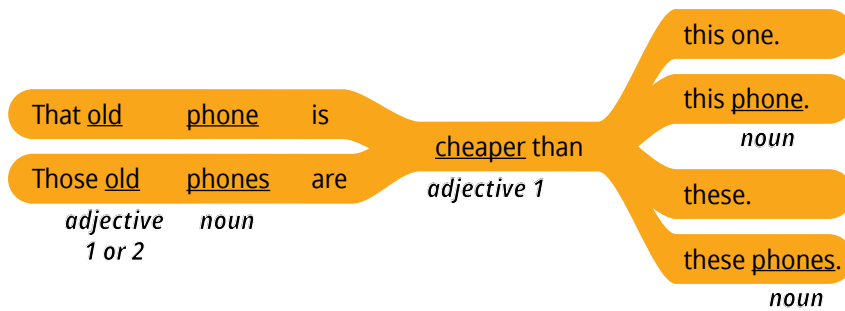
Q: Which (*noun*) is (*adjective 1*)?

A: That (*adjective 1 or 2*) (*noun*) is (*adjective 1*) than this (*noun*).

### Questions



### Answers



### Examples

Q: Which phone is cheaper?

A: That old phone is cheaper than this phone.

Q: Which shoes are bigger?

A: Those shoes are bigger than these shoes.

Q: Which bike is safer?

A: The new bike is safer.





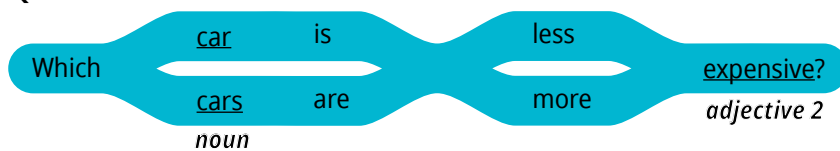
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try saying the patterns aloud. Consider recording yourself. Pay attention to your pronunciation and fluency.

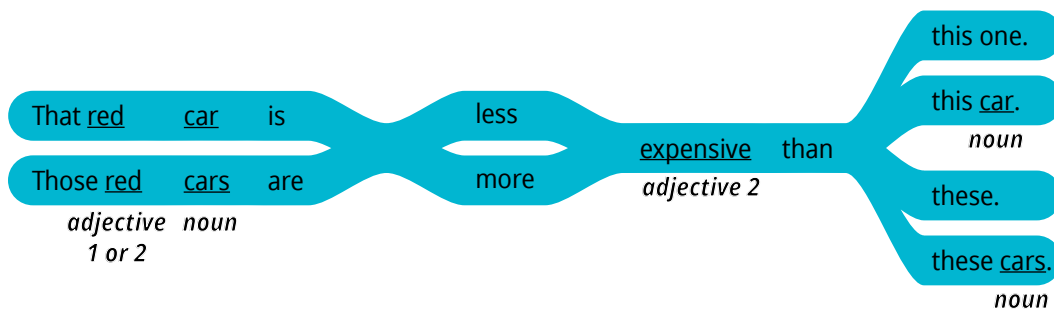
Q: Which (*noun*) is less (*adjective 2*)?

A: That (*adjective 1 or 2*) (*noun*) is less (*adjective 2*) than this (*noun*).

### Questions



### Answers



### Examples

Q: Which car is less expensive?

A: That white car is less expensive than this one.

Q: Which bike is more affordable?

A: That bike is more affordable than this bike.

Q: Which chairs are more comfortable?

A: Those big chairs are more comfortable.





## **E** Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### **Additional Activities**

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### **Act in Faith to Practice English Daily**

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Exercise Faith in Jesus Christ

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

Role-play. Partner A is a customer. Partner B is a salesperson. Look at the pictures. Ask and answer questions about which item is better and why. Switch roles.

#### New Vocabulary

couch	
sewing machine	
TV	
I would like to buy a <u>car</u> .	
Why is that <u>car</u> <u>better</u> ?	

#### Example: Sewing Machine



A: I would like to buy a sewing machine. Which sewing machine is better?

B: The white sewing machine is better than the black sewing machine.

A: Why is that sewing machine better?

B: Because it's newer and more high-tech.



**Image Group 1: couch****Image Group 2: bike****Image Group 3: car****Image Group 4: TV**

### 3 Activity 3: Create Your Own Conversations

(15-20 MINUTES)

Role-play. Partner A is a customer. Partner B is a salesperson. Look at the pictures. Ask and answer at least three questions about the items. Partner A chooses which item to buy and explains why. Be creative! Switch roles.

**New Vocabulary**

piano	
Why is the <u>big bike</u> more <u>expensive</u> than the <u>small bike</u> ?	

**Example: shirt**

A: Which bike is more expensive?

B: The big bike is more expensive than the small bike.

A: Which bike is newer?

B: The small bike is newer.

A: Why is the big bike more expensive than the small bike?

B: The big bike is more expensive because it's bigger.

A: I would like to buy the small bike because it's less expensive and newer than the big bike.



### Image Group 1: car



### Image Group 2: chair



### Image Group 3: shoes



### Image Group 4: piano



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask about items.



- Talk about and compare items.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“Faith in Jesus Christ is the foundation of all belief and the conduit of divine power. . . .

“ . . . It is *our* faith that unlocks the power of God in *our* lives. . . .

“The Lord understands our mortal weakness. We all falter at times. But He also knows of our great potential. . . .

“The Lord does not require *perfect* faith for us to have access to His *perfect* power. But He does ask us to believe” (Russell M. Nelson, “Christ Is Risen; Faith in Him Will Move Mountains,” *Liahona*, May 2021, 102).





## LESSON 16

# In the Community

OBJECTIVE: I WILL LEARN TO DESCRIBE LOCATIONS IN A CITY.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Take Responsibility

*I have the power to choose, and I am responsible for my own learning.*

Jesus Christ shared a story about a rich man who gave some money to three servants. The first two servants used the money wisely and doubled it. The third servant was afraid. He hid the money so he would not lose it. The rich man was disappointed with the third servant but happy with the first two. He told the first two servants:

“Well done thou, good and faithful servant: thou hast been faithful over a few things, I will make thee ruler over many things: enter thou into the joy of thy lord” (Matthew 25:21).

Think about the gifts Heavenly Father has given you. Perhaps you have been given the ability to study well or to be patient with others. You may have great faith or the courage to speak. Take responsibility for these gifts and develop them. Consider how to use them to help others. Also,

you can choose to develop new gifts. You can seek spiritual gifts by exercising faith in God, practicing them, and using them to help others. God will guide you as you seek to develop your gifts.



### Ponder

- What are your gifts?
- How can you use your gifts to learn English?
- How can these gifts help your friends in EnglishConnect?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group.

Do you know where . . . ?	
Is there . . . ?	

### Nouns

airport	
bank	
bookstore	
bus stop	
grocery store	
hospital	
house	
post office	
restaurant	
school	
city	
neighborhood	
town	

### Prepositions

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

## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

Q: Do you know where the (*noun*) is?

A: It is (*preposition*) the (*noun*).

### Questions

Do you know where the hospital is?

Where is the hospital?

Where's

*noun*

### Answers

It is across from the bookstore.

It's

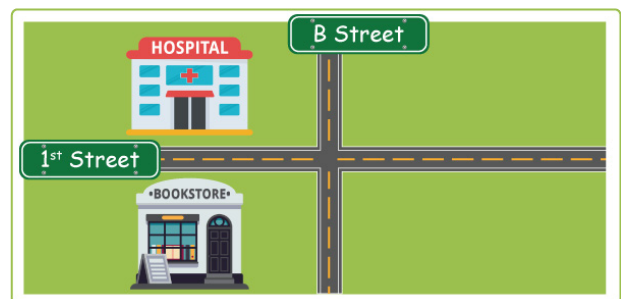
*preposition*

*noun*

### Examples

Q: Do you know where the hospital is?

A: Yes. It is across from the bookstore.



Q: Where is the restaurant?

A: It's next to the bank.

Q: Where's the school?

A: It's between the restaurant and the post office.



## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions.

Try using the patterns in a conversation with a friend. You could talk or send messages.

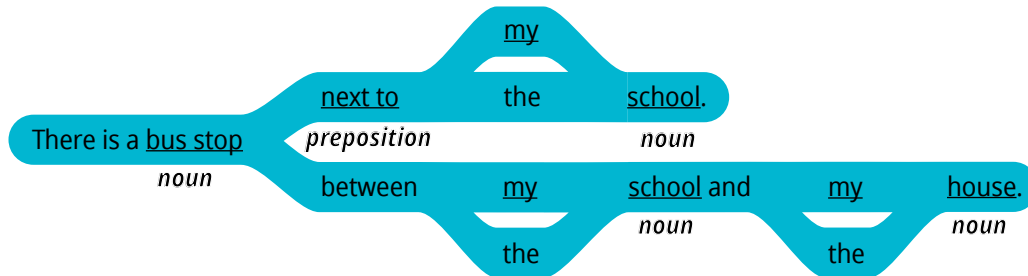
Q: Is there a *(noun)* *(preposition)* your *(noun)*?

A: There is a *(noun)* *(preposition)* my *(noun)*.

### Questions



### Answers



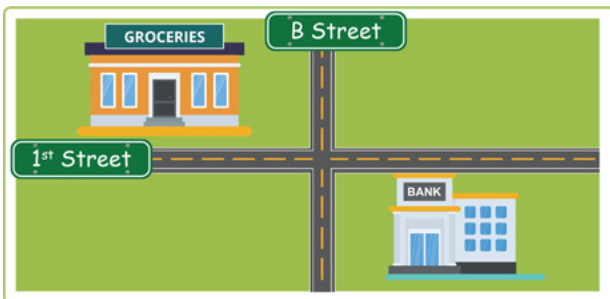
### Examples

Q: Is there a bus stop in your neighborhood?

A: There is a bus stop down the street from my house.

Q: Is there a grocery store in the town?

A: There is a grocery store near the bank.



Q: Is there an airport in your city?

A: No, there isn't an airport in my city.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](https://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.

## Conversation Group

### Discuss the Principle of Learning: Take Responsibility

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.



## 2 Activity 2: Create Your Own Sentences

(10–15 MINUTES)

Choose a place on the map. Do not tell your partner which place you chose. Ask and answer questions to guess the place. Take turns.

### New Vocabulary

bakery	
church	
farm	
park	
train station	



### Example

A: Is it near the school?

B: Yes, it's near the school.

A: Is it far away from the train station?

B: Yes, it's far away from the train station.

A: Is it next to the restaurant?

B: No, it's not next to the restaurant.

A: Is it the grocery store?

B: Yes! It's the grocery store.

## 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions about a city you know. Take turns.

### New Vocabulary

movie theater	
police station	

### Example

A: Is there a movie theater in Curitiba?

B: Yes, there is a movie theater.

A: Where is the movie theater?

B: It's next to the police station.



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask about different locations.



- Talk about where places are.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“God has given each of us one or more special talents. . . . It is up to each of us to search for and build upon the gifts which God has given. We must remember that each of us is made in the image of God, that there are no unimportant persons. Everyone matters to God and to his fellowmen” (Marvin J. Ashton, “There Are Many Gifts,” *Ensign*, Nov. 1987, 20).





## LESSON 17

# In the Community

OBJECTIVE: I WILL LEARN TO DESCRIBE FUTURE EVENTS AND MAKE INVITATIONS.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Press Forward

*With God's help, I can press forward even when I face obstacles.*

We read about a woman named Ruth in the scriptures who had many challenges. Her husband died, and she did not have children. Her mother-in-law, Naomi, planned to return to her country and told Ruth to stay behind, but Ruth replied,

“Wither thou goest, I will go; and where thou lodgest, I will lodge; thy people shall be my people, and thy God, my God. . . . [Naomi] saw that [Ruth] was steadfastly minded to go with her” (Ruth 1:16, 18).

Ruth was determined and faithful. Ruth chose to stay with Naomi and live in a foreign place, far from her family and culture. She chose to be faithful to her new religion. Things were very difficult for Ruth and Naomi. They were very poor and struggled to have enough to eat. Ruth kept moving forward with trust in God, and she took care of Naomi. God saw

her struggle and blessed her efforts. After some time, Ruth married again, had children, and had enough food for her family. You can trust God like Ruth did. You can press forward with faith even when things are difficult.



### Ponder

- How can you relate to Ruth's experiences?
- How can you press forward with hope in God?
- How does this apply to your experience learning English?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group.

What will you do?	
I will . . .	

### Verbs

attend a <u>party</u>	
do a <u>service project</u>	
go to a <u>concert</u>	
play <u>soccer</u>	
run a race	
watch a <u>movie</u>	

### Nouns

celebration	
food	
game	
parade	
party	
church	
park	
stadium	

### Time

at <u>8:00</u>	
in a few <u>days</u>	
in <u>two days</u>	
next <u>week</u>	
on <u>Friday</u>	

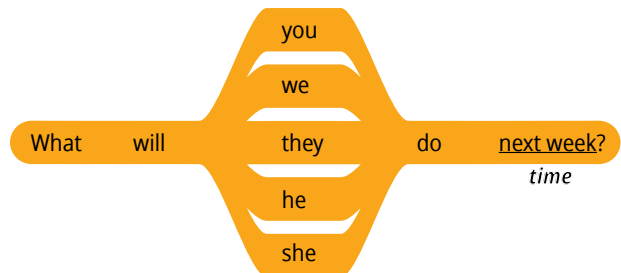
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

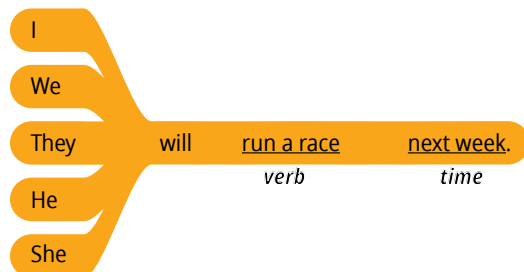
Q: What will you do (time)?

A: I will (verb) (time).

### Questions



### Answers



### Examples

Q: What will you do next week?

A: I will run a race next week.

Q: What will she do at 8:00 p.m.?

A: She will go to a concert at 8:00 p.m.

Q: What will they do in a few days?

A: They will go to a parade.





## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try understanding the rules in the patterns. Think about how English is similar to or different from your language.

Q: When is the (noun)?

A: It will be at (time). There will be (noun).

### Questions

When

Where is

the party?

What will happen at

noun

### Answers

at 8:00.

time

It will be

at the park.

noun

There will be

games.

noun

games and good food.

noun

noun

games, good food, and a band.

noun

noun

noun

### Examples

Q: When is the party?

A: It will be at 8:00 p.m.

Q: Where is the party?

A: It will be at the park.

Q: What will happen at the party?

A: There will be games and good food.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Press Forward

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

Role-play. Partner A asks questions about the event. Partner B answers questions and invites Partner A to the event. Switch roles.

#### New Vocabulary

Do you want to come to  
the concert with me?

How much is it?

#### Example

Event: Concert	
Time: 8:00 p.m.	
Day: Thursday	
Date: September 14	
Cost: \$15	
Location: South Stadium	
Details: A band will play music. There will be a special performance.	

A: What will you do on  
Thursday?

B: I will go to a concert.

A: Where is the concert?

B: It will be at  
South Stadium.

A: When is the concert?

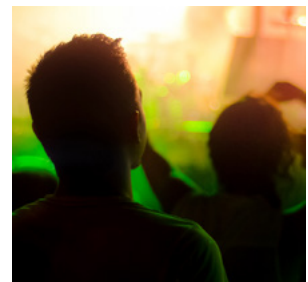
B: It's at 8:00 p.m.

A: What will happen at the concert?

B: There will be a special performance. Do you want  
to come to the concert with me?

A: Yes! How much is it?

B: It's 15 dollars.





**Chart 1**

Event: Soccer Game	
Time: 7:00 p.m.	
Day: Saturday	
Date: June 21	
Cost: \$22	
Location: City Stadium	
Details: Paint your face. There will be prizes for the best face paint. You can buy food and drinks.	

**Chart 2**

Event: Charity Lunch	
Time: 12:00 p.m.	
Day: Friday	
Date: May 4	
Cost: \$50	
Location: City Hall	
Details: There will be a fundraiser. The mayor will speak. There will be lunch.	

**Chart 3**

Event: School Picnic	
Time: 6:00 p.m.	
Day: Monday	
Date: August 20	
Cost: Free	
Location: Lakeview Park	
Details: There will be games. The children will meet their teachers. There will be food.	

### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions about an event. Use an event from the list or an event happening in your life. Say as much as you can. Take turns.

**Example**

A: What will you do next week?

B: I will attend a church event.

A: When is the church event?

B: It is on Tuesday at 6:30 p.m.

A: Where is the church event?

B: It is at the church on Meadow Parkway.

A: What will happen at the church event?

B: There will be a speaker, a piano performance, and food.

**Events List**

birthday party	
church event	
community service project	
dance party	
festival	
fundraiser	
performance	
picnic	
wedding	



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask about future events.



- Talk about future events.



- Make invitations.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“I testify that as we continually strive to overcome our challenges, God will bless us. . . . He will do for us what we are not capable of doing for ourselves” (Ulisses Soares, “Take Up Our Cross,” *Ensign* or *Liahona*, Nov. 2019, 114).





## UNIT 4: CONCLUSION

# Talking about My Community

Look how far you've come! You are more than halfway through EnglishConnect 2. Reflect on how much you've learned. You can talk about events in the past, present, and future. That is amazing! Keep doing your best and partner with God as you continue learning English.

### Evaluate

#### Evaluate Your Progress

Take a moment to reflect and celebrate all that you have accomplished.

I can:

- Describe things for sale.



- Give directions.



- Describe future events.



To further track your progress, go to [englishconnect.org/assessments](http://englishconnect.org/assessments) and complete the optional assessment for this unit.

#### Evaluate Your Efforts

Review your efforts for this unit in the "Personal Study Tracker." Are you making progress toward your purpose? What can you do differently to achieve your goals?

Continue practicing English daily as you prepare for EnglishConnect 3.

To learn more about how EnglishConnect can expand your opportunities, visit [englishconnect.org](http://englishconnect.org).









## UNIT 5: INTRODUCTION

# Describing My Health

### Objectives

I will learn to:

- Describe holiday traditions.
- Describe future events.
- Describe how I feel.
- Give health advice.
- Apply principles of learning by study and by faith.

## Lessons

Lesson 18: Holidays

Lesson 19: Going on Vacation

Lesson 20: Health and Sickness

Lesson 21: Health and Injuries









## LESSON 18

# Holidays

OBJECTIVE: I WILL LEARN TO DESCRIBE HOLIDAY TRADITIONS AND PLANS.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: You Are a Child of God

*I am a child of God with eternal potential and purpose.*

You are a beloved child of God. You have eternal worth and potential. We learn more about this from the Book of Mormon. We read about a time when Jesus Christ was teaching and blessing the people. He took the time to bless each person, one by one. He spent time blessing and teaching their children.

As He blessed the little children, something amazing happened: “[Jesus Christ] did loose their tongues, and they did speak unto their fathers great and marvelous things, . . . and he loosed their tongues that they could utter” (3 Nephi 26:14).

The little children taught the people great and marvelous things. These little children had tremendous potential, and Jesus Christ helped them see their potential. God can help you see your potential. You have so much to give. You have a purpose, and God can show you what is possible when you seek His help. Just as Jesus Christ gave

the children the ability to speak, God can loose your tongue too. He can help you speak. He can help you believe in your eternal potential.



### Ponder

- What helps you believe in your eternal potential?
- What fears are stopping you from believing that you can speak English?
- How can you seek God’s help for courage to overcome your fears and speak more often?



## Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try learning more words that you can use in the patterns.

### Nouns

Christmas	
Diwali	
Easter	
Independence Day	
Lunar New Year	
New Year's Eve	
Ramadan	
Yom Kippur	

### Verbs

give <u>gifts</u>	
go to a <u>party</u>	
go to bed <u>early</u>	
have a <u>big meal</u>	
make a <u>cake</u>	
spend time with <u>family</u>	
stay home	
visit <u>friends</u>	
watch <u>fireworks</u>	

### Adverbs

always	
usually	
sometimes	
never	



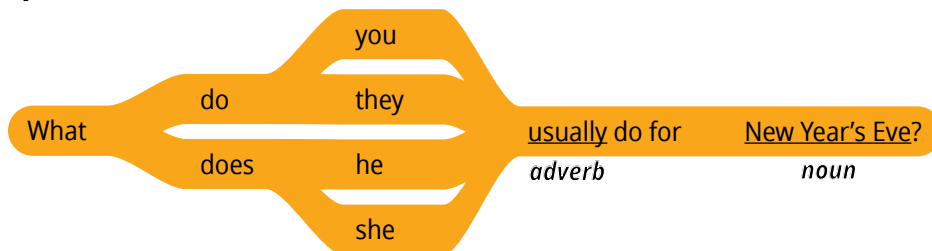
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions.  
You can replace the underlined words with words in the “Memorize Vocabulary” section.

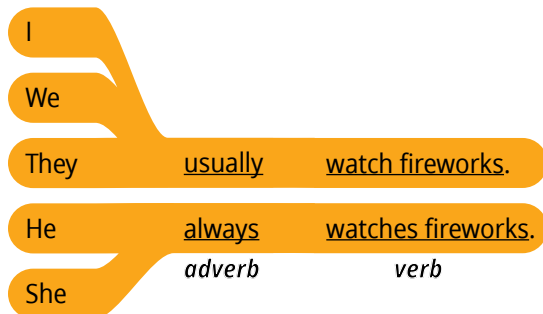
Q: What do you (*adverb*) do for (*noun*)?

A: I (*adverb*) (*verb*).

### Questions



### Answers



### Examples

Q: What do you usually do for New Year's Eve?

A: We usually watch fireworks.

Q: What do you never do for Lunar New Year?

A: I never stay home for Lunar New Year.

Q: What does she do for Easter?

A: She sometimes makes a cake.





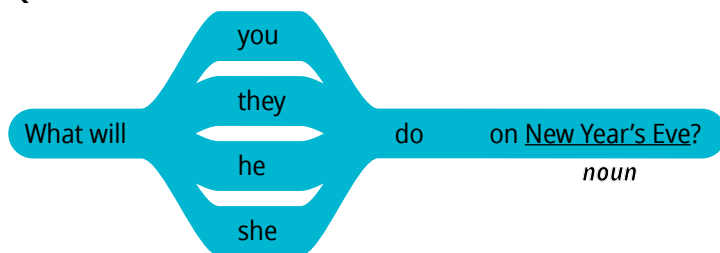
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions.  
Try noticing these patterns during your daily practice.

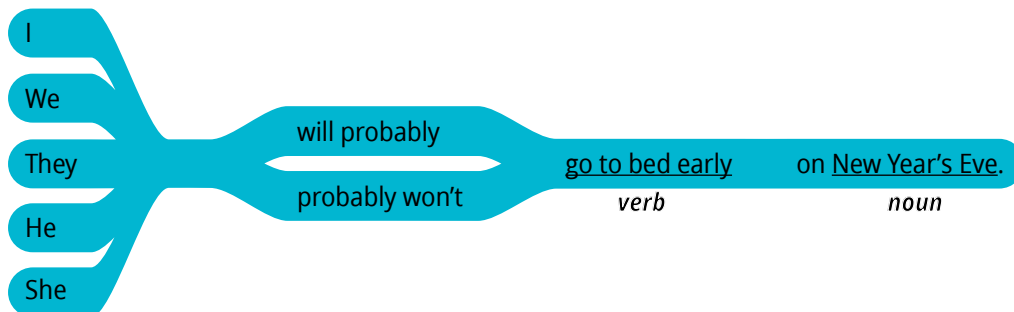
Q: What will you do on (*noun*)?

A: I will probably (*verb*) on (*noun*).

### Questions



### Answers



### Examples

Q: What will you do on New Year's Eve?

A: I will probably go to bed early on New Year's Eve.

Q: What will she do on Christmas?

A: She will visit friends on Christmas.

Q: What will they do on Independence Day?

A: They probably won't go to a party.





## **E** Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### **Additional Activities**

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](https://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### **Act in Faith to Practice English Daily**

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: You Are a Child of God

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

Look at the list of people below and their favorite holidays. Ask and answer questions about what each person does on that holiday and what they will probably do this year. Be creative! Take turns.

#### Example: Adriana: New Year's Eve

A: What does Adriana usually do for New Year's Eve?

B: She usually goes to a party.

A: What else does Adriana do for New Year's Eve?

B: She always goes to bed late.

A: What will she do on New Year's Eve this year?

B: She will probably stay home and play games with her family.



#### People and Holidays

Nora: Independence Day

Jin: Christmas

Mei: Lunar New Year

Avi: Easter



### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions about your plans for upcoming holidays. Say as much as you can. Take turns.

#### New Vocabulary

Do you <u>usually have turkey</u> ?	
Yes, we do.	
No, we don't.	
buy a Christmas tree	

#### Example

A: What will you do on Christmas this year?

B: I will probably visit my family.

A: Will you buy a Christmas tree?

B: No, I probably won't buy a Christmas tree.

A: Will you have a special dinner?

B: Yes, we will probably have a special dinner.

A: Do you usually have turkey?

B: No, we don't. We always make tamales.



#### Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

#### Evaluate Your Progress

I can:

- Talk about what I and others usually do on holidays.



- Talk about what I and others plan to do on a holiday.



#### Evaluate Your Efforts

Use the "Personal Study Tracker" in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

#### Act in Faith to Practice English Daily

"Because we are the spirit children of God, everyone has a divine origin, nature, and potential. Each of us 'is a beloved spirit son or daughter of heavenly parents' ["The Family: A Proclamation to the World," Church of Jesus Christ.org]. This is our identity! This is who we really are!" (M. Russell Ballard, "Hope in Christ," *Liahona*, May 2021, 54).









## LESSON 19

# Going on Vacation

OBJECTIVE: I WILL LEARN TO NARRATE ABOUT VACATION PLANS.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Exercise Faith in Jesus Christ

*Jesus Christ can help me do all things as I exercise faith in Him.*

One day, Jesus Christ was teaching thousands of people in the desert. Jesus and His disciples were worried because the people didn't bring any food. One boy in the group offered five loaves of bread and two fish to share. Many people wondered how only five loaves and two fish could feed all the people. But Jesus thanked God for the food, blessed it, divided it into baskets, and sent his disciples to share it. The Bible says:

"And they did all eat, and were filled: and . . . [there] remained twelve baskets full" (Matthew 14:20).

Everyone ate, and there was extra food. It was a miracle. Similarly, you may feel like you don't have enough time to study English. Follow Jesus's example in this story. Thank God for what time and energy you have and ask Him to bless it. If you give what you can in faith, God can increase your capacity. Even if you have only a little time, perhaps

you can study a few patterns or try to use a few new words each day. God can make your efforts more productive. Having faith in Jesus Christ and following His example can help you do more than you thought was possible.



### Ponder

- How can God help you learn English?
- Think of a time when God helped you do more than you thought was possible. What did you do? What did He do?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group.

How are you going to get there?	
What are you going to do?	
When are you going?	
Where are you going?	
I am going . . . /I'm going . . .	
vacation	

### Nouns 1

beach	
mountains	

### Nouns 2

boat	
bus	
car	
plane	
train	

### Verbs

explore the <u>city</u>	
fish	
go to the <u>zoo</u>	
relax	
visit <u>museums</u>	

### Time

in <u>July</u>	
on <u>August 5th</u>	
at <u>9:00 a.m.</u>	

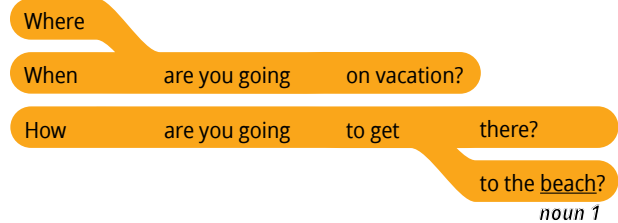
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

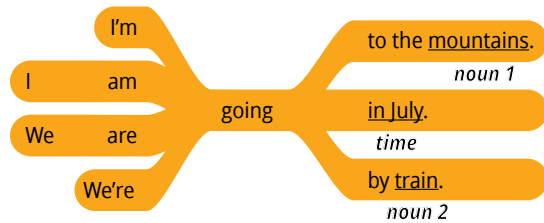
Q: Where are you going on vacation?

A: I'm going to the (noun 1).

### Questions



### Answers



### Examples

Q: Where are you going on vacation?

A: I'm going to the mountains.

Q: When are you going on vacation?

A: I'm going on September 12th.

Q: How are you going to get there?

A: We're going by train.





## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try learning more about the patterns in this lesson. Consider using grammar books or websites.

Q: What will you do?

A: We will (*verb*).

### Questions

What will you do?  
are you going to do?

### Answers

We will *relax.*  
I am going to *verb*  
We are

### Examples

Q: What will you do?

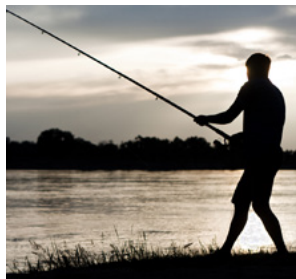
A: We will *relax*.

Q: What are you going to do?

A: I will *visit museums*.

Q: What will you do?

A: We are going to *fish*.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Exercise Faith in Jesus Christ

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

Role-play. You are going on a weekend vacation to the place in each picture. Your partner asks questions about where you are going and when, how you will get there, and what you will do there. Be creative! Switch roles.

#### New Vocabulary

amusement park	
city	
historic site	
lake	

#### Example: amusement park

A: Where are you going on vacation?

B: I'm going to the amusement park.

A: When are you going?

B: I'm going to the amusement park in February.

A: How are you going to get there?

B: I am going by bus.

A: What will you do?

B: I will relax and play games.





Image 1: beach



Image 2: city



Image 3: historic site



Image 4: lake



Image 5: mountains



### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Role-play. Partner B is going on a vacation. Partner A asks questions about the vacation. Partner B answers. Say as much as you can. Be creative! Switch roles.

#### New Vocabulary

swim	
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#### Example

A: Where are you going?

B: I'm going to the lake.

A: When are you going?

B: I'm going in October.

A: Great! How will you get there?

B: I'm going by train.

A: What will you do?

B: On Friday night, I will relax. On Saturday, I will swim and explore the lake.



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask about others' vacations.



- Talk about what I will do on vacation.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“Truly, faith is the power that *enables* the unlikely to accomplish the impossible. Do not minimize the faith you already have” (Russell M. Nelson, “Christ Is Risen; Faith in Him Will Move Mountains,” *Liahona*, May 2021, 104).





## LESSON 20

# Health and Sickness

OBJECTIVE: I WILL LEARN TO DESCRIBE SOMEONE'S HEALTH AND ASK FOR AND GIVE ADVICE.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Love and Teach One Another

*I can learn by the Spirit as I love, teach, and learn with others.*

You are a child of God. He wants to help you grow and progress. He wants to help you develop new abilities and learn many good things. One important way to learn is to teach someone else. When you teach another person, your own understanding can grow. God has given you a wonderful promise:

“And I give unto you a commandment that you shall teach one another the doctrine of the kingdom.

“Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly, . . .

“That ye may be prepared in all things” (Doctrine and Covenants 88:77–78, 80).

When we teach and serve each other, we invite the Spirit to be with us. The Spirit can help us understand better and learn faster. Teaching others is one way that God increases our capacity to learn. Sometimes we are afraid to teach others. Sometimes

we don't think we have anything to offer. But God knows that you have so much good to share with others. When we share what we are learning, we are teaching each other. As you teach others and share your experiences, the Spirit will help you learn even more.



### Ponder

- How can teaching someone else help you increase your learning?
- What are some ways you can help teach and support those in your EnglishConnect group?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try using words from the “Memorize Vocabulary” section in your daily practice.

feel/feeling	
You should . . .	
You shouldn't . . .	

### Adjectives

anxious	
dizzy	
sick	
tired	

### Nouns

cold	
cough	
fever	
flu	
headache	
sore throat	
stomachache	

### Verbs

drink <u>water</u>	
exercise	
go home	
go to the <u>doctor</u>	
put <u>ice</u> on it	
rest	
take some medicine	

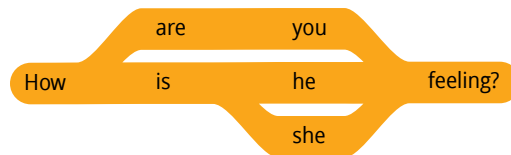
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

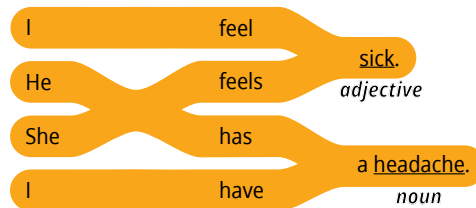
Q: How are you feeling?

A: I feel (*adjective*). I have a (*noun*).

### Questions



### Answers



### Examples

Q: How are you feeling?

A: I feel sick.

Q: How are you feeling?

A: I have a fever.

Q: How is he feeling?

A: He has the flu.





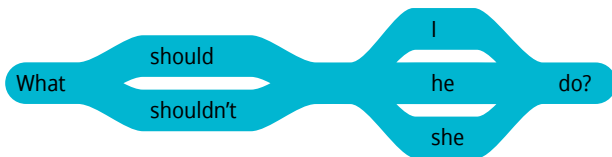
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try doing conversation group activities 1 and 2 before your group meets.

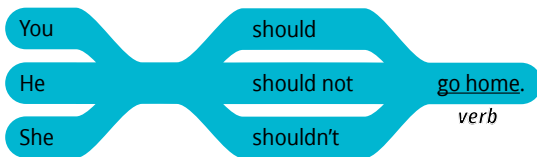
Q: What should I do?

A: You should (verb).

### Questions



### Answers



### Examples

Q: What should I do?

A: You should go to  
the doctor.

Q: What shouldn't  
she do?

A: She shouldn't  
exercise.

Q: What should he do?

A: He should go home and rest.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Love and Teach One Another

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### ① Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### ② Activity 2: Create Your Own Sentences (10–15 MINUTES)

Look at the pictures. Ask and answer questions about each person. Take turns. Switch partners and practice again.

#### New Vocabulary

exhausted	
go to <u>work</u>	
stuffy nose	

#### Example: Andrea “I have a fever.”

A: How is she feeling?

B: She has a fever.

A: What should  
Andrea do?

B: She should take some  
medicine.

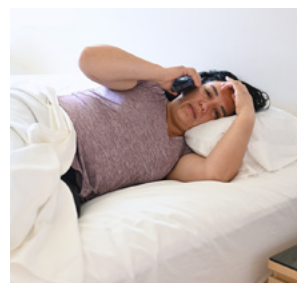
A: What shouldn't Andrea do?

B: She shouldn't go to work.



#### Image 1: Tasha

“I feel sick. I have a  
stuffy nose.”





**Image 2: Becca**  
“I feel exhausted.”



**Image 3: Ramesh**  
“I have a headache.”



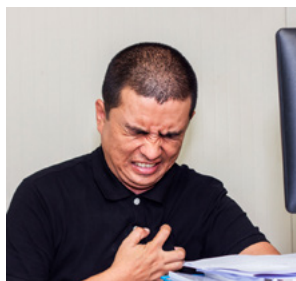
**Image 4: Jean**  
“I have a stomachache.”



**Image 5: Lupe**  
“I feel tired. I don’t want to eat.”



**Image 6: Marcus**  
“I feel anxious. I’m worried about work.”



### 3 Activity 3: Create Your Own Conversations (15–20 MINUTES)

Role-play. Partner B has a health problem. Partner A asks questions and gives advice. Give good advice and bad advice. Switch roles.

#### New Vocabulary

Do you have a <u>fever</u> ?	
I think I <u>ate some bad food</u> .	

#### Example

A: How are you feeling?

B: I feel very sick.

A: Do you have a fever?

B: Yes, and I also have a headache.

A: Do you have a stomachache?

B: Yes, I have a stomachache. I think I ate some bad food. What should I do?

A: OK. You shouldn’t go to work today. You should go to bed and rest. You shouldn’t eat a lot. You should drink a lot of water.



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask how others are feeling.



- Talk about how I and others are feeling.



- Ask for health advice.



- Give health advice.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“If we teach and learn in the manner the Lord has prescribed, he will send his Spirit to edify and enlighten us as we do so” (Dallin H. Oaks, “Teaching and Learning by the Spirit,” *Ensign*, Mar. 1997, 6).





## LESSON 21

# Health and Injuries

OBJECTIVE: I WILL LEARN TO NARRATE ABOUT INJURIES.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Counsel with the Lord

*I improve my learning by counseling with God daily about my efforts.*

Jesus Christ was teaching a group of people when a young man approached Him and asked what he needed to do to progress. The question the young man asked is a question each of us can ask as we counsel with Heavenly Father to improve:

“What lack I yet?” (Matthew 19:20).

You can ask this same question in prayer. We pray to God in the name of His Son, Jesus Christ. With the God’s help, you can identify gaps in your learning and seek to fill them. For example, if you struggle to speak fluently, you can set aside 10 minutes to practice speaking without worrying about mistakes. Or if you make many mistakes, you can set aside 10 minutes to practice speaking slowly and carefully.

Counseling with the Lord can help you understand what small steps you need to take to achieve your goals.



### Ponder

- As you counsel with God, what gaps do you see in your learning?
- What small steps can you take to fill those gaps?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try labeling things in your home to help you remember the English words.

### Nouns

ankle/ankles	
arm/arms	
eye/eyes	
foot/feet	
hand/hands	
head	
knee/knees	
leg/legs	
nose	
shoulder/shoulders	
tooth/teeth	
wrist/wrists	

### Verbs Present/Verbs Past

break/broke	
bruise/bruised	
burn/burned	
cut/cut	
hurt/hurt	
sprain/sprained	

### Time

last <u>week</u>	
<u>three days</u> ago	
yesterday	

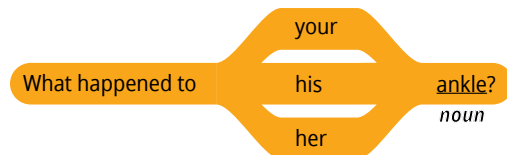
## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

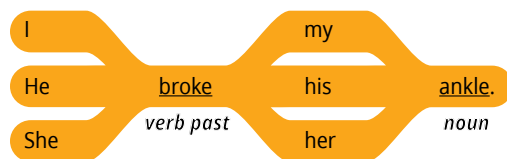
Q: What happened to your (noun)?

A: I (verb past) my (noun).

### Questions



### Answers



### Examples

Q: What happened to your ankle?

A: I broke my ankle.

Q: What happened to his knee?

A: He sprained his knee.





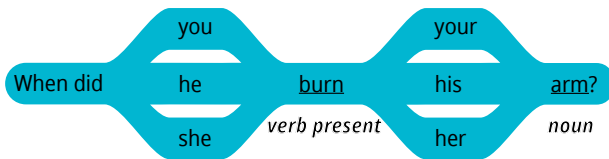
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try noticing these patterns during your daily practice.

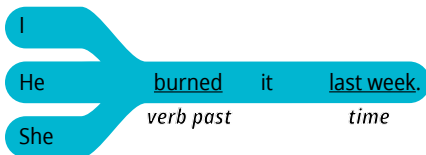
Q: When did you (*verb present*) your (*noun*)?

A: I (*verb past*) it (*time*).

### Questions



### Answers



### Examples

Q: When did you burn your arm?

A: I burned it last week.

Q: When did she hurt her wrist?

A: She hurt it yesterday.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](https://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Counsel with the Lord

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### ① Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### ② Activity 2: Create Your Own Sentences (10–15 MINUTES)

Role-play each injury on the list. Partner B is injured. Partner A is a doctor who asks questions and gives advice. Use patterns and vocabulary from this lesson and lesson 20. Say as much as you can. Switch roles.

#### New Vocabulary

back	
finger/fingers	
What happened?	

#### Example

A: What happened?

B: I hurt my shoulder.

A: When did you hurt  
your shoulder?

B: I hurt it two days  
ago. What should  
I do?

A: You should take medicine and rest.  
You shouldn't exercise.

B: OK. Thank you.



#### List of Injuries

- broken leg
- bruised knee
- burned hand
- cut finger
- hurt back
- sprained ankle



### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Role-play each situation. Partner B is injured. Partner A is a friend who asks questions. Use the vocabulary words in each situation. Use patterns from this lesson and lesson 20. Give good advice and bad advice. Switch roles.

#### Example:

You fell down the stairs.

Vocabulary Words:  
leg, arm

A: What happened  
to your leg and  
your arm?

B: I broke my leg and  
my arm.

A: When did you break them?

B: I broke them last week.

A: What happened?

B: I was walking. I felt dizzy. I fell down the stairs.

A: How are you feeling?

B: I feel exhausted.



#### Situation 1

You got in a car accident.

Vocabulary Words: knee, wrist

#### Situation 2

You got hurt playing soccer.

Vocabulary Words: head, nose

#### Situation 3

You fell off a ladder.

Vocabulary Words: eye, tooth

#### Situation 4

You burned yourself while cooking.

Vocabulary Words: hand, finger

#### Situation 5

You lifted a heavy box.

Vocabulary Words: back, shoulder

#### Situation 6

You fell while running.

Vocabulary Words: foot, ankle

#### Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

#### Evaluate Your Progress

I can:

- Ask about others' injuries.



- Talk about my and others' injuries.



#### Evaluate Your Efforts

Use the "Personal Study Tracker" in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

#### Act in Faith to Practice English Daily

"The Holy Ghost will prompt us to improve and lead us home, but we need to ask the Lord for directions along the way" (Larry R. Lawrence, "What Lack I Yet?," *Ensign* or *Liahona*, Nov. 2015, 33).





## UNIT 5: CONCLUSION

# Describing My Health

Be proud of yourself for completing unit 5! The list of things you can talk about in English continues to grow. Now you can have conversations with others about holidays, future plans, vacations, health, sickness, and injuries. That is fantastic! Continue to seek God's help and press forward to accomplish your goals.

### Evaluate

#### Evaluate Your Progress

Take a moment to reflect and celebrate all that you have accomplished.

I can:

- Describe holiday traditions.



- Describe future events.



- Describe how I feel.



- Give health advice.



To further track your progress, go to [englishconnect.org/assessments](https://englishconnect.org/assessments) and complete the optional assessment for this unit.

#### Evaluate Your Efforts

Review your efforts for this unit in the "Personal Study Tracker." Are you making progress toward your purpose? What can you do differently to achieve your goals?

Continue practicing English daily as you prepare for EnglishConnect 3.

To learn more about how EnglishConnect can expand your opportunities, visit [englishconnect.org](https://englishconnect.org).





## UNIT 6: INTRODUCTION

# Describing Special Occasions

### Objectives

I will learn to:

- Describe future events.
- Describe past events.
- Describe my future goals.
- Apply principles of learning by study and by faith.

## Lessons

Lesson 22: Special Occasions

Lesson 23: Special Occasions

Lesson 24: Goals and Dreams

Lesson 25: Review









## LESSON 22

# Special Occasions

OBJECTIVE: I WILL LEARN TO DESCRIBE AND INVITE OTHERS TO FUTURE CELEBRATIONS.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: You Are a Child of God

*I am a child of God with eternal potential and purpose.*

Consider what you have learned about your identity as a child of God. Think about your relationship with Him. Consider what He has taught you about your purpose and your potential. Reflect on the experiences you have had learning English. How have you felt Him helping you do things you thought were impossible?

Your experience partnering with God to learn has prepared you to help others.

Jesus taught us: “I give unto you to be the light of this people. . . . Therefore let your light so shine before this people, that they may see your good works and glorify your Father who is in heaven” (3 Nephi 12:14, 16).

You have so much light to share. You can be an example of how God can help His children learn and progress. You can share how God helped

you learn English. You can help others learn to partner with God to achieve their potential. You can share with them how you have come to believe the statement “I am a child of God with eternal potential and purpose.”



### Ponder

- How can you be a light to the people around you?
- How can you continue to develop your relationship with Heavenly Father as you learn and grow?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try using the new words in a conversation or in a message to someone who knows English.

It will be . . .	
It's going to be . . .	
won't	

### Nouns

anniversary party	
birthday party	
celebration	
engagement party	
graduation party	
party	
reception	
retirement party	
temple	
wedding	

band	
dancing	
games	
snacks	

church	
park	
restaurant	

### Time

on <u>July 30th</u>	
at <u>7:30 p.m.</u>	

## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

Q: When is the (noun)?

A: It's (time).

### Questions

When	is the <u>reception</u> ?
	<i>noun</i>
What day	will the <u>reception</u> be?
	<i>noun</i>
What time	is the <u>reception</u> going to be?
	<i>noun</i>
Where	

### Answers

It's	<u>on June 13th.</u>
	<i>time</i>
It will be	at the <u>church.</u>
	<i>noun</i>
It's going to be	

### Examples

Q: When is the reception?

A: It's on June 13th.

Q: What day will the wedding be?

A: It's on May 19th.

Q: Where will the wedding be?

A: It will be at the temple.





## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try understanding the rules in the patterns. Think about how English is similar to or different from your language.

Q: Will there be (*noun*) at the (*noun*)?

A: Yes, there will be (*noun*).

### Questions

Will there be snacks at the party?

*noun*                      *noun*

### Answers

Yes, there will be snacks.

No, there won't be snacks.

*noun*

### Examples

Q: Will there be snacks at the reception?

A: Yes, there will be snacks.

Q: Will there be  
a band at the  
retirement party?

A: No, there won't be  
a band.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: You Are a Child of God

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

Role-play. Partner A asks questions about the event. Partner B answers questions and invites partner A to the event. Switch roles.

#### New Vocabulary

Do you want to come to the reception with me?

What time will the reception end?

college president

formal dress

share a memory

#### Example

##### Wedding Reception for Nora and Lex

Time: 6:00 p.m.–12:00  
midnight

Day: Saturday, May 22

Location: Golf Club

Details: There will be dinner, dancing, and fun!



A: When will Nora and Lex's wedding reception be?

B: It will be on May 22nd at 6:00 p.m.

A: What time will the reception end?

B: At midnight.

A: Where is it going to be?

B: It's going to be at the golf club.



A: Will there be dinner at the reception?

B: Yes, there will be dinner. Do you want to come to the reception with me?

A: Yes! Thank you!

### Event 1

#### Birthday Party for Pieter

Time: 7:00–8:00 p.m.

Day: Monday, September 3

Location: West Park

Details: There will be cake, games, and a band.

### Event 2

#### Sam's Graduation

Time: 2:00 p.m.

Day: Sunday, April 12

Location: Central University

Details: Formal dress. The college president will speak. Meet at Sam's house at 4:00 p.m. afterward for a celebration and snacks.

### Event 3

#### 50th Anniversary Party for Jorge and Rosa

Time: 7:00–10:00 p.m.

Day: Friday, August 14

Location: Maria's house

Details: Please don't bring gifts. Everyone will share a memory of the couple. There will be lots of food and dancing.

## 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions to plan a celebration for your EnglishConnect class. Plan as many details as you can. Take turns.

### New Vocabulary

Who will be there?	
guitar	

### Example

A: What day will the celebration be?

B: It's going to be on Friday, August 15th.

A: What time is the celebration going to be?

B: It will be at 8:00 p.m.

A: Where will it be?

B: It will be at my house.

A: Who will be there?

B: The people in our class and their families will be there.

A: Will there be music at the celebration?

B: Yes! There will be music at the celebration. Ana will bring her guitar.





## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Talk about future celebrations.



- Answer questions about future celebrations.



- Invite others to future celebrations.



### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

“Never forget . . . that you really are a child of God who has inherited something of His divine nature, one whom He loves and desires to help and bless” (Gordon B. Hinckley, “You Are a Child of God,” *Ensign* or *Liahona*, May 2003, 119).





## LESSON 23

# Special Occasions

OBJECTIVE: I WILL LEARN TO NARRATE ABOUT PAST EVENTS.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Exercise Faith in Jesus Christ

*Jesus Christ can help me do all things as I exercise faith in Him.*

In the Bible, we learn about a woman who had been sick for many years. She spent all of her money trying to find a cure. She had gone to many doctors, but her illness got worse. Then the woman heard about Jesus. She saw him in a crowd of people. She believed Jesus had the power to heal her. She believed if she could just touch his clothes, she would be healed. She came behind Jesus and touched His clothing. She felt her body heal. Jesus felt power leave His body. When He asked who had touched His clothes, she was afraid to admit it was her at first, but then she confessed it was her.

Jesus said, “Be of good comfort: thy faith hath made thee whole; go in peace” (Luke 8:48).

This woman believed, and she acted in faith. Reaching out to Jesus was a small act, but it

brought His power into her life. You don’t have to be ashamed or afraid to ask God for help. He wants to help you. When you exercise faith, even in small ways, it can bring Jesus Christ’s power into your life.



### Ponder

- How has the Lord strengthened you as you have learned English?
- How can you exercise faith in other parts of your life?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group. Try applying the words in your life. Think about when and where you could use these words.

a fun time

### Nouns

awards ceremony

family reunion

food

graduation

nice speeches

wedding dinner

### Verbs Past

ate food

danced

gave gifts

got together with friends

listened to speeches

shared memories

watched fireworks

### Adjectives

beautiful

boring

exciting

fun

horrible

tiring

weird

## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

Q: How was the (noun)?

A: It was (adjective). I had a (adjective) time.  
There were (noun).

### Questions

How

was the graduation?

did the graduation go?

*noun*

### Answers

It

was

exciting.

*adjective*

I

had

a fun time.

*adjective*

There

was

food.

*noun*

were

nice

speeches.

*adjective    noun*

### Examples

Q: How was the graduation?

A: It was exciting. We had a fun time.  
There were nice speeches.

Q: How did the party go?

A: It was tiring. I had a horrible time. There was a weird band.





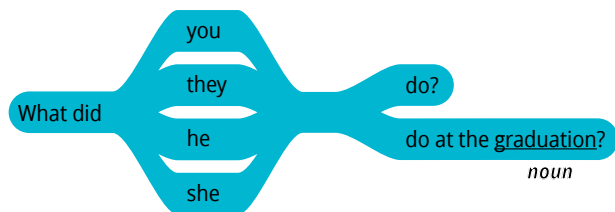
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions. Try using the patterns in a conversation with a friend. You could talk or send messages.

Q: What did you do at the (*noun*)?

A: I (*verb past*).

### Questions



### Answers



### Examples

Q: What did you do at the graduation?

A: We ate food and shared memories.

Q: What did they do at the wedding dinner?

A: They got together with friends.



## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Exercise Faith in Jesus Christ

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.

### 2 Activity 2: Create Your Own Sentences (10–15 MINUTES)

Look at the pictures. Ask and answer questions about each event. Say as much as you can. Take turns. Switch partners and practice again.

#### Example: graduation

A: How was the  
graduation?

B: It was boring.

A: What did you do at  
the graduation?

B: We listened to  
speeches.



Image 1: wedding



Image 2:  
birthday party



Image 3:  
awards ceremony



Image 4:  
retirement party





### 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions about events, celebrations, or special occasions you attended recently. Use vocabulary from this lesson and lesson 22. Say as much as you can. Take turns.

#### Example

A: How was the family reunion?

B: It was fun!

A: What did you do at the family reunion?

B: We shared memories with family members.

A: Who was there?

B: My aunts, uncles, and cousins were there.



#### Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

#### Evaluate Your Progress

I can:

- Ask about past events.



- Talk about past events.



#### Evaluate Your Efforts

Use the “Personal Study Tracker” in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

#### Act in Faith to Practice English Daily

“When the Savior knows you truly want to reach up to Him—when He can feel that the greatest desire of your heart is to draw His power into your life—you will be led by the Holy Ghost to know exactly what you should do [see Doctrine and Covenants 88:63]. When you spiritually stretch beyond anything you have ever done before, then His power will flow into you” (Russell M. Nelson, “Drawing the Power of Jesus Christ into Our Lives,” *Ensign* or *Liahona*, May 2017, 42).









## LESSON 24

# Goals and Dreams

OBJECTIVE: I WILL LEARN TO DESCRIBE FUTURE PLANS AND GOALS.

## Personal Study

Prepare for your conversation group by completing activities A through E.

### **A** Study the Principle of Learning: Press Forward

*With God's help, I can press forward even when I face obstacles.*

The prophet Lehi in the Book of Mormon had a dream that taught us how to press forward. He saw many people walking along a path to a beautiful tree with delicious fruit. The fruit was the love of God. Their journey along the path was difficult because a “mist of darkness” hid the path (1 Nephi 8:23). Fortunately, there was a “rod of iron” they could hold onto to stay on the path (1 Nephi 8:24). The rod of iron is the word of God, which includes the scriptures. Here is what Lehi said about their journey:

“They did press their way forward, continually holding fast to the rod of iron, until they came . . . and partook of the fruit of the tree” (1 Nephi 8:30).

The people made it to the tree because they kept holding onto the handrail and kept walking forward, trusting in God. They didn’t get distracted or discouraged when darkness came. You are

working hard to learn English. Sometimes you are tired and don’t feel like studying. Sometimes there are other things that need your attention and time. You have found ways to study anyway. Don’t stop now. You can continue to gain an education as you press forward with hope in Jesus Christ.



### Ponder

- What are your “mists of darkness” in learning English?
- How can you press forward even when studying is difficult?



## B Memorize Vocabulary

Learn the meaning and pronunciation of each word before your conversation group.

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

### Nouns

goal/goals	
plan/plans	

### Verbs

become a <u>teacher</u>	
buy a <u>house</u>	
finish school	
get a job	
get married	
go to <u>college</u>	
move to <u>New York City</u>	
retire	
save money	
study <u>chemistry</u>	
travel	

### Times

in the future	
next <u>year</u>	
<u>three years</u> from now	

## C Practice Pattern 1

Practice using the patterns until you can confidently ask and answer questions. You can replace the underlined words with words in the “Memorize Vocabulary” section.

Q: What are your future (noun)?

A: I hope to (verb).

### Questions

What	are your future	goals?
		<i>noun</i>
	do you plan to do	next year?
		<i>time</i>

### Answers

I hope to	finish school.
I want to	
I plan to	
I would like to	
	<i>verb</i>

### Examples

Q: What are your future goals?

A: I hope to finish school.

Q: What are your future plans?

A: I want to move to another country and become a teacher.

Q: What do you plan to do next year?

A: I plan to go to college and study chemistry.





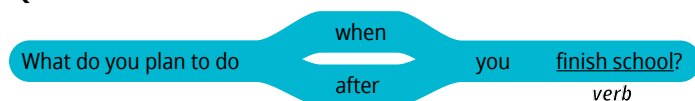
## D Practice Pattern 2

Practice using the patterns until you can confidently ask and answer questions.  
Try noticing these patterns during your daily practice.

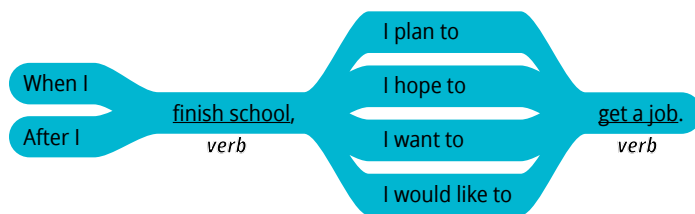
Q: What do you plan to do when you (*verb*)?

A: When I (*verb*), I plan to (*verb*).

### Questions



### Answers



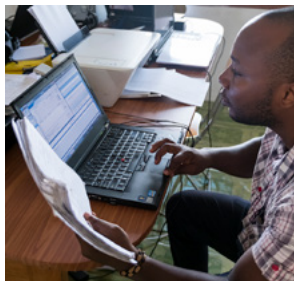
### Examples

Q: What do you plan to do when you finish school?

A: When I finish school, I plan to get a job.

Q: What do you plan to do after you retire?

A: After I retire, I would like to travel.





## E Use the Patterns

Write four questions you can ask someone. Write an answer to each question. Read them aloud.

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### Additional Activities

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](https://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

### Act in Faith to Practice English Daily

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.

## Conversation Group

### Discuss the Principle of Learning: Press Forward

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### 1 Activity 1: Practice the Patterns (10–15 MINUTES)

Review the vocabulary list with a partner.

Practice pattern 1 with a partner:

- Practice asking questions.
- Practice answering questions.
- Practice a conversation using the patterns.

Repeat for pattern 2.



## 2 Activity 2: Create Your Own Sentences

(10–15 MINUTES)

Role-play. Partner B is the person in the picture. Partner A asks questions about the person's future plans. Be creative! Switch roles.

### Example

A: What are your future goals?

B: I hope to finish school.

A: What do you plan to do after you finish school?

B: After I finish school, I plan to become a doctor.

A: What do you plan to do when you become a doctor?

B: When I become a doctor, I would like to travel.



Image 1



Image 2



Image 3



Image 4



## 3 Activity 3: Create Your Own Conversations

(15–20 MINUTES)

Ask and answer questions about what you want, hope, and plan to do in the future. Talk about one year from now, five years from now, and ten years from now. Say as much as you can. Take turns.

### New Vocabulary

have children	
in <u>one</u> year	
<u>one</u> year from now	
work for a <u>company</u>	

### Example

A: What do you hope to do in one year?

B: I hope to work for a good company and get married.

A: What do you want to do ten years from now?

B: In ten years, I would like to have children. I also want to buy a house.



## Evaluate

(5–10 minutes)

Evaluate your progress on the objectives and your efforts to practice English daily.

### Evaluate Your Progress

I can:

- Ask about others' goals and plans for the future.



- Talk about my goals and plans for the future.



### Evaluate Your Efforts

Use the "Personal Study Tracker" in the introduction to evaluate your efforts and set a goal.

Share your goal with a partner.

## Act in Faith to Practice English Daily

"Brothers and sisters, in this Church, we believe in the divine potential of all of God's children and in our ability to become something more in Christ. In the Lord's timing, it is not where we start but where we are headed that matters most" (Clark G. Gilbert, "Becoming More in Christ: The Parable of the Slope," *Liahona*, Nov. 2021, 19).





## LESSON 25

# Review

OBJECTIVE: I WILL REVIEW ENGLISHCONNECT 2 AND REFLECT ON MY EXPERIENCE.

## Personal Study

Prepare for your conversation group by completing activities A through D.

### **A** Study the Principle of Learning: Learn by Study and by Faith

*I can rely on God to seek learning by study and by faith.*

The Lord has given us a pattern for learning:

“Seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom; seek learning, even by study and also by faith” (Doctrine and Covenants 88:118)

Reflect on your experiences in EnglishConnect. How have you applied this pattern? Reflect on the principles of learning and statements we have learned together:

- “You are a child of God”—I am a child of God with eternal potential and purpose.
- “Exercise faith in Jesus Christ”—Jesus Christ can help me do all things as I exercise faith in Him.
- “Take responsibility”—I have the power to choose, and I am responsible for my own learning.
- “Love and teach one another”—I can learn from the Spirit as I love, teach, and learn with others.
- “Press forward”—With God’s help, I can press forward even when I face obstacles.

- “Counsel with the Lord”—I improve my learning by counseling with God daily about my efforts.

Your time with the EnglishConnect group may be ending, but there are many more things God wants you to learn and experience. Your Heavenly Father loves you and wants to help you achieve your divine potential. You can rely on God and continue to “seek learning, even by study and also by faith.”



### Ponder

- How have you experienced God’s love and help in learning English?
- How have you applied the principles of learning in EnglishConnect?
- How will you apply these principles of learning in other parts of your life?



### **B** Prepare for Activity 1

Read the instructions for activity 1. Write a question and answer for each family in the activity. Read them aloud. See lesson 4 and lesson 5 for vocabulary and patterns.

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### **C** Prepare for Activity 2

Read the instructions for activity 2. Choose one picture. Write four questions and answers about that event. Read them aloud. See lesson 12 and lesson 23 for vocabulary and patterns.

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### **D** Prepare for Activity 3

Read the instructions for activity 3 part 1. Write three questions and answers to plan an event. Read them aloud. See lesson 17 and lesson 22 for vocabulary and patterns.

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Repeat for activity 3 part 2.

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#### **Additional Activities**

Complete the lesson activities and assessments online at [englishconnect.org/learner/resources](http://englishconnect.org/learner/resources) or in the *EnglishConnect 2 Workbook*.

#### **Act in Faith to Practice English Daily**

Continue to practice English daily. Use your "Personal Study Tracker." Review your study goal and evaluate your efforts.



## Conversation Group

### Discuss the Principle of Learning: Learn by Study and by Faith

(20–30 minutes)



- Read the principle of learning for this lesson aloud.
- Discuss the questions.

### ① Activity 1: Create Your Own Conversations (10–15 MINUTES)

Look at the pictures. Ask and answer questions about each family. Say as much as you can. Be creative! Take turns.

#### Example

A: How many grandchildren does he have?

B: He has two grandchildren.

A: Tell me about his daughter-in-law.

B: She is thirty years old, short, intelligent, and thoughtful.



A: How are the grandfather and the grandmother different?

B: The grandfather is more generous than the grandmother.

A: How are this sister and that sister different?

B: This sister is older. That sister is younger.

Image 1



Image 2



Image 3



Image 4





## ② Activity 2: Create Your Own Conversations

(10–15 MINUTES)

Role-play. Partner B attended the event in the picture. Partner A asks questions about the event. Say as much as you can. Be creative! Switch roles.

### Example

A: Where were you last night?

B: I was at a birthday party.

A: How was the birthday party?

B: It was fun. I had a wonderful time. There were lots of gifts.

A: What did you do?

B: We listened to music, danced, and shared memories.

A: Was there cake at the birthday party?

B: Yes, there was cake!



Image 1



Image 2



Image 3



Image 4



## ③ Activity 3: Create Your Own Conversations

(10–15 MINUTES)

### Part 1

Role-play. Partner B is planning an event in your community. Partner A asks questions to help plan the event. Be creative! Switch roles.

### Example

A: What will we do?

B: We will have a celebration.

A: OK! What will happen at the celebration?

B: It will be a celebration of our city. There will be games, snacks, a band, and fireworks.

A: Who will be there?

B: People from our community.

A: What day will it be?

B: It will be on August 1st.

A: When is it going to be?

B: It's going to start at 6:30 p.m. It's going to end after midnight.



### Part 2

Role-play. Partner A invites partner B to the event you planned in part 1. Ask and answer follow-up questions. Partner B cannot attend. Be creative! Switch roles.

### Example

A: Do you want to come to a celebration with me?

B: When is it?

A: It's on Friday, May 10th at 6:30 p.m.

B: What will happen at the celebration?



A: There will be fireworks and games.

B: Sorry, I can't come to the celebration because I need to study for a test.

A: Can you please come to the celebration with me?

B: No, I can't come because I have to get a good grade on my test.

## Reflection

(5–10 minutes)

Congratulations! You have come a long way. We are proud of all the effort and time you have put into learning English.

Reflect on your experience in EnglishConnect 2 and set goals for the future.

- Share three things you learned that were most helpful to you.

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- How will you continue improving your English?

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- Think about the principles of learning. How can you apply these principles to your life?

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## Your Next Step

Now that you have completed EnglishConnect 2, consider continuing to EnglishConnect 3. To learn more, visit [join.englishconnect.org](http://join.englishconnect.org).

Not ready to start EnglishConnect 3? Continue learning English in EnglishConnect 2.

Whatever you do next, remember that you are child of God and He can help you progress.

## Act in Faith to Practice English Daily

“Get all of the education that you can. . . .

Education is the key which will unlock the door of opportunity for you. It is worth sacrificing for. It is worth working at, and if you educate your mind and your hands, you will be able to make a great contribution to the society of which you are a part, and you will be able to reflect honorably on the Church of which you are a member”  
(*Teachings of Presidents of the Church: Gordon B. Hinckley* [2016], 241).





## UNIT 6: CONCLUSION

# Describing Special Occasions

Congratulations! You have finished EnglishConnect 2. You can now have conversations with English speakers about a variety of topics. Always continue learning. Use what you learn to improve your life and others' lives. As you continue learning by study and by faith, the Lord will bless you.

### Evaluate

#### Evaluate Your Progress

Take a moment to reflect and celebrate all that you have accomplished.

I can:

- Describe future events.



- Describe past events.



- Describe my future goals.



To further track your progress, go to [englishconnect.org/assessments](https://englishconnect.org/assessments) and complete the optional assessment for this unit.

#### Evaluate Your Efforts

Review your efforts for this unit in the "Personal Study Tracker." Are you making progress toward your purpose? What can you do differently to achieve your goals?

Continue practicing English daily as you prepare for EnglishConnect 3.

To learn more about how EnglishConnect can expand your opportunities, visit [englishconnect.org](https://englishconnect.org).





## APPENDIX

# Additional Vocabulary

## Parts of Speech

adjectives	
adverbs	
nouns	
prepositions	
pronouns	
verbs	

## Numbers

0 – zero	
1 – one	1st – first
2 – two	2nd – second
3 – three	3rd – third
4 – four	4th – fourth
5 – five	5th – fifth
6 – six	6th – sixth
7 – seven	7th – seventh
8 – eight	8th – eighth
9 – nine	9th – ninth
10 – ten	10th – tenth
11 – eleven	11th – eleventh
12 – twelve	12th – twelfth
13 – thirteen	13th – thirteenth
14 – fourteen	14th – fourteenth
15 – fifteen	15th – fifteenth
16 – sixteen	16th – sixteenth
17 – seventeen	17th – seventeenth
18 – eighteen	18th – eighteenth
19 – nineteen	19th – nineteenth
20 – twenty	20th – twentieth

21 – twenty-one	21st – twenty-first
30 – thirty	30th – thirtieth
31 – thirty-one	31st – thirty-first
40 – forty	40th – fortieth
41 – forty-one	41st – forty-first
50 – fifty	50th – fiftieth
51 – fifty-one	51st – fifty-first
60 – sixty	60th – sixtieth
61 – sixty-one	61st – sixty-first
70 – seventy	70th – seventieth
71 – seventy-one	71st – seventy-first
80 – eighty	80th – eightieth
81 – eighty-one	81st – eighty-first
90 – ninety	90th – ninetieth
91 – ninety-one	91st – ninety-first
100 – one hundred	100th – one hundredth
1,000 – one thousand	
10,000 – ten thousand	
1,000,000 – one million	

## Months

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	



## Days of the Week

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

## Colors

Black	
Blue	
Gray	
Green	
Orange	
Pink	
Purple	
Red	
White	
Yellow	

## Times

7:00 a.m.	
8:00 p.m.	
noon	
midnight	
ten o'clock	

## Family Nouns

wife/wives	
husband/husbands	
spouse/spouses	
mother (mom)/mothers	
stepmother (stepmom)/ stepmothers	
mother-in-law/mothers- in-law	
father (dad)/fathers	
stepfather (stepdad)/ stepfathers	
father-in-law/fathers-in- law	
parent/parents	
sister/sisters	
stepsister/stepsisters	
brother/brothers	
stepbrother/stepbrothers	
daughter/daughters	
sibling/siblings	
son/sons	
child/children	
grandmother (grandma)/ grandmothers	
grandfather (grandpa)/ grandfathers	
grandparent/ grandparents	
aunt/aunts	
uncle/uncles	
niece/nieces	
nephew/nephews	
cousin/cousins	



## Body Parts

ankle/ankles	
arm/arms	
back	
ear/ears	
eye/eyes	
finger/fingers	
foot/feet	
hand/hands	
head	
knee/knees	
leg/legs	
mouth	
nose	
neck	
shoulder/shoulders	
toe/toes	
tooth/teeth	
wrist/wrists	

## Prepositions

above	
across from	
at	
behind	
below	
between	
in front of	
in	
near	
next to	
on	
over	

to the left of	
to the right of	
under	

## Pronouns and Possessive Adjectives

Subject Pronoun	Object Pronoun	Possessive Adjective
<i>Example:</i> I am happy.	<i>Example:</i> Ann is bigger than me.	<i>Example:</i> My name is Tom.
I	me	my
you	you	your
we	us	our
he	him	his
she	her	her
it	it	its
they	them	their

## Currency

A\$	Australian dollar
C\$	Canadian dollar
MX\$	Mexican peso
R\$	Brazilian real
US\$	United States dollar
€	euro
¥	Japanese yen
£	pound sterling
¥	renminbi
R	South African rand



## APPENDIX

## Conversation Group Games

Included in this manual is a list of fun games to practice English. You can play these games during any group meeting. Use the patterns and vocabulary from the lesson you are on or a previous lesson. (Most of these games require you to work with a partner or a small group.)

### Questions (10–15 minutes)

#### Steps

1. Choose a question from the list. Remember you can replace underlined words with other words and phrases.



2. Share your answer with the group.
3. Take turns choosing questions and sharing answers.

#### Questions to Review Patterns:

- What do you like doing? Why?
- Tell me about your extended family.
- How are you and your sister different?
- Are you happy? Why or why not?
- Tell me about where you live.
- What were you like as a child?
- Tell me about your weekly routine.
- What did you do yesterday?
- Where were you yesterday? Why?
- When did you finish school?
- What happened when you moved to the United States?
- Tell me about shopping in your city.
- Which phone is better?
- Tell me about your neighborhood.
- What will you do tomorrow?
- Tell me about your favorite holiday.
- Tell me about your plans for the summer.
- What do you do when you are sick?
- Tell me about a time when you got hurt. What happened?
- Tell me about an event next week.
- Tell me about your last vacation.
- What are your future plans?

#### More Questions:

- What's your favorite thing to do on the weekend?
- What's your favorite place to visit?
- Tell me about your favorite memory from your childhood.
- Describe your favorite family tradition.
- Name one great thing about your family.
- What is something you really want to do in the future?
- What adjectives best describe you?
- Where would you like to go on vacation?
- What is your favorite movie?
- Tell me about your greatest adventure.
- Tell me about your favorite food.
- What is your dream job?
- Who is your role model? Why?



- Why do you want to learn English?
- Tell me about your best friend.
- What is one of your current goals?

## Notes

- You can play this game with the whole group or in smaller groups of three to five people.
- You are not limited to the questions on this list. You can create new questions. You can also change the underlined words to create more questions.
- If you want to make this game more challenging, take turns sharing the answers you remember from each member of the group.
- You can use these questions with other games, such as “Bicycle Chain” or “Ball Toss.”

## Backs to the Board (Hot Seat) (10–20 minutes)

### Steps

1. Divide into two teams.
2. Choose two learners (one learner from each team). These learners sit facing the group (in the “hot seat”) with their backs to the board.
3. Your teacher writes a vocabulary word or phrase on the board. The learners in the “hot seat” cannot see the word.
4. The teams have two minutes to help their teammate in the “hot seat” guess the word on the board without saying the word.



5. The person in the “hot seat” who says the word first gets one point for their team. If a team says the word on the board while trying to help their teammate guess, they don’t get a point.

6. Repeat with new words.

## Notes

- Create one to three teams depending on group size.
- If you are meeting virtually, play as a whole group rather than in teams. One person is in the “hot seat.” This person does not know the word. One person is the “clue giver.” The “clue giver” chooses a word and gives clues so the person in the “hot seat” can guess the word.

## Ball Toss (10–15 minutes)

### Steps

1. Find a ball, a soft object, or a crumpled piece of paper.
2. Choose a question. (Use one from a lesson or see “Questions” in this appendix.)
3. Ask the question and toss the ball to a learner.
4. The learner catches the ball and answers the question.
5. The learner asks the question again and tosses the ball to another learner.
6. Repeat until each learner in your group has answered the question. Then begin again with a new question.





## Notes

- To make this game more challenging, change the question each time you toss the ball.
- If you are meeting virtually, call out names instead of tossing a ball.

## Give One, Get One (10–20 minutes)

### Steps

1. Choose a topic for the group (for example: family, sports, or food).
2. Write down as many words as you know about the topic for one to two minutes.
3. Stand up and walk around the room. Find a partner.
4. Share a word from your list with your partner. Your partner shares a word with you. If it is a new word, add the word to your list.
5. Walk around the room again. Find a new partner. Repeat.

### Example

Topic: family

Partner A writes:

mom

dad

sister

brother

Partner B writes:

grandfather

grandmother

mother

father

aunt

uncle

A: What's one word from your list?

B: *Grandmother*.

A: I don't have that word. I'll add it to my list.

B: What's a word from your list?

A: *Mom*.

B: I have *mother*. I will write *mom* next to *mother*.

Both learners add the new words to their lists.

Partner A's list:

mom

dad

sister

brother

**grandmother**

Partner B's list:

grandfather

grandmother

mother, **mom**

father

aunt

uncle

## Notes

- This is a great way to learn or practice new vocabulary that is not in the lesson.
- If you are meeting virtually, have each person share one word from their list with the whole group rather than working in pairs.



## Speculation—"I think that you . . ." (15–20 minutes)

### Steps

1. Think of a verb.
2. Say the verb out loud.
3. Using the verb, create a true sentence about another learner. Say, "I think that you . . ." to start your sentence.
4. The other learner says if your statement is true or not.
5. If it is true, you get one point. If it is not true, you don't get a point.
6. The first learner who reaches five points wins!
7. Complete 10 to 20 rounds. Change the verb for each round.



### Example

Learner A (to learner B): The verb is *like*. I think that you like chocolate.

Learner B: That's true! (Learner A gets a point.)

Learner B (to learner C): I think that you like to play basketball.

Learner C: That's not true! (Learner B doesn't get a point.)

### Notes

- Create groups of three to five people.
- This game will include 10 to 20 rounds. You will need a verb for each round. Take turns saying a new verb each time you start a round.

## Tell Me a Story! (5–15 minutes)

### Steps

1. Work with a partner or a small group.
2. One person says the first sentence of a made-up story.
3. The next person says the second sentence.
4. Take turns saying one sentence of the story until the story is over.

### Example

A: Yesterday, Sara and Mari missed the bus to come to conversation group.

B: They waited for the next bus, but it didn't come.

C: They started to walk to the church.

A: Luke was driving to conversation group and saw them walking.

B: He stopped so they could go with him.

C: Sara, Mari, and Luke arrived 20 minutes late.

A: Luke was happy to help Sara and Mari.

B: He said it was a blessing in disguise that he was late.

C: They all had a fun time.

### Notes

- Create groups of three to five people.
- You can make this activity easier by showing a picture to start the story.
- Another way to make this activity easier is to have each group start with the same sentence. For example, each group could start with "I had a terrible weekend" or "It was the best day of my life."



## Two Truths and One Lie (10–15 minutes)

### Steps

1. Think of two things that are true about yourself. Make up one thing that is not true. Try to use vocabulary and phrases from a lesson.
2. Read your statements aloud to a partner or a small group of three to five people.
3. Your group members ask you questions in order to guess which statement is not true. Answer their questions.

### Example

Group member 1: “I like pizza. I like French fries. I like chocolate. Which is not true?”

Other group members ask questions:

Q: What is your favorite kind of pizza?

A: I like cheese pizza.

Q: What is your favorite candy bar?

A: I like chocolate and caramel.

Q: Where do you like to get French fries?

A: I don't have a favorite place.

Other group members guess: “I think you don't like French fries.”

Group member 1: “That's right! I don't like French fries.”

## Vocabulary Cards (10–15 minutes)

### Steps

1. Write 5 to 10 vocabulary words on small pieces of paper (sticky notes work great). Put the pieces of paper in a stack.
2. Find a partner.
3. Flip the stacks of words upside down so you can't see the words. Switch stacks with your partner.
4. Choose a paper. Do not look at the word. Hold the paper up to your forehead. Your partner describes the word (or gives a translation) so that you can guess the word on the paper. If you guess correctly, you get one point.
5. Take turns. Repeat for each paper in your stack.



### Notes

- This is a great way to practice vocabulary.
- If you are meeting virtually, work with the whole group rather than in pairs. Each person writes a list of words. Do not show your list to the group. Take turns choosing one word from your list. Describe it to the group without saying the word. Group members guess the word.



## Dice Game 2 (10–15 minutes)

### Steps

1. You need two dice (or number cards numbered 1–6).
2. Choose six verbs and write them on the board numbered 1–6.
3. Choose other words, pronouns, or tenses and write them on the board numbered 1–6.
4. Work with a partner or a small group of three to five people. Roll the dice. Use both numbers you roll to create a sentence with the corresponding words. Take turns.



### Example

The teacher writes the following verbs and tenses on the board:

#### Verbs

1. eat
2. play
3. talk
4. laugh
5. go
6. buy

#### Tenses

1, 3, 5 = past tense

2, 4, 6 = present tense

Learner 1 rolls the dice and gets 6 and 3. He creates a sentence using *buy* + *past tense*.

“I bought rice and chicken at the store last night.”

Learner 2 rolls the dice and gets 4 and 6. She creates a sentence using *laugh* + *present tense*.

“I always laugh at my dog. He’s so silly.”

Learner 3 rolls the dice and gets 1 and 5. He creates a sentence using *eat* + *past tense*.

“I ate pizza for lunch.”

### Notes

- This is a good way to practice tense (past, present, future) or other grammar structures (using before and after, questions, negative statements, and so on).
- If you are meeting virtually, work with the whole group. Use virtual dice and take turns creating sentences.

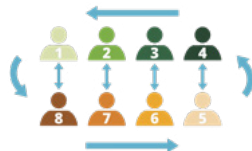


## Bicycle Chain (in person) (10–20 minutes)

This activity only works for groups meeting in person.

### Steps

1. Choose a question. (Use one from a lesson or see “Questions” in this appendix.)
2. Line up in two lines facing one another.
3. The people facing each other are partners.
4. Partners ask and answer the question.
5. Move in a circle so each person has a new partner.
6. Partners ask and answer the question.
7. Repeat steps 5 and 6.



### Notes

- If you have an odd number of people, create one group of three.

## Mingle and Share (in person) (10–15 minutes)

This activity only works for groups meeting in person.

### Steps

1. Choose a question. (Use one from a lesson or see “Questions” in this appendix.)



2. Stand up and find a partner.
3. Ask your partner the question. Remember your partner’s answer. Answer your partner’s question.
4. Walk around the room and find a new partner. Ask and answer questions. Repeat several times with new partners. Remember all of your partners’ answers.
5. Return to your seat. Share with the group what you learned.

### Example

Question: What do you like to do?

Learners walk around asking and answering the question with different partners.

Sara: What do you like to do?

Mei: I like to dance. What do you like to do?

Sara: I like to go to karaoke.

Mei: What’s your favorite song to sing?

Sara: I don’t have a favorite song. I really like to sing with other people.

Mei: What do you like to do?

Lee: I like to play video games. What do you like to do?

Mei: I like to dance. What is your favorite game?

Lee: I like strategy games.

Learners share with the group what they learned.

Teacher: What does Mei like to do?

Sara: She likes to dance.

Teacher: What does Lee like to do?

Mei: He likes to play video games.



## APPENDIX

## Common Idioms

Idioms are phrases that have a different meaning than each individual word put together. Let's look at the phrase "piece of cake." If I say, "I want a piece of cake," I mean that I want dessert. But if I say, "Learning English with EnglishConnect is a piece of cake," I mean that learning English with EnglishConnect is easy. The idiom "piece of cake" means "*easy*."

Using idioms is a casual way of speaking that makes you sound more like a native speaker. Idioms create pictures in our heads and give us certain feelings. In English, when everyone is in the same situation, we say, "We're all in the same boat." This creates a picture of people working together in a boat to get somewhere. Saying, "We're all in the same boat" creates a feeling of community and understanding.

Knowing and using idioms is a lot of fun! Below is a list of common idioms in English.

How to learn idioms:

1. Look at the idiom. Study the definition and example.
2. Consider similar idioms in your language.
3. Think of ways to use the idiom.
4. Write sentences with the idiom. Use it in conversations.
5. Notice the idiom as you read or listen in English.

Idiom	Definition	Example
a piece of cake	easy	That test was a piece of cake!
a blessing in disguise	a good thing that seems bad at first	She lost her job, but it was a blessing in disguise. She found a better job.
all in the same boat	everyone is in the same situation	Nobody can leave this room. We're all in the same boat.
barking up the wrong tree	trying to achieve something but doing it in a way that is mistaken	If you think I'm going to loan you more money, you're barking up the wrong tree.
better late than never	better to happen late than not happen at all	A: He didn't repay the money until last week. B: That's okay. Better late than never.
birds of a feather flock together	people with similar characters, attitudes, interests, or tastes often group together	I was right that Paul and Ben would get along. Birds of a feather flock together.
no use crying over spilled milk	it doesn't help to worry or look back at things that went wrong that can't be changed	We can't get the money back, so let's make a new plan. It's no use crying over spilled milk.



Idiom	Definition	Example
don't count your chickens before they're hatched	you aren't certain that something will happen, so you shouldn't plan on it yet	A: I will probably get a raise soon, so I bought a new bed!  B: Well, don't count your chickens before they're hatched. You might not get the raise.
get all your ducks in a row	get everything organized and ready for the next step	We have to get all our ducks in a row before the family comes for a visit. Let's start cleaning and cooking right now.
give me a hand	help me	I can't lift this sofa on my own. Can you give me a hand?
hang in there	don't give up	I know learning English is very difficult. Hang in there.
it takes two to tango	both people involved in the action or mistake are responsible	It is partially my fault that we were fighting. It takes two to tango.
keep an eye on	watch carefully	My son has been misbehaving a lot lately, so please keep an eye on him to ensure that nothing goes wrong.

Idiom	Definition	Example
let the cat out of the bag	to carelessly or purposely reveal a secret	I heard that someone let the cat out of the bag, so I might as well tell you myself—I'm pregnant!
out of the frying pan and into the fire	move from one bad situation to an even worse situation	He didn't like his previous job, so he quit, but now he can't find a new job. He's out of the frying pan and into the fire.
go out on a limb	try something risky that might put you in a weaker position	I'm going to go out on a limb here and invest some money in this project, even though I don't know if the project will be successful.
preaching to the choir	trying to convince somebody who already agrees with you	They are already going to vote for him. He's just preaching to the choir.
rub salt in the wound	make the situation worse by making the person feel guilty or reminding them of their mistake	I know I shouldn't have done it. You don't have to remind me and rub salt in the wound.
so far, so good	up until now, things are going well	This first month, they haven't had any problems building the house. So far, so good.



Idiom	Definition	Example
the straw that broke the camel's back	a small problem that has big consequences because it is the last of several problems in a row	We had a terrible week. Everything was going wrong. So when we missed the bus, that was the straw that broke the camel's back.
you're pulling my leg	trying to make someone believe something incorrect in a playful way; tricking them	No, that celebrity isn't calling me. You're pulling my leg.

## Note

Learners enjoy learning idioms. Here are some ideas to help them learn.

- Choose one idiom each day to teach the learners. Explain the meaning and talk about examples.
- Have learners take turns presenting an idiom to their group members. They could present an idiom from the list above or choose another one they are familiar with. Each learner could present individually, or learners could work in pairs.
- Ask learners to compare these idioms to idioms in their own languages. For example, to give encouragement in a difficult situation, people from the United States say, "Hang in there!" What expressions have the same meaning in your learners' native languages?



## APPENDIX

# Principles of Learning Glossary

## Agency

As children of God, we have agency, or power, to make our own decisions. We can choose what we believe, what we do, and who we become.

“Agency is the ability and privilege God gives us to choose and to act for ourselves” (Gospel Topics, “Agency and Accountability,” [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)).

“Because He loves you, God gave you agency, or the freedom to make decisions. Your agency enables you to make good choices that lead to happiness; it also makes you accountable for bad choices, which lead to immediate or eventual unhappiness. God will not intervene in your choices; He allows you to decide for yourself and to learn from the consequences. Yet He does offer the ultimate help to overcome mistakes and sins—the saving power of Jesus Christ. No matter how bad your circumstances may become or how many wrong choices you may have made, you can always choose to change and find peace through Jesus Christ” (“God Is There for You,” [ComeuntoChrist.org](http://ComeuntoChrist.org)).

## Agent

An agent is a person who has the ability or power to act for themselves. As children of God, we are agents; we have agency, or power, to make our own decisions. We can choose what we believe, what we do, and who we become.

## Bible

“The Bible is a sacred book that contains the word of God. Throughout its pages, the Holy Bible teaches that God never stops loving His children. . . . Following the teachings found in the Bible helps

us to know who God is . . . and better understand how He wants us to live. . . .”

“Jesus Christ is God’s Son who came to earth to save us from sin, sadness, loneliness, pain, and more. Jesus taught beautiful lessons about service and love and performed many miracles while He was on earth. In the Bible, we can read these stories and begin to know how we can overcome hard things with help from Jesus” (“What Is the Holy Bible?,” [ComeuntoChrist.org](http://ComeuntoChrist.org)).

## Book of Mormon

“The Book of Mormon contains sacred writings from followers of Jesus. Just like God spoke to Moses and Noah in the Bible, He also spoke to people in the Americas. These men, called prophets, wrote down God’s word. Their writings were eventually gathered into one book by a prophet named Mormon. . . .

“The Book of Mormon is evidence that God loves all His children and is involved in their lives. It serves as a witness to the truths in the Bible and to the divinity and teachings of Jesus Christ” (“What Is the Book of Mormon?,” [ComeuntoChrist.org](http://ComeuntoChrist.org)).

## Doctrine and Covenants

“The Doctrine and Covenants is a book of scripture containing revelations from the Lord to the Prophet Joseph Smith and to a few other latter-day prophets. It is unique in scripture because it is not a translation of ancient documents.

“The Doctrine and Covenants is one of four books of scripture used in The Church of Jesus Christ of Latter-day Saints (the other three are the Bible, the Book of Mormon, and the Pearl of Great Price)” (Gospel Topics, “Doctrine and Covenants,” [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)).



## Faith

“Faith is a principle of action and power. Whenever we work toward a worthy goal, we exercise faith. We show our hope for something that we cannot yet see. . . .”

“Having faith in Jesus Christ means relying completely on Him—trusting in His infinite power, intelligence, and love. It includes believing His teachings. It means believing that even though we do not understand all things, He does. Because He has experienced all our pains, afflictions, and infirmities, He knows how to help us rise above our daily difficulties. . . . (see Alma 7:11–12; Doctrine and Covenants 122:8).”

“Faith is much more than passive belief. We express our faith through action—by the way we live. . . .”

“Faith is a gift from God, but we must nurture our faith to keep it strong. Faith is like a muscle. If exercised, it grows strong. If left immobile, it becomes weak” (Gospel Topics, “Faith in Jesus Christ,” ChurchofJesusChrist.org).

## God/Heavenly Father

“God the Father is the Supreme Being in whom we believe, whom we worship, and to whom we pray. He is the ultimate Creator, Ruler, and Preserver of all things. He is perfect, has all power, and knows all things” (Gospel Topics, “God the Father,” ChurchofJesusChrist.org).

“God is our loving Father in Heaven. . . . He is the Father of [our] spirit[s]. . . . [Heavenly Father] loves all His children perfectly, including you. . . . He wants to have a relationship with you” (“God’s Love,” ComeuntoChrist.org).

In the scriptures, the word *God* is often used to refer to Heavenly Father or Jesus Christ because they are united in purpose. We pray to our Heavenly Father.

## Holy Spirit

“The Holy Spirit, or Holy Ghost, is a witness of God and Jesus Christ. . . . The Holy Spirit gives us comfort, helps us recognize truth, and testifies of Jesus. . . . One of the ways God communicates with us is through the Holy Ghost. The Holy Spirit speaks to our mind and to our hearts through thoughts and feelings” (“The Holy Spirit,” ComeuntoChrist.org).

## Jesus Christ

“Jesus is the Savior of the world and our perfect example. As we follow Him, we find greater peace and happiness in life. . . .”

“Jesus is the Son of God. Our Heavenly Father sent His Son, Jesus Christ, to take upon Him the sins of everyone who would live on the earth so we could be forgiven. . . .”

“Jesus lived a perfect life to show us the way back to our Heavenly Father. . . .”

“Jesus suffered and died for our sins. Jesus’s mission in coming to earth was to save us from our sins. He was willing to suffer and sacrifice Himself to pay the price of our mistakes so that we could repent and be forgiven. . . .”

“Jesus was resurrected so we can live again. Three days after His death, Jesus rose from the tomb and appeared to many of His friends and followers. He was the first to be resurrected, meaning His spirit was reunited with His perfected physical body after death. Because Jesus conquered death, we will all be resurrected one day” (“Following Jesus Christ, Our Perfect Example,” ComeuntoChrist.org).



## Prayer

Prayer is “a reverent communication with God during which a person gives thanks and asks for blessings. Prayers are addressed to our Heavenly Father in the name of Jesus Christ” (Guide to the Scriptures, “Prayer,” [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)).

“God is your loving Father in Heaven, and He wants to hear from you” (“How to Pray,” [ComeuntoChrist.org](http://ComeuntoChrist.org)).

## Prophet

“A prophet is someone who has been called by God to give guidance to the entire world. From Abraham and Moses to living prophets today, God follows a pattern of guiding His children through prophets” (“God Speaks to Us through Prophets,” [ComeuntoChrist.org](http://ComeuntoChrist.org)).

## Savior

“One who saves. . . . ‘Savior’ is a name and title of Jesus Christ” (Guide to Scriptures, “Savior,” [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)).

Jesus Christ is our Savior because He gave His life and was resurrected so we could overcome the effects of sin and death and live with God again.

“Jesus suffered and died for our sins. Jesus’s mission in coming to earth was to save us from our sins. He was willing to suffer and sacrifice Himself to pay the price of our mistakes so that we could repent and be forgiven. . . .”

“Jesus was resurrected so we can live again. Three days after His death, Jesus rose from the tomb and appeared to many of His friends and followers. He was the first to be resurrected, meaning His spirit was reunited with His perfected physical body after death. Because Jesus conquered death, we will all be resurrected one day” (“Following Jesus Christ, Our Perfect Example,” [ComeuntoChrist.org](http://ComeuntoChrist.org)).

## Scripture

“When holy men of God write or speak by the power of the Holy Ghost, their words ‘shall be scripture, shall be the will of the Lord, shall be the mind of the Lord, shall be the word of the Lord, shall be the voice of the Lord, and the power of God unto salvation’ (Doctrine and Covenants 68:4). . . .”

“The principal purpose of scriptures is to testify of Christ and to guide the children of God so they can come unto Him and receive eternal life (see John 5:39; 20:31; 1 Nephi 6:4; Mosiah 13:33–35)” (Gospel Topics, “Scriptures,” [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org)).







## APPENDIX

# Conversation Group Phrases

## Conversation Phrases



Use these phrases to start, continue, and end a conversation.

### Start

Hello.	
Good morning.	
Good afternoon.	
Hi. Can I ask you a question?	

### Continue

That's great!	
Interesting.	
Tell me more.	
Really?	
Me too!	
Wow!	
I didn't know that.	
Thanks for sharing.	

### End

OK. Thanks.	
See you later.	
It was nice talking to you. Bye!	
Talk to you later.	
Have a great day!	
Thank you.	

### Example:

**Q:** *Hi. Can I ask you a question?* What do you like to do?

**A:** I like to dance.

**Q:** *Me too!* What don't you like to do?

**A:** I don't like to read.

**Q:** *Really?* Do you like to garden?

**A:** Yes, I like to garden.

**Q:** *OK. Thanks. It was nice talking to you. Bye!*



## Other Phrases



Learners and teachers can use these phrases to help them communicate in English throughout the lesson.

### Common Interaction Phrases

Learners and teachers can use these phrases as they interact in English.

Can you repeat that, please?	
Can you speak slower, please?	
Can you write that on the board, please?	
How do you say ____ in English?	
How do you spell ____?	
Good job!	
I don't understand.	
I have a question.	
I understand!	
You can do it!	

### Common Instruction Phrases

Hearing the teacher speak in English will help learners progress. Teachers can use these simple phrases to give instructions to the group.

Welcome!	
Today is lesson 4.	
Begin.	
Do it again.	
Look at pattern 2.	
One more time.	
Practice again.	
Practice with your partner.	
Read aloud.	
Read the instructions.	
Repeat after me.	
Role-play.	
Stand up.	
Sit down.	
Stop.	
Switch partners.	
Take turns.	
You have 10 minutes.	
Any questions?	
Are you ready?	
Remember to study.	
See you next week!	





## APPENDIX

# Praying in English

Start each group meeting with a prayer in English. Praying invites the Spirit to help you as you learn English together. To learn more about prayer, see “Prayer” in the “Principle of Learning Glossary” and “How to Pray” at [ChurchofJesusChrist.org/ComeuntoChrist/believe/god/how-to-pray](http://ChurchofJesusChrist.org/ComeuntoChrist/believe/god/how-to-pray).

You can use the following vocabulary and patterns to start praying in English.

### Example

Dear Heavenly Father,

We ask Thee . . .

We thank Thee for . . .

In the name of Jesus Christ, amen.

## Memorize Vocabulary

Dear Heavenly Father	
In the name of Jesus Christ, amen.	

### Nouns

blessings	
teacher	
group	
family/families	

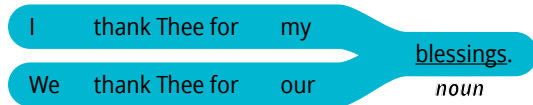
### Verbs

learn	
speak	
teach	
bless	
press forward	



## Practice Pattern 1

We thank Thee for our (*noun*).



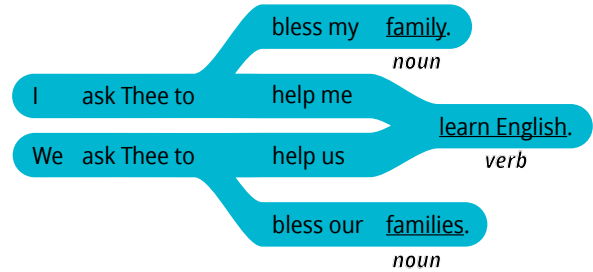
### Examples

We thank Thee for our group.

I thank Thee for my family.

## Practice Pattern 2

We ask Thee to help us (*verb*).



### Examples

We ask thee to help us learn.

I ask Thee to help me speak English.

















THE CHURCH OF  
JESUS CHRIST  
OF LATTER-DAY SAINTS



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