English*Connect* 2

CUADERNO DE EJERCICIOS

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Las historias y los nombres que se usan en este manual, con excepción de las páginas 14, 18, 22, 26, 37, 50, 54, 58, 70, 74, 86, 97, 98, 102 y 104, son ejemplos ficticios, y las imágenes usadas son solamente ilustrativas.

INTRODUCCIÓN

El cuaderno de ejercicios de EnglishConnect está concebido para utilizarse como un recurso que acompaña el manual del alumno de EnglishConnect. El propósito de este cuaderno de ejercicios es ayudarle a desarrollar sus aptitudes en inglés y aumentar su fe por medio de actividades y relatos. También le ayudará a practicar el vocabulario y las estructuras gramaticales de cada lección de EnglishConnect en las cuatro áreas de aptitudes: comprensión oral, conversación, lectura y escritura. Cada lección en el cuaderno de ejercicios está dividida en las siguientes secciones que aparecen a continuación.

CONVERSATION(S) (CONVERSACIÓN)

Cada lección comienza con una o más conversaciones. El propósito es presentar el vocabulario, el tema, y las estructuras gramaticales de la lección y promover la comprensión oral y de lectura. Cada sección de "Conversation" sigue el mismo modelo:

1. **Escuche.** Escuche toda la conversación.
2. **Escuche y repita.** Escuche la conversación línea por línea y repita en voz alta lo que escuche.
3. **Escriba la palabra que falte.** Escriba las palabras que falten de la conversación. Escoja de entre las palabras del recuadro.
4. **Lea en voz alta.** Lea la conversación en voz alta para practicarla.
5. **Responda las preguntas** (no se incluye en todas las lecciones). Esta parte verifica su comprensión de la conversación.

ACTIVITIES 2-8 (ACTIVIDADES 2–8)

La cantidad de actividades varía en cada lección. Las actividades incluyen cuadros de gramática, actividades de lectura, escritura, comprensión oral y conversación; y relatos. Siga las instrucciones de cada parte de una actividad. Para las actividades de comprensión oral, consulte el número y la letra de la actividad correspondiente en la grabación de audio, por ejemplo, "Activity 2B". Para las actividades de conversación, recuerde hablar en voz alta. Puede verificar sus respuestas en la "Answer Key" que se encuentra en la parte posterior de este cuaderno.

PRACTICE PARTNER INSTRUCTIONS (INSTRUCCIONES PARA LA PRÁCTICA CON UN COMPAÑERO)

Esta sección está destinada a ayudarle a practicar el hablar inglés usando lo que ha aprendido en la lección. Con un compañero, repase el "Vocabulary" que se encuentra en la parte posterior de este cuaderno y realice las actividades de esta sección. Diga lo más que pueda en cada actividad. Utilice este tiempo para practicar de verdad el hablar en inglés.

EXPANSION ACTIVITIES (ACTIVIDADES DE EXPANSIÓN)

Estos relatos y las actividades están concebidos para expandir sus habilidades de leer, escuchar, hablar y escribir en inglés, así como a ayudarle a incrementar su fe en Jesucristo. Cada sección de "Expansion Activities" se desarrolla en torno a un relato inspirador. Para esta sección, haga lo siguiente:

1. **Aprenda el vocabulario.** Aprenda el significado de las palabras y frases del vocabulario que se indican en esta sección antes de leer el relato. Esto le ayudará a prepararse tanto para leer el relato como para entender las palabras y frases clave del relato.
2. **Escuche.** Escuche cada sección del relato. Puede hacer esto tantas veces como sea necesario.
3. **Lea en voz alta.** Lea la historia en voz alta para practicar la lectura y la pronunciación y para poder entender el relato. Quizás desee escuchar el relato otra vez y leerlo al mismo tiempo.
4. **Aprenda el vocabulario.** El vocabulario está para ayudarle a entender los pasajes de las Escrituras y las citas que acompañan al relato. Aprenda el significado de las palabras y frases del vocabulario que se indican antes de estudiar los pasajes de las Escrituras y las citas.
5. **Lea en voz alta.** A fin de practicar la lectura y la pronunciación, asegúrese de leer los pasajes de las Escrituras y las citas varias veces en voz alta.
6. **Medite.** Estas preguntas están concebidas para ayudarle a pensar sobre el principio que se enseña en el relato. Dedique tiempo a meditarlas. Quizás desee escribir sus respuestas a las preguntas.
7. **Escriba.** Para esta sección, usted realizará una actividad de escritura que le ayudará a aplicar el principio del relato.
8. **Converse.** Para esta sección, usted realizará una actividad de conversación que le ayudará a hablar sobre el relato que haya leído y el principio que haya aprendido. Tales actividades comprenden volver a contar el relato, contar una experiencia personal que esté relacionada o compartir con otras personas impresiones o metas que estén relacionadas con el relato.

CLAVE PARA LAS INSTRUCCIONES DE ESTE CUADERNO DE EJERCICIOS

En la siguiente tabla se muestran las instrucciones comúnmente utilizadas en este cuaderno de ejercicios. Los iconos indican las aptitudes que se utilizarán en las actividades. Vea la traducción de las instrucciones si no las entiende en inglés.

APTITUD	INSTRUCCIONES	TRADUCCIÓN
LISTENING COMPRENSIÓN ORAL	Listen. Listen and repeat. Listen to the question/example. Listen and read. Listen, and then answer the question. You may listen more than once. *The audio for this book can be accessed at *englishconnect.org/audio*	Escuche Escuche y repita. Escuche la pregunta o el ejemplo. Escuche y lea. Escuche, y luego responda la pregunta. Puede escucharla más de una vez. *Se puede acceder al audio para este cuaderno en *englishconnect.org/audio*

APTITUD	INSTRUCCIONES	TRADUCCIÓN
SPEAKING **CONVERSACIÓN**	Repeat. Answer aloud. Introduce ____. Retell the story. Tell the story/scripture to____. Practice saying the questions aloud. Say ____. Practice saying _____.	Repita. Responda en voz alta. Presente a ____. Vuelva a contar el relato. Cuente el relato o lea el pasaje de las Escrituras a ____. Practique decir las preguntas en voz alta. Diga ____. Practique decir _____.
READING **LECTURA**	Read aloud. Read aloud, then listen. Read the question. Study the chart. Choose the correct response. Choose all that are correct. Answer the questions. Number the pictures. Learn the vocabulary. Read the scriptures aloud. Ponder.	Lea en voz alta. Lea en voz alta, luego escuche. Lea la pregunta. Estudie el cuadro. Escoja la respuesta correcta. Escoja todas las opciones correctas. Responda las preguntas. Enumere las ilustraciones. Aprenda el vocabulario. Lea los pasajes de las Escrituras en voz alta. Medite.
WRITING **ESCRITURA**	Write the missing/correct word. Rewrite the complete sentence. Write what you hear. Fill in the blanks/missing words. Write an/the answer (in a complete sentence). Finish the sentence. Be creative.	Escriba la palabra que falte o la palabra correcta. Vuelva a escribir la oración completa. Escriba lo que escuche. Complete los espacios vacíos o las palabras que falten. Escriba una/la respuesta (en una oración completa). Termine la oración. Sea creativo.

El aprender un nuevo idioma es un proceso que requiere tiempo, paciencia y perseverancia. Dios puede ayudarle a lograr sus metas. Ore para pedir ayuda. Complete con diligencia las actividades de este cuaderno. Ponga en práctica lo que aprenda. A medida que actúe con fe a fin de procurar la ayuda de Dios y haga su mejor esfuerzo, mejorará su habilidad de hablar, escuchar, leer y escribir en inglés.

¡Le extendemos nuestros mejores deseos en su camino de aprendizaje de inglés!

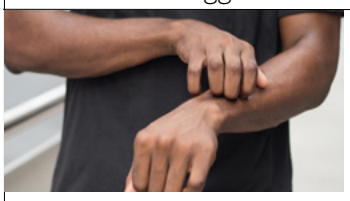
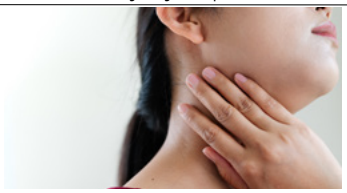
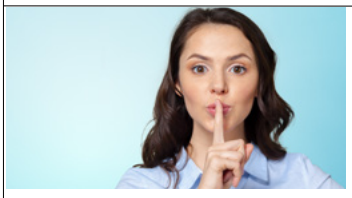
ENGLISHCONNECT 2 LESSON 1: THE ENGLISH ALPHABET

ACTIVITY 1: ALPHABET REVIEW

A. Study the chart.
Listen and repeat.

The English Alphabet	
a b c d e f g h i j k l m n o p q r s t u v w x y z	vowels: a, e, i, o, u

B. Listen and repeat.

A a = apple	B b = boy	C c = cat	D d = dog
E e = egg	F f = fan	G g = gum	H h = hand
 I i = itch	J j = jump	K k = key	L l = leg
M m = mom	 N n = neck	O o = olive	P p = pot
 Q q = quiet	R r = rock	S s = sun	T t = tiger
U u = under	V v = violin	W w = water	X x = X-ray
Y y = yellow	Z z = zebra		

ACTIVITY 2: VOWELS

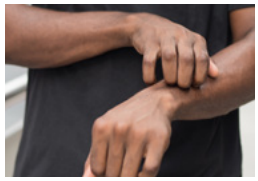
A. Study the chart. Read about vowels.

In English, vowels usually make two sounds:

- a **short** sound
  This is the most common.
- a **long** sound
  This is when the vowel says it's own name.

Vowel	Short	Long
a	apple	age
e	egg	eat
i	itch	ice
o	olive	open
u	under	uniform

B. Listen and repeat.

	a	e	i	o	u
SHORT	apple	egg	 itch	olive	under
LONG	age	eat	ice	open	uniform

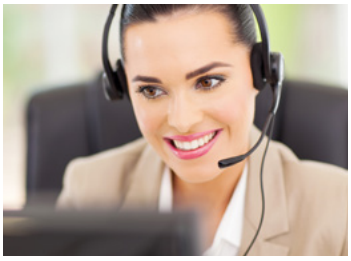
C. Listen. Write the word in the correct box. Say the word aloud.

1. apple
   ape
   ate
   and
   at
   April
2. eat
   end
   ear
   eel
   egg
   exit
3. it
   ice
   ivy
   in
   itch
   I'm
4. off
   over
   olive
   on
   open
   old
5. unit
   up
   under
   United States
   uncle
   uniform

Short a	Long a	Short e	Long e	Short i	Long i	Short o	Long o	Short u	Long u

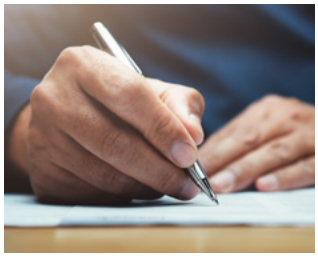
ACTIVITY 3: SPELLING

A. Listen. B. Listen and repeat. C. Read aloud.



1. Hello. What is your name?
2. Regina.
3. Could you spell that, please?
4. R-e-g-i-n-a.
5. Could you repeat that, please?
6. R-e-g-i-n-a.
7. Thank you!

D. Listen to the names. Write what you hear.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ENGLISHCONNECT 2 LESSON 2: INTRODUCTIONS

CONVERSATION: WHAT DO YOU LIKE TO DO?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hi! I'm Susan. _____ your name?
2. I'm Romy. _____ are you from, Susan?
3. I'm _____ Canada.
4. What _____ you?
5. I'm from Germany, and _____ is my friend Ashley.
6. _____ from the United States.
7. She _____ to travel, and so do I.
8. What do you _____ to do?

What's	about	this	likes
Where	She's	from	like

ACTIVITY 2: CONTRACTIONS

Contractions	
What is →	What's
I am →	I'm
It is →	It's
do not →	don't
does not →	doesn't

A. Read the chart. B. Listen to the examples, and repeat.

1. What is . . . What's
2. I am . . . I'm
3. It is . . . It's
4. do not . . . don't
5. does not . . . doesn't
6. I **don't** like to cook.
7. He **doesn't** like to cook.

ACTIVITY 3: LIKE/DON'T LIKE

A. Choose the correct word or words. Then listen.

1. I _____ to play soccer.
   a. don't like
   b. doesn't like
   c. like
   d. likes

4. I _____ to sew.
   a. don't like
   b. doesn't like
   c. like
   d. likes

2. She _____ to play the violin.
   a. don't like
   b. doesn't like
   c. like
   d. likes

5. They _____ to cook.
   a. don't like
   b. doesn't like
   c. like
   d. likes

3. Karly _____ to shop.
   a. don't like
   b. doesn't like
   c. like
   d. likes

6. Danny _____ to travel.
   a. don't like
   b. doesn't like
   c. like
   d. likes

B. Listen to the audio for 1–4. Match the audio to the picture. Write the number.

☐ ☐ 1 ☐ ☐

ACTIVITY 4: ASKING AND ANSWERING QUESTIONS—WHAT?

A. Study the chart.

Asking Questions—What			
What	do don't	I you they we	like to do?
	does doesn't	he/she/it	

B. Listen and repeat.

1. What do you like to do?
   I like to cook.
2. What does he like to do?
   He likes to travel.
3. What don't they like to do?
   They don't like to cook.
4. What doesn't she like to do?
   She doesn't like to shop.

C. Listen, and then answer the questions. Listen to the answers.

1.
2.
3.
4.

ACTIVITY 5: SO DO I

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

So likes don't like What

1. Veronica _____ to bake.
2. _____ about you, Pam?
3. No, Jim. I _____ _____to bake, but I like to play soccer.
4. _____ do I.

E. Answer the questions.

1. Veronica likes to _____.
   a.
   b.
2. Jim likes to _____.
   a.
   b.
3. Pam doesn't like to _____.
   a.
   b.

ACTIVITY 6: DESCRIBING PEOPLE

A. Read, and then write the answer to the question. Use a complete sentence.

1. This is Hannah. She is from Germany. She likes to cook. What doesn't she like to do?

_____

2. This is Min Ho. He's from Korea. He doesn't like to play soccer. What does he like to do?

_____

3. Yina and Kamila are from Costa Rica. They don't like to run. What do they like to do?

_____

4. Here are Sam and Kira. They are from Canada. They like to dance. What don't they like to do?

_____

B. Listen and write about Sarah. Where is she from? What does she like to do?

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B.
1. Show your practice partner pictures of your friends and family and introduce them. Name things they like to do. Example: "This is my sister, Becky. She likes to swim and sing."
2. Ask your practice partner to restate what you told them about your family and friends.
3. Ask your practice partner to show you pictures of his or her family and to introduce them. For example, ask, "What is her name?" and, "What does she like to do?"
4. Have your practice partner ask you questions about your family.

C.
1. Help your practice partner talk about Sarah from Activity 6B.
2. Help your practice partner introduce someone. (Use the photos below.)

1.
Lucas, Brazil

2.
Yina and Kamila, Costa Rica

3.
Nitha, Thailand

4.
Hans, Germany

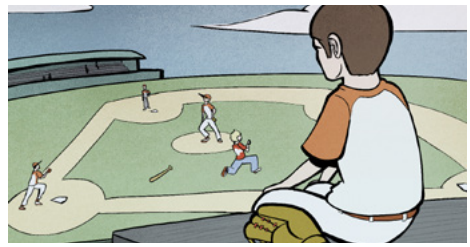
EXPANSION ACTIVITIES: WITH GOD NOTHING IS IMPOSSIBLE

1. Learn the vocabulary: hip, wheelchair, attention, priesthood blessing

Based on a true story.

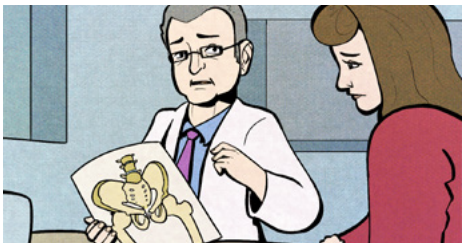
2. Listen and read. 3. Read aloud.

David is eight years old. He likes to run and play baseball. He plays with his friends.



One day when David wakes up, his left hip hurts. He can't walk well. He can't play with his friends.

The next day his other hip hurts. He can't walk at all. His mother takes him to the doctor.



The doctor runs tests. They find a problem with his hips. "He will be in a wheelchair soon," says the doctor.

"He might not be able to walk again." David's mother is very sad. She prays for help.

At first, David likes the attention from his friends. He is happy in the wheelchair.

Several days later, David is unhappy in the wheelchair. He wants to run and play with his friends.

He asks his father for a priesthood blessing. He says, "I know Heavenly Father can heal me."

A few weeks after the blessing, David is no longer in a wheelchair. He can walk again. He had faith, and Heavenly Father healed him.

4. Learn the vocabulary: faith, impossible, principle, action, power
5. Read aloud. Then listen.

Faith is to hope for things which are not seen, but which are true (see Hebrews 11:1; Alma 32:21).

"**Faith** is a **principle** of **action** and of **power**" (Bible Dictionary, "**Faith**").

*"If ye have faith . . . nothing shall be **impossible**"* (Matthew 17:20).

6. Ponder: What is faith? How can faith help you learn English?
7. Write: Finish the sentence. With faith, I can _____

_____.

8. Speak: Retell the story to three people. Then talk about how faith can help you learn English.

ENGLISHCONNECT 2 LESSON 3: INTERESTS

CONVERSATION: WHAT DO YOU LIKE DOING?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. So, _____ do you like doing?
2. _____ , I like writing.
3. Really? _____ do you like doing that?
4. I like it _____ it's relaxing. What do you like doing?
5. I like playing _____ because it's good exercise.
6. I _____ like playing sports.
7. Why _____ ?
8. Because it's tiring. What are some things you don't like _____ ?
9. I don't like reading because it's _____.

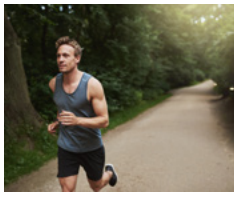
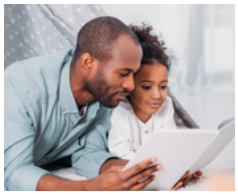
basketball doing boring not
what Well because don't Why

ACTIVITY 2: VERB + ING

A. Study the chart.

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

B. Look at the pictures below. Listen and repeat.

1. 
2.
3.
4.
5.
6.
7.
8.
9. 
10.

C. Look at the pictures above. Write the missing word. Use the words in the box.

1. He likes _____.
2. He doesn't like _____.
3. They like _____.
4. They don't like _____.
5. She likes _____ .
6. She _____like swimming.
7. They like _____.
8. He _____ dancing.
9. They _____ reading.
10. She doesn't like _____.

dancing like playing games painting cooking don't jogging doesn't likes reading bowling

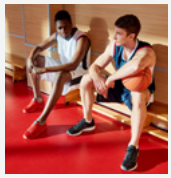
D. Finish the sentences. Read the sentences aloud.

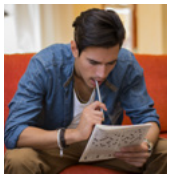
1. I like _____.
2. I don't like _____.

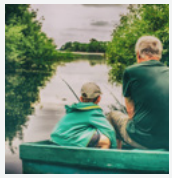
ACTIVITY 3: . . . BECAUSE . . .

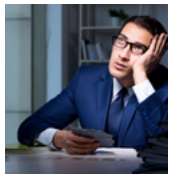
A. Listen to sentences 1–5. Choose the correct picture.

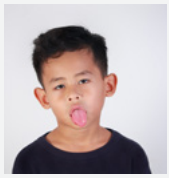
1a.
b.

2a.
b. 

3a.
b. 

4a. 
b.

5a.
b. 

6a.
b. 

B. Write a sentence with the words below. Use *like/don't like* and *because*.

1. They / go to the park / because / relaxing They like going to the park because it's relaxing.
2. I / not / do / crossword puzzles / because / boring _____
3. He / fish / because / fun _____
4. We / not / cook / because / difficult _____

C. Read. Choose the correct answer.

This is my friend Sonja. She likes painting because it's relaxing. She doesn't like cooking. She thinks it's tiring.

1. Sonja likes painting because it's __.
   a. fun
   b. relaxing
   c. exciting
2. Why doesn't Sonja like cooking?
   a. Because she doesn't like relaxing.
   b. Because she thinks it's boring.
   c. Because it's tiring.

This is my friend Sami. He likes playing soccer because it's challenging and fun. He's a very good soccer player. He likes dancing, but he is a terrible dancer.

3. Sami likes playing soccer because it's ___.
   a. challenging
   b. relaxing
   c. interesting
4. Sami likes dancing because he is a good dancer.
   a. True
   b. False

ACTIVITY 4: ASKING QUESTIONS—WHY?

A. Study the chart.

Asking Questions—Why?			
Why	do don't	I you they we	like (verb) + ing?
	does doesn't	he/she/it	

B. Read. Listen and repeat.

1. Why does she like going to the museum?
   She likes it because it's interesting.
2. Why doesn't he like playing cards?
   He doesn't like it because it's boring.
3. Why don't they like playing basketball?
   They don't like it because it's tiring.
4. Why do they like dancing?
   They like dancing because it's fun.

ACTIVITY 5: MEET SUNDAY

A. Listen. B. Read aloud. C. Answer the questions.

Sunday is a nurse.	He is from Nigeria, but he lives in Austria.	He likes working with old people because he feels happy with them.
He likes baking.	He likes smiling.	He likes African dancing.

1. What does Sunday like doing?

_____

_____

2. Why does he like working with old people?

_____

_____

ACTIVITY 6: WRITE ABOUT YOUR FRIENDS

Write about three of your friends. What do they like doing? Why?

_____

_____

_____

_____

_____

_____

What don't they like doing? Why?

_____

_____

_____

_____

_____

_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Help your partner answer the questions below using complete sentences. Help him or her practice asking other questions about the pictures.

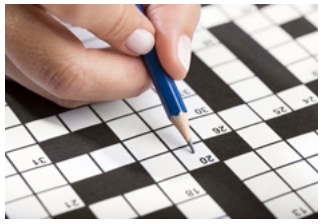
Why do they like going to the park?

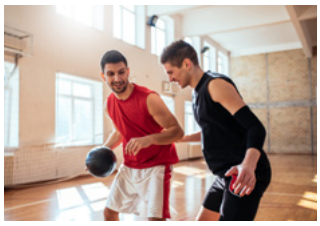
Why doesn't she like watching TV?

Why does he like dancing?

Why don't they like playing soccer?

C. Help your practice partner talk about these pictures using vocabulary from the lesson.





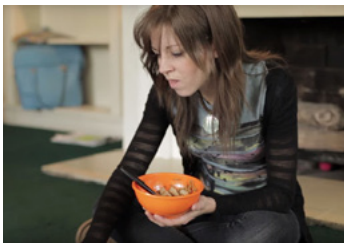
D. Help your practice partner talk about his or her interests.
For example, ask, "What do you like doing? Why?" and, "What don't you like doing? Why not?"
Help him or her ask you questions about your interests. Talk about three of your interests.

EXPANSION ACTIVITIES: GOD LOVES ME

1. Learn the vocabulary: violinist, worry, remember, know

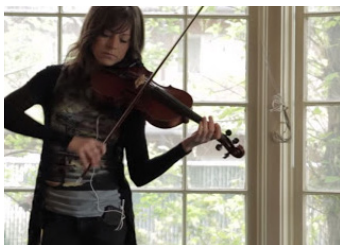
2. Listen. 3. Read aloud.

My name is Lindsey. I'm a violinist. I dance while I play.

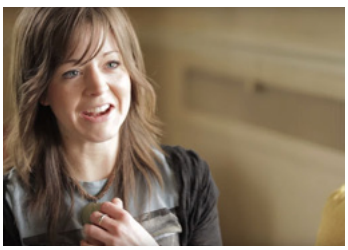


I write music. I eat cereal to get ideas for songs.

I had a problem. I wanted to be thin. I worried about eating all the time. I wasn't happy. I wanted to be happy. Many people love me. They helped me remember.



I remember that God loves me.



I know that I am a daughter of God.

I am a violinist, a song writer, and a YouTuber. I love to eat cereal.

And I'm a member of The Church of Jesus Christ of Latter-day Saints.

4. Learn the vocabulary: commandment, eternity, truth, might, mind, strength

5. Read aloud. Then listen.

> Elder Jeffrey R. Holland said: "My brothers and sisters, the first great ***commandment*** of all **eternity** is to love God with all of *our* heart, **might**, **mind**, and **strength**. . . . But the first great ***truth*** of all **eternity** is that God loves *us* with all of *His* heart, **might**, **mind**, and **strength**"
> ("Tomorrow the Lord Will Do Wonders among You," *Ensign* or *Liahona,* May 2016, 127).

7. Ponder: What does this quote mean? How do you feel God's love for you?

8. Write: I feel God's love for me because _____

_____.

9. Speak: Tell three people how you know God loves you.

ENGLISHCONNECT 2 LESSON 4: FAMILY AND FRIENDS

CONVERSATION: WHO IS IN YOUR EXTENDED FAMILY?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. So, tell me about your extended _____.
2. Well, I _____ two uncles, an aunt, and a cousin.
3. Oh, _____ one cousin?
4. I have 10 _____ .
5. Yeah, my cousin and I _____ live together.
6. Oh, _____ ?
7. How old _____ she?
8. She's 20 years old, a little _____ than me.
9. She actually works in the _____ building as I do.
10. Oh! _____ does she work?
11. She _____ at the bank.

same	family	cousins	really	works
Where	have	younger	just	is actually

ACTIVITY 2: FAMILY MEMBERS

A. Study the chart.

Masculine							
grandfather grandpa	uncle	nephew	cousin	father-in-law	brother-in-law	stepfather	stepbrother
Feminine							
grandmother grandma	aunt	niece	cousin	mother-in-law	sister-in-law	stepmother	stepsister

B. Read and choose the correct answer.

1. This is Katya. Her brother has a child.
   Katya is_____.
   a. an aunt
   b. an uncle
   c. a grandmother

2. This is Luis. He is with his father's father.
   He is with his_____.
   a. grandmother
   b. uncle
   c. grandfather

3. My name is An. This is my uncle's child.
   This is my _____.
   a. cousin
   b. niece
   c. nephew

4. This is Ines. She is my brother's wife.
   She is my _____.
   a. mother-in-law
   b. stepsister
   c. sister-in-law

ACTIVITY 3: USING "HAVE" AND "BE" VERBS

A. Study the chart. B. Write the correct form of the verb *have* or *be* in each sentence.

The Verb **Be**	
I **am**	tall thin old married bald
you / we / they **are**	
he / she / it **is**	

The Verb **Have**	
I **have**	long hair blue eyes curly hair glasses a beard
you / we / they **have**	
he / she / it **has**	

1. My sisters and I _____ long hair.
2. My grandmother _____ short.
3. I look like my dad. We _____ the same nose.
4. I have one cousin, and he _____ dark eyes.
5. My aunt and uncle _____ divorced.
6. My grandfather _____ a mustache.

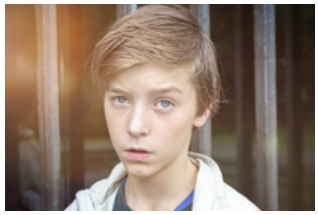
ACTIVITY 4: DESCRIBING PEOPLE

A. Listen. Choose the best picture.

1. a.
b.

2. a.
b.

3. a.
b.

4. a. 
b.

B. Write a sentence.

Example: My grandmother / short hair.

My grandmother has short hair.

1. My great-grandfather / a beard

_____

2. My brother and my sister / quiet

_____

3. My sister / curly hair

_____

4. My grandparents / old

_____

5. My niece / tall

_____

C. Listen. Write three things that you hear.

1.

She is my _____.
She has _____.
She is _____.

2.

She is my _____.
She has _____.
She is _____.

3.

He is my _____.
He has _____.
He is _____.

4.

She is my _____.
She has _____.
She is _____.

ACTIVITY 5: FORMING QUESTIONS

A. Study the charts.

Yes/No Questions		
Are	you / they	married? cousins? athletic?
Is	he / she	
Do	you / they	have children? like playing soccer? have a beard?
Does	he / she	

"Wh-" Questions			
What	do does	you / they he / she	like doing?
Where	do does	you / they he / she	live? work?
How many __	do does	you / they he / she	have?
How old	are is	you / they he / she	?

B. Listen and write the question you hear.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ACTIVITY 6: MY FAMILY

Describe one of your grandparents. Write about his or her physical description (eyes, hair, tall/short, and so on) Write about his or her personality (funny, shy, loud, kind, athletic, and so on). Write five sentences or more.

Example:
My grandmother is a wonderful woman. She has short gray hair. She is a really good cook. She always has candy for the grandchildren. She is a widow.

_____
_____
_____
_____
_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the pictures below. Help your practice partner think of questions they could ask the people in the pictures. For example, ask, "Are you married? Is this your grandfather? Are you cousins? How old is your grandson?" Then show them your own family photos, and help them ask you questions.

C. Look at the pictures in Activity 4. Help your practice partner describe the people in the pictures. They should include physical descriptions and personality. Then ask your practice partner to:

1. Describe a cousin.
2. Describe a grandparent.
3. Describe a brother or sister.
4. Describe an aunt.
5. Describe a parent.

EXPANSION ACTIVITIES: A SMELLY FAMILY HISTORY

1. Learn the vocabulary: pioneer, wagon chase, smell, skunk, stink

2. Listen. 3. Read aloud.

John loves this story about his great-great-grandfather Henry Williams Nichols.

Henry is a pioneer. He guards the wagons.

One night, he sees an animal running around the tents. He picks up a big stick.

He chases the animal far from the camp. He hits the animal with the stick.

He smells something terrible. The animal is a skunk. Now he smells terrible !

He has to wash his clothes and throw away his shoes.

The next morning he has to eat breakfast by himself. He takes many baths because he stinks.

John laughs every time he reads this story! He loves his great-great-grandfather.

4. Learn the vocabulary: ancestor, sacrifice, forefathers, plant, promise

5. Read aloud. Then listen.

"And he [Elijah] shall ***plant*** *in the hearts of the children the* ***promises*** *made to the fathers, and the hearts of the children shall turn to their fathers"* (Doctrine and Covenants 2:2).

6. Ponder: What do you know about your ancestors? What can you learn from their history?

7. Write about one of your ancestors. Write as much as you can. _____

_____

_____

8. Speak: Talk about this ancestor to three people.

ENGLISHCONNECT 2 LESSON 5: FAMILY AND FRIENDS

CONVERSATION: WHAT IS YOUR FAMILY LIKE?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. My mom is _____ than my dad.
2. My dad is short and he has a _____.
3. He's really _____.
4. Really? _____ your mom like?
5. She is quiet and _____.
6. I'm more _____ than my mom but I'm shorter _____ her.
7. Is your dad _____?
8. No, he isn't. He's _____. He always makes jokes.
9. He's _____ and he wears glasses.

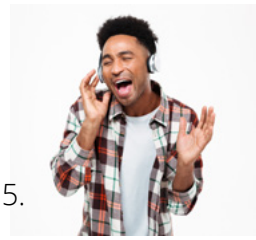
like thin than quiet funny What's
outgoing beard bald taller

ACTIVITY 2: COMPARING PEOPLE—ADJECTIVE + "-ER THAN"

A. Study the chart.

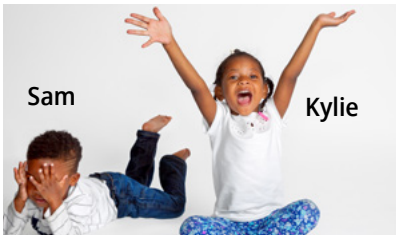
I	am	"(adjective)" + **-er than**	you him / her them my sister my uncle my mother
you / we / they	are		
he / she	is		

B. Listen to sentences 1–6 and repeat aloud.

1., 2.
3.
4.
5. 
6.

C. Write a sentence using "(***adjective***)" **+** "***-er than***." Use the words given.

Example: Sara, Ethan (tall) Sara is taller than Ethan.



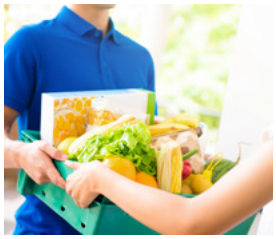
1. Kylie, Sam (loud) _____

2. Danilo, Grandma (young) _____

3. Odalys, Paula (short) _____

ACTIVITY 3: LONGER ADJECTIVES

A. Listen to sentences 1–4 and repeat aloud.

1.
2.
3.
4. 

B. Listen again. Write what you hear.

1. My cousin, my sister (athletic)

_____

2. Cars, bicycles (expensive)

_____

3. Jacques, other chefs (competitive)

_____

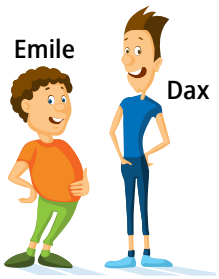
4. My uncle, my aunt (generous)

_____

C. Listen to the question. Answer aloud in a complete sentence.

1.

2.

3. 

4.

5.

Culture tip: It is considered rude in the U.S. to say that someone is fat.

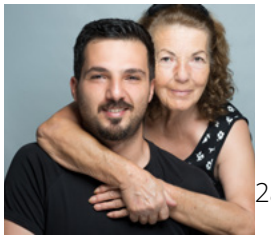
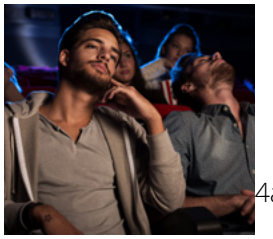
ACTIVITY 4: AM LIKE / LOOK LIKE

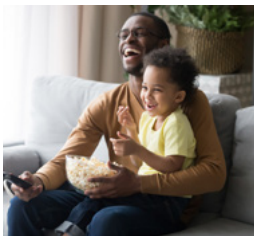
A. Listen to the examples. Repeat aloud.

Example 1
I **am like** my mom. We both like to read.

Example 2
I **look like** my dad.

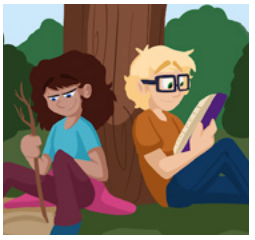
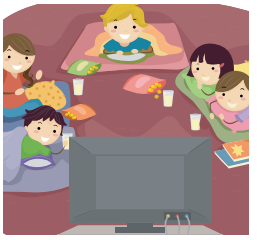
B. Listen to sentences 1–5. Choose the best picture.

1a. 
2a.
3a. 
4a.
5a.

b.
b.
b. 
b.
b.

ACTIVITY 5: CHLOE'S FAMILY REUNION

A. Listen to the story.

B. Listen to the questions. Answer aloud, then write your answer.

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____
5. _____
_____
6. _____
_____

C. Retell the story. Listen to the example.

ACTIVITY 6: COMPARE YOURSELF TO YOUR FAMILY

Use words from this lesson to compare yourself to your family. Write 1 or 2 sentences for each. Examples: "I am funnier than my brother." "We are both athletic."

1. brother/sister_____
2. cousin _____
3. aunt/uncle_____
4. parent_____
5. grandparent_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Ask your partner to retell the story, "Chloe's Family Reunion." Ask them to tell you about a time they got together as a family. Ask, "Have you been to a family reunion? Tell me about some of your family members that were there. What did you do together? How did you feel? Were you shy, like Chloe?" Let them ask you the same questions.

C. Ask your partner to make sentences comparing himself or herself to family members using these words: *tall/short, big/small, young/old, loud/quiet, strong, intelligent, beautiful, athletic, generous, thoughtful, patient, outgoing, competetive, funny, nice*. Then look at the pictures below and ask the questions.

Megan **looks like** her mom. They both have blonde hair and blue eyes.
Ask: Who do you look like?

Eva **is like** her dad. They both like to write stories.
Ask: Who are you like?

EXPANSION ACTIVITIES: A GREAT FATHER

1. Learn the vocabulary: muscular dystrophy, active, take away, great attitude, gold medal, price tag

2. Listen. 3. Read aloud.

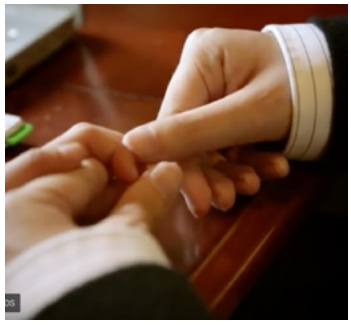
My name is Vance Luis Taylor. I live in Washington, DC. I work near the White House.

My mom said, "You may not be as strong as other kids. But you can be smart. You can be funny. You can be active."

"Muscular dystrophy can't take those things away from you."

My wife should get the gold medal for marriage. She's an amazing wife!

We're blessed to have two beautiful daughters. I wanted them to be smart and ugly. They are both smart and beautiful.



From the second they were born, they just wrapped me around their little fingers.

"He has such a great attitude and just loves to have fun. He loves life. He's a great father."

I believe that friends and family are what make life worth living. There's just no way to put a price tag on that.

5. Learn the vocabulary: uprightly, essential, turn, qualities

6. Read aloud. Then listen.

"And they shall . . . teach their children to pray, and to walk ***uprightly*** *before the Lord"*
(Doctrine and Covenants 68:28).

"Perhaps the most **essential** of a father's work is to **turn** the hearts of his children to their Heavenly Father"
(D. Todd Christofferson, "Fathers," *Ensign* or *Liahona,* May 2016, 94).

7. Ponder: What are some good **qualities** for a father to have?

8. Write: Make a list of **qualities** a good father has. _____

_____

_____

_____

9. Speak: Talk about how a good father is like our Heavenly Father. Tell three people.

ENGLISHCONNECT 2 LESSON 6: FEELINGS AND EMOTIONS

CONVERSATION: HOW ARE YOU?

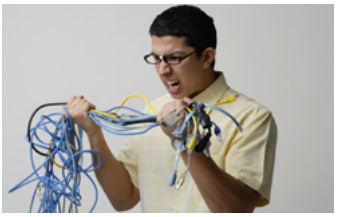
A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Andrea, are you _____ _____?
2. You look _____.
3. Well, I'm kind of _____.
4. Oh, no! _____ happened?
5. _____ are you frustrated?
6. I just _____ a fight with my brother.
7. But _____ OK. I'll ____ all right.
8. Wow! I'm _____. Is he _____ at you?
9. Yeah, it's _____ I broke his _____.

all right What it's frustrated sad because
brother sorry mad had phone be Why

ACTIVITY 2: IS EVERYTHING OK?

A. Listen to the question. Write how the person is feeling. Choose from the words in the box.

1. 

No, I *am frustrated.*

2.

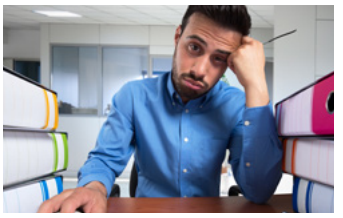
Yes, she _____.

3.

No, _____.

4.

No, _____.

5. 

_____.

6.

Yes, _____.

surprised amused afraid tired frustrated mad sad bored angry embarrassed happy calm

ACTIVITY 3: WHEN DO YOU FEEL . . . ?

A. Listen to sentences 1–6. Decide if *you* agree or not. Circle your answer.

1.

a. So do I.
b. I don't.

2.

a. So do I.
b. I don't.

3.

a. So do I.
b. I don't.

4.

a. So do I.
b. I don't.

5.

a. So do I.
b. I don't.

6.

a. So do I.
b. I don't.

ACTIVITY 4: WHEN DO YOU FEEL HAPPY?

A. Read the sentence. Choose the picture that matches the sentence.

a.

b.

c.

d.

e.

f.

g.

h.

_f_1. I feel happy when I am with my family.

____2. I feel happy when I serve someone.

____3. I feel happy when I hear beautiful music.

____4. I feel happy when I eat good food.

____5. I feel happy when I laugh with my friends.

____6. I feel happy when I'm outside in nature.

____7. I feel happy when I do family history.

____8. I feel happy when I go to the temple.

B. Answer the questions in a complete sentence. Practice saying the questions and answers aloud.

Example: When do you feel sad? *I feel sad when my children are sad.*

1. When do you feel happy? _____
2. When do you feel mad? _____
3. When do you feel afraid? _____

C. Read the questions, and respond aloud. Listen to the examples.

1. When do you feel calm?
2. When do you feel nervous?
3. When do you feel frustrated?
4. When do you feel exhausted?

ACTIVITY 5: SHOWING EMPATHY

A. Listen to the situation. Choose the response that shows empathy.

1. Your response:
   a. Wow! That's amazing!
   b. I'm sorry.
   c. What happened?

3. Your response:
   a. I'm sorry. That's hard.
   b. Are you all right?
   c. I hope you have a great day!

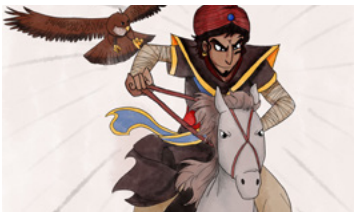
2. Your response:
   a. That's great!
   b. Oh, no! Are you OK?
   c. Where are you?

4. Your response:
   a. Wow. That's great.
   b. I'm sorry. That's hard.
   c. Is everything OK?

ACTIVITY 6: KING SINBAD'S FALCON

A. Learn the vocabulary: forest, thirsty, mountains, falcon, drink, spill, sword, poisonous snake

B. Listen to the story. Then read aloud.



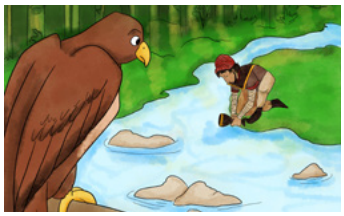
Sinbad was a king in Persia. He was young and energetic. But he was not calm. He often got angry.

He had a beautiful house next to a big forest.

And he had a falcon. He loved this falcon. The falcon ate out of Sinbad's hand.

The falcon slept next to Sinbad. It was a calm and obedient falcon. "You are my best friend," he told the falcon.

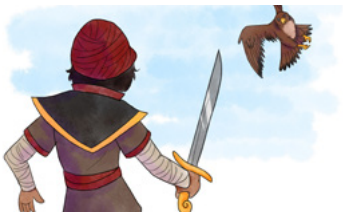
One day, Sinbad got lost in the forest. He was very thirsty. He looked for water close to the mountains. He looked for water near the trees.



Finally, he found some water. He put water in his cup. He put the cup to his lips.

But the falcon hit the cup out of his hands. The water spilled on the ground.

Sinbad put water in the cup again. But the falcon hit the cup again. The water spilled again.



Now Sinbad was very angry. "You are a disrespectful bird," Sinbad said. He pulled out his sword and killed the falcon.

He put his cup in the water. Then he saw a poisonous snake in the water. The water was poisonous.

He picked up the falcon and held it in his hands. "Oh, my friend," he cried. "You helped me. And I killed you." Sinbad was very sad. "I was an angry king," he said. "But I will be kind now."

C. Write what you hear.

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

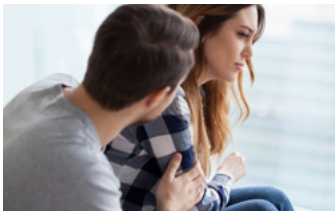
PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Ask your partner to retell the story, "King Sinbad's Falcon" in their own words. Ask questions about the story. For example, ask, "How did Sinbad often feel? What animal did he have as a friend? What happened in this picture? How did Sinbad feel at the end of the story? Do you like this story? Why or why not? What did you learn from this story?"

C. Look at the questions in Activity 4C. Let your partner ask you these questions, and answer them. Then ask your partner to answer them.

D. Look at the pictures. Help your practice partner make questions they could ask the person.
Examples: "Are you OK? Is something wrong? What happened? How are you feeling? Why are you . . . ?"



E. Ask your practice partner how they are feeling today and why they feel that way.

EXPANSION ACTIVITIES: THE SHOES

1. Learn the vocabulary: field, silver dollar, hid (hide)

2. Listen. 3. Read aloud.

Two boys walked down a road. They saw an old coat and shoes by the road.

They saw a man working in the field. The younger boy said, "Let's hide the shoes! It will be fun!"

The older boy didn't think that was a good thing to do. He said, "Let's put money in the shoes instead."

So they put a silver dollar in each shoe. Then they hid and watched.

When the man came back, he looked tired. He put on his shoe and felt something hard.

He pulled the dollar out of his shoe. He was surprised.

He put the other shoe on and found the other dollar. He was surprised again.

Then he knelt down and prayed. He thanked Heavenly Father for the money.

His wife was sick and his children didn't have food. He was very grateful. The boys felt happy.

4. Learn the vocabulary: notice, watch over

5. Read aloud. Then listen. "God does **notice** us, and he **watches over** us. But it is usually through another person that he meets our needs"
(*Teachings of Presidents of the Church: Spencer W. Kimball* [2006], 82).

6. Ponder: How do you feel when you help others? How do you feel when others help you?

7. Write about a time when someone helped you. _____

_____

8. Speak: Tell the story to someone. Tell about a time when someone helped you.

ENGLISHCONNECT 2 LESSON 7: NEEDS

CONVERSATION: ASKING FOR HELP

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, _____ you pick Sarah up after school today?
2. Actually, I _____ because I've got a meeting at that time. Sorry.
3. OK . . . _____ you give her a ride to school tomorrow morning?
4. I _____ to take John to the doctor.
   Unfortunately, that won't work either. I've got to make an important _____ _____ at 8:00 a.m.
5. OK, I'll _____ her off tomorrow.
6. But what about tomorrow afternoon? Maybe I could _____ her up then?
   Oh, can you?
   Yeah.
7. That would be wonderful! I'll _____ John to the doctor tomorrow afternoon, then.
   All right, sounds like a plan.

phone call	can't	could	pick
need	drop	can	take

ACTIVITY 2: MAKING REQUESTS

A. Study the chart. Read the sentences. Listen to sentences 1–6, and repeat.

Polite Requests	Direct Requests	Some Possible Answers
Will you . . . Would you . . . Can you . . . Could you . . .	I need you to . . . I want you to . . .	Yes, I will/can . . . No, I won't/can't . . . because . . .

1.
   Will you turn on the light?

2.
   Can you give me a ride?

3.
   I need you to lock the gate.

4.
   I want you to buy milk.

5.
   I can't because I have to help my parents.

6.
   I won't because I broke my arm.

B. Write a request with the words given.

Example: you / Could / pick up / your sister? Could you pick up your sister?

1. Can / make / you / dinner _____
2. help / you / cook / Will _____
3. clean / you / Could / help _____
4. want / I / to clean / you _____
5. the sink / Would / fix / you _____

C. Read the request. Say a more polite form of each request. Listen to the examples.

1.

I need you to paint the wall.

2.

I want you to lend me a coat.

3.

I need you to make a doctor's appointment for me.

4.

I want you to send an email every Monday.

5.

I want you to carry these bags.

6.

I need you to take me to the market.

D. Write a more polite form of each request.

1.

I want you to wash these clothes.

Would you wash these clothes?

2.

I need you to clean the floors.

_____

3.

I want you to give your cousin a ride.

_____

4.

I want you to send an email with my schedule.

_____

E. Listen to sentences 1–6. Write the number next to the correct response.

_____a. Yes, I will be at your house at 6:00.
_____b. Yes, I will send that email right now.
___1___c. No, I can't because I have plans at 10:00.
_____d. No, can I bring drinks instead?
_____e. Yes, I will drop it off in an hour.
_____f. No, I don't know how to fix that.

ACTIVITY 3: I NEED HELP

A. Read the situation. Say a request. Listen to the example answers.

Example:
You need to take the bus to work. You do not have enough money.
You turn to your brother and say:
"Can you give me some money for the bus?"

1. You need to take your child to school. Your keys are locked in the car. You call your friend and say:

2. You want to clean your apartment. The kitchen and bedroom are messy. You talk to your child and say:

3. Your tooth really hurts. You need to go to the dentist. You do not have a car. You call a friend and say:

4. It is late at night. Your neighbor is playing loud music. You want to go to sleep. You call your neighbor and say:

ACTIVITY 4: I'M LATE

A. Read the sentence, and write a response.

You are late to a meeting because you locked your keys in the car. Write an email to a friend. Write why you are late. Write 3 direct requests.

_____

_____

_____

_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the pictures below. Help your practice partner make two requests for each picture. Make one polite request and one direct request.

Examples:
Polite: "Could you teach me how to cook?"
Direct: "I need you to teach me how to cook."

C. Help your practice partner make requests with the words below.

1. pick up the garbage. 2. wash the dishes 3. sweep the floor 4. help me study

EXPANSION ACTIVITIES: THE GOOD SAMARITAN

1. Learn the vocabulary: thieves, robbed, Jew (Jewish), Samaritan, innkeeper

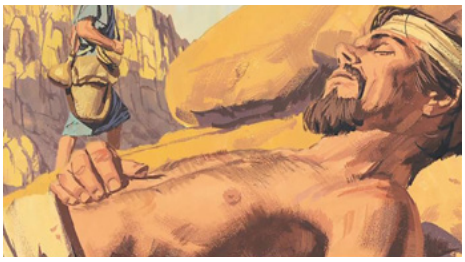
Luke 10:25–37

2. Listen. 3. Read aloud.

One day a man was walking on the road to Jericho. Thieves robbed and beat him. They left him on the road, almost dead.

Soon a priest came by and saw the man. The priest walked by on the other side of the road. He did not help the man.

Another man who worked in the temple came by. He saw the injured man.



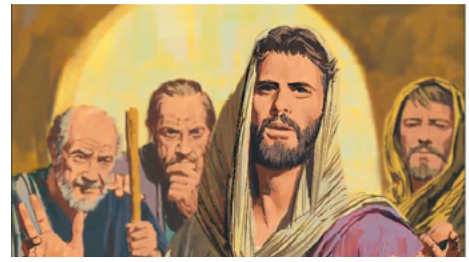
But he did not help the man either. He walked by on the other side of the road.

Then a Samaritan man came by. The Samaritan felt sad for him.

The Samaritan helped the man. He took care of the man's wounds and put clothes on him.

The Samaritan took the man to an inn. He cared for him until the next day.

Before the Samaritan left, he gave money to the innkeeper. He told him to take care of the man.



Jesus told this story. He wants us to be like the Samaritan and help others.

4. Learn the vocabulary: least, brethren

5. Read aloud. Then listen.

"Inasmuch as ye have done it unto one of the ***least*** *of these my* ***brethren****, ye have done it unto me"*

(Matthew 25:40).

6. Ponder: Who needs your help? How can you help them?

7. Write: Make a list of people you can help. Write one thing you can do to help each person. _____

_____

_____

8. Speak: a. Talk about how you are going to help these people.

b. Retell the story of the good Samaritan to three people.

ENGLISHCONNECT 2 LESSON 8: AT HOME

CONVERSATION: WHERE DO YOU LIVE?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Rick, where do you live?
2. I live on 231 Baker _____. Do you know that area? It's in a _____ part of Jackson.
3. Oh, yeah. Do you like _____ there?
4. Not really. My _____ is small, and there's a lot of traffic. It's pretty _____ and not very safe.
5. That's too bad. I live on 1612 Orange Grove _____. It's in a _____ part of Gulfport.
6. Oh, yeah. How do you like it, Lisa?
7. I love it! The _____ is quiet, and the houses are old and _____.
8. That sounds nice! I'd like to _____ to a place like that someday.

lively	noisy	Street	
neighborhood	move	historic	Road
living	house	beautiful	

E. Choose the correct answer.

1. Why doesn't Rick like where he lives?
   a. The neighborhood is too small.
   b. It is too quiet and old.
   c. His house is old and small.
   d. It is too noisy and not safe.

2. Where does Lisa live?
   a. In a historic part of town.
   b. In a new neighborhood.
   c. On a lively avenue.
   d. Next to a busy street.

ACTIVITY 2: WHERE I LIVE

A. Listen to sentences 1–5, and repeat.

1.
2.
3.
4.
5.

B. Listen to sentences 1–4. Write what you hear.

1. _____
2. _____
3. _____
4. _____

ACTIVITY 3: DESCRIBE THE PLACE

A. Look at the picture. Use the words below to talk about the picture. Say at least three things about each picture. Use complete sentences. B. Listen to the examples.

safe, unsafe, quiet, noisy, busy, crowded, historic, new, peaceful, lively, beautiful, ugly, popular, modern, dry

1.
city

2.
avenue

3.
road

4.
neighborhood

5.
area

C. Look at each picture. Use the words above to write about the picture. Write at least two complete sentences.

1.
village

2.
street

3.
neighborhood

_____ _____ _____

_____ _____ _____

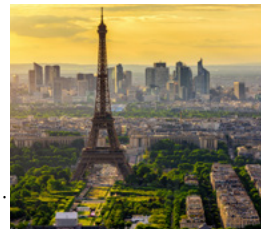
D. Listen to each description. Choose the picture that matches.

1a.
b.

2a.
b.

3a.
b.

4a.
b.

5a.
b. 

ACTIVITY 4: PREPOSITIONS OF LOCATION—IN AND ON

A. Study the chart.

I live	on	a noisy **street**. a busy **road**. the **coast**.
	in	a crowded **city**. a quiet **neighborhood**. a small **town**. the **mountains**.

B. Write the correct missing word. Say the sentence aloud.

1. I live ____ a peaceful town.
2. She lives ____ a crowded street.
3. They live ____ an unsafe neighborhood.
4. Do you live ____ the city?
5. Do you like living ____ the coast.
6. We live ____ the mountains.
7. He lives ____ a new road.

ACTIVITY 5: TABATA'S STORY

A. Listen to the story. Tell the story to someone.

B. Answer the questions.

1. Where did Tabata grow up? _____
2. Did she like her home? Why? _____

_____

3. Why did she feel safe in Nicaragua? _____

_____

4. What did she do there? _____

_____

C. Describe your hometown. Write 2 or 3 sentences. Do you like living there? Why or why not?

_____

_____

_____

_____

_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Ask your practice partner to answer the questions using the pictures and words given. Help them make complete sentences.

Where do you live?

1.

quiet neighborhood

Where do they live?

2.

busy street

Where do you live?

3.

the coast

Where does she live?

4.

crowded city

Where does he live?

5.

apartment building

C. Look at the pictures. Imagine you live there. Take turns asking each other, "Do you like living here? Why or why not?" Help them answer in a complete sentence.

1.
2.
3.
4.
5.

D. Take turns describing your hometown. What is the neighborhood like? Describe where you live now. Do you like living there? Why or why not?

EXPANSION ACTIVITIES: HOME IS WHERE YOUR FAMILY IS

1. Learn the vocabulary: smoke, everywhere, on fire, crawled, ladder, burned, destroyed
2. Listen. 3. Read aloud.

Johnny woke up. It was dark in his bedroom. He smelled smoke. He jumped out of bed.

He yelled for his parents. They woke up. They saw the smoke too.

His dad ran to get his little sister out of her room. There was smoke everywhere. The house was on fire!

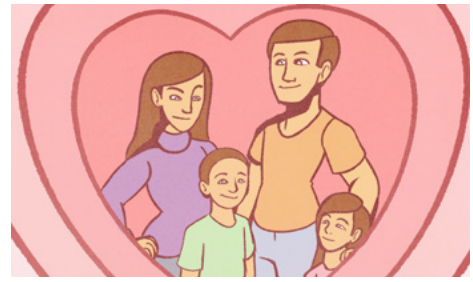
They all crawled to a window and got out on the roof. His dad found the ladder. They got out of the house safely.

His mom called the fire department. The house burned for a long time. All of Johnny's things were destroyed.

A neighbor said, "Johnny, it's too bad your home burned down."

Johnny thought for a moment and said, "Oh, that was not our home. That was just our house.

We still have our home. We just don't have any place to put it right now."



Johnny knew that a home is where your family is.

4. Learn the vocabulary: treasure, heaven
5. Read aloud. Then listen. *"Where your **treasure** is, there will your heart be also"* (Luke 12:34).

"Home can be a ***heaven*** on earth when we are filled with love" ("Home Can Be a Heaven on Earth," *Hymns,* no. 298).

6. Ponder: What is the difference between a house and a home? How do you make your house into a home?
7. Write three things you can do to show more love in your home. _____

_____

_____

8. Speak: Tell the story to three people.

ENGLISHCONNECT 2 LESSON 9: AT HOME

CONVERSATION: WHERE DID YOU GROW UP?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Yuna, where did you _____ up?

   I'm from Utah. Have you heard of Orem, Sam?

   Yes! _____ in Orem?

2. My house was _____ _____ a big park and _____ _____ a school across the street. But later we moved.

   How about you, Sam?

3. I don't remember much about my house when I _____ younger, but we lived _____ a grocery store. So, Yuna, what were you like when you _____ little?

4. I was actually kind of _____, mostly well-behaved. I _____ a lot of friends though.

were	there was	near	Where
grow	shy	was	had	next to

E. Choose the correct answer.

1. What was across the street from Yuna's house?
   a. a park
   b. a grocery store
   c. a school

2. What was Yuna like when she was a child?
   a. shy
   b. quiet
   c. disobedient

3. Where was the park?
   a. across the street
   b. far from the grocery store
   c. next to Yuna's house

ACTIVITY 2: THERE WAS / THERE WERE

A. Study the chart.

B. Choose the correct form of *There was* or *There were*. Say the sentence aloud. Listen to the correct answer.

Singular		Plural	
There was	a dog a school a house	There were	many dogs schools two houses

1. _____ _____ a lot of dogs in my neighborhood.
   a. There was
   b. There were

2. _____ _____ a lake next to my house.
   a. There was
   b. There were

3. _____ _____ a big green park across the street from my home.
   a. There was
   b. There were

4. _____ _____ two playgrounds close to my building.
   a. There was
   b. There were

5. _____ _____ a school on my street.
   a. There was
   b. There were

6. _____ _____ tall trees in my neighborhood.
   a. There was
   b. There were

7. _____ _____ several tall buildings not far from where I lived.
   a. There was
   b. There were

C. Look at the picture. Describe the picture in three complete sentences using *There was* or *There were*.

Example: There was a tree in front of the house.

_____

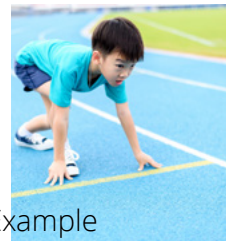
_____

_____

ACTIVITY 3: THE PAST TENSE *BE* AND *HAVE*

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

A. Study the chart. B. Answer the questions using the words and pictures given. Listen to the examples.

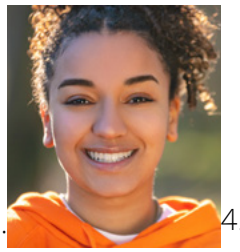


Example

athletic

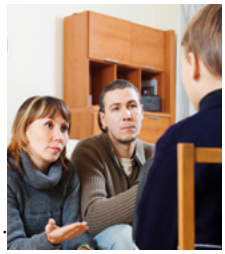
1. silly

2. mean



3. happy

4. shy



5. strict

Example: What was your cousin like as a child?

He was athletic.

1. What were you and your sister like as children?

_____

2. What was your brother like as a child?

_____

3. What were you like as a teenager?

_____

4. What were you like as a child?

_____

5. What were your parents like?

_____

C. Listen to the sentences about Izak. Then answer the question. Choose all that are correct.

1. What was true about Izak?

a. Izak lived across from the market.
b. Izak lived close to the market.
c. Izak was disobedient at home.
d. Izak was shy when he was a child.
e. Izak was helpful at the market.
f. Izak's house had a black gate.

D. Look at the pictures. Write an answer to the question in three complete sentences using *had*.

1. What did Izak and his family have when he was growing up?

_____

_____

_____

ACTIVITY 4: GORDON TELLS A STORY

A. Listen and read. B. Read aloud.

Gordon Parks was born in 1912 in a small town. His home was full of love. But his town was not. "Black kids can't play sports," said his high school coach.

When he was 15, his mom died. He moved in with his older sister. She lived in a big city. The neighborhood was crowded, noisy, and unsafe.

He argued with his brother-in-law. He had to move out. For many months, he lived on the streets.

One day he was very hungry. He thought, "Maybe I can steal some money." He saw a man. He pulled out his knife. He started to shake.

He thought about his mother. She had taught him to be good. "Sir," he said, "could you buy this knife? I'm so hungry. It costs one dollar." The man said, "No." Then he gave Gordon two dollars.

After that, Gordon worked hard. One day he bought a used camera. He took pictures of the noisy streets. He took pictures of poor people in big cities.

Soon, people paid him to take pictures. He went back to his small town. He took pictures of his school and his friends.

His pictures told new kinds of stories. They were stories of people in unsafe neighborhoods. They were stories of people who were angry.

They were also stories of people who were kind. And they were stories of people who were hopeful. What is it like where you live? What kind of stories can you tell?

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the questions in Activity 3B. Use those questions to ask your practice partner questions about their childhood. Substitute vocabulary when needed. For example, if they don't have siblings, ask about cousins. Help them say as much as they can. Then ask more questions. For example, ask, "Who were their friends? What were their friends like?" Then let them ask you the same questions.

C. Talk about your childhood homes. Ask, "What type of home did you have? What did your home look like? Where did you live? What was close by? Who lived there with you?" Can they describe the home they live in now? Now let them ask you about your childhood home.

D. Help your practice partner retell the story of Gordon Parks. Talk about the story. Did you like it? Why or why not? Tell a story about your neighborhood. Ask your partner to tell a story about their neighborhood.

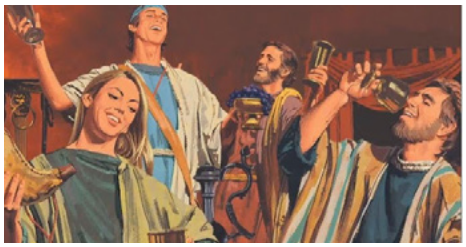
EXPANSION ACTIVITIES: THE PRODIGAL SON

1. Learn the vocabulary: prodigal, inheritance, sinned, wasted, worthy, celebrate

Luke 15:11–24

2. Listen. 3. Read aloud.

A rich man had two sons. The younger son said to his father, "I want my inheritance now." The father gave his son the money.



The son took the money and left home. He went to another country. The son sinned. He wasted all of the money.

Finally, the son had no money. He had no house. He had no food. He got a job feeding pigs. The son was hungry. He wanted to eat the pigs' food.

He thought of his father. "My father's servants have food," he thought. "I will go home to my father. I will be his servant."

He went to his father's home. His father saw him coming.

The father ran to meet him. The father put his arms around his son and kissed him.

The son said, "I am sorry. I have sinned. I am not worthy to be your son. Can I be your servant?"

But the father said to the servants, "Bring the best clothes for my son!" He put a ring on his finger.

The father told the servants to prepare a feast. He wanted everyone to celebrate. The son had sinned. But he repented and returned home.

4. Learn the vocabulary: glory, immortality, eternal life

5. Read aloud. Then listen.

*"For behold, this is my work and my **glory**—to bring to pass the **immortality** and **eternal life** of man"* (Moses 1:39).

"A loving Heavenly Father has but two desires for His children . . . : **immortality** and **eternal life,** 'which means life with Him back home'"
(Russell M. Nelson, in R. Scott Lloyd, "God Wants His Children to Return to Him, Elder Nelson Teaches," Church News, Jan. 28, 2014, ChurchofJesusChrist.org).

6. Ponder: Why did the father forgive his son? How is Heavenly Father like this father?

7. Write one thing you learned from the story "The Prodigal Son."_____

8. Speak: Tell three people what you learned from the story "The Prodigal Son."

ENGLISHCONNECT 2 LESSON 10: DAILY ROUTINES

CONVERSATION: WHAT DO YOU DO EVERY DAY?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Tell me what you do _____ day.
2. I _____ get up at 7:00 and then I _____ go to work at 8:00.
3. _____ I go out with friends after work.
4. You sound _____.
5. _____ do you go shopping?
6. I only go about _____ ____ _____.

busy	once a month	every	usually
always	Sometimes	When	usually

E. Choose the correct answer.

1. What does Viktor do at 8:00 a.m.?
   a. He gets up.
   b. He goes to work.
   c. He eats breakfast.

2. How often does Viktor go out with friends?
   a. He sometimes goes out with friends after work.
   b. He usually goes out with friends on the weekend.
   c. He goes out with friends once a month.

ACTIVITY 2: FREQUENCY WORDS

A. Study the charts.

a lot
always
usually
sometimes
never
not at all

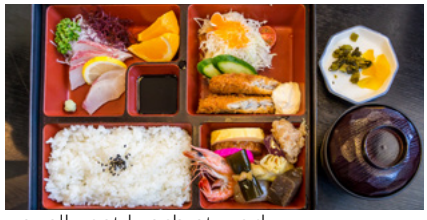
Using Frequency Words			
subject	**frequency word**	**verb**	
I / You / We / They	always usually sometimes never	go shopping	on Thursdays.
She / He		goes shopping	

B. Place the sentences in order of frequency. 1= most frequent, 3 = least frequent

1.

_3_ I never go to the movie theater.
_1_ I always watch movies on my phone.
_2_ I sometimes watch movies with my family.

2.



___ I usually eat lunch at work.
___ I sometimes eat lunch at a restaurant.
___ I always eat lunch at home on Sundays.

3.

___ I always go to church on Sundays.
___ I never go out with friends on Sundays.
___ I sometimes visit my cousins on Sundays.

4.

___ I sometimes have breakfast on Saturdays.
___ I never have breakfast during the week.
___ I usually have breakfast on Sundays.

5.

___ I usually go to work at 8:00 a.m.
___ I never leave work before 4:00 p.m.
___ I sometimes stay at work until 7:30 p.m.

6.

___ I always eat dinner around 8:00 p.m.
___ I sometimes have dinner with friends.
___ I usually cook dinner for myself.

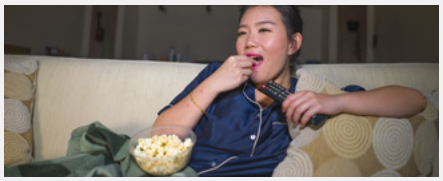
C. Read each description. Answer the questions aloud. Use frequency words. Listen to answers 1–5.

Yaya works during the week. On Mondays, Tuesdays, and Wednesdays, Yaya goes to work at 7:00 a.m. On some days she goes to work at 10:00 a.m.

Yaya wakes up at 5:30 every day. She exercises after she wakes up.

Each morning, Yaya gets dressed and brushes her teeth. She doesn't have time to have breakfast during the week.

Yaya doesn't have a car, so she takes the bus to work each day.



When Yaya gets home, she takes a shower before going to bed. Some nights, she watches TV.

1. When does Yaya go to work?
2. What does Yaya do in the morning?
3. When does Yaya have breakfast?
4. How does Yaya get to work?
5. What does Yaya do when she gets home?

D. Think about what you do on the weekends. Read each question, and write a sentence in response.

1. What do you always do on Friday?

_____

2. What do you usually do on Saturday?

_____

3. What do you sometimes do on Saturday?

_____

4. What do you never do on Sunday?

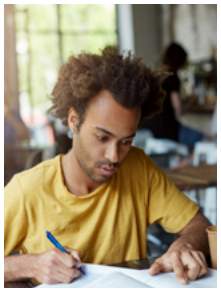
_____

ACTIVITY 3: FREQUENCY PHRASES

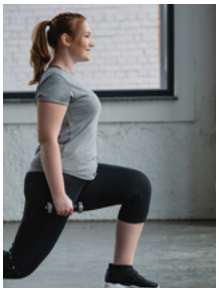
A. Study the chart.

Using Frequency Phrases		
subject	**verb**	**frequency phrases**
I / You / We / They	dance watch movies	every day every weekend once a week once a month once in a while
She / He	dance**s** watch**es** movies	

B. Say how often you do each activity using a frequency phrase. Listen to examples 1 and 2.



study



exercise

cook dinner

eat breakfast

work

listen to music

ACTIVITY 4: LIVING IN SPACE

A. Listen to the story. B. Read the story aloud.

Where do you live? Do you have noisy neighbors? Or is it very quiet?

Frank De Winne and Bob Thirsk don't have any noisy neighbors. They live on the International Space Station.

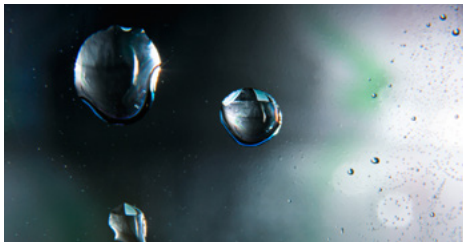
They have to eat very carefully because the food floats. They usually eat with a spoon.

Bob says, "After every meal, we eat a tortilla. We put a lot of honey on the tortilla."

Sometimes they relax. They play cards. They watch TV.

One astronaut sings songs and makes music videos.

They usually sleep in a sleeping bag because they don't want to float. The sleeping bags are attached to the floor.



Once in a while, they take a shower. It is difficult to take a shower. The astronaut floats. The soap floats. The water floats.

Sometimes they look out the window. They see our beautiful earth. They see the sunrise every 90 minutes. Do you want to live in space?

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at Activity 2D. Take turns asking each other questions about what you do on weekends. Use frequency words.

C. Look at the chart in Activity 3. Now look at the pictures below. Take turns asking each other questions about how often you do each activity. Use a frequency phrase. Look at Activity 3B for more pictures.

go dancing

eat lunch

take a shower

watch TV

go to bed

go to a movie

D. Help your practice partner retell the story in Activity 4. Take turns asking questions. Do you have noisy neighbors? How often do the astronauts eat with a spoon? Why? When do they eat tortillas? How often do they play cards? Why do they sleep in a sleeping bag? How often do they shower? How often do they see the sunrise? Do you usually eat with a spoon? How often do you sleep in a sleeping bag? When do you usually shower? Do you want to live in space? Why or why not?

EXPANSION ACTIVITIES: THE OTHER PRODIGAL

1. Learn the vocabulary: foolish, jealous, miserable, humbled

2. Listen. 3. Read aloud.

The story of the prodigal son says, "A . . . man had *two* sons." Both sons were lost.

The younger one was foolish and lost his inheritance. But he came home. His father gave him a party.

The older brother was angry. He did not go to the party.

His father came outside. He asked the older brother to come to the party.

He did not come in. He was jealous of his younger brother.

Later, the father said, "Your brother was lost. He was miserable. He came home. We are so happy to have him home."

He also said, "You have been faithful. Everything I have is yours."

The older brother was humbled. He chose to love his brother and welcome him home.

---

4. Learn the vocabulary: envy (envieth), treasured, cherished, overcome

5. Read aloud. Then listen.

"[**Envy** is] to desire something that belongs to another"
(Guide to the Scriptures, "Envy," scriptures.ChurchofJesusChrist.org).

*"Charity **envieth** not"* (1 Corinthians 13:4; see also Moroni 7:45).

*"The Lord . . . commanded . . . men . . . that they should not **envy**"* (2 Nephi 26:32).

"No one of us is less **treasured** or **cherished** of God than another"
(Jeffrey R. Holland, "The Other Prodigal," *Ensign,* May 2002, 64).

6. Ponder: What is envy? How do you **overcome** envy?

7. Write some ways you can **overcome** envy. _____

_____

8. Speak: Tell what you learned from this story.

ENGLISHCONNECT 2 LESSON 11: DAILY AND WEEKLY ROUTINES

CONVERSATION: WHAT DID YOU DO OVER THE WEEKEND?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Lisa. What did you do _____?
2. Hey, Sara. I _____ shopping.
3. Oh, how was it? What _____ you buy?
4. It was great! I _____ some new shoes.
5. Oh, really? I actually just bought some shoes ___ _____ _____.

did	a week ago	yesterday	went	bought

ACTIVITY 2: REGULAR AND IRREGULAR PAST TENSE VERBS

A. Study the chart. B. Listen to and repeat each verb.

Regular Past Tense Verbs		Irregular Past Tense Verbs	
want	want**ed** [id]	go	**went**
need	need**ed** [id]	sleep	**slept**
invite	invit**ed** [id]	make	**made**
like	lik**ed** [t]	buy	**bought**
work	work**ed** [t]	read	**read**
watch	watch**ed** [t]	see	**saw**
shop	shopp**ed** [t]	eat	**ate**
exercise	exercis**ed** [d]	come	**came**
stay	stay**ed** [d]	say	**said**
study	studi**ed** [d]	leave	**left**

C. Write the correct past tense form of the verb *given*. Read the sentence aloud. Listen.

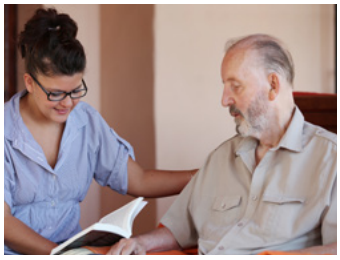
1. Gloria _____ some books yesterday. (buy)
2. Mia _____ with her parents yesterday. (shop)
3. Don _____ his new nephew yesterday. (see)
4. Marc _____ home early to be with his daughter. (come)
5. Itzak _____ a vanilla cupcake. (want)
6. Nora _____ with her boyfriend last week. (exercise)
7. Roma _____ home at 9:00 this morning. (leave)
8. Pablo _____ a book to his daughter yesterday. (read)
9. We _____ an outside movie last Friday. (watch)
10. Gia _____ in the library until 11:00 last night. (study)

D. Read each sentence aloud. Restate the sentence in the past tense. Listen to sentences 1–8.

1. I cook rice and beans for dinner.

2. I watch a movie with friends.

3. I eat fruit for breakfast.



4. I stay at home on Friday.

5. I read the newspaper.

6. I visit my family.

7. I like the dessert.

8. I sleep until 9:00 a.m.

ACTIVITY 3: USING TIME PHRASES

A. Study the chart.

Using Time Phrases	
At the beginning	At the end
Yesterday, _____. The other day, Last Monday / Friday, Last week, Last weekend, A week ago, Last month, Last year,	_____ yesterday. the other day. last Monday / Friday. last week. last weekend. a week ago. last month. last year.
Examples: Yesterday, I went to a movie. Last week, I worked until 10:00 p.m.	Examples: I went to a movie yesterday. I worked until 10:00 p.m. last week.

B. Place the sentences in order starting with what happened first.

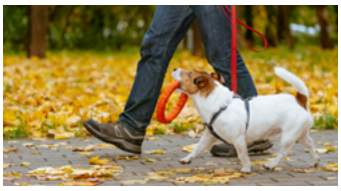
1.

___ Six months ago, I had surgery on my knee.
___ Two weeks ago, I had a doctor's appointment.
1 Last year, I injured my knee in a soccer game.
___ Last Saturday, I played in a soccer game.

2.

___ Last year, I went to the beach with my cousins.
___ We celebrated my cousin's birthday last month.
___ Yesterday, I bought a cake for my cousins.
___ Last week, my cousins came to visit me.

C. Listen to 1–3. Write the letter of the pictures that show what the person did over the weekend.

A. 
B.
C.
D.
E.
F.
G.
H.
I.

1. c, ____, ____

2. ____, ____, ____

3. ____, ____, ____

D. Write four or more sentences about the activities you did over the weekend and when you did them.

_____

_____

_____

_____

_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the chart in Activity 2A. Help your partner review the past tense form of the verbs.

C. Look at the sentences in Activity 2D. Help your practice partner make correct past tense sentences.

D. Help your practice partner use the pictures and words below to make past tense sentences. Then look at the pictures in Activity 3C, and do the same.

buy

play

go

plan

cook

E. Take turns asking and answering the following questions. Use the past tense and a time phrase. Say as much as you can.

1. When was the last time you visited a friend?
2. When was the last time you cooked a meal?
3. When was the last time you saw a movie?
4. When was the last time you ate somewhere other than your house?
5. When was the last time you celebrated a holiday?
6. When was the last time you had fun with your family?
7. What did you do yesterday?

EXPANSION ACTIVITIES: JONAH LEARNS TO OBEY

1. Learn the vocabulary: repent, obey, sailing, throw, swallow, promise Jonah 1–3

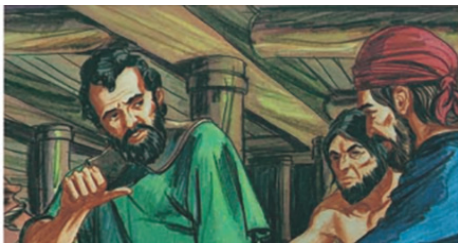
2. Listen. 3. Read aloud.

Jonah was a prophet of God. God told him to go to a city called Nineveh. The people there were wicked. God told Jonah to tell the people to repent.

Jonah did not obey God. He did not want to go to Nineveh. He did not want to tell the people to repent. He ran away and got on a ship.

God sent a bad storm. The wind blew hard. The men on the ship were afraid it would sink.

Jonah was sleeping. The captain of the ship woke him. He told Jonah to pray and ask God to help them.



The men wanted the storm to stop. Jonah told them to throw him into the water. He knew God sent the storm because of him.

The men did not want to, but they threw Jonah into the water. The storm stopped.

God sent a big fish. The fish swallowed Jonah. Jonah was in the fish for three days. Jonah prayed to God and repented. He promised to obey God.

The fish put Jonah out on dry land. Again God told Jonah to go to Nineveh. He said to tell the people to repent. This time Jonah obeyed God.

Jonah went to Nineveh. He told the people to repent. They stopped being wicked. They fasted and prayed. God did not destroy Nineveh.

4. Learn the vocabulary: free, freedom, liberty, precious, obedient, whispering, believe, Atonement, saved, laws, ordinances

5. Read aloud. Then listen.

"**Freedom** and **liberty** are **precious** gifts that come to us when we are **obedient** to the laws of God and the **whisperings** of the Spirit"
(James E. Faust, "Obedience: The Path to Freedom," *Ensign,* May 1999, 47).

*"We **believe** that through the **Atonement** of Christ, all mankind may be **saved**, by **obedience** to the **laws** and **ordinances** of the Gospel"*
(Articles of Faith 1:3).

6. Ponder: What are the blessings of obeying God's commandments?

7. Write three ways that you can be more obedient. _____

_____

8. Speak: Tell the story of Jonah to someone. Talk about the importance of being obedient to God.

ENGLISHCONNECT 2 LESSON 12: PAST EXPERIENCES

CONVERSATION: WHAT DID YOU DO?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Lucas, where were you on Friday? _____ didn't you come to the party?
2. Hi, Katya. I _____ to come, but I had to work. _____ was it? _____ did you guys do?
3. It was fun. We _____ some games; then we _____ a movie.

How	played	Why	What	didn't	watched	wanted

ACTIVITY 2: REGULAR AND IRREGULAR PAST TENSE VERBS

A. Study the chart. B. Listen and repeat each verb.

Regular Past Tense Verbs		Irregular Past Tense Verbs	
text	text**ed** [id]	bring	**brought**
visit	visit**ed** [id]	write	**wrote**
help	help**ed** [t]	pay	**paid**
ask	ask**ed** [t]	hear	**heard**
cook	cook**ed** [t]	run	**ran**
talk	talk**ed** [t]	cut	**cut**
try	tri**ed** [d]]	tell	**told**
travel	travel**ed** [d]	ride	**rode**
call	call**ed** [d]	drive	**drove**
play	play**ed** [d]	take	**took**

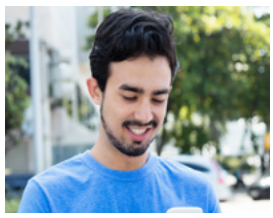
C. Listen to the questions. Answer the questions in past tense. Use the verb and words given.

bring water to work

visit my brother's family

talk to my sister

read emails



text my mom

D. Read the question. Write an answer in a complete sentence. Use the words given.

1. What did you do on Monday? (drive to work)

_____

2. What did you do on Friday? (ride the bus)

_____

3. What did you do on Sunday? (call my family)

_____

4. What did you do last Saturday? (play with my nephew)

_____

ACTIVITY 3: ASKING QUESTIONS

A. Study the chart.

Common Past Tense Questions		
Questions		Possible Answers
How was . . .	the party? the movie?	It was fun! It was terrible.
Why did . . . Why didn't . . .	she go home early? you go to the concert?	She felt sick. I had to work.
What did . . .	you do over the weekend? he do last night?	I went out with some friends. He stayed home and studied.

B. Read each answer. Then ask a question that matches that answer. Listen to the example questions.

1. Question: _____?
A: I celebrated my birthday yesterday.

2. Question: _____?
A: I needed new shoes.

3. Question: _____?
A: The concert was really strange.

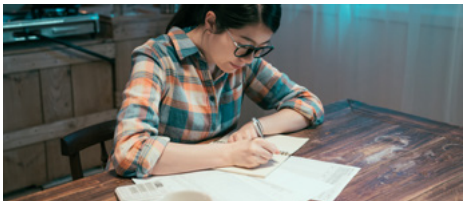
C. Read each question. Write the answer in the past tense. Use the words given.

1. How was your trip?

_____

_____

(have a lot of fun)



2. What did you do Saturday night?

_____

_____

(pay bills)

3. Why did you ride the bus today?

_____

_____

(crash my car)

4. Why did you stay home on your birthday?_____

_____

(feel sick)

5. What did you do last week?

_____

_____

(play in a tournament)

6. How was your meeting?

_____

_____

(is long and boring)

D. Write about the last time you tried something new. Listen to examples 1and 2.

• What did you do? • When did it happen? • Why did you do it? • How was the event or activity?

_____

_____

_____

ACTIVITY 4: TEN AGAIN

A. Listen. B. Read aloud.

Yesterday was my wife's birthday. She turned 40 years old.

She said, "I want to be 10 again." So I planned a special day for her.

In the morning, we ate chocolate chip pancakes for breakfast.

Then we rode bikes to the park. We played on the swings.

We had hot dogs and fries for lunch.

In the afternoon, we watched a children's movie. After dinner, we ate ice cream.

At the end of the day, I said, "How do you like being 10 again?"

"This was fun," she said. "But I wanted my dress size to be 10 again."

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Help your partner retell the story in Activity 4. What did they do in the morning? What did they eat for lunch? What did they do in the afternoon? What did they do after dinner? What did the wife want? Take turns talking about what you did on your last birthday.

C. Help your partner talk about what each person did yesterday. Say something about each picture.

Rumi

Jiro

Raul

Maria

D. Look at the questions in Activity 2D. Take turns asking and answering the questions.

EXPANSION ACTIVITIES: LOVE YOUR ENEMIES

1. Learn the vocabulary: member, leader, plant, shocked, enemies, hope, unity

2. Listen. 3. Read aloud.

World War II was difficult. Germany fought against the Netherlands. After World War II, there was very little food for the people.

Dutch members of the Church in the Netherlands needed food for the winter. They planted potatoes.

Members of the Church in Germany had almost no food. They were about to die. They needed help.

The German Church leaders told the Dutch Church leaders, "Our people have no food. They are hungry."

The Dutch Church leaders wanted to give potatoes to the Germans. The Dutch members were shocked.

"How can we give our potatoes to our enemies?" they said. Their Church leaders said, "The German members are your brothers and sisters."

The Dutch members decided to give their potatoes to the Germans. The German members were very happy to get food.

They said, "Thank you for your love. With this food we can live. We now have hope for a better world."

The love of the Dutch members helped the German members to live. It also helped unify the members in Europe.

4. Learn the vocabulary: curse, hate, despitefully, persecute, contention, knit, unity

5. Read aloud. Then listen.

"Love your enemies, bless them that ***curse*** *you, do good to them that* ***hate*** *you, and pray for them which* ***despitefully*** *use you, and* ***persecute*** *you"*
(Matthew 5:44).

"And [God] commanded them that there should be no ***contention*** *one with another, but that they should . . . [have] their hearts* ***knit*** *together in* ***unity*** *and in love one towards another"*
(Mosiah 18:21).

6. Ponder: What do these two scriptures mean?

7. Write: Finish the sentences.

I can love my enemies by _____.

I can have unity with others by _____.

8. Speak: Tell the story to someone. Talk about how you can love your enemies.

ENGLISHCONNECT 2 LESSON 13: PAST EXPERIENCES

CONVERSATION: WHAT HAPPENED?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. John, where _____ you yesterday?
2. I went to my son's _____ at the university.
3. Oh, really? _____ was it?
4. It was great, Lili! It _____ back memories. I actually graduated from that same school 23 years ago.
5. I graduated 20 _____ _____. Wow! I can't believe _____ _____ so long.
6. Yeah. I remember _____ I graduated, my friends and I _____ a big party afterward. We _____ _____ all night long. I _____ so happy to be done with school.
7. We _____ ____ anything like that when I graduated. We had a family dinner, but _____ that I just _____ home and _____. I was so tired.

How	when	years ago	didn't do	slept	stayed up
were	brought	it's been	had	graduated	went
was	after	graduation			

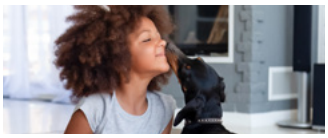
E. Listen to questions 1–6. Answer aloud. Listen to the examples.

ACTIVITY 2: TIME PHRASES WITH "WHEN"

A. Study the chart.

Time Phrases with *When*	
At the beginning	At the end
When I was 18 years old, _____. **When** I got home, _____. **When** I woke up, _____.	_____ **when** I was 18 years old. _____ **when** I got home. _____ **when** I woke up.
When I was 18 years old, I started my own business. **When** I got home, I called my mom. **When** I woke up, I felt sick.	I started my own business **when** I was 18 years old. I called my mom **when** I got home. I felt sick **when** I woke up.

B. Read each sentence. Then say the sentence with the time phrase at the end of the sentence. Listen.



When I was little, I had a dog.

When I was 12 years old, I saw the ocean for the first time.

When I saw the accident, I called an ambulance.

When I got home, I started decorating for the holiday.

When I graduated from high school, my friends and I had a big party.

When I got my first job, I started saving for a motorcycle.

C. This is Diana. Look at each picture, and finish the sentence. Use the words given and the past tense.

brush teeth	walk to work	put on uniform	make bread	take a bus	text a friend

When Diana woke up, _____

_____

When Diana was ready, _____

_____

When Diana got to work, _____

_____

When Diana was at work, _____

_____

_____

when she was done with work.

_____

when she got home.

D. Look at the pictures. Answer each question aloud. Listen to the examples.

1. What type of pet did you have when you were a child?

have a cat

2. What did you do when you finished studying?

go on a date

3. What did you do when you got home?

fall asleep

E. Read the words. Write a sentence <u>in the past tense</u> using *when*, and say what happened.

When	What Happened	Your Sentence
(be) late for work	my boss (be) angry with me	When I <u>was</u> late for work, my boss <u>was</u> angry with me.
(leave) work	(be) really tired	
(get) on the bus	(see) my friend, Sumi	
(get) off the bus	(pick up) dinner at a restaurant	
(be) done with dinner	(go) home	
(arrive) home	(take) dog for a walk	

F. Listen. Then write what happened. Include one time phrase in each answer.

1.

_____

_____

_____

2.

_____

_____

_____

ACTIVITY 3: GRANDFATHER'S GIFT

A. Listen. B. Read aloud.

One weekend when I was young, we visited my grandparents.

After we ate dinner, Grandpa said, "Let's go to the park. Get your shoes!"

When Grandpa looked at my shoes, he frowned.

My shoes were too big. They had holes.

"Betty!" he said to my mom. "We're going to the store."

At the store, Grandpa chose a pair of brown shoes. "Try these," he said.

I put them on. They fit perfectly. They didn't have holes. But they were ugly. Grandpa smiled.

"These are good shoes," he said. I wore those ugly shoes every day.

Twenty years later, I saw an old photo of Grandpa. He was a young boy. "He doesn't have any shoes," I said.

Mom said, "Shoes were too expensive for his family. When he was young, he never had shoes."

"Oh," I said. "Remember my ugly brown shoes?" Mom smiled. "Yes. He wanted you to have good shoes."

I smiled, too. Grandpa bought me shoes because he loved me.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Help your practice partner retell the story in Activity 3 in his or her own words. Say something for each picture. Think of a time you received a special gift. Take turns talking about what happened.

C. Look at the pictures in Activity 2C. Ask your practice partner questions about Diana's day. For example, when did Diana make bread? Help them make complete sentences that use *when*.

D. Take turns asking and answering the following questions. Use *when* in the answer. Say as much as you can.

- What did you do when you were on vacation?
- What food did you eat when you were a teenager?
- When did you start your first job?
- When did you move out of your parents' home?
- How old were you when you learned how to drive?
- What type of pet did you have when you were young?

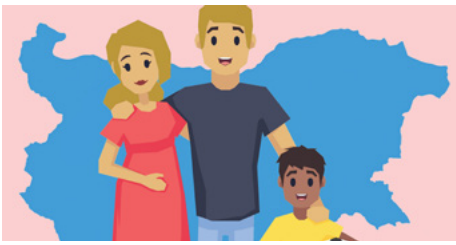
E. Choose one of these events. Tell about when that event happened in your life.
- getting sick
- starting your first job
- getting hurt
- celebrating a holiday

F. Think about someone in your family or a good friend. Talk about when that person got married.
- How old was he or she?
- Where did he or she get married?
- When and where was the celebration?

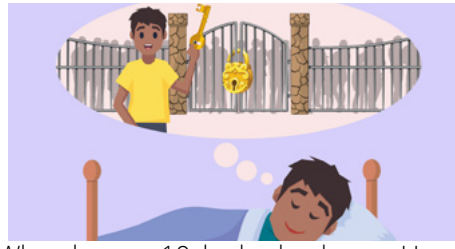
EXPANSION ACTIVITIES: TAVIAN'S MISSION

1. Learn the vocabulary: fence, gate, realize, locked, key, called to serve, mayor, curious, miracle, gospel

2. Listen. 3. Read aloud.



Tavian was born in Bulgaria. When he was 5 years old, he was adopted by a family in the U.S.



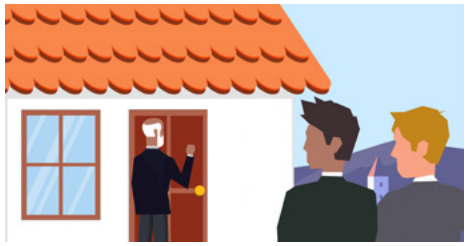
When he was 10, he had a dream. He saw people that looked like him. They stood behind a fence. They reached out to him. He saw a gate. The gate was locked. He realized, "I have the key!"

He wanted to go on a mission for the Church. He was called to serve in Bulgaria.

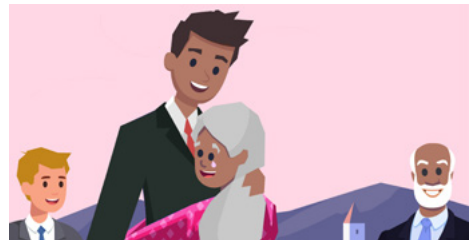
In Bulgaria, he served near his birthplace. One day, Tavian and his companion traveled by bus to a small town to teach a lesson.

They asked a man for directions. This man was the mayor of the town. They told the mayor that Tavian was born in the town.

The mayor asked, "What is your Bulgarian name?" Tavian told the man his name. The mayor said, "I know that family!"



They drove to the edge of the village. Many curious people followed them. The mayor knocked on the door.



A woman came to the door. The mayor asked the woman if she wanted to see her son. She came out. She gave Tavian a big hug. "It's a miracle!" she said.

He met 50 family members that day. They all stood in a circle around him. He told them about his life. He told them about the gospel of Jesus Christ. The gospel is the key.

4. Learn the vocabulary: way, truth, know, free, gospel
5. Read aloud. Then listen.

*"Jesus saith unto him, I am the **way**, the **truth**, and the life:*
no man cometh unto the Father, but by me"
(John 14:6).

*"And ye shall **know** the **truth**, and the **truth** shall make you **free**"*
(John 8:32).

6. Ponder: How does truth make you free?
7. Write: Answer this question: How can the teachings of Jesus Christ bless your life?

---

8. Speak: Retell the story. Talk about a time you or someone you know shared the gospel of Jesus Christ with someone.

ENGLISHCONNECT 2 LESSON 14: SHOPPING FOR FOOD

CONVERSATION: HOW MUCH IS THAT?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Do you want to go to _____ _____ with me?
2. We need to _____ _____ some vegetables.
3. Yes. We also need eggs and ____ _____ ____ bread.
4. Let's _____ a list.
5. I'm planning to get _____, carrots, lettuce, and some _____.
6. I may buy _____ as well.

make	the market	fruit	tomatoes	meat	a loaf of	pick up

E. Choose the correct answer.

1. What do they need to buy?
   a. milk
   b. vegetables
   c. cheese
2. What is not on their list?
   a. butter
   b. eggs
   c. bread
3. Why do they make a list?
   a. to relax
   b. to forget
   c. to remember

ACTIVITY 2: COUNT/NONCOUNT NOUNS

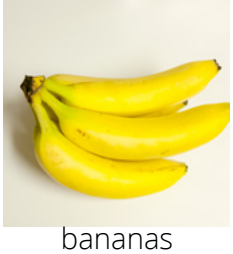
A. Study the chart.

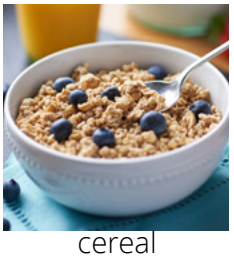
Count Nouns	Noncount Nouns
I can count apples. How **many** apples do you have? I have **seven** apples.	I cannot count flour. How **much** flour do you have? I have **some** flour.
Examples: orange, egg, banana, tomato, carrot, potato, nut, mango	Examples: sugar, lettuce, rice, meat, fish, soup, cereal, bread, cheese

B. Choose the correct answer.

1. How ___ eggs do you need?
   a. many b. much
2. How ___ flour do you have?
   a. many b. much
3. How ___ soup do you want?
   a. many b. much
4. How ___ tomatoes do you need?
   a. many b. much
5. How ___ cereal do you want?
   a. many b. much
6. How ___ carrots does he have?
   a. many b. much
7. How ___ bread do you have?
   a. many b. much

C. Look at each picture. Ask **how many** or **how much** is needed. Listen to the examples.


bananas


cereal

tomatoes

bread

carrots

soup

ACTIVITY 3: MEASURE AND QUANTITY WORDS

A. Study the chart.

a cup of flour, a pound of flour, a kilo of flour

a liter of milk, a gallon of milk, a cup of milk

a loaf of bread, two loaves of bread

a pound of meat, a kilo of meat

a pound of fish, a kilo of fish

a box of cereal, a bowl of cereal

a head of lettuce, two heads of lettuce

a bunch of bananas

a bunch of carrots, a kilo of carrots

B. Choose the correct quantity for the food. There may be more than one answer.

1. lettuce
   a. a kilo of
   b. a head of
   c. a cup of
   d. a pound of

2. milk
   a. a gallon of
   b. a head of
   c. a cup of
   d. a liter of

3. bananas
   a. a box of
   b. a gallon of
   c. a loaf of
   d. a bunch of

4. flour
   a. a pound of
   b. a cup of
   c. a bunch of
   d. a liter of

5. meat
   a. a liter of
   b. a pound of
   c. a head of
   d. a kilo of

6. cereal
   a. a liter of
   b. a bowl of
   c. a head of
   d. a box of

C. Look at the pictures. Write how much of each item Margot needs. Use a complete sentence.

Quantity Words: General vs. Specific		
General		Specific
I need fish.	I need **some** fish.	I need **two pounds of** fish.
I need eggs.	I need **some** eggs.	I need **a dozen** eggs.
I want bananas.	I want **some** bananas.	I want **a bunch of** bananas.

Example:

She needs three apples.

1._____

2._____

3._____

4._____

5._____

6._____

Margot's Grocery List

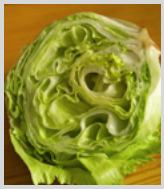
1.

2.

3.

4.

5.

6. 

D. Listen to sentences 1–5. Use numbers to put the pictures in the correct order.

☐

☐

☐

1

☐

E. Listen and then answer the questions.

1. What did Paul buy at the market?
   a. potatoes
   b. bread
   c. oranges
2. What did Sarah buy at the market?
   a. rice
   b. cheese
   c. pickles
3. When did Paul go to the market?
   a. this afternoon
   b. last night
   c. yesterday morning
4. When did Sarah go to the market?
   a. this morning
   b. yesterday afternoon
   c. last night

ACTIVITY 4: TWO WAYS TO ASK THE SAME QUESTION

A. Listen to questions 1–8. Then read aloud.

Count Nouns	Noncount Nouns
1. How much **are** these potatoes? 2. How much **do these** potatoes cost?	3. How much **is** this cheese? 4. How much **does this** cheese cost?
5. How much **are** these apples? 6. How much **do these** apples cost?	7. How much **is** this milk? 8. How much **does this** milk cost?

B. Write the missing word(s).

1. How much ____ this rice?
   How much ____ this rice _____?
   It ___ 3 dollars a pound.
2. How much ____ these bananas?
   How much ____ these bananas cost?
   They ____ 2 dollars a kilo.

3. How much ____ these eggs?
   How much ____ these eggs _____?
   They ___ 2 dollars a dozen.
4. How much ____ that lettuce?
   How much ____ that lettuce cost?
   It ____ a dollar a head.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the pictures in Activity 2C. Practice asking questions about the pictures. Then look at the pictures in Activity 3A. Take turns asking each other questions about the cost of each item. Look at Activity 4B for example questions and answers.

C. Look at the pictures in Activity 3D. Ask your partner to teach you how to make ramen. Help them say as much as they can.

D. Find a local grocery store advertisment. Take turns asking each other questions about the cost of each item.

E. Take turns asking each other about the things you usually buy at the market. Ask, "When do you usually go? What do you usually buy? How much of each item do you buy? How much does each item cost?"

F. Take turns asking and answering questions about your favorite meal. What do you need to buy? How much of each item do you need? How much does each item cost? How do you make it?

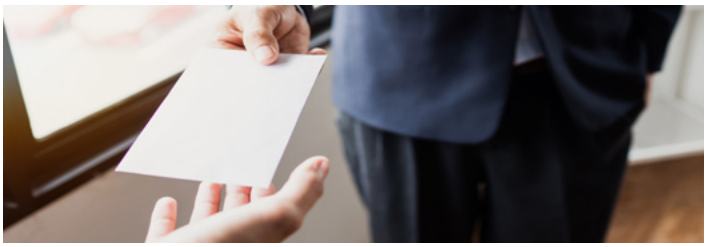
EXPANSION ACTIVITIES: IT'S NOT OURS

1. Learn the vocabulary: sacrifice, preparation

2. Listen. 3. Read aloud.

Branch President Ruben Dario Pacheo of Venezuela and his family wanted to go to the temple.

After much sacrifice and spiritual preparation, his family raised enough money to go to the temple.



President Pacheo sent his daughter to the bank to get 500 U.S. dollars.

He said, "My wife took the envelope with the money and put it away. She didn't count the money.

"The night before leaving, we counted the money. The bank had given us $4,065!

"The bank had made a mistake of over $3,500! I had never seen so much money in my life!

"Some friends tried to persuade us to use the. money for our trip to the United States.

"I said, 'We cannot keep this money because it is not ours.

"The purpose of our trip to the temple is to make covenants with the Lord. What good will they do if we are dishonest?'

"We returned the money to the bank. They had noticed that they had lost the money. But they didn't know who had it.

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

"Some bank clerks asked me, 'Why did you give the money back? Nobody knew that you had that money.'

"My only answer was: Because I am a member of The Church of Jesus Christ of Latter-day Saints.'"

4. Learn the vocabulary: honest, bear false witness, dishonesty

5. Read aloud. Then listen.

*"We believe in being **honest**"* (Articles of Faith 1:13).

*"Thou shalt not steal. Thou shalt not **bear false witness** against thy neighbour"* (Exodus 20:15–16).

*"And let every man deal **honestly**, and be alike among this people, and receive alike, that ye may be one, even as I have commanded you"* (Doctrine and Covenants 51:9).

6. Ponder: Is there really any difference between **dishonesty** involving a large amount of money or only a small amount of money?

7. Write about a time you chose to be honest. _____

_____

8. Speak: Tell about a time you chose to be honest.

ENGLISHCONNECT 2 LESSON 15: MONEY AND SHOPPING

CONVERSATION: DO YOU HAVE ANYTHING CHEAPER?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hi, I'm looking for a _____.
2. Do you know what _____ you want?
3. I want one that's _____ and has a lot of memory.
4. Well, let's see. The M33 is more compact than the Z44, but it's more _____.
5. How _____ is it?
6. On sale, it's $500. That's a pretty good _____.
7. Oh! I can't afford that. I guess I'll have to go with the _____ one.

compact	much	kind	cheaper	deal	expensive	smartphone

E. Choose the correct answer.

1. What is the man shopping for?
   a. a car
   b. a computer
   c. a phone

2. Which one does he buy?
   a. the more expensive one
   b. the cheaper one
   c. He doesn't buy one.

ACTIVITY 2: USING ADJECTIVES TO COMPARE

A. Study the chart.

Using Adjectives to Compare		
1-Syllable Adjectives	cheap → cheap**er than** *dressy → dressi**er than** **good → **better than**	Used cars are cheap**er than** new ones. High heels are dress**ier than** tennis shoes. That chair is **better than** this one.
Longer Adjectives	expensive → **more/less** expensive **than** affordable → **more/less** affordable **than** compact → **more/less** compact **than** high-tech → **more/less** high-tech **than**	This smartphone is **less** expensive **than** that one. A book is **more** affordable **than** a TV. A phone is **more** compact **than** a tablet. This camera is **less** high-tech **than** that camera.
*Note: Two-syllable adjectives that end in **y** follow the rule for one-syllable adjectives: dressy → dress**ier**. (The **y** changes to an **i**.) **Note: **good** → **better** and **bad** → **worse** are exceptions.		

B. Listen to examples 1–8, and repeat.

1.

2.

3.

4.

5.
6.
7.
8.

C. Read the sentences. Choose the correct answer.

1. Brazil is bigger than Colombia.
   a. true
   b. false

2. Kiwi are smaller than pineapple.
   a. true
   b. false

3. Vegetables are sweeter than fruit.
   a. true
   b. false

4. Jeans are dressier than suits.
   a. true
   b. false

D. Look at the pictures. Read the sentences. Write the missing words. Use the word given.

1. The shirt on the left is _____ _____ the shirt on the right.
   (tight)

2. The shirt on the right is _____ _____ the shirt on the left.
   (loose)

3. The shirt on the left is _____ _____ _____ the shirt on the right.
   (comfortable)

4. The black sewing machine is _____ _____ _____ _____ the white one.
   (old-fashioned)

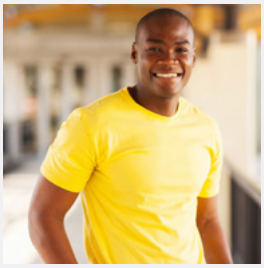
5. The black sewing machine is _____ _____ _____ the white one.
   (modern)

E. Listen to questions 1–5. Answer the questions aloud.

1.

2.

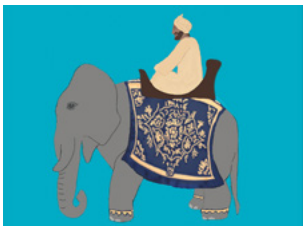
3.

4. 

5.

ACTIVITY 3: THE LEGEND OF THE CHESSBOARD

A. Listen. B. Read aloud.

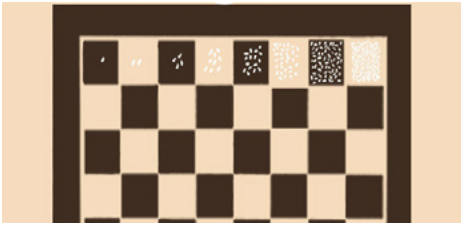


A king of India loved to play chess. One day he asked a wise man to play.

"What is the prize for winning?" asked the man. "What do you want?" asked the king.

The man said, "I want one grain of rice on the first chess square. Then double the rice on every square after that." "Agreed," said the king.

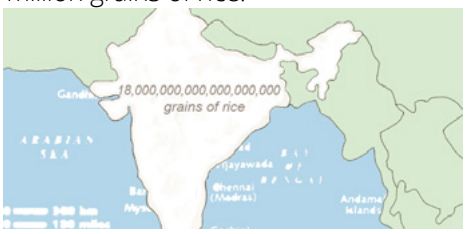
The king lost the game. He got a bag of rice. He put one grain on the first square. Two on the next square.



Then four, eight, sixteen, thirty-two. The king thought, "Oh, no! On the twentieth square, I will need one million grains of rice!"

The table was covered with rice. "Stop!" he said. He was worried.

The price was too expensive. The palace would be full of rice.



India would be covered with rice. The king said, "I do not have that much rice." The man said, "You do not have to pay me right now."

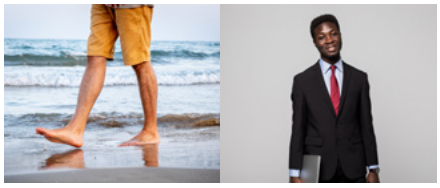
"Just give free rice in the temple every day until the debt is paid," he said. Because of this, if you go to the Krishna temple today, you get free rice.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Have your partner retell the story in Activity 3. Ask questions: "What game did the king play? Who won the game? What was the prize for winning? Why was the king worried?"

C. Look at the pictures. Take turns making sentences using (**adjective**) **+ *than*** to compare. Say as much as you can.



EXPANSION ACTIVITIES: THE SHINY BIKE

1. Learn the vocabulary: shiny, tricks, special, idea, ruined, tools, outside

2. Listen. 3. Read aloud.

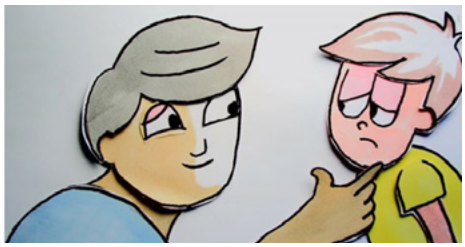
On my last birthday, Mom and Dad gave me a shiny new bike. I did lots of cool tricks on the bike. And it was faster than my friends' bikes.

But a month later, my friend Evan got a new red bike. It was beautiful. It was faster than my bike.

Then everyone got red bikes. Now my bike wasn't special anymore.

I had an idea. I told Mom and Dad, "I can paint my bike." They said, "Don't do it."

I didn't listen. I painted my bike. But the red paint came off. It looked ugly. I thought, "My bike is ruined!"



I asked Mom and Dad for help. They weren't mad. Dad said, "People make mistakes. There is always a way to fix them."

He gave me some tools. He said, "It will be a lot of hard work. But you can make it shiny again."

It took a long time. I saw my friends outside. I wanted to play with them. But I needed to work on my bike.

At last, the red paint started to come off. Soon, my bike was just about perfect. Dad helped me so much.

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4. Learn the vocabulary: scarlet, suffered, repent, converted, heal, apply

5. Read aloud. Then listen. *"Though your sins be as **scarlet**, they shall be as white as snow"* (Isaiah 1:18).

*"For behold, I, God, have **suffered** these things for all, that they might not **suffer** if they would* **repent**" (Doctrine and Covenants 19:16).

*"Return unto me, and **repent** of your sins, and be **converted**, that I may **heal** you"* (3 Nephi 9:13).

6. Ponder: How does the story about the shiny bike **apply** to your life? How do the scriptures **apply** to your life?

7. Write: Find a scripture on repentance. Write it. _____

_____

8. Speak: Say your scripture to someone. Say how the story "The Shiny Bike" applies to your life.

ENGLISHCONNECT 2 LESSON 16: IN THE COMMUNITY

CONVERSATION: DO YOU KNOW WHERE THE MOVIE THEATER IS?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Adam, do you know where the _____ _____ is?
2. Yes, I just went there yesterday. It's the large building _____ the park and the _____. It's _____ the street from the bank.
3. Hmm. I don't know where that is. Is it _____ _____ the river?
4. No. Do you know where the art _____ is? Yes, I do.
5. Well, the movie theater is _____ _____ the art museum.
6. Oh! OK. I know _____ it is. Thank you, Adam! You're welcome, Chieko.

park	mall	where	close to	museum
movie theater	down	across from	between	

E. Choose the correct answer.

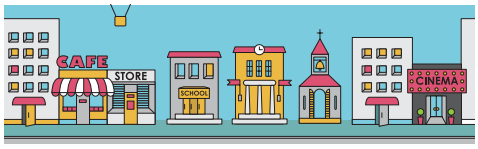
1. What is Chieko looking for?
   a. the park
   b. the movie theater
2. Is it close to the art museum?
   a. yes
   b. no
3. Is it across from the mall?
   a. yes
   b. no

ACTIVITY 2: ASKING QUESTIONS ABOUT LOCATION

A. Study the examples. Listen to questions 1–3 and repeat.

Asking questions about location in three ways:

1. Where is the store?
2. Do you know where the store is?
3. How do I get to the store?



B. Ask the question that goes with the letter given. Ask about the place in the picture. Listen to answers 1–8.

A = Where is the _____?

B = Do you know where the _____ is?

C = How do I get to the _____?

Example

C: How do I get to the park?
A: Where is the park?

Example: C, A

1. B 2. A

3. B 4. C

5. A 6. B

7. C 8. A

ACTIVITY 3: DESCRIBING LOCATIONS

A. Read the sentence aloud. Then listen.

Picture A

Picture B

1. The school is **close to** the church.
2. The cafe is **down the street from** the church.
3. The store is **between** the cafe and the school.
4. The cafe is **next to** the store.
5. The cafe is **in front of** the brown house.
6. The blue and purple house is **behind** the red house.

B. Listen to each question. Look at the picture. Use the word given to write the answer in a complete sentence.

Picture A Example: *The cafe is down the street from the cinema.*

Picture A

1. _____
store

2. _____
cafe / school

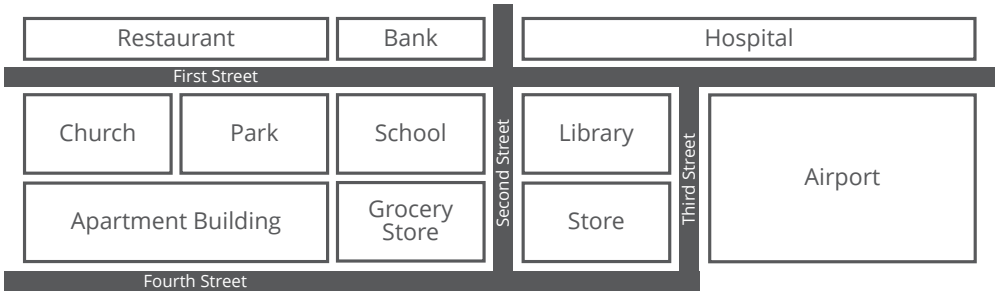
Picture B

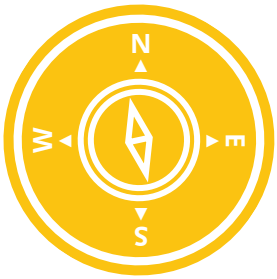
3. _____
cafe

4. _____
purple and blue house

C. Listen to sentences 1–5. Choose the correct place on the city map.

City Map





1. _____
a. church
b. park
c. restaurant
d. school

2. _____
a. library
b. grocery store
c. school
d. hospital

3. _____
a. school
b. park
c. store
d. apartment building

4. _____
a. library
b. bank
c. grocery store
d. hospital

5. _____
a. restaurant
b. apartment building
c. park
d. bank

D. Look at the city map. Read the directions to a place. Decide if the directions are correct or incorrect.

1. From the airport to the restaurant

Go north on Third Street. Turn left. Go straight for two blocks. It's on the right and across from the church.

a. correct
b. incorrect

2. From the church to the hospital

Go straight on First Street. Turn right on Second Street. Go one block. It's on the left, across from the store.

a. correct
b. incorrect

3. From the library to the apartments

Go south on Second Street. Turn right on Fourth Street. Go two blocks. It's on the right, next to the grocery store.

a. correct
b. incorrect

E. Look at the city map. Start at the church. Write directions to the store.

_____

_____

_____

ACTIVITY 4: I NEVER GOT LOST

A. Listen. B. Read aloud.

When I was a university student, I went to China to study. At the train station, I sat near an older woman. There were so many trains. I felt lost.

I showed the woman my ticket. "Do you know where my train is?" I asked. She said, "It's around the corner."

A man came by. He looked at my ticket. He said, "Hurry! That train is leaving soon." We ran far away from the woman.

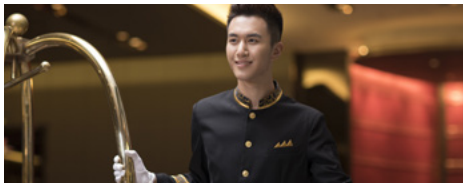
He pointed to my train. I got on the train. But I didn't know when to get off.

I showed my ticket to another man. He talked to the people next to him. He said, "Is anyone getting off at this city?"

The girl in front of him said, "I am." She stood close to me. The door opened. We got off the train.

The girl found a taxi. She asked the driver, "Do you know where this hotel is?" He nodded. We got in the taxi together.

The hotel was next to a museum. We went inside together. She said, "Do you know where the university students are?"



The man pointed to the hotel restaurant. We walked across the lobby to the restaurant. There was my teacher! Thanks to my Chinese friends, I never got lost.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the city map in Activity 3. Take turns asking for directions and giving directions to places on the map. Use examples 1–3. Then make your own questions.

1. You are at the park.
Ask: "How do I get to the airport?"

2. You are at the restaurant.
Ask: "How do I get to the store?"

3. You are at the apartment building.
Ask: "How do I get to the bank?"

C. Help your practice partner read the situation and give directions.

Situation 1:
You have a new neighbor. Her daughter fell and hurt her arm. Tell your new neighbor how to get to the hospital from your house or apartment.

Situation 2:
Your friend is coming to visit you. He is at the train station or airport. Give simple directions to your home from the nearest train station or airport.

D. Help your practice partner retell the story in Activity 4. Ask questions about the story. "Where did the young woman go? Why? How many people helped her? Did she get lost? Why or why not? Have you ever been lost? Have you ever asked someone for directions? What happened?"

E. Find or draw a map of your town. Take turns giving each other directions to places on the map.

EXPANSION ACTIVITIES: RODRIGO TURNS AROUND

1. Learn the vocabulary: pastor, drive, give a ride, knocked, stranger

2. Listen. 3. Read aloud.

Rodrigo was driving home. He saw a man on the side of the road. The man looked sad. A pair of boots was next to him.

Rodrigo thought, "My wife is waiting. Don't stop." He looked back at the man. Then he turned around. "Is everything OK?" he asked the man.

"My feet hurt," said the man. "I've been walking for 500 miles." "Why don't you wear your boots?" asked Rodrigo.

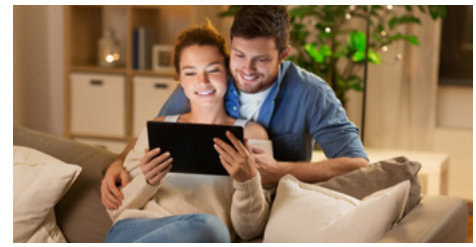
"My shoes were worn out so I stopped at a church. The pastor washed my feet. His wife gave me these boots. I started walking again, but my feet hurt too much."

"Where are you going?" asked Rodrigo. "To see my brother in Provo, Utah."

"That's 150 miles away!" said Rodrigo. Rodrigo thought of his wife. Then he said, "I will drive you.'

Rodrigo and the man talked. They laughed. Rodrigo drove his new friend to a small house.

His friend knocked on the door. Another man came out. The man cried when he saw his brother. Rodrigo cried too.



"I love this man," Rodrigo told his wife. "This morning we were strangers. Tonight we are brothers." "I'm glad you gave him a ride," said his wife.

4. Learn the vocabulary: forgetful, entertain, unaware, hunger, thirsty, ye = you

5. Read aloud. Then listen.

*"Be not **forgetful** to **entertain** strangers: for thereby some have **entertained** angels **unawares**"*
(Hebrews 13:2).

*"For I was an **hungred**, and **ye** gave me meat: I was **thirsty,** and **ye** gave me drink: I was a stranger, and **ye** took me in"*
(Matthew 25:35).

"There are no strangers here, only friends you haven't met yet."
—William Butler Yeats

6. Ponder: What do the scriptures and quote mean?

7. Write: Finish this sentence: A stranger is _____.

8. Speak: Tell about a time when you helped someone or when someone helped you.

ENGLISHCONNECT 2 LESSON 17: IN THE COMMUNITY

CONVERSATION: WHEN IS THE PARTY?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Steve, are you _____ to come to Emily's birthday _____ on Saturday?
2. Nobody told me about it. Where is it _____ ____ ___?
3. It _____ be at Christin's house at 7:00. It's a _____, so don't say anything to Emily.
4. Oh, OK! Do you think it will be all right if I _____ Adam to come too?
5. Actually, I talked to him yesterday. He's already _____ on it.
6. Should I _____ anything?
7. I'm _____ ____ bring a salad. Could you bring some _____?
   Sure!
8. Great! Well, I have to get going. _____ see you on Saturday.

could at I'll surprise will
going to be invite going
party bring salad He'll drinks
going to planning

E. Choose the correct answer.

1. Who is the party for?
   a. Angela
   b. Christin
   c. Emily
2. Where is the party?
   a. Angela's house
   b. Christin's house
   c. Emily's house
3. Will Steve invite Adam?
   a. Yes, Angela told him to.
   b. No, Adam is already coming.
   c. No, Adam is not invited.

ACTIVITY 2: TALKING ABOUT THE FUTURE

A. Study the chart. B. Listen to sentences 1–10, and repeat.

Talking about the Future		
subject	**will** + base form of verb	time phrase
I We / You They He / She It	**will** study **will** relax **will** go to the store **will** visit friends **will** be	after school. after work. tomorrow. next week. on Friday.
subject	**be going to** + base form of verb	time phrase
I We / You They He / She It	**am going to** study **are going to** relax **are going to** go to the store **is going to** visit friends **is going to** be	after school. after work. tomorrow. next week. on Friday.

C. Listen to each conversation. Then read the question, and answer aloud.

1. What is Oscar going to do tonight?

2. What will Li Na and Botan do next weekend?

3. What will Jin do tomorrow night?
4. What time will the concert start?

D. Pretend these are your schedules.

Listen to questions 1–3. Answer aloud. Use the future tense.

Tuesday
9:00 presentation at work
1:00 lunch with Sergio
4:00 doctor appointment

Listen to questions 4–6. Answer aloud. Use the future tense.

Friday
10:30 meet with Sandra
2:00 pick up order for work
6:30 eat dinner with Paola

ACTIVITY 3: TALKING ABOUT FUTURE EVENTS

A. Study the chart.

Talking about Future Events		
Present	Future	
There **is** . . .	There **will be** . . .	a play next week.
It **is** . . .	It **will be** . . .	at the theater.
It's . . .	It's **going to be** . . .	great!

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

The festival **is** today. The festival **is next week**.

B. Use the words to write a correct sentence. Say the sentence aloud. Listen to the correct answer.

1. a movie / There / in the park / will be

_____

2. on Saturday / is / There / a concert.

_____

3. cold / going to be / It's

_____

4. is / at 7:00 tomorrow / It

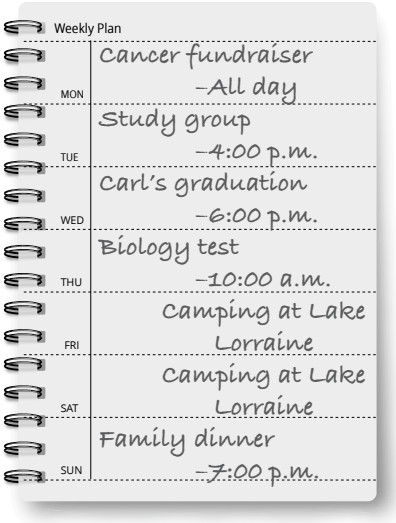
_____

C. Look at the schedule for October. Tell another person about each event.

Talk about **what** it is, **when** it will be, and **where** it is going to be. Listen to examples 1–4.

OCTOBER			
Friday, October 1	Saturday, October 9	Friday, October 15	Saturday, October 23
What: Piano Concert Time: 7:00 p.m. Place: Brown Concert Hall	What: Soccer Game Time: 2:00 p.m. Place: Wells Field	What: Country Dance Time: 8:00 p.m. Place: The Party Barn	What: Service Project Time: 10:00 a.m. Place: Rosa's house

D. Read Moira's schedule for next week. Finish the sentences. Use the words given.



Example:

On Tuesday, she is going to study with a group of classmates at 4:00 p.m.
(be going to)

1. On Sunday, _____.
(will)

2. _____ on Thursday.
(will)

3. On Saturday _____.
(be going to)

E. Say what she will do on the days given. Listen to examples 1–3.

1. Monday 2. Wednesday 3. Friday

F. Think of an event that you would like to go to someday. Write about the event.

- When will the event be?
- Where will it be?
- Who will go with you?
- What will you do there?

_____

_____

_____

_____

_____

Example: I will go to a choir concert in December. It's going to be on the 8th. It will be at the university in my town. There will be Christmas music. I will invite my sister because she loves Christmas music.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Take turns asking and answering questions about next week's or next month's schedule. What will you do next Monday? Sunday? Tell your practice partner four things you will do next month.

C. Look at the flyers below. Take turns asking and answering questions. What day or days will the event take place? What time will it start? How much does it cost to go? When will the tickets go on sale? Which event would you like to go to? Who will you invite? Why? What will you do at the event?

Children's Home
Holiday Fundraiser
Join us for a fun evening of great food and entertainment.
Friday, Dec. 14, 6:00–10:00 p.m.
At Hometown Grill
Tickets: $25
Tickets go on sale November 1st.

Lincoln County Fair
Friday 12 noon–9 p.m.
Saturday 11 a.m.–8 p.m.
Rides and games
Food
Music and dance
Animal exhibitions
Free admission

Independent Film Festival
Come view new films from local directors and producers.
Sept. 9–10
7 p.m.–9 p.m.
Location: North Theater
Entry: $10

D. Plan a birthday party for someone. Who will the party be for? When will the party be? What day? What time? Where will the party be? Who will you invite? What will you do at the party?

EXPANSION ACTIVITIES: THE PARTY

1. Learn the vocabulary: be accepted, illegal drugs, embarrass, refuse, guilty, expelled

2. Listen. 3. Read aloud.

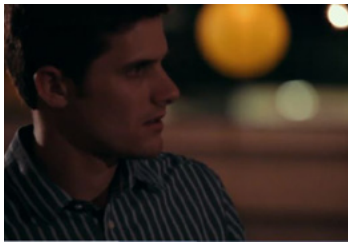
John and his friend Matt were accepted to study at a university in Japan. They were thrilled.

When they arrived in Japan, Matt was invited to a party.

He asked John to come with him. "Where will the party be?" asked John. "On the roof of a hotel," said Matt.

"Who will be there?" asked John. "Other international students," said Matt. "It will be fun."

John and Matt went to the party. It was fun at first. But then people started drinking more.



Then the party host brought out some illegal drugs. John felt very uncomfortable. He said, "Matt, we should leave."

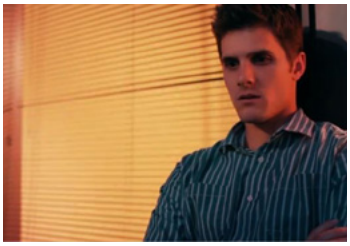
Matt said, "I don't want to leave. We don't have to use the drugs. We'll just pass it to the next person."

John knew what was happening wasn't right. He said, "I'm going to leave. You should come with me."

Matt refused. He stayed at the party. After John left, the police came to the party.

The people threw the drugs off the roof. The police tested the people at the party. Those who touched the drugs were guilty.

Matt was expelled from the university and sent home. John stayed in Japan and went to the university.



He became a successful businessman. He later returned to Japan to teach at a Japanese university.

4. Learn the vocabulary: choose (choice), liberty, mediator, captivity, course of action, consequences

5. Read aloud. Then listen.

*"Wherefore, men . . . are free to **choose liberty** and eternal life, through the great **Mediator** of all men, or to **choose captivity** and death"*
(2 Nephi 2:27).

*"**Choose** you this day whom ye will serve; . . . but as for me and my house, we will serve the Lord"*
(Joshua 24:15).

"While you are free to **choose** your **course of action**, you are not free to **choose** the **consequences**"
(*For the Strength of Youth* [booklet, 2011], 2).

6. Ponder: What do you want for your life? What choices will help you get what you want?

7. Write three consequences of bad choices and three consequences of good choices. _____

_____

8. Speak: Tell the story to someone. Talk about how choices affect consequences.

ENGLISHCONNECT 2 LESSON 18: HOLIDAYS

CONVERSATION: WHAT ARE YOU GOING TO DO ON NEW YEAR'S EVE?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Dave, what are you _____ _____ do on New Year's _____?
2. I will _____ watch the fireworks and _____ time with my family.
3. That _____ like fun.
4. What about you? Do you have any _____?
5. I'm not sure yet—I _____ probably go to a party or something.

sounds	going to	probably	Eve
will	plans	spend	fireworks

ACTIVITY 2: THE FUTURE TENSE

A. Study the chart. B. Listen and repeat sentences 1–6.

Using *Probably* to Talk about the Future	
Using *probably* with *will* *will* + **probably** + base form of verb	Using *probably* with *be going to* *be* + **probably** + *going to* + base form of the verb
I *will* **probably** go to the dance.* She **probably** *won't* go to the dance. There *will* **probably** be a parade on New Year's Day.	I *am* **probably** *going to* go to the dance. She *is* **probably** not *going to* go to the dance. It's **probably** *going to* snow tonight.
*This means that the speaker thinks he will go to the dance, but he is not completely sure.	

C. Listen. Choose the picture that matches what the person will probably do.

1a.

b.

c.

2a.

b.

c.

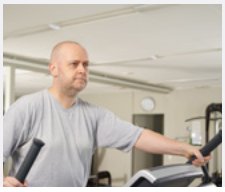
3a.

b.

c.

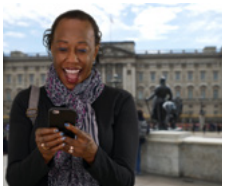
4a.

b.

c.


5a.

b.

c.


D. Study the chart. Then listen to sentences 1–4, and repeat.

Contractions with *Will* and *Will Not*	
I **will** →	I'**ll**
I **will not** →	I **won't**
I **will** go to the beach.	I'**ll** go to the beach.
I **will not** stay home.	I **won't** stay home.
I **will** probably graduate next year.	I'**ll** probably graduate next year.
I **will** probably **not** move.	I probably **won't** move.

E. Listen to the conversation. Read the questions. Write your answers in a complete sentence.

1. What does Alan usually do on New Year's Eve?

_____

2. Will he do the same thing this year? Why or why not?

_____

3. Will Alan go to Jennifer's party?

_____

ACTIVITY 3: USING FREQUENCY WORDS

A. Study the chart.

a lot	always
↕	usually
	often
	sometimes
	rarely
not at all	never

Using Frequency Words			
subject	**frequency word**	**verb**	**special occasion**
I / You / We / They	always usually often sometimes rarely never	go out to eat relax visit family	on Christmas.
She / He		go**es** out to eat relax**es** visit**s** family	

B. Listen to the questions. Answer aloud using a frequency word. Listen to the answers.

1.
2.
3.
4.

C. Read the questions. Write how often you do the activities.

1. How often do you watch fireworks on New Year's Eve? _____

2. How often do you go to church on Easter?

_____

3. How often do you go out to dinner on Christmas?

_____

4. How often do you go dancing on your birthday?

_____

5. What is your favorite holiday? Why? What do you usually do? Who do you usually spend it with?

_____

_____

ACTIVITY 4: DIWALI

A. Listen. B. Read aloud.

My name is Deepika. I live in India. My favorite holiday is Diwali, the festival of light. It's my favorite because my name means "light." We usually celebrate for 5 days.

On the first day of Diwali, we always clean our homes. We usually go shopping. We buy new clothes, gold, and new utensils. At night children light firecrackers.

On the second day, we decorate our floors with Rangoli. Rangoli are colorful designs made with sand.

On the third day, families gather together to celebrate. We light the lamps, and we pray.

Then all of my neighbors gather in the street and we share a delicious feast.

Diwali is a Hindu feast, but even my non-Hindu neighbors come to the feast. We all share food.

On the fourth day, we visit our friends and family. Sometimes we exchange gifts.

On the fifth day, brothers visit their married sisters. The sisters prepare special sweets for their brothers. I love this holiday.

C. Put the sentences in the correct order.

___ All of my neighbors gather together.
___ We light the lamps, and we pray.
_1_ We always clean our homes.
___ We decorate our floors with Rangoli.
___ We buy new clothes, gold, and new utensils.
___ Sisters prepare sweets for their brothers.

D. Listen to sentences 1–4. Write what you hear.

1. _____
2. _____
3. _____
4. _____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

Help your partner retell the story in Activity 4. What is Diwali? What do they usually do on each day?

B. Take turns saying what you *usually* do on New Year's Eve, Christmas, Independence Day or your national holiday, and Easter. Then say one thing that you will *probably* do and one thing that you *probably won't* do.

Example 1: What do you **usually** do on Easter?
I **usually** have a big dinner with my family on Easter.

Example 2: What will you do on Easter?
I'**ll probably** go to church with my family on Easter.
I **probably won't** go shopping on Easter.

C. Think about the next important holiday coming up in your country. Take turns talking about your plans. Who will you spend it with? Where will you be? What activities will you do?

Now talk about your favorite holiday. What do you usually do on your favorite holiday? Are there things that you never do on this holiday? Why is it your favorite? Say as much as you can.

EXPANSION ACTIVITIES: SILENT NIGHT

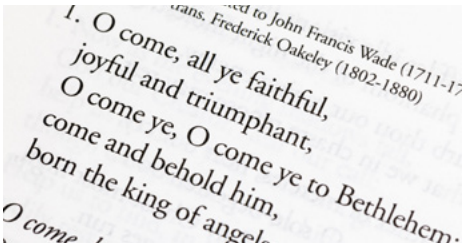
1. Learn the vocabulary: silent soldier, trench, unoffical, truce, no man's land, mortal enemies

2. Listen. 3. Read aloud.

During World War I, 100,000 German and British soldiers decided to stop fighting for a day. It was Christmas Eve 1914.

They had been fighting for five months in trenches. On that night, there were no guns fired. It was silent. It was an unofficial truce.

German soldiers decorated their trenches with Christmas trees and candles.



The soldiers on both sides started singing Christmas songs. They took turns singing. They sang in their own languages.

The next morning, Christmas Day, the truce continued. Many soldiers came out of the trenches. They walked across "no-man's-land."

They shook hands with each other. They said "Merry Christmas" to each other.

They gave each other small gifts of food, buttons, and hats. Some even played soccer with each other.

When Christmas Day ended, the soldiers went back to their trenches and started fighting again.

A German soldier wrote, "How strange it was. . . . Christmas, the celebration of Love, managed to bring mortal enemies together as friends for a time."

---

4. Learn the vocabulary: meekness, peace, counsellor, mighty, everlasting, earnestly, seek, source

5. Read aloud. Then listen.

"And his name shall be called Wonderful, ***Counsellor****, The* ***mighty*** *God,*
The ***everlasting*** *Father, The Prince of* ***Peace****"*
(Isaiah 9:6).

"Learn of me, and listen to my words; walk in the ***meekness*** *of my Spirit, and you shall have* ***peace*** *in me"*
(Doctrine and Covenants 19:23).

"**Peace** can come to all who **earnestly seek** the Prince of **Peace**"
(Russell M. Nelson, "Jesus the Christ—Our Prince of Peace"
[First Presidency Christmas devotional, Dec. 8, 2013], ChurchofJesusChrist.org).

6. Ponder: How is Jesus Christ the source of peace? How do you find peace in your life?

7. Write ways that you can find peace in your life. _____

_____

8. Speak: Tell the story to someone. Talk about how Jesus Christ is the source of peace.

ENGLISHCONNECT 2 LESSON 19: GOING ON VACATION

CONVERSATION: WHERE ARE YOU GOING ON VACATION?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Diego, are you going to _____ a vacation this year?
2. Yes, we go on vacation every year. I will _____ in July. I am very excited.
3. So, where _____ you go this year?
4. I'm _____ camping with my family in the _____.
5. That sounds like fun! _____ will you _____ there?
6. We are going ___ _____ and fish during the day. At night, we will just _____ and enjoy the _____.
7. Well, I hope you _____ _____ a great time!

Where	do	unwind	will have	What	will	to go	leave	going
scenery	to hike	fish	take	mountains	country			

E. Listen to questions 1–3. Answer aloud in complete sentences. Listen to the answers.

ACTIVITY 2: CONTRACTIONS WITH THE FUTURE

A. Study the chart. Then listen and repeat examples 1–10.

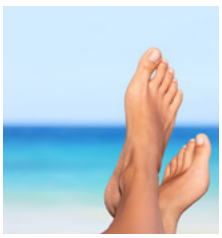
Contractions			*Be Going To*
I	am	I'm	I'm going to visit Paris.
you we they	are	you're we're they're	You're going to love Hawaii. We're going to try new food. They're going to travel by train.
he she it	is	he's she's it's	He's going camping with friends. She's going to explore a park. It's going to be fun!
			Will
I / you / we / they / he / she / it		will→ 'll	I'll visit Paris. We'll try new food. It'll be fun!
Note: To make a contraction with a person's name: Jana is → Jana's			

B. Look at the pictures. Say where the person is going. Say what they'll do. Listen to the examples.

1.

Katya

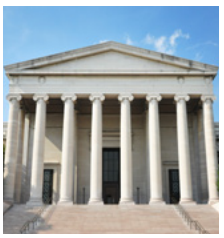
beach



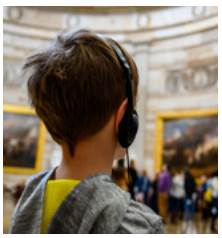
relax

2.

Sam

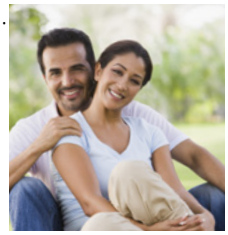


museum

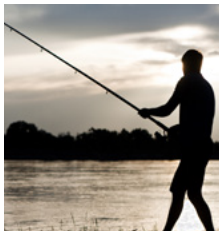


take a tour

3.


Yosef and Leah

lake


fish

4.

Rosa

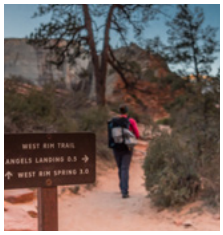
mountains

hike

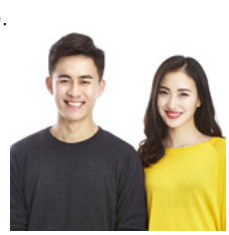
5.

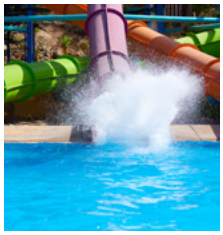
Young Jae

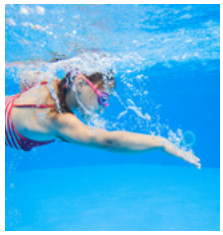
national park


explore

6.


Chen and May


water park


swim

C. Look at the list of locations. Choose two places you will go to on vacation. Write about them.

• Write where you will go. • Tell what you are going to do there. • Use contractions.

Locations		Activities	
beach	water park	explore	camp
lake	theater	swim	tour
museum	national park	hike	look at animals
mountains	zoo	fish	try new food
an island	aquarium	relax	enjoy the scenery

1. _____

_____

2. _____

_____

D. Read and listen to the conversation. Listen to questions 1–4. Answer aloud. Listen to the answers.

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

ACTIVITY 3: TALKING ABOUT TRANSPORTATION

A. Study the chart. Then listen and repeat examples 1–7.

By **+ Mode of Transportation**		
I am going **by** boat.		
They're going **by** train.		
We will travel **by** bus.		
She's going **by** plane.	OR	She's flying.
I will travel **by** car.	OR	I'm driving.

B. Read the question. Write an answer. Use the word given.

1. How will you go to the ruins? (bus)

_____

2. How will we go to the mountains? (train)

_____

3. How are you traveling to California? (car)

_____

4. How are Judy and Roger going to the island? (boat)

_____

ACTIVITY 4: A HAWAIIAN TOUR BROCHURE

A. Listen. B. Read aloud.

Are you going on vacation? Do you want to swim with turtles? Or do you just want to unwind and relax? Here at the Beach Hotel, we have the best tours in Oahu.

We have a bus that will take you to the ocean. Then we will travel by boat to Turtle Canyon. There you can swim with turtles. After swimming, we will feed you lunch.

This hike is two miles. You will see beautiful trees and flowers. Then you can swim at a waterful.

Travel by bus to the Polynesian Cultural Center. You will stop at ten sites. You will see beaches, pineapple fields, and a temple.

At the Polynesian Cultural Center, you can learn about six different island cultures. You can ride in a canoe. You can watch fire dancing.

A luau is a Hawaiian feast. We serve pork at the luau. It is baked in an underground oven. You will love the cooked pineapple and pork.

Our shops sell everything. You can buy art, jewelry, and other souvenirs. We also sell batteries and cameras.

Come Visit the Beach Hotel!

C. What can you do at the Beach Hotel? Check the boxes next to activities listed in the brochure.

- ☐ watch fire dancing
- ☐ swim with dolphins
- ☐ watch hula dancing
- ☐ see volcanoes
- ☐ eat pineapple
- ☐ hike to a waterfall
- ☐ see a temple
- ☐ eat pork
- ☐ eat fish
- ☐ ride in a canoe
- ☐ buy souvenirs
- ☐ swim with turtles

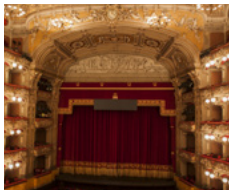
PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Help your partner talk about the Hawaiian tour in Activity 4. What will tourists do at the Beach Hotel? How do they get to each location? What is a luau? Which tours would you like to go on? Why?

C. Help your practice partner make complete sentences using contractions and *be going to* for the pictures in Activity 2B. Then look at the list of locations in Activity 2C. Take turns saying where you will go, what you will do, and how you will get there.

D. Use the pictures below to create a conversation between two people. Ask about each person's plans for the weekend. Say something about each picture.



E. Pretend that you are going on a three-day vacation this summer. Take turns asking and answering questions about your plans. Where will you go? How will you get there? Who will you go with? What activities will you do each day?

EXPANSION ACTIVITIES: LIVING BELOW YOUR PRIVILEGES

1. Learn the vocabulary: cruise, ticket, suitcase, farewell, to include, to miss out

2. Listen. 3. Read aloud.

A man was going on a cruise. He was very excited about this vacation. He was going to visit Rome, Athens, and Istanbul.

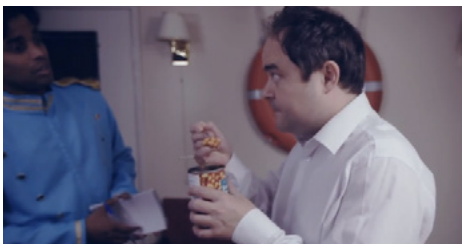
He had saved his money for a long time. Finally, he had enough money for a ticket.

He didn't have a lot of money, though. So he took food in his suitcase. He ate that food every day.

He didn't go to the restaurants on the ship. He didn't go to the movies, parties, or other activities.

He explored the cities. But most of the time, he stayed in his room. He ate the food that he brought.

On the last day of the cruise, a man asked, "Which of the farewell parties are you going to?"



He said to the man, "I don't have money to go to the parties."

The man said, "You don't need any money. The food, parties, and activities are included in the ticket. You already paid for everything."

The man was shocked and sad. He had missed out on many things.

4. Learn the vocabulary: privilege, restrained, associates, worth, soul, capacity

5. Read aloud. Then listen.

"if you live up to your **privileges**, the angels cannot be **restrained** from being your **associates**"
(*Teachings of Presidents of the Church: Joseph Smith* [2007], 454).

"The **worth** of a **soul** is its **capacity** to become as God"
(Thomas S. Monson, "Our Sacred Priesthood Trust," *Ensign* or *Liahona,* May 2006, 56).

6. Ponder: As a child of God, what is your potential? What promises has God given you?

7. Write: Answer this question: What will you do to live up to your potential as a child of God? _____

_____

_____

8. Speak: Apply the story to your life. Talk about how you will be different from the man in the story.

ENGLISHCONNECT 2 LESSON 20: HEALTH AND SICKNESS

CONVERSATION: HOW ARE YOU FEELING TODAY?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Lisa, how are you _____?
2. I'm OK, I guess, but honestly I _____ really tired. I felt really _____ yesterday too.
3. Oh, that's not good. Do you feel _____?
4. I don't know. I didn't _____ very well last night.
5. If you're not feeling well, you _____ go home and get some _____.

should	sick	feel	rest	today	tired	sleep

Lisa and Ji-Yoo

E. Answer the questions.

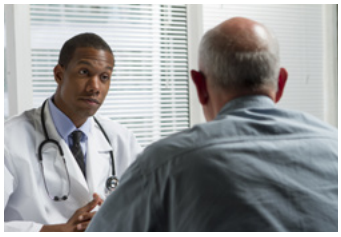
1. How does Lisa feel?
   a. She has a headache.
   b. She is tired.
   c. She feels light-headed.
2. Why doesn't she feel well?
   a. She didn't sleep well last night.
   b. She works too much.
   c. She has a fever.
3. What does Ji-Yoo tell Lisa to do?
   a. Continue working.
   b. Go to the doctor.
   c. Go home and rest.

ACTIVITY 2: HEALTHY HABITS

A. Read the sentence aloud. Then listen and repeat.

1. I eat fruit every day.

2. They play soccer twice a week.



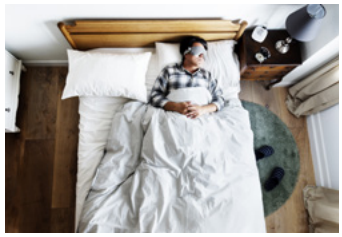
3. He goes to the doctor every year.

4. They stay active.

5. She avoids harmful substances.

6. He drinks enough water.

7. They exercise regularly.



8. He gets enough sleep.

B. Write the answer to the question. Use a complete sentence.

1. Is sleeping enough a healthy habit?
   Yes, sleeping enough is a healthy habit.
2. Is watching too much TV a healthy habit?
   _____
3. Is smoking a healthy habit?
   _____
4. Is exercising a healthy habit?
   _____
5. Is eating vegetables a healthy habit?
   _____
6. Is eating candy a healthy habit?
   _____

ACTIVITY 3: GIVING ADVICE

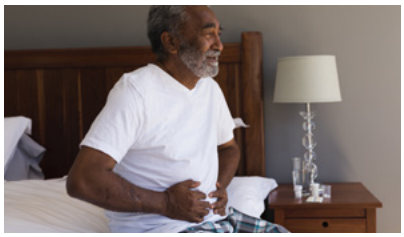
A. Listen to examples 1–5. Choose the correct advice for each person.

1.

Daniel
a. You shouldn't run.
b. You shouldn't rest.

2.

Anika
a. You should take medicine.
b. You should wrap it.

3. 

John
a. You should ice it.
b. You should see a doctor.

4.

Stacey
a. You should drink more water.
b. You should wrap it.

5.

Hiroto
a. You should take it easy.
b. You should stretch.

B. Choose the correct answer.

1. Stephanie sprained her ankle. She ___ elevate it.
   a. should b. shouldn't
2. He was in a car accident. He ___ go to the hospital.
   a. should b. shouldn't
3. Li Wei has a fever. He ___ go to work.
   a. should b. shouldn't
4. Pilar doesn't feel well. She ___ take it easy.
   a. should b. shouldn't
5. Louis is gaining weight. He __ eat so many desserts.
   a. should b. shouldn't
6. Fetu had surgery. He ___ play sports.
   a. should b. shouldn't

C. Write a sentence. Use the words given.

Example: need / You / sleep / to / more
You need to sleep more.

1. specialist / You / see / a / should
_____

2. a / You / need / note / doctor's
_____

3. sugar / should / avoid / You
_____

4. use / You / an / should / ointment
_____

5. get / a / to / need / prescription / You
_____

D. Listen to each question. Answer aloud in a complete sentence. Listen to the answers.

1.

2.

3.

4.

ACTIVITY 4: ANNA GETS SICK

A. Listen to the story. B. Read the story aloud. C. Answer the questions.

Hi! I'm Anna. I try to exercise regularly, eat vegetables, and sleep at least eight hours a night.

Last month, I wasn't feeling well, though. I started working more hours. I didn't have time to exercise. Sometimes I didn't eat enough.

I went to the doctor. He told me that I needed to rest, eat, and exercise to feel better. Now I feel much better.

1. What does Anna not usually do to stay healthy?
   a. Exercise regularly.
   b. Eat vegetables.
   c. Eat fruit.

2. Why did Anna start feeling sick?
   a. She is pregnant.
   b. She is working a lot.
   c. She has a disease.

3. What did the doctor tell Anna to do?
   a. Rest, eat, and exercise.
   b. Continue working hard.
   c. Take medicine.

D. Write 5 sentences about what you do to stay healthy.

_____

_____

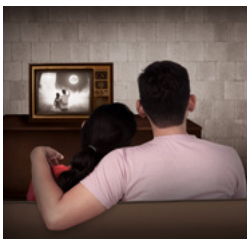
_____

_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the pictures below, and practice using *should* or *shouldn't* to talk about healthy habits.
Examples: You shouldn't smoke. You should brush your teeth twice a day. You should eat less candy.



C. Help your practice partner retell the story in Activity 4.

D. Talk about your healthy habits. Ask your practice partner to tell you at least five things they do to be healthy. Help them make complete sentences. Tell them what you do to be healthy.

EXPANSION ACTIVITIES: JESUS HEALS A BLIND MAN

1. Learn the vocabulary: disciples, blind, sin, righteous, worship, worshipped

John 9:1–41

2. Listen. 3. Read aloud.

One day, Jesus was walking with his disciples. They saw a man who had been born blind.

The disciples asked if the man or his parents had sinned. The man was blind so that Jesus could heal him and show people God's power.

Jesus made clay out of the dirt. He put it on the blind man's eyes.

Jesus told the man to go wash his eyes. As soon as the man washed the clay from his eyes, he could see.

When his neighbors saw him, they were not sure who he was. He told them that Jesus had healed him.

The neighbors took the man to the rulers of the city. The man told them that Jesus had healed him.

Some believed him. They said Jesus was a righteous man. Many did not believe him. They said Jesus was a sinner.

The man said that Jesus was a righteous man. Later, Jesus asked the man if he believed in the Son of God.

The man asked who the Son of God was. Jesus said that He was the Son of God. The man worshipped him.

4. Learn the vocabulary: ye = you (the disciples), Thou = you (Jesus), thou = you (Peter), flesh, revealed, thee = you (Peter)

5. Read aloud. Then listen.

*"[Jesus] saith unto [his disciples], . . . whom say **ye** that I am? And Simon Peter answered and said, **Thou** art the Christ, the Son of the living God. And Jesus answered and said unto him, Blessed art **thou**, Simon Bar-jona: for **flesh** and blood hath not **revealed** it unto **thee**, but my Father which is in heaven"*

(Matthew 16:15–17).

6. Ponder: What do you believe about Jesus Christ?

7. Write what you believe about Jesus Christ: _____

_____

_____

8. Speak: Tell what you believe about Jesus Christ to three people.

ENGLISHCONNECT 2 LESSON 21: HEALTH AND SICKNESS

CONVERSATION: HOW ARE YOU FEELING?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hello, Susan, how are you _____ _____?
2. Hi, Dr. Green. I don't feel very well. I have had a _____ for three days and my _____ really hurts. I'm in a lot of pain, and I can't sleep.
3. Hmm, that doesn't sound good. Where does your back hurt?
   It hurts up here, in between my shoulders. I feel a _____ _____ every time I move my neck.
4. Did you do something that _____ your back?
5. Well, I tried to lift a heavy _____ on Monday.
6. I think you pulled a _____. I want you to take this _____ twice a day with food.
7. You should take it right after you eat in the morning and evening. Come back and see me in a _____.

muscle	feeling	back	medication	pain	
box	today	headache	sharp	week	hurt

E. Choose the correct answer(s).

1. How does Susan feel?
   a. She has a headache.
   b. Her back hurts.
   c. She broke her back.

2. What does Susan feel when she moves her neck?
   a. tired
   b. heat
   c. sharp pain

3. What does the doctor think is wrong?
   a. Susan is sick.
   b. Susan pulled a muscle.
   c. Susan is pregnant.

ACTIVITY 2: WHAT'S WRONG?

A. Listen to sentences 1–5. Choose the picture that matches what you hear. Write the number in the box.

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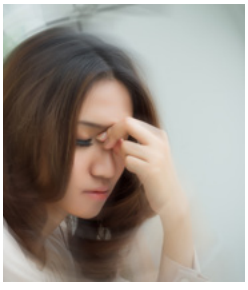
☐ 
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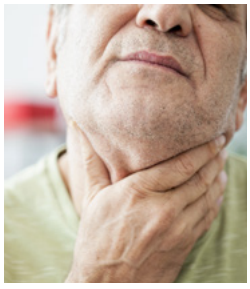
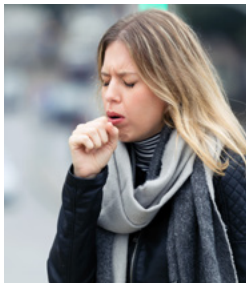
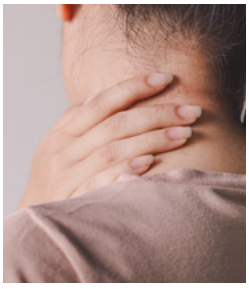
☐ 
☐ 
☐ 
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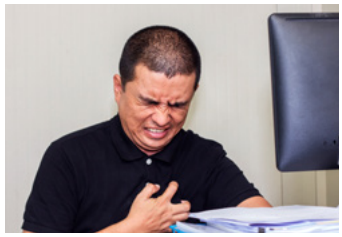
ACTIVITY 3: HOW DO YOU FEEL?

A. Listen to sentences 1–8 and repeat. B. Listen again and write what you hear.

1. I have a runny nose.

2. _____

3. _____



4. _____

5. _____

6. _____

7. _____

8. _____

ACTIVITY 4: DOCTOR'S INSTRUCTIONS

A. Look at the picture. Choose the instructions that match the picture. Read aloud. Listen.

1. a. Rest for two days.
   b. Exercise more.

2. a. Don't take medicine.
   b. Don't take this pill on an empty stomach.

3. a. Elevate your ankle.
   b. Put ice on your ankle.

B. Rewrite the advice in the form of a command.

Example 1: You should take one pill twice a day.

Command: Take one pill twice a day.

1. You need to rest for two days.

_____

2. I think you should drink more water.

_____

3. You shouldn't exercise for a week.

_____

Example 2: You shouldn't go to work today.

Command: Don't go to work today.

4. You need to drink lots of water and eat fruit.

_____

5. You should wrap and elevate it.

_____

6. I think you should take allergy medicine.

_____

ACTIVITY 5: "FOR" VS. "SINCE"

A. Study the chart. B. Listen to sentences 1–10 and write the missing words. C. Read sentences 1–10 aloud.

	for + a period of time (from start to end) > ——— <	**since** + a point in time (from then to now) X———>
I have had a cold . . .	for three days.	since Thursday.
My back has hurt . . .	for a few hours.	since this morning.

1. I have had diarrhea _____ _____ _____.
2. I have had a backache _____ _____ _____.
3. I have had body aches _____ _____ _____.
4. I have had allergies _____ _____ _____.
5. I have had stiff muscles _____ _____.
6. I have had insomnia ___ ____ _____.
7. I have had fatigue _____ _____ _____.
8. I have had watery eyes _____ _____ _____.
9. I have had an ulcer _____ _____.
10. I have had a stuffy nose ____ __ ____ ____ __ _____.

ACTIVITY 6: WHEN I WAS SICK

A. Listen to the story about a time Felisa was sick. B. Listen again and answer the questions.

1. How many children does Felisa have?_____
2. Felisa usually had a lot of _____.
3. One day she felt _____.
4. What did Felisa try? _____
5. What did Felisa tell the doctor? _____
6. How long did Felisa feel tired? _____
7. The doctor said she had _____.
8. After one week, Felisa could _____.

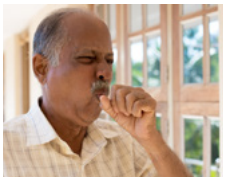
C. Write about a time you or someone you know went to the doctor. What happened? How did you feel? How long did you feel sick? What did you do to get better?

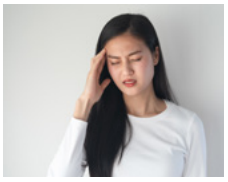
_____
_____
_____
_____
_____

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the pictures below. Ask your practice partner to describe what's wrong and to give advice. Example: "She has a cold." "She should rest and drink liquids."





C. Look at the pictures below and practice using *for* or *since*. Ask your practice partner to describe the symptom, tell how long the patient has had the symptom, and give advice.
Example: She has had a fever since last week. She needs to visit the doctor.

last week

three days

a week

Wednesday

Sunday

five days

D. Talk about Felisa's story in Activity 6. Tell about a time you or someone you know was sick. Then ask about a time that your partner or someone they know was sick or went to the doctor. Ask, "What happened? How did you feel? How long did you feel sick? What did you do to get better?

EXPANSION ACTIVITIES: IT WILL ALL WORK OUT

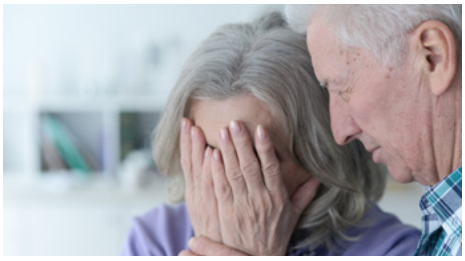
1. Learn the vocabulary: critical condition, motto, grief, resurrection, sealing

2. Listen. 3. Read aloud.

Our daughter Georgia was 21 years old. She had a terrible bike accident. She was in the hospital in critical condition. Our family said, "It will all work out."

I flew immediately from our mission in Brazil to the USA to be with her. I held on to our family motto—"It will all work out."

But our lovely daughter died just hours before my plane landed.



We felt grief and shock. How could we *still* say, "It will all work out"?

After Georgia's death, our feelings were raw. We struggled. Sometimes we still feel great sorrow. But we understand that no one ever really dies.

Georgia is no longer with us. But we have faith that she is still living as a spirit.

We believe we will live with her eternally if we keep our temple covenants.

We have faith in our Redeemer and His Resurrection. We have faith in His priesthood power and faith in eternal sealings.

We can still say, "It will all work out."

4. Learn the vocabulary: remove, thine = yours, align

5. Read aloud. Then listen.

Jesus said, *"Father, if thou be willing,* ***remove*** *this cup from me: nevertheless not my will, but* ***thine****, be done"* (Luke 22:42).

"When we open ourselves to the Spirit, we learn God's way and feel His will"

(Neill F. Marriott, "Yielding Our Hearts to God," *Ensign* or *Liahona,* Nov. 2015, 31).

6. Ponder: How can you **align** your will with God's will?

7. Write three ways that you can have faith in God. _____

_____

_____

8. Speak: Ask three people what they do to align their will with God's will. Tell them how you plan to be more open to God's will.

ENGLISHCONNECT 2 LESSON 22: SPECIAL OCCASIONS

CONVERSATION: WHEN IS THE CELEBRATION?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Brian, did you hear about the _____?
2. No—who is getting _____?
   Brett and Alisha are!
3. Really? That's great. _____ is the wedding?
4. It _____ _____ on August 15th at 1:00.
5. They are going to have a _____ that evening.
6. I hope they send me an _____.

reception	married	invitation	When	wedding	will be

E. Answer the questions.

1. Who is getting married?
   a. Brian and Samantha
   b. Samantha's sister
   c. Brett and Alisha
2. What day will the wedding be?
   a. January 8th
   b. August 15th
   c. November 11th
3. When is their reception?
   a. The morning of their wedding
   b. The evening of their wedding
   c. The day after their wedding

F. Listen to Conversation 2. Choose the correct answer.

1. What day is Tom's birthday party?
   a. Wednesday
   b. Friday
   c. Saturday
2. What time is Tom's party?
   a. 7:00
   b. 8:00
   c. 9:00
3. What time will Stuart pick Jenny up?
   a. 6:00
   b. 6:45
   c. 7:00

ACTIVITY 2: "WH-" QUESTIONS WITH THE FUTURE TENSE

A. Study the chart. B. Read aloud. Then listen.

1. Question: Where will the party be?
   Answer: The party will be at Christin's house.
2. Q: When is the party?
   A: The party is on June 13th.
3. Q: What day is the party going to be?
   A: The party is going to be on Saturday.
4. Q: What time is the party?
   A: The party is at 7:00.

"Wh-" Questions with the Future Tense		
Questions		Answers
Where	will the party be? is the party? is the party going to be?	At Christin's house.
When What day		On June 13th. On Saturday.
What time		At 7:00.

C. Choose the correct question for each answer.

1. The activity will be at the church.
   a. When will the activity be?
   b. Where will the activity be?
   c. What time will the activity be?

2. The reception starts at 8:00.
   a. What time is the reception?
   b. Where is the reception?
   c. What day is the reception?

3. The graduation is going to be on Saturday.
   a. Where is the graduation going to be?
   b. What time is the graduation going to be?
   c. When is the graduation going to be?

4. The birthday party will be at my house.
   a. When is the birthday party?
   b. Where is the birthday party?
   c. What day is the birthday party?

D. Listen to questions 1–5. Then listen to answers *a* and *b*. Choose the correct answer.

1. a. b.

2. a. b.

3. a. b.

4. a. b.

5. a. b.

ACTIVITY 3: "YES" OR "NO" QUESTIONS WITH "WILL"

A. Study the chart. B. Read aloud. Then listen.

"Yes" or "No" Questions with **Will**		
Question		Answer
Will +subject + *main verb*		Subject + **will** + *main verb*
Will	Henri *come* to the reception? the graduation *start* at 3:00? your cousins *be* at the ceremony?	Yes, Henri **will** *come*. No, the graduation **will** *start* at 3:30. Yes, they **will** *be* there.
Will + there + *main verb*		There + **will** + *main verb*
Will	there *be* a band at the wedding? there *be* refreshments at the church activity?	Yes, there **will** *be* a band. No, there **will** not *be* refreshments.

C. Listen to the invitations. Write the missing information.

Event 1:_____

Time: _____

Day: _____

Details: _____

_____

_____

Event 2:_____

Time: _____

Date: _____

Details: _____

_____

_____

D. Write the words in the correct order.

1. party / The / 7:00 / at / will be

_____

2. on / will be / celebration / Saturday / The

_____

3. dancing / There / be /will

_____

4. a party / There / at / will be / my house

_____

E. Write to a friend. Invite him or her to an event. Give as many details as possible. Listen to the examples. Include the event, time, day, date, place, and details.

_____

_____

_____

ACTIVITY 4: A QUINCEANERA

A. Listen to the story. B. Read the story aloud.

My name is Ocany. I live in Mexico. Soon, I will be 15. In Mexico, a girl's 15th birthday is a very special occasion.

Before the party, I will practice dancing with my friends.

My mother and I will pick out a beautiful dress.

We'll invite all of our friends and family to the party.

On the day of the party, I will dance a waltz with my father.

Everyone will give me their best wishes. My friends and I will perform our special dances.

I'll receive special gifts, such as a pair of high heels, a crown, and a doll. This shows that I am no longer a child. I am a princess in God's eyes.

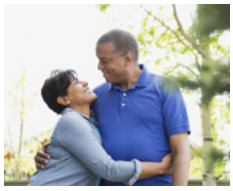
The food will be amazing. We'll eat mole with chicken and tres leches cake. I can't wait!

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Help your partner retell the story in Activity 4. How does she prepare for the party? Who will come to the party? What will they do at the party? Take turns talking about an event that was special to you.

C. Look at the pictures. Take turns inviting each other to the activity. Use the words given.



anniversary

wedding

birthday

funeral

church

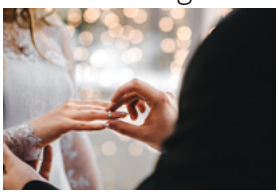
retirement party

D. Ask your partner the following questions. Help them answer in complete sentences.

Where will the birthday party be?

my house

When is the wedding?



next week

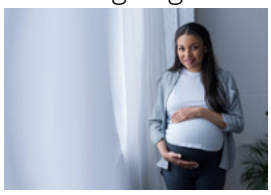
What time will the reception be?

6:00

When will the graduation be?

tomorrow night

What time is the baby shower going to be?



5:00

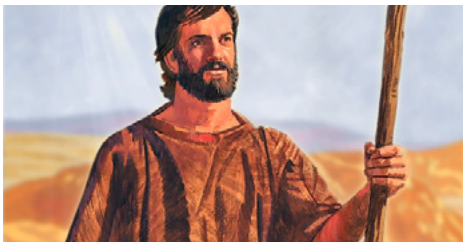
E. Take turns inviting each other to an event. Include the event, time, day, date, place, and details.

EXPANSION ACTIVITIES: JESUS IS BAPTIZED

1. Learn the vocabulary: baptist, baptize, camel, locust, tell the truth, be fair

Matthew 3:1–16

2. Listen. 3. Read aloud.



John the Baptist lived in the desert for many years. He wore clothes made of camel's hair. He ate honey and locusts.

People came from the cities to hear him teach. He taught the people about Jesus Christ.

He told them to repent of their sins and be baptized. John baptized people who repented of their sins.

The people asked John how to live better lives. He told them to share with the poor, tell the truth, and be fair to others.

He said that Jesus Christ would soon come. Jesus would give them the gift of the Holy Ghost.

One day when John was baptizing people in the Jordan River, Jesus Christ came to him. Jesus asked John to baptize Him.

John knew that Jesus had always obeyed God's commandments. He did not need to repent. John thought that Jesus did not need to be baptized.

But God commanded all people to be baptized. Jesus told John to baptize Him. Jesus set an example for us. He obeyed God's commandment to be baptized.

When Jesus came up out of the water, the Holy Ghost came to Him. God spoke from heaven. He said, "This is my beloved Son, in whom I am well pleased."

4. Learn the vocabulary: principle, ordinance, baptism, immersion, remission, laying on of hands
5. Read aloud. Then listen.

*"We believe that the first **principles** and **ordinances** of the Gospel are: first, Faith in the Lord Jesus Christ; second, Repentance; third, **Baptism** by **immersion** for the **remission** of sins; fourth, **Laying on of hands** for the gift of the Holy Ghost"*
(Articles of Faith 1:4).

6. Ponder: Why was Jesus baptized? Why is baptism necessary to return to God?
7. Write why Jesus was baptized. _____

_____

_____

8. Speak: Retell the story. Talk about why baptism is necessary to return to God.

ENGLISHCONNECT 2 LESSON 23: SPECIAL OCCASIONS

CONVERSATION: HOW WAS THE WEDDING?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

1. Hey, Robyn, how was the _____?
2. Oh, it was a beautiful _____. The bride and groom _____ so happy.
3. I _____, of course. It was kind of bittersweet.
4. Did everything go well for the _____?
5. Yes. We did most of the work _____ the reception so I _____ _____ to relax and enjoy it.
6. It was so much fun! We _____ a wonderful meal and everyone _____.
7. So many people _____!
8. I _____ with lots of friends and family members.
9. At the end, _____ _____ fireworks. It was great!
10. Well, it sounds like it _____ a success!

cried	was able	came	wedding	ate
reception	before	looked	there were	
danced	visited	was	ceremony	

ACTIVITY 2: ASKING QUESTIONS ABOUT EVENTS

A. Study the chart.
Then listen and repeat.

Asking Questions about Events—Three Ways	
1. How was the wedding? 2. How did the wedding go? 3. What did you do at the wedding?	

B. Look at the letter given. Use the pattern that goes with the letter. Ask about the event in the picture. Listen.

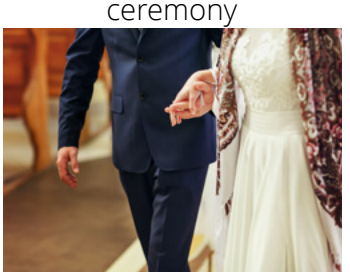
A = How was the ____?
B = How did the ____ go?
C = What did you do at the ____?

Example: B, C
reception
B: How did the reception go?
C: What did you do at the reception?

birthday party

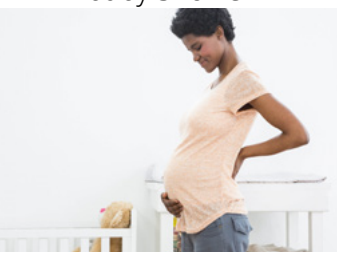
1. B 2. A

ceremony



3. B 4. C

baby shower



5. A 6. B

anniversary party

7. C 8. A

ACTIVITY 3: DESCRIBING EVENTS

A. Listen to each conversation. Choose the picture that matches.

A.

B.

C.

D.

E.

F.

B. Look at the picture. Describe the event. Use the words given. Listen to the examples.

baby shower, fun, eat refreshments, chat

reception, amazing, dance, eat cake

birthday party, great, play games, give gifts

reunion, lots of fun, visit, tell stories

C. Read the email. Answer the questions.

Hi Sophia,

I'm sorry you missed my parents' 40th anniversary party! It was very fun! There was a delicious meal and dancing. I visited with my aunts and uncles and my cousin Buddy. I haven't seen him in a while. There was a band, so we danced and listened to the music. It was an amazing night. Many people came.

I hope you feel better soon!

Rachel

1. What kind of party did Rachel go to?
   a. a birthday party
   b. a retirement party
   c. an anniversary party

2. Who was not at the party?
   a. Rachel's mom
   b. Rachel's friend Sophia
   c. Rachel's cousin Buddy

3. What did they do at the party?
   a. They danced.
   b. They played games.
   c. They told stories.

4. How does Rachel describe the night?
   a. It was boring and long.
   b. It was beautiful but tiring.
   c. It was fun and amazing.

D. Think about an event you went to. Write about it using as much detail as possible. Describe the event and what you did. Listen to the examples.

_____

_____

_____

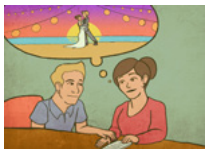
_____

ACTIVITY 4: KIM'S PERFECT WEDDING

A. Listen to the story. B. Read the story aloud.

Mike and Kim were planning their wedding. "I would like to get married at the beach," said Kim. "That would be perfect." "All I need is you," said Mike.

"I would like to have fireworks at my reception too. That would be perfect," she said. "All I need is you," said Mike.



"I love to dance!" said Kim. "I want everyone to dance at the reception. That would be perfect!" "All I need is you," said Mike.

Kim called the band. She reserved the beach. She ordered flowers, food, and fireworks. "This wedding will be perfect," she said.

On the morning of the wedding, Kim took a shower and did her hair. She put on her beautiful dress. "Perfect," she said, looking in the bathroom mirror.

But when she tried to open the door, the doorknob fell off. She couldn't open the door. She couldn't get out of the bathroom.

At the beach, it started to rain. The guests went home. Mike sat in a chair to wait.

But Kim was still in the bathroom. Finally, she decided to climb out the small bathroom window.

As she climbed out the window, she fell on the ground. "Ow!" she cried, and she rubbed her hurt ankle.

Kim limped to the beach. Her hair was wet. Her dress was dirty. Her foot was swollen.

She saw Mike. "I'm sorry the wedding isn't perfect," Mike said.

"All I need is you," she said with a a smile. Mike smiled and kissed her.

B. Put the sentences in the correct order. Use numbers 2–8.

___ Kim ordered flowers, food, and fireworks.
___ She got stuck in the bathroom.
1 Kim was planning her wedding.
___ She took a shower and put on her dress.
___ She hurt her ankle.
___ It started to rain.
___ She climbed out the bathroom window.
___ She arrived at the beach with wet hair.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Help your partner retell the story in Activity 4A. Say a sentence for each picture. Did Kim have a perfect wedding? Talk about an event you attended that didn't go as planned.

C. Take turns using the sentence patterns in Activity 2B to ask and answer questions about the pictures in Activity 3B. Do the same with the pictures below.

church meeting, wonderful, sing hymns, study the scriptures

graduation, interesting, listen to speakers, watch the graduates

baptism, special, sing songs, give talks

funeral, sad, cry, tell stories, pray

D. Take turns talking about an event you recently attended. Use as much detail as possible. Describe the event, and talk about what you did.

EXPANSION ACTIVITIES: THE WISE AND FOOLISH YOUNG WOMEN

1. Learn the vocabulary: oil-burning lamp, wise, foolish

Matthew 25:1–13

2. Listen. 3. Read aloud.

Jesus told a story about ten young women who went to a wedding. They waited for the bridegroom to come and let them in. They did not know what time he would come.

The ten women had oil-burning lamps. Five of the women were wise. They brought extra oil with them.

The other five women were foolish. They only had the oil that was in their lamps.

The bridegroom did not come for a long time. The oil in the lamps ran out. The five wise women had more oil to put in their lamps. The five foolish women had to go buy more oil.

While they were gone, the bridegroom came. He let the five wise women enter the wedding.

When the five foolish women returned, the door was closed. They could not go to the wedding.

4. Learn the vocabulary: prepare(d), fear

5. Read aloud. Then listen.

*"For behold, this life is the time for men to **prepare** to meet God"*
(Alma 34:32).

*"If ye are **prepared** ye shall not **fear**"*
(Doctrine and Covenants 38:30).

6. Ponder: What can you do each day to increase your faith in God? How will this prepare you to meet God?

7. Write ways that you can increase your faith as you prepare to meet God. _____

_____

_____

8. Speak: Retell the story, and talk about how you can increase your faith as you prepare to meet God.

ENGLISHCONNECT 2 LESSON 24: GOALS AND DREAMS

CONVERSATION: WHAT DO YOU WANT TO DO IN THE FUTURE?

A. Listen. B. Listen and repeat. C. Write the missing word. D. Read aloud.

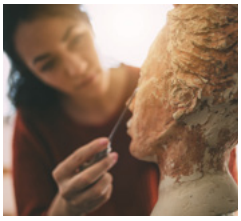
1. So, what do you _____ ____ do after you _____?
2. Actually, I'm going to _____ to Hawaii! I got a job there. _____ be moving in July.
3. Wow! That sounds wonderful! What will you ____ _____ out there?
4. I'll be _____ at the university.
5. What a great _____! Do you plan to _____ there _____ a few years?
6. I'm not completely sure. I really love teaching—I want to be a _____—so ___ I can stay there, _____ I will.
7. But if you receive a good _____ offer somewhere else, will you _____ ___? You know, to be closer to your family?
8. Honestly, I'm not sure. _____ ____ how things turn out.

plan to	be doing	take it	We'll see	move	teaching	graduate	
stay	then	I'll	if	for	job	opportunity	professor

ACTIVITY 2: TALKING ABOUT FUTURE PLANS

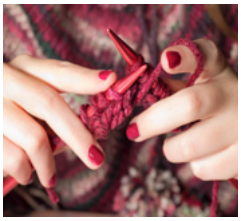
A. Listen. Choose the best picture.

1. a.



b.

c.



2. a.

b.

c.

3. a.

b.

c.

4. a.

b.

c.

B. Study the chart. Listen and repeat the examples aloud.

Talking about Future Plans			
I / you / we / they	want to hope to plan to would like to	be get study go to	married / a father / a mother / a teacher married / a degree / a job English / business / science / education school / another country
he / she	want**s** to hope**s** to plan**s** to would like to		

C. Look at the letter. Use the pattern that goes with the letter. Talk about the people in the picture. Listen.

A. __ want(s) to . . . in the future.
B. __ hope(s) to . . . in the future.
C. __ plan(s) to . . . in the future.
D. __ would like to . . . in the future.

Example: C
Marica and Kevin—married
C. Marica and Kevin plan to get married in the future.

1: D

Sammy—professional basketball

2: B

Noa and Cesar—travel

3: A

Jorge—new car

4: C

I—English teacher

5: B

Mia—business degree

D. Finish the sentences about your future plans. Be creative.

Example: When I retire, I would like to move to a warm place.

1. When I graduate from college, _____.
2. When I get married, _____.
3. When I get a good job, _____.
4. When I finish studying English, _____.

ACTIVITY 3: ASKING ABOUT FUTURE PLANS

A. Study the chart.
Listen and repeat the examples.

B. Listen. Then ask a question about the person's future plans.

Asking about Future Plans		
What do you	want to do plan to do hope to do	when you finish school? after you finish school?
What would you like to do		
What are your plans (for)		

1.

2.

3.

4.

5.

ACTIVITY 4: GERTRUDE ELION'S DREAM

A. Listen to the story. B. Read the story aloud.

Gertrude Elion was born in New York City in 1918. She was a quiet girl. She loved to read. She was short and had red hair.

When she was 15, her grandfather got very sick. He was very tired and he had a stomachache. They took him to the hospital. He had cancer. The doctors couldn't help him. He died.

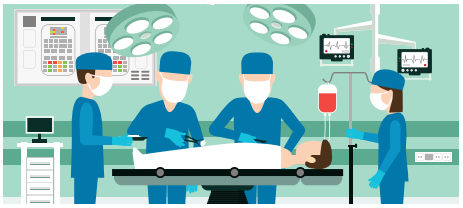
Gertrude said, "I want to help sick people." Her father said, "Be a dentist. You will make a lot of money." But Gertrude had a dream. "I want to find new medicines," she said.

In 1937, she got a degree in chemistry. But she couldn't get a job in a laboratory because she was a woman.

Then her fiancé got sick. He had a fever. He was weak and his feet were swollen. He had an infection in his heart. The doctors couldn't help him. He died. Gertrude was very sad.

"I still want to help sick people," she said. During the day, she worked as a secretary. At night she went to school. She got another degree.

Seven years later, she started to work in a laboratory. Gertrude and her boss, George Hitchings, studied medicines. They studied sick cells. She worked late and on weekends.



Gertrude and George discovered a special medicine. This medicine allows people to have organ transplants. Her medicine saves lives.

"I'm happy," she said. "It's a wonderful life." In 1988, she received the Nobel Peace Prize. Gertrude Elion never gave up on her dream. What is your dream?

C. Listen to questions 1–6. Say the answers aloud. Listen to the answers.

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner review the vocabulary for this lesson in the back of this book. Make sure they understand the meaning of the vocabulary.

B. Look at the chart in Activity 3A. Take turns asking each other questions about the future. Use each of the five phrases: "**What** do you want to do, plan to do, hope to do . . . ? **What** would you like to do . . . ? **What** are your plans for . . . ?"

C. Help your partner retell the story in Activity 4 using their own words. Say something for each picture. Ask questions about the story. What did Gertrude's dad hope for? What did Gertrude plan to do? Why did she care about medicine so much? What happened to her fiancé? What did she discover? What is **your** dream?

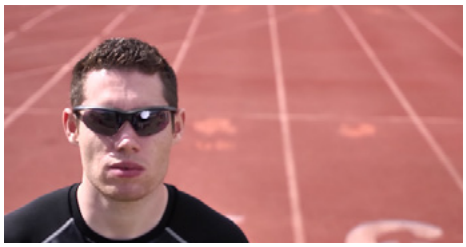
D. Talk about two of your goals for the next year. Then talk about what you want to do in the next five years. Use as much detail as possible. Talk about what you will do to accomplish your goals.

EXPANSION ACTIVITIES: GO FOR THE GOLD

1. Learn the vocabulary: run track, details, Paralympic Games, Olympics

2. Listen. 3. Read aloud.

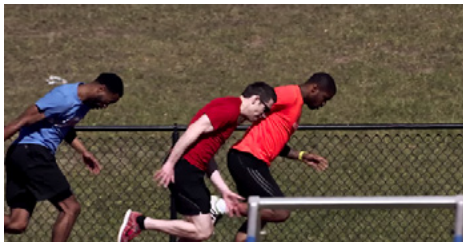
"My name is Jason Smyth. I'm from Ireland. I just got married. I run track, the 100 and 200 meters. I started running when I was 15.



I have less than 10% vision. I can see a lot of colors around, but I can't see the details.

Beijing 2008 was my first Paralympic Games. I won both the 100- and 200-meter races with world records.

Four years later was the Paralympics in London. Thankfully, I did exactly what I did in Beijing—I won the 100 and 200 with world records again.



My goal for the next four years is to make it to the Olympics. I just missed out on doing that by 0.04 seconds. That was difficult.

Hopefully, I can improve a little bit each year. I will keep working hard every day.

We all experience challenges and trials in whatever we do. I've learned that what limits me from doing something is me.

The Church of Jesus Christ of Latter-day Saints, my wife, and my family have been great influences and supports for me.

I'm a sprinter. I'm a four-time Paralympic gold medalist. I'm a brand-new husband, and I'm a proud Irishman."

4. Learn the vocabulary: realize, capable, imagine, strengthen

5. Read aloud. Then listen.

"You are stronger than you **realize**. You are more **capable** than you can **imagine**. You can do it now!"
(Dieter F. Uchtdorf, "You Can Do It Now!," *Ensign* or *Liahona,* Nov. 2013, 57).

"I can do all things through Christ which ***strengtheneth*** *me"*
(Philippians 4:13).

6. Ponder: What are your dreams and goals for the future? What do you need to do to achieve your goals?

7. Write three of your goals for the future. _____

_____

_____

8. Speak: Tell three people about your goals for the future.

ENGLISHCONNECT 2 LESSON 25: REVIEW

ACTIVITY 1: ME AND MY FAMILY

A. Listen to passages 1–4. Answer the questions.

Olga One:

1. Who is Olga sitting with?
   a. her Aunt Nina
   b. her mother
   c. her grandmother

Olga Two:

2. How does Olga compare to her mom?
   a. Olga's hair is straighter and darker.
   b. Olga's hair is lighter and curlier.
   c. Olga's eyes are the same color.

Olga Three:

3. Who are the other two children in the picture?
   a. her brother and sister
   b. her niece and nephew
   c. her cousins

Olga Four:

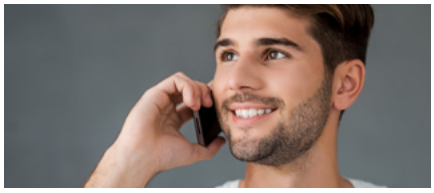
4. Who is the oldest sibling?
   a. Aunt Dasha
   b. Uncle Val
   c. Olga's father

5. Who is the tallest sibling?
   a. Aunt Dasha
   b. Uncle Val
   c. Olga's father

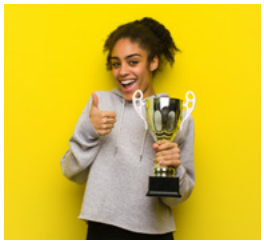
B. Pretend you are talking on the phone to someone you have never met. Listen to the example.

Describe yourself. Say:

- what you look like.
- what your personality is like.
- what hobbies and interests you have.



C. Ask the person in the picture how he or she feels. Listen to the answers. Respond with empathy.

1.
2.
3. 
4.
5.

D. You are starting a new job today. Write a response to this text message from your friend.

Hey, good luck with your first day today! I'm excited for you! Are you excited too? Are you nervous? Or maybe you're tired because you didn't sleep well? How do you feel?

_____
_____
_____
_____
_____

ACTIVITY 2: WHERE I LIVE AND WHAT I DO

A. Read about where Liza lived when she was younger. Answer the questions aloud. Listen to the answers.

Liza One

I grew up in a small town in Colorado. My house was at the end of the street. There was a big empty field next to my house. My siblings and I played outside in the field a lot.

1. Where did Liza grow up?
2. What was next to her house?
3. Where did Liza play?

Liza Two

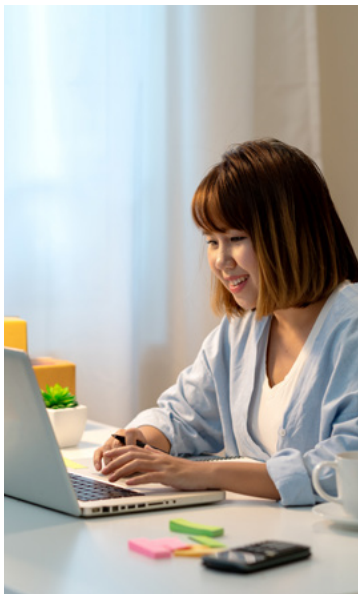
At school, I was very obedient and respectful. Sometimes it was hard to make friends. I had a few friends who were very outgoing and happy, though.

4. What was Liza like at school?
5. Was it hard or easy for Liza to make friends?

B. Describe where you live now. Listen to the example.

- Tell about your home.
- Tell what you like and dislike about where you live.

C. Imagine that you just moved away from home. Read the emails from your mom. Answer her questions.



Email One

How are you doing in your new place? Tell me about your life. What do you do in the morning? What do you do in the afternoon? What do you do in the evening? I miss you.

Love,
Mom

Answer One

_____
_____
_____
_____
_____
_____
_____

Email Two

That's nice. What did you do on the weekend? Hope to see you soon.

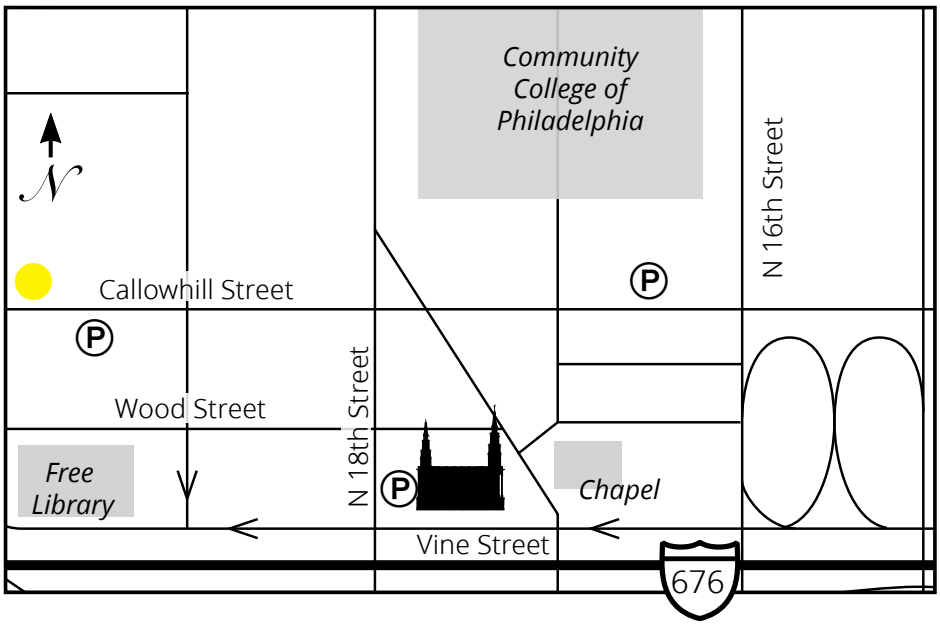
Love,
Mom

Answer Two

_____
_____
_____
_____

ACTIVITY 3: IN THE COMMUNITY

A. Look at the map. Start at the yellow dot. Read the directions. Choose the correct place on the map.



My house is at the west end of Callowhill Street. From there, go east on Callowhill Street. Turn right on North 16th Street. Go three blocks south until you get to Vine Street. Turn right on Vine Street. Then go one block west. The building will be on the right.

a. Free library
b. Church
c. Community college

B. You need to make a salad for dinner tonight, and you are at an outdoor market.

- Read your list.
- Ask the seller how much each item on your list costs.
- Say how much you need.
- Listen to the examples.

C. Look at the pictures. Write which item you prefer and why. Use at least four different adjectives.

1.
electric scooter

bike

2.
backpack

briefcase

_____ _____

_____ _____

_____ _____

D. You are visiting the doctor because you hurt your leg or your arm. Read what the doctor says.

- Tell the doctor where your pain is.
- Describe how you got injured.
- Listen to the examples.

Doctor: Hi, what seems to be the problem today?
You: _____
Doctor: That doesn't sound good. Can you tell me exactly where it hurts?
You: _____
Doctor: Did something happen to cause this injury?
You: _____
Doctor: I think you sprained it. You will need to rest for a week and put ice on it.

ACTIVITY 4: SPECIAL EVENTS

A. Listen to Li talk about her holiday plans. Answer the questions.

1. What holiday is Li celebrating?
   a. Independence Day
   b. Lunar New Year
   c. Christmas
   d. Easter

2. Who will be there?
   (Choose all that are correct.)
   a. her cousins
   b. her friends
   c. her grandparents
   d. her aunts

3. What will she do?
   (Choose all that are correct.)
   a. eat a big dinner
   b. play games
   c. watch fireworks
   d. go to church

B. Talk about your plans for the next holiday.
- What is the holiday?
- Who will you spend it with?
- Where will you be?
- What activities will you do?

ACTIVITY 5: GOALS AND DREAMS

A. Say what you would like to do five years from now. Listen to the examples.

- What goals do you want to reach?
- What will you do to accomplish those goals?

B. Think about learning English.

Write:

- why you are studying English.
- how this course has helped you so far.
- what your goal is for continuing your English study.
- what you will do to reach your goal.

_____

_____

_____

_____

_____

ACTIVITY 6: LOST ON THE ICE

A. Listen to the story. B. Read the story aloud.

When Ernest Shackleton was 40, he dreamed of reaching the South Pole. He sailed his boat to an island in Antarctica called South Georgia.

He and his crew started for the South Pole. But, in February, his boat got trapped in the ice. It was stuck. His men fished for seals, raced the dogs, and played soccer.

Then it got dark. It was dark from June until September. The men sang songs and read books. But in September the boat sank under the ice.

"We will walk to water," said Shackleton. They pulled small boats and walked. In December, the men were tired of walking. They camped in tents on the ice.

One night in April, the ice cracked. Their tents fell in the water. One of the men fell in too. Shackleton saved him from drowning.

After that, they found water. They sailed in the small boats. Then they came to a place called Elephant Island. No one lived there. They were far from home.

On April 24th, Shackleton told the men, "I will get help." He left with three men in a small boat. Three weeks later, they were back in South Georgia.

But the town was on the other side of a mountain. They hiked for 36 hours. They stopped to eat, but they didn't sleep. It was too cold.

After he reached the town, Shackleton got a new boat. He sailed back to Elephant Island to get his men. Everyone was still alive. They were happy to see him. He saved them when they were lost on the ice.

C. Read the questions about the story. Answer aloud. Listen to the answers.

1. Who was Ernest Shackleton?
2. What was Shackleton's goal?
3. What two things happened to Shackleton's boat?
4. What happened when they were sleeping in tents on the ice?
5. Why did Shackleton leave Elephant Island?
6. What did Shackleton have to do when he reached South Georgia?
7. How many of Shackleton's men died before he returned?

PRACTICE PARTNER INSTRUCTIONS

A. Help your practice partner describe the physical characteristics of people in his or her family. Ask, "What does your mother look like? What color are your sister's eyes? Who is (adjective + er), your mom or your dad? Who do you look like?"

B. Now, each of you find a picture of your family. Take turns asking and answering questions about the people in your family. What are their hobbies and interests? Do you have any of the same hobbies or interests? Who are you most like? Compare yourself to two of your family members.

C. Look at the pictures in Activity 1C. Ask what happened. Ask how the person feels. What can you say to each of them?

D. Talk about where you grew up. Take turns asking and answering the questions. Say as much as you can. Where did you grow up? What was your house like? What did you like or dislike about your house? What was close to your house? What were you like when you were young?

E. Look at the conversation in Activity 3D. Help your partner talk about injuries and treatments. Take turns being the doctor and the patient.

F. Look at Activity 4B. Take turns asking and answering questions about your plans for the next holiday.

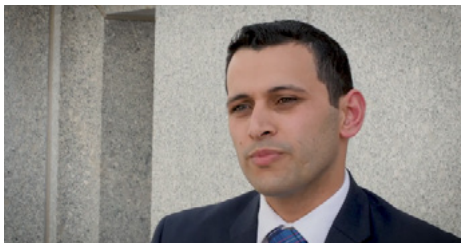
G. Look at the pictures. Help your practice partner talk about one of the events in these pictures. When was it? Who was there? What did you do?

EXPANSION ACTIVITIES: LEARNING ENGLISH HAS BLESSED MY LIFE

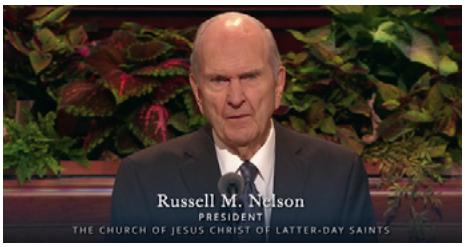
1. Learn the vocabulary: prophet, translator, apply

2. Listen. 3. Read aloud.

My name is Vinny. I'm from Brazil. This is Kyle. He was one of my companions on my mission. He was the person who helped me to learn English.



Learning English helped me to have a good education today. It helped me to have a good job.



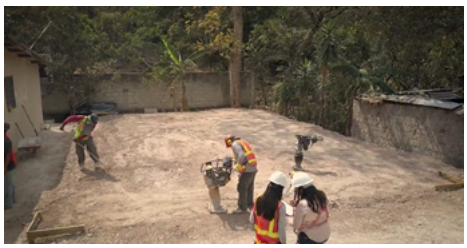
It also helped me be able to listen to the prophets and understand what they are telling me. It has truly blessed my life.

I'm Marco. I'm from Ivory Coast. This is my wife, Elizabeth, and this is baby Lima.

I was blessed on my mission to serve with companions who helped me improve my English.

After I finished my mission, I was blessed to be one of the official translators for the Church in West Africa.

My name is Vanessa. This is my sister Fabiela and my father, Fabio. We live in Honduras. My father has a construction company.



He is leaving on a mission for the Church. My sister and I are going to take care of the business when he is gone. We wouldn't be able to do this without English.

English is helping me to develop new skills and new knowledge that I can apply here in my country. English has really blessed my life.

4. Learn the vocabulary: diligent, seek, mysteries, unfold, perseverance, demonstrate, tough, give up

5. Read aloud. Then listen.

*"For he that **diligently seeketh** shall find; and the **mysteries** of God shall be **unfolded** unto them, by the power of the Holy Ghost"*
(1 Nephi 10:19).

"**Perseverance** is **demonstrated** by those who keep going when the going gets **tough**, who don't **give up** even when others say, 'It can't be done'"
(James E. Faust, "Perseverance," *Ensign* or *Liahona,* May 2005, 51).

6. Ponder: How will you be able to bless others by learning English? What will you do after you finish this English class to keep learning English?

7. Write a list of three or more goals for improving your English skills. _____

_____

8. Speak: Tell your English goals to three people.

EnglishConnect 2: Vocabulary

LESSON 1

board
chair
computer
desk
partner
screen
vocabulary
command
focus
introduce
listen to
look at
pay attention
practice
quiet down
request
respond
return to
say
write

LESSON 2

cook
listen to music
play soccer
play the violin
sew
shop
sing
travel
watch sports
watch TV
Australia
Austria
Brazil
Cambodia
Canada
Colombia
Egypt
England
Ethiopia
France
Germany
India
Israel
Italy
Japan
Korea
Mexico
Nigeria
Peru
Philippines
Russia
South Africa
Switzerland
Taiwan
Turkey
United States

LESSON 3

cook
dance
fish
jog
paint
play
read
socialize
swim
visit friends
write
baseball
basketball
bowling
card games
crossword puzzles
games
museum
soccer
sports
volleyball
boring
challenging
fun
interesting
relaxing
tiring

LESSON 4

adopted
divorced
married
separated
artistic
athletic
funny
intelligent
tall
short
thin
fat
young
old

family reunion
family gathering
aunt
brother-in-law
cousin
father-in-law
grandchildren
granddaughter
grandfather/grandpa
grandmother/grandma
grandparents
grandson
great-grandfather

great-grandmother
mother-in-law
nephew
newlyweds
niece
relatives
sister-in-law
stepbrother
stepfather
stepmother
stepsister
uncle

LESSON 5

married
single
bald
long hair
short hair
beard
glasses
tall
short
big
small

young
old
loud
quiet
strong
weak
dark
light
athletic
beautiful
cheerful

competitive
energetic
funny
generous
intelligent
kind
nice
outgoing
patient
pretty
thoughtful

LESSON 6

afraid
amused
angry
arrogant
bored
calm
competitive
courageous
creative
distracted
embarrassed
enthusiastic
exhausted
frustrated
grouchy
guilty
happy
jealous
mad
patient
responsible
rude
sad
selfish
surprised
tired
uneasy
uplifting
wild
youthful

LESSON 7

can you
could you
will you
would you
I can
I can't
I have to
I need to
I need you to
I want you to
please
clean
contact
drop off
fix
give a ride
lend
make a phone call
pick up
run an errand
send
take care of
take someone to a place

LESSON 8

avenue
city
community
neighborhood
road
street
town
village
by the desert
in the mountains
near a lake
near the ocean
on the coast
busy
polluted
popular
safe
unsafe
noisy
quiet
not crowded
crowded
historic
modern
peaceful
lively
beautiful
ugly
expensive
inexpensive
dry
humid

LESSON 9

across from
between
close to
far from
in front of
near to
next to
there was
there were

angry
athletic
bossy
brave
calm
careful
creative
disobedient
disrespectful

energetic
friendly
funny
happy
helpful
honest
kind
mean
neat

obedient
outgoing
patient
respectful
shy
silly
talkative
well-behaved
wild

LESSON 10

brush my teeth
dance
do chores
do laundry
eat
eat breakfast
eat dinner
eat lunch
exercise
get dressed
get my hair cut
get sick

get up
go dancing
go grocery shopping
go home
go ice skating
go on a date
go snowboarding
go to a concert
go to bed
go to school
go to the dentist

go to the doctor
go to the mechanic
go to work
listen to music
play sports
shop
study
take a shower
visit relatives
watch TV
work

always
usually
sometimes
never
every day
every weekend
once a week
once a month
once in a while
right now

LESSON 11

a week ago
last Monday
last month

last week
last weekend
last year

over the weekend
the other day
yesterday

LESSON 12

ate
brought
came
caught
did
fell
found
gave
got
had
left
made
read
said
saw
told
took
traveled
visited
went
a few days ago
a few years ago
last month
last week
last year
on Saturday
one day ago
one year ago
yesterday

LESSON 13

Christmas
New Year's Eve
became
began
built
forgot
graduated
held
kept
known
met
paid
ran
remembered
sat
spent
taught
thought
traveled
was
were
worked
wrote

LESSON 14

count
apple
banana
bean
carrot
coconut
egg
kiwi
mango
nut
pineapple
potato
strawberry
tomato
watermelon
noncount
beef
bread
broccoli
butter
cereal
cheese
chicken
corn
fish
flour
juice
lettuce
meat
noodles
pork
rice
soup
sugar
wheat
bag
bunch
can
cup
glass
head
kilogram
liter
loaf
ounce
pound
quart

LESSON 15

affordable
expensive
cheap
high-tech
simple
modern
old-fashioned
tight
loose
comfortable
uncomfortable
dressy
casual
estimate
expense
fee
fine
good deal
payment
penalty
price
rate
tax
toll
tuition

LESSON 16

airport
bakery
bank
bookstore
bowling alley
bus stop
cathedral
church
city hall
convenience store
department store
embassy
fire station
garage
gas station
government building
grocery store
health club
hospital
library
mall
movie theater
museum
neighborhood
park
police station
post office
restaurant
stadium
store

LESSON 17

bring
come
invite
in a few months
in one week
in two days
next year
celebration
circus
concert
elections
fair
fundraiser
parade
picnic
play
race
rodeo
school performance

LESSON 18

celebrate
relax
spend time
visit
festival
festivities
independence holiday
national holiday
religious holiday
traditions
vacation
always
every
frequently
never
often
once in a while
rarely
seldom
sometimes
usually

LESSON 19

by boat
by bus
by car
by plane
by train
amusement park
aquarium
art gallery
beach
campsite
fair
island
lake
mountain
museum
national park
nightclub
scenery
sites
summer camp
theater
tour
water park
zoo
backpack
bike
boat
camp
explore
fish
get away
go rock climbing
hike
relax
sail
sightsee
ski
surf
swim
travel
try new food
unwind

LESSON 20

need to
should
shouldn't
once a week
three times a day
twice a day
bruised
exhausted
mild
red
severe
sprained
swollen
tired
avoid
bathe
cover
elevate
exercise
gain weight
ice it
put heat on it
rest
rub
stretch
take it easy
take medicine
wrap it
diet
doctor's note
drug
ointment
physician
prescription
prevention
referral
specialist
surgery
treatment

LESSON 21

allergy
body ache
broken arm
broken bone
chills
cold
cough
cramps
diarrhea
dry eyes
earache
fever
flu
gas
headache
heartburn
insomnia
medication
pills
rash
runny nose
sharp pain
sore muscle
sore throat
sprain
stiff muscle
stomachache
stuffy nose
sunburn
ulcer
watery eyes
awful
constipated
dizzy
light-headed
nauseated
sick
terrible
tired
weak
bruise
burn
cut
pull a muscle
scrape

LESSON 22

in a few days
next week
soon
tomorrow night
anniversary
announcement
baby shower
best wishes
birthday
bridal shower
celebration
condolences
congratulations
engagement
funeral
gift
graduation
invitation
party
reception
refreshments
retirement
special occasion
wedding

LESSON 23

amazing
awesome
awful
beautiful
bittersweet
boring
creepy
exciting
frightening
horrible
long
lots of fun
strange
surprising
tiring
wonderful
chat
dance
dress up
get together
throw the bouquet
toast the bride and groom
visit
walk down the aisle
watch
bride
groom
gift
wedding
reception
graduation
ceremony

LESSON 24

I hope to
I plan to
I want to
I would like to
get a degree
get married
have children
biology
business
chemistry
education
engineering
English
math
science
architect
artist
bank teller
cashier
doctor
engineer
farmer
fisherman
nurse
photographer
politician
restaurant owner
salesperson
scientist
teacher

EnglishConnect 2 LESSON 1

Activity 2C:

Short a	Long a
apple and at	ape ate April

Short e	Long e
end egg exit	eat ear eel

Short i	Long i
itch it in	ice ivy I'm

Short o	Long o
odd olive on	over open old

Short u	Long u
under up uncle	unit United States uniform

Activity 3D:

1. Rosa 2. Jinyou 3. Zack 4. Veronica 5. Quincy 6. Gabrielle

LESSON 2

Conversation:
1. What's
2. Where
3. from
4. about
5. this
6. She's
7. likes
8. like

Activity 3A:
1. c
2. b
3. d
4. a
5. c
6. b

Activity 3B:
4, 1, 3, 2

Activity 5C:
1. likes
2. What
3. don't like
4. So

Activity 5E:
1. a
2. b
3. a

Activity 6A:
1. She doesn't like to sew.
2. He likes to sing.
3. They like to play the piano.
4. They don't like to cook.

Activity 6B:
1. Sarah is from England. She likes to travel. She likes to bake. She bakes with her friends.

LESSON 3

Conversation:
1. what
2. Well
3. Why
4. because
5. basketball
6. don't
7. not
8. doing
9. boring

Activity 2C:
1. jogging
2. cooking
3. dancing
4. reading
5. bowling
6. doesn't
7. playing games
8. likes
9. like
10. painting

Activity 3A:
1. a 4. a
2. b 5. b
3. b 6. a

Activity 3B:
2. I don't like doing crossword puzzles because it's boring.
3. He likes fishing because it's fun.
4. We don't like cooking because it's difficult.

Activity 3C:
1. b 3. a
2. c 4. b

Activity 5C:
1. Sunday likes working with old people. He likes baking and smiling. He likes African dancing.
2. He likes working with old people because he feels happy with them.

LESSON 4

Conversation:
1. family
2. have
3. just
4. cousins
5. actually
6. really
7. is
8. older
9. same
10. Where
11. works

Activity 2B:
1. a
2. c
3. a
4. c

Activity 3B:
1. have
2. is
3. have
4. has
5. are
6. has

Activity 4A:
1. a
2. a
3. b
4. a

Activity 4B:
1. My great-grandfather has a beard.
2. My brother and my sister are quiet.
3. My sister has curly hair.
4. My grandparents are old.
5. My niece is tall.

Activity 4C:
1. cousin, red hair and freckles, smart
2. grandmother, gray hair, a good cook
3. brother, dark curly hair, athletic
4. aunt, three children, married, 40 years old

Activity 5B:
1. Are they married?
2. What does she like doing?
3. How old are you?
4. Do you like playing soccer?
5. Where do they live?
6. Is she athletic?

EnglishConnect 2

LESSON 5

Conversation:
1. taller
2. beard
3. funny
4. What's
5. thin
6. like, than
7. quiet
8. outgoing
9. bald

Activity 2C:
1. Kylie is louder than Sam.
2. Danilo is younger than Grandma.
3. Odalys is shorter than Paula.

Activity 3B:
1. My cousin is more athletic than my sister.
2. Cars are more expensive than bicycles.
3. Jacques is less competitive than the other chefs.
4. My uncle is more generous than my aunt.

Activity 4B
1. a
2. b
3. b
4. a
5. b

Activity 5B:
1. She is going to a family reunion.
2. He swims at the beach.
3. Grandma and Chloe's aunts are cooking.
4. She takes the cousins to the park. She plays soccer.
5. He likes to read.
6. She feels loved. She knows they love her.

LESSON 6

Conversation:
1. all right
2. sad
3. frustrated
4. What
5. Why
6. had
7. it's, be
8. sorry, mad
9. because, phone

Activity 2A:
2. Yes, she is mad!
3. No, he's sad.
4. No, she's tired.
5. I'm bored.
6. Yes, I'm so happy!

Activity 3A:
There is no correct answer for these questions. They are opinions.

Activity 4A:
1. f
2. h
3. d
4. b
5. a
6. g
7. c
8. e

Activity 4B:
There is no correct answer for these questions. They are opinions.

Activity 5A:
1. a
2. b
3. c
4. b

Activity 6C:
1. King Sinbad was not calm.
2. He had a falcon.
3. Sinbad got lost. He was thirsty.
4. Finally, he found some water.
5. The falcon spilled the water twice.
6. He killed the falcon with his sword.
7. Then he saw a snake in the water.
8. Sinbad was very sad.

LESSON 7

Conversation:
1. can
2. can't
3. could
4. need, phone call
5. drop
6. pick
7. take

Activity 2B:
1. Can you make dinner?
2. Will you help cook?
3. Could you help clean?
4. I want you to clean.
5. Would you fix the sink?

Activity 2D: Answers will vary
1. Could you wash these clothes?
2. Can you clean the floors?
3. Would you give your cousin a ride?
4. Will you send an email with my schedule?

Activity 2E:

a. 3	c. 1	e. 6
b. 5	d. 2	f. 4

Activity 4A Example:
Hi, Joe. I am late because I locked my keys in my car. I need you to go to the meeting. I want you to take notes. I need you to email the notes to me. Thanks!

LESSON 8

Conversation:
1. Street
2. lively
3. living
4. house, noisy
5. Road, historic
7. neighborhood, beautiful
8. move

Conversation E:
1. d
2. a

Activity 2B:
1. My street is busy at night.
2. My neighborhood is unsafe.
3. My city is historic.
4. My town is cold.

Activity 3C Examples:
1. The village is by a lake. The village is not busy. The village is beautiful.
2. The street is quiet. The street is safe.
3. The neighborhood is popular. The neighborhood is busy. The neighborhood is crowded.

Activity 4B:
1. in
2. on
3. in
4. in
5. on
6. in
7. on

Activity 5B:
1. Tabata grew up in Costa Rica.
2. Yes. It is peaceful. It has beautiful beaches. The air is fresh. Her garden is always green.
3. The organization of the Church made her feel safe.
4. She taught missionaries to clean. She went to the hospital with them.

Activity 5C Example:
My hometown is in California in the US. I like it there because I live close to the beach. My town is small, so it is quiet and peaceful. It is warm most of the year.

EnglishConnect 2

LESSON 9

Conversation:
1. grow, Where
2. next to, there was
3. was, near, were
4. shy, had

Conversation E:
1. c
2. a
3. c

Activity 2B:
1. b
2. a
3. a
4. b
5. a
6. b
7. b

Activity 2C:
Example: There was one tall tree in front of the house. There were three houses next to each other. There was a mountain behind the houses.

Activity 3B:
1. My sister and I were silly.
2. He was mean.
3. I was happy.
4. I was shy.
5. They were strict.

Activity 3C:
1. b, e, f

Activity 3D:
1. Izak and his family had a small boat. They had a motorcycle too. Also, they had three big dogs.

LESSON 10

Conversation:
1. every
2. usually, always
3. Sometimes
4. busy
5. When
6. once a month

Conversation 1E:
1. b
2. a

Activity 2B:

1	2	3	4	5	6
3	2	1	2	1	1
1	3	3	3	3	3
2	1	2	1	2	2

Activity 2D Examples:
1. I always eat lunch with my sister on Friday.
2. I usually go grocery shopping on Saturday morning.
3. I sometimes clean my house on Saturday.
4. I never go shopping on Sunday.

LESSON 11

Conversation:
1. yesterday
2. went
3. did
4. bought
5. a week ago

Activity 2C:
1. bought
2. shopped
3. saw
4. came
5. wanted
6. exercised
7. left
8. read
9. watched
10. studied

Activity 3B:

1	2
2	1
3	2
1	4
4	3

Activity 3C:
1. C, E, H
2. B, F, G
3. A, D, I

Activity 3D Example 1:
I was sick over the weekend. I didn't feel well on Friday. On Saturday, I woke up with a fever. I took medicine. I slept. I stayed home all day and watched movies.

Example 2:
On Friday, I went to my friend's house. My friend and I talked. We ate dinner together. On Saturday, I cleaned my home. First, I cleaned my kitchen. In the afternoon, I cleaned the bathroom. In the evening, I was so tired. I fell asleep on the sofa.

LESSON 12

Conversation:
1. Why
2. wanted, How, What
3. played, watched

Activity 2D:
1. I drove to work on Monday.
2. I rode the bus home on Friday.
3. On Sunday, I called my family.
4. Last Saturday, I played with my nephew.

Activity 3C:
1. I had a lot of fun.
2. I paid bills Saturday night.
3. I rode the bus because I crashed my car.
4. I stayed home because I felt sick on my birthday.
5. I played in a tournament last week.
6. The meeting was long and boring.

Activity 3D Example:
I learned a new game. My friends really like this game, so they wanted me to learn. Last weekend, I went to my friend's house to play the game. My friend taught me how to play it. It was hard to learn, so I didn't really like the game.

EnglishConnect 2

LESSON 13

Conversation:
1. were
2. graduation
3. How
4. brought, graduated
5. years ago, it's been
6. when, had, stayed up, was
7. didn't do, after, went, slept

Activity 2C:
1. she brushed her teeth.
2. she walked to work.
3. she put on her uniform.
4. she made bread.
5. Diana took a bus
6. Diana texted a friend

Activity 2E:
When I left work, I was really tired.
When I got on the bus, I saw my friend Sumi.
I picked up dinner at a restaurant when I got off the bus.
I went home when I was done with dinner.
When I arrived home, I took my dog for a walk.

Activity 2F:
1. Isa broke her wrist when she ran in a race. She was 14 years old. It hurt for a long time.
2. Eric was in school when he won an award. He won an award for having a good score on a test.

LESSON 14

Conversation:
1. the market
2. pick up
3. a loaf of
4. make
5. tomatoes, fruit
6. meat

Conversation E:
1. b
2. a
3. c

Activity 2B:
1. a
2. b
3. b
4. a
5. b
6. a
7. b

Activity 3B:
1. b
2. a, c, d
3. d
4. a, b
5. b, d
6. b, d

Activity 3C:
1. She needs two loaves of bread.
2. She needs three liters of milk.
3. She needs a pineapple.
4. She needs a bag of rice.
5. She needs a bunch of bananas.
6. She needs a head of lettuce.

Activity 3D:

3	5	2	1	4

Activity 3E:
1. b
2. a
3. b
4. a

Activity 4B:
1. is, does, cost, costs
2. are, do, cost
3. are, do, cost, cost
4. is, does, costs

LESSON 15

Conversation:
1. smartphone
2. kind
3. compact
4. expensive
5. much
6. deal
7. cheaper

Conversation E:
1. c
2. b

Activity 2C:
1. a
2. a
3. b
4. b

Activity 2D:
1. tighter than
2. looser than
3. less comfortable than
4. more old-fashioned than
5. less modern than

LESSON 16

Conversation:
1. movie theater
2. between, mall, down
3. close to
4. museum
5. across from
6. where

Conversation E:
1. b
2. a
3. b

Activity 3B:
1. The school is next to the store. OR The school is close to the store.
2. The store is between the cafe and the school.
3. The brown house is behind the cafe.
4. The red house is in front of the purple and blue house.

Activity 3C:
1. c
2. a
3. d
4. b
5. c

Activity 3D:
1. a
2. b
3. a

Activity 3E:
Go east on First Street. Go straight for two blocks. Turn right on Third Street. The store is on the right, behind the library.

EnglishConnect 2

LESSON 17

Conversation:
1. going, party
2. going to be
3. will, surprise
4. invite
5. planning
6. bring
7. going to, drinks
8. I'll

Conversation E:
1. c
2. b
3. b

Activity 3B:
1. There will be a movie in the park.
2. There is a concert on Saturday.
3. It's going to be cold.
4. It is at 7:00 tomorrow.

Activity 3D:
1. On Sunday, she will eat dinner with her family at 7:00 p.m.
2. She will take a biology test at 10:00 a.m. on Thursday.
3. On Saturday, she is going to go camping at Lake Lorraine.

LESSON 18

Conversation:
1. going to, Eve
2. probably, spend
3. sounds
4. plans
5. will

Activity 2C
1. b
2. b
3. c
4. a
5. a

Activity 2E:
1. He usually watches the fireworks and spends time with his friends.
2. No, his friends have other plans this year.
3. Maybe. He has to see how late he will need to work.

Activity 4C:
5
4
1
3
2
6

Activity 4D:
1. On the first day of Diwali, we always clean our homes.
2. We light the lamps and we pray.
3. We share a delicious feast.
4. Sometimes we exchange gifts.

Activity 3C Examples:
1. I always watch fireworks on New Year's Eve.
2. I never go out to dinner on Christmas.
3. I always go to church on Easter.
4. I sometimes go dancing on my birthday.
5. Easter week is my favorite holiday. It is very warm here during Easter. We never work during the week, and we usually go to the beach. My whole family goes. We usually camp on the beach and eat fish and swim. We never eat meat on Friday before Easter. We always go to church on Easter Sunday.

LESSON 19

Conversation:
1. take
2. leave
3. will
4. going, mountains
5. What, do
6. to hike, unwind, scenery
7. will have

Activity 2C Examples:
1. I'll go to the beach on vacation. I'm going to swim and relax.
2. I'm going to a lake on vacation. I'll fish and camp.

Activity 3B:
1. I'm going to go by bus to the ruins.
2. We will go by train to the mountains.
3. I'm traveling by car to California.
   OR
   I am driving to California.
4. They are going by boat to the island.

Activity 4C:
watch fire dancing
eat pineapple
hike to a waterfall
ride in a canoe
see a temple
buy souvenirs
eat pork
swim with turtles

LESSON 20

Conversation:
1. today
2. feel, tired
3. sick
4. sleep
5. should, rest

Conversation E:
1. b 2. a 3. c

Activity 2B:
2. No, watching TV is not a healthy habit.
3. No, smoking is not a healthy habit.
4. Yes, exercising is a healthy habit.
5. Yes, eating vegetables is a healthy habit.
6. No, eating candy is not a healthy habit.

Activity 3A:
1. a 2. a 3. b 4. b 5. a

Activity 3B:
1. a 2. a 3. b 4. a 5. b 6. b

Activity 3C:
1. You should see a specialist.
2. You need a doctor's note.
3. You should avoid sugar.
4. You should use an ointment.
5. You need to get a prescription.

Activity 4C:
1. c
2. b
3. a

Activity 4D
Example: I sleep at least eight hours every night. I drink lots of water and eat vegetables every day. I try to eat fruit every morning. Every week I exercise. I also go to the doctor when I am sick.

EnglishConnect 2 LESSON 21

Conversation:
1. feeling today
2. headache, back
3. sharp pain
4. hurt
5. box
6. muscle, medication
7. week

Conversation E:
1. a, b 2. c 3. b

Activity 2A:

1		3	4	
	2			5

Activity 3A:
2. I feel light-headed.
3. I have cramps.
4. I have heartburn.
5. I have an earache.
6. I feel weak.
7. I have a fever.
8. I have very dry eyes.

Activity 4A:
1. a 2. b 3. a

Activity 4B:
1. Rest for two days.
2. Drink more water.
3. Don't exercise for a week.
4. Drink lots of water and eat fruit.
5. Wrap and elevate it.
6. Take allergy medicine.

Activity 5A:
1. for five days
2. since this morning
3. for a week
4. for a month
5. since yesterday
6. for two years
7. since last Monday
8. for a week
9. since January
10. for a week and a half

Activity 6B:
1. three
2. energy
3. very tired
4. to get more sleep, to eat better
5. I feel tired. I don't have energy.
6. for two weeks
7. a virus
8. take care of her family

Activity 6C Example:
When I was seven, I became very sick. I was sick for a month. I was nauseous, I had sore muscles, and I was weak. My mom took me to the doctor. I had an infection. The doctor gave me medicine to take.

LESSON 22

Conversation:
1. wedding
2. married
3. When
4. will be
5. reception
6. invitation

Conversation E:
1. c 2. b 3. b

Conversation F:
1. c 2. a 3. b

Activity 2C:
1. b 3. c
2. a 4. b

Activity 2D:
1. b 2. a 3. b
4. a 5. a 6. a

Activity 3C:
Event 1: 40th-anniversary celebration
Time: 8:00
Day: Saturday
Details: There will be dancing and a live band. There will be cake, drinks, and snacks.
Event 2: Surprise graduation party
Time: 1:00
Date: June 7th
Details: It will be at the park. There will be pizza and games. Come early because it's a surprise.

Activity 3D:
1. The party will be at 7:00.
2. The celebration will be on Saturday.
3. There will be dancing.
4. There will be a party at my house.

Activity 3E Example:
Would you like to go to the wedding reception with me? It is on Saturday, August 14th, at 7:00 at the church. There will be refreshments and dancing. I can pick you up at 6:30.

EnglishConnect 2

LESSON 23

Conversation:
1. wedding
2. ceremony, looked
3. cried
4. reception
5. before, was able
6. ate, danced
7. came
8. visited
9. there were
10. was

Activity 3A:

3	1	4
5	6	2

Activity 3C:
1. c
2. b
3. a
4. c

Activity 3D Example:
Last month I went to my friend's funeral. She was 84 years old. It was sad. People cried. After the funeral we had lunch. We talked about her while we ate. It was nice to remember her life. She was a good person.

Activity 4B:

2	7
4	5
1	6
3	8

LESSON 24

Conversation:
1. plan to, graduate
2. move, I'll
3. be doing
4. teaching
5. opportunity, stay, for
6. professor, if, then
7. job, take it
8. We'll see

Activity 2A:
1. b
2. c
3. a
4. b

Activity 2D Examples:
1. When I graduate from college, I hope to get a good job.
2. When I get married, I hope to travel with my spouse.
3. When I get a good job, I plan to buy a house.
4. When I finish studying English, I plan to go to college.

LESSON 25

Activity 1A:
1. b
2. a
3. c
4. c
5. b

Activity 1D Example:
Hi! I'm tired because I spent all night thinking about the new job. I'm also nervous because I have to learn so much today. I am excited too! I'm excited because this is the perfect job. I feel lucky to have it.

Activity 2C Examples:
Answer One: Hi, Mom. My life here is very busy. I usually get up at 6:30. Sometimes I eat breakfast. I always go to work at 8:00. I finish work at 4:00. Sometimes I exercise after work. I usually cook dinner and eat at home. I go to English class on Wednesdays.
Answer Two: Last weekend on Saturday, I went shopping and cleaned my apartment. In the afternoon I took a nap. In the evening I went dancing with some friends. On Sunday I went to church. I had dinner with church friends after church.

Activity 3A:
b

Activity 3C Examples:
1. I prefer an electric scooter. It is faster than a bike. It is also more high-tech. It is small, so I can take it everywhere. It is more expensive than a bike, but it is also more modern.
2. I prefer the briefcase. It is dressier and more modern. It is compact. It is more expensive, but it looks better. It can carry everything I need for work.

Activity 4A:
1. b
2. a, c, d
3. a, c

Activity 5B Example:
I am studying English so that I can take international phone calls at work. This course has helped me feel more confident in English. I learned to talk more to people in English. I can ask and answer questions now. My goal is to be comfortable talking on the phone in English.
I will talk to my classmates on the phone after this class is over.

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