

English*Connect* 3

Weekly Gathering Preparation Block 3

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INTRODUCTION

What is the Weekly Gathering?

The Weekly Gathering is the most important part of this course.

Each week, you will attend a Weekly Gathering with your classmates, and two Pathway Missionaries. At the Weekly Gathering, you will have opportunities to learn and teach one another.

Each week, one student will be the Lead Student. The Lead Student will follow a lesson plan to lead the activities. You can volunteer to be a Lead Student. This is a great opportunity to practice and improve. If you prepare and participate in the activities, your faith will grow and your English will improve.

How do I prepare?

To prepare for the Weekly Gathering, complete the Preparation Assignments listed for the month and week of the upcoming gathering. Study the words on the Vocabulary List and practice using the patterns listed on the Sentence Patterns page.

How do I prepare if I am the Lead Student?

If you are the Lead Student, refer to the *Lead Student Preparation* information. Read the lesson. Follow the instructions.

LEAD STUDENT TRAINING

Congratulations! You have volunteered to be a lead student. This opportunity will help you in many ways. As the lead student, you will lead the activities for the weekly gathering. Your most important role is to help other students practice English and teach one another.

It is natural to be nervous. However, you are not alone. Ask Heavenly Father for His help. The missionaries will also help you. Focus on helping other students, and remember that when you serve others, you are serving God (see Mosiah 2:17).

Before the Gathering: Prepare

1. Pray and ask for the guidance of the Holy Ghost as you prepare to lead the gathering.
2. Read the lesson plan.
 - a. Get the students talking 90% of the time.
 - b. Use the suggestions in the lesson for how long to spend on each activity.
 - c. Use the sentence patterns and vocabulary lists to guide each activity.

At the Gathering: Follow the Lesson Plan

1. Arrive at the gathering early so you can prepare and start on time.
2. The missionaries will begin the meeting. They will introduce you as the lead student.
3. Follow the lesson as you lead the activities.
 - Encourage students to speak,** using new words and sentence patterns.
 - Watch the time.** End each activity on time so you can do all parts of the lesson.
 - Teach one another.** Focus on agentive learning and action partners.
4. Finish 5 minutes before the end of class so missionaries can announce homework for the next week and close with a song and prayer.

After the Gathering: Reflect

1. After the gathering meet with the missionaries and the observing student.
2. Review the Lead Student Observation Sheet. Think about your strengths and about how you can improve.
3. Spend a few minutes to help clean the room.

LEAD STUDENT OBSERVATION

LEAD STUDENT OBSERVATION SHEET

INCREASE FAITH

Please mark the appropriate circle.

Did the Lead Student



Find ways to share testimony?

☐ ☐ ☐

Show love and encouragement?

☐ ☐ ☐

Provide opportunities for students to teach one another?

☐ ☐ ☐

HELP STUDENTS ACT FOR THEMSELVES

Please mark the appropriate circle.

Did the Lead Student

Follow the lesson plan?

☐ ☐ ☐

Allow students to report on and set goals with their action partner?

☐ ☐ ☐

Find ways to help every student participate?

☐ ☐ ☐

INCREASE ENGLISH PROFICIENCY

Please mark the appropriate circle.

Did the Lead Student

Encourage students to do 90% of the talking by working in pairs or small groups? ☐ ☐ ☐

Encourage the use of language patterns and vocabulary? ☐ ☐ ☐

Praise efforts to communicate in English? ☐ ☐ ☐

INTRODUCTION - WEEK 1

Objective

Students will feel increased desire to learn English, and feel increased faith in Heavenly Father's ability and desire to help them achieve this goal.

Preparation

Review the gathering lesson.

- Study *Preach My Gospel*, chapter 7, section "Learn English"
- Study the scriptures listed in the lesson.

Think about the topic and agentive learning.

- Why do you want to learn English?
 - What goals have you set to help yourself learn English?
 - What are your favorite scriptures or scripture stories about agency?
-

Missionary Checklist

Before the Lesson

- Read the lesson plan. **Note:** This lesson is repeated the first week of every seven-week block. Each activity has several discussion options. Select different discussion options each time you lead this lesson.
- Email students; direct them to review the website/course materials/lesson.
- Review missionary training materials about leading an effective gathering.




During the Lesson

- Encourage students to do 90% of the talking.
 - Find ways to share your testimony.
 - Help students to find/exchange contact information with action partners.
 - Pair new students with continuing students in activities if possible. Ask continuing students to share tips for success with new students.
 - Encourage continuing students to be peer mentors for new students.
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Lesson

OPENING	Missionary Couple
5 minutes	<ul style="list-style-type: none">• Welcome• Announcements• Introductions• Opening Hymn: Glory to God on High, #67• Opening Prayer: Student
LEARNING ACTIVITIES	Missionary Couple

<p>Introduction 5 minutes</p>	<ul style="list-style-type: none"> • Tonight we will discuss how to be effective in EnglishConnect 3. • Find 3 people you don't know. Introduce yourselves. <ul style="list-style-type: none"> ◦ What is your name? ◦ Why do you want to learn English? ◦ What is your goal for the next 3 months? • Introduce each other to the whole class.
<p>AGENTIVE LEARNING</p>	<p>Missionary Couple</p>
<div data-bbox="217 516 431 730" data-label="Image"> </div> <p>Be an Agentive Learner 10 minutes</p>	<p>Learning English Requires Faith and Action</p> <ul style="list-style-type: none"> • Being an agentive learner means you choose to act for yourself to study and learn. Nothing forces you to learn. We study and learn because we want to. • Discuss one of the following in pairs or small groups. <ul style="list-style-type: none"> • Read or watch the story of Naaman (video; 2 Kings 5) <ul style="list-style-type: none"> • What does Namaan's story teach us about the power of our decisions? • How does Namaan's experience relate to your experience learning English? • How can we take action as we learn English? • Ether 2:22-23; 3:1,6 <ul style="list-style-type: none"> • How did the Brother of Jared take action? • How and when did the Lord help the Brother of Jared? • How can we take action as we learn English? • Read Alma 37: 6-7 <ul style="list-style-type: none"> • What are the small and simple things we can do to have faith to learn English? • What small and simple things can you do to be an agentive learner? • How do your decisions affect your learning? • Read James 2:26 <ul style="list-style-type: none"> • How can we have faith as we learn English? • How does goal setting help us to exercise our faith? • How can faith help you to be an agentive learner? • What can you do to become an agentive learner?
<p>LEARNING ACTIVITIES</p>	<p>Missionary Couple</p>

 <p>Work in Pairs 10 minutes</p>	<p>Effective English Learning</p> <ul style="list-style-type: none"> • Learning English is one step in a lifelong journey to other goals. • Heavenly Father will help use accomplish our goals. With His help, we can effectively learn English. • In pairs, discuss one or two of these questions. <u>Share personal experiences and examples for each question if you feel comfortable.</u> <ul style="list-style-type: none"> ◦ How can Heavenly Father help you learn English? ◦ How has Heavenly Father helped you accomplish your goals? ◦ How has Heavenly Father helped you overcome difficult challenges? ◦ How does the Holy Ghost teach us? ◦ How can we invite the Holy Ghost into our English learning? ◦ Why do we need Heavenly Father’s help as we learn English? ◦ Share a personal experience about a time when Heavenly Father helped you to learn something new.
 <p>Work in Pairs 10 minutes</p>	<p>Learning English Can Bless Your Life Discuss one of the following in pairs.</p> <ul style="list-style-type: none"> • <i>Preach My Gospel</i>, chapter 7, “Learn English.” How can learning English bless your life? • <u>Moses 1:39</u>. How can learning English help Heavenly Father accomplish His work and glory in your life? • <u>D&C 93:36-37</u>. How can learning English bring greater light and truth into your life? • D&C <u>130:18</u>. How can learning English bless you both in this life and in the next life?
<p>ACTION PARTNERS</p>	<p>Missionary Couple</p>
 <p>Set Goals 10 minutes</p>	<ul style="list-style-type: none"> • Assign Action Partners (same sex, similar age) <ul style="list-style-type: none"> ◦ An action partner will help you on your learning journey. ◦ Action partners are someone to be accountable to, receive encouragement from, and give support to in the learning process. • Discuss with your Action Partner. <ul style="list-style-type: none"> ◦ Write down English learning goals for each day. ◦ Write down the time you will spend learning each day to total 10 hours for the week. • Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Talk about what you are learning. Pray for each other.
<p>CLOSING</p>	<p>Missionary Couple</p>

10 minutes	<ul style="list-style-type: none"> • For next week, do the following: <ul style="list-style-type: none"> ○ Memorize <u>Moroni 7:33</u>. ○ Read the Book of Mormon in English daily. ○ Complete the Introduction Module in the online course. ○ Contact your action partner and share one thing you learned doing the homework. • Tell the students what they need to do to prepare for the next gathering. Show them the preparation section and the lesson plan for next week. • Closing Hymn: Go Forth With Faith, #263 • Closing Prayer: Student
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AGENTIVE LEARNING - WEEK 2

Objective

Students will learn how to be agentive learners.

Preparation

Review the gathering lesson plan.

- Look up words from the list below and from the lesson that you don't know.

Intermediate	Advanced
Faith	Achieve
Gift of tongues	Agency
Goals	Agent
Manual	Agentive
Measurable	Consistently
One another	Encourage
Partnership	Press forward
Ponder	Seek
Preparation	Self-evaluate
Principles	
Report	
Responsibility	
Review	
Skills	
To track	
Vision	

- Read and ponder the scriptures about the Principles of Agentive learning.
- Prepare to talk about the discussion questions in the lesson plan.

Study agentive learning.

- What is an agentive learner?
- Agentive learners
 - Choose to act in faith
 - Have a vision for who they will become
 - Consistently work to achieve measurable goals
- Read: [2 Nephi 2:14-16](#)
- Watch this video: [Elder Bednar Discussing Agentive Learning](#)

Lead Student Checklist



Before the Lesson



- Read the lesson plan.
- Practice what you will say.
- Review the agentive principles.

During the Lesson

- Encourage students to do 90% of the talking.
- Find ways to share your testimony.
- Be sure to include the Action Partner activities at the beginning and the end.
- Pair new students with continuing students in activities if possible.
- Encourage continuing students to be peer mentors for new students.

Lesson

OPENING	Missionary Couple
<p>5 minutes</p>	<ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: Teach Me to Walk in the Light, #304 • Opening Prayer: Student
ACTION PARTNERS	Lead Student
 <p>Review Goals 5 minutes</p>	<p>Report on your week with your Action Partner.</p> <ul style="list-style-type: none"> • How did you prepare for the gathering? • What did you do to support each other this week? • Share what you did to practice English this week. <ul style="list-style-type: none"> ◦ How are you doing with your goals? ◦ What are you doing to practice for 10 hours each week? • Think about new learning goals during the lesson.
LEARNING ACTIVITIES	Lead Student
<p>Introduction 10 minutes</p>	<ul style="list-style-type: none"> • Introduce the topic. <ul style="list-style-type: none"> ◦ Today, we will learn about being agentive learners. • Read aloud as a class: 2 Nephi 2:14-16 • Discuss with a partner. <ul style="list-style-type: none"> ◦ What is an agentive learner? ◦ What does it mean to “act and not be acted upon”? ◦ How can we “act and not be acted upon” as we learn English? ◦ What can you do to be an agentive learner?
	<p>Activity 1</p> <ul style="list-style-type: none"> • Work in groups of 3 or 4. • Review the five principles of agentive learning that you studied for the gathering. <ul style="list-style-type: none"> ◦ Exercise Faith (Philippians 4:13) ◦ Take Responsibility (2 Nephi 2:14-16) ◦ Teach One Another (D&C 88:77-79) ◦ Press Forward (2 Nephi 31:20)

<p>Work in Small Groups 15 minutes</p>	<ul style="list-style-type: none"> ○ Self-Evaluate (D&C 7:3-4) • Discuss <ul style="list-style-type: none"> ○ What does each principle mean? ○ How can you use each principle to be a better learner? ○ Why does Heavenly Father want us to become agents of our own learning? ○ How are the principles of being an agentive learner related to seeking the gift of tongues?
 <p>Work in Pairs 15 minutes</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • Find a partner. • Discuss goal setting. <ul style="list-style-type: none"> ○ Agentive learners set and achieve goals. ○ Effective goals are clear, simple, and measurable. ○ Which of the following goals is an effective goal? Why? <ul style="list-style-type: none"> • I will read the scriptures in English for 15 minutes every day. • I will improve my pronunciation. ○ How can you measure your goals? ○ Write three measurable goals. ○ Share your goals with another partnership.
<p>ACTION PARTNERS</p>	<p>Lead Student</p>
 <p>Apply and Set Goals 5 minutes</p>	<ul style="list-style-type: none"> • Discuss with your Action Partner. <ul style="list-style-type: none"> ○ What is one new thing you learned tonight? ○ How can you <i>exercise faith</i> to learn English and to learn in your personal life? • Write new goals for next week. <ul style="list-style-type: none"> ○ Write down English learning goals for each day. ○ Write down the time you will spend learning each day to total 10 hours for the week. • Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Talk about what you are learning. Pray for each other.
<p>CLOSING</p>	<p>Missionary Couple</p>
<p>5 minutes</p>	<ul style="list-style-type: none"> • Announce the lesson for next week. • Tell the students what they need to do to prepare for the next gathering. Show them the preparation section and the lesson for next week. • Closing Hymn: Have I Done Any Good, #223 • Closing Prayer: Student

ASK & ANSWER QUESTIONS – WEEK 3

Responsibilities

Agentive Principle: Exercise Faith

Objective

Students will learn how to ask and answer questions and talk about world issues.

Preparation

Review the gathering lesson.

Review and practice vocabulary.

- Look up words from the list below and from the lesson that you don't know.

Intermediate

advice
career
complete
fact
goal
health
job
list
opinion
order
pick (someone) up
responsibility
routine
service
setting goals
social media
spiritual
chore
to spend time on

Advanced

after school activities
bills
calling
cook
driving/chauffeur
effectively
fix
homework
household
laundry
plan ahead
priority
productively
recreation
time management
urgent

- Practice saying new words using [Google Translate](https://www.google.com/translate/talk). Type in the word and click on the microphone icon to hear the word.

Review and practice sentence patterns 14-17 (Activity 1 and 2).

14. Ask yes/no questions.

auxiliary verb/modal	+	subject	+	main verb	+	object
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auxiliary verb	subject	main verb	object	answers
Do	you	want	lunch?	Yes, I do. / No, I don't.
Can	you	make	a cake?	Yes, I can. / No, I can't.
Have	they	eaten	lunch?	Yes, they have. / No, they haven't.
Didn't	she	eat	lunch?	Yes, she did. / No, she didn't

15. Ask yes/no questions with the verb **be** (no auxiliary verb)

main verb be	subject	object	answers
Is	he	a student?	Yes, he is. / No, he isn't.
Are	they	students?	Yes, they are. / No, they aren't.
Were	you	sick?	Yes, I was. / No, I wasn't.
Was	she	sick?	Yes, she was. / No, she wasn't.

16. Ask wh-questions.

Question word	+	auxiliary verb/modal	+	subject	+	main verb	+	object
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question word	auxiliary verb	subject	main verb	object	answers
Where	do	you	work?		At a department store.
When	does	he	go	to work?	At 7:30am every morning.
Why	haven't	they	eaten	lunch?	They got out of class late.
Who	did	she	see	after class?	Her friend, Julie.

17. Ask wh-questions with the verb **be** (no auxiliary verb)

question word	main verb	object	answers
Where	is	your book?	I left it at home.
Who	left	class early?	Mya.

Think about the topic and the agentive principle.

- Complete the Responsibilities/Time Use chart before coming to class. Write your activities and the time you spend on the activities each day.
 - What are your favorite scriptures or scripture stories about exercising faith?
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Lead Student Checklist



Before the Lesson




- Read the lesson plan.
- Practice what you will say.
- Review the agentive principles.

During the Lesson

- Encourage students to do 90% of the talking.
 - Find ways to share your testimony.
 - Be sure to include the action partner activities at the beginning and the end.
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Lesson

OPENING	Missionary Couple
<p>Welcome 5 minutes</p>	<ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: Improve the Shining Moments, #226 • Opening Prayer: Student
ACTION PARTNERS	Lead Student
 <p>Review Goals 5 minutes</p>	<p>Report on your week with your Action Partner.</p> <ul style="list-style-type: none"> • How did you prepare for the gathering? • What did you do to support each other this week? • Share what you did to practice English this week. <ul style="list-style-type: none"> ◦ How are you doing with your goals? ◦ What are you doing to practice for 10 hours each week? • Think about new learning goals during the lesson.
AGENTIVE LEARNING	Lead Student
 <p>Be an Agentive Learner 5 minutes</p>	<ul style="list-style-type: none"> • Being an agentive learner means you choose to act for yourself to study and learn. Nothing forces you to learn. You work to study and learn because you desire to. • Today, we will focus on one principle of becoming an agentive learner. The principle is <i>exercise faith</i>. • Share a scripture story that shows an example of the principle. Use the story below or choose your own scripture story. <ul style="list-style-type: none"> ◦ Nephi Asks for a Famine (Helaman 11:3–5) • What can you do to be an agentive learner?
LEARNING ACTIVITIES	Lead Student
<p>Introduction 5 minutes</p>	<p>Introduce the function and topic.</p> <ul style="list-style-type: none"> ◦ Today our topic is responsibilities, and the function is to ask and answer questions. ◦ As you do the activities, use the sentence patterns and new vocabulary.

 <p>Work in Pairs 15 minutes</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • Use sentence patterns 14-17. • Use the responsibilities/time use chart that students completed this week. • Work with a partner. • Ask and answer questions about the activities you do each day. How long does each activity take? <p>Examples:</p> <ul style="list-style-type: none"> ○ How do you spend your time on Sundays? ○ How much time do you spend working each week? ○ Do you have a family? ○ Do you have children? Do they have activities after school? ○ What do you do in your free time? ○ How much time do you have for yourself? ○ Do you cook every day? ○ How much time do you spend cooking? <ul style="list-style-type: none"> • Think about the things you learned about yourself and your partner from this activity.
 <p>Work in Pairs 15 minutes</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • Use sentence patterns 14-17. • Find a new partner. • Talk to your new partner about your conversation with your first partner. • Ask and answer these questions (or other questions). • What was the most interesting thing you heard? • What did you like talking about? • What did you learn about your partner? • What did you learn about yourself? • Is there something you can do to improve your time use? • Do you spend your time well? • What will you change?
<p>ACTION PARTNERS</p>	<p>Lead Student</p>
 <p>Apply and Set Goals 5 minutes</p>	<ul style="list-style-type: none"> • Discuss with your Action Partner. <ul style="list-style-type: none"> ○ What is one new thing you learned tonight? ○ How can you <i>exercise faith</i> to learn English and to learn in your personal life? • Write new goals for next week. <ul style="list-style-type: none"> ○ Write down English learning goals for each day. ○ Write down the time you will spend learning each day to total 10 hours for the week. • Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Talk about what you are learning. Pray for each other.
<p>CLOSING</p>	<p>Missionary Couple</p>

5 minutes	<ul style="list-style-type: none"> • Announce the lesson for next week. • Tell the students what they need to do to prepare for the next gathering. Show them the preparation section and the lesson plan for next week. • Closing Hymn: We Are Sowing, #216 • Closing Prayer: Student
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Responsibilities/Time Use

	Family (cooking, cleaning, driving, teaching, homework, school meetings, lessons or sports outside of school, etc.)		Church (scriptures, callings, church attendance, temple attendance, service, etc.)		Work (job/career, etc.)		Recreation (sports, TV, movies, social media, travel, eating out, dating, etc.)	
	Activity	Time	Activity	Time	Activity	Time	Activity	Time
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
<i>Total Time per week/category (hours)</i>								

DESCRIBE – WEEK 4 Responsibilities

Agentive Principle: Take Responsibility

Objective

Students will learn how to describe and talk about responsibilities.

Preparation

Review the gathering lesson.

Review and practice the vocabulary.

- Look up words from the list below and from the lesson that you don't know.

Intermediate

advice
career
complete
fact
goal
health
job
list
opinion
order
pick (someone) up
responsibility
routine
service
setting goals
social media
spiritual
chore
to spend time on

Advanced

after school activities
bills
calling
cook
driving/chauffeur
effectively
fix
homework
household
laundry
plan ahead
priority
productively
recreation
time management
urgent

- Practice saying new words using [Google Translate](https://www.google.com/translate). Type in the word and click on the microphone icon to hear the word.

Review and practice sentence pattern 18 (Activity 1) and sentence pattern 10 (Activity 2).

18. Use future tenses to talk about things that have not happened yet.

Subject	Will	Verb	(Object).
The boy	will	eat	pizza.
You	will	go	shopping.
We	will	study.	
I	will	work	tomorrow.

Subject	Be	Going to	Verb	(Object).
She	is	going to	work	today.
You	are	going to	study.	
We	are	going to	play	soccer.
I	am	going to	exercise.	

10. Express an opinion or say what you think.

Opinion Phrases	Your Sentence
In my opinion, In my opinion,	+ subject + is/are better than + object + because... cookies are better than cake because they taste better.
In my mind, In my mind,	+ subject + should/should not + verb (+ object) + because... you should/should not stay here because it's dangerous.
I think/feel/believe that I think that	+ verb-ing (+ object) + is a good/bad idea + because... eating/eating cookies is a good idea because I'm hungry.
I agree/disagree with I agree with	+ object + because... him/her/that idea because I had the same experience.
I prefer to/not to I prefer to/not to	+ verb + because... go because of the time.

Think about the topic and the agentive principle.

- What responsibilities do you have each day? Think about job, health, family, friends, spiritual, and household.
- How do you organize your responsibilities? How do you find time to do all your responsibilities?
- What is the difference between "fact" and "opinion"? Look at the list of facts and opinions at the bottom of the lesson.
- What are your favorite scriptures or scripture stories about taking responsibility?

Lead Student Checklist

Before the Lesson



- Read the lesson plan.
- Practice what you will say.
- Review the agentive principles.

During the Lesson

- Encourage students to do 90% of the talking.
- Find ways to share your testimony.
- Be sure to include the action partner activities at the beginning and the end.

Lesson

OPENING	Missionary Couple
Welcome 5 minutes	<ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: Faith, Children's Songbook, #96 • Opening Prayer: Student
ACTION PARTNERS	Lead Student

 <p>Review Goals 5 minutes</p>	<p>Report on your week with your Action Partner.</p> <ul style="list-style-type: none"> • How did you prepare for the gathering? • What did you do to support each other this week? • Share what you did to practice English this week. <ul style="list-style-type: none"> ◦ How are you doing with your goals? ◦ What are you doing to practice for 10 hours each week? ◦ Think about new learning goals during the lesson.
<p>AGENTIVE LEARNING</p>	<p>Lead Student</p>
 <p>Be an Agentive Learner 5 minutes</p>	<ul style="list-style-type: none"> • Being an agentive learner means you choose to act for yourself to study and learn. Nothing forces you to learn. You work to study and learn because you desire to. • Today, we will focus on one principle of becoming an agentive learner. The principle is <i>take responsibility</i>. • Share a scripture story that shows an example of the principle. Use the story below or choose your own scripture story. <ul style="list-style-type: none"> ◦ Brother of Jared (Ether 2: 22-25, Ether 3:1-6) • What can you do to be an agentive learner?
<p>LEARNING ACTIVITIES</p>	<p>Lead Student</p>
<p>Introduction 5 minutes</p>	<ul style="list-style-type: none"> • Introduce the function and topic. <ul style="list-style-type: none"> ◦ Today our topic is responsibilities, and the function is to describe. ◦ As you do the activities, practice using the sentence patterns and new vocabulary.
	<p>Activity 1</p>



Work in Pairs
15 minutes


- Use sentence pattern 18.
- Talk with a partner about responsibilities you have tomorrow. Talk about job, health, family, friends, spiritual, and home.
- Organize your responsibilities in order from most important to least important. Write them down.
- Tell your partner why you have ordered your list this way. Give your opinion.
- After 5 minutes, switch and repeat.
 - Find a new partner. After 5 minutes, switch and repeat.



Work in Pairs
15 minutes

Activity 2

- Use sentence pattern 10.
- Work with a partner. Look at the list "fact or opinion."
- Choose the things that are facts and place an X by them. Explain why these are facts.
- Look at the opinions. Choose which opinions are good advice to follow. Explain why.
- Look at the facts and good advice from the list. Summarize good time management strategies to your partner.
- After 5 minutes, switch and repeat.
- Find a new partner. After 5 minutes, switch and repeat.

ACTION PARTNERS	Lead Student
 <p>Apply and Set Goals 5 minutes</p>	<ul style="list-style-type: none"> • Discuss with your Action Partner. <ul style="list-style-type: none"> ◦ What is one new thing you learned tonight? ◦ How can you <i>take responsibility</i> to learn English and to learn in your personal life? • Write new goals for next week. <ul style="list-style-type: none"> ◦ Write down English learning goals for each day. ◦ Write down the time you will spend learning each day to total 10 hours for the week. • Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Talk about what you are learning. Pray for each other.
CLOSING	Missionary Couple
<p>5 minutes</p>	<ul style="list-style-type: none"> • Announce the lesson for next week. • Tell the students what they need to do to prepare for the next gathering. Show them the preparation section and the lesson for next week. • Closing Hymn: Search, Ponder, and Pray, Children's Songbook #109 • Closing Prayer: Student

Fact or Opinion

- _____ 1. Time management is using your time effectively and productively.
- _____ 2. It is important to write down what you need to do.
- _____ 3. After you make a list, never look at it again.
- _____ 4. You should consider the urgent responsibilities and complete these first.
- _____ 5. Multi-tasking is not a good time management technique.
- _____ 6. Try and do all of your list at once.
- _____ 7. A priority is something that is more important.
- _____ 8. Setting goals helps people get things done.
- _____ 9. Planning ahead helps you get things done sooner.
- _____ 10. You should try and get an early start on the task.

NARRATE - WEEK 5 Responsibilities

Agentive Principle: Teach One Another

Objective

Students will learn how to narrate and talk about responsibilities.

Preparation

Review the gathering lesson.

Review and practice the vocabulary.

- Look up words from the list below and from the lesson that you don't know.

Intermediate

advice
career
complete
fact
goal
health
job
list
opinion
order
pick (someone) up
responsibility
routine
service
setting goals
social media
spiritual
chore
to spend time on

Advanced

after school activities
bills
calling
cook
driving/chauffeur
effectively
fix
homework
household
laundry
plan ahead
priority
productively
recreation
time management
urgent

- Practice saying new words using [Google Translate](https://www.google.com/translate). Type in the word and click on the microphone icon to hear the word.

Review and practice sentence pattern 19.

19. Use present tense to talk about your habits and routines.

Subject	Verb	(Object).
The boy	brushes	his teeth.
You	go	to bed at 9:00.
We	study.	
I	work	at 7:00 a.m.

Subject	Verb	To+Verb	(Object).
Mary	wants	to play	soccer.
You	like	to study	At night.
We	have	to work.	
I	prefer	to eat	pizza.

Think about the topic and agentive principle.

- Think about your daily responsibilities. What is your daily routine? What do you need to do most days?
- Think about ways you would like to improve. What are some goals you can set to make these improvements? What are the steps to do to achieve these goals?
- What are your favorite scriptures or scripture stories about teaching one another?

Lead Student Checklist


Before the Lesson




- Read the lesson plan.
- Practice what you will say.
- Review the agentive principles.
- Make copies of the dialogues.


During the Lesson

- Encourage students to do 90% of the talking.
 - Find ways to share your testimony.
 - Be sure to include the action partner activities at the beginning and the end.
-

Lesson

OPENING	Missionary Couple
Welcome 5 minutes	<ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: I Will Be Valiant, Children's Songbook, #162 • Opening Prayer: Student
ACTION PARTNERS	Lead Student
 Review Goals 5 minutes	<p>Report on your week with your Action Partner.</p> <ul style="list-style-type: none"> • How did you prepare for the gathering? • What did you do to support each other this week? • Share what you did to practice English this week. <ul style="list-style-type: none"> ○ How are you doing with your goals? ○ What are you doing to practice for 10 hours each week? • Think about new learning goals during the lesson.
AGENTIVE LEARNING	Lead Student
	<ul style="list-style-type: none"> • Being an agentive learner means you choose to act for yourself to study and learn. Nothing forces you to learn. You work to study and learn because you desire to. • Today, we will focus on one principle of becoming an agentive learner. The principle is to <i>teach one another</i>.

 <p>Be an Agentive Learner 5 minutes</p>	<ul style="list-style-type: none"> Share a scripture story that shows an example of the principle. Use the story below or choose your own scripture story. <ul style="list-style-type: none"> Alma the Younger (Alma 36:11-24) What can you do to be an agentive learner?
LEARNING ACTIVITIES	Lead Student
<p>Introduction 5 minutes</p>	<ul style="list-style-type: none"> Introduce the function and topic. <ul style="list-style-type: none"> Today our topic is responsibilities, and the function is to narrate. As you do the activities, practice using the sentence patterns and new vocabulary.
 <p>Role-Play 15 minutes</p>	<p>Activity 1</p> <ul style="list-style-type: none"> Use sentence pattern 19. Work with a partner. Choose one conversation. Read the conversation aloud with your partner Read the conversation again. This time, change the underlined words to be your own daily routine. Switch roles with your partner and repeat.
 <p>Work in Pairs 15 minutes</p>	<p>Activity 2</p> <ul style="list-style-type: none"> Use sentence pattern 19. <ul style="list-style-type: none"> Choose something in your life you want to improve. Set a goal. You need to complete the goal in one week. It can be a goal to improve your health, spirituality, job, skills, or knowledge. This is a short-term goal. Use sentence pattern 7. <ul style="list-style-type: none"> Work with a partner. Tell your partner your goal. Tell your partner 3 steps you will take to complete your goal. After 5 minutes, switch and repeat. Find a new partner. After 5 minutes, switch and repeat.
ACTION PARTNERS	Lead Student

 <p>Apply and Set Goals 5 minutes</p>	<ul style="list-style-type: none"> • Discuss with your Action Partner. <ul style="list-style-type: none"> ◦ What is one new thing you learned tonight? ◦ How can you <i>teach one another</i> to learn English and to learn in your personal life? • Write new goals for next week. <ul style="list-style-type: none"> ◦ Write down English learning goals for each day. ◦ Write down the time you will spend learning each day to total 10 hours for the week. • Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Talk about what you are learning. Pray for each other.
CLOSING	Missionary Couple
5 minutes	<ul style="list-style-type: none"> • Announce the lesson for next week. • Tell the students what they need to do to prepare for the next gathering. Show them the preparation section and the lesson plan for next week. • Closing Hymn: Dare to Do Right, Children’s Songbook, #158 • Closing Prayer: Student

Some materials in this lesson were adapted from Brigham Young University English Language Center and TALL. Copyright 2006.

<p style="text-align: center;"><i>Tell about Daily Routines</i></p> <p>Jared: What do you do every day? Maria: <u>I wake up around 7:00 and take a shower. After that, I get dressed and eat breakfast. Then I brush my teeth. I go to work at 9:00. I go home at 5:00. In the evening, I usually watch TV.</u> Jared: What time do you go to bed? Maria: <u>Around 10:30.</u></p>
<p style="text-align: center;"><i>Talk about Daily Routines</i></p> <p>Maria: So, when do you usually wake up? Jared: <u>Around 8:00.</u> Maria: What time do you go to school? Jared: <u>At 9:30.</u> Maria: What time to go home? Jared: <u>I usually go home around 4:00.</u> Maria: What do you do after that? Jared: <u>In the evening, I usually cook dinner. Then I study. Sometimes I watch TV.</u> Maria: When do you go to bed? Jared: <u>I usually go to bed at 11:00.</u></p>

NEGOTIATE - WEEK 6 Responsibilities

Agentive Principle: Press Forward

Objective

Students will learn how to negotiate and talk about responsibilities.

Preparation

Review the gathering lesson.

Review and practice the vocabulary.

- Look up words from the list below and from the lesson that you don't know.

Intermediate

advice
career
complete
fact
goal
health
job
list
opinion
order
pick (someone) up
responsibility
routine
service
setting goals
social media
spiritual
chore
to spend time on

Advanced

after school activities
bills
calling
cook
driving/chauffeur
effectively
fix
homework
household
laundry
plan ahead
priority
productively
recreation
time management
urgent

- Practice saying new words using [Google Translate](https://www.google.com/translate). Type in the word and click on the microphone icon to hear the word.

Review and practice sentence patterns 14-17 (Activity 1) and 10 (Activity 2).

14. Ask yes/no questions.

auxiliary verb/modal	+	subject	+	main verb	+	object	
auxiliary verb		subject		main verb		object	answers
Do		you		want		lunch?	Yes, I do. / No, I don't.
Can		you		make		a cake?	Yes, I can. / No, I can't.
Have		they		eaten		lunch?	Yes, they have. / No, they haven't.
Didn't		she		eat		lunch?	Yes, she did. / No, she didn't

15. Ask yes/no questions with the verb **be** (no auxiliary verb)

main verb be	subject	object	answers
Is	he	a student?	Yes, he is. / No, he isn't.
Are	they	students?	Yes, they are. / No, they aren't.
Were	you	sick?	Yes, I was. / No, I wasn't.
Was	she	sick?	Yes, she was. / No, she wasn't.

16. Ask wh-questions.

Question word	+	auxiliary verb/modal	+	subject	+	main verb	+	object	
question word		auxiliary verb		subject		main verb		object	answers
Where		do		you		work?			At a department store.
When		does		he		go		to work?	At 7:30am every morning.
Why		haven't		they		eaten		lunch?	They got out of class late.
Who		did		she		see		after class?	Her friend, Julie.

17. Ask wh-questions with the verb **be** (no auxiliary verb)

question word	main verb	object	answers
Where	is	your book?	I left it at home.
Who	left	class early?	Mya.

10. Express an opinion or say what you think.

Opinion Phrases	Your Sentence
In my opinion, In my opinion,	+ subject + is/are better than + object + because... cookies are better than cake because they taste better.
In my mind, In my mind,	+ subject + should/should not + verb (+ object) + because... you should/should not stay here because it's dangerous.
I think/feel/believe that I think that	+ verb-ing (+ object) + is a good/bad idea + because... eating/eating cookies is a good idea because I'm hungry.
I agree/disagree with I agree with	+ object + because... him/her/that idea because I had the same experience.
I prefer to/not to I prefer to/not to	+ verb + because... go because of the time.

Think about the topic and the agentive principle.

- Do you know how to make a yes or no question? Use the sentence patterns to learn to ask yes/no questions. Practice using "be", "do", "have", or a modal verb to make yes/no questions.
- Think about your daily responsibilities. What are your priorities? Explain why these responsibilities are priorities.
- Cut the responsibilities cards into cards.
- What are your favorite scriptures or scripture stories about pressing forward?

Lead Student Checklist


Before the Lesson




- Read the lesson plan.
- Practice what you will say.
- Review the agentive principles.
- Make copies of the responsibilities cards.

During the Lesson

- Encourage students to do 90% of the talking.
- Find ways to share your testimony.
- Be sure to include the action partner activities at the beginning and the end

Lesson

OPENING	Missionary Couple
Welcome 5 minutes	<ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: I Have Work Enough to Do, #158 • Opening Prayer: Student
ACTION PARTNERS	Lead Student
 Review Goals 5 minutes	<p>Report on your week with your Action Partner.</p> <ul style="list-style-type: none"> • How did you prepare for the gathering? • What did you do to support each other this week? • Share what you did to practice English this week. <ul style="list-style-type: none"> ◦ How are you doing with your goals? ◦ What are you doing to practice for 10 hours each week? • Think about new learning goals during the lesson.
AGENTIVE LEARNING	Lead Student
 Be an Agentive Learner 5 minutes	<ul style="list-style-type: none"> • Being an agentive learner means you choose to act for yourself to study and learn. Nothing forces you to learn. You work to study and learn because you desire to. • Today, we will focus on one principle of becoming an agentive learner. The principle is <i>to press forward</i>. • Share a scripture story that shows an example of the principle. Use the story below or choose your own scripture story. <ul style="list-style-type: none"> ◦ Joseph Smith's First Vision (James 1:5, Joseph Smith-History 1:16) • What can you do to be an agentive learner?
LEARNING ACTIVITIES	Lead Student

Introduction 5 minutes	<ul style="list-style-type: none"> • Introduce the function and topic. <ul style="list-style-type: none"> ◦ Today our topic is responsibilities, and the function is to negotiate. ◦ As you do the activities, practice using the sentence patterns and new vocabulary.
 Work in Pairs 15 minutes	Activity 1 <ul style="list-style-type: none"> • Use sentence patterns 14-17. • Work with a partner. Take half of the responsibility cards. Give your partner half of the responsibility cards. • Ask your partner a yes/no question about a responsibility card. <ul style="list-style-type: none"> ◦ Examples: Did you cook breakfast today? Can you fix my car? Do you have a lot of dirty laundry? • Take turns asking your partner a yes/no question. • Find a new partner. After 5 minutes, switch and repeat.
 Work in Pairs 15 minutes	Activity 2 <ul style="list-style-type: none"> • Use sentence pattern 10. • Organize the responsibility cards from most important to least important. • Work with a partner. • Show your partner the order of your responsibility cards. • Tell your partner the reasons you ordered the responsibilities this way. • After 5 minutes, switch and repeat. • Talk about if you and your partner agree on the importance of your responsibilities. • Find a new partner. After 5 minutes, switch and repeat.
ACTION PARTNERS	Lead Student
 Apply and Set Goals 5 minutes	<ul style="list-style-type: none"> • Discuss with your Action Partner. <ul style="list-style-type: none"> ◦ What is one new thing you learned tonight? ◦ How can you <i>press forward</i> to learn English and to learn in your personal life? • Write new goals for next week. <ul style="list-style-type: none"> ◦ Write down English learning goals for each day. ◦ Write down the time you will spend learning each day to total 10 hours for the week. • Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Talk about what you are learning. Pray for each other.
CLOSING	Missionary Couple
5 minutes	<ul style="list-style-type: none"> • Announce the lesson for next week. • Tell the students what they need to do to prepare for the next gathering. Show them the preparation section and the lesson plan for next week. • Closing Hymn: Dare to Do Right, Children's Songbook, #158 • Closing Prayer: Student

Laundry	Fix the car
Scripture Study	Pay bills
Yard work	Family home evening
Pray	Go to work
Cook	Homework

REVIEW - WEEK 7

Agentive Principle: Self-Evaluate

Objective

Students will review the functions and self-evaluate.

Preparation

Review and practice the sentence patterns for all the functions. You will discuss a variety of topics and use vocabulary appropriate to those topics.

Lead Student Checklist


Before the Lesson



- Read the lesson plan.
- Practice what you will say.
- Review the agentive principles.
- Make copies of the roleplay cards and cut them into cards. Make enough sets for everyone at the gathering.



During the Lesson

- Encourage students to do 90% of the talking.
- Find ways to share your testimony.
- Be sure to include the action partner activities at the beginning and the end.

Lesson

OPENING	Missionary Couple
Welcome 5 minutes	<ul style="list-style-type: none">• Welcome• Introductions• Announcements• Opening Hymn: God Speed the Right, #106• Opening Prayer: Student
ACTION PARTNERS	Lead Student
 Review Goals	<p>Report on your week with your Action Partner.</p> <ul style="list-style-type: none">• How did you prepare for the gathering?• What did you do to support each other this week?• Share what you did to practice English this week.<ul style="list-style-type: none">○ How are you doing with your goals?○ What are you doing to practice for 10 hours each week?• Think about new learning goals during the lesson.

5 minutes	
AGENTIVE LEARNING	Lead Student
 <p>Be an Agentive Learner 5 minutes</p>	<ul style="list-style-type: none"> • Being an agentive learner means you choose to act for yourself to study and learn. Nothing forces you to learn. You work to study and learn because you desire to. • Today, we will focus on one principle of becoming an agentive learner. The principle is <i>self-evaluate</i>. • Share a scripture story that shows an example of the principle. Use the story below or choose your own scripture story. <ul style="list-style-type: none"> ◦ Zeezrom Alma 15: 3-11 • What can you do to be an agentive learner?
LEARNING ACTIVITIES	Lead Student
<p>Introduction 5 minutes</p>	<ul style="list-style-type: none"> • Introduce the function and topic. <ul style="list-style-type: none"> ◦ Today we will practice all the functions. ◦ As you do the activities, practice using the sentence patterns and new vocabulary.
 <p>Work in Pairs 15 minutes</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • Work with a partner. • Ask your partner questions about one topic in the question sets. Choose from both sets. Keep the conversation going. • Switch and repeat. • Topic Set 1. Talk about ... <ul style="list-style-type: none"> ◦ the favorite room in your house ◦ ask me about my family ◦ the person you are closest to in your family ◦ why you like movies • Topic Set 2. Talk about ... <ul style="list-style-type: none"> ◦ what you did last summer ◦ why people refuse to recycle ◦ a current problem in your neighborhood or city ◦ the political parties in your country

 <p>Work in Pairs 15 minutes</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • Find a partner. • Choose one Intermediate and one Advanced role play. • Use the role play cards. Choose to be Person A or Person B. Person A will start the conversation. Switch and repeat with a different situation.
<p>ACTION PARTNERS</p>	<p>Lead Student</p>
 <p>Apply and Set Goals 5 minutes</p>	<ul style="list-style-type: none"> • Discuss with your Action Partner. • What is one new thing you learned tonight? • How can you <i>self-evaluate</i> to learn English and to learn in your personal life? • Write new goals for next week. <ul style="list-style-type: none"> ◦ Write down English learning goals for each day. ◦ Write down the time you will spend learning each day to total 10 hours for the week. • Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Talk about what you are learning. Pray for each other.
<p>CLOSING</p>	<p>Missionary Couple</p>
<p>5 minutes</p>	<ul style="list-style-type: none"> • Announce the lesson for next week. • Tell the students what they need to do to prepare for the next gathering. Show them the preparation section and the lesson for next week. • Closing Hymn: Father in Heaven, #133 • Closing Prayer: Student

Role-Play Cards

<p>Intermediate Scenario 1: Party Person A</p> <p>Person A: Call and invite a friend (your partner) to a party. Tell your friend three or four things he/she needs to know about the party. Your partner will play the part of the friend.</p>	<p>Intermediate Scenario 1: Party Person B</p> <p>Person B: Your friend (your partner) calls to invite you to a party. She/he will tell you what you need to know about the party. Ask questions as needed about time and place, what to wear, and what to bring.</p>
<p>Intermediate Scenario 2: Post Office Person A</p> <p>Person A: You are at a post office in your town. You want to mail a package to another city. Tell the clerk what you want to do. Ask the clerk three or four questions to find out what you need to know to mail the package. Your partner will play the part of the clerk.</p>	<p>Intermediate Scenario 2: Post Office Person B</p> <p>Person B: You are a clerk at a post office. A person (your partner) wants to mail a package. Ask questions and explain the different options for mailing the package (delivery time, cost, insurance, delivery confirmation, etc.).</p>
<p>Intermediate Scenario 3: Babysitting Person A</p> <p>Person A: You are having an interview for a babysitting job. Ask the parent four or five questions to find out everything you need to know (e.g., the children, what you are expected to do, pay, hours, schedule, etc.). Your partner will play the part of the parent.</p>	<p>Intermediate Scenario 3: Babysitting Person B</p> <p>Person B: You are interviewing someone to babysit your children. Ask questions to find out if this person is right for the job. Answer the person's questions – talk about your children and what you expect from the babysitter.</p>

<p>Advanced Scenario 1: Game Person A</p> <p>Person A: Explain how to play a game from your home country or a place you have visited. Talk about the type of game, the materials needed, the rules, and strategies to win the game. Your partner will play the part of the person learning about the game.</p>	<p>Advanced Scenario 1: Game Person B</p> <p>Person B: You are learning about a new game from your friend (your partner). She/he will explain what is needed to play the game, the rules, and how to win the game. Ask questions to make sure you understand how to play it. Explain back to your partner how to play the game to make sure you understand.</p>
<p>Advanced Scenario 2: Locked Out Person A</p> <p>Person A: You just stepped out of your hotel room to get some ice, but when you return you realize that you left the key, your wallet, and all identification in your now locked room. Explain your situation to the person at the front desk and ask him/her to open the door. Your partner will play the person at the front desk.</p>	<p>Advanced Scenario 2: Locked Out Person B</p> <p>Person B: You work at the front desk at a hotel. A hotel guest locked herself out of her room. Her wallet and identification are in the room. Explain the hotel security policies. Work with the hotel guest to solve the problem.</p>
<p>Advanced Scenario 3: Book Person A</p> <p>Person A: You ordered a book and have been tracking it online. The website says that it was delivered by the Post Office the day before yesterday, but you didn't find it in your mailbox or at your door. You are now at the service counter at your neighborhood post office. Explain your situation to the agent there and try to figure out what happened to the package. Your partner will play the part of the post office agent.</p>	<p>Advanced Scenario 3: Book Person B</p> <p>Person B: You are a clerk at a post office. A customer (your partner) comes in and explains that she has tracking information for a book she ordered. The tracking information says that the book was delivered two days ago, but it wasn't in the mailbox or at her door. Ask questions to learn more and find a solution to the problem.</p>