

EnglishConnect 3 Lead Student Training

Leadership Development is an important part of EnglishConnect 3. Students will take turns serving as a lead student. As the lead student, you will come to the weekly gathering prepared to facilitate the assigned lesson.

Your most important role as a lead student is to help other students accept and embrace responsibility for their own learning. Remember, it is not your job to do the teaching, but rather to create opportunities for students to practice the language function in pairs or small groups, and to learn from and teach one another.

It is natural to be a little nervous when it's your turn to be lead student. However, there are resources to help you, including lds.org and the Pathway missionaries. Knowing you are not expected to do all (or even most) of the talking should make being lead student less frightening. Remember, any time you are in the service of others, you are in the service of your God and you are entitled to your Heavenly Father's help. (See Mosiah 2:17)

Before the gathering--Prepare:

- Pray and ask for the guidance of the Holy Ghost as you lead the gathering.
- Read the lesson plan. Each lesson plan includes activities you can use to teach the function for the week, as well as suggestions on how long to spend on each activity.
- Look at (and listen to if possible) the hymns which will accompany your lesson so you can be aware of any messages they have which will complement your lesson.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists from the lesson.
- Prepare to share a scripture or quote from a General Conference talk about a principle of the gospel.
- Make arrangements to arrive early at the gathering so you can get the room and technology set up.

At the gathering--Facilitate:

Arrive at the gathering early so you can make sure the room and technology are ready and you can begin on time.

Your Pathway missionaries will conduct the opening portion of the gathering, which includes a welcome, announcements, a song, and a prayer. They will then turn the time over to you. When you are finished, turn the time back to the missionaries so they can conclude.

- Begin your lesson by informing students what learning function you will be focusing on. By doing this, it is clear to you and the class the purpose of the activities they will be doing.
- Get students actively learning through practice, repetition, and activities.
- Students want to feel like their contribution is valuable. To ensure students feel valued, listen intently as students speak and thank them for their participation.
- Make the gathering a safe place to speak.
- Monitor your time and pace yourself. If you spend too long on one activity, you will feel rushed on the next activity.
- Leave plenty of time for devotional. One of the main purposes of the gathering is to plant the gospel deep into students' hearts. The devotional is where this is likely to happen.
- The most important part of devotional is sharing scripture, sharing testimony, and encouraging students to share with each other.
- Spend a few minutes helping get the room cleaned up when the gathering is over.

After the gathering--Reflect

Both the missionaries and next week's lead student (also referred to as the "observing student") fill out an Observation and Feedback Sheet during the class. The observing student's role is to learn from the lead student in order to be prepared to assume the role of lead student the following week.

Immediately following the instruction, you will meet with the missionaries and observing student to receive feedback. This will help you better understand your strengths as help you identify ways to improve.

Lead Student Observation & Feedback Sheet

Prepared	Student arrived prepared to facilitate the lesson.
Select one: Fully prepared / Somewhat prepared / Not prepared	
Focused	The lead student followed the lesson plan, and emphasized the use of new language structures and vocabulary.
Select one: Followed lesson plan / Followed part of lesson plan / Did not follow lesson plan	
Practice	The majority of the time was spent allowing students to practice, learning from and teaching each other, and not with the lead student standing and talking.
Select one: Sufficient practice / Too much lead student talking / Mostly lead student talking	
Validating	The lead student validated students' participation and encouraged language usage.
Select one: Excellent validation / Some validation / Little or no validation	
Agentive	The lead student created experiences which fostered the application of agentive learner principles.
Select one: Principles fostered / Somewhat fostered / Agentive principles not fostered	
Devotional	Lead student used scriptures/quotes from General Conference talks and provided opportunity for students to share gospel insights and teach one another.
Select one: Excellent devotional as described / Short devotional / No devotional	

EnglishConnect 3: Gathering Lesson Plan (Month 1, Week 1)

Topic: Home/Family Challenges

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Prepare to play the "[Love at Home](#)" video (or you can just sing it together).
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

OPENING	Led by Missionaries
Announcements, Introductions, Hymn and Prayer (5 minutes)	<ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Love One Another, #308• Opening Prayer: Student
LEARNING ACTIVITIES	Led by the Lead Student
Introduction (2 minutes)	<ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">• Today our topic is family relationships, and our function goal is ask and answer questions.• Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level.
	Activity 1 <ul style="list-style-type: none">• Work with a partner. Take turns asking and answering the questions below about families. You can also ask your own questions. Practice using new sentence patterns and vocabulary.
	Yes/No Questions

Conversation (15 minutes)

- *Are all families the same?*
- *Do all families have a father, mother, and children?*
- *Do you know any families with only a mother or a father?*
- *Do you know any couples without children?*

"What" Questions

- *What challenges do families face today?*
- *What can we do to improve family relationships?*
- *What scripture or teaching from a prophet might help us strengthen our families?*
- *What do you want to improve in your family?*

"Who" Questions

- *Who can help us overcome family challenges?*

"How" Questions

- *How are families different?*
- *How does life change for couples when their children are grown-up?*
- *How can you strengthen your family?*

- Discuss. What did you learn about family challenges?

Activity 2

- Work in groups of three or four.
- Choose one of the topics below. (Don't share anything you aren't comfortable sharing with others). Think about **what** you will do and **how** you will do it.
- Practice using new sentence patterns and vocabulary.
- What do you want to change in your family? Some examples include the following:
 - Something about yourself.
 - A relationship with a family member.
 - More time for scripture study or Family Home Evening.
 - Less time with technology (video games, television, social media, and mobile devices).
 - More meaningful time with family members.

- Regular family councils.
- Growing a garden.

Small Groups
(15 minutes)

- How will you prepare for the future? Some examples include the following:
 - You may not be married or you may not have children. What will you do now to prepare for a big change in your life?
 - Your children may live away from home. What do you need to do to prepare for the coming years?
 - Do you need to save money for something important? How will you do that?
 - Do you need to look for new employment? What will you do?
 - Do you want to receive more education? What will you do?
- Share your plan or goal with your group. Ask questions to learn more about your classmates' plans.
- Write down your plan. Ponder on and pray about it this week.

Group Discussion
(5 minutes)

Self-Evaluate

Discuss the following questions:

- What was difficult about doing this function? What was easy?
- What strategies did you use?
- What will you do to apply what you have learned?

DEVOTIONAL & CLOSING

Led by Lead Student

Teach One Another, Hymn, Prayer
(15 minutes)

Teach One Another (10 min):

- In pairs, students share a scripture they prepared. (5 min)
- Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min)

Closing (5 min):

- Review the function and topic for next week: [Describe/Home](#)
- Closing Hymn: For the closing song, play the [Love at Home](#) video or sing the hymn together.
- Closing Prayer: Student

EnglishConnect 3: Gathering Lesson Plan (Month 1, Week 2)

Topic: Home
Function: Describe

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

OPENING	Led by Missionaries
Announcements, Introductions, Hymn and Prayer (5 minutes)	<ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: I Love to See the Temple, Children's Songbook, #95• Opening Prayer: Student
LEARNING ACTIVITIES	Led by the Lead Student
Introduction (2 minutes)	<ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">• Today our topic is family relationships, and our function goal is describe.• Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level.
	Activity 1 <ul style="list-style-type: none">• Work with a partner.• Take turns describing your home or apartment.• Practice using new sentence patterns and vocabulary.• After 5 minutes, switch and repeat.• Ask your partner the following questions or create your own.

Conversation
(15 minutes)

- Do you live in a house, or an apartment?
- Where is it located?
- What is nearby?
- How big is it?
- What is it made of?
- What does it look like?
- What do you like or dislike about your home or apartment? Why?
- How do you feel when you are there?

- Ask your partner about anything you didn't understand or to get more information.

Activity 2

Conversation
(15 minutes)

- Work with a partner.
- Practice using new sentence patterns and vocabulary.
- Draw a simple picture of your house or your favorite building. Do not show your picture to your partner.
- Partner 1: Describe your picture to your partner.
- Partner 2: Listen to your partner's description. Draw the picture.
- After 5 minutes, switch and repeat.
- When you are finished, compare your picture to the one your partner drew.
- Discuss: What was different about the picture you drew of your house and the picture your partner drew? Why? What do you need to change about your description?

Self-Evaluate

Discuss the following questions:

Group Discussion (5 minutes)	<ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned?
DEVOTIONAL & CLOSING	Led by Lead Student
Teach One Another, Hymn, Prayer (15 minutes)	<p>Teach One Another (10 min):</p> <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. (5 min) • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min) <p>Closing (5 min):</p> <ul style="list-style-type: none"> • Review the function and topic for next week: <i>Narrate/Home</i> • Closing Hymn: Home Can Be a Heaven on Earth, #220 • Closing Prayer: Student

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

EnglishConnect 3: Gathering Lesson Plan (Month 1, Week 4)

Topic: Family/Family Tree

Function: Narrate

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Print the family tree template or prepare to show it on a screen.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

OPENING	Led by Missionaries
Announcements, Introductions, Hymn and Prayer (5 minutes)	<ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Love is Spoken Here, Children's Songbook, #190• Opening Prayer: Student
LEARNING ACTIVITIES	Led by the Lead Student
Introduction (2 minutes)	<ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">• Today our topic is family relationships, and our function goal is narrate.• Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level.
Conversation (28 minutes)	<p>Activity 1</p> <ul style="list-style-type: none">• Make a family tree using the names of family members. Use the handout or look at the one on the screen.• Work with a partner. Take turns telling about your family trees. Tell the names of your family members and relationships.• Practice using new sentence patterns and vocabulary.

- Try to remember the information your partner presented. Summarize the information.
- Work with a new partner and repeat the activity.

Activity 2

- Work with a partner.
- Choose one of the dialogues.
- Take the role of one person in the dialogue.
- Discuss new words and phrases and discuss with your partner.
- Underline words that tell about family.

Tell Me About Your Family (Level 1)

Amy: How many people are there in your family?

Carrie: There are 5 people in my family. I have 1 brother and 1 sister. Here is a picture of my family.

Amy: Tell me about your family.

Carrie: This is my father. His name is Stan. He is 61 years old. He is an accountant. My mother's name is Glenda. She is 55 years old. She is a secretary. This is my brother. His name is Mark. He is 29 years old. He is a computer programmer.

Amy: Where does Mark live?

Carrie: He lives in New York.

Amy: Oh. Who is this?

Carrie: This is my cousin Trent. He is 25 years old. He is a soldier. He lives in Germany. This is my sister. Her name is Gina. She's 19 years old. She is a student.

Amy: You have a nice family.

Role-Play (5 minutes)

Parents and Siblings (Level 2)

Dana: What are you doing for the holidays?

Jessica: Nothing special. I'm staying here. What about you?

Dana: I'm going home. My whole family is going to be there this year.

Jessica: Sounds fun. Where do your parents live?

Dana: In San Diego. Hey, why don't you come home with me?

Jessica: Really? I don't know. Do you think that will be okay with your family?

Dana: Of course. The more the merrier.

Jessica: How many brothers and sisters do you have?

Dana: I have 2 brothers and one sister. I'm the youngest. My oldest brother lives in San Diego with his family. You'll love his kids. He has 2 girls and they are so much fun.

Jessica: How old are they?

Dana: 15 and 17 years old. Then my older sister is coming with her family. They live in Los Angeles.

Jessica: How many children does she have?

	<p>Dana: Five</p> <p>Jessica: Wow.</p> <p>Dana: Yeah, they're very active, but sweet. Don't worry. They're staying with my brother-in-law's family. He's from San Diego too.</p> <p>Jessica: What about your other brother?</p> <p>Dana: He's single. He actually lives in France.</p> <p>Jessica: Really? What does he do?</p> <p>Dana: He's a photographer. I think you'll really like him. He's tall and has black hair and blue eyes. He's quiet and serious, but also very funny when you get to know him.</p> <p>Jessica: Your family sounds really nice. I'm looking forward to meeting them.</p>
Group Discussion (5 minutes)	<p>Self-Evaluate</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned?
DEVOTIONAL & CLOSING	Led by Lead Student
Teach One Another, Hymn, Prayer (15 minutes)	<p>Teach One Another (10 min):</p> <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. (5 min) • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min) <p>Closing (5 min):</p> <ul style="list-style-type: none"> • Review the function and topic for next week: <i>Negotiate/Home</i> • Closing Hymn: The Family is of God, Sing Along Video: https://www.lds.org/children/music/music-videos? lang=eng#the-family-is-of-god • Closing Prayer: Student

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

EnglishConnect 3: Gathering Lesson Plan (Month 1, Week 4)

Topic: Home/Family Relationships

Function: Negotiate

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

OPENING	Led by Missionaries
Announcements, Introductions, Hymn and Prayer (5 minutes)	<ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Families Can Be Together Forever, Children's Songbook, #300• Opening Prayer: Student
LEARNING ACTIVITIES	Led by the Lead Student
Introduction (2 minutes)	<ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">• Today our topic is family relationships, and our function goal is negotiate.• Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level.
	Activity 1 Work with a partner to discuss these questions. Practice using new sentence patterns and vocabulary. <ul style="list-style-type: none">• How were you disciplined as a child?• Was the discipline effective? Why or why not?• In your opinion, should children be disciplined? Why or why not?

Conversation (15 minutes)

- In your opinion, what is the best way to discipline children?
- In your opinion, should all children be disciplined in the same way? Why or why not?
- What do the scriptures teach us about disciplining children?
- How does the Lord react when we do something wrong?
- Why does God place us in families?
- What purposes are accomplished by being married, parenting and being parented?

Find a new partner. With your new partner, share something you learned from your discussion with your first partner.

Activity 2

- Work with a partner. One partner reads Person A, and the other reads Person B.
- After reading the conversation, create your own dialogue using the conversation as your guide. Change the situation from communication problems to a different situation, such as budgeting or resolving arguments.
- Practice reading the new dialogue. One person reads Person A and one reads Person B. Then switch roles.
- Give advice about how to overcome the problem you choose.
- Practice using new sentence patterns and vocabulary.

A: Hi, how was your weekend?

B: It was OK. I'm feeling a little bit frustrated though.

A: Why? What's wrong?

B: Well, I have a wonderful family, and I love them very much.

A: Yeah, so what's the problem?

B: Well, sometimes I feel like we aren't connecting in meaningful ways.

A: What do you mean? You spend time together, right?

B: Yes, we spend a lot of time together. But sometimes when we are together, I feel like we aren't really communicating as much as we should.

A: Why?

B: I think the problem is using too much technology, like social media and entertainment. For example, when we have dinner together, everyone brings a phone to the table. Then instead of talking to other family members as we eat, everyone looks at facebook, texts friends, and does other online activities. It's a real problem!

A: What if you talk to your family about it? Will they listen?

B: I am not sure. I have tried to get my family members to communicate more, but they don't seem to want to join me when I start conversations.

A: You know, one time I had a similar experience with someone I dated. I felt like he was more interested in watching sports than he

Role-Play (15 minutes)

was in talking with me. I thought he didn't like talking to me. But the truth was that he didn't know how I was feeling. I finally talked to him directly about it, and told him what I was thinking. He was surprised. He had no idea how I was feeling! Ever since then, I never assume that someone knows what I'm thinking unless I say it directly. That's why I think you should talk to your family directly about how you feel. They may not know that you want them to connect and communicate more, and use technology less. If it were the other way around, wouldn't you want them to be honest and direct with you?

B: I think you're right. I should try communicating better myself. After all, if I want more communication in my family, I should be the one to start communicating better first!

A: I agree. You know, you really do have a great family. I am sure they will all be willing to work harder to use technology less, and communicate together more.

B: I think you're right. Thank you so much, your advice is perfect!

Group Discussion (5 minutes)	<p>Self-Evaluate Discuss the following questions:</p> <ul style="list-style-type: none">• What was difficult about doing this function? What was easy?• What strategies did you use?• What will you do to apply what you have learned?
DEVOTIONAL & CLOSING Teach One Another, Hymn, Prayer (15 minutes)	<p>Led by Lead Student</p> <p>Teach One Another (10 min):</p> <ul style="list-style-type: none">• In pairs, students share a scripture they prepared. (5 min)• Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min) <p>Closing (5 min):</p> <ul style="list-style-type: none">• Review the function and topic for next week: <i>Ask & Answer Questions/People</i>• Closing Hymn: I Love to See the Temple, Children's Songbook, #95• Closing Prayer: Student

EnglishConnect 3: Gathering Lesson Plan (Month 2, Week 1)

Topic: People/Know Who You Are
Function: Ask and Answer Questions

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

OPENING	Led by Missionaries
Announcements, Introductions, Hymn and Prayer (5 minutes)	<ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: I am a Child of God, Children's Songbook, #301• Opening Prayer: Student
LEARNING ACTIVITIES	Led by the Lead Student
Introduction (2 minutes)	<ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">• Today our topic is family relationships, and our function goal is ask and answer questions.• Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level.
	Activity 1: Speed Interviews Choose a partner. Interview each other using the following questions: <ul style="list-style-type: none">• Do you like to exercise?• Do you like to play music?• Do you like to read?• Do you like Saturdays or Sundays better?• Do you like to spend time with friends?

Conversation
(15 minutes)

- What is your favorite calling in the Church?
- Do you make a list for things you need to do?
- What is your dream job?
- Who is your favorite person in the scriptures?
- What is your favorite thing to do?

Switch partners after 2 minutes.

Describe your last partner to your new partner.

Ask your new partner the same interview questions.

Switch partners after 2 minutes.

Repeat for 15 minutes.

Activity 2: Small Group (3-4 people) Discussion

Read the following passages out loud:

- Moses 1:39

For behold, this is my work and my glory—to bring to pass the immortality and eternal life of man.

- Doctrine and Covenants 18:10

Remember the worth of souls is great in the sight of God;

- Thomas S. Monson, First Presidency Message, July 2009:

"My dear brothers and sisters, ours is the responsibility, even the solemn duty, to reach out to all of those whose lives we have been called to touch. Our duty is to guide them to the celestial kingdom of God. May we ever remember that the mantle of leadership is not the cloak of comfort but rather the robe of responsibility. May we reach out to rescue those who need our help and our love."

**Small Group
Discussion**
(15 minutes)

Use the context of the passages to guess what these words mean:

Glory

Worth of souls

Sight

Solemn

Reach out

Duty

*Mantle
Cloak
Robe
Rescue*

Use the information from the passages to help you answer these questions:

- Are you important to Heavenly Father?
- Does Heavenly Father want us to help others?
- Why did Heavenly Father send us to Earth?
- Who and what are we?
- Why is it important to learn about and help others around us?
- Why is it important for us to know who we are?
- Why is it important for us to share who we are?
- How should we think about others?

Self-Evaluate

Discuss the following questions:

- What was difficult about describing? What was easy?
- What strategies did you use?
- What will you do to apply what you have learned?

**DEVOTIONAL &
CLOSING**

Led by Lead Student

**Teach One
Another,
Hymn, Prayer**

(15 minutes)

Teach One Another (10 min):

- In pairs, students share a scripture they prepared. (5 min)
- Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min)

Closing (5 min):

- Review the function and topic for next week: *Narrate/People*
- Closing Hymn: My Heavenly Father Loves Me, Children's Songbook, #228
- Closing Prayer: Student

EnglishConnect 3: Gathering Lesson Plan (Month 2, Week 1)

Topic: People/Know Who You Are
Function: Ask and Answer Questions

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

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Conversation
(15 minutes)

- What is your favorite calling in the Church?
- Do you make a list for things you need to do?
- What is your dream job?
- Who is your favorite person in the scriptures?
- What is your favorite thing to do?

Switch partners after 2 minutes.

Describe your last partner to your new partner.

Ask your new partner the same interview questions.

Switch partners after 2 minutes.

Repeat for 15 minutes.

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**Small Group
Discussion**
(15 minutes)

Use the context of the passages to guess what these words mean:

Glory

Worth of souls

Sight

Solemn

Reach out

Duty

*Mantle
Cloak
Robe
Rescue*

Use the information from the passages to help you answer these questions:

- Are you important to Heavenly Father?
- Does Heavenly Father want us to help others?
- Why did Heavenly Father send us to Earth?
- Who and what are we?
- Why is it important to learn about and help others around us?
- Why is it important for us to know who we are?
- Why is it important for us to share who we are?
- How should we think about others?

Self-Evaluate

Discuss the following questions:

- What was difficult about describing? What was easy?
- What strategies did you use?
- What will you do to apply what you have learned?

**DEVOTIONAL &
CLOSING**

Led by Lead Student

**Teach One
Another,
Hymn, Prayer**

(15 minutes)

Teach One Another (10 min):

- In pairs, students share a scripture they prepared. (5 min)
- Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min)

Closing (5 min):

- Review the function and topic for next week: *Narrate/People*
- Closing Hymn: My Heavenly Father Loves Me, Children's Songbook, #228
- Closing Prayer: Student

EnglishConnect 3: Gathering Lesson Plan (Month 2, Week 1)

Topic: People/Know Who You Are
Function: Ask and Answer Questions

Can-Do Statements

- I can understand and use yes/no and *wh*- questions (*what, when where, who, and why*) and *how*. (Level 1, F29; Levels 2 & 3, F30)
- I can infer the meaning of words based on context (Level 4, F25)

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- If you change the activities, be sure to use the language patterns for the lesson.
- Practice what you will say to guide each activity. Try to use new vocabulary and phrases.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.
- Print the Language Patterns handout or prepare to show it on a screen.

Lesson Outline

OPENING	Led by Missionaries
Announcements, Introductions, Hymn and Prayer (5 minutes)	<ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: I am a Child of God (#301)• Opening Prayer: Student
LEARNING ACTIVITIES	Led by the Lead Student
Introduction (2 minutes)	<ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">• “Today our topic is people, and our function goal is describe.”• “Practicing this function will help us move to an advanced level.”• Share the language patterns hand-out or show it on a screen.
	Activity 1: Speed Interviews Choose a partner. Interview each other using the following questions:

Conversation
(15 minutes)

- Do you like to exercise?
- Do you like to play music?
- Do you like to read?
- Do you like Saturdays or Sundays better?
- Do you like to spend time with friends?
- What is your favorite calling in the Church?
- Do you make a list for things you need to do?
- What is your dream job?
- Who is your favorite person in the scriptures?
- What is your favorite thing to do?

Switch partners after 2 minutes.

Describe your last partner to your new partner.

Ask your new partner the same interview questions.

Switch partners after 2 minutes.

Repeat for 15 minutes.

Activity 2: Small Group (3-4 people) Discussion

Read the following passages out loud:

- Moses 1:39

For behold, this is my work and my glory—to bring to pass the immortality and eternal life of man.

- Doctrine and Covenants 18:10

Remember the worth of souls is great in the sight of God;

- Thomas S. Monson, First Presidency Message, July 2009:

"My dear brothers and sisters, ours is the responsibility, even the solemn duty, to reach out to all of those whose lives we have been called to touch. Our duty is to guide them to the celestial kingdom of God. May we ever remember that the mantle of leadership is not the cloak of comfort but rather the robe of responsibility. May we reach out to rescue those who need our help and our love."

**Small Group
Discussion**
(15 minutes)

Use the context of the passages to guess what these words mean:
Glory

*Worth of souls
Sight
Solemn
Reach out
Duty
Mantle
Cloak
Robe
Rescue*

Use the information from the passages to help you answer these questions:

- Are you important to Heavenly Father?
- Does Heavenly Father want us to help others?
- Why did Heavenly Father send us to Earth?
- Who and what are we?
- Why is it important to learn about and help others around us?
- Why is it important for us to know who we are?
- Why is it important for us to share who we are?
- How should we think about others?

Group Discussion (5 minutes)	<p>Self-Evaluate Discuss the following questions:</p> <ul style="list-style-type: none">• What was difficult about describing? What was easy?• What strategies did you use?• What will you do to apply what you have learned?
DEVOTIONAL & CLOSING	Led by Lead Student
Teach One Another, Hymn, Prayer (15 minutes)	<p>Teach One Another (10 min):</p> <ul style="list-style-type: none">• In pairs, students share a scripture they prepared. (5 min)• Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min) <p>Closing (5 min):</p> <ul style="list-style-type: none">• Review the function and topic for next week: Narrate/People• Closing Hymn: My Heavenly Father Loves Me, #228 Children's Songbook• Closing Prayer: Student

	Myself	Person 1	Person 2	Person 3
Gender				
Eyes				
Clothing				
Age Group				
Body Type				
Hair				
Ethnicity				
General Appearance				

EnglishConnect 3: Gathering Lesson Plan (Month 2, Week 2)

Topic: People

Function: Describe

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Make copies of the description chart or show it on a screen. Bring a piece of paper for each student (optional).
- Prepare to show the “people” slideshow.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

OPENING	Led by Missionaries
Announcements, Introductions, Hymn and Prayer (5 minutes)	<ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: My Heavenly Father Loves Me, Children’s Songbook, #228• Opening Prayer: Student
LEARNING ACTIVITIES	Led by the Lead Student
Introduction (2 minutes)	<ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">• Today our topic is family relationships, and our function goal is describe.• Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level.
	Activity 1 <ul style="list-style-type: none">• Work with a partner.• Choose a dialogue. Read it out loud.• Discuss new words and phrases.• Repeat the activity. Underline words that describe people in

Role-Play (10 minutes)

the dialogues.

Describe a Friend

Cindy: Hey Brad, can I borrow your car this afternoon?

Brad: Why?

Cindy: My friend asked me to pick her up from the airport.

Brad: I need the car this afternoon to run errands. I can pick her up if you want. What does she look like?

Cindy: She's about five feet six, and medium build. She has curly black hair and brown eyes. She's Polynesian.

Brad: She sounds pretty.

Cindy: Forget it. She has a boyfriend. Anyways, she's coming from Hawaii so she will probably be wearing shorts and a t-shirt. She also wears bright pink sunglasses.

Brad: Okay. I'll pick her up.

Describe Someone's Appearance

Policeman: What did the suspect look like?

Person A: He's a young man, probably a teenager.

Person B: Yeah, he had on a baseball cap, a t-shirt, dirty jeans, and tennis shoes.

Policeman: What color was his shirt?

Person A: Black and white. His hat was black too.

Policeman: Can you describe his face?

Person A: He has acne. I think his hair is brown. I didn't see his eyes.

Person B: He had light blue eyes.

Policeman: Does he have any special features?

Person B: Well, he has a tattoo on his left arm.

Policeman: How big is he?

Person A: He's big. He's about six feet tall and he weighs about two hundred pounds.

Activity 2

	Myself	Person 1	Person 2	Person 3
Gender				
Eyes				
Clothing				
Age Group				
Body Type				
Hair				
Ethnicity				
General Appearance				

- Complete the chart.
- Describe yourself in the first column.
- Practice using new sentence patterns and vocabulary.
- Work with a partner.

<p>Conversation (23 minutes)</p>	<ul style="list-style-type: none"> Choose 1 person from the slideshow or 1 person in the gathering. Ask and answer questions about the person. Record the answers on your chart. Examples: <ul style="list-style-type: none"> Is this person a girl? Is she tall? What is she wearing? How old is he? How tall is he? What color is her hair? Compare the people. Examples: <ul style="list-style-type: none"> He is taller than the girl. He is more handsome than the old man. She has less hair than the boy. She is not as tall as the girl. Choose two more people and repeat.
<p>Group Discussion (5 minutes)</p>	<p>Self-Evaluate Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned?
<p>DEVOTIONAL & CLOSING</p>	<p>Led by Lead Student</p>
<p>Teach One Another, Hymn, Prayer (15 minutes)</p>	<p>Teach One Another (10 min):</p> <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. (5 min) Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min) <p>Closing (5 min):</p> <ul style="list-style-type: none"> Review the function and topic for next week: <i>Narrate/People</i> Closing Hymn: Tell Me the Stories of Jesus, Children's Songbook, #57 Closing Prayer: Student

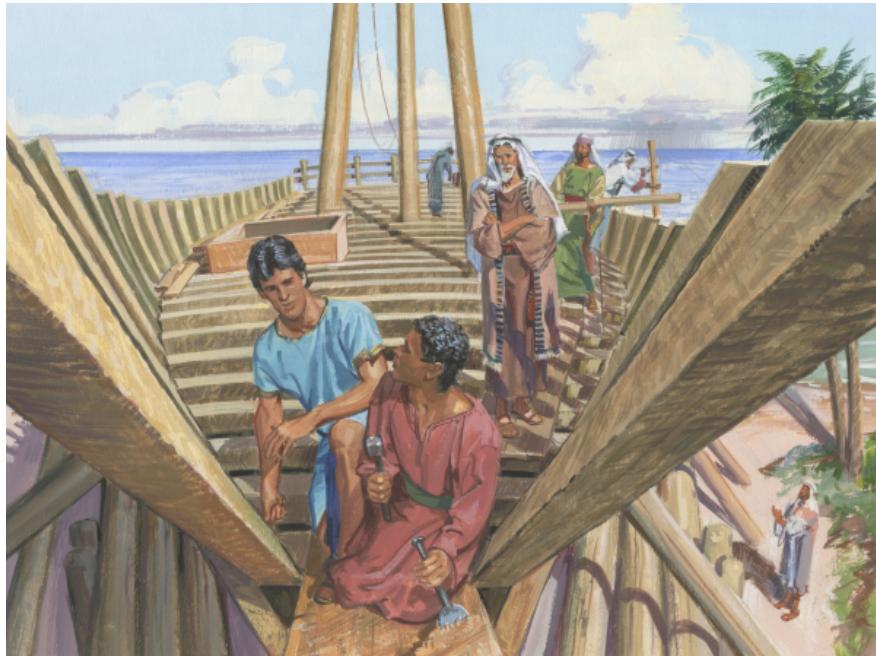
*Some materials in this lesson were adapted from Brigham Young University English Language Center and TALL. Copyright 2006.
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Create a Story





Scripture Stories







EnglishConnect 3: Gathering Lesson Plan (Month 2, Week 3)

Topic: People/Doing Good

Function: Narrate

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Prepare to show the two sets of pictures from a screen.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

OPENING	Led by Missionaries
Announcements, Introductions, Hymn and Prayer (5 minutes)	<ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Have I Done Any Good, #223• Opening Prayer: Student
LEARNING ACTIVITIES	Led by the Lead Student
Introduction (2 minutes)	<ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">• Today our topic is family relationships, and our function goal is narrate.• Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level.
Conversation (15 minutes)	<p>Activity 1</p> <ul style="list-style-type: none">• Work with a partner.• Choose a picture from the first set of scripture pictures on the screen. Tell the story that goes with the picture.• After 5 minutes, change to a new picture set.• Repeat for all three sets of pictures.
	<p>Activity 2</p>

Conversation (15 minutes)	<ul style="list-style-type: none"> • Work with a partner. • Choose a picture from the first set of pictures on the screen. Tell a story that goes with the picture. • After 5 minutes, change to a new picture set and repeat. • Discuss: <p>What can we do to be more kind? How can we look for the good in people? How can we be better examples of Jesus Christ?</p>
Group Discussion (5 minutes)	<p>Self-Evaluate Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned?
DEVOTIONAL & CLOSING	Led by Lead Student
Teach One Another, Hymn, Prayer (15 minutes)	<p>Teach One Another (10 min):</p> <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. (5 min) • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min) <p>Closing (5 min):</p> <ul style="list-style-type: none"> • Review the function and topic for next week: <i>Negotiate/People</i> • Closing Hymn: Lord, I Would Follow Thee, #220 • Closing Prayer: Student

Opinions and Compliments











EnglishConnect 3: Gathering Lesson Plan (Month 2, Week 4)

Topic: People

Function: Negotiate

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Prepare to show the pictures “opinions and compliments.”
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

OPENING	Led by Missionaries
Announcements, Introductions, Hymn and Prayer (5 minutes)	<ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Where Love Is, Children's Songbook, #138• Opening Prayer: Student
LEARNING ACTIVITIES	Led by the Lead Student
Introduction (2 minutes)	<ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">• Today our topic is family relationships, and our function goal is negotiate.• Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level.
	Activity 1 <ul style="list-style-type: none">• Work with a partner.• Choose a dialogue. Read it out loud.• Discuss new words and phrases. <ul style="list-style-type: none">• Repeat the activity.

Role-Play (10 minutes)

- Use new words to replace the underlined adjectives.

Accept a compliment

- **A:** I really like your cooking.
- **B:** Thank you. I'm glad you like it.

Accept and return a compliment

- **A:** Hi Brenda. I just love your hair! It's so cute.
- **B:** Thanks. I love YOUR hair. It's always perfect.
-

Accept a compliment with an explanation

- **A:** That's a nice sweater.
- **B:** Thanks. I just got it for Christmas.

Reject a compliment

- **A:** The dessert is delicious.
- **B:** Thanks, but it didn't turn out like I had planned. It should be thicker.

Activity 2

- Work with a partner.
- Practice using new sentence patterns and vocabulary.
- Look at the first picture of the family kneeling in prayer on the screen. Use the phrases from the language patterns worksheet to do the following:

Conversation (23 minutes)

Give a compliment to someone in the picture.
State the reasons for your compliment.
Pretend you received the compliment and give a response.

- Continue to the next picture and repeat.
- After 5 minutes, change to a new picture and repeat until all pictures are complete.

Self-Evaluate

Discuss the following questions:

Group Discussion (5 minutes)	<ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned?
DEVOTIONAL & CLOSING	Led by Lead Student
Teach One Another, Hymn, Prayer (15 minutes)	<p>Teach One Another (10 min):</p> <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. (5 min) • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min) <p>Closing (5 min):</p> <ul style="list-style-type: none"> • Review the function and topic for next week: <i>Proficiency Practice/Transactions</i> • Closing Hymn: I'm Trying to Be Like Jesus, Children's Songbook, #78 • Closing Prayer: Student

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