

English*Connect* 3

Weekly Gathering Preparation Block 2

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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.
 - a. Start with the Action Partner reports.
 - b. Introduce the function and topic for the learning activities.
 - c. Tell students how much time they have for each activity. You may want to demonstrate how to do each activity.
 - d. Leave time for students to apply their learning and set goals for next week with their 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.
5. Spend a few minutes to help clean the room.

Tips for success:

Encourage students to speak, using new words and sentence patterns.

Watch the Time. End each activity on time so you can complete the lesson.

Teach One Another. Leave time for agentive learning and action partners.

After the gathering: Reflect

After the gathering meet with the missionaries and the observing student. Review the Lead Student Observation Sheet which they completed during the class. As you listen to their feedback, think about your strengths and about how you can improve.

LEAD STUDENT OBSERVATION SHEET

INCREASE FAITH

Please mark the appropriate circle.

Did the Lead Student



| | | | |
|--|-----------------------|-----------------------|-----------------------|
| Find ways to share testimony? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Show love and encouragement? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provide opportunities for students to teach one another? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

HELP STUDENTS ACT FOR THEMSELVES

Please mark the appropriate circle.

Did the Lead Student

| | | | |
|--|-----------------------|-----------------------|-----------------------|
| Follow the lesson plan? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Allow students to report on and set goals with their action partner? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Find ways to help every student participate? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Encourage the use of language patterns and vocabulary? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Praise efforts to communicate in English? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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.

Review and practice vocabulary.

- Look up words in the lesson that you don't know.
- Choose 10 words to study from this block's vocabulary list.
- Use a dictionary to learn the meaning of new words.
- Practice saying new words using [Google Translate](#). Type in the word and click on the microphone icon to hear the word.

Review and practice the sentence patterns for this block.

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.
- 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.
-

Lesson

| OPENING | Missionary Couple |
|---|---|
| <p>5 minutes</p> | <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"> • Introduce the topic. • 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>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. • Work in pairs. <ul style="list-style-type: none"> ◦ How has Heavenly Father helped you accomplish goals or overcome difficult challenges? ◦ How can Heavenly Father help you learn English? • Share with the class. |
|  <p>Work in Pairs 10 minutes</p> | <p>Learning English Can Bless Your Life</p> <ul style="list-style-type: none"> • Find a partner. <ul style="list-style-type: none"> ◦ Discuss <i>Preach My Gospel</i>, chapter 7, "Learn English." ◦ How can learning English bless your life? ◦ Read Moses 1:39. ◦ How can learning English help Heavenly Father accomplish His work and glory in you life? |
| AGENTIVE LEARNING | Missionary Couple |
|  <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. • Read Alma 37: 6-7 <ul style="list-style-type: none"> • What are the small and simple things we can do to have faith and learn English? • Read or watch the story of Naaman (video; 2 Kings 5) • Work in small groups. <ul style="list-style-type: none"> • Why was Elisha's request difficult for Namaan? • What does Namaan's story teach us about the power of our decisions? |

| | |
|--|---|
| | <ul style="list-style-type: none"> • How does Namaan’s experience relate to your experience learning English? • How can we take action as we learn English? • How can we support one another in learning English? • Small and simple things allow Heavenly Father to help us achieve our goals. |
|  <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 new goals for next week in the My Tracking Tool in the Learner Manual. ◦ Write down the time you will spend learning each day. ◦ Write down English learning goals for each day. • Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Pray for each other. Talk about what you learned. |
| CLOSING | Missionary Couple |
| 10 minutes | <ul style="list-style-type: none"> • Give students homework for next week <ul style="list-style-type: none"> ◦ Memorize Moroni 7:33. ◦ 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 have learned doing the homework • Announce the lesson for next week. • Closing Hymn: Go Forth With Faith, #263 • Closing Prayer: Student |

AGENTIVE LEARNING - WEEK 2

Objective

Students will learn how to be agentive learners.

Preparation

- Review the gathering lesson plan.
 - Look up words that you don't know.
 - 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.
-

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> | <ul style="list-style-type: none"> • Report on your week with your Action Partner. • How did you prepare for the gathering? • Share your daily learning activities from the My Tracking Tool in the Learner Manual. <ul style="list-style-type: none"> ◦ How are you doing with your goals? ◦ Did you practice English for 10 hours this week? ◦ How can you help your partner with his or her goals? • Think about new learning goals during the lesson. • Write down ways you can practice the skills you learn tonight. |
| 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? |
|  <p>Work in Small Groups 15 minutes</p> | <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) ◦ 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? |

| | |
|--|--|
| | <ul style="list-style-type: none"> ○ 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>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? ○ What can you do to be an agentive learner? • Write new goals for next week in the My Tracking Tool in the Learner Manual. <ul style="list-style-type: none"> ○ Write the time you will spend learning each day. ○ Write English learning goals for each day. • Decide how and when you will contact your Action Partner this week. Encourage each other to complete goals. Pray for each other. Talk about what you learned. |
| 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 for next week. • Closing Hymn: Have I Done Any Good, #223 • Closing Prayer: Student |

Vocabulary Agentive Learning

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

ASK & ANSWER QUESTIONS - WEEK 3 World Issues

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 any vocabulary in the lesson that you don't know.
- Choose 10 words to study from this month's vocabulary list.
- Use a dictionary to learn the meaning of new words.
- Practice saying new words using [Google Translate](#). Type in the word and click on the microphone icon to hear the word.

Review and practice the sentence patterns for the lesson.

Think about the topic and the agentive principle.

- What is consumerism?
- Does advertising make you want to buy things?
- What things make you happy?
- Review the gathering lesson before coming to the gathering. Think about the topic. Look up any vocabulary you don't know.
- What are your favorite scriptures or scripture stories about exercising faith?

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 |
|---|--|
| <p>Welcome 5 minutes</p> | <ul style="list-style-type: none"> • Welcome • Announcements • Introductions • Opening Hymn: Do What Is Right, #237 • Opening Prayer: Student |
| ACTION PARTNERS | Lead Student |
|  <p>Review Goals 5 minutes</p> | <ul style="list-style-type: none"> • Report on your week with your Action Partner. • How did you prepare for the gathering? • Share your daily learning activities from the My Tracking Tool in the Learner Manual. <ul style="list-style-type: none"> ◦ How are you doing with your goals? ◦ Did you practice English for 10 hours this week? ◦ How can you help your partner with his or her goals? • Think about new learning goals during the lesson. • Write down ways you can practice the skills you learn tonight. |
| 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 world issues, and the function is to ask and answer questions. ◦ As you do the activities, practice using the sentence patterns and new vocabulary. • Introduce the sentence patterns. <p>Yes/No questions: <u>Auxiliary + Subject + Verb + Object</u> <i>Do you like pizza?</i></p> <p>WH Questions: <u>WH word + verb + object</u> <i>When is your birthday?</i> <u>WH word + auxiliary + subject + verb</u> <i>What can you sing?</i></p> |
|  <p>Work in Small Groups 15 minutes</p> | <p>Activity 1</p> <ul style="list-style-type: none"> • Choose questions from the list. • Learn about consumer (shopping) behavior. • Talk to as many students as you can in 10 minutes. Ask as many questions as you can. <ul style="list-style-type: none"> ◦ How often do you buy something (daily, 2-3 times a week, weekly, etc.)? ◦ What do you buy the most often? ◦ How do you choose things to buy? ◦ Do you buy things quickly, or do you think for a long time before you buy things? ◦ What is the difference between needs and wants? ◦ How does advertising influence you as you buy things? ◦ Where do you see or hear advertising every day? |

| | |
|--|---|
| | <ul style="list-style-type: none"> ○ How do you pay for the things you buy (cash, check, credit card, Apple pay)? ○ Does buying something new make you feel happy? ○ Is debt a common problem in your country? ○ Why do people go into debt? ○ How can people avoid debt? • Choose one person and share the most surprising thing you learned. |
|  <p>Work in Pairs 15 minutes</p> | <p>Activity 2 Think about this:</p> <ul style="list-style-type: none"> ○ Consumerism is believing that things make us happy. ○ Consumerism is very important in the world. ○ Advertising makes people believe that their lives will be better if they buy more things. ○ We see advertising in the newspaper, on the internet, and on TV. We hear it on the radio, and see it on signs. ○ Some advertising is hidden – for example, we see things in TV shows or movies (cars, computers, cell phones, appliances, clothing, food and drinks, restaurants). ○ We read stories and watch shows on TV that show the lives of rich, worldly people. We want the same things they have. ○ Some people sell things on their Facebook pages. Friends talk about their new cell phones and other things they buy. • Ask and answer these questions with your partner. <ul style="list-style-type: none"> ○ How does advertising affect your decisions? ○ How does advertising affect your life? ○ Does advertising make you want things? Does it make you feel dissatisfied? ○ How can you avoid wanting more things? ○ How can you avoid comparing yourself to other people? ○ How can you be happy with the things you have? ○ How can you make the world a better place? ○ What can you do to bring happiness to yourself and others? |
| 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. • Agentive learners act. Agentive learners don't wait to be acted upon. (2 Nephi 2:14-16) • 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) |

| | |
|---|--|
|  <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? ○ What can you do to be an agentive learner? ○ How can you <i>exercise faith</i> to learn English and to learn in your personal life? • Write new goals for next week in the My Tracking Tool in the Learner Manual. <ul style="list-style-type: none"> ○ Write down the time you will spend learning each day. ○ Write down English learning goals for each day. • Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Pray for each other. Talk about what you learned. |
| 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: How Gentle God's Commands, #314 • Closing Prayer: Student |

Source: <http://lifesquared.org.uk/content/problem-consumerism>

Vocabulary World Issues

| Intermediate | Advanced |
|---|--|
| cause customer effect happiness hunger impulse language music needs solution wants weather | acid rain addiction advertisements air pollution billboard child labor climate change compulsive shopping consumer/consumerism debt deforestation dissatisfied environmental established glamorous global warming health care human-caused disaster imaginary indulge irrigation lifestyle location mining natural disaster obsessive ocean trash overpopulation population product promote resource depletion soil contamination traditions waste well-being |

Sentence Patterns Ask & Answer Questions

Yes/No Questions

| | | | | | | |
|----------------------|---|---------|---|-----------|---|--------|
| auxiliary verb/modal | + | subject | + | main verb | + | object |
|----------------------|---|---------|---|-----------|---|--------|

| auxiliary verb | subject | main verb | object |
|----------------|---------|-----------|---------|
| Do | you | want | lunch? |
| Can | you | make | a cake? |
| Have | they | eaten | lunch? |
| Didn't | she | eat | lunch? |

| answers |
|-------------------------------------|
| Yes, I do. / No, I don't. |
| Yes, I can. / No, I can't. |
| Yes, they have. / No, they haven't. |
| Yes, she did. / No, she didn't |

Yes/No Questions with the verb **be** (no auxiliary verb)

| main verb be | subject | object |
|---------------------|---------|------------|
| Is | he | a student? |
| Are | they | students? |
| Were | you | sick? |
| Was | she | sick? |

| answers |
|-----------------------------------|
| Yes, he is. / No, he isn't. |
| Yes, they are. / No, they aren't. |
| Yes, I was. / No, I wasn't. |
| Yes, she was. / No, she wasn't. |

Question Word Questions

| | | | | | | | | |
|---------------|---|----------------------|---|---------|---|-----------|---|--------|
| Question word | + | auxiliary verb/modal | + | subject | + | main verb | + | object |
|---------------|---|----------------------|---|---------|---|-----------|---|--------|

| question word | auxiliary verb | subject | main verb | object |
|---------------|----------------|---------|-----------|--------------|
| Where | do | you | work? | |
| When | does | he | go | to work? |
| Why | haven't | they | eaten | lunch? |
| Who | did | she | see | after class? |

| answers |
|-----------------------------|
| At a department store. |
| At 7:30am every morning. |
| They got out of class late. |
| Her friend, Julie. |

Question word questions with the verb **be** (no auxiliary verb)

| question word | main verb | object |
|---------------|-----------|--------------|
| Where | is | your book? |
| Who | left | class early? |

| answers |
|--------------------|
| I left it at home. |
| Mia. |

DESCRIBE - WEEK 4 World Issues

Agentive Principle: Take Responsibility

Objective

Students will learn how to describe and talk about world issues.

Preparation

Review the gathering lesson.

Review and practice the vocabulary.

- Look up any vocabulary in the lesson that you don't know.
- Choose 10 words to study from this month's vocabulary list.
- Use a dictionary to learn the meaning of new words.
- Practice saying new words using [Google Translate](#). Type in the word and click on the microphone icon to hear the word.

Review and practice the sentence patterns for the lesson.

Think about the topic and the agentive principle.

- Think about the beauty of the earth and the things God made. What can we do to save the earth's beauty? Are you worried about environmental issues? What issues worry you? Consider air pollution, waste, overuse, acid rain, and global warming.
- What are some solutions to the environmental issues that worry you? Think about the causes and solutions of environmental issues.
- 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 |
|--|---|
| <p>Welcome 5 minutes</p> | <ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: The Lord Give Me a Temple, Children's Songbook, #152 • Opening Prayer: Student |
| ACTION PARTNERS | Lead Student |
|  <p>Review Goals 5 minutes</p> | <ul style="list-style-type: none"> • Report on your week with your Action Partner. • How did you prepare for the gathering? • Share your daily learning activities from the My Tracking Tool in the Learner Manual. <ul style="list-style-type: none"> ◦ How are you doing with your goals? ◦ Did you practice English for 10 hours this week? ◦ How can you help your partner with his or her goals? • Think about new learning goals during the lesson. • Write down ways you can practice the skills you learn tonight. |
| 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 world issues, and the function is to describe. ◦ As you do the activities, practice using the sentence patterns and new vocabulary. • Introduce the sentence patterns. <p>Adjectives (describe people and things): <u>Adjective + Noun</u> OR <u>Noun + BE + Adjective</u> <i>Tall man</i> <i>Man is tall</i></p> <p>Adverbs (describe actions): <u>Subject + Adverb + Verb + Object</u> <i>I quickly eat the pizza.</i></p> <p>Prepositional Phrases: <u>Preposition + Noun</u> <i>On the table</i></p> |
| | Activity 1 |

| | |
|--|---|
|  <p>Work in Pairs 15 minutes</p> | <ul style="list-style-type: none"> • Work with a partner. Look at the list of environmental issues. Tell your partner if you think each issue is a problem for you and your family. Does it affect you? • After 5 minutes, switch and repeat. • Find a new partner. After 5 minutes, switch and repeat. • Environmental Issues: <ul style="list-style-type: none"> ○ Air pollution ○ Water pollution ○ Climate change ○ Acid rain ○ Overpopulation ○ Ocean trash ○ Resource depletion ○ Waste ○ Wasteful irrigation ○ Deforestation ○ Mining ○ Soil contamination |
|  <p>Work in Small Groups 15 minutes</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a group of 3. Think about one environmental issue. • Prepare a short presentation about this issue. Each group member can do one part of the presentation. <ul style="list-style-type: none"> ○ Part 1: Explain the problem. Tell what is causing the environmental issue. ○ Part 2: Explain 3 effects or problems this issue causes. ○ Part 3: Describe a solution. |
| <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. • Agentive learners act. Agentive learners don't wait to be acted upon. (2 Nephi 2:14-16) • 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) |



Apply and Set Goals
5 minutes

- Discuss with your Action Partner.
 - What is one new thing you learned tonight?
 - What can you do to be an agentive learner?
 - How can you *take responsibility* to learn English and to learn in your personal life?
- Write new goals for next week in the My Tracking Tool in the Learner Manual.
 - Write down the time you will spend learning each day.
 - Write down English learning goals for each day.
- Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Pray for each other. Talk about what you learned.

CLOSING

Missionary Couple

5 minutes

- 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: Faith, Children's Songbook #96
- Closing Prayer: Student

Vocabulary World Issues

| Intermediate | Advanced |
|---|--|
| cause customer effect happiness hunger impulse language music needs solution wants weather | acid rain addiction advertisements air pollution billboard child labor climate change compulsive shopping consumer/consumerism debt deforestation dissatisfied environmental established glamorous global warming health care human-caused disaster imaginary indulge irrigation lifestyle location mining natural disaster obsessive ocean trash overpopulation population product promote resource depletion soil contamination traditions waste well-being |

Sentence Patterns Describe

Adjectives – describe nouns (people, places, things).

| Adjective | Noun |
|-----------|------|
| Tall | man |
| Blue | car |
| Good | city |
| Old | shoe |

| Noun | Linking Verb | Adjective |
|------|--------------|-----------|
| Man | is | tall |
| Car | looks | blue |
| City | seems | good |
| Shoe | appears | old |

Adverbs – describe verbs (actions).

| Subject | Verb | Objects | Manner/Place/Time Adverbs |
|---------|---------|---------|---------------------------|
| I | eat | pizza | slowly |
| They | walk | | quietly |
| Mary | saw | you | there |
| John | studies | | tomorrow |

| Subject | Auxiliary/be | Frequency Adverb | Verb | Object, place, time |
|---------|--------------|------------------|-------|---------------------|
| I | can | always | go | home |
| They | | usually | study | books |
| We | are | sometimes | | at home |
| Mary | is | never | | late |

Prepositional Phrases – provide descriptive details.

| Preposition | Noun |
|-------------|------------|
| On | the table |
| In | the bowl |
| Under | the chair |
| Around | the corner |

Sensory details – add sensory details for interest (see, smell, sound, taste, touch, feel).

| Without Detail | With Detail |
|-----------------|--|
| You eat pizza. | You quickly eat the spicy, warm pizza with stretchy cheese on top. |
| I see children. | I see happy children, and hear them yell with joy as they eat sweet candy. |
| The dog barks. | The small, cute puppy barks happily as he chases his fluffy tail. |

NARRATE – WEEK 5 World Issues

Agentive Principle: Teach One Another

Objective

Students will learn how to narrate and talk about world issues.

Preparation

Review the gathering lesson.

Review and practice the vocabulary.

- Look up any vocabulary in the lesson that you don't know.
- Choose 10 words to study from this month's vocabulary list.
- Use a dictionary to learn the meaning of new words.
- Practice saying new words using [Google Translate](#). Type in the word and click on the microphone icon to hear the word.

Review and practice the sentence patterns for the lesson.

Think about the topic and agentive principle.

- Think about a natural or man-made disaster that you remember from experience or watching on TV. Think about telling someone about this event. What happened first? What happened next? How did it end? Use the past tense. Make sure you know how to tell this story.
- Think about world issues such as natural disasters, global warming, deforestation, immigration, child labor, hunger, war, and health care. Think about the causes and effects of these issues. What are some solutions to these problems?
- 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.

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 |
|--|---|
| <p>Welcome 5 minutes</p> | <ul style="list-style-type: none"> Welcome Announcements Introductions Opening Hymn: We'll Bring the World His Truth, Children's Songbook, #172 Opening Prayer: Student |
| ACTION PARTNERS | Lead Student |
|  <p>Review Goals 5 minutes</p> | <ul style="list-style-type: none"> Report on your week with your Action Partner. How did you prepare for the gathering? Share your daily learning activities from the My Tracking Tool in the Learner Manual. <ul style="list-style-type: none"> How are you doing with your goals? Did you practice English for 10 hours this week? How can you help your partner with his or her goals? Think about new learning goals during the lesson. Write down ways you can practice the skills you learn tonight. |
| 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 world issues, and the function is to narrate. As you do the activities, practice using the sentence patterns and new vocabulary. Introduce the sentence patterns. <p>Past tenses: <u>Subject + Verb-ed</u> OR <u>Subject + WAS/WERE + Verb-ing</u> <i>I walked.</i> <i>I was walking.</i></p> <p>Showing Sequence (the order of events): <u>Time Phrase, + Subject + Verb + Object</u> <i>First, I ate the pizza.</i> <i>Later, I brushed my teeth</i></p> |
|  <p>Work in Pairs 15 minutes</p> | <p>Activity 1</p> <ul style="list-style-type: none"> Think of a natural or man-made disaster. It can be one you watched on TV or one you were in. Make sure it is something you feel comfortable sharing. Work with a partner. Share a short story of what you remember. Give the order of events - what happened first, second, third, and how it ended. If there is time, find a new partner and repeat the activity. |

| | |
|---|---|
|  <p>Work in Pairs 15 minutes</p> | <p>Activity 2</p> <ul style="list-style-type: none"> Think about world issues. Choose one from the list. You can also think about an idea that is not on the list. <ul style="list-style-type: none"> Natural disasters Global warming Deforestation Immigration Child labor Hunger Health care Think of the problems caused by this world issue. What are the effects? Are there any solutions? Share with your partner. <ul style="list-style-type: none"> Example: Because farmers needed more land, they cut down many trees in the forest. After 5 minutes, switch and repeat. If there is time, find a new partner and repeat the activity. |
| <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. Agentive learners act. Agentive learners don't wait to be acted upon. (2 Nephi 2:14-16) Today, we will focus on one principle of becoming an agentive learner. The principle is to <i>teach one another</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"> Alma the Younger (Alma 36:11-24) |
|  <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"> How did you prepare for the gathering? What is one new thing you learned tonight? What can you do to be an agentive learner? How can you <i>teach one another</i> to learn English and to learn in your personal life? Write new goals for next week in the My Tracking Tool in the Learner Manual. <ul style="list-style-type: none"> Write down the time you will spend learning each day. Write down English learning goals for each day. Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Pray for each other. Talk about what you learned. |
| <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: I'll Walk With You, Children's Songbook, #140 • Closing Prayer: Student |
|-----------|--|

Vocabulary World Issues

| Intermediate | Advanced |
|---|--|
| cause customer effect happiness hunger impulse language music needs solution wants weather | acid rain addiction advertisements air pollution billboard child labor climate change compulsive shopping consumer/consumerism debt deforestation dissatisfied environmental established glamorous global warming health care human-caused disaster imaginary indulge irrigation lifestyle location mining natural disaster obsessive ocean trash overpopulation population product promote resource depletion soil contamination traditions waste well-being |

Sentence Patterns Narrate

Simple past tense – complete actions in the past.

Regular verbs:

| Subject | Verb -ed | (Object). |
|---------|----------|---------------|
| I | danced | Salsa. |
| He | walked | to the store. |
| You | liked | the candy. |
| We | played | soccer. |
| They | talked | with Mom. |

Irregular: *be*

| Subject | Be | Object. |
|-----------|------|---------|
| I | was | happy. |
| You | were | happy. |
| He/She/It | was | happy |
| We | were | happy. |
| They | were | happy. |

Past progressive tense – actions continuing over time in the past and background information.

| Subject | Was/Were | Verb -ing | (Object). |
|---------|----------|-----------|------------|
| The boy | was | eating | pizza. |
| You | were | painting | a picture. |
| We | were | dancing. | |
| I | was | singing. | |

Showing sequence – talking about the order of events.

| Time Phrase, | Subject | Verb | (Object). |
|--------------|---------|----------|---------------|
| First, | I | ate | cookies. |
| Second, | I | brushed | my teeth. |
| Afterward, | you | called. | |
| Later, | we | went | to the store. |
| Finally, | we | studied. | |

Simultaneous events – two things happening at the same time in the past.

| When/While | Past Continuous Clause/Simple Past Clause | Past Continuous Clause/Simple Past Clause. |
|------------|---|--|
| When/While | I was eating/I ate, | you were cleaning/you cleaned. |
| When/While | we were playing/we played, | mom was working/mom worked. |

Interrupted events – one action interrupted (stopped) another action.

| When/While | Past Continuous Clause, | Simple Past Clause. |
|------------|-------------------------|---------------------|
| When/While | you were sleeping, | she arrived. |
| When/While | he was thinking, | you called him. |

NEGOTIATE - WEEK 6 World Issues

Agentive Principle: Press Forward

Objective

Students will learn how to negotiate and talk about world issues.

Preparation

Review the gathering lesson.

Review and practice the vocabulary.

- Look up any vocabulary in the lesson that you don't know.
- Choose 10 words to study from this month's vocabulary list.
- Use a dictionary to learn the meaning of new words.
- Practice saying new words using [Google Translate](#). Type in the word and click on the microphone icon to hear the word.

Review and practice the sentence patterns for the lesson. Think about the topic and the agentive principle.

- Think about your home country. Can you tell someone about your home country? Can you ask about a classmate's home country? Think about the characteristics of your country. What language do your people speak? Where is your country located? What makes your country special?
- 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.

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 |
|--|--|
| <p>Welcome 5 minutes</p> | <ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: High on the Mountain Top, #5 • Opening Prayer: Student |
| ACTION PARTNERS | Lead Student |
|  <p>Review Goals 5 minutes</p> | <ul style="list-style-type: none"> • Report on your week with your Action Partner. • How did you prepare for the gathering? • Share your daily learning activities from the My Tracking Tool in the Learner Manual. <ul style="list-style-type: none"> ◦ How are you doing with your goals? ◦ Did you practice English for 10 hours this week? ◦ How can you help your partner with his or her goals? • Think about new learning goals during the lesson. • Write down ways you can practice the skills you learn tonight. |
| 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 world issues, and the function is to negotiate. ◦ As you do the activities, practice using the sentence patterns and new vocabulary. • Introduce the sentence patterns. <p>Opinions: <u>Opinion Phrase + Sentence</u> <i>In my opinion, that is a good idea.</i> <i>I agree with your idea.</i></p> <p>Commands: <u>Verb Base + Object</u> <i>Go home!</i> <i>Don't eat that food!</i></p> <p>Comparisons: <u>Adjective-er + Than</u> <i>He is taller than you.</i></p> <p><u>More + Adjective + Than</u> <i>I am more active than you.</i></p> |

| | |
|--|--|
|  <p>Work in Pairs 15 minutes</p> | <p>Activity 1</p> <ul style="list-style-type: none"> • Work with a partner. Think about your home country. Ask your partner yes/no questions about his or her home country. Use the examples to help you make questions. <ul style="list-style-type: none"> ◦ Language (Do you speak English in your country?) ◦ Population (Are there many people in your country?) ◦ Location (Is your country in America?) ◦ Traditions (Do you celebrate Christmas?) ◦ Music (Is music popular?) ◦ Weather (Is it hot or cold there?) • After 5 minutes, switch and repeat. • Find a new partner. After 5 minutes, switch and repeat. |
|  <p>Work in Pairs 15 minutes</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner to create a new, imaginary country. <ul style="list-style-type: none"> ◦ What is the name of your country? ◦ What language do the people speak? ◦ Where is your country located? ◦ When was your country created? ◦ How many people live in your country? ◦ Who leads your country? ◦ Why do people love your country? ◦ What do the people do for fun? ◦ What is the most popular food to eat? • Work with the group next to you. • Share the information about your country with the other group. • Compare your countries. How are they the same? How are they different? • Share your country with a new group and repeat. |
| <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. • Agentive learners act. Agentive learners don't wait to be acted upon. (2 Nephi 2:14-16) • 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) |



Apply and Set Goals
5 minutes

- Discuss with your Action Partner.
 - What is one new thing you learned tonight?
 - What can you do to be an agentive learner?
 - How can you *press forward* to learn English and to learn in your personal life?
- Write new goals for next week in the My Tracking Tool in the Learner Manual.
 - Write down the time you will spend learning each day.
 - Write down English learning goals for each day.
 - Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Pray for each other. Talk about what you learned.

CLOSING

Missionary Couple

5 minutes

- 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: How Great the Wisdom and the Love, #195
- Closing Prayer: Student

Vocabulary World Issues

| Intermediate | Advanced |
|---|--|
| cause customer effect happiness hunger impulse language music needs solution wants weather | acid rain addiction advertisements air pollution billboard child labor climate change compulsive shopping consumer/consumerism debt deforestation dissatisfied environmental established glamorous global warming health care human-caused disaster imaginary indulge irrigation lifestyle location mining natural disaster obsessive ocean trash overpopulation population product promote resource depletion soil contamination traditions waste well-being |

Sentence Patterns Negotiate

Expressing an opinion – saying 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. |

Commands – giving orders, warnings, advice, and requests (with *please*).

Positive:

| (Let's) | Verb | Sentence |
|---------|------|------------------|
| | Eat | slowly! |
| | Walk | with me, please. |
| Let's | go | home now. |

Negative:

| Don't/Let's not | Verb | Sentence |
|-----------------|------|------------------|
| Don't | eat | slowly. |
| Don't | walk | with me, please. |
| Let's not | go | home now. |

Compare and Contrast – talk about things that are similar and different.

Similarities:

| Like | Noun, | Sentence |
|------|---------|--------------------|
| Like | babies, | puppies are cute. |
| Like | candy, | cookies are sweet. |

Differences:

| Unlike | Noun, | Sentence |
|--------|--------|-----------------|
| Unlike | pizza, | candy is sweet. |
| Unlike | him, | I am happy. |

| Sentence. | Similarity phrase, | Sentence |
|------------------|--------------------|-------------------|
| Babies are cute. | Similarly, | puppies are cute. |
| John is tall. | Also, | Tom is tall. |

| Sentence. | Differences phrase, | Sentence. |
|-----------------|---------------------|-----------------|
| Pizza is salty. | In contrast, | candy is sweet. |
| John is tall. | On the other hand, | Mary is short. |

Comparative adjectives

| One syllable: adjective -er + than | More than one syllable: more + adjective + than |
|---|--|
| John is taller than Mary. | Mary is more beautiful than John. |
| Candy is sweeter than pizza. | Candy is more delicious than vegetables. |

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 |
|--|--|
| <p>Welcome 5 minutes</p> | <ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: The Spirit of God, #2 • Opening Prayer: Student |
| ACTION PARTNERS | Lead Student |
|  <p>Review Goals 5 minutes</p> | <ul style="list-style-type: none"> • Report on your week with your Action Partner. • How did you prepare for the gathering? • Share your daily learning activities from the My Tracking Tool in the Learner Manual. <ul style="list-style-type: none"> ◦ How are you doing with your goals? ◦ Did you practice English for 10 hours this week? ◦ How can you help your partner with his or her goals? • Think about new learning goals during the lesson. • Write down ways you can practice the skills you learn tonight. |
| 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"> ◦ where you live ◦ what you like to do in your free time ◦ your job ◦ where you like to shop • Topic Set 2. Talk about ... <ul style="list-style-type: none"> ◦ two cities or places you know well ◦ the advantages and disadvantages of recycling ◦ what would happen if you won \$1 million <p>something that happened to your family that you will never forget.</p> |

| | |
|--|---|
|  <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>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. Agentive learners act. Agentive learners don't wait to be acted upon. (2 Nephi 2:14-16) 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"> Enos Enos 1:1-6 |
|  <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? What can you do to be an agentive learner? How can you <i>self-evaluate</i> to learn English and to learn in your personal life? Write new goals for next week in the My Tracking Tool in the Learner Manual. <ul style="list-style-type: none"> Write down the time you will spend learning each day. Write down English learning goals for each day. Decide how and when you will make contact with your Action Partner during the week. Encourage each other to complete goals. Pray for each other. Talk about what you learned. |
| <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: We Thank Thee, O God, For a Prophet, #19 Closing Prayer: Student |

Role-Play Cards

| | |
|---|--|
| <p>Intermediate Scenario 1: Fitness Center Person A</p> <p>Person A: You want to buy a pass to a local fitness center. Call the office and ask questions about the facilities and options for passes. Your partner is the fitness center clerk.</p> | <p>Intermediate Scenario 1: Fitness Center Person B</p> <p>Person B: You work at a local fitness center. Someone (your partner) calls and asks questions about the facilities and the options for passes to use the equipment. Explain what is available, the hours, the advantages of the center, and the options for purchasing passes.</p> |
| <p>Intermediate Scenario 2: Yard Work Person A</p> <p>Person A: You moved to a new city. You need help pulling weeds in the yard and moving the lawn. Go to your neighbor's house and ask if she knows anyone you can hire to help with this work. Your partner will play the part of the neighbor.</p> | <p>Intermediate Scenario 2: Yard Work Person B</p> <p>Person B: A new neighbor (your partner) has just moved next door. She comes to your house and asks if you know anyone who can help her pull weeds and mow the lawn. Give her some recommendations and see if you can help.</p> |
| <p>Intermediate Scenario 3: The Subway Person A</p> <p>Person A: You are on the subway. You aren't sure which stop you need to get off at. Ask someone near you for help. Tell her where you want to go and ask which stop you need. Also ask how to get to the place you want to go after you get off the subway. Your partner will play the part of the person on the subway</p> | <p>Intermediate Scenario 3: The Subway Person B</p> <p>Person B: You are on a subway. Someone (your partner) asks for help. She wants to know which stop she needs to get to a certain place. Help her find the right stop and also how to get to her destination when she leaves the subway.</p> |

| | |
|--|--|
| <p style="text-align: center;">Advanced Scenario 1: Missing a Test Person A</p> <p>Person A: Your car wouldn't start this morning and you had to take the bus. You missed an important test in your class. You arrive in class just as the test is ending. Explain to your professor, in detail, why you were late, and ask if you can take the test late. Give reasons for your request. Your partner will play the part of the professor.</p> | <p style="text-align: center;">Advanced Scenario 1: Missing a Meeting Person B</p> <p>Person B: You are a professor at a university. You gave an important test today. A student (your partner) came to class just as the test was ending. You don't allow any late work in your class. The student explains why she was late and asks if she can take the test. Discuss the situation and decide what to do.</p> |
| <p style="text-align: center;">Advanced Scenario 2: Returns Person A</p> <p>Person A: You bought a new piece of clothing. When you got home you decided you didn't like it and it didn't look good. Go to the store and ask to return it. Your partner will play the part of the store clerk.</p> | <p style="text-align: center;">Advanced Scenario 2: Returns Person B</p> <p>Person B: You work in a department store. A person (your partner) wants to return a piece of clothing. Explain the store's return policy and decide if he can return the item.</p> |
| <p style="text-align: center;">Advanced Scenario 3: Book Damage Person A</p> <p>Person A: You borrowed a book from a friend (your partner), and finished reading it yesterday. Unfortunately, last night, the ceiling in your apartment had water leaking in from the rainstorm outside, soaking the cover of the book and the first 20 pages. Bring the book to your friend, explain what happened, and offer a solution.</p> | <p style="text-align: center;">Advanced Scenario 3: Book Damage Person B</p> <p>Person B: Your friend (your partner) borrowed a book from you. During the night, the ceiling in his apartment leaked and water dripped on the book. It soaked the cover of the book and the first 20 pages. Your friend is bringing the book back to you and explaining what happened. Decide if you will accept the solution your friend offers.</p> |