

Gathering Lesson

Block 1 Week 2

Focus: Agentive Principles Overview

Preparation for All Students

Think about agentive learning and the agentive principles.

- Agentive learners act. Agentive learners don't wait to be acted upon.
 - Read the scriptures in English.
 - Prepare to talk about what you learned from the scriptures from this lesson.
 - Prepare to explain how the 5 principles of agentive learning have helped you become a better learner.
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Lesson Plan for Lead Student


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.
- ☐ Leave time for the Actions Partners part of the lesson.

OPENING	Missionary Couple
Welcome 5 minutes	<ul style="list-style-type: none">• Announcements• Introduce and welcome new or visiting people.• 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. • 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"> ◦ “This course can help us improve our English. It can also help us learn how to become agentive learners.” ◦ “Today, we will learn more about how to be an agentive learner.” • What is an agentive learner? Agentive learners <ul style="list-style-type: none"> ◦ Choose to act in faith. ◦ Have a vision for who they will become. ◦ Consistently work to achieve their goals. • You can be an agentive learner. You are a child of God. You have divine nature and potential. As a child of God, you are endowed with power to act, and not be acted upon. <ul style="list-style-type: none"> ◦ Read aloud 2 Nephi 2:14-16. ◦ Discuss: <ul style="list-style-type: none"> ▪ What does it mean to “act and not be acted upon”? ▪ How can we “act and not be acted upon” as we work to learn English? • You can decide who you will become and what you will achieve. • Learning English isn’t easy, but when you choose to act in faith, you can accomplish your goals!
	<p>Activity 1</p> <ul style="list-style-type: none"> • Work with a partner. • Review the scriptures about the five principles of agentive learning.

 <p>Teach One Another 10 minutes</p>	<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) <ul style="list-style-type: none"> • Think about each principle. Discuss one way you can use each principle to be a better learner.
 <p>Small Groups 10 minutes</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • Join your partnership with one other partnership. • Discuss: <ul style="list-style-type: none"> ○ Why does Heavenly Father want us to become agents of our own learning? ○ How are the principles of being an agentive learner related to seeking the gift of tongues?
 <p>Conversation (10 minutes)</p>	<p>Activity 3</p> <ul style="list-style-type: none"> • Review Agentive Learning: <ul style="list-style-type: none"> ○ “Agentive learners act. Agentive learners don't wait to be acted upon.” ○ “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.” • Discuss goal setting: <ul style="list-style-type: none"> ○ “Agentive learners set and achieve effective goals.” ○ “Effective goals are clear, simple and measurable.” • Discuss with a partner: <ul style="list-style-type: none"> ○ How can you measure your goals? ○ What are some examples of good, measurable goals? ○ What are some examples of goals that are not measurable? <p>Share your examples with another partnership.</p>

 <p>Apply and Set Goals 5 minutes</p>	<ul style="list-style-type: none"> • Discuss with your Action Partner. <ul style="list-style-type: none"> ◦ What is one new thing you learned tonight? ◦ 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. • Closing Hymn: Have I Done Any Good, #223 • Closing Prayer: Student

Gathering Lesson

Block 1 Weeks 3-6

Vocabulary

Topic: Friends

Intermediate	Advanced
activities beard bowl bread color confident cooking dessert dish drinks embarrassing fruit fun funny height ingredients length loving makeup measuring cup movie mustache napkins oven pan plates pot potato chips proud salad scary silverware spiritual spoon style thickness	anecdote characteristic dependable empathetic gives good advice good listener loyal main dish menu potluck side dish supportive theater/theatre trustworthy

Gathering Lesson

Block 1 Week 3

Topic: Friends

Function: Ask & Answer Questions

Agentive Principle: Exercise Faith

Preparation for All Students

Review and practice the vocabulary for the month.

- 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.

- How do you make friends?
 - What are some questions you can ask when getting to know people?
 - What are your favorite scriptures or scripture stories about exercising faith?
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Lesson Plan for Lead Student



Before the Lesson




- ☐ Read the lesson plan.
- ☐ Practice what you will say.
- ☐ Prepare a scripture story about the agentive principle.

During the Lesson

- ☐ Encourage students to do 90% of the talking.
- ☐ Encourage students to use the sentence patterns and vocabulary.
- ☐ Find ways to share your testimony.
- ☐ Leave time for agentive learning.

OPENING	Missionary Couple
Welcome 5 minutes	<ul style="list-style-type: none">• Welcome• Announcements• Opening Hymn: Each Life That Touches Ours for Good, #293• 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. • 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 friends, and the function is to ask and answer questions. ◦ As you do the activities, practice using the sentence patterns and new vocabulary. <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 Pairs 15 minutes</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • Write three questions you would ask someone you are meeting for the first time. • Work with a partner. • Ask and answer each other's questions. • Switch partners. Repeat.
	<p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • Think of a true story about yourself. • Possible topics:

 <p>Work in Pairs 15 minutes</p>	<ul style="list-style-type: none"> ○ Something scary. ○ An accident. ○ A spiritual experience. ○ An embarrassing moment. ○ Your proudest moment. ○ An answer to prayer. ○ An answer to prayer. • Start telling the story. Stop half way through. • Your partner will ask questions to learn the rest of the story. • Change roles and repeat.
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. • Closing Hymn: Let Us Oft Speak Kind Words, #232 • Closing Prayer: Student

Week 3 Sentence Patterns

Function: Ask & Answer Questions

Yes/No Questions

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

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

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

Question Word Questions

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

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

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

Gathering Lesson

Block 1 Week 4

Topic: Friends

Function: Describe

Agentive Principle: Take Responsibility

Preparation for All Students

Review and practice the vocabulary for the month.

- 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 best friend.
 - What does he/she look like?
 - Can you describe his/her personality?
 - What makes your friend special to you?
 - How has this friend helped you?
 - What is the most important quality for a friend to have? Why?

Examples:

 - Trustworthy
 - Loyal
 - Good listener
 - Gives good advice
 - Dependable
 - Loving
 - Empathetic
 - Supportive
 - Confident
 - Fun
 - Funny
 - What are your favorite scriptures or scripture stories about taking responsibility?
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Lesson Plan for Lead Student



Before the Lesson



- ☐ Read the lesson plan.
- ☐ Practice what you will say.
- ☐ Prepare a scripture story about the agentive principle.

During the Lesson

- ☐ Encourage students to do 90% of the talking.
- ☐ Encourage students to use the sentence patterns and vocabulary.
- ☐ Find ways to share your testimony.
- ☐ Leave time for agentive learning.

OPENING	Missionary Couple
Welcome 5 minutes	<ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: Where Love Is, Children's Songbook #138 • Opening Prayer: Student
ACTION PARTNERS	Lead Student
 Review Goals 5 minutes	<ul style="list-style-type: none"> • Report on your week with your Action Partner. • 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
Introduction 5 minutes	<ul style="list-style-type: none"> • Introduce the function and topic. <ul style="list-style-type: none"> ○ Today our topic is friends, and the function is to describe. ○ As you do the activities, practice using the sentence patterns and new vocabulary. <p style="text-align: center;"> Adjectives (describe people and things): <u>Adjective + Noun</u> OR <u>Noun + BE + Adjective</u> <i>Tall</i> <i>man</i> <i>Man</i> <i>is</i> <i>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> On the table</p>
 <p>Work in Pairs 15 minutes</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • Work with a partner. • Take turns describing and drawing pictures of your classmates. One person describes a classmate without saying his/her name. Your partner draws the person who is described. • Describe as many details as you can. <ul style="list-style-type: none"> ○ Hair: color, long/short, style ○ Eyes: shape, color, makeup ○ Eyebrows: shape, color, thickness ○ Nose: size, shape ○ Cheeks: shape, color ○ Mouth: smile/no smile, lips, shape, size, makeup ○ Chin: shape, size ○ Face hair: beard, moustache, no hair ○ Ears: shape, size, color ○ Body: clothes, tall/short • Your partner should try to guess which classmate you were describing. • Switch and repeat. • Give your drawings to the people you drew.
 <p>Work in Pairs 15 minutes</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • Find a new partner. • Work with him/her to describe good friends. • Which characteristic is most important in a friend? <ul style="list-style-type: none"> ○ Trustworthy ○ Loyal ○ Good listener ○ Gives good advice ○ Dependable ○ Loving ○ Empathetic ○ Supportive ○ Confident ○ Fun ○ Funny

	<ul style="list-style-type: none"> • Tell your partner which characteristic is the most important and why. • Tell a story about a friend with this characteristic who helped you. Talk about the details. <ul style="list-style-type: none"> ○ What did you need help with? ○ What did your friend do? ○ Why was the characteristic important? ○ How did you feel when your friend helped you?
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>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)
 <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>take responsibility</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. • Closing Hymn: I'll Walk With You, Children's Songbook, #140 • Closing Prayer: Student

Week 4 Sentence Patterns

Function: 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.

Gathering Lesson

Block 1 Week 5

Topic: Friends

Function: Narrate

Agentive Principle: Teach One Another

Preparation for All Students

Review and practice the vocabulary for the month.

- 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.

- Bring pictures of yourself and your friends to the Gathering. Think about what you were doing in the pictures. You can use pictures on your phone or printed pictures.
- Think about your favorite food to make for a party. What do you need to make the food? Think about the steps you will take to make the food.
- What are your favorite scriptures or scripture stories about teaching one another?


Lesson Plan for Lead Student




Before the Lesson


- ☐ Read the lesson plan.
- ☐ Practice what you will say.
- ☐ Prepare a scripture story about the agentive principle.

During the Lesson

- ☐ Encourage students to do 90% of the talking.
- ☐ Encourage students to use the sentence patterns and vocabulary.
- ☐ Find ways to share your testimony.
- ☐ Leave time for agentive learning.

OPENING	Missionary Couple
<p>Welcome 5 minutes</p>	<ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: Let Us Oft Speak Kind Words, #232 • 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. • 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 friends, and the function is to narrate. ◦ As you do the activities, practice using the sentence patterns and new vocabulary. <p>Past tenses: <u>Subject + Verb-ed</u> OR <u>Subject + WAS/WERE + Verb-ing</u> <i>I walked. 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>Activity 1</p> <ul style="list-style-type: none"> • Share pictures of an event you attended with friends or family. Use pictures on your phone or bring pictures to class. • Work with a partner. Share one picture. Talk about

 <p>Work in Pairs 15 minutes</p>	<ul style="list-style-type: none"> ○ Who is in the picture. ○ What happened before, during, and after the picture was taken. • After 5 minutes, switch and repeat. • Find a new partner. After 5 minutes, switch and repeat. You can choose to share the same picture or a new picture.
 <p>Work in Pairs 15 minutes</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. Imagine you are inviting friends over for a big party. You need to make your favorite food. Tell your partner how to make this food. • Tell your partner the <ul style="list-style-type: none"> ○ Ingredients ○ Cooking utensils you need ○ Steps to make this food (first, second, third, and finally). • After 5 minutes, switch and repeat. Find a new partner. After 5 minutes, switch 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 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"> ○ 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.
CLOSING	Missionary Couple
5 minutes	<ul style="list-style-type: none"> • Announce the lesson for next week. • Closing Hymn: I'll Walk With You, Children's Songbook, #140 • Closing Prayer: Student

Week 5 Sentence Patterns

Function: 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.

Gathering Lesson

Block 1 Week 6

Topic: Friends

Function: Negotiate

Agentive Principle: Press Forward

Preparation for All Students

Review and practice the vocabulary for the month.

- 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 eating dinner with your friends. When everyone brings food to share, it is called a potluck dinner. Think about foods you would bring to a potluck dinner.
 - What movies do you like to see? Do you like to go with friends?
 - What are your favorite scriptures or scripture stories about pressing forward?
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Lesson Plan for Lead Student



Before the Lesson

- ☐ Read the lesson plan.
- ☐ Practice what you will say.
- ☐ Prepare a scripture story about the agentive principle.



During the Lesson

- ☐ Encourage students to do 90% of the talking.
- ☐ Encourage students to use the sentence patterns and vocabulary.
- ☐ Find ways to share your testimony.
- ☐ Leave time for agentive learning.

OPENING	Missionary Couple
Welcome	<ul style="list-style-type: none">• Welcome• Announcements

5 minutes	<ul style="list-style-type: none"> Opening Hymn: Let Us Oft Speak Kind Words, #232 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. 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 friends, and the function is to negotiate. As you do the activities, practice using the sentence patterns and new vocabulary. <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>Role-Play</p>	<p>Activity 1</p> <ul style="list-style-type: none"> Work with a partner. Plan a dinner. Everyone will bring something to eat. Talk about <ul style="list-style-type: none"> When to have the dinner Where to have the dinner

<p>15 minutes</p>	<ul style="list-style-type: none"> ○ Menu choices - what and why ○ Activities – games, water fight, dance, etc. ○ Music - what kind and why ○ Assignments — main dishes, side dishes, bread, chips, paper plates, drinks, silverware, dessert, napkins, fruit, salad, etc. • Invite another partnership to your dinner. Tell them the details. Make them want to come. Tell them why it will be fun. • If you have time, invite other partnerships to your dinner.
<div data-bbox="233 722 493 982" data-label="Image"> </div> <p>Work in Pairs 15 minutes</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • Find a new partner. • Call your partner on the phone. Invite him/her to go to a movie with you. Plan the details. <ul style="list-style-type: none"> ○ What movie do you want to see? Talk about your favorite types of movies. Why do you like them? Ask your partner what movies he/she likes and why. ○ Talk about movies you could see. Talk about movies in theaters now. Find a movie you both want to see. ○ Talk about your schedules and the times that the movie is playing. Find a time that works for both of you. ○ What theatres are near you? Which is the best one for you? ○ Will you meet at the theatre? How will you get there – driving, bus, walking, bicycle? Will you go together? If you go together, where will you meet before going to the theatre? Will one of you pick the other person up? ○ How you will pay for the movie? Will you pay together? Do you have any coupons for movie tickets? ○ Do you like to eat food during a movie? What do you like to eat? Why? Do you like to share your food?

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>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)
 <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>press forward</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. • Closing Hymn: Let Us Oft Speak Kind Words, #232 • Closing Prayer: Student

Week 6 Sentence Patterns

Function: Negotiate

Expressing an opinion – saying what you think.

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

Gathering Lesson

Block 1 Week 7

Function: Review All Functions

Agentive Principle: Self-Evaluate

Preparation for All Students

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


Lesson Plan for Lead Student



Before the Lesson



- ☐ Read the lesson plan.
- ☐ Practice what you will say.
- ☐ Prepare a scripture story about the agentive principle.

During the Lesson

- ☐ Encourage students to do 90% of the talking.
- ☐ Encourage students to use the sentence patterns and vocabulary.
- ☐ Find ways to share your testimony.
- ☐ Leave time for agentive learning.

OPENING	Missionary Couple
Welcome 5 minutes	<ul style="list-style-type: none"> • Welcome • Introductions • Announcements • Opening Hymn: How Firm a Foundation, #85 • Opening Prayer: Student
ACTION PARTNERS	Lead Student
 Review Goals 5 minutes	<ul style="list-style-type: none"> • Report on your week with your Action Partner. • 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.

	<ul style="list-style-type: none"> • Write down ways you can practice the skills you learn tonight.
LEARNING ACTIVITIES	Lead Student
Introduction 5 minutes	<ul style="list-style-type: none"> • Introduce the function and topic. <ul style="list-style-type: none"> ◦ Today we will practice all the functions. ◦ As you do the activities, practice using the sentence patterns and new vocabulary.
 Work in Pairs 15 minutes	<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"> ◦ what you like to read ◦ places you like to go ◦ school ◦ daily routine ◦ family • Topic Set 2. Talk about ... <ul style="list-style-type: none"> ◦ someone who inspires you ◦ a possession that you value ◦ what happens when you miss school or work your life 5 years from now
 Work in Pairs 15 minutes	<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.

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>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"> ◦ Alma the Younger Alma 36:11-19
 <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.
CLOSING	Missionary Couple
5 minutes	<ul style="list-style-type: none"> • Announce the lesson for next week. • Closing Hymn: I Need Thee Every Hour, #98 • Closing Prayer: Student

Source: https://web.stanford.edu/dept/lc/cgi-bin/wiki/roleplays/index.php/Complicated_Situations

ROLE-PLAY CARDS

<p style="text-align: center;">Intermediate Scenario 1: Service Project Person A</p> <p>Person A: You are at a weekend service project at a local park. You are helping pick up garbage in the park. You have collected several bags of garbage. Ask the organizer what to do next. Ask for directions. Your partner is the organizer.</p>	<p style="text-align: center;">Intermediate Scenario 1: Service Project Person B</p> <p>Person B: You are the organizer of a weekend service project at a local park. You are directing workers who are picking up garbage in the park. A worker (your partner) will ask you what to do with the garbage bags. Answer his/her questions. Tell him/her to take the garbage bags to the dumpster. The dumpster is in the parking lot on the North side of the park. Give the worker directions to the dumpster.</p>
<p style="text-align: center;">Intermediate Scenario 2: Shopping Person A</p> <p>Person A: You are shopping at a store for a wedding present. You have a price limit. Ask the clerk for recommendations in your price range. Tell the clerk a little bit about the couple getting married. Ask questions about what she recommends. Ask about gift wrapping and delivery. Your partner is the clerk.</p>	<p style="text-align: center;">Intermediate Scenario 2: Shopping Person B</p> <p>Person B: You are the clerk at a store. A customer (your partner) will ask you for help to choose a wedding gift. She will also ask about getting gift wrapped and delivered. Ask him/her questions to learn more about the couple getting married and what they like and need.</p>
<p style="text-align: center;">Intermediate Scenario 3: Missed Meeting Person A</p> <p>Person A: You missed an important meeting at work. Talk to a colleague and find out what was discussed. See if he has notes from the meeting that you can borrow. Find out if there were any assignments</p>	<p style="text-align: center;">Intermediate Scenario 3: Missed Meeting Person B</p> <p>Person B: Your colleague at work (your partner) missed an important meeting. He will ask you questions about the meeting. Answer his questions and tell him what she needs to know and what</p>

from the meeting that you need to do and when the next meeting is. Your partner is the work colleague.	assignments were given in the meeting.
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<p>Advanced Scenario 1: Last Day of Class Person A</p> <p>Person A: You are a student. You have been taking an evening class for the last 9 weeks for credit. Next week is the last week of class. Next week, all students must give an in-class presentation, but you will be out of town for three days for your sister's wedding. Talk to your instructor - explain your situation and try to arrange another way to complete the in-class presentation assignment. Your partner will play the part of the instructor.</p>	<p>Advanced Scenario 1: Last Day of Class Person A</p> <p>Person B: You are the instructor of an evening class. Next week is the last week of class. All students have been assigned to give an in-class presentation next week. Your policy is that students must give an in-class presentation to get credit for the class. A student (your partner) will ask you for permission to miss class and do the assignment a different way. Discuss the situation with the student and try to find a solution.</p>
<p>Advanced Scenario 2: Lost Cell Phone Person A</p> <p>Person A: You just got home from the grocery store, but realized that you don't have your cell phone. Call the grocery store and ask for the manager. Tell him what happened. Describe your cell phone. Ask him to help you find it. Your partner will play the part of the grocery store manager.</p>	<p>Advanced Scenario 2: Lost Cell Phone Person A</p> <p>Person B: You are a grocery store manager. A person (your partner) lost his cell phone and asks for help finding it. Ask questions to learn more. Ask him to tell the sequence of events. Help find a solution.</p>
<p>Advanced Scenario 3: Doctor's Appointment Person A</p>	<p>Advanced Scenario 3: Doctor's Appointment Person B</p>

Person A: You were hiking this morning, and you tripped on a branch and injured your foot. You made it back home, but now, at 8:00pm, you are unable to walk. Call the doctor's office, tell the sequence of events and describe your current condition. Try to schedule an appointment to see a doctor. Your partner will play the part of the receptionist at the doctor's office.

Person B: You are a receptionist at a doctor's office. It is 8:00pm. There are no appointments available for 2 more days. A patient (your partner) will call you to schedule an appointment. Ask questions to learn more. Ask the person to tell the sequence of events. Ask the person to describe their condition. Try to help them find a solution.