

EnglishConnect 3 Lead Student Training

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

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

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

Before the gathering--Prepare:

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

At the gathering--Facilitate:

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

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

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

After the gathering--Reflect

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

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

Lead Student Observation & Feedback Sheet

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

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

Topic: Home

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

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

Lesson Outline

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

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| <p>Conversation (15 minutes)</p> | <ul style="list-style-type: none"> • <i>Do you know any families with only a mother or a father?</i> • <i>Do you know any couples without children?</i> <p>"What" Questions</p> <ul style="list-style-type: none"> • <i>What challenges do families face today?</i> • <i>What can we do to improve family relationships?</i> • <i>What scripture or teaching from a prophet might help us strengthen our families?</i> • <i>What do you want to improve in your family?</i> <p>"Who" Questions</p> <ul style="list-style-type: none"> • <i>Who can help us overcome family challenges?</i> <p>"How" Questions</p> <ul style="list-style-type: none"> • <i>How are families different?</i> • <i>How does life change for couples when their children are grown-up?</i> • <i>How can you strengthen your family?</i> <ul style="list-style-type: none"> • Discuss. What did you learn about family challenges? |
|  <p>Small Groups (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Work in groups of three or four. • Choose one of the topics below. (Don't share anything you aren't comfortable sharing with others). Think about what you will do and how you will do it. • Practice using new sentence patterns and vocabulary. <ol style="list-style-type: none"> 1. What do you want to change in your family? Some examples include the following: <ol style="list-style-type: none"> a. Something about yourself. b. A relationship with a family member. c. More time for scripture study or Family Home Evening. d. Less time with technology (video games, television, social media, and mobile devices). e. More meaningful time with family members. f. Regular family councils. g. Growing a garden. 2. How will you prepare for the future? Some examples include the following: <ol style="list-style-type: none"> a. You may not be married or you may not have children. What will you do now to prepare for a big change in your life? b. Your children may live away from home. What do you |

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| | <p>need to do to prepare for the coming years?</p> <ul style="list-style-type: none"> c. Do you need to save money for something important? How will you do that? d. Do you need to look for new employment? What will you do? e. Do you want to receive more education? What will you do? <ul style="list-style-type: none"> • Share your plan or goal with your group. Ask questions to learn more about your classmates' plans. • Write down your plan. Ponder on and pray about it this week. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Describe/Home</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: For the closing song, play the Love at Home video or sing the hymn together. • Closing Prayer: Student |

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

Topic: Home

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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

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| Conversation (15 minutes) | <ul style="list-style-type: none"> ○ Do you live in a house, or an apartment? ○ Where is it located? ○ What is nearby? ○ How big is it? ○ What is it made of? ○ What does it look like? ○ What do you like or dislike about your home or apartment? Why? ○ How do you feel when you are there? <ul style="list-style-type: none"> ● Ask your partner about anything you didn't understand or to get more information. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> ● Work with a partner. ● Practice using new sentence patterns and vocabulary. ● Draw a simple picture of your house or your favorite building. Do not show your picture to your partner. ● Partner 1: Describe your picture to your partner. ● Partner 2: Listen to your partner's description. Draw the picture. ● After 5 minutes, switch and repeat. ● When you are finished, compare your picture to the one your partner drew. ● Discuss: What was different about the picture you drew of your house and the picture your partner drew? Why? What do you need to change about your description? |
|  Self-Evaluate (5 minutes) | Discuss the following questions: <ul style="list-style-type: none"> ● What was difficult about doing this function? What was easy? ● What strategies did you use? ● What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another | <ul style="list-style-type: none"> ● In pairs, students share a scripture they prepared. ● Lead Student: Briefly share a scripture, quote from a Church |

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| (10 minutes) | <p>leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning.</p> <ul style="list-style-type: none"> • Review the function and topic for next week: <i>Narrate/Home</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Home Can Be a Heaven on Earth, #220 • Closing Prayer: Student |

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

Topic: Home

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Love is Spoken Here, Children's Songbook, #190• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is family relationships, and our function goal is narrate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (25 minutes) | Activity 1 <ul style="list-style-type: none">• Make a family tree using the names of family members. Use the handout or look at the one on the screen.• Work with a partner. Take turns telling about your family trees. Tell the names of your family members and relationships.• Practice using new sentence patterns and vocabulary.• Try to remember the information your partner presented. Summarize the information.• Work with a new partner and repeat the activity. |



Role-Play (5 minutes)

Activity 2

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

Tell Me About Your Family (Level 1)

Amy: How many people are there in your family?

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

Amy: Tell me about your family.

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

Amy: Where does Mark live?

Carrie: He lives in New York.

Amy: Oh. Who is this?

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

Amy: You have a nice family.

Parents and Siblings (Level 2)

Dana: What are you doing for the holidays?

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

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

Jessica: Sounds fun. Where do your parents live?

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

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

Dana: Of course. The more the merrier.

Jessica: How many brothers and sisters do you have?

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

Jessica: How old are they?

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

Jessica: How many children does she have?

Dana: Five

Jessica: Wow.

Dana: Yeah, they're very active, but sweet. Don't worry. They're staying with my brother-in-law's family. He's from San Diego too.

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| | <p>Jessica: What about your other brother?</p> <p>Dana: He's single. He actually lives in France.</p> <p>Jessica: Really? What does he do?</p> <p>Dana: He's a photographer. I think you'll really like him. He's tall and has black hair and blue eyes. He's quiet and serious, but also very funny when you get to know him.</p> <p>Jessica: Your family sounds really nice. I'm looking forward to meeting them.</p> |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Negotiate/Home</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: The Family is of God, Sing Along Video: https://www.lds.org/children/music/music-videos?lang=eng#the-family-is-of-god • Closing Prayer: Student |

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

Topic: Home

Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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

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| <p>Conversation (15 minutes)</p> | <ul style="list-style-type: none"> • In your opinion, should all children be disciplined in the same way? Why or why not? • What do the scriptures teach us about disciplining children? • How does the Lord react when we do something wrong? • Why does God place us in families? • What purposes are accomplished by being married, parenting and being parented? <p>Find a new partner. With your new partner, share something you learned from your discussion with your first partner.</p> |
|  <p>Role-Play (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. One partner reads Person A, and the other reads Person B. • After reading the conversation, create your own dialogue using the conversation as your guide. Change the situation from communication problems to a different situation, such as budgeting or resolving arguments. • Practice reading the new dialogue. One person reads Person A and one reads Person B. Then switch roles. • Give advice about how to overcome the problem you choose. • Practice using new sentence patterns and vocabulary. <p>A: Hi, how was your weekend? B: It was OK. I'm feeling a little bit frustrated though. A: Why? What's wrong? B: Well, I have a wonderful family, and I love them very much. A: Yeah, so what's the problem? B: Well, sometimes I feel like we aren't connecting in meaningful ways. A: What do you mean? You spend time together, right? B: Yes, we spend a lot of time together. But sometimes when we are together, I feel like we aren't really communicating as much as we should. A: Why? B: I think the problem is using too much technology, like social media and entertainment. For example, when we have dinner together, everyone brings a phone to the table. Then instead of talking to other family members as we eat, everyone looks at facebook, texts friends, and does other online activities. It's a real problem!</p> |

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| | <p>A: What if you talk to your family about it? Will they listen?</p> <p>B: I am not sure. I have tried to get my family members to communicate more, but they don't seem to want to join me when I start conversations.</p> <p>A: You know, one time I had a similar experience with someone I dated. I felt like he was more interested in watching sports than he was in talking with me. I thought he didn't like talking to me. But the truth was that he didn't know how I was feeling. I finally talked to him directly about it, and told him what I was thinking. He was surprised. He had no idea how I was feeling! Ever since then, I never assume that someone knows what I'm thinking unless I say it directly. That's why I think you should talk to your family directly about how you feel. They may not know that you want them to connect and communicate more, and use technology less. If it were the other way around, wouldn't you want them to be honest and direct with you?</p> <p>B: I think you're right. I should try communicating better myself. After all, if I want more communication in my family, I should be the one to start communicating better first!</p> <p>A: I agree. You know, you really do have a great family. I am sure they will all be willing to work harder to use technology less, and communicate together more.</p> <p>B: I think you're right. Thank you so much, your advice is perfect!</p> |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Ask & Answer Questions/People</i> |

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| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: I Love to See the Temple, Children's Songbook, #95 • Closing Prayer: Student |

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

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

Topic: People

Function: Ask and Answer Questions

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: I am a Child of God, Children's Songbook, #301• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is family relationships, and our function goal is ask and answer questions.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 Choose a partner. Interview each other using the following questions: <ul style="list-style-type: none">• Do you like to exercise?• Do you like to play music?• Do you like to read?• Do you like Saturdays or Sundays better?• Do you like to spend time with friends?• What is your favorite calling in the Church? |

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| | <ul style="list-style-type: none"> • Do you make a list for things you need to do? • What is your dream job? • Who is your favorite person in the scriptures? • What is your favorite thing to do? <p>Switch partners after 2 minutes.</p> <p>Describe your last partner to your new partner.</p> <p>Ask your new partner the same interview questions.</p> <p>Switch partners after 2 minutes.</p> <p>Repeat for 15 minutes.</p> |
|  <p>Small Group Discussion (15 minutes)</p> | <p>Activity 2</p> <p>Work in small groups (3-4 people).</p> <p>Read the following passages out loud:</p> <ul style="list-style-type: none"> • Moses 1:39 For behold, this is my work and my glory—to bring to pass the immortality and eternal life of man. • Doctrine and Covenants 18:10 Remember the worth of souls is great in the sight of God; • Thomas S. Monson, First Presidency Message, July 2009: "My dear brothers and sisters, ours is the responsibility, even the solemn duty, to reach out to all of those whose lives we have been called to touch. Our duty is to guide them to the celestial kingdom of God. May we ever remember that the mantle of leadership is not the cloak of comfort but rather the robe of responsibility. May we reach out to rescue those who need our help and our love." <p>Use the context of the passages to guess what these words mean:</p> <p><i>Glory</i> <i>Worth of souls</i> <i>Sight</i> <i>Solemn</i> <i>Reach out</i> <i>Duty</i> <i>Mantle</i> <i>Cloak</i> <i>Robe</i> <i>Rescue</i></p> <p>Use the information from the passages to help you answer these questions:</p> <ul style="list-style-type: none"> • Are you important to Heavenly Father? |

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| | <ul style="list-style-type: none"> • Does Heavenly Father want us to help others? • Why did Heavenly Father send us to Earth? • Who and what are we? • Why is it important to learn about and help others around us? • Why is it important for us to know who we are? • Why is it important for us to share who we are? • How should we think about others? |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about describing? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Describe/People</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: My Heavenly Father Loves Me, Children's Songbook, #228 • Closing Prayer: Student |

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

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

Topic: People

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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|---|--|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: My Heavenly Father Loves Me, Children’s Songbook, #228• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is family relationships, and our function goal is describe.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |



Role-Play (15 minutes)

Activity 1

- Work with a partner.
- Choose a dialogue. Read it out loud.
- Discuss new words and phrases.
- Repeat the activity. Underline words that describe people in the dialogues.

Describe a Friend

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

Brad: Why?

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

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

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

Brad: She sounds pretty.

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

Brad: Okay. I'll pick her up.

Describe Someone's Appearance

Policeman: What did the suspect look like?

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

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

Policeman: What color was his shirt?

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

Policeman: Can you describe his face?

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

Person B: He had light blue eyes.

Policeman: Does he have any special features?

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

Policeman: How big is he?

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



Conversation (15 minutes)

Activity 2

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

- Complete the chart.
- Describe yourself in the first column.
- Practice using new sentence patterns and vocabulary.
- Work with a partner.
- Choose 1 person from the slideshow **or** 1 person in the gathering. Ask and answer questions about the person. Record the answers on your chart. Examples:
 - Is this person a girl?
 - Is she tall?
 - What is she wearing?
 - How old is he?
 - How tall is he?
 - What color is her hair?
- Compare the people. Examples:
 - He is **taller than** the girl.
 - He is **more** handsome **than** the old man.
 - She has **less** hair **than** the boy.
 - She is **not as** tall **as** the girl.
- Choose two more people and repeat.

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|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| <p>DEVOTIONAL</p> | <p>Led by Lead Student</p> |
| <p>Teach One Another (10 minutes)</p> | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: Narrate/People |
| <p>CLOSING</p> | <p>Led by Missionaries</p> |
| <p>Hymn, Prayer (5 minutes)</p> | <ul style="list-style-type: none"> • Closing Hymn: Tell Me the Stories of Jesus, Children's Songbook, #57 • Closing Prayer: Student |

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

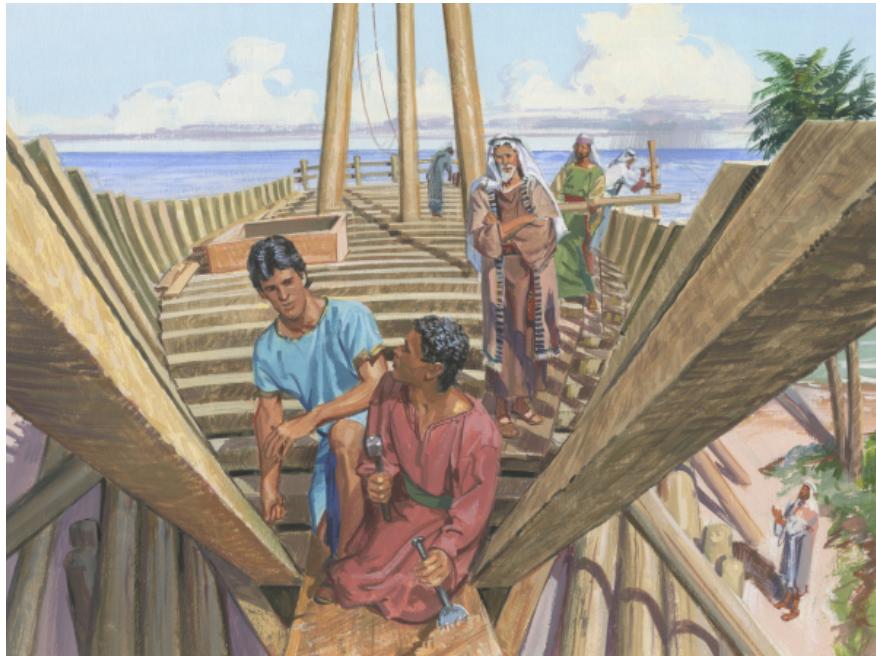
Pictures are from lds.org

Create a Story





Scripture Stories







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

Topic: People

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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

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| Conversation (15 minutes) | |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • Choose a picture from the first set of pictures on the screen. Tell a story that goes with the picture. • After 5 minutes, change to a new picture set and repeat. • Discuss: <ul style="list-style-type: none"> What can we do to be more kind? How can we look for the good in people? How can we be better examples of Jesus Christ? |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Negotiate/People</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Lord, I Would Follow Thee, #220 • Closing Prayer: Student |

Opinions and Compliments











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

Topic: People
Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Where Love Is, Children's Songbook, #138• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is family relationships, and our function goal is negotiate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Role-Play (15 minutes) | <p>Activity 1</p> <ul style="list-style-type: none">• Work with a partner.• Choose a dialogue. Read it out loud.• Discuss new words and phrases.• Repeat the activity.• Use new words to replace the underlined adjectives. <p><i>Accept a compliment</i></p> <ul style="list-style-type: none">• A: I really like your cooking. |

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| | <ul style="list-style-type: none"> • B: Thank you. I'm glad you like it. <p><i>Accept and return a compliment</i></p> <ul style="list-style-type: none"> • A: Hi Brenda. I just love your hair! It's so <u>cute</u>. • B: Thanks. I love YOUR <u>hair</u>. It's always <u>perfect</u>. • <p><i>Accept a compliment with an explanation</i></p> <ul style="list-style-type: none"> • A: That's a <u>nice</u> sweater. • B: Thanks. I just got it for Christmas. <p><i>Reject a compliment</i></p> <ul style="list-style-type: none"> • A: The dessert is <u>delicious</u>. • B: Thanks, but it didn't turn out like I had planned. It should be thicker. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • Practice using new sentence patterns and vocabulary. • Look at the first picture of the family kneeling in prayer on the screen. Use the phrases from the language patterns worksheet to do the following: <p>Give a compliment to someone in the picture. State the reasons for your compliment. Pretend you received the compliment and give a response.</p> <ul style="list-style-type: none"> • Continue to the next picture and repeat. • After 5 minutes, change to a new picture and repeat until all pictures are complete. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of |

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| | <p>the gospel, or a principle of learning.</p> <ul style="list-style-type: none"> • Review the function and topic for next week: Ask & Answer Questions/Learning |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: I'm Trying to Be Like Jesus, Children's Songbook, #78 • Closing Prayer: Student |

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

Topic: Learning

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Help Me Teach With Inspiration, #281• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is learning, and our function goal is ask and answer questions.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
| | Activity 1 <ul style="list-style-type: none">• Form groups of 3. Give each group one set of cards.• One person in each group deals the cards.• The first player picks a card and thinks of a yes/no question <u>about learning</u> that matches the answer on the card.• The player asks the question to another student. If the student |

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|  <p>Small Groups (15 minutes)</p> | <p>gets the answer right, the student keeps the card. If not, the player keeps the card.</p> <ul style="list-style-type: none"> • Take turns. • The first player to get rid of all his/her cards, wins the game. • Practice using new sentence patterns and vocabulary. <p>Example Yes/No Questions</p> <ul style="list-style-type: none"> • <i>Do you like learning?</i> • <i>Do you like homework?</i> • <i>Do you study every day?</i> • <i>Does _____ like coming to class?</i> • <i>Are _____ and _____ in Level 1?</i> • <i>Is it important to study every day?</i> |
|  <p>Conversation (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • One person uses Worksheet A and the other person uses Worksheet B. • Take a few minutes to think of some possible questions to ask to get your partner to guess the words on your list. • Ask your partner questions to help him/her guess the words on your worksheet. For example, "What is a book called that is used for a class?" (textbook). • Put a tick mark by the words that your partner guesses. Put an "X" by words that your partner cannot guess after a few questions. • Practice using new sentence patterns and vocabulary. • Change partners after 5 minutes. • Add up all the check marks for you and your partner. The pair with the most check marks wins. • Optional – each pair of students can choose new words from the vocabulary list and play that game against another pair of students. |
|  <p>Self-Evaluate</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |

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| (5 minutes) | |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <p>Teach One Another:</p> <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Describe/Learning</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Lord, I Would Follow Thee, #220 • Closing Prayer: Student |

Sources: <https://www.teach-this.com/images/resources/yes-or-no.pdf>
<https://www.teach-this.com/images/resources/guess-the-word.pdf>

Activity 1 - Answer Cards

| | | |
|---------------|---------------|----------------|
| Yes, I am. | Yes, he is. | Yes, she is. |
| Yes, it is. | Yes, we are. | Yes, they are. |
| Yes, I do. | Yes, he does. | Yes, she does. |
| Yes, it does. | Yes, they do. | No, I'm not. |

No, he
isn't.

No, she
isn't.

No, we
aren't.

No, they
aren't.

No, I
don't.

No, he
doesn't.

No, she
doesn't.

No, it
doesn't.

No, they
don't.

Activity 2 – Worksheets

Worksheet A.

| | | | |
|-----------|-------------|---------------|---------------|
| study | education | test | teacher's pet |
| master | strategy | examination | incentive |
| pick up | skill | curriculum | peer pressure |
| review | language | objectives | repetitive |
| brush up | textbook | drop out | degree |
| speak | answer | hit the books | boring |
| formative | sign up for | pop quiz | comprehensive |

Worksheet B.

| | | | |
|----------------|-------------|-------------|------------|
| redundant | ambition | conduct | behavior |
| qualifications | license | endeavor | tenacious |
| rudimentary | credentials | dismiss | sporadic |
| attendance | homework | analogy | author |
| chart | conclusion | high school | correct |
| profession | training | university | feedback |
| schedule | goal | quit | assessment |

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

Topic: Learning

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Teach Me to Walk, #304• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is learning, and our function goal is describe.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner.• Think of a website you are familiar with and use frequently. It can be the EnglishConnect website, Amazon, your email, ESPN, a news website, Facebook, Wikipedia, etc. Do not tell your partner the name of the website.• Describe the website to your partner. |

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| | <ul style="list-style-type: none"> • Describe the appearance of the website and how to use it. Consider: <ul style="list-style-type: none"> ◦ Colors ◦ Font ◦ Format - headlines, subtitles, paragraphs ◦ Main content ◦ Links ◦ Images ◦ Videos ◦ Audio ◦ Navigation tabs ◦ Comments section ◦ Home page vs. linked pages ◦ Contact information ◦ Search feature ◦ Log in ◦ Navigation • Your partner should draw a picture of the website as you describe it. You cannot look at your partner's drawing until you have finished describing. • Switch and repeat. |
|  <p>Conversation (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Find a new partner. • Design the perfect website for a university. Describe the details needed to make your website useful, easy to use, appealing, and informative. Consider: <ul style="list-style-type: none"> ◦ Colors ◦ Font ◦ Format - headlines, subtitles, paragraphs ◦ Main content ◦ Links ◦ Images ◦ Videos ◦ Audio ◦ Navigation tabs ◦ Comments section ◦ Home page vs. linked pages ◦ Contact information ◦ Search feature ◦ Log in |

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| | <ul style="list-style-type: none"> ○ Navigation ○ Signing in • Find another pair of students and describe your website to them. Explain why it is effective. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Narrate/Learning</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: If You Could Hie to Kolob, #284 • Closing Prayer: Student |

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

Topic: Learning

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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|--|---|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Let the Holy Spirit Guide, #143• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is learning, and our function goal is to narrate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Take out the 3 items you brought to show about learning. If you do not have 3 items, use a piece of paper to draw 3 items you would have brought.• Work with a partner.• Show your partner your first item about learning. Name the item, describe the item, and tell why the item is important to your learning. |

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| | <ul style="list-style-type: none"> • Listen as your partner shows his or her item. Think of questions you can ask your partner about the item. • Find a new partner. After 5 minutes, switch and repeat to share your 2nd item. • Find a new partner. After 5 minutes, switch and repeat to share your 3rd item. |
|  Role-Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. Pick your favorite item of the 3 items you brought to show. • Tell your partner a story about this item. Use sequencing words to tell what happened in the story (first, then, next, finally). • Listen as your partner tells a story. Think of questions you can ask your partner about the story. • After 5 minutes, switch and repeat. • Find a new partner. After 5 minutes, switch and repeat. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Negotiate/Learning</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Lord, I Would Follow Thee, #220 • Closing Prayer: Student |

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

Topic: Learning

Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: We'll Bring the World His Truth, #172, Children's Songbook• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is learning, and our function goal is negotiate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner.• Discuss different styles of learning. How are the learning styles similar? How are they different? Some learning styles to consider are:<ul style="list-style-type: none">◦ Visual (use of pictures and images)◦ Verbal (use of words in speaking and writing)◦ Physical (moving your body, using your hands) |

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| | <ul style="list-style-type: none"> ○ Aural (use of music and sound) ○ Logical (use of reasoning, math, and logic) • Discuss how learners of each style prefer to receive and remember new information. • Talk about which learning style best matches your personality. Why do you prefer to learn in this style? Discuss the reasons. |
|  <p>Small Group Role-play (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a group of three or four people. • Role-play organizing a group paper for a class. You are classmates, and your teacher has assigned you to do a research paper together. You need to coordinate how you will complete the paper. You need to decide: <ul style="list-style-type: none"> ○ Schedule. When will you work on the project? Which days are good/bad? What times will work for all the group members to meet? How frequently will you meet? ○ Research assignments. What will you research? How many books/articles will you read? How will you share with your classmates the things you have learned? ○ Writing assignments. What part of the paper will each person write? How will you put the paper together? Who will do the final revising and editing? ○ What are your strengths and weaknesses as group members? Is there something you can contribute to make the paper be more successful? Is there a part of researching that you do not feel confident doing that another group member could do well? ○ Deadlines. When will you have the project finished? When will you each complete your individual assignments? |
|  <p>Group Discussion (5 minutes)</p> | <p>Self-Evaluate</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL & CLOSING | Led by Lead Student |

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| <p>Teach One Another, Hymn, Prayer (15 minutes)</p> | <p>Teach One Another (10 min):</p> <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. (5 min) • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min) <p>Closing (5 min):</p> <ul style="list-style-type: none"> • Review the function and topic for next week: Ask and Answer Questions/Work Life • Closing Hymn: As I Search the Holy Scriptures, #277 • Closing Prayer: Student |
|--|---|

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

Topic: Work

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Put Your Shoulder to the Wheel, #252• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is work, and our function goal is ask and answer questions.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  | Activity 1 <ul style="list-style-type: none">• Work with a partner.• Help each other complete a resume using the template.• Ask each other questions. Fill in the resume template for your partner.• Check the information your partner wrote and make any needed corrections. |

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| Conversation (15 minutes) | <p>Example Questions</p> <ul style="list-style-type: none"> • <i>What is your address, phone number, and email address?</i> • <i>Do you have any degrees?</i> • <i>What is your level of education?</i> • <i>Have you graduated from an institution?</i> • <i>What was your GPA?</i> • <i>What jobs have you had?</i> • <i>What were your responsibilities?</i> • <i>How long did you have each job?</i> • <i>What are your personal interests or hobbies?</i> |
|  Role Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a different partner. • Exchange resumes. • Interview each other for a job. • Take a few minutes to write down some questions to ask. • Practice using new sentence patterns and vocabulary. • Change roles after 10 minutes. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Describe/Work</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Let Us All Press On, #243 • Closing Prayer: Student |

Source: <https://templates.office.com/en-us/Simple-resume-TM00002110>

Resume Template

[Your Name]

[Street Address] | [City, ST ZIP Code] | [phone] | [email]

Objective

[State your employment goal or career interest.]

Education

- [School Name, City, State]
- [Degree] | [Date of Graduation]
- [Major]
- [You can include your GPA and a brief summary of relevant coursework, awards, and honors]

Experience

[Dates From] – [To]

[Job Title] | [Company Name] | [Location]

[This is the place for a brief summary of your key responsibilities and accomplishments.]

[Dates From] – [To]

[Job Title] | [Company Name] | [Location]

[This is the place for a brief summary of your key responsibilities and accomplishments.]

Skills

- [Languages, computer programs, research, management.]

Activities and Interests

- [Involvement in organizations, committee work, offices held; interests in sports, music, the arts]

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

Topic: Work

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Come, Come, Ye Saints, #30• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is work, and our function goal is describe.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner. Take turns describing and guessing jobs.• Think about a specific job. Think of the job title and place (for example, cashier at Walmart). Do not tell your partner the job title and place.• Describe the job to your partner. Your partner needs to guess the job title and the job location from your description. As you describe, give as much detail as you can. Talk about things such as: |

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| | <ul style="list-style-type: none"> ○ What activities people do in this job ○ What the job hours are like ○ How much people at this job get paid ○ What the workplace looks like ○ What employees at this job look like ○ How employees at this job act ○ What management at this job looks like ○ How management at this job acts ○ What people wear at this job ○ What type of education you need for this job ○ The benefits and drawbacks of working at this job |
|  Conversation (15 minutes) | <p>Activity 2</p> <p>10 minutes:</p> <ul style="list-style-type: none"> • Work with a partner. Think of a job you are both familiar with. • Together with your partner, describe and design the perfect workplace for this job. As you create this ideal workplace, consider how it looks, how it works, how it helps make the job easier to do, how comfortable it is, etc. You can draw your design if you'd like to. <p>5 minutes:</p> <ul style="list-style-type: none"> • Find another pair of students to share your work with. Describe to each other the designs you created. Why is your design the ideal workplace for the job? Describe all the details of your design. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. |

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| | <ul style="list-style-type: none">• Review the function and topic for next week: <i>Narrate/Work</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none">• Closing Hymn: We Are All Enlisted, #250• Closing Prayer: Student |

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

Topic: Work

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Today While the Sun Shines, #229• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is work, and our function goal is to narrate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner. Use one set of cards.• Take turns drawing one card.• Tell what you like and dislike about the job on the card.• Repeat until all the cards are finished.• Pick your dream job from the cards or any dream job.• Tell your partner about your dream job. |

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|  <p>Conversation (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a different partner. Use the same cards. • Draw one card. Do not show your partner. • Tell your partner about the job on the card. Do not use the word on the card. See if your partner can guess the job. Your partner can also ask questions for hints. • Switch and repeat until you have finished the cards. |
|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| <p>DEVOTIONAL</p> | <p>Led by Lead Student</p> |
| <p>Teach One Another (10 minutes)</p> | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. (5 min) • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. (5 min) • Review the function and topic for next week: <i>Negotiate/Work</i> |
| <p>CLOSING</p> | <p>Led by Missionaries</p> |
| <p>Hymn, Prayer (5 minutes)</p> | <ul style="list-style-type: none"> • Closing Hymn: Sweet Is the Work, #147 • Closing Prayer: Student |

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

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|--------------|-----------------|--------------|-------------------|
| Cashier | Pharmacist | Dentist | Plumber |
| Electrician | Farmer | Truck Driver | Lawyer |
| Chef | Teacher | Nurse | Police Officer |
| Fire Fighter | Waiter/Waitress | Secretary | Hairdresser |
| Accountant | Carpenter | Mechanic | Sanitation Worker |

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

Topic: Work

Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Today While the Sun Shines, #229• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is work, and our function goal is negotiate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Role-Play (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner. You are coworkers. Find times you are free to meet to discuss a new project you are working on.• Each person should use one of the schedules. Do NOT let your partner see your schedule. Discuss the times you are free.• You can't meet during regular work hours, you can't get up before 7:00 a.m., and you can't stay awake after 11:00 p.m. You need at least two hours in a row for your meeting. |

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| | <ul style="list-style-type: none"> If your partner asks to meet at a time when you are busy, explain why you can't meet at that time, and suggest a different time. |
|  Role-Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> Find a new partner. You and your partner are coworkers. Your boss is deciding how to organize a project. He wants your opinion. Is it better to work on teams, or as individuals? Tell your partner your opinion. Give reasons to support your opinion. Discuss the opinion that is opposite to your opinion. For example, if you think it is better to work on teams, talk about why some people prefer to work as individuals. What are their reasons? |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Ask & Answer Questions/Home</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: Let Us All Press On, #243 Closing Prayer: Student |

Schedule 1

| | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | |
|------------|--------------|-------------------------|---------------------|-----------|---------------------|--------------------|-----------------------|--|
| 8:00 a.m. | | Doctor appointment | | | Work | | Work | |
| 9:00 a.m. | Church | | | | | Help a friend move | | |
| 10:00 a.m. | | | | | | | | |
| 11:00 a.m. | | | | | | | | |
| 12:00 p.m. | | Get lunch with a friend | | | Dentist appointment | | | |
| 1:00 p.m. | | | | | | | | |
| 2:00 p.m. | | | | | | | | |
| 3:00 p.m. | | | | | | | | |
| 4:00 p.m. | | Work | Babysit your nephew | Work | | Work | | |
| 5:00 p.m. | Visit family | | Study English | | | | Justin Bieber concert | |
| 6:00 p.m. | | | | | | | | |
| 7:00 p.m. | | | | | | | | |
| 8:00 p.m. | | | | | | | | |
| 9:00 p.m. | | | | | | | | |
| 10:00 p.m. | | | | | | | | |

* You can't wake up before 7am, and you can't stay up past 11pm.

Schedule 2

| | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------------|--------------------------|---------------------|----------------|-------------------------|-----------------|---------------------|-------------------|
| 8:00 a.m. | | Take kids to school | Work | | | Take kids to school | |
| 9:00 a.m. | | | | Breakfast with your mom | | | |
| 10:00 a.m. | | | | | | | |
| 11:00 a.m. | Church | | | | | | |
| 12:00 p.m. | | Work | Work | Get lunch with a friend | Work | Work | |
| 1:00 p.m. | | | | | | | |
| 2:00 p.m. | | | | | | | |
| 3:00 p.m. | | | | | | | |
| 4:00 p.m. | | | | | | | |
| 5:00 p.m. | Dinner with your friends | | | | | | |
| 6:00 p.m. | | | Study English | Study English | | | Visit your family |
| 7:00 p.m. | | | | | | | |
| 8:00 p.m. | | | | | | | |
| 9:00 p.m. | | | | | | | |
| 10:00 p.m. | | | | | | | |

*You can't wake up before 7am, and you can't stay up past 11pm.

EnglishConnect 3: Gathering Lesson Plan (Month 5, Week 1)

Topic: Church

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

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

Lesson Outline

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|---|---|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Because I Have Been Given Much, #219• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">○ Today our topic is church, and our function goal is ask and answer questions.○ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  | Activity 1 <ul style="list-style-type: none">• On a small piece of paper, write down something you do (or have done) to serve others.• Fold your paper and put it in a hat (or bag or container).• Take turns taking a paper out of the hat.• Form two rows so that you are facing another student.• Talk to the student across from you.• You have 1 minute to ask yes/no questions to find out if the |

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| Large Group (15 minutes) | <p>secret service activity on the paper is about the student across from you.</p> <ul style="list-style-type: none"> • Rotate to the next student in the line. • Ask yes/no questions to your new partner to try to find out who is responsible for the service on your piece of paper. • You may not ask directly if the student did the service activity. • After talking to each student, stop. • Guess who the secret service belongs to. How do you know? |
|  Role Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • You are a journalist. Interview your partner about one of the topics below. <ul style="list-style-type: none"> ○ Why service is important in the Church of Jesus Christ of Latter-day Saints. ○ How you and your family have been served by others. ○ How you have served others. ○ Examples of service in the scriptures. ○ Your own topic about service. • Take a few minutes to think of some questions to ask. • Take turns interviewing each other. Take notes. • Practice using new sentence patterns and vocabulary. • If time allows, find a new partner and tell about what you learned from the person you interviewed. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Describe/Friends</i> |

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| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none">• Closing Hymn: Have I Done Any Good, #223.• Closing Prayer: Student |

Source: <https://www.lds.org/manual/gospel-principles/chapter-28-service?lang=eng>

EnglishConnect 3: Gathering Lesson Plan (Month 5, Week 2)

Topic: Church
Function: Describe

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Print and cut out two or more copies of the pictures of the Twelve Apostles (each student will need one or two pictures for each activity).
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Come, Listen to a Prophet's Voice, #21• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is church, and our function goal is describe.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  | Activity 1 <ul style="list-style-type: none">• Work with a partner.• Take turns describing a picture of one of the Twelve Apostles.• Do not tell your partner the name of the apostle you are describing. Give details about the apostle until your partner can guess who you are describing. |

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| <p>Conversation (15 minutes)</p> | <ul style="list-style-type: none"> • As you describe, give as much detail as you can. Include things such as: <ul style="list-style-type: none"> ○ Hair color ○ Hair style ○ Amount of hair ○ Eye shape/color ○ Glasses/no glasses ○ Face shape ○ Chin/cheeks shape ○ Eyebrow color/style ○ Nose size ○ Ear size ○ Age ○ Clothing color ○ Other hints: conference talk topics / apostle's background / length of time as an apostle • Repeat with another picture. |
|  <p>Large Group (15 minutes)</p> | <p>Activity 2</p> <p>Lead student:</p> <ul style="list-style-type: none"> • Place individual pictures of the Twelve Apostles face down on a table, with a piece of tape on the back of each one. <p>All students:</p> <ul style="list-style-type: none"> • Take a picture of one of the Twelve Apostles WITHOUT looking to see who it is. Using the tape on the back of the image, stick the picture to your forehead. DO NOT look at who it is. • Walk around the room. Ask your classmates to describe the apostle who is on your forehead WITHOUT saying his name. Guess whose picture you have. • Ask for only one description from each of your classmates. Then find a new classmate. For example, if you ask one classmate what color of hair the apostle has, you must then find a new classmate to ask the apostle's hair style/eye color/face shape, etc. • Repeat with a different picture. |

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|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | <p>Led by Lead Student</p> |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Narrate/Church</i> |
| CLOSING | <p>Led by Missionaries</p> |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: We Thank Thee Oh God for a Prophet, #19 • Closing Prayer: Student |

First Presidency



Henry B. Eyring



Thomas S. Monson



Dieter F.
Uchtdorf

Quorum of the Twelve Apostles



Russell M.
Nelson



Dallin H. Oaks



M. Russell
Ballard



Robert D. Hales



Jeffrey R.
Holland



David A. Bednar



Quentin L. Cook



D. Todd
Christofferson



Neil L.
Andersen



Ronald A.
Rasband



Gary E.
Stevenson



Dale G. Renlund

EnglishConnect 3: Gathering Lesson Plan (Month 5, Week 3)

Topic: Church

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Nephi's Courage, Children's Songbook, #120• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is church, and our function goal is to narrate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Play the game, "two truths and a lie."• Work with a partner. Tell your partner two truths and one lie about your family. Ask your partner to guess the lie.• Switch and repeat.• After 5 minutes, switch partners and repeat. |

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|---|---|
|  <p>Conversation (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Use the picture “Seeking Service” • Work with a partner. Find three ways to serve. • Tell your partner the following: <ul style="list-style-type: none"> ◦ How you would serve first. ◦ How you would serve second. ◦ How you would serve last. • Switch and repeat. • Find a new partner. After 5 minutes, switch and repeat. |
|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| <p>DEVOTIONAL</p> | <p>Led by Lead Student</p> |
| <p>Teach One Another (10 minutes)</p> | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Negotiate/Church</i> |
| <p>CLOSING</p> | <p>Led by Missionaries</p> |
| <p>Hymn, Prayer (5 minutes)</p> | <ul style="list-style-type: none"> • Closing Hymn: Called to Serve, Children’s Songbook, #174 • Closing Prayer: Student |

Source: <https://www.lds.org/friend/2010/02/seeking-service?lang=eng>



Seeking Service

There are many ways we can serve others every day. We do not have to wait for somebody to ask us for help. We can often find ways to help just by looking around us. Circle the opportunities for service you find in this picture.



EnglishConnect 3: Gathering Lesson Plan (Month 5, Week 4)

Topic: Church
Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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|---|---|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Hark, All Ye Nations! #264• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is church, and our function goal is negotiate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Role-Play | Activity 1 <ul style="list-style-type: none">• Work with a partner.• Partner A is the Relief Society President or Elder's Quorum President. Partner B is the Bishop.• You have a Relief Society/Elder's Quorum activity coming up. You need to use the church gym in the evening sometime in the next week. Call the bishop and arrange a time for your activity. Your |

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| (15 minutes) | <p>activity must be after 5:00 p.m. and before 10:00 p.m., and will take two hours. Week days are usually better than weekends.</p> <ul style="list-style-type: none"> • The Bishop has the building schedule below; only he can see it. • Discuss <ul style="list-style-type: none"> ◦ Why you need the building ◦ A time for the activity ◦ What your activity is ◦ How long your activity will take ◦ How the activity will benefit the ward members ◦ Who will unlock the building ◦ How you will clean up • The Bishop should ask questions to find out as many details about the activity as he can. • Switch and repeat. |
|  Role-Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • Set up home or visiting teaching appointments. • You have three families to visit. You have only one week left to visit the three families. Discuss the following with your partner. <ul style="list-style-type: none"> ◦ How you will contact each family ◦ When you will visit each family ◦ What message you will share with each family ◦ Who will share the different parts of the message ◦ Who will give the opening/closing prayers ◦ Who will bring treats to each family ◦ Who will report the visiting/home teaching visits to the supervisor when they are complete ◦ What you will do to serve your visiting/home teaching families throughout the coming month |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |

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| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Ask and Answer Questions/Friends</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: Because I Have Been Given Much, #219 Closing Prayer: Student |

Church Schedule: (Activity 1)

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|--|--|---|--|---------------------------------|--------------------------------------|
| Church Meetings: 9:00-12:00 11:00-2:00 1:00-4:00 Choir Practice: 4:00-5:00 | Family Home Evening: church building is closed. | Ward Temple Night: meet at the church at 6:00 p.m. to carpool to the temple | Young Men/Women activity: 7:00-9:00 p.m. | Church carpet cleaning: 4:00-7:00 p.m. Carpets will be wet for two hours after cleaning. | Youth Dance: 8:00-11:00 p.m. | Primary Activity: 12:00-2:00 p.m. |

EnglishConnect 3: Gathering Lesson Plan (Month 6, Week 1)

Topic: Friends

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Each Life That Touches Ours for Good, #293• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is friends, and our function goal is ask and answer questions.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Whole Class (15 minutes) | Activity 1 <ul style="list-style-type: none">• Select a student to sit in front of the class.• Give the student a sheet of paper with a simple task on it (e.g., look up a scripture, copy a scripture on a piece of paper or on the board, write something on the board, look through the hymn book and choose a closing hymn, count how many students are in the class, take attendance by writing down the names of each student, etc.). |

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| | <ul style="list-style-type: none"> • Tell the student that he/she has 3 minutes to complete the task. • Tell the class that their role is to stop the student from doing the task. Don't tell them what the task is. They need to ask the student as many questions as they can. The questions can be on any topic. The student needs to stop what he/she is doing and answer all of the questions. • When time is up, thank the student and choose another student to come to the front to try to do the same task in less time. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • Think of an anecdote (a true story about yourself). • Possible topics. <ul style="list-style-type: none"> ○ An embarrassing moment. ○ Something scary that happened to you. ○ Your proudest moment. ○ An accident. ○ An answer to prayer. ○ A spiritual experience. ○ Your own topic. • Start telling the story. Stop about half way through. • Your partner will ask you questions to find out the rest of the story. • Change roles and repeat. |
|  Group Discussion (5 minutes) | <p>Self-Evaluate</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Describe/Friends</i> |
| CLOSING | Led by Missionaries |

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| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none">• Closing Hymn: Let Us Oft Speak Kind Words, #232• Closing Prayer: Student |
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EnglishConnect 3: Gathering Lesson Plan (Month 6, Week 2)

Topic: Friends

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Where Love Is, Children's Songbook #138• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">○ Today our topic is friends, and our function goal is describe.○ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <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), and the other person draws what is described. Describe as many details as you can.<ul style="list-style-type: none">○ Hair: color, length, style○ Eyes: shape, color, makeup |

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| | <ul style="list-style-type: none"> ○ Eyebrows: shape, color, thickness ○ Nose: size, shape ○ Cheeks: shape, color ○ Mouth: smile/no smile, lips, shape, size, makeup ○ Chin: shape, size ○ Facial hair: beard, moustache, no hair ○ Ears: shape, size, color ○ Body: clothes being worn, height <ul style="list-style-type: none"> ● Your partner should try to guess which classmate you were describing. ● Switch and repeat ● Give your completed drawings to the people you drew and see their reactions. |
|  <p>Conversation (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> ● Find a new partner. ● Work with him/her to describe characteristics of good friends. ● What is the most important characteristic for a friend? Examples: <ul style="list-style-type: none"> ○ Trustworthy ○ Loyal ○ Good listener ○ Gives good advice ○ Dependable ○ Loving ○ Empathetic ○ Supportive ○ Confident ○ Fun ○ Funny ● Describe to your partner which characteristic you think is the most important and why. ● Tell a personal experience about a friend with this characteristic who helped you. Describe all the details about the experience. What did you need help with? What did your friend do to help you? Why was the characteristic important in helping with the situation? How did you feel when you received help from your friend? |

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|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Narrate/Friends</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: I'll Walk With You, Children's Songbook, #140 • Closing Prayer: Student |

EnglishConnect 3: Gathering Lesson Plan (Month 6, Week 3)

Topic: Friends

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Let Us Oft Speak Kind Words, #232• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is friends, and our function goal is narrate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Share pictures of an event with friends or family. Use pictures on your phone or bring pictures to class.• Work with a partner. Share one picture.• Tell your partner the following:<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. |

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| | <ul style="list-style-type: none"> Find a new partner. After 5 minutes, switch and repeat. You can choose to share the same picture or choose a new picture. |
|  Conversation (15 minutes) | <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 dish. Tell your partner how to make this dish. Tell your partner the following: <ul style="list-style-type: none"> Ingredients Cooking materials The steps to make this dish (first, second, third, and finally). After 5 minutes, switch and repeat. Find a new partner. After 5 minutes, switch and repeat. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Negotiate/Friends</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: Truth Reflect upon Our Senses, #273 Closing Prayer: Student |

EnglishConnect 3: Gathering Lesson Plan (Month 6, Week 4)

Topic: Friends

Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Let Us Oft Speak Kind Words, #232• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">○ Today our topic is friends, and our function goal is negotiate.○ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Role-Play (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner.• Plan a dinner where everyone invited will bring something to eat (called a potluck in the U.S.). Discuss the following:<ul style="list-style-type: none">○ When○ Where○ Menu choices - what and why○ Activities – games, water fight, dance, etc. |

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| | <ul style="list-style-type: none"> ○ Music - what kind and why ○ Assignments — main dishes, side dishes, bread, potato chips, paper plates, drinks, silverware, dessert, napkins, fruit, salad, etc. • Invite another partnership to your dinner. Tell them the details. Convince them to come. Tell them why it will be fun. • If you have time, invite other partnerships. |
|  Role-Play (15 minutes) | <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 and why you like them. Ask your partner what movies he/she prefers and why. ○ Suggest movies you could see. Discuss movies currently available in theaters, and what you want to see. Find a movie you both want to see. ○ Discuss 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 separately or together? If you go together, where will you meet before traveling to the theatre? Will one of you pick the other person up? ○ How you will pay for the movie? Will you pay separately? 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? Will you buy it at the theatre? Will you share it, or buy it separately? |
|  | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |

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| Self-Evaluate (5 minutes) | |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Ask and Answer Questions/World Issues</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Our Savior's Love, #113 • Closing Prayer: Student |

EnglishConnect 3: Gathering Lesson Plan (Month 7, Week 1)

Topic: World Issues

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Do What Is Right, #237• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is world issues, and our function goal is ask and answer questions.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Small Group (15 minutes) | Activity 1 <ul style="list-style-type: none">• Choose questions from the following list.• Learn about consumer (shopping) behaviors.• 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 (e.g., daily, 2-3 times a week, weekly, etc.)?◦ What do you buy the most often? |

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| | <ul style="list-style-type: none"> ○ How do you decide what to buy? ○ Do you buy on impulse? ○ What is the difference between needs and wants? ○ How does advertising influence what you purchase? ○ Where do you see or hear advertising every day? ○ How do you pay for your purchases (e.g., 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>Conversation (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> ● Review the information below about consumerism. <ul style="list-style-type: none"> ○ Consumerism has a big impact on the modern world. ○ Consumerism is based on the belief that owning things makes us happy. ○ Advertising makes people believe that their lives will be better if they buy more. ○ We see advertisements in the newspaper, on the internet, and on TV, hear them on the radio, and see them on billboards and the sides of buses. ○ Some advertising is hidden – for example, we see certain products in TV shows or movies (cars, computers, cell phones, appliances, clothing, food and drinks, restaurants). ○ We read stories or watch shows on TV that show the lifestyles of glamorous people and how they live. We want the same things they have. ○ Some people promote products on their Facebook pages. Friends may talk about their new cell phones or other items they have purchased. ● Ask and answer these questions with your partner. <ul style="list-style-type: none"> ○ Does advertising affect your decision-making and your views of life? How? ○ Does it create a desire in you to own something? Does it make you feel dissatisfied? ○ How can you avoid wanting more things? ○ How can you avoid not comparing yourself to other people or |

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| | <p>wanting to be like them?</p> <ul style="list-style-type: none"> ○ How can you be happy with what you have? ○ How can you make the world a better place? ○ What can you do to promote well-being and happiness for yourself and others? |
|  Group Discussion (5 minutes) | <p>Self-Evaluate</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Describe/World Issues</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: How Gentle God's Commands, #314 • Closing Prayer: Student |

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

EnglishConnect 3: Gathering Lesson Plan (Month 7, Week 2)

Topic: World Issues

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: The Lord Game Me a Temple, Children's Songbook, #152• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is world issues, and our function goal is describe.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation | Activity 1 <ul style="list-style-type: none">• Work with a partner. Look at the list of environmental issues. Tell your partner whether or not 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 |

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| (15 minutes) | <ul style="list-style-type: none"> ○ Water pollution ○ Climate change ○ Acid rain ○ Overpopulation ○ Ocean trash ○ Resource depletion ○ Waste ○ Wasteful irrigation ○ Deforestation ○ Mining ○ Soil contamination |
|  Small Groups | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a group of 3. Agree on one environmental issue that is a problem. You can choose an issue not on the list. • 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: State the problem. Tell what is causing the environmental issue. ○ Part 2: Give 3 effects or reasons this issue is a problem. ○ Part 3: Describe a solution. |
|  Self Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Narrate/World Issues</i> |
| CLOSING | Led by Missionaries |

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| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none">• Closing Hymn: Faith, Children's Songbook #96• Closing Prayer: Student |
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EnglishConnect 3: Gathering Lesson Plan (Month 7, Week 3)

Topic: World Issues

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: We'll Bring the World His Truth, Children's Songbook, #172• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is world issues, and our function goal is to narrate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation | Activity 1 <ul style="list-style-type: none">• Think of a natural or human caused disaster. It can be an event you watched on TV or an event you were involved 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, and so on, and how it ended. |

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| (15 minutes) | <ul style="list-style-type: none"> If time allows, find a new partner and repeat the activity. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> Consider some world issues. Pick one from the list. You can also come up with an idea 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 time allows, find a new partner and repeat the activity. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Negotiate/World Issues</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: I'll Walk with You, Children's Songbook, #140 Closing Prayer: Student |

EnglishConnect 3: Gathering Lesson Plan (Month 7, Week 4)

Topic: World Issues

Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: High on the Mountain Top, #5• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is world issues, and our function goal is negotiate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <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 as a guide.<ul style="list-style-type: none">◦ Language (Do you speak English in your country?)◦ Population (Are there many people there?)◦ Location (Is your country in America?)◦ Traditions (Do you celebrate Christmas?) |

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| | <ul style="list-style-type: none"> ○ 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. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner to create a new, imaginary country. • Answer questions to tell about your country. <ul style="list-style-type: none"> ○ What is the name of your country? ○ What language(s) do your citizens speak? ○ Where is your country located? ○ When was your country established? ○ How many people live in your country? ○ Who leads your country? ○ Why do people love your country? ○ What do your people do for fun? ○ What is the most popular dish 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. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Ask and Answer Questions/Responsibilities</i> |
| CLOSING | Led by Missionaries |

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| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none">• Closing Hymn: How Great the Wisdom and the Love, #195• Closing Prayer: Student |
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EnglishConnect 3: Gathering Lesson Plan (Month 8, Week 1)

Topic: Responsibilities

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Bring copies of the responsibilities/time use chart for students who forget theirs or for new students.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Improve the Shining Moments, #226• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is responsibilities, and our function goal is ask and answer questions.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Get out the responsibilities/time use chart that you completed during the week. (Give students a copy if they don't have one).• Work with a partner.• Ask and answer questions about the activities you do each day and how long each activity takes. |

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| | <ul style="list-style-type: none"> • Examples <ul style="list-style-type: none"> ◦ How do you spend your time on Sundays? ◦ How much time do you spend working each week? ◦ Do you have a family? ◦ Do you have children that have activities after school? ◦ What do you do in your spare time? ◦ How much time every day do you have for yourself? ◦ Do you cook every day? How long does it take to prepare meals? ◦ How much time do you spend cooking? • Think about what you learned about yourself and your partner from doing this activity. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Find a new partner. • Talk to your new partner about your conversation with your first partner. • Ask and answer these questions (or create your own). <ul style="list-style-type: none"> ◦ What was the most interesting thing you heard? ◦ What did you like talking about? ◦ What did you learn about your partner? ◦ What did you learn about yourself? ◦ Is there something you can do to improve your time use? ◦ Do you spend your time effectively? ◦ What will you change? |
|  Group Discussion (5 minutes) | <p>Self-Evaluate</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Describe/Responsibilities</i> |

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| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none">• Closing Hymn: We Are Sowing, #216• Closing Prayer: Student |

EnglishConnect 3: Gathering Lesson Plan (Month 8, Week 2)

Topic: Responsibilities

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Faith, Children's Songbook, #96• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is responsibilities, and our function goal is describe.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner. Tell your partner 5 responsibilities you have to do tomorrow. Talk about job, health, family, friends, spiritual, and household.• Prioritize your responsibilities in order from most important to least important. Write them down if you need to.• Tell your partner why you have ordered your list this way. Give your opinion. |

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| | <ul style="list-style-type: none"> • After 5 minutes, switch and repeat. • Find a new partner. After 5 minutes, switch and repeat. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. Look at the list "fact or opinion." • Decide which are facts and place an X. Explain why these are facts. • Look at the opinions. Decide which opinions are good advice to follow. Explain why. • Look at the facts and good advice statements from the list and summarize good time management strategies to your partner. • After 5 minutes, switch and repeat. • Find a new partner. After 5 minutes, switch and repeat. |
|  Self Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Narrate/Responsibilities</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Search, Ponder, and Pray, Children's Songbook #109 • Closing Prayer: Student |

Fact or Opinion

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

EnglishConnect 3: Gathering Lesson Plan (Month 8, Week 3)

Topic: Responsibilities

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: I Will Be Valiant, Children's Songbook, #162• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is responsibilities, and our function goal is to narrate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Role-Play (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner.• Choose one dialogue and play the role of one character and read aloud.• Read the dialogue again, but now change the underlined responses to show your own daily routine.• Switch roles with your partner and repeat. |

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|  <p>Conversation (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Set a goal. • Choose an area in your life you would like to improve. You have only one week to complete this goal. It can be a goal to improve your health, spirituality, job, skills, or knowledge. This is a short-term goal. • Work with a partner. Tell your partner your goal. Tell your partner 3 steps you would need to take to complete your goal. • After 5 minutes, switch and repeat. • Find a new partner. After 5 minutes, switch and repeat. |
|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another, Hymn, Prayer (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Negotiate/Responsibilities</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Dare to Do Right, Children's Songbook, #158 • Closing Prayer: Student |

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Tell about Daily Routines

Jared: What do you do every day?

Maria: I wake up around 7:00 and take a shower. After that, I get dressed and eat breakfast. Then I brush my teeth. I go to work at 9:00. I go home at 5:00. In the evening, I usually watch TV.

Jared: What time do you go to bed?

Maria: Around 10:30.

Talk about Daily Routines

Maria: So, when do you usually wake up?

Jared: Around 8:00.

Maria: What time do you go to school?

Jared: At 9:30.

Maria: What time to go home?

Jared: I usually go home around 4:00.

Maria: What do you do after that?

Jared: In the evening, I usually cook dinner. Then I study. Sometimes I watch TV.

Maria: When do you go to bed?

Jared: I usually go to bed at 11:00.

EnglishConnect 3: Gathering Lesson Plan (Month 8, Week 4)

Topic: Responsibilities

Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: I Have Work Enough to Do, #158• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is responsibilities, and our function goal is to negotiate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation | Activity 1 <ul style="list-style-type: none">• Work with a partner. Split the responsibility cards and take half.• Ask your partner a yes/no question about the responsibility card.<ul style="list-style-type: none">◦ Examples: Did you cook breakfast today? Can you fix my car? Do you have a lot of dirty laundry?• Take turns asking your partner a yes/no question.• Find a new partner. After 5 minutes, switch and repeat |

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| (15 minutes) | |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> Place the responsibility cards in order from most important to least important in your opinion. Work with a partner. Show your partner the order of your responsibility cards. Tell your partner the reasons for your opinions and why you ordered the responsibilities this way. After 5 minutes, switch and repeat. Discuss whether or not you and your partner agree on the importance of some of your responsibilities. Find a new partner. After 5 minutes, switch and repeat. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Ask and Answer Questions/Leisure</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: Dare to Do Right, Children's Songbook, #158 Closing Prayer: Student |

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

EnglishConnect 3: Gathering Lesson Plan (Month 9, Week 1)

Topic: Leisure

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Count Your Blessings, #241• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is leisure, and our function goal is ask and answer questions.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
| | Activity 1 <ul style="list-style-type: none">• Choose one student to come to the front of the class.• Give the student a picture of a vacation destination.• Ask other students in the class to ask yes/no questions to guess where the student is - the place in the picture.• They can ask only 20 questions. If they cannot guess, the student at the front wins and the class loses. |

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|  <p>Large Group (15 minutes)</p> | <ul style="list-style-type: none"> Switch the person at the front and play again with a different picture. |
|  <p>Role Play (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> Work with a partner. Choose a situation below. Choose one of the parts to play. Have a conversation. Repeat with a different situation. <p>Situations.</p> <ul style="list-style-type: none"> You are staying at a hotel and want recommendations for a restaurant in the area. Ask the concierge for restaurant recommendations. Ask and answer questions about location, price, type of food, transportation, reservations, reviews, etc. Person A is the hotel guest and Person B is the concierge. You are a tour guide on Temple Square in Salt Lake City (or a temple visitor's center in your area). Approach a visitor and introduce yourself. Offer to take the person on a tour. Ask and answer questions about Temple Square and the Church. Person A is the tour guide and Person B is the visitor. Tell your partner about your dream vacation. Talk about where you want to go, why, what you will bring, who will go with you, what you will do while you are there, what you need to do to prepare, etc. Ask and answer questions about the trip you are planning. Switch and repeat. |
|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |

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| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Describe/Leisure</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: We Love Thy House, O God, #247 • Closing Prayer: Student |

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Vacation Destinations

New York City, New York



Paris, France



London, England



San Francisco, California



Sydney, Australia



Florence, Italy



EnglishConnect 3: Gathering Lesson Plan (Month 9, Week 2)

Topic: Leisure

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Called to Serve, #249• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">○ Today our topic is leisure, and our function goal is describe.○ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner to create a radio commercial.• Think of a vacation location.• Create a one-minute radio commercial for the location. Describe things such as:<ul style="list-style-type: none">○ Scenery○ Weather○ Activities |

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| | <ul style="list-style-type: none"> ○ Food ○ Sounds, smells, feelings ○ Cost ○ Getting there ○ Transportation |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Find a new partner. Present your radio commercial. • Use your best radio voice. • Describe as many details as you can. Make your audience want to visit. • If there is time, present your commercial to the class. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Narrate/Leisure</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: I Feel My Savior's Love, #74 • Closing Prayer: Student |

EnglishConnect 3: Gathering Lesson Plan (Month 9, Week 3)

Topic: Leisure

Function: Narrate

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Print and cut out the hobby cards. Students will work in pairs. You will need one set for each pair of students.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: We'll Bring the World His Truth, Children's Songbook, #172• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">○ Today our topic is leisure, and our function goal is to narrate.○ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |

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|  <p>Conversation (15 minutes)</p> | <p>Activity 1</p> <ul style="list-style-type: none"> • Work with a partner. • Use the hobby cards. Take turns drawing cards. Tell your partner if you like or dislike the hobby on the card. Tell your partner why you like or dislike the hobby. • Once you have drawn all the cards, find the card that is your favorite hobby. Tell your partner why you like this hobby the most. |
|  <p>Small Group (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Write a sentence on the board to start a story of a vacation. You can use the examples below or come up with a new sentence starter. <ul style="list-style-type: none"> ◦ I was hiking in the forest when I became lost from my friends. ◦ I was walking along the beach when I suddenly saw a large ship. ◦ While I was searching through the attic, I found a an old locked chest. • Work with groups of 3-4 students. Ask one partner in each group to write down the story your group creates. • Take turns adding one sentence to the chain story so that each partner adds a few sentences to the story. Make sure your story has a beginning, middle, and end • Share your story with the class. • Vote on the story you liked the most. |
|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church |

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| (10 minutes) | <p>leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning.</p> <ul style="list-style-type: none"> • Review the function and topic for next week: <i>Negotiate/Leisure</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: He Sent His Son, Children's Songbook, #34 • Closing Prayer: Student |

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| Tennis | Football | Soccer | Baseball |
| Movies | Music | Watch TV | Video Games |
| Travel | Read | Cook | Swim |
| Run | Dance | Sing | Camp |

EnglishConnect 3: Gathering Lesson Plan (Month 9, Week 4)

Topic: Leisure
Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: I Lived in Heaven, Children's Songbook, #4• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is leisure, and our function goal is negotiate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Role-Play | Activity 1 <ul style="list-style-type: none">• Work with a partner.• Choose a role (hotel clerk or customer) in the dialogue and read it with your partner.• Switch roles and repeat.• Continue working with the same partner and the dialogue.• Give different answers to the hotel clerk's questions. Use different times and different special requests. |

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| (15 minutes) | <ul style="list-style-type: none"> • Think about how the hotel clerk would respond to the customer's requests and answer the customer's questions. • Switch roles and repeat. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. Ask your partner the questions on the work sheet and write down his or her response. • If you agree with your partner, place an X in the box. Tell your partner if you agree or disagree and why. • After 5 minutes, switch and repeat. • Find a new partner. Complete this activity again and tell your partner if you agree or disagree. After 5 minutes, switch and repeat. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Ask and Answer Questions/Errands</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: I'll Walk with You, Children's Songbook, #140 • Closing Prayer: Student |

Hotel Clerk: Hello, Green River Hotel. How can I help you?

Customer: Hi, I would like to make a reservation.

Hotel: Of course, when would you like to check in?

Customer: I need the reservation for this Friday.

Hotel Clerk: We have a room for you. How many people will be staying?

Customer: Two people

Hotel Clerk: Would you like two beds or a king bed?

Customer: I would like two beds and something near the pool, and how much is the room?

Hotel Clerk: Sure. I can get you near the pool. The rate for this Friday is \$95. I will need your name and credit card information.

| Question | Partner 1 | Agree? | Partner 2 | Agree? |
|---|-----------|--------|-----------|--------|
| Do you prefer hot or cool places to visit for vacation? | | | | |
| What food do you like the most? | | | | |
| Do you like to relax or be active on vacations? | | | | |
| Should you bring children on a vacation? | | | | |
| Which airline has the best service? | | | | |
| Which travel booking website is the best? | | | | |
| Do you prefer to travel by plane, car, boat, or train? | | | | |
| What is one item you cannot leave home without? | | | | |
| Do you prefer a budget or first class hotel? | | | | |
| Would you vacation to the same place? | | | | |

EnglishConnect 3: Gathering Lesson Plan (Month 10, Week 1)

Topic: Errands

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

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

Lesson Outline

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|---|--|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Choose the Right, #239• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">○ Today our topic is chores/errands, and our function goal is ask and answer questions.○ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  | Activity 1 <ul style="list-style-type: none">• Work with a partner.• Answer the questions about chores.<ul style="list-style-type: none">○ What household chores do you do every day?○ Does your family help?○ How do you decide who does a chore?○ What chores do you like the most?○ What chores do you like the least? |

| | |
|--|---|
| Conversation (15 minutes) | <ul style="list-style-type: none"> ○ What chores did your parents ask you to do? ○ Did you get paid for doing chores? ○ What chores do you ask your children to do? ○ Do you pay your children to do chores? ○ Do you consider yourself messy or neat? ○ Is it important to marry someone who is the same as you – messy or neat? ○ What chores do you do outside? ○ Do you have chores that you do in different seasons of the year? ○ What appliances or tools do you have that help you do chores? ○ What appliance or tool could you not do without? ○ Do you have a favorite cleaning product? ○ Would you like to hire someone to help in the house or yard? ○ Would you consider having your groceries delivered or sign up for a meal service? |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • Create a list of chores and errands that you need to do this week. • Ask and answer questions with your partner about your lists. • Find out what your partner needs to do this week. • Discuss: What will you need to do to finish all your chores? |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle |

| | |
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| | <p>of the gospel, or a principle of learning.</p> <ul style="list-style-type: none"> • Review the function and topic for next week: <i>Describe/Errands</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Count Your Blessings, #241 • Closing Prayer: Student |

EnglishConnect 3: Gathering Lesson Plan (Month 10, Week 2)

Topic: Errands

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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|--|---|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Improve the Shining Moments, #226• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is errands, and our function goal is describe.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation | Activity 1 <ul style="list-style-type: none">• Work with a partner. Look at all of the cards. Turn the cards face down.• Pick up one card and do not show your partner. Describe the errand on your card without using the words on the card. See if your partner can guess the errand on the card.• Switch and repeat.• Find a new partner. Repeat the activity. |

| | |
|---|---|
| (15 minutes) | |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> Work with a partner. Pick an errand. Describe how to do the errand using steps in order. <ul style="list-style-type: none"> What do you do first? Second? Third? Finally? After 5 minutes, switch and repeat. Find the errands that are somewhat similar and organize them into two piles. Explain to your partner why you think the errands belong in these piles. Give your opinion. After 5 minutes, switch and repeat. |
|  Self Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Narrate/Errands</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: Closing Prayer: Student |

| | |
|-------------------------|--------------------------------|
| Go shopping | Check out books at the library |
| Wash the car | Visit the pharmacy |
| Mail a package | Drop off dry cleaning |
| Deposit money at a bank | Pick up the kids |
| Get a hair cut | Pay the electric bill |

EnglishConnect 3: Gathering Lesson Plan (Month 10, Week 3)

Topic: Errands

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

| | |
|--|---|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: As I Search the Holy Scriptures, #227• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is errands, and our function goal is to narrate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation | Activity 1 <ul style="list-style-type: none">• Work with a partner. Tell about your daily routines (morning, afternoon, evening).• Switch and repeat.• Find a new partner. Switch roles and repeat. |

| | |
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| (15 minutes) | |
|  Role-Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> Work with a partner. Put the conversations in the worksheet in the correct order from 1 to 6. Complete this for all 3 conversations. Practice the roles of the customer and sales clerk. Switch roles and repeat. Create your own conversation as a customer and sales clerk. Share your conversation with the partners sitting next to you. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Negotiate/Errands</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: Carry On, #255 Closing Prayer: Student |

Conversation 1

| Customer | Sales Clerk |
|---|---|
| _____ I'm looking for some pants to go with this shirt. | _____ It is \$14.99. |
| _____ Could you tell me how much this shirt is, please? | _____ I'm sorry. We only have size small and large. |
| _____ Do you have this shirt in a medium? | _____ We have some pants for sale right here. You might like these. |

Conversation 2

| Customer | Sales Clerk |
|---|--|
| _____ I like this shirt. Do you have another color? | _____ We are getting new colors in this shirt next week. |
| Can you order this shirt in a size large? | Yes, we accept Visa. |
| I would like to buy this tie. Do you accept Visa? | Yes. It takes a week to get here. |

Conversation 3

| Customer | Sales Clerk |
|-----------------------------------|---|
| _____ I am ready to check out. | _____ Yes. The dressing rooms are right over here. |
| _____ Can I try on these outfits? | _____ We close in about 15 minutes. |
| _____ What time do you close? | _____ I'll put these in a bag for you and ring you up here. |

EnglishConnect 3: Gathering Lesson Plan (Month 10, Week 4)

Topic: Errands

Function: Negotiate

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Print copies of the dialogues or show them on a screen.
- Print and cut copies of the activity cards. You will need one set for each pair of students.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

| | |
|---|---|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Come, Follow Me, #116• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is errands and our function goal is negotiate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |

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|  <p>Role Play (15 minutes)</p> | <p>Activity 1</p> <ul style="list-style-type: none"> • Work with a partner. • Choose a dialogue and read it with your partner. • Switch roles and repeat. • Repeat with another dialogue. • Work with a new partner. Pick a dialogue. Change the details of the activity (e.g., activity, day, time, cost, and place) and have a conversation. |
|  <p>Conversation (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • Place the activity cards upside down and draw a card. • Partner 1 will give details about the activity (day, time, cost, and place). • Partner 2 will draw an “accept” or “decline” card and give a response. • Switch roles and repeat. • Find a new partner and repeat. |
|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Ask and Answer Questions/Health</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer | <ul style="list-style-type: none"> • Closing Hymn: Hark, All Ye Nations, #264 |

(5 minutes)

• Closing Prayer: Student

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Accept an Invitation from a Friend

Tiffany: A bunch of us are going dancing on Saturday. Do you want to go?

Jen: Sure. Sounds like fun. What time?

Tiffany: 7:00

Jen: How much is it?

Tiffany: Bring about 10 dollars.

Jen: What should I wear?

Tiffany: Wear jeans. It's a country western dance.

Jen: Ok. So that's Saturday at 7?

Tiffany: Yep.

Accept a Party Invitation

Grace: There's going to be a surprise birthday party for Sandra on Saturday night. Can you come?

Karen: Yes. Where is it going to be?

Grace: At my house.

Karen: Ok. What time?

Grace: It will start at 8:00.

Karen: How long will it last?

Grace: About 2 hours.

Karen: Can I help with anything?

Grace: No thanks. Just bring yourself.

Karen: Okay. I'll see you on Saturday at 8:00.

Grace: Great. See you then.

Decline an Invitation but Show Interest

Brett: Would you like to go to a movie on Thursday?

Courtney: I'm sorry, I can't. I'm busy that night. How about Friday night?

Brett: Sure. I'll pick you up at 8:00.

Courtney: Ok, I'll see you then.

Decline an Invitation and Show no Interest

Aaron: A bunch of us are going to a concert. Would you like to go?

Courtney: Thanks for asking, but I have other plans tonight.

Aaron: Oh. Ok. Maybe another time.

Courtney: Yeah, maybe another time.

Activity Cards

| | | | |
|--------|----------|----------|-------|
| Movies | Shopping | Dinner | Lunch |
| Party | Concert | Hang out | Gym |

| | |
|--------|---------|
| Accept | Decline |
|--------|---------|

EnglishConnect 3: Gathering Lesson Plan (Month 10, Week 1)

Topic: Health

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

- Read the lesson plan.
- Practice what you will say to guide each activity. Use the sentence patterns and vocabulary lists in the manual.
- Encourage students to use the sentence patterns and vocabulary lists.
- Make blank strips of papers large enough for students to write questions and answers on. Bring a few pairs of scissors.
- Prepare to share a scripture or quote from a church talk about a principle of the gospel or a principle of learning.

Lesson Outline

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|---|--|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: In Our Lovely Deseret, #307• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is health, and our function goal is ask and answer questions.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
| | Activity 1 <ul style="list-style-type: none">• Work in small groups.• Brainstorm a list of frequently asked questions about visiting a doctor. What kinds of things do you need to know before you go? For example –<ul style="list-style-type: none">◦ How do you make an appointment?? |

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|  <p>Small Group (15 minutes)</p> | <ul style="list-style-type: none"> ○ How far ahead do you need to make an appointment? ○ What kinds of information will you need to provide when you make the appointment? ○ What information will you need when you get there? ○ What forms do you need to fill out? ○ Do you have to pay before the appointment? ○ Do you need health insurance? ○ How much will it cost? ○ How long will you wait in the doctor's office? <ul style="list-style-type: none"> ● Think of your own questions. Use a variety of question types. ● Write each question on a strip of paper. ● Write answers to the questions on a separate strip of paper. ● Have students cut each question into 2-4 parts. ● Collect the question parts and the question answer strips. ● Keep the questions and answer strips from each team separate. |
|  <p>Small Group (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> ● Teams will compete to put the questions from Activity 1 together correctly and then match the questions with the correct answer. ● Teams have a 7-minute time limit. ● Check the answers to make sure the questions are formed correctly and that the correct answer is selected. ● Discuss any corrections needed to the question patterns or answers. ● The team with the most correct sentences and answers wins. |
|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> ● What was difficult about doing this function? What was easy? ● What strategies did you use? ● What will you do to apply what you have learned? |
| <p>DEVOTIONAL</p> | <p>Led by Lead Student</p> |
| <p>Teach One Another (10 minutes)</p> | <ul style="list-style-type: none"> ● In pairs, students share a scripture they prepared. ● Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. |

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| | <ul style="list-style-type: none">• Review the function and topic for next week: <i>Describe/Health</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none">• Closing Hymn: How Gentle God's Commands, #125• Closing Prayer: Student |

EnglishConnect 3: Gathering Lesson Plan (Month 11, Week 2)

Topic: Health

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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|---|---|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Where Can I Turn for Peace, #129• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is health, and our function goal is describe.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Small Group (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a group of three or four people.• Take turns describing your favorite food to the group. Describe with as much detail as you can. Talk about things such as:<ul style="list-style-type: none">◦ Taste◦ Smell◦ Appearance◦ Texture◦ How you feel when you eat this food |

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| | <ul style="list-style-type: none"> ○ How you make this food ○ If this food is healthy or not |
|  Role Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • One person is the doctor, and the other is the patient. <ul style="list-style-type: none"> ○ Patient: Think of an illness or injury that you have. Describe your symptoms. Tell the doctor where you feel pain, how you feel in the day and at night, your temperature, if you are dizzy or nauseated, how long you have felt poorly, etc. Describe as many symptoms and details as you can. ○ Doctor: Figure out what the patient's illness or injury is. Describe what the patient can do to feel better. Should the patient take medicine? When? Should he rest? Should he exercise more? Describe in detail what, when, and how the patient should modify his behavior to get better. • Switch roles and repeat with a new illness or injury. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Narrate/Health</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Count Your Blessings, #241 • Closing Prayer: Student |

EnglishConnect 3: Gathering Lesson Plan (Month 11, Week 3)

Topic: Health

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

| | |
|---|--|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Have I Done Any Good, #223• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is health, and our function goal is to narrate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Role Play (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner. Practice the first dialogue.• Read the dialogue and underline ways to talk about symptoms.• Choose the second dialogue.• Read the dialogue and underline suggestions from the doctor for getting better.• Switch partners and repeat. Add more details to Scott's |

| | |
|---|---|
| | symptoms and give more suggestions from the doctor. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> You go to the doctor because you are sick with a cold or another illness. The doctor wants to know your symptoms. Pretend your partner is your doctor. Tell your partner the following: <ul style="list-style-type: none"> When you started feeling sick How long you have felt this way Details about your symptoms Respond to your partner by telling her how to get better. Tell your partner what to do first, second, and third. Find a new partner. After 5 minutes, switch and repeat. |
|  Self-Evaluate (5 minutes) | Discuss the following questions: <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Negotiate/Health</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: I Feel My Savior's Love, Children's Songbook #74 Closing Prayer: Student |

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

Dialogue 1
Talking to the Nurse

Nurse: What seems to be the problem?

Scott: I think I have the flu.

Nurse: What are your symptoms?

Scott: My body aches. I have a fever, and a bad cough.

Nurse: When did this start?

Scott: A few days ago.

Nurse: Okay. I need to check your blood pressure. Can you roll up your sleeve please?

Thanks.... Now let's check your temperature.... Yes you have a fever. Okay, we're done. The doctor will be with you in just a minute.

Scott: Thanks.

Dialogue 2
Meeting with the Doctor

Doctor: Let's see, it looks like you have a fever, achy muscles and a cough?

Scott: Yes.

Doctor: How long have you felt this way?

Scott: For three or four days.

Doctor: Well, let's take a look at you. Open your mouth and say ahhh. Your throat is all red. Let's look at your ears.... Nothing in this ear....this ear is clear also. Let's check your lungs. Take a deep breath....Exhale. Hmm. Your lungs sound congested. Let's take an X ray.

Doctor: Well, it looks like you have pneumonia.

Scott: Really? What do I need to do?

Doctor: Well, you need to take some antibiotics and get lots of rest. Here is a prescription. You need to take this pill twice a day until all the pills are gone.

Scott: What can I take for the pain?

Doctor: You can take acetaminophen or ibuprofen. I want to see you in a week to check your lungs again. Please schedule a follow-up visit with the receptionist.

Scott: Okay. Thank you.

EnglishConnect 3: Gathering Lesson Plan (Month 11, Week 4)

Topic: Health

Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Baptism, Children's Songbook, #100• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is health, and our function goal is to negotiate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation | Activity 1 <ul style="list-style-type: none">• Work with a partner. Split the healthy choices cards in half.• Take turns asking and answering a yes or no question about the healthy choice on your card. <p>Examples:</p> <ul style="list-style-type: none">◦ Do you get enough sleep?◦ Can you help me plan a healthy menu?◦ Do you like to exercise? |

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| (15 minutes) | <ul style="list-style-type: none"> Find a new partner. After 5 minutes, switch and repeat. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> Rank the healthy choices cards in order of importance. The card on the top is the most important and the card at the bottom is the least. Work with a partner. Share the order of your cards and explain why you ordered your cards this way. Compare your cards and see if you agree on any of the items. Can you think of any other healthy choices you would add to the list? Where would you place that choice in your order? Find a new partner. After 5 minutes, switch and repeat. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Ask and Answer Questions/Life in the Past</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: I Love to See the Temple, Children's Songbook, #95 Closing Prayer: Student |

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| Drink water | Exercise regularly |
| Eat more fruits and vegetables | Eat less sugary foods |
| Go to the doctor | Eat breakfast |
| Sleep | Plan a healthy menu |
| Don't eat in front of the TV | Stretch |

EnglishConnect 3: Gathering Lesson Plan (Month 10, Week 1)

Topic: Life in the Past

Function: Ask & Answer Questions

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: O Ye Mountains High, #34• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is life in the past, and our function goal is ask and answer questions.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
| | Activity 1 <ul style="list-style-type: none">• Divide a piece of paper into 3 columns. Label the columns me, my parents, and my grandparents.• Make a list of ways your life is different from or similar to your parents and grandparents.• Think about different categories such as technology, transportation, cost of living, standard of living, shopping, |

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|  <p>Conversation (15 minutes)</p> | <p>cooking, education, employment, family, church.</p> <ul style="list-style-type: none"> • Walk around the room and talk to several of your classmates. • Ask and answer questions about their parents and grandparents. • Put a check mark by any similar information on your paper. |
|  <p>Conversation (15 minutes)</p> | <p>Activity 2</p> <ul style="list-style-type: none"> • Work with a partner. • Discuss what you learned from talking to your classmates about the lifestyles of their parents and grandparents. • Make a list of ideas that you had in common. • Discuss the following. <ul style="list-style-type: none"> ◦ What surprised you the most? ◦ What was the most interesting? ◦ How did you learn about the lives of your parents and grandparents? ◦ Share a story from a parent or grandparent that shows how your life is similar to or different from theirs. |
|  <p>Self-Evaluate (5 minutes)</p> | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| <p>DEVOTIONAL</p> | <p>Led by Lead Student</p> |
| <p>Teach One Another (10 minutes)</p> | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Describe/Life in the Past</i> |
| <p>CLOSING</p> | <p>Led by Missionaries</p> |

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| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none">• Closing Hymn: We Thank Thee, O God, For a Prophet, #19• Closing Prayer: Student |
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EnglishConnect 3: Gathering Lesson Plan (Month 12, Week 2)

Topic: Life in the Past

Function: Describe

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: God, Our Father, Hear Us Pray, #170• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is life in the past, and our function goal is describe◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner. Choose a picture.• Answer the questions:<ul style="list-style-type: none">◦ What do you see? Describe the people, vehicles, buildings, roads, and technology.◦ Would you like to live in this time period? Why or why not?◦ What do you like in this picture? What do you dislike?• After 5 minutes, switch and repeat. |

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| | <ul style="list-style-type: none"> Find a new partner. After 5 minutes, switch and repeat. |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> Think of a favorite story from your family history. Share a picture or item that goes along with your story. Describe the main character, setting, and events. Work with a partner. Share your story. <ul style="list-style-type: none"> How has your ancestor's decision affected your own history? Why do you like this story about your ancestor? After 5 minutes, switch and repeat. Ask your partner to clarify any parts of the story. Find a new partner. After 5 minutes, switch and repeat. |
|  Self Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Narrate/Life in the Past</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: Testimony, #137 Closing Prayer: Student |

69 Main Street, Salt Lake City



102107

Main Street, Salt Lake City. Salt Lake City Utah, ca. 1908. Photograph. Retrieved from the Library of Congress, <https://www.loc.gov/item/93505883/>. (Accessed August 12, 2017.)



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Wilson, William A. *Children Beside School Bus.* , 1981. May. Photograph. Retrieved from the Library of Congress, <https://www.loc.gov/item/ncr001538/>. (Accessed August 12, 2017.)

EnglishConnect 3: Gathering Lesson Plan (Month 12, Week 3)

Topic: Life in the Past

Function: Narrate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Family History—I am Doing It, Children's Songbook, #94• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is life in the past, and our function goal is to narrate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Role-Play | Activity 1 <ul style="list-style-type: none">• Choose a dialogue and read the lines aloud with a partner. Place your hand over the dialogue to hide it. Tell your partner what the story was about. Try to remember the main point of the story and a few details.• Switch roles and repeat.• Find a new partner. Choose a new dialogue and repeat. |

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| (15 minutes) | |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> Work with a partner. Tell your partner about either a personal story or a story from one of your ancestors. Your story must have a beginning, middle, and end. Some ideas include: <ul style="list-style-type: none"> An important life event An embarrassing moment A moment when you were proud or a story that makes you proud of an ancestor A memorable vacation When you finish, ask your partner to summarize your story. Your partner can ask you questions to clarify or to get help. Find a new partner. After 5 minutes, switch and repeat. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing this function? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Negotiate/Life in the Past</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> Closing Hymn: Book of Mormon Stories, Children's Songbook, #118 Closing Prayer: Student |

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

Tell Me About Yourself

Bob: Tell me about yourself.

Stuart: I was born in Germany in 1971, but I was raised in the United States. My family moved to Florida in 1976. I started college in 1989. I studied computer science at Florida State University and I graduated in 1993. Then I got a job as a computer programmer in Virginia. I worked there for 4 years and then I became a project manager.

Bob: Are you married?

Stuart: Yes, I got married in 1995. We have 4 children.

Tell Me About Your Grandmother

Carly: Tell me about your grandmother.

Jessica: She was born in 1930 in Idaho. She graduated from college in May 1954 and got married in August 1954. They moved to New Jersey so that my grandpa could get a master's degree. She worked while he went to school. She was a junior high school math teacher. Her first child was born in 1956 just after my grandfather graduated. They moved to California two months later. My grandfather got a job there as a lawyer. They lived there for 45 years. They had three more children. Grandpa retired in 2000 and they moved to Utah. Grandma died there in 2002.

My Most Embarrassing Moment

I used to live in a foreign country and I didn't speak the language at all. I had lived there for about a month. One day, I was riding my bike to the train station to meet my friends. Since I never rode a bike in my country, I made a silly mistake: I wore a dress while I was riding the bike. Suddenly, my bike stopped. I couldn't move. I couldn't even get off my bicycle. I looked around and saw that my dress had gotten caught in my bicycle wheel. The bottom part of my dress had torn off and wrapped around the wheel. I was so embarrassed. People were staring at me and laughing. Fortunately, a man walking by stopped and helped me get my dress out of the wheel. I just wrapped the dress around me and continued to the train station because I was late.

My Scariest Experience

Sheila: Have I ever told you about the time I got hit by a car?

Connie: No. What happened?

Sheila: I was a university student and working part time at the university bookstore. It was a dark October morning and I was walking to a bookstore employee meeting. I was just a little late, so I took a shortcut. Before I stepped onto the street, I looked both ways and no car was coming, but when I was about half way across, a car came speeding around the corner.

Connie: You're kidding. Didn't the driver see you?

Sheila: I guess not. The car hit one of my legs and knocked me down hard. Then I fell back and hit my head on the street.

Connie: Really? That's terrible.

Sheila: Yeah, at first I couldn't breathe, and that frightened me a lot. After a minute though, I was able to stand up and walk over to the sidewalk. My leg and ankle and tailbone hurt, and my head was bleeding.

Connie: Did the driver stop to help you?

Sheila: Nope. Someone called the University police, but they didn't come until after I left. Another student that was driving by offered to take me to the student health center, so we didn't call an ambulance.

Connie: Well, that was nice. I can't believe the other driver left you. What did the doctor say?

Sheila: Well, he told me I had a broken ankle and had to have eleven stitches in the back of my head.

EnglishConnect 3: Gathering Lesson Plan (Month 12, Week 4)

Topic: Life in the Past

Function: Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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|---|---|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: I'll Go Where You Want Me to Go, #270• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">◦ Today our topic is life in the past, and our function goal is negotiate.◦ Select a new sentence pattern to practice. Use vocabulary from the list.• Practicing the function, sentence patterns, and vocabulary will help us move to an advanced level. |
|  Large Group | Activity 1 <ul style="list-style-type: none">• Play human bingo with everyone in the room.• Use the bingo card to ask yes/no questions.• If your classmate says, "yes," ask him or her to sign your card.• Classmates can only sign your card one time unless you do not have enough classmates.• The first person to get 5 across, vertical, or horizontal wins |

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| (15 minutes) | "bingo." The first person to get signatures on the entire card wins "black out." |
|  Conversation (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Look at the human bingo paper. Circle all of the experiences that apply to you. • Work with a partner. Choose one experience. Ask your partner the following questions: <ul style="list-style-type: none"> ◦ What did you like about this experience? ◦ Would you do something different now? Why? ◦ What advice would you give to your past self? • After 5 minutes, switch and repeat. • Find a new partner. After 5 minutes, switch and repeat. |
|  Self-Evaluate (5 minutes) | Discuss the following questions: <ul style="list-style-type: none"> • What was difficult about doing this function? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Ask & Answer Questions/Home</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: I Know My Father Lives, #302 • Closing Prayer: Student |

Human Bingo

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| Was on tv _____ | Grew up on a farm _____ | Climbed a tree _____ | Played a sport _____ | Played a musical instrument _____ |
| Tried a strange food _____ | Had a birthday last month _____ | Traveled by train _____ | Had a childhood nickname _____ | Met someone famous _____ |
| Got 100% on a test _____ | Won a contest _____ | Had a pet when you were a child _____ | Was in a band _____ | Read a book series _____ |
| Visited another continent _____ | Bought a car _____ | Read the Book of Mormon _____ | Sang in the shower _____ | Saved someone's life _____ |
| Served a mission _____ | Achieved a goal _____ | Painted a picture _____ | Flew on a plane _____ | Watched a scary movie _____ |

EnglishConnect 3: Gathering Lesson Plan (Month, Week 5)

Topic: Various

Functions: Ask & Answer Questions, Narrate, Describe, Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: How Firm a Foundation, #85• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">○ Today we will review and practice all the functions – ask & answer questions, narrate, describe, and negotiate.○ Practicing these functions will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <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. <ul style="list-style-type: none">• 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 |

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| | <ul style="list-style-type: none"> 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 |
|  Role Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> Find a partner. With your partner, choose one Intermediate and one Advanced scenario. Use the role play cards to guide the role play. Each partner will take the role of a person in the scenario - Person A or Person B. Person A will always start the conversation. Switch and repeat with a different situation. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> What was difficult about doing these scenarios? What was easy? What strategies did you use? What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> In pairs, students share a scripture they prepared. Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. Review the function and topic for next week: <i>Ask & Answer Questions</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> 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

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| <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 from the meeting that you need to do and when the next meeting</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 assignments were given in the meeting.</p> |

is. Your partner is the work colleague.

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| <p>Advanced</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Scenario 3: Doctor's Appointment Person A</p> <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.</p> | <p>Advanced</p> <p>Scenario 3: Doctor's Appointment Person B</p> <p>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.</p> |

EnglishConnect 3: Gathering Lesson Plan (Month, Week 5)

Topic: Various

Functions: Ask & Answer Questions, Narrate, Describe, Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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|--|---|
| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: The Spirit of God, #2• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">○ Today we will review and practice all the functions – ask & answer questions, narrate, describe, and negotiate.○ Practicing these functions will help us move to an advanced level. |
|  Conversation (15 minutes) | <p>Activity 1</p> <ul style="list-style-type: none">• Work with a partner.• Ask your partner questions about one topic in the question sets. Choose from both sets. Keep the conversation going.• Switch and repeat. <ul style="list-style-type: none">• 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 ... |

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| | <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 ○ something that happened to your family that you will never forget |
|  Role Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Find a partner. • With your partner, choose one Intermediate and one Advanced scenario. • Use the role play cards to guide the role play. Each partner will take the role of a person in the scenario - Person A or Person B. Person A will always start the conversation. • Switch and repeat with a different situation. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing these scenarios? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Ask & Answer Questions</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: We Thank Thee, O God, For a Prophet, #19 • Closing Prayer: Student |

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

ROLE-PLAY CARDS

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| <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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> |

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| <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> |

EnglishConnect 3: Gathering Lesson Plan (Month, Week 5)

Topic: Various

Functions: Ask & Answer Questions, Narrate, Describe, Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: God Speed the Right, #106• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">○ Today we will review and practice all the functions – ask & answer questions, narrate, describe, and negotiate.○ Practicing these functions will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <ul style="list-style-type: none">• Work with a partner.• Ask your partner questions about one topic in the question sets. Choose from both sets. Keep the conversation going.• Switch and repeat.• Topic Set 1. Talk about ...<ul style="list-style-type: none">○ the favorite room in your house○ ask me about my family○ the person you are closest to in your family○ why you like movies• Topic Set 2. Talk about ...<ul style="list-style-type: none">○ what you did last summer |

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| | <ul style="list-style-type: none"> ○ why people refuse to recycle ○ a current problem in your neighborhood or city ○ the political parties in your country |
|  Role Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Find a partner. • With your partner, choose one Intermediate and one Advanced scenario. • Use the role play cards to guide the role play. Each partner will take the role of a person in the scenario - Person A or Person B. Person A will always start the conversation. • Switch and repeat with a different situation. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing these scenarios? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Ask & Answer Questions</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Father in Heaven, #133 • Closing Prayer: Student |

Sources:

<https://www.humanities.uci.edu/eastasian/japanese/Courses/Pedagogy/2006/HandoutinEnglish/OPIRoleplayTopics-E.html>,
https://web.stanford.edu/dept/lc/cgi-bin/wiki/roleplays/index.php/Complicated_Situations

ROLE-PLAY CARDS

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

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

EnglishConnect 3: Gathering Lesson Plan (Month, Week 5)

Topic: Various

Functions: Ask & Answer Questions, Narrate, Describe, Negotiate

Lead Student Preparation (before the gathering):

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

Lesson Outline

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| OPENING | Led by Missionaries |
| Announcements, Introductions, Hymn and Prayer (5 minutes) | <ul style="list-style-type: none">• Announcements• Introduce and welcome any new or visiting participants.• Opening Hymn: Jesus, the Very Thought of Thee, #141• Opening Prayer: Student |
| LEARNING ACTIVITIES | Led by the Lead Student |
| Introduction (2 minutes) | <ul style="list-style-type: none">• Introduce the function and topic.<ul style="list-style-type: none">○ Today we will review and practice all the functions – ask & answer questions, narrate, describe, and negotiate.○ Practicing these functions will help us move to an advanced level. |
|  Conversation (15 minutes) | Activity 1 <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. <ul style="list-style-type: none">• Topic Set 1. Talk about ...<ul style="list-style-type: none">○ what you do on weekend○ your morning routine○ how you plan grocery shopping○ your first day in a new place• Topic Set 2. Talk about ...<ul style="list-style-type: none">○ two teachers you have had |

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| | <ul style="list-style-type: none"> ○ your experience with education in your country ○ the characteristics of a spiritual person ○ how your lifestyle is different from your parents' lifestyle. |
|  Role Play (15 minutes) | <p>Activity 2</p> <ul style="list-style-type: none"> • Find a partner. • With your partner, choose one Intermediate and one Advanced scenario. • Use the role play cards to guide the role play. Each partner will take the role of a person in the scenario - Person A or Person B. Person A will always start the conversation. • Switch and repeat with a different situation. |
|  Self-Evaluate (5 minutes) | <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • What was difficult about doing these scenarios? What was easy? • What strategies did you use? • What will you do to apply what you have learned? |
| DEVOTIONAL | Led by Lead Student |
| Teach One Another (10 minutes) | <ul style="list-style-type: none"> • In pairs, students share a scripture they prepared. • Lead Student: Briefly share a scripture, quote from a Church leader, or section from a Church magazine. Focus on a principle of the gospel, or a principle of learning. • Review the function and topic for next week: <i>Ask & Answer Questions</i> |
| CLOSING | Led by Missionaries |
| Hymn, Prayer (5 minutes) | <ul style="list-style-type: none"> • Closing Hymn: Israel, Israel, God Is Calling, #7 • Closing Prayer: Student |

Sources:<https://www.humanities.uci.edu/eastasian/japanese/Courses/Pedagogy/2006/HandoutinEnglish/OPIRoleplayTopics-E.html>,
https://web.stanford.edu/dept/lc/cgi-bin/wiki/roleplays/index.php/Complicated_Situations

ROLE-PLAY CARDS

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| <p style="text-align: center;">Intermediate Scenario 1: A New Place to Live Person A</p> <p>Person A: You want to move to a nearby town. Your friend sells real estate in that town. Ask your friend questions about the different areas of the city. Find out the advantages and disadvantages of each area. Ask about renting an apartment or house or buying. Tell him your likes and dislikes and what you can afford.</p> | <p style="text-align: center;">Intermediate Scenario 1: A New Place to Live Person B</p> <p>Person B: You are a real estate agent. A friend (your partner) calls you to discuss moving to the town where you work. He wants to know about different areas in the town and whether he should rent or buy. Ask questions to find out what his needs are, what he can afford, and his likes and dislikes. Answer your friend's questions.</p> |
| <p style="text-align: center;">Intermediate Scenario 2: Visitor Person A</p> <p>Person A: You are visiting a new town. Go to the visitor information center. Ask several questions to find out what you can see and do in that town. Ask for directions to the places you want to visit. Your partner will play the part of the visitor center employee.</p> | <p style="text-align: center;">Intermediate Scenario 2: Visitor Person B</p> <p>Person B: You work in a visitor information center. A visitor (your partner) wants information about what to see and do. Answer her questions. Give her recommendations and tips to make her visit enjoyable. Explain how to get to the places she wants to visit.</p> |
| <p style="text-align: center;">Intermediate Scenario 3: Grandmother Person A</p> <p>Person A: You are visiting your friend (your partner). She introduces you to her grandmother and then leaves the room. Make conversation with the grandmother until your friend returns.</p> | <p style="text-align: center;">Intermediate Scenario 3: Grandmother Person B</p> <p>Person B: Your grandson brings a friend home with him. He leaves the room to do a few things. Visit with the friend until your grandson returns.</p> |

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| <p>Advanced</p> <p>Scenario 1: Missing a Meeting Person A</p> <p>Person A: You bought a book at an independent bookstore in a town about 2 hours from where you live. When you got home, you discovered that about 10 pages in the middle of the book were damaged and unreadable. You are now back at the bookstore after making a special trip. Explain the problem to the salesperson (your partner) and see what she can do to help you.</p> | <p>Advanced</p> <p>Scenario 1: Missing a Meeting Person B</p> <p>Person B: A customer (your partner) purchased a book. There are about 10 pages in the middle of the book that are damaged and unreadable. The customer brought the book back to your store and is explaining the problem to you. Ask questions and decide what you will do.</p> |
| <p>Advanced</p> <p>Scenario 2: Parking Garage Person A</p> <p>Person A: You just returned to the parking garage after visiting the local art museum for two hours. As you pull up to the exit gate, you see that the garage does not accept credit cards or checks, but when you look in your wallet, you discover that you don't have any cash. Explain your situation to the attendant and make some arrangement to pay. Your partner will play the part of the attendant.</p> | <p>Advanced</p> <p>Scenario 2: Parking Garage Person B</p> <p>Person B: You work at a parking garage. Customers must pay with cash. A customer (your partner) parked in the garage for two hours. She did not see the sign that said that credit cards and checks are not accepted for payment. She does not have any cash. She has credit cards and checks. Work with the customer to find a solution.</p> |
| <p>Advanced</p> <p>Scenario 3: Leaking Ceiling Person A</p> <p>Person A: It is about 7pm on a rainy Friday evening when you notice that water is leaking into the ceiling of your apartment living room. The office is closed so you are now go down the hall to the apartment where the maintenance manager lives. Explain the problem and try to get it fixed as soon as possible. Your partner will play the part of the maintenance manager.</p> | <p>Advanced</p> <p>Scenario 3: Leaking Ceiling Person B</p> <p>Person B: You are a maintenance manager in an apartment. It is about 7pm on a rainy Friday evening. You are finished work for the day and relaxing in your apartment. You hear a knock at the door. You answer the door. A tenant in the apartment building explains that water is leaking through the ceiling in her living room. Ask questions and decide what you will do.</p> |