



English*Connect* 3

TOHI NGĀUÉ



English*Connect* 3

TOHI NGĀUÉ

*Ko e ngaahi talanoa mo e ngaahi hingoa 'i he tohi lēsoni ko 'ení,
tuku kehe pē 'a e peesi 4 mo e 5, ko ha ngaahi sīpinga fa'u, pea
ko ha ngaahi 'īmisi 'oku faka'aonga'i ta'e hano tatau.*

Pulusi 'e he
Siasi 'o Sīsū Kalaisi 'o e Kau Mā'oni'oni 'i he Ngaahi 'Aho Kimuí Ní
Sōleki Siti, 'Iutā

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CONTENTS

Introduction.....	1
Lesson 1: Vision, Goals, and Plans.....	4
Lesson 2: Becoming an Agentive Learner.....	9
Lesson 3: Me in 30 Seconds	15
Lesson 4: Why Education?.....	19
Lesson 5: Hire a New Employee.....	25
Lesson 6: Support an Opinion	31
Lesson 7: Share Experiences.....	36
Lesson 8: Reflect	42
Lesson 9: Describe Your Job.....	46
Lesson 10: Using Learning Strategies	50
Lesson 11: Time Management	56
Lesson 12: Thinking Errors.....	63
Lesson 13: Overcoming Thinking Errors	70
Reading Proficiency Practice.....	76
Writing Proficiency Practice	129
Listening Proficiency Practice.....	166
Speaking Proficiency Practice.....	168
Answers	170
Personal Language Study.....	170
Reading Proficiency Practice.....	180
Writing Proficiency Practice	186

TALATEÚ

FOUNGA HONO FAKA'AONGA'I 'O E TOHI KO 'ENÍ

Ko e taumu'a 'o e tohi ngāue ko 'ení ke tokoni'i koe ke fakalakalaka ho'o taukei 'i he lea faka-Pilitāniá pea fakatupulaki ho'o tuí 'o fakaafou 'i he ngaahi 'ekitivií mo e talanoá. 'Oku 'i he tohi ngāue ko 'ení ha ongo kongā 'e ua: **"Personal and Partner Language Study"** mo e **"Proficiency Practice."** 'Oku totonu ke ke tuku ha taimi ke ngāue ai 'i he ongo kongā 'i he uike takitaha. 'Oku 'oatu 'i lalo ha fakamatala 'o e kongā takitaha.

Personal and Partner Language Study

'Oku 'oatu 'e he kongā "Personal and Partner Language Study" ha ngaahi 'ekitivií ke akoako ai ho'o lea Faka-Pilitāniá mo ha nī'ihi kehe. 'Oku vahevahe 'a e kongā ko 'ení ki ha ngaahi lēsoni 'e 13, 'a ia 'oku nau taki kongā 'e ua. Ko e kongā 'uluakí ko ha **"Personal Language Study"** 'a ia 'okú ne teuteu'i koe ki he kongā hono uá, ko ha **"Practice Partner Language Study."** Fakapapau'i ke fakakakato 'a e ngaahi 'ekitivií ko 'ení 'i he hokohoko 'oku 'oatu ai kinautolú.

Te ke fa'iteliha pē koe mo ho'o hoa akó ko e hā 'a e vave ho'o fakahoko e ngaahi lēsoni ko 'ení. Hangē ko 'ení, te ke lava 'o fili ke fakakakato ha lēsoni 'e taha 'i he uike, pe ko ha'o vahevahe e lēsoni ke fakahoko 'i ha uike 'e ua.

'Oku kau 'i he faka'osinga 'o e lēsoni takitaha ha faingamālie ke fakakaukau ai ki ho'o ako lea fakafonuá. 'Oku 'oatu 'i lalo ha ngaahi fakakaukau te ke lava 'o faka'aonga'i ki ho'o fakakaukau:

- **Lotu pea fakafanongo.** 'Oku vēkeveke 'a e Tamai Hēvaní ke tokoni'i koe ke ke ako. Kole kiate la ke fakahā atu 'a e me'a 'oku fie ma'u ke ke faí, pea te Ne 'oatu ha ngaahi fakakaukau.
- **Fa'u ha ngaahi lisi** 'o e me'a 'oku faka'au ke saí mo e me'a 'oku matavaivai aí. Fa'u ha ngaahi palani ki he founga te ke lava 'o fakalakalaka aí.
- **Hiki 'i ho'o tohinoá** kau ki he me'a kotoa pē na'á ke fai 'i ho'o ako lea fakafonuá. Fakafuofua'i e tu'unga lelei 'o e me'a takitaha.
- **'Ai ke ke mohu founga.** Tā ha fakatātā pe hiki ha fo'i maau pe talanoa nounou 'okú ne fakamatala'i e ongo 'okú ke ma'u ki ho'o akó pe founga te ke lava 'o fakalelei'i.

Proficiency Practice

'Oku 'oatu 'e he kongā "Proficiency Practice" 'i he tohi ngāue ko 'ení ha ngaahi faingamālie ke fakatupulaki ho'o laukongá, tohí, fakafanongó, mo e leá. 'Oku totonu ke ke tuku ha taimi ke laukonga, tohi, fakafanongo, mo lea 'i he uike takitaha, neongo kapau 'oku lahi ange e taimi 'oku tuku ki ha me'a 'e taha mei he toengá. Kapau te ke fakatokanga'i 'okú ke 'i mu'a 'i he ngaahi fahu'i laukongá, tuku ha taimi lahi ange ke ngāue'i 'a e ngaahi fahu'i na'e tohí kae 'oua kuó ke 'i he feitu'u tatau 'i he feitu'u takitaha. 'E tokoni 'eni ke ke tauhi ha potupotutatau 'i he vaha'a 'o ho'o laukongá, tohí, fakafanongó, mo e ngaahi me'a 'okú ke lava 'o lea 'akí.

'Oku 'i ai ha tu'unga 'e fā 'o e ongo kongā laukongá mo e tohí fakatou'osi. 'Oku 'i he lēvolo takitaha 'a e fa'ahinga 'e fā (pe ngaahi kulupu) 'o ha ngaahi fahu'i: "Ask/Answer," "Describe," "Narrate," mo "Negotiate."

Level 1	Ask/Answer	Describe	Narrate	Negotiate
Level 2	Ask/Answer	Describe	Narrate	Negotiate
Level 3	Ask/Answer	Describe	Narrate	Negotiate
Level 4	Ask/Answer	Describe	Narrate	Negotiate

‘Oku totonu ke ke ngāue’i ‘a e ngaahi fehu’i ‘i he fa’ahinga takitaha kae ‘oua kuó ke ongo’i kuó ke lava’i lelei ‘a e ngāue’i he fa’ahinga ko iá. Ko ho’o kamata pē ke tali e meimei kotoa ‘o e ngaahi fehu’i ‘i ha fa’ahinga, te ke lava leva ‘o tokanga taha ki he ngaahi fa’ahinga kehé. ‘I he taimi ‘okú ke tali totonu ai ‘a e ngaahi fehu’i ‘i he ngaahi fa’ahinga kotoa ‘e faá, te ke lava ‘o ‘alu ki he lēvolo hono hokó.

‘Oku ‘ikai fie ma’u ia ke hiki fakalaka mei ha ngaahi lēvolo. Kapau ‘okú ke sai’ia ai, te ke lava ‘o kamata ‘i he kamata’anga ‘o e lēvolo 1 pea ngāue’i kotoa e ngaahi fehu’i ‘i hono hokohoko totonú. ‘Oku mahu’inga ange ke tuku ha taimi ke akoako ai, ‘i ha’o feinga ke ma’u e ngaahi fehu’i ‘okú ne fakatukupaa’i koé.

Answers

‘Oku ‘i he konga faka’osi ‘o e tohí ni ‘a e ngaahi tali ki he ngaahi fehu’i ki he laukonga ‘o e lēsoni takitaha. Te ke ako lelei taha kapau te ke feinga ke tali e fehu’i takitaha kimu’a peá ke sio ki he tali kuo ‘oatú.

‘Oku ‘oatu foki ‘e he konga ko ‘ení ha ngaahi sīpinga palakalafí ki he fekau “Write” kotoa pē. ‘E lava ke tokoni atu ‘a e ngaahi sīpingá ke ke fakakaukau’i ha ngaahi founga ke fakalelei’i ai ho’o tohí pe ‘oange ha fakamatala fekau’aki mo e tohi ho hoa akoakó. Te ke ako lelei taha kapau te ke tomu’a tohi ho’o ngaahi palakalafí peá ke toki lau ‘a e ngaahi sīpingá ‘i he’ene ‘osí.

FAKALŪKUFUÁ

Muimui ‘i he fanga ki’i tokoni ‘i laló ke ola lelei ho’o akó:

1. Tuku ha taimi ‘i he uike takitaha ke ngāue ai ‘i he ngaahi konga ki he “Personal and Partner Language Study” mo e “Proficiency Practice”.
2. ‘I he konga “Proficiency Practice” fakapapau’i te ke lava ‘o tali totonu ‘a e ngaahi fehu’i ‘i he fa’ahinga kotoa ‘e faá “Ask/Answer,” “Describe,” “Narrate,” mo e “Negotiate” kimu’a peá ke hoko atu ki he lēvolo hono hokó.
3. ‘I he konga “Proficiency Practice”, vahevahe ho taimí ki he laukongá, tohí, fakafanongó, mo e leá ‘i he uike takitaha, kae tuku ha’o taimi lahi ange ki he taukei ‘oku fiema’u ke ke fakatupulaki lahi tahá. Hangē ko ‘ení, kapau ‘okú ke faingata’a’ia ‘i hono tohi ‘o e lea faka-Pilitāniá ‘o lahi ange ‘i hono laú, akoako lahi ange ‘a e konga ki he tohí.

LESSON 1: VISION, GOALS, AND PLANS

Objectives

1. Understand why vision, goals, and plans are important.
2. Learn from others' experiences.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

vision	fulfill	passage
goal	accomplish	talents
align	desire	abilities
journey	challenge	partner
potential	according	

Read

Read the following passage, and answer the questions in the "Check Your Understanding" section.

Your Journey

You are on a journey that started before you were born. You came to this life to learn your purpose and fulfill Heavenly Father's plan for you. You are on a journey through the wilderness. You are searching for a land of promise. You cannot see it, but you know it is there. You are also returning to Heavenly Father. You cannot see Him, but you know He is there. He has a plan for you. Life is a collection of journeys. Each journey moves you closer to your goals and dreams. Each journey helps you to reach your potential as a child of God. You must keep going. You are the hero of your own story. What will you learn from each moment? Will you stay the same? Will you answer God's call to change and grow? This journey is a challenge. God understands. Remember, we are all travelers. You are not alone. We can grow, together.



Check Your Understanding

Answer the questions below. Check your answers in the "Answers" section at the end of the workbook.

1. What did you come to this life to learn? _____
2. What did you come to this life to fulfill? _____
3. What does each journey move you closer to? _____
4. The passage asks three questions. Can you remember one, two, or all of the questions? Write the question(s) you remember: _____

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

A Vision for Your Life

Those who achieve the most in this world are those with a vision for their lives. They have goals. Goals keep them focused on their vision. Goals keep them focused on their plans. Goals help them achieve their plans. Know where you are going. Know how you expect to get there. This can bring meaning, purpose, and accomplishment to life. A goal is different from a plan. A goal is an end. A plan is the way you get there. Begin with the end in mind. Find a way to get to that end. Wise goal setting includes short-term goals. These lead to longer-term goals.

(Adapted from M. Russell Ballard, “Return and Receive,” *Ensign* or *Liahona*, May 2017, 62–63.)

Check Your Understanding

Answer the questions below. Check your answers in the “Answers” section at the end of the workbook.

- 1. We want to accomplish many things. What three things can help us focus on what is most important?

- 2. How can goals help with your vision? _____
- 3. How can plans help with your goals? _____
- 4. Fill in the missing words: A _____ is an end, while a _____ is the way to get there.

Activities

These sentences from the passage “Your Journey” are out of order. Put them in order so that they make sense and match what you read in the passage. Check your answers in the “Answers” section at the end of the workbook.

- 1. You cannot see Him, but you know He is there.
- 2. You came to this life to learn your purpose and fulfill Heavenly Father’s plan for you.
- 3. He has a plan for you.
- 4. Will you answer God’s call to change and grow?
- 5. You are on a journey that started before you were born.

Write

Create a vision statement, goals, and a plan. These will help you learn English faster and stay motivated. The “Answers” section at the end of the book has an example response you can look at.

Write your own vision statement:

Write your own goal statement:

Write a paragraph. Describe your plans for learning English. Include the following:

1. What are you going to study?
2. Where are you going to study?
3. When are you going to study?

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY

Read and Discuss the Principle of Learning

Doctrine and Covenants 88:119 “Organize yourselves; prepare every needful thing; and establish a house, even a house of prayer, a house of fasting, a house of faith, a house of learning, a house of glory, a house of order, a house of God.”

1. We want to achieve our vision, goals, and plans. How can “organizing ourselves” help? How can “preparing every needful thing” help us?
2. This scripture teaches us to have both faith and learning. How do faith and learning relate to each other? How can faith and learning help us reach our vision?

Share

Share your vision statement, goal statement, and paragraph about learning English with your practice partner. Help each other improve your writing.

Practice Scenarios

Scenario 1: Youth Testimonials

With your practice partner, choose one of the following testimonials. Read it together. Then discuss these questions:

1. What things inspire you or motivate you?
2. How did EnglishConnect 3 fit in with that person’s vision, goals, or plans? How did learning English affect that person’s life?

Testimonial 1: Dinah—Mandalagan, Philippines

EnglishConnect 3 has helped me improve in so many aspects of the English language. At first, I took it very lightly, since I always thought of myself as already “good enough” in anything related to English. EnglishConnect 3 has not only taught me English; it has taught me about responsibility, commitment, and how to be an agentive learner. It has even made me have way more confidence than I had before, and I’m really glad and proud of it.

EnglishConnect 3 has also brought me closer to our Heavenly Father. At times, I would sometimes have either a hard time in doing the units or feel too proud and high when it comes to English. Whenever I felt these things, I would take a short, brief moment to ask for guidance from Him.



Honestly, if I hadn't taken the time to pray to Him about my EnglishConnect 3, I wouldn't have improved as much as I had right now.

I testify that Heavenly Father and Jesus Christ are always there for us. All we have to do is act out our part. Trials and difficulties may come, but with Him, we can overcome anything.

Testimonial 2: Diogo—São Paulo, Brazil

I am very grateful for the opportunity [to] participate in EnglishConnect 3. This course has helped me to exercise more faith in the Lord. [He has helped] me to accomplish all this, to be self-reliant, and to do all that is necessary to be blessed both materially and spiritually. Learning English is not an easy experience. This week, when I came across the theme of the gathering we will have, the questions made me reflect a lot on my fruits and goals until now, and it made me reserve more time to study and prepare myself more to achieve my goal, that is to be prepared for BYU-Pathway Worldwide. The content is really impressive and sacred, and I am very grateful for that.



Scenario 2: Applying Vision, Goals, and Plans to Business

Pretend you and your practice partner have just been hired by a new company. The boss says, "Please prepare a short presentation. Tell how a vision, goals, and plans can help the company grow."

1. What will you say in your presentation? Discuss this with your practice partner.
2. Give your presentation to each other.

CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 2: BECOMING AN AGENTIVE LEARNER

Objectives

You will take responsibility for your own learning of English. You will understand the phrase “agentive learner.” You will become an agentive learner as you study English.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

agent	challenge	abilities
agentive	command	progress (n)
seek	gift of tongues	passage
share	accomplish	Spirit (or Holy Ghost)
talent	partner	
Lord	principle	

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

What Is an Agentive Learner?

What is an agentive learner? Agentive learners take action. They achieve their goals. They act in faith. They seek the gifts of the Spirit. They seek help from Heavenly Father and Jesus Christ. They have a vision for their lives. They have goals and plans. They do not wait for someone else to teach them. They are not passive. They take responsibility for their own learning.

You can become an agentive learner by applying five principles:

1. **Exercise faith in Jesus Christ.** He is real and He will help you.
2. **Take responsibility.** Learning is your responsibility, not anyone else’s.
3. **Teach one another.** Share your knowledge with others. Help others reach their goals.
4. **Press forward.** Keep trying, even when you feel discouraged. Endure to the end.
5. **Self-evaluate.** Reflect on your progress. See how you can improve.

Check Your Understanding

You just read about agentive learners. Now write one sentence that answers this question: What is an agentive learner? Use your own words and ideas. Do not copy from the passage. Compare what you wrote with what is written in the “Answers” section in the back of the book.

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

The Hand of the Lord

Build a ship and cross an ocean? The Lord gave Nephi this commandment. Nephi was a prophet in the Book of Mormon. What did Nephi know about building a ship? We don't know, but it probably was not much. He likely felt overwhelmed. Nephi's own brothers doubted Nephi's ability (see 1 Nephi 17:17–18). But, as always, the Lord helped them. He told Nephi, “Thou shalt construct a ship, after the manner which I shall show thee, that I may carry thy people across these waters” (1 Nephi 17:8).

Like Nephi, you have probably felt the hand of the Lord in your life. You have overcome challenges in your life. He has helped you in the past. He will help you learn English. (This is another huge challenge!) Heavenly Father will help you. You can learn English faster as you do the following:

- Believe in your divine potential.
- Understand God's vision for your life.
- Act in faith.
- Seek the gifts of the Spirit.

**Check Your Understanding**

Answer the questions below. Check your answers in the “Answers” section at the end of the workbook.

1. What did God command Nephi to do?
2. Was Nephi prepared to build a boat?
3. How did God help Nephi?
4. How can God help you learn English?
5. What things can you do to access God's help?

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

Children of God

You are a child of God with divine potential. You can become like Him (see Romans 8:16–17). He knows everything (see 2 Nephi 9:20; Moroni 7:22), and He can help you learn anything. You must be willing to work hard. He has all power (see Mosiah 4:9). He can help you accomplish your language-learning goals.

You are a child of an omniscient Father. By learning good things, you become more like Him. He is pleased with all your efforts. You can learn and grow (see Moses 1:39). He has blessed each of us with different talents and abilities. Some things will be easier for others than for you, but you can accomplish your righteous desires with His help (see Moroni 10:8–19, 30). Your progress is not dependent on any other person.

Jesus Christ is loving and merciful. You have access to His grace all along the way. You can ask God for help. He will help you with anything (see 3 Nephi 14:7–11; Alma 34:17–27). You should ask for and seek the gift of tongues. *Preach My Gospel: A Guide to Missionary Service* teaches: “Gifts of the Spirit are real. The gift of tongues and the gift of the interpretation of tongues can help you as much or more than any other single thing to speak and understand the language” ([2019], 139). Don’t become discouraged. Act in faith and turn to Him. He will invite you. Take His yoke upon you. You can “find rest unto your [soul]” (see Matthew 11:28–30).



Check Your Understanding

Answer the questions below. Check your answers in the “Answers” section at the end of the workbook.

1. What does it mean to be a child of God? _____

2. How can Heavenly Father help you in your learning? _____

3. Are you dependent on anyone for your progress? Who? _____

4. What is the gift of tongues, and how can you get it? _____

5. What should you do if you get discouraged? _____

Activities

Activity 1

Think about the prophet Nephi from the Book of Mormon. Remember the passage above about Nephi. How are you similar to Nephi? How are you different from Nephi? Write down some ideas below.

1. I am **similar to** Nephi because . . . _____

2. I am **different from** Nephi because . . . _____

Activity 2

The second reading passage states: “[God] has blessed each of us with different talents and abilities. Some things will be easier for others than for you, but you can accomplish your righteous desires with His help (see Moroni 10:8–19, 30).” Think about your talents and abilities. What talents and abilities do you already have? What talents do you want to have? What talents can you seek God’s help in obtaining? Write down some ideas below.

1. Talents and abilities **I have**: _____

2. Talents and abilities **I want to have**: _____

Write

Make a plan. How will you be an agentive learner in your English studies? Write the details of your plan in a paragraph. Be prepared to share your paragraph with your practice partner. It should include the following:

- How to involve Heavenly Father in your learning
- What materials you will use
- How much time you will spend on English learning each day
- How you will monitor your progress
- How you will get the needed speaking practice

Compare your answer with the example in the “Answers” section at the back of the book.

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY

Review

Think about the goals from last week. Did you accomplish those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

Doctrine and Covenants 58:28 “For the power is in them, wherein they are agents unto themselves. And inasmuch as men do good they shall in nowise lose their reward.”

2 Nephi 2:14, 16 “And now, my sons, I speak unto you these things for your profit and learning; for there is a God, and he hath created all things, both the heavens and the earth, and all things that in them are, both things to act and things to be acted upon. . . . Wherefore, the Lord God gave unto man that he should act for himself. Wherefore, man could not act for himself save it should be that he was enticed by the one or the other.”

1. What does “things to act and things to be acted upon” mean? What does “agents unto themselves” mean? How could these apply to learning English?
2. Why does Heavenly Father want us to be agents of our own learning?

Share

Share the plan from your personal study with your partner. Give and receive feedback on each other’s writing. Rewrite your plan based on the feedback.

Practice Scenarios

Scenario 1: Five Principles

Together with your practice partner, review the five principles below about being an agentive learner. Have a conversation about the principles. Which principles are you good at in your own life? Which ones do you need or want to improve? What is your plan for improvement?

1. **Exercise faith in Jesus Christ.** Know that He is real and He will help you.
2. **Take responsibility.** Learning is your responsibility, not anyone else’s.
3. **Teach one another.** Share your knowledge with others. Help others reach their goals.
4. **Press forward. Keep trying.** Endure to the end. Try when you feel discouraged.
5. **Self-evaluate.** Reflect on your progress. See how you can improve.

Scenario 2: What Is an Agentive Learner?

Imagine that you are telling a friend or family member about your EnglishConnect class. You say, “We are learning about being an agentive learner.” They ask, “What is an agentive learner?” What would you say to your friend or family member to explain this concept? Explain to your practice partner. Switch roles.

Scenario 3: Why Agentive Learning?

Pretend that someone you know believes that passive learning is better because it is easier. What would you say to him or her? Share your opinions and ideas with your practice partner. Switch roles.

Scenario 4: People in the Scriptures

Together with your practice partner, think of examples of agentive learners in the scriptures. What did the person do to be an agentive learner? How can you learn from the person’s example in your English study? If you need some ideas, consider these stories:

- **Nephi:** 1 Nephi 17:7–11; 18:3
- **Abraham:** Abraham 1:1–4
- **Brother of Jared:** Ether 2:22–23; 3:1, 4–5
- **Joseph Smith:** Joseph Smith—History 1:10–11, 13–14

CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 3: ME IN 30 SECONDS

Objectives

Introduce yourself in various situations. You will write, revise, and memorize your own “Me in 30 Seconds” statement.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

youth	outgoing	prophet
dedicated	currently	personalities
variety	perspective	humble
fewer	abilities	
increased	successful	

Read

Read the following passages, and answer the questions in the “Check Your Understanding” section.



“My name is Randy Patterson, and I’m currently looking for a job in youth services. I have 10 years of experience working with youth agencies. I also have a bachelor’s degree in outdoor education. I raise money, train leaders, and organize units. I have raised over \$100,000 each of the last six years. I consider myself a good public speaker, and I have a good sense of humor.”



“My name is Lucas Martin, and I enjoy meeting new people and finding ways to help them have an uplifting experience. I have had a variety of customer service opportunities, through which I was able to have fewer returned products and increased repeat customers when compared with coworkers. I am dedicated, outgoing, and a team player. Who could I speak with in your customer service department about your organization’s customer service needs?”



“My name is Rolanda. I am a dedicated person with a family of four. I enjoy reading, and the knowledge and perspective that my reading gives me has strengthened my teaching skills and presentation abilities. I have been successful at raising a family, and I attribute this success to my ability to plan, schedule, and handle many different tasks at once. This flexibility will help me in the classroom, where there are many different personalities and learning styles.”

(Adapted from Latter-day Saint Jobs “Me in 30 Seconds” statements.)

Check Your Understanding

Answer the questions below. Check your answers in the “Answers” section at the end of the workbook.

1. What is a “Me in 30 seconds” statement? _____
2. What kind of job does Randy Patterson want? _____
3. Who has had a variety of customer service opportunities? _____
4. What kind of job is the third person applying for? _____

Activities

Choose the correct words and fill in the blanks of the paragraphs below.

Paragraph 1: *organize; experience*

“My name is Randy Patterson, and I’m currently looking for a job in youth services. I have 10 years of (1) _____ working with youth agencies. I also have a bachelor’s degree in outdoor education. I raise money, train leaders, and (2) _____ units. I have raised over \$100,000 each of the last six years. I consider myself a good public speaker, and I have a good sense of humor.”

Paragraph 2: *outgoing; fewer; increased; finding; variety*

“My name is Lucas Martin, and I enjoy meeting new people and (3) _____ ways to help them have an uplifting experience. I have had a (4) _____ of customer service opportunities, through which I was able to have (5) _____ returned products and (6) _____ repeat customers when compared with coworkers. I am dedicated, (7) _____, and a team player. Who could I speak with in your customer service department about your organization’s customer service needs?”

Paragraph 3: *perspective; dedicated; personalities; successful; abilities; attribute*

“My name is Rolanda. I am a (8) _____ person with a family of four. I enjoy reading, and the knowledge and (9) _____ that my reading gives me has strengthened my teaching skills and presentation (10) _____. I have been (11) _____ at raising a family, and I (12) _____ this success to my ability to plan, schedule, and handle many different tasks at once. This flexibility will help me in the classroom, where there are many different (13) _____ and learning styles.”

Write

Write your own “Me in 30 Seconds” statement. Memorize it. Compare your answer with the example in the “Answers” section at the back of the book.

Include the following in your statement:

- A personal introduction
- Three or four reasons why you would be good for the position, including specific examples
- The kind of work you are looking for
- How you are different from other people that might apply for the job

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY

Review

Think about the goals from last week. Did you accomplish those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

Ether 12:27 “And if men come unto me I will show unto them their weakness. I give unto men weakness that they may be humble; and my grace is sufficient for all men that humble themselves before me; for if they humble themselves before me, and have faith in me, then will I make weak things become strong unto them.”

1. How does this scripture apply to English learning?
2. How has God made “weak things become strong” in your own life? Share your experience with your practice partner.

Share

Share your “Me in 30 Seconds” statement with your practice partner. See if you can say it without reading it. Ask your practice partner for feedback. Incorporate their suggestions into your statement. Say it again.

Practice Scenarios

Scenario 1: Hiring Manager

You are the hiring manager at a school. You are looking for a new secretary.

1. Review the “Me in 30 Seconds” statements in the “Personal Language Study” section (Randy, Lucas, and Rolanda).
2. Why is each person good or bad for the position? Discuss it.
3. Who would you hire for this position? Explain why.

Repeat this activity with the following jobs:

- Teacher
- Chef
- Accountant



Scenario 2: Prophet in 30 Seconds

Pick a modern-day prophet or apostle or someone from the scriptures. With your practice partner, create the person’s “Me in 30 Seconds” statement.

CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 4: WHY EDUCATION?

Objectives

Explain why education is important to you.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

religious	degree	chart
secular	written passage	feedback
salvation	earnings	humble
attain	unemployment	

Read

Education

We can become acquainted with truth in good sources of all kinds. Then we can work better in the world and serve in the kingdom of God. The Lord revealed, “The glory of God is intelligence, or, in other words, light and truth” (Doctrine and Covenants 93:36). All truth comes from Heavenly Father. It is designed for the good of His children. We must educate our minds, improve our skills, and perfect our abilities. Then we can be a better influence for good in the world. We can provide for ourselves, our family, and those in need. We can build God’s kingdom (see Doctrine and Covenants 88:78–80). All truth, whether religious or secular, is included in God’s plan for our salvation and happiness. The Prophet Joseph Smith taught: “Whatever principle of intelligence we attain unto in this life, it will rise with us in the resurrection. And if a person gains more knowledge and intelligence in this life . . . , he will have so much the advantage in the world to come” (Doctrine and Covenants 130:18–19). (See Gospel Topics, “Education,” [topics.ChurchofJesusChrist.org](https://www.churchofjesuschrist.org/topics/education).)

Check Your Understanding

Identify three reasons why education is important. Write each answer as one complete sentence.

1.
2.
3.

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

**Three Brothers**

Three sons were born to good parents. Their dad had a successful job as a manager of a company. They lived in a small house in a nice area. The schools in the area were excellent.

The first son loved school. He did well in his high school classes, and a university gave him money to study there. He paused his university studies to serve a two-year mission for his church. After he finished his mission, he continued his education and got a good job.

The second son did not enjoy school, but he knew it was important. He tried hard and did well in high school. When the time came for him to finish high school, he also got money from a university to study business. After serving his church for two years, he finished his studies and got a good job.

The third son also did not like school. He finished high school, but he did not try very hard. As a result, he did not do well. When he finished, he decided not to go to a university. He went to serve his church for two years, then got a local job doing work that did not require an education. At first, he made almost as much money as his brothers who had gone to university.

As time went on, all three of the brothers got married and began raising their families. The oldest brother went back to school and got another degree. He moved up in the company where he worked. The second son also got a second degree and became a manager in his company. The third son continued his same job and did not get any degrees.

Check Your Understanding

Answer the questions below. In your own words, describe what happened to each brother in the story. Do not look back at the passage. Write down as many details as you can remember.

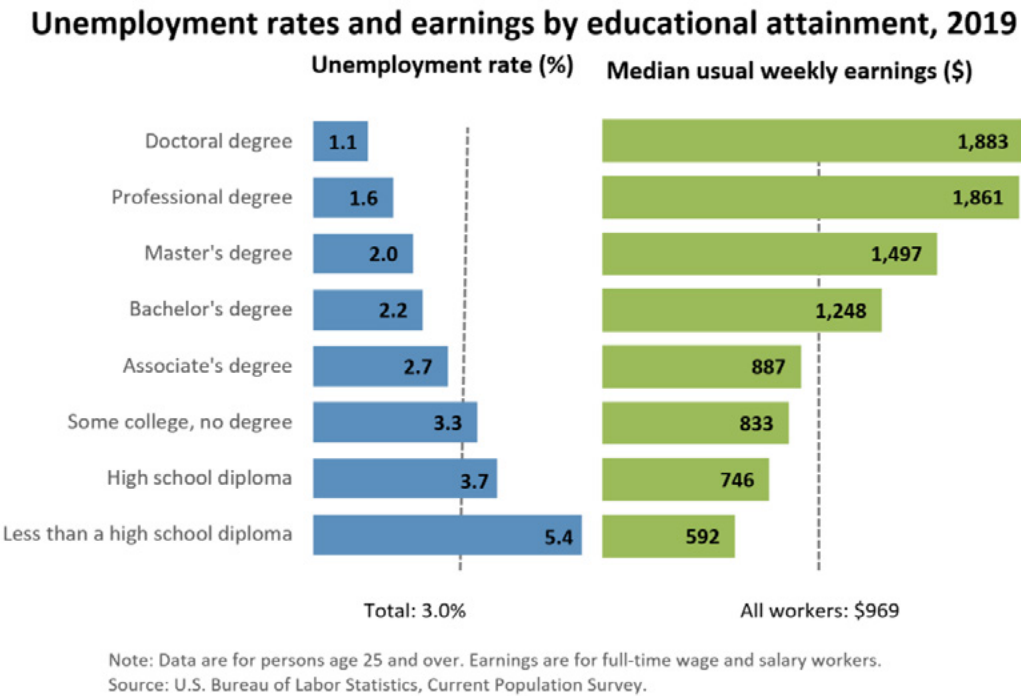
Check your answers in the “Answers” section at the end of the workbook.

- What happened to the first brother in the story? _____
- What happened to the second brother in the story? _____
- What happened to the third brother in the story? _____
- What can you learn from this story? Describe using your own words. _____

Read

Examine the chart below and read the following passage. Then answer the questions in the “Check Your Understanding” section.

Earnings and Unemployment Rates



According to data from the U.S. government, earnings (in the U.S.) increase and unemployment decreases as education increases. Grouping workers by education level, the data show that those with more education have higher earnings and lower rates of unemployment than those with less education.

For example, workers with a doctoral degree had the lowest unemployment rate (1.1 percent) and highest weekly earnings (\$1,883) in 2019 of all groups shown. That's less than one-fifth the unemployment rate (5.4 percent) and more than three times the earnings (\$592) of workers with less than a high school education.

(Adapted from Dennis Vilorio, "Education Matters," *Career Outlook*, U.S. Bureau of Labor Statistics, Mar. 2016, bls.gov.)

Check Your Understanding

The sentences below summarize the main ideas from the passage. Draw arrows in the blanks. An up arrow (↑) represents more/higher/increase, and a down arrow (↓) represents less/lower/decrease. Check your answers in the "Answers" section at the end of the workbook.

1. ____ education leads to ____ chances for earnings and employment.
2. Earnings ____ and unemployment ____ when you have an education.
3. People with ____ education have ____ earnings and ____ unemployment.
4. People who are educated have ____ earnings and ____ unemployment than people who are not educated.

Read the statements below. Decide whether they are true or false according to the chart and the passage.

Circle "True" or "False." Check your answers in the "Answers" section at the end of the workbook.

5. True / False: Workers with a doctoral degree have the highest weekly earnings.
6. True / False: In the example above, earnings increase and unemployment decreases when people throughout the world get an education.
7. True / False: The chart shows data about people ages 25 and older.
8. True / False: The chart shows data about people who work full-time and part-time.

Activities

Look back at the passage to help you fill in the blank spaces in the chart below. Write down the numbers from the passage. Practice saying the numbers correctly out loud. Check your answers in the "Answers" section at the end of the workbook.

EDUCATION LEVEL	WEEKLY \$	YEARLY \$
1. Less than a high school education	\$	\$
2. A high school education	\$	\$
3. A bachelor's degree	\$	\$
4. A master's degree	\$	\$
5. Professional degree	\$	\$
6. Doctoral degree	\$	\$

Write

Identify three reasons why it is important for you to get more education. Compare your answer with the example in the “Answers” section at the back of the book.

1. _____

2. _____

3. _____

Write a brief essay about your educational goals. Include the following in your essay:

1. A description of your goals
2. A rationale for your goals
3. A time line for the accomplishment of your goals

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY**Review**

Think about the goals from last week. Did you accomplish those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

Read this quote from Elder David A. Bednar:

“As learners, you and I are to act and be doers of the word and not simply hearers who are only acted upon. Are you and I agents who act and seek learning by faith, or are we waiting to be taught and acted upon? . . . A learner exercising agency by acting in accordance with correct principles opens his or her heart to the Holy Ghost and invites His teaching, testifying power, and confirming witness. Learning by faith requires spiritual, mental, and physical exertion and not just passive reception” (“Seek Learning by Faith,” *Ensign*, Sept. 2007, 64).

Discuss the following questions with your practice partner:

1. What does it mean to be an agent who acts? What does it mean to be a “doer of the word”? Do you know someone who is a good example of this?
2. Share an experience about when you have taken responsibility for your learning.
3. What can you do to be an active learner in EnglishConnect?

Share

Share your essay that you wrote in this lesson with your practice partner. Discuss your educational goals in detail. Ask for your partner’s feedback about your paragraph. Write down their feedback. Incorporate it into your writing during your next personal language study.

Practice Scenarios

Work with your practice partner. Look at the list of six issues below. Choose one of the issues to discuss. Discuss reasons it is a good idea and reasons it is a bad idea. Decide if you personally agree or disagree with the statement. Repeat for all six issues.

Issues:

1. Government should pay for higher education for all adults.
2. Adults in higher education should take a class in art or music.
3. In elementary or secondary school, students should not have homework.
4. In elementary or secondary school, students should attend an all-boys school or all-girls school.
5. Prayer should be allowed in schools.
6. All students should be required to take an English class.



CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 5: HIRE A NEW EMPLOYEE

Objectives

By the end of this lesson, you will feel confident describing and comparing people. You will practice comparing job candidates to hire the best employee.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

adapt	employee	produce (v)
ambitious	evaluate	project (n)
applicant	feedback	receptionist
candidate	interaction	situation
capability	perspective	zone (n)
characterize	position (n)	

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

Hiring a New Employee

Hiring a new employee is a lot of work. Some people answer interview questions well but they are not very good employees. Some people do not answer interview questions well but they would be good employees and they have good qualities. How can you make sure to hire the best person for the job, not just the person who is best at answering interview questions?

Here are two important things to consider when you are hiring a new employee: First, be very clear about what you want the person to do in the job. Second, think of ways the job applicants can demonstrate the skills they have. Here are some ideas to help you:

1. **Give them a problem to solve.** Think of a problem that your employees might have to solve. Ask job applicants to describe how they would solve that problem. Evaluate their problem-solving skills.
2. **Give them a project to complete.** Before the interview, ask the candidates to complete a project. This project should be something they might have to do in their job. This is a great way to see how they would approach projects on the job.
3. **Take them out of the “interview zone.”** Consider taking job applicants to lunch as part of the interview. Observe how they treat the restaurant employees and staff. Pay attention to how they interact with you in a casual situation.



4. **Ask them to share something they are passionate about.**

Invite job applicants to talk about something they are passionate about. Let them talk. Listen carefully. They may share many different things that will help you understand their perspective better.

5. **Get feedback from people they meet outside the interview.**

Think of ways other people at the company can interact with job applicants. Ask someone to take the applicant on a tour of the office. Ask the secretary or receptionist about their interaction with the applicant. Discover how the candidate treated other people at the company.



Check Your Understanding

1. Fill in the blanks with your own words. Use the main ideas you learned from the article.

"Some people answer _____ but they are not _____. Some people do not answer _____ but they would be _____."

2. According to the article, what are two important things to consider when you are hiring a new employee?

3. What are some strategies for finding the right candidate?

4. Think about this suggestion from the article: "Get feedback from people they meet outside the interview." What does this mean? How can you do it? Use your own words to summarize what you learned.

Activities

Think about the five strategies for hiring the right candidate.

Strategies:

- 1. Give them a problem to solve.
- 2. Give them a project to complete.
- 3. Take them out of the “interview zone.”
- 4. Ask them to share something they are passionate about.
- 5. Get feedback from people they meet outside the interview.

Answer the questions below about these strategies. Your answers should be similar to this example:

EXAMPLE

Example Question:

In your opinion, which strategy is THE MOST INTERESTING?

Example Answer:

“I believe that taking the candidate out of the ‘interview zone’ is mostly boring for the interviewer. I think that as an interviewer it would not be interesting to sit at lunch with a job candidate. I would rather watch a candidate complete a project or do something related to the job.”

- 1. In your opinion, which strategy is THE MOST EFFECTIVE? Which strategy would be best to help the interviewer quickly identify the right candidate? _____

- 2. In your opinion, which strategy is THE MOST DIFFICULT? Which situation or task would be the most difficult for the candidate? Which would require the most effort on their part? _____

- 3. In your opinion, which strategy is THE MOST INTIMIDATING? Which situation or task would be the most frightening for the candidate? Which would cause them a lot of anxiety or stress? _____

Write

Think of three adults you know. First, write a **description** about each of them.

When you **describe** a person, remember to think about:

- The person's **personality** (how he or she acts).
- The person's **physical characteristics** (how he or she looks).
- The person's **skills** (things he or she does well).

1. _____

2. _____

3. _____

Next, write 5 sentences **comparing** two of them.

When you **compare** people, remember to use:

- This type of phrase: **more** _____ **than**. (Example: This job applicant is **more ambitious than** that one.)
- This type of phrase: _____ **-er than**. (Example: She can type **faster than** he can.)

4. _____

5. _____

6. _____

7. _____

8. _____

Proficiency Practice

As part of your personal study, you should take time to work in the "Proficiency Practice" section at the end of this book. The "Proficiency Practice" section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY

Review

Think about the goals from last week. Did you accomplish those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

Doctrine and Covenants 109:7 “And as all have not faith, seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom, seek learning even by study and also by faith.”

- 1. Why does the Lord command us to “teach one another”? What are some ways we can “teach one another” to learn English better?
- 2. Share an experience about when you learned from someone else or an experience when you taught something to someone else. Why was this experience meaningful?

Share

Share the paragraph you wrote during personal language study with your practice partner. Ask for their suggestions. Write down their suggestions and incorporate this feedback into your writing during your next personal language study. Refer to the rubric below.

DESCRIPTIONS SHOULD INCLUDE:

- 1. The person’s personality (how he or she acts).
- 2. The person’s physical characteristics (how he or she looks).
- 3. The person’s skills (things he or she does well).

COMPARISONS SHOULD INCLUDE:

- 1. This type of phrase: **more [long adjective] than.**
- 2. This type of phrase: **[one-syllable adjective] -er than.**

Practice Scenarios

Scenario 1: Preparing for a Job Interview

Review the five interview strategies from your personal study with your practice partner. Discuss which of these strategies you would use if you were looking to hire someone.

Scenario 2: Hiring a Receptionist

Imagine that you and your practice partner work at a call center together. You are going to hire a new receptionist. After interviewing all the job applicants, you must decide who to hire. Each applicant is described in the table below.

- Talk about the three applicants: Lena, Jorge, and Yi Ting. What do you like about them? What do you not like about them?
- Compare the three applicants. Create at least 10 comparison sentences.
- Decide who to hire.
- Discuss why you will hire this person.

	LENA	JORGE	YI TING
Personality	Gentle, honest, sympathetic, idealistic, calm, a little bit of a coward	Eager, helpful, strong, disciplined, a little bit vain	Tidy, smart, outgoing, influential, disciplined, a little bit proud
Education	Certificate in business management	Associate degree in computer information systems	Associate degree in administrative assistance/ office management
Work Experience	1 year in customer service at a hotel	3 years as a computer programmer	2 years in retail, 1 year running a small business

Scenario 3: Merging Companies

Imagine that you own a company. Your practice partner also owns a company. You decide to merge your two companies together into one new company. You discuss hiring several employees for the new company.

Talk about what you each value in your employees. What characteristics are the most important to you? What characteristics are good but less important? What characteristics are absolutely not acceptable?

- Create a list of the top three most important characteristics in the employees. Create another list of the top three characteristics you will not tolerate.

Scenario 4: Job Description

You and your practice partner work in an office. You are hiring someone. They must clean the office every weeknight.

- Write a job description for the job. Describe the job duties and required skills.
- Include in your job description the ideal characteristics of a candidate.

CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 6: SUPPORT AN OPINION

Objectives

By the end of this lesson, you will be able to express your opinion about familiar issues. You will be able to support your opinion with reasons, data, facts, and examples.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

moderator	spank	consequence
session	inappropriate	contention
panel	controversial	method
opinion	parameter	time-out
discipline (n)	logic	

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

Parents Speaking on Discipline

Moderator: Thank you for coming to our conference on the family. In this session, a panel of parents will share their opinions about discipline with us. On the right, we have Mrs. Wood. She is the mother of four children, ages 14 months to 8 years. In the center is Mr. Miller. He has five children, ages 2 to 12. On the left, we have Mrs. Beal, mother of three children, ages 3 to 9. Today we're going to start with Mrs. Wood. In your opinion, what is the best method of discipline?

Mrs. Wood: Well, this may be somewhat controversial, but my husband and I believe that spanking works best in changing negative behavior.

Moderator: Interesting, and what makes you feel that way?

Mrs. Wood: Our reasons for spanking come mostly from experience. Our parents spanked us, and we turned out OK. Also, we have found that with our own children, spanking works quickest and best to change negative behavior. Of course, we do have some parameters that we follow. First of all, we never spank a child until he is at least two years old. At that age he or she can reason a little about right and wrong behavior. Second, we never spank if we are angry. We take time to cool off before administering the punishment. Third, we try reasoning with the child first. If that doesn't work, we spank. Finally, we always show an increase of love afterwards. We give them a hug or some words of praise or other positive words.

Moderator: Mr. Miller, what do you think about spanking?

Mr. Miller: Well, I disagree with Mrs. Wood. As far as I'm concerned, the time-out method works best. Children have a very difficult time controlling their emotions. That leads to inappropriate behavior. So we give our children a time-out. We take them out of the situation. We put them on a special time-out chair in the corner of the kitchen. They have to sit there until their emotions are under control. Sometimes, it only lasts for a minute or two. Other times, it lasts for 20 to 30 minutes. This time-out gives them time to calm down. They think about their behavior and why it was inappropriate. We talk to them afterwards. We make sure that they understand their behavior was inappropriate. They must think of positive ways to express their emotions. Time-out definitely improves behavior in our home.

Moderator: Mrs. Beal, do you think that spanking is a good form of discipline?

Mrs. Beal: No, I don't. I have never spanked my children. I just don't think a child ever should be hit. We should be teaching our children how to avoid violent behavior. If we, as parents, hit them, how can we expect them not to hit each other?

Moderator: So then, what is your preferred method of discipline?

Mrs. Beal: Well, I prefer the love-and-logic method. In this method, our children make choices, either good or bad. Then consequences are applied. There is no yelling or spanking. There is very little frustration for the parents. For instance, our three-year-old was using inappropriate behavior at the dinner table. After several tries to get him to stop, we gave him a choice. He could eat at the table with good manners or he could go to his room without dinner. At first, he chose to go to his room. He could play. He could do whatever he wanted. But then he realized something: he wasn't going to get any food in his room. After a while, he decided to go back to the table. Good behavior at the dinner table brought better consequences—like a full stomach. No one got upset. Afterward, we could enjoy our meal together again. We don't have a perfect family, without fighting or contention. But our method of discipline lends itself to less frustration, anger, and yelling for the parents. At the same time, we teach our children responsibility and good behavior.

Check Your Understanding

Try to answer these questions without looking back at the passage.

1. What is the opinion of the first speaker (Mrs. Wood)? Fill in the blank: "My husband and I believe that _____ works best in changing negative behavior."
2. What are some reasons Mrs. Wood gives to support her opinion? _____
3. What does the second speaker, Mr. Miller, say about Mrs. Wood's opinion? Circle the correct word: "Well, I **agree / disagree** with Mrs. Wood."
4. What is the opinion of the second speaker (Mr. Miller)? Fill in the blank: "As far as I'm concerned, the _____ method works best."
5. What are some reasons Mr. Miller gives to support his opinion? _____
6. What is the opinion of the third speaker (Mrs. Beal)? Fill in the blank: "I prefer the _____ method."
7. What does the third speaker, Mrs. Beal, say about spanking? Circle the correct word: "I have **always / never** spanked my children."
8. What reasons and examples from her own family does Mrs. Beal give to support her opinion?

Activities

Activity 1

The reading passage highlighted three people’s opinions on discipline.

- Mrs. Wood: “Spanking works best.”
- Mr. Miller: “The time-out method works best.”
- Mrs. Beal: “I prefer the love-and-logic method.”

1. Which person do you agree the **MOST** with? (You **would** use this method to discipline your children.)
 _____ Why? _____
2. Which person do you **SOMEWHAT** agree with? (You **might** use this method to discipline your children.)
 _____ Why? _____
3. Which person do you agree the **LEAST** with? (You will **never** use this method to discipline your children.)
 _____ Why? _____

Activity 2

Read the following opinion paragraph about Alma 32.

“In my opinion, Alma 32 is one of the most powerful scriptures on developing faith. It says that a desire to believe leads to faith. It gives us a step-by-step formula for confirming our faith. In it, we are told that we must have patience and diligence. It ends with a promise: if we persist in our efforts, we can have faith unto eternal life. This scripture is one of the best on how to develop our faith.”

Find and write each of the following:

1. The topic sentence (states the author’s opinion at the beginning). _____

2. Three supporting sentences (give details and explanations to back up the opinion). _____

3. The concluding sentence (restates the author’s opinion at the end). _____

Write

Write a paragraph in which you support your opinion on the topic below. Follow the model presented above with these three parts: (1) a topic sentence, (2) three to five supporting sentences, and (3) a concluding sentence.

Topic: Are video games good or bad for families?

**Proficiency Practice**

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY**Review**

Think about the goals you set last week. How successful were you at accomplishing those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

Alma 32:41–43 “But if ye will nourish the word, yea, nourish the tree as it beginneth to grow, by your faith with great diligence, and with patience, looking forward to the fruit thereof, it shall take root; and behold it shall be a tree springing up unto everlasting life. And because of your diligence and your faith and your patience with the word in nourishing it, that it may take root in you, behold, by and by ye shall pluck the fruit thereof, which is most precious, which is sweet above all that is sweet, and which is white above all that is white, yea, and pure above all that is pure; and ye shall feast upon this fruit even until ye are filled, that ye hunger not, neither shall ye thirst. Then, my brethren, ye shall reap the rewards of your faith, and your diligence, and patience, and long-suffering, waiting for the tree to bring forth fruit unto you.”

1. What do these scriptures teach us about pressing forward?
2. What blessings do you receive when you press forward? Share an experience about when you had to press forward in something difficult.
3. How can you continue pressing forward in EnglishConnect when it feels difficult?

Share

Share your opinion paragraph from your personal study section with your practice partner, and ask them for suggestions. Write down their suggestions and incorporate them into your writing in your next personal language study.

Practice Scenarios**Scenario 1: Disciplining Children**

1. Work with a partner.
2. Brainstorm about the following topic: What is the best way to discipline children?
3. Say your opinion. Why is that the best way? Give reasons and examples.
4. Do you agree or disagree with your partner?

Scenario 2: Share Your Opinion

1. Work with a partner.
2. Look at the list of topics below.
3. Choose one topic. Share your opinion about that topic.
4. Tell why you have that opinion. Give reasons and examples.
5. Talk about as many topics as you can.

Topic 1. Stay Healthy: What is the best way to keep your body healthy?

Topic 2. Public Transportation: Should everyone take public transportation, or should they own their own transportation?

Topic 3. Success and Happiness: Is it more important to be successful or to be happy?

Topic 4. Education: Should everyone continue their education after high school? Why or why not?

Topic 5. Future Planning: Is it better to plan carefully for your future or focus on the moment and what will make you happy now?

CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 7: SHARE EXPERIENCES

Objectives

By the end of this lesson, you will be able to share experiences from your past.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

embarrassing	milestone	categories
bicycle, bike	past tense	ambulance
wheel	disagree	stitches
ankle	memorable	

Read

Read the following passages, and answer the questions in the “Check Your Understanding” section.

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. I had never ridden a bike in my country, so 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 my dress had gotten caught in the 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 First Day at Work

I was driving my sister-in-law's car to work. She forgot to tell me that there wasn't very much gas in the car. I stopped at a red light. When the light turned green, I tried to go, but the engine stopped. The car was out of gas. There were lots of cars behind me, and the drivers were honking angrily.

I didn't know what to do, so I got out of the car and closed the door. The door locked. Then I realized that the keys were in the car. My car was out of gas. My keys were in the car. The door was locked. It was terrible! A stranger stopped and helped me fix the

situation, but I was two hours late for my first day at work!

Check Your Understanding

My Most Embarrassing Moment

1. What “silly mistake” did the author make while riding her bike? _____
2. What two things did people do when she made this mistake? “People were _____ and _____.”
3. Who helped her get her dress out of the wheel? _____

My First Day at Work

1. What was wrong with the car on the author’s first day of work? _____
2. Whose car was he driving? _____
3. What did he lock in the car? _____
4. Who helped him “fix the situation”? _____

Read

Read the following conversation, and answer the questions in the “Check Your Understanding” section.

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. I was 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. No car was coming. I started across. When I was about halfway 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. That frightened me a lot. After a minute, though, I stood up and walked over to the sidewalk. My leg and ankle and tailbone hurt. My head was bleeding.

Connie: Did the driver stop and help you?

Sheila: Nope. Someone called the university police, but they didn’t come until after I left. Another student was driving by. She took 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: He told me I had a broken ankle and had to have 11 stitches in the back of my head.

Check Your Understanding

1. In which month did Sheila get hit by a car? _____
2. True / False: Sheila fell back and hit her head on the street.
3. True / False: The car hit both of Sheila's legs.
4. Yes / No: Did the driver of the car that hit Sheila stop to help her?
5. The sentences below are out of order. Organize them so they are in the correct order:
 - a. _____ The doctor told Sheila she had a broken ankle and needed stitches.
 - b. _____ Sheila didn't call an ambulance.
 - c. _____ Someone called the university police.
 - d. _____ Another student took Sheila to the student health center.
 - e. _____ The university police didn't come.

Activities

Activity 1

The three reading passages above share experiences about someone's most embarrassing moment, first day of work, and scariest moment. Reflect on these events in your own life. Look at the categories below and **write one sentence in the past tense** for at least four of the categories:

Example: First Day of Work: I was really nervous.

1. First Day of School: _____
2. Most Embarrassing Moment: _____
3. Scariest Experience: _____
4. Strongest Spiritual Experience: _____
5. Funniest Experience: _____
6. Happiest Day of Your Life: _____
7. Worst Day of Your Life: _____
8. Most Important Day of Your Life: _____

Activity 2

Thought Catalog writer Erica Gordon created a list called "The 10 Most Important Milestones in Your Life" (<https://thoughtcatalog.com/erica-gordon/2014/08/the-10-most-important-milestones-in-your-life/>). Look at her list on the next page. Do you agree or disagree that these are the 10 most important milestones in a person's life? **Mark an X in the box to indicate whether you agree or disagree.**

	I AGREE	I DISAGREE
1. Hitting Rock Bottom (most discouraging moment)		
2. Falling in Love		
3. Getting Your Heart Broken for the First Time (lover breaks off the relationship)		
4. Realizing What You Are Passionate About		
5. Getting Fired from Your Job for the First Time (lose your job)		
6. Getting the Job of Your Dreams (the job you want most)		
7. Losing a Close Friend		
8. Getting Married		
9. Becoming a Parent		
10. Buying Your First Home		

Choose one milestone that you disagree with. Why do you disagree? Why is it not one of your top 10 milestones?

In your opinion, is there a milestone that is not on Erica Gordon’s list that should be? If yes, what is it?

Choose one milestone from Erica Gordon’s list. Write two to three sentences in the past tense describing your personal experience with this milestone: _____

Write

Think of a memorable experience that happened to you in the past. Write one or two paragraphs to share your experience. Remember to use the past tense. Use at least three new vocabulary words. Give as many details and descriptions as you can.

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY

Review

Think about the goals you set last week. How successful were you at accomplishing those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

Read the following scriptures.

- **Proverbs 4:26** “Ponder the path of thy feet, and let all thy ways be established.”
- **2 Corinthians 13:5** “Examine yourselves, whether ye be in the faith; prove your own selves.”

Discuss the following questions with your practice partner.

1. Why are we commanded to “ponder the path of [our] feet” and “examine [ourselves]”? How do we grow and improve as a result?
2. Why is self-evaluation so important in EnglishConnect?

Share

Share your paragraph(s) about your memorable experience with your practice partner. Ask them for suggestions. Ask for help if you do not know the past-tense form of a verb. Write down their suggestions and incorporate them into your writing.

Practice Scenarios

Scenario 1: Past Experiences

Look back at the categories in Activity 1 of the “Personal Language Study” section. With your practice partner, ask and answer questions about each other’s experiences in those categories. Have several meaningful conversations.

EXAMPLE

Question: What was the happiest day of your life?

Answer: The happiest day of my life was when _____.

Scenario 2: Life Milestones

Look back at Erica Gordon’s list in Activity 2 of “Personal Language Study.” Choose one milestone that you want to talk about. Describe to your practice partner your personal experience with that milestone. Give as many details as you can.

Scenario 3: EnglishConnect Memories

Think of a past experience you have had in the EnglishConnect program. Why was this experience significant, meaningful, or memorable? Share this experience with your practice partner.

Scenario 4: Talk about Pictures

Look at the pictures on this page with your practice partner. Talk about what the people in each picture did. Use your imagination and give as many details and events as you can. Look up any words you may need. Speak only in the past tense.

**CONCLUSION**

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 8: REFLECT

Objectives

By the end of this lesson, you will be able to share how reflecting on your progress can help you to achieve your vision and goals.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

vision	change	evidence
evaluate	compare	allowed
continual	confident	complete
reflect	cast	continue
grow	crucial	

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

President Henry B. Eyring spoke in a general conference in October 2007. His talk was called “O Remember, Remember.” He spoke about his experience with writing in his journal every day. He wrote about how he saw the hand of the Lord in his life and in his family. He also wrote so he could remember his experiences in the future.

You also can reflect. You can think about your blessings. You can think about growing and changing, and you can compare yourself now with how you were before.

It is crucial for you to think about your learning. How are you different today than when you started EnglishConnect? What can you do today that you couldn’t do before? How is Heavenly Father helping you? Are you more confident than before?

Also, think about your vision. Review your vision statement. Are you closer to it now?

Think about your goals. Are you closer to reaching them?

Think about your study plan. Are you completing the activities in your plan?

Here is a quote from President Eyring: “As I would cast my mind over [think about] the day, I would see evidence of what God had done for [me] that I had not recognized in the busy moments of the day. As that happened, and it happened often, I realized that trying to remember had allowed God to show me what He had done.”

Think about your own life. What is God doing in your life? Recognize His hand in your life. Remember Him! Give Him thanks for your blessings. You will be happy as you see His hand in your life more and more.



Check Your Understanding

Write answers to the following questions:

1. What role should remembering play in our lives? _____

2. According to the passage, what three things can we do when we reflect? _____

3. How did reflecting on his day help President Eyring recognize God's hand in his life? _____

4. Without looking back at the passage, see if you can remember some of the advice given in the last paragraph. What recommendations does this paragraph give for your own life? _____

Activities

Find all of the sentences in the reading passage that are questions. Make a list of the questions. Write your answer to each question. (There are eight in total.)

1. Question: _____
My Answer: _____
2. Question: _____
My Answer: _____
3. Question: _____
My Answer: _____
4. Question: _____
My Answer: _____
5. Question: _____
My Answer: _____
6. Question: _____
My Answer: _____
7. Question: _____
My Answer: _____
8. Question: _____
My Answer: _____

Write

Write one or two paragraphs about how you are different today than you were when you started EnglishConnect. Include a summary of the vision, goals, and plans you have outlined for yourself. Reflect on how they have helped you grow in your spirituality and your English abilities.

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY**Review**

Think about the goals you set last week. How successful were you at accomplishing those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

2 Nephi 4:16 “Behold, my soul delighteth in the things of the Lord; and my heart pondereth continually upon the things which I have seen and heard.”

1. How can “ponder[ing] continually” help you?
2. How can self-reflection and pondering help you in your efforts to learn English?

Share

Share your writing from “Personal Language Study” with your practice partner, and ask him or her for suggestions. Have a conversation about your paragraph. Discuss ways in which you can continue to improve your spirituality and your English. Give each other feedback and recommendations.

Practice Scenarios**Scenario 1: Share Your Answers**

Ask your practice partner the eight questions that you identified in the activity in the “Personal Language Study” section.

Scenario 2: Choose a Question

Think back to the list of eight questions you created in the activity in “Personal Language Study.” Which question from that list is the most meaningful or applicable to your life? Which one question could you remind yourself of every day to motivate and inspire you? Choose your one question and share why it’s meaningful to you.

Scenario 3: Create a Survey

Imagine that you are in charge of creating a one-page document called “Self-Evaluation Survey” to go along with this lesson. Imagine that it will be distributed to all EnglishConnect 3 learners who complete this lesson. What self-evaluation questions would you include in the survey? Create it with your practice partner. There should be 15–20 questions. You do not need to answer the questions. (For example: Are you closer to your vision than you were before? Are you practicing English daily?)

Scenario 4: Examine the Chart

Below is a chart containing self-evaluation questions for different areas of our lives. Examine the chart with your practice partner. Have a conversation about it. Here are possible discussion ideas:

- Why is it important to self-evaluate in each area?
 - How can our lives improve if we self-evaluate in each area? How might we suffer if we fail to self-evaluate in each area?
 - In your opinion, which areas are the most important? Why?
- What other questions could you add to the second column of the chart?
 - How frequently should we self-evaluate in each area? Daily? Weekly? Monthly? Yearly?
 - How are you doing in each area? Which area stands out to you as something you are good at? Which area stands out as something you want to improve?

ASPECT OF LIFE	SAMPLE SELF-EVALUATION QUESTIONS
Personal	Am I taking care of myself and my needs? Do I give myself time to rest, recover, and relax?
Mental and Emotional	Am I happy? Do I feel confident? How much anxiety and distress do I feel?
Social	How are my relationships with my family? How are my relationships with my friends?
Physical	Do I exercise? Do I eat a healthy diet? Am I managing known sicknesses or conditions?
Spiritual	Am I building my relationship with God? Am I drawing closer to Christ? Am I studying my scriptures? Am I praying every day?
Intellectual	Am I continually learning? Am I gaining new knowledge and skills?
Occupational	Do I have a passion? Am I happy at my job? Do I feel that I make a valuable contribution to society?

CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 9: DESCRIBE YOUR JOB

Objectives

By the end of this lesson, you will be able to describe your current job or a job that you wish to have in the future.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

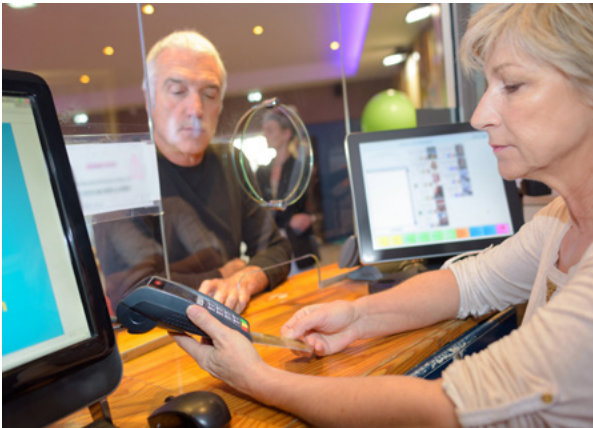
Look up the definitions of the words below and memorize them.

job description	payment	competing
teller	savings	drop-in
customer	withdrawal	withdrawal
account	confidential	requirement
transaction	salesperson	prospective
deposit	capability	

Read

Read the following passages, and answer the questions in the “Check Your Understanding” sections.

Sarah's Job



I want to describe my job as a bank teller at the First National Bank. I have been working there for two years, and I love my job. I serve customers by completing account transactions. I receive deposits and loan payments. I cash checks, issue savings withdrawals, and record night and mail deposits. I answer questions in person or on the telephone and refer customers to other bank services as necessary. I sell cashier's checks, traveler's checks, and bonds. I maintain customer confidence and protect bank operations by keeping information confidential. I report regularly to my supervisor on problems and accomplishments in my job.

Overall, my job requires people skills and a lot of attention to details.

Check Your Understanding

1. Where does Sarah work? _____
2. How does she serve customers? _____

3. What does she do when answering the telephone? _____

4. How does she maintain customer confidence? _____

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

George’s Job

My name is George. I am an automobile salesperson. One of my greatest responsibilities is to understand many different kinds of automobiles. I need to be able to describe their capabilities and to compare competing models. I develop good customer relationships by greeting drop-ins, meeting prospective customers at community activities, and maintaining relationships with previous customers. I help buyers to qualify for purchases by understanding buyer requirements and interests. I demonstrate automobiles by explaining characteristics, capabilities, and features; by taking drives; and by explaining warranties and services. I work hard to meet sales goals, sell to customer needs, and stay up to date on changes in the industry.

Check Your Understanding

1. What kind of work does George do? _____
2. What is one of his greatest responsibilities? _____
3. How does he develop good customer relationships? _____
4. How does he help buyers qualify for purchases? _____

Activities

Read this passage and fill in the blanks. Choose from the following words:

problems; skills; teller; account; questions; services; confidential; describe; bank; deposits; confidence; customers; checks; cash; payments; withdrawals

I want to (1) _____ my job as a bank (2) _____ at the First National Bank. I have been working there for two years, and I love my job. I serve (3) _____ by completing (4) _____ transactions. I receive (5) _____ and loan (6) _____. I (7) _____ checks, issue savings (8) _____, and record night and mail deposits. I answer (9) _____ in person or on the telephone and refer customers to other bank (10) _____ as necessary. I sell cashier's (11) _____, traveler's checks, and bonds. I maintain customer (12) _____ and protect (13) _____ operations by keeping information (14) _____. I report regularly to my supervisor on (15) _____ and accomplishments in my job. Overall, my job requires people (16) _____ and a lot of attention to details.

Write

Write a one-paragraph description of your job or of a job you would like to have. Follow the models of job descriptions above.

[illegible]

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY

Review

Think about the goals you set last week. How successful were you at accomplishing those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

Read the following scriptures.

- **1 Nephi 7:12** “Yea, and how is it that ye have forgotten that the Lord is able to do all things according to his will, for the children of men, if it so be that they exercise faith in him? Wherefore, let us be faithful to him.”
- **1 Nephi 15:11** “Do ye not remember the things which the Lord hath said?—If ye will not harden your hearts, and ask me in faith, believing that ye shall receive, with diligence in keeping my commandments, surely these things shall be made known unto you.”

Talk about these questions with your practice partner:

1. What promises does the Lord give for those who exercise faith in Him? How have you exercised faith this week?
2. How does exercising faith help you learn and practice English, especially when it is hard?

Share

Share your writing from your personal study section with your practice partner and ask him or her for suggestions. Write down these suggestions and incorporate them into your writing in your next personal language study.

Practice Scenarios

Scenario 1: Interview

Interview your practice partner for the job he or she described in the “Personal Language Study” section of this lesson. Switch and have him or her interview you for the job you described.

Scenario 2: A New Job

- 1. Think of a new job you might want.
- 2. Help brainstorm what you will need to prepare for that position.



JOB YOU MIGHT WANT	SKILLS AND KNOWLEDGE YOU NEED FOR THAT JOB	WAYS TO GAIN THE SKILLS AND KNOWLEDGE

CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 10: USING LEARNING STRATEGIES

Objectives

By the end of this lesson, you will be able to describe strategies and steps that lead to successful learning.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

complex (adj)	habit	rigorously
crucial	irregularly	stewardship
deliberate (adj)	possess	withdrawal
demonstrate	privilege	subsequent
essential	retain	unique

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

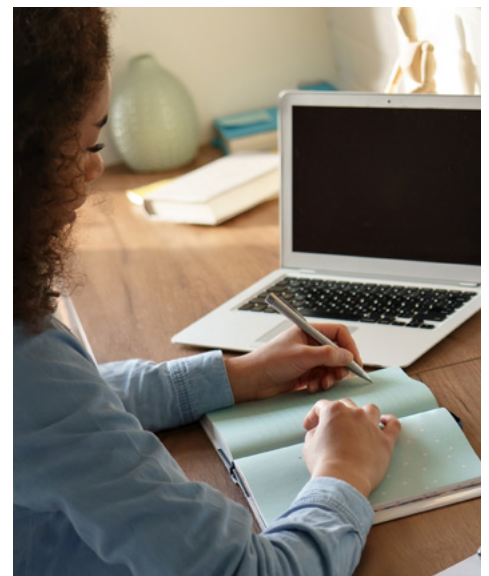
Learning How to Learn

God has blessed us with many things. We have our families. We have our homes. We have clothes, food, and unique privileges. We enjoy many freedoms, such as how to use our time and how to use our money. These blessings bring with them responsibilities. In The Church of Jesus Christ of Latter-day Saints, the way we take care of these responsibilities is called our stewardship. Right now, you may have a stewardship over your family. You may have a stewardship over those you are called to serve in the Church. You have a stewardship over the money you make. All that you possess and every responsibility you have are your stewardship before God.

One of your stewardships is to learn. You are able to develop more skills and knowledge through education. Learning is one of the main purposes of our life on earth. Elder Bednar said, “You and I are here upon the earth . . . to learn how to learn.” Doctrine and Covenants 88:118 tells us to “seek learning, even by study and also by faith.” Learning to learn requires spiritual, mental, and physical effort.

Here are three things you can do to help you learn best:

1. **Always have the Holy Ghost with you.** Learn how the Spirit speaks to you. This is an important part of becoming a responsible learner. No matter what you study, the Holy Ghost can lead you to truth. Elder Kim B. Clark calls this kind of learning “deep learning.” Learning is deep when the Holy Ghost helps you to know, understand, take action, and become more like our heavenly parents.
2. **Desire to learn and to act.** You must sincerely want to learn what you are studying. Have you ever mindlessly gone through the motions of studying? Maybe it was in a class you took in school. Maybe you wanted a good grade more than you wanted to learn. Or maybe you depended on the teacher for most of your learning. Successful learners truly want to learn, and they seek knowledge for themselves. Matthew 5:6 calls it “hunger[ing] and thirst[ing] after righteousness.”



3. **See a use for what you learn.** Understand your purpose for studying. Ask yourself, “Why am I learning this? How will I use it in my future?” Examine how your study is relevant to your life goals. How can you apply what you learn in your daily life? Learn to love learning and apply your knowledge to everyday life, no matter what you are studying.

Check Your Understanding

The passage you just read explains three things you can do to be the best learner. Without looking back at the passage, describe in your own words what each thing means or how to do it.

1. Always have the Holy Ghost with you. _____

2. Desire to learn and to act. _____

3. See a use for what you learn. _____

Read

Dartmouth College taught students how to achieve academic success. Below is a summary of what they taught. Read the following passage, and answer the questions in the “Check Your Understanding” section.

Dartmouth College’s “Steps for Academic Success”

1. **Exposure:** Read the text before class and listen to the lesson during class. However, this is only the first step in learning. If you only get exposed to the information once or twice, such as reading the text at home and then listening in class, you are likely to forget many important ideas. As you are exposed to new information, earlier information can go away. Studies show that forgetting begins immediately after you leave class or finish your reading. Much of what you hear or read goes away within 48 hours. Therefore, it is important to take the second step.
2. **Review:** Study your notes from class. Put the most important facts, points, and examples on flash cards. The very act of making these flash cards will help you to remember the information. This step does not take a lot of time. By using an hour every week to review, you will have a greater understanding of the information long before you are tested on it.
3. **Practice:** Go over the information every single day. You may be able to learn a lot of information temporarily, but consistent practice can help you remember the information long-term as well. If you only study information to get a high score on a test, you will not truly learn it. This is why consistent practice is so crucial. Here are two specific ways to practice:
 - a. **Say information out loud.** Speaking out loud is one of the most effective ways of taking information from short-term memory to long-term memory.
 - b. **Study with a small group.** Get together with two or three other students. Explain the information to each other. Quiz each other. Do practice problems. Discuss possible test questions. People learn better when they explain ideas and teach information to others.



Check Your Understanding

Below is a list of important points from the passage. Can you put each piece of information in the correct category in the table? There are four items in each category.

- Go over the information consistently, every single day.
- Make flash cards with important points.
- Study with a small group.
- Read the text before class.
- This only takes about one hour every week.
- This leads to retaining information long-term.
- If you only do this, you will forget quickly.
- Read your notes from class again.
- This leads to a “greater understanding.”
- Listen to the lesson during class.
- The first step in learning.
- Say information out loud.

EXPOSURE	REVIEW	PRACTICE

Activities

Activity 1

Fill in the blanks of the sentences below with the following vocabulary words from this lesson: complex; crucial; deliberate; demonstrate; essential; habit; irregularly; possess; privilege; retain; rigorously; stewardship; subsequent; unique

1. We have a _____ to learn while we are here on earth.
2. It is _____ to make learning a _____ throughout our mortal lives.
3. We should _____ our appreciation for the _____ capacity God has given us to “[increase] in wisdom” (Luke 2:52) and knowledge.
4. When we are _____ in our efforts to learn, _____ efforts will come more easily and more naturally.
5. _____ studying means that we will _____ less information long-term.
6. _____ reviewing and practicing is _____ for remembering information long-term.
7. We _____ minds that are capable of higher-level thinking, and we have the God-given _____ of being able to analyze and process _____ information.

Activity 2

In the two passages, you read about several important principles for learning. Do you follow these principles in your own life? What areas could you improve that would enhance your learning? Take a few moments for personal reflection.

Rate yourself on a scale of 1 to 5 for each item below.
(1 means you never do this, and 5 means you always do this.)

- A. ____ **Always** have the Holy Ghost with you.
- B. ____ **Desire** to learn and to act.
- C. ____ **See a use** for what you learn.
- D. ____ **Read** text before class and listen during class. (Exposure)
- E. ____ **Reread** your notes from class and make flash cards. (Review)
- F. ____ **Go over** information daily. (Practice)
- G. ____ **Say** information out loud. (Practice)
- H. ____ **Study** with a small group. (Practice)

Write

Think about a strategy you use for learning English. It can be a strategy you use for reading or listening. It can be a strategy for memorizing new vocabulary words or practicing grammar. Write a paragraph to describe the process you go through. Explain why this strategy is helpful to you.

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY

Review

Think about the goals from last week. Did you accomplish those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

2 Nephi 2:26–27 “And the Messiah cometh in the fulness of time, that he may redeem the children of men from the fall. And because that they are redeemed from the fall they have become free forever, knowing good from evil; to act for themselves and not to be acted upon, save it be by the punishment of the law at the great and last day, according to the commandments which God hath given.

“Wherefore, men are free according to the flesh; and all things are given them which are expedient unto man. And they are free to choose liberty and eternal life, through the great Mediator of all men, or to choose captivity and death, according to the captivity and power of the devil; for he seeketh that all men might be miserable like unto himself.”

1. What do we learn from these verses about our agency and our ability to choose? Why is this important for us to understand?
2. How does your agency and your ability to choose affect your study of English?

Share

Share the paragraph you wrote during “Personal Language Study” with your practice partner. Ask for his or her suggestions. Write down these suggestions and incorporate this feedback into your writing during your next personal language study.

Practice Scenarios

Scenario 1: Try the Strategy

Try to use the strategy your practice partner wrote about. Can you follow his or her instructions? Does the strategy work for you? Try each other’s strategies.

Scenario 2: University Students

Role-play two students at a university. One student is not motivated to learn. This student feels discouraged and says, “I am not good at learning. I don’t know how to remember information.” The other student gives advice, provides encouragement, and teaches principles from the two reading passages. Have a meaningful conversation. Switch roles.

Scenario 3: Steps for True Learning

In the reading passage “Dartmouth College’s ‘Steps for Academic Success,’” you learned about effective steps for true learning. Practice implementing these steps in the article about peacocks on the next page.

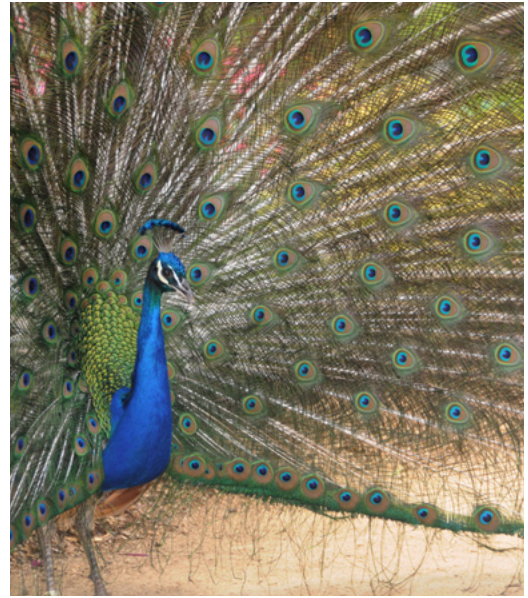


Read the article one time silently in your mind. Do not say anything aloud.

Peacocks

The peacock is the national bird of India. Peacocks have bright, colorful feathers and a small beak. They are famous for their dance, during which they spread their feathers like a fan. Peacocks live mostly in open areas, such as fields. Only males are actually called peacocks. Females are called peahens, and together they are called peafowl. Females usually lay three to five eggs and build their nests in low trees. A group of many peacocks is called a “muster.” Peacocks are omnivores. They find food on the ground such as insects, plants, and small creatures. Most peacocks live in India and Sri Lanka, but a small number of them can be found in African rainforests. Peacocks have been admired by humans and kept as pets for thousands of years. Today, we can see them in zoos. Wild birds may also be seen, but they can be aggressive.

(Adapted from “Peacocks,” nationalgeographic.com.)



Do not look back at the article. Can you answer these questions?

1. What country are peacocks the national bird of?
2. Peacocks live mostly in _____ areas.
3. Males are called _____. Females are called _____. Both together are called _____. A group of many peacocks is called a _____.
4. How many eggs do females lay? _____
5. Peacocks are (circle one) **carnivores** / **herbivores** / **omnivores**.
6. Most peacocks live in Asia, but some can be found in _____.

Read the article again, but this time read it aloud with your practice partner. You and your practice partner may choose to take turns reading sentences or to each read the entire paragraph one time through. Now discuss the questions together and answer them. Can you remember more of the information?

Congratulations! You have just put the three principles into practice: **Exposure** (the first time you read the article), **Review** (answering comprehension questions and reading the article again), and **Practice** (saying the information aloud and working in a small group).

Scenario 4: Create a Poster

Imagine that you and your practice partner are teachers. You want to teach your students how to be effective learners. You decide to create a poster that includes all the important points from the two reading passages in this lesson. You plan to display the poster in your classroom. Together with your practice partner, create the poster. Be creative. Fill the poster with words and drawings to represent the most important points.

CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 11: TIME MANAGEMENT

Objectives

By the end of this lesson, you will be able to talk about how you manage time in your own life. You will be able to negotiate with others to make plans and make recommendations to others for managing their time better.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

comparable	imperative (adj)	preclude
compensate	inability	prioritize
determine	neglect	procrastinate
discipline	obligation	seize
efficient	optimize	

Read

President Gordon B. Hinckley taught about the importance of how we spend our time. His words in the passage below were meant for leaders in the Church, but they apply to everyone. Read the following passage, and answer the questions in the “Check Your Understanding” section.

Rejoicing in the Privilege to Serve

“Each of us has a fourfold responsibility. First, we have a responsibility to our families. Second, we have a responsibility to our employers. Third, we have a responsibility to the Lord’s work. Fourth, we have a responsibility to ourselves.

“First, it is imperative that you not neglect your families. Nothing you have is more precious. Your wives and your children are deserving of the attention of their husbands and fathers. When all is said and done, it is this family relationship which we will take with us into the life beyond. . . .

“Together with them, determine how much time you will spend with them and when. And then stick to it. Try not to let anything interfere. Consider it sacred. Consider it binding. Consider it an earned time of enjoyment. . . . Arrange some vacation time with the entire family.

“Two, to your business or your employer. You have an obligation. Be honest with your employer. . . . Be loyal to him. He compensates you and expects results from you. You need employment to care for your family. Without it you cannot be an effective Church worker.



"Three, to the Lord and His work. Budget your time to take care of your Church responsibilities. . . . Every bishop has counselors. They are there to lift the burdens of his office from his shoulders. He has a ward council, together with others to whom he may and must delegate responsibility. He has the members of his ward, and the more he can delegate to them, the lighter will be his burden and the stronger will grow their faith. . . .

"Four, every Church leader has an obligation to himself. He must get needed rest and exercise. He needs a little recreation. He must have time to study. Every Church officer needs to read the scriptures. He needs time to ponder and meditate and think by himself. Wherever possible he needs to go with his wife to the temple as opportunity permits."

(Gordon B. Hinckley, "Rejoicing in the Privilege to Serve" [Worldwide Leadership Training Meeting, June 21, 2003], 22–23)



Check Your Understanding

Fill in the Blanks

1. What are the four responsibilities President Gordon B. Hinckley talked about? Can you fill in the blanks using your own words, without looking back at the passage? "Each of us has a fourfold responsibility. First, we have a responsibility to _____. Second, we have a responsibility to _____. Third, we have a responsibility to _____. Fourth, we have a responsibility to _____."

Circle the Correct Answer

2. About which topic did President Gordon B. Hinckley say, "Consider it sacred. Consider it binding"?
 - a. Spending time with family
 - b. Being honest with your employer
 - c. Taking care of Church responsibilities
 - d. Taking care of yourself
3. Which of the following did Gordon B. Hinckley say about employment?
 - a. "[Take] time to ponder and meditate."
 - b. "Try not to let anything interfere."
 - c. "Nothing you have is more precious."
 - d. "Without it you cannot be an effective Church worker."
4. Three of the following statements are false, according to the passage. One statement is true. Which statement is true?
 - a. The Church expects results from you.
 - b. A bishop delegates responsibilities to members of his ward.
 - c. Recreation is not important.
 - d. We will take our Church responsibilities with us into the life beyond.

Activities

Activity 1

Think about each of the four categories President Gordon B. Hinckley discussed. What are you doing in your life to fulfill your responsibilities in each category? Write your ideas in the chart below.

I take care of my family by:	I am loyal to my employer by:
I do my Church responsibilities by:	I take care of myself by:

Activity 2

Write some ideas about how President Hinckley's categories are similar to and different from each other. Use the charts below to organize your ideas. Use information from the passage or your own opinions. See the examples below to help you get started.

Family Responsibilities (Different)	Family and Personal Responsibilities (Similar)	Personal Responsibilities (Different)
Work Responsibilities (Different)	Work and Church Responsibilities (Similar)	Church Responsibilities (Different)

Write

Think about how you spend your time. Write a paragraph describing your typical day. Here are some questions to help you in your writing.

- How much time do you spend with your family? What do you do with them?
- How much time do you spend at work? What do you do there?
- How much time do you spend in your Church callings? What do you do when you work on your calling?
- How do you take care of yourself?

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY

Review

Think about the goals you set last week. How successful were you at accomplishing those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

Doctrine and Covenants 88:77, 118 “And I give unto you a commandment that you shall teach one another the doctrine of the kingdom. . . . And as all have not faith, seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom; seek learning, even by study and also by faith.”

1. How do you seek learning by study and by faith?
2. Why is it important for us to teach one another? What can you teach someone this week in English?

Share

Share the paragraph you wrote during personal language study with your practice partner. Ask for his or her suggestions. Write down these suggestions and incorporate this feedback into your writing during your next personal language study.

Practice Scenarios**Scenario 1: Organize Schedules**

Help Min Jin and Paolo manage their time more effectively.

Min Jin

Min Jin works full time. She doesn't eat breakfast. She says she doesn't have time. She also got a low score on her last English exam. She felt frustrated. "I was so busy this week; I didn't have time to study," she told her teacher. She has a goal to begin exercising but doesn't know how to make time.

Identify ways she is managing her time ineffectively. Give her advice about what she could do better to manage her time.



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 a.m.	Sleep	Sleep	Sleep	Sleep	Sleep
8:00 a.m.	Sleep	Sleep	Sleep	Sleep	Sleep
9:00 a.m.	Work	Work	Work	Work	Work
10:00 a.m.	Work	Work	Work	Work	Work
11:00 a.m.	Work	Work	Work	Work	Work
12:00 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 p.m.	Work	Work	Work	Work	Work
2:00 p.m.	Work	Work	Work	Work	Work
3:00 p.m.	Work	Work	Work	Work	Work
4:00 p.m.	Work	Work	Work	Work	Work
5:00 p.m.	Work	Work	Work	Work	Work
6:00 p.m.	Dinner	Dinner	Dinner	Dinner	Dinner
7:00 p.m.	TV	Study English	Study English	Study English	Party
8:00 p.m.	TV	TV	TV	TV	Party
9:00 p.m.	Study English	TV	TV	TV	Party

Paolo

Next, look at Paolo’s schedule. Paolo is a university student. He spends 15 hours in classes every week. He also works 20 hours a week at his part-time job. Below are the parts of his schedule he cannot change.



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:00 a.m.							
8:00 a.m.	Class	Work	Class	Work	Class		
9:00 a.m.	Class	Work	Class	Work	Class		Church
10:00 a.m.	Class	Work	Class	Work	Class		Church
11:00 a.m.		Work		Work			Meeting
12:00 p.m.	Class		Class	Work			
1:00 p.m.	Class	Work	Class	Work			
2:00 p.m.	Class		Class	Work			
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.	Work		Work		Work		
8:00 p.m.	Work		Work		Work		
9:00 p.m.	Work		Work				

These are Paolo’s other obligations, goals, and wishes:

- School study and homework—12–18 hours/week
 - Sleep—8 hours/night minimum
 - Scripture study—2.5 hours/week minimum
 - Exercise—2.5 hours/week minimum
 - Spend time with family—2 hours/week minimum
- Hang out with friends—2 hours/week minimum
 - Church callings and assignments—1–2 hours/ week minimum
 - Relax (nap; video games; TV; social media)—1 hour/day minimum
 - Eat healthy meals—3 times/day

Give Paolo advice for how to most effectively organize his schedule. How can he best manage his time? Does he need to change any of his goals or wishes? Help him create a weekly schedule.

Scenario 2: Job Interview

Imagine that you applied for a new job. You have an interview. The interviewer asks, “Imagine that you are perfect at time management. What does your day look like? What do you do, and how much time do you spend on it?” Answer the interviewer’s question. Describe your ideal day. Take turns being the person applying for the job and being the interviewer.

Scenario 3: Describe People

With your partner, look at the list of people below. Together, talk about the likely demands on each person’s time. Think about all four categories of time management. What suggestions would you give each person to help them balance their time? (For example: “A teacher probably has to work a lot.” “They should plan time to relax and have fun.”)

- | | |
|---------------|------------------|
| • Firefighter | • Mother |
| • Teacher | • Grandfather |
| • Accountant | • Airplane pilot |
| • Bishop | • Doctor |
| • Prophet | • Police officer |

CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 12: THINKING ERRORS

Objectives

By the end of this lesson, you will be able to identify and describe different types of thinking errors. You will be able to examine why you and others commit thinking errors and explain the negative impacts they have.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

antidote	resolve (v)	strategy
consider	harm (v)	unfamiliar
indicate	distort	prevalent
perceive	credible	interfere
intention	maturity	
ineffective	interference	

Read

Read the following passage, and answer the questions in the “Check Your Understanding” section.

What Are Thinking Errors?

Satan tries to distract us and to tempt us. He wants us to be miserable. He often tells us lies. These lies make us believe things that are not true. These lies are often thinking errors.

Think about a time when you felt a lot of stress in your life. How did you deal with it? Did you respond with maturity and patience? Did you become angry or close yourself off from the world? If you made the situation worse, it was likely due to a thinking error. Thinking errors are failures in judgment that are caused by stress. They are incorrect ways of looking at the world. Because of your distorted view, you tend to act in ways that don't resolve the stress but instead make it worse or add new stress.

As children of God living in an imperfect world, all of us are at risk from a variety of thinking errors. Below is a list of 10 prevalent thinking errors and their definitions. Consider how these thinking errors interfere in your own life or in the lives of people you know.

- **Victimization.** You feel like you are being harmed by people who have no intention of harming you.
- **Pride.** Your perceived status in the world is based on how you compare yourself to others.
- **Entitlement.** You deserve this or that because of your perceived status in the world.
- **Powerlessness.** You can't do this. You can't do that. You can't even try.
- **Giving up.** Because you messed up, you give up and stop trying.
- **Justification.** You can commit this sin because it is not a big deal or you deserve a little fun.
- **Scarcity mentality.** There is never enough (fun, food, money, opportunities, and so forth).
- **People pleasing.** You must please or impress others to maintain your value as a person.
- **Minimize/catastrophize.** You distort issues, events, or choices to make them smaller or bigger than they really are.
- **Deceit.** You tell yourself something is different than the way it really is.

What Causes Thinking Errors?

Thinking errors may be caused by stress, uncertainty, or difficult life circumstances. As a child of God, you have been given agency. With that agency, you choose how to respond to the world around you. Choosing to respond in a healthy way, however, can be challenging. It is often easier to think incorrectly than to use wise judgment. Nevertheless, in the end, you are the one that chooses the way that you respond to stress. It is always possible to respond in a healthy way and overcome a thinking error.

Check Your Understanding

1. What is a thinking error? Write a definition in your own words. Use what you learned in the passage, but do not copy sentences. Use your own ideas.

2. Match each thinking error on the left to its description on the right without looking at the “Reading” section.

- | | |
|--|---|
| 1. Victimization _____ | A. You deserve this or that because of your perceived status in the world. |
| 2. Pride _____ | B. You distort issues to make them smaller or bigger than they really are. |
| 3. Entitlement _____ | C. There is never enough. |
| 4. Powerlessness _____ | D. You must impress others to maintain your value as a person. |
| 5. Giving up _____ | E. You feel that you are being harmed by people who have no intention of harming you. |
| 6. Justification _____ | F. You tell yourself something is different from the way it really is. |
| 7. Scarcity mentality _____ | G. Your perceived status in the world is based on how you compare yourself to others. |
| 8. People pleasing _____ | H. You can commit this sin because it is not a big deal or you deserve a little fun. |
| 9. Minimize/catastrophize _____ | I. Because you messed up, you stop trying. |
| 10. Deceit _____ | J. You can't do this. You can't do that. You can't even try. |

Activities

Activity 1

Below, you will see an example of a person who responded to stress by committing a thinking error. Read about this person, and answer the questions.

Stress:

Julia feels rejected by a group of popular women at her workplace.



Thinking Error:

Julia copes with her feeling of rejection by characterizing the popular women as shallow and unfeeling. “They aren’t good enough to be my friends anyway,” she reasons in her mind.

Questions:

1. Which thinking error could this be? (There may be more than one right answer.) _____

2. What could result in Julia’s life because of this thinking error? _____

3. How could Julia respond to her stress without committing the thinking error? _____

Activity 2

Think about Julia. What do you predict will happen during her next meeting with the popular women in her workplace? Because Julia is convinced that these women reject her, her next meeting with them will likely confirm it. This is called a “self-fulfilling prophecy.” Julia’s thinking error will distort her judgment.

1. Why is it bad to create a self-fulfilling prophecy? _____

2. Have you ever created a self-fulfilling prophecy in your own life? How did it prevent you from being happy or perceiving clearly? _____

Write

On a separate piece of paper, write two paragraphs. Use at least five words from this lesson’s vocabulary list in your paragraphs.

1. Refer to the list of 10 thinking errors. In your opinion, which thinking error is the most common in today’s world? Why does this thinking error affect so many people? Why is it dangerous? Write a paragraph. Give details and examples.
2. Which thinking error do you believe is most prevalent in your own life? How does this thinking error affect you? What strategies do you use to overcome this thinking error? Write a paragraph. Give details and examples.

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY

Review

Think about the goals from last week. Did you accomplish those goals? For one minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

2 Nephi 31:20 “Wherefore, ye must press forward with a steadfastness in Christ, having a perfect brightness of hope, and a love of God and of all men. Wherefore, if ye shall press forward, feasting upon the word of Christ, and endure to the end, behold, thus saith the Father: Ye shall have eternal life.”

1. What has helped you “press forward” during this English course? Share an experience from your language study when you pressed forward and were blessed.
2. How does “feasting upon the word of Christ” help you achieve the vision you have for your life?

Share

Share the two paragraphs you wrote during personal language study with your practice partner. Ask for his or her suggestions. Write down these suggestions and incorporate this feedback into your writing during your next personal language study.

Practice Scenarios

Scenario 1

Read about each person below, and then answer these questions about them:

1. Which thinking error could this be?
2. What could be a possible result from the thinking error?
3. How could this person respond to his or her stress without committing the thinking error?
4. Do you and your practice partner agree or disagree on the thinking error each person commits? If you disagree, give reasons to defend your opinion.

Stress:

It is Friday night. João is tired from a long week of work.

Thinking error:

João arrives home. João sees his wife. She is busily working on dinner, laundry, and caring for the children. “I could help, but I deserve a little rest,” he says to himself.



Stress:

Natasha has relaxed all day long. She has put off her homework until late at night. Now she is afraid of working late into the night.

Thinking error:

“I can’t do this homework! It’s too hard!” Natasha reasons to herself.



Stress:

Tanya has made a goal. She will not look at social media during class. One afternoon, she begins to feel disappointed. The teacher is no longer entertaining. She feels trapped in the classroom. She has nothing to do.

Thinking error:

Tanya pulls out her smartphone. She scrolls a social media app for a few minutes. "It's just a little bit," she says to herself.

**Stress:**

Sam comes home tired. He is worried about his job. His wife reminds him that he promised to take out the trash tonight.

Thinking error:

Sam says nothing to his wife. Angrily, he grabs the trash bag and storms out of the house.

Stress:

Winston is upset because he received a very low score on his first test of the semester.

Thinking error:

"Well, I guess I'm just not cut out for this class," Winston declares. He promptly lowers his expectations and devotes much less study time to the class.

Stress:

When Melinda was young, a classmate constantly told her she was ugly and stupid. This was difficult for young Melinda to handle.

Thinking error:

From her childhood to today, Melinda has allowed the pain of this experience to remain inside of her, using it as motivation to prove to the world that she is not ugly and stupid. As a result, she works hard to impress others.

Stress:

Li is afraid. If he stays home to do his homework tonight, he will miss an awesome party.

Thinking error:

Li decides his homework can wait. "How often do parties like this come around anyway?" he reasons to himself.

Stress:

Selso, Raúl's boss, surprises Raúl. He personally visits him. He delivers some minor feedback about his work on an ongoing project. Once he delivers the feedback to Raúl, Selso smiles. He pats him on the back. He gives him some encouragement and leaves.

Thinking error:

Raúl senses that Selso's feedback is more negative than positive. He begins to worry that he is going to be fired. He searches his mind and recalls other such instances of feedback. "I must be a terrible worker," Raúl thinks.

Stress:

Raquel works the night shift at a restaurant. Her boss expects her to accept customers until 10:00 p.m., no exceptions. It is 9:45 p.m., the restaurant is empty, and Raquel is afraid. If a customer comes in, she won't be able to leave until well after 10:00 p.m.

Thinking error:

Raquel tells herself, "If nobody is in the restaurant at 9:45 p.m., it's in a "closed state" anyway. She closes the restaurant at 9:45 p.m. and goes home.

Scenario 2

With your practice partner, read aloud the story below ("The Three Sisters," by Dieter F. Uchtdorf). Take turns reading paragraphs. As you read, try to identify which thinking error each sister is committing:

"A long time ago in a distant land lived a family of three sisters. The first sister was *sad*. Everything from her nose to her chin and from her skin to her toes seemed not quite good enough to her. When she spoke, her words sometimes came out awkwardly, and people laughed. When someone criticized her or "forgot" to invite her to something, she would blush, walk away, and find a secret spot where she would let out a sad sigh and wonder why life had turned out to be so bleak and cheerless.

"The second sister was *mad*. She thought of herself as very smart, but there was always someone else who scored higher on tests at school. She considered herself funny, fair, fashionable, and fascinating. But always, there seemed to be someone who was funnier, fairer, more fashionable, or more fascinating. She was never first at anything, and this she could not endure. Life was not supposed to be this way! Sometimes she lashed out at others, and it seemed that she was always one breath away from being outraged by one thing or another. Of course, this did not make her any more likable or popular. Sometimes she clenched her teeth, tightened her fists, and thought, 'Life is so unfair!'

"Then there was the third sister. Unlike her sad and mad sisters, she was—well, *glad*. And it wasn't because she was smarter or more beautiful or more capable than her sisters. No, people sometimes avoided or ignored her too. They sometimes made fun of what she was wearing or the things she was saying. They sometimes said mean things about her. But she did not allow any of that to bother her too much. This sister loved to sing. She didn't have great pitch, and people laughed about it, but that didn't stop her. She would say, 'I am not going to let other people and their opinions stop me from singing!' The very fact that she kept singing made her first sister sad and her second sister mad.

"Many years passed, and eventually each sister reached the end of her time on earth. The first sister, who discovered again and again that there was no shortage of disappointments in life, eventually died *sad*. The second, who every day found something new to dislike, died *mad*. And the third sister, who spent her life singing her song with all her might and a confident smile on her face, died *glad*. Of course, life is never so simple, and people are never so one-dimensional as the three sisters in this story. But even extreme examples like these can teach us something about ourselves. If you are like most of us, you may have recognized part of yourself in one, two, or perhaps all three of these sisters."

1. Write down the first two sisters' thinking error(s):

The first sister: _____

The second sister: _____

2. How was the third sister's way of thinking different?
3. Which sister are you the most similar to? Why? Which sister are you the most different from? Why?

Scenario 3

Role-play each situation below with your practice partner. Have two conversations about each situation. Take turns role-playing the person with the thinking error. The other person role-plays a friend who is trying to help correct the thinking error.

Situation:

You arrive home after a long day. Your sink is full of dishes.

Thinking error:

Conversation 1: **Catastrophize**

Conversation 2: **Giving up**

**Situation:**

You get a new mobile phone. You drop it on the ground by mistake.

Thinking error:

Conversation 1: **Powerlessness**

Conversation 2: **Victimization**

**Situation:**

You lose your job. You steal money from others.

Thinking error:

Conversation 1: **Justification**

Conversation 2: **Deceit**

**Situation:**

You support your family financially. You know there are a lot of expenses this month. You buy new clothing that you can't afford.

Thinking error:

Conversation 1: **Pride**

Conversation 2: **Entitlement**



CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

LESSON 13: OVERCOMING THINKING ERRORS

Objectives

By the end of this lesson, you will be able to identify four different types of students and the thinking errors they commit. You will be able to make recommendations to others for overcoming their thinking errors.

PART 1: PERSONAL LANGUAGE STUDY

Memorize Vocabulary

Look up the definitions of the words below and memorize them.

adequately	enable	paralyze
attribute (v)	generate	reasonably
contemplate	inclination	severe
corrupt (v)	justification	
diminish	misplace	

Review

Last time, you read about 10 common thinking errors. Before beginning this lesson, take a moment to review the thinking errors below.

1. **Victimization.** You feel that you are being harmed by people who have no intention of harming you.
2. **Pride.** Your perceived status in the world is based on how you compare yourself to others.
3. **Entitlement.** You deserve this or that because of your perceived status in the world.
4. **Powerlessness.** You can't do this. You can't do that. You can't even try.
5. **Giving up.** You messed up. You give up and stop trying.
6. **Justification.** You can commit this sin because it is not a big deal or you deserve a little fun.
7. **Scarcity mentality.** There is never enough (fun, food, money, opportunities, and so on).
8. **People pleasing.** You must please or impress others to maintain your value as a person.
9. **Minimize/catastrophize.** You distort issues, events, or choices. You make them smaller or bigger than they really are.
10. **Deceit.** You tell yourself that something is different than the way it really is.

Read

In the article on the next page, Clark G. Gilbert, president of BYU–Pathway Worldwide, discusses four types of students. Read the article. Think about how each student type is an example of one or more of the 10 thinking errors. Pay attention to his advice on how to overcome those thinking errors. After reading the passage, answer the questions in the “Check Your Understanding” section.

Education and the Struggle for Perfection

“All over the world, there are students struggling with their education. They struggle to know who they are; they struggle to know what is expected of them. . . .

“ . . . Education is an important part of our spiritual progression—it is a ‘[mighty] struggle for perfection’ that allows us to improve our lives, provide for our families, and serve those around us.

“The adversary tries to prevent and corrupt the sacred opportunities we have to get an education. I would like to share four types of students who struggle in their academic path and some ways they can overcome their challenges. . . .

“The Doubter. Doubters understand the value and blessings of education, but do not think those blessings apply to them. They are the students who say, ‘I can’t do that,’ or ‘I’m just not a math person.’ Perhaps because of past educational struggles, or the negativity and criticism of others, these students feel incapable of learning and improving. While these challenges are real and difficult, students can learn to resist and overcome these feelings of self-doubt.

“Part of overcoming doubt is learning who you are and understanding your potential. Gordon B. Hinckley once said, ‘You have the potential to become anything you set your mind to.’ It often requires you to surround yourself with people who will believe in you. Another way to overcome doubt is to not be paralyzed by the risk of failure—if you try your best, I promise the Lord will make up the difference.

“If you struggle with doubt, I invite you to believe in yourself, do your best, and never give up when you struggle.

“The Student with Misplaced Zeal. Students with misplaced zeal do not see the connection between getting a formal education and other righteous endeavors in life. This can be found in women who don’t view education as important as their future roles as mothers. It can be found in men who do not see their educations as a purposeful work compared to Church callings or other priesthood responsibilities.

“These students need to know that although Church service and parenting are two very important roles, the Lord still expects more from them. Education can be meaningful and spiritually uplifting—but only if you know that what you are studying conforms to the will of the Lord, and if you consecrate your educational efforts to Him. If you do this, your education will prepare you to excel in all your roles—whether in the workplace, at home, or in Church callings.

“While contemplating your goals for the future, please ponder how you can consecrate your knowledge, skills, and educational experiences to God.

“The Student Who Is Going It Alone. These students tend to walk the path of education slowly, with little commitment or direction. They view their academic experience with some indifference and are happy simply to just get by. Oftentimes, these students do not understand that although earning a degree is a great accomplishment, the Lord will still require their work and effort for many years after school.

“Getting an education is just one step in the larger plan our Father in Heaven has prepared for His children. By committing themselves more to their education, these students will be able to grow in their studies, families, and service to God.

“The Basic Survivor. Students in this category work very hard—perhaps 60, 70, or even 80 hours a week. They are so busy, they convince themselves they cannot pursue an education. ‘I can’t work on my education right now,’ they say. ‘I’ve got too much going on. I’m working too much.’

“The problem for these students is that they will be stuck working that same job, and making the same amount of money, forever. For these students, there is no future. It reminds me of a story Elder Savin told about a boy who never unrolled his sleeping bag because he didn’t want to roll it up again in the morning. All night long, the boy froze in his tent simply because he was trying to save himself 5 minutes of work.



“To these students, I promise that if you will spend the time now to educate yourself, to develop your mind, to get a credential, or to acquire a skill, it will bless you for the rest of your life. Those blessings are worth the time.”

Check Your Understanding

Part 1—Match the student types on the left with their descriptors on the right.

- | | |
|--|--|
| 1. Doubters
_____ ; _____ ; _____ | A. Work very hard |
| 2. Students with Misplaced Zeal
_____ | B. Have little commitment or direction |
| 3. Students Going It Alone
_____ ; _____ ; _____ ; _____ | C. Have no future |
| 4. Basic Survivors
_____ ; _____ ; _____ | D. Do not think blessings apply to them |
| | E. Do not see the connection between education and other righteous endeavors in life |
| | F. Feel incapable of learning and improving |
| | G. Walk the path of education slowly |
| | H. Say, “I can’t do that” |
| | I. Feel too busy to pursue an education |
| | J. Do not understand what is required of them after finishing school |
| | K. Feel happy to “just get by” |

Part 2—Match the student types on the left with the advice Clark G. Gilbert gives them on the right.

- | | |
|--|--|
| 1. Doubters _____ | A. Ponder how you can consecrate your knowledge, skills, and educational experiences to God. |
| 2. Students with Misplaced Zeal _____ | B. Spend the time now to educate yourself; recognize that it will bless the rest of your life. |
| 3. Students Going It Alone _____ | C. Believe in yourself, do your best, and never give up when you struggle. |
| 4. Basic Survivors _____ | D. Commit yourself more to your education. |

Activities

Consider what you learned about thinking errors and what you read about the four types of students. In your opinion, which thinking error does each student mainly commit?

STUDENT TYPE	MAIN THINKING ERROR
1. The Doubter	
2. The Student with Misplaced Zeal	
3. The Student Going It Alone	
4. The Basic Survivor	

Write

Write 10 Sentences

Review the vocabulary words from the beginning of this lesson. Write sentences that describe Clark G. Gilbert’s four types of students and that contain the vocabulary words. One example has been done for you.

EXAMPLE

Diminish: The Basic Survivor’s choice to not pursue an education diminishes opportunities for a successful future.

- 1. Adequately _____
- 2. Attribute (v) _____
- 3. Contemplate _____
- 4. Corrupt (v) _____
- 5. Enable _____
- 6. Generate _____
- 7. Inclination _____
- 8. Paralyze _____
- 9. Reasonably _____
- 10. Severe _____

Write 1 Paragraph

Choose one of the four students. Write an email to the student. Teach the student about the thinking error he or she is committing. Give him or her advice about how to overcome the thinking error.

Proficiency Practice

As part of your personal study, you should take time to work in the “Proficiency Practice” section at the end of this book. The “Proficiency Practice” section is broken up into reading, writing, listening, and speaking. Spend time in reading, writing, listening, and speaking each week.

PART 2: PRACTICE PARTNER LANGUAGE STUDY

Review

Think about the goals you set last week. How successful were you at accomplishing those goals? For one

minute, tell your partner about your progress.

Read and Discuss the Principle of Learning

Doctrine and Covenants 135:5 “And because thou hast seen thy weakness, thou shalt be made strong, even unto the sitting down in the place which I have prepared in the mansions of my Father.”

1. Why does recognizing and working on our weaknesses help us to become strong?
2. How do you choose what weaknesses you will work on? How do you motivate yourself and not get discouraged?

Share

1. Share what you wrote in the activity in “Personal Language Study.” Do you and your practice partner agree or disagree on each student’s main thinking error?
2. Share your 10 sentences and your email from “Write.” Ask for your practice partner’s suggestions. Write down these suggestions and incorporate this feedback into your writing during your next personal language study.

Practice Scenarios

Scenario 1: Role Play

Imagine that your practice partner is **“The Doubter”** about this English course. Have a conversation. Try to convince your practice partner to continue studying English and have confidence in himself or herself. Your practice partner will come up with as many reasons and excuses as possible to quit.

Now imagine that you are **“The Student Who Is Going It Alone”** in this English course. Have a conversation. Your practice partner will try to convince you to put forth more than your minimum effort. Try to come up with as many reasons and excuses as possible to justify why you shouldn’t have to commit yourself or work very hard.



Scenario 2: STAR Method

With your speaking partner, read aloud the information below about the **STAR** method. Take turns reading sentences.

STAR IS A METHOD FOR RECOGNIZING AND OVERCOMING THINKING ERRORS. IT STANDS FOR “STOP, THINK, ACT, AND REFLECT.”

Stop	Recognize that you are committing a thinking error. Stop it right now.
Think	Examine why you are committing the error. Are you stressed? lonely? angry? tired?
Act	Immediately do something to change your physical or mental state. Eliminate and overcome the thinking error.
Reflect	Evaluate how well you overcame the thinking error. What could you do next time so it doesn’t happen again?

Take turns role-playing the situations below. One partner is the student. The other partner is a friend. The friend is helping the student work through **STAR** to overcome the thinking error.

- A. **The Doubter** receives a challenging assignment. He decides to not do the assignment. He thinks, “I will fail anyway, no matter how hard I try.”
- B. **The Student with Misplaced Zeal** is attending a university. She decides to drop out. She says, “These classes don’t teach me anything that will help me raise children in the future.”
- C. **The Student Who Is Going It Alone** receives an internship offer. He decides not to do the internship. He thinks, “As long as I get an education, I don’t have to do anything extra.”
- D. **The Basic Survivor** works in a restaurant. She saves up enough money. She decides to continue working at the restaurant. An education is too expensive. She tells her friends, “I already have a paying job. I don’t need an education to make money.”

Scenario 3: Give Recommendations

Read about each person below. Using the **STAR** method, give recommendations to each person on how to overcome his or her thinking error.

1. Julia feels rejected by a group of popular women at her workplace. She copes with her feeling of rejection by characterizing the popular women as shallow and unfeeling. “They aren’t good enough to be my friends anyway,” she reasons in her mind.
2. Natasha has relaxed all day long, putting off her homework until late at night. Now she is afraid of working late into the night. “I can’t do this homework! It’s too hard!” Natasha thinks to herself.
3. Tanya has made a goal to not look at social media during class. One afternoon, she begins to feel disappointed that the teacher is not more entertaining. She feels trapped in the classroom with nothing to do. Tanya pulls out her smartphone and scrolls a social media app for a few minutes. “It’s just a little bit,” she says to herself.



CONCLUSION

What have you learned in this lesson? What have you felt? How will you apply the things you learned? Share with your practice partner. Then set two goals for your English learning this week. Share your goals with your practice partner.

READING PROFICIENCY PRACTICE

The “Reading Proficiency Practice” section is a series of passages to read and questions to answer. You can check your answers in the back of the book.

Level 1: Ask and Answer Questions

PASSAGE 1: RANDOM ACTS OF KINDNESS

Passage

The following appeared in a school newspaper application.

What random acts of kindness have you observed?

Alessandro: As I was walking home from work last night, a car pulled up next to me. A woman I had never seen before got out and handed me a scarf and gloves. They were mine! I hadn't even noticed them fall out of my bag. She had been driving in the other direction and saw them fall out. She turned around, got out of her car, picked them up, and then proceeded to give them back to me. I was touched that she would go to that much trouble to help a stranger.

Raquel: I woke up this morning to find breakfast made and on the table with my name by it. There was also a lunch prepared and packed for me to take. My roommates know I've been busy and stressed out. Sometimes when I'm busy, I forget to eat. When I forget to eat, then I get headaches. Besides the food, their kindness was just what I needed.

Lory: I was at the grocery store this week. An elderly woman in front of me bought two big bags of food. As she walked out of the store, a large, gruff man was walking in. He saw the woman with the two big bags of groceries and didn't think twice. His automatic response was to help. He offered to carry them for her. He carried those bags of groceries for her all the way to her apartment.

Questions

- Who gets headaches when they don't eat?**
 - Alessandro
 - Raquel
 - Lory
 - None of the above
- Alessandro's _____ fell out of the bag. Choose ALL that apply.**
 - telephone
 - book
 - scarf
 - gloves
- Where was Lory when she saw a large, gruff man?**
 - At school
 - At the grocery store
 - In her apartment
 - On the street
- Who helped Raquel?**
 - Her roommates
 - A large, gruff man
 - An elderly woman
 - A stranger
- The large, gruff man offered to help the elderly woman because she _____.**
 - had a headache
 - dropped her scarf and gloves
 - fell down and needed help
 - had two bags of groceries

PASSAGE 2: CULTURE SHOCK

Definitions

1. **culture (n):** the habits, customs, beliefs, and way of life of a group of people (Example: In my culture, it is important to respect older people.)
2. **shock (n):** a sudden, usually bad, feeling caused by something unexpected (Example: I failed the test! It was a big shock because I studied a lot.)
3. **counseling (n):** advice and support that people get when they need help (Example: The college has career counseling. They help people find jobs.)

Passage

The flyer text below is for new international students. It helps them learn about culture shock.

MABLEBERRY COLLEGE COUNSELING SERVICES

Moving to a new country can be difficult. This is called culture shock. It is a normal feeling. But you can feel better soon!

What Is Culture Shock?

It is the feeling that everything is strange and different. It happens in new places. This new place appears very different. The food, the language, the people, and many other things are strange to you.

Do I Have Culture Shock?

Are you . . .

- feeling sad and alone?
- missing your home country a lot?
- thinking the local culture is strange or bad?
- having difficulty eating and sleeping?
- spending most of your time alone?

Overcoming Culture Shock

- Read and learn about other cultures.
- Make friends with people from different countries.
- Stay healthy: Exercise. Eat fruits and vegetables. Go to bed early.
- Laugh a lot! Do not be too serious.
- Learn some words in other languages.
- Try foods from other countries. You might discover that you like them!

Remember that other cultures are different. They are not better or worse.

Need Help with Culture Shock? Please Contact Us

Counseling Services in Finley Hall, Room 172 (across from the Activities Center)

Phone: (623) 431-5515

Email: mableberrycounselors@mc.edu

Questions

1. **What does “discover” mean?**
 - a. Dislike
 - b. Find out
 - c. Try
 - d. Eat
2. **What is the purpose of this reading passage?**
 - a. To sell something
 - b. To share news
 - c. To provide help
 - d. To communicate greetings
3. **There is a list of ways to overcome culture shock. What is one idea that is NOT listed?**
 - a. Join culture clubs.
 - b. Learn some words in other languages.
 - c. Stay healthy.
 - d. Do not be too serious.
4. **To get help with culture shock, students can go to the _____.**
 - a. Activities Center
 - b. Tutoring Center
 - c. Exercise Services
 - d. Counseling Services
5. **According to the reading passage, you lose weight if you have culture shock.**
 - a. True
 - b. False

PASSAGE 3: FLORIDA UNIVERSITY

Definitions

1. **attend (v):** to be present at a place (Example: She attended church every Sunday.)
2. **scholarship (n):** an award of money to help a student pay for school (Example: He got a scholarship for having good grades.)
3. **submit (v):** to present something to be reviewed by one person or a group of people (Example: She submitted her application.)

Passage

Xiao Yan wants to study English in the United States. She fills out this application for an English program in Florida. Look at this part of her application.

FLORIDA UNIVERSITY INTENSIVE ENGLISH

Application for the Florida University Intensive English Program

Please fill out this form completely. When you are finished, press the "Submit" button only once.

- **Name:** Xiao Yan
- **Email address:** xiaoxiao@email.com
- **Country:** China
- **Are you a man or a woman?** Woman
- **Do you have a visa to travel in the United States?**
No
- **Will you apply for the International Student Scholarship?** Yes
- **Will you need help to start paying for school?** No
- **How many classes will you take?**
- **Will you stay with an American family?** Yes
- **What is your TOEFL score?** 59

Please explain why you want to attend the Florida University Intensive English program. *I want to study English in the United States. An American education is important in China. I will have many job opportunities, and I am interested in American culture. I know I will learn many important lessons by traveling abroad.*

Questions

1. **Look at the questions below. Now choose the questions that you must answer with "yes" or "no." Choose ALL that apply**
 - a. Which semester will you attend?
 - b. Will you stay with an American family?
 - c. How many classes will you take?
 - d. Do you have a visa for the United States?
2. **The main purpose of this document is for Xiao Yan to _____.**
 - a. apply to the English program
 - b. give her personal information
 - c. sign up for the TOEFL test
 - d. send in her grades from her school
3. **Xiao Yan left one question blank. Choose the most likely answer for this question: "How many classes will you take?"**
 - a. Yes
 - b. Three
 - c. No
 - d. USA
4. **Is an American education important for Xiao Yan?**
 - a. Yes
 - b. No
5. **Did Xiao Yan take the TOEFL?**
 - a. Yes
 - b. No

Level 1: Describe

PASSAGE 1: WEAR A HELMET

Definitions

- bicycle (n):** something with two wheels and pedals that you ride (Example: She rode her bicycle to the store.)
- helmet (n):** a cover for your head that protects it
- injury (n):** any damage or hurt to your body (Example: She had an injury from falling off the roof.)

Passage

Sophie is shopping for a new bicycle. She saw this poster on the wall in the bicycle shop.

Be Safe. Wear a Helmet!

Riding a bicycle is a fun activity for the whole family. But it is easy to forget to wear a bicycle helmet. Did you know that about 800 people are killed each year in bicycle crashes? 60 percent of these bicycle deaths

occur because of a head injury. Operating a bicycle with no helmet can be a dangerous decision. It can destroy your life. Current research shows that wearing a helmet reduces the risk of a serious head injury.

Now do you want to wear a helmet?

Yes! Good choice! Finding the right bicycle helmet is easy. All bicycle helmet designs sold in the United States must meet high safety standards. Any helmet you choose at

any store will be safe for you and your family. Simply make sure it is secure on your head. What are you waiting for? Get your helmet today. Stay safe on your bicycle!

This public safety announcement is brought to you by the California Department of Health Services.

Questions

- The purpose of this poster is to _____.**
 - get information from people
 - sell people something
 - give people information
 - invite people to an event
- What did Sophie learn from reading this poster?**
 - How to ride a bicycle.
 - To meet high safety standards.
 - To always wear a helmet when riding a bicycle.
 - The risk of head injury is low with no helmet.
- Read the “Be Safe. Wear a Helmet!” paragraph again, then answer this question: What sentence is the main idea?**
 - “Operating a bicycle with no helmet can be a dangerous decision.”
 - “60 percent of these bicycle deaths occur because of a head injury.”
 - “Riding a bicycle is a fun activity for the whole family.”
 - “But it is easy to forget to wear a helmet.”
- Sophie wants to wear a helmet after reading this poster. She can buy a safe bicycle helmet _____.**
 - only at the store she is in
 - at any store that sells bicycle helmets
 - only at a bicycle shop
 - only online
- In the “Be Safe. Wear a Helmet!” paragraph, what does “reduces” mean?**
 - To make something happen less
 - To make something worse
 - To improve the act of something
 - To improve something quickly

PASSAGE 2: WHALE FACTS

Definitions

1. **meat (n):** food that was an animal (Example: Chicken is my favorite meat to eat.)
2. **plant (n):** a living thing that grows from the ground (Example: Trees are important plants; they make the air better.)
3. **weigh (v):** to find out how heavy something is (Example: The doctor weighs me to see how healthy I am.)
4. **ton (n):** a measurement of weight (Example: One ton is equal to 907 kgs.)

Passage

Whales are the largest animal in the sea. Here are some fact cards about whales.

Blue Whale Facts

- Is the largest animal on Earth
- Lives to about 80 to 90 years old
- Weighs about 144 tons (That's about as heavy as 2,000 men!)
- Eats small fish called krill
- Usually lives alone
- Humans hunted them almost to extinction

Gray Whale Facts

- Most are born in the middle of January
- Lives to about 50 to 70 years old
- Can grow to around 30 to 40 tons
- Eats meat and plants from the sea floor
- Often travels in large groups called pods

Fin Whale Facts

- Sometimes works in a group to catch food
- Can live for 90 years or longer!
- Weighs about 130 tons
- Eats krill and other meat
- Often lives alone or in a small group of 8

Humpback Whale Facts

- Makes sounds called whale songs
- Often lives to about 50 years old
- Weighs about 44 tons
- Eats lots of different meat
- Prefers to travel and live alone or in a small group of 3 to 4

Questions

1. **Your friend asks, "What are all these fact cards about?" You answer:**
 - a. Facts about all kinds of ocean animals
 - b. Facts about types of whales
 - c. Interesting facts about blue whales
 - d. The food that whales like to eat
2. **Which group of whales lives the longest?**
 - a. Blue whales
 - b. Gray whales
 - c. Fin whales
 - d. Humpback whales
3. **Draw lines to match each whale with its weight in tons:**

Blue Whales	Gray Whales	Fin Whales	Humpback Whales
A. About 44 tons	B. About 130 tons	C. 30 to 40 tons	D. About 144 tons
4. **Choose yes or no to answer each of the questions:**
 - a. Do blue whales live alone? yes/no
 - b. Do gray whales travel in groups? yes/no
 - c. Do fin whales eat plants? yes/no
 - d. Do humpback whales sing? yes/no
5. **Choose the question that matches this answer: "Yes, but they eat plants too."**
 - a. Do humpback whales eat meat?
 - b. Do fin whales eat meat?
 - c. Do blue whales eat plants?
 - d. Do gray whales eat meat?

PASSAGE 3: BEING A LEADER

Definitions

1. **locked (adj):** needs a key to open (Example: We can't get into the house because we lost the key to open the locked door.)
2. **peaceful (adj):** quiet, a good feeling (Example: When I walked into the church, I felt very peaceful.)
3. **insurance (n):** protection from bad things that might happen to people or things; people pay money each month for this (Example: We have good car insurance. We had a car accident and didn't have to pay very much money.)

Passage

These ideas are from a talk in 2016 by Peggy S. Worthen, the wife of the president of Brigham Young University.

I want to share some things I have learned about being a leader. I begin with a personal experience. It provides several lessons about leadership.

Several years ago, we were visiting my parents' house. My young son needed to get something out of our locked car. I gave him the keys. A few minutes later he returned. He then slowly said that he had locked the keys in the car. I then acted in a way that seemed more like his age than mine. I raised my voice. I got angry! I even kicked the car. I let my feelings take over.

Fortunately, that lasted only a few moments. My father quietly reminded me about my car insurance for times like this. His peaceful reminder quickly calmed me. I called the insurance company. And we were soon on our way home. Many years later, my children sometimes say, "Do you remember what mom did when the keys were locked in the car?"

Now, you might wonder what lessons a leader could possibly learn from an experience like that. Let me suggest four. First, learn from your mistakes. Second, learn from the examples of others. Third, choose how you will act. Fourth, create a peaceful tone.

(Adapted from Peggy S. Worthen, "Choose to Be a Leader" [Brigham Young University devotional address, Sept. 6, 2016], speeches.byu.edu.)

Questions

1. **What is the main idea of this reading?**
 - a. Good and bad examples of being a leader
 - b. How to get keys out of a locked car
 - c. How to help your children in a sad situation
 - d. How to get good car insurance
2. **Where did Sister Worthen's story happen?**
 - a. In a car
 - b. At her parents' house
 - c. At her house
 - d. In an insurance company's office
3. **When did the story happen?**
 - a. Around the year 2016
 - b. Several years in the past
 - c. When the author was a little girl
 - d. When the author was 15
4. **Read the first paragraph from the passage again. Based on the context, what does "personal" mean?**
 - a. From her own life
 - b. Really wild
 - c. Not true
 - d. Very happy
5. **Read the last paragraph from the passage again. Based on the context, what does "tone" mean?**
 - a. Story
 - b. Song
 - c. Feeling
 - d. Problem

Level 1: Narrate

PASSAGE 1: CAREER EXPLORATION PROJECT

Definitions

1. **architect (n):** a person who plans and designs buildings for work (Example: The architect showed the family the plans for their house.)

Passage

Sasha recently completed a career exploration project at school. As part of the assignment, his teacher asked him to write a reflection about his experience. This passage is his reflection.

One of my favorite assignments this year was the career exploration project. At first, I did not envision that I would like it. I thought I already knew what career I wanted—a doctor, of course! However, I was startled by the results of this assignment.

To start, I completed the career and skills assessment. Instead of saying I should be a doctor, the assessment showed that I might be a good architect! I have never thought about being an architect before. So I decided to research architecture for my project.

I learned many things about architects. Architects plan and design all kinds of buildings. In order to become an architect, people need to have a bachelor's degree. They also need to pass the Architect Registration Examination

to practice architecture. But they make an average of \$76,000 each year in the United States. In 2016, there were more than 110,000 architects in the United States.

After this initial research, I contacted Lara Wells, a local architect. She let me interview her. I also got to follow her around at work one day. She is designing a student center for a community college. She showed me the plans she drafted. Then she took me to the construction site. It was amazing to see her plans being built.

Overall, this was a very good assignment. It helped me to explore a new career option. It gave me an opportunity to meet a professional architect. Now I see that being an architect is a difficult but exciting career. I am grateful for this project.

Questions

1. **Choose the sentence that best describes Sasha's assignment.**
 - a. Summarize the interview part of your project.
 - b. Describe what you did and what you learned from this project.
 - c. Explain which career and skills assessment you used and why.
 - d. Explain what grade you think you should get on this project and why.
2. **What is the average salary of an architect in the United States?**
 - a. \$2,016
 - b. \$7,600
 - c. \$76,000
 - d. \$110,000
3. **Look at the list of sentences from Sasha's reflection. Select ALL of the opinion sentences.**
 - a. "To start, I completed the career and skills assessment."
 - b. "It was amazing to see her plans being built."
 - c. "Overall, this was a very good assignment."
 - d. "Architects plan and design all kinds of buildings."
 - e. "They also need to pass the Architect Registration Examination to practice architecture."
 - f. "Now I see that being an architect is a difficult but exciting career."
4. **The sentences below list the steps that Sasha did to complete the career exploration project. Which step did Sasha complete last?**
 - a. He visited an architect.
 - b. He visited a construction site.
 - c. He took the career and skills assessment.
 - d. He did research about architects.

5. Which questions are answered by Sasha's reflection? Choose ALL that apply.

- a. Who designed a new student center?
- b. Does Sasha want to be an architect?
- c. Where does Sasha want to study architecture?
- d. Do architects have to pass a specific test?

PASSAGE 2: JEREMIAH'S TURNING POINT**Passage**

You will read a story about Jeremiah based on a talk given by Elder Jeffrey R. Holland.

Jeremiah was called by God to teach His people. At first, he didn't want to teach them. He felt like many of us do: inadequate. Jeremiah said: "Ah, Lord . . . behold, I cannot speak. . . . I am [but] a child."

But the Lord told him: "Be not afraid. . . . I am with thee. . . . Therefore . . . speak unto them."

So Jeremiah spoke to the people. At first he did not have success. Things went from bad to worse. Finally, he was imprisoned. The people laughed at him. Jeremiah was angry. He promised himself that he would not teach another lesson. "I will not make mention of [the Lord], nor speak any more in his name," he said. However, then something happened to Jeremiah, something that he did not expect. This was Jeremiah's turning point. He

had been changed through his teaching. He realized he could not stop. Why? Because "[the Lord's] word was in mine heart as a burning fire shut up in my bones. . . . I was weary with forbearing, and I could not stay."

Jeremiah followed Heavenly Father. Because he did, Heavenly Father blessed him. He gave Jeremiah the ability to be a spiritual leader and teacher for his people. He gave Jeremiah a desire to teach the people even when it was very difficult. Jeremiah felt inadequate, but the Lord made him strong.

(Adapted from Jeffrey R. Holland, "A Teacher Come from God," *Ensign*, May 1998, 27, ChurchofJesusChrist.org.)

Questions

1. In this story, Jeremiah _____.

- a. stops teaching the people of God
- b. changes because he follows God
- c. becomes a rich and popular ruler
- d. receives strength to destroy a person

2. What happened to Jeremiah that he did not expect?

- a. He was not successful when he taught the people.
- b. He was put into prison by the people.
- c. He realized that he wanted to continue teaching.
- d. He received instructions from Heavenly Father.

3. Read the first paragraph of the story again. "Inadequate" means _____.

- a. not good enough
- b. very confident
- c. peace and calm
- d. physical pain

4. Which happened first?

- a. Jeremiah was put in prison.
- b. The Lord told Jeremiah to speak to the people.
- c. Jeremiah promised he would not teach again.
- d. Jeremiah was angry.

5. In the story, when did Jeremiah feel angry?

- a. When he realized he wanted to teach
- b. When the Lord told him to teach the people.
- c. When he was put in prison.
- d. When he was not given food.

PASSAGE 3: BUSINESS TRIP IN FRANCE

Definitions

1. **funeral (n):** a special event held for someone who has died (Example: We had a beautiful funeral service when my grandpa died.)
2. **clueless (adj):** not knowing about something (Example: I was clueless about the surprise party.)

Passage

Rob works for an international company. He recently traveled to France for work. You will see an email he sent to his father about his first day in France.

Chris Davies <chridavs163@email.com>

Subject: My Business Trip to France

Hey, Dad. You were totally right. I should have studied French business etiquette much more carefully before coming on this trip!

Things didn't go horribly at first. Someone met me at the airport and accompanied me to the office. I remembered to shake everyone's hand. So far so good! I then had a brief meeting with a few executives. They invited me to a dinner party this evening. They said it was casual dress and there would be a light meal.

I remembered to buy some flowers to bring to the party. Once again, I felt like I was on top of my French etiquette. However, I failed to realize that the type of flowers was important. I don't know anything about flower varieties. The flowers I brought were chrysanthemums. Turns out those flowers are reserved for cemeteries and

funerals! The hostess gave me a very strange look when I presented them to her.

But that's just the half of it. I guess "casual dress" does not mean the same thing in France as it does in the United States! I went to the party in jeans, a t-shirt, and a leather jacket. I almost wore tennis shoes, but at least I decided to wear something nicer. Everyone else was dressed in "business casual." They had slacks, button-up shirts, suit jackets, etc. Some even wore ties! I definitely stood out as the clueless American.

I'm hoping to make a better impression tomorrow. But first, I'm reading more about etiquette.

I'll write tomorrow.

—Rob

Questions

1. **What is the main thing Rob regrets about his day?**
 - a. He didn't listen to his father's advice.
 - b. He brought the wrong clothes for his trip.
 - c. He didn't study business etiquette enough.
 - d. He never learned about flower varieties.
2. **What specific mistakes did Rob make? Choose ALL that apply.**
 - a. He forgot to greet the business executives.
 - b. He brought the wrong flowers to the party.
 - c. His business meeting was too brief.
 - d. He dressed too casually for the party.
3. **According to Rob's email, what was the correct way to greet the people at the office?**
 - a. Bring them flowers
 - b. Say hello to everyone
 - c. Shake everyone's hand
 - d. Shake hands only with certain people
4. **What things happened before Rob went to the party? Choose ALL that apply.**
 - a. He bought some flowers.
 - b. He studied business etiquette.
 - c. He greeted the hostess.
 - d. Someone brought him to the office.
5. **For Rob, casual dress means clothes that aren't as nice as business casual dress.**
 - a. True
 - b. False

Level 1: Negotiate

PASSAGE 1: GOSPEL LEADERSHIP

Passage

Tracy is trying to find someone who can teach the young men and young women in her ward. She emails Jake for help.

Email 1

Jake,

Do you know Carlton Jenkins? He certainly knows a lot about gospel leadership. We want to invite him to come talk to the young men and young women in our ward. We want them to learn more about how to lead like Jesus. Can you ask him to come? He can talk with them next Sunday at 7:00 p.m.

Thanks,
Tracy

Email 2

Tracy,

I do know Carlton. He's a great example of an excellent leader. I asked him to speak to the young men and young women. He said yes! There is only one issue: he can't do it next week. His schedule is full. Is there another time he can talk to them? He has a great presentation. It's about how to be leaders like Jesus Christ.

Jake

Email 3

Jake,

Great news! Yes, he can come another week. It doesn't matter.

Tracy

Email 4

Tracy,

He can come in two weeks! I'll send you his phone number. You can work out the details with him.

Jake

Questions

- Who is going to talk to the young men and young women about being leaders?**
 - Tracy
 - Carlton
 - Jake
 - Josh
- When will the person come to talk to the young men and women about being leaders?**
 - Next Sunday
 - Next week
 - In two weeks
 - In one week
- What does the word "presentation" mean in the following section from the passage? "He has a great presentation. It's about how to be leaders like Jesus Christ."**
 - Book
 - Example
 - Talk
 - Paper
- What does the word "issue" mean in the following section from the passage? "I asked him to speak to the young men and young women. He said yes! There is only one issue: he can't do it next week."**
 - Time
 - Detail
 - Problem
 - Answer
- Is Carlton a good leader?**
 - Yes
 - No

PASSAGE 2: FRIDAY NIGHT PLANS

Definitions

1. **hungry (adj):** feeling that you want to eat (Example: She ate a lot because she was very hungry.)

Passage

A group of friends is having a hard time deciding what to do on a Friday night. Read these group text messages:

Reed: Hey, guys, any idea on what we should do tonight? It's Friday night, and I want to do something fun!

Jason: Yeah, I agree. What about going to a restaurant? I'm hungry!

Caleb: Yeah, me too! What if we go get some hamburgers?

Reed: I like that idea. What about you, Jason?

Jason: I don't like hamburgers, guys; don't you remember? They're rather bad for your health!

Reed: OK, where should we go, then? I hope we can agree on where to go!

Jason: What about tacos?

Caleb: Yeah, I guess we could do tacos. I'm OK with that.

Reed: Sorry to be difficult, but I don't really like tacos. In fact, just to make it clear, tacos make me sick! What about Chinese food, though? Do you guys like Chinese food? I've heard China Noodle has quality food.

Jason: Oh yes, I love Chinese.

Caleb: Yeah, me too! Let's go!

Reed: Yeah! I sure hope it's not too busy tonight because it's Friday! Let's go and claim our seat!

Questions

1. **What do the friends want to go do?**
 - a. Eat some food
 - b. Watch a movie
 - c. Visit someone
 - d. Play soccer
2. **This passage is an example of friends talking in _____.**
 - a. a church meeting
 - b. a business email
 - c. a short story
 - d. a group text
3. **What does Reed NOT like to eat?**
 - a. Tacos
 - b. Hamburgers
 - c. Sandwiches
 - d. Noodles
4. **What day of the week are these friends making plans?**
 - a. Sunday
 - b. Friday
 - c. Saturday
 - d. Monday
5. **What does Jason NOT like to eat?**
 - a. Tacos
 - b. Hamburgers
 - c. Sandwiches
 - d. Noodles

PASSAGE 3: LEADERSHIP MANAGEMENT COURSE

Definitions

1. **online (adj):** on the internet (Example: He talks to his friends online.)
2. **leadership (n):** a position as a leader of a group (Example: He has a new leadership position.)

Passage

The following appeared in the Sunday newspaper.

Online Leadership Management Course

Are you a leader? Do you manage a team? Would you like to improve? If you answered yes to any of these questions, we can help. We train the best leaders of today. Join us and be the best you can be. We offer online courses in management leadership.

What you will learn:

- How to organize your team
- How to understand needs
- How to make a team vision
- How to make team goals
- How to develop a project
- How to operate for success

What you will improve in:

- Communications
- Problem-solving
- Decision-making

What you need:

- The English language
- Access to a computer
- Access to the internet

What you will get:

- 24 lessons
- Teacher support
- Tutor support
- Classmate support

What you will achieve:

- A certificate in leadership management

Benefits of an online course:

- Study from anywhere
- Study anytime

Join us today! If you have any questions, feel free to email us. We will answer your questions as soon as possible. Thank you! We look forward to meeting you in class.

Questions

1. **This passage is an example of _____.**
 - a. an article
 - b. an advertisement
 - c. a letter
 - d. a blog
2. **In this course, you will get _____. Choose ALL that apply.**
 - a. access to a computer
 - b. to study from anywhere
 - c. teacher support
 - d. a new team
3. **If you take this course, what will you learn?**
 - a. Internet navigation
 - b. The English language
 - c. Computer programs
 - d. Leadership management
4. **How many benefits are listed for taking the online course?**
 - a. 1
 - b. 2
 - c. 3
 - d. 4
5. **How many lessons are offered in this course?**
 - a. 24
 - b. 22
 - c. 42
 - d. 44

Level 2: Ask and Answer Questions

PASSAGE 1: TAKING CLASSES ONLINE

Definitions

1. **schedule (n):** a plan for when and what someone is going to do (Example: Bryan wants to have three classes in his school schedule next year.)

Passage

Cara Banks is an academic adviser at State College. Her job is to help students decide which courses to take and to help them succeed in college. Paolo, a student reporter for the school newspaper, sat down with Mrs. Banks and asked her some questions about online courses.

Paolo: Who benefits the most from online courses?

Mrs. Banks: It depends on the individual. Students who have other responsibilities outside of class benefit the most. These are students that are working full-time or taking care of children or other family members. They need more flexibility in their coursework and schedule. It also depends on the student. Some students are more social and prefer to attend class and have face-to-face interactions with classmates and instructors. For others, that interaction isn't as important.

Paolo: What are common challenges in online classes?

Mrs. Banks: One of the hardest things about online courses can be organization. The student needs to really organize his or her time well. Online students need self-discipline to meet assignment deadlines. You don't want to wait too long to do your work. If you do, you may have to finish all the assignments in a short amount of time. That can have a big impact on grades.

Paolo: What suggestions do you have for students who take online classes?

Mrs. Banks: Make a schedule, and have a specific time each day when you work on the course. That way you don't have to find time in an already busy schedule because you already made the time.

Questions

1. **What is a good title for this article?**
 - a. How to Succeed in College Classes
 - b. The Benefits of Taking an Online Class
 - c. What to Know about Taking an Online Class
 - d. Social Students Need Face-to-Face Classes
2. **Paolo interviewed Mrs. Banks because _____.**
 - a. she teaches classes on how to be a good student
 - b. she has taken both online and face-to-face classes
 - c. she helps students choose what subject to study in college
 - d. she helps students decide which classes are best for them
3. **Who benefits from online classes depends on _____.**
 - a. the class
 - b. the individual
 - c. the instructor
 - d. the school
4. **Which questions are answered in the passage? Choose ALL that apply.**
 - a. Who are online classes best for?
 - b. How much do online classes cost?
 - c. What is difficult about online classes?
 - d. What classes should students take online?
5. **Who is Paolo? Choose ALL that apply.**
 - a. An administrator
 - b. A reporter
 - c. A student
 - d. A teacher

PASSAGE 2: DISRUPTIVE CLASSMATE

Definitions

1. **reverent (adj):** showing respect and listening quietly (Example: Phillip is not a reverent boy. He always talks to his friends in his class at church while the teacher is trying to teach.)

Passage

This passage is adapted from the question-and-answer section of a magazine called the New Era for ages 12–18. In this article, a 12-year-old boy asks a question about how to help a particular student in his church class.

The question to the *New Era*:

One of the boys in my 12-year-old church class is very disruptive. It is nearly impossible for me to learn anything from the lessons or enjoy class activities. He never settles down and always causes trouble. How can I help him?

Answers from the *New Era*:

- Be an example. Don't join in his jokes when it isn't appropriate.
- Talk to him in private. Don't make a big deal about it during class. But be careful of his feelings.
- Be kind as you try to help him understand the importance of being reverent and respectful.
- As a class, decide on an explicit set of rules for behavior during class time and activities.
- As you work to help your friend learn when reverence is appropriate, don't forget to pray for guidance and to show love and kindness.

Readers' Responses:

- "Treat him with kindness. At that age, many kids mostly just want to be accepted. Show him he is loved. Eventually he will grow out of it."
—Amelia, age 15, Huntersville, North Carolina
- "I've been in that situation before. If they're obnoxious and annoying, it might be that they are in need of a friend. Just be kind to him. Let him know you care."
—Kim, age 15, Salem, California
- "A great way to calm an obnoxious person down is to ask them the question, 'Would you be acting this way if Jesus were here?'" Thinking of Christ keeps us focused on His gospel and keeps us from being rowdy."
—Jason, age 15, Danville, California

Questions

1. **What does the 12-year-old boy want help with? Choose ALL that apply.**
 - a. The activities at church are too difficult for him.
 - b. He wants to know how to help a boy in his church class.
 - c. There are some kids who are mean to him in his class.
 - d. There is a boy who is noisy in his church class.
2. **Which idea below is NOT a suggestion given by the *New Era* to the boy? Choose ALL that apply.**
 - a. Talk with your parents about what to do.
 - b. Laugh with him whenever he tells a joke.
 - c. Talk to him privately about the problem.
 - d. Help set some class rules for behavior.
3. **Who has been in a similar situation as the boy who wrote the question?**
 - a. His parents
 - b. Amelia
 - c. Jason
 - d. Kim
4. **Based on the context, what does the word "disruptive" mean at the beginning of the article?**
 - a. Understanding
 - b. Popular
 - c. Noisy
 - d. Sporty

5. **The reader named Jason has some advice to help the 12-year-old boy. What is the main idea of his advice?**

- | | |
|--|---|
| a. Do service to those who are unkind to you. | c. Focus on Jesus and how He would act. |
| b. Suggest some new activities to do each month. | d. Be kind to those around you. |

PASSAGE 3: EMPLOYEE QUALITIES

Definitions

1. **employee (n):** a person who works for another person or company. (Example: My boss has 10 employees.)

Passage

Sara is trying to get a new job. She wants to know what qualities she needs to have to get a good job. She found the paragraph below on a website about professional skills.

What is the most important quality that employers look for in their employees?

Many employers have high expectations for their workers. In other words, employers always look for employees with a wide range of qualities and professional skills. Thus, it is difficult to determine exactly which quality or skill stands out as the most important. However, speaking from my own experience as an employer, the first thing I look for in a potential employee is integrity. Individuals with integrity can be counted on to be honest with me and their work-mates. To clarify, these employees will never lie, cheat, or steal to get ahead. In this day and age, so many employees are tempted to lie about their abilities to ensure job security or to improve their pay by the smallest amount. In my view, this is absolutely not acceptable. In fact, any worker displaying such behavior should promptly be removed from his or her employment. Indeed, I would much rather train an honest, less qualified employee than put up with another deceitful worker. Further, at my company, the honest workers find themselves advancing the quickest, regardless of overall skill level. With this in mind, I advise all potential employees to avoid compromising their integrity by lying about their skills on a résumé. It will likely not work out very well for them in the end.

—Comment by Franklin Pierce

Questions

- According to the passage, should employees be let go from a company if they are not honest?**

a. Yes	b. No
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- Based on the passage, what is the best definition for “integrity”?**

a. Display good behavior	c. Work very hard
b. Be nice	d. Be honest
- Read the passage again. What sentence below contains the main idea for the passage?**

a. “Many employers have high expectations for their workers.”	c. “So many employees are tempted to lie about their abilities to ensure job security.”
b. “The first thing I look for in a potential employee is integrity.”	d. “Employers always look for employees with a wide range of qualities.”
- Based on the passage, workers sometimes lie to earn more money.**

a. True	b. False
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- Which questions does the passage answer? Choose ALL that apply.**

a. What should happen to employees who do not tell the truth?	c. Where does the author work?
b. Who wrote the passage?	d. When was the passage written?

Level 2: Describe

PASSAGE 1: ICE CREAM MUSEUM

Definitions

1. **ice cream (n):** a soft frozen treat made with sweetened milk fat (Example: Emile likes to eat ice cream on hot summer days.)
2. **history (n):** events of the past (Example: It is important to learn about the history of your country.)

Passage

Read the poster at the entrance of the ice cream museum.

Welcome to the Double-Scoop Ice Cream Museum!

Before you choose an activity, learn about the history of ice cream!

Ice Cream throughout History:

[1] In the second century BC, King Tang in China had 94 men make ice cream for him with milk and flour. In later centuries, both Emperor Nero and Alexander the Great ate a substance made of snow with honey or juice.

[2] In the 13th century, Marco Polo was supposedly exposed to ice cream in China. He then introduced it to Italy. From there, ice cream spread to England, France, and the United States.

Ice Cream in the United States:

[3] Ice cream has been a familiar treat in the United States almost since its beginnings. In the summer of 1790, the first president of the United States, George Washington, spent \$200 on ice cream. In the 1800s, there were new inventions like electric power and new freezing equipment. Then more people could buy ice cream, and they did!

[4] Ice cream raised morale during World War II when the United States military served ice cream to its soldiers. Then in 1945, a “floating ice cream shop” was introduced, which was used to serve ice cream to sailors. World War II ended in 1946. The year after the war ended, each American ate an average of over 20 quarts of ice cream.

Questions

1. **Which sentence is a good topic sentence for paragraph 3?**
 - a. Many United States presidents loved ice cream.
 - b. Summers are hot in the United States, so people need ice cream.
 - c. New inventions gave the United States ice cream.
 - d. There has always been a demand for ice cream in the United States.
2. **Which of these is evidence that ice cream has been in the United States since its beginnings?**
 - a. In the 1800s, new freezing equipment was invented.
 - b. George Washington spent \$200 on ice cream.
 - c. In the 1800s, more ice cream was made in factories.
 - d. The Double-Scoop Ice Cream Museum opened in 1946.
3. **According to the poster, which of these happened last?**
 - a. Marco Polo got ice cream from China.
 - b. Ice cream spread to England, France, and the United States.
 - c. King Tang had 94 men make ice cream for him.
 - d. Alexander the Great ate a dessert of snow and honey.
4. **According to the poster, which of these happened in 1945?**
 - a. The military served ice cream to soldiers.
 - b. World War II ended.
 - c. A floating ice cream shop was made.
 - d. Each American ate an average of 20 quarts of ice cream in one year.

5. **According to the poster, who may have introduced ice cream to Italy?**

- a. King Tang
- b. Alexander the Great
- c. Emperor Nero
- d. Marco Polo

PASSAGE 2: THE PERFECT LEADER**Passage**

Spencer W. Kimball was the President of The Church of Jesus Christ of Latter-day Saints. The passage is adapted from a speech he gave in 1977.

Jesus knew who He was. He also knew His purpose. He could lead from strength rather than from uncertainty. Jesus operated from a base of fixed principles, or truths. He did not make up the rules as He went along. His leadership style was not only correct, but it was also constant. So many world leaders today are like chameleons: they change their hues and views to fit the situation. This only tends to confuse followers who aren't certain.

Jesus said several times, "Come, follow me." His was a program of "do what I do." It was not "do what I say." He walked closely with those he served. He was not afraid of close friendships. He was not afraid that He would disappoint His followers. Leadership cannot lift others unless we serve those to be led.

Jesus kept Himself virtuous. He permitted people to touch the hem of His clothing. Then virtue could flow from Him.

Jesus taught us that we are accountable for our actions. We are also accountable for our thoughts. This is so important for us to remember. Accountability is not possible without fixed principles. Good leaders will remember they are accountable to God. They will also remember they are accountable to those they lead. People truly tend to be more accountable when their leaders are.

Jesus also taught us to use our time wisely. This does not mean there can never be any leisure. There must be time for renewal. But there must be no waste of time. How we manage time matters so very much. And we can be good managers of time without being frantic. Time cannot be recycled. When a moment has gone, it's really gone. The tyranny of trivia consists of its driving out the moments that really matter. Minutia holds momentous things hostage. And we let the tyranny continue all too often. Wise time management is really the wise management of ourselves.

(Adapted from Spencer W. Kimball, "Jesus: The Perfect Leader," *Ensign*, Aug. 1979, 5–7.)

Questions1. **What is the main idea of the passage?**

- a. All leaders should know their purpose in life.
- b. Leaders need to serve those they lead.
- c. Time management is important for leaders.
- d. Leaders should be more like Jesus Christ.

2. **According to the passage, what effect does leaders' accountability usually have?**

- a. Greater strength
- b. Wise management
- c. Fixed truths
- d. Follower accountability

3. **According to the passage, how is Jesus's leadership style different from world leaders' styles?**

- a. Time management
- b. Changing views
- c. Close friendships
- d. Fixed principles

4. **According to the passage, which sentence reflects Spencer W. Kimball's opinion?**

- a. Using time wisely means having self-control.
- b. Most world leaders don't serve their followers.
- c. Good leaders change their points of view.
- d. Followers should not be afraid of friendships.

5. **What can be inferred from the passage? Good leaders _____ . Choose ALL that apply.**

- a. use fixed truth
- b. recycle time
- c. help followers
- d. donate money

PASSAGE 3: HUMANS AND PETS

Definitions

1. **companionship (n):** a feeling of having a friend; feeling close to someone (Example: I love the companionship of my dog.)
2. **therapy (n):** a treatment meant to fix or help a problem (Example: I heard that John's therapy is helping him feel better.)

Passage

This is a short article about relationships and communication between humans and their pets

Why do so many people in the world enjoy taking care of pets? Many people have dogs of all kinds and breeds. Others prefer to live with cats in the home. Some people like to have snakes or tarantulas as pets. No matter the kind of animal, humans have always liked to take care of animals in their homes.

There are many reasons people like having pets. Perhaps one reason is to enjoy the experience of raising an animal. It is not an easy task to raise a pet. However, the rewards of companionship and accomplishment are worth the effort. Some people say they can even communicate with their pet. In fact, dogs and cats can let

their owners know when they are hungry or need to go outside. Some pets are especially good at showing their love and affection. These animals don't even use words.

Another reason people like pets is because of the friendship and love they feel from their pets. When life gets difficult, having an animal to take care of at home can help. This kind of animal therapy is used in college campuses, hospitals, and homes for the elderly. For example, this therapy is used to help fight depression. Many people share special bonds with their pets. Even though pets cannot speak to their owners, apparently communication does happen.

Questions

1. **Which sentence from the first paragraph above is the main idea of the paragraph?**
 - a. "Why do so many people in the world enjoy taking care of pets?"
 - b. "Many people have dogs of all kinds and breeds."
 - c. "Some people like to have snakes or tarantulas as pets."
 - d. "No matter the kind of animal, humans have always liked to take care of animals in their homes."
2. **Choose the sentence that best supports the main idea of the article.**
 - a. "Perhaps one reason is to enjoy the experience of raising an animal."
 - b. "Some people say they can even communicate with their pet."
 - c. "Even though pets cannot speak to their owners, communication does happen."
 - d. "In fact, dogs and cats can let their owners know when they are hungry or need to go outside."
3. **From the options below, choose TWO ways that pets communicate with humans that were mentioned in the article.**
 - a. Pets teach us how to fight depression.
 - b. Pets let us know when they want to eat.
 - c. Pets let us know how to enjoy our experiences.
 - d. Pets tell us when they want to go outside.
4. **Based on the text, what does the author believe about pets communicating with humans?**
 - a. Some pets cannot communicate with their owners.
 - b. Pets and owners always communicate.
 - c. Pets can communicate with their owners.
 - d. Communication between humans and pets never occurs.
5. **What does the author think about life?**
 - a. Life is easy.
 - b. Life is good.
 - c. Life can be hard.
 - d. Life can be special.

Level 2: Narrate

PASSAGE 1: STUDY GROUPS

Passage

Louisiana State University wants to help their students study more effectively. Following is a flyer they prepared.

Louisiana State University

Jack and Jill are both freshmen at LSU. They are both enrolled in Biology 101. As music majors, both of them struggle in their science classes. After getting a D on their first exam, they both decided to change their study habits. Both of them prepared harder for the next exam. Both of them spent more time studying. However, Jack studied with his classmates. He received a B on the next exam. Jill still only got a D+. What made the difference?

Study Groups

Jill didn't know that a study group could have helped her improve faster. As part of a study group, Jack studied with others and improved his scores. As a new freshman, consider the importance of joining a study group! Study groups always improve student life. Some research shows that study groups improve the student experience in the following ways:

1. **New Perspectives:** Discussing ideas with others helps you see things differently.
2. **Improved Study Skills:** Your own method might not be the best. It helps to see what other people do.
3. **Efficient Learning:** Students learn faster working in groups than alone.
4. **Decreased Procrastination:** Being accountable to a group means you have a set time to study. It won't wait for tomorrow!
5. **Less Test Anxiety:** Discussing lessons with classmates improves confidence for tests.

Don't wait until it's too late. The best time to start or join a study group is now! For more information about study habits, stop by the Student Development Center (ADM 230).

Questions

1. **Jefferson wants to be a better student. According to this flyer, what will help him the most?**
 - a. Going to the Student Development Center
 - b. Spending more time studying
 - c. Joining a study group
 - d. Not procrastinating
2. **Think about the story from the flyer. What happened after Jack and Jill got bad scores on the first test? Choose ALL that apply.**
 - a. They decided to study music.
 - b. They prepared harder for the next exam.
 - c. Jack joined a study group.
 - d. Jack and Jill studied together.
3. **Look again at this paragraph from the flyer. Which sentence is an opinion?**

[1] Jill didn't know that a study group could have helped her improve faster. [2] Jack studied with others and improved his scores. As a new freshman, consider the importance of joining a study group! [3] Study groups always improve student life. [4] Some research shows that study groups improve the student experience.

 - a. 1
 - b. 2
 - c. 3
 - d. 4
4. **According to this flyer, a study group would help you _____. Choose ALL that apply.**
 - a. meet new friends
 - b. learn new study methods
 - c. always get better grades
 - d. see class materials differently
5. **Jack and Jill are both _____ majors.**
 - a. science
 - b. biology
 - c. art
 - d. music

PASSAGE 2: EZRA TAFT BENSON**Passage**

Disciple-leaders are faithful and work hard. Consider the example of President Ezra Taft Benson.

Ezra Taft Benson began learning to be a leader in his youth. When he was almost 13 years old, his father was called to serve a mission. As the oldest child in the family, Ezra assumed many leadership responsibilities on the family farm during his father's absence. Several years later as a missionary, he served as a branch president. Later he served in multiple stake presidencies.

During his professional career, he worked in many leadership positions in the agriculture industry. He became a leader and expert in the field of agriculture. President Dwight D. Eisenhower asked him to serve in the highest agriculture position in the United States. For eight years he worked with President Eisenhower as the United States secretary of agriculture. Before he became President of the Church, President Benson served for 12 years as President of the Quorum of the Twelve Apostles. Quorum members had great respect for him

as their leader. Elder Bruce R. McConkie "often told family members he had never seen President Benson's administrative equal in the Church."

President Benson cared continuously for those he led. He taught by example. "I know of no man more considerate of his associates or more concerned for their well-being," President Gordon B. Hinckley said. "He does not ask others to do that which he is unwilling to do himself, but rather sets an example of service for others of us to follow." President Benson was also effective in utilizing the talents of others by delegating work to others, teaching and building them through that process.

President Benson said, "If you are to provide future leadership for the Church, [your] country, and your own homes, you must stand firm in the faith, unwavering in the face of evil."

(Adapted from "Leadership," *Teachings of Presidents of the Church: Ezra Taft Benson* [2014], 241–44.)

Questions**1. How would you describe the author's tone?**

- a. Complex
- b. Critical
- c. Playful
- d. Informative

2. Read this part of the passage again:

"Ezra Taft Benson began learning to be a leader in his youth. When he was almost 13 years old, his father was called to serve a mission. As the oldest child in the family, Ezra assumed many leadership responsibilities on the family farm during his father's absence. Several years later as a missionary, he served as a branch president. Later he served in multiple stake presidencies."

Do the sentences in this paragraph represent facts or opinions?

- a. Facts
- b. Opinions

3. Ezra Taft Benson was almost 13 when his father went on a mission. Because of this, Ezra _____.

- a. was also called on a mission
- b. had leadership responsibilities at home
- c. served as a branch president
- d. suffered a great deal

4. Ezra Taft Benson was NOT an example of hard work and dedication.

- a. True
- b. False

5. "Ezra assumed many leadership responsibilities on the family farm during his father's absence." Leadership responsibilities include _____.

- a. shipping
- b. directing
- c. receiving
- d. relieving

PASSAGE 3: PROFESSIONAL NETWORKING

Passage

Networking is an important professional skill.

There is a common saying that goes, “It’s not *what* you know, but *who* you know.” Success sometimes has little to do with what we know. Often, opportunities arise from those whom we know. A professional network is a network of people that you have connected with. The larger your network is, the more chances you have for professional support and growth.

My wise friend Doug uses three ways to increase his professional network:

1. **He goes to professional conferences.** At those conferences, he routinely introduces himself. He connects with as many people as possible. He makes notes of those he meets throughout the day. He asks for business cards.
2. **He immediately adds face-to-face contacts to social media.** At the end of each day, he finds his new contacts on Facebook, Twitter, and LinkedIn. He connects with them on social media. He always sends a personal message. In this way, he continues the association beyond the conference.
3. **He uses every type of social interaction to make professional connections.** At the park with his children or checking out at the store, Doug gets to know people with ease. He never lets an opportunity to connect pass him by.

Many opportunities come to Doug through his professional network.

Questions

1. **Which sentence best describes the main idea of the passage?**
 - a. Doug is good at meeting new people.
 - b. Doug goes to professional conferences.
 - c. Doug is active on social media.
 - d. A professional network can increase opportunities.
2. **There are many ways to develop a professional network. Which of the following is NOT mentioned in the passage?**
 - a. Meeting people at the park
 - b. Going to conferences
 - c. Socializing with coworkers
 - d. Connecting on social media
3. **Besides meeting people at conferences, where else does Doug meet people? Choose ALL that apply.**
 - a. At school
 - b. At the store
 - c. At the park
 - d. At work
4. **According to the passage, when does Doug add social media contacts? He adds contacts _____ meeting them at a conference.**
 - a. before
 - b. after
5. **Who is Doug? Doug is the author’s _____.**
 - a. father
 - b. employer
 - c. friend
 - d. coworker

Level 2: Negotiate

PASSAGE 1: BIOLOGY MAJOR

Definitions

1. **major (n):** the main subject that a college student studies, such as math, biology, education (Example: Anna chose history as her major at university.)

Passage

Classes start next week for Sofia.

Email 1: Studying Science

Dear Professor Vlasova,

My name is Sofia Miller. I will be a new student at State College this semester. I am interested in biology and have some questions for you. Can I get credit for research I did over the summer with a biologist? And to what extent? I will be on campus next week. Can I come to your office?

Sincerely,
Sofia Miller

Email 2: Re: Studying Science

It is wonderful to hear from you. We look forward to having you in our department. Do you know which of our biology majors you will be choosing: biology or biology education?

I would be happy to talk to you more, but I will be conducting scientific research away from campus this semester. When you arrive on campus, speak to the head of the biology department. He will be able to tell you how you can get credit for the research you have done. He will most likely ask you to write a paper on your research. Did you know about the New Student Science Information Day next week? It will be perfect to help you learn about the different science majors and academic opportunities. I am including a flyer in this email with more information.

Sincerely,
Dr. Jean Vlasova

Questions

1. **Sofia emailed Professor Vlasova to _____.**
 - a. ask for advice in choosing a major
 - b. ask if she could get credit for research
 - c. introduce herself before the semester begins
 - d. find out when the New Science Information Day is
2. **How many biology majors are there at State College?**
 - a. 1
 - b. 2
 - c. 3
 - d. 4
3. **The flyer Professor Vlasova included in her email _____.**
 - a. is about a science club she thinks Sofia should join
 - b. shows Sofia where the professor's office is on campus
 - c. gives contact information for a different professor who can help
 - d. gives information about an event Sofia might be interested in
4. **What TWO questions are NOT answered in the email?**
 - a. What are all the science majors the college has?
 - b. Who can Sofia talk to about receiving credit?
 - c. Where is Dr. Vlasova this semester?
 - d. What time is the New Student Information Day?
5. **In her email, Sofia asked, "Can I get credit for research I did over the summer with a biologist? And to what extent?" Which word or phrase has a similar meaning to extent?**
 - a. Choice
 - b. Move
 - c. Amount
 - d. Make larger

PASSAGE 2: LEADERSHIP THROUGH SERVICE

Passage

Kyle's institute class has an online discussion each week. Read the teacher's discussion prompt and the student responses.

Discussion Prompt

Hi class,

This week our topic is leadership through service. Read this excerpt from the *Gospel Principles* manual about service. Then answer the leadership discussion question on our class discussion board.

Service is helping others who need assistance. Christlike service grows out of genuine love for the Savior and of love and concern for those whom He gives us opportunities and direction to help. Love is more than a feeling; when we love others, we want to help them.

*All of us must be willing to serve, no matter what our income, age, or social position. Some people believe that only the poor and lowly should serve. . . . But Jesus taught otherwise. When the mother of two of His disciples asked Him to honor her sons in His kingdom, Jesus replied, "Whosoever will be great among you, let him be your minister; and whosoever will be chief among you, let him be your servant" (Matthew 20:26–27). ("How We Can Serve," *Gospel Principles* [2009], 161)*

How does this principle of service apply to leadership? Give an example to support your answer.

Student Responses

Jimmy: To me, the correlation between service and leadership is clear. Leaders are always serving. Leadership is hard work, and that hard work usually benefits the people you lead. For example, I just got a new position at work. I lead a team of people now. I work hard so that I set an example. That way my team knows I can do the job right.

Kelli: I agree, Jimmy. Leaders are naturally serving people all the time. But I think it is more important to serve the people you lead so that you can help them. Service helps you love people. Good leaders love those they lead. Jesus served people so that He could be an example but also to show His love for them.

Questions

- Read the second paragraph above of the *Gospel Principles* excerpt again (begins with "All of us . . ."). The main idea of this paragraph is that _____.**
 - Jesus taught people to serve
 - rich people must learn to serve
 - all people everywhere should serve
 - good leaders must serve others
- According to Jimmy's discussion response, why does he work hard as a leader? Choose ALL that apply.**
 - To show love
 - To be an example
 - To show he does his job well
 - To get a promotion
- Kelli's reply to Jimmy shows that she agrees with _____.**
 - everything Jimmy wrote
 - only some of what Jimmy wrote
 - the teacher's point of view
 - the discussion prompt scripture
- In Kelli's post, she primarily supported her main idea with _____.**
 - facts
 - her opinion
- Read Jimmy's post again:**

"To me, the correlation between service and leadership is clear. Leaders are always serving. Leadership is hard work, and that hard work usually benefits the people you lead. For example, I just got a new position at work. I lead a team of people now. I work hard so that I set an example. That way my team knows I can do the job right."

In his post, "benefits" most likely means _____.

 - "teaches"
 - "helps"
 - "informs"
 - None of the above

PASSAGE 3: MARKET RESEARCH

Passage

Megan needs advice about starting a new business. She sees that her friend Jerome is online and asks for his advice.

Megan: Hi Jerome. Sorry to bug you, but I need business advice from an expert like you. I adore dogs, especially puppies. I'm also obsessed with designing cute outfits. So I thought, Why not combine my two interests into a career?

Jerome: And how did that go?

Megan: Not well.

Jerome: Maybe you need to do a little market research.

Megan: But I have no clue how.

Jerome: Think of the people you're trying to sell to. They are your market. Then ask them the right questions.

Megan: Should I ask the dogs if they like wearing outfits?

Jerome: Haha, no. You should ask the dog owners what they want and how much they are willing to pay for it. We all know that dog owners tend to be obsessed with their dogs. But what are some of the things they don't

have time for? And what don't they like that they are willing to pay someone else to do?

Megan: I know they loathe cleaning up after their dogs.

Jerome: That's definitely a start. Why don't you go out and start asking some questions?

Megan: OK, I've got one: What does your dog enjoy?

Jerome: Yes, and here's another one: What's something you want to give your dog but don't have time for?

Megan: OK. I think I get it.

Jerome: Everybody wants different things. The key to starting a prosperous business is finding something a lot of people want and are willing to pay for. It's simple customer research. Ask the right questions, and then proceed from there. Then you can create a business that meets their needs.

Questions

1. **What is Megan's main problem?**

- a. She can't make her product fast enough.
- b. She is asking too much for her product.
- c. She doesn't know what customers want.
- d. She doesn't know how to make dog clothes.

2. **What does Jerome suggest?**

- a. Lower the price of the clothes.
- b. Ask the customers questions.
- c. Hire another person to do marketing.
- d. Learn how to make a better product.

3. **What does Megan already know about people who buy things for dogs?**

- a. They make their own dog clothes.
- b. They love dog clothes.
- c. They wish their dogs smelled better.
- d. They loathe cleaning up after them.

4. **What does Megan love? Choose ALL that apply.**

- a. Designing clothes
- b. Market research
- c. Dogs
- d. Having her own business

5. **Megan thought of a question that Jerome approved of. What was it?**

- a. What does your dog enjoy?
- b. Do you like wearing outfits?
- c. Why don't I go out and start asking some questions?
- d. What's something you want to give your dog but don't have time for?

Level 3: Ask and Answer Questions

PASSAGE 1: HEALTH AND FITNESS BLOGGER

Passage

Hal runs a blog where he answers questions that people write to him about health and fitness.

Hey everybody! Today I'm going to be answering some of your health questions that were submitted last week.

Q1: I've heard that someone is circulating the idea that drinking chocolate milk after a workout is better than water. Is that true? And if so, why is that the case?

A1: Well, that's a question that's been insanely popular lately. The short answer is yes, it's true. But to answer your question would require much more time than this blog allows. Basically, it gets your body to recover better from a workout than water or other drinks. This is why you see commercials with professional athletes endorsing chocolate milk. When athletes endorse something, it quickly becomes popular!

Q2: I've heard people say, "When you have a bloody nose you're supposed to lie down until it stops bleeding." Is that true? It seems counterintuitive to me!

A2: That's certainly a myth. It's counterintuitive, like you said. When you have a bloody nose, you ought to pinch the bridge of your nose and lean forward. Don't lie down. If you lie down, then you're going to end up ingesting all that blood.

Q3: If someone sprains an ankle, what are the best ways to take care of it to prevent further sprains?

A3: My first answer is to take it easy. Most people will tell you to ice it or heat it. My advice is to stick with icing it first. I've heard it said, "When in doubt, ice" so that's the advice I follow. Also, it's important to maintain motion in your ankle and foot so it doesn't swell too badly. Moving on a sprained ankle may sound counterintuitive, but it's helpful to keep moving so you don't get too stiff.

Q4: I want to get back into good shape. What are some basic tips that will help whip me into shape again?

A4: The first tip I would give is to decide on a goal. You need to be more specific, such as, "I want to lose 10 pounds by Christmas." Next, find someone who can be a supporter for you through this journey. You need a person you can trust. After accomplishing those first two steps, work toward a plan. You can implement this plan each day to reach your goal. Breaking your goals down into manageable parts is one of the most important keys to achieving them.

Questions

- According to Hal, the first thing you should do when you sprain an ankle is _____.**
 - heat it
 - ice it
 - touch it
 - raise it
- Which of the following sentences would be the best way to end this blog post?**
 - Thanks for reading! I hope you learned something new!
 - To all my fans, you guys are the greatest! You inspire me!
 - I am honored by your sacrifice and consideration in reading this blog!
 - Sometimes I don't know what I'm talking about, but that's OK!
- Which of the following topics would Hal most likely write about next? Choose ALL that apply.**
 - Going on a diet
 - Running daily
 - Stopping a bloody nose
 - Saving money
- Who would most likely read this blog post?**
 - A curious reader
 - A school teacher
 - Someone on a diet
 - A health professional
- The author's purpose in writing this blog post was to _____.**
 - answer questions
 - teach readers
 - persuade others
 - entertain people

PASSAGE 2: NATIONAL RIVER BANK**Passage**

Alyona works at Social Plus, a company that manages social media accounts for large businesses. She was recently contacted by one of her clients, National River Bank, to update its Facebook page.

Email 1: National River Bank Facebook Page

Alyona,

Please update the contact information on National Bank's Facebook page. It is out of date as of last week. Also, please add information about our current kids' art competition.

Thank you,

Steve Stark, marketing manager, National River Bank

Email 2: Re: National River Bank Facebook Page

Steve,

I am happy to accommodate you by updating National Bank's Facebook page. What contact information needs to be changed? Also, where can I go to find more information about the kids' art competition?

Thanks!

Alyona, Social Plus

Email 3: National River Bank Contact Information

Hi Alyona!

Steve asked me to send you information about the kids' art competition.

Children ages 5 to 10 are invited to submit a piece of

art that shows the careers they want to have when they grow up. Children must submit a picture or media recording that shows their artwork. All winners will have their art piece displayed at one of the bank's locations.

Denise Johnson, marketing and publicity specialist

Email 4: Re: National River Bank Contact Information

Denise,

Thank you for the information. When does the competition start? Where can I direct people if they want more information? Also, I still haven't heard what contact information I need to update. Who do I need to contact about that?

Email 5: Re: National River Bank Contact Information

Hello again, Alyona!

People can learn more information by visiting this website: www.nationalriverbank.com/kidsart. The competition starts June 1 and ends September 1. Winners will be announced on October 1.

Denise Johnson, marketing and publicity specialist

Questions**1. Which question does Alyona still need answered?**

- | | |
|--|---|
| a. When does the kids' art competition start? | c. What contact information needs to be changed? |
| b. Where can people find more information about the competition? | d. Who wants the contact information to be changed? |

2. Choose the questions that the passage answers. Choose ALL that apply.

- | | |
|---|---|
| a. Why does Alyona work at Social Plus? | c. Where is the main bank location? |
| b. Where can children submit their art piece? | d. When will the bank announce art winners? |

3. What can be inferred from the passage?

- | | |
|--|---|
| a. Alyona cannot update the Facebook page. | c. Denise is confused about contact information. |
| b. Steve is not at his computer very often during the day. | d. Children can submit music as long as they record it. |

4. Based on Denise's first email, what does the word "submit" most likely mean?

- | | |
|----------|-----------|
| a. Give | c. Create |
| b. Paint | d. Show |

5. Where can parents go to read all of the rules for the competition?

- | | |
|----------------------------------|--|
| a. Social Plus's website | c. Social Plus's Facebook page |
| b. National River Bank's website | d. National River Bank's Facebook page |

PASSAGE 3: REVEREND AND BISHOP

Passage

Reverend Thatcher is a pastor of a Christian church. He wants to find ways to better help the members of his congregation and decided to ask his friend, Bishop Hansen, some questions. Bishop Hansen is currently serving as a bishop in the The Church of Jesus Christ of Latter-day Saints. You will see an email exchange between Reverend Thatcher and Bishop Hansen.

Good morning, brother! I have some questions for you related to your new “calling.”

Lately, I feel a little burdened by how much need there is in my congregation. People are struggling with finances, family problems, illness, and addictions. It’s hard for me to reach out to all of the individuals who need to feel the love of Jesus in their life. I gave a sermon a month ago to encourage the faithful to help others in need. However, I’ve only seen a slight difference.

I know that in your church, your members serve with surprising dedication. Why are they so willing to assist you? How do you motivate them to serve so readily? What teachings do you give them? And how do you know needs are being met?

Your brother in Christ,
Reverend Thatcher

It’s good to hear from you, Reverend!

I’d like to tell you about ward councils. I think you will see quicker, more proactive change among your congregation with a similar pattern. As you know, each willing and worthy member of a ward receives a calling, sometimes as a leader. Their affection for the Lord gives them a willingness to serve alongside me in these callings.

We meet together as a council of leaders once a month. In these collaborative meetings, we discuss individuals and their needs. Each member contributes ideas on how to help these people. And as we counsel together and observe progress, we can determine if needs are being met. Holding council meetings could really lighten your stress load.

I’d love to chat about this in person!

Talk to you soon,
Bishop Hansen

Questions

- Based on his questions for Bishop Hansen, what problems does Reverend Thatcher likely hope to resolve? Choose ALL that apply.**
 - Members’ lack of motivation to serve each other
 - Not knowing if needs are being met
 - Lack of participation in church meetings
 - Misunderstanding of his sermon at church
- What is the main idea of Bishop Hansen’s email?**
 - Ward council is a collaborative, monthly meeting in the Church of Jesus Christ.
 - Members of his congregation are more willing to serve than Reverend Thatcher’s.
 - Ward council is a way leaders meet needs and involve members in service.
 - Serving as a bishop is often an overwhelming responsibility.
- What does Bishop Hansen say will happen if Reverend Thatcher holds council meetings?**
 - Reverend Thatcher will resolve people’s problems immediately.
 - Reverend Thatcher will be a lot less stressed out.
 - There will be more rapid change in Reverend Thatcher’s congregation.
 - The members in Reverend Thatcher’s congregation will feel more valued.
- Which of Reverend Thatcher’s questions does Bishop Hansen not answer directly?**
 - “Why are they so willing to assist you?”
 - “How do you motivate them to serve so readily?”
 - “What teachings do you give them?”
 - “How do you know needs are being met?”
- In what ways are Reverend Thatcher’s and Bishop Hansen’s approaches similar? Both men _____.**
 - ask other people to help serve individuals in need
 - let members discuss problems without necessarily giving answers
 - desire to meet the needs of their congregation
 - counsel with their congregations about solving problems

Level 3: Describe

PASSAGE 1: MEDITATION

Passage

This is a short article about meditation from a healthy lifestyle website.

Meditation: An Introduction

Feeling stressed, anxious, or overwhelmed? Why not try meditation? Increasing scientific evidence suggests that meditation has many benefits.

If you are new to meditation, it can be confusing to know where to begin because there are many different types of meditation to choose from. But from a scientific perspective, many meditation practices can be placed into one of two categories.

Focused Attention

In focused attention meditation, the mind is directed to focus on one object. This object can be the breath, the flame of a candle, or any other object in front of you. It could also be a word or a short phrase, called a mantra. When the mind wanders from this object or mantra—as it certainly will—simply acknowledge the distraction without judgment and gradually bring the mind back to the object or mantra of focus.

Open Monitoring

No single thought or object is focused on in open monitoring. Instead, everything in your present experience is noticed and acknowledged without judgment. In this form of meditation, you aim to be aware of every thought, feeling, or perception you have.

Of these two types, focused attention might be the easiest for people to start with. Having something for the mind to focus on initially can be helpful. This may progress naturally to open monitoring, which may provide you with greater insight about yourself.

If you want to try meditating, there are plenty of websites with written or video instructions that can help you. Don't worry about which is best. Instead, experiment with a few different meditation methods. Remember, like anything, meditation takes practice.

Questions

- Focused attention meditation might be better for you than open monitoring if _____.**
 - you have a lot of experience with meditation
 - you have never meditated before
 - you want to decrease your anxiety levels
 - you are good at monitoring your thoughts
- In focused attention meditation, what can the mind be focused on? Choose ALL that apply.**
 - An object
 - Everything in your experience
 - A mantra
 - A judgment
- The author says that people can often be confused about how to begin learning to meditate. According to the article, why is this true?**
 - Beginners expect instant results.
 - Meditation requires practice.
 - Open monitoring is too difficult for beginners.
 - There are many ways to meditate.
- Which of these sentences does NOT fit with the tone of this article?**
 - Meditation isn't just for religious people.
 - There are many medical experts who doubt meditation's benefits.
 - Meditating in the morning can be a great way to start the day.
 - Don't give up if you notice your mind wandering.
- What does the word "distraction" mean in the "Focused Attention" section?**
 - Peaceful time with yourself
 - Instructions on how to meditate
 - Something that makes it difficult to concentrate
 - An object you can focus on during meditation

PASSAGE 2: WILDLIFE CONSERVATION

Definitions

1. **wildlife (n):** animals living in their natural home
(Example: I love to watch the wildlife when I go hiking.)
2. **extinct (adj):** for all animals of one type to be no longer living (Example: Dinosaurs are extinct.)

Passage

Read this essay about wildlife conservation.

Conservation means protecting wild plants and animals and the places where they live. The main thing that wildlife needs protection from is human activity. As the human population increases, more wildlife habitat is destroyed. When animals are forced from their natural homes, they can lose the ability to find food and care for their young. Many animals are being added to the endangered-species list because of shrinking habitats. Endangered species are animals that are almost extinct.

Another problem that contributes to endangered species and extinction is poaching. Poaching is killing or capturing animals illegally to sell them or their body parts. There is a ban on poaching, but many animals are still hurt by the practice. For example, African elephants are hunted for their ivory tusks.

Some people think that wildlife conservation is not important. But I think it is one of the most important issues of our time. There are many reasons why we should protect the world's wildlife. Our world is interconnected. People rely on animals, insects, and plants to live. Losing one animal species may seem unimportant, but it can have far-reaching negative effects.

Now you can see why wildlife conservation is so important. You can take steps today to defend our planet's wildlife.

- Decide now to never buy animals or animal products that come from endangered species.
- Raise awareness about conservation in your own community. What animals in your area are endangered?
- Participate in fundraisers for organizations that protect wildlife, such as the World Wildlife Fund.

We can protect wildlife for future generations. But we need the help of engaged citizens around the world.

Questions

1. **Choose the best title for this article:**
 - a. I Love Wildlife Conservation
 - b. Wildlife Conservation: You Can Help
 - c. Save Endangered Species Today
 - d. Stop Poaching to Save Endangered Species
2. **What reasons does the author give for wildlife becoming endangered or extinct? Choose ALL that apply.**
 - a. Human development in natural areas
 - b. Not enough money to care for animals
 - c. People killing animals for money
 - d. Animals dying from diseases
3. **Choose the sentence in this passage that represents the author's opinion.**

"[1] Some people think that wildlife conservation is not important. [2] But I think it is one of the most important issues of our time. There are many reasons why we should protect the world's wildlife. [3] Our world is interconnected. [4] People rely on animals, insects, and plants to live. Losing one animal species may seem unimportant, but it can have far-reaching negative effects."

 - a. 1
 - b. 2
 - c. 3
 - d. 4
4. **According to the article, the author thinks that _____ can help with wildlife conservation.**
 - a. poachers
 - b. all people
 - c. Americans
 - d. None of the above
5. **According to the article, wild animals are doing _____ because of human development.**
 - a. better
 - b. about the same
 - c. worse
 - d. just fine

PASSAGE 3: EFFECTIVE LEADERS

Passage

The following is adapted from the book How to Be an Effective Leader.

All leaders should develop the ability to delegate. After all, leaders cannot accomplish everything on their own. They often need to depend on other people. When effectively utilized, delegation generates success.

In order to understand how to effectively delegate, it is crucial for leaders to understand what exactly it means. To delegate means to give another person a task to complete. It can also mean to give another person responsibility over something. To delegate does not mean to command or control, however. This distinction is critical. Take a look at the two examples of leaders below.

Stephen Jones is a supervisor at a technology company. He was an external hire who knew little about the company before joining. His idea of delegation is calling employees one-by-one into his office every morning and telling them what to do. He often gives assignments by saying things like, “Your final design will be on my desk by 4:00 p.m.” Or he might say, “If you don’t complete the design by 4:00 p.m., you’re fired.”

Kalisha Wilson is a supervisor at a bank. She was an internal hire who had worked as a customer service representative for two years before she was promoted. Her idea of delegation is approaching employees at their desks and asking them to be responsible for something. She often gives assignments by saying things like, “I could really use your help finalizing the report.” Or she might ask, “You have a talent for numbers. Will you finalize the report?”

Most employees would rather work for Kalisha Wilson. Stephen Jones is confrontational. He forcefully demands that his employees complete their assignments. He also threatens to take away their jobs if they don’t comply. There are times when such leadership is needed, but this is not delegation. Kalisha Wilson, on the other hand, asks her employees for involvement. This gives them the opportunity to voice concerns or reject her request. She recognizes her employees’ talents and tries to reasonably give assignments based on each individual’s strengths. Any leader can command or control. An effective leader delegates.

Questions

1. **What is the author’s tone?**

- | | |
|--------------|-------------|
| a. Objective | c. Urgent |
| b. Negative | d. Critical |

2. **Which statement represents the author’s opinion?**

- | | |
|--|---|
| a. Leaders should be friends with their employees before delegating. | c. Employees should always agree to the tasks they are delegated. |
| b. Delegation is more effective when leaders talk to employees one-on-one. | d. Everybody benefits from delegation, especially leaders. |

3. **Stephen Jones and Kalisha Wilson are _____.**

- | | |
|---|---|
| a. similar leaders; they praise and encourage their employees | c. different leaders; they talk differently to their employees |
| b. similar leaders; they give bonuses at the end of the year | d. different leaders; they have different ideas of money policies |

4. **What does Stephen Jones most likely believe?**

- | | |
|--|--|
| a. Leaders are responsible to do everything. | c. Leaders should lead by being good examples. |
| b. Employees need to be told what to do. | d. Employees have talents that can be used. |

5. **According to the passage, what effect does Kalisha Wilson’s approach to delegation have on her employees? Choose ALL that apply.**

- | | |
|--|-------------------------------------|
| a. They are afraid of losing their jobs. | c. They get to use their abilities. |
| b. They can answer her “yes” or “no.” | d. They make a lot more money. |

Level 3: Narrate

PASSAGE 1: THE MIRROR HOUSE

Passage

The following passage is (1) a housing ad and (2) email responses to and from the Mirror House, a dormitory off campus.

The Mirror House

We are looking for two new housemates to join us for spring semester! We like keeping a clean house internally. Clean houses always have a happier spirit, so if you are organized please apply!

- Washer and dryer
- Good internet connection
- 3 housemates per bathroom
- Shared: \$450 per month Single: \$500 per month

If you are interested, please contact Jackie Newmyer: (384) 956-8294 — jkn3wmy3r@mirror.com

Responses to the ad:

Hey Jackie,

My name is Andrea. I am consistently quite clean and organized, and I enjoy spending time with others. I'm potentially interested in one of the single rooms. But if there are no more available, I am OK with a shared room. I was also wondering a few things. How soon can I move in? How much room do I have in the kitchen for my food? And do the showers have hot water?

Thank you for your time,
Andrea

Hi Andrea,

Thank you for your inquiry. I'm happy you saw our house advertisement. We do have a single room that is still open. The soonest you could move in would be in the first week of February. The rest of your questions will be answered when you come to visit. I will be available to show you the house on Monday the 14th around 10 a.m. Let me know if you will be able to make the visit.

See you soon,
Jackie

Questions

1. **What information does Andrea give Jackie to show that she is a good person to live at the Mirror House?**
 - a. Andrea says she's a clean, organized, and friendly person.
 - b. Andrea is interested in one of the shared rooms.
 - c. Andrea asks how much room she has for food.
 - d. Andrea says she does not get along with others well.
2. **Why do they want someone who is organized?**
 - a. Because they want someone who will clean the dishes for them.
 - b. Because everyone moved out of the house already.
 - c. Because they want to keep a happier spirit in the house.
 - d. Because they want to keep three housemates per bathroom.
3. **Which of the rooms is cheaper?**
 - a. The shared room is cheaper than the single room.
 - b. The single room is cheaper than the shared room.
 - c. They are both the same price.
 - d. The kitchen is cheaper than the single room.
4. **What is the main idea of Jackie's response to Andrea? (Her response begins with "Hi Andrea.")**
 - a. Jackie is happy that Andrea saw her house advertisement.
 - b. The Mirror House still has a single room open.
 - c. The single room will only be open until the first week of February.
 - d. Jackie is setting up a time for Andrea to come and look at the house.
5. **Which of the following is an opinion?**
 - a. There are two residents per bathroom.
 - b. A washer and dryer are included in the utilities.
 - c. The Mirror House is the best place to live in town.
 - d. The rent of the shared room is \$450.

PASSAGE 2: MEANS OF COMMUNICATION

Passage

The following article is about choosing the appropriate means of communication.

We have more choices today than ever before when it comes to the way we communicate. There are associated advantages and disadvantages to each form of communication.

Face to Face

Face-to-face communication, although the most traditional, is less common in today's digital age. It is best for conveying emotion and should be used when heavy matters need to be discussed. The disadvantage of face-to-face communication is that it requires two people to be in close proximity to each other.

Video Call

When face-to-face communication is not possible, the next best medium for conveying emotion is a video call. Video calls overcome long distances and provide a medium for receiving facial cues and unspoken and verbal nuances. The biggest disadvantage is technological breakdown.

Phone Conversation

Phone calls are quick and personal and can get an immediate response. You can convey emotion, and it is more personal than an email or text message. Perhaps the biggest disadvantage is placing a call at a time that is convenient to the recipient. But the personal touch of a phone call is often appreciated over the convenience of an email.

Email

Email is quick and convenient. Messages can be edited to convey precisely the right message. However, they lack emotion and a personal touch. An email can be read and responded to at the convenience of the recipient. There is no pressure to respond immediately. Emails also leave a permanent record and can easily be referenced.

Instant Message

Instant messages are even faster than emails. They are good for quick messaging with a more immediate response. They leave a permanent record but are generally harder to refer back to than email.

When deciding what form of communication will be the most effective, consider the message you want to convey, what you want to accomplish, and the relationship you have with those you are communicating with.

Questions

- The author's tone can be described as _____ . Choose TWO that apply.**
 - negative
 - positive
 - neutral
 - educational
- According to the article, video calls are better than emails for _____ .**
 - maintaining a record
 - conveying emotion
 - making eye contact
 - seeing improvement
- If someone wants to communicate quickly, the author of this article would most likely recommend using _____ .**
 - face-to-face communication
 - a phone call
 - an email
 - instant message
- Which of the following sentences is a fact?**

[1] When face-to-face communication is not possible, the next best medium for conveying emotion is a video call. [2] Video calls overcome long distances and provide a medium for receiving facial cues and unspoken and verbal nuances. [3] The biggest disadvantage is technological breakdown.

 - 1
 - 2
 - 3
 - None of the above
- Why does the author feel face-to-face communication "is best for conveying emotion?" Because emotion _____ .**
 - is conveyed through tone of voice
 - is conveyed through facial expressions
 - can be conveyed through emoticons
 - is the most important part of communication

PASSAGE 3: NO GREATER JOY**Passage**

This is an adapted part of a talk given in 2016 by Elder K. Brett Nattress, a leader in The Church of Jesus Christ of Latter-day Saints. (See <https://www.ChurchofJesusChrist.org/general-conference/2016/10/no-greater-joy-than-to-know-that-they-know>.)

When I was a boy, I was my mother's most difficult young child to raise. I had a surplus of energy. My mother tells me that her greatest fear was that I would not live to see adulthood. I was just too active.

Our family scripture reading was a particular challenge. Each morning, my mother read the Book of Mormon to us during breakfast. During this time, my older brother, Dave, and I would sit quietly, but we were visibly irreverent. To be completely honest, we weren't listening. We were intentionally reading the print on the cereal boxes. Finally, one morning I decided to square up with my mother. I exclaimed, "Mom, why are you doing this to us? Why are you reading the Book of Mormon every morning?" I then made a statement that I am embarrassed to

admit to. I told her, "Mom, I am not listening!"

Her loving response was a defining moment in my life. She said, "Son, I was at a meeting where President Marion G. Romney taught about the blessings of scripture reading. During this meeting, I received the unmistakable promise that if I would read the Book of Mormon to my children every day, I would not lose them." She then looked me straight in the eyes. And with absolute determination, she said, "And I will not lose you!"

Her words pierced my heart. Despite my imperfections, I was worth saving! She taught me the eternal truth that I am a son of a loving Heavenly Father. I learned that no matter what the circumstance, I was worth it. This was a perfect moment for an imperfect little boy.

(Adapted from K. Brett Nattress, "No Greater Joy Than to Know That They Know," *Ensign* or *Liahona*, Nov. 2016, 119.)

Questions

- Elder Nattress was probably his mother's most difficult child to raise because he _____.**
 - got angry easily
 - had so much energy
 - embarrassed her a lot
 - did poorly in school
- Elder Nattress and his brother read the cereal box each morning instead of listening to the scriptures. What effect did this have on their mother?**
 - She got a little upset and told them to pay attention.
 - She quietly told them they could not play outside that day.
 - She decided to stop reading scriptures in the morning.
 - She kept reading every morning, even if they did not listen.
- What did Elder Nattress's mother learn from President Marion G. Romney? Choose ALL that apply.**
 - Reading the scriptures brings blessings to families.
 - Reading the Book of Mormon would save her children.
 - Looking our children in the eyes is important for communication.
 - Praying as families will bring great power into our homes.
- Based on the passage, why did Elder Nattress use the phrase "Her words pierced my heart"?**
 - He felt a sharp pain in his heart.
 - She tried to hurt him.
 - He felt the words deeply.
 - She yelled at him too loud.
- What did Elder Nattress learn from his mother through the experience at the breakfast table? Choose ALL that apply.**
 - He was as smart as his brother.
 - He was a son of God.
 - He could be an angel-like son.
 - He was always worth loving.

Level 3: Negotiate

PASSAGE 1: VISITING UTAH

Passage

This is an email conversation between two friends.

Email 1:

Dear Esther,

We are so excited to have you and your daughter Ana come and visit us next month! I look forward to meeting her. We will have a great time taking you to see the sites in our state, such as Arches National Park and Zion National Park.

When you have time, could you send us your travel itinerary so that we know when to pick you up from the airport? Also, we were wondering what some of your favorite foods are and what time you usually eat your meals. We want to make it feel like home to you while you are here.

Stacy

Email 2:

Dear Stacy,

Ana and I are very excited to visit Utah too! We appreciate your hospitality in letting us stay with you when we come. I looked online to look at the locations of the national parks we are going to visit, and the geography looks fabulous with some unusual rock formations! Please don't worry about cooking any special foods for us while we are there. We want to taste new foods

and experience your customs. I must admit that I am a little afraid I might gain some weight while I am there. In Spain, we usually eat some bread and drink either tea or coffee for breakfast. Is it true that you eat meat every breakfast? To answer your question, later in the morning we often have something light to eat and then we have our main meal around 2:00 p.m. Our evening meal is traditionally around 8:00 or 9:00!

I am attaching our flight information. It looks like we will get in at 5:45 p.m. on June 12. It's getting close! And we can't wait for you to come and visit us in Spain next year!

Esther

Email 3:

Dear Esther,

Thank you for sending your itinerary. And don't worry. We only have bacon or sausage for breakfast for special meals at our home. We usually have cereal and fruit or bread, like you. I love your positive attitude of wanting to try new foods! :)

I am sure we will have great adventures both with the new foods and in the national parks!

Stacy

Questions

- What is the main idea of these three emails?**
 - Stacy is concerned about her flight to Spain.
 - Esther and Stacy are discussing Esther's trip.
 - Esther and Stacy are discussing Stacy's trip.
 - Esther is worried about her daughter Ana.
- What information does Stacy want from Esther? Choose ALL that apply.**
 - What foods she likes to eat
 - What time they eat in Spain
 - What time they will arrive
 - What foods they can't eat
- Why does Esther most likely think that she might gain weight while visiting Stacy and her family? Choose ALL that apply.**
 - She thinks that Stacy's family eats a lot of meat.
 - She thinks the food will be too delicious to resist.
 - They will be traveling and sitting a lot.
 - They will eat morning and afternoon snacks.
- Based on the email conversation, what can we most likely assume? Choose ALL that apply.**
 - Stacy has visited Esther in Spain before.
 - Esther has visited Stacy at her home before.
 - Esther enjoys geography and nature.
 - Esther and Stacy have met before.
- What time will the flight arrive?**
 - 2:00 p.m.
 - 5:45 p.m.
 - 6:00 p.m.
 - 8:00 p.m.

PASSAGE 2: ANNA'S ANTIQUES

Definitions

- 1. inventory (n):** a list of everything that is in a certain place, such as a store (Example: We made an inventory of all the cans of soup in the store.)

Passage

This is an email that Anna wrote to the employees of her antiques store. One of her employees, Ricardo, wrote back.

Email 1:

Dear Ricardo, Ruth, Fabian, and Esther,

First, I want to say how pleased I am with the quality of your work these past six months. Each of you has fulfilled your responsibilities with great capability.

As you know, at times prices fluctuate, as well as the needs of the clients. Because of this, a thorough merchandise inventory is necessary to verify which antiques we have in the store and which ones we have in the back storage room. I do this regularly every year, and it is now time again. I have decided that our store will be closed on Saturday, April 30, for the inventory. We will meet at 8:00 a.m. and probably stay until 6:00 p.m. I know that this makes for a long day. But I will be providing three delicious meals, as well as your regular pay. In addition, we will be able to enjoy the pleasant company of all involved.

Please put this into your schedules and make it a priority. Let me know if you have any questions.

Sincerely,
Anna

Email 2:

Dear Anna,

The yearly inventory has worked out great in past years for me because it has been after final exams. But this year is different. I am finally graduating from college and will be moving to Texas on April 23 for a new job in computer engineering! I'm sorry I didn't let you know sooner. Let's talk some more in person tomorrow. Thank you for always being so understanding.

Sincerely,
Ricardo

Questions

- According to Anna's email, why is she doing a store inventory? Choose ALL that apply.**
 - To give her employees extra hours for the week
 - To make sure nothing has been stolen that year
 - To see which antiques she currently has for sale
 - To investigate which antiques she has in storage
- According to Anna's email, what benefits will be provided to the employees on April 30? Choose ALL that apply.**
 - A small antique of their choice
 - Breakfast, lunch, and dinner
 - Their regular money per hour
 - Good friends to work with
- Read the statements. Which ones are opinions from the emails? Choose ALL that apply.**
 - On Saturday, April 30, our store will be closed.
 - Anna is a good, understanding boss.
 - Inventory day is the worst day of the whole year.
 - Ricardo is finally graduating from college.
- Anna uses the word *merchandise* in her email. Based on the context, what does this word mean?**
 - Items that can be sold
 - People who sell things
 - Money that was earned
 - Filed past receipts
- Based on the information in the passage, how would Anna most likely respond to Ricardo?**
 - Ricardo, I am really depending on you to be there on April 30.
 - What bad timing! Is there a way you could delay your move to Texas by two weeks?
 - I understand. We will miss you working with us, but I am excited for your new job.
 - Perhaps your brother could come in and take your place on the inventory day.

PASSAGE 3: PRIMARY PRESIDENCY

Passage

Read these emails between members of a Primary presidency.

Email 1:

Hi Nicole and Jill,

We need to change the Primary schedule for the fourth Sunday this month. The Teaching in the Savior's Way classes are offered on fourth Sundays for all of the teachers at church. But because the Primary schedule is a little different from the rest of the classes in the ward, the Primary teachers keep missing it. What do you think we should do?

Thanks,
Natalie

Email 2:

Natalie,

We could try combining the younger and older Primary kids together. Then we could send all of the Primary teachers to the Teaching in the Savior's Way class at the same time. Would that help?

Jill

Email 3:

Hey y'all,

It would be fun to have all of the kids together, but we have such a large group. They can get quite boisterous. I think it would be overwhelming for the three of us to manage all the Primary kids at once. But we could ask for help. Maybe we can send around a sign-up sheet. We could ask the other ward members to help us in Primary while the teachers attend their class. What do you think?

Nicole

Email 4:

Nicole and Jill,

Those are both great ideas! We need to be proactive this week to make it happen. Nicole, will you update the teachers with an email explaining the change? Jill, will you make the sign-up sheet? Make sure that it gets passed around in both the priesthood and Relief Society meetings this Sunday. I hope this plan works out. Then we can do it every month. The teachers won't have to miss the Teaching in the Savior's Way class anymore.

Thanks!
Natalie

Questions

1. Why is the Primary presidency trying to change the schedule?

- | | |
|---|---|
| a. To give ward members an opportunity to help in Primary | c. To allow the Primary teachers to go to a special class |
| b. To give the bishop time to speak in Primary that week | d. To allow all of the Primary children to meet together |

2. Based on the emails, who is most likely the Primary president?

- | | | | |
|---------|-----------|------------|----------------------|
| a. Jill | b. Nicole | c. Natalie | d. None of the above |
|---------|-----------|------------|----------------------|

3. Nicole agrees with Jill that the Primary presidency can handle all of the Primary children at once.

- | | |
|---------|----------|
| a. True | b. False |
|---------|----------|

4. What did the Primary presidency decide to do about the problem discussed in the emails?

- | | |
|--------------------------------------|-----------------------------------|
| a. Send out an email to the teachers | c. Ask for help from ward members |
| b. Combine the Primary classes | d. All of the above |

5. Nicole wrote, "It would be fun to have all of the kids together, but we have such a large group. They can get quite boisterous. I think it would be overwhelming for the three of us to manage all the Primary kids at once."

In this context, *boisterous* likely means _____.

- | | |
|-----------------------|------------------------|
| a. happy and peaceful | c. loud and excited |
| b. stressed and sad | d. angry and difficult |

Level 4: Ask and Answer Questions

PASSAGE 1: ARTIFICIAL INTELLIGENCE

Passage

Read this entry from a science and technology blog.

Is Artificial Intelligence the End of the World?

[1] Most people have heard of artificial intelligence in the form of Hollywood movies. In *The Matrix*, advanced machines became smarter than people. After destroying the earth, they use people as biological batteries to power themselves. Even as far back as 1968, the movie *2001: A Space Odyssey* depicted a spaceship computer taking over from the human pilots in order to save itself. There are many more examples of artificial intelligence in science fiction, but what can artificial intelligence do in real life? Should we all be worried about a theoretical future where we are enslaved by machines?

[2] First, what is artificial intelligence, or AI? It is the technology that enables computers to simulate human thinking. The most important functions of AI research include making computers that are able to learn and reason as a human would. For example, AI researchers program computers to learn from data, find patterns in it, and make predictions about it. USAA is an American banking and insurance company that uses AI technology to help learn about and predict what customers need.

[3] Are advances in AI entirely ethical? In spite of these helpful innovations, many leading scientists believe that AI is dangerous to humans in the long term. Some of these scientists believe that superintelligence could

emerge in computers. What are the implications of computers becoming smart enough to learn and make decisions on their own? They may decide they don't need humans around. One scientist said that humans could not compete with a super intelligent computer, which could mean the end of the human race.

[4] Other scientists ask people to consider the reality of AI. While there is a continuous evolution of AI, current AI technology is hundreds of years away from the ability to do any of the amazing exploits shown in the movies. AI technology now is concerned with recognizing patterns and sorting through great amounts of data quickly. These innovations will help advance technologies like self-driving cars, customer service, and marketing. Many companies are extremely invested in making AI work for them.

[5] While we strive to push the limits of technology, we should remember not to let fear govern our actions. There are many applications for AI that could make our world a better place. Furthermore, super intelligent, human-like computers are very far in the future. The most common-sense approach is to work toward the benefits of AI while keeping in mind potential downfalls. We have hundreds of years to perfect this science and put safety protocols in place.

Questions

- Which paragraph explains how AI works?
 - 1
 - 2
 - 3
 - 5
- Below is a list of reasons why some people think AI is dangerous. Which of these reasons are discussed in the article? Choose ALL that apply.

a. Computers could become smarter than humans.	c. Computers could destroy the planet through overuse of natural resources.
b. Computers could replace human workers completely.	d. Computers could decide that humans are not necessary.
- The author writes, "While we strive to push the limits of technology, we should remember not to let fear govern our actions." Why did he most likely say this?

a. He wants to limit AI research because it could be very dangerous for humankind.	c. AI may seem dangerous, but it has the potential to be very helpful to people.
b. People should be responsible when they develop AI technology.	d. People cannot stop doing what they love because they are afraid.

4. **What is the author's likely intention in telling readers that super intelligent computers are far in the future? The author likely believes that _____.**
- | | |
|---|--|
| a. new, more dangerous technology will be developed by then, so we should forget about AI | c. futures shown in science fiction movies could never happen, so we shouldn't worry |
| b. we shouldn't worry about AI taking over the earth right now—we should continue to develop it | d. we need to hurry so that we can make AI systems available sooner |
5. **According to the blog post, large companies are wary of advances in AI.**
- | |
|----------|
| a. True |
| b. False |

PASSAGE 2: CHRISTLIKE LEADERSHIP

Passage

Bishop Renfrow has provided leaders at church with this resource for becoming more like Jesus Christ as they lead.

Christlike Leadership

The goal of this resource is to give everyone a better understanding of how to be a leader like Jesus Christ. How to become a Christlike leader may be a little fuzzy to you at first. But I hope this resource will help. It's the first step in thwarting the adversary's attempts to derail our progress as leaders.

It's worth reminding you that the work we do here symbolizes the work Jesus would do if He were here on the earth. We must work vigorously to understand how to become Christlike leaders. We ought to take this responsibility seriously. The following are some of the ways taught by N. Eldon Tanner that we can follow to transform our leadership abilities.

How do we "look to our Savior as the perfect leadership example"?

We look to the Savior when we read the scriptures and participate actively in all religious activities. Examples include praying and attending church. If we are not engaged with what and how the Savior taught, how could we ever become leaders like him? Furthermore, we must be heavily involved in studying the scriptures to understand the Savior's leadership style and example. We need to "search the scriptures for correct principles." Doing so will prepare us daily to lead like Jesus did.

How do I graciously "accept the role of teacher and servant"?

None of us went looking for a leadership role in the Church. Even though this is true, we must accept that God wants us in the role that we have. Otherwise, He would not have called us to do what we are currently doing. Also, we must seek to be humble as Jesus was. Humility is a prerequisite to effective leadership and service.

How can I better "pray for guidance, listen, and respond"?

The short answer here is that one must be right with God. We need to be pure and clean. We must repent of our mistakes. We must allow God to work through us. That will put us in a better position to respond to the promptings God sends us. Remember that we are the instrument through which God works. If we are impure, we will not be in a position to recognize the guidance God wishes for us to receive.

I'd like to conclude by sharing one last thing from Elder Tanner. He said that the way we act as we lead is much more powerful than what we teach. What a powerful reminder. I'd like you each to think of that as you humbly seek to apply these principles. Our examples, more than anything else, will enable us to be leaders like Jesus Christ.

Questions

1. Which segment is the main idea in the following paragraph?

[1] The short answer here is that one must be right with God. [2] We need to be pure and clean. We must repent of our mistakes. [3] We must allow God to work through us. That will put us in a better position to respond to the promptings God sends us. [4] Remember that we are the instrument through which God works. If we are impure, we will not be in a position to recognize the guidance God wishes for us to receive.

- a. 1 b. 2 c. 3 d. 4

2. Bishop Renfrow is likely sending this resource to the leaders because _____. Choose ALL that apply.

- a. they are lazy and ineffective leaders c. he wants to improve how they lead
b. the leaders asked him for a resource d. he was required to give it to them

3. Good leaders would likely respond to this resource by _____.

- a. showing it to their coworkers c. applying the things that it teaches
b. asking for more information d. reading it to please Bishop Renfrow

4. The purpose of the resource is to _____.

- a. train new leaders c. lecture the leaders
b. improve leaders' abilities d. emphasize leaders' roles

5. Which of the following questions would be appropriate to add to the resource?

- a. How do I take time to plan my busy schedule before the week? c. How do we make others respect us in our role as leaders?
b. How do we set a personal example consistent with what Jesus teaches? d. How do I avoid killing so much time planning activities?

PASSAGE 3: BODY LANGUAGE

Definitions

1. **acquaintance (n):** Someone that you know but is not a close friend (Example: I met an old acquaintance on the bus today. We went to school together 10 years ago, but we didn't know each other well.)
2. **impression (n):** someone's or something's impact on a person's thoughts and feelings (Example: If you are late for your job interview, you will make a bad impression.)
3. **posture (n):** how you hold your body when you are sitting or standing (Example: Tom never stands up straight. He suffers from back pains because of his poor posture.)

Passage

Read this passage about body language.

Body Language

Of my 25 secrets to becoming popular, body language is definitely the one that most people overlook! You too might think that this is common sense and flip through these next few pages very quickly. However, don't be deceived! Learning more about body language can alleviate many of your social impairments!

Did you know that most of the time you communicate with more than just your voice? Your body does a lot of the talking even when you're not having a conversation! Your body language sends signals to people you meet all the time. In fact, studies have shown that words only make up

around 10 percent of our daily communication. Our body language takes care of the rest. So you may want to stop thinking so much about what you want to say! Think more about what message you want your physical behaviors to convey. Good body language can make up for incompetence in other areas of your social interaction.

What do you do with your eyes when you're around friends, acquaintances, and even strangers? Do you look at the floor or stare at your hands too often? If so, you might give people the adverse impression that you're insecure. If you're constantly looking around the room

or glancing at your watch, people might think that you're disrespectful. If you try too hard and end up staring at people without breaking eye contact, you will scare them away or seem creepy.

What about your arms and hands? Folding them across your chest sends the signal that you're defensive. Do you ever clutch your bag or jacket against your chest? Do you bite your nails? These and other signs of nervousness may make those around you feel awkward. Do you point at people with your fingers? This can be considered rude. Are your handshakes weak or nice and firm? A weak handshake shows a lack of confidence, while a firm handshake shows that you are self-assured.

As for your posture, do you slouch, or do you confidently hold your shoulders back? When your friend is speaking, do you lean back in your chair in a disinterested way, or do you lean in slightly?

Learning about body language in this chapter will help you make great first impressions. It will also help you improve, and even save, many of your relationships! Say goodbye to misunderstandings and conflicts caused by body language mistakes. Continue reading to upgrade your knowledge on how your body language can turn acquaintances into friends in no time!

Questions

1. What is the main idea of the whole passage?

- | | |
|--|--|
| a. Body language is often overlooked by many people. | c. For most people, body language is a matter of common sense. |
| b. Body language has an impact on people's social relationships. | d. The right body language turns acquaintances into friends. |

2. Which of these questions support the idea that body language can convey *insecurity* or *nervousness*? Choose ALL that apply.

- | | |
|--|---|
| a. "Do you ever clutch your bag or jacket against your chest?" | c. "Do you look at the floor or stare at your hands too often?" |
| b. "Do you bite your nails?" | d. "Do you point at people with your fingers?" |

3. Why does the author ask so many questions?

- | | |
|---|---|
| a. He wants to learn more about his readers' body language. | c. He does not know the answers to the questions. |
| b. He is unsure about his own opinions. | d. He wants his readers to reflect on the questions themselves. |

4. Based on what you read in the passage, if a person is biting his or her fingernails, he or she likely feels _____.

- | | |
|------------|---------------|
| a. creepy | c. frustrated |
| b. nervous | d. defensive |

5. Where would you most likely find this passage?

- | | |
|-----------------------------|-------------------------------------|
| a. In a psychology textbook | c. In a book about mental health |
| b. In a self-help book | d. In a health and fitness magazine |

Level 4: Describe

PASSAGE 1: GRAD SCHOOL

Definitions

1. **white-collar (adj):** related to jobs done in an office rather than manual labor or work done in a factory (Example: White-collar jobs often pay more than manual labor jobs.)
2. **undergraduate (n):** a university student who hasn't earned a bachelor's degree yet (Example: I studied literature as an undergraduate and linguistics as a graduate student.)

Passage

Sylvia is starting the last year of her bachelor's degree. She has been thinking about what she wants to do after graduation. Recently, she found this article online.

Grad School: One of the Best Decisions You Can Make

As you launch into your last year or two of undergraduate studies, it's important to have a clear map in your mind of where you are headed next. Are you interning for a future career? Are you thinking about traveling and teaching English abroad? Or are you setting your sights on grad school? Although four years of undergraduate work can seem more than enough for some students, graduate school is becoming an increasingly viable option for those who wish to increase their earning potential, open up more job opportunities, and improve their credibility among colleagues.

While some struggling students may argue that high grad school prices aren't worth the extra student loans, the numbers tell a different story. According to the Bureau of Labor Statistics (2015), those who have earned a graduate degree earn an average of \$10,000 more per year than those who have only earned a bachelor's degree. Depending on the particular degree path, that figure could be much higher. There is also a smaller unemployment rate among graduate degree holders than those with lesser or no degrees. So while you may have to pull all of your savings and scrape by for just a few more years, the extra studies may lead to a more prosperous future.

Thirty years ago, it wasn't uncommon for a bachelor's degree to be the minimum requirement for a variety of white-collar jobs. However, an increasing number of employers won't even consider applicants who haven't earned a master's or professional degree. Bachelor's

degree holders saturate the current job market. As such, the preference for specialized certification and advanced degrees has dramatically increased. Public administration, business management, and even school counselors are among the growing list of jobs that now require an advanced degree. Students need to do their homework for their career—researching their possibilities and making sure their educational map lines up with their employment plans. In the end, more education simply tends to result in more job opportunities.

The percentage of master's degree holders has been steadily growing in the United States (U.S. Department of Education, 2016). As a result, those without a master's or doctoral degree may find themselves being edged out of management or other prestigious positions in favor of their "more educated" colleagues. Many graduate programs focus on research and analytical abilities, two valuable skills for growing companies. These degrees also require a certain level of stamina and self-discipline, which won't go unnoticed by colleagues or employers.

If the direct benefits to jobs and earnings aren't enough to convince you, you may consider the personal growth and satisfaction that are inherent in extended education. Walking across the stage to accept any degree creates cherished memories, but I can say decisively from personal experience that the hard work and dedication behind advanced degrees will be even more unforgettable in your graduate robes.

Questions

1. **What is the author's overall purpose in writing this article?**
 - a. To convince undergraduates that they must get a graduate degree
 - b. To explain the benefits of a graduate degree
 - c. To help students decide what graduate degree they need to pursue
 - d. To inform about income potential

2. Which sentence best expresses the main idea of this paragraph?

"While some struggling students may argue that high grad school prices aren't worth the extra student loans, the numbers tell a different story. [1] According to the Bureau of Labor Statistics (2015), those who have earned a graduate degree earn an average of \$10,000 more per year than those who have only earned a bachelor's degree. [2] Depending on the particular degree path, that figure could be much higher. [3] There is also a smaller unemployment rate among graduate degree holders than those with lesser or no degrees. [4] So while you may have to pull all of your savings and scrape by for just a few more years, the extra studies may lead to a more prosperous future."

- a. 1 b. 2 c. 3 d. 4

3. According to this article, what are some of the effects of having a graduate degree? Choose ALL that apply.

- a. Guaranteed employment c. Research and analytical skills
b. Personal satisfaction d. More chances for management positions

4. Look at this last paragraph from the article:

"If the direct benefits to jobs and earnings aren't enough to convince you, you may consider the personal growth and satisfaction that are inherent in extended education. Walking across the stage to accept any degree creates cherished memories, but I can say decisively from personal experience that the hard work and dedication behind advanced degrees will be even more unforgettable in your graduate robes."

What can you infer from this paragraph?

- a. The author wants to go to graduate school someday. c. The author thinks more income is the best reason for graduate school.
b. The author received a graduate degree. d. The author thinks everyone should go to graduate school.

5. Think about the title for this article. What is the most likely reason the author thinks graduate school is "one of the best decisions you can make"?

- a. The author thinks people will always regret not getting more education. c. A graduate degree can open up many new possibilities.
b. Graduate school was the best few years of the author's life. d. The author thinks that white-collar jobs are the only worthwhile jobs.

PASSAGE 2: AN EXAMPLE AND A LIGHT

Definitions

1. **scriptures (n):** the sacred writings of a religion (Example: Reading the scriptures helps me feel close to God and have direction in my life.)
2. **ponder (v):** think deeply about (Example: I often ponder the meaning of life and where I came from before I was born.)

Passage

Rachel is going to give a talk at church. Her friend finds an article with a talk by President Thomas S. Monson that she thinks may help Rachel with her talk. She writes Rachel an email telling her this and giving her an excerpt from the talk. This is her email and the excerpt from the talk.

Dear Rachel,

[1] I know you're giving a talk on disciple-leadership. I just read this talk by President Monson. I love him. I vividly remember him giving this talk. It's great! To me, being a disciple-leader means daring to be different, daring to do what's right, and not imitating what the world does. That just leads to misery. The world professes

to have the answers. But the best answers come from the Lord and His prophets. I love the two scriptures he shares. I also love the list of ways to stand out. I wrote each point in my notebook. Do I stand out? I hope so. Lots to ponder in this talk. Enjoy the reading! Here it is: (next page)

Be an Example and a Light

By President Thomas S. Monson

[2] “Recently, as I have been reading and pondering the scriptures, two passages in particular have stayed with me. Both are familiar to us. The first is from the Sermon on the Mount: ‘Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven’ [Matthew 5:16]. The second scripture is one which came to my mind as I pondered the meaning of the first. It is from the Apostle Paul’s Epistle to Timothy: ‘Be thou an example of the believers, in word, in conversation, in charity, in spirit, in faith, in purity’ [1 Timothy 4:12].

[3] “I believe the second scripture explains, in great part, how we can accomplish the first. We become examples of the believers by living the gospel of Jesus Christ in word, in conversation, in charity, in spirit, in faith, and in purity. As we do so, our lights will shine for others to see.

[4] “Each of us came to earth having been given the Light of Christ. As we follow the example of the Savior and live as He lived and as He taught, that light will burn within us and will light the way for others. . . .

[5] “May I say to all of you, and particularly to you young people, that as the world moves further and further away from the principles and guidelines given to us by a loving Heavenly Father, we will stand out from the crowd because we are different. We will stand out because we dress modestly. We will be different because we do not use profanity and because we do not partake of substances which are harmful to our bodies. We will be different because we avoid off-color humor and degrading remarks. We will be different as we decide not to fill our minds with media choices that are base and demeaning and that will remove the Spirit from our homes and our lives. We will certainly stand out as we make choices regarding morality—choices which adhere to gospel principles and standards. Those things which make us different from most of the world also provide us with that light and that spirit which will shine in an increasingly dark world.”

(Thomas S. Monson, “Be an Example and a Light,” *Ensign* or *Liahona*, Nov. 2015, 86, 88)

Questions

- The main purpose of paragraph 1 is to _____.**
 - outline ways a person can stand out
 - point out why it’s important to read the scriptures
 - introduce the talk by President Monson
 - discuss two scriptures that are found in the talk
- According to the talk, if we are different from the world, then _____. Choose ALL that apply.**
 - we will have few problems
 - others can follow our light and example
 - that is a positive thing
 - the world will not appreciate it
- According to the talk, what are ways that we can stand out from the crowd? Choose ALL that apply.**
 - Tell others when they are making wrong choices.
 - Don’t hang out with people who have different beliefs.
 - Make good media choices.
 - Don’t wear clothing that is immodest.
- What would be another good title for President Monson’s talk?**
 - “The Power of Repentance”
 - “Standing Out in a Good Way”
 - “Receiving Personal Revelation”
 - “Serving Those around You”
- Based on the tone of this email, which sentences would be most appropriate in the first paragraph? Choose ALL that apply.**
 - I regard President Monson’s talk as being one of the finest I have ever heard.
 - I hope you find this reading as deeply satisfying and enriching as I did.
 - Who wants to be miserable? Certainly not me!
 - Can’t wait to come hear your talk this Sunday!

PASSAGE 3: MAINTENANCE SUPERVISOR

Passage

Jaime is looking for a job. She found this job listing online.

Job Title: Maintenance Supervisor

Job description:

Maintain equipment and supervise maintenance team consisting of 10–15 members.

Responsibilities:

The primary responsibilities of the maintenance supervisor are to maintain equipment, supervise team members, and communicate with management.

Maintenance responsibilities:

The maintenance supervisor evaluates the functionality and reliability of production equipment on a regular basis according to schedule. Equipment must be examined and tested in accordance with this schedule to identify potential flaws before they become problems. When flaws are identified, it is the supervisor's responsibility to organize the maintenance team to repair the flaw. Regardless of the condition of the equipment, an Equipment Checkup form must be completed and turned in to management.

Supervisory responsibilities:

The maintenance supervisor leads the maintenance team in equipment diagnostics, repair, and maintenance. It is the maintenance supervisor's responsibility to ensure team members' work is completed in accordance to quality standards as outlined in the *Maintenance Standard Handbook*. Supervisors participate in the selection of the maintenance team and oversee training, scheduling, coaching, and disciplining of the maintenance team.

Communication responsibilities:

Maintenance supervisors must communicate with managers as to the efficiency of their maintenance team and equipment. They contribute to strategic and production planning and report on productivity and quality control statistics. They must independently plan, appraise, and recommend compensation adjustments and advancements of maintenance team members to management.

Financial responsibilities:

Maintenance supervisors are expected to help management create the annual budget, monitor expenses, identify over-expenditures, and implement strategies for correction.

Growth and development:

Maintenance supervisors must read, understand, and regularly review all employee and procedures handbooks. They must update job knowledge and qualifications by participating in annual trainings and reading technical publications.

Skills preferred:

- Supervision
- Staffing
- Customer service
- Strategic planning
- Budget development and implementation
- Leadership
- Basic technical understanding
- Advanced mechanical knowledge
- Equipment maintenance
- Teamwork
- Problem resolution
- Organization
- Written and spoken communication

Application process:

To apply for this job, click on the following link. A survey will pop up, and you will have 10 minutes to answer each question honestly to the best of your ability. If you pass this first screening process, you will be asked to submit your résumé. Copy and paste your résumé into the boxes provided. If you have any questions, send an inquiry to hinfo@email.com.

Questions

1. **If you send an email to the email address listed in the job description, you will most likely _____.**
 - a. get the job
 - b. receive answers to your questions
 - c. be asked to submit your résumé
 - d. have to take a survey
2. **Who is responsible for filling out the Equipment Checkup form?**
 - a. Management
 - b. Maintenance supervisors
 - c. Maintenance team members
 - d. Floor supervisors
3. **What is the FIRST thing someone should do if they want to apply for the job?**
 - a. Send an email
 - b. Complete the survey
 - c. Submit a résumé
 - d. Click on the link
4. **If someone does NOT have any mechanical knowledge, they will _____ get the job.**
 - a. likely
 - b. very likely
 - c. not likely
 - d. probably
5. **What is the purpose of this job description?**
 - a. To announce a job opening
 - b. To find someone with specific job qualifications
 - c. To describe the job of a maintenance supervisor
 - d. All of the above

Level 4: Narrate

PASSAGE 1: GRATITUDE FOR ANCESTORS

Definitions

1. **grandma (n):** the mother of your father or mother
(Example: Grandma Smith is my mother's mother, and Grandma Bailey is my father's mother.)
2. **grandpa (n):** the father of your father or mother
(Example: My grandpa has five children, and they have five children each. So I have 24 cousins!)
3. **chore (n):** something someone has to do, often to help around the house (Example: Growing up, my mother gave me the weekly chore of cleaning the bathroom.)

Passage

This passage is from Ethan's personal journal.

Journal

April 10

[1] Today I feel impressed to write about my gratitude for two of my ancestors: my grandpa William Davidson and my grandma Glenna Walker. I am greatly indebted to them both, and I am grateful for the solid foundation they laid for others.

[2] Grandpa Davidson grew up on a beautiful farm in the state of Missouri. I remember vividly seeing the farm's rolling green hills. The house itself was modest, but clean. On the farm while Grandpa was growing up, there was no running water in the house. The water pump was about 10 feet away, from which the water had to be carried. Every morning, Grandpa would slowly haul water into the house for his mother to use for cleaning.

[3] Another chore Grandpa had was milking the cow, Bessie. She was very stubborn and would always kick

over the milk pail when Grandpa tried to milk her. One day while he and Bessie were going the rounds, she kicked over the bucket of milk that Grandpa had just filled. He was so exasperated that he started swearing at the cow. That is when Grandpa turned around and saw his mother leaning on the fence watching him. She just looked at him and said nothing. He knew he had disappointed her. Grandpa felt so ashamed that he never did that again.

[4] Grandpa and his family were hardworking and filled with family unity, but they generally did not go to church. However, when Grandpa was 17, his father had a dream in which his deceased mother visited him and told him to get baptized and join The Church of Jesus Christ of Latter-day Saints.

If not, they would not be together forever as a family. They did what my great-great-grandma told them to do, and his family of five got baptized. After that moment, my grandpa's family always went to church, and he later served far away on a mission to California, where he taught the people about Jesus Christ. I am grateful for the things he learned growing up and for his love for the Lord.

[5] One of my grandmas on the other side of the family was Glenna Walker. She also grew up on a farm and had some of the same chores as my Grandpa Davidson. But her farm was in the frigid, bleak, high desert area of

Wyoming. Nothing was green there. In their small town, her father was the mayor, the postmaster, and the schoolteacher. The town's only store was in their house, and her mother ran it. Because of that, my grandma had to take care of her little brother, Owen. She had a myriad of other chores, including hauling water from outside. Her family also made going to church a priority, where her love for the Lord flourished.

[6] Both my grandpa and grandma learned how to work hard and be contributors. They both learned to love the Lord and to serve others. I am so grateful for the legacy they left me and their descendants!

Questions

1. **Which sentence below expresses the main idea of paragraph 4?**

- | | |
|---|--|
| a. Grandpa Davidson's family became a church-going family and loved the Lord. | c. Grandpa Davidson served a faithful mission to California for his church. |
| b. Grandpa Davidson believed in the importance of working hard together. | d. Grandpa Davidson's father believed that you should follow messages from dreams. |

2. **How did Grandma Walker help her family? Choose ALL that apply.**

- | | |
|---|--|
| a. She worked in the post office sometimes. | c. She watched over her younger brother. |
| b. She made sure the house had necessary water. | d. She helped her father run the town store. |

3. **Which statements below are most likely true? Choose ALL that apply.**

- | | |
|--|---|
| a. Because of his beliefs, Grandpa Davidson later taught his own children about Jesus. | c. Because of Grandpa Davidson's father's dream, the family moved to another state. |
| b. Because Grandma Walker learned how to work hard, she later taught this to her own children. | |

4. **Which statements below are true statements about Grandpa Davidson and Grandma Walker? Choose ALL that apply.**

- | | |
|---|--|
| a. Both people learned how to work hard on their farms. | c. Both people loved the Lord and wanted to serve Him. |
| b. Neither one had bathrooms or running water in their homes. | d. Neither one had to later travel far from their homes. |

5. **Based on the passage, which statement below is most likely true? Grandpa Davidson _____.**

- | | |
|--|---|
| a. had a positive attitude about helping around the farm | c. sometimes would get frustrated with his mother |
| b. respected his mother and father and their decisions | d. grew up from a young age going to church |

PASSAGE 2: SPIRITUAL AND SECULAR LEARNING

Passage

Sophia is a graduate student at Brigham Young University. She is a member of The Church of Jesus Christ of Latter-day Saints. She wrote this blog post.

Prioritizing Spiritual and Secular Learning

At the beginning of my graduate study, a professor assigned us to read an address titled “Education for Real Life.” It was given by President Henry B. Eyring, a leader in The Church of Jesus Christ of Latter-day Saints. I expected the address to be an uplifting but familiar reminder about the importance of education—a topic I felt fairly comfortable with. After all, I had managed to survive 4+ years of college already! I was surprised when I found President Eyring’s words captivating. I read this:

“It is clear that our first priority should go to spiritual learning. For us, reading the scriptures would come before reading history books. Prayer would come before memorizing those Spanish verbs. . . . But it is also clear that spiritual learning would not replace our drive for secular learning. . . .

“ . . . On the contrary, [spiritual learning] gives our secular learning purpose and motivates us to work harder at it.

“If we will keep spiritual learning in its proper place, we will have to make some hard choices of how we use our time. But there should never be a conscious choice to let the spiritual become secondary as a pattern in our lives.”

Those are bold statements. Spiritual learning is the precursor to secular learning. Pray first; memorize verbs later? Read the scriptures first; study for my quiz later? Did I really live this way? No—I had to admit to myself—I didn’t. Before a big exam at school, I usually prioritized test preparation over scripture study. Prayers became more perfunctory when homework deadlines loomed.

In theory, I believed spiritual development warranted my highest priority. But the demands of school often seemed to necessitate my more immediate attention. President Eyring’s words changed my perspective.

“ . . . Remember, you are interested in education, not just for mortal life but for eternal life. . . .

“Part of the tragedy you must avoid is to discover too late that you missed an opportunity to prepare for a future only God could see for you. . . .

“ . . . When you put the spiritual things first in your life, you will be blessed to feel directed toward certain learning. . . . You will recognize later that your power to serve was increased, and you will be grateful.”

When I read this, suddenly I comprehended. I always wanted to do good things with my education—to contribute to society in some way. I realized that God knew exactly how I could do that best. But I might never know His plans for me without taking the time to learn how to recognize and follow His will. Spiritual education helps me receive guidance from God about what to focus on in my secular education. I began to equate spiritual education with secular success.

After this, I re-evaluated and adjusted my study habits. Although it wasn’t always easy, I survived graduate school. I also felt closer to God and more confident that my secular study would prepare me to serve others well.

Questions

1. Which statement best summarizes the main idea of the first paragraph?

- | | |
|---|--|
| <p>a. Sophia was almost finished with four years of college, but she had to complete one final assignment.</p> <p>b. President Eyring, a leader in The Church of Jesus Christ of Latter-day Saints, gave an address called “Education for Real Life.”</p> | <p>c. Sophia’s graduate professor gave her an assignment to read President Eyring’s address.</p> <p>d. Sophia thought she knew what President Eyring’s address would be about, but instead it surprised her.</p> |
|---|--|

2. According to President Eyring, which statements are TRUE about the relationship between spiritual learning and secular learning? Choose ALL the correct statements.

- | | |
|---|--|
| <p>a. Spiritual learning and secular learning are both important.</p> <p>b. Spiritual learning aids us in secular learning.</p> | <p>c. Spiritual learning should replace secular learning.</p> <p>d. Secular learning takes priority over spiritual learning.</p> |
|---|--|

3. **President Eyring speaks about avoiding a tragedy. Which phrase best describes this tragedy?**
- Relying only on secular knowledge and not developing a relationship with God
 - Not having the secular knowledge needed to do something that God planned for you
 - Believing that spiritual knowledge is the only type of knowledge necessary in life
 - Not knowing how to develop sufficient spiritual knowledge
4. **Sophia wrote, “After all, I had managed to survive 4+ years of college already!” She probably included this sentence to explain that _____.**
- she knew from her experience that college was not the most important type of education
 - she already completed most of her education and didn’t need advice about its importance
 - she understood that she needed to continue to further her education through graduate study
 - she sacrificed time and money for her education and already knew it was important
5. **Sophia likely wrote her blog post to _____.**
- give suggestions and advice about how to prioritize spiritual and secular learning
 - inform people of President Eyring’s talk
 - share with others an experience that was important to her
 - ask others to change their habits as she did

PASSAGE 3: PRIVILEGE AND RESPONSIBILITY

Passage

Alice is a young single adult taking a Latter-day Saint institute class about leadership. The instructor asked the class to read President Uchtdorf’s talk “Your Potential, Your Privilege.” Read Alice’s reflection.

[1] President Uchtdorf’s talk “Your Potential, Your Privilege” includes stories that illustrate the importance of taking advantage of the amazing opportunities and privileges of the priesthood. We have many privileges and responsibilities as members of the Church. We show leadership when we take advantage of our own potential. The story from President Uchtdorf’s talk that portrayed this idea most clearly for me was the following:

[2] “There once was a man whose lifelong dream was to board a cruise ship and sail the Mediterranean Sea. He dreamed of walking the streets of Rome, Athens, and Istanbul. He saved every penny until he had enough for his passage. Since money was tight, he brought an extra suitcase filled with cans of beans, boxes of crackers, and bags of powdered lemonade, and that is what he lived on every day.

[3] “He would have loved to take part in the many activities offered on the ship—working out in the gym, playing miniature golf, and swimming in the pool. He envied those who went to movies, shows, and cultural presentations. And, oh, how he yearned for only a taste of the amazing food he saw on the ship—every meal appeared

to be a feast! But the man wanted to spend so very little money that he didn’t participate in any of these. He was able to see the cities he had longed to visit, but for the most part of the journey, he stayed in his cabin and ate only his humble food.

[4] “On the last day of the cruise, a crew member asked him which of the farewell parties he would be attending. It was then that the man learned that not only the farewell party but almost everything on board the cruise ship—the food, the entertainment, all the activities—had been included in the price of his ticket. Too late the man realized that he had been living far beneath his privileges.”

[5] I am heartbroken each time I read this story. The man in the story must have been devastated when he realized his mistake. He allowed his misconceptions to rob him of great experiences. His story symbolizes taking advantage of the gospel of Jesus Christ. We can find joy in service. We can build friendships by attending ward activities. We can feel the love of our Savior through scripture study and prayer. When we are proactive about our membership in His Church and when we live up to our own divine potential, then we are leaders.

Questions

- Which paragraph explained what there was to do on the cruise ship?
a. 2 b. 3 c. 5 d. None of the above
- Which paragraph gave Alice's opinion of President Uchtdorf's story?
a. 1 b. 2 c. 4 d. None of the above
- What part of the cruise was included in the price of the ticket?
a. Only the activities c. Only the entertainment
b. Food and activities d. Food, entertainment, and activities
- The man stayed in his cabin and ate his own food because _____. Choose ALL that apply.
a. he had lost his privileges on the ship c. he didn't have very much money
b. he didn't know the food was free d. he would rather be alone than in a crowd
- President Uchtdorf's writing was _____ Alice's writing.
a. about the same level of formality as c. much more formal than
b. much less formal than

Level 4: Negotiate

PASSAGE 1: PERU OR MEXICO?

Definitions

- at its height (prep):** when something is in its greatest or best state (Example: At its height, the party had more than 50 people.)

Passage

Bethany and Ana are friends planning a trip together.

Email 1:

Subject: Machu Picchu

Ana,

[1] I think we should go to Peru and visit Machu Picchu. Look at this information I found: *Machu Picchu* means "old peak." It was built at the height of the Inca Empire around the 15th century. It was probably abandoned about 100 years after it was built, when Spanish conquerors arrived. But it isn't easy to unravel why the Inca left or what the site was originally intended for. Some speculation is that Machu Picchu was originally a religious site because it was close to the mountains and other sacred geological sites. But other researchers think it was a place for royals and emperors. Machu Picchu is 7,970 feet (2,430 meters) above sea level. Temperatures range from 52 to 81 degrees Fahrenheit or 11 to 27 degrees Celsius. The weather is generally warm and humid during the day and cool during the night. Not to mention it is one of the Seven Wonders of the World.

[2] I want to hike through the intricate buildings and see the ancient culture of the Inca!

—Bethany

Email 2:

Subject: Re: Machu Picchu

Bethany,

[3] That information is quite descriptive! Machu Picchu is a pleasant idea. But I think I favor Teotihuacan.

[4] Teotihuacan is just 30 miles away from Mexico City. Average high temperatures are 70 degrees Fahrenheit (21 degrees Celsius) year round. The name *Teotihuacan* means the "place where the gods were born." In Teotihuacan, you can visit ancient ruins and pyramids, including the Pyramid of the Sun. The height of the Pyramid of the Sun is 249 feet (75 meters).

This edifice was dedicated to the sun god and was a place of worship. It is the world's third largest pyramid. Visitors can climb up 248 stairs to the top of the pyramid for a sensational view of the city.

[5] Teotihuacan was built around 100 BC. At its height, the population of Teotihuacan was between 150,000 and 250,000 people, making it the largest city in the Western Hemisphere before the 1400s. However, the major buildings in the city were destroyed by fire in the seventh century. Some people believe that a group from outside the city destroyed Teotihuacan, while others contend that the poor people destroyed the city. However, no one knows for sure. After the destruction, part of the city remained inhabited for about a century, until Teotihuacan was eventually abandoned.

[6] Around the 1400s, the Aztecs discovered Teotihuacan. The Aztecs revered Teotihuacan as a sacred city. They believed Teotihuacan to be the origin of creation. They rebuilt Teotihuacan using architectural styles that were found in the city in their building projects.

[7] So while I agree that Machu Picchu is a great idea, technically Teotihuacan is older. I much prefer to visit Mexico City. (Although, wouldn't you agree that either option is permissible?)

—Ana

Questions

1. **What is the main idea of paragraph 5?**
 - a. The Aztecs found and revered the city Teotihuacan.
 - b. There are impressive ancient ruins in Teotihuacan.
 - c. Evidence reveals some ancient Teotihuacan activities.
 - d. No one really knows how Teotihuacan was destroyed.
2. **What is one reason Ana gives to support visiting her preferred country?**
 - a. The nighttime average temperature is about 70 degrees.
 - b. It is home to a structure that is the third largest of its kind.
 - c. It has a structure that is sacred and dedicated to a god.
 - d. The country has an interesting and mysterious history.
3. **According to the passage, what did the Aztecs think of Teotihuacan?**
 - a. Emperors must have lived there before.
 - b. It truly was the greatest wonder of the world.
 - c. Everything must have started being created there.
 - d. It had the best view of the sun and the land.
4. **Which paragraph is the most formal?**
 - a. 1
 - b. 3
 - c. 5
 - d. 7
5. **Which paragraph is the least formal?**
 - a. 1
 - b. 3
 - c. 4
 - d. 5

PASSAGE 2: SOCIAL ANXIETY

Passage

Maria writes a blog post about a topic that is important to her: social anxiety.

Some Thoughts on Social Anxiety

[1] A lot of people have misconceptions about social anxiety. Some people seem to think that only shy or timid people experience it or that it is a personality defect. However, its prevalence can be quite surprising—most people experience social anxiety at some point in their lives. Have you ever felt nervous at the thought of a public presentation? fretted about what to wear to a job interview? These are manifestations of social anxiety. And contrary to what some may say, social anxiety is not always detrimental. It can actually help us be sensitive to others' perceptions and needs. But it does become a problem when the nervousness and other symptoms of anxiety become so pervasive or intense that they negatively impact someone's life.

[2] As someone who experiences social anxiety on a somewhat routine basis, I'm interested in helping people who experience it less understand what it's like to experience it more. If you are someone who rarely experiences social anxiety, you might be surprised to learn about some situations that are anxiety-inducing for many people. Here are a few:

- Reading aloud when others are listening
- Eating by yourself in a restaurant
- Dropping something in a public place
- Attending a party
- Asking for directions

[3] Now, maybe some of these make sense to you but some of them seem a tad silly. "Reading aloud, why would that be scary?" you might think. A valid point. Let's try to make this a bit more relatable. Think about what on the list does make you nervous. Or think back to that public presentation or job interview. What made you nervous about that? Were you in mortal peril? Was it a life-or-death situation? Probably not (if you answered "yes" to either of those, my logic won't apply here). Yet you were still nervous, and maybe very much so. My point is that social anxiety doesn't always seem rational. But that doesn't change the fact that it's very real. And people experience it, sometimes to a great degree, in the situations I've listed above. People who experience severe and frequent anxiety in these situations may actually have something called a social phobia, which is more than just unspecified social anxiety. It's a medically diagnosed mental disorder involving intense distress in social situations.

[4] Why is this important to you? Think about the people you know. Do you know people at work, school, or church, who seem uninvolved or uncomfortable interacting with others? Maybe they seem a bit reclusive. Maybe they perform unreliably in social tasks. Have you considered what they might be feeling in those situations? It could surprise you. Show these people that you aren't there to judge them. Make whatever level of social interaction they are comfortable with a positive experience for them. Be a friend to these people as much as you can. You may not know what they are experiencing, but you also never know the amount of good you might do by simply being compassionate and aware.

Questions

1. **Read paragraph 3 again. Then select the TWO sentences that best describe the main idea of the paragraph.**
 - a. "But that doesn't change the fact that it's very real."
 - b. "Reading aloud, why would that be scary?" you might think."
 - c. "My point is that social anxiety doesn't always seem rational."
 - d. "Think about what on the list does make you nervous."
2. **The author addresses two myths (untrue beliefs) about social anxiety. What are the two myths she discusses? Choose TWO.**
 - a. Only shy people experience social anxiety.
 - b. Social anxiety can't be overcome.
 - c. Social anxiety is always harmful.
 - d. The author has social anxiety.
3. **What is the most likely intended audience of this blog post?**
 - a. People with a social phobia.
 - b. People with social anxiety.
 - c. People who have never experienced social anxiety.
 - d. People who don't know much about social anxiety.
4. **What can you infer from this blog post? Which statement would the author most likely agree with?**
 - a. Rational fears cause social anxiety.
 - b. Positive social interaction helps people with social anxiety.
 - c. Reading aloud is a ridiculous reason to be anxious.
 - d. Intense anxiety is usually only caused by life-threatening situations.
5. **Which statement most accurately describes the reason that the author wrote this blog post?**
 - a. She wants people to understand the negative effects of social anxiety.
 - b. She wants to explain how social anxiety can be overcome.
 - c. She wants to explain her own former thought process about anxiety.
 - d. She wants people to understand and reach out to those with social anxiety.

PASSAGE 3: SMARTPHONE PROJECT**Passage**

Stan and Kaylee are both employees at Hallen Enterprises. They have been asked to work on building a smartphone for the company to sell. The following is their email conversation.

Email 1:

Stan,

I am sure you have heard the news by now—Hallen wants us to build a smartphone! What an exciting opportunity! The email I got from Mr. Hallen states that he wants a working prototype of the smartphone in approximately 12 weeks. That's all his email said. Did you learn any other pertinent information in the email he sent you? A prototype in 12 weeks is going to be difficult to make happen.

I wanted to email you to figure out two things. First, I wanted to see how we should handle the workload of this project, since there are only the two of us. I'm not certain this prototype can be produced by a team of only two people. Let me know your thoughts. Second, I've had several thoughts about productivity. I think we need to sit down and carefully plan when to work on the project.

Kaylee

Email 2:

Kaylee,

Thanks for the note. To answer your first question, Mr. Hallen didn't give me more details than he gave you. I agree with you that it's quite a task, but I don't think we need more than two people. We are both experienced and have done similar projects before.

But I do agree with you that we need to plan methodically when to work on the project, because we have several things to discuss before we get started. For example, I think we need to meet with Mr. Hallen and get some more descriptive details about the project. I'm not sure what you're going to be doing tomorrow, but maybe we can try to schedule a time to meet with Mr. Hallen then?

These are just some of my thoughts. Let me know if you're available tomorrow morning to meet with Mr. Hallen.

Stan

Email 3:

Stan,

I'm glad we're mostly on the same page—both in the dark on the details of the project. I'm surprised that you don't think we need another person on board with us! Can we discuss that tomorrow with Mr. Hallen? I mean, what about Demetrius from product development? He's helped me with a project before and was very helpful! He could help us on this too.

As for tomorrow morning, I'm available anytime. So let's meet with him! Can you set up that appointment with him?

Kaylee

Email 4:

Kaylee,

I ran into Mr. Hallen in the hall and asked him about his schedule tomorrow, and he said he's free tomorrow at 9:30 a.m. We'll meet in his office. As for discussing with him about adding a team member, I'm OK with that. You have a good point—we could benefit from others' perspectives.

See you tomorrow at 9:30 a.m.

Stan

Questions

1. **What are Stan and Kaylee discussing?**
 - a. How to make more money for Hallen
 - b. When to talk to Hallen about last week
 - c. What to do about the problems at work
 - d. What to do to start their new project
2. **Stan and Kaylee still need details about the smartphone prototype because _____.**
 - a. Demetrius was the old team leader in charge
 - b. Kaylee didn't get an email from Mr. Hallen
 - c. Mr. Hallen's email wasn't clear enough
 - d. Stan didn't get an email from Mr. Hallen
3. **Kaylee is an enthusiastic worker and very easy to work with.**
 - a. True
 - b. False
4. **The purpose of Kaylee's email was to _____.**
 - a. persuade
 - b. collaborate
 - c. entertain
 - d. inspire
5. **Which of the following sentences would fit best at the end of Stan's final email to Kaylee?**
 - a. I'm excited to work with you on this project.
 - b. I'm so excited, I can barely handle it!
 - c. We're gonna rock this project; I can feel it!
 - d. You're my favorite coworker to work with.

WRITING PROFICIENCY PRACTICE

Level 1: Ask and Answer Questions

PASSAGE 1: CHURCH PICNIC

Definitions

1. **picnic (n):** a meal that is eaten outside in nice weather (Example: We will pack sandwiches for a picnic.)
2. **salad (n):** usually green vegetables mixed together that are not cooked (Example: I had a green salad at the restaurant last night.)
3. **dessert (n):** a sweet food often eaten after the main meal (Example: We had chocolate cake for dessert.)

Passage

You receive this email from Anna, a member of your church:

Hi everyone! It's almost summer! The weather is nice! It's the perfect time for a church picnic! We don't have a location yet. But I will email a flyer as soon as we have a place. Mark your calendars for Saturday, May 29. We'll be playing games, and we'll have a barbeque! However, we do need some people to bring salads or desserts. Please reply to this email if you can bring something. See you soon!

Questions

1. Reply to the email. Offer to bring a salad or dessert to the picnic. What salad or dessert will you bring?
2. You want to see what else you can do to help with the picnic. Write 2–3 yes–no questions to Anna. An example could be, "Do you want me to bring a game to play?"
3. Anna writes that she needs to find a park for the church picnic. She is new to the area and doesn't know the parks very well. Think of a park in your community that would be good for the picnic. If you do not know a good park, you can imagine a park. Describe it to Anna.
4. Your friend Renee works with you. You want to invite her to the church picnic. Send her an email to invite her.
5. Renee emails back:

That sounds great! I would love to come. When is the picnic? Where will it be? Who will be there?

Answer her questions.

PASSAGE 2: NEW RESTAURANT

Definitions

1. **survey (n):** a list of questions that ask people their opinions about something (Example: I made a survey for my friends to find out what music they like.)

Passage

Mary sends you this text message:

Hey! I heard about a new restaurant. I want to try it. They have sandwiches, salads, and soup. Do you want to go there for dinner with me today?

Questions

1. Send a text message back to Mary. Tell her that you can go.
2. Mary also invited Julie. Julie sends you this text message:
Hey, I don't have a car and the bus doesn't go to this restaurant. Can I get a ride with you?
Answer her message.
3. You want to know your friends' thoughts about restaurants. You will make a survey for social media. Write three yes–no questions for your survey.
4. Invite friends or family to go to dinner with you next week. Write an email inviting them. Give them the date, time, location, and a few details about the food at that restaurant. Be sure to include at least 5–6 sentences.
5. In your opinion, what is the best food in the world? Give reasons to support your opinion. Write a paragraph containing at least 5–6 sentences.

PASSAGE 3: ENGLISH CLASS

Definitions

1. **native (adj):** belonging to someone since they were born or very young (Example: Bomi is a native Korean speaker.)

Questions

1. Your friend Kiril writes you an email.
Hey there! It has been a long time. How have you been? How is your family? I hope you are well.
Write an email to respond to Kiril.
2. Kiril writes you another email.
I started a new English class. Here is the information:
Free English Class
Elma Library—Every Monday and Wednesday at 7:00 p.m.
Three levels: beginning, intermediate, and advanced
All teachers are native English speakers
Call 1-800-234-5678 to sign up!
I think you would really like it! Come with me this Wednesday at 7:00 p.m. We can sit together.
Write to Kiril. Tell him that you will come.
3. You want to know more about the English class. Think of questions to ask Kiril about the class. Write at least 3 yes–no questions.
4. Think of a friend who would like to learn English. Write him or her a message. Invite him or her to come to the English class with you.
5. Your friend sends you this message:
Thank you for the invitation! I would like to come with you. When is the class? Where is it? Who will be there?
Write back to your friend. Answer the questions.

Level 1: Describe

PASSAGE 1: VISITING YOUR COUNTRY

Questions

1. Your friend Tamisan sends you this text:
Hey! I haven't heard from you in a long time! Guess what. Next week I am going to your country!
Write a text back to Tamisan. Write at least 2–3 sentences.

2. Tamisan sends you another text:

I want to try some food from your country. Can you tell me about the food that you like?

Write a text back to Tamisan. Tell her about some of the food from your country that you like. Write at least 3–4 sentences.

3. Tamisan sends you another text:

Do you have any restaurant ideas? Please tell me about restaurants I should visit.

Write a text back to Tamisan. Answer her question. Also tell her about a restaurant in your country. Be sure to describe what the restaurant looks like. Write at least 3–4 sentences.

4. Think of the best food you ever ate. Why was it the best food? Write 4–5 sentences.
5. Imagine you are opening a new restaurant. Create a flyer for your restaurant. Be creative!

PASSAGE 2: STARGAZING

Definitions

- dawn (n):** the early morning when the first light appears in the sky (Example: Birds love to sing at dawn before the sun is in the sky.)
- outer space (n):** the region beyond the earth's atmosphere where there are stars and planets (Example: Whenever George looked at the stars at night, he wanted to go to outer space.)
- dust grains (n):** fine powder made of small pieces of hard rocks (Example: The dust grains in outer space circle the sun.)
- orbit (n):** the path a planet follows as it moves around the sun (Example: The earth has a smaller orbit than the planet Mars.)

Passage

Your friend Megan has been learning about stars and the universe recently. She sends you this article about stargazing.

Stargazing for Beginners

Have you ever seen the stars in the sky on a clear night? It is an amazing experience to see thousands and thousands of stars. Sadly, if you live in a place with lots of people, this is difficult. The lights from houses and buildings make it difficult to see many stars in the sky. If you want to see stars better, try these ideas. First, go to

a place with no people or buildings. It is very important to not use any kind of light. It must be completely dark. Second, let your eyes get used to the dark. Wait for 20 minutes in the darkness. Third, look up at the stars. You will be able to see so many stars! It will be an incredible experience!

Questions

- Your friend Megan likes to learn about stars and the universe. What do you like to learn about? Why?
- Think about where you live. Is there a place that is close to you where you can see lots of stars at night? Write 3–4 sentences about the place. Where is it? What does it look like? If you cannot think of a place nearby to see stars, you can write about a different place outside, such as a park.
- Your friend Megan sends you this message.

On Saturday, I am going to go look at the stars. I want to see as many stars as possible. Will you come with me? Let's meet at 7:00 p.m. Bring some food. I will drive.

Respond to your friend. Write an answer to the question. Explain what you will do.

4. Megan sends you another article about astronomy. The word *astronomy* refers to science that is focused on outer space (or the universe). This article is about the zodiacal light.

Zodiacal Light

What is the zodiacal light? The zodiacal light is a light rising from the horizon. It is sometimes called the false dawn. The zodiacal light looks similar to dawn, but is not the same thing. How does the light appear? It appears when sunlight

reflects off of dust grains in outer space. These pieces of dust are spread out along the orbits of the planets. They move with the planets as they move in a circle around the sun. Seeing the zodiacal light is truly an amazing experience.

You can see the light in both spring and autumn. You will see the light in the evening in the spring. In autumn, you will see the light just before dawn. This may be surprising information. Clearly spring and autumn are at different times of year in different parts of the world. However, it doesn't matter where you are on earth. You can still see the light at night in spring and in the morning in autumn. It is an incredible phenomenon that you can see it anywhere in the world during spring or autumn.

The second paragraph from the article does not have a topic sentence. Look at the paragraph again.

Write a topic sentence for this paragraph.

5. Your friend Megan thinks it would be very exciting to see the zodiacal light. In your opinion, what is something natural that would be exciting to see? Why?

PASSAGE 3: GOOD AND BAD LEADERS

Questions

People usually like to work for good leaders more than bad leaders. The questions below are about good and bad leaders.

1. Good leaders are good at creating a comfortable work environment. Think of your last experience with a good leader. It could be a church leader or a boss at work. Describe your work environment in 2–3 sentences.
2. Continue thinking of your last experience with a good leader. What did you like about this leader? Why?
3. Think of a bad leader. This could be a government leader or a boss at work. What do you NOT like about this leader? Why?
4. In your opinion, what is the most important quality of a good leader? Develop your answer in 4–5 sentences.
5. Think of one quality of a bad leader. Write the topic sentence for a paragraph that discusses this quality.

Level 1: Narrate

PASSAGE 1: SUSHI IN PHOENIX

Definitions

1. **sushi (n):** a Japanese food that has cold rice shaped into small pieces with fish on top (Example: I like the sushi at that Japanese restaurant because the fish is fresh.)
2. **celebrate (v):** to do something special for a special event such as a birthday (Example: We like to celebrate the birthdays in our family with cake and ice cream.)
3. **anniversary (n):** a special date that people celebrate each year because something special happened on that date (Example: We are celebrating our 10th wedding anniversary this year by going to Disneyland.)

Passage

People often like to do something special to celebrate their wedding anniversaries. Abi wants to go to a sushi restaurant with her husband, Mike, for their anniversary. She wants to find a very good restaurant. She asks her friends on her social media page for suggestions of good sushi restaurants. This is her post and some responses:

Abi's Post:

Hi guys!

Mike and I want to get sushi for our 10 year wedding anniversary tonight. Does anyone know a place in Phoenix that is better than RL or Sushi Masters? Any suggestions?

Comments:

Ashley Michaels: We like Sushi 201 in Tempe by Arizona State University. They have great salad and a selection of drinks there too.

Miranda Johnson: Fuji Sushi is great, but it's expensive. Do you want to try a Thai-style sushi? If you do, there is a place called B.A.D. Sushi. It sounds bad, but it means Best and Delicious Sushi! The restaurant is quite attractive! Many of their rolls are fried. It is great.

Suzy Nelson: It's your anniversary? Congratulations! Has it been four years already? Or did you get married five years ago? I can't remember! Ha! Anyway, go to Fish Heaven. It is the absolute best! You will have a great time. You can sit and watch them prepare your food.

Tom Snyder: I agree with Suzy. My girlfriend and I go straight to Fish Heaven almost every Friday. Go during Happy Hour. It is every day from 5:00 p.m. to 7:00 p.m. Everything is 50% off then. However, they are closed on Sundays, and they do not open until 5:00 p.m. It's on the corner of 5th and Main Street.

Abi Gale: Thanks guys! These ideas sound promising!

Questions

1. A friend sends you a text:

I am going to the restaurant B.A.D. Sushi on Friday. Would you like to go with us?

Answer your friend's text.

2. Your friend texts back:

Do you like sushi? What other foods do you like?

Answer the questions in 2–4 sentences.

3. Ask what kind of food your friend likes. Write two questions.
4. Think of when you or someone you know celebrated an anniversary or birthday. Explain what you did to prepare, from the first thing to the last thing. Include at least three things.
5. Think of a time you went to a restaurant with friends or family. Where did you go? Why did you go? Who did you go with? Write 2–4 sentences. Tell about the experience.

PASSAGE 2: YOUR SCHOOL**Definitions**

1. **attend (v):** to go to (Example: We attended Eastside Elementary School for six years.)

Questions

1. Think about your school as a child. What did it look like? Write 2–3 sentences.
2. Think about the school you wrote about. What things did you like about it? Write 2–3 sentences.
3. A friend texts you:
A school in our city needs some people to help the children with reading. I am going next Tuesday. Can you come too?
Write a short response to her question.
4. Think of an experience from your past at school. Write about what happened. Describe it in 3–4 sentences.
5. Children around the world get to school in many different ways. Some walk. Some go by boat. Some go by bus or car. Write a summary of the way you got to school. Write at least three steps.

PASSAGE 3: BALLOON POSTCARD

Definitions

1. **postcard (n):** a card with a picture on the front used for short letters (Example: I sent my mother a postcard when I went to Peru.)
2. **balloon (n):** a round, colorful piece of plastic that you blow air into (Example: There were many blue balloons at Timmy's birthday party.)
3. **attach (v):** to join one thing with another thing (Example: Mary attached the card to the balloon.)

Passage

Each person in Jose's class wrote a postcard. They attached the postcards to balloons. Each postcard had a return address. The balloons floated away and landed somewhere new. Someone found Jose's postcard and wrote back. Read the letter that this person wrote.

Colby's letter

Dear Jose,

How are you? Hello from Canada! I found your postcard! It came all the way to Alberta, Canada! I know you are from California because of your postcard. It is surprising that it traveled so far.

Yesterday I was walking to my friend's house. I saw something colorful in a tree. It was your balloon! When I got close, I also saw the postcard attached to it. I like the picture on the front. It was cool to see California. I have never been to Los Angeles!

I ran to my friend Jason's house and showed him the postcard. We do not know anyone from California. What is it like where you live? Is it hot every day? It must be very warm there. It's very cold in Alberta in the winter.

What do you like to do in California? I bet you go swimming a lot. Have you been to Canada? There are a lot of fun things to do here. You can play hockey and go snowboarding, and there are lots of cool hikes.

Could you possibly visit us in Canada? Jason and I would love to meet you. I would also love to visit you sometime. Enjoy the weather in California!

Write back soon,

Colby

Questions

1. In the letter, Colby wrote "How are you?" This is a very common question in speaking and writing. Answer the question "How are you?" Write a complete sentence.
2. In the letter, Colby asked Jose about the weather. He asked, "What is it like where you live?" Think about the city you live in. What is the weather like? Describe it. Write 2–3 sentences.
3. Colby invited Jose to visit him in Canada. Think of someone you know who lives in another city or country. Write this person a message. Invite him or her to come visit you.
4. In the letter, Colby explains how he found Jose's balloon. Write a summary of Colby's experience. Use your own words. Write 3–4 sentences.
5. Colby wants to be Jose's friend. What is the name of one of your friends? How did you become friends? Write 2–4 sentences.

Level 1: Negotiate

PASSAGE 1: BEN FROM MATH CLASS

Definitions

1. **tutor (n):** a person who helps students study after class (Example: I am not good at English. A tutor helps me study English.)

Questions

1. You met Ben in your math class. He missed class yesterday and sent you this text message. This is the first text he has sent you.
Hey! It's Ben from your math class. Remember me? How are you doing?
Write a text message to Ben.
2. Ben sends you another text message.
Hey! I'm going to a math tutor tomorrow to study for our math test. Do you want to come? What time can you go?
Write a text message to Ben. Answer his questions.
3. You and Ben meet with a math tutor. The tutor talks to you about good ways to study. She says the place where you study is important. Some people study better in quiet places. Other people study better around other people. The math tutor asks you, "Where do you study best?" Think about her question. Now write down an answer to the question. Describe the place.
4. You want to set up another appointment to go to the math tutor with Ben. Send Ben a text message. Tell him when you are available. Ask if he can come with you to the math tutor.
5. You have a doctor's appointment on Wednesday. You are going to miss math class that day. You will need someone to tell you what happened in class. You also need to know the homework assignment for that day. Send Ben a text message. Ask him for help.

PASSAGE 2: LEADING WITH LOVE

Passage

Christlike leadership comes from love. Christ loved those he led. Something as simple as keeping in touch with those you lead can show your love for them. Below are examples of ways to keep in touch with those in your ward family.

Questions

1. One of your church leaders writes you this text.
Hi! How are you doing? I haven't seen you in a little while, and I wanted to make sure you are okay.
Reply to this text.
2. You are responsible for the youth in your ward. One of them has not been to church in a few weeks. Write a text and invite him or her to come to the Wednesday night activity.
3. Your bishop writes you this text.
Hello. I need some help this weekend. We are doing a service project for Sister Jones. Can you come?
Reply to his text.
4. Your ward is having a party next Saturday. There will be a dinner and games. Write a text inviting your neighbor to the ward party.
5. You noticed that an older man in your ward has trouble getting to church. Write him a text and offer to help him get to church on Sunday.

PASSAGE 3: TEXTING TAKES OVER

Definitions

1. **relationship (n):** how people get along (Example: My mother and I have a very good relationship because we talk often.)
2. **excited (adj):** very happy about something (Example: I was very excited to see the new *Star Wars* movie with my family.)
3. **reunion (n):** getting together with people you haven't seen for a time (Example: In July, we had a fun reunion with friends from long ago.)

Passage

The following reading is based on an article called "Keep Texting from Taking Over." It is from a magazine called the *Liahona*.

"I am so excited to see my friend again," one young woman kept telling her parents as she prepared for the special reunion. She had recently returned home after having lived far away. She had looked forward to this moment for a long time.

The two friends saw each other. They were all smiles. They hugged and laughed as they left together. But the parents were surprised when their daughter returned home much earlier than expected.

"What's wrong?" they asked.

"I was so excited to talk the way we used to. But she just spent the whole time text messaging her other friends."

Texting can be a wonderful way to communicate and build relationships. But it's not the relationship itself. Texting can be managed and kept in control. Then it can be good and useful. However, if it is allowed to take over, it can be bad and even hurt relationships.

So, here's the challenge: Put down your cell phone more. Look up and talk to the person in front of you!

(Adapted from Russell and Brad Wilcox, "Keep Texting from Taking Over," *Liahona*, Aug. 2007, 18–21.)

Questions

1. The article says that texting is both good and bad. Think of when you or someone you know sends text messages. What do you like about texting? What don't you like about texting? Write 2–3 sentences.
2. You decide to learn more about cell phone use. You want to know why people use their cell phones when they are with other people. For example, some people use their phones at restaurants. They don't talk to the other people very much. Think of 3 yes–no questions you can ask about cell phone use.
3. The end of the article gives a challenge or personal test:
Put down your cell phone more. Look up and talk to the person in front of you!
What do you think about that challenge? Write 1–2 sentences.
4. Write a simple summary of the article "Keeping Texting from Taking Over." Write 3–4 sentences.
5. Think about the article again. Now think of someone you want to improve your relationship with. Write a message to this person. Invite this person to go and do something with you. It could be to go have lunch or go for a walk. Write 1–2 sentences.

Level 2: Ask and Answer Questions

PASSAGE 1: MABLEBERRY COLLEGE

Passage

This is a flyer about culture shock.

Mableberry College Counseling Services

Moving to a new country can be difficult, but you can feel comfortable soon.

What Is Culture Shock?

A shocking feeling you get when you leave your home and go to a new place. This new place is very different. For example, the food, the language, the people, and many things are strange to you.

Do I Have Culture Shock?

Are you . . .

- feeling sad and alone?
- missing your home country a lot?
- thinking the local culture is strange or bad?
- having difficulty eating and sleeping?
- spending most of your time alone?

Overcoming Culture Shock

- Read and learn about other cultures.
- Make friends with people from different countries.
- Stay healthy: Exercise. Eat fruits and vegetables. Go to bed early.
- Laugh a lot! Do not be too serious.
- Learn some words in other languages.
- Try foods from other countries. You might discover that you like them!

Need Help with Culture Shock? Please Contact Us

Finley Hall, Room 172 (across from the Activities Center)

Phone: 1-623-431-5515 Email: mableberrycounselors@email.com

Questions

1. Read the paragraph below. It describes one person's experience living in a different country. Notice that the first sentence is missing. Write a topic sentence to begin this paragraph:

_____. **There are many reasons why I feel this way. I don't know the language. This makes me feel very alone because I can't communicate with others. I'm very homesick. And I miss my family and my car. I haven't made any friends yet. I can't find anything at the supermarket that I want to eat. Sometimes I just eat candy from home for dinner. Everything in this country seems strange to me.**

2. You have a friend who just moved to another country for work one month ago. He is homesick. He writes you an email. This is part of what he says:

I feel lonely all the time. I don't have any friends. I miss everything about home, especially my dog and my cat. The people here do strange things. And the food is strange too. I don't like it. I can't sleep at night because I feel so sad. I think I want to go back home.

Write your friend an email. Offer to help him.

3. Answer these questions. Be sure to use complete sentences. You may use the flyer to help you.

Who experiences culture shock?

When do people experience culture shock?

4. Read this excerpt from your friend's email again:

The people here do strange things. And the food is strange too.

What can your friend do that will alleviate his culture shock? Write 4-5 sentences answering this question.

5. You read a magazine. It has a story of a person's experience living in another country:

I don't know the language. This makes me feel very alone because I can't communicate with others. I'm very homesick. And I miss my family and my car. I haven't made any friends yet. I can't find anything at the supermarket that I want to eat. Sometimes I just eat candy from home for dinner. Everything in this country seems strange to me.

Your friend also moved to another country for work one month ago. Read your friend's email again:

I feel lonely all the time. I don't have any friends. I miss everything about home, especially my dog and my cat. The people here do strange things. And the food is strange too. I don't like it. I can't sleep at night because I feel so sad. I think I want to go back home.

What are some things these experiences have in common? Write a short paragraph comparing the two experiences.

PASSAGE 2: EDUCATION

Questions

1. Think about your study habits for English or for other subjects. Answer these questions: Where do you study? When during the day do you study?
2. In your city or town, there will be a free class about baking cakes. You saw this about the class:
Please email Miguel at miguelmarinocio@email.com to sign up for the class!
Write an email to Miguel to sign up for the class.
3. Miguel sends an email back to you:
Thank you for your interest in the class. Your spot in the class is saved. Our class will be held twice—once in the morning at 11:00 a.m. and once in the evening at 7:00 p.m. When would you like to attend?
Thanks,
Miguel
Reply to Miguel's email.
4. A college education is free through government funding in some countries. In other countries, it is not. Do you think college education should be free? Why or why not?
5. Think about the level of education in your country. Are there many educated people in your country, or are there few? What are the reasons for this? Write one paragraph about the causes of the current level of education in your country.

PASSAGE 3: STRESS MANAGEMENT

Questions

Being a leader can be a stressful job. Therefore, good leaders must be able to manage their stress. The following prompts relate to stress and stress management.

1. Answer the questions below in 3–4 sentences.
When was the last time you felt stressed?
Why were you stressed?
2. Your friend has been feeling stressed lately. You want to help take her mind off her stress. Think of a fun activity you could do with your friend to help her relieve her stress. Write a 3–4 sentence text message to invite her to participate in this activity.
3. Your friend accepts your invitation. Write her a message to suggest a time and place to do the activity.
4. Many people have different strategies to manage their stress. If you could choose just one strategy to manage your stress, what would it be? Develop your answer to this question in 5–6 sentences.
5. Replicating peaceful experiences is one stress management technique. Think of your last peaceful experience. What caused you to feel so peaceful? Develop your answer to this question in 5–6 sentences.

Level 2: Describe

PASSAGE 1: COLD AND FLU SYMPTOMS

Definition

1. **ache (n):** a pain that is constant and dull; often combined to form compound words such as *toothache*, *headache*, etc. (example: Amy had a headache and a toothache after visiting the dentist.)
2. **symptom (n):** a change in health that shows that a disease or illness is present (example: The first symptom of Tyler's cold was his sore throat.)
3. **fever (n):** body temperature that is higher than normal, caused by illness (example: She has been sick in bed with a high fever all day.)

Passage

In the last few weeks, many students at your school have fallen sick. As a result, you receive this from a school nurse.

Dear Students,

It's flu season again. I want to keep you all as healthy as possible. But I need you to assist me.

Cold symptoms include:

- A runny nose
- A sore throat
- Little or no fever
- Sometimes a cough

Symptoms usually occur gradually (not suddenly)

Flu symptoms include:

- A runny nose
- A sore throat
- Extreme tiredness
- Fever
- Cough
- Headache
- Body aches

Symptoms often occur suddenly

A cold and the flu have some symptoms in common. However, the flu is more serious than a cold. It can develop into more serious illnesses, such as pneumonia. Please keep your child home from school if he or she shows signs of the flu. This will stop the spread of the flu to other children.

Thank you for your help in this matter.

Sincerely,

Joan Palison

Nurse, Hoth College

Questions

1. Think of the last time you felt sick. Write a paragraph that clearly discusses the symptoms of your illness. Your paragraph should be 4–5 sentences. Make sure to include a clear topic sentence at the beginning of your paragraph.
2. In your opinion, should students stay home from school if they only have a cold? Write one paragraph to support your opinion. Your paragraph should be at least five sentences.
3. Read the nurse's letter again. Using your own words, write a brief summary of the letter. Your summary should be no longer than five sentences.
4. Sometimes people have different ideas about how to treat the flu. Write a paragraph that discusses the best way to treat the flu. If you want, you can use personal experience to help you write the paragraph. Your paragraph should have a clear topic sentence and at least two good supporting ideas.
5. Do you agree or disagree with the following statement?

All students at your school should be required to get flu shots.

Your response should be one paragraph. Make sure to use good reasons and examples to support your response.

PASSAGE 2: PRESENTATION NERVES

Definition

1. **nerves (n):** feelings of being worried or nervous (Example: I always have bad nerves before an exam.)

Passage

The following is an article from a website about giving professional presentations.

Dealing with Presentation Nerves

If you feel nervous before a presentation, you aren't alone. This feeling can be troublesome, but it doesn't have to be. You can use your nervous energy to your advantage; however, this takes preparation and practice. Here are some ideas for dealing with your presentation nerves effectively.

Practice Your Presentation

Practice your presentation from beginning to end while making your practice as real as possible. Ask family or friends to be your audience. Afterward, take note of how it went. Which parts did you like about the presentation? What should you change? You can also make a video recording of yourself while presenting to gain perspective. Doing these things will help you know what to expect when you actually present and ease your mind on presentation day.

Breathe Deeply

When people are nervous, they often take short, rapid breaths. To regulate your breathing, inhale and exhale slowly and deeply several times. Let this calm you. Practice this regularly before the presentation day. Then do this exercise before the presentation. Also remember to breathe deeply during the presentation itself.

Pause

Right before you begin the presentation, pause and smile at the audience. This will help you start your presentation with confidence. Also pause between thoughts and sections of your presentation. Nerves can make you speak faster than you otherwise would, but appropriate pauses will help to slow your pace. They will also help the audience process what you are saying.

Questions

1. Write a 3- to 5-sentence summary of the article.
2. Describe a time when you were nervous about something. Why were you nervous? What happened? Write a short paragraph to answer these questions.
3. Your friend wants to practice a presentation. He or she wants you to be an audience member for the practice. Write a text message to your friend. Tell him or her that you will be an audience member, and say when you can do it.
4. In your opinion, what is the best advice for calming down when you are nervous about something? Explain your answer. Write one paragraph.
5. Think of someone who was or is a good public speaker. You will write a paragraph about this person. In your paragraph:
 - Introduce this person.
 - Describe the qualities that made or make this person a good public speaker.

PASSAGE 3: DRESS TO IMPRESS

Definition

1. **high heels (n):** women's shoes that have a raised heel (Example: She wore high heels to the formal event.)
2. **professional (adj):** relating to a job that requires special training or skill (Example: Professional musicians must perform at a very high level.)

Passage

Wearing the right clothes is an important part of being professional.

Dress to Impress: What to Wear for Your Presentation

In a presentation, good self-presentation is essential to a convincing image. And one important aspect of effective self-presentation is your clothing.

When choosing your clothing, consider your audience. Your audience will judge the appropriateness of your clothing. Appropriate clothing will not attract undue attention. The audience will then quickly focus on your message. On the other hand, if some aspect of your clothing is unexpected, your audience may be distracted by it. Then they won't be as attentive to your message.

You might be thinking, "Great—really though, what should I wear?" We don't have your answer. It all depends. In some professional contexts, a suit would be a good choice as it denotes professionalism and authority. However, other types of professional audiences would find a suit stuffy and out of touch. In these cases, something more casual might actually leave a better impression. You can find out what your audience expects by asking the event organizers. You could also go to similar presentations or research online.

Your comfort is also important. If you aren't used to wearing high heels, don't risk falling by wearing them during your presentation. Also, don't wear a style that will make you self-conscious. Find something that you feel physically and mentally confident in.

Questions

1. What is the main idea of this article?
2. What are the supporting ideas in this article?
3. Think of a time you spoke in front of a group of people. What did you wear?
4. In your opinion, was your clothing appropriate for your speech or presentation? Please explain.
5. The author of the article states, "Your comfort is also important." Do you agree with this? Why or why not?

Level 2: Narrate

PASSAGE 1: JOB SEARCH

Definition

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|--|--|
| 1. résumé (n): a short document that lists work experience and job qualifications (Example: I sent a copy of my résumé when I applied for the job.) | (Example: My employer is strict but very kind.) |
| 2. employer (n): someone who hires you to do a job | 3. integrity (n): the quality of being honest and having good morals (Example: He has a lot of integrity in his business dealings.) |

Questions

You and your friend Raoul need new jobs. The following are several prompts related to your job search.

1. You just applied for a new job. The interviewer sends you this email:
Hi,
We'd like you to come for an interview next week. When are you available?
Looking forward to meeting!
Thanks!
 Look at your schedule and reply to the interviewer.
Monday
 8:00 a.m.–11:30 a.m. Babysitting 12:00 p.m.–5:00 p.m. Free
Tuesday
 8:00 a.m.–12:30 p.m. Free 1:00 p.m.–5:00 p.m. School

2. Your friend Raoul sends you this text:

Hey, I'm applying for my very first job. I'm so nervous! I want to relax and not worry. When have you been nervous? What did you do?

Reply to Raoul's text and answer his questions.

3. You find this information about job interviews:

The most important thing to remember is it's okay to be nervous. Employers will know it's your first interview. Good employers will treat you well. Learn about the job and the company first. This will help you feel less nervous. You may also think of reasons you want the job and questions you have about it.

When you go to the interview, dress nicely. You will feel more confident this way. It is also impressive to your future employer. Be sure to bring a résumé with you, and consider asking a friend to look at your résumé beforehand. You want the resume to focus on your strengths and experiences. It's OK if you don't have previous work experience. Mention clubs or sports teams you are part of. Even informal experiences can make you a good potential employee.

This information can help Raoul. Write a summary to send to him.

4. What can you do to prepare for a job interview? Use the previous article OR your own personal ideas.

Use this outline to write 3 steps to prepare for a job interview.

First, _____.

Second, _____.

Finally, _____.

5. Think about one or two of your strengths. What can you tell a job interviewer about your strengths? Write 3–4 sentences.

PASSAGE 2: NOT LOST TO THE LORD

Definitions

- 1. blessing (n):** a prayer that asks for God's care and help (Example: He gave her a blessing to get better.)
- 2. camp (n):** a place away from home where children go for recreation and learning (Example: Going to camp was my favorite part of summer.)

Passage

An aspect of disciple leadership is being there for those we serve.

One simple way to be a good leader is to “be there.” What does it mean to “be there?” It simply means to be present with regularity. It's being available and accessible when needed.

The following story is taken from a talk by Craig Merrill called “Leadership the Lord's Way.”

Brother Jones and his son were assigned to be ministering brothers for the Williams family. They began making monthly visits. Through those visits, Kim, a daughter in the family, learned that they cared about her. She had many questions about the gospel. She enjoyed conversations with them. She trusted their guidance.

One summer Kim was struggling to know what was right. She went to a camp for young women. At the same time Brother Jones was timely asked to go to visit the camp. Kim was happy to see her ministering brother at camp. There she learned of the Savior's love for her when Brother Jones and another priesthood holder gave her a priesthood blessing.

Brother Jones was there for Kim. He did his duty as a ministering brother by visiting her family monthly. Because he was consistently there for Kim and her family, Kim trusted him to give her a blessing. From that blessing she gained the answer she needed. Thus, she felt the Savior's love for her and turned toward righteousness. Thanks to Brother Jones's faithful service, Kim was not lost to the Lord. Brother Jones was able to help because he was there.

(Adapted from Craig Merrill, “Leadership the Lord's Way,” *Ensign*, Jan. 2012, 36–37.)

Questions

1. You and your friend have a math class together. Your friend is having a difficult time in the class. Write him a text to offer help.
2. You and a partner visit a person in your neighborhood. It is this person's birthday next week, and you want to do something special. Send a text to your partner to make plans.
3. When was someone there to help you? Briefly write about your experience.
4. Write a short summary of Kim's experience.
5. Write three sentences to support the following topic sentence:

It is important to be available to help others.

You do NOT need to rewrite the topic sentence.

PASSAGE 3: MOUNT WASHINGTON

Definitions

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| <p>1. endure (v): to experience difficulties and accept them for a long time (Example: We all must endure difficulties in our lives.)</p> | <p>2. hike (v): to walk or climb in the outdoors, usually in the mountains (Example: We like to hike in the mountains near our home.)</p> |
|--|--|

Passage

The following is from an article written by Madison Young for a Church magazine.

In July 2014, my family went hiking at Mount Washington. Our hike started early in the morning. Everything seemed to be wonderful. Then, my sister twisted her ankle. It became swollen. She could not walk very fast but insisted on continuing. Our pace got a lot slower. The hike became harder and harder every step we took. It seemed impossible to move forward. I said, "How much farther do we have to go? I am tired. I don't want to do this anymore." My father replied, "Becky, endure to the end. Do not give up. Don't forget your goal. You know it is beautiful up there." I remember clearly what he said. It helped me to move forward until we reached the destination. I was amazed by the most beautiful view I have ever seen. Above all, I was happy to be up there with my family.

This experience reminded me of our lives. Mount Washington is like our goal to return to God, our Father in Heaven. I would not have finished that hike if I had given up because of the difficulties along the way, which is the same in our mortal journey. Giving up is not an option, only enduring to the end is. Enduring to the end requires us to remember our goals. Remembering our goals helps us to endure difficulties in our lives. By doing so, we will reach our heavenly destination.

Questions

1. The article makes you think of your brother. He is going through a hard time. Write him a text. Briefly summarize the article you read.
2. Your brother responds to your text:

Thank you for your text! That is a great story! Now I want to go hiking! When are you free to go?

Here is your schedule for the weekend:

Friday: Work 12:00 p.m.–7:00 p.m.

Saturday: Breakfast with Lara 8:00 a.m.–10:00 a.m.

Respond to your brother.

3. Your brother responds:

Let's do a short hike on Saturday, around 11:00 a.m. We can bring lunch and eat on the hike. Who should we invite to come with us?

Respond to your brother.

4. Write a topic sentence for the following paragraph:

_____. One of these goals is to finish college. Another is to start a family. Finally, gaining eternal life is my most important goal. When I think about these goals, it is easier to go through hard times. When I remember the big picture, my problems become smaller and I can endure.

5. Write about a time when you had a challenge but didn't give up.

Level 2: Negotiate

PASSAGE 1: SUMMER FOOD DRIVE

Definition

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| <p>1. food bank (n): a place that collects and gives out food and other necessary items to help people in need (Example: I brought three bags of food to the food bank yesterday)</p> <p>2. food drive (n): an event to collect food to give to people who don't have money for food (Example: We want to have a food drive to gather food for poor people in our area.)</p> | <p>3. canned (adj): kept in a metal or glass container to eat much later (Example: I have some canned food in my kitchen.)</p> <p>4. donation (n): something you give to help other people such as money, food, or clothes (Example: She asked for donations from her family to help pay for college.)</p> |
|--|--|

Passage

We Care for Kids is an organization to help children. It wants to collect food to help poor people. They created this flyer to give information about their project to collect food.

Fourth Annual We Care for Kids

Summer Food Drive: July 12–14

Did you know that most food banks receive more than half of their food donations during the holiday season? This means that many food banks have to give out smaller amounts of food during the year. Most food banks routinely start to run out of food during the months of June, July, and August. Many families are left with fewer ways to feed their children, because the food bank can't give them enough food. It's wonderful to give food freely at Christmastime. But We Care for Kids hopes for a little Christmas spirit this July!

We welcome all nonperishable donations. Please don't bring fresh food or items that won't last up to six months! Also consider the following things when thinking about what items to bring.

Many families who come to the food bank need healthy meals. Consider bringing things like canned or dried fruit, vegetables, and beans. Consider also whole grain pasta, rice, and cereals. Oatmeal may be a better option to give than sugary breakfast cereals, for example.

The food bank also needs products for babies such as diapers and baby food.

Most families who use the food bank also receive money for food from the government. However, they don't always receive aid to buy personal care products. Donations are not strictly limited to food. Donations of toothpaste, shampoo, and even toilet paper are especially needed.

Please bring all items to our drop-off area:

Columbia Elementary School, 215 South 50 East, Kaysville

Questions

- Write a message to a friend. Invite him or her to come with you to the food drive on Saturday.
- Your friend writes back:

That sounds great! Where is the food drive? Let's meet there. When should we meet?

Answer your friend's questions. Write two sentences.

3. On Friday night, your friend writes to you:

I am so sorry! I am sick and can't take my donation to the food bank tomorrow.

Offer to come and pick up his or her donation and take it to the food bank.

4. Later you read a blog about food banks. Someone wrote a comment:

I think that the government should fund the food banks. People should not have to make donations.

Do you agree with this comment? Explain why or why not. Write 2–4 sentences.

5. Read the flyer about the food drive again. What are the main ideas of the flyer? Write a 3- to 4-sentence summary of the flyer.

PASSAGE 2: SCIENCE INFORMATION DAY

Passage

Some universities have information days. On these days, an academic department shares information with students about its field. Information may include a description of classes, extra activities within the department, and career opportunities upon graduation. Following is a flyer for an information day hosted by the science department.

New Student Science Information Day!

Wednesday 10:00 a.m.–2:00 p.m. at the Student Center

Are you interested in science? Come join us and:

- Meet with professors.
- Learn about clubs and research groups.
- Talk to current and past students.
- Learn about career opportunities.
- See science experiments and demonstrations.

Questions

1. Your friend wants to study biology. Write a message to your friend inviting him or her to join you at the information day. Be sure to tell him or her when and where to meet you.

2. Your friend responds with the following message:

Thanks for the invitation. I would love to go to the science information day. Unfortunately, I have to work. Could we meet after the information day so you could tell me all about it? I am free almost any evening. Thanks!

Write another message to your friend. Express your willingness to tell him or her about the information day. Tell him or her when you are available to meet. Suggest a time and place you could meet.

3. Dr. Johanson from the biology department was at the information day. She was very friendly and helpful. Write her a message. Tell her you would like to introduce your friend to her and talk more about the biology program. Ask when you could stop by her office with your friend.

4. Think about your upcoming meeting with Dr. Johanson. Write 5 questions you could ask her. You might ask questions about the following topics:

- Classes
- Graduate study
- Biology
- Career opportunities
- Research
- Advice she might have

5. The day before your meeting with Dr. Johanson, she sends you this email:

Hi,

Many apologies, but I will have to cancel our meeting tomorrow. One of my colleagues in the biology department has become suddenly ill. He is currently in the hospital. The rest of us need to cover his classes until returns. It may take several months. I still hope to be able to meet with you, but we'll have to do that in a few weeks. I hope you understand. Maybe I could answer some of your questions by email for now. Would that be OK?

**Thank you for your understanding,
Dr. Johanson**

Summarize this email.

PASSAGE 3: APOLOGIZING

Definitions

1. **apologize (v):** to say that you are sorry for or about something (Example: She apologized that she was late for the meeting.)

Questions

1. Look at the actions below. In your culture, is it important to apologize in these situations? If so, what do you say or do to apologize?
 You accidentally bump someone on a bus.
 You stop a conversation.
 You forget someone's name.
 Write a paragraph answering the questions. Begin your paragraph with a topic sentence about apologizing in your culture.
2. Each culture has different views about when people need to apologize. This sometimes causes problems. For example, a Chinese girl may travel to the United States. She may bump someone and not realize she's supposed to apologize. This may cause the person she bumped to get angry.
 To help people from other cultures, create a flyer about apologizing in your culture. You may use the paragraph you wrote for the previous prompt to help you. You may also include other information.
3. Think about your own life. When do you apologize the most? Write at least 2–3 sentences answering this question. Also include reasons to support your answer.
4. Do you agree with this statement?
Everybody should live in a different country at least once in their lives.
 Write a short response to the question. Be sure to include reasons to support your opinion.
5. Chen lives in China. He has a friend from Brazil named Gabriel. Gabriel has never been to China. The two friends planned a trip for Gabriel to visit Chen. The day before Gabriel plans to leave, Chen has a family emergency. He won't be home the week Gabriel planned to stay with him. Gabriel can't change his flight to and from China. He needs a solution.
 What do you think Chen should do? What should he tell Gabriel? Write a paragraph answering these questions.

Level 3: Ask and Answer Questions

PASSAGE 1: INTERVIEW TRANSCRIPTION

Passage

Marika is writing a research paper for her world history class. Part of her research involves a first-person interview. She decided to interview her neighbor Sabine, who lived in Paris during the war. This is the first page of her edited interview transcription. Parts of this interview will be included in her research paper.

Marika: Thank you for letting me interview you! Can you first tell me a little about where and when you were born?

Sabine: I was born on May 24, 1935, in Paris, France. Hitler and the Germans came to Paris just after my fifth birthday.

Marika: What was that like for you?

Sabine: The German occupation? I grew up in fear. I didn't often understand what was happening. I only knew my parents were always worried. The city felt peculiarly quiet. Millions of Parisians left the city before the Germans arrived. Many of our neighbors went to the countryside. Before the war, there were lights and parties. During the war, there was dread and darkness.

Marika: Why did your family stay in Paris during the invasion?

Sabine: My mother didn't want to. Her parents lived in a small village outside of Lyon. She wanted to go there to stay with them. She thought we would be safer. But my father owned a café right in the center of Paris. He said we could make a profit off of the German soldiers. He said we would be safe. He didn't think anyone would destroy the city. He was right in the end.

Some say my father was a coward for working with the Germans. My mother didn't like it, but actually I think my father was very wise. He knew what he was doing. I think he protected us.

Marika: What do you remember about the day German soldiers marched into Paris?

Sabine: It was a terrible, unforgettable day: June 14, 1940. My mother wouldn't let anyone leave the house all day. Not even my father left. We barricaded our door and kept our shutters closed. We didn't live that far from the Champs-Élysées, you see. We could hear the soldiers shouting and their boots slapping on the ground. I thought they might come take me away. I had been naughty that morning. I don't remember what I did. I just remember thinking they wanted to punish me. I didn't understand why they were there. Children don't comprehend war. The word means nothing to them.

Questions

1. Write 3 more questions you could ask Sabine.
2. Write 3 complex questions you could ask Marika.
3. Write a paragraph that answers the following question:
If you were living in Paris on June 14, 1940, when the Germans marched into Paris, what would you have done?
4. Write a summary of Sabine's experience living in Paris during the German occupation. Your summary should be one paragraph.
5. In your opinion, was it a good or bad idea for Sabine's family to stay in Paris during the German occupation? State your opinion and support it with at least three reasons.

PASSAGE 2: CASE STUDY

Passage

A case study is a particular story or situation used to illustrate a principle or to teach people something. This is a case study used in a job training course for new human resources employees.

Katie is the human resources manager in a large department store. Earlier this month, a diamond-studded watch was stolen from the jewelry department case. Matt, the security manager for the store, interviewed all of the employees. He also reviewed all of the security camera footage. Each of the employees said they did not steal the watch. Matt gave each employee a lie-detector test. Paul is the only employee who failed the test. However, failing a lie-detector test alone is not grounds for firing an employee.

Matt asked Katie to go through Paul's personnel file. He wanted her to find something in Paul's work history to help him get Paul fired. Katie looked through Paul's files. She found that he had given different job history information in his application and his background check form. Technically, this discrepancy could be grounds for termination. However, Katie thinks it could have been a simple mistake. She is not sure what to do. She doesn't want Paul to keep his job if he is stealing. However, she believes he should be proven guilty instead of being fired on a technicality.

Questions

1. Write a one-paragraph summary of the case study.
2. What would you do if you were Katie? Why? Write 2–3 sentences explaining your answer.
3. Matt, the security manager, thinks that one of the employees stole the watch. He wants to find out more information from them for the investigation. Write 3 questions he could ask the employees.

4. You read this case study as part of a training course for your new job. One of your new coworkers in the class wrote you this email.

Hi,

It was nice to meet you today at the training meeting. I hope that we get to work in the same department. What did you think about that case study today? It was pretty crazy. I hope we never have to deal with something like that. What would you do if someone accused you of stealing at work?

Well, I guess I'll see you tomorrow at our second day of training.

—Jim

Respond to Jim's email. Make sure to answer his question in your reply.

5. After your training, your supervisor assigned you to the customer service department that helps foreign language customers. You do not speak a foreign language. Write your supervisor an email. Let her know about the mistake and find out what you should do.

PASSAGE 3: LEAD WITH LOVE

Passage

The quote below is part of a speech given by Elder Kim B. Clark in 2007. At that time, he was serving as the president of BYU–Idaho. He spoke to students who were graduating from the university about being “disciple-leaders.”

Lead with Love

“The Savior’s life, suffering, and death are testimony of His perfect love for us. Everything He has done for us, He has done because of His great love for His Father and His perfect love for us. There is a powerful principle of leadership in John’s words about the Savior’s love: ‘We love him, because he first loved us’ [1 John 4:19]. Effective . . . leaders learn to energize the people around them through love in action.”

(Kim B. Clark, “Leadership with a Small ‘L’” [Brigham Young University–Idaho commencement address, Dec. 14, 2007], byui.edu)

Questions

- What are some ways you can “energize the people around [you] through love in action”? In other words, how can you be a better leader and show more love for others? List 5–6 ideas that relate to your life right now.
- Think of two leaders in your life. How are these two leaders similar? How are they different? Write a paragraph about the similarities and differences between these two leaders.
- You receive the following message from a friend:

My children are driving me crazy. I know I shouldn’t yell at them, but it’s the only way to get their attention. If I ask them nicely to do something, they just ignore me. I really don’t know what to do to get them to listen to me.

—Maria

Write a response to Maria’s message. Encourage Maria to keep trying to lead her children with love.

4. You receive the following message:

I think that it’s important to be a loving leader at home and at church. However, when it comes to work, I think it’s different. Managers at work need to be stricter. If they’re not, employees will get lazy. They will take advantage of managers that are too kind. Leading with love is great, but not at work.

—Paul

Write a response to Paul’s message. Do you agree or disagree with his view about leaders at work? Share your opinion and support it with specific reasons.

5. Write three follow-up questions you could ask Paul to find out more about why he feels that managers at work should not lead with love.

Level 3: Describe

PASSAGE 1: BROKEN TOES

Definitions

1. **toe (n):** one of five body parts at the end of your foot (Example: I broke my toe when I kicked the ball.)

Passage

This is a web page about how to recognize and treat broken toes.

BROKEN TOES

What you need to know about your toes

The bones in your toes are quite fragile and can break easily. This can happen if you stub your toes or drop something heavy, like a bowling ball, on them. You have two or three bones in each toe. This is why breaking (also called fracturing) your toes is such a common injury—especially for athletes or people who frequently walk around barefoot.

How to determine if your toe is broken

If you have the following symptoms, your toe may be broken.

- A crooked toe
- An open wound or bone sticking out
- Extreme pain (though this does not necessarily mean the toe is broken)
- Stiffness and swelling
- Bruising or red blood spots

Should you see a doctor?

The short answer to this is “probably.” If you think that your toe is in fact broken, it is probably a good idea to see a doctor immediately so that you can get an X-ray. This is the only way to know for sure if your toe is broken. If you don’t do this, it could lead to permanent complications, such as the toe healing crookedly or even chronic pain or arthritis. However, if you are the type of person that avoids doctors at all costs, there is good news for you. Broken toes generally heal on their own without requiring surgery. It takes anywhere from one to two months, though, and there can be considerable pain during this time. You may even have to invest in some crutches so that you can get on with your daily activities.

Questions

1. Read the passage again. Write a summary of the passage. Your summary should be 5–6 sentences.
2. According to the passage, it may not be necessary to go to a doctor for those who have a broken toe. Do you agree or disagree with this idea? Write at least one paragraph that responds to this question. Make sure to use good reasons and examples to support your opinion.
3. According to the passage, one symptom of a broken toe is extreme pain. Write one paragraph that describes your most painful injury. Make sure to clearly describe what happened and why it was so painful.
4. Read this paragraph from the web page again:

The bones in your toes are quite fragile and can break easily. This can happen if you stub your toes or drop something heavy, like a bowling ball, on them. You have two or three bones in each toe. This is why breaking (also called fracturing) your toes is such a common injury—especially for athletes or people who frequently walk around barefoot.

Use your own words to paraphrase the paragraph. Your paraphrase should be about the same length as the original paragraph.

5. Many people are scared to go to the doctor, even when it is necessary. In your opinion, is going to the doctor a scary experience? Write one paragraph that responds to this question. You should make sure to use good reasons and examples to support your opinion.

PASSAGE 2: PROFESSIONAL SKILLS

Passage

This paragraph presents an opinion about the most important professional skill.

In order to ensure success at work, the development of professional skills is crucial. Although there are numerous professional skills, by far the most important is time management. Simply put, time management is the ability to organize time to maximize effectiveness. In other words, those who manage their time well are able to distribute their time in such a way as to complete as many work-related tasks as possible throughout the day. Indeed, consistent, effective completion of these tasks is highly desired by potential employers.

Questions

1. Do you agree with the author's opinion? In other words, is the most important professional skill time management? Explain your response in one paragraph. Your paragraph should be 5–6 sentences.
2. In your opinion, what is another important professional skill? Write one paragraph responding to this question. Make sure to include good reasons and examples in your response.
3. Write a paragraph about the professional skills you need to get your dream job. Your paragraph should be 5–6 sentences.
4. Using your own words, paraphrase the paragraph about time management. Your paraphrase should be about the same length as the original paragraph.
5. Brainstorm ideas for an essay about the three most important professional skills. Use the ideas from your brainstorm to write the introduction for this essay. You may use some of your previous answers to help you.

PASSAGE 3: WINSTON DOUGLAS

Passage

Jill is writing about Winston Douglas for a church newsletter. Her topic is to write about someone who is a good example of a follower of Jesus Christ. Included below are three paragraphs of her article.

In 1959, Winston learned the true value of obedience while involved in Scouting. On a camping trip, he was almost lost in an avalanche. He was protected from the avalanche. He had obeyed his leader's instructions. Those who didn't listen were injured. This was one of many examples in his life of how obedience provides protection. A true leader and disciple of Jesus Christ is obedient.

The next lesson he learned was when he was 15 years old in 1965. He joined the track team at his local high school. He enjoyed running. He thought he ought to be able to win a few races. He was wrong. He said, "I learned that I couldn't run—at least not like the guys I was running against." He had to take a step back and learn some basics. This experience caused him to learn self-discipline. He later won several races. He had to train long and hard to improve his running style and speed. His self-discipline enabled him to be successful. Self-discipline is another key element that enabled him to be a faithful disciple of Jesus Christ.

Winston also learned the value of sacrifice. He chose to serve a mission in Madagascar from 1969 to 1971. The people he served had little in the way of water and food. He had one experience teaching a woman with four kids. The day he first taught her, she told him about how she had nothing to eat. They had only been drinking boiled water! One child, a newborn baby weighing only 2.2 pounds (1 kg), was barely alive! From helping this woman, he learned that his sacrifice of things, such as putting education on hold, had enabled him to be an instrument in God's hands to bless this woman. His education or other pursuits seemed insignificant compared to this woman's struggles. Sacrificing one's own desires for the good of others is a key component of being a disciple of Jesus Christ.

Questions

1. Winston learned the effect of obeying God. Write a paragraph where you discuss three effects of obeying God that you have seen in your life.
2. Do you think that self-discipline is an important part of following Jesus Christ? Write 1–2 paragraphs explaining your opinion. Be sure to include details and examples.
3. Write a summary of the article. Be sure to include the main ideas and details from each paragraph in your summary.
4. Write an introduction for this article. Be sure to introduce Winston. He's someone who follows Jesus Christ. He regularly serves others.
5. Paraphrase what Winston learned from running in high school. Write a short paragraph.

Level 3: Narrate**PASSAGE 1: HEALTH AND WELLNESS****Questions**

1. Your friend Shannon writes this on her social media page:
I need help! As a busy mother (working during the day, caring for my family at night), I need to be healthier. But I'm SO overwhelmed. I need one or two ideas to start with.
 Respond to Shannon's social media post. Give her one or two ideas to start being healthier.
2. You have an assignment in your fitness class to write a paragraph about the effects of exercise. Write the topic sentence to this paragraph first.
3. Write one paragraph describing the positive effects eating healthy food can have.
4. Read this article about dark chocolate:
Dark Chocolate: A Healthy Food to Give You Energy
 The food we eat is so important. It gives us energy to accomplish things during the day. Recently I was feeling so tired. I didn't have any energy; it didn't matter how many hours I slept at night. I am not kidding—I was barely able to keep my eyes open in meetings. Then, I did some research into foods that give energy, and I found dark chocolate.
 Nearly everyone loves chocolate. However, in order for chocolate to give you energy, it needs to have a high percentage of cacao. This means that the chocolate must be dark. It's a bit of a shame because I like milk chocolate. However, dark chocolate can still be satisfying.
 Dark chocolate can also help concentration. It has small amounts of caffeine. It also contains magnesium to help calm stress. Finally, it stimulates endorphins—which make you feel good!
 Write a summary of the article to a friend. Write at least one paragraph.
5. Write about the last time you exercised. What did you do? Were you alone, or were you with someone? How did you feel? What did you think about while you exercised? Write two paragraphs about your experience.

PASSAGE 2: FORMS OF COMMUNICATION**Passage**

We have more choices today than ever before when it comes to the way we communicate. Countless mediums are available: face-to-face, video call, phone conversation, email, and text message are just a few. There are advantages and disadvantages to each form of communication. When deciding what form of communication will be the most effective, consider the message you want to convey. Also consider what you want to accomplish and the relationship you have with those you are communicating with.

Questions

1. Think of the different forms of communication mentioned in the passage. Which form of communication do you prefer? Why? Your answer should be at least one paragraph.
2. When someone calls you on the telephone, how do you feel? Do you wish the person had tried to contact you through a different medium? Why or why not? Overall, do you prefer phone conversations or another form of communication? Your response should be at least one paragraph.
3. If you are trying to order a pizza, do you prefer to do it over the phone or through a mobile application? What are the advantages and disadvantages to both forms of communication when ordering a pizza?
4. Write an introductory paragraph using the following as your topic sentence:
There are many forms of communication to choose from today.
 Your introductory paragraph should include the topic sentence and 3–5 supporting sentences.
5. Describe an experience you have had communicating with someone via text message. You may consider answering the following questions in your response:
 - What was the topic of your text messages?
 - What was the purpose of your text messages?
 - Were you able to convey the message you wanted to convey?
 - Was a text message an effective form of communication in this situation?
 - Would it have been better to use another form of communication? If so, which?

PASSAGE 3: STRENGTHENING FAMILIES

Passage

This is an adapted part of a talk given in 2007 by Sister Mary N. Cook, who was a leader in The Church of Jesus Christ of Latter-day Saints.

All families need strengthening, from the ideal to the most troubled. That strengthening can come from you. You can be the needed example of good. In fact, in some families you may be the only source of spiritual strength. Example is often the best teacher.

Let me tell you about how my brother's example blessed our family. Many years ago, my brother was serving a mission for The Church of Jesus Christ of Latter-day Saints. At that time, he was the only one in our family who was a member of the Church. In late December, we received a letter from my brother. The outside of the envelope said, "Do not open until you are all together!!"

As my father, mother, and I gathered to open his seven-page typewritten letter, we read his testimony of prayer. He taught us the importance of families. We read about his experiences fasting and praying. He told us about baptism and assured us our family could always be together. He challenged us to pray together as a family.

The new year was an opportunity for our family to make some changes. In the many months that followed, we established family patterns of righteousness. We prayed together, studied the gospel together, paid our tithing, and went to church regularly. Not long after my brother returned from his mission, we were able to go to the temple together and be sealed as a family for time and all eternity.

My brother's example changed our lives for the better.

(Adapted from Mary N. Cook, "Strengthen Home and Family," *Ensign* or *Liahona*, Nov. 2007, 11–13.)

Questions

1. You will write an introductory paragraph about the importance of being a good example. Write the topic sentence for that paragraph.
2. Now write the rest of the introductory paragraph about the importance of being a good example. Include the topic sentence and 3–4 supporting sentences.
3. Sister Cook's brother was a good example. What effect did his example have on their family? Your response should be one paragraph.

4. Think of someone who has been a good example to you. Describe a time when he or she showed a good example. Your response should be at least one paragraph, but it can be more.
5. Summarize how Sister Cook's brother showed his family a good example. Your response should be one paragraph.

Level 3: Negotiate

PASSAGE 1: VISITING NEXT MONTH

Passage

This is an email conversation between two friends.

Email 1:

Dear Esther,

We are so excited to have you and your daughter Ana come and visit us next month! I look forward to meeting her. We will have a great time taking you to see the sites in our state, such as Arches National Park and Zion National Park.

Could you send us your travel itinerary? We want to know when to pick you up from the airport. Also, what are some of your favorite foods? And what time do you usually eat your meals? We want to make it feel like home to you while you are here.

Talk to you soon!

Stacy

Email 2:

Dear Stacy,

Ana and I are very excited to visit Utah too! We appreciate your hospitality in letting us stay with you when we come. I looked online to look at the locations of the national parks we are going to visit. The geography looks fabulous with some unusual rock formations!

Please don't worry about cooking any special foods for us while we are there. We want to taste new foods and experience your customs. I must admit that I am a little afraid I might gain some weight while I am there. In Spain, we usually eat some bread and drink either tea or coffee for breakfast. I like to put some olive oil and some tomato on my bread. Is it true that you eat meat every breakfast with pancakes and eggs? I will have to show great restraint. But it all sounds delicious!

To answer your question, later in the morning we often have something light to eat. Then we have our main meal around 2:00 p.m. We usually have something light to snack on after a few hours. Our evening meal is traditionally light and is served around 8:00 p.m. or 9:00 p.m. You have your main meal around 6:00 p.m. or 7:00 p.m., right? That will be a bit of a change for us, but it will be great!

I am attaching our flight information. We get in at 5:45 p.m. on June 12. It's getting close! And we can't wait for you to come and visit us in Spain next year!

Abrazos para todos,

Esther

Email 3:

Dear Esther,

Thank you for sending your itinerary. It looks like you will be flying for a total of 14 hours. You will be thoroughly exhausted, so I am glad we are giving you the first day to relax from the jet lag.

And don't worry. We only have bacon or sausage for breakfast for special meals at our home. But we do have pancakes once or twice a week. We usually have cereal and fruit or bread, like you. (But our bread is pre-sliced and not freshly made like yours.) I love your positive attitude of wanting to try new foods.

I am sure we will have great adventures both with the new foods and in the national parks!

Hasta pronto!

Stacy

Questions

1. Write a paragraph summarizing Esther's email to Stacy. Your paragraph should include at least 4–5 sentences.
2. Do you agree that people should try new foods when they go to another country? Why or why not? Write 1–2 paragraphs to explain your answer.
3. What should a person do if they visit a home and a food they don't like is served? What should they do if they are served a food or drink that is against the beliefs of their religion?
4. Write 3 advanced questions that you could write to Esther to find out more about her trip. One example has been provided for you.

Example: You have never visited Utah before, right?

Your questions:

- a. _____
- b. _____
- c. _____

5. Sometimes when planning a trip there are personal problems that cause someone to cancel a flight. Some companies will refund your money. Others will let you use the money for a different flight. Some will give you nothing. What could you say in an email to request a refund for a canceled flight? Write a short, formal email to an airline company to ask for your money back.

PASSAGE 2: ATTENDANCE POLICY

Definitions

1. **exception (n):** a situation when a rule does not apply to you (Example: The sign says, "No dogs allowed." But I am blind, and the dog I use to help me see is the exception.)
2. **semester (n):** a specific number of months at a school; usually half of a school year (Example: I had four classes my first semester of college.)
3. **attendance (n):** the record of how often you go to class (Example: My attendance for my biology class was perfect. I didn't miss one class.)

Passage

Email 1:

Dear Dr. Lamb,

My name is Lillian Schoenfeld, and I am in your 9:00 a.m. biology class. I have enjoyed your class very much so far this semester. I know it is hard to notice in a class of 200 students, but I have been gone this past week and was not able to sign the roll. Your course syllabus says, "Students are allowed one unexcused absence during the semester. No exceptions. All other absences will be penalized 5% of the attendance part of the grade."

Although it says no exceptions, I am wondering if I could be an exception. I have never missed class before. The reason for my absences is I have mononucleosis. I have been very sick and weak. I have the doctor's note indicating the sickness. He told me to rest a lot. I will do my best to go to class.

I am at the university on an academic scholarship, and I am hoping to continue getting good grades. I currently have a 94% in your class. But I am afraid that the missing attendance will lower my grade. Could I possibly have my friend record your class for me? Then I could listen to your lectures and take notes.

Please let me know your thoughts about my proposal.

Sincerely,
Lillian

Email 2:

Dear Lillian,

Thank you very much for your well-conceived email. You express yourself very well. I am sorry to hear that you have mono. I had it also as a university student and it is very hard to deal with.

I have the “no exception” policy to eliminate excuses from lazy students, which you are not. Also, you stated that you have a note from your doctor. That means that your absences will be excused, and I will not deduct points from your grade. Your proposal of recording my classes is not unreasonable at all. Please have your friend do that and sign the roll for you. And I will not deduct points from your grade.

All my best,

Dr. Lamb

Questions

1. Dr. Lamb's grading policy includes attendance. Do you agree that attendance should be part of the grade in a university class? Why? Write 2–3 sentences in your answer.
2. If you had to miss several university classes, would you contact the professor? Why or why not? Write 2–3 sentences in your response.
3. A classmate sends you this text:
Hey, I have to miss class today and tomorrow because I have a family emergency. Could you take notes for me? And if that is okay, could we get together sometime next week and go over the notes? Let me know what you think and when would be best. Thanks!
 Respond to his text in 2–3 sentences.
4. Write about a time when you were sick. What happened because you were sick?
5. Dr. Lamb's university biology class had 200 students. What do you believe is the best size for a university class and why? Write 1–2 paragraphs in your response.

PASSAGE 3: CHURCH LEADERSHIP SKILLS**Passage**

Members of The Church of Jesus Christ of Latter-day Saints are often called to leadership positions in the Church. Not only do they need the help of the Holy Ghost to successfully fill these leadership positions, but they also need to develop good leadership skills. The prompts below all relate to leadership skills in the Church.

Questions

1. Do you agree or disagree with the following statement?
The ability to motivate others is the most important skill to have as a Church leader.
 Develop your response with at least two good supporting ideas.
2. Write four complex questions you have about developing leadership skills to fulfill a calling in the Church.
3. Give your best response to your questions about developing leadership skills.
4. In your opinion, what are the two most important leadership skills to develop for a leadership position in the Church? Write two formal paragraphs to respond to this question.
5. Think of the last time you had to lead a group of people. Describe your experience. As part of your description, make sure you include information about the leadership skills you needed to lead those individuals.

Level 4: Ask and Answer Questions

PASSAGE 1: GYM EXERCISE

Definitions

1. **gym (n):** a health club where people go to exercise (Example: I like exercising at the gym because it has nice weight machines).

Questions

1. Would you rather exercise at a gym or at home? Why? Write 1–2 paragraphs explaining your opinion and reasons to support your answer.
2. You start exercising every weekday with a friend. You are going to a gym together. However, after one week of going to this gym, you notice a problem: the gym is far from your home and work. After you go to the gym, you are always late for the next thing on your schedule. Write a message to your friend. Explain the problem, and offer a solution.
3. It is difficult for you to stay motivated to exercise. You have a friend who always exercises every day. He writes this to you:

It's hard to motivate myself to exercise sometimes, yes. But you just have to push through it. Remember what your long-term goals are. And then just "show up." You can't always control whether you feel motivated or not, but you can control whether you exercise anyway.

You want to understand more about how your friend always exercises every day. Ask questions about what your friend wrote to you in order to learn more. Ask 3 questions.

- a. _____
 - b. _____
 - c. _____
4. Think about what a good exercise gym would be like. What would it look like? What would people be like inside the gym? What would the equipment for exercising be like? (Don't write answers to these questions.) Now imagine that you visited a bad gym. You decide to write a letter to the owner of this gym. In your letter, make suggestions about how the gym can be improved. Use an appropriate format and level of formality.
 5. Compare two different types of exercise (for example, running, playing soccer, practicing a martial art, weight training and so on). How are the two types similar? How are they different? Write 2–3 paragraphs to explain.

PASSAGE 2: EMPLOYMENT OPPORTUNITIES

Questions

1. You are looking for a new job. The best place to start is with people you already know. Write an email to a friend and ask if he or she knows of any job openings at his or her work.
2. When someone applies for a job, employers will often ask for a reference. A reference is a person who knows you well and can vouch for your character, skills, and work history. References could include a religious leader like a bishop, a previous supervisor or coworker, or even a long-time friend.
Write an email to a previous supervisor asking him or her if he or she will be a reference for you as you apply for a new job.
3. There is a position open at your friend's work. He already emailed his supervisor and sent her your résumé. She sends this email.

Hi,

Your friend said you would be an excellent fit for our company. We need someone to fill an open position quickly. Can you come in for an interview this Friday at 10:30 a.m.?

Thank you,

Jane Haines

Project Manager

You already found another job. Respond to Ms. Haines's email and explain the situation to her.

4. A company is interested in hiring you. They send you this email.

Hello,

We are pleased to invite you to an interview next Monday at 9:00 a.m. at our main office. Before you come, we would like you to respond to a topic in writing. This gives you time to think about your response and gives us time to cover other things at the in-person interview. Please send your reply to this email before the end of the week.

Thank you,

Rhonda King

Hiring Manager

Pre-interview writing topic: Tell us about a time when you had an obstacle stand in the way of you accomplishing a goal. Describe the situation and how you approached it. Write a response to the email.

5. You are in charge of hiring a new employee. Write three interview questions that will help you get to know more about his or her work experience.

PASSAGE 3: HIGH EXPECTATIONS

Passage

Part of being a good disciple and leader in the Church is accepting correction from the Lord. Elder D. Todd Christofferson discusses this topic in his talk "As Many as I Love, I Rebuke and Chasten." Here is an adapted part of the talk.

Our Heavenly Father is a God of high expectations. His expectations for us are expressed by His Son, Jesus Christ, in these words: "I would that ye should be perfect even as I, or your Father who is in heaven is perfect" (3 Nephi 12:48). He proposes to make us holy to permit us to "abide a celestial glory" (Doctrine and Covenants 88:22) and "dwell in his presence" (Moses 6:57). He knows the requirements. Thus, to make our change possible, He provides His commandments and covenants, the gift of the Holy Ghost, and most important, the atonement and resurrection of His Beloved Son.

We should adopt one particular attitude if we are to meet our Heavenly Father's high expectations. It is this: willingness to accept and even seek correction. Correction is vital to conform our lives "unto a perfect man, [that is,] unto the measure of the stature of the fulness of Christ" (Ephesians 4:13). Paul said of divine correction or chastening, "For whom the Lord loveth he chasteneth" (Hebrews 12:6). It is often difficult to endure. However, we truly ought to rejoice that God considers us worth the time and trouble to correct.

(Adapted from D. Todd Christofferson, "As Many as I Love, I Rebuke and Chasten," *Ensign* or *Liahona*, May 2011, 97–98.)

Questions

1. In your own words, summarize these paragraphs from Elder Christofferson's talk. Your summary should be 3–4 sentences.
2. A fellow member of the Church confides in you about a serious sin he has committed. Write 5–6 sentences about how you would deal with your friend's situation. Feel free to use your knowledge of the gospel and Elder Christofferson's talk to inform your response.
3. According to Elder Christofferson, individuals should both "accept and even seek correction" from God. In your opinion, what does it mean to seek correction from God? Write 1–2 formal paragraphs to respond to this question.

4. Sometimes leaders in the Church have to correct others' behaviors. One day you could be a leader in the Church. Write four questions you have about the proper method for correcting other individuals.
5. Provide your best answers for the questions you just wrote. Make sure to explain your answers in detail.

Level 4: Describe

PASSAGE 1: THE CHEESECAKE FACTORY

Definitions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. attentive (adj): paying close attention to something; taking good care of someone's needs (Example: The students were very attentive while their teacher explained their assignment.) 2. cafeteria (n): a lunchroom or dining hall made for serving large numbers of people (Example: The | <ol style="list-style-type: none"> cafeteria at school was crowded with people at lunchtime.) 3. flavor (n): the taste of something in the mouth (Example: The flavor of my mother's apple pie is the best.) |
|---|---|

Passage

Many restaurants encourage customers to write reviews about their experience. This helps bring in new customers and helps them improve certain aspects of their business. You will see one particular review for a popular American restaurant.

The Cheesecake Factory: An Honest Review

Recently, many of my friends have been raving about a new chain restaurant in town called The Cheesecake Factory. My first thought was, "Why would I want to eat something from a factory?" However, I decided that there is no way everyone could have bad taste. So a friend and I went last Saturday with high expectations.

The first thing I noticed about The Cheesecake Factory was its popularity. There were large crowds outside and inside the restaurant waiting to be seated. When I finally elbowed my way to the front desk, the hostess informed me that the wait would be two hours. My excitement temporarily faded. Thankfully, the restaurant is located outside a large shopping mall, so we had no problem filling up two hours.

Two hours later, when we were seated, the waiter was friendly and attentive as he gave us the menu. I did not know what kind of cuisine to expect, but there are items on the menu from all corners of the world. They have everything from burritos to hamburgers and seafood pasta to chicken curry. The prices are pretty average for a nice chain restaurant, and I have to say it was highly entertaining to read about all of the different dishes. But I realized I would be there for another two and a half hours if I did not make a decision soon! So I went with the hibachi steak and tempura vegetables.

As we waited for our food to come, we tried to chat. But we ended up just looking around the restaurant instead because we had to shout to hear each other. The restaurant is laid out almost like a cafeteria, with high ceilings and tables very close to each other. There is a lot of noise, especially when the restaurant is full. Luckily, once our food came, we didn't care about talking anymore. My hibachi steak was perfectly cooked, with a caramelized crust and a juicy pink center. It was marinated in an Asian-style sweet mix of garlic, ginger, and soy. The tempura was also expertly deep-fried, with crispy golden-brown batter on the outside and tender vegetables on the inside. My friend's French chicken dish was just as carefully prepared and delicious. We also both ended up taking some of our food home after the meal because of the generous portion sizes.

Now, I know you must be wondering, "What about the cheesecake?" It is amazing. The New York-style cheesecake comes in 34 flavors! They have lemon raspberry, caramel chocolate truffle, coconut cream, and many more! I can't wait to go back so that I can try another flavor or two. Overall, the food is some of the best in the area, even though it comes from a factory! You will have to decide whether or not you can battle a crowd and handle loud and close fellow diners. But my advice is to try it at least once. Your taste buds will thank you!

Questions

- Write 1–2 paragraphs summarizing this review in your own words. Include the main points and the author's opinion of The Cheesecake Factory.
- Read the following paragraph from the restaurant review. Write the main idea of this paragraph in your own words.

Two hours later, when we were seated, the waiter was friendly and attentive as he gave us the menu. I did not know what kind of cuisine to expect, but there are items on the menu from all corners of the world. They have everything from burritos to hamburgers and seafood pasta to chicken curry. The prices are pretty average for a nice chain restaurant, and I have to say it was highly entertaining to read about all of the different dishes. But I realized I would be there for another two and half hours if I did not make a decision soon! So I went with the hibachi steak and tempura vegetables.

- Think of your favorite restaurant. What kind of food do they serve? What kind of atmosphere do they have? Why do you love that restaurant?

Write a paragraph comparing your favorite restaurant to The Cheesecake Factory. What are some similarities, and what are some differences?

- Think about your favorite restaurant again. The restaurant owner asked you to write a review for the local paper. Make an outline of your restaurant review. (Your outline may have more main or supporting points. This is just an example to help you get started.)

EXAMPLE OUTLINE

- | | |
|---------------------|---------------------|
| • Introduction: | • Main Point: |
| • Main Point: | • Supporting Point: |
| • Supporting Point: | • Conclusion: |

- Use your outline to write the complete first paragraph of your restaurant review.

PASSAGE 2: DREAM JOB

Questions

Think of a job you want. Think of the skills you have that qualify you for the job.

- Write a letter to a friend describing a job that you want that you are qualified for. In the letter, consider answering the following questions:

• What is the job title?	• What will you be required to do?
• Where is the job?	• What benefits will the job provide?
• When will you be required to work?	• Why do you want the job?
- Write a letter to the person who is hiring for the job you want. Describe the skills you have that qualify you for the job. In the letter consider answering the following questions:

• What skills do you have that are needed for the job?	• When will you be available to work?
• What experiences have you had that qualify you for the job?	• How will you accomplish work requirements?
	• Why do you want the job?
	• Why are you the best person for the job?
- Describe an experience that taught you to be patient.
- Ambition is sometimes considered the most important quality in an employee. Do you agree or disagree? Write 1–2 paragraphs stating and supporting your opinion.
- Think about a job you have had in the past. Think of your dream job. Write 1–3 paragraphs comparing and contrasting your dream job to a job you currently have or have had in the past.

PASSAGE 3: SEE POTENTIAL**Passage**

One characteristic of a good leader is the ability to see potential in others. President Thomas S. Monson discussed this characteristic in his talk “See Others as They May Become.” Here is a paragraph adapted from his talk.

Sometimes letting our brethren know they are needed and valued is important. It can help them take that step into commitment and full activity. This can be true of priesthood holders regardless of age. It is our responsibility to give them opportunities to live according to the commandments. We can help them overcome their shortcomings. We must develop the capacity to see men not only as they are at present. We must see them as they may become when they receive testimonies of the gospel of Christ.

(Adapted from Thomas S. Monson, “See Others as They May Become,” *Ensign* or *Liahona*, Nov. 2012, 69.)

Questions

1. Using your own words, summarize the paragraph from President Monson’s talk. Your summary should be no longer than 1–2 sentences.
2. In your opinion, what are some other benefits of recognizing individuals’ potential? Write 5–6 sentences responding to this question. Make sure to support your response with good reasons and examples.
3. Brainstorm ideas for a formal essay about methods for helping others achieve their potential. Write the introduction for this essay. Make sure to include a clear thesis statement at the end of your introduction.
4. Outline three body paragraphs for your essay. Each paragraph should have enough information for two supporting ideas.
5. Write a formal conclusion for your essay.

Level 4: Narrate**PASSAGE 1: JANICE KINGHORN****Passage**

Following is a story about someone who learned something new in her old age.

As a child, Janice Kinghorn of Columbus, Ohio, was enraptured by what she termed the “sweet, lyrical quality” of her grandmother’s violin melodies. The family budget was always tight, however, and she grew up without musical training. But that hasn’t stopped Ms. Kinghorn. Upon her retirement five years ago, Ms. Kinghorn decided to pursue her childhood dream: she signed up for violin lessons.

“I have never done anything so frustrating, at times, and yet so rewarding,” says Ms. Kinghorn. She is one of a growing number of retirees who are learning the joys of music-making at an older age. The thought that people can only learn to play a musical instrument as a child is finally being defeated, according to Dr. Roy Ernst, an emeritus professor at Eastman School of Music.

Dr. Ernst is the founder of New Horizons, a program specially designed to help adults learn to play music and join musical ensembles. Ernst founded New Horizons recognizing that opportunities for adults to learn to play musical instruments were sparse in upstate New York, where Eastman is located. Now, almost 30 years later, the program has inspired the creation of over 200 similar organizations across the US and Canada.

It’s at one of these organizations that Ms. Kinghorn took her first violin lessons.

“I had to eat humble pie more than once,” Ms. Kinghorn says, speaking of her experience in her first lessons. “If it’s been a while since you took up something new, it might be hard to accept that, frankly, you’re going to sound horrible at first. It takes a lot of patience and perseverance.”

What advice does Ms. Kinghorn have for other adults who might be interested in taking up an instrument? “Do it, and don’t give up,” she says emphatically. “This has been one of the best decisions I’ve ever made. I’ve discovered a new side of myself and made so many new friends through music. Just keep going and join a musical group so that you can laugh and enjoy the good notes as well as the sour notes together. Have fun with it.”

(Adapted from Diane Cole, “The Joy of Learning to Play an Instrument Later in Life,” *Wall Street Journal*, Apr. 23, 2017, <https://www.wsj.com/articles/the-joy-of-learning-to-play-an-instrument-later-in-life-1492999441>; “New Horizons,” Eastman School of Music, <https://www.esm.rochester.edu/community/programs/newhorizons>.)

Questions

1. Summarize Janice Kinghorn’s experience learning to play the violin.
2. Janice says her experience learning to play the violin was frustrating yet rewarding. Describe something in your life that was frustrating yet rewarding. Your response should be between 1–3 paragraphs.
3. In your opinion, how important is it for people to continually develop new skills throughout their entire life? State your opinion and support it with at least three reasons.
4. Write a letter to an elderly person you know well such as a parent, grandparent, or neighbor. Encourage him or her to learn something new.
5. Write a short article for a newspaper encouraging senior citizens to actively engage in learning new skills.

PASSAGE 2: TWIN PEAKS INN

Passage

A case study is a specific situation or event that is studied in detail. Many business classes use case studies to help students better understand principles of business, including ethics. Ethics are the set of moral principles that help people decide how to act. Actions that are ethical are usually honest and good, and actions that are unethical are usually dishonest. However, sometimes it is difficult to decide what is ethical and what is unethical in real-life situations.

Business Ethics Case Study

The Twin Peaks Inn in Fairmont is suffering from a decline in room service sales. Over the past year, customers have elected to order pizza delivery more often than room service. Room service is one of the largest sources of revenue for the inn, so the general manager asks Judy, the food services manager, to work on a plan to increase room service sales.

Judy decides to combat the loss of revenue by installing a pizza oven in the inn’s kitchen and offering pizza on the room service menu for six months. Judy’s efforts meet with modest success, but it is far below her expectations. Questionnaires completed by guests at the inn show a problem with the pizza quality.

Judy works to improve the pizza quality until a blind taste test shows that the inn’s pizza is equal to the two major pizza delivery restaurants in Fairmont. However, guests’ perceptions of the inn’s pizza does not improve because guests do not believe that pizza made at the inn is of the same quality as pizza from a pizza restaurant.

Based on these findings, Judy proposes another solution to the general manager of the inn. She suggests creating a “Mama’s Pizzeria” image for the inn’s room service by:

- Making Mama’s Pizzeria brochures for each guest room. The phone numbers on the brochures would reach a special phone in room service. This phone would be answered, “Mama’s Pizzeria, authentic old-world pizza.”
- Issuing Mama’s Pizzeria hats and jackets to room service staff members, which they would wear while delivering pizza orders to guests. They would use their regular Twin Peaks Inn uniforms to make all other room service deliveries.
- Using special Mama’s Pizzeria boxes for delivering room service pizza to guests.

Questions

1. Summarize the problem with the Twin Peaks Inn room service sales and Judy's first solution.
2. Summarize the final solution Judy proposed to the general manager of the inn.
3. Gus and Andy are students in a business ethics class. They read this case study and write their opinions of Judy's final proposal to increase pizza sales at the inn.

Gus's Response

I think that the general manager should refuse Judy's proposal. This is an example of deceptive marketing, because the inn guests do not know the truth about where their pizza is coming from. Basically, this idea is meant to trick the guests. At the very least, the brochures should tell guests that the pizza is made at the Twin Peaks Inn, because consumers have a right to know where their products are coming from. I think her idea is unethical.

Andy's Response

I think this idea will help improve revenue for the inn. People are easily influenced by their perceptions. Obviously, the pizza made at the inn is high quality. Guests are getting the product they asked for regardless of the name of the restaurant. The guests will get quality pizza, the inn will increase their sales, and no one will be hurt. I think her idea is ethical.

Do you think Judy's proposal is ethical or unethical? Be sure to give reasons to support your opinion.

4. Ethics and integrity are related. Write about a situation in your life when you showed integrity even though it was difficult to do so. Write at least two paragraphs.
5. We all make choices each day, but the right choice is not always clear. Write about a decision you had to make when it was not clear which choice was right or wrong. Use these questions to help you:
 - What was the situation?
 - What choice did you make?
 - Do you think you made the right decision? Why or why not?

PASSAGE 3: BURNOUT

Passage

This paragraph describes burnout.

Burnout is tiredness, frustration, or lack of caring that is a result of continual stress, working too much, or some other sort of intense activity. Many people experience burnout at some point in their lives. One person may feel it, for example, when he goes to college for two years without taking a summer off or having a break. The burnout may become evident by the student feeling tired of school, frustrated at teachers, or no longer caring about class. Another person may feel it after she works at her job eight hours a day, seven days a week for an entire month. She may begin to arrive to work late every day, be annoyed by others, or no longer care about the quality of work she produces. A disciple-leader is able to prevent burnout in himself or herself by balancing his or her duties with personal care. A disciple-leader is also able to recognize stress and overcome it.

Questions

1. Write 2–3 sentences summarizing burnout.
2. Imagine you are going to give a formal presentation on the main causes of burnout and how to overcome it. Create a presentation outline that you could use. Be sure to include main ideas and supporting ideas.
3. Now imagine that your friend asked you the main causes of burnout and how to avoid them. Write 2–3 sentences explaining how your response to your friend would be similar or different from your formal presentation. Then write an example of an email you would send your friend.

4. Write a paragraph answering this question: What is the effect of burnout? Be sure to include a topic sentence.
5. Describe a time when you or somebody you know experienced burnout. What happened to cause the burnout? How did you or the person you know overcome it? Write at least two paragraphs answering these questions.

Level 4: Negotiate

PASSAGE 1: TAKE TIME TO RELAX

Questions

1. Katia recently moved to the US to go to university. She is typically a happy person who enjoys working hard and learning new things. But since she moved, she has been quite stressed. She goes to class, does her homework, eats, and sleeps. She feels like she doesn't have time to do anything else. She doesn't have any friends, and she feels very unhappy. She is thinking about taking more classes next semester so she can graduate more quickly and return to her home country. What do you think Katia should do? Write a paragraph answering this question.
2. In today's busy world, it is important for people to take time to relax. In fact, taking time to relax will actually help people produce better work. Imagine you had to present this information to two different groups of people: your friends and people you work with. How would you present this information differently to these two groups? Write two different emails to each of these groups. In each of these emails, explain the importance of taking time to relax. Also include three relaxation methods that would benefit each group. Be sure these emails are appropriate for each of the groups.

Here are some ideas of ways people can relax:

- | | |
|--|----------------------------------|
| • Take a walk outside. | • Breathe deeply. |
| • Listen to music you enjoy. | • Stretch your muscles. |
| • Read for fun. | • Keep a gratitude journal. |
| • Do something you enjoy but don't do often. | • Eat a healthy snack. |
| • Find a new hobby. | • Meditate and think positively. |

3. Answer these questions. Be sure to write in complete sentences.
 - What hobbies do you have?
 - Which hobby is your favorite?
 - To be clear, does that mean that if you could only do one hobby for the rest of your life, this would be the hobby you would choose?
4. Carlos prefers to relax outside in green parks. However, he currently lives in a city where there are no green parks. He's upset and feels like he can't relax. What advice do you have for Carlos?
5. Think about the last fun thing that you did in your city. Describe your experience. Consider answering these questions: What did you do? Where did you go? Why was it fun?

PASSAGE 2: GRADUATE SCHOOL APPLICATIONS

Passage

Donna is preparing materials for graduate school applications. One of the things she needs to prepare is a letter of intent. This letter will be an important part of her application, so she wants to understand more about what it is. Here is some information she found online about letters of intent.

Graduate schools want to know why you are applying to a specific program. A letter of intent serves not only as an introduction to who you are as a person but as a way of letting the program directors know what you want to study. It's an opportunity for you to talk about some of your qualifications and show why you will fit into your program of choice. It's also a way to discuss some of your important life experiences related to education as well as to your decision to pursue a graduate degree.

Questions

1. What questions do you have about the information in the passage? Write three questions to help you clarify or better understand the information. Here is an example: What is graduate school?
2. Donna started writing her letter of intent by discussing some of her personal experiences:

Serving as a full-time missionary for The Church of Jesus Christ of Latter-day Saints is by far the most meaningful thing I have ever done. It was an incomparably enriching experience to help people change their lives in positive ways each day. In addition to the transformative power of teaching and serving, I also gained unexpected perspective. I spent most of my mission in Rome, Italy, and my time there opened my eyes to a historical richness I had never experienced in my hometown. I was steeped in layers of Christian history. My daily interactions with the locals paired nicely with the throbbing pulse of history. This pairing awakened in me a fascination for the sometimes forgotten people at the core of Christianity.

In so many ways, my mission profoundly changed my life. As a result, coming home from my missionary service and re-entering college and normal young adult life was difficult. Nothing I did seemed important when compared to the life-changing service and broadened perspectives I had so recently experienced. As my graduation from the history department rapidly approached, I realized that my old goal of being an archivist just didn't feel important enough. I began searching for graduate programs that would allow me to pair my love for research with something more meaningful.

What things do you like? Is there anything you think she should change or add? Explain the reasons for your opinions.

Use the information you found about letters of intent to help you.

3. Here is more information about letters of intent:

When considering content, you should actually first consider the program you are applying to. Research the school and your prospective program meticulously. As you research, take note of specific things that spark your interest about the school and your program. It will be important to mention a few of these in your letter. For example, if the university is renowned for cutting-edge research in your field, you could discuss that. You might also consider looking at the research specialties of professors in the department you're interested in. You can then spotlight reasons why your research interests fit with theirs. Selection committees favor students who fit easily into their programs and who will contribute to ongoing research.

Write 1–3 sentences paraphrasing the information above. Be sure to use your own words.

4. Answer the tag questions. Be sure to write in complete sentences.
 - You've served a mission for The Church of Jesus Christ of Latter-day Saints, haven't you?
 - You haven't written a letter of intent for graduate school, right?
5. Right before Donna is going to turn in her graduate school applications, she realizes she can't find her letter of intent. She looks everywhere on her computer, but she can't find it. She didn't print a copy out. She can't find the letter anywhere. She has to turn in her applications in 24 hours. What do you think Donna should do? Write a paragraph answering the question.

PASSAGE 3: EFFECTIVE LEADERSHIP**Passage**

The following is an opinion about one skill that makes a leader effective.

The leader who takes time to listen is an effective leader. When a leader truly listens, he or she fosters a feeling of openness where thoughts, opinions, and experiences can be shared without judgement. Listening to others and receiving counsel are imperative to a leader's ability to make good, well-educated, effective decisions.

Questions

1. Paraphrase the paragraph above about effective leaders and listening.
2. Consider this statement:
Listening to others and receiving counsel are imperative to a leader's ability to make good, well-educated, effective decisions.
Do you agree or disagree with this statement? Write a paragraph stating your opinion and supporting it with clear details.
3. Think of a time when a leader may be more effective by not listening. Describe this scenario and explain why in this instance it would be better for the leader not to listen.
4. Think of an effective leader. Write 5 advanced questions you could ask this leader about the importance of listening.
5. Predict how the effective leader is going to answer your questions. Write answers to the 5 questions you wrote for the previous prompt.

LISTENING PROFICIENCY PRACTICE

Listening actively will help you learn English faster.

Active listening requires effort, but you can do it. Applying what you learn in this section will help you become an active listener.

This section is different from the other proficiency practice sections. In this section, you are taught principles of listening effectively and provided examples on how to apply them. You are not given listening passages or questions to answer. You will choose listening passages from the Gospel Library that interest you.

GUIDING PRINCIPLES

The principles below come from *Preach My Gospel*. Read and think about how you can use each one.

1. Listen carefully to native speakers. Imitate what you hear.
2. When you hear something you do not understand, write it down and find out what it means. Practice using the vocabulary or sentence pattern.
3. When listening, identify vocabulary and patterns that you have recently learned.
4. When you hear a phrase expressed differently from the way you would say it, write it down and practice it.
5. Make a list of things people might say to you during your planned activities. Look up words and phrases related to these responses. Plan and practice ways that you could respond.

(Adapted from “Actively Listen,” *Preach My Gospel: A Guide to Missionary Service* [2019], 136.)

EXAMPLES

Read through the examples below and identify the active-listening principles they apply.

1. **Matías** wants to improve his English listening comprehension skills. In the Gospel Library, he chooses a general conference talk that he wants to listen to. Before beginning, Matías gets out a piece of paper and a pen to write down words and phrases he hears that he does not understand. He also has his dictionary ready.
2. **Angelica** is excited to improve her English listening comprehension. While listening to an audio recording of the scriptures in the Gospel Library, she notices words like “thee,” “thou,” and “thine.” These are new words to her. Angelica writes them down in a notebook and pauses every time she hears one of these words, and she begins to notice patterns.
3. **Claudio** loves to listen to Church music. He wants to understand the lyrics better. Each day he opens new hymns and songs in the Gospel Library. He feels the Spirit when he turns the music on while he is driving his car. He even sings out loud.

Reflection

1. In what ways are Matías, Angelica, and Claudio active listeners?
2. What are some extra things that Matías, Angelica, and Claudio could each do to improve their listening experience even more?
3. What strategies will you use to be an effective active listener today?

TRACKING YOUR LISTENING

Use the table below to track your efforts to actively listen.

[illegible]

SPEAKING PROFICIENCY PRACTICE

With your practice partner, take turns asking and answering the following questions. Similar to the reading and writing sections, questions are organized by level and skill. Even if you and your practice partner are at different levels, you can still benefit from the speaking practice.

When you are done asking questions on a skill, take a few minutes to create your own question and ask your practice partner to answer. Be sure to make it fun and interesting!

LEVEL 1

Level 1: Ask and Answer

1. Do you want to receive answers to prayers? How does service help you with receiving answers to prayers?
2. Do you talk about your future with your family? How can they help you with your plans?

Level 1: Describe

1. What are your plans for education?
2. What do you need for a successful job interview?
3. In what ways can you describe faith?

Level 1: Narrate

1. Is failure important? What can you learn from failure?
2. What do you remember about the day you were confirmed a member of The Church of Jesus Christ of Latter-day Saints?

Level 1: Negotiate

1. What subject in school is the hardest for you? Did you ever ask for help in that subject? If so, was it successful? If not, why not?
2. How is Jesus Christ an example of love?

LEVEL 2

Level 2: Ask and Answer

1. Do you handle money well? Do you make a plan for your money?
2. What do you do to prepare for job interviews? Are you usually nervous?

Level 2: Describe

1. Did you ever solve a problem that seemed impossible? What strategy did you use?
2. God blesses us when we are faithful to Him. Describe the blessings you received because you were faithful to God.

Level 2: Narrate

1. Explain the events in this picture. What do you think these people are doing?
2. What opportunities to serve in your community have you had?

Level 2: Negotiate

1. What fun activities do you and your friends like?
2. What promptings do you receive from the Holy Ghost?



LEVEL 3**Level 3: Ask and Answer**

1. What are some of your favorite family traditions? How have they changed over time?
2. When do you study your scriptures?
3. Have you ever been lost? If so, what did you do? If not, what would you do?

Level 3: Describe

1. What do you know about your relatives?
2. How did you pick your career, or how will you pick your career?
3. What characteristics do leaders usually have? What characteristics do disciples of Christ usually have?

Level 3: Narrate

1. Think about someone who is special to you. Explain what you do for that person.
2. Look at the picture below and describe at least three things that are happening.
3. When was a time that you were protected from danger? What happened?

Level 3: Negotiate

1. What do couples that have a good relationship do?
What do parents do to raise children well?
2. Do you talk to your friends about religion?
Is it important to you to share your beliefs with them?
Why or why not?

**LEVEL 4****Level 4: Ask and Answer**

1. How will learning English through EnglishConnect 3 help you fulfill your educational goals?
2. Have you felt Christ's grace in your life? Have you felt changed by Christ's grace in your life? If so, how? If not, how can you feel this change through His grace?

Level 4: Describe

1. What is your favorite book? Why is it your favorite?
2. In what ways does baptism symbolize being born again? How can baptism help people continue to improve in their lives?

Level 4: Narrate

1. Does your home look like this picture? Why or why not?
2. Think about the repentance process.
How would you explain that to someone else?

Level 4: Negotiate

1. Are long summer breaks good for school kids?
Why or why not?
2. What is the best way to teach something?
How can the Holy Ghost help?



ANSWERS

Personal Language Study

LESSON 1: VISION, GOALS, AND PLANS

Check Your Understanding

Your Journey

1. Your purpose
2. Heavenly Father's plan for you
3. Goals; dreams; potential as a child of God
4. (1) What will you learn from each moment? (2) Will you stay the same? (3) Will you answer God's call to change and grow?

A Vision for Your Life

1. Vision; goals; plans
2. There are many correct answers. The answer should be similar to the following: Goals keep you focused on your vision.
3. There are many correct answers. The answer should be similar to the following: Plans are the way you get to your goals.
4. A goal is an end, while a plan is the way to get there.

Activities

This is the correct order of the 5 sentences: (1) You are on a journey that started before you were born. (2) You came to this life to learn your purpose and fulfill Heavenly Father's plan for you. (3) You cannot see Him, but you know He is there. (4) He has a plan for you. (5) Will you answer God's call to change and grow?

Write

Vision Statement (example):

I am an eternal father. I protect my family. I provide for my family. I preside over my family. I have power in the priesthood. I can bless my family and others.

Goal Statement (example):

These are my goals for the next few years: I will serve a mission for the Church. After my mission, I will get married in the temple. I will learn English. I will begin my studies in Pathway. I will go to the university and study accounting.

Paragraph (example):

I am very committed to learning English. I am going to focus on listening and speaking as my main goals. I want to speak for 30 minutes and listen for 30 or more minutes in English every single day. My other priorities are vocabulary and grammar. I will spend about 10 minutes every day on each. I plan to focus more on reading and writing next semester. I am going to study mostly at my apartment. I live alone at my apartment, so it is a quiet study environment. I will complete my listening and speaking goals during the day with my coworkers at work. I will do my personal vocabulary and grammar study every evening at 7:30 p.m. I will also get conversation practice during my weekly EnglishConnect conversation class. I look forward to growing and learning a lot this semester. I am confident I can achieve my goals and move closer toward my vision for my life.

LESSON 2: BECOMING AN AGENTIVE LEARNER

Check Your Understanding

What Is an Agentive Learner?

There are many correct answers. You should have a sentence that summarizes the key information in the passage and reflects that each person must take responsibility for his or her own learning. The sentence should include words such as "act" or "take action."

The Hand of the Lord

1. Build a ship and cross an ocean
2. Probably not very well prepared (limited experience; felt overwhelmed)
3. God promised to help them and showed Nephi “the manner” after which he should build
4. Help you overcome challenges; hasten your learning
5. Believe in your divine potential; understand God’s vision for your life; act in faith; seek the gifts of the Spirit

Children of God

1. You have divine potential to become like Him; you are the child of an omniscient Father
2. He has blessed you with talents and abilities; He will help you accomplish your righteous desires
3. Yourself (“not dependent on any other person”)
4. Speaking and interpreting languages; ask for and seek this gift
5. Act in faith and turn to Christ

Activities 1 and 2

There are many correct answers. Consider your answer correct if you completed the activity.

Write (example)

I want to be an agentive learner as I study English. I will take action every day to reach my goals. I will involve Heavenly Father in my learning by praying daily for the gift of tongues. I will also pray for help in accomplishing the specific English tasks and activities I’m working on that week. I will use my EnglishConnect manual, the EnglishConnect app on my phone, and My English Practice Plan to help me. I intend to spend 30 minutes minimum learning English every day. Using My English Practice Plan to keep track of how much time I’m spending every day will motivate me. I love charts and schedules, and I know this system will help me monitor my progress. I have several local friends who are also studying English. I intend to have conversations with them to get my speaking practice. My specific plan is to choose one different friend every weeknight. I will call them or meet up with them. We will talk for at least 30 minutes in English. I know that with Heavenly Father’s help and my efforts to be agentive, I can excel in my English learning.

LESSON 3: ME IN 30 SECONDS**Check Your Understanding**

- | | |
|--------------------------------------|---------------------------|
| 1. A quick way to introduce yourself | 3. Lucas Martin |
| 2. A job in youth services | 4. Teacher in a classroom |

Activities

- | | | |
|---------------|----------------|-------------------|
| 1. Experience | 6. Increased | 11. Successful |
| 2. Organize | 7. Outgoing | 12. Attribute |
| 3. Finding | 8. Dedicated | 13. Personalities |
| 4. Variety | 9. Perspective | |
| 5. Fewer | 10. Abilities | |

Write (example)

For the past several years, I have worked in lead qualification, telemarketing, and customer service in the technology industry. People find me to be an upbeat, self-motivated team player with excellent communication skills. My experience includes successfully calling people in director-level positions of technology departments and developing viable leads. I have a track record of maintaining a consistent call and activity volume and consistently achieving the top 10 percent in sales, and I can do the same thing for your company. (Adapted from <https://www.latterdaysaintjobs.org/ers/ct/articles/me-in-30-seconds-statements?lang=eng>.)

LESSON 4: WHY EDUCATION?

Check Your Understanding

Education

There are many correct answers. The answer should be similar to the following:

1. Education helps us serve better in the kingdom of God.
2. Knowledge that we gain in this life continues with us in the life to come.
3. All truth comes from God.

Three Brothers

1. There are many correct answers. The answer should be similar to the following: "The first brother loved school; did well in high school; got money from a university to study; served his church for two years; got a good job; got married; started a family; went back to school and got another degree; moved up in the company where he worked; bought a house; worked hard; and increased his income each year."
2. There are many correct answers. The answer should be similar to the following: "The second brother did not enjoy school; knew school was important; tried hard; did well in high school; got money from a university to study business; served his church for two years; finished his studies; got a good job; got married; started a family; got a second degree and became a manager in his company; bought a house; worked hard; and increased his income each year."
3. There are many correct answers. The answer should be similar to the following: "The third brother did not like school; finished high school; did not do very well in high school; decided not to go to university; served his church for two years; got a local job; made almost as much as his brothers; got married; started a family; continued his same job; did not get any degrees; bought a house; worked hard; had a little increase in income each year but found it very hard to provide for his family; and learned the hard way that he should have gotten an education."
4. There are many correct answers. The answer should be similar to the following: "From this story, we learn that it pays to get an education."

Earnings and Unemployment Rates

1. ↑ education leads to ↑ chances for earnings and employment.
2. Earnings ↑ and unemployment ↓ when you have an education.
3. People with ↓ education have ↓ earnings and ↑ unemployment.
4. People who are educated have ↑ earnings and ↓ unemployment than people who are not educated.
5. True—Workers with a professional degree had the highest weekly earnings.
6. False—The passage does not say "people throughout the world." It says "in the US."
7. True
8. False—The chart does not show data about people who work part-time. It shows data about people who are full-time or salaried.

Activities

EDUCATION LEVEL	WEEKLY \$	YEARLY \$
1. Less than a high school education	\$592	$52 \times \$592 = \$30,784$
2. A high school education	\$746	$52 \times \$746 = \$38,792$
3. A bachelor's degree	\$1,248	$52 \times \$1,248 = \$64,896$
4. A master's degree	\$1,497	$52 \times \$1,497 = \$77,844$
5. Professional degree	\$1,861	$52 \times \$1,861 = \$96,772$
6. Doctoral degree	\$1,883	$52 \times \$1,883 = \$97,916$

How to say the numbers correctly out loud:

1. five hundred ninety-two; thirty thousand seven hundred eighty-four
2. seven hundred forty-six; thirty eight thousand seven hundred ninety-two
3. one thousand two hundred forty-eight; sixty-four thousand eight hundred ninety-six
4. one thousand four hundred ninety-seven; seventy-seven thousand eight hundred forty-four
5. one thousand eight hundred sixty-one; ninety-six thousand seven hundred seventy-two
6. one thousand eight hundred eighty-three; ninety-seven thousand nine hundred sixteen

Write**Three Reasons (example)**

1. I want to get the best possible job that I can.
2. I want to make enough money to comfortably provide for my wife and children.
3. I want to use my education to be a resource for and serve others in the Church.

Essay (example)

I have extensive educational goals. First, I will complete my study of the English language. I plan to speak English at an advanced level and achieve high scores on the TOEFL and ACT. Then I hope to get a bachelor's degree in biology. My wish after that is to pursue a master's degree in biomedical science. My rationale for these goals is that I am passionate about medicine, health, and the human body. I want to develop health care interventions and technology. I know I can have a rewarding career and provide for my family. In order to accomplish my goals, I must continue my English studies now. In one year, I will apply to BYU's biological sciences undergraduate program. I hope that within the next eight years, I will have earned my bachelor's and master's degrees and be starting my career in the field.

LESSON 5: HIRE A NEW EMPLOYEE**Check Your Understanding**

1. Some people answer interview questions well but they are not very good employees. Some people do not answer interview questions well but they would be good employees.
2. (1) Be very clear about what you want the person to do in the job. (2) Think of ways the job applicant can demonstrate his or her skills.
3. There are many correct answers. You should summarize two or more of the following strategies discussed in the article: (1) give the candidate a problem to solve; (2) give the candidate a project to complete; (3) take the candidate out of the interview zone; (4) ask the candidate to share something he or she is passionate about; (5) get feedback from other people the candidate met.
4. There are many correct answers. You should summarize in your own words any of the following information from the article: "Think of ways other people at the company can interact with job applicants. Ask someone to take the applicant on a tour of the office. Ask the secretary or receptionist about their interaction with the applicant. Discover how the candidate treated other people at the company."

Activities

There are many correct answers. Consider your answer correct if you completed the activity.

Write**Description (example)**

I will describe my coworker. We work at the same office. Her name is Maria. She is very tall and thin. She has long, dark hair. She wears glasses. She has a captivating personality. When you meet her, you want to talk to her for a long time. She is energetic and lively. She is very ambitious. She makes people feel happy and included in any conversation. She is extremely smart and a capable employee at our office. She can type quickly and is good at multitasking. She is courteous when she answers the phone, and she organizes appointments efficiently.

Comparison (example)

(Two examples of possible sentences)

- Maria is more energetic than Leo.
- Leo is smarter than Lucas.

LESSON 6: SUPPORT AN OPINION

Check Your Understanding

- Spanking
- (1) Our parents spanked us, and we turned out OK; (2) spanking works quickest and best.
- Disagree
- Time-out
- (1) Children have a very difficult time controlling their emotions; (2) time-out gives them time to calm down and think about why their behavior was inappropriate; (3) time-out definitely improves behavior in our home.
- Love-and-logic
- Never
- (1) There is very little frustration for the parents; (2) there is less yelling and anger for parents; (3) this method teaches children responsibility and good behavior. Examples: (1) Three-year-old was using inappropriate behavior at dinner, so he could choose to eat dinner with good manners or go to his room with no food. In the end, he made a good choice. (2) No one gets upset, and we are able to enjoy our meals again.

Activities

Activity 1

There are many correct answers. Consider your answer correct if you completed the activity.

Activity 2

- In my opinion, Alma 32 is one of the most powerful scriptures on developing faith.
- (Choose three sentences from the following.) It says that a desire to believe leads to faith. It gives us a step-by-step formula for confirming our faith. In it, we are told that we must have patience and diligence. It ends with a promise: if we persist in our efforts, we can have faith unto eternal life.
- This scripture is one of the best on how to develop our faith.

Write (example)

In my opinion, video games are good for families. First, video games provide an opportunity for siblings and parents to connect and spend time together. Playing a video game together is an easy way to relax and improve your relationship with someone. Second, video games foster healthy competition. It is important for children and teenagers in today's world to not be "sore losers." Video games teach that sometimes you win and sometimes you lose. You can try again and learn from your mistakes. Third, many video games teach knowledge or skills that are useful in the real world. For example, some video games teach about driving a car or following traffic laws. Some video games present the natural consequences of driving recklessly. Families everywhere should enjoy the positive benefits of video games in their homes by choosing appropriate games and setting time limits on their use.

LESSON 7: SHARE EXPERIENCES

Check Your Understanding

My Most Embarrassing Moment

- | | |
|----------------------------|---------------------|
| 1. She wore a dress | 3. A man walking by |
| 2. Staring at me; laughing | |

My First Day at Work

- | | |
|--|---------------|
| 1. It was out of gas; the engine stopped | 3. The keys |
| 2. His sister-in-law's car | 4. A stranger |

My Scariest Experience

- | | |
|------------|---------------------------------|
| 1. October | 3. False (one of Sheila's legs) |
| 2. True | 4. No |

5. This is the correct order of the sentences:
 - a. 5—The doctor told Sheila she had a broken ankle and needed stitches.
 - b. 4—Sheila didn't call an ambulance.
 - c. 1—Someone called the university police.
 - d. 2—The university police didn't come.
 - e. 3—Another student took Sheila to the student health center.

Activities 1 and 2

There are many correct answers. Consider your answer correct if you completed the activity.

Write (example)

I had a very memorable experience in the year 1998. I had left home and was away from my parents. I was living in a new apartment in a new city. I had just gotten my first real job. I often felt very lonely. I didn't have any friends in my new city yet, and I deeply missed my family. I wasn't a member of the Church yet, so I didn't meet any friends at church. After about two weeks of feeling this loneliness, I found a puppy alone on the street near my apartment. I picked him up. We had an instant connection. I knew he was happy to have my company. I could tell he was lonely. I wondered if he had an owner. I went to my local animal shelter and inquired about the puppy. I explained the situation and described the location where I had found him. The animal shelter said the puppy had to stay there for five days. If no one claimed him for five days, he would be mine. I waited with anticipation for five days. After five days, I returned to the animal shelter. No one had claimed him! He was mine! I felt such joy. From that moment, my life changed. I eventually loved my new city and made many friends, but that puppy helped me get through my very lonely first weeks and months.

LESSON 8: REFLECT

Check Your Understanding

1. There are many correct answers. The answer should be similar to the following: "Remembering experiences can help us see the hand of the Lord in our lives."
2. When we reflect, we (1) think about the blessings we have, (2) think about how we are growing and changing, and (3) compare ourselves and what we know with how we were before.
3. President Eyring was able to see evidence of what God had done that he had not recognized during the busy moments of his day.
4. Advice given in the last paragraph: (1) Think about your own life. (2) Recognize things God does. (3) Remember God. (4) Give God thanks for the blessings you receive.

Activities

These are the eight questions from the reading passage:

1. How are you different today than you were when you started EnglishConnect?
2. What can you do today that you couldn't do before?
3. How is Heavenly Father helping you?
4. Are you more confident than you were before?
5. Are you closer to your vision than you were before?
6. Are you closer to reaching your goals?
7. Are you completing the activities that will help you finish your study plan?
8. What is God doing in your life?

Write (example)

Today, I am very different than I was when I started EnglishConnect. The main difference is my confidence level. When I first began this program, I did not feel confident. I did not have a clear direction in my life. I was worried that I could never achieve my goals of getting an education or speaking English fluently. Today, I am confident. I feel empowered.

I am self-directed in achieving my goals and I have concrete plans for continuing my English study and getting a four-year degree. My vision for my life when I started this program was to speak English and work in the tech industry. I wanted to achieve that vision, but I didn't know how it was possible or how to get there. Now I know that as I work diligently every day on my small goals, I will reach my big goals in the end. It is a daily process and requires one small achievement at a time to move forward. I am grateful for the new confidence that I feel. I am excited to look back on my life someday and see how EnglishConnect helped me achieve the vision I have for myself.

LESSON 9: DESCRIBE YOUR JOB

Check Your Understanding

Sarah's Job

1. First National Bank
2. By completing account transactions, receiving deposits and loan payments, cashing checks, issuing savings withdrawals, and recording night and mail deposits
3. Refer customers to other bank services as necessary
4. By keeping information confidential

George's Job

1. Automobile salesperson
2. Understand many different kinds of automobiles
3. By greeting drop-ins, meeting prospective customers at community activities, and maintaining relationships with previous customers
4. By understanding buyers' requirements and interests

Activities

I want to (1) describe my job as a bank (2) teller at the First National Bank. I have been working there for two years, and I love my job. I serve (3) customers by completing (4) account transactions. I receive (5) deposits and loan (6) payments. I (7) cash checks, issue savings (8) withdrawals, and record night and mail deposits. I answer (9) questions in person or on the telephone and refer customers to other bank (10) services as necessary. I sell cashier's (11) checks, traveler's checks and bonds. I maintain customer (12) confidence and protect (13) bank operations by keeping information (14) confidential. I report regularly to my supervisor on (15) problems and accomplishments in my job. Overall, my job requires people (16) skills and a lot of attention to details.

Write (example)

I want to be an athletic trainer. I hope to work at a physical therapy practice. I need to learn about sports, sports medicine, the human body, injuries, and healing. I need at least a bachelor's degree in athletic training or sports medicine, plus one to two years of clinical experience. I need to be prepared to work in a fast-paced, high-energy environment. I need to develop the ability to work with clients ranging from children with broken bones to elderly clients recovering from surgery. I must know how to evaluate and document the injuries of my clients when they arrive at the physical therapy practice. I must be able to develop a care plan for my clients. I want my clients to feel motivated, secure, and confident. I want to ascertain my clients' goals and help them create plans for achieving them. I will need to monitor my clients during treatment and teach them exercises to perform at home. Two more specific requirements for my dream job are that I must be certified in CPR and first aid, and I must be a member of the National Athletic Trainers' Association. (Adapted from: <https://www.indeed.com/hire/job-description/athletic-trainer?hl=en&co=US>.)

LESSON 10: USING LEARNING STRATEGIES

Check Your Understanding

Learning How to Learn

There are many correct answers. You should use your own words to summarize the three paragraphs about each topic. You should express the important ideas from the passage, but do not copy directly from the passage.

Dartmouth College's "Steps for Academic Success"

EXPOSURE	REVIEW	PRACTICE
Read the text before class.	Make flash cards with important points.	Go over the information consistently, every single day.
If you only do this, you will forget quickly.	This only takes about one hour every week.	Study with a small group.
Listen to the lesson during class.	Read your notes from class again.	This leads to retaining information long-term.
The first step in learning.	This leads to a "greater understanding."	Say information out loud.

Activities**Activity 1**

1. We have a stewardship to learn while we are here on earth.
2. It is crucial/essential to make learning a habit throughout our mortal lives.
3. We should demonstrate our appreciation for the unique capacity God has given us to "[increase] in wisdom" (Luke 2:52) and knowledge.
4. When we are deliberate in our efforts to learn, subsequent efforts will come more easily and more naturally.
5. Irregularly studying means that we will retain less information long-term.
6. Rigorously reviewing and practicing is crucial/essential for remembering information long-term.
7. We possess minds that are capable of higher-level thinking, and we have the God-given privilege of being able to analyze and process complex information.

Activity 2

There are many correct answers. Consider your answer correct if you completed the activity.

Write (example)

I will describe a strategy I use every time I read something. I use this strategy when I begin a new book or a new article. I call this strategy "Preview." "Preview" means I look at the text before I read it. I follow several steps in order to do this. First, I look at the title. I think about what the title means. I ask myself how the title relates to me. Next, I look to see if there are any headings. The headings create an outline in my mind of what I'm about to read. They help me understand what the book or article may be about. I make predictions of what the reading will be about. Usually, I write those predictions down. Then I look at the last sentence or the last paragraph and preview the conclusion. The conclusion helps me clearly understand what direction the book or article is headed. Finally, I read the text. After I read, I look back at the predictions I wrote down. I ask myself if the predictions were correct. This strategy has enhanced my comprehension and long-term retention of information in a text. I have noticed improvements in my reading, and my mind feels more prepared to read in English. I have used it for several years. It has become a habit for me. I encourage everyone I meet to use it. When I preview, I am not precise, but I am focusing on big ideas. Previewing takes me a few minutes, but it is a worthwhile investment of time that significantly enhances my learning.

LESSON 11: TIME MANAGEMENT**Check Your Understanding**

1. Each of us has a fourfold responsibility. First, we have a responsibility to our families. Second, we have a responsibility to our employers. Third, we have a responsibility to the Lord's work. Fourth, we have a responsibility to ourselves.
2. A (Refer to the second paragraph.)
3. D (A is about yourself; B and C are about family.)
4. B (A is false; your employer expects results from you. C is false; recreation is important. D is false; we will take our family relationships with us into the life beyond.)

Activities 1 and 2

There are many correct answers. Consider your answer correct if you completed the activity.

Write (example)

On weekdays, my routine looks different each day. However, one thing is always the same: immediately after I wake up, I read my scriptures. I have found that if I procrastinate this essential habit, it doesn't happen. Next, I take a shower. After that, I usually eat breakfast. The time I start work that day determines the rest of my routine. Some days I work in the morning, and other days I work in the evening. However, it is always imperative that I be at work on time, so I have to organize my day around what time the bus leaves. I usually work a six- or eight-hour shift, so I try to optimize the time I'm at home. I try to have the discipline to exercise and make sure to not neglect my church responsibilities. I prioritize talking to my parents a few times every week, because they live in a different country, so I call them when I'm not at work. I have found that my day is most efficient when I decide what is an obligation and what is not. For example, I have decided that spending time on social media is not imperative, but eating healthy meals is. Labeling which things are imperative for me and which things are not has truly helped me be sure I am spending my time wisely each day.

LESSON 12: THINKING ERRORS**Check Your Understanding**

1. There are many correct answers.
2. 1. Victimization = E 6. Justification = H
2. Pride = G 7. Scarcity mentality = C
3. Entitlement = A 8. People pleasing = D
4. Powerlessness = J 9. Minimize/catastrophize = B
5. Giving up = I 10. Deceit = F

Activities**Activity 1**

There are many correct answers. Here are possible answers:

1. Victimization; pride; catastrophize
2. She could miss the opportunity to become friends and work better with her coworkers.
3. Julia could be kind to her coworkers and find ways to work with them.

Activity 2

There are many correct answers. Consider your answer correct if you completed the activity.

Write**Paragraph 1 (example)**

There are a variety of thinking errors that interfere with people's ability to judge situations clearly. How people perceive the world can be significantly affected by these errors. Although each thinking error is common, I believe that the most prevalent among my generation is entitlement. Entitlement is when a person thinks he or she deserves anything and everything, regardless of personal effort, skill, or ability. Entitlement seems to be linked to maturity—I have noticed that it more commonly affects the young people in my generation than those who are older and wiser. For example, many interns in today's workplace expect a full-time position immediately upon completion of their internship. If they are not offered a position, they act as if it is a gross injustice and take it personally. Their view of reality is distorted. They feel entitled to a full-time position, even if they are not the best candidate for the job. Entitlement is dangerous because it causes young people to think that they deserve more than they have truly earned. Thus, they constantly feel that life is cheating them and that they are being treated unfairly. In conclusion, entitlement is a significant problem, and individuals should try to resolve this thinking error in their lives.

Paragraph 2 (example)

In my own life, I have learned that I struggle with the thinking error of justification. This thinking error has harmed me in various aspects of my life. One of the most recent examples was my goal to lose weight. I followed a diet, but I found the diet to be ineffective. One day, I realized that I was justifying the food I ate and not strictly following my diet. At night, I would tell myself, “You ate so many healthy foods today. You deserve a little bit of cake.” Consequently, my intention to lose weight was never fulfilled because I wasn’t being honest with myself. One strategy I have used to overcome this thinking error is to tell my family and friends about my goals. When I told people around me about my goal to lose weight, they encouraged me. They helped me judge situations accurately and not justify my behavior. I recommend that others who frequently justify their actions consider being open with their family and friends. Tell them what you are struggling with so that they can help you.

LESSON 13: OVERCOMING THINKING ERRORS

Check Your Understanding**Part 1**

- | | |
|------------------------------------|--|
| 1. Doubters: D; F; H | 3. Students Going It Alone: G; B; K; J |
| 2. Students with Misplaced Zeal: E | 4. Basic Survivors: A; I; C |

Part 2

- | | |
|------------------------------------|-------------------------------|
| 1. Doubters: C | 3. Students Going It Alone: D |
| 2. Students with Misplaced Zeal: A | 4. Basic Survivors: B |

Activities

There are many correct answers. Here are possible answers:

- | | |
|--|---|
| 1. The Doubter: Powerlessness/Giving up | 3. The Student Going It Alone: Minimize/Deceit |
| 2. The Student with Misplaced Zeal: Deceit/Pride | 4. The Basic Survivor: Scarcity mentality/Giving up |

Write**Sentences (example)**

1. The student who is going it alone studies adequately but should probably study more.
2. Basic survivors attribute their inability to pursue an education to how busy they are.
3. It may be a good idea for students with misplaced zeal to contemplate how formal education could bless their lives.
4. The doubter’s negative thoughts and lack of confidence corrupt his or her perception of how capable he or she actually is.
5. Basic survivors should remove some commitments from their life to enable the pursuit of a formal education.
6. Students with misplaced zeal should generate a list of ideas about how a formal education would bless all areas of their lives.
7. Doubters have an inclination to think they cannot do something well.
8. The negative thoughts that fill doubters’ minds paralyze their ability to excel.
9. Basic survivors may be reasonably able to pursue an education but convince themselves that they are too busy.
10. The student who is going it alone may suffer severe consequences from lack of commitment and direction.

Email (example)

Hi Doubter,

I met you in a class last week. I wanted to reach out and send you this email because I noticed that you don’t think very highly of yourself. I want you to know that you are capable of much more than you think you are. You are great, and you have the potential to be even greater. God can help you achieve your goals. Your abilities and skills surpass how you perceive yourself.

I believe that you are committing two thinking errors: powerlessness and giving up. Powerlessness means that you think you can't do anything and you shouldn't even try to. Giving up means that you messed up or made a mistake one time, so you don't try now. Both of these thoughts are dangerous to you because they are impacting your ability to excel in your education and reach your potential in life. They are called thinking errors because they are indeed errors; they are false. Satan wants you to believe you are incapable and shouldn't try, but that's a lie.

I recommend that you study the words of God and understand how He feels about you. He knows that you are His child, with unlimited and unending potential. He blessed you with gifts, talents, skills, and abilities. Discover those in yourself. Find out what you are good at. What are you passionate about? Pursue those topics. Gain knowledge about them. You will be blessed by God, and you will feel more confident.

Sincerely,
Your Friend

Reading Proficiency Practice

LEVEL 1

Level 1: Ask and Answer Questions

Passage 1: Random Acts of Kindness

- | | | |
|------------|------|------|
| 1. B | 3. B | 5. D |
| 2. C and D | 4. A | |

Passage 2: Culture Shock

- | | | |
|------|------|--|
| 1. B | 3. A | 5. B. The statement is false; losing weight is not listed as a symptom of culture shock. |
| 2. C | 4. D | |

Passage 3: Florida University

- | | |
|---|---|
| 1. B and D. These require a "yes" or "no" response; the other questions require specific information. | 3. B ("How many" requires a number for the answer.) |
| 2. A | 4. A |
| | 5. A |

Level 1: Describe

Passage 1: Wear a Helmet

- | | |
|---|------|
| 1. C. The main purpose is to give people information about the importance of wearing a helmet while riding a bicycle. | 3. A |
| | 4. B |
| 2. C | 5. A |

Passage 2: Whale Facts

- | | |
|--|--|
| 1. B | 4. A, yes; B, yes; C, no; D, yes |
| 2. C | 5. D. Gray whales are the only whales that like to eat both meat and plants. |
| 3. Blue whales = D; Gray whales = C; Fin whales = B; Humpback whales = A | |

Passage 3: Being a Leader

- | | | |
|------|------|------|
| 1. A | 3. B | 5. C |
| 2. B | 4. A | |

Level 1: Narrate**Passage 1: Career Exploration Project**

- | | | |
|------|----------------|------------|
| 1. B | 3. B, C, and F | 5. A and D |
| 2. C | 4. B | |

Passage 2: Jeremiah's Turning Point

- | | | |
|------|------|------|
| 1. B | 3. A | 5. C |
| 2. C | 4. B | |

Passage 3: Business Trip in France

- | | | |
|------------|------------|------------|
| 1. C | 3. C | 5. A. True |
| 2. B and D | 4. A and D | |

Level 1: Negotiate**Passage 1: Gospel Leadership**

- | | | |
|--------------------|------|---|
| 1. B. See Email 1. | 3. C | 5. A. Carlton must be a good leader or they wouldn't ask him to speak on the topic. |
| 2. C. See Email 4. | 4. C | |

Passage 2: Friday Night Plans

- | | | |
|------|------|------|
| 1. A | 3. A | 5. B |
| 2. D | 4. B | |

Passage 3: Leadership Management Course

- | | | |
|------------|------|------|
| 1. B | 3. D | 5. A |
| 2. B and C | 4. B | |

LEVEL 2**Level 2: Ask and Answer Questions****Passage 1: Taking Classes Online**

- | | | |
|------|------------|------------|
| 1. C | 3. B | 5. B and C |
| 2. D | 4. A and C | |

Passage 2: Disruptive Classmate

- | | | |
|------------|------|------|
| 1. B and D | 3. D | 5. C |
| 2. A and B | 4. C | |

Passage 3: Employee Qualities

- | | | |
|------|------|------------|
| 1. A | 3. B | 5. A and B |
| 2. D | 4. A | |

Level 2: Describe**Passage 1: Ice Cream Museum**

- | | | |
|------|------|------|
| 1. D | 3. B | 5. D |
| 2. B | 4. C | |

Passage 2: The Perfect Leader

- | | | |
|------------------------|------------------------|------------|
| 1. D | 3. D. See paragraph 2. | 5. A and C |
| 2. D. See paragraph 5. | 4. A. See paragraph 6. | |

Passage 3: Humans and Pets

- | | | |
|------|------------|-------------------------------|
| 1. D | 3. B and D | 5. C. See the last paragraph. |
| 2. A | 4. C | |

Level 2: Narrate**Passage 1: Study Groups**

- | | | |
|------------|---|------------|
| 1. C | 3. C. This sentence is an opinion because it is not a fact that study groups always improve student life. | 4. B and D |
| 2. B and C | | 5. D |

Passage 2: Ezra Taft Benson

- | | | |
|------|------|--|
| 1. D | 3. B | 5. B. Directing means to manage or to be in charge of something. |
| 2. A | 4. B | |

Passage 3: Professional Networking

- | | | |
|------|------------|------|
| 1. D | 3. B and C | 5. C |
| 2. C | 4. B | |

Level 2: Negotiate**Passage 1: Biology Major**

- | | | |
|------|------------|------|
| 1. B | 3. D | 5. C |
| 2. B | 4. C and D | |

Passage 2: Leadership through Service

- | | | |
|------------|------|------|
| 1. C | 3. B | 5. B |
| 2. B and C | 4. B | |

Passage 3: Market Research

- | | | |
|------|------------|------|
| 1. C | 3. D | 5. A |
| 2. B | 4. A and C | |

LEVEL 3**Level 3: Ask and Answer Questions****Passage 1: Health and Fitness Blogger**

1. B. The author writes that you should always begin by icing and that you should wait to use heat until later in the healing process.
2. A. This is the only sentence of the four that matches the tone of the blog post.
3. A and B. Hal has already written about C in this post, and D does not fit with his blog's health and fitness theme.
4. C. Someone on a diet would be most interested in the content of a health and fitness blog.
5. A. Hal states the purpose in the introductory paragraph when he says he will be answering some of his readers' health questions.

Passage 2: National River Bank

1. C. Neither Steve Stark nor Denise Johnson answered this question in their emails.
2. B and D. Both of these questions were answered by Denise in her emails to Alyona.
3. D. In her email, Denise states that children can submit physical artwork or a media recording, which would include audio recordings.
4. A. Give.
5. B. Denise Johnson provides the bank's website in her second email, and explains to Alyona that people can go there to find more information about the art competition.

Passage 3: Reverend and Bishop

1. A and B. The reverend's email contained questions asking how the bishop motivates his congregation to serve one another and how he can tell if people are receiving the help they need.
2. C. Bishop Hansen focuses on ward council, encouraging the reverend to use a similar model with his congregation.
3. B. In his concluding sentence, Bishop Hansen states that he thinks holding a council will reduce his stress.
4. C. Bishop Hansen does not mention any specific teachings he uses to motivate the members in his congregation.
5. C. It is apparent that both men care deeply about their congregants and desire to meet their needs.

Level 3: Describe**Passage 1: Meditation**

1. B. The passage explains that focused attention meditation is a good fit for beginners because it is helpful when learning how to meditate to have something to focus on.
2. A and C. The passage mentions focusing on an object (a flame) as well as a mantra (word or phrase).
3. D. The passage explains that meditation can be confusing at first because there are many types.
4. B. Tone reflects the author's position or attitude. The tone of this article is positive and provides support for why meditation is useful. B is the correct answer, because the negative statement does not fit with the positive tone of the rest of the article.
5. C. The word *wanders* at the beginning of the sentence means "moves away from," giving a clue that *distraction* means something similar in the context of focusing one's mind on a single thought.

Passage 2: Wildlife Conservation

1. B. The purpose of the article is to educate readers about wildlife conservation and to convince them to help conservation efforts.
2. A and C. The article explains that as the human population grows, more wildlife habitat is destroyed (A). The article also talks about poaching and its effect on endangered species (C).
3. B. The phrase "I think" in the second sentence tells us that it is the author's opinion.
4. B. The author is encouraging people all over the world to join in conservation efforts, not just one group of people.
5. C. The article explains that as human populations grow and developments increase, habitats are destroyed and animals suffer.

Passage 3: Effective Leaders

1. A. *Objective* means to be neutral or unbiased. The author provides information in support of delegation, but the author also recognizes that other forms of leadership may be necessary at times.
2. D. The article provides information to explain why delegation is an important leadership skill and provides examples of how it is helpful for both leaders and employees.
3. C. The two leaders differed in how they managed and talked to their employees.
4. B. This can be inferred because it is what Stephen Jones does as a leader; he tells all of his employees what to do.
5. B and C. The article explains that Kalisha Wilson's approach allows for employees to use their talents and also gives them the opportunity to decline the responsibility.

Level 3: Narrate**Passage 1: The Mirror House**

1. A. These are all positive attributes about herself that Andrea provides as evidence that she is a good person to live with.
2. C. The advertisement mentions that clean houses always have a happier spirit.
3. A. The shared room is \$450, which is less than the single room at \$500.
4. D. Although the other answers are mentioned in Jackie's response, they are minor details. Her main purpose in sending the response is to schedule a time for Andrea to come see the house.
5. C. The other answers are all facts about the house, but C is an opinion and does not express an established fact about the house.

Passage 2: Means of Communication

1. C and D. The author presents both the advantages and disadvantages for each option and encourages the reader to decide which to use.
2. B. It is stated that video calls are a good way to express emotion, while the article states that emails are often emotionless.
3. D. The article states that instant messages are quick and that the recipient can respond more quickly than with other methods of communication.
4. B. The second sentence explains what a video call actually allows the user to do, while the first and third sentences express the author's opinion about the advantages and disadvantages of video calls.
5. B. When discussing video calls, the author mentions that one of the major ways emotion is expressed is through facial cues (expressions). When two people are talking face-to-face, these facial cues are even clearer than when talking on a video.

Passage 3: No Greater Joy

1. B. Elder Nattress says that he had a surplus of energy and was too active.
2. D. Their actions did not change their mother's actions. She continued to read to the boys every morning, even if they didn't listen.
3. A and B. President Romney spoke about the Book of Mormon as a blessing, and Elder Nattress's mother received revelation that the Book of Mormon would save her children.
4. C.
5. B and D. Elder Nattress said that his mother's words helped him understand that he was a son of God and that no matter the circumstances, he was always worth being loved and saved.

Level 3: Negotiate**Passage 1: Visiting Utah**

1. B. In this email conversation, Esther and Stacy are discussing some of the details of Esther's upcoming trip, including flight information, plans for where they will go, and ideas for what kind of food to have.
2. A, B, and C. Stacy asks Esther many things about her upcoming trip and her Spanish customs related to food, but she does not ask about foods that Esther and her daughter can't eat.
3. A and B. We know Esther is worried about the amount of meat Stacy and her family might eat, because she asks if it is true that they eat meat with every meal. We know she thinks the food will be delicious, because she mentions that she will have to exercise restraint, implying that she will want to eat a lot of the food.
4. C and D. The use of an exclamation point (!) after the sentence where she talks about Utah's geography and natural rock formations indicates that Esther is very excited for this part of their trip. Because the two women do not introduce themselves and it seems that they already know a lot about each other, we can assume that Stacy and Esther have met before.

5. B. Esther mentions at the end of her email that her flight will “get in” at 5:45 p.m. *Get in* is a phrasal verb, which in the context of transportation means “to arrive.” Another example could be “Our train will get in at 11:30 tomorrow.”

Passage 2: Anna’s Antiques

- 1. C and D. Anna explains that the inventory is done each year to identify what is in the store and what is in storage.
- 2. B, C, and D. Anna says she will be providing three meals, that the employees will be paid, and that they will enjoy the company of their coworkers.
- 3. B and C. An opinion expresses personal thoughts and feelings. The other two options are facts.
- 4. A. *Merchandise* describes products that are sold in stores.
- 5. C. This is the most professional response, which conveys the disappointment of losing Ricardo while also understanding the need for his move.

Passage 3: Primary Presidency

- 1. C. The presidency wants the Primary teachers to be able to attend the Teaching in the Savior's Way teacher training on the fourth Sunday.
- 2. C. Natalie is most likely the president, since she makes the assignments for the other members in her email.
- 3. B. False. We can assume Nicole disagrees, because she suggests that they get help from other ward members.
- 4. D. The presidencies plan involves all of the choices.
- 5. C. In the context, a large group of children would likely become loud, which is why Nicole suggests getting more help.

LEVEL 4

Level 4: Ask and Answer Questions

Passage 1: Artificial Intelligence

- | | | |
|------------|------|------|
| 1. B | 3. C | 5. B |
| 2. A and D | 4. B | |

Passage 2: Christlike Leadership

- | | | |
|--|--|------|
| 1. A. To be “right with God” means to have repented and includes the things that are mentioned | in the other sentences. It is the main topic of the paragraph. | 3. C |
| | 2. B and C | 4. B |
| | | 5. B |

Passage 3: Body Language

- | | | |
|---|----------------|------|
| 1. B. See the last sentence of the first paragraph. | 2. A, B, and C | 4. B |
| | 3. D | 5. B |

Level 4: Describe

Passage 1: Grad School

- | | | |
|------|----------------|------|
| 1. B | 3. B, C, and D | 5. C |
| 2. D | 4. B | |

Passage 2: An Example and a Light

- | | | |
|------------|------------|--|
| 1. C | 3. C and D | 5. C and D. These sentences have a more casual and fun tone than A and B. These fit the tone of the first paragraph. |
| 2. B and C | 4. B | |

Passage 3: Maintenance Supervisor

- | | | |
|---|----------------------------------|------|
| 1. B | 3. D. See "Application process." | 5. D |
| 2. B. See "Maintenance responsibilities." | 4. C. See "Skills preferred." | |

Level 4: Narrate**Passage 1: Gratitude for Ancestors**

- | | | |
|------------|----------------|------|
| 1. A | 3. A and B | 5. B |
| 2. B and C | 4. A, B, and C | |

Passage 2: Spiritual and Secular Learning

- | | | |
|------------|------|------|
| 1. D | 3. B | 5. C |
| 2. A and B | 4. D | |

Passage 3: Privilege and Responsibility

- | | | |
|------------------------|------------|------|
| 1. B | 3. D | 5. A |
| 2. D. See paragraph 5. | 4. B and C | |

Level 4: Negotiate**Passage 1: Peru or Mexico?**

- | | | |
|------|------|------|
| 1. D | 3. C | 5. B |
| 2. D | 4. C | |

Passage 2: Social Anxiety

- | | | |
|------------------------------|------------------------|------------------------|
| 1. A and C | 3. D | 5. D. See paragraph 4. |
| 2. A and C. See paragraph 1. | 4. B. See paragraph 4. | |

Passage 3: Smartphone Project

- | | | |
|------|------|--|
| 1. D | 3. A | 5. A. The other sentences are too casual for a professional email. |
| 2. C | 4. B | |

Writing Proficiency Practice**LEVEL 1****Level 1: Ask and Answer Questions****Passage 1: Church Picnic**

- Effective Response:** Hi, Anna. That sounds fun! I can bring a chocolate cake for dessert. I love baking, and I have a special recipe from my mom that everybody loves.
- Effective Response:** Can I help you with anything else? Can I bring a game? Do you need help decorating?
- Effective Response:** We can go to Porter Park. It has a lot of space, with lots of trees. It has a field, toys, and tables to sit at.
- Effective Response:** Hi, Renee! We're having a church picnic and I wanted to invite you. It's going to be really fun! Would you like to come with us?
- Effective Response:** It's on March 29 at a park. There will be members of our congregation and their friends there.

Passage 2: New Restaurant

1. **Effective Response:** Hello, Mary, I would love to go with you to dinner.
2. **Effective Response:** Hello, Julie, I can pick you up at your house at 5:45 p.m.
3. **Effective Response:** Do you think this town needs a sushi restaurant? Would you pay \$12 for a good meal? Do you think good service is important in a restaurant?
4. **Effective Response:** Hey, guys! Let's all go to dinner on Saturday. Let's meet at the Chick-fil-A on First Street at 6 p.m. Chick-fil-A is one of my favorite places. They have really good chicken and french fries. It will be great to get together again.
5. **Effective Response:** I think that the best food in the world is Italian food. I like pasta because you can put different sauces and cheese on top. I also love pizza. My favorite kind of pizza is vegetable and cheese. Italian food is delicious.

Passage 3: English Class

1. **Effective Response:** Hello, Kiril! It has been a long time indeed. I have been great. My family is also doing quite well. We should get together sometime.
2. **Effective Response:** Thanks for telling me about this, Kiril. Yes, I can come. It would be nice to sit together. I'll see you on Wednesday at 7:00 p.m.
3. **Effective Response:** Can I miss a class? Do I need to take any tests? How long is the class?
4. **Effective Response:** Hi, Carlos. My friend told me about an English class she is taking. Would you like to come with me? It is for people at all levels.
5. **Effective Response:** This is great, Carlos! It is at the Elma Library every Monday and Wednesday at 7:00 p.m. There will be a lot of people there. My friend Kiril will be there, and he's really fun.

Level 1: Describe**Passage 1: Visiting Your Country**

1. **Effective Response:** Hi, Tamisan! That's great. I'm so excited to see you.
2. **Effective Response:** I really like barbecue. You can have beef or chicken. As a side dish you can also have a salad or grilled vegetables.
3. **Effective Response:** I really like Rico's. It is the best place to find pizza. It is in the middle of the city. It is a small red building near the train.
4. **Effective Response:** Pupusas are the best food I ever ate. My wife makes them. I like them with cheese and meat in them.
5. **Effective Response:** Are you hungry? Come to our new restaurant. We have good food and low prices.

Passage 2: Stargazing

1. **Effective Response:** I like learning about many things. I like to learn about biology. I don't like to learn about machines and finances. Those things are boring.
2. **Effective Response:** I live in Rexburg now, and it's a beautiful small town. I can see the stars from my house at night. It looks amazing.
3. **Effective Response:** Sure! That sounds great! Thank you for inviting me. I'll bring some sandwiches and drinks.
4. **Effective Response:** There are specific times that we can see the zodiacal light.
5. **Effective Response:** Seeing or visiting mountains and lakes would be exciting.

Passage 3: Good and Bad Leaders

1. **Effective Response:** When I was a teenager, my Young Women president was very kind. We felt safe and loved at activities. We were comfortable sharing our thoughts.
2. **Effective Response:** I liked this leader because she made us feel like we were special. She listened and helped. She also encouraged us to help other young women in need.

3. **Effective Response:** I did not like the way she talked to me like I didn't know anything. She acted like she was better than me.
4. **Effective Response:** I think the most important quality of good leaders is humility. Good leaders listen, serve, and understand those they lead. They are willing to change when they need to. They care about others more than themselves.
5. **Effective Response:** One quality of bad leaders is selfishness.

Level 1: Narrate

Passage 1: Sushi in Phoenix

1. **Effective Response:** That sounds good. I'd like to go.
2. **Effective Response:** Yes, I like sushi. My favorite food is Italian. I love spaghetti.
3. **Effective Response:** What kind of food do you like? Do you like sushi?
4. **Effective Response:** When my son was five we had a party. First I made a cake. Next we cooked the food. Then the friends came.
5. **Effective Response:** I went with my friends to a Chinese restaurant. It was my birthday.

Passage 2: Your School

1. **Effective Response:** When I was a child, I went to a small school with big windows. The classroom had brightly colored walls and 25 desks for the students.
2. **Effective Response:** I liked the windows because I could see the sky and the trees. I also liked talking to my friends at school.
3. **Effective Response:** Yes, I can come with you. What time?
4. **Effective Response:** There was a writing contest once, and I wanted to participate. I wrote a short essay describing my pet dog. I won the contest and everyone was surprised.
5. **Effective Response:**
 Step 1: I walked from my house to the street.
 Step 2: I walked with other children.
 Step 3: We walked 6 blocks to the school.

Passage 3: Balloon Postcard

1. **Effective Response:** I'm good.
2. **Effective Response:** Today it is sunny. It is also hot.
3. **Effective Response:** Megan, you should come and visit me in Rexburg.
4. **Effective Response:** Colby was walking and he found a balloon in a tree with a postcard attached. He ran to his friend's house and showed the postcard to his friend. Then he replied to Jose's postcard.
5. **Effective Response:** My close friend is Breanne. We became friends through church. We are best friends now.

Level 1: Negotiate

Passage 1: Ben from Math Class

1. **Effective Response:** Hi Ben! Yes, I remember you. I'm doing great! What's up? I noticed you missed class yesterday.
2. **Effective Response:** That sounds like a good idea! I also need to review some of the concepts. I'm free in the afternoon. Does that work for you?
3. **Effective Response:** I study better in quiet places. I like to go to the library to study because I feel I can concentrate better. It is a spacious and bright place.
4. **Effective Response:** Hi, Ben! It was really helpful to see the math tutor yesterday. I'd like to go again tomorrow to practice a bit more before the exam. When are you available to go?

5. **Effective Response:** Ben, I can't make it to class today because I have to go to the doctor. Could you please give me an update about what we work on? Thanks.

Passage 2: Leading with Love

1. **Effective Response:** Hi. Thanks for worrying about me. I actually had some health problems, but I'm feeling better now. I'll go to church next Sunday.
2. **Effective Response:** Hi, Sarah! I hope you're doing OK. We missed you at our last activity! I just wanted to tell you that we're having an activity this coming Wednesday and we hope you can come.
3. **Effective Response:** Hi, Bishop! Sure, thanks for inviting me. Sister Jones was so kind to us when we moved to the ward. I'm happy we can do some service for her.
4. **Effective Response:** Hi, Ted! My ward at church is having a party next Saturday. It will be a lot of fun. There will be dinner and games. You can bring your whole family. Would you like to come?
5. **Effective Response:** Hi, Brother Smith! I've noticed that you have some trouble getting to church on Sundays. I would like to help you. Would you like a ride to church? I can pick you up around 8:30 a.m.

Passage 3: Texting Takes Over

1. **Effective Response:** I like that I can text my friends and family quickly if I need their help. I don't like that it is hard to tell how the person I'm talking to is feeling through text.
2. **Effective Response:** Do you like it when people text while you are talking to them?
3. **Effective Response:** I agree with this challenge. I think people have to find a balance between texting and talking face-to-face with people.
4. **Effective Response:** A girl goes to spend time with her friend, but she comes home early. Her parents want to know the reason. The girl says that her friend spent the whole time texting her other friends instead of talking to her.
5. **Effective Response:** Hi, Aunt Mary, I've been thinking of you. Do you want to go out to lunch with me tomorrow?

LEVEL 2

Level 2: Ask and Answer Questions

Passage 1: Mableberry College

1. **Effective Response:** I am in a new country, and I am experiencing culture shock.
2. **Effective Response:** I am so sorry you are not enjoying your experience. I know that it is really hard to be away from everything that you are familiar with. I can call you later so we can talk. I'd like to help.
3. **Effective Response:** Many people visiting a new place can experience culture shock. They can experience culture shock because the food, language, and customs are so different from their own.
4. **Effective Response:** You should take the time to learn about that culture and its history. Go out and make friends! Laugh with them and don't be so serious. Make sure that you eat healthy and exercise. Keep in mind that cultures are different and no culture is better or worse than another.
5. **Effective Response:** These two people have a lot of things in common. They miss the comforts of their own culture back home. Neither of these people has made any new friends in their new country. Also, they are not enjoying the food and feel some parts of the culture are strange.

Passage 2: Education

1. **Effective Response:** I try to study in a quiet place. I like to study in my office because I can be alone. I like to study in the morning because I have energy.
2. **Effective Response:** Hello, Mr. Miguel. I heard that you are teaching a class on baking cakes. I have always wanted to learn to bake cakes! I would love to take your class! Please let me know how I should sign up for the class. Thanks.
3. **Effective Response:** Hello, Mr. Miguel. I would like to attend the 11:00 a.m. session. Thank you!

4. **Effective Response:** I think it would be ideal if college education were free for all people. More people would be able to go to college and would not have to struggle to pay for the tuition. They would be able to get better-paying jobs and be better able to support their families. More people would attend college with this motivation.
5. **Effective Response:** There are many educated people in my country. This is probably because education is a requirement for many jobs. Education has a high importance to most people of my country because they know they need a good education to get a good job. A good job allows people to provide for their families.

Passage 3: Stress Management

1. **Effective Response:** I felt stressed when I had to take my final exams. I was worried that I would forget what I had learned in class. I was worried that I hadn't studied enough.
2. **Effective Response:** Hi, friend! I know that you have been stressed lately. Would you like to go on a walk together? We could talk and enjoy the fresh air together.
3. **Effective Response:** I am happy you want to go walking together! Let's meet at the start of the walking path tomorrow at 9:00 a.m.
4. **Effective Response:** Exercise is a good way for me to relieve stress. It helps me feel good. I focus on the exercise and forget about my worries. I increase my strength and energy when I exercise. I deal better with stress with more strength and energy.
5. **Effective Response:** My last peaceful experience was when I went to the temple. The temple is quiet and clean. I leave my worries at the door when I enter the temple. I focus on the things that matter most. When I leave the temple, I am better able to handle my stress.

Level 2: Describe

Passage 1: Cold and Flu Symptoms

1. **Effective Response:** I had the flu two weeks ago. I had a headache. My body was achy. I had a fever and a cough. My symptoms came on very suddenly.
2. **Effective Response:** I think students should stay home if they only have a cold. Illness can spread easily at school. If sick children stay home, they won't share their illness with others. Staying home helps sick students rest. Rest helps students get better faster.
3. **Effective Response:** Cold and flu symptoms can be similar. The flu is different because the symptoms come on suddenly and you might experience extreme tiredness and body aches.
4. **Effective Response:** When I have the flu, I rest, relax, and let my mom take care of me. I stay in bed. I get a lot of sleep. I relax and watch movies. My mom makes me chicken soup.
5. **Effective Response:** I think that all students should get flu shots. If they all get flu shots, there will be fewer flu outbreaks. There are some students who cannot get flu shots. I think that all students who can should get the shots.

Passage 2: Presentation Nerves

1. **Effective Response:** There are three steps to overcoming presentation anxiety. Practicing gives you control and knowledge of your presentation. Taking deep breaths helps you calm down. Pausing during your presentation helps you slow your pace.
2. **Effective Response:** I am part of a dance group. One time, I invited my family to see us perform. When we came on stage, my heart beat so fast. I was nervous that I would make a mistake, but I did not.
3. **Effective Response:** Hey! I can help you practice your presentation. I can do it tonight after 3:00 p.m.
4. **Effective Response:** My mom's advice has worked the best for me. She said to "imagine everyone in their pajamas. They are humans like you and do the same things you do, including making mistakes." I always use this advice and it helps me every time.
5. **Effective Response:** My father-in-law is a great public speaker. He is very organized and stays on track with his talks. He is also creative and shares new insights. Finally, my father-in-law connects with the audience by making eye contact and smiling.

Passage 3: Dress to Impress

1. **Effective Response:** What you look like during a presentation is crucial. Your clothing shouldn't be distracting. Some audiences are more formal. Some are more casual.
2. **Effective Response:** To dress well, we need to consider our audience. Knowing who you are presenting to will help determine what is appropriate to wear. Also, it is important to be comfortable in whatever you wear.
3. **Effective Response:** I presented a project last semester. On that day, I wore black pants, black shoes, and a white button-up shirt. I put my hair up in a bun. I felt comfortable and professional. I think I dressed appropriately.
4. **Effective Response:** I believe that my clothing was appropriate, because I dressed well and was comfortable.
5. **Effective Response:** I agree with this statement. During the presentation, you can look good and focus on your presentation. If you wear something uncomfortable, then you will be thinking of that instead of the presentation.

Level 2: Narrate**Passage 1: Job Search**

1. **Effective Response:** Thank you for your email. I am free on Monday between 12:00 p.m. and 5:00 p.m. and on Tuesday between 8:00 a.m. and 12:30 p.m. I look forward to meeting with you!
2. **Effective Response:** Hi, Raoul. I remember I was nervous when I gave my first talk in church. I said a prayer right before I gave my talk. It helped me relax.
3. **Effective Response:** Raoul, I found an article that gives a lot of good information about what to do in an interview. It's normal to be nervous. You should prepare your résumé before the interview. You should also dress nicely.
4. **Effective Response:** First, the most important tip is to remember that it is OK to be nervous. Second, have an updated résumé. Finally, focus on your strengths and experiences.
5. **Effective Response:** I am patient and a good listener. I respect other people's time. I listen when other people need to talk.

Passage 2: Not Lost to the Lord

1. **Effective Response:** Hi, friend! I know that you are having a hard time in our math class. I am going to work on my math tonight. Do you want to study with me?
2. **Effective Response:** Hi, friend! It's Emily's birthday next Saturday. I want to do something special for her. We could cook her favorite lunch or drop off a treat. What do you think?
3. **Effective Response:** I got sick on my mission. My companion helped me and took care of me.
4. **Effective Response:** Kim was struggling to know what was right. Her ministering brother was there for her. He visited her family. When Kim was at camp, her ministering brother was there too. She felt God's love when her ministering brother gave her a blessing.
5. **Effective Response:** You never know when a helping hand can make a big difference. Even something that seems small might make someone's day better. For example, opening the door for someone who has a heavy load can show that you care.

Passage 3: Mount Washington

1. **Effective Response:** Hi, Joe. I just read an article and thought of you. A family hiked Mount Washington together. It was really hard, and one girl hurt her ankle. They wanted to stop, but they endured to the end and had a beautiful view at the top.
2. **Effective Response:** I would love to go on a hike! I work on Friday until after dark, but I am free on Saturday after 10:00 a.m. When can you go?
3. **Effective Response:** We could invite my friend Sara. She loves to hike. Who do you want to invite?
4. **Effective Response:** My goals help me endure.
5. **Effective Response:** When I was in college, I had a difficult math class. I got bad grades on my first two exams. I was discouraged. I talked to the teacher and got help. It was still hard, but I did better after that. I remembered my goal to graduate, and that helped me too.

Level 2: Negotiate**Passage 1: Summer Food Drive**

1. **Effective Response:** Hi! There is a food drive this Saturday. Would you like to come with me? It will be more fun if we go together!
2. **Effective Response:** It is at Columbia Elementary School at 10 a.m. Let's meet in the parking lot in the back.
3. **Effective Response:** Oh no! I am sorry you are sick. I will come to your house and pick up the food.
4. **Effective Response:** I do not agree. It is everyone's responsibility to help the poor.
5. **Effective Response:** The food bank needs our help. They have very little food right now. All of us can help by giving some of our extra food to the food bank. That way the poor will be able to feed their families.

Passage 2: Science Information Day

1. **Effective Response:** Hi, Sam. Will you come with me to a meeting for new students? It is Wednesday at 10 a.m. to 2 p.m. at the Student Center.
2. **Effective Response:** I understand. I will take notes for you at the science information day event so you can know what happened. Want to meet Wednesday at 7:00 p.m. at my house?
3. **Effective Response:** Hi, I liked your presentation at the science information day. I want to learn more, and so does my friend. Can we come see you?
Thanks,
Victoria
4. **Effective Response:** How long have you been a teacher? Were you interested in biology when you were a child? What jobs are there for people who study biology? Are you more interested in humans, animals, or plants? Do you earn enough money to support yourself?
5. **Effective Response:** Dr. Johanson cannot meet with me. Another teacher she works with is very ill. Dr. Johanson is going to teach that person's classes and is very busy. She said we can communicate through email.

Passage 3: Apologizing

1. **Effective Response:** In my culture, we apologize a lot. If you bump into someone, you say, "Sorry. Excuse me." If you stop a conversation, you say, "Sorry to interrupt." If you forget someone's name, you say, "I'm sorry, remind me of your name."
2. **Effective Response:** It is tricky to know when to apologize in the United States. In the United States, we say "I'm sorry" for a lot of things. "I'm sorry" can mean "Excuse me," "Forgive me," or "That's sad." Apologizing doesn't always mean that what happened is your fault.
3. **Effective Response:** I apologize the most when I think that I've hurt my friend's feelings. He is my best friend, so I feel terrible whenever he feels bad, especially if it is my fault.
4. **Effective Response:** I don't think it is necessary for everyone, but I think it is a wonderful experience to live in a different country. I did it, and it helped me a lot. I learned many new things, and I feel like my mind became so much more open.
5. **Effective Response:** I feel like Chen made a commitment, so he should keep it. Maybe he could bring Gabriel along on his family emergency trip. I don't think it would be fair to change plans so suddenly, especially because plane tickets are so expensive.

LEVEL 3**Level 3: Ask and Answer Questions****Passage 1: Interview Transcription**

1. **Effective Response:** Do you have joyful memories from your childhood? What was life like as a child growing up in the middle of a war? How has the war affected your perspective?

2. **Effective Response:** What do you think of Sabine's experience? What is your research paper about? How are you going to use Sabine's experience in your paper?
3. **Effective Response:** If I were living in Paris on June 14, 1940, when the Germans marched into Paris, I probably would have done the same thing as Sabine and her family. I would have barricaded the door and kept the windows shut tight and covered. I do not think I would have been brave enough to stay in Paris after that.
4. **Effective Response:** Sabine was a little girl living in Paris during World War II when the Germans occupied France. Even though they were scared, her family stayed in Paris and continued to work. Her father owned a café in the center of Paris, and he thought that they could make money from the German soldiers. He also thought that the Germans would not destroy the city, so they would be safe if they stayed there instead of going to the countryside. He was right in the end, and Sabine's family was kept safe.
5. **Effective Response:** I think it was a good idea for Sabine's family to stay in Paris during the German occupation. By staying in Paris they were able to make money from the German soldiers at Sabine's father's café. They were also kept safe because Sabine's dad knew that the city would not be destroyed, while the countryside might be. Sabine herself says that she thinks her father was wise in keeping them in Paris, that he knew what he was doing and he protected them.

Passage 2: Case Study

1. **Effective Response:** An employee stole a watch from a store where Matt and Katie work. Matt thinks that it was Paul. Matt asks Katie to find information that will let him fire Paul. Katie is unsure whether or not Paul stole the watch. Katie doesn't want to fire Paul until he is proven guilty.
2. **Effective Response:** I would not meet with Paul by myself. I would have a meeting with both Matt and Paul to explain the information that we found. Paul would have a chance to explain the discrepancies in his file and respond to the lie detector results.
3. **Effective Response:** Did you see anything suspicious around the time of the theft? Did anyone talk to you about stealing something from the store? Why do you think one of our employees might steal the watch?
4. **Effective Response:** Hey, Jim, I thought the case study was interesting! I actually love crime scenarios. If someone accused me of stealing, I might feel scared at first. If I didn't do anything wrong, I would be very open and honest about it.
I will see you tomorrow too.
—Pam
5. **Effective Response:** Hi, I am a new employee. You assigned me to the foreign language customer service department. However, I do not speak another language. This could be a mistake. Is there anything you need me to do?
Regards,
Sophie

Passage 3: Lead with Love

1. **Effective Response:** Some ways I can be a better leader and show more love for others are by getting to know the people I am leading and working with, being more selfless and trying to serve others more, being open minded to other people's opinions, understanding people's ideas, and letting the people around me know that I appreciate them.
2. **Effective Response:** Two leaders that come to my mind are my husband and the prophet. These two people are similar because they both lead with love. They both try to lead by what the Holy Ghost guides them to do. They are also similar because they both lead a group of people. Although the prophet leads the whole Church and my husband leads only our family, they are both similar in the way they act.
3. **Effective Response:** Maria, I am sorry that you feel that way with your kids. Do not give up. I know that you will be able to reach them in a way you would like. If you need any help, please let me know. I would love to help in whatever way I can.
4. **Effective Response:** I do not agree with Paul. I think that leadership can be with love wherever you are. Even if you are at work, it is possible to lead with love and still get things done. People respect managers that are kind and care for them. People usually feel more of a desire to work for someone that shows them true compassion,

love, and trust. I think managers that are strict and show no compassion have a harder time gaining respect from their employees. This could in turn mean employees do not put forth their best effort or work, because they feel no one cares.

5. **Effective Response:** How does the Savior lead, with love or by another way? How would your employees feel coming to work every day if their boss were an authoritarian? What are some possible benefits of leading with love?

Level 3: Describe

Passage 1: Broken Toes

1. **Effective Response:** It is actually pretty easy to break a toe. It is also very common, especially if you don't wear shoes or if you play sports frequently. You will know if you have a broken toe if your toe is in a lot of pain or if it is red and swollen. You should see a doctor, because an X-ray is the only way to know for certain if your toe is broken. Broken toes usually heal on their own, but if you don't see a doctor, it could heal incorrectly.
2. **Effective Response:** I agree. I don't believe that you should consult a doctor if your toe is bruised and swollen. It could be broken, that is true, but there is nothing that a doctor can do for a broken toe. Toes are too small for casts. He or she will tell you to be careful and try to limit the amount of walking you do until it heals. If you rest your toe and try not to injure it further, you don't need to go see a doctor.
3. **Effective Response:** My most painful injury was when I broke my collarbone. When I was six years old, my family was eating dinner, and I dropped my fork. I leaned over to pick it up but fell out of my seat instead. I felt my bone crack, and it hurt. My mom sent me to my room. After three days of crying, she finally took me to the hospital and discovered that I had a broken bone.
4. **Effective Response:** Many of our bones are large, so they're harder to break. However, the bones in our toes are very fragile and are more susceptible to breaking than other bones. Toes can be broken if something heavy lands on them or if you stub them against a hard surface. Each toe contains two or three bones, so they are easily broken. Athletes and those who go around barefoot all the time are far more likely to break their toes than those who don't use their feet as much.
5. **Effective Response:** In my opinion, going to the doctor is not a scary experience. Doctors try to make your experience as comfortable as possible so you don't feel anxious. I have been to the doctor many times, and I have seen that they are very good at letting their patients know exactly what is going on. Even though we don't understand all the terms doctors use, they help us understand the situation we are in. They don't move quickly, and they focus on us the whole time. That's why it isn't a scary experience for me.

Passage 2: Professional Skills

1. **Effective Response:** I do not think that time management is the most important professional skill. There are many important skills. Time management is simply one of them. The ability to interact with other people is just as important. Also, knowledge of the profession needs to be present in an employee. Leadership and adaptability are also important.
2. **Effective Response:** Adaptability is another important professional skill. Adaptability is the ability to change—to adapt—to new situations. I think this is important because things in the workplace are constantly changing. I'd like to share an example from working in a frame shop. The main office had certain rules for framing pictures. About once a month, the main office changed their rules. I learned that it was important to just quickly follow the new rules.
3. **Effective Response:** There are several professional skills that I will need to work in airport operations, which is my dream job. First, I need to be able to communicate clearly. This will help me interact with air traffic control, security officers, and my coworkers. Next, I need to be able to work under pressure. Things can happen quickly at airports—snowstorms, accidents, or upset travelers. I need to be able to think and act clearly in these situations.
4. **Effective Response:** The most important professional skill that you need to have to be successful is managing your time. This skill is more important than all the other numerous professional skills. Managing your time means that you can organize your time to get the most out of it. People who are good at managing their time divide their time up so that they get the most work accomplished as possible in one day. One thing is certain: supervisors and managers look for productive people.
5. **Effective Response:** Brainstorming: Important professional skills—dependability, leadership, knowledge, attitude, patience, adaptability. Introduction: To have professional skills or not to have professional skills? That is

the question! In today's world, people don't just simply walk into a workplace and land themselves their dream job. In fact, getting the job you want requires you to not only have a college degree or specific training. You also need to acquire professional skills. And the most important professional skills in today's world are adaptability, time management, and attitude.

Passage 3: Winston Douglas

1. **Effective Response:** I have seen many blessings in my life come from obeying God. One blessing I have seen is being able to feel the Spirit more strongly. Another blessing is having more direction in my life. A third blessing is feeling more at peace.
2. **Effective Response:** Yes, I think that self-discipline is a very important part of following Jesus Christ. You need to have self-discipline to follow the things that Jesus taught. Self-discipline helps you resist temptation. People are often tempted to not read their scriptures or go to church, but when they have self-discipline, they can push through the temptation and follow Jesus.
3. **Effective Response:** Winston Douglas learned about being a good follower of Jesus Christ throughout his life. When he was young, he learned the value of obedience as a Boy Scout. He was protected from an avalanche because he obeyed his leader. He also learned about self-discipline when he was in high school, and he trained to be a good runner on his track team. When he went on his mission, he learned about sacrifice. He was able to help the people of Madagascar by making the sacrifices to go on a mission.
4. **Effective Response:** Winston Douglas is a good example of a follower of Jesus Christ. He regularly serves others. Throughout his life, he has learned many important lessons about how to be a good follower of Jesus Christ.
5. **Effective Response:** As a member of the track team in his high school, Winston Douglas learned about self-discipline. When he first joined the team, he thought it would be easy because he enjoyed running. He was wrong. He had to train to be a good runner. It took a lot of work and self-discipline to get better. But eventually he succeeded and won several races.

Level 3: Narrate

Passage 1: Health and Wellness

1. **Effective Response:** Start by picking one unhealthy food, and find something healthy to replace it. For example, maybe you could stop drinking soda and drink water instead. After you do feel like you're doing this well for a few weeks, replace another unhealthy food.
2. **Effective Response:** Regular exercise will not only strengthen our physical health but also improve our mental health.
3. **Effective Response:** First, exercise makes a difference in your body because it burns carbs and fats, increases your energy, and makes you stronger. This is important because you'll be able to have more energy. Second, the effect of exercise on your mind is often not considered. However, exercise makes you more alert, which helps you think more clearly.
4. **Effective Response:** Hey, friend, you'll like this article that I just read about chocolate! It starts by saying how important our food is to give us energy. The author of the article talked about how it turns out that chocolate is actually pretty healthy if it's not milk chocolate and has a high percentage of cacao. Dark chocolate also helps with concentration, calms stress, and makes you feel good. I just wanted to share this because I know you like chocolate!
5. **Effective Response:** The last time I exercised was Friday. I decided to go for a run around my neighborhood. During my run I stopped to talk to a friend that I haven't seen in a while. We spoke for a long time, and I could tell that my muscles were starting to get tight. Just before I got home, my left thigh began to cramp up. It hurt pretty bad, and I had to stop and do some stretches so that I could make it the rest of the way home.
I was sore and tired when I got home, but I like to go running because it gives me a chance to think. I don't run very fast, but I can run for a long time. The constant, repetitive motion of running allows my brain to work through challenges and questions I have.

Passage 2: Forms of Communication

1. **Effective Response:** I prefer face-to-face communication because it feels real and more natural. You can see the person, be more involved, create deeper connections, and read their nonverbal messages. You also get to know the person better because there is no barrier in between you.

2. **Effective Response:** I do not like phone calls, so I do not answer the phone unless it is a good friend or a family member. If it is important, I assume that they will leave a voice message. I do wish that people would send texts or emails before trying to call because then I could answer later in my own time and have time to prepare my answer.
3. **Effective Response:** I prefer to order my pizza online. I don't like calling someone to just order pizza. The advantage to ordering online is that it is faster and more accurate than phone calls. I can make sure my order is correct. The disadvantage is that it can take a long time to be familiar with the site instead of just telling someone what I want.
4. **Effective Response:** There are many forms of communication to choose from today. Some people prefer to talk on the phone or even face-to-face, since it is more personal. Others prefer to avoid close contact and send an email or text message. This allows more time to think about an answer. All communication is important and useful, but it depends on which will be the best for the situation.
5. **Effective Response:** I used to be a tutor for BYU-I and I liked texting my students a lot before our appointments. I would usually text them to remind them of the appointment, check on them, or cancel the appointment if something happened last minute. It was a quick and easy way to convey what I wanted to convey. Students appreciated that I would inform them in a quick manner. It was the best way to let each other know what was going on without misunderstandings or frustration.

Passage 3: Strengthening Families

1. **Effective Response:** Being a good example helps those around us know that there is someone they can trust and follow.
2. **Effective Response:** Being a good example helps those around us know that there is someone they can trust and follow. Everyone in this life needs someone who is a good example because they may not have anyone else who can be a spiritual and emotional strength. People who are good examples also provide direction to those who are lost. Those who are good examples are able to help the rest of us feel closer to Christ.
3. **Effective Response:** Because Sister Cook's brother was a faithful missionary, he sent his family a letter to strengthen them and invite them to change their lives. The family began reading scriptures and praying. As a result, the whole family got sealed in the temple upon Elder Cook's return.
4. **Effective Response:** The family that brought me into the Church was a great example to me because they didn't just talk about the gospel—they lived it. I could tell that they were honest in the way they lived the gospel. One of the ways that they showed me this was by holding home evening every week. They always invited me to participate. Not only did they include me in their family activities, but they sat with me every Sunday. They were great examples of Christlike love.
5. **Effective Response:** Elder Cook showed his family a good example when he wrote his family an important letter while he was on his mission. He shared his testimony with them of prayer. They read about his fasting and praying experiences. He told them about families and how they can be together forever. He challenged them to read the scriptures and pray every day, as he was doing. The family followed his good example, and they were sealed in the temple when he got home.

Level 3: Negotiate

Passage 1: Visiting Next Month

1. **Effective Response:** In Esther's email to Stacy, she talks about her normal eating habits in Spain. Esther explains some of the things she normally eats and her typical meal times. She also asks Stacy about some of her eating customs. Lastly, Esther sends Stacy the flight information so that they will know when to arrive at the airport.
2. **Effective Response:** I agree that people should try new foods when they go to another country. When you try new foods, you will have a more local experience. It's fun and exciting to try new foods. If you are adventurous, you will be able to expand your knowledge and experience of the world.
3. **Effective Response:** When you are served food that you are not used to, I think it's still good to try it. You never know, but you might like it. However, when you are served a food or drink that goes against your religious beliefs, I think it is OK to explain the concern. Most people will be understanding.
4. **Effective Response:** I don't have your flight number. What is it? Will you need any special accommodations while you are here? Do you have any food allergies that I should be aware of?

5. **Effective Response:** Dear airline, I have to cancel my flight because of a medical emergency. I would like to get the money back that I have spent on the ticket. What will be the easiest way for me to receive my money back?
- Thank you very much,
Caprice

Passage 2: Attendance Policy

1. **Effective Response:** I don't think attendance should matter. I think university students are older and don't need to be babysat. However, I think each teacher has the right to set their own policy.
2. **Effective Response:** I would definitely let my professor know if I had to miss class. The professor is in the best situation to help me, so I would want them to know the whole situation.
3. **Effective Response:** Of course, I will take notes for you. I just hope you can read my handwriting! I will be going out of town from Friday to Monday, but I could meet with you next Tuesday before class to go over the notes and the lecture.
4. **Effective Response:** It's been a long time since it happened, but I remember having to miss class due to a horrible stomachache. I had to go home, and I was sick for the rest of the day. I made sure to write an email to my professor letting him know that I would miss class.
5. **Effective Response:** I believe that the best size for a university class is about 35 students. A smaller-sized class can allow the students to have more meaningful activities, ask questions, and participate more. It is also better for professors, so they can correct homework faster and give better feedback to the students. Large classes can be very hard for teachers to manage.

Passage 3: Church Leadership Skills

1. **Effective Response:** I disagree that the ability to motivate others is the most important skill to have as a church leader. The ability to motivate others is an important skill, especially for service projects in the Church, but I don't think that it is the most important. I think the most important skill for a church leader is the ability to develop Christlike love for the people you are serving.
2. **Effective Response:** (1) What does it mean to magnify your calling? (2) What can I do to help people who are struggling in their callings? (3) How do I develop Christlike love for the people I serve? (4) What trainings are available to me so I can further develop my leadership skills?
3. **Effective Response:** (1) To magnify your calling means to see your calling and responsibilities clearly and with an eternal perspective. You understand how your calling helps to build the kingdom of God. (2) To help people who are struggling in their callings, I recommend counseling with them one-on-one. Talk to them about their challenges and offer to help them. You can also consult with your bishop if needed. (3) To develop Christlike love for the people you lead, begin by praying for them. Ask Heavenly Father to bless them with the things they need. Also, pray that Heavenly Father will bless you with charity, which is the pure love of Christ. Finally, serve them. Your love for them will increase as you get to know them and help them bear their burdens. (4) The Church has a wide variety of resources to help you in your calling. You can access them on the Church's website or in the app. The training materials are organized according to the quorum or organization in which you are serving.
4. **Effective Response:** I believe that the two most important leadership skills to develop for a leadership position in the Church are a Christlike love for the people you serve and an ability to seek the will of God in your choices. Developing a Christlike love for the people you serve is very important, because we are commanded to love one another as Christ loves us. Following the commandments will allow God to bless our leadership. Having Christlike love for the people we serve also inspires our service. The ability to seek the will of God in our leadership decisions is also very important. It is God's Church, so God should be the leader of our leadership. We can also be confident in the decisions we make when we have first sought the will of God. God will bless us and the people we are serving when we put Him first.
5. **Effective Response:** The last time I had to lead a group of people was when I was a youth leader at my stake's Young Women camp four years ago. I was not the only youth leader, but there were specific parts of camp that I was over. It was an incredible experience. It brought all of the young women in the stake together. As leaders, we had to be fun and energetic to get all the girls excited about the activities we had planned for each day. We also had to be reverent in times when we were doing spiritual things to inspire the girls to be reverent.

LEVEL 4**Level 4: Ask and Answer Questions****Passage 1: Gym Exercise**

- Effective Response:** I think I'd rather exercise at a gym. I like it better because there's more equipment there and I can also ask questions to the trainers there. I also like the atmosphere, and I get motivated by watching others exercise. I used to train at home, and it can be convenient at times, especially in winter. The only problem with that is that sometimes I got distracted with other things and I lost focus on the exercise routine I was trying to follow.
- Effective Response:** Hi, Amy! First of all, I wanted to thank you for going to the gym with me this past week. We had such a good time! I did have one problem, though, which I wanted to bring up. The gym is pretty far from my office, and this week I was often running late for my first scheduled meeting each day. I was wondering if maybe we could move our gym time up about 30 minutes. Would that work for you? I know it would be pretty early, but it would really help me, because it would ensure I get to work on time.
- Effective Response:** What time do you go to the gym? How long do you spend exercising each day? What are your long-term goals?
- Effective Response:** Dear Mr. Smith, I went to your gym yesterday, and I wanted to send you some feedback, which I hope will be helpful to you. First of all, I was really pleased with how nice and accommodating your staff were. They were great! Upon entering the gym, however, I found that a few of the machines were broken and didn't work properly. I think it would be in your best interest to repair or upgrade these machines to ensure your members have a more positive experience. Another thing I noticed was that the bathroom was really dirty. I know your gym is really popular, and the bathrooms get used a lot, so I think it would be a good idea to clean them more regularly.
Thank You,
Victoria
- Effective Response:** I am choosing to compare two of my favorite exercises, running and playing soccer. Running is one of my favorite exercises, because it provides a great workout. I also like that running is something I can do anytime, because I can do it by myself and don't need anyone else. Running provides me with some quiet time when I can think and reflect on things that may be troubling me.
I also love playing soccer. For most positions, soccer requires a lot of running as well. One difference to soccer is that you need a group of people to play; it's not something you can play by yourself. This is something I love about soccer, because I get to socialize with others. Soccer is also a great way to learn how to work well together with a team.

Passage 2: Employment Opportunities

- Effective Response:** Hello, Joan. It's been a while since we last spoke. I hope that you and your family are all doing well.
I am writing because I am looking for a new job, and I was wondering if you know of any opening in your company or elsewhere? As you know, my background is in marketing, and I have attached my résumé to this email to give you a better idea about my experience. Please let me know if any jobs come to mind. I would really appreciate the help.
Talk soon,
Sam
- Effective Response:** Hi, Johann. I hope you are doing well. I am in the process of applying for a new job, and I need to provide a reference as part of my application. Would you be willing to write a letter of recommendation on my behalf? I think a letter from you would be very influential, and I would greatly appreciate it.
Regards,
Sam
- Effective Response:** Hello, Ms. Haines. Thank you for your email, and thank you for considering me for this position. Unfortunately, I have already accepted another offer and will not be able to interview for the position at your company. I wish you luck in finding someone who is a good fit for your team.
Regards,
Sam

4. **Effective Response:** I had a goal to study in an English-speaking country, but I had a very hard time learning the language. However, I did not give up. I studied harder than everyone else, and I read a lot of books in English. I would spend most of my free time finding different strategies that would help me learn, and I kept an optimistic mindset. Eventually, I conquered my obstacle and was able to learn not only English, but two other languages as well.
5. **Effective Response:** What are some strategies you use to work effectively with a team? How do you deal with deadlines and stressful situations? Can you share a difficult situation you've had in the workplace, and how did you deal with it?

Passage 3: High Expectations

1. **Effective Response:** Elder Christofferson's talk is about how Heavenly Father has high expectations for us. To meet these expectations, the most important thing we can do is be humble and accept any correction that we might need. We will make mistakes, but we need to take the time to correct our mistakes in order to become better. We have been provided a way to become better through Jesus Christ's Atonement and Resurrection.
2. **Effective Response:** The first thing I would do would be to tell this fellow Church member that God still loves him. I would commend him for recognizing his sin. Then, I would explain to him that Church leaders can help guide him through his repentance. I would try to share scriptures about the Atonement. Finally, I would encourage him to repent and make amends.
3. **Effective Response:** I believe that seeking correction from God means that we must not only humble ourselves before Him but also ask Him how we can return to His chosen path. We must accept the instruction we receive and commit to following God's will. There may be times that God asks us to change habits that we don't want to change, but we must be humble enough to let those things go and truly dedicate ourselves to Him.
An example of this principle is in the story of the rich young man. The rich young man was righteous and obeyed the commandments. However, when Jesus told him that he needed to give up his worldly possessions, it was difficult for him to follow that instruction. We have to show that we love God more than our habits, our addictions, our material things, and everything else.
4. **Effective Response:** How direct should we be when confronting someone about a problem? Should we give suggestions to others about what they should do to correct their behavior? How much detail should I ask about the individual's sins? How can we find scriptures or talks that are relevant to that specific individual's problem?
5. **Effective Response:** I think praying with the individual can be a really good idea because it will allow the Spirit to be present. The Spirit can inspire new ideas for solutions, and He can also bring peace to the heart of the person you are helping. It could be difficult to suggest praying, but I think that it is ultimately a good idea. I think that focusing on the Savior and His Atonement can be very encouraging. Emphasize that the Savior still loves the individual despite the sin they have committed and that He is ready and willing to help them through the repentance process. You should follow the *General Handbook* of the Church. Refer to this source for guidance, and if you still have questions you can ask another leader with whom you serve. I think any scripture that focuses on the Atonement and the power of the Atonement to wash sins clean would be generally applicable. Each case will be unique and may require additional scriptures that may be more specific to the individual's needs.

Level 4: Describe

Passage 1: The Cheesecake Factory

1. **Effective Response:** The Cheesecake Factory is a very popular restaurant. It can take a while to be seated, because it's so popular, but the food doesn't lose quality even when they have a full house. The food is well prepared, and the cheesecake is as good as they say. The service is good too. The servers are respectful, efficient, and caring. The only downside is that it can be hard to speak to the people you're with, because it can be so busy and crowded.
2. **Effective Response:** The main idea of this paragraph is that although the wait is long and reading the menu takes even longer, the food is affordable and the variety is impressive.
3. **Effective Response:** My favorite restaurant is a Korean barbecue place in Las Vegas. The service is very good, there are a lot of options on the menu, and the food is divine. It is different than The Cheesecake Factory because it is an all-you-can-eat restaurant, so you go through a buffet line to get your food. You order your food from a menu at The Cheesecake Factory. They are also different because at my favorite restaurant the food

is served raw and you cook it at your table. The food at The Cheesecake Factory is cooked in the kitchen and brought out to you completely prepared.

4. **Effective Response:** Introduction: I arrived at this place on a Wednesday night around 7:00 p.m. I was greeted by the amazing smell of pizza being baked in a wood oven and a big smile from the host.

Main Point: The servers were very polite and attentive.

Supporting Point: I asked them to explain the menu and how to order, and they were always smiling and making sure I had all I needed.

Main Point: The food was delicious and affordable.

Supporting Point: I ate very well and had a drink, and the price was in my student budget.

Conclusion: I recommend this place for sure to anyone that wants to eat good original Italian pizza and is on a budget.

5. **Effective Response:** I arrived at this place on a Wednesday night around 7:00 p.m. I was greeted by the amazing smell of pizza being baked in a wood oven and a big smile from the host. The servers were very polite and attentive. I was seated very quickly in a very good spot.

Passage 2: Dream Job

- Effective Response:** Hi, friend, I am applying to be a copy editor for a local business. The job is close by to where I live, so I won't have to move anywhere. The business is open from Monday to Friday, from 9:00 a.m. to 4:00 p.m., so I will be required to work those hours. If I get the job, I will be reading over blog and social media posts for the company, making sure that there are no errors. The job offers many benefits. The pay is very generous, and after I have worked with the company for nine months, they will give me medical coverage and paid time off. I want this job because it aligns perfectly with my professional goals, and the hours will work really well with my kids' school schedule.
- Effective Response:** Dear hiring manager, I am applying for the copy editor position at your business. I am a skilled copy editor, with many years of experience using your business's style guide. I have worked as a copy editor at my university for the past three years, and before that I copyedited for an art and literary magazine. I will be available to work starting the first week of May. I already have extensive experience accomplishing the work requirements for this position in other capacities, so I have no concerns about my ability to accomplish the work requirements. I believe this job aligns perfectly with my professional goals. I believe that I am the best person for this job because I am an experienced copy editor and all my professional experience has prepared me to excel in this position.
Sincerely,
Rich
- Effective Response:** I had a very difficult experience that taught me the value of patience. As I was preparing to serve my mission, I injured my knee while playing football with some friends. I had to have a major surgery to replace one of the ligaments in my knee. The recovery period was over nine months, and I had to postpone my mission because my leg was in a cast and I couldn't walk. I felt very frustrated at times, because all of my friends were leaving on their missions while I was undergoing painful physical therapy. After the recovery period, I was able to serve my mission. I realized that I would not have served with the same companions if I had left earlier, and I learned that God always has a plan for us.
- Effective Response:** I would agree that ambition is the most important quality in an employee. In order to be successful, I think that an employee needs to have confidence in themselves and have goals for improvement. Without ambition, an employee is bound to become complacent and lose the drive to work hard. Ambition leads employees to push themselves to be better and to keep learning.
Many people view ambition as a negative attribute, but I believe that if it is employed correctly, ambition is one of the most positive attributes. I think that someone can be ambitious and have lofty goals while still remaining humble and respectful of others. There is a danger that an ambitious person may become overly competitive. However, I think that if an ambitious person recognizes that working well in a team will make them more competitive, they will realize that being a good team player will only help them in the long run.
- Effective Response:** My dream job is to eventually be a high school teacher. My current job is at a department store, where I work in the stockroom. These two jobs are very different. For one thing, I only work at my current

job to make money and help me get through school. Being a high school teacher is something I am passionate about and would be doing because I love it and not just to make money. Another difference is that my current job is very isolated, and I don't get the opportunity to interact with many people. I love interacting with people, so being a high school teacher would be great, since I would be able to interact with my students all day.

In addition to these, another important difference for me is the benefits. Right now, I am paid hourly and I do not have any benefits. So if I wanted to take a vacation for a few days, I would not make as much money as I normally do. As a teacher, I would be on a salary, which means I would get paid the same amount all the time, even if I used some of my time off. This would allow me to spend more time with my family on vacation, without losing money.

Passage 3: See Potential

1. **Effective Response:** It is important to let priesthood leaders know that they are needed and valued and give them opportunities to follow the commandments and gain testimonies of Jesus Christ and His gospel. This can help them choose to become fully committed and active in the Church, regardless of their age.
2. **Effective Response:** There are a number of benefits to recognizing the potential of others. First, this can help others see their own potential and gain more confidence and self-esteem. For example, on my mission I had a companion who was very hard on himself for not speaking the language well. I helped him understand that he had only been there a few weeks and that he had already learned so much and could learn much more. This really helped him gain confidence in his abilities and led him to be much happier.
3. **Effective Response:** Brainstorm: One method to help others achieve their potential is loving them. Another method is seeing them as Christ does. A third method is giving them opportunities to prove themselves. Another method is complimenting them. Another method is getting to know them.

Introduction: We are all essential to God's plan. God has a plan for each of us. We all have the potential to do great things. But sometimes it can be hard to see that potential in ourselves or in those around us. It is important that we help the people around us achieve their full potential. There are several methods to do this. The first method is to see them as God does, the second method is to recognize their strengths, and the third method is to give them opportunities to prove themselves.

4. **Effective Response:**

Body Paragraph 1: In order to help others achieve their potential, we must first see them as God does.

Supporting Detail 1: God and Jesus Christ love everyone.

Supporting Detail 2: Christ doesn't see us as we are but as we can become through His Atonement.

Body Paragraph 2: Next, we must recognize the strengths of others.

Supporting Detail 1: Spend personal time with the person you want to help to get to know him or her better.

Supporting Detail 2: Pay attention to the work the person you're helping does, and see what kind of work they are best at.

Body Paragraph 3: Finally, we must give people opportunities to prove themselves.

Supporting Detail 1: Assign the person you're helping a task that fits with one or more of his or her strengths.

Supporting Detail 2: Challenge the person with assignments that will help him or her strengthen weaknesses.

5. **Effective Response:** In conclusion, there are many ways that we can help the people around us achieve their full potential. We can view them as God and Christ do, we can get to know them and recognize their strengths, and we can help them prove themselves with assignments. These methods can be used in almost any environment—home, work, church, and so on. And as we help those around us improve and achieve their potential, we will also be improving ourselves.

Level 4: Narrate

Passage 1: Janice Kinghorn

1. **Effective Response:** Janice's grandmother was a wonderful player, and Janice loved to listen to her as a child. She wanted to learn how to play, but money was always scarce. Now that she is retired, she is able to afford pursuing her dream of learning how to play violin. Thanks to her determination, she has defeated the misconception that older people cannot learn a new concept or practice. When they do, they are not only

learning something new, but they are learning to be humble and accept that they are learning something new. Ms. Kinghorn strongly advises other adults to take up a goal and stick with it until mastery.

2. **Effective Response:** One thing that has been both frustrating and rewarding for me has been learning to code. After high school, I decided that I wanted to work with computers. I began taking college courses where I learned how to write computer code. It was very difficult because it is like learning a completely new language. I spent many hours in the computer lab practicing and making all kinds of mistakes, which was very frustrating. After the first few classes, I began to understand the language of coding and the principles behind it. Once I overcame that initial hurdle, the work I was doing became extremely rewarding. I was able to write progressively more complex programs, and seeing those programs run properly on the computer gave me a sense of pride in my work. Now I love writing code, and even though I still get frustrated sometimes, frustration is much more rare than when I first started.
3. **Effective Response:** I think lifelong learning and skill development is extremely important. I used to be a teacher, and I noticed that the best teachers were the ones that continued to push themselves to learn new skills and techniques. Not only is lifelong learning important for increasing effectiveness, but it also makes a person more competitive. If you are competing with others for promotions and positions, continuing to learn new skills will make you more qualified and competitive. Finally, I think that focusing on learning new skills can help a person maintain their mental capacities and prevent them from suffering as much from ailment such as memory loss in their old age.
4. **Effective Response:** Hi, Grandpa. I am writing you because I read an article on things older people can do to spend their time wisely and keep progressing. There is a lady who always wanted to learn violin, but she never could because of time and money. She is now retired and is finally able to fulfill her dream. I was thinking, since you are retired too, you could take up an activity you always wanted to do. Mom told me you liked painting. How about you start? I could help you if you would like me to. If you choose something else to learn, please let me know. I would love to know what it is and how I could help.
—Sophie
5. **Effective Response:** Recent research conducted in various studies has shown that elderly people still have the ability to develop new skills and competencies. Janice Kinghorn, a retiree who has been learning to play the violin, says that the process is both frustrating and rewarding. The fact of the matter, however, is that the learning of new skills is still possible for people like Janice. For this reason, over 200 educational programs now exist in North America that are aimed at helping elderly individuals learn new skills.

Passage 2: Twin Peaks Inn

1. **Effective Response:** Room service is one of the most profitable services at Twin Peaks Inn. However, the sales were declining because guests were ordering pizza from local restaurants instead of the food on the room service menu. Judy's first solution was to install a pizza oven in the kitchen and pizza to the room service menu.
2. **Effective Response:** Since guests still preferred to order pizza from local restaurants, Judy's final solution was to mimic the local restaurants. She planned to do this by creating a fake restaurant called Mama's Pizzeria, with a separate phone number from the room service. Mama's Pizzeria would be advertised in all of the rooms, and the room service staff would wear a special uniform with this name on it when delivering the pizzas to the room. So the guests would think that they were getting a pizza from a local restaurant, even though it was actually coming from the hotel's room service.
3. **Effective Response:** I'm with Gus in that I believe Judy's suggestion is unethical. It's not fair to hotel guests to make it look like the pizza is coming from an outside location. If they want to promote the hotel pizza so that people believe that it tastes good, they need to offer coupons or special deals. The hotel could even consider branding the pizza portion of their room service "Mama's Pizzeria" while making it clear that it is coming from the hotel. This eliminates the deception and could encourage people to try it. They could even advertise outside of the hotel. Locals might be interested in pizza carryout from the hotel if it's so good. This would also increase sales.
4. **Effective Response:** I remember one time in high school I got a test back from the teacher in one of my classes. The teacher went over all the answers to the test with the class and answered any questions that the class had as we went. During the review, I noticed that I had answered one of the questions wrong but that it had been marked correct by the teacher.

I remember thinking about what I should do, because if I told the teacher, I would end up with a lower grade on the test. However, I decided that the right thing to do was to be honest. After class, I spoke with the teacher and explained the mistake. He was shocked at my honesty but commended me for it. I felt much better with myself because I had told the truth.

5. **Effective Response:** When I was getting ready to attend college, I was trying to decide between two universities. I applied to both, and I was accepted at both schools. The first school was closer to home, but it was more expensive. The second school was more affordable, but it was also very far away from home, and I wasn't sure if I was ready to be so far from family. Both schools had great engineering programs, which is what I wanted to study. After a lot of thought, I decided to go with the second school, even though it was farther away. It was scary at first, but ultimately I feel I made the right decision. I loved the school and my classes there, and I was able to learn how to live on my own.

Passage 3: Burnout

1. **Effective Response:** Burnout occurs as a result of prolonged stress or being overworked and is evidenced by lack of care or commitment to one's work. Someone who is suffering from burnout will often be more annoyed with others, and the quality of their work worsens significantly.

2. **Effective Response:**

Main Idea 1: Burnout is common and disruptive

Supporting Idea 1: Work and family commitments

Supporting Idea 2: Disruptive consequences

Main Idea 2: Preventative measures

Supporting Idea 1: Frequent breaks

Supporting Idea 2: Avoid overworking

Main Idea 3: Resources

Supporting Idea 1: Human resources in the workplace

Supporting Idea 2: Community services

3. **Effective Response:** Speaking to my friend would be different than giving my presentation in a few ways. First, it would probably be more brief than my presentation, since my friend probably wouldn't be asking for a long answer. Also, my answer would be much less formal than my presentation.

Dear friend,

Some of the major causes of burnout are working too hard and not taking care of yourself. Sometimes it is easy to pile on more and more responsibilities in our work. It is important to set limits for ourselves in order to avoid overworking. It's also important to make sure to take care of yourself, especially when you have to work hard. Take frequent breaks and vacations from time to time. Working hard is good, but we have to know our limits to avoid burning out.

Good luck,

Lindsey

4. **Effective Response:** There are a number of effects of burnout, but one is that it negatively affects the quality of one's work. Burnout is often the result of being overworked, and a lessened quality of work is a natural consequence. When someone has worked harder than they can bear, not only does their ability to do quality work decrease, but also their determination decreases. Getting burnt out can leave a person highly unmotivated to do their job well.
5. **Effective Response:** I experienced burnout when I was studying in graduate school. The workload was very demanding, and I made the decision to complete the program faster than it was designed because I wanted to save some money. In addition, I was the only member of my peer group that was married or had kids. It was a very demanding and stressful time for me. I spent many long hours in study and research.
- In order to recover from burnout, I took a much needed vacation with my wife and kids. This helped me regain some focus and take a step back from all of the demands of my program. I was also able to commit to my first job out of school 100 percent, because I had taken care of myself instead of rushing from one demanding thing to the next.

Level 4: Negotiate**Passage 1: Take Time to Relax**

1. **Effective Response:** I think Katia should consider slowing down a bit. Most of her current problems stem from the fact that she is overworked. She should take fewer classes next semester, which would reduce her stress and provide her with more time to socialize. I think that if she spends the extra time making friends, she will be much happier and less stressed.
2. **Effective Response:**
 Hey, friends.
 I am writing because I just learned the importance of taking breaks, and I wanted to share. Taking breaks can be very beneficial to our health. Taking a walk outside, reading for fun, or finding a new hobby are all good examples of things you can do to take a break. Whatever you do, you should take at least 15 minutes each day to relax. Reply to this email with one or two of your favorite relaxing activities so everyone can benefit from each other's skills.
 Love you all,
 Sophie
 Dear colleagues,
 Lately, I have found that I have become more productive and motivated in my office tasks. I have accomplished this by adopting the habit of taking time to relax each day. If you take the time to relax for only 15 minutes each day, I promise that you will benefit greatly. Three possible activities you can use to relax are listening to music you enjoy, stretching your muscles, and eating a healthy snack.
 Feel free to add to the list and forward this email to the rest of the team.
 Regards,
 Sophie
3. **Effective Response:** I have several hobbies. I enjoy crafting, sewing, cooking, baking, and playing with my cat. Before I started college, I also enjoyed playing sports, horse riding, skateboarding, and swimming.
 My favorite hobby is fixing broken objects. I feel very happy when I am able to fix something and make it start working again. This makes me feel so confident and self-accomplished.
 Yes, if I could only do one hobby for my entire life, I would choose this one.
4. **Effective Response:** I would advise Carlos to make time so that he can explore outside of his city and try to find parks there. Carlos could also join a group in his city that has similar interests, such as a hiking or outdoors group. Hiking or outdoors groups do activities together that are similar to what Carlos likes to do to relax. This may help him calm down and relax.
5. **Effective Response:** The last fun thing I did in my city was going on a bike ride with my husband. We biked from our house to a local park, and then we had a picnic in the park and biked home. It was fun because I got to grow closer to my husband and see a different side of him. My husband loves biking and being silly. It was fun to see his goofy side come out after seeing him work so hard all the time.

Passage 2: Graduate School Applications

1. **Effective Response:** About how long should a letter of intent be? Do I write the letter to a specific person? Is it acceptable to use the same letter of intent for multiple graduate school applications, or should I write a specific one for each application?
2. **Effective Response:** I think she does a good job of explaining why she wants to pursue graduate studies. However, she doesn't really talk about her academic achievements or explain why she would be a good candidate for this program. She also does not talk about the program she is applying to very much. I think she could simplify the discussion of her mission, which outlines her motivation for graduate studies. She should talk more about why she will do well in the program and how the program will benefit her in the future.
3. **Effective Response:** The paragraph explains that a letter of intent should include specific information about the program and its professors. Applicants should research the program extensively and include information about why they will be a good fit for the program.

4. **Effective Response:** Yes, I served in the Philippines Bacolod Mission from 2014 to 2016. No, I have not written a letter of intent, but I plan to soon.
5. **Effective Response:** If she can't find her letter after searching for a few minutes, I think Donna should rewrite the letter. She shouldn't spend too much more time searching, because that will take away from the time she has to write a new letter. She needs to make sure to include the letter of intent in her application in order to remain competitive. Her new letter will probably be a little different, but it may also be better than the first. She has practice in writing a letter of intent now, and rewriting it might actually produce a more effective letter than her first draft.

Passage 3: Effective Leadership

1. **Effective Response:** Leaders who listen are known to be effective leaders. When a leader really takes the time to listen, that leader creates a special connection with other people. This opens the doors for people to feel comfortable and share thoughts, beliefs, opinions, and experiences without feeling judged and put down. Listening is a necessary skill for leaders to make effective decisions.
2. **Effective Response:** I agree with this statement that leaders need to be good listeners in order to make good decisions. Leaders manage teams of people, and their decisions affect the entire group. Listening to members of the team will also increase overall performance, because each member will feel appreciated and needed on the team. Listening regularly to team members allows a leader to make well-educated and effective decisions. People will respect and trust his or her leadership.
3. **Effective Response:** From time to time, a leader will be more effective by not listening to others. This is especially true when the leader knows the outcome of his or her decisions. If an employee is violating the company's sexual harassment policy, the leader needs to act and not counsel. The leader already knows the negative consequences of not making a good, well-educated, and effective decision. Not following the policy will negatively impact the employee, the leader, and the company's reputation.
4. **Effective Response:**
 1. How has being a good listener impacted how much respect your team has for you?
 2. In what ways is being a good listener exemplified in the work of your employees?
 3. Have you used any books or other resources to help you become a better listener?
 4. What types of goals have you incorporated to help you develop your listening?
 5. How does listening help you connect better with your team?
5. **Effective Response:**
 1. I have noticed that the more I listen to my team, the more respect they feel from me. In turn, they give much more respect to me as their leader. When employees feel heard and appreciated, they will respect you more.
 2. Since I started making a concerted effort to be a better listener, I have noticed a positive impact on the overall quality of work from my team. My employees are happier because they feel heard and respected. They are also more committed to our goals and projects, because they have contributed to the various decisions along the way. This makes the decision feel as if it is their own, like everyone had a part to play.
 3. I have not used any books, though I am sure there are some great ones out there. I realized the impact of listening from a former supervisor of mine. She was unlike anyone I had ever worked for, because she actually listened to what I had to say and would make decisions based on my contributions. When I decided to become a better listener, I met with her to ask for ideas on how to start developing this skill. I still check in with her from time to time, and we talk about my progress and what I can still do to continue to improve.
 4. One of my primary goals is to meet with each member of my team for 15 minutes a week. This time is dedicated to discussing personal issues they may be having or talking about ideas they have for improving the efficiency of our team. My employees love this time when they know they can talk openly with me, and when they see their comments contribute to decisions, they are ecstatic.
 5. I feel that I have really close relationships with each member of my team. Before I started to prioritize listening, my relationships with them were pretty superficial. Now they trust and respect me enough that we are able to talk about family and home life in addition to work. This has allowed me to get to know each one of them personally, and I have been able to share more of my personal life with them as well.



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