



## Learning English

### The Importance of English

30 minutes

#### Objectives

Participants will be able to:

- ✓ discuss the importance of English in day-to-day interactions
- ✓ compare the experiences of using English versus not
- ✓ consider the importance of using English even when not fully confident



#### Materials

- ☐ “Sign Labels” (included)
- ☐ String
- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board
- ☐ “Shopping Role Plays” (included), 2 copies of each



*Key English Vocabulary*

language level  
advanced

beginner  
task

#### Note to Trainer

Consider conducting this activity plan in conjunction with the previous activity plan, *Learning English: Ways to Practice English*. These two plans are designed to first encourage participants to consider the importance of learning English and then to strategize how they themselves can practice English in their daily lives.

#### Pre-Session Preparation

Cut 3 pieces of string approximately 30 inches long. Make 2 holes in the tops of the sign labels and tie a piece of string through the holes so they can hang around a person’s neck.

#### Facilitator’s Introduction of Session to Participants

As you know, learning English can help ease your situation in the U.S.

We will continue discussing the importance of English in this session.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a “think-pair-share” exercise by asking participants to think about some tasks they do where speaking English is helpful in their community. With a partner, participants discuss where speaking English is important. Bring the full group together and ask for highlights from the

discussions. List places where English is helpful on flipchart or the board.

### *Activity*

Ask for three participants who speak and read a moderate level of English to come to the front of the room. Label them with the “Sign Labels.”

Introduce the three participants as a store employee and two shoppers. Tell participants that one shopper will enter a store and interact with the employee, and then the second shopper will do the same. Both shoppers are looking for bed sheets.

Distribute “Shopping Role Play 1” to “Shopper #1” and the “Store Employee.” They act out their script. Shopper #1 exits.

Distribute “Shopping Role Play 2” to “Shopper #2” and the “Store Employee.” They act out their script.

When finished, discuss the “Shopping Role Plays” with the following debriefing questions.

### *Debriefing Questions to Ask Participants*

- ☺ What similarities did you notice between the two role plays?
- ☺ What differences did you notice?
- ☺ Which shopper had an easier time? Why?
- ☺ What can you say about using English based on these two role plays?

### *Variations or Considerations*

If most participants cannot read English, the trainer can play the role of the “Store Employee” and another staff member can play the role of “Shopper #2.”

When working with an individual, ask two staff members to play the roles of “Shopper #1” and “Shopper #2.”



## Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
language level	A <i>language level</i> is the amount of a language that a person speaks, understands, reads, or writes.	Jamin speaks a high <i>level</i> of English, but her reading and writing of English are at a lower <i>level</i> .	What is your <i>level</i> of English? What is your <i>level</i> in other <i>languages</i> ?
beginner	<i>Beginner</i> means just starting at something.	Xavier is just starting to learn English. He is a <i>beginner</i> . He is taking the <i>beginner</i> class.	What language do you speak at a <i>beginner</i> level?
advanced	<i>Advanced</i> means much higher than the beginning level.	Yi Yi has been swimming for many years. She is a very <i>advanced</i> swimmer.	What language do you speak at an <i>advanced</i> level?
task	A <i>task</i> is a piece of work to do.	Abdi has many <i>tasks</i> to do today. He must clean the kitchen, buy new towels, and return a book to the library.	What <i>tasks</i> did you do today?

# Store

# Employee

# Shopper

# #1

# Shopper

# #2

Shopping Role Play #1

*Shopper #1 approaches Store Employee.*

Store Employee: Good afternoon and welcome to the Great Department Store. Can I help you today?

Shopper #1: Yes.

Store Employee: Sure. What are you looking for?

Shopper #1: No English.

Store Employee: Oh, you don't speak English. What language do you speak?

Shopper #1: No English.

Store Employee: Do you speak Spanish or Arabic? Two of our staff members could help you with those languages.

Shopper #1: No English.

Store Employee: Well, we can walk around the store and you can point to what you are looking for.

Shopper #1: Bed.

Store Employee: Okay, let's start in the department with bedding.

*Store Employee walks away. Shopper #1 follows.*

Shopping Role Play #2

*Shopper #2 approaches Store Employee.*

Store Employee: Good afternoon and welcome to the Great Department Store. Can I help you today?

Shopper #2: Yes. I speak some English, but not a lot.

Store Employee: Well, I am happy to help you. What are you looking for?

Shopper #2: Covers. Bed covers. Covers for a bed.

Store Employee: Sure, we have those. Do you mean blankets?

Shopper #2: No, flat covers. For on top of the bed, that go under blankets.

Store Employee: Oh, yes, do you mean sheets?

Shopper #2: Yes, bed sheets. Thank you.

Store Employee: Not a problem. Our bed sheets are over here. We have many choices in different price ranges. You will have to tell me what size bed you have.

*Store Employee walks away. Shopper #2 follows.*





## Learning English

### Ways to Practice English

35 minutes

#### Objectives

Participants will be able to:

- ✓ identify the four language domains or skills
- ✓ match an activity with the language skill used in doing that activity



#### Materials

- ☐ “Language Skills Cards” (included) for half of the participants
- ☐ “Action Cards” (included) for half of the participants
- ☐ Ways to “Practice English Worksheets” (included), 1 per participant
- ☐ Writing implements, 1 per participant



#### Key English Vocabulary

to practice	conversation
complete	join
listen	hear

#### Note to Trainer

Consider conducting this activity plan in conjunction with the previous activity plan, *Learning English: The Importance of Learning English*. These two plans are designed to first encourage participants to consider the importance of learning English and then to strategize how they themselves can practice English in their daily lives.

#### Facilitator’s Introduction of Session to Participants

This session will assist you in identifying new ways to learn and practice your English. As you may know, there are four main aspects of learning a language: reading, writing, listening, and speaking.

#### Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Divide the group in half. Distribute “Language Skills Cards” to half the group and “Action Cards” to the other half.

Participants mingle and find someone with an opposite set of cards which complements their own card. For example, *reading* can be practiced by *reading a newspaper*.

When participants have found a match, they trade cards and find a different person to match with. Remind participants that most “Action Cards” can match more than one type of “Language Skill Card,” and vice versa. For example, *talking with an English speaker* practices both *speaking* and *listening*.

Bring the full group together. Discuss how the activity went and what people learned.

### *Activity*

Distribute “Ways to Practice English Worksheets” and writing implements to participants. Participants check off the ways they have already tried learning English, and circle new ways they will continue to practice their English skills. If participants have thought of other ways to learn English, these ways can be written or drawn at the bottom of the worksheet.

Bring the full group together and debrief.

### *Debriefing Questions to Ask Participants*

- ☺ What are some ways you have practiced your English?
- ☺ What are some ways you will continue to practice your English?
- ☺ How will you take action to accomplish this?
- ☺ Why is using multiple ways to learn English useful?

### *Variations or Considerations*

When working with an individual or a small group of participants, play a game of “Memory” with the “Language Skills Cards” and “Action Cards.” Turn all cards face-down. Participants take turns flipping two cards over. If the cards match, the participant removes the two cards and flips two more cards over; if the cards do not match, the next participant takes a turn. Continue with the “Ways to Practice English Worksheets” as described.























8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.










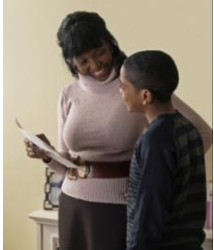


Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
to practice	To <i>practice</i> is to do something over and over to get better skills.	Dahiro <i>practices</i> her English by speaking with her neighbors and reading the newspaper.	What are some skills that you <i>practice</i> every week?
conversation	A <i>conversation</i> is a talk that two or more people have. It is also called a discussion.	Henri has a <i>conversation</i> with his son’s teacher.	What is hard about <i>conversations</i> in English? What helps you to understand <i>conversations</i> in English?
complete	<i>Complete</i> means to finish. It can also mean to write the answers on a paper.	Namita <i>completes</i> her last year in high school. Kyi is <i>completing</i> the paperwork at the doctor’s office.	What paperwork do parents have to <i>complete</i> at their child’s school?
join	To <i>join</i> is to come together with a group or to become a member of a group.	Bisrat <i>joins</i> his friends to go to the beach. Adam is <i>joining</i> the cooking club at school.	Is there a club or organization that you want to <i>join</i> ?
listen	To <i>listen</i> is to pay attention to something and try to hear.	Zeneb <i>listens</i> to the music. Jamyang <i>listens</i> to the teacher.	What music do you <i>listen</i> to?
hear	To hear is to get sound with the ears. The sound must be loud enough to hear.	Sami listens to the music, but it is hard to <i>hear</i> because of the noise outside.	What do you <i>hear</i> outside your window at night?

Language Skills Cards













<p>Read</p> 	<p>Write</p> 	<p>Listen</p> 	<p>Speak</p> 
<p>Read</p> 	<p>Write</p> 	<p>Listen</p> 	<p>Speak</p> 
<p>Read</p> 	<p>Write</p> 	<p>Listen</p> 	<p>Speak</p> 
<p>Read</p> 	<p>Write</p> 	<p>Listen</p> 	<p>Speak</p> 
<p>Read</p> 	<p>Write</p> 	<p>Listen</p> 	<p>Speak</p> 

Action Cards

 <p>Reading street signs</p>	 <p>Writing letters to a friend</p>	 <p>Watching movies or television</p>	 <p>Joining (or creating) an English speaking group</p>
 <p>Reading local newspapers</p>	 <p>Completing worksheets</p>	 <p>Listening to your English teacher</p>	 <p>Talking with your neighbors</p>
 <p>Searching online websites</p>	 <p>Completing job applications</p>	 <p>Listening to your case manager</p>	 <p>Talking with people at stores, shops, or markets</p>
 <p>Reading instructions or recipes</p>	 <p>Writing in a journal</p>	 <p>Listening to the radio</p>	 <p>Having "English only" time at home each day</p>
 <p>Reading report cards</p>	 <p>Sending emails</p>	 <p>Listening to your child tell you about their school day</p>	 <p>Talking on the telephone</p>

## Ways to Practice English Worksheet

*Directions: Check off the ways you have already tried practicing English. Circle new ways you will continue to practice English. If you have thought of other ways to learn English, write or draw those into the blank squares at the bottom of the worksheet.*

<i>Read</i>	<i>Write</i>	<i>Listen</i>	<i>Speak</i>
 Reading street signs	 Writing letters to a friend	 Watching movies or television	 Joining (or creating) an English speaking group
 Reading local newspapers	 Completing worksheets	 Listening to your English teacher	 Talking with your neighbors
 Searching online websites	 Completing job applications	 Listening to your case manager	 Talking with people at stores, shops, or markets
 Reading instructions or recipes	 Writing in a journal	 Listening to the radio	 Having "English only" time at home each day
 Reading report cards	 Sending emails	 Listening to your child tell you about their school day	 Talking on the telephone