



CONVERSATIONAL ENGLISH PROGRAM

WELCOME GUIDE

Building confidence
and nurturing
relationships through
language learning



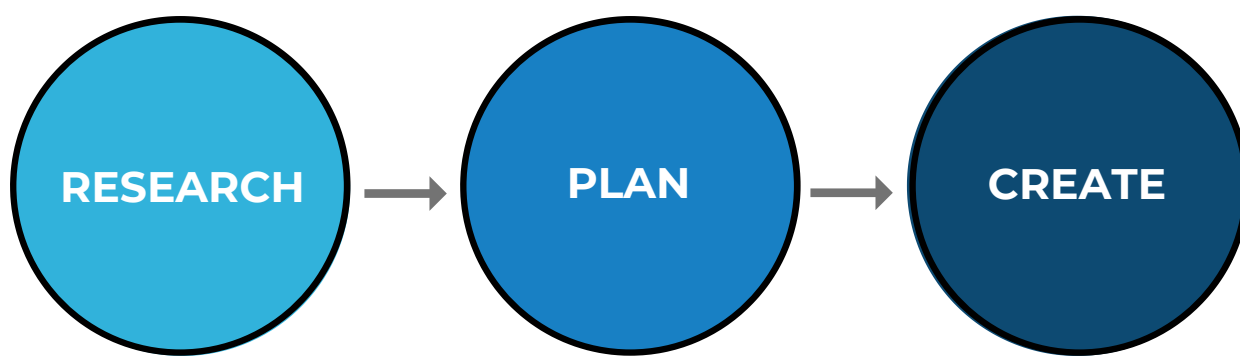
IMMIGRANT CONNECTION
WELCOME PROGRAMS
CONVERSATIONAL ENGLISH

TABLE OF CONTENTS

IMMIGRANT CONNECTION WELCOME PARTNERSHIPS & PROGRAMS	4
CONVERSATIONAL ENGLISH PROGRAM OVERVIEW.....	7
PLANNING GUIDE	8
Research	9
Plan	18
Create	26
VOLUNTEER GUIDE	32
Recruiting Volunteers.....	32
Best Practices for Volunteers.....	33
RESOURCE GUIDE.....	34
Cultural Competency Resources.....	35
Biblical Foundations for Welcoming Immigrants.....	37
MARKETING GUIDE	38
Flyer & Poster Template Samples.....	39
Social Media Post Template Samples.....	40
Press Release Template Sample.....	41
APPENDIX	43
Conversational English Class Registration Form.....	44
Conversational English Level Assessments.....	45
Conversational English Levels.....	48
Conversational English Class Exit Survey.....	49
Certificate of Completion Sample (Color).....	50
Certificate of Completion Sample (B/W).....	51
Program Promotional Flyer (Color).....	52
Program Promotional Flyer (B/W).....	53

*No part of this Welcome Guide may be reproduced or transmitted in any form.
However, contents from the Appendix may be photocopied if needed.*

PLANNING GUIDE FOR CONVERSATIONAL ENGLISH PROGRAM



This planning guide is composed of three sections: Research, Plan, and Create.

In the Research section, you will assess (1) your church community and (2) the broader local community. As you assess your own church community, you will learn about and evaluate your church's commitment and preparedness in launching a Welcome Program. As you assess the broader local community, you will learn more about immigrants in your area and evaluate your church's resources in being able to connect with and serve your immigrant neighbors well.

In the Plan section, you will prepare your Conversational English Program, including Logistics, Resources, Community Partnerships, and Potential Presentations.

In the Create section, you will build out various program components.



CONVERSATIONAL ENGLISH PROGRAM

TEACHER GUIDE

Building confidence
and nurturing
relationships through
language learning



IMMIGRANT CONNECTION
WELCOME PROGRAMS
CONVERSATIONAL ENGLISH

TABLE OF CONTENTS

PROGRAM & TEACHER GUIDE OVERVIEW.....	4
BEST PRACTICES FOR VOLUNTEERS	5
INSTRUCTIONS FOR GROUP LESSONS	6
CONVERSATIONAL ENGLISH LEVEL ASSESSMENTS.....	7
CONVERSATIONAL ENGLISH LEVELS	11
LESSON PLANS	
LEVEL 1	12
LEVEL 2	29
LEVEL 3	46
LEVEL 4	63
LESSON PLAN ILLUSTRATIONS	
LESSON 1	80
LESSON 2	91
LESSON 3	96
LESSON 4	112
LESSON 6	121
LESSON 7	130

No part of this Welcome Guide may be reproduced or transmitted in any form.

	LEVEL 1 (A1)	LEVEL 2 (A2)	LEVEL 3 (B1)	LEVEL 4 (B2)
L I S T E N I N G	Learners can recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings when people speak slowly and clearly.	Learners can understand phrases and the most commonly used vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Learners can understand the main point in short, clear, simple messages and announcements.	Learners can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	Learners can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. They can understand most TV news and current affairs programs. They can understand the majority of films in standard dialect.
I N T E R A C T I O N	Learners can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help to formulate what learners are trying to say. Learners can ask and answer simple questions in areas of immediate need or on very familiar topics.	Learners can hold basic conversations requiring a simple and direct exchange of information on familiar topics and activities. Learners can handle very short social exchanges, even though they can't usually understand enough to keep the conversation going themselves.	Learners can enter conversation without prior preparation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Learners can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussion in familiar contexts, describing and supporting their views.
S P E A K I N G	Learners can use simple phrases and sentences to describe where they live and people they know, with support.	Learners can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present or most recent job.	Learners can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans. Learners can narrate a story or relate the plot of a book or film and describe their reactions.	Learners can present clear, detailed descriptions on a wide range of subjects related to their field of interest. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Source: Common European Framework of Reference for Languages (CEFR) website

LEVEL 1 (A1)



Lesson 1 - Introduction and Talking About Family

Objective: By the end of this lesson, learners will be able to identify family members and engage in simple conversations about their own family and others'.

Duration: 35 minutes

Materials:

- Pictures or illustrations representing family members
- Whiteboard and markers

Introduction (5 minutes):

1. Introduce yourself and have each student say their name.
2. Write each student's name on the board for visual reference.
3. Practice greetings by leading the class in saying, "Hi, (name). Nice to meet you," after each introduction.

Vocabulary Introduction (7 minutes):

1. Show pictures or illustrations of family members: father, mother, brother, sister, son, daughter.
2. Say each word and have students repeat after you multiple times to practice pronunciation.
3. Provide simple definitions or gestures to aid understanding.

Guided Practice (10 minutes):

1. Divide the class into pairs.
2. Provide each pair with a set of pictures of family members.
3. Instruct students to take turns asking and answering questions about each other's families using the vocabulary learned.
4. Circulate among the pairs to offer assistance and ensure understanding.

Role-play Activity (8 minutes):

1. Ask for volunteers to come to the front of the class.
2. Prompt each volunteer to ask, "Tell me about your family," to another volunteer.
3. Have the volunteers respond by describing their family members using the provided pictures.

Conclusion (5 minutes):

1. Review the family vocabulary and expressions learned in the lesson.
2. Encourage students to practice talking about their families with their classmates outside of class.
3. Thank the students for their participation and effort.

Note: Keep the language and interactions simple and straightforward, focusing on repetition and visual aids to support comprehension. Provide plenty of practice opportunities and encouragement to build confidence in speaking English.