

UNIT 20 WHY LEARN ENGLISH?

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read a conversation between Jin Lee and Ji-Hyun.
- Answer true/false questions to show understanding of the story.
- 🗣️ Consider three alternative opinions about the importance of English and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for giving opinions.
- Extend the Topic by talking about ways to learn a language.
- Read a Culture Corner extract about reasons for learning a foreign language.
- Share ideas about learning English.
- Listen to a follow-up video extract from Sara giving her views about the importance of Learning English.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Joseph's unit introduction.

The Issue

In this unit, Jin Lee and Ji-Hyun talk about the importance of learning English. Jin Lee doesn't like English and thinks studying it is a waste of time. He says he won't have any use for it in the future. Ji-Hyun likes English and thinks it's important for everyone to learn it.

Questions Raised

- How important is English language study?
- Should English be a required subject?
- Does learning English make us more international?

To Keep in Mind

- Don't take it personally if students say they don't like English!
- Some students may not dislike English itself, but rather dislike the way that it's taught. For example, if the purpose of English education is to be able to pass entrance exams, it may be less enjoyable to study.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs. Tell students to read the questions silently and think about their answers. Then have them think of reasons for their answers and write them down. The questions in this section are yes/no questions and won't generate much discussion if students haven't prepared reasons.

🎧 **Teaching tip:** A fast alternative way to use these questions is to ask the whole class to answer, holding up one finger for "yes," and two fingers for "no." This allows students to see how other students are answering.

Situation

→ Have students read the dialogue silently. Go over the sentences that have strong emotion expressed in them ("But I HATE English..."). Demonstrate the use of stress to emphasize important words and emotion. Then have students practice the dialogue in pairs. Students should practice it at least twice.

🕒 **Teaching tip:** You can turn the dialogue into a quiz game done in pairs. Student A reads the dialogue to student B, who doesn't look at the dialogue, but instead looks at the Check Your Understanding questions on page 87. Student B listens for the answers to the questions. After listening, student B reads the questions and gives the answers. Student A, who can look at the dialogue but not the questions, listens to the questions and confirms the correct answers.

Check Your Understanding

Answer Key

1. T 2. T 3. F 4. F

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions about the importance of English. Discussion should be done in pairs.

🕒 **Teaching tip:** Give students plenty of time to read Anna, Mark, and Shingo's opinions before asking them to begin discussion with their partners. After they have discussed, have students close the book. Give an oral "test" to see if students remember what Anna, Mark, and Shingo's opinions were. This gives practice in restating. Then ask students if they agree with these opinions or not.

📌 **Culture Point:** There's not really such a thing as a language which is the most difficult to learn. Whether a language is difficult depends on one's native language. For English speakers, Spanish is easier to learn than Korean. For Japanese speakers, Korean is easier than Spanish. For most Asians, English is a challenge because it is so unrelated to Asian languages. Remind students, however, that even if they feel their English is not very good, that many native English speakers don't speak *any* foreign languages.

Extending the Topic: Ways to learn a language

→ Have students work individually when deciding ways in which they like or don't like learning a foreign language, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to read each item on the chart and be sure that they add their own ideas at the bottom. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity. Encourage students to use language from the sample conversation when they are ready for Section B.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of Top Reasons for Learning a Foreign Language. Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Are you studying English for any of these same reasons? If yes, which ones? What are three more reasons for studying a foreign language? These questions are appropriate lead-in questions for the Sharing My Ideas task.

Sharing My Ideas: Learning English

→ Choose

Once students have chosen their topic, have them think of a title. (For example: My English Studies, English Is My Future, No More English For Me!)

Students may want to choose an alternative title, but may not be able to think of any. Put some alternative titles on the board as examples:

- An English Teacher I Liked
- The Hardest Thing about English
- An Experience Using English

→ Prepare and Rehearse

Have students, working individually, use a separate piece of paper to make a list of five reasons for not wanting to continue their English studies. Then have them rate the reasons from 1 (most important) to 5 (least important).

Give them a chance to improve their notes by copying the list into the book from most important to least important. Point out the Language Hints box before they begin rehearsing.

For the Rehearse step, tell students to practice by themselves moving their lips but not making any sound. The act of moving the lips is important, since it means that the brain must process the language as though it is being spoken. Simply reading over one's outline silently does not give the same type of practice. Allow a few minutes for students to add to their notes and practice one more time before moving on to Step 4. You may want to have them practice a second time with a partner.

Sample Presentation

I want to continue learning English. To begin with, I know that the world is becoming more international. Also, I want to be able to talk to any foreigners that I might meet. English might also help me to get a job in the future. And I like traveling. If I speak English, it makes traveling easier. But I have a problem. Even though I want to continue learning English, I don't really like studying it. I need to find enjoyable ways to improve my English. For example, I can learn the lyrics to songs I like. I hope this will be enough to continue improving!

→ Present

Have students find a (new) partner, or put them into groups. There is no explicit Listener task in this unit, but presenters will be asking if the audience agrees with them. Therefore, listeners should take note and be prepared to answer this question.

Go over the Presentation Tip as a whole class before students begin presenting. This tip reminds students to relax. You could have all students take one or more deep breaths together. For students who experience anxiety speaking in front of others, this is a very useful technique. Deep breathing is a proven relaxation method that can be used in any stressful situation.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Have students evaluate the voice of the person speaking. Create a handout showing a checklist such as the one below, or write it on the board:

- | | |
|--|-----|
| 1 – The presentation had an original title. | Y N |
| 2 – The presenter gave 5 reasons for wanting/not wanting to continue learning English. | Y N |
| 3 – The presenter's voice was clear. | Y N |
| 4 – The presenter made eye contact with the audience. | Y N |
| 5 – The presenter looked relaxed. | Y N |

When students are working in pairs, have each student evaluate the other. If a student presents in a small group or in front of the class, have each student grade him or her.

Bonus Activity

If there is time, consider doing the Bonus Activity. Set up the debate by dividing the class into two groups. If you are working with a large class, you may want to create multiple debate groups to ensure student participation. Give the groups time to prepare a list of reasons. Have the first group (for learning English) present their reasons. The opposing group (against learning English) should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to argue back and forth a number of times until they are finished, or you can set a limit. At the end, ask students to decide which group had the better argument. You also have the option of assigning one judge per group.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Sara's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Sara

Learning English is important. But I think changing the world just into English speakers is quite extreme and I certainly don't think that's a good idea. I think learning your mother tongue first, and then learning a second language, is really a great thing.

It's very valuable if you learn two languages together because you can compare them and that's really interesting and fun. I also think that any language we learn will deepen our insight and broaden our knowledge of the world.

Video Script

I think that, like, learning English is indeed important. But I think changing the whole world just into English is, um, it's quite extreme and I don't think that's good. Because I think learning your mother tongue, not English, and then learning a second language, it would be really interesting.

And it's very impressive if you learn both of them together because it's...you can compare and, like, the meanings and how you pronounce it. It's...I find it's really interesting and fun. Finally, I think that any language you learn will deepen our insight and broaden our knowledge of the world.

UNIT TEST

→ **Make copies of the Unit Test** for each student. Distribute the copies and allow about 15 minutes for the class to complete the Test. Correct the Test in class.

A. **Understanding the Situation:** The focus is on understanding the opinions of Ji-Hyun and Jin Lee on the topic of learning English. Students answer five multiple-choice questions.

B. **Vocabulary:** The focus is on understanding three words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. **Expressions:** The focus is on you check students' understanding of expressions or phrases from the What Do You Think? and Extending the Topic sections. Students answer two multiple-choice questions.

Answer Key

A. 1. c 2. a 3. b 4. a 5. c

B. graduates, powerful, world

C. 1. b 2. c

LINKS

If you would like the class to do additional research on English and learning English, here are some useful links: Information on English-speaking countries around the world:

http://the_english_dept.tripod.com/esc.html

Self-study English vocabulary quizzes:

<http://a4esl.org/q/h/vocabulary.html>

Web resources for learning English:

<http://www.hw.ac.uk/langWWW/english/links/grammar>