



ESL Test

Created by New Roots for Refugees of Catholic Charities of NE KS

Summary

This is a lesson for identifying a new farmer's English skills, particularly related to farming and selling produce. This lesson includes a series of activities to test English comprehension and speaking as well as an activity to let farmers identify the farming topics where they need more English language skills.

Who made this guide?

This teaching resource was developed by New Roots for Refugees of Catholic Charities of NE KS, and enhanced in collaboration with the Institute for Social and Economic Development (ISED). From 2015-2017, ISED partnered with refugee farmer training programs throughout the country to support the design of new and shareable teaching resources for culturally and linguistically diverse farmers. To access the whole list of newly developed teaching resources for refugee farmer training program, follow this link to New Entry's ['New American Resource Library'](#). For more in-depth explanations of the teaching approaches and activities used in these materials, you can refer to this [Refugee Farmer Teaching Handbook](#).

Audience (TA or Tot)	TA (Technical Assistance for farmers)
Language and Literacy Level	Intended for farmers with beginning English and literacy levels, or farmers whose literacy and English language levels are unknown.
Farmer Experience	None
Pre-Requisites	None
Region or Climate	Midwest
Program Structure	Incubator farm with 16 individual plots—shared infrastructure with a range of literacy levels and cultural identities. Farmers sell at markets and sell CSAs individually.
Season	Any
Time	1 - 1.5 hours
Staff and Interpreters	One staff needed to administer the lesson.
Additional Supplies Needed	Some kind of surface (table, floor, etc.), vegetable flash cards, coins, calendar, clock (can be drawn or real), check, deposit slip, photos of tools, photos of cooking terms, pen, blank paper, “Interpreter Vocabulary List”
Background Material	None

TEACHING MATERIALS INCLUDED


1. “ESL Skills and Learning Goals”
2. “ESL Test”
3. “Self-Sufficiency Matrix”

Materials Needed: Sheet of blank paper (1-5), each type of coin, “Farmer Sufficiency Matrix,” Deposit Slip (Lesson Three), Blank Check (Lesson Three), vegetable flash cards, interpreter Dictionary
Time: 20-45 minutes





Count to 100
 Arrange students in a circle or as much as possible. Prompt one student to begin counting. Skip them abruptly at a random number past 50 and model continuing counting where the first farmer left off. Prompt the next student to continue counting where the first student left off. Continue doing this so every person has a chance to exhibit their abilities. If the student pauses or has some trouble, try to prompt with the first sound of the next number or let the other students help them. This is just to gauge everyone’s level.

Identify coins
 Place coins in the middle of the students. Pick up one and ask one person how much it is. Repeat with each coin and each student. Then return coins to the center and ask one student to identify the dime. Repeat with quarter, nickel, and penny. Can follow up with repeat question how much is it.

Identify bills
 Ask each farmer how much each bill is by pointing and showing the specific bill. Repeat with every student. Then ask an individual to identify the \$10 and repeat with each student verifying the bill.



Farmer Self Sufficiency Matrix Farmer: _____

Picture	Soil Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I prepare the soil by myself in the spring. I prepare raised beds. I can work a tractor.						
	I can prepare soil by myself in the fall. I add soil amendments by myself.						
	Examples: I plant my seeds in the greenhouse at the right time. I care for my seedlings by myself. I plant my seedlings outside at the right time.						
	Plant Protection: I make a pestion trap. I know what coops grow well in Kalamazoo.						

Know Vegetable Families 	Know Vegetable Names 	Write Price Signs 
Count Money 	Calculate Sales Totals and Taxes 	Write and Deposit Checks 
Balance Checkbook 	Record my Expenses 	Talk to Customers 
Talk about Cooking 	Tell People about Farm 	Know American Vegetables 
Tell Time 	Use a Calendar 	Know Seasons and Weather 

CORE SKILLS IN THIS LESSON

- Core market vocabulary
- Vegetable name reading
- Time telling
- Numeracy
- Cash identification
- Cooking terminology
- Season identification and description
- Reading a calendar
- Months and days naming

SUGGESTED TEACHING METHODS

Reflection questions

- Ask students: Why do they want to learn English? What do they want to learn in this class?

Skills matrix

- Each student should have a matrix with their name on it if they are a returning farmer/student, and a new matrix can be started in column one—year one.
 1. Explain that the “*Skills Matrix*” document is used to see where the staff at the program can better teach skills we want every farmer to have at the end of the four years.
 2. Using the “*ESL Test*” and the materials needed, go through each of the steps, following activities and adapting.
 3. With each activity, there is a corresponding box of the Skills Matrix that can be filled in with 0 (cannot do), 1 (can do with help), 2 (can do without help).

Ordering and sequencing: Prioritizing learning objectives

- Print an “*ESL Skills and Learning Goals*” and an “*I Want to Practice*” worksheet for each student.
- Using the “*ESL Skills and Learning Goals*” worksheet, have the farmers cut out their page of skills. Have them separate the items into two categories. The first is things they can do 100% on their own, the second is things they can’t totally do. Next, have them put their items in the second category in order of most important to learn – to least important. The exercise will help everyone see where they are starting, and identify what they want to focus on as a group. Have them glue the squares in place so they can look back at this over the course of the year to see what they are learning.
- Ask the farmers what they want to learn that is not on this list. Make a list of the things they say. Adjust the class schedule to accommodate any significant requests or needs, but try to make sure they are aligned with the objectives.
- Give each student a copy of the “*I Want to Practice*” worksheet. Have them write their names and the date. Ask them to rank what they want to work on the most (1-4 with one being the most important). They can write the number in the bottom right corner of each box.

- As a class decide what is most important. Make a list of these things & keep it in the binder.

TEACHING TIPS

- If farmers speak no English and are pre-literate it may be more difficult to administer the lesson, but you will still get an idea of what levels the farmers are at.
- This lesson is intended for a small group, but can easily be adapted for one farmer.
- The topics progress in relative difficulty, beginning with basic numbers and ending with cooking terms and farm tool identification.
- You can use a real clock, real calendar, real coins and dollars, or choose to draw/use photos.