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Curriculum Development for the Novice Developer

Darcy Lyn Whetten

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

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ABSTRACT

Curriculum Development for the Novice Developer

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This thesis addressed the need to inform and demonstrate to novice developers the process of developing a curriculum and the need to guide novice teachers with little or no access to formal training. A curriculum for novice teachers in community programs was developed such that the teachers were presented clear and specific guidance in presenting lessons with minimal preparation time and with minimal training. Eight novice teachers presented the lessons in ESL and EFL contexts and provided feedback on the success, strengths, and weaknesses of the curriculum and lessons. The participants indicated that the curriculum overall is satisfactory, easy to follow, and meaningful to the students and teachers. The participants also indicated that the teachers need more guidance in the areas of adapting the lessons and engaging the students.

Keywords: curriculum development, novice, course development

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Introduction

“Oh, the *thinks* you can think!” writes Dr. Seuss (1975, p. 5), “If you try, you can think up a *guff* going by” (Seuss, 1975, p. 5). Try as he might, any non-native English speaker learning English from Dr. Seuss will be disappointed when he realizes his grammar is erroneous and vocabulary nonsense. Yet this is a real risk for those students whose untrained English teachers fall back on their nostalgic methods of first language acquisition. Recent personal communication with a novice volunteer English teacher in Southeast Asia brought up the idea of using nursery rhymes, Dr. Seuss books, and the Lord’s Prayer to teach adults in a community language course. This communication revealed an alarming, though not unexpected, truth: being a native speaker of a language is not enough to teach the language. As the demand for English teachers grows worldwide, so must the supply of material and training support for those novice English teachers facing a classroom of second language learners struggling to find *guff* in the dictionary.

In response to the growing concern of untrained English teachers, this thesis developed a curriculum and its materials to support and advance the novice teacher while meeting the instructional needs of the students (see Appendices A and B). In particular, this thesis addresses the immediate curricular and material needs of novice volunteer community English teachers in Southeast Asia, an area of familiarity for the principal researcher and the location of a cooperating teaching program. While the audience is confined, the needs, constraints, and principles of development are familiar to many EFL and ESL contexts.

The second purpose of this thesis was to respond to the growing need for examples of and guides for curriculum development for novice teachers. The process of curriculum development is recursive and complex, and novice volunteer teachers likely have little idea of how to

approach it. In the TESOL Language Curriculum Development Series, Alastuey (2006) recounts her learning experience as a novice course designer through which she became aware of the “scarcity of the literature in the field and the even rarer perspectives from people with few years of experience designing” (p. 39). She suggests that novice curriculum or course designers refer to accounts by novice curriculum developers, particularly for the first steps in the process (p. 39).

Both the process and the product of this study are meaningful to novice teachers and course designers. The curriculum and materials will be meaningful in community language courses and the process of development will be enlightening for other curriculum developers. To introduce the project, this study will briefly review curriculum development in general then describe the process undertaken to develop the curriculum presented in this thesis. In particular, this study will address the following areas of curriculum development: situation analysis, needs analysis, goals formation, and principles of language pedagogy.

Review of Curriculum Development

The development of a curriculum first requires a clear understanding that a curriculum is the “what,” “why,” and “how” of a program or course. These three components refer to the course content (what); the goals, objectives, and rationale (why); and the sequence, format, and presentation, including relevant methods, techniques, assessment, and instructional environment (how). In this sense, the curriculum is the framework for the educational program and serves to guide materials developers, administrators, and teachers in planning lessons, activities, and assessments. An effective curriculum is a dynamic system that requires regular needs analysis, assessment, and program evaluation for ongoing improvement. The creation and amendment processes of a curriculum must be based on sound principles of language research and follow the

overarching principles of stability, responsiveness, and cohesiveness (Curriculum Philosophy, 2008, p. 2).

Second to the need to know the meaning of *curriculum* is the need to know the meaning of *curriculum development*. Richards (2001) defines curriculum development as simply “the range of planning and implementation processes involved in developing or renewing a curriculum” (p. 41). This process can be approached by first outlining the components of curriculum development. Richards (2001) provides a comprehensive list: needs analysis, situation analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching, and evaluation (p. 41). By outlining the components first, a developer forms the framework, which “provides an organized way of conceiving of a complex process [and] sets forth domains of inquiry for the teacher” (Graves, 1996, p. 12). This allows the developer a starting point for collecting ideas and addressing issues in a methodical fashion.

Although the development of a curriculum is methodical, it is not necessarily a linear, one-way process. A curriculum is a dynamic system, always being adjusted and refined for its stakeholders and environment. As Snow and Kamhi-Stein (2006) have noted, “second language curriculum development ... [has shifted] from linear, product-oriented approaches to ways of thinking that reflect cyclical, process approaches. While the terminology and emphases may vary somewhat, all of the more recent approaches reflect a dynamic process” (p. 4). The process of curriculum development is dynamic because it is in constant flux, always being adjusted for better balance. Like a complex machine, when one element is addressed, another element is affected. Richards (2001) observes that the elements of curriculum design, such as needs analysis, course organization, and evaluation “are viewed as forming a network of interacting

systems. The notion of system suggests that change in one part of the system has effects on other parts of the system” (p. 41). If, for example, the objectives change, then the content should be adjusted as well as the assessment and the materials. Likewise, if the needs are reanalyzed, the objectives should reflect the results. The dynamic nature of a curriculum is what makes the curriculum alive and meaningful to the stakeholders.

A novice course developer must know that while she should approach curriculum development as methodical and cyclical, the planned approach will be reformed by the actual process. Graves (1996) points out that it is in the experience of development whereby teachers unfold their approach.

The approach is the result of experience, not a condition for it. The experience of developing a course [or curriculum] is not always a clearly articulated, rational process. The approach one develops can eventually be articulated in rational terms, such as a series of steps or a framework. The rational look of a framework or plan is a later result of the process. The framework does not exist a priori. It evolves. (p. 6)

As a result of this, novice curriculum developers should be well aware of the principles of curriculum design but be sensitive to its evolution. When the novice developer rationally begins this elaborate process then realizes how messy curriculum development can be, it will be important to return to the following four basic principles to be addressed in a curriculum: the situation, the needs, the goals, and the relevant principles of language pedagogy.

Situation Analysis

Situation analysis considers the constraints of the teachers, students, and environment. The situation is fundamental to the curriculum because it takes into consideration the possibilities and limitations of each element. Brown (2007) categorizes situation analysis more

specifically as educational setting, class characteristics, faculty characteristics, governance of course content, and assessment and evaluation requirements (p. 150). Nation and Macalister (2010) refer to situation as environment analysis and suggest that the best approach is to form a list of questions “which focus on the nature of the learners, the teachers, and the teaching situation” (p. 2). Brown (2007) and Nation and Macalister (2010) both provide lists of questions as starting points for analyzing the situation. Questions to analyze the situation can be as basic as “How old are the learners,” “Are the teachers trained,” and “What resources are available?” Starting with general questions often leads to more specific questions, such as “What kinds of activities appeal to learners of this age,” “Do the teachers know how to prepare their own materials,” and “Will the students receive their own copies of the book?” Developers will find that the questions evolve naturally as they analyze the situation methodically.

It is important to begin with and frequently revisit the situation analysis because of its fundamental nature in the class. “A situation analysis allows you to lay some foundation stones for either further development or for understanding the nature of a course” (Brown, 2007, p. 152). Nation and Macalister (2010) note that “at its most basic level [a situation analysis] ensures that the course will be usable” (p. 14). If the teachers are not trained well then even level-appropriate materials may not be useful to the students. Likewise, if the teachers are superb but the materials call for unavailable resources then even skilled teachers may be at a loss.

Needs Analysis

Closely related to situation analysis is needs analysis. The purpose of assessing needs is to better formulate the goals, content, and usefulness of the course. Brown (2007) explains that a needs analysis can “identify the overall purposes of the course, ‘gaps’ that the course is intended to fill, and the opinions of both course designers and learners about their reasons for designing/taking the course” (p. 152). A rewarding needs analysis depends on asking the right

questions. It can be carried out through questionnaires, observations, teacher reports, and interviews. The questions should cover both objective needs such as language ability, interests, language skills needed, and target contexts, and subjective needs, such as attitudes toward the language, expectations of the stakeholders, and student preferences on aspects of the program like the content and strategies to be addressed (Brown, 2007, p. 152). Another approach addresses the same issues but categorizes the needs as necessities, lacks, and wants, that is present knowledge, required knowledge, and subjective needs, respectively (Nation & Macalister, 2010, p. 25). Just as a curriculum is a dynamic system, needs analysis can take place during any step of the course development or administration (Richards, 2001, p. 54) and often occurs simultaneously with situation analysis and goals formation.

Goals Formation

Goals form the “why” of a curriculum and should be formulated carefully to set the boundaries of the course. “Once a situation analysis and needs analysis have confirmed some of the general parameters of a course, goals need to be carefully stated in order to be certain about what the course will accomplish and what it will not” (Brown, 2007, p. 155). One approach to frame goals is to finish the statement “By the end of the course, students will be able to...” (Brown, 2007, p. 156). Once goals are in place, they act as guidelines for selecting and sequencing content (the “what” and “how” of curriculum). Goals will also affect the types and frequency of assessment. For example, students preparing for university courses may need frequent academic vocabulary tests while students in a business conversation course may prefer more communicative assessments. Clear and specific goals are essential to implementing all elements of a successful curriculum.

Principles of Language Pedagogy

Sound principles of language learning and teaching are fundamental to a successful classroom and curriculum. It is because of research in these areas that language teaching methodology has advanced from the dark ages of rote mechanical study to the communicative era of authentic interactive learning, and research will continue to drive the advancement of language teaching methodologies. The responsibility to instigate the connection between research and practice lies heavily on the curriculum developers, for they provide the foundations for the program and classroom and guide the teacher to advance her techniques. Nation and Macalister (2010) provide a thorough list of teaching and learning principles to guide curriculum design and recommends that the developer select the most important principles before deciding how to incorporate them (p. 67).

Nation and Macalister's list of principles may be overwhelming to the developer trying to achieve every one of them. For this reason, it is best to select the most important principles to focus on at the beginning of curriculum development and use the main principles and a judicious selection of other principles to guide evaluation and revision of the curriculum over time. The principles selected should reflect the rationale and goals of the curriculum. For example, a curriculum developer may choose to focus on the principle of frequency for a course designed to improve general conversational strategies. Frequency here refers to those speaking topics, vocabulary words, and grammatical structures that the learners hear and need to use most frequently, and these items of frequency would be selected and organized systematically as the content for the course. This may seem surprisingly elementary as a principle, but it is a conscious choice of the curriculum developer to select and incorporate those principles that will have the most influence on the learners.

Example of Curriculum Development

Now consider the account given by Alastuey (2006) of her learning experience as a novice course designer of an ESP course for university students. From the beginning, she faced the challenges of defining the course on her own, predicting the number of students and their needs, operating without knowing the stakeholders' expectations, adapting to the facilities, and collaborating with other stakeholders to refine the needs analysis. Though she had very little information about the students, she made assumptions and decisions and developed a syllabus. On the first day of class, she administered a needs analysis questionnaire to the students, with some surprising results. Based on those results, she modified the design and the structure of the classes and even arranged the students according to proficiency level. She then modified the content of the course, the types of exercises, and the distribution of the workload. Throughout the class term, she continued to adapt the course to the students' needs and expectations, which helped to improve attitude and motivation in the class as well. Not until the end of the course was she satisfied with the revisions. "Finally, after two modifications in the initial plan, the schedule for the remaining quarter was determined, and with it the course design was finished" (p. 48).

Alastuey's (2006) process exemplifies the constant balancing act of course or curriculum design. Each element of her design was supported by research, personal experience, or needs analysis. Only towards the end of the course did she finalize her design, and during the entire process she noted the strengths, weaknesses, and future changes for the course, adapting as she could along the way. Despite her lack of design experience, Alastuey demonstrates clearly the standard steps of curriculum design in its simplest form: analysis, creation, implementation, evaluation, and adjustment. The following study demonstrates an in-depth example of developing and evaluating a curriculum for a particular demand. The products of analysis and

creation are reviewed first, followed by a description of the implementation and subsequent evaluation of the curriculum.

The Development of the Novice English Teaching Curriculum

Overview of Development

This study began as a group project for a graduate-level course on curriculum development. Our group was asked to design a sound curriculum and its materials for volunteers to teach English in Southeast Asia. The project at that time was to analyze the situation and needs, formulate the goals, content and sequencing, create sample materials for future development and present the project for evaluation. The next step, undertaken by the principal developer, was to develop the materials, pilot the program (or part of it), evaluate the effectiveness and adjust the curriculum as needed. Interviews with the administrator in Asia and with former volunteer teachers guided the situation and needs analyses and the program evaluation. Two groups of novice teachers piloted the program: (1) three volunteer novice teachers in community programs in Malaysia, and (2) five novice teachers interning at the English Language Center of Brigham Young University in Provo, Utah. These teachers and their beginning level students best represented the level of proficiency of the target teachers and target students.

Situation analysis for this study was conducted from a distance but took into account interviews with former volunteer community English teachers returning from various parts of Asia, as well as interviews with the proposed program administrator. Personal traveling and teaching experience in Asia gave excellent insight into the environment. For example, knowing the unpredictable availability of electricity as a resource influenced the decision to not rely on computer or audio/visual technology. The administration reported, however, that photocopy

machines are widely available and accessible to the teachers. Thus, the student and teacher books and lesson materials are designed to be photocopied – black and white, simplistic formatting, and spiral bound for easy scanning.

Recognizing the impracticality of meeting the needs of every possible student, the curriculum designers chose a format that would have the most meaningful impact on the highest number of students given the constraints. To address the students' needs, the curriculum focuses on conversational English at the basic level in low socioeconomic contexts, meaning those topics related to business and personal interaction at an introductory level. The target audience consists of members of the community who seek to improve business interactions with tourists or international associations but are restrained by a low-level of English. The curriculum designers chose to focus on the beginning students because the content would be simple for novice teachers and the student population would progress quickly to an enabling level from where they could access more resources in English. In other words, a jumpstart for beginners was deemed more valuable for facilitating learner autonomy than a refinery for the skilled. It is recognized, however, that a free community language course invites all and rarely turns down any. Consequently, the curriculum takes into account a wide range of levels and guides teachers on adjusting to and incorporating the different skill levels. While the materials developed and tested for this study are an introduction to the most basic conversational level, the curriculum covers intermediate levels as well, a point that will be discussed in future initiatives.

In consideration of the teachers, the curriculum is designed to improve the quality of and attitude toward language teaching by providing a sound and principled curriculum complete with material support and teaching suggestions for improvement in a gradual and unobtrusive manner. The volunteer teachers targeted in this study receive extensive instruction in a second language

course as language learners, but they receive little or no instruction on language teaching. Since English courses are not the primary focus of their volunteer work, they have little time for training or lesson preparation. For them, a course needs to be easy to prepare, easy to follow, and easy to adapt. The same could be said for many novice volunteer community language instructors.

Materials development followed the criterion established by the curriculum, the *what*, *why*, and *how* of the language program. The curriculum development team decided on a lesson layout and structure according to the goals and principles of language teaching, and the materials developer essentially filled in the structure with lesson activities and vocabulary. When materials development started, there was some need to adjust details of the curriculum, which was easily accomplished since the primary curriculum developer was also the materials developer. While, the development of the materials is clearly evident in the form of student and teacher books, the curriculum development is seen primarily in the scope and sequence of the course, present in the initial pages of both student and teacher books. This table indicates the content and sequencing as decided by the developers. Additional information on the curriculum is manifested in the overview of the curriculum.

Overview of Curriculum

Rationale. The Novice English Teaching Curriculum is a two-level 48-week course for both beginning and low-intermediate adult English language learners and for novice community EFL teachers. The content of the courses focuses on conversational English for business purposes in Southeast Asia. Language functions are oriented toward jobs in the tourism industry and basic conversations with English speakers, such as meeting people, making introductions, exchanging information, and asking for and giving directions. The current curriculum is designed for students who are familiar and comfortable with the English alphabet and basic phonics. The

classroom materials are constrained to student textbooks, chalkboards, and materials easy to photocopy included in the student and teacher books. Online tools and audio-visual materials are not included. The teachers are provided lesson tips, supplemental materials, and optional activities to guide and expand their teaching practices.

Audience. The curriculum's course instruction is aimed toward two audiences: the students and the teachers. For the students it provides meaningful and appropriate language development; for the teachers it provides material support and teaching recommendations to guide their language instruction practices. The overall goal of the curriculum is to improve the stability, quality, and productivity of language instruction in the volunteer teacher's community EFL class.

The teacher audience is specific to volunteers in Southeast Asia who spend some amount of time teaching English in a community program. The principal researcher's contact in Southeast Asia oversees a network of volunteers who serve in multiple capacities, teaching English being only one of them. These teachers rotate through cities every six weeks and have some training in teaching but little or no training in teaching English. The English courses are successful enough, however, that they continue to grow. High-turnover and a lack of training are common themes in volunteer English teaching, therefore this specific group served as a starting point for the curriculum project. The student audience of the curriculum, as identified in the rationale, is based on the knowledge of the locations of the free community EFL classes taught by these volunteer teachers.

Constraints. Situation and needs analyses led to the conclusion of a number of constraints on the Novice English Teaching Curriculum. Specific concerns regarding each constraint affected the curriculum design. This allowed the designers to delineate what the

curriculum is and what it is not. See Tables 1 through 3 for lists of constraints, concerns, and effects on the curriculum according to the situation, students, and the teachers.

Table 1

Constraints on Situation

Constraint	Specific concern	Effect on curriculum
Limited Resources	Locations have chalkboards and photocopiers	Lesson plans and materials are easily reproduced (B&W, photocopied easily)

Table 2

Constraints on Students

Constraint	Specific concern	Effect on curriculum
Students' needs for English	Why and when do they need English?	Two levels that focus on basic functions and workplace English
Expectations about learning	What type of class and types of activities do they expect?	Advertising should specify <i>conversational English</i>
Motivations for learning	Why are students interested in these English classes? What is their motivation?	Lesson and unit structure favors continuity across lessons. Self-evaluation included in each lesson
Homogenous L1	What role will the L1 play in the classroom?	Vocabulary glossed by the student in L1 and used to explain concepts as needed
High student turnover	How can we provide quality English lessons even with high student turnover?	Meaningful review of the functions and vocabulary as a central part of each lesson Self-evaluation in each lesson highlights learner progress and increases motivation

Table 3

Constraints on Students

Constraint	Specific concern	Effect on curriculum
Preparation time	How much time can and will the teachers give to preparing for class?	Consistent and intuitive lesson format Lesson includes teaching tips, helpful explanations, and easy access to materials
Teacher training	What teaching experience do they already have? What linguistic knowledge do they have?	Teacher book includes explanations on grammar principles, pronunciation, and spelling as well as variations of activities according to class size and level
High teacher turnover	How can the curriculum remain constant when teachers change (potentially) every six weeks?	Six-week units correspond with teacher turnover periods Consistent and intuitive lesson format for the ease of new teachers
Teacher motivation	How motivated are the teachers to offer high-quality classes? Are classes a priority?	High-quality lessons aimed to increase attendance and support the teachers' goals Lessons are designed to minimize preparation time and maximize quality.

Principles. The selection of principles is based on Nation and Macalister's (2010) list of 20 guiding principles. As an example of how principles guided the design of the curriculum, Table 4 summarizes three of many principles incorporated in three areas of the curriculum.

Weaving principles together with the goals, needs, and situation analysis required constant revision. When one element was adjusted, the other elements were affected. For example, vocabulary and grammar were both factors when considering the speaking topics, but it was not until the speaking topics were set that the vocabulary and grammar topics were selected.

Table 4

Principles Guiding the Curriculum Design

Principle	Vocabulary	Grammar	Speaking
Frequency	all words found on General Service List all words relate to speaking topics of frequency	grammar topics based on frequency and order of acquisition	topics confirmed by reference to other same-level textbooks
Teachability	words are familiar to the region pictures are familiar to the region teachers and students write own translations, definitions activities and instructions included for teacher to introduce and explain words	tips are included for teaching grammar topics simplified non-technical grammar explanations focus on applying grammar in conversation	focus on engaging in conversation and simplifying instruction time
Strategies and Learner Autonomy	students write own translations students use own flashcards additional words and pictures for specific exercises that students may study as needed blank templates for additional vocabulary	simple grammar instruction included in student book	open topics adaptable to individual levels as needed conversations written in textbook for easy reference outside of class

Lesson Structure. Each lesson follows the ROPPPES lesson structure, that is Review, Overview, Present, Practice, Perform, Evaluate, and Summarize. The Review segment guides the teacher and student to recall the previous lesson via image referral and a brief activity. The opening image and Review activity evolve into an Overview of the current lesson. Relatively little time is spent on the Review and Overview, but these segments are valuable for making connections between sets of vocabulary and language forms, adding to a stable and cyclical

curriculum. As part of the Overview, the teacher introduces the lesson Vocabulary. Since the teachers themselves are learning the native language of the students they are teaching and have access to translation resources, the vocabulary segment includes space for the students to write the translation of the words. The teacher’s guide includes suggestions for activities to introduce or reinforce the vocabulary, such as games and drills. Furthermore, the student and teacher books both have vocabulary flash cards to be used in class or at home. Each vocabulary segment is supported by a brief writing activity that incorporates each vocabulary word.

The next segments – Present, Practice, and Perform – utilize the lesson vocabulary as well as previous vocabulary in meaningful contexts with the addition of a specific grammatical feature. The teacher introduces the grammar as part of Present, then draws on a number of speaking and writing activities to practice and perform the language forms and vocabulary. The activities are adaptable to different levels, number of students, and interests of the teachers and students. The teachers are encouraged to assign some activities as homework according to the students’ level and needs. Checking and reviewing homework and class work falls into the Evaluation segment. As the students perform through the writing and speaking activities, the teacher evaluates the students and provides feedback. The 3Ps and Evaluation are not linear in progression but rather repetitive and sometimes coinciding.

To conclude the lesson, the teacher and students check and review together the items in the summary box at the end of the lesson. This list enumerates the language functions utilized in the lesson (“I can...”), and the vocabulary words (“Words I know”). By checking off their own lists students are engaged in motivating reflective practices and are encouraged to be more self-autonomous learners.

Targeted Attributes. During the design process, the curriculum developers focused on creating lessons that fit the following four attributes: meaningful, engaging, adaptable, and easy to follow.

Meaningfulness is evident in the selection of vocabulary and language functions. The vocabulary words are frequent, useful and teachable, three critical factors in vocabulary selection according to Richards (2001). Similarly, the language functions and structures are restricted to what is most frequent and useful to the audience. For example, the first unit of the beginning level is limited to the simple present with a focus on three auxiliary verbs (*to be, to have, and to do*) and a variety of action verbs as well as asking Yes-No questions (re-named *Do/Does Questions*) and *Wh*-questions. The students learn to express their likes, their daily routines, their appearances, and to ask questions for information and for clarification. At the completion of this unit, students are capable of talking about themselves and asking questions about others.

Every activity is directed toward the productive skills of writing or speaking, and most writing activities can be adapted to speaking contexts. At this level, writing activities focus on word order in a sentence and appropriate question-answer responses. While the curriculum goals focus on conversational speaking skills, multiple writing activities increase the face value of the materials and allow the students a record to study and practice on their own.

Adaptability is an essential feature in the curriculum and the curriculum design took into account the range of locations, proficiency levels, and class sizes of the student and teacher audiences. Due to the wide range of countries and language backgrounds of the intended audience, each lesson includes space for vocabulary translation, a skill that the teachers themselves are developing as well. Teachers are encouraged to teach in the L1 as deemed appropriate and comfortable for the students and teachers. Since attendance and student levels in

community courses are often unpredictable, activities are designed to be adaptable to class sizes and proficiency levels. The teacher's book includes tips on teaching to smaller and larger groups and how to engage learners at the level extremities. Variations of activities are included as optional expansions of the base activity.

The curriculum was designed to be meaningful to the teachers as well. The marginal notes of the teacher's book include instructions, key responses, and variations of the activities in addition to directly applicable tips regarding teaching, grammar, pronunciation, and spelling. The goals and objectives are itemized for each lesson in order to give direction, limitations, and consistency to the lesson and unit. Without these guidelines, an untrained or unsupported teacher could quickly and easily lose the focus and meaning of the lesson and program as a whole.

Keeping in mind both adaptability and meaningfulness, the designers carefully oriented the images, names of characters, and selected vocabulary toward a broad Asian audience. Familiarity with the content and images allows for a better connection with the material and perceived usefulness of the course. It also strengthens the teachability of the course. The names of characters represent a variety of countries in Asia. Fairly simple and common names were chosen to ease the pronunciation efforts of the teachers and students.

Recognizing the short amount of time given to the teachers for their course preparation, the curriculum was designed to be coherent and efficient for the teachers, making it easy to follow and prepare. A consistent lesson structure allows the teacher's preparation to focus on the new content and supplemental materials. Material preparation is clearly indicated in the teacher's book and all materials are easily photocopied and require little if any physical alterations (i.e., cutting and folding). Activity instructions and lesson tips follow the sequence of the lesson. It is intended for the teachers to spend a relatively short amount of time previewing the lesson and

preparing materials. As the course repeats and the teachers become more familiar and confident with the content, it is expected that the teacher will spend less time previewing the lessons and more time reviewing the teaching guidelines and lesson tips.

Evaluating the curriculum had to be carried out on the level of the lesson. This is due to the fact that what the teachers experience is narrower in scope than what the designers developed. For example, the curriculum designers considered the international audience and formatted the lessons to be useful in multiple countries. The teacher, however, does not see that. Instead, the teacher considers the usefulness of the lesson in one classroom and evaluates it accordingly. For this reason, the evaluation portion of the study was addressed to the teacher's perspective of the lesson. The evaluation centered on the four targeted attributes but narrowed the evaluation to approach the attributes as either student-oriented (meaningful and engaging) or teacher-oriented (adaptable and easy to follow). Student-oriented attributes refer to how the students interacted with the content of the lessons while teacher-oriented attributes refer to the teacher's ability to conduct the lesson. Table 5 summarizes the lesson features as a teacher would perceive them.

Table 5

Targeted Attributes and Supporting Lesson Features

	Attribute	Lesson features
Student-oriented	Meaningful	practical vocabulary, practical speaking activities, written activities to match speaking goals, content slightly above current level
	Engaging	meaningful content, variety of activities, fun speaking games, activities slightly above current level, take-home activities
Teacher-oriented	Adaptable	instructions for varying activities, blank section for new vocabulary, personalized writing activities, speaking activities appropriate for any number of participants
	Easy to Follow	consistent format, goals and objectives presented clearly, concise activity instructions, additional materials that are easy to find and prepare

Methods

Participants

Two groups of participants taught the curriculum and completed the survey: (1) five ESL teachers, and (2) three EFL teachers. The ESL teachers were completing teaching internships at the English Language Center (ELC), an Intensive English Program affiliated with Brigham Young University and located in Provo, Utah. They were selected by a supervising instructor in contact with the researcher. The teachers were studying TESOL as a minor for their undergraduate program. The coursework for these interns included classes on the four basic skills (reading, writing, speaking, listening) in addition to grammar, vocabulary, and pronunciation as well as course and lesson planning. The ESL teacher participants in this study were completing their teaching practicum through teaching a novice low English class. During their practicum, the teachers were supervised closely and received regular feedback on their teaching methods. The participants had a range of teaching experiences. One participant had six

months of English teaching experience in Asia; one taught a language course (not English) at a different institution; and another taught in the same ELC program the semester before. The others had no prior teaching experience. Only one teacher was not a native English speaker.

The three EFL teacher participants were volunteer teachers in Malaysia selected by their volunteer program administrator. The primary researcher had no contact with the participants or any influence in the selection. These volunteer teachers received all of the materials and instructions from their program administrator. The participants provided very limited but important information on their teaching environments, indicating that they taught in small towns or villages (population size 40,000 or less) and that their students typically practiced English in school and at home.

These two groups of participants were selected because they were a close match for the intended audience. The ESL teachers were selected because they taught in a highly controlled environment within reach of the researcher. Although the ESL participants were expected to have more teaching experience and training than the intended novice teacher audience, the study benefited from their dual perspective as both novice teachers and trained teachers. The EFL teachers provided valuable insight from the intended environment. Due to policies regarding the involvement of these volunteer teachers, very little information was collected on their teaching backgrounds. As this study was the preliminary step in the development of the curriculum, however, the primary concern was the involvement of teachers from an EFL context regardless of teaching experience.

Process

The researcher simulated two aspects of the intended environment: materials preparation, and no training. For the ESL teachers, the researcher supplied each participant with a photocopy of the student lesson, the teacher lesson plan, vocabulary flashcards, and any needed materials

from the appendix. Since the targeted students are expected to have their own copies of the book, the researcher provided sufficient student copies of the lessons but only one copy of the materials (i.e., flashcards, additional activities). This forced the participating teacher to spend the time preparing materials. Participants were assigned their lessons by their supervising teacher. In Malaysia, the EFL teachers received copies of the entire teacher and student books from their program administrator. No other materials or instructions were given on the part of the curriculum developers. In community English programs in Southeast Asia, teachers will not likely receive training on using the curriculum. For this reason, the researcher provided only minimal information about the purpose of the study and no instruction on how to use the materials. The researcher had no direct communication with the participants but maintained contact with their supervisors instead. Participants were aware that they would complete a survey after teaching the lesson (see Appendices C and D for survey items).

Survey

The teacher participants were asked to complete a survey within a week after teaching the assigned lesson. The survey questions addressed the amount of preparation time and teaching time, the teachers' experiences with certain aspects of the lessons, their opinion of the curriculum overall, and invitations to report any mechanical errors and to give suggestions for improvement. Survey questions were either selection items (i.e., selecting from the given options) for quantitative analysis or voluntary open response items for qualitative analysis. The most illuminating responses stemmed from three questions about the teachers' experiences with different aspects of the curriculum. Three aspects were addressed: (1) the achievement of specific goals for the lesson design according to the curriculum designers; (2) the adaptability, meaningfulness, engagement, and ease of following for each of the five segments of the lesson

structure; and (3) the helpfulness of the teaching aids. The responses to these three survey items will be the focus of the next section.

Results and Discussion

Overall

The participants indicated that they spent between 15 and 60 minutes preparing to teach the lesson and that the lesson duration ranged from 30 minutes to 1.5 hours. One of the goals of the curriculum designers was to reduce the amount of preparation time to 30 minutes or less. Two ESL and two EFL teachers reported that they spent up to an hour preparing to teach. This high percentage suggests the need to streamline the preparation time and perhaps provide some tips on how to make use of preparation time. The designers expect teachers to prepare more efficiently as they become familiar with the lesson format. Future development could consider including preparation strategies to guide novice teachers.

Participants were asked to rate the curriculum overall on a scale of 1 (poor) to 5 (excellent). The average rate was 3.75, suggesting overall satisfaction but room for improvement. Analysis of the selection items and open responses centered on the desired attributes of the curriculum: adaptable, meaningful, engaging, and easy to follow. The main areas for improvement include adaptability, meaningfulness and engagement. The main strength of the curriculum as indicated by the participants was that it was easy to follow.

Specific Goals of the Lesson Design

Participants were asked whether they agreed with eight statements regarding the quality of certain features of the lesson. Their agreement scores were interpreted numerically on a scale of 1 (strongly disagree) to 6 (strongly agree) and averaged to indicate the strength of the feature

stated. Scores closer to 6.00 indicate that the participants strongly agreed with the statements.

Table 6 shows these results.

Table 6

Agreement with Statements on Aspects of Lesson Design

Statement	Mean Score
The goals and objectives for each lesson were understandable.	5.13
The teacher aids (e.g. Grammar Tips, Teaching Tips, Pronunciation Tips Spelling Tips) were helpful.	4.88
There were enough materials and activities for the lessons.	4.75
The lesson plans were easy to follow.	4.5
The activities were meaningful or useful to the students.	4.38
The activity instructions were clear and easy to follow.	4.25
The activities were fun and engaging.	4.25
The activities were adaptable to different individual student levels.	4.00

Note. Range is 1.00 to 6.00

Responses to these statements suggest that the strong features of the lessons were the clarity of the goals and objectives and helpfulness of the teacher aids. The participants also indicated that the lessons were easy to follow. In fact, seven participants agreed and strongly agreed with this statement and only one participant disagreed.

According to the results shown in Table 6, the greatest weakness of the lesson plans was the adaptability to the individual student levels. This is not entirely surprising because this is a struggle in most language classrooms. While there was not total agreement on the rating of adaptability, the majority (5 participants, or 75%) of the participants indicated only tepid opinions, either somewhat agree or somewhat disagree. Regardless, adaptability as a weakness becomes a theme and variation for the remaining survey responses.

Written feedback reflects the responses as the quantitative data and highlights adaptability as a major issue with the lesson plans. One of the participating ESL teachers commented that “the lesson was too easy for the class. It was a good review but it wasn’t necessarily stretching of their abilities.” This commentary brings to light several points. First, the teacher could not or did not adapt the activities and thus novice teachers need clear and abundant support to accomplish this. Second, and agreeing with a previous conversation with the supervising teacher, this teacher approached the lesson as a review for an upcoming test (the end-of-semester final exam). The problem with this is that the teacher expected the activities to stretch their abilities rather than review their abilities. Perhaps it is due to this misuse that the teacher commented that it was too easy. Since the curriculum is designed to include regular review sessions, it will need to be made very clear how to use lesson materials as review.

Another participating ESL teacher commented on the adaptability of the activities, particularly the written exercises, and suggested that follow-up activities for the students who finish earlier would be beneficial for the teacher. Not only does this suggest the teacher was well aware of sound teaching methods but also this comment identifies the specific need for lesson adaptation, namely time management. While time management is a topic of the Teaching Tips in the Teacher Book, it is not addressed more specifically in the activity instructions. Future development should take into consideration the balance of time management and proficiency levels in regard to the adaptation of the activities.

Lesson Structure

In the next section, participants were asked to select whether each section of the lesson matched the desired attributes. Their responses reflect the strength of each attribute in each section. In a broad view, the results, shown in Table 7, reveal the differing levels of strength of the sections of the lesson (Warm-up and Review, Vocabulary, Language instruction, Practice,

Summary and Conclusion) and the attributes (adaptable, meaningful, engaging, and easy to follow). Participants were also invited to explain the reasons for their responses in an open response.

Table 7
Strength of Attributes in Lesson Structure

Section	Adaptable	Meaningful	Engaging	Easy to Follow	Total Responses
Warm-Up and Review	62.5% (5)	12.5% (1)	25.0% (2)	75.0% (6)	43.8% (14)
Vocabulary/Overview	62.5% (5)	75.0% (6)	25.0% (2)	75.0% (6)	59.4% (19)
Language instruction (grammar, phrases)	50.0% (4)	87.5% (7)	37.5% (3)	75.0% (6)	62.5% (20)
Practice (writing and speaking activities)	62.5% (5)	75.0% (6)	62.5% (5)	87.5% (7)	71.9% (23)
Summary and Conclusion	25.0% (2)	50.0% (4)	25.0% (2)	75.0% (6)	43.8% (14)
Average (Total)	52.5% (21)	60.0% (24)	35.0% (14)	77.5% (31)	56.3% (90)

Note. Number of positive responses are in parentheses and correspond to the respective percentages. N = 8

The weakest attributes of the lessons overall are adaptability and engagement. The strongest attribute of the lessons is that they are easy to follow. The weakest sections of the lessons are the Warm-Up and Review and Summary and Conclusion. Participants commented that the Warm-Up was simple, repetitive, and could be more engaging. On the other hand, the strongest section is the Practice and, to a lesser degree, the Language Instruction and Vocabulary. These two sections make up the bulk of the lesson, so it is relieving that they are the stronger sections. The results indicate that the strongest attributes of the lesson are those that require the least amount of attention from the teacher (easy to follow, meaningful). Teachers understand well how to use the books and the content is indeed beneficial to the students.

The teachers reported much less success engaging the students and adapting the lessons, particularly the conclusion and language instruction sections. These two attributes require creativity even for experienced teachers. The low degree of engagement and adaptability as indicated by the participants signals that the teachers need much more support in these two areas. One important note to consider in regards to engagement, however, is that the teacher's perception of the students' reception of the lesson can be skewed. More accurate results would come from a survey of the students. Expecting a high student-turnover rate and low accessibility, the developers chose not to survey the students and instead focus on how to bolster the teachers in their perception of their classrooms' success.

At first glance, the results regarding adaptability contradict the results of the previous question (see Table 6), indicating that Adaptability was the greatest weakness. The earlier question focused on adapting the lessons according to the range of proficiency levels in the class. The participants reported very low adaptability in this area. The second question (see Table 7) related to the adaptability of the lesson overall, whether the lesson could be adapted. The participants reported higher adaptability in this regard. The difference can be explained as this: the teachers recognize that they were free to adapt the lesson but that they did not or did not know how.

The quantitative results are supported by the written justifications the participants provided. Three comments address adaptability in particular. One participant commented that the lesson was "too easy" and he/she "had to revise all of the activities and make it more of a challenge." Another participant recognized that while the teacher could adapt the lesson, suggestions for adaptation were welcome. A third participant noted that one of the more difficult teaching tasks when doing the activities was to keep all of the students on the same activity at the

same time. This relates to adapting the exercises to the students' needs as well as other areas of classroom management and time management not addressed in the survey. These responses support the above observation that teachers know they are free to adapt but they need more support to know how to adapt.

It is beneficial to note that there is not total agreement on any particular attribute. That is to say, there is no section that exhibited a particular attribute according to all participants. This could mean that all areas need to be improved, but it is worthwhile to remember that the curriculum cannot be everything to everyone.

Teaching Aids

Lastly, one survey question addressed the value of different teaching aids located in the margins of the Teacher Book. These teaching aids include Grammar Tips, Pronunciation Tips, Teaching Tips, and Spelling Tips as well as additional activities in the Appendix and the teaching Glossary. The participants were asked to rate the degree of helpfulness of the teaching aids used in the lesson or preparation time. Those ratings were given a numerical value of 1 ("Not helpful"), 2 ("Somewhat helpful"), or 3 ("Very helpful"). Since participants taught only one lesson for this study and not all participants encountered each type of teaching aid, the participants were not required to rate every teaching aid. The total responses and averages scores indicate the helpfulness of each teaching aid. Table 8 shows the results of this survey question.

Overall, the teaching aids averaged 2.47 out of 3.00, which is considered Somewhat Helpful. At a mean score of 2.60, the Spelling Tips were deemed most helpful, followed closely by Grammar Tips and Teaching Tips. None of the teaching aids were reported as Not Helpful. Only one participant selected the Glossary as Very Helpful. These results suggest that the tips (Grammar, Teaching, Pronunciation, and Spelling) included in the margins of the Teacher Book are indeed beneficial to novice teachers. In regards to what could be improved, one participant

remarked that more alternative activities for adapting the lessons to learners of varied levels would be helpful.

Table 8

Helpfulness of Teaching Aids

Teaching Aid	Number of Respondents	Mean Score
Spelling Tips	5	2.60
Grammar Tips	7	2.57
Teaching Tips	7	2.57
Pronunciation Tips	6	2.50
Activities in the Appendix	6	2.30
Glossary	4	2.25
TOTAL AVERAGE		2.47

Note. Range is 0 to 3.00

Three differences in the responses of the EFL and ESL participants are worth mentioning. First, the EFL teachers regarded the Grammar and Pronunciation Tips less helpful and the Teaching and Spelling Tips more helpful than the ESL teachers did. Second, the EFL teachers indicated that the curriculum was more meaningful but less adaptable. Third, while the EFL teachers responded similarly on the detailed questions, they did indicate more satisfaction with the curriculum overall than the ESL teachers. Since the curriculum is intended for EFL contexts, it is worthwhile to note that the strengths of the curriculum according to EFL participants are the Teaching Tips, Spelling Tips, and meaningfulness.

Conclusion

The purposes of this thesis were to develop a curriculum and its initial materials for novice teachers in EFL community classes and to demonstrate the process of curriculum

development for novice developers. The curriculum development exemplifies the process of analyzing the needs and situation, forming goals, and incorporating teaching principles of a curriculum followed by an evaluation of its reception. Evaluation of the curriculum was conducted in both EFL and ESL contexts by novice teachers in beginning level classes. The participants indicated overall satisfaction with the curriculum and provided valuable suggestions for improvement. Results suggest novice teachers need more support in adapting the lessons to individual student levels and increasing the engagement of the students with the content.

The materials developer gives several suggestions for improvement of the materials. Since lesson adaptation was indicated as the primary weakness, the teachers need more clear and more abundant support in multiple locations and by multiple methods. One idea is to analyze the content and order of the teaching tips in order to better stress and build the necessary skills for adapting a lesson. A second idea is to include a few pages of general teaching guidance at the front of the teacher's book, to be used as a reference or training as needed. The guidance would be general, simple, and concise. Suggested topics to address are adapting to class size, adapting to different student levels, calling on students, utilizing culture and background knowledge, evaluating and meeting the needs of students, structuring a class, and the general purpose and intended use of each section of the lesson, particularly the introduction sections (review and overview) and conclusion. These general teaching guidance pages would not take the place of the tips throughout the lessons but instead allow the teaching tips to be more specific to the immediate lesson. Finally, the activity instructions should be made more clear and include more options for adapting to the class. The appendix would be an appropriate place for providing optional activities. The teacher's view of the instructions should include specific reference to the type or purpose of the optional activity, such as small class size or higher level students. By

adding more teaching guidance as an introduction to the book, refining the teaching tips of the lessons themselves, and providing more specific and optional activities in the appendix, the materials developer expects that the teachers will feel an increase in support for adapting the lessons. These suggestions apply to the immediate revision of the developed materials as well as to the future development of materials. Suggestions for future curriculum development are addressed as future initiatives.

Future Initiatives

The curriculum is designed to continue in unit progression, aiming for two levels with four units each and six lessons per unit. A 'zero' level could be developed as well to account for those students unfamiliar with the Roman alphabet. Also, while the images, vocabulary words, and characters' names are aimed toward an Asian audience, the materials could easily be adapted for wider use. While the focus of this study was on the development and design of the first unit and its materials, future development will need to account for assessment measures. The purpose of assessment would be to record the progress of the students, gauge their readiness for the next unit, provide extrinsic motivation for the students, and add face value to the program. The teachers will also need a procedure for keeping track of student attendance. In addition to assessments, awarding certificates could be a very positive and useful practice for the course.

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Appendix A
English Foundations 1
Student's Book

English Foundations 1



for Novice Teachers and Learners

Student's Book

English Foundations 1

.....
for Novice Teachers and Learners

Developed by
Darcy Whetten

In collaboration with:
Dr. Norman Evans
Kendon Kurzer
Alison Divetts Roberts
Shelby Werner Thayne

Scope and Sequence

Unit 1		Students will...	Topics
Lesson 1	Introductions	<ul style="list-style-type: none"> greet each other using common phrases introduce themselves and give their basic information start conversations 	<ul style="list-style-type: none"> Pronouns the Be-verb Conversation patterns Basic information about yourself
Lesson 2	My Family 1: We are a family.	<ul style="list-style-type: none"> identify family members and relations describe people and their families 	<ul style="list-style-type: none"> family members forming questions using the be-verb charting the family tree
Lesson 3	My Family 2: My family is...	<ul style="list-style-type: none"> describe physical attributes of the face ask Do/Does questions respond to questions with Yes or No 	<ul style="list-style-type: none"> the parts of the face to have to do asking Do/Does questions
Lesson 4	My Daily Activities	<ul style="list-style-type: none"> describe daily activities describe the frequency of activities ask questions about others' activities 	<ul style="list-style-type: none"> action verbs of work and home pronouns + verbs reading a weekly schedule
Lesson 5	What I Like to Do	<ul style="list-style-type: none"> discuss what they like to do ask Wh-questions about activities and interests 	<ul style="list-style-type: none"> action verbs of interests Do/Does questions Wh-questions Who vs. What
Lesson 6	Excuse me?	<ul style="list-style-type: none"> review all previous lessons use clarification phrases act out conversations in role-plays 	<ul style="list-style-type: none"> how to ask for clarification Conversation patterns



Warm-Up

What do you say when you meet someone? Mark the boxes of the words for meeting someone.

- Good-bye!
- Good afternoon!
- Hello!
- Bye-bye!
- Good morning!
- Have a good day!
- See you later!
- Hi!

Vocabulary in My Language

1. name		6. my	
2. good		7. meet	
3. today		8. where	
4. morning		9. to thank	
5. nice		10. friend	

Vocabulary Activity

Listen to your teacher act the conversation. Write the correct vocabulary words from above for the conversation below. You will use each vocabulary word only once.

A: Good _____ ! My _____ is Ning. _____ to meet you.

B: Hello, Ning. Nice to _____ you too. I am Bora.

A: _____ are you from?

B: I am from Korea.

A: You are _____ new friend _____ .

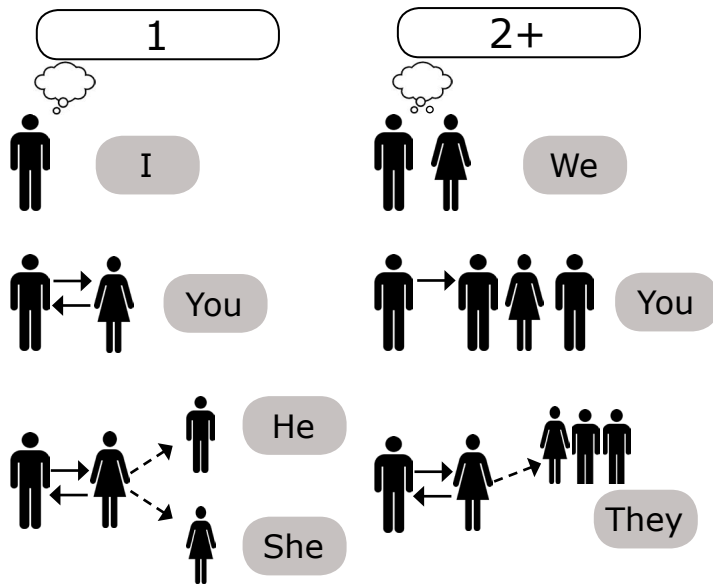
B: Thank you!

A: Have a _____ day!

B: See you later!

1-1

Pronouns

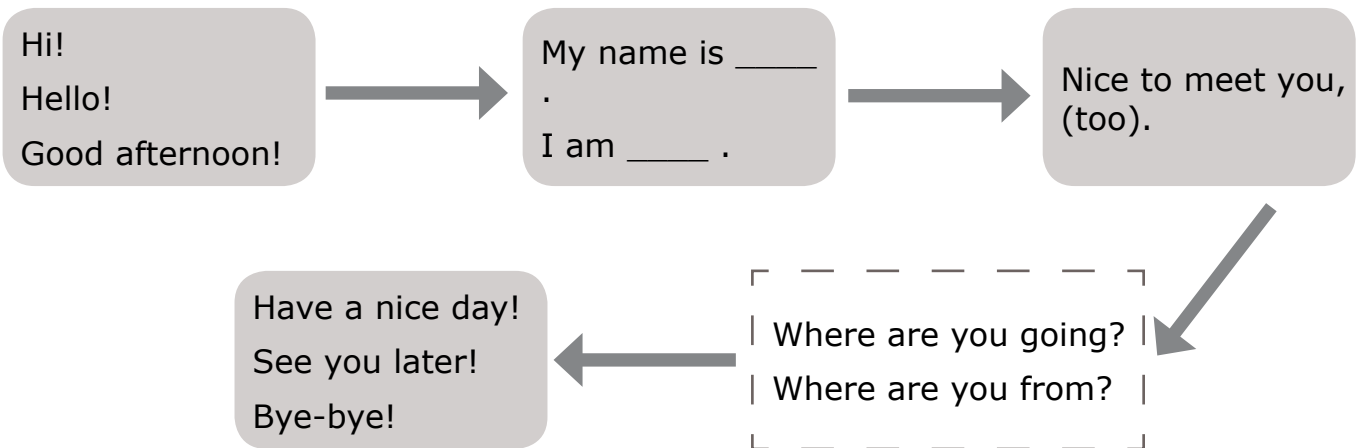


Be-verb: to be

1	2+
I am	We are
You are	You are
He is	They are
She is	
It is	

Activity: Nice to meet you, too!

Introduce yourself to your classmates. Use some of the sentences below and make your own sentences.



Activity: Conversation Mix Up

Your teacher will give you part of a conversation. Find other classmates with other sentences to put a conversation together. Practice the conversation with your classmates.

Activity: Pronoun Practice

Write the correct pronoun for each sentence.

They

You

He

We

She

I

- Bora and Ning** are friends. _____ are friends.
- Sumsag** is my friend. _____ is my friend.
- Yuna** is my friend. _____ is my friend.
- Yuna** and I are friends. _____ are friends.
- Sumsag** and I are brothers. _____ are brothers.
- Bora** is my sister. _____ is my sister.
- You and Ning** are friends. _____ are friends.

Activity: Make a Be-Verb Chart

Write the correct form of the *be*-verb in the chart below. See page 2 for help.

1	2+
I _____ a student.	We _____ students.
You _____ a student.	You _____ students.
He _____ a student. She _____ a student. It _____ a cat.	They _____ students.

Activity: Sentence Word Order

Rewrite the questions in the correct word order.

- / student / are / You / a / . /

- / is / she / . / student / a /

- / we / . / students / are /

- / Bora and Ning / . / students / are /

Activity: What's missing? Conversation

Your teacher will give you vocabulary flash cards or parts of a conversation with missing vocabulary words. Find your classmate who has the matching part for your vocabulary word or conversation sentence.

Activity: All About You

Your teacher will give you information cards to introduce yourself. Write the correct information on the card to give to your teacher. Then practice saying the matching sentences.

English	In Your Language
My name is _____ .	
I am _____ years old.	
I am from _____ .	
I live in _____ .	

Activity: All About a Friend

Now practice with a friend.

English	In Your Language
His / Her name is _____ .	
He / She is _____ years old.	
He / She is from _____ .	
He /She lives in _____ .	

I can...

- greet new friends
- start a conversation.
- ask questions in a conversation.
- use pronouns for people.
- use the be-verb with pronouns.

Words I know

- name
- good
- today
- morning
- nice
- my
- meet
- where
- to thank
- friend

My Family 1: We are a family. 1-2



Warm-Up

- Who is in the picture?
- Match the pronoun to the correct *be*-verb.

He It We

am is are

They You She I

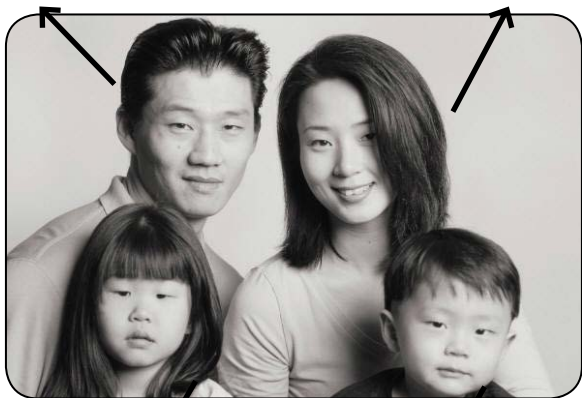
(Note: A dashed line connects 'He' to 'is').

Vocabulary in My Language

1. father		6. daughter	
2. mother		7. tall	
3. brother		8. short	
4. sister		9. young	
5. son		10. old	

Vocabulary Activity

Label the pictures using the vocabulary words.



Activity: Vocabulary Race

Sit in teams of 5 to 6 classmates. Give each team member 2 or 3 flashcards. When the teacher shows a vocabulary picture, the team member with the matching word must race to touch the picture in the teacher's hand.

Activity: Who is ... ?

Choose and write the correct word for each sentence.

1. She is a _____ . (sister / father)
2. He is a _____ . (mother / brother)
3. They are _____ . (brothers / sister)
4. I am a _____ . (?)
5. You are a _____ . (?)
6. We are _____ . (?)
7. He _____ my _____ . (am / is) (sister / father)
8. They _____ my _____ . (are / is) (friends / mother)
9. We _____ a _____ . (am / are) (family / brother)

Activity: Review Vocabulary

Write the correct word from the word bank.

1. He _____ my brother.
2. _____ is my sister.
3. I _____ your friend.
4. We _____ brothers.
5. You are _____ friend.
6. _____ are brother and sister.
7. _____ am a father.
8. They are a _____ .

Word Bank:

she	my
they	family
brothers	I
am	friends
is	are

9. They are my _____ .
10. We are _____ .

Activity: Teacher says...

Practice the vocabulary words *tall, short, old, young*, and any others you may know. Follow what the teacher says but watch carefully. In this game, do what the teacher says, not what the teacher does.

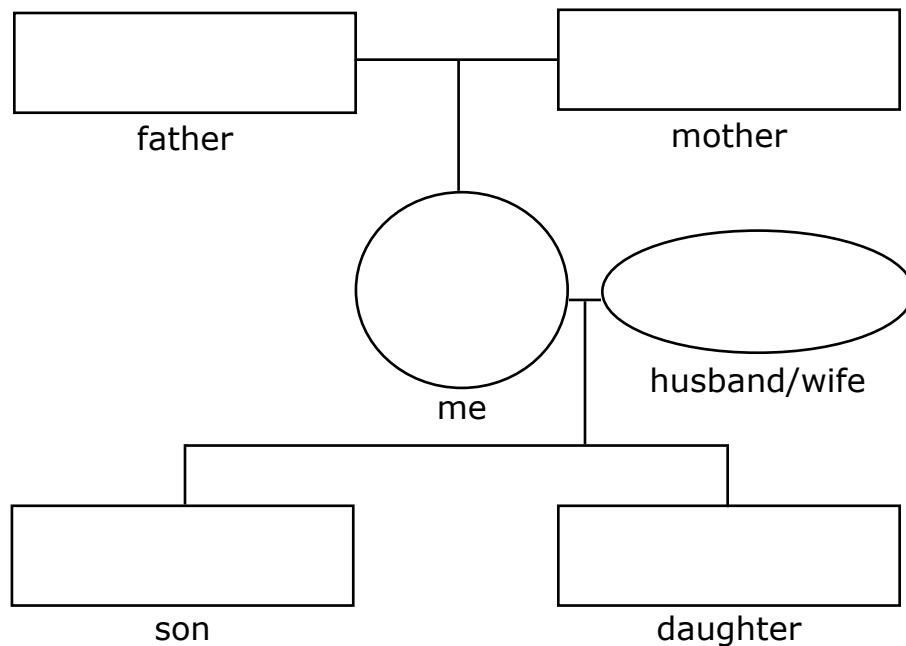
Activity: Who is tall?

Find someone in your class who is tall, short, old, or young. Write his or her name in the correct sentence. Circle the correct pronoun for the person. Add the numbers for meters and age.

1. _____ is short. He / She is _____ meters.
2. _____ is tall. He / She is _____ meters.
3. _____ is old. He / She is _____ years old.
4. _____ is young . He / She is _____ years old.
5. _____ is _____ . He / She is _____ .

Activity: Draw your Family Tree

Write the names of your family members to make your family tree. Your teacher will show you an example.



Activity: Forming Questions

To make a question, move the *be*-verb and the pronoun.

Example 1:

He is young.



Is he young?

Example 2:

Is he tall?

Yes, **he is** tall.

No, **he is** not tall.

He is short.

- | | | |
|--------------------------------|---------------------|--|
| 1. She is 1.7 m tall. | Is she tall? | Yes, she is tall. |
| 2. He is 1.3 m tall.
short. | Is _____ tall? | No, he is _____ tall. _____ is |
| 3. She is 4 years old. | _____ she old? | No, _____ is not _____.
She is young. |
| 4. He is 83 years old. | Is _____ _____ ? | Yes, _____ _____ old. |
| 5. She is 1 m tall. | _____ _____ tall? | No, she _____ _____ .
She is short. |
| 6. He is 8 years old. | _____ _____ _____ ? | _____, _____ is not old.
_____ young. |
| 7. They are 79 years old. | Are _____ old? | _____, they _____ old. |
| 8. They are 2 years old. | _____ _____ _____ ? | No, _____ _____ _____ old.
They _____ _____ . |
| 9. You are 1.7 m tall. | Are _____ tall? | Yes, I _____ tall. |

I can...

- name my family members.
- use pronouns.
- make a family tree.
- describe my family members.
- ask questions.

Words I know

- father
- mother
- brother
- sister
- son
- daughter
- tall
- short
- young
- old

My Family 2: My family is...

1-3



Warm-Up

Practice describing the people in the picture.

- Who is in this picture?
- Who is tall?
- Who is short?
- Who is old?
- Who is young?
- What is your family like?

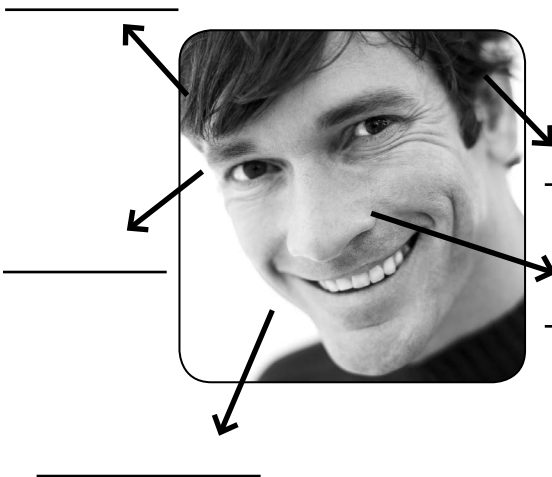
My Family Part 2

Vocabulary in My language

1. hair		6. glasses	
2. eyes		7. big	
3. mouth		8. small	
4. nose		9. long	
5. ears		10. to have	

Vocabulary Activity

Make a list of things that are tall, short, or long.



big	small	long

1-3

Activity: A Crazy Face

In the space below, draw the face your teacher describes. Write the words to describe the part of the face. Then draw lines to match the parts of the face.

_____ hair •

_____ eyes •

_____ nose •

• _____ ears

• _____ mouth

Grammar: To Have, To Do

to have

	1	2+	
I	have	We	have
You	have	You	have
He	has	They	have
She			
It			

Examples:

- I have** a brother.
- You have** 2 eyes.
- She has** a friend.

to do

	1	2+	
I	do	We	do
You	do	You	do
He	does	They	do
She			
It			

Examples:

- Do I** *have* a brother?
- Do you** *have* 2 eyes?
- Does she** *have* a friend?

Activity: Write and Say

Choose the correct word and write it in the sentence. Practice saying the sentence to a partner.

have

has

Do

Does

1. I have two eyes.
2. You _____ a small mouth.
3. She _____ one sister.
4. We _____ a nice teacher.
5. They _____ long hair.
6. Do I have two eyes?
7. _____ you have a small mouth?
8. _____ she have one sister?
9. _____ we have a nice teacher?
10. _____ they have long hair?

Activity: Questions and Answers

1-3

Write the correct word to finish the sentence.

Question

?

Answer

1. Do you have a daughter? No, I do not have a daughter.
I have a son.
2. _____ you have a big nose? Yes, I _____ a big nose.
3. _____ we have glasses? No, we do not _____ glasses.
4. _____ they _____ two sons? Yes, _____ two sons.
5. _____ she have long hair? Yes, _____ has long hair.
6. _____ he _____ a big mouth? No, he _____ not _____ a big mouth. He _____ a small mouth.
7. _____ it _____ short hair? No, it _____ have short hair.
It _____ long hair.
8. _____ you _____ a big family? _____ , I have a _____ family.

My Family Part 2

Activity: Guess, Who?

The teacher is thinking of a student in your class. Ask the teacher "Does he or she have ... ?" questions to find the student.

Example:

Does he have a big nose? Does she have long hair?

Activity: Describe Your Family

Describe the members of your family or your class. Who has long hair? Who has big eyes?

1. _____ has long hair.
2. _____ has big eyes.
3. _____ has a small mouth.
4. _____ is tall.
5. _____ is short.
6. _____ has small eyes.
7. _____ and _____ have short hair.

1-3

Activity: Word Order

Write the words in the correct order to make a sentence or question.

1. / have / big / I / eyes / . /

2. / she / no / two / has / daughters / . /

3. / have / . / three / we / sons /

4. / father / my / . / tall / is /

5. / you / have / do / hair / ? / long /

6. / have / does / she / sister / a / ? /

7. / two / have / ? / it / ears / does /

8. / Yes, / brothers / he / three / has / . /

I can...

- name the parts of the face.
- describe the physical look of people.
- ask questions about the look of people.
- answer do/does questions.

Words I know

- hair
- eyes
- mouth
- nose
- ears
- glasses
- long
- big
- small
- to have

My Daily Activities

1-4



Warm-Up

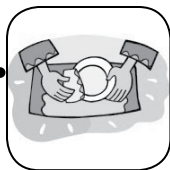
- Who is in this picture?
- Does she have short hair?
- Does she have glasses?
- What does she look like?
- Find a classmate to describe. What does he or she look like?

My Daily Activities

Vocabulary in My Language

1. to walk		6. to eat	
2. to drive		7. to clean	
3. to sleep		8. every day	
4. to wash		9. sometimes	
5. to cook		10. never	

Vocabulary Activity



to walk

to wash

to eat

to clean

to sleep

to drive

to cook

1-4

Grammar: Pronoun + Verbs

to walk

1		2+	
I	walk	We	walk
You	walk	You	walk
He She It	walks	They	walk



I	walk
You (1)	drive
We	sleep
You (2+)	wash
They	cook
	eat
	clean
He	walks
She	drives
It	sleeps
	washes
	cooks
	eats
	cleans

Vocabulary Activity

Write the correct form of the verb in the sentence.

- I drive my motorbike every day. (**to drive**)
- We _____ to school every day. (**to walk**)
- They _____ the dishes sometimes. (**to wash**)
- He _____ rice every day. (**to eat**)
- The dog never _____ in the house. (**to sleep**)
- My brothers _____ the house sometimes. (**to clean**)
- Chanda never _____ the rice. (**to cook**)
- My mother and I _____ to the market every day. (**to walk**)
- My brother and sister _____ lunch every day. (**to eat**)
- The mother cat _____ the young cats every day. (**to wash**)



school



market



dishes



clothes



motorbike



rice



cat



dog

Activity: Pronoun Practice

Circle the correct pronoun for the sentence. Then practice saying the sentences.

1. (He / They) drives the motorbike every day.
2. (She / I) walk to school every day.
3. (We / She) never wash the dishes.
4. (It / They) eat rice sometimes.
5. (I / She) sleep in the house every day.
6. (You / He) never cleans the house.
7. (Chanda / You) cook the rice sometimes.
8. (My sister / We) walks to the market every day.
9. (They / The cat) eat lunch every day.
10. (I / Maya) never wash my clothes.



Activity: Survey

Ask your partner the survey questions. Write your partner's answers. Then write the number of students who answer Yes and No in the box on the right.

Example:

Student A: Chanda, do you walk to school? (Yes) / No

Student B: Yes, I walk to school every day.

Student A writes Chanda walks to school every day.

1. Do you drive to the market? Yes / No

2. Do you sleep in the morning? Yes / No

3. Do you clean the house? Yes / No

4. Do you wash the dishes? Yes / No

5. Do you eat rice in the morning? Yes / No

6. Do you walk to school? Yes / No

7. Do you cook the rice? Yes / No

Class Answers

YES	NO

1-4

Activity: Weekly Schedule

Look at Retik's weekly schedule. When does Retik walk to the market? Does Retik drive to school? How can you describe Retik's schedule?

Example:

Retik eats breakfast every day at 8:00.

Retik never drives to school

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	eat breakfast	eat breakfast	eat breakfast	eat breakfast	eat breakfast
9:00	walk to school	wash clothes	walk to school		walk to the market
10:00		clean the house			
11:00				wash dishes	
12:00	eat lunch	eat lunch	eat lunch	eat lunch	eat lunch
13:00	walk home		walk home	clean the house	
14:00	cook rice	cook rice	cook rice		
15:00				drive to the market	wash the clothes
16:00	wash the dishes	wash the dishes	wash the dishes		

I can...

- talk about my daily activities.
- talk about the present.
- ask questions about others' activities.
- answer Do/Does questions.
- explain how often I do activities.

Words I know

- to walk
- to drive
- to sleep
- to wash
- to cook
- to eat
- to clean
- every day
- sometimes
- never

What I Like to Do

1-5



Warm-Up

- This is Chandani. What does she do every day? What do you think she never does?
 - What do you do every day? Check the boxes. Then practice saying them in sentences.
- | | |
|---|---|
| <input type="checkbox"/> cook | <input type="checkbox"/> walk to the market |
| <input type="checkbox"/> wash the dishes | <input type="checkbox"/> eat |
| <input type="checkbox"/> wash the clothes | <input type="checkbox"/> sleep |
| <input type="checkbox"/> clean the house | <input type="checkbox"/> walk to school |

Vocabulary in My Language

1. to like		6. to sing	
2. to read		7. to dance	
3. to draw		8. to eat	
4. to watch movies		9. what	
5. to listen to music		10. who	

What I Like to Do

Vocabulary Activity



1-5

Activity: Verb Chart

Write the missing words for the pronoun-verb chart.

I / You / We / They	He / She / It
sing	sings
like	
	dances
watch movies	_____ movies
_____ to music	listens to music
read	
draw	
	eats

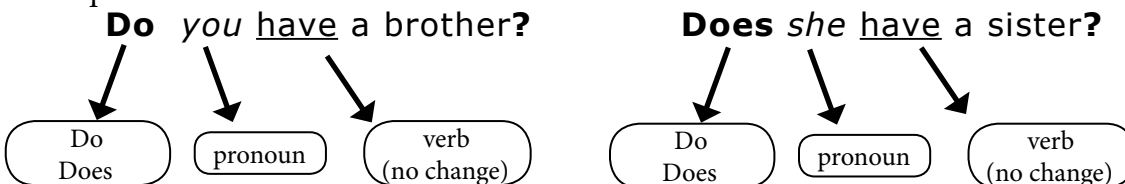


What I Like to Do

Remember:

Say "do" before *I, you, we,* or *they* and say "does" before *he, she,* or *it*. The next verb does not change.

Example:



Activity: Review Do/Does Questions

Rewrite the questions in the correct word order. Be careful: One word is extra.

1. / she / ? / like / draw / does / to / do /




2. / does / eat / you / ? / like / do / to /

3. / dance / ? / do / like / to / they / he /

4. / she / like / to / do / we / watch / ? / movies

Activity: Who does what?

Look at the boxes to know what Joon, Chanda, Bora, and Ning like to do. Mark the boxes of the activities you like to do. Ask a friend what he or she likes to do.

	to sing	to read	to draw	to watch movies
 Joon		✓	✓	
 Chanda and Bora	✓		✓	✓
 Ning	✓	✓		✓
I				
Ask a friend!				

Question

- Does Joon like to read?
- Does Ning like to draw?
- Do Chanda and Bora like to read?
- Do Chanda and Bora _____ to sing?
- _____ Joon like to watch movies?
- Do you like to read?
read.
- Do you like to sing?
- Do you and your friend like to watch movies?

Answer

Yes, Joon likes to read.
 _____ , Ning does not like to draw.
 _____ , they like _____ .
 No, they _____ not like _____ .
 No, Joon _____ to watch movies.
 _____ , I _____ to

What I Like to Do

Grammar: What and Who

What is for activities or things

Examples:

What do you like to do?

I like **to sing**.



What is it?

It is a **motorbike**?



Who is for people

Who is he?

He is my **brother**.



Who likes to draw?

Yuna (she) likes to draw.



1-5

Use the chart on the page before to answer the questions below.

1. Who likes to sing?

Ning likes to sing.



2. Who likes to read?

3. Who likes to draw?



4. What does Ning like to do?

Ning likes to sing, read, and watch movies.

5. What does Joon like to do?

6. What do Chanda and Bora like to do?



7. What do you like to do?

Activity: Relay Race

In teams, practice answering the questions below. When the teacher shows the flashcards, the first team member to answer correctly gets the point.

Round 1: Who likes to ... ?
Example: Who likes to draw?
Joon likes to draw.

Round 2: What does ... like to do?
Example: What does father like to do?
Father likes to sing.

I can...

- talk about daily activities
- describe activities I like to do
- ask about what people like to do
- ask people what they like to do
- talk about who and what

Words I know

- to like
- to read
- to draw
- to listen to music
- to watch movies
- to sing
- to dance
- to eat
- what
- who



Warm-Up

- What activities do you and your classmates like to do?
- Write the number of students who say they like to do the following activities.

Who likes to... ?

_____ read	_____ draw	_____ watch movies
_____ sing	_____ cook	_____ wash the dishes
_____ sleep	_____ eat	_____ dance

Vocabulary

Excuse me?

I'm sorry, what?

Can you repeat that, please?

When you cannot hear or understand:



Excuse me?

Role Play: Excuse Me?

In groups of three or four, plan a conversation about one of the topics below. Your teacher will give you more instruction after you plan the conversation.

1. Introduce yourself to a new friend
2. Introduce a family member to a new friend
3. Describe someone in your family
4. Ask someone what he or she does every day or likes to do

What do you say when you do not understand?



1-6

Activity: Review Conversation

Choose and write the correct word in the conversation.

1. Joon: Good _____, Ning! (**morning / hello**)
2. Ning: _____ Joon! How are you? (**Hello / Today**)
3. Joon: I'm fine, _____ you. How are you? (**your / thank**)
4. Ning: I _____ very well, thank you. (**am / is**)
5. Joon: Ning, I _____ a question. Do you like to dance?
(**have / has**)
6. Ning: _____ ? Can you repeat that? (**Hello / Excuse me**)
7. Joon: Do _____ like to dance? (**you / he**)
8. Ning: Yes, I _____ to dance. My sister likes to dance, too.
(**likes / like**)
9. Joon: Wow! That is very good! Does _____ dance every day?
(**she / he**)
10. Ning: No, sometimes she _____. She works every day.
(**dance / dances**)
11. Joon: Oh, does she have long _____ and glasses? (**hair / sister**)
12. Ning: Yes. Do _____ know her? (**they / you**)
13. Joon: Yes! She is my new _____ today! (**friend / glasses**)
Ning: Wow! That is good! Well, I have to go now.
Joon: Ok, have a good day!
Ning: You too! See you later!

Excuse me?

I can...

- introduce myself and others
- start a conversation
- ask questions about activities and interests
- describe myself and others
- ask for help to understand

Words I know

- Excuse me?
- I'm sorry.
- Can you repeat that?
- Please
- Thank you

Vocabulary.....

Unit 1: My Daily Life

Lesson 1: Introductions

1. morning	
2. nice	
3. name	
4. good	
5. today	

6. my	
7. meet	
8. where	
9. to thank	
10. friend	

Lesson 2: My Family - We are a family

1. father	
2. mother	
3. brother	
4. sister	
5. son	

6. daughter	
7. tall	
8. short	
9. young	
10. old	

Lesson 3: My Family - My family is...

1. hair	
2. eyes	
3. mouth	
4. nose	
5. ears	

6. glasses	
7. long	
8. big	
9. small	
10. to have	

Lesson 4: My Daily Activities

1. to walk		6. to eat	
2. to drive		7. to clean	
3. to sleep		8. every day	
4. to wash		9. sometimes	
5. to cook		10. never	

Lesson 5: What I Like to Do

1. to like		6. to sing	
2. to read		7. to dance	
3. to draw		8. to eat	
4. to watch movies		9. what	
5. to listen to music		10. who	

Additional Vocabulary Words

morning

my

nice

meet

name

where

good

to thank

today

friend

father

daughter

mother

tall

brother

short

sister

young

son

old

hair

glasses

eyes

long

mouth

big

nose

small

ears

to have

to walk

to eat

to drive

to clean

to sleep

every day

to wash

sometimes

to cook

never

to like

to sing

to read

to dance

to draw

to eat

to watch
movies

what

to listen to
music

who

Appendix B
English Foundations 1
Teacher's Book

English Foundations 1



for Novice Teachers and Learners

Teacher's Book

English Foundations 1

.....
for Novice Teachers and Learners

Developed by
Darcy Whetten

In collaboration with:
Dr. Norman Evans
Kendon Kurzer
Alison Divetts Roberts
Shelby Werner Thayne

Scope and Sequence

Unit 1		Students will...	Topics
Lesson 1	Introductions	<ul style="list-style-type: none"> greet each other using common phrases introduce themselves and give their basic information start conversations 	<ul style="list-style-type: none"> Pronouns the Be-verb Conversation patterns Basic information about yourself
Lesson 2	My Family 1: We are a family.	<ul style="list-style-type: none"> identify family members and relations describe people and their families 	<ul style="list-style-type: none"> family members forming questions using the be-verb charting the family tree
Lesson 3	My Family 2: My family is...	<ul style="list-style-type: none"> describe physical attributes of the face ask Do/Does questions respond to questions with Yes or No 	<ul style="list-style-type: none"> the parts of the face to have to do asking Do/Does questions
Lesson 4	My Daily Activities	<ul style="list-style-type: none"> describe daily activities describe the frequency of activities ask questions about others' activities 	<ul style="list-style-type: none"> action verbs of work and home pronouns + verbs reading a weekly schedule
Lesson 5	What I Like to Do	<ul style="list-style-type: none"> discuss what they like to do ask Wh-questions about activities and interests 	<ul style="list-style-type: none"> action verbs of interests Do/Does questions Wh-questions Who vs. What
Lesson 6	Excuse me?	<ul style="list-style-type: none"> review all previous lessons use clarification phrases act out conversations in role-plays 	<ul style="list-style-type: none"> how to ask for clarification Conversation patterns

Lesson 1: Introductions

Goals:

1. Greet others using common and appropriate phrases
2. Introduce oneself in a conversation
3. Introduce a third person in a conversation

Objectives:

1. Greet with appropriate forms of greetings
2. Follow an appropriate pattern of conversation
3. Learn and use pronouns in context
4. Use the be-verb in its correct form with a pronoun

Warm-Up:

Use the picture to ask students about greetings they may already know. Some students will be familiar with other phrases. Use phrases that will be appropriate in most situations. Avoid slang because it may be considered inappropriate.

Vocabulary:

Demonstrate, explain, and translate the vocabulary words for the students. Students write the translations to the write of the English words. Have students repeat the words after you to build confidence in pronunciation

Vocabulary Activity

Answers:

1. morning
2. name
3. Nice
4. meet
5. Where
6. my
7. today
8. good

Demonstrate the conversation and allow students to practice with a partner.

Introductions

1-1



Warm-Up

What do you say when you meet someone? Mark the boxes of the words for meeting someone.

- | | |
|---|---|
| <input type="checkbox"/> Good-bye! | <input type="checkbox"/> Good afternoon! |
| <input type="checkbox"/> Hello! | <input type="checkbox"/> Bye-bye! |
| <input type="checkbox"/> Good morning! | <input type="checkbox"/> Have a good day! |
| <input type="checkbox"/> See you later! | <input type="checkbox"/> Hi! |

Introductions

Vocabulary in My Language

1. name		6. my	
2. good		7. meet	
3. today		8. where	
4. morning		9. to thank	
5. nice		10. friend	

Vocabulary Activity

Listen to your teacher act the conversation. Write the correct vocabulary words from above for the conversation below. You will use each vocabulary word only once.

A: Good _____! My _____ is Ning. _____ to meet you.

B: Hello, Ning. Nice to _____ you too. I am Bora.

A: _____ are you from?

B: I am from Korea.

A: You are _____ new friend _____.

B: Thank you!

A: Have a _____ day!

B: See you later!

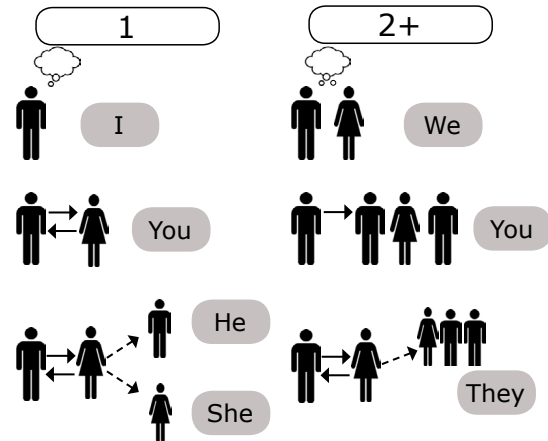
Student book 1

Grammar Tip: Use the chart on the left to explain the difference between talking about yourself (*I, we*), to another person (*you*), or about another person (*he, she, they*), as well as the importance of the number (1 vs. 2+) and gender (*he* vs. *she*). Also explain how number affects the *be*-verb used in a sentence using the chart on the right.

Teaching Tip: When giving instructions for an activity, demonstrate what you expect students to do. You may ask another student to demonstrate with you. This will help everyone feel comfortable participating.

1-1

Pronouns



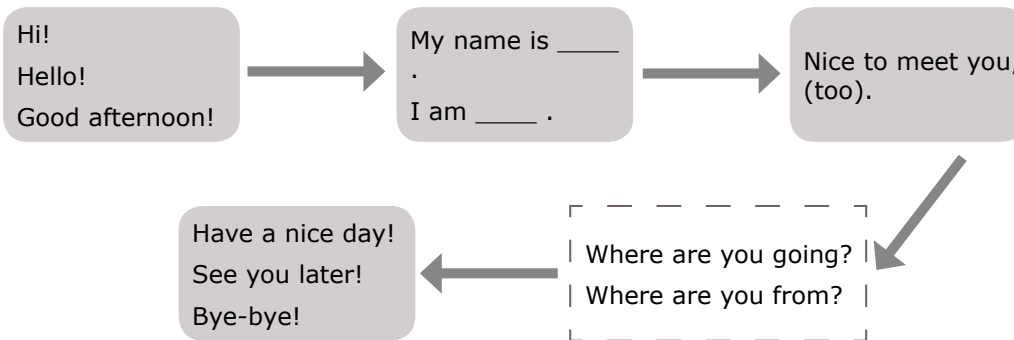
Be-verb: to be

1	2+
I am	We are
You are	You are
He is	They are
She is	
It is	

Introductions

Activity: Nice to meet you, too!

Introduce yourself to your classmates. Use some of the sentences below and make your own sentences.



Activity: Conversation Mix Up

Your teacher will give you part of a conversation. Find other classmates with other sentences to put a conversation together. Practice the conversation with your classmates.



You will need materials for this activity. See p. 35 of the Appendix.

Activity: Nice to meet you, too!

This activity practices the pattern of a conversation. Demonstrate the conversation for the students before assigning them a partner. The grey boxes are standard phrases, but the dotted-line box shows that the conversation topic may be different. Use this activity to allow students to meet each other.

Activity: Conversation Mix Up

While students are meeting each other, pass out the conversation cards in random order. Have the class mix together to find enough cards to form a conversation in the correct order. Consider filling in the blank cards with other phrases they might know.

Pronunciation Tip: The “th” sound in *they* can be very difficult to pronounce. Help students recognize that the tongue is inserted between the teeth. Because pronunciation takes a long time to change, do not let this be the focus of the lesson. Be encouraging and remind the students often, but do not distract them from more important grammar topics and language functions.

Teaching Tip: Give students lots of opportunities to speak. Call on students to offer the answers or share the answers with a partner. Also consider reciting the correct answers together as a class in order to give everyone an opportunity to practice pronunciation without pressure.

Activity: Pronoun Practice

Students write the correct pronoun that replaces the people in the sentence. Answers:

1. They
2. He
3. She
4. We
5. We
6. She
7. You

Activity: Make a Be-Verb Chart

Review the be-verb as it is used in sentences. Help students write the correct be-verb in the chart. Point out that 2+ pronouns add -s at the end of the noun *students*.

Activity: Sentence Word Order

Students write the sentences in the correct order. Point out the use of punctuation indicates a sentence and a capital letter starts the sentence.

Activity: Pronoun Practice

Write the correct pronoun for each sentence.

- (They) (You) (He) (We) (She) (I)

1. **Bora and Ning** are friends. _____ are friends.
2. **Sumsag** is my friend. _____ is my friend.
3. **Yuna** is my friend. _____ is my friend.
4. **Yuna** and I are friends. _____ are friends.
5. **Sumsag** and I are brothers. _____ are brothers.
6. **Bora** is my sister. _____ is my sister.
7. **You and Ning** are friends. _____ are friends.

Activity: Make a Be-Verb Chart

Write the correct form of the *be*-verb in the chart below. See page 2 for help.

1	2+
I _____ a student.	We _____ students.
You _____ a student.	You _____ students.
He _____ a student. She _____ a student.	They _____ students.
It _____ a cat.	

Activity: Sentence Word Order

Rewrite the sentences in the correct word order.

1. / student / are / You / a / . /

2. / is / She / . / student / a /

3. / We / . / students / are /

4. / Bora and Ning / . / students / are /

1-1

Introductions

Teaching Tip: Do your best to memorize the names of the students in the class. Calling on students by their names will help them feel included and valued in the classroom.

Teaching Tip: Help students feel a sense of accomplishment at the end of each lesson. Be positive and encouraging for each individual. Congratulate them for the effort they have made to learn and use a new language. Utilize the *I Can/Words I Know* box to review the lesson and congratulate the students.

1-1

Activity: What's missing? Conversation



You will need materials for this activity. See p. 37.

Your teacher will give you vocabulary flash cards or parts of a conversation with missing vocabulary words. Find your classmate who has the matching part for your vocabulary word or conversation sentence.

Activity: All About You



You will need materials for this activity. See p. 39.

Your teacher will give you information cards to introduce yourself. Write the correct information on the card to give to your teacher. Then practice saying the matching sentences.

English	In Your Language
My name is _____ .	
I am _____ years old.	
I am from _____ .	
I live in _____ .	

Activity: All About a Friend

Now practice with a friend.

English	In Your Language
His / Her name is _____ .	
He / She is _____ years old.	
He / She is from _____ .	
He /She lives in _____ .	

I can...

- greet new friends
- start a conversation.
- ask questions in a conversation.
- use pronouns for people.
- use the be-verb with pronouns.

Words I know

- name
- good
- today
- morning
- nice
- my
- meet
- where
- to thank
- friend

Activity: What's Missing? Conversation

Pass out a vocabulary flash card or conversation strip to each student. The students must mix together in order to find the matching word-sentence. For example: Conversation strip "Good ___!" matches flash card *morning*.

Activity: All About You, All About a Friend

Help students state basic introductory information about themselves and a friend in the class. Allow them to translate if necessary. Use the information boxes in the appendix to collect information from the students and teach them to state the information in sentences.

Lesson 2: My Family 1: We are a family

Goals:

1. Identify family members by their relations to each other
2. Use adjectives in simple sentences to describe the appearance of family members or other people and things

Objectives:

1. Use adjectives in simple present tense sentences.
2. Distinguish pronouns when identifying family members and other people
3. Draw and label a family tree for one's own family

Warm-Up:

Ask students to describe the picture and items they might recognize. Review the pronouns. Ask which pronouns they should use to talk about the boy. Review the pronouns and be-verbs in the Warm-Up box.

Vocabulary:

Ask students to repeat the vocabulary words after you 3 to 5 times. Drilling allows them to recognize the words and practice pronunciation.

When explaining the meanings, assign a motion to each word (hand stretch up for tall, bent back for old, etc.) Drill the words and the motions together.

Vocabulary Activity:

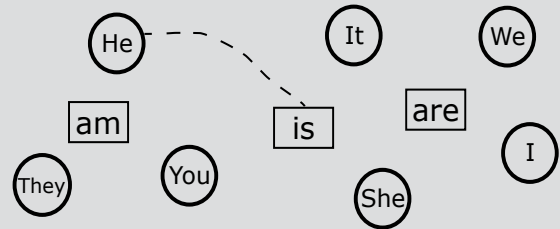
Help students recognize the relationships within families: father/mother, son/daughter, brother/sister. Review the pronouns and be-verb by stating, "She is mother," etc.

My Family 1: We are a family. ¹⁻²



Warm-Up

- Who is in the picture?
- Match the pronoun to the correct *be*-verb.



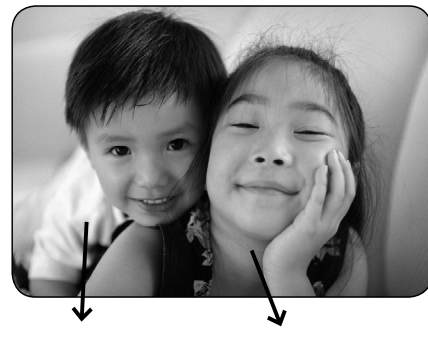
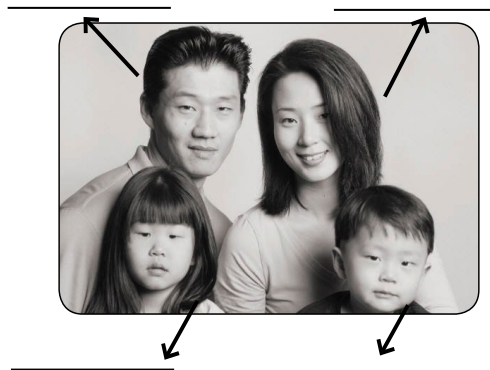
My Family Part 1

Vocabulary in My Language

1. father	_____	6. daughter	_____
2. mother	_____	7. tall	_____
3. brother	_____	8. short	_____
4. sister	_____	9. young	_____
5. son	_____	10. old	_____

Vocabulary Activity

Label the pictures using the vocabulary words.



Grammar Tip: We add *a* before a singular noun (*She is a sister*) and we add *-s* after plural nouns (*They are brothers*). It is important to recognize number by using the correct pronoun and the correct form of the noun.

Teaching Tip: Balance your classroom time between intensive study and engaging activities such as the vocabulary race. Alternate between speaking and writing exercises every 7-10 minutes so that students do not become bored. You may choose to leave the high-energy activities for the end of class as motivation.

1-2



You will need materials for this activity. See p.25-27.

Activity: Vocabulary Race

Sit in teams of 5 to 6 classmates. Give each team member 2 or 3 flashcards. When the teacher shows a vocabulary picture, the team member with the matching word must race to touch the picture in the teacher's hand.

Activity: Vocabulary Race
Separate the class into teams of 5 or 6. Pass out vocabulary flashcards from Lesson 1 and 2 so that each member has 2 or 3 cards and each group has a complete collection. Call out a vocabulary word or show a picture. The student with the matching word must race to a point in the classroom and beat the other teams also racing.

My Family Part 1

Activity: Who is ... ?

Choose and write the correct word for each sentence.

1. She is a _____ . (sister / father)
2. He is a _____ . (mother / brother)
3. They are _____ . (brothers / sister)
4. I am a _____ . (?)
5. You are a _____ . (?)
6. We are _____ . (?)
7. He _____ my _____ . (am / is) (sister / father)
8. They _____ my _____ . (are / is) (friends / mother)
9. We _____ a _____ . (am / are) (family / brother)

Activity: Review Vocabulary

Write the correct word from the word bank.

1. He _____ my brother.
2. _____ is my sister.
3. I _____ your friend.
4. We _____ brothers.
5. You are _____ friend.
6. _____ are brother and sister.
7. _____ am a father.
8. They are a _____ .
9. They are my _____ .
10. We are _____ .

Word Bank:

she	my
they	family
brothers	I
am	friends
is	are

Activity: Who is..?
Answers:
#4-6 allow students to create their own answers.

Activity: Review Vocabulary
Answers:
Be aware that both #9 and #10 could be answered as either *friends* or *brothers*.

Pronunciation Tip: The “sh” sound is often mistaken as a heavy “s” sound. Help students to recognize that to produce this sound the teeth come close together (without touching) and the lips point out. Be careful that the jaw does not lower as it does in the “ch” sound.

Teaching Tip: Be sensitive to family situations of students in the class when teaching this lesson. Consider bringing pictures of your own family or photos provided by the Church for students to practice identifying family members. Also consider linking this lesson to *The Family: A Proclamation to the World*.

Activity: Teacher say...

Similar to *Simon Says* Prepare the students by practicing motions that represent each word. Review previous vocabulary words as well. Signal the students to follow what you say and do the matching motion. Then test their listening by saying one word but motioning another.

Activity: Who is tall?

Find students in the class who demonstrate the vocabulary words. Write their names, ages, and heights.

Activity: Family Tree

Allow students to adapt the chart to their own families. Consider using your family as an example on the board.

1-2

Activity: Teacher says...

Practice the vocabulary words *tall, short, old, young*, and any others you may know. Follow what the teacher says but watch carefully. In this game, do what the teacher says, not what the teacher does.

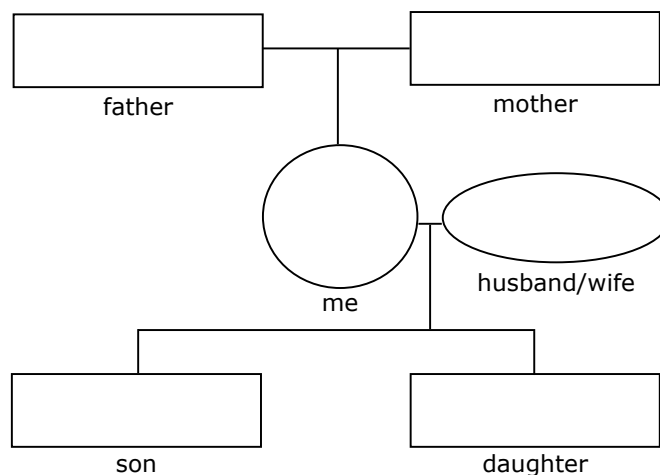
Activity: Who is tall?

Find someone in your class who is tall, short, old, or young. Write his or her name in the correct sentence. Circle the correct pronoun for the person. Add the numbers for meters and age.

1. _____ is short. He / She is _____ meters.
2. _____ is tall. He / She is _____ meters.
3. _____ is old. He / She is _____ years old.
4. _____ is young . He / She is _____ years old.
5. _____ is _____. He / She is _____.

Activity: Draw your Family Tree

Write the names of your family members to make your family tree. Your teacher will show you an example.



My Family Part 1

Grammar Tip: Explain the formation of questions by starting with the order of a sentence. In *be*-verb questions, two words switch places (the verb and the subject pronoun).
When answering, include *not* if the answer is *No*. Use the opposite word to clarify the description.
Example: *No, he is not tall. He is short.*

Teaching Tip: Assign some parts of the activities as homework. This will allow students to review the lessons on their own and give them accountability for their learning. Be sure to check their homework when they return to class.

1-2

Activity: Forming Questions

To make a question, move the *be*-verb and the pronoun.

Example 1:

He is young.
↓ ↓
Is he young?

Example 2:

Is he tall?
Yes, **he is** tall. No, **he is** not tall.
He is short.

My Family Part 1

- | | | |
|-----------------------------|---------------------|--|
| 1. She is 1.7 m tall. | Is she tall? | Yes, she is tall. |
| 2. He is 1.3 m tall. short. | Is _____ tall? | No, he is _____ tall. _____ is |
| 3. She is 4 years old. | _____ she old? | No, _____ is not _____.
She is young. |
| 4. He is 83 years old. | Is _____ _____ ? | Yes, _____ _____ old. |
| 5. She is 1 m tall. | _____ _____ tall? | No, she _____ _____ .
She is short. |
| 6. He is 8 years old. | _____ _____ _____ ? | _____, _____ is not old.
_____ young. |
| 7. They are 79 years old. | Are _____ old? | _____, they _____ old. |
| 8. They are 2 years old. | _____ _____ _____ ? | No, _____ _____ old.
They _____ . |
| 9. You are 1.7 m tall. | Are _____ tall? | Yes, I _____ tall. |

I can...

- name my family members.
- use pronouns.
- make a family tree.
- describe my family members.
- ask questions.

Words I know

- father
- mother
- brother
- sister
- son
- daughter
- tall
- short
- young
- old

Activity: Forming questions

Students fill in the blanks of the sentences and questions according to the pattern given. Students must be aware of when to use *not* as well as the correct pronoun and verb.

Make sure students feel very comfortable with the word order of sentences and questions before completing this exercise.

If the exercise is too difficult, consider reading the sentences to them or providing only some of the answers for them.

Lesson 3: My Family 2: My family is...

Goals:

1. Describe the physical attributes of people
2. Recognize possession in the verb *to have*
3. Ask questions using *Do/Does*

Objectives:

1. Identify facial attributes and descriptive words
2. Learn the pattern of *Do/Does* questions
3. Respond with appropriate *yes/no* sentences

Warm-Up:

Review the motions for the previous lessons' vocabulary words. Refer to the picture to identify which words apply. Ask students to identify someone tall, short, old, young, etc. in the picture and in the classroom.

Vocabulary:

Drill vocabulary words by pointing to the parts of the face. Quiz the students' recall by using flashcards. Consider assigning a student to lead the drilling or allowing students to take turns quizzing each other.

Distinguish between *long* and *tall* as a difference in direction and explain *big* as being *both long and tall*.

Vocabulary Activity:

Help students identify objects which are big, small, and long. Allow them to write in their native language if necessary.

My Family 2: My family is... 1-3



Warm-Up

Practice describing the people in the picture.

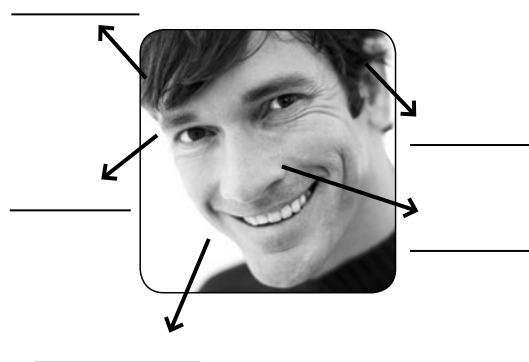
- Who is in this picture?
- Who is tall?
- Who is short?
- Who is old?
- Who is young?
- What is your family like?

Vocabulary in My language

1. hair		6. glasses	
2. eyes		7. big	
3. mouth		8. small	
4. nose		9. long	
5. ears		10. to have	

Vocabulary Activity

Make a list of things that are tall, short, or long.



big	small	long

Grammar Tip: To ask a question that does not use the *be*-verb, we must add *Do* or *Does* to the question. Explain that only one word will change when using *he/she/it* (*do* changes to *does*) and the other verb (*to have*) will stay the same. Notice that the pronoun-verb order stays the same when using *Do/Does*.

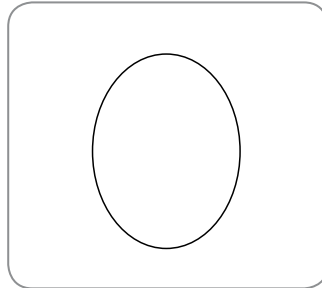
Teaching Tip: Use the chalkboard or whiteboard to explain grammar rules. Use simple sentences well within their reach of understanding and avoid distracting them with multiple or advanced structures and meanings.

1-3

Activity: A Crazy Face

In the space below, draw the face your teacher describes. Write the words to describe the part of the face. Then draw lines to match the parts of the face.

- _____ hair •
- _____ eyes •
- _____ nose •



- _____ ears
- _____ mouth

Grammar: To Have, To Do
to have

1		2+	
I	have	We	have
You	have	You	have
He	has	They	have
She			
It			

Examples:

- I have** a brother.
- You have** 2 eyes.
- She has** a friend.

to do

1		2+	
I	do	We	do
You	do	You	do
He	does	They	do
She			
It			

Examples:

- Do I have** a brother?
- Do you have** 2 eyes?
- Does she have** a friend?

Activity: Write and Say

Choose the correct word and write it in the sentence. Practice saying the sentence to a partner.

have

has

Do

Does

1. I have two eyes.
2. You _____ a small mouth.
3. She _____ one sister.
4. We _____ a nice teacher.
5. They _____ long hair.
6. Do I have two eyes?
7. _____ you have a small mouth?
8. _____ she have one sister?
9. _____ we have a nice teacher?
10. _____ they have long hair?

Activity: A Crazy Face

Describe a face to students using the vocabulary and descriptive words from this lesson. As you describe the face, students draw it, then write the descriptive word for each part of the face (i.e. *long hair, small ears*) and draw a line to match the words to the item in the picture.

Variations:

- Students do this activity in pairs.
- A student with a blindfold draws the face on the board.

Activity: Write and Say

Students fill in the blanks and practice asking questions and responding appropriately.

Teaching Tip: Help students to answer with *I* or *we* when asked *Do you... ?* Be careful when asking *Do I...* questions, which answer with *You*, as this may confuse beginning level students (Example: *Do I have two eyes? Yes, you have big eyes.*). It may be better to avoid this *Do I...* structure completely.

Teaching Tip: Time management is very important when teaching. Estimate the length of activities before you start class and keep an eye on the clock during class. Be aware of how much time you spend on each section. Think ahead of which activities are most important to do in class and which are appropriate as homework. It takes practice to develop a sense of time while teaching.

Activity: Questions and Answers

Students fill in the blanks using *Do/Does* and *have/has*. Point out how the answers match the questions in structure except for *Do/Does* and the addition of *not*.

Activity: Guess, who?

Similar to 20 Questions. Students ask questions to the teacher to find out who the teacher has in mind. Students ask *Do/Does* questions and the teacher answers *Yes/No* in a complete sentence.

Variations:

- Assign a student to think of a person.
- Complete the activity in pairs.
- Place a hidden object under a student's seat. Students ask questions to find who has the object.

Activity: Questions and Answers

1-3

Write the correct word to finish the sentence.

Question	?	Answer
1. Do you have a daughter?		No, I do not have a daughter. I have a son.
2. _____ you have a big nose?		Yes, I _____ a big nose.
3. _____ we have glasses?		No, we do not _____ glasses.
4. _____ they _____ two sons?		Yes, _____ two sons.
5. _____ she have long hair?		Yes, _____ has long hair.
6. _____ he _____ a big mouth?		No, he _____ not _____ a big mouth. He _____ a small mouth.
7. _____ it _____ short hair?		No, it _____ have short hair. It _____ long hair.
8. _____ you _____ a big family?		_____, I have a _____ family.

My Family Part 2

Activity: Guess, Who?

The teacher is thinking of a student in your class. Ask the teacher "Does he or she have ... ?" questions to find the student.

Example:

Does he have a big nose? Does she have long hair?

Activity: Describe Your Family

Describe the members of your family or your class. Who has long hair? Who has big eyes?

1. _____ has long hair.
2. _____ has big eyes.
3. _____ has a small mouth.
4. _____ is tall.
5. _____ is short.
6. _____ has small eyes.
7. _____ and _____ have short hair.

Grammar Tip: Nouns are people, places, or things. Words that describe nouns are placed in front of the noun. These include words like *a, the, two, my* as well as adjectives (*long, tall, etc.*) Help adult students to recognize nouns, verbs, and adjectives in sentences.

Teaching Tip: When you conclude class, be sure to review the topic briefly. You can review the activities you did, quiz the students on vocabulary words, or invite a student to review what he/she learned. A final reminder will help students remember what they've learned as well as feel a sense of accomplishment and value the class.

1-3

Activity: Word Order

Write the words in the correct order to make a sentence or question.

1. / have / big / I / eyes / . /

2. / she / no / two / has / daughters / . /

3. / have / . / three / we / sons /

4. / father / my / . / tall / is /

5. / you / have / do / hair / ? / long /

6. / have / does / she / sister / a / ? /

7. / two / have / ? / it / ears / does /

8. / Yes, / brothers / he / three / has / . /

Activity: Word Order

Review sentence and question word order with the students. Point out the difference in punctuation as well as the addition of *Do/Does*.

This assignment may be appropriate as homework. If you do so, start the assignment in class to make sure students understand the directions.

I can...

- name the parts of the face.
- describe the physical look of people.
- ask questions about the look of people.
- answer do/does questions.

Words I know

- hair
- glasses
- eyes
- long
- mouth
- big
- nose
- small
- ears
- to have

Lesson 4: My Daily Activities

Goals:

1. Describe daily activities of home
2. Describe frequency of activities
3. Ask questions about daily activities
4. Ask questions about one's schedule

Objectives:

1. Use verbs to describe daily activities
2. Recognize frequency words *never, sometimes, every day*
3. Ask Do/Does questions about daily activities
4. Read and use a diagram to explain daily schedule

Warm-Up:

Review the vocabulary and activities from the previous lesson. Invite students to talk in pairs or make a game of the Warm-Up by reviewing a game from the previous lesson.

Vocabulary:

Assign actions or motions for each of these vocabulary words. Practice the words and motions in a game.

Game: As a class or group, assign each student a word (if there are more than 10, give them words from previous lessons). A student starts the game by saying his/her word and doing the motion, then passing the turn to another student (saying word, doing motion). The student with that word must accept by saying the word and showing the motion then pass it to another student. Encourage them to play faster and faster.

My Daily Activities

1-4



Warm-Up

- Who is in this picture?
- Does she have short hair?
- Does she have glasses?
- What does she look like?
- Find a classmate to describe. What does he or she look like?

Vocabulary in My Language

1. to walk		6. to eat	
2. to drive		7. to clean	
3. to sleep		8. every day	
4. to wash		9. sometimes	
5. to cook		10. never	

Vocabulary Activity

to walk to wash to eat to clean to sleep to drive to cook

Spelling Tip: Some words change spelling when adding -s at the end. Words that end with -sh, -ch, -s, or -x will add -es, for example *wash* to *washes*. Explain to students that adding -es helps us to hear the -s after those sounds (sh, ch, s, and x). This spelling rule applies to both verbs in the he/she/it form and plural nouns.

Other examples: *watch* -- *watches* / *bus* -- *buses* / *fix* -- *fixes*

Teaching Tip: Sometimes students ask questions that might distract from the topic or are very difficult to answer. To keep the lesson on track, tell the student(s) that you can explain after class or that you will come back with an answer the next class.

1-4

Grammar: Pronoun + Verbs

to walk

1		2+	
I	walk	We	walk
You	walk	You	walk
He She It	walks	They	walk



I	walk
You (1)	drive
We	sleep
You (2+)	wash
They	cook
	eat
	clean
He	walks
She	drives
It	sleeps
	washes
	cooks
	eats
	cleans

Grammar: Pronoun + Verbs

Help students recognize that the pronoun-verb chart on the right is a simplified form of the chart on the left. Remind them that *You* can refer to both one person or a group of people.

Activity: Vocabulary Activity

Students fill in the blank using the correct form of the verb. Focus on the addition of -s for *he/she/it* sentences.

Use the picture dictionary at the bottom for the supplemental words in the exercise.

Review the correct answers as a class. Give plenty of opportunities for students to practice saying the sentences out loud.

Vocabulary Activity

Write the correct form of the verb in the sentence.

- I drive my motorbike every day. (**to drive**)
- We _____ to school every day. (**to walk**)
- They _____ the dishes sometimes. (**to wash**)
- He _____ rice every day. (**to eat**)
- The dog never _____ in the house. (**to sleep**)
- My brothers _____ the house sometimes. (**to clean**)
- Chanda never _____ the rice. (**to cook**)
- My mother and I _____ to the market every day. (**to walk**)
- My brother and sister _____ lunch every day. (**to eat**)
- The mother cat _____ the young cats every day. (**to wash**)



school



market



dishes



clothes



motorbike



rice



cat



dog

Teaching Tip: If the activity is too easy for some students, invite them to add other words they know. It may be beneficial to invite one or two students to help check or explain the answers to the other students, especially if you have a large group of students.

Teaching Tip: When students complete activities in pairs or groups, the teacher should walk around to monitor their work. Tell the students that you will walk around and that they can ask you questions as needed. Give the students enough time to start the exercise before walking around. Listen to the students without interrupting or intimidating them. They may be shy at first, but with practice they will feel more comfortable.

Activity: Pronoun Practice

Students circle the correct pronoun based on the form of the verb in the sentence. Note the use of frequency words *never*, *sometimes* and *every day*.

Activity: Survey
Students practice asking questions to a partner. Each partner should circle yes or no for the response, then write the response in a complete sentence. After the partners have finished answering all of the questions for each other, ask the class by raise of hands whether they answered yes or no. Record the number of students on the board and have students copy in their books.

Activity: Pronoun Practice

Circle the correct pronoun for the sentence. Then practice saying the sentences.

1. (He) / They) drives the motorbike every day.
2. (She / I) walk to school every day.
3. (We / She) never wash the dishes.
4. (It / They) eat rice sometimes.
5. (I / She) sleep in the house every day.
6. (You / He) never cleans the house.
7. (Chanda / You) cook the rice sometimes.
8. (My sister / We) walks to the market every day.
9. (They / The cat) eat lunch every day.
10. (I / Maya) never wash my clothes.



1-4

My Daily Activities

Activity: Survey

Ask your partner the survey questions. Write your partner's answers. Then write the number of students who answer Yes and No in the box on the right.

Example:

Student A: Chanda, do you walk to school? (Yes) / No

Student B: Yes, I walk to school every day.

Student A writes Chanda walks to school every day.

1. Do you drive to the market? Yes / No
2. Do you sleep in the morning? Yes / No
3. Do you clean the house? Yes / No
4. Do you wash the dishes? Yes / No
5. Do you eat rice in the morning? Yes / No
6. Do you walk to school? Yes / No
7. Do you cook the rice? Yes / No

Class Answers

YES	NO

Grammar Tip: If students are ready to learn the days of the week, explain that when talking about activities and schedules, we say *on* before the day and *at* before the time.

Example:

Retik cooks rice on Monday at 14:00.

Teaching Tip: Teachers should be aware of their movement in the class. Do not teach from one spot. Shift your position frequently but do not consistently turn your back to one side of the classroom. Find an appropriate and comfortable balance of movement. Make sure you are moving enough that you are not stagnant but not so much that you are distracting.

1-4

Activity: Weekly Schedule

Look at Retik’s weekly schedule. When does Retik walk to the market? Does Retik drive to school? How can you describe Retik’s schedule?

Example:

Retik eats breakfast every day at 8:00.

Retik never drives to school

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	eat breakfast	eat breakfast	eat breakfast	eat breakfast	eat breakfast
9:00	walk to school	wash clothes	walk to school		walk to the market
10:00		clean the house			
11:00				wash dishes	
12:00	eat lunch	eat lunch	eat lunch	eat lunch	eat lunch
13:00	walk home		walk home	clean the house	
14:00	cook rice	cook rice	cook rice		
15:00				drive to the market	wash the clothes
16:00	wash the dishes	wash the dishes	wash the dishes		

MY Daily Activities

I can...

- talk about my daily activities.
- talk about the present.
- ask questions about others’ activities.
- answer Do/Does questions.
- explain how often I do activities.

Words I know

- to walk
- to drive
- to sleep
- to wash
- to cook
- to eat
- to clean
- every day
- sometimes
- never

Activity: Weekly Schedule

This activity can be adapted for lower and higher level students.

Lower level:

Students make statements about the schedule. Ex: *Retik eats every day.*

Intermediate level:

Students ask questions to each other about the schedule. Ex: *Does Retik wash clothes on Friday?*

Higher level:

In partners, one student has a blank schedule and must ask questions to the partner who has the schedule in order to fill out the blank schedule.

Variation:

- Have students write their own schedule (see p.41, 43)

Lesson 5: What I Like to Do

Goals:

1. Discuss likes/dislikes in a conversation
2. Ask Wh- questions about daily activities and interests
3. Use *Who* and *What* in questions and respond appropriately

Objectives:

1. Use verbs in reference to likes
2. Distinguish between *Who* and *What*
3. Ask *Who* and *What* questions in reference to likes as well as meanings

Warm-Up:

Ask a student in the class to describe the picture. Invite students to think of other activities a girl like Chandani does or does not do. Ask a few students about their daily activities. Students check the boxes of activities they do every day. Review *never* and *sometimes* as well.

Vocabulary:

Students write the correct vocabulary word under the picture.

Assign motions to these words and review the vocabulary using the game from Lesson 4.

What I Like to Do

1-5



Warm-Up

- This is Chandani. What does she do every day? What do you think she never does?
- What do you do every day? Check the boxes. Then practice saying them in sentences.

<input type="checkbox"/> cook	<input type="checkbox"/> walk to the market
<input type="checkbox"/> wash the dishes	<input type="checkbox"/> eat
<input type="checkbox"/> wash the clothes	<input type="checkbox"/> sleep
<input type="checkbox"/> clean the house	<input type="checkbox"/> walk to school

Vocabulary in My Language

1. to like		6. to sing	
2. to read		7. to dance	
3. to draw		8. to eat	
4. to watch movies		9. what	
5. to listen to music		10. who	

Vocabulary Activity



to like



What I Like to Do

Grammar: To ask a question using *Do/Does*, start with the sentence form. The word order does not change, but if using *he/she/it* the main verb will change to the regular form.

Examples:

You have a brother. -- Do you have a brother?

She has a son. -- Does she have a son?

Pronunciation Tip: *Do/Does* questions can be distinguished from *Wh*-questions by the rising intonation at the end of the question. The last word of the question is higher in pitch than the other words.

1-5

Activity: Verb Chart

Write the missing words for the pronoun-verb chart.

I / You / We / They	He / She / It
sing	sings
like	
	dances
watch movies	movies
to music	listens to music
read	
draw	
	eats



Activity: Verb Chart

Students complete the chart by writing the correct form according to the pronouns above. Explain that *movies* and *music* are both nouns and do not change form when the verb changes.

Activity: Review Do/Does Questions

Explain to students that this exercise includes one extra word and they must choose which words are correct.

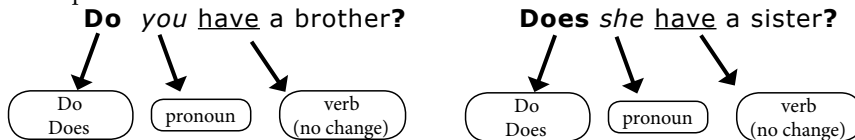
Be sure to check for capitalized letters at the beginning of each question.

What I Like to Do

Remember:

Say "do" before *I, you, we*, or *they* and say "does" before *he, she, or it*. The next verb does not change.

Example:



Activity: Review Do/Does Questions

Rewrite the questions in the correct word order. Be careful: One word is extra.

1. / she / ? / like / draw / does / to / do /

2. / does / eat / you / ? / like / do / to /

3. / dance / ? / do / like / to / they / he /

4. / she / like / to / do / we / watch / ? / movies

Teaching Tip: You will very likely have a wide variety of levels of students in your class. Try to adapt the activities to every level. Consider assigning the high-level students a role to assist the low-level students. Make everyone feel welcome and needed in the class in some way.

Teaching Tip: As a teacher, your students depend on you to bring a positive, energetic attitude to class every day. A high-energy class will help students feel productive and motivated. Maintain professionalism but allow the class to be a fun learning environment.

Activity: Who does what?

Help students read the chart to get an idea of who likes to do what. Remind students of which pronouns they should use. They should check the boxes of their own interests and the interests of a partner in the last two rows.

Students fill in the blanks of the questions and sentences using the chart at the top.

Grammar: Who and What

Review how you have used *What* and *Who* in the past. Explain that *What* refers to activities or things and *Who* refers to people.

Activity: Who does what?

1-5

Look at the boxes to know what Joon, Chanda, Bora, and Ning like to do. Mark the boxes of the activities you like to do. Ask a friend what he or she likes to do.

	to sing	to read	to draw	to watch movies
Joon		✓	✓	
Chanda and Bora	✓		✓	✓
Ning	✓	✓		✓
I				
Ask a friend!				

Question

- Does Joon like to read?
- Does Ning like to draw?
- Do Chanda and Bora like to read?
- Do Chanda and Bora _____ to sing?
- _____ Joon like to watch movies?
- Do you like to read?
read.
- Do you like to sing?
- Do you and your friend like to watch movies?

Answer

- Yes, Joon likes to read.
- _____, Ning does not like to draw.
- _____, they like _____.
- No, they _____ not like _____.
- No, Joon _____ to watch movies.
- _____, I _____ to _____.
- _____.
- _____.

What I Like to Do

Grammar: What and Who

What is for activities or things

Examples:

What do you like to do?

I like **to sing**.



What is it?

It is a **motorbike**?



Who is for people

Who is he?

He is my **brother**.



Who likes to draw?

Yuna (she) likes to draw.



Teaching Tip: Be sensitive to social or cultural regulations when pairing students. Mixed ages and/or mixed genders may cause discomfort or make the activity less productive. Also be aware of any negative feelings towards other classmates.

Teaching Tip: Take into consideration whether or not students will be permitted to use their native language in the class. The benefits of using their native language is the convenience of translation and clarifying explanations. Requiring students to speak in English during class may push them to try new expressions, but it may also reduce the motivation to participate in class. Find a happy medium of English only time.

1-5

Use the chart on the page before to answer the questions below.

1. Who likes to sing?
Ning likes to sing.
2. Who likes to read?

3. Who likes to draw?

4. What does Ning like to do?
Ning likes to sing, read, and watch movies.
5. What does Joon like to do?

6. What do Chanda and Bora like to do?

7. What do you like to do?



What I Like to Do

Activity: Relay Race

In teams, practice answering the questions below. When the teacher shows the flashcards, the first team member to answer correctly gets the point.

- Round 1: Who likes to ... ?
 Example: Who likes to draw?
 Joon likes to draw.
- Round 2: What does ... like to do?
 Example: What does father like to do?
 Father likes to sing.

I can...

- talk about daily activities
- describe activities I like to do
- ask about what people like to do
- ask people what they like to do
- talk about who and what

Words I know

- to like
- to read
- to draw
- to listen to music
- to watch movies
- to sing
- to dance
- to eat
- what
- who

Activity: Relay Race

Use flashcards from Lesson 2 and Lesson 5 for this activity. Make two piles of flashcards: people and activities. Places students in teams which rotate players (standing in columns). Draw one card from each pile and ask a question that refers to one card but not the other.

Example:
 Draw cards:
father, to sing
 Q: *Who likes to sing?*
 A: *Father likes to sing.*

The first student to race to the teacher and state the answer receives a point for the team.

Consider making cards that include the names of the students or other activities.

Lesson 6: Excuse me?

Goals:

1. Review vocabulary from previous lessons
2. Ask for clarification in a conversation by using common phrases
3. Demonstrate appropriate uses of vocabulary and clarifying phrases

Objectives:

1. Recognize the pattern of conversation and its discourse markers
2. Use clarifying phrases in a conversation
3. Review conversation topics and vocabulary from previous lessons

Warm-Up:

Review all the verbs and their motions from previous lessons. You may ask a brief survey of how many students like to do different activities. Students can record these numbers in the Warm-Up box.

Vocabulary:

The vocabulary in this section focuses on using phrases that ask for clarification. Give lots of examples of situations they can use these phrases. Also point out the facial expressions most commonly used when someone doesn't understand.

Role Play:

The focus of this lesson is on the role-play. There are a variety of ways to approach this activity. See p.47 for instruction and additional activities you can use in class.

Excuse me?

1-6



Warm-Up

- What activities do you and your classmates like to do?
- Write the number of students who say they like to do the following activities.

Who likes to... ?

- | | | |
|-----------|----------|---------------------|
| ___ read | ___ draw | ___ watch movies |
| ___ sing | ___ cook | ___ wash the dishes |
| ___ sleep | ___ eat | ___ dance |

Vocabulary

Excuse me?

I'm sorry, what?

Can you repeat that, please?

When you cannot hear or understand:



Excuse me?

Role Play: Excuse Me?

In groups of three or four, plan a conversation about one of the topics below. Your teacher will give you more instruction after you plan the conversation.

1. Introduce yourself to a new friend
2. Introduce a family member to a new friend
3. Describe someone in your family
4. Ask someone what he or she does every day or likes to do

What do you say when you do not understand?



You will need materials for this activity. See p.47.



Student book 21

Teaching Tip: At the end of this Unit, encourage students to recognize how much they have accomplished. Review the vocabulary and phrases they've learned. Encourage them to continue practicing and reviewing the exercises on their own. Explain that it takes a long time to feel comfortable in a new language but practice will make a big difference.

Pronunciation Tip: When asking for clarification, speakers use a rising intonation at the end of the question, similar to Do/Does questions.

1-6

Activity: Review Conversation

Choose and write the correct word in the conversation.

1. Joon: Good _____, Ning! (**morning / hello**)
2. Ning: _____ Joon! How are you? (**Hello / Today**)
3. Joon: I'm fine, _____ you. How are you? (**your / thank**)
4. Ning: I _____ very well, thank you. (**am / is**)
5. Joon: Ning, I _____ a question. Do you like to dance?
(**have / has**)
6. Ning: _____ ? Can you repeat that? (**Hello / Excuse me**)
7. Joon: Do _____ like to dance? (**you / he**)
8. Ning: Yes, I _____ to dance. My sister likes to dance, too.
(**likes / like**)
9. Joon: Wow! That is very good! Does _____ dance every day?
(**she / he**)
10. Ning: No, sometimes she _____. She works every day.
(**dance / dances**)
11. Joon: Oh, does she have long _____ and glasses? (**hair / sister**)
12. Ning: Yes. Do _____ know her? (**they / you**)
13. Joon: Yes! She is my new _____ today! (**friend / glasses**)
Ning: Wow! That is good! Well, I have to go now.
Joon: Ok, have a good day!
Ning: You too! See you later!

Excuse me?

I can...

- introduce myself and others
- start a conversation
- ask questions about activities and interests
- describe myself and others
- ask for help to understand

Words I know

- Excuse me?
- I'm sorry.
- Can you repeat that?
- Please
- Thank you

Activity: Review Conversation

This activity reviews vocabulary from all previous lessons. Assign students to complete the activity in pairs as a role-play conversation. Point out how this conversation follows the same pattern of conversation from Lesson 1.

Additional Activities:

See page 47 for ideas for optional activities if you have extra time in class.

Vocabulary.....

Unit 1: My Daily Life

Lesson 1: Introductions

1. morning	
2. nice	
3. name	
4. good	
5. today	

6. my	
7. meet	
8. where	
9. to thank	
10. friend	

Lesson 2: My Family - We are a family

1. father	
2. mother	
3. brother	
4. sister	
5. son	

6. daughter	
7. tall	
8. short	
9. young	
10. old	

Lesson 3: My Family - My family is...

1. hair	
2. eyes	
3. mouth	
4. nose	
5. ears	

6. glasses	
7. long	
8. big	
9. small	
10. to have	

Lesson 4: My Daily Activities

1. to walk		6. to eat	
2. to drive		7. to clean	
3. to sleep		8. every day	
4. to wash		9. sometimes	
5. to cook		10. never	

Lesson 5: What I Like to Do

1. to like		6. to sing	
2. to read		7. to dance	
3. to draw		8. to eat	
4. to watch movies		9. what	
5. to listen to music		10. who	

Additional Vocabulary Words

morning

my

nice

meet

name

where

good

to thank

today

friend

father

daughter

mother

tall

brother

short

sister

young

son

old

hair

glasses

eyes

long

mouth

big

nose

small

ears

to have

to walk

to eat

to drive

to clean

to sleep

every day

to wash

sometimes

to cook

never

to like

to sing

to read

to dance

to draw

to eat

to watch
movies

what

to listen to
music

who

1-1 Activity: Conversation Mix Up

Copy this page and cut the conversation pieces into cards. Randomly pass out a card to each student. Students must get together in groups to create a conversation with the cards in the correct order. Blank cards are available for adding or adapting the conversation. For example, consider including "Good afternoon!" if your class is in the afternoon.

Good morning!

Hello!

Nice to meet
you.

Have a nice day!

I am ____ .

My name is ____ .

See you later!

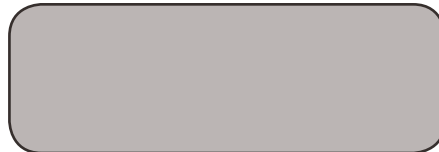
What's your
name?

Nice to meet
you, too.

Where are you
going?

See you later!

Where are you
from?



1-1 Activity: What's Missing? Conversation

1. Copy this page. Cut out the conversation starters in strips.
2. Pass out one strip to half of the students. (You may need multiple copies of this page). Pass out the vocabulary flash cards for this lesson to the other half of the students. .
3. Once every student has either a conversation strip or a vocabulary flash card, everyone stands up and walks around the class to find the missing partner (match a conversation strip with the correct vocabulary card).

Good _____ !

My _____ is Chanda.

_____ to meet you.

Nice to _____ you, too.

You are _____ new friend.

_____ you!

Have a _____ day!

See _____ later!

1-1 Activity: All About You

Copy this page and cut out the information boxes. Help students write the information about themselves (in the larger box) and practice saying the information in a sentence (in the smaller box). They should also write the information in their student books. Keep the information about the student for future records but let the student keep the sentence cue box. Consider translating for the students if appropriate.

Name: _____
Age: _____ Male / Female
From: _____ (city)
 _____ (country)
Interests:

My name is _____ .
I am _____ years old.
I live in _____ .
I like:

Name: _____
Age: _____ Male / Female
From: _____ (city)
 _____ (country)
Interests:

My name is _____ .
I am _____ years old.
I live in _____ .
I like:

1-4 Activity: Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00					
10:00					
11:00					
12:00					
13:00					
14:00					
15:00					
16:00					

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00					
10:00					
11:00					
12:00					
13:00					
14:00					
15:00					
16:00					

1-4 Activity: Weekly Schedule

Students fill in their own schedule using these blank forms.

1-6 Role Play: Excuse me?

Students will review the conversations from previous lessons by engaging in a role-play. Organize the students into groups of 3 or 4. Assign each group to prepare a brief conversation for each topic. If there are many groups, then multiple groups may prepare the same topic or you may adapt the topic for the group. Work with each group to make sure they all understand what kind of conversation to prepare. Allow groups 10 minutes to prepare and 2-3 minutes to present.

Once the groups are comfortable with the conversation topic, assign each group a situation (place, feeling). Mix and match the places and feelings to make the conversation fun and interesting. Choose from the following ideas or create your own. Demonstrate the feelings rather than define them.

Have students role play the conversation in the situation in front of the class. After each demonstration, introduce a problem to the situation (see below). Choose one or two of the students to play the role of someone difficult to hear and someone who asks for clarification.

<u>Place</u>	<u>Feeling</u>	<u>Problem</u>
store	excited	someone is talking too quietly
bank	angry	someone is deaf but the other person doesn't know
classroom	nervous	there is very loud music nearby
at a party	confused	the speaker talks away from the listener

Variations:

Draw a situation (place, feeling and/or problem) out of a bag randomly for each group.

Allow the audience class members to suggest that the performing group change feelings in the middle of the conversation.

Invite a student to say, "Ready, Action!" to begin the role-play.

Ask audience class members to count the vocabulary words and phrases used in the conversation and give points accordingly. Make it a class goal to get as many points as possible instead of competing against other teams.

Activity: Flashcard Charades

Divide the students into teams. Have one student from each team come to the front of the classroom. Show the student a vocabulary flashcard. The students must act out the vocabulary word for their teammates without speaking. The first team to guess the word correctly receives a point.

Variation:

Have only one student act out the word and have the teams take turns guessing.

Activity: Do you like to...? Chart

Create a classroom chart asking students or outsiders about the activities they like to do. Organize the chart similar to the chart in Lesson 5.

Variation:

Invite students to ask people outside of the classroom and record their answers for the next class. Create a large poster for the entire class to record. Use this chart to ask questions about others as well.

Glossary

- Adjective: a word that describes a noun. Examples: a blue car, three cats
- Do/Does Questions: questions that begin with *Do* or *Does*; also referred to as Yes/No Questions because the response will always be either yes or no
- Noun: a person, place or thing.
- Pronoun: a word that takes the place of a noun; includes *I, you, he, she, it, we, you* and *they*; pronouns differ by number, gender, and person (talking about self, talking to someone, talking about someone)
Example:
John likes to eat. He likes to eat. (He replaces the name John.)
- Role-Play: an activity in which students or teachers act out a conversation with the purpose of using certain vocabulary or phrases
- Verb: a word of action or doing. Example: John eats every day.
- Wh-questions: questions which start with Who, What, Where, When, or Why

Appendix C

Survey Administered to EFL Teachers

This section addresses the general environment of your class.

Q1. Is English your native language?

- Yes
- No

Q2. In what country were you teaching the English Foundations program?

- Cambodia
- Hong Kong
- India
- Indonesia
- Malaysia
- Mongolia
- Myanmar
- Singapore
- Taiwan
- Thailand

Q3. What is the population size of the area in which you were teaching?

- 5 million + (very big city)
- 1 million to 4,999,999 (big city)
- 500,000 to 999,999 (city)
- 100,000 to 499,999 (big town)
- 40,000 to 99,999 (medium town)
- 8,000 to 39,999 (small town)
- less than 8,000 (village)

Q4. From your knowledge, in which circumstances did the students use or practice English. You may select more than one.

- in an international business
- in a local business which interacted with English speakers
- in school
- at home
- other _____

Q5. How long were your English class periods?

- 0 to 30 minutes
- 30 minutes to 1 hour
- 1 hour to 1.5 hours
- 1.5 hours to 2 hours
- more than 2 hours

Q6. How often did you hold classes?

- Less than Once a Month
- Once a Month
- 2-3 Times a Month
- Once a Week
- 2-3 Times a Week
- Daily

Q7. How often did you teach the English lesson with a partner?

- Never
- Sometimes
- Often
- Always

This section will address the students' characteristics and needs.

Q8. How many students attended class on an average day?

Q9. Did the class size increase or decrease during the 6-week course?

- It increased. More students came by then end than at the beginning of the course.
- It decreased. Fewer students came by the end of the course than at the beginning of the course.
- It fluctuated. Some days there were many and some days there weren't.
- It usually remained the same size.

Q10. How would you describe the overall speaking level of the class you taught?

- "Zero" level: didn't know how to say "Hello"
- Beginning level: didn't know complete sentences
- Intermediate level: spoke some sentences, needed to learn some grammar
- Advanced level: understandable, just wanted to practice conversation
- Other: _____

Q11. How would you describe the overall writing level of the class you taught?

- "Zero" level: didn't know how to write the alphabet
- Beginning level: could not write complete sentences
- Intermediate level: wrote some sentences, needed to learn some grammar
- Advanced level: very comfortable writing, just wanted to continue to practice
- Other: _____

Q12. Indicate the degree to which you agree or disagree with the statement below.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
This curriculum met the needs of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13. If the curriculum did not meet their needs, which of the following was lacking? You may select more than one.

- topics (content)
- speaking activities
- writing activities
- vocabulary words
- grammar
- other _____

Q14. Explain your answer(s) to the above question. In what ways was the curriculum lacking?

This section focuses on the teacher using the materials in the class.

Q15. On average, how much time did you spend each week preparing to teach this curriculum?

- less than 15 minutes
- 15-30 minutes
- 30 minutes - 1 hour
- 1 - 1.5 hours
- 1.5 - 2 hours
- 2 - 2.5 hours
- 3 hours or more

Q16. On the scale below, rate the degree to which you agree or disagree with the following statements about certain features of the curriculum.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The activities were adaptable to different class sizes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities were adaptable to different student levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were enough materials and activities for the lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity instructions were clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities were fun and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities were meaningful or useful to the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lesson plans were easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher tips were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals and objectives for each lesson were understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17. If you disagreed with any of the statements above, please explain why. What do you think could be improved in the curriculum?

Q18. Each lesson followed a 5-part structure, as seen below. Select all that apply to each section of the lesson.

	Adaptable	Meaningful	Engaging	Easy to Follow
Warm-Up and Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Instruction (grammar, phrases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice (writing and speaking activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary or Conclusion (I can..., Words I Know)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19. Please explain what was lacking or could be improved in the lesson structure.

Q20. On the scale below, rate the value of the different aspects of the teacher aids (located in the margins of the Teacher's Book).

	Not helpful	Somewhat helpful	Very helpful	Not applicable
Grammar Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities in the Appendix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Glossary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21. Please explain if the teacher aids were "not helpful" or "somewhat helpful". What was lacking in the teacher aids?

Q22. How would you rate the quality of this curriculum overall?

- 1 (Poor)
- 2
- 3
- 4
- 5 (Excellent)

Q23. Please report any errors (mechanical, formatting, etc.) that you noticed in the Teacher and/or Student books.

Q24. What additional recommendations would you make for future changes to this curriculum?

Appendix D

Survey Administered to ESL Teachers

This section addresses the general environment of your class.

Q1. How much time did you spend preparing and teaching the given lesson? Select the amount of time for each lesson you taught. Select "not applicable" for the lessons you did not teach.

	Preparation Time						Teaching Time					
	0-15 min	15-30 min	30-45 min	45 min-1 hour	more than 1 hour	not applicable	0-15 min	0-30 min	30-45 min	45 min-1 hr	1 hr-1.5 hrs	not applicable
Lesson 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This section focuses on the teacher using the materials in the class.

Q2. On average, how much time did you spend each week preparing to teach this curriculum?

- less than 15 minutes
- 15-30 minutes
- 30 minutes - 1 hour
- 1 - 1.5 hours
- 1.5 - 2 hours
- 2 - 2.5 hours
- 3 hours or more

Q3. On the scale below, rate the degree to which you agree or disagree with the following statements about certain features of the curriculum.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The activities were adaptable to different individual student levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were enough materials and activities for the lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activity instructions were clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities were fun and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities were meaningful or useful to the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lesson plans were easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher tips (e.g. Grammar Tips, Teaching Tips, Pronunciation Tips, Spelling Tips) were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals and objectives for each lesson were understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. If you disagreed with any of the statements above, please explain why. What do you think could be improved in the curriculum?

Q5. Each lesson followed a 5-part structure, as seen below. Select all that apply to each section of the lesson.

	Adaptable	Meaningful	Engaging	Easy to Follow
Warm-Up and Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Instruction (grammar, phrases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice (writing and speaking activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary or Conclusion (I can..., Words I Know)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6. Please explain what was lacking or could be improved in the lesson structure.

Q7. On the scale below, rate the value of the different aspects of the teacher aids (located in the margins of the Teacher's Book).

	Not helpful	Somewhat helpful	Very helpful	Not applicable
Grammar Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities in the Appendix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Glossary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8. Please explain if the teacher aids were "not helpful" or "somewhat helpful". What was lacking in the teacher aids?

Q9. How would you rate the quality of this curriculum overall?

- 1 (Poor)
- 2
- 3
- 4
- 5 (Excellent)

Q10. Please report any errors (mechanical, formatting, etc.) that you noticed in the Teacher and/or Student books.

Q11. What additional recommendations would you make for future changes to this curriculum?