

Teaching English as a Foreign Language *Worksheets*

Session 1: Classroom Culture

While cultures and traditions vary, the following are notable characteristics of Middle Eastern/Northern African culture:

*Those marked with an asterisk do not apply as much in Northern Africa

- Honor (self-respect to self-pride) and expectation of equal treatment regardless of wealth, position, or rank.
- Fierce sense of independence and resentment of imposed rules or decisions not sanctioned by social norms and customs.
- Strong loyalty to extended family, friends, and locality, and a great expectation of solidarity.
- Hospitality to guests and visitors.
- Family is often inclusive of cousins
- Family loyalty and obligation is paramount
- Family is seen as a person's ultimate refuge and support system
- Children are taught profound respect for adults
- *The public display of intimacy between men and women is considered offensive. This code also applies to husbands and wives
- In Middle Eastern cultures, promiscuous behavior can be more damaging to family honor.
- Most Middle Easterners still prefer arranged marriage. The family always plays a major role in the decision of any member to wed.
- Acceptable to speak loudly
- Loudness demonstrates sincerity and strength
- Sit or stand close
- Gestures, intonations, and facial expressions are important
- Look into the eyes of member of the same sex
- Highly values displays of emotion
- Indirect: Listeners must be sensitive to underlying meaning
- Discourteous to say "no." Instead use "perhaps" or "maybe"
- Often indirect answers using "Inshallah" (God willing)
- Important character traits: Generosity, bravery, friendship and hospitality
- *Religion is very important
- Arrive late for class or meetings with no apologies
- In some countries, birthdays aren't celebrated
- Arab society is very conservative and demands conformity
- *Clothing restrictions for women
- *May not be appropriate for female professionals to shake hands with males

"Middle Eastern society has been in a state of flux for over a century, searching for a new direction and identity, and experiencing a great deal of tension as rivaling forces compete for its future. The most pronounced tension is between modernity and tradition, which increasingly takes the form of struggle between Islam and modernity. Islam is viewed by many Muslims not simply as a religion, but also as a cultural identity and heritage." -*Louay M. Safi*

Predict how the cultural characteristics listed may influence the following ESL classroom in the following areas:

1. Attendance:

2. Interaction among students:

3. Interaction between students and teachers:

4. Assignments and Grading:

Session 2: Linguistics and Second Language Acquisition

Writing sample:

The following was written by an intermediate ESL student whose first language is Arabic. What do you notice?

Many students are doing well in class. They often get problem with their teachers such as how uses the cell phone in class and talks with their partners. The problems usually cause miss students the lessons in class. If students miss lessons in class, they will have trouble on final exams and they will not pass the class. Students should be series in class and paying attention for teacher in class. To solve this problem that's paying attention in class, students should put their cell phones away in class and they should get rest and relaxation enough before they come to class.

Organization:

Support: _____
Grammar: _____
Mechanics: _____

Speaking sample:

Listen to an interview with an ESL student whose first language is Arabic. What do you notice?
<http://www.youtube.com/watch?v=e3n5yZSOJz4>

Organization:

Support: _____
Grammar: _____
Mechanics: _____

Session 3: Lesson Planning

A. Objectives

Important definitions: Your **terminal objective** is the general goal or purpose of the lesson, while **enabling objectives** are the specific tasks the learners will be able to do at the end of the lesson.

**Note: There are several other ways of labeling these in the field of education (performance/enabling; objectives/learning outcomes, etc). For our purposes, we will use these terms.*

Which is which? Label TO or EO

___ Students will use the present progressive to describe actions in a picture (eg, "They are eating in the park.")

___ Students will be able to write sentences about themselves in the simple present tense (eg, "I live in Chicago.")

___ Students will understand the difference between simple present tense (eg, "We eat.") and present progressive tense (eg, "We are eating.") and use these tenses appropriately

You try it:

Terminal Objective: Students will learn how to write a formal email.

Enabling Objectives:

1. _____

2. _____

3. _____

B. PPP Lesson Plan Format

Terminal Objective: Students will learn to write a short paragraph about their daily routine.

Enabling Objectives:

- Students will be able to write a topic and concluding sentence
- Students will be able to use transitions (first, then, after that, etc) to describe main tasks
- Students will be able to state time of day (at five o'clock; in the morning, etc) with the simple present tense

Try to put the following lesson plan segments in order (1, 2, 3, etc):

- ___ Have students fill out a schedule chart with times/activities for their day and discuss w/partner
- ___ Introduce topic of daily routines with cartoon strip of a fictitious character
- ___ Students write one sentence for each item on their schedule/chart using the time markers
- ___ Students rewrite their sentences together in a paragraph; add a topic and concluding sentence
- ___ Students swap paragraphs, read and highlight any grammar mistakes
- ___ Teach prepositions of time on chalkboard

Which activities are the presentation, practice, and production?

Presentation, Practice, Production

Presentation – Key language and rules are given

Practice – Learners practice using the language in a structured and monitored way

Production – Learners use the language in a less structured, more authentic way

See your Toolkit for sample activity formats.

Lesson Planning Time

With a partner, you have the next 10-15 minutes to think of some PPP activities for the lesson plan objective below. Feel free to use some of the activity ideas in the Toolkit.

Topic: Fun and Leisure

Terminal Objective: Students will be able to discuss what they did last weekend

Enabling Objectives:

- Students will use learn vocabulary and phrases to describe basic leisure activities (watch a movie, visit friends, play soccer, cook dinner, etc)
- Students will learn to conjugate ***regular*** verbs in the simple past tense (add “-ed”)

	Activities
Presentation	
Practice	
Production	

C. Classroom Arrangements

Grouping:	What situations or activities would this grouping work best for?
Individual	
Pairs*	
Small groups (3-4)	
Large groups (4-6)	
Whole class	

*Discussion: Pairing students up

What would be the **benefit** of these strategies?

- Put students with a partner of similar ability

- Put a high-level student with a low-level student

Seating:	What situations or activities would this seating arrangement work best?
Clusters	
Semi-circle	
Complete circle	
Two rows facing each other	
Traditional rows	

Which arrangements would work best for your recent PPP lesson plan?

Session 4: Focus on the Learner

Learner Profile Questionnaire

Key

- | | |
|--------------------------------|--------------------------|
| 1. I don't like this at all | 4. I like this |
| 2. I don't like this very much | 5. I like this very much |
| 3. This is okay | |

I. Topics

- | | | | | | |
|---|---|---|---|---|---|
| 1. about me: my feelings, attitudes, beliefs, etc. | 1 | 2 | 3 | 4 | 5 |
| 2. from my academic subjects: psychology, comp. lit, etc. | 1 | 2 | 3 | 4 | 5 |
| 3. from popular culture: music, film, etc. | 1 | 2 | 3 | 4 | 5 |
| 4. about current affairs and issues | 1 | 2 | 3 | 4 | 5 |
| 5. that are controversial: underage drinking, etc. | 1 | 2 | 3 | 4 | 5 |

II. Methods

- | | | | | | |
|--|---|---|---|---|---|
| 1. small group discussions and problem solving | 1 | 2 | 3 | 4 | 5 |
| 2. formal language study, e.g., studying from a textbook | 1 | 2 | 3 | 4 | 5 |
| 3. listening to the teacher | 1 | 2 | 3 | 4 | 5 |
| 4. watching videos | 1 | 2 | 3 | 4 | 5 |
| 5. doing individual work | 1 | 2 | 3 | 4 | 5 |

III. Language Areas

- | | | | | | |
|------------------|---|---|---|---|---|
| 1. listening | 1 | 2 | 3 | 4 | 5 |
| 2. speaking | 1 | 2 | 3 | 4 | 5 |
| 3. reading | 1 | 2 | 3 | 4 | 5 |
| 4. writing | 1 | 2 | 3 | 4 | 5 |
| 5. grammar | 1 | 2 | 3 | 4 | 5 |
| 6. pronunciation | 1 | 2 | 3 | 4 | 5 |

IV. Out of Class

- | | | | | | |
|--|---|---|---|---|---|
| 1. practice in a learning center | 1 | 2 | 3 | 4 | 5 |
| 2. have conversations with native speakers of English | 1 | 2 | 3 | 4 | 5 |
| 3. practice English with my friends | 1 | 2 | 3 | 4 | 5 |
| 4. collect examples of English that I find interesting | 1 | 2 | 3 | 4 | 5 |
| 5. watch TV/read newspapers in English | 1 | 2 | 3 | 4 | 5 |

V. Assessment

- | | | | | | |
|--|---|---|---|---|---|
| 1. having the teacher assess my written work | 1 | 2 | 3 | 4 | 5 |
| 2. having the teacher correct my mistakes in class | 1 | 2 | 3 | 4 | 5 |
| 3. checking my progress/correcting my own mistakes | 1 | 2 | 3 | 4 | 5 |
| 4. being corrected by fellow students | 1 | 2 | 3 | 4 | 5 |
| 5. using the language in real-life situations | 1 | 2 | 3 | 4 | 5 |

Analysis of Questionnaire

1.) What you determine from this questionnaire about your learner in terms of linguistic, cognitive, affective, and social factors?

2.) What techniques/methods do you think would be most facilitative for this learner? How would you best accommodate this learner? Which of the factors do you think is the most crucial consideration?

Directions: Read the profile of the students and answer the questions that follow.

A. Mariam is a young mother enrolled in college. She has three small children under the age of 5. This is her first EFL course. Mariam wants to learn, but she attends class infrequently. She does not drive and depends on her husband and driver for rides. She understands no English, and another student translates for her. She has mentioned several times that she has no time to do any of the exercises outside of class.

1. What personal and background characteristics will affect this student's experience with and progress in learning English?

2. What strengths does this learner bring to the adult ESL classroom?

3. What challenges does this learner face in learning English?

4. What could you do as a teacher to meet this learner's needs?

B. Mohammed is 16 years old and has been studying English for six months. He is not enrolled in a high school program for students interested in pursuing careers in the sciences. His father is a well-known business man in the community. He struggles with reading and writing in his native Arabic, and has progressed slowly in learning English.

1. What personal and background characteristics will affect this student's experience with and progress in learning English?

2. What strengths does this learner bring to the adult ESL classroom?

3. What challenges does this learner face in learning English?

4. What could you do as a teacher to meet this learner's needs?

C. Abdullah is 10 years old and has been studying English for 3 years. He is a quiet student and prefers to work alone. He is upset that he was not placed into a more advanced English class this year. When he speaks, he wants the teacher to correct everything he says.

1. What personal and background characteristics will affect this student's experience with and progress in learning English?

2. What strengths does this learner bring to the adult ESL classroom?

3. What challenges does this learner face in learning English?

4. What could you do as a teacher to meet this learner's needs?

#1

You are teaching a male class of intermediate adult EFL students at a university. The class meets once a week in the evening for 1.5 hours. Today's class will include a grammar lesson addressing the difference between "for" and "since".

#2

You are teaching a female class of young EFL students ages 8-12. The ability level of the class is quite varied, and you have some near beginners mixed with students who have a fairly advanced speaking proficiency. Today's class will include a vocabulary lesson covering possessive pronouns (my, yours, his, hers, ours, theirs)

#3

You are teaching a male class of high school-aged EFL students who generally have advanced spoken proficiency in English, but less-developed literacy skills. The class meets for 1 hour, 3 days a week. Today's class will include a grammar lesson covering the use of modals (i.e. can, would, should, might, etc.)

#4

You are teaching a female class of beginning high school EFL students. The class is an intensive 6-week course that meets for 4 hours daily. Today's class will include a vocabulary lesson on the names of family members.

Learner Variables:

What general linguistic knowledge do your students already possess that will assist them with this acquiring this form or concept?

How motivated are your students?

What advantages or limitations do they currently have cognitively, affectively, socially?

What else might you need to consider?

Session 5: Teaching Oral Skills

A. Types of Language Tasks

- **Basic Interpersonal Communication Skills (BICS)** – Language used in daily, social communication

Example tasks

Introducing oneself

Apologizing

- **Cognitive Academic Language Proficiency (CALP)** – Higher-level language for academics and the workplace, requiring greater processing

Example tasks

Supporting an opinion

Identifying examples supporting a main point

B. Teaching Listening

<http://www.ello.org/english/Mixer101/T107-City.htm>

Listen to six people talk about what is their favorite city outside of their country.

Katia, Mexico - My favorite city, I would have to say that is New York. It's very lively. There's always things happening. It's very young city, a lot of culture, a lot of shows. Nature, there's also nature, and the buildings. It just gives you a *certain feeling* that I really enjoy so I would say New York City is my favorite city.

Tom, United Kingdom - Bangkok is my favorite city, *not so much for* the city itself but because there are so many places around Bangkok within easy reach of a day trip and a visit. It's a great place to base yourself. The weather's fantastic. The food is amazing, and there's just *a lot going on*.

Lia, Indonesia - My favorite city would be Singapore because it's close from my home country and it has a lot of beautiful places, good department stores. It's very beautiful and they have uh very *strict rules* like you cannot throw rubbish or garbage everything in other places so it's very beautiful and the people are very nice. Actually, they can speak English and Chinese so it's a very good place.

Todd, United States - My favorite city *hands down* has got to be Barcelona, Spain. Now, it's a long time since I was there, but when I was there, it just really had everything. It has great architecture, nice people, really good weather, great food. It has a very strong culture. The city has a very strong identity. It's on the sea. It's just great, like it's hard to think of anything bad about it except maybe it's a little expensive.

Crystal, United States - My favorite city has to be Seoul, Korea. I've been there about like five times already and the people are just amazing. Like the people there are just so rough and so mean and just so aggressive. I don't know, it's so much fun to be there I think because of the people.

Jess, United Kingdom - My favorite city would be Paris. I lived very near Paris for about three months, and went to Paris every weekend for sightseeing and going out in the evenings, and it's just fabulous spending all day walking around the city looking at the architecture, going to art galleries, and then at night, the restaurants and the wine was fantastic and then night clubbing on Saturday nights, so yeah, I think it's a fabulous city.

Pre-listening Activities

Visual aids needed to activate background knowledge:

Discussion Questions:

- 1.
- 2.
- 3.

Key Vocabulary:

Comprehension Questions:

1) Katia likes New York for its _____ .

- a) culture
- b) nature
- c) food

2) Tom likes Bangkok for its _____ .

- a) weather
- b) prices
- c) food

3) Lia says Singapore has _____ .

- a) spicy food
- b) good stores
- c) strict rules

4) Todd says Barcelona has great _____ .

- a) weather
- b) handcrafts
- c) culture

5) Crystal likes the people but calls them _____ .

- a) tough
- b) aggressive
- c) shy

6) Jess talks about going to _____ .

- a) galleries
- b) boutiques
- c) night clubs

Lesson Planning Time

Topic: Speaking About a Favorite Attraction/Place in their City

Time Allotted: 90 minutes

Terminal Objective: Students will give a short 3-minute informal presentation about their favorite city.

Enabling Objectives:

- 1) They will be able to follow a standard organization pattern--introduction with a hook and name of the city; three main ideas; and conclusion
- 2) They will be able to use transition words (first, second, finally, next, etc)
- 3) They will be able to use adjectives to describe the place (beautiful, famous, crowded...)

	Time	Activity Description
Topic Introduction/Warm-up	30	Listening activity from above
Presentation		
Practice		
Production		
Assessment (how will you grade this)		

Session 6: Reading and Writing

Oral Skills vs. Literacy Skills: Think about the language skills of listening and reading and speaking of writing. What is similar and what is different about them?

SIMILARITIES	DIFFERENCES	
	Listening	Reading
SIMILARITIES	DIFFERENCES	
	Speaking	Writing

Literacy Skills: Think about the language skills of reading and writing. What is similar and what is different about them in terms of teaching and learning?

SIMILARITIES	DIFFERENCES	
	Reading	Writing

Lead In

Goal: Activate Background Knowledge

Language Focus

Goal: Preview Vocabulary (*note: some teachers prefer to discuss vocabulary after students have read a text)

Pre-Reading

Goal: Create a Purpose for Reading and Make Predictions

During Reading

Goal: Read for main ideas

Goal: Read for details and inferences

Post-Reading

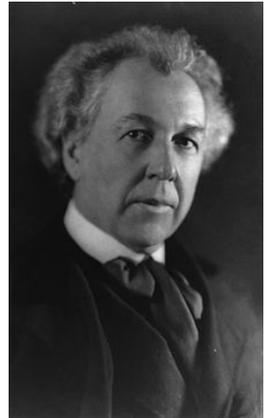
Goal: Continued development of language

Frank Lloyd Wright: An American Architect

Architects are the people who plan and design buildings. They make sure that the buildings are built well and safely to last a long time. Frank Lloyd Wright was an architect who designed buildings that were very different from other buildings. These buildings were so beautiful and unique that people from all over the world continue to visit them. Many of his buildings are full of surprises and don't look anything like people had seen before.

Frank Lloyd Wright was born in Wisconsin in 1857, and he worked as an architect for 72 years. He drew plans for almost every kind of building: houses, hotels, hospitals, skyscrapers, museums, stores, churches, and gas stations. Wright designed over 1000 buildings, which resulted in over 500 completed buildings.

Wright wanted to invent a new American style of architecture that made people feel free. Many of his clients and thousands of visitors to his buildings believe that he accomplished this by the way he opened up the space inside of buildings and the way his buildings fit with the natural environment or the urban space around them.



Part 1: Lead In:

How would you introduce the topic of the reading? Give examples or describe an activity you might use:

Part 2: Language Focus (Vocabulary in Context):

Write the part of speech (POS) in the first box and then write the letter of the correct answer.
Do NOT use your dictionaries.



Vocabulary Hint: Use clues

- Use the **part of speech** to help you narrow down the answer (for example only A,B, and C are verbs)
- Use the **substitution technique**: replace each possible definition in the reading and see if it makes sense or is possible

POS	Vocabulary	Meaning
	design _____	A. to make something new for the first time
	invent _____	B. to succeed/be successful in doing something
	client _____	C. a customer
	accomplish _____	D. of a town or city (not a farm or countryside)
	environment _____	E. to make a plan for something that will be built
	urban _____	F. the natural area around us

Part 3: Pre-Reading:

How would you find out if students understood the main idea of the reading? Create a sample question or describe an activity you would use:

Part 4: Main Idea Question(s)

How would you find out if students understood the main idea of the reading? Create a sample question or describe an activity you would use:

Part 5: Details and Inferences:

True or False: Write T or F on the line below. Then, write the line from the reading where you found the answer.

1. _____ Not all of Wright's designs were built.

2. _____ Wright wanted to follow **traditional**¹ architecture.

3. _____ Wright wanted his buildings to reflect the space around them.

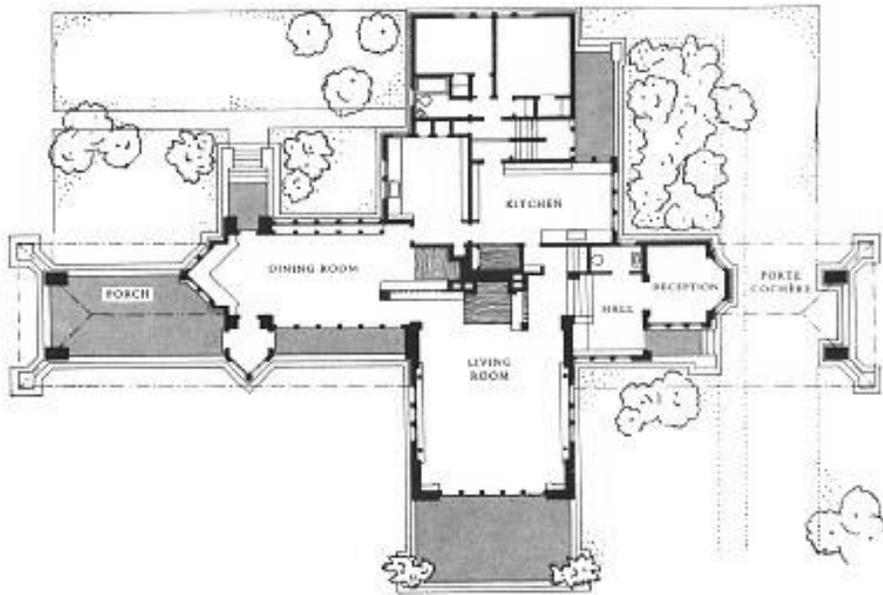
¹ **Traditional:** an idea, custom or belief that has been around for a long time (opposite of modern)

Part 5A: Post-Reading:

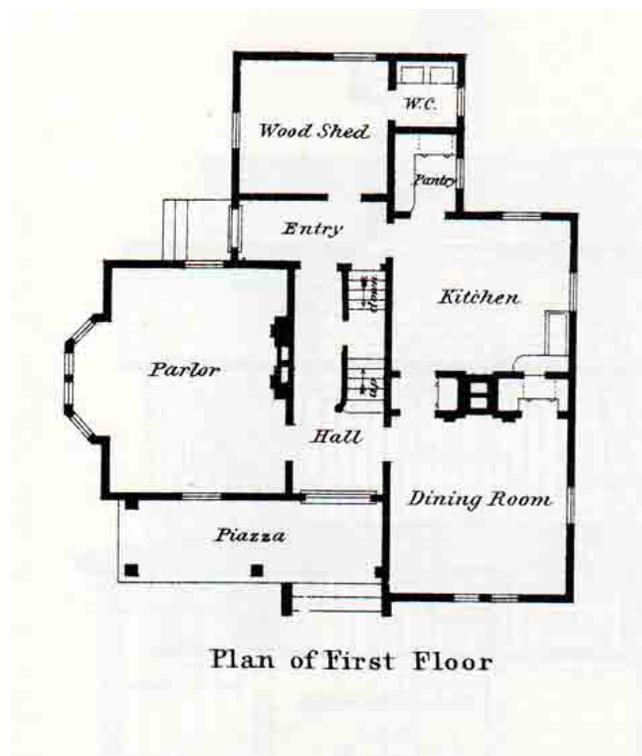
Which is a Frank Lloyd Wright design?

Based on the reading, which floor plan is most probably from a Frank Lloyd Wright home?
Explain your answer.

A



B



Part 5B: Post-Reading (Writing):

How would you create a writing assignment based on the reading? Give examples of prompts you might use, including instructions:

Pre-Writing

Goal: Gather Ideas

Outlining

Goal: Organizing information

Drafting

Goal: Writing

Revising

Goal: Improve the piece of writing (*note: students may return to earlier steps)

Editing

Goal: Polishing and Refining

Model Peer-Review Skit

Johnny: Here's my paper, guys. Fix it for me.

George: Okay. I will fix all of your grammar mistakes.

Lisa: Let me read it and see what I think about it. I will give you my opinion.

Mary: Huh?

(The students read Johnny's paper)

George: Here you go, Johnny. I corrected everything.

Johnny: Great. Let's see if we can go home now.

Lisa: Well, I'd like to talk about your paper. I think you've done a great job with your thesis statement, but I have some ideas for how you could organize it better.

Johnny: What did you think, Mary?

Mary: I don't know.

Lisa: Here are some places that I think you could add more details. You have some really great ideas, and it would be nice to hear even more about them!

Johnny: What about this sentence? Do I need a comma here?

Lisa: Well, Johnny, I wouldn't worry about proofreading for grammar until you've made revisions to bigger issues like your ideas and organization first.

Johnny: That's a really great idea! That way, I don't have to keep changing my grammar again and when I make big changes to the content. My ideas are the really important thing in my paper. I'd better make sure those are okay first.

Lisa: Exactly. Here, Mary and George, do you have any ideas for Johnny?

Mary: Nope. Looks great!

George: This word is misspelled, and I think this verb tense is wrong.

Lisa: Well, Johnny can proofread himself, or get help from a mentor once he fixes the content and the organization.

Johnny: Yeah. I can go to the Writing Center in CLO 265 if I need to, and I could probably have spent more time looking at grammar myself. I know I need to proofread more carefully.

Lisa: That's a great idea, Johnny. Okay, so let's talk about how your paper ends. I think that you are missing some of your main ideas. Let's talk about how we can improve this. What do you think you are missing here?

Session 7: Teaching Grammar

Lesson Planning Time

With a partner, you have the next 10-15 minutes to think of some PPP activities for the lesson plan objective below. Feel free to use some of the activity ideas in the Toolkit, in addition to the grammar textbook explanation excerpt included here.

Topic: _____

Terminal Objective: Students will be able to use adjectives in the superlative form

Enabling Objectives:

- Students will understand the meaning
- Students will be able to form the structure (the + most ADJ / ADJ-est/iest)
- Students will be able to use it productively in speaking and writing

	Activities
Presentation	
Practice (should involve both oral and written practice)	
Production (you can choose speaking OR writing)	
Assessment (How will you see if they have met your objectives?)	

UNIT 44

Adjectives: Superlatives



CHECK POINT

Check the correct answer.

The sender of this card thinks his wife is very:

- typical
- special

NOTE: Valentine's Day (February 14) is a holiday in the United States and Canada. Many people send cards to special people in their lives to tell them their feelings.

CHART CHECK

Check the correct answers.

Which word always goes before the superlative form of the adjective?

- a or an
- the most

Which letters do you add to the end of a short adjective to form the superlative?

- er -est

Which words do you add before a long adjective to form the superlative?

- more or less
- most or least

SUPERLATIVES		
	SUPERLATIVE ADJECTIVE FORM	
You are	the sweetest the funniest the best the most wonderful the least selfish	person in the world.
That's	the nicest the loveliest the worst the most amusing the least original	card I've ever received.