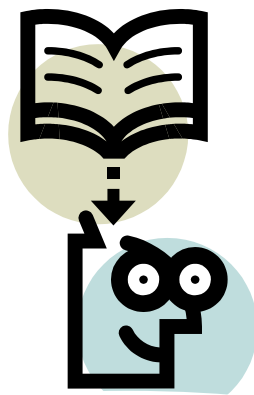


English For Life

*Where English comes to life, enhances life,
and promotes true Life*

Program Information and Teacher's Guide



Jan E. Dormer

What is English for Life?

English for Life is both a five-level **curriculum** for adult and teen learners of English as a foreign language (EFL), and a **system** for implementing a complete EFL program. The following pages will explain both the curriculum and the system. First, however, it is important to understand some of the foundational features of *English for Life*.

It is written for teachers, not students.

A fundamental belief that is enacted through *English for Life* is that the best teacher of language is a **person**, not a **book**. The idea for this approach was born through dissatisfaction in the “going through the book” mentality that many language learners and teachers – and even full language programs – seem to have.

This material was created for the purpose of 1) organizing an English program, and 2) providing curricula that **teachers** can use and modify as needed. Some student materials are included to illustrate parts of the curriculum, and to give teachers ideas for further material development. But, these worksheets are intended only to provide support for teacher- and student-generated classroom activities. It is hoped that teachers will use this curriculum in the manner in which it was intended: as a guide for contextualized classroom interaction which results in language learning and personal growth.

It is provided electronically to promote contextualization.

With many English learning materials, to change the material is to break copyright laws. Not so with *English for Life*! This system is available by email, so that teachers can change and adapt it for their own contexts. Currently, these materials are prepared for the Indonesian context. What language is learned and how it is learned, in **your** context, should be determined by student realities and needs. Teachers should use what is given here as a starting point, and further adapt it to meet their students’ needs.

It includes a Christian perspective.

This material is an attempt to achieve excellence in language teaching, while encouraging the use of Christian content where appropriate. It has been used in situations where learners are not Christians but are open to developing friendships with Christian teachers and learning about Christian beliefs. It has also been used with Christian students, as a springboard for discipleship and leadership development. With this material, teachers can pick and choose the elements and materials that will be appropriate for a particular group of students, and for individual students. Some examples of Christian elements are:

- Provision of Bible verses (see Appendix A) which can be learned at each level (available on CD).
- Inclusion of Christians in job descriptions (for example, a banker who is a Christian).
- Inclusion of both “Christian” and “secular” curriculum options. For example, in level five, teachers can choose to use a “personality test” or “spiritual gifts inventory.”
- Learning to say a prayer of blessing when learning about mealtimes.

The following pages provide detailed information about the *English for Life* **system** and **curriculum**. Curriculum guides for each level are available separately.

The English for Life System: A Program Format

A successful English program takes into consideration much more than what happens in individual classes. This section provides an understanding of the organization of this system and its various components.

Time

The *English for Life* system includes five levels, ranging from beginning to high intermediate. Within an 18-20 week semester, six hours of class time weekly should enable most students to progress through one level each semester. Because the material is teacher-driven rather than text-book driven, students who need more than one semester at a given level can be encouraged to take this extra time. Teachers can assure learners that all students progress at different rates, and they will be better off mastering one level before proceeding to the next. Because *English for Life* is a curriculum rather than a textbook, students who “repeat” do not need to go through identical material twice. Much of the material used in class is student-generated. Thus, “level three” one semester will not be the same as “level three” another semester.

Teachers

English for Life promotes the view that **language competency** and **teaching competency** are the qualities that a language teacher needs. Whether a teacher is a native speaker or a nonnative speaker of English should not matter if the teacher has sufficient knowledge of the English language, and sufficient teaching skill.

However, this material was developed primarily for use in *English as a foreign language* settings – that is, in countries where English is not an official language. In such settings, it may often be the case that a combination of nonnative and native English speaking teachers would be able to provide the most effective English program. For example, nonnative English speaking teachers who have the same first language as the students are often the most effective teachers for beginning English learners. And if the school wants to provide a module on “American Cooking,” for instance, a local native English speaker may be the best person to provide such a course. Research has shown that native and nonnative speaking teachers working together in an English program can greatly help one another in language and culture learning of both English and the local language, and in developing appropriate, contextualized teaching skills. In addition, students benefit greatly by having both native and nonnative speaker models, and by seeing the positive relationships between people of different cultures on staff.

Regardless of who the teachers are, *English for Life* assumes that teachers will have, or will want to develop, teaching **skill**, as should be the case no matter what materials or program is used. The next section on “Curriculum” provides guidelines for classroom activities. It provides a general understanding of how to engage students in the tasks through which they will use English, and progress in their acquisition of English. It is crucial that teachers take these guidelines to heart, and put in practice in their classrooms techniques which will promote student engagement in speaking, listening, reading and writing, and thus promote effective language learning.

Class Content

The *English for Life* system stresses class content that is:

- **Communicative**: focused on developing reading, writing, speaking and listening skills
- **Contextualized**: relevant to students' real needs in using the English language; authentic materials are encouraged when they are relevant and appropriate for the language level.
- **Edifying**: helping students and teachers learn and grow as individuals, and in relationship with one another

To accomplish these goals, the *English for Life* system suggests offering a variety of types of classes and opportunities that students can choose from to accumulate six hours weekly. (See appendices for descriptions of the classes and other opportunities.)

Class/Opportunity	Content	Suggested hours per week
Core class (levels 1-5)	<ul style="list-style-type: none">• The <i>English for Life</i> curriculum (the majority of the class time should be spent covering this curriculum)• Supplementary Grammar (we suggest <u>Basic Grammar in Use</u> by Raymond Murphy)• Bible verses (if appropriate)	4
Modules	<ul style="list-style-type: none">• High interest topics such as "American Cooking" or "Listening to Music"• These provide an opportunity to <i>use</i> English in non-classroom setting	1 per module (Students may be involved in several modules)
Group learning	A class in which students of all levels learn together through singing, games, and other fun activities. Multi-level teaching techniques are used, and students are encouraged to help and support one another.	1
Self-directed learning	An opportunity for students to engage in individualized study, with teachers and materials available to help them.	1
Conversation time (Or "conversation café" for groups)	An opportunity for students to informally engage in conversation with a competent English speaker (who may not be a teacher)	15-20 min.
Email buddies	An opportunity for students to have a "pen pal" overseas who will write to them in English (a good opportunity for volunteers in churches or elsewhere)	No specific time
Church services or	These opportunities can significantly	Monthly

other events in English	increase students' motivation in language learning, and their exposure to English.	
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Attendance

A program with little homework but emphasizing consistent classroom attendance usually promotes the most effective language learning. Most students will acquire competency in using a new language more through interaction with the teacher and other learners than through doing homework by themselves. We use a system of attendance checking called the “Effort Checklist” (see Appendix C) which helps the student to keep track of his or her attendance and completion of homework.

Task-Based System

The *English for Life* curriculum is framed in a task-based syllabus. The content to be covered is given to the students in terms of “tasks” that they are learning how to accomplish using the English language. This list of tasks at each level is called the “Ability Checklist” (see Appendix B). As students go through the course, they check off tasks as they are able to do them. The tasks in this curriculum are thematic in orientation. More information on the task-based syllabus is provided in the “Curriculum” section.

Materials

As has already been said, the English for Life system came about because of a desire to get away from a “textbook orientation” in English classes. Textbooks can sometimes detract from real language learning, in that when students are looking at a book they are **not** actively engaged in real communication.

However, printed materials are an important (though overrated) part of language learning. Students will need readings, occasional grammar assignments, their checklists, and individualized learning aids such as vocabulary lists. In addition to these kinds of materials on paper, the teacher will often use printed materials to utilize techniques such as surveys and charts for interactive classroom activities.

We have found it useful to teach students how to collect and organize such materials in loose-leaf binders. Their binder becomes their own individualized “textbook” – a record of their learning that they can be proud of. An alternative would be to promote the development of a portfolio demonstrating the learning that has taken place over the course of a semester. This system enables both teachers and students to add their own materials on any given theme, whereas with a traditional textbook, the materials are fixed.

Assessment

Unfortunately, tests often drive language learning systems, creating stress and causing teachers to “teach to the test” rather than teaching what students need and want to learn. In addition, tests often create the illusion that “a good grade means I can speak English.” We all have known students who have done very well on grammar tests, but who nevertheless are not very effective in real communication.

Though teachers can easily create tests based on the *English for Life* curriculum if they wish to do so, we suggest mid-semester and end-of-semester evaluations which include self-assessment on the part of the student, and that do not involved testing. Our system of evaluation looks like this:

- Teacher and student meet for a 15-minute individual evaluation time once mid-semester, and once at the end of the semester.
- Prior to the meeting, both teacher and student fill out a form (see Appendix E) providing information on the effort and ability checklists, and student progress in reading, writing, speaking and listening. This is a good time to look through the binder, to remember what has been learned, or see what is lacking.
- When teacher and student meet together they discuss any areas where change is needed. The student shares where they feel they are doing well or need to change, and can also suggest any changes on the teacher’s part that they feel would help them. The teacher can outline observed student strengths and weaknesses, and suggest areas for change. Any changes agreed on are listed on the evaluation form.

In addition to this type of evaluation, teachers may want to give tests or quizzes. However, we have not found this type of assessment to add a great deal to real language learning, for most students. It puts the teacher in the position of judging student ability, rather than teaching students how to take responsibility for their own learning. More on assessment follows in the “Teaching Guidelines” section.

Themes

Though a complete *English for Life* curriculum follows in the next section, it may be helpful at this point to outline the basic themes covered in this system:

Summary of Content

Level	Focus	Content
Level 1	Basic Vocabulary and Phrases	greetings, food, home, family, numbers and money, community
Level 2	Home and Family	introductions, descriptions, jobs, home life, house, schedules and habits
Level 3	Community	the neighborhood, stores, services, directions, professions
Level 4	The World	culture, customs, holidays, geography, countries
Level 5	Personal Development	spiritual life, traditions, beliefs, worldview, spiritual truth, missions

Completion Goals

After completing all five levels of *English for Life*, a student should be able to:

- Talk easily and fluently about family, self, city and country, and express personal opinions. The student may have errors, but will be able to communicate effectively
- Understand personal information shared by others, and ask pertinent questions.

- Ask for clarification when necessary; demonstrate when he or she does not understand, and continue communication until comprehension is achieved.
- Give and understand social information, such as directions, time, spelling of words, descriptions, costs, quality, etc.
- Read and gain a *general* understanding about worldwide information, such as news articles, information on internet, or letters received from friends.
- Accomplish basic writing tasks, such as writing friendly letters or writing recipes, though writing will likely have some grammatical errors.

The English for Life Curriculum

Overview

Each of the five levels includes eight topical units, with grammar study to be done simultaneously. It is suggested that each unit cover two week's instruction, or eight hours of classroom time. The curriculum guide for each level (available as separate documents) provides activities and resources for each topical unit.

Level One is slightly different than the other levels. It has 10 units, which are to be covered more quickly, probably completing one unit in 1 ½ weeks. The Level One curriculum does not have a general theme, but rather focuses on helping students acquire many basic words and phrases in a short period of time.

Placement

A multiple-choice test is used to place new students in this curriculum. It includes ten questions on vocabulary and language use at each of five levels. If a student correctly answers eight of the ten questions at a given level, he is seen as having achieved that level, and is placed in the next level up. The placement test (available on request) is quick, simple, easy to administer, and not fool-proof. Teachers and students are ultimately the best judges of what is known and unknown. Therefore, a trial period of two weeks is always provided. During this time, if student and teacher both agree, the student can move up or down in level.

Recycling

An important feature of this curriculum is that content is recycled and revisited at different levels, in different ways. For example, on the topic of "food":

- Level One: students learn names of foods
- Level Two: students revisit names of foods, talk about food preferences and diet, and learn to read simple recipes.
- Level Three: students talk about food again as they learn to order a meal at a restaurant.
- Level Four: students compare diets and nutrition in various countries

Students who have opportunities to review, remember, and build on previous learning in such ways are usually more successful in long-term language acquisition.

Grammar

A grammar component is included because some experts believe that focused grammar instruction aids in the development of accuracy, and because many students feel that it is essential to study grammar when learning a foreign language. Our grammar component

uses Basic Grammar in Use (levels 2-4) and Grammar in Use Intermediate (level 5) by Raymond Murphy. Another grammar text could be substituted for this one, or teachers may choose to provide individual worksheets on the suggested grammar components.

Little effort has been made to correlate the grammar with likely structures emerging from the topics. Rather, we take the view that students will continuously be acquiring structural knowledge as they engage in reading, writing, speaking and listening on the given topics, and that the sequential grammar instruction will serve to fill in gaps and answer questions. It is suggested that grammar instruction be limited to ¼ of the total core class time.

Level One does not include a specific grammar component. As the Level One teacher teaches primarily through the English language, students will be hearing and using English sentences, and this will help them begin to acquire English structure. Teachers will be addressing emergent student needs in understanding structure, but will not be going through a grammatical syllabus. By not focusing on structure at the first level, students learn to focus on the skill areas of reading, writing, speaking and listening in class, and are not derailed by a premature focus on grammar.

Bible Verses

Suggested scripture to be learned during each unit is also provided. The New International Version has been used. The verses do not relate to the topics, but rather were selected as being appropriate in language and content for each level, and as familiar passages which are valuable to know for their spiritual and literary value. Following is an overview of the passages chosen:

Level One: *Verses affirming that God helps us and we can help one another.* As students begin their language study, it is important for them to see that God wants to help them in this endeavor, and that they also can and should help one another.

Level Two: *The Lord's Prayer and Psalm 23.* Students learn two famous scripture passages which they may have opportunity to recite in English with other believers.

Level Three: *John 3:16, the love passage in I Cor. 13, the fruit of the Spirit, and Ps. 121.* Students learn more well-known passages – scripture which can help them see God's love and His desire to care for us and show us the best way to live.

Level Four: *Ps. 100 and the Beatitudes.* Students continue to learn well-known passages, and to understand more of God's plan for our lives.

Level Five: *The Ten Commandments, Ps. 1, Eph. 6:11-13: The Armor of God.* As students study "Personal Development" at this level, the scripture points not only to God's guidelines for living, but also His help in the "armor of God".

Of course this element of the curriculum is optional, and should be used when appropriate for the context. When teaching mixed classes of Christians and those of other faiths, it may be wise to provide the scripture memory component as an option rather than a requirement. There are two reasons why students of other faiths or of no faith may be legitimately encouraged to learn these well-known passages. First, biblical references in English literature are common, and knowing some scripture can thus be helpful when reading or hearing English. Even movies sometimes have biblical references. Second, memorization aids language learning for some students. Though

memorization in general is often discouraged in modern language teaching, some students report that committing poetry and other literature to memory assists their learning.

Teachers and program developers should take into consideration all these factors, and especially student needs and interests, as they decide whether or not to include this component of the *English for Life* system.

Projects

It is hoped that students and teachers engaged in the *English for Life* system will find that their time in class is spent not only learning English, but engaging in meaningful, interesting, and relevant activities. To promote this concept, a semester-long class project for each level (beyond level one) is suggested. The project activities are inherent in the units, making it possible for students to finish the level having created something that is useful. The projects suggested at each level are:

Level Two, Home and Family Theme:

A booklet for foreigners about Indonesian families and their homes.

Level Three, Community Theme:

A booklet for foreigners providing tips for living in Indonesia.

Level Four, World Theme:

A video presentation of areas of the world that students have chosen for study.

Level Five, Personal Development Theme:

Individual portfolios of personal growth and expectations.

Many other projects are possible. Local contexts and student interests should determine what can be accomplished of lasting value in a semester.

Curriculum: Level 1: Basic Vocabulary and Phrases

TOPIC Each approximately 1 1/2 weeks	THEMATIC CONTENT	BIBLE VERSES
1. Greetings and basic phrases	<ul style="list-style-type: none"> Self-introduction Greetings, partings, please, thank you "I don't speak English." "I don't understand." 	<i>Theme for first half: God helping us.</i> Phil. 4:13
2. Letters and numbers	<ul style="list-style-type: none"> spelling name asking for spelling numbers 	Eph. 6:10
3. Basic words	<ul style="list-style-type: none"> yes/no, common adjectives, basic pronouns, colors pronouns and verb "to be" question words 	Prov. 3:5
4. People	<ul style="list-style-type: none"> people (man, woman, child) family profession 	Col. 3:17
5. Days and months	<ul style="list-style-type: none"> days and months today, tomorrow, yesterday birthdays and years 	Mt. 22:37
6. Food	<ul style="list-style-type: none"> fruits, vegetables, meats, drinks common ingredients (flour, butter, sugar) meals and meal times 	<i>Theme for second half: Helping each other</i> I Cor. 12:27
7. Clothes and weather	<ul style="list-style-type: none"> articles of clothing and accessories weather descriptors 	I Thes. 5:11
8. Activities and times	<ul style="list-style-type: none"> sports and pastimes telling time schedules 	I Cor. 13:13
9. House	<ul style="list-style-type: none"> parts of the house furniture and appliances things in a kitchen 	I John 4:21
10. Body	<ul style="list-style-type: none"> parts of the body explaining what hurts when you're sick 	Review
Verbs learned throughout	<ul style="list-style-type: none"> common basic verbs (go, give, do, take, come, etc.) classroom verbs (open, close, read, write, speak, etc.) simple sentences expressing activities or requests 	

Curriculum: Level 2: Home and Family

TOPIC Each approximately 2 weeks	THEMATIC CONTENT	GRAMMAR <u>Basic Grammar in Use</u> Units 1-21; 24-39	BIBLE VERSES
1. My family and me	<ul style="list-style-type: none"> filling out forms giving personal information physical descriptions family activities family relationships 	<ul style="list-style-type: none"> U. 1-2: am/is/are U. 5-6: do affirmative U. 7: do questions 	<i>The Lord's Prayer</i> Mt. 6:9 Mt. 6:10
2. A family event	<ul style="list-style-type: none"> discussion of past family events narrative sequence words: <i>then, after that, next</i> words related to family events: <i>weddings, births, vacations, moves, deaths</i> 	<ul style="list-style-type: none"> U. 10: was/were U. 11: simple past U. 12: past questions U. 13: past cont. 	Mt. 6:11 Mt. 6:12
3. Daily and weekly routines	<ul style="list-style-type: none"> days of the week times daily and weekly activity verbs current activities 	<ul style="list-style-type: none"> U. 3-4: pres. cont. U. 8: pres. cont. and simple past U. 9: I have; I've got U. 14: past cont. and simple past 	Mt. 6:13 ending <i>Say The Lord's Prayer all together</i>
4. Weather and clothing	<ul style="list-style-type: none"> the weather temperatures articles of clothing dressing for the weather changes in weather and dress 	<ul style="list-style-type: none"> U. 15: used to U. 16: pres. perf. U. 17: how long have you... U. 18: for/since/ago 	<i>Psalms 23</i> Ps. 23:1 Ps. 23:2
5. Leisure activities	<ul style="list-style-type: none"> sports pastimes and hobbies telling which pastimes and sports you have done telling about future weekend plans 	<ul style="list-style-type: none"> U. 19-21: pres. perf. & simple past U. 26: what are you doing tomorrow? U. 27: future – going to 	Ps. 23:3 Ps. 23:4a
6. Food	<ul style="list-style-type: none"> names of foods telling about one's diet, comparing with others reading food flyers food preferences giving compliments on cooking reading a simple recipe 	<ul style="list-style-type: none"> U. 24: verb forms U. 25: irregular verbs U. 30: might U. 31: can/could U. 32: must 	Ps. 23:4b Ps. 23:5
7. House and home	<ul style="list-style-type: none"> describing your home asking and answering 	<ul style="list-style-type: none"> U. 33: should U. 34: have to 	Ps. 23:6

	<ul style="list-style-type: none"> questions about a home writing a letter household items furnishings, appliances 	<ul style="list-style-type: none"> U. 38: there is / there are U. 39: was/were/ has been / will be 	
8. Friends	<ul style="list-style-type: none"> describing a person polite requests / invitations interruptions and apologies initiating a friendly conversation 	<ul style="list-style-type: none"> U. 28-29: will U. 35: would you like? U. 36: I'd rather U. 37: let's do this 	<i>Say Psalm 23 all together</i>

Curriculum: Level 3: Community

TOPIC Each approximately 2 weeks	THEMATIC CONTENT	GRAMMAR <u>Basic Grammar in Use</u> Units 22-23; 40-74	BIBLE VERSES
1. People in the community	<ul style="list-style-type: none"> jobs and professions Character qualities important for various jobs Interviewing 	<ul style="list-style-type: none"> U. 45: Is it? Do they? U. 46: who U. 47: who/what U. 48: what/which/ how 	John 3:16a
2. Living in a community	<ul style="list-style-type: none"> transportation buildings: church, school, store, bank, etc. telephone skills dialogs in public places politeness in public 	<ul style="list-style-type: none"> U. 49: how long U. 50: do you know where...? U. 51: reported speech U. 52-53: gerunds and infinitives 	John 3:16b I Cor. 13:4
3. Maps, Location, directions	<ul style="list-style-type: none"> understanding signs expressions for direction reading maps asking for help asking for clarification 	<ul style="list-style-type: none"> U. 40: it U. 56: go U. 57: get U. 58: do and make U. 59: have 	I Cor. 13:5 I Cor. 13:6
4. Health	<ul style="list-style-type: none"> describing physical symptoms health care places discussing medications exercise prayer requests 	<ul style="list-style-type: none"> U. 41: I am, I don't U. 42: you have... U. 43: too, so, either, neither U. 44: negatives 	I Cor. 13:7,8a I Cor. 13:13
5. Safety	<ul style="list-style-type: none"> expressions for safety and security emergencies 	<ul style="list-style-type: none"> U. 22-23: passive U. 60: pronouns U. 61-62: possessive pronouns 	Ps. 121:1 Ps. 121:2
6. Restaurants	<ul style="list-style-type: none"> reading menus ordering in a restaurant expressing preferences reading and writing restaurant reviews 	<ul style="list-style-type: none"> U. 66: a/an U. 67: singular & plural U. 68-69: countable & uncountable U. 70: a/an & the 	Ps. 121:3 Ps. 121:4

7. Shopping	<ul style="list-style-type: none"> store categories common products words associated with sales: sell, discount, return, refund, price, quality understanding money and payment 	<ul style="list-style-type: none"> U. 54: I want you to U. 55: I went to the store to... U. 63: pronoun forms U. 64: reflexive pronouns U. 65: possessives 	Ps. 121:5 Ps. 121:6
8. Responsibilities	<ul style="list-style-type: none"> social services (provision for the poor or needy) words related to government and civic responsibility: voting, election reading and evaluating advertisements local volunteer projects 	<ul style="list-style-type: none"> U. 71: the U. 72: go to work, go to the movies U. 73: like/hate U. 74: place names 	Ps. 121:7 Ps. 121:8

Curriculum: Level 4: The World

TOPIC Each approximately 2 weeks	THEMATIC CONTENT	GRAMMAR <u>Basic Grammar in Use</u> Units 75-113	BIBLE VERSES
1. International Friendships	<ul style="list-style-type: none"> Interaction with foreigners the international community nouns describing relationships adjectives used to describe relationships 	<ul style="list-style-type: none"> U. 75: this/these; that/those U. 76: one/ones U. 77: some/any U. 78: not + any, no, none U. 79: not anybody, nobody 	<i>Psalm 100</i> Ps. 100:1
2. Geography	<ul style="list-style-type: none"> countries and famous places describing places according to physical characteristics geographical words (ocean, river, mountain, desert) 	<ul style="list-style-type: none"> U. 80: somebody, anything U. 81: every/all U. 82: all, most, some, any U. 83: both, either, neither U. 84: a lot, much, many 	Ps. 100:2 Ps. 100:3
3. Lifestyles	<ul style="list-style-type: none"> describing ways of living, both in Indonesia and elsewhere comparing lifestyles people groups and lifestyles 	<ul style="list-style-type: none"> U. 85: a little, a few U. 86: adjectives U. 87: adverbs U. 88-89: comparatives 	Ps. 100:4 Ps. 100:5
4. Food	<ul style="list-style-type: none"> Indonesian food; writing recipes comparing Indonesian food with food in other countries nutrition in the world food categories and meals 	<ul style="list-style-type: none"> U. 90: comparatives U. 91: superlatives U. 92: enough U. 93: too 	<i>Say Psalm 100</i>
5. Travel	<ul style="list-style-type: none"> describing tourist attractions to foreigners understanding travel advice answering questions of foreigners in Indonesia 	<ul style="list-style-type: none"> U. 94-95: word order U. 96: still, yet, already U. 97: commands U. 98: prepositions 	<i>The Beatitudes</i> Mt. 5:3 Mt. 5:4
6. Understanding Culture	<ul style="list-style-type: none"> ways of interaction, showing respect, taboos respecting cultural differences non-verbal communication 	<ul style="list-style-type: none"> U. 99-103: prepositions 	Mt. 5:5 Mt. 5:6

7. Holidays, Festivals, Religions	<ul style="list-style-type: none"> describing an Indonesian holiday understanding important celebrations in other countries understanding world religions Names of international celebrations North American holidays names of religions 	<ul style="list-style-type: none"> U. 104-108: prepositions 	Mt. 5:7 Mt. 5:8
8. Reaching out to Others / Missions	<ul style="list-style-type: none"> understanding / researching international charitable organizations and missions discussing personal and national responsibility in the world words describing world needs and problems 	<ul style="list-style-type: none"> U. 109-110: two-word verbs U. 111-113: conjunctions 	Mt. 5:9 Mt. 5:10 <i>Say the Beatitudes all together</i>

Curriculum: Level 5: Personal Development

TOPIC Each approximately 2 weeks	THEMATIC CONTENT	GRAMMAR <u>Grammar in Use</u> <u>Intermediate: Units 1-35</u>	BIBLE VERSES
1. Personality / Spiritual Gifts	<ul style="list-style-type: none"> personality / spiritual gifts test giftedness for jobs personality and relationships Character qualities (adjectives) Ability verbs 	<ul style="list-style-type: none"> U. 1-4: pres. cont. and simple present 	Ex. 20:3-7 The 10 Commandments Commandments 1-3
2. Life story / Testimony	<ul style="list-style-type: none"> oral and written narratives questions and answers about past events language for talking about life stages 	<ul style="list-style-type: none"> U. 5: simple past U. 6: past cont. U. 7-10: pres. perf./ pres. perf. cont. 	Ex.20:8-13 The 10 Commandments Commandments 4-6
3. Life Adventures / Mission Trips	<ul style="list-style-type: none"> interviewing and writing a summary presentations of visuals and explanations countries 	<ul style="list-style-type: none"> U. 11: how long U. 12: for and since U. 13: pres. perf. and past 	Ex. 20:14-17 The 10 Commandments Commandments 7-10
4. Change	<ul style="list-style-type: none"> reading about life changes discussing difficulties in change breaking habits doing research 	<ul style="list-style-type: none"> U. 16: have /have got U. 17: used to U. 18: present for future 	Psalm 1:1-2
5. Problems and Solutions	<ul style="list-style-type: none"> reading about life problems offering suggestions advice columns dating, marriage and divorce problems in child rearing health problems 	<ul style="list-style-type: none"> U. 19: going to U. 20-21: will U. 22: will and going to U. 23: will be doing, will have done 	Psalm 1:3-4
6. Social / Christian Responsibility	<ul style="list-style-type: none"> world needs requests for charitable help natural disasters social problems 	<ul style="list-style-type: none"> U. 24: when and if U. 25: can/could U. 26: could, could have 	Psalm 1:5-6

	<ul style="list-style-type: none"> missions, charity 	<ul style="list-style-type: none"> U. 27: must 	
7. Ethical Dilemmas	<ul style="list-style-type: none"> ethical problems in modern societies reading real articles in news magazines controversial issues in modern society 	<ul style="list-style-type: none"> U. 28-29: may and might U. 30: have to, must U. 31: should U. 32: subjunctive 	Ephesians 6:11-12a
8. Future Plans	<ul style="list-style-type: none"> setting goals and priorities talking about possibilities, probabilities, and certainties words and phrases to express future possibilities, probabilities and certainties 	<ul style="list-style-type: none"> U. 33: had better U. 34: requests, permission U. 35: if I do, if I did 	Ephesians 6:12b-13 Say all together either Psalm 1 or Ephesians 6:11-13

English for Life: Teaching Guidelines

The *English for Life* curriculum guides for each level (available separately) provide ideas for helping students achieve the tasks on the Ability Checklists. The emphasis in this system is to **enable learners to interact with and through the English language on topics that are interesting and relevant, in reading, writing, speaking and listening.** Understanding some basic approaches in organizing classroom tasks for skill development can help the teacher to accomplish this goal. These basic approaches are provided in this section.

A General Understanding of Tasks

The list of tasks for each level is provided in the “Ability Checklist” (see Appendix B). Students receive this checklist at the beginning of the semester, and teachers plan their lessons using the curriculum guidelines, which provide suggested activities for each task. An example of tasks and teacher’s guidelines for the tasks is shown below:

Task examples from Level Three:

☐ **I can give directions to important places in my city.**

☐ **I can understand directions and write them down.**

1. Provide a map of the school campus. In pairs, have students practice giving instructions to each other on how to find their English class when they come on campus. Practice: turn right/left; go straight/up/down; first door on the right, etc.
2. Have students work in groups to prepare written instructions to get from the school to some well-known places in town. Have students compile these written instructions to create a document that would be helpful for a foreigner in Malang.
3. Have students work in pairs, taking turns giving and writing down how to get from the school to their homes.

Integration of Skill Areas

This system promotes the integration of reading, writing, speaking and listening wherever possible. The wording of student tasks sometimes promotes two skill areas, as in the task above, “I can *understand* (listening) directions and *write* (writing) them down.” But skill

integration can also be accomplished by developing class activities which accomplish several tasks. Ideas for this type of integration are provided in the curriculum guides. Teachers will no doubt expand on these ideas, finding additional ways to integrate the four skill areas. For instance, on the subject of Indonesian holidays, various tasks encourage students in effect to “read, write, and speak about an Indonesian holiday.” The sequence below illustrates one way to integrate these skills in classroom activities:

Students will...

- Write a paragraph about a holiday; teacher provides input for student correction
- Exchange paragraphs and read; write three follow-up questions
- Answer questions orally
- Tell a friend outside the class (their conversation partner, if the school provides this option) about the holiday

Of course there are many variations on this sequence. A reading can be a springboard for discussion. Listening can be used as input for writing. The ways in which the various skill areas can be integrated are many. The important thing is to use all skills, and then to look at the ability checklist after one or two such activities, checking off areas in which the student experienced success in communication, with relative ease and fluency.

Following are guidelines for teaching each skill area, and suggestions for integrating each skill area with the others.

Writing

When assigning writing tasks it is ideal to assign the writing as homework, and use it at the next class. However, this sometimes does not work well because students either don't do the homework, or spend a lot of time looking up words for their writing, which the teacher can monitor when writing is done in class.

This is a sequence that works well for in-class writing:

1. Introduce a topic; teach vocabulary and phrases for the topic.
2. Introduce the writing assignment; brainstorm together, putting phrases and ideas on the board which may be useful for the students in their writing.
3. Give students 10 minutes (no more) in class to write a paragraph (in class writing should never require more than a paragraph); as students finish, read their writing individually, making corrections and suggestions. Always aim to “correct” by asking questions which promote self-correction, if possible.
4. Students re-write after they have talked with the teacher about their writing.
5. Student writing is now ready to use in another task, such as switching with a partner, reading, and writing or asking questions.

If students engage in writing experiences of this type at least every other week, beginning in level two, they will likely lose their fear of writing, and will be much better writers by the time they reach level five.

Following are some tips which can help to maximize the effectiveness of writing activities:

- Don't use whole class periods for students to write. This is de-motivating for students, and neglects the development of other skills.
- Make sure that writing assignments are interesting!
- If students will need to find information for their writing, make sure the information is easy to find. For example, internet searches can waste valuable language learning time; if used, students should be guided to specific web sites.
- When correcting student writing, only correct vocabulary and grammar items that are at the students' level. When correcting writing at different levels, the following guidelines may be helpful:
 - Beginners: provide the correction
 - High beginners and intermediate: provide a symbol indicating the type of correction needed
 - High intermediate: only underline the part needing correction
 - Advanced: only indicate the line on which correction is needed
- When exchanging writing and using it as reading practice, make sure that writing has already been corrected.
- Use group writing activities, such as the Dicto-Comp, as an alternative to individual writing exercises.

Reading

This curriculum promotes readings that are *authentic* and *contextualized*. These two types of readings are explained below.

Authentic Readings

Authentic readings are those which are not created for the purpose of language learning. Any and all text outside the language learning domain qualifies. Some examples of authentic readings are: advertisements, labels, recipes, warnings, signs, church bulletins, menus, jokes, memos, newsletters, lists, friendly or business letters, children's books, forms, magazine articles, novels – and much more. Fortunately, we need look no further than the internet for such authentic readings today.

These materials do not usually come complete with pre and post reading questions, vocabulary lists, and other components of textbook reading selections. When using such authentic materials, the following steps are important:

1. Read the article beforehand, noting difficult vocabulary words.
2. Think of a way to introduce the topic. For example, if the article is about financial debt, an introduction might be to bring in some credit cards, and have students brainstorm about the pros and cons of paying by credit.
3. Create one or more post-reading tasks for students to do, such as:
 - Write a summary.
 - Re-tell the main points of the article in your own words.
 - Answer some key questions (provided by the teacher).
 - Create some follow up questions, then exchange and answer questions.
 - Give your opinion in a small group discussion.
 - Give the reading a title (for this you must omit the title at the beginning).
 - Tell how this article applies or doesn't apply to your life.
4. As you do the reading lesson in class, this is a good sequence:

- Introduce the topic.
- Go over new or difficult vocabulary.
- Have students do the reading.
- Do the post-reading tasks.

One common mistake made in the teaching of reading is giving readings that are too difficult, and which contain too many new words. As a rule of thumb, it is important to remember that 95% of a reading should be familiar words and structures, giving students a fighting chance as they struggle to acquire the 5% that is new. This is especially important to remember when using authentic materials. In lower levels, the use of authentic materials may virtually ensure that more than 5% of the words and structures are new for students, and the teacher may feel that the value of using authentic materials outweighs the problem of unfamiliar language. If this is the case, readings should be kept very short (for instance, advertisements, with just a few words or sentences) so that students can have time to work through all the new language items.

Contextualized Readings

Contextualized readings are those which have significance in the real classroom context, but perhaps would not be as meaningful outside that context. In this system, though some readings are provided as sample materials in the curriculum guides, the teacher is urged to create more contextualized materials, using what is provided as a guide. For example, in Level One there is a reading entitled “My House.” It is about my own house, and students read it after seeing pictures of my house, or visiting my house. Though teachers can use my reading if they want, a reading that they develop of their own house would be much more contextualized. It would be more interesting, and students would find more reason to read it, because reading it would help them know their teacher better.

Other contextualized readings might relate to the local environment. One such reading provided in this material is one that a mission organization provides for foreigners who are preparing to visit Indonesia. Indonesian students find it fascinating to see what Westerners tell people before they come here. But I doubt that students in Korea or Brazil would find this document very relevant.

Often, in this curriculum, student writings become student readings. That is, students write paragraphs or essays, they work to correct their writing with the help of the teacher, and these writings then become readings for their classmates. Such readings are automatically contextualized, as they are about the lives or opinions of the students in the class.

Speaking

In order for learners to become effective users of a foreign language, they must develop both *fluency* and *accuracy* in the language. It can be helpful in preparing classroom activities to consider whether an activity is intended to promote *fluency* or *accuracy*, and to make sure that there is a balance of both. Here are some distinctions between the two types of activities:

Fluency Activities:

- Speaking is not directed; there may be a topic assigned, but students are free to express many different thoughts of their choosing. For example: “Talk about something fun that you did last week.”
- It is helpful if students have some opportunities to engage in fluency activities with native speakers – ideally those who do not speak their first language.
- When a learner is speaking with one other person to develop fluency, “correction” per se is usually not advisable. Rather, the listener can simply repeat a phrase correctly, and then allow the learner to move on in the conversation.
- In classroom fluency-building activities, the teacher should not interrupt to correct; the teacher may note errors and teach them later, but students should be allowed simply to talk during the activity.

Accuracy Activities:

- Specific vocabulary and phrases are sometimes given before the activity (ideally, students can refer to these on the board or on paper).
- The speaking task is very directed. For example: “Talk to a receptionist at the doctor’s office. Tell her that you need to see the doctor, then ask for an appointment next Tuesday. End by expressing thanks.”
- Students gain practice using specific words and phrases.
- The teacher may interrupt to correct, ideally pointing to the correct word or phrase on the board or in the book, then having the student try the dialogue or speech again.
- Note: this is not the same as reading dialogues. Reading a dialogue could be a good introduction to this kind of activity, to teach a set of vocabulary and phrases. But speaking activities for accuracy should include an element of *student choice* in language use.

Listening

This curriculum views the acquisition of listening skills as going hand-in-hand with the acquisition of speaking skills. Thus, “listening” as a separate skill area, receives little attention. In the larger *English for Life system*, some emphasis on listening is possible through offering modules such as “Listening to Music.” More advanced listening opportunities could be provided as well at the higher levels, such as offering academic lectures, or having students listen to sermons on CD or video. But in general, this curriculum assumes that students will be acquiring listening skills throughout the English class, through very basic classroom activities such as:

- Listening to the teacher (who speaks primarily in English)
- Talking with the teacher and with other students in pair and group activities
- Listening as the teacher reads aloud (a story, instructions, etc.)
- Listening to the Bible verses that they are learning, on CD

Vocabulary

The thematic and topical nature of the *English for Life* curriculum lends itself well to vocabulary acquisition. As students get involved and interested in a topic, they acquire words and phrases pertinent to that topic. A vocabulary-building worksheet or template is useful for students to have as they build their word base. (An example is provided in

Appendix D) The ways in which new words can be introduced are many. Some of the more popular approaches are to:

- Provide a worksheet using matching, fill-in-the blank or another well-known technique. It is often appropriate to provide several common forms of a word, with sentences illustrating them. For example, when a student is learning “peace” she could probably benefit from learning “peaceful” and “peace-maker” as well, with sentences provided for illustration.
- Brainstorm as a class what words or phrases might be used for a certain topic. For example, “What are some words that an emergency 911 operator might hear frequently?” Students may then provide words such as fire, robber, flood, gunshot. If the teacher speaks the students’ first language, brainstorming is facilitated. If not, students may resort to mimes, pictures, or bilingual dictionaries.
- Provide a reading on a topic, and have students ask about any unfamiliar words. Reading is hindered if there are too many new words, but it can also be a good introduction to a few new words related to a new topic.

Grammar

Many language courses are focused heavily on grammar, despite research which clearly shows that grammar instruction alone does not usually result in the ability to use a language for real communication. While limited grammar study may be helpful for adult learners, many students have an exaggerated view of its importance. This program focuses primarily on using the target language for reading, writing, speaking and listening, and acquiring structural knowledge through this process. We suggest that not more than 25% of the core class time be spent on grammar. Grammar exercises should be done for homework, not in class. In fact, one of the best attributes of grammar exercises is that they provide material suitable for homework!

When grammar instruction does take place, keep in mind that grammar is best learned through about 20% presentation and 80% practice. When teaching a grammar rule, teach it inductively if possible: provide examples, and ask students to figure out the rule. Students generally remember and understand best that which they have figured out for themselves, through the teacher’s guidance. When a rule has been established, move on to the practice phase, providing both oral and written opportunities for students to practice saying and writing the correct grammatical forms.

Often, grammar practice centers on written work, and students are not given enough opportunities to practice the target structures orally. In fact, some students may shy away from oral grammar activities, either because they are afraid of making mistakes, or because they don’t perceive it as being “real” grammar practice. Remind students that they are learning English in order to be able to speak it, and they will be able to progress towards this goal to the extent that they *speak* English in class – even in grammar practice. Some ways to provide oral grammar practice are:

- Instead of having students write in answers, then read what they have written, have them read the answers in turn *without* filling in the blanks first. A good approach is to do exercises orally in class (no pencils allowed!), and then assign the same exercises for students to fill in at home.

- Instead of using the textbook for grammar practice, provide prompts on cards that you hold up, for students to create sentences in turn. Complete sentences (perhaps taken from the book) can be shown on cards, such as providing “He _____ to town yesterday.” Alternatively, two word prompts could be held up – “go” and “yesterday” – and students gain practice in creating sentences using the prompts.

Many games and other activities can provide fun oral grammar practice. Always look for ways to:

1. Take the grammar exercises out of the book, getting students to look at *people* when they talk, rather than at a *textbook*.
2. Contextualize the grammar practice, using the names of the students in the class, the locations in your city, the activities of the students, etc.
3. Make grammar practice fun! Use games, role-plays, and other fun activities. Many books are available as resources for such activities, and they are well-worth the investment.

Correction

It’s often difficult to know what to, and not to, correct. These guidelines may help you as you correct both speaking and writing:

- Correct errors that the student should know; in other words, correct items that come at previous levels in the curriculum, or which you have taught at the current level.
- Correct errors which obscure meaning.
- Point out anything which you, the teacher, intuitively feel that the student is ready to learn; these are called “teachable moments” and we should take advantage of them!
- Avoid correcting students to the point of their being afraid to speak or write, lest they make a mistake. Adopt and foster the point of view that “Mistakes are good! They show that students are trying to use new language, and help both student and teacher know what needs to be learned.”

Evaluation

The *English for Life* system suggests evaluation that is based on student performance (the “Ability Checklist”) and student diligence (the “Effort checklist”). Forms for both checklists are provided in the back of this book (Appendices B and C). The checklists are evaluated at midterm and end-of-term, through private student-teacher conferences. The purposes of each area of evaluation are highlighted here:

The Ability Checklist:

- to see the student’s perception of his ability to carry out language tasks
- to provide a basis for dialogue between the teacher and student regarding the student’s ability to carry out language tasks
- to provide a resource for students to understand the real tasks of language, rather than perceiving language as sets of grammar rules or vocabulary words
- to provide a basis on which students can understand whether or not they have “achieved” the language of a certain level; to encourage students to view language as individual mastery of skills, rather than a set progression through a book

The greatest difficulty in the “Ability Checklist” task-based system of evaluation is that students, and sometimes teachers, find it difficult to know when a task can be checked off as mastered. Indeed, this is one of the grey areas of all language acquisition: how good is good enough? What standard must be reached?

In our opinion, students tend to be too hard on themselves, rather than the other way around. That is, if they make a few mistakes as they are telling their friend about their childhood, they will often feel that they cannot check the item “I can tell someone about my childhood.” Likely, the *teacher* will feel that communication has been achieved, and that the item should be checked, but *students* are reluctant to claim that they are able to do the task.

This task-based, checklist system is new for most students. In addition, most students have not been required to self-evaluate. For these reasons, teachers in the *English for Life* system must be prepared to explain, coax, mentor, guide, and answer many questions during a student’s first semester in this system. After the first semester, we have found that most adult students appreciate the role they are able to play in their own language learning, and begin to show more skill in self-evaluation.

The Effort Checklist:

- to provide students with an accountability mechanism for attendance and homework
- to enable both students and teachers to see the extent of a student’s involvement in the course

Midterm and Final Conferences with Teacher:

- to provide student with feedback from the teacher on how he is doing in each of the four language skill areas, and to point out any areas needing more work or change.
- to provide a forum for the student to show his language achievements through his binder
- to provide an individual conference during which the student and teacher together can negotiate the best placement for the student in the next semester.

Like the ability checklists, evaluation consisting of student-teacher conferences instead of tests is quite a new concept for most students. On the evaluation form (see Appendix E) there is a place for both student and teacher input. In our system, the conference process consists of the following steps:

1. Both student and teacher come to the conference with their portions of the form filled out. This requires prior thought as to how the student is progressing in the four skill areas, as well as his or her success in accomplishing the tasks (evidenced on the Ability Checklist) and involvement in learning (evidenced on the Effort Checklist).
2. At the conference, the teacher quickly adds the student’s information to the teacher’s form, so that all information is on one form.

3. Student and teacher discuss any differences in their forms, referring back to student work in the binder as necessary.
4. The midterm conference ends by filling in what the student and teacher will each commit to doing, in order to improve the learning process. The end-of-term conference ends with a mutually agreed upon level placement for the following semester.

Appendix A: Bible Verses

Bible Verses: Level 1

GOD HELPING US

Prayer: Dear Jesus, thank you for giving us language. Thank you for teachers, classes and books. Help me to study and learn. In Jesus' name, Amen.

Philippians 4:13

I can do all things through Christ.

Ephesians 6:10

Be strong in the Lord

and in his mighty power.

Proverbs 3:5

Trust in the Lord with all your heart,

and lean not on your own understanding.

Colossians 3:17
Jesus

Whatever you do, do it all in the name of the Lord

Matthew 22:37

Love the Lord your God with all your heart,

and with all your soul, and with all your mind.

HELPING EACH OTHER

Prayer: Dear Father, thank you for my friends in this class. Thank you for my teacher. Use me to help others to learn and grow. In Jesus' name, Amen.

I Corinthians 12:27 You are the body of Christ,
and each one of you is a part of it.

I Thessalonians 5:11 Encourage one another
and build each other up.

I Corinthians 13:13 These three remain: faith, hope and love.
But the greatest of these is love.

I John 4:21 Whoever loves God must also love his brother.

Bible Verses: Level 2

The Lord's Prayer

Matthew 6:9 Our Father who art in heaven, hallowed be thy name.
Matthew 6:10 Thy kingdom come, thy will be done, on earth as it is in heaven.
Matthew 6:11 Give us this day our daily bread.
Matthew 6:12 Forgive us our debts, as we forgive our debtors.
Matthew 6:13 And lead us not into temptation, but deliver us from evil.
For thine is the Kingdom, and the power, and the glory, forever.
Amen.

PSALM 23

Psalms 23:1 The Lord is my shepherd, I shall not be in want.
Psalms 23:2 He makes me lie down in green pastures,
He leads me beside quiet waters,
Psalms 23:3 He restores my soul.
He guides me in paths of righteousness for His name's sake.

Psalm 23:4

Even though I walk through the valley of the shadow of death,

I will fear no evil, for you are with me;

your rod and your staff, they comfort me.

Psalm 23:5

You prepare a table before me

in the presence of my enemies.

You anoint my head with oil; my cup overflows.

Psalm 23:6

Surely goodness and love will follow me all the days of my life,

And I will dwell in the house of the LORD forever.

Bible Verses: Level 3

John 3:16

For God so loved the world that he gave his one and only Son,

That whoever believes in him shall not perish, but have eternal life.

THE LOVE PASSAGE

I Corinthians 13:4

Love is patient, love is kind. It does not envy, it does not boast, it is not proud.

I Corinthians 13:5

It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.

I Corinthians 13:6

Love does not delight in evil but rejoices with the truth.

I Corinthians 13:7,8a

It always protects, always trust, always hopes, always perseveres. Love never fails.

I Corinthians 13:13

And now these three remain: faith, hope and love. But the greatest of these is love.

THE FRUIT OF THE SPIRIT

Galatians 5:22,23a

The fruit of the spirit is love, joy, peace, patience, kindness, goodness faithfulness, gentleness and self-control.

Psalm 121

<i>Psalm 121:1</i>	I lift up my eyes to the hills – where does my help come from?
<i>Psalm 121:2</i>	My help comes from the Lord, the Maker of heaven and earth.
<i>Psalm 121:3</i>	He will not let your foot slip – he who watches over you will not slumber;
<i>Psalm 121:4</i>	Indeed, he who watches over Israel will neither slumber nor sleep
<i>Psalm 121:5</i>	The Lord watches over you – the Lord is your shade at your right hand;
<i>Psalm 121:6</i>	The sun will not harm you by day, nor the moon by night.
<i>Psalm 121:7</i> life;	The Lord will keep you from all harm – he will watch over your
<i>Psalm 121:8</i>	The Lord will watch over your coming and going both now and forevermore.

Bible Verses: Level 4

PSALM 100

<i>Psalm 100:1</i>	Shout for joy to the Lord, all the earth.
<i>Psalm 100:2</i>	Worship the Lord with gladness; come before him with joyful songs.
<i>Psalm 100:3</i>	Know that the Lord is God. It is He who made us, and we are his; we are His people, and the sheep of His pasture.
<i>Psalm 100:4</i>	Enter His gates with thanksgiving and His courts with praise; give thanks to Him and praise His name.
<i>Psalm 100:5</i>	For the Lord is good and His love endures forever; His faithfulness continues through all generations.

THE BEATITUDES

<i>Matthew 5:3</i>	Blessed are the poor in spirit, for theirs is the kingdom of heaven.
<i>Matthew 5:4</i>	Blessed are those who mourn, for they will be comforted.
<i>Matthew 5:5</i>	Blessed are the meek, for they will inherit the earth.
<i>Matthew 5:6</i>	Blessed are those who hunger and thirst for righteousness, for they will be filled.
<i>Matthew 5:7</i>	Blessed are the merciful, for they will be shown mercy.
<i>Matthew 5:8</i>	Blessed are the pure in heart, for they will see God.
<i>Matthew 5:9</i>	Blessed are the peacemakers, for they will be called sons of God.
<i>Matthew 5:10</i>	Blessed are those who are persecuted for the sake of righteousness, for theirs is the kingdom of heaven.

Bible Verses: Level 5

THE TEN COMMANDMENTS

<i>Exodus 20:3</i>	You shall have no other gods before me.
<i>Exodus 20:4</i>	You shall not make for yourself an idol.
<i>Exodus 20:7</i>	You shall not misuse the name of the Lord your God.
<i>Exodus 20:8</i>	Remember the Sabbath day by keeping it holy.
<i>Exodus 20:12</i>	Honor your father and your mother.
<i>Exodus 20:13</i>	You shall not murder.
<i>Exodus 20:14</i>	You shall not commit adultery.
<i>Exodus 20:15</i>	You shall not steal.
<i>Exodus 20:16</i>	You shall not give false testimony against your neighbor.
<i>Exodus 20:17</i>	You shall not covet.

Psalms 1

<i>Psalms 1:1</i>	Blessed is the man who does not walk in the counsel of the wicked, or stand in the way of sinners or sit in the seat of mockers.
<i>Psalms 1:2</i>	But his delight is in the law of the Lord, and on His law he meditates day and night.
<i>Psalms 1:3</i>	He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither. Whatever he does prospers.
<i>Psalms 1:4</i>	Not so the wicked! They are like chaff that the wind blows away.
<i>Psalms 1:5</i>	Therefore the wicked will not stand in the judgment, nor sinners in the assembly of the righteous.

Psalms 1:6

For the Lord watches over the way of the righteous, but the way of the wicked will perish.

Ephesians 6:11-13: The Armor of God

Ephesians 6:11

Put on the full armor of God so that you can take your stand against the devil's schemes.

Ephesians 6:12

For our struggle is not against flesh and blood, but against the rulers, against the authorities,

against the powers of this dark world and against the spiritual forces of evil in the heavenly realms.

Ephesians 6:13

Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground,

and after you have done everything, to stand.

Appendix B: Ability Checklists

ABILITY CHECKLIST, LEVEL 1

Basic Words and Phrases

Name: _____ Dates: _____

1. Greetings and Phrases

- ☐ I know these greetings: hello, good morning, good afternoon, good evening.
- ☐ I know these words: please, thank you, you're welcome.
- ☐ I know this dialogue:
 - A: Hi, how are you?
 - B: I'm fine, how are you?
 - A: I'm fine.
- ☐ I know this dialogue:
 - A: My name is _____. What's your name?
 - B: My name is _____.
 - A: Nice to meet you.
- ☐ I know how to say goodbye.
- ☐ I know these phrases: I don't speak English yet. I don't understand. Please repeat.

2. Letters and Numbers

- ☐ I can say the letters of the alphabet.
- ☐ I can spell my full name.
- ☐ I can say and understand phone numbers.
- ☐ I can count to 100.
- ☐ I can look at a number up to 100,000 and say it.
- ☐ I can understand and say amounts of money.
- ☐ I can ask the question "How much is it?" and provide the correct amount.

3. Basic words

- ☐ I know these words and phrases: yes, no, more-or-less, not yet, maybe.
- ☐ I know these colors: yellow, orange, pink, red, green, blue, purple, black, brown, grey, white.
- ☐ I can describe a color as *light* or *dark*.

- ☐ I know these words: big, little, good, bad, happy, sad, tired, busy, hungry, thirsty, clean, dirty, late.
- ☐ I know these words: this, that, these, those
- ☐ I know the basic pronouns, and the verb *to be*.
Ex: I am, you are, he/she/it is, we are, you are, they are
- ☐ I know these words: where, when, how, why, who, how much/how many

4. **People**

- ☐ I know these words: man, woman, child, children, boy, girl.
- ☐ I know these *family* words: mother, father, sister, brother, son, daughter, husband, wife.
- ☐ I know these *profession* words: teacher, student, pastor, doctor (and words suggested by student)

5. **Days and Months**

- ☐ I can say the days of the week and the months of the year.
- ☐ I can use these words: today, tomorrow, yesterday, day after tomorrow, day before yesterday.
- ☐ I can understand and answer the question, "What day is it today?"
- ☐ I can ask and answer the question, "When is your birthday?"
- ☐ I can say and understand years (1985, 2006, etc.)

6. **Food**

- ☐ I can name ten or more common vegetables.
- ☐ I can name ten or more common fruits.
- ☐ I know these words for drinks: water, milk, soft drinks, juice, tea, coffee.
- ☐ I know these words for ingredients: flour, sugar, oil, butter, salt, pepper.
- ☐ I know these words: meat, chicken, beef, pork, fish, eggs, rice, cake, cookies, bread, pasta.
- ☐ I know the words for meal times: breakfast, lunch, supper/dinner, snack.

7. **Clothes and Weather**

- ☐ I know these words: shirt, T-shirt, pants, shorts, skirt, dress, underwear, socks, swimsuit, jacket.
- ☐ I know these words: hat, shoes, sandals, umbrella, sunglasses, belt, watch, ring, necklace.
- ☐ I can describe what I am wearing or what someone else is wearing.
- ☐ I know these words: sun, rain, wind, hot, cold, wet, dry.
- ☐ I can describe the weather today.
- ☐ I can relate the weather to what I am wearing.

Ex: It's sunny today, so I'm wearing sunglasses. It's raining, so I'm carrying an umbrella.

8. **Activities and Times**

- ☐ I know these words: soccer, tennis, swimming, volleyball, basketball, running, walking
- ☐ I know these words: reading, sewing, watching TV, listening to music, playing guitar/piano, writing letters, cooking
- ☐ I can say the *time*.
- ☐ I can say what time I do various activities.
- ☐ I can understand what time someone else does various activities.

9. **House**

- ☐ I know these words: livingroom, diningroom, bedroom, bathroom, kitchen, laundry room.
- ☐ I know these words: floor, wall, window, door, ceiling, fan, light.
- ☐ I know these *livingroom and diningroom* words: sofa, chair, TV, desk, computer, table.
- ☐ I know these *bedroom* words: bed, closet, dresser, desk, sheets, blanket, pillow

- ☐ I know these *kitchen* words: sink, refrigerator, stove, microwave, counter, cabinets.
- ☐ I know these *kitchen* words: plate, fork, knife, spoon, bowl, cup, glass, napkin.
- ☐ I know these *bathroom* words: toilet, shower, mirror, towel, soap, toothbrush/paste, shampoo.

10. **Body**

- ☐ I know these words: face, eyes, ears, nose, mouth, teeth, hair, head
- ☐ I know these words: arm, hand, fingers, leg, foot, toes, chest, stomach, heart
- ☐ I can say when something hurts. Ex: I have a headache. My stomach hurts.
- ☐ I can understand when someone tells what is wrong with them.

Verbs to learn throughout the course:

- ☐ I know these words: sit, stand, walk, run, open, close, do, take, give, pray, go, come.
- ☐ I know these words: read, write, work, study, try, remember, speak, listen, understand.
- ☐ I can understand commands or requests using simple verbs.
- ☐ I can make simple sentences about my activities or ideas. Ex: I'm reading. I don't understand.
- ☐ I know these words: clean, wash, cook, iron, fix, use, prepare, tidy/straighten, make, buy
- ☐ I know how to make a request. Ex: Please cook the meat. Please buy some vegetables.

ABILITY CHECKLIST, LEVEL 2

Home and Family

Name: _____ Dates: _____

NOTE: Check when you can do these things:

- 1) **Without much hesitation**
- 2) **With a native speaker (preferably)**
- 3) **Without too many mistakes (about 70% accuracy)**

1. **My Family and Me**

- ☐ I can *fill out* a form, giving personal data.
- ☐ I can *understand* personal questions and *respond* with information.
- ☐ I can *ask* questions about someone else, and *understand* the answers.
- ☐ I can *tell* about my family (physical description, age, personality, hobbies).
- ☐ I can *ask* about someone else's family, and *understand* answers.
- ☐ I can *write* a paragraph about a family activity (mealtime, shopping, etc.)
- ☐ I can *read* a classmate's paragraph about a family activity.
- ☐ **Vocabulary:** I can *label* the people on a family tree (nephew, aunt, etc.).

2. **A Family Event (vacation, move, birth, wedding, illness, funeral, etc.)**

- ☐ I can show pictures of a family event and *explain* their meaning.
- ☐ I can look at a classmate's pictures and *ask* questions.
- ☐ I can *tell* about a family event and *answer* questions.
- ☐ I can *understand* an event described by someone else, and *ask* questions.
- ☐ I can *write* a paragraph about a past event.
- ☐ I can *read* about someone else's event, and *write* follow-up questions.
- ☐ **Vocabulary:** I know important words for the family events listed above.

3. **Daily and Weekly Routines**

- ☐ I can *write* my daily or weekly schedule.

- ☐ I can *read* someone's schedule, and *ask* follow-up questions.
- ☐ I can *describe* my schedule and *answer* questions.
- ☐ I can *tell* what I am doing at different times of the day and week.
- ☐ I can *ask* what others are doing at different times of the day and week.
- ☐ I can *read* a description of a daily routine and *write* a schedule.
- ☐ I can *write* a paragraph describing a particular time in my week.
- ☐ **Vocabulary:** I know words to describe typical daily and weekly activities.

4. **Weather and Clothing**

- ☐ I can *read* a paragraph about weather.
- ☐ I can *read* a weather map, and ask and answer questions with a partner.
- ☐ I can *describe* what people are wearing, and pictures of clothing.
- ☐ I can *talk* about appropriate clothing for different weather.
- ☐ I can *write* about changes in weather or dress.
- ☐ I can *read* about changes in weather or dress, and *write* questions.
- ☐ **Vocabulary:** I know words to describe weather, temperatures, and clothing.

5. **Leisure Activities**

- ☐ I can *describe* pictures of leisure activities.
- ☐ I can *tell* which activities I have or have not done.
- ☐ I can *ask* which activities someone else has or has not done.
- ☐ I can *talk* about activities that I will do on the weekend.
- ☐ I can *discuss* various sports, giving my opinion.
- ☐ I can *write* a paragraph describing a leisure activity that I enjoy.
- ☐ I can *read* a description of a leisure activity, and write follow-up questions.
- ☐ **Vocabulary:** I know words for leisure activities and sports.

6. **Food**

- ☐ I can *list* my typical daily diet, and *compare* my diet with someone else's.
- ☐ I can *understand* products and prices in an American grocery flyer.
- ☐ I can *talk* about my food preferences, and ask questions about someone else's.
- ☐ I can *talk* about the food preferences of my family.
- ☐ I can *compliment* someone on their cooking.
- ☐ I can *read* a simple recipe.
- ☐ I can *read* about a food, and *answer* questions.
- ☐ **Vocabulary:** I know at least 30 food names.

7. **House and Home**

- ☐ I can *describe* my home, including rooms, colors, and special features.
- ☐ I can *answer* simple questions about my home.
- ☐ I can *ask* questions about someone's home, and *understand* their answers.
- ☐ I can *describe* my home in a letter.
- ☐ I can *understand* and *answer* questions about my home in a letter.
- ☐ I can *identify* common household items.
- ☐ **Vocabulary:** I know words for parts of the house, appliances, and household items.

8. **Friends**

- ☐ I can *describe* a friend, including looks, personality, and activities.
- ☐ I can *answer* questions about my friend.
- ☐ I can *make a polite request*.
- ☐ I can *extend an invitation*.
- ☐ I can *interrupt politely*.
- ☐ I can *make an apology*.
- ☐ I can *initiate a friendly conversation*.
- ☐ **Vocabulary:** I know important phrases for the above functions.

Christian Content

- ☐ I can *say* the Lord's Prayer. Listener: _____
- ☐ I can *say* Psalm 23. Listener: _____
- ☐ I can *list* benefits of daily family devotions.

ABILITY CHECKLIST, LEVEL 3
Community

Name: _____ Dates: _____

NOTE: Check when you can do these things:

- 1) **Without much hesitation**
- 2) **With a native speaker (preferably)**
- 3) **Without too many mistakes (about 70% accuracy)**

1. **People in the community**

- ☐ I can *describe* people who do different jobs (both character and job descriptions).
- ☐ I can *understand* and *answer* questions about different occupations.
- ☐ I can *read* about different professions, and answer questions.
- ☐ I can *ask questions* about someone's job, and explain my job by *answering* questions.
- ☐ I can *write* a description of my job, or my ideal job.
- ☐ **Vocabulary:** I know words for many different kinds of occupations.

2. **Living in a community**

- ☐ I can *describe* my community or neighborhood in conversation.
- ☐ I can *ask* questions about someone's community or neighborhood.
- ☐ I can *take a phone message*.
- ☐ I can *communicate* in public places such as the post office or a bank.
- ☐ I can *read* about common courtesies needed in a community.
- ☐ **Vocabulary:** I know words for different kinds of stores and transportation.

3. **Maps, Location, Directions**

- ☐ I can *understand* city signs, and *describe* them in English.

- ☐ I can *give directions* to important places in my city.
- ☐ I can *understand* directions and *write* them down.
- ☐ I can *ask* for help in finding a place when I'm lost; I can *give* help to a stranger.
- ☐ I can *ask* for clarification when I didn't understand the first time.
- ☐ **Vocabulary:** I know phrases for giving directions.

4. **Health**

- ☐ I can *describe* physical symptoms and *ask* for advice.
- ☐ I can *understand* descriptions of physical symptoms, and *give* advice.
- ☐ I can *discuss* medicines, and how to take them.
- ☐ I can *read* about different kinds of exercise, and *write* about my habits.
- ☐ I can *read* an article about health, *take notes*, and *discuss* it.
- ☐ I can *share* a prayer request and *pray* about a physical problem.
- ☐ **Vocabulary:** I know words for health care places, medicines, and conditions.

5. **Safety**

- ☐ I can *report* an emergency to 911.
- ☐ I can *ask* questions about an emergency, such as address, condition, etc.
- ☐ I can *read* about safety for foreigners in Indonesia, and *tell* a foreigner how to be safe here.
- ☐ I can *write* about a personal experience, involving an emergency or safety.
- ☐ I can *read* about someone's experience, and *ask* questions.
- ☐ **Vocabulary:** I know words for emergencies and crimes.

6. **Restaurants**

- ☐ I can *read* a restaurant menu, and *ask* questions about it.
- ☐ In a restaurant, I can: *order*, *ask* and *answer* questions, and *ask* for the bill.
- ☐ I can *express* and *understand* food preferences.
- ☐ I can recommend a local restaurant that foreigners might enjoy, in *speaking* and in *writing*.
- ☐ I can *pray* before a meal.
- ☐ **Vocabulary:** I know words and phrases for ordering in a restaurant.

7. **Shopping**

- ☐ I can *talk* with someone about where and how to buy food.
- ☐ I can *read* product labels, and *ask* questions about products.
- ☐ I can *talk* with sales people in different kinds of stores.
- ☐ I can *understand* a price given in U.S. currency, and give the right amount.
- ☐ I can *participate* in a typical conversation about paying by credit.
- ☐ I can *write* a paragraph related to shopping.
- ☐ I can *read* someone's paragraph, and *write* follow-up questions.
- ☐ **Vocabulary:** I know types of stores and products, and vocabulary about payment.

8. **Responsibilities in a Community**

- ☐ I can *discuss* civic responsibilities and *tell* about my involvement.

- ☐ I can *understand* and *fill out* an internet volunteer registration form.
- ☐ I can *read* a story about volunteering, and *take notes*.
- ☐ I can *read* about a volunteer opportunity.
- ☐ I can *write* a letter applying for a volunteer position, and answer questions in an interview.
- ☐ I can *compare* volunteering in the U.S. and Indonesia in a *discussion*.
- ☐ I can *give a report* about a local volunteer project, and *answer* questions.
- ☐ **Vocabulary:** I know words related to civic duties and volunteering.

Christian Content

- | | |
|--|-----------------|
| <input type="checkbox"/> I can <i>say</i> John 3:16 | Listener: _____ |
| <input type="checkbox"/> I can <i>say</i> I Corinthians 13:4-8a, 13 | Listener: _____ |
| <input type="checkbox"/> I can <i>say</i> Galatians 5:22,23a | Listener: _____ |
| <input type="checkbox"/> I can <i>say</i> Psalm 121 | Listener: _____ |
| <input type="checkbox"/> I can <i>write</i> about changes and growth in my spiritual life. | |

ABILITY CHECKLIST, LEVEL 4

The World

Name: _____ Date: _____

NOTE: Check when you can do these things:

- 1) **Without much hesitation**
- 2) **With a native speaker**
- 3) **Without too many mistakes (about 70% accuracy)**

1. International Friendships

- ☐ I can *introduce* myself (past, family, job, etc.) to a foreigner.
- ☐ I can *understand* a native speaker's description of him or herself.
- ☐ I can *write* a one-page letter introducing myself to a foreigner.
- ☐ I can *read* a letter from a native speaker, introducing him or herself.
- ☐ I can *read* about cross-cultural relationships, and *share* my opinions.
- ☐ **Vocabulary:** I know 20 adjectives used to describe relationships.

2. Geography

- ☐ I can *read* about a famous place in the world, and answer questions.
- ☐ I can *describe* a foreign place which I have visited or read about.
- ☐ I can *answer* questions about the place that I describe.
- ☐ I can *watch* a video about a famous place, *write* questions, then *discuss* my questions.
- ☐ I can *write* about the geography of Indonesia.
- ☐ I can *answer* a foreigner's questions about the geography of Indonesia.
- ☐ **Vocabulary:** I know 30 country names.
- ☐ **Vocabulary:** I know words to describe land, water, elevation, etc.

3. Lifestyles

- ☐ I can *explain* and *answer* a foreigner's questions about life in Indonesia.
- ☐ I can *read* about life in another country, and *share* with my classmates.
- ☐ I can *listen* to a description of a different lifestyle, and *ask* questions.
- ☐ I can *compare* different lifestyles, and *talk* about positives and negatives.
- ☐ I can *write* about a desired lifestyle change for myself or someone else.
- ☐ **Vocabulary:** I know names of people and adjectives for the 30 country names that I have already learned. (Ex: Sweden, Swede, Swedish)

4. **Food**

- ☐ I can *describe* Indonesian shopping, food preparation, and eating habits.
- ☐ I can *write* an Indonesian recipe in English.
- ☐ I can *understand* explanations of foreign food habits, and *ask* questions.
- ☐ I can *compare* Indonesian food with food from other countries.
- ☐ I can *explain* my food preferences.
- ☐ I can *read* about nutrition around the world, and *discuss* issues.
- ☐ I can *pray* before a meal.
- ☐ **Vocabulary:** I know words describing food, food categories and meals.

5. **Travel**

- ☐ I can *describe* an Indonesian tourist attraction, and *give* advice to foreigners.
- ☐ I can *understand* the description of an international tourist attraction.
- ☐ I can *write* a letter giving advice to a foreigner coming to Indonesia.
- ☐ I can *answer* the questions of a foreigner in Indonesia.
- ☐ I can *find* tourist information on the internet; I can *understand* costs, dates, etc.
- ☐ I can *read* tourist information in English, and *write* a letter for information.
- ☐ I can *pray* for someone who is traveling.
- ☐ **Vocabulary:** I know how to talk about Indonesian tourist attractions in English.

6. **Understanding Culture**

- ☐ I can *understand* a talk about cultural differences, and *ask* questions.
- ☐ I can *research* about a foreign culture, and *take notes*.
- ☐ I can *give a talk* about a foreign culture, and *answer* questions.
- ☐ I can *understand* a talk about non-verbal communication; I can *discuss* potential misunderstandings.
- ☐ I can *role play* situations in a foreign culture, using appropriate actions and language.
- ☐ I can *write* a paragraph on what I have learned about culture.
- ☐ **Vocabulary:** I know at least 10 words that are used in discussing culture.

7. **Holidays, Festivals, Religions**

- ☐ I can *write* a paragraph about an Indonesian holiday, for a foreigner.
- ☐ I can *read* about a foreign holiday, and *write* a summary.
- ☐ I can *ask* questions of a foreigner, about special holidays.
- ☐ I can *answer* basic questions about North American holidays.
- ☐ I can *participate* in a holiday or tradition from another culture, knowing how to act and what to say.
- ☐ I can *understand* a talk about major world religions, and *write* a summary.

☐ **Vocabulary:** I know 20 words for holidays, festivals, and religions.

8. **Reaching out to Others / Missions**

☐ I can *read* about a world need, and *answer* questions.

☐ I can *research* a world need, and *share* with my classmates.

☐ I can *interview* someone about needs abroad, and *give* a report.

☐ I can *read* two advertisements for charitable organizations, and *write* a comparison.

☐ I can *report* on an Indonesian initiative in meeting world needs.

☐ I can *discuss* Indonesia's responsibilities in the world, and *write* a letter recommending involvement.

☐ **Vocabulary:** I know words to describe world needs and problems.

Christian Content

☐ I can *say* Psalm 100

Listener: _____

☐ I can *say* Matthew 5:3-12 (The Beatitudes)

Listener: _____

☐ I can *read* a familiar scripture passage in an easy translation.

☐ I can *write* (and use!) a list of worldwide prayer requests.

ABILITY CHECKLIST, LEVEL 5

Personal Development

Name: _____

Date: _____

NOTE: Check when you can do these things:

1) **Without much hesitation**

2) **With a native speaker**

3) **Without too many mistakes (about 70% accuracy)**

1. **Personality / Spiritual Gifts**

☐ I can *take* a personality test or spiritual gifts inventory.

☐ I can *talk* about my abilities and talents in relation to jobs and activities.

☐ I can *describe* my personality to a friend, and *answer* questions.

☐ I can *write* a one-page summary of my personality, abilities and talents.

☐ I can *read* about someone's personality, and *ask* follow-up questions.

☐ **Vocabulary:** I know 30 character quality adjectives.

2. **Life Story / Testimony**

☐ I can *write* my personal testimony, suitable for a publishing.

☐ I can *give* my personal testimony.

☐ I can *read* a short (1-2 pages) biography or testimony, and *answer* questions.

☐ I can *ask* questions and find out about a person's past.

☐ I can *answer* someone's questions, telling about my past.

☐ **Vocabulary:** I know the words of life stages.

3. **Life Adventures / Mission Trips**

- ☐ I can *read* about an adventure, and *answer* questions.
- ☐ I can *interview* someone about an adventure.
- ☐ I can *write* a summary of an interview.
- ☐ I can *plan* a missions (or adventure) trip, doing research and taking notes.
- ☐ I can *present a talk* on a missions (or adventure) trip, using visuals.
- ☐ **Vocabulary:** I know nouns and adjectives for countries and people.

4. **Change**

- ☐ I can *read* about a changed life, and *understand* the main idea.
- ☐ I can *tell* about someone who had a significant life change.
- ☐ I can *discuss* change, and *understand* why change is difficult.
- ☐ I can *do research* about a habit that many people want to change.
- ☐ I can *give a talk* about how to achieve a desired change.
- ☐ **Vocabulary:** I know expressions for habits.
- ☐ **Vocabulary:** I can describe life change in writing and speaking.

5. **Problems and solutions**

- ☐ I can *read* about a problem, and *discuss* it, giving suggestions.
- ☐ I can *write* a response to a problem, giving advice.
- ☐ I can *write* about a problem, asking for advice.
- ☐ I can *apply* biblical principles to a current problem.
- ☐ I can *pray* about a problem.
- ☐ **Vocabulary:** I know words for problems related to marriage, family, and health.

6. **Social / Christian Responsibility**

- ☐ I can *read* about a need in another part of the world, and answer questions.
- ☐ I can *understand* advertising (print and video) requesting charitable donations.
- ☐ I can *do research* about a missions project or charitable organization.
- ☐ I can *present* a report on the above, and *answer* questions.
- ☐ I can *interview* a missionary or volunteer about his or her work.
- ☐ I can *write* a summary of my interview for a newsletter.
- ☐ **Vocabulary:** I know words for natural disasters and social problems.

7. **Ethical Dilemmas**

- ☐ I can *read* about ethical issues, and *discuss* my opinion.
- ☐ I can *participate* in a group decision on an ethical problem.
- ☐ I can *read* about an ethical problem in our society, and *write* a response.
- ☐ I can *write and share* a personal point of view on an ethical question.
- ☐ **Vocabulary:** I know the words and expressions for controversial issues.

8. Future Plans

- ☐ I can *understand* a talk about goal-setting.
- ☐ I can *list* my short and long-term goals.
- ☐ I can *share* my goals, and *understand* someone else's goals.
- ☐ I can *speak clearly* about possibilities, probabilities and certainties.
- ☐ I can *write* a final essay about my goals and dreams, and read it to others.
- ☐ **Vocabulary:** I know words and expressions to talk about the future.

Christian content

- ☐ I can *say* the Ten Commandments. Listener: _____
- ☐ I can *say* Psalm 1. Listener: _____
- ☐ I can *say* Ephesians 6:11-13. Listener: _____

Appendix C: Effort Checklist

NOTE: This document is used in an 18-week semester, with classes twice a week, modules twice a week, and conversation time once a week. It should be modified to reflect the structure of your English program.

EFFORT CHECKLIST

Name: _____ Level: _____

WEEK	Attendance Day 1	Homework Day 1	Attendance Day 2	Homework Day 2	Module:	Module:	Conversation
1							
2							
3							
4							
5							
6							
7							
8							
9							
Evaluation							
10							
11							
12							
13							
14							
15							
16							
17							

18 Evaluation							
--------------------------	--	--	--	--	--	--	--

HOMEWORK COMPLETION: _____/ _____

MODULE ATTENDANCE: _____/ _____

CONVERSATION ATTENDANCE: _____/ _____

End of semester evaluation:

STUDENT'S EVALUATION:

TEACHER'S EVALUATION:

Appendix D: Vocabulary Sheet

My New Words

<i>Word</i>	<i>Meaning</i>	<i>Part of Speech</i>	<i>Sentence</i>

Appendix E: Evaluation Forms

English for Life Midterm Evaluation

Student: _____ Teacher: _____

Level: _____ Date: _____ Time: _____

STUDENT

	Satisfactory	Improving	Need to improve	Comments
Effort checklist				
Ability checklist				
Organization				
Speaking				
Listening				
Reading				
Writing				

TEACHER

	Satisfactory	Improving	Need to improve	Comments
Effort checklist				
Ability checklist				
Organization				
Speaking				
Listening				
Reading				
Writing				

RESULTS:

The student will _____

The teacher will _____

English for Life FINAL Evaluation

Student: _____ Teacher: _____

Level: _____ Date: _____ Time: _____

STUDENT

	Satisfactory	Improving	Need to improve	Comments
Effort checklist				
Ability checklist				
Organization				
Speaking				
Listening				

Reading				
Writing				

TEACHER

	Satisfactory	Improving	Need to improve	Comments
Effort checklist				
Ability checklist				
Organization				
Speaking				
Listening				
Reading				
Writing				

PLACEMENT NEXT SEMESTER: _____