**Activity 01 : Read the 3 definitions then associate each one with the right title:**

**Curriculum / Syllabus** **/ Textbook**.

**1)**………..……is the most common basis for delivery of a syllabus. It may be consciously planned to meet syllabus requirements or may be adopted as a good ‘fit’ with syllabus objectives.

The teacher’s role is to deliver the syllabus, with or without the course book (as is the case in many developing countries). A teacher may draw up a scheme of work or create their own course book based on the syllabus, to ensure that the time available is spent in proper measure towards the achievement of objectives

**2) ………….…..** is usually a national-level document and compulsory; reflecting goals and values for society and citizens but not usually dealing in detail with content or delivery; usually broad based but may have a local, optional element, allowing for attention to the needs of linguistic or ethnic minorities or other local priorities.

3). ………………is subject specific, with objectives, outcomes, assessment points, etc. It is “a document that describes what the contents of a course will be and the order in which they will be taught.”

**Activity 02: Put the learning objectives in the right column**

Introduce my family: my parents/grandparents/relatives/siblings/jobs / - Describe Myself - Ask and give information about : My country ( currency/ flag/national and religious days

Other countries ( nationalities/ flags/currencies/celebration days) -  -Greet people - Describe my school - Introduce myself (Name/ age / hometown/school/phone number / clothes/body/My likes and dislikes/hobbies - Ask and give information about myself - Ask and give information about: My family (parents ,brothers and sisters) - Give information / respond to questions about me : My age , class, hometown - My preferences(food, ,clothes)

|  |  |  |
| --- | --- | --- |
| **Me** | **My world** | **The world** |
|  |  |  |

Activity 03 : Look at the statements in the following table and discuss in groups if you share any of the concerns in using textbook in the classroom. What solutions would you suggest for these concerns?

|  |  |
| --- | --- |
| **concern** | **Possible solution** |
| 1. **The textbook does not provide adequate coverage of the syllabus.**   **2. I need to adapt and supplement the textbook with other materials.**  **3. I do not have enough time to cover the entire textbook.**  **4. The textbook is not relevant to my learners.**  **5. The textbook is uninspiring.**  **6. The textbook restricts my creativity.**  **7. The textbook is excellent, but the learners are at different levels and I am not able to effectively**  **teach them using it.**  **8. The textbook is out of date.**  **9. textbooks are irrelevant these days with the existence of technology.**  **10. Learners expect a textbook to provide what they need to learn successfully and to pass exams.**  **11.Teachers teach the textbook rather than the learners.**  **12. I cannot find a textbook that has everything I need to meet the curriculum requirements and the**  **learners’ needs.** |  |

**Activity 04** : **In groups of four, look at the table below to give you some ideas and, using your own textbook, select four different activities that could be adapted by the learners to make the materials more exciting and personal.**

* **Learners change dialogues – make them funnier/angrier/more serious/tragic – share with class.**
* **Adapt exercises in the textbook into competitions, e.g. Running Dictation**
* **Learners put THEIR names into stories.**
* **Ask learners to add three questions to a comprehension exercise to explain something in the text.**
* **Learners write captions for pictures – best caption wins.**
* **Learners search for four extra activities to add to a textbook unit.**
* **Learners devise a quiz using the materials from one textbook unit.**
* **Learners research a grammar point on the internet and deliver a lesson to their peers.**