

## **A Brief Survey on English Textbooks for Indonesian Primary Students\***

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### **Abstract**

Within the last four years there have been an increasing number of English textbooks for Indonesian primary students. The rising number of the books in the market seems to answer the demand of both Indonesian students and teachers of English as it is now a local load subject with standard of competences set up by Ministry of Education and Culture. Yet, many if not most of the English textbooks are written from the authors' points of view, which may not be reflective of children's world. Furthermore, the textbooks provide target language materials that are beyond the competencies. Therefore, this article, as part of a project of writing English textbooks for children, will briefly evaluate the available English textbooks for Indonesian primary students, grades 1 to 3. It was found that out of eight English textbooks randomly evaluated, only three that provided language content that really considered the children's language development, and the fact that Indonesian primary students are young beginners learning English, a language that is their second or even third language.

### **Keywords:**

*textbook evaluation, English for primary levels, children language development.*

### **1. Introduction**

A vast number of English textbooks for primary school students have been written by Indonesians writers, teachers or linguists during this decade. The interests of writing the books lie in the scarcity of textbooks, whereas there has been an increasing demand from the local schools following the government's policy that English must be taught starting from the first level of the primary school. In one

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big bookstore, located in Central Jakarta owned by this country's biggest publishing house, one can find a collection of various English textbooks for primary levels. Yet, the growing number of the English textbooks is not supposed to make teachers take it for granted that the books are suitable for their students. Notwithstanding the high quality of the textbook, teachers still have to make a careful selection of the intended books prior to utilizing it as textbook is simply one of various teaching materials.

Unfortunately, many of our fellow English teachers in local primary schools do not thoroughly ensure whether the content of the book meets the needs and the English background of their students. There are still many schools that purchase English textbooks which are written for students who use English as their second or even first language. For instance, in one private Catholic school in East Jakarta, all the fourth to sixth graders had to use English textbooks made for Singaporean students, who speak English as their second if not first language. The fact that most of the students at the private school learn English merely at school, and only very few of the students learn English in private courses, let alone communicate in English both at school and at home with their family seem to be ignored by the authority choosing the Singaporean English textbook. It is probable that this kind of situation arises in several if not many primary schools in Jakarta, which causes a serious concern about how these students will learn and make the best use of learning English during their primary years. To put it another way, a question of *Where will Indonesian primary students be directed in the context of English teaching and learning?* needs to be explicitly addressed to the school: the party in authority, and the English teachers: the parties under the authority to decide on choosing the textbook.

This paper will briefly assess the randomly picked English textbooks from two points of view: children's language development, and the textbook selection criteria. The two features are selected in light of the importance of the agreement of teaching material to the target language background and to the language level of the learners. Hence, the discussion will be about learning development, followed by a concise random survey on local English textbooks, and the evaluation of the textbooks.

## 2. Discussion

Theories on children's language development suggest that children acquire their first language either through imitation, cognitive ability, or social interaction. The *-Learning Perspective* or *Behaviorism* theory (Skinner 22-4) argues that children tend to imitate what they see and hear, and that children learn from punishment and reinforcement. In other words, a child tends to imitate the language of its parents or carers. Therefore adults have the responsibility to reinforce the language by babbling to infants the word-like sounds. However, children do not simply imitate, but actively work out and apply the linguistic rules, and there seems to be a sequence of steps to develop their language ability. The *Innateness* theory proposed by Chomsky (Jay 352-53) states that a child owns an "inborn faculty for language acquisition," called the *Language Acquisition Device (LAD)*, where the language processes take place. Chomsky further highlights that the child's natural language development is obtained by hearing speech and by the LAD which enables a child to interpret the language she/he hears. LAD works to process whatever language they listen to, including the surface and deep structures, and common rules of grammar. The *Cognitive Theory* proposes that young learners develop their language through their cognitive ability in which children's cognitive development precedes the language process. That indicates when a child has understood a concept she/he can also acquire the particular language in which the concept is expressed. Piaget (Jay 357), the key figure of this theory, argues that language is not a separate facility but one of several cognitive abilities. Further he notes that a child who has not yet reached a stage of cognitive development will not be able to learn and use comparative adjectives like *bigger* or *smaller*, for instance. In contrast with the cognitivists, the *Social Interactionists* (Jay 355) believes that "... language precedes rational thought and influences the nature of thinking". The theory is pioneered by Vygotsky (Garton 9) who further argues that "... speech is social in origin ..." and therefore he proposed that "... 'higher mental functions' (namely language and thinking) developed first in the child in interaction with another person ..." In other words, social interactions play a very crucial role in the young learners' language development, which can be seen in a period of their first language acquisition that

is mostly influenced by family and closest friends. Children also gain knowledge from opportunities given by people surround them: parents, brothers, sisters, grandparents, aunts and uncles, family friends, other children, and other adults; the knowledge of which is not independent of the cultural and social environment around the children (Garton 13). To put it another way, the way children acquire their first language is dependent upon the input, output and the children's capacity in between. Yet, because children are born with a powerful brain that matures slowly, the more they interact with people around them, the more they acquire the new things and the more they share it with other people. Hence, language development of a child is basically derived from his/her social influences, that may come in communication among several parties, or even in a small interaction between two parties, called 'dyadic interaction' e.g. a conversation between a mother and her child, in a manner that is suitable with the child's ability to understand the message conveyed by the mother.

With regard to developing a local English textbook for primary students, the textbook author(s) is free to decide on which theory that will be the basis of the book. Nevertheless, he or she cannot plainly work on one theory and refute another as there are still debates on the aforementioned theories; there has been no single theory that has been absolutely approved without criticism. Thus, while it is not doubtful that young children's language development is heavily influenced by their social environment as the *Social Interactionist* theory proposes, it is has been proven through a deep scientific investigation many years ago that there are areas controlling the language production and development within human brain, and that children are active language learners who are not solely imitators, but manipulators of the language they acquire throughout a gradual process within their language development (Jay 31–40, 352–53). Exactly at this point that this particular study focuses on: evaluating a textbook whose content take into consideration children's surroundings as well as children's series of language acquisition in forms of themes familiar to children, and a step-by-step linguistic presentation in the textbook, respectively.

To briefly evaluate the available English textbooks for Indonesian primary students, grades one to three, a random small survey was done in January 2010 in

one big bookstore in Jakarta. There were around two to three titles of English text books randomly surveyed for each grade of primary levels. Some of the books had clear goals, but most of the books were not designed based on obvious purposes. In other words, there was a strong impression that the books were written to meet the demands of English text books available in the market. Generally, there were five main themes of all the English textbooks for grades one to three: (1) me and myself, (2) my surroundings, (3) basic needs, (4) animals, and (5) basic knowledge that young children are or should be familiar with. The first theme covers personal names, body, hobby, age and things around children, e.g. things at home, and things at school. The second one contains school, family, and market. The third theme includes food, beverage, and house. The fourth one usually talks about zoo, farm, and pets. The last theme generally deals with games, sports, time, number, alphabet, feeling, greetings, colour, profession, direction, and electronic equipment. The language focus of the books mostly includes:

1. simple sentences, e.g. *It is a chair. It is a pencil. It is a window.*
2. personal pronouns
3. adjectives, e.g. *big, little, long, short, smart, kind*
4. present continuous tense, e.g. *What are you doing? I am washing my hands*
5. W/H questions and answers with *to be* linking verb, e.g. *Where is my bag? It is here; Who is she? She is my teacher; What is it? It is a sofa; How old are you? I am nine years old.*
6. simple present tense, e.g. *I have a pencil. I do not have a crayon; Do you have a pet? Yes, I have kittens.*
7. yes/no questions and answers with *to be* linking verb, e.g. *Is it a plate? Yes, it is.*
8. prepositions, e.g. *Where is the pencil? It is in the pencil case*
9. greetings, e.g. *Hello, good morning. Hello, how are you?;*
10. existential *there*, e.g. *There is a lamp on the table.*
11. demonstrative pronouns *this, that, these* and *those*
12. prepositions, e.g. *next to, across, in front of*
13. definite article *the*, and indefinite articles *a, an*, and *some*

14. comparison adjectives e.g. *big-bigger, small-smaller*

15. possessive adjectives *my, your, his, her*.

Several prominent scholars in teaching English as a second or foreign language have provided a number of criteria in evaluating a text book. Ur (186) (Byrd 416–18 and McGrath 23, 33) states that before deciding to use a book in a class, teacher or other authorized parties must carefully check and put a priority scale on the following items: (1) the objectives of the book, and whether or not they are implemented in the content, (2) the educational approach of the book, and whether it can be socially acceptable by the future student-users, (3) the attractive lay-out, and easy-to-read print, (4) availability of appropriate visual materials, (5) interesting and varied topics and tasks adjusted to age of students, learning styles, interests, etc., (6) clear instructions, (7) systematic coverage of syllabus, (8) clearly organized and graded content which is sequenced by difficulty, (9) periodic review and test sections, (10) plenty of authentic language, (11) good pronunciation explanation and practice, (12) good vocabulary explanation and practice, (13) good grammar presentation and practice, (14) fluency practice in all four skills, (15) encourages learners to develop own learning strategies and to become independent in their learning (16) adequate guidance for the teacher; not too heavy preparation load, (17) audio-cassettes, and (18) readily available locally. Discussing relatively akin points, Byrd (416–18) points out the fit between the materials and the curriculum, between the students and the texts, and between teachers and the texts upon analyzing a textbook. Within Indonesian context, the English competences for primary level graduates set by the Ministry of Education in Regulation No.23 Year 2006 are interpreted by the textbook publishers through their own-designed syllabi. The question of whether or not the syllabi have met the competences needs further research. Yet, through a brief review of the text books, the language content of most textbooks is beyond the needs to gain the competences. In terms of the match between the students and the text book, Byrd (cf. McGrath 19) highlights three important points, i.e. the content, examples, and exercises or tasks in the book, which by and large, must be tailored in such a way to arouse students' interest and enable students understand

the content by giving serious consideration to the students' age, education level, interest, needs, and learning styles. Finally, Byrd notes that teachers must be confident that the book will really facilitate them to teach their students with regard to the content, the examples and the exercises presented in the textbook. In line with Ur and Byrd, McGrath (22, 23) emphasizes the importance of needs analysis besides context analysis of the book. That is to say that in terms of evaluating an English text book to use, teachers must fully recognize the students' background knowledge of English, the frequency of students' use of English inside and outside school, and the students' attitude towards English as a foreign language subject. McGrath asserts one critical point, i.e. teachers must focus on how they and the students achieve the learning objectives by using the text book. In addition, teachers should consider the cost of the book: whether or not it is affordable for most if not all student-users.

Of all the criteria stated previously, several practical and eligible criteria have been chosen to evaluate three grade-one-English textbooks (TB henceforth), i.e. TB 1a, TB 2a, and TB 3a (vide Table 1, and Appendix 1); two grade-two-English textbooks, i.e. TB 1b, and TB 2b (vide Table 2, and Appendix 2), and three grade-three-English textbooks, i.e. TB 1c, TB 2c, and TB 3c (vide Table 3, and Appendix 3). The selection of the criteria was essentially made on the account of The criteria of the textbooks are (1) familiarity of the topic with young learners, (2) graded or sequenced grammar, (3) meaningful as follows:

**Table 1.**  
**Selected Criteria on English Textbook Evaluation for Grade 1**

Criteria	TB 1a	TB 2a	TB 3a
Familiar topics for students as young learners	NA	Yes	Yes
Graded grammar: from easy to difficult points	No	Yes	Yes
Grammar points are given in meaningful real-life activities within themes	No	Yes	Yes
Various, fun and interesting activities adjusted to young children	No	Yes	Yes
Colorful pages and easy-to-read print	No	Yes	Yes
Sufficient spaces between texts so that the book is enjoyable to read	No	Yes	Yes

**Table 2.**  
**Selected Criteria on English Textbook Evaluation for Grade 2**

Criteria	TB 1b	TB 2b
Familiar topics for students as young learners	Yes	Yes
Graded grammar: from easy to difficult points	No	No
Grammar points are given in meaningful real-life activities within themes	Yes	No
Various, fun and interesting activities adjusted to young children	Yes	No
Colorful pages and easy-to-read print	Yes	Yes
Sufficient spaces between texts so that the book is enjoyable to read	No	Yes

**Table 3.**  
**Selected Criteria on English Textbook Evaluation for Grade 3**

Criteria	TB 1c	TB 2c	TB 3c
Familiar topics for students as young learners	Yes	Yes	Yes
Graded grammar: from easy to difficult points	No	No	Yes
Grammar points are given in meaningful real-life activities within themes	No	No	Yes
Various, fun and interesting activities adjusted to young children	No	No	Yes
Colorful pages and easy-to-read print	No	Yes	Yes
Sufficient spaces between texts so that the book is enjoyable to read	No	Yes	Yes

Of the three grade-one-English textbooks evaluated, two books, i.e. TB 2a and TB 3a meet the entire criteria, while TB 1a does not. Of the two grade-two-English textbooks assessed, both books provide familiar topics for young learners, and colorful pages and easy-to-read print. TB 1b presents grammar points in meaningful-real life activities within themes, thus provide various, fun and interesting activities for young children, while TB 2b does not. Yet, unlike TB 2b, TB 1b does not give sufficient spaces between texts so the book was not enjoyable to read. Of the three grade-three-English textbooks assessed, only TB 3c satisfy all the criteria. TB 1c and TB 2c provide familiar topics for young students, but TB 1c fails to meet the other criteria, while TB 2c presents colorful pages, easy-to-read print, and sufficient spaces between texts.

### **3. Conclusion**

The evaluation of the textbooks reveals some piece of evidence. Of all the books assessed only two grade-one-English textbooks, i.e. TB 2a and TB 3a, and one grade- three-English textbooks, i.e. TB 3c present topics that are appropriate for young children, with sequenced grammar in various interesting tasks. The rest of the books, i.e. all two grade-two-English textbooks, and two of three grade-three-English textbooks, i.e. TB 1b and TB 2b overlook the heart of the research: a choice of topic, and gradual presentation of grammatical points apt for young learners of English. The small research implies that teachers need to be selective in their choice of textbooks. They have to carefully read and review the content of the text and consider their students' English and cultural background. Another implication is the challenge to produce local-English textbooks: English textbooks that are written in the context of local circumstances. Needless to say, a deeper study needs to be conducted in order to achieve perfection, and to cover other key points of a textbook evaluation so that a qualified syllabus for the future local English textbooks can be designed.

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Appendix 1  
List of Grade 2 English Textbooks

Title	Theme	Language points
TB 1a	<p>No theme, the book consists of ten units, each of which contains the following activities:</p> <ol style="list-style-type: none"> <li>1. listen and repeat the dialog</li> <li>2. listen to the following dialog</li> <li>3. practice the following dialog</li> <li>4. read the words and match word with pictures</li> <li>5. write letters and read</li> <li>6. trace sentences</li> <li>7. singing</li> <li>8. review expressions</li> <li>9. act dialog</li> <li>10. listen, write and say the words</li> </ol> <p>Comments:</p> <ol style="list-style-type: none"> <li>1. dialogs are to be read by teachers, not recorded on CD or cassette</li> <li>2. isn't making and practicing dialogs too complicated for first grade students who just start learning English as a foreign language?</li> </ol>	<p>Unit:</p> <ol style="list-style-type: none"> <li>1. Greetings</li> <li>2. Yes/No Question with to be, e.g. <i>Is Ratna here? Yes, I am. Yes, she is. No, she is not.</i></li> <li>3. Giving response to order, e.g. Teacher: <i>Stand up, please.</i> Students' comments: <i>Yes, Sir. Okay. Sure. Sorry, I can't.</i></li> <li>4. idem, e.g. Teacher: <i>Attention, please.</i> Students' comments: <i>Allright. Yes, Miss.</i></li> <li>5. idem, e.g. Teacher: <i>Line up, please.</i> Students' comments: <i>Allright. Yes, Miss.</i></li> <li>6. idem, e.g. Teacher: <i>Take out your pencil, please.</i> Students' comments: <i>Allright. Yes, Miss. or I forgot to bring it. I don't have one.</i></li> <li>7. idem, e.g. Teacher: <i>Let's make a circle.</i> Students' comments: <i>Allright. Okay. or I don't want to.</i></li> <li>8. idem, e.g. Teacher: <i>Color the apple.</i> Students' comments: <i>Allright. Yes. Sorry, I can't.</i></li> <li>9. giving and responding to request, e.g. Teacher: <i>Don't do that, please.</i> Students' comments: <i>Okay. Allright. Sorry.</i></li> <li>10. answering a W/H question with to be, e.g. Teacher: <i>Who's next?</i> Students' comments: <i>I am. She is. He is. I don't know.</i></li> </ol>
TB 2a	<p>Unit:</p> <ol style="list-style-type: none"> <li>1. Hello, good morning</li> <li>2. Hello, my name is Dita</li> <li>3. Let's spell</li> <li>4. My Bedroom</li> <li>5. In the Kitchen</li> <li>6. My Garden</li> <li>7. My Living Room</li> <li>8. My House</li> <li>9. My Classroom</li> <li>10. My School</li> </ol> <p>Each unit contains the following activities:</p> <ol style="list-style-type: none"> <li>1. Let's look and say</li> <li>2. Let's look and say</li> <li>3. Let's listen and repeat</li> <li>4. Let's practice with your friend</li> <li>5. Let's color and trace</li> </ol>	<p>Unit:</p> <ol style="list-style-type: none"> <li>1. <i>Hello/Hi, good morning; How are you? Fine.</i></li> <li>2. <i>Hello, my name is Dita. What's your name?</i></li> <li>3. <i>How do you spell your name?</i></li> <li>4. <i>Is it a picture?</i></li> <li>5. <i>Is it a plate? Yes, it is. This/that is ....</i></li> <li>6. <i>What is it? It is a leaf.</i></li> <li>7. <i>What is it? It is a sofa.</i></li> <li>8. <i>Where is the table? It is in the living room.</i></li> <li>9. <i>Where is the pencil? It is in the pencil case.</i></li> <li>10. <i>Who is that? She is Mrs. Rini. She is a teacher. What is that? It is an office.</i></li> </ol> <p>Comments:</p>

Title	Theme	Language points
	6. Let's play a game 7. Let's match and draw lines 8. Let's cut and paint 9. Let's trace the words 10. Let's sing a song	Each language point is given repeatedly (2-3 times). It seems that the writers really want to make sure that the students really master one language point before learning another one. Repetition is good, but care must be taken to avoid students' boredom.
	Comments: The activities in each unit vary, fun and seem interesting for children.	
3a	Unit: 1. Me and You 2. My Family 3. My Friends 4. At Home 5. Ready for School 6. My Classroom 7. Playground  Each unit contains the following activities: 1. Let's Talk about it 2. Let's Listen and Repeat 3. Let's Learn about it 4. Let's Say it 5. Let's Trace 6. Let's Ask and Answer 7. Let's Read 8. Let's Listen and Do it 9. Let's Sing a Song	Unit: 1. Sample sentences: <i>It is a chair. It is a pencil. It is a window.</i> 2. Pronouns: <i>He, She, It</i> e.g. <i>Who is she? She is my teacher.</i> 3. Adjectives: <i>big, little, long, short</i> 4. Present Continuous Tense, e.g. <i>What are you doing? I am washing my hands.</i> 5. W/H question: <i>Where</i> , e.g. <i>Where is my bag? It is here.</i> 6. Simple Present Tense, e.g. <i>I have a pencil. I do not have a crayon.</i> 7. Present Continuous Tense, e.g. <i>What are you doing? I am playing stilt.</i>

## Appendix 2

### List of Grade 2 English Textbooks

Title	Theme	Language points
TB 1b	Unit: 1. How are you? 2. My classroom 3. My family 4. Numbers 5. Clothes 6. My body 7. Food and drink 8. My house  Comments: The authors did not use the capital letters appropriately.	Unit: 1. greetings 2. demonstrative pronouns <i>this</i> and <i>that</i> 3. subject pronouns and linking verb <i>to be</i> , e.g. <i>he is...</i> , <i>she is ...</i> 4. W/H question <i>what</i> in <i>What number is it?</i> and existential <i>there</i> in <i>there are ....</i> 5. Simple Present tense as in <i>I have ...</i> ; <i>The</i> <i>shoes are black</i> ; demonstrative pronoun and indefinite article as in <i>This is a ...</i> ; <i>These are ...</i> 6. W/H question <i>what</i> and its answer as in <i>What is it? It is a ...</i> 7. Quantity, e.g. <i>a glass of milk</i> 8. Personal pronoun <i>it</i> and linking verb <i>to be</i> as in: <i>It is a ...</i>
TB 2b	Unit: 1. Numbers 2. Food 3. Vegetables 4. Farm 5. Zoo 6. Let's go back 7. On the street 8. Child toys 9. Color 10. Adjective 11. Description 12. Let's go back	Unit: 1. saying numbers 1-20, doing simple calculation in English, asking and answering questions about telephone numbers 2. saying ten names of fruits in English, understanding the concept of plural and singular nouns 3. knowing ten names of vegetables in English, and making conversations about vegetables in English 4. knowing ten names of animals in a farm, and telling names of animals 5. knowing ten names of animals in a zoo, and making simple narration using the names of the animals 6. practicing previous dialogues 7. knowing modes of transportation, describing on the situation on the street, conversing using words on transportation 8. knowing names of toys in English 9. knowing colors in English, telling colors, making conversation about toys 10. making conversation

### Appendix 3 List of Grade 3 English Textbooks

Title	Theme	Language points
TB 1c	Unit: 1. My home 2. Months 3. No. 21-100 4. My birthday 5. Address and Telephone number 6. Clock 7. Sports 8. Hobbies	Comments: The book's emphasis is on grammar, which is too heavy for young learners of EFL. The grammar is too difficult for 3rd graders, for instance there are many long sentences, e.g. <i>What month is this month?</i>
TB 2c	Unit: 1. Food and Drink 2. Occupation 3. Family 4. Parts of the Body 5. Clothing 6. Month and Age 7. Time 8. Activities in the Park 9. Public Places and Simple Direction 10. Things in the Office	Unit: 1. saying names of food and drink in correct pronunciation, making simple conversation about food and drink, e.g. <i>I am hungry. I want noodles. Do you want noodles? No, I want ice cream.</i> 2. saying names of profession in correct pronunciation, making simple conversation about profession, e.g. <i>Mr. Aryo is a doctor. What does Dina do? She is a nurse.</i> 3. saying family members in correct pronunciation, making simple conversation about family, e.g. <i>I have two brothers. Who is she? She is my sister.</i> 4. saying parts of the body in correct pronunciation, making simple conversation about parts of the body, e.g. <i>My monster has two big eyes. Does your monster have legs? Yes, four.</i> 5. saying names of clothes with correct pronunciation, making simple conversation about clothes people wear, e.g. <i>Tina is wearing a blue shirt. What is Dina wearing? She is wearing a blue jacket, and a red skirt.</i> 6. saying names of the months with correct pronunciation, making conversation about one's age, e.g. <i>It is before November. How old are you? I am nine years old.</i> 7. saying time correctly, and making conversation about time and related activities, e.g. <i>What time is it? It is nine o'clock.</i> 8. saying things in the park correctly, and making conversation about activities in the park, e.g. <i>What is Mira doing? She is swinging.</i> 9. saying names of public places, and making conversation on a place and its position, e.g. <i>Lisa is in the library. Where is the mall? It is in Banana street near the zoo.</i> 10. saying names of office equipment and

Title	Theme	Language points
TB 3c	Unit: 1. English Class 2. My House and Surroundings 3. Pets 4. My Things 5. At the Market 6. Going Home 7. Things in the House 8. Sports 9. How do You Feel?	stating the place of the equipment, e.g. <i>Is it a printer? No, it is a calculator. The lamp is on the table.</i>
	Comments: - it seems that the book feels and thinks from children's points of views: simple and fun - the book combines speaking, listening, reading and writing gradually	Unit and sample sentences: 1. <i>My name is...; I am a girl; I am a student; I am nine years old; What is your name? How old are you? What do you like? I like reading; This is Mr. B. He is our English teacher. Mr. B is tall. He is smart and kind. We like Mr. B very much.</i> 2. <i>Where is your house? My house is next to/across from/in front of the bank. Tita's house is ... the school. This is my house My house is red. Next to my house is a park. There is a ... in front of the...</i> 3. <i>I have a cat. Bony has a puppy. This is my pet. It is so lovely. Do you have a pet? Yes, I do. I have kittens.</i> 4. <i>This is Andi's jacket. These are Dita's glasses. I have a green jacket. Whose kite is it? It is Charlie's.</i> 5. <i>Indefinite articles a, an, and some. Can I help you? Yes, I want some spinach, please. What is this? It is a ...</i> 6. <i>Popi is walking home. She is carrying a bag. We are home. I wonder if Daddy is home. What is Mira doing?</i> 7. <i>Comparison: big – more big = bigger. Which one is thicker? The blue one. My name is Opi. I have a sister. Her name is Raras. She is taller than me.</i> 8. <i>I am playing tennis. I am not playing tennis. Pass the ball, please. I am tired. Let's take a rest.</i> 9. <i>How do you feel? I am sleepy.</i>