



LEE ACADEMY

Lee, Maine USA

Official Curriculum

ESL Curriculum

Lee Academy
First Revision, Fall 2009

Course Description:

The Lee Academy *English as a Second Language* curriculum teaches speaking, listening, writing, and reading skills-- with emphasis on speaking and listening-- all taught for the purpose of these two overarching goals:

- academic success in English speaking classrooms.
- effective conversational/social functioning in English-speaking environments.

Our belief is that task-based learning, an outgrowth of Communicative Language Teaching (CLT), is the most natural and efficient model for language acquisition. This philosophy is embodied in student trial and error, discovery of meaning, and “hands on” language use opportunities. Application of this philosophy depends on:

- use of real tasks which necessitate communication
- teacher and student tolerance for errors—approximations or partial language success is acceptable, with limited correction; we believe that the most efficient language acquisition is organic and student-centered, and not “step-by-step”
- the student's language use having real value and significance to the student, rather than being linguistically correct but lacking in conceptual depth or student relevance
- an emphasis on fluency, not accuracy
- increased attention to receptive skills

It is also our belief that genuine relationships between students and between student and teacher are essential for successful language learning. We learn to speak by speaking and listening; we learn the nuances, real-world meanings, and practical uses of language by speaking and listening to others in relevant, practical, personally meaningful ways. Frequent chema raising activities assist in connecting new learning with current understanding.

*Primary texts:

Interchange, Cambridge University Press

Passages, Cambridge University Press

**In addition to texts, many other resources are used to support learning, at all levels.*

Supplemental notes:

✓ Translation websites available at: <http://www.nj.gov/education/bilingual/resources/websites/translation.htm>

Explanation of curriculum framework, below:

- ✓ 1st column: the student's stage of English comprehension and use—this stage suggests the types and level of language activities from which the student will most benefit.
- ✓ 2nd column: the learning objectives—activities, texts, assessments, etc. are chosen to support the learning of these skills and content.
- ✓ 3rd column: essential questions—questions which suggest the essence of the learning, whether practical, metacognitive, or conceptual.
- ✓ 4th column: suggested texts/resources, activities, and assessments—a range of resources which offer teaching options to produce the intended student learning.

Stage of Language Acquisition	Learning Objectives	Essential Questions	Suggested Resources, Activities, Assessments
Pre-production	1) listen, draw, point, move, match, mime, role play and take other actions to begin to link English language use with meaning and an early understanding of the structure of the language. 2) clap syllables in a word, words in a	How do I greet another person? What patterns do I hear in spoken English? How are sounds the same and different from my first language?	http://www.emsc.nysed.gov/biling/resource/ESL/standards.html (Excellent lessons and lesson ideas, at 3 levels of acquisition (beg, interm, adv), easily usable in this framework and available for all grade spans)

	<p>sentence 3) identify and say initial sounds in words 4) repeat rhyming words 5) blend syllables into words 6) blend phonemes to make words 7) identify letters in own name and names of classmates and teacher 8) recognize and name letters of the English alphabet 9) listen to language on video, internet, and in spoken conversation, to develop knowledge of syntax, commonly occurring words and the sounds of spoken American English 10) accurately pronounce common vowel and consonant sounds and combinations 11) engage listener's attention verbally or nonverbally 12) offer and respond appropriately to greetings, introductions, giving thanks, classroom and simple social requests, and farewells</p> <p>Student will: 1) experience guided situations to identify objects, people, situations, concepts, by their name or related description-- Teacher direction might include guidance such as: "Show me..., Who has..., Where is..., Point to the..." 2) Respond to short, simple questions with support from visual cues, gestures, and prompts 3) comprehend so as to respond to "yes/no" questions</p>	<p>What do the letters of the English alphabet look and sound like?</p> <p>What techniques can I use (draw, point etc.) to best make myself understood, with English speakers?</p> <p>How do I develop the confidence to make and learn from errors in use and understanding?</p> <p>How do I make my feelings known, and read the faces and body language of others for their feelings?</p> <p>When I am using language in real-life situations: 1) how can I maximize my learning and 2) how can I continue to be brave even when I fail to communicate effectively, or when I am nervous about my speaking or understanding?</p>	<p>http://www.manythings.org/ (simple interactives, more complex reading, songs, variety of activities)</p> <p>http://www.lessonplanet.com/search?keywords=esl</p> <p>http://www.englishmedialab.com/teachers.html ! (many resources-- some of it very relevant to 9-12, at different acquisition levels)</p> <p>http://www.esl-lounge.com/eslbooks.shtml (provides links to sites with board games, song lyrics, various activities, linked to all acquisition levels-- some free, some cost)</p>
<p>Early Production</p>	<p>Student will: 1) identify and name upper and lower case letters in words 2) match upper and lower case letter pairs 3) recognize and say the common sounds of letters 4) accurately read simple texts, for pronunciation, intonation, phrasing, but with incomplete understanding 5) accurately listen and comprehend, acknowledging or responding in one-or two-words. Teacher moves: use of either/or and</p>	<p>Why is it important for me to take risks with my use of English?</p> <p>How do I know if a sentence is a question, a statement, or shows strong emotion?</p> <p>What common, real-life topics would I most like to learn about, in English?</p> <p>Who can I go to, and how do I ask for help if I'm confused?</p>	<p>lauri's ESL website http://fog.ccsf.cc.ca.us/~lfried/ (excellent interactive activities for listening, reading, vocabulary and grammar. Mostly for mid-upper grades, but some appropriate for younger students, e.g. an activity to "name the body parts")</p> <p>http://www.emsc.nysed.gov/biling/resource/ESL/standards.html (Excellent lessons and lesson ideas, at 3 levels of acquisition (beg, interm, adv), easily</p>

	<p>yes/no questions, provide labels for student understanding, provide opportunities for students to list, categorize, or group things, concepts, situations, etc.</p> <p>6) use present tense verbs in simple sentences</p> <p>7) identify, using visual clues and or context, basic vocabulary for such things as: colors, numbers, days of the week, months, etc.</p> <p>8) locate and comprehend the meaning of periods, question marks, and exclamation marks</p> <p>9) take risks with language</p> <p>10) respond verbally to oral directions and prompts within the classroom, such as “read these directions” or “draw this on the board”</p> <p>11) participate in simple dialogues about common social experiences, such as: “survival” skills, e.g. asking to use the bathroom, knowing common types of American foods, communicating health and safety needs, following directions, requesting information, understanding the unspoken social rules around language use, expectations of school</p> <p>12) decode unfamiliar words using root words, inflections, prefixes, suffixes, homophones, and knowledge of the structure of words</p> <p>13) read aloud in a manner that sounds like natural speech</p> <p>14) understand “chunks” of spoken language, and ask questions to get assistance with “chunks” of unknown meaning</p> <p>15) take risks with language</p> <p>16) name common objects in familiar settings</p>	<p>Why is it important for me to practice my English, even when I'm not in school? Who can I practice with?</p> <p>How are the alphabet and its sounds, when spoken, the same as and different from those of my first language?</p> <p>Given my learning style strengths, what study techniques would most help me to efficiently practice my English skills?</p> <p>If I was in the United States, what discussions would I most like to have with an ordinary American citizen? Why these topics?</p> <p>What are situations where I can challenge myself to use my English skills, even if I'm nervous or uncertain?</p> <p>What are the “shapes” of American English? (e.g. rising intonation at the end of a question, increased emphasis with exclamation, etc.)</p>	<p>usable in this framework and available for all grade spans)</p> <p>http://www.manythings.org/ (simple interactives, more complex reading, songs, RSS feeds, YouTube links, variety of activities)</p> <p>http://www.lessonplanet.com/search?keywords=esl</p> <p>http://teach-esl-to-kids.com/ (lessons, games, activities, management strategies)</p> <p>http://www.englishmedialab.com/teachers.html !</p> <p>(many resources-- some of it very relevant to 9-12, at different acquisition levels)</p> <p>http://www.esl-lounge.com/eslbooks.shtml (provides links to sites with board games, song lyrics, various activities, linked to all acquisition levels-- some free, some cost)</p>
<p>Speech Emergence</p>	<p>Student will:</p> <p>1) relate personal experience to reading materials and simple discussion</p> <p>2) listen to and read functional documents— recipes, rules, signs, posters, directions, etc</p> <p>3) understand how text, graphic organizers, and other visuals (graphs, captions, charts, icons and symbols, etc.) work together to enhance meaning</p> <p>4) discuss topics, visuals or readings with others</p> <p>5) stay on topic and maintain meaning and</p>	<p>How is the structure of English different than the structure of my language?</p> <p>What are the “rules” around how English is used in social situations? In formal situations?</p> <p>How can other aspects of a textbook help me with my understanding of English and the concepts and processes in my textbooks?</p> <p>What does it mean to be an active listener? How can I practice the skills of active listening?</p>	<p>lauri's ESL website http://fog.ccsf.cc.ca.us/~lfried/ (excellent interactive activities for listening, reading, vocabulary and grammar. Mostly for mid-upper grades, but some appropriate for younger students, e.g. an activity to “name the body parts”)</p> <p>http://www.emsc.nysed.gov/biling/resource/ESL/standards.html (<i>Excellent lessons and lesson ideas, at 3 levels of acquisition (beg, interm, adv), easily</i>)</p>

	<p>understanding over several “turns” of conversation</p> <p>6) use picture dictionaries to enhance understanding and as a basis for speaking about topics, things, or situations</p> <p>7) apply meaning of roots, prefixes, and suffixes to understand new words</p> <p>8) respond to questioning by giving relevant explanation/detail regarding known topics</p> <p>9) write a series of related sentences or paragraphs with one central idea</p> <p>10) use precise language including adjectives, adverbs, action verbs, and specific details to communicate meaning</p> <p>11) write daily in journals on assigned and self-generated topics</p> <p>12) express opinions, supported by facts</p> <p>13) describe steps or events in a sequential manner</p> <p>14) follow multi-step instructions to complete both social and academic tasks</p> <p>15) retell “events of the day” in journal writing or in class discussions-- summarize experiences, concerns and observations</p> <p>16) begin to articulate the ways that the English language is structured (not “the rules of grammar”, rather “the way English works”)</p> <p>17) exhibit effective test-taking and study skills for classes in English</p> <p>18) be functional within the dynamics of group work, when collaborating in English</p> <p>19) be able to make friends and maintain relationships, in English</p> <p>20) formulate and ask questions about topics being studied</p> <p>21) observe and model how others speak and behave in a particular situation or setting</p> <p>22) use position words and directional concepts in various activities and forums</p> <p>23) write words, phrases and sentences from teacher or peer dictation</p> <p>24) 19) follow simple written directions (e.g. “fill in the blanks”, “match the following list with its definitions”, etc.)</p>	<p>How can picture dictionaries stimulate my thinking in English?</p> <p>What are the most common word roots, what do they mean, and how can they help me determine the meanings of unknown words in English?</p> <p>What are the essential study and test-taking skills in this ESL class?</p> <p>What are situations or scenarios that I have thought about or been in, which I need to role-play to be better prepared for the language needs of these situations?</p> <p>How can I use humor to enhance communication in language use situations?</p> <p>How is American culture different from my own? How is it similar?</p>	<p><i>usable in this framework and available for all grade spans)</i></p> <p>http://www.manythings.org/ <i>(simple interactives, more complex reading, songs, RSS feeds, YouTube links, variety of activities)</i></p> <p>http://www.everythingsl.net/lessons/ <i>(content based lessons-- beg > interm)</i></p> <p>http://www.lessonplanet.com/search/search?keywords=ESL+Lessons&rating=4&gclid=CL-5sJrQ3p0CFcNB5godEj1jOQ <i>(all grades, many levels)</i></p> <p>http://teach-esl-to-kids.com/ <i>(lessons, games, activities, management strategies)</i></p> <p>http://www.englishmedialab.com/teachers.html <i>(many resources-- some of it very relevant to 9-12, at different acquisition levels)</i></p> <p>http://www.esl-lounge.com/eslbooks.shtml <i>(provides links to sites with board games, song lyrics, various activities, linked to all acquisition levels-- some free, some cost)</i></p> <p>http://www.dailyesl.com/index.htm <i>(one of the BEST SITES for reinforcing the learning of conversational English)</i></p>
<p>Intermediate Fluence</p>	<p>1) follow multi-step instructions to complete increasingly complex social and academic tasks</p>	<p>Am I “thinking in English” when I am using the language? What limitations and advantages does that bring to me?</p>	<p><i>(See attached— Sample— Grade 9-12, Early Production—Intermediate Fluency Class for one teacher's implementation of</i></p>

<p>2) make judgements about ideas under discussion and support these judgements with evidence</p> <p>3) recognize when interpersonal or group communication problems occur and use appropriate skills to address them</p> <p>4) demonstrate active listening strategies for a variety of purposes and settings, such as taking detailed notes while listening to a speaker, functioning effectively in a debate, or helping resolve a class concern</p> <p>5) read a variety of age- and reading level-appropriate texts and comprehend nearly all of what is read</p> <p>6) understand and be able to use simple, compound, and complex sentences in both written and spoken language use</p> <p>7) be able to understand age-appropriate mainstream media, e.g. internet sources, TV shows</p> <p>8) consistently effective with conversational English, but still inconsistent with academic English</p> <p>9) interpret grading system and practices</p> <p>10) understand the purpose of participating in school-based extracurricular activities (teams, field trips, social events, service organizations, affinity clubs, etc.)</p> <p>11) practice active listening skills, e.g. following directions or a procedure, retelling a story</p> <p>12) respond appropriately to a variety of factual and inferential questions that have complex language structures, e.g. "What would have happened if he had not called his parents when he did?"</p> <p>13) express needs and wants for a variety of social, interpersonal, and academic situations</p> <p>14) learn the structure of the tests, the test-taking tips and practice and analyze questions for the SAT, ACT, and TOEFL exams.</p> <p>15) continue practice in "hearing" and discriminating spoken letters and letter combinations through oral blending and oral segmentation</p> <p>16) create individual and group language-experience stories (e.g. sequence and provide</p>	<p>In what ways am I taking risks and genuinely using critical thinking skills in English?</p> <p>Why is it important to know how to derive meaning, in English, from social, interpersonal, academic, and public media situations?</p> <p>Why is my social use of English now quite good, while I still struggle some with my academics?</p> <p>How does doing extracurricular activities assist me in speaking better English?</p> <p>At this point, which do I do best-- read, write, listen and comprehend, or speak-- in English?</p> <p>How can I use humor to enhance communication in language use situations?</p> <p>How is American culture different from my own? How is it similar?</p>	<p><i>some of the learning goals of the curriculum at this acquisition level) lauri's ESL website</i></p> <p>lauri's ESL website http://fog.ccsf.cc.ca.us/~lfried/ <i>(excellent interactive activities for listening, reading, vocabulary and grammar. Mostly for mid-upper grades, but some appropriate for younger students, e.g. an activity to "name the body parts")</i></p> <p>http://www.emsc.nysed.gov/biling/resource/ESL/standards.html <i>(Excellent lessons and lesson ideas, at 3 levels of acquisition (beg, interm, adv), easily usable in this framework and available for all grade spans)</i></p> <p>http://www.lessonplanet.com/search?keywords=esl</p> <p>http://www.englishmedialab.com/teachers.html <i>(many resources-- some of it very relevant to 9-12, at different acquisition levels)</i></p> <p>http://www.esl-lounge.com/eslbooks.shtml <i>(provides links to sites with board games, song lyrics, various activities, linked to all acquisition levels-- some free, some cost)</i></p> <p>http://www.dailyesl.com/index.htm <i>(one of the BEST SITES for reinforcing the learning of conversational English)</i></p>
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	captions for a series of photographs of a class trip or field trip)		
Advanced Fluency	<p>Student will:</p> <ol style="list-style-type: none"> 1) demonstrate understanding of most idioms in conversational speech 2) demonstrate an understanding of extensive academic vocabulary commonly found in appropriate grade-level courses 3) demonstrate near-native levels of understanding of nuance, expansiveness of vocabulary, applications of critical thinking, and effective listening 4) compare the preference for linear thinking and expression, in native English speakers, to their own cultural style 5) recognize and use standard American English vernacular dialects, appropriately 6) deepen understanding of the structure of the tests and the test-taking tips and continue to practice and analyze questions for the SAT, ACT, and TOEFL exams. 7) prepare college essays using language to thoughtfully achieve individual goals related to post-secondary aspirations 8) build vocabulary instruction around the “top 500” words of the SAT 9) practice interviewing skills—roleplays, and personal presentation skills for college interviews. 	<p>Why is it essential to understand idiomatic language, in order to truly function “inside” American English?</p> <p>How might the use of different vernacular dialects effect the way I'm perceived by others?</p> <p>How are the SAT and the ACT the same and different?</p> <p>What is the purpose of these tests for American colleges and universities?</p> <p>Where does the “top 500” list come from?</p> <p>How does understanding and use of these words deepen my ability to make more nuanced language choices?</p> <p>How do I move into and out of American culture and my native culture?</p> <p>What gifts and struggles are there for me in moving in and out of English and my native language?</p>	<p>http://www.emsc.nysed.gov/biling/resource/ESL/standards.html (Excellent lessons and lesson ideas, at 3 levels of acquisition (beg, interm, adv), easily usable in this framework and available for all grade spans)</p> <p>http://www.englishmedialab.com/teachers.html ! (many resources-- some of it very relevant to 9-12, at different acquisition levels)</p> <p>http://www.eslpartyland.com/teachers/nov/con v.htm (mostly for late high school and adult learners)</p>

**SAMPLE— Grade 9-12, *Early Production > Intermediate Fluency Class*
Daily Lesson Timeframe & Overview of Both Semesters**

Daily Lesson Timeframe—80-minute class period:

5 minutes	announcements
5 minutes	informal conversation with students
10 minutes	SAT Question of the Day OR “Idiom of the Day”
50 minutes	Lessons and Activities; assignment for next day given and explained, during this time
10 minutes	recap learning; questions from students; remind about assignment

Primary texts for this class are the regional newspaper (*Bangor Daily News*) and *Passages* (Cambridge University Press), along with many supplemental resources.

Lesson activities at this time of year would include conversation topics such as: weather, illness, pets, wearing orange and hunting (hunting season in Maine), PowerSchool (the grading system, how it works, how to use features for students and parents), extra-curricular activities—what’s available, what they are, why/how they assist students in the college admissions process.

First Semester Overview

Overarching themes for August, September, October: *Home, leaving home, new adventure, change.*

Topics within this theme: 1) All About You, 2) Getting to Know Each Other, 3) Getting to Know Lee Academy, 4) Getting to Know Maine, 5) Homesickness

Resources/activities used in teaching these themes:

- *Sarah, Plain and Tall* video (change, leaving home, new adventure—set, partially, in Maine)
- “Toes”, song by Norah Jones (change, courage)
- “Nightingale”, short story/Chinese folk tale
- *Shrek* (change, leaving home, new adventure)
- “Englishman in New York”, song by Sting (new adventure)
- “Mamacita”, short story by Sandra Cisneros (leaving home, change)
- “Speak Softly”, song by Los Lobos (home, new adventure)
- Bulletin Board with “idioms of the day”
- Journal writing (after instruction in “how to free write” in journal): SAT question of the day, idioms, essays
- *Bangor Daily News*, regional newspaper— instruction in sections of the papers, the goals and purposes of each section, types of writing, audience, etc.
- Field trips: 1) whale watch—depart from a coastal Maine town, 2) tour of Lincoln, regional service center town, 3) trips to the homes of local residents, use of maps to understand the geography, demographics, transportation, etc. of the region, 4) tour of campus to understand facilities and job roles.
- autobiographical essay
- interviews with school staff
- *Passages* Units 1 (friends and family), 2 (education and learning), 3 (cities)
- essays: 1) *My Home*, 2) *My Town/City*, 3) *My School*
- Lee Academy Jeopardy Game
- “Lies” Game
- Bio Poem project

Overarching themes for November, December, January: *Comparing Cultures, Holidays-Customs-Habits, Religions.*

Resources/activities used in teaching these themes:

- ✓ *Passages* Units 4 (Day and Night), 5 (Generally Speaking), 6 (Interpersonal Communication)
- ✓ Halloween vocabulary and traditions
- ✓ *A Christmas Carol* by Charles Dickens (book and movie-- generally a field trip to regional city to see performance)
- ✓ *The Day the Grinch Stole Christmas* by Dr. Seuss (book and movie)
- ✓ Thanksgiving Dinner prepared at local residence, by students and school staff
- ✓ *Nutcracker* ballet, if available for field trip
- ✓ at local residence, scavenger hunt related to house and room items and labeling of them.
- ✓ Christmas—background, symbols, the Christmas story, Father Christmas, Religious significance of this time of year in various traditions: Buddhism, Judaism, Islam, Christianity
- ✓ Christmas party and exchange of gifts

Second Semester Overview

Overarching theme for late-January, February, March: *Where are you, now?* Topics within this theme:

- ✓ Leisure Activities (sports, games, pastimes incl. photography,
- ✓ Health and Fitness,
- ✓ Foods and Nutrition and Dining Customs & Etiquette in America,
- ✓ Music (listening to and understanding the dominant popular musical genres—rock, blues, country, rap, hip-hop, etc. 5) Social Issues (e.g. stereotyping and diversity)

Resources/activities used in teaching these themes:

- ✓ Regional newspaper (Bangor Daily News)--music and entertainment pages
- ✓ Regional newspaper— sports pages
- ✓ Oxford Picture Dictionaries—health, body parts, musical instruments, etc.
- ✓ Text *Passages*—chapters 8 (Values), 9 (Creativity and Ideas), and 11 (Culture Shock, Globe Trotting— travel)
- ✓ Attend post-graduate basketball games (discuss rules, terms, goals, etc.)
- ✓ *Bend it Like Beckham* (cultural difference, maintaining focus and goal-setting, perseverance in a different culture)
- ✓ Board and word games— *Apples to Apples* (junior high version), *Scrabble*, *Cranium*
- ✓ Field Trips, with focused vocabulary, schema setting and discussion, prior to the trip:
 - Regional hospital
 - Regional Health Access service
 - Local Fire Department
 - Scavenger hunt at home of local faculty member, to name items, furniture, foods, and home processes, e.g. washing, cooking, shoveling snow, etc.
 - Formal dinner at local Bed and Breakfast—performance evaluation re: etiquette
 - Dining out at local restaurant
 - attending eastern Maine basketball tournament—how to support team, reasons for basketball's importance in eastern Maine
 - Concert at Collins Center (regional performing arts center)
 - more work with *Bio Poems*, photos, and self-description and exploration of personal and career goals
- Students share culture, holidays, music, food, etc. in class presentations
- Students...in presentations to faculty, other staff, and/or local elementary school classrooms, churches, or civic groups
- In-class speakers invited in to discuss their roles and various school/community events:

- musicologist—faculty
- school medical staff member
- specialist on dining etiquette and American dining customs
- basketball coach
- winter carnival advisor
- guidance counselor (mental health overview/issues)

Overarching theme for April, May, June: *Where are you going?* Topics within this theme include:

- Career/College Majors
- Colleges: general information, vocabulary and concept with the college search and survival process
- Colleges: applications, essays, testing (SAT, ACT, TOEFL)
- Financial Aid: what it is, how it works

Resources/activities used in teaching these themes:

text *Passages* Chapters 2 (Education and Learning), 10 (Art of Complaining), and 12 (Dilemmas).

Guidance library publications: *Peterson's Guides*, *College Board On-Line*, *The College Handbook*, *International Student Handbook*, *Fiske's Guide to the Colleges*, etc.

College Ratings reports (*US News and World* on-line sites, *Rugg's* reports, etc.)

Using career guidance activities and resources, students explore career options

Using College Guides, students search, research, refine search, and choose colleges to which they might apply.

Students fill out college apps, including the Common Application, and practice writing essays and collating information.

Students learn specific requirements for international students at American universities (official documentation, financial statements of support, original transcripts, etc.)

Students learn the structure and format of standardized tests (SAT, ACT, TOEFL). They also work extensively with vocabulary development and taking and analyzing related practice tests.

Field trips:

to University of Maine, Orono-- to meet with the International Student Advisor and Admissions staff

to Colby College for tour and meeting with International Student Advisor and panel of international students

individual students visit colleges in Boston, New York, and elsewhere, as interest and opportunity arise

In-class speakers:

Guidance Counselor

Coordinator of Student Services/Registrar

College admissions reps

Former international student alums

Important note: Field trips and hands-on activities are treated as teachable-moment, cultural experiences; they are very conversation intensive, and filled with much question and answer, exploration of prior knowledge before attending, and are often a capstone to a unit, taking students into the *experience* of the activity, not just the activity itself (e.g. reading the book (and being read to from it), watching a movie version, and the steps, conversations, new-ness, decisions to be made, etc. in going to the theater to see the play, *A Christmas Carol*—not just “going to see a play”)

More general interest ESL sites appropriate for various stages and ages:

- <http://www.eslcafe.com/>
- http://www.eslmonkeys.com/student/esl_learning.php (provides word and idiom of the day, more)
- British, not American, English—but still a very useful site: <http://www.teachingenglish.org.uk/>
- Good teacher resource: <http://www.hlomag.co.uk/>