BRIDGES

BRINGING TEACHERS TOGETHER

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PINNACLE
TEACHING SOLUTIONS

TEACHER TRAINING PROGRAM | TEACHER'S WORKBOOK

BRIDGES

BRINGING TEACHERS TOGETHER

Amber Wylie, MA TTESOL

Sarah Jane Zuidhof, MA TESOL

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Unit 1

The Big Picture

Introduction to *Bridges*

Text: The Setting and Cast of Characters

Unit Objectives: You will…

- ☐ *get to know the instructor.*
- ☐ *become familiar with the workbooks.*
- ☐ *be able to use adjectives to describe personal characteristics and teaching settings.*
- ☐ *be able to share experiences in order to relate to one another.*
- ☐ *be able to use classroom English to give commands and use survival English.*

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Discovering *Bridges*

Instructions: Work with your partner to complete the scavenger hunt by answering the following questions about your *Bridges* workbooks. Write your answers in the space provided.



1. Summarize the four main purposes of the curriculum.

2. What is the title of Unit 6?

3. What is on the title page of every unit?

4. What are the objectives of Unit 1?

5. What is the final task of every unit?

6. How many activity titles are on the Unit 4 title page?

7. Which unit talks about learning styles?

8. What is the first task in Unit 6?

9. How many units are in the workbook?

10. What are the names of the four teachers in the Episode I conversation?

FINISH

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Getting Acquainted

Instructions: As you read through the characters, write down any adjectives or words to describe the teachers from Mosaic High School. Use any words that you can think of to describe them.

Cathy	David	Chaojun	Marina
very experienced			

Who do I relate to? Why?

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Your Setting

Instructions: Compare your setting with the setting at Mosaic High School. Read the setting of Mosaic and fill in the information in the chart. Next, fill in the information about your own school.

	Mosaic High School	Your School
Location		
Students		
Classes		
Teachers		

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Vocabulary for talking about school:

high school
middle school
primary school
elementary school
kindergarten
grade/mark/percent
semester
freshman
sophomore
junior
senior
grade/year
assignments
class/subject
spare
recess
lunch hour
elective courses/classes
field/department
staff room

School Year Calendar

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Instructions: On the school year calendar, draw lines, circles, or write in the following information:

- all major holidays on the calendar
- the beginning and end of the school year
- summer/spring/winter vacation
- school week (days when classes are held)
- anything else you want to add

Days of the week:

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

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Your Character

Instructions: Find the adjectives and verbs in the text that describe the teachers' experiences and feelings about teaching. Underline them in the text and then categorize them under the topics of Dreams and Nightmares.

Dreams	Nightmares

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Brainstorming - Dreams

Instructions: With your group, discuss and share your personal hopes and dreams about teaching and about taking this course.

Dreams

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Brainstorming - Nightmares

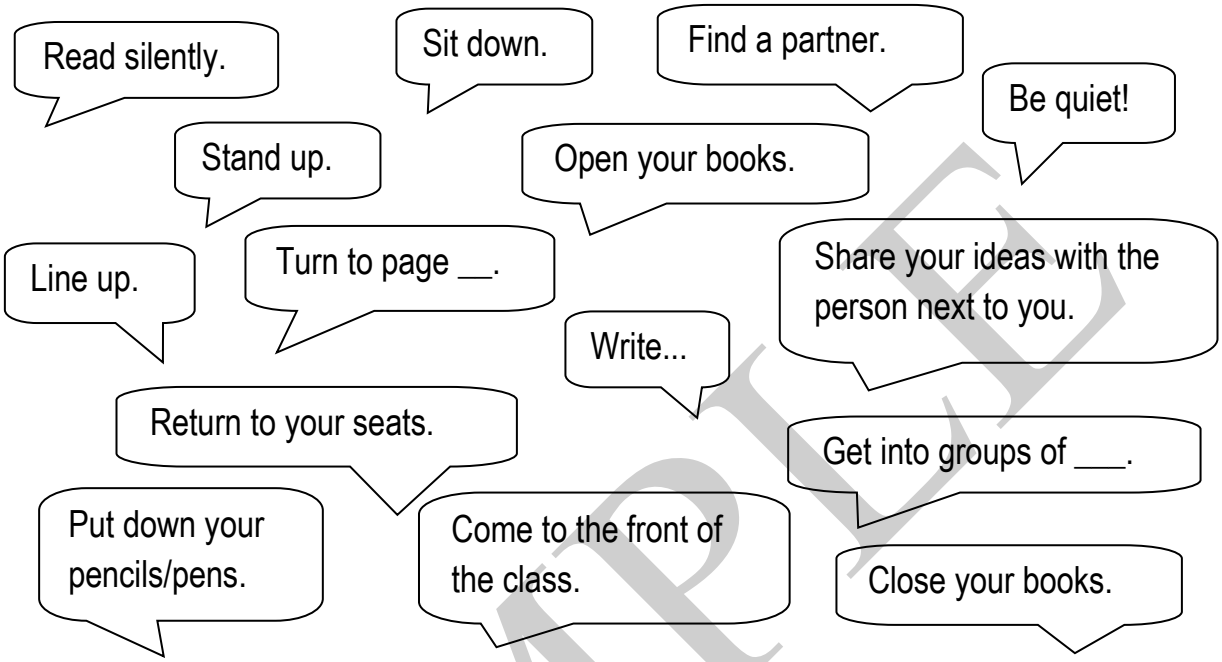
Instructions: With your group, discuss and share your personal fears and nightmares about teaching and about taking this course.

Nightmares

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Classroom English

Commands:



Survival English:

I don't understand.
Could you repeat that please?
Could you spell that?
Could you speak more slowly, please?
How do you say_____ in English?
How do you spell_____?
Is this correct?
Can I speak in_____?

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Reflection: Tell me about yourself...

Instructions: Fill in the information about yourself and circle the number that represents your hopes for learning.

What is your name? _____

What university did you attend?_____

How many years have you been teaching? _____

Where do you teach (name of school)? _____

What grade do you teach? _____

In this course which areas of English are the most important for you?	Very important	Important	Not important	Not sure
Increase understanding of English grammar	1	2	3	4
Improve overall writing skills	1	2	3	4
Improve reading skills	1	2	3	4
Improve listening comprehension	1	2	3	4
Improve speaking ability (speed and accuracy)	1	2	3	4
Learn about current teaching methodology	1	2	3	4
Expand vocabulary	1	2	3	4
Improve English pronunciation	1	2	3	4
Learn more about the cultures where English is spoken	1	2	3	4
Become more confident as a teacher and English speaker	1	2	3	4

Instructions: Write about your own **dreams** and **nightmares** of learning and teaching English. Use the adjectives and verbs that you learned in this unit to help you.

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