

# Ingredients of a good level I textbook:

- *Input*
- *Vocabulary*
- *Systematic development of reading and writing*
- *Grammar*
- *Culture*
- *Ancillary materials*

## I. Provides extensive input.

DAILY **abundant** comprehensible input  
**Interesting** input that students will want to listen to and discuss  
Ample input which is or can be **personalized**  
Provides teacher with **humorous** input  
Abundant **illustrated** situations to be used for speaking/writing prompts, assessments, or additional input by the teachers  
Each chapter story is a short **video**

## II. Supports rapid acquisition of vocabulary

Manageable **quantity**  
**Grouped** into daily lessons  
Learned and practiced in **context**, not isolated  
Capable of being **recycled** in many ways, rather than lists of similar words  
Numerous **mini-stories** which practice new vocabulary while recycling old

## III. Reading and Writing

Real messages (not isolated words and sentences)  
Contextualized in an interesting story  
Communicative (not grammar drills)  
Multi-paragraph **daily reading**  
Writing for meaning (not isolated grammar practice)

## IV. Grammar

All grammar **contextualized** in interesting stories  
Supports the students' need to **communicate**  
Comprehensible **interesting** input is the vehicle (not structural drills)  
**Limited** to agreement and verbs  
Uses **meaning** rather than rules to explain grammar  
All aspects of **point-of-view** grouped together (not separated by linguistic function)  
Teacher's guide explains the grammar carefully **for the teacher**  
Teacher's guide provides **15-second lessons** for the teacher.

## V. Culture

Integrated into daily lessons  
Inherent in stories

Includes:

- socially appropriate behavior
- geography of France
- Paris
- holidays

Teacher's guide provides background and references for further study

## VI. Ancillary materials

### Readers

- Interesting
- Culturally informative
- Sparing use of illustrations (comprehension comes from reading, not from

pictures)

Post-reading questions or activities are NOT essential, but if any are provided they should enhance enjoyment of the plot.

### Videos

- Interesting, comprehensible
- Culturally informative
- Short segments (10 minutes) that are comprehensible and interesting
- Variety (locations, people, accents, cultures, interests, etc.)
- Viewing activities guide students to comprehend the main points
- (I would prefer that videos be the textbook's chapter stories, rather than

ancillary)

### Audio

- Native-speakers reading the novels
- Short authentic situations and stories
- Listening activities focus on comprehension of message

### Assessments

- Short, easy to grade, based on comprehension
- Two cumulative assessments that assess all four language skills plus culture
- Designed to allow students to show what they KNOW and CAN DO (not try to catch them in little foul-ups)

### Computer

- Not essential
- Story-based activities, such as solving a mystery
- Culturally accurate