Khachatur Abovian Armenian State Pedagogical University
Teacher-training
(professional development/enhancement) session
Course: TEFL methodology
Study year: 2022/2023
Semester: Autumn

Research / Report

Trainee's name in full: Angela Mnatsakanyan

Trainees school: 137 named after Grigor Narekatsy

Person in charge – Tigran Mikayelyan, PhD, Associate Professor

Yerevan – 2022

Contents

Introduction

Over a few years the prominent discussion of assessment of students' writing skills in the classroom has taken place because of the growing interest in teaching second/foreign language (L2) production skills (i.e., writing and speaking) in Korea. Appropriate assessment can provide students with the right direction to write good essays. In particular, unlike native speakers of English, most students in English as foreign language (EFL) contexts find it difficult to find the right guideline of writing composition of English. Hence, conducting assessment helps students develop their L2 writing skills and to monitor their writing. In other words, assessment is a kind of a guideline or a key to enhance students' L2 writing. Peer-assessment also helps students.

Differentiated Instruction: Using Ongoing Assessment to Inform Instruction > Module 1 > Reading: Types of Assessment

Types of Assessment?

In general, the purpose of assessment is to determine as accurately as possible what students should know, understand, and be able to do. In the differentiated classroom, assessment must provide clear information on student progress with regard to classroom content, processes, and products. This information helps teachers make wise, informed decisions about the needs of their students and the direction their instruction should take.

There are two main types of assessment, each occurring at different points in the learning process: formative, which occurs both before and during the learning process, and summative, which occurs at the end of key segments in a learning cycle or the end of the learning process.

Its purpose is to find out the degree to which students are "with" the teacher in terms of meeting learning goals, so classroom content, process, and products can be adjusted to better facilitate student growth. Ongoing assessment for interest and learning profile is also possible, if that information has not previously been collected or if the teacher has a new idea for incorporating these data into unit activities.

Formative assessments, which may be formal or informal, include homework, quizzes, exit cards, journal prompts, and classroom discussions. Experts in formative assessment (for example, see Popham, 2011) suggest that formative assessments should rarely be graded because grades imply a judgment of student competence that may not be appropriate until the end of the learning cycle or until key points in a learning sequence are reached.

Summative Assessment

Summative assessment occurs at the end of the learning process and is typically graded. Some examples of summative assessments include tests, projects, demonstrations, presentations, and performance tasks. The purpose of summative assessment is to provide evidence of the degree to which a student has mastered the knowledge, understandings, and skills of the unit.

Experts, such as Wiggins and McTighe (2011), recommend that summative assessments should be planned before instruction. Students are then taught in structured segments to practice and master the skills, knowledge, and understandings that will lead to success on the summative assessment. In addition, summative assessments can be differentiated, as long as the differentiation does not prevent teachers from accurately collecting evidence showing how well students met the targeted learning goals.

Reserved.

[Reading Comprehension: 5' 57"]

If you need to assess your students' reading skills, there are a number of factors you need to consider. These include considering the test-taker and their needs, the kind of information you want to know about their reading skills and the most appropriate ways to assess these skills, so that your test is appropriate and accurately scored. Therefore, text selection and task choice for reading tests need to vary accordingly.

Note: These first three questions are meant to help you prepare for the video and relate it to your context. There are no "correct" answers.

1. Do you think that people read less today than in the past? What about students?

People today still read quite a lot, although they do not do the same type of reading our parents did.

2. Why do people need to read?

- General information

- Instructions

- Pleasure

3. What texts do people read in real life? From what sources?

Texts: novels, magazines, notes.

Sources: e-books, tablets, phone screens, computers etc...

9. On task development

A reading test needs to include a variety of different tasks. Complete the list with task types mentioned in the video.

Choose the correct answers to questions (Multiple Choice, True/False,...),

choose a sentence which summarises text

complete a text with words removed

give short written answers to questions

understand information presented in graphic form

Reading into Writing

10. Test developers need to check carefully a number of things before a test is administered live. Match column 1 and 2 to complete the Reading test checklist.

sufficient time

clear instructions

no ambiguous questions

valid and efficient   scoring

11.   Examine critically the last reading test you have administered. First complete the test as a student would do. Then reflect on the test and check:

- the clarity of the instructions
- the time allowed
- the adequacy of the scoring
- whether the questions in the different tasks are straight forward.

What would you change? Why?

[Assessing Listening: 6'22"]

If you need to assess your students' listening skills there are a number of factors you need to consider. These include considering the test taker and their needs, the kind of information you want to know about their listening skills and the most appropriate ways to assess these skills so that your test is appropriate and accurately scored. Listening is a vital skill but it can be challenging to assess.

1.   What is the difference between hearing and listening?

For example:

Hear = hear sound

Listen = understand sounds

2.   What are the different things we need to do when we listen in order to understand what we hear?

For example: understand context, attitude, structures and vocabulary used, facial expressions, body language, gestures.

3.   How much do we rely on context to help us understand what we are hearing?

Example answer: It gives us background knowledge and expectations about what we will hear in that situation, which prepares us for listening.

Scoring and grading

What is important for test takers to understand?

How the test will be scored.

8a. What is weighting?

A.   Giving more than a single mark for each test item

B.   Giving different marks to different skills assessed

C.   Giving more marks to higher scoring students

8b. What is partial credit?

A.   Giving marks to answers which are partly correct.

B. Giving more marks to lower scoring students.

C. Giving different marks to different skills assessed.

8c. Which of these might be a problem when deciding on scoring?

A. Answers which are partially correct

B. Deciding how the task affects scoring

C. Deciding if spelling and grammar matter in written responses

D. Limiting the number of correct answers possible

E. Making the test fair for weaker learners

9. Why is listening considered to be the most widely used skill?

Because we cannot have communication without understanding

THE TASK

13. Think about your own learners:

A. What kind of listening do they struggle with?

B. What are the contexts in which they normally need to listen?

C. How can you make sure a listening task is fair for learners?

RATING

14. Which listening skill would you prioritise? Why? How would you balance 30 marks across the test?

□ Listening for detail

□ Listening for main idea

□ Listening for attitude

You can choose here, but remember it depends on what the test takers have learnt, e.g. if you have been working on listening for attitude in class then you might want to assign more marks to this part of the test. Or it may be evenly balanced if you want test takers to focus on all three sub-skills.

To learn more about issues to consider when developing a test of listening, you may ? access Appendix D in the APTIS General Technical Manual (pp. 48-51)

https://www.britishcouncil.org/sites/default/files/aptis general technical manual v-1.0.pdf

[Assessing Writing: 5'31"]

If you need to assess your students' writing skills, there are a number of factors you need to consider. These include considering the test taker and their needs, the kind of information you want to

know about their writing skills and the most appropriate ways to elicit and assess these skills so that your test is appropriate and accurately scored.

For example: Emails/letters, texts, messages, lists, maybe academic essays if studying.

1b. Is writing in school and outside school different? Why?

Probably - in school we write because we have to record and show learning but outside school, we write for communicative purpose; expository versus persuasive/narrative writing.

2. What kind of things do we think about when we are planning and creating a piece of writing?

For example: Who we are writing to, what our message is, how long it needs to be; purpose, audience, structure.

What three things are important in test or task design?

The task is appropriate for the skill being assessed.

The test is fair to the test taker.

The test is accurately scored.

8. Read the information about these learners.

Learners are a class of 16 year olds studying English in preparation for college education. They are currently at B1 level.

Which task, A or B, is best? Why?

Task A: Write an essay for your teacher explaining the advantages and disadvantages of travelling. Write 180 words.

OR

Task B: Write a note to friend inviting them to come and visit you at the weekend, describing what you will do and explaining why you would like to see your friend. Write 70 words.

Task A is better for this group of learners because they need English for study purposes and Task A better targets this requirement, i.e. the test task matches their purpose of learning.

9. What kind of features do you need to assess for these learners? Why?

Accurate language

S Cohesion

s Task fulfilment

J Range of language

J Punctuation

All features because they need to produce English in a formal context and it is very important that their language is precise in both meaning and message.

*NB: The above descriptors match the APTIS writing scales.

[Assessing Speaking: 5'38"]

If you need to assess your students' speaking skills there are a number of factors you need to consider. These include considering the test taker and their needs, the kind of information you want to know about their speaking skills and the most appropriate ways to elicit and assess these skills so that your test is appropriate and accurately scored.

1. Why do we communicate with others? What kind of things are we trying to achieve?

For example: We communicate with others for a range of reasons: it could be interactional or transactional. Interactional communication is for social purposes (exchange of news or catching up). There is no real aim for the conversation except to be friendly. In transactional communication, the conversation has an aim, for instance buying something or asking about specific information. There are also presentations and monologues, which have functional purposes, for example, to persuade or complain.

2. What is involved in the speaking skill?

For example:

Getting a message across

Organising a message for the listener

Using a range of language for different purposes

Being accurate so there are no misunderstandings

Being fluent so a listener is not 'waiting'

Being intelligible Contributing to keeping the conversation going

3. What do you think the issues might be in assessing speaking?

For example:

Being objective

Giving reliable assessment across different test takers

Timing

Making a task clear and unambiguous

7. What are the different settings we can use to assess speaking?

A. Performed live in front of one or more examiners

B. Recorded and evaluated later by one or more examiners

C. Talk over the phone to an examiner or to a recording device

D. Communicate via a computer or tablet, with the examiner either live or working from a recording

Scoring and grading

8. How do examiners award scores?

Based on what they have observed and using a rating scale (a set of descriptors of what to expect at different levels of ability).

9. What is the advantage of each rating scale an examiner might use?

A. Simple scale - advantage: simple to design and simple to use

B. Complex scale - advantage: assesses more areas of the speaking skill

10. How can technology improvements help test design? Tick the appropriate boxes. K)

Shorter tests

Automated scoring

Simpler development

THE TASK

13. Think about your own learners:

A. What kind of speaking do they need to do?

B. Who are they usually speaking to?

C. How can you make sure a speaking task for them is fair?

RATING

14. What kind of rating scale do you need?

Think carefully about the kind of information you or the learners need to know.

Consider the level of detail you need to report on.

For more information on rating scales, see:

Assessment Criteria - rating scales (2016):

http://www.ealta.eu.orq/events/Summer school 2016/06 EALTA%20SuSch%202016 Rating %20criteria%20scales.pdf

and

Appendix H in the APTIS General Technical Manual (p61):

https://www.britishcouncil.org/sites/default/files/aptis general technical manual v-1.0.pdf

To learn more about issues to consider when developing a test of speaking, you may access Appendix E in the APTIS General Technical Manual (pp. 52—55)

ASSESSING GENERAL LANGUAGE PROFICIENCY

[Assessing General Language Proficiency: 5' 22"]

There are differences in how the term general language proficiency (GLP) is understood, and different interpretations of GLP will affect how language tests are made. There are at least three possible approaches to understanding and defining general language proficiency, with their corresponding implications for the tests and assessments they inform.

These questions are meant to help you prepare for the video and relate it to your context. There are no "correct" answers for most of them

1. What features do you think are part of General Language Proficiency (GLP)? Continue the list with at least four additional features...

Listening ability

Grammar

Vocabulary

Reading ability

Writing ability

Speaking ability

2. Do you think that the interpretation of GLP affects the way a test is developed? How?

It may affect the structure of the test.

It may affect the validity of the test.

It may affect the usefulness of the test.

3. Can you name a test which illustrates what, in your opinion, is a good reflection of general language proficiency? Why do you think this is so?

•• COUNCIL INTRODUCING LANGUAGE ASSESSMENT: ANSWER KEY - ASSESSING GENERAL LANGUAGE PROFICIENCY

B. THE "INTERACTIVE " APPROACH

Complete:

The "interactive" approach considers that no skill can be independent to any other. For example, in a conversation, there may be three skills involved:

Listening, Reading, Speaking

With this approach, a test would consist of a series of tasks in which test takers must show that they are able to cope with situations where different skills interact with one another, for example. While this is much more like using language in real life, there are problems when making a test. The most

critical of these is deciding if a poor performance on a listening and speaking task is due to poor listening ability or poor speaking ability.

What test task is given as an example of this approach?

Listening to a radio show and then talking about it.

C. THE "COMMON CORE" APPROACH

The "Common Core" approach includes everything that goes into knowing and using a language. The video mentions six main aspects:

4. communication interactively

3. getting information across appropriately

Which are considered the best predictors of language ability?

Confluence of Covid-19 Pandemic and Social and Emotional Needs

Prior to Covid-19, many PK-12 leaders and policymakers were discussing and/or employ-ing the five competencies of CASEL's Social and emotional Learning (SEL) framework in their curriculum (Chabbott & Sinclair. 2020; Hadar et al., 2020b; Katz et al, 2020): self- awareness, social- awareness, relationship skills, self-management, and responsible decisionmaking (CASEL, 2020). As the pandemic brought its toll on education, countless educators entered into a survival mode to help their students get 'through' the curriculum by the end of the academic year while minimal time was spent on their personal wellbeing. When PK-12 schools return to a post-pandemic learning world, teachers will need to learn how to model and engage their students and colleagues in the SEL skills. An outcome is to create a more caring learning environment to deal with the trauma they experienced (Katz et al, 2020; Reimers & Schleicher, 2020) and become better prepared to handle future traumas.

The research suggests that at state-levels, there are clear learning and teaching gaps tor the inclusion of the SEL competencies as part of state licensure requirements and teacher preparation programs (Eklund et al., 2018). The research indicates that 47 states required between one and three of the core competencies in their teacher education programs, no programs addressed all five competencies ((Schonert-Reichl et al.. 2017). The competencies of self-awareness and self-management were the least addressed in teacher-preparation courses, suggesting the need to include the SEL framework in teacher preparation programs (Eklund et al., 2018). Many preservice teachers have minimal preparation addressing and cultivating their students' SEL competencies (Donahue-Keegan et al, 2019).

When SEL is introduced in K-12 settings, the research suggests that skills-oriented programming for all students was preferable to psychoeducational experiences targeting specific students (Gueldner, 2020). Integrated in the preservice teachers learning experiences are mindfulness interventions delivered with supervised practice to expand their social and emo¬tional skills (Conley, 2017). Further, cognitive-behavioral interventions, relaxation skills, and social skills interventions with supervised skills practice were identified as promising experiences for university students' social emotional well-being (Schonert-Reichl et al., 2017). These interventions were found to be strongest for preservice teachers' self-awareness and self-management (Conley ,2017), the two competencies most significantly lacking in preservice teacher-preparation programs (Schonert-Reichl et al., 2017),

As the physical and emotional effects of the pandemic progressed to all segments of society, it became apparent that the social and emotional needs of the students and educators were.

Self-Awareness Focus Areas for Teacher Educators

The pandemic's effects exposed issues affecting teacher-preparation programs at administrative and curricular levels, such as the learning contexts in partnering schools, the use of technology, and role of parents and/or guardians. Concurrently, there are specific issues regarding the lack of support for teacher educators concerned about integrating self-awareness concepts preservice teachers in their programs (Darling-Hammond & Hyler, 2020).

Darling-Hammond and Hyler (2020) proposed to policymakers and educational leaders the need to establish collaborative support for all levels of educators to meet the social- emotional and academic needs of students' post-pandemic. Collaboration is vitally important from a pre service teachers' self-awareness perspective as they learn to navigate in post-Covid educational environments. When educators work collegially their levels of learning and retention are higher and become more effective teachers (Papay & Kraft 2016). Covid-19 demonstrated the difficulty to maintain a sense of collaboration among pre service teachers and the teacher education faculty when most teacher education classes were moved to online or hybrid formats. Collaborating with their field mentor teachers became difficult to accomplish when many schools practiced remote learning and not allowing "others" in schools when students are present.

These stressors on pre service teachers created an atmosphere of volatility, uncertainty, complexity and ambiguity (VUCA) with minimal preparation to deal with these outcomes (Hadar et al., 2020b.). VUCA are outcomes in a rapidly changing technology driven inter-connected world that can be applied to preservice teachers' responses during the pandemic (Hadar et al., 2020b; Laukkonen, 2019; Kurzweil, 2005):

• Volatility is when the stability of an academic year suddenly shifts to online learning. Behaviors are fear, stress, anxiety and a sense of lacking control.

Conclusions

Experts predict health crises will occur again in the future, having unpredictable characteristics and representing a major threat for all countries (Villa et al., 2020). The consequences caused by the current pandemic on the economic, social and cultural wellbeing of all people have been devastating, yet lessons can already be learned. The lack of social and emotional support in education and the outcomes are becoming clearer every day. Instead of viewing this as a problem, we need to understand this as an opportunity to rethink and reinvent teacher preparation (Darling-Hammond & Hyler, 2020). We need to prepare our educators to understand themselves and learn to make positive changes within, then learn to do the same with their students. 'The greatest weapon against stress is our ability to choose one thought over another' noted William James.

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Teacher educators must remember that preservice teachers need training to learn how to transform their behaviors into positive outcomes during the remaining months of the pandemic and post-pandemic world. They will need training to help guide their students' self-awareness in a positive direction regardless of learning context. New and veteran teachers will be expected to have these abilities. The pandemic presents a unique opportunity for teacher education programs to collaboratively re-evaluate their programming with K-12 education systems by acknowledging probable broad systemic changes.

TEACHER'S DIARY[1]

Teacher's full in name: Angela Mnatsakanyan

Class/grade: IV A

Lesson topic: In the living-room

References on the materials used (textbooks, additional materials, webpages, etc.):

L.Grigoryan/English 4-2016

• *Did the students understand what we did in the lesson?*

The students clearly understood each part of the lesson: vocabulary and grammar.

• *Was what we did too easy or too difficult?*

Everything was designed on the middle difficulty level. The teaching material was not too difficult or too easy.

• *What problems did the students have (if any)?*

The only problem they had was mispronounced words.

• *Was there a clear outcome for the students?*

Yes. The students memorized all the new vocabulary.

• *What did they learn or practise in the lesson? Was it useful for them?*

They learnt parts of furniture, rooms and house objects through games. They also practiced the grammar structure there is / there are.

Activities and materials

• **What different materials and activities did we use?**

the school course book was used for grammar teaching. Vocabulary was taught with the help of flashcards.

• **Did the materials and activities keep the students interested?**

Yes. Young learners are always interested in games which we use during the lessons.

• **Could I have done any parts of the lesson differently?**

Yes, if I had more time I would practice grammar more.

• **Were all the students on task (i.e. doing what they were supposed to be doing)?**

Yes. Every student was engaged in the task assigned.

Classroom management

• *Did activities last the right length of time?*

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[1]https://www.teachingenglish.org.uk/sites/teacheng/files/teaching_diary.pdf

Yes. I stickled to time to manage to do all the planned activities.

• *Was the pace of the lesson right?*

I used only individual work for grammar assessment and group work for vocabulary games.

• *Did I use wholeclass work, groupwork, pairwork, or individual work?*

All the materials are used for teaching. As I carefully planned all activities, they worked perfectly well.

• *What did I use it for? Did it work?*

Yes. I try to use short sentences to give instructions. So everything was clear.

• **Were my instructions clear?**

I am very careful to engage even the post passive learners. So, every learner was involved in all activities.

• **Did I provide opportunities for all the students to participate?**

The progress was obvious as at the end of the lesson all the students could memorize words and do grammar exercises.

• **Was I aware of how all of the students were progressing?**

If I taught the lesson again, I would give more materials on grammar practice and I would take more words to learn.

Overall

If I taught the lesson again, what would I do differently?"

If I taught the lesson again I would ask them to make up situational dialogues where communication will be reflected, apart from doing reading and skimming or comprehension activities

Lesson Plan

Date: 05.09.2022 **Grade:** 6ᵇ   **Number of students:** 16
Title of the Lesson: Computer Class "Animals"
Main Aim of the Lesson: To develop speaking, reading, listening skills of the students, to sum up the theme "Animals", to enrich the vocabulary.
Learning Objectives: By the end of the lesson, the students will be able to speak about different types of animals, their pets, to watch a movie and discuss it using the active vocabulary, to enrich the vocabulary with new words and word-combinations and use them in sentences.

Procedure: Greeting. To speak about animals and their role in human's life, to speak about their pets (if they have) with the help of slides. *(3 minutes)*

Motivation/ Warm Up: As a warm-up game, the students will meet different pictures of both domestic and wild animals on the screen, each of them will represent and speak about an animal and differentiate whether it is a domestic or wild animal. *(5 minutes)*
In order to sum up the classification of wild and domestic animals the students will make up a T-form table and find out the differences and similarities between wild and domestic animals. *(5 minutes)*

Presentation: In order to develop reading and speaking skills of the students, the text "King Kong – the film monster" will be read and discussed with the help of dialogues between the students and the teacher. Two short movies will be watched and discussed on the same way to develop the listening and speaking skills of the students. *(8 minutes)*

Practise: The hometask is checked *(2 minutes)*. Two or three students retell the text. One of them works on the types of questions, the other makes the sentences passive. To sum up the story the method "Crab-work" is used *(1minutes)*.
The teacher explains the new lesson – to work on pronunciation by learning a new sound, to study new words and word combinations, to practice them in sentences orally. *(20 minutes)*
The hometask is given (page 48, to learn the word-combinations by heart, to make up sentences with the given words and word-combinations) *(1 minute)*

Assessment: The most active students are marked.

Teacher: Angela Mnatsakanyan

Your best
teacher is
your last
mistake!

:)

to be
am/is/are = doctor

Present Simple
V_1 (+ s)

I play.   Do I play? | I don't play.

She plays. Does she play? | She doesn't play.

past ——||||||||——
     present   future