

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Developing Supplementary Materials Fourth Grade English Classes at a Public
School in Yerevan

A design project submitted in
partial fulfillment of the requirements for the degree
Master of Arts in Teaching English as a Foreign Language

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Abstract

To create a stress-free and friendly environment and enhance learners' motivation and make the learners more relaxed, games and gamified activities can be supporting material.

This study aimed to create an extracurricular course for public school pupils in Yerevan by implementing games in teaching English to develop four skills: reading, writing, listening and speaking. As defined by Hadfield (2007), activities with goals and rules that make the process fun are called games. In this project, games are defined as activities and interactive online worksheets taken from different free educational websites. Instead of just completing exercises, the learners completed choosing the correct picture, gap filling, finding the correct word, vocabulary games, etc. (examples are provided in the lesson plans). The project participants are 4th-grade schoolchildren aged 9-10 at a public school in Yerevan. The needs analysis was done through an online questionnaire completed by the participants' parents, the teacher's online interview questions, and a placement test completed by all student participants.

Some of the worksheets presented under the Scope and Sequence were chosen based on the vocabulary presented in the book English IV, giving the students an opportunity to revise the vocabulary learned. Some of the worksheets were not especially listening ones that were not connected to the overall lesson, but those were familiar songs; this allowed the learners to learn the lyrics of those songs, as, after the class, they asked for the links to learn the songs by heart.

CHAPTER ONE: INTRODUCTION

1.1 Background and Setting

What does usually any child like to do and would never stop doing? The most popular answer provided by any parent would be playing. This is, probably, the most favored answer for any child, never mind their age, pre-puberty, puberty, or adolescence. To make the learning process more motivated and appealing, any teacher could add some games or gamified activities to each lesson. How would the students benefit from playing games? They still learn, but the process is pleasant, they feel relaxed, and the environment becomes more friendly. In the 21st century, with the birth of new Millennials or Generation Y students, demands from education have changed (Buckley, Doyle, & Doyle, 2017). The use of technology in everyday routine declined learners' motivation of just completing exercises from the book. This curriculum design aims to bring more fun to L2 learning for 4th-grade public school students.

The designed course can be suitable for any 4th-grade public school learners who have used the book “English” III (Vereshchagina, 2004) and IV (Vereshchagina, 2012), as the units are constructed using the material given in the books. The course is modular since the sequence of grammar and vocabulary materials provided in the book are not in the same line as provided in the book. This provides an excellent opportunity for any teacher to choose any material needed for a specific lesson. This particular course is designed for 4th graders at a public school in the center of Yerevan, RA.

1.2 Problem and Significance of the Project

The starting point of creating this particular curriculum design for fourth-grade students was everyday school routine talks with the parents of a specific class. As such learners had low interest in the English classes, they would complain about how dull the lessons were, which led

to low motivation. A preliminary survey with parents showed enthusiasm for games and gamified activities to supplement regular classes. The course can be a read-made supplementary material for any teacher who can choose to use those materials. Lesson plans with detailed instructions for each activity are provided, suggestions are also made for those activities which can be done in face-to-face classes. Any public school only needs to print the materials, and those will be available for all teachers. Materials provide opportunities for team games and save class time allocated for a particular topic; more students participate; this is a clue if the class has 20 students.

1.3 The Purpose of the Project

Before the planning and implementation of the project, the following steps were taken: parents' of the learners filled in an online survey, the results of which are presented in chapter 3.5.1, open-ended survey questions were shared with the public school teacher where the participants of the course come from; the results can be seen in chapter 3.5.2. Before the start of the classes, a placement test was conducted online. Then each lesson was planned and implemented accordingly. In the end, a final test was completed by all participants.

As a result, every activity was gamified, simple reading text was converted into a competition game, as each student should gain some points to win. After the book analysis, presented in chapter 3.1, the book activities would provide good opportunities to develop reading, writing, and speaking skills, but listening was not part of it. The English teacher supported the idea and suggested that the focus be made on listening and speaking skills.

CHAPTER TWO: LITERATURE REVIEW

Activities with goals and rules and make the process fun are called games (Hadfield, 2007). According to the literature review done within the frame of this curriculum design, games can not only evoke learners motivation in the EFL classroom, but the whole learning process becomes more effective (Hursen & Salaz, 2016). Games or gamified activities increase learners' motivation, make the learning process fun, create a stress-free environment and make the learning more student-centered.

Motivation is considered one of the most significant components of the learning process, as long-term goals can be achieved only through stimulation (Abdullah et al., 2019; Yang & Dixon, 2015). Motivation being diversified into intrinsic - inner wish to fulfill something and extrinsic - a desire to achieve something for a specific reward. According to some past studies, intrinsic motivation does not increase as the learners move from one year to another (Sun, & Hsieh, 2018). Lack of student's motivation to learn can come from different factors: teacher's attitude towards the students, especially weak students, strategies used, as well as materials; thus, the teacher must be very selective in choosing appropriate games as they must be plausible and communicative (Abdullah et al. 2019; Yang, & Dixon, 2015). Krashen (1981) suggests "three effective variables filter in learning: motivation, self-confidence, and anxiety" (cited in Abdullah et al., 2019; Yang, & Dixon, 2015, p. 58). Games evoke competition and more student-student interaction, enhancing motivation (Sun, & Hsieh, 2018). According to Lepper and Hodell (1989, as cited in Schunk et al., 2012), four elements of intrinsic motivation, which are: fantasy, challenge, curiosity, and control, are components that correspond to the elements present in every game or gamified activity; this leads to the increase of intrinsic motivation which further enhances learners' motivation (Sun, & Hsieh, 2018). Specific rules set for games can enhance

learner's motivation and even change their inner attitudes towards themselves (Leblanc, 2004). Games must be an integral part of any school language teaching. Still, the teacher must be an educator, not just an entertainer, and games chosen for particular purposes must accomplish goals and learning objectives set by the teacher (Mora, & Lopera, 2001).

Games help the teacher achieve their goals, as they are used as essential factors for training; students use their senses and bring real life into the classroom environment. Authentic games are played differently in different cultures, and still, they increase motivation and make the learning process more fun (Hursen & Salaz, 2016). Integrating games into curriculum design can make the learners more engaged and motivated; if students spend many hours in mobile games, why not use games in teaching (Moore-Russo, Wiss, & Grabowski, 2018).

Games and gamified activities can help the teacher in teaching any material, be it grammar, vocabulary, etc. Games or gamified activities can be used for teaching vocabulary, thus bringing innovation to the classroom and making the process more interesting for the youth (Anil, 2011). All the study participants, "Teaching Vocabulary through Games," were motivated, did not feel stressed about learning new vocabulary, everyone was involved, and used all their senses. Students remembered more words when they wrote an essay than those who completed a reading comprehension activity and only read the new terms (Sadeghi & Sharifi, 2013). Speaking activities role-plays lead to the facilitation of vocabulary learning, as it can serve as an effective aid to remember the new vocabulary learned. Word games can be specifically significant in vocabulary teaching because to win the game, the learner needs to know the words. Games chosen must be appropriate for the proficiency level of the students,

neither easy nor difficult with specific goals; instructions may motivate “and help them engage with vocabulary cognitively, resulting in improvements in acquisition rates and deeper levels of processing” (p. 67).

Interactive response systems is a tool used by many teachers in the classroom. Some past research shows that interactive response systems effectively enhance learners’ motivation (Sun, & Hsieh, 2018). More students are engaged in the learning process. It helps to reach the goals set for the lesson by enhancing learning objectives. Some other studies point out the weaknesses of the interactive response system, as the learners may provide the answer without even knowing the correct one. It takes much of the teacher’s time to prepare the tasks, but it still promotes more student-student interaction and more open discussions between the learners, making learning more student-centered. Although Interactive response systems can create a stress-free environment in the classroom, thus promote more student interaction and engagement, some past studies present that to be more effective, student interactions must be integrated.

Game components are incorporated into gamification to increase student participation (Armier, Shepherd, & Skrabut, 2016). Games have become an integral part of nowadays reality, very often businesses use games to increase the sales of the product, education has integrated games as well, since it enhances student motivation, triggers learner’s desire to compete, to win, thus promoting student engagement (Kapp, 2012; Lee, & Hammer, 2011). Before integrating games or gamification in the classroom, the teacher must first evaluate the pitfalls and the tangible benefits the learners can get (Lee, & Hammer, 2011). In integrating games or gamification into the teaching process, the teachers must also consider the “emotional and social impact” those can have on the learners (p. 2). In gamifying the activities, the teacher experiments with the social roles of the learners and their emotions. Learns accomplish

assignments as part of a game, receive some points, thus “develop new frameworks for understanding their school-based activities (p.2).

In order to communicate in English or any other foreign language, learners need to develop speaking skills; learners are usually afraid of speaking as they are afraid to be mocked by peers or to make mistakes, and the role of the teacher in teaching some memorized texts can make the learner’s speech limited, not willing and able to express themselves; this can decrease motivation to learn any foreign language and get the student less ability to produce oral speech (Dewi, Kultsum, & Armadi, 2017). Games like stair and snake provide good opportunities for the learners to speak spontaneously, without being scared of making mistakes and being laughed at by the peers; students get deeply engaged in the game, and the desire to reach the final point increases their motivation subconsciously and make them create speech regardless of the mistakes they may produce while speaking. By integrating games into teaching speaking skills, the teacher creates a stress-free environment, thus providing opportunities for the learners to get involved in real-life communication, where achievement matters more for the learner than minding the mistakes (Mahmoud, & Tanni, 2014). According to Bygate (1987), as much attention must be paid to speaking as to literacy in native and foreign languages. Byrne (1984) stated that developed speaking skills are the ability to communicate accurately and logically without hesitation as the listener may lose attention because of the crashes; thus, the learners must be able to move from using some ready-made chunks to some spot when they can express themselves, games and gamified activities can create the appropriate environment for the learners to develop speaking skills. “Games enable students to gain self-confidence, as they feel interested in participating” (Mora, & Lopera, 2001, p. 78). Thus atmosphere in the classroom becomes more natural, making more students be engaged in the learning environment. Most

importantly, group games make peers help and support each other to accomplish specific rules set by the game, thus developing socialization.

“The technique of gameplay can be used to reinforce and support the learning process” (Sevy-Biloon, 2017, p. 84). Games can be a helpful tool for an English teacher to create relationships between grammar and vocabulary and real-life situations (Dunlap, 2013). While choosing a game, the teacher must be conscientious, as the game must be neither too easy nor difficult not to decrease motivation. By playing a game, learners are fully involved in the learning process, which makes them feel more confident; thus, the educator can adapt each game to the learning style of the students (Sevy-Biloon, 2017).

Conclusion

The course “Developing Supplementary Materials for Fourth Grade English Classes at a Public School in Yerevan” is designed to integrate games or gamified activities and online worksheets into the curriculum of fourth-grade pupils. According to the literature review done for the project, games can increase student participation in student-centered learning, enhance their motivation to learn English, and create a stress-free, friendly environment in the classroom.

CHAPTER THREE: DESIGN PROJECT PLAN

3.1 Needs Analysis

English IV book provides an excellent opportunity to develop reading, writing, and speaking skills (Vereshchagina, 2012). There are some activities, like true or false, agree or disagree, fast reading after each reading text. It also has memory games, when the pupils need to look at the picture, remember as many words or subjects as he/she can and then say the words without looking at the picture. It also provides activities to develop speaking skills; pupils need to speak about their own experience using the vocabulary learned. They need to answer the questions, send verbal messages to peers, describe pictures, role-play dialogues. There are few listening and pronunciation developing activities, but those activities are skipped because the school does not have appropriate equipment. Writing activities provide opportunities for spell checking, fill-in in the gaps, writing short dialogues.

“Secondary education state standards” provide the following points any 4th grader must accomplish by the end of the fourth year: (ARLIS, n.d.).

- understand and use familiar and simple sentences in at least two foreign languages, including alternative means of communication, to satisfy specific needs;
- be able to introduce himself/herself to the people around him/her, conveying simple information about him/her, communicating in writing or orally, using simple structures.
- Understand the basic meaning of oral-written speech on familiar, regularly encountered topics in at least two foreign languages (at least one in the case of national minority schools), communicate in communicative countries, and communicate in simple communicative situations.

- To speak fluently, impromptu, orally with language speakers on topics of interest, read and understand various texts, including the vocabulary of chosen profession, primary topic, different topics, build a written essay.

The document does not provide any information regarding the Common European Framework of Reference for Languages .

Based on the analysis of the book, it does not provide much opportunity to develop listening skills; the teacher also offered in the online survey questionnaire that she would like the learners to enhance their listening and speaking skills; thus, the course was designed to take into account all the gaps. According to the “Secondary Education State Standards” document, the learners must be able to communicate fluently with native speakers, which assumes their listening skills must be well developed, which is not true since the book does not provide activities to enhance learners’ listening skills (ARLIS, n.d.).

3.2 Placement Test

Before starting the classes, students took a placement test intending to have comprehensive data on each student's background knowledge, even though all participants are from the same class, which assumes that the proficiency level is the same. All the instructions for the test were provided in Armenian, as giving instructions in English would create much stress. The learners had one hour total time to complete the test. Due to COVID-19, it was conducted online through zoom. The test consisted of the following sections: reading, vocabulary 1 & 2, writing, listening, grammar. The total highest score for the placement test was 34 (See Appendix 3).

The test results had the following outcomes: the total score of the test was 34, the average score was 31, and the standard deviation was 1.83. The minimum score was 28, and the maximum score was 33.

The entire target group for this specific course was 30 pupils in the 4th grade in a public school in the center of Yerevan, and the sample size is ten. Because the participation was voluntary, parents gave oral consent and filled in the online survey.

3.3 Final Test

The final test was conducted on February 25. All ten students participated in the test. The test included listening, grammar 1, grammar 2, grammar 3, grammar 4, grammar 5, reading, and writing. The total highest score for the final test was 35 (See Appendix 4).

The test results had the following outcomes: the test's total score was 35, the average score was 30.05, and the standard deviation was 1.63. The minimum score was 26.25, and the maximum score was 32.25

3.4. Course Description

This course was designed for teaching four language skills: listening, speaking, reading, and writing through games, gamified activities, and interactive worksheets. The course was an extracurricular activity to complement English learning at a public school in Yerevan. The target group of this course was 9-10 years old 4th-grade pupils; the proficiency level was high beginners. The classes were offered twice a week, an hour and a half each, during seven weeks in an online modality due to the COVID-19 situation in the country. The learners were not graded; they learnt what mistakes each of them made. Those mistakes were discussed and analyzed with the help of the peers and the teacher.

3.5 Instruments

3.5.1 Teacher's Online Survey Questions, to conduct the needs analysis, open-ended survey questions were created, filled online by a public school teacher due to the COVID-19 situation. The questions can be found under appendixes (See Appendix 1). Findings of the online interview questions are presented below.

One teacher filled in the online interview questions. According to the answers provided by the teacher, she teaches to the 2nd, 3rd, 4th, 7th and 9th grades at a public school. The pupils have been exposed to games once a month, and some examples of the games are Board Race, Hot Seat, Spelling Games, Flash Cards, Phonics Games. The teacher strongly believes that games can enhance learners' motivation, and she thinks that 4th graders can benefit from learning through fun. She would agree to implement games/ gamified activities during the classes if she was provided with all the instructions and materials, but 40 minutes would not be enough to play at least two games. The teacher mentioned that she would like pupils to develop listening and speaking skills.

3.5.2 Online Questionnaire, an online questionnaire was shared with the parents before the start of the classes. The questions were presented both in English and Armenian, as most parents could not complete the questionnaire in English (See Appendix 2). Findings of the online survey are presented below.

Ten parents completed the online survey. The study results were as follows: nine out of ten parents were aware of the teaching method of their child's English teacher. All ten parents would like their child to be taught through games. Nine out of ten parents answered that they would like to be informed about teaching methodology as it differs from the traditional way of

teaching. All those who filled in the survey answered they would trust a teacher who would teach through games.

3.6 Course Design

Governing values, the main focus of the course will be to practice and develop listening, speaking, reading and writing, grammar, and vocabulary through games/ gamified activities, which will be done through online interactive worksheets or ready-made games. Each lesson will be a collection of activities/games. The learning process will be learner-centered as the teacher will only provide the instructions (which will be provided in English and translated into Armenian, as the learners need to get the instructions clearly to participate in the activities) and monitor the process. Before starting the course, the learners will complete a placement test; they will complete a final test at the end of the course. Based on the final test results, games/gamified activities can be integrated into the learning process; those can later be used as an extracurricular activity and integrated into the public school curriculum.

3.6.1 Goals and SLOs

Goals The course aims to	SLOs Students will be able to	Assessment		
		Self-checking	Rubrics	Portfolio
1. Develop oral communication skills (listening & speaking)	1.1 Recognize target words and phrases spoken in slow and well-enunciated speech	❖	❖	❖
	1.2 Improve speaking skills when talking about topics learnt	❖	❖	❖
	1.3 Share the main ideas of the adapted audio material, answer the questions	❖	❖	❖
2. Develop written communication skills (reading & writing)	2.1 Look for specific information in the reading text	❖	❖	❖
	2.2 Improve short paragraph writing using vocabulary from the reading text		❖	❖
	2.3 Tell their own stories based on pre-taught vocabulary and phrases	❖	❖	❖

3. Practice grammar and vocabulary	3.1 Use correct grammatical patterns learnt in speaking and writing	❖		❖
	3.2 Use vocabulary learnt in speaking and writing	❖		❖
	3.3 Create short stories/paragraphs using appropriate grammar and vocabulary		❖	❖

3.6.2 Scope and Sequence

Session	Grammar	Listening	Reading	Speaking	Writing
1	Unit 1: Present Simple (English IV, Lesson 3)	My Daily Routine/ Choose the correct form (English IV, Lesson 8)	Family/ True or false (English IV, Lesson 3, 4, 5, 6, 7, 8)	Presenting daily routine by continuing the previous student (English IV, Lesson 8)	Writing about themselves based on the reading text (English IV, Lesson 3, 4, 5, 6, 7, 8)
2	Unit 2: Present Continuous (English 4, Lesson 2)	It's Christmas Eve (song)/Gap filling	A letter to Santa/ Timed gap filling	Boardgame (answer the questions)	Creating a letter to Santa based on a sample
3	Unit 3: Present Simple vs Present Continuous (English IV, Lessons 2, 3)	The Very Hungry Caterpillar/ Matching, true or false (English IV, Lesson 5)	My Dog/ True or false (English IV, Lesson 5)		Writing about themselves based on the reading text (English IV, Lesson 5)
4	Unit 4: To be Present Simple	A Letter to a Friend/ Gap filling, choosing the correct picture, vocabulary game	Guess What?/Gap filling, finding the correct word	Describing a friend based on the sample	Describing family members based on the sample (English IV, Lesson 3, 4, 5, 6, 7, 8)
5	Unit 5: Past Simple/	Harry Potter/Fill in the gaps	Frank Sinatra/ Putting the verb in correct	Re-telling Harry Potter	Put the verbs in correct form, write an email

	Regular/ irregular verbs (English IV, Lesson 6, 26)		form, true/false		based on the sample
6	Unit 6: Future Simple (English IV, Lesson 8)	Next Weekend/ Fill in the gaps, matching	My Future Career/ True/false	Boardgame	Write about plans based on the sample
7	Unit 7: Adjectives/degrees of comparison (English IV, Lesson 5)	Body parts/ choose the correct word or sentence, listen to a song (English 4, Lesson 5)	Australia/ matching the words with the pictures, choosing correct answer and option	Story completion	Writing about themselves using adjectives
8	Unit 8: There is/there are (English IV, Lesson 4)	Yellow submarine/ choosing the correct word Weather/ choosing the correct answer (English IV, Lesson 2)	Studying at home/ true or false, answer the questions, choosing the correct word	Re-telling by complimenting each other	Gap filling, short paragraph writing
9	Unit 9: Some/any (English 3, Lesson 82)	Shrek /fill in the gaps	This is my house/ answering the questions, matching antonyms, filling the table	Presenting house/apartment (English IV, Lesson 17, 18, 19, 20, 21, 22)	Short paragraph writing using vocabulary/phrases provided (English IV, Lesson 17, 18, 19, 20, 21, 22)
10	Unit 10: W questions	New York/ choose the correct word, fill in the	My new house/ yes or no, retelling the text	Let's talk about you. Interviewing each other	Matching, writing about routine (English

	(English 4, Lesson 8, 12)	gaps	(English IV, Lesson 17, 18, 19, 20, 21, 22)		IV, Lesson 8)
11	Unit 11: Can, can't/ could couldn't (English IV, Lesson 7)	Monkey dance/ fill in the gaps by choosing from the list	Birthday Party/ choose the correct option,fill in the blanks and select the right answer	Answer comprehension questions	My Birthday Party short paragraph writing based on the reading text
12	Unit 12: Best friend Revision	Body parts/ choosing the correct answer	Best friends/ True or false, choose the correct word	Comprehension questions	My Holiday/ Make a short paragraph by answering the questions
Final Test					

3.7 Assessment

One of this project's main goals was to create a pleasant environment for learning English through games/gamified activities and interactive worksheets. There was no formal assessment in terms of grades. Secondly, because this course was extracurricular, there was no necessity to put the learners under pressure by grading their activities. The teacher created a portfolio for each student, including the grade from the placement test, total points received during the lessons from the games, and the final test (See Appendix 3). Each activity was self-checked; each student only pointed out the mistake he/she made, which was discussed within the whole group with the teacher as a facilitator. Not all activities or games/gamified activities were scored. Students completed one or two games during each lesson and received some points presented in the table (See Appendix 4). If students played a game in teams, the total final score received was equally divided among all group members; an example can be seen in the table, the very first row (See Appendix 4). Before the start of the classes, the students took a placement test. At the end of the course, students completed a final test. Both tests were part of the portfolios created for each of the students. Students were to complete listening, speaking, reading, writing, and grammar activities; those had true or false type tasks, fill in the gaps, matching, choosing the correct word, board games, retelling the story, writing based on the samples provided. All activities were gamified by giving a chance to the learners to compete with each other. For example, listening comprehension true and false tasks were to be completed by listening only once, and for each correct answer, the learner would get some points. The same logic was applied to gap-filling, matching, choosing the correct word, and board games. The speaking and writing tasks were assessed through the holistic rubric created by the teacher (See Appendix 5).

3.8 Timeline of the Project

- First meeting with the capstone advisor - December 10, 2020
- Drafting - December 20, 2020- January 15, 2021
- Second meeting with the capstone advisor to discuss the details of the project - January 15, 2021
- Sharing drafts of the needs analyses, Goals and Student Learning Outcomes with the capstone advisor - January 18, 2021
- Placement test - January 8, 2021
- Start of lessons - January 12, 2021
- Third meeting with the capstone advisor to discuss updated Goals and SLOs, scope and sequence - February 1, 2021
- End of classes - February 18, 2021
- Final Test - February 25, 2021
- Final draft submission - April 19, 2021
- Presentation - May, 2021
- Final paper submission - May , 2021

3.9 Lesson Plans

Lesson 1

Lesson Plan 1

Activity #1 Listening - 20 minutes <https://www.liveworksheets.com>

The teacher tells the learners that they are going to complete a listening activity. Because this is the first time they are exposed to listening, firstly, they will only listen, the teacher will play the video for the second time, during which they need to complete the worksheet. The learners will put down their answers on a piece of paper, which at the end of each class will be sent to the teacher. At the end the teacher will compare all the answers to point out any mistakes if there are any. Based on the story, each student needs to present only 2 sentences from his/her routine orally using the text as a sample and the other student needs to continue. The students take their turn till they come to the end.

Activity #2 Grammar - 20 minutes <https://www.baamboozle.com>

The teacher reminds the learners the formation of Present simple.

The teacher turns on the Present Simple game, divides the class into two groups and at the end each group total score is equally distributed among all group members,

The learners need to choose a flashcard with a score on it. If the student's answer is correct the score goes to his/her team, if the answer is wrong points are taken off from the team.

Lesson Plan 1

Activity #3 Speaking- 20 minutes <https://wordwall.net>

The teacher turns on the game, where the learners need to guess the particular occupation. When done the teacher presents the flashcard with jobs and gives the learners 2 minutes to think of any job they dream of and ask them to present the job chosen to the peers.

Activity # 4 Reading- 20 minutes

<https://www.liveworksheets.com>

Students read the text, complete the task and then based on the sample write about their families and send it later to the teacher.

Activity #5 Pronunciation - 10 minutes

<https://app.speechace.co/placement/course/4>

Pronunciation checker: the teacher turns on the pronunciation checker and the learners one by one complete the task. The teacher adds another sheet to the google spreadsheet and put each student's similarity point (at the end finds the average point of similarity for each student).

Lesson Plan for Face to Face Classes

Activity #1 Listening - 20 minutes <https://www.liveworksheets.com>

Teacher prints as many copies of the worksheets as needed, each student gets one copy. The teacher uses her/his cell phone to turn on the video(in case of face-to-face, it will be an audio for the Ss). While listening Ss need to underline the correct word.

Activity #2 Grammar - 20 minutes <https://www.baamboozle.com>

prepare the flashcards, put those on the teacher's table, divide the group into two teams, each team member must take a flashcard and provide the answer. If the answer is correct points are added to the team. At the end the team with the highest points wins the game.

Activity #3 - 20 minutes <https://wordwall.net>

On a piece of paper print professions (as provided in the online game), e.g., I am a teacher, etc. print as many copies as # of Ss in the class, prepare a sheet with sentences as provided in the game (for the teacher), e.g., I work in a school. What am I? read the sentences to Ss, who need to mark the correct answer with # (1, 2, 3, etc.)

Activity # 4 Reading - 20 minutes <https://www.liveworksheets.com>

Print as many copies of the worksheet as needed. Each student needs to read the text and mark true or false.

Activity #1 - initially it was planned to play the record only twice, but the learners asked for another two more. Because this was the first lesson, I turned on the recording for another two times.

Activity # 2 - they enjoyed the game, as they were playing with a team. The one who lost was not so happy at the end. But those who won asked to play such a game again during other classes.

Activity # 3 - the job game was played with the whole group, each of the learners would shout their version. The vocabulary used by each of the learners to present their future job was limited. If I was to repeat the same material for the lesson I would add some hinting words, that could help the learners of this age and level to create spontaneous speech.

Activity # 4 - the text chosen was appropriate for their level, they were familiar with the true/false format, it was just gamified, as for each correct answer they would get 5 points. They liked the idea of getting points for correct answers and losing 5 points in case of wrong answers. At first they were reluctant to write about themselves using the reading text as a sample, but when they learnt they could write 4-5 sentences, they did it right away.

Reflection

Lesson 2



Lesson Plan

Activity #1 grammar- 15 minutes

Revise Present Continuous

Play the first game. Divide the Ss into breakout room of groups of 3-4, Each group is assigned sentences they need to fit into the table. Group #1- is, # 2- are, #3 - am. At the end check all the answers. Each correct answer is given 5 points.

At the end total points of each team is distributed equally among team members. <https://wordwall.net>

Send in the chat the link and ask the students to play the game. At the end send the teacher # of correct answers. <https://wordwall.net>

Activity # 2 vocabulary- 10 minutes <https://youtu.be/>

Turn on the video to revise the days of the week. Sing the song.

Play the game

Activity # 3 listening- 10 minutes www.liveworksheets.com

students listen to the song and fill-in the gaps. It is done as a competition, the one who managed to fill correctly more wins.

Activity # 4 reading, writing- 25 minutes www.liveworksheets.com

Students complete a letter to Santa by filling in the gaps. The one who finishes the first receives extra 10 points, next one 9 points and going down. Then write their own short letter using the writing text as an example. Extra points are added to the short paragraph points.

Activity # 5 speaking - 30 minutes

www.liveworksheets.com

The teacher opens the board game and each student taking his/her turn, the teacher shuffle the dice and the student needs to provide correct answer; each correct answer is marked 5 points. If the student provides wrong answer 5 points are taken off.

Lesson Plan for Face-to-face Class

Activity #1 grammar- 15 minutes

Revise Present Continuous (the flashcard can be recreated on the blackboard)
 Play the first game. Divide the Ss into groups of 3-4, Each group is assigned sentences they need to fit into the table. Group #1- is, # 2- are, #3 - am. Print tables as much as needed for the class, and print and cut sentences accordingly
<https://wordwall.net>

Activity # 2 vocabulary- 10 minutes <https://youtu.be/mXMofxtDPUQ>

Turn on the video to revise the days of the week. If the school has appropriate equipment Sing the song.

Activity # 3 listening- 10 minutes <https://www.liveworksheets.com>

The teacher may use her/his phone and just a speaker. Print the worksheet for each student in the class. Students listen to the song and fill-in the gaps. It is done as a competition, the one who managed to fill correctly more wins.

Activity # 4 reading, writing- 25 minutes <https://www.liveworksheets.com>

Students complete a letter to Santa by filling in the gaps. The one who finishes the first receives extra 10 points, next one 9 points and going down. Then write their own short letter using the writing text as an example. Extra points are added to the short paragraph points. Print one copy for each student.

Activity # 5 speaking - 30 minutes

<https://www.liveworksheets.com>

Print the boardgame (only one copy) have a dice. each student taking his/her turn, shuffles the dice and the provides correct answer; each correct answer is 5 points. If the student provides wrong answer 5 points are taken off.



Reflection





Activity # 1 - Ss were very enthusiastic, as they would complete the game in groups and enjoyed the airplane game.

Activity # 2 - even though Ss were revising the days of the week, they sang the song, played the two games, each of them had guess or provide the correct answer.

Activity # 3 - Ss asked to listen to the song for the second time, to manage to fill all the gaps. The script with the missing words were shared on a screen, thus Ss needed to follow the script and write down the missing word. May be, would be better if the Ss get the link in the chat, each of them opens the worksheet, the teacher only turns on the audio, and Ss complete the worksheet, instead of writing down the words on a piece of paper.

Activity # 4 - first we went over all the missing words provided below the text, and then they completed the task. Ss were eager to complete as fast as possible to get extra points. Their writing were not so long as the text. But each of the Ss had at least 5 sentences in the letter.

Activity # 5 - Ss liked the electronic dice, we went over all the questions first to make sure all the words are familiar, then started the game. They enjoyed it.



Lesson 3

Lesson Plan

Activity # 1- grammar - 20 minutes

Go over present simple vs present continuous through the flashcard.

Play the first game - divide the Ss into 2 groups. Each student chooses a number, if the answer is correct, points are added to that group, if the answer is wrong points are taken off. At the end total score is equally distributed among all group members, no matter who the winner group is. <https://www.baamboozle.com>

The second game: divide the Ss into 2 groups, each group must put under 1 column all sentences that are in Present Simple, while the other group need to put all sentences which are in Present Continuous under the other column. For each correct answer the group gets 5 points. At the end see which group wins. <https://wordwall.net>

Activity # 2, listening - 15 minutes

Students listen to the story, then complete the matching exercises, then do the true/false game.

<https://www.liveworksheets.com>

Activity # 3 - reading - 20 minutes

Read the text, and complete true/false activity provided in the worksheet but within a given period of time (10 minutes).

When done check the answers. <https://www.liveworksheets.com>

Activity # 4 - writing - 25 minutes

Based on the reading comprehension text, students write about themselves and read to the peers.

Activity # 5 - games- 10 minutes

To send the games in the chat and each student play the game, at the end provides the teacher # of correct answers.

<https://wordwall.net>, <http://eslgamesworld.com>

Lesson Plan for Face-to-Face Class

Activity # 1- grammar - 20 minutes

Game #1 - Print and cut the flashcards put those face down, numbers up on the table, divide the Ss into 2 groups. Each student chooses a number, if the answer is correct, points are added to that group, if the answer is wrong points are taken off. At the end total score is equally distributed among all group members, no matter who the winner group is.

<https://www.baamboozle.com>

Game #2 - prepare cards with sentences print papers with “every day” and “Now” (depending on the # of groups will be created in the classroom) divide the class into groups of 2-3, provide the cards with the papers and start the game. Time can be limited, since it is completed in groups <https://wordwall.net>

Activity # 3 - reading - 20 minutes

Print one copy for each student. Each student reads the text, and complete true/false activity provided in the worksheet but within a given period of time (10 minutes). When done check the answers. <https://www.liveworksheets.com>

Activity # 4 - writing - 25 minutes

Based on the reading comprehension text, students write about themselves and read to the peers.

Activity # 5 - games- 10 minutes

Print sentences separately on A4 paper, show the student, who need to prepare correct or wrong cards for themselves and each time the teacher shows the sentence they need to raise the appropriate card <https://wordwall.net>

Reflection

Activity # 1 - Ss were very enthusiastic they were going to play in groups. Even though the points were added on the screen, almost all members of the group wrote on a piece of paper their group points. Second game would be better each student completes by himself/herself, instead of doing it in groups of two.

Activity # 2 - listening part, the storytelling was a bit long and the speed itself was slow, some of the Ss even said they would fall asleep, but the activities were engaging, they liked those.

Activity # 3 - even though the reading text was appropriate for the level of the learners, the questions were rather tricky, most of the Ss got confused, so we had to go over and read very carefully together all the questions.

Activity # 4 - when the Ss were told to write about a pet, the first reaction was, if I don't have a pet, what should write, does it mean I can miss this task. When they were told that in case they had no pet, they would write about an imaginative or a pet they could have in the future.

Activity # 5 - games, once they hear the word game, you are going to play now, I am sending a link in the chat is enough they do their best to get as much points as possible.

Lesson 4

 Lesson Plan

Activity # 1 grammar - 15 minutes

Revise the verb To Be in Present Simple through the flashcard.

Send the link in the chat, tell each students to play the game, at the end only provide the teacher the score gained. <https://wordwall.net>

Activity # 2, reading- 10 minutes <https://www.liveworksheets.com>

Students complete exercises provided in the worksheet, first by filling in the gaps, then choosing the correct word, they will get the worksheet in the chat. The one who finishes the first gets extra 5 points. At the end for each correct answer each student gets 1 point.

Activity # 3, writing - 20 minutes <https://www.liveworksheets.com>

The teacher asks the student to bring a family picture and ask them to describe in couple sentences each member of the family, based on the sample provided in the activity # 2.

Activity # 4 - 5 minutes <https://wordwall.net>

The teacher sends the game link in the chat and ask the students to complete the game, at the end tell the teacher number of correct answers and to put those results in the spreadsheet. They need to compete who can finish the earliest.

Activity # 5, vocabulary - 15 minutes

<https://www.liveworksheets.com>

The teacher names a student who starts the game. Each student needs to listen, find the word and tell the teacher where to move.

Activity # 6 reading , speaking - 15 minutes

<https://www.liveworksheets.com>

Students need to match the short descriptions of the person with the pictures provided below.

Based on the short passages each student needs to describe his/her friend.

Activity #7 listening - 10 minutes

<http://www.adelescorner>

Listen to the recording and fill-in the gaps. They will listen only once, for each correct answer each student gets 5 points.

Lesson Plan for Face-to-Face Class

Activity # 1 grammar - 15 minutes <https://wordwall.net>

Revise the verb To Be in Present Simple

Prepare cards using samples from the game. Put the cards on the table and ask each student to take as many correct cards as possible.

Activity # 2, reading- 10 minutes <https://www.liveworksheets.com>

Print one copy for each student, but write by hand the versions provided in the worksheet. Students complete exercises provided in the worksheet, first by filling in the gaps, then choosing the correct word, they will get the worksheet in the chat. The one who finishes the first gets extra 5 points. At the end for each correct answer each student gets 1 point.

Activity # 3, writing - 20 minutes <https://www.liveworksheets.com>

The teacher asks the student before the class to bring a family picture and ask them to describe in couple sentences each member of the family, based on the sample provided in the activity # 2.

Activity # 6 reading , speaking - 15 minutes

<https://www.liveworksheets.com>

Print one copy of the worksheet (first part only) for each student. Students need to match the short descriptions of the person with the pictures provided below. Based on the short passages each student needs to describe his/her friend.

Activity #7 listening - 10 minutes

<http://www.adelescorner>

Print one copy of the worksheet for each student, use phone and a speaker. Students listen to the recording and fill-in the gaps. They will listen only once, for each correct answer each student gets 5 points.

Reflection

Activity # 1 - after revising the verb To Be, they provided examples of their own. Each of the Ss made at least two sentences. Once they saw the game and what they would need to do to complete it, they just started and any time they would pass a level they would shout, I completed this or that level. Those who passed only couple levels and failed asked to play again. I gave them that opportunity and later send the link, so that they could play even after the lesson. Most of them, wrote me their new scores after the lesson.

Activity # 2 - the activity was completed as planned.

Activity # 3 - I asked all the Ss to have a family picture before the start of the lesson. The first minute we connected everyone was curious what we were going to do with the picture. Each of them showed the picture and described their parents.

Activity # 4 - Ss said it was too easy, but because it was timed, they asked to play again, as they wanted to see how fast they could do it.

Activity # 5 - the activity was completed as planned, but some of the Ss asked to replay the word twice or even three times.

Activity # 6 - Initially it was planned to share the worksheet on the screen, so that Ss could complete it, but during the lesson, the teacher decided to share the link in the chat, so that each Ss could complete it by herself/himself. Instead of describing only one friend, Ss asked to describe 2 or even more friends.

Activity # 7 - Initially it was planned Ss would listen only once to complete the finn-in the gaps, but the recording was played 3 times, the first time they just listened, for the second and the 3rd time they filled-in the gaps.

Lesson 5

Lesson Plan

Activity #1 - listening, speaking - 15 minutes <https://www.liveworksheets.com>
Ss listen to the text and fill-in the gaps. the recording is played only ones, each correct answer worths 5 points, at the end Ss counts their points to see who the winner is. The teacher plays the recording for the second time, then Ss need to retell the text

Activity #2 - grammar - 10 minutes learnenglishteens.britishcouncil.org
Teacher go over Past Simple, Regular vs Irregular Verbs. Then together with the Ss listen to the Irregular Verbs song, trying to remember some of those verbs.

Activity #3 - writing - 20 minutes <https://www.liveworksheets.com>
Ss fill in the gaps, and for each correct answer, they get 2 points, at the end count who has the highest points.

Activity #4 - grammar game/ Past Simple/ Regular vs Irregular Verbs - 10 minutes <https://wordwall.net>, <https://wordwall.net>
Send the game links in the chat, each student play for himself/herself.

Activity #5 - reading, speaking - 20 minutes www.liveworksheets.com
Tell the Ss they need to write the correct form of the verb, each correct answer worths 2 points, then do true/false activity, each correct answer worths 2 points, at the end count who got highest scores. Then Ss need to answer some questions created by the teacher.

Activity #6 - listening, grammar - 10 minutes www.gamestolearnenglish.com
Send the link in the chat, each student plays the game, at the end tell the teacher the final points earned.

Lesson Plan for Face-to-Face Class

Activity #1 - listening, speaking - 15 minutes <https://www.liveworksheets.com>

Print one copy of the worksheet for each student. Ss listen to the text and fill-in the gaps. The teacher can use her/his phone and a speaker. The recording is played only ones, each correct answer worths 5 points, at the end Ss counts their points to see who the winner is. The teacher plays the recording for the second time, then Ss need to retell the text.

Activity #2 - grammar - 10 minutes <https://www.youtube.com>

Teacher go over Past Simple, Regular vs Irregular Verbs. Then together with the Ss listen to the Irregular Verbs song, trying to remember some of those verbs. The activity can be done by using teacher's phone and a speaker.

Activity #3 - writing - 20 minutes <https://www.liveworksheets.com>

Print one copy of the worksheet for each of the students. Ss fill in the gaps, and for each correct answer, they get 2 points, at the end count who has the highest points.

Activity #4 - grammar game/ Past Simple/ Regular vs Irregular Verbs - 10 minutes <https://wordwall.net>

Print samples provided in the game, cut into cards, put on the table, each student needs to take as many correct cards as possible.

Activity #5 - reading, speaking - 20 minutes www.liveworksheets.com

Print one copy of the worksheet for each of the students. Tell the Ss they need to write the correct form of the verb, each correct answer worths 2 points, then do true/false activity, each correct answer worths 2 points, at the end count who got highest scores. Then Ss need to answer some questions created by the teacher.

Reflection

Activity # 1 - even though it was planned to play the recording only twice, it was played 4 times, first they just listened, 2nd and 3rd they filled-in the gaps, the fourth time they listened trying to remember, but later they asked to read for themselves before retelling it.

Activity # 2 - Ss enjoyed listening to the irregular verbs song, sang the song, then the teacher checked by asking all of them some verbs from the song. Ss asked to send the link to the song for their further reference.

Activity # 3 - instead of completing the worksheet individually, Ss were divided into groups of two (they like going into breakout rooms)

Activity # 4 - Ss liked and played with such an enthusiasm the maze and the mole game, and asked to send the link for their further reference.

Activity # 5 - instead of completing the task individually, Ss were divided into groups of two, they liked the text, did the true or false in the groups, then answered the questions individually. Unfortunately not everyone had a chance to answer at least one questions, but those who did not get a question they just retold some sentences completing one another.

Activity # 6 - the activity was completed as initially planned.

Lesson 6



Lesson Plan

- Activity # 1 - listening, writing - 25 minutes <http://www.adelescorner.org>
 - Ss listen to the recording and do the fill-in the gap activity. Each correct answers worths 2 points. At the end the teacher counts who got the highest score.
 - Ss write what the are going to do next week based on the example of the listening activity. When done read to the peers.
- Activity # 2- Grammar - 15 minutes <https://wordwall.net>, <http://www.adelescorner.org>
 - Teacher sends the link in the chat, and Ss need to play the game by hitting future time expressions. At the end the one who gets the highest points wins the game. Then send the 2nd link and Ss complete it as well, for each correct answer the student gets 2 points. At the end the student with the highest points wins the game.

Lesson Plan

- Activity # 3 - reading - 10 minutes <https://www.liveworksheets.com>
 - Ss read the text, complete true/false activity, for each correct answer they get 2 points, at the end the one who gets the highest score wins.
- Activity # 4 speaking - 20 minutes <https://en.islcollective.com>
 - Boardgame, taking turns the teacher rolls the dice for each Ss and Ss needs to provide future form of the sentence provided in each box. If the answer is incorrect, the student misses one turn.
- Activity # 5 listening, grammar - 10 minutes www.gamestolearnenglish.com
 - Teacher opens the link and the students need to match the corresponding answer with the picture.
 - Activity # 6 listening, vocabulary game - 10 minutes www.gamestolearnenglish.com
 - Send the link to Ss in chat, they need to match the picture with the word they listen (clothes)

Lesson Plan for Face-to-Face Class

- Activity # 1 - listening, writing - 25 minutes <http://www.adelescorner.org>
 - Teacher needs a phone and a speaker to play the recording. Print one copy of the worksheet for each student. Ss listen to the recording and do the fill-in the gap activity. Each correct answers worths 2 points. At the end the teacher counts who got the highest score.
 - Ss write what the are going to do next week based on the example of the listening activity. When done read to the peers.
- Activity # 2- Grammar - 15 minutes <https://wordwall.net>, <http://www.adelescorner.org>
 - Print samples provided in the game and make cards, put those on the table, each student needs to get the correct cards. At the end the one who gets the most cards points wins the game. Print one copy of the worksheet for each student. Ss need to complete the worksheet, for each correct answer the student gets 2 points. At the end the student with the highest points wins the game.

Lesson Plan for Face-to-Face Class

- Activity # 3 - reading - 10 minutes <https://www.liveworksheets.com>
 - Print one copy of the worksheet for each student. Ss read the text, complete true/false activity, for each correct answer they get 2 points, at the end the one who gets the highest score wins.
- Activity # 4 speaking - 20 minutes <https://en.islcollective.com>
 - Print the boardgame and prepare a dice. Taking turns the Ss roll the dice and Ss needs to provide future form of the sentence provided in each box. If the answer is incorrect, the student misses one turn.



Reflection

Activity # 1 - Initially it was planned to play the recording only once, but the Ss asked the teacher to replay it, and it was enough for them to complete the task. Instead of writing about their plans, Ss on the spot told the peers about their upcoming plans.

Activity # 2 - once the Ss saw it was the whack-a-mole game, they hurried to start the game, when done those who had lower scores asked to send the link after the lesson. At the end all Ss just compared the scores, there was not a winner. Initially it was planned to send the grammar second link in the chat, but the teacher at spot decided to share the screen, so that Ss write the answers on a piece of paper. If the Ss completed it individually that would be better.

Activity # 3 - the text chosen was appropriate for the level of the Ss, just to be able to see the text and the questions, teacher put all this on the same page.

Activity # 4 - Before the start of the game, the teacher presented an example, Ss were rather excited to see the dice rolling, they enjoyed the process very much.

Activity # 5 - The Ss liked the game, but, may be instead of doing it by taking turns, the link could be shared with everyone, so that they completed it by themselves.

Activity # 6 - The teacher sent the link in the chat, instructed, did the first one to show the Ss how to play, and they enjoyed the game.

Lesson 7



Lesson Plan

Activity #1 - listening, writing - 25 minutes

www.liveworksheets.com

Ss listen to the song and fill in the missing words, for each correct word they get 2 points. When done, they need to find and write as many adjectives as they can within a minute. They need to create a short story of themselves by using as many adjectives as they can from the listening script.

Activity # 2 - grammar - 5 minutes

<https://wordwall.net>

Ss receive the link in the chat and start playing the game. They need to put the adjectives in appropriate columns. Each correct answer worths 2 points.

Activity # 3 - grammar - 5

minutes. www.liveworksheets.com

In groups of two Ss need to complete the adjective worksheet.

Activity # 4 - vocabulary - 25 minutes [/youtu.be](https://youtu.be)

Ss listen to the song to revise body parts, when done the teacher sends the link in the chat, Ss play it, the one who gets the highest scores, wins. Then the teacher send the second link, and Ss play it as well. The one who gets the highest score wins. Together with the whole group play the crocodile game, each student follows the previous one and for each correct answer each student gets 2 points.

www.liveworksheets.com, www.eslgamesplus.com, www.freddiesville.com

Activity #5 - reading, speaking - 30 minutes

www.liveworksheets.com

In groups of 2 Ss complete the reading worksheet by matching the words with the pictures, then choosing the correct option, then choosing the correct answer. When done, each of the Ss need to retell the story by complimenting each other.




Lesson Plan for face-to-Face Class



Activity #1 - listening, writing - 25 minutes


www.liveworksheets.com



The teacher needs a phone and a speaker for the audio. Print one copy for each student. Ss listen to the song and fill in the missing words, for each correct word they get 2 points. When done, they need to find and write as many adjectives as they can within a minute. They need to create a short story of themselves by using as many adjectives as they can from the listening script.

Activity # 2 - grammar - 5 minutes <https://wordwall.net>

Create worksheet based on the sample provided in the game and print one copy for each student. They need to put the adjectives in appropriate columns. Each correct answer worths 2 points.



Activity # 3 - grammar - 5



minutes. www.liveworksheets.com

Print one copy of the worksheet for each group. In groups of two Ss need to complete the adjective worksheet.

Activity #5 - reading, speaking - 30 minutes

www.liveworksheets.com

Print one copy for each group. In groups of 2 Ss complete the reading worksheet by matching the words with the pictures, then choosing the correct option, then choosing the correct answer. When done, each of the Ss need to retell the story by complimenting each other.





Reflection





Activity # 1 - Ss liked the song very much, and managed to complete the task by listening only twice the audio. Ss wrote the two versions for each of the gap and while listening they just needed to underline the correct word. May be would be better to send the link of the worksheet in the chat, each of them could open the worksheet, the teacher would only turn on the audio and they would choose the correct word from the worksheet. The follow up writing was fine. Each of the Ss wrote 4-5 sentences using the adjectives from the listening script.

Activity # 2 - Some of the Ss played the game twice, and they asked to send the link after the lesson.

Activity # 3 - initially it was planned, Ss would complete the task in groups of two and it worked. They enjoyed working in groups.

Activity # 4 - the song chosen was rather easy, would be better to change the song, although they enjoyed it, sang it. Ss enjoyed the listening worksheet and the body part game, asked to send the link after the lesson. Ss did a great job while playing the crocodile board game.

Activity # 5 - Ss liked the idea of doing the reading task in groups of two. Story retelling by by complimenting each other was a good idea, everyone was involved and everyone wanted to add more to the peers.



Lesson 8

Lesson Plan

Activity # 1 - listening, - 20 minutes <https://www.liveworksheets.com>

Ss listen to the audio and need to choose the correct word. The worksheet will be sent in the chat, so that each student can work individually. Ss need to choose the correct words while listening. For each correct answer they get 2 points. Play the weather game with the whole group, taking turns.

Activity # 2 - grammar - 10 minutes <https://wordwall.net>, <https://wordwall.net>, <https://wordwall.net>

Go over there is/there are worksheet, remind the rule to the students, then send the links in the chat one by one to the Ss, they need to complete those. Game#1 - Ss need to kick the correct mole. Game # 2 - Ss need to put the words in the correct column. Game # 3 - Ss need to choose the correct form.

Lesson Plan

Activity # 3 - reading, speaking - 30 minutes <https://www.liveworksheets.com>

In groups of two Ss read the text and complete true and false task. For each correct answer they get 2 points, for each incorrect answer 2 points are taken off. When done Ss need to retell the story by story completion. Each student needs to present at least 2 sentences.

Activity # 4 - writing - 10 minutes <https://www.liveworksheets.com>

Send the link in the chat, Ss need to complete the missing words. based on the completed story they need to write what they are wearing.

Activity # 5 - pronunciation - 20 minutes <https://app.speechace>

Ss do pronunciation checker, each of them needs to pronounce the sentences as they appear on the screen.

Lesson Plan for Face-to-Face Class

Activity # 1 - listening, - 20 minutes <https://www.liveworksheets.com>

The teacher needs a phone and a speaker to turn on the audio. Print one copy of the worksheet for each student. Ss listen to the audio and choose the correct word.

Activity # 2 - grammar - 10 minutes <https://wordwall.net>

Go over there is/there are worksheet, remind the rule to the students. Game#1 - Print and cut into cards examples provided in the game. Put the cards face up on the table, each student needs to take as many correct cards as possible.



Lesson Plan for Face-to-Face Class

Activity # 3 - reading, speaking - 30 minutes <https://www.liveworksheets.com>

Print one copy of the worksheet for each group .In groups of two Ss read the text and complete all the tasks as provided in the worksheet.

Activity # 4 - writing - 10 minutes <https://www.liveworksheets.com>

Print one copy of the worksheet for each student. Ss need to complete the missing words. based on the completed story they need to write what they are wearing.

Reflection

Activity # 1 - listening

Ss liked the idea of working on the worksheet. Initially it was planned to play the recording twice, but after the first turn, 8 out of ten Ss had completed the worksheet. In any case, to give opportunity for the other two Ss, the recording was played for the second time. Ss enjoyed the weather game, and asked to send the link, so that they could play it later.

Activity # 2 - grammar

Ss enjoyed the mole game, liked choosing putting There is/There are in column, but most of all they did a great job providing answers by looking at the picture.

Activity # 3 - reading, speaking

Anything that is done in groups and separate breakout rooms is always welcome by the Ss. The activity was completed as planned. Ss presented the story by using at least 2 sentences. Most of the Ss went beyond and provided more. They liked the topic.

Reflection

Activity # 4 - writing

The filling in the missing word part was a bit easy for the Ss, although they completed it and describes what they were wearing in a written form.

Activity # 5 - pronunciation

Ss enjoyed pronouncing the sentences and seeing similarity percentage, and even asked to have such an activity again during the next class. But unfortunately, I had internet problems, thus the voices were cut while pronouncing, and the percentage was low.

Lesson 9

Lesson Plan

Activity # 1 - reading, speaking - 30 minutes <https://en.islcollective.com>

- Ss read the text and complete the activities; first they need to fill-in the table, then answer the questions in a written form, then complete matching the antonyms.
- When done Ss have 5 minutes to think and take notes in order to present their house/apartment.

Activity # 2 - listening, speaking - 20 minutes <https://www.liveworksheets.com>

The teacher sends the link in the chat, each Ss opens it, then the teacher turns on the audio. Ss need to fill in the gaps with the correct word. Most probably, Ss will ask to play the audio for at least the second time. Each correct answer worths 2 points. When done Ss need to tell what Shrek is about, giving some general information, but they do it taking turns, and making additions to peers.

Activity # 3 - grammar - 15 minutes <https://wordwall.net>, <https://wordwall.net>, <https://www.baamboozle.com>

Go over some/any flashcard, revise the usage of some and any. Send the link in the chat, Ss need to play the game by looking at the picture and choosing the correct word. Then Ss receive the whack-a-mole game in the chat and need to play it. Divide the Ss into two groups and play the flashcard game. One student from each group opens a number and provide the answer. The winner group is the one who got the highest score. Divide total score received among group members equally.

Activity # 4 - writing - 15 minutes <https://en.islcollective.com>

Individually Ss need to write about Tony (the teacher shares the worksheet, so that every student can see it). Ss need to write a short story using the vocabulary provided in the worksheet. Model 2-3 sentences to make sure Ss got the instructions correctly (See Appendix 1)

Activity # 5 - pronunciation (shopping)- 10 minutes <https://app.speechace.co>

Ss listen to the sentences and try to pronounce as similar as possible, the app checks similarity percent.

Lesson Plan for Face-to-Face Class

Activity # 1 - reading, speaking - 30 minutes <https://en.islcollective.com>

- Print one copy of the worksheet for each student. Ss read the text and complete the activities; first they need to fill-in the table, then answer the questions in a written form, then complete matching the antonyms.
- When done Ss have 5 minutes to think and take notes in order to present their house/apartment.

Activity # 2 - listening, speaking - 20 minutes <https://www.liveworksheets.com>

The teacher needs a phone and a speaker for the audio. Print one copy of the worksheet for each student. Ss need to fill in the gaps with the correct word.

Activity # 3 - grammar - 15 minutes <https://wordwall.net>, <https://www.baamboozle.com>

Print and cut into cards examples provided in the game. Put the cards on the table face up, each student needs to take as many correct cards as possible. Print the cards as provided in the game. Put the cards on the table with number on, divide the Ss into two groups and play the flashcard game. One student from each group opens a number and provide the answer. The winner group is the one who got the highest score. Divide total score received among group members equally.

Activity # 4 - writing - 15 minutes <https://en.islcollective.com>

Individually Ss need to write about Tony. Print one copy of the worksheet for each student. Ss need to write a short story using the vocabulary provided in the worksheet. Model 2-3 sentences to make sure Ss got the instructions correctly (See Appendix 1)

Reflection

Activity # 1 - reading, speaking

Ss completed the tasks assigned as initially planned. Each of them was hurrying to describe this apartment/house.

Activity # 2 - listening, speaking

The listening task was difficult for this level of Ss, as the pace was rather fast, most of the Ss did not manage to fill in the gaps, the recording was played for the second time but still, they asked to listen again. So, it was decided on the spot to stop the recording after each gap, giving the Ss time to find the missing word from the list.

Activity # 3 - grammar

It was decided on the spot to complete the first game with the whole group instead of individually as it was initially planned. Ss did a good job, then played individually the mole game. It was a real fun. And the last; 2 teams game was completed as planned.

Activity # 4 - writing

May be instead of completing the activity individually, it would be better to divide the group into the teams of two. This would give more opportunity for S-S interaction.

Activity # 5 - pronunciation (shopping)

Even though the sentence were complex as compared to the previous time, and vocabulary used was a bit difficult for this level, but the Ss did a great job and enjoyed it very much.

Lesson 10

LESSON PLAN

Activity # 1 - speaking - 20 minutes <https://en.islcollective.com>

Divide the Ss into pairs, share the speaking link the chat. In pairs Ss need to interview each other, by either writing down the answers or taking notes. Each of them needs to ask at least 7 questions. When done they need to present the chosen questions/answers to the peers.

Activity # 2 - grammar - 10 minutes <https://www.gametolearnenglish.com>

go over W questions, play grammar game # 1 with the whole group. Each student needs to choose the correct answer. The game is shared on the screen

Activity # 3 - writing - 15 minutes <https://www.liveworksheets.com> , <https://en.islcollective.com>

The teacher sends the link in the chat, each student needs to complete the worksheet by writing about the daily routine provided on the worksheet. Each correct answer worths 2 points. In groups of two Ss need to complete the time worksheet.

Activity # 4 - listening - 10 minutes <https://www.liveworksheets.com>

Ss need to listen to the audio, which will be turned on by the teacher, but the Ss will get the worksheet in the chat. First they need to choose the correct word, then they need to fill in the gaps with the words provided.

Activity # 5 - reading, speaking - 20 minutes <https://www.liveworksheets.com>

Ss need to read the text and answer yes/no questions. Each correct answer worths 2 points. When done, Ss need to retell the text, by taking turns.

Activity # 6 - games practicing vocabulary - 15 minutes <https://www.eslgamesplus.com> , <https://www.eslgamesplus.com> , <https://www.eslgamesplus.com> , <https://www.eslgamesplus.com>

Ss need to play the games by taking turns.



LESSON PLAN FOR FACE-TO-FACE CLASS

Activity # 1 - speaking - 20 minutes <https://en.islcollective.com>

Print one copy for each group. Divide the Ss into pairs, share the speaking link the chat. In pairs Ss need to interview each other, by either writing down the answers or taking notes. Each of them needs to ask at least 7 questions. When done they need to present the chosen questions/answers to the peers.

Activity # 3 - writing - 15 minutes <https://www.liveworksheets.com> , <https://en.islcollective.com>

Print one copy of the worksheet for each student. Each student needs to complete the worksheet by writing about the daily routine provided on the worksheet. Each correct answer worths 2 points. In groups of two Ss need to complete the time worksheet. Print one copy of the worksheet for each group.

Activity # 4 - listening - 10 minutes <https://www.liveworksheets.com>

The teachers needs a phone and a speaker for the audio. Print one copy of the worksheet for each student. First Ss need to choose the correct word, then they need to fill in the gaps with the words provided.

Activity # 5 - reading, speaking - 20 minutes <https://www.liveworksheets.com>

Print one copy of the worksheet for each student. Ss need to read the text and answer yes/no questions. Each correct answer worths 2 points. When done, Ss need to retell the text, by taking turns.



REFLECTION

Activity # 1 - speaking

The activity was completed as initially planned. Ss completed it with a pleasure, they like the idea of working in separate rooms in zoom very much.

Activity # 2 - grammar

Playing the game with the whole group on a shared screen, was a good idea, everyone was keen to provide the answer, but only the one whose name was called could do it.

Activity # 3 - writing

Initially it was planned to complete the first activity individually, but at the spot, Ss worked in groups of two. Thus they had the opportunity to discuss with each other the answer and only then provide the answer. The teacher was moving from one room to another, Ss were interacting, which really helps a lot in case of the online mode.

Activity # 4 - listening

Ss completed the worksheet as initially planned. The audio was turned on twice.

Activity # 5 - reading

There is no need for any adaptation, as the text is appropriate for the level.

Activity # 6 - games practicing vocabulary

Ss like the dice game, and everyone is keen to provide the answer. Although the teacher thought, it could be a bit boring for those who had to listen to the peer, but, everyone was waiting impatiently to his/her turn.

Lesson 11

Lesson Plan

Activity # 1 - listening - 10 minutes <https://www.liveworksheets.com>

Send the listening worksheet in the chat, tell the Ss they need to listen and fill in the gaps by choosing the word from the list provided. For each correct answer they get 2 points. At the end count total points. Ss listen to the song by themselves with microphones muted. They can listen 2 times only.

Activity # 2 - reading and speaking- 30 minutes <https://www.liveworksheets.com>

Tell the Ss they are going to work in groups of two. Send the link in the chat, provide instructions: they need to read the text and complete activities: choose the correct option, fill in the blanks and select the right answer. When done return to the main session, to check all the answers (each correct answer worths 2 points). Individually answer comprehension questions (see Appendix 1)

Lesson Plan

Activity # 3 - writing - 20 minutes

Based on the reading text, Ss need to write about their own birthday party individually, they will have 10 minutes to complete the task. When done Ss need to read their stories for the peers and teacher assesses the writing by the rubrics created. The teacher grades by the rubric.

Activity # 4 - grammar- 15 minutes <https://www.liveworksheets.com>

Share the screen with the Ss, quickly go over can, can't and could/couldn't flashcard. Then share the grammar worksheet and tell them they need to tell what each of the animals can and can not do.

Activity # 5 - pronunciation - 15 minutes <https://app.speechace.co>, <https://app.speechace.co>

Ss do pronunciation checker, each of them needs to pronounce the sentences as they appear on the screen. First they listen to the native speech, then pronounce by themselves (Inter, lesson 3) and (level 1 1/48, dinner conversation)

Lesson Plan for Face-to-Face Class

Activity # 1 - listening - 10 minutes <https://www.liveworksheets.com>

The teacher needs a phone and a speaker. Print one copy of the worksheet for each student. They need to listen and fill in the gaps by choosing the word from the list provided. For each correct answer they get 2 points. At the end count total points. Ss listen to the song by themselves with microphones muted. They can listen 2 times only.

Activity # 2 - reading and speaking- 30 minutes <https://www.liveworksheets.com>

Print one copy of the worksheet for each group, provide versions for the 3rd task. Tell the Ss they are going to work in groups of two. They need to read the text and complete activities: choose the correct option, fill in the blanks and select the right answer. Individually answer comprehension questions (see Appendix 1)

Lesson Plan for Face-to-Face Class

Activity # 3 - writing - 20 minutes

Based on the reading text, Ss need to write about their own birthday party individually, they will have 10 minutes to complete the task. When done Ss need to read their stories for the peers and teacher assesses the writing by the rubrics created. The teacher grades by the rubric.

Activity # 4 - grammar- 15 minutes <https://www.liveworksheets.com>

Go over can, can't and could/couldn't. Print one copy of the worksheet for each student. They need to tell what each of the animals can and can not do.

Reflection

Activity # 1 -listening

Ss enjoyed the listening activity as it was their favourite song. Initially it was planned they would listen and complete the worksheet only, but when done Ss asked the teacher to turn on the karaoke version of the song and they all together sang the song. It would be better to do the listening activity at the end of the lesson, as it took some time to calm down the Ss and continue with the lesson.

Activity # 2- reading and speaking

The activity was completed as initially planned, no need for any editions.

Activity # 3 - writing

Because the Ss were to write about their birthdays individually, they completed the task with a great pleasure and everyone was keen to read the short paragraph to the peers.

Activity # 4 - grammar

The activity was completed as initially planned

Activity # 5 - pronunciation

As always Ss enjoyed the activity and asked for more and more. Because of the time constraint, addition links were sent for their further review and completion.

Lesson 12

Lesson Plan

Activity # 1 - reading, speaking - 20 minutes <https://www.liveworksheets.com>

In groups of two Ss need to read the text and complete true or false and fill-in the gaps activity. When done Ss need to answer the teacher's questions (See Appendix 1).

Activity # 2 - grammar - 20 minutes <https://www.liveworksheets.com>, <https://wordwall.net>, <https://www.liveworksheets.com>, <https://www.baamboozle.com>

Share Present Simple vs Present Continuous worksheet in the chat, Ss need to choose the correct form of the verb. For each correct answer the student gets 2 points, for each incorrect answer student losses 2 points. Send the maze game link in the chat, Ss need to choose the correct form of the irregular verb. Divide the Ss into groups of two, send There was/were worksheet in the chat, Ss need to complete the task, and submit. Divide the group into two teams, open the game on the shared screen. Ss need to provide the comparative and superlative forms of the adjectives.

Activity # 3 - listening - 10 minutes <https://www.liveworksheets.com>

Share the worksheet in the chat, Ss need to choose the correct word while listening to the song. Each correct answer worths 2 points. The video is turned on by the teacher.

Activity # 4 - vocabulary - 10 minutes (bamboozle-days of the week) <https://www.baamboozle.com>

Divide the group into two teams, each member from the team must guess the answer. If the answer is correct, the team gets points.

Activity # 5 - writing - 20 minutes <https://www.liveworksheets.com>

Send the worksheet to the Ss in the chat, they need to write about their last holiday by answering the questions. When done read their short paragraphs.

Activity # 6 - pronunciation - 10 minutes <https://app.speechace.co>

Ss listen to the sentences and try to pronounce as similar as possible, the app checks similarity percent. (simple past sentences)

Lesson Plan for Face-to-Face Class

Activity # 1 - reading, speaking - 20 minutes <https://www.liveworksheets.com>

Print one copy of the worksheet for each student. In groups of two Ss need to read the text and complete true or false and fill-in the gaps activity. When done Ss need to answer the teacher's questions (See Appendix 1).

Activity # 2 - grammar - 20 minutes <https://www.liveworksheets.com>, <https://www.liveworksheets.com>, <https://www.baamboozle.com>

Print one copy of the worksheet for each student. Ss need to choose the correct form of the verb. For each correct answer the student gets 2 points, for each incorrect answer student loses 2 points. Print one copy of the worksheet for each group. Divide the Ss into groups of two. Ss need to choose the correct form. Print the cards as provided in the game. Put the cards numbers up on the table. Divide the group into two teams. Ss need to provide the comparative and superlative forms of the adjectives by choosing a number and opening the cards.

Activity # 3 - listening - 10 minutes <https://www.liveworksheets.com>

The teacher needs a phone a speaker for the audio. Print one copy of the worksheet for each student. Ss need to choose the correct word while listening to the song. Each correct answer worths 2 points. The video is turned on by the teacher.

Activity # 4 - vocabulary - 10 minutes <https://www.baamboozle.com>

Print the cards as provided in the game. Put the cards numbers up on the table. Divide the group into two teams, each member from the team must choose a number and open the card. If the answer is correct, the team gets points.

Activity # 5 - writing - 20 minutes <https://www.liveworksheets.com>

Print one copy of the worksheet for each student. They need to write about their last holiday by answering the questions. When done read their short paragraphs.

Reflection

Activity # 1 - reading, speaking

Students really like the idea of completing the reading task in groups of two. The chosen text was appropriate for the level of the students. Everyone participated in the answer the questions activity.

Activity # 2 - grammar

All grammar games were completed as initially planned. Students as always enjoyed playing the games.

Activity # 3 - listening

The students completed the task by listening only once to the audio. The listening activity was a bit easier for the proficiency level of the students, would be better to find another song or listening activity to revise the body parts.

Activity # 4 - vocabulary

Students enjoyed playing the game in groups. The activity was completed as initially planned.

Activity # 5 - writing

Questions were great supplemental means of creating a short paragraph. Students did not get tired by just putting down their thoughts as they were more engaged in answering the questions.

Activity # 6 - pronunciation

As always students were very keen to know the similarity percentage of their speech and enjoyed it a lot.

CHAPTER FOUR: REFLECTION ON THE PROJECT

4.1 Reflection on the Paper

I overcame many challenges during those three years of my MA TEFL studies, but I enjoyed every class taken. It was a new experience for me at the age of 36. During the first week, I was about to quit as it seemed too difficult for me. At the end of the first semester, I was so happy I did not give up, and now I am done with all the courses; I am full of confidence, eager to challenge myself by teaching English and celebrating my future students' achievements.

I started the curriculum design project as I noticed the gap in teaching English at public schools as my son is a fourth-grade student at one of Yerevan's public schools. Even though I understand that 40 minutes may not be enough to play games during the class, as they have a curriculum which the teacher needs to complete within a certain period of time, anyway most of the activities presented in this curriculum design can provide opportunities for the teacher to save time and still engage more learners in the learning process, thus increasing learners' motivation. The reflection on each of the activities is provided in the lesson plans. Overall most of the activities were well chosen as they were appropriate for the level of the learners; there were some activities (presented in the lesson plans under the "reflection" part that did not work, for example, some songs were relatively speedy, which was not appropriate, the learners completed reading, writing, and speaking activities with pleasure; thus I managed to create a stress-free environment, engage all the students in the group into the learning process, thus enhance their motivation toward learning English. Most of the parents later messaged me that their children became more interested and motivated in learning English at school, which is the best achievement for me as a starting teacher.

The listening activity worksheets/songs were in some classes not connected to the overall lesson. This was done on purpose to make the learners familiar with some favorite songs or some famous people.

Students enjoyed the classes and were impatient for the upcoming ones; the only thing that was a bit hard was that my son was in the group. Before starting the lessons, I did not think there would be a conflict of interest, but obviously, my son thought he had some privileges, so it took some time to understand that he was just one of the students during those classes.

One or two activities were given points during each of the classes, and the results were as follows: minimum points received during all the classes were 1148, maximum points were 1518; thus, the mean was 1357.4, and the Standard Deviation was 114.4 (See Appendix 4).

4.2 Recommendations

The course was designed during the COVID-19 situation in the country; that is why all materials used for the curriculum design are ready-made online games/ gamified activities and interactive worksheets. All materials chosen can later be adapted to face-to-face teaching as well. Each lesson plan presented under chapter 3.3.5 has a page with instructions on how all the online resources can be adapted for face-to-face classroom instruction. Those activities, i.e., online games which could not be converted for on-campus instruction, were removed.

Materials presented in the course were taken from free-educational online resources, some instructions were adapted according to the learners' level of proficiency. Thus, teachers at public schools who use the books English III and English IV by Vereshyagina can choose from the modular units presented under chapter 3.3.4 Scope and Sequence. Each of the sections provided in the units is independent; thus, the teacher may pick only one section and use the materials provided for developing particular skills; listening, reading, speaking, and writing. As

discussed in each lesson plan's reflection section, most activities were completed as initially planned. Some activities did not work since they were either a bit easy or difficult for the learners' proficiency level. For example, some listening activities had higher speed; thus, learners felt confused, disappointed, as they could not follow the pace. Students mostly enjoyed the online Whack-a-mole game when they needed to hit the correct mole, pass the level and get scores. After every class, they would ask me to send the link as they wanted to replay the game later.

If I were to implement the same course again, I would change the listening activities;

- I would choose other formats than songs, as they needed to be gradually changing to more challenging formats.
- The reading texts were appropriate for the learners' proficiency level since 90 percent of the vocabulary was familiar, and still, they enriched it through those texts.
- Writing activities were rather well designed since the format would vary from lesson to lesson; learners did not get bored and completed those activities with enthusiasm.
- Speaking activities were the most favorite ones, as the learners needed to present personal information, each of them was eager to speak and tell the peers about themselves.

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1. Which grade do you teach?
2. How much are your students exposed to games?
3. Could you please provide some game examples your students have ever played during your class?
4. Would you use games to enhance learner's motivation?
5. Do you think 4th graders will benefit from learning through games/gamified activities and interactive worksheets?
6. Would you agree to implement games in your teaching if you are provided with instructed games?
7. Do you think 40 minutes would be enough to play at least 2 games during class?
8. Based on your experience, which of the 4 skills need further development in a typical 4th grade learner? (Please indicate 2 as the most essential)

Appendix 2

- Are you aware of English teacher's teaching methodology?
- Տեղեկացված եք արդյո՞ք անգլերենի ուսուցչուհու դասավանդման մեթոդի մասին:
 - Yes/ Այո
 - No/ Ոչ
- Would you like your child to be taught through games?
- Կցանկանաի՞ք Ձեր երեխան սովորեր խաղերի միջոցով:
 - Yes/ Այո
 - No/ Ոչ
- Would you like to be informed about teaching methodology as it differs from the traditional way of teaching?
- Կցանկանաի՞ք նախապես տեղեկացված լինել դասավանդման մեթոդի մասին, քանզի այն տարբերվում է ավանդական դասավանդման մեթոդից:
 - Yes/ Այո
 - No/ Ոչ
- Would you trust a teacher who would teach through games?
- Կվստահե՞ք արդյո՞ք ուսուցչուհուն, եթե նա դասավանդի խաղերի միջոցով:
 - Yes/ Այո

- Νο/ Νξ

Appendix 3

	Placement Test	Total Scores	Final Test
	34		35
Student 1	33	1407	30.5
Student 2	32	1489	31.5
Student 3	28.5	1379	30.75
Student 4	32	1337	29.5
Student 5	29.5	1397	30.5
Student 6	28	1148	26.25
Student 7	33	1518	32.25
Student 8	30.5	1201	29.75
Student 9	31	1375	29
Student 10	32.5	1323	30.5

Appendix 4

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
6	8	8	8	8	8	6	6	6	6
3	4	4	4	4	2	3	3	4	4
93	85	90	95	90	85	87	90	90	85
5	5	5	5	5	5	5	5	5	5
14	16	13	14	5	4	8	10	7	6
45	40	40	50		35	40	35	45	40
19	19	19	19	17	17	17	17	17	19
30	30	30	30	30	30	30	30	30	30
825	765	795	900	700	650	815	800	895	850
45	40	45	50	35	35	45	40	50	40
30	28	30	34	26	24	30	28	32	28
28	26	28	30	24	22	28	26	28	26
8	8	8	10	8	6	8	6	8	8
18	18	18	20	16	16	18	16	20	18
16	16	18	20	18	16	16	14	20	16
14	12	16	14	14	12	14	12	14	12
10	10	12	12	10	10	12	10	14	10
30	28	30	30	28	26	28	26	30	28
36	36	36	36	36	32	36	36	36	36
14	12	12	14	10	10	12	12	14	14
12	12	14	16	14	10	12	12	14	14
7	12	7	7	12	7	12	12	12	7
14	12	14	14	12	12	14	14	14	14
20	18	20	20	18	16	18	16	18	18
3	3	3	4	3	2	3	3	4	3
32	30	30	32	30	28	32	30	32	32
30	30	30	30	28	28	30	28	30	28
1407	1323	1375	1518	1201	1148	1379	1337	1489	1397

Appendix 5

Holistic Rubric

Rubric for writing

Score	Criteria
4	The paragraph has no grammatical errors or only one error. Appropriate vocabulary is used.
3	The paragraph has some grammatical errors. Appropriate vocabulary is used.
2	The paragraph has grammatical errors. No appropriate vocabulary is used.
1	The paragraph has many grammatical errors. No appropriate vocabulary is used.

Appendix 6

Placement Test

Placement Test Plan

Each student prepares a piece of paper, they need to put down the correct answers on papers, at the end take the photo of the paper and send to the teacher.

- Reading (1, 2) - read the text and complete true or false questions - each correct answer worths 1 point.
- Vocabulary 1 (3) - fill-in the blanks - each correct answer worths 1 point
- Vocabulary 2 (6) - fill-in the blanks - each correct answer worths 1 point
- Writing (9) - Based on the reading text, write a letter back providing information about yourself, using as a guide the sample provided in the reading text
- Listening (8) - listen to three short dialogues and choose the correct word - each correct answer worths 1 point
- Grammar - choose the correct form - each correct answer worths 0.5 point

Hello, everyone!

My name is Ryan Adams. I'm 15 years old and I live in Washington DC. I'm an American boy. I go to St. Patrick's School. My favorite school subject is Art. I'm good at Math but I'm not good at Geography. My favorite teacher is Mrs. Johnson. She's so cool!

I am tall and thin. I have short brown hair and blue eyes. In this picture, I'm wearing a white shirt and blue jeans. I'm also wearing my Converse sneakers. I love them!



I have an iPhone 6. It's such a cool cell phone. I also have many CDs of my favorite singer, Adam Levine. He has very nice songs.

My best friend is Lukas. He is 15 years old. He loves t-shirts with band names. He has a game console. We play video games together on Saturdays.

Well, this is pretty much all about me. What about you? Please, write soon!

Ryan

- Ryan is fifteen years old.
- His favorite school subject is Art.
- He has a black shirt and black pants.
- He has a game console
- His favorite singer is Adam Levine
- Ryan's best friend is Louis.
- Ryan's best friend loves hoodies.
- Ryan and his friend play video games together.

TRUE

FALSE

TRUE

FALSE

TRUE

FALSE

TRUE

FALSE

TRUE

FALSE

TRUE

FALSE

TRUE

FALSE

TRUE

FALSE

Reading, Listening

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Tests/1st_Intensive_-_Test_2_p0867081rx](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Tests/1st_Intensive_-_Test_2_p0867081rx)

Vocabulary

Sweater, scarf, t-shirt, jeans, hoodie

Grammar

1. My father is **dentist/ a dentist**.
2. Can we meet **on/in** Monday evening.
3. He **isn't/aren't** a doctor.
4. I **go/went** to the US last summer.
5. She **was/were** a student in 1992.
6. They were **visiting/visited** England last year.
7. I am **tallest/taller** than my brother.
8. Ani is as **thin/thinner** as her sister.
9. **There is/there are** an apple on the table.
10. **There is/there are** flowers on the table.
11. Look! She **plays/is playing** the piano.
12. Can you hear me! I **talk/am talking** to you.

Answer Keys

Reading

- a. True
- b. True
- c. False
- d. False
- e. True
- f. False
- g. False
- h. True

Vocabulary 1

- a. Sweater
- b. Hoodie
- c. Scarf
- d. Jeans
- e. T-shirt

Vocabulary 2

- 1. What
- 2. How
- 3. Where
- 4. What
- 5. Who

Listening

- a. Green
- b. Hoodie
- c. New
- d. Grandmother
- e. Skirts
- f. Two

Grammar

- 1. A dentist
- 2. On
- 3. Isn't
- 4. Went
- 5. Was
- 6. Visited
- 7. Taller
- 8. Thin
- 9. There is
- 10. There are
- 11. Is playing
- 12. Am talking

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Appendix 1 Holistic Rubric

Score	Criteria
4	The has no grammatical errors or only one error. Appropriate vocabulary is used.
3	The paragraph has some grammatical errors. Appropriate vocabulary is used.
2	The paragraph has grammatical errors. No appropriate vocabulary is used.
1	The paragraph has many grammatical errors. No appropriate vocabulary is used.

Appendix 7

Final Test

Final Test

February 25, 2021



Activities



<u>listening</u> - #1
<u>writing</u> - # 2
<u>reading</u> - # 4

Grammar 1



simple past / simple present / will-future

I. Fill in the missing form in the correct tense. Watch out for signal words.

- Walter _____ (go) to school last week.
- Why _____ you always _____ (sleep) in front of the TV?
- What _____ you _____ (do) next year?
- We _____ (not/celebrate) our anniversary in 2050.
- Tom _____ (stay) at home on Mondays.
- Where _____ you often _____ (sit)?

Grammar 2

Present Simple / Present Continuous

A) Choose the correct verb form.

Mary usually go to school by bus. <input type="checkbox"/> goes <input type="checkbox"/> is going		Do she visit her grandma every Saturday? <input type="checkbox"/> Does <input type="checkbox"/> is <input type="checkbox"/> visiting <input type="checkbox"/> visits	
Listen! John play the violin. <input type="checkbox"/> plays <input type="checkbox"/> is playing		Is you playing computer games right now? <input type="checkbox"/> Are <input type="checkbox"/> Do <input type="checkbox"/> play <input type="checkbox"/> plays	
I always do my homework after school. <input type="checkbox"/> does <input type="checkbox"/> am doing		My brother doesn't like geography. <input type="checkbox"/> don't like <input type="checkbox"/> doesn't likes	
They are watching television at the moment. <input type="checkbox"/> watch <input type="checkbox"/> is watching		We isn't fighting at the moment. <input type="checkbox"/> aren't fighting <input type="checkbox"/> don't fight	
My sister listens to music now. <input type="checkbox"/> am listening <input type="checkbox"/> is listening		Do your father working in a factory? <input type="checkbox"/> Does <input type="checkbox"/> Is <input type="checkbox"/> work <input type="checkbox"/> works	

Grammar 3

Activity 2. Write the comparatives



- 1.- Cars are than bicycles. (fast)
- 2.- Elephants are than ants. (heavy)
- 3.- My brother is than me at science. (bad)
- 4.- Mount Everest is than Mont Blanc. (high)
- 5.- Snakes are usually than worms. (long)
- 6.- February is than June. (cold)
- 7.- Chinese is than Portuguese. (difficult)
- 8.- I am than my parents. (young)
- 9.- My pencil is than yours. (short)
- 10.- My brother is than me at maths. (good)

Grammar 4

PAST SIMPLE – IRREGULAR VERBS



Insert the correct form of the verb in brackets:

- 1) Somebody (break) this window last night.
- 2) I (go) to the cinema but I (not, enjoy) the film much.
- 3) I (be) angry because they (be) late.
- 4) I've never (hit) anybody in my life.
- 5) I (buy) a ticket to Paris at the airport.
- 6) He (leave) the hotel, (take) a taxi and (drive) to the station.
- 7) This house (cost) \$ 35,000 in 1998.
- 8) Philip (make) no haste to move from where he (sit).
- 9) I (ring) the bell, but nobody (be) at home.
- 10) Who else (go) to the cinema with Mike yesterday evening?

Grammar 5

THERE IS / THERE ARE

Complete with "is - are"



1. There a glue in my bag.
2. There two crayons in my bag.
3. There a yellow ruler.
4. There two pencils.
5. There two markers.

Appendix I Answer Keys

Listening

1. cool
2. race
3. sky
4. breathe
5. see
6. head
7. walls
8. mind
9. name
10. life

Grammar 1

- A. went
- B. do you always sleep
- C. will you do
- D. will not celebrate
- E. stays
- F. do you often sit

Grammar 2

- A. goes
- B. is playing
- C. do
- D. are watching
- E. is listening
- F. does she visit
- G. are you playing
- H. doesn't like
- I. are fighting
- J. does your father work

Appendix 2 Answer Keys

Grammar 3

1. faster
2. heavier, more heavy
3. worse
4. higher
5. longer
6. colder
7. more difficult
8. younger
9. shorter
10. better

Grammar 4

1. broke
2. went, didn't enjoy
3. was, were
4. hit
5. bought
6. left, took, drove
7. cost
8. made, sit
9. rang, was
10. went

Grammar 5

1. is
2. are
3. is
4. are
5. are

Appendix 3 Answer Keys

Reading

- A. False
- B. False
- C. False
- D. True
- E. False
- F. True
- G. False
- H. True
- I. False
- J. False
- K. False
- L. False
- M. False

Appendix 4 Holistic Rubric

Score	Criteria
4	The paragraph has no grammatical errors or only one error. Appropriate vocabulary is used.
3	The paragraph has some grammatical errors. Appropriate vocabulary is used.
2	The paragraph has grammatical errors. No appropriate vocabulary is used.
1	The paragraph has many grammatical errors. No appropriate vocabulary is used.

Plan

Listening - 10 minutes

Ss listen to the song and fill in the gaps by the words provided. Each correct answer worths 0.5 points

Grammar - 30 minutes

Grammar #1 -fill in the missing form in the correct tense (Present Simple, Past Simple, Future Simple), each correct answer worths 0.5 points

Grammar #2 - choose the correct verb form (Present Simple/ Present Continuous), each correct answer worths 0.5 points

Grammar #3 - write the comparatives, each correct answer worths 0.5 points

Grammar #4 - insert the correct form of the verb in brackets (Past Simple- Irregular verbs), each correct answer worths 0.25 points

Grammar #5 - complete with "is" or "are" (There is/there are), each correct answer worths 0.5 points

Reading - 15 minutes

Ss read the text and choose true or false , each correct answer worths 0.5 points

Writing - 15 minutes

Write a short paragraph "At the weekend" by completing missing parts.



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