

ASSESSING THE LESSON

27.1. Vocabulary

Ex. 1. Match the words with their definitions.

1. interest	a. to evaluate or determine the quality, value, or importance of something.
2. revive	b. the opening part of something that provides basic information or context.
3. accomplish	c. a feeling of wanting to learn more about something or being involved in a particular activity.
4. approach	d. in a way that is easy to understand or perceive without confusion.
5. clearly	e. to go back and visit a place or topic again for further examination or consideration.
6. observe	f. an objective or target that one aims to achieve.
7. introduction	g. comments or opinions given to provide guidance or evaluation on performance or behavior.
8. goal	h. to make someone feel uncertain or unclear about something.
9. assess	i. to watch carefully or notice something through observation.
10. explain	j. to bring back to life or restore consciousness or strength.
11. confuse	k. to be deprived of something or fail to keep possession of it.
12. lose	l. to successfully complete a task or achieve a goal.
13. revisit	m. to make something clear or understandable by providing information or details.
14. feedback	n. a way of dealing with a situation or problem; to move closer to something or someone.

Ex. 2. Complete the sentences with the given words:

approach, goals, revive, assess, interest, explain, feedback, confused, revisiting, observe, introduction, accomplish, lose, clearly (2)

It is essential to _____ (1) a thorough assessment of the student's progress after each lesson.

The teacher will _____ (2) the students' understanding by asking thought-provoking questions.

A systematic _____ (3) to assessing the lesson ensures accurate results and feedback for improvement.

The teacher needs to communicate _____ (4) the criteria for assessment to avoid any confusion.

Students may become _____ (5) if the assessment methods are not _____ (6) explained.

The teacher should _____ (7) the purpose of the assessment to motivate students to do their best.

Constructive _____ (8) is crucial in guiding students towards achieving their learning goals.

Setting clear _____ (9) before assessing the lesson helps in measuring the students' performance accurately.

Sparking _____ (10) in the assessment process can lead to better engagement and outcomes.

An _____ (11) to the assessment criteria at the beginning of the lesson sets the expectations.

Students who don't perform well may _____ (12) confidence and motivation without proper support.

The teacher will _____ (13) the students during the class to gather data for assessment.

To _____ (14) interest, the teacher might incorporate interactive activities into the assessment process.

_____ (15) key concepts during the assessment can help reinforce learning for the students.

27.2. Word Formation

Ex. 1. Change the form of the words if necessary.

1. She will _____(accomplish) her goal by the end of the month.
2. Winning the competition was a great _____(accomplish) for him.
3. The _____(assess) showed that she had improved significantly.
4. I need to _____(assess) the situation before making a decision.
5. They are currently _____(assess) the potential risks involved.
6. He felt _____(confuse) about which direction to take next.
7. There was _____(confuse) regarding the new company policy.
8. Let me _____(introduce) you to my friend from college.
9. The _____(introduce) of the new product was well-received by customers.

27.3. Reading

Ex. 1. Read the text.

Assessing the Lesson in the Kindergarten

Yesterday I taught a lesson to a group of 20 children aged between four and five years old at a kindergarten. The topic was 'Animals' and the aim was for the children to be able to recognize and say the names of different animals.

The lesson began with a song called 'Old MacDonald Had a Farm'. The children already knew this song so they joined in very quickly. They were also given pictures of animals and asked to match them to the words in the song. This activity was done in pairs and most of the children managed it easily. Then, as a whole class, we sang the song again, but this time the children made the animal noises as well. They loved doing this! After the song, the children were divided into two teams and played a game on the interactive whiteboard. They had to choose the right animal when its name appeared on the screen. The first team to choose the correct animal won a point. The children loved the game and were very competitive. Finally, the children were given coloring sheets. They colored the pictures of the animals and then showed their pictures to each other and said the names of the animals.

Overall, I think the lesson went very well. All the children participated actively in the activities and seemed to enjoy themselves. They were motivated by the use of

the song and the interactive whiteboard game. The instructions were clear and easy for the children to understand. However, there were a couple of things that could have been better. Firstly, the activity with the coloring sheets took too long. Some of the children finished quickly and became bored while they waited for the others to finish. Next time, I would give the faster children an extra task to do, such as drawing more animals. Secondly, the game on the interactive whiteboard was quite difficult for some of the children. In future, I need to make sure that the activities are at the right level for all the children.

Ex. 2. Answer the questions.

1. Why did the teacher choose the topic of 'Animals' for the lesson?
2. How did the children participate in the activity with matching pictures of animals to words in the song?
3. What was the purpose of dividing the children into two teams for a game on the interactive whiteboard?
4. How did the use of the song and interactive whiteboard impact the children's engagement in the lesson?
5. What were some positive aspects of the lesson according to the teacher's assessment?
6. What improvements does the teacher suggest for future lessons based on this experience?
7. How did the children demonstrate their learning at the end of the lesson?