**Организация процесса обучения группы с разным уровнем владения английским языком**

**Dealing with different levels**

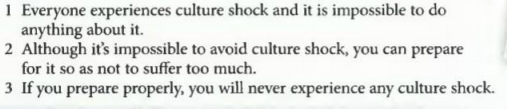
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Level** | **Vocab** | **Grammar** | **Reading** | **Listening** | **Writing** | **Speaking** |
| Edward – *friendly, good-natured, communicative, well-organized, patient* | *Pre-Intermediate* | *Good*  *- all typical topics (hobbies, family, food)*  *Weak*  *-character*  *- painting*  *- directions* | *Good*  *- simple tenses*  *- continuous tenses*  *- perfect tenses*  *Weak*  *- participle 1*  *- participle 2* | *Good with texts* | *Good with listening* | *It’s not hard for him to write a composition or an essay* | *Likes talking very much when a topic is interesting* |
| Nikita –  *good-natured, modest, calm, friendly, but loses attention quickly* | *Pre-Intermediate* | *Good*  *- all typical topics (hobbies, family, food)*  *Weak*  *-character*  *- painting* | *Good*  *- simple tenses*  *- continuous tenses*  *Weak*  *- perfect tenses* | *Good with texts* | *Can hear her classmate and a teachers, but the CD is sometimes hard* | *Depends on a topic.* | *Can talk when a topic is interesting* |
| Karina –  *friendly, sociable, earnest, her working ability often depends on her mood* | *Starter close to Beginner* | *Good*  *- family*  *- food*  *Weak*  *- places*  *- sightseeing* | *Good*  *- present simple*  *- to be*  *Weak*  *- questions*  *- irregular words* | *Ok with shorter texts, longer ones more difficult* | *Can hear her classmate and a teachers, but the CD is often hard* | *Lots of mistakes. But she likes writing* | *She likes to talk, especially when a topic is interesting. But speaks less if not.* |
| Sandra –  *friendly, earnest, hard-working* | *Elementary* | *Good*  *- family*  *- travelling*  *- holidays*  *Weak*  *- historical buildings*  *- museums*  *- art*  *- directions* | *Good*  *- simple tenses*  *- continuous tenses*  *Weak*  *- questions*  *- perfect tenses* | *Good at catching ideas from texts* | *Depends on lexis. Good with simple language.* | *She likes writing* | *She likes to talk, especially when a topic is not difficult..* |
| Natalya –  *friendly, but uncommunicative* | *Beginner* | *Good*  *- places*  *- family*  *Weak*  *- holidays*  *- hobbies*  *- architecture*  *- animals*  *- food* | *Good*  *- simple tenses*  *Weak*  *- to be*  *- complex sentences*  *- irregular verbs* | *Ok with shorter texts, longer ones more difficult* | *Can hear her classmate and a teachers, but the CD is often hard* | *She likes writing* | *She likes to speak on interesting topics* |
| Georgy –  *friendly, serious, self-possessed, often uncommunicative* | *Beginner* | *Good*  *- food*  *- hobbies*  *Weak*  *- art* | *Good*  *- present simple*  *- to be*  *Weak*  *- questions*  *- irregular words*  *- complex sentences* | *Ok with shorter texts, longer ones more difficult* | *Can hear his classmate and a teachers, but the CD is often hard* | *Lots of mistakes. But he likes writing* | *Speaks not much* |
| Denis –  *energetic, charismatic, competitive, sometimes impatient, has good and not critical self-analysis* | *Pre-Intermediate* | *Good*  *- all typical topics (hobbies, family, food)*  *Weak*  *- when a topic is in deep learning* | *Good*  *- simple tenses*  *- continuous tenses*  *Weak*  *- Perfect tenses* | *Good with texts* | *Good at catching ideas. But sometimes it is difficult* | *He likes writing* | *He likes to speak* |
| Polina –  *friendly, sociable, earnest, hard-working, tolerant. tend to hide her abilities, is very aware of the wishes, needs or feelings with others* | *Elementary* | *Good*  *- hobbies,*  *- music*  *- food*  *- travelling*  *Weak*  *- art* | *Good*  *- simple tenses*  *- continuous tenses*  *Weak*  *- questions*  *- perfect tenses* | *Ok with texts,* | *Can hear her classmate and a teachers, but the CD is often hard* | *Depends on a topic.* | *Speaks not much* |
| Kseniya –  *friendly, sociable, earnest, her working ability often depends on her mood* | *Pre-Intermediate* | *Good*  *- family*  *- travelling*  *- food*  *- sport*  *Weak*  *- sightseeing*  *- music* | *Good*  *- present simple*  *Weak*  *- past simple*  *- present perfect* | *Ok with texts,* | *Good at catching ideas. But sometimes it is difficult* | *It’s not hard for her to write a composition or an essay* | *Speaks not much.* |
| Nina –  *friendly, sociable, earnest, hard-working, tolerant, .is able to express her thoughts very clearly and effectively* | *Beginner* | *Good*  *- hobbies*  *- family*  *Weak*  *- character*  *- art* | *Good*  *- present simple*  *- to be*  *Weak*  *- questions*  *- irregular words* | *Ok with shorter texts, longer ones more difficult* | *Can hear her classmate and a teachers, but the CD is sometimes hard* | *she likes writing* | *Speaks not much.* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage Aims** | **Time** | **Procedure** | **Interaction pattern** |
| The Ss have read the text about Visiting another country at home. (att.1) | | | |
| Ss work on their own with guidance to consolidate knowledge of TL.  The purpose here is to revise and to practice asking questions. | **3 min**  **2 min**  **1 min** | - T asks to revise the text and find ideas which are mentioned in the text and tick them in pairs. (att. 2)  - While they are discussing the ideas, T asks Karina to put the words into a right order. (att.3)  - T asks Karina to go around the class and ask pupils which sentence they think best suits the question.  - Then T arranges feedback providing that the text has been comprehended to a large extent. | **S-s**  **Ind**  **Ind, S-s**  **T-Cl** |
| Stronger Ss will help weaker Ss to understand some words.  To give weak Ss an opportunity to pronounce orally by reading sentences. | **5 min**  **3 min** | - T makes pairs in such a way that strong Ss will sit with weak Ss:  *Edward –Nina*  *Nikita – Natasha*  *Denis – Karina*  *Kseniya – Sandra*  *Polina – Georgy*  - T gives each pair an envelope with cut words and their meanings (att.4). Ss task is to find the correct meaning of the words in bold. T monitors, noting down areas the Ss have difficulty with.  - T elicits answers from all the groups, clarifying if necessary. Ss should establish the truth by determine the facts from the text. | **T-Cl**  **S-s**  **T-Cl** |
| This gets Ss thinking more deeply about the language.  Giving different tasks, less work for weaker Ss, more difficult for stronger ones, will motivate and relax weak Ss somehow. | **5 min**  **1 min** | - T asks to read first 4 sentences and then decide which statement is not true. (att.5) T monitors.  *If some Ss finish the task quickly T asks them to read other 3 sentences and find one more false statement.*  - T elicits answers from all the Ss, clarifying if necessary. | **Ind**  **T-Cl** |

**Att.1**

****

**Att.2**

****

**Att. 3**

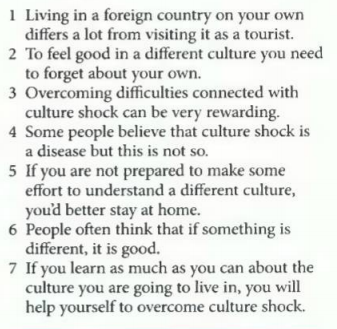
for / summarizing / which / is / sentences / of these / best / the text / one

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Att.4**

|  |  |
| --- | --- |
|  | not obvious and therefore difficult to notice |
|  | impossible to avoid or prevent |
|  | happening sometimes but not regularly |
|  | a difference or disagreement between two facts or aspects of a situation |
|  | lower in status or rank than someone or something else |
|  | easy to see or understand |

**Att.5**

****