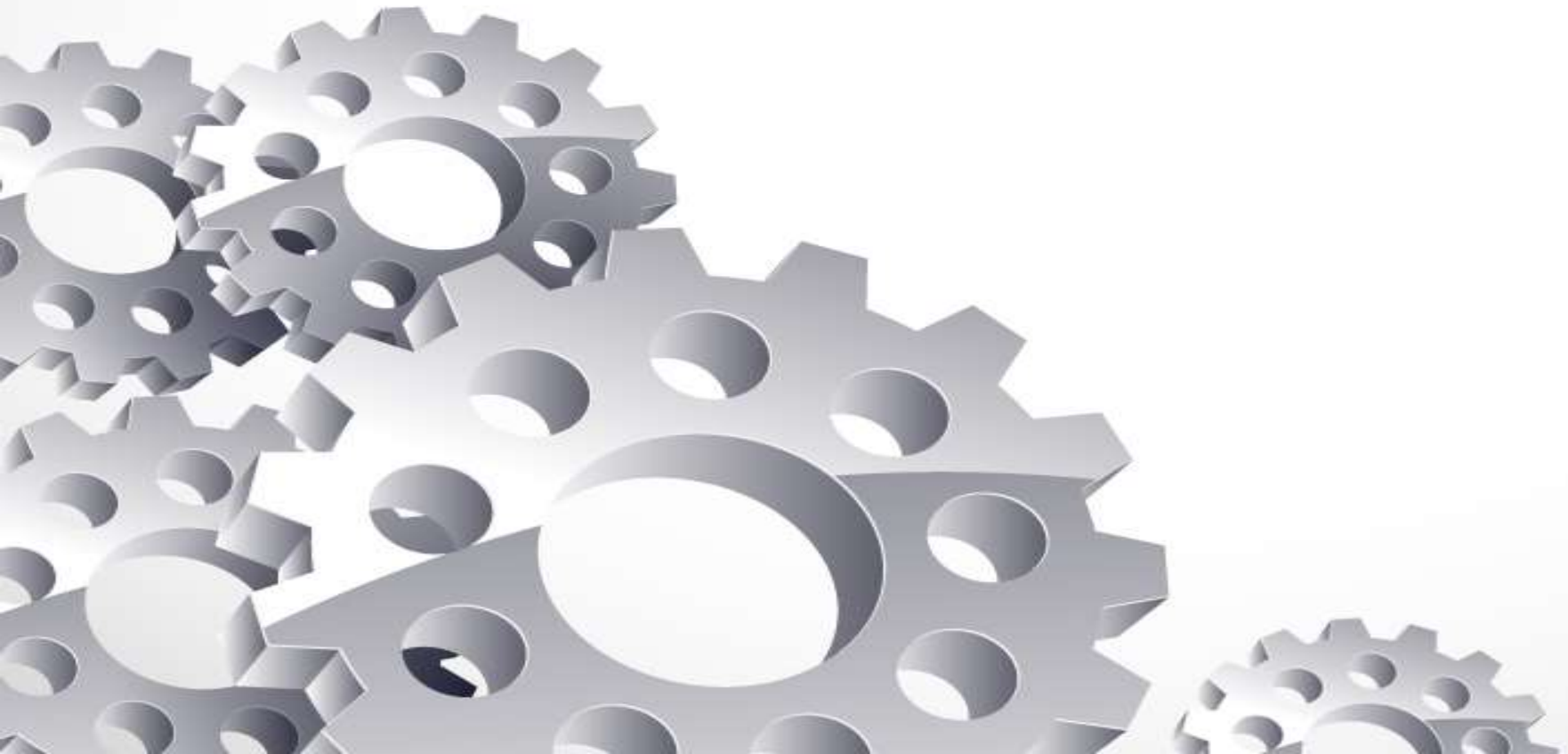


Assessment. Verb + to ... (decide to ... /
forget to ... etc.)



Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study



Plan:



1. Vocabulary activity.
 2. Discussing of the topic Assessment. Verb + to ... (decide to ... / forget to ... etc.) Grammar revision
 3. Listening, reading, writing, speaking.
 4. Grammar activity.
 5. Communicative activities :
 - Task 1. Give the English equivalents the following words and word combinations.
 - Task 2. Answer the questions to the text.
 - Task 3. Fill in the blanks with the necessary words from the active vocabulary.
 - Task 4. Complete the following sentences.
 - Task 5. Put in the right order. The underlined word is the beginning of the sentence.
 - Task 6. Translate the following sentences into English.
- Home task: Reading an additional text on the topic


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Хід заняття (Procedure)



- 1) Learn the new words and word combinations.
- 2) Make some questions on the text.
- 3) Read the text and translate into Ukrainian in the written form.
- 4) Make summary of the text in English.



Assessing student learning and instructional quality is an important part of the MST course as it is for all science, mathematics, and technology education. And for MST, assessment means more than just testing. You would be hard pressed to design a multiple choice or short answer test to measure the outcomes of this course.


MST's activity-oriented approach requires that you look at assessment differently.

Because the instructional approach focuses on hands-on/minds-on processes, assessment also should focus on evaluating these processes and thinking skills. Assessment techniques should emphasize asking students to generate their own answers and measure scientific thinking and laboratory skills.

Some common characteristics of this kind of assessment, called “authentic” assessment, include the following:

- asking students to perform, create, produce or do something
- tapping higher level thinking and problem-solving skills
- using tasks that represent meaningful instructional activities
- invoking real-world applications
- using people, not machines, to do the scoring, using human judgment
- requiring new instructional and assessment roles for teachers (Herman et al. 1992, p. 6).*

Using authentic assessment, which mirrors MST's problem-solving approach to teaching, you can assess both product and process.



You might ask students, for example, to perform a laboratory experiment or solve a real-life problem, using the equipment, materials, and procedures as they would in class. By observing and asking questions, you can evaluate both the process students use and their understanding of the major concepts involved.

Other approaches you might use to assess process include clinical interviews, documented observations, student learning logs and journals, student self-evaluation (oral or written), debriefing interviews about student projects (where the student explains what, why, and how and reflects on possible changes), and student think-alouds in conjunction with standardized or multiple choice tests. To assess products, you may use essays with prompts, projects with a rating scale, student portfolios with a rating scale, posters/presentations (which mirror the way scientists often present results), student demonstrations of paintings, drama, dances, and stories with a rating scale, and standardized or multiple choice tests, perhaps with a section for explanations (Herman et al. 1992, p. 7).

5) Complete the sentences. Use a suitable verb.

- 1 Don't forget to lock the door when you go out.
- 2 There was a lot of traffic, but we managed to get to the airport in time.
- 3 We couldn't afford to live in London. It's too expensive.
- 4 I can't play a musical instrument, but I'd like to learn to play the guitar.
- 5 I don't want Mark to know what happened. I decided not to tell him.
- 6 We were all afraid to speak. Nobody dared to say anything.

6) Put the verb into the correct form, to ... or -ing. (See Unit 53 for verbs + -ing.)

- 1 When I'm tired, I enjoy watching TV. It's relaxing. (watch)
- 2 I've decided to look for another job. I need a change. (look)
- 3 I'm not going anywhere! I refuse to move. (move)
- 4 I'm not in a hurry. I don't mind waiting. (wait)
- 5 Tina ran in a marathon last week, but she failed to finish. (finish)
- 6 I wish that dog would stop barking. It's driving me crazy. (bark)
- 7 They didn't know I was listening to them. I pretended to be asleep. (be)
- 8 We were hungry, so I suggested having dinner early. (have)
- 9 Hurry up! I don't want to risk missing the train. (miss)
- 10 David is very quiet. He tends not to say much. (say)



7) Make a new sentence using the verb in brackets.

- 1 I've lost my keys. (seem) *I seem to have lost my keys*.....
2 Tom is worried about something. (appear) Tom appears.....
3 You know a lot of people. (seem) You
4 My English is getting better. (seem)
5 That car has broken down. (appear)
6 Rachel is enjoying her job. (seem)
7 They have solved the problem. (claim)

8) Complete each sentence using *what/how/where/whether* + these verbs:

do get go put ride use

- 1 Do you know how to get to the airport from here?
2 Would you know if there was a fire in the building?
3 You'll never forget a bike once you've learnt.
4 I've been invited to the party, but I haven't decided or not.
5 My room is very untidy. I've got so many things and I don't know **them**.
6 I have some clothes to wash. Can you show me the washing machine?

Thanks for attention

