Anna Chokekchyan, Unit of Work developed for Armenian Community Language School (Toomanian Saturday School)

"18 Things to Know Before You Travel to Armenia"

My Travel Experience in Armenia (through Dialogues, Interaction and Design of Travel Resources)

LANGUAGE: **ARMENIAN** STAGE/YEAR: **STAGE 4 / YEAR 7-8 (Students with a Background in Armenian)**	DURATION: **10 Weeks/Lessons, 2 Hours per Lesson**
Unit Description Students will learn to interact/communicate with locals in Armenia in 8 travel-related situations and experiences, along with the grammar knowledge of 10 Parts of Speech (*8+10=18 Things to Know…*). The 8 selected areas of travel experiences are: (a) airplane/airport, (b) hotel, (c) public transport, (d) restaurants, (e) sightseeing tours, (f) cultural events, (g) souvenirs, (h) sharing impressions / giving recommendations. The emphasise will be on: • **Constructing dialogues relevant to various travel experiences/situation** • Learning and implementing **travel-related vocabulary** • Researching **cultural/historical/geographical information** • Learning and identifying **Parts of Speech as grammar constructs** and incorporating them into linguistic forms **Goal Task** Students will work in pairs to prepare and demonstrate to the whole class the following: 1. **Conduct a typical dialogue** (between the two students in pair) for one of the above-mentioned travel experiences/situations (by teacher's choice). Dialogue lasts 5-7 min. 2. Include at least 7 of each **Parts of Speech** (Armenian has 10 Parts of Speech) in the dialogue, the script of which should be submitted. 3. **Design, submit and present a travel resource** (e.g., brochure, booklet, map, itinerary, visit card, small travel dictionary, travel blog, etc) associated with the dialogue.	**Key concept(s)** • Specific expressions used in various travel situations • Constructed authentic dialogues • Grammar: 10 Parts of Speech • Descriptive and persuasive texts (for travel resources) • Cultural, historical and geographical knowledge about Armenia • Bilingual presentation of various information
Learning intentions • Fluent communication with locals in various situations when travelling in the country of the targeted language • Incorporation of Parts of Speech (grammar knowledge) in constructed dialogues • History, culture and geography of the targeted language country through research, related vocabulary and linguistic forms. • Design and preparation of travel-related resources	**Success criteria** Students will be able to: • Conduct appropriate and linguistically accurate dialogues with locals in various travel situations/contexts • Identify Parts of Speech in sentences • Correctly incorporate Parts of Speech in sentences • Recognise travel destinations, sightseeing places and the cultural and historical heritage of Armenia • Design various travel-related documents and resources • Write descriptive and persuasive texts

Objectives and outcomes (SYLLABUS)

Communicating Strand:

- ***Objective: Interacting***
  - **LARM4-1C** uses Armenian to interact with others to exchange information, ideas and opinions, and make plans [through leading Dialogues]
- ***Objective: Assessing and Responding***
  - **LARM4-2C** identifies main ideas in, and obtains information from texts [through Research]
- ***Objective: Composing***
  - **LARM4-4C** applies a range of linguistic structures to compose texts in Armenian, using a range of formats for different audiences [through creating travel media and resources]

Understanding Strand:

- ***Objective: Systems of language***
  - **LARM4-5U** applies Armenian pronunciation and intonation patterns [through constructed Dialogues]
  - **LARM4-7U** applies features of Armenian grammatical structures and sentence patterns to convey information and ideas [through knowledge of Parts of Speech]
  - **LARM4-6U** demonstrates understanding of key aspects of Armenian writing conventions [through Travel Blogs, Wikipedia Articles, Brochures, and other formats of writing]
- ***Objective: The role of language and culture***
  - **LARM4-9U** identifies that language use reflects cultural ideas, values and beliefs [through historical and cultural knowledge about Armenia]

Suggested vocabulary

- Words and expressions related to contexts, settings and experiences in the airport, hotel, public transport, restaurants, sightseeing tours, cultural events, and souvenirs.
- Examples of Parts of Speech

Sentence structures

- Direct speech
- Correct application (position, conjugation, punctuation, etc.) of Parts of Speech in sentences
- Descriptive forms and expressions

Resources

- Grammar Textbook
- Worksheets
- Internet (for research)
- Word processing and graphic design software
- Information and Fact Sheets
- Video and photo/picture materials
- Tag cards
- Newspapers/magazines
- Advertisement media
- Templates
- Brochures, booklets and other travel resources

Suggested sequence of teaching, learning and assessment activities – BACKWARDS MAPPING FROM THE TASK

Sequence of language teaching / learning activities, games, etc differentiation and preparation for task	Resources
Week/Lesson 1 • **Introduce the Goal Task (Teacher)** – *Are you able to conduct appropriate dialogues in various travel-related situations when you visit or will visit Armenia? Do you know what expressions to use when booking a hotel room, ordering your meal in a restaurant, interacting with the tour guide, visiting places and events, buying souvenirs, making acquaintances? Are you able to enrich your speech with various Parts of Speech or identify them in others' speeches? Can you design and prepare a travel resource (brochure, booklet, blog, presentation, etc.) to share your impressions or give recommendations while communicating? We will get there by going through various travel experiences, learning relevant vocabulary and linguistic forms, grammatical properties of Parts of Speech and their application in sentences, investigating and creating various media resources to communicate and share our impressions and give recommendations. Detailed explanation of the Goal Task follows.* • **Check of prior knowledge – Assessment for Learning (Class discussion**) – *Students share their knowledge about Armenia as a travel destination – geography, climate, popular places to visit, historical and cultural heritage, architectural monuments, museums, natural wonders, etc.* • **Complement prior knowledge with new information (Teacher**) – *Introduce additional knowledge about Armenia (as a travel destination).* • **Identify Target Areas for the Goal Task (Class brainstorming with Teacher's assistance)** – *Identify related travel experiences and categorise them into groups: (a) airplane/airport, (b) hotel, (c) public transport, (d) restaurant, (e) sightseeing tours, (f) cultural events, (g) souvenirs, (h) sharing impressions / giving recommendations. Make a card for each Target Area (from (a) to (h)).* • **Introduce a new topic (Class discussion)** – Card ***(a) Airplane/Airport Experience***. *Explore various situations, facilities, traveller's needs, possible issues and looking for solutions, etc. Make a list of Airplane/Airport related experiences, which students write down in their copybooks.* • **Building vocabulary (Worksheet)** – *Bilingual activity through Worksheet-1: List all "Airplane/Airport Travel Experience" related words (in English) and provide Armenian equivalents (assisted by Teacher). Consolidate all students' worksheets outcomes into their Master vocabulary (every student should keep one).* • **Learning context-related expressions and forms of dialogues (Teacher and Students)** – *Incorporate the new vocabulary into topic related dialogue templates: Finding the gate; Changing the ticket; Booking a taxi; Finding lost luggage; Requesting extra blankets on the plane; etc. Practise a few dialogues.* ***Differentiation for lower-level language proficiency:*** *Provide templates of constructed dialogues with a) simpler forms; b) a greater level of scaffolding, e. g. more supporting words are included.* • **Learning Grammar (Teacher)** – ***Brief Overview of Parts of Speech*** *(10 Parts of Speech in Armenian)* • **Homework (Worksheet)** – *Worksheet-2: Build dialogues related to "Airplane/Airport" travel experience by using provided templates.*	• Video: "Visit Armenia. A video travelling Guide across the country" • Pictures/Photos: "Armenia – a museum under the open sky" collection • Cards (with the name of the target (travel) area) • Worksheet-1: "Airplane/Airport Travel Experience: List topic related words in English, find Armenian equivalents" • Worksheet-2: "Airplane/Airport Travel Experience: Build dialogues using provided templates" • Grammar Textbook • Dialogue templates: Airplane/Airport

Sequence of language teaching / learning activities, games, etc differentiation and preparation for task	Resources
Week/Lesson 2 • **Assessment of the previous lesson's learning (Peer Feedback)** – *Peer assessment and feedback. Students, working in pairs, evaluate each other's homework sheets. A student from each pair summarises their findings: similarities and differences.* • **Learning Grammar (Teacher)** – *Nouns: types of **Nouns** (proper/ordinary, objects/persons, tangible/intangible, singular/plural forms) – explanation.* • **Introduce a new topic (Teacher and Students)** – ***(b) Hotel Experience**. Explore various situations, facilities, traveller's needs, possible issues and looking for solutions, etc. Make a list of Hotel related experiences, which students write down in their copybooks.* • **Building vocabulary (Game)** – *Worksheet-3: "Find a word" activity. Find travel-related words in a "find a word" puzzle, write them down and provide the English equivalents. Consolidate all students' worksheets outcomes into their Master vocabulary.* • **Learning context-related expressions and forms of dialogues (Teacher and Students)** – *Incorporate the new vocabulary into topic related dialogue templates: Booking a hotel room; Request cleaning; Request breakfast; Tour information; Check-in and Check-out; etc. Practise a few dialogues.* ***Differentiation for lower-level language proficiency:** Provide templates of constructed dialogues with a) simpler forms; b) a greater level of scaffolding, e. g. more supporting words are included.* • **Grammar practice (Students) and assessment of learning (Teacher) –** *Identify nouns and their types in constructed dialogues. The teacher writes the dialogues on the whiteboard, in turn, students find a noun each and identify its type (oral activity).* • **Homework (Worksheet)** – *Worksheet-4: Read provided text which describes an issue/situation that a traveller experiences in a hotel. Write a dialogue that the traveller would lead with the hotel personnel to resolve the issue.*	• Pictures/Photos: Hotels – rooms, facilities, service. • Worksheet-2: "Airplane/Airport Travel Experience: Build dialogues using provided templates" • Worksheet-3: "Find-a-word activity with travel-related words" • Worksheet-4: "Hotel Experience: Write a dialogue to resolve a given hotel-related issue" • Grammar Textbook • Dialogue templates: Hotels

Sequence of language teaching / learning activities, games, etc differentiation and preparation for task	Resources
Week/Lesson 3 • **Assessment of the previous lesson's learning (Worksheet)** – *Worksheet-5: "Hotel experience" related dialogues are provided with intentional mistakes made (grammatical and linguistic). Students identify the mistakes. Teacher lists all the mistakes; students self-assess themselves accordingly. Teacher checks the worksheets and makes notes in the Observation Checklist.* • **Learning Grammar (Teacher)** –***Adjectives*** *and* ***Quantifiers*** *(types and applications) – explanation.* • **Introduce a new topic (Teacher and Students)** – ***(c) Public Transport****. Explore various types of public transports (taxi, bus, train, etc.), situations, traveller's needs, asking for directions, possible issues and looking for solutions, etc. Make a list of Public Transport related experiences, which students write down in their copybooks.* • **Building vocabulary (Search in Newspaper)** – *Activity with newspapers. Provide students with newspapers and ask them to find and write down "Transport" related words. Consolidate all students' finding into their Master vocabulary.* ***Differentiation:*** *Provide articles of various complexity to match the students' levels in language proficiency.* • **Learning context-related expressions and forms of dialogues (Teacher and Students)** – *Incorporate the new vocabulary into topic related dialogue templates: Asking for directions; Finding the most convenient transport; Prices and ways of payment; Transport schedule; etc. Practise a few dialogues.* ***Differentiation for lower-level language proficiency:*** *Provide templates of constructed dialogues with a) simpler forms; b) a greater level of scaffolding, e. g. more supporting words are included.* • **Grammar practice (Students) and assessment of learning (Teacher) –** *Identify Adjectives and Quantifiers in the provided newspapers and incorporate them in Public Transport related dialogues (oral activity).* • **Homework (Research)** – *Research a touristic place in Armenia. Imagine you take a taxi in the centre of Yerevan, the taxi driver has no idea how to get there, and you need to explain the itinerary to the driver. Draw a map and write down the directions.*	• Pictures/Photos: Public transport • Newspapers • Worksheet-5: "Hotel Experience: Find grammatical and linguistic mistakes in dialogues" • Web Research: Touristic places in Armenia • Google Map • Grammar Textbook • Dialogue templates: Public Transport

Sequence of language teaching / learning activities, games, etc differentiation and preparation for task	Resources
Week/Lesson 4 • **Assessment of the previous lesson's learning (Game)** – Charades: Teacher and students describe a word from the Master vocabulary, related to Public Transport, students guess the word. • **Learning Grammar (Teacher)** – ***Preposition and Conjunction*** – *explanation.* • **Introduce a new topic (Teacher and Students)** – ***(d) Restaurant****. National cuisine, various meal names, relevant vocabulary and expressions, restaurant ethics (traditional and general), etc. Make a list of Restaurant related experiences, which students write down in their copybooks.* • **Building vocabulary (Role Play)** – *Provide students with a restaurant scenario: some of the customers (students) do not speak Armenian, however, the waiter does not understand English either. These customers speak English, while next table customers (other students), with the teacher's assistance, try to translate for the waiter. The waiter interacts in Armenian, and next table customers translate his speech to English. In the course of the Role Play, the teacher writes the new vocabulary on the whiteboard, after the Play students copy the words in their Master vocabulary.* ***Differentiation:*** *Distribute roles according to students' level of language proficiency: waiter – most proficient student; Armenian speaking customers – proficient students; English speaking customers – less proficient students. After a performance, change the roles.* • **Learning context-related expressions and forms of dialogues (Teacher and Students)** – *Incorporate the new vocabulary into topic related dialogue templates: Make a reservation; Order of meal with special requests; Request the bill; Complain about or praise the meal; Ask for recommendations; etc. Practise a few dialogues.* ***Differentiation for lower-level language proficiency:*** *Provide templates of constructed dialogues with a) simpler forms; b) a greater level of scaffolding, e. g. more supporting words are included.* • **Grammar practice (Students) and assessment of learning (Teacher) –** *Worksheet-6. Complete the missing prepositions and conjunctions in the dialogue.* • **Homework (Design a Menu)** – *Design a Menu of a traditional Armenian restaurant.*	• Pictures/Photos: Restaurants, traditional meal • Worksheet-6: "Restaurant Experience: Complete missing prepositions and conjunctions in the dialogue" • Graphic Design or Word Processing Software • Grammar Textbook • Dialogue templates: Restaurants

Sequence of language teaching / learning activities, games, etc differentiation and preparation for task	Resources
Week/Lesson 5 • **Assessment of the previous lesson's learning (watch a video and discuss)** – Students watch a "Restaurant experience" video and discuss what could be improved in the provided customer-waiter dialogue. • **Learning Grammar (Teacher)** – ***Verbs*** *(tenses, conjugation)– explanation.* • **Introduce a new topic (Teacher and Students)** – ***(e) Sightseeing tours****. Explore the most popular sightseeing places in Armenia. Make a list of Sightseeing places related experiences, which students write down in their copybooks.* • **Building vocabulary (Watch and Listen: Travel advertisements)** – *Students watch/listen to a few authentic travel advertisements, and write down the new words. Modify advertisements by applying previously learned words from the Master Vocabulary.* • **Learning context-related expressions and forms of dialogues (Teacher and Students)** – *Incorporate the new vocabulary into topic related dialogue templates: Inquiry about available tours, terms and conditions, itinerary, facilities, etc. Practise a few dialogues.* ***Differentiation for lower-level language proficiency:*** *Provide templates of constructed dialogues with a) simpler forms; b) a greater level of scaffolding, e. g. more supporting words are included.* • **Grammar practice (Students) and assessment of learning (Teacher) –** *Identify verbs used in advertisements, change their tenses and conjugation (oral and written activity).* • **Homework (Research a tour, write an email to a tour agent)** – *Research a tour on the internet and write an email to the tour agent trying to find out all necessary information for your travel needs.*	• Video: Restaurant Experience • Pictures/Photos: Places to Visit in Armenia • Travel advertisements (animation, video, audio, illustration, texts) • Web Research: Tour agencies and tours • Grammar Textbook • Dialogue templates: Sightseeing

Sequence of language teaching / learning activities, games, etc differentiation and preparation for task	Resources
Week/Lesson 6 • **Assessment of the previous lesson's learning (Worksheet)** – *Worksheet 7: Complete missing verbs in dialogues: The worksheet presents a sightseeing place and provides dialogues where verbs are missing. Students complete dialogues with suitable verbs.* ***Differentiation for lower-level language proficiency:*** *The first letters of the missing verbs are provided.* • **Learning Grammar (Teacher)** – ***Adverbs*** *(types)– explanation.* • **Introduce a new topic (Teacher and Students)** – ***(f) Cultural Events****. Explore cultural events happening yearly in Armenia: film festivals, food festivals, book festivals, opera, ballet, theatre, national holidays and celebrations, etc. Make a list of the most popular cultural events in Armenia.* • **Building vocabulary (watch an interview about cultural events in Armenia)** – *Students watch the interview, and write down the new words. Consolidate the new words into the Master vocabulary. Students, with the teacher's assistance, categorise learned new words per cultural events' (oral activity). They make a list of categories.* • **Learning context-related expressions and forms of dialogues (Teacher and Students)** – *Incorporate the new vocabulary into topic related dialogue templates: How to participate in a cultural event; Getting tickets or making reservations; Calendar of cultural events; the most recommended cultural events, etc. Practise a few dialogues.* ***Differentiation for lower-level language proficiency:*** *Provide templates of constructed dialogues with a) simpler forms; b) a greater level of scaffolding, e. g. more supporting words are included.* • **Grammar practice (Students) and assessment of learning (Teacher) –** *Enrich topic related dialogues with suitable adverbs (oral and writing activity).* • **Homework (Write interview questions)** – *Write questions for an interview with the host of a cultural event by your choice. Include at least 10 adverbs and state their types.*	• Pictures/Photos: Cultural events • Video: Interview about cultural events in Armenia • Worksheet 7: Complete missing verbs in dialogues • Grammar Textbook • Dialogue templates: Cultural Events

Sequence of language teaching / learning activities, games, etc differentiation and preparation for task	Resources
Week/Lesson 7 • **Assessment of the previous lesson's learning (enacting interviews)** – *Students group into pairs, one student is the cultural event host, the other student is the visitor. The visitor interrogates the host per homework completed (interview questions), the host gives the best answers to his/her knowledge. Then students swap the roles. The teacher observes students' performance and makes notes in the Observation Checklist. This Observation Checklist can be used in other similar activates for comparative analysis and evaluation of student progress in their speaking skills.* • **Learning Grammar – Parts of Speech (Teacher)** – ***Pronouns*** *(types and applications) – explanation.* • • **Introduce a new topic (Brainstorming)** – ***(g) Souvenir Shopping****. Brainstorm which Armenian cultural elements can be converted into souvenirs. Make a list of souvenirs.* • **Building vocabulary (Design a souvenir shop)** – *Design a souvenir shop and tag each item. Consolidate all students tags into the Master vocabulary.* • **Learning context-related expressions and forms of dialogues (Teacher and Students)** – *Incorporate the new vocabulary into topic related dialogue templates: I am looking for a souvenir that represents …; What material is this souvenir is made out; What are the most popular souvenirs and why; etc. Practise a few dialogues.* ***Differentiation for lower-level language proficiency:*** *Provide templates of constructed dialogues with a) simpler forms; b) a greater level of scaffolding, e. g. more supporting words are included.* • **Grammar practice (Students) and assessment of learning (Teacher)** – *Worksheet 8: Replace nouns with respective pronouns in the text.* • **Homework (Worksheet)** – *Worksheet 9: Design a souvenir, which incorporates one or more cultural elements. Write a "Wikipedia" type article about your souvenir.* ***Differentiation for lower-level language proficiency:*** *Provide a "Wikipedia" article template to fill in.*	• Pictures/Photos: Souvenirs • Graphic Design software • Worksheet 8: "Replace nouns and with pronouns in the text" • Worksheet 9: "Design a souvenir, and write a "Wikipedia" article about it" • Grammar Textbook • Dialogue templates: Souvenirs

Sequence of language teaching / learning activities, games, etc differentiation and preparation for task	Resources
Week/Lesson 8 • **Assessment of the previous lesson's learning (Show & Tell)** – *Demonstrate your designed souvenir to the class.* • **Learning Grammar – Parts of Speech (Teacher)** – ***Interjection*** – *explanation, application in dialogues.* • **Introduce a new topic (Class discussion)** – ***(h) Sharing Impressions / Writing Recommendations***. *Discuss types of forms/formats/platforms that can be used for sharing impressions and writing recommendations, e. g. press-release, blogging, forums, etc.* • **Building vocabulary (Revision)** – *Revision of Master vocabulary.* • ***Instructions about the Goal Task (Teacher)*** – *Teacher explains the task and assessment criteria in detail. Teacher forms pairs for the Goal Task (students with mixed abilities) and assign one of the learned 8 travel experiences to implement in the Goal Task.* • **Homework (Traveller blog)** – *Choose one of the travel experiences learned throughout the unit of work and write a traveller's blog about it with helpful recommendations.*	• Illustration of Souvenirs designed by students • Grammar Textbook • Blog platform
Week/Lesson 9 • Students work on their Goal Task within their pair groups, teacher assists and guides them. • **Homework** (Goal Task submission) – Submit the second and third parts of the Goal Task: 1) the script of the dialogue with separately listed Parts of Speech, as per requirements; 2) The file (electronic version) of the designed travel resource	
Week/Lesson 10 *Students present their completed Goal Task to the whole class.*	

Presentation, performance of goal/rich task

This is a pair (a group of two) presentation.

Audience: Teacher and the whole class.

The Goal Task is comprised of 3 parts:

1) Prepare and present a dialogue between the two students (5-7 min.) according to the assigned target area (travel experience).

2) Submit the script of the dialogue, which should include at least 7 of each Parts of Speech (which also have to be listed separately).

3) Design and present a travel resource (e.g., brochure, map, itinerary, visit card, small travel dictionary, travel blog, etc) associated with the dialogue.

One of the following 8 target areas (with given roles) was assigned to each pair of students to construct and present a topic related dialogue:

a) Airplane/Airport: **Passenger vs Passenger Assistant**

(b) Hotel: **Guest vs Hotel Administrator**

(c) Public Transport: **Passenger vs Taxi Driver**

(d) Restaurants: **Client vs Waiter**

(e) Sightseeing Tours: **Tourist vs Tour Agent**

(f) Cultural Events: **Visitor vs Host**

(g) Souvenir Shopping: **Customer vs Vendor**

(h) Sharing Impressions / Giving Recommendations: **Two Travellers**

The presentation of each student pair takes place in 3 stages:

1) Performing the dialogue

2) Reporting about the used Parts of Speech

3) Presenting their designed travel resource electronically on the Smartboard.

Points 2) and 3) should be submitted (electronically) prior to the Goal Task presentation day, for teacher's detailed review and assessment.

Evaluation

The following will be evaluated:

1) Language and fluency of oral presentation, including pronunciation (through dialogue presentation)

2) The nature of the dialogue: engaging, authentic, meaningful, interesting, etc.

3) Richness of vocabulary with topic related words

4) Spelling and grammar (through dialogue script and designed travel resources)

4) Correct use and identification of at least 7 Parts of Speech

6) Linguistic and design quality of the travel resource, and its relevance to the presented dialogue