

ՈՒՍՈՒՄՆԱԿԱՆ ՆՅՈՒԹԵՐԻ ՀԱՐՄԱՐԵՑՈՒՄՆԵՐ

ENGLISH 4

ԱՇԽԱՏԱՆՔԱՅԻՆ ԳԻՐՔ-ՏԵՏՐԻ
ՄԵԹՈԴԱԿԱՆ ՈՒՂԵՑՈՒՅՑ

ՈՒՍՈՒՑՉԻ ՀԱՄԱՐ

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ԱՆԳԼԵՐԵՆ 4

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ՄԵԹՈԴԱԿԱՆ ՈՒՂԵՑՈՒՅՑ

ՈՒՍՈՒՑՉԻ ՀԱՄԱՐ

METHODOLOGICAL GUIDEBOOK

FOR TEACHERS OF THE

ENGLISH WORKBOOK 4

Երևան - 2026

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Ուսումնական նյութերի հարմարեցումներ: «Անգլերեն 4» աշխատանքային գիրք-տետրի մեթոդական ուղեցույց ուսուցչի համար / Օհանյան Հ.Վ., Պետրոսյան Ս.Ս.; Հանրապետական մանկավարժահոգեբանական կենտրոն. - Եր.: Էդիթ Պրինտ, 2026. - 20 էջ:

Ձեռնարկը երաշխավորվել է ՀՀ ԿԳՄՍ նախարարի 13.02.2026 թվականի 219-Ա/2 հրամանով որպես ուսումնական նյութ:

Ձեռնարկը հրատարակության է երաշխավորվել Խ. Աբովյանի անվան հայկական պետական մանկավարժական համալսարանի Հատուկ և ներառական կրթության ֆակուլտետի խորհրդի կողմից:

Մասնագիտական խմբագիր՝ Մնացականյան Լ. Ա.

Հեղինակներ՝

Օհանյան Հասմիկ Վրույրի
Պետրոսյան Սյուզաննա Սամվելի

Գրախոսներ՝

Մանկավարժական գիտությունների թեկնածու, դոցենտ Մուրադյան Ս. Վ.
Մանկավարժական գիտությունների թեկնածու, դոցենտ Հարությունյան Մ. Ռ.

Համակարգչային ձևավորում՝ Սարոյան Լ. Գ., Դավթյան Հ. Լ.

Սույն ուղեցույցի նպատակը հանրակրթական ուսումնական հաստատությունների չորրորդ դասարանի «Անգլերեն 4» աշխատանքային գիրք-տետրի կիրառության գործընթացում ուսուցիչներին մեթոդական աջակցության տրամադրումն է:

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PREFACE

Dear teacher,

Welcome to the Methodological Guidebook for Teachers (hereinafter referred to as “Guidebook”) of the “English 4” Workbook (hereinafter referred to as “Workbook”), designed specifically for students with learning difficulties. The Workbook 4 is developed on the base of State Standards of General Education of RA and Subject Programmes. The Guidebook is aimed at supporting the teachers in delivering engaging, accessible, and effective English lessons while fostering confidence and participation among all students, as well as encouraging inclusive and student-centered practices. With the help of the Workbook, the students will be able to:

- build and develop skills in reading, writing, listening, and speaking through accessible, playful and interesting activities;
- develop their vocabulary, make up sentences and short dialogues;
- listen and understand simple language;
- use English as a foreign language for communication in both written and oral speech using simple vocabulary;
- get basic knowledge based on their individual needs and abilities.

The “English 4” Workbook is divided into thematic units each centered around functional vocabulary and simple language structures. The themes include:

1. **Revision of the Alphabet** – Reinforcing letter recognition and phonics through multisensory methods.
2. **Countries and Nationalities** – Introducing cultural awareness with simple sentence patterns and visual support.
3. **Daily Routine** – Practicing everyday verbs and telling time using routines familiar to students.

4. **Shopping** – Building vocabulary and functional phrases in a familiar context (e.g., “How much is it?”, “I want...”).
5. **Healthy Lifestyle** – Promoting health-related vocabulary and habits with real-life applications.
6. **Seasons and Weather** – Learning descriptive words and weather-related expressions using visuals and songs.
7. **Holidays** – Exploring cultural and personal celebrations to build empathy and vocabulary.

The Workbook emphasizes practical language use through topics relevant to students’ everyday experiences and interests. It integrates a **communicative and multisensory approach**, focusing on:

- **visual learning** (images, stickers, videos);
- **kinesthetic activities** (games, role plays, acting dialogues, movement);
- **auditory reinforcement** (songs, repetition).

Teaching a foreign language to children with special educational needs (hereinafter referred to as “SEN”) or learning difficulties is both challenging and interesting for teachers. In the teaching process, the educator should:

- use simple, consistent language;
- break down tasks into small steps;
- do repetitions frequently;
- use visuals to reinforce understanding;
- allow extra time and provide individual support when needed;
- foster peer support and cooperative learning;
- use Universal Design for Learning principles¹;

¹ UDL is a framework that promotes participation, engagement and inclusion by providing multiple means of engagement (the WHY of learning), representation (the WHAT of learning) and action/expression (the HOW of learning). Universal Design for Learning (UDL) recognises, accommodates and celebrates the variability of students’

- celebrate progress, no matter how small it is.

The inclusive teaching approach is based on the concept that no two students are alike; each student is unique, for example, in terms of perception speed, visual memory, etc. The Workbook and the Manual emphasize:

- **Flexible Pathways to Learning:** Simplifying or extending activities according to the student's needs.
- **Repetition:** Reinforcing key concepts through the Workbook's built-in design.
- **Positive Reinforcement:** Encouraging effort and celebrating small achievements.

We hope that both the Workbook and the Teacher's Guidebook will be a valuable part of the educational process for students and teachers.

METHODOLOGICAL GUIDANCE OF THE TASKS

Tasks 1-5 in the Workbook are introduced, aiming at the revision of the Alphabet and the main topics included in the "English 3" Workbook. The previously studied topics are: "Alphabet", "Parts of the Body", "Numbers", and "Colours". The revision is developed through tasks which will be carried out by picture matching, repetition, drawing, reading, and listening to the songs. The alphabetic revision is the most favourable for pronouncing, learning, and memorizing. The chosen animation enables to memorize both capital and small letters. For this purpose, we suggest naming each letter aloud when performing the tasks. In case of difficulty, the student may listen to the song more than once, while the teacher may

strengths, needs and how they learn. Through UDL, we consider that 'What might be essential for some, may be beneficial for all' and therefore aim to create an environment where all students can access, engage with, and succeed in their learning.

sing it aloud and encourage the student to repeat the letter. For children with speech disorders, we suggest asking the child to describe the given picture. To support this activity, you may use letter cards or visual prompts. For children who are struggling to perceive the letters, it is recommended to use matching activities and kinesthetic learning techniques. They can, for example, trace the letter with their finger, draw it in the air, or form it using tactile materials to reinforce recognition and memory.

Task 2 enables students to recognize, name, and point to basic parts of the body through repetition and interactive activities, using the words given in Appendix 1. In addition to the images provided in the Workbook and the appendix vocabulary, you may also use flashcards or posters with body parts, songs (e.g., “Head, Shoulders, Knees and Toes”), a doll or puppet, a mirror, worksheets, colouring pages, and other similar resources.

Tasks 3-5 provide the revision of the colour and number names. These tasks combine practical activities and acting out dialogues, which reinforce vocabulary through visuals and movement, monitor individual participation, and provide positive feedback.

When performing these tasks, it is necessary to consider that some children with SEN may have difficulties with sound perception, others may experience pronunciation challenges, while others may have obvious difficulties with perception, etc. These questions will be interpreted and presented in the student’s Individual Educational Plan (IEP). Therefore, a differentiated and individual approach should be taken while performing the exercises. This individualized approach should be applied when completing all subsequent tasks in the Workbook.

Tasks 6-15 cover the topic “Countries and Nationalities”. The aim of the tasks is to develop basic social communication skills and learn new vocabulary within the given themes. The tasks will help students recognize and identify the flags of both national and foreign countries, as well as their location on the map. They will also become familiar with the most

notable cultural features of the presented nationalities Using real-life examples—such as showing pictures of common foods (e.g., sushi from Japan, pizza from Italy), traditional clothing, or items the child may have seen in daily life—helps strengthen memory, comprehension, and motivation. The tasks are purposefully designed to engage students by incorporating practical activities and providing clear, accessible instructions. They include vocabulary acquisition through colour-coded matching exercises, listening-based text familiarization to enhance comprehension skills, and QR codes aimed at developing accurate pronunciation. Task 12 focuses on creating a personal passport, allowing students to introduce themselves and their country, thereby reinforcing both linguistic competencies and cultural awareness.

The topic includes an activity that allows students to work with a map, find their country and colour it. This reinforces cross-curricular connections, making the learning process effective and interesting.

Note: For students with learning difficulties, it is important to focus on participation and communication, rather than solely on correct sentence formation. During the learning process, it is recommended to let the student hear, see, and do: either the teacher or a peer can pronounce the sentence or the phrase, show the word, point to the visual, or use gestures. Repetition is one of the most important activities; it is suggested to repeat key questions and answers, and provide sentence starters, such as “I am ...”, “I am ... years ...”, “I am from ...”.

When students learn to introduce themselves, they are learning language in context. It is essential to teach language in a purposeful context and systematically plan and instruct to support generalization.

Collaboration with peers proves to be highly effective both in the learning process and in the context of fostering an inclusive environment. In this context, you may pair the students to practice the sentences, words, drawing and other tasks together, if the students feel comfortable with each

other. You may reinforce the learning activities, asking the student to draw a picture of their “new friend” with a peer support (Task 11). Students may create a “My New Friends” poster by adding pictures and short texts.

The second topic is “Daily Routine,” which is presented in Tasks 16-27. The tasks provide students with the vocabulary necessary for describing everyday activities and discussing habits. This topic integrates the following language areas: days of the week, telling the time (full hours), distinguishing between workdays and weekends, as well as using action verbs in the Present Simple Tense. In this topic, the Present Simple tense is introduced in a simplified way, tailored to the needs of children with learning difficulties. The focus is placed on meaningful communication rather than definite grammatical instruction. Children are encouraged to recognize and use familiar patterns in context (e.g., I wake up, He goes to school, etc.) through repetition, routine, and supported activities, rather than formal grammar explanations (Tasks 22, 23).

Note: Emphasize the use of the third person singular “-es” ending (e.g., he brushes, she does), but do not overcomplicate the form at this stage. The aim is recognition and basic production, rather than full mastery.

Through the given topic, students will be able to do such activities as matching, watching a video and speaking, solving a crossword puzzle, listening to the text, and answering the questions. They may create a visual timeline of their day using both pictures and simple sentences, introduced in the Workbook. The teacher should encourage the students to reflect on their own daily routines and compare them with those of their classmates or with children from different cultures (in case they study at the same school or live in the same neighborhood). This activity develops both language and intercultural understanding.

Students with language disorders also need opportunities to engage in conversations. It is encouraged to plan opportunities for students to engage in conversations with the teacher and other students as they work, think,

and play, using discussion groups or promoting ‘turning and talking’ with a peer.

Note: It is essential to use clear and simple language, provide appropriate time and individualized support, break tasks into small, manageable steps, as well as encourage positive reinforcement and repetition. While practicing speaking, you may use puppets or dolls to act out routines. Assessment may be based on observation, i.e., can the student match, identify, and use daily routine vocabulary? Can they say or demonstrate a few routines? For reflection, you may consider asking yourself the following questions:

1. Which activities were most engaging for each student?
2. Were the instructions clear and accessible?
3. What additional support did individual students need?

These questions will help you work with the topics more easily and effectively.

The next topic, which includes tasks 28-36, is “Shopping”.

The topic “*Shopping*” is practical and relatable, making it ideal for engaging children with Special Educational Needs (SEN). Teaching this topic supports vocabulary building, communication skills, and the use of functional language in real-life contexts. Below are some effective methods and approaches, along with strategies to help students complete the tasks effectively.

Within the scope of the topic, the child will learn the names of clothing items, simultaneously reviewing the names of colours (Tasks 29-32), as well as the names of vegetables and fruits by classifying them into their respective categories.

Task 33 enables the child to select the appropriate stickers denoting money (Armenian Drams) from the Appendix and use them to “purchase” the items and foods shown in the Workbook. Visual aids (pictures, price tags)

and tactile materials (play money, shopping items) are provided to engage multiple senses. The tasks are developed around real-life tasks, such as role-playing shopping scenarios or matching items with prices, which will help make the learning process more effective. You may adjust the complexity of the tasks according to each child's abilities; some students may focus on recognizing items and prices, while others may practice forming simple sentences like "I want apples." Research shows that role play supports language acquisition by immersing students in authentic, meaningful contexts that mirror everyday life, allowing them to rehearse communication strategies safely.

The tasks are clear and achievable. In case of any difficulty, you may break them into small steps to reduce cognitive overload, which helps reinforce understanding and memory. This task holds significant importance for the child's daily life activities. Through completing various exercises, such as matching, reading, writing, listening to dialogues, and reading with a partner, the student reaches a point where they begin to create their personal shopping list. This is an essential life skill that a child can acquire through everyday activities. In the context of learning, especially when studying a foreign language, it becomes a wonderful opportunity for the student to communicate not only in Armenian but also in English.

Note: If the student experiences difficulties in the learning process or has special educational needs, the appendix images and QR-based activities are provided to support learning outcomes and develop fine motor skills. It is advisable to incorporate physical movements to reinforce vocabulary and instructions: children, for example, can mime buying items, handing over money, or pointing to products. Consistent repetition of the key vocabulary and phrases will help students anticipate the flow of activities. You should always encourage communication and create an environment where attempts to communicate are praised. Even simple gestures or single words are valuable.

The next topic, “Healthy Lifestyle,” includes Tasks 37-47. This is one of the most “dynamic” and “delicious” topics for all children, as they are generally fond of sports, games, and delicious food.

The topic offers a meaningful context to develop students’ English language skills, while also promoting well-being, self-care, and independence. For children with SEN or learning difficulties, learning about healthy habits supports not only their language development but also their personal growth and life skills.

The tasks are directly connected to students’ real lives, which makes the learning process more engaging, functional, and relevant. By completing these tasks, students should be able to recognize and name healthy and unhealthy food, as well as use basic vocabulary and sentence structures to express their interests and preferences (e.g., I like bananas. I like football, etc.) Teaching health knowledge at school is essential, especially for children with disabilities, who are reported to be at a higher risk of being overweight or underweight. This has been linked to poor diet, irregular eating patterns, lack of exercise, sleep disorders, and other genetic factors. This section can contribute to a better understanding of health literacy and the development of new, healthy habits.

Note: Task 42 focuses on the use of the Present Simple and the Present Continuous Tenses. The student may match the sentences using the colour prompts, but the activity should not be overcomplicated at this stage. The aim is recognition and basic production rather than full mastery.

While completing the tasks, some students may not be able to work independently. Encourage peer collaboration, organize group activities, and create a supportive environment. The final task of the topic involves group work, during which students with learning difficulties or special educational needs will make a poster. Assign roles to students according to their interests and abilities.

The topic “Seasons and Weather” is represented in tasks 48-61. It is both familiar and functional for children; it helps the students understand their environment, express how they feel, choose appropriate clothing, and prepare for daily activities. Additionally, it provides a rich context for introducing basic vocabulary, daily language routines, and concepts of time.

Studying this topic will enable students to recognize and name the four seasons (spring, summer, autumn/fall, winter), identify different types of weather (sunny, rainy, cloudy, hot, cold), use simple phrases and sentence structures to describe the weather (e.g., “It is cold,” “It is sunny today”), and match appropriate clothes or activities to different weather conditions.

The tasks will help students acquire knowledge and skills through drawing (Task 50), listening (Tasks 42, 52, 58), working with images from the Appendix (Tasks 51, 57, 60, 61), and finding words in the crossword puzzle (Task 54).

All the mentioned activities contribute to the development of the student’s mental visualization, memory, and fine motor skills. It is particularly important that many of the tasks are designed to be completed collaboratively with a peer, as this approach naturally fosters cooperative learning and active engagement in the educational process.

Note: For children with SEN, it is advisable to use multisensory and concrete materials, such as colourful and clear images or flashcards representing each season, type of weather, and month, for example, pictures of snow for winter, flowers for spring, the sun for summer, and falling leaves for autumn. As tactile resources, you can incorporate textured items like cotton balls for snow, felt leaves for autumn, or a small fan to simulate wind. This makes abstract concepts more tangible. Using songs, chants, or rhymes about seasons, weather, and months is an effective way to support auditory learning and memory.

Seasons Movement Song

(Add simple actions to help engagement)

Spring:

Clap your hands, clap, clap, clap,
Spring is here, tap, tap, tap.

Summer:

Wave your arms, wave, wave, wave,
Summer sun is hot and brave.

Autumn:

Stomp your feet, stomp, stomp, stomp,
Autumn leaves go thump, thump, thump.

Winter:

Shake your body, shake, shake, shake,
Winter's cold, make no mistake!

The Four Seasons Song

(Tune: "Twinkle, Twinkle, Little Star")

Spring is here, flowers grow,
Birds sing songs, soft and slow.
Summer comes with sun so bright,
Long, warm days and starry nights.

Autumn leaves fall to the ground,
Orange, yellow, all around.

Winter comes with snow and ice,
Cold and crisp, but oh so nice!

Seasons change, come and go,
Watch them dance and watch them grow!

Seasons Chant

Spring – Grow, grow, grow,
Flowers bloom and rivers flow.

Summer – hot, hot, hot,
Play outside and swim a lot.

Autumn – Fall, fall, fall,
The leaves are yellow, red and gold!

Winter – Cold, cold, cold,
Snowflakes sparkle, hands are cold!

The Season Rhyme

Spring wakes up the flowers,
Summer brings warm showers.
Autumn paints the leaves red and gold,
Winter’s chilly, white and cold!

The topic should be connected to real-life experiences and daily routines. Using a classroom weather board, where students place symbols (sun, snow, rain, etc.) to represent the current weather, is particularly useful, as it links vocabulary to their immediate environment. You should also connect seasons and months to real-life events or holidays, like **December** – winter, Christmas; **March** – spring, Mother’s Day; **July** – for example, the student’s birthday, etc.

The final topic, “Holidays,” is presented in tasks 62-70. These tasks require students to match images with new words, listen and repeat the words, act out a dialogue, and complete other educational activities, which stimulate the students’ communicative skills. The vocabulary is introduced with

consideration of the interests of children of the corresponding age group. In addition to their favorite holidays, such as Easter and New Year, students also use vocabulary related to spring, summer, autumn, and winter holidays, and describe interesting activities related to the topics. For more effectiveness, you may display a holiday-themed daily schedule or sequence of activities, such as putting up the Christmas Tree, decorating it with toys and decorations, placing the presents under the tree, etc.

Tasks 65, 66, and 67 connect the main topic to the names of different means of transportation, such as bus, plane, car, taxi, and train. With the enumeration of the means of transportation, the expression “on foot” is also introduced here, presented with an alternative prefix.

Note: Sort photos or toys according to land, air, and sea. You may also use role-plays during lessons, such as pretending to drive, fly, etc. Children with SEN or learning difficulties enjoy drawing, so they may draw a vehicle, a train, a ship, and other means of transportation, and name them.

Tasks 69 and 70 contribute to the development of listening and speaking skills, which are practiced through dialogue. If the child experiences difficulties, it is preferable to incorporate multimodal learning by combining listening and speaking with visual, tactile, or movement-based activities. For task 69, you may use a map to show the country. You can also present images of Greece’s most famous sights.

The final part of the Workbook (tasks 71-80) features digital games that allow students to revise the topics through games. This approach is both interesting and effective for reviewing previously learned materials. These games are visually stimulating and interactive; they provide varying levels of support so that the children can progress at their own pace. Through these activities, they can match the lowercase letters to the uppercase ones, revise the colours, numbers, fruits, animals, and the names of body parts.

Generally, the regular vocabulary review is an effective tool for learning a foreign language. It is strongly advisable to celebrate the efforts and

progress of the students with SEN or learning difficulties through praise, stickers, or small rewards to motivate participation and build confidence. Teachers should continuously collaborate with colleagues, psychologists, teacher assistants, and specialists from the Territorial Psychological-Pedagogical Support Centers to ensure strategies tailored for the student's needs.

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