

**Elita Freija, Dobeles State gymnasium, 2023.**

Lesson plan in English – Class 7(higher level) Bearing in mind that *Deeper Learning is cultivated by engaging students with **grade-level work** that is **relevant, real-world, and interactive** and emerges at the intersection of **mastery, identity, and creativity** as three observed outcomes of learning([Izmantots](#))*

**Text book:**

- Oxford, J. Hudson, W. Salandyk - “Life vision”: Unit 4 The world around us.  
4.3 READING: Prepare for reading an article about water shortages using photos and general knowledge
- additionally, is used Boyd Elaine, Edwards Lynda – “Gold Experience A2+” Pearson Education

**Learning Objective(s):**

1. repeat, deepen and systematize knowledge on the topic;
2. develop specific language skills;
3. teach problem-solving strategies.

**Specific Outcomes/Essential Questions:**

1. Komplekss sasniedzamais rezultāts: Izmanto dažādus tekstus un citus avotus savas valodas sistēmas attīstīšanai. (VS.9.3.1.1.)
2. Students have added vocabulary about the topic;
3. Students have learned a new reading strategy - only by focusing on title, photos, you can draw a conclusion - what the article is about and what I might already know about the topic;
4. Students are ready and willing to express their thoughts and ideas about the topic.

**Required resources:** Presentation, Oxford, J. Hudson, W. Salandyk - “Life vision” pre – intermediate (with digital pack); prepared exercises on Comparatives and Superlatives of Adjectives [EXERCISES](#); prepared example of Dictogloss on problems; Audio dictation and Reading comprehension task.



**Teaching methods:** work with text, demonstration, visualization, conversation, questions, discussion, [Dictogloss](#).

**Organization of the learning process:** individual and the whole class.

**Duration:** 40x40

**Course of the lesson:**

Teacher activity	Student activity
<b>Gaining attention of the students:</b> Greeting, information about the lesson	
Stimulating recall of prior <b>knowledge</b> (6 min):	Students individually, orally do exercise on Comparatives and Superlatives of Adjectives explaining spelling rules and other rules if applicable (the theme of the previous lesson)
<b>Developing specific language skills:</b>	
1.Speaking – Warm up discussion(6 min)	Students share their thoughts, topic - free choice
2.Audio dictation(12 min.): <a href="https://on.soundcloud.com/Sss29">https://on.soundcloud.com/Sss29</a> (Dictation practice can confer numerous benefits to English as a Second Language (ESL) learners by enhancing their listening, writing, and spelling skills)	Students listen and write the dictation. After writing, the correct version of the dictation is displayed so that students can correct possible mistakes. Students write the misspelled words to learn.
3.Dictogloss (15 min.): In many dry regions of the world, there is a severe lack of water. This can make life very difficult for people and animals living in these areas. Without water, crops cannot grow and livestock cannot survive. People may have to travel long distances to find water, and this can be dangerous, especially for women and children( <a href="#">Generated using chatgpt</a> ) (Dictogloss is a type of supported dictation. The teacher reads a short, curriculum-related text several times and the learners try to produce their own version as close to the original as possible. The ideal dictogloss text is at a language level slightly above that of the learners, but with familiar subject content.)	Students listen to the dictation the 1st time, they must understand the content of the text, listen the 2nd time, students can write down keywords, listen for the 3rd time, then try to reconstruct the dictation text as close as possible to the original. After completing the work, students read their reconstructed texts. Then compare with the original and discuss the meaning and spelling of the words.
5.Minutes break	
Unit 4 The world around us. 4.3 READING	
Prepare for reading an article about water shortages using photos and general knowledge	
<b>Understanding</b>	

<p>Warm up. What is it?</p> <ol style="list-style-type: none"> <li>1. It can fall, but it doesn't get hurt.</li> <li>2. It's sometimes sparkling, but it isn't a diamond.</li> <li>3. It can be solid, liquid, or gas.</li> <li>4. Everyone in this room needs it.</li> </ol>		<p>Students try to guess these riddles. The correct answer is 'water'</p>
<p>Ex.1 Look at the photos. What kind of places are these? What do you think the weather is like there?</p>		
<p><b>Ice stupa</b> <a href="https://ej.uz/ice_stupas_7">https://ej.uz/ice_stupas_7</a></p>	<p><b>Fog catchers</b> <a href="https://ej.uz/Fog_catcher_7">https://ej.uz/Fog_catcher_7</a></p>	
		<ol style="list-style-type: none"> <li>1. Students look at the pictures, express their thoughts about what can be seen in these pictures and what the weather conditions might be like in these places. Students are trying to guess what both the ice formation and the net might be useful for.</li> <li>2. Watching video #1. A discussion about the wisdom of people and interesting solutions to survive in such harsh life conditions. Eliciting questions to infer what facts the students have heard.</li> <li>3. Watching video #2 A short discussion about another solution to get water. (<i>Caurviju Prasmēs</i>): <i>Skolēns rūpīgi un mērķtiecīgi izzina, analizē un izvērtē dažāda veida informāciju un situācijas.</i></li> </ol>
<p>Ex.2 Asks students to read about the strategy explained in the textbook. Asks to read 1&amp;2 question.</p>		<ul style="list-style-type: none"> <li>• Students read the strategy about predicting before reading.</li> </ul>
<p>Ex. 3 Asks to read the text</p>		<ul style="list-style-type: none"> <li>• Teacher's guided reading. Students read aloud one after the other for additional precise use of language. Teacher helps, supports and explains if necessary.</li> <li>• Pronounce the facts given at the beginning of the article about the difficulties faced by people in</li> </ul>

	different parts of the world in order to get something we take for granted like drinking water
Ex. 4 Vocabulary	<ul style="list-style-type: none"><li>• Students choose the correct definition for the highlighted words in the article.</li></ul>
Ex. 6 Think & share	<ul style="list-style-type: none"><li>• In pairs, students briefly discuss the questions presented in the book and share their ideas with the others</li></ul>
<b>Reflection:</b> The main takeaway for me is that...	<ul style="list-style-type: none"><li>• Students share ideas, reflections on what they learned, understood or what made them think</li></ul>