

Lesson 1

Global Goal: Ability to speak about the topic of water

Lesson 1: Water, Water Everywhere!

Level: grades 9-10; B1+

Timing: 45 minutes

Aims

- To present the content of the unit.
- To foster students' awareness of water distribution on the planet.
- To help students find important information in a text, classify and transfer it.
- To help students understand how mind maps can help memorise concepts and vocabulary.
- To help students understand that learning can be achieved in a foreign language.

Criteria for assessment

Teacher, peer- and self-assessment processes will be used to assess how well learners:

- understand and distinguish between different places of water location, its amount, bodies and kinds of water
- identify and summarise essential information
- paraphrase and re-arrange information
- acquire and use topic-related vocabulary
- produce short pieces of writing
- contribute to and participate in pair- and group-work activities

Teaching objectives

(What I plan to teach)

Content

- Introduction of the topic
- Places of water location on the planet
- Different amounts of Earth's water
- Different water bodies
- Kinds of water

Cognition

- Develop ability to pick up factual information from a text and classify it in a table.
- Develop critical thinking skills: summarising and generalising.
- Vocabulary building, learning and using.
- Develop critical listening and translating into L1.

Culture

- Understand the global importance of the topic (especially the fact that 99% of all Earth's water is unusable).
- Gain knowledge about the phenomenon of water.
- Understand that they can learn, no matter which language they are using.

Communication

Language of learning	Language for learning	Language through learning
<p>Key vocabulary:</p> <p>oceans, rivers, lakes, streams, swamps, marshes, saline, fresh water, surface water, ground, icecaps, glaciers, vapour, aquifers, a sphere</p> <p>Collocations:</p> <p>saline water, fresh water, surface water, ground water, atmospheric water, biological water,</p> <p>usable by humans,</p> <p>unusable by humans, water vapour, soil moisture, a watery place, available water supply , about ... percent, the vast majority of water, most of the water, almost all of water, of all the freshwater, only about ... percent, over ... percent of all water, the remaining ... percent, a tiny portion,</p> <p>more than two thirds, a small amount</p> <p>Passive forms:</p> <p>to be located, to be distributed</p> <p>to provide sb with sth</p> <p>to make use of sth</p>	<ul style="list-style-type: none"> Describing and classifying : <i>Water exists in, on and above... There are different types of (water bodies), Water can be of (different kinds)</i> Asking Wh- questions: <i>How much water is ...? What amount of (freshwater) is (found) ...? What amount of (freshwater) can be (used) ...?</i> Asking for information: <i>How do you spell...?, What does ... mean? How is this called?</i> Making suggestions: <i>Let's ...</i> Guessing: <i>Is it ...?</i> 	<ul style="list-style-type: none"> Transferring information into a table. Describing things Using sentence starters. Understanding and using mind maps. Using feedback. Retaining language revised.
Learning outcomes		
(What learners will be able to do by the end of the lesson)		
<ul style="list-style-type: none"> demonstrate understanding of Earth's water distribution in different amounts point out different places of water location, bodies and kinds of water 		

- successfully draw mind maps
- summarise information and write a short summary
- memorise and use vocabulary covered in the lesson
- work together in a group or pairs