



Kas zina, ko grib, spēj, ko grib. Rainis



Līdzfinansē
Eiropas Savienības
Erasmus+ programma

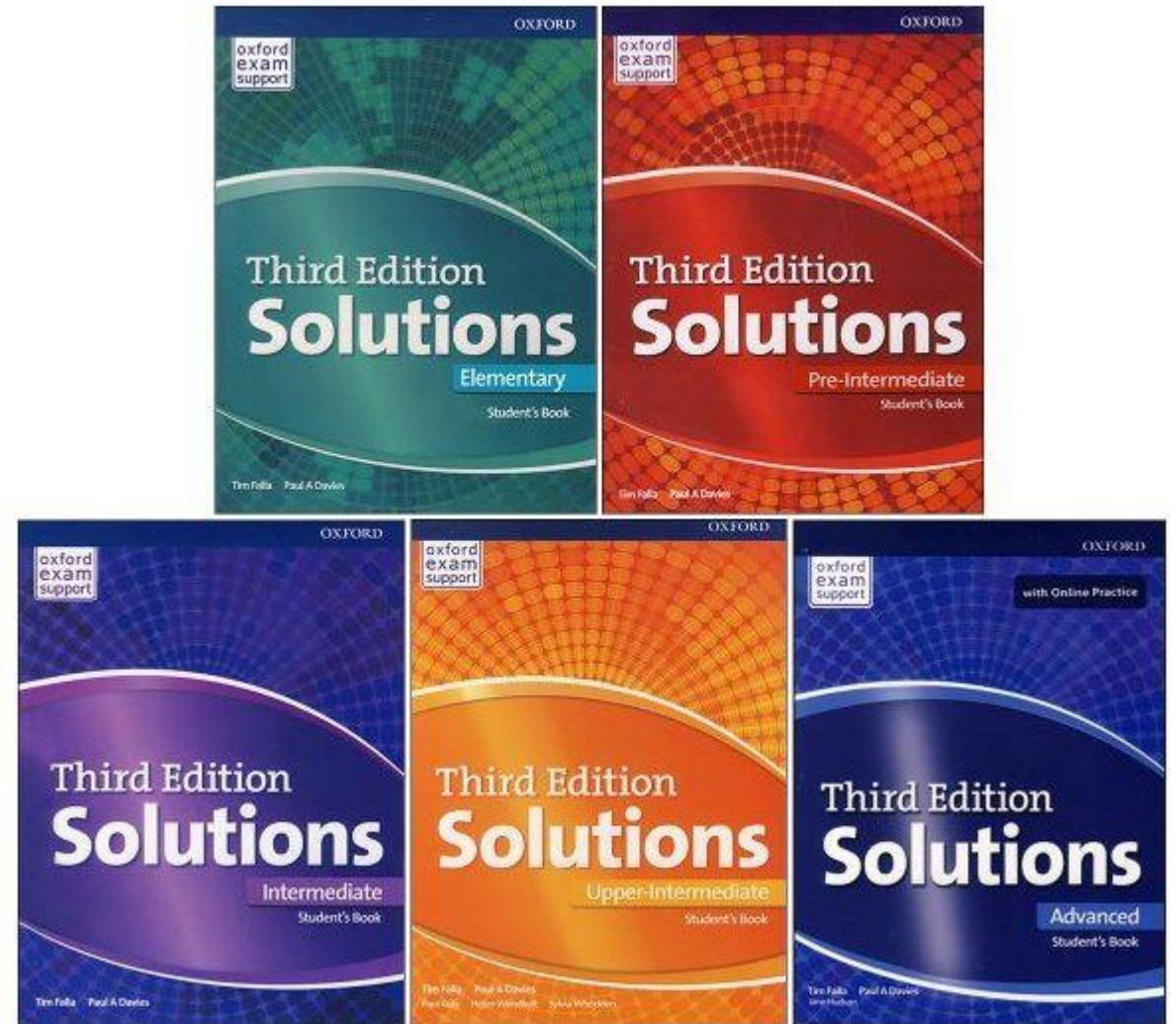
Skola 21.gadsimtā- radošās iespējas mācību stundās angļu valodā

Erasmus+ projekts nr. 2020-1-LV01-KA101-
077140

Skolotāju pedagoģiskās izaugsmes skola- ar skatu
uz nākotni

Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns

- Angļu valodas mācību līdzeklis



Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns

Jēgpilni mācību uzdevumi

- Neformāla vēstule draugam. Raksti neformālu vēstuli draugam, izmantojot ieteikumus un paraugus no dotajām vēstulēm. D.B. 6.7.(37.lpp.).

Writing Guide

6 Plan an email for the task in exercise 5. Make notes about:

1 a future arrangement.

2 a suggestion for an activity.

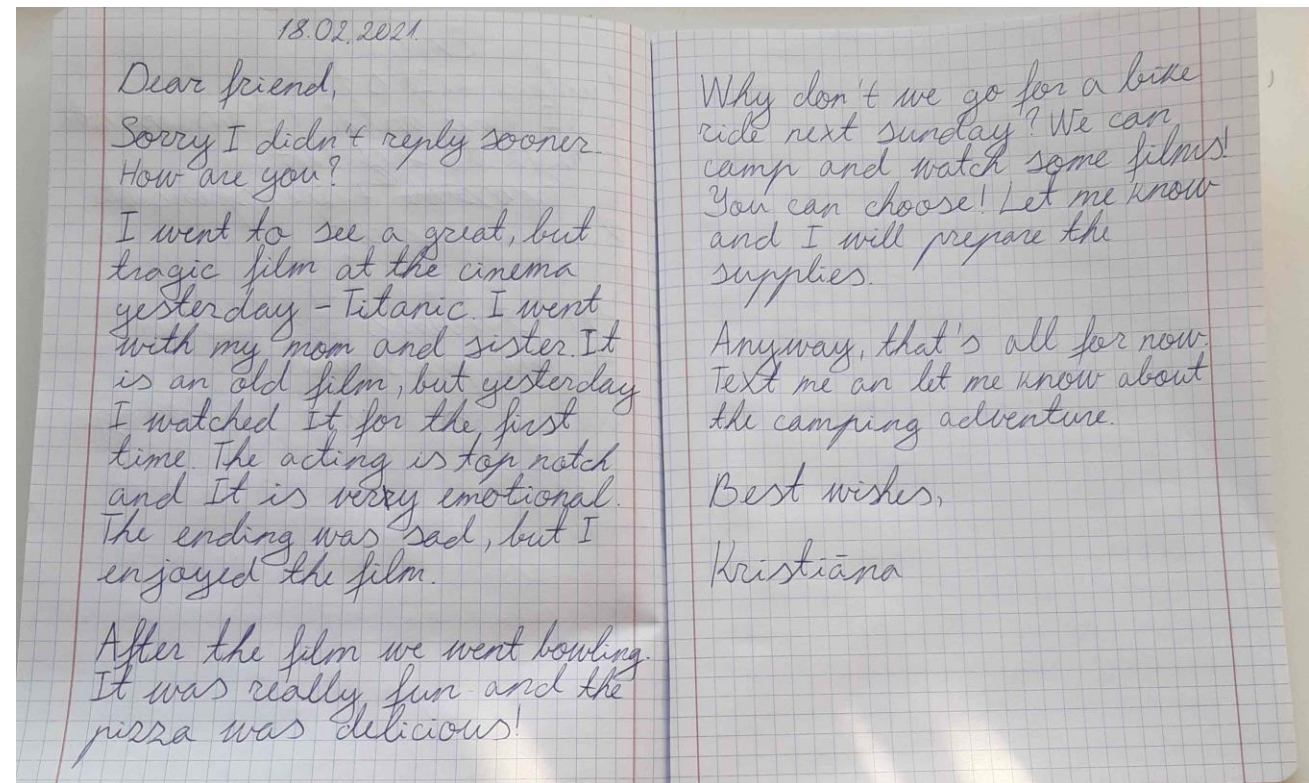
3 your current activity.

7 Write an email following your plan from exercise 6. (You can choose a different order for points 1–3.) Include phrases from exercise 1.

CHECK YOUR WORK

Have you ...

- covered all three points in the task?
- used phrases from exercise 1?
- used linking words to join your ideas?
- checked your spelling and grammar?




Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns

Jēgpilni mācību uzdevumi

- Stundas tēma: Kas ir laimīga dzīve?
1. Iesildīšanās uzdevums: uzraksti lietas, kas tevi dara laimīgu.
 2. Diskusija.
 3. Video materiāla skatīšanās ar uzdevumu: uzraksti 5 lietas, kas tev likās interesantas.
 4. Izlasi tekstu.
 5. Veic teksta sapratnes uzdevumus.
 6. Nobeiguma diskusija.

May 20 What makes a good life?

1. Watch the video:
<https://www.youtube.com/watch?v=8KkKuTCFvzI>
2. Write out five things that you found interesting
3. Read the text

 **BRITISH COUNCIL** LearnEnglish Teens
Graded reading: Happiness (level 1) – text

What makes you happy? Maybe it's not what you think ...

Do you know what makes you happy or do you just think you know? At first, these two questions look the same. If you think something makes you happy, then it makes you happy. You know yourself, don't you?

Write a list of all the things that make you happy. How many of them are fun? Most of them? So, if you spend your time doing all these fun things, you'll be really happy, won't you?

Well, maybe not. For most people, fun isn't enough for real happiness. Paul Dolan wrote a book called *Happiness by Design*. He thinks happiness comes from both pleasure and purpose. If most of the things on your list are about pleasure, that is what you think makes you happy. But you also need activities with purpose.

We usually know if something is fun, but we don't know what brings meaning. For example, most people think air pilots have jobs with clear purpose. They fly hundreds of people all over the world. But they spend a lot of time in boring hotels and airports and they do the same things hundreds of times. Those activities might not bring meaning – and they're probably not fun. So pilots also need to find pleasure and purpose in their work and life.

There are different ways we can find purpose in things. Some activities might be motivating because they work for the good of people and the world around us. Or what you do might help a team you're working in.

If you're a student, your 'job' is studying and passing exams. It's easy to do well in subjects you like, but subjects you don't like are less motivating. They're not fun for you, but you have to study them so you need to find purpose. An A in a subject you hate won't help the world. But can you be part of a study team with friends? Each person can study one part until they understand it and then teach it to the rest of the group. The purpose becomes helping the team.

Go back to your list of things that make you happy. How many of them are activities that bring purpose? Can you add any? Remember, some activities might bring both pleasure and purpose.

Now you need to design a happy life. Paul Dolan believes people should 'decide, design, do'. First decide what brings you pleasure and/or purpose – that means your two lists. Then, don't just think about these activities, fill your life with them. For example, you might love riding a bike but never have time to do it. So, ride to school or the library or the shops. If you live too far away, take your bike on the bus or train. Get off

Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns

Jēgpilni mācību uzdevumi

Pašvadīta mācīšanās

Like, Comment and Subscribe! Level 3, Adventure

When I was 27 years old, I worked in an office in San Francisco. I did my job well and my future was promising. I was alone in the world and I was happy.

CHAPTER 1: From San Francisco to London
The Million Pound Bank Note By Mark Twain

0:16 / 30:12 • Chapter 1: From San Francisco to London >

The Million Pound Bank Note by Mark Twain

Listen to the story and answer the questions

<https://www.youtube.com/watch?v=b4Skv8hLAxk>

- How did Henry get in the Pacific Ocean?
- How did he pay for a trip?
- What fruit did he try to get on the street?
- Why was Henry chosen?
 - What was the bet about?
- What did Henry do first with the money?
 - How did Miss Langham react when Henry told her the truth about the money? Why?
- What did Lloyd Hastings want of Henry? What did Henry suggest?
- When the brothers returned to London, what did they learn about Henry's personal and financial situation?
- What happened to the bank note?
- Did Henry end up a wealthy man? How do we know?

2. Write 5 new words and the translation you found in the story

1. _____
2. _____
3. _____
4. _____
5. _____

Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns

Jēgpilni mācību uzdevumi

- Darbs pāros/grupās
- Sadala pienākumus. Izplāno nepieciešamo laiku. Vienojas par budžetu.
- Ēdiena recepte-
 - 1.Papīra formātā jāiesniedz ēdiena recepte ar nepieciešamajām sastāvdaļām un daudzumu, kā arī pagatavošanas gaitu.
 - 2.Video formātā jāiesniedz ēdiena pagatavošanas atspoguļojums ar mutisku stāstījumu par to, kas notiek (angliski)3-4 min.



Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns

Skolēni prot iegūt un apstrādāt informāciju no dažādiem avotiem

Projekta darbs

Veidot prezentāciju/aprakstu par kāda noziedznieka dzīvi. Seko plāna punktiem M.G. 8.uzd. 87.lpp. + izdomā 2 jautājumus, ko jautāt klasei par savu prezentāciju.

8 INTERNET RESEARCH Find out and write about another famous outlaw. Include some or all of the information below

- Where / When were they born?
- What crimes did they commit?
- How / When / Where did they die?

The screenshot shows a presentation slide with five numbered sections:

- 1** * Juana Barraza (with a photo and a mugshot)
- 2** * Who is she? (with a photo and text: "Juana Barraza nicknamed 'La Llorona' (The Old Lady Killer) is a Mexican serial killer who was reportedly killed from 1993-2006. Barraza was born in 1928, she's from Hidalgo, Mexico. She was a professional model for the City of Mexico. Barraza has 4 children.")
- 3** * Family life (with a photo of Barraza and text: "Juana Barraza, Juana's mother, was an alcoholic who mistreated her daughter for many years in a way that would lead to her death. Barraza would struggle with her mother.")
- 4** * Her killings (with a photo of Barraza and text: "During her killing spree (1993-2006) she had killed 42 elderly women. Authorities say that she would pretend to be a nurse or social worker so the victims would trust her and let her into their homes. Then Barraza would strangle them and take their possessions. The police caught her with a list of names and addresses of elderly women receiving government assistance.")
- 5** * (with a photo of Barraza and text: "All of her victims were over 60 years old. It is said that Barraza associated all of her victims with her mother and believed she was helping society by killing them. Witnesses at previous murders described a masculine looking woman and the police had started looking for a transsexual killer, before they found Juana Barraza. Allegedly, she's responsible for around 40 murders.")



- All of her victims were over 60 years old.
- It is said that Barraza associated all of her victims with her mother and believed she was helping society by killing them.
- Witnesses at previous murders described a masculine looking woman and the police had started looking for a transsexual killer, before they found Juana Barraza.
- Allegedly, she's responsible for around 40 murders.

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Jēgpilni mācību uzdevumi

Skolēni prot sadarboties

Grupu darbs - strādā pie projekta - "Mans neparastais restorāns".

Skat. pielikumu ar kritērijiem

Nodarbībā prezentēsiet savu restorānu!

Criteria

- **Presentation can be in PowerPoint or you can make a poster!**

Presentation should include:


- How to attract customers
- Name of the restaurant;
- Location;
- What kind of food you can order there
- Menu (drinks, main dishes, appetizers, desserts, soups);
- A gimmick (*triks, kaut kas īpašs*);
- Photos;
- Design of the restaurant (tables, colors, chairs, tableware) ;
- Prices;
- Special offers;

1) **Do not forget about spelling!**

!!! You have to send me the Presentation till 19 May.


Good luck!

1 Restaurant "Margarita"
Mārcis Rudzītis, Terēze Mielava, Rihards Ruciņš



2 The location

- This restaurant is located at Rīga, Zvaigzņu iela
- We get a lot of tourists, because our restaurant is located at old Rīga.



3 How to attract customers?

- We attract customers with lower prices, than other restaurants. We charge the prices lower for big families with 4 or more kids.
- We also attract customers with our delicious pizzas.

4 What food is served at the restaurant?


- Restaurant "Margarita" only serves pizzas.
- It is a pizza restaurant.
- We also serve fresh juice and drinks.



5 Menu

Restaurant "Margarita"

Mārcis Rudzītis, Terēze Mielava, Rihards Ruciņš



Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns

Jēgpilni mācību uzdevumi

Skolotājas 5 dienu ceļojuma plānošana

Travel Offer for the Teacher

1. Choose the country
2. Plan a trip for the Teacher's family for 5 days (July 1 – July 5).
3. How to get there – plane, bus, car, ferry (departure and arrival times) - expenses
4. Where to stay – accommodation (hotel, hostel, camping) – expenses
5. What to see – Day 1 Day 2 Day 3 Day 4... Day 5 ... (expenses)
6. Why should it be seen/visited? What is it famous for?
7. Find some interesting facts about the country.

You should make a PowerPoint Presentation and send it to the teacher (e-klase). Deadline – May 23.

You should not worry about the expenses; there is budget that could limit your imagination; feel free to offer the best you can. However, be realistic!

Day 4

- You will have breakfast.
- You will travel with metro and see Louvre, Eiffel Tower and Triumphal arch and Notre Dame de Paris.
- In the evening you will have dinner.
- When will be dark outside you will go and watch Eiffel Tower again because it will shine.



Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns

Skolēni prot sadarboties

Grupū darbs



Pāru darbs



Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns


Ir organizēta atgriezeniskās saites sniegšanas un saņemšanas sistēma


- Skolēna progresu pašnovērtējums
- mutvārdos,
- ar paceltas rokas palīdzību,
- ātrie īsie testi


Closer


Lesson 1C ← Back


Look at the photo and choose the correct activity.


1  clean the house
do the ironing
cook dinner

4  do the ironing
set the table
unload the dishwasher

2  do the washing
go to the supermarket
load the dishwasher

5  cook dinner
clean the house
set the table

3  set the table
tidy my bedroom
wash the dishes

6  do the washing
go to the supermarket
do the ironing

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can talk about breakfast, lunch and dinner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use <i>there is / are</i> and <i>some / any</i> correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify and understand unstressed words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk and ask about quantity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use adjective + preposition collocations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand a text about unusual restaurants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can order food and drink in a restaurant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write an invitation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns

Skolēni prot rast risinājumu nestandarta situācijās

- Prezentācijas/ projektu darbi
- Nezināmu vārdu nozīme pēc konteksta (teksts, definīcija)
- Vārdu/teikumu/teksta daļu ievietošana tekstā
- Mācību spēles stundās
- Erasmus projektā komunicēšana ar citu valstu dalībniekiem



Aktīvs, radošs, zinošs, atbildīgs un ieinteresēts skolēns

TRĪS STUNDAS DAĻAS	GAŅĒ DEVIŅI MĀCĪBU NOTIKUMI
AKTUALIZĀCIJA	Pievērst skolēna uzmanību
	Komunicēt sasniedzamos rezultātus
	Aktivizēt iepriekšējās zināšanas
APJĒGŠANA	Piedāvāt jaunu saturu
	Virzīt mācīšanos un atbalstīt
	Dot iespēju lietot jauno saturu
	Sniegt atgriezenisko saiti
REFLEKSIJA/NOSTIPRINĀŠANA	Novērtēt sniegumu
	Sekmēt pārnesi/vispārināšanu