

UNIT 3
PAGES 30–31

Objective:

The opening spread aims to arouse pupils’ curiosity and interest in the topic of the unit. It should make pupils wonder how all the images are connected and want to find out more.

As with previous units, it provides an opportunity for teachers to assess what pupils know about the importance of water. Pupils will meet a new explorer, Little Fahrenheit.

Key vocabulary

beach, boat, bottle, dolphin, factory, parasol, river, tree, umbrella, water, weather

Tip

Have A4 (recycled) paper for drawing.

Warm up

Ask pupils to look at the opening spread for a minute, and then to close their books. Together with a partner ask them to name at least 5 things they remember. Help pupils with any words they don’t know how to say.



Mindful time

Find some sounds of water flowing, waves rolling, rain falling, etc. and play audio track 20 at different points during the lesson. On page 40, pupils will listen to different water sounds and decide which ones make them feel calm.

Because all living things need water to live.

Song

Water, water everywhere!

Why is water important?

Where does water come from?

DOCUMENTARY

Water for life

It is recycled from lakes, rivers and seas.

Main concepts

- Ask what pupils think this unit will be about. Read the scattered questions and have a simple discussion about water.
- Ask pupils the difference between *Who? What? Why?* and *Where?* in the questions.
- Point to elements in the illustration and ask how they are connected to the unit.
- Focus attention on the two characters. Ask why Little Armstrong is not well. Ask pupils to look back to page 4 and find out the name of the new character and what he likes.

Learn more

- Watch the documentary and encourage pupils to react to it. Ask how the girl's life collecting water is different from theirs and how it makes them feel.
- Encourage pupils to fold an A4 paper in half. On one side have pupils draw how the girl gets water and on the other, how they get their water.

Song

The song lists the different ways we use water and reinforces vocabulary. It also sends the message that we mustn't waste water!

Documentary

The documentary shows how we must look after water.

UNIT 3
PAGE 32

Objective:
Pupils will learn that there are different bodies of water on Earth.

Key vocabulary
lake, pond, river, sea

Warm up
Introduce Mindful time. Play the sound of flowing water. Have pupils close their eyes for a minute. Ask how the sound makes them feel and what it makes them think about. Ask *Where do you hear water?* Write key vocabulary on the board.

- Main concepts**
- Ask if they can name the bodies of water on the page. Play the audio and have pupils match the words and photos. Talk about the differences between the bodies of water.
 - Call out the different names on the page and have pupils point to the correct photo. Do they know the names of any rivers, lakes or seas?
 - Ask *Can you find water in other places?* Pupils share their ideas.

- Learn more**
- Talk about what activities you can do on a pond, lake, river and sea.
 - Read and discuss the Fun Fact.

ponds, lakes, rivers, seas, oceans, rain, and taps

a sea b lake c river d pond

WHERE CAN YOU FIND WATER ON EARTH?

Look and match.

sea

lake

river

pond

FUN FACT
There is a lot of water in your body!

Can you find water in other places?

Here's the hidden sun!

Yes. In water bottles, toilets, washing machines, snow, ice, our body, etc.

Europe, South America,
Africa, North America

Mini-project

Let's discover bodies of water.

1 Look at a globe and point to bodies of water.



2 Find out which continent the following rivers and lakes are in. Complete the table.

Body of water	Name	Continent
River	Tajo	
River	Amazon	
Lake	Victoria	
Lake	Michigan	

MY DICTIONARY



lake



pond



river



sea

Try it out

UNIT 3
PAGE 33

Objective:

Pupils will discover the names of some well-known rivers and lakes, and locate them.

Key vocabulary

body of water, continent, lake, pond, river, sea

Warm up

Play *Hangman* with the key words from the previous class.

Main concepts

- Pupils review names of continents and oceans using maps or globes.
- Say *Let's discover bodies of water!* Read the names of the lakes and rivers in the table. Explain that each body of water is on a different continent. Pupils look and locate them.
- Check answers together before pupils fill in the table.

Learn more

- Ask each group to locate another body of water on their own and add it to the table.
- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

What have I learnt?

A l _____ , a p _____ , a r _____ ,
and a s _____ are all bodies of water.

A lake, a pond, a river and a sea
are all bodies of water.

UNIT 3

PAGE 34

Objective:

Pupils will identify where the water in our homes comes from and the different ways it is used.

Key vocabulary

clothes, dishes, shower, tap, toilet

Warm up

Have pupils stand around a tap or water fountain. Discuss where pupils think the water comes from and how it arrives at our homes and school. Ask why we need water.

Main concepts

- Pupils look at the photos and name things they know with a partner.
- Play the audio and have pupils point to each picture. Play the audio a second time, stopping after each description for pupils to repeat.
- Ask *How does water arrive at our homes?* Focus pupils' attention on the reservoir and let them explain.
- Ask what would happen if we drank contaminated water.

Learn more

- Discuss the importance of not wasting water and why.
- Play the song *Water, water everywhere* while pupils mime the actions.

to wash, clean, and drink

WHY DO WE NEED WATER?



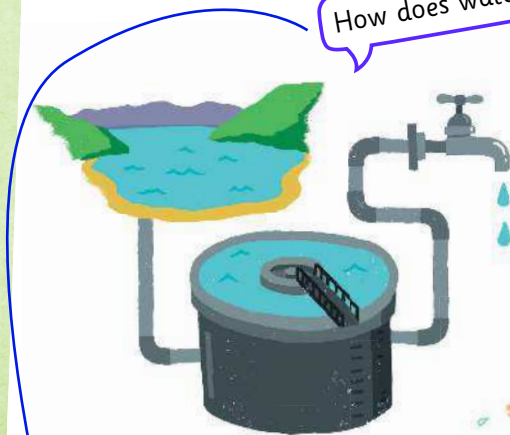
Listen and point.

Find out



We cannot drink contaminated water.
 We need to clean it first.

How does water arrive at our homes?



Tip
 Turn off the tap.

Don't waste water!



Tip
 Take short showers.



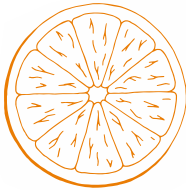
34

It comes from reservoirs, is cleaned (and treated) and comes through pipes into our house.



Let's learn more about water.

1 Look at and smell a glass of water and a glass of orange juice.



2 Taste the water and the orange juice.



Conclusion
 Read and circle.
 Orange juice / Water has no colour.
 Orange juice / Water has no smell.
 Orange juice / Water has no taste.

Water has no colour, smell or taste!

35

UNIT 3

PAGE 35

Objective:

Pupils will carry out a simple experiment to understand the properties of water.

Key vocabulary

colour, glass, orange juice, smell, taste

Warm up

Present a glass with clean water, and one with dirty water. Ask pupils to look and describe the water. Ask pupils to describe what they think the dirty water tastes like. Let pupils also smell the dirty water and describe the smell.

Main concepts

- Say *Let's learn more about water.* Read the instructions together and ask a volunteer to explain what they will do.
- Pupils should work in pairs. Give each pair a glass of water and a glass of orange juice. Explain they must look, smell, taste and compare.
- After the experiment, call out different statements *It is orange. / It has no colour. / It has no smell.* etc. and have pupils respond with the correct answer.
- Read the conclusion together and have pupils circle the correct words.

Learn more

Play the chant *Water in my glass.*

UNIT 3
PAGE 36

Objective:

Pupils will learn to identify and talk about different types of weather.

Key vocabulary

cloudy, rainy, snowy, stormy, sunny, windy

Warm up

Play *Hangman* with the word *weather*. Look out of the window and say *What's the weather like today?* Elicit responses.

Main concepts

- Ask pupils to look at the weather photos and to read each word with a partner.
- Play the audio and have pupils point. Play again, stopping after each word so pupils can repeat it.
- Hold up one weather flashcard at a time and ask *What's the weather like?* Encourage pupils to reply with *It's ...*. Give volunteers a chance to ask the question.
- If you have brought items linked to the weather, hold these up and ask *What's the weather like?*

Learn more

- Look out of the window again, and have pupils tell you what the weather is like, before they draw it in their books.
- Read and discuss the Fun Fact.

Look outside!

It's on page 32.

WHAT'S THE WEATHER LIKE TODAY?

Draw the weather today.

Find the sun hidden in the unit!

windy

snowy

sunny

rainy

stormy

cloudy

FUN FACT
Rainbows come out when it is rainy and sunny at the same time.

What's the weather like today?

It's ...

Mini-project

Let's make a rain gauge.

- 1 Cut the top part off a bottle. Place it in the bottom part of the bottle.



- 2 Put your rain gauge in the playground and measure it when it rains.



Keep a record of the rain for a week.

What have I learnt?

Weather changes. It can be
su_____, cl_____ or
sn_____.
It can also be r_____,
w_____ or stormy.

Weather changes. It can be sunny, cloudy or snowy.
It can also be rainy, windy or stormy.

Try it out

MY DICTIONARY



cloudy



rainy



snowy



sunny



windy

UNIT 3
PAGE 37

Objective:

Pupils will make a rain gauge to observe rainfall.

Key vocabulary

bottle, cloudy, measure, playground, rain, rain gauge, rainy, snowy, sunny, windy

Warm up

Place weather flashcards around the room. Pupils ask you *What's the weather like?* When you respond, they point to the correct flashcard.

Main concepts

- Show the rain gauge flashcard. Ask *What is it?*
- Say *Let's make a rain gauge.* Demonstrate and show how to mark centimetres on the side. Pupils prepare their rain gauges.
- Label the bottles before finding a place for them outside.

Learn more

Pupils create a table with days of the week (or *Week 1/Week 2*, etc.) across the top, and centimetres marked down the side.

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

UNIT 3
PAGE 38

Objective:

Pupils will understand the importance of looking after the air and the consequences of not doing so.

Key vocabulary

air, factory, plane, smoke, tree, wind turbine

Warm up

- Play *Hangman* with the word *contamination* and see whether pupils remember what it is.
- Explain we can have contaminated water *and* contaminated air.

Main concepts

- Give pupils a *whispering minute* to talk about the pictures.
- Ask what the differences are between the two scenes. Focus on the first picture and ask why the air is dirty.
- Ask pupils to point to the river and colour it.
- Read the title question and questions on the page. Discuss as a class.

Learn more

Take the pupils outside or open a window. Ask if they think the air is clean or dirty. If it is clean, do some simple breathing exercises together. If pupils think it is dirty, ask how they can protect themselves.

They like clean air because it's healthy and helps them grow.

picture B

DO TREES LIKE CLEAN OR DIRTY AIR?

Find out

Colour the river.

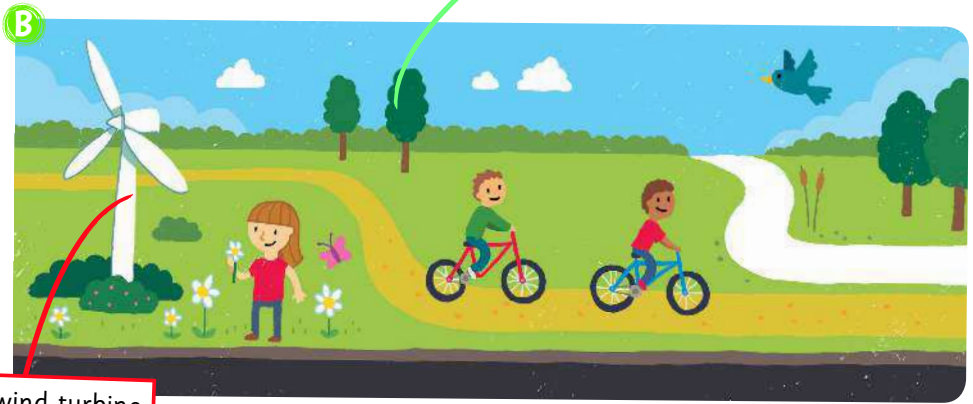
Which picture shows clean energy?

smoke



tree

factory



wind turbine

Which picture can you see plants in?

picture B

Mini-project

Let's be planet superheroes.

- With your teacher and classmates, dig a hole in the playground and plant a tree.



- Water your tree and watch it grow.



What have I learnt?

T_____ like clean air and water.
 Wind t_____ make clean energy.
 The smoke from f_____ is bad for our planet.

Trees like clean air and water. Wind turbines make clean energy.
 The smoke from factories is bad for our planet.

Try it out

MY DICTIONARY



factories



smoke



trees



wind turbines

Keep a record and observe how your tree grows.

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UNIT 3

PAGE 39

Objective:

Pupils will understand trees are important for the planet and that they help keep the air clean.

Key vocabulary

dig, factory, grow, hole, plant, smoke, tree, wind turbine

Warm up

Say *Dig a hole, plant a tree, fill in the hole, water the tree and watch it grow*, and mime each of the actions as you say them. Pupils join in.

Main concepts

- Elicit pupils' favourite superheroes. *You will be planet superheroes!*
- Together, plant the tree and talk about what it needs.

Learn more

- Measure the tree and count its branches. In their notebooks, pupils write the date and draw the tree. Later in the year, pupils draw the tree again.
- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

UNIT 3
PAGE 40

Objective:

Pupils will reflect on how different water sounds make them feel and think about the correct use of water.

Key vocabulary

calm, feel, water

Warm up

Play the chant *Water in my glass* and have pupils mime looking, smelling and tasting it. Ask if the water is clean or contaminated.

Main concepts

- Books closed. Play audio track 26. Stop after each water sound and ask pupils what they can hear. Play the water sounds again and ask which ones make them feel calm.
- Books open. Ask pupils to look at the photos and tick the boxes.
- Focus on each picture in Activity 2 and talk about what the child is doing and whether it is good behaviour or not. Have them circle the good behaviour.

Learn more


- Ask pupils to tell a partner the different ways we use water. Provide the sentence starter *We use water to*
- Mime with pupils: putting on toothpaste, wetting the toothbrush, and turning off the tap.

Pupils' own answers


Attitude is everything

1 Listen. Tick (✓) the sounds that make you feel calm.


a



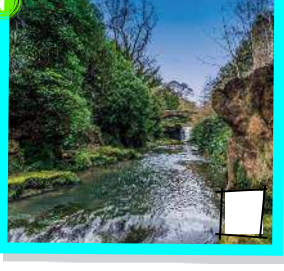
b




c



d




e




2 Circle the correct uses of water.


a




b



c



d



40

a and c

- a no
- b no
- c yes
- d yes

This activity gives pupils practice of *Pre A1 Starters* Reading and Writing Part 2.

Now I know

Assessment link
Go to page 82 for more activities.

1 Look and write *yes* or *no*.



- a It is sunny by the sea. _____
- b There are four wind turbines in the mountains. _____
- c It is windy by the lake. _____
- d The river goes into the lake. _____

2 Listen and tick (✓) the box.

1 Where is Annie?



2 What is the weather like?



Chant
Water in my glass

I am Daniel Gabriel Fahrenheit.
I invented the thermometer.



- 1 b
 - 2 b
- This activity gives pupils practice of *Pre A1 Starters* Listening Part 3.

UNIT 3
PAGE 41

Objective:

Pupils will review the content of the unit and read about Daniel Gabriel Fahrenheit.

Key vocabulary

lake, river, sunny, weather, wind turbine, windy

Warm up

Using weather flashcards, hold them up one by one and have pupils shout out the weather e.g. *It's sunny!*

Main concepts

- Ask volunteers to describe what they see in the picture in Activity 1. Pupils complete the task individually and compare answers.
- Discuss the photos in Activity 2. Ask *What can you see in each one?* Ask a volunteer to explain what they must do. Play the audio twice, pausing as necessary.
- As a class, look at the photo of Daniel Gabriel Fahrenheit and read the information.

Learn more

- Use the internet to look for more information about Daniel Gabriel Fahrenheit.
- Pupils can now put their fingerprint in the passport on page 5.

UNIT 3 LET'S REVIEW PAGE 82

Find the right words answers

1

a bin

b showers

2

a Yes, it is.

b No, it isn't.

c Yes, it is.

Look back answers

1

a no

b yes

c yes

d no

e yes

This activity gives pupils practice of *Pre A1 Starters* Reading and Writing Part 2.

2

a sea

b river

c lake

UNIT 3 TRACKLIST



- Track 20** Page 30, Mindful time. *Water makes us feel calm.*
- Track 21** Page 31, Song *Water, water everywhere!*
- Track 22** Page 32, *Where can you find water on Earth?*
- Track 23** Page 34, *Why do we need water?*
- Track 24** Page 36, *What's the weather like today?*
- Track 25** Page 38, *Do trees like clean or dirty air?*
- Track 26** Page 40, Listening activity
- Track 27** Page 41, Listening activity
- Track 28** Page 41, Chant *Water in my glass*
- Track 29** Page 41, *I am Daniel Gabriel Fahrenheit* Character
- Track 57** Page 82, Listening activity