UNIT 0: WHATER EVERYWHERE?

LEARNING OUTCOMES	CONTENT and COMMUNICATION *			COGNITION	CULTURE	ASSESSMENT
	ACTIVITIES	LANGUAGE FOR LEARNING	RESOURCES	THINKING SKILLS	CITIZENSHIP	
1. To know about ● Figuresconnected with water. **2. To be able to:** ● Understand figures. ● Compare uses of water around the world. ● Predict figures ● Summarise a text ● Create a travel journey **3. To be aware of:** ● The small amount of fresh water in the world. ● The difference between the use of water in a developed country and the use of water in the rest of the world	1. Prior knowledge travel journey * 2. Predicting figures* 3. Reading aloud 4. Match words to create correct sentences * 5. Summarise a text to include a few important ideas* 6. Assessment travel journey *	**Specific technical vocabulary** Word bank for new vocabulary (capacity, volume, flow...) Glossary of terms with images and some translation. **General structures** Use of comparatives Definitions	Image from www.scienceacrosstheworld.com Travel journey tree Text	**● Imagining and hypothesizing** **● Finding relevant information** **● Comparing /contrasting** **● Analysing data** **● Summarising data** **● Defining questions for enquiry**	**1. Raise awareness of what it means to turn on the tap** **2. To face our actual water consumption at home.** **3. To understand that the real value of water is much higher than its price.** **4. To face the fact that water is not easily available for everybody in the planet.**	**Students should know how to:** ● Recognize figures about water resources ● Make a travel journey based on these figures. ● Match words to create correct sentences.
	Activities marked as * are for students working in pairs Activities marked as ** are for groups of 3 students					

UNIT 1. HOW MUCH WATER DO WE USE AT HOME?

LEARNING OUTCOMES	CONTENT and COMMUNICATION *			COGNITION	CULTURE CITIZENSHIP	ASSESSMENT
	ACTIVITIES	LANGUAGE FOR LEARNING	RESOURCES	THINKING SKILLS		
1. To know about: ● Consumption of water in a typical family. **2. To be able to:** ● Calculate how much water is used at home ● Use openoffice.calc to create tables ● Use open office.calc to create pie charts ● Compare water bills **3. To be aware of:** ● Their consumption of water at home ● How cheap water is in Spain, and the value of water	1. Openoffice.calc family consumption tables 2. Standard consumption tables** 3. Calculation of averages of consumption over survey tables* * 4. Openoffice.calc pie charts of consumption percentages 5. Analysisof an English water bill. 6. Compare bills at UK. with bills at home. Cost of sewage (at) on the bill. *	**Specific technical vocabulary** Word bank for new vocabulary (capacity, volume, flow...) Glossary of terms with images and some translation. **General structures** Use of comparatives Definitions	Openoffice.calc software Water home bills Water UK bill	● **Organising** ● **Classifying and sequencing** ● **Representing information** ● **Making deductions** ● **Comparing and contrasting**	**1. Raise awareness of what it means to turn on the tap at any water outlet at home** **2. To face our actual water consumption at home.** **Are we responsible citizens towards the environment?** **3. To understand that the value of water is much higher than its price.**	**Students should know how to:** ● Calculate their water consumption from some home habits data. ● Create a pie chart from external data. ● Analyse a water bill. ● Compare UK water bills with home bills.
	Activities marked as * are for pairs of students Activities marked as ** are for groups of 4 students					

UNIT 2. HOW IS HOME PLUMBING SYSTEM?

LEARNING OUTCOMES	CONTENT and COMMUNICATION *			COGNITION	CULTURE	ASSESSMENT
	ACTIVITIES	LANGUAGE FOR LEARNING	RESOURCES	THINKING SKILLS	CITIZENSHIP	
1. To know about ● Waste water elements. ● Fresh water elements. Diagrams ● A variety of heaters **2. To be able to:** ● Recognize plumbing elements. ● Draw a plumbing diagram ● Identify different types of heaters and analyse the best system **3. To be aware of:** ● What's behind every tap or water device ● Pros and cons of different water heaters.	1. Labelling water devices 2. Listening and comprehension: unblock a sink with a tubular trap 3. Order a process. Pronunciation * 4. Waste water matching elements 5. Fresh water matching symbols. Diagrams 6. Drawing residential plumbing systems. 7. Comparison of tank heaters (electric & gas) * 8. Comparison of a tank and tankless system * 9. Solar power	**Specific technical vocabulary** Word bank for new vocabulary Glossary of terms with images and some translation. **General structures** Use of comparatives Sequencing words Definitions	Images of plumbing elements Examples of plumbing diagrams Images of all water heaters and their elements. Vocabulary puzzle	**● Organising** **● Classifying and sequencing** **● Representing (of communicating) information** **● Making deductions** **● Comparing and contrasting** **● Arguing /explaining point of view** **● Making informed judjments** **● Using precise language to reason**	**1. Raise awareness of what it means to turn on the tap at any water outlet at home** **2. Analyse water heater systems. Our consumption might depend on this.** **3. Analyse plumbing diagrams: an efficient ?and planned system can save water and energy.**	**Students should know how to:** ●Draw their water supply system at home. ● Recognize any kind of water heater. ● Analyse a water heater. ● Compare water heaters and decide which are the most effective ones
	Activities marked as * are for pairs of students					

UNIT 3. HOW CAN WE SAVE SOME WATER?

LEARNING OUTCOMES	CONTENT and COMMUNICATION *			COGNITION	CULTURE	ASSESSMENT
	ACTIVITIES	LANGUAGE FOR LEARNING	RESOURCES	THINKING SKILLS	CITIZENSHIP	
1. To know about ● Ways for saving water. ● Climate appropiate gardens ● Specific measures to save water at home **2. To be able to:** ● Analyse and recognize different water measures. ● Design a tailor made saving plan ● Recognize a climate appropiate garden **3. To be aware of:** ● How to save water	1. Betting game* 2. Analyse and recognize saving measures 3. Vocabulary exercices* 4. Recognize climate appropiate gardens * 5. Vocabulary hidden words 6. Listening and comprehension (how to conserve water).* 7. Consumption table calculations 8. Design a tailor made saving plan 9. Arguing/explaining point of view	**Specific technical vocabulary** Word bank for new vocabulary Glossary of terms with images and some translation. **General structures** Use of comparatives Definitions Language for giving opinions	Betting game Extensive list of saving measures. Images of different kind of gardens. Vocabulary hidden words puzzle "Videojug" video	**● Organising** **● Making deductions** **● Comparing and contrasting** **● Making informed judgements** **● Reasoning** **● Developing ideas**	**1. Raise awareness of what it means to turn on the tap at any water component at home** **2. Recognize and try to choose always dry gardens: watering lawns in our country is (a) complete nonsense.** **3. Make effective decisions to decrease water consumption at home.** **Maybe we can afford to pay for water, but the world can not.**	**Students should know how to:** ● Design their own saving plan for their homes. ● Recognize a climate appropiate garden.
	Activities marked as * are made in pair of students					