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UAB

**Student's
Book**

TED Master's Degree, 2011

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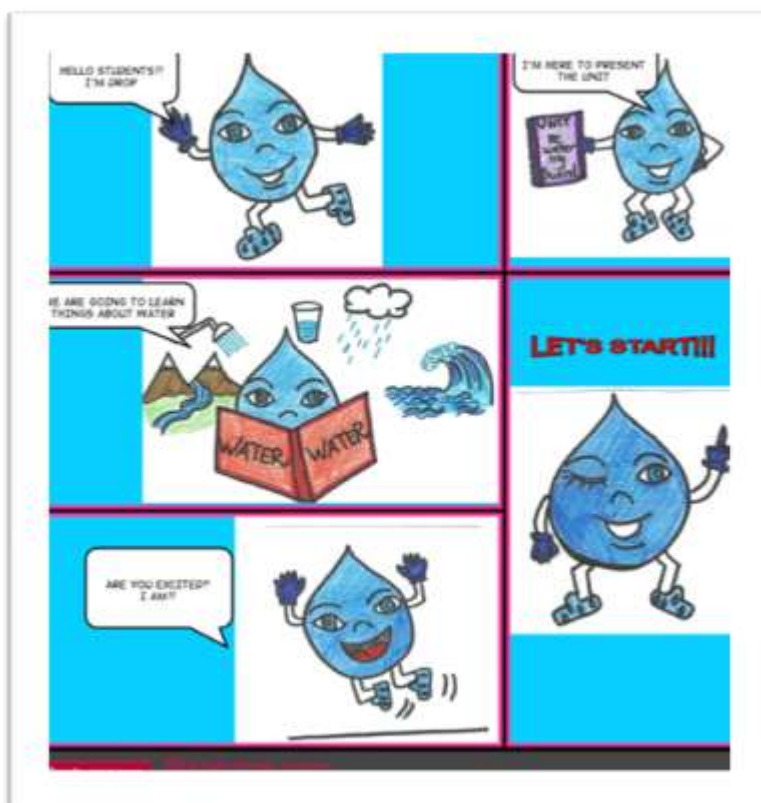
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These are all
things we are
going to study

INTRODUCTION

In this unit we will learn different aspects about water. We will study how water is distributed on Earth, what its properties are and how water travels (water cycle). In addition to this, we will become aware of the importance of being green by learning how to save water and avoid its pollution.



HOW ARE YOU GOING TO BE ASSESSED?

Through this teaching unit, the teacher will take into account:

- * Your oral participation in class
- * Your homework
- * Your contributions in pair and group work
- * Your attitude

At the end of the unit...

- * You will sit an exam
- * You will do an oral presentation

ICON AND FONT KEY

ICON KEY



READING



LISTENING



WRITING



SPEAKING



EXPERIMENT



ICT



VIDEO



PAIR WORK



INDIVIDUAL
WORK



GROUP WORK



LANGUAGE TIP



USEFUL
VOCABULARY

FONT KEY

Bold and blue

words included in
the glossary

Bold and italics

examples











Hello Students!!


















You will find these
icons throughout the
unit. Have a look at
them!





















LESSON-BY-LESSON

OVERVIEW

Session	Activities	Interaction	Skills	ICT
1 "What do we use water for?"	Presentation of the unit	T-SS		X
	Elicitation activity: When do we use water?	-- SS-SS		X
	What happens if there is no water in the world? + Conclusion	SS-SS T-SS		X
	Closing activity: What have I learnt today?	--		
2 "Where is water on Earth?"	Warm-up: What did we learn yesterday?	T-SS		
	Intro: Presentation	T-SS		X
	Main activities	-- S-S		X
	Closing activity: What have I learnt today?	--		
3 "Where is water on	Warm-up: What did we learn yesterday?	T-SS		
	Main activities	SS-SS		

Earth II?"	Closing activity: What have I learnt today?	--		
4 Water Properties	Warm-up: What did we learn yesterday?	T-SS		
	Intro: Presentation	T-SS		X
	Main activities	S-S SS-SS --	  	
	Closing activity: What have I learnt today?	--		
5 At the lab: Sink or Swim?	Warm-up: What did we learn yesterday?	T-SS		
	Intro and Hypothesis	T-SS		
	Experiment and worksheet	SS-SS	 	
6 The Water Cycle	Conclusions	T-SS		
	Warm-up: What did we learn yesterday?	T-SS		
	Main activities	SS-SS SS-CLASS	 	X
	Closing activity: What have I learnt today?	--		
	Homework: Cool water cartoon	--		X

7 Saving water	Warm-up: What did we learn yesterday?	T-SS		
	Intro: Video and Presentation	T-SS		X
	Main activities	SS-SS --		
	Closing activity: What have I learnt today?	--		
8 Water pollution	Warm-up: What did we learn yesterday?	T-SS		
	Intro: Presentation	T-SS		X
	Main activities	S-S SS-SS		X
	Closing activity: What have I learnt today?	--		
	Homework: finishing the last activity (glogster)	SS-SS		X
9 At the lab: Cleaning Water	Intro and hypothesis	T-SS		
	Experiment and worksheet	SS-SS		
	Conclusions	SS-T		
10 Let's get ready	Main activity	SS-SS		X

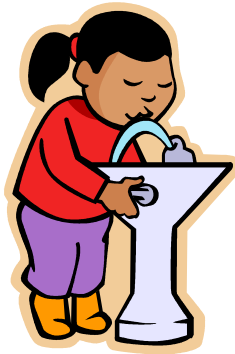
	Homework: finishing preparing the oral presentation	SS-SS		X
11 Oral Presentations	Main activity	SS-SS		X
12 Final test And Feedback	Final test	--		
	Self and peer assessment	--		
	Unit feedback	--		

SESSION 1: WHY IS WATER IMPORTANT?

1.1 When do we use water?



A) Match the pictures with the examples in the chart.



Clean the house	Water the plants	Do the washing-up
Brush your teeth	Drink water	Wash your clothes
Prepare dinner	Eat an apple	Write a letter



B) Circle the examples in which **YOU DON'T NEED WATER**.

Be water my friend



Meet in groups. Can you think of more examples?
Use the language tips!

When we drink, we are using water

LANGUAGE TIPS

We need water to...

When we... we are using water

USEFUL VOCABULARY

clean the house
wash the car /clothes
grow vegetables
water the plants
live



1.2 What happens if there is no water in the world? Use the language tips

Without water, people can't wash their clothes

LANGUAGE TIPS

Without water,
people/animals/ plants
would...

If there is no water, people
can't...



1.3 What have I learnt today? Complete the bubble speech!



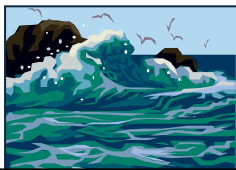
Did you know
that...you can
live without
water for less
than a week?

Did you know
that... the
human brain
has $\frac{2}{3}$ of
water?

SESSION 2: WHERE IS WATER ON EARTH?

WATER DISTRIBUTION ON EARTH

There is **salt water** and **fresh water** on **Earth**. 97% of the water on Earth is salt water. We can find salt water in the oceans and **seas**. 3% of the water is fresh water.



Ocean/Sea



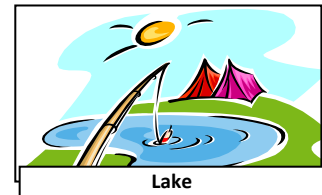
Glacier

We can find fresh water in **glaciers**, **groundwater**, the atmosphere, **living things** and surface fresh water.



Living thing

The surface fresh water includes **lakes**, **swamps**, **rivers** and **streams**. Lakes are bodies of



Lake

water surrounded by **ground**. Swamps are areas where the



Swamp

ground is inundated all year round. Rivers are permanent water courses, the water is



River

always flowing. Streams are water courses fed

by the rain, the water only flows when it rains. Groundwater is water located beneath the ground surface.



Stream



WARM-UP:

What did I learn yesterday? Raise your hand and tell your teacher and classmates.



2-1 Match the words with the correct definition:

RIVER

STREAM

LAKE

GLACIER

SWAMP

GROUNDWATER

OCEAN

Water located beneath the ground surface

Body of water surrounded by land

Small water course fed by rain

Inundated ground

Permanent water course (e.g. Ebro, Nilo, Tajo)

Body of salt water that covers 70% of the Earth's surface

Big persistent body of ice



2-2 Play Pairs:

INSTRUCTIONS

- ☀ Go to Moodle
- ☀ Match the picture and the definition



2-3 Let's play TABOO!!

INSTRUCTIONS:

- ☀ In pairs, one is Student A and the other Student B
- ☀ Student A takes a card and defines the word
- ☀ Student B *guesses* the word!!



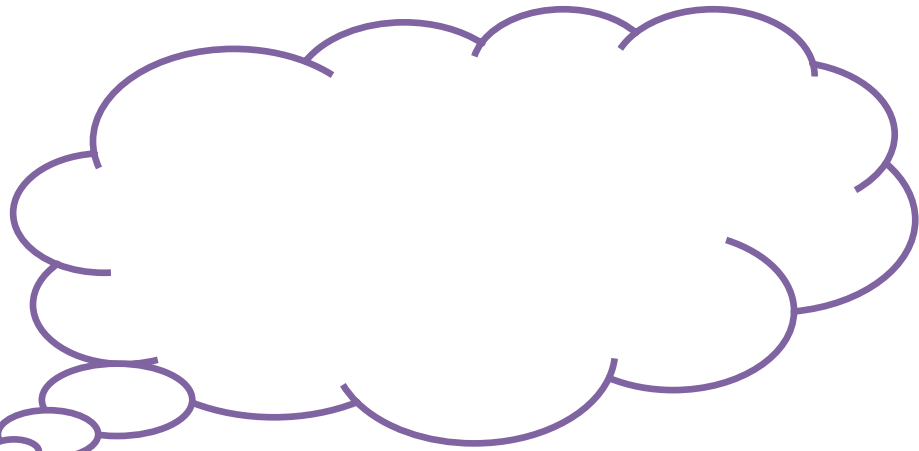
RIVER



GLACIER



2.4 What have I learnt today?



Did you know
that... Once
evaporated, a
water molecule
spends 10 days in
the air?

Did you know
that... the
largest ocean
is the
Pacific?

SESSION 3: WHERE IS WATER ON EARTH II?



WARM-UP:

What did I learn
yesterday? Raise your
hand and tell your
teacher and classmates.



INSTRUCTIONS

☀ Four students form a group



☀ Students with the same character join in groups of four



☀ Read together and learn things about the text

☀ Go back to your group and explain what you have read



☀ Quiz!!! Answer the questions.



3-2 Answer the questions:

1. Have lakes got fresh water?

- A) Yes, all of them
- B) No, all have salt water
- C) NO, they can have salt water

2. The shortest river in the world is in...

- A) North America (USA)
- B) South America
- C) Australia

3. The Nile ends in...

- A) The Pacific Ocean
- B) The Mediterranean Sea
- C) The Caspian Sea

4. Glaciers are...

- A) accumulations of snow
- B) accumulations of water
- C) big rocks

5. The biggest ocean in the world is...

- A) The Pacific Ocean
- B) The Atlantic Ocean
- C) The Arctic Ocean

6. Oceans are...

- A) not in the hydrosphere
- B) the principal component of the hydrosphere
- C) the only component of the hydrosphere

7. The Caspian Sea is...

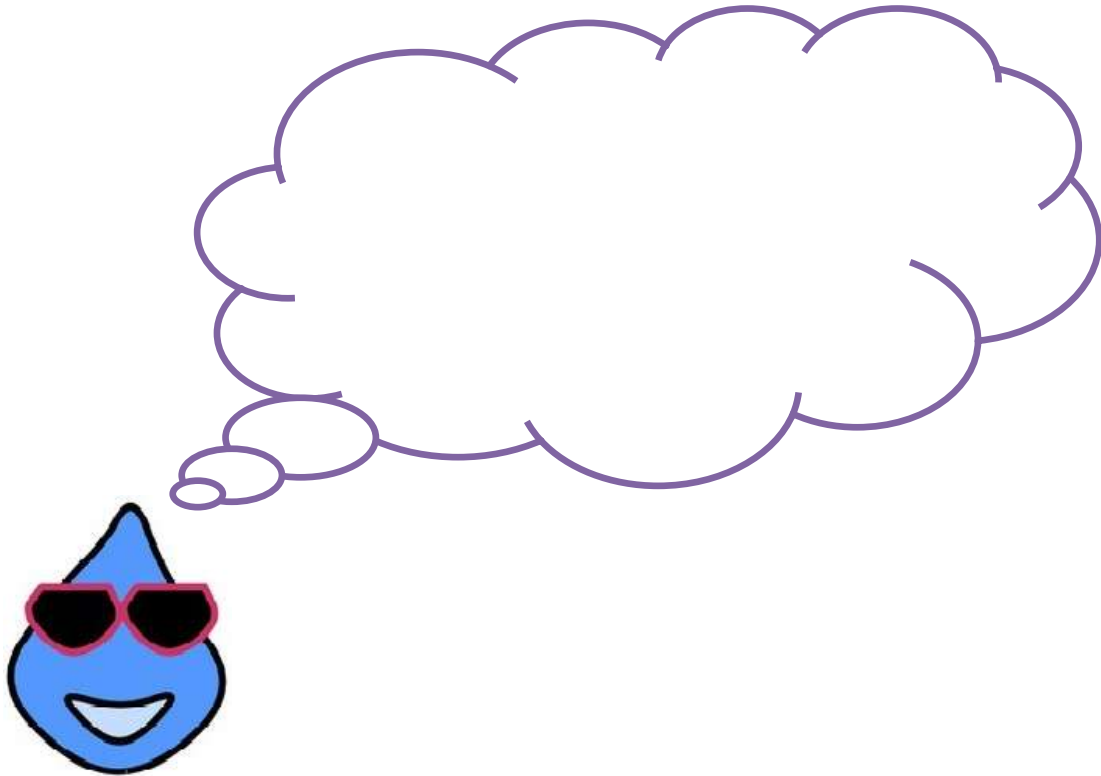
- A) The biggest lake in the world
- B) The smallest lake in the world
- C) A very big sea

8. We can find glaciers in...

- A) The North Pole
- B) The South Pole
- C) Both the North and the South Pole



3.3 What have I learnt today?



Did you know
that... Water
dissolves more
substances than
any other liquid?

Did you know
that... Water
boils quicker at
the top of a
mountain?

SESSION 4: WATER PROPERTIES



WARM-UP:

What did I learn yesterday? Raise your hand and tell your teacher and classmates.



WATER PROPERTIES

Water is made up of two molecules of hydrogen and one molecule of oxygen. It has got different properties:

COHESION: water is attracted to water

ADHESION: water can make things wet

ANOMALOUS DILATION: water dilates when freezes

CLIMATE MODERATOR: water can regulate the temperature

SOLVENCY: water can dissolve many components



4-1 Identify the property



COHESION ADHESION DILATION CLIMATE MODERATOR SOLVENCY

1. Mark mixes water and salt and salt apparently disappears
➡
2. Jack has **spilt** some water on the table and now things are **wet**
➡
3. Seawater is **warmer** at the end of the summer
➡
4. In plants, water transports food from the **roots** to the **leaves**
➡
5. Mary has put a bottle of water in the **freezer** and it is broken now
➡
6. Two **drops** of water **stick** together
➡
7. Seawater is colder in winter
➡

LANGUAGE TIPS

I **think** number X is...

I **agree**

I don't agree



4-2 a) Running Dictation

INSTRUCTIONS:

- ☀ Meet in groups



- ☀ Each one choose a number

- ☀ When you hear your number run to the front of the class and read the sentence

- ☀ Run to your group and tell them the sentence



1. Water is made of _____ atoms of _____ and _____ atoms of _____
2. Water can be _____, _____, _____
3. All _____
4. Adhesion: _____
5. Water _____
6. Life _____
7. _____ many _____
8. _____ temperature
9. _____ drops _____
10. _____ need _____

LANGUAGE TIPS

I think number X is false.






I agree

I don't agree



4-2 b) Some of the sentences in exercise a) are false. Find and correct them. Look at the example

- | | | | |
|---|-------------------------------------|-------------------------------------|--|
| 0 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Water absorbs heat in winter summer |
| 1 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 2 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 3 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 4 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 5 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |

6		
7		
8		
9		
10		

DENSITY

Remember that different materials have got different **densities**. Do you remember what density is? Complete the definition!

Density is the quantity of _____ a material has got in _____ cm^3

Now, let's see how we can calculate density.



4.3 Let's calculate density!

Someone called John gives you a present. What is the present?

A) Calculate the density of the present

Present

Mass: 79.4 g

Volume: 29.8 cm^3



$$\text{DENSITY} = \frac{\text{Mass (grams)}}{\text{Volume (milliliters)}}$$

3) What is the present made of? Use the table below

The present is made of...

Substance	Density (g/cm^3)
Air	0.001 3
Wood	0.85
Water	1.00
Ice	0.93
Aluminum	2.6

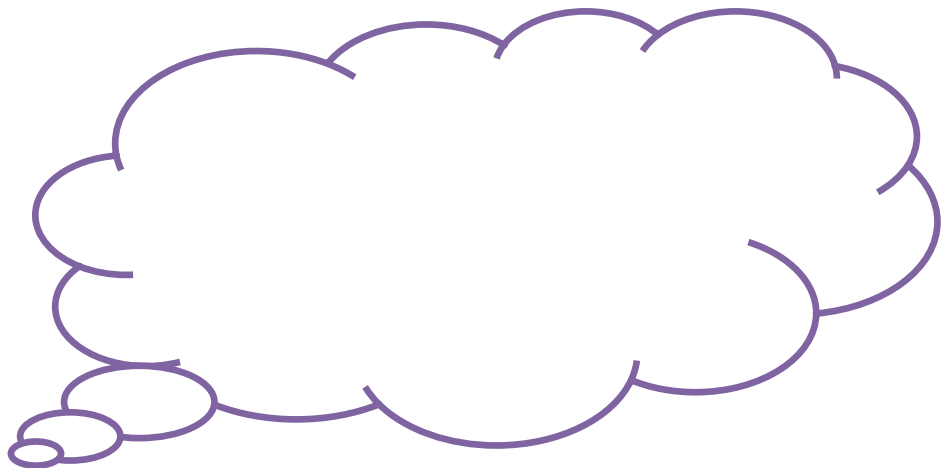
4) Now that you know what the present is, what is John's job? Circle the correct option.

John: Carpenter Hairdresser Teacher Fireman



4.4

What have I learnt today? Complete the bubble speech.



SESSION 5: SINK OR SWIM?



WARM-UP:

What did I learn yesterday? Raise your hand and tell your teacher and classmates.



Experiment 1: Sink or Swim

MATERIALS PER GROUP

2 beakers



A graduated Cylinder



Some tap water



Some salt



A spoon



Two eggs



BEFORE THE EXPERIMENT: HYPOTHESIS



5.1 Will the egg **sink** or **float** in fresh water and salt water?
Write down what you think it will happen.



DURING THE EXPERIMENT: COLLECTING DATA

5.2 Let's calculate density!

We are going to calculate the density for fresh water, salt water and the eggs.

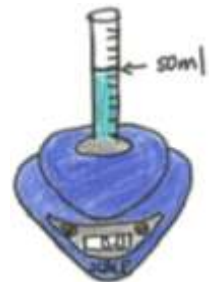
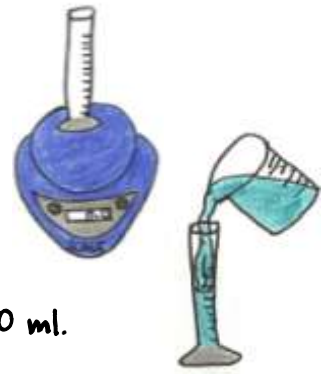
Remember the formula:

$$\text{DENSITY} = \frac{\text{Mass (grams)}}{\text{Volume (milliliters)}}$$

Procedure

1st: Fresh water

- 1) Find the mass of the empty graduated cylinder then press the "TARE" button.
- 2) Pour fresh water into the graduated cylinder to the 50 ml. level.
- 3) Find the mass of the graduated cylinder with 50ml of fresh water
- 4) We already know the volume: 50ml
- 5) Calculate the density with the formula
- 6) Write it down



2nd: Salt water

- 1) Pour fresh water into a beaker
- 2) Add as much salt as you can



dissolve by stirring

- 3) Find the mass of the empty graduated cylinder and press the "TARE" button.



Be water my friend

4) Pour salt water into the graduated cylinder to the 50 ml. level.

5) Find the mass of the graduated cylinder with 50ml of salt water

6) We already know the volume: 50ml

7) Calculate the density

8) Write it down



A large dashed blue rectangular box for writing the answer.

3rd: The egg

• Mass

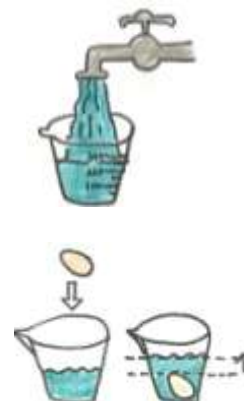
1) Put the object on the **scale** and **weigh** it



• Volume

1) Pour some tap water into a beaker

2) **Set** the egg into the beaker



3) Calculate the water displaced:



water displaced = water after setting the object - water before setting the object

A large dashed blue rectangular box for calculations or notes.

Ready to sink or swim!



- 1) Pour 150ml of fresh water into beaker 1
- 2) Pour 150ml of salt water into beaker 2
- 3) Gently, set the egg in beaker 1 and 2. Do they sink or float?
- 4) Select the correct option in the exercise below

Data

The egg...

- ☐ floats in fresh water but sinks in salt water
- ☐ sinks in fresh water but floats in salt water
- ☐ floats in both salt water and fresh water
- ☐ sinks in both salt water and fresh water

AFTER THE EXPERIMENT: INTERPRETATION

5.4 Let's interpret the results



A) Why do you think the objects sometimes sink and float others?



B) What do you need to make an object float?

- ☐ We need that the density of the object is **lower** than the density of the liquid
- ☐ We need that the density of the object and the liquid are the same
- ☐ We need that the density of the object is **higher** than the density of the liquid



Experiment 2: Mix it up



Now, you are the scientist!!



HOMEWORK

INSTRUCTIONS

- 1) Do the next experiment at home
- 2) video record yourself doing the experiment
- 3) Explain the experiment during the video
- 4) Use the language tips to explain the experiment
- 5) Upload your video to the Moodle
- 6) Do the activities and give them to your teacher



LANGUAGE TIPS

Starting the presentation

Hello, I'm going to do an experiment
Hello, I'm going to explain an experiment

The materials I am going to use are...
For this experiment, I will need...

Let's start!



LANGUAGE TIPS

During the experiment

In first place, I am going to pour...
In second place, I am going to add...

Now, I have to wait

I can see oil/water/ vinegar is at the bottom

I can see A is at the top

I can see A and B have mixed up



LANGUAGE TIPS

After the experiment

A and B separated because...

A and B mixed because...

Well, I have finished

Well, that's all

MATERIALS

3 glasses



Some tap water



Some oil



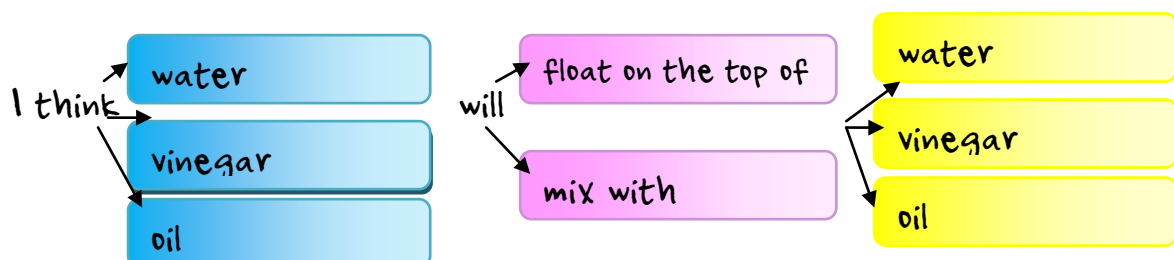
Some vinegar



BEFORE THE EXPERIMENT: HYPOTHESIS



5.5 Which is the **densest**: water, vinegar or oil? Which liquid will float on the top of the other? Can they mix?

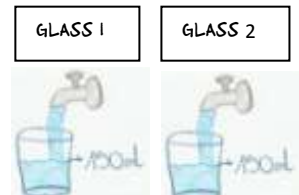




DURING THE EXPERIMENT: COLLECTING DATA

Procedure

1. Pour 150 ml of fresh water into glasses number 1 and 2.
2. Pour some vinegar into glass 3.
3. Gently, add vinegar into glass number 1. Let it settle.
4. Add oil into glass number 2 and 3. Let them settle.
5. What happened in container number 1, 2 and 3?



5.6 What are the results? Fill in the gaps and choose the correct option

Glass 1

- ☐ The two liquids mixed
- ☐ The vinegar floated on the top of the water
- ☐ The water floated on the top of the vinegar

Glass 2

- ☐ The two liquids mixed
- ☐ The _____ floated on the top of the _____

Glass 3

- ☐ The two liquids mixed
- ☐ The _____ floated on the top of the _____

AFTER THE EXPERIMENT: INTERPRETATION

5.7 Let's interpret the results

A) Why do you think liquids separated in **layers**?

- ☐ Because they have the same density
- ☐ Because they have different densities
- ☐ Because they have different colours

8) Why do you think they mixed?

- ☐ Because they have the same density
- ☐ Because they have different densities
- ☐ Because they have different colours

SESSION 6: THE WATER CYCLE



WARM-UP:

What did I learn
yesterday? Raise your
hand and tell your
teacher and classmates.





6.1 You are going to watch a video. Have a look at the words in the box. What will the video be about? Discuss in pairs.



LANGUAGE TIPS

I think the video talks about...

I think the video explains..

I agree

I don't agree



6-2 Now you are going to watch the video twice. Match the pictures with the processes. Then, order them from 1-6.

<http://www.youtube.com/watch?v=HQJq4kOLmV4>

EVAPORATION

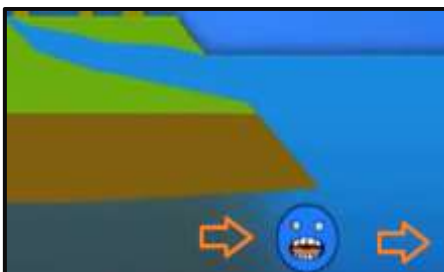
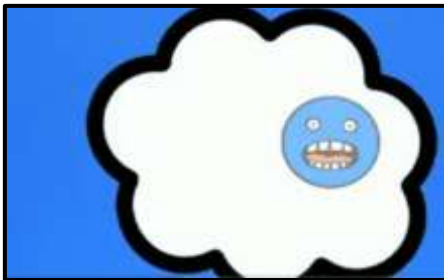
CONDENSATION

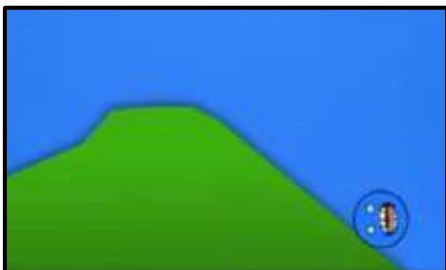
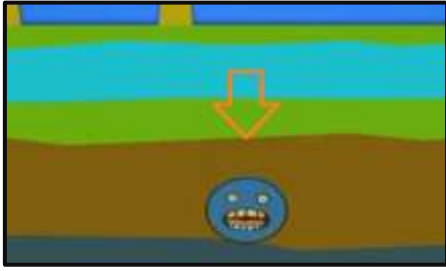
INFILTRATION

SURFACE RUN-OFF

DISCHARGE

PRECIPITATION





Did you know
that... There is
more fresh water
in aquifers than
in the surface of
the Earth?



6-3 In groups, explain the water cycle.

EVAPORATION and EVAPOTRANSPIRATION

When a drop is in the ocean, a lake, a river or a plant...

CONDENSATION

When a drop is in the sky...

USEFUL VOCABULARY

drop/ raindrop
go up /go down
get hot/ get cold
sun/ cloud
ocean
Go into

PRECIPITATION

When a drop is in a cloud...

SURFACE RUN-OFF

When a drop falls down to land...

INFILTRATION

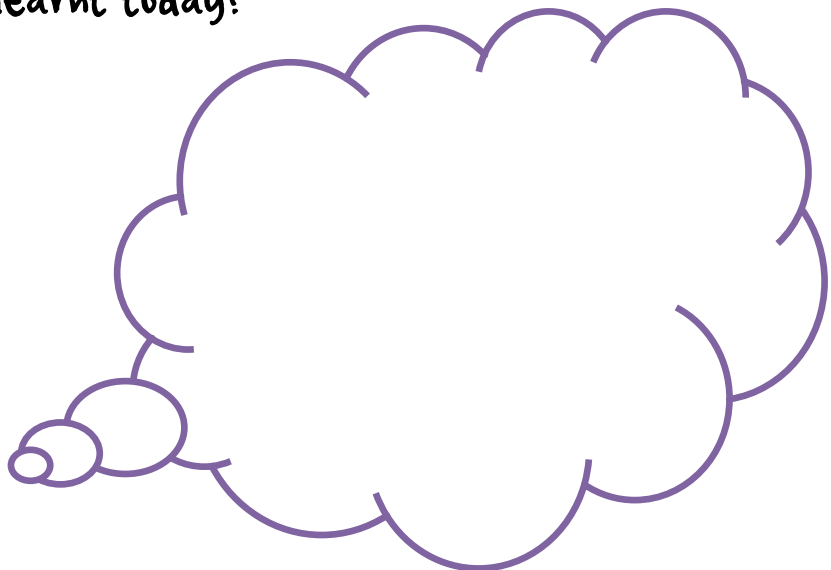
When a drop has arrived at a river...

DISCHARGE

When a drop is in an aquifer...



6.4 What have I learnt today?





COOL WATER CARTOON

Watch the following video:

HOMework

http://www.youtube.com/watch?v=_VG0E5Gcy-A

Answer the following questions in Moodle. Look at the examples.

1. Identify some water properties

I can see the property of adhesion/cohesion/climate moderator in minute 3.03

2. Identify the three possible water states (liquid, solid and gas)

I can see water in a solid/liquid/gas state in minute 4.02

3. Identify some water cycle processes

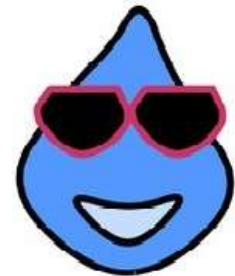
I can see evaporation/condensation/precipitation/discharge/surface run-off in minute 5.33

SESSION 7: SAVING WATER



WARM-UP:

What did I learn yesterday? Raise your hand and tell your teacher and classmates.



SAVING WATER

Water is very important!! We need water to live. It is important to conserve as much water as we can. But how? Let's learn some ideas!!

7.1 Now have a look at your teacher's power point presentation. What should the adults do to save water? In the photos below, Put a tick 🗳️ if they are doing things right 😊, put a cross ❌ if they are doing things wrong. 😞



7.2 Read the text and help Lucy



This is Lucy. She wants to **save** water but she doesn't know how. Help her!!

Underline with a **red pen** when she is **NOT** saving water and with a **green pen** when she is saving water.

LUCY'S HOUSE

1



Every day Lucy wakes up and washes her face and brushes her teeth with the **tap** on (1). Then she has breakfast and puts the dirty dishes in the **dishwasher**.

2



She doesn't use the dishwasher until it is completely **full**

(2). Then she goes to school. Lucy always tells a teacher

3



when she sees a **leak** (3). After school, Lucy goes back home and helps her mother with the housework. She

4



waters the plants when it's raining (4), she tidies up her

room, she washes the car with a **bucket** and a **sponge**

(5)... Then she does her homework and has a long bath

(6). Later, she has dinner and goes to bed.

5



6





7.3 Lucy needs some **advice**; in groups think how Lucy can save water.

✗ Lucy shouldn't use the washing machine until it is full of clothes

✗ Lucy should put a **faucet aerator** in all the faucets

LANGUAGE TIPS

Lucy **should**...

Lucy **shouldn't**...

USEFUL VOCABULARY

Use
Rain
Water
Bathroom
Brush my teeth/my
hands



7.4 Watch the video and listen to this song:



<http://www.youtube.com/watch?v=dKdZYYmTT9A>



A) What are the THREE Rs?

- 1.
- 2.
- 3.



B) Listen to the song again and fill in the gaps:

Three it's a _____ number
 Yes it is, it's a _____ number
 Because two times three is _____
 And three times six is _____
 And the eighteenth letter in the alphabet
 is R!!!

We've got three R's we're going to talk
 about today.

We've got to learn to

_____, Reuse, Recycle

Reduce, Reuse, _____

Reduce, Reuse, Recycle

Reduce, _____, Recycle

If you're going to the _____ to buy
 some juice

You've got to bring your own bags and
 you learn to _____ your waste

And if your brother or your sister's got
 some cool clothes

You could try them on before you buy
 some more of those

Reuse, we've got to learn to _____

And if the first two R's don't work out
 And if you've got to make some

Don't throw it out

Recycle, we've got to learn to

We've got to learn to Reduce, Reuse,

Reduce, Reuse, Recycle

Reduce, _____, Recycle

Reduce, Reuse, Recycle

Because three it's a _____ number

Yes it is, it's a _____ number

3, 3, 3

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36

33, 30, 27, 24, 21, 18, 15, 12, 9, 6,

and 3, it's a magic number

Magic (x4)

Eighteen

Reduce (x2)

Trash

Six

Reuse (x3)

Recycle (x2)

Market



7.5 What have I learnt today?



Did you know
that... we use
the 74% of
the water in
the bathroom?

Did you know
that... an
elephant can smell
water up to 3
miles away?

SESSION 8: WATER POLLUTION



WARM-UP:

What did I learn yesterday? Raise your hand and tell your teacher and classmates.



WATER POLLUTION

We need clean water!! We use water for domestic use



, agriculture



and industries



. In these places, water is **polluted** when mixed with other substances

(pesticides



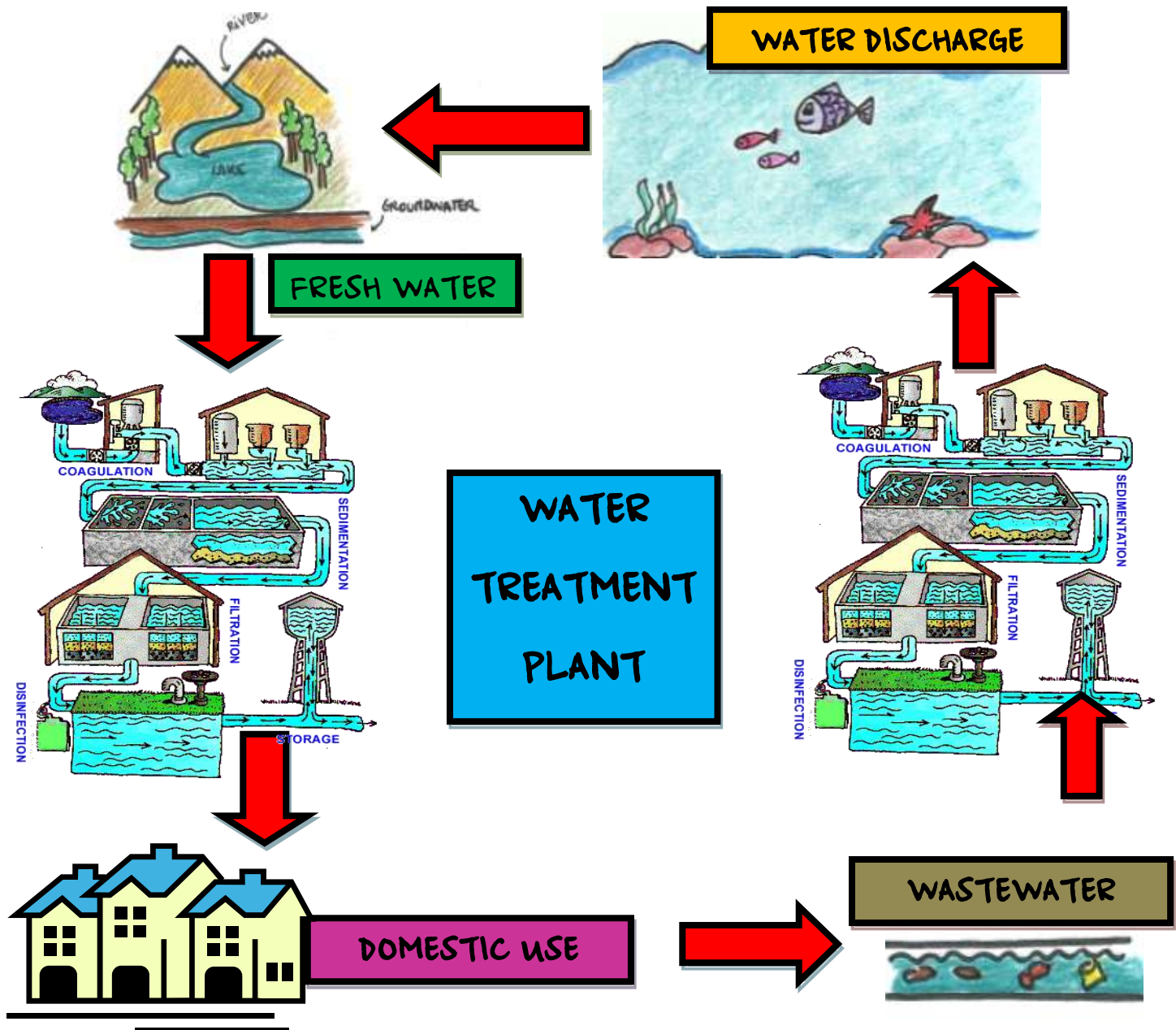
, oil



, chemical products



...)



8-1 What is the connection? What are the possible consequences?





8-2 Let's get creative!!!

Do you know Glogster? Visit the following link and follow the instructions!

<http://iessabadell.glogster.com/how-to-make-your-poster/>

Now that you know how to do it, make a poster about what we should/shouldn't do to save and avoid its pollution.

You will need this
information:

Nickname: XXX

Password: XXXX

LANGUAGE TIPS

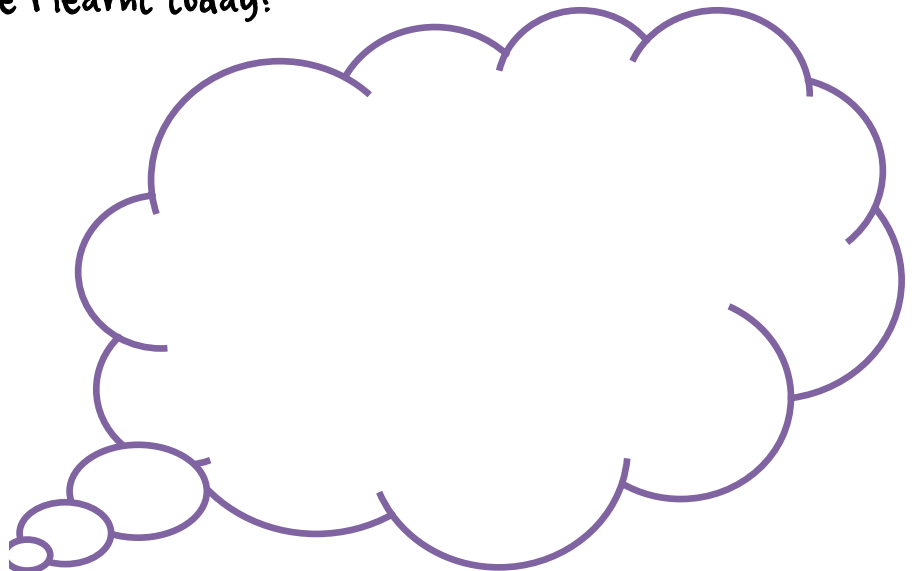
We should...

We shouldn't...

Don't...



8-3 What have I learnt today?



SESSION 9: CLEANING WATER



WARM-UP:

What did I learn
yesterday? Raise your
hand and tell your
teacher and classmates.



Experiment 3: Clean your own water!

To do this experiment you will need:

Scissors

A plastic bottle





Sand

Gravel

Cotton



9.1 Match the names with the pictures and the definitions given:

Name	Definition	Picture
Scissors	Receptacle made of plastic which you use to drink water	
Plastic bottle	A fiber that people use to make clothes and other textiles.	
Cotton	Object that you use to cut paper.	
Sand	Small grains that you find in the beach and the desert.	
Gravel	Little rock fragments	



9.2 Before doing the experiment try to put all the steps in order:

Take the scissors and cut the bottle in two parts

Pour some dirty water into the filter

Put the top of the bottle inside the bottom of the bottle, with the little hole inside the receptacle

Put some cotton in the inverted part of the bottle

Put some gravel in the inverted part of the bottle

Put some sand in the inverted part of the bottle



9.3 Follow the steps in exercise 9.2 and do the experiment. What happens when you pour dirty water into the filter? Why?

USEFUL VOCABULARY

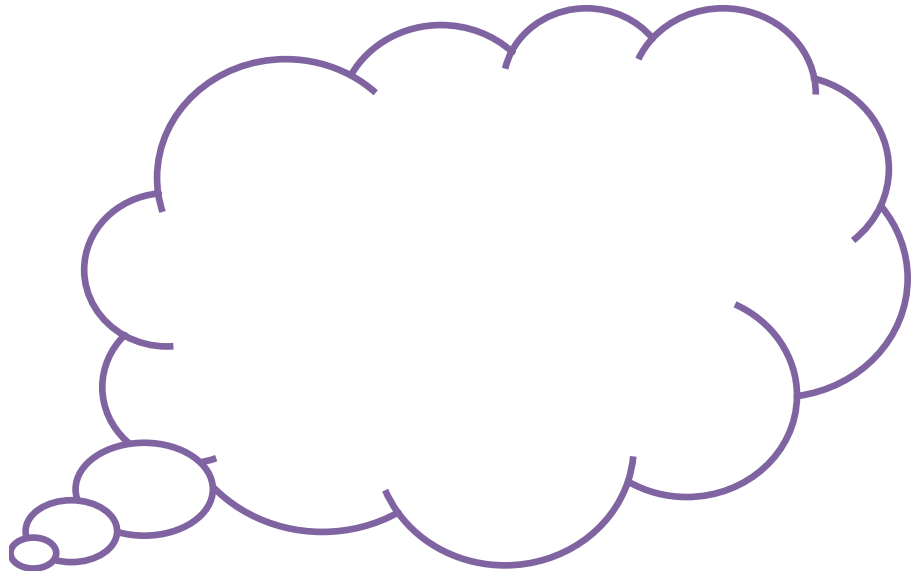
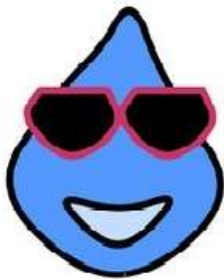
Filter	Come out
Clean	Pour
Water	Put
Gravel	Sand
Cotton	

LANGUAGE TIPS

I can see...
The gravel filters...
When I pour dirty water...
The big/small pieces...



9.4 What have I learnt today?



Did you know
that... 1 kg of
salt water has
more or less 35
grams of salt?

Did you know
that... there are
800 different
brands of bottled
water in the
USA?



SESSION 10: LET'S GET READY

10-1 Prepare your oral presentation. Follow the steps!

Step 1:

Choose a topic:

- a) The hydrosphere
- b) The water cycle
- c) Explaining an experiment
- d) Natural disasters related to water
- e) Any other things related to water

Step 2:

What are you going to say? Write down the main ideas!

Step 3:

How are you going to say your part? Use the language tips!

LANGUAGE TIPS

Hello, we are going to talk about (the hydrosphere, the water cycle...)

The hydrosphere is formed by...

The hydrosphere/water cycle is...

To do the experiment we used...

First, we
calculated/measured/poured...

Then, we added/poured/mixed...

Finally, we...

LANGUAGE TIPS

In the experiment we saw that X
sinks/floats because ...

In the experiment, water is filtered
because...

Monzoons/Tsunamis are...

Monzoons/Tsunamis occur in/when...

Monsoon/Tsunamis are formed...

USEFUL VOCABULARY

Do you need help? You can...

- ✓ Check the vocabulary of other sessions
- ✓ Ask your teachers
- ✓ Look in the glossary

Step 4: 

Now make a glogster. Do you remember how? Visit the link and follow the instructions!

<http://iessabadell.glogster.com/how-to-make-yout-poster/>

You will need this information:

Nickname: XXX

Password: xxx

Be Water My Friend: Feedback



Now go to the following link and let us know your opinion about this teaching unit

<http://www.surveymonkey.com/s/H7JYXF7>

ANNEX 1

ACTIVITIES FOR EARLY FINISHERS

A-1 Can you order the letters so that they form words?



1. W

2. R

3. S

4. G

5. S

6. O

7. L

8. G

9. S

W

A-2 Visit the following link and do the quiz!

<http://www.oswego.org/ocsd-web/quiz/mquiz.asp?filename=waterproperties>

A-3 Visit the following link and match the terms and definitions

<http://www.oswego.org/ocsd-web/match/term/draggeneric.asp?filename=watercycle>

A-4 Find the words in the search puzzle

S	P	V	T	X	U	B	J	C	L	O	U	D	P	S	CLOUD
T	P	S	B	C	R	A	I	N	T	D	N	E	X	U	CONDENSATION
G	S	D	R	O	P	L	E	T	Y	K	H	Y	O	I	DROPLET
I	X	W	A	T	E	R	V	A	P	O	R	V	A	K	EVAPORATION
W	T	C	E	V	A	P	O	R	A	T	I	O	N	H	FRESH WATER
F	R	E	S	H	W	A	T	E	R	M	A	M	G	A	GAS
L	I	Q	U	I	D	P	H	R	U	N	O	F	F	T	LIQUID
I	G	H	C	O	N	D	E	N	S	A	T	I	O	N	PRECIPITATION
Q	U	G	A	A	H	M	P	B	I	I	U	K	I	N	RAIN
F	D	P	R	E	C	I	P	I	T	A	T	I	O	N	RUNOFF
Z	W	V	B	P	D	W	L	Q	B	D	Y	Y	W	O	SOLID
C	Q	N	N	I	J	Z	E	K	S	M	U	Z	W	P	STREAM
Y	C	R	L	E	Y	S	T	R	E	A	M	R	I	L	WATER VAPOR
H	Z	O	D	I	L	F	X	Q	J	I	G	A	D	Q	
S	S	Q	C	L	R	O	M	W	D	O	Q	V	S	E	

A.5 Visit the following link and do the quiz

<http://quizegg.com/q/53063>

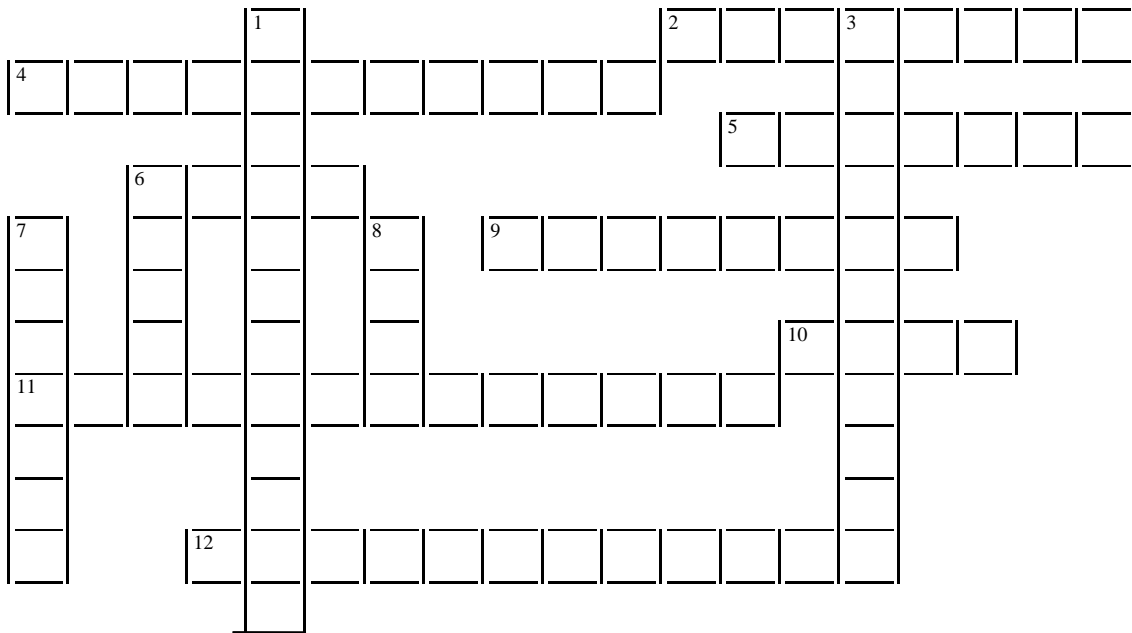
You will need this
information:

User: teachingunit

Password: clil2010

A-6 Crossword

WATER



ACROSS

- 2 Water is attracted to water
- 4 Water located beneath the ground
- 5 Accumulation of snow
- 6 Precipitation in a liquid state
- 9 Water makes things wet
- 10 Precipitation in a solid state
- 11 Surface water moves across the land
- 12 Water becomes a cloud (from gas to liquid)

DOWN

- 1 Surface water filters into the ground
- 3 Liquid water turns into gas
- 6 Permanent water course
- 7 The quantity of substance a material has got in 1cm^3
- 8 Body of water surrounded by ground

ANNEX2 GLOSSARY		
ENGLISH	CATALAN	SPANISH
Add:	afegir	añadir
Advice:	consell	consejo
Agree	estar d'acord	estar de acuerdo
Bottom:	fons	fondo
Bucket:	galleda	cubo
Cloud:	núvol	nube
Densest:	el més dens	el más denso
Dirty:	brut	sucio
Dishwasher:	rentaplats	lavaplatos
Drop:	gota	gota
Earth	Planeta Terra	La Tierra (planeta)
Fall down:	caure	caer
Faucet aerator:	airejador d aixetes	aireador de grifos
Faucet:	aixeta	grifo
Fiber:	fibra (tèxtil)	Fibra (textil)
Find:	trobar	hallar
Float:	flotar	flotar
Freezer:	congelador	congelador
Fresh water:	aigua dolça	agua dulce
Full:	ple	lleno
Get cold	refredar-se	enfriarse
Get hot:	escalfar-se	calentarse
Glacier:	glacera	glaciar
Go down:	baixar	bajar
Go into:	introduir-se, ficar-se	introducirse, meterse
Go up:	pujar	subir

Graduated cylinder:	proveta	probeta
Ground:	terra, sòl	tierra
Groundwater:	aigua subterrània	agua subterránea
Guess:	endevinar	adivinar
Higher:	més alta	mayor, más alta
Hole:	forat	agujero
Inside:	dins	dentro
Lake:	llac	lago
Layers:	capes	capas
Leak:	degoter, fuita	escape de agua, goteo
Leaves:	fulles	hojas
Living things:	éssers vius	seres vivos
Lower:	més baixa	menor, más baja
Polluted:	contaminada	contaminada
Pour:	abocar, tirar	verter, echar
River:	riu	rio
Root:	arrel	raíz
Salt water	aigua salada	Agua salada
Save:	estalviar	ahorrar
Scale:	balança	pesa
Sea:	mar	mar
Set:	posar, col·locar	poner, colocar
Settle:	assentar-se	asentarse
Should:	hauria de	deberia
Shouldn't	no hauria de	no deberia
Sink:	enfonsar-se	hundirse
Sky:	cel	cielo
Spilt:	vessada	derramado
Sponge:	esponja	esponja
Stick:	ajuntar-se, enganxar-se	juntarse, pegarse

Stream:	rierol, corrent	torrente, riachuelo
Swamp:	maresme, aiguamoll, pantà	ciénaga, pantano
Tap:	aixeta	grifo
Tips:	consells	consejos
Think:	pensar	pensar, creer
Warmer:	més calenta	más caliente
Wastewater:	aigua residual	agua residual
Weigh:	pesar	pesar
Wet:	mullat	mojado
Without:	sense	sin
Wood:	fusta	madera