

Teacher's Notes

UNIT 6 Tiger values

Water safety



Type of activity: group, pair and individual work

Focus: listening, speaking, reading and writing skills

Active language: *lifeguard, life jacket, snorkel, mask, beach umbrella, sun cream, sunglasses, sun hat, first aid kit*

Level: elementary, grade 3

Time: 45 minutes

Materials:

- Student's Worksheets 1, 2 and 3 – one copy per pupil
- Flashcards attached to the Teacher's Notes
- (optional) 10 sheets of blank paper, a string or a large sheet of construction paper to make a poster

Procedure:

1. Greet the class. Write *Beach* and *Swimming pool* on the board. Find out how many pupils are going to visit those places on their holiday. Explain: *Today's lesson is about water safety.* Elicit or explain the meaning of *safety*.
2. Ask the pupils: *What objects and people can help you keep safe on the beach or at the swimming pool?* If necessary, explain the meaning in L1. Listen to the children's ideas. The pupils can answer in L1 or L2. When they mention any words from the flashcards attached to the Teacher's Notes, put the relevant cards on the board. Introduce the remaining flashcards by slowly pulling each picture up from behind a book. The pupils guess the illustration based on the fragment they see. Discuss in L1 how each item can help you stay safe in or around the water, e.g. it can protect you from the sun, help you see underwater, etc.
3. Drill the pronunciation of all the words on the board using a triple drill, i.e. say *It's a lifeguard* and the pupils repeat it three times: *It's a lifeguard, It's a lifeguard, It's a lifeguard.*
4. Hand out the copies of Student's Worksheet 1. The pupils look at the words in the box in Activity 1. Volunteers read the words one by one, and everyone points to the matching flashcard on the board. Then the pupils individually label the pictures in Activity 1 on their worksheets. Check the answers with the whole class.

5. Ask the children to put a tick with a pencil on any three squares in the grid. Mime the words from the grid in random order, keeping track. The pupils watch you and say which word you are miming. If the word is in a square that a pupil ticked, he/she covers the square with a scrap of paper. The first person to cover the three squares says: *Bingo*. If you have indeed mimed his/her three words, this person wins the game. Repeat the game, giving definitions instead of miming, e.g. *when you have this object, you can see underwater* (– a mask).

6. Give out the copies of Student's Worksheet 2, and focus the children's attention on Activity 1. Elicit the meaning of the verbs in the sentences by asking the pupils to mime them: *sitting, opening, putting on, wearing, swimming, watching*. The pupils then complete the sentences by unscrambling the words. Point out that the scrambled words are the people and objects in the pictures below, in mixed order. The children compare their answers in pairs. Check the answers with the whole class. Write the words on the board, or refer the class to Student's Worksheet 1 to check the spelling. Ask volunteers to read out the whole sentences and the class to mime those to show comprehension.

Answers: 1 *beach umbrella*, 2 *sun hat*, 3 *sun cream*, 4 *sunglasses*, 5 *mask*, 6 *life jacket*, 7 *lifeguard*, 8 *first aid kit*, 9 *snorkel*

7. Divide the class into groups of four. Each pupil chooses one sentence in secret and mimes it for the other group members to guess. In the second round, only the pupil miming can see the sentences; the others put their worksheets away and say the sentences from memory.
8. In L1, brainstorm the rules for keeping safe on the beach or at the swimming pool, both in and around water. Then hand out the copies of Student's Worksheet 3. The pupils read the rules and circle the words to complete them. Explain the meaning of *dive* and any other words the pupils find unfamiliar. After completing the task, the children compare their answers in pairs. Check the answers with the whole class. In L1, discuss what can happen if these rules are not obeyed.

Answers: 1*b*, 2*b*, 3*a*, 4*b*, 5*a*, 6*a*, 7*a*, 8*b*, 9*b*, 10*b*

Teacher's Notes

UNIT 6 Tiger values

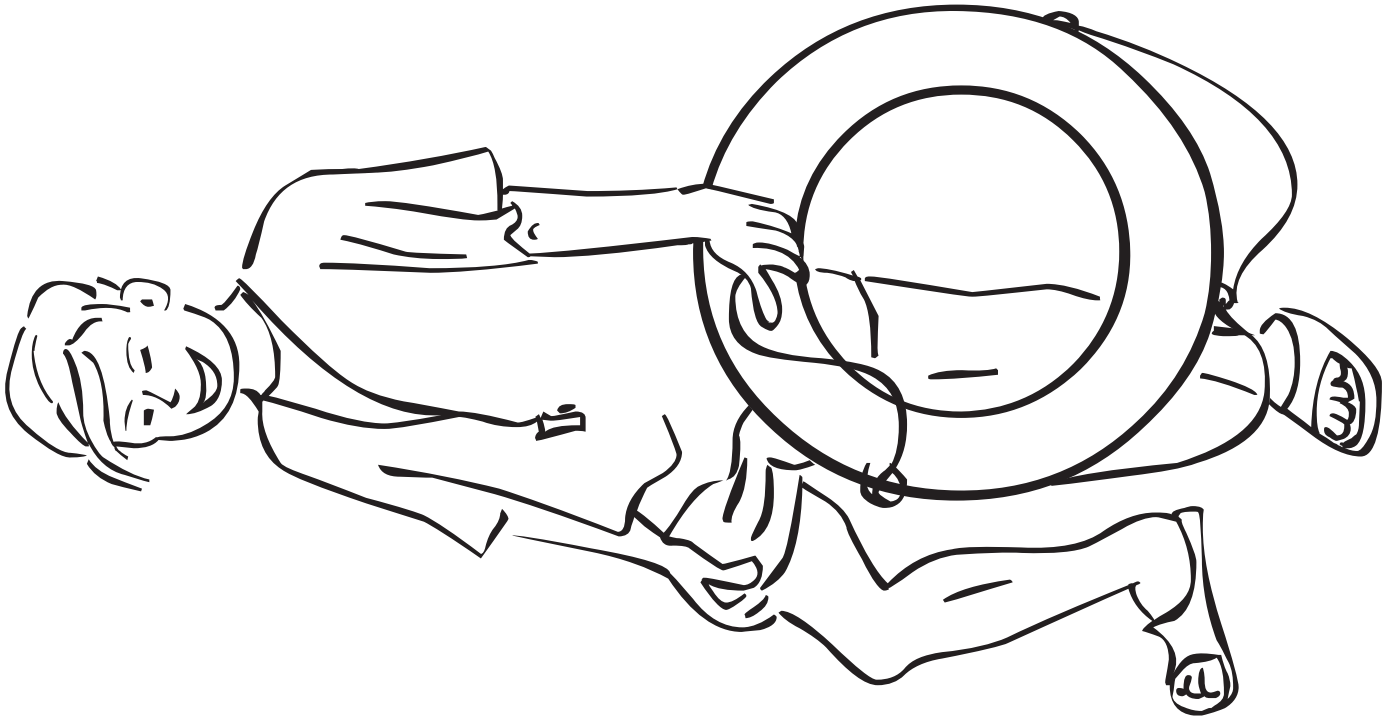
Water safety



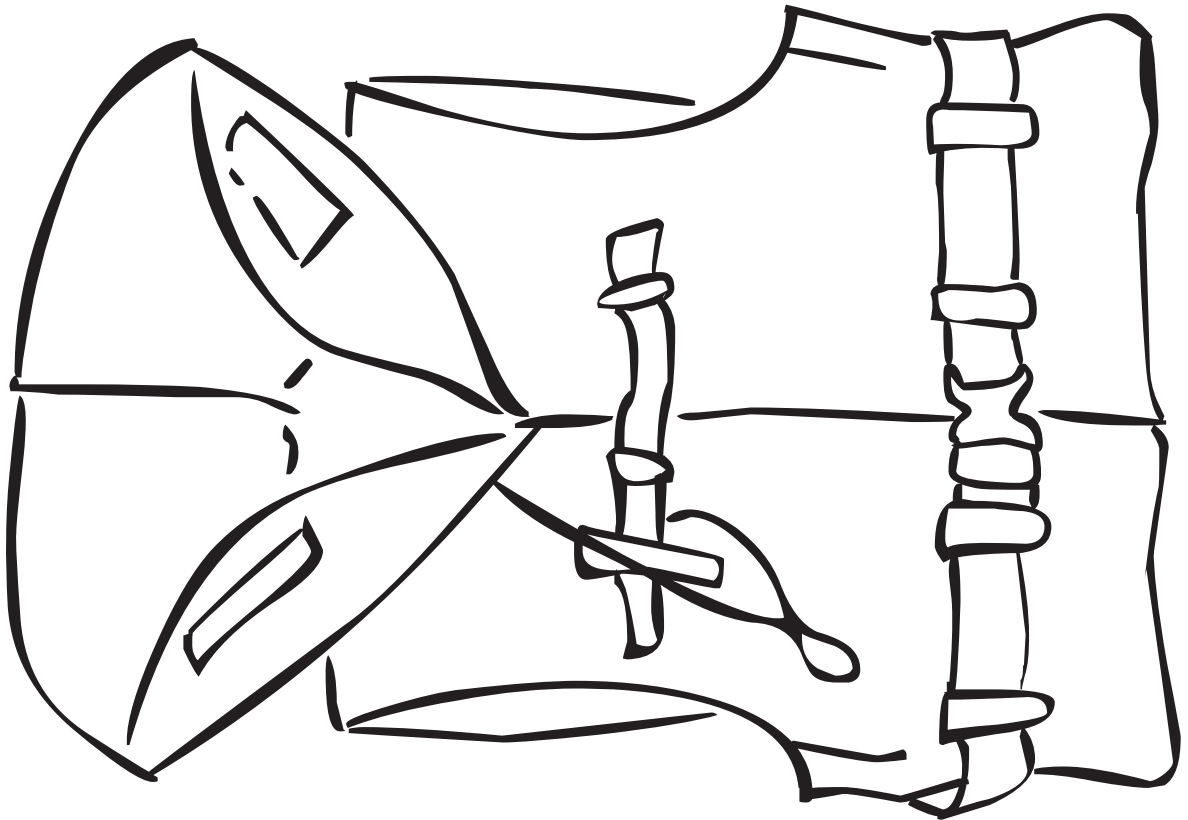
9. At the end of the class, mime the sentences from Student's Worksheet 2. The pupils try to say the sentences from memory. Find out how many water safety rules the class can say from memory. Remind the pupils to obey the rules during their holidays.

Extension

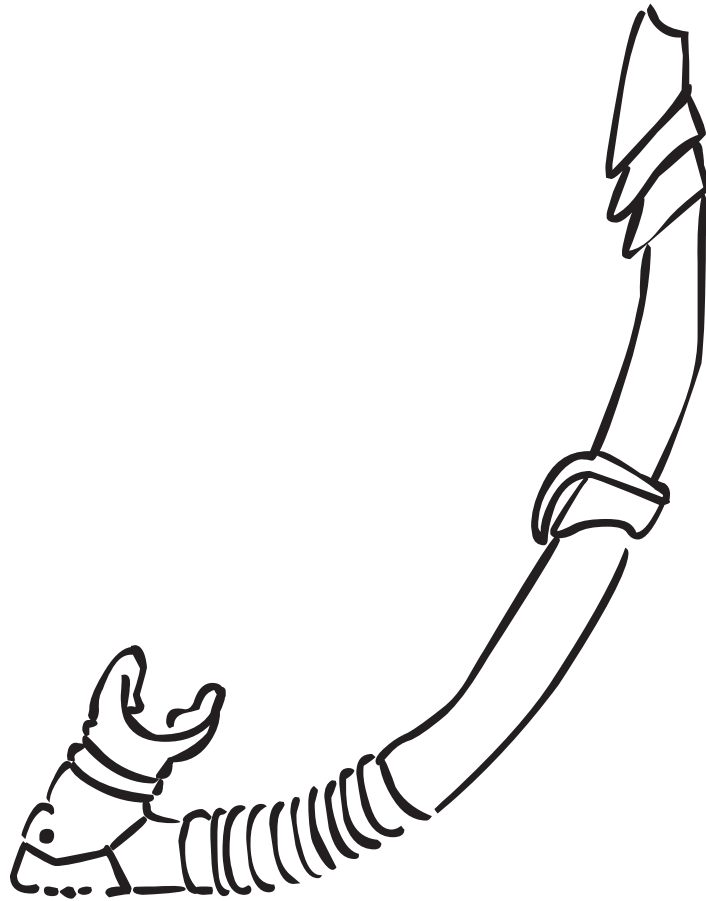
Divide the class into five groups. Assign the rules from Student's Worksheet 3 to each group, two per group. The groups write each correctly completed rule on a separate sheet of paper and draw an illustration of the rule. Collect all the illustrated rules and stick them onto a large sheet of construction paper, or hang them on a string across the classroom.



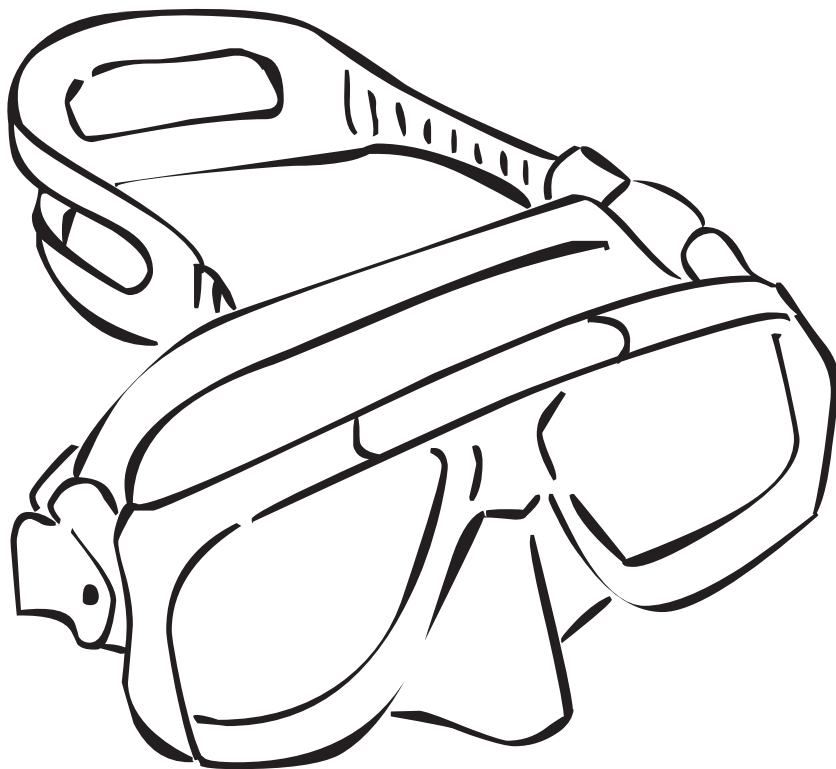
© Macmillan Polska 2016 PHOTOCOPIABLE



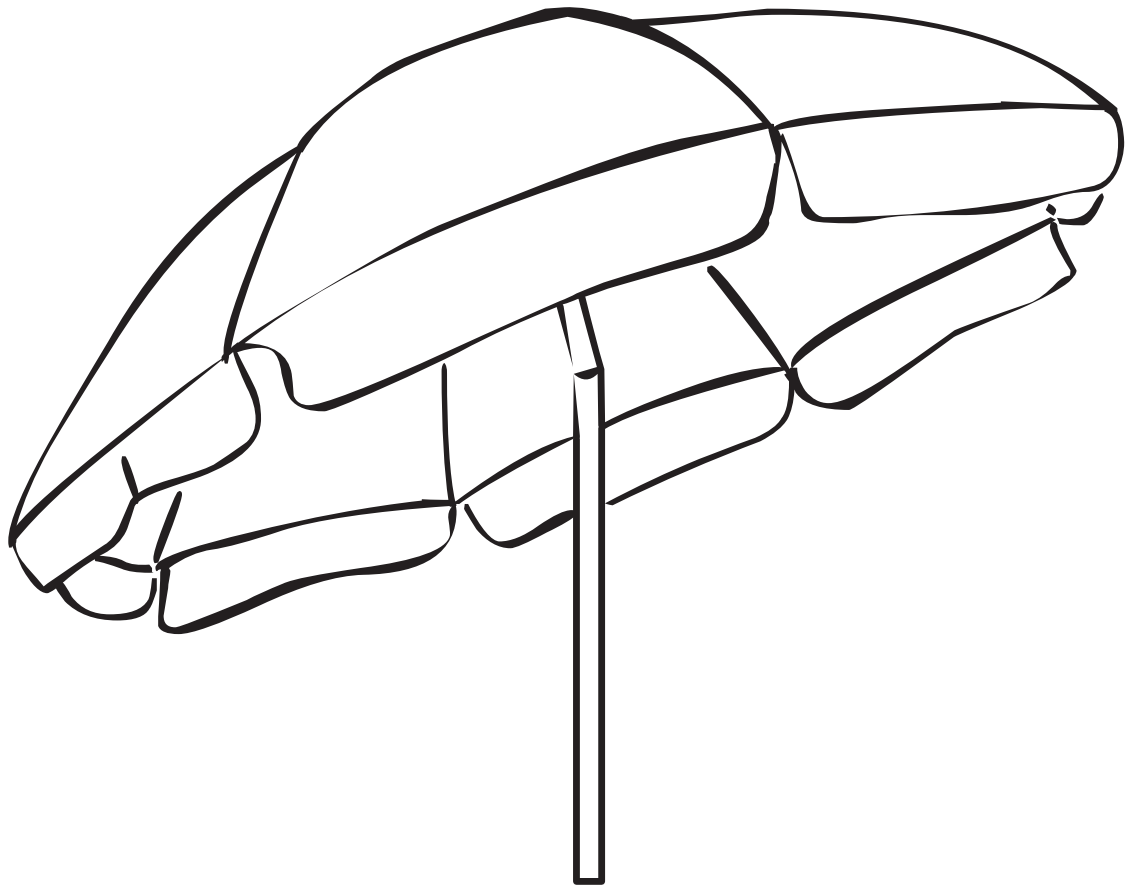
© Macmillan Polska 2016 PHOTOCOPIABLE



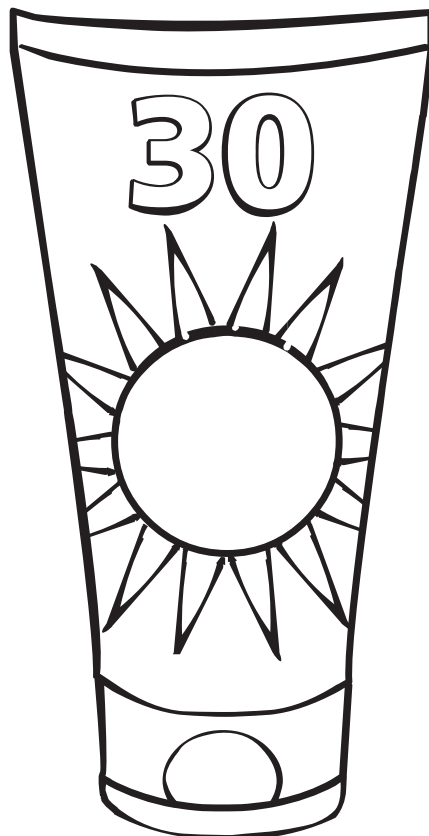
© Macmillan Polska 2016 PHOTOCOPIABLE



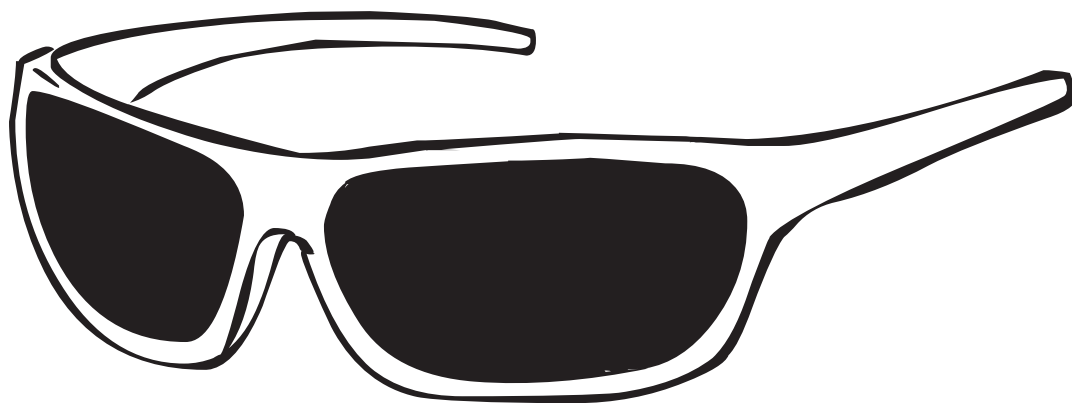
© Macmillan Polska 2016 PHOTOCOPIABLE



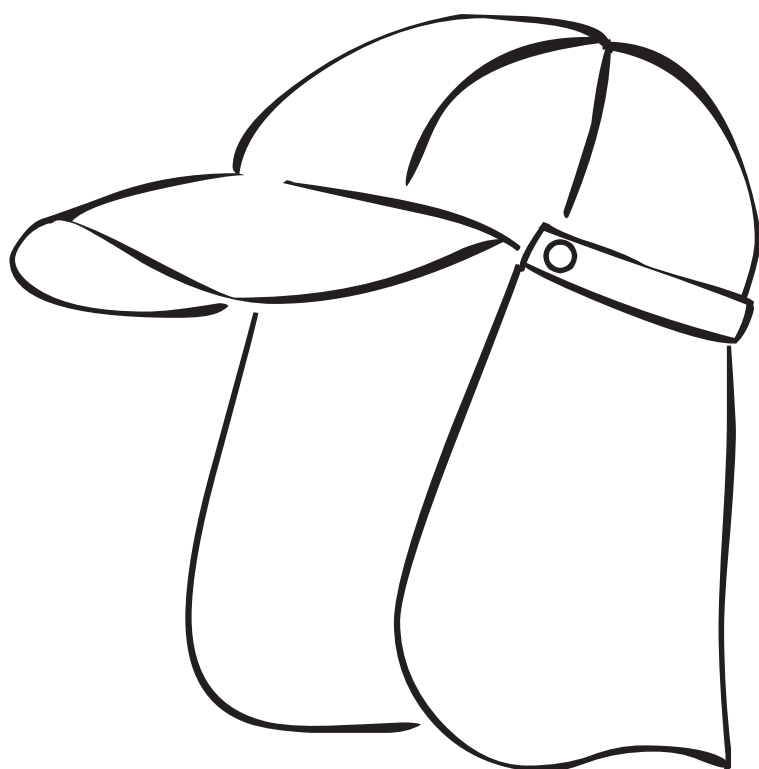
© Macmillan Polska 2016 PHOTOCOPIABLE



© Macmillan Polska 2016 PHOTOCOPIABLE



© Macmillan Polska 2016 PHOTOCOPIABLE



© Macmillan Polska 2016 PHOTOCOPIABLE

