

Water.

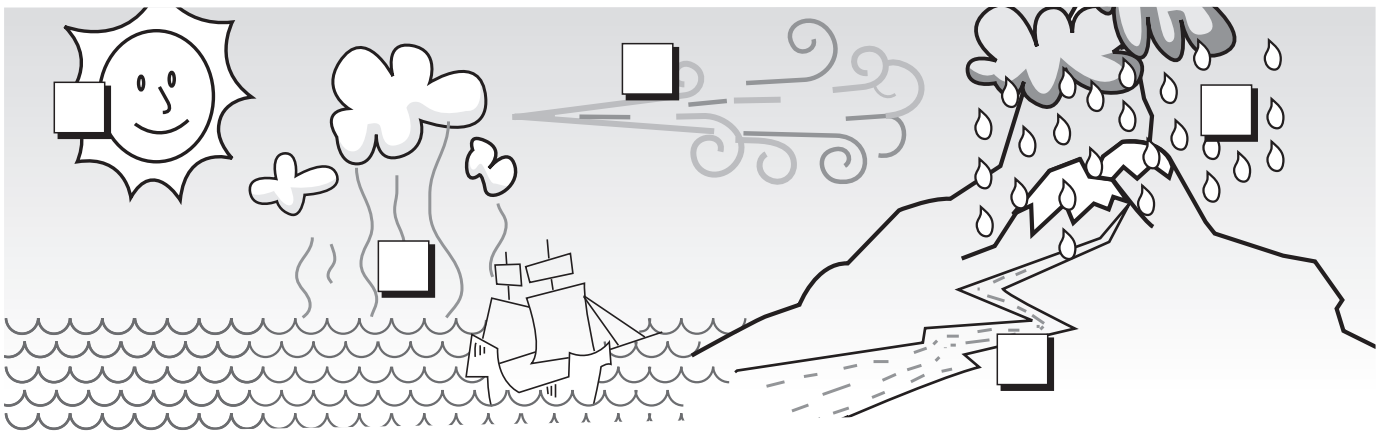
1 Read. Complete the text with the words in the box.

blue      water      oceans

Water in nature

Water is everywhere. 97% of the water is in the (1) \_\_\_\_\_ but there is also water in the sky, in the ground, in lakes and in rivers. The Earth is called the (2) \_\_\_\_\_ planet because 70% of the Earth is covered by (3) \_\_\_\_\_ .

2 Read and number the pictures.



The water cycle

In nature water moves in a cycle.

- 1 The sun heats the water in the sea.
- 2 The water gets hot, evaporates and forms clouds.
- 3 The wind blows the clouds.
- 4 The clouds meet the mountains and it rains. The rain goes into the rivers.
- 5 The rivers go to the sea.

3 Read and label the picture.

solid    liquid    gas

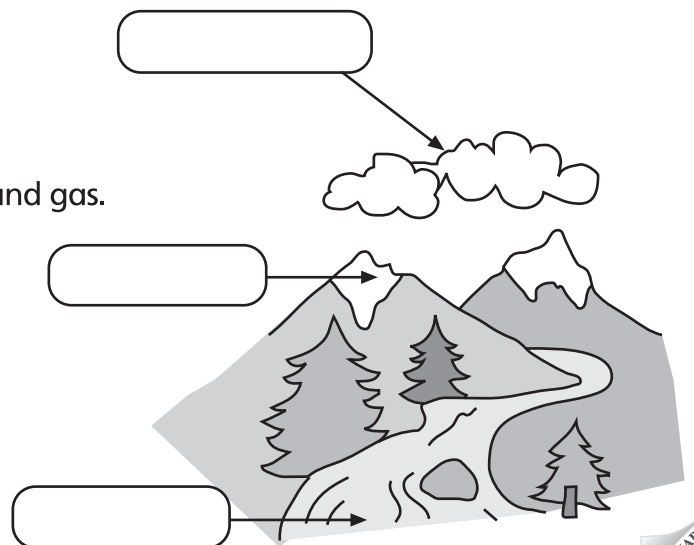
Water states.

Water can exist in three different states: solid, liquid and gas.

When the temperature is below 0°C, water changes into a solid (snow and ice).

When the temperature is above 0°C, ice melts and changes into a liquid (water).

When water gets hot, it evaporates and changes into a gas (water vapour)



## Water.



### Aim

- To study the main properties of water.

### Language focus

**Key vocabulary:** *water, nature, ocean, sky, ground, lake, river, Earth, water cycle, sun, sea, evaporate, cloud, wind, mountain, solid, liquid, gas, change, hot.*

**Key language:** *There is water in the sky. The sun heats the water in the sea. When the temperature is below 0°C, water changes into a solid.*

### Materials

- Worksheet.
- (Optional) Water and some clear plastic cups.

### Activity 2

- Explain that in nature water moves in a cycle. Draw a simple version of the water cycle on the board (similar to the picture in Activity 2). Try to elicit from the class how water moves in a cycle. Explain the different stages on the board.
- Ask the pupils to complete Activity 2 by numbering the pictures according to the text. Check answers.

### Answers:



### Warm-up

- Ask the pupils some questions about their daily routine, free time and meals, eg, *What do you do every morning? I get up, have breakfast, have a shower and wash my teeth. What do you eat and drink every day? Water.* Stress the fact that we use water all the time. Write water on the board and elicit some of the things we use it for, eg, washing our clothes, cooking food, drinking, etc.

### Completing the Worksheet

#### Activity 1

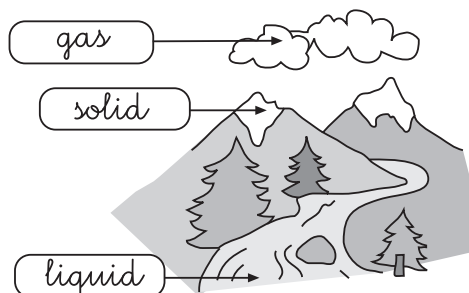
- Ask the pupils *Where can you see water? In oceans, lakes, rives, fountains ...* Point out that water is almost everywhere but that sometimes we can't see it. *There's water under the ground and in the sky.* Draw a cloud and a well to illustrate this.
- The pupils read Activity 1 and complete the text with the three words. Let the pupils check their answers in pairs.
- Read the text with the class and check their answers.

**Answers:** 1-oceans; 2-blue; 3-water

### Activity 3

- Draw some mountains on the board. Draw some snow on the mountains, a river flowing down the mountain and some clouds in the sky. Ask the pupils to *point to the water*. Encourage them to point to the snow, river and clouds. Explain that water can be found in three states: solid, liquid and gas. Write the words on the board and ask pupils to match the words to the picture (liquid-river, solid-snow, gas-cloud).
- Explain how water changes from a liquid to a solid or a gas.
- The children read the text in Activity 3 and label the picture.

### Answers:



## Extension activity

Ask the pupils *What food do you like? What drinks do you like? Do you like water?* Pour some water into a clear plastic cup and show it to the class. Ask questions about its colour, taste and smell. *What colour is the water? Can you taste it? Can you smell it?* Explain the three basic properties of water: *Water hasn't got a taste; it's tasteless. Water hasn't got a colour; it's colourless. Water doesn't smell; it's odourless.* Write *tasteless*, *colourless* and *odourless* on the board and tell the pupils to copy them in their notebooks (you might like to explain that *less* at the end of these words means *no*).

## Extension activity

- Elicit some of the things we use water for. Write on the board *I use water to ...* and elicit complete sentences from the class: *I use water to wash my hands, to wash my bike, to water the garden, to cook food, to water the plants, to brush my teeth*, etc.

- Explain why we mustn't waste water. Ask the class how we can save water. Write pupils' suggestions on the board: *To save water I can ... wash my bike with a cloth, turn the tap off when I brush my teeth*, etc.