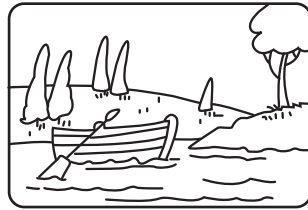


Rivers

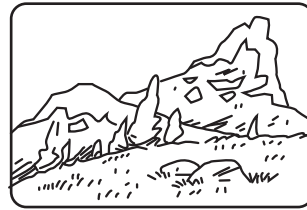
1 Match and write.



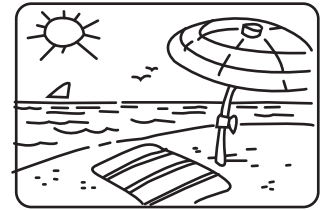
1. tributary



2. _____



3. _____



4. _____

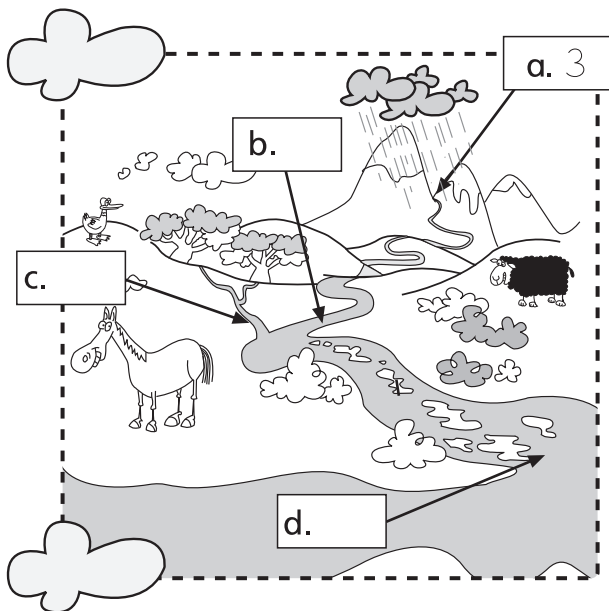
A **tributary** is a small river. It flows into a big river.

A **mountain** is a very high area of land.

The **sea** has got salt water and covers big parts of the Earth.

A **river** is water. It moves from high ground to low ground.

2 Read and match.

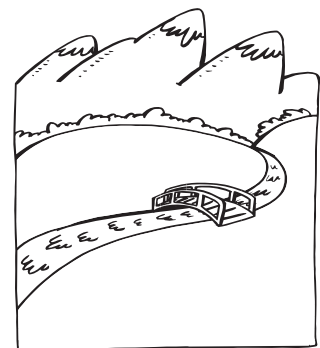


The course of a river

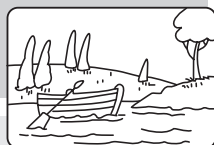
1. Rivers end when they flow into the sea. This is called the mouth of the river.
2. Rivers flow downhill.
3. Rivers usually begin in a high place like a mountain where it rains and snows a lot.
4. Tributaries flow into big rivers.

3 True or false?

1. Mountains are high. True
2. Rivers end when they flow into the sea. _____
3. Rivers move from low ground to high ground. _____
4. Tributaries flow into big rivers. _____
5. The mouth is the mountain where the river begins. _____



PEOPLE AND THEIR ENVIRONMENT



Aim

- To learn the main features of rivers.

Materials

- Worksheet.

Duration

30 minutes.

Language focus

- Present simple.

Cross-curricular content

- Geography.
- The course of a river.

Warm-up

- Draw a mountain and a beach on the board and write *In the mountains ... / At the beach ...*. Give the children some examples of what you do in the mountains and at the beach, eg, *At the beach I swim in the sea. In the mountains I walk.* Elicit examples from the children in L1 or L2, eg, *at the beach: make sandcastles, jump the waves, sunbathe, play football; in the mountains: go fishing, have a picnic, go climbing.*
- Ask the children *What goes from the mountains to the sea?* If they don't know, draw a picture or write the first letter and gaps for the missing letters: r _ _ _ . Give them more letters if necessary until they guess the answer (river).

Completing the Worksheet

Activity 1

- Draw pictures of a river, a mountain, a tributary and the sea on the board. Elicit some information from the children by asking them questions in L1 or L2, eg, *What can you see in this picture? Can you see any water? Is it big or small? It's a small river. What do we call a small river that flows into another river?* Teach them *tributary* and write it on the board. *A tributary is a small river. It flows into a big river.*
- The children read the definitions in Activity 1. Tell them to underline the most important words: *tributary: small river; mountain: high; sea: salt water; river: water, moves, high, low.*
- The children match the definitions to the pictures and write the words under the pictures.

Answers: 1-tributary; 2-river; 3-mountain; 4-sea

Extra activity

Write *river; tributary; mountain* and *sea* on the board. The children turn their worksheets over. Describe one of the geographical features and encourage the children to call out the word you're describing. Bring two children to the front with their worksheets and encourage them to do it in pairs, eg, Child 1 (with the worksheet): *It's a small river. It flows into a big river.* Child 2: *Tributary.* Child 2 (with the worksheet): *It's got salt water and covers big parts of the Earth ...* The children can then continue in pairs or small groups.

Activity 2

- Draw a picture similar to the one in Activity 2 on the board to illustrate the course of a river. Ask questions as you draw, eg, *What's this? A mountain. What's the weather like in the mountains? It rains and snows.* Continue with a small river flowing downhill, tributaries flowing into the river making it bigger. Finally the river gets to a lower, flatter area and flows into the sea.
- Go through the picture again. This time invite the children to take part in the description.
- Ask the children to look at the picture in Activity 2. Get some children to try to describe the four different stages.
- The children read the sentences in the box and match them to the different parts of the picture.

Answers: a-3; b-2; c-4; d-1

Activity 3

- Do the first *True or false?* question orally.
- The children decide whether the remaining statements are true or false.

Answers: 1-T; 2-T; 3-F; 4-T; 5-F

Extra activities

- 1 The children correct the false statements in Activity: 3. Rivers move from high ground to low ground / flow downhill. 5. The mouth is where the river ends / flows into the sea.
- 2 The children draw a river that flows through or near their town or city (following the model in Activity 2). They label where it begins and ends, its main tributaries and the cities or towns it flows through.