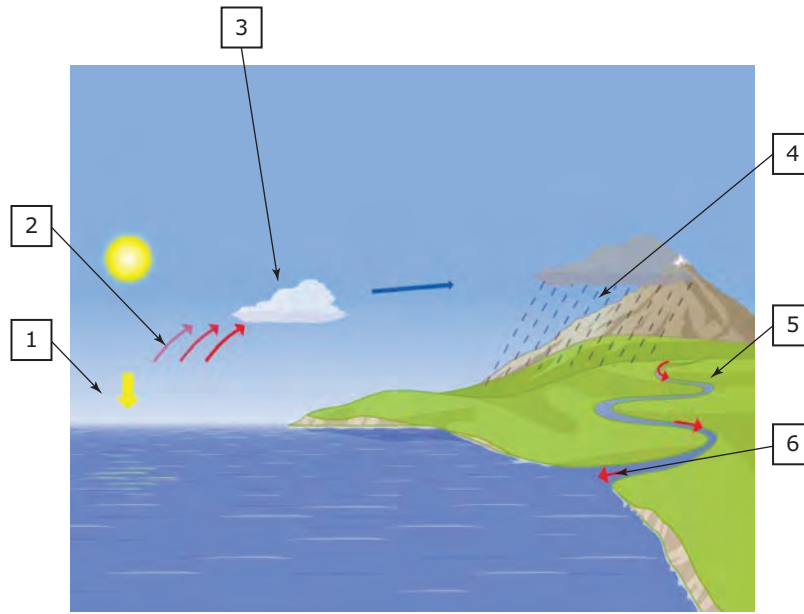


Exercise 1

Reading

Match the labels and explanations to the correct place on the diagram. Number 1 has been done for you.



- 1 → Condensation results in precipitation
- 2 → Sun evaporates seawater
- 3 → Surface run-off (rivers)
- 4 → Tiny droplets form cloud
- 5 → Water returns to sea
- 6 → Water vapour rises

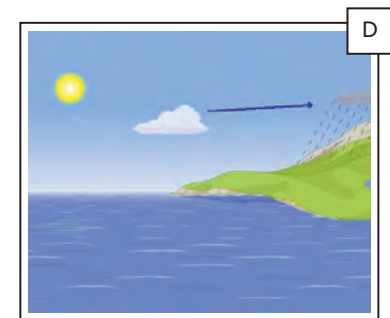
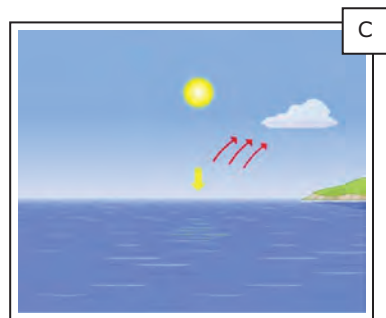
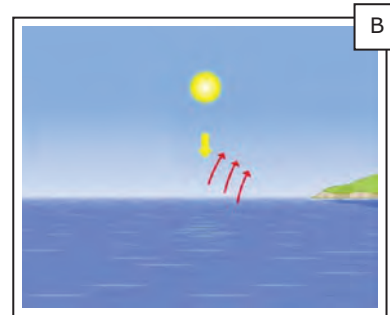
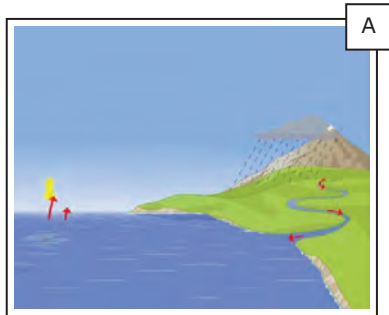
Exercise 2

Reading

Write the number of the correct caption (1-5) next to each picture on the next page. Two of the pictures have two captions.

- 1 The sun's heat evaporates seawater and turns it into a gas called water vapour.
- 2 The light water vapour rises, cools and condenses into tiny droplets.
- 3 The tiny droplets make up cloud.

- 4 Further cooling and condensation result in precipitation (rain, hail, snow, etc).
- 5 There is surface run-off in the form of rivers and soakage.
- 6 Most of the water returns to the sea and some water is evaporated immediately back into the atmosphere.



Exercise 3

Reading

Join the parts to make sentences about the water cycle.

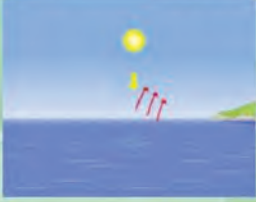
- | | |
|--|--|
| <ol style="list-style-type: none"> 1 The sun's heat evaporates seawater and 2 The light water vapour 3 Here in the atmosphere the water vapour 4 The tiny droplets of water 5 Further cooling and condensation 6 Surface run-off 7 Most of the water 8 Finally, some water | <ol style="list-style-type: none"> cools and condenses into tiny droplets forms rivers is evaporated immediately back into the atmosphere. result in precipitation (rain, hail, snow, etc.) make up cloud. returns to the sea. rises into the atmosphere. turns it into a gas called water vapour. |
|--|--|

Exercise 4

Speaking

Use the speaking frame to talk about the water cycle.
Use the words in the boxes to help you.

Natural Resources (the water cycle) one stop cli




sun's heat
water vapour
(light)

evaporates
turns into
rises into

seawater
gas
water vapour
atmosphere


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atmosphere
water vapour
droplets

cools
condenses
make up


tiny droplets
cloud



cooling
condensation

result in


precipitation
(rain, hail,
snow, etc)



surface
run-off
most
water

forms
returns

rivers
sea



some water

evaporated back
into (immediately)

atmosphere

Don't forget the sequencing phrases!

Firstly,

After that,

Next,

Then,

You could also say 'Lastly, ... Finally, ...'

Objectives

Geography

Students look at how the water cycle works.

Language

Skills: Speaking and reading

Grammar: Present simple tense, present simple passive

Vocabulary: **Nouns:** *renewable resource, supply, cycle, atmosphere, moisture, survival, seawater, water vapour, droplets, cooling, condensation, precipitation, hail, run-off, soakage*

Adjectives: *vital*

Adverbs: *constantly, immediately*

Verbs: *cleans, renews, entering, leaving, provides, evaporates, turns it into, rises, cools, condenses*

Activities

Activities	Language skills
Students say what they know about how the water cycle works	Speaking; vocabulary; present simple tense
They label a diagram of the water cycle	Vocabulary
They order a set of pictures showing the sequence of events in the water cycle	Speaking; reading; vocabulary; present simple tense; present simple passive
They watch the animation and check their answers	Reading; vocabulary
They read and join up phrases to describe the process and show the sequence of events	Reading; vocabulary
(Groups or pairs) They give an oral commentary on the animation	Speaking; vocabulary; present simple tense; present simple passive

Procedure

With the whole class

(Typical situation: whole class watching the presentation and animation on an interactive whiteboard or projector.)

1. [Slide 1] Introduce the topic. Ask the class to look at the diagram of the water cycle in exercise 1 on the worksheet. Ask students questions to help them say what they know about the water cycle, but do not go into detail. Introduce some key

vocabulary (see above). Then get the students to do exercise 1 in pairs: they label the diagram. Monitor and help. When students have finished, check answers with the whole class. (See answer key.)

2. Ask the students to continue working in pairs to do exercise 2 on the worksheet: they match the pictures with the correct caption. Monitor and help, but do not give students the answers.
3. *[Slides 2 and 3]* Play the animation. Tell the students to watch carefully and check whether they numbered the pictures correctly. Students check their answers in pairs. (See answer key.)
4. *[Slide 4]* Tell students not to look at exercise 2 while they do the next exercise. Students continue to work in pairs and do exercise 3 on the worksheet: they join the phrases to show the correct sequence of actions. Monitor and help. Then check answers with the whole class. (See answer key.)
5. *[Slide 5]* Tell students to work in pairs and practise talking about the water cycle using the speaking frame in exercise 4. One student talks while the other listens and checks notes. When the first student has finished they swap roles.

With groups (one group studies the water cycle and then presents it to the class)

(Typical situation: students arranged in groups around computers e.g. in a language lab)

1. *[Slide 1]* Students work in their group and do exercise 1 on the worksheet: they label the diagram. When students have finished, they can check their answers with the answer key.
2. Ask the students to do exercise 2 on the worksheet: they match the pictures with the correct caption. Monitor and help, but do not give students the answers.
3. *[Slides 2 and 3]* Play the animation. Tell the students to watch carefully and check whether they numbered the pictures correctly. Students can also use the answer key to check their answers.
4. *[Slide 4]* Tell students not to look at exercise 2 while they do the next exercise. Students do exercise 3 on the worksheet: they join the phrases to show the correct sequence of actions. They can use the answer key to check their answers.
5. *[Slide 5]* The group gets ready to give an oral commentary on the animation. They can rehearse it once or twice if they wish. Encourage them to use the speaking frame in exercise 4 to help them prepare and also during their presentation. Play the animation; students give the commentary. Encourage students to distribute speaking roles equally in their group. They may talk about one or two slides each depending on how many students there are in their group. The original PPT has been provided here so that you have the option to use the slides without the text which appears in the animation.

Answer Key

Exercise 1

Key:

1	Sun evaporates seawater
2	Water vapour rises
3	Tiny droplets form cloud
4	Condensation results in precipitation
5	Surface run-off (rivers)
6	Water returns to sea

Exercise 2

Key:

B - 1 and 2, C - 3, D - 4, A - 5 and 6

Exercise 3

Key:

1. The sun's heat evaporates seawater and turns it into a gas called water vapour.
2. The light water vapour rises into the atmosphere.
3. Here in the atmosphere the water vapour cools and condenses into tiny droplets.
4. The tiny droplets of water make up cloud.
5. Further cooling and condensation result in precipitation (rain, hail, snow, etc).
6. Surface run-off forms rivers
7. Most of the water returns to the sea.
8. Finally, some water is evaporated immediately back into the atmosphere.