

HOW STRONG IS THAT WIND?

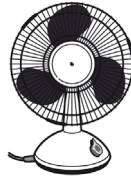
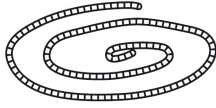
Worksheet  
Adrian Tennant



Exercise 1

Vocabulary & writing

Look at the pictures. Find the words in the wordsearch and write each one under the correct picture.



P	M	K	C	D	R	P	I	T	Q	P	A
V	I	T	Z	M	Y	F	N	L	E	A	F
F	A	N	P	B	G	S	E	C	H	P	L
E	U	K	G	H	R	T	J	I	A	E	Q
A	D	W	S	P	K	R	S	B	U	R	F
T	M	S	A	N	O	I	W	Y	I	C	D
H	G	D	A	T	W	N	J	P	O	L	N
E	L	I	T	P	K	G	G	E	Z	I	J
R	W	U	N	O	L	O	P	B	E	P	I
F	P	E	N	C	I	L	O	B	A	N	Y
Y	K	C	I	J	C	G	U	L	G	L	F
G	T	O	B	O	T	T	L	E	N	I	L

Exercise 2

Reading, vocabulary & speaking

Look at the words in the box and put them in the correct order on the line.

gale   gentle breeze   hurricane   light wind   moderate breeze   strong wind

lightest strongest

## Exercise 3

## Speaking &amp; writing

Item / Wind	Gentle breeze	Moderate breeze	Light wind	Strong wind	Gale / Hurricane

## Exercise 4

## Writing

Now write a report on your experiment. Use the language provided to help you.

Useful language for writing a scientific report

Say what you did

I chose five items. A ..., a ..., a ..., a ... and a ...

I attached these items to a piece of string.

I attached the string to two ... legs and placed a fan in front of it.

The first time I set the fan to the lowest setting, 1 and (only) the ... moved.

I then changed the setting on the fan to ... and ... moved.

I changed the setting again, to ..., and this time ... moved.

The ... moved when the fan was set to ...

Say what you predicted would happen

(Originally) I thought that the ... would move when the fan was set to ...

Say what happened

In fact, the ... (only) moved when the fan was set to ...



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### Learning objectives

Pupils learn about wind speed and strength by conducting a simple experiment using an electric fan and a number of small items.

### Content summary

Pupils conduct an experiment looking at which objects are moved according to the speed of the wind. They record the results in a chart before writing up a summary of the experiment.

### Skills

Reading; speaking; writing.

### Grammar

Present simple/Past simple

Comparative and superlative adjectives: *stronger, strongest, lighter, lightest, etc.*

### Vocabulary

Words and simple phrases connected to the experiment: *wind strength, breeze, light, moderate, gale, hurricane, gentle, fan, string, pebble, plastic bottle, ping-pong ball, card, leaf, paperclip, attach(ed), setting*

### Time needed

30–60 minutes

### Age group

7–14

### Materials needed

Electric fans (one per group of 6–8 pupils), materials such as feathers, pebbles, empty plastic bottles, card, leaves, paperclips, etc. and lots of string.

### Practicalities

This experiment is designed to be conducted indoors. Therefore it is ideal if you don't have the space outdoors or if the weather isn't particularly good, e.g. if it's rainy or there's no wind. However, as you aren't really using wind everything is rather hypothetical.

## Procedure

1. Tell pupils they are going to conduct an experiment comparing and measuring wind strengths.
  2. Introduce/pre-teach the following vocabulary that pupils will need to understand: *wind strength, breeze, light, moderate, gale, hurricane, gentle, fan, string, pebble, plastic bottle, ping-pong ball, card, leaf, paperclip, attach(ed), setting*.
  3. Hand out the worksheet and ask the pupils to do exercises 1 & 2. Encourage them to work with a partner.
  4. Check the answers together.
  5. Hand out the experiment sheet and have pupils read out the instructions in class.
  6. Get the pupils to conduct the experiment.
  7. Monitor and help where necessary.
  8. Have the pupils record the results in the table (exercise 3).
  9. Finally, have pupils write up their findings in the form of a report – encourage them to use the language in the Useful Language box.
- This exercise could also be done as homework.

## Useful websites

Here are two websites that could be useful for project work.

<http://news.bbc.co.uk/1/hi/sci/tech/7533909.stm>

<http://www.rcn27.dial.pipex.com/cloudsrus/wind.html>

The first is an animated site focusing on hurricanes. The second gives some general information about wind.

There are hundreds of website about topics related to wind. Either encourage children to use a search engine, e.g. Google, or a dedicated kids' search engine site such as <http://kids.yahoo.com/>

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**Exercise 1**

P	M	K	C	D	R	P	I	T	Q	P	A
V	I	T	Z	M	Y	F	N	L	E	A	F
F	A	N	P	B	G	S	E	C	H	P	L
E	U	K	G	H	R	T	J	I	A	E	Q
A	D	W	S	P	K	R	S	B	U	R	F
T	M	S	A	N	O	I	W	Y	I	C	D
H	G	D	A	T	W	N	J	P	O	L	N
E	L	I	T	P	K	G	G	E	Z	I	J
R	W	U	N	O	L	O	P	B	E	P	I
F	P	E	N	C	I	L	O	B	A	N	Y
Y	K	C	I	J	C	G	U	L	G	L	F
G	T	O	B	O	T	T	L	E	N	I	L

**Exercise 2**

gentle breeze   moderate breeze   light wind   strong wind   gale   hurricane  
lightest strongest

**Exercise 3**

Depends on the experiment.