

Teacher notes

Lesson 1 Water, Water Everywhere!

Lead-in

Discuss the aims of the lesson with the students.

1. Do you know? True / False statements Ask your students to read the true-false statements. Elicit the answers.

Procedure

2. Divide your students in groups of four. Assign the students to do the reading task. Check the answers with the whole class.

1. More than two thirds of the Earth's surface is covered with water. **T**
2. The largest amount of water on the Earth's surface is fresh water. **F**
3. Almost all of Earth's water can not be used in everyday life. **T**
4. The water used by people is taken mainly from rivers. **T**
5. **Only about 1% of the water on earth is in the rivers and lakes. F**
6. The vast majority of the fresh water available for our uses is [kept in the ground](#). **T**
7. Only a small amount of fresh water is locked up in ice and glaciers. **F**

3 Play the loop game Prepare the key-words and their definitions in a table like the one below:

A watery place	Place which contains mostly water
A sphere	A round object shaped like a ball
Water vapour	A mass of very small drops of liquid in the air
An icecap	A layer of ice permanently covering parts of the earth, especially around the North and South Poles
A glacier	A huge mass of ice that moves very slowly down a valley
Soil moisture	Water in small drops on a surface of earth
Aquifers	A layer of rock or soil that can take in and hold water
Available water supply	The amount of water that can be used
The vast majority	A very large number or amount of sth
Saline water	Water containing or consisting of salt
Freshwater	Water that is not salty
Stream	A small river
Ground water	Water that is found under the ground in soil, rocks, etc.
To provide sb with sth	To give sth to sb or make sth available, to supply sth
To be located // location	When sth exists in a particular place or has

	been put there // a place or position
To be distributed // distribution	To exist in different parts of an area // the way in which something exists in different amounts in different parts of an area
A swamp	A land that is always very wet or covered with a layer of water
A marsh	An area of low flat ground that is always wet and soft
To make use of sth	To use sth in a way that will help you
A tiny portion	A very small amount of sth

Photocopy the table with jumbled words and definitions and cut it into strips containing a word and a non-matching definition:

A tiny portion	Place which contains mostly water
A watery place	A round object shaped like a ball
A sphere	A mass of very small drops of liquid in the air
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Give one or two slips to each student. Students play the loop game. This activity should be monitored and checked all the time. If students cannot guess the right word for the definition they have heard, let them attempt it several times until they have it right. If they cannot understand or cannot hear, they should ask for repetition (*Could you repeat it please?*).

With less experienced students it is advisable to provide all the words with their L1 equivalents first, especially when a text contains technical terms which are complicated to define in words.

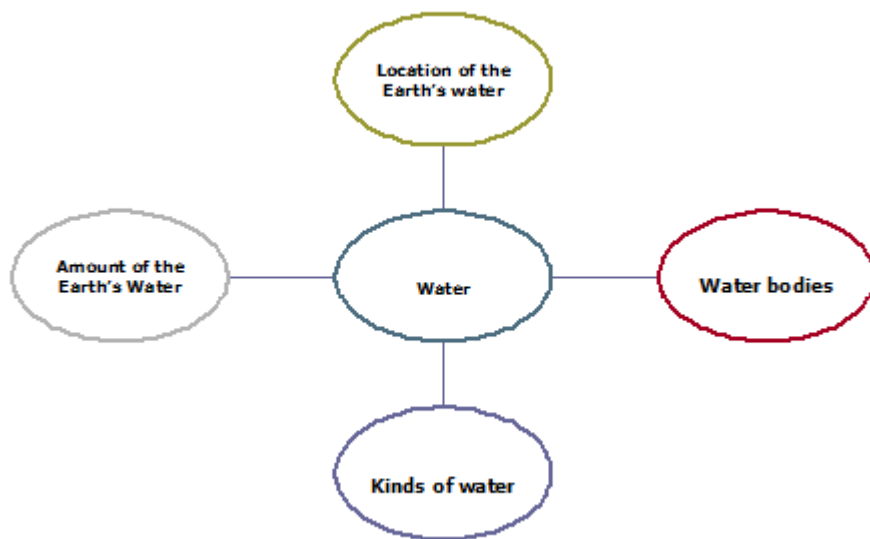
4. Ask your students to think of the questions to the answers. Remind them the word order in the questions. Check the answers with the whole class.

1. How much of the Earth's surface is covered with water? **About 70%**
2. How much water is contained in the oceans? **About 97%**
3. How much of fresh water is there on Earth? **2,5%**
4. How much of fresh water is locked up in [glaciers and icecaps](#)? **About 69%**
5. What amount of all freshwater is in the ground? **30,1%**
6. How much of all the freshwater on Earth is contained in rivers and lakes? **About 0,3%**
7. How much of all Earth's water is unusable? **99%**
8. What amount of the fresh water available for our uses is [kept in the ground](#)? **99%**
9. How much of all Earth's water can people use? **1%**

5. Fill in the table Ask your students to read through the text again and find/underline all the words or expressions under the headings in the table. Then students put them down into the right column. Encourage your students to add their own examples.

Water location	Water bodies	Kinds of water	Expressions related to the amount of water
In the air (as water vapour), in the ground (as soil moisture and aquifers), rivers, lakes icecaps, glaciers, people, animals	Oceans, rivers, lakes, streams, swamps, marshes	Saline, fresh water, surface water, ground water, atmospheric water, biological water, unusable by humans, unusable by humans	About ... percent, the vast majority of water, most of the water, almost all of water, of all the freshwater, only about ... percent, over ... percent of all water, the remaining ... percent, a tiny portion, more than two thirds, a small amount

6. Draw a mind map about water. Explain the concept of a mind map and what it can be used for – to help them memorise and store new words and phrases effectively. Students complete their mind maps and then compare and discuss them in their groups. Encourage your students to add related words or expressions to each key point they know. Complete mindmaps may vary.



7. Home task. Students should write (at home) about three sentences about each sub-topic using the vocabulary covered in the lesson.

NB! At the beginning of the next lesson the groups can speak about water using their mind map and vocabulary covered in the lesson.

8. Giving feedback and self-evaluating

Ask the students

1. What did you learn in this lesson? Elicit both facts and methods (using mind maps, summarising, group work, etc).
2. Are you satisfied with your participation in the lesson? Why / why not?

Ask them to fill in the table (summarise the lesson).

Extra task 9. Add to this (Oral sentence expansion). Ask your students to do this exercise in groups. In turn, they make the first sentence longer adding the information from the chart and table. Answers may vary depending on the information chosen.

Water location

1. Water exists in, on and above the Earth.
2. Water exists in, on and above the Earth, for example, it exists in the air as water vapour.
3. Water exists in, on and above the Earth, for example, it exists in the air as water vapour and in the oceans.
4. Water exists in the air as water vapour, in the oceans and in rivers and lakes.

Water bodies

1. There are different types of water bodies.
2. There are different types of water bodies, for example, oceans.
3. There are different types of water bodies, for example, oceans and rivers.

Kinds of water

1. Water can be of different kinds.
2. Water can be of different kinds, for example, fresh water.
3. Water can be of different kinds, for example, fresh water and saline water.
4. There are different kinds of water, for example, freshwater, saline water and ground water.

Amount of water

1. There is different amount of water on the Earth.
2. There is different amount of water on the Earth, for example, about 70 percent of the Earth's surface is water-covered.

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