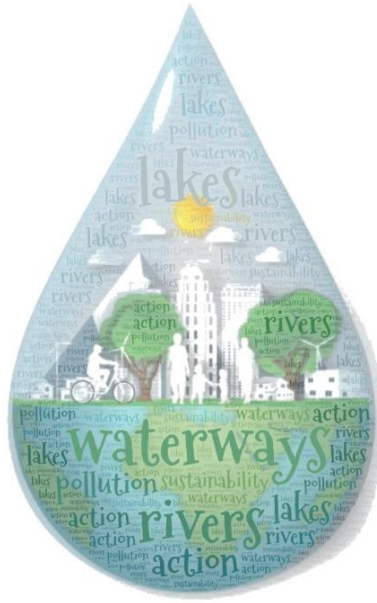


# Exploring the great waterways of the world



**Brainstorming activity** (asynchronous, before the beginning of the 1st teaching period): students are provided with a short [quiz](#) to activate their prior knowledge on rivers and lakes (size, volume, definitions etc) and get immediate feedback.

Which is the world's longest river?

Nile

Mississippi

Yangtze

Amazon

Check

## **1<sup>st</sup> teaching period**

### **1<sup>st</sup> Activity:**

**Time:** 5'

**Type of activity:** discussion on the questions of the quiz

**Class organisation:** discussion in class

**Actions/Tasks:** the teacher discusses the results of the quiz with the students.

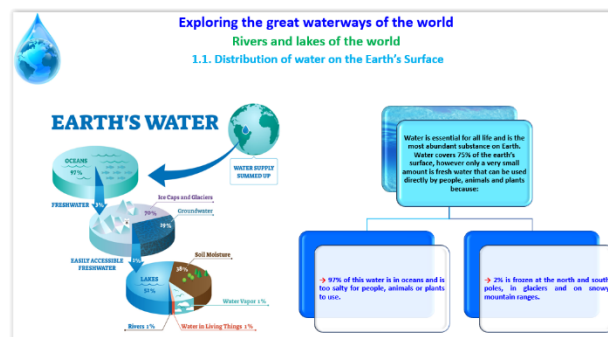
## 2<sup>nd</sup> Activity:

Time: 15'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part I) with information about the distribution of water on the Earth's surface, the importance of rivers and lakes in people's lives, the criteria for evaluating and comparing rivers, as well as great rivers of the world. The presentation is available in the e-class for reference throughout the lessons.



## 3<sup>rd</sup> Activity:

Time: 15'

Type of activity: group discussion and completion of worksheet

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to watch two videos and answer the questions on [Worksheet I](#), (where fresh water can be found, why fresh water is important, the percentage of fresh water in rivers and lakes). They, then, provide their answers in class.

Students are also provided (in the e-class) with an online [glossary](#).

A. After watching the videos below, answer the questions that follow.

Q1. Where can fresh water be found on earth?

Q2. Why is fresh water important?

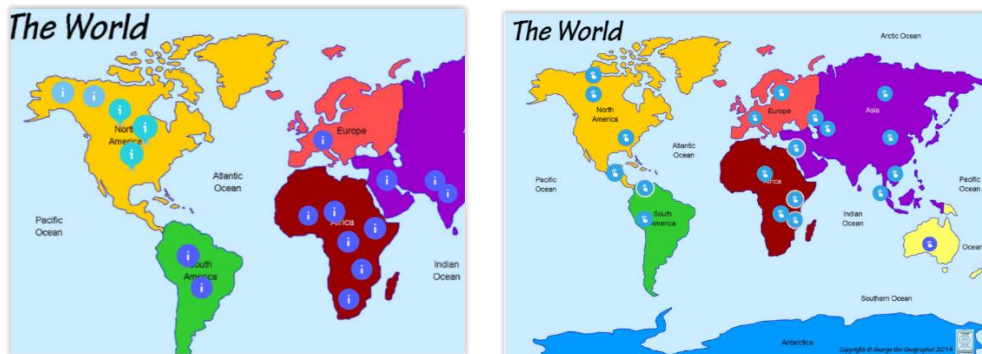
#### 4<sup>th</sup> Activity:

Time: 15'

Type of activity: information search

Class organisation: pair work in the computer lab

Actions/Tasks: students are divided in pairs in the computer lab and are asked to follow the [digital map](#) and locate as well as study some information about the most important rivers and lakes. Half the pairs use the map with the rivers and the other half with the lakes. They exchange information. In case there is not enough time, they study the information at home.



**Homework:** students are divided in four groups and provided with a different worksheet ([Group I](#), [Group II](#), [Group III](#) and [Group IV](#)) and are asked to watch some videos and provide answers as to the largest rivers and lakes, rivers which flow through cities, rivers and lakes as borders and artificial lakes.

A. Which is the largest river on earth in length and which in water supply? Justify your answer, after watching the following videos.

LONGEST RIVERS IN THE WORLD

DEEPEST RIVER IN THE WORLD

A. Mention ten capital cities and the rivers that flow through them. Answer after watching the following video.

RIVERS

A. With the help of a map, locate some indicative rivers or lakes as borders for at least one river or lake for each continent).

B. The Danube is the international river of Europe, flowing through nine countries and four capitals. Mention the countries and capitals that the Danube flows through. Answer, after watching the following video.

After watching the video below, answer the questions that follow.

Top 10 Man-Made Lakes in the World

A. What are the largest artificial lakes in the world?

## 2<sup>nd</sup> Teaching period

### 1<sup>st</sup> Activity:

Time: 15'

Type of activity: presentation of students' findings.

Class organisation: whole class

Actions/Tasks: The students present their group answers and the teacher comments on and discusses the students' answers.

## **2<sup>nd</sup> Activity:**

Time: 15'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part II) with the cause of pollution in rivers and lakes, the effects of pollution as well as sustainable solutions to reduce pollution. The teacher gives explanations if needed. The presentation is available in the e-class for reference throughout the lessons.



## **3<sup>rd</sup> Activity:**

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: whole class/group work

Actions/Tasks: students are divided in groups and they are provided with [Worksheet III](#) (watch several videos and note down the main causes and effects of pollution, and find sustainable ways to tackle the problem of pollution. Then, each group present their answers and whole class discussion follows.

A. After watching the following video, locate on the map the most polluted rivers in the world.



B. After watching the videos below, answer the questions that follow.



**Homework:** Students are provided with a [digital wall](#) and are asked to observe a photo with sustainable goals related to waterways as well as watch a video on each of these goals and express their opinion on the phrase *You can't go green without blue!*

**Project:** Students design a poster on the phrase they talked about on padlet: *You can't go green without blue!*

### **Assessment**

#### **Content assessment:**

Students do the rivers and lakes [quiz](#), and a word completion [activity](#).

#### **Language assessment/practice:**

Students learn and practice content-related vocabulary through flashcards and games:

[https://quizlet.com/\\_bpa1mf?x=1qqt&i=6m3w6](https://quizlet.com/_bpa1mf?x=1qqt&i=6m3w6)

<https://wordwall.net/resource/33589734>

<https://wordwall.net/resource/33589734>