

## Activity 1

Look at these questions. Can you guess the correct answer?

- Which of these isn't a river?  
a) The Amazon      b) The Andes      c) The Nile      d) The Danube
- Match the rivers from question 1 to the continents.  
a) Africa      b) Europe      c) South America
- Which is the longest river in the world?
- Which river has the most water?
- Which river in Europe flows through nine different countries?

## Activity 2

Read the text and check the answers to activity 1.

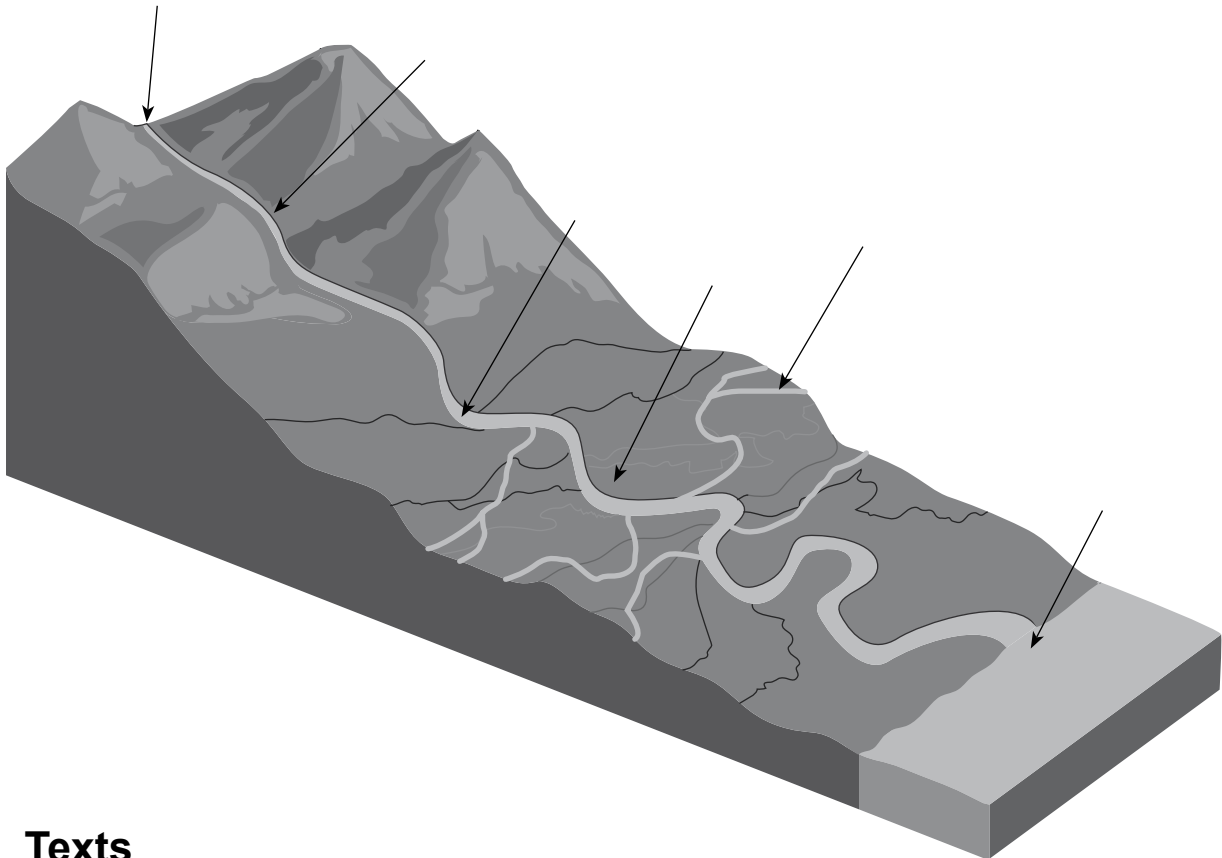
You find them in every country and they provide food and links to other places. What are they? Rivers. From the Nile in Africa (the longest river at 6,695 km) to The D river in Oregon (probably the shortest river in the world at 37 metres!), rivers play an important part in our lives.

Although the Nile is the longest river in the world it certainly doesn't have the most water. That honour goes to The Amazon which empties 180,000 cubic metres of water into the Atlantic Ocean every second, more than 100 times as much as the Nile empties into the Mediterranean.

In Europe the longest river is the Volga, but it flows mostly through Russia. The Danube, which is the second longest, flows through nine different countries starting in Germany and finally emptying into the Black Sea.

Activity 3

Work in groups. Read your text to each other and label the diagram of the river.



**Texts**



The **source** of the river is the place where it starts. Often the source is high up in the hills or mountains.



The **course** of the river is the journey of the river from the places where it starts to the place where it finishes.



As a river flows downhill it cuts a channel in the ground. The bottom of this channel is called the river **bed**.



✂️ -----

The stronger the river the deeper, or wider, it becomes. The sides of the river are called the river **banks**.

✂️ -----

Finally the river will reach the sea or a lake. Here it will empty its water into the sea or lake. This point of the river is called the **mouth**.

✂️ -----

**Tributaries** are smaller rivers or streams that join a bigger river and do not flow directly into a lake or the sea.

✂️ -----

**Activity 4 – Project work**

**Use the websites to try and find answers to the following questions.**

1. Why don't rivers run dry?
2. What is the difference between the upper, middle and lower course of a river?
3. How do rivers change shape?
4. What happens when a river floods?
5. What happens when rivers meet the coast?

**Rivers**

Adrian Tennant

**Level**

Pre-intermediate/Intermediate

**Topic**

Rivers

**Subject(s)**

Geography

**Time (approx)**

Activity 1: 5 – 10 minutes

Activity 2: 10 minutes

Activity 3: 15 – 20 minutes

Activity 4: 30 minutes +

**Preparation**

Activity 1&amp;2: Photocopy of quiz &amp; text for each student.

Activity 3: One photocopy of the diagram and the six information cards, cut up, for each group

Activity 4: One copy of the questions per group.

**Activity 1**

- 1 Put students in pairs and hand out copies of the worksheet.
- 2 Tell the students to work together and to try and answer the questions.
- 3 Monitor and help where necessary, but DON'T give away the answers.

**Activity 2**

- 1 Hand out copies of the text and tell the students to read through it and check their answers to activity 1.
- 2 Make sure that students are working together.
- 3 Check as a class.

**Answers**

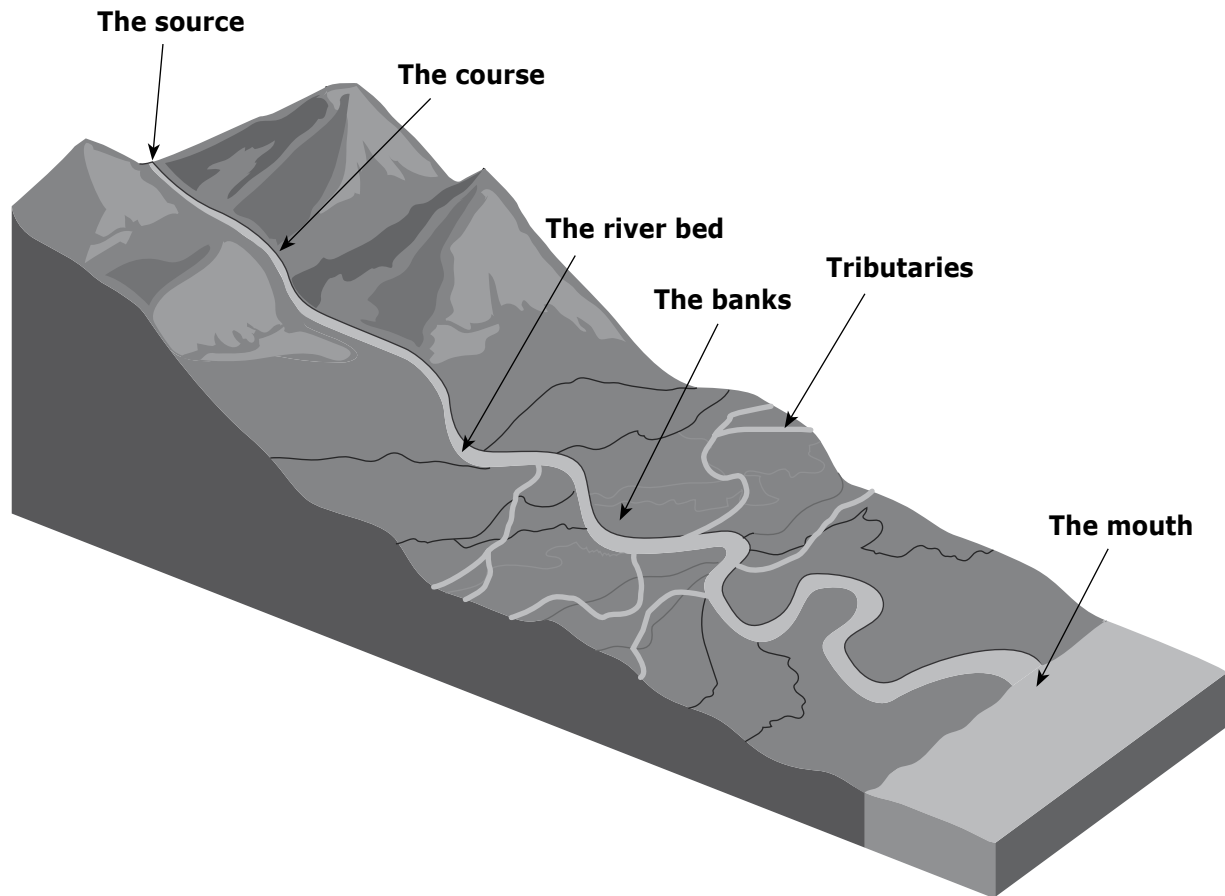
- 1 *The Andes (they are not mentioned in the text. They are a range of mountains in South America).*
- 2 *The Amazon – c) South America;  
The Nile – a) Africa;  
The Danube – b) Europe*
- 3 *The Nile*
- 4 *The Amazon*
- 5 *The Danube (Germany, Austria, Slovakia, Hungary, Croatia, Serbia, Bulgaria, Romania and Ukraine. It is also the border between Romania and Moldova, but does not officially flow through Moldova).*

**Activity 3**

- 1 Put students in groups of six and give each group a copy of the diagram of the river.
- 2 Explain that each student will have a piece of paper with information about one of the parts of the river. Their task is to read out their information to each other and, as a group, label the diagram of the river with the correct English words.
- 3 Hand out the information sheets – one piece to each student in the group. Tell them not to show their paper to each other, but to read out their information to the other students in their group.
- 4 Monitor and help where necessary.
- 5 Check the completed diagram as a class.

**Note:** If you have smaller groups, just distribute the information strips equally among the students in the group.

Answers



Activity 4

- 1 Put students in groups.
- 2 Explain that you want them to use the Internet to find out information about various aspects of rivers.
- 3 Hand out the worksheet and give the students the website URLs (addresses).
- 4 You can either ask the students to try and find the answers to all the questions, or give each group a different question to research.
- 5 Get the groups to create a poster explaining the different aspects of rivers that they research and in a future class assign time for the different groups to exchange information/display posters etc.

Useful websites

A very simple, clear site with animated diagrams of rivers. Originally designed for 9-11 year old students studying Geography in English schools.

<http://www.bbc.co.uk/schools/riversandcoasts/index.shtml>

A more complex site with lots of information about rivers. Originally designed for students revising for their GCSE exams (age 16) in English schools.

<http://www.bbc.co.uk/schools/gcsebitesize/geography/riverswater/index.shtml>

An interesting site put together as a project by children studying rivers. Has information about rivers of the world as well as more general facts.

<http://www.woodlands-junior.kent.sch.uk/Homework/Grivers.html>