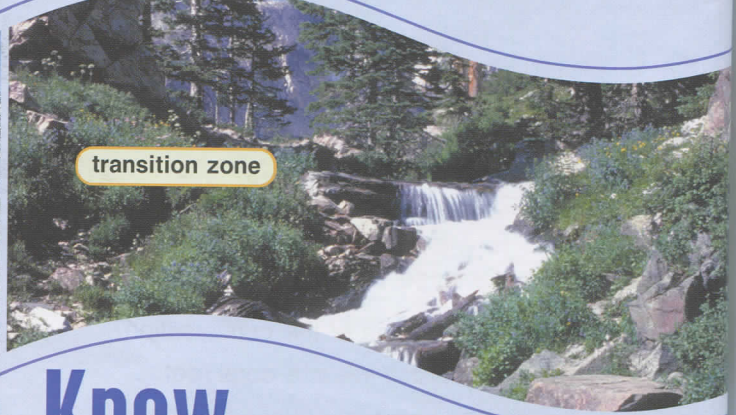
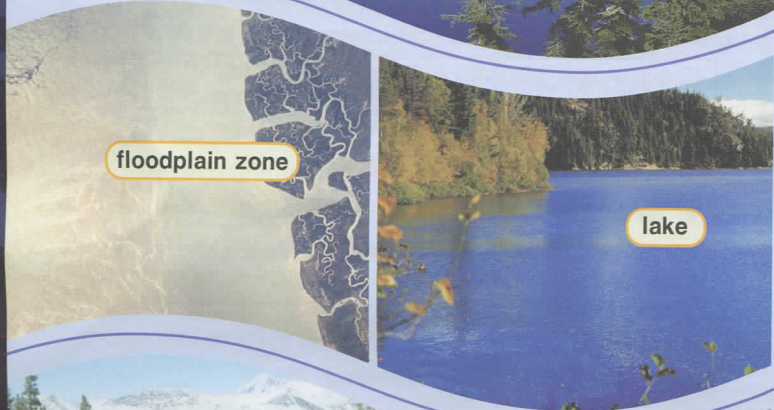


source zone



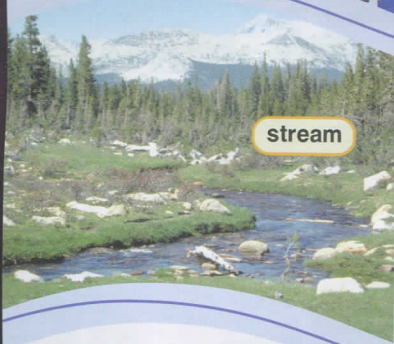
transition zone



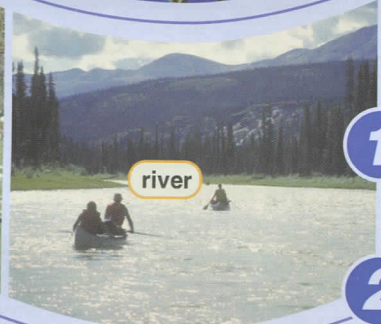
floodplain zone



lake



stream



river

Know Your Freshwater Systems!



Freshwater systems are divided into three zones.

The **source zone** is where rain or snow collects in a **standing** body of water. These **lakes** generally form at high elevations. **Flowing** water then travels downhill in **streams**.

The streams flow down to lower elevations in the **transition zone**. They may join with streams from other source zones. They become wider and wider as they flow down.

Streams grow bigger until they become **rivers**. This is the beginning of the **floodplain zone**. This zone stretches all the way to the ocean. Shallow **ponds** and **inland wetlands** are often found in the floodplain zone.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some freshwater bodies of water?
- 2 What area does river water originate from?

Reading

2 Read the poster. Then, complete the table.

Zone	Bodies of Water
Source zone	1 _____ _____
Transition zone	2 _____ _____
Floodplain zone	3 _____ _____

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- | | |
|----------------|-------------------|
| 1 ___ river | 4 ___ freshwater |
| 2 ___ stream | 5 ___ source zone |
| 3 ___ standing | |

- A water with little or no salt
 B a large, flowing body of water
 C the area where water flows down from a mountain
 D remaining in one place
 E a small, flowing body of water

4 Fill in the blanks with the correct words and phrases from the word bank.

Word BANK

pond lake flowing inland wetland
floodplain zone transition zone

- The _____ is where a river flows to the ocean.
- A stream's water often comes from a(n) _____.
- _____ water sometimes moves very rapidly.
- A(n) _____ is a very small body of water.
- Streams become wider and wider in the _____.
- Sometimes, a(n) _____ is dry for part of the year.

5 Listen and read the poster again. What do streams become as they grow bigger?

Listening

6 Listen to a conversation between two scientists. Mark the following statements as true (T) or false (F).

- ___ The speakers disagree about the effects of the leak.
- ___ The woman thinks that the chemicals will hurt local organisms.
- ___ The man thinks that the leak will affect the floodplain zone.

7 Listen again and complete the conversation.

Scientist 1: Hey, Ted. Did you 1 _____ about Jackson Lake?

Scientist 2: I don't think so. What does it say?

Scientist 1: The water contains 2 _____. There was a leak at a nearby factory.

Scientist 2: What a shame! That's going to affect that whole 3 _____!

Scientist 1: I know. That water flows down into the Bella River. The chemicals will 4 _____ the fish.

Scientist 2: The inland wetlands will likely be affected, too. There's a marsh in the 5 _____.

Scientist 1: Gosh, 6 _____. This could get pretty bad.

Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

Did you read ...?
That's going to affect ...
There's ... in the ... zone.

Student A: You are a scientist. Talk to Student B about:

- a problem in the freshwater system
- the cause of the problem
- the effects of the problem

Student B: You are a scientist. Talk to Student A about a problem in the freshwater system.

Writing

9 Use the poster and the conversation from Task 8 to fill out the community notice.



**Attention
Community Members**

We have a problem with our freshwater supply.

Location of problem: _____

Cause of problem: _____

Affected areas: _____