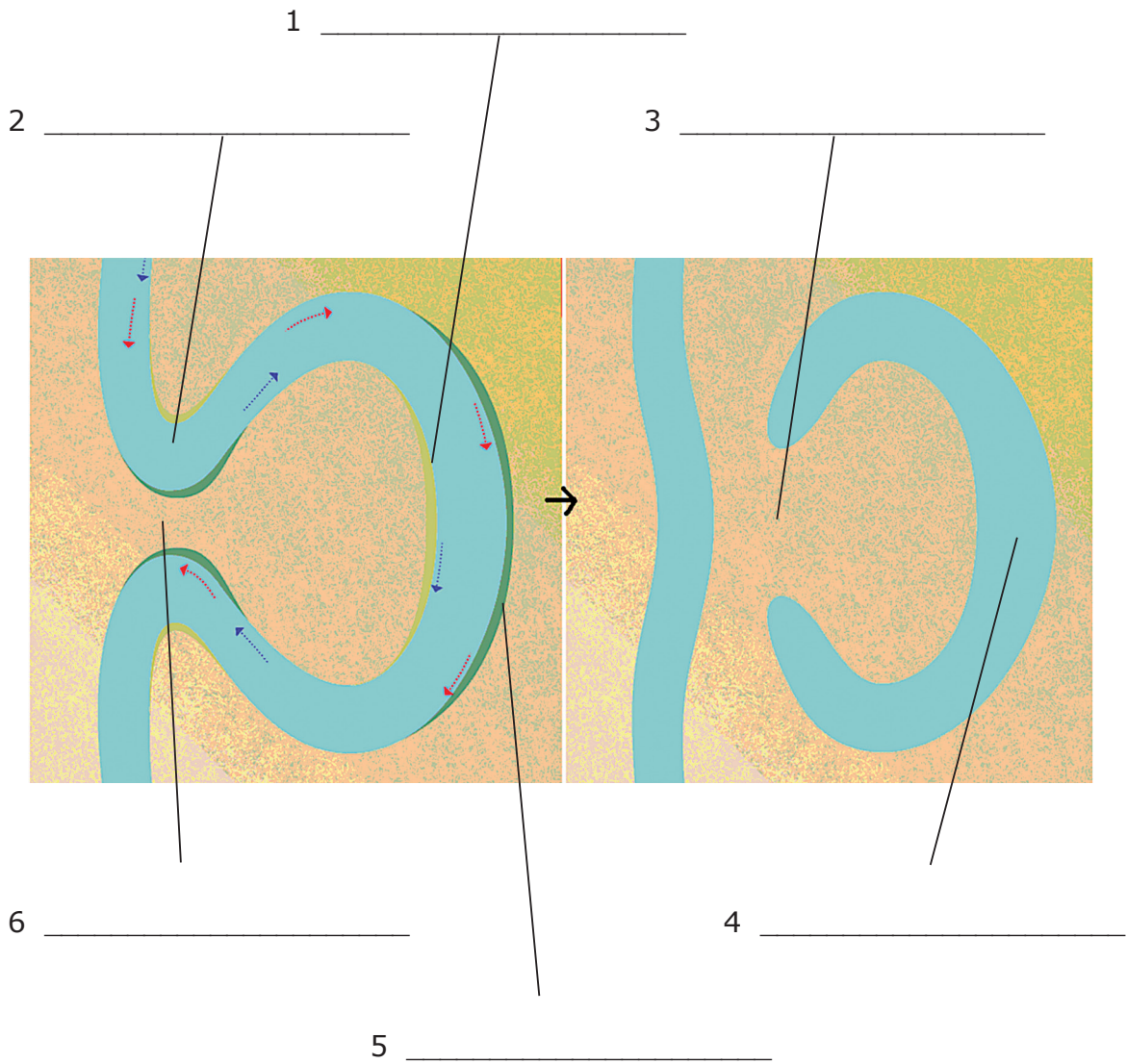


Exercise 1

Match the labels in the box to the correct place on the diagram.

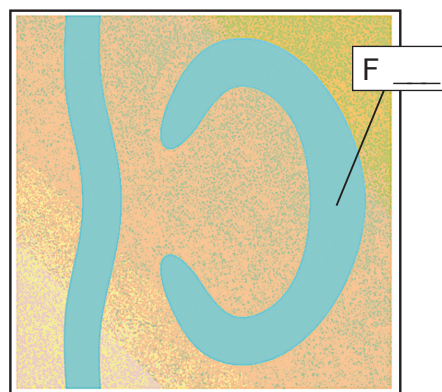
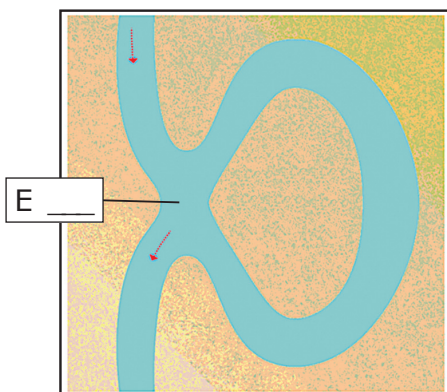
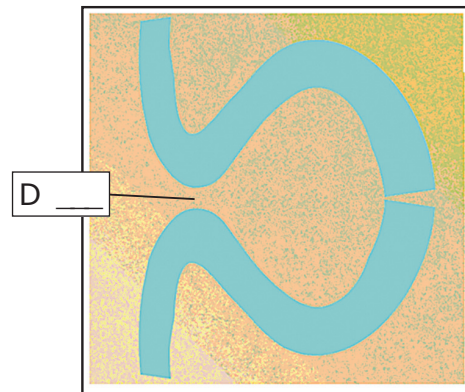
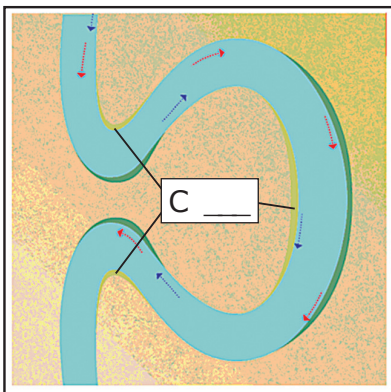
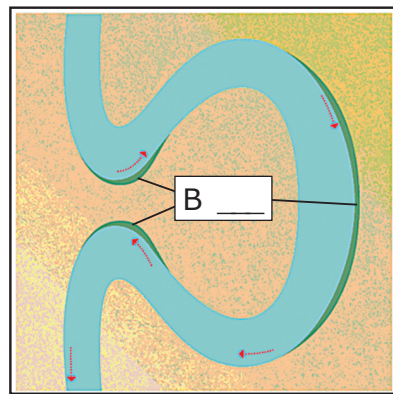
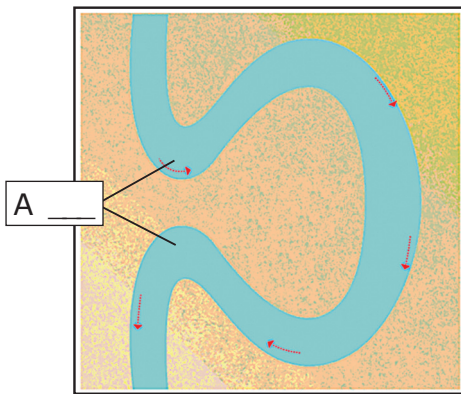
- |                     |         |             |
|---------------------|---------|-------------|
| broad meander       | erosion | alluvium    |
| narrow neck of land | cut-off | ox-bow lake |



## Exercise 2

Write the number of the correct caption (1–5) next to each picture.

1. An ox-bow lake is eventually formed when river deposits seal up the cut-off from the river.
2. The neck of land between meanders gets thinner as erosion continues.
3. The river erodes into and under the bank where it flows most strongly on the outside of the bend.
4. The river flows straight through when the narrow neck of land is finally worn away.
5. The river deposits materials on the inside of the bend where it flows most slowly.
6. In its old stage, a river has broad meanders which wind across a flat plain.



## Exercise 3

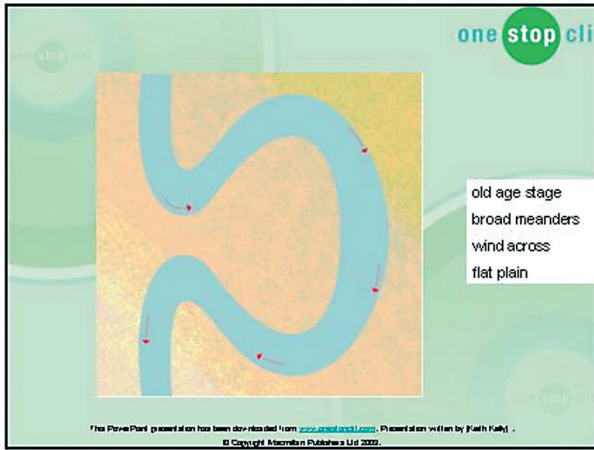
Join the parts to make sentences about river action.

1	In its old stage, a river has broad meanders	and an ox-bow lake is formed.
2	The river flows most strongly on the outside of the bend	and deposits fine particles of material, called alluvium.
3	The river flows most slowly on the inside of the bend	and cuts into and under the bank, creating erosion.
4	As the erosion continues to take place on the outer banks of the meander,	and the river now flows straight through instead of following the meander.
5	The narrow neck of land is eventually worn away	the neck of land between meanders becomes very narrow.
6	River deposits eventually seal up the cut-off from the river	which wind across a flat plain.

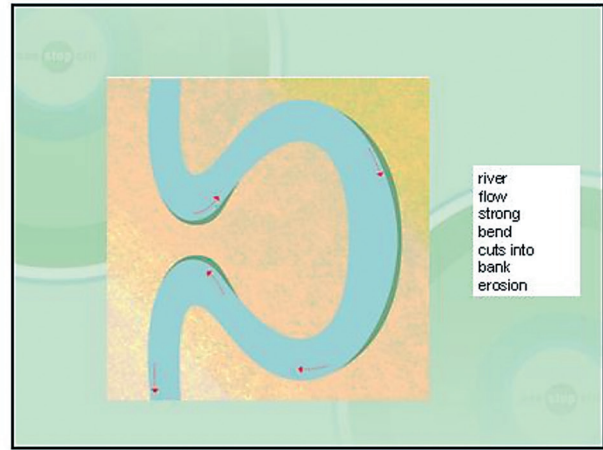
## Exercise 4

Use the speaking frames below to talk about river action. Try to use the words in the phrase boxes to help you.

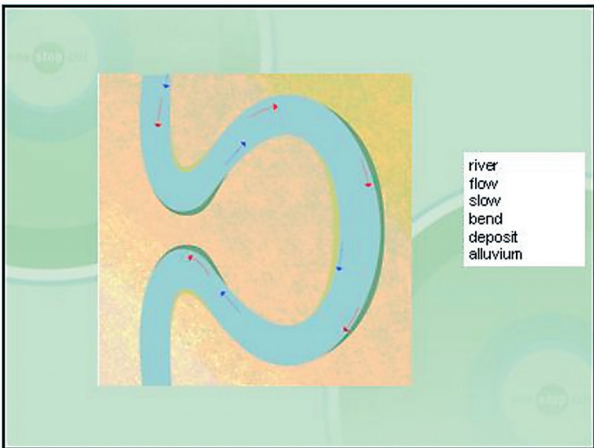
1



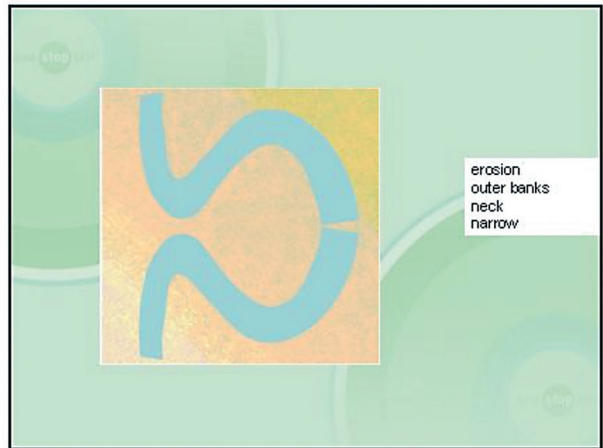
2



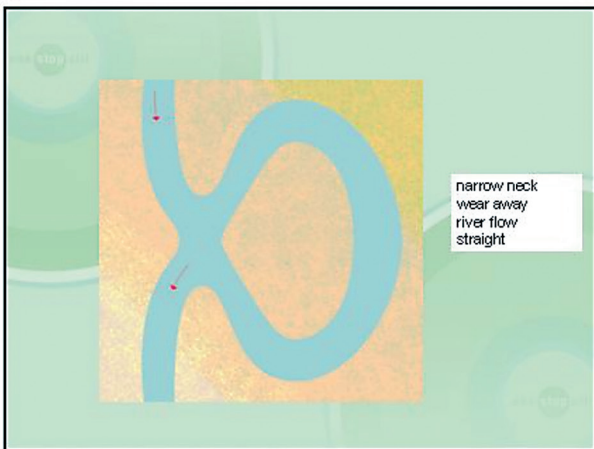
3



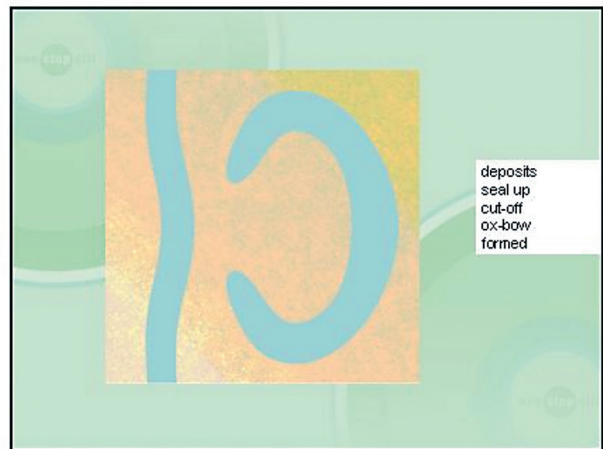
4



5



6





## Objectives

**Science**

Students look at a river in its old age stage and how an ox-bow lake is formed.

**Language**

Skills: Speaking, and reading

Grammar: Present simple tense, present simple passive, infinitive to express result

Vocabulary: Adjectives: *broad, narrow,*

Verbs: *worn away, wind cuts into, seal up*

Nouns: *meander, bend, bank, erosion, particles, alluvium, neck, deposits, cut-off, ox-bow*

## Activities

Activities	Language skills
Students say what they know about how an ox-bow lake is formed	Speaking; vocabulary; present simple tense
They label a diagram of the formation of an ox-bow lake	Vocabulary
They order a set of pictures showing the sequence of events in the formation of an ox-bow lake	Speaking; reading; vocabulary; present simple tense; present simple passive; <i>get + participle</i>
They watch the animation and check their answers	Reading; vocabulary
They read and join up phrases to show the sequence of events	Reading; vocabulary
(Groups or pairs) They give an oral commentary on the animation	Speaking; vocabulary; present simple tense; present simple passive; <i>get + participle</i>

**Procedure****With the whole class**

(Typical situation: whole class watching the presentation and animation on an interactive whiteboard or projector.)

1. *[Slide 1]* Introduce the topic. Ask the class to look at the diagram of the formation of an ox-bow lake in exercise 1 on the worksheet. Ask students questions to help them say what they know about how an ox-bow lake is formed, but do not go into detail. Introduce some key vocabulary (see above). Then get the students to do exercise 1 in pairs: they label the diagram. Monitor and help. When students have finished, check answers with the whole class. (See answer key.)
2. Ask the students to continue working in pairs to do exercise 2 on the worksheet: they match the pictures with the correct caption. Monitor and help, but do not give students the answers.
3. *[Slides 2 and 3]* Play the animation. Tell the students to watch carefully and check whether they numbered the pictures correctly. Students check their answers in pairs. (See answer key.)
4. *[Slide 4]* Tell students not to look at exercise 2 while they do the next exercise. Students continue to work in pairs and do exercise 3 on the worksheet: they join the phrases to show the correct sequence of actions. Monitor and help. Then check answers with the whole class. (See answer key.)
5. *[Slide 5]* Tell students to work in pairs and practice talking about how an ox-bow lake is formed using the speaking frame in exercise 4. One student talks while the other listens and checks notes. When the first student has finished they swap roles.

**With groups (one group studies the engine and then presents it to the class)**

(Typical situation: students arranged in groups around computers e.g. in a language lab)

1. *[Slide 1]* Students work in their group and do exercise 1 on the worksheet: they label the diagram. When students have finished, they can check their answers with the answer key.
2. Ask the students to do exercise 2 on the worksheet: they match the pictures with the correct caption. Monitor and help, but do not give students the answers.

3. *[Slides 2 and 3]* Play the animation. Tell the students to watch carefully and check whether they numbered the pictures correctly. Students can also use the answer key to check their answers.
4. *[Slide 4]* Tell students not to look at exercise 2 while they do the next exercise. Students do exercise 3 on the worksheet: they join the phrases to show the correct sequence of actions. They can use the answer key to check their answers.
5. *[Slide 5]* The group gets ready to give an oral commentary on the animation. They can rehearse it once or twice if they wish. Play the animation; students give the commentary. Encourage students to distribute speaking roles equally in their group. They may talk about one or two slides each depending on how many students there are in their group.

**River action**  
 Keith Kelly
**Exercise 1**

- 1 alluvium
- 2 broad meander
- 3 cut-off
- 4 ox-bow lake
- 5 erosion
- 6 narrow neck of land

**Exercise 2**

A 6, B 3, C 5, D 2, E 4, F 1

**Exercise 3**

1	In its old stage, a river has broad meanders	which wind across a flat plain.
2	The river flows most strongly on the outside of the bend	and cuts into and under the bank, creating erosion.
3	The river flows most slowly on the inside of the bend	and deposits fine particles of material, called alluvium.
4	As the erosion continues to take place on the outer banks of the meander,	the neck of land between meanders becomes very narrow.
5	The narrow neck of land is eventually worn away	and the river now flows straight through instead of following the meander.
6	River deposits eventually seal up the cut-off from the river	and an ox-bow lake is formed.