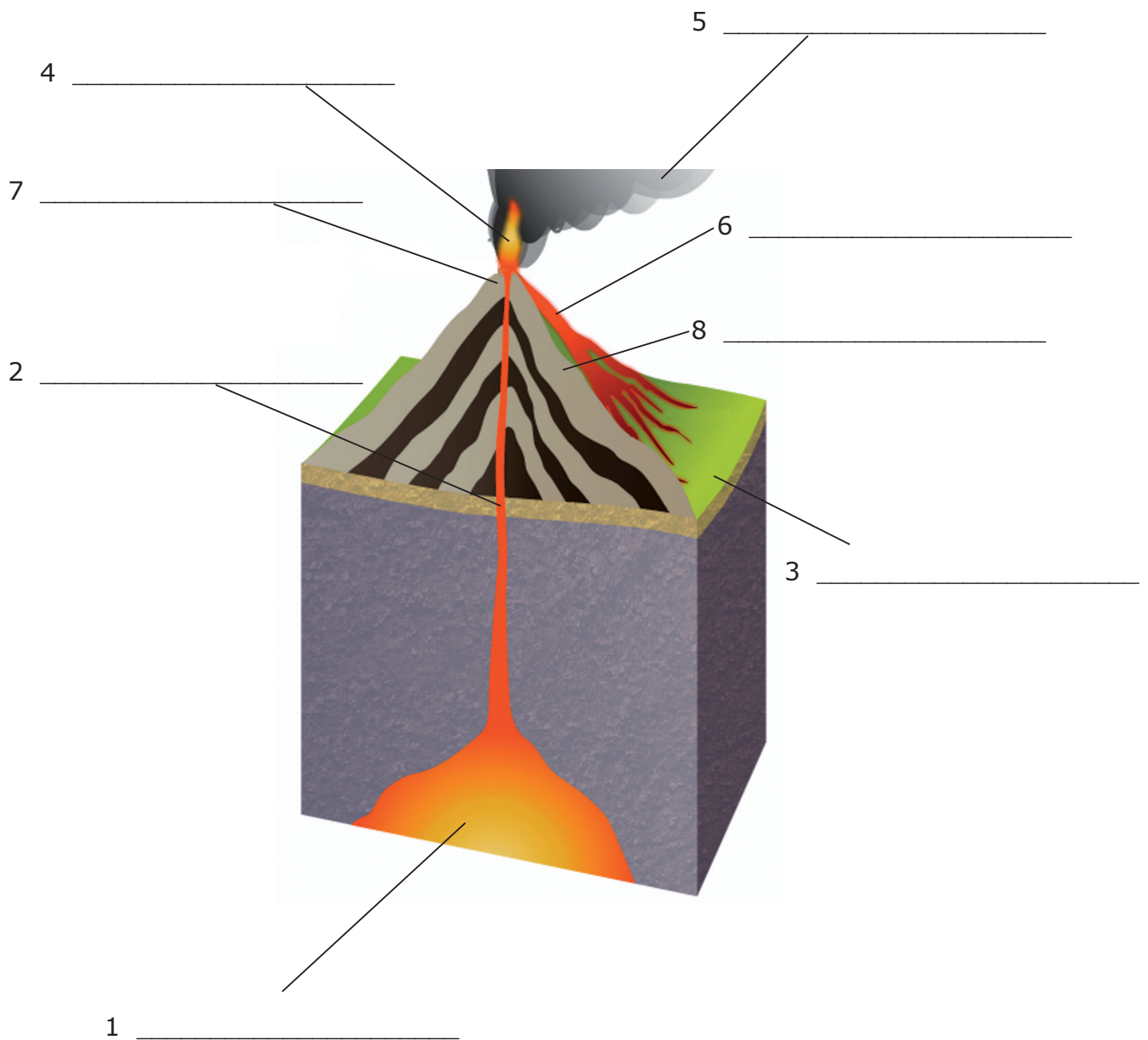


Exercise 1

Write the labels in the correct place on the diagram.

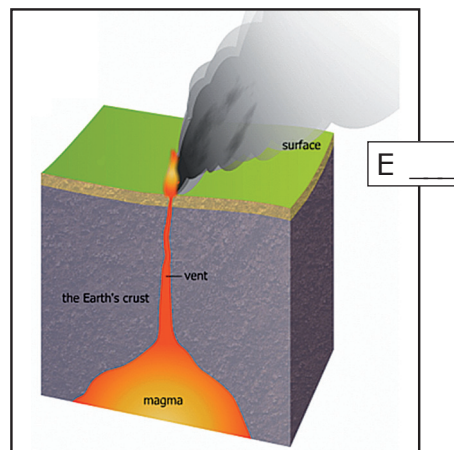
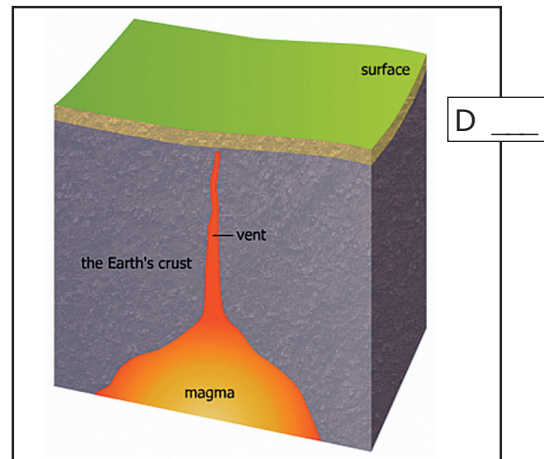
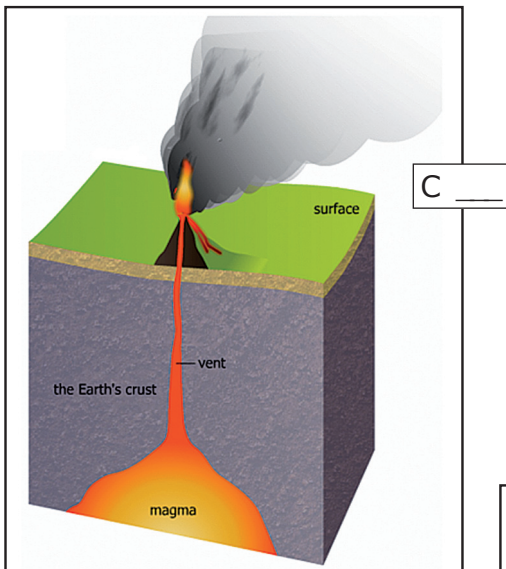
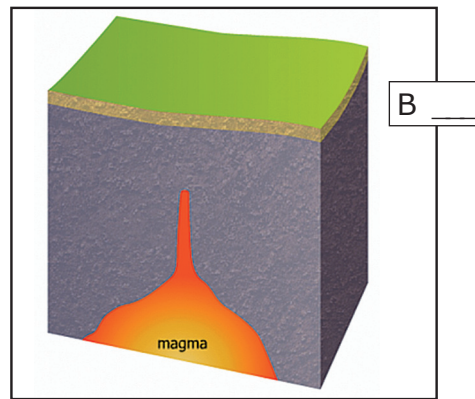
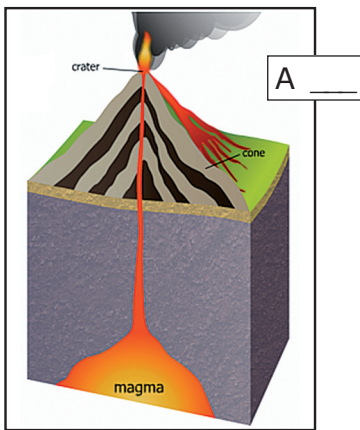
- | | | |
|----------------------------|------------------------|--------|
| ash is hurled into the air | cone-shaped mountain | crater |
| erupt explosively | lava flows and hardens | magma |
| surface | vent | |



Exercise 2

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

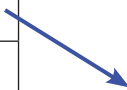
1. Beneath the Earth's crust there is hot, liquid rock called magma.
2. Magma can sometimes work its way towards the surface.
3. Sometimes magma can force its way through a small hole called a vent. When it reaches the surface, it erupts explosively. Lava, boiling mud and ash are hurled into the air.
4. As lava flows out through the vent, it cools and hardens.
5. Repeated lava flows build up around the vent to form a cone-shaped mountain.



Exercise 3

Join the parts of sentences to make sequences describing the creation of a volcano.

1	Beneath the Earth's crust	it cools and hardens.
2	Magma can sometimes work its way	there is hot, liquid rock called magma.
3	Sometimes magma can force its way through a small hole called a vent. When it reaches the surface,	to form a cone-shaped mountain.
4	As lava flows out through the vent,	towards the surface.
5	Repeated lava flows build up around the vent	it erupts explosively. Lava, boiling mud and ash are hurled into the air.



Exercise 4

Use the speaking frame below to help you talk about how a volcano is formed.

1

one stop cli

The restless Earth

How a volcano is formed

This PowerPoint presentation has been downloaded from www.onestopcli.com. Presentation written by (Dinah Kelly).
© Copyright Macmillan Publishers Ltd 2010.

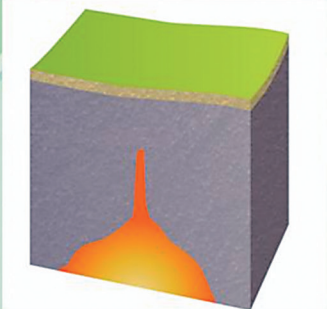
2

Magma

Prompt:
Say what magma is
and where it's
located

Phrases:
Magma is ...
It's found / located /
situated ...

Vocabulary:
beneath
surface
liquid



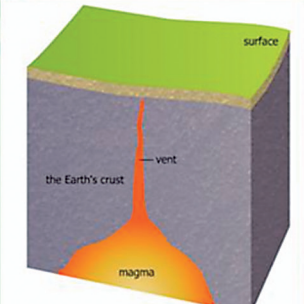
3

Movement

Prompt:
Say what sometimes
happens to magma

Phrases:
Magma can sometimes...

Vocabulary:
work its way



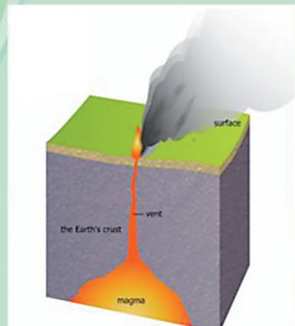
4

Eruption

Prompt:
Explain how an
eruption occurs and
what happens as a
result

Phrases:
Magma can ...
When it reaches ...

Vocabulary:
force its way
vent
explosively
ash
hurled



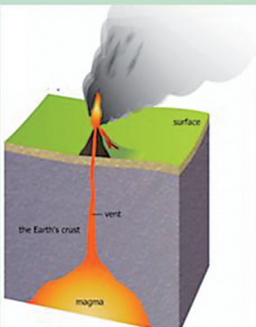
5

Lava flow

Prompt:
Say what happens
after the eruption

Phrases:
As lava flows out ...

Vocabulary:
cool
harden



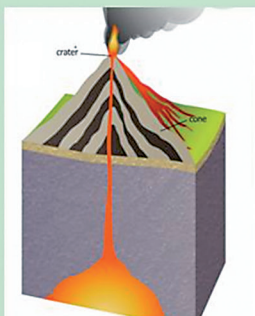
6

Mountain formation

Prompt:
Explain how a cone-
shaped mountain is
formed

Phrases:
... to form a ...

Vocabulary:
repeated
build up



This restless Earth
 Keith Kelly

Objectives
Science

Students look at the different parts of a volcano and learn how it is formed.

Language

Skills: Speaking, reading and writing

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

Vocabulary: Nouns: *ash, crater, lava, magma, surface, vent, crust*

Verbs: *hurl, erupt, flow, cool, harden, form*

Adjectives: *cone-shaped, liquid*

Activities

Activities	Language skills
Students say what they know about how a volcano is formed	Speaking; vocabulary; present simple tense
They label a diagram of a volcano	Vocabulary
They order a set of pictures showing the sequence of events in how a volcano is formed	Speaking; reading; vocabulary; present simple tense; present simple passive
They watch the animation and check their answers	Listening; reading; vocabulary
They read and join up phrases to show the sequence of events	Reading; vocabulary
They give an oral commentary on the animation (pairs or groups)	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 a volcano in exercise 1 on the worksheet. Ask students questions to help them say what they know about how a volcano is formed, but do not go into detail. Introduce some key vocabulary (see above).
2. 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.)
3. 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.
4. *[Slides 2]* Play the animation. Tell the students to watch and listen carefully and check whether they numbered the pictures correctly. Students check their answers in pairs. (See answer key.)
5. *[Slide 3]* 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.)
6. *[Slide 4]* Tell students to work with the speaking frame in exercise 4 to practice talking about how a volcano is formed. Students should speak in pairs, one student uses the frame to talk through the process while the other listens and when they have 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]* Play the animation. Tell the students to watch and listen carefully and check whether they numbered the pictures correctly. Students can also use the answer key to check their answers.
4. *[Slide 3]* 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 4]* The group use the speaking frame in exercise 4 to get ready to give an oral commentary on the animation. They can talk about one or two slides each depending on how many there are in their group. They can rehearse it once or twice if they wish. Play the animation without sound; students give the commentary.

This restless Earth
 Keith Kelly
Exercise 1

1 magma, 2 vent, 3 surface, 4 erupt explosively, 5 ash is hurled into the air, 6 lava flows and hardens, 7 crater, 8 cone-shaped mountain

Exercise 2

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

Exercise 3

1	Beneath the Earth's crust	there is hot, liquid rock called magma.
2	Magma can sometimes work its way	towards the surface.
3	Sometimes magma can force its way through a small hole called a vent. When it reaches the surface,	it erupts explosively. Lava, boiling mud and ash are hurled into the air.
4	As lava flows out through the vent,	it cools and hardens.
5	Repeated lava flows build up around the vent	to form a cone-shaped mountain.