



DO YOU KNOW?

Lesson Plan

Level 1

VOLCANOES AND EARTHQUAKES

CEFR Pre-A1 Level

YLE Starters

LESSON OBJECTIVES

Vocabulary

- Natural world: layer, liquid, plate, rock, crust, mantle, core, tsunami, magna, lava
- General: high, piece, outer, inner, seismograph
- Places: Indonesia, Mount Vesuvius, Karangetang, Tamu Massif, Mauna Kea, Ojos del Salado, Ring of Fire, Japan, Nepal, Kathmandu, Chile, South America
- Directions: up
- Verbs: erupt, shake, touch, move
- Adjectives: frightening, cold, hot

Grammar

- Present simple
- Present continuous

Skills

- Reading: for gist, for specific information, vocabulary development
- Writing: basic sentences, describing earthquakes and volcanoes, categorizing information about earthquakes and volcanoes
- Listening: for specific information
- Speaking: describing pictures, asking and answering questions about earthquakes and volcanoes, presenting information

Resources

- Do You Know? Volcanoes and Earthquakes book
- Visit www.ladybirdeducation.co.uk for
 - Reading Activities
 - Video Activities
 - Audiobooks
 - Video clips

LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

Before reading

- Introduce the subject. Ask pupils if they know the difference between a volcano and an earthquake: *Can you describe the difference between a volcano and an earthquake? Can you describe what happens during a volcano or earthquake? Do you know any famous volcanoes? etc.*
- Show pupils the cover picture and ask: *Is the picture showing a volcano or an earthquake?*
- Show pupils the Contents page and explain its purpose. Choose some headings, and ask pupils to find the pages they relate to. Have a race to see who can find them first.
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Ask: *Which picture shows plates?* Ask pupils, without looking at their books, to guess the meanings. Award points for correct guesses.
- Teach the verbs by miming shake, touch, move, etc.
- To check understanding of all the new vocabulary, play a drawing game on the board where teams identify what you draw as quickly as possible. Or play bingo, where teams choose 6–9 pictures to copy from pages 4–5, cross them out as you say them and say each word back to you when you check the answers.



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During reading

- Read or play the audio recording and ask pupils to follow the text in their books up to page 7. Pause to ask the 'Think' question to check understanding. Ask: *What else can you say about Earth's crust?*
- Continue to read or play the audio recording to page 27. Pause to summarize or ask the 'Look' question to break up text and check understanding.
- Continue to read or play the audio recording to the end of the book. Ask questions to check understanding. For example: *What is a tsunami? Where are there lots of earthquakes and why?*
- Divide the class into pairs. Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one to give pupils time to answer. Check their answers. Show correct pronunciation during feedback.

After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually. Check their answers.
- Ask pupils if they have any experience of an earthquake or volcano.
- Divide pupils into pairs or small groups and ask them to complete one or two of the 'Find out!' tasks. They could create a fact file on the information they learn.
- Divide the class into two groups and ask them to create a True or False quiz based on the facts they have learned in the book. They can then swap quizzes and complete each other's.
- Divide the class into pairs and ask them to complete one of the 'Project' tasks on page 9 or 19. You could choose pupils to present the information they find out to the rest of the class. Set as homework if time is short.

DIFFERENTIATION

Extra support

- Ask pupils find and name 3 volcanoes from the book.
- Mix pupils of different abilities when doing groupwork.
- Encourage pupils to draw and label answers rather than write full sentences.

Extension

Fast finishers can write a presentation about a volcano or earthquake in history. They can include information about when it happened and what the consequences were.