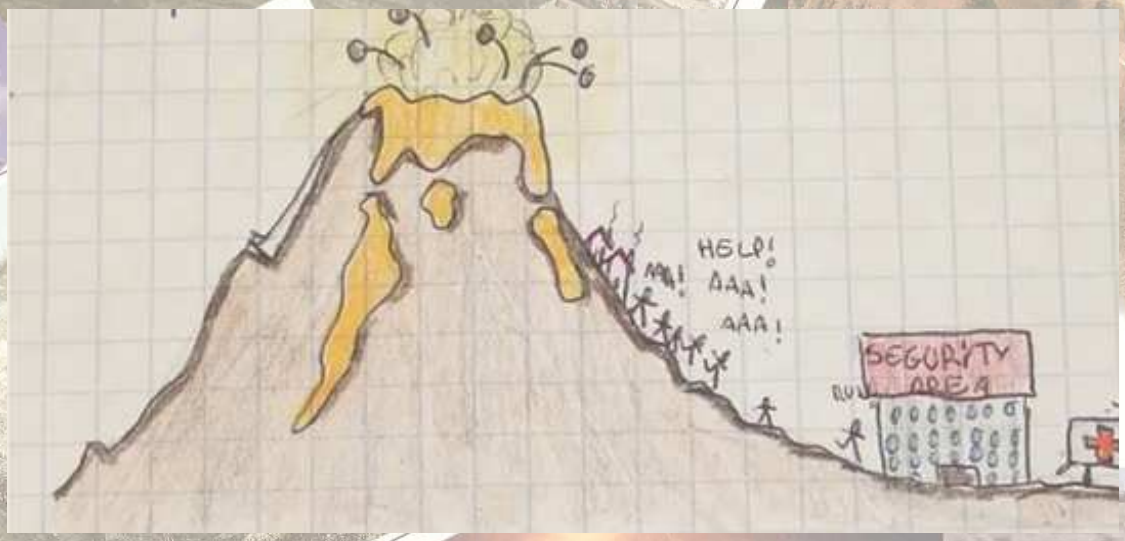
NATURAL DISASTERS

TEACHER'S BOOK



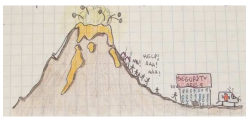
M. Morales, 2010

Marta Aulinas & Francisca Galmés
(2010)

UAB TED Masters Degree

ACKNOWLEDGMENTS

This unit would not have been possible without the unconditional support of Oriol Pallarés and Núria Ramos, whose involvement and support have been crucial for its design and implementation.



INTRODUCTION

The materials of this unit have been designed to be used with the Educat1x1 project. However, this unit was implemented in a class where the students did not have their netbooks yet. Therefore, the materials are adapted so that teachers can use the whole unit in a regular classroom. The unit has four different parts: Introduction, Volcanoes, Earthquakes and Tsunamis. Except for the Introduction section, teachers can change the order of the topics according to his or her preferences. Students will have five different worksheets bound in a book format in order to complement the digital media used in class.

The eduCAT1x1 project:

The eduCAT1x1 project offers new classroom resources, such as wider wifi connectivity and Interactive Whiteboards in the classrooms. Students use their own Netbook when they work in class. The main feature of this project is the use of digital books instead of printed ones. Its main goal is to develop the key competences in the society of knowledge.

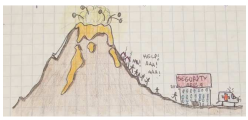
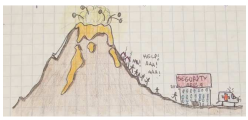
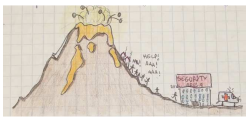


TABLE OF CONTENTS





CLIL TEMPLATE

UNIT TITLE: NATURAL DISASTERS
CLASS/ AGE: 1st ESO / 11
SUBJECTS, LANGUAGES and/or TEACHERS INVOLVED: Geology, Science, and forces of nature of natural disasters; English /Aulinas and Galmés
APPROXIMATE NUMBER OF LESSONS: 8 **COE LEVEL:** Recommended for **A1**

INTRODUCTION TO THE UNIT

You and your group will be able to identify different natural disasters and define them. You will also know what people should do if a hazard takes place. In addition, you will learn how to build a mock volcano and say why a volcano erupts.

MAIN GOALS AND COMPETENCES

By the end of the unit, the students will be competent to…

1. participate in short guided conversations –in small groups– related to natural disasters.
2. produce short coherent texts focusing on natural disasters.
3. comprehend oral, audiovisual and written messages related to natural disasters.
4. produce a guided oral presentation about a personal opinion on a particular natural disaster with the appropriate pronunciation.
5. identify keywords for natural disasters.
6. use new ICT technologies and apply them to present their works in class
7. recognize familiar words and very basic phrases concerning natural disasters.
8. read and comprehend literary texts
    a. Analyse the situation that Haiti is living.

This unit contributes to the achievement of the following key competences

(according to the current nomenclature and grouping in Catalonia)

Linguistic and audiovisual communicative competence

- communicating orally (speaking and listening) giving their opinion and arguments
- doing oral presentations
- producing coherent writings

Data processing and digital competence

- using ICT to get information, learn and communicate effectively

Social and civic competence

- analysing and interpreting events and social phenomen

Learning to learn competence

- learning together with the others

SUBJECT MATTER CONTENT

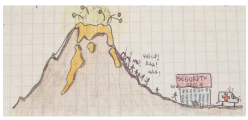
MAIN TARGET KNOWLEDGE

1. Definition of the most common kind of natural disasters.
2. Different kinds of volcanoes.
3. How to construct a mock volcano and understand the explosion in chemical terms
4. The causes of volcanoes, earthquakes and tsunamis.
5. Consequences of natural disasters.
6. What to do in case of any natural disaster.
7. Vocabulary in order to elaborate short written productions.

SUBJECT MATTER CONTENT

MAIN TARGET SKILLS

1. Formulating questions on a specific hazard.
2. Classifying information from audiovisual media.
3. Summarizing the different types of natural disasters.
4. Identifying the keywords in a text.
5. Using ICT and learning how to manage new software.



CONTENT OBLIGATORY LANGUAGE

TERMINOLOGY

(WORDS AND PHRASES)

1- **TOPIC SPECIFIC:** to erupt, to shake, flood, hailstorm, lightning, heatwave, avalanche, tectonic plate, fissure, hotspot, seismic activity, rolling, crust, to squeeze, seashore.

2- **ACADEMIC DOMAIN SPECIFIC:** Is caused by, in my opinion, I think, In this case I would, It is made of, If it occurs, From my point of view, First of all, However, Then, Because, Finally

DISCOURSE GENRE

(TEXT TYPE)

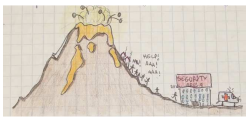
1- **TO UNDERSTAND AND GENERATE**

- Narrative texts
- To understand original videos about natural disasters

SOCIAL & CULTURAL VALUES // PERSONAL & EMOTIONAL DEVELOPMENT

(Closely linked to goals; Summative with high formative value. Self-Other- and/or Teacher's assessment)

1. Understanding how peoples feel after a tragedy.
2. Collaborating with the rest of the group in tasks.
3. Listening to the others' opinion, respecting them and giving their own opinion.
4. Being aware that they have to check for injured or trapped people without putting themselves in danger.



SUMMATIVE ASSESSMENT TASK

1. Short oral presentation, oral class interactions and oral group discussions

2. Do homework tasks which involve ICT resources:
   a. Use Moodle
   b. Use Hotpotatoes

3. Complete a mindmap and create short compositions

4. Class work: student's booklet

5. Final digital portfolio

SUMMATIVE ASSESSMENT ASSESSMENT CRITERIA (AND GRADING SYSTEM)

1. Oral participation:

→Assessment: Checklist everyday participation

→ Assessment: Star points for efforts in expressing in L2

2. Homework

- Moodle and Hotpotatoes

→Assessment: automatic grading and participation in moodle

3. Mind-map

- Time used in class, vocabulary used from the PowerPoint presentation.
- Short composition: content, vocabulary used

→Assessment: rubric

4. Class work

→Assessment: daily work

5. Final digital portfolio

→Assessment: checklist

GRADING summative, formative, final

• Participation in class:	15 %
• Speaking in English	10 %
• Teamwork	15 %
• Homework	10%
• Digital book	50 %

THE PROCESS

LESSON-BY-LESSON	INTERACTION
Tasks & steps to follow/ approximate timing	Different types of interaction within the classroom; T⇦⇨S; S⇦⇨S; T⇨S; S⇨T; T⇨Class, etc.

1. **Introduction (I and II)**
   - Complete a hangman/ 10 min (S←→T)
   - Objectives' presentation and Moodle use/ 5 min (T→S)
   - Guess the natural disaster/10 min (S←→S and S←→T)
   - Complete a mind-map of their previous knowledge about what to do when a natural disaster occurs/20 min (S←→S)
   - Write a short composition with some words from the mind-map/15 min (Ss ← → Ss)
2. **Introduction (I and II)**
   - Presentation of the natural disaster/ 30 min (Ss ←→ T, Ss ←→ Ss)
   - How to use the moodle and how to create an ebook/20 min (T ←→ Ss)
   - Match the name with the definition/10 min (Class←→T)
3. **Volcanoes (I)**
   - Warm-up activity: giving an opinion on a photo/8 min (class←→T)
   - Review/ 6 min (T ←→ Ss)
   - *Dictogloss Listening*: pictures and sentences/15 min (S←→S, S →T)
   - Reading the transcript of the text and preparing three sentences to be answered by other groups/15 min (S←→S)
   - Hotpotatoes vocabulary activity/ 8 min (T ←→ Ss)
4. **Volcanoes (II)**
   - Remind how to create an ebook/ 20 min (T ←→ Ss)
   - Introduction/10 min (T←→S)
   - Creation of a Volcano/15 min (T→S)
   - Discussion of the results/10 min(S←→S)
   - Correction/5 min (T ←→ S)

THE PROCESS

LESSON-BY-LESSON	INTERACTION
Tasks & steps to follow/ approximate timing	Different types of interaction within the classroom; T⇦⇨S; S⇦⇨S; T⇨S; S⇨T; T⇨Class, etc.

5. **Earthquakes (I)**)
    - Working with words/10 min (S→T)
    - Jigsaw reading /40 min (Ss←→Ss)
    - Moodle fill-in-the-gaps activity/3 min (Ss←→T)
6. **Earthquakes (II)**
    - Introduction to the song/15 min (T←→Ss, S ←→S)
    - WORKING WITH A SONG: underlying words/20 min (individual)
    - Place the sentences of the song on the floor and sing all together/ 20 min (class)
7. **Tsunamis**
    - What do you remember from the first day?/ 10 min (T←→S)
    - The deadliest tsunami in history/10 min (T←→S)
    - Watch a video about Tsunamis (3 times)/20 min (Individual students)
    - Playing with words/10 min (S←→S)
8. **Tsunamis + ebook**
    - Let's create a fantastic story/25 min (Group Work)
    - How to create an ebook/35 min (T ←→ Ss)

RESOURCES:

- Computer, Internet connection, digital whiteboard, blackboard
- ICT: MS Office (Word and PowerPoint), Wiki, Wordle, Youtube, Hotpotatoes, TexToys, myebook, mixbook, Moodle
- Assessment tools: moodle grading system
- Monolingual dictionaries: mcmillanonline

CREDITS: Rafael Gonzalez for his collaboration in the classroom.

- **Videos from:** National Geographic, monkeysee and youtube
- **Texts from:** weatherforkids webpage, USGS webpage, among others
- **Images from:** Flickr among other sources

MATERIALS: Power Points. Youtube videos. Web pages (National Geographic, weather for kids, USGS...) Moodle, Myebook.com, Hotpotatoes (attached)

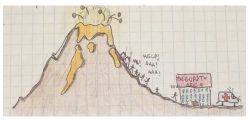
COMMENTS:

It is very important to highlight that students have to work with the digital book day by day. Teachers should show students how to create a digital book from the very first day.

The names of documents that are written **(in bold and in brackets)** are included in the CD of the Unit.

For students with special needs, the teacher should print all the language tips from the PowerPoints and annexes and hand them out to students.

Assessment tools are included at the end of the book.



SYMBOL CODE

Writing

Reading

Speaking/Interaction

Listening

Team-work

Language tips

Songs

Computer activity

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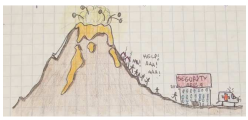


SESSION 1

INTRODUCTION

Resources and materials: Computer, whiteboard, photocopies, small whiteboards and markers (or laminated cards)

Intro folder: ppt_intro_1, ppt_intro_2, wordle_intro_1, wordle_intro_2, mindmap_worksheets, names-cards word document, intro_def_matching.

Student's booklet: introduction worksheet

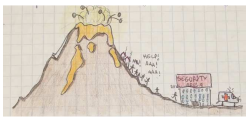
Assessment: Participation
Use of words from the ppt_intro_2
Composition (rubric)

Task 1. What is the name of the topic?

5' Ss ← →T Class work

- Tell the students (Ss) that they are going to work on a new topic during some sessions
- Show them the first slide of the PowerPoint presentation (**ppt_intro_1**) and tell them that they will have to guess the topic's name.

- Following a hangman activity, the Ss have to guess the topic's name.
- If the Ss already know the topic's name and they do not need to go on with the hangman activity, the T can ask them to spell the name.
- Show them the second slide of the PowerPoint presentation



Task 2. What is the name of this Natural Disaster?

5’ Ss← →T Class work

- Show the Ss the third slide of the same PowerPoint presentation. This slide includes the names of all types of disaster except for Tsunami and Volcano.

- Ss have to guess these two names. The first letter of each word is written for them.
- You can use a hangman activity again or ask Ss to say the complete name.
- Once the students have guessed the name, ask them what they can see in each photograph. For example, snow, mountains...
- Ask them to write a vocabulary list on the notebook.

Our objectives

5’ T ←→ Ss

- Project the activities the students will do (**ppt_intro_1, slides 6 and 7**).

- Project the goals you want to achieve, and how they will be assessed. (**ppt_intro_1, slides 8 and 9**)

- Tell them that they can find this information in the Moodle and that they should keep it.

Task 3. Which natural disaster is it?

10' Ss←→ Ss; T← → Ss Groups of 4

- Divide the Ss in groups of 4.
- Give a whiteboard and a marker to each group. If you do not have whiteboards and markers, you can print and laminate the "names-cards" word document from the Intro folder included in the CD.
- The Ss have to watch a video, in which the natural disasters previously presented appear. The groups have to raise the whiteboards (or the cards) as soon as they know the name of the natural disaster. You will find the video at: Introduction [INTRODUCTION_VIDEO.wmv] http://www.youtube.com/watch?v=F_NjEJZwo_4 (accessed May 18, 2010)
- Give one point to the first group to raise their board.
- Tell the students that they will find the video in the moodle.
- Tell the Ss to include the video in their e-book and write the list of words following the same order as the video.

Task 4. What do you know about Natural Disasters?

15' Ss← → Ss Groups of 4

- Project a model of a mind-map like the one that the Ss have to complete. **(ppt_intro_1, slide No. 11)**
- Print the "mindmap-worksheets" pdf file included in the CD (see also **Annex 1**) and laminate them. Print the two wordle documents (**Annex**

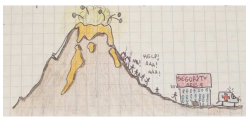
2) included in the CD (Intro folder) (one per group). Give a mindmap worksheet and two wordle documents to each group.

- Divide the Ss in groups of 4. Give Ss some time to discuss what they would do if this particular hazard happened and answer the four questions according to their intuition. They also have to write the name of their natural disaster. The aim of this activity is to make them think about a particular disaster and write what they think they would do if this particular natural disaster occurred.
- The teacher should divide this activity into two parts:
  i. Go around the class in order to make sure they are working and take notes on the task. Help them with vocabulary.
  ii. Project the PowerPoint slideshow (**ppt_intro_2**) and ask Ss to use the sentences and words that appear.
- Do not worry if they cannot write many things, they have not started to study it yet! At the moment they are just using their intuition.

Task 5. Write a short composition about your Natural Disaster

15’ Ss ← → Ss Groups of 4

- Project a short text (**Annex 3**) on the board so that the Ss can use it as a model.
- Ask Ss to write a short composition about their Natural Disaster (1 composition per group).
- Upload the text to the Moodle. Remember that this text will contain the students’ PREVIOUS KNOWLEDGE. Tell them that they will have to present their natural disaster in the next class so that their classmates can guess which natural disaster they have.
- Project some language tips **(ppt_intro_1; slide 13)**



SESSION 2

INTRODUCTION II

Resources and material: Videocamera, Computer, Netbooks (if the students have them)

Intro folder: intro_def_matching document

Moodle task folder: review_1, review_2 and review_3 files.

Student's booklet: introduction worksheet and how to use the moodle worksheet

Assessment: Participation in class
Oral presentation (rubric)
Task 9: grader report from the Moodle

Task 6. Guess the name of my natural disaster

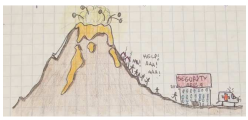
30' Ss ←→Ss Groups of 4

- Each group of students (Ss) presents their hazard in front of the class, according to the vocabulary they learnt during the last session and the composition they have written.
- Remind them that they cannot say the name of their hazard.
- The rest of the class has to guess the natural disaster they are talking about.
- Give a point to each group that guesses the natural disaster and another point to the group that presents the hazard.
- Ask them to upload the composition to the Moodle, and to include them in the e-book

Task 7. How to use the Moodle and how to create an e-book

15’ T ←→ Ss Class work

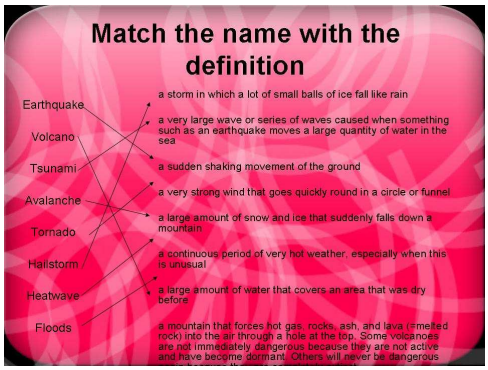
- Ask Ss to take the **How to use Moodle worksheet.**
- Give them some time to complete the worksheet and check their answers.
- Open the e-book page and show the Ss how to create a new e-book, step by step. If the Ss have a Netbook, you can do the activity together, it will save time.



Task 8. Match the name with the definition (I)

15’ Ss ←→Ss Groups of 4

- Print, cut and laminate the names from the **intro_def_matching** document included in the Intro folder of the CD (see **Annex 4**).
- Divide the Ss in groups of 4.
- Give a set of names and definitions to each group.
- Ss have to match the definitions with the words and write them in the notebook.
- Project slide 14 of the PowerPoint presentation **Intro_ppt_1.**



- Ask one member of the group to read the definition of the first hazard, another the second hazard, and so on...
- Click on the slide to check the answers (an arrow will appear each time you click).
- The groups receive a point for each correct answer.
- Ask Ss to include the definitions in the e-book.

Task 9. Match the name with the definition (II)

2’ T ←→ S Individual work

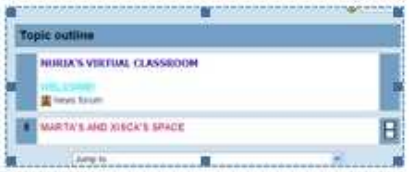
- Upload the three TexToys activities of the Moodle Task folder included in the Intro folder.
- Ask Ss to complete the TexToys document they will find in the Moodle at home.

KEY FOR THE TEACHER

HOW TO USE THE MOODLE

TASK 7 **How to use the Moodle and how to create an e-book**

A



B

C

D

E

OUR SPACE
STEPS

1. **B** Go to the Salvador Espriu Web.

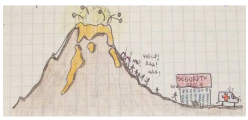
2. **D** Click on Moodle de l'insti!!

3. **E** Type your user name to log in

4. **C** Click on NURIA'S VIRTUAL CLASSROOM

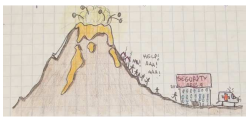
5. **A** Find your instructions under MARTA AND XISCA'S SPACE

ENJOY OUR SPACE!!!



TASKS 8 AND 9 Match the name with the definition

- Earthquake: a sudden shaking movement of the ground
- Volcano: a mountain that forces hot gas, rocks, ash, and lava (=melted rock) into the air through a hole at the top. Some volcanoes are not immediately dangerous because they are not active and have become dormant. Others will never be dangerous again because they are completely extinct
- Tsunami: a very large wave or series of waves caused when something such as an earthquake moves a large quantity of water in the sea
- Avalanche: a large amount of snow and ice that suddenly falls down a mountain
- Tornado: a very strong wind that goes quickly round in a circle or funnel
- Hailstorm: a storm in which a lot of small balls of ice fall like rain
- Heatwave: a continuous period of very hot weather, especially when this is unusual
- Floods: a large amount of water that covers an area that was dry before



SESSION 3

VOLCANOES

Resources and material: Computer, digital whiteboard, Netbooks, photocopies.

Volcano folder: ppt_volcano_1, volcano_transcr_1, HotPotatoes folder: volcanoes matching, volcano a, volcano b, volcano c and volcano d

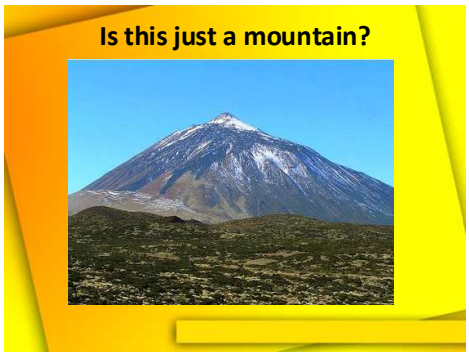
Student's booklet: Volcanoes worksheet

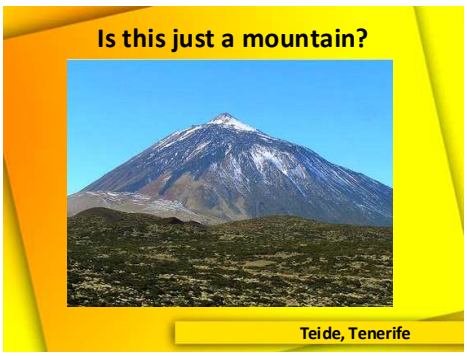
Assessment: Participation
Task 14: words chosen in the fill-in-the-gaps activity
Task 15: grader report from the Moodle

Task 10. Warming up activity

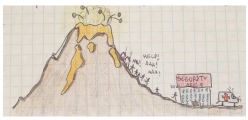
8' T ←→ Ss Pair work and Class work

- Show this picture to the class (PowerPoint presentation **ppt_volcano_1, slides 2 and 3**)





- Ask students (Ss) to discuss in pairs what it is and to write their partner's ideas.
- Give them some clues (such as Tenerife, fire, tectonic plates, magma…). Accept any possible answer.

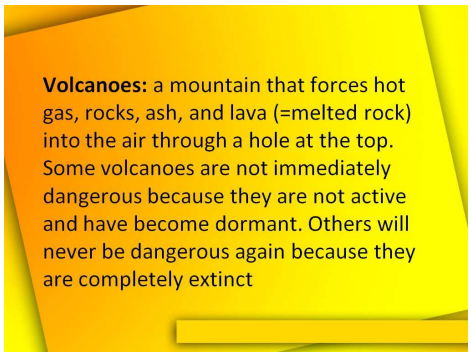


- Ss have to say if they know about any volcano in Spain. Then, show slide 4 from the **ppt_volcano_1** and ask: do you know what the name of these islands is? Is there any volcano? Where? Ask them to include it in their digital book.

Task 11. Review

6’ T ←→ Ss Class work

- Ask Ss what they remember from the very first day.
- Ask for the group who worked with volcanoes (they had a paper in which there was a picture and four questions to answer). Tell this group that they have to explain what they remember about volcanoes. The rest of the class should participate.
- Show Ss slide 4 from the PowerPoint (**ppt_volcano_1**). Tell them to copy the definition until the first full stop (“…at the top”).



Task 12. Watch the video and order the following photos

8’ T ←→ S Individual work

- Ask Ss to take the **volcanoes worksheet** from their booklet.
- Ss have to watch a video twice and put the images from activity number 1 in order. You will find the video at:

Volcanoes. [How do volcanoes work?]
http://www.youtube.com/watch?v=qrUfPJysohQ (accessed May 18, 2010)

- The Ss who finish the activity first can start with activity number 2.
- NOTE: The images from the worksheet do not correspond with the images from the video.

Task 13. Watch the video again and order the following sentences.

5’ T ←→ S

- Ask for volunteers to read the sentences from activity 2.
- Check that your Ss understand all the words from the sentences.
- Students have to listen to the same video again. Play it once.
- Tell Ss to put the sentences in order.
- Once they finish, Ss have to do activity 3. They have a question with a), b), c) and d) and they have to choose the correct answer.
- Check the answers with the Ss.

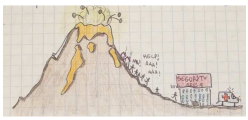
Task 14. Preparing a fill-in-the-gaps activity.

15’ Ss ←→ Ss; T → S Groups of 5

- Give the video transcript **(volcano_transcr_1** and **Annex 5**) to the students.

A volcano erupts when Magma or an amount of lava finds a fissure or an opening in the Earth surface and shoots out, usually along with a certain amount of gas and ash. Volcano eruptions are shift at Earth surface by resulting in the formation of mountains and islands and other geological formations. You are going to have volcanic activity in places where you have hotspots for seismic activity, specifically in places where tectonic plates are being pushed together or pulled apart. So, one specific example of that would be the Pacific Ring of Fire, which is specifically around the Ring of the Pacific Ocean. There, you have a lot of seismic activity and, as a result, a lot of volcanoes. The most common kind of volcanic formation is the "cinder cone". "Cinder cone" volcanoes often only erupt once and they form a small hill or mountain about 30 or 400 m. high. Another common kind of volcanic formation is the "stratovolcano", it is characterized by multiple eruptions and viscous lava that hardens before it flows very far. They usually result in tall mountains. A "shield volcano" is a volcano formed by low viscosity lava. Low viscosity lava is going to be able to flow a long way before hardens.

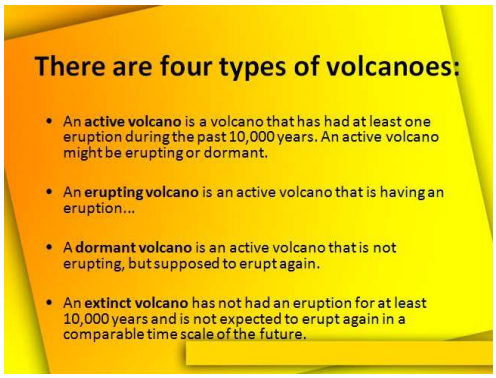
- Read it through your Ss and check that they understand it.
- Divide the Ss in groups of 5.
- Tell Ss to prepare, on a separate piece of paper, three sentences with a gap in each one and a question.
- Once they have finished, check that the level of the sentences they prepared is appropriate.
- Collect the transcripts and ask Ss to exchange the fill-in-the-gaps activity and the question they have prepared with another group (anticlockwise).
- Each piece of paper has to include, apart from the questions, the names of the students who formulated the questions and the names of the ones who answered them.
- Ss are responsible for correcting the answers. Collect their work and correct it.

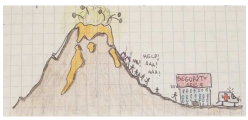


Task 15. Match the draw with the definition

8’ Individual work

- Upload the HotPotatoes quiz **(HP_volcano_quiz)** in the Moodle of the High School.
- This Hotpotatoes quiz has four photos of four different types of volcanoes, as well as their corresponding definitions –all mixed.
- You will find the definition of the four different types of volcanoes in the PowerPoint presentation (**ppt_volcano_1, slide 4**). Ask one S to read them aloud. Ask Ss questions in order to check if they understand the definitions (e.g. *what is an active volcano*?)
- Ss have to match the definitions quickly. This activity is planned to be done with the Netbook at home as HW.





KEY FOR THE TEACHER

VOLCANOES

TASK 12 **Watch the video and order the following photos:**

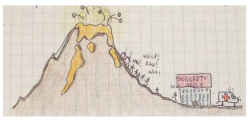
TASK 13 a **Watch the video again and order the following sentences:**

3	You have volcanic activity where you have hotspots for seismic activity.
2	Volcano eruptions form **mountains and islands and other geological formations.**
4	The Pacific Ring of Fire is around the **Pacific Ocean**.
1	A volcano erupts when **Magma or an amount of** lava finds a fissure or an opening in the

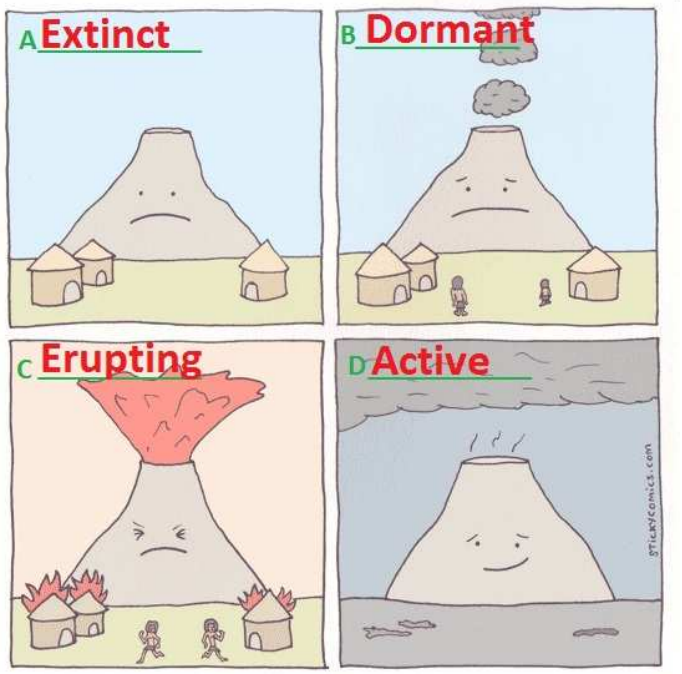
TASK 13 b **Choose the correct answer**

The “cinder cone”, the “stratovolcano” and the “shield volcano” are:

a) Three different islands.
b) Three kinds of mountains.
c) The most common kinds of volcanic formation.
d) The most common kinds of hills.



TASK 14 Hotpotatoes activity



SESSION 4

DOING EXPERIMENTS...

Resources and materials: a funnel, a plastic bottle, a tablespoon, dishwashing detergent, vinegar, paprika, baking soda, water

Student's booklet: Doing experiments worksheet

Assessment: Participation
Worksheet activities
Chemical conclusion

Reminding

20' Individual work

- Remind Ss how to create a digital book: make sure that they know how to upload photos, videos and documents.
- Tell them that they have to include the worksheets that they are doing in class.

Task 16. Write the names of the definitions or pictures using the words from the left

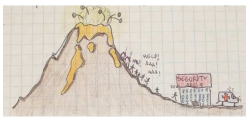
5' Ss ←→ T Individual work

- Ask students (Ss) to take the **doing experiments worksheet** from their booklet.
- Tell Ss to do activity number 1. Ss have to match the words in the first column with the words or the pictures in the second column.
- Check the results.

Task 17. What do I think will happen while doing this experiment?

5' Ss ←→ T Individual work

- Ask Ss: *What do you think is going to happen during the experiment?*
- Tell Ss that they have to tick at least one option in activity 2. Tell them that they can also write their own prediction.



Task 18. Let's do the experiment

15' Ss ←→ T Individual work

- You have to create a mock volcano. To create it you need the following ingredients (already specified in the "materials" section:

- Water
- Baking soda
- Vinegar
- Dishwashing detergent
- Food colouring

You also need the following material (already specified in the "materials" section:

- A tablespoon
- A plastic bottle
- A tray
- A funnel

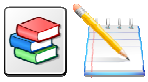
- How to do the experiment:

1. ADD ABOUT A HALF CUP OF WATER INTO THE PLASTIC BOTTLE.
2. USING THE FUNNEL  (MAKE SURE IT'S DRY), PUT 3 TO 4 TABLESPOONS  OF BAKING SODA INTO THE BOTTLE.
3. ADD A FEW DROPS OF LIQUID DISHWASHING DETERGENT
4. PUT A FEW DROPS  OF RED FOOD COLOURING INTO ABOUT HALF CUP OF VINEGAR.
5. USING THE FUNNEL, POUR THE VINEGAR MIXTURE INTO THE BOTTLE.
6. THEN QUICKLY REMOVE THE FUNNEL.

Task 19. Add a tick next to the materials your teacher is using

5’ Ss ←→ T Individual work

- While you are doing the experiment, ask your students to tick the materials you are using. They have a list of different materials in activity number 3.



Task 20. Order the following steps writing a number before the sentence

5’ Ss ←→ T Individual work and pair work

- Ask your students to order the steps of the experiment (activity number 4) while you are doing it.
- Check the answers with the Ss.
- Tell Ss have to compare and discuss their answers with their partner.

Task 21. Chemical reaction

5’ Ss → T Individual work

- Read activity number 5 together with the Ss. Give them three minutes to fill-in-the-gaps with the correct answer.
- Check the answers with the Ss.

KEY FOR THE TEACHER

DOING EXPERIMENTS...

A. Before

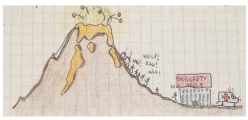
TASK 16 **Write the names of the definitions or pictures using the words from the left.**

1. Food colouring 2. Dishwashing detergent 3. Baking soda 4. Funnel 5. Tablespoon	a)  **FUNNEL** b)  **DISHWASHING DETERGENT** c) a substance that you add to change the colour of something. **FOOD COLOURING** d) a large spoon that you use for serving food. **TABLESPOON** e) a white powder used in cooking for making cakes rise while they are baking and also as a medicine for an upset stomach. **BAKING SODA**

TASK 17 **What do I think will happen when doing this experiment?**

- ☐ The lava will be hot
- ☐ It will make a noise
- ☐ Nothing
- ☐ The vinegar will become blue
- ☐ Our volcano will erupt
- ☐ The bottle will explode
- ☐ The funnel will melt
- ☐ The vinegar will react with the baking soda

(Any answer is possible, since it is only a prediction)



B. During the experiment...

TASK 19 **Materials. Add a tick next to the materials your teachers are using**

a) 1 plastic bottle  ☑

b) **Oregano**

c) **3 oranges**

d) **paprika** 

e) **4 tablespoons cooking oil**

f) 2 tablespoons of baking soda ☑

g) food colouring ☑

h) **one teaspoon of salt**

i) **red plasticine** 

j) dishwashing detergent  ☑

k) **Champagne**

l) **a newspaper**

m) Vinegar ☑

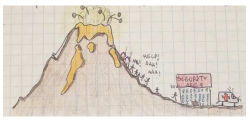
n) **warm water**

o) **The teacher's pencil** 

p) Funnel  ☑

q) Water ☑

r) **the English book**



TASK 20 Order the following steps writing a number before the sentence

7. ADD ABOUT A HALF CUP OF WATER INTO THE PLASTIC BOTTLE.

8. USING THE FUNNEL  (MAKE SURE IT'S DRY), PUT 3 TO 4 TABLESPOONS  OF BAKING SODA INTO THE BOTTLE.

9. ADD A FEW DROPS OF LIQUID DISHWASHING DETERGENT

10. PUT A FEW DROPS  OF RED FOOD COLOURING INTO ABOUT HALF CUP OF VINEGAR.

11. USING THE FUNNEL, POUR THE VINEGAR MIXTURE INTO THE BOTTLE.

12. THEN QUICKLY REMOVE THE FUNNEL.

C. Conclusion

TASK 21 Chemical reaction

When the **vinegar** reacts with the baking **soda** carbon dioxide gas is formed and the bubbles push the "lava" out the "volcano."

An acid (**vinegar**) and a base (**baking soda**) interact.

Chemically, the acid and base neutralize each other, producing **carbon** dioxide gas as a by product. The exact reaction is:

$HC_2H_3O_2$ (vinegar = acetic acid) + $NaHCO_3$ (baking soda = sodium bicarbonate) = CO_2 (carbon dioxide gas) + $NaC_2H_3O_2$ (sodium acetate) + H_2O (water)

SESSION 5

EARTHQUAKES !

Resources and materials: Computer, Videocamera

Earthquake folder: ppt_earthquake_1

Jigsaw reading folder: earthquake_jig_cards

HotPotatoes folder: Earthquake_gaps.html, Earthquake_gaps.html.

Student's booklet: Earthquakes worksheet

Assessment: Participation in class
Group participation
Oral presentation (rubric)
Task 24: grader report from the Moodle

Task 22. Working with words

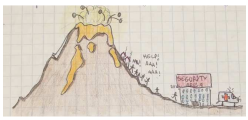
10' T←→Ss Class work

- Show the students (Ss) the PowerPoint presentation (**Earthquake_ppt_1**).
- Ask Ss what the images suggest to them.
- Show Ss the definitions and ask them to read them aloud.
- Ask Ss to take the **Earthquakes worksheet** from the booklet.

Task 23. Jigsaw reading

40' Ss ←→ Ss; Ss ←→ T; T ←→Ss Groups of 4

- Print and laminate the Expert cards. You need one Expert card per student. Make sure you have the same number of each Expert card.
- Divide the class in groups of 4.
- Students have to assign themselves a number from 1 to 4.
- Give an expert card to each student according to his or her number.
- Ss have to make "expert groups", read the card and remember as much as they can.

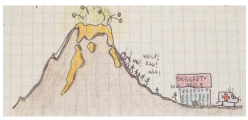


- Ss have to become real experts and become familiar with the terms. They can use different strategies, one can read while the others are listening, ask each other questions, etc.
- Now, the students work in pairs with someone from the same "expert group". They have to try to narrate the text without reading.
- Each group of experts goes in front of the class and presents their part of the text to the rest of the class.
- You can collect the "expert cards" before or after the oral presentation.
- Ask them some questions in order to check if they have understood the text:
  i. How many earthquakes happen each year?
  ii. How long does an earthquake last? (for example: 2 minutes or half a minute?)
  iii. What does "it cannot be predicted" mean?
  iv. What happens when there is too much pressure inside the Earth?
  v. Which part of the Earth moves?
  vi. What is the "crust" of the Earth?
  vii. Is the Earthquake the only hazard caused by the movement of plates?
  viii. Do all the plates move in the same direction?
  ix. How do we know if an earthquake is strong or weak?
  x. What do the scientists use to record seismic waves?
- Ask Ss to complete the worksheet.
- Check the answers.

Task 24. Moodle fill-in-the-gaps activity

3' T←→Ss Individual work

- Tell the Ss they will find a fill-in-the-gaps activity in the Earthquake section in the Moodle.
- Ss have to complete it at home.



KEY FOR THE TEACHER

EARTHQUAKES

TASK 23 JIGSAW READING

TASK 23 a True or false

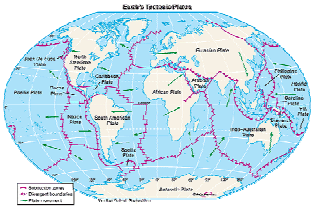
Write a T if it is true or an F if it is false.

a) When an Earthquake occurs, the Earth releases stress. → **T**

b) We can know when an Earthquake will occur beforehand. → **F**

c) Plates are always in movement. → **T**

d) Plates movement can only cause Earthquakes, not other Natural Disasters. → **F**



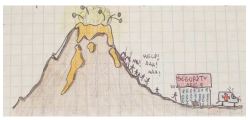
TASK 23 b Use some of these words to complete the sentences:

energy	more	break	movement
crash	directions	volcanoes	rigid
pencil	epicentre	hypocenter	waves
quickly	tsunami	slowly	less

Earthquakes usually last **less** than one minute.

When the plates force is large enough, the crust is forced to **break**.

When the crust breaks, the stress is released as **energy** which moves through the Earth in the form of **waves**, which we feel and call an earthquake.



Earthquakes, Tsunamis, and **volcanoes** are all results of the plates moving.

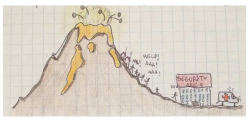
The earth's crust and upper mantle are composed of several large, thin, relatively **rigid** plates that move relative to one another.

When the plates **crash** together, pull apart or sideswipe each other, it commonly results in earthquakes.

The strongest waves are in the **epicenter**.

TASK 24 Moodle fill-in-the-gaps activity

- Moodle results



SESSION 6

EARTHQUAKES II

Resources and material: Computer
Earthquake folder: ppt_earthquake_2

Song folder: students-cards word document, teachers_cards word document

Student's booklet: Earthquake worksheet

Assessment: Participation

Task 25. We are the world 25 for Haiti (I)

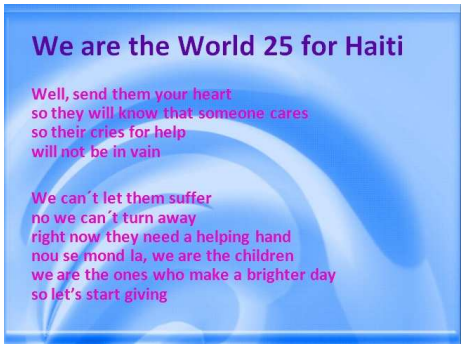
15' T←→Ss; Ss ←→ Ss Groups of 4

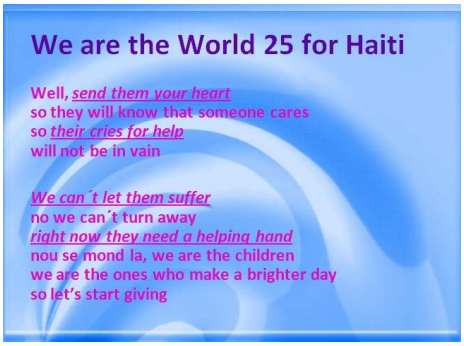
- Ask Ss to take the **earthquake worksheet** from their booklet.
- Ask Ss if they know the song and why they think the song has been remade.
- Ask one S to read the introduction they have in the worksheet
- Divide the class in groups of 4
- Ask Ss to read the first half of the song and underline the things that describe the situation in Haiti.
- Ask Ss to discuss their opinions.

Task 26. We are the world 25 for Haiti (II)

20’ T←→Ss Individual work

- Ask students to do activity 5 from the earthquake worksheet.
  i. Where does the song say that Haiti needs help?
  ii. How does this song make you feel?
- Show them the slides 2 and 3 of the **ppt_earthquake_2**.
- Discuss the different answers with all the class.

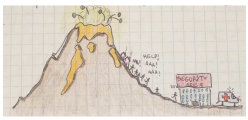




Task 27. Let’s sing!!

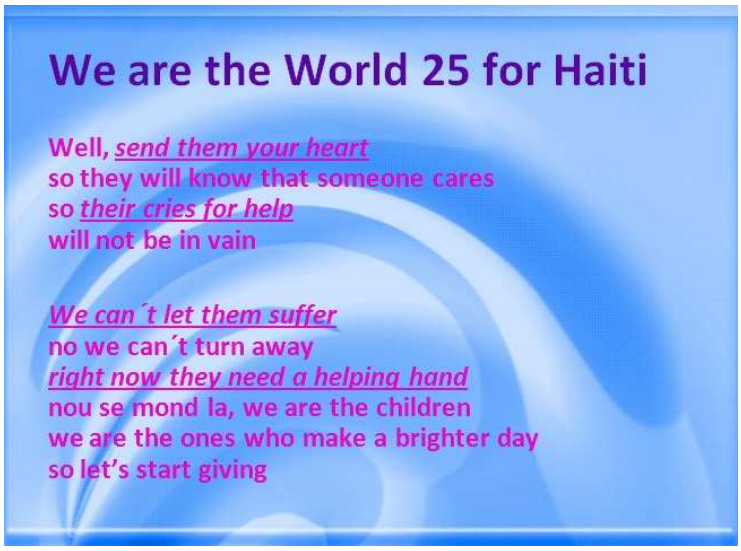
20’ All class All Ss

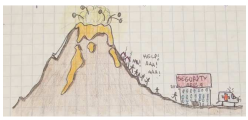
- Split the song in the same number of parts as Ss in the group. (keep the chorus part for the teacher). Print, cut and laminate the song. (example: **annex 6**). (**Song_coloured_for_cards** document in the song folder in the earthquake folder)
- Give each S a piece of the song.
- Ask Ss to read their piece of song aloud, one by one.
- Make room in the classroom: Ss have to listen to the song and place their piece of song on the floor as soon as they hear their sentence.
- Check if they have completed the song correctly.
- Every time you hear the chorus, place your corresponding piece of song on the floor as well (remember that you have more than one piece of song).
- Listen to the song again and sing!



KEY FOR THE TEACHER

TASK 23 We are the World 25 for Haiti (II)





TASK 27 Let's sing!

There comes a time
when we head a certain call
when the world must come
together as one

There are people dying
oh, and it's time to lend a
hand
to life, the greatest gift of all

We can't go on pretending day by day
that someone somehow will soon make a change

we're all a part of God's great big family Dios
and the truth, you know love is all we need

We are the world, we are the children
we are the ones who make a brighter day
so let's start giving

There's a choice we're making.
We're saving our own lives
it's true we'll make a better day
just you and me

Well, send them you your heart
so they will know that someone cares
so there cries for help
will not be in vain

We can´t let them suffer
no we can´t turn away
right now they need a helping hand
nou se mond la, we are the children
we are the ones who make a brighter day
so let's start giving

There's a choice we're making
we're saving our own lives
it's true we'll make a better day.
Just you and me
When you're down and out
there seems no hope at all

but if you just believe
there's no way we can fall.

Well, well, well, let's realize
that one change can only come
when we stand together as one

We are the world...

We all need somebody
that we can lean on
when you wake up look around
and see that your dreams gone
when the earthquakes
we'll help you make it
through the storm
when the floor breaks
a magic carpet to stand on
we are the world united
by love so strong when the radio isn't
on you can hear the songs
a guided light on the dark
road your walking on
a sign post to find the dreams
you thought was gone someone to help you move
the obstacles you stumbled on
someone to help you rebuild
after the rubble's gone
We are the world connected by a common bond
love the whole planet
sing it along

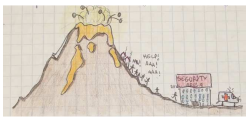
We are the world...

Everyday citizens
everybody pitching in

Nou se mond la
nou se timoun yo

You and I, you and I

Uh, 12 days no water
What is your will to live?
we amplified the love
we watching multiply
feeling like the worlds end
we can make the world win like Katrina, Africa, Indonesia
and now Haiti needs us
the need us, they need us



SESSION 7

TSUNAMIS

Resources and material: computer, digital whiteboard, envelope with the list of words.
tsunami folder: ppt_tsunami, tsunami_transcription, tsunami_list_of_words, tsunami_language_tips

Student's booklet: tsunamis worksheet

Assessment: Participation in class

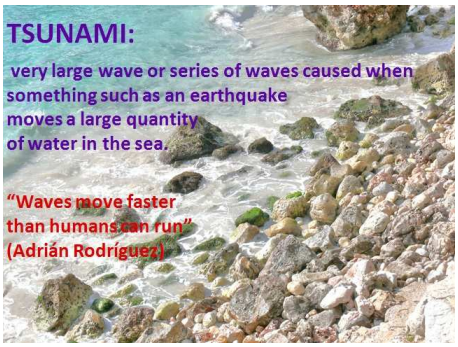
Group participation

Group story (rubric)

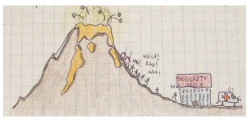
Task 28. Review

5' Ss ←→ T

- Ask students (Ss) if some of them remember what a tsunami is.
- Ask for the group who worked with tsunamis (they had a paper in which there was a picture and four questions to answer). Tell this group that they have to explain what they remember about the tsunamis. The rest of the class can participate.
- Show Ss slide 2 from the PowerPoint (**ppt_tsunami_1**).



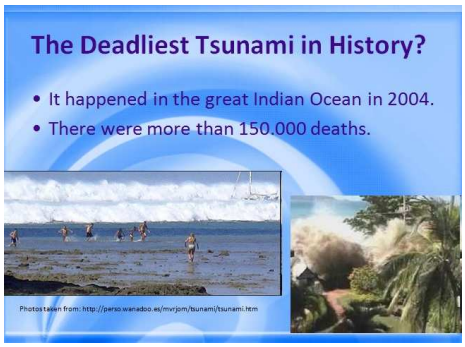
- Read it aloud.
- Tell them to copy the definition.



Task 29. The Deadliest Tsunami in History

5’ Ss ←→ T

- Ask Ss if they know about any important tsunami.
- Show Ss slide 3 of the PowerPoint (**ppt_tsunami_1**) and ask: “*do you know what “deadliest” means?”* Show them the deadliest tsunami in history.



Task 30. Watch the video carefully

5’ Ss ←→T

- Tell Ss that they are going to watch a National Geographic video about tsunamis. You will find its transcription in **annex 9.**
- Tell them that they have to watch it and listen to it very carefully. You can find the video on youtube: Tsunami [Killer Tsunamis] http://www.youtube.com/watch?v=j9JDzBTwiig (accessed 19 May, 2010). You will also find the link in the **ppt_tsunami-1**, slide 4

Task 31. Watch the video and order the following sentences

5’ Ss ←→T

- Ask Ss to take the **tsunamis worksheet** from their booklet.
- Play the video again and tell Ss that they have to order the sentences from activity 1, following the order that appears in the video. Play it only once.
- Check the answers with Ss. Show the answers to Ss, you can find them in slide 5 in the **ppt_tsunami_1**.

Task 32. Are the following sentences true or false?

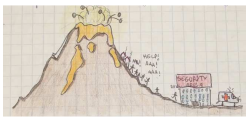
5’ Ss ←→T

- In activity 2, Ss have a list of 8 true or false sentences.
- Play the same video again. Tell Ss that, according to the video, they have to write if the sentences in activity 2 are true or false.
- Check the activity with the students. Read the sentences aloud and tell them to stand up if they think that the sentence is true and to kneel down if they think the sentence is false.

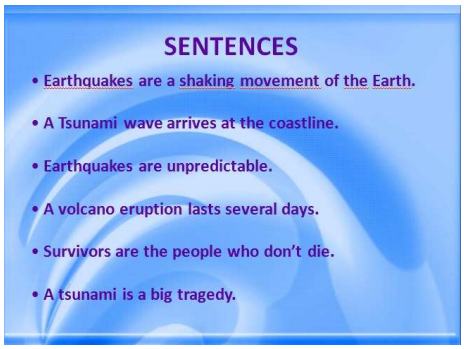
Task 33. Playing with words

5’ Ss ←→T

- Divide Ss in groups of 5. Bring to class the list of different words **(tsunami_list_of_words**) about the natural disasters they have already seen. You will also find it in the **annex 7**. Before bringing the list of words to class, cut them and place them in an envelope (print as many lists of words as groups you have). If you want, you can laminate them as well.
- Tell the groups to take three pieces of paper. In each one, they have to write the name of the three different natural disasters that they have seen (in one they have to write volcano, in the other earthquake and in the other one tsunami). Tell Ss to write the natural disaster in capital letters, since it is going to be the title.
- Hand out one envelope –which has to contain the list of words you have already prepared– to each group.



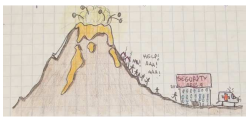
- Tell them to place the different words below the natural disaster name that they belong to (volcano, earthquake or tsunami).
- Then they have to write one or two sentences using some of these words. Show them slide 6 of **ppt_tsunami_1**, there are some sentences which may be helpful for them.



Task 34. Let's create a fantastic story

5' Ss →T

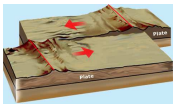
- Divide the Ss in groups of 5.
- Tell students to take the **tsunamis worksheet** again and do activity 4.
- They have to write a short story in groups. In order to do that, tell them that each member of the group has to write a sentence and give the paper to the S on his or her right. Then, this S has to do the same, and so on, till all the members of the group have written something on the paper. They also have the instructions in their worksheet.
- Give to each group of Ss the language tips paper (**annex 8** and **CD**) and tell them that they can use the words from the paper when writing the story. You can laminate it.



KEY FOR THE TEACHER

TSUNAMIS

TASK 31 Watch the video and order the following sentences

a. **3** When two tectonic plates  push together, the resulting earthquake sends an enormous burst (=amount) of energy up through the ocean.

b. **5** The advice is simple: move to higher ground and wait for news  that the Tsunami has passed.

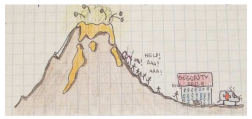
c. **1** The warnings  are few. The signs are sudden.

d. **4** Most tsunamis have multiple  waves each arriving anywhere from 10 to 60 minutes after the first strike, just when survivors think the danger is over.

e. **2** Earthquakes are the principal cause of tsunamis.

TASK 32 Are the following sentences true or false?

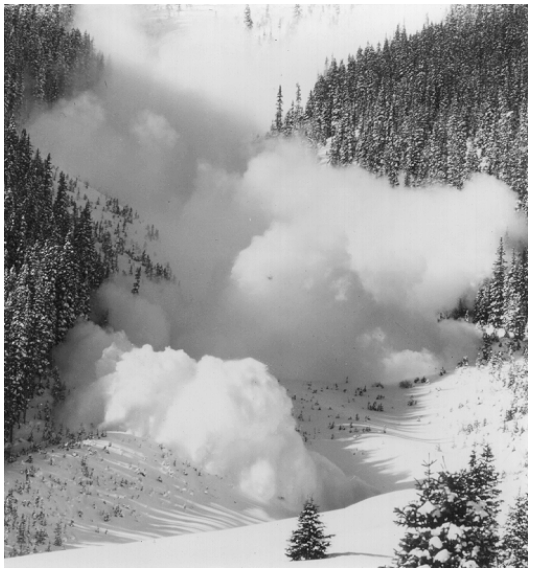
1. When a Tsunami occurs, **nothing** is left. → **T**
2. The word in Japanese means **Harbour wave**. → **T**
3. Earthquakes and tsunamis **never** occur in Japan. → **F**
4. A tsunami wave is **small.** → **F**
5. Most tsunamis have **only one** wave. → **F**
6. The deadliest Tsunami ever recorded occurred in **December of 1950.** →**F**
7. There is a Tsunami Warning Centre in **Honolulu**. → **T**
8. When a Tsunami occurs people have to **swim**. → **F**



ANNEX 1

WHAT TO DO BEFORE IT?
Difficult to escape
Reach for a tree

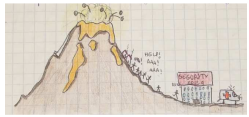
WHAT TO DO DURING IT?
Head straight downhill
Go to left or right



THEY ARE...
Snow balls
Dust
Layers

WHAT TO DO AFTER IT?
Swim hard
Wait for a rescue

IT IS AN AVALANCHE



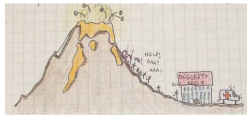
WHAT TO DO BEFORE IT?

WHAT TO DO DURING IT

THEY ARE...

WHAT TO DO AFTER IT?

IT IS A...



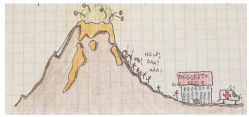
WHAT TO DO BEFORE IT?

WHAT TO DO DURING IT

THEY ARE...

WHAT TO DO AFTER IT?

IT IS A...



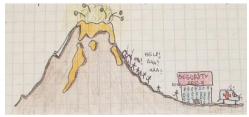
WHAT TO DO BEFORE IT?

WHAT TO DO DURING IT

THEY ARE...

WHAT TO DO AFTER IT?

IT IS A...



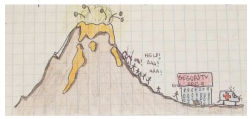
WHAT TO DO BEFORE IT?

WHAT TO DO DURING IT

THEY ARE...

WHAT TO DO AFTER IT?

IT IS A...



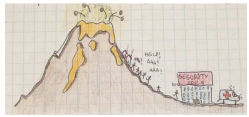
WHAT TO DO BEFORE IT?

WHAT TO DO DURING IT

THEY ARE...

WHAT TO DO AFTER IT?

IT IS A...



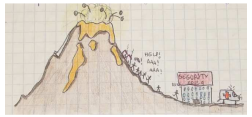
WHAT TO DO BEFORE IT?

WHAT TO DO DURING IT

THEY ARE...

WHAT TO DO AFTER IT?

IT IS A...



WHAT TO DO BEFORE IT?

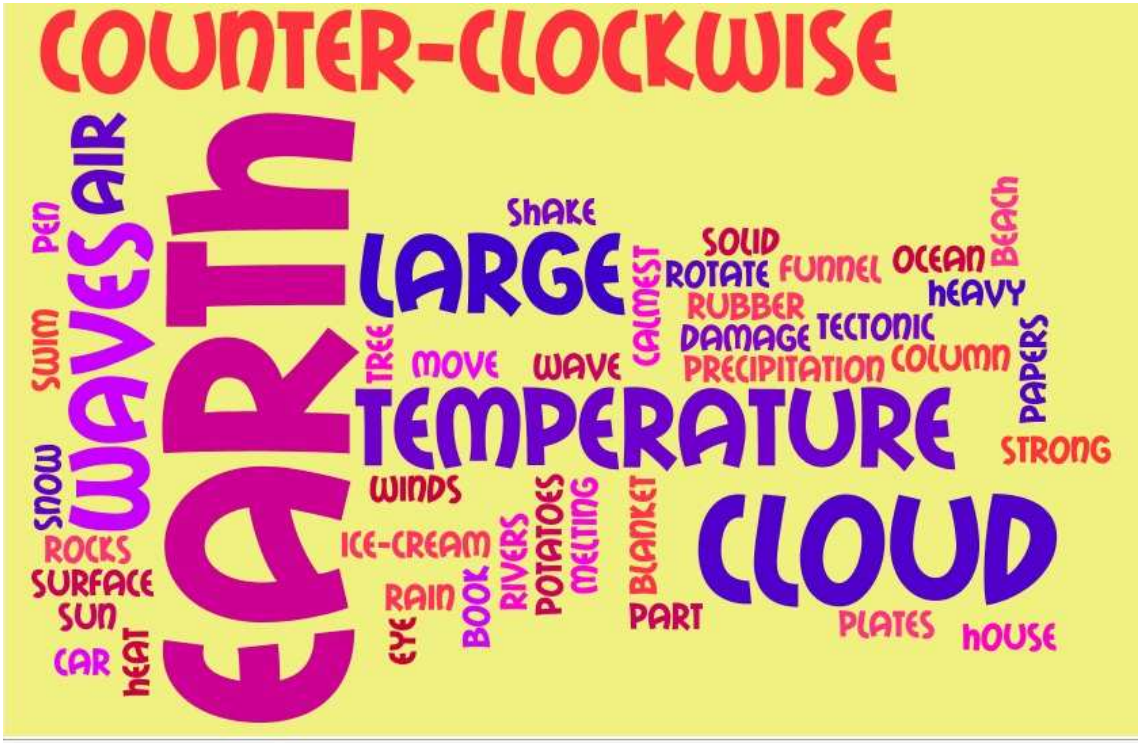
WHAT TO DO DURING IT

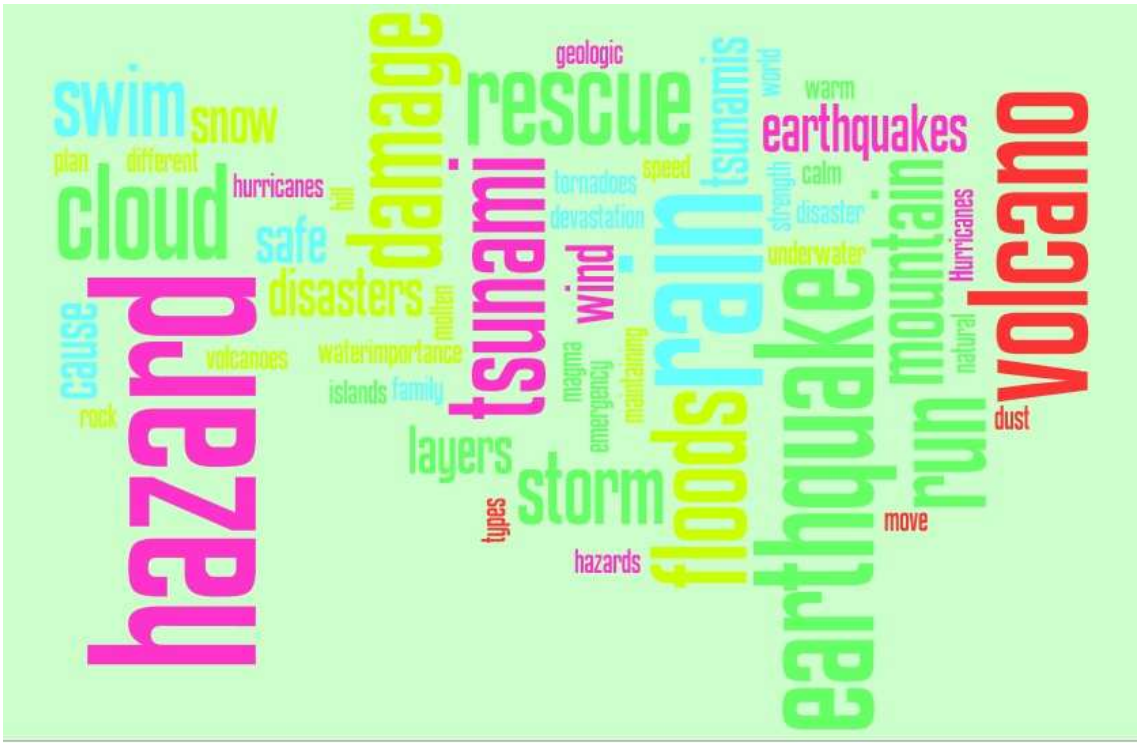
THEY ARE...

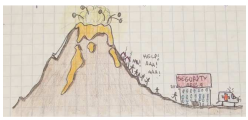
WHAT TO DO AFTER IT?

IT IS A...

ANNEX 2

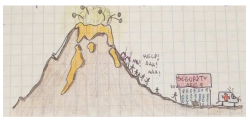






ANNEX 3

What we know about our Natural Disaster is that it is made of layers of snow. Snow moves as a formless mass and It goes down the mountain. It is difficult to escape from it. **When it happens**, the only thing you can do is to go downhill and go to the right and to the left. If the big snow ball gets you... try to swim!!!! It normally takes place during a storm or 24 hours after it.



ANNEX 4

Earthquake

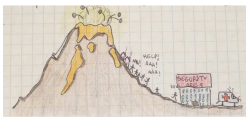
a sudden shaking movement of the ground

Volcano

a mountain that forces hot gas, rocks, ash, and lava (=melted rock) into the air through a hole at the top. Some volcanoes are not immediately dangerous because they are not active and have become dormant. Others will never be dangerous again because they are completely extinct

Tsunami

a very large wave or series of waves caused when something such as an earthquake moves a large quantity of water in the sea



Avalanche

a large amount of snow and ice that suddenly falls down a mountain

Tornado

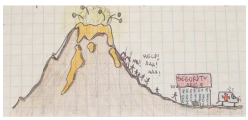
a very strong wind that goes quickly round in a circle or funnel

Hailstorm

a storm in which a lot of small balls of ice fall like rain

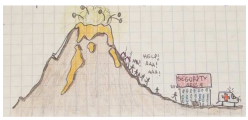
Heatwave

a continuous period of very hot weather, especially when this is unusual



Floods

a large amount of water that covers an area that was dry before



ANNEX 5

A volcano erupts when Magma or an amount of lava finds a fissure or an opening in the Earth surface and shoots out, usually along with a certain amount of gas and ash. Volcano eruptions are shift at Earth surface by resulting in the formation of mountains and islands and other geological formations. You are going to have volcanic activity in places where you have hotspots for seismic activity, specifically in places where tectonic plates are being pushed together or pulled apart. So, one specific example of that would be the Pacific Ring of Fire, which is specifically around the Ring of the Pacific Ocean. There, you have a lot of seismic activity and, as a result, a lot of volcanoes. The most common kind of volcanic formation is the "cinder cone". "Cinder cone" volcanoes often only erupt once and they form a small hill or mountain about 30 or 400 m. high. Another common kind of volcanic formation is the "stratovolcano", it is characterized by multiple eruptions and viscous lava that hardens before it flows very far. They usually result in tall mountains. A "shield volcano" is a volcano formed by low viscosity lava. Low viscosity lava is going to be able to flow a long way before hardens.

Volcanoes. [How do volcanoes work?]
http://www.youtube.com/watch?v=qrUfPJysohQ
(accessed May 18, 2010)

ANNEX 6

Example of the song for 31 students. (yellow = students' part; white= teacher's part)

There comes a time
when we head a certain call
when the world must come together as one

There are people dying
oh, and it's time to lend a hand
to life, the greatest gift of all

We can't go on pretending day by day
that someone somehow will soon make a change

we're all a part of God's great big family Dios
and the truth, you know love is all we need

We are the world, we are the children
we are the ones who make a brighter day
so let's start giving

There's a choice we're making
We're saving our own lives

it's true we'll make a better day
just you and me

Well, send them you your heart
so they will know that someone cares

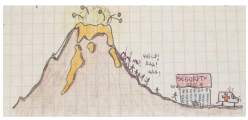
so there cries for help
will not be in vain

We can´t let them suffer
no we can´t turn away

right now they need a helping hand
nou se mond la, we are the children

we are the ones who make a brighter day
so let's start giving

There's a choice we're making



we're saving our own lives

it's true we'll make a better day.
Just you and me

When you're down and out
there seems no hope at all

but if you just believe
there's no way we can fall.

Well, well, well, let's realize

that one change can only come
when we stand together as one

We are the world, we are the children
we are the ones who make a brighter day
so let's start giving
got to start giving

There's a choice we're making
we're saving our own lives
it's true we'll make a better day
just you and me

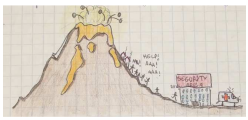
We are the world, we are the children
it´s for the children
we are the ones who make a brighter day
so let's start giving

There's a choice we're making, we're saving our own lives
it's true we'll make a better day
Just you and me

We are the world, we are the children
we are the ones who make a brighter day
so let's start giving

There's a choice we're making
we're saving our own lives
it's true we'll make a better day
just you and me

We are the world, we are the children
we are the ones who make a brighter day



so let's start giving.
There's a choice we're making
we're saving our own lives
it's true we'll make a better day
just you and me.

We all need somebody
that we can lean on

when you wake up look around
and see that your dreams gone

when the earthquakes
we'll help you make it
through the storm

when the floor breaks
a magic carpet to stand on

we are the world united
by love so strong when the radio isn't
on you can hear the songs

a guided light on the dark
road your walking on

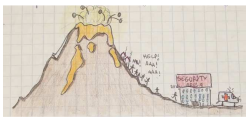
a sign post to find the dreams
you thought was gone someone to help you move
the obstacles you stumbled on

someone to help you rebuild
after the rubble's gone

We are the world connected by a common bond
love the whole planet
sing it along

We are the world, we are the children
we are the ones who make a brighter day
so let's start giving

There's a choice we're making
we're saving our own lives
it's true we'll make a better day
just you and me



Everyday citizens
everybody pitching in

Nou se mond la
nou se timoun yo

You and I, you and I

Uh, 12 days no water
What is your will to live?

we amplified the love
we watching multiply

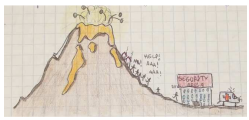
feeling like the worlds end
we can make the world win like Katrina, Africa, Indonesia

and now Haiti needs us
the need us, they need us

We are the world, we are the children
we are the ones who make a brighter day
so let's start giving
got to star giving

There's a choice we're making
we're saving our own lives
it's true we'll make a better day
just you and me

Haiti, Haiti, Ha, Ha, ha, ha, ha…



ANNEX 7

WARNINGS

JAPAN

WATER

WAVES

DIED

COASTLINE

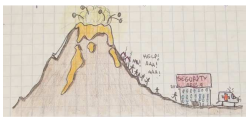
DAMAGE

SURVIVORS

DESTROY

TRAGEDY

LAVA



ROCKS

ASH

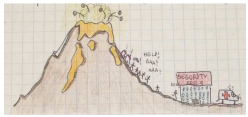
MOUNTAIN

FIRE

SHAKING
MOVEMENT

SEISMIC WAVES

RICHTER SCALE



ANNEX 8

LANGUAGE TIPS:

-First, -Secondly, -Then, -After that, -So, -Later -Finally, -When -And	- I -my brother/ sister/ mum/ dad/ parents - the streets - the cars - my house - the mountain - the temperature - the sea - the beach	- was - were - heard - saw - had - hadn't - lost - roes (past of risen) - thought that…	- sleeping - a noise - shaking - full of water - an ash cloud - cold - a river of lava - floating - flooded - electricity - a big wave - my toys - my books - my television. - it was my imagination

Example: **First, I heard a noise in the street.**

ANNEX 9

The warnings are few. The signs are sudden. The tide goes into reverse. A thunderous roar fills the air. And then... it strikes. And when it is over, nothing is left. A tsunami. The word in Japanese means "Harbour wave".

Japan has been hit by many Tsunamis in its history as a result of its location.

It lies across the edges of four tectonic plates where most earthquakes, the principal cause of tsunamis, are born.

When two tectonic plates push together, the resulting earthquake sends an enormous burst of energy up through the ocean, displacing enormous quantities of water. A series of waves expands in all directions. In deep water these waves travel fast –up to 500 miles an hour– but only reach a height of a few feet. A passing ship might not even notice. But as the waves enter shallow waters, friction with the ocean floor lowers the waves' speed and raises their height until at landfall, they can engulf a ten story building.

Get in! Get in! Get in!

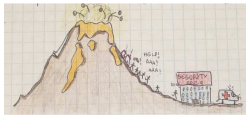
Unlike ordinary waves, a Tsunami wave doesn't crest and break. Instead, it advances like a wall of water that crashes over the coastline and everything in its way, reaching even as far as a mile inland. More damage is caused when the wave recedes, dragging everything in it back underwater and most tsunamis have multiple waves each arriving anywhere from 10 to 60 minutes after the first strike, just when survivors think the danger is over. The deadliest tsunami ever recorded occurred December of 2004. An earthquake of the coast of Indonesia triggered a tsunami that surged Indian Ocean, and reached as far as the Coast of Africa. Whole sections of cities were destroyed. More than 200.000 people died. Most had no way of being warned. Five thousand miles away, the Pacific Tsunami Warning Centre in Honolulu is on call 24 hours a day to prevent a similar tragedy from happening in the United States. Scientists monitor tremors and quakes from around the globe. If a quake big enough to cause a Tsunami occurs, it is their job to alert the coastlines in the tsunamis' path. The advice is simple: move to higher ground, wait for news that the Tsunami has passed and be ready to deal with the ruins left in its way.

Tsunami [Killer Tsunamis]

http://www.youtube.com/watch?v=j9JDzBTwiig
(accessed 19 May, 2010)

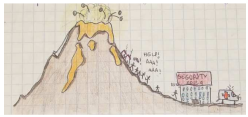
EBOOK CHECKLIST

CONTENT OF "MY EBOOK"	
1. Introduction	
Definition of the different Natural Disasters	
Photos	
Short essay about your Natural Disaster	
2. Volcanoes	
The worksheet (completed)	
Video of the lady talking about volcanoes	
Definition of a volcano in their own words	
3. Doing Experiments	
The worksheet (completed)	
4. Earthquakes	
Worksheet (completed)	
Definition of an earthquake in their own words	
Haiti People Feelings	
Song uploaded	
5. Tsunamis (ONLY 1ST ESO B)	
Worksheet (completed)	
Short story written in groups	
6. Layout	
7. Personal opinion	



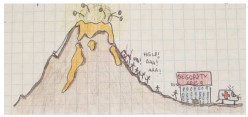
INTRODUCTION PRESENTATION RUBRIC

CATEGORY	4	3	2	1
Fluency	The student speech is uninterrupted	The student speech has some interruptions	Several interruptions. The student needs to think what he/she wants to say	The student needs external help
Vocabulary from the PPT	Use of more than eight words that appear on the PPT	Use of more than six keywords that does not appear on the PPT	Use of more than three keywords that does not appear on the PPT	The student does not uses any word from the PPT
Own vocabulary	Use of more than eight keywords that does not appear on the PPT	Use of more than six keywords that does not appear on the PPT	Use of more than three keywords that does not appear on the PPT	The student only uses words from the PPT
Effort to speak without reading	All the content is said without reading the paper	Most of the content is said without reading the paper	Some of the content is said without reading the paper	The student is all the time reading the paper
Body language	The student shows self-confidences all the time	The students shows self-confidences most of the time	Some time the student shows self-confidences	The student does not show self-confidences. He/she is shy and speaks looking at the floor
Accuracy of language	All the content is factually correct. No remarkable mistakes	Most of the content is factually accurate. A few grammar mistakes	Some of the information is factually accurate	Most of the information is factually inaccurate. Most of the words he/she uses are either Catalan or Spanish



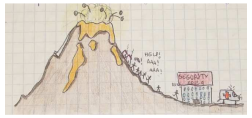
INTRODUCTION ESSAY RUBRIC

CATEGORY	4	3	2	1
Vocabulary from the PPT	Use of more than eight words that appear on the PPT	Use of more than six keywords that does not appear on the PPT	Use of more than three keywords that does not appear on the PPT	The student does not uses any word from the PPT
Own vocabulary	Use of more than eight keywords that does not appear on the PPT	Use of more than six keywords that does not appear on the PPT	Use of more than three keywords that does not appear on the PPT	The student only uses words from the PPT
Attractiveness	The text is clear and eminently attractive in terms of layout and design	The text is clear and attractive in terms of layout and design.	The text is clear and acceptably attractive in terms of layout and design	The text is not clear neither attractive
Use of short but clear sentences	The text is coherent. There are no grammar and vocabulary mistakes.	Most of the text is coherent. There are not too many grammar and vocabulary mistakes.	The text is difficult to understand. There are several grammar and vocabulary mistakes	There are too many grammar and vocabulary mistakes.



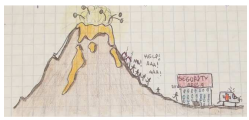
EARTHQUAKE JIGSAW PRESENTATION RUBRIC

CATEGORY	4	3	2	1
Fluency	The student speech is uninterrupted	The student speech has some interruptions	Several pauses. The student needs to think what to say	The student needs external help
Vocabulary from the PPT	Use of more than eight words that appear on the PPT	Use of more than six keywords that does not appear on the PPT	Use of more than three keywords that does not appear on the PPT	The student does not uses any word from the PPT
Own vocabulary	Use of more than eight keywords that does not appear on the PPT	Use of more than six keywords that does not appear on the PPT	Use of more than three keywords that does not appear on the PPT	The student only uses words from the PPT
Effort to speak without reading	All the content is said without reading	Most of the content is said without reading	Some of the content is said without reading	The student is all the time reading
Body language	The student shows self-confidences all the time	The students shows self-confidences most of the time	Some time the student shows self-confidences	The student does not show self-confidences. He/she is shy and speaks looking at the floor
Accuracy of language	All the content is factually correct. No remarkable mistakes	Most of the content is factually accurate. A few grammar mistakes	Some of the information is factually accurate	Most of the information is factually inaccurate. Most of the words he/she uses are either Catalan or Spanish



TSUNAMI ESSAY RUBRIC

CATEGORY	4	3	2	1
Vocabulary from the language tips	Use of more than six words that appear on the language tips paper	Use of more than three keywords from the language tips paper	Use few keywords from the language tips paper	The student does not uses any word from the PPT
Use of right and own vocabulary	Use of more than eight keywords that does not appear on the language tips paper	Use of more than six keywords that does not appear on the language paper	Use of more than three keywords that does not appear on the language paper	The student does not uses any appropriate word
The story make sense	The text is clear and eminently attractive in terms of layout and design	The text is clear and attractive in terms of layout and design.	The text is clear and acceptably attractive in terms of layout and design	The text is not clear neither attractive
Use of short but clear sentences	The text is coherent. There are no grammar and vocabulary mistakes.	Most of the text is coherent. There are not too many grammar and vocabulary mistakes.	The text is difficult to understand. There are several grammar and vocabulary mistakes	There are too many grammar and vocabulary mistakes.



FEEDBACK CHECKLIST

Feedback for the teachers

1. Default Section

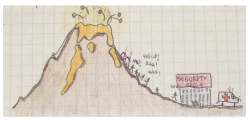
1. Which activity was the most difficult?

2. Did you like the materials we used?

3. Is it difficult learning Natural phenomena in English?

4. Do you think what you have learnt will be useful for your future?

5. What do you think about having two teachers at the same time?



6. Do you prefer working on your own or in groups? Why?

7. Do you think we have made you work too hard?

8. What was the main problem when you had to create the digital portfolio?

9. Any tips (consells) or observations you want to give us:

9. Any tips (consells) or observations you want to give us:

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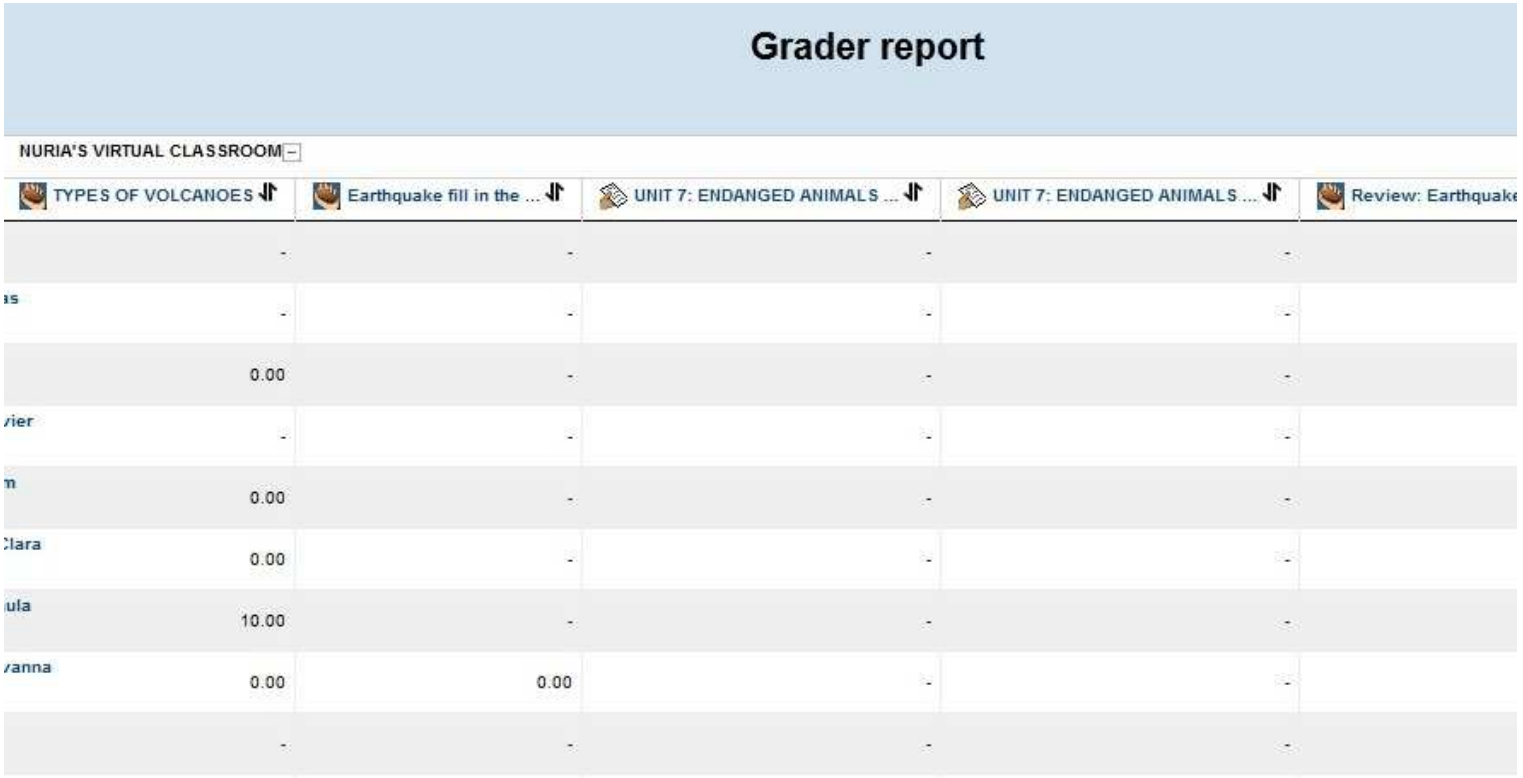
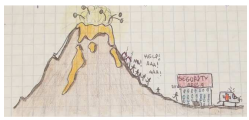
HOTPOTATOES GRADER REPORT

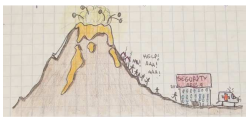
The grades from the tasks done with the Hotpotatoes or the TextToys are in the Grades section. Click there and a webpage with the list of the students who have done the activity and their marks will appear on the screen.





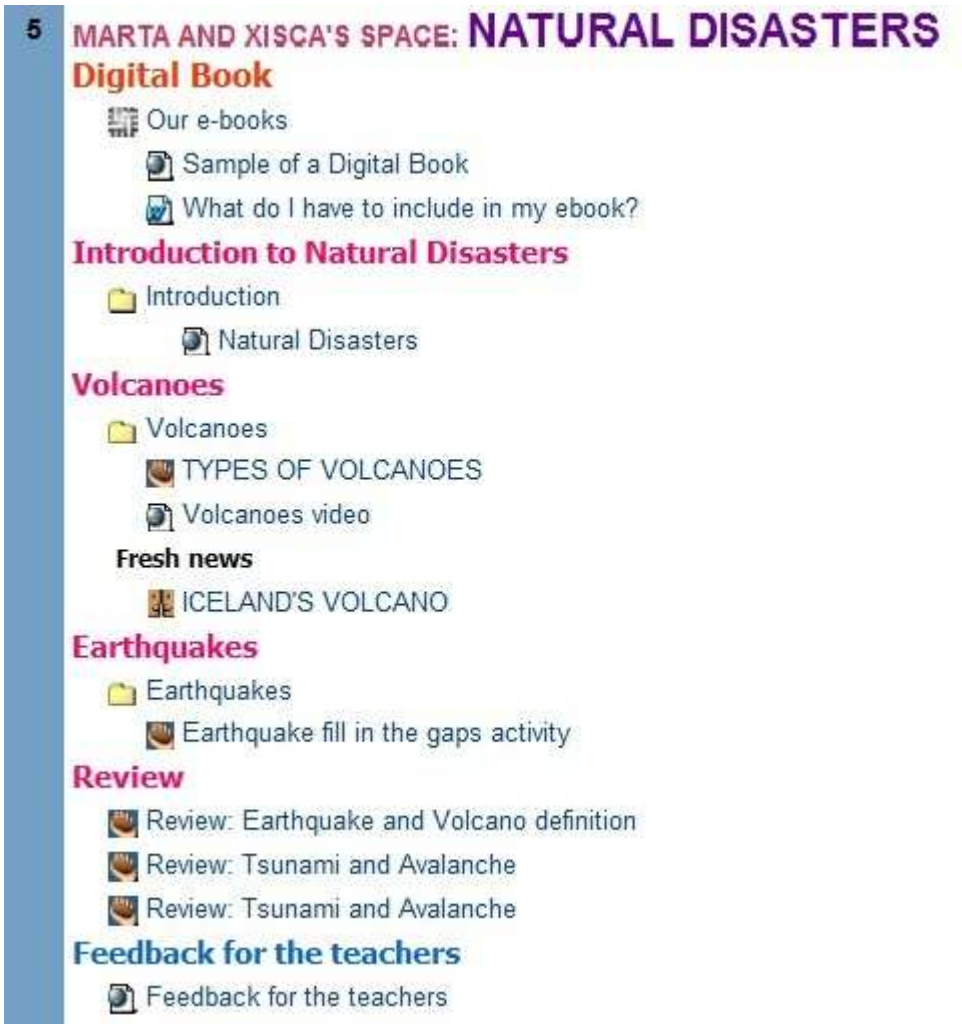
FINAL GRADE

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Student	Participation	Negative Points	Star Points	Prevlous Knowledge word mindmap	Earthquake Jigsaw (participation)	Earthquake Jigsaw (fluency)	Hwk: previous knowledge essay	Hwk: introduction matching (Moodle)	Hwk: volcano match ((Moodle))	Hwk: earthquake text (Moodle)	Hwk: review matching (Moodle)	Group self-evaluation	e-book-content	star points	FINAL MARK	
2																	
3																	
4																	
5																	



MOODLE ORGANISATION

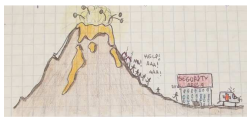
Suggestion: the Moodle should be organized like the following snapshot:



CD CONTENT

- **Intro folder. Lesson 1 and 2**
  - ppt_intro_1
  - ppt_intro_2
  - wordle_intro_1
  - wordle_intro_2
  - mindmap_worksheets
  - intro_def_matching
  - Moodle task folder:
    - review_1
    - review_2
    - review_3
- **Volcanoes folder**
  - ppt_volcano_1
  - volcano_transcr_1
  - hotPotatoes folder:
    - volcanoes_matching
    - volcano a
    - volcano b
    - volcano c
    - volcano d
- **Earthquakes folder**
  - ppt_earthquake_1
  - ppt_earthquake_1
  - jigsaw Reading folder
    - earthquake_jig_cards
  - song folder
    - lyrics_Haiti_25
    - song_coloured_for_cards
    - students_cards
    - teachers_cards
  - hotpotatoes
    - earthquake_gaps
- **Tsunamis folder**
  - ppt_tsunami
  - tsunami_list_of_words
  - tsunami_transcr
  - tsunami_language tips
  - Review folder
    - review_1
    - review_2
    - review_3

- **Assessment folder**
  - ebook_checklist
  - introduction_presentation_rubric
  - introduction_essay_rubric
  - earthquake_jigsaw_presentation_rubric
  - tsunami_essay_rubric
  - feedback checklist
  - final_assessment



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