

4 Geography: The World Around Us

[Year 3/4]



Lesson 1 topic: *Exploring the Solar System*

Lesson 2 topic: *Travelling around the EU*

Lesson 3 topic: *What's the weather like today?*

This module was designed for years 3/4 and it comprises the following 3 lesson topics:

Lesson 1 topic: Exploring the Solar System

Table 7 - The World Around Us. Lesson 1: Activities & Appendixes

Activities	Appendixes
Lead-in	
1	1
2	2
3	3
4	4
5	
6	
7	
8	5
9	

Lesson 2 topic: Travelling around the EU

Table 8 - The World Around Us. Lesson 2: Activities & Appendixes

Activities	Appendixes
Lead-in	
1	1
2	2
3	3

Lesson 3 topic: What's the weather like today?

Table 9 - The World Around Us. Lesson 3: Activities & Appendixes

Activities	Appendixes
Lead-in	1
1	1
2	2
3	
4	3
5	4
6	5

4.1 Geography - Lesson 1: Exploring the Solar System

■ Linguistic objective

Vocabulary: names of the planets of the Solar System, solar system, revolve around the sun, spin, closest, hottest, largest, rings, orbit, coldest, planet, highland, lowland, mountains, waterfall, volcano, river, lake, sea, ocean, highest, deepest, canyon

■ Linguistic objective

Skills: students practise listening, reading, writing, and speaking.

■ Linguistic objective

Functions: students give basic information about each planet and extreme geographical features of the world and their own countries.

■ Content objective

Students learn about the order of planets, concept of planet movement, basic information on each planet, basic information about extreme geographical features

■ Communication

Students describe the Solar System and its planets.

■ Cognition

Students understand the place of man in space.

■ Culture

Students reflect on how extreme geographical features may impact their countries and lives.



LEAD-IN: 5 MIN

- Before the lesson teacher prepares for students slips of paper with the following information concerning their present location: *school address, name of the city, name of the country, Europe, the Earth, the Solar System*. The number of slips of paper equals the number of students.
- In the classroom teacher marks concentric circles on the floor (chalk or string) and labels them in the following order starting from the centre: *address, city, country, continent, planet, the Solar System*. (The teacher can also prepare slips of paper with these labels and stick them next to the rings).

- Students take one slip of paper from the box.
- Students choose the right ring (prepared by the teacher) to stand on. The rings go from the smallest one – the centre (the address of the school) - to the biggest one (the names of the planets).



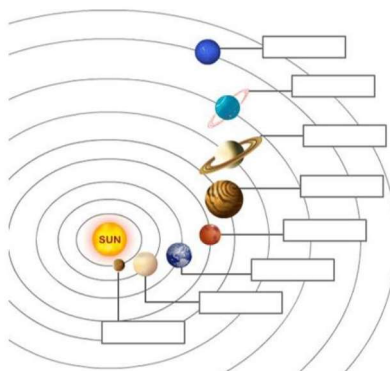
Once students are placed in the correct rings, the teacher explains that we are all part of the Solar System and that today we are going to learn a little bit about it.



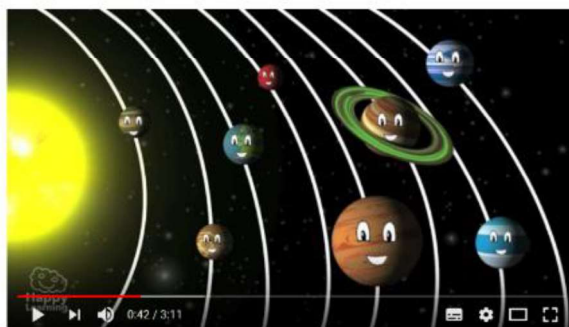
ACTIVITY 1: 10 MIN

- Students return to their seats and are given a worksheet where they need to label the planets choosing the right words from the box – **Appendix 1**

The solar system
Label the elements of the solar system



- Students watch the first part of the film (from the beginning to 1:54) <https://www.youtube.com/watch?v=ASQkz4XaphU> and label the planets.



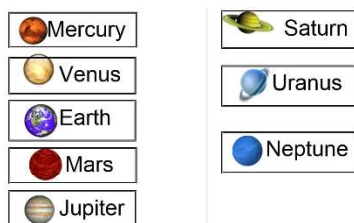
The Solar System Planets | Educational Video for Kids

- Students watch the same fragment again and drill the pronunciation of the names of the planets.
- Students read the labels on their worksheet in order (from the Sun).

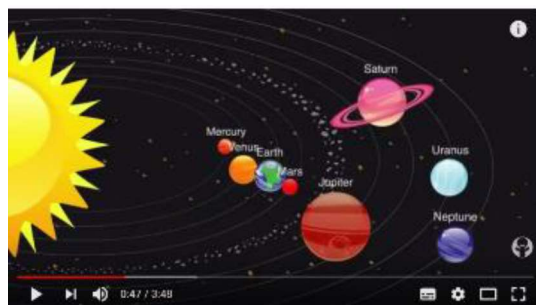


ACTIVITY 2: 5 MIN

- The teacher gives students cards with names of different planets. There can be more than one student assigned to the card with the name of the big planets. One child is given a picture of the Sun – **Appendix 2**.



- The teacher shows everybody who the Sun is and places him or her in the middle of the open area. The teacher asks the students to listen to a song and once they hear the name of their planet, to stand in the right place.
- The teacher plays a fragment of the song from the beginning to 0:23. <https://www.youtube.com/watch?v=noiwY7kQ5NQ>



Planets Song Video

The teacher tells the students that all *planets revolve* around the Sun along their *orbits* and encourages them to walk around the sun. She tells them that the planets also *spin* and encourages students to spin while revolving. She also says that Uranus rotates on its side and helps the child with Uranus card to spin accordingly.



ACTIVITY 3: 10 MIN

- The students get back to their seats still holding their planet cards. The teacher places short descriptions of the planets from the song on the walls in random order (**Appendix 3**). Selected students read the descriptions out loud and try to guess the names of the planets described. The teacher does not give the answers yet.
- The teacher asks the students to listen to the second part of the song <https://www.youtube.com/watch?v=noiwY7kQ5NQ> (0:24 - 1:20) and stand under the description of their planet. If students have problems with finding their description they can continue watching the film to the end.

The teachers checks by asking questions:

*Which planet is the hottest in the solar system? And
What do we know about Mercury?*

- Students with the appropriate planet cards answer the questions showing gestures and translating the concepts if necessary, and stick their cards under the descriptions.




ACTIVITY 4: 15 MIN

- The teacher turns around the description cards on the wall. The students get back to their seats and receive a worksheet – **Appendix 4**.

Appendix 4
The Solar System

- _____ is the closest planet to the sun
- _____ the largest planet in the solar system
- _____ is the coldest planet in the solar system
- _____ has the largest canyon and volcano
- _____ has got rings around
- _____ is the planet that spins on its side
- _____ is the hottest planet in the solar system
- _____ is the only planet with life on it



- The students complete the sentences with the information about the planets.
- The teacher asks students to read their sentences about each planet. After every sentence the teacher turns the correct description card on the wall to check if the answer is correct. The last card to be turned must be Earth.





ACTIVITY 5: 10 MIN








- The teacher downloads the free application from <https://earth.google.com/download-earth.html> and shows the students the Earth in Google Earth.
- The teacher presents the following geographical features on the examples of the planet: *mountains, volcano, highlands, lowlands, rivers, lakes, seas, oceans, and canyon.*




ACTIVITY 6: 10 MIN

- The teacher presents the pictures of geographical features and drills the pronunciation of the words.

<p>RIVER</p> <p>T: What is this? [It's a river]</p>	<p>http://www.nature.org/cs/groups/webcontent/@web/@lakesrivers/documents/media/iliamna-lake-ak-splash.jpg</p>	
<p>MOUNTAINS</p>	<p>https://upload.wikimedia.org/wikipedia/commons/6/68/Rocky_Mountain_National_Park_PA162782.jpg</p>	

<p>LOWLANDS</p>	<p>http://veronique-photos.blogspot.ro/2010/06/pe-campii.html</p>	
<p>HIGHLANDS</p>	<p>https://purromanesc.wordpress.com/tag/imagini-suport-dealuri-si-podisuri-romania/</p>	
<p>LAKE</p>	<p>http://www.ghiduri-turistice.info/ghid-turistic-o-destinatie-pe-ecranul-tau--lacul-capra-din-muntii-fagaras</p>	
<p>SEA</p>	<p>http://www.romaniatv.net/marea-neagra-devine-albastra_38359.html</p>	
<p>OCEAN</p>	<p>https://www.google.pt/search?q=pictures+for+children+about+highlands&rlz=1C2ASUT_enPT571PT571&biw=1366&bih=676&source=lnms&tbn=isch&sa=X&ved=0ahUKEwig8d7b3qrQAhUFiSwKHZKRDDYQ_AUIBigB#tbn=isch&q=ocean&imgrc=cflN9gEXwPf-jM%3A</p>	
<p>VOLCANO</p>	<p>https://www.google.pt/search?q=pictures+for+children+about+highlands&rlz=1C2ASUT_enPT571PT571&biw=1366&bih=676&source=lnms&tbn=isch&sa=X&ved=0ahUKEwig8d7b3qrQAhUFiSwKHZKRDDYQ_AUIBigB#tbn=isch&q=volcano&imgrc=7Z3f9-jKisFRYM%3A</p>	
<p>WATERFALL</p>	<p>http://www.undp.org.fj/ro/cele-mai-spectaculoase-cascade-din-lume/</p>	

CANYON	http://travel.aarp.org/content/dam/travel/destination-images/grand-canyon-national-park/2014-01/1400-grand-canyon-national-park-hiker.jpg	
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ACTIVITY 7: 5 MIN

- The students sit in a circle. Each student is given a picture presenting a new item of vocabulary. E.g. *river*, *ocean*, etc. The teacher has a ball, calls out the name of the geographical feature and throws the ball accordingly. Students continue.



ACTIVITY 8: 15 MIN

- Students work in pairs. Each pair gets an information gap activity - **Appendix 5** about extreme geographical features.

Appendix 5

Student A

Which is the highest mountain in the world? The highest mountain is _____.

Which is the coldest continent in the world? The coldest continent is Arctic.

Which is the longest river in the world? The longest river is _____.

Which is the biggest ocean in the world? The biggest

- Once students have completed their charts, they answer the questions from the chart and show them on the physical map of the World (or Google Earth).



ACTIVITY 9: 5 MIN

- T shows the flashcards of the geographical features and elicits questions about the extreme features in their own countries. E.g. [picture of a river].

T: *What is the longest river in ... (your country).*

A volunteer answers, draws the next picture and asks the next question (the activity can take a form of a rap):

Do you know the longest river in...? No, no, no. And you? Yes, I do and I'll show you!

The student shows the feature on the map of the country.

Fast finishers: a short reading comprehension activity about oceans from:

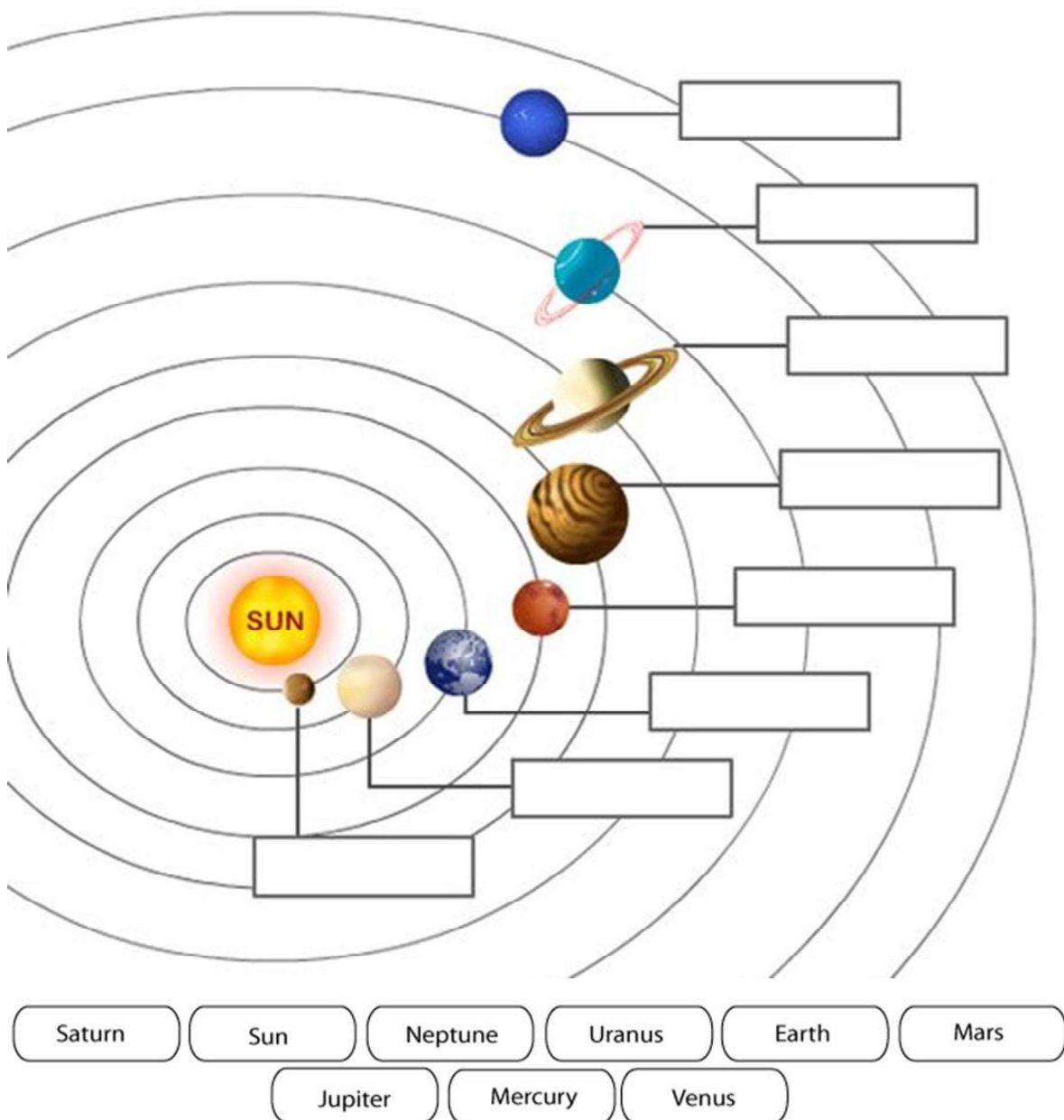
https://books.google.pl/books?id=VXt4qWqIJkC&printsec=frontcover&source=qbs_ge_summary_r&cad=0#v=onepage&q&f=false (p. 24).



The screenshot shows a Google Books page for a book titled "THE OCEAN". The page includes a "DAILY Name" and "Date" header, a "Wave-Up" graphic, and a section titled "THE OCEAN". The text on the page reads: "The ocean is made up of salt water. There are four main oceans. They are the Pacific, the Atlantic, the Indian, and the Arctic Ocean. The top of the earth is made up mostly of ocean. Many fish and plants live in the ocean. Sharks swim through the water. Whales and seals live in the ocean, too. The ocean gives us fish for food. It lets us sail boats from one place to another place. We can even surf on ocean waves. We need the ocean in order to live. You". To the left of the page is a blue clock icon.

The solar system

Label the elements of the solar system



4.1.2 GEOGRAPHY - LESSON 1 - APPENDIX 2



Mercury



Venus



Earth



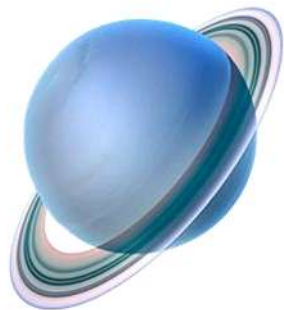
Mars



Jupiter



Saturn



Uranus



Neptune



The Sun

The closest planet to the sun

The hottest planet in the solar system

The only planet with life on it

Has the largest canyon and volcano

The largest planet in the solar system

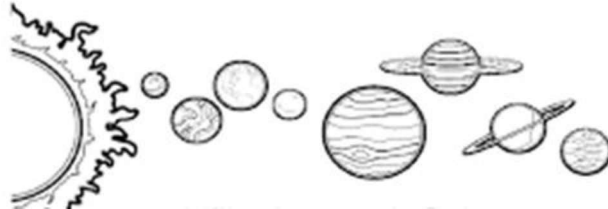
Has got rings around

The planet that spins on its side

The coldest planet in the solar system

4.1.4 GEOGRAPHY - LESSON 1 - APPENDIX 4

The Solar System



1. _____ is the closest planet to the sun
2. _____ the largest planet in the solar system
3. _____ is the coldest planet in the solar system
4. _____ has the largest canyon and volcano
5. _____ has got rings around
6. _____ is the planet that spins on its side
7. _____ is the hottest planet in the solar system
8. _____ is the only planet with life on it

Student A

Which is the highest mountain in the world? The highest mountain is _____.

Which is the coldest continent in the world? The coldest continent is Arctic.

Which is the longest river in the world? The longest river is _____.

Which is the biggest ocean in the world? The biggest ocean is the Pacific Ocean.

Which is the deepest lake in the world? The deepest lake is _____.

Which is the smallest ocean in the world? The smallest ocean is the Arctic Ocean.

Which is the tallest volcano in the world? The tallest volcano is _____.

Which is the highest waterfall in the world? The highest waterfall is Angel Falls.

Which is the hottest continent in the world? The hottest continent is _____.

-

Student B

1. Which is the highest mountain in the world? The highest mountain is Everest.
2. Which is the coldest continent in the world? The coldest continent is _____.
3. Which is the longest river in the world? The longest river is Nile.
4. Which is the biggest ocean in the world? The biggest ocean is _____.
5. Which is the deepest lake in the world? The deepest lake is Baikal.
6. Which is the smallest ocean in the world? The smallest ocean is _____.
7. Which is the tallest volcano in the world? The tallest volcano is Mauna Kea.
8. Which is the highest waterfall in the world? The highest waterfall is _____.
9. Which is the hottest continent in the world? The hottest continent is Africa.

4.2 Geography - Lesson 2: Travelling Around the EU

■ Linguistic objective

Vocabulary: names of EU countries and nationalities

■ **Linguistic objective**

Skills: students complete information about the UE countries (writing); students do information gap activities (listening and speaking)

■ **Linguistic objective**

Functions: talking about countries of origin and nationalities

■ **Content objective**

Students show EU countries on a political map of Europe; matching the capitals to EU countries

■ **Communication**

Students describe EU countries.

■ **Cognition**

Students match, categorize, guess based on clues.


■ **Culture**

Students learn facts about EU countries.




LEAD-IN: 15 MIN

- The teacher downloads the free application from <https://earth.google.com/download-earth.html> and shows the students the Earth on Google Earth, asking what it is.
- Teacher points to the continents and asks students to name them. The last continent to show has to be Europe.
- Teacher asks the students to guess how many countries there are in Europe (51)
- Teacher shows students flags of the following countries: Italy, Poland, Romania, Portugal, asking them if they recognise the countries.

https://www.google.pl/search?q=flag+of+poland&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjA9djRmq3QAhVEBSwKHSMnCAQQ_AUICCGB&biw=1024&bih=499#imgrc=hy3MSqXJn31w0M%3A		<p>POLAND</p>
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https://www.google.pl/search?q=flag+of+italy&biw=1024&bih=499&source=Inms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwjbxidaim63QAhXMBBywKHV6fB5IQ_AUIBigB#imgrc=Lp68aftPtQzdtM%3A		ITALY
https://www.google.pl/search?q=flag+of+portugal&biw=1024&bih=499&source=Inms&tbm=isch&sa=X&ved=0ahUKEwjw85YnK3QAhVF3SwKHej_Be4Q_AUIBigB#imgrc=2Qi-S1bwu7OLAM%3A		PORTUGAL
https://www.google.pl/search?q=flag+of+romania&biw=1024&bih=499&source=Inms&tbm=isch&sa=X&ved=0ahUKEwjGrovKnK3QAhUHDSwKHUH8Aw0Q_AUIBigB#imgrc=t04zwHdr24UpYM%3A		ROMANIA

- Teacher shows students the flag of the EU and asks them what it is. Teacher asks students to guess how many countries form the EU (28)

https://www.google.pl/search?q=flag+of+eu&biw=1024&bih=499&source=Inms&tbm=isch&sa=X&ved=0ahUKEwiiIJ_4nK3QAhUGICwKHax_BxYQ_AUIBigB#imgrc=Mjyzk6NTQyBg3M%3A		THE EU
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ACTIVITY 1: 30 MIN

- Teacher downloads the book about EU countries
<http://bookshop.europa.eu/en/europe-and-you-pbQC0414546/>



- Teacher prints out pages concerning all EU countries (shape, flag, capital city) – 28 worksheets, one for each student.
- Teacher prints out the list from **Appendix 1** and hangs it on the board.
- Teacher hangs colour picture of the flags printed from the book about EU countries on the board. <http://bookshop.europa.eu/en/europe-and-you-pbQC0414546/>
- Teacher distributes all the worksheets (one or more per students). Students work on their worksheets colouring the flags and writing the names of capital cities. (While colouring the students may listen to the EU anthem <https://www.youtube.com/watch?v=Jo-KoBiBG0>).
- Teacher collects the worksheets and places them on the wall in random order. The teacher gives an example:

T: I live in Warsaw. Where am I from?

S: You are from Poland.

The student who gives the correct answer is the next one to say which city he/she lives in. Each time the teacher selects the student who gives the answer.

- After each answer students drill the pronunciation of both the city and the country and translate them into their L1. Teacher brings a big map of Europe and encourages students to find the countries on the map.



ACTIVITY 2: 15 MIN

- Teacher distributes the worksheet from **Appendix 2**. Each student gets one copy. Students match the nationalities to the names of the countries and complete the table according to the rule.

Appendix 2

MATCH THE COUNTRIES WITH NATIONALITIES

1. France	11. Portugal
2. Spain	12. Greece
3. Germany	13. Italy
4. Sweden	14. Ireland
5. Poland	15. Denmark
6. Austria	16. Belgium
7. Hungary	17. Netherlands
8. Czech	18. Finland
9. Slovakia	19. Luxembourg
10. Slovenia	20. Malta
21. Estonia	22. Latvia
23. Lithuania	24. Cyprus
25. Bulgaria	26. Romania
27. Croatia	28. Slovenia
29. Slovenia	30. Hungary
31. Greece	32. Ireland
33. Italy	34. Denmark
35. Belgium	35. Netherlands
36. Finland	36. Luxembourg
37. Malta	37. Estonia
38. Latvia	38. Lithuania
39. Cyprus	39. Bulgaria
40. Romania	40. Romania
41. Slovenia	41. Hungary
42. Hungary	42. Slovenia

WRITE THE NAMES OF NATIONALITIES IN CORRECT COLUMNS

ITALY	GERMANY	FRANCE	POLAND

Teacher drills the pronunciation of countries and nationalities while checking the tasks.



ACTIVITY 3: 25 MIN

- Teacher prints out the names of the countries (on one colour sheet) and the nationalities (on a different colour sheet) - **Appendix 3** - and cuts them up. The teacher chooses some pairs of cards (country-nationality) so that each student has one card either country or nationality.
- Teacher divides the class into two equal groups. One group of students pick the names of countries and the other group pick the names of nationalities.

Teacher writes the following questions on the board:

Where are you from?

What nationality are you?

Using a pair of cards as an example, teacher answers the questions.

- Students walk around and try to find their pair by asking questions: *Where are you from?* And: *What nationality are you?* Depending on the colour of the sheet the student holds. Students who find their pairs, sit together.
- Selected pairs of students say the following:

T1&2: We live in Romania

And another pair needs to say:

T3&4: You are Romanian.



Note: If the worksheets from **Activity 1** are still hanging on the wall, the selected pair of students can also say the capital city or the colours of the flag of their country. E.g.

We are from Bukarest. Our flag is red, yellow and blue.

Another pair needs to guess which country the speakers come from and what their nationality is. E.g.

You are from Romania. You are Romanian.

- Once the students have finished they can play again with a different set of cards (countries and nationalities). The whole procedure is repeated.



Fast finishers: Students play the game on IWB or computers

<http://www.lanquageguide.org/english/vocabulary/europe/>



4.2.1 GEOGRAPHY - LESSON 2 - APPENDIX 1

CAPITAL CITIES
Vienna
Brussels
Sofia
Nicosia
Prague
Copenhagen
Tallinn
Helsinki
Paris
Berlin
Athens
Budapest
Dublin
Rome

Riga
Vilnius
Luxembourg
Valletta
Amsterdam
Warsaw
Lisbon
Bucharest
Bratislava
Ljubljana
Madrid
Stockholm
London
Zagreb

4.2.2 GEOGRAPHY - LESSON 2 - APPENDIX 2

MATCH THE COUNTRIES WITH NATIONALITIES

COUNTRY		NATIONALITY
1. France	AA	A. Austrian
2. Czech Republic	BB	AA. French
3. Germany	<input type="checkbox"/>	B. Belgian
4. Bulgaria	<input type="checkbox"/>	BB. Czech
5. Malta	<input type="checkbox"/>	C. British
6. Ireland	<input type="checkbox"/>	D. Bulgarian
7. Portugal	<input type="checkbox"/>	E. Croatian
8. Spain	<input type="checkbox"/>	F. Cypriot
9. Austria	<input type="checkbox"/>	G. Swedish
10. Cyprus	<input type="checkbox"/>	H. Danish
11. Luxembourg	<input type="checkbox"/>	I. Dutch
12. Estonia	<input type="checkbox"/>	J. Estonian
13. Greece	<input type="checkbox"/>	K. Finnish
14. Lithuania	<input type="checkbox"/>	L. Spanish
15. Latvia	<input type="checkbox"/>	M. German
16. Belgium	<input type="checkbox"/>	N. Greek
17. Hungary	<input type="checkbox"/>	O. Hungarian

18. Netherlands	<input type="checkbox"/>	P. Irish
19. Romania	<input type="checkbox"/>	Q. Italian
20. Denmark	<input type="checkbox"/>	R. Latvian
21. Slovakia	<input type="checkbox"/>	S. Lithuanian
22. Finland	<input type="checkbox"/>	T. Luxembourg
23. Sweden	<input type="checkbox"/>	U. Maltese
24. United Kingdom	<input type="checkbox"/>	V. Polish
25. Poland	<input type="checkbox"/>	W. Portuguese
26. Italy	<input type="checkbox"/>	X. Romanian
27. Slovenia	<input type="checkbox"/>	Y. Slovakian
28. Croatia	<input type="checkbox"/>	Z. Slovenian

WRITE THE NAMES OF NATIONALITIES IN CORRECT COLUMNS

- ian	- ish	- ese	other

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Answers

France	French
Czech Republic	Czech
Germany	German
Bulgaria	Bulgarian
Malta	Maltese
Ireland	Irish

Portugal	Portuguese
Spain	Spanish
Austria	Austrian
Cyprus	Cypriot
Luxembourg	Luxembourg
Estonia	Estonian
Greece	Greek
Lithuania	Lithuanian
Latvia	Latvian
Belgium	Belgian
Hungary	Hungarian
Netherlands	Dutch
Romania	Romanian
Denmark	Danish
Slovakia	Slovakian
Finland	Finnish
Sweden	Swedish
United Kingdom	British
Poland	Polish
Italy	Italian
Slovenia	Slovenian
Croatia	Croatian

-ian

Austria	Austrian
Belgium	Belgian
Bulgaria	Bulgarian
Estonia	Estonian
Hungary	Hungarian
Ireland	Irish
Italy	Italian

Latvia	Latvian
Lithuania	Lithuanian
Romania	Romanian
Slovakia	Slovakian
Slovenia	Slovenian
Croatia	Croatian

-ish

Denmark	Danish
Finland	Finnish
Poland	Polish
Spain	Spanish
Sweden	Swedish
United Kingdom	British

-ese

Malta	Maltese
Portugal	Portuguese

Other

Cyprus	Cypriot
Czech Republic	Czech
France	French
Germany	German
Greece	Greek
Luxembourg	Luxembourg
Netherlands	Dutch

4.2.3 GEOGRAPHY - LESSON 2 - APPENDIX 3

PRINT ON A (BLUE) SHEET OF PAPER

POLAND	ITALY	PORTUGAL
ROMANIA	FRANCE	GREAT BRITAIN
GERMANY	DENMARK	NORWAY
SWEDEN	SPAIN	THE NETHERLANDS

AUSTRIA	BULGARIA	SWITZERLAND
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PRINT ON A (YELLOW) SHEET OF PAPER

POLISH	ITALIAN	PORTUGUESE
ROMANIAN	FRENCH	BRITISH
GERMAN	DANISH	NORWEGIAN

SWEDISH	SPANISH	DUTCH
AUSTRIAN	BULGARIAN	SWISS

4.3 Geography - Lesson 3: What's the Weather like Today?

■ Linguistic objective

Vocabulary: weather words: hot, warm, cold, windy, foggy, cloudy, stormy, sunny, rainy, in the north, in the south, in the west, in the east

■ Linguistic objective

Skills: listening for specific information about the weather, writing the weather forecast, describing weather conditions in different parts of Europe (speaking)

■ Linguistic objective

Functions: talking about the weather and weather forecasts; *what's the weather like?*

■ Content objective

Students describe geographical directions, weather patterns, weather forecast

■ Communication

Students exchange information to complete information gap tasks

■ Cognition

Students orientation on the map and ordering


■ Culture

Students learn about weather specific for different parts of Europe and how it may impact human activities



LEAD-IN: 5 MIN

- Teacher shows flags of 5 countries (Ireland, Italy, Portugal, Romania and Poland) and asks students to identify the country and its capital.

https://www.google.pl/search?q=flag+of+poland&source=Inms&tbm=isch&sa=X&ved=0ahUKEwjA9djRmq3QAhVEBSwKHSMnCAQQ_AUICCGB&biw=1024&bih=499#imgrc=hy3MSqXJn31w0M%3A		<p>POLAND</p>
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https://www.google.pl/search?q=flag+of+italy&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwjbxtdaim63QAhXMBywKHV6fB5IQ_AUIBigB#imgsrc=Lp68aftPtQzdtM%3A		ITALY
https://www.google.pl/search?q=flag+of+portugal&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjw85YnK3QAhVF3SwKHej_Be4Q_AUIBigB#imgsrc=2Qi-S1bwu7OLAM%3A		PORTUGAL
https://www.google.pl/search?q=flag+of+romania&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&ved=0ahUKEWjGrovKnK3QAhUHDSwKHUH8Aw0Q_AUIBigB#imgsrc=t04zwHdr24UpYM%3A		ROMANIA
http://www.flags.net/IREL.htm		IRELAND

- Then, Teacher shows students random weather flashcards – **Appendix 1** and one of the flags and asks students to say what the weather is like in each of these countries. Teacher only shows the following flashcards:
hot / cold / sunny / rainy / snowy


T: *[What's the weather like in (Italy)?]*

S: *[It's sunny]*



ACTIVITY 1: 5 MIN

- Teacher shows 5 other flags of the EU countries (Germany, France, Great Britain, Spain, and Norway) and introduces 5 more weather words: *windy, warm, foggy, cloudy, and stormy* – **Appendix 1**.

https://upload.wikimedia.org/wikipedia/en/thumb/b/ba/Flag_of_Germany.svg/1280px-Flag_of_Germany.svg.png		GERMANY
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https://upload.wikimedia.org/wikipedia/en/thumb/c/c3/Flag_of_France.svg/1280px-Flag_of_France.svg.png		FRANCE
http://ukflag.facts.co/UKFlag3.jpg		GREAT BRITAIN
http://static.donquijote.org/images/culture/spanish_flag2.jpg		SPAIN
http://www.vexillologymatters.org/images/norway.png		NORWAY

- Teacher drills the new weather words showing the weather symbol – **Appendix 1**, while asking:

T: What's the weather like in Spain?

Students look at the card and respond.



ACTIVITY 2: 5 MIN

- Students receive a worksheet – **Appendix 2**, with a matching activity. They match the weather symbol to the correct word.



ACTIVITY 3: 15 MIN

- Teacher presents the map of Europe and describes the weather in different parts of Europe introducing the following: *in the north, in the south, in the west, in the east.*
<http://www.emcdda.europa.eu/userfiles/image/maps/europe-bubble-background.png>



- Teacher sticks the weather symbols at random – **Appendix 1**. E.g.

It's sunny in the south.

Teacher drills the directions by asking questions.

T: *Look at the map. Where is it (sunny) today?*

S: *In the (south).*

- Teacher chooses one volunteer to come to the map. Teacher describes the weather and tells the direction.

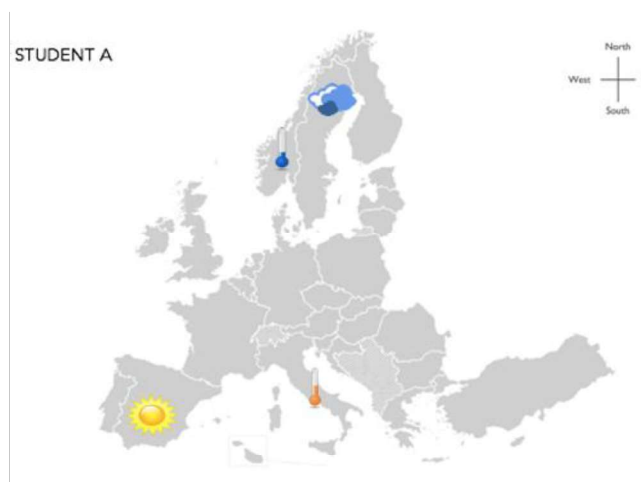
T: *It's windy in the north.*

Student sticks the weather symbol accordingly and picks another student to follow the model, etc.



ACTIVITY 4: 15 MIN

- Students work in pairs. Each pair is given an information gap activity – **Appendix 3**. Students get the map of EU. Student A has information on weather conditions in the north and in the south. Student B is provided with weather conditions in the east and west of EU.



- Students need to ask each other questions to draw the missing information (weather symbols) on their maps:

S: *What's the weather like (in the south)?*

- When students have done the first part, they look at the map and write full sentences describing the weather in the north, south, east and west of Europe in their notebooks:

It's sunny in the south of Europe.



ACTIVITY 5: 15 MIN

- Teacher shows Dundee in Scotland on the map and explains that students are going to watch a weather forecast for Dundee for 4 days.
- Students receive a worksheet – **Appendix 4**.
Teacher plays the video, students complete the first part of the worksheet.
<https://www.youtube.com/watch?v=rh-4Orzh-p4>



Dundee Weather Report for Kids

- Next, students watch the film for the second time and complete the second part of the worksheet. When they have finished, they compare their worksheets in pairs to check if their answers are correct.



ACTIVITY 6: 30 MIN


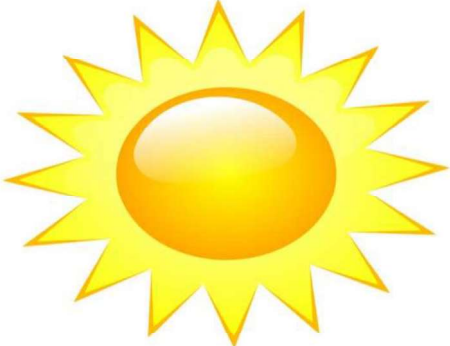

- Students work in 5 groups. Each group is given a worksheet – **Appendix 5** and they write the weather forecast for a given day. They need to use 2 weather words (E.g. *hot and sunny* or *cold and windy*) for every direction. They draw the weather symbols on their maps and complete the sentences next to the map.
- When all the groups have finished, a representative of group 1 (*Monday*) comes to the front and reads the group's forecast. The rest of the groups listen and draw the right symbols on their maps. A selected student from a different group comes to the map of Europe and sticks the weather symbols (**Appendix 1**) in the appropriate places.
Next, all the groups follow the model.



- Once students have all the information they need, they write 4 sentences next to each map. They do the activity individually and then check their work together.


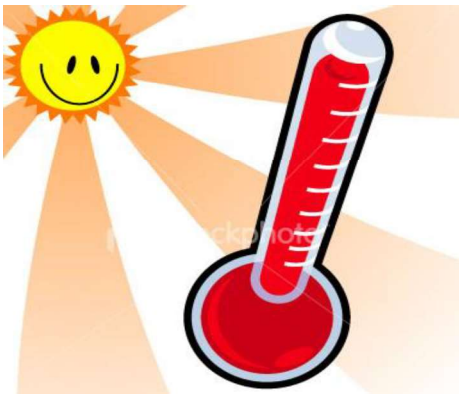



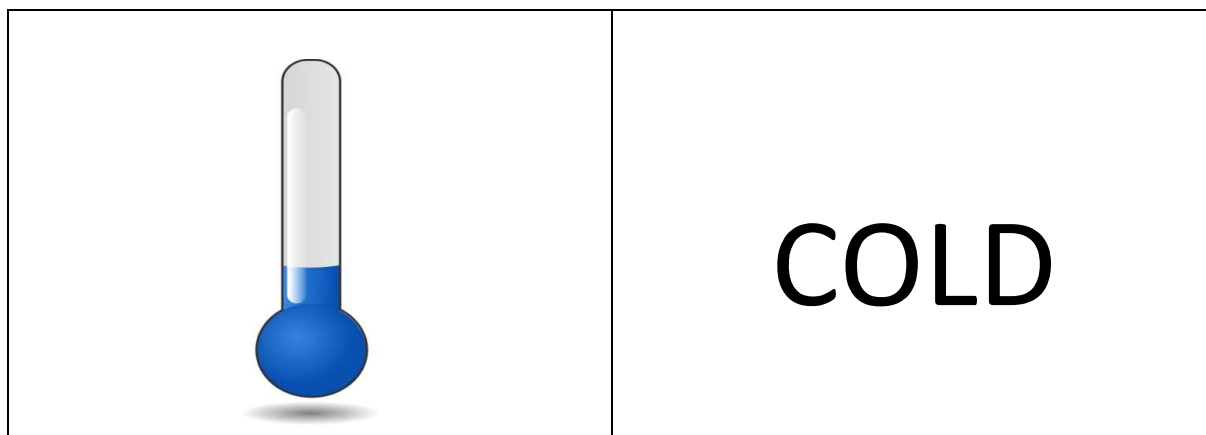
Fast finishers: a short reading comprehension activity about oceans on https://books.google.pl/books?id=VXt4qWqIJkKc&printsec=frontcover&source=gbg_summary_r&cad=0#v=onepage&q&f=false

4.3.1 GEOGRAPHY - LESSON 3 - APPENDIX 1

	CLOUDY
	SUNNY
	RAINY

	<h1>STORMY</h1>
	<h1>SNOWY</h1>
	<h1>FOGGY</h1>

	<p>WINDY</p>
	<p>HOT</p>
	<p>WARM</p>



4.3.2 GEOGRAPHY - LESSON 3 - APPENDIX 2

WEATHER CONDITIONS

Read and match.



stormy



cloudy



sunny



snowy



cold



foggy



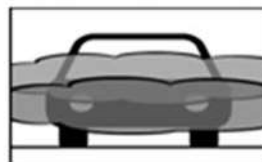
windy



hot



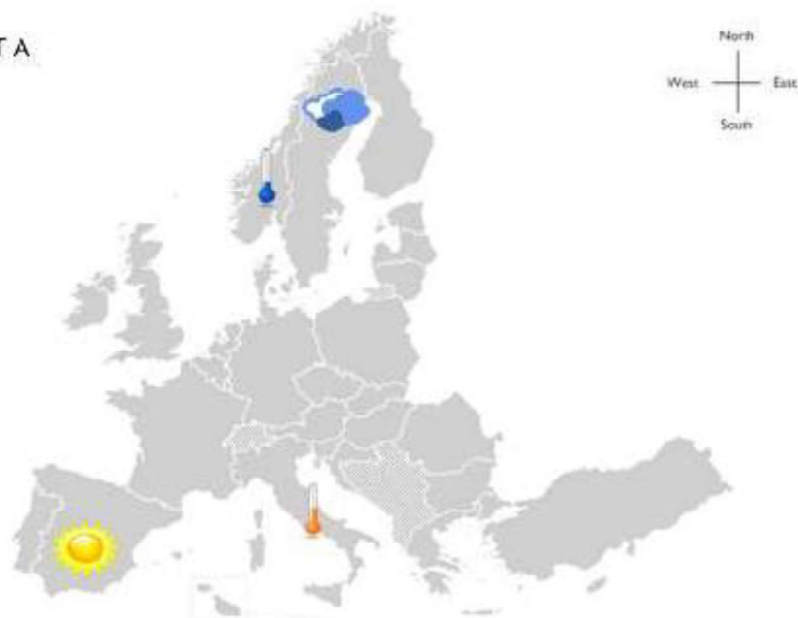
warm



rainy

4.3.3 GEOGRAPHY - LESSON 3 - APPENDIX 3

STUDENT A



STUDENT B



4.3.4 GEOGRAPHY - LESSON 3 - APPENDIX 4

Weather Forecast for Dundee

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
Part 1: <i>What's the weather like?</i>			
Part 2: <i>What can you do?</i>			

make a snowman

watch a film

fly a kite

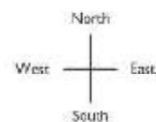
go to the beach



Key



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
Part 1: <i>What's the weather like?</i>			
rainy and cloudy	Windy and cloudy	Snowy and sunny	Sunny and hot
Part 2: <i>What can you do?</i>			
Watch a film	Fly a kite	Make a snowman	go to the beach


4.3.5 GEOGRAPHY - LESSON 3 - APPENDIX 5

WEATHER FORECAST FOR THE EU COUNTRIES- Project



Monday	
	<p>1. On Monday in the north it's _____ and _____.</p> <p>2. On Monday in the south _____ and _____.</p> <p>3. On Monday in _____ and _____.</p> <p>4. _____.</p>
Tuesday	
	<p>1. On Tuesday in the north it's _____ and _____.</p> <p>2. On Tuesday in the south _____ and _____.</p> <p>3. On Tuesday in _____ and _____.</p> <p>4. _____.</p>

<p style="text-align: center;">Wednesday</p> 	<p>1. On Wednesday in the north it's _____ and _____.</p> <p>2. On Wednesday in the south _____ and _____.</p> <p>3. On Wednesday in _____ and _____.</p> <p>4. _____</p>
<p style="text-align: center;">Thursday</p> 	<p>1. On Thursday in the north it's _____ and _____.</p> <p>2. On Thursday in the south _____ and _____.</p> <p>3. On Thursday in _____ and _____.</p> <p>4. _____</p>

Friday	
	<p>1. On Friday in the north it's _____ and _____.</p> <p>2. On Friday in the south _____ and _____.</p> <p>3. On Friday in _____ and _____.</p> <p>4. _____.</p>