

UNIT 1. THE EARTH

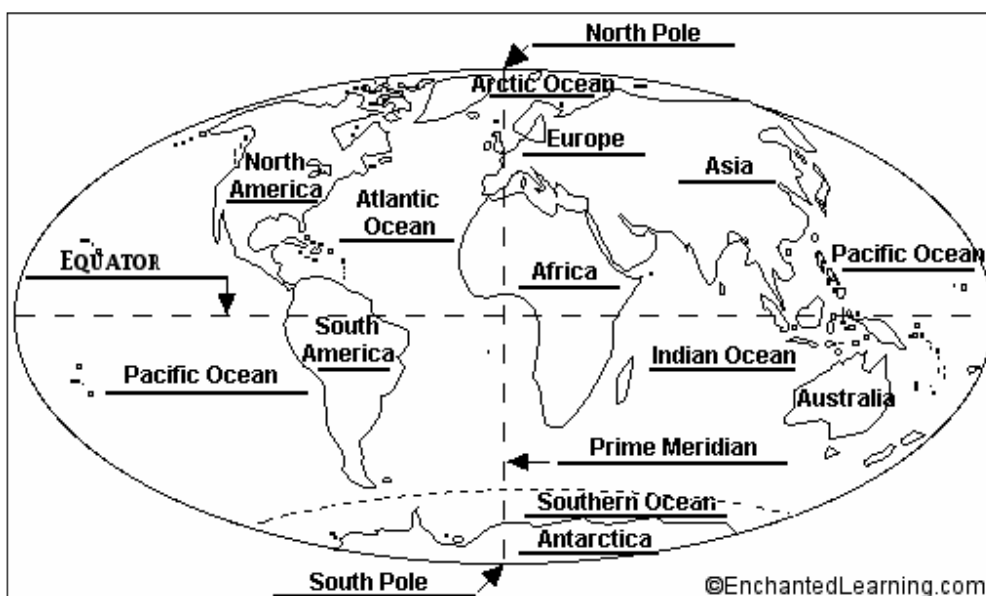
• Lesson 1

1. CONTINENTS AND OCEANS

Warm up and activate prior knowledge

Ask the students for the names of 10 countries then ask them what is bigger than a country.

1. Label the world map using the words



3. After exercise 3 on p.3, ask the pupils:

- Which is the largest continent?
- Which is the smallest continent?
- Which is the hottest continent?
- Which is the highest point on the world?
- Which is the lowest point on the world?

Don't give the answer, pupils find them on text p. 3

5. In exercise 5 on p.4 do some examples orally first and then pupils write 5 sentences.

Exercise for fast finishers: Describe the location of the countries next to Spain.

Exercise 7 for support: Classify the words below in 3 different groups

- Lesson 2

2. THE EARTH'S RELIEF

2.1. THE STRUCTURE OF THE EARTH

Diagram of the Structure of the Earth.

<<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/oils/changesrev2.shtml>> [3 February 2008]

There are many websites with dynamic diagrams of the structure of the earth to see in the computer room.

<<http://scign.jpl.nasa.gov/learn/plate1.htm>> [3 February 2008]

<<http://www.thetech.org/exhibits/online/quakes/inside/crust.html>> [3 February 2008]

<http://volcano.und.edu/vwdocs/vwlessons/lessons/Earths_layers/Earths_layers4.html> [3 February 2008]

<http://www.webducate.net/dragster2/examples/earth_structure/> [5 February 2008]

Diagram of earth's relief adapted from

Ciències Socials, Geografia i Història. CD Proposta Didàctica i Recursos d'aula. Editorial Barcanova. Barcelona 2007

2.2 FEATURES OF RELIEF

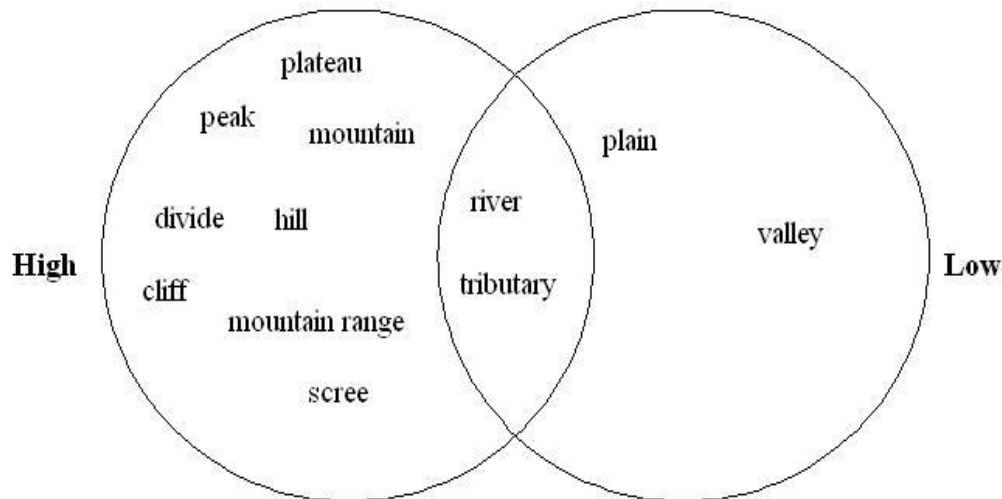
1. Work in pairs. Which features of relief can you identify in this diagram?

1. peak	2. slope	3. hill
4. mountain	5. mountain chain / mountain range	6. scree
7. plain	8. valley	9. plateau
10. tributary	11. river	12. cliff

2. Draw a line to link the words on the left to the definitions of the right

mountain	A high, raised part of the earth's surface with a pointed top.
valley	Low land between hills and mountains
river	A large stream of water that flows along a certain path.
peak	The pointed top of a mountain.
mountain chain	A row of connected mountains.
plain	A broad and flat area that usually has low elevation.

3. Work in pairs and classify the features from the table and put them in the Venn diagram.



2.3 PHYSICAL MAP

1. Work in pairs. Use an Atlas and look for the Catalonia physical map then follow the instructions:
- Look at the colours of the map
 - Try to find out the meaning of the colour and complete the table

Colour	Feature	Higher/ Lower
White	High peak	High level
Dark brawn	High mountain	High level
Light brawn	Mountain	High level
Green	Plain, valley	Middle level
Dark blue	Sea	Deep water
Light blue	River, sea	Less deep water

- Lesson 3

3. RIVERS AND LAKES

1. Work in pairs, look at river system diagram. Read the sentences below and say which four are false.

- a) T
- b) F
- c) T
- d) T
- e) F
- f) T
- g) F
- h) T
- i) T
- j) F

2. Check your answer with the key and correct the false sentences.

- The main river is a large, flowing body of water that usually flows into a sea or ocean.
- Upstream is in the direction of the source of a river.
- Downstream is in the direction of the mouth of a river.
- Wetlands are low-lying areas saturated with water for long periods to support vegetation adapted to wet conditions

- Lesson 4

4. MOUNTAINS AND RIVERS OF THE WORLD

EUROPE

Ask students mountains and rivers of Europe to warm up activate prior knowledge.

To learn about rivers (English pronunciation and their location in a map) there is a very useful website.

<http://www.sheppardsoftware.com/Geography.htm>

3. Journey Game

Instructions for students:

Begin on the start box. You will hear four words. You will hear a number [1-4] before each word. If you think it's a mountain, move up. If you think it's a river, move down. Where have you finished?

Read any four words from page 14.

<u>Left</u>	<u>Right</u>
Mountains	Rivers

UNIT 2. CLIMATE

- Lesson 1

1 CLIMATE AND WEATHER

1.1 What's the weather like today?

Which different kinds of weather do you know?

Write on the blackboard the words.

In pairs, classify in three groups

It is important to introduce local names of weather elements.

Temperature	Wind	Precipitation
freezing	calm	rain
cold	breeze	drizzle
chilly	gale	mist
mild	hurricane	fog
warm	gusty	snow
hot	<i>tramontana</i>	sleet
scorching		hail

1.4 Read the text and underline the correct answers, a, b or c.

In pairs.

- c)
- b)
- c)
- c)
- b)

- Lesson 2

2 ELEMENTS OF THE CLIMATE

To start this part, show the students a thermometer and ask them

- What is it useful for?
- What scale is on it?
- What temperature is Barcelona in summer?
- What temperature is Barcelona in winter?

2.1 Look at the climograph and answer the questions

- | | |
|-----------------------|------------------------|
| a) 15 °C | e) November |
| b) 25 mm | f) August |
| c) August | g) Northern Hemisphere |
| d) January / December | |

- Lesson 3

3. FACTORS INVOLVED IN CLIMATE

3.2 Use words from the diagram and complete the sentences

In Kenya it is **hot** because ...

In Alaska it is **cold** because ...

In Catalonia it is **mild** because ...

*It is hot near the **equator** because the sun shines straight down. It is **cold** near the earth **poles** because the sun shines down at an angle*

3.3 Complete the temperature column

17° C, 10,5°C, 4° C

Complete the following paragraph

As you go up a mountain the air is less **dense**. The air can store less of the sun's **heat** so it gets **colder**. At 1000 m it is **6.5** °C colder than at 0 metres, so it gets colder by **6.5** °C for every **1000** metres you go up.

*Temperature is affected by **height**. It gets 6.5 °C colder for every **1000** metres in height.*

3.5 Read the text above and decide which graph shows Madrid's climate and which one shows Barcelona's climate.

A) **Barcelona** B) **Madrid**

Why?

Because Barcelona is near the sea and the sea keeps costal areas warmer winter and cooler summer, and Madrid is inland and it can be very hot in summer and very cold in winter.

3.6 Complete the following sentences with the words below

Prevailing winds are the winds that **blow** most frequently in an area. Winds can affect temperature and precipitation.

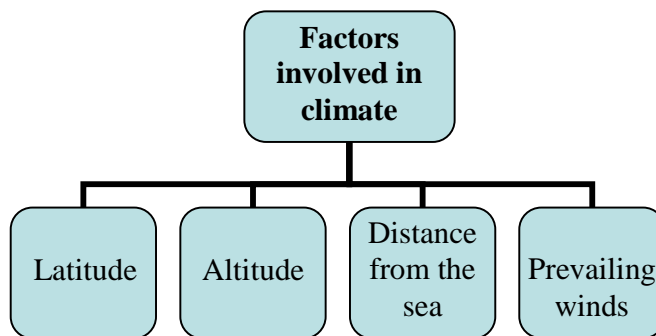
Winds blowing from **tropical** areas bring warm weather, while winds blowing from **polar** areas bring cold weather.

Winds blowing over **oceans** cause precipitation, while winds blowing from land are **dry**.

3.7 With a partner, discuss which factor affecting climate is described in the following sentences.

- a) Altitude
- b) Latitude
- c) Distance from the sea
- d) Prevailing winds

3.8 Complete the tree diagram.



Write an example for each of the factors in the tree diagram.

Latitude: In Kenya it is hot because the sun shines straight down in the middle of the day

Altitude: It gets colder for every 1000 metres in height.

Distance from the sea: Madrid is colder in winter than Barcelona because it is inland.

Prevailing winds: Winds blowing from **tropical** areas bring warm weather.

- Lesson 4

4. CLIMATES OF THE WORLD

4.3 Work in groups of three. Look at the images from page 13 and 14 and complete the table.

Location	Mediterranean countries, South of Australia, South of Africa, North of America and South of America
Countries	Spain, France, Italy, Croatia, Bosnia, Greece, Turkey, Syria, Lebanon, Israel, Tunisia, Algeria, Morocco, Australia, South Africa, Chile, United States
Hottest season	Summer
Average temperature in winter	11-12 °C
Driest season	Summer. Summer drought
Amount of rainfall per year	300-350 mm
Natural vegetation	Scrub forest, pines, corks, etc.
Human activities	Agriculture and tourism

4.4 Making climate fact files.

Aim: to arise awareness of classmates' cultures.

Procedure: The class has to work in the computer room. Divide the class into groups of four (A,B,C and D). Each group has to look for map, climograph and pictures about a climate. They have to make a fact file containing information about location, countries, seasons, etc as in the table in 4.3 activity.

It is important to choose the main climates in the world or the ones related to the students (family origin).

The webs to find information:

<http://www.scalloway.org.uk/clima.htm>

<http://www.bbc.co.uk/schools/gcsebitesize/geography/weather/globalclimaterev1.shtml>

http://www.ace.mmu.ac.uk/eae/Climate/Older/Climate_Zones.html

http://southhill.vsb.bc.ca/Departments/Humanities/Geogpraphy/Kyle/Notes/2_Atmosphere/Climographs/WorldClimates.html

When the fact file is finished, student 1's meet together and ask the questions below to their group mates, then complete the table on page 3. Student 2's , 3's and 4's do the same. At the end all the group has all the information.

Questions:

- a) Where is the climate area located?
- b) In which countries do you find this climate?
- c) Is there a hottest season? **If yes**, what is the hottest season?
- d) **If not**, what happens with the temperature during the year?
- e) Is there a coldest season? **If yes**, what is the coldest season?
- f) **If not**, question d)
- g) Is there a driest season? **If yes**, what is the driest season?
- h) **If not**, what happens with rainfall during the year?
- i) Is there a wettest season? **If yes**, what is the wettest season?
- j) **If not**, question h)
- k) What is the amount of rainfall per year?
- l) What is the main characteristic of the climate?
- m) Which kind of natural vegetation do you find in this climate area?
- n) What human activity is shown in this climate area?
- o) Which kind of climate is it?

Table:

Name	
Location	
Countries	
Hottest / Coldest season	

Driest / Wettest season	
Amount of rainfall per year	
Main characteristic	
Natural vegetation	
Human activities	