

STUDENTS' BOOKLET

UNIT 1: lesson 1: Location and Comparison

SCOTLAND AND CATALONIA  
RURAL AND URBAN ENVIRONMENTS

**SESSION 1**

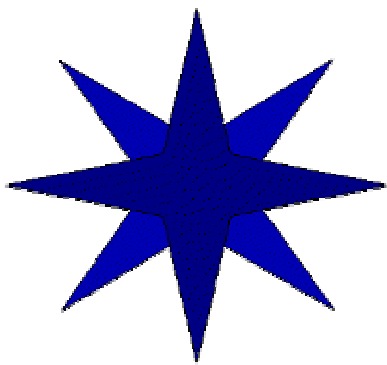


**TASK 1**

Compass directions: Complete the star below with the following missing words?

South	west	north-east	south-west
-------	------	------------	------------

North



**TASK 2**

Watch a Power Point about Catalonia and Scotland. The topic is LOCATION. While you watch, answer the teacher's questions.

**SESSION 2**

Key vocabulary: Warming up activity

- . Think of words you can associate with the Power Point you saw about “Catalonia and Scotland”.
- . Classify them under the correct heading in the grid below.

Geographical Issues	Location

- . Tell them to the rest of the class when your teacher asks you to do it.

**TASK 3**

Look at these definitions from a dictionary

- a. Read the headings of the grid and the definitions below carefully.
- b. Classify the definitions under the correct heading.
- c. Write the definitions number under each heading.

Physical environment	Human environment

Definitions:

1. City: any large town; in UK, a town with loyal charter and usually a cathedral.
2. County: any geographical division within England, Wales and Ireland.
3. Country: the land of any of the nations in the world.
4. Continent: any of the seven main land masses of the world, namely Europe, Asia, America, Africa, Australia and Antarctica.
5. Village: group of houses, shops and buildings smaller than a town, especially near the countryside.
6. Town: urban area, smaller than a city but longer than a village.
7. Local area: any geographical division within Catalonia.
8. Urban: situated in a town or a city.
9. Rural: situated in a village.
10. Settle (to): to become firmly or comfortable established.
11. Settlement: a community of settle people.
12. Landscape: the area and features of land that can be seen in broad view.
13. Island: piece of land completely surrounded by water.
14. Mountain: very high steep hill.
15. River: a permanent natural flow of water along a fixed course.
16. Loch: Scottish lake. Large area of still fresh or salt water surrounded by land.

**TASK 4**



- a. Have a look at the classification you've made.
- b. Make your own definition for the two headings we've used.
- c. Write down your own definition in the grid below. Follow the next pattern to write correct definitions.

WORDS	Refers to	DEFINITIONS
Physical environment	refers to	
Human environment	refers to	

Physical environment	Human environment

**TASK 5**



A. Watch the Power Point about “Catalonia and Scotland” again and complete the following exercise. Fill in the gaps with a suitable word.

1. El Pla d'Urgell is a .....in Catalonia.
2. Lanarkshire is a.....in Scotland.
3. El Pla d'Urgell is in the .....of Catalonia.
4. Lanarkshire is in the.....of Scotland.
5. Catalonia belongs to.....
6. Scotland belongs to.....
7. Catalonia is in the.....of Spain.
8. Scotland is in the .....of Great Britain.
9. Catalonia is in the.....of Europe.
10. Scotland is in the.....of Europe.

B. Answer the questions your teacher is going to ask you on this topic and discuss them.

## SESSION 3

### Comparing Catalonia and Scotland: differences and similarities.

#### TASK 6



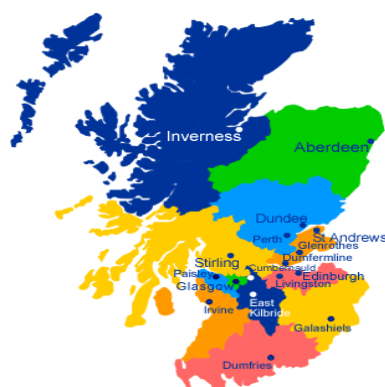
A. Look at these two maps:

Map 1 is the map of Scotland.

Map 2 is the map of Catalonia.

Let's compare both countries. Try to remember all you've learnt in the previous sessions and complete the sentences below.

Map 1:



Map 2:



1. Any geographical division in Scotland is called.....

Any geographical division in Catalonia is called.....

2. My local area is called.....

Glasgow belongs to the county of.....

3. My village is called....., it is in the.....of

El Pla d'Urgell.

Glasgow is in the .....of Lanarkshire.

4. El Pla d'Urgell belongs to the region of.....  
..... don't exist in Scotland.
5. Catalonia is in the .....of Spain and Scotland is in the  
of Great Britain.
6. Catalonia is in the..... of Europe but Scotland is in the.....  
of Europe.
7. Catalonia belongs to the continent of Europe and Scotland belongs to the  
Continent of ....., too.

B. Answer the questions your teacher is going to ask and discuss them.

### **TASK 7**



- a. Look at the sentences you've already completed in task 6.
- b. Read them carefully and focus on the differences and similarities between both countries.
- c. Write a composition 50 words long minimum about Scotland and Catalonia. Remember that you have to compare them. Base your writing on their similarities and differences.
- d. Follow the pattern to express similarity:

E .g : Catalonia is in Europe and Scotland is in Europe, **too** .

- e. Follow the pattern below to express difference:

E .g: Catalonia is in the south of Europe **but** Scotland is in the north of Europe.



**COMPOSITION**

SIMILARITIES:

DIFFERENCES:

**SESSION 4****TASK 8**

A. Reading activity: read your composition about similarities and differences between Scotland and Catalonia to the rest of the class. Pay especial attention to your pronunciation and intonation.

B. In groups, spot similarities and differences in the information included in each composition.

Fill in the grid below:

Students' names	Similarities	Differences

C. In groups, write a report on conclusions and read it to the rest of the class.

As your classmates read their report on conclusions you have to take notes in the chart below about things they point out. The teacher may ask you questions about the contents of each reading.

Classmates' name	Reading : content
-	-
-	-
-	-
-	-
-	-
-	-
-	-

D. Answer oral questions about the contents of your classmates' readings

**Comparing rural and urban environment**

You live in a village in Catalonia but Glasgow is a city in Scotland. Let's compare rural and urban environments.

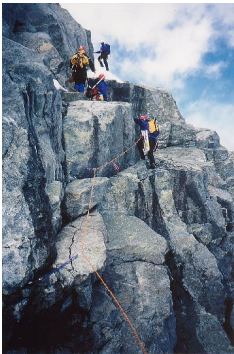
**A. RURAL ENVIRONMENT: MY VILLAGE..**

Rural landscapes have been changed or improved by growing crops. The rural landscapes which have not been changed or improved usually consist on mountains or moorland.

**TASK 9**



A. Look at these pictures:



-1. Write sentences to describe the landscapes which appear in each figure. Follow the examples in the grid below to write correct sentences.

SUBJECT	VERB	COMPLEMENT
People	are climbing	a mountain.
I	go	to the mountains.
The mountain	is	nice

a.

b.

c.

d.

-2. Write sentences to describe how each landscape is being used. Use the clues in the box below. Follow the next pattern to write correct sentences.

In picture A the landscape	is being used	for leisure activities
In picture B the landscape....		for sport activities.....

Leisure	sport	farming	industrial process
---------	-------	---------	--------------------

a.

b.

c.

d.

-3. Make a list of any other ways in which rural landscapes might be used.

a.

b.

c.

d.

e.

B. Answer questions about rural landscapes.

**TASK 10**



A. Think of your village and write down the ways in which its landscape has been used. Follow the next pattern to write correct sentences.

In my village land	has been used	for growing crops for livestock activities for leisure activities building.....
--------------------	---------------	--

-

-

-

-

B. Answer questions about how the landscape in your village/city.. has been used.

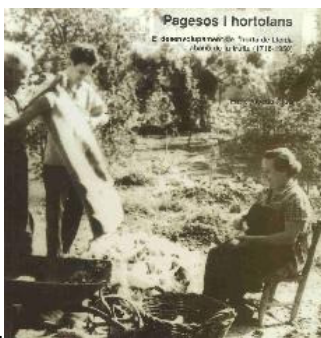
**TASK 11**



A. These pictures show how agriculture has been improved in the past years. Write sentences explaining the changes which have taken place.

Follow the next pattern to write correct sentences:

In the past	farmers	work	using agricultural machinery.
Nowadays		worked	with their hands
			with chemical fertilizing.
			with natural fertilizing.
			with tractors.
			with animals.....



a.



b.

-  
-  
-  
-

B. Answer questions about how agriculture has been changed.

### **TASK 12**

Think of your village:

a. What is the main use of land in your village. Tick the correct answer.

☐ Livestock    ☐ Industrial    ☐ Tourism    ☐ Growing crops.

b. What changes have taken place in you village in recent years? Tick the correct answer.

☐ The size of the village has changed.

☐ My village is now a dormitory village for people who work in nearby towns and cities.

☐ There has not been any change.

☐ My village has now accommodation, facilities for tourists like hotels, a camping site.

### **TASK 13**



A. Fill in the chart below with the key ideas worked on. Write down full sentences.

#### **Rural environment: my village.**

Which are the uses of rural landscapes?	Rural landscapes are used for.....
What changes are taking place in rural landscapes?	Nowadays rural landscapes are changing because.....
What changes have taken place in your village?	In my village the land is being used for.....

B. Answer questions about the key ideas worked on.



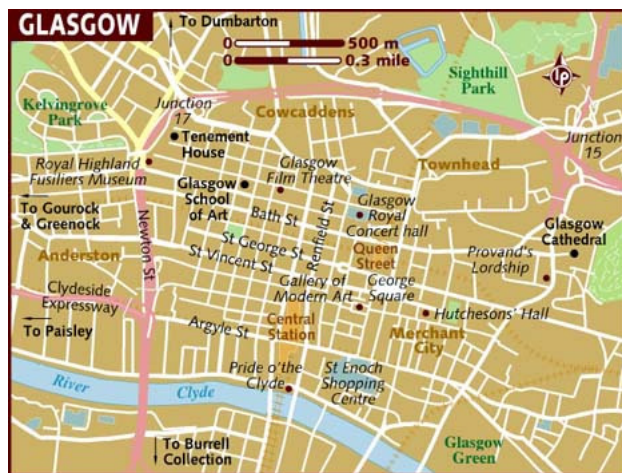
**SESSION 5**

**C. URBAN ENVIRONMENT: GLASGOW**

**TASK 14**



A. All towns and cities provide services, (shops, schools...), the next figure is the street map of the central district of Glasgow.



Look carefully at the map and write down as many services as you can find.

Services:

B. Answer oral questions about services in towns and cities.

**TASK 15**

Complete the following text about Glasgow. Fill in the gaps with the words in the box.

Shipbuilding	parks	Clyde	largest	612000
--------------	-------	-------	---------	--------

-Glasgow is Scotland's .....city.

-The population of Glasgow is.....people.

-The river.....flows though Glasgow.

-Glasgow is famous because of the importance of.....in the city.

-In Glasgow there are a large number of public.....

**TASK 16**

Glasgow is a big city. To travel around it you can use different means of transport: bus , taxi... You can also use the underground.

This is the map of Glasgow Underground. Write the name of the different stations in the grid below.



1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

**TASK 17**



A. Fill in the chart below with the key ideas worked on. Write down full sentences when answering the questions on the left column. Follow the next pattern to write correct sentences:

Glasgow's services	are.....
Glasgow's means of transport	
Glasgow's features	

**Urban environment: Glasgow**

Which services can you find in Glasgow?	
What means of transport can you use when travelling around Glasgow?	
What are the most relevant features of Glasgow?	

B. Answer oral questions about the chart.

### **TASK 18**



Homework: writing activity.

In pairs design a poster comparing “Glasgow (urban environment) to your villages (rural environment)” or comparing “Catalonia and Scotland”. Use the information found and written in the previous tasks you’ve worked on. You can also attach pictures. Mind the presentation. The poster has to be neat.

Remember that the next session will be devoted to the oral presentations of your posters.

### **SESSION 6**

### **TASK 19**



Using the information you’ve got in your posters make an oral presentation. Focus on comparing “Catalonia and Scotland” or “urban and rural environments”. Pay attention to your fluency, pronunciation and intonation. While each pair is presenting, the rest of the class takes notes to summarize each presentation.

Fill in the grid below with your classmates’ information:

Classmates’ names	Notes on presentations

## **SELF-ASSESSMENT**

### **UNIT 1 LOCATION AND COMPARISON**

#### **Lesson 1: CATALONIA AND SCOTLAND URBAN AND RURAL ENVIRONMENTS**

NAME:

CLASS:

Please tick the boxes to show what you are able to do at the end of this section:

☐

to locate different geographical areas

☐

to make a research on different geographical areas

☐

to compare different realities

#### **Evaluation**

When you have completed this entire “Activities Booklet” colour the “**Traffic Lights**” to show how you think you did.

**ORED-** some difficulty

**OYELLOW-** few difficulties

**OGREEN-** no difficulties



STUDENTS' BOOKLET

UNIT 2: British climate and Mediterranean climate.

**SESSION 1****TASK 1**

.Watch the power point about British and Mediterranean climate. The topic is comparison .So, by discussing about the weather; we'll compare Spain and Great Britain.

.While you watch, answer the teacher's questions.

**TASK 2**

A. Watch again the power point about British and Mediterranean weather and, in pairs, write a list of new words you find .

B. Write the list of new words and their meaning in the grid below. Use a dictionary.

NEW WORDS	DEFINITION

C. Discuss your list with the rest of the class when asked.



**SESSION 2**

**TASK 3**

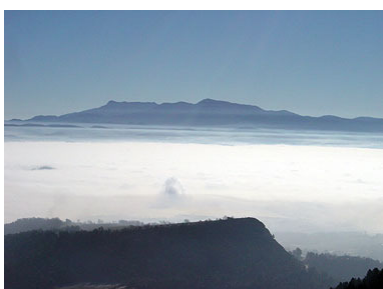


- Read the following pieces of information from the slides of the power point “British and Mediterranean climate”.
- Fill in the missing words with the adverts in the box below.
- Read your answer when your teacher asks it.

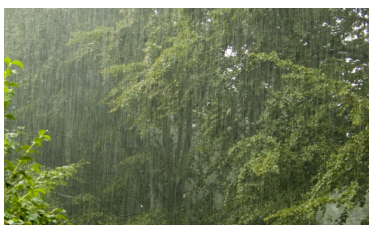
1. British climate



- The cloudy weather restricts crop .....
- The cloudy, ..... weather deters tourists.



- The wet climate encourages the growth of ....., so ..... farming is important.



- Water can be transferred to ..... areas.
- Hydroelectricity is an important .....
- Rain washes minerals out of the top ....., so farmers need to ..... the soil.

Soil – growth – source of power – wet – improve – livestock – grass-drier.

## 2. Mediterranean climate



- Very little or no rain in summer ( a ..... ).
- The hot dry ..... summers attract tourists, who provide local people with jobs.
- In order to grow crops in summer, farmers have to ..... their fields.



- If there is enough water, the hot sunny summers allow many ..... to grow, for example citrus fruits.
- ..... can be widely used because of sunny summers.



- It's too hot in summer and the vegetation is so dry that ..... break out and spread quickly.
- It's unsuitable for cattle, as grass doesn't grow well.
- ..... have to be built to store water for use during dry summers.

Fires – irrigate – drought – reservoir – solar power – sunny - crops
--

**TASK 4**

- . Carefully read the words and the headings below.
- . Using these headings classify the adverts under the correct heading.
- . Write the corresponding number under the correct heading.

**WORDS** : 1.mild 2.hot 3.dry 4.wet 5.drought 6.cool 7.cold spells 8.misty 9.solar power 10. reservoir.

BRITISH CLIMATE	MEDITERRANEAN CLIMATE

**TASK 5**

- . Complete the following sentences from the power point “British and Mediterranean climate” with the words in the box.
- . Read your answer when it is your turn.

Spread – source of power – annual temperature range – livestock –  
growth – annual precipitation – reservoirs – solar power - drought

1. The cloudy weather restricts crop .....
2. .... in January is between -6° and 6°.
3. British weather is reliable : there are few .....
4. Hydroelectricity is an important .....
5. The growth of grass encourages .....
6. .... is between 750mm and 150mm.
7. .... can be widely use because of sunny summers.
8. Fires break out and ..... quickly.
9. .... have to be built to store water.

**TASK 6**

Speaking activity :

A. Make up oral sentences with the words your teacher tells you, ( all of them are related to climate).

B. Follow the pattern below to make correct sentences:

SUBJECT	VERB	COMPLEMENT
British climate	is	wet/hot/sunny
Summers	are	cold/wet
Hydroelectricity	is	important/useful
.....	.....	.....

**SESSION 3**

**TASK 7**



- . Watch the part of the power point about British Climate.
- . Spot advantages and disadvantages of British weather.
- . Write them in the grid below.

BRITISH CLIMATE	
Advantages	Disadvantages

**TASK 8**



- . Watch the part of the power point about Mediterranean Climate.
- . Spot advantages and disadvantages of Mediterranean weather.
- . Write them in the grid below.

MEDITERRANEAN CLIMATE	
Advantages	Disadvantages

**TASK 9**Group work.

- Read to your group the information you've got in the grids from tasks 7 and 8. Pay special attention to your pronunciation and intonation.
- The whole group writes a report on conclusions to summarize all the information each member of the group gets.  
Use the following patterns to write your report. You can add more information.

British/Mediterranean climate	is	hot/cold/wet/mild.....
Cold/hot weather	encourages/causes	difficulties/the growth of crops.....
Annual precipitation /temperature	is	100mm/88mm..... 18°/24° .....
Winters/ summers/ springs.....	are	Cold/ hot/wet.....

**REPORT ON CONCLUSIONS:**

The advantages of Mediterranean climate are:

The advantages of British climate are:

The disadvantages of Mediterranean climate are:

The disadvantages of British climate are:

- Read the group report to the rest of the class.

- d. As your classmates read their reports on conclusions, take notes in the chart below about the information they point out.

Classmates' names	Conclusions

- e. Answer your teacher's oral questions about the contents of your classmates' reports.

#### SESSION 4

#### TASK 10



- A. Write 4 things you **would enjoy** about the British Climate if you lived in Great Britain. Look at the grid below to produce correct sentences.

- 1.
- 2.
- 3.
- 4.

B. Write 4 things you **wouldn't enjoy** about the British Climate if you lived in Great Britain .  
Look at the grid below to produce correct sentences.

1.

2.

3.

4.

1. Follow these patterns to express **LIKES**:

. I like .....because.....

. I quite like.....because.....

. I really like..... because.....

. I love.....because.....

E.g. : I like British weather because it is snowy.

2. Follow these patterns to express **DISLIKES** :

. I don't like.....because.....

. I really don't like..... because .....

. I hate .....because .....

. I can't stand .....because .....

E.g.: I hate snowy weather because I can't go to the beach.

C. Read your sentences to the rest of the class. The teacher will make on the blackboard a list of the class assessments headed: LIKES and DISLIKES

D. Discuss on British weather and focus on the list of LIKES and DISLIKES the whole class has worked on.

**TASK 11**



A. Write 4 things you **would enjoy** about the Mediterranean climate if you were a tourist in Spain. Look at the grid below to produce correct sentences.

1.

2.

3.

4.

B. Write 4 things you **wouldn't enjoy** about the Mediterranean Climate if you were a tourist in Spain . Look at the grid below to produce correct sentences.

1.

2.

3.

4.

1. Follow these patterns to express **LIKES**:

. I like .....because..... .

. I quite like.....because.....

. I really like..... because.....

. I love.....because.....

E.g. : I like Spanish weather because is sunny.

2. Follow these patterns to express **DISLIKES** :

. I don't like.....because..... .

. I don't really like..... because .....

. I hate .....because .....

. I can't stand .....because .....

E.g.: I hate hot weather because I can't go skiing.



C. Read your sentences to the rest of the class. The teacher will make on the blackboard a list of the class assessments headed: LIKES and DISLIKES.

D. Discuss on Mediterranean climate and focus on the list of “LIKES and DISLIKES” the whole class has worked on.

## SESSION 5



### TASK 12

- A. In twos choose five of the following questions.
- B. Answer them in sentences in the spaces provided.
- C. Follow the pattern provided in the box below to answer.

Spain / Great Britain has..... <u>because</u> .....
E.G: Spain has warmer winters because temperatures are higher.

D. Finally, write a report on the answers.

1. Which place has warmer winters, Great Britain or Spain? Explain why.

.....  
.....

2. Which place has colder autumns, Great Britain or Spain? Explain why.

.....  
.....

3. Which place has warmer summers, Great Britain or Spain? Explain why.

.....  
.....

4. Which place has higher annual precipitation, Great Britain or Spain? Explain why.

.....  
.....

5. Which place has higher pressure conditions, Great Britain or Spain? Explain why.

.....  
.....

6. Which place has better conditions to use solar power, Great Britain or Spain? Explain why.

.....  
.....

7. Which place deters tourists in summer because of the weather, Great Britain or Spain? Explain why.

.....  
.....

.....

.....

REPORT	
--------	--

**TASK 13****ORAL REPORT ACTIVITY**

- A. Read your report in task 12 to the rest of the class.  
B. Take notes about your classmates' reports in the grid below.

Classmates' names	Report conclusions

- C. By answering your teachers' questions discuss the effects of weather on people and their environment. Base your speaking on the different reports on conclusions.

**SESSION 6****TASK 14**

Read these weather forecasts for three different cities: Barcelona, Tenerife and Edinburgh.

Date: 16<sup>th</sup> January 2009

1. Thin high cloud on Friday morning. In the afternoon clouds will alternate with sunshine. At night, clear skies with high clouds. Temperatures: min.6 °c, max. 11 °c.  
Variable cloudiness on Saturday morning. In the afternoon scattered high cloud cover. At night, calm weather.
2. Isolated showers will occur on Friday morning. As hours pas by clouds will alternate with sunshine.  
Temperatures: min.16 °c, max 17 °c.
3. Change of rain. Partly cloudy. High temperature: 8 °c. Windchill: 1 °c. Partly cloudy. Wind south 32 km/h.Change of snow at night.



Match up each graph with the correct picture and place. Give reasons for your choice.

a. Tenerife is graph

picture

because.....  
.....

b. Edinburgh is graph

picture

because.....  
.....

c. Barcelona is graph

picture

because.....  
.....

### **TASK 15**



Use either the words or the expressions in the box below to write a note describing the British and the Mediterranean weather forecast.

Few long cold spells, windy, sunny, a bit snowy, mild, wet, drought, dry, rainy, cloudy, hot, hail, snowy.

A. British weather .....

.....  
.....  
.....

B. Mediterranean weather .....

.....  
.....  
.....

### **TASK 16**



Colour the map: use blue for countries with British weather and yellow for countries with Mediterranean weather.



Remember:

- a. Mediterranean weather includes countries around the Mediterranean Sea such as Spain, Italy, Greece and also the North of Africa, Australia, South Africa, Chile and California.
- b. British weather includes Great Britain , Ireland and the West coast of countries with the same latitude.

**SESSION 7**

**TASK 17**



- A. Look at task 15 and 16 and , in pairs, prepare a short writing on British and Mediterranean climate and theirs locations.
- B. Follow the pattern provided in the box below to write your report.

Mediterranean / British weather includes the following countries/areas.....

Mediterranean / British has the following characteristics: it is .....

**REPORT**

- C. Do an oral report on your conclusions when asked.

## TASK 18



1. Read the introduction of the activity and complete the grids with the pieces of information in the box below.
- a. Weather: hot and sunny, long periods with little rain.  
Who likes: holidaymakers, sports people.

<u>Who dislikes</u>	<u>Reasons</u>
Farmers	
	Reservoirs are short of water
Foresters	
	Too hot to work properly

Water authority, fires break out easily, office/factory workers, crops grow badly without rain.

- b. Weather: cold, cloudy, rainy and windy weather  
Who likes: water authorities, fishermen.

<u>Who dislikes</u>	<u>Reasons</u>
	Wind flattens crops
Holidaymakers	
	Interrupts events, for example tennis matches
People at home	

Farmers, high heating bills, sunbathing and sightseeing not possible, outdoor/sport people

2. Match up each grid with the correct answers. Underline the true statement "A" or "B".

Grid A/ B describes Mediterranean climate.

Grid A/ B describes British climate.

### TASK 19



.Answer the following questions in the spaces provided.

.You can go through the previous tasks to come up with an answer.

A. In what ways have British people adapted to the British weather?

(Think of the way of life, farming methods, leisure time, timetables, food ..).

**British people have adapted to British weather because they**.....

.....

.....

.....

.....

B. In what ways have Mediterranean people adapted to the Mediterranean weather?

(Think of the way of life, farming methods, leisure time, timetables, food ..).

**Mediterranean people have adapted to Mediterranean weather because they**

.....

.....

.....

.....

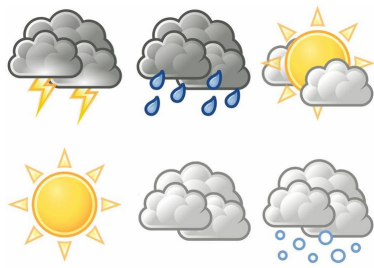
C. Answer your the questions about the key ideas worked on.

D. Homework : Bring in weather forecasts of Spain and Great Britain. Look for them in daily newspapers or on the internet.



**SESSION 8**

**TASK 20**



**Pair work:**

- A. Discuss the weather forecasts of Spain and Great Britain you've already brought. Pay attention at the similarities and differences.
- B. Underline words associated with weather on the weather forecasts as appropriate.
- C. Draw mind map on British and Mediterranean weather. ( Your teacher is going to explain how to do it).
- D. Make a poster on your mind map, stick relevant pictures of both climates.



**TASK 21**

Oral presentation on your mind map poster:

- . Read and explain your mind map on British and Mediterranean weather.
- . Display the posters in the classroom.

SESSION 9

**TASK 22**



A. Answer the following question in the space provided:

Can you name advantages about rain? **Rain is necessary because**.....

.....

.....

.....

.....

.....

Give the answer when is your turn.

B. Write down a list of positive aspects about rain. Extract from your classmates as many aspects as possible. Write them down.

Positives aspects about rain:

.....

.....

.....

.....

.....

C. Discuss with the whole group the effects that rainy weather has on their daily routine at home and at school, (E.g. ; suitable activities, clothing,...)

D. Discuss clothing and sports/activities associated with snow.

Extract from your classmates how snow affects on your daily routine at home and at school.

Write it down in the space below:

**Snow affects our daily routine because we**

.....

.....

.....

.....

E. Tick the correct box:

☐

We associate snow and rain with British climate.

☐

We associate snow and rain with Mediterranean climate.

### **TASK 23**



A. Answer the following question in the space provided:

Can you name advantages about sun? **We need the sun because**

.....

.....

.....

.....

.....

Give the answer when is your turn.

B. Write down a list of positives aspects about sunny weather. Extract from your classmates as many positives aspects as possible. Write them down.

Positives aspects about sunny weather:

.....

.....

.....

.....

C. Discuss with the whole group the effects that sunny weather has on their daily routine at home and at school, (E.g.: suitable activities, clothing ,...)

D. Discuss clothing and sports/activities associated with hot weather.

Extract from your classmates how hot affects on your daily routine at home and at school.

Write it down in the space below:

**.When the weather is hot we**

.....

.....

.....

.....

E. Tick the correct box:

☐

We associate sunny and hot weather with British climate.

☐

We associate sunny and hot weather with Mediterranean climate.

### TASK 24



A. Fill in the chart below with the key ideas worked on.  
Write down full sentences when answering the statements in the blank spaces.  
Follow the patterns below to write correct sentences.

British/ Mediterranean weather	is	hot/ cold/ wet/ cloudy.....
British/ Mediterranean landscape	is has	green/ dry grassland/ fruit trees/ cereals..
British/ Mediterranean people	are/ like/ wear/ live	friendly/ being indoors/ summer clothes.....

### BRITISH WEATHER

Describe features of British weather.	British weather is.....
Effects of British weather on the environment.	British landscape is.....because
Effects of British weather on people.	British people.....

B. Answer oral questions about the chart.

**TASK 25**

A. Fill in the chart below with the key ideas worked on.  
Write down full sentences when answering the statements in the blank spaces. Look at the patterns provided in task 24 to write correct sentences.

**MEDITERRANEAN WEATHER**

Describe features of Mediterranean weather.	Mediterranean weather is.....
Effects of Mediterranean weather on the environment.	Mediterranean landscape is.....because
Effects of Mediterranean weather on people.	Mediterranean people.....

B. Answer questions about the chart.

**TASK 26**Homework

In pairs design a poster comparing British and Mediterranean weather.  
Use the information found and written in the previous tasks. You can use pictures. Mind the presentation. The poster has to be neat.  
Remember that the next session will be devoted to the oral presentations of your posters.

**SESSION 10****TASK 27**

Using the information in your posters make an oral presentation.  
Focus on presenting findings which communicate key points clearly.  
While each pair is presenting, the rest of the class takes notes to summarize each presentation.  
Write them down in the grid below.

Classmates' names	Notes on presentation

Display the posters in the classroom.

## **SELF-ASSESSMENT**

### **UNIT 2 LOCATION AND COMPARISON**

#### **BRITISH CLIMATE AND MEDITERRANEAN CLIMATE**

NAME:

CLASS:

Please tick the boxes to show what you are able to do at the end of this section:

☐

To develop an understanding of climate and its effect on peoples' lives and on the environment.

☐

To make a research on different climates.

☐

To compare British and Mediterranean climate.

#### **Evaluation**

When you have completed this entire "Activities Booklet" colour the "**Traffic Lights**" to show how you think you did.

**ORED-** some difficulty

**OYELLOW-** few difficulties

**OGREEN-** no difficulties

STUDENTS' BOOKLET

UNIT 3: **THE ENVIRONMENT BEYOND: COUNTRIES AROUND THE WORLD.**

Lesson1: Learning about **Romania and Catalonia.**



**SESSION 1****TASK 1**

A. Watch the power point about Romania, it gives you some general information about the country: location, climate, language, religion... .

B. Pay close attention to the information each slide contains.

C. Answer your teacher's oral questions on the content of each slide.

**TASK 2**

A. Watch again the power point about Romania and, in pairs, write a list of new words you find .

B. Write the list of new words and their meaning in the grid below. Use a dictionary.

NEW WORDS	DEFINITION

C. Discuss your list with the rest of the class when asked.

## SESSION 2

## TASK 3



Romania is bordered by	The Black Sea Bulgaria Hungary Moldova Serbia Ukraine	in the	North South East West North-east North-west South-east South-west
------------------------	--	--------	--

A. Read the information in the grid above to write sentences about Romania and its border countries in the spaces provided.

Look at the political map of Europe to do the activity. Follow the example.

E.g: Romania is bordered by Bulgaria in the South-east.

1. Romania is bordered by ..... in the .....
2. Romania is bordered by ..... in the .....
3. Romania ..... by ..... in the .....
4. Romania ..... by ..... in the .....
5. Romania ..... in the .....

B. Locate and name Romania and its border countries on this blank map of Europe.

C. Explain about Romania and its border countries when asked.



**TASK 4**

A. Read the information about Bucharest in the passage below.

**Bucharest**

It is the capital city, industrial and commercial centre of Romania. It is the largest city in Romania, located in the southeast of the country.

The city's population is around 2 million inhabitants.

Bucharest's economy is mainly centred on industry and services; it is also Romania's largest centre for information technology and communications.

The city has a number of landmark buildings and monuments. Perhaps the most prominent of these is the Palace of Parliament, as well as the National Museum of Contemporary Art. Another well-known landmark in Bucharest is The Triumphal Arch.

Bucharest has a temperate continental climate: the city's winters can be windy and temperatures are often below 0°C, in summer the average temperature is 23°C.

Although average precipitation and humidity during summer is low, there are often violent storms.

B. Complete the following grid about Bucharest paying close attention at the key points required.

Name of city	
Location in Romania	
Climate	
Famous sites	
Population	
Industry	
Other information	

C. Write a report on Bucharest using the information in the grid.

Bucharest is in...

D. Make an oral presentation about your report on Bucharest. Give as much information as possible. Use the grid in activity B to know about the key points you have to talk about.



### **TASK 5**

Watch the power point about Romania again and:

.If these statements are **true**, tick them.

.If these statements are **false**, cross them

1. Romania's landscape consists mainly of plains.
2. The Danube Delta is a World Heritage Site.
3. Romania has few lakes and rivers.
4. Forest and woodland cover a quarter of Romania.
5. Protected Natural Areas and National Parks were established in 1955.

### **TASK 6**

Homework: group work.

Look for information about the Romanian city your teacher gives to the group. It can be about any of the following ones: **Iasi, Cluj, Napoca, Timisoara, Constanta and Craiova.**

The next session you'll use the information found to complete in class a grid similar to the one in task 4; so, find those specific points about the city that you've been given.

**SESSION 3****TASK 7**

A. Complete the following grid with information about the Romanian city your teacher gave to the group.

Name of city	
Location in Romania	
Climate	
Famous sites	
Population	
Industry	
Other information	

B. Write a report on the city using the information in the grid.

..... is in...
----------------

C. Make an oral presentation about your report on the city. Give as much information as possible.

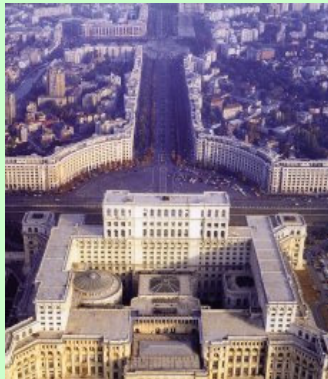
## **TASK 8**



A. Look at the following information from the power point about climate, language and religion in Romania.

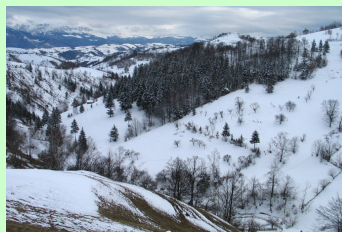
### Capital. Language. Religion

- The capital city is Bucharest.
- The largest percentage of the population is Romanian Orthodox.
- The Romanian language is a Romance language.



### LANDSCAPE and CLIMATE

- The summer is hot with both showers and thunderstorms.
- The winter is cold with some fog and snow.
- Romania's landscape consists of hills, mountains and plains.



B. Write five sentences about these topics in the spaces provided. Follow the pattern in the grid to write correctly.

In	Romania my country	the summer the winter....	is	hot - cold with showers very cold.....
In	Romania my country	the language spoken	is	Catalan- English Romanian.....
In	Romania my country	the religion	is	Catholicism Orthodox.....

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

C. Using the information in exercise B compare your own country to Romania in the grid below. Write your answers in sentences.

	Give details about Romania	Give details about your own country
What's the weather like?		
What's the language spoken?		
What's the country's religion?		

## TASK 9



### Pair work

- A. Look at the comparison you did in the grid in task 8. Note the similarities and differences between the two countries in the spaces provided.  
Follow the pattern below to express similarity and difference.

#### SIMILARITIES

.....  
 .....  
 .....  
 .....

#### DIFFERENCES

.....  
 .....  
 .....  
 .....

#### Similarity

In Romania the weather is.....,  
 in Catalonia the weather is....., **too**.

#### Difference

In Romania the weather is.....**but**  
 In Catalonia the weather is.....

- B. Use the information in exercise A to discuss with the whole class similarities and differences between Catalonia and Romania.  
Answer your teachers' questions.



## **TASK 10**



- A. Read the following passages and write a report to explain why both countries have lots of similarities.

### **Passage A: Catalonia**



#### Politics

From 1939 to 1975 Catalonia (Spain) had a Dictatorship. Franco had the political power during that period.

At present days it is governed on the basis of a multi-party Democratic system. J. L. Rodriguez Zapatero, the present President, is the head of the Spanish Socialist party.

#### Food

Catalan food is based on the well-known Mediterranean diet. Olive oil is used to cook and as a dressing ingredient.

Vegetables, fruits and salads are popular. Pork is often eaten and so is fresh fish.

“Pa amb tomata”, “coca de recapte”, “allioli”, “caragols”, “escalivada” are traditional and well appreciated dishes.

“Flam” and “crema catalana” are both tradicional and favourites desserts.

### **Passage B: Romania.**



#### Politics

From 1947 to 1989 Romania had a Communist Dictatorship. At present days it is governed on the basis of a multi-party Democratic system.

The country became associated as a membership of the European Union in 2007. Nowadays, Traian Basescu is the President.

#### Food

Romanian has been influenced over centuries by invaders and settlers: Greeks, Hungarians, Germans and Turks.

Soups (vegetables, meat and fish) and salads (potato, cabbage) are popular.

Stuffed vine leaves and grilled minced meat are also popular. Pork is frequently eaten, often with potatoes and salad.

Romania has a number of recipes for cakes, cheesecakes, pancakes and other desserts. Fruits available include apples, apricots, cherries and melons.

- B. Complete the following grid to write the report on similarities between Romania and your own country.
- C. Finally, in pairs, read it out loud.

<p><u>Introduction</u></p> <p>In this report, I will show how the countries of Romania and Catalonia have similarities.</p>
<p><u>Main text</u></p> <p>One similarity is related to the political system, both countries had.....</p> <p>.....</p> <p>Another way in which they are similar is.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Another similarity is the food.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Yet another similarity between both countries is.....</p> <p>.....</p> <p>.....</p> <p>Also.....</p> <p>.....</p>
<p><u>Conclusion</u></p> <p>Although Catalonia and Romania are different countries, they have many similarities. For example.....</p> <p>.....</p> <p>.....</p>

### **TASK 11**

Homework: group- work.

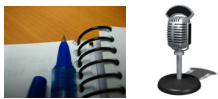
- A. In groups of four people make a poster about Romania. There are points you must mention. If you find more relevant information you may include it.

The important information is the following:

- .location
- .capital city
- .important sites and monuments
- .landscape
- .climate
- .language
- .religion
- .food
- .politics

- B. Make sure your poster is attractive and well presented. You can attach pictures.

- C. The next session will be devoted on the oral presentation of your poster. Prepare it!  
Each member of the group must have the opportunity of presenting pieces of information.

**SESSION 4****TASK 12**

Use the information in your posters to make an oral presentation.  
Focus on presenting findings which communicate key points clearly.  
While each group is presenting, the rest of the class takes notes to summarize each presentation. Write them down in the grid below.

Class groups	Notes on presentations.

Display the posters on the walls of the classroom.

**SELF-ASSESSMENT**

**UNIT 3 :THE ENVIRONMENT BEYOND. COUNTRIES  
AROUND THE WORLD.**

**Lesson 1:Location and comparison:Romania and  
Catalonia**

NAME:

CLASS:

Please tick the boxes to show what you are able to do at the end of this section:

- ☐ To learn about a different reality: Romania.
- ☐ To make a research on Romania.
- ☐ To compare different realities: Romania and Catalonia.

Evaluation

When you have completed this entire “Activities Booklet” colour the “**Traffic Lights**” to show how you think you did.

**ORED-** some difficulty  
**OYELLOW-** few difficulties  
**OGREEN-** no difficulties

STUDENTS' BOOKLET

**UNIT 3: THE ENVIRONMENT BEYOND: COUNTRIES AROUND THE WORLD.**

**Lesson2: Learning about: China and Catalonia.**

**SESSION 1**



**TASK 1**

A. Watch the power point about China, it gives you some general information about the country: location, climate, language, religion... .

B. Pay close attention to the information each slide contains.

C. Answer your teacher's oral questions on the content of each slide.



**TASK 2**

A. Watch again the power point about China and, in pairs, write a list of new words you find .

B. Write the list of new words and their meaning in the grid below. Use a dictionary.

NEW WORDS	DEFINITION

C. Discuss your list with the rest of the class when asked.

## SESSION 2

## TASK 3



China is bordered by	Vietnam , Laos, Burma, India, Bhutan, Nepal, Pakistan, Afghanistan, Tajikistan, Kyrgyzstan, Kazakhstan, Russia, Mongolia and North Korea.	in the	North South East West North-east North-west South-east South-west
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A. Read the information in the grid above to write at least seven sentences about China and its border countries in the spaces provided.

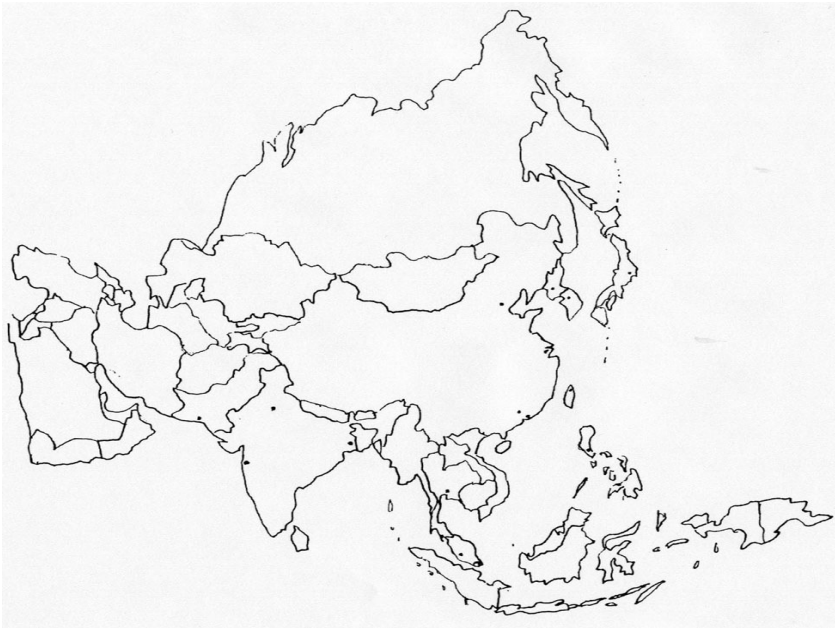
Look at the political map of Asia to do the activity. Follow the example.

E.g: China is bordered by Mongolia in the North-centre.

1. China is bordered by .....in the.....
2. China is bordered by .....in the .....
3. China ..... by.....in the.....
4. China ..... by..... in the .....
5. China..... in the.....
6. China..... in the.....
7. China..... in the .....

B. Locate and name China and its border countries on this blank map of Asia.

C. Explain about China and its border countries when asked.





**TASK 4**

E. Read the information about Beijing in the passage below.

**Beijing**

Beijing is the second largest city in China after Shanghai. It is recognised as the political, cultural and educational centre of China. Twelve million people live in Beijing.

The city hosted the 2008 Olympic games.

It is situated in the northern part of North China plain.

The Great Wall was used to defend the city against nomadic incursions.

The city's weather is a monsoon-influenced continental climate.

Its most famous monuments and landmark buildings are: Tian'anmen Square, The Forbidden City and The Temple of Heaven.

It is a very industrial city, this is the reason why air pollution levels are high.

F. Complete the following grid about Beijing paying close attention at the key points required.

Name of city	
Location in China	
Climate	
Famous sites	
Population	
Industry	
Other information	

G. Write a report on Beijing using the information in the grid.

Beijing is in...

H. Make an oral presentation about your report on Beijing. Give as much information as possible. Use the grid in activity B to know about the key points you have to talk about.



### **TASK 5**

Watch the power point about China again and:

.If these statements are **true**, tick them.

.If these statements are **false**, cross them

6. Chinese landscape consists mainly on plains.
7. China is the fourth largest country in the world.
8. China has 14 border nations.
9. Pollution is one of the biggest problems in China.
10. There is only one religion in China: Buddhism.

### **TASK 6**

Homework: group work.

Look for information about the Chinese city your teacher gives to the group. It can be about any of the following ones: **Shanghai, Chongqing, Tianjin, Chengdu, Hong Kong and Xi'an**. The next session you'll use the information found to complete in class a grid similar to the one in task 4; so, find those specific points about the city that you've been given.

**SESSION 3****TASK 7**

A. Complete the following grid with information about the Chinese city your teacher gave to the group.

Name of city	
Location in China	
Climate	
Famous sites	
Population	
Industry	
Other information	

B. Write a report on the city using the information in the grid.

..... is in...
----------------

C. Make an oral presentation about your report on the city. Give as much information as possible.

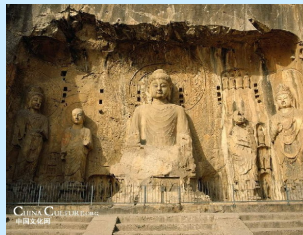
## TASK 8



A. Look at the following information from the power point about language, landscape and religion in China.

### POPULATION AND RELIGION

- China's population is estimated at 1.300 million people.
- A rich variety of religions can be found in China.
- Buddhism, Islamism and Confucianism are the most common religions.



### LANGUAGE AND LANDSCAPE

- Taj and Chinese Mandarin are the most spoken languages.
- The territory also contains a large variety of landscapes:
  1. Alluvial plains in the East.
  2. Grassland in the North.
  3. Low mountain ranges in the South.
  4. Major mountain ranges, the Himalayas, with China's highest point, Mount Everest, in the West



B. Write five sentences about those topics in the spaces provided. Follow the pattern in the grid to write correctly.

In	China my country	the landscape	contains	mountains- plains grassland- rivers.....
In	China my country	the language spoken	is	Catalan- English Chinese.....
In	China my country	the religion	is	Catholicism Orthodox.....

1.....

2.....

3.....

4.....

5.....

C. Using this information in exercise B to compare your own country to China in the grid below. Write your answers in sentences.

	Give details about China	Give details about your own country
What's the landscape like?		
What's the language spoken?		
What's the country's religion?		

## TASK 9



### Pair work

- C. Look at the comparison you did in the grid in task 8. Note the similarities and differences between the two countries in the spaces provided.  
Follow the pattern below to express similarity and difference.

#### SIMILARITIES

.....  
 .....  
 .....  
 .....

#### DIFFERENCES

.....  
 .....  
 .....  
 .....

#### Similarity

In China the landscape is.....,  
 in Catalonia the landscape is....., **too**.

#### Difference

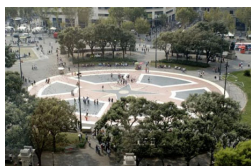
In China the landscape is.....**but**  
 In Catalonia the landscape is.....

- D. Use the information in exercise A to discuss with the whole class similarities and differences between Catalonia and China.  
 Answer your teachers' questions.



## **TASK 10**

- D. Read the following passages and write a report to explain why both countries have lots of differences.



### **Passage A: Catalonia**

Catalonia is located in the north of Spain. Spain is located in the south of Europe. Europe is a continent in the world. Catalonia has an extension of 32000 km<sup>2</sup>; it has 7.400.000 million inhabitants. Catalonia has a border country :France; two border Autonomous Communities: Aragón and País Valencià and a border sea: the Mediterranean sea. Catalonia is divided into 41 Local Areas. Barcelona is the capital city. In Catalonia people can speak two languages: Catalan and Spanish, although Catalan is the native one.



### **Passage B: China.**

China is located in the East of Asia. Asia is a continent in the world. China has an extension of 9.827.000 km<sup>2</sup>.; it has 1.300 million inhabitants. China has 14 border countries, it is the country with more border countries in the world. China is divided into 22 provinces. Beijing is the capital city. Many different ethnic groups live in China, each group speaks a different language; so, many languages are spoken in the country: taj, zhuang and Chinese mandarin.

- E. Complete the following grid to write the report on differences between China and your own country.

<p><u>Introduction</u> In this report, I will show how the countries of China and Catalonia have differences.</p>
<p><u>Main text</u> One difference is related to the extension..... ..... Another way in which they are different is..... ..... ..... ..... Another difference is the language ..... ..... ..... ..... Yet another difference between both countries is..... ..... ..... Also..... .....</p>
<p><u>Conclusion</u> Catalonia and China are different countries, they have many differences. For example..... ..... .....</p>

### **TASK 11**

Homework: group- work.

- A. In groups of four people make a poster about China. There are points you must mention. If you find more relevant information you may include it.

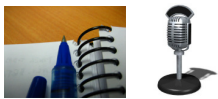
The important information is the following:

- .location
- .capital city
- .important sites and monuments
- .landscape
- .climate
- .language
- .religion
- .food
- .politics

- B. Make sure your poster is attractive and well presented. You can attach pictures.

- F. The next session will be devoted on the oral presentation of your poster. Prepare it!  
Each member of the group must have the opportunity of presenting pieces of information.



**SESSION 4****TASK 12**

Use the information in your posters to make an oral presentation.  
Focus on presenting findings which communicate key points clearly.  
While each group is presenting, the rest of the class takes notes to summarize each presentation. Write them down in the grid below.

Class groups	Notes on presentations.

Display the posters on the walls of the classroom.

**SELF-ASSESSMENT**

**UNIT 3 :THE ENVIRONMENT BEYOND. COUNTRIES  
AROUND THE WORLD.**

**Lesson 1:**Location and comparison:China and  
Catalonia

NAME:

CLASS:

Please tick the boxes to show what you are able to do at the end of this section:

- ☐ To learn about a different reality: China.
- ☐ To make a research on China.
- ☐ To compare different realities: China and Catalonia.

Evaluation

When you have completed this entire “Activities Booklet” colour the “**Traffic Lights**” to show how you think you did.

**ORED-** some difficulty  
**OYELLOW-** few difficulties  
**OGREEN-** no difficulties

STUDENTS' BOOKLET

UNIT 3: **THE ENVIRONMENT BEYOND: COUNTRIES AROUND THE WORLD.**

Lesson3: Learning about: **Morocco and Catalonia.**

**SESSION 1****TASK 1**

A. Watch the power point about Morocco, it gives you some general information about the country: location, climate, language, religion... .

B. Pay close attention to the information each slide contains.

C. Answer your teacher's oral questions on the content of each slide.

**TASK 2**

A. Watch again the power point about Morocco and, in pairs, write a list of new words you find .

B. Write the list of new words and their meaning in the grid below. Use a dictionary.

NEW WORDS	DEFINITION

C. Discuss your list with the rest of the class when asked.

## SESSION 2

## TASK 3



Morocco is bordered by	by Algeria, Spain ( a water border through The Strait and land borders with two small Autonomous cities, Ceuta and Melilla) and Mauritania.	in the	North South East West North-east North-west South-east South-west
------------------------	---	--------	--

A. Read the information in the grid above to write sentences about Morocco and its border countries in the spaces provided.

Look at the political map of Africa to do the activity. Follow the example.

E.g: Morocco is bordered by Algeria in the East.

1. Morocco is bordered by .....in the.....
2. Morocco is bordered by .....in the .....
3. Morocco ..... by.....in the.....
4. Morocco ..... by..... in the .....
5. Morocco..... in the.....

B. Locate and name Morocco and its border countries on this blank map of Africa.

C. Explain about Morocco and its border countries when asked.





#### **TASK 4**

A. Read the information about Rabat in the passage below.

##### **Rabat**

Rabat is the capital of Morocco; it has a population of 2 million people.

The city is located on the Atlantic Ocean at the mouth of the river Bou Regreg.

Rabat has important textile, food processing and construction industries. In addition, tourism and the presence of foreign embassies in Morocco serve to make Rabat an important city.

Being the capital, it has the actual Royal Palace and the King's Mausoleum. Its main attraction, however, is Hassan Tower.

Rabat has Mediterranean climate; it means that winters are temperate and that summers are hot and dry.

B. Complete the following grid about Rabat paying close attention at the key points required.

Name of city	
Location in Morocco	
Climate	
Famous sites	
Population	
Industry	
Other information	

C. Write a report on Rabat using the information in the grid.

<p>Rabat is in...</p>
-----------------------

D. Make an oral presentation about your report on Rabat. Give as much information as possible. Use the grid in activity B to know about the key points you have to talk about.

**TASK 5**

Watch the power point about Morocco again and:

.If these statements are **true**, tick them.

.If these statements are **false**, cross them

1. Morocco is located in the North West of Asia.
2. The largest city in Morocco is Casablanca.
3. Three million people in rural areas speak Berber.
4. Atlas mountain range and Sahara Desert are its more significant geographical features.
5. The totally dominating religion of Morocco is Christianity.

**TASK 6**

Homework: group work.

Look for information about the Moroccan city your teacher gives to the group. It can be about any of the following ones:**Casablanca, Marrakesh, Fez, Meknes, Tangier, Agadir.**

The next session you'll use the information found to complete in class a grid similar to the one in task 4; so, find those specific points about the city that you've been given.

**SESSION 3****TASK 7**

A. Complete the following grid with information about the Moroccan city your teacher gave to the group.

Name of city	
Location in Morocco	
Climate	
Famous sites	
Population	
Industry	
Other information	



B. Write a report on the city using the information in the grid.

..... is in...

C. Make an oral presentation about your report on the city. Give as much information as possible.

### **TASK 8**



A. Look at the following information from the power point about people and religion in Morocco.

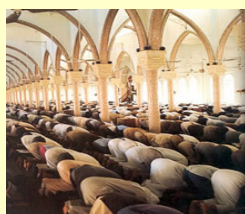
## BERBER- ARABS

- Most Moroccans are Berber or Arab.
- Morocco was inhabited by Berbers since at least 5000 years ago.
- The Arabs conquered the territory laying the foundation of an Arab-Berber culture



## RELIGION

- The totally dominating religion of Morocco is Islam.
- Christianity is present, with 100.000 adherents.
- Judaism still is present in Morocco with a reported group of 5000 and decreasing.



B. Write five sentences about these topics in the spaces provided. Follow the pattern in the grid to write correctly.

In	Morocco my country	people	are	Arab- Berber Catalan- Spanish English
In	Morocco my country	the language spoken	is	Catalan- English Arabic- Berber.....
In	Morocco my country	the religion	is	Catholicism Orthodox.....

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

C. Using this information in exercise B compare your own country to Morocco in the grid below. Write your answers in sentences.

	Give details about Morocco	Give details about your own country
Who lived in the country years ago?		
Who came to live in the country later on?		
What's the country's religion?		

### TASK 9



#### Pair work

- A. Look at the comparison you did in the grid in task 8. Note the similarities and differences between the two countries in the spaces provided. Follow the pattern below to express similarity and difference.

#### SIMILARITIES

.....

.....

.....

.....

#### DIFFERENCES

.....

.....

.....

.....

#### Similarity

In Morocco people are .....,  
in Catalonia people are ....., **too**.

#### Difference

In Morocco the religion is.....**but**  
In Catalonia the religion is.....

- B. Use the information in exercise A to discuss with the whole class similarities and differences between Catalonia and Morocco. Answer your teacher's questions.

## **TASK 10**



- A. Read the following passages and write a report to explain why both countries have lots of differences.

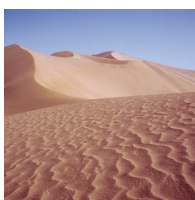


### **Passage A: Catalonia**

The Catalan economy is distinguished in the Spanish context by a more industrial profile. The distribution of sectors is the following one:

- .Primary sector (agriculture): 2.8%
- .Secondary sector (industry): 37.2%
- .Tertiary sector (services): 60%

The climate of Catalonia is diverse. The populated areas lying by the coast in Tarragona, Girona and Barcelona feature a Mediterranean climate. The inland part, Lleida, shows a mostly continental Mediterranean climate. The Pyreneean area has an Alpine climate at the highest summits.



### **Passage B: Morocco.**

The major sources of Moroccan economy are agriculture, phosphates and tourism. Sales of fish and seafood are important as well. Industry and mining are relevant sources.

The production of textiles and clothing is part of a growing manufacturing sector. However, the high cost of imports, especially petroleum imports, is a major problem. Another chronic problem is the lack of rainfall, which produces drought or sudden floods.

The climate is Mediterranean, which becomes more extreme towards the interior regions where it is mountainous.

The coastal plains are rich for agriculture. Forest covers about 12% of the land.

- B. Complete the following grid to write the report on similarities between Morocco and your own country.

<p><u>Introduction</u> In this report, I will show how the countries of Morocco and Catalonia have similarities.</p>
<p><u>Main text</u> One similarity is related to the climate..... ..... Another way in which they are similar is..... ..... ..... Another similarity is the economy ..... ..... ..... ..... Yet another similarity between both countries is..... ..... ..... Also..... .....</p>
<p><u>Conclusion</u> Catalonia and Morocco are different countries, they have many similarities. For example..... ..... .....</p>

### **TASK 11**

Homework: group- work.

- A. In groups of four people make a poster about morocco. There are points you must mention. If you find more relevant information you may include it.

The important information is the following:

- .location
- .capital city
- .important sites and monuments
- .landscape
- .climate
- .language
- .religion
- .food
- .politics

- B. Make sure your poster is attractive and well presented. You can attach pictures.

- C. The next session will be devoted on the oral presentation of your poster. Prepare it!  
Each member of the group must have the opportunity of presenting pieces of information.

**SESSION 4****TASK 12**

Use the information in your posters to make an oral presentation.  
Focus on presenting findings which communicate key points clearly.  
While each group is presenting, the rest of the class takes notes to summarize each presentation. Write them down in the grid below.

Class groups	Notes on presentations.

Display the posters on the walls of the classroom.

**SELF-ASSESSMENT**

**UNIT 3 :THE ENVIRONMENT BEYOND. COUNTRIES  
AROUND THE WORLD.**

**Lesson 3:**Location and comparison:Morocco and  
Catalonia

NAME:

CLASS:

Please tick the boxes to show what you are able to do at the end of this section:

- ☐ To learn about a different reality: Morocco.
- ☐ To make a research on Morocco.
- ☐ To compare different realities: Morocco and Catalonia.

Evaluation

When you have completed this entire “Activities Booklet” colour the “**Traffic Lights**” to show how you think you did.

**ORED-** some difficulty  
**OYELLOW-** few difficulties  
**OGREEN-** no difficulties

STUDENTS' BOOKLET

UNIT 3: **THE ENVIRONMENT BEYOND: COUNTRIES AROUND THE WORLD.**  
Lesson4: Learning about: **Ecuador and Catalonia.**



**SESSION 1**

**TASK 1**



A. Watch the power point about Ecuador, it gives you some general information about the country: location, climate, language, religion... .

B. Pay close attention to the information each slide contains.

C. Answer your teacher's oral questions on the content of each slide.

**TASK 2**



A. Watch again the power point about Ecuador and, in pairs, write a list of new words you find .

B. Write the list of new words and their meaning in the grid below. Use a dictionary.

NEW WORDS	DEFINITION

C. Discuss your list with the rest of the class when asked.

SESSION 2

TASK 3



Ecuador is bordered by	Colombia, Peru and by The Pacific Ocean. The country also includes The Galapagos Islands in the Pacific.	in the	North South East West North-east North-west South-east South-west
------------------------	--	--------	--

A. Read the information in the grid above to write sentences about Ecuador and its border countries in the spaces provided.

Look at the political map of South America to do the activity. Follow the example.

E.g: Ecuador is bordered by Colombia in the North.

1. Ecuador is bordered by .....in the.....
2. Ecuador is bordered by .....in the .....
3. Ecuador ..... by.....in the.....
4. Ecuador ..... by..... in the .....

B. Locate and name Ecuador and its border countries on this blank map of South America.

C. Explain about Ecuador and its border countries when asked.





#### TASK 4

E. Read the information about Quito in the passage below.

#### **Quito**

San Francisco de Quito, most often called Quito, is the capital city of Ecuador in north-western South America. It is located in North-central Ecuador in the Guayllabamba river. With a population of 1.400.000 inhabitants is the second most populous city in Ecuador, after Guayaquil.

Because of its elevation and its proximity to the Ecuador, Quito has a constant climate Spring-like weather year-round. The annual average temperature is 15°. The city experiences only two seasons: dry and wet.

The dry season, June through September, is referred to as summer; the wet season, October through May is referred as winter.

Quito has a population of 3.400.000 inhabitants.

It has the best-preserved historic centre of Latin America. Important monuments are: Cathedral of Quito, Church of the Society of Jesus and la Basílica del Voto Nacional.

F. Complete the following grid about Quito paying close attention at the key points required.

Name of city	
Location in Ecuador	
Climate	
Famous sites	
Population	
Temperature	
Other information	

G. Write a report on Quito using the information in the grid.

Quito is in...
----------------

H. Make an oral presentation about your report on Quito. Give as much information as possible. Use the grid in activity B to know the key points you have to talk about.

**TASK 5**

Watch the power point about Ecuador again and:

.If these statements are **true**, tick them.

.If these statements are **false**, cross them

6. Ecuador is located in North America.
7. Ecuador also includes The Galapagos Islands in the Pacific.
3. Ecuador has five main geographic regions.
4. Andes mountain range and Amazon rainforest are its more significant geographical features.
5. Ecuador's population is ethnically diverse.

**TASK 6**

Homework: group work.

Look for information about the Moroccan city your teacher gives to the group. It can be about any of the following ones: **Guayaquil, Cuenca, Machala, Santo Domingo de los Colorados, Portoviejo, Manta.**

The next session you'll use the information found to complete in class a grid similar to the one in task 4; so, find those specific points about the city that you've been given.

**SESSION 3****TASK 7**

A. Complete the following grid with information about the Ecuadorian city your teacher gave to the group.

Name of city	
Location in Ecuador	
Climate	
Famous sites	
Population	
Industry	
Other information	

B. Write a report on the city using the information in the grid.

..... is in...

C. Make an oral presentation about your report on the city. Give as much information as possible.

### **TASK 8**



A. Look at the following information from the power point about landscape and population in Ecuador.

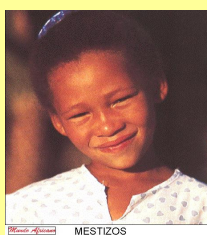
## LANDSCAPE

- Ecuador has three main geographical regions:
- 1. La Costa (the coast) in the western part.
- 2. La Sierra (the highlands): dominated by Los Andes mountain range.
- 3. La Amazonia, comprises the Amazon rainforest areas.
- It also has The Region Insular, comprising The Galapagos Islands in the Pacific Ocean



## POPULATION

- Ecuador's population is ethnically diverse. It's a plurinational state.
- The largest ethnic group is the mestizos (55%).
- Amerindians account for around 25%
- Criollos account around a 15%.
- Afro-Ecuadorians make up a 5% .



B. Write five sentences about these topics in the spaces provided. Follow the pattern in the grid to write correctly.

In	Ecuador my country	the landscape	contains	mountains- rivers landgrass plains- rainforest..
In	Ecuador my country	population	is	mixed – criollos Spanish- English

- 1.....
- 2.....
- 3.....
- 4.....

C. Using this information compare your own country to Ecuador in the grid below. Write your answers in sentences.

	Give details about Ecuador.	Give details about your own country
How many regions are there in Ecuador?		
Does Ecuador include any other area?		
Is the population in Ecuador diverse?		

### TASK 9



#### Pair work

Look at the comparison you did in the grid in task 8. Note the similarities and differences between the two countries in the spaces provided.

Follow the pattern below to express similarity and difference.

#### SIMILARITIES

.....

.....

.....

.....

#### DIFFERENCES

.....

.....

.....

.....

#### Similarity

In Ecuador people are .....,  
in Catalonia people are ....., **too**.

#### Difference

In Ecuador there are .....regions.....**but**  
in Catalonia there are .....

C. Use the information in exercise A to discuss with the whole class similarities and differences between Catalonia and Ecuador.

Answer your teacher's questions.



## **TASK 10**



Read the following passages and write a report to explain why both countries have lots of differences.



### **Passage A: Catalonia**

Castellers are one of main manifestation of the Catalanian popular culture. The activity consists in constructing human towers by competing colles castelleres. The sardana is the most characteristic Catalanian popular dance, other groups also practice Ball de bastons.

Musically Havaneres are also characteristic in the marine localities of the Costa Brava especially during summer when song are sung outdoors accompanied by a cremat or burned rum.

In the greater celebrations parades of gegants (giants) and correfocs of devils and firecrackers are usually present.

La Patum de Berga was declared oral and immaterial patrimony of The Humanity by Unesco.



### **Passage B: Ecuador.**

Ecuador traditions are a mixture between the Spanish colonialism, the Roman Catholic Church and the traditions of Pre-Columbian Indians.

Most Ecuador traditions have a religious touch. Almost every month there is a celebration in honour to a particular Catholic Saint.

Beautiful parades are organized in different towns around Ecuador, men and women wear colourful dresses and there is a lot of dancing and drinking coupled with fireworks.

The Inti Raymi is an important Indian celebration and it means The Sun's celebration and harvest; the Indians travel to sacred territories, waterfalls and rivers to carry out this celebration.

Yamor Feast takes place in Otavalo City, it lasts 2 weeks .It is a celebration filled with parades, dancing, music and fireworks.

Complete the following grid to write the report on differences between Morocco and your own country.

<p><u>Introduction</u> In this report, I will show how the countries of Ecuador and Catalonia have differences.</p>
<p><u>Main text</u> One difference is related to the traditions..... ..... Another way in which they are different is..... ..... ..... ..... Another similarity are the festivals ..... ..... ..... ..... Yet another difference between both countries is..... ..... ..... Also..... .....</p>
<p><u>Conclusion</u> Catalonia and Ecuador are different countries, they have many differences. For example..... ..... .....</p>

### **TASK 11**

Homework: group- work.

A. In groups of four people make a poster about Ecuador. There are points you must mention. If you find more relevant information you may include it.

The important information is the following:

- .location
- .capital city
- .important sites and monuments
- .landscape
- .climate
- .language
- .religion
- .food
- .politics

B. Make sure your poster is attractive and well presented. You can attach pictures.

C. The next session will be devoted on the oral presentation of your poster. Prepare it!  
Each member of the group must have the opportunity of presenting pieces of information.

**SESSION 4****TASK 12**

Use the information in your posters to make an oral presentation.  
Focus on presenting findings which communicate key points clearly.  
While each group is presenting, the rest of the class takes notes to summarize each presentation. Write them down in the grid below.

Class groups	Notes on presentations.

Display the posters on the walls of the classroom.

**SELF-ASSESSMENT**

**UNIT 3 :THE ENVIRONMENT BEYOND. COUNTRIES  
AROUND THE WORLD.**

**Lesson 4:Location and comparison:Ecuador and  
Catalonia**

NAME:

CLASS:

Please tick the boxes to show what you are able to do at the end of this section:

- ☐ To learn about a different reality: Ecuador.
- ☐ To make a research on Ecuador.
- ☐ To compare different realities: Ecuador and Catalonia.

Evaluation

When you have completed this entire “Activities Booklet” colour the “**Traffic Lights**” to show how you think you did.

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**OGREEN-** no difficulties

STUDENTS' BOOKLET

UNIT 3: **THE ENVIRONMENT BEYOND: COUNTRIES AROUND THE WORLD.**

Lesson5: **REVISION**

**SESSION 1****TASK 1**

- A. Read the passages below and complete the following grid with information about the four countries. Focus on the things you already knew and on the things you've learnt. Answer the information when asked.

	<b>I already knew.</b>	<b>I have learnt.</b>
<b>ROMANIA</b>		
<b>CHINA</b>		
<b>MOROCCO</b>		
<b>ECUADOR</b>		

## **ROMANIA**



Hello, my name is Maria. I live in Iasi, in Romania. I love my country because it has many lakes and rivers. Forest and woodland covers over a quarter of the country. Protected Natural Areas and National Parks were established in the 1950's. I go to the mountains with my family at the weekend. We love it. We walk through the forest and we have a picnic. Mount Pie Trosul Mare is marvellous and so is Danube Delta. We love going there. We enjoy nature.

## **CHINA**



My name is Chang go, I live in Shanghai, in China. I go to school by bus. My school is far from home.  
In my country a major problem is pollution and the continued expansion of deserts, particularly the Gobi Desert. Prolonged drought and poor agricultural practices result in dust storms.  
Water, erosion and pollution control have become important issues in China.  
Nevertheless, my country contains a large variety of landscapes, too. The area which I love most is the mountain range in the West where you can find the Himalayas, with China highest point, Mount Everest.  
Gobi Desert is another significant geographical area in China.  
I'm looking forward to visit mount Everest in the future. I love climbing.

## **MOROCCO**



My name is Mohamed. I live in Fez, in Morocco. I have two brothers and two sisters. We speak Berber.  
A chronic problem in Morocco is the lack of rainfall, which produces drought or sudden floods.  
The Rif mountains and the Atlas mountains are the most relevant mountain ranges in my country.  
The Sahara Desert is sparsely populated and unproductive economically but I really love its beauty.

## **ECUADOR**



My name is Rosita. I live in Riobamba, in Ecuador. I'm the only child in the family. The area of my country which I really love is the Amazon rainforest in the Eastern part of the country. La Sierra is a high-altitude zone in the centre of the country, its mountainous terrain is dominated by the Andes mountain range. The Galapagos Islands in the Pacific Ocean contain a rich wildlife environment.  
I love nature and I support people who fight for a greener world.



**SESSION 2**



**TASK 2**

Complete the following sentences with the words in the box.

- a. Romania is in .....
- b. .... is in Asia.
- c. Morocco is in .....
- d. .... is in South America.

Europe- China – Africa – Ecuador.

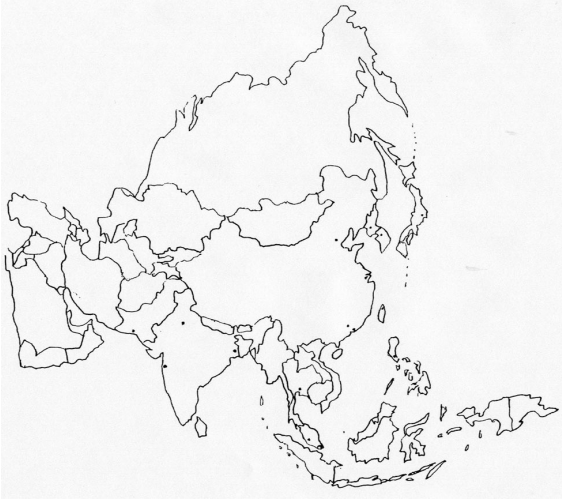


**TASK 3**

Name the following political maps of the continents in the spaces provided and locate Romania, China, Morocco and Ecuador.



.....





South America: Political  
Copyright (c) 1996 Houghton Mifflin Company.

## TASK 4

Complete the missing information in the following sentences.

- ..... is the capital of Romania. The most famous monuments in the city are.....
- ..... Is the capital of China; it has..... inhabitants.
- ..... is the capital of Morocco. It is located on the ..... Ocean at the mouth of river Bou Regred.
- ..... Is the capital of Ecuador. The city experiences two seasons:..... and .....

**TASK 5**

Compare Romania, China, Morocco and Ecuador to Catalonia.

Think of similarities and differences and write your conclusions in sentences in the grid below. Focus on climate, religion and language as key points. Follow the next pattern to write correct answers.

Similarity

Catalonia and Romania.	have	the same religion
Catalonia and China...		the same climate
.....		the same language.
.		

Difference

In Catalonia	the language is Catalan,	<b>but</b>	in Romania	the language is Romanian.
In Morocco	the religion is Islamism,	<b>but</b>	in China	the religion is Buddhism.
.....	.....	.....	.....	.....

	SIMILARITIES	DIFFERENCES
CATALONIA AND ROMANIA		
CATALONIA AND CHINA		
CATALONIA AND MOROCCO		
CATALONIA AND ECUADOR		

## TASK 6



In which country are the following cities? Match them with the correct country.

### CITIES

Constanta  
Shanghai  
Casablanca  
Portoviejo  
Napoca  
Fez  
Guayaquil  
Hong Kong

### COUNTRIES

Romania  
  
China  
  
Morocco  
  
Ecuador

## SESSION 3

## TASK 7



- A. In groups of four make a research about any country in the world. There are points you must mention. If you find more relevant information you may include it. The **key points** are the following:
- Location.
  - Capital city.
  - Important sites and monuments.
  - Landscape.
  - Climate.
  - Language.
  - Religion.
  - Food.
  - Politics.

.B Make a poster including the information you've found. You can use pictures. Make sure your poster is attractive and well presented.

- C. The next session will be devoted on the oral presentation of your poster. Prepare it!  
Each member of the group must have the opportunity of presenting pieces of information.

**TASK 8**

Use the information in your posters to make an oral presentation.  
Focus on presenting findings which communicate key points clearly.  
While each group is presenting, the rest of the class takes notes to summarize each presentation. Write them down in the grid below.

Class groups	Notes on presentations.

Display the posters on the walls of the classroom.

**SELF-ASSESSMENT**

**UNIT 3 :THE ENVIRONMENT BEYOND. COUNTRIES  
AROUND THE WORLD.**

**Lesson 5: REVISION**

NAME:

CLASS:

Please tick the boxes to show what you are able to do at the end of this section:

- ☐ To remember facts about different realities: Romania, China, Morocco and Ecuador
- ☐ To make a research on any country around the world.
- ☐ To compare different realities: Ecuador, China, Romania and Morocco to Catalonia.

Evaluation

When you have completed this entire “Activities Booklet” colour the “**Traffic Lights**” to show how you think you did.

**ORED-** some difficulty  
**OYELLOW-** few difficulties  
**OGREEN-** no difficulties