

Unit 14: Living in my world**Day three: Geography and climate****Objective**

1. Students will be able to exchange information about world geography and climate
2. Students will be able to respond to questions about their personal behavior in regard to the environment

Setting the Stage (2 minutes)

Teacher shows several potted plants (or pictures of plants) and describes what they are and where they come from (home garden, nursery, etc.)

Input (20 minutes)

Teacher shows a [Geography slide show](#) that illustrates a variety of geographical locations.

During the slide presentation, Teacher asks a variety of questions to actively engage students and to assure student comprehension. (Yes/no, either/or, who/what/when/where/why, as well as personalized questions)

Guided Practice (20 minutes)**Activity 1**

Teacher has written, in the target language, the following terms and definitions on the board or the overhead projector. Students, working in pairs, match the terms to the definitions and discuss their answers.

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| 1. a stretch of sand on the seacoast | a peninsula |
| 2. a body of water that empties into a sea or ocean | a glacier |
| 3. a dry area of land with little vegetation | a beach |
| 4. a little gulf of water | an island |
| 5. a body of land surrounded by water | a river |
| 6. a large vertical mass of rock | a desert |
| 7. a body of ice that moves very slowly | a forest |
| 8. a body of land that is surrounded by water on three sides | a bay |
| 9. a stretch of land covered by trees | a cliff |

Activity 2

Teacher has written the following useful vocabulary in the target language, on the board or an overhead transparency.

cliffs, sand, islands, waterfalls, hills, sand dunes, plains, bays, glaciers, forests, beaches, valleys, rivers, rocks

Students, in pairs, discuss what they can see in the following places and what they can do there.

In the mountains

In a desert

In the jungle

On the coast

On a tropical island

In the area where you live

For example:

In the Grand Canyon of Arizona, USA, we see cliffs, trees, waterfalls, valleys, rivers and river beaches. We can go kayaking, hiking, climbing and water-rafting.

Activity 3

Teacher has written the following text on the board or an overhead projector.

What do you think the weather is like in these places?

In Alaska, during the winter

In the desert of Arizona

In the summer, where you live

In London, England, at night during the summer

In a tropical forest in the afternoon

In the mountains during a snowstorm

On the seacoast of South Africa in November

On a Pacific Island during a hurricane

Students, in pairs, discuss their responses to these questions.

Independent Practice (10 minutes)

Teacher has typed the following questions with enough space between them to be able to cut the paper into strips about 2.5 inches tall and 8.5 inches wide, with one question on each strip. Teacher has made enough copies of the questions so that each student has one question on a strip of paper.

Each student writes the answer to the question on the back of his or her slip of paper. Students then walk around and share their answers with classmates. Teacher encourages discussion during this activity by walking around and giving "[bravos](#)" or some kind of little reward for student participation.

1. Do you ever go to the beach? Where? What do you do there?
2. Have you ever been on vacation in the mountains? When? With whom? Did you go on hikes? Did you go climbing?
3. Have you ever visited a desert? Which one? How long did you stay there? What did you think about your experience there?
4. Do you like the climate where you now live? Why or why not? Would you consider living here for the rest of your life?
5. In your opinion, how have weather conditions affected or influenced people's behavior?
6. Are you afraid of storms? What do people have to do for protection during a dangerous storm like a hurricane?
7. Which is your favorite season? Why? What do you like to do then?

Closure (1 minute)

Teacher compliments students for their hard work and their excellent participation.

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