



YEAR 4

INTERCULTURAL EBOOK

LEVEL B1

TASK ONE

ML. ICC.4	1. Together with the teacher discuss some vocabulary about the weather. Can you mention some words which describe the weather?
Code - 1.1, 1.2	2. The teacher will show you a map of a foreign country. You will be researching the typical weather conditions and climate in that country. Are there different seasonal changes?
Teacher Station	3. Write a paragraph about typical activities people engage in during different weather conditions, such as winter sports or beach vacations. Research also the clothes they wear.
Independent Station	4. Present your writing to the rest of the class.
Collaboration Station	5. Each student should present their weather conditions, climate, clothing, activities, and any interesting weather-related facts. Discuss in your small group what types of clothes are good for our weather and what types of clothes are good for the other country's weather. <ul style="list-style-type: none">• Do they have the same weather as us?• Do they wear the same clothes like us?• What clothes are they wearing?
Technological Station	6. Present your findings to the class
	7. When the teacher tells you, click on the link Weather, Countries & Clothes B1 . Drag and drop the word to the right box.

TASK TWO

ML. ICC.4	1. Discuss with your teacher basic vocabulary about the seasons. Which words do you know? Do you know any holidays from different countries?
Code 2.1, 2.2, 2.3	2. When the teacher tells you, click on the link here Seasons Definition A2 and start answering the sentences. You will find a sentence and you need to find the word for it.
Teacher Station	3. The teacher will give you a seasonal celebration or tradition from around the world to research. Create a presentation about the tradition including its history and significance.
Independent Station	4. Present this to the class and discuss together the similarities and differences between the seasonal traditions.
Technological Station	5. In small groups create a presentation or poster about a specific seasonal tradition from a different culture
Collaboration Station	6. Present your findings in class.

TASK THREE

<p>ML.ICC.4</p> <p>Code 3.1,</p> <p>Teacher Station Independent Station Collaboration Station</p>	<ol style="list-style-type: none">1. With the teacher, use some words which are related to the weather.2. Create a drawing, collage or painting that represents the weather in your town.3. Write a short description of your weather artwork. Explain the town or village where the drawing is done and explain how the weather influences your daily life.4. Show your artwork to the class. Explain your drawing.5. Your drawing will be exchanged with another class in a different country.6. When you receive their drawings create a presentation about what you learnt from their artwork. Discuss the similarities and differences you see.
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TASK FOUR

<p>ML. ICC.4</p> <p>Code 4.1, 4.2, 4.3</p> <p>Teacher Station Independent Station Technological Station</p>	<ul style="list-style-type: none">● Have you ever heard of the word sustainability? Do you know what it means? Discuss with the teacher what the word means.● You will be getting one topic on sustainability and a country to find some information about. The teacher will provide you with links and information. You can also use the Roboteacher to find out more information and check your writing.● Guiding questions for your research<ul style="list-style-type: none">● What do you know about this topic?● What is the meaning of the sustainability topic given to you?● What are people doing in other countries to help the environment?● Write a report (a paragraph) or a presentation about what you learned.● In small groups discuss what you learned about your country. Would this be useful where you live?● Discuss in class about the different practices learned.<ul style="list-style-type: none">● Which projects did you find interesting?● Which projects are important?● What small project/actions can we take in our community?
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TASK FIVE



ML.ICC.4

Activity 5.1,
5.2, 5.3, 5.4

Teacher
Station

Technology
Station

Independent
Station

Collaboration
Station

- Today we will be talking about the weather. We will discuss temperature units (e.g., Celsius and Fahrenheit), wind speed, humidity and some other concepts.
- We are going to start by observing our local weather. How do we check the Weather
 - Look Outside: See what the sky looks like.
 - Feel the Temperature: Is it warm or cold?
 - Watch a Weather Report: Look at the weather forecast on TV or online.
- Together we are going to create a weather chart for our town.
 - Look Outside: Check the weather each day.
 - Choose a Symbol: Pick the right symbol (☀, ☁, ☔, ❄, 🌪).
 - Record on Chart: Draw the symbol on the weather chart for each day.
 - Write the temperature of the day.
- Weather Words Symbols
 - Temperature: How hot or cold the air is.
 - Humidity: How much water vapor is in the air.
 - Precipitation: Rain, snow, sleet, or hail.
 - Sunny: ☀ Clear skies with lots of sunshine.
 - Cloudy: ☁ Covered with clouds.
 - Rainy: ☔ Rain is falling.
 - Snowy: ❄ Snow is falling.
 - Windy: 🌪 Strong winds are blowing.

Weather Chart for this week.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day of the Week							
What Does the Sky Look Like							
Temperature °C							
Wind Speed							
Weather Description							

- You will now be given a foreign city to research the weather in that city. You will research the weather in that country and/or city. For your research use some of the weather apps the teacher is going to suggest to you.
- The report should include detailed weather conditions, temperature, wind speed, and a description of the weather.

- Once you have completed your research, you will be placed in a group with students who researched other cities. Create a weather report which includes the four cities.
- Here are some guiding questions to help you with your discussion

Guiding Questions:

- What is the weather like in Malta?
- What is the temperature in Malta?
- What is the weather like in Greece?
- What is the temperature in Greece?
- What is the weather like in Italy?
- What is the temperature in Italy?
- What is the weather like in Portugal?
- What is the temperature in Portugal?
- Which city has the highest temperature?
- Which city has the lowest temperature?
- Which cities are not sunny?

Activity:

- Create a table comparing the weather and temperature in Malta, Greece, Italy, and Portugal.
- Write a short paragraph describing the differences in weather between these cities.
- In class with your teacher, discuss the differences and similarities in the weather between the four countries.
- Now predict what your city's weather is going to be like tomorrow.

TASK SIX

ML. ICC.4

Code 6.1, 6.2

Teacher Station
Collaboration
Station

- Today we will be talking about sustainability which means taking care of the environment.
- Discuss with the teacher the concepts of sustainability, including recycling, conserving resources, reducing pollution, renewable energy sources, carbon footprint, and the circular economy.
 - Why are these sustainable practices important for the planet.
- The teacher will now assign you some projects which you need to research in groups. Here you can make use of [Roboteacher](#) to help you find further information.
 - What impact do these projects have on communities and the environment?

- What could you do to help the environment?
- Anything we can do around the classroom? At home? Outside in our community?
- In groups the teacher will give you a topic or specific project which you will together research.
- Present to the class your project. Discuss whether such projects can be taken up locally.



TASK SEVEN

Activity

ML.ICC.4,

Code

7.1, 7.2, 7.3

Teacher Station
Collaboration
Station
Independent
Station

- Today you will be discussing folktales – what they are and how these have been passed down through the generations.
- With the teacher write some words related to the weather.
- The teacher will now read you a simple weather-related folktale. Listen carefully to the story. Answer the questions here below.
 - How did people get their food when the sky was close?
 - What caused the sky to move far away?
 - What warning did the sky give to the people?
 - How did the people's behavior change after the sky moved away?
 - Why did the sky feel disrespected?
 - What does this story teach us about the use of natural resources?
 - How might this story apply to modern-day environmental issues?
 - Do you know any weather-related folktales?
- In a group create a short- weather story. Here below find a basic story structure which you need to follow

Title: Create Your Own Folktale

1. Choose Your Characters

- Think of three interesting characters for your story.
- Example: A brave knight, a wise old wizard, and a sneaky dragon.

2. Setting

- Decide where your story takes place. It could be a castle, a village, or a mystical land.
- Example: A grand castle in a mystical land.

3. Problem

- What problem do the characters need to solve?
- Example: The dragon has stolen the king's treasure.

4. Solution

- How do the characters solve the problem?
 - Example: The knight and wizard work together to outsmart the dragon and retrieve the treasure.
5. Lesson
- What can we learn from your story?
 - Example: Bravery and wisdom can overcome any challenge.
 - Present your story to the rest of the class.

TASK EIGHT

MT.ICC.4,
Code 8.1, 8.2
Teacher station
Collaboration
station

1. Today with the teacher, we will be talking about environmental challenges. Words which will be talking about are pollution, deforestation, biodiversity loss, habitat destruction, wildlife conservation and global climate change.
2. Write some vocabulary that you know about these environmental issues.
3. In small groups, the teacher will give you an environmental challenge to research. Create a short presentation and suggest a simple solution about this challenge.
4. Present your findings to the class that explains the challenge. Its global impact and suggests a simple solution.



TASK NINE

ML. ICC.4
Activity
9.1, 9.2
Teacher Station
Collaboration
Station
Technological
Station

- Today you will be discussing climate change, its causes and its global effects. Why is sustainability and conservation important?
- Together with the teacher you will be learning some new vocabulary
- When the teacher tells you click on the link [Climate Related Crossword B1](#). You are to read the definition and write the correct word in the blanks.
- The teacher will show you some pictures, maps and data of different regions.
 - What are the similarities and differences between the places?
 - How do you feel about climate change?
 - Why is it important to take care of the Earth's climate?
 - How does climate change affect people, animals and ecosystems?

- In small groups discuss the climate related topic the teacher has assigned you. Discuss the topic and find ways how we can help the environment.
- Present your findings to the other students in class.