



YEAR 4

STUDENTS LANGUAGE BOOK

LEVEL A2

TASK ONE

<p>ML. SL.4</p> <p>Code 1.1, 1.2, 1.4</p> <p>Teacher Station Independent Station Technological Station Cooperation Station</p>	<ul style="list-style-type: none">• The teacher will be introducing you to some weather-related words.• When the teacher tells you click on the link Weather Vocabulary Phrases• Here you will be asked to write the correct word below the sentence. Read the phrase/ sentence and write the word.• The teacher will once again give you some new weather conditions.• When the teacher tells you click on the link Weather Vocabulary Phrases A2 – Part Two which has some more weather conditions.• You will have the meaning of the word, and you need to include the words.• Create some basic sentences with all the weather words.• When the teacher tells you, click on this link Weather Vocabulary Questions.• You will have some sentences with a missing word.• You will need to drag and drop the right word that matches the sentence.• In a group ask some questions and answers related to the weather.
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TASK TWO

<p>ML. SL. 4</p> <p>Code 4.1</p> <p>Independent Station Teacher station</p>	<ul style="list-style-type: none">• Discuss with the teacher weather-related vocabulary• Listen to the teacher who will be explaining about a weather journal.• When the teacher gives you the worksheet, you will find information that needs to be completed for one week.• You are asked to mark the days weather<ul style="list-style-type: none">• Weather - a weather icon (e.g., a sun, cloud, or raindrop),• Temperature (e.g., hot or cold),• Feelings section• Additional Observations. Here include changes in conditions throughout the day.• Check this for a week• Did you notice any changes on the previous days?• At the end of the week describe how the weather conditions impacted your daily activities, mood and clothing choices.
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TASK THREE

ML. SL. 4

Code 3.1, 3.2, 3.3

Teacher station
Technology
Station
Collaboration
Station

- Together with the teacher, you are going to be learning new vocabulary. Try and guess what the words could mean.
- Work on the [General Vocabulary](#) together with your teacher. The words are breezy, chilly, frosty, humid, misty, overcast, drizzle, flurry (of snow), gust (of wind), shade, thunder. Lightning, puddle, mud, bloom (of flowers), harvest, chirping (of birds), melting, sweater, scarf.
- Now try and do it on your own.
- Discuss with the teacher
 - What feelings do you feel during the various seasons?
 - Why do you feel this way?
- Together with the teacher complete the following [Vocabulary Words Feelings](#), [Vocabulary Words Seasonal Changes](#)

TASK FOUR

ML. SL. 4

Code 4.1, 4.2, 4.3

Teacher station
Independent Station
Collaboration Station

- Together with your teacher talk about the four seasons in a year. The words are Spring, Summer, Autumn, Winter.
- Answer the questions
 - What is special about each season?
 - What do we observe happens in each season?
 - What objects and images do we relate to each season?
- The teacher will now be introducing two Poems.
- Questions
 - What did you understand about the Poems?
 - What is the author trying to say?
- Now try to become a poet yourself and complete the worksheet.

Worksheet Title: Seasons Rhyme Time

Instructions: Write two lines about each season. Try to make the second line rhyme with a word in the first line.

1. Spring:

Spring is here, the flowers bloom,
I play outside, no more gloom.

2. Summer:

Summer sun is oh so bright,

We swim and play from morning to night.

3. Autumn:

Leaves are falling down to the ground,
They crunch and crackle with a sound.

4. Winter:

Snow falls softly, white and light,
We make snowmen round and bright.

- Draw a picture that goes along with your poem
- Share your picture and read your poem aloud in class



TASK FIVE

M. SL. 4

Code 5.1, 5.2

Teacher station

Collaboration Station

- With the teacher discuss the four seasons in a year – Spring, Summer, Autumn and Winter.
- Answer the questions –
 - What is special about each season?
 - What do we see around us?
- When the teacher tells you, go and find the objects listed below.

<p>Spring</p> <ul style="list-style-type: none"> - Daffodil or any yellow flower - Nest or picture of a nest - Bud on a tree - Puddle - Kite 	<p>Summer</p> <ul style="list-style-type: none"> - Flip-flop - Beach ball or picture of one - Sunscreen - Picnic basket (picture or drawing) - Firefly (picture or drawing)
<p>Autumn (Fall)</p> <ul style="list-style-type: none"> - Maple leaf - Corn cob or picture - Squirrel (picture or drawing) - Hay (piece or picture) - Spider web (drawing) 	<p>Winter</p> <ul style="list-style-type: none"> - Snowman (drawing or photo) - Hot chocolate packet - Holly leaf - Woolen socks - Icicle (drawing or picture)

- Describe the items that you have found and share them with your classmates.
- Answer the question
 - What do you like about each season?
 - What is your favourite season?
 - Why do you like that season?

TASK SIX

M. SL. 4

Code - 6.1, 6.2

**Teacher
station**

**Independent
Station**

- Together with the teacher discuss what the word SUSTAINABILITY is. Key words are recycling, saving water, reducing waste, using energy wisely, compost, conservation, renewable energy, and environment.
- Answer questions –
 - Is it important to take care of our environment and why?
 - What can we do to take care of the environment?
- Colour in the template given to you by the teacher.
- On another page draw or paste images from magazines related to the key words.
- Write a sentence about the old and new vocabulary
- Present your poster to the class using the sentences you used.



TASK SEVEN

M. SL. 4 Code - 7.1 Teacher station Collaboration Station	<ul style="list-style-type: none">● Bring with you to class the crafts material the teacher requests from you.● Follow the demonstration given by the teacher● Discuss - What do we need to start? and What should we do next?● With your classmate write down the instructions to make the craft project● Exchange the instructions and Do the craft project● Was it important to communicate clearly when giving instructions?
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TASK EIGHT

M. SL. 4 Code - 8.1 Teacher station Collaboration Station	<ul style="list-style-type: none">● Discuss with the teacher what weather and sustainability mean and how these are connected.● With the teacher answer – Why is sunshine important for us?● Discuss in class following the rules given to you by the teacher. The topics are<ul style="list-style-type: none">○ How can we reduce energy consumption on hot days?○ Why is it important to recycle?○ What happens if we don't take care of our planet?○ Describe what you would do during a very hot day. How does the heat affect plants and animals?
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TASK NINE

ML. SL. 4 Code - 9.1 Teacher station	<p>Instructions for Students:</p> <ul style="list-style-type: none">- The teacher will be introducing a song related to the weather. This is You Are My Sunshine (Traditional) https://www.youtube.com/watch?v=tptPct-IBI4- Sing along to the song- What weather words can you remember from previous lessons?- These are the new words to the new song<ul style="list-style-type: none">○ Sunny sunny, shine so bright,○ Warm my day, and light my night.○ In the park, we play and run,○ Summer days are so much fun!- Sing along to the music with the class.
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