



**YEAR 4**

**LANGUAGE EBOOK**

**LEVEL B1**

## TASK ONE

ML. SL.4

Code  
4.1, 4.2, 4.4, 4.5

Teacher Station  
Independent  
Station  
Technological  
Station

- The teacher will be introducing you to some weather-related words.
- When the teacher tells you click on the link [Weather Vocabulary Phrases Part 1](#),
- Here you will be asked to write the correct word below the sentence. Read the phrase/ sentence and write the word.
- Answer the question How does the weather affect your daily activities? Discuss the various weather conditions.
- 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.
- Write a few sentences about how weather conditions impact our lives. You can use the [A1 Robot Teacher](#) to get information and feedback about your writing

## TASK TWO

ML. SL. 4

Code 4.1

Independent  
Station  
Teacher station

- 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
  - Weather - a weather icon (e.g., a sun, cloud, or raindrop),
  - Temperature (e.g., hot or cold),
  - Wind Speed and Directions
  - 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? Did you observe any patterns in the temperature? How does the climate affect the Maltese landscape such as agriculture, outdoor activities, or energy consumption
- At the end of the week describe how the weather conditions impacted your daily activities, mood and clothing choices.
- Make your own weather predictions for the coming week based on your observations.

### 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 blustery, sweltering, searing, crisp, balmy, sleet, hail, dew, fog, cyclone, equinox, solstice, foliage, deciduous, evergreen, orchard, horizon, climate, meteorology, barometer.
- Now try and do it on your own. You can also try this other version [Vocabulary Drag and Drop](#)
- 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 \(Phenomena B1\)](#), [Vocabulary Words \(Seasonal Changes B1\)](#), [Vocabulary Words \(Emotions B1\)](#)

### TASK FOUR

ML. SL. 4

Code 4.1, 4.2, 4.3

Teacher station  
Independent Station  
Collaboration Station

#### Instructions

- 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: Creative Seasons Poem

Instructions: Write a creative poem for each season. Use vivid descriptions and express how each season makes you feel or describe the activities you enjoy.

1. Spring:
  - Spring wakes the flowers, and trees reach for light,
  - \_\_\_\_\_, \_\_\_\_\_.
2. Summer:
  - Under the summer sun, we run and shout,

- \_\_\_\_\_, \_\_\_\_\_.
3. Autumn:
- Autumn brings apples, pumpkins, and pies,
  - \_\_\_\_\_, \_\_\_\_\_.
4. Winter:
- Winter whispers through snowy streets,
  - \_\_\_\_\_, \_\_\_\_\_.
- Draw a picture that goes along with your poem
  - Share your picture and read your poem aloud in class
  - Questions
    - What did you like about other students' poems and drawings?



## TASK FIVE

ML. SL. 4

Code 4.1, 4.3

Independent Station  
Teacher station  
Collaboration  
Station

### Instructions for Students:

- Together with the teacher, remember any weather-related vocabulary you learnt in the classroom.
- Listen to the teacher's instructions on how to write an adventure story with weather vocabulary.
- Create a story. Here below you have some suggestions. Choose only one
- Share your story with the class

#### A Stormy Night Mystery

During a stormy night, the power goes out, and you hear a strange noise outside. Armed with just a flashlight, you decide to investigate. What do you discover? How does the weather make everything more thrilling?

#### Autumn Leaves Festival

Your school is organizing a festival to celebrate the autumn season. You are in charge of one of the booths. Describe your preparations, the day of the festival, and any unexpected events that occur because of an autumn storm.

#### Winter Wonderland Misadventure

While building a snow fort, you find a mysterious object buried under the snow. Describe your quest to find out what it is, whom you ask for help, and what adventures you have along the way.

#### Adventurous Winds in Gozo

You are on a holiday in Gozo and a strong wind starts blowing on a day you planned to visit the Ġgantija

temples. How does the wind change your plans?  
Describe your adventure as you explore the ancient temples in this windy weather. What unexpected things happen because of the wind?

## TASK SIX

ML. SL. 4

Activity 5.1, 5.2

Teacher station  
Collaboration  
Station  
Technology Station

### Instructions

- 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. Some items need to be researched. You can use the [AI Roboteacher](#) for finding some information.

<p>Spring</p> <ul style="list-style-type: none"> <li>- Pollen (on a car or leaf, etc.)</li> <li>- Blooming flower (specific type, e.g., tulip)</li> <li>- Fresh grass (sample or photo)</li> <li>- Baby bird (photo or drawing)</li> <li>- Rain gauge or picture of one</li> </ul>	<p>Summer</p> <ul style="list-style-type: none"> <li>- Sun shadow at noon (photo or drawing)</li> <li>- Fruit of the season (e.g., watermelon, peach)</li> <li>- Barbecue grill (photo or drawing)</li> <li>- Swimming gear (e.g., goggles, swimming cap)</li> <li>- Thunderstorm evidence (photo or story)</li> </ul>
<p>Autumn (Fall)</p> <ul style="list-style-type: none"> <li>- Harvested produce (e.g., apple, corn)</li> <li>- Migration evidence (e.g., geese flying south, photo or drawing)</li> <li>- First leaf to change color (actual or photo)</li> <li>- Wool hat</li> <li>- Football (photo or real)</li> </ul>	<p>Winter</p> <ul style="list-style-type: none"> <li>- Frost pattern (photo)</li> <li>- Bare tree (photo or drawing)</li> <li>- Thermal wear (e.g., thermal gloves, ear muffs)</li> <li>- Winter constellation (drawing or star chart)</li> <li>- Frozen pond (photo or drawing)</li> </ul>

- Describe in detail 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?
  - How are seasons celebrated in different cultures/countries.



## TASK SEVEN

ML. SL. 4

ML.SL.4, 6.1, 6.2. 6.3

Teacher station  
Independent  
Station  
Technology  
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. The new vocabulary is carbon footprint, renewable resources, green technology, and biodiversity.
- Answer questions –
  - Is it important to take care of our environment and why?
  - What can we do to take care of the environment?
- Write some sentences about the new vocabulary learnt. You can use the [AI Roboteacher](#) to help you and to correct your English.
- On a blank page, create a poster using a slogan or a quote about sustainability.
- Present your poster and slogan to the rest of the class.

## TASK EIGHT

ML. SL. 4

ML.SL.4, 7.1

Teacher station  
Independent Station  
Collaboration Station

### Instructions for Students

- Bring with you to class the crafts material the teacher requests from you.
- Write instructions for your classmates on the craft project the teacher gave you
- Exchange the instructions and do the craft project
- Was it important to communicate clearly when giving instructions?

## TASK NINE

ML. SL. 4

Code 9.1

Teacher station  
Collaboration  
Station

- 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
  - What are some ways we can protect our environment from extreme weather changes?
  - Discuss the effects of drought on a community. How can people prepare for such weather?
  - Explain how renewable energy could help our planet.
- In groups you will be given a case study to discuss.

## TASK TEN

M. SL. 4

Code 10.1, 10.2

Teacher station  
Collaboration  
Station

- The teacher will be introducing a song related to the weather. Here Comes the Sun by The Beatles <https://www.youtube.com/watch?v=uPhMyKAeYyw>
- Sing along to the song
- What weather words can you remember from previous lessons?
- These are the new words to the new song
  - Wind on the hill goes whoosh, whoosh, whoosh,
  - Leaves keep tumbling down all through the town.
  - Clouds in the sky drift by, drift by, drift by,
  - Clouds in the sky drift by, cool and so high
- Sing along to the music with the class.
- In groups create a new weather song with the vocabulary you learnt.