



YEAR 4

LANGUAGE EBOOK

LEVEL NATIVE SPEAKERS

TASK ONE

M. SL.4 Code 1.1, 1.2 Teacher Station Independent Station Technological Station Cooperation Station	<ul style="list-style-type: none">● The teacher will be introducing you to some weather-related words.● When the teacher tells you, in a group you are to find information about some words using the A1 Robot Teacher to get information.<ul style="list-style-type: none">○ The words are - Gale, Hail, Sleet, Drought, Monsoon, El Niño, La Niña, Tsunami Waterspout, Heatwave, Typhoon, Polar Vortex, Atmospheric Pressure.● Write two sentences on the words.● Discuss - Does the weather affect our lives?● 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.● Discuss with the teacher the connections between weather, the environment and climate change.
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TASK TWO

ML. SL. 4 Code 4.1, 4.2 Independent Station Teacher station	<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),○ Wind Speed and Directions○ Cloud Formations○ 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 compare your observations to official weather records and discuss. Describe how the weather conditions impacted your daily activities, mood and clothing choices.● What is climate change and global warming? How can human activities affect the climate?
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- When the teacher tells you, in a group you are to find information about some extreme weather events using the **A1 Robot Teacher** to get information.
- What can we do to reduce global warming and improve environmental sustainability?

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 Vernal (relating to spring), Nocturnal (active at night), Diurnal (active during the day), Festival, Hibernial (relating to winter), Autumnal (relating to autumn), Zephyr (a soft gentle breeze), Monsoon, Biome, Tundra, Savanna, Cumulus (type of cloud), Stratus (type of cloud), Nimbus (rain cloud), Photosynthesis, Chlorophyll, Pollination, Ecology, Ecosystem, Biodiversity
- 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?
 - What activities can we do in the various seasons?
- Together with the teacher complete the following [Vocabulary Words \(Advanced Descriptions\)](#), [Vocabulary words \(seasons & feelings\)](#).
- Try doing them on your own when the teacher tells you to.

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: Four Seasons, Four Stories

Instructions: Compose a short, four-line poem for each season which shows growth.

1. Spring:

- Spring's gentle breath revives the earth,
- _____,
- _____,
- _____.

2. Summer:

- Summer's fierce embrace warms our days,
- _____,
- _____,
- _____.

3. Autumn:

- Fall's crisp whisper, a tale of change,
- _____,
- _____,
- _____.

4. Winter:

- Winter's cloak, serene and pure,
- _____,
- _____,
- _____.

- 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 5.1. 5.3

Independent
Station
Teacher station
Collaboration
Station

- 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

The Hurricane's Secret

A hurricane is approaching, and while preparing, you discover an old diary in your attic that reveals a secret about your house's history related to a past hurricane. Narrate your findings and the events during the hurricane.

The Four Seasons Quest

You receive a magical challenge that requires experiencing something unique in each season within one week. Describe your experiences during each season, the magical elements you encounter, and how you complete the quest.

Echoes in the Mist

While exploring a misty moor, you encounter echoes that predict the future. These predictions start to come true in unexpected ways as you and your friends try to make sense of the mysterious voices. Explore the implications of knowing the future and the adventures that ensue.

The Sirocco's Mystery

During a particularly hot and dusty sirocco wind, you uncover an old tale from your grandfather about a lost treasure hidden somewhere in Mdina. Inspired by the story and the mysterious weather, you decide to look for clues. Describe your journey through the ancient city, the people you meet, and any challenges you face because of the unusual weather conditions.

TASK SIX

M. SL. 4

Activity 6.1, 6.2

- 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?

Teacher station
Collaboration
Station
Technology
Station

- o What are the cultural, historical and ecological aspects of each season?
- o Do all countries have the same experience in the seasons?
- When the teacher tells you, you need to 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"> - First cherry blossoms or equivalent local blooming flower - Habitat starting signs (e.g., insects emerging, photo or actual) - Spring festival related item or symbol (drawing or photo) - Poem or song about spring - Photo of a rainy day 	<p>Summer</p> <ul style="list-style-type: none"> - Local cultural event related to summer (ticket stub or program) - Night sky photo (specific stars visible in summer) - Recipe or sample of a summer dish - Wildlife activity typical to summer (e.g., nesting, photo or actual) - Heatwave evidence (e.g., melted object, story)
<p>Autumn (Fall)</p> <ul style="list-style-type: none"> - Local autumnal custom (e.g., decoration or craft) - Photo of morning dew - Leaf chromatography artwork - Story or poem about fall - Harvest festival picture or artifact 	<p>Winter</p> <ul style="list-style-type: none"> - Traditional winter meal recipe or photo - Winter solstice tradition or symbol - Ice art (photo or actual) - Snow sport equipment (photo or actual) - Photo of a winter night

- Prepare a presentation for your classmates about the areas you have researched and found,
- Answer the question
 - o What do you like about each season?
 - o What is your favourite season?
 - o Why do you like that season?
 - o How are seasons celebrated in different cultures/countries.
 - o What do you think about the different seasonal traditions celebrated around the world?

- o Are they important?

TASK SEVEN

M. SL. 4

Code - 7.1, 7.2. 7.3

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, environment, carbon footprint, renewable resources, green technology, and biodiversity. The new words are circular economy, sustainable development goals, climate mitigation, and ecological footprint.
- Answer questions –
 - o Is it important to take care of our environment and why?
 - o What can we do to take care of the environment?
 - o What are the environmental challenges?
 - o What global sustainable efforts do you know about?
- Write some sentences about the topic of environmental challenged and 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.
- Organise with your teacher a special assembly where you present your posters and slogans to the rest of the year/school.

TASK EIGHT

M. SL. 4

Code - 8.1

Teacher station
Independent
Station
Collaboration
Station

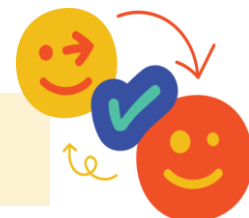
Instructions for Students

- Choose with the teacher a craft that you would like to share with your classmates.
- Bring with you to class the crafts materials required.
- Write clear sophisticated step-by-step instructions, including explanations of why certain steps are necessary. This will help them to understand and do the craft better.
- Teach your craft to your classmates through your directions. Do it together with them.
- Was it important to communicate clearly when giving instructions? How can we improve our directions giving.

TASK NINE

M. SL. 4

- Discuss with the teacher what weather and sustainability mean and how these are connected.



Code - 9.1

Teacher station
Collaboration
Station

- 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
 - Analyze the impact of deforestation on local weather patterns.
 - Debate the effectiveness of current sustainability practices in combating climate change.
 - Propose new methods for sustainable living that could be implemented in your community.
- In groups you will be given a case study to discuss.



TASK TEN

ML. SL. 4

Code 10.1, 10.2

Teacher station
Collaboration
Station

- The teacher will be introducing a song related to the weather. Colours of the Wind from Pocahontas <https://www.youtube.com/watch?v=O9MvdMqKvpU>
- Sing along to the song
- What weather words can you remember from previous lessons?
- These are the new words to the new song. Can you invent music to the words?
 - See the frost that clings to trees, feel the chill of winter's breeze.
 - Watch the leaves of gold descend, each one a tale of the year's end.
 - Seasons turn and teach us why, some things must end, some reach the sky.
- Sing along to the music with the class.
- In groups create a new weather song with the vocabulary you learnt.