



## Geography Climate and Food


### Objectives

- learn the difference between climate and weather.
- read about different types of climates and the food grown in different parts of the world.
- write about different types of food.

### Warm-up


- Books closed. Ask the class: *What's the weather like today?*
- Elicit answers and write them on the board.
- Ask: *Is climate the same as weather?*
- Elicit answers to this question, but do not confirm or reject ideas at this point.

- 1 • Students open their books at page 118 and read the information in the box about weather and climate.
  - If you have the Presentation Plus software, ask students to look at the photos of the food on the interactive whiteboard and elicit answers to the questions from the class.
  - Alternatively, put students in pairs to ask and answer the questions.
  - Students will find out the answers to the first question in Exercise 2, and the answers to the other questions in Exercise 5.

- 2  **1.47** Play the recording. Students listen to it and check and then repeat the names of the food items in Exercise 1.


#### Answers

1 dates 2 oranges 3 figs 4 rice 5 bananas  
6 potatoes

- 3  **1.48** Give students a couple of minutes to read the text. Tell them to pay attention to the different types of climate which are described.
  - If you have the Presentation Plus software, ask students to look at the map on the interactive whiteboard.
  - Ask students to come to the board in turn to match the climate types described in the text in Exercise 4 with the parts of the world identified on the map.

#### Answers

yellow: desert climate green: tropical climate

- 4  **1.48** Play the recording.
  - Ask students to look back through the text in Exercise 3 to check the answers they came up with in Exercise 1 about where the food in the picture grows and in what climate.
  - Ask students to say which food item is pictured in Exercise 1, but not mentioned in the text in Exercise 3 (*potatoes*). Ask students where potatoes grow and in what climate. (*Potatoes can be grown in most climates, including Mediterranean, tropical and desert.*)

#### Answers

**dates:** desert climate  
**oranges and figs:** Mediterranean climate  
**rice and bananas:** tropical climate

- 5 • Ask students to look at the table.
  - Make sure that they understand how it is organised.
  - Students can work in pairs to complete the table using the information in the texts in Exercise 3.

### Answers

	Country	Climate	Crops	Diet
<b>Polar climate</b>		always cold, temperature never above 10°C, very difficult to grow anything		
<b>Mediterranean climate</b>	Turkey, California, southwest Australia	hot in summer, rainy in winter	oranges, figs, olive trees	a lot of vegetables, not much fat
<b>Desert climate</b>	Saudi Arabia, Egypt	temperatures high all year, can be cold at night, doesn't rain often	date palms	dates
<b>Tropical climate</b>	Malaysia, Congo	high temperatures, a lot of rain all year round	rice, bananas, sugar cane	a lot of rice

### Your turn

- 6 • You can either set this exercise for homework or do it in class. If you do it in class, students will have to do research online.
  - If you choose to do it in class, set a 15-minute time limit for students to find this information.
  - If you have a large class, put students into small groups rather than pairs to do this task.
  - Monitor while students do their research and help guide **weaker students** to the information they need.
  - Ask each group to tell the class what they find out.



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**4.4 Mountains of rice**

See page 135 for activities you can do with this video.



For homework, students make a poster describing the climate in their country, the crops that are grown there and the typical diet of the people. Students can illustrate their posters with photographs or drawings.