



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.

- 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.

-  **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

-  **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

-  **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

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

Your turn

- 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.