**UNIT 4**

**Chapter 34**

**The Asian identity**

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| Outcomes | content | Learners can describe the geomorphologic elements of Asia.  |
| language | Learners can use present simple to describe the natural environment, flora and fauna of Asia.  |
| learning skill | Learners can work in groups cooperatively. |
| Personal aim | Want to reduce TTT.  |
| Timetable fit | Learners are working on a unit on continents. Asia is the second part of this unit. After they finish this chapter, they will move onto the countries of Asia/ Asia they will move onto Africa. |
| Group profile | There are 22 learners in this class, 8 boys and 14 girls.  |
| Time | 40 minutes. |
| Assumptions | Learners are intermediate level English learners. They have a lot of the key vocabulary to discuss natural environment (but their writing is imprecise therefore needs work). Present simple verb forms will not be completely new to them.  |
| Anticipated problems and solutions | Learners may be slow to start the brainstorm therefore will input some information on a power point presentation to help; learners may be unsure of some key vocabulary in the reading text therefore a matching definition and word task will be done prior to reading. |
| Materials | The Baktrian camel[*https://www.youtube.com/watch?v=3aWyJdRPY\_k*](https://www.youtube.com/watch?v=3aWyJdRPY_k)Introduction to Asia<https://www.youtube.com/watch?v=2DMMofvq0gw>Interactive game on Asian countries<http://world-geography-games.com/countries_asia.html> Interactive puzzle on Asia map<http://www.learninggamesforkids.com/geography_games/asia/asia-jigsaw.html> |

## Step 1

## Teacher asks pupils to locate Asia in relation to the equator and the Prime Meridian. Pupils must find the correct hemisphere. (slide 2)

Step 2

## Pupils are called to name: 1. the bordering countries (slide), 2. the seas and oceans, 3. the vertical and horizontal dimension, 4. the flora moving from north to south: tundra (moss and lichen), taiga (deciduous forests), coniferous forests (milder climate), steppe, desert (lack of rainfall) savannah, rainforest (Equator) and fauna of Asia.

Step 3

Teacher explains the 6 regions of Asia.

Step 4

TP discuss about the mountain ranges, rivers and lakes of Asia.

# Step 5

# Pupils watch the video on The Baktrian camel

# [*https://www.youtube.com/watch?v=3aWyJdRPY\_k*](https://www.youtube.com/watch?v=3aWyJdRPY_k)

**Step 6**

H/w assignment:

Meeting 2:

Pupils are divided in 4 groups. Group 1 designs the map of Asia, group 2 places highest mountain ranges in the map, group 3 places the longest rivers in the map, group 4 presents the map to the class plenary.

## Procedure

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| **Stage** | **Aim** | **Procedure** | **Materials** | **Interaction** | **Time** |
| Warmer | Activate prior knowledge | Teacher asks pupils to locate Asia in relation to the equator and the Prime Meridian.  | Ppt slide | Group work | 4 min |
| Outcomes | Clarify aims of lesson | T shows three outcomes on board. Discusses them with class. | Board  | T-SS | 2 min |
| Vocab input | Prepare for reading texts and regrouping | T gives each L a card with either a piece of vocab or a definition on it. T tells Ls to mill around and find their partner and then sit down with their partner. T elicits matches from all. Tells Ls to record answers on handout. | Handout (key vocab) | MillPair work | 5 min |
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