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### 3. SCIENTIFIC EXPEDITIONS

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**Grouping:** 

#### a) Warm-up activity

**Grouping:** 

Everything starts from scientific question. Look around in your classroom and write down as many questions as you can in 5 minutes time.

#### b) Vocabulary

**Grouping:** 

Make a pictogram timeline of Charles Darwin's life (include 7- 10 most important episodes).

<http://darwin-online.org.uk/timeline.html>

#### c) Writing

**Grouping:** 

Sometimes natural scientists make long journeys to answer questions. In the past this was quite usual. Planning an expedition was a complicated task in the 19th century and it still is up till now.

You are a member of the crew. Make a list of 5 objects to take with and 3 things every member of your crew has to organise before and after the expedition.



<u>Before</u>		<u>After</u>
Captain...	I am _____	Captain...
1....		1....
2....	My crew: _____	2....
3....		3....
Scientist...		Scientist...
1....		1....
2....		2....
3....		3....
...		...
<u>5 objects:</u>		
1. ...		
2. ...		
3. ...		
4. ...		
5. ...		



**d) Speaking**

**Grouping:**

How do you think these explorers communicated with the local population? Explain the local population what you came for and what your study is about. Use as many different words in as many different languages as possible. Create a multilingual presentation.

**e) Reading**



**Grouping:** 

Background: The collected materials on the expedition on the „Beagle“ include descriptions and drawings.

You can read the diary on

<http://darwin-online.org.uk/content/frameset?itemID=EHBeagleDiary&viewtype=text&pageseq=1>

and see the drawings

<http://darwin-online.org.uk/graphics/illustrations.html>

Skim the following text and try to find original words to the definitions below referring to.

**Tierra del Fuego, 1834, March 4th**

Came to an anchor in the Northern part of Ponsonby sound. We here enjoyed three very *interesante* days: the weather has been fine & the views magnificent. The *bergen*, which we passed today, on the Northern *Küste* of the Channel are about 3000 feet high, — they terminate in very broken & sharp peaks; & many of them rise in one abrupt rise from the waters edge to the above elevation. The lower 14 or 1500 feet is covered with a dense *mets*. — A mountain, which the Captain has done me the honour to call by my *nombre*, has been determined by angular *möötmine* to be the highest in Tierra del Fuego, above 7000 feet & therefore higher than M. Sarmiento. — It presented a very grand, appearance; there is such splendour in one of these *Schnee*-clad mountains, when illuminated by the rosy *lumière* of the sun; & then the outline is so distinct, yet from the distance so light & aerial, that one such view merely varied by the passing *wolk* affords a feast to the *esprit*.

- A type of [precipitation](#) within the [Earth's atmosphere](#) in the form of [crystalline water ice](#), consisting of a multitude of [snowflakes](#) that fall from [clouds](#): \_\_\_\_\_
- A non-corporeal substance [contrasted with the material body](#): \_\_\_\_\_
- A large [landform](#) that stretches above the surrounding land in a limited area usually in the form of a peak: \_\_\_\_\_
- An area with a high density of [trees](#): \_\_\_\_\_
- It identifies a *specific* unique and identifiable individual person: \_\_\_\_\_

**f) Writing**

**Grouping:** 

Draw or describe the picture from a birds point of view.



Here I am, sitting on my favourite tree...

... and here you can see the picture through my eyes.

### g) Speaking

**Grouping:**

Describe the picture from the birds point of view using the five words left in the multilingual text that we didn't give the definition for.