

# GEOGRAPHY

## Ordnance Maps

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' notes* for explanations, additional activities, and tips and suggestions.

<b>Theme</b>	<b>Ordnance Maps</b>
<b>Level</b>	<b>A1 – B1</b>
<b>Language focus</b>	Key vocabulary, word identification, grammar, use of student's own language.
<b>Learning focus</b>	Using Geography textbooks and accessing curriculum content and learning activities.
<b>Activity types</b>	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
<b>Acknowledgement</b>	<b>Extracts from <i>The Human Planet</i>. Patrick E.F. O' Dwyer. Gill &amp; Macmillan.</b>  We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
<b>Learning Record</b>	A copy of the Learning Record should be distributed to each student.  Students should: <ol style="list-style-type: none"><li>1. Write the subject and topic on the record.</li><li>2. Tick off/date the different statements as they complete activities.</li><li>3. Keep the record in their files along with the work produced for this unit.</li><li>4. Use this material to support mainstream subject learning.</li></ol>

## Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. 'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar' etc.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students** to:

- Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
- Take some **responsibility for their own learning** programmes by:



Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.

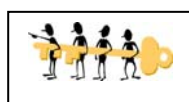


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



Indicates that answers may be found at the end of the unit.

## Keywords

The list of keywords for this unit is as follows:

### Nouns

area  
box/boxes  
bridge  
compass  
contour  
co-ordinates  
curved line  
direction  
distance  
earth  
east  
eastings  
edge  
features  
figure  
grid  
height  
kilometres  
linear scale  
location  
map  
measurement  
metres  
number  
north  
northings  
ordnance survey  
page  
paper  
reference  
region  
roads  
scale

scale map  
slope  
south  
spot  
squares  
starting point  
station  
sub-zones  
surface  
west

### Verbs

to consist of  
to cover  
to curve  
to divide  
to draw  
to find  
to identify  
to mark  
to measure  
to number  
to plot  
to represent  
to survey

### Adjectives

curved  
east  
global  
horizontal

important  
international  
linear  
most  
national  
north  
natural  
numbered  
scaled  
south  
vertical  
west  
whole

### Adverbs

directly  
east  
gradually  
most  
north  
south  
west

### Other

across  
along  
bottom to top  
left to right

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
GEOGRAPHY: Ordnance Maps

### Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
compass		
contour		
co-ordinates		
direction		
distance		
linear scale		



Get your teacher to check this and then file it in your resource folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
GEOGRAPHY: Ordnance Maps

### Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
measurement		
ordnance survey		
scale map		
to draw		
to identify		
to measure		



Get your teacher to check this and then file it in your resource folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
GEOGRAPHY: Ordnance Maps

### Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
to plot		
to represent		
east		
horizontal		
scaled		
vertical		



Get your teacher to check this and then file it in your resource folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
GEOGRAPHY: Ordnance Maps

**Level:** all  
**Type of activity:** whole class

**Focus:** vocabulary, spelling,  
dictionary, writing  
**Suggested time:** 10 minutes

## Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

**maps**

**location**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

**Level:** A1  
**Type of activity:** pairs or individual

**Focus:** vocabulary, spelling, dictionary  
**Suggested time:** 30 minutes

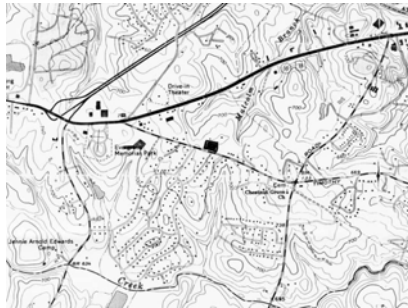


**Working with words**

**1. Tick the correct answer**



- a) this is a feature
- b) this is a grid
- c) this is a forest
- d) this is a compass



- a) this is a scale map
- b) this is a school lunch
- c) this is a bus
- d) this is a school principal

**2. Find these words in your textbook.**

Write your own explanation for these words. Then write the word in your own language. Use your dictionary if necessary.

Word	Page in textbook	Explanation	In my language
measurement			
location			
reference			
surface			



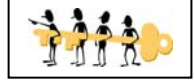
Check that these key words are in your personal dictionary.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
GEOGRAPHY: Ordnance Maps

Level: A1  
Type of activity: pairs or individual

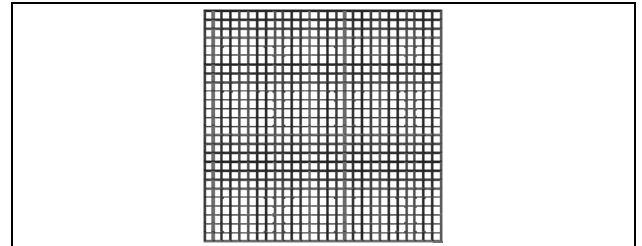
Focus: vocabulary, basic sentence structure  
Suggested time: 20 minutes



## Picture Sentences

### 1. Tick the correct answer

- a) This is a grid.
- b) These are features.
- c) This is a bridge.



- a) This is pollution.
- b) This is a map.
- c) This is a compass.



- a) These are people.
- b) This is a train station.
- c) This is snow.



### 2. Put these words in the correct order to form sentences.

useful maps are

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map drawing plan or is a a

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drawn maps scales are to different

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**GEOGRAPHY: Ordnance Maps**

**Level:** A1 / A2  
**Type of activity:** pairs or individual

**Focus:** word identification, vocabulary  
**Suggested time:** 20 minutes



**Odd One Out**

1. Circle the word which does not fit with the other words in each line.

*Example:*    *apple*    *orange*    *banana*    **taxi**

map                      north                      compass                      chair

grid                      metres                      road                      phone

grid                      linear                      shoe                      square

cross                      scale                      bottle                      sea

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to curve \_\_\_\_\_

to divide \_\_\_\_\_

to identify \_\_\_\_\_

to mark \_\_\_\_\_

to survey \_\_\_\_\_



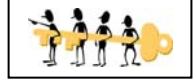
Check that these key words are in your personal dictionary.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**GEOGRAPHY: Ordnance Maps**

**Level:** A2 / B1  
**Type of activity:** individual

**Focus:** key vocabulary, writing descriptive text  
**Suggested time:** 40 minutes



## Geography Keywords

1. Fill in the missing letters of the keywords listed below.

On the line beside each word, write whether the word is a noun, an adjective or a verb.

d\_st\_nc\_ \_\_\_\_\_

n\_rt\_ \_\_\_\_\_

e\_s\_ \_\_\_\_\_

s\_al\_ \_\_\_\_\_

2. Write as many words as possible related to **maps**. You have 3 minutes!

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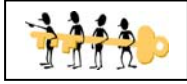
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**Level:** A1 / A2  
**Type of activity:** pairs or individual

**Focus:** key vocabulary, pronunciation, spelling  
**Suggested time:** 20 minutes



## Unscramble the letters

1. Map locations are found using FRERENECS

**Answer** \_\_\_\_\_

2. This item is used for reading maps CPMOSAS

**Answer** \_\_\_\_\_

3. This is expressed in metres on the map HIEGTH

**Answer** \_\_\_\_\_

4. Lines that aren't straight RCVUSE

**Answer** \_\_\_\_\_

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

Have you got this word in your personal dictionary?



## Solve the secret code

English=	L	C	P	E	F	D	N	M	O	S	T	U
Code=	B	X	Y	F	G	Q	R	O	L	E	A	W

example: (code) EAWQFRA = STUDENT (English)

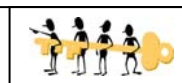


**EBLYF =**

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**Level:** A2 / B1  
**Type of activity:** pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary  
**Suggested time:** 30 minutes



## Completing sentences

1. Fill in the blanks in these sentences. Use words from the Word Box below.

### The national grid

The national \_\_\_\_\_ consists of twenty-five squares or boxes called sub-zones that cover the whole country. Each measures 100 km long by 100 km wide. Each sub-zone is \_\_\_\_\_ by a letter of the alphabet. Also each sub-zone is divided by a grid of lines called co-ordinates. One hundred of the lines are vertical and are called eastings. The other hundred lines are \_\_\_\_\_ and are called northings. Eastings increase from left to right and \_\_\_\_\_ increase from bottom to top. Eastings and northings are numbered from 00 to 99. When giving a grid \_\_\_\_\_, remember the word ATLAS -AT represents Across the Top. AS represents Along the Side

### Word Box

grid	reference	northings
identified	horizontal	

2. Fill in the gaps on this table.

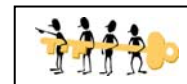
Verb	Simple past tense	Passive form (present)
<i>to call</i>	<i>called</i>	<i>is called</i>
to cover		is covered
to number		
to identify	identified	
to divide		
to mark		is marked
to represent		

Level: A2 / B1  
Type of activity: individual

Focus: key vocabulary, topic  
information, reading  
comprehension, multiple choice  
Suggested time: 30 minutes

### Multiple choice

*Read the text below and choose the best answers.*



#### Curved line measurement

To measure the distance along a curved line, such as a road:

1. Place the edge of your strip of paper at the starting point and put a pencil mark on both map and paper.
2. Hold the edge of the paper strip along the centre of the road until you reach the first turn. Draw a mark across the paper and the map at this point.
3. Use your last mark as the new starting point and hold your paper along the centre of the road until the next turn. As before draw a mark across the paper and the map at this point.
4. Repeat the process until you have measured the required distance.
5. Use the linear scale to measure the distance.

1. Where do you place the strip of paper?

- |                |                      |
|----------------|----------------------|
| a) on the road | b) starting point    |
| c) in the sea  | d) beside the pencil |

2. What do we draw across the paper and the map?

- |              |              |
|--------------|--------------|
| a) a mark    | b) house     |
| c) a picture | d) an animal |

3. What do you use as the new starting point?

- |              |               |
|--------------|---------------|
| a) last mark | b) first mark |
| c) paper     | d) pencil     |

4. Do you repeat the process until you have measured the distance?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

5. Do we have to use linear scale to measure the distance?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

How many words do you know that are used to describe lines and shapes? In this text we see **curved** and **linear**. Write down as many words as you can.

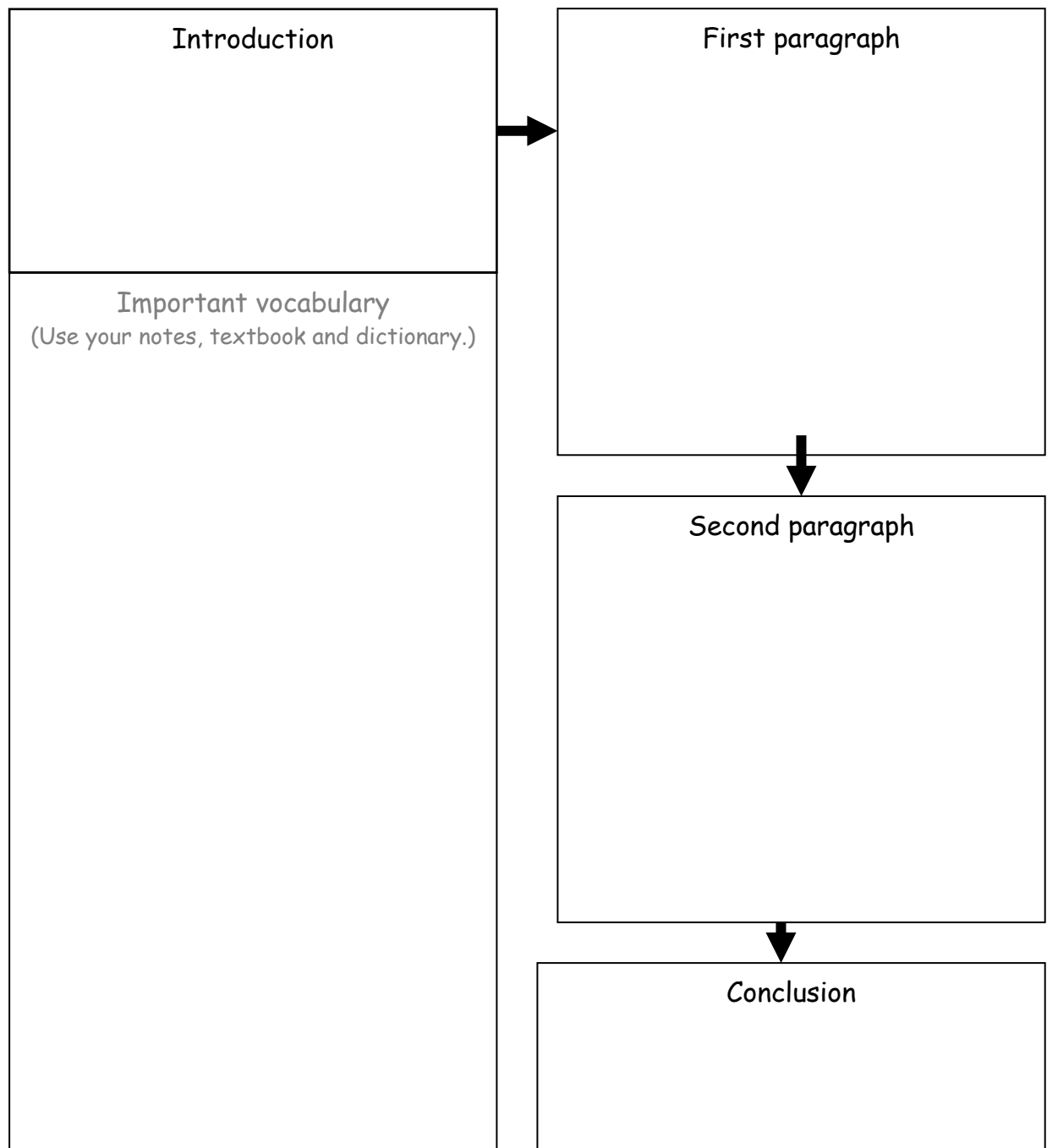
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GEOGRAPHY: Ordnance Maps

**Level:** A2 / B1  
**Type of activity:** pairs / small groups

**Focus:** vocabulary, structure, planning and creating text  
**Suggested time:** 40 minutes

Look in your *Geography* textbook at a photograph taken from the air. You are going to write a description of what you see. Use your keyword list and textbook to help you.

First plan what you are going to write by making notes on this chart:







NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## GEOGRAPHY: Ordnance Maps

**Level:** All  
**Type of activity:** individual  
and pairs

**Focus:**, dictionary work,  
prepositions  
**Suggested time:** 30 minutes



### Grammar points Prepositions

1. The following sentences are all about maps and how we use them. Many of the prepositions are missing from these sentences. Read the sentences carefully and fill in the missing prepositions from the box. You will use some of the prepositions more than once.

by	on	towards	from	across	to
		along			for

- The Ordnance Survey is responsible \_\_\_\_\_ drawing maps of Ireland.
- There is a lot of information \_\_\_\_\_ a good map.
- Lines that run \_\_\_\_\_ top \_\_\_\_\_ bottom are called eastings.
- Lines that run \_\_\_\_\_ the map are called northings.
- If you want to measure a line on the map you must hold a ruler or a piece of paper \_\_\_\_\_ the line.
- Each sub-zone on a map is divided \_\_\_\_\_ a grid of lines.
- When we travel in a northerly direction we are moving \_\_\_\_\_ the north.
- Each sub-zone \_\_\_\_\_ the map measures 100km long \_\_\_\_\_ 100km wide.

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### 2. Now it's your turn!

1. Pick a chapter from your textbook.
2. Rewrite six sentences leaving out the prepositions.
3. Make a list of the missing prepositions.
4. Swap your sentences with another student and fill in the missing prepositions in one another's sentences.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**GEOGRAPHY: Ordnance Maps**

**Level:** A2/ B1

**Type of activity:** individual/pair

**Focus:** working with adjectives

**Suggested time:** 30 minutes

## Grammar points



We can make adjectives from other words such as nouns and verbs.

Look at the words in column A and write an adjective in column B. Write the meaning of the adjective in column C.

Use your keyword list, textbook or dictionary to help you.

A	B adjective	C meaning
<i>to curve</i>	<i>curved</i>	<i>not straight</i>
to cover		
globe		
horizon		
nature		
to divide		
to measure		
line		
number		
height		
length		
scale		
contour		
region		



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**GEOGRAPHY: Ordnance Maps**

**Levels A1 and A2**

**Alphaboxes**

Using your textbook, find one word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 GEOGRAPHY: Ordnance Maps



### Word search

Find the words from the list box below. When you have found all the words, write each word in your own language.

F	D	I	S	T	A	N	C	E	A	S	T	I	N	G	S	D	H	Y	
S	M	A	P	M	E	A	S	U	R	E	M	E	N	T	X	C	S	V	
E	D														Y	I	J	C	
G	R	X	I	H	E	I	G	H	T	S	I	R	Z	A			M	K	
S	I	B	R	I	D	G	I	N	G	T	W	O	U	N			E	M	
U	L	D	E									U	R	W	O	X	Z		
S	X	O	G	G	R	I	D	F	W	M	R	A				Q	H		
C	I	K	H	U	A	F	H	N	D	C	D	T				I	U		
X	P	B	E	Z	C	C	D	N	H	F	E					C	N		
P	N	U	J	X	N	W	K	K	C	R	X					Q	V		
T	Q	J	S	O	V					G	G	T	M			C	X		
E	E	B	L	X	B	O	X	E	S	L	S	M	T			T	T		
P	G	M	L	U	S	Q	U	A	R	E	S	N	K			E	O		
N	P	T	E										K	S		B	E		
L	J	H	X	E	P	R	E	P	R	E	S	E	N	T	S	H	R		
B	O	H	O	R	I	Z	O	N	T	A	L	J	P	Z	M	N	B		
X	Z															P	A		
G	E	N	T	L	E	R	E	F	E	R	E	N	C	E	S	C	A	L	E
E	D	G	E	S	V	P	M	C	O	N	T	O	U	R	S	Z	B	B	W

BOXES	GRID	MEASUREMENT
BRIDGING	HEIGHTS	REFERENCE
CONTOURS	HORIZONTAL	REPRESENTS
DISTANCE	MAP	SCALE
EASTINGS		SQUARES
EDGE		
GENTLE		

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
GEOGRAPHY: Ordnance Maps

## Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



<b>ordnance</b>	<b>ordnance</b>
<b>survey</b>	<b>survey</b>
<b>map</b>	<b>map</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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<b>grid</b>	<b>grid</b>
<b>measure</b>	<b>measure</b>
<b>compass</b>	<b>compass</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**GEOGRAPHY: Ordnance Maps**

north	north
south	south
east	east

## Answer key

### Working with words, page 8

1. d, a

### Picture Sentences, page 9

1.a,b,b

2. Maps are useful. A map is a drawing or plan. Maps are drawn to different scales.

### Odd one out, page 10

Chair, phone, shoe, bottle

### Geography Keywords, page 11

Distance, noun, north, noun or adjective, east, noun or adjective, scale, noun (also a verb)

### Unscramble the letters, page 12

References, compass, height, curved

Secret Code: slope

### Completing Sentences, page 13

1. The national **grid** consists of twenty-five squares or boxes called sub-zones that cover the whole country. Each measures 100 km long by 100 km wide. Each sub-zone is **identified** by a letter of the alphabet. Also each sub-zone is divided by a grid of lines called co-ordinates. One hundred of the lines are vertical and are called eastings. The other hundred lines are **horizontal** and are called northings. Eastings increase from left to right and **northings** increase from bottom to top. Eastings and northings are numbered from 00 to 99. When giving a grid **reference**, remember the word ATLAS -AT represents Across the Top. AS represents Along the Side

2.

Verb	Simple past tense	Passive form (present)
<i>to call</i>	<i>called</i>	<i>is called</i>
to cover	<i>covered</i>	is covered
to number	<i>numbered</i>	is numbered
to identify	identified	is identified
to divide	divided	is divided
to mark	marked	is marked
to represent	represented	is represented



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**GEOGRAPHY: Ordnance Maps**

**Multiple Choice, page 14**

1b,2a,3a,4a,5a.

**Grammar Points, page 17**

prepositions.

- for
- on
- from, to
- across
- on
- along
- towards
- on, by.

**Grammar points, page 18**

A	B adjective	C meaning
<i>to curve</i>	<i>curved</i>	<i>not straight</i>
to cover	<i>covered</i>	
globe	<i>global</i>	
horizon	<i>horizontal</i>	
nature	<i>natural</i>	
to divide	<i>divided</i>	
to measure	<i>measured</i>	
line	<i>linear</i>	
number	<i>numbered</i>	
height	<i>high</i>	
length	<i>long</i>	
scale	<i>scaled</i>	
contour	<i>contoured</i>	
region	<i>regional</i>	

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
GEOGRAPHY: Ordnance Maps

Word Search, page 20

F	D	I	S	T	A	N	C	E	A	S	T	I	N	G	S	D	H	Y		
S	M	A	P	M	E	A	S	U	R	E	M	E	N	T	X	C	S	V		
E	D														Y	I	X	E		
G	R	X	I	H	E	I	G	H	T	S	I	R	Z	A			J	C		
S	I	B	R	I	D	G	I	N	G	T	W	O	U	N			M	K		
U	L	D	E									U	R	W	O	X	Z			
S	X	O	G		G	R	I	D	F	W	M	R	A			Q	H			
C	I	K	H		U	A	F	H	N	D	C	D	T			I	U			
X	P	B	E		Z	C		C	D	N	H	F	E			C	N			
P	N	U	J		X	N		W	K	K	C	R	X			Q	V			
T	Q	J	S		O	V				G	G	T	M			C	X			
E	E	B	L		X	B	O	X	E	S	L	S	M	T		T	T			
P	G	M	L		U	S	Q	U	A	R	E	S	N	K		E	O			
N	P	T	E										K	S		B	E			
L	J	H	X		E	P	R	E	P	R	E	S	E	N	T	S	H	R		
B	O	H	O		R	I	Z	O	N	T	A	L	J	P	Z	M	N	B		
X	Z																P	A		
G	E	N	T		L	E	R	E	F	E	R	E	N	C	E	S	C	A	L	E
E	D	G	E		S	V	P	M	C	O	N	T	O	U	R	S	Z	B	B	W