

# GEOGRAPHY

## Climate

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>Climate</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.

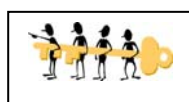


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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

activities  
altitude  
area  
atmosphere  
characteristics  
climate  
desert  
equator  
forests  
heat  
height  
lake  
land  
latitude  
moisture  
months  
oasis/oases  
ocean currents  
place  
plant life  
prevailing winds  
rainfall  
region  
resource  
sea/seas  
sea level  
season  
sky/skies  
snow  
summer  
sun  
surface  
temperature  
tropics  
variation  
vegetation  
water  
wind  
winter  
woodland  
world

### Verbs

to absorb  
to affect  
to change  
to cool down  
to decrease  
to heat up  
to increase  
to reach  
to release  
to replace  
to shine

### Adjectives

cold  
continental  
cool  
dense  
dry  
equatorial  
farther  
frequent  
hot  
low  
lower  
milder  
natural  
nearer  
oceanic  
regional  
sparse  
temperate  
unchanged  
warm  
warmer

### Adverbs

slowly

### Other

above sea level  
for example  
in the middle of

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### Vocabulary file 1

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

Word	Meaning	Word in my language
atmosphere		
climate		
heat		
height		
latitude		
moisture		



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

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### Vocabulary file 2

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

Word	Meaning	Word in my language
place		
rainfall		
sea level		
variation		
winter		
to absorb		



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

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### 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 cool down		
to decrease		
to increase		
cool		
to replace		
dense		



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

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**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:

### weather and climate

- 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.).

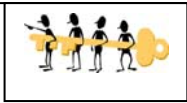


Students should record vocabulary and terms from the spidergram in their personal dictionaries.

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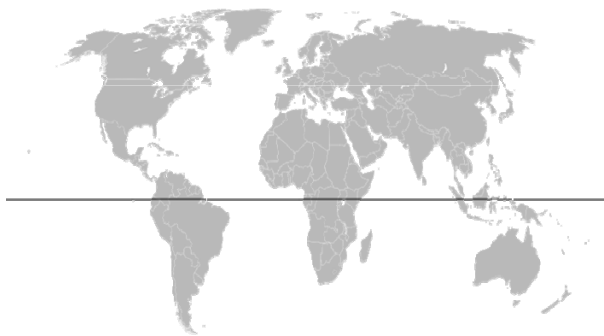
**Level:** A1  
**Type of activity:** pairs or individual

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



## Working with words

### 1. Tick the correct answer



- a) this line is the Equator
- b) this is an oasis
- c) this is snow
- d) this is a plant



- a) this is the sun
- b) this is a desert
- c) this is a computer
- d) this is a forest

### 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
atmosphere			
climate			
ocean			
season			



Check that these key words are in your personal dictionary.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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Level: A1  
Type of activity: pairs or individual

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



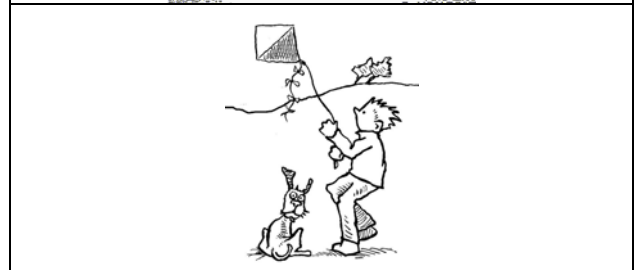
## Picture Sentences

### 1. Tick the correct answer

- a) This is vegetation.
- b) These are ocean currents.
- c) This is forest.



- a) This is the wind blowing a kite.
- b) This is a speaker.
- c) This is the sea.



- a) This is a desk.
- b) This is snow.
- c) This is a lake.



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

today sunny it's

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in mild damp and are winters Ireland

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climate different types there of are many

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**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**

weather climate pencil wind

cold car December warm

book summer winter Geography

rain cold cake sun

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

sea level \_\_\_\_\_

vegetation \_\_\_\_\_

oasis \_\_\_\_\_

equator \_\_\_\_\_

tropics \_\_\_\_\_



Check that these key words are in your personal dictionary.

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

**GEOGRAPHY: Climate**

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

**Focus:** key vocabulary, writing descriptive text  
**Suggested time:** 20 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.

w\_n\_er \_\_\_\_\_

c\_im\_t\_ \_\_\_\_\_

a\_ti\_u\_e \_\_\_\_\_

tr\_\_i\_s \_\_\_\_\_

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

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

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



### Unscramble the letters

1. This is the distance north and south of the equator LTATIUED

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

2. The average condition of the atmosphere CILMTAE

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

3. This heats slowly and cools slowly WTARE

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

4. How hot or cold it is. TMRUEPEATRE

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



Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

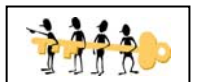
Do you know what the word means?

Have you got this word in your personal dictionary?

### Solve the secret code

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

example: (code) EAWYFRA = STUDENT (English)



**BYAQAWGF =**

\_\_\_\_\_

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

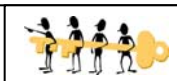
**GEOGRAPHY: Climate**

**Level:** A2 / B1

**Type of activity:** pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary

**Suggested time:** 30 minutes



### Completing sentences

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

Water heats slowly and cools slowly. Heat is absorbed and stored by the seas and oceans throughout the \_\_\_\_\_ months. They slowly release this \_\_\_\_\_ throughout the winter when the land is cold. So, areas nearest to these warm seas are warmer and milder during \_\_\_\_\_ than places that are farther away. So, areas nearer to the sea are cool in summer and warm in winter. In Ireland, places such as Valentia that are near the sea are \_\_\_\_\_ in winter than places such as Kilkenny that are \_\_\_\_\_ away from the sea.

#### Far from the sea

Land heats quickly and cools quickly. Areas far from the sea, in the middle of continents, get very hot in summer.

**Word  
Box**

warmer	summer	farther
winter	heat	

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**GEOGRAPHY: Climate**

**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.**

Winds that blow most frequently over an area are called prevailing winds. For example, the prevailing winds over Ireland are called the South-west Anti-trades because the most frequent winds over Ireland come from the south-west. They are warm winds because they blow from lower latitudes to higher latitudes. They are also moist winds because they blow from the sea. Altitude refers to height above sea level. The higher above sea level a place is, the cooler its climate. Temperature decreases 1°C for every 150 metres. This variation is called the lapse rate.

Why do temperatures decrease with height? The earth's atmosphere absorbs and holds heat radiated from the earth's surface. Near the surface the atmosphere is dense and is able to hold a lot of heat. However, as we climb, the air gets thinner and is unable to hold as much heat and so is cooler. So the higher we climb the cooler it gets.

1. What are winds that blow most frequently over an area called?

- a) bad winds
- b) prevailing winds
- c) good winds
- d) strong winds

2. Where do the most frequent winds in Ireland come from?

- a) north east
- b) south west
- c) north west
- d) north pole

3. What are the winds?

- a) warm winds
- b) windy
- c) gusts
- d) cold winds

4. Do they blow from lower to higher latitudes?

- a) Yes
- b) No

5. Are these winds moist?

- a) Yes
- b) No

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

**Focus:** vocabulary, structure, planning and organising information  
**Suggested time:** 40 minutes

You are going to discuss the topic '**How climate affects or influences our lifestyle**'.

1 Work with a partner to identify the influence of climate on how we live.

Think about the differences between Ireland and other countries in different parts of the world. Think also about factors such as occupations, health, food, clothes, buildings and so on.

2. Put your ideas into different categories. You can use a mindmap, a table, lists or a diagram.

3. Write some statements so that you can present your ideas clearly and decide who will present the different parts of your argument.

**Our points**

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

**GEOGRAPHY: Climate**

**Level:** all  
**Type of activity:** individual

**Focus:** adjectives  
**Suggested time:** 20-30 minutes



**Grammar points**

**Adjectives**

Adjectives give us more information about nouns.

For example: **Moist** winds blow from the sea.

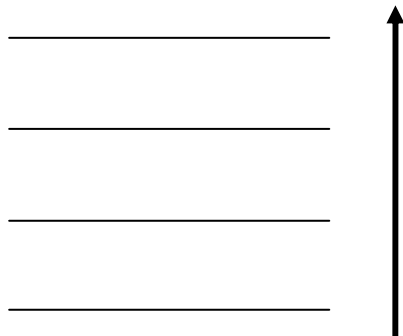
**1 Match the correct adjectives to these sentences. Use your text book to help you.**

The winds in Ireland are \_\_\_\_\_ winds.      cool

Places by the sea are \_\_\_\_\_ in summer.      thin

The land is \_\_\_\_\_ during the winter.      warm

The air is \_\_\_\_\_ on a mountain.      cold



Write these words in the correct places on the arrow to show how temperature changes as you climb up a mountain.

- cold
- hot
- warm
- cool

**2 When we want to compare two things, we use a comparative adjective.**

For example: Russia is **colder** than Ireland in the winter.

Write the comparative forms of these adjectives. They are all used when we are describing climate.

Be careful with the ones that are marked! The spelling changes.

warm		cold	
high		hot	
thin		mild	
low		near	
dry		cool	

**Do you know the meanings of all these adjectives? If you are not sure, check your dictionary.**



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GEOGRAPHY: Climate

Level: All  
Type of activity: individual

Focus: key words, sentence structure, writing text  
Suggested time: 30 minutes

## Grammar points

### Important nouns

In this Unit, we came across the following nouns. These are all important words for talking about **Climate**.

Look through your textbook to find these words. Check the meanings in your dictionary.

Write a short sentence using each noun. You can use your textbook to help you.

moisture \_\_\_\_\_

rainfall \_\_\_\_\_

region \_\_\_\_\_

altitude \_\_\_\_\_

equator \_\_\_\_\_

season \_\_\_\_\_



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

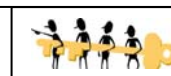


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**GEOGRAPHY: Climate**

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

**Focus:** verbs followed by prepositions  
**Suggested time:** 30 minutes



## Grammar points

### Verbs + prepositions

In this Unit, we came across the following verbs:

- to heat up
- to cool down

These are examples of verbs that are followed by a preposition.

**1 Fill in the gaps in these sentences using prepositions from the box. If you are not sure, check your dictionary.**

- The greenhouse effect could interfere \_\_\_\_\_ climate.
- We must cut \_\_\_\_\_ our use of water.
- If we carry \_\_\_\_\_ polluting the atmosphere, it will affect our climate.
- Rainfall is caused \_\_\_\_\_ moisture in the air.
- The tide comes \_\_\_\_\_ twice every day.

down	by	on
with	in	

**2 Which verbs + prepositions in the sentences have the same meaning as the following verbs:**

to reduce \_\_\_\_\_  
to continue \_\_\_\_\_

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**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: \_\_\_\_\_  
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### Word search

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

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

ALTITUDE WINTER  
CLIMATE WINDS  
COOLER  
EQUATOR  
FACING  
HEAT  
LATITUDE  
MONTHLY  
PREVAILING  
RAYS  
SLOPES  
SUMMER  
TEMPERATURE  
WARM

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## 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>climate</b>	<b>climate</b>
<b>altitude</b>	<b>altitude</b>
<b>latitude</b>	<b>latitude</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
GEOGRAPHY: Climate

**moisture**

**moisture**

**to change**

**to change**

**summer**

**summer**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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<b>cold</b>	<b>cold</b>
<b>heat</b>	<b>heat</b>
<b>winter</b>	<b>winter</b>

## Answer key

### Working with words, page 8

1. a, b

### Picture Sentences, page 9

1. b,a,c

It's sunny today.

Winters in Ireland are mild and damp.

There are many different types of climate.

### Odd one out, page 10

pencil, car, book, cake

### Keywords, page 11

Winter (noun), climate (noun), altitude (noun), tropics (noun)

### Unscramble the letters, page 12

altitude, climate, water, temperature

**Secret code:** altitude

### Completing Sentences, page 13

Water heats slowly and cools slowly. Heat is absorbed and stored by the seas and oceans throughout the **summer** months. They slowly release this **heat** throughout the winter when the land is cold. So, areas nearest to these warm seas are warmer and milder during **winter** than places that are farther away. So, areas nearer to the sea are cool in summer and warm in winter. In Ireland, places such as Valentia that are near the sea are **warmer** in winter than places such as Kilkenny that are **farther** away from the sea.

Far from the sea

Land heats quickly and cools quickly. Areas far from the sea, in the middle of continents, get very hot in summer.



**Multiple Choice, page 14**

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

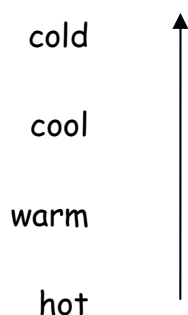
**Grammar points, page 16**

1. The winds in Ireland are warm winds.

Places by the sea are cool in summer.

The land is cold during the winter.

The air is thin on a mountain.



2.

warm	warmer	cold	colder
high	higher	hot	hotter
thin	thinner	mild	milder
low	lower	near	nearer
dry	drier	cool	cooler

**Grammar points, page 16**

- The greenhouse effect could interfere **with** climate.
- We must cut **down** our use of water.
- If we carry **on** polluting the atmosphere, it will affect our climate.
- Rainfall is caused **by** moisture in the air.
- The tide comes in twice every day.

to reduce      **to cut down**  
to continue    **to carry on**

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Word Search, page 20

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