

GEOGRAPHY

Climates, people and natural regions

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.

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

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.

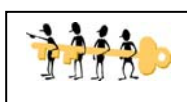


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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

activity
area
arrival
attraction
camel
change
characteristics
desert
desertification
equator
figure
forests
housing
irrigation
lake
land
leaf/leaves
moisture
oasis/oases
ocean currents
plant life
pollution
rain
rainfall
region
resource
savannah
season
sky/skies
snow
summer
sun
surface
temperature
thunderstorms
tourist
tourism
trade winds
tropics
vegetation
wind
woodland
world

Verbs

to affect
to allow
to blow
to change
to create
to cut down
to grow
to plant
to reach
to remain
to replace
to shine
to store
to survive

Adjectives

changed
cold
continental
deciduous
dry
equatorial
hot
long
man-made
natural
northern
oceanic
regional
southern
sparse
temperate
unchanged

Adverbs

gradually
naturally
slowly

Locations

the Mediterranean
the Nile
the Sahara

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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
characteristics		
desert		
desertification		
equator		
irrigation		
oasis		



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
ocean currents		
plant life		
pollution		
resource		
season		
temperature		



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
tropics		
to change		
to cut down		
continental		
to grow		
man-made		



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:

regions of the world

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.

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 camel
- b) this is a horse
- c) this is a donkey
- d) this is a fish



- a) these are houses
- b) this is a school bag
- c) these are oceans
- d) this is woodland

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
desert			
snow			
tourism			
thunderstorms			



Check that these key words are in your personal dictionary.

Level: A1
Type of activity: pairs or individual

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



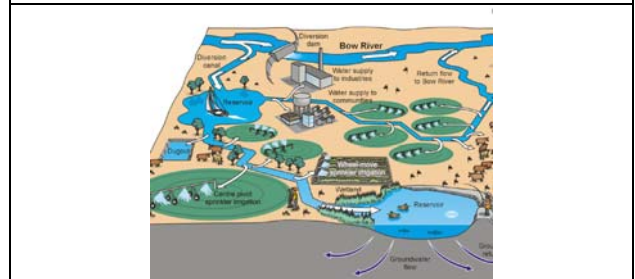
Picture Sentences

1. Tick the correct answer

- a) This is a blanket.
- b) These are oceans.
- c) This is a thunderstorm.



- a) This is irrigation.
- b) This is a leaf.
- c) This is a camel.



- a) These are people.
- b) This is a waterfall.
- c) This is an oasis.



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

hot where the are deserts?

scarce vegetation deserts is in

close climates hot found are to equator the

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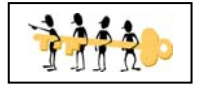
Level: A1 / A2

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**

house dry camel natural

oases car region Sahara

lake ocean dentist season

desert the Nile dog irrigation

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

to plant _____

to replace _____

to store _____

to survive _____

to create _____

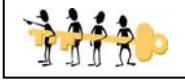


Check that these key words are in your personal dictionary.

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Level: A2 / B1
Type of activity: individual

Focus: key vocabulary, writing descriptive text
Suggested time: 15 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_s_rt _____

l_k_ _____

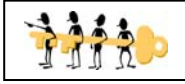
s_as_n _____

r_gi_n _____

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

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

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



Unscramble the letters

1. This desert is found in Africa SHARAA

Answer _____

2. There are four different... SESAOSN

Answer _____

3. A animal that lives in the desert CMALE

Answer _____

4. This is sparse in hot deserts VGEETATNOI

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=	R	V	D	E	F	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)



YFEFBA =

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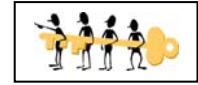
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Level: A2 / B1

Type of activity: pairs or individual

Focus: reading comprehension, extracting meaning from text, vocabulary, question forms

Suggested time: 40 minutes



Completing sentences

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

Natural _____ is plant life which grows in an area naturally and has not been planted or changed in any way by people. The _____ vegetation of very few areas of the world remains unchanged. Ireland's natural vegetation was deciduous woodland (leaves fall off in winter). Since the arrival of Ireland's first farmers this natural _____ has gradually been cut down and replaced by fields of grass and cereals, and housing. Some _____ where areas of natural vegetation remain untouched are:

- the forests of the Amazon Basin
- some national parks in savannah regions such as Kenya and America
- some hot _____ regions
- the boreal forests of northern Eurasia and Canada.

Word Box

desert	regions	woodland
vegetation	natural	

2. Now make three questions about the text. Look at your textbook if you need help.

What _____
_____?

Who _____
_____?

Where _____
_____?

Level: A2 / B1
Type of activity: individual

Focus: key vocabulary, topic information, reading comprehension, multiple choice
Suggested time: 40 minutes

Multiple choice

Read the text below and choose the best answers.



Hot deserts lie within the tropics where the sun is high in the sky throughout the year. In summer the sun shines from directly overhead. Cloudless skies allow long hours of sunshine. Cloudless skies create high pressure and high daytime temperatures, up to 40°C. At night these same cloudless skies allow heat to escape from the earth's surface and temperatures may drop below zero. Hot deserts are affected by the trade winds which blow from dry continental areas. As they blow towards the equator, they get warmer and so hold their moisture. Some sea winds affect hot deserts. These winds blow over cold ocean currents and are cooled and lose their moisture at sea. When they reach the hot desert lands they are dry winds. Vegetation is sparse in hot desert areas. Only plants that can store water, lose moisture slowly or have very long roots to reach the water table can survive the long spans of time with little or no rainfall.

1. Where do hot deserts lie?

- | | |
|------------|-------------|
| a) tropics | b) sunshine |
| c) seaside | d) forest |

2. What allows for long hours of sunshine?

- | | |
|------------------|--------------------|
| a) people | b) cloudless skies |
| c) rub your eyes | d) smell them |

3. To what degree do temperatures drop at night?

- | | |
|---------------|-------|
| a) 50 | b) 45 |
| c) below zero | d) 20 |

4. Does the sea wind affect hot deserts?

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

5. Is natural vegetation in hot deserts sparse?

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



How many words can you see in this text that are related to climate? Draw a circle around the words.

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Level: A2 / B1

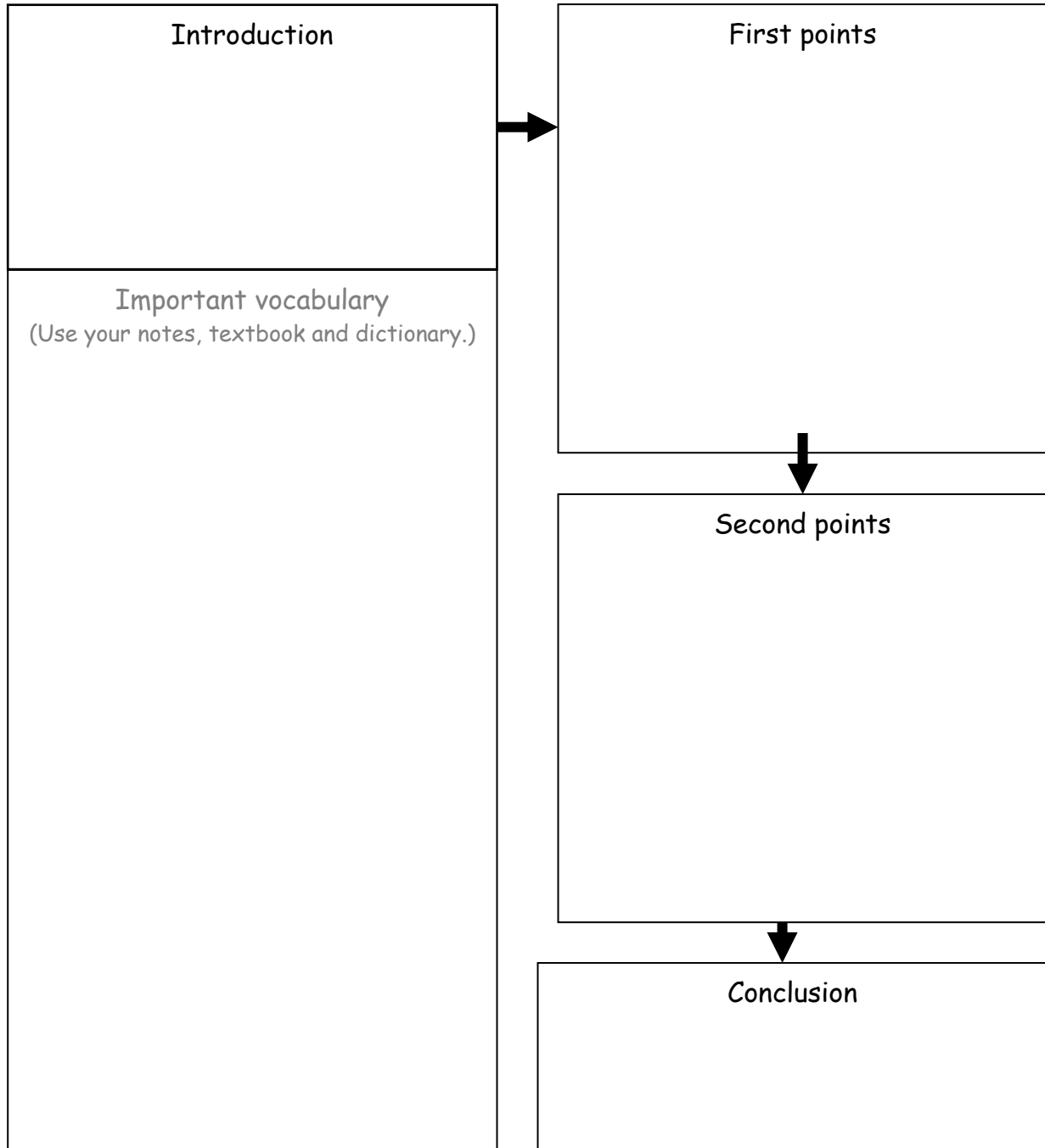
Type of activity: individual

Focus: vocabulary, structure,
planning and creating text

Suggested time: 40 minutes

You are going to give a short talk to the class on the topic '**Where I would most like to live in the world**'. Use your keyword list and textbook to help you.

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




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Use your plan and write your talk.

Title _____

 When your teacher has checked this, file it in your folder so you can use it in the future.

 Have you ticked this activity on your Learning Record?

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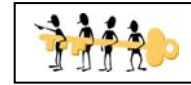
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Level: A2 / B1

Type of activity: individual

Focus: present tenses

Suggested time: 40 minutes



Grammar points

The present simple and present continuous tenses

We have two ways of talking about what happens in the present.

The **present simple** is used to talk about something that is permanent or happens again and again

For example: Dry winds **blow** over deserts.

The **present continuous** is used to talk about things that are happening now.

For example: The wind **is blowing** today.

1. Put the verbs in the **present simple** tense in this text. Don't forget that we add 's' in the third person singular (**I read** but **he reads**).

As air _____ (to rise) it gets cooler. Then the water in the air often _____ (to turn) into rain. As wind _____ (to blow) towards the Equator it _____ (to get) warmer. Warm air _____ (to hold) more water vapour. Therefore no rain _____ (to fall) on desert areas. Sea winds _____ (to blow) over cold sea currents. They _____ (to lose) their moisture at sea.

2. Put the verbs in the correct tenses in these sentences. Some are **present simple** tense and some are **present continuous** tense.

- Dry regions _____ (to contain) limited vegetation.
- Plants with long roots _____ (to reach) into the ground to find moisture.
- Experts say that the climate _____ (to change) every year.
- The polar winds _____ (to blow) over the northern lands.
- Rivers _____ (to carry) soil as they flow down from mountains.
- Today the sun _____ (to shine)

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Level: All
Type of activity: individual/pair

Focus: working with adjectives
Suggested time: 40 minutes



Grammar points

In this Unit, we came across the following adjectives:

- **deciduous**
- **equatorial**
- **temperate**

Look up these words in your dictionary and write your own definition.

Adjective	Meaning	Word in my language
deciduous		
equatorial		
temperate		

Adjective Hunt

Circle 10 adjectives from the Unit in these columns.

Score 4 points for each correct answer.

Who will score the highest? Perhaps you will. Good luck!

dry	replace	savannah
man-made	oceanic	oasis
forests	sparse	southern
rainfall	desert	currents
continental	natural	temperate
vegetation	thunderstorms	deciduous
irrigation	northern	survive



Score: _____ points

Levels A1 and A2

Alphaboxes

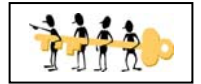
Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

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.



Word search

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

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

ACTIVITY	RAINFALL
CHARACTERISTICS	TEMPERATE
CLIMATE	THUNDERSTORMS
COOL	IRRIGATION
DESERT	MOISTURE
DESERTIFICATION	NATURAL
DRY	OASES
EQUATORIAL	OCEANIC
EXPLAIN	
FORESTS	

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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.



irrigation	irrigation
season	season
Mediterranean	Mediterranean

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natural	natural
resource	resource
vegetation	vegetation

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temperature	temperature
equatorial	equatorial
region	region

Answer key

Working with words, page 8

1.a,d

Picture Sentences, page 9

1.c,a,c

Where are the hot deserts?

Vegetation is scarce in deserts.

Hot climates are found close to the equator.

Odd one out, page 10

House, car, dentist, dog.

Geography Keywords, page 11

Desert, noun, lake, noun, season, noun, region, noun

Unscramble the letters, page 12

Sahara, seasons, camel, vegetation

Secret code: desert

Completing Sentences, page 13

Natural **vegetation** is plant life which grows in an area naturally and has not been planted or changed in any way by people. The **natural** vegetation of very few areas of the world remains unchanged. Ireland's natural vegetation was deciduous woodland (leaves fall off in winter). Since the arrival of Ireland's first farmers this natural **woodland** has gradually been cut down and replaced by fields of grass and cereals, and housing. Some **regions** where areas of natural vegetation remain untouched are:

- the forests of the Amazon Basin
- some national parks in savannah regions such as Kenya and America
- some hot **desert** regions
- the boreal forests of northern Eurasia and Canada.

Multiple Choice, page 14

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

Grammar points, page 17

1. As air **rises** it gets cooler. Then the water in the air often **turns** into rain. As wind **blows** towards the Equator it **gets** warmer. Warm air **holds** more water vapour. Therefore no rain **falls** on desert areas. Sea winds **blow** over cold sea currents. They **lose** their moisture at sea.

2.

- Dry regions **contain** limited vegetation.
- Plants with long roots **reach** into the ground to find moisture.
- Experts say that the climate is **changing** every year.
- The polar winds **blow** over the northern lands.
- Rivers **carry** soil as they flow down from mountains.
- Today the sun is **shining**.

Grammar points, page 18

Adjectives: dry, man-made, continental, oceanic, sparse, natural, northern, southern, temperate, deciduous

Word Search, page 20

