

GEOGRAPHY

Ice Action

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	Ice Action
Level	A1 – B1
Language focus	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

- **Introduction** should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.
- 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:



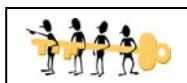
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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.



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

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.

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Keywords

The list of keywords for this unit is as follows.

Nouns

area / areas
boulder
box
cirque
clay
drumlin
esker
fjord
glacier
glaciation
gravel
hollow
ice
lough
moraine
reference
ribbon
ridge
sheets

Verbs

to transport
to scour
to freeze
to thaw
to pluck
to drop

Adjectives

downhill
erratic
glacial
glaciated
medial
steep
terminal

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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
cirque		
fjord		
esker		
moraine		
lough		
steep		



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
boulder		
clay		
erratic		
ridge		
to scour		
to freeze		



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
glacier		
sheets		
downhill		
terminal		
to thaw		
to pluck		



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

NAME: _____ DATE: _____
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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:

area

ice

- 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 - Tick the correct answer

1)



- a) map
- b) paper
- c) glacier
- d) river

2)



- a) drumlin
- b) river
- c) lough
- d) glacier

See Question 2 above. What is the difference between your answer and a mountain? Look at your textbook or ask your Geography teacher and then write the answer here

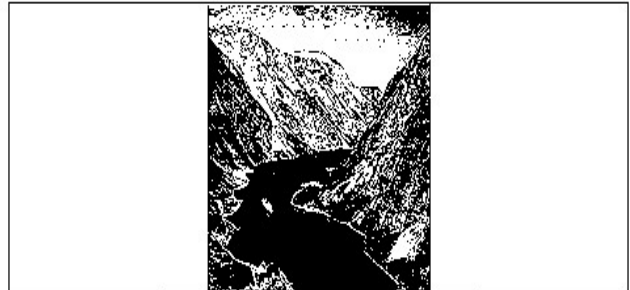
Level: A1
Type of activity: Pairs or individual

Focus: vocabulary, basic sentence structure, indefinite article
Suggested time: 30 minutes

Picture sentences - Tick the correct answer

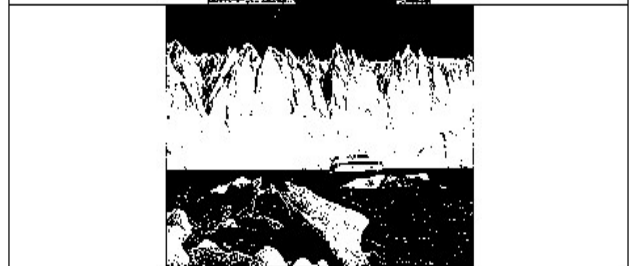
1.

- a) This fjord.
- b) This is a car.
- c) This is a dream.



2.

- a) This is a beach.
- b) This is a glacier.
- c) This is an ice cream.



3.

- a) This is a cirque.
- b) This is the sea.
- c) This is a map.



Sometimes we use 'a' and sometimes 'an' before a word. Look at these words and see if you can understand when to use 'a' or 'an'.

an esker a map
an ice cream a house

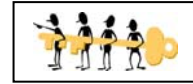
Now put the correct word in front of these nouns:

_____ apple _____ banana _____ orange
_____ iceberg _____ ocean _____ valley
_____ exercise _____ essay _____ textbook

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

Focus: word identification, vocabulary, sentence structure
Suggested time: 20 minutes

Odd One Out Geography



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

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

1. flame glacier boulder fjord

2. ice eskers door ridges

3. drumlin valley hollow lunch

4. ice cirque lake shoe

Write short sentences using the words below. Check the meanings in your textbook or dictionary.

glacier _____

ridge _____

valley _____

lake _____

boulder _____



Are all these words in your personal dictionary?

Level: A2 / B1
Type of activity: Individual

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

Hidden Geography keywords

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.

1. g_ac_er _____

2. ci_q_es _____

3. f_o_ds _____

4. e_ke_ _____

Level A2

Write a short piece of text which includes all these four words above.



Check that these keywords are in your personal dictionary.



Have you ticked
this activity on your
Learning Record?

NAME: _____ DATE: _____
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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. When rocks are pulled up from the valley floor PLCUKDE

Answer _____

2. Bowl shaped hollows in mountain areas CIQRUSE

Answer _____

3. A type of lake that are long and narrow RBIOBN

Answer _____

- 4). These are found in glaciated valleys MROANIES

Answer _____

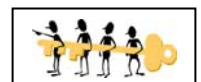
Solve the secret code



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

example: EAWYFRA = STUDENT

GBLQY: _____

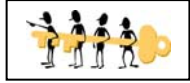


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Level: A2 / B1
Type of activity: Pairs or individual

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

Completing sentences



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

For over one million years the climate of Ireland was bitterly cold. There was only one season: winter. Snow fell throughout the year. This snow accumulated in hollows on mountain _____ and under its own weight it was compressed (squeezed) into ice.

When these hollows were full, some of the _____ overflowed and moved very slowly downhill through river valleys and on to lowlands. These valleys of ice are called _____. The glaciers joined together on the lowlands to form ice sheets over 300 metres thick. As a glacier moves downslope the weight of ice causes the bottom of the glacier to scrape the valley floor. This scraping action creates just enough heat to _____ a thin layer of ice at the bottom of the glacier. When the ice stops, so does the melting and the melt water _____ and attaches itself to the rocks on the valley floor. When the ice begins to move again it plucks out chunks of rock from the valley and so causes erosion.

**Word
Box**

ice	areas	glaciers
freezes		melt

Say this in another way:

bitterly cold _____
snow accumulated _____
chunks of rock _____
scrape _____

Use your dictionary if necessary!

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)

Text:

Hanging valleys and ribbon lakes are regularly found in glaciated valleys.

Hanging valleys are also glaciated valleys. They are tributary valleys that hang into the main valley from a higher level. Rivers in hanging valleys sometimes enter the main valley as waterfalls. Formation: Smaller glaciers filled tributary valleys.

Because they were smaller their ability to erode these valleys was not as great as large glaciers. As a result they did not erode them as deep as the main valley.

When the ice had melted, the floors of the tributary valleys were left high above the main valley. Examples: Black Valley near Killarney; Glendalough in Co. Wicklow.

Ribbon lakes are long, narrow and deep lakes on the floor of a glaciated valley.

1. Where are hanging valley and ribbon lakes found?
 - a) at school
 - b) glaciated valleys
 - c) seaside
 - d) in space
2. What are glaciated valleys also called?
 - a) house
 - b) hanging valleys
 - c) beautiful
 - d) photos
3. What did smaller glaciers fill?
 - a) cups
 - b) waves
 - c) tributary valleys
 - d) shoes
4. Are ribbon lakes long narrow deep lakes?
 - a) Yes
 - b) No
5. Are ribbon lakes found on the floor of glaciated valleys?
 - a) Yes
 - b) No

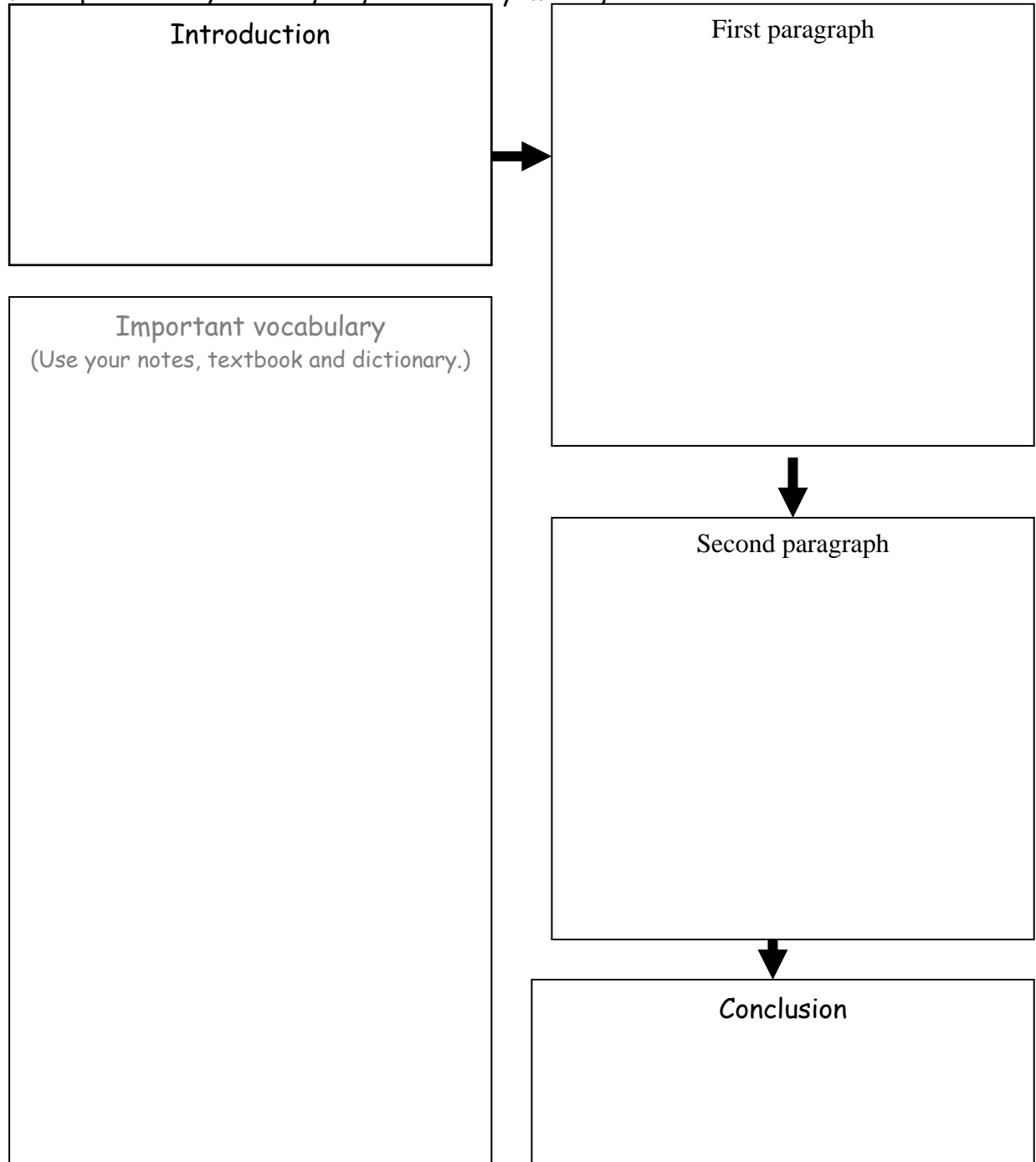
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Level: A2 / B1
Type of activity: Pairs / small groups

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

You are going to write a piece of text on the topic 'How ice creates the landscape'. Use your keyword list and textbook to help you.

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



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Level: All
Type of activity: Individual

Focus: content words,
dictionary work, word
identification
Suggested time: 30 minutes

Grammar points

In this Unit, we came across the following adjectives:

- medial
- glacial
- terminal

Look up these words up in your dictionary.

Adjective	Meaning	Word in my language
medial		
glacial		
terminal		

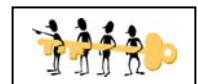
Adjective Hunt

Circle 10 adjectives in these columns.

Score 4 points for each correct answer.

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

fair	erosion	ice
long	generally	huge
narrow	hot	open
mountain	large	rock
deep	downhill	freeze
esker	low	boulder
glacier	bright	clay



Score: _____ points

Level: A2 – B1
Type of activity: Individual/pair

Focus: working with adjectives
Suggested time: 45 minutes

Grammar Points

More Adjectives

1. An adjective is a word that describes a noun. There are many adjectives in the chapter on Ice Action. Look at the sentences below, and decide which adjectives belong in the blanks.

straight	long	steep-sided	U-shaped
deep	flat	narrow	steep

- Glaciated valleys are _____, _____, _____, valleys with _____ floors and _____ steep sides.
 - Ribbon lakes are _____, _____ lakes in glaciated valleys.
 - Fjords are drowned, _____ valleys which take the term of _____, _____ sea inlets.
2. Next it's your turn. Pick a chapter from your textbook. Rewrite six sentences leaving out the adjectives. Make a list of the missing adjectives. Now swap sentences with another student and fill in the missing adjectives in one another's sentences.
 3. Just for fun. Tell your partner about your likes and dislikes. You must use at least two adjectives with each noun. For example:
 - I love _____, _____ dogs.
 - I hate _____, _____ cats

 - I love _____, _____ music.
 - I hate _____, _____ films.



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

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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.



Word search

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

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

ARETE	ERODE	LATERAL
BASE	ESKERS	LOUGH
BOULDER	FEATURES	MAP
CHUNKS	FJORDS	MORAINES
CIRQUES	GLACIAL	MOUNTAIN
DEPOSIT	GLACIERS	SCOURING
DRUMLINS	IDENTIFY	SHAPED

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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.



glacier	glacier
fjord	fjord
ice	ice

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esker

esker

drumlins

drumlins

gravel

gravel

NAME: _____ DATE: _____

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ribbon

ribbon

lakes

lakes

cirques

cirques

Answer key

Odd One Out = flame, door, lunch, shoe

Letter Scramble = plucked, cirques, ribbon, moraine

Secret Code = fjord

Completing Text =

The Ice Age

For over one million years the climate of Ireland was bitterly cold. There was only one season: winter. Snow fell throughout the year. This snow accumulated in hollows on mountain areas and under its own weight it was compressed (squeezed) into ice.

When these hollows were full, some of the ice overflowed and moved very slowly downhill through river valleys and on to lowlands. These valleys of ice are called glaciers. The glaciers joined together on the lowlands to form ice sheets over 300 metres thick. As a glacier moves down slope the weight of ice causes the bottom of the glacier to scrape the valley floor. This scraping action creates just enough heat to melt a thin layer of ice at the bottom of the glacier. When the ice stops, so does the melting and the melt water freezes and attaches itself to the rocks on the valley floor. When the ice begins to move again it plucks out chunks of rock from the valley and so causes erosion.

(The Human Planet, page 68)

Multiple Choice = b, b, c, a, a

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Grammar Points = fair, long, narrow, deep, hot, large, low, bright, huge, open

Word Search:

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