

# GEOGRAPHY

## Photographs and geographical information

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>	Photographs and geographical information
<b>Level</b>	A1 – B1
<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.

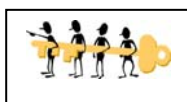


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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  
aerial photographs  
apartments  
area  
arrows  
background  
block of flats  
bottom  
bridge  
buildings  
bungalow  
camera  
characteristics  
coastline  
contour  
direction  
distance  
dwelling  
earth  
factory  
family  
features  
foreground  
front  
gardens  
ground floor  
height  
hospitals  
houses  
information  
lawn  
line  
location  
map  
middle  
ordnance survey  
outskirts  
parking spaces  
parts

photo/photograph  
primary route  
proportion  
railway  
reference  
region  
rivers  
roads  
routes  
row of houses  
scale  
sections  
shopping centres  
single-storey  
spot  
storey/storeys  
top  
town  
town centres  
two-storey  
types  
use  
weather

### Verbs

to appear  
to create  
to divide  
to draw  
to find  
to identify  
to locate  
to mark  
to orientate  
to point  
to rotate  
to separate  
to surround

to survey  
to trace

### Adjectives

aerial  
close  
corresponding  
detached  
easy  
front  
geographical  
Georgian  
high  
horizontal  
important  
interesting  
neighbouring  
newly built  
oblique  
rear  
red-brick  
rural  
suburban  
terraced  
urban  
vertical  
whole

### Adverbs

directly  
especially  
generally

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

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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
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.

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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 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.

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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:

**photographs**

**towns**

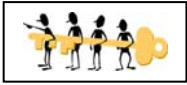
- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



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 cave
- b) this is an aerial photo
- c) this is rainwater
- d) this is a rock



- a) this is a camera
- b) this is a pillar
- c) this is a computer
- d) this is a garden

#### 2. Put a circle around the geographical information that you can see in a photograph. Use your keyword list to help you.

fields	distance	chairs	TV
houses	river	coastline	
	music		
location	foreground	parking spaces	
factory	food	roads	CDs



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

**GEOGRAPHY: Photographs and geographical information**

**Level:** A1

**Type of activity:** pairs or individual

**Focus:** vocabulary, basic sentence structure

**Suggested time:** 30 minutes



## Picture Sentences

### 1. Tick the correct answer

- a) This is a cave.
- b) This is a bungalow.
- c) This is forest.



- a) This is the Burren.
- b) This is a lake.
- c) This is a block of flats.



- a) This is a parking lot.
- b) This is a row of houses.
- c) This is a lawn.



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

useful photographs aerial are

---

two types are there aerial photographs of

---

should be vertical photographs divided nine areas into

---

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

**GEOGRAPHY: Photographs and geographical information**

**Level:** A1/A2

**Type of activity:** pairs or individual

**Focus:** word identification, vocabulary

**Suggested time:** 30 minutes



**Odd One Out**

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

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

camera                      aerial                      town                      friend

girl                      vertical                      oblique                      arrow

photographs                      map                      boy                      features

shadow                      father                      photo                      building

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

to locate \_\_\_\_\_

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

to point \_\_\_\_\_

to surround \_\_\_\_\_

to trace \_\_\_\_\_



Check that these key words are in your personal dictionary.

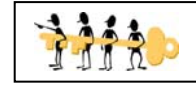
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**GEOGRAPHY: Photographs and geographical information**

**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.

p\_ot\_ \_\_\_\_\_

v\_rti\_al \_\_\_\_\_

o\_li\_ue \_\_\_\_\_

\_am\_ra \_\_\_\_\_

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

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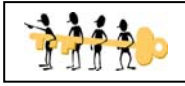
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**Level:** A1 / A2  
**Type of activity:** pairs or individual

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



## Unscramble the letters

1. There are two types of... POHTOGARHPS

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

2. One type is called... VRETICLA

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

3. The other type is called... OLBIQEU

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

4. You can divide a photograph into nine... PRATS

**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	R	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)



**BFGQBY =**

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

**GEOGRAPHY: Photographs and geographical information**

**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 use of \_\_\_\_\_, especially \_\_\_\_\_ photographs, is an excellent as well as an enjoyable way of learning more about geographical information. When photographs are used with Ordnance Survey maps many interesting activities can be used to create discussion among fellow students in your class.

Types of aerial photographs

There are two types of aerial photograph:

- \_\_\_\_\_ photographs which are taken when the camera is pointing directly on the area being photographed
- \_\_\_\_\_ photographs which are taken when the \_\_\_\_\_ is pointing at an angle on the area being photographed.

**Word Box**

camera      photographs      oblique  
aerial      vertical

**2. Complete these sentences. You must decide which words to use so that the sentence makes sense.**

- Old photographs of towns are very \_\_\_\_\_ .
- It is \_\_\_\_\_ to learn about your own town.
- Looking at photographs makes it \_\_\_\_\_ to see different places in the town.
- You must not look \_\_\_\_\_ at the sun.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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**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.*

Detached dwellings stand alone. Terraced houses means a row of houses all joined to any other dwelling. They are generally together. They may be single-storey, such as a bungalow, or two-storey or three storeys high. They may be found in rural and urban areas. Some Georgian buildings may be four storeys high. These are often red-brick and may be surrounded by areas of lawn.

Semi-detached dwellings:

Semi-detached means two houses joined together. They are separated from neighbouring houses. They are generally found in housing estates in villages and towns and are two storeys high. They have front and rear gardens.

Apartments:

These are blocks of flats. They only have parking spaces, and no front or rear gardens. Sometimes parking spaces are within the building on the ground floor. Most of these buildings are newly built close to town centres.

1. What are not joined to another dwelling?  
a) detached dwellings      b) people  
c) friends                      d) boys
2. What are two houses joined together called?  
a) twins                          b) neighbours  
c) semi-detached              d) detached
3. What do we call a row of joined houses?  
a) friends                        b) detached  
c) terraced dwellings         d) apartments
4. Do some Georgian buildings have four storeys?  
a) Yes                            b) No
5. Apartments are blocks of flats.  
a) Yes                            b) No

Think about where you live. Using words from the text, write down all the features of your home.  
car parking

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**GEOGRAPHY: Photographs and geographical information**

**Level:** A2 / B1

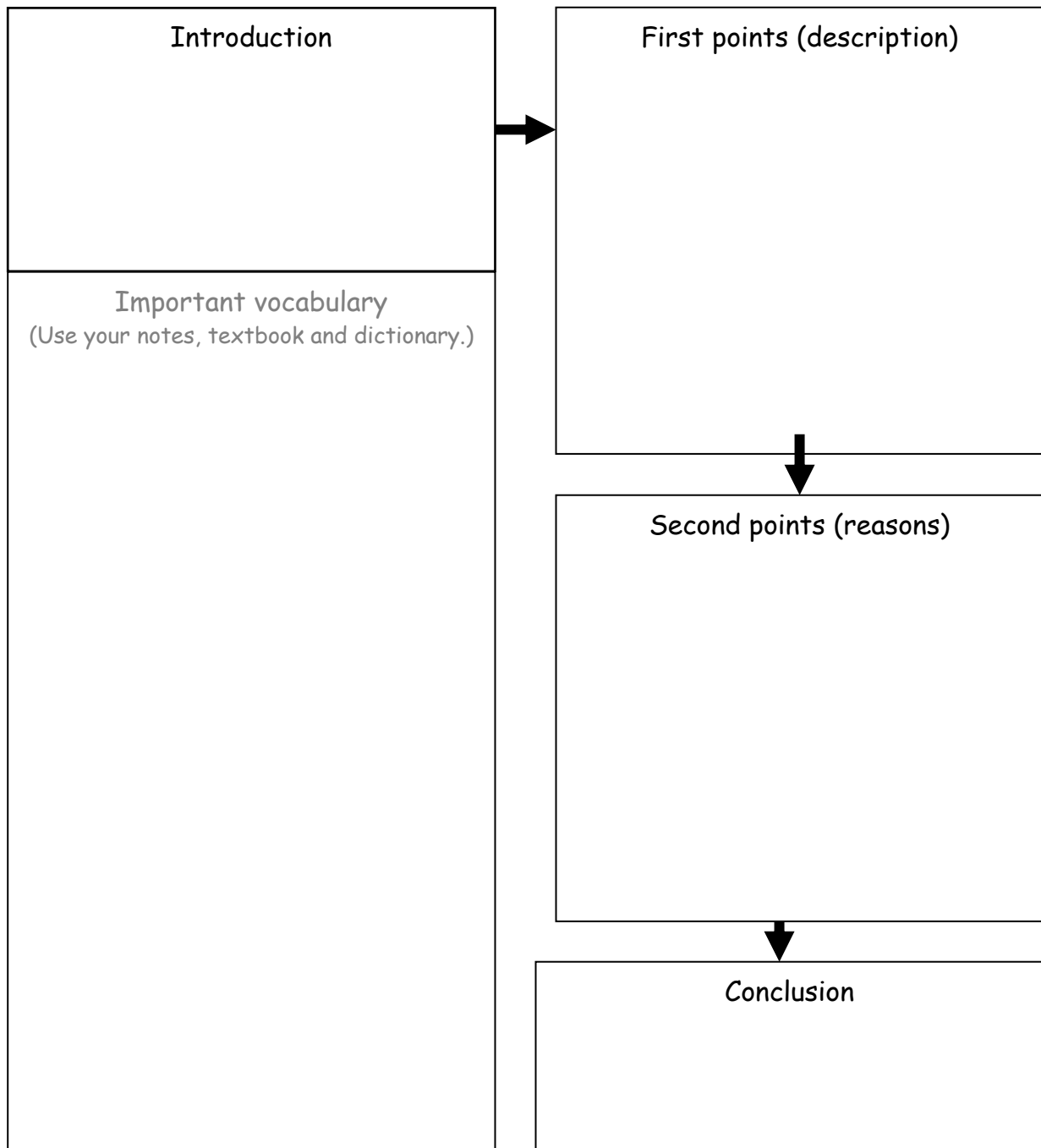
**Type of activity:** pairs / small groups

**Focus:** vocabulary, structure, planning and creating text

**Suggested time:** 40 minutes

You are going to give a talk to your class. The topic of your talk is '**The type of environment in which I would like to live**'. You must describe the environment and explain why you would like it. Use your keyword list, textbook and dictionary to help you.

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







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

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



**Vocabulary**

1. Match the words in column A to words in column B that have a similar meaning. Use your keyword list, textbook or dictionary to help you.

A	B
storey	single
photograph	grass
one	attached
lawn	flat
type	floor
terraced	route
road	picture
apartment	sort

**Level A2 / B1**

2. Put these words in the correct order to form sentences. Don't forget your punctuation - capitals, full stops and question marks. Use your keyword list if you can't remember some words.

three-storey are outskirts houses on there the town of the

---

responsible the survey is ordnance Ireland making for maps of

---

spaces there parking are block beside flats the of?

---

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

**GEOGRAPHY: Photographs and geographical information**

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

**Focus:** content words, adjectives, dictionary work, word identification  
**Suggested time:** 40 minutes

**Grammar points**



In this Unit, we came across the following adjectives:

- oblique
- aerial
- rear

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

Adjective	Meaning	Word in my language
oblique		
aerial		
rear		

**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!

close

town

red-brick

routes

detached

location

outskirts

orientate

neighbouring

terraced

dwelling

suburban

bungalow

rear

front

direction

geographical

sections

railway

shopping centre

newly-built



Score: \_\_\_\_\_ points

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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.

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

AERIAL	DETACHED	TYPES
APPEAR	DIRECTION	LARGE
AREA	DWELLING	LOCATE
ARROW	FEATURES	MAP
BACKGROUND	PHOTOGRAPH	OBLIQUE
BUILDINGS	STOREY	
CAMERA	TOWN	

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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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>aerial</b>	<b>aerial</b>
<b>oblique</b>	<b>oblique</b>
<b>vertical</b>	<b>vertical</b>

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<b>photograph</b>	<b>photograph</b>
<b>dwelling</b>	<b>dwelling</b>
<b>features</b>	<b>features</b>

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<b>location</b>	<b>location</b>
<b>camera</b>	<b>camera</b>
<b>buildings</b>	<b>buildings</b>

## Answer key

### Working with words, page 8

1. b, a
2. Geographical information: fields, distance, houses, river, coastline, location, foreground, parking spaces, factory, roads

### Picture sentences, page 9

1. b,c,b  
Aerial photographs are useful.  
There are two types of aerial photographs.  
Vertical photographs should be divided into nine areas.

### Odd one out, page 10

friend, girl, boy, father

### Geography Keywords, page 11

Photo, noun, vertical, adjective, oblique, adjective, camera, noun

### Unscramble the letters, page 12

Photographs, vertical, oblique, parts  
Secret code: aerial

### Completing Sentences, page 13

The use of **photographs**, especially **aerial** photographs, is an excellent as well as an enjoyable way of learning more about geographical information. When photographs are used with Ordnance Survey maps many interesting activities can be used to create discussion among fellow students in your class.

Types of aerial photographs

There are two types of aerial photograph:

- **vertical** photographs which are taken when the camera is pointing directly on the area being photographed
- **oblique** photographs which are taken when the **camera** is pointing at an angle on the area being photographed.

These are suggested answers only, there are lots of possible answers.

1. Old photographs of towns are very *interesting*.
2. It is *enjoyable / interesting* to learn about your own town.



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3. Looking at photographs makes it *easy* to see different places in the town
4. You must not look *directly* at the sun.

**Multiple choice, page 14**

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

**Vocabulary, page 17**

Storey/floor

Photograph/picture

One/single

Lawn/grass

Type/sort

Terraced/attached

Road/route

Apartment/flat

**Scrambled sentences**

There are three-storey houses on the outskirts of the town.

The Ordnance Survey is responsible for making maps of Ireland.

Are there parking spaces beside the block of flats?

**Grammar points, page 18**

Close, red-brick, detached, neighbouring, terraced, suburban, rear, front, geographical, newly-built

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Word Search, page 20

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