

NAME: _____ DATE: _____

Geography: Sea Action

Geography

Sea 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	Sea Action
Levels	A1 – B1
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
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 The Human Planet. 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.

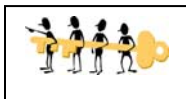


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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.

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Keywords

The list of keywords for this unit is as follows:

Nouns

abrasion

arch

bay

beach

boulder

cliff

coast

coastline

compression

disturbance

dunes

erosion

figure

formation

headland

landward

map

photograph

sand

sea

shingle

shore

stack

strand

swash

tide

wave

Verbs

carry

drift

explode

process

shatter

spit

Adjectives

coastal

high

hydraulic

incoming

low

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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
bay		
beach		
boulder		
cliff		
dunes		
erosion		



Get your teacher to check this and then file it in your 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
headland		
shingle		
shore		
tide		
wave		
incoming		



Get your teacher to check this and then file it in your 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:

Ocean

Sea

Wind power

- 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. Mark the following on the photograph.

	<p>a. sea b. cliff c. sky d. wave e. shore f. beach</p>
<input type="text"/>	<input type="text"/>
2. Find these words in your textbook.	<input type="text"/>

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
erosion			
transport			
cave			
tide			



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

Geography: Sea Action

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 cliff.
- b) This is a cave.
- c) This a wave.



- a) These are stones and rocks.
- b) These are fish.
- c) These are stars.



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

strong/is carried out/ erosion/ waves/ by

the coast/ is/ opening into / a bay/ a large curved

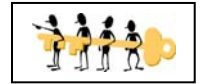
into the sea / is / jutting out/ a headland/ a piece of land

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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*

wind arch book sea

cliff coast sand fire

beach cave dog erode

waves shore strand bottle

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

wave _____

beach _____

cliff _____

erosion _____

tide _____



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

Geography: Sea Action

Level: A1/A2
Type of activity: individual

Focus: key vocabulary, writing
descriptive text
Suggested time: 20 minutes



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.

c _ i f _ s _____

b _ a _ h _____

s _ o r _ _____

s _ n _ _____

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



Check that these key words are in your personal dictionary.

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Geography: Sea Action

Level: A1 / A2

Type of activity: pairs or individual

Focus: key vocabulary, pronunciation, spelling

Suggested time: 20 minutes



Unscramble the letters

1. These are formed by disturbed water WVAES

Answer _____

2. Waves cause coastal... EORSNOI

Answer _____

3. Tiny pebbles or broken shell particles SHNILGE

Answer _____

4. A vertical sloping rock surface CIFLF

Answer _____

Solve the secret code

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

ex: EAWYFRA = STUDENT

EABXRY _____

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Geography: Sea Action

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.

To understand the work of the sea, we must understand how waves are formed and how they erode, _____ and deposit material along our shores. Waves are caused by disturbance of seawater. Generally, this disturbance is caused by the _____ blowing over the surface of the sea. The longer the distance over which it blows (fetch) and the stronger the wind, the greater is the disturbance. Waves are also caused by earthquakes on the sea floor. These gigantic _____ are called tsunami or tidal waves. Waves are disturbed water and this disturbance moves in a circle. This is why the crest (top) of a wave curls over before it 'breaks'. You will _____ this especially when a surfer appears to be in a tunnel of curling water in places where large waves are common, such as in _____.

Word Box:

wind	notice	Hawaii	transport	waves
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Geography: Sea Action

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.

A sea cliff is a vertical or steeply sloping rock surface on the coast. The force of storm waves (hydraulic action) forms a notch in the coast at sea level. Continued undercutting causes the notch to cut deeper into the rock. The overhanging rock above the notch becomes unstable and finally collapses forming a cliff. As waves lash against the cliff, air gets trapped in cracks in the rock face. As the waves bounce off the rock this air escapes causing tiny explosions which help to shatter the rock into pieces (compression) which then fall into the sea. Waves also hurl these broken rock fragments against the cliff face and cause more erosion (abrasion). A level stretch of rock is left at the base of the cliff. This feature is called a wave cut platform. Deposited material in front of this is called a wave-built terrace.

1. What is a vertical sloping rock surface on the coast called?
 - a) mountain
 - b) sea cliff
 - c) waves
 - d) surf
2. What is the force of storm waves called?
 - a) hydraulic action
 - b) action man
 - c) wind
 - d) rocks
3. Where does the air get trapped?
 - a) water
 - b) cracks in the rock face
 - c) waves
 - d) everywhere
4. Do the waves bounce off the rock?
 - a) Yes
 - b) No
5. Is a level stretch of rock left at the base of the cliff?
 - a) Yes
 - b) No

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Geography: Sea Action

Level: A2 / B1
Type of activity: individual

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

Writing

Use your textbook to help you to write at least 6 sentences about **Sea Erosion**. Ask your teacher to check your work, and then file it in your folder. Note - writing this out will help you to remember it!

Sea Erosion


Have you ticked
this activity on your
Learning Record?

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Geography: Sea Action

Level: B1

Type of activity: individual

Focus: prepositions

Suggested time: 30 minutes

Grammar point



Prepositions

(*preposition: a word that is used before a noun or pronoun to show place, direction, time etc. For example: in, on.*)

1. Circle the ten prepositions in the box below.

on	bay	up	beach	off	along	cliff		
	dunes	sand	in	fight	between	at	sea	map
stones	it	photograph	of	down	tide	wave	towards	

2. The following sentences are taken from your textbook. However, some of the prepositions are missing. Select a suitable preposition from the box above.

- Swash: the rush of water _____ the shore.
- Backwash: the rush of water _____ the shore.
- When waves break they rush _____ the shore.
- A beach occurs _____ high and low tide levels.
- The mud, sand and stones carried _____ by the sea are called its load.

3. Now it's your turn! Go to your textbook and the chapter on Sea Action. Rewrite 5 sentences from the textbook, but leave gaps where the prepositions should be. Swap sentences with another student and check and correct one another's work.

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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.

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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.

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

BEACH	COASTLINE	EXTRACT	SHORE
BOULDERS	COMPRESSION	FEATURES	STRAND
CARRIES	DISTURBANCE	IDENTIFY	
CAVE	DRIFT	PROCESSES	
CLIFFS	DUNES	SHATTER	
COASTAL	EROSION	SHINGLE	

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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.



compression	compression
waves	waves
cliffs	cliffs

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formation	formation
caves	caves
tide	tide

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shore

shore

backwash

backwash

hydraulic

hydraulic

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Answer key

Picture sentences, page 8

1. b, a
2. Erosion is carried out by strong waves.
A bay is a large curved opening into the coast.
A headland is a piece of land jutting out into the sea.

Odd one out, page 9

Book, fire, do, bottle

Keywords, page 10

Cliffs, beach, shore, sink

Unscramble the letters, page 11

Waves, erosion, shingle, cliff

Secret Code: strand

Completing Sentences, page 12

To understand the work of the sea, we must understand how waves are formed and how they erode, **transport** and deposit material along our shores. Waves are caused by disturbance of seawater. Generally, this disturbance is caused by the **wind** blowing over the surface of the sea. The longer the distance over which it blows (fetch) and the stronger the wind, the greater is the disturbance. Waves are also caused by earthquakes on the sea floor. These gigantic **waves** are called tsunami or tidal waves. Waves are disturbed water and this disturbance moves in a circle. This is why the crest (top) of a wave curls over before it 'breaks'. You will **notice** this especially when a surfer appears to be in a tunnel of curling water in places where large waves are common, such as in **Hawaii**.

Multiple choice, page 13

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

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Grammar points, page 15

1. Prepositions: on, up, off, along, in, between, at, of, down, towards

- Swash: the rush of water **up** the shore.
- Backwash: the rush of water **down** the shore.
- When waves break they rush **towards** the shore.
- A beach occurs **between** high and low tide levels.
- The mud, sand and stones carried **along** by the sea are called its load.

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Word Search, page 17

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