

Geography

The Earth

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.

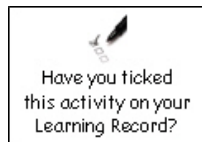
Theme	The Earth
Levels	A1 – B1
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using Geography textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	<p>Extracts from The Human Planet. Patrick E. F. O Dwyer. Gill & Macmillan.</p> <p>We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.</p>
Learning Record	<p>A copy of the Learning Record should be distributed to each student.</p> <p>Students should:</p> <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.

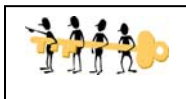


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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.

NAME: _____ DATE: _____

Geography: The Earth

Keywords

The list of keywords for this unit is as follows:

Nouns

convection

crust

current

downfold

upfold

earth

earthquake

epicentre

fault

gases

lava

mountain

mount

molten

plate

rock

surface

vent

volcano

Verbs

collide

erupt

occur

melt

crack

slide

sink

Adjectives

hot

cool

Proper Nouns

(names of places or people)

the Alps

the Andes

the Pacific

California

NAME: _____ DATE: _____

Geography: The Earth

Vocabulary file 1

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

Word	Meaning	Word in my language
fault		
mountain		
epicentre		
lava		
gases		
current		



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

NAME: _____ DATE: _____

Geography: The Earth

Vocabulary file 2

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

Word	Meaning	Word in my language
surface		
to collide		
to erupt		
to crack		
to melt		
to slide		



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

NAME: _____ DATE: _____

Geography: The Earth

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:

Earthquake

Volcano

- 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.

NAME: _____ DATE: _____

Geography: The Earth

Level: A1

Type of activity: pairs or individual

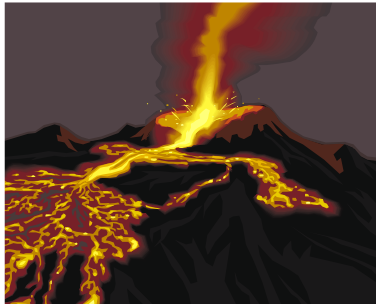
Focus: vocabulary, spelling, dictionary

Suggested time: 30 minutes

Working with words



1. Tick the correct answer



- a) This is a volcano.
- b) This is a fire.
- c) This is an earthquake.
- d) This is the earth.



- a) This is a volcano.
- b) This is a fire.
- c) This is an earthquake.
- d) This is the earth.

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
earth			
earthquake			
volcano			
layers			



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

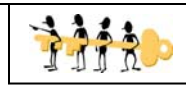
Geography: The Earth

Level: A1/A2

Type of activity: pairs or individual

Focus: vocabulary, basic sentence structure

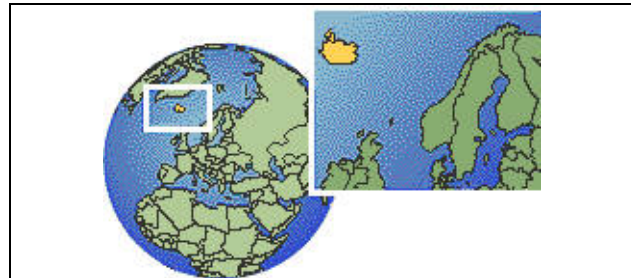
Suggested time: 30 minutes



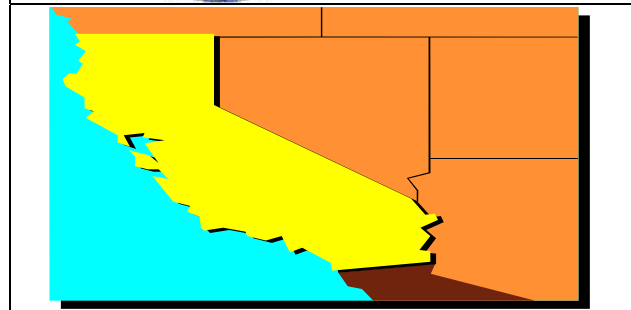
Picture Sentences

1. Tick the correct answer

- a) This is Ireland.
- b) This is Iceland.
- c) This is Idaho.



- a) This is Philadelphia.
- b) This is Texas.
- c) This is California.



2. Put these words in the correct order to form sentences about the earth. (You can use your textbooks to help you).

many layers /the inside/ has/ of the earth

one continuous layer /of the earth /the crust / is/ not

broken up/the crust/ of the earth/ is/ into plates

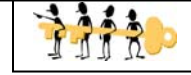
can cause/ the movement/ of/ earthquakes and volcanoes/ plates

NAME: _____ DATE: _____

Geography: The Earth

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**

mountain volcano star earthquake

rock plate crust house

garden ocean drifts erupts

table collide crack sink

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

to collide _____

to occur _____

to melt _____

to crack _____

to sink _____



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

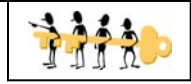
Geography: The Earth

Level: A2 / B1

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.

p_at_s _____
v_lc_n_ _____
l_v_ _____
m_unai_ _____

2. Write as many words as possible related to **the Earth/this unit**. You have 3 minutes!



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

Geography: The Earth

Level: A1 / A2

Type of activity: pairs or individual

Focus: key vocabulary, pronunciation, spelling

Suggested time: 20 minutes



Unscramble the letters

1. This is a mountain that erupts VLCOANO

Answer _____

2. San Andreas' fault line is found in the Pacific... ONCEA

Answer _____

3. When the lava cools it forms into... ROKCS

Answer _____

4. When the volcano erupts, it releases gases and... LVAA

Answer _____

Solve the secret code

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

ex: EAWYFRA = STUDENT

BLYXGRL _____

NAME: _____ DATE: _____

Geography: The Earth

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.

The outer crust consists of solid _____, mostly basalt and granite. It may be 70 km in thickness under the continents and as thin as 3 km under the oceans. Mantle The mantle rock is so hot (up to 4,000°C) that it is in a plastic state, like jelly. This jelly-like rock is called magma. It _____ in currents, called convection currents, that move about as fast as fingernails grow. The core is made up of iron and nickel. It is the _____ part of the earth. Temperatures are greater than 4,000°C creating the earth's crust. The earth's _____ is a shell of solid rock which has cracks like a broken eggshell. These divide it into separate pieces called plates. These fit together rather like a jigsaw. The huge plates float and _____ about on convection currents of molten rock beneath them. As the plates move about slowly so do the continents that sit on top of them (piggy-back) in a process called continental drift.

Word Box:

hottest	crust	rock	move	travels
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NAME: _____ DATE: _____

Geography: The Earth

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.

Where two plates of the earth's crust separate, hot liquid rock, called magma, and gases rush to the surface. Hot magma cools quickly when it meets the cold ocean water to form the ocean floor. The highest parts of mid-ocean ridges may appear above the sea to form volcanic islands, such as Iceland.

Currents of hot jelly-like rock and gases called magma form convection currents. They carry the plates of the earth's crust in a 'piggy-back' movement.

1. What is the name for hot liquid rock?

- | | |
|----------|----------|
| a) mama | b) maid |
| c) magma | d) mammy |

2. What cools quickly when it meets the cold ocean?

- | | |
|----------|--------------|
| a) gases | b) hot magma |
| c) dust | d) ice-cream |

3. Which of these is a volcanic island?

- | | |
|------------|-----------|
| a) Ireland | b) island |
| c) Iceland | d) Iowa |

4. Are the currents hot?

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

5. Do they carry the plates of the earth's surface on top of them?

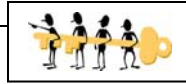
- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

NAME: _____ DATE: _____

Geography: The Earth

Level: B1
Type of activity: individual

Focus: verbs, sentence structure
Suggested time: 30 minutes



Grammar point

Verbs

(Verb: a word that refers to an action, for example: to make, to carry)

1. Circle the ten verbs in the box below.

float	earth	drift	beach	collide	separate
cliff	volcano	sea	fold	melt	crack
lava	sink	erupt	mountain	slide down	tide

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

- The plates of the earth's crust _____ on the heavier semi-molten rock.
- Some plates _____ from each other.
- The edges of other plates _____ with each other.
- Active volcanoes _____ regularly.
- Hot lava _____ out through a vent.

3. Now it's your turn! Go to your textbook and the chapter on the Earth (or the Restless earth). Rewrite 5 sentences from the textbook, but leave gaps where the verbs should be. Swap sentences with another student and check and correct one another's work.

NAME: _____ DATE: _____

Geography: The Earth

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

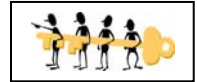
Do you understand all these words?



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

NAME: _____ DATE: _____

Geography: The Earth



Word search

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

Student Name _____ Date _____

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

ALPS	CRUST	FAULT	SURFACE
ANDES	CURRENTS	GASES	VOLCANO
ANDREAS	EARTH	LAVA	
BENEATH	EARTHQUAKE	MAGMA	
COLLIDE	EPICENTRE	MANTLE	
CRACK	ERUPTS	PLATE	

NAME: _____ DATE: _____

Geography: The Earth

Play Snap

Make Snap cards with 2 sets of the same keywords. *See Notes for teachers* for ideas about how to use the cards.



volcano	volcano
ocean	ocean
convection	convection

NAME: _____ DATE: _____

Geography: The Earth

Andes	Andes
lava	lave
crust	crust

NAME: _____ DATE: _____

Geography: The Earth

plates	plates
fault	fault
erupts	erupts

Answer key

Working with words, page 7

1. a, c

Picture sentences, page 8

1. b, c
2. The inside of the earth has many layers.
The crust of the earth is not one continuous layer.
The crust of the earth is broken up into plates.
The movement of plates can cause earthquakes and volcanoes.

Odd one out, page 9

Star, house, garden, table

Keywords, page 10

Plates, volcano, lava, mountain

Unscramble the letters, page 11

Volcano, ocean, rocks, lava

Secret code: volcano

Completing Sentences, page 12

The outer crust consists of solid **rock**, mostly basalt and granite. It may be 70 km in thickness under the continents and as thin as 3 km under the oceans. Mantle The mantle rock is so hot (up to 4,000°C) that it is in a plastic state, like jelly. This jelly-like rock is called magma. It **travels** in currents, called convection currents, that move about as fast as fingernails grow. The core is made up of iron and nickel. It is the **hottest** part of the earth. Temperatures are greater than 4,000°C.

Creating the earth's crust

The earth's **crust** is a shell of solid rock which has cracks like a broken eggshell. These divide it into separate pieces called plates. These fit together rather like a jigsaw. The huge plates float and **move** about on convection currents of molten rock beneath them. As the plates move about slowly so do the continents that sit on top of them (piggy-back) in a process called continental drift.

NAME: _____ DATE: _____

Geography: The Earth

Multiple Choice

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

Grammar point, page 15

1. verbs: float, drift, collide, separate, fold, melt, crack, sink, erupt, slide
2.

- The plates of the earth's crust **float** on the heavier semi-molten rock.
- Some plates **separate** from each other.
- The edges of other plates **collide** with each other.
- Active volcanoes **erupt** regularly.
- Hot lava **flows** out through a vent.

Word Search, page 17

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