

NAME: _____ DATE: _____

Geography: The Restless Atmosphere

Geography

The Restless Atmosphere

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.

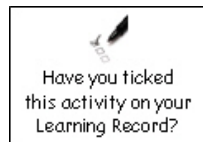
Theme	The Restless Atmosphere
Levels	A1 – B1
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using geography textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word 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.

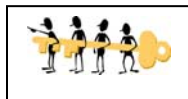


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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

air
cyclone
anticyclone
atmosphere
chart
cloud
current
depression
earth
equator
gulf
hemisphere
latitude
place
pressure
sea
sky
temperature
weather
water
winter
wind

Verbs

blow
bring
descend

Adjectives

low
sunny
unequal
wet
warm

Proper Noun

(names of people or places)

the Atlantic (ocean)

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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
hemisphere		
latitude		
equator		
temperature		
cloud		
winter		



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
atmosphere		
depression		
to blow		
to descend		
unequal		
chart		



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:

Irish Weather

Favourite weather

- 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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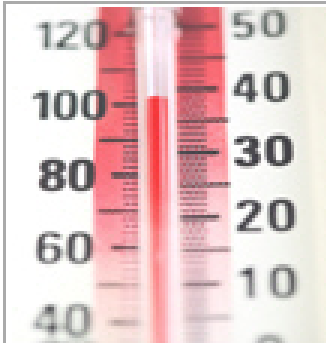
Level: A1

Type of activity: pairs or individual

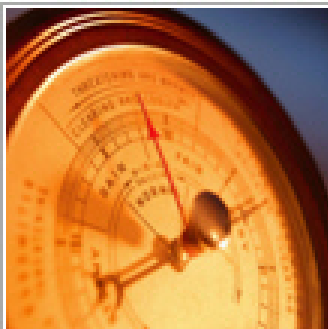
Focus: vocabulary, spelling, dictionary

Suggested time: 30 minutes

Working with words



- a) This is a rain gauge.
- b) This is a thermometer.
- c) This is a wind vane.
- d) This is a barometer.



- a) This is a rain gauge.
- b) This is a thermometer.
- c) This is a wind vane.
- d) This is a barometer.

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
atmosphere			
cyclone			
hemisphere			
currents			



Check that these key words are in your personal dictionary.

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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

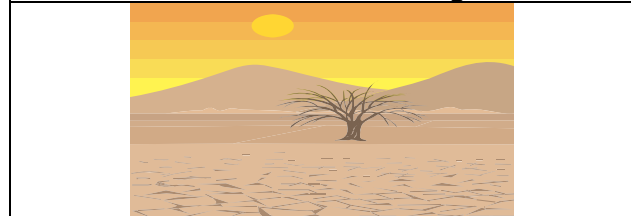
- a) This is hot weather.
- b) This windy weather.
- c) This rainy weather.



- a) This is hot weather.
- b) This windy weather.
- c) This rainy weather.



- a) This is hot weather.
- b) This windy weather.
- c) This rainy weather.



2. Put these words in the correct order to form sentences about the earth's atmosphere.

is surrounded by /the earth / called the atmosphere/ a blanket of gases.

that we breathe /the atmosphere/ the air/ provides us with

absorbs heat /the atmosphere / the sun/ from/ by day

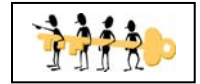
at night/ retains/ the atmosphere/ heat/

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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**

sea sun cat sky

latitude equator hemisphere box

music weather temperature rainfall

easy wet sunny warm

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

to provide _____

to absorb _____

to survive _____

to prevent _____

to protect _____



Check that these key words are in your personal dictionary.

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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.

A_l_nt_c _____

cl_u_ _____

l_ti_ud_ _____

c_cl_n_s _____

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

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Geography: The Restless Atmosphere

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 blanket of gases which surrounds the _____ is called the atmosphere. It consists of nitrogen (seventy-eight per cent), oxygen (twenty-one per cent), water vapour, carbon dioxide, ozone and other gases (one per cent). Sunlight, called _____ energy, passes through the _____ and heats the earth's surface. The earth's surface then releases this heat and it rises into the atmosphere. The atmosphere is heated in the following way:

- the earth absorbs sunlight (solar energy). This _____ the earth's surface.
- air close to the ground is heated by the earth's _____.
- this warm air rises into the atmosphere because it is lighter than cold air.

Word Box:

surface	solar	atmosphere	heats	earth
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Geography: The Restless Atmosphere

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.

Wind is moving air. It is the unequal heating of the earth that causes air to move. When air is heated it becomes lighter and rises (ascends) and forms low pressure. On the other hand, when air gets cooler it gets heavier and falls (descends) and forms high pressure. Air must then move from areas of high pressure to areas of low pressure in order to replace the rising air. This movement creates wind.

When there is a big difference in pressure between adjoining areas of high and low pressure the air movement will be quick, causing strong wind. If the difference is small the wind will be a gentle breeze. Areas of low pressure are always surrounded by areas of higher pressure, so wind blows towards the centre of low pressure from all angles. In addition, because the earth rotates on its axis, this spinning motion causes wind moving towards low pressure areas to rotate in an anticlockwise direction in the northern hemisphere.

1. What is moving air called?
 - a) sunshine
 - b) sunlight
 - c) wind
 - d) clouds

2. What causes it to move?
 - a) unequal heating
 - b) sun
 - c) clouds
 - d) people

3. What happens to the air when it gets cooler?
 - a) descends
 - b) ascends
 - c) nothing
 - d) windy

4. Does the wind blow toward the centre of low pressure?
 - a) Yes
 - b) No

5. Does the earth rotate on its axis?
 - a) Yes
 - b) No

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Level: A2/B1

Type of activity: individual

Focus: adjectives, sentence structure

Suggested time: 30 minutes

Grammar point



Adjectives

(Adjective: a word that describes a noun or pronoun, for example, big or boring)

1. Circle the ten adjectives in the box below.

low	atmosphere	pretty	beach	hard	separate
wind	warm sea	high	cool	crack	
soft	short	happy	weather	tide	down long

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

- Places that are close to the equator are said to be in _____ latitudes.
- Places that are closer to the poles are said to be in _____ latitudes.
- Summers in the northern hemisphere have _____ days and _____ nights.
- _____ air is lighter and rises, creating low pressure.
- _____ air is heavier and descends, creating high pressure.

3. Now it's your turn! Go to your textbook and the chapter on the Restless Atmosphere. Rewrite 5 sentences from the textbook, but leave gaps where the adjectives 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.

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

ANTICYCLONES	DEPRESSION	PRESSURE	WARM
AREAS	EASTERLY	PREVAILING	WEATHER
ATLANTIC	EQUATOR	RISES	WINDS
ATMOSPHERE	GULF	SKIES	WINTER
CURRENT	HEMISPHERE	STREAM	
CYCLONES	LATITUDES	TEMPERATURES	

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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.



atmosphere	atmosphere
hemisphere	hemisphere
clouds	clouds

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cyclone	cyclone
anticyclone	anticyclone
Earth	Earth

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equator	equator
latitude	latitude
Atlantic	Atlantic

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Answer key

Working with words, page 7

1. b,d

Picture sentences, page 8

1. b,c,a

2. The earth is surrounded by a blanket of gases.

The atmosphere provides us with the air that we breathe.

The atmosphere absorbs the heat of the sun by day. (By day the atmosphere absorbs the heat of the sun).

The atmosphere retains heat at night. (At night, the atmosphere retains heat).

Odd one out, page 9

Cat, box, music, easy

Keywords, page 10

Atlantic, cloud, latitude, cyclones

Unscramble the letters, page 11

Atmosphere, equator, wind, weather

Secret Code: cloud

Completing Sentences, page 12

The blanket of gases which surrounds the **earth** is called the atmosphere. It consists of nitrogen (seventy-eight per cent), oxygen (twenty-one per cent), water vapour, carbon dioxide, ozone and other gases (one per cent). Sunlight, called **solar** energy, passes through the **atmosphere** and heats the earth's surface. The earth's surface then releases this heat and it rises into the atmosphere. The atmosphere is heated in the following way:

- the earth absorbs sunlight (solar energy). This **heats** the earth's surface.
- air close to the ground is heated by the earth's **surface**.
- this warm air rises into the atmosphere because it is lighter than cold air.

Multiple choice, page 13

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

Grammar point, page 15

1. Adjectives: low, pretty, hard, warm, high, cool, soft, short, happy, long

2.

- Places that are close to the equator are said to be in **low** latitudes.
- Places that are closer to the poles are said to be in **high** latitudes.
- Summers in the northern hemisphere have **long** days and **short** nights.
- **Warm** air is lighter and rises, creating low pressure.
- **Cool** air is heavier and descends, creating high pressure.

Word Search, page 17

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

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