

Leaving Certificate

Geography

EU and Ireland

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Levels	Students' English-language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations.	
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.	
Acknowledgement	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Dynamic Human Geography</i> by Patrick O'Dwyer, Barry Brunt and Charles Hayes.	
Contents of this Unit		Page
	Keywords	3
	Vocabulary file	4,5
	Activating students' knowledge	6
	Focus on vocabulary	7,8
	Focus on grammar (<i>sentence order, verbs, prepositions</i>)	9,10
	Focus on reading	11,12
	Focus on writing (<i>writing paragraphs</i>)	13
	Answer Key	14,15,16

Using this unit

Language support and mainstream subject class

The sections *Activating students' knowledge*, *Focus on vocabulary*, and *Focus on grammar* have been designed, in particular, for Language Support classes.

Focus on reading and *Focus on writing* are suitable for use in either Language Support or subject classes.

Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

Textbooks

This unit focuses on the sections *The future of the EU and EU expansion and growth*, *Political Boundaries*, *Language Regions and Urban Growth* of the Leaving Certificate Geography curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each Unit studied.

Students should:

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.

Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

NAME: _____ **DATE:** _____
Leaving Certificate GEOGRAPHY: EU and Ireland

Keywords

activity
administration
areas
boundaries
boundary
cent
changes
city
commuting
convergence
core
countries
county
cultural
developed
development
dominance
dominated
east
eastern
economic
economies
enlargement
examine
expand

expansion
future
gateways
greenheart
growth
have
hubs
impacts
increase
increased
increasingly
influence
language
large
largest
located
major
member
migration
million
minority
more
new
per
policy

political
population
proposed
prospects
region
regional
relatively
reunification
sovereignty
speakers
sprawl
states
studied
table
this
towns
trends
underdeveloped
unemployment
union
urban
urbanisation
west
western
zone

NAME: _____ **DATE:** _____
Leaving Certificate GEOGRAPHY: EU and Ireland

Vocabulary file for the topic
EU and Ireland

Word	Meaning	Page(s) in my textbook	Note
European Union			
enlargement			
sovereignty			
European Commission			
European Parliament			
policy			
push-pull forces			
world urbanisation			
polycentric city			
Greenheart			



NAME: _____ **DATE:** _____
Leaving Certificate GEOGRAPHY: EU and Ireland

Vocabulary file (2) for the topics
EU and Ireland

Word	Meaning	Page(s) in my textbook	Note
megalopolis			
long-distance commuting			
gateways			
hubs			
reunified Germany			
free market forces			
freedom of movement			
scale of impact			



Introduction

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:

The EU

How does the EU affect our daily lives?

- 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: B1 Individual / pair

Focus on vocabulary

1. Matching

Match each term in Column A with a definition in Column B. Draw a line between them. Look at your text book if you need help.

Column A	Column B
enlargement	the process by which people leave the country to live in cities
prosperity	when built-up areas extend beyond the administrative boundaries of cities
sovereignty	when something is made bigger
commissioner	the power to make decisions
political alliances	a city which is made up of a number of major cities
urbanisation	an important government job with responsibility for a particular area of work
polycentric city	when someone or something is successful and makes money
urban sprawl	an agreement between political parties to work together

2. Missing words

The following sentences are taken from your textbooks. They describe the features of different regions. The key words are missing. First, check that you understand the meanings of the key words in the box below, then read the sentences and fill in the gaps.

- The western part of the Netherlands is one of the most _____ regions in Europe.
- The Randstad is a _____ city region.
- Dublin is the _____ of the country's transport network.
- Green belts are also called _____ zones.
- Gateways and _____ encourage employment out of the Dublin region.
- The Treaty of _____ created the European Economic Community.
- There have been five _____ of the EU. .



buffer	polycentric	hubs	urbanised
focus	Rome	enlargements	

NAME: _____ **DATE:** _____
Leaving Certificate GEOGRAPHY: EU and Ireland

3. Key words

In the box below are six words associated with the EU. Circle the six words.

policy	mountainous	treaty	volcanoes
climate	periphery	travelling	commissioner
council	headlines	enlargement	

4. Vocabulary in use

Write a short sentence using each of the following words/phrases. Check your text book or dictionary if you need help.

movement _____

market forces _____

migrants _____

consumer _____

construction _____

5. Opposites

Complete the grid by writing the opposite to the word in Column 1.

Column 1	Opposite
emigration	
efficient	
increase	
prosperous	
centralised	
majority	



Level: B1
Individual / pair

Focus on grammar

6. Sentence order

Put the words in the correct order to form sentences. These sentences are all in the form of SRPs (significant relevant points). These are the type of statements that you use when writing answers.

Don't forget to use capitals for proper names and remember your punctuation!

a) european the is the largest union trading world's bloc

b) is growing in fast the less world's developed urbanisation regions.

c) european the commission the is main body administrative of eu the

d) corridors road strategic gateways connect

e) cause factors push-pull people to move one region from another to

f) members new of eu the have a dependency high agriculture on



7. Verbs

Use the verbs in brackets to complete this text.

Be careful about the following:

- The verbs will be used in **active** and **passive** forms.
- Some verbs will be in the **present** and some in the **past** tense.
- Check whether the verb refers to a **singular** or **plural** noun.

The Future of Political Union

In the 1990s, the EU _____ (to become) committed to increasing political union so it could _____ (to play) a stronger role in world affairs.

This _____ (to prompt: passive) by the need for the EU _____ (to respond) in a united way to events that

_____ (to happen) in nearby regions, for example the wars in (former) Yugoslavia and the Middle East.

The EU now _____ (to have) a Foreign Minister, who

_____ (to represent) the views of member states at conferences that _____ (to discuss) important global issues.

8. Prepositions

Some verbs, adjectives and nouns are **always** followed by a preposition.

Some prepositions have been removed from the sentences below, which are taken from your textbook. Select a preposition from the box. You will find one preposition for every gap.

- 1) Many new member states are dependent _____ agriculture.
- 2) Economic development is linked _____ increased population.
- 3) The EU plays an important role _____ world affairs.
- 4) Some problem regions have been removed _____ the list.
- 5) Urban areas may expand _____ surrounding rural areas.

from	to	into	in	on
------	----	------	----	----

Write the words with their prepositions to help you remember them.

dependent _____ to play a role _____

linked _____ to remove _____

to expand _____

Level: B1 / B2 Individual / pair

Focus on reading

9. Read the text and indicate with a tick (✓) whether the statements below are True or False.

The European Parliament

This is the key forum for democratic debate. Since 1979, voters in all EU countries directly elect members of the European Parliament (MEPs) for five years. In 2007, there were 785 MEPs who represent 490 million people of the EU.

Although initially having limited powers, the parliament has increased its decision-making powers significantly. It now has joint decision-making powers with the European Council in a growing number of policy areas.

It was decided to reduce and cap the numbers of MEPs at 750 in the 2009 elections.

This, and further enlargements, will reduce the number of MEPs allocated to individual countries (Ireland has already lost one of its thirteen MEPs).

For small countries (such as Ireland) to be able to shape policy decisions in the European Parliament, it is essential that their MEPs form effective political alliances with other like-minded political parties from other member states.

	True	False
Members of the European Parliament are elected for 7 years.		
The European Parliament makes some decisions with the European Council.		
There is no limit to the number of MEPs.		
Ireland has 15 MEPs.		
MEPs from different countries join together in political groups.		
In 2007 there were 490 million people in the EU.		



10. Reading for specific information

Read the following extract from your textbook. Don't read slowly though every word and sentence.

Read the questions first

Read the text in order to find the answers.

Underline the key sentences when you have found the answers.

Tip: It's a good idea to time yourself so that you learn how to find important information quickly.

Questions:

1. What are the two processes that cause boundaries to change?
2. What is an example of the push-pull factor?
3. How does the push-pull factor change boundaries?
4. What is an example of change in a religious boundary?
5. What has helped the English language to become more dominant?
6. Give one example of an ancient language that has been affected?

Changing Boundaries in Language Regions

The regional boundaries of human activities change a lot over time. This is due mainly to two processes: push-pull forces of migration and the effect of strong external forces.

The push-pull forces of migration cause people to move from one region to another. When more people move into a region than leave it, the region usually expands its boundaries. For example, rural-urban migration (when people move from the country into towns) often creates population pressure in the urban area, which then expands outwards into suburbs and rural areas around the town.

On another scale, the widespread migration of Islamic people to areas outside the Middle East has resulted in a large increase in the regions influenced by the religion of Islam.

Strong external forces affect a region's identity. Stronger and more aggressive cultural forces can work to reduce the importance and regional patterns of minority cultures. For example, modern communication systems (radio, television and the Internet) have allowed the importance of major world languages, especially English, to increase. This often reduces the status of minority languages.

The decline of Irish and Welsh are examples of how both processes have changed the regional boundaries of these ancient Celtic languages.

Focus on writing

11. Writing a paragraph

Remember!

- A paragraph is a unit of information unified by a central controlling idea.
- Paragraphs should focus on one piece of information.
- The main idea in a paragraph is often expressed in one particular sentence (called the topic sentence). This sentence is usually at the beginning of a paragraph, but can come at the end or even in the middle.
- It is important to organise the information logically in a paragraph.

a) Write a paragraph on the topic *The EU*.

Include one or two sentences about each of the following points. Use your **textbook** if you need to check the information.

- How many countries are members?
- The roles of the European Commission, the European Parliament and the Council of the European Union
- Some activities of the EU

b) Write a paragraph on the topic *Boundaries*.

Include one or two sentences about each of the following points. Use your **textbook** if you need to check the information.

- The main factors that cause boundary changes
- Examples of language and religious boundaries

Answer Key

Focus on vocabulary

1. Matching

Column A	Column B
enlargement	when something is made bigger
prosperity	when someone or something is successful and makes money
sovereignty	the power to make decisions
commissioner	an important government job with responsibility for a particular area of work
political alliances	an agreement between political parties to work together
urbanisation	the process by which people leave the country to live in cities
polycentric city	a city which is made up of a number of major cities
urban sprawl	when built-up areas extend beyond the administrative boundaries of cities

2. Missing words

- a) The western part of the Netherlands is one of the most **urbanised** regions in Europe.
- b) The Randstad is a **polycentric** city region .
- c) Dublin is the **focus** of the country's transport network.
- d) Green belts are also called **buffer** zones.
- e) Gateways and **hubs** encourage employment out of the Dublin region.
- f) The Treaty of **Rome** created the European Economic Community.
- g) There have been five **enlargements** of the EU.

3. Key words

policy	mountainous	treaty	volcanoes
climate	periphery	travelling	commissioner
council	headlines	enlargement	

5. Opposites

Column 1	Opposite
emigration	immigration
efficient	inefficient
increase	decrease
prosperous	poor
centralised	decentralised
majority	minority

Focus on grammar

6. Sentence order

- a) The European Union is the world's largest trading bloc.
- b) Urbanisation is growing fast in the world's less developed regions.
- c) The European Commission is the main administrative body of the EU.
- d) Strategic road corridors provide efficient connections between gateways.
- e) Push-pull factors cause people to move from one region to another.
- f) New members of the EU have a high dependency on agriculture.

7. Verbs

The Future of Political Union

In the 1990s, the EU **became** committed to increasing political union so it could **play** a stronger role in world affairs. This **was prompted** by the need for the EU **to respond** in a united way to events that **were happening** in nearby regions, for example the wars in (former) Yugoslavia and the Middle East.

The EU now **has** a Foreign Minister, who **represents** the views of member states at conferences that **discuss** important global issues.

8. Prepositions

- 1) Many new member states are dependent **on** agriculture.
- 2) Economic development is linked **to** increased population.
- 3) The EU plays an important role **in** world affairs.
- 4) Some problem regions have been removed **from** the list.
- 5) Urban areas may expand **into** surrounding rural areas.

Focus on reading

9.

	True	False
Members of the European Parliament are elected for 7 years.		√
The European Parliament makes some decisions with the European Council.	√	
There is no limit to the number of MEPs.		√
Ireland has 15 MEPs.		√
MEPs from different countries join together in political groups.	√	
In 2007 there were 490 million people in the EU.	√	

10. Reading for specific information

Changing Boundaries in Language Regions

The regional boundaries of human activities change a lot over time. This is due mainly to two processes: ¹**push-pull forces of migration and the effect of strong external forces.**

The push-pull forces of migration cause people to move from one region to another. When more people move into a region than leave it, the region usually expands its boundaries. For example, ²**rural-urban migration** (when people move from the country into towns) often creates population pressure in ³**the urban area, which then expands outwards into suburbs and rural areas around the town.**

On another scale, ⁴**the widespread migration of Islamic people to areas outside the Middle East** has resulted in a large increase in the regions influenced by the religion of Islam.

Strong external forces affect a region's identity. Stronger and more aggressive cultural forces can work to reduce the importance and regional patterns of minority cultures. For example, ⁵**modern communication systems (radio, television and the Internet)** have allowed the importance of major world languages, especially English, to increase. This often reduces the status of minority languages.

The ⁶**decline of Irish and Welsh** are examples of how both processes have changed the regional boundaries of these ancient Celtic languages.