

GEOGRAPHY

Climate

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	Climate	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Preparing a Talk	15
	Wordsearch	19
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
	Odd One Out	10
	Geography Keywords	11
	Unscramble the letters	12
	Alphaboxes	18
Language support: Additional activities for Language Support:	Grammar points	16-17
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using Geography textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>The Human Planet</i> by Patrick E.F. O' Dwyer.	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

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.

Introduction of a topic or activity should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.

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 learning/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:



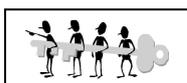
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study**.

Keywords

The list of keywords for this unit is as follows:

Nouns

activities
altitude
area
atmosphere
characteristics
climate
desert
equator
forests
heat
height
lake
land
latitude
moisture
months
oasis/oases
ocean currents
place
plant life
prevailing winds
rainfall
region
resource
sea/seas
sea level
season
sky/skies
snow
summer
sun
surface
temperature
tropics
variation
vegetation
water
wind
winter
woodland
world

Verbs

to absorb
to affect
to change
to cool down
to decrease
to heat up
to increase
to reach
to release
to replace
to shine

Adjectives

cold
continental
cool
dense
dry
equatorial
farther
frequent
hot
low
lower
milder
natural
nearer
oceanic
regional
sparse
temperate
unchanged
warm
warmer

Adverbs

slowly

Other

above sea level
for example
in the middle of

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Vocabulary file 1

Word	Meaning	Note or example*
atmosphere		
climate		
heat		
height		
latitude		
moisture		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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

Word	Meaning	Note or example
place		
rainfall		
sea level		
variation		
winter		
to absorb		



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

Word	Meaning	Note or example
to cool down		
to decrease		
to increase		
cool		
to replace		
dense		



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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Language Level: all
Type of activity: whole class
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:

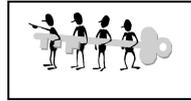
weather and climate

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



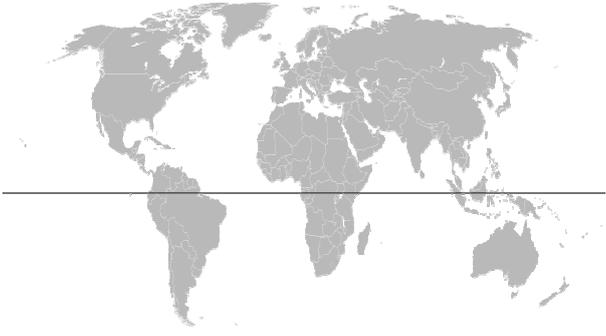
All students should record vocabulary and terms from the spidergram in their personal dictionaries.

Language Level: A1
Type of activity: pairs or individual
Suggested time: 30 minutes



Working with words

1. Tick the correct answer



- a) this line is the Equator
- b) this is an oasis
- c) this is snow
- d) this is a plant



- a) this is the sun
- b) this is a desert
- c) this is a computer
- d) this is a forest

2. Find these words in your textbook.

Write your own explanation for these words. Then write an example, the page number where these words appear in your textbook, or translate the words into your own language.

Word	Page in textbook	Explanation	Note or example
atmosphere			
climate			
ocean			
season			



Check that these key words are in your personal dictionary.

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Language Level: A1
Type of activity: pairs or individual
Suggested time: 20 minutes



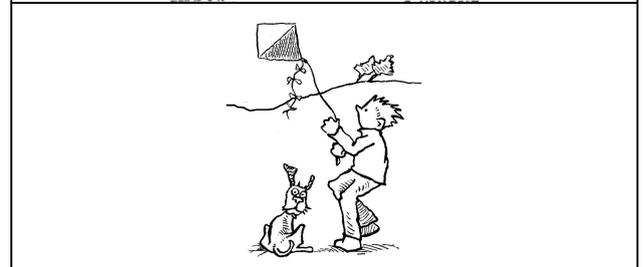
Picture Sentences

1. Tick the correct answer

- a) This is vegetation.
- b) These are ocean currents.
- c) This is forest.



- a) This is the wind blowing a kite.
- b) This is a speaker.
- c) This is the sea.



- a) This is a desk.
- b) This is snow.
- c) This is a lake.



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

today sunny it's

in mild damp and are winters Ireland

climate different types there of are many

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

weather climate pencil wind

cold car December warm

book summer winter Geography

rain cold cake sun

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

sea level _____

vegetation _____

oasis _____

equator _____

tropics _____



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

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Language Level: A2 / B1
Type of activity: individual
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.

w_n_er _____

c_im_t_ _____

a_ti_u_e _____

tr__i_s _____

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

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

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



Unscramble the letters

1. This is the distance north and south of the equator LTATIUED

Answer _____

2. The average condition of the atmosphere CILMTAE

Answer _____

3. This heats slowly and cools slowly WTARE

Answer _____

4. How hot or cold it is. TMRUEPEATRE

Answer _____



Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

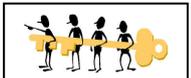
Do you know what the word means?

Have you got this word in your personal dictionary?

Solve the secret code

English=	A	C	L	E	D	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)



BYAQAWGF =

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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.

Water heats slowly and cools slowly. Heat is absorbed and stored by the seas and oceans throughout the _____ months. They slowly release this _____ throughout the winter when the land is cold. So, areas nearest to these warm seas are warmer and milder during _____ than places that are farther away. So, areas nearer to the sea are cool in summer and warm in winter. In Ireland, places such as Valentia that are near the sea are _____ in winter than places such as Kilkenny that are _____ away from the sea.

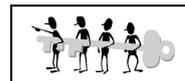
Far from the sea

Land heats quickly and cools quickly. Areas far from the sea, in the middle of continents, get very hot in summer.

Word Box

warmer	summer	farther
winter	heat	

Language Level: A2 / B1
Type of activity: individual
Suggested time: 30 minutes



Multiple choice

Read the text below and choose the best answers.

Winds that blow most frequently over an area are called prevailing winds. For example, the prevailing winds over Ireland are called the South-west Anti-trades because the most frequent winds over Ireland come from the south-west. They are warm winds because they blow from lower latitudes to higher latitudes. They are also moist winds because they blow from the sea. Altitude refers to height above sea level. The higher above sea level a place is, the cooler its climate. Temperature decreases 1°C for every 150 metres. This variation is called the lapse rate.

Why do temperatures decrease with height? The earth's atmosphere absorbs and holds heat radiated from the earth's surface. Near the surface the atmosphere is dense and is able to hold a lot of heat. However, as we climb, the air gets thinner and is unable to hold as much heat and so is cooler. So the higher we climb the cooler it gets.

1. What are winds that blow most frequently over an area called?
a) bad winds b) prevailing winds
c) good winds d) strong winds
2. Where do the most frequent winds in Ireland come from?
a) north east b) south west
c) north west d) north pole
3. What are the winds?
a) warm winds b) windy
c) gusts d) cold winds
4. Do they blow from lower to higher latitudes?
a) Yes b) No
5. Are these winds moist?
a) Yes b) No

Language Level: all
Type of activity: individual
Suggested time: 20-30



Grammar points

Adjectives

Adjectives give us more information about nouns.
 For example: **Moist** winds blow from the sea.

1 Match the correct adjectives to these sentences. Use your text book to help you.

- The winds in Ireland are _____ winds. cool
- Places by the sea are _____ in summer. thin
- The land is _____ during the winter. warm
- The air is _____ on a mountain. cold



Write these words in the correct places on the arrow to show how temperature changes as you climb up a mountain.

cold
 hot
 warm
 cool

2 When we want to compare two things, we use a comparative adjective.

For example: Russia is **colder** than Ireland in the winter.
 Write the comparative forms of these adjectives. They are all used when we are describing climate.
 Be careful with the ones that are marked! The spelling changes.

warm		cold	
high		hot	
thin		mild	
low		near	
dry		cool	

Do you know the meanings of all these adjectives? If you are not sure, check your dictionary.

NAME: _____ DATE: _____
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Language Level: All
Type of activity: individual
Suggested time: 30 minutes

Grammar points

Important nouns

In this Unit, we came across the following nouns. These are all important words for talking about **Climate**.

Look through your textbook to find these words. Check the meanings in your dictionary.

Write a short sentence using each noun. You can use your textbook to help you.

moisture _____

rainfall _____

region _____

altitude _____

equator _____

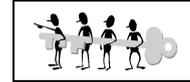
season _____



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



Language Level: A2 / B1
Type of activity: individual
Suggested time: 30 minutes



Grammar points

Verbs + prepositions

In this Unit, we came across the following verbs:

- to heat up
- to cool down

These are examples of verbs that are followed by a preposition.

**1 Fill in the gaps in these sentences using prepositions from the box.
If you are not sure, check your dictionary.**

- The greenhouse effect could interfere _____ climate.
- We must cut _____ our use of water.
- If we carry _____ polluting the atmosphere, it will affect our climate.
- Rainfall is caused _____ moisture in the air.
- The tide comes _____ twice every day.

down	by	on
with	in	

2 Which verbs + prepositions in the sentences have the same meaning as the following verbs:

to reduce _____
to continue _____

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.

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

ALTITUDE WINTER
CLIMATE WINDS
COOLER
EQUATOR
FACING
HEAT
LATITUDE
MONTHLY
PREVAILING
RAYS
SLOPES
SUMMER
TEMPERATURE
WARM

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.



climate	climate
altitude	altitude
latitude	latitude

NAME: _____ DATE: _____
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moisture	moisture
to change	to change
summer	summer

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cold	cold
heat	heat
winter	winter

Answer key

Working with words, page 8

1. a, b

Picture Sentences, page 9

1. b,a,c

It's sunny today.

Winters in Ireland are mild and damp.

There are many different types of climate.

Odd one out, page 10

pencil, car, book, cake

Keywords, page 11

Winter (noun), climate (noun), altitude (noun), tropics (noun)

Unscramble the letters, page 12

altitude, climate, water, temperature

Secret code: altitude

Completing Sentences, page 13

Water heats slowly and cools slowly. Heat is absorbed and stored by the seas and oceans throughout the **summer** months. They slowly release this **heat** throughout the winter when the land is cold. So, areas nearest to these warm seas are warmer and milder during **winter** than places that are farther away. So, areas nearer to the sea are cool in summer and warm in winter. In Ireland, places such as Valentia that are near the sea are **warmer** in winter than places such as Kilkenny that are **farther** away from the sea.

Far from the sea

Land heats quickly and cools quickly. Areas far from the sea, in the middle of continents, get very hot in summer.

Multiple Choice, page 14

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

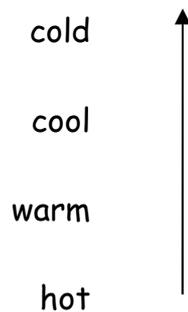
Grammar points, page 16

1. The winds in Ireland are warm winds.

Places by the sea are cool in summer.

The land is cold during the winter.

The air is thin on a mountain.



2.

warm	warmer	cold	colder
high	higher	hot	hotter
thin	thinner	mild	milder
low	lower	near	nearer
dry	drier	cool	cooler

Grammar points, page 16

- The greenhouse effect could interfere **with** climate.
- We must cut **down** our use of water.
- If we carry **on** polluting the atmosphere, it will affect our climate.
- Rainfall is caused **by** moisture in the air.
- The tide comes in twice every day.

to reduce **to cut down**
 to continue **to carry on**

NAME: _____ DATE: _____
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Word Search, page 20

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