

# GEOGRAPHY

## Climates, people and natural regions

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	Climates, people and natural regions	
<b>All students:</b>  Activities that are suitable for <b>Learning Support, Language Support</b> and the <b>Mainstream Subject Class</b> include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Preparing a Talk	15-16
	Wordsearch	20
<b>Learning support and Language support:</b>  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	19
	Play Snap	21-23
<b>Language support:</b>  Additional activities for Language Support:	Grammar points	17-18
<b>Levels for Language Support</b>	<b>A1 – B1</b> The language level of each activity is indicated in an information box.	
<b>Learning focus</b>	Using Geography textbooks and accessing curriculum content and learning activities.	
<b>Acknowledgement</b>	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.

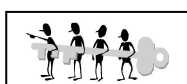


Have you ticked this activity on your Learning Record?

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

activity  
area  
arrival  
attraction  
camel  
change  
characteristics  
desert  
desertification  
equator  
figure  
forests  
housing  
irrigation  
lake  
land  
leaf/leaves  
moisture  
oasis/oases  
ocean currents  
plant life  
pollution  
rain  
rainfall  
region  
resource  
savannah  
season  
sky/skies  
snow  
summer  
sun  
surface  
temperature  
thunderstorms  
tourist  
tourism  
trade winds  
tropics  
vegetation  
wind  
woodland  
world

### Verbs

to affect  
to allow  
to blow  
to change  
to create  
to cut down  
to grow  
to plant  
to reach  
to remain  
to replace  
to shine  
to store  
to survive

### Adjectives

changed  
cold  
continental  
deciduous  
dry  
equatorial  
hot  
long  
man-made  
natural  
northern  
oceanic  
regional  
southern  
sparse  
temperate  
unchanged

### Adverbs

gradually  
naturally  
slowly

### Locations

the Mediterranean  
the Nile  
the Sahara

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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### Vocabulary file 1

Word	Meaning	Note or example*
characteristics		
desert		
desertification		
equator		
irrigation		
oasis		

\* 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
ocean currents		
plant life		
pollution		
resource		
season		
temperature		



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
tropics		
to change		
to cut down		
continental		
to grow		
man-made		



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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GEOGRAPHY: Climates, people and natural regions

**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:

**regions of the world**

**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 is a camel
- b) this is a horse
- c) this is a donkey
- d) this is a fish



- a) these are houses
- b) this is a school bag
- c) these are oceans
- d) this is woodland

**2. Find these words in your textbook**

**Write your own explanation for these words.** Use your textbook or dictionary if necessary. Write a note to help you remember the word.

Word	Page in textbook	Explanation	Note
desert			
snow			
tourism			
thunderstorms			



Check that these key words are in your personal dictionary.



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



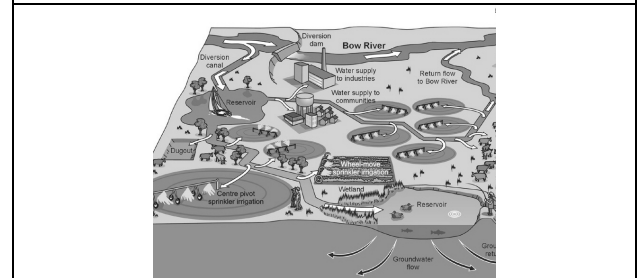
## Picture Sentences

### 1. Tick the correct answer

- a) This is a blanket.
- b) These are oceans.
- c) This is a thunderstorm.



- a) This is irrigation.
- b) This is a leaf.
- c) This is a camel.



- a) These are people.
- b) This is a waterfall.
- c) This is an oasis.



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

hot where the are deserts?

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scarce vegetation deserts is in

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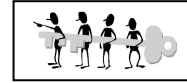
close climates hot found are to equator the

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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**

house            dry            camel            natural

oases            car            region            Sahara

lake            ocean            dentist            season

desert            the Nile            dog            irrigation

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.

to plant \_\_\_\_\_

to replace \_\_\_\_\_

to store \_\_\_\_\_

to survive \_\_\_\_\_

to create \_\_\_\_\_



Check that these key words are in your personal dictionary.

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Language Level: A2 / B1  
Type of activity: individual  
Suggested time: 15 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.

d\_s\_rt \_\_\_\_\_

l\_k\_ \_\_\_\_\_

s\_as\_n \_\_\_\_\_

r\_gi\_n \_\_\_\_\_

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

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Language Level: A1 / A2  
 Type of activity: pairs or individual  
 Suggested time: 20 minutes



### Unscramble the letters

1. This desert is found in Africa SHARAA

Answer \_\_\_\_\_

2. There are four different... SESAOSN

Answer \_\_\_\_\_

3. A animal that lives in the desert CMALE

Answer \_\_\_\_\_

4. This is sparse in hot deserts VGEETATNOI

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=	R	V	D	E	F	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)

YFEFBA =

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Language Level: A2 / B1  
Type of activity: pairs or individual  
Suggested time: 40 minutes



### Completing sentences

1. Fill in the blanks in these sentences. Use words from the Word Box below.

Natural \_\_\_\_\_ is plant life which grows in an area naturally and has not been planted or changed in any way by people. The \_\_\_\_\_ vegetation of very few areas of the world remains unchanged. Ireland's natural vegetation was deciduous woodland (leaves fall off in winter). Since the arrival of Ireland's first farmers this natural \_\_\_\_\_ has gradually been cut down and replaced by fields of grass and cereals, and housing. Some \_\_\_\_\_ where areas of natural vegetation remain untouched are:

- the forests of the Amazon Basin
- some national parks in savannah regions such as Kenya and America
- some hot \_\_\_\_\_ regions
- the boreal forests of northern Eurasia and Canada.

#### Word Box

desert	regions	woodland
vegetation	natural	

2. Now make three questions about the text. Look at your textbook if you need help.

What \_\_\_\_\_  
\_\_\_\_\_?

Who \_\_\_\_\_  
\_\_\_\_\_?

Where \_\_\_\_\_  
\_\_\_\_\_?

Language Level: A2 / B1  
Type of activity: individual  
Suggested time: 40 minutes



### Multiple choice

*Read the text below and choose the best answers.*

Hot deserts lie within the tropics where the sun is high in the sky throughout the year. In summer the sun shines from directly overhead. Cloudless skies allow long hours of sunshine. Cloudless skies create high pressure and high daytime temperatures, up to 40°C. At night these same cloudless skies allow heat to escape from the earth's surface and temperatures may drop below zero. Hot deserts are affected by the trade winds which blow from dry continental areas. As they blow towards the equator, they get warmer and so hold their moisture. Some sea winds affect hot deserts. These winds blow over cold ocean currents and are cooled and lose their moisture at sea. When they reach the hot desert lands they are dry winds. Vegetation is sparse in hot desert areas. Only plants that can store water, lose moisture slowly or have very long roots to reach the water table can survive the long spans of time with little or no rainfall.

1. Where do hot deserts lie?

- |            |             |
|------------|-------------|
| a) tropics | b) sunshine |
| c) seaside | d) forest   |

2. What allows for long hours of sunshine?

- |                  |                    |
|------------------|--------------------|
| a) people        | b) cloudless skies |
| c) rub your eyes | d) smell them      |

3. To what degree do temperatures drop at night?

- |               |       |
|---------------|-------|
| a) 50         | b) 45 |
| c) below zero | d) 20 |

4. Does the sea wind affect hot deserts?

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

5. Is natural vegetation in hot deserts sparse?

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



How many words  
can you see in  
this text that are  
related to climate?  
Draw a circle around  
the words.

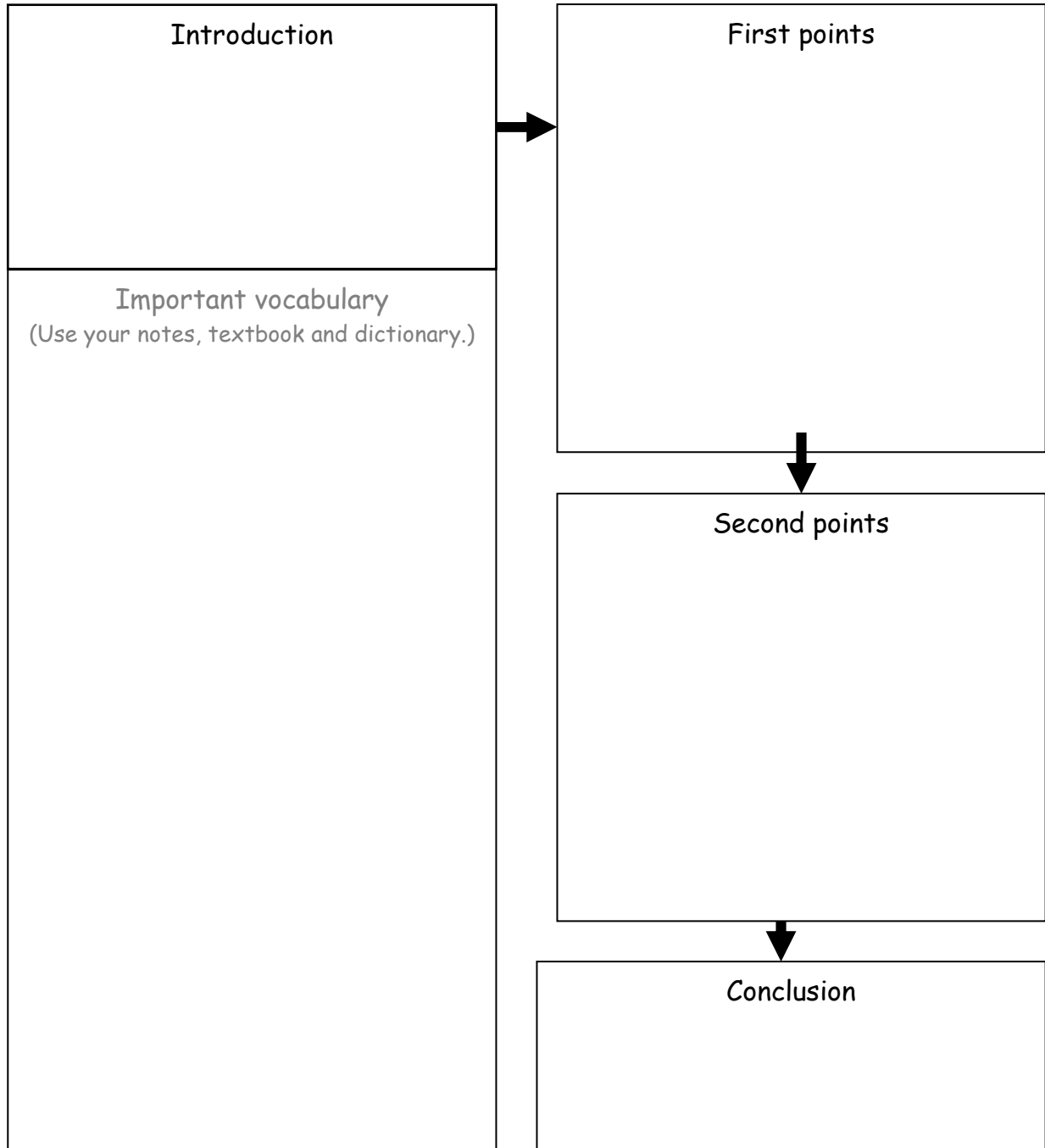
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Language Level: A2 / B1  
Type of activity: individual  
Suggested time: 40 minutes

## Preparing a short talk

You are going to give a short talk to the class on the topic '**Where I would most like to live in the world**'. Use your keyword list and textbook to help you. First plan what you are going to say by making notes on this chart:







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Language Level: A2 / B1  
Type of activity: individual  
Suggested time: 40 minutes



## Grammar points

### The present simple and present continuous tenses

We have two ways of talking about what happens in the present.

The **present simple** is used to talk about something that is permanent or happens again and again

For example: Dry winds **blow** over deserts.

The **present continuous** is used to talk about things that are happening now.

For example: The wind **is blowing** today.

1. Put the verbs in the **present simple** tense in this text. Don't forget that we add 's' in the third person singular (**I read** but **he reads**).

As air \_\_\_\_\_ (to rise) it gets cooler. Then the water in the air often \_\_\_\_\_ (to turn) into rain. As wind \_\_\_\_\_ (to blow) towards the Equator it \_\_\_\_\_ (to get) warmer. Warm air \_\_\_\_\_ (to hold) more water vapour. Therefore no rain \_\_\_\_\_ (to fall) on desert areas. Sea winds \_\_\_\_\_ (to blow) over cold sea currents. They \_\_\_\_\_ (to lose) their moisture at sea.

2. Put the verbs in the correct tenses in these sentences. Some are **present simple** tense and some are **present continuous** tense.

- Dry regions \_\_\_\_\_ (to contain) limited vegetation.
- Plants with long roots \_\_\_\_\_ (to reach) into the ground to find moisture.
- Experts say that the climate \_\_\_\_\_ (to change) every year.
- The polar winds \_\_\_\_\_ (to blow) over the northern lands.
- Rivers \_\_\_\_\_ (to carry) soil as they flow down from mountains.
- Today the sun \_\_\_\_\_ (to shine)

**Language Level:** All  
**Type of activity:** individual/pair  
**Suggested time:** 40 minutes



## Grammar points

In this Unit, we came across the following adjectives:

- **deciduous**
- **equatorial**
- **temperate**

Look up these words in your textbook or dictionary and write your own definition.

Adjective	Meaning	Note
deciduous		
equatorial		
temperate		

### Adjective Hunt

Circle 10 adjectives from the Unit in these columns.

Score 4 points for each correct answer.

Who will score the highest? Perhaps you will. Good luck!

dry	replace	savannah
man-made	oceanic	oasis
forests	sparse	southern
rainfall	desert	currents
continental	natural	temperate
vegetation	thunderstorms	deciduous
irrigation	northern	survive



Score: \_\_\_\_\_ points

## 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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## Play Snap

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



<b>irrigation</b>	<b>irrigation</b>
<b>season</b>	<b>season</b>
<b>Mediterranean</b>	<b>Mediterranean</b>

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natural	natural
resource	resource
vegetation	vegetation

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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<b>temperature</b>	<b>temperature</b>
<b>equatorial</b>	<b>equatorial</b>
<b>region</b>	<b>region</b>

## Answer key

### Working with words, page 8

1.a,d

### Picture Sentences, page 9

1.c,a,c

Where are the hot deserts?

Vegetation is scarce in deserts.

Hot climates are found close to the equator.

### Odd one out, page 10

House, car, dentist, dog.

### Geography Keywords, page 11

Desert, noun, lake, noun, season, noun, region, noun

### Unscramble the letters, page 12

Sahara, seasons, camel, vegetation

Secret code: desert

### Completing Sentences, page 13

Natural **vegetation** is plant life which grows in an area naturally and has not been planted or changed in any way by people. The **natural** vegetation of very few areas of the world remains unchanged. Ireland's natural vegetation was deciduous woodland (leaves fall off in winter). Since the arrival of Ireland's first farmers this natural **woodland** has gradually been cut down and replaced by fields of grass and cereals, and housing. Some **regions** where areas of natural vegetation remain untouched are:

- the forests of the Amazon Basin
- some national parks in savannah regions such as Kenya and America
- some hot **desert** regions
- the boreal forests of northern Eurasia and Canada.

### Multiple Choice, page 14

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

### Grammar points, page 17

1. As air **rises** it gets cooler. Then the water in the air often **turns** into rain. As wind **blows** towards the Equator it **gets** warmer. Warm air **holds** more water vapour. Therefore no rain **falls** on desert areas. Sea winds **blow** over cold sea currents. They **lose** their moisture at sea.



