

GEOGRAPHY

Erosion

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	Erosion	
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
	Writing a description	15-16
	Wordsearch	20
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
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	Geography Keywords	11
	Unscramble the letters	12
	Alphaboxes	19
	Play Snap	21-23
Language support: Additional activities for Language Support:	Grammar points	17-18
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:



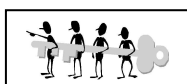
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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

acid
area
cave
cavern
change
channels
column
crack
erosion
features
frost
karst
land
limestone
mineral
openings
passages
pillar
rain
rainfall
rainwater
region
ridges
rock
scree
season
sky/skies
stalactite
stalagmite
sun
surface
temperature
weather
wind

Verbs

to affect
to build up
to change

to create
to disappear
to dissolve
to drip
to erode
to evaporate
to fall
to form
to freeze
to protect
to react
to wear away

Adjectives

bare
changed
cold
deep
dry
few
important
narrow
natural
sparse
special
underground
weak

Adverbs

directly
gradually
naturally
slowly
together

Locations

the Burren

NAME: _____ DATE: _____
GEOGRAPHY: Erosion

Vocabulary file 1

Word	Meaning	Note or example*
acid		
cave		
cavern		
erosion		
rainwater		
underground		

* 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.

NAME: _____ DATE: _____
GEOGRAPHY: Erosion

Vocabulary file 2

Word	Meaning	Note or example
stalactite		
stalagmite		
to dissolve		
to erode		
to form		
to wear away		



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

NAME: _____ DATE: _____
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Vocabulary file 3

Word	Meaning	Note or example
bare		
narrow		
natural		
together		
weak		
slowly		



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

NAME: _____ DATE: _____
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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

caves

- 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 cave
- b) this is rain
- c) this is limestone
- d) this is a rock



- a) this is a stalactite
- b) this is a window
- c) this is a computer
- d) this is a forest

2. Find these words in your textbook.

Write your own explanation for these words. If you do not know any of the words, check the meaning in your textbook or dictionary. Then write an example or translate the words into your own language.

Word	Page in textbook	Explanation	Note or example
cave			
erosion			
limestone			
frost			



Check that these key words are in your personal dictionary.

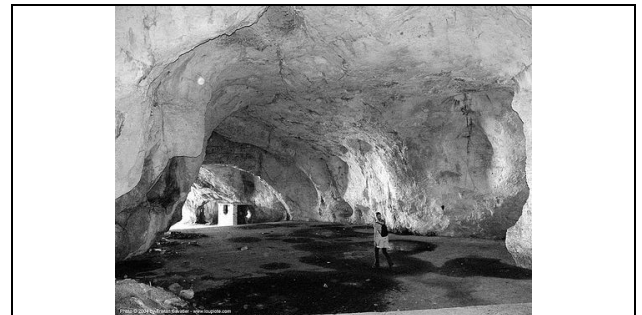
Language Level: A1
Type of activity: pairs or individual
Suggested time: 20 minutes



Picture Sentences

1. Tick the correct answer

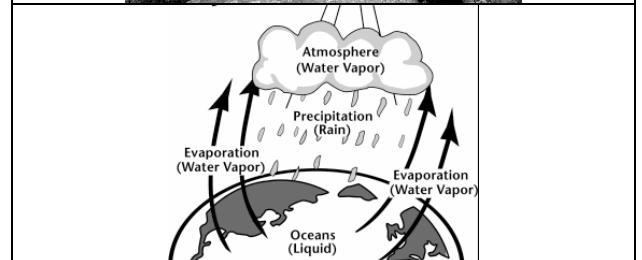
- a) This is a cave.
- b) This is acid.
- c) This is forest.



- a) This is a school.
- b) This is a speaker.
- c) This is the Burren.



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



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

collects water cracks in

freezes and water ice to turns

rock the broken is up

NAME: _____ DATE: _____

GEOGRAPHY: Erosion

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**

cave stalactite bottle stalagmite

woman limestone rock particles

erosion rock ground computer

snow frost rain pen

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.

crack _____

ridges _____

surface _____

narrow _____

weak _____



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

GEOGRAPHY: Erosion

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.

B_r_e_ _____

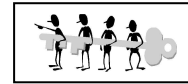
f_os_ _____

b_r_ _____

c_ve_n _____

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

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



Unscramble the letters

1. This is the breaking down of rocks EORSINO

Answer _____

2. Frozen water droplets are called FORST

Answer _____

3. Loose rocks at the bottom of slopes SRCEE

Answer _____

4. Bare limestone is called RKAST

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?

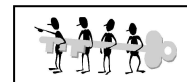
Solve the secret code

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

example: (code) EAWYFRA = STUDENT (English)

XNBXA =

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



Completing sentences

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

The Burren is located in north-west Clare. It is a very special place. It is so important that it is protected as a National Park. Much of its surface is bare limestone rock. _____ is formed from a mineral called calcium carbonate. _____ acts as an acid. Rainwater, which is a weak carbonic acid, falls directly onto the Burren's limestone surface. This weak acid reacts with the calcium carbonate of the limestone, dissolves it slowly and so wears away the surface.

Special features on the surface.

Limestone has many hairline _____. When rainwater lands on its surface it trickles down through these cracks (called joints), _____ the limestone on either side and forms deep narrow divisions in the limestone surface. These deep channels are called grikes. The ridges of rock left between the grikes are called dints and together they form limestone pavement. There are few rivers in the Burren. Most rivers here flow on the _____ over only short distances, because they meet the bare limestone and disappear down underground through openings called swallow holes. The largest one in the Burren is called Poulmagolm.

Word
Box

surface	cracks	limestone
dissolves	rainwater	

2. Use your textbook or dictionary to check the meanings of these important verbs:

to form _____
to react _____
to trickle _____
to land _____
to flow _____



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



Multiple choice

Read the text below and choose the best answers.

Surface rivers disappear into passages and together with seeping rainwater dissolve huge underground caves called caverns. Dripping water from the ceilings of these caverns creates features such as stalactites, stalagmites, pillars and curtains. All these features are formed of the mineral calcite. As each drop of water evaporates or slowly drips from a cavern ceiling it leaves a tiny particle of calcite attached to the roof. Over thousands of years these particles form a long, slender column which hangs from the roof and is called a stalactite. When drops of water splash onto a cavern floor or side, some of the water evaporates and again leaves tiny particles of calcite attached to the floor or side. These build up to form thicker columns directly under the stalactites. These are called stalagmites. If a stalactite and stalagmite grow and join they form a pillar. swallow hole or sink-hole.

1. Where do surface rivers disappear?
a) at home
b) outside
c) into passages
d) into the sea
2. What are underground caves called?
a) houses
b) caverns
c) tents
d) caves
3. What are the features formed of?
a) calcite
b) ice
c) bread
d) butter
4. Is the slender column called a stalactite?
a) Yes
b) No
5. Does the stalactite hang from the ceiling?
a) Yes
b) No

Read the text again and make a list of all the features that are found in caverns:
stalactites



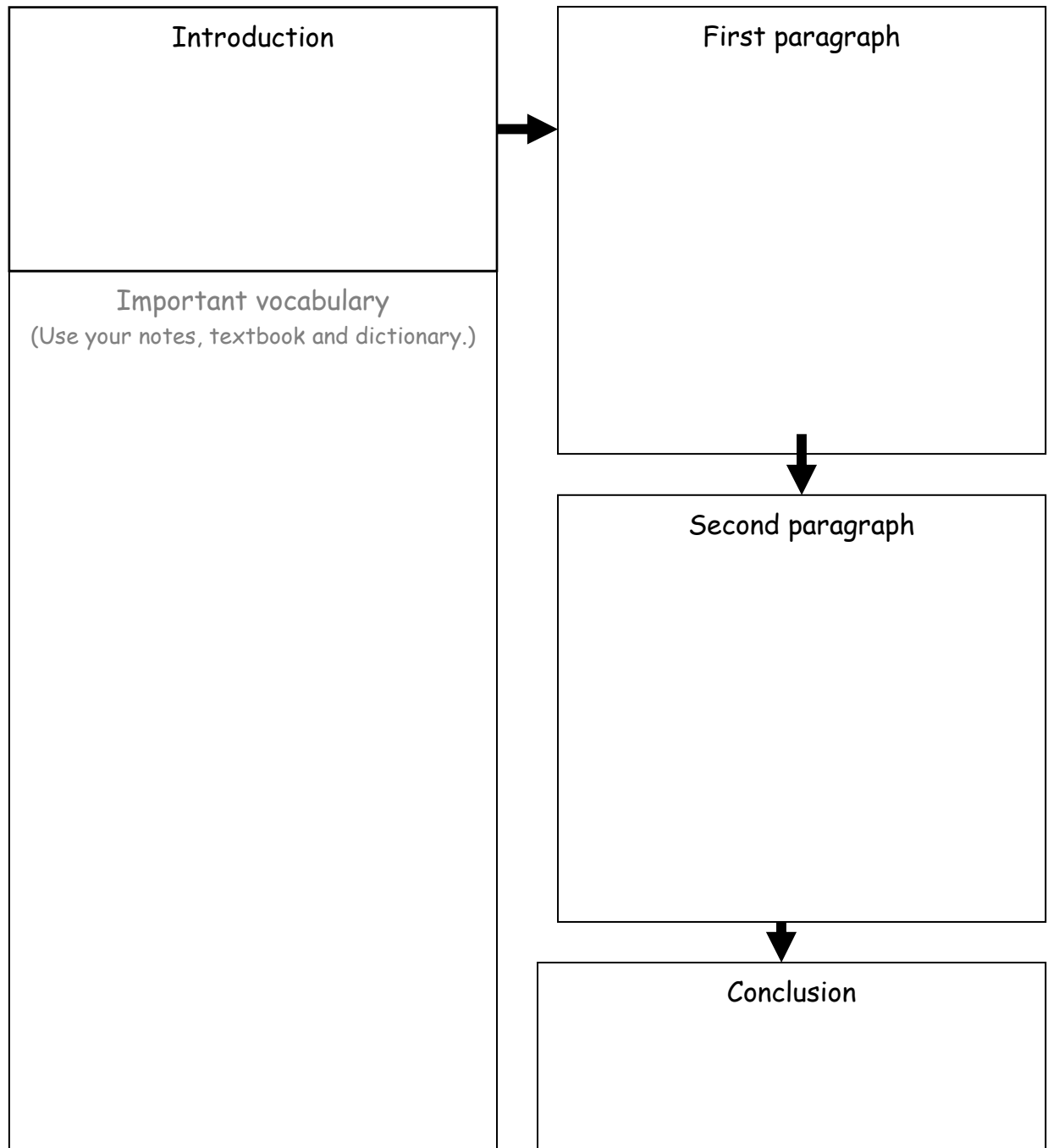
NAME: _____ DATE: _____
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Language Level: A2 / B1
Type of activity: pairs / small groups
Suggested time: 40 minutes

Writing a description

Imagine that you have walked into a big underground cavern. Write a description of what you see and hear around you. Use your keyword list and textbook to help you.

First plan what you are going to write by making notes on this chart:



Language Level: all
Type of activity: individual
Suggested time: 30 minutes



Grammar Points

Adjectives

1 An adjective is a word that describes a noun. There are many adjectives in the chapter on *Erosion*. Look at the sentences below, and decide which adjectives belong in the blanks.

tiny	huge	slender
deep	surface	long

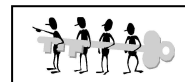
- Water creates _____ caves under the ground.
- _____ rivers cannot flow for a long distance on the limestone pavement.
- Each drop of water leaves a _____ particle of calcite.
- Passages are _____ tunnels under the ground.
- Stalactites are _____ columns which hang from the roof of the cave.
- _____ grooves in the limestone are called grikes.

2 Pick a chapter from your textbook. Rewrite six sentences leaving out the adjectives. Make a list of the missing adjectives. Now swap sentences with another student and fill in the missing adjectives in one another's sentences.

NAME: _____ DATE: _____

GEOGRAPHY: Erosion

Language Level: A2/ B1
Type of activity: individual/pair
Suggested time: 45 minutes



Grammar points

Active and passive sentences

In an active sentence, the subject does the action. For example:

Subject	verb	object
John	locks	the door.

If we do not know who does something, or it is not important, then we can use the passive form of the verb. This is formed by using the verb 'to be' with the past participle of the main verb. For example:

The door is locked.

If we want to say who does something we must use 'by _____'.

The door is locked by John.

We often see this form of verb in text books.

Making the past participle.

1. Complete the table with verbs from this unit.

Verb	Past simple tense	Past participle
<i>to drip</i>	<i>dripped</i>	<i>dripped</i>
to hang	hung	
to dissolve		dissolved
to change	changed	
to form		formed
to call	called	

2. Complete these sentences by putting the verb into the present passive form.

- Stalactites _____ of a mineral called calcite. (to form)
- A column on the ground _____ a stalagmite. (to call)
- The Burren _____ as a National Park. (to protect)
- The Burren _____ in County Clare. (to locate)
- The calcium carbonate _____ by rainwater. (to dissolve)

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: Erosion

Play Snap

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



erosion	erosion
weather	weather
frost	frost

NAME: _____ DATE: _____
GEOGRAPHY: Erosion

stalactite

stalactite

stalagmite

stalagmite

the Burren

the Burren

NAME: _____ DATE: _____
GEOGRAPHY: Erosion

cavern

cavern

to dissolve

to dissolve

particles

particles

Answer key

Working with words, page 8

1. b, a.

Picture Sentences, Page 9

1. a, c, a

Water collects in cracks.

Water freezes and turns to ice.

The rock is broken up.

Odd one out, page 10

Battle, woman, computer, pen

Geography Keywords, page 11

Burren, noun, frost, noun, bare, adjective, cavern, noun

Unscramble the letters, page 12

Erosion, frost, scree, karst

Secret code: crack

Completing Sentences, page 13

The Burren is located in north-west Clare. It is a very special place. It is so important that it is protected as a National Park. Much of its surface is bare limestone rock. **Limestone** is formed from a mineral called calcium carbonate. **Rainwater** acts as an acid. Rainwater, which is a weak carbonic acid, falls directly onto the Burren's limestone surface. This weak acid reacts with the calcium carbonate of the limestone, dissolves it slowly and so wears away the surface.

Special features on the surface.

Limestone has many hairline **cracks**. When rainwater lands on its surface it trickles down through these cracks (called joints), **dissolves** the limestone on either side and forms deep narrow divisions in the limestone surface. These deep channels are called grikes. The ridges of rock left between the grikes are called dints and together they form limestone pavement. There are few rivers in the Burren. Most rivers here flow on the **surface** over only short distances, because they meet the bare limestone and disappear down underground through openings called swallow holes. The largest one in the Burren is called Poulmagolm.

Multiple Choice, page 14

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

Grammar points, page 17

Adjectives

- Water creates **huge** caves under the ground.
- **Surface** rivers cannot flow for a long distance on the limestone pavement.
- Each drop of water leaves a **tiny** particle of calcite.
- Passages are **long** tunnels under the ground.
- Stalactites are **slender** columns which hang from the roof of the cave.
- **Deep** grooves in the limestone are called grikes.

Grammar points, page 18

Making the past participle.

Verb	Past simple tense	Past participle
<i>to drip</i>	<i>dripped</i>	<i>dripped</i>
to hang	hung	hung
to dissolve	dissolved	dissolved
to change	changed	changed
to form	formed	formed
to call	called	called

- Stalactites **are formed** of a mineral called calcite. (to form)
- A column on the ground **is called** a stalagmite. (to call)
- The Burren **is protected** as a National Park. (to protect)
- The Burren **is located** in County Clare. (to locate)
- The calcium carbonate **is dissolved** by rainwater. (to dissolve)

NAME: _____ DATE: _____
GEOGRAPHY: Erosion

Word Search, page 20

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