

GEOGRAPHY

Ordnance Maps

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	Ordnance Maps	
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
	Odd One Out	10
	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.

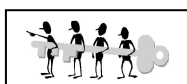


Have you ticked this activity on your Learning Record?

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

area
box/boxes
bridge
compass
contour
co-ordinates
curved line
direction
distance
earth
east
eastings
edge
features
figure
grid
height
kilometres
linear scale
location
map
measurement
metres
number
north
northings
ordnance survey
page
paper
reference
region
roads
scale

scale map
slope
south
spot
squares
starting point
station
sub-zones
surface
west

Verbs

to consist of
to cover
to curve
to divide
to draw
to find
to identify
to mark
to measure
to number
to plot
to represent
to survey

Adjectives

curved
east
global
horizontal

important
international
linear
most
national
north
natural
numbered
scaled
south
vertical
west
whole

Adverbs

directly
east
gradually
most
north
south
west

Other

across
along
bottom to top
left to right

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GEOGRAPHY: Ordnance Maps

Vocabulary file 1

Word	Meaning	Note or example*
compass		
contour		
co-ordinates		
direction		
distance		
linear scale		

* 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
measurement		
ordnance survey		
scale map		
to draw		
to identify		
to measure		



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 plot		
to represent		
east		
horizontal		
scaled		
vertical		



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:

maps

location

- 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.).



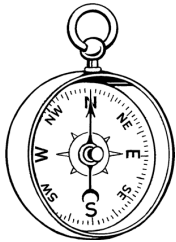
All students should record vocabulary and terms from the spidergram in their personal dictionaries.

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

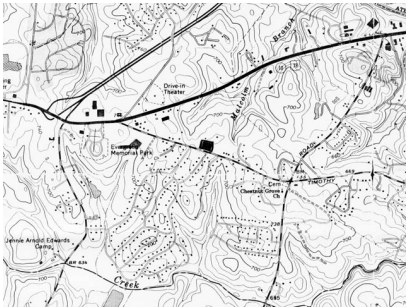


Working with words

1. Tick the correct answer



- a) this is a feature
- b) this is a grid
- c) this is a forest
- d) this is a compass



- a) this is a scale map
- b) this is a school lunch
- c) this is a bus
- d) this is a school principal

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
measurement			
location			
reference			
surface			



Check that these key words are in your personal dictionary.

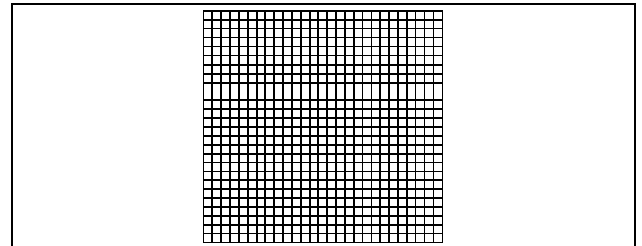
Language Level: A1
Type of activity: pairs or individual
Suggested time: 20 minutes



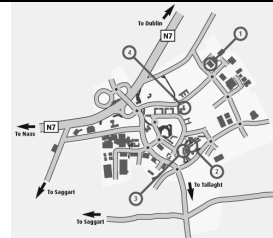
Picture Sentences

1. Tick the correct answer

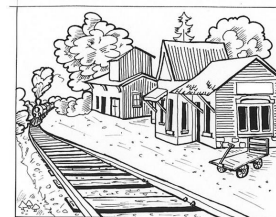
- a) This is a grid.
- b) These are features.
- c) This is a bridge.



- a) This is pollution.
- b) This is a map.
- c) This is a compass.



- a) These are people.
- b) This is a train station.
- c) This is snow.



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

useful maps are

map drawing plan or is a a

drawn maps scales are to different

NAME: _____ DATE: _____
GEOGRAPHY: Ordnance Maps

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**

map north compass chair

grid metres road phone

grid linear shoe square

cross scale bottle sea

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

to curve _____

to divide _____

to identify _____

to mark _____

to survey _____



Check that these key words are in your personal dictionary.

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

n_rt_ _____

e_s_ _____

s_al_ _____

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

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



Unscramble the letters

1. Map locations are found using FRERENECS

Answer _____

2. This item is used for reading maps CPMOSAS

Answer _____

3. This is expressed in metres on the map HIEGTH

Answer _____

4. Lines that aren't straight RCVUSE

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=	L	C	P	E	F	D	N	M	O	S	T	U
Code=	B	X	Y	F	G	Q	R	O	L	E	A	W

example: (code) EAWQFRA = STUDENT (English)

EBLYF =

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



Completing sentences

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

The national grid

The national _____ consists of twenty-five squares or boxes called sub-zones that cover the whole country. Each measures 100 km long by 100 km wide. Each sub-zone is _____ by a letter of the alphabet. Also each sub-zone is divided by a grid of lines called co-ordinates. One hundred of the lines are vertical and are called eastings. The other hundred lines are _____ and are called northings. Eastings increase from left to right and _____ increase from bottom to top. Eastings and northings are numbered from 00 to 99. When giving a grid _____, remember the word ATLAS -AT represents Across the Top. AS represents Along the Side

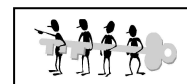
Word Box

grid	reference	northings
identified	horizontal	

2. Fill in the gaps on this table.

Verb	Simple past tense	Passive form (present)
<i>to call</i>	<i>called</i>	<i>is called</i>
to cover		is covered
to number		
to identify	identified	
to divide		
to mark		is marked
to represent		

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



Multiple choice

Read the text below and choose the best answers.

Curved line measurement

To measure the distance along a curved line, such as a road:

1. Place the edge of your strip of paper at the starting point and put a pencil mark on both map and paper.
2. Hold the edge of the paper strip along the centre of the road until you reach the first turn. Draw a mark across the paper and the map at this point.
3. Use your last mark as the new starting point and hold your paper along the centre of the road until the next turn. As before draw a mark across the paper and the map at this point.
4. Repeat the process until you have measured the required distance.
5. Use the linear scale to measure the distance.

1. Where do you place the strip of paper?

- | | |
|----------------|----------------------|
| a) on the road | b) starting point |
| c) in the sea | d) beside the pencil |

2. What do we draw across the paper and the map?

- | | |
|--------------|--------------|
| a) a mark | b) house |
| c) a picture | d) an animal |

3. What do you use as the new starting point?

- | | |
|--------------|---------------|
| a) last mark | b) first mark |
| c) paper | d) pencil |

4. Do you repeat the process until you have measured the distance?

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

5. Do we have to use linear scale to measure the distance?

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

How many words do you know that are used to describe lines and shapes? In this text we see **curved** and **linear**. Write down as many words as you can.

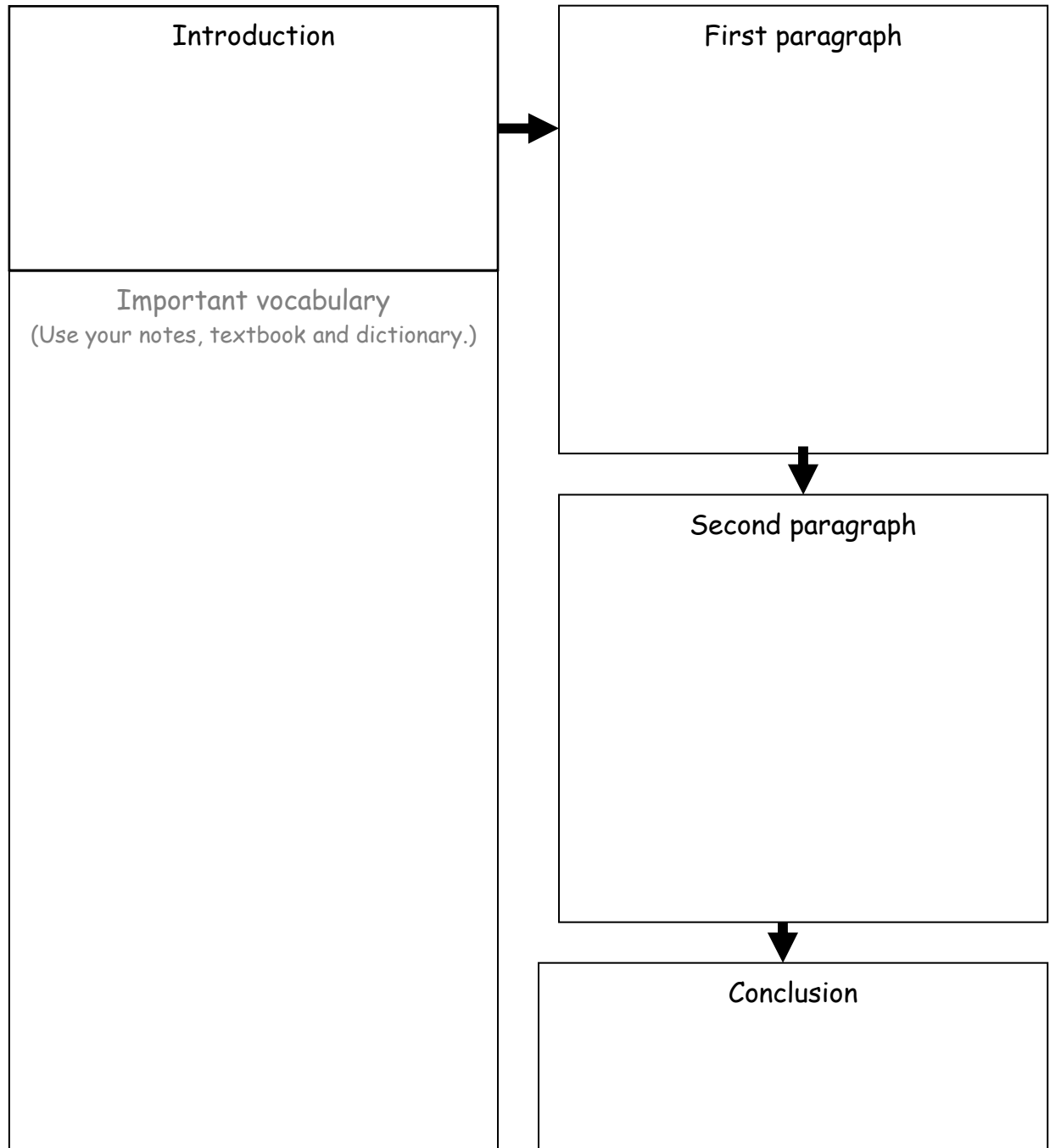
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Level: A2 / B1
Type of activity: pairs / small groups
Suggested time: 40 minutes

Writing a description

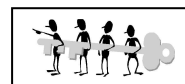
Look in your *Geography* textbook at a photograph taken from the air. You are going to write a description of what you see. Use your keyword list and textbook to help you.

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



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Language Level: All
Type of activity: individual and pairs
Suggested time: 30 minutes



Grammar points

Prepositions

1. The following sentences are all about maps and how we use them. Many of the prepositions are missing from these sentences. Read the sentences carefully and fill in the missing prepositions from the box. You will use some of the prepositions more than once.

on	towards	across	to
by	along	from	for

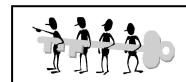
- The Ordnance Survey is responsible _____ drawing maps of Ireland.
- There is a lot of information _____ a good map.
- Lines that run _____ top _____ bottom are called eastings.
- Lines that run _____ the map are called northings.
- If you want to measure a line on the map you must hold a ruler or a piece of paper _____ the line.
- Each sub-zone on a map is divided _____ a grid of lines.
- When we travel in a northerly direction we are moving _____ the north.
- Each sub-zone _____ the map measures 100km long _____ 100km wide.

2. Now it's your turn!

1. Pick a chapter from your textbook.
2. Rewrite six sentences leaving out the prepositions.
3. Make a list of the missing prepositions.
4. Swap your sentences with another student and fill in the missing prepositions in one another's sentences.

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



Grammar points

We can make adjectives from other words such as nouns and verbs.
Look at the words in column A and write an adjective in column B. Write the meaning of the adjective in column C.
Use your keyword list, textbook or dictionary to help you.

A	B adjective	C meaning
<i>to curve</i>	<i>curved</i>	<i>not straight</i>
to cover		
globe		
horizon		
nature		
to divide		
to measure		
line		
number		
height		
length		
scale		
contour		
region		



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

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Alphaboxes

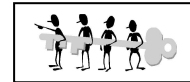
Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

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.



Word search

Find the words from the list box below.

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

BOXES	GRID	MEASUREMENT
BRIDGING	HEIGHTS	REFERENCE
CONTOURS	HORIZONTAL	REPRESENTS
DISTANCE	MAP	SCALE
EASTINGS		SQUARES
EDGE		
GENTLE		

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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.



ordnance	ordnance
survey	survey
map	map

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grid	grid
measure	measure
compass	compass

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north	north
south	south
east	east

Answer key

Working with words, page 8

1. d, a

Picture Sentences, page 9

1.a,b,b

2. Maps are useful. A map is a drawing or plan. Maps are drawn to different scales.

Odd one out, page 10

Chair, phone, shoe, bottle

Geography Keywords, page 11

Distance, noun, north, noun or adjective, east, noun or adjective, scale, noun (also a verb)

Unscramble the letters, page 12

References, compass, height, curved

Secret Code: slope

Completing Sentences, page 13

1. The national **grid** consists of twenty-five squares or boxes called sub-zones that cover the whole country. Each measures 100 km long by 100 km wide. Each sub-zone is **identified** by a letter of the alphabet. Also each sub-zone is divided by a grid of lines called co-ordinates. One hundred of the lines are vertical and are called eastings. The other hundred lines are **horizontal** and are called northings. Eastings increase from left to right and **northings** increase from bottom to top. Eastings and northings are numbered from 00 to 99. When giving a grid **reference**, remember the word ATLAS -AT represents Across the Top. AS represents Along the Side

2.

Verb	Simple past tense	Passive form (present)
<i>to call</i>	<i>called</i>	<i>is called</i>
to cover	<i>covered</i>	is covered
to number	<i>numbered</i>	is numbered
to identify	identified	is identified
to divide	divided	is divided
to mark	marked	is marked
to represent	represented	is represented

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Multiple Choice, page 14

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

Grammar Points, page 17

prepositions.

for
on
from, to
across
on
along
towards
on, by.

Grammar points, page 18

A	B adjective	C meaning
<i>to curve</i>	<i>curved</i>	<i>not straight</i>
to cover	<i>covered</i>	
globe	<i>global</i>	
horizon	<i>horizontal</i>	
nature	<i>natural</i>	
to divide	<i>divided</i>	
to measure	<i>measured</i>	
line	<i>linear</i>	
number	<i>numbered</i>	
height	<i>high</i>	
length	<i>long</i>	
scale	<i>scaled</i>	
contour	<i>contoured</i>	
region	<i>regional</i>	

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Word Search, page 20

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