

# Geography

## Sea Action

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	Sea Action	
<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	4-5
	Activating Students' Existing Knowledge	6
	Completing Sentences	12
	Multiple Choice	13
	Planning and writing text	14
	Wordsearch	17
<b>Learning support and Language support:</b>  Activities suitable for students receiving Learning or Language Support include:	Working with words	7
	Picture Sentences	8
	Odd One Out	9
	Geography Keywords	10
	Unscramble the letters	11
	Alphaboxes	16
	Play Snap	18-20
<b>Language support:</b>  Additional activities for Language Support:	Grammar points	15
<b>Levels for Language Support</b>	A1 – B1 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.

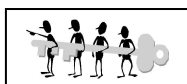


Have you ticked this activity on your Learning Record?

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**.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

## Keywords

The list of keywords for this unit is as follows:

### Nouns

abrasion  
arch  
bay  
beach  
boulder  
cliff  
coast  
coastline  
compression  
disturbance  
dunes  
erosion  
figure  
formation  
headland  
landward  
map  
photograph  
sand  
sea  
shingle

shore  
stack  
strand  
swash  
tide  
wave

### Verbs

carry  
drift  
explode  
process  
shatter  
spit

### Adjectives

coastal  
high  
hydraulic  
incoming  
low

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

### Vocabulary file 1

Word	Meaning	Note or example*
bay		
beach		
boulder		
cliff		
dunes		
erosion		

\* 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 folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

### Vocabulary file 2

<b>Word</b>	<b>Meaning</b>	<b>Note or example</b>
headland		
shingle		
shore		
tide		
wave		
incoming		



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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

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:

**Ocean**

**Sea**

**Wind power**

- 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.

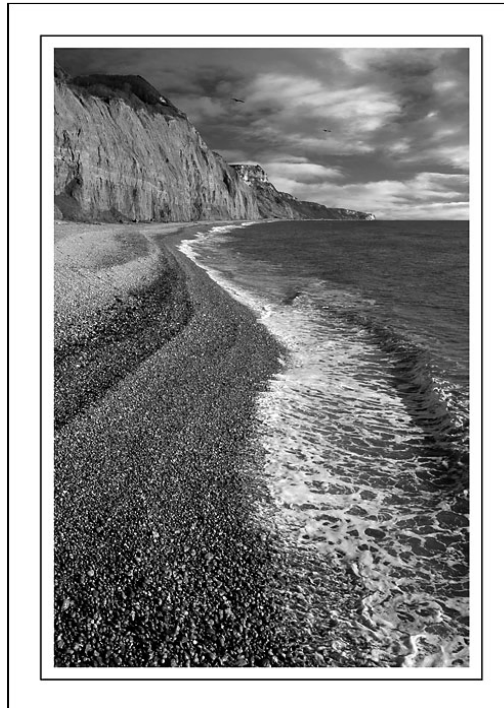
**Language Level:** A1  
**Type of activity:** pairs or individual  
**Suggested time:** 30 minutes



### Working with words

1. Mark the following on the photograph:

- a. sea
- b. cliff
- c. sky
- d. wave
- e. beach



2. Find these words in your textbook. Write an explanation for each word then write a note or example to help you remember the word. Use your dictionary if necessary.

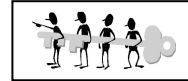
Word	Page in textbook	Explanation	Note or example
erosion			
transport			
cave			
tide			



Check that these key words are in your personal dictionary.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

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



## Picture Sentences

### 1. Tick the correct answer

- a) This is a cliff.
- b) This is a cave.
- c) This a wave.



- a) These are stones and rocks.
- b) These are fish.
- c) These are stars.



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

strong/ is carried out/ erosion/ waves/ by

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the coast/ is/ opening into / a bay/ a large curved

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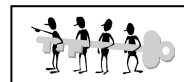
into the sea / is / jutting out/ a headland/ a piece of land

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

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**

wind	arch	book	sea
cliff	coast	sand	fire
beach	cave	dog	erode
waves	shore	strand	bottle

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

wave \_\_\_\_\_

beach \_\_\_\_\_

cliff \_\_\_\_\_

erosion \_\_\_\_\_

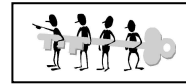
tide \_\_\_\_\_



Check that these key words are in your personal dictionary.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

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



### 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.

c \_ i f \_ s \_\_\_\_\_

b \_ a \_ h \_\_\_\_\_

s \_ o r \_ \_\_\_\_\_

s \_ n \_ \_\_\_\_\_

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

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Check that these key words are in your personal dictionary.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

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



## Unscramble the letters

1. These are formed by disturbed water WVAES

**Answer** \_\_\_\_\_

2. Waves cause coastal... EORSNOI

**Answer** \_\_\_\_\_

3. Tiny pebbles or broken shell particles SHNILGE

**Answer** \_\_\_\_\_

4. A vertical sloping rock surface CIFLF

**Answer** \_\_\_\_\_

## Solve the secret code

English	R	A	D	E	F	I	N	M	O	S	T	U
Code	B	X	Y	F	G	Q	R	O	L	E	A	W

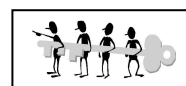
example: EAWYFRA = STUDENT

EABXRY \_\_\_\_\_

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

Geography: Sea Action

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



### Completing sentences

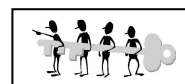
Fill in the blanks in these sentences. Use words from the Word Box below.

To understand the work of the sea, we must understand how waves are formed and how they erode, \_\_\_\_\_ and deposit material along our shores. Waves are caused by disturbance of seawater. Generally, this disturbance is caused by the \_\_\_\_\_ blowing over the surface of the sea. The longer the distance over which it blows (fetch) and the stronger the wind, the greater is the disturbance. Waves are also caused by earthquakes on the sea floor. These gigantic \_\_\_\_\_ are called tsunami or tidal waves. Waves are disturbed water and this disturbance moves in a circle. This is why the crest (top) of a wave curls over before it 'breaks'. You will \_\_\_\_\_ this especially when a surfer appears to be in a tunnel of curling water in places where large waves are common, such as in \_\_\_\_\_.

### Word Box

wind      notice      Hawaii      transport      waves

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



## Multiple choice

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

A sea cliff is a vertical or steeply sloping rock surface on the coast. The force of storm waves (hydraulic action) forms a notch in the coast at sea level. Continued undercutting causes the notch to cut deeper into the rock. The overhanging rock above the notch becomes unstable and finally collapses forming a cliff. As waves lash against the cliff, air gets trapped in cracks in the rock face. As the waves bounce off the rock this air escapes causing tiny explosions which help to shatter the rock into pieces (compression) which then fall into the sea. Waves also hurl these broken rock fragments against the cliff face and cause more erosion (abrasion). A level stretch of rock is left at the base of the cliff. This feature is called a wave cut platform. Deposited material in front of this is called a wave-built terrace.

1. What is a vertical sloping rock surface on the coast called?
  - a) mountain
  - b) sea cliff
  - c) waves
  - d) surf
2. What is the force of storm waves called?
  - a) hydraulic action
  - b) action man
  - c) wind
  - d) rocks
3. Where does the air get trapped?
  - a) water
  - b) cracks in the rock face
  - c) waves
  - d) everywhere
4. Do the waves bounce off the rock?
  - a) Yes
  - b) No
5. Is a level stretch of rock left at the base of the cliff?
  - a) Yes
  - b) No

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

**Geography: Sea Action**

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

**Writing**

Use your textbook to help you to write at least 6 sentences about **Sea Erosion**. Ask your teacher to check your work, and then file it in your folder. Note - writing this out will help you to remember it!

**Sea Erosion**

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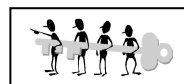
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Have you ticked  
this activity on your  
Learning Record?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

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



## Grammar point

### Prepositions

(*preposition: a word that is used before a noun or pronoun to show place, direction, time etc. For example: in, on.*)

1. Circle the ten prepositions in the box below.

on	bay	up	beach	off	along	cliff		
	dunes	sand	in	fight	between	at	sea	map
stones	it	photograph	of	down	tide	wave	towards	

2. The following sentences are taken from your textbook. However, some of the prepositions are missing. Select a suitable preposition from the box above.

- Swash: the rush of water \_\_\_\_\_ the shore.
- Backwash: the rush of water \_\_\_\_\_ the shore.
- When waves break they rush \_\_\_\_\_ the shore.
- A beach occurs \_\_\_\_\_ high and low tide levels.
- The mud, sand and stones carried \_\_\_\_\_ by the sea are called its load.

3. Now it's your turn! Go to your textbook and the chapter on Sea Action. Rewrite 5 sentences from the textbook, but leave gaps where the prepositions should be. Swap sentences with another student and check and correct one another's work.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

## 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.

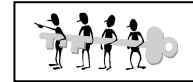
a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

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 below

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

BEACH	COASTLINE	EXTRACT	SHORE
BOULDERS	COMPRESSION	FEATURES	STRAND
CARRIES	DISTURBANCE	IDENTIFY	
CAVE	DRIFT	PROCESSES	
CLIFFS	DUNES	SHATTER	
COASTAL	EROSION	SHINGLE	

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

## 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>compression</b>	<b>compression</b>
<b>waves</b>	<b>waves</b>
<b>cliffs</b>	<b>cliffs</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

**formation**

**formation**

**caves**

**caves**

**tide**

**tide**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

shore	shore
backwash	backwash
hydraulic	hydraulic

## Answer key

### Picture sentences, page 8

1. b, a
2. Erosion is carried out by strong waves.  
A bay is a large curved opening into the coast.  
A headland is a piece of land jutting out into the sea.

### Odd one out, page 9

Book, fire, do, bottle

### Keywords, page 10

Cliffs, beach, shore, sink

### Unscramble the letters, page 11

Waves, erosion, shingle, cliff

Secret Code: strand

### Completing Sentences, page 12

To understand the work of the sea, we must understand how waves are formed and how they erode, **transport** and deposit material along our shores. Waves are caused by disturbance of seawater. Generally, this disturbance is caused by the **wind** blowing over the surface of the sea. The longer the distance over which it blows (fetch) and the stronger the wind, the greater is the disturbance. Waves are also caused by earthquakes on the sea floor. These gigantic **waves** are called tsunami or tidal waves. Waves are disturbed water and this disturbance moves in a circle. This is why the crest (top) of a wave curls over before it 'breaks'. You will **notice** this especially when a surfer appears to be in a tunnel of curling water in places where large waves are common, such as in **Hawaii**.

### Multiple choice, page 13

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

### Grammar points, page 15

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

1. Prepositions: on, up, off, along, in, between, at, of, down, towards

- Swash: the rush of water **up** the shore.
- Backwash: the rush of water **down** the shore.
- When waves break they rush **towards** the shore.
- A beach occurs **between** high and low tide levels.
- The mud, sand and stones carried **along** by the sea are called its load.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: Sea Action

Word Search, page 17

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