

Geography

The Earth

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	The Earth	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class 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
Learning support and Language support: 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
Language support: Additional activities for Language Support:	Grammar points	15
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.

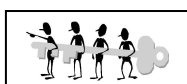


Have you ticked this activity on your Learning Record?

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

convection
crust
current
downfold
upfold
earth
earthquake
epicentre
fault
gases
lava
mountain
mount
molten
plate
rock
surface
vent
volcano

Proper Nouns

(names of places or people)

the Alps
the Andes
the Pacific
California

Verbs

collide
erupt
occur
melt
crack
slide
sink

Adjectives

hot
cool

NAME: _____ DATE: _____
Geography: The Earth

Vocabulary file 1

Word	Meaning	Note or example*
fault		
mountain		
epicentre		
lava		
gases		
current		

* 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: The Earth

Vocabulary file 2

Word	Meaning	Note or example
surface		
to collide		
to erupt		
to crack		
to melt		
to slide		



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

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:

Earthquake

Volcano

- 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.).



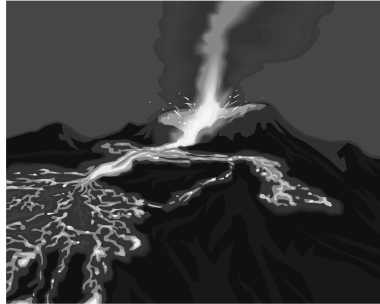
All students should record vocabulary and terms from the spidergram in their personal dictionaries.

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 volcano.
- b) This is a fire.
- c) This is an earthquake.
- d) This is the earth.



- a) This is a volcano.
- b) This is a fire.
- c) This is an earthquake.
- d) This is the earth.

2. Find these words in your textbook.

Write your own explanation for these words. Check the meanings of the words that you do not know. Then write an example or translate the words into your own language.

Word	Page in textbook	Explanation	Note or example
earth			
earthquake			
volcano			
layers			



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

Geography: The Earth

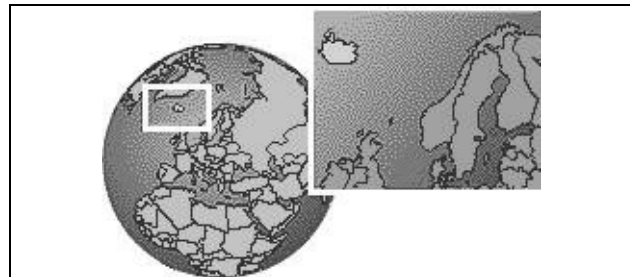
Language Level: A1/A2
Type of activity: pairs or individual
Suggested time: 30 minutes



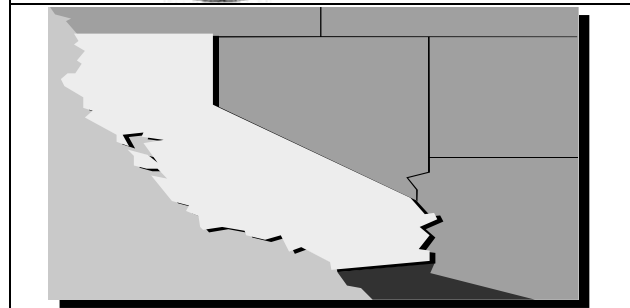
Picture Sentences

1. Tick the correct answer

- a) This is Ireland.
- b) This is Iceland.
- c) This is Idaho.



- a) This is Philadelphia.
- b) This is Texas.
- c) This is California.



2. Put these words in the correct order to form sentences about the earth. (You can use your textbooks to help you).

many layers /the inside/ has/ of the earth

one continuous layer /of the earth /the crust / is/ not

broken up/the crust/ of the earth/ is/ into plates

can cause/ the movement/ of/ earthquakes and volcanoes/ plates

NAME: _____ DATE: _____
Geography: The Earth

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*

mountain volcano star earthquake

rock plate crust house

garden ocean drifts erupts

table collide crack sink

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

to collide _____

to occur _____

to melt _____

to crack _____

to sink _____

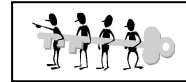


Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

Geography: The Earth

Language Level: A2 / B1
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.

p_at_s _____

v_lc_n_ _____

l_v_ _____

m_unai_ _____

2. Write as many words as possible related to **the Earth/this unit**. You have 3 minutes!



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

Geography: The Earth

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



Unscramble the letters

1. This is a mountain that erupts VLCOANO

Answer _____

2. San Andreas' fault line is found in the Pacific... ONCEA

Answer _____

3. When the lava cools it forms into... ROKCS

Answer _____

4. When the volcano erupts, it releases gases and... LVAA

Answer _____

Solve the secret code

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

ex: EAWYFRA = STUDENT

BLYXGRL _____

NAME: _____ DATE: _____
Geography: The Earth

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



Completing sentences

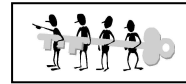
Fill in the blanks in these sentences. Use words from the Word Box below.

The outer crust consists of solid _____, mostly basalt and granite. It may be 70 km in thickness under the continents and as thin as 3 km under the oceans. Mantle The mantle rock is so hot (up to 4,000°C) that it is in a plastic state, like jelly. This jelly-like rock is called magma. It _____ in currents, called convection currents, that move about as fast as fingernails grow. The core is made up of iron and nickel. It is the _____ part of the earth. Temperatures are greater than 4,000°C creating the earth's crust. The earth's _____ is a shell of solid rock which has cracks like a broken eggshell. These divide it into separate pieces called plates. These fit together rather like a jigsaw. The huge plates float and _____ about on convection currents of molten rock beneath them. As the plates move about slowly so do the continents that sit on top of them (piggy-back) in a process called continental drift.

Word Box:

hottest crust rock move travels

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



Multiple choice

Read the text below and choose the best answers.

Where two plates of the earth's crust separate, hot liquid rock, called magma, and gases rush to the surface. Hot magma cools quickly when it meets the cold ocean water to form the ocean floor. The highest parts of mid-ocean ridges may appear above the sea to form volcanic islands, such as Iceland.

Currents of hot jelly-like rock and gases called magma form convection currents. They carry the plates of the earth's crust in a 'piggy-back' movement.

1. What is the name for hot liquid rock?
 - a) mama
 - b) maid
 - c) magma
 - d) mammy
2. What cools quickly when it meets the cold ocean?
 - a) gases
 - b) hot magma
 - c) dust
 - d) ice-cream
3. Which of these is a volcanic island?
 - a) Ireland
 - b) island
 - c) Iceland
 - d) Iowa
4. Are the currents hot?
 - a) Yes
 - b) No
5. Do they carry the plates of the earth's surface on top of them?
 - a) Yes
 - b) No

NAME: _____ DATE: _____


Geography: The Earth

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 **Earthquakes and Volcanoes**. Ask you teacher to check your work, and then file it in your folder. Note - writing this out will help you to remember it!

Earthquakes and Volcanoes


Have you ticked this activity on your Learning Record?

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



Grammar point

Verbs

(Verb: a word that refers to an action, for example: to make, to carry)

1. Circle the ten verbs in the box below.

float	earth	drift	beach	collide	separate
cliff	volcano	sea	fold	melt	crack
lava	sink	erupt	mountain	slide down	tide

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

- The plates of the earth's crust _____ on the heavier semi-molten rock.
- Some plates _____ from each other.
- The edges of other plates _____ with each other.
- Active volcanoes _____ regularly.
- Hot lava _____ out through a vent.

3. Now it's your turn! Go to your textbook and the chapter on the Earth (or the Restless earth). Rewrite 5 sentences from the textbook, but leave gaps where the verbs should be. Swap sentences with another student and check and correct one another's work.

NAME: _____ DATE: _____
Geography: The Earth

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.

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

ALPS	CRUST	FAULT	SURFACE
ANDES	CURRENTS	GASES	VOLCANO
ANDREAS	EARTH	LAVA	
BENEATH	EARTHQUAKE	MAGMA	
COLLIDE	EPICENTRE	MANTLE	
CRACK	ERUPTS	PLATE	

NAME: _____ DATE: _____
Geography: The Earth

Play Snap

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



volcano	volcano
ocean	ocean
convection	convection

NAME: _____ DATE: _____

Geography: The Earth

Andes	Andes
lava	lave
crust	crust

NAME: _____ DATE: _____

Geography: The Earth

<p>plates</p>	<p>plates</p>
<p>fault</p>	<p>fault</p>
<p>erupts</p>	<p>erupts</p>

Answer key

Working with words, page 7

1. a, c

Picture sentences, page 8

1. b, c

2. The inside of the earth has many layers.

The crust of the earth is not one continuous layer.

The crust of the earth is broken up into plates.

The movement of plates can cause earthquakes and volcanoes.

Odd one out, page 9

Star, house, garden, table

Keywords, page 10

Plates, volcano, lava, mountain

Unscramble the letters, page 11

Volcano, ocean, rocks, lava

Secret code: volcano

Completing Sentences, page 12

The outer crust consists of solid **rock**, mostly basalt and granite. It may be 70 km in thickness under the continents and as thin as 3 km under the oceans.

Mantle The mantle rock is so hot (up to 4,000°C) that it is in a plastic state, like jelly. This jelly-like rock is called magma. It **travels** in currents, called convection currents, that move about as fast as fingernails grow. The core is made up of iron and nickel. It is the **hottest** part of the earth. Temperatures are greater than 4,000°C.

Creating the earth's crust

The earth's **crust** is a shell of solid rock which has cracks like a broken eggshell. These divide it into separate pieces called plates. These fit together rather like a jigsaw. The huge plates float and **move** about on convection currents of molten rock beneath them. As the plates move about slowly so do the continents that sit on top of them (piggy-back) in a process called continental drift.

NAME: _____ DATE: _____

Geography: The Earth

Multiple Choice

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

Grammar point, page 15

1. verbs: float, drift, collide, separate, fold, melt, crack, sink, erupt, slide

2.

- The plates of the earth's crust **float** on the heavier semi-molten rock.
- Some plates **separate** from each other.
- The edges of other plates **collide** with each other.
- Active volcanoes **erupt** regularly.
- Hot lava **flows** out through a vent.

Word Search, page 17

```

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

```