

# Geography

## The Restless Atmosphere

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 Restless Atmosphere	
<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>	<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:



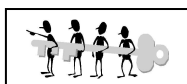
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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: The Restless Atmosphere**

## **Keywords**

The list of keywords for this unit is as follows:

### **Nouns**

air  
cyclone  
anticyclone  
atmosphere  
chart  
cloud  
current  
depression  
earth  
equator  
gulf  
hemisphere  
latitude  
place  
pressure  
sea  
sky  
temperature  
weather

water  
winter  
wind

### **Proper Noun**

*(names of people or places)*  
the Atlantic (ocean)

### **Verbs**

blow  
bring  
descend

### **Adjectives**

low  
sunny  
unequal  
wet  
warm

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

Word	Meaning	Note or example*
hemisphere		
latitude		
equator		
temperature		
cloud		
winter		

\* 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.

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### Vocabulary file 2

Word	Meaning	Note or example
atmosphere		
depression		
to blow		
to descend		
unequal		
chart		



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

**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:

### Irish Weather

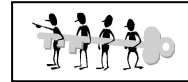
#### Favourite weather

- 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 sentence.

	<p>a) This is a rain gauge.  b) This is a thermometer.  c) This is a wind vane.  d) This is a barometer.</p>
	<p>a) This is a rain gauge.  b) This is a barometer.  c) This is a wind vane.  d) This is a barometer.</p>

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 a note or example or translate the words into your own language.

Word	Page in textbook	Explanation	Note or example
atmosphere			
cyclone			
hemisphere			
currents			

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



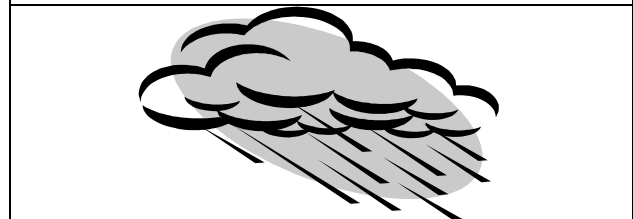
## Picture Sentences

### 1. Tick the correct answer

- a) This is hot weather.
- b) This windy weather.
- c) This rainy weather.



- a) This is hot weather.
- b) This windy weather.
- c) This rainy weather.



- a) This is hot weather.
- b) This windy weather.
- c) This rainy weather.



### 2. Put these words in the correct order to form sentences about the earth's atmosphere.

is surrounded by /the earth / called the atmosphere/ a blanket of gases.

---

that we breathe /the atmosphere/ the air/ provides us with

---

absorbs heat /the atmosphere / the sun/ from/ by day

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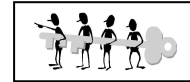
at night/ retains/ the atmosphere/ heat/

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: The Restless Atmosphere

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**

sea                      sun                      cat                      sky

latitude              equator              hemisphere              box

music                      weather                      temperature              rainfall

easy                      wet                      sunny                      warm

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

to provide \_\_\_\_\_

to absorb \_\_\_\_\_

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

to prevent \_\_\_\_\_

to protect \_\_\_\_\_



Check that these key words are in your personal dictionary.

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.

A \_ l \_ nt \_ c

\_\_\_\_\_

cl \_ u \_

\_\_\_\_\_

l \_ ti \_ ud \_

\_\_\_\_\_

c \_ cl \_ n \_ s

\_\_\_\_\_

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

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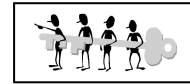
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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: The Restless Atmosphere

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



### Unscramble the letters

1. The blanket of gases around the earth      AMTOSPHEREH

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

2. The sun is almost directly above the...      EUQATRO

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

3. This is moving air      WNDI

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

4. The state of the atmosphere over a short time      WAEHTER

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

### Solve the secret code

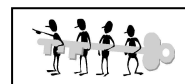
English	L	C	D	E	F	I	N	M	O	S	T	U
Code	B	X	Y	F	G	Q	R	O	L	E	A	W

example: EAWYFRA = STUDENT

XBLWY \_\_\_\_\_

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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.

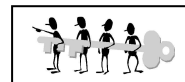
The blanket of gases which surrounds the \_\_\_\_\_ is called the atmosphere. It consists of nitrogen (seventy-eight per cent), oxygen (twenty-one per cent), water vapour, carbon dioxide, ozone and other gases (one per cent). Sunlight, called \_\_\_\_\_ energy, passes through the \_\_\_\_\_ and heats the earth's surface. The earth's surface then releases this heat and it rises into the atmosphere. The atmosphere is heated in the following way:

- the earth absorbs sunlight (solar energy). This \_\_\_\_\_ the earth's surface.
- air close to the ground is heated by the earth's \_\_\_\_\_.
- this warm air rises into the atmosphere because it is lighter than cold air.

### Word Box

surface      solar      atmosphere      heats      earth

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



## Multiple choice

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

Wind is moving air. It is the unequal heating of the earth that causes air to move. When air is heated it becomes lighter and rises (ascends) and forms low pressure. On the other hand, when air gets cooler it gets heavier and falls (descends) and forms high pressure. Air must then move from areas of high pressure to areas of low pressure in order to replace the rising air. This movement creates wind.

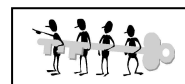
When there is a big difference in pressure between adjoining areas of high and low pressure the air movement will be quick, causing strong wind. If the difference is small the wind will be a gentle breeze. Areas of low pressure are always surrounded by areas of higher pressure, so wind blows towards the centre of low pressure from all angles. In addition, because the earth rotates on its axis, this spinning motion causes wind moving towards low pressure areas to rotate in an anticlockwise direction in the northern hemisphere.

1. What is moving air called?  
a) sunshine  
b) sunlight  
c) wind  
d) clouds
2. What causes it to move?  
a) unequal heating  
b) sun  
c) clouds  
d) people
3. What happens to the air when it gets cooler?  
a) descends  
b) ascends  
c) nothing  
d) windy
4. Does the wind blow toward the centre of low pressure?  
a) Yes  
b) No
5. Does the earth rotate on its axis?  
a) Yes  
b) No



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Geography: The Restless Atmosphere

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



## Grammar point

### Adjectives

(Adjective: a word that describes a noun or pronoun, for example, big or boring)

1. Circle the ten adjectives in the box below.

low	atmosphere	pretty	beach	hard	separate
wind	warm sea	high	cool	crack	
soft	short	happy	weather	tide	down long

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

- Places that are close to the equator are said to be in \_\_\_\_\_ latitudes.
- Places that are closer to the poles are said to be in \_\_\_\_\_ latitudes.
- Summers in the northern hemisphere have \_\_\_\_\_ days and \_\_\_\_\_ nights.
- \_\_\_\_\_ air is lighter and rises, creating low pressure.
- \_\_\_\_\_ air is heavier and descends, creating high pressure.

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

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

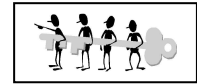
a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

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 below.

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

ANTICYCLONES	DEPRESSION	PRESSURE	WARM
AREAS	EASTERLY	PREVAILING	WEATHER
ATLANTIC	EQUATOR	RISES	WINDS
ATMOSPHERE	GULF	SKIES	WINTER
CURRENT	HEMISPHERE	STREAM	
CYCLONES	LATITUDES	TEMPERATURES	

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



atmosphere	atmosphere
hemisphere	hemisphere
clouds	clouds

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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<b>cyclone</b>	<b>cyclone</b>
<b>anticyclone</b>	<b>anticyclone</b>
<b>Earth</b>	<b>Earth</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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<b>equator</b>	<b>equator</b>
<b>latitude</b>	<b>latitude</b>
<b>Atlantic</b>	<b>Atlantic</b>

## Answer key

### Working with words, page 7

1. b,d

### Picture sentences, page 8

1. b,c,a

2. The earth is surrounded by a blanket of gases.

The atmosphere provides us with the air that we breathe.

The atmosphere absorbs the heat of the sun by day. (By day the atmosphere absorbs the heat of the sun).

The atmosphere retains heat at night. (At night, the atmosphere retains heat).

### Odd one out, page 9

Cat, box, music, easy

### Keywords, page 10

Atlantic, cloud, latitude, cyclones

### Unscramble the letters, page 11

Atmosphere, equator, wind, weather

Secret Code: cloud

### Completing Sentences, page 12

The blanket of gases which surrounds the **earth** is called the atmosphere. It consists of nitrogen (seventy-eight per cent), oxygen (twenty-one per cent), water vapour, carbon dioxide, ozone and other gases (one per cent). Sunlight, called **solar** energy, passes through the **atmosphere** and heats the earth's surface. The earth's surface then releases this heat and it rises into the atmosphere. The atmosphere is heated in the following way:

- the earth absorbs sunlight (solar energy). This **heats** the earth's surface.
- air close to the ground is heated by the earth's **surface**.
- this warm air rises into the atmosphere because it is lighter than cold air.

### Multiple choice, page 13

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

**Grammar point, page 15**

1. Adjectives: low, pretty, hard, warm, high, cool, soft, short, happy, long
2.
  - Places that are close to the equator are said to be in **low** latitudes.
  - Places that are closer to the poles are said to be in **high** latitudes.
  - Summers in the northern hemisphere have **long** days and **short** nights.
  - **Warm** air is lighter and rises, creating low pressure.
  - **Cool** air is heavier and descends, creating high pressure.

**Word Search, page 17**

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