

Leaving Certificate

Geography

Climatic and Physical Regions

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Learning Support	Vocabulary, key terms working with text and writing text	Pages 3-7, 9-11
Language Support	Vocabulary, key terms, grammar, working with text and writing text	Pages 3-11
Subject class	Key vocabulary	Pages 3-7
Learning focus	Using Geography textbooks and accessing curriculum content and learning activities.	
Levels for Language Support students	Students' English-language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations.	
Acknowledgement	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>DYNAMIC ECONOMIC GEOGRAPHY</i> by Barry Brunt, Patrick O'Dwyer & Charles Hayes.	
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Using this unit

Language support and mainstream subject class

The sections *Activating students' knowledge*, *Focus on vocabulary*, and *Focus on grammar* have been designed, in particular, for Language Support classes.

Focus on reading and *Focus on writing* are suitable for use in either Language Support or subject classes.

Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

Textbooks

This unit focuses on the sections *Climatic and Physical Regions* of the Leaving Certificate Geography curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each Unit studied.

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.

Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

Keywords

areas
averages
boundaries
Burren
characteristics
climate
climatic
coastal
continental
cool
different
earth's
equatorial
Europe

identity
Ireland
karst
lowland
map
maritime
north
oceanic
physical
plain
precipitation
rainfall
region
scale

soils
surface
surrounding
temperate
temperatures
tropical
upland
urban
warm
weather
west
winds

NAME: _____ DATE: _____
Leaving Certificate GEOGRAPHY: Climatic and Physical Regions

Vocabulary file for the topic
Climatic and Physical Regions

Word	Meaning	Page(s) in my textbook	Note
region			
scale			
characteristics			
boundaries			
precipitation			
lowland			
upland			
coastal zone			
microclimate			
oceanic climate			
karst landscape			

Introduction

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:

What is a region?

Climate in different areas

- 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: B1
 Individual / pair

Focus on vocabulary

1. Matching

Match each term in Column A with a definition in Column B. Draw a line between them. Look at your text book if you need help.

Column A	Column B
region	the relation between the size of something and its size on a map
scale	a large area of flat land
image	damage caused to water or air by harmful substances or waste
pollution	a particular area or part of the world
a plain	a picture in your mind or an idea about something or some place

2. Missing words

The following sentences are taken from your textbooks. The key words are missing. First, check that you understand the meanings of the key words in the box below, then read the sentences and fill in the gaps.

- a) The Cool Temperate Oceanic area is an example of a _____ region.
- b) Dublin is an example of an _____ region.
- c) The Burren is an example of a _____ region.
- d) A _____ scale map shows the details of a region.
- e) Regions are enclosed by _____ that separate them from other regions.
- f) _____ are tiny climate regions.
- g) The North European Plain is a _____ region.

urban	small	microclimates	climate
lowland	physical	boundaries	



3. Vocabulary in use

Write a short sentence using each of the following words/phrases. Check your text book for information.

characteristics

large scale

modernisation

equatorial

precipitation

coastal zone

prevailing winds



Language Level: B1 Individual / pair

Focus on grammar

4. Nouns and adjectives

(*adjective: a word that describes a noun or pronoun, for example: big, boring, green*)

For each noun in the list, write the matching adjective. We have done the first one for you. (Use your textbooks to help you find the answers).

Noun	Adjective
illustration	<i>illustrated</i>
highlighter	
periphery	
decline	
industry	
continent	
detail	
recognise	
modernisation	
equator	

5. Comparison of adjectives

We use adjectives to compare things.

For example: Dublin is a **big** city but Paris is **bigger**.

It can be **warm** in winter but it is usually **warmer** in summer.

Complete the grid below by writing the **comparative** forms of the adjectives. Be careful with spelling!

Adjective	Comparative
big	<i>bigger</i>
dry	
wet	
high	
small	
mild	
low	

Language Level: B1 / B2 Individual / pair
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Focus on reading

6. Read the text and indicate with a tick (✓) whether the statements below are True or False.

Climatic Regions

Climatic regions are areas that have their own distinct climate and are separated from each other by boundaries. In some areas these boundaries are sharply defined, while in others they are not as well defined because one climate area blends into another. Within a climate region, the unique weather system and its temperature, precipitation, seasons, soil and vegetation make it completely different from all the surrounding regions.

Some climate areas are huge, for example the equatorial climate region that includes the Amazon Basin in South America, the Congo Basin in Africa and the Indonesian Islands.

Other climate regions are tiny. These are called microclimates. The physical presence of a city affects the local climate, and as a city changes, so does its climate. The bigger the city becomes, the more polluted the air is and the warmer its temperature. Buildings absorb and release heat, while the dust in the air traps and reflects heat back into the city, making the urban air warmer than its surrounding areas. This is called an urban microclimate.

	True	False
Climate regions have the same climate as the nearby regions.		
Some climate regions are not well defined.		
Climate influences the soil and vegetation in an area.		
Climate regions are all small areas.		
A city can have a microclimate.		
Big cities cause pollution of the air.		
Urban air is cooler than the air in the surrounding areas.		

7. Reading for the main idea

It is not always necessary to read through every sentence and paragraph of text. Nor do you have to understand every single word. However, It is important to read with a purpose.

1. In this exercise you must read each paragraph (taken from your textbook) to decide on the main idea of that paragraph.
2. Then write **a phrase** on the blank line which **summarises** the topic of the paragraph.

You should **try** to read quickly, without stopping to check every word. However, sometimes it is necessary to read with more focus when the topic is not immediately clear.

a) Topic: _____

There are many sizes of region. Some, such as the subcontinent of India, are huge, while others, such as the Gaeltacht regions in the West of Ireland, are small. The size of a region and scale of map used to define a region depend on the reason for studying it.

b) Topic: _____

Regions are enclosed by boundaries that separate them from surrounding regions. Some boundaries are easily identified on the earth's surface, such as the crest of a mountain range or the course of a river. Most boundaries used by people, however, are not so easily recognised in the landscape, such as local government boundaries.

c) Topic: _____

Temperatures are warm throughout the summer and average about 15° C to 17° C. Lower averages occur along coastal areas, while slightly higher averages occur in places further inland, such as London and Paris. Averages also vary from south to north.

d) Topic: _____

Temperatures are mild through winter months, and January temperatures may average about 4° C to 5° C. The warm North Atlantic Drift that flows from the Gulf of Mexico to the west coast of Europe influences all the sea areas.

e) Topic: _____

Ireland is located in north-west Europe and so has a Cool Temperate Oceanic or Maritime climate. Its prevailing winds are the South-West Anti-Trades that blow from the Atlantic Ocean.

Language Level: B1 / B2
Individual / pair

Focus on writing

8. Writing a short text

Write a short text describing the **Climate of Ireland**.

You should include the following facts in your text:

location of Ireland / type of climate / prevailing winds / rainfall / temperatures in Winter and Summer

Check your textbook to make sure that your facts are correct.

Answer Key

Focus on vocabulary

1. Matching

Column A	Column B
region	a particular area or part of the world
scale	the relation between the size of something and its size on a map
image	a picture in your mind or an idea about something or some place
pollution	damage caused to water or air by harmful substances or waste
a plain	a large area of flat land

2. Missing words

- The Cool Temperate Oceanic area is an example of a **climate** region.
- Dublin is an example of an **urban** region.
- The Burren is an example of a **physical** region.
- A **small** scale map shows the details of a region.
- Regions are enclosed by **boundaries** that separate them from other regions.
- Microclimates** are tiny climate regions.
- The North European Plain is a **lowland** region.

Focus on grammar

4. Nouns and adjectives

Noun	Adjective
illustration	<i>illustrated</i>
highlighter	highlighted
periphery	peripheral
decline	declining
industry	industrial
continent	continental
detail	detailed
recognise	recognisable
modernisation	modern
equator	equatorial

5. Comparison of adjectives

Adjective	Comparative
big	<i>bigger</i>
dry	drier
wet	wetter
high	higher
small	smaller
mild	milder
low	lower

Focus on reading

6. Climatic Regions

	True	False
Climate regions have the same climate as the nearby regions.		√
Some climate regions are not well defined.	√	
Climate influences the soil and vegetation in an area.	√	
Climate regions are all small areas.		√
A city can have a microclimate.	√	
Big cities cause pollution of the air.	√	
Urban air is cooler than the air in the surrounding areas.		√

7. Reading for the main idea

Suggested answers:

- a) The size of regions
- b) Boundaries of regions
- c) Summer temperatures
- d) Winter temperatures
- e) The climate of Ireland