

# Leaving Certificate Geography EU and Ireland

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

<b>Learning Support</b>	Vocabulary, key terms working with text and writing text	Pages 3-8, 11-13
<b>Language Support</b>	Vocabulary, key terms, grammar, working with text and writing text	Pages 3-13
<b>Subject class</b>	Key vocabulary	Pages 3-8
<b>Learning focus</b>	Using Geography textbooks and accessing curriculum content and learning activities.	
<b>Levels for Language Support students</b>	Students' English-language skills should be developed to <b>Level B1</b> during funded Language Support.  Mainstream subject learning will require the development of skills at <b>Level B2</b> if students are to cope with public examinations.	
<b>Acknowledgement</b>	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Dynamic Human Geography</i> by Patrick O'Dwyer, Barry Brunt and Charles Hayes.	
<b>Contents of this Unit</b>	Keywords Vocabulary file Activating students' knowledge Focus on vocabulary Focus on grammar <i>(sentence order, verbs, prepositions)</i> Focus on reading Focus on writing <i>(writing paragraphs)</i> Answer Key	<b>Page</b> 3 4,5 6 7,8 9,10  11,12 13  14,15,16

## Using this unit

### Learning support, language support and mainstream subject class

The sections ***Focus on vocabulary***, ***Focus on reading*** and ***Focus on writing*** are suitable for **Learning Support**.

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

***Focus on vocabulary***, ***Focus on reading*** and ***Focus on writing*** are suitable for use in **Learning Support**, **Language Support** and **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 *The future of the EU and EU expansion and growth*, *Political Boundaries*, *Language Regions and Urban Growth* 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**

activity  
administration  
areas  
boundaries  
boundary  
cent  
changes  
city  
commuting  
convergence  
core  
countries  
county  
cultural  
developed  
development  
dominance  
dominated  
east  
eastern  
economic  
economies  
enlargement  
examine  
expand

expansion  
future  
gateways  
greenheart  
growth  
have  
hubs  
impacts  
increase  
increased  
increasingly  
influence  
language  
large  
largest  
located  
major  
member  
migration  
million  
minority  
more  
new  
per  
policy

political  
population  
proposed  
prospects  
region  
regional  
relatively  
reunification  
sovereignty  
speakers  
sprawl  
states  
studied  
table  
this  
towns  
trends  
underdeveloped  
unemployment  
union  
urban  
urbanisation  
west  
western  
zone

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
Leaving Certificate GEOGRAPHY: EU and Ireland

Vocabulary file for the topic  
**EU and Ireland**

Word	Meaning	Page(s) in my textbook	Note
European Union			
enlargement			
sovereignty			
European Commission			
European Parliament			
policy			
push-pull forces			
world urbanisation			
polycentric city			
Greenheart			



**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
Leaving Certificate GEOGRAPHY: EU and Ireland

Vocabulary file (2) for the topics  
**EU and Ireland**

Word	Meaning	Page(s) in my textbook	Note
megalopolis			
long-distance commuting			
gateways			
hubs			
reunified Germany			
free market forces			
freedom of movement			
scale of impact			



## 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:

## The EU

### How does the EU affect our daily lives?

- 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
enlargement	the process by which people leave the country to live in cities
prosperity	when built-up areas extend beyond the administrative boundaries of cities
sovereignty	when something is made bigger
commissioner	the power to make decisions
political alliances	a city which is made up of a number of major cities
urbanisation	an important government job with responsibility for a particular area of work
polycentric city	when someone or something is successful and makes money
urban sprawl	an agreement between political parties to work together

### 2. Missing words

The following sentences are taken from your textbooks. They describe the features of different regions. 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.

- The western part of the Netherlands is one of the most \_\_\_\_\_ regions in Europe.
- The Randstad is a \_\_\_\_\_ city region.
- Dublin is the \_\_\_\_\_ of the country's transport network.
- Green belts are also called \_\_\_\_\_ zones.
- Gateways and \_\_\_\_\_ encourage employment out of the Dublin region.
- The Treaty of \_\_\_\_\_ created the European Economic Community.
- There have been five \_\_\_\_\_ of the EU. .



buffer	polycentric	hubs	urbanised
focus	Rome	enlargements	

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
Leaving Certificate GEOGRAPHY: EU and Ireland

### 3. Key words

In the box below are six words associated with the EU. Circle the six words.

policy	mountainous	treaty	volcanoes
climate	periphery	travelling	commissioner
council	headlines	enlargement	

### 4. Vocabulary in use

Write a short sentence using each of the following words/phrases. Check your text book or dictionary if you need help.

movement \_\_\_\_\_

market forces \_\_\_\_\_

migrants \_\_\_\_\_

consumer \_\_\_\_\_

construction \_\_\_\_\_

### 5. Opposites

Complete the grid by writing the opposite to the word in Column 1.

Column 1	Opposite
emigration	
efficient	
increase	
prosperous	
centralised	
majority	





NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Leaving Certificate GEOGRAPHY: EU and Ireland

Language Level: B1  
Individual / pair

## Focus on grammar

### 6. Sentence order

Put the words in the correct order to form sentences. These sentences are all in the form of SRPs (significant relevant points). These are the type of statements that you use when writing answers.

Don't forget to use capitals for proper names and remember your punctuation!

a) european the is the largest union trading world's bloc

---

b) is growing in fast the less world's developed urbanisation regions.

---

c) european the commission the is main body administrative of eu the

---

d) corridors road strategic gateways connect

---

e) cause factors push-pull people to move one region from another to

---

f) members new of eu the have a dependency high agriculture on

---



## 7. Verbs

Use the verbs in brackets to complete this text.

Be careful about the following:

- The verbs will be used in **active** and **passive** forms.
- Some verbs will be in the **present** and some in the **past** tense.
- Check whether the verb refers to a **singular** or **plural** noun.

### The Future of Political Union

In the 1990s, the EU \_\_\_\_\_ (to become) committed to increasing political union so it could \_\_\_\_\_ (to play) a stronger role in world affairs.

This \_\_\_\_\_ (to prompt: passive) by the need for the EU \_\_\_\_\_ (to respond) in a united way to events that

\_\_\_\_\_ (to happen) in nearby regions, for example the wars in (former) Yugoslavia and the Middle East.

The EU now \_\_\_\_\_ (to have) a Foreign Minister, who \_\_\_\_\_ (to represent) the views of member states at conferences that \_\_\_\_\_ (to discuss) important global issues.

## 8. Prepositions

Some verbs, adjectives and nouns are **always** followed by a preposition.

Some prepositions have been removed from the sentences below, which are taken from your textbook. Select a preposition from the box. You will find one preposition for every gap.

- 1) Many new member states are dependent \_\_\_\_\_ agriculture.
- 2) Economic development is linked \_\_\_\_\_ increased population.
- 3) The EU plays an important role \_\_\_\_\_ world affairs.
- 4) Some problem regions have been removed \_\_\_\_\_ the list.
- 5) Urban areas may expand \_\_\_\_\_ surrounding rural areas.

from	to	into	in	on
------	----	------	----	----

Write the words with their prepositions to help you remember them.

dependent \_\_\_\_\_ to play a role \_\_\_\_\_

linked \_\_\_\_\_ to remove \_\_\_\_\_

to expand \_\_\_\_\_

Language Level: B1 / B2  
 Individual / pair

## Focus on reading

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

### The European Parliament

This is the key forum for democratic debate. Since 1979, voters in all EU countries directly elect members of the European Parliament (MEPs) for five years. In 2007, there were 785 MEPs who represent 490 million people of the EU.

Although initially having limited powers, the parliament has increased its decision-making powers significantly. It now has joint decision-making powers with the European Council in a growing number of policy areas.

It was decided to reduce and cap the numbers of MEPs at 750 in the 2009 elections. This, and further enlargements, will reduce the number of MEPs allocated to individual countries (Ireland has already lost one of its thirteen MEPs).

For small countries (such as Ireland) to be able to shape policy decisions in the European Parliament, it is essential that their MEPs form effective political alliances with other like-minded political parties from other member states.

	True	False
Members of the European Parliament are elected for 7 years.		
The European Parliament makes some decisions with the European Council.		
There is no limit to the number of MEPs.		
Ireland has 15 MEPs.		
MEPs from different countries join together in political groups.		
In 2007 there were 490 million people in the EU.		



## **10. Reading for specific information**

Read the following extract from your textbook. Don't read slowly though every word and sentence.

Read the questions first

Read the text in order to find the answers.

Underline the key sentences when you have found the answers.

**Tip:** It's a good idea to time yourself so that you learn how to find important information quickly.

### **Questions:**

1. What are the two processes that cause boundaries to change?
2. What is an example of the push-pull factor?
3. How does the push-pull factor change boundaries?
4. What is an example of change in a religious boundary?
5. What has helped the English language to become more dominant?
6. Give one example of an ancient language that has been affected?

### **Changing Boundaries in Language Regions**

The regional boundaries of human activities change a lot over time. This is due mainly to two processes: push-pull forces of migration and the effect of strong external forces.

The push-pull forces of migration cause people to move from one region to another. When more people move into a region than leave it, the region usually expands its boundaries. For example, rural-urban migration (when people move from the country into towns) often creates population pressure in the urban area, which then expands outwards into suburbs and rural areas around the town.

On another scale, the widespread migration of Islamic people to areas outside the Middle East has resulted in a large increase in the regions influenced by the religion of Islam.

Strong external forces affect a region's identity. Stronger and more aggressive cultural forces can work to reduce the importance and regional patterns of minority cultures. For example, modern communication systems (radio, television and the Internet) have allowed the importance of major world languages, especially English, to increase. This often reduces the status of minority languages.

The decline of Irish and Welsh are examples of how both processes have changed the regional boundaries of these ancient Celtic languages.

## Focus on writing

### 11. Writing a paragraph

#### Remember!

- A paragraph is a unit of information unified by a central controlling idea.
- Paragraphs should focus on one piece of information.
- The main idea in a paragraph is often expressed in one particular sentence (called the topic sentence). This sentence is usually at the beginning of a paragraph, but can come at the end or even in the middle.
- It is important to organise the information logically in a paragraph.

a) Write a paragraph on the topic *The EU*.

Include one or two sentences about each of the following points. Use your **textbook** if you need to check the information.

- How many countries are members?
- The roles of the European Commission, the European Parliament and the Council of the European Union
- Some activities of the EU

b) Write a paragraph on the topic *Boundaries*.

Include one or two sentences about each of the following points. Use your **textbook** if you need to check the information.

- The main factors that cause boundary changes
- Examples of language and religious boundaries

**Answer Key**

**Focus on vocabulary**

**1. Matching**

Column A	Column B
enlargement	when something is made bigger
prosperity	when someone or something is successful and makes money
sovereignty	the power to make decisions
commissioner	an important government job with responsibility for a particular area of work
political alliances	an agreement between political parties to work together
urbanisation	the process by which people leave the country to live in cities
polycentric city	a city which is made up of a number of major cities
urban sprawl	when built-up areas extend beyond the administrative boundaries of cities

**2. Missing words**

- The western part of the Netherlands is one of the most **urbanised** regions in Europe.
- The Randstad is a **polycentric** city region .
- Dublin is the **focus** of the country's transport network.
- Green belts are also called **buffer** zones.
- Gateways and **hubs** encourage employment out of the Dublin region.
- The Treaty of **Rome** created the European Economic Community.
- There have been five **enlargements** of the EU.

**3. Key words**

<b>policy</b>	mountainous	<b>treaty</b>	volcanoes
climate	<b>periphery</b>	travelling	<b>commissioner</b>
<b>council</b>	headlines	<b>enlargement</b>	

**5. Opposites**

Column 1	Opposite
emigration	immigration
efficient	inefficient
increase	decrease
prosperous	poor
centralised	decentralised
majority	minority

### Focus on grammar

#### 6. Sentence order

- The European Union is the world's largest trading bloc.
- Urbanisation is growing fast in the world's less developed regions.
- The European Commission is the main administrative body of the EU.
- Strategic road corridors provide efficient connections between gateways.
- Push-pull factors cause people to move from one region to another.
- New members of the EU have a high dependency on agriculture.

#### 7. Verbs

##### The Future of Political Union

In the 1990s, the EU **became** committed to increasing political union so it could **play** a stronger role in world affairs. This **was prompted** by the need for the EU **to respond** in a united way to events that **were happening** in nearby regions, for example the wars in (former) Yugoslavia and the Middle East.

The EU now **has** a Foreign Minister, who **represents** the views of member states at conferences that **discuss** important global issues.

#### 8. Prepositions

- Many new member states are dependent **on** agriculture.
- Economic development is linked **to** increased population.
- The EU plays an important role **in** world affairs.
- Some problem regions have been removed **from** the list.
- Urban areas may expand **into** surrounding rural areas.

### Focus on reading

#### 9.

	True	False
Members of the European Parliament are elected for 7 years.		√
The European Parliament makes some decisions with the European Council.	√	
There is no limit to the number of MEPs.		√
Ireland has 15 MEPs.		√
MEPs from different countries join together in political groups.	√	
In 2007 there were 490 million people in the EU.	√	

**10. Reading for specific information**

**Changing Boundaries in Language Regions**

The regional boundaries of human activities change a lot over time. This is due mainly to two processes: <sup>1</sup>**push-pull forces of migration and the effect of strong external forces.**

The push-pull forces of migration cause people to move from one region to another. When more people move into a region than leave it, the region usually expands its boundaries. For example, <sup>2</sup>**rural-urban migration** (when people move from the country into towns) often creates population pressure in <sup>3</sup>**the urban area, which then expands outwards into suburbs and rural areas around the town.**

On another scale, <sup>4</sup>**the widespread migration of Islamic people to areas outside the Middle East** has resulted in a large increase in the regions influenced by the religion of Islam.

Strong external forces affect a region's identity. Stronger and more aggressive cultural forces can work to reduce the importance and regional patterns of minority cultures. For example, <sup>5</sup>**modern communication systems (radio, television and the Internet)** have allowed the importance of major world languages, especially English, to increase. This often reduces the status of minority languages.

The <sup>6</sup>**decline of Irish and Welsh** are examples of how both processes have changed the regional boundaries of these ancient Celtic languages.