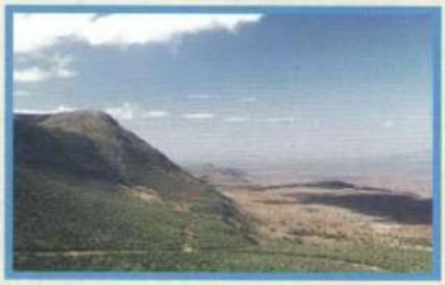
Homework - Unit 4 - Lesson 8

Vocabulary + Listening 1 + Speaking

How well do you know the geography of the world we live in?

Answer this quiz and find out!





Complete these names with a word from the box, and decide which country or region each place is in. Use each word only once.

1 the Grand ..... *(above centre)*
2 the Great Rift ..... *(above right)*
3 Dover .....
4 the Mesopotamian .....
5 Iguaçu ..... *(above left)*
6 the ..... of Bengal
7 the ..... of Tonkin
8 ..... Chad

Bay	Canyon
Cliffs	Falls
Gulf	Lake
Marshes	Valley

Match each definition with a word from the box.

9 the wide part of a river where it meets the sea
10 the movement of water (in a river or sea) in a particular direction
11 an area of sea water separated from the sea by a reef (a line of rocks or sand)
12 a large mass of slow-moving ice
13 a long channel of water that has been constructed
14 gradual wearing away, for example of land, often caused by the action of wind or water
15 a sudden violent movement of the Earth's crust
16 a slow movement, usually resulting from outside forces

canal	current
drift	earthquake
erosion	estuary
glacier	lagoon

What geographical features are these? Each dash represents one missing letter.

17 Everest: m_ _ _ _ _ _ _
18 Krakatoa: v_ _ _ _ _ _
19 Africa: c_ _ _ _ _ _ _ _

20 What do you think are the two main materials that form the spits in these two photographs?

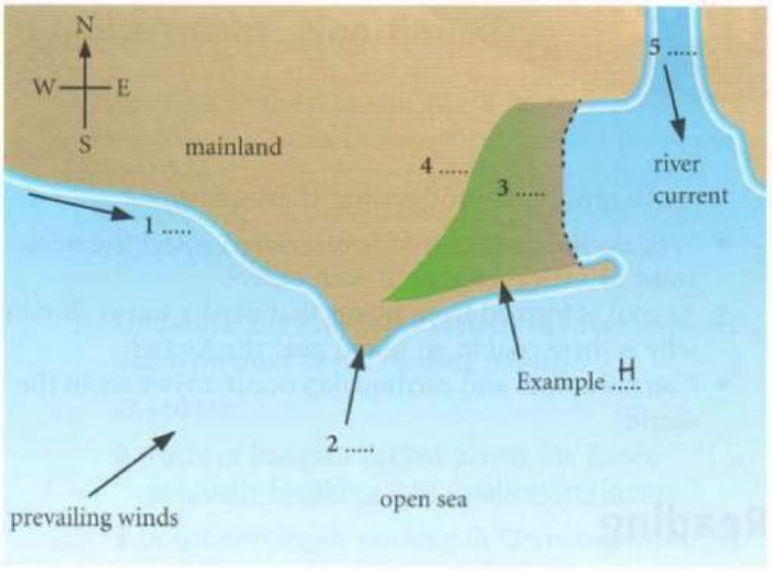




LIVEWORKSHEETS

Listening

2 You are going to hear part of a geography lecture about two natural features of the English coast. The lecture is in three parts.



Questions 1–5

Label the map opposite.
*Choose five answers from the box and write the letters **A–I** next to questions 1–5.*

A area of erosion	**F** original coastline
B dunes	**G** salt marsh
C estuary	**H** spit
D headland	**I** tide
E longshore drift	

Example: ...H...

The speaker identifies the relevant part of the diagram by saying *A long, narrow accumulation of sand and/or stones, with one end joining the mainland*, before giving the name *spit*.

Questions 6–10

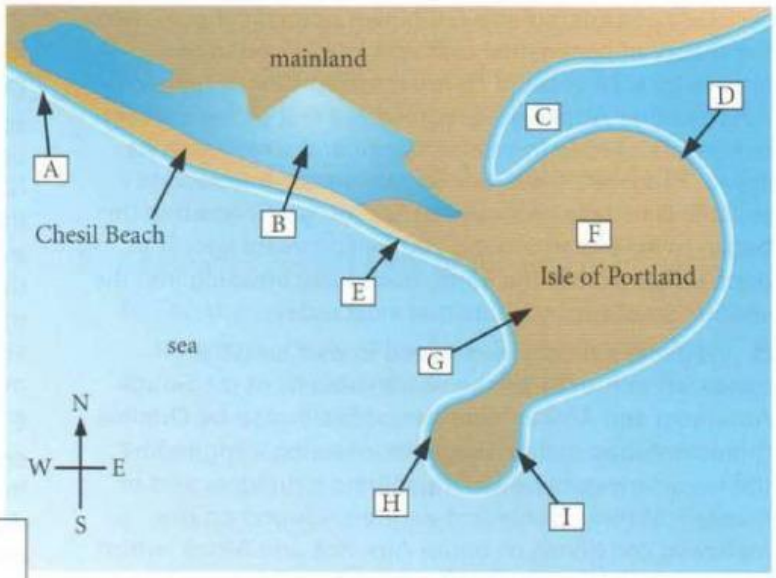
Complete the sentences below.
*Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.*

6 Spurn Head is situated between the North Sea and a ..... .
7 The material of Spurn Head is produced from land further north by a process of ..... .
8 Longshore drift ..... the material on Spurn Head.
9 The spit lasts for about ..... years.
10 Eventually the sea breaks through the ..... of the spit.

Questions 11–15

*Write the correct letter **A–I** next to questions 11–15.*

11 area of smallest stones: .....
12 lagoon: .....
13 mine: .....
14 coast erosion: .....
15 harbour: .....



Can you think of any other landscapes that have been created by the sea or rivers?

Speaking *Part 2*

3 With a partner, take turns to talk about this topic for at least one minute each.

Describe the natural features of an area or country that you know.

You should say:

which area you are going to describe
what natural features the area has
what the natural features look like

and explain how you feel about the natural features of that area.

Useful language

located situated consists of varied impressive landscape forest prairie desert vegetation fertile

LIVEWORKSHEETS

Listening 2 + Reading 1

Labelling diagrams and maps

(Academic Reading, General Training Reading and Listening Modules)

In the Academic and General Training Reading Modules, you may be asked to label a diagram with words from the passage. In the Listening Module, you may be asked to label a diagram or map.

In the Reading Modules, you will be told the maximum number of words for each answer. The questions may not follow the same order as the information in the passage.

In the Listening Module the questions follow the order of information in the passage. You may need to choose words from a box, or choose parts of a drawing or map labelled alphabetically (as in exercise 1 below).

If you have to choose words from a box, there will be more words than questions.

Words must be spelt correctly to gain marks.

Advice

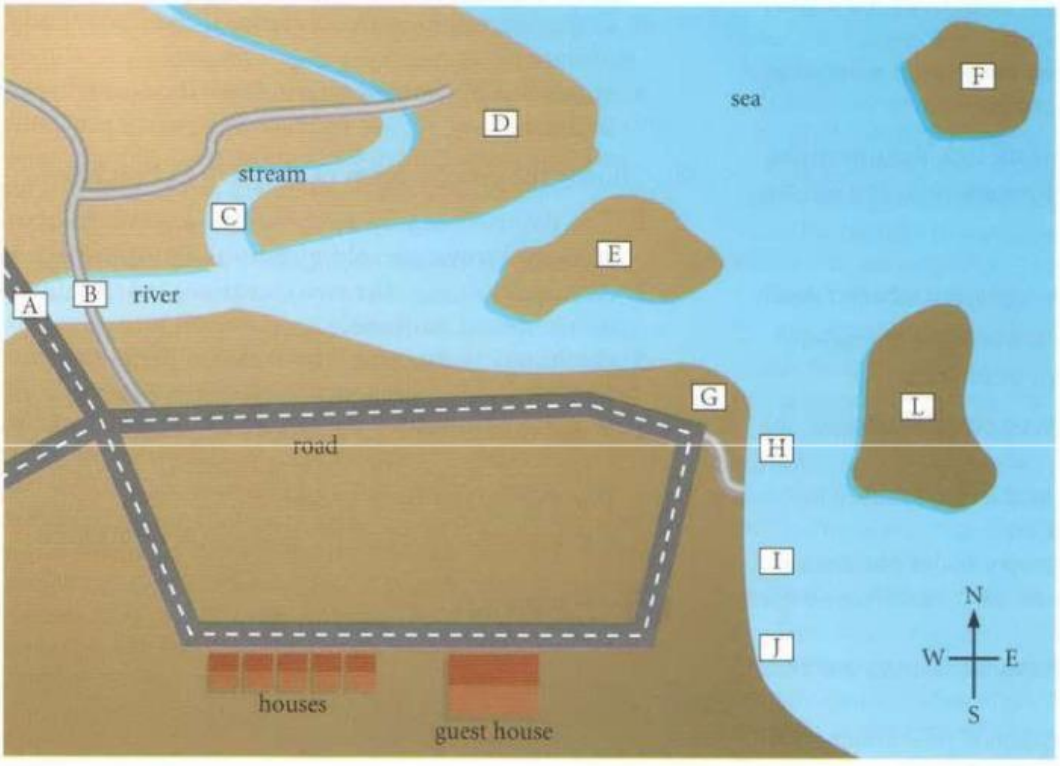
Listening Module

- Read the instructions carefully. Study the drawing, and the heading, if it has one. Try to work out what the drawing shows. If parts of the drawing have question numbers, find the first question number and notice where the numbers continue.
- Look carefully at the drawing, noting the words that are given. Think about words that might be used; for example, for a map you might hear words for giving directions – *left*, *right*, *on the corner*, *before*, *after*, and so on.
- Listen for information relevant to the first question. Think about the *meanings* of the words in the questions and box, if there is one. The words may be exactly what you hear, or you may hear different words that mean the same.
- When you hear the relevant information, listen carefully for the answer. If you miss an answer, go on to the next question or you may miss that too.

Listening

1 This is similar to Section 1 of the Listening Module.

Label the map below.
*Write the correct letter **A–L** next to questions 1–7.*



1 lighthouse .....
2 fossils .....
3 caves .....
4 footbridge .....
5 salt marsh .....
6 bird sanctuary .....
7 ruins .....

LIVEWORKSHEETS

Advice

Reading Modules

- Skim the whole passage before you start working on any of the tasks.
- Read the instructions carefully. Study the drawing, and the heading, if it has one. Try to work out what the drawing shows.
- Find the part of the passage that is relevant to the drawing – the heading will help you. Read this part carefully, and look for the first answer. Write your answer, making sure you spell it correctly and write no more than the maximum number of words.
- Look for the other answers in turn.
- Check your answers. Make sure that they make sense: for example, if you are giving the names of parts of a machine, they should all be nouns or noun phrases.

Reading

2 This text is similar to those in the Academic Reading Module, but much shorter, about 225 words.

The Floor of the South Atlantic Ocean

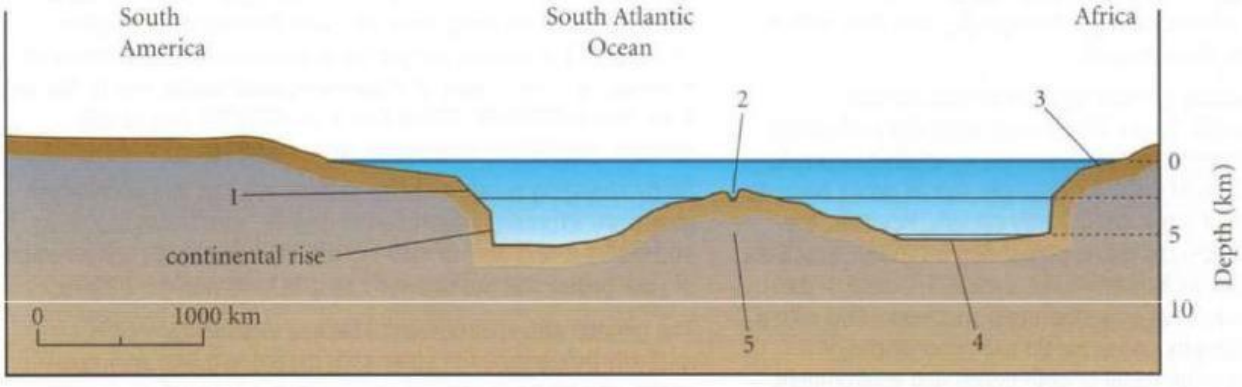
The surface of the ocean floor is extremely complicated. Seaward from the coast there is usually a gently sloping area called the continental shelf. This varies considerably in extent between different parts of the world: off the coast of Africa, for instance, it is relatively narrow. Its seaward edge is marked by the continental slope, which is considerably steeper. This adjoins the continental rise, an almost vertical area running down to the abyssal plain, which lies at an average depth of about 5 km.

The South Atlantic is divided into two major areas by an ocean ridge, 2–4 km in height. It sometimes breaks the ocean surface as islands such as Iceland and Tristan da Cunha. In the centre of the ridge, at the highest point away from land, there is a trenchlike feature called the axial rift. Here material from the interior of the earth rises into the void between the receding African, Eurasian and American plates.

Finally, the ocean floors, and especially the floor of the Pacific Ocean, are characterised by deep, furrow-like trenches, reaching to depths in excess of 7 km. The deepest place on earth lies in one of these trenches in the Pacific, where the greatest depth below sea level so far determined is over 11 km.

Label the diagram below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*



1 .....

2 .....

3 .....

4 .....

5 .....

LIVEWORKSHEETS

Reading 2

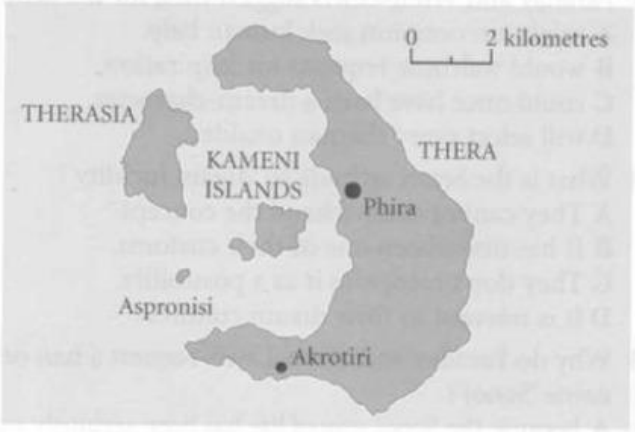
Reading

1 Read this article, timing yourself as you read.

about 400 words

The Santorini volcano





A Santorini is a small cluster of islands in the Aegean Sea, or eastern Mediterranean, just over 100 kilometres north of the much larger island of Crete. Once a single, circular mass, the centre of the island has fallen into the sea, leaving a rough ring consisting of Thera, the crescent-shaped main island, and some smaller islands.

B About two million years ago, lava – liquid rock from the magma below the Earth's crust – began to be forced out of vents in the area of the present-day Akrotiri peninsula in the south of Thera. Over the last 200,000 years, the island has experienced a cycle in which the creation of volcanoes from lava has alternated with large explosive eruptions, of which there have been at least 12 in this period.

C Excavations on Akrotiri have uncovered evidence of habitation going back over 5,000 years. 3,800 years ago, the town was a prosperous seaport of the Minoan people, whose civilisation – centred on Crete – covered a large area of the eastern Mediterranean. Akrotiri was one of the main urban centres and ports of the Aegean. It had a population of about 30,000, an elaborate drainage system and sophisticated buildings, some of them two and even three storeys high, containing wall paintings and furniture.

D About 3,650 years ago, the volcano erupted and hurled 30 to 40 cubic kilometres of magma – hot, liquid rock – into the air, in a column reaching a height of 36 kilometres above the island. With so much magma removed, the volcano, and the entire centre of the island, collapsed into the sea, producing the largest crater on Earth. Ash was blown eastwards, and fell over a large area of the eastern Mediterranean and Turkey, probably with a global impact on the climate. On Santorini itself, pumice and ash were deposited in layers up to 50 metres thick, and Akrotiri was buried under one to two metres of ash. Tidal waves swept south to Crete. This eruption is thought to have brought the Minoan civilisation to an abrupt end.

E Fortunately, the residents appear to have been successfully evacuated prior to the eruption, as no bodies or movable objects have been found in the ash. There is speculation that it was the destruction of this town that gave rise to the legend of the disastrous flood which engulfed the island nation of Atlantis.

LIVEWORKSHEETS

2 Choose the correct heading for each paragraph (A–E) from the list of headings in the box (i–viii). → TF1

List of Headings

i Lives saved – and a mythological link
ii How homes were constructed
iii Santorini today
iv A legend proved true
v How Santorini was destroyed
vi A wealthy settlement
vii Links with volcanic eruptions elsewhere
viii A history of volcanic activity

1 Paragraph A: .....
2 Paragraph B: .....
3 Paragraph C: .....
4 Paragraph D: .....
5 Paragraph E: .....

Vocabulary

3 The use of noun phrases rather than verbs is common in academic writing. Complete the second sentences below with a phrase of no more than four words, so that they mean roughly the same as the first sentences. Each phrase should contain a noun that is related to a verb in the first sentence.

EXAMPLE: The volcano erupted about 3,650 years ago, and this may have led to the end of the Minoan civilisation.
The *eruption of the volcano* about 3,650 years ago may have led to the end of the Minoan civilisation.

1 The volcano collapsed and this created a large crater.
The ..... created a large crater.
2 The residents were evacuated, and their lives were saved.
The ..... saved their lives.
3 Akrotiri was destroyed, and this may have given rise to the Atlantis legend.
The ..... may have given rise to the Atlantis legend.
4 There is evidence that Santorini was inhabited 5,000 years ago.
There is ..... on Santorini 5,000 years ago.
5 Some people have speculated that the destruction of Akrotiri gave rise to the Atlantis legend.
There has been ..... that the destruction of Akrotiri gave rise to the Atlantis legend.
6 Akrotiri was prosperous and this resulted from its importance for trade.
..... resulted from its importance for trade.

4 Complete these sentences with adjectives from the box, using each adjective once only. The adjective-noun collocations are based on the reading passage *on page 74 of the Student's Book.*

compelling full-blown fundamental physical scientific

1 Faced with ..... new evidence, scientists accepted that the Earth revolves round the sun.
2 The ..... community is sometimes taken in by deliberate lies and tricks.
3 Einstein's findings raised ..... questions about the nature of time and space.
4 For centuries, movement of the continents was thought to be a ..... impossibility.
5 Scientists often spend years carrying out research before presenting a ..... theory.

Grammar G → STUDENT'S BOOK page 141

Non-finite clauses

5 Put the verbs in brackets into the correct non-finite form (e.g. *to do*, *doing* or *done*).

1 (situate) ..... in the Aegean Sea, Santorini is not far from Crete.
2 Excavations have uncovered evidence of habitation (date) ..... back over 5,000 years.
3 The Minoan civilisation, (base) ..... in Crete, covered much of the eastern Mediterranean.
4 For the standard of living in Akrotiri (meet) ..... the needs of a population of 30,000, drainage was introduced.
5 The centre of the island collapsed, (leave) ..... a circle of land around a crater.
6 One reason for excavating at Akrotiri is (find) ..... evidence of the earliest habitation.
7 Many people believe Atlantis (be) ..... a legend based on the eruption at Santorini.

6 Underline the 11 non-finite verbs in the passage about Santorini. There are six *-ing* forms, two *-ed* forms and three infinitives. Don't underline non-finite forms that are part of finite verbs, such as *(has) experienced* (line 12) or adjectives like *sophisticated* (line 24).

LIVEWORKSHEETS