

Roots: Geography by Keith Kelly

AGE: Teenagers
LEVEL: Intermediate
TIME NEEDED: Approx. 90 minutes
OBJECTIVES: to learn about agricultural activity around the world; to take part in a group discussion and group presentation; to complete exercises on root words
KEY SKILLS: reading, speaking, writing, listening
MATERIALS: one copy of the worksheet and Map 1 (blank world map) per student; one copy of Map 2 (map showing estimate of worldwide agricultural spread) per group of four students; coloured pens; A3 paper

Content focus Agriculture

Activity 1: 5 minutes
Activity 2: 5-10 minutes
Activity 3: 10 minutes
Activity 4: 20 minutes
Activity 5: 20 minutes

ACTIVITY 1

1. Write the word *agriculture* in the centre of the board and ask students what they understand by the term. Put students in pairs and tell them to discuss their ideas, then ask each pair to join up with another pair to form groups of four to continue the discussion.

2. Get feedback from the groups, encouraging students to use the sentence starter '*Agriculture means ...*' and add the ideas to the board.

ACTIVITY 2

3. Ask students to read the text on agriculture. Then tell them to refer to their ideas from Activity 1 and see which are closest to the one in the text. Elicit answers from the whole group.

4. Get students to read the text again and say which of the statements is true and which is false.

Key

1. F (1.1 billion); 2. T; 3. F (cultivation of soil);
 4. F (the importance of agriculture is not likely to decline)

ACTIVITY 3

5. Hand out one copy of Map 1 to each group and ask them to discuss where they think the four main agricultural activities are most predominant.

6. Either display Map 2 on an interactive whiteboard (IWB) or provide one copy per group and tell students to check their ideas. Pick three or four students to offer comments and descriptions to the class.

ACTIVITY 4

7. With Map 2 still on the screen (or handouts still with groups), give each group one region / continent to focus on and ask them to prepare a description of the main agricultural activity in their region / continent to present to the class.

Tip: Think about how you divide the regions / continents. For example, Antarctica might be given together with Australia to one group and Asia might be divided into Russia and Asia for two groups to work on. Divide the Earth into enough regions / continents to match the number of groups.

Point out the language in the substitution table and encourage students to use it. Tell students that each one of them should have something to say during the presentation. Additionally, you could share other language and resources on [onestopenglish](http://onestopenglish.com) relevant to this topic (e.g. materials associated with the [Interactive Atlas](#), and [Your CLIL: Comparisons: Geography](#)).

8. Give each group of students several sheets of A3 paper and ask them to prepare coloured sketches to represent the main agricultural activities of their region / continent. Explain that they will not be able to use Map 2 to support their presentation.

Tip: Depending on time, it may be more suitable to allow students to finish their presentation preparation for homework.

ACTIVITY 5

9. Ask the first group to perform their presentation. Ensure that each student has a blank copy of Map 1 and explain that while the groups are not taking part in their presentation they should listen carefully and colour in the appropriate regions on their map.

All students should have a completed Map 1, illustrating global agricultural activity, at the end of the presentations.

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Language focus Root words

Activity 1: 5-10 minutes

Activity 2: 5 minutes

Activity 3: 5-10 minutes

ACTIVITY 1

Get students to match the prefixes in the left column with the word endings on the right to make words to do with agriculture. Ask students not to look at the reading text from the Content focus section of the lesson. When they have finished, tell them to check their answers with a partner then check against the text.

Tip: One of the words in column one is used twice.

Key _____

1. h; 2. d; 3. f, g; 4. a; 5. b; 6. c; 7. e

ACTIVITY 2

Tell students to look at the definitions of prefixes on the left side of the table and write the correct prefix from Activity 1 next to it.

Key _____

1. eco-; 2. agri-; 3. pro-; 4. en-; 5. uni-; 6. syn-; 7. sub-

Tip: You can give students more contextualized examples of root words from [Your CLIL: Root words: Geography](#).

ACTIVITY 3

Get students to think about negative forms of the words in Activity 1. Tell them to look at the information in the table and write the full word in the centre column.

Key _____

1. *antonym*; 2. *insubstantial*; 3. *uneconomic*;
4. *disproportion*; 5. *disengaged*

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Content focus Agriculture

ACTIVITY 1

What do you understand by the term *agriculture*? Talk with a partner for a few minutes. Now share your ideas in a group of four.

ACTIVITY 2

Read the text about agriculture and see if your definitions are close. Which is the closest?

AGRICULTURE

By far the most widespread and universal activity on the planet is agriculture. Although the 20th century brought us a vast range of technological advances, more of the world's population is engaged in the sphere of agriculture than in any other economic activity. Around 1.1 billion people in the world are involved in agriculture, with over 70% of India's population in agriculture. While the proportion of agricultural workers varies from region to region, it is much bigger in Less Economically Developed Countries (LEDCs) than in More Economically Developed Countries (MEDCs). It is estimated that almost 30% of the Earth's land surface is made up of agricultural land or land which is cultivated or grazed.

Agriculture, in the strictest sense of the term, means 'the cultivation of the soil' but the word is more widely used as a synonym for the word *farming*. The current understanding and interpretation of the term is much broader and incorporates not only the growing of crops but also different forms of livestock raising, and includes the use of natural vegetation for animal feed and the harvesting of crops, for subsistence or for sale. A simple definition of the term *agriculture* is 'the looking after of crops and livestock'.

Use of machinery is gradually leading to a decrease in the agricultural population on the planet. Nevertheless, the importance of agriculture is not likely to decline and will still affect a significant proportion of the Earth's surface. After all, the population is growing, and we all need to eat!

Read the sentences and decide which are true (T) and which are false (F), according to the text above.

1. The number of people involved in agriculture around the world is 2.1 billion.
2. Thirty per cent of the Earth's land surface area is dedicated to farmland.
3. A strict definition of agriculture is 'the culmination of the soil'.
4. The importance of agriculture will decrease as the use of machinery increases.

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ACTIVITY 3

In groups, discuss where the main agricultural regions are on Earth. Look at Map 1 to help your discussion.

Consider the following:

- where there is non-arable (e.g. desert) or forest land
- where there are mainly cereal crops
- where there is mainly livestock grazing
- where there is mainly mixed farming

ACTIVITY 4

Prepare a short description of the agricultural activity in one region of the world.

Use the substitution table below to help you make your description.

e.g. *In South America ...*

non-arable or forest land	is / are found	mainly	in	the north
livestock grazing	is / are located	largely		the north and ...
mixed farming	can be found	for the most part		(south, west, east)
cereal crops	is / are situated			coastal areas
			on the coast	

Prepare a sketch of your region using coloured pens to represent the agricultural activity there. Use Map 2 to help you.

ACTIVITY 5

As a group, present your region to the class.

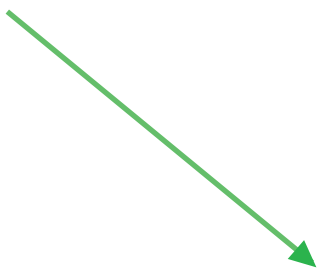
While your classmates are presenting their regions, use coloured pens to sketch the information they present on Map 1. You should have a completed world agricultural map similar to Map 2 by the end of the presentations.

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Language focus Root words

ACTIVITY 1

Without looking at the reading text, match the prefixes on the left with the word endings on the right to make words to do with agriculture. The first one has been done for you. Note: one of the prefixes is used twice.

- | | |
|----------|--------------|
| 1. agri- | a. -versal |
| 2. syn- | b. -gaged |
| 3. sub- | c. -nomic |
| 4. uni- | d. -onym |
| 5. en- | e. -portion |
| 6. eco- | f. -sistance |
| 7. pro- | g. -stantial |
| | h. -culture |
- 

ACTIVITY 2

Read the definitions in the right-hand column and write the correct prefix from Activity 1 in the left-hand column.

	prefix	definition
1		dwelling or habitation
2		field
3		for
4		in
5		one
6		together with
7		under

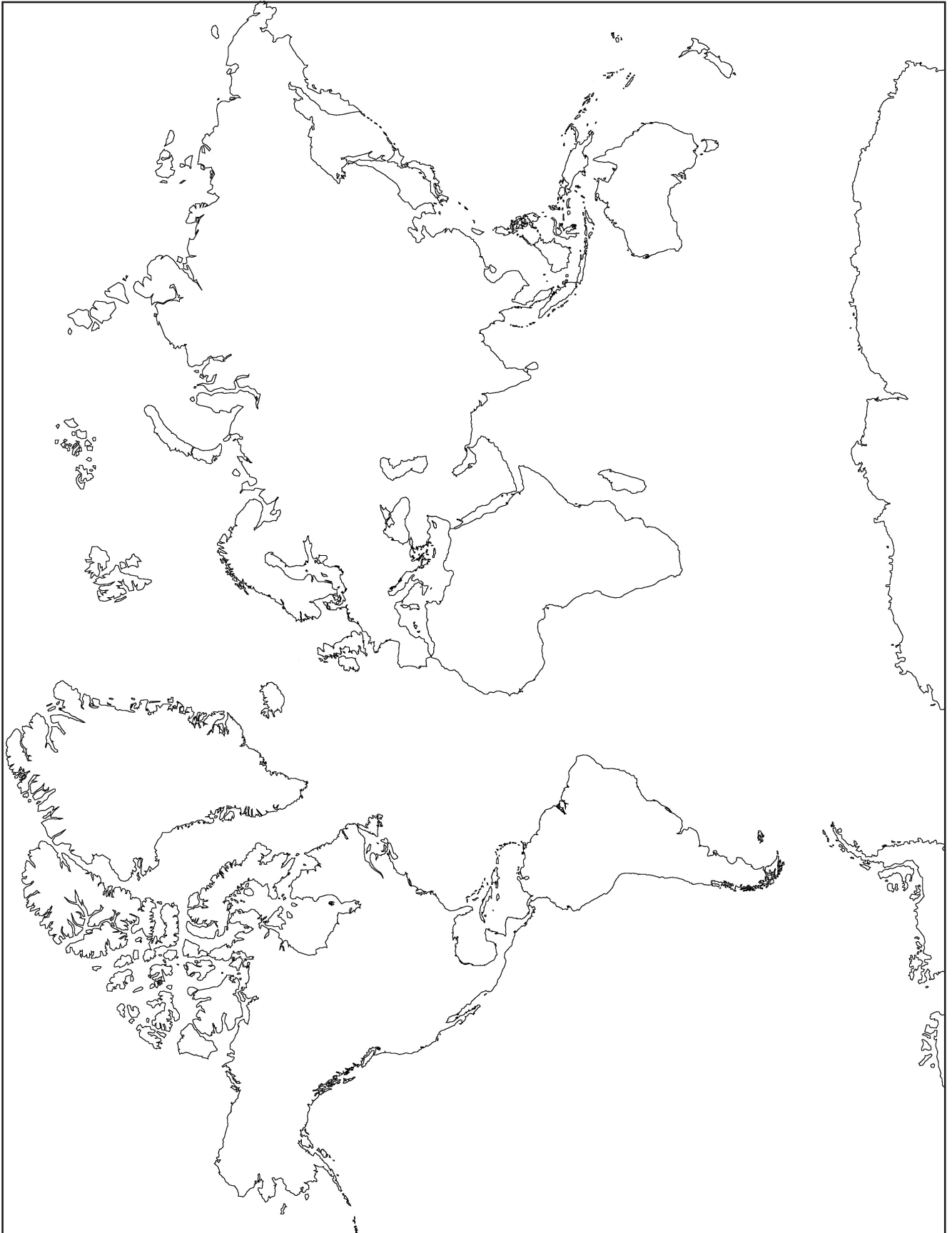
ACTIVITY 3

Use the negative prefixes in the table to make negative forms of the words in Activity 1 that match the definitions in the right-hand column.

	negative prefix	whole word	definition
1	ant-		noun; the opposite of another word
2	in-		adjective; not very large, solid or strong
3	un-		adjective; not making a profit
4	dis-		noun; lack of equality
5	dis-		adjective; to be separated from, be withdrawn from

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YOUR CLIL MAP 1



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