

GEOGRAPHY

Mass Movement

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	Mass Movement
Level	A1 – B1
Language focus	vocabulary, word identification, grammar, use of student's own language.
Learning focus	Using Geography textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	Extracts from <i>The Human Planet</i>. Patrick E.F. O' Dwyer. Gill & Macmillan. We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
Learning Record	A copy of the Learning Record should be distributed to each student. Students should: <ol style="list-style-type: none"> 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.

Making the best use of these units

- **Introduction** 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 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:



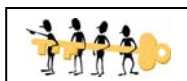
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 in language support 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 suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.

NAME: _____ **DATE:** _____
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Keywords

The list of keywords for this unit is as follows:

Nouns

earth
flood / floods
forest
deforestation
land / landslide
mass
material
movement
mud / mudflow
rain / rainfall
regolith
rock/rocks
snow / snowfall
slope
soil
soil creep
volcano

Verbs

to creep
to cut
to fall
to include
to move
to slide

Adjectives

continuous
falling (adjective)
fast
high
loose
low
slow
steep

NAME: _____ DATE: _____
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Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
deforestation		
mudflow		
rainfall		
floods		
creep		
steep		



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

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Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
forest		
snowfall		
soil		
volcano		
to include		
to cut		



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

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Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
continuous		
landslide		
material		
movement		
mass		
rocks		



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

NAME: _____ DATE: _____
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Level: All
Type of activity: Whole class

Focus: vocabulary, spelling,
dictionary
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:

earth movement

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: A1
Type of activity: Pairs or individual

Focus: vocabulary, spelling, dictionary, indefinite article
Suggested time: 30 minutes

Working with words - Tick the correct answer

1)



- a) house
- b) car
- c) forest
- d) train

2)



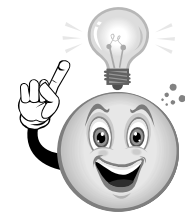
- a) mountain
- b) river
- c) ocean
- d) earth

Put a or an in the spaces below:

1. There is _____ forest near the river.
2. The mountains are beside _____ ocean.
3. _____ landslide can occur after heavy rain.
4. It is necessary to use _____ car to get to the river.

Write the plural of these words:

mountain	
forest	
ocean	
mudflow	
Slope	



When do we use 'a'?
Why do we use 'an'?

Level: A1
Type of activity: Pairs or individual

Focus: vocabulary, basic sentence structure
Suggested time: 30 minutes

Picture sentences - Tick the correct answer

1.

- a). This is a tree.
- b). This is an flood.
- c). This is snow.



2.

- a). This is a forest.
- b). This is an flood.
- c). This is snow.



3.

- a). This is a house.
- b). This is a river.
- c). This is a tree.



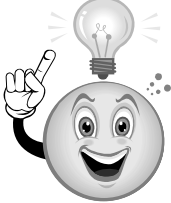
Put the words in the correct order to make a sentence:

1. raining it today is

2. is near there the river a flood

3. erupts the sometimes volcano

4. water to melts make snow

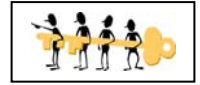


Do not forget a capital letter at the beginning of the sentence and a full stop at the end

Level: A1 / A2
Type of activity: Pairs or individual

Focus: word identification, vocabulary, opposites
Suggested time: 20 minutes

Odd One Out Geography



Circle the word which does not fit with the other words in each line.

Example: *apple* *orange* *banana* **taxi**

1. book rocks mud steep
2. landslide car soil slope
3. movement landslide coffee flood
4. fast slow street continuous

Fill in the opposites!

Opposites	
fast	
high	
slowly	

Find these words, or their opposites, in your text book.



Are all these words in your personal dictionary?



Level: A2 / B1
Type of activity: Individual

Focus: key vocabulary,
structuring short sentences
Suggested time: 40 minutes

Hidden Geography keywords

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.

1. s_op_ _____

2. s_e_p _____

3. s_id_ _____

4. m_ve_en_ _____

Find each word in your text book. Put each word into a short sentence.

1. _____

2. _____

3. _____

4. _____



Are all these words in your personal dictionary?

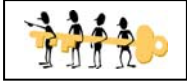


Have you ticked this activity on your skills checklist?

NAME: _____ DATE: _____
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Level: A1 / A2
Type of activity: Pairs or individual

Focus: key vocabulary, pronunciation, spelling
Suggested time: 20 minutes



Unscramble the letters

1. This movement happens due to GRVATIIY

Answer _____

2. This is weathered material RGEOLIHT

Answer _____

3. Some slopes are gentle and some are SETEP

Answer _____

4. Soil creep is a type of slow MVOEMETN

Answer _____

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

Have you got this word in your personal dictionary?

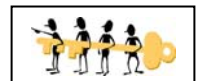
Solve the secret code



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

example: EAWYFRA = STUDENT

GYLLBE: _____



NAME: _____ DATE: _____
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Level: A2 / B1
Type of activity: Pairs or individual

Focus: reading comprehension, key vocabulary , tenses
Suggested time: 30 minutes

Completing sentences



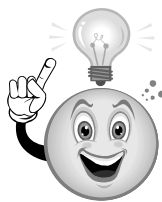
Fill in the blanks in these sentences. Use words from the Word Box below.

Mass movement refers to the movement of any loose weathered material, regolith, downslope under the influence of gravity. The factors that influence the speed of _____ include:

- Whether the slope is steep or gentle. _____ slopes encourage fast movement.
- The amount of water present. If _____ is saturated with water it will flow quickly.
- The presence or absence of vegetation. The roots of _____ and plants help bind soil particles together and prevent movement.
- Human activity. Road building may cut into a steep slope causing a collapse of upslope _____ .

Word Box

steep movement trees
soil material



Write in the past tenses of these verbs!

Tenses

Present

to encourage

to flow

to bind

to prevent

to cut

Past

Highlight the irregular verbs.

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Level: A2 / B1
Type of activity: Individual

Focus: key vocabulary, topic information, reading comprehension, multiple choice
Suggested time: 30 minutes

Multiple choice

(Read the text below and choose the best answers)

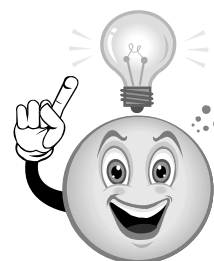
Text:

Landslides may occur as a consequence of:

- Deforestation (cutting down of trees) of a steep slope
- A sudden shock of the ground as a result of an earthquake or volcanic eruption
- Diggers cutting under a steep bank or slope

During periods of continuous heavy rainfall in hilly or mountainous areas, surface material may become saturated with water, like porridge, and flow downslope. Generally when this happens the flow is very fast moving and at times may be well in excess of 100 km per hour. This type of flow is called a mudflow. If a snow-capped volcano erupts, melting of the surrounding snow and ice causes numerous separate mudflows which flow outwards and downhill from the mountaintop. Such a mudflow is called a lahar.

1. What is the cutting down of trees called?
a) forest
b) deforestation
c) illegal
d) chopping
2. What cuts under a steep bank or slope?
a) knife
b) fork
c) diggers
d) spoons
3. What is a fast moving material called?
a) mudflow
b) snow
c) nothing
d) paper
4. Is a mudflow from a snow-capped volcano called a Lahar?
a) Yes
b) No



What does 'de' mean in deforestation?

What does 'un' mean in untidy?

What does 'il' mean in illegal?

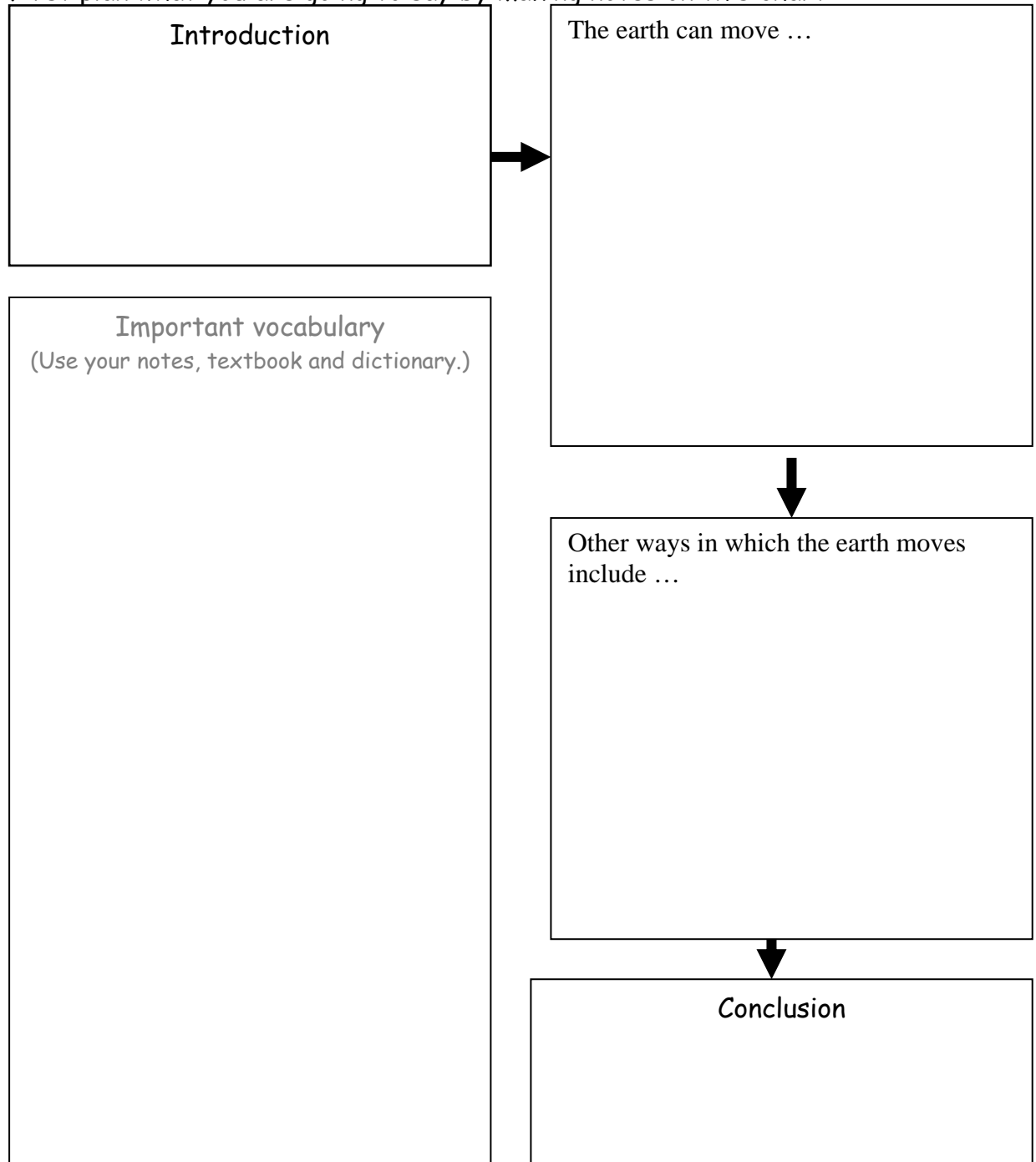
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Level: A2 / B1
Type of activity: Pairs / small groups

Focus: vocabulary, structure, organising information in text
Suggested time: 40 minutes

You are going to give a short talk about the different ways that the earth can move. Use your keyword list and textbook to help you.

First plan what you are going to say by making notes on this chart:



Level: All
Type of activity: Individual

Focus: content words, dictionary work, word identification
Suggested time: 30 minutes

Grammar points

In this Unit, we came across the following adjectives:

- steep
- loose
- continuous

Adjective	Opposite	Meaning	Words in my language
steep			
loose			
continuous			

Look up these words in your dictionary and write the opposite and your own definition.

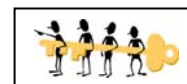
Adjective Hunt

Circle 10 adjectives in these columns.

Score 4 points for each correct answer.

Who will score the highest? Perhaps you will. Good luck!

fair sudden landslide afraid mud snow daily	forest large cold gentle dangerous rocks people	volcano type top heavy falls cuts hurt
---	---	--



Score: _____ points

Level: A2 – B1
Type of activity: Individual/pair

Focus: working with adverbs
Suggested time: 45 minutes

Grammar Points

Adverbs

1. We can use adverbs to show us how something happens

Which of these two adverbs **rapidly/slowly** belongs to which sentence:

Soil creep moves _____.

Landslides move _____.

2. Adverbs are often associated with particular verbs. For example, we say: *to run quickly*, we don't often say *to run carefully*.

Can you find adverbs in column B, which suit the verb in column A?

A verb	B adverb
Eat	bravely
Sleep	patiently
Speak	lightly
Sing	brightly
Fight	heavily
Rain	slowly
Wait	happily
Whisper	sadly
Shine	softly
Cry	loudly

When you have finished compare your answers with others in the class. There are many possibilities.

3. For each verb used, think of another verb + adverb combination. For example *to eat hungrily*.

4. Play the **Adverb Game**. One student thinks of an adverb (e.g. quickly) which he or she does not tell anyone. The teacher asks the student to do different actions, (e.g. clean the board, walk across the room). The student does these actions quickly or happily or sadly and everyone must guess the adverb by asking, "are you doing it *quickly*?"



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

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Levels A1 and A2

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

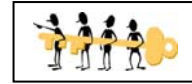
Do you understand all these words?



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

NAME: _____ DATE: _____
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Word search



Level: All levels

Find the words in the box below. When you have found all the words, write each word in your own language.

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

CREEP

FALL

FAST

FLOODS

FLOW

LOOSE

MATERIAL

MOVEMENT

MUDFLOW

REGOLITH

ROCK

SLOW

SOIL

STEEP

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.



material	material
landslide	landslide

NAME: _____ DATE: _____

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mudflow

mudflow

regolith

regolith

soil

soil

NAME: _____ DATE: _____

GEOGRAPHY: Mass Movement

steep

steep

volcano

volcano

mass movement

mass movement

NAME: _____ DATE: _____
GEOGRAPHY: Mass Movement

creep

creep

rainfall

rainfall

loose

loose

NAME: _____ DATE: _____
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Answer key

Scrambled sentences (p.8)=

It is rainy today.

There is a river near the flood. (or *There is a flood near the river.*)

Sometimes the volcano erupts.

Water melts to make snow.

Odd One Out = book, car, coffee, street

Letter Scramble = gravity, regolith, steep, movement

Secret Code = floods

Completing Text =

Mass movement refers to the movement of any loose weathered material, regolith, downslope under the influence of gravity. The factors that influence the speed of movement include:

- Whether the slope is steep or gentle. Steep slopes encourage fast movement.
- The amount of water present. If soil is saturated with water it will flow quickly.
- The presence or absence of vegetation. The roots of trees and plants help bind soil particles together and prevent movement.
- Human activity. Road building may cut into a steep slope causing a collapse of upslope material.

(The Human Planet, page 42)

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Multiple Choice = b, c, a, a

Grammar Points = fair, sudden, afraid, daily, large, cold, gentle, dangerous, heavy, hurt (*used as an adjective*)

Word Search:

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