

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	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
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Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
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Language support: Additional activities for Language Support:	Grammar points	17-18
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using Geography textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>The Human Planet</i> by Patrick E.F. O' Dwyer.	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

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.

Introduction of a topic or activity 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 learning/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:



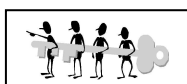
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 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 also suitable as **homework** tasks or for **self-study**.

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: _____
GEOGRAPHY: Mass Movement

Vocabulary file 1

Word	Meaning	Note or example*
deforestation		
mudflow		
rainfall		
floods		
creep		
steep		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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

Word	Meaning	Note or example
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

Word	Meaning	Note or example
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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Language Level: All
Type of activity: Whole class
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 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: A1
Type of activity: Pairs or individual
Suggested time: 30 minutes

Working with words - Tick the correct answer

1)



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

2)



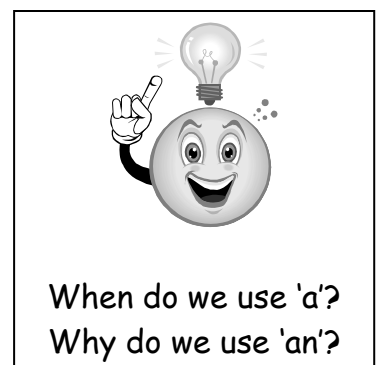
- a) mountain
- b) river
- c) ocean
- d) earth

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	



Language Level: A1
Type of activity: Pairs or individual
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.



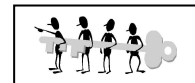
2.

- 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.



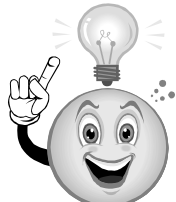
Put the words in the correct order to make a sentence:

1. raining it today is

2. is near there the river a flood

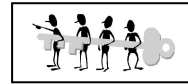
3. erupts the sometimes volcano

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
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?



Language Level: A2 / B1
Type of activity: Individual
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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Language Level: A1 / A2
Type of activity: Pairs or individual
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: _____

Language Level: A2 / B1
Type of activity: Pairs or individual
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.

Level: A2 / B1
Type of activity: Individual
Suggested time: 30 minutes



Multiple choice

(Read the text below and choose the best answers)

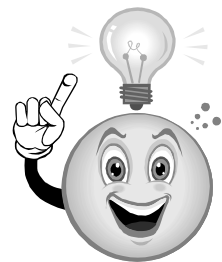
Text:

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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Language Level: A2 / B1
Type of activity: Pairs / small groups
Suggested time: 40 minutes

Preparing to give a short talk

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:

<p>Introduction</p>	<p>The earth can move ...</p>
<p>Important vocabulary (Use your notes, textbook and dictionary.)</p>	<p>Other ways in which the earth moves include ...</p>
	<p>Conclusion</p>

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Write what you are going to say.

Title _____



When your teacher has checked this, file it in your folder so you can use it in the future.



Have you ticked this activity on your skills checklist?

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Language Level: All
Type of activity: Individual
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	forest	volcano
sudden	large	type
landslide	cold	top
afraid	gentle	heavy
mud	dangerous	falls
snow	rocks	cuts
daily	people	hurt

Score: _____ points

NAME: _____ DATE: _____

GEOGRAPHY: Mass Movement

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

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.

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Word search

Find the words in the box below.

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

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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

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 I F 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