

GEOGRAPHY

River Action

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	River Action	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Planning and writing text	15-16
	Wordsearch	19
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
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	Geography Keywords	11
	Unscramble the letters	12
	Alphaboxes	18
	Play Snap	20-22
Language support: Additional activities for Language Support:	Grammar points	17
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:



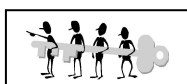
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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

abrasion
action
alluvium
atlas
bank
basin
bed
bend
chalk
channel
characteristics
confluence
consequences
course
dam
delta
deposit
deposition
downslope
downstream
erosion
estuary
fish
flood
flood-plain
gorge
grid
hardness
human activity
interlocking spurs
lake
levees
load
material
mouth
ox-bow lakes

pool
process
reference
reservoir
rock
river
saltation
sea
shape
sides
solution
source
speed
spurs
stage
stream
suspension
torrents
traction
tributary/tributaries
valley
volume
water
waterfall
watershed

Verbs

to carry
to collapse
to cross
to dissolve
to erode
to examine
to flood
to meander

to rise
to trace
to transport
to undercut

Adjectives

downstream
fast-flowing
hard
highland
important
interlocking
lowland
mature
old
shaped
soft
steep
swollen
upper
upstream
wide
whole
young
youthful
zigzag

Adverbs

quickly

Other

side to side

NAME: _____ DATE: _____
GEOGRAPHY: River Action

Vocabulary file 1

Word	Meaning	Note or example*
abrasion		
bank		
characteristics		
deposit		
estuary		
human activity		

* 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
lake		
mouth		
ox-bow lake		
to carry		
to meander		
to rise		



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
to trace		
to transport		
suspension		
tributary		
downstream		
upstream		



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

NAME: _____ DATE: _____
GEOGRAPHY: River Action

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:

rivers

to meander

- 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.

NAME: _____ DATE: _____

GEOGRAPHY: River Action

Language Level: A1
Type of activity: pairs or individual
Suggested time: 30 minutes



Working with words

1. Tick the correct answer



- a) this is a fish
- b) this is an atlas
- c) this is a dam
- d) this is a bus stop



- a) this is a river delta
- b) this is a school bag
- c) this is a computer
- d) this is a policeman

2. Find these words in your textbook.

Write your own explanation for these words. Check the meanings of the words that you do not know. Then write an example or translate the words into your own language.

Word	Page in textbook	Explanation	Note or example
atlas			
channel			
lake			
rock			



Check that these key words are in your personal dictionary.

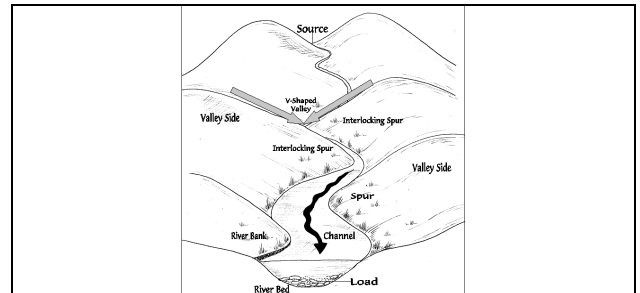
Language Level: A1
Type of activity: pairs or individual
Suggested time: 20 minutes



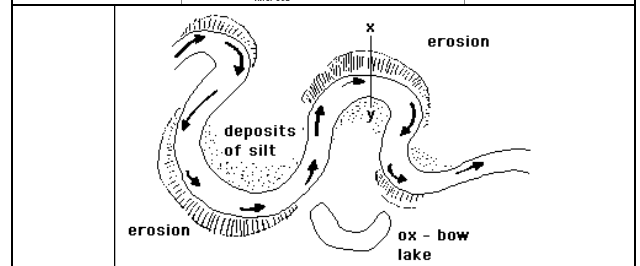
Picture Sentences

1. Tick the correct answer

- a) This is a cave.
- b) This is an interlocking spur.
- c) This is a forest.



- a) This is a school bus.
- b) This is an ox-bow lake.
- c) This is a row of houses.



- a) This is a parking lot.
- b) This is a waterfall.
- c) This is a lawn.



2. Put these words in the correct order to form sentences.

the Liffey Dublin river in is

_____ river ground rises a in high

_____ rivers large materials transport

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Language Level: A1/A2
Type of activity: pairs or individual
Suggested time: 30 minutes



Odd One Out

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

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

river erosion house valley

book deposit flows meander

channel plain dog streams

river mature bend bottle

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

downstream _____

lowland _____

steep _____

swollen _____

mature _____



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____
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Language Level: A2 / B1
Type of activity: individual
Suggested time: 20 minutes



Geography Keywords

1. 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.

s_rea_ _____

r_v_r _____

l_ke_ _____

v_l_ey _____

2. Write as many words as possible related to **rivers**. You have 3 minutes!

Language Level: A1 / A2
Type of activity: pairs or individual
Suggested time: 20 minutes



Unscramble the letters

1. A river begins at its... SUOCRE
Answer _____

2. A river enters the sea at this point ETSURAY
Answer _____

3. A river flows quickly down steep... SOPLES
Answer _____

4. A river has different... SATGES
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?



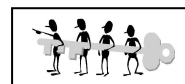
Solve the secret code

English=	R	V	D	E	F	I	N	M	O	S	T	U
Code=	B	X	Y	F	G	Q	R	O	L	E	A	W

example: (code) EAWYFRA = STUDENT (English)

BQXFB =

Language Level: A2 / B1
Type of activity: pairs or individual
Suggested time: 30 minutes



Completing sentences

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

A _____ rises (begins) at its source. It flows down slope (its course) and enters a river or sea at its mouth (_____). Rivers flow quickly down _____ slopes. They erode the land and transport (carry away) eroded material from highland to lowland areas.

How quickly they erode the land depends on:

- The hardness of rock - soft rock erodes faster than hard rock (soft chalk is used to mark hard blackboards)
- The _____ (amount) of water - rivers with large volumes of water, such as rivers in flood, erode faster than those with less water
- The speed of river water - fast-flowing rivers _____ more powerfully than slower-flowing rivers.

Word Box

erode river volume
steep estuary

2. Read the text again and say the underlined words in a different way:

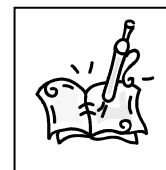
the river begins _____

rivers transport _____

the volume of water _____

the river estuary _____

Use your textbook or dictionary if necessary!



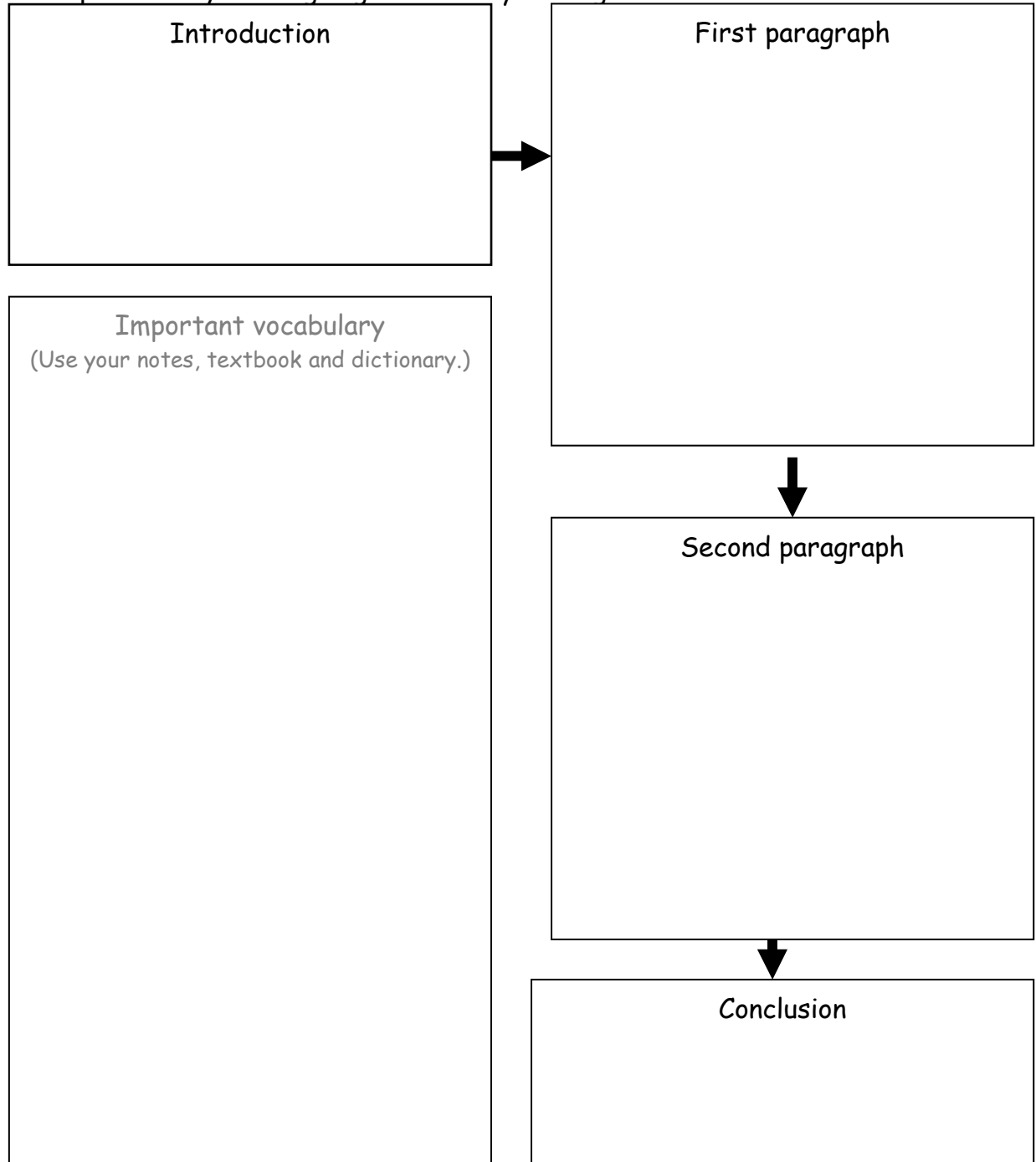
NAME: _____ DATE: _____
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Language Level: A2 / B1
Type of activity: pairs / small groups
Suggested time: 40 minutes

Writing text

You are going to write a piece of text on the topic '**The importance of rivers**'. Use your keyword list and textbook to help you.

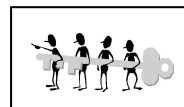
First plan what you are going to write by making notes on this chart:



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Language Level: all
Type of activity: individual
Suggested time: 30 minutes



Grammar points

Adjectives: We use adjectives to tell us more about nouns.

For example: a **fast** car a **hot** day a **long** river

Many different adjectives are used to describe the action of rivers.

1. Fill in the **opposites** in this table of adjectives. Use your textbook or dictionary to help you.

<i>fast</i>	<i>slow</i>
downstream	
hard	
	highland
	mature
soft	
	lower
wide	

When we compare **two things** we use a **comparative adjective**:

For example: John's car is **faster** than mine. Today is **hotter** than yesterday. The River Shannon is **longer** than the River Liffey.

2. Write the **comparative adjectives**:

<i>fast</i>	<i>faster</i>
hard	
soft	
wide	
slow	
low	

3. Write short sentences about a river using these adjectives:

mature _____

faster _____

wide _____

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.



Word search

Find the words in the box below.

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

CHANNEL	PLAIN	TRIBUTARIES
CONTOURS	POOL	VALLEY
DEPOSITS	RIVER	SHAPED
DOWNSLOPE	ROCK	SIDES
EROSION	STAGE	SPURS
ESTUARY	STEEP	
FEATURES	STREAM	
FLOODING		

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.



flows	flows
meander	meander
estuary	estuary

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reservoir	reservoir
deposit	deposit
bend	bend

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source	source
lake	lake
interlocking	interlocking

Answer key

Working with words, page 8

1. c, a

Picture Sentences, page 9

1. b,b,b

The river Liffey is in Dublin. A river rises in high ground. Large rivers transport materials.

Odd one out, page 10

House, book, dog, bottle

Geography Keywords, page 11

Stream, noun, river, noun, lake, noun, valley, noun

Unscramble the letters, page 12

Source, estuary, slopes, stages

Secret Code: river

Completing sentences, page 13

1. A **river** rises (begins) at its source. It flows down slope (its course) and enters a river or sea at its mouth (**estuary**). Rivers flow quickly down **steep** slopes. They erode the land and transport (carry away) eroded material from highland to lowland areas.

How quickly they erode the land depends on:

- The hardness of rock - soft rock erodes faster than hard rock (soft chalk is used to mark hard blackboards)
- The **volume** (amount) of water - rivers with large volumes of water, such as rivers in flood, erode faster than those with less water
- The speed of river water - fast-flowing rivers **erode** more powerfully than slower-flowing rivers.

2. The river rises.

Rivers carry away

The amount of water

The river mouth

Multiple Choice, page 14

1a,2c,3b,4a,5a.

Grammar points, page 17

Opposites

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GEOGRAPHY: River Action

<i>fast</i>	<i>slow</i>
downstream	upstream
hard	soft
lowland	highland
youthful / young	mature
soft	hard
higher	lower
wide	narrow

Comparative adjectives

<i>fast</i>	<i>faster</i>
hard	harder
soft	softer
wide	wider
slow	slower
low	lower

Word Search, page 19

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