

<p>UNIT: LAND</p>	<p>LESSON:</p>	<p>OBSERVATION AND TRANSFORMATION OF LANDSCAPES</p>	
<p>LEVEL: Third Cycle</p>	<p>CONTRIBUTION TO COMPETENCES:</p>		
<p>TIMING: 3 sessions</p>	<ul style="list-style-type: none"> • Communicative skills: <i>Pupils will be able to ...</i> . ask and answer questions, to express ideas, and to select relevant information. • Methodological skills: <i>Pupils will be able to ...</i> . handle different resources to transform information into personal knowledge. • Personal skills: <i>Pupils will be able to ...</i> . work with autonomy, creativity, confidence, and critical thinking. 		
<p>Landscape observation: (1 hour) Transformation of landscapes: (2 hours)</p>			
<p>AIMS: To understand the different kinds of landscapes in our planet due to the human's necessities.</p>			
<p>LEARNING OUTCOMES <small>(What learners will be able to do at the end of the lesson)</small></p>	<p>COMMUNICATION</p>	<p>COGNITION</p>	
<p>To know: . What a landscape is. . Vocabulary related to landscape. . The differences between living and non-living things. . That landscapes change due to the influence of human beings.</p> <p>To be able to: . Sort out living and non-living things into different groups. . Identify, describe and compare different types of landscapes. . Use a Venn diagram to compare and contrast landscapes.</p> <p>Be aware of: . The value of natural landscape.</p>	<ul style="list-style-type: none"> • Language of learning <i>- Key vocabulary:</i> The physical elements of landforms such as hills, mountains ... water bodies such as rivers, lakes, streams, seas ... living things: animals and vegetation, human elements such as buildings, roads... And transitory elements such as lighting and weather conditions. Living things and non-living things. Natural landscape / Agrarian landscape / Urban landscape / Industrial landscape. - <i>Communication structures:</i> In this picture I can see on the right, on the left, in the middle, at the top, at the bottom There is / are / isn't / aren't These two are similar because I think that These pictures are different because • Language for learning . Describing landscapes. . Classifying into groups living and non-living things. . Comparing features of the landscapes. . Explaining differences. • Language through learning . Language that comes out when working in the session. 	<p><i>Pupils will be ...</i> . Matching . Comparing . Classifying . Deducing from observations . Giving reasons . Making decisions</p>	<p>CULTURE</p> <p><i>Pupils will be able to ...</i> . Be aware of the value of our natural landscape. . Appreciate better English as a learning language.</p>
<p>ASSESSMENT CRITERIA: <i>Pupils should be able to</i> Explain the differences and similarities between the landscapes in our planet due to human influence. Work in groups.</p>			