

TOPIC: RIVER LANDSCAPES

UNIT 1: WEATHER AND LANDSCAPES

LEVEL: 13 YEARS, 2nd ESO

TIMING: 5-6 HOURS

TEACHER'S AIMS

- To teach CLIL lessons about rocks and landscapes
- To enable students to read the landscape.
- To appreciate the value of a landscape as natural heritage of a specific region.

CONTRIBUTION TO THE COMPETENCES: TRANSFERABLE SKILLS:

Can interpret and understand the situations she/he will encounter in everyday context and beyond.

Can apply study skills that include strategic thinking and cooperation and self-evaluation skills

LEARNING OUTCOMES

TO KNOW

- The meaning of key words in physical geology
- How rocks change as a result of geological agent.
- Which landscape is produced from each type of rock
- Differences between chemical, mechanical and biological weathering.
- What weathering, erosion, transportation and deposition are.
- The processes of erosion.

TO BE ABLE TO

- Read and understand a text about weathering.
- Discriminate between different types of weathering
- Read a landscape
- Discuss the use of a landscape
- Use scientific vocabulary and formal structures in English

TO BE AWARE OF

How important landscapes are for each specific place.
The slowness of the physical processes on Earth.
Agricultural or economics problems produced by erosion

COMMUNICATION		COGNITION	CULTURE
<p style="text-align: center;"><u>LANGUAGE OF</u></p> <p>VOCABULARY</p> <ul style="list-style-type: none"> Names related with weathering, erosion, rocks, landscapes. Verbs to express geological processes <p>STRUCTURES</p> <ul style="list-style-type: none"> What does it mean.....? What's the meaning of.....? I cannot understand the word..... How do you spell.....? are....., however.... It may be.....is... by.....such as..... It should be..... I think it's.... this cannot be true because.... You are right... I agree with.... For example.... 	<p style="text-align: center;"><u>LANGUAGE FOR</u></p> <ul style="list-style-type: none"> Asking for the meaning Contrasting..... Analysing and describing landscapes Identifying..... Explaining what they think Explaining the process of... Agreeing and giving reasons Giving examples of..... Recommending actions to protect landscapes 	<ul style="list-style-type: none"> Comparing and contrasting Identifying and analysing Transforming information Reasoning Sequencing 	<ul style="list-style-type: none"> Environment: Landscapes of different parts of the world Maths: adding and subtraction Social and political questions: Erosion as a problem, Landscapes as heritage
<p>ASSESEMENT CRITERIA</p> <p>Can students:</p> <p>Explain weathering, erosion, transportation and deposition?</p> <p>Differentiate the three types of weathering, different ways of transportation?</p> <p>Recognise different landscapes and describe them?</p> <p>Use scientific vocabulary and formal structures in English?</p> <p>Appreciate the value of a landscape?</p>			