

## TOPIC: RIVERS

UNIT 2: RIVER PROCESSES

LEVEL: 13 YEARS, 2<sup>nd</sup> ESO

TIMING: 5 HOURS

**TEACHER'S AIMS**

- To teach CLIL lessons about river profiles, river valleys and Hydrographs
- To revise the hydrologic cycle
- To learn the vocabulary derived from the topic.

**CONTRIBUTION TO THE COMPETENCES: TRANSFERABLE SKILLS**

Can use ICT to access to information

Can communicate both oral and written form

Can establish connections with different subjects

Can activate analytical thinking

**LEARNING OUTCOMES****TO KNOW**

- The long profile of a river, the valley cross profiles
- What happens to rain water
- About discharge and rainfall and the relationship between them
- How to interpret a graph

**TO BE ABLE TO**

- Carry out a scientific experiment
- Draw and read a graph
- Describe the result of an experiment
- Identify the three parts or a river profile
- Describe and compare types of valleys.
- Cooperate in work group

**TO BE AWARE OF**

- The value of group's work
- The importance to record the rainfall to predict the discharge
- How rivers are present in different art forms.

COMMUNICATION		COGNITION	CULTURE
<p style="text-align: center;"><u>LANGUAGE OF</u></p> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Specific geology vocabulary</li> <li>• Graph vocabulary</li> <li>• Verbs and adverbs to express water movement</li> <li>• Adjectives to describe shapes</li> <li>• Adverbs to recount.</li> </ul> <p><b>STRUCTURES</b></p> <ul style="list-style-type: none"> <li>• I like</li> <li>• I don't like</li> </ul>	<p style="text-align: center;"><u>LANGUAGE FOR</u></p> <ul style="list-style-type: none"> <li>• Expressing opinions</li> <li>• Describing an experiment</li> <li>• Interpreting graphs</li> <li>• Asking and answering questions</li> <li>• Explaining facts</li> <li>• Describing river landscapes</li> <li>• Suggesting actions</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting information</li> <li>• Identifying</li> <li>• Giving opinions</li> <li>• Making deductions</li> <li>• Anticipating consequences</li> <li>• Suggesting actions</li> <li>• Hypothesising</li> </ul>	<ul style="list-style-type: none"> <li>• Arts: music inspired by rivers</li> <li>• Maths: graphs</li> <li>• Economic questions: Discharge as a potential problem. Rivers as tourist attractions Socials: rivers of Catalunya</li> </ul>
<b>ASSESSMENT CRITERIA Can students:</b>			
<b>OF THE TOPIC</b>		<b>OF LANGUAGE</b>	
Identify the parts of a river profile Describe a valley Explain what happens to rain water Read the data in a table and transfer the information into a graph Appreciate the importance of Hydrographs		Use of subject-specific English when participating in class Use of functional English when participating in groups Name and spell the topic vocabulary Write simple sentences using the language support	