

UNIT 5: THE SOLID EARTH

LEARNING TO DESCRIBE LANDSCAPES.

Dear language assistant,

1. Tell them we're going to study landscapes and list the main elements of a landscape: relief, vegetation, courses and masses of water and artificial elements.
2. "Today we are specially interested in relief so we are going to read some paragraphs in your Activity Sheets" (page 64). You can read the paragraph about relief explaining the most difficult words (don't draw on the board, please, because that's what they have to do on the suitable place on their Activity Books).

The relief is the form of the land surface. The type of terrain determines the relief: when there are many hard rocks the relief is mountainous and there are steep slopes; when the terrains are soft the relief is gentle. The main landforms are:

- *Plains are flat lands that have only small changes in elevation.*
- *A mountain is a very high, natural place on Earth; sometimes there is a peak on the top of the mountain.*
- *The sides of a mountain are called slopes and they can be steep slopes or gentle slopes.*
- *A hill is a small elevation in the Earth's surface.*
- *A valley is a low place between mountains, often having a river or stream running along the bottom. The valleys can be wide or narrow like a canyon.*

26. *Dibuja un relieve en el que aparezcan las formas descritas anteriormente y etiquétalas en inglés y en español.*

3. Then we will do the same with vegetation: reading, explaining and drawing.

The vegetation is constituted by the plants that there are in a region. Why do some landscapes show scarce vegetation while others have very dense vegetation? It could be the climate: wet weather favours dense vegetation and dry weather produces scarce vegetation. The type of terrain can influence this too. Plants grow better on a soft terrain than on a rocky one. These are the main vegetal sets:

- *Wood. Many trees together form a wood (a forest is bigger than a wood).*
- *Shrubland is a place dominated by bushes. A bush is woody like a tree but it's smaller and doesn't have a main trunk but many branches from the ground.*
- *Meadow. It's a place where there is a lot of grass. Frequently meadows are used for cattle.*

27. *Dibuja los tres tipos de vegetación descritos y etiquétalos en inglés y en español.*

4. After that you can show them the importance of saying where an object is (a river, a mountain, etc) and how to do that with these words (they can copy the translation on their Activity Book, page 65)
 - *On the left, on the right the right.*
 - *At the top, at the bottom, in the middle.*
 - *At the bottom on the left, at the top on the right.*
 - *Above, below.*
 - *In the foreground, in the background.*
5. Later you can show several [pictures](#) or drawings and ask: What is on the left? Is there anything at the bottom? Where is the forest? Where are the rocks?
6. Depending on the time left we can do some of these activities:
 - You can describe a secret landscape and students have to draw it. At the end you show the photo.
 - Students write their own descriptions of a picture (numbers 13, 19, 23).
 - A guessing exercise. You can describe one of the [24 pictures](#) on our website and students have to guess which landscape it is.

Homework: exercises 28 and 29.

Thank you