

# TOURIST INFORMATION: Session 3- Exotic destinations



## Situation

[Script](#)


As you already know, Alan Bennet is visiting Bali, a mythical and magical exotic destination. Listen to him asking for information at the tourist office.





**Alan Bennet:** Good morning.

**Information officer:** Good morning sir, how can I help you?

**Alan Bennet:** Well, we're going to stay here for a week and we'd like some information on good places to visit, well, things to do in general.

**Information officer:** Of course, you are on a spectacular island surrounded by  sparkling coral seas and full of volcanic mountains and lakes, ancient temples, palaces, religious festivals and ceremonies...a combination of modern tourist facilities and medieval culture.

**Alan Bennet:** Oh! It's amazing. We love doing sports and  diving seems to be a must on the island, doesn't it?

**Information officer:** Certainly, Sir. You are in the perfect place to go surfing,  sailing , rafting, fishing or diving.

**Alan Bennet:** I see and what water sport activities would you recommend?

**Information officer:** Well...let's see. Look at this brochure, there is a water sport day trip at Lembongan Island where you'll find water slides in the sea, windsurfing, banana boats, sailing and diving trips at Nusa Penida.

**Alan Bennet:** Uh! It sounds really good. And can we get the tickets here?

**Information officer:** Sure. It is \$ 50 per person and it includes water sports, lunch, as much beer, soft drinks, mineral water as you can drink for the day and transfers to and from your hotel.

**Alan Bennet:** Ha, ha! And...what time does the cruise depart?

**Information officer:** Well...It departs at 9.30 a.m. from Benoa Harbour on a traditional Balinese boat, so it means that they'll pick you up from your hotel at around 8.30 a.m.

**Alan Bennet:** That's great! We'll take it.

**Information officer:** Ok. So here are your tickets. With these tickets you get a special 50% discount to go to some of the best restaurants in Bali to enjoy eating the many different tastes this diverse country has to offer.

**Alan Bennet:** Oh! That's 🙌 awesome! And what about the floating Tanah Lot Temple? We're also interested in visiting Bali Temples, I've read on the Internet that they are places of great activity during festivals.

**Information officer:** That's right! They are ornately decorated during festivals with traditional dance performances. The floating Tanah Lot temple is built on a volcanic 🙌 outcrop on Bali's 🙌 rugged west coast. It's worth visiting.

**Alan Bennet:** Definitely, we'll do it. Thank you so much! You've been very helpful.

**Information officer:** You're really welcome, sir. Have a nice stay.

# 1. What to say: Writing a descriptive composition

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## Quotes to make you think

"The only thing bad about a holiday is it is followed by a non-holiday"  
*Anonymous*



## Think about it

Is your city a popular destination for tourists? Why? What tourist attractions does it have? How would you describe the nightlife?

When writing a descriptive composition about a popular tourist destination you should include the following information:



- ✓ **Introduction:** Give the name and location of the place and the reason why people should visit it, why it is famous.
- ✓ **Main Body:** Describe the main aspects of the place in detail, for example what you can see and do there. You should refer to landscape, buildings, 🗺️ landmarks, sights to see, places to go, etc.
- ✓ **Conclusion:** Express your feelings and opinions and/or give a recommendation. To express your impressions you can use the following adjectives: breathtaking, delightful, eye-catching, outstanding, overwhelming, picturesque, superb, etc.

## USEFUL PHRASES WHEN DESCRIBING TOURIST DESTINATIONS.

1. It is situated / It is located...
2. It is in the north / south / east / west / south-east of....
3. It is on the north / south / east / west coast of...
4. It is in the centre / heart / middle
5. The most fascinating / 🗺️ lively/ interesting... part of the city is...
6. The most famous attraction is ...
7. There is plenty of...
8. The town centre has ...
9. The nightlife is ...
10. The city is well-known for its ...
11. To my 🗺️ amazement / astonishment / delight / surprise, the city...
12. The most noticeable / outstanding feature of the city is...
13. What 🗺️ strikes / impresses / delights visitors about the city is...



## A step ahead

If you want to know more useful phrases to describe tourist destinations, click on the following link:

[Text summary](#)



## Translation

Click to read the Spanish translation:

Show Feedback



# 1.1. Now you put it into practice (I)



## Self-evaluation

The following adjectives are normally used in descriptive texts; match the adjectives on the left to their opposites on the right.

### Matching exercise

| Adjective     | Number                | Opposite         |
|---------------|-----------------------|------------------|
| Charming      | <input type="radio"/> | 1. Unknown       |
| Peaceful      | <input type="radio"/> | 2. Local         |
| Beautiful     | <input type="radio"/> | 3. Wide          |
| Famous        | <input type="radio"/> | 4. Old-fashioned |
| Modern        | <input type="radio"/> | 5. Ugly          |
| Narrow        | <input type="radio"/> | 6. Boring        |
| Exciting      | <input type="radio"/> | 7. Unattractive  |
| Popular       | <input type="radio"/> | 8. Unpopular     |
| International | <input type="radio"/> | 9. Hectic        |

Submit

# Self-evaluation

Read the following descriptive text about London then click on the button below.

Set in the heart of southern England, London is one of the biggest and busiest cities in Europe. London attracts millions of visitors every year from all over the world, yet never loses its own unique charm.

Ranging from the historical beauty of St. Paul's Cathedral and Big Ben to Buckingham Palace and the Houses of Parliament. In this city of contrasts, you can be walking along one of the busiest streets, yet still be less than a mile from one of the many huge, peaceful parks. The National Gallery contains one of the finest collections of classical paintings in the world.

London is also well known for other things apart from its monuments and art galleries. Shoppers will enjoy visiting the department stores on Oxford Street or they could try Harrods, the most exclusive shop in London. For evening entertainment, the choice of theatres is enormous. From the famous Southbank Theatre complex to the smallest theatres on Covent Garden, there is no end of plays to see.

A truly modern city that has managed to keep its traditional style and sense of history. You may get exhausted in London, but one thing is certain; you will never get bored- as Dr. Johnson once said, "When a man is tired of London, he is tired of life."

Adapted from: <http://prosites-eslflow.homestead.com/descriptivewriting.htm>

Submit

## 2. How to say it: Verb patterns- To infinitive and -ing form

If you look at the following examples, you will realize that in English there are different verb patterns.



- ✓ *Would you **mind** closing the window.* (**Mind** + -ing form).
- ✓ *It was late, so I **decided** to take a taxi to get to the airport on time.* (**Decide** + to infinitive).
- ✓ *I **want** you to book the tickets online.* (**Want** + object + to infinitive).
- ✓ *They didn't **let** me smoke on the plane.* (**Let** + object + infinitive without to).
- ✓ *Do you **remember** going to Disneyland Paris when you were a child?* (**Remember** + -ing form).
- ✓ ***Remember** to send the fax to the travel agency.* (**Remember** + to infinitive).

As you can see it depends on the first verb if we need infinitive or -ing form after it. In the following table you will see which verb pattern each verb needs:

### Verb patterns

| Verb + -ing form |            | Verb + to infinitive |            | Verb + object + to infinitive | Verb + object + infinitive without to |
|------------------|------------|----------------------|------------|-------------------------------|---------------------------------------|
| Avoid.           |            | Aim                  |            | Advise                        |                                       |
| Be               |            | Arrange              |            | Allow                         |                                       |
| used to          | Go on      | Ask                  |            | Ask                           |                                       |
| Be               | Hate       | ✎ Cannot afford      |            | Beg                           |                                       |
| worth            | Look       | Be about to          |            | Command                       |                                       |
| Cannot           | forward to | Decide               |            | Expect                        |                                       |
| help             | Love       | Deserve              |            | ✎ forbid                      |                                       |
| Can't            | Mind       | Expect               |            | help                          |                                       |
| stand            | Miss       | Fail                 |            | invite                        | Let                                   |
| Deny             | ✎ Put off  | Hope                 |            | order                         | Make                                  |
| Dislike          | Risk       | Manage               |            | persuade                      |                                       |
| Enjoy            | Suggest    | Need                 |            | remind                        |                                       |
| Feel             | ✎ There's  | Offer                |            | tell                          |                                       |
| like             | no point   | Plan                 | Promise    | want                          |                                       |
| Get              | ✎ There's  | Refuse               | Seem       | warn                          |                                       |
| used to          | no use     | ✎ Swear              | Used to    | would like                    |                                       |
| ✎ Give           |            | Want                 |            | wish                          |                                       |
| up               |            | Wish                 | Would like |                               |                                       |



## A tip

Pay attention to those verbs which can be used with two different verb patterns, for example, **remember**, **forget** and **like**.



## Verbs + -ing form or to infinitive with a difference of meaning

| Verb     | Meaning 1: Verb + -ing form   | Meaning 2: Verb + to infinitive  |
|----------|---|--|
| Remember | Remember + -ing form:<br><i>I remember going to Disneyland when I was a child.</i><br>(Acordarse de haber hecho algo) | Remember + to infinitive:<br><i>Remember to send the fax to the travel agency.</i><br>(Recordar hacer algo).   |
| like     | like+ ing<br><i>I like playing golf</i><br>(disfrutar, gustar)  | like + infinitive<br><i>I like to go in to the office very early so I can get some work done before the phones start ringing.</i><br>(= preferir hacer algo- no hay indicación de gustar o no)<br>Note: this difference is only true in GB English. In US English, like + to = like + -ing |
| Forget   | Forget + -ing form:<br><i>I'll never forget visiting Bali.</i><br>(Olvidarse de haber hecho algo).                    | Forget + to infinitive:<br><i>Don't forget to bring the brochures.</i><br>(Olvidar hacer algo).  |
| Stop     | Stop + -ing form:<br><i>We stopped travelling with low cost airlines.</i><br>(Dejar de hacer algo).                   | Stop + to infinitive:<br><i>We stopped to visit the museum.</i><br>(Parar para hacer algo).  |
| Mean     | Mean + -ing form:<br><i>My new job means moving to a different country.</i><br>(Implicar algo).                       | Mean + to infinitive:<br><i>I didn't mean to hurt you.</i><br>(Tener la intención de algo).  |
| Regret   | Regret + -ing form:<br><i>I regret travelling with him.</i><br>(Arrepentirse de haber hecho algo).                    | Regret + to infinitive:<br><i>We regret to tell / inform you that you haven't got the position you applied for.</i><br>(Lamentar informar o decir algo).   |
| Go on    | go on + _ing form<br><i>He went on talking as if nobody had said anything</i><br>(continuar con lo que ya hacía)      | Go on +infinitivo<br><i>He went on to talk about other things but it was what he first said that impressed me</i><br>(dejar algo para hacer otra cosa)   |

## Other uses of -ing form.

In the tables above we have studied that the form -ing is used after certain verbs. And now we are going to study other uses of this form:

- ✓ After prepositions: *Apart from looking at the brochure, I'll go to the travel agency.*
- ✓ As the subject of a sentence: *Travelling to exotic destinations is my dream.*
- ✓ After verbs of perception like *hear, see, watch, feel, notice...* you can use two structures:
  - Verb of perception + object + infinitive without to: *I saw him cross the road.* (= from beginning to end)
  - Verb of perception + object + -ing form: *I saw him crossing the road.* (= part of the action, not all)



## A step ahead

For a full list of verb patterns, click on the following link:

[Verb patterns](#)



## Translation

Click to read the Spanish translation:

[Show Feedback](#)

## 2.1. Now you put it into practice (II)



### Think about it

Complete the following sentences so that they are true for you:

- ✓ I never let my brother / sister.....
- ✓ I'll never forget....
- ✓ I really enjoy....
- ✓ I want my teacher...
- ✓ I'm thinking of...



### Self-evaluation

Complete the sentences using the following verbs in the correct form. Use each verb only once:

Smoke → Talk → Dance → Hear → Visit → Close → Travel → Take  
→ Leave → Go

- ✓ They enjoy [ ] during the traditional festivals of the village.
- ✓ The plane was about to [ ] when we arrived at the airport.
- ✓ We are looking forward to [ ] from you soon.
- ✓ Would you mind [ ] the window, please?
- ✓ They went on [ ] although they were tired.
- ✓ Don't forget [ ] photos.
- ✓ Bali is definitely worth [ ]
- ✓ Are you thinking of [ ] to Disneyland next summer?
- ✓ Please, stop [ ] I've got a headache.
- ✓ [ ] on the plane is not allowed.

Submit

# Self-evaluation

Match the halves of these sentences to form correct sentences.

## Matching exercise

| First part                     | Letter                | Second part               |
|--------------------------------|-----------------------|---------------------------|
| I don't allow my students.     | <input type="radio"/> | A. me feel sad.           |
| Your behaviour makes.          | <input type="radio"/> | B. help you.              |
| Let me.                        | <input type="radio"/> | C. driving every day.     |
| I want you.                    | <input type="radio"/> | D. to travel by plane.    |
| The thief denied.              | <input type="radio"/> | E. to smoke in class.     |
| She got used to.               | <input type="radio"/> | F. stealing the money.    |
| I would like.                  | <input type="radio"/> | G. to tell me the truth.  |
| For health reason, we stopped. | <input type="radio"/> | H. to buy some souvenirs. |
| We stopped.                    | <input type="radio"/> | I. study really hard.     |
| She made him.                  | <input type="radio"/> | J. smoking last year.     |

Submit



## You should know

Choose the correct verb pattern:

[Infinitive or -ing form 1](#)

[Infinitive or -ing form 2](#)

[Infinitive or -ing form 3](#)





## A step ahead

For more practice on verb patterns click on the following link:

[Verb patterns.](#)

## 2.2. Intensifying adverbs

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Sometimes, when we describe something or some experience, we want to give emphasis so as to express our feelings and emotions associated to it. This emphasis can be conveyed by what can be called **intensifiers**.



- ✓ Intensifiers are degree adverbs and can be used:
  - Before gradable adjectives, that is adjectives which express qualities that can exist in different degrees.  
For example: *big, comfortable, common, dirty, important, quiet, rich, young...*  
**Intensifying adverbs which can be used with gradable adjectives** are: *awfully, extremely, deeply, fairly, hugely, immensely, pretty, rather, really, reasonably, slightly, terribly, very.*
  - Before non-gradable adjectives, that is adjectives which express extreme qualities.  
For example: *awful, dreadful, enormous, furious, huge, impossible, invaluable, terrible, wonderful, useless...*  
**Intensifying adverbs which can be used with non-gradable adjectives** are: *absolutely, completely, entirely, pretty, really, simply, totally, utterly.*



### A tip

The intensifying adverbs **really** and **pretty** can be used with both gradable and non-gradable adjectives.

- ✓ Intensifying adverbs can be positive or negative:
  - *It was an **amazingly** large number of people* (positive)
  - *An **awfully** bad film* (negative)

Sometimes a negative intensifier is used before a positive adjective, which produces a confusing effect. However, it results in great emphasis. This is particularly popular with upper-class British people.

- ✓ *What a **ridiculously interesting** thing!* (negative intensifier + positive adjective).

Intensifiers can be divided into **amplifiers** and **downtoners**.

- ✓ **Amplifiers** are those which increase or amplify the quality or state expressed by the adjective. The most common amplifiers are: *absolutely, amazingly, deeply, entirely, really, so, strongly, terribly, too, totally, very, etc.*
  - *It was **really** good!*
  - *Is it **so** expensive?*
  - *She's **very** happy now.*
  - *That was **too** bad.*
- ✓ **Downtoners** are those adverbs which decrease the quality or state expressed by the adjective. The most common downtoners are: *barely, fairly, hardly, quite, rather, relatively, slightly and somewhat.*
  - *It was **rather** late.*
  - *That's **quite** interesting.*
  - *It's a **slightly** humorous article.*
  - *He was **somewhat** offended.*



## A step ahead

To know more about those intensifying adverbs which can be used with gradable and non-gradable adjectives, click on the following link:

[Gradable and non-gradable adjectives.](#)



## Translation

Click to read the Spanish translation:

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## 2.3. Now you put it into practice (III)

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# Now it's your turn

Match the following gradable adjectives with their corresponding non-gradable adjectives.

## Matching exercise

| Gradable adjectives | Letter                | Non-gradable adjectives |
|---------------------|-----------------------|-------------------------|
| Angry               | <input type="radio"/> | A. Essential            |
| Big                 | <input type="radio"/> | B. Delightful           |
| Clever              | <input type="radio"/> | C. Brilliant            |
| Expensive           | <input type="radio"/> | D. Extraordinary        |
| Happy               | <input type="radio"/> | E. Delighted            |
| Important           | <input type="radio"/> | F. Endless              |
| Long                | <input type="radio"/> | G. Amazed               |
| Pleasant            | <input type="radio"/> | H. Exhausted            |
| Surprised           | <input type="radio"/> | I. Furious              |
| Tasty               | <input type="radio"/> | J. Exorbitant           |
| Tired               | <input type="radio"/> | K. Devastated           |
| Unusual             | <input type="radio"/> | L. Delicious            |
| Upset               | <input type="radio"/> | M. Huge                 |

Submit



## You should know

Choose the correct adverb for the following gradable or non-gradable adjectives:

[Gradable and non-gradable adjectives quiz.](#)

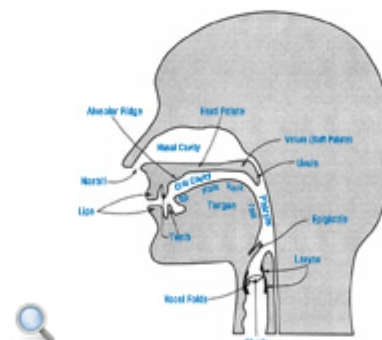
Click on the following link to do the activity on intensifying adverbs

 [Intensifying adverbs](#)

## 2.4. Pronunciation of the phoneme /ŋ/

The most important characteristics of this sound are:

- ✓ Nasal sound: When you pronounce it the air escapes through the nose.
  - ✓ Velar sound: The back of the tongue must be against the soft palate.
  - ✓ Voiced sound: The vocal cords vibrate when you pronounce this sound.
- This phoneme can appear:



- ✓ In the middle of a word:

**ng:** *finger* /'fɪŋgə(r)/, *angry* /'æŋgri/, *longer* /lɒŋgə(r)/, *singer* /'sɪŋə(r)/

**nk:** *donkey* /'dɒŋki/, *monkey* /'mʌŋki/, *ankle* /'æŋk(ə)l/

**nc:** *uncle* /'ʌŋk(ə)l/

Note: it is the same sound pronounced in Spanish with the letters **ng** in **tengo**.

As you can see from the examples, the spelling **nk**, **nc** is always pronounced with /ŋk/. However the spelling **ng**, when it is in the middle of a word, can be pronounced with /ŋg/ or simply /ŋ/. The difference lies in the way the words are constructed. For example, the word *singer* is derived from the word **sing** and the suffix **-er** is added. However, the word *finger* is not derived from any other word. Therefore, words which are derived are pronounced with /ŋ/ unlike words which are not derived from other words.

But, there is an exception to this rule. It is the case of comparatives and superlatives. They do not follow the rule explained above. Although they are derived from another adjective plus the suffix **-er/-est**, they are always pronounced with /ŋg/ like *longer* /lɒŋgə(r)/.

- ✓ At the end of a word:

**ng:** *long* /lɒŋ/, *song* /sɒŋ/, *thing* /θɪŋ/, *wing* /wɪŋ/, *wrong* /rɒŋ/

**nk:** *think* /θɪŋk/, *thank* /θæŋk/

At the end of a word the spelling **ng** is always pronounced /ŋ/ and the spelling **nk** always /ŋk/




## You should know

Can you notice the difference between these two sounds? Read them aloud.

/n/

sin.

thin.

 ban

win.

sinner.


ran.

ton

/ŋ/

sing.

thing.

 bang

 wing

singer.

rang.

tongue.



## Translation

Click to read the Spanish translation:

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## 2.5. Now you put it into practice (IV)



### Self-evaluation

How do you pronounce the spelling *ng* in the following words? Write 1 or 2 according to their pronunciation.

#### Matching exercise

| Example      | Number                | Pronunciation |
|--------------|-----------------------|---------------|
| Youngest.    | <input type="radio"/> |               |
| Language.    | <input type="radio"/> |               |
| Singer.      | <input type="radio"/> | /ŋ/           |
| Longer.      | <input type="radio"/> |               |
| Ingredients. | <input type="radio"/> |               |
| Finger.      | <input type="radio"/> |               |
| Walking.     | <input type="radio"/> |               |
| Young.       | <input type="radio"/> |               |
| England.     | <input type="radio"/> | /ŋg/          |
| Wrong.       | <input type="radio"/> |               |
| Tongue.      | <input type="radio"/> |               |

Submit

# Self-evaluation

Read the following transcriptions aloud and write the corresponding word:

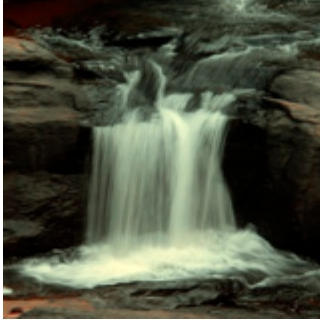
- ✓ /wɪŋ/:
- ✓ /θɪŋ/:
- ✓ /sɪŋɪŋ/:
- ✓ /'i:vniŋ/:
- ✓ /'rɪŋɪŋ/:
- ✓ /'lŋk(ə)l/:
- ✓ /tʌŋ/:
- ✓ /rɒŋ/:

Submit

## 3. Words you need: Geographical features

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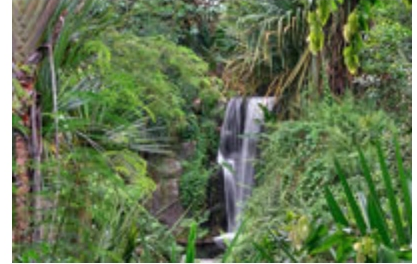
1.



2.



3.



### Think about it

Look at the pictures above. Can you say the names of these geographical features? How many other words related to geographical features can you say?

Which of them can you use to describe the area where you live?

Show Feedback

When describing a country, some of the most characterizing elements are its geographical features. Look at the table below where you will find a list of words that you can use when describing tourist destinations and above all when describing the natural beauty of a place.

### GEOGRAPHICAL FEATURES

---



# Vocabulary

Match the geographical features with their translation.

|             |                      |
|-------------|----------------------|
| Archipelago | <input type="text"/> |
| Bay         | <input type="text"/> |
| Beach       | <input type="text"/> |
| Canyon      | <input type="text"/> |
| Cliff       | <input type="text"/> |
| Coast       | <input type="text"/> |
| Coral reef  | <input type="text"/> |
| Countryside | <input type="text"/> |
| Desert      | <input type="text"/> |
| Forest      | <input type="text"/> |
| Fjord       | <input type="text"/> |
| Glacier     | <input type="text"/> |
| Gulf        | <input type="text"/> |
| Hill        | <input type="text"/> |
| Lake        | <input type="text"/> |

Check



## Vocabulary

Match the words and their translations.

|                |                      |
|----------------|----------------------|
| Mountain       | <input type="text"/> |
| Mountain range | <input type="text"/> |
| Oasis          | <input type="text"/> |
| Ocean          | <input type="text"/> |
| Peak           | <input type="text"/> |
| Plain          | <input type="text"/> |
| Pond           | <input type="text"/> |
| Rainforest     | <input type="text"/> |
| River          | <input type="text"/> |
| Sea            | <input type="text"/> |
| Shore          | <input type="text"/> |
| Tributary      | <input type="text"/> |
| Valley         | <input type="text"/> |
| Volcano        | <input type="text"/> |
| Waterfall      | <input type="text"/> |

Check



## Translation

Click to read the Spanish translation:

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## **3.1.- Now you put it into practice (V).**



# Self-evaluation

Match the following phonetic transcriptions to each word according to its pronunciation:

## Matching exercise

| Phonetic transcription | Number                | Geographical features |
|------------------------|-----------------------|-----------------------|
| /'væli/                | <input type="radio"/> | A. Desert             |
| /'kænjən/              | <input type="radio"/> | B. Oasis              |
| /'dezət/               | <input type="radio"/> | C. Volcano            |
| /'glæsiə/              | <input type="radio"/> | D. Valley             |
| /əʊ'eɪsɪs/             | <input type="radio"/> | E. Pond               |
| /pɒnd/                 | <input type="radio"/> | F. Glacier            |
| /vɒl'keɪnəʊ/           | <input type="radio"/> | G. Canyon             |
| /rɪf/                  | <input type="radio"/> | H. Reef               |
| /beɪ/                  | <input type="radio"/> | I. Shore              |
| /ʃɔ:(r)/               | <input type="radio"/> | J. Bay                |
| /,ɑ:kɪ'peləgəʊ/        | <input type="radio"/> | K. Archipelago        |

Submit

# Self-evaluation

Read the following description about the geography of the United States:

The eastern United States has a varied topography. A broad, flat coastal plain lines the Atlantic and Gulf shores from the Texas-Mexico border to New York City, and includes the Florida peninsula. Areas further inland feature rolling hills and temperate forests. The Appalachian Mountains form a line of low mountains separating the eastern seaboard from the Great Lakes and the Mississippi Basin. The five Great Lakes are located in the north-central portion of the country, four of them forming part of the border with Canada. The southeast United States contain subtropical forests and, near the gulf coast, mangrove wetlands, especially in Florida. West of the Appalachians lies the Mississippi River basin and two large eastern tributaries, the Ohio River and the Tennessee River. The Ohio and Tennessee Valleys and the Midwest consist largely of rolling hills and productive farmland, stretching south to the Gulf Coast. Alaska contains some of the most dramatic and untapped scenery in the country. Tall, prominent mountain ranges rise up sharply from broad, flat tundra plains. On the islands off the south and southwest coast are many volcanoes. Hawaii, far to the south of Alaska in the Pacific Ocean, is a chain of tropical, volcanic islands, popular as a tourist destination for many from East Asia and the mainland United States.

Adapted from: [http://en.wikipedia.org/wiki/Geography\\_of\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Geography_of_the_United_States)

Read the text again and find words in the text for the following definitions:

- ✓ The physical features of an area of land:
- ✓ An area of land that is almost surrounded by water but is joined to a larger piece of land:
- ✓ Relating to or denoting a region or climate characterized by mild temperatures:
- ✓ A river flowing into a larger river or lake:
- ✓ A low area between hills or mountains, typically with a river or stream flowing through it:
- ✓ The large flat Arctic regions of northern Europe, Asia and North America where no trees grow and where the soil below the surface of the ground is always frozen:
- ✓ A large area of flat land with few trees:

Submit



## A step ahead








To review words related to geography, click on the following link:

[Geographical features](#)

# **Appendix: Licences of resources**

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## Licences of Resources used in s

| Resource (1)  | Resource information (1)  |
|---|---|
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## Historial de actualizaciones

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|--|--|--|--|
| <b>Versión: 01.02.01</b>   |  | <b>Fecha de actualización: 06/02/19</b>      |  |
| Actualización de materiales y correcciones menores.  |  |  |  |
| <b>Versión:</b><br>01.02.00  | <b>Fecha de actualización:</b><br>07/03/18 | <b>Autoría: Alistair James Alan Watson .</b> |  |
| <b>Ubicación: 1</b><br><b>Mejora (tipo 1):</b> pequeñas enlaces y enlaces rotos<br><b>Ubicación:</b> Comunicación<br><b>Mejora (tipo 2):</b> Añadir otro ejercicio de comprensión lectora  |  |  |  |
| <b>Versión:</b><br>01.01.00  | <b>Fecha de actualización:</b><br>13/03/17 | <b>Autoría: Alistair James Alan Watson .</b> |  |
| <b>Ubicación:</b> Communication<br><b>Mejora (tipo 2):</b> En las sesiones de la unidad no hay comprensión auditiva y solamente un ejercicio de audio en el apartado de comunicación. Propongo incluir un mínimo de 2 audios más (relevantes para el tema) para que el alumnado pueda mejorar su comprensión auditiva. En las sesiones de la unidad no hay comprensión auditiva y solamente un ejercicio de audio en el apartado de comunicación. Propongo incluir un mínimo de 2 audios más (relevantes para el tema) para que el alumnado pueda mejorar su comprensión auditiva. |  |  |  |
| <b>Versión: 01.00.00</b>   |  | <b>Fecha de actualización: 04/02/14</b>      |  |
| Versión inicial de los materiales.   |  |  |  |