

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Recognizes lexical sets. - Recognizes logical connections between words – things have common colours. - Understands that information can be presented as tables and line graphs.	- Recognizes target words (red and green) in isolation and spoken context. - Close copies words into the correct place in a text.	- Recruitment to broad topic. - Recognizes information of relevance to own world.

Introduction

Exploit the visual and use it to teach the word *scientist*. Write *Do you want to be a scientist?* on the board.

Exercise B

Set the task. Students complete individually. Elicit answers.

Say red vocabulary words in isolation at random. Students point to the correct word on the list (see notes for Theme 1, Section 1, Lesson 1).

Exercise A

Set the task. Students complete individually. Elicit answers.

Revise the sounds of *g* by writing the words containing the letter *g* on the board and asking students to pronounce each word correctly.

Answers

- nine colours: black, blue, brown, green, grey, orange, red, white, yellow
- seven natural features: forest, island, lake, mountain, river, sea, sky
- five weather conditions: (choose from) cloud, fog, rain, snow, sun, thunderstorm, wind

Answers

- | | |
|----------|--------------------------------------|
| 1 grass | c green |
| 2 cloud | g white, grey or black |
| 3 sun | d red, yellow or orange |
| 4 sky | a blue or grey |
| 5 flower | e red, yellow, orange, white or blue |
| 6 snow | f white |
| 7 tree | b brown and green |

Lesson 1

Exercise C

Say the green vocabulary words. Set the task. Play the recording. Students complete individually, then compare answers. Play the recording again if necessary. Then write the correct answers on the board for students to self-correct.

Exploit the table and graph in order to teach all the necessary vocabulary: *facts, columns, blocks, lines, table, graph.*

Ask questions about the table, e.g.,

*What's the average temperature in Abu Dhabi in October?
What's the average temperature in London in January?
How much hotter is Abu Dhabi than London in July?*

Point out that these are the *average* temperatures – therefore if it is 45°C in the middle of the day and 25°C at night, the average temperature is $45^{\circ}\text{C} + 25^{\circ}\text{C} = 70^{\circ}\text{C} \div 2 = 35^{\circ}\text{C}$.

Tapescript and Answers

Science is the study of how things work in the world. A scientist usually works in a laboratory. He or she tests things to find out the facts. He or she often puts the facts in a table, with columns of information, or in a graph, with blocks or lines that represent the information.

Closure

- 1 Further exploit the table. Give a piece of data and get students to tell you what it represents, e.g.,

Teacher: 19?

Students: (Average) temperature in Abu Dhabi in January.

- 2 Further exploit the graph. Get students to cover the table and find the answers from the graph this time, e.g.,

Teacher: What is the temperature in London in January?

Students: (reading from the graph) 4.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Understands that there is something called 'scientific method'. - Recognizes that scientific method has various elements. - Recognizes that talks are divided into subpoints. - Remembers pronunciation of four vowels. - Remembers pronunciation of /p/. - Applies information to the real world.	- Activates schemata. - Recognizes a speaker's move to a new sub-point. - Understands definitions of words in spoken context. - Records spoken information in notes. - Correctly produces key vowel sounds. - Correctly produces /p/.	- Recruitment to specific topic. - Increases confidence in following a talk.

Introduction

Revise the green words from the previous lesson. Refer students to the visual to reinforce the idea of *scientist*. Elicit different kinds of scientist.

Language and culture note

There are words for the main branches of science that are nearly the same in Arabic (although there are other more common words in some cases):

chemistry – *keemia*

biology – *beeyooloogia*

physics – *fizia*

Exercise B

Exploit the visual. Students read the extract. Students ask and answer the questions in pairs. Elicit answers.

Answers

- 1 In a newspaper with TV and radio listings.
- 2 9.15.
- 3 Science as a career.
- 4 People who want to be scientists.

Exercise A

Set the task. Monitor. Ask some of the students to report back on their conversations.

If they all say they don't want to be a scientist, say perhaps this theme will change their minds!

Exercise C

Set the task and play the recording. Elicit answers.

Tapescript

Introduction

Arthur Burns: This week on *So you want to be...* we are looking at the job of the scientist. What is

Lesson 2

science? What do scientists do? What is scientific method? And the most important question of all: Is science the right career for you?

Part 2

Arthur Burns: First, what is science? Science is the study of how things work in the world. The word science comes from Greek and Latin words meaning 'to know'.

What do scientists do? Well, scientists are not satisfied just to think something is true. They must prove it. Proving means showing that something is always true. In this way, scientists are different from other people. Let me show you the difference.

I know that plants need sunlight and water to live. At least, I think that's true. But thinking is not enough for a scientist. If a scientist thinks something is true, he or she wants to prove it.

How can scientists prove that something is true? They must follow the scientific method. A method is a way of doing something. But what is the scientific method? It works like this: Firstly, a scientist makes a hypothesis, which means an idea of the truth. Then he or she tests the hypothesis. Scientists can test hypotheses in two main ways. They can do an experiment, which means a test in a laboratory. Scientists study what happens during the experiment. Or they can do research, which means looking up information. They usually do research in a library or, nowadays, on the Internet. With research, scientists look at what happened in the past.

In both cases – experiments and research – they collect data. Data is information before it is organized. Then they display the results in a table or a graph. Then they draw conclusions. Conclusions are what you learn from an experiment. The hypothesis is proved – or disproved.

Does this sound interesting to you? Is science the right career for you?

Answers

Topics will be as listed, and in the order listed.

Exercise D

Give students time to read everything through before you play the recording.

Students complete individually, then compare answers. Write the correct answers on the board for students to check. Go over any answers students had difficulty with.

Tapescript

[REPEAT OF EXERCISE C PART 1]

Answers

- 1 g showing that something is always true
- 2 e a way of doing something
- 3 c an idea of the truth
- 4 a a test in a laboratory
- 5 b looking up information, e.g., in a library
- 6 d information before it is organized
- 7 f what you learn from an experiment

Exercise E

This is a guided note-taking activity. Give students time to read the note extract. Set the task and play the recording.

Students complete individually then compare answers. Play the recording again if necessary.

Elicit the answers and write them on the board (NB: *just* the answers – see extra activity below), preferably using an OHT of the extract. Point out the word *test* here is used as a verb and that *draw* has a different meaning in this context.

Lesson 2

Tapescript

[REPEAT OF EXERCISE C PART 1]

Answers

Science = Greek/Latin 'to know'

Science = knowing things + proving things

Scientific method:

Make a hypothesis.

Test the hypothesis

Do an experiment

or do some research.

Collect data.

Display the results in a table or a graph.

Draw conclusions.

Prove or disprove the hypothesis.

Extra activity

Ask students to close their books. Use the list of correct answers on the board as prompts to elicit and consolidate the complete phrase, e.g.,

Teacher: Make.

Students: *Make a hypothesis.*

Exercise F

- 1 Students complete individually.
- 2 Play the recording. Students compare answers. Elicit answers and give extra pronunciation practice where necessary.

Tapescript and Answers

	A	B	C	D
	fill	feel	have	half
	/ɪ/	/i:/	/æ/	/ɑ:/
display	✓			
even		✓		
enough	✓			
graph				✓
Greek		✓		
happen			✓	
if	✓			
lab			✓	
past				✓
plant				✓

Exercise G

- 1 Students discuss in pairs.
- 2 Play the recording. Elicit answers. Give extra practice where necessary.

Tapescript and Answers

- a prove
- b display
- c both
- d table
- e past
- f disprove
- g hypothesis
- h experiment
- i lab
- j happen

Closure

Go back to Exercise D. Students have books closed. Give the definition and elicit the word.

Play the programme again.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers key words from the theme. - Understands the value of trying to predict the next word. - Understands that the letters <i>th</i> make two common sounds – /θ/ and /ð/. - Understands there are two vowel sounds – /e/ and /ɜ:/.	- Predicts the next word in a sentence. - Correctly relates sight to sound for words with <i>th</i> – /θ/ and /ð/. - Correctly relates sight to sound with vowel sounds /e/ and /ɜ:/.	Increases confidence in understanding spoken language.

Introduction

Revise the talk given by Arthur Burns in Lesson 2.
(If you prefer, hand out copies of the transcript for students to follow while you play the recording again.)

Exercise A

Tell students these are all words from Lesson 2 of this theme. If students find it difficult, supply the first letter of each word. Students do as much as they can individually, then continue with a partner. Elicit answers, checking for pronunciation and spelling.

Answers

1				R	E	S	E	A	R	C	H			
2				C	O	N	C	L	U	S	I	O	N	S
3	E	X	P	E	R	I	M	E	N	T	S			
4					M	E	T	H	O	D				
5					K	N	O	W						
6			H	Y	P	O	T	H	E	S	I	S		
7					S	C	I	E	N	T	I	F	I	C
8					R	E	S	U	L	T	S			
9					D	A	T	A						

Exercise B

Remind students how they predicted language, i.e., content in Theme 3 Section 1 Lesson 4. This activity gives them more specific practice with this particular sub-skill.

EITHER follow the procedure for previous Skills Checks OR with students' books closed, write the example sentences on the board (or say them) without the final word in bold. Students try to predict/guess the final word.

Then students read the box and discuss the questions.

Answers

- 1 It's about predicting words.
- 2 It helps you to listen with understanding.

Exercise C

Check carefully that students understand the task.

- 1 Give plenty of time for students to remember what these words mean/how they were used in the radio programme but do not attempt to re-explain them. It is important that students find some kind of aural 'trace' in their own memories.
- 2 Play each sentence. Stop the recording when there is a pause. Students number the words in the yellow box.

Lesson 3

Feed back after each sentence then continue the recording for students to self-check. You may need to hold a sentence for a long time for students to consider and reject possibilities. Note that Arthur says each sentence again without the pause so students get to hear the whole thing and hopefully can hear why it was that word.

Tapescript

- Arthur Burns:
- 1 Science is the study of how things work in the [PAUSE] world.
 - 2 The word 'science' comes from Greek and Latin words meaning to [PAUSE] know.
 - 3 Scientists must prove that something is [PAUSE] true.
 - 4 They must follow the scientific [PAUSE] method.
 - 5 Scientists must collect [PAUSE] data.
 - 6 They display the results in a table or [PAUSE] graph.

Answers

- 1 world
- 2 know
- 3 true
- 4 method
- 5 data
- 6 graph

Methodology note

It may seem strange that students number the words, rather than simply saying them, but this is to give the weaker students more processing time to work out what comes next. Clearly, in real life you only have a split second – but if students do not believe it is possible, because they never prove to themselves that they can do it, they will never get up to real-world speed.

Extra activity

Read out other sentences from the talk for this theme or previous themes. Pause before the end of each sentence for students to predict the final word.

Exercise D

If you like, briefly revise pronunciation of words with *g* from the previous theme.

Say the words in Skills Check 2.

- 1 Set the task for individual completion.
- 2 Play the recording. Students compare answers. Practise saying some of the words.

Tapescript and Answers

A	B
think	this
/θ/	/ð/
thing	the
hypothesis	then
truth	they
both	there
	with
	that

Lesson 3

Language and culture note

There are no blends in Arabic, so students will always have problems with the idea that two letters can make one sound. However, they will obviously have met this digraph with its two sounds many times before. In Arabic, both sounds exist but they are written as separate letters. In fact, there are three sounds in Arabic made at the same point of articulation, because they also have a pharyngealized version of the voiced consonant – it is best mimicked by saying the voiced sound with a slack jaw. This is so unusual that Arabs sometimes call themselves ‘the people of *thaad*’ and Arabic ‘the language of *thaad*’.

When do we say the voiced and when do we say the unvoiced consonant? There are no teachable rules, except perhaps to say that the voiced consonant is more common in function words (*the, that, then*) and the unvoiced more common in content words (*thing, truth, hypothesis*).

many

any

head

again

Answers

1/2 *she* is the odd one out because it has a long /i:/.

3 They all have the sound /ɜ:/.

Extra activity

Elicit more words with the sound in *her*.

Closure

Dictate some of the key words from this theme.

Exercise E

- 1 Students discuss in pairs. Do not elicit the answer.
- 2 Play the recording. Elicit the answer.
- 3 Set a time limit of one minute to find the answer.
- 4 Read Skills Check 3 aloud, with the students following in their books. Ask students if they got the correct answer in Exercise 3.

Tapescript

test

when

then

pen

she

bed

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers that verbs can be collocated with noun phrases. - Remembers some principles of active listening. - Remembers information from the talk in Lesson 2. - Understands that certain drinks can be bad for you. - Applies new information to the real world.	- Collocates verbs and noun phrases correctly. - Completes sentences in a logical way.	- Takes part in a discussion. - Gives own ideas and opinions. - Recognizes the value of experiments to prove hypothesis. - Possibly changes behaviour as a result of information in the lesson.

Introduction

Revise the three previous lessons by doing a quiz, e.g.,

What does 'hypothesis' mean?

What's the difference between a table and a graph?

Where does the word 'science' come from?

What's the adjective from the word 'science'?

Exercise A

Set the task. Students complete individually then compare answers. Elicit answers.

Answers

- | | | | |
|---|---------|---|-----------------------------------|
| 1 | Make | g | a hypothesis |
| 2 | Test | e | the hypothesis |
| 3 | Do | a | an experiment or some research |
| 4 | Collect | c | data |
| 5 | Display | f | the results in a table or a graph |
| 6 | Draw | b | conclusions |
| 7 | Prove | d | the hypothesis, or disprove it |

Exercise B

Briefly remind students about the talks by the scientist, Arthur Burns, they have listened to. Set the task and play the recording. Students try to make the sentence. Then play the recording again. Elicit the answer.

Tapescript

Arthur Burns: At the beginning of the programme, I said: I *think* plants need sunlight and water to live. But a scientist isn't satisfied with *think*. He or she wants to *know*. How can I prove that plants need sunlight and water to live? Can you think of an experiment to prove this hypothesis? I'll be back after these messages.

Answer

Think of an experiment to prove that plants need sunlight and water to live.

Lesson 4

Exercise C

Exploit the visual of the plant. If your students are not very scientific, they may need some clues, e.g.,

- you need three plants
- you need black plastic
- you need water

Do not elicit or confirm/correct at this stage.

Tapescript

Arthur Burns: Welcome back. Well, did you think of an [PAUSE] experiment? If you did, perhaps a career in science is right for you. If you didn't ... well, perhaps you would like to hear about my [PAUSE] experiment. Remember: my hypothesis was that plants need sunlight and water to live. The experiment: I bought three plants of the same type. I put each plant into a [PAUSE] pot. The pots were all the same size. I filled each pot with the same kind of [PAUSE] soil. I put each plant pot on a [PAUSE] saucer. I put all three plants outside. I covered Plant 1 with black plastic. So Plant 1 did not have any [PAUSE] sunlight. I watered Plant 1 and Plant 3 for one week but I did not give Plant 2 any [PAUSE] water. What result did I get? Remember: Plant 1 did not have any sunlight. It was yellow and very [PAUSE] small. Plant 2 did not have any water. It was [PAUSE] dead. Plant 3 had sunlight and water. It was green and very [PAUSE] healthy. My conclusion is: Plants need sunlight and water to live I have proved my hypothesis. Have I proved that science is a god career for you?

Exercise D

Make sure students realize that they have to think of a suitable word this time – there is no list of words for them to number. Play each part up to the pause. As before, give weaker students a chance to think of something by

preventing others shouting out. Then elicit ideas. Hold the learning tension for as long as necessary before allowing the recording to run on. Then say the whole sentence yourself without the pause. Move on to the next section plus pause.

Exercise E

Students complete individually then compare answers. Do not elicit.

Exercise F

Make copies of Arthur's speech on page 290 of this book. Hand out to students so they can check their answers to Exercise E.

Give students the opportunity to ask about any other words in the talk they are unsure about the meaning of. You could also spend a few minutes focussing on the simple past tense verbs used throughout.

Answers

Answers depend on students, but here are possible sentences:

- 1 I bought three plants of the same type.
- 2 I put each plant into a pot which was the same size.
- 3 I filled each pot with the same kind of soil.
- 4 I put each plant pot on a saucer.
- 5 I put all three plants outside.
- 6 I covered Plant 1 with black plastic.
- 7 I watered Plant 1 and Plant 3 for one week.
- 8 I did not give Plant 2 any water.
- 9 What result did I get?
- 10 Remember: Plant 1 did not have any sunlight.
- 11 It was yellow and very small.

Lesson 4

- 12 Plant 2 did not have any water.
- 13 It was dead.
- 14 Plant 3 had sunlight and water.
- 15 It was green and healthy.

Exercise G

This can be done as a class or paired activity.

Closure

Play the whole of the programme again.

You might like to end by mentioning the other key part of the scientific method – the idea of the fair test. What made the experiment in Exercise E a fair test?

Possible answers

The same plants.
He put them in pots the same size.
He used the same soil.
He put them all in the same place.

Workbook: Listening

Objectives

Knowledge	Skills	Attitude
- Remembers six common vowel sounds in English – /i/, /e/, /æ/, /i:/, /ɑ:/ and /ɜ:/. - Remembers the topic of the talk from the theme. - Remembers the experiment from the theme.	- Correctly identifies the vowel sound in target words. - Correctly writes sentences from dictation. - Completes a text with the correct words. - Correctly orders the stages of scientific method. - Correctly describes an experiment from diagrams.	- Increases confidence in intensive listening. - Increases confidence in producing spoken language.

Exercise A

Go over the examples. Students complete the task individually. Play the cassette. Elicit answers. Check/revise the meaning of some of the words.

Answers

/i/	/i:/	/æ/	/ɑ:/	/e/	/ɜ:/
enough	even	black	grass	dead	learn
live	green	fact	graph	test	research
river	sea	happen	past	weather	work
wind	tree	have	plant	yellow	world

Tapescript

black dead enough even fact graph grass
 green happen have learn live past plant
 research river sea test tree weather wind
 work world yellow

Methodology note

It is essential that students recognise that there is not a one-to-one relationship between vowel letters and vowel sounds. In fact, each vowel letter can make, in a particular word, any of the vowel sounds. There are, of course, some patterns and students should be encouraged to look for these. In this table, for example, the following patterns are reasonably productive (i.e., useful for predicting other sight/sound relationships) but, of course, there are exceptions.

i = /i/

ee or ea = /i:/

a = /æ/ (but note all the answers under /ɑ:/ also have single a)

e = /e/

ear and or in the centre of words = /ɜ:/ (but many exceptions)

Exercise B

Check students understand the task. Set for individual work and pairwork checking. Play the tape. Feed back in one of two ways:

Either: Get students to exchange books and mark each other's work. They should only put a circle where they think there is a mistake and an oblique where they think something is missing.

Workbook: Listening

Then display the correct version, playing the tape again so students can associate sound and sight.

Or: Display the correct version, so that students can correct their own work. Play the tape again as you go through so students can associate sound and sight.

Do not worry too much about spelling as this is part of the listening work but clearly there are many words here that students at this level should be able to spell perfectly. You should worry about punctuation as this is part of the overall coherence of the text. Students should recognise when the speaker has started a new sentence and make the full stop and capital letter accordingly.

Tapescript and Model answer

Science is the study of how things work in the world.
A scientist usually works in a laboratory.
He or she tests things to find out the facts.
He or she often puts the facts in a table, with columns of information, or in a graph with blocks or lines that represent the information.

Methodology note

Do you regard dictation as old fashioned? It has certainly fallen out of favour but it is in fact a highly effective way of checking your students' ability to listen and make sense of spoken language. The best kind of dictation is one where the students have some idea of the content so can use prediction skills to anticipate what is coming. It is also important not to pause too often so that short term memory is put under pressure therefore resist any temptation to stop the tape.

Exercise C

With Student's Books and Workbooks closed, elicit as much as you can about Juri's talk.

- 1 Set the task and go over the example. Students complete individually then compare answers.

- 2 Play the cassette. Go over any answers students had difficulty with.

Tapescript and Answers

Target words in underlined

What is science? Science is the study of how things work in the world. The word 'science' comes from Greek and Latin words meaning 'to know'.

What do scientists do? Well, scientists are not satisfied just to think something is true. They must prove it. Proving means showing that something is always true. In this way, scientists are different from other people. Let me show you the difference.

I know that plants need sunlight and water to live. At least, I think that's true. But thinking is not enough for a scientist. If a scientist thinks something is true, he or she wants to prove it.

Exercise D

Remind students of the expression 'the Scientific Method'. Write it on the board. Do not ask students to explain.

- 1 Set for individual work and pairwork checking. Do not feed back.
- 2 Play the tape. Feed back orally, getting students to tell you the sentences in the correct order.

Alternative methodology: Cut up the stages and give out sets to pairs or groups of students to arrange and then, if necessary, rearrange during listening.

Workbook: Listening

Tapescript

What is the scientific method? It works like this: Firstly, a scientist makes a hypothesis, which means an idea of the truth. Then he or she tests the hypothesis. Scientists can test hypotheses in two main ways. They can do an experiment, which means a test in a laboratory. Scientists study what happens during the experiment. Or they can do research, which means looking up information. They usually do research in a library or, nowadays, on the Internet. With research, scientists look at what happened in the past.

In both cases – experiments and research – they collect data. Data is information before it is organised. Then they display the results in a table or a graph. Then they draw conclusions. Conclusions are what you learn from an experiment. The hypothesis is proved – or disproved.

Answers

- 2 Collect data to test the hypothesis.
- 5 Decide if the hypothesis is proved or disproved.
- 3 Display the results in a table or a graph.
- 4 Draw conclusions.
- 1 Make a hypothesis.

Exercise E

Set for pairwork.

- 1 Monitor and assist. Get students to explain the experiment, taking it in turns to talk about stages.
- 2 Give students time to discuss this then elicit ideas.
- 3 General discussion.

Answers

Students should be able to say something like this:

He bought three plants of the same type.
He put each plant into a pot. The pots were all the same size.
He filled each pot with the same kind of soil.
He put each plant pot on a saucer.
He put all three plants outside.

He covered Plant 1 with black plastic. So Plant 1 did not have any sunlight.
He watered Plant 1 and Plant 3 for one week but he did not give Plant 2 any water.

Plant 1 was yellow and very small.
Plant 2 was dead.
Plant 3 was green and very healthy.

Hypothesis: Plants need sunlight and water to live. He proved his hypothesis.

Closure

Ask students to think of an experiment to prove the hypothesis:

Plants need soil to grow well.

Possible answer

Two plants.
Give one plant soil and water.
Grow the other plant in water.

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Remembers what an experiment is. - Applies new information to the real world.	- Produces target words (red and green) in isolation and spoken context with good pronunciation. - Follows instructions. - Logically orders stages of an experiment.	- Recruitment to broad topic. - Transfers learning to the real world.

If you want students actually to do the experiment in Exercise C, take in supplies of card, scissors and coloured pencils.

Introduction

Exploit the visual. Elicit as many red vocabulary words as possible. Use sketches to check the meaning of other words from the list.

Highlight key sound-sight relationships, i.e.,

<i>island</i>	is = /aɪ/
<i>brown, flower</i>	/aʊ/ not /əʊ/
<i>snow, yellow</i>	/əʊ/ not /aʊ/
<i>orange</i>	/ɒ/ not /əʊ/
<i>mountain</i>	ou = /aʊ/
<i>colour</i>	ou = /ə/
<i>temperature</i>	silent letter; /ə/ in final syllable

Exercise A

Set for pairwork. Feed back orally.

Exercise B

Play the recording. Drill the words. Highlight the pronunciation difficulties as follows:

<i>ex'plain</i> vs <i>expla'nation</i>	/eɪ/ changes to /ə/
<i>natural</i>	silent letter

Tapescript

diagram
 dust
 experiment
 explain
 explanation
 instruction
 light
 natural
 scatter
 sunrise
 sunset
 vapour

Lesson 1

Exercise C

Refer students to the diagram. Say this is a *diagram*. Give students a minute to think about what the diagram shows.

- 1 Set for pairwork. You might prefer to cut up the instructions and explanation and give them out on pieces of paper. This leads to more natural language such as *This one here. Let's put this first/next/last, etc.* Feed back by getting students to dictate the sentences in the correct order while you write them on the board.
- 2 If possible, let students do the experiment.

Answers

Instructions and explanation

Make a spinner with five sections.

Colour the sections red, orange, yellow, green, blue.

Spin the spinner. What colour do you see?

You should see white, because white light contains all the colours.

When we mix all the colours, we get white.

Exercise D

Set for groupwork. Monitor but do not help and do not feed back at this point – these questions are answered in the rest of the theme.

Closure

Do high-speed checks on the vocabulary from this lesson as follows:

- 1 Say *Name something in this room which is red/green, etc.*
- 2 Say *Where is/are the nearest mountains/lake/river/ sea? etc.*
- 3 Say *When is it very hot/cold? When does it rain? etc.*

Play a game with colours. Say *I'm thinking of something natural. Can you guess what it is?* For example:

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Remembers that letters can make different sounds. - Remembers that <i>d</i> + <i>y</i> can make the sound /dʒ/.	- Activates schemata. - Completes sentences in a conversation logically. - Produces words with known vowel sounds. - Produces /dʒ/ sound when <i>d</i> and <i>y</i> come together. - Practises a conversation.	Recruitment to specific topic.

Introduction

Ask students some questions, or do some activities, which involve the green words from Lesson 1, e.g.,

- What time is sunrise at the moment?*
- What about sunset?*
- What experiment did we do in the last lesson?*
- Draw a diagram of a circle with a triangle inside.*
- Write the names of ten natural things in English.*

Exercise A

Get students to read out the rubric. Check that they understand it. Refer them to the item – the text on the right of the page. Set the reading for individual work. Set the rest of the activity for pairwork. Monitor and assist. Feed back orally.

Answers

- It's information about a competition.
- Just one.
- Draw a diagram.
- You meet a famous scientist.

Exercise B

Make sure students realize that they are going to hear a conversation about the competition.

Set for individual work then pairwork checking. Play the recording. Feed back orally.

Tapescript

Fadia: Hi, Alia. How are you?

Alia: I'm fine, thanks. Have a seat.

Fadia: Thanks. What are you doing?

Alia: I'm thinking about this competition.

Fadia: Oh, a competition. I like competitions.

Alia: Could you help me, then?

Fadia: Yes, of course. I'll give you a hand.

Alia: Thanks. Do you know anything about science and nature?

Fadia: You mean birds and weather and things?

Alia: Yes, things like that.

Fadia: Oh, no. Sorry. I'm afraid I don't.

Alia: That's a pity. Neither do I.

Fadia: Well, let's try, anyway. What are they asking?

Lesson 2

- Alia: OK. This is the first one. Question A. Why is the sky blue?
- Fadia: Well, it's because ... it's the colour of ... it's ... I have no idea.
- Alia: Oh. Question B. Why is the sky red at sunrise and sunset?
- Fadia: Ah, that's easier. It's red because ... the red colour comes from ... No, I don't know that one either. Do you know?
- Alia: No, I don't. OK. Question C. Why are the clouds white or grey?
- Fadia: I really don't know.
- Alia: Well, here's the last one. Why does it rain?
- Fadia: Oh, I know that one.
- Alia: You know this one?
- Fadia: Yes, I do.
- Alia: So what's the answer?

Answers

The final question – *Why does it rain?*

Exercise C

- 1 Set for pairwork. Give students plenty of time to look at the conversation and think about the missing words. Point out that sometimes there is one word missing, sometimes more than one word. Do not feed back.
- 2 Play the recording again. Feed back orally, eliciting full sentences in each case.

Tapescript and Answers

Target words are underlined

- Fadia: Hi, Alia. How are you?
- Alia: I'm fine, thanks. Have a seat.
- Fadia: Thanks. What are you doing?
- Alia: I'm thinking about this competition.
- Fadia: Oh, a competition. I like competitions.
- Alia: Could you help me, then?
- Fadia: Yes, of course. I'll give you a hand.
- Alia: Thanks. Do you know anything about science and nature?
- Fadia: You mean birds and weather and things?
- Alia: Yes, things like that.
- Fadia: Oh, no. Sorry. I'm afraid I don't.
- Alia: That's a pity. Neither do I.
- Fadia: Well, let's try, anyway. What are they asking?

Exercise D

Follow the usual procedure for this activity. Drill all the words including the odd one out.

Answers

- | | | |
|---|--------|-----------------------|
| 1 | great | it does not have /i:/ |
| 2 | like | it does not have /ɪ/ |
| 3 | what | it does not have /ɑ:/ |
| 4 | anyway | it does not have /æ/ |

Exercise E

If students are struggling with this, refer them back to the Grammar Check in Theme 3 Section 2 Lesson 3. Elicit the answers, then drill.

Answers

Some people pronounce this with a /dʒ/ sound.

Lesson 2

Methodology note

The Skills Check boxes are deliberately placed on the outer edge of a recto page so students can find them easily flicking through. Being able to refer back to information and find it again quickly is a key reading skill rather than a speaking skill – but no reason why you should not practise it here.

If you genuinely don't use /dʒ/ for any of these, teach students what you actually say. But be honest with yourself and them.

Exercise F

Set for pairwork. Feed back orally, getting pairs to do parts of the conversation round the class. Note any general problems, particularly with sounds that have been covered in the course so far, for feedback in Closure below.

Closure

Highlight and drill at least the sounds in the words in italics:

Fadia: Hi, *Alia*. How are you?

Alia: I'm fine, *thanks*. Have a *seat*.

Fadia: *Thanks*. What are you doing?

(*what* = unusual sound of letter *a*)

Alia: I'm *thinking about* this *competition*.

Fadia: Oh, a *competition*. I like *competitions*.

Alia: *Could you help me*, then?

(intrusive sound; unexploded plosive)

Fadia: Yes, of course. I'll give you a *hand*.

Alia: *Thanks*. *Do you know anything about* science and nature?

Fadia: You mean *birds* and *weather* and things?

Alia: Yes, things like *that*.

Fadia: Oh, no. Sorry. I'm afraid I don't.

Alia: *That's a pity*. Neither do I.

Fadia: Well, let's try, anyway. What are they *asking*?

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Understands that there are various ways to make requests for help and to make offers of help. - Remembers that <i>d + y</i> can make the sound /dʒ/. - Remembers the two sounds of <i>th</i>. - Remembers the two vowel sounds – /e/ and /ɜ:/. - Understands that the same letters can make different sounds in different locations, i.e., <i>er</i> can be /ɜ:/ or /ə/ (schwa).	- Correctly responds to requests for help and offers of help. - Correctly produces requests for help and offer of help. - Produces the correct sound of <i>th</i> in a number of key words. - Produces the correct vowel /e/ or /ɜ:/ with a variety of spelling.	Increases confidence in predicting the sound of new words.

Introduction

Write on the board some of the phrases from the conversations in the first four themes as follows:

<i>Have a seat.</i>	<i>Let me think.</i>	<i>Then what?</i>
<i>I'll give you a hand.</i>	<i>Neither do I.</i>	<i>Yes, I think so.</i>
<i>I'm not sure.</i>	<i>That's a pity.</i>	<i>Yes, of course.</i>

Ask students when you say the first one. Then tell the students you are going to say something and they have to choose something to say next from the list on the board. Prompt with the following (left column). Get students to respond. As can be seen, sometimes more than one of the phrases is appropriate.

First you make a spinner with five sections.	<i>Then what?</i>
Do we have English now?	<i>Yes, I think so.</i> <i>I'm not sure.</i>
What was yesterday's assignment?	<i>Let me think.</i> <i>I'm not sure.</i>
I've lost my book.	<i>That's a pity.</i>
I don't understand this question.	<i>Neither do I.</i> <i>I'll give you a hand.</i>
Could you give me a hand?	<i>Yes, of course.</i>

Set for pairwork. Ask students to try to write an exchange with one of the phrases, i.e., think of something to say that could go before one of the phrases. Feed back by getting students to read out their exchanges.

Exercise A

Use the final question from the introduction to lead into this activity. Set for pairwork. Feed back orally. Point out that some of the sentences are requests and some are offers. Build up the following tables on the board.

Requests	Responses
Could you give me a hand? Could you help me?	<i>Yes, certainly.</i> <i>Yes, of course.</i> <i>Sure.</i>

Offers	Responses
<i>Can I help you?</i> <i>Would you like some help?</i> <i>Do you need some help?</i> <i>Can I carry that for you?</i>	<i>Yes, please.</i> <i>Thanks (a lot).</i>

Lesson 3

Answers

- 1 Yes, certainly.
- 2 Yes, please.
- 3 Yes, certainly.
- 4 Yes, please.
- 5 Yes, please.
- 6 Yes, please.

Methodology note

Point out the following:

- 1 *Could* is more polite than *Can* in requests. *Could* is not the past tense of *Can* in this situation.
- 2 *Can I* is fine for offers – you don't have to be very polite because you are offering anyway.

Language and culture note

Some Arab speakers use the response *Why not?* to a request, e.g.,

Could you give me a hand?
Why not?

This is, of course, possible in English but it's not very polite. Discourage its use. Similarly, *No problem* is not quite suitable.

Exercise B

Set the Grammar Check for individual work.

- 1 Set for pairwork. Feed back on to the board.
- 2 Set for pairwork. Monitor. Feed back by getting different pairs to perform each conversation. Make sure, if you taught it before, that students are correctly saying the intrusive /dʒ/ in, e.g., *Could you ...*

Answers

Target words are underlined

- A: Could you give me a hand?
B: Yes, of course.
C: Could you help me?
D: No, sorry. I'm afraid I can't.
E: Can I help you?
F: Yes, please.
G: I'll give you a hand.
H: No, thank you. I can manage.

Exercise C

- 1 Set for pairwork.
- 2 Set for individual work then pairwork checking.
- 3 Set for pairwork. Feed back orally.

Answers

think /θ/	this /ð/
thanks	that's
thinking	neither
	they
	the
	weather
	that
	either

Methodology note

When do we say the voiced and when do we say the unvoiced consonant? There are no teachable rules, except perhaps to say that the voiced consonant is more common in function words (*the, that, then*) and the unvoiced more common in content words (*think, thanks, mathematics*) but of course there are exceptions (*weather*).

Lesson 3

Exercise D

These tongue-twisters are just a bit of fun although the second is quite scary, with all the different ways to say /ɜ:/.

Elicit attempts at the two sentences from different students. Do not confirm or correct, although other students might do so.

- 1 Set for individual work then pairwork checking.
- 2 Set for individual work then pairwork checking.

Elicit correct versions of the tongue-twisters.

Language and culture note

The sounds /e/ and /ɜ:/ do not exist in Arabic. Students will therefore try to turn each vowel into something that does exist in Arabic. For example:

- *then* can become /ðæn/ or /ðɪn/.
- *were* can become /wi:r/, *learn* can become /li:rn/, (with rolled r).

Similarly, /ə/ does not exist, so *river* can become /rɪvæ(r)/ or /rɪvɑ:(r)/.

Closure

Use flashcards from previous themes to practise words with /e/ and /ɜ:/ as follows:

Theme 1	<i>end, question, spell, test</i>	<i>learn</i>
Theme 2	<i>yesterday, second</i>	<i>first</i>
Theme 3	<i>desk, envelope, letter, secretary, shelf</i>	<i>work</i>
Theme 4	<i>red, temperature, experiment</i>	

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers common spellings of /e/ and /ɜ:/. - Uses real-world knowledge to complete a task. - Understands that information can be usefully displayed as a diagram. - Applies new learning to the real world.	- Understands a text about a natural event. - Records information as a diagram. - Prepares to speak by rehearsing. - Produces a text about a natural event with accuracy and fluency, using a range of sentences.	- Increases confidence in speaking in public. - Participates in group work.

Introduction

At the end of the last lesson, you practised the /e/ and /ɜ:/ sounds in target words from the course so far. In Exercise A below, there are six minimal pairs with these two vowels. To prepare students for this challenging activity, go over the two sounds again, reminding students of the words from the closure of the last lesson. Drill the vowel sounds in isolation – show that the /e/ sound requires spread lips, while for /ɜ:/ the lips come together more.

scatters a = short vowel /æ/; er = schwa sound (note: word *schwa* not taught yet)
straight silent letters as in *night, right, etc.*
amount a = schwa sound as in *about*
together g = /g/ even though there is an e next; th in this case is /ð/

Give students a few minutes to think about the pronunciation, but don't elicit.

- 1 Set for individual work.
- 2 Set for pairwork. Feed back orally. Point out the items above.

Exercise A

Follow the usual procedure but note that this is a challenging discrimination.

Exercise B

Follow the usual procedure.

Exercise C

This exercise prepares students for words in the free-speaking activity. There is no other internal relationship between the words. However, students may notice some points that have been covered in the course to date, e.g.,

Exercise D

If you prefer, photocopy, cut up and hand out the texts plus illustrations from the facing page.

- 1 Put the students into groups of three. It is probably best if you do the choosing for the students! All the texts are roughly equal in difficulty.
- 2 Put students into relevant groups. Set for group work, ideally in different parts of the room. Monitor and assist each group. Explain that they will not be able to use their books/the handout in the speaking exercise to come.

Lesson 4

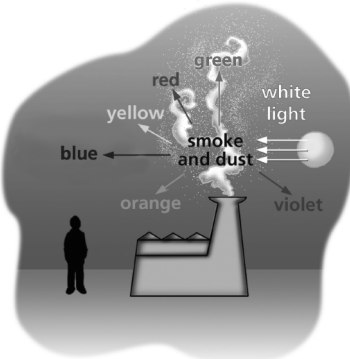
- 3 Re-form the original groups of three. Make sure students close their books and, if relevant, put away the handout. Monitor and assist. Note any points of general difficulty. Feed back on general points. Explain that they are going to have another chance to explain so they should pay attention!

Put students back into groups of As, Bs and Cs. Get them to describe to each other the two points they heard about, e.g., student As must explain to each other about Bs' and Cs' texts.

Closure

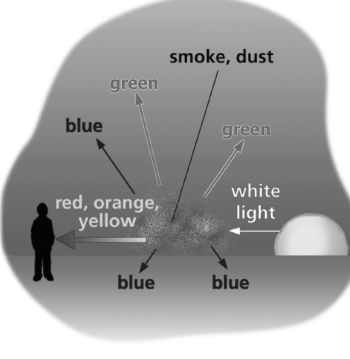
Make incorrect statements about each of the texts. Get the students to correct you.

A
Why is the sky blue?



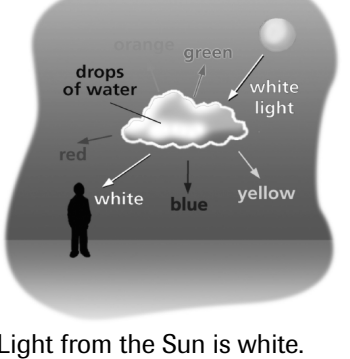
Light from the Sun is white. White light contains all the colours – red, orange, yellow, green and blue. The white light hits dust and smoke in the air. The blue light scatters more than all the other colours. The blue light makes the sky blue.

B
Why is the sky red at sunset?



Light from the Sun is white. White light contains all the colours – red, orange, yellow, green and blue. The white light hits dust and smoke in the air. The blue and green light scatters. Some of the red, orange and yellow light comes in a straight line to our eyes.

C
Why are the clouds white?



Light from the Sun is white. White light contains all the colours – red, orange, yellow, green and blue. The white light hits water vapour. All the light scatters by the same amount. We see all the colours at the same time. All the colours together make the clouds white.

Workbook: Speaking

Objectives

Knowledge	Skills	Attitude
- Remembers common spellings of /e/, /ə/ and /ɜ:/. - Remembers the meaning of target words. - Recognizes that there are different stress patterns in English. - Applies new information to the real world.	- Makes correct sound/sight relationship. - Produces target words with good pronunciation, including stress pattern. - Uses target words correctly in sentences with good pronunciation. - Prepares to speak by rehearsing. - Produces a text about a natural event with accuracy and fluency, using a range of sentences.	- Increases confidence in understanding spoken language. - Increases confidence in speaking in public. - Takes part in group work.

Exercise A

- 1 Divide the class into pairs. Students say the words to each other. Revise the question and answer:

How do you say this word?

It's pronounced 'amount'.

Students complete the task in pairs. Do not elicit answers at this stage.

- 2 Play the recording. Students check their answers. Copy the table onto the board. Write the words in the correct columns under students' direction.
- 3 Set the task for pairwork. If students find it hard to think of words, refer them back to the word lists from each theme/skill. Feed back, adding more words to each column.

Give further practice of the words as follows:

Write a number next to each word. Call out numbers at random. Get the whole class to say the word or nominate a student.

Answers

Possible additional words from the themes so far are in italics at the bottom of each column.

ten	turn	weather
then	verb	<u>amount</u>
red	bird	<u>answer</u>
said	learn	<u>colour</u>
head	first	<u>question</u>
help	word	<u>flower</u>
	third	<u>vapour</u>
		<u>nature</u>
		<u>scatter</u>
<u>second</u>	work	<u>begin</u>
desk	clerk*	<u>science</u>
bed	burn	<u>student</u>
yellow	heard	<u>tonight</u>
<u>section</u>	<u>urgent</u>	<u>manager</u>
get	<u>person</u>	<u>counsellor</u>
		<u>section</u>

*AmE pronunciation

Workbook: Speaking

Tapescript

amount
answer
bird
colour
first
flower
head
help
learn
nature
question
red
said
scatter
then
third
vapour
verb
word

Tapescript and Answers

Target words underlined.

- a Could you help me?
- b I'm trying to answer these questions.
- c First, why is the sky blue?
- d Next, why is the sky red at sunset?
- e Third, why are clouds white?
- f Water in clouds is called vapour.
- g White light contains all the colours of the rainbow.
- h Light from the Sun scatters when it hits water vapour, so we see all the colours at the same time.

Exercise C

- 1 Revise the meaning of *syllable*. Set for pairwork. Do not elicit answers at this stage.
- 2 Play the recording for students to check their answers. Elicit answers and practise pronunciation. Students may need particular help with the word *natural*. The written word appears to have three syllables, but in fact the middle vowel is silent. /nætrel/
- 3 Set the task and go over the example. Monitor. Elicit good explanations from students.

Exercise B

- 1 Set the task for individual completion.
- 2 Play the recording. Then elicit answers. Feed back.
- 3 Get students to close their books. Elicit each sentence by giving one or two words, e.g., a help, c sky/blue

Drill each sentence, focusing correction on the target vowel sounds. Note that there are other words in most sentences with the schwa, e.g., b answer – including most of the definite articles (the).

Workbook: Speaking

Tapescript and Answers

	Oo	oO	Ooo	oOo	ooO	Oooo	oOoo	ooOo
diagram			✓					
experiment							✓	
explain		✓						
explanation								✓
natural	✓							
temperature			✓					
scientist			✓					
understand					✓			
contain		✓						

Exercise D

This is an information-gap activity.

- Each group should study and help each other to understand the relevant text. Go to each group and check they understand the allocated text and diagram. Tell each group they will have to remember as much of the text as they can and explain it to their partner – without referring back to the text. They will also have to remember the diagram.
- Now redivide the class into pairs, with one student from Group A and one from Group B. Elicit and practise the different ways students can ask for help and clarification, as follows:

Sorry, what does that mean?

Could you explain that bit again?

How do you say this word?

Monitor while Group A students explain their natural event to their partner. Give brief feedback on the first half of the activity.

- Get students to swap roles. Monitor as before. Feed back in detail.

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Understands that location on the Earth's surface can be indicated by its line of latitude and longitude. - Understands that information can be usefully displayed in a table. - Applies new information to the real world.	- Correctly labels a diagram with words from a written text. - Correctly identifies elements of a table.	Recruitment to broad topic.

Introduction

Ask students about the weather today. See if they can tell you the temperature and other details, ideally using words from the red vocabulary list.

Exploit the visual – see how much the students can tell you before they read the text in Exercise B. Point out, during the discussion, that the Earth is *tilted* – teach the word. This is a key point in the second text in this theme.

Students need a mnemonic way of remembering latitude vs longitude. You might suggest something like – longitude: it's a long way from Pole to Pole.

Answers

North(Pole)
 The(Equator) Line of(longitude)
 Greenwich(meridian)
 The(Sun)
 South(Pole) Line of(latitude)

Exercise A

Follow the normal procedure.

OR

Give some definitions and see if students can identify the red word from the definition.

Exercise B

Set for individual work then pairwork checking. Feed back, building up the diagram on the board and eliciting the labelling. Mark the lines of latitude 25° North and longitude 54° East to show where Abu Dhabi is.

Exercise C

This may be the first time students have been asked to talk about information in a table. Set for pairwork. Feed back onto the board, building up the structure of the table and then filling in the key information which enables the students to answer the content questions.

Lesson 1

Answers

- 1 two
- 2 eight
- 3 row 1
- 4 average rainfall in selected capital cities
- 5 millimetres = mm in brackets at the top of the column
- 6 Baghdad
- 7 Abu Dhabi
- 8 worldweather.com

Closure

- 1 Further exploit the text and/or the table. Ask more comprehension questions.
- 2 Point out that the table is quite difficult to understand. If you wanted to record this information from a text, it would be better to order it either alphabetically by capital city or numerically, from highest to lowest. Get students to build up the table the alphabetical way.

Language and culture note

Arabic speakers may have some difficulty with the concept that one word, e.g., *table*, can have two unrelated meanings. They may look for some slight difference in the form or pronunciation where there is none. You could point out that Arabic verbs often have a multiplicity of meanings although they are usually related.

Methodology notes

The ability to read tables and other kinds of diagrams quickly is a key reading skill. There are many tables in this course and you need to make sure at this stage that your students are clear about the fundamentals.

This table does not convey useful information to a reader unless he/she is aware of:

- a the scientific meaning of the word *average*; point out that in a particular year, rainfall may be much higher or much lower. The average is established over many years.
- b how much (for example) 42 mm is, or rather how little – show it on a ruler; students should be able to deduce, for example, that the weather is much wetter in Baghdad.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Remembers elements of a table. - Remembers the need to prepare to read. - Understands that you can predict contents of a text from the co-text. - Remembers how to deal with new words. - Finds key information in a text. - Understands something about other places on Earth. Σ Understands something about the natural phenomena of the Earth. Σ Synthesizes information from a text into a summary.	- Activates schemata. - Uses co-text – title, illustration, introduction, table – to enable prediction of content in a text. - Understands key information in a text.	- Recruitment to specific topic. - Raises awareness of other countries. - Raises awareness of how the world works in terms of climate.

Introduction

Use Exercise A as an introduction to this lesson.

Exercise A

Build up the table from Lesson 1 on the board. Elicit the information in the exercise.

Answers

- 1 columns
- 2 rows
- 3 headings
- 4 a source
- 5 a unit (e.g., degrees)

Exercise B

This is further exploitation and checking that students understand tables, but is a more complicated exercise. Set for pairwork.

Feed back orally. Ask students how the information in this table is organized – it is in numerical order of line of latitude/distance from the Equator.

Note: Even though you have explained *average*, students may still be shocked to see the average temperature for their capital city. Point out that this is average through the day – so if the midday temperature is 36°C and the midnight temperature is 24°C, the average will be $36^{\circ}\text{C} + 24^{\circ}\text{C} = 60^{\circ}\text{C} \div 2 = 30^{\circ}\text{C}$.

Answers

- 1 True
- 2 False – There are eight rows.
- 3 True

Lesson 2

- 4 True
- 5 False – Average temperature.
- 6 False – Only the average temperature information is from this source; presumably an atlas will give the other information.
- 7 True
- 8 False – Damascus has the lowest average temperature of these capital cities.

Exercise C

Remind students of the importance of prediction.

- 1 Set for individual work then pairwork checking. Elicit ideas and reasons but do not confirm or correct.
- 2 Students check individually.

Answers

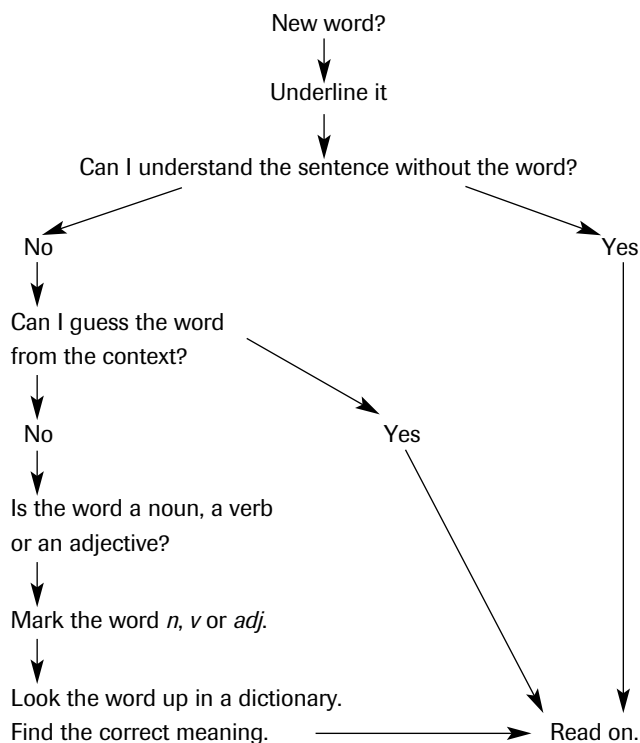
Answers depend on students but the real answers are:

- a Yes
- b No
- c Yes (but not in this table)
- d Yes
- e Yes
- f Yes (but not in this table)
- g Yes

Exercise D

Point out to students that they will probably find new words in the text. Remind them of the ways of dealing with new words from the first three sections. You may want to build up the flow chart below (Figure 1) on the board. Then ask students to use the flow chart as they meet new words in this text and in future texts.

Figure 1: Dealing with new words



Feed back, getting students to tell you which words they were able to ignore and which words they could guess.

Exercise E

Remind students of the importance of summarizing a text they have written. Set for individual work then pairwork checking. Elicit the full text.

Answers

There are many factors that affect average temperature but the main factor is distance from the Equator. Places near the Equator are hotter because the Sun is higher in the sky during the day.

Lesson 2

Closure

Further exploit the text with straightforward comprehension questions.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers key words from the theme. - Recognizes that there is a difference between a fact and an example. - Recognizes that speakers/writers often follow facts with examples. - Understands that the first sentence of a paragraph often helps you to predict the content of a paragraph.	- Correctly identifies examples in a text. - Correctly identifies the topic sentences in a text. - Correctly predicts paragraph content from the first sentence.	Increases confidence in understanding written text.

Introduction

Use flashcards of the key words from this section.

Exercise A

Set for individual work then pairwork checking. Feed back orally.

Answers

- Why do some cities have a high average temperature and other cities have a low average temperature?
- Is there one single factor that affects the temperature at a location?
- However, there is one factor that strongly influences the average temperature.

Methodology note

This is not just another gap fill. Several of the gaps here are chosen as ones that enable the efficient reader to predict as follows:

- some* often means that the word *other* will appear later;
- factor* is a key word in academic and sub-academic language – it prepares students for the reason for or cause of something;
- however* of course introduces a contrary point.

Exercise B

Work through Skills Check 1 with the students then set the questions for pairwork. Feed back orally.

Answers

Possible answers:

- one or more examples
- several examples

Lesson 3

Exercise C

Set for individual work then pairwork checking. Feed back orally.

Answers

Lines 12–13

Lines 17–19

Lines 19–21

Exercise D

Get students to read Skills Check 2 aloud. Build up the following diagram on the board:

First para → content of the text

First sentence of a para (topic sentence) → content of the paragraph

- 1 Set for individual work then pairwork checking. Feed back, ideally onto an OHT so that you can highlight the topic sentences.
- 2 Set for individual work then pairwork checking. Feed back orally.

Answers

1

Topic sentences

There are many factors that affect the average temperature.

However, there is one factor that strongly influences the average temperature.

Rest of the paragraph

These factors include whether the city is surrounded by mountains, how far the city is from the coast and how high the city is above sea-level.

That factor is the distance of the city from the Equator. Take Kampala, the capital of Uganda, for instance. It is almost on the Equator, and the average temperature is 29 degrees Celsius.

As you travel north or south of the Equator, the average temperature falls.

Why is it so hot at the Equator?

In Muscat, for example, which is 2,500 kilometres north of the Equator, the average temperature is 28.6.

It is because the Sun is much higher in the sky during the day at the Equator. At the poles, the Sun is close to the horizon, so less heat reaches the ground.

- 2
 - a two – many
 - b rainfall – temperature
 - c rises – falls
 - d cold – hot

Exercise E

Set for individual work then pairwork checking. Feed back orally.

Closure

Further exploit the text with some straightforward comprehension questions.

In addition, or alternatively, highlight the topic sentences again. Ask for a summary of the information in each paragraph. Don't worry about the formal accuracy of this – this is a Reading section, remember – just whether students have correctly identified the kind of information in each paragraph.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Understands that there are logical connections between words – in this case, opposites/converses. - Remembers how to prepare to read. - Remembers how to deal with new words. - Finds key information in a text. - Synthesizes information from a text. - Applies new information to the real world.	- Activates schemata. - Uses co-text – title, illustration, table, introduction, topic sentences – to enable prediction of content in a text. - Understands key information in a text. - Deals with new words. - Shares information.	- Recruitment to specific topic. - Gives information about self. - Raises awareness of other countries. - Raises awareness of how the world works in terms of length of day.

Introduction

Ask students the question from the last text – *Why is it so hot (in some places)?* Elicit some ideas.

Exercise A

Set for individual work then pairwork checking. Feed back, building up the table below on the board.

Answers

Possible pairs:

high	low	opposites
one	many	opposites
north	south	opposites
some	other	parts of balanced sentence, e.g., some cities ... other cities
row	column	both in tables

Methodology note

As noted earlier, words seem to be stored in the mental lexicon with their converses. Equally, they seem to be stored with synonyms or near synonyms. This can be seen by the mistakes we sometimes make when we conflate two synonyms, for example *This factor affluences ... I mean, infects ... I mean influences ...*

Exercise B

This activity brings together all the 'preparing to read' points. Set for pairwork. Monitor and assist.

Elicit ideas from individual pairs but do not do a whole-class feedback at this stage. Get a feeling for how well pairs are applying the new skills.

Exercise C

Set for individual work then pairwork checking. Feed back onto the board.

Lesson 4

Answers

- | | | |
|---|---------------------|----------|
| a | how far | distance |
| b | a line of longitude | meridian |
| c | not straight | tilted |
| d | a little bit | slightly |
| e | in fact | actually |

Exercise D

Set for pairwork. Feed back orally.

Answers

- 1 Why does the Sun rise at different times in different places?
- 2 The distance from the Greenwich meridian + the distance from the Equator.
- 3 Because Damascus is closer to Greenwich.
- 4 Because Tehran is 1,400 miles north of Abu Dhabi.

Exercise E

Set for groupwork. Monitor and feed back on good points for the whole class.

Closure

Further exploit the text with some straightforward comprehension questions.

Alternatively, or in addition, highlight the topic sentences again. Ask for a summary of the information in each paragraph. Don't worry about the formal accuracy of this – this is a Reading section, remember – just whether students have correctly identified the kind of information in each paragraph.

Workbook: Reading

Objectives

Knowledge	Skills	Attitude
- Remembers key words from the theme. - Remembers that words can often be identified from the first half. - Remembers that information can often be usefully presented as a table. - Understands something about the real world of neighbouring countries. - Finds key information in a text.	- Correctly completes a text with key words from the theme. - Correctly completes a task from the first half of words only. - Makes a table of information about longitude and latitude. - Transfers information from a text to a map.	- Increases confidence in reading diagrams and maps. - Places own country in its correct geographical relationship to neighbours.

Exercise A

Refer students to the drawing. Students should be able to work out all the missing words from the information in the drawing. Set for individual work and pairwork checking.

Answers

Target words in underlined

We can use lines of latitude and longitude to give the position of a place on the Earth. Lines of latitude run around the Earth. The best-known line of latitude is the Equator, which runs around the centre of the Earth. Lines of longitude run from the North Pole to the South Pole. The most important line of longitude is the Greenwich Meridian which runs through London. International time, or GMT, is taken from this line.

Exercise B

Work through the first sentence of the first text as an example. Explain that native speakers can do this easily, even with texts they have not read before. Explain that it helps you to read quickly.

Set for pairwork. The first student tries to read out the text and the second student follows the text on page 10 and prompts as necessary.

When students have done both texts, do reading round the class, with the original text covered.

Answers

Full texts Why are some places hotter than other places? Is there one single factor that affects the average temperature at a location? The simple answer is no. There are many factors that affect the average temperature. These factors include:

- Is the city surrounded by mountains?
- Is the city on the coast?
- How high is the city above sea-level?

People who travel in winter from the Arabian Gulf to London are often surprised that the sun does not rise in London until 7.30 or 8.00. Why does the sun rise at different times in different places? There are two factors that affect the time of sunrise. The first factor is related to the distance of the place from the Greenwich meridian.

Methodology note

Native speakers do not read every single letter of a word. They recognise a word from the first two or three letters, the first and last letter and/or the shape of the word. We can help students develop this skill for faster reading with an exercise such as this.

Workbook: Reading

Exercise C

Refer students to the map of the Middle East. Get them to find the lines of latitude and longitude. Point out that only a few numbers are shown, e.g., 45 degrees East and 60 degrees East. Ask students which line of longitude and latitude Teheran is on. Point out that they have to estimate the line, e.g., the city is about a third of the way from line 45° E and line 60° E so it must be on line 50° E approximately. It is also about a third of the way from line 30° N and line 45° N so it must be on line 35° N approximately. Point out that you can write 'approximately' as c. (=Latin for 'circa' = approximately)

Allow students to work out the form of the table, but, if necessary, assist them. You might suggest that students put an extra column in for countries and help them with the names of the relevant countries. Finally, construct the form of the table on the board – see Answers – and write in the information for Teheran on the first row.

Set for pairwork. Feed back, building up the complete table on the board.

Answers

(Column for countries, in case students ask.)

Capital cities	Countries	Line of longitude	Line of latitude
Teheran	Iran	c 50°E	c 35°N
Sanaa	Yemen	c 44°E	c 16°N
Amman	Jordan	c 38°E	c 33°N
Riyadh	Saudi arabia	c 46°E	c 24° N
Ankara	Turkey	c 35°E	c 40°N

Exercise D

Refer students to the reading resources on pages 90 and 91 of the Workbook.

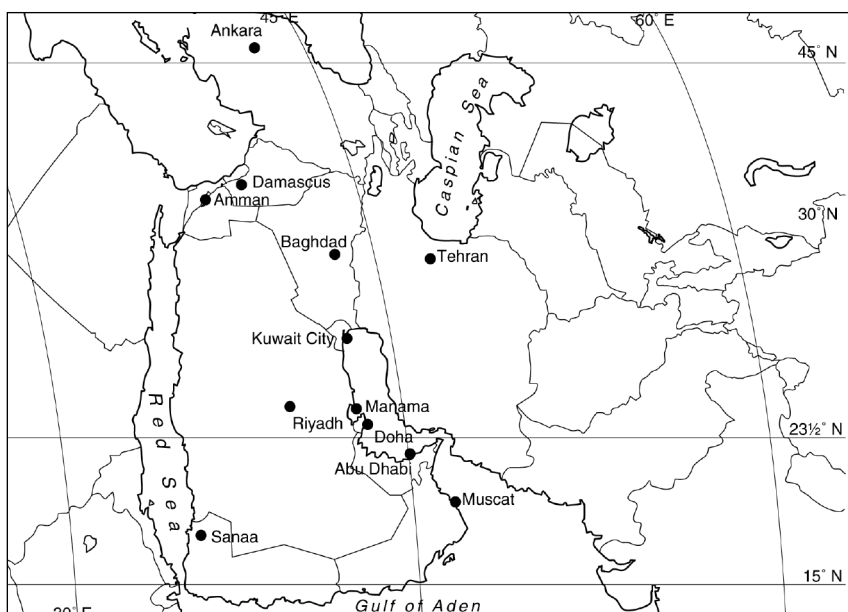
Set for individual work and pairwork checking. Feed back, ideally onto an OHT of the map.

Answers

See map below

Closure

Hand out maps of the area for students to finally check.



Lesson 1

Objectives

Knowledge	Skills	Attitude
• Understands meaning of words from lexical set at Grades 7 and 8. • Remembers meaning of key words from lexical set for this skills module of the theme. • Remembers elements of a table. • Understands that statistical information can be rendered as a line graph. • Recognizes the relationship between prose and graphical representation. • Applies new information to the real world.	• Correctly matches questions and answers about a table. • Correctly relates prose to a graph. • Close copies key words into a text. • Demonstrates understanding of key words.	• Recruitment to broad topic. • Learns something about own country. • Learns something about another country. • Talks about own experience.

There is a content link between this section and the Reading section from this theme. If you have done that section, remind students about *tables of information* and *averages*. If you have not done the other section, however, it does not matter. You will simply need to spend a little longer checking that they understand these terms at the relevant points in the lesson.

Similarly, if you have done other sections from this theme, you do not need to spend any time on the meaning of the red vocabulary words. If not, ask students to find:

- groups of words, e.g., colours;
- opposites, e.g., black – white;
- pairs of connected words, and explain the link: e.g., *river – sea* = a river goes to the sea; *rain – wet* = rain is wet; if they struggle with this, give them some pairs and ask them to work out a connection.

Introduction

Write on the board *July Is the Hottest Month*. Ask if this is true in the students' country.

Exercise A

Set for pairwork. You might have to explain the idea of four seasons although you don't need to teach the actual word at this stage. Feed back orally. Try to elicit at least the temperature and the rainfall.

Exercise B

You could do this activity with a test-teach-test approach. In other words, set it for individual work and pairwork checking with no assistance, and see how well the students do.

Feed back, ideally onto an OHT of the table; otherwise copy part of the table onto the board. Deal with difficulties, especially the meaning of *average*. Then test the students again with the questions orally, at high speed but not in order.

Lesson 1

Answers

- 1 f the maximum temperature in Dubai
- 2 e ten days in April
- 3 a °C = degrees Celsius
- 4 d April 6th.
- 5 c April 2nd.
- 6 b 30.3°C
- 7 g total – number of days

Closure

- 1 Do further comprehension work on the texts on this page – the table, the figure and the two paragraphs.
- 2 Dictate some of the red words.
- 3 Write some of the green words on the board without the vowels. Remind students of the problems of spelling vowel sounds. Students copy and complete the words.

Exercise C

Set for individual work. Ask students to tick off the green vocabulary words as they appear in the paragraph. Get students to read the paragraph again and relate the information to the graph.

Feed back by getting students to read the paragraph aloud while you draw the graph on the board. Make sure you draw it to show the difference between *small/steady/large*, and of course *increase/decrease*.

Exercise D

Set for individual work then pairwork checking. Make sure students actually write the words in the spaces. Tell students to try to write the words with the green words covered, then check spelling at the end.

Answer

The graph shows that the average monthly temperature in Dubai is much higher than in New York. There is a slight increase in temperature from January to February. There is a steady increase in temperature from February to July. The hottest months are July and August. There is a steady decrease in temperature from September to December.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Remembers the relationship between prose and graphical representation. - Understands that information must be organized in a way which is logical in English discourse. - Applies new information to the real world.	- Activates schemata. - Correctly transfers information from text to table. - Organizes information describing a table in a logical way. - Edits spelling of target words.	- Recruitment to specific topic. - Learns something about own country. - Increases confidence in writing about a table. - Increases confidence in organizing information.

If possible, have an OHT of the two tables from this lesson. It would also be good to have sets of the pieces of text in Exercise C as jigsaws.

Answers

Completed table:

Table 2: Average monthly temperature in Abu Dhabi

Month	°C
Jan	18.5
Feb	19.5
Mar	22.6
Apr	26.7
May	31.0
Jun	32.7
Jul	<u>34.6</u>
Aug	34.4
Sep	32.4
Oct	29.0
Nov	24.5
<u>Dec</u>	20.4
Total	<u>326.3</u>
Average	27.2

Introduction

Dictate the green words.

Exercise A

Refer students to Table 2. Ask students what this table shows. Ask also where this place could be. Elicit ideas but do not confirm or correct.

Set for individual work then pairwork checking. Feed back with an OHT or copy of the table on the board. Some students may be surprised at the low figures for July and August, once they realize that these are figures for Abu Dhabi. Remind them that this shows *average* temperature, not maximum. Deal with any difficulties in the text.

Methodology note

There are two writing skills to learn/practise here. The obvious one is writing *about* a table. This is dealt with in detail in the next lesson. The less obvious but equally important one is writing the table itself. Students need a lot of practice in this essential academic writing skill. See the next activity for further exploitation of the table.

Lesson 2

Exercise B

This further exploits the table. Set for pairwork. Feed back onto the OHT or the copy of the table on the board.

Answers

- 1 Average monthly rainfall in Abu Dhabi
- 2 mm = millimetres
- 3 January and December
- 4 June, August and October
- 5 8.5 mm

Exercise C

This is the reverse of the activity in Exercise A. Point this out. It makes the point that a table is usually supported by text and where possible, texts should be supported by tables. Set for individual work. Remind students about joining with *and*: + *and* +, or - *and* -.

Answers

Possible order:

- 1 Table 3 shows the average monthly rainfall in Abu Dhabi.
- 2 As we can see, January is the wettest month.
- 3 June, August and October are the driest months.
- 4 There is no rainfall at all in June, August and October.
- 5 May, July and September are also very dry.
- 6 There is some rainfall on average in May, July and September.
- 7 There is a steep decrease in rainfall from February to April.
- 8 There is a large increase in rainfall in November and December.
- 9 The average rainfall for Abu Dhabi is 8.5 millimetres.

Exercise D

Follow the normal procedure for peer checking. (The corrected draft paragraph is given in the teacher's notes for Lesson 3 Exercise C.)

Exercise E

Set for individual work then pairwork checking. Feed back, getting the words on the board.

Answers

- 1 average
- 2 each
- 3 dry
- 4 steep
- 5 steady
- 6 table
- 7 August
- 8 are
- 9 increase
- 10 decrease

Closure

Dictate some of the phrases from the text in Exercise A as follows:

- 1 Table 2 shows
- 2 As we can see,
- 3 The average temperature
- 4 slightly hotter
- 5 There is a steady increase

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Understands that one sound can be spelt in different ways. - Understands that there are some rules for doubling letters. - Recognizes that specific expressions are used to write about tables.	- Correctly spells words with the vowel /ɜ:/. - Correctly spells words with doubled letters. - Edits a text about a table.	- Recruitment to specific topic. - Increases confidence in spelling.

Introduction

Point out that in this section – Lesson 3 – of Writing sections in this course, you look at spelling points and more global skills.

Write the following words on the board. Ask students what they have in common.

first world learn turn

Elicit the fact that they all have the same vowel sound, but of course different spellings of that sound. Erase the words before moving on to Exercise A.

g world

h first

i work

j girl

k hurt

l shirt

Exercise A

Set for individual work then pairwork checking. Feed back onto the board.

Answers

- 1 a bird
- b heard
- c third
- d word
- e turn
- f burn

Exercise B

Make sure students understand the difference between a consonant (C) and a vowel (V). Check that they can identify each quickly.

- 1 Set for pairwork.
- 2 Set for individual work then pairwork checking. Feed back orally.

Answers

- 1 a The pattern is CVC – the final consonant must be doubled.
- b The pattern is VCC – the final consonant must NOT be doubled.
- c The pattern is VVC – the final consonant must NOT be doubled.

Lesson 3

Exercise C

Make sure students understand that on this occasion they must look for mistakes in talking about tables – not spelling or grammar. Identify the first mistake then set for individual work then pairwork checking.

Answers

Table 3 shows the average monthly rainfall in Abu Dhabi. We can see from the table that January is the wettest month and June, August and October are the driest months. January is also one of the coldest months (see Table 2). There is no rainfall at all in June, August and October. May, July and September are also very dry but, as we can see in Table 3, there is some rainfall on average in these months. There is a steep decrease in rainfall from February to April. The average temperature (Table 2) rises during these months. There is a steep increase in rainfall in November and December.

Closure

Give students practice in a key dictionary skill. Dictate some of these words – tell students the meanings at the same time. Explain that you know that all the words are new to the students.

Tell the students to check the spelling with a dictionary. They can only do this by guessing the spelling and then checking. Point out that they may have to go through three or four possible spellings before they find the word.

- 1 herd = group of cows
- 2 furnace = big oven in a factory
- 3 shirk = to avoid work or duty
- 4 earnest = very serious about something
- 5 worm = small creature that lives in the ground

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers specific expressions that are used to write about tables. - Understands that there are a range of structures to talk about information in a table. - Understands that writing is a process involving brainstorming, organizing, drafting, editing and redrafting.	- Correctly produces key expressions for referring to table. - Correctly ends sentences referring to tables. - Correctly begins sentences referring to tables. - Brainstorms and organizes own ideas. - Produces connected text to own writing plan.	- Recruitment to specific topic. - Works collaboratively with a partner on editing a text.

Introduction

Use Exercise A as an introduction to this lesson.

Exercise A

Set for individual work then pairwork checking. Students self-check with Skills Check 3 from the previous lesson.

Answers

As you can see in Table 4

We can see from the table

Table 5 shows

Exercise B

Set for individual work then pairwork checking. Feed back orally.

Answers

- The hottest months are July and August.
- The average temperature in these months is 35.0°C.
- The coldest month is January.
- The average temperature in this month is 18.6°C.
- There is a steady increase in temperature from February to July.
- There is a steady decrease in temperature from September to January.
- The average temperature for Dubai is 27.2°C.

Exercise C

Set for individual work then pairwork checking. Feed back orally.

- The wettest month is February.
- The average rainfall in this month is 37.9.
- The driest month is June.
- There is no rainfall at all in this month.
- May, July, September and October are also very dry.

Lesson 4

- 6 There is a steep increase in rainfall from November to February.
- 7 There is a steep decrease in rainfall from March to June.
- 8 The average rainfall for Dubai is 9.2 mm.

Exercises D–G

Follow the 'writing as a process' approach. Monitor and assist. Make a note of general problems.

Closure

Feed back on general problems.

Workbook: Writing

Objectives

Knowledge	Skills	Attitude
- Understands that there are different parts of speech. - Remembers that you can describe a table in a written text. - Understands some information about other countries. - Applies information to the real world.	- Writes words from dictation. - Identifies parts of speech correctly. - Completes sentences in a logical way. - Produces a text from a table. - Produces a table from a text.	- Works with a partner. - Transfers information from the real world.

Exercise A

- Set for individual work and pairwork checking. Say or play the words. Students write.
- Remind students of the main parts of speech – nouns, verbs, adjectives. Set for individual work and pairwork checking. Elicit answers, checking meanings as you go along.

Optional activity: You could ask students to write a sentence for each word, either in class or for homework.

Tapescript and Answers

- person (n)
- were (v)
- world (n)
- turn (v)
- bird (n)
- heard (v)
- nature (n)
- average (adj)
- decrease (v)
- steady (adj)

Exercise B

Point out that all the information the students need to complete the paragraphs is in the two tables. Set for individual work and pairwork checking. Feed back, ideally onto an OHT of the model text. Discuss alternative completions.

Answers

Here are possible completions. Other sentences are possible.

Table 1 shows the average monthly temperature in Damascus. It is 16.4 degrees Celsius. As we can see, the coldest month is January, at 6 degrees Celsius. February is slightly hotter, at 8 degrees Celsius. July and August are the hottest months. The average temperature in July and August is 26 degrees. There is a steady increase in temperature from March to June.

Table 2 shows the average monthly rainfall in Damascus. It is 11.9 mm. We can see from Table 2 that January is the wettest month at 30.5 mm. December is slightly drier, at 22.9 mm. There is no rainfall at all in June, July, August and September. May is also very dry. There is a steep increase in rainfall in October.

Workbook: Writing

Exercise C

This is an information-gap activity.

Put students into two groups, A and B. Point out that students can use their own language and make their own choices about what information to include in each paragraph. If you don't want them to copy the patterns from Exercise B, get students to cover the page as well as the other groups' tables.

Students can work out their own procedure for cooperating. For example, they might wish to discuss sentences first, then each write a draft and compare, in order to produce a composite effort. Monitor and assist.

Note: Students may ask if they have to include in each paragraph all the information in the relevant table. The answer is no, as the tables would, in real life, accompany the paragraphs. Indeed, the next exercise will be better if there is quite a lot of information missing which students have to ask for.

Answers

There are no model answers on this occasion, as students have seen models for this kind of paragraph many times.

Exercise D

Make pairs of students from the two groups, with an A and a B student in each pair. Set for pairwork. Do not give the students any assistance in designing the tables – they should be able to do this without any help. Allow the student who is giving extra information to check with the relevant table, but do not allow the other student to look at the tables.

At the end of the activity, allow students to compare their tables with the originals in the Workbook and decide why they made any mistakes.

Grammar skills

Objectives

Knowledge	Skills	Attitude
- Recognises the correct form for a range of structures in the theme (all skills) - Recognises areas where learning is not complete.	- follows instructions - chooses the correct form	increases confidence in understanding of target grammar from the theme

Read the sentences. Circle the correct word in each case.

- A large river runs through/along the city. prepositions of movement (Table 1)
- The sun rises at/in the east. prepositions in phrases of location
- Tokyo is the capital of/for Japan. prepositions of location
- Korea is close by/to Japan. adjective + preposition
- The Gulf is hot. Doha, by example/for example, averages 26.6°C. preposition + noun
- Bring/Take the Dubai temperature, for instance. idiomatic expression – exemplification
- The sun is high at midday, so/because the temperature rises. connectors: resultative conjunction so
- Kampala is near the Equator, whereas/however Muskat is 2,500 km north. connectors: contrastive conjunction whereas (Table 2)
- People travel to London/who travel to London are often surprised. defining relative clauses (Table 3)
- Is there something that/it causes the temperature to rise? defining relative clauses (Table 3)
- There are two things which/who affect the temperature. defining relative clauses (Table 3)
- Canada, which is north of the USA/which is north from the USA, is generally cold in winter. non-defining relative clauses (Table 3)
- Canada is much coldest/colder than Kuwait. adjectival comparison – comparative forms (Table 4a)
- Saudi Arabia is a lot hotter/hoter than Britain. adjectival comparison – spellings (Table 4b)
- Driest month/The driest month in many countries is July. adjectival comparison – superlative forms (with the) (Table 4a)
- In New York, January is the wetter month/the wettest month. adjectival comparison – superlative forms (Table 4a)
- Sunrise in Doha is at 5.44, but in Damascus it is an hour late/later. adjectival comparison – comparative forms (Table 4a)
- It was so cold/colder last night! so + adjective for emphasis (Table 4a)
- How high is the city/the city is above sea level? structure of open questions in pres. simple with be (Table 5)
- Why the sun rises/Why does the sun rise at different times in different places? structure of open questions in pres. simple (Table 5)

Objectives

Knowledge	Skills	Attitude
Recognises key structures.	- follows instructions - completes sentences and tables with correct forms	individualises learning – chooses items which need further study

A Look at Table 1.

- Complete the table with appropriate prepositions of movement. Choose from the following:

across along away from towards down up into out of over under round through

Grammar skills

2 Write more pairs of sentences of your own.

Model answers

The bridge goes over the river, and the tunnel goes under it.

Do you want to go straight through town, or do you want to go round it?

Table 1: Prepositions of movement

speakers		preposition	
Alan	We can't get	<i>across</i>	the river here.
Peter	But if we walk	<i>along</i>	the river, we'll find a place.
Nadia	Our plane flew	<i>into/through</i>	a storm on the way to Cairo.
Hanan	We didn't come	<i>out of</i>	it until we were nearly there.
Maria	We went	<i>up</i>	the mountain very slowly.
Rosa	But then we came	<i>down</i>	again really fast!
Fuad	We need to swim	<i>away from</i>	here. It's dangerous.
Ahmed	Let's move	<i>towards</i>	the beach. It's safe there.

B Many expressions, nouns, adjectives and verbs use particular prepositions. Which prepositions often go with these?

at / **for** the first time make friends to / **with** responsible about / **for**
the start for / **of** take care by / **of**

C Look at Table 2.

1 Which comments take each of these forms:

- 1st idea ... 2nd idea that adds (+) to the 1st? 1, 2
- 1st idea ... 2nd idea that goes against (-) the 1st? 3, 4, 5

2 Which words introduce (+) ideas? *and, in addition*

3 Which words introduce (-) ideas? *Whereas, however, but*

4 Which words connect 1st and 2nd ideas in one sentence? 1, 3, 4

5 Which words start a new sentence for the 2nd idea? 2, 5

Table 2: Connectors – additive and contrastive

1 st idea	connector	2 nd idea
Dubai is a big trading centre,	and	it has a large tourist industry.
It has a large port.	In addition,	there is big new airport.
Riyadh is the Saudi capital,	but	Jeddah is the commercial centre.
Jeddah is on the coast,	whereas	Riyadh is in the desert.
Riyadh is the political centre.	However,	Makkah is the religious heart.

Grammar skills

D Look at Table 3.

- 1 Underline the clauses that start with the pronouns *who*, *which* and *that*.
- 2 Which of these clauses complete the meaning of the sentence? 1, 2
- 3 Which ones add extra information? 3, 4
- 4 How do we show that it is extra information? (Think about commas.) *We separate the clause from the rest of the sentence with commas.*

Table 3: Relative clauses

	relative clause	
Egypt is a country	<u>which / that has a long history.</u>	
The Pharaohs were the kings	<u>who / that ruled Ancient Egypt.</u>	
Jordan	<u>, which is west of Iraq.</u>	has several regions.
The Jordanian people	<u>, who live mainly in the north.</u>	have an ancient culture.

E Look at Table 4a. Complete the table with the correct forms of *cold*.

Table 4a: Comparative and superlative adjectives

adjective			
comparative	In winter, Moscow is	<i>colder than</i>	any Arab city.
superlative	Vostok, near the South Pole, is	<i>the coldest</i>	place on Earth.

F Look at Table 4b.

- 1 Study the spelling rules for comparative and superlative adjectives with:
 - a) one syllable, and b) two syllables if they end in *y*. Explain the spelling rules in your own words.

Suggested answer

Where an adjective ends in 'e', just add 'r/st'. Where an adjective ends in 'y', change it to 'i' and add 'er/est'.

Where an adjective ends in a short vowel and one consonant, double the consonant and add 'er/est'.

- 2 Give the comparative and superlative forms of these: close cloudy high nice steep sunny wet
closer cloudier higher nicer steeper sunnier up wetter

Table 4b: Comparative and superlative spellings

rules	adjective	comparative	superlative
cold + er/est	cold	<i>colder</i>	<i>coldest</i>
dark	<i>dark</i>	<i>darker</i>	<i>darkest</i>
large + r/st	<i>large</i>	<i>larger</i>	<i>largest</i>
late	<i>late</i>	<i>later</i>	<i>latest</i>
dry – y + ier/iest	<i>dry</i>	<i>drier</i>	<i>driest</i>
happy	<i>happy</i>	<i>happier</i>	<i>happiest</i>
hot + t + er/est	<i>hot</i>	<i>hotter</i>	<i>hottest</i>
big + g (ending with 1 vowel + 1 consonant)	<i>big</i>	<i>bigger</i>	<i>biggest</i>

Grammar skills

G Look at Table 5.

1 Complete the questions with these question words: How far How high What When Where Why

2 Use the tables on pages 10–11 to answer questions 1–5.

1 *It rises at 5.44.*

2 *It rises at 6.12.*

3 *This is the average temperature in Muscat.*

4 *Muscat is 2,530 kilometres from the Equator.*

5 *The average temperature in Damascus is 17.0°C*

3 Answer question 6 from the first text.

6 *It gets hotter because it is closer to the Equator.*

Table 5: Questions

question words	aux	noun / pron	verb	other
<i>When</i>	does	the sun	rise	in Doha?
<i>What time</i>	does	it	rise	in Baghdad?
<i>What</i>	is	the average temperature		28.6°C?
<i>How far</i>		is	Muscat	from the Equator?
<i>How high</i>	is	the average temperature		in Damascus?
<i>Why</i>	does	Muscat	get	hotter than Damascus?

Project Work

Natural Events: 1

Objectives

Knowledge	Skills	Attitude
Builds knowledge of different natural events	- activates schemata - makes questions in writing and speech for a specific research purpose - records information from a talk in a table	- recruitment to the specific topic - takes part in a discussion - takes active role in asking teacher questions - works collaboratively with a group

General note

It is anticipated that the project work detailed here will last approximately four days. You may wish to set homework at the end of the second and third day so you can maximize the class time on project day three and day four.

Tell students to look after their notes carefully during this project. They will need to refer to the notes several times.

Exercise A

Write the title of the project on the board: *Natural Events*

Start by saying:

We are going to do a project now. It brings together all the work we have done for the last few weeks. The project for this theme is: Why and what? In this project, we look at some simple questions about nature and we ask: Is there a simple answer?

- 1 Refer students to the picture. Give them a few moments to guess the topic and to try to think of the correct words. Refer them to the first question – *Was it about ... ?* and allow a few students to make sentences but do not confirm or correct.

- 2 Refer students to the other questions. Get them to ask you the questions when appropriate and give information – see Answers. Make sure they ask you about the spelling of all the new important words.
- 3 Hand out the project data collection form, copied from the back of this book. Ask students to write the title of the project at the top of the form. Dictate the questions. However, tell students just to write one, two or three words in each case – see Answers.
- 4 Set for whole class activity. Invite someone to ask you a question, allow other students to correct if necessary, then answer the question. Point out that students should only write notes in the second column of the form.
- 5 Set for pairwork. Feed back, building up the table on the board.

Answers

Model questions, note form of questions and information for the teacher. Note that you should not simply say the points in *Why does it happen*, but pause to encourage students to elicit the information.

Project Work

What was it about?	Topic?	<i>waves breaking on the shore</i>
What do the new words mean?	new words/mean?	<i>'waves' are water above the surface of the sea; they 'break' when the top of the wave falls over the bottom of the wave; the 'shore' is where the sea meets the land.</i>
Why does it happen? What happens next?	why/happen?	<i>1 wind moves over the surface of the sea; the moving air makes small waves on the surface 2 the small waves get bigger and bigger. 3 as the wave gets near the shore, the waves get higher because sea becomes shallow. 4 the bottom of the wave slows down as it moves across the sand on the sea floor; the top of the wave is moving faster than the bottom of the wave and it breaks, or falls over.</i>
	diagram?	<i>see end of this document</i>

Exercises B, C and D

Follow the instructions as written. However, set Exercise E before explaining B. Bring each group to the front in turn. While each group is listening, get the other two groups to work on Exercise E.

Answers

Model notes

Topic?	Tides	Wind
Words/ mean?	tides = reg. change ht of sea gravity = pull, on the Earth and by the Moon	wind = air moving place to place pressure = air pressing on earth
Why/ happen?	moon pulls sea earth turns, sea goes back	cold air = heavier than hot air hot air rises = low pressure cold air falls = high pressure wind = from high to low
Diagram?	see end of TB notes	see end of TB notes

Exercise E

Answers

Possible answers

air	night
blow	o
cloud; cold	pressure
day; dry	q
earth	river; rain; rainbow
fog	sea; shore; sky; snow;
gravity	tide; tree; thunderstorm
high (pressure); hot	u
island	v
j	wave; weather; wind; wet
k	x
lake; low (pressure)	y
mountain; the Moon	z

Project Work

Natural Events: 2

Objectives

Knowledge	Skills	Attitude
builds knowledge of different natural events	records information from a text in a table	works collaboratively with a group

Exercise A

Put the students into four groups, numbered 1, 2, 3 and 4. Refer each group to one of the texts at the back of the workbook as follows:

Group 1 *Why Does It Rain?*

Group 2 *What Are Rainbows?*

Group 3 *What Is Thunder And Lightning?*

Group 4 *What Is Snow And Hail?*

Hand out another copy of the blank data collection form – see the back of this book. Go over the questions again and get students to put the notes in the first column as reminders.

Ask students to read and make notes by themselves. Then allow them to discuss and check the final notes in their group. Make sure they have drawn a diagram of the information. Monitor and assist each group. During this stage, refer students back to the text if they have missed key points. Use the model notes below and check them against the notes which are emerging from each group.

Exercise B

Put the students into new groups. Each group must have at least one person from each group, 1, 2, 3 and 4. Each student must give the relevant information of his/her natural event and the other students take notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each group. Once again, use the model notes below to ensure that the groups are producing good notes of all events.

Exercise C

Put students back into their groups from Exercise A. They should now all have notes on the other three events and can compare/correct them. Monitor and assist each group. Make notes of oral production this time – accuracy of pronunciation/correct use of vocabulary and grammar.

Project Work

Answers

Model notes

topic?	<i>rain = why fall, where from, why not use up</i>	<i>rainbows = why see; where end</i>	<i>thunder and lightning = why some storms have th and l; what are th and l</i>	<i>snow and hail = why water sometimes = rain, sometimes snow and sometimes hail</i>
words / mean?	<i>cycle = something round and round no end; water vapour = gas from water</i>	<i>raindrop = tiny piece of rain; scattered = sent in different directions</i>	<i>positive charge = + on a battery negative charge = - on a battery expand = get bigger</i>	<i>rain = water = liquid snow = water = ice crystal hail(stones) = water = ball frozen water melt = change from ice to water</i>
why / happen?	<i>1 sun = heats up water 2 water = vapour - rises = clouds 3 clouds get bigger and bigger, then burst = rain 4 rain falls into seas etc or travels back to seas</i>	<i>1 white light from the sun hits a raindrop 2 it is scattered = becomes all the colours of the rainbow 3 only see rainbows if sun is out at the same time as rain + if back is to the sun 4 rainbows don't really exist; if we move, they disappear</i>	<i>1 in a storm, earth = +, clouds = - 2 elec = from + - - = lightning (not from - to +!) 3 lightning = very hot = air expands = loud noise 4 close = one sound; far away = number of sounds</i>	<i>1 rain = water from clouds 2 in cold weather, water freezes = ice crystals; if air under cloud = < 0 deg C = snow; if > 0 deg C = melt = rain 3 in thunderstorm, wind = carries raindrops up = they freeze; maybe many times = large balls 4 sometimes hailstones = big as footballs</i>
diagram?	<i>see end of this document</i>	<i>see end of this document</i>	<i>see end of this document</i>	<i>see end of this document</i>

Project Work

Natural Events: 3

Objectives

Knowledge	Skills	Attitude
understands the need to use a writing plan for a talk	produces a talk to a writing plan	- increases confidence in talking in public - takes active role in asking other pupils questions

Exercise A

Hand out the data collection forms – see the back of this book. Refer students to the notes they have made on natural events.

Ask students to choose one of the natural events to speak about. If you do not get roughly equal numbers for each of the seven natural events, ask some students to change group. Give students time to turn notes into spoken sentences on their own. Help individual students who are struggling.

Exercise B

Put students into groups with the same event. Get the students to give a talk, one sentence at a time. Encourage students to help each other with pronunciation and vocabulary/grammar. Monitor and assist each group.

Exercise C

Make groups with students from different events. Ask students to give their talks in turn. Encourage other students to ask questions. They don't have to write anything down this time.

Project Work

Natural Events: 4

Objectives

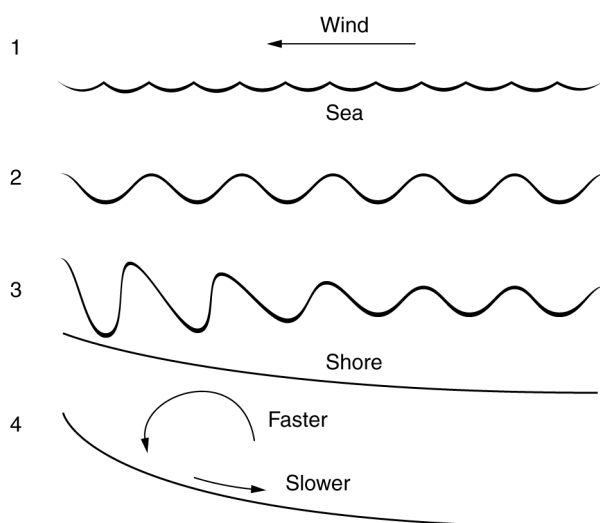
Knowledge	Skills	Attitude
• understands the need to use topic sentences for a written text • understand the need to expand topic sentences into paragraphs	• produces topic sentences • expands topic sentences to paragraphs	• increases confidence in talking in public • takes active role in asking other pupils questions

Exercise A

Ask students to choose **one of the four natural events** they have read about. When they have chosen, put students into groups according to their choice, e.g., one group for rain, rainbows, etc. Get students to write some topic sentences, then check with other students in the group. Go around and elicit topic sentences from each group. Get students to expand their sentences into paragraphs on their own and then check with the other people in their group. Go around and elicit model paragraphs. Monitor and assist.

Exercise B

Refer students to the texts to check their written work.



Project Work

