

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 maps show the world in a graphical way. - Understands that countries are in continents. - Understands that countries may be near one of the Tropics. - Understands that countries have neighbours. - Applies information to the real world.	- Recognizes target words (red and green) in isolation and spoken context. - Correctly relates spoken location information to a world map. - Correctly describes the location of own country.	- Recruitment to broad topic. - Learns how to describe location of own country in terms of other countries.

Introduction

Write the title of the theme on the board and elicit/teach the meaning of *physical*.

Ask students to put the red vocabulary words into groups:

- directions
- prepositions of place
- physical features

Revise some of the sounds that the students have studied so far by asking students to find red words with these sounds:

/p/ *opposite*

/b/ *behind, between*

/ɪ/ *behind, between, in, river, mountain* (NOT the *i* in *behind* or *island*)

/i:/ *between, east, sea, country** (NOT *near*)

/θ/ *north, south*

/ð/ *the* (in the centre of)

/e/ *centre, left, next, west*

*Strictly speaking, this is a little shorter but at this level it can be useful to stress the long sound at the end.

Exercise A

Elicit one or two sentences from students as examples. Write them on the board.

Students think of more sentences in pairs and write them down.

Ask some of the students to read out their sentences and correct them as necessary. Write the best/most interesting on the board.

Exercise B

Refer students to the world map. Check/teach the word *world*. Elicit the names of the continents and teach the word *continent*. Note that officially there is one more continent not marked – Antarctica. Ask students to find and point to the *Equator*, *the Tropic of Cancer* and *the Tropic of Capricorn*.

Set for pairwork. Feed back orally.

Lesson 1

Answers

- 1 Canada, India, USA, Portugal, Spain, Libya, Egypt, Pakistan
- 2 Brazil, Argentina, Australia, New Zealand
- 3 India, Egypt, Libya
- 4 Brazil, Argentina, Australia

Methodology note

Arguably it is not important in a Listening section for students to be able to say the names of countries with an English pronunciation. However, you may feel this helps to understand the word when it is heard.

Language and culture note

In Arabic the word for Cancer also means *crab* and the word for Capricorn means *billy goat*. The same derivation exists for the words in English but we have lost the direct association between the name and the animal which existed in Latin. In both English and Arabic, the names are also used for star signs and constellations.

Many countries have almost the same name, although clearly a different pronunciation, in Arabic. Exceptions here are: the USA (strictly speaking *al walee'daat al moo'tahida* but widely called *al-amri'kiya*), Egypt (*misr*), India (*al-hind*).

Exercise C

Check students understand the task. Play the recording, pause after each sentence and replay if necessary. Students compare answers. Elicit answers.

Tapescript

- 1 It is in North America. It is north of the USA.
- 2 It is in Asia. It is southeast of Pakistan.
- 3 It is in Africa. It is west of Egypt.
- 4 It is in Europe. It is west of Spain.
- 5 It is in Australasia. It is a large island. It is on the Tropic of Capricorn. It is near New Zealand.
- 6 It is in South America. It is between the Equator and the Tropic of Capricorn. It is north of Argentina.

Answers

- 1 Canada
- 2 India
- 3 Libya
- 4 Portugal
- 5 Australia
- 6 Brazil

Extra activities

- 1 Ask students to recall the sentences on the recording for each answer accurately, e.g.,
Canada – It is in North America. It is north of the USA.
- 2 In pairs, one student describes another country on the map. The other tries to guess the name of the country. Then change around, e.g.,

Student 1: It is in Africa. It is east of Libya.
Student 2: It's Egypt.
- 3 Say some more large countries and get students to tell you which continent they are in. Obvious ones are China, Sudan, Russia, France. Students should also try to mark their approximate positions on the map. Give out atlases or display an OHT for them to check their own ideas.

Lesson 1

Exercise D

Check/teach the meanings of the green vocabulary words. Say each word. Elicit an answer from one of the students as an example. Students continue in pairs. Ask some of the students to say some of their sentences.

Exercise E

Ask students to draw a similar diagram and write a sentence about their country. Monitor and give feedback.

Closure

Build up a full paragraph about the students' countries on this pattern.

(My country) is in (continent).

It has borders with (countries).

(Country A) is in the (direction). etc.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Understands that people come from a country and a town/city/area. - Remembers that you can predict the next word during active listening. - Remembers that speakers talk about sub-points. - Remembers pronunciation of five vowels. - Remembers pronunciation of consonants from the course so far.	- Activates schemata. - Correctly writes words with from spoken spellings. - Correctly identifies key vowel sounds. - Correctly identifies key consonant sounds	- Recruitment to specific topic. - Increases confidence in following a talk.

Introduction

Revise the green words from the previous lesson. Exploit the map at the top of the page using language from the previous lesson.

Exercise A

Set the task and divide the class into pairs. Monitor and give feedback.

Exercise B

- Set the task. Students should be familiar with this type of prediction exercise. As detailed in previous lessons, you need to control the class carefully in order for the stronger (louder?) students not to dominate. Do this by either asking students to write the answer each time, or by only accepting answers from nominated students.
- Give students time to read the table, then set the task. Students complete individually. Elicit answers.
- Give students time to read the gapped text and study the maps. Students can write in any answers they might know already.

Play the recording. Students compare answers. Elicit answers.

Now, if you wish, play the recording with the students following the transcript on page 33 of the Resources Book.

Note that there are two different ways to talk about the position of a country.

In Lesson 1, the position was given from 'my country' to a neighbour. For example, describing the UAE, we could say: *Oman is in the south and east.*

In this lesson, the position is given from a neighbour to 'my country'. For example, describing the UAE, we could say: *The UAE is north and west of Oman.*

Demonstrate this on a sketch map with arrows from, respectively, the country to neighbours and from neighbours to the country.

Tapescript

Donna: Where are you [PAUSE] from, Fatma?

Fatma: I'm from Kuwait.

Donna: Where's [PAUSE] that?

Fatma: It's in the north of the Gulf. It's northeast of Saudi Arabia.

Lesson 2

- Donna: And where do you come [PAUSE] from in Kuwait?
- Fatma: I come from Al Khiran.
- Donna: How do you spell [PAUSE] that?
- Fatma: A-L K-H-I-R-A-N.
- Donna: Which part of the [PAUSE] country is that in?
- Fatma: Well, Kuwait is very small, but it's in the southeast.
- Donna: Is Al Khiran the capital?
- Fatma: No. The capital is Kuwait City.
- Donna: What about you, Fairuza?
- Fairuza: I'm from Oman.
- Donna: Is that in the Gulf, [PAUSE] too?
- Fairuza: Yes, well, not exactly. It's southwest of the UAE and Saudi Arabia.
- Donna: Does it have a long coastline?
- Fairuza: Yes, that's right. It has a coastline on the Arabian Sea.
- Donna: And what's your home [PAUSE] town?
- Fairuza: I'm from Salalah.
- Donna: Sorry. What did you [PAUSE] say?
- Fairuza: I said, Salalah.
- Donna: How do you spell [PAUSE] that?
- Fairuza: S-A-L-A-L-A-H.
- Donna: Is that the [PAUSE] capital?
- Fairuza: No, the capital is Muscat.
- Donna: Which part of the country is Salalah [PAUSE] in?
- Fairuza: It's in the south.

- 3 Kuwait:
The country is in the north of the Gulf. It is northeast of Saudi Arabia, south of Iraq and west of Iran. The capital is Kuwait City.
- Oman:
The country is on the Arabian Sea. It is southeast of the UAE and Saudi Arabia. The capital is Muscat.

Language and culture note

There are three ways of referring to the body of water which stretches from Kuwait to the Straits of Hormuz. In American English, it is most commonly called the Persian Gulf. In British English, it is the Arabian Gulf or the Gulf. Allow your students to use whichever designation they are familiar with.

Exercise C

Students read the instructions and information. Check the meaning of *majoring*.

Elicit one or two examples and write them on the board. Then students continue in groups. Elicit answers. Check spelling and pronunciation where necessary.

Exercise D

- 1 Set the task. Point out that they will hear British English on this occasion. Students complete individually, then compare answers.
- 2 Play the recording. Elicit answers. Replay the recording if necessary.

Answers

2	Student	Country	Hometown
	Fatma	Kuwait	Al Khiran
	Fairuza	Oman	Salalah

Lesson 2

Tapescript and Answers

	A fill /ɪ/	B feel /i:/	C have /æ/	D half /ɑ:/	E head /e/
city	✓	✓			
did	✓				
east		✓			
exactly	✓	✓	✓		
Oman				✓	
said					✓
Salalah				✓	
spell					✓
west					✓

- 4 job
- 5 manager
- 6 method
- 7 past
- 8 prove
- 9 think
- 10 punctual

Exercise E

Follow the normal procedure.

Tapescript and Answers

- a about letter b
- b capital letter p
- c north letter t and h
- d part letter p
- e south letter t and h
- f spell letter p

Exercise F

Follow the normal procedure.

Tapescript and Answers

- 1 college
- 2 display
- 3 experiment

Closure

Ask students to close their books. Use the completed gapped texts from Exercise B3 as a dictation. This can be either a traditional dictation or follow one of the more 'communicative' ones.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers key words from the theme. - Understands that there are differences between the names of letters and the sounds of letters. - Understands that the letter <i>s</i> makes two common sounds – /s/ and /z/. - Understands there are two vowel sounds, /ɒ/ and /ɔ:/. - Understands there are exceptions to sound-sight patterns.	- Predicts the next word in a sentence. - Recognizes a speaker's move to a new sub-point. - Correctly relates sight to sound for words with <i>th</i>. - Correctly relates sight to sound with vowel sounds /ɒ/ and /ɔ:/.	Increases confidence in understanding spoken spellings.

Introduction

Describe the location of a country. Students identify it. Use a local country or one from the theme so far.

Exercise A

Teach the word *flag*.

Set the task for individual completion. While the students are working on the crossword, write the alphabet on the board in preparation for the next exercise.

Elicit answers and check spelling. Ideally, feed back onto an OHT of the crossword so students can try to spell out the words in each case. You can then take their spellings literally and put the wrong letters in as appropriate until other students correct. This will be good preparation for the next exercise.

Answers

- 10, 9 and 1 United Arab Emirates
 2, 4 Saudi Arabia
 3 Qatar
 6 Bahrain
 8 Kuwait

11 Oman

7, 5 Arabian Gulf (see Language and culture note on page 151)



Exercise B

- After reading Skills Check 1, ask different students to read out an example word from the table at the bottom of the box. See if students can think of any other words with the same sound.
- Say the letters and ask the students to repeat.
- Do the exercise as suggested in the book, or let the students write the answers first then listen to check.

Lesson 3

Tapescript

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Answers

A B F Q I O R

H C L U Y

J D M W

K E N

G S

P X

T Z*

V

Z** *AmE **BrE

Tapescript

1 U-K

2 U-A-E

3 U-S-A

4 O-M-A-N

5 Q-A-T-A-R

6 K-U-W-A-I-T

7 B-A-H-R-A-I-N

8 Y-E-M-E-N

9 J-A-P-A-N

10 C-H-I-N-A

11 S-A-U-D-I A-R-A-B-I-A

12 G-U-L-F

Language and culture note

Notice that there is no one-to-one relationship between the letter name and its sound in English. Often the English letter name has the most common sound somewhere in it, at the beginning – e.g., Jay, Kay – or at the end – e.g., eM, eN. But at other times, the letter name has a less common sound – e.g., Cee, aR – and sometimes the letter sound is not even in the name – e.g., aitch, Y. All of this means there is a real learning task in associating the name of the letter with the sight of the letter. Long after students can correctly identify H or J, for example, they may not be able to instantly say the name.

In Arabic, by contrast, many letters have virtually the same name as the sound the letter makes – e.g., ba, ta, tha, ha, kha, ra, Ta, Za, etc. – so if you can spell the word, you can say the spelling out loud. Therefore the problems with “spelling out” in English will surprise students and they will try to spell like in primary school, e.g., *Arabic* = a - ra - a - ba - i - ka.

Extra activity

Give out pieces of paper with more lists of countries. Students work in pairs. One student has the list and spells out the country. The other student says the name of the country as soon as he/she can.

The students should identify the country at some stage of the spelling-out.

1 U-K

2 U-A-E

3 U-S-A

4 O-M-A-N

5 Q-A-T-A-R

6 K-U-W-A-I-T

7 B-A-H-R-A-I-N

8 Y-E-M-E-N

9 J-A-P-A-N

10 C-H-I-N-A

11 S-A-U-D-I A-R-A-B-I-A

12 G-U-L-F

The following letters are not used in the above and could be dictated separately: V, X, Z.

Exercise C

- 1 Set the task. Play the recording. Students complete individually. Do not elicit at this stage.
- 2 Students compare answers. Play the recording again if necessary. Write the correct answers on the board for students to check.

Exercise D

Read Skills Check 2 aloud, with the students following in their books. Check understanding.

Lesson 3

- 1 Elicit answer – /s/ and /z/.
- 2 Students discuss in pairs. Do not elicit answers.
- 3 Play the recording, twice if necessary. Elicit answers.

Tapescript

it's
is
small
south
has
east
coast
what's
sorry
does
spell
say
towns

Answers

/s/ it's small south east coast what's sorry
spell say
/z/ is has does towns

Language and culture note

The usual problem! In Arabic, both the sounds /s/ and /z/ exist – indeed, there is a third sound once again which is said with more force than /z/ and with a slack jaw. But there are separate letters for each sound. It is a complete mystery to an Arabic speaker why the letter s, for example, can be /s/ in one environment and /z/ in another. At this stage, do not try to explain about the effect of the environment – e.g., plural s has an unvoiced sound after an unvoiced consonant and a voiced sound after a vowel or voiced consonant. Just teach them to say the sound correctly in each case. Their ability at rote learning will do the rest.

Exercise E

- 1 and 2 Students discuss in pairs. Do not elicit answer.
- 3 After students have read the Skills Check, elicit answers.
- 4 Play the recording with the students looking at the words in their book.

Question 1:

on
not
from
what
come
of
sorry
want
was
wash

Question 2:

for
before
more
small
talk
war
August
taught
north

Answers

- 1 come = not an /ɒ/ sound
- 2 They all have /ɔ:/ (although the spelling is different).

Extra activity

With students' books closed, give a spelling test on some of the words from Exercises D and E.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Identifies relationships between the sounds of the names of letters. - Remembers the value of preparing to listen. - Understands that maps can be labelled with spoken information. - Applies new information to the real world.	- Correctly identifies relationships between the sounds of letters. - Correctly predicts some of the information in a talk. - Correctly transfers some information from a spoken talk to a map.	- Takes part in a discussion. - Talks about own experience. - Learns some information about a neighbouring country.

Introduction

Use Exercise A as an introduction to this lesson. This is a revision exercise. Students complete individually then compare answers. Elicit answers.

Answers

- 1 O hasn't got the /ei/ sound.
- 2 R hasn't got the /i:/ sound.
- 3 V hasn't got the /e/ sound.
- 4 Y hasn't got the /u:/ sound.

Exercise B

It would be helpful to have an OHT of the map for feedback.

- 1 Elicit the points listed in Lesson 2 Exercise C and write them on the board. Students read questions a–f. Compare the list of points on the board with the questions. Students add any extra topics to their lists. Students discuss in pairs which questions the recording will answer. Elicit some of their ideas but do not confirm or correct at this stage.

- 2 Play the recording. Students tick the topics they hear. Elicit answers. Students ask and answer the questions in pairs. (Note: Some of the questions are not answered on the recording. This should be predictable, since the topic is location and physical features – point this out.) It is not necessary for students to answer with full sentences; they only need to hear the key words.
- 3 Set the task. Play the recording, twice if necessary. Do not elicit answers at this stage.

Tapescript

Lecturer: The Sultanate of Oman is situated north of the Equator. The capital city, Muscat, which in English is spelt M-U-S-C-A-T, is on the Tropic of Cancer – that's Tropic, T-R-O-P-I-C, of Cancer, C-A-N-C-E-R. Oman is bordered to the northwest by the UAE and to the northeast by the Gulf of Oman. To the west, there is a long, undefined border with Saudi Arabia, while to the southeast, Oman has a long coastline on the Arabian Sea. In the southwest, there is a border with Yemen – Y-E-M-E-N. There is also a small area in the far north that belongs to Oman. It is called Musandam – M-U-S-A-N-D-A-M. The total area of the country is 212,500 square kilometres. This is about three times the area of the UAE. The country consists of stony desert, with a sandy desert in the southeast called Wahiba Sands – that's W-

Lesson 4

A-H-I-B-A. The border with Saudi Arabia is also sand desert. This is the famous Rub al Khali, or Empty Quarter. There are mountains in the north of the country – they are called the Hajar – H-A-J-A-R. The highest point is Jebel Akhdar – J-E-B-E-L A-K-H-D-A-R.

Answers

- a north of the Equator – northwest UAE, northeast Gulf of Oman, west = Saudi Arabia, southeast Arabian Sea, southwest Yemen
- b not answered
- c stony desert, sandy desert, mountains
- d not answered
- e not answered
- f not answered

These are the topics from the book but students should have one more: size = 212,500 square kilometres.

Exercise C

Students can edit their maps during this stage.

Extra activity

Give out atlases or maps for students to check their work – either at this stage or after Exercise D below.

Exercise D

After reading, elicit answers onto an OHT on the board. Help with any other new vocabulary from the tapescript.

Some language points that could be followed up are:

location: *is located, is bordered by, to the west v. in the west*

area: *total area, three times the area of*

Methodology note

Remember – reading the tapescript of information that you have struggled to understand aurally is not *cheating!* At some point, you must be allowed to see the words which you have failed to understand in their spoken form. That is the last resort to be able to hear more effectively next time. Ideally, students should read and listen so their brains can begin to make the correct association.

Exercise E

Monitor and give feedback.

Closure

Get students to close their books and draw a sketch map of Oman – similar to the one at the bottom of

Lesson 1. Working in groups or pairs, get them to fill in as much information as they can.

If they need help with the spelling of anything in English, dictate it. Compare the sketch maps at the end with a real map and declare a winner.

Play the lecture again (track 15 on CD2).

Language and culture note

Ibn Battuta was a great Arab traveller of the 14th century. He started on his travels, when he was 20 years old, in 1325. Originally he went on Hajj, or Pilgrimage to Mecca, as all good Muslims should do. But he continued travelling for nearly 30 years, covering about 75,000 miles and visiting the equivalent of 44 modern countries.

Workbook: Listening

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are many different vowels in English. - Remembers the topic of the talk from the theme. - Understands some information about the real world.	- Identifies the vowel in key words. - Writes sentences from dictation. - Identifies the correct way to complete key structures in a text. - Uses a map to check truth value of sentences. - Correctly identifies words from spoken spelling.	- Increases confidence in intensive listening. - Learns some information about the real world.

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/	/a:/	/e/	/e:/	/o/	/or/
Syria	Egypt	Qatar	Oman	Yemen	Turkey	not	Jordan
Brazil	east	capital	Pakistan	left	word	what	border
India			Iraq	west		want	corner
city			Iran	next		opposite	north
			Argentina				

Tapescript

Syria

Egypt

Qatar

Oman

Yemen

Turkey

not

Jordan

Brazil

east

Pakistan

left

word

what

border

Workbook: Listening

India
capital
Iraq
west
want
corner
city
Iran
next
opposite
north
Argentina

Methodology note

In this table, the following patterns are reasonably productive (i.e., useful for predicting other sight/sound relationships) but, of course, there are exceptions.

ur = /e:/
or = /or/

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. 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.

Model answer

The Sultanate of Oman is situated north of the Equator.

The capital city, Muscat, is on the Tropic of Cancer.

Oman is bordered to the north west by the UAE and to the north east by the Gulf of Oman.

To the west, there is a long border with Saudia Arabia.

To the southeast, Oman has a long coastline onthe Arabian Sea.

In the south west, there is a border with Yemen.

Tapescript

The Sultanate of Oman is situated north of the Equator. /
The capital city, / Muscat,/ is on the Tropic of Cancer.
Oman is bordered to the northwest by the UAE /
and to the northeast by the Gulf of Oman. /
To the west, / there is a long border with Saudi Arabia. /
To the southeast, / Oman has a long coastline on the
Arabian Sea. /
In the southwest, / there is a border with Yemen.

Exercise C

- 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.

Workbook: Listening

Tapescript and Answers

Target words underlined

There is also a small area in the far north that belongs to Oman. It is called Musandam. The total area of the country is 212,500 square kilometres. This is about three times the area of the UAE. The country consists of stony desert, with a sandy desert in the south east called Wahiba Sands. The border with Saudi Arabia is also sand desert. This is the famous Rub al Khali, or Empty Quarter. There are mountains in the north of the country –they are called the Hajar. The highest point is Jebel Akhdar.

Exercise D

Refer students to the map.

- 1 Set for individual work and pairwork checking. Do not feed back at this point.
- 2 Play the tape. Feed back after each section.

Tapescript and Answers

Target words underlined

Portugal is in Europe. It is to the west of Spain.

Australia is on the Tropic of Capricorn.

New Zealand is southeast of Australia.

The USA and Canada are in North America.

Libya is in Africa. It has a border with Egypt to the east.

India is in Asia. It is on the Tropic of Cancer. It is east of Pakistan.

Brazil and Argentina are in South America.

Exercise E

Remind students of the names of the letters of the alphabet. Elicit from individual students.

- 1 Set for pairwork. Monitor and assist.
- 2 Elicit a few ideas, e.g., place names from the region. Point out that they have to spell the English word. Monitor and assist.

Closure

Test students by spelling some place names quickly for them to recognize.

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 countries are in continents and areas. - Understands some information about the location of countries. Σ Applies new information to the real world.	- Produces target words (red and green) in isolation and spoken context with good pronunciation. - Correctly identifies geographic features in own country. - Uses a map as a source of information.	- Recruitment to broad topic. - Transfers learning to the real world. - Displays own knowledge. - Talks about own country.

Introduction

- Write the title on the board – *The Physical World*. Refer students to the map for the meaning of *world*. Ask them to find *physical features* in the list of red vocabulary words. Elicit/teach the following:

island
lake
mountain
river
sea

Exercise A

Set for pairwork. Feed back orally. If there are students from different countries, get one from each country to talk about physical features in that country. Otherwise, try to reach consensus on names.

Methodology note

Language learners are inevitably infantilized by a lot of activities in a classroom. They are put in the position of being helpless and needing constant help from the teacher. Information gaps tend to all work one way – the teacher knows and the students don't. This is, as stated, inevitable but where there is an opportunity to reverse the normal situation, seize it! In this lesson, opportunities arise in Exercises A and B. It is likely that the students know more about their own countries than you do. Parade your ignorance and get them to explain. Make an attempt to say the names of places correctly. Go back to things that they told you earlier and try to remember the information. This will probably encourage students to try to communicate more information and, in the process, forget for a second that they are speaking your language and you are monitoring their success at every moment.

Exercise B

Check that students understand the four main points of the compass. Draw a basic compass on the board or use the world map to check.

Lesson 1

Set for pairwork. Feed back orally. If there are students from different countries, get one from each country to talk about the location of physical features in that country. Otherwise, try to reach consensus on location.

Exercise C

Play the recording. Drill the words, chorally and individually. Highlight key pronunciation points as follows:

Africa	A = /æ/
America	A = schwa
Asia	A = /eɪ/; si = /ʃ/
Europe	Eu = you
Oceania	O = /əʊ/; ce = /ʃ/

Get students to find the continents on the world map and give locations with points of the compass, e.g., *Europe is west of Asia*.

Tapescript

Africa
America
Asia
continent
Europe
Oceania
the Middle East

- 3 Set for pairwork. Feed back orally by asking the questions in the two forms in the speech bubbles and eliciting answers.
- 4 Set for pairwork. Feed back orally. If there are students from different countries, elicit ideas from a representative of each. If all the students are from the same country, ask more detailed questions about location, e.g., *Is it east of Africa/west of Europe?*

Answers

1 / 2	Australia	Oceania
	Brazil	South America
	Canada	North America
	China	Asia
	Egypt	Africa
	Germany	Europe
	Qatar	the Middle East

Language and culture note

In Arabic:

'Geography' is *jooghrafia*.

'The Middle East' is *a-shark al awsaat*, which means *the east the middle*.

Continent names are almost the same, except Oceania, which will not be known to the students. Show its location on the world map, i.e., Australia, New Zealand, South Pacific islands.

Exercise D

Teach the word *geography*.

- 1 Explain that the countries are in the first column and the continents in the second column. Ask students to cover the world map. Do the first two as examples, using the speech bubbles to give some language of organization. Set for pairwork. Monitor but do not confirm or correct.
- 2 Students self-check.

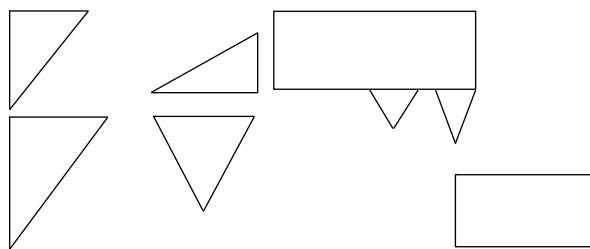
Lesson 1

Closure

Ideally, use a blown-up version of the world map to:

- pinpoint a few more places, e.g., places that the students have visited;
- talk about where you are from, where you have lived/worked.

Teach students how to do a quick sketch map of the continents, with triangles and squares as follows. You might also like to make a jigsaw of this, with the continent names, and ask students to move the names into the correct position.



Language and culture note

There are three ways of referring to the body of water which stretches from Kuwait to the Straits of Hormuz. In American English, it is most commonly called the Persian Gulf. In British English, it is the Arabian Gulf or the Gulf. Allow your students to use whichever designation they are familiar with.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Understands that there are certain questions you can ask a person on first meeting. - Learns some more information about geographic relationship between own country and others in the area. - Remembers that there are many vowel sounds in English. - Recognizes relationships between statements and responses.	- Activates schemata. - Finds logical response for statements. - Practises a conversation.	- Recruitment to specific topic. - Learns more about countries in the same area.

Introduction

- If you did the drawing exercise in the closure of Lesson 1, repeat it now but don't allow the students to look back at their notes.
- Repeat Exercise D with the whole class, i.e., you give the name of each country and the students must say the continent. Check pronunciation as you go.
- Ask where each continent is, e.g., *Europe is west of Asia*. After you have asked the simple question a couple of times, introduce the word location, i.e., *What's the location of South America?*

Exercise A

Get a student to read out the rubric. Elicit a few questions. Put students in pairs to make a list of questions. Feed back orally.

Exercise B

Refer students to the pictures of the two men. Say they are meeting for the first time. Ask students to look at the rest of the picture. Elicit some more questions that they can ask each other, e.g., *Are you going to the lecture?*

Exercise C

- Set for individual work then pairwork checking. Play the recording. Feed back orally. Encourage students to make the full questions with good pronunciation.
- Refer students to the table. Get students to read out the headings – *name, country*, etc. Set for individual work then pairwork checking. Play the recording again. Give students time to complete the table. Feed back, building up the table on the board.

Tapescript

Simon: Hi. My name's Simon. Simon Shepherd.

Zeki: Hello. I'm Zeki.

Simon: Can I help you?

Zeki: No, it's O.K. I can manage.

Simon: Are you going to the Geography lecture?

Zeki: Yes, I am. What about you?

Simon: Yes, me too. When does it start?

Zeki: Ten past ten, I think.

Simon: Where are you from, Zeki?

Zeki: I'm from Turkey.

Lesson 2

Simon: Where's that?

Zeki: It's in Europe. It's north of Syria and Iraq.

Simon: And where do you come from in Turkey?

Zeki: I come from Mersin.

Simon: Sorry. What did you say?

Zeki: I said Mersin.

Simon: How do you spell that?

Zeki: M-E-R-S-I-N.

Simon: And how do you say it?

Zeki: Mersin.

Simon: Mersin. Which part of the country is that in?

Zeki: It's in the south.

Answers

1 Answers depend on students.

2	Name	Zeki
	Country	Turkey
	Continent/area	Europe
	Location	north of Syria and Iraq
	Hometown	Mersin
	Location of hometown	in the south

Exercise D

1 Refer students to the two sets of statements. Make sure students realize that the top section contains Simon's questions and the bottom section contains Zeki's replies. Point out that the top section is in order. They should therefore look at each section alternately, i.e., question (top), reply (bottom), next question (top), etc. Set for pairwork.

2 Play the recording again. Give some time for completion/correction. Feed back by getting students to read out each exchange – question + reply. Confirm, correct, deal with pronunciation. Don't practise the conversation at this point – see Exercise F below.

Tapescript

[REPEAT OF EXERCISE C]

Exercise E

Note that on this occasion the words are recorded. Do not feed back therefore until you have played the recording. Drill all the words including the odd one out in each case.

Tapescript

a think in hi it's

The odd one out is hi.

b part what Iraq past

The odd one out is what.

c me help said spell

The odd one out is me.

d am about that manage

The odd one out is about.

e think north south that

The odd one out is that.

Answers

a hi all others are /ɪ/

b what all others are /ɑː/

c me all others are /e/

d about all others are /æ/

e that all others are /θ/

Lesson 2

Methodology note

If your own pronunciation is different from the voice on the tape, for example, /ɪræk/ (*Iraq*) and /pæst/ (*past*), ask students whether they notice it and if they can explain the reason for the difference.

Exercise F

Set for pairwork. Feed back orally.

Closure

Ask individual students each of Simon's questions, beginning with *Where are you from, ...?* Substitute the name of the student's country in the third question, i.e., *Where do you come from in ...?*

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers that letters have names which are not the same as their sounds. - Remembers that the letter s has two common sounds. - Remembers that there are two vowels – /ɒ/ and /ɔ:/.	- Correctly uses the names of letters to spell words. - Accurately gives information about self. - Correctly relates sight to sound in words with the letter s. - Correctly produces words with the vowels /ɒ/ and /ɔ:/.	- Shares personal information. - Talks about self.

Introduction

- 1 Exploit the visual on page 76. Get students to tell you where countries are in relation to other countries. Teach the intermediate points of the compass, i.e., *northeast/west*, *southeast/west* to help with more accurate locations.
- 2 Give the location of countries and get students to identify the country in each case.
- 3 When students have located a country, ask them to spell the name – this is deep-end strategy leading into Exercise A.

Exercise A

Ask students to cover Skills Check 1. Get a student to read out each of the example letters in the grid. Correct the pronunciation until you have a reasonable approximation. Then give the example of another letter like *A*, i.e., *J*. Elicit one more example for *A*, e.g., *K*. Set for pairwork. Do not confirm or correct.

Exercise B

- 1 Refer students to Skills Check 1. Set for pairwork. Feed back, building up the table on the board. Drill the names.
- 2 Set for pairwork. Monitor and assist.

Language and culture note

Notice that there is no one-to-one relationship between the letter name and its sound in English. How could there be, when one letter, especially a vowel, can make several sounds? Often the English letter name has the most common sound somewhere in it, at the beginning, e.g., *Jay*, *Kay*, or at the end, e.g., *eM*, *eN*. But at other times the letter name has a less common sound, e.g., *Cee*, *aR*, and sometimes the letter sound is not even in the name, e.g., *aitch*, *Y*. All of this means there is a real learning task associating the name of the letter with the sight of the letter. Long after students can correctly identify, e.g., *H* or *J*, they may not be able instantly to say the name.

In Arabic, by contrast, many letters have virtually the same name as the sound the letter makes, e.g., *ba*, *ta*, *tha*, *ha*, *kha*, *ra*, *Ta*, *Za*, so if you can spell the word you can say the spelling out loud. Therefore the problems with “spelling out” in English will surprise Arab students and they will try to spell like in primary school, e.g., *Arabic* = a - ra - a - ba - i - ka.

Exercise C

Demonstrate the activity by spelling the word *HAD* and getting students to say *It's the second word*. Teach *first* and *third* to complete the language of organization. Repeat with *HARD* and *HEAD*. Set for pairwork. Monitor and assist.

Lesson 3

Exercise D

Set for pairwork. Feed back orally.

Exercise E

- 1 Set for pairwork. Feed back orally but don't confirm or correct.
- 2 Set for individual work then pairwork checking.
- 3 Set for pairwork.

Language and culture note

At first sight, the idea that a letter can change its sound according to the letter it is next to might seem odd to an Arabic speaker. But in fact this happens in Arabic. A group of letters, called sun letters, change their sound if they are next to the *l* of *al* (the definite article). Thus *al-shams* (the sun) is pronounced *ashams*. Say this to students to explain why, e.g., the letter *s* has the sound /z/ in *It is* but /s/ in *it's*.

Language and culture note

Neither of these sounds exists in Arabic, therefore they will pose problems. Arabic speakers will tend to say, e.g.,

- /wɑ:t/ or /wæt/ or even /wɪt/ for *what*;
- /smɑ:l/ or /smæl/ or even /smu:l/ for *small*.

Students will continue to put in the /r/ sound, with or without roll, wherever it appears in the orthographic form, e.g., /wærm/ for *warm*.

They will also need reassurance that there really is no /l/ sound in words like *talk* and *walk* once they have learnt the spelling of such words.

Closure

Get students to spell some more words from the lesson for you to write on the board. Write exactly what the student says and wait for others to correct.

Exercise F

Set for pairwork. Feed back orally. Check that students can make the two sounds with reasonable precision.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are minimal pairs or near minimal pairs. - Remembers how to give spoken spellings in English. - Remembers pronunciation of key words from the theme. - Uses real-world knowledge to complete a task.	- Correctly produces words from minimal pairs or near minimal pairs. - Understands a text about a person. - Records spoken information in a table. - Prepares to speak by rehearsing. - Produces a text about a person's job with accuracy and fluency, using a range of sentences.	- Increases confidence in speaking in public. - Shares information about self.

Introduction

- 1 Get students to spell their names to you while you write on the board.
- 2 Get students to spell – slowly – the name of a country from the lesson so far. Other students have to guess the name of the country before the student finishes spelling.

Exercise A

Remind students of the two sounds from Lesson 3, Skills Check 3. Follow the usual procedure.

Exercise B

Follow the usual procedure.

Exercise C

Follow the procedure as written.

Exercise D

Refer students to Zeki's talk.

1/2 Set for individual work then pairwork checking. Play the recording.

3/4 Set for individual work. Monitor and assist.

Drill the sentences from Zeki's talk. Use backchaining on the longer utterances.

Tapescript

Zeki: My name is Zeki: Z-E-K-I. I am from Turkey, which is in Europe. Turkey is north of Syria and Iraq. It is south of Russia and Bulgaria. I come from a small town in Turkey called Mersin. That's M-E-R-S-I-N. It is in the south of the country.

Methodology note

Backchaining is a good way to ensure natural intonation. Start with the last words of the sentence and build up from there, getting students to repeat at each stage, e.g.,

Mersin
called Mersin
in Turkey called Mersin

Lesson 4

a small town in Turkey called Mersin

I come from a small town in Turkey called Mersin.

Exercise E

Set for groupwork. If there are students from different countries, make sure they do their talks at the end in front of the whole class.

Closure

Exploit the visual. See how many more countries on the map students can identify and spell in English. Allow them to look back at the similar map on page 76. Finish with a pairwork in which they test each other on location of countries and spelling.

Workbook: Speaking

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are two related sounds – /b/ and /ɔ:/. - Remembers the meaning of target words. - Recognizes that one vowel letter can make many sounds. - Recognizes that it is important to identify the stress pattern of a word. - Understands some information about the real world.	- Makes correct sound-sight relationship. - Produces target words with good pronunciation, including stress pattern. - Prepares a speech about a person from given information. - Gives a speech with accurate pronunciation and a range of structures.	- Increases confidence in speaking in public. - Takes part in group work.

Exercise A

- Set for individual work and pairwork checking. Do not confirm or correct.
- Say or play the words. Feed back, building up the table on the board. Correct/drill pronunciation as you go.
- Elicit some more words for each column.

Answers

Additional words are in italics at the bottom of each column.

not	four
got	course
watch	sure
<i>Australia</i>	warm
hot	<i>August</i>
<i>continent</i>	<i>corner</i>
<i>opposite</i>	north
<i>what</i>	or
<i>want</i>	<i>saw</i>
<i>was*</i>	<i>talk</i>

* may be schwa in context

Tapescript

August
Australia
continent
corner
course
got
hot
north
opposite
sure
warm
watch

Exercise B

- Work through the example. Set for individual work and pairwork checking. Do not confirm or correct at this point.
- Say or play the sentences. Feed back orally.
- Drill the sentences chorally and individually.

Workbook: Speaking

Tapescript and Answers

Target words underlined.

- The opposite of south is north.
- Asia is the largest continent.
- Are you sure? Yes, of course I am.
- The eighth month of the year is August.
- Australia is an island.
- Is your country warm in summer or hot?

Tapescript

equator
front
second
today
woman
women
work
world

Exercise C

Remind students that each vowel letter in English can make many vowel sounds. Work through the example, showing students how to indicate the pronunciation. They can use phonemics if they know them, or other letters. The important thing is that they can say the sound correctly.

- Set for pairwork.
- Say or play the words. Feed back, drilling the words as you go.

Answers

equator	uh or /ə/
front	o or /ʌ/
second	u or /ə/
today	schwa or /ə/
woman	uu or /ʊ/
women	i or /ɪ/
work	er or /ɜ:/
world	er or /ɜ:/

Exercise D

- Remind students about syllables. Remind them also about marking the stressed syllable with a vertical stroke. Set for individual work and pairwork checking. Do not confirm or correct.
- Say or play the words. Feed back, building up the table on the board. Drill the words chorally and individually.
- Work through the example. Set for pairwork. If students are struggling, refer them to the world map from this theme (Student's Book page 91).

Tapescript and Answers

'continent
'Africa
Aus'tralia
'Europe
A'merica
'Asia
Oce'ania

Workbook: Speaking

Exercise E

Remind students about the student talking about his country and his hometown. Explain that they have to write a short talk about a student – not themselves this time – and then listen to a short talk about another student.

- 1 Make two groups, A and B. Give students time to prepare the talk. They can write it out in full if they wish, but they will not be able to use the full version to give their talk. They must make a few notes for that. If possible, do not assist at all. They should be able to do this without help after the practice they had in the Student's Book lessons. Point out that they must also be able to do a quick sketch map of the country concerned.
- 2 Put students into pairs of A and B. Make sure both students close their books. Student A gives the talk and draws a map for student B. He/she completes the table at the bottom of the page. Monitor and assist. Make a note of general problems.
- 3 Repeat the procedure for B's talk. Monitor and assist. Make a note of general problems.

Feed back on the general problems.

Answers

Model texts

Her name is Gloria – G-L-O-R-I-A. She is from Brazil, which is in South America. Brazil is east of Columbia, Peru, Bolivia and Paraguay, south of Venezual, Surinam and French Guyana, and north of Argentina and Uruguay. She comes from a small city in Brazil called Goiania. That's G-O-I-A-N-I-A. It is in the centre of the country.

His name is Shane – S-H-A-N-E. He is from Australia, which is in Oceania. Australia is south of Indonesia and Papua New Guinea. It is northwest of New Zealand. He comes from a small city in Australia called Darwin. That's D-A-R-W-I-N. It is in the north of the country.

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 that you can describe location in terms of longitude and latitude. • Learns something about own country. • Understands that you can record vocabulary with pictograms. • Applies new information to the real world.	• Correctly puts words into lexical sets. • Labels a diagram with information from a text. • Records vocabulary as pictograms.	• Recruitment to broad topic. • May change attitude to recording vocabulary. • Uses own ideas for recording vocabulary.

The following points have been covered in the Reading sections so far:

- predicting content – from introduction/first paragraph;
- predicting content – from headings;
- predicting content – from illustrations;
- word-attack skills – asking for the meaning of new words;
- dealing with new words;
- discourse markers – exemplification;
- following instructions;
- locating information – from headings;
- text-attack skills – understanding point of topic sentences;
- skimming topic sentences for main points – this can be used again and again to create summaries of texts at the end.

Grammar points covered are:

- present simple;
- present continuous – present action;
- gerund as object;
- parts of speech.

Introduction

If possible, make flashcards of the red vocabulary words. Flash them for two or three seconds and see if students can read them. If not, flash them for longer but then speed up when they have got used to seeing the words.

Methodology note

Fast recognition of words is a vital reading skill. If it takes the brain too long to complete lexical look-up, the meaning of the phrase and sentence as a whole will be lost before meaning of the lexical item is recovered. Any work you can do on speeding up reading of single items or sections of text will assist greatly in overall reading comprehension.

Exercise A

Refer students to the green vocabulary words in the exercise. Point out that they can use a dictionary to check meaning before doing the activity. Set for individual work then pairwork checking. Feed back on to the board.

Lesson 1

Answers

- 1 island, lake, mountain, river, sea
- 2 behind, between, corner, in front of, in the centre of, near, next to, opposite
- 3 east, north, south, west

Exercise B

Point out the green words in the text. Explain that you are not going to give definitions, and that this time the students should not look up the words in a dictionary. This is because they should be able to work out the meanings from context. Set for individual work then pairwork checking.

Answers

Check an atlas if you are unsure.

Exercise C

Set for individual work. Monitor. Feed back by drawing some of the best word sketches on the board.

Closure

Use flashcards of the green words.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Remembers information about neighbouring countries. - Remembers how to deal with new words. - Finds key information in a text. - Applies new information to the real world.	- Activates schemata. - Uses co-text – map, section headings, introductory paragraph – to enable prediction of content in a text. - Transfers information from text to map. - Understands key information in a text. - Correctly collocates verb phrases and noun phrases.	- Recruitment to specific topic. - Learns something about a neighbouring country.

Introduction

Point out that in this lesson you are going to revise some of the reading skills already learnt. Most of the time, you will not say anything, but just check that the students are preparing for reading efficiently.

Exercise C

Set for individual work then pairwork checking.

Answers

- | | | |
|---|---|-------------------------------|
| 1 | The highest point of these mountains is Jebel Sawda ... | Landscape |
| 2 | To the south, it is bordered by Yemen and Oman. | Area and borders |
| 3 | There is another large city, Jeddah, on the Red Sea. | Capital and other main cities |
| 4 | It occupies the majority of the Arabian peninsula. | Location |
| 5 | There are two large sand deserts. | Landscape |

Exercise A

Follow the procedure as written.

Language and culture note

It is extremely unlikely that your students have many conscious reading skills in their own language. Therefore, you need to actually teach them skills that assist in reading English and then practise those skills over and over again.

Exercise B

Set for individual work then pairwork checking. Feed back, but don't confirm or correct. Ask students to justify their choices.

Language and culture note

There are three ways of referring to the body of water which stretches from Kuwait to the Straits of Hormuz. In American English, it is most commonly called the Persian Gulf. In British English, it is the Arabian Gulf or the Gulf. Allow your students to use whichever designation they are familiar with.

Lesson 2

Exercise D

- 1 Remind students how to deal with new words. If you wish, build up the flowchart on the board again (Theme 4, Section 3 Lesson 2). Feed back on the new words, checking meaning before continuing.
- 2 Set for individual work then pairwork checking. Feed back, ideally onto an OHT; otherwise, draw a sketch map on the board.

Answers

Students should be able to mark in a huge amount of information – all the proper nouns, and even the lines of longitude and latitude.

Exercise E

Set this for individual work then pairwork checking.

Answers

- | | |
|---------------|---|
| 1 occupies | g the majority of the Arabian peninsula |
| 2 is located | f in the centre of the country |
| 3 covers | c an area of nearly 2 million square kilometres |
| 4 has | b a long coastline on the Red Sea |
| 5 is bordered | d by Jordan, Iraq and Kuwait |
| 6 reaches | a a height of 3,133 metres |
| 7 slopes | e down to the Gulf in the east |

Closure

Further exploit the text. Read and pause for completion, or make mistakes – preferable funny ones – for correction.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Understands that words often go together to make phrases. - Sees value of understanding common collocations for prediction in reading. - Recognizes the relationship between section headings and contents. - Finds key information in a text. - Remembers information from a text.	- Correctly matches words to make phrases from the theme. - Correctly completes a table with information from a text.	- Increases confidence in finding information in a text. - Learns something about recording information as notes.

Introduction

See how much information students can remember about Saudi Arabia.

Exercise A

Set for pairwork. Feed back onto the board, checking whether the phrase normally has *the* or not.

Methodology note

In just the same way that students need to be able to recognize isolated words quickly, they also need to be able to anticipate how a phrase will continue.

Answers

the	a	Middle	iv	East
the	b	Arabian	viii	peninsula
the	c	holy	i	city
the	d	Red	xi	Sea
	e	square	vi	kilometres
	f	long	ii	coastline
the	g	highest	ix	point
the	h	Rub al Khali	iii	desert
	i	salt	vii	marshes
	j	fresh	xii	water
the	k	south	v	east
	l	permanent	x	rivers

Exercise B

- Follow the usual procedure for Skills Checks.
- Ideally, mark up the first few sentences of the text on an OHT. Otherwise, copy a few sentences on the board and underline relevant nouns.

Exercise C

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

Lesson 3

Possible answers

Country		<i>Saudi Arabia</i>
Region		<i>the Middle East</i>
Capital		<i>Riyadh</i>
Other main cities		<i>Jeddah, Makkah</i>
Location	latitude	<i>between 16° and 32° N</i>
	longitude	<i>between 35° and 55° E</i>
Land area		<i>nearly 2,000,000 sq km</i>
Borders	north	<i>Jordan, Iraq, Kuwait</i>
	south	<i>Yemen, Oman</i>
	east	<i>Qatar, United Arab Emirates, The Gulf</i>
	west	<i>The Red Sea</i>
Landscape	deserts	<i>most of the land is sandy desert</i>
	rivers	<i>none, but salt marshes and swamps in the east</i>
	mountains	<i>Jebel Sawda (3,133m)</i>

Exercise D

Set for pairwork.

Closure

Organize a team quiz on Saudi Arabia.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers that you can identify words in context from the first few letters. - Understands that it is necessary to prepare to read. - Remembers how to deal with new words. - Finds key information in a text. - Applies new information to the real world.	- Activates schemata. - Uses co-text – map, section headings, topic sentences – to enable prediction of content in a text. - Transfers information from text to map. - Understands key information in a text. - Deals with new words. - Shares information.	- Recruitment to specific topic. - Learns something about a neighbouring country.

Introduction

Give random pieces of information about Saudi Arabia and elicit what the information is, e.g., you say *Riyadh*, the students say *the capital (city)*.

Exercise A

Further practice in quick identification of words. Point out that all these words are from this section. Otherwise, there are, of course, many different ways to complete each word opener. Set for pairwork. Feed back orally.

Answers

- | | | |
|---|-------|-----------|
| a | peni | nsula |
| b | lati | tude |
| c | longi | tude |
| d | bord | er/ered |
| e | situ | ated |
| f | loca | ted/ation |
| g | regi | on |
| h | coa | st/stline |
| i | mar | sh/shes |
| j | des | ert |

Language and culture note

It may seem absurd to ask a student to guess, for example, the word *peninsula* from just the letters *peni*. But in fact, these letters occur at the beginning of only seven lexemes in the *Collins Concise English Dictionary* – and context tells us that the word cannot be the antibiotic, the male member or the American word for prison or its related adjective. Although language is full of ambiguity in theory, in practice the brain has to be able to disambiguate very quickly, so three or four letters of a word are normally enough, given the extra information of context, to guess the word correctly.

Exercise B

Teacher-pace the activities, checking that the students are doing them properly, and move them on after allowing sufficient time. Feed back on Exercise B3, but do not confirm or correct (see Exercise C below).

Lesson 4

Exercise C

Set for individual work and pairwork checking. Feed back orally, finding out from the students if they guessed correctly.

Exercise D

Remind students that you should be able to recognize where a piece of information comes from. Work through the first one as an example. Set for individual work then pairwork checking. Elicit ideas but don't confirm or correct.

Exercise E

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

Answers

- 1 Location
- 2 Area
- 3 Capital and other main cities
- 4 Physical features

Exercise F

Set for individual work then pairwork checking. If you prefer, print out the blank table on the right for students to enter information into.

Exercise G

Set for pairwork. Feed back onto the board or onto an OHT of the blank form.

Closure

Another quiz – on Bahrain this time.

Model table

[illegible]

Model answer

Country		<i>Bahrain</i>
Continent		<i>Asia</i>
Region		<i>The Middle East</i>
Capital		<i>Manama</i>
Other major cities		<i>none</i>
Location	latitude	<i>26° N</i>
	longitude	<i>50° E</i>
Land area		<i>665 sq km</i>
Borders	north	<i>The Gulf</i>
	south	<i>Gulf of Bahrain</i>
	east	<i>The Gulf</i>
	west	<i>Gulf of Bahrain</i>
Landscape	desert	<i>most of the land is sandy or stony desert</i>
	rivers/ lakes	<i>none</i>
	mountains	<i>none; highest point = Jebel ad Dukhan (122m)</i>

Workbook: Reading

Objectives

Knowledge	Skills	Attitude
- Recognizes that you can often identify a word from the first and last letters only. - Sees the value of recognizing words from first and last letters for speed of reading. - Remembers the meaning of key words from the theme. - Remembers key information from the theme. - Recognizes that one idea can have many definitions. - Finds key information in a text.	- Relates information in a text to a map. - Identifies words from first and last letters. - Uses own knowledge to work out what written sentences are about. - Relates written sentences to another source of information.	- Increases confidence in reading factual text. - Gives own ideas. - Shares information.

Exercise A

Set for pairwork. Briefly explain that the term 'The Middle East' has different definitions. Do not feed back at this point.

Source	Differences
Wikipedia	adds Egypt, Iran and Turkey
world atlas.com	adds Iran and Turkey
Encyclopaedia Britannica	adds Egypt and Sudan
answers.com	add Cyprus, part of Turkey, Iran, Egypt and Libya

Exercise B

- 1 Make sure each person each group has chosen a different text. Point out that the texts are different lengths but in some ways the longest text is the easiest (because it actually names all the countries). Show students how to answer – they must tick the countries on the map if they are part of the region.
- 2 Make sure students have covered the texts before they start to explain their definition. Monitor. Feed back by getting students to explain the differences between the definitions.

Exercise C

Elicit a couple of words from the first list. Set for pairwork. Note that students don't have to try to write the words or worry about the spelling as this is a reading activity.

Feed back orally.

Answers

Obviously, all the sources include the countries of the Arabian Peninsula plus Iraq plus the Arab countries to the north – Jordan, Syria, Lebanon, Palestine.

Workbook: Reading

Answers

Colours	Natural features	Weather
black	forest	cloud
blue	gulf	fog
brown	grass	rain
green	island	sky
grey	lake	snow
orange	mountain	sun
red	river	temperature
white	sand	thunderstorm
yellow	sea	wind

Methodology note

As stated already, native speakers do not read every single letter of a word. They sometimes recognise a word from the first and last letter. We can help students develop this skills for faster reading with an exercise such as this.

Exercise D

- 1 Work through the first four sentences as examples. Set for pairwork. Do not feed back. Alternatively, cut up the sentences and give them out to pairs or groups to move into two groups. If you do it this way, you could also ask the students to put the sentences in each group into a logical order.
- 2 Refer students to correct pages to check their own work.

Answer

Bahrain occupies 33 islands in the Arabian Gulf.	B
Saudi Arabia is a large country situated in the region called the Middle East.	SA
In the west, the country has a long coastline on the Red Sea.	SA
It is situated 20 kilometres east of the coast of Saudi Arabia and 45 kilometres west of Qatar.	B
It occupies the majority of the Arabian Peninsula.	SA
Jebel ad Dukhan is the highest point on the island, but it is only 122 metres high.	B
The capital is Riyadh.	SA
The capital, Manama, is located on the north coast.	B
The city is located in the centre of the country.	SA
The countries of the United Arab Emirates and Qatar are to the east.	SA
The country covers an area of nearly 2 million square kilometres.	SA
The country has an area of 665 square kilometres.	B
The country has no land borders.	B
The highest point, Jebel Sawda, reaches a height of 3,133 metres.	SA
The land area is growing because the government is reclaiming land from the sea.	B
The largest island is also called Bahrain.	B
There are mountains along the coast in the west of the country.	SA
There are two large sand deserts, the An Nafud and the enormous Rub al Khali.	SA
There is also a long coastline on the Arabian Gulf.	SA
There is another large city, Jeddah, on the Red Sea.	SA
To the north and east is the Arabian Gulf.	B
To the north, the country is bordered by Jordan, Iraq and Kuwait.	SA
To the south and west is the Gulf of Bahrain.	B
To the south, it is bordered by Yemen and Oman.	SA

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 some information about neighbouring countries. - Remembers some information about Africa. - Applies new information to the real world.	- Close copies key words. - Demonstrates understanding of key words. - Transfers information from a map to a text.	- Recruitment to broad topic. - Learns some information about countries in Africa.

There is a content link between this section and the other Skills sections from this theme. If you have done any other section, remind students about the language they studied in those sections. If you have not done any other sections, however, it does not matter. You will simply need to spend a little longer checking that they understand the key terms at the relevant points in the lesson.

Similarly, if you have done other modules 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., prepositions of place;
- opposites, e.g., north – south;
- the odd one out, e.g., *north, south, east, left*.

- Which words contain these other words?

be	behind, between
or	corner, north
we	between, west
an	island
out	south
is	island
in	behind
sit	opposite
to	town
so	south
no	north
I've	river

Introduction

Focus on some of the spelling issues with the red words.

Possible activities:

- Find:
 - three words ending in *e* – *centre, lake, opposite*
 - doubled vowels – *between*
 - doubled consonants – *opposite*

Exercise A

Drill some of the ways of speaking about countries and neighbouring countries – see the two examples in the speech bubbles. Set for pairwork. Feed back, ideally onto an OHT of the outline map, or on to a sketch map on the board.

Answers

Consult an atlas if you are unsure.

Lesson 1

Exercise B

Refer students to the map of Africa. Talk through the location of Egypt, making sure that students' pens are down. Elicit each of the sentences in the exercise and get them on the board. Point out particularly the use of *region* for an area bigger than a country but smaller than a continent. Check that students know the other continents.

Erase the sentences from the board. Set for individual work then pairwork checking.

Feed back, getting the sentences back on the board. Make sure students can tell you when capital letters are needed. Point out the use of prepositions and articles as well as the key green words. Note that articles are not needed with continents and countries.

Answers

- 1 It is a country in the continent of Africa.
- 2 It is in the region of the Middle East.
- 3 It is north of the Equator.
- 4 It is east of Libya.

Language and culture note

There are no capital letters in Arabic. Therefore, the use of this orthographic device to convey meaning is alien to Arabic speakers. Always point out when a capital is needed – e.g., here for the names of countries, continents and regions. Also for parts of the globe – in this case, the Equator.

Exercise C

Refer students to the figure again. Set for pairwork discussion. Ask students not to write yet. Elicit some sentences and deal with difficulties. Build up the points of the compass, showing how the *north* or *south* word precedes the *east* or *west* word, e.g., *southeast*. Point out that the region here could be Central Africa.

Answers

Model answer:

- 1 It is a country in the continent of Africa.
- 2 It is in Central Africa on the Equator.
- 3 It is southwest of the Sudan and east of Angola.

Closure

Get students to write three or four sentences about their own country in the same way.

Language and culture note

There are three ways of referring to the body of water which stretches from Kuwait to the Straits of Hormuz. In American English, it is most commonly called the Persian Gulf. In British English, it is the Arabian Gulf or the Gulf. Allow your students to use whichever designation they are familiar with.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Understands that there is no simple relationship between the sound of a word and the vowel letters in a word. - Understands that information can be grouped under headings. - Applies new information to the real world.	- Activates schemata. - Correctly completes words with the correct vowels. - Completes a table with given information. - Completes a table with information about own country.	- Recruitment to specific topic. - Increases confidence in filling in a form with true information in English. - Organizes real information about own country.

You might prefer to have a photocopy of the form in Exercise B below. This would give students more space for completing the information about Jordan. They could complete the information about their own country on a second copy.

Introduction

- 1 Dictate some of the key words from Lesson 1.
- 2 Exploit the visual. Ask students what all the countries have in common – they are all in Asia/all in the region of the Middle East. Describe the location of some of the countries and get students to guess which you are describing, e.g., *It's north of Jordan; it's west of Jordan. It's east of Egypt.*

Exercise A

Remind students about the problem of spelling vowel sounds. Set for individual work then pairwork checking. Do not feed back at this point.

Language and culture note

There are no doubled vowels in Arabic – at least, no doubled vowel letters. When a second vowel sound follows a vowel letter, this is indicated by a diacritic. Arabic speakers may not therefore notice doubled vowel letters. Something you don't notice, you cannot reproduce, so highlight doubled vowel letters wherever they appear.

Exercise B

- 1 Allow students a few minutes to check their answers. Then feed back, getting students to dictate the words to you.
- 2 With a weak class, go through the whole table, ideally on an OHT blank, eliciting and copying the information into the correct place. Then erase the information and set for individual work. Monitor and assist.

Lesson 2

Answers

Exercise A

- 1
 - a land
 - b west
 - c two
 - d middle
 - e river
 - f desert
- 2
 - a south
 - b degrees
 - c between
 - d east
 - e dead
 - f region

Methodology note

As mentioned before, the Writing sections of this course deal with word-level and sentence-level accuracy. But they are also committed to ensuring that students collect data and organize it in a logical way. The use of tables of the kind in Exercise B is a good way to ensure that input data is well organized. Of course, students still need to turn the information into good sentences and link the information into well-organized paragraphs.

Answers

Model answer from B:

Name		Jordan
Continent		Asia
Region		The Middle East
Land area		92,300 sq km
Borders	north south east west	Syria Saudi Arabia Iraq and Saudi Arabia Israel
Natural features	desert rivers lakes mountains	Almost 2/3 land area The Jordan River in the west The Dead Sea in the west Mount Mabrak and Mount Ramm in the south

Exercise C

If available, hand out a clean copy of the form for students to complete for their own country. Students can work in nationality groups if you wish. If possible, give out atlases as well for students to check information. Monitor and assist.

Closure

Ask students to complete any missing information from research before the next lesson.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Understands that one sound can be spelt in different ways. - Understands that there are patterns of spelling for the sound /ɔ:/. - Understands that the location of a country can be described in a number of ways. - Understands that there is a different pattern for introducing a new item and giving more information about it – <i>There is/are</i> vs <i>It is/They are</i>.	- Correctly spells words with the vowel /ɔ:/. - Edits a text for grammar mistakes. - Correctly identifies the way to complete key sentences to describe a country and to give extra information about places in the country.	- Recruitment to specific topic. - Learns some information about an Arab country.

Introduction

Remind students that this is the part of each theme where you look at a particular sound and how it can be spelt. Do some quick revision of words with the sound /ɔ:/.

Write the following on the board:

border small four taught

Ask students what they have in common. Elicit the sound /ɔ:/.

e four
f warm
g August
h corner
i small

Exercise A

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

Answers

- a more
- b border
- c north
- d almost

Exercise B

Make sure students understand that they are looking for grammar mistakes on this occasion. Set for individual work then pairwork checking. Feed back orally.

Answers

Jordan is in Asia in the region *of* the Middle East. It is located north *of* the Equator in *the east*. It is bordered to the north by Syria, *to* the south by Saudi Arabia and to the south and east *by* Saudi Arabia and Iraq. To the west, it *is* bordered by Israel.

Lesson 3

Methodology note

is located and *is bordered* are presented here as chunks or as *be* + adjectives. Do not try to deconstruct them in a passive transformation. In the same way *is called* / *is tired* / *is interested*, etc., are used in this course.

Exercise C

Set for individual work then pairwork checking. Feed back orally. Get students to explain the patterns in their own words.

Answers

Model answer:

There is a river in the west of the country. *It is* called the Jordan. *There is* also a lake in the west. *It is* called the Dead Sea. *There are* mountains in the south. *They are* called Mount Mabrak and Mount Ramm. Almost two-thirds of the land area is desert, but *there is* farming land near the River Jordan.

Language and culture note

This contrast – *there is/are* vs *it is/they are* is central to describing places. It is worth spending a lot of time on checking that the concept behind this is clearly understood (*there is/are* = new information; *it is/they are* = more information). Otherwise students will still be making mistakes with this contrast in a year's time.

This is a linguistic contrast, not a universal, logical contrast. Arabic for example does not make the same distinction.

Closure

Remind students about looking up words in a dictionary to check spelling.

Dictate the following words, which will be new to the students. Ask them to guess the spelling and then check.

- 1 cord – a small piece of string/rope
- 2 pour – get liquid from a bottle
- 3 shore – where the sea meets the land
- 4 chalk – for writing on a blackboard
- 5 sauce – liquid to put on food

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers key words from the theme. - Remembers how to write about a country. - Understands that writing is a process involving brainstorming, organizing, drafting, editing and redrafting.	- Correctly completes a crossword with key words. - Correctly identifies items in pictures. - Brainstorms and organizes own ideas. - Produces connected text to own writing plan.	- Recruitment to specific topic. - Increases confidence in writing a text. - Works collaboratively with a partner on editing a text.

Introduction

Dictate some key words from this theme.

Exercise B

Exploit the visual. Elicit as many of the key words from this theme as possible.

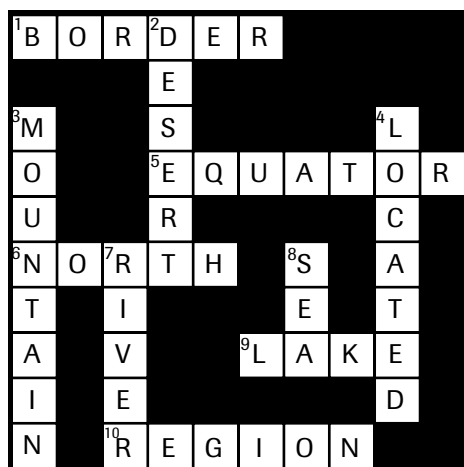
Exercise A

Set for pairwork. Feed back onto the board, ideally onto an OHT of the crossword blank.

Exercise C

Set for individual work / pairwork / groupwork if you have students from the same country. Monitor and assist. Get students to label the key features.

Answers



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.

With classes of students from different countries, display the best examples from different countries.

Workbook: Writing

Objectives

Knowledge	Skills	Attitude
- Understands that there are different parts of speech. - Recognizes that different patterns are used to introduce and to give more information about something. - Understands key information about a neighbouring country.	- Writes words from dictation. - Identifies part of speech correctly. - Writes sentences from own ideas. - Edits a text. - Transfers information from a table and a map to a text. - Produces a connected text from own writing plan.	- Increases confidence in writing a text. - Learns some information about a neighbouring country.

Exercise A

Tapescript

- Set for individual work and pairwork checking. Play or say the words. Feed back, getting the words on the board. Get students to dictate the letters of each word to you.
- Set for individual work. Go through the example. Make sure students realize they only have to write a sentence for six of the words, not for all of them. The sentences do not have to be true, but they must be logical. Monitor. Feed back, getting students with good sentences to read them out.

- lake
 - region
 - Equator
 - natural
 - feature
 - border
 - river
 - located
 - area
 - mountain
 - desert
 - continent

Answers

- lake
 - region
 - Equator
 - natural
 - feature
 - border
 - river
 - located
 - area
 - mountain
 - desert
 - continent

- Depend on students.

Workbook: Writing

Exercise B

Go through the example. Set for individual work and pairwork checking. Feed back orally. Revise the rules if necessary, i.e.:

There is/are for first mention. *It is/They are* for additional information.

Note that they must match the number of the verb with the correct noun, e.g., *There are (more than seven million) people.*

Answers

- 1 *There is / It is* a country in Western Europe.
- 2 *It is / There is* in the centre of the region.
- 3 *It is / There is* quite small.
- 4 *There is / It is* called Switzerland.
- 5 *There is / It is* bordered by Germany, France, Italy and Liechtenstein.
- 6 *There is / There are* mountains in the south of the country.
- 7 *There are / They are* called the Alps.
- 8 In fact, three-quarters of the land is mountains, but *there is / it is* farming land in the north of the country.
- 9 *It is / There are* several large cities, including the capital, Bern.
- 10 In this small country, *there is / there are* more than seven million people.

Exercise C

Point out that students must decide what to write about and what information to put in each paragraph. If students are worried about this, elicit or suggest the following organization:

Para 1: location/capital

Para 2: mountains/highest point

Para 3: rivers, lakes and deserts

Set for individual work. Monitor and assist.

Feed back, perhaps using an OHT of the model answer, or eliciting good sentences from individual students and writing them on the board.

Answers

Model answer

India is a very large country in Asia. It is bordered by Pakistan in the northeast, China and Nepal in the north and Bangladesh in the east. There is a long coastline, on the Arabian Sea in the west and the Bay of Bengal in the east. The capital is New Delhi, in the northwest of the country.

There are very high mountains in the northeast of the country. They are called the Himalayas. The highest point of the country is Mt Kanchnjunga, in the Himalayas. It is 8,603 metres high. This is the third highest mountain in the world. There are also mountains in the southwest, called the Western Ghats, and the southeast, called the Eastern Ghats.

There is one very large river in India. It is in the north and northeast of the country. It flows from the Himalayas to the sea at Kolkata. There is a large lake in the east of the country. It is called Lake Chilka. There is a large desert in the northwest of the country. It is called the Great Indian Desert.

Grammar skills

Objectives

Knowledge	Skills	Attitude
- Recognizes the correct form for a range of structures in the theme (all skills). - Recognizes 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.

- Oman is to the eastsouth of / the southeast of Saudi Arabia. word order in compass directions
- Manama is in the northeastern / the eastnorthern part of Bahrain. word order in directions (Table 1)
- There is / There are a *26-kilometre causeway from Bahrain to Saudi Arabia. subject verb agreement – sing. + *be* (Table 1)
- There is / It is a large desert in northern Saudi Arabia. *there* + *be* – 1st mention of subject
- There are no any / no permanent rivers. *there* + *be* + *no* for negation
- The highest mountain is at / in the southwest of Saudi Arabia. prepositions of location
- Egypt lies to / from the west of Saudi Arabia. prepositions of location
- Qatar is east to / of Saudi Arabia. prepositions of location
- Jeddah is in / on the Red Sea coast. prepositions of location
- Bahrain is between / among Saudi Arabia and Qatar. prepositions of location
- Jebel ad Dukhan is in the central / in the centre of the island. phrase denoting location
- The majority of / in the island is desert. noun + preposition
- Qatar is bordered by / with Saudi Arabia in the south. verb + preposition (Table 2)
- Yemen is situated / are situated to the south of Saudi Arabia. subject verb agreement – sing. + pres. simple passive (Table 2)
- Qatar and Kuwait locate / are located on the Arabian Gulf. form of pres. simp. passive (Table 2)
- Dubai is part of United Arab Emirates / the United Arab Emirates. definite article with geographical group
- Bahrain has / is an area of 665 square kilometres. *have* + statement of measure (Table 4)
- Jebel Sawda is high 3,133 metres / 3,133 metres high. *be* + statement of measure (Table 4)
- Almost two-thirds of the country is desert / are desert. fraction + sing. form of *be* (Table 5)
- Nine-tens / Nine-tenths of the people live in cities. spoken form of fractions (Table 5)

Grammar skills

Objectives

Knowledge	Skills	Attitude
Recognizes key structures.	- Follows instructions. - Completes sentences and tables with correct forms.	Individualizes learning – chooses items which need further study.

- A** Look at the compass points.
- Work out the other points and add them.
 - Think of important places and where they are.
Make true statements like these.
 - Makkah is a long way west of here.*
 - Qatar is a short way northeast of here.*

- B** Look at Table 1.
- How do first mention sentences begin? *With there + be.*
 - How do further information sentences begin?
With 3-rd person subject pronouns (He/She/It/They) + be.
 - Complete Table 1. (Think: singular or plural?)

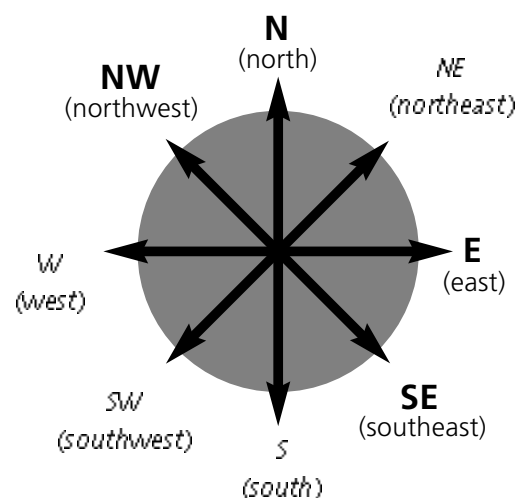


Table 1: *There is / There are; It is / They are*

first mention	further information
<i>There is</i> a peninsula between the Red Sea and the Gulf.	<i>It is</i> called the Arabian Peninsula.
In the peninsula, <i>there is</i> a very large country called Saudi Arabia.	<i>It is</i> one of the largest of all the Arab countries.
In addition, <i>there are</i> several small countries in the Peninsula.	<i>They are</i> all on the coast of the Gulf.
Finally, <i>there are</i> two medium-sized countries in this region.	<i>They are</i> Yemen and Oman and they are both south of Saudi Arabia.

Grammar skills

C Look at the map of Spain and Table 2.

1 Use these verbs in their correct forms to complete Table 2:

cover(s) *lie(s) occupy(ies) is/are bordered *is/are located *is/are situated

*These verbs all mean roughly the same. Use each one once.

2 Make similar statements about your country.

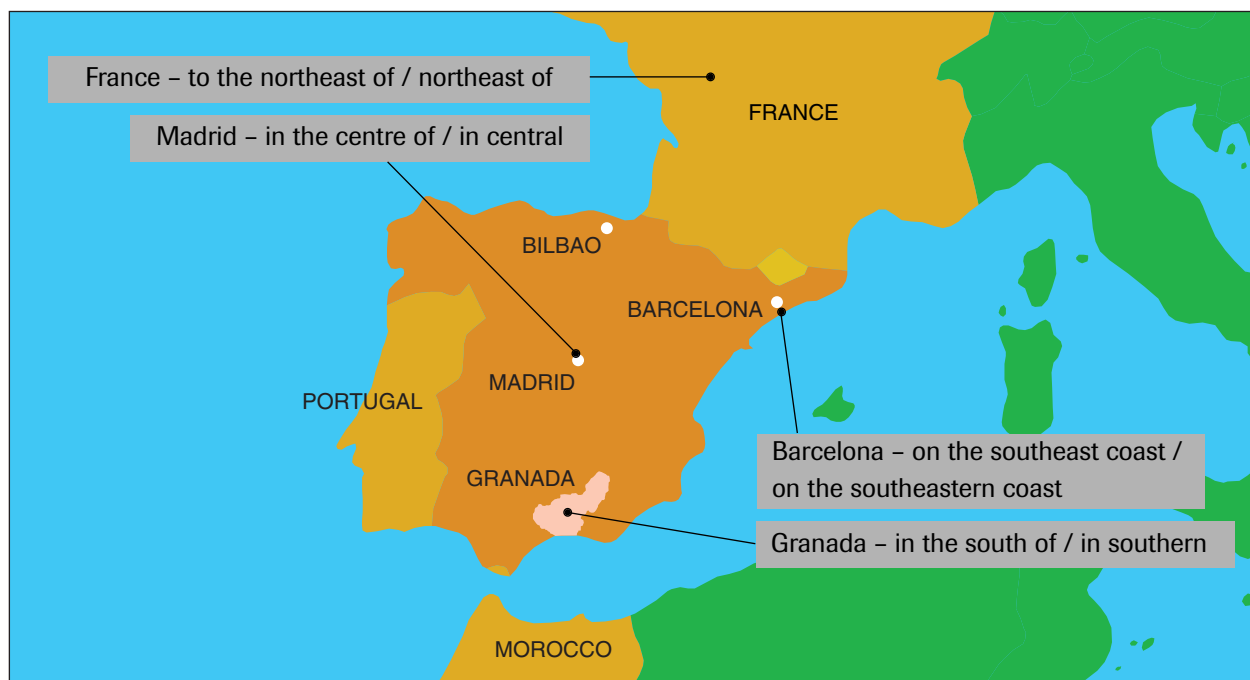


Table 2: Verbs to express location

	verb	
Spain	<i>lies/is located/is situated</i>	in the far west of Europe.
This country	<i>covers/occupies</i>	the majority of the Iberian Peninsula.
It	<i>covers/occupies</i>	an area of about 500,000 square kilometres.
It	<i>is bordered</i>	by Portugal and France.
The capital, Madrid,	<i>is located/is situated/lies</i>	in the middle of Spain.
Morocco	<i>is located/is situated/lies</i>	to the south of Spain.

D Look at the map of Spain and Table 3.

1 Complete Table 3 with two phrases for each place.

2 Make similar statements about places in and around your country.

Table 3: Prepositional phrases to express location

	prepositional phrase	
Madrid is	<i>in the centre of/in central</i>	Spain.
France lies	<i>to the northeast of/northeast of</i>	the country.
Granada is situated	<i>in the south of/in southern</i>	Spain.
Barcelona is located	<i>on the southeast coast of/on the southeastern coast of</i>	the country.

Grammar skills

E Look at Table 4.

1 Complete the table. Use these two patterns.

- *be* (... kilometres long)
- *have a* (length of ... kilometres)

Use this information.

- The River Nile – 6,695 kilometres – long / length
- The Pacific Ocean – *4,000 metres – deep / depth
- The Red Sea – *300 kilometres – wide / width
- Mount Everest – 8,848 metres – high / height

*approximate average

Table 4: Measurements

The River Nile	is 6,695 kilometres long.
	has a length of 6,695 kilometres.
The Pacific Ocean	is 4,000 metres deep.
	has a depth of 4,000 metres.
The Red Sea	is 300 kilometres wide.
	has a width of 300 kilometres
Mount Everest	is 8,848 metres high.
	has a height of 8,848 metres.

F Look at Table 5.

1 Write these words in the table:

a fifth	a quarter	a tenth	a third
four-fifths	seven-tenths	three-quarters	two-thirds

2 Make true statements about things that you know, e.g.:

About a third of my class play football.

Table 5: Fractions

$\frac{1}{10}$	<i>a tenth</i>	$\frac{7}{10}$	<i>seven-tenths</i>
$\frac{1}{4}$	<i>a quarter</i>	$\frac{3}{4}$	<i>three-quarters</i>
$\frac{1}{5}$	<i>a fifth</i>	$\frac{4}{5}$	<i>four-fifths</i>
$\frac{1}{3}$	<i>a third</i>	$\frac{2}{3}$	<i>two-thirds</i>

Project Work

Countries of the Gulf 1

Objectives

Knowledge	Skills	Attitude
Builds knowledge of countries of the Gulf.	- 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 notes

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: *Countries of the Gulf*

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: Countries of the Gulf. We have already learnt about two countries. Now we are going to learn about five more countries.

Continue:

You know, I read about an interesting country yesterday. Ideally, the students will immediately start to ask you questions. If they do and the questions are appropriate and well formed, answer two or three. Otherwise go straight to the first activity.

- 1 Remind students about the sort of questions you can ask about countries. If students are struggling, give them information about one of the countries from the theme and get them to think of the correct question to elicit that information e.g. It has an area of 665 square kilometres = *How big is it?* OR *What's the area?* Set for pairwork. Allow students to write one or two words in their notebooks – see Answers. Feed back, drilling the full questions. Make sure students have the correct stress within each sentence and the correct intonation pattern.
- 2 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.
- 3 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.
- 4 Set for pairwork. Feed back, building up the table on the board.

Project Work

Answers

Model questions, note form of questions and information for the teacher. Deal with any new words or spelling as you go.

What's the name of the country?	country?	<i>Qatar</i>
Where is it?	location?	<i>located between latitudes 25 and 30 North and longitudes 51 and 15 East.</i>
What's the capital?	capital?	<i>Doha, on the edge of the country, by the coast.</i>
What are the other main cities?	other main cities?	<i>Ar Rayyan to the east of the capital.</i>
How big is it?	area?	<i>11,437 sq. km</i>
Which countries does it border?	borders?	<i>Saudi Arabia. surrounded on other sides by the Gulf. The UAE and Bahrain = close to The United Arab Emirates</i>
What is it like?	landscape?	<i>mostly flat and barren desert; covered with loose stones and sand; highest point = Qurayn Abu al Bawl = 103m.</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 group to work on Exercise E.

Answers

Model notes

country?	<i>Kuwait</i>	<i>Yemen</i>
location?	<i>in Gulf 29 - 30 N 47 - 48 E</i>	<i>in Gulf 14 - 17 N 43 - 53 E</i>
capital?	<i>Kuwait City; on edge, by coast.</i>	<i>Sana'a; in Jabal an Nabi Shu'ayb mountains.</i>
other main cities?	<i>Al Salimiya - v. close K.</i>	<i>Aden on the s coast Mocha =chocolaty coffee</i>
area?	<i>17, 820 sq. km</i>	<i>527, 970 sq km</i>
borders?	<i>Iraq and Saudi Arabia; near Iran.</i>	<i>The Gulf of Aden s Oman e; Saudi Arabia n</i>
landscape?	<i>mostly flat, desert; highest point 306 metres (unnamed); not much fresh water; no rivers</i>	<i>narrow coastal plain; flat-topped hills rugged mountains. highest point 3,760 m (Jabal an Nabi Shu'ayb)</i>

Exercise E

Set the exercise for students to complete while the other group is listening to the recording. Feed back at the end of the lesson, building up the words on the board. Check pronunciation and spelling.

Answers

area	north
border, beach	occupy
capital, city, coast(line)	peninsula
desert	q
east, emirate	river, region, republic
forest	sea, situated, south, square (kilometres)
gulf	town
high, height	u
island	village
j	west
kingdom	x
lake, located, latitude, longitude	y
mountain	z ???

Project Work

Countries of the Gulf 2

Objectives

Knowledge	Skills	Attitude
Builds knowledge of countries of the Gulf.	Records information from a text in a table.	Works collaboratively with a group.

Exercise A

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

Group 1: *Iraq*

Group 2: *Iran*

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. 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 country 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 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.

Answers

Model notes

country?	<i>Iraq</i>	<i>Iran</i>
location?	<i>Middle East lat 29 – 36 N long 38 – 48 E</i>	<i>Middle East lat 25 – 40 N long 45 – 62 E</i>
capital?	<i>Baghdad, centre, on Tigris river.</i>	<i>Teheran, n, nr Caspian Sea</i>
other main cities?	<i>Mosul n Basra s.</i>	<i>Esfahan centre Shiraz nr Gulf coast.</i>
area?	<i>437,072 sq km</i>	<i>1.648 m sq km</i>
borders?	<i>Turkey – n Syr. Jord – w S.A – sw Kuw – s Iran – e small coast – Gulf</i>	<i>Arm, Azer, Turkmen – n Afg and Pak – e Iraq – w Turkey – n (short) long coast – Arab. Gulf and G. of Oman</i>
landscape?	<i>plains; marshes; rivers – Tigris, Euphrates</i>	<i>mountains, deserts, plains</i>

Project Work

Countries of the Gulf 3

Objectives

Knowledge	Skills	Attitude
•Σ Understands the need to use a writing plan for a talk.	•Σ Produces a talk to a writing plan.	•Σ Increases confidence in talking in public. •Σ Takes active role in asking other pupils questions.

Exercise A

Hand out the model data collection forms – see the end of this document.

Ask students to choose one of the countries to speak about. If you do not get roughly equal numbers for each of the seven countries, 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

Countries of the Gulf 4

Objectives

Knowledge	Skills	Attitude
• Understands the need to use topic sentences for a written text. • Understands the need to expand topic sentences into paragraphs.	• Produces topic sentences. • Expands topic sentences to paragraphs.	• Increases confidence in writing from notes. • Works collaboratively with a group.

Exercise A

Ask students to choose **one of the two countries** they have read about from the back of the workbook (pages ???) to write about. When they have chosen, put students into groups according to their choice, i.e., one group for Iraq, one for Iran. 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 texts in the workbook to check their work.