

Introduction to the Teacher

The purpose of this text is to focus the reader's attention on the environment. The ten units introduce key vocabulary and basic concepts of physical geography and also attempt to instill in the learners an appreciation for the beauty and complexity of the planet we live on. This text can be used by learners at the fourth-grade reading level, and the content is suitable for middle school and up. There is also attention to the environmental problems facing the current and next generations, and a companion volume, *Going Green*, focuses on actions that each individual can take to be part of the solution to the problems mentioned in this text.

Each unit begins with an **illustration** that can be used to introduce the content of the unit and to activate the learner's thinking about the theme. **Key Vocabulary** is studied on the second page. It is suggested that the learners work with dictionaries and each other to understand the meaning of the key words. They can write a translation in their own language. The teacher can circulate, observe, and help as this activity takes place. After a suitable period of time, the teacher can go through the sentences and words to be sure they are understood correctly.

The **Reading** introduces key concepts and uses the vocabulary that was introduced on the previous page. The readings gradually increase in length and grammatical complexity. The readings are also available on **CD**, and they can be played as the learners read along.

The **Comprehension Check** can be used as a review of the reading. It is basically a "True-False" quiz. After the learners have taken the quiz they can check their answers with the answers in the back of the book. The **Match** activity also serves as a review of the vocabulary and concepts. The answers are in the back of the book. The **Dictation**, also available on the CD, gives the learners practice in listening and writing.

The short **Listening and Performing** activity continues the theme of the unit, but applies it to an everyday conversation. The activity provides practice in the discourse of conversation. It may be best to first play the CD or read the script while the learners follow along. Then they can practice the conversation in pairs, trying to be expressive. The conversation includes some new lexical items and expressions. The learners should be encouraged to **Guess the Meaning** of these items from the context.

The key words are revisited as the learners are asked to **Write** sentences with the key words, and finally the **Homework** assignment encourages the learners to explore the theme and learn more about it. They can bring their explorations and discoveries back to the next class.

By the end of the unit, the learners should be ready for the challenge in the next unit, as there is considerable recycling of material throughout the text.