

## THE NATURAL WORLD teaching notes – by Lindsay Clandfield

Level: Elementary

Aim: To present around twenty items of vocabulary pertaining to the Natural World. This vocabulary lesson also includes an activity to help students remember new difficult items of vocabulary as well as a task for them to personalize the vocabulary. As with many of the American Vocabulary Lessons, there is a cultural sub-aim to the lesson. In this case, the cultural aim is to familiarize students with some of America's most famous geographical landmarks.

### Warmer

Tell the class to think about the geography of their country. What are the main geographical features? Ask them to picture a map of their country with the main geographical features on it. When they are ready tell them to turn to a partner and describe their map. You could board the following expressions to help them:

### *In the north/south/east/west there is/are*

Circulate. Are there any words they don't know in English? Make a list of them in one corner of the board. Don't give the translations yet.

### Stage one

Using dictionaries, have students do the exercise in pairs. If you have access to the Internet they could do this using the net. If they put any of the place words into a search engine they should quickly find the answer.

When you have finished this stage, go back to the words you wrote in the Ss language from the warmer. Do they know all of them now? If not, translate the others.

If you wanted to extend this activity, you could ask each pair to research one of the places. They should each come up with three facts about the place. A good starting point for any of this research is an online encyclopedia. Try [www.encyclopedia.com](http://www.encyclopedia.com).

### Stage two

Tell students to do the survey as a group. This will extend the vocabulary by providing verbs that go with the places. It is also a personalization exercise. Explain difficult words by drawing on the board or miming. When they have finished, put students in pairs and encourage them to ask more questions about each other's experiences to follow up the survey.

*Alternative procedure.* Copy out the questions on bits of paper and give each student a question which they must ask to everyone. Put the results on the board at the end and check meaning of words.

At the end of this stage, review meaning of vocabulary and drill pronunciation.

### Stage Three

This activity is an *aide memoire* to retain more difficult words. Do the example given with the class (you don't really need to give students this page, it can all be done on the board). Give students index cards or post its and tell them to do the same with difficult words. When they have finished, put them around the class.