

**OBJECTIVES:** By the end of the lesson, students will be able to understand and give simple directions and will have reviewed city vocabulary.

### ● TARGET LANGUAGE

**Key language:** directions: *right, left, straight ahead, (at/on the) corner, past, across, along; to get lost, turn, traffic lights*

**Additional language:** *just (across the street)*

**Review:** city and town vocabulary, telling the time, simple past, imperatives, *map*

### ● MATERIALS REQUIRED

Extra activity 1: Paper for making labels  
Extra activity 2: Paper for each student

## Warmer

- Provide a definition of city for students to guess the word, e.g., *I'm thinking of a place where people live. It's very busy. There are a lot of cars, stores, houses, and offices. There are parks, too.* Give clues until students guess. Provide a similar definition for town. Discuss briefly with students where they prefer to live (city or town) and why. Tell students the theme of Unit 3 is City life and write it in the center of the board.

**SB28. SHOW WHAT YOU KNOW!** What city words can you remember?

- Draw a circle around City life on the board and write one or two of the words you said in the warmer to start a mind map. Say *Show what you know ... about city life.* Brainstorm with the class in two minutes the city words they can remember to add to the mind map on the board. Supply words in English where necessary. Students copy the mind map into their notebooks.

**SB28. ACTIVITY 1.** Listen and check (✓) the city words you hear.

- Tell students to open their Student's Books to page 28. Focus students on the Activity 1 pictures. Elicit the names of the characters and where they are. Focus students on the activity instruction and check understanding. Remind them to do the same as for the Show what you know in the previous units (check off the words they hear in the City life mind map in their notebooks).
- Play the CD. Students listen and check. They check in pairs. Use the mind map on the board to check with the class.

## CD 2, 02

**MR. GRAY:** OK, kids. We're going to meet back here at half past five. Don't get lost!

**DAN:** No problem, Dad! It's ten after two now, so we have more than three hours.

**MARIA:** We want to get some interesting information for our ezine, so where should we go first?

**ALEX:** Tower Bridge is the most famous bridge in London. Let's go there.

**MARIA:** How do we get there?

**ALEX:** Let's look at the map ... Now, we're outside the station. That's here.

**DAN:** We have to go straight along this road. We don't go across the river. We turn left here.

**DAN:** OK, now we're at a corner. Do we want to go left or right, Alex?

**ALEX:** Um, I don't know. I think we take the third street on the right, then walk past this park.

**MARIA:** Uh, boys ... turn the map around! We're going in the wrong direction!

**MARIA:** Excuse me. Can you tell us how to get to Tower Bridge, please?

**WOMAN:** Look, dear. It's just across the street. It's behind you.

**SB28. ACTIVITY 2.** Listen again. Choose the right words.

- Focus students on the Activity 2 instructions and on the sentences. Give them reading and discussion/prediction time. Play the CD. Students choose the correct option. They check in pairs. Play the CD again and check answers with the class.

**Key:** 1 ten after two, 2 ezine, 3 bridge, 4 station, 5 map, 6 across

## CD 2, 03

## Presentation

- Draw a simple map on the board to pre-teach the directions *right, left, straight ahead, (on the) corner, past, across, along.* Focus students on the Look box to help check the concepts. Invite a student to the front. Give simple directions for the map on the board for the student to follow with a finger. Repeat.
- Play the CD from Activity 1 again. When students hear directions, they put their hands up. Stop the CD and elicit what was said. Get students to mime or point to the Look box to check understanding.

**SB28. ACTIVITY 3.** Read and complete the sentences.

- Focus students on Activity 3. They write the sentences in their notebooks. They check in pairs. Play the CD for a final check.

**Key:** 1 (straight) along, 2 left, 3 corner, 4 right, past, 5 straight ahead, 6 across

**WB28. ACTIVITY 1.** Read and answer the questions.

**Key:** 1 three, 2 twice, 3 thirteen

**WB28. ACTIVITY 2.** Check (✓) or cross (✗) the sentences.

**Key:** 1 X, 2 ✓, 3 X, 4 X

**WB28. ACTIVITY 3.** Read and complete the sentences.

**Key:** 2 right, 3 straight ahead, 4 on the corner, 5 left, 6 down

## Extra activities: see page T101 (if time)

## Ending the lesson

- Say the directions words again for students to mime with their hands.

**OBJECTIVES:** By the end of the lesson, students will have had further practice with using maps and understanding and giving simple directions.

### ● TARGET LANGUAGE

**Key language:** directions, imperatives, *You are here, across from, on the left/right, at the end of ..., bank, stadium, gym*

**Review:** city vocabulary, prepositions

### ● MATERIALS REQUIRED

Extra activity 1: The following directions written on a large sheet of paper. Don't write the answers (they are for you).

- 1 Go straight ahead. Take the third street on the right. Walk past the shoe store and the candy store. Turn right. Go straight across Green Street. Go to the corner of Blue Street and the bank is on the left. (Wrong: The bank is on the right. The bicycle store is on the left.)
  - 2 Walk up the High Street. Take the first street on the right and then take the first left. Take the second street on the left and the bus station is on the right. (Wrong: The movie theater is on the right.)
  - 3 Go up the High Street. Walk across Blue Street and turn right at the book store. Cross Low Road. The supermarket is on the left. (Wrong: The supermarket is on the right. The computer store is on the left.)
- Optional: Kid's Box AE Teacher's Resource Book 5 Unit 3 Reinforcement worksheets 1 and 2 (pages 30 and 31)

### Warmer

- Draw a simple map on the board with features marked, e.g., station, library, museum. Ask students to come up one at a time and follow your directions. They also give directions, e.g., from the station to the museum.

**SB29. ACTIVITY 4.** Look at the map. Read the directions and answer.

- Tell students to open their Student's Books to page 29. Focus them on the map. Check understanding of vocabulary by asking, e.g., *Can you see the stadium? Can you see the gym?* Check they know where to start (red dot marked *You are here*). Students work individually and follow the directions to find the places on the map. They check in pairs, one reading the directions aloud, and the other following with their finger. Check with the class in the same way.

**Key:** 1 the stadium, 2 the candy store, 3 the school

**SB29. ACTIVITY 5.** Listen to the directions and answer.

- Focus students on the Activity 5 instruction. Remind them to start in the same place each time. Play the CD. They write the answer in their notebook each time. They check in pairs. Play the CD again. Check with the class.

**Key:** 2 the park, 3 the computer store, 4 the candy store, 5 the bus station

### CD 2, 04

1. Go straight ahead. Take the second street on the left. What's at the end of the street?
2. Go up the High Street. Take the first street on the left and go across the river. What's on the right?

3. Go up the High Street. Take the second street on the right and go straight ahead. Cross Low Road. What's on the left?
4. Go straight ahead. Take the third street on the right. Walk past the shoe store and stop. What's on the right?
5. Go up the High Street. Take the first street on the right. Next, take the first street on the left and go across Green Street. Then take the first street on the right. What's on the left?

### SB29. ACTIVITY 6. Play the game.

- Focus students on the Activity 6 instruction and on the example. Check they know what to do. Write useful words and phrases on the board, e.g., *on the left, on the right, at the end of ..., across from, next to, behind*. Students work individually for about five minutes, writing at least four sets of directions (plus the answers). Make pairs. Students take turns giving directions to each other and following them on the map. Make new pairs. Students repeat.

### SB29. ACTIVITY 7. Write the directions to (1) the bank and (2) the gym.

- Students work individually to write the directions, but check with their partner if they get stuck. Check with the class.

**Key (possible answers):** (1) Go up High Street. Turn right on Blue Street. The bank is on the left corner, before you go across Low Road. (2) Go up High Street. Go across Red Street. The gym is on the left on the corner, opposite the movie theater.

**WB29. ACTIVITY 4.** Follow the directions and write the message.

**Key:** London is the biggest city in the U.K. There are a lot of interesting places to see and every year 29 million people visit it.

**WB29. ACTIVITY 5.** Put these buildings on the map.

**Key:** From left to right: castle, movie theater, library, school, fire station, stadium

**WB29. ACTIVITY 6.** Find these buildings in Activity 5.

**Key:** 1 the library, 2 the stadium

**WB29. ACTIVITY 7.** Now write two sets of directions for a friend to follow.

**Key:** Students' own answers

**Extra activities: see page T101/T102 (if time)**

### Optional activity

- Unit 3 Reinforcement worksheets 1 and 2 from Kid's Box AE Teacher's Resource Book 5 (see pages 29–31).

### Ending the lesson

- Play a guessing game with some of the city vocabulary. Say, e.g., *I'm thinking of a place in the city. You can't shop there. You can read there, but you can't talk. Where is it?* (library). Repeat with *You go here to get money*. Students can take turns being the callers.

**OBJECTIVES:** By the end of the lesson, students will have learned more vocabulary to talk about cities and read about London.

### ● TARGET LANGUAGE

**Key language:** police station, theater, play (n.), stamps, post office, taxi, hotel, airport, restaurant, museum, castle, prison, black cab, is called

**Additional language:** the Globe Theater, William Shakespeare, Trafalgar Square, Brown's, Rudyard Kipling, The Jungle Book, New Scotland Yard, Tower Bridge, the Tower of London, Heathrow, the British Museum

**Review:** city vocabulary, superlatives, telling the time

### ● MATERIALS REQUIRED

Photocopiable 3 (see page T92), one copy for each pair, cut into A and B

Extra activity: A large sheet of paper for each group of four, reference materials / the Internet to research London (past and present), colored markers

Optional: Kid's Box AE Workbook 5 Language Portfolio, page 98; Kid's Box AE Teacher's Resource Book 5 Unit 3 Extension worksheet 1 (page 32)

### Warmer

- Write London on the board. Give students two minutes in pairs to think/talk quietly about what they know about London. Then elicit/discuss what they know. Find out if anyone has visited London and, if they have, ask them where they went and what they saw.

### SB30. ACTIVITY 8. Read and think. Is London an exciting city? Why?

- Tell students to open their Student's Books to page 30. Focus them on Activity 8 and on the activity instructions. Ask a student to read them aloud. Check understanding.
- Focus students on the text and elicit that it's a webpage for Kid's Box ezine. Make sure they notice the key words for places at the bottom of the webpage. They read the texts silently and think about their answers to the question. Elicit the places mentioned in the text and discuss their ideas as a class, reminding them to say why they think London is an exciting city. Check comprehension of vocabulary. Focus on each text one by one, giving students reading time, and then checking comprehension by discussing the information.

### SB30. ACTIVITY 9. Listen. Repeat the word and say the name of the place.

- Focus students on the Activity 9 instructions and on the example. Elicit the names of the places mentioned in the text, e.g., New Scotland Yard, and what it is (a police station). Help students with pronunciation. Play the CD. Pause after each place for students to find the information. They point to the place the first time. Play the CD again. Elicit a choral response each time. Elicit what's in the British Museum (the Rosetta Stone).

**Key:** 2 Hotel. That's Brown's. 3 Police station. That's New Scotland Yard. 4 Airport. That's Heathrow. 5 Museum. That's the British Museum. 6 Theater. That's the Globe Theater. 7 Post office. That's Trafalgar Square post office. 8 Taxi. That's a black cab. 9 Restaurant. That's Brown's.

### CD 2, 05

1 castle, 2 hotel, 3 police station, 4 airport, 5 museum, 6 theater, 7 post office, 8 taxi, 9 restaurant

### SB30. ACTIVITY 10. Read again and correct these sentences.

- Focus students on the Activity 10 instruction. Students re-read the texts to find the correct information. They write the corrected sentences in their notebooks.

**Key:** 1 You can see the Rosetta Stone at the British Museum. 2 William Shakespeare showed his plays here. 3 They sold the first sticker stamps here. 4 Brown's is a hotel and restaurant. 5 London has six airports. 6 London taxis are called black cabs.

### Photocopiable 3 (see pages T88 and T92)

### WB30. ACTIVITY 8. Choose words from the box to label the pictures.

**Note:** There are two extra words in the box.

**Key:** 2 restaurant, 3 theater, 4 police station, 5 castle, 6 airport

### WB30. ACTIVITY 9. Unscramble and write the words.

**Key:** 2 theater, 3 castle, 4 police station, 5 museum, 6 hotel

### WB30. ACTIVITY 10. Complete the chart. Look in the Student's Book to find the names of the places.

**Key:** 10:30: Went for a boat trip on the River Thames. 12:45: Had a picnic lunch in Hyde Park. 2:30: Went to the new Globe Theater. 4:30: Went to look at the Tower of London. 5:30: Took a cab from Tower Bridge to the hotel. 5:50: Arrived at Brown's Hotel.

### WB30. ACTIVITY 11. Look at the letters on the clock and write the words.

**Key:** 2 school, 3 stadium, 4 park, 5 shore, 6 road

### Extra activity: see page T102 (if time)

### Language Portfolio

- Students complete page 98 of Kid's Box AE Workbook 5 Language Portfolio (A city I know).

### Optional activity

- Unit 3 Extension worksheet 1 from Kid's Box AE Teacher's Resource Book 5 (see pages 29 and 32).

### Ending the lesson

- Say the places from the reading again for students to provide the names, e.g., Teacher: Castle. Students: The Tower of London.

**OBJECTIVES:** By the end of the lesson, students will have had further practice giving directions and will have sung a song.

### ● TARGET LANGUAGE

**Key language:** city vocabulary, directions

**Review:** jobs, simple past, prepositions of place, giving definitions with *who*, *that*, *where*

### ● MATERIALS REQUIRED

Optional: Kid's Box AE Teacher's Resource Book 5 Unit 3 Extension worksheet 2 and/or Song worksheet (pages 33 and 34)

## Warmer

- Teach the simple chant below to revise city vocabulary.

*London, London, what a great city!*

*There's a lot to see for you and me.*

*Parks, castles, museums, theaters,*

*There's a lot to see for you and me.*

Make small groups to suggest lines between each chorus by adding places, e.g., the Tower of London.

### SB31. ACTIVITY 11. Listen and complete. Check and sing.

- Tell students to open their Student's Books to page 31. Focus them on the Activity 11 song and on the words in the box. Give them a few minutes to read through the song and try to guess where the words go. Play the CD. They listen and check their work and complete the words in the song. They check in pairs. Check general comprehension of the song. Play the CD again. Stop for students to repeat, line by line, verse by verse. Play the CD again for students to join in with the song. Play the first version on the CD and then the karaoke version. Practice the song with students as a whole class, in large groups and in small groups (one group for each verse).

**Key:** theater, Bridge, castle, park, zoo, restaurant, street, taxi, station

### CD 2, 06

As in Student's Book and key

### CD 2, 07

Now sing the song again. (Karaoke version)

### SB31. ACTIVITY 12. Ask and answer.

- Focus students on the words in the box for Activity 12 and on the activity instruction. Give them thinking/checking time. Students work in pairs and take turns asking and answering, using the prompts as a model. Check with the class. Be ready to accept original answers.

**Key (possible answers):** A firefighter goes to a fire station. A manager goes to an office. An actor goes to a theater. A bus driver goes to a bus station. A doctor goes to a hospital. A teacher goes to a school. A pilot goes to an airport. A police officer goes to a police station.

### SB31. ACTIVITY 13. Look at the map. Ask and answer.

- Review prepositions next to, between, behind, across from, using classroom objects. Focus students on the Activity 13 map. Check they remember the names of all the places. Demonstrate the activity, using open pairs. Students continue, taking turns asking and answering in closed pairs. Monitor to check they are using the correct prepositions.

### SB31. ACTIVITY 14. Think of a place you know. Give directions how to get there from your school. Can your friend guess?

- Focus students on the Activity 14 instructions and check understanding. Read the sample text aloud around the class to make sure students know what to do. Brainstorm a few ideas of places with the class. Students work individually and write their directions. Go around the class, checking students have all thought of a place. Make suggestions if they haven't. In pairs, students take turns giving their directions and guessing the destination.

### WB31. ACTIVITY 12. Write "who," "that" or "where."

**Key:** 2 who, 3 that, 4 where, 5 who, 6 where, 7 where, 8 where, 9 who, 10 where

### WB31. ACTIVITY 13. Now find the words from Activity 12.

**Key:** 2 pilot, 3 ticket, 4 theater, 5 cook, 6 museum, 7 airport, 8 bank, 9 mechanic, 10 bridge

### WB31. ACTIVITY 14. Write a definition of these words.

**Key (possible answers):** 1 A place where you can catch a bus. 2 Someone who helps sick people in the hospital.

### WB31. ACTIVITY 15. Put these places on your map.

**Key:** Students' own answers

### WB31. ACTIVITY 16. Now write directions from the castle to three places on the map.

**Key:** Students' own answers

### WB31. ACTIVITY 17. Ask your friend to follow your directions.

**Key:** Students' own answers

## Extra activities: see page T102 (if time)

### Optional activities

- Unit 3 Extension worksheet 2 from Kid's Box AE Teacher's Resource Book 5 (see pages 29 and 33).
- Unit 3 Song worksheet from Kid's Box AE Teacher's Resource Book 5 (see pages 29 and 34).

### Ending the lesson

- Sing the song from earlier in the lesson again with the class.

**OBJECTIVES:** By the end of the lesson, students will have practiced the phonemes /s/ and /ʃ/ and completed a writing activity.

### ● TARGET LANGUAGE

**Key language:** the phonemes /s/ and /ʃ/, describing pictures, there's a, in the background, in the foreground, on the left, on the right, at the top, at the bottom

**Review:** the phoneme /tʃ/, family, city vocabulary, colors, I can see ...

### ● MATERIALS REQUIRED

Extra activity 2: Card divided into 12 squares with the words from Workbook Activity 18 written (with underlining), one in each square (one photocopy for each pair of students)

## Warmer

- Write the sentence *She sells sea shells on the sea shore* on the board. Check comprehension. Say the sentence for students to repeat. Get them to say it faster and faster. Elicit the two sounds practiced in the tongue twister (/s/ and /ʃ/). Tell students they will be practising recognising these sounds and looking at some different spellings in today's lesson. Elicit other words they can think of which have the same sound.

### SB32. ACTIVITY 15. Focus on phonics

- Tell students to open their Student's Books to page 32. Focus them on Activity 15. Play the CD. Students repeat after each line and then after the whole rhyme. Repeat once more, making sure students say the /s/ and /ʃ/ sounds correctly. In pairs, students practice the rhyme.

## CD 2, 08

As in Student's Book

### SB32. ACTIVITY 16. Find ten differences. toward

- Focus students on the pictures for Activity 16. Check they realize that there are differences between them. Students work in pairs, using the model. Write the following on the board:  
*In the first picture there's / there are ... , but in the second picture there's / there are ...*
- Students find the differences before they start the oral part of the activity. Check with the class.

**Key:** In the first picture there's a castle, but in the second picture there's a bridge.

In the first picture there's a woman and girl going into the post office, but in the second picture there's a woman and boy coming out of the post office.

In the first picture there's a police station next to the post office, but in the second picture there's a theater next to the post office.

In the first picture it's 3:15, but in the second picture it's 3:45. In the first picture there's a man walking with a big dog, but in the second picture there's a man walking with a little dog. In the first picture it's sunny, but in the second picture it's cloudy.

In the first picture there's a girl sitting on a bench, but in the second picture there's a girl running.

In the first picture there's a hungry boy, but in the second picture there's a thirsty boy.

In the first picture there's a café, but in the second picture there's a hotel.

### SB32. ACTIVITY 17. Choose one of the pictures and write about it.

- Do the activity orally with the class first. Draw a picture frame on the board to check language: *in the background, in the foreground, on the left, on the right, at the top, at the bottom*. Students work individually to write their descriptions. They swap their first draft with a partner. They check each other's work. Students write their final draft in their notebooks.

### SB32. JOKE CORNER

- Focus students on the Joke Corner. Play the CD as students read. Play the joke a second time and explain if necessary.

## CD 2, 09

As in Student's Book

### WB32. ACTIVITY 18. Write the words in the columns.

- Tell students to open their Workbook to page 32. Check they know the meaning of all the words in the box. Read out the heading of each column. Make sure students know which sound goes in which column, using the example. Remind students that they practiced the sound /ʃ/ (the third column) in the Welcome unit and tell them to focus on the sound of the words, not the spelling. Students complete the activity in pencil. Tell them to say the words aloud again to help.

### WB32. ACTIVITY 19. Listen, check, and say.

- Play the CD for students to listen and check. They compare answers in pairs. Check with the class. Play the CD again for students to listen and repeat.

**Key:** See audioscript below

## CD 2, 10

's' sound: *listen, stop, castle, place*

'sh' sound: *information, machine, shopping, directions*

'ch' sound: *children, watched, question, adventure*

### WB32. ACTIVITY 20. Find 14 spelling mistakes in the text.

- Before students do the activity, focus them on the Write it right box and check they understand the spelling rules that are listed.

**Key:** See Activity 21 key

### WB32. ACTIVITY 21. Now write the text correctly.

**Key:** In this picture we can see a lot of children playing. Three boys are sitting on the ground and playing with their toys. They have some toy trucks and a bus. They're close to two ladies who are sitting on chairs. These ladies are the boys' moms. Some older children are flying their kites. One boy's kite is in a tree. He's climbing up the tree, and he's trying to get it down.

### WB32. ACTIVITY 22. Describe your school playground.

**Key:** Students' own answers

## Extra activities: see page T102 (if time)

### Ending the lesson

- Do the Phoneme rhyme from the beginning of the lesson again.

**OBJECTIVES:** By the end of the lesson, students will have read a story, reviewed language from the unit, and completed a self-evaluation.

### ● TARGET LANGUAGE

**Key language:** language in the story, ancient world, cave, mountains (of secret treasure)

**Additional language:** Alexandria

**Review:** language from the unit

### ● MATERIALS REQUIRED

Extra activity 2: Paper for making labels

Optional: Kid's Box AE Interactive DVD 5: The school hall "Visiting York" episode

## Warmer

- Review the story so far. Pretend to misremember what has happened before, so students can correct you, e.g., *In the last episode, they went to meet Brutus at the British Museum* (No, they went to meet him at the library).

## SB33. STORY. Diggory Bones.

- Tell students to open their Student's Books to page 33. Focus them on the story. Elicit who is going to be in this episode (Diggory, Emily, Sir Doug Bones, Brutus). Set the questions: *Which country are they going to? What's the name of the city? Why was the library famous? How are they going to get there?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class (Egypt. Alexandria. It was the most important library in the ancient world. By plane). Play the CD again. Students listen and read. Stop after each frame for students to repeat. At the end, check general comprehension by asking, e.g., *Where is the secret writing? How can The Baloney Stone help Brutus? What job is Brutus doing? How does Diggory change in the story?*

## CD 2, 11

As in Student's Book

## WB33. ACTIVITY 23. Read and answer.

**Key:** 2 He means Alexandria. 3 They are going to fly to Alexandria. 4 There is a cave. 5 There is secret writing. 6 Brutus Grabbe.

## WB33. ACTIVITY 24. Who said it? Read and match.

**Key:** b3, c3, d4, e1, f2

## WB33. DO YOU REMEMBER?

- Students try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

**Key:** 2 hotel, 3 across, 4 left, 5 Students' own answers, 6 leaves

## WB33. CAN DO

- Focus students on the *Can do* section of the page. Ask a student to read the first sentence. Elicit what this means, with examples, and elicit/remind them of the activities they did in this unit when they talked about places around town. Review what the three faces mean (not very well / OK / very well). Remind students they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities in which they gave and understood directions. Students circle the appropriate face. Repeat for the third sentence, eliciting spelling rules for plural nouns.
- Say *Now show and tell your friends.* Students work in groups of three and take turns showing their work for / talking about each one.

## Extra activities: see page T102 (if time)

### Optional activity

- The "Visiting York" episode from Kid's Box AE Interactive DVD 5 (*The school hall* section). See pages 12–15 of the Teacher's Booklet for the Interactive DVD.

### Ending the lesson

- Ask students which rhyme/song they'd like to do again from the unit. Do it together to end the lesson.

**OBJECTIVES:** By the end of the lesson, students will have read about the history of cities around the world.

### ● TARGET LANGUAGE

**Key language:** continent, stone age, cavemen, start ... - ing, Industrial Revolution, safe, Pakistan, was built, Rome, capital, republic, empire, New York, Tokyo, skyscraper

**Additional language:** Mohenjo-Daro, Indus Valley, Stratford-upon-Avon, Royal Shakespeare Theater

**Review:** simple past, city vocabulary, comparatives, superlatives

### ● MATERIALS REQUIRED

Warmer: Prepare labels for about 12 cities in different parts of the world, e.g., New York, Alexandria, London, Tokyo, Rio de Janeiro, Istanbul, Sydney, Delhi, Cape Town, etc. (you need one label for every pair of students), a world map, sticky tack. Extra activity 2: Reference books / the Internet for students to find out about the Industrial Revolution, a large sheet of paper for each group of four students, colored markers

### Warmer

- Hand out the city labels to pairs of students. Give them thinking time before you display the world map. Pairs come to the front one by one, say the name of their city, and then stick the label to the map. Elicit any other city names students know in countries other than their own and where they are on the map.

### SB34. FACT

- Tell students to open their Student's Books to page 34. Focus them on the fact about Istanbul. Ask a student to read the fact to the class. Elicit where Istanbul is on the map in the classroom and show them how it straddles two continents. Ask if any students have been there.

### SB34. ACTIVITY 1. Can you name these cities?

- Focus students on the Activity 1 pictures and instruction. Don't let them shout out their answers. Put students in groups of four to discuss their answers. Elicit the answers from the class and ask students to describe what they can see in the pictures.

**Key:** a Rome, b London, c Tokyo, d New York

### SB34. ACTIVITY 2. Read and answer "true" or "false."

- Pre-teach the following vocabulary, using pictures where possible, before students read the text: cavemen, stone age, Industrial Revolution, capital, skyscraper. Set the following gist questions for the first reading: (first section) Why did cities

start growing faster 200 years ago? (second section) How old is Mohenjo-Daro? For how many years was London the biggest city in the world? Students read the text silently and quickly to find the answers. They check in pairs. Check with the class (Because of the Industrial Revolution, more than 4,000 years old, 94). Elicit any other interesting information that students noticed.

- Focus students on the Activity 2 instruction and on the statements. Students re-read the text to find the answers. They check in pairs. Check with the class, eliciting corrections, and discuss the true statements. Check comprehension of other key vocabulary as you do this.

**Key:** 1 false (They started farming.), 2 true, 3 false (They started to grow faster.), 4 false (40,000 people / 4,000 years ago), 5 true, 6 true

### SB34. ACTIVITY 3. Read and order the events.

- Focus students on Activity 3 and check understanding (chronological sequence). Remind students to read the sentences before looking back at the text to sequence them. Students work individually and then check in pairs. Check with the class, eliciting where in the text they found the information.

**Key:** a4, b2, c5, d1, e6, f3

### WB34. ACTIVITY 1. City quiz. Read and choose the right words.

**Key:** 2c, 3a, 4c, 5b, 6a

### WB34. ACTIVITY 2. Read this report about Stratford-upon-Avon.

### WB34. ACTIVITY 3. Complete the Stratford-upon-Avon mind map.

**Key:** (see below)

### WB34. ACTIVITY 4. Now draw a mind map about your town or city.

**Key:** Students' own answers

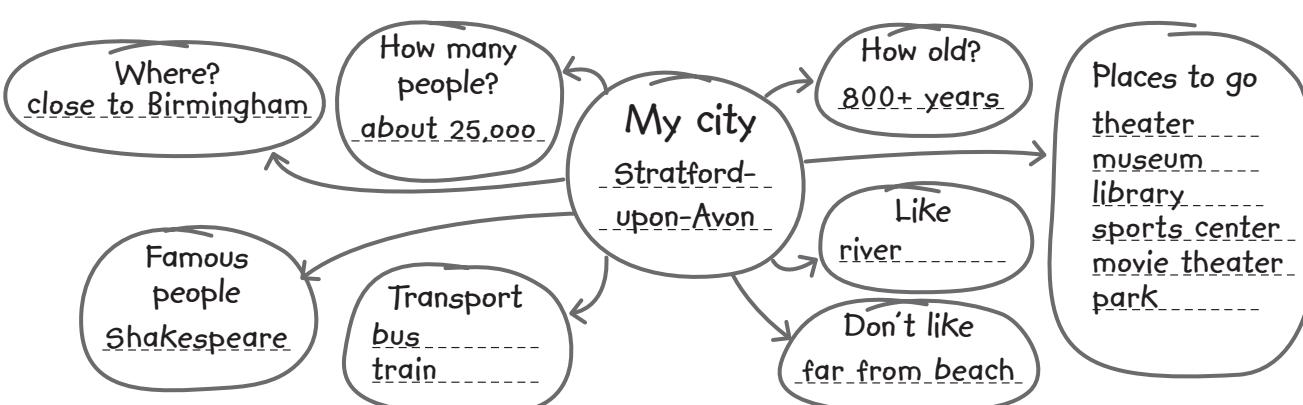
### WB34. ACTIVITY 5. Use the information from Activity 4 to write your report.

**Key:** Students' own answers

### Extra activities: see page T102 (if time)

### Ending the lesson

- Review with students what they have done and what they have learned about in today's lesson.



**OBJECTIVES:** By the end of the lesson, students will have learned more about cities and completed a project.

**● TARGET LANGUAGE**

**Key language:** comparatives, want, need

**Review:** city vocabulary, expressing opinions

**● MATERIALS REQUIRED**

Reference materials (leaflets and brochures) for a local city, paper for each group of four  
Project: for each group of four: paper, a large piece of card, colored paper, colored markers, glue, scissors  
Optional: Kid's Box AE Teacher's Resource Book 5 Unit 3 Topic worksheet (page 35)

**Warmer**

- With Student's Books closed, review what students learned about the history of cities in the previous lesson. They don't need to recall exact dates and precise information. Prompt them if they need help, e.g., *Is Rome the biggest city in the world at the moment?* (No. It's Tokyo.)
- Elicit the name of a city close to where they live that you think they will know about.

**SB35. ACTIVITY 4. In groups talk about a city you know.**

- Tell students to open their Student's Books to page 35. Focus them on the activity instruction and on part a). Make sure they notice that the mind map mostly has general categories (transportation) rather than specifics (e.g., trains). Make groups of four. Hand out leaflets and brochures about the local city you have chosen. Groups create a mind map on a piece of paper. Monitor as they work to provide support. Elicit ideas to create a shared mind map on the board.
- Focus students on part b). Ask one or two students to read the instructions aloud to check understanding. Give clear timings for each stage of the activity, e.g., five minutes for the lists, five minutes for the discussion, and suggestions for improvement. Elicit a few ideas of "good" and "bad" things before students start, but remind them that these words are subjective (one student might think something is "bad," and another might think it is "good"). Provide some prompts for discussion on the board:  
*I think ( ... ) are good because ... / I don't agree. / I agree with you. / Good idea. / What about ( ... )? / We can make things better by ... -ing*
- Elicit ideas for improvements, group by group.

**SB35. PROJECT. Design a new city.**

- Focus students on the project and tell them they are going to be city planners and politicians. Read the questions on the left and have a general discussion of these points first. Check they understand the difference between want and need. Students work in their groups of four and write notes in answer to each question. Encourage them to be creative and imaginative.
- After sufficient planning and discussion time, focus on the instructions on the right. Check students understand what they have to do. Hand out the materials. Remind them to plan the city map carefully before they start drawing it on the card. Monitor and support where necessary.
- Groups take turns coming to the front and presenting their cities to the class. At the end, vote for the best new city.

**WB35. ACTIVITY 6. FLYERS Listening, Part 2.** Listen and write. There is one example. **F**

**Key:** 1 Windsor, 2 Museum, 3 0207 541 4672, 4 Old, 5 half past three

**CD 2, 12**

Hello, George. Can I ask you some questions? / Yes, what about? / Well, you went to London last month, didn't you? Can you tell me about your vacation? / Yes, of course. / Well, first, how did you go there? / We went by train. It was cheap and quick. / Good. Let me write this down.

Can you see the answer? Now you listen and write.

What other questions do you have, Betty? / Well, I also want to know the name of the hotel. / The hotel? Sure, it's called The Windsor. / Can you spell that for me? / Um, yes. W-I-N-D-S-O-R. It is a nice hotel. / That's great. Why do you like it? / The rooms are very big and it's in a really good location. / Is it? Where? / Well, it's next to the British Museum. / I'd like to go there. Oh, one more thing. Do you know the phone number for the hotel? / Oh, yes. It's 0207 541 4672. / OK, thank you for that. Now I want to know where you visited. / Well, we went to a lot of places! / Really? Which did you like the best? / My favorite visit was when we went to the theater. / The theater? / Yes, it was called The Old Theater, and we saw a play called *The Mouse*. / Did you say "The Old Theater"? / That's right. / Was that in the evening? / No, we went to the play on Sunday afternoon. It started at half past three. / Hmm ... I think that's a good idea. I want to go to that too. Thanks for all the information. / You're welcome, Betty! Bye! / Bye!

**Extra activities: see page T102 (if time)**

**Optional activity**

- Unit 3 Topic worksheet from Kid's Box AE Teacher's Resource Book 5 (see pages 29 and 35).

**Ending the lesson**

- Review with students what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.