

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

● TARGET LANGUAGE

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

Additional language: *just (across the street)*

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

● MATERIALS REQUIRED

Extra activity 1: Paper for making labels

Extra activity 2: Paper for each pupil

Warmer

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

PB28. 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. Pupils copy the mind map into their notebooks.

PB28. ACTIVITY 1. *Listen and tick (✓) the city words you hear.*

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

CD 2, 02

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

DAN: No problem, Dad! It's ten past two now, so we've got more than three hours.

SHARI: We want to get some interesting information for our ezine, so where shall we go first?

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

SHARI: How do we get there?

ALVIN: 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, Alvin?

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

SHARI: Er, boys ... turn the map round! We're going in the wrong direction!

SHARI: 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.

PB28. ACTIVITY 2. *Listen again. Choose the right words.*

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

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

PB28. ACTIVITY 3. *Read and complete the sentences.*

- Focus pupils 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 on, 6 across

AB28. ACTIVITY 1. *Read and answer the questions.*

Key: 1 three, 2 twice, 3 thirteen

AB28. ACTIVITY 2. *Tick (✓) or cross (X) the sentences.*

Key: 1 X, 2 ✓, 3 X, 4 X

AB28. ACTIVITY 3. *Read and complete the sentences.*

Key: 2 right, 3 straight on, 4 on the corner, 5 left, 6 along

Extra activities: see page T101 (if time)

Ending the lesson

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

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

● TARGET LANGUAGE

Key language: directions, imperatives, *You are here*, *opposite*, *on the left / right*, *at the end of ...*

Revision: 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 on. Take the third street on the right. Walk past the shoe shop and the sweet shop. 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 shop 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 cinema is on the right.)
- 3 Go up the High Street. Walk across Blue Street and turn right at the book shop. Cross Low Road. The supermarket is on the left. (Wrong: The supermarket is on the right. The computer shop is on the left.)

Optional: *Kid's Box 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 pupils to come up in turn and follow your directions. They also give directions, e.g. from the station to the museum.

PB29. ACTIVITY 4. Look at the map. Read the directions and answer.

- Tell pupils to open their Pupil's Books at page 29. Focus them on the map. Check understanding of vocabulary by asking, e.g. *Can you see the market?* Check they know where to start (red dot marked *You are here*). Pupils 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 market, 2 the sweet shop, 3 the school

PB29. ACTIVITY 5. Listen to the directions and answer.

- Focus pupils 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 shop, 4 the sweet shop, 5 the bus station

CD 2, 04

1. Go straight on. 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 on. Cross Low Road. What's on the left?
4. Go straight on. Take the third street on the right. Walk past the shoe shop 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?

PB29. ACTIVITY 6. Play the game.

- Focus pupils 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 ...*, *opposite*, *next to*, *behind*. Pupils work individually for about five minutes, writing at least four sets of directions (plus the answers). Make pairs. Pupils take turns to give directions to each other and to follow them on the map. Make new pairs. Pupils repeat.

PB29. ACTIVITY 7. Write the directions to (1) the zoo and (2) the computer shop.

- Pupils 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 the High Street. Take the third street on the left. The zoo is on the left after the river. (2) Go up the High Street. Take the second street on the right. Go across Low Road. The computer shop is on the left, opposite the supermarket.

AB29. ACTIVITY 4. Follow the directions and write the message.

Key: London is the biggest city in the UK. There are lots of interesting places to see and every year 29 million people visit it.

AB29. ACTIVITY 5. Put these buildings on the map.

Key: From left to right: castle, cinema, library, school, fire station, swimming pool

AB29. ACTIVITY 6. Find these buildings in Activity 5.

Key: 1 the library, 2 the swimming pool

AB29. ACTIVITY 7. Now write two sets of directions for a friend to follow.

Key: Pupils' own answers

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

Optional activity

- Unit 3 Reinforcement worksheets 1 and 2 from *Kid's Box 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. Pupils can take turns to be the callers.

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

● TARGET LANGUAGE

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

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

Revision: 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), coloured markers

Optional: *Kid's Box 5 Language Portfolio*, page 10; *Kid's Box Teacher's Resource Book 5 Unit 3 Extension worksheet 1* (page 32)

Warmer

- Write *London* on the board. Give pupils 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.

PB30. ACTIVITY 8. *Read and think. Is London an exciting city? Why?*

- Tell pupils to open their Pupil's Books at page 30. Focus them on Activity 8 and on the activity instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils 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 in turn, giving pupils reading time and then checking comprehension by discussing the information.

PB30. ACTIVITY 9. *Listen. Repeat the word and say the name of the place.*

- Focus pupils 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 pupils with pronunciation. Play the CD. Pause after each place for pupils 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 Theatre. That's the Globe Theatre. 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 theatre, 7 post office, 8 taxi, 9 restaurant

PB30. ACTIVITY 10. *Read again and correct these sentences.*

- Focus pupils on the Activity 10 instruction. Pupils 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's got six airports. 6 London taxis are called black cabs.

Photocopiable 3 (see pages T88 and T92)

AB30. ACTIVITY 8. *Choose words from the box to label the pictures.*

Note: There are two extra words in the box.

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

AB30. ACTIVITY 9. *Sort and write the words.*

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

AB30. ACTIVITY 10. *Complete the table. Look in the Pupil'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 Theatre. 4.30: Went to look at the Tower of London. 5.30: Took a taxi from Tower Bridge to the hotel. 5.50: Arrived at Brown's Hotel.

AB30. ACTIVITY 11. *Look at the letters on the clock and write the words.*

Key: 2 school, 3 street, 4 park, 5 shop, 6 road

Extra activity: see page T102 (if time)

Language Portfolio

- Pupils complete page 10 of *Kid's Box 5 Language Portfolio* (A city I know).

Optional activity

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

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: city vocabulary, directions

Revision: jobs, past simple, prepositions of place, giving definitions with *who, which, where*

● **MATERIALS REQUIRED**

Optional: *Kid's Box 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 lots to see for you and me.

Parks, castles, museums, theatres,

There's lots to see for you and me.

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

PB31. ACTIVITY 11. *Listen and complete. Check and sing.*

- Tell pupils to open their Pupil's Books at 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 pupils to repeat, line by line, verse by verse. Play the CD again for pupils to join in with the song. Play the first version on the CD and then the karaoke version. Practise the song with pupils as a whole class, in large groups and in small groups (one group for each verse).

Key: theatre, Bridge, castle, park, zoo, restaurant, street, taxi, station

CD 2, 06

As in Pupil's Book and key

CD 2, 07

Now sing the song again. (Karaoke version)

PB31. ACTIVITY 12. *Ask and answer.*

- Focus pupils on the words in the box for Activity 12 and on the activity instruction. Give them thinking / checking time. Pupils work in pairs and take turns to ask and answer, 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 secretary goes to an office. An actor goes to a theatre. 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.

PB31. ACTIVITY 13. *Look at the map. Ask and answer.*

- Review prepositions *next to, between, behind, opposite*, using classroom objects. Focus pupils on the Activity 13 map. Check they remember the names of all the places. Demonstrate the activity, using open pairs. Pupils continue, taking turns to ask and answer in closed pairs. Monitor to check they are using the correct prepositions.

PB31. ACTIVITY 14. *Think of a place you know. Give directions how to get there from your school. Can your friend guess?*

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

AB31. ACTIVITY 12. *Write 'who', 'which' or 'where'.*

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

AB31. ACTIVITY 13. *Now find the words from Activity 12.*

Key: 2 pilot, 3 ticket, 4 theatre, 5 cook, 6 museum, 7 airport, 8 stamp, 9 mechanic, 10 bridge

AB31. 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 hospital.

AB31. ACTIVITY 15. *Put these places on your map.*

Key: Pupils' own answers

AB31. ACTIVITY 16. *Now write directions from the castle to three places on the map.*

Key: Pupils' own answers

AB31. ACTIVITY 17. *Ask your friend to follow your directions.*

Key: Pupils' own answers

Extra activities: see page T102 (if time)

Optional activities

- Unit 3 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 29 and 33).
- Unit 3 Song worksheet from *Kid's Box 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, pupils will have practised 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*

Revision: the phoneme /tʃ/, family, city vocabulary, colours, *I can see ...*

● **MATERIALS REQUIRED**

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

Warmer

- Write the sentence *She sells sea shells on the sea shore* on the board. Check comprehension. Say the sentence for pupils to repeat. Get them to say it faster and faster. Elicit the two sounds practised in the tongue twister (/s/ and /ʃ/). Tell pupils 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.

PB32. ACTIVITY 15. Focus on phonics

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

CD 2, 08

As in Pupil's Book

PB32. ACTIVITY 16. Find ten differences.

- Focus pupils on the pictures for Activity 16. Check they realise that there are differences between them. Pupils 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 ...*
- Pupils 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 theatre 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.

PB32. 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*. Pupils work individually to write their descriptions. They swap their first draft with a partner. They check each other's work. Pupils write their final draft in their notebooks.

PB32. JOKE CORNER

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

CD 2, 09

As in Pupil's Book

AB32. ACTIVITY 18. Write the words in the columns.

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

AB32. ACTIVITY 19. Listen, check and say.

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

AB32. ACTIVITY 20. Find 15 spelling mistakes in the text.

- Before pupils 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

AB32. ACTIVITY 21. Now write the text correctly.

Key: Three boys are sitting on the ground and playing with their toys. They've got some toy lorries and a bus. They're near two ladies who are sitting on chairs. These ladies are the boys' mums. 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.

AB32. ACTIVITY 22. Describe your school playground.

Key: Pupils' 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, pupils 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*

Revision: language from the unit

● **MATERIALS REQUIRED**

Extra activity 2: Paper for making labels

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

Warmer

- Review the story so far. Pretend to misremember what has happened before, so pupils 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).*

PB33. STORY. *Diggory Bones.*

- Tell pupils to open their Pupil's Books at 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. Pupils 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. Pupils listen and read. Stop after each frame for pupils 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 Pupil's Book

AB33. 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.

AB33. ACTIVITY 24. *Who said it? Read and match.*

Key: b3, c3, d4, e1, f2

AB33. DO YOU REMEMBER?

- Pupils 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 Pupils' own answers, 6 leaves

AB33. CAN DO

- Focus pupils on the *Can do* section of the page. Ask a pupil 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 pupils 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. Pupils circle the appropriate face. Repeat for the third sentence, eliciting spelling rules for plural nouns.
- Say *Now show and tell your friends.* Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T102 (if time)

Optional activity

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

Ending the lesson

- Ask pupils 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, pupils 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*

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

Revision: past simple, 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 pupils), a world map, sticky tack.
 Extra activity 2: Reference books / the internet for pupils to find out about the Industrial Revolution, a large sheet of paper for each group of four pupils, coloured markers

Warmer

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

PB34. FACT

- Tell pupils to open their Pupil's Books at page 34. Focus them on the fact about Istanbul. Ask a pupil 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 pupils have been there.

PB34. ACTIVITY 1. Can you name these cities?

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

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

PB34. ACTIVITY 2. Read and answer 'true' or 'false'.

- Pre-teach the following vocabulary, using pictures where possible, before pupils read the text: *cavemen, stone age, Industrial Revolution, capital*. 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? Pupils 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 pupils noticed.

- Focus pupils on the Activity 2 instruction and on the statements. Pupils 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

PB34. ACTIVITY 3. Read and order the events.

- Focus pupils on Activity 3 and check understanding (chronological sequence). Remind pupils to read the sentences before looking back at the text to sequence them. Pupils 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

AB34. ACTIVITY 1. City quiz. Read and choose the right words.

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

AB34. ACTIVITY 2. Read this report about Stratford-upon-Avon.

AB34. ACTIVITY 3. Complete the Stratford-upon-Avon mind map.

Key: (see below)

AB34. ACTIVITY 4. Now draw a mind map about your town or city.

Key: Pupils' own answers

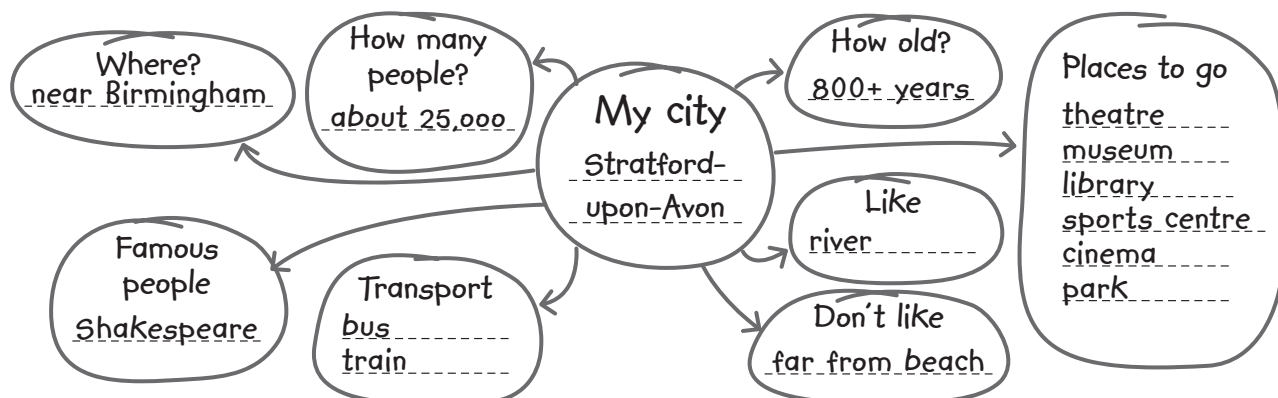
AB34. ACTIVITY 5. Use the information from Activity 4 to write your report.

Key: Pupils' own answers

Extra activities: see page T102 (if time)

Ending the lesson

- Review with pupils what they have done and what they have learnt about in today's lesson.



OBJECTIVES: By the end of the lesson, pupils will have learnt more about cities and completed a project.

● **TARGET LANGUAGE**

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

Revision: 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, coloured paper, coloured pens, glue, scissors

Optional: *Kid's Box Teacher's Resource Book 5* Unit 3 Topic worksheet (page 35)

Warmer

- With Pupil's Books closed, review what pupils learnt 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 near where they live that you think they will know about.

PB35. ACTIVITY 4. *In groups talk about a city you know.*

- Tell pupils to open their Pupil's Books at page 35. Focus them on the activity instruction and on part a). Make sure they notice that the mind map mostly has general categories (transport) 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 pupils on part b). Ask one or two pupils 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 pupils start, but remind them that these words are subjective (one pupil 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.

PB35. PROJECT. *Design a new city.*

- Focus pupils 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*. Pupils 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 pupils 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 to come to the front and present their cities to the class. At the end, vote for the best new city.

AB35. ACTIVITY 6. FLYERS Listening, Part 2. Listen and write. There is one example. [YLE]

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 holiday? / 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 have you got, 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? / Er, yes. W-I-N-D-S-O-R. It is a lovely hotel. / That's great. Why do you like it? / The rooms are very big and it's in a really good place. / Is it? Where is it then? / 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 best? / My favourite visit was when we went to the theatre. / The theatre? / Yes, it was called The Old Theatre, and we saw a play called *The Mouse*. / Did you say 'The Old Theatre'? / That's right. / Was that in the evening? / No, we went to the show 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 Teacher's Resource Book 5* (see pages 29 and 35).

Ending the lesson

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