

In This Unit

Theme

This unit is about cities and towns.

Vocabulary

Lesson 1: *design, follow (the) directions, information, sight, location, go around the corner, cross the road, go past (the traffic lights), go straight on, turn left/right*

Lesson 2: *collection, fish, spend, ticket, try, cheap, expensive, bank, ferry, shopping centre, skyscraper, square, steps*

Grammar

Lesson 1: *have to, must*

Lesson 2: *can, could*

Lesson 3: *might, should*

Unit Opener

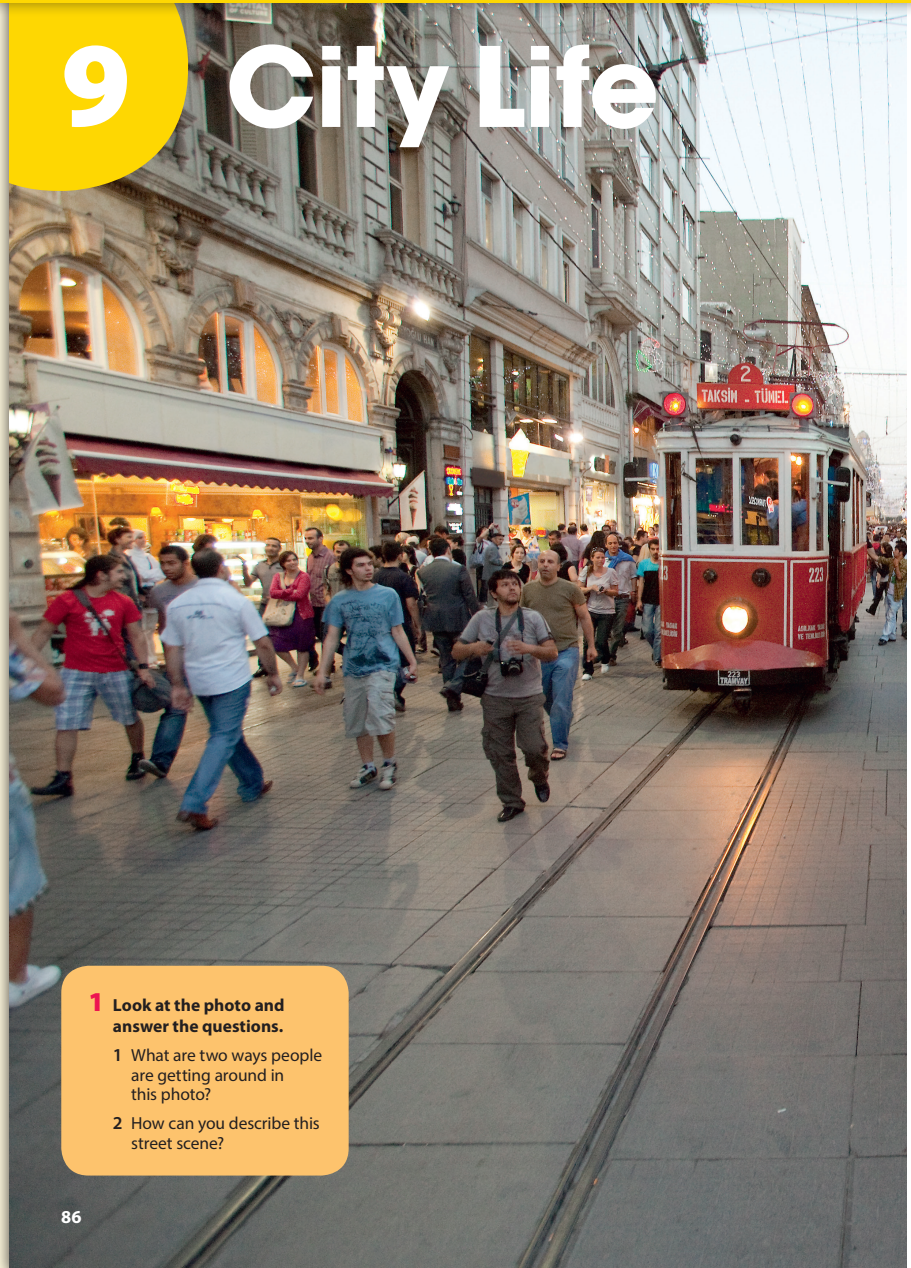
Objectives

- To introduce students to the topic of the unit (cities and towns)
- To engage students with the topic and activate knowledge and vocabulary

Materials

- Student's Book, Class Audio CD, Posters, IWB, DVD

9 City Life



1 Look at the photo and answer the questions.

- 1 What are two ways people are getting around in this photo?
- 2 How can you describe this street scene?

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To start

- Read the title of the unit together. Check students know what it means. Ask them whether they come from a town or city, whether it is big, medium or small in size, what things there are to do, what shops there are and how often they go into town.
- Put students into groups of two or three and tell them to think of at least seven words that they can relate to cities and towns. Tell them they can suggest places, people, verbs, adjectives or activities.



A tram in Istanbul, Turkey

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About the photo

These trams are travelling along Istiklal Avenue in Istanbul, Turkey. It is one of the most famous and popular streets in Turkey. There are shops, cafés, galleries, theatres, cinemas, music shops and restaurants. The tram in the photo is heading towards *Tünel*, which is the second-oldest subway station in the world.

Related vocabulary

boutiques, buildings, busy, passengers, restaurants, shopping, shops, tram

1 Look at the photo and answer the questions.

- Tell students to look at the photo on pages 86 and 87 and say what they can see. Elicit ideas (*city, tram, building, street, shops, people, camera, shopping*) and write them on the board.
- Ask students to read and answer the questions on page 86.
- Check answers as a class.

TEACHING TIP

A globe or world map in the classroom is useful to show the positions of other countries and cities in the world when you need to. This gives students a clearer idea of where places are in relation to their own country and also expands their general knowledge.

Lesson Aims

- Learn and use new vocabulary: *design, follow (the) directions, information, sight, location, go around the corner, cross the road, go past (the traffic lights), go straight on, turn left/right*
- Learn and use new grammar: *have to, must*

Materials

- Student's Book, Class Audio CD

To start

- Ask students to complete the following sentences in their own words: *If I had a car, ... If our school was open all year, ... If we didn't have any homework, ...*

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen. Listen and repeat.

🔊 TR: 9.1

- Tell students to read the words on page 88. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

2 Listen and read. 🔊 TR: 9.2

- Tell students that they are going to read about a city scavenger hunt. Ask them to read quickly and find out how many people there are on each team (3–4 people).
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to each read out a sentence from the text.

3 Write the words from Activity 1.

- Tell students to write the words from activity 1 next to the correct descriptions.
- Elicit the first answer if necessary.
- Check answers as a class. Write them on the board if necessary.

Lesson 1

design
follow (the) directions

information

sight

location

1 Listen. Listen and repeat. 🔊 TR: 9.1

2 Listen and read. 🔊 TR: 9.2

Treasure Find City Scavenger Hunt

What is Treasure Find?

In a *Treasure Find* activity, you look for treasure in a city. We **design** each *Treasure Find* activity to help you explore a city and to learn about its most famous **sights**.



How does it work?

First, find a team of 3 – 4 people. It's better to explore in a group. You must download the *Treasure Find* app. The phone will know your **location**. Touch 'Start' to begin your adventure. The app then gives you directions to your first place. **Follow** the **directions** to the first place. They're usually important buildings, statues or public parks.

Once you arrive, you'll get **information** about the place. You will have 30 seconds to study the information, and then you'll get a test. If you pass the test, you get easy directions to the next place. If not, the directions can be very difficult.



How do we win?

To win, your team has to go from place to place quickly. Once you get to the last place, there is a *Treasure Find* sign. Stand next to it and take a photo. Send your photo through the *Treasure Find* app. The app marks your time. Then, the *Treasure Find* team sends a message to the winner for each city. The winner each month gets a great prize!

What are you waiting for?
Start your adventure today!

3 Write the words from Activity 1.

- location A place
- follow directions To go where signs or instructions tell you
- design To decide how something will look or work
- information What people know about something
- sight Something tourists go to see

4 Answer the questions.

- How many people do you have to have for a team? **3 - 4**
- What do you have to do to begin your adventure? **Touch 'Start'**
- How do you know where to go? **The app gives you directions.**
- If you do badly on a test, what happens? **You get difficult directions.**
- Who gets a prize? **The winner for each month**

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4 Answer the questions.

- Tell students to answer the questions. Remind them to re-read the text for the correct answers if necessary.
- Elicit the first answer if necessary.
- Check answers as a class.

5 Listen. Listen and repeat. 🔊 TR: 9.3

- Tell students to look at the small pictures on page 89. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

6 Write directions from your school to a place in your town. Use the words from Activity 5. Then talk to your partner.

- Tell students to write directions from their school to a place in their town, using the words from