

TEAM 6 Together

Teacher's Book with Digital Resources



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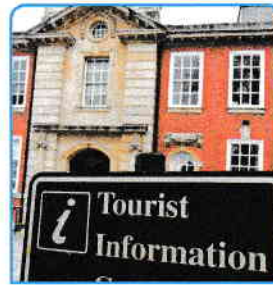
Welcome

Book Club

Culture

Over to you!

We love visiting big cities! There's so much to do and see! Look at the photos here. How many words do you know for places in cities? How many words for different ways to travel around?

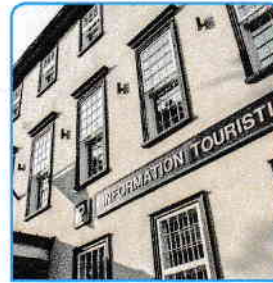
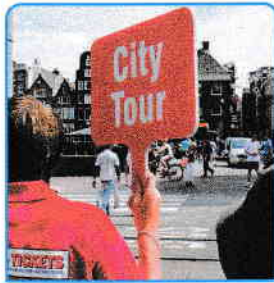


Alex has a question for you. Can you think of some answers to his question?

WOW! Question

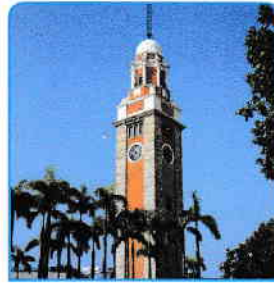
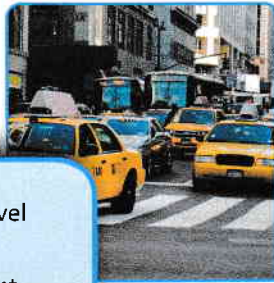


Alex 3 minutes ago
What are the advantages and disadvantages of big cities?



In this unit I will ...

- learn words for city tourism, travel and transport
- use *used to* to talk about the past
- read a picture story
- use the Present continuous and Present simple to talk about the future
- learn about big and small cities
- work in a group to write a fact file about a city
- learn how to ask for travel information
- read and write magazine articles



Unit objectives

Talk about cities, travel and transport

Language

Vocabulary	City tourism <i>capital city, backpacker, tour guide, tourist information centre, accommodation, luggage, statue, monument, police station, fountain, tourist, clock tower</i> City travel and transport <i>taxi, neighbourhood, lorry, roundabout, coach, road sign, railway station, traffic lights, crossroads, fire engine, traffic jam, pavement</i>
Grammar	<i>used to</i> Present continuous for future plans Present simple for timetables and scheduled events
Functions	Asking for travel information; <i>Excuse me, how much is the return ticket to Berlin?</i>
Phonics	Rising and falling intonation in questions

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)

Digital competence: use Pupil's Book eBook (L. 1–9)

Social and civic competences: learn to be creative (L. 4 and 6); learn to talk about someone in your family (L. 8)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–9); use previous knowledge (L. 1); follow instructions (L. 1–9); personalisation of language learnt (L. 3 and 5)

Initiative and entrepreneurship: choose topic for the project (L. 5)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 8); Problem solving (L. 2); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 7); Planning (L. 6); Reflecting on learning (L. 1–10)
Creativity	Writing treasure hunt clues (L. 4); Making a fact file about a city (L. 6)
Communication	Describing cities (L. 1, 5); Answering questions (L. 2); Talking about what you used to do (L. 3); Functional dialogue (L. 7); Playing a True/False game (L. 8)
Collaboration	Project groupwork (L. 6); Acting out (L. 7)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 18; Activity Book p. 13
- Unit 1 Extra practice: Activity Book p. 118
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, Culture, English in action
- Unit 1 Test

External exams

Pupil's Book A2 Key and B1 Preliminary for Schools Listening Part 1 Speaking Parts 2 and 3	Activity Book A2 Key for Schools Listening Part 2 Reading and Writing Part 2
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Vocabulary

We know books

Objectives

- **Lesson aims:** to learn and use words for city tourism
- **Target language:** *capital city, backpacker, tour guide, tourist information centre, accommodation, luggage, statue, monument, police station, fountain, tourist, clock tower*





Materials

- sheets of A4 paper, enough for each pair of students
- Resource 1A

Global Scale of English (GSE)

- **Reading:** Can understand a simple text about a past event (GSE 35).
- **Speaking:** Can compare the advantages and disadvantages of different options using a range of complex linking words/phrases (GSE 60). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe past events or experiences using simple descriptive language to add interest (GSE 47).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique
-  Peer learning: pairwork
-  Independent learning: Summative questions technique

Starting the lesson




- Write *City* on the board. Ask ss to think of one word they know connected to cities. They raise their hands and tell the class.

Presentation


-  Explain that in this lesson ss will learn to talk about city tourism.

Practice

Pupil's Book

- 1  **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**
 - Refer ss to pages 8 and 9. Read the rubric and tell ss to look at the photos on the Welcome page for a moment.
 -  Read out the introduction, or ask a student to read it out. Make sure ss understand the questions. Explain *advantages* (good things) and *disadvantages* (bad things) if necessary. Give ss one minute to discuss in pairs.
 -  Using the Lollipop stick technique, ask ss for feedback.

2 1.1 Look and match. Then listen, check and repeat.


- Refer ss to page 9. Tell ss to match the words they know and guess the ones they don't know.
- Play the audio.
-  Check answers using the Lollipop stick technique. Ask *How many words did you already know?*
- Have ss say a word to their partners and their partner points to the correct picture. Then they swap.
- Consolidate understanding with these questions in any order. Ss raise their hands to offer answers, e.g. *What's the name of our capital city?*

Diversity


Challenge

- Ss do Activity 2 individually before listening to the audio.

Support

-  Ss work in pairs before listening to the audio.


3 1.2 Listen and read. What cities are the children talking about? Who had a bad experience in a city?

-  Check answers using the Lollipop stick technique.


Extra activity Critical thinking

- Ss say/find the countries that the cities in Activity 3 are in.

4 Work in pairs. Look at the photos and words on pages 8 and 9. Find and say.

-  Place ss in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different ss to offer answers.

5 Work in pairs. Answer the questions.

-  Place ss in different pairs for this activity.
- Walk around the class monitoring pairs.

Activity Book

1 Unscramble the words to complete the definitions.

- Give ss one minute to complete the activity. Have ss check their answers with their partners.



Answer key 2 Luggage, 3 police station, 4 tour guide, 5 statue, 6 Accommodation

2 Read the travel forum. Then read and complete the comments.

- Ss complete the activity individually. Have them raise their hands to offer answers.

Answer key 1 Fountain; 2 tourists, clock tower; 3 backpacker, tourist information centre

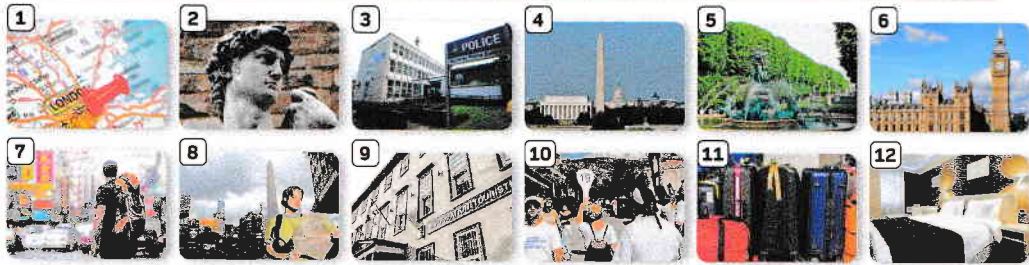
3 Read the I'm learning box. Then complete the lists with words you know.

-  Place ss in pairs to complete the activity.
-  Ask for feedback using the Lollipop stick technique.

Possible answers 2 fountain, monument, statue, clock tower; 3 passport, guidebook, tourist information centre, go sightseeing; 4 bag, backpack, suitcase; 5 holiday, tour guide, capital city

- 1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.
- 2 Look and match. Then listen, check and repeat.

capital city 7 backpacker 7 tour guide 10 tourist information centre 9 accommodation 12
luggage 11 statue 2 monument 4 police station 3 fountain 5 tourist 8 clock tower 6



- 3 Listen and read. What cities are the children talking about? Who had a bad experience in a city? *The children are talking about Barcelona, London, Beijing and Sydney. Sophia had a bad experience in Sydney.*

WOW! Blog

- 1 Alex 5 minutes ago
My brother travelled around Europe this summer by train. He went with some other backpackers and they visited 13 countries in two months. His favourite city was Barcelona!
- 2 Mateo 10 minutes ago
My family and I have just arrived in London, so last weekend we became tourists! We went to the tourist information centre and found out about places to visit. My mother was our tour guide. We saw the famous clock tower, Big Ben, and The Monument, which was built to remember the Great Fire of London.
- 3 Mei 1 hour ago
When I was young, I lived in Beijing and my grandmother still lives there. Last year we went to Beijing for the summer holidays. There are lots of fountains and squares where you can play.
- 4 Sophia 2 hours ago
We went to Sydney last year. It was amazing to go sightseeing, but our accommodation was far away from the city centre. Then I left my bag in a taxi and we had to go to the police station. That wasn't fun.

- 4 Work in pairs. Look at the photos and words on pages 8 and 9. Find and say.
 - 1 Which words are buildings in a city? *police station, tourist information centre, The Monument, clock tower*
 - 2 Which words are things or places tourists may go to see in a city? *statue, fountain, monument, clock tower*
 - 3 Which words do we use for people? *backpacker, tourist, tour guide*
 - 4 Which words are things that tourists may need? *accommodation, tour guide, tourist information centre, luggage*
- 5 Work in pairs. Answer the questions.
 - 1 What's the best city you've ever visited and why? *Buenos Aires is the best city I've visited because ...*
 - 2 Imagine a tourist is visiting where you live. What places would you tell them to visit and why? *You should visit ... because ...*

nine 9

- 4 Write five or more sentences about the capital city of your country.
 - Ss complete the activity individually. Have them raise their hands to offer answers.

Extra activity Fast finishers

- Have ss write new words in a vocabulary list in their notebooks.

Finishing the lesson

- Ss close their books and work in pairs. Give each pair a sheet of A4 paper. Tell ss to draw twelve boxes on the sheet of paper.
- Give pairs one minute to remember the twelve new words and write them in the twelve boxes.
- Ask *How many words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly? What can you do to remember them?*