

Lesson Plan

Course/Group: B2-C1

Tutor: Katy

Date:

Topic: City Life

Language Focus: Vocabulary/Listening/Speaking

Learning Outcomes

- *By the end of the lesson, students will revise the meaning, form and pronunciation of words and phrases related to city life.*
- *By the end of the lesson, students will have practised and developed their ability to listen for gist and specific information with specific reference to two conversations about two different cities.*
- *By the end of the lesson, students will have developed their oral fluency in the context of discussing cities.*

Group details:

Student A (B2+, broad lexis but less confident with speaking) / **Student B** (B2+, very confident, ensure doesn't monopolise conversations) / **Student C** (C1, wants to focus on everyday speech as has a business background) / **Student D** (C1, enjoys debate)...

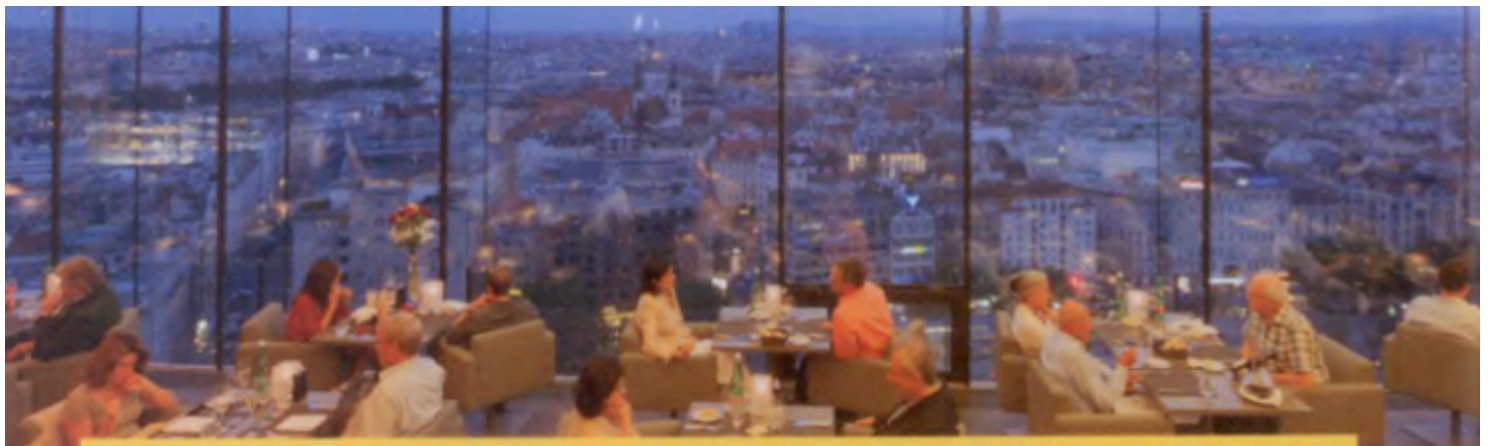
Time (mins)	Teacher Activity & Learner Activity
5	T greets ss, completes register, alerts DoS of any absences, hands out textbooks. T shares picture on P8 and asks ss to use own words to describe it in open class. T writes any interesting words/phrases on board.
10-15	T shares Task 1 and tells ss to check words in bold and put words in the box in sentences. Encourage ss to use context to work out words they're unsure of. Ss work independently and then compare answers in pairs before open class feedback (OCFB). In feedback, T checks any words that are causing problems. Elicit definitions from ss or provide definitions, synonyms, examples where necessary.
10	T shares Task 2 and puts ss in pairs. T monitors and helps with ideas/vocabulary, as necessary. OCFB - ask pairs to share their ideas and justify their reasons.
5	T asks ss to brainstorm (or use dictionaries to find) other collocations with words from Task 1 and Page 7 (e.g. no trace of evidence, thick, impenetrable smog, run-down slum). Board examples.
10	T intros ss to Task 3 and sets context for listening text. Ss read task, then listen and note answers independently. T intros ss to Task 4 to set up peer-check as T monitors. OCFB in relation to questions.

5	T shares Task 5 and asks ss to read through the ten sentences carefully first, and to guess or recall which words are missing. Play the recording again. Ss listen and complete the sentences independently. Ss peer-check answers. T can replay listening text as necessary.
13	T intros Task 6 and get ss to read through questions. Ss can either be arranged in small groups or this can be organised as a mingle activity where ss need to interview 4-5 other ss.
5	DEC - T gathers content feedback from a couple of ss. Then T writes examples of good language and errors on the board. T praises good examples and then elicits corrections for errors on the board.
7	T shares yellow box information. Read through the information in the box as a class. T asks ss to give other examples of rep, intensifying adverbs, extreme verbs and expression. T shares Task 7 and ss complete in pairs. Encourage ss to use own ideas but dictionaries or phones could assist as well. OCFB elicit answers and check any words/uses that are causing issues.
7	T shares Task 8 and elicits 2 further ways of writing sentence 1, put on board. T arranges ss in pairs to do task as T monitors. Encourage ss to use all four ways of emphasising and exaggerating. On-the-spot error correction for pron (consider emphatic use). In OCFB, write interesting and informative sentences ss come up with and analyse them. Elicit error correction as necessary.
13	T shares Task 11 and gives ss a few minutes to note some ideas independently. Then T arranges ss into pairs to complete Task 12 (with potential adjustments as Developing Conversations task has been skipped). T monitors and notes errors for correction (for after the break)

Homework/Independent Study:

Achievement of Learning Objectives:

See below for pages referenced in the plan.



A REAL BUZZ ABOUT THE PLACE

VOCABULARY City life

- 1 Check you understand the words and phrases in bold in the sentences below. Then put these words into the correct place in the sentences. The first one is done for you.

springing-up	showing off	choke	condemned
muggings	smoothly	crawl	dropping

springing up

- 1 There are new businesses *springing up* all over the place. There's a real **buzz** about the place.
- 2 The **crime rate** is pretty high. There are a lot of and **shootings**.
- 3 There's a big **network of buses and trams** and it all runs very.
- 4 The **smog** is awful – you have to wear a mask or you'd on the **fumes**.
- 5 The cars just along most of the time – you **might as well** walk.
- 6 There's a lot of **conspicuous consumption** with people their wealth.
- 7 There's not a **trace** of litter anywhere. Apparently, you can **get fined heavily** for it.
- 8 The area is a **slum**. A lot of buildings should just be and rebuilt.

- 2 Work in pairs. Answer the questions.

- 1 Which adjectives from Exercise 2 on page 7 would you use to describe the places in Exercise 1? How would you say the opposites?
- 2 What other things might give a place a buzz?
- 3 What else might you choke on?
- 4 What are examples of conspicuous consumption?

LISTENING

- 3 Listen to two conversations about cities. List the good and bad things you hear about each place.
- 4 Work in pairs. Compare your ideas. What cities do you think the speakers could be describing? Why? Which place would you rather live in? Why?
- 5 Listen again and complete the sentences.

Conversation 1

- 1 It's really wild. It _____, actually.
- 2 We went out with these people and _____ at about four in the morning.
- 3 Actually, that was _____, the congestion.
- 4 Honestly, you walk out of your hotel and _____ this thick wall of heat.
- 5 It does _____ but, as I say, it just has a real buzz.

Conversation 2

- 6 It is, if you like _____.
- 7 It's more lively. There's _____, you know.
- 8 So you wouldn't _____ to live there?
- 9 Don't _____, it is a good place to live if you're bringing up kids.
- 10 So if I _____, I might move back. It's just not what I want right now.

6 Work in groups. Discuss the questions.

- What places, people, etc. have taken you by surprise?
- Have you ever been out till four? Where? When?
- What drawbacks are there to the place you live in?
- What 'scenes' are there where you live?
- Where's a good place to settle down in your country / region? Why?

UNDERSTANDING VOCABULARY

Emphasising and exaggerating

We often use particular vocabulary and patterns to emphasise how we feel or to make an experience sound more interesting. For example, we use:

- repetition: *really, really vibrant* / *loads and loads of people* / *see for miles and miles*
- intensifying adverbs: *unbearably humid* / *incredibly lively*
- 'extreme' words that include the meaning of 'very': *packed* / *spotless* / *crawl* / *stink*
- expressions with *like*: *it's like hitting this thick wall of heat*

7 Work in pairs. Do the following:

- 1 List four other intensifying adverbs.
- 2 List six other 'extreme' adjectives or verbs.
- 3 Decide in what situations people might say the following *like* expressions.
 - It was like being at a rock concert.
 - It was like living in a war zone.
 - It's like Buckingham Palace.
 - It was like the Arctic in there.
 - It's like talking to a brick wall.

8 With your partner, rewrite these sentences to make them more interesting. Try to use all the different patterns in the box above.

- 1 *It's an absolutely enormous city.*
- 1 *It's a big city.*
- 2 *They're doing a lot of building work.*
- 3 *The city's a bit run-down.*
- 4 *It's not very expensive there.*
- 5 *Some parts of the city are quite dangerous.*
- 6 *It's quite interesting.*

DEVELOPING CONVERSATIONS

Reinforcing and exemplifying a point

When we emphasise or exaggerate, the listener may question us using *Really?*, *Yeah?*, etc. We often respond by giving an example. Notice the adverbs we often use to reinforce the truth of what we're saying.

B: ... *the nightlife is totally insane.*

A: *Really?*

B: *Honestly. We went out with these people and ended up in a place at about four in the morning and it was absolutely packed.*

A: *Yeah?*

B: *Seriously. You literally couldn't move.*

9 Match the sentences (1–5) to the examples (a–e).

- 1 The place is like a war zone.
 - 2 The place is absolutely spotless.
 - 3 The way people drive is insane.
 - 4 We were staying in a really, really posh area.
 - 5 There's a real buzz about the place.
- a They race along the main roads at about 100 miles an hour.
 - b There isn't a trace of litter or chewing gum on the pavements.
 - c It was like Beverly Hills. I felt a bit conspicuous walking around there.
 - d There's a huge music scene. There are loads of venues springing up.
 - e There's so much crime and hundreds of places have been condemned.

10 Use the sentences and examples in Exercise 9 to have conversations. Add words like *honestly*, *seriously* and *literally* where appropriate.

A: *The place was like a war zone.*

B: *Really?*

A: *Honestly. There's so much crime and literally hundreds of places have been condemned.*

CONVERSATION PRACTICE

- 11 Write the names of two cities you have been to. Make notes about aspects of the cities and think of at least one thing that happened to you in each city. Use as much language from this lesson as you can.
- 12 Work in pairs. Have conversations about your chosen cities. Start with *Have you been to ...?* Keep the conversation going by asking questions to get more details or by using comments like *Really?* or *Yeah?*



To watch the video and do the activities, see the DVD ROM.