

1 Warm up

Play the video file or have smartphone users access the video with their devices. If you do not have the means to play the video, you can skip this task.

Answers:

1. New York 2. Rome 3. Prague 4. London 5. Sydney

Go through the terms and check understanding. Play the video again if necessary. If you do not have the means to play the video, ask the students in which cities they would expect to find each feature.

1. high-rise buildings (tall, multi-story buildings) - Clips 1 and 5
2. a double-decker bus (a bus with two 'decks'/levels) - Clip 4
3. a cobbled street (a street paved with large, round stones) Clip 3
4. a waterfront (where the city meets a river, lake, sea or ocean) - Clip 5
5. a famous landmark (a well-known feature of a town or city that allows someone to establish their location) - Clips 2 and 5
6. heavy traffic - Clip 1
7. neon lights - Clip 1
8. a distinctive telephone box - Clip 4
9. a commercial district - Clip 1
10. a pedestrian zone - Clip 3
11. an opera house - Clip 5

2 Features of American cities

Students can do this task individually and check in pairs. Go through the answers and do the discussion activity to reinforce the vocabulary. Point out that the distinction between 'subway' and 'underground' is a general one. Each city's underground railway system has a common name that has developed historically. The word 'metro' is also used for a number of cities including Paris, Moscow and even Washington D.C.

1. f 2. g 3. e 4. a 5. c 6. b 7. d 8. h

3 Describing a city

Students must try to work out the meaning of the adjectives from the context. Do a feedback session to check answers, then students match the comments to the video clips. Play the video file or have smartphone users access the video with their devices. The task can be set as homework if you don't have a way to play the video.

- | | |
|----------------------------------|---|
| 1. very poor | 2. appearing to be empty |
| 3. in need of repair | 4. dull and grey |
| 5. visually attractive | 6. containing too many people |
| 7. full of energy and excitement | 8. attracting tourists (and therefore not very authentic) |

Video clips:

1. 6 2. 8 3. 2 4. 1 5. 7 6. 5 7. 3 8. 4

4 Name that city!

Have the students read the descriptions individually or in pairs. Alternatively, have them cover up the text and read out the descriptions to them. Be prepared to explain any unfamiliar vocabulary. Students try to guess each city. If you prefer, you can read out your own descriptions. Each student then describes a city preferably using vocabulary from this lesson. The other students try to identify it. Alternatively, students can do this activity in pairs.

1. Los Angeles 2. Hong Kong 3. Moscow 4. Athens 5. Venice

