**One Small World**

So many cities in one small world! Where do you live?

(Video web link: <https://learnenglishkids.britishcouncil.org/en/songs/one-small-world>)

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a song about travelling to cities, which fits into themodule *“We Love Hong Kong”*.
* Language items/structures:
* Simple present tense to describe present states
* Simple present tense to describe habitual actions
* Vocabulary items: e.g. New York, Paris, Phnom Penh, London, Bogota,

Canberra, Rome, Beijing, Nairobi, Paris, Calcutta, Tripoli, Moscow, Cairo

**Warm-up**

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| **Duration** | 5 minutes |
| **Aim** | * To activate students’ prior knowledge and introduce the names of places in preparation for listening to the song |
| **Teaching Steps** | 1. Write the alphabet vertically down the board or ask students to do the same in their notebooks. 2. Divide students into groups and allow them 5 minutes to write as many names of cities as they can with each beginning with a different letter of the alphabet. 3. The activity can be done as a “run and write” game if the board is used. 4. Each group scores one point for each different city written. The group with the most points is the winner. 5. A world map (<https://maps.google.com/>) can be used to show students where the cities are in the world. |

**Main Activity**

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| **Duration** | 15 minutes |
| **Aims** | * To develop students’ ability to listen for specific information * To introduce the vocabulary of world cities to students |
| **Teaching Steps** | 1. Play the song and ask students to tick the cities mentioned in the song which the students have listed in the Warm-up activity. 2. Ask the students to complete the following sentences to see how many they can remember.  * *Sam lives in...* * *Jean Paul lives in...* * *Yem lives in...* * *Sarah lives in...* * *Natasha lives in...* * *Haji* *lives in...*  1. Play the song again and ask students to check their answers and add the missing cities. 2. Distribute the worksheet “One Small World” to students and ask them to match the cities and the countries in Part A. 3. Distribute the audio script to students. Play the song once more and ask students to read and sing along. 4. Ask students to complete the wordsearch in Part B. |