

# Video Teaching Notes: Report Units 7–9

## Chicago: the Windy City

### Report Summary

**Topic:** The Report is about the city of Chicago in the United States. It gives information about the different landmarks and places of interest in the city.

**Preparation:** Ask some questions, *Is there a lake in your town? Is there a famous landmark? What is it? Where is it?* Check students understand these words: *coast, shores, stories (of a building), views*

**Background:** It is believed that the name Chicago comes from the French pronunciation of the Native American word Skikaakwe. The Native American inhabitants of the land were a tribe called the Potawatomi. Skikaakwe means wild garlic, which grew in abundance throughout the area. Over the past 300 years since European settlement, Chicago has become an international centre for finance, business, industry, telecommunications, and transportation. Today it is the third largest city in the U.S. with a population of over 2.8 million.

### Before You Watch

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't know and use their suggestions to start a class discussion.

#### ANSWER

Students' own answers.

### Comprehension Check

1. Watch the Report. Choose the correct answers.  
Pre-watching: Go through the questions with the students.
  1. Where is Chicago?
  2. What's the name of the large park in Chicago?
  3. What's the weather like in Chicago?



Play the whole Report. Students choose the correct answers. Check their answers with the Comprehension Check.

#### ANSWERS

2. c 3. b

2. Watch the Report again. Check (✓) the phrases you hear.  
Pre-watching: Ask students to read the phrases and check the ones they hear. Check their answers.



Play the Report again to check answers. Pause after each phrase.

#### ANSWERS

2. There is a large park. 4. It's the home of the Chicago Cubs. 6. What's the weather like in Chicago?
8. Chicago is an awesome city.

3. Watch the Report again. Match the two parts of each statement.

Pre-watching: Ask students to match the statement halves if they can before watching the Report again.



Play the Report again to check answers.

#### ANSWERS

2. c 3. a 4. e 5. d

4. Watch the Report again. Complete the answers.

Pre-watching: Ask students to read the questions and then complete the answers. Explain that the correct answers are shown in the Report.



Play the Report again. Check answers with the class.

#### ANSWERS

2. 450 3. baseball 4. Windy 5. pizza

**OPTIONAL ACTIVITY** Students work in small groups. Bring in some pictures of famous landmarks and places in the U.S. and stick them on the board. Ask each group to write down the names of the landmarks they see and the cities or states they are in. Give them one or two minutes. (*Statue of Liberty, Grand Canyon, The White House, Yosemite Park, The Empire State Building, Death Valley, The Lincoln Memorial, Colorado River, Golden Gate Bridge, Yellowstone Park, Mount Rushmore, etc.*) Compare answers and see which group has the most correct answers.

### Language Check



5. Look at the chart. Then watch the Language Check.

#### there is / there are

There is a large park.

There are ten million people in Chicago.

#### Prepositions of position and location

Chicago is **in** the state of Illinois.

Millennium Park is **next to** Lake Michigan.

There are tall buildings **in front of** Lake Michigan.

Willis Tower is **on** South Wacker Drive.

Pre-watching: Review the grammar points by asking students questions about their home town or city. Brainstorm some places on the board first if necessary, e.g. *park, lake, buildings, restaurants, etc.*

Practice different prepositions of place by writing the target prepositions on the board (*in, on, between, in front of, next to*) and then asking questions around the class and eliciting answers, for example *Is there a park? (Yes, there is.) Where is it? (It's next to school.) Are there any restaurants? (Yes, there are.)*



Play the Language Check and pause when examples of the language appear. Ask students to listen and repeat.

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6. Complete the statements with *there is* or *there are*.

Ask students to complete the statements with *there is* or *there are*.

Check answers with the class.

### ANSWERS

2. There is 3. There are 4. There are 5. There are

7. Choose the correct words.

Ask students to read the questions carefully and then circle the correct words in each answer.

Check answers with the class.

### ANSWERS

2. on 3. next to 4. on 5. in front of 6. in

## About You!

8. Answer the questions about your hometown.

Read the questions with the class and elicit answers from individual students.

### SCRIPT

The top three cities in the United States are New York on the east coast, Los Angeles on the west coast, and Chicago in the north east.

Chicago is in the state of Illinois and on the shore of Lake Michigan.

There are ten million people in Chicago. And every year there are thirty million visitors.

There is a large park. People in Chicago say, "Let's not stay home. Let's go to the Millennium Park."

Millennium Park is next to Lake Michigan, one of the Great Lakes. There are tall buildings in front of Lake Michigan.

In the neighborhood of Wrigleyville, there is Wrigley Field. It's the home of the Chicago Cubs, one of two baseball teams in the city.

Willis Tower is a very, very tall building. Willis Tower is on South Wacker Drive, in front of Chicago River. From the top of the tower there are amazing views. The Willis Tower is forty years old. It is four hundred and forty metres tall, and there are a hundred and eight floors.

What's the weather like in Chicago? It's called the Windy City. Winds blow in from Lake Michigan. The winds are not very strong, but the people of Chicago like the name.

Are there good restaurants in Chicago? Yes, there are! There are great restaurants in Chicago. In Chicago, pizzas are different. They are thick – and delicious.

Chicago is an awesome city.