

Changing lives

Topic

Comparing urban and rural lifestyles

Learning outcomes

- Use adjectives to describe lifestyles
- Compare urban and rural lifestyles using comparative adjectives
- Modify comparisons (some learners)
- Identify key information in a text about a person's life change
- Give reasons to persuade others

Age and level

13-17 (B1, B2)

Time

Approximately 60 minutes + 20-minute optional activity

Materials

- Presentation (optional)
- Student worksheet (optional)
- Reading texts
- Images of the Peak District National Park, UK (optional)

Introduction

In this lesson, learners select adjectives and compare their present lifestyle with one they'd like to have in the future. They move on to compare life in urban and rural areas, then read two case studies about people who have changed an urban lifestyle for a rural lifestyle in an area of the UK. To end the lesson, learners discuss the implications of such lifestyle changes. They have the opportunity to participate in a role play which involves persuading others to change lifestyles.

There are several options for delivering this lesson. Teachers can use the reading texts only, or they can use the reading texts with a student worksheet and / or presentation.

Procedure

<p>Task 1A: Introduction to the topic of lifestyles (10 mins)</p>	<ul style="list-style-type: none"> Show slide 2 of the presentation, refer learners to Task 1A in the student worksheet, or write the following adjectives on the board: <table border="0" data-bbox="539 443 1436 631"> <tr> <td>sporty</td> <td>peaceful</td> <td>glamorous</td> <td>calm</td> </tr> <tr> <td>exciting</td> <td>active</td> <td>hectic</td> <td>fast-paced</td> </tr> <tr> <td>rural</td> <td>boring</td> <td>adventurous</td> <td>action-packed</td> </tr> <tr> <td>urban</td> <td>slow-paced</td> <td>fun-filled</td> <td></td> </tr> </table> Check that learners understand the vocabulary, for example by asking them to give definitions. Check pronunciation of the vocabulary. Ask learners to circle / note which of these adjectives describe their life at the moment. Explain that they can add more adjectives if they need to. Give them a minute or two for this and help with any new vocabulary. Then ask them to underline / note which of these adjectives describe the life they would like to have in the future. Again, they can add more if they need to. Give them a minute or two for this and again, help with any new vocabulary. 	sporty	peaceful	glamorous	calm	exciting	active	hectic	fast-paced	rural	boring	adventurous	action-packed	urban	slow-paced	fun-filled	
sporty	peaceful	glamorous	calm														
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rural	boring	adventurous	action-packed														
urban	slow-paced	fun-filled															
<p>Task 1B: Language focus (10 mins)</p>	<ul style="list-style-type: none"> Provide some examples of comparative sentences. Write 'hectic' 'boring' on the board and draw circles around them. Write 'calm' 'adventurous' on the board and underline them. Depending on the level of your learners, elicit or write some sentences using the adjectives e.g. I'd like my life in the future to be calmer and less hectic than it is now. I'd like it to be less boring and more adventurous. If necessary, review the comparative forms of adjectives. You could use the adjectives in Task 1A or others. If you like, show slide 3 of the presentation or refer learners to Task 1B in the student worksheet. Learners write some sentences beginning with 'I'd like my life to be ...' using more / less. Learners share their sentences in pairs or small groups. Invite some to share their sentences with the class. 																
<p>Task 2: Comparing urban and rural life</p>	<ul style="list-style-type: none"> Show slide 4 of the presentation, refer learners to Task 2 in the student worksheet or write the following words on the board: pace of life, expenses, job opportunities, schools, entertainment for young people, types of housing, transport networks, climate, environment. 																

<p>(10-15 mins)</p>	<ul style="list-style-type: none"> As a whole class, ask learners to suggest two or three differences between urban and rural life in their country. They can use the words for ideas e.g. Transport in urban areas is more frequent. In rural areas it's more difficult to travel by public transport. For higher levels, you could encourage learners to modify comparisons e.g. much / far / a lot / a little more / less frequent etc. In pairs or small groups, learners make some sentences comparing urban and rural life in their country. They can do this orally and make notes, or they can write complete sentences. As learners discuss, walk around the room and help if necessary. Ask some pairs / groups to share some of their ideas with the class. With higher level learners, this could become a discussion about the advantages and disadvantages of urban and rural life. Be aware that the discussion may bring out regional prejudices and local rivalries. Be prepared to move the conversation on if necessary. Ask learners if they would prefer to live in an urban or rural area of the country. They can do this with a show of hands. Choose some to say why. Alternatively, learners can walk around the class asking others. They should give reasons for their answer.
<p>Task 3: Reading (15 mins)</p>	<ul style="list-style-type: none"> Explain that learners are going to read stories about people changing their urban lifestyles and moving to a rural area in the UK called the Peak District. If possible, draw or use a map of the UK to show where it is. Show slide 5 of the presentation or find some pictures to show from websites such as: https://www.peakdistrict.org/. Ask learners to say why they think people might want to live there. Divide the class into two halves. Give one half the reading text for Student A; give the other half the reading text for Student B. Give a time limit for learners to read the text and find as many of the answers as they can for questions 1-5. Learners can work together to find answers if necessary (i.e. Student As work with Student As & Student Bs work with other Student Bs). When they are ready, put Student As and Student Bs together to make pairs or small groups e.g. a group with two Student As and two Student Bs. In pairs or groups, they compare their answers to the questions. <p>Answers:</p>

	<p>Jake's story: 1. He lives in the Peak District; 2. He moved from London; 3. They loved being at the cottage in the Peak District and they never wanted to return to leave the village and the views; 4. In London: Schools were expensive; worked long hours; travelled a long way to school & work; hardly saw each other; had babysitters; large classes at school; 5. Now: peace and quiet; beautiful views; small school; can walk or cycle to see friends; outdoors more.</p> <p>Jo's story: 1. She lives in the Peak District; 2. She & her family moved from Boston, United States; 3. She wanted to return to where she grew up and see the views; 4. In Boston: Exhausting; hectic; Boston wasn't home; 5. Now: Views, peaceful life, old school friends still live there, people are happier, sense of being 'home'.</p>
<p>Task 4: Interpretation and discussion (10 mins)</p>	<ul style="list-style-type: none"> • Show slide 6 of the presentation, refer learners to Task 4 in the student worksheet or read out / write these questions on the board: <ol style="list-style-type: none"> 1. What might be the biggest change for Jake and for Jo's kids? 2. What types of things did Jake and his family find hard to leave in the village? 3. What things might be hard to leave behind in Boston for Jo and her husband? 4. Do people make lifestyle changes like this in your country? 5. Have you ever moved house? Describe what happened and how you felt about the move. • Learners discuss the questions as a whole class or in pairs / small groups. If they discuss in pairs / small groups, ask some learners to give feedback. Some suggestions are given below, but learners could also add other ideas based on personal experiences. <ol style="list-style-type: none"> 1. Any of the changes could be important e.g. leaving friends and family back in London or Boston; changing schools (and education system for Jo's kids); for Jake, being in a small school; spending more time outdoors; for Jake, spending more time with his family; for Jake, having fewer things; for Jo's kids, adapting to a new country and culture. 2. They found it hard to leave village friends and the beautiful views.

	<p>3. It might be hard to leave an exciting, successful life and a beautiful home & American lifestyle. Also could be difficult to leave family & friends & a familiar culture.</p>
<p>Task 5: Role play (optional) (20 mins)</p>	<ul style="list-style-type: none"> • Show slide 7 of the presentation or refer learners to Task 5 in the student worksheet. Alternatively, give instructions. • Tell learners that they are going to do a role play. They should imagine that they and a friend have won a scholarship to study and live at a school, college or university. • Divide the class into two halves. Give one half the role of Student A; and one half the role of Student B. Tell learners to read their roles, or write the roles on the board: Student A: You'd like to study and live at an institution in the city. Student B: You'd like to study and live at an institution in the countryside. • Give learners some time to make some notes about why they'd like to study and live in the city / countryside. Learners could work together to think of ideas (i.e. Student As work with other Student As; Student Bs work with other Student Bs). Walk around as learners work and help where necessary. • When learners have some ideas, put Student As and Student Bs together to make pairs or small groups e.g. a group with two Student As and two Student Bs. In pairs or groups, they compare they persuade their friend(s) to move to the city / countryside with them. Each pair / group should decide where to go. • Walk around as learners do the role play. If you like, you could make notes of examples of good language use / language which could be improved to review later e.g. language related to making comparisons. • When the role plays have finished, ask where pairs / groups chose to study (e.g. ask for a show of hands) to see which is the most popular. Choose some pairs / groups to give reasons for their choices.

Adapted from a lesson contributed by

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