

Different kinds of cities

Topic

European cities

Learning outcomes

- Practise communication skills
- Develop vocabulary around the topic of cities and how to describe them
- Help students understand some of the issues and opportunities involved in moving to a new country
- Practice all skills and systems
- Review comparatives for talking about places
- Identify the syllable stress used in a range of European city names

Age group and level

Aged 13-17 and Adult B1+

Time

See each individual focus for timing

Materials – See individual stages for materials needed

Presentation – This can replace most worksheet activities

Worksheet 1 – 1 per group

Worksheet 2 – 1 per student

Worksheet 3 – This needs to be divided into half. 1 half per student.

Worksheet 4 – 1 per student

Worksheet 5 – 1 per student

Listening 1 MP3 file

Listening 2 MP3 file

Transcripts – for reference. You may want to give these to learners as part of their learner training.

Large photographs of European cities – for an extension activity. Enough images for each group to have 3 (the images can be repeated as long as each group has 3 different images)

Map of Europe or access to an online map with country names for reference

Note: If you don't have access to the audio files or the ability to play them, read or get students to read the audio transcripts out loud in class

Introduction

This lesson plan explores some of the issues associated with cultural and environmental adjustments and looks at some of ways in which these have impacted on the lives of migrants in different cities and countries.

Procedure

Focus 1: Introduction to topic (35 mins)

Materials: Presentation/ Worksheet 1

<p>1. Before the lesson</p>	<ul style="list-style-type: none"> • Attach a map of Europe to the board or have slide 2 ready to display on the whiteboard if you have a projector.
<p>2. Lead-in (25 mins)</p>	<ul style="list-style-type: none"> • Give all students a small piece of paper for making notes • Write the names of these cities on the board: <ul style="list-style-type: none"> • Dublin • Cardiff • Madrid • Tell students to imagine they are going to live and work in another city. They should choose one of the cities on the board but keep it a secret. • Write these jobs on the board: <ul style="list-style-type: none"> a. Hotel receptionist b. Teaching assistant c. Nurse

	<ul style="list-style-type: none"> • Students should choose a job and keep it secret. Ask students to decide how long they are going to stay in their chosen city. They can choose between 6 months, one year and forever. • Students should write their three secret answers on a piece of paper without showing anybody. • Tell them they will walk around the classroom trying to find a classmate who has made exactly the same choices. Elicit the questions they will need to ask: <ul style="list-style-type: none"> — Where are you going? — What work are you going to do? — How long are you planning to stay? • Ask learners to stand up. Explain that they must greet each partner (Hi, hello) and use a closing (see you, Bye, etc) after they've asked their question. • Ask learners to find their first partner to start the mingle. When they find a match they can sit down together to discuss why they chose those answers. • Monitor closely and support as needed <p>Note: towards the end of this activity you may have to match learners with similar answers.</p>
<p>3. Brainstorming (10 minutes)</p>	<ul style="list-style-type: none"> • In pairs or small groups ask students to brainstorm a list of European countries. Give students a limited time of about 3 – 5 mins to do this. • When they have finished, ask the pair or group with the most countries to read out their list. The other students should listen to see if they have any countries that the winning group has missed. <p>Tip: This is a good time to listen and check the pronunciation of the countries.</p> <ul style="list-style-type: none"> • Give out Worksheet 1 or display slide 2 and ask the students to check against the list of countries on Task 1 to see which ones they missed out.
<p>4. Homework OPTIONAL</p>	<ul style="list-style-type: none"> • Ask learners to write a paragraph (150 words) about a city they know. <p>Note: This can be used as a starting point to show how their English has progressed after improving their language related to cities.</p>

<p>Focus 2: Pronunciation work (50 minutes)</p> <p>Materials: Presentation/ Worksheet 1/ Worksheet 2/ Map for reference</p>	
<p>5. Group work (15 minutes)</p>	<ul style="list-style-type: none"> Now split the class into 4 or more groups and ask them to look at Worksheet 1 or slide 2. Assign each group a list of countries and ask them to find those countries on the map. They should write the numbers on the map. You could ask learners to note the countries and numbers in their notebooks, then display slide 3. <p>Tip: You could make this a race with a short timeline, such as 5 minutes to locate their countries.</p> <p>Nominate learners to go up to the board and locate different countries on the map</p>
<p>6. Pronunciation and spelling of cities (10 minutes)</p>	<ul style="list-style-type: none"> To draw students' attention to the fact that city names often have different spellings and pronunciation from one language to another, write these questions on the board, ask orally or display slide 4. Allow learners to confer: <ol style="list-style-type: none"> What is the capital of Italy? Where is the European Parliament? What is the biggest city in the south of Spain? What is the capital of Scotland? Elicit the answers from learners. You can display slide 5. Highlight any spelling and pronunciation which is different from their L1. <p>Answers:</p> <ol style="list-style-type: none"> Madrid; 2. Strasbourg; 3. Seville; 4. Edinburgh
<p>7. Syllable stress (10 minutes)</p>	<ul style="list-style-type: none"> Write up the 4 stress patterns from Task 2 on the board Give out Worksheet 2. Or display slide 6 and ask learners to copy the table into their notebooks. Ask students to listen and write the names of the cities in the correct column (depending on pronunciation). Dictate the towns and give the students time to write them down. You may need to repeat each name a couple of times.

- You can elicit the answers or display **slide 7**.

Tip: Try to emphasise that students should listen for the pronunciation of the stress rather than worry too much about the spelling. If your learners have access to technology, they could also check the pronunciation on a website such as Forvo.

Answers:

Oo	oO	ooOo	Ooo	oOo
Dublin	Madrid	Barcelona	Amsterdam	Vienna
Paris	Bilbao		Bucharest	Sofia
Belfast			Budapest	
Cardiff			Düsseldorf	
Poznan				

**8. Group work
(15 minutes)**

- Ask the students if they know which country each of the cities in the above exercise belong to.
- Put them in groups. Tell them to look at Task 3 on worksheet 2. Or display **slide 8**. Elicit the first 3 countries from the whole class.
- Ask groups to complete the table. Point out again that cities have different spellings.
- Say the name of a capital and get students to call out the country. If the pronunciation isn't good then look confused and get them to repeat it. You can also model the pronunciation yourself by saying "Do you mean"? This is a good way to do a disguised drill.
- You can confirm their answers by displaying **slide 9**.

Answers: See **Appendix 1**

Tech Tip: You can get the students to check their own answers using Google Maps

Focus 3: Listening and discussion (40 minutes)

Materials: Listening 1/Presentation/Worksheet 3

9. Listening 1 (10 minutes)

- Put learners into pairs and give out worksheet 3. Or display **slide 10**. Ask them to complete the True or false task together.

	<ul style="list-style-type: none"> Tell learners they will listen to two other students answering the questions. They will listen and check their own answers. Play listening 1. See the transcript document for more information. Play the audio again if needed or clarify any answers. <p>Answers:</p> <p>1. T; 2. F; 3. F; 4. F; 5. T; 6. F; 7. T; 8. T; 9. T; 10. T</p>
10. Listening 2 (10 minutes)	<ul style="list-style-type: none"> Explain that they will listen once more and count how many questions the boy got correct and how many the girl got correct. If learners find this listening task difficult you could give out the transcript so they can follow the listening while reading. <p>Answer:</p> <p>Boy = 6 points Girl = 9 points</p>
11. Extension – Discussion (30 minutes)	<ul style="list-style-type: none"> Hold up the images of European cities, one at a time, and ask learners to guess which cities they are. You can also display slide 11. <p>Answers:</p> <p>1. Nitra; 2. Vienna; 3. Belfast; 4. Madrid; 5. Poznan</p> <ul style="list-style-type: none"> Put learners into groups and dictate the following discussion questions: <ul style="list-style-type: none"> Which of these cities is the most attractive? where you would most like to live to where you would least like to live. Why? How would you categorise these cities? What kind of cities are they? Which of these cities attract most people? Which city do you think has the most foreign workers? Which is the best title for each picture? Why? Give each group 3 city photographs to discuss. Or continue to display slide 11. Allow 10 minutes. Monitor and feed in language as needed. <p>Answers:</p> <p>There are no strict answers to these questions, but students need to be making logical decisions.</p> <ul style="list-style-type: none"> Write the following table on the board or display slide 12:

modern	small	important
pedestrianised	medium-sized	international
industrial	expensive	regional
green	eastern	specialised
run-down	western	established
post-industrial	northern	global
big	southern	attractive

- Re-arrange groups so learners have new partners. Ask students to use one of the words in the box to compare two of the cities. Write up one example on the blackboard. E.g. **City X** is quite a lot more **run-down** than city Y. Elicit the sentence stress from the learners.
- Ask groups to repeat their discussion and try to use as many of the words on the board as possible.

Tech Tip: If you or your students have access to the internet in class then you can use a service like Flickrriver to look at images. Example:

<http://flickrriver.com/search/run-down+city> will find you images on run-down cities.

This can bring fresh images into your classroom, and it looks great if you have data projector.

Tip: You may like to begin the speaking activity with an 'FCE' style procedure. E.G.

Student A: Look at picture Y and picture Z. I'd like you to compare these pictures and say which city you'd prefer to live in, and why.

Student B: Look at picture X and picture W. I'd like you to compare these pictures and say which one you think would be the best city to work in, and why.

Speak for 2 minutes. Your partner will time you.

Focus 4: Grammar (35 minutes)

Materials: Presentation

**12. Grammar form
(15 minutes)**

- Elicit the grammar form for comparatives from learners and add some quantifiers:/ board

(city)	is	a bit a lot much	(comparative adjective)	than	(city)
--------	----	------------------------	----------------------------	------	--------

		a little bit quite a lot			
--	--	-----------------------------	--	--	--

- Either display **slide 13** or write two example sentences on the board and drill the sentence stress. Eg:

Amster**dam** is much more **modern** than Milan

Manchester is a lot more **Industrial** than Florence

Note: We stress the first item being introduced for comparison (Amsterdam and Manchester). Modern and industrial are stressed because they are the characteristics that are being compared.

13. Grammar practice (20 minutes)

- Ask learners to write 10 comparative sentences about 2 cities of their choice using some of the new vocabulary they've learnt.
- Ask learners to share some of their sentences and elicit the correct sentence stress.

Focus 5: Reading (25 minutes)

Materials: Presentation/ Worksheet 4

14. Reading for gist (10 minutes)

This is a complex reading text, but the information is potentially interesting for students.

Tip: The important thing is to use the texts step-by-step. It has been divided into three parts to allow clarification.

- Give out Worksheet 4. Tell learners they have 2 minutes to read the task and find out the topic of the text

Note: Being forced to read quickly can aid with understanding gist.

15. Reading for detail (15 minutes)

- Ask students to answer the questions under the reading. The questions are also on **slide 14**. Put learners into pairs to discuss their answers before taking whole class feedback.

Answers (also on slide 15)

1. Which three ways of classifying a city are mentioned in paragraph one? (Size, cost, cultural factors)
2. What factors did the European Union's study of the state of Europe's cities concentrate on? (population and economical factors)
3. How many types of city did the study identify? (3)
4. What is an international hub? (A city with an international reputation)
5. What is a specialised pole? (A city with an important national economical role)
6. What is a regional pole? (A city that is important within its province or region)

	<ul style="list-style-type: none"> • Ask pairs to do task 2 together. Note: Learners should give answers from the descriptions given as it could be argued that some cities fit more than one category. • Then nominate one pair to share their answers with the group. Check if the other learners agree. Answers: A3; B1; C2 • Then ask the whole class the following: <ol style="list-style-type: none"> a) What kind of city is London? b) What kind of city is Prague? c) What kind of city is Rome? d) How can we classify or categorise cities? Answers: <ol style="list-style-type: none"> a) Established capital/ Knowledge hub b) Re-invented capital c) Established capital d) Established capital/ Knowledge hub/ Re-invented capital <ul style="list-style-type: none"> • Ask pairs to look at Task 3. Ask them to discuss what each sub-type means. They will get the answer in the next activity.
<p>Focus 6: Vocabulary (40 minutes)</p> <p>Materials: Presentation/ Appendix 2 cut ups/</p>	
<p>16. Terminology (10 minutes)</p>	<ul style="list-style-type: none"> • Explain that researchers have come up with a number of ways of describing cities and they'll look at a few more. The researchers divided specialised poles into different city types. Some of these are 1 transformation poles 2 gateways 3 modern industrial centres 4 research centres 5 visitor centres. Ask students to speculate about the meanings of each city type. • Put learners into groups and give one set of cut ups from Appendix 2 to each group or display slide 16. • Ask learners to match the terminology to the definition. <p>Answers: on Appendix 3 and slide 17</p>
<p>17. Practice and discussion (30 minutes)</p>	<ul style="list-style-type: none"> • Put learners into small groups. Either show slide 18 or write some cities on the board. Eg. <ul style="list-style-type: none"> — Marseilles

	<ul style="list-style-type: none"> — Coimbra — Glasgow — Leipzig — Florence — Antwerp — Pamplona-Iruñ — Las Palmas — Bologna — Portsmouth <ul style="list-style-type: none"> • Ask learners to try to classify and describe 3 cities using the terminology. If the group don't know the selected cities ask them to agree on 3 cities to talk about. • Nominate groups to describe their selected cities to the whole group. • Note: The city descriptors are ambiguous, what is important in this exercise is the quality of the discussion. This activity enables the students to consolidate in discussion some of the things they have been learning about in the previous exercises.
<p>Focus 7: Listening (55 minutes)</p> <p>Materials: Worksheet 5/ Listening 2/ Presentation</p>	
<p>Discussion (15 minutes)</p>	<ul style="list-style-type: none"> • Put learners into small groups and ask them to discuss the following questions: <ul style="list-style-type: none"> — What places have you visited in Europe? — Which kind of city would you prefer to live in? Why? — Which type of city would be the best to find a job? Why? — Where would you earn the most money?
<p>Vocabulary (15 minutes)</p>	<ul style="list-style-type: none"> • Keep learners in groups. Either give out Worksheet 5 or display slide 19. • Explain that these are collocations that will be used in a listening activity. They must match the words in column A with the words in column B (Task 1 on the worksheet). • Elicit the first answer. Then ask learners to continue in their groups. Allow 5-10 minutes • Tell learners to listen to the interview to check the answers. Play Listening 2 • Give groups a couple of minutes to confer before checking answers. <p>Answers (also on slide 20):</p> <ol style="list-style-type: none"> 1. Technological park 2. Outskirts of the city 3. Young people 4. Pedestrianised area 5. Quality of life 6. New projects

	<p>7. Shopping centres</p> <p>8. The National average</p>
<p>Listening for specific information (15 minutes)</p>	<ul style="list-style-type: none"> • Ask learners to look at Task 2 on the worksheet or display slide 21. Before listening again learners check in groups if they can fill in any of the gaps. <p>Note: Learners may not be able to fill in any gaps at this point, but the task encourages them to read the sentences carefully.</p> <ul style="list-style-type: none"> • Learners work individually. Play Listening 2 again. Learners write down the missing information. • Allow learners to check their answers within their group before eliciting from the whole class. <p>Tip: If learners find it difficult to hear the information, play the listening 2 or 3 times. This gives learners time to attune their ears to the pronunciation of the speaker.</p> <p>Answers (also on slide 22):</p> <ol style="list-style-type: none"> 1. 3.5 years 2. technological park of the city 3. cinema 4. metro 5. polluted 6. investment 7. qualifications 8. slow process 9. character 10. wages
<p>18. Round up discussion (10 minutes)</p>	<ul style="list-style-type: none"> • As a whole class ask the students if they think the city would be a good place for them to live. Try to get them to justify their answers based on the text.
<p>Focus 8: Revision (55 minutes)</p>	
<p>19. Spelling game (10 minutes)</p>	<ul style="list-style-type: none"> • Explain that you are going to spell some words that you have come across in this unit. • Students write the words letter-by-letter. If a student knows how to finish spelling the word before you have finished, they say stop! and continue spelling. Students get a point for each letter they know. • Choose a few words from the unit.
<p>20. Jumbled letters (15 minutes)</p>	<ul style="list-style-type: none"> • Choose some words from the text and mix up the letters. • Put learners into small groups. They look at the jumbled words and try to arrange them into proper words.

	<ul style="list-style-type: none"> • Make sure students know the meanings of each word. • There are some example words in Appendix 3.
21. Writing task (30 minutes)	<ul style="list-style-type: none"> • This can be set as a homework task, if preferred. Students fill in the table (see Appendix 5) and use the information to write a short text about their city. You can display slide 23 or write the information on the board. They should try to use as much of the language they have learnt related to cities. • Get students to read each other's texts to see if they agree with them. You might like to make a classroom display with their texts and some pictures or photographs to illustrate them. • Finally, if they did a writing task at the start they can compare their new text with their original text. <p>Tip: Learners at this level often find it difficult to notice their own progress, so giving learners a pre-teaching task, and then repeating the task after learning about a topic, is a good way to boost learner's confidence.</p>
22. References	<ul style="list-style-type: none"> • Forvo pronunciation site - https://forvo.com/ • Google maps - http://maps.google.com/ • Wordsearches - http://www.wordsearchmaker.net/ • Flickriver images - http://flickriver.com/ • Useful drilling techniques: https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/drilling-2

Contributed by

Original activity by British Council

Edited by Suzanne Mordue

APPENDIX 1 – Countries and capitals

City	Country	City	Country
Vienna	Austria	Helsinki	Finland
Brussels	Belgium	Paris	France
Prague	Czech Republic	Berlin	Germany
Tallinn	Estonia	Athens	Greece
Copenhagen	Denmark	Budapest	Hungary
Vilnius	Lithuania	Rome	Italy
Luxembourg	Luxembourg	Valletta	Malta
Warsaw	Poland	Ljubljana	Slovenia
Lisbon	Portugal	Stockholm	Sweedden
Bratislava	Slovakia	London	England / UK
Bucharest	Romania	Belfast	Northern Ireland /UK
Bilbao	Spain	Gdansk	Poland
Cardiff	Wales / UK	Nitra	Slovakia
Düsseldorf	Germany	Poznan	Poland
Madrid	Spain	Sofia	Bulgaria
Dublin	Ireland	Amsterdam	Holland
Nicosia	Cyprus	Riga	Latvia

APPENDIX 2 – CUT UPS ✂

A. Cities with a strong industrial past which are transforming their economies. New economies and technologies are important to these cities. E.g. Oporto, Lille

B. Cities where goods and people come and go every day. These cities usually have ports. E.g. Rotterdam.

C. These cities have a service sector geared to tourism. They have large flows of international population. E.g. Malaga, Venice.

D. . These are cities with lots of local companies producing goods for the national economy and for export. They usually have a wide variety of industrial and technological activity. E.g. Valladolid, Aberdeen.

E. These cities have important centres for research and education often linked to scientific innovation. These cities usually have an international reputation. E.g. Cambridge, Toulouse.

GATEWAYS**TRANSFORMATION POLES****MODERN INDUSTRIAL CENTRES****RESEARCH CENTRES****VISITOR CENTRES**

APPENDIX 3 – CUT UP answers

A. Cities with a strong industrial past which are transforming their economies. New economies and technologies are important to these cities. E.g. Oporto, Lille **4. transformation poles**

B. Cities where goods and people come and go every day. These cities usually have ports. E.g. Rotterdam. **2 gateways**

C. These cities have a service sector geared to tourism. They have large flows of international population. E.g. Malaga, Venice. **5 visitor centres**

D. . These are cities with lots of local companies producing goods for the national economy and for export. They usually have a wide variety of industrial and technological activity. E.g. Valladolid, Aberdeen. **3 modern industrial centres**

E. These cities have important centres for research and education often linked to scientific innovation. These cities usually have an international reputation. E.g. Cambridge, Toulouse. **1 research centres**

APPENDIX 4 – Jumbled letters example

Jumbled word	Answers
essedtrianiped	pedestrianised
intrialdus	industrial
tskirouts	outskirts
aandstelw	wasteland
renalgio	regional
eoresyes	eyesores
speedcialis	specialised
rtpo	port

APPENDIX 5 – Writing template

	City information
Name of city:	
Population:	
Region/Location:	
Important features (port, river, airport, etc.):	
Type of city:	
Some words to describe it:	
Type of jobs	

