

Open Cities – Lesson 1: Different kinds of cities

Topic: European cities

Aims:

- To develop students' skills communication skills
- To develop students' vocabulary around the topic of cities and how to describe them
- To help students understand some of the issues and opportunities involved in moving to a new country

Level: Intermediate +

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. This is a strong underlying theme of the OPENCities project www.opencities.eu

Procedure

- Write the names of these cities on the board:
 - **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:
 - **Hotel receptionist**
 - **Teaching assistant**
 - **Nurse**
- 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. They then walk around the classroom trying to find a classmate who has made exactly the same choices. They need to ask and answer questions like:
 - **Where are you going?**
 - **What work are you going to do?**
 - **How long are you planning to stay?**

- When they find the person with answers closest to their own they should sit together and discuss why they chose those answers.

Brainstorming countries

- 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.

Tip: This is a good time to listen and check the pronunciation of the countries

- Get other students to call out any countries they think the winners missed. Then ask the students to check against this list of countries (from Worksheet Task 1) to see which ones they missed out.

European countries

1 Austria	8 Finland	15 Latvia	22 Romania
2 Belgium	9 France	16 Lithuania	23 Slovakia
3 Bulgaria	10 Germany	17 Luxembourg	24 Slovenia
4 Cyprus	11 Greece	18 Malta	25 Spain
5 Czech Republic	12 Hungary	19 Netherlands	26 Sweden
6 Denmark	13 Ireland	20 Poland	27 Switzerland
7 Estonia	14 Italy	21 Portugal	28 United Kingdom

- Now split the class into 4 or more groups and give each group a list of some of the countries and ask them to find those countries on the map. They should write the number on the map.

Tip: You could make this a race

Worksheet Task 1

Find the countries on the map

Group 1	Group 2	Group 3	Group 4
1 Austria	8 Finland	15 Latvia	22 Romania
2 Belgium	9 France	16 Lithuania	23 Slovakia
3 Bulgaria	10 Germany	17 Luxembourg	24 Slovenia
4 Cyprus	11 Greece	18 Malta	25 Spain
5 Czech Republic	12 Hungary	19 Netherlands	26 Sweden
6 Denmark	13 Ireland	20 Poland	27 Switzerland
7 Estonia	14 Italy	21 Portugal	28 United Kingdom



- To check the answers students can either look at an atlas or you could print up a map for them.

Tech Tip: You can find them a map of the world on **GoogleMaps** <http://maps.google.com/> They can then type in the name of the country and they will see a map of it.

Pronunciation and spelling of cities

- 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:
 - **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?**
- Students should answer the questions and discuss the different spellings or pronunciation between English and their own language. Then ask them to talk about other cities in their own countries and how the spelling and pronunciation differs with English.

Tip: This activity will work best with multilingual classes, as there will be more variety.

- Write up the 4 stress patterns from Task 2 on the board and 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.

Tip: Try to emphasise that students should listen for the pronunciation of the stress rather than the worry too much about the spelling.

- Once you have dictated all the cities, give out or show the students the answers.

Tech Tip: Instead of dictating the words yourself, you could get students to use **Forvo** <http://forvo.com/languages/en/> online pronunciation dictionary and learn the pronunciation for themselves.

Worksheet Task 2

Put these words into the column with the correct syllable and stress pattern.

- | | | |
|-------------|--------------|----------|
| • Amsterdam | • Budapest | • Paris |
| • Barcelona | • Cardiff | • Poznan |
| • Belfast | • Dublin | • Sofia |
| • Bilbao | • Düsseldorf | • Vienna |
| • Bucharest | • Madrid | |

Oo	oO	ooOo	Ooo	oOo

Answers:

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

- Ask the students if they know which country each of the cities in the above exercise belong to. You can check through these orally. Then tell the students you are going to give them, a list of capital cities. Put them in groups and tell them to try to decide which country each city belongs to. Students do exercise three in the same teams. Point out again that cities have different spellings.

Worksheet 1 Task 3

Write the corresponding country next to each capital city.

City	Country	City	Country
Vienna		Helsinki	
Brussels		Paris	
Prague		Berlin	
Tallinn		Athens	
Copenhagen		Budapest	
Vilnius		Rome	
Luxemberg		Valletta	
Warsaw		Ljubljana	
Lisbon		Stockholm	
Bratislava		London	
Bucharest		Belfast	
Bilbao		Gdansk	
Cardiff		Nitra	
Düsseldorf		Poznan	
Madrid		Sofia	
Dublin		Amsterdam	
Nicosia		Riga	

Answers:

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
Luxemberg	Luxemberg	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

Tech Tip: Once again you can either get the students to check their own answers using **GoogleMaps** <http://maps.google.com/>, or you could get them to call out answers to practice their pronunciation.

- Either say the name of a country or capital and get students to call out the answer. 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.

Tech Tip: To revise the names of the cities and countries you could create your own wordsearch puzzle using **WordsearchMaker** <http://www.wordsearchmaker.net/> If you do this then you will be able to add the puzzles to a school website or blog for students to do online.

Listening

- In this exercise students will have the opportunity to hear the names and some information about the cities. Get students to read through the statements before they listen. Ask them to discuss in pairs whether they are correct or not. Ask for some feedback without correcting at this stage. Then ask them to answer the two follow up questions.

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

Worksheet Task 4

Are these statements True or false?

	Write true or false
1. Rotterdam has got a port.	
2. Cardiff is in Scotland.	
3. Milan is in the south of Italy.	
4. Portsmouth has a bigger population than Birmingham.	
5. Cambridge is famous for its university.	
6. Riga is in Russia.	
7. London is more expensive than Zaragoza.	
8. Las Palmas is an important tourist centre.	
9. Volkswagen cars are produced in Goteborg	
10. Budapest is in Eastern Europe.	

- **Now listen to these people talking about whether these statements are true or false.**
- **How many points does the boy win? How many points does the girl win?**

Answers:

	Write true or false
1. Rotterdam has got a port.	T
2. Cardiff is in Scotland.	F
3. Milan is in the south of Italy.	F
4. Portsmouth has a bigger population than Birmingham.	F
5. Cambridge is famous for its university.	T
6. Riga is in Russia.	F
7. London is more expensive than Zaragoza.	T
8. Las Palmas is an important tourist centre.	T
9. Volkswagen cars are produced in Goteborg	T
10. Budapest is in Eastern Europe.	T

Boy = 6 points Girl = 9 points

- Once the students have had time to discuss the possible answers, either play the recording or let them read the script to check their answers.

Tapescript (A has the answers, B (boy) and C (girl) are discussing the questions)

A: Right, so it's one point for each correct answer. What do you think? Has Rotterdam got a port or not?
B: Yeah, I think it has.
C: Yeah! It has. Definitely. In fact, I think it's one of the busiest ports in the world.
A: Correct! Both of you! Ok, next question. Is Cardiff in Scotland?
B: Yes, I think it is.
C: Me too.
A: No! Cardiff is the capital of Wales!
B & C: (groan)
A: Ok. Is Milan in the south of Italy?
B: No, I think it's in the north.
C: Me too.
A: Correct! Now ... this is a bit more difficult. Which has a bigger population, Portsmouth or Birmingham?
B: Mmmmm ... not sure ... Portsmouth?
C: I think Birmingham is a bigger city and has a bigger population.
A: Yes, Birmingham has the biggest population. What about this one – Cambridge is famous for its university.
B & C: Yes!
A: Correct! That was easy. Now ... is Riga in Russia?
B: Mmm ... I don't think it is.
C: Neither do I. I think it's in Estonia.
A: Well ... it's in Latvia. Ok. Is London more expensive than Zaragoza?
B: Yes!
C: I haven't been to Zaragoza but I've been to London, and, believe me ... it's a very expensive city! So, yes ... I agree.
A: Correct. Ok ... and is Las Palmas a tourist resort?
B: Yes.
C: Yes.
A: Easy! But this is more difficult. Do they make Volkswagon cars in Goteborg?
B: I don't know, but I'll say no.
C: I don't either, but I'll say yes!
A: The answer is yes. And finally ... is Budapest in Eastern Europe?
B: I think so. It's the capital of Rumania, isn't it?
C: It is in Easter Europe. But it isn't in Rumania.
A: Correct! It's in Hungary, which is an Eastern European country. Ok. Let's count up the points and see who has won.

- Play the recording again and ask students to count how many points the boy and girl win.

Speaking and discussion

- Get your students to work in pairs and ask them to try to guess the names of the cities.

Tip: You can download better quality copies of these images from the site.

Worksheet Task 5

Look at the pictures of cities in Europe. Can you guess the names of the cities?



Nitra <http://www.flickr.com/photos/swperman/261605395/>



Poznan <http://www.flickr.com/photos/hinotorirs/3022250172/>



Belfast Wheel http://www.flickr.com/photos/e_photos/2876277733/



Madrid Never Sleeps <http://www.flickr.com/photos/ajgelado/3483772969/>



Vienna http://www.flickr.com/photos/onkel_wart/3045529181/

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

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.

- Give the students **Worksheet Task 6** and put them in pairs to discuss the questions. They may not be able to choose 1 title for each picture in Q6. The important thing is that they can justify their decision.

Worksheet Task 6

Talk to your partner and answer these questions together.

1. Which of these cities is the most attractive?
2. Order the cities 1 to 5 from where you would most like to live to where you would least like to live. Why?
3. How would you categorise these cities? What kind of cities are they?
4. Which of these cities attract most people?
5. Which city do you think has the most foreign workers?
6. Which is the best title for each picture? Why
 - A gateway city
 - An established capital
 - A knowledge hub
 - A transformation pole
 - A modern industrial centre

Answers:

There are no strict answers to these question, but students need to be making logical decisions that show the understand the vocabulary.

- Get your students to compare answers as a class and explain that the words in question **5.** are not 'normal' words in everyday vocabulary. They are words that have been invented by specialists to describe different kinds of cities.

Tip: Explain that '**hub**', '**pole**' and '**centre**' are words that refer to cities. The first word refers to the kind of city. Explain that they will read about these kinds of cities but first they should speculate as to what they could mean. A gateway for example, is where you enter a place. Transformation suggests change, etc.

- Ask the students to look again at the images and suggest other words that they could use to describe each city. Ask the students to share their words with the class and check that they understand them.
- Show the students the words in **Worksheet Task 7** ask the students to work in pairs and decide which word they could use with each picture. They may need a dictionary to help them.

Worksheet Task 7

Which of these words could be used to describe each picture.

modern pedestrianised industrial green run-down post-industrial big	small medium-sized expensive eastern western northern southern	important international regional specialised established global attractive
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- Ask a student to use one of the words in the box to compare two of the cities. Write up their example on the blackboard. Eg City X is quite a lot more run-down than city Y.
- Direct students to the grammar table if necessary.
- Put the students in pairs to create more comparisons. Encourage them to think of other cities from the introduction and other adjectives.

Tech Tip: If you or your students have access to the internet in class then you can use a service like Flickrriver <http://flickrriver.com/> to look at images. You can do this by typing the web address <http://flickrriver.com/> into your web browser and then adding ' /search/ ' and a key word for whatever images you want to find.
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 dataprojector.

Grammar table

Write some sentences and compare them with your partner.

(city)	is	a bit a lot much a little bit quite a lot	(comparative adjective)	than	(city)
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- Finally ask students to read out their sentences. The rest of the class (a) makes sure the structure is correct and (b) agrees or disagrees.

Reading practice

- 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, discussion or pre-teaching so that students can follow the ideas in the text.

- Ask or give students a few minutes to read the questions below. Students discuss the questions for a few minutes in pairs then feedback what they think to the class.
 - What kind of city is London?
 - What kind of city is Prague?
 - What kind of city is Rome?
 - How can we classify or categorise cities?
- Ask the students to read the text and answer the questions. They should discuss their answers in pairs and then the whole class should give feedback.

Worksheet Task 8

Read the text and answer the questions below.

1. Which three ways of classifying a city are mentioned in paragraph one?
2. What factors did the European Union's study of the state of Europe's cities concentrate on?
3. How many types of city did the study identify?
4. What is an international hub?
5. What is a specialised pole?
6. What is a regional pole?

Categorising Europe's Cities

There are lots of different ways of classifying cities and lots of studies have been done. Some studies concentrate on how big cities are, on economic factors like how expensive a city is, others on how many artists or musicians work in the city. There are hundreds of factors that can be studied.

Recently, the European Union commissioned a study to find out about the present state of Europe's cities. The study concentrated on the size of the cities' populations as well as economic and financial factors. The researchers decided to categorise Europe's cities into three main types: International hubs, specialised poles and regional poles.

- International hubs are big cities with an international reputation, like London or Barcelona.
- Specialised poles are big cities with an important role in the national economy, and sometimes in the global economy, like Cardiff in the UK or Zaragoza in Spain.
- Regional poles are small to medium-sized cities that have an important place in their region or province.

Answers:

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)
- The researchers identified three types of international hub: 1 established capitals 2 re-invented capitals 3 knowledge hubs. Ask students to look at the three types of international hub.
 - They should speculate as to the meaning, then give them the matching exercise (**Worksheet Task 9**) and see if they can match the types to the descriptions.

Worksheet Task 9

Can you match the city types with the definitions?

1. established capitals
2. re-invented capitals
3. knowledge hubs

A Cities with an important role in the global economy – important centres for international trade, industry, business and finance. E.g. Lyon, Stockholm.	B Usually the national capital, lots of organisations have their headquarters in these cities. They are also the centres of national administration and public services. E.g. Madrid, Rome.	C These cities are important in their national economies – as well as in the global economy. Usually these cities have moved on from an industrial past to modern economic activities. They are often in Eastern European countries; the most recent members of the European Union. E.g. Prague, Warsaw.
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Answers:

1 = B 2 = C 3 = A

- You may need to clarify the answers for them. Once you think they have understood the definitions, give the students **Worksheet Task 10** and ask them to decide which of the 3 types each city is.

Tech Tip: You could give your students access to an encyclopaedia or Wikipedia <http://en.wikipedia.org> to do some research on each city.

- If you get your students to research the cities just give them 2 – 3 cities each and then they can share information once they have done the research.

Worksheet Task 10

Here is a list of international hubs. Which subtype do you think they belong to?

- | | |
|--|---|
| <ul style="list-style-type: none"> Helsinki Cardiff Edinburgh Lisbon Bucharest Belfast Budapest | <ul style="list-style-type: none"> Madrid Tallin Dublin Vienna Berlin Sofia |
|--|---|

- Get the students to share their opinions in groups and justify their decision.
- The researchers also 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.
- Then ask the students to match the types to the definitions in **Worksheet Task 11**

Worksheet Task 11

Can you match the city types with the definitions?

1. transformation poles (A)
2. gateways (B)
3. modern industrial centres (D)
4. research centres (E)
5. visitor centres (C)

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.

- Help to clarify your students' answers, then give them more practice by asking them to classify the list of cities in **Worksheet Task 12**

Tip: Once again you might prefer to give your students access to some research sources to answer the questions and divide the work so that each student researches one or two cities.

Worksheet Task 12

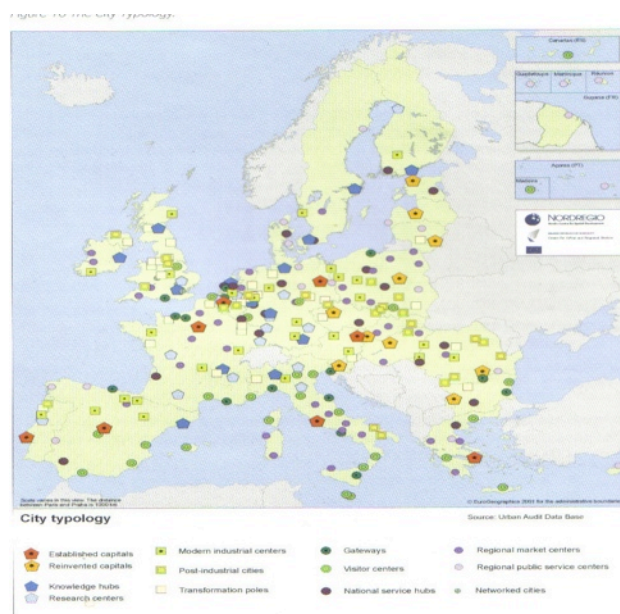
What types of cities are these? What do you think?

- Marseilles
- Coimbra
- Glasgow
- Leipzig
- Florence
- Antwerp
- Pamplona-Iruñ
- Las Palmas
- Bologna
- Portsmouth
- Turin
- Leicester
- Cardiff
- Krakow
- Naples
- Nice
- Zaragoza
- Le Havre
- Cork

- After the students have finished the activity they should discuss and compare their answers. The answers 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.
- Give the students the map and the discussion questions (**Worksheet Task 13**) . Make the main priority of the task talking about what they think and sharing opinions rather than getting 'correct' answers.
- Give the students some time to work in pairs or small groups before having a short class discussion.

Worksheet Task 13

Here is a map showing the different kinds of cities in Europe. Do you know the names of any of these cities?



Discuss with your group

- Have you ever visited any of these cities?
- 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?

Listening practice

- The first exercise focuses on some pre-listening vocabulary. Get students to work in pairs to match the two parts of the collocations. Explain that there are different possibilities, but only one way of matching all the phrases is correct.

Tech Tip: If your students have internet access they can try entering their word combinations into the British National Corpus <http://www.natcorp.ox.ac.uk/> to see if they get and matches or examples to see if they are correct.

- Once they have tried to match the two parts get them to listen to or read the script and check or correct their answers.
- Ask students:
 - What is the interview about?
 - What are they talking about?
- Ask students to read the text (**Worksheet Task 14**). Then get the students to listen again and fill in the gaps. If necessary, play one more time to check the answers.

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

Worksheet Task 14

You are going to hear an interviewer talking to a man who has recently moved to a new city. Before you listen match each word from column A with a word in column B.

A	B
technological	of the city
outskirts	average
young	area
pedestrianised	centres
quality	park
new	of life
shopping	projects
the national	people

Answers:

A	B
technological	park
outskirts	of the city
young	people
pedestrianised	area
quality	of life
new	projects
shopping	centres
the national	average

Listen to the interview again and complete the sentences with a suitable word or phrase.

He has been living in the new city for about (1) _____. years. He works on the (2) _____ of the city. It is very different to his hometown where there is not even a (3) _____. He thinks the city is modern and he is particularly impressed by the (4) _____ systems because it means he can live and work without needing a car. The city has been cleaned up and modernised. Today people are able to fish in the river, whereas before it had been (5) _____. He believes that the modernisation projects have attracted (6) _____ which, in turn, has led to there being more jobs. Anybody looking for a good job still needs to have (7) _____. Although he is impressed by the transformation, he thinks it is a (8) _____ process. Sometimes parts of the city's (9) _____ are lost in the modernisation. However, on the whole, he thinks that the city is a good place to live and work. The (10) _____ are good and things are improving all the time.

- 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.

Answers:

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

Complete tapescript

A: So, you've been living here for some time now.

B: Yeah, about three and a half years.

A: What do you do for a living?

B: I work in a big company in a technological park on the outskirts of the city.

A: Why did you come here?

B: Well, mainly for my job. But also because this city offers much more for young people than where I'm from. In my hometown there isn't even a cinema.

A: So, you like living here?

B: Yes. I mean ... there are some really good things here. The city is modern – they modernised the whole centre a few years ago. Now we've got pedestrianised areas with cafés and shops. And the new metro and tram systems are very efficient. You can live in the centre and work in the outskirts without a car. It's great!

A: And what about the quality of life in the city centre?

B: Recently they've really cleaned things up. A few decades ago.... I mean.... if you look at photos of this city twenty years ago ... you can see now they've really made an effort to convert old industrial areas, real eyesores, into pleasant, green areas. What was once an industrial wasteland has been changed into parks and woodland. The river, which was once a toxic mess, smelly and unpleasant... has returned to its original state. Now people fish there.

A: And what about the job situation? Is it easy to find work here?

B: Well, relatively speaking ... yes ... I suppose. All these new projects – the city centre, the transport systems, the technological park ... all this attracts investment. I've heard they're going to build a new theme park in an old, run-down part of the city. Yes, finding a job here isn't too difficult. But you need qualifications for the best jobs.... just like anywhere.

A: And are there any negative things about the city? Things you don't like?

B: Well... it's a great city, and as I said before, they're doing a great job transforming the old industrial areas, but it's a very slow process. There are some parts of the city that are really ugly. Abandoned factories, deprived neighbourhoods, ugly post-industrial wasteland ... I suppose it takes time to clean everything up.

A: So not everyone feels the benefit of the modernisation of the city?

B: No, the modernisation doesn't reach every area of the city. The projects are not always successful. Sometimes, whole communities and neighbourhoods disappear under shopping centres and transport systems. Not all aspects of the city's transformation are well thought out. Sometimes, in their enthusiasm to modernise the city, they lose part of the city's character.

A: But on the whole, you'd recommend this city as a place to work and live?

B: Yes. On the whole it's a good place to live. The wages are decent – about the same as the national average. The quality of life is good and in general things are improving for everyone – in some areas faster than others.

Follow up and revision activities**Spelling dictation game**

- 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. Choose a few words from the unit.

Jumbled letters

- Choose some words from the text and mix up the letter. Students look at the jumbled words and try to arrange them into proper words. Make sure students know the meanings of each word.
- Here are some example words.

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

Writing about cities

- This can be set as a homework task, if preferred. Students fill in the table and use the information to write a short text about their city. 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.

	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	