
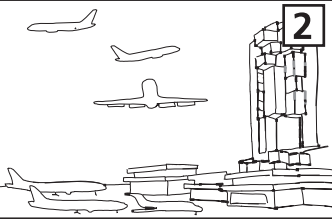

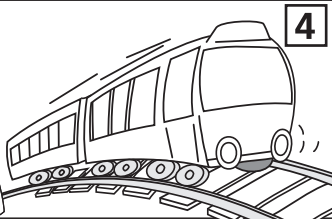
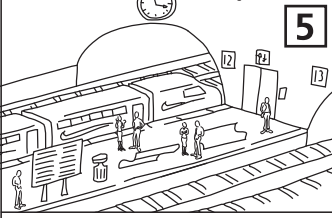
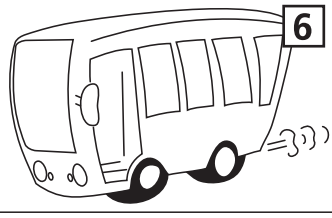
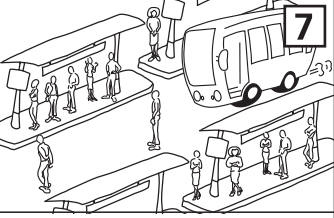
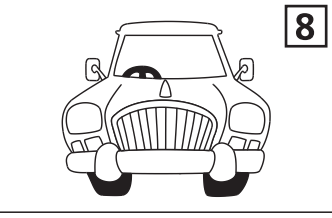


Cities

1 Write.

people buildings car bus train airport train station bus station			
 1	 2	 3	 4
buildings			
 5	 6	 7	 8

2 Write.

1. have got / Cities / a lot of people

Cities have got a lot of people.

2. tall buildings / have got / Cities

3. Cities / cars, buses and trains / have got

4. have got / Cities / an airport, a bus station and a train station

3 Match and write.

- museum
- ~~airport~~
- shop
- park
- school

a. I catch planes. airport

b. I buy things. _____

c. I look at paintings and sculptures. _____

d. I study maths, English and science. _____

e. I run and play. _____

PEOPLE AND THEIR ENVIRONMENT



Aim

- To learn the main features of cities.

Materials

- Pictures of big cities.
- Worksheet.

Duration

30 minutes.

Language focus

- Present simple.

Cross-curricular content

- Human geography.
- Cities.

Warm-up

- Show the children some pictures of cities. Write on the board the names of some well-known places in the city or town where the children live. Then elicit or teach what these places are by asking the children questions, eg, *What's el Retiro? A park. What's el Museo Guggenheim? A museum. What's el Prat? An airport.* Write the words on the board: *museum, restaurant, cinema, supermarket, hospital, airport, bus station, train station, building, park, school, etc.*

Completing the Worksheet

Activity 1

- If necessary draw pictures on the board of *people, car, bus, train, plane* and *buildings* and elicit the words from the children. Teach the words the children don't know.
- Elicit or teach *bus station, train station* and *airport* and match the means of transport to the places: *buses – bus station, train – train station, plane – airport.*
- Children do Activity 1.

Answers: 1-buildings; 2-airport; 3-people; 4-train; 5-train station; 6-bus; 7-bus station; 8-car

Extra activity

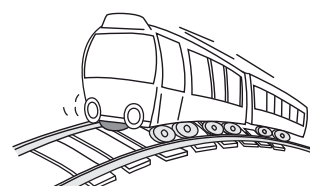
The children cover the words in Activity 1 so that they can only see the pictures. They ask each other questions in pairs, eg, Child 1: *What's number 1?* Child 2: *Buildings.* *What's number 6?* Child 1: *Bus.*

Activity 2

- Make true and false statements about the city or town the children live in. Encourage the children to say *true* or *false* and to correct your statement if it's false, eg, Teacher: *Sevilla has got three airports.* Class: *False. Sevilla has got one airport.*
- Ask the children to write the jumbled words in Activity 2.
- Go through the sentences orally before the children write them.
- Ask the children to write the sentences in Activity 2.

Answers: 1-Cities have got a lot of people.

2-Cities have got tall buildings. 3-Cities have got cars, buses and trains. 4-Cities have got an airport, a bus station and a train station.



Extra activity

Write on the board *Cities* and elicit names of cities from the children. Encourage them to make sentences about some of the cities. Write sentences on the board using the structure *_____ has got _____*, eg, *Valencia has got a Science Museum. Bilbao has got the Guggenheim Museum. Barcelona has got la Sagrada Familia. Madrid has got the Retiro park. Sevilla has got La Giralda. New York has got the Empire State Building. Paris has got the Eiffel Tower. London has got Big Ben.*

Activity 3

- Write names of places in the city on the board: *museum, park, school, shop, airport, restaurant, cinema, supermarket, hospital*. Elicit or supply some examples of these places from the children's own town or city. Tell them (in L1 or L2) what you do when you go to some of these places. Then elicit more ideas from the children (in L1 or L2), eg, *Restaurant: I have lunch or dinner. Museum: I look at paintings and sculptures. Supermarket: I buy food. Bus station: I catch buses. Train station: I catch trains. Airport: I catch planes. Park: I run and play.*

- Children match and write the names of the places.

Answers: a-airport; b-shop; c-museum; d-school; e-park

- The children can then practise in pairs or small groups, eg, Child 1: *Park?* Child 2: *I run and play. School?* Child 1: *I study English. Supermarket?* Child 2: *I buy things.*

Extra activities

- 1** Write some more places on the board and ask the children to write what they do in those places in their notebooks, eg, *supermarket, cinema, restaurant, sports centre, swimming pool.*
- 2 My favourite place/city.** The children draw their favourite place in the town/city where they live or their favourite city. They can then write two or three sentences about their picture.