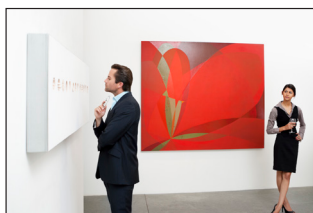




ACTIVITY 1: PLACES IN THE CITY VOCABULARY (ALL LEVELS) WORKSHEET 1

All of these words are related to places in the city. Match them with the corresponding picture.

supermarket • library • train station • sports centre • bowling alley • museum
restaurant • café • bakery • bookshop • cinema • ice-rink • park • art gallery • butcher's
bank • fishmonger's • chemist's • hairdresser's • newsagents



1. _____



2. _____



3. _____



4. _____



5. _____



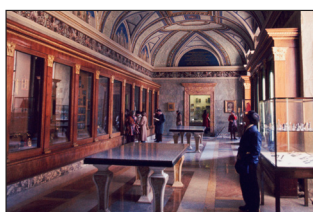
6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



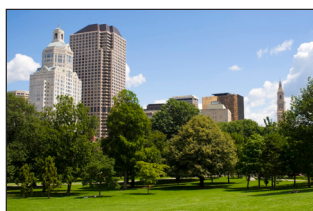
15. _____



16. _____



17. _____



18. _____



19. _____



20. _____



ACTIVITY 2: DESCRIPTION OF CITY-RELATED VOCABULARY (LEVELS 1-4) WORKSHEET 2

Which word from worksheet 1 is being described? Write it on the corresponding line.

1. You normally borrow books and CDs here. → _____
2. You normally keep your money here. → _____
3. You normally see exhibits and learn things here. → _____
4. You normally buy medicine here. → _____
5. You normally buy books here. → _____
6. You normally buy food and drink here. → _____
7. You can drink tea or coffee here. → _____
8. You normally buy cakes and bread here. → _____
9. You can buy meals and drinks here. → _____
10. You normally watch a film here. → _____
11. You normally walk around and relax here. → _____
12. You normally buy newspapers here. → _____
13. You usually go ice-skating here. → _____
14. You usually do sport here. → _____
15. You usually buy meat here. → _____
16. You usually buy fish here. → _____
17. You usually look at paintings here and you can also
buy them. → _____
18. You usually take the train here. → _____
19. You go to have your hair cut here. → _____
20. You usually go bowling here. → _____



Places in the city




ACTIVITY 3: PLACES IN THE CITY- BINGO (LEVELS 1-4) WORKSHEET 3A: BINGO CARDS



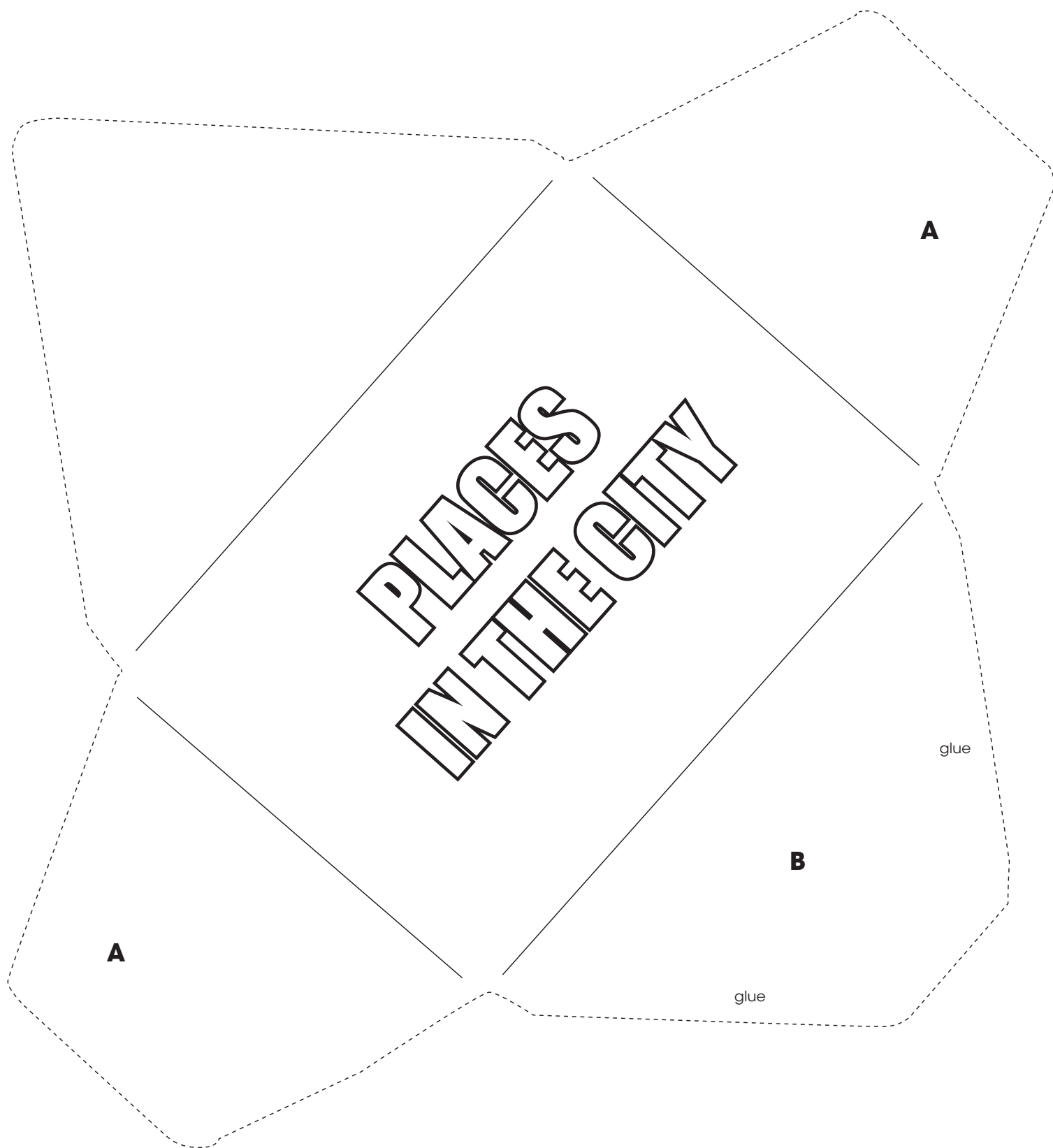


ACTIVITY 3: PLACES IN THE CITY- BINGO (LEVELS 1-4) WORKSHEET 3B: BINGO GRID TEMPLATE

 Places in the city		



ACTIVITY 3: PLACES IN THE CITY- BINGO (LEVELS 1-4)
WORKSHEET 3C: PLACES IN THE CITY- ENVELOPE TEMPLATE





ACTIVITY 4: GROUP PROJECT (LEVELS 5-6) WORKSHEET 4

You are going to design a shop in groups. Read the following questions and answer them using your ideas.

a) What's the name of your shop?

b) What kind of shop is it?

c) What products does it sell?

d) How much does each product cost? Make a price list.





TEACHER'S NOTES

ACTIVITY 1: PLACES IN THE CITY VOCABULARY (ALL LEVELS)

With this activity, pupils will learn about places in the city and shops in English.

1. Write the word "places in the city" on the board and brainstorm ideas together.
2. Give worksheet 1 out for them to match the words with the pictures. (With higher level pupils, you can ask them to fold the top of the worksheet so they can't see the words in the box in order to make the activity more challenging).
3. Go over each of the words and answer any vocabulary questions. You could also ask pupils what places they already knew how to say in English.

ANSWER KEY:

- | | | | |
|-----|--------------|-----|---------------|
| 1. | ART GALLERY | 11. | BOWLING ALLEY |
| 2. | CAFÉ | 12. | RESTAURANT |
| 3. | BAKERY | 13. | HAIRDRESSER'S |
| 4. | CHEMIST'S | 14. | BOOKSHOP |
| 5. | BANK | 15. | SUPERMARKET |
| 6. | CINEMA | 16. | TRAIN STATION |
| 7. | FISHMONGER'S | 17. | SPORTS CENTRE |
| 8. | ICE-RINK | 18. | PARK |
| 9. | MUSEUM | 19. | BUTCHER'S |
| 10. | NEWSAGENTS | 20. | LIBRARY |



TEACHER'S NOTES

ACTIVITY 2: DESCRIPTION OF CITY-RELATED VOCABULARY (LEVELS 1-4)

This activity will increase the pupils' vocabulary related to places in the city and shops. It will also give them strategies to define new words (learning to learn).

1. Give pupils worksheet 2.
2. They need to read the descriptions and write the name of the word described (one from worksheet 1).
3. Go round helping pupils with vocabulary questions they may have.
4. Finally, go over the answers in open class.
5. As a quick guessing game, you can ask your students to read a definition for their classmates to guess. With higher level groups you could also get pupils to write their own definition for the words in the box and play the same guessing game.

ANSWER KEY:

1. You normally borrow books and CDs here.

LIBRARY

2. You normally keep your money here.

BANK

3. You normally see exhibits and learn things here.

MUSEUM

4. You normally buy medicine here. **CHEMIST'S**

5. You normally buy books here. **BOOKSHOP**

6. You normally buy food and drink here.

SUPERMARKET

7. You can drink tea or coffee here. **CAFÉ**

8. You normally buy cakes and bread here.

BAKERY

9. You can buy meals and drinks here. **RESTAURANT**

10. You normally watch a film here. **CINEMA**

11. You normally walk around and relax here. **PARK**

12. You normally buy newspapers here.

NEWSAGENTS

13. You usually go ice-skating here. **ICE-RINK**

14. You usually do sport here. **SPORTS CENTRE**

15. You usually buy meat here. **BUTCHER'S**

16. You usually buy fish here. **FISHMONGER'S**

17. You usually look at paintings here and you can also buy them. **ART GALLERY**

18. You usually take the train here. **TRAIN STATION**

19. You go to have your hair cut here.

HAIRDRESSER'S

20. You usually go bowling here. **BOWLING ALLEY**



TEACHER'S NOTES

ACTIVITY 3: PLACES IN THE CITY BINGO (LEVELS 1-4)

Materials needed:

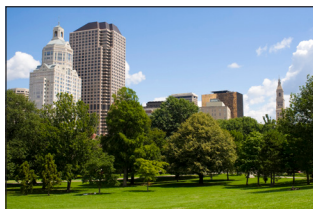
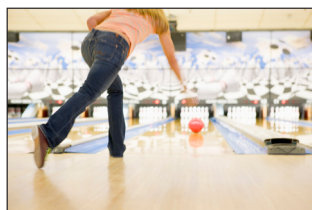
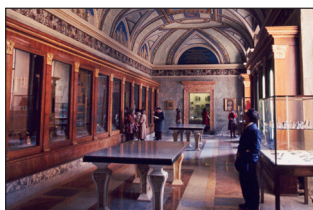
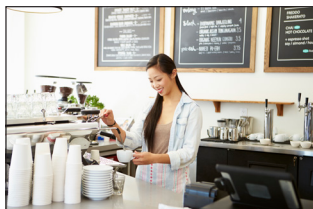
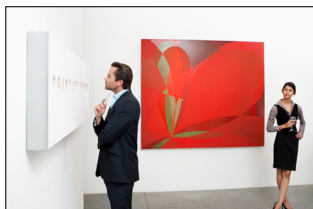
- scissors • glue • stickers • crayons or colouring pens

- 1 copy of worksheet 3A (bingo cards) per pupil, printed on card.
- 1 copy of worksheet 3B (bingo grid template) per pupil, printed on card.
- 1 copy of worksheet 3C (envelope template) per pupil, printed on card.

1. Tell pupils that they are going to play bingo and that they are going to create their own set of bingo cards so they can also play at home.
2. Ask pupils to cut out each of the pictures on the bingo card (on worksheet 3A).
3. They should now choose nine of the cards to place on their bingo grid (worksheet 3B) in any order.
4. The teacher then calls out each of the words on the bingo call-out sheet and every time the pupil has one of the cards corresponding to the words called, he/she turns the card over. The pupil who gets three cards in a line (be it horizontally or vertically) calls "line!". The pupil who gets all the cards turned over calls "bingo!".
5. As a follow-up arts and crafts activity, the pupils could make an envelope to put their bingo cards and bingo grid in.
6. Give pupils the envelope template (worksheet 3C) and ask them to cut out the envelope.
7. Pupils should then make a crease along the dotted lines.
8. Next, they apply glue to B and fold it inwards. They should also fold the two A sections inwards and attach them to B. Finally, they should put their cards and their grid inside the envelope and seal it with a sticker.
9. To make the activity more "city-themed", the pupils could colour in the letters saying "My places in the city bingo".
10. Once finished, the pupils can take the envelope with the bingo cards home to play with their family.



TEACHER'S NOTES PLACES IN THE CITY BINGO CALL-OUT SHEET





TEACHER'S NOTES

ACTIVITY 4: CLIL PROJECT (LEVELS 5-6)

LIFE SKILLS

This activity will boost the pupil's **creativity**, because they will design their own shops and think of the products they are going to sell.

It will also foster **cooperative learning**, because the students will be brainstorming ideas together and working in small groups.

Finally, it will also enhance **critical thinking** because it will raise their awareness of the cost of products and of the importance of shopping responsibly.

1. Divide the pupils into small groups and give them worksheet 4.
2. Each group needs to design a shop, think of its name and the products it will sell. They also need to think of the prices of each product.
3. Read the instructions together with them and give them time to think of ideas and share them to answer the questions on the worksheet.
4. After the pupils have answered the questions, they could design a poster with the name of the shop and the product and price list.
5. As a follow-up task, you could ask pupils to do a role-play where one of them is a shop assistant and the other one is a customer.
6. Get pupils in pairs and ask them to decide what role they would like to play. Then brainstorm vocabulary and expressions in open class to help the pupils start writing their dialogue.

POSSIBLE EXPRESSIONS AS SCAFFOLDING

Good morning! How can I help you?

I'm looking for...

I would like ...

Do you have ... in another size/colour?

Can I have ..., please?

How much is it, please?



7. Once pupils have written their dialogue, they can act it out in front of the class.
8. As a final round-up activity, you could ask pupils to ask each other what they have bought. You could provide them with the following sentences for them to carry out this final activity.

For example:

A: What shop did you go to today?

B: I went to _____.

A: Cool! What did you buy?

B: I bought _____.

A: And how much did you spend in total?

B: I spent _____.

What about you? What shop did you go today?

A: I went to _____.

B: What did you buy?

A: I bought _____.

B: And how much did you spend in total?

A: I spent _____.