

Environment and Geography

Places

1 Which place? Point.

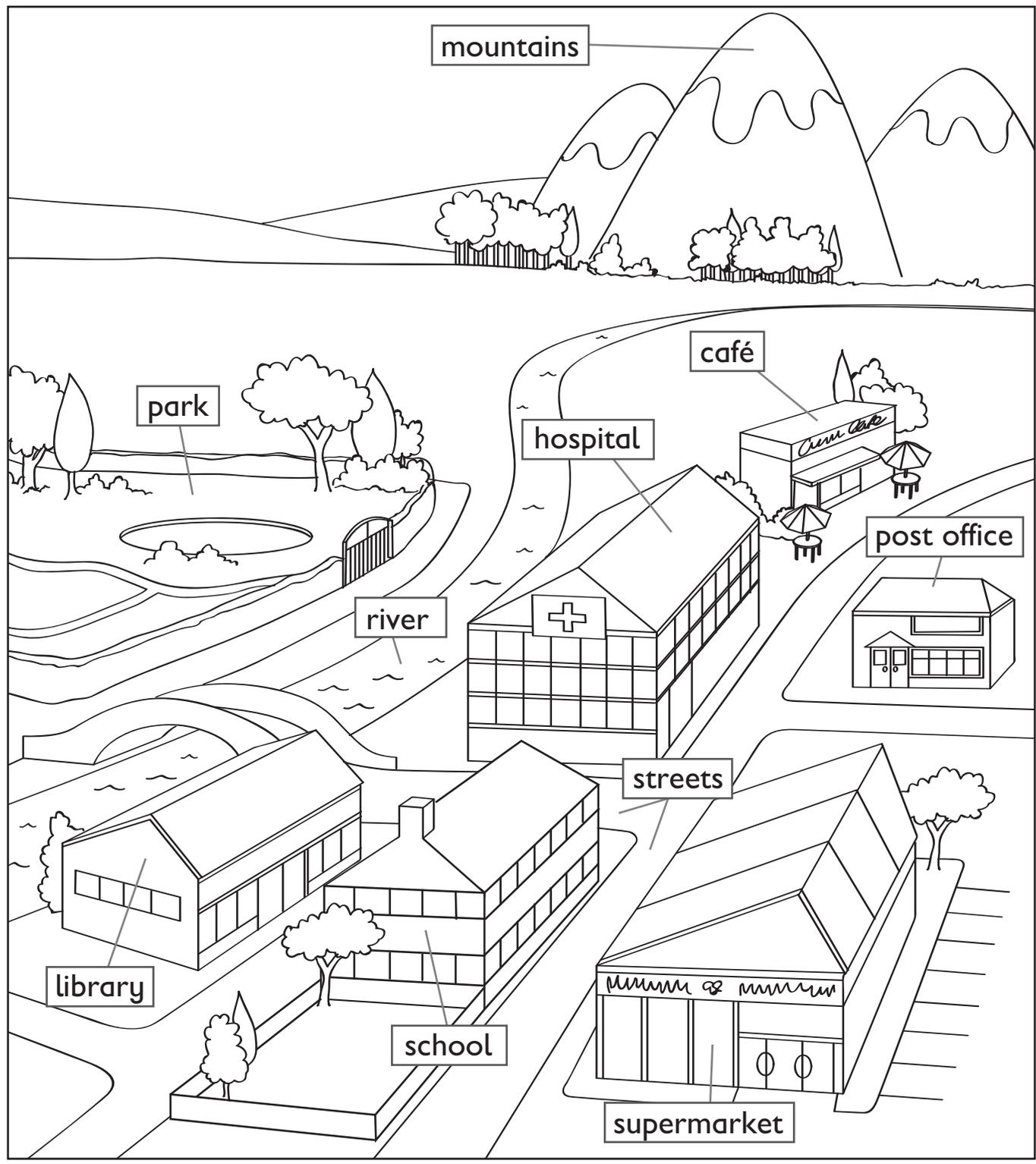


Environment and Geography

Teacher's town



1 Study the map. Remember the places.



Environment and Geography

LESSON TOPIC

Town planning

LESSON TITLE

My perfect town

CONTENT FOCUS

Describing a perfect place to live

COMMUNICATION FOCUS

Discussing ideas

Describing places

Asking questions:

Has your map got ... ?

COGNITION FOCUS

Creative thinking

Design

Evaluation

Level: 2

Age range: 7–8

Time: 40–60 minutes

Materials

A3 blank paper

Coloured pencils

Rulers

Worksheets 1 and 2

IWB or OHP

Before class

Photocopy and cut out the place photos from worksheet 1. Display them around the classroom or on the board (see Warmer).

Prepare worksheet 2 for either the IWB or OHP.

Prepare the IWB or OHP.

In class

Worksheet 1 – Places

Warmer

1 **Which place? Point.** 5–10 minutes

- Attach the four photos of places around the room or on the board.
- Ask pupils the following questions:
Which place is the best place for a holiday?
Which place is the most beautiful?
Which place is the most like where you live?

Which place has got the most people?

Which place has got the most animals?

Which place would you like to live in?

Pupils go to the corresponding pictures (emphasise there's not necessarily a right answer, just what they prefer or think). If the classroom is too small or numbers too big, ask them just to point instead.

- After the final question, ask a few of the pupils:
Why would you like to live there?

Worksheet 2 – Teacher's town

Memorising

1 **Study the map. Remember the places.** 5–10 minutes

- Display the map from worksheet 2.
- Allow pupils 30 seconds to study the map, then cover it.
- Pupils write down as many things as they can remember which were on the map.
- Check answers.
- Display the map again to see if they missed anything. Clarify any difficult words.

Follow-up (optional)

Design the perfect place to live. 20–30 minutes

- Say: *Now you are going to draw a map of your perfect place to live. That might be a big city, a small town or a village. What could you include?* Elicit a list of things they might want to include and write a master list on the board, for example:

Natural features

Mountains

Sea

River

Beach

Trees

Flowers

Facilities

Café

Flat

Hospital

Park

Shop

Street

School

- Ask pupils to include at least eight things from the master list in their design.
- When they've finished, in pairs, pupils tell their partner about their map and explain why theirs is the perfect place to live.
- Pupils find a new partner who hasn't seen their map. They don't show the map to their new partner. They ask each other questions about their maps. After five minutes, they swap roles. At the end they can show each other their maps.
- You might like to model the following question form:
Has your map got ... (a sea/mountains/a café/a school)?