

URBAN, RURAL AND SUBURBAN COMMUNITIES – MY TOWN

Linguistic level: A1.1

INTRODUCTION

In this project, pupils think about how the types of communities differ (urban, suburban, rural). They investigate the characteristics of different places to live in and express their opinions.

LEARNING OUTCOMES

Objectives specific to the content area

- Recognise characteristics of urban, suburban and rural settings.
- Distinguish between different communities.
- Discuss similar and different urban, suburban and rural communities.

Key competences

- Knowledge and interaction with the physical world.
- **Linguistic:** oral and written communication.

Collaborative work

- Compare and contrast information with others.
- Peer interaction

LANGUAGE CONTENT AND COMMUNICATIVE OUTCOMES

Vocabulary

- **Types of communities:** *urban, suburban, rural*
- **Community-related:** *buildings, crops, farms, plains, shops, traffic*

Structures

- **There are** (a lot of tall buildings).
- Where do you live?
- I live in an urban community.

Cognitive and thinking processes (including problem solving)

- Compare and contrast information.

ASSESSMENT CRITERIA

- Demonstrate knowledge of how communities differ.
- Identify characteristics of urban, suburban and rural settings.
- Describe where students live.

ACTIVITY DEVELOPMENT

Materials you will need:

- Worksheet 1
- Coloured pencils

Timing

- One 45-minute class period

Instructions

Starting out

- Ask pupils to think about where they live and where their school is located. Can they name any things they see on their way to school in the morning?
- Write the words: *traffic, buildings, farms, shops, houses, crops, blocks of flats* on the board. Ask the class to think about which of these things are found where they live.

Step-by-step instructions

- Read the sentence at the top of the page. Briefly discuss how urban, suburban and rural communities are similar and different.

Activity 1

- Ask pupils to look at the photo and to describe how the communities are different. Encourage them to discuss things like number of buildings, noise levels, traffic, shops and services.
- Point out that we all live in different places.
- Mime or encourage different individual pupils to mime things we can do or things we find in different communities.

Activity 2

- Read the words and ask pupils to label the pictures in Activity 1.
- Check answers in pairs and then check answers as a class.
- Remind pupils that people live in different places. Encourage them to be aware that there are benefits and drawbacks to different settings and environments.

Activity 3

- Read through the list of characteristics of different communities. Encourage pupils to decide whether these refer to urban (U) or rural (R) settings.
- Allow time for pupils to complete their answers.
- Check answers in pairs and then check answers as a class.
- Thumbs up, thumbs down. Read through the characteristics. Pupils show 'thumbs up' if the description refers to the area they live/study, or 'thumbs down' if not.

Activity 4

- Tell pupils that they need to draw a picture of where they live or where they go to school. When they have finished, they colour the pictures and compare them in pairs or small groups.
- Discuss how urban, suburban and rural communities are different. Ask pupils to describe in greater detail the area where they live and study.

Answer key

Activity 2

urban, suburban, rural

Activity 3

a lot of traffic (U), tall buildings (U), crops (R), farms (R), a lot of open space (R), a lot of shops and services (U)

Activity 4

Students' own answers

Extension activities

- **My Community (PROJECT)** Pupils carry out a research project about their community. Make a checklist of things pupils should find out if they have in their community: shops, farms, crops, buildings ... If possible, take pupils on a short walk around the school grounds or the neighbourhood to check some of the things on the list. When checklists have been completed, display and compare them. Discuss the type of community they live in and the characteristics of where they live. Invite pupils to think of other places they have visited or where relatives live.
- **Venn Diagrams** Ask pupils to do Venn Diagrams comparing two communities.
- **Collage** Ask pupils to find pictures in magazines of urban, suburban and rural settings. If time allows, make a 'Different communities' collage with the pictures.

Worksheet 1

URBAN, SUBURBAN AND RURAL COMMUNITIES

People live in different types of communities.

1 Look at these communities. How are they different? How are they similar?



2 Look again at Activity 1. Write.

rural urban suburban

3 Write U (urban) or R (rural).

a lot of traffic U

tall buildings ____

crops ____

farms ____

a lot of open space ____

a lot of shops and services ____

4 Draw your community.

Where do you live? I live in a/an _____ community.