

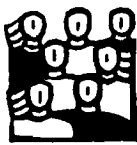












<p>ENVIRONMENT</p> 
<p>WEATHER</p> 
<p>PEOPLE</p> 
<p>PLACES TO VISIT</p> 
<p>PLACES FOR SPORTS</p> 
<p>PLACES TO GO IN THE EVENING</p> 
<p>OTHER</p> 

PEOPLE

<p>a young child</p> 	<p>a foreign tourist</p> 	<p>a taxi driver</p> 
<p>a senior citizen</p> 	<p>a cyclist</p> 	<p>a horseback rider</p> 

A Good Place to Live Worksheet **13**

ACTIVITY

Groupwork: writing, speaking

AIM

To compare your ideal place to live with where you are living now.

GRAMMAR AND FUNCTIONS

Describing a place to live

Expressions of quantity:

too + adjective, too much/many + noun, (not) enough

VOCABULARY

Features and facilities of a place to live

PREPARATION

Make one copy of the worksheet for each student in the class. Cut it into two sections (chart and pictures) as indicated.

TIME

30 minutes

PROCEDURE

1. Ask the students to think of their ideal place to live.
2. Give one copy of the chart to each student in the class, but do not give out the pictures of people yet.
3. The students should write down the features of their ideal place to live under the headings on their chart. Tell them to write notes, not complete sentences.

For example:

(environment) *near the ocean/in a lively city*

(weather) *dry/not too hot*

(people) *friendly people*

(places to visit) *art galleries/museums*

(places for sports) *football stadiums*

(places to go in the evening) *theater*

(other) *good public transportation*

4. When they have filled in their charts, ask the students to work in groups of three.
5. Ask the students to take turns talking about the negative aspects of the place where they are living now (their home town if they are at home, or the place where they are studying if they are away from home). They should compare it to the ideal features they have written on their charts.
6. When the students have finished this part of the activity, give each group a copy of the pictures on the second section of the worksheet.
7. In their groups, tell the students to take turns choosing one of the people in the pictures **without telling the other members of the group which person they have chosen**. Explain that they are now going to talk about the same place as before, but from the point of view of the person they have chosen.

For example:

(senior citizen)

There are too many young people in Detroit and it's too noisy.

(cyclist)

There are too many cars in the city center.

The other members of the group should try to guess which of the people in the pictures is speaking.

8. The students stay in their groups and take turns thinking of other types of people and describing the same place from the point of view of these people. The other students guess what kind of person is speaking.