

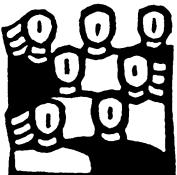












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A good place to live

<p>ENVIRONMENT</p> 
<p>WEATHER</p> 
<p>PEOPLE</p> 
<p>PLACES TO VISIT</p> 
<p>PLACES TO DO SPORT</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>an elderly person</p> 	<p>a cyclist</p> 	<p>a horse rider</p> 

A good place to live

Worksheet

33

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 sea/in a lively city*
(weather) *dry/not too hot*
(people) *friendly people*
(places to visit) *art galleries/museums*
(places to do sport) *football grounds*
(places to go in the evening) *theatre*
(other) *good transport*
- 4 When they have filled in their chart, ask the students to work in groups of three.
- 5 Ask the students to take it in turns to talk about the negative aspects of the place where they are living now (ie 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 chart.
For example:
I think that Oxford's too far from the sea and it's not sunny enough. There are too many cinemas and there aren't enough theatres.
- 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 it in turns to choose 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:
(elderly person)
There are too many young people in Oxford and it's too noisy.
(cyclist)
There are too many cars in the city centre.
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 it in turns to think of other types of people and to describe the same place from the point of view of the people. The other students guess what kind of person is speaking.