

**Task 4 – Extended Writing:  
My City/Town/Village**

**At a glance**

**Level:** ISE Foundation

**Focus:** Task 4 – Extended writing

**Aims:** To write a short essay about your village/town/city

**Objectives:** To read a short essay, to learn adjectives and phrases useful for an essay and to write a short essay

**Skill:** Writing a description; writing about likes/dislikes and possibilities

**Topic:** My town/village/city

**Language functions:** Describing places, expressing likes/dislikes and expressing possibility

**Lexis:** Descriptive adjectives and places in a city/town/village

**Materials needed:** Picture of a group of albatrosses, an albatross flying, a picture of a steep street and one worksheet per student

**Timing:** 50 minutes

**Procedure**

**Preparation**

1. Find a picture of a group of albatrosses, an albatross flying and a steep street

These can be found on the following websites:

<http://www.albatross.org.nz/otago-peninsula-gallery/>

<http://www.funonthenet.in/articles/steepest-streets.html/>

2. Write the following three headings in columns on the board:

<b>I like</b>	<b>I can</b>	<b>I don't like</b>

**In class**

1. Tell the class that in today's lesson they are going to write an essay about their town/ city/ village. Ask the class **what they like** about the town/city/ village they live in.

For example, they could respond:

*It's got a park, a swimming pool, a big shop, it's by the sea.*

*I like the cinema and the green trees.*

Write the ideas on the board under the column '**I like...**'

2. Ask the class what things **they can do** in the town? For example they could respond:

*Play football in the park.*

*Visit a castle.*

*Eat ice-cream by the sea.*

Write the ideas on the board under the column '**I can...**'

3. Ask the class what **they don't like** about the town. For example, they could respond:

*I don't like xx because it's too hot.*

*There are too many cars.*

*There isn't a park.*

Write the ideas under '**I don't like...**' Make sure there are a good number of ideas on the board under the correct column.

4. Tell the class that, before they write their essays, they are going to read a short description of a city called Dunedin.
5. Tell the class they will need some words to help them read and understand the essay. Using the pictures you printed before the lesson, teach the students the words 'albatross colony' and 'the steepest street'. Write them on the board. Point to the pictures as you teach the students the new words.
6. Give each student a worksheet and tell the class to read the paragraph and find out what the person **likes** and **doesn't like** about Dunedin and what they **can do** in the city. Tell the class to underline the key information in the paragraph.
7. When the class has finished reading, ask them to say what the person likes and doesn't like about Dunedin and what they can do in Dunedin.

For example, the students could respond:

*The person likes the castle, the person likes the green parks. The person can swim.*

*The person doesn't like the cold weather.*

8. Tell the class to look in the box on the worksheet and then teach all the words in the box. Drill the pronunciation.
9. Show the class the start of the sentences on the worksheet, give and write your own examples about your city/ town/ village on the board.

For example you could write:

*I like xxxx because it has wonderful weather.*

*I can visit the river.*

*I don't like the traffic.*

10. Ask the students to write a short essay about their city using the examples given. Give the class 15 minutes.

The essay should include an introduction, main body and conclusion.

The **introduction** should be one sentence where you introduce the city you are talking about.

The **main body** should mention three things you like about the city, three things you can do and one thing you don't like about the city.

The **conclusion** should be one sentence which summarises the positive and negative aspects of the city e.g. 'Although London is unfriendly, I love it because there are so many things to visit'.

11. When the class has finished writing, put the students in pairs. Tell them to exchange their papers and read what their partner has written. They must tell their partner if they think their work is 'Good' if their partner has two things they like or 'Very Good' if their partner has three things they like. Take in the paragraphs for correction.

### **Extension activity**

Write two more sentences about something you would like in your city/town/village using the phrase: 'I would like a... / some... / a new...in my city/ town/village.'

### **Further support activity**

Ask the less able students to write only one sentence for each phrase: I like... I can... I don't like...

### **After class**

Get students to ask their friends or parents after class about what they like and don't like about their town/city/village. Tell the students to write two more sentences.

For example:

*Val likes the train in Dunedin. She doesn't like the buses.*

**Student Worksheet**

**Task 4 – Extended Writing:**  
**My City/Town/Village**

**Text**

**Dunedin**

Dunedin is a small city. I like the wonderful trees and parks. I like the hills and the old grey buildings. I like the beaches and the coffee shops in the centre of town where the students sit. I can swim and go to interesting museums. There's a famous castle in Dunedin. I can visit an albatross colony and climb the steepest street in the world. It's a very beautiful city. I don't like the weather in Dunedin because it's often cold and rains, even in the summer.

**Use the words and phrases in the boxes to help you write your essay**

old/ new	beautiful	wonderful	cold/hot/warm
interesting	flat/ hilly	snowy/ rainy/ windy	big/ small
famous	crowded/ quiet		

**Now write your essay. Use these phrases to start the sentences.**

**Write:**

- **three things you like**
- **three things you can do**
- **one thing that you don't like.**

The name of my city/town/village is...

I like the sea...

I can...

I don't like...