

## Where am I?: Teachers' notes and tips

### 1 Pre-writing tasks: reading an example

- a Brainstorm famous buildings in Britain/ London.
- b Show the heading from the reading, students understand that they have to read the text and identify the building. Ask students to read as quickly as possible to get the answer. (Buckingham Palace)
- c While students are reading draw a gate, grass (for lawn), a roundabout and a flag on the board and label. Point to board when asked for meaning.

**Tip: create interest in the task right from the start**

It would be great to have a selection of pictures of Britain and London to give students ideas, and also to help them with the later task of choosing their own place.

- d Did they know the answer? How? Get students to refer to the clues (enormous, guards, servants etc) or point them out yourself if necessary.

**Tip: provide a good model for writing**

Elementary students especially need an example of what is expected of them.

### 2 Pre-writing tasks: identifying structures

- a There are structures here that elementary students are introduced to in their course books: *there is*, *there are*, prepositions of place etc plus a range of adjectives. Give each student a copy of the notes that the writer made and ask students to complete it.

**Tip: have extra tasks for the stronger students**

Encourage stronger students to look at other structures: the present continuous, *can* / *can't* etc

### 3 Pre-writing tasks: personalising the task

- a Elicit or explain the writing task: students write a *Where in the world am I?* about a building of their choice. In order for students to do the task well they should choose a place they are familiar with. Don't let them be tempted to write about somewhere exotic if they haven't been there. Make sure they don't choose a whole town, a street or their own home! Remind them also that the readers will guess where they are writing about, so once they have chosen a place to keep quiet about it!
- b Encourage the students to work in pairs – they can support each other. Explain that the actual writing task will still be done individually.

**Tip: encourage collaborative writing tasks**

Students come up with more ideas, and tend to be more accurate, when working together.

- c Once they have chosen a place (if necessary help with their choice) ask them all to close their eyes: what can they see in front of them? What is to the left or right? Behind them? Get them to really imagine they are there!
- 3 **Writing: making notes**
- a Now the students are ready to start making notes. Make sure they look at the notes for Buckingham Palace to help them – notes, not full sentences.
- b Monitor and give support. This is an important stage so don't rush it – the

**Tip: provide bilingual dictionaries or picture dictionaries**

You don't want students constantly asking you for vocabulary but prevent students from having their noses in the books for too long! Perhaps a limit on the number of words they can look up?

more thought they give to this the more accurate, and interesting, the writing will be. It will also give the students more confidence, and help them to enjoy the actual writing task.

- 4 **Writing: composing**
- a Suggest to students they write three paragraphs: First where they are, (in a town, the countryside, by the sea?) what's in front of them (a building, a bridge, a statue?) and the description, second what is to the left and right, and third what is behind and next to them. Not forgetting any people.
- b Handout the writing task sheet. Using both the notes and looking at the Buckingham Palace example again students write their three paragraphs. The last line should be *Where am I?*

**Tip: provide an audience**

Obviously students can swap their writings with each other (which should also encourage neater handwriting!) – but what else? Can a guessing game like this be shared with other classes? An end of term competition?

- 5 **Post-writing: speaking and listening**
- a One suggestion is to ask a student to slowly read out their writing, the others have to listen carefully – who can identify the place first? Perhaps have teams. This would really create active listening!

**Overall tip: make sure there's enough time**

These kind of writing activities done in class usually take longer to do than expected. How long do the students realistically need to do the last writing task? 20minutes? More?

**Please note:**

This writing task is one of many that make up pages for *One World* magazine. When the students have finished this activity ask them to keep the page somewhere safe. In the future, when all the pages are written, the students will have an opportunity to design a front cover and put the pages together to make a complete magazine.