

Writing · Day 2 — Describe a Place

Part 2

~30 min · Flexible · class time or home practice

Day two of Part 2. Place cards reward descriptive language and a clear structure (where it is → what you do there → why it matters). Watch for talks that list facts but never say how the place feels.

Say: *Today's long turn is a place. The secret to two full minutes on a place is the senses — what you see, hear and feel there — plus why it matters to you. Facts alone run dry at forty seconds.*

How to run it

Pairs, A and B. A is the examiner: hand B the cue card, give exactly one minute of silent prep (B makes notes), then B talks for one to two minutes while A times and listens. A gives one concrete piece of feedback, then they swap. Re-pair and run a second round for a tighter, more confident version.

Cue card — Describe a place you like to spend time in

You should say:

- where it is
- how often you go there
- what you do there
- and explain why you like it

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

More cue cards (same category)

Cue card — Describe a place you would like to visit

You should say:

- where it is
- how you know about it
- what you would do there
- and explain why you want to go

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

Cue card — Describe a quiet place you like to go

You should say:

- where it is
- when you usually go
- what you do there
- and explain why it's special to you

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

Cue card — Describe a place in your town that has changed

You should say:

- where it is
- what it used to be like
- what it's like now
- and explain how you feel about the change

Examiner-partner: allow 1 minute to prepare, then time the talk (1–2 minutes). One follow-up question is fine at the end.

Model note-plan & sample answer**1-minute note-plan:**

WHERE: a rooftop café near my flat · OFTEN: two or three times a week · DO: read, watch the street below · WHY: calm, beautiful light, my thinking spot

Sample long turn (~2 minutes):

The place I'd like to describe is a small rooftop café about five minutes from my flat. I go there two or three times a week, usually in the late afternoon. What do I do there? Mostly I just read or reply to messages, but really I go to watch the city — from up there you can see the rooftops and the hills behind them. Why do I like it so much? Partly the light: in the afternoon everything turns a warm gold, and it's genuinely beautiful. But mostly it's the calm — it's high enough that the traffic noise fades away, so it's become my thinking spot. Whenever I've got a decision to make, that's where I end up, with a coffee, sorting my head out.

Part 2 follow-up questions

1. Why do people need quiet places?
2. Are public spaces important in a city? Why?
3. Have the places young people enjoy changed over time?

Pair-work sequence (~30 min)

- **Model & prep · 5 min** — Read the card aloud. Show how to turn the four bullets into a quick note-plan — one phrase each — inside the 1-minute prep window.
- **Talk · round 1 · 10 min** — A times B's 1-min prep + up-to-2-min talk and notes one strength and one fix; swap (~5 min each).

- ▶ **Talk · round 2 · 12 min** — Re-pair. Same card — or a fresh one from the extras below — second attempt, smoother, with a clear past-present-future shape and at least one vivid descriptive phrase. Swap.
- ▶ **Feedback · 3 min** — Hands up: who lasted the full two minutes the second time? Spotlight one good signposting phrase you heard.

Listen for / feedback: Did they keep going for the full two minutes without drying up? Did they touch all four bullets? Flag anyone who finishes in 40 seconds — they need feelings, detail and a short story. Praise good signposting: “The thing I remember most is...”, “What made it special was...”.

Flexibility: *Short on time today? Assign the whole set as paired home practice — a quick voice call or an in-person run — and have each student record one answer to bring back. If the room runs ahead of schedule, this slots straight in after the wrap-up.*