

## 2.1 Talk to someone who...

| Talk to someone who...   | Name | Extra information |
|--|------|-------------------|
| ... has memories of being a baby.  |      |                   |
| ... could swim before they learned to walk.                                    |      |                   |
| ... were speaking in sentences before they reached their second birthday.      |      |                   |
| ... was already reading when they started going to school.                     |      |                   |
| ... used to walk or ride their bike to primary school on their own.            |      |                   |
| ... had already flown in an airplane when they learned to walk.                |      |                   |
| ... was learning a musical instrument before they started learning English.    |      |                   |
| ... used to behave badly at school because they were bored by how easy it was. |      |                   |
| ... had learned how to tie their shoelaces before most of their friends could. |      |                   |
| ... prepared their own school bag before they were ten.                        |      |                   |
| ... knows how to cook, and has cooked since before they can remember.          |      |                   |
| ... has always been allowed to choose their bedtime.                           |      |                   |
| ... had read a novel with no pictures before they had to do it for school.     |      |                   |
| ... has known what they want to do when they grow up for at least three years. |      |                   |
| ... can already iron their own clothes.  |      |                   |
| [your own idea]  |      |                   |
| [your own idea]  |      |                   |

## 2.2 Excuse me,...?

### Student A



Take turns to ask for and give directions. Student A, ask Student B for directions to the following places:

- |               |               |                   |                                 |
|---------------|---------------|-------------------|---------------------------------|
| • the market  | • the stadium | • the bus station | • the town hall                 |
| • the theater | • the library | • the museum      | • <i>Bradaggio's Restaurant</i> |

### Student B



Take turns to ask for and give directions. Student B, ask Student A for directions to the following places:

- |                   |                  |                   |                              |
|-------------------|------------------|-------------------|------------------------------|
| • the supermarket | • Yew Tree Park  | • the parking lot | • the art gallery            |
| • the cinema      | • the university | • the hotel       | • the <i>Mexican Cantina</i> |

## 2.1 Talk to someone who...

### Aim

To practice grammar from the unit

### Language

Narrative tenses: past simple, continuous, and perfect, *used to* affirmative, negative, and interrogative forms

### Time

40 minutes

### Preparation

One copy of the worksheet for every student

### Procedure

- Tell students that they are going to do a speaking activity in which they find out about each other's childhoods.
- Show the class the worksheet and say *It says "Find someone who... was already reading when they started going to school." Write this on the board. Ask "What question would you ask people to find out if they were reading then?" Elicit the sentence on the board: "Were you already reading when you...?"*
- Elicit the other question structures they will need, e.g., *Could you... / Did you use to... / Had you already...* If students need help forming questions, tell them to write the questions before doing the speaking activity.
- Point to the second column on the worksheet. Explain that they need to ask the same question to different classmates until they find someone who says "yes" to the question, at which point they should write that student's name. Tell them to try to get a different name for each question.
- Point to the third column. Tell them to ask for more information and make notes. Invite suggestions for questions to follow up with after finding out that their classmate could read at age three, e.g., *Who taught you so young?* or *What did you read?*
- Point out the spaces at the bottom of the worksheet. Tell them to write one or two more questions to ask.
- Ask students to stand up with the worksheet and pen. Put music on to encourage conversation. Listen to check for correct question formation and for follow-up questions. Make a note of common errors, especially concerning tenses. Correct serious errors as you hear them, such as ones concerning narrative tenses.
- When most students have completed the worksheet, ask them to return to their seats. Call on students to share with the class the most interesting things they learned. Correct errors on the board.

## 2.2 Excuse me,...?

### Aim

To practice asking for, giving, and understanding directions around town

### Language

Expressions used for asking for and giving directions

### Time

40 minutes

### Preparation

One copy of the worksheet for every two students, cut in two

### Procedure

- Tell students that they are going to role-play asking for and giving directions. Elicit useful language by writing on the board the headings: *Asking for directions, Giving directions, and Talking about landmarks.*
- Tell students to copy the headings into their notebooks and to write sentences they might say under each heading (with Student Books closed). Elicit sentences, checking for accuracy. Drill sentences, whole class and individually, for pronunciation.
- Show the class the two maps, A and B. Explain that they are maps of the same place, but map A shows where eight places are which map B doesn't, and *vice versa*. Tell them to find out where the eight missing places are by asking their partner (and not by looking at their partner's map!).
- Point to where it says *Start here* and explain that the first time they speak they must imagine that they are in the street at this point, and that A asks B for directions to the first place on their list (i.e., the market). A must say *Excuse me* and thank B for their help, and write in the name of the place on the correct building.
- Tell them to take turns asking for directions, starting with Student A asking where the market is (then B asking for the supermarket, and so on). After each role-play, they start from the last destination, i.e., the starting point for A's second turn is the market.
- Put students in pairs, A and B, and hand out one map each, which they must not show to each other. Set a time limit of ten minutes. Go around and make a note of errors.
- When most students have finished, let them compare their maps to check that they have marked every building correctly.
- Correct any errors you heard.

### Extension

Students give directions to a mystery destination. The rest of the class calls out the name of the place as soon as they think they know.