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When in Rome



While he was working in San Francisco, Mr Scotti received an invitation to visit relatives in his native Italy.



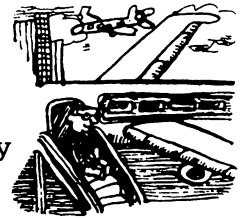
As soon as he had a day off, he went to the travel agent's and arranged a flight for the following week.



As he set off on his journey he was feeling excited and was already looking forward to some home cooking.



When the plane landed for one hour in New York to refuel, Mr Scotti thought they were in Italy and he got out.



Nobody was there to meet him so he asked a police officer, in Italian, for directions to the nearest bus-station.



The police officer was from Naples so he answered fluently in the same language.



As Mr Scotti was queuing for a bus he looked around and noticed how sad it was that Rome



was as modern as any American city now. Also, the place was full of American tourists!



After travelling around the city for several hours, he asked another police officer for directions



and was amazed to find that she didn't understand Italian.



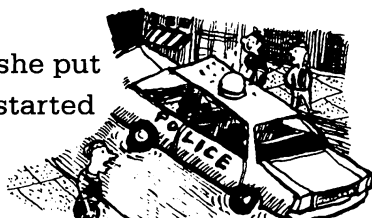
When the police officer told him he was in New York, Mr Scotti didn't believe her.



The police officer offered to take him back to the airport, and as soon as they set off



in the police car, she put the siren on and started driving very fast.



'There', said Mr Scotti, 'now I know I'm in Italy because that's how they drive.'



When in Rome

Worksheet

8

ACTIVITY

Groupwork: speaking, reading, writing

AIM

To put a story in the correct order by saying and listening to sentences.

To write the story down in a group dictation.

GRAMMAR AND FUNCTIONS

Telling a story: *when, as soon as, as, while*

When and *as soon as* + past simple for actions which happen one after the other

When, as and *while* + past continuous for longer actions

VOCABULARY

A journey

PREPARATION

Make one copy of the worksheet for each group of 14 students. Cut out the sentences (or parts of sentences) as indicated.

Make one copy of the complete story on an overhead projector transparency (or one copy between three students if overhead projector facilities are not available).

TIME

45 minutes

PROCEDURE

- 1 Tell the students that they are going to read a story about Mr Scotti, an Italian living in America, but that the story is in 14 parts which aren't in order. They will have to put the sentences of the story in the correct order.
- 2 Divide the students into groups of 14 and give each group a set of cut-up sentences (or parts of sentences), shuffled into random order. If the number of students in the class is not an exact multiple of 14, give one part of the story to a pair of students.
- 3 In their groups, each student takes one part of the story. If you have fewer than 14 students in the class or group, distribute the parts yourself and give some students two consecutive parts of the story. If you have students of mixed abilities, give shorter sentences to less confident students.
- 4 Tell the students that they are responsible for their own sentence for the rest of the activity.
- 5 Ask the students to read their own sentence and make sure they understand it.
- 6 Ask the students to practise saying their own sentence aloud and to memorise it. Go round helping them individually with pronunciation problems.
- 7 When the students have memorised their own sentence, tell them to stand up in their groups and to form a line in the order of the story by saying their sentences aloud. This stage of the activity may seem rather chaotic at first, but try not to intervene as one of the aims of this activity is for the students to repeat their sentence several times and listen to the other students' sentences carefully.
- 8 When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.
- 9 Explain that each student is going to write the whole story. Each student dictates their own sentence to the rest of the group and answers questions about the spelling and punctuation of their sentence.
- 10 Ask the student with the first line to read it out for the rest of the group to write down. The students then take it in turns to read out their sentences in order for the rest of the group to write them down.
- 11 When everybody has written down the complete story, give out copies of the complete worksheet (or display it on the overhead projector) so that the students can correct their own work.