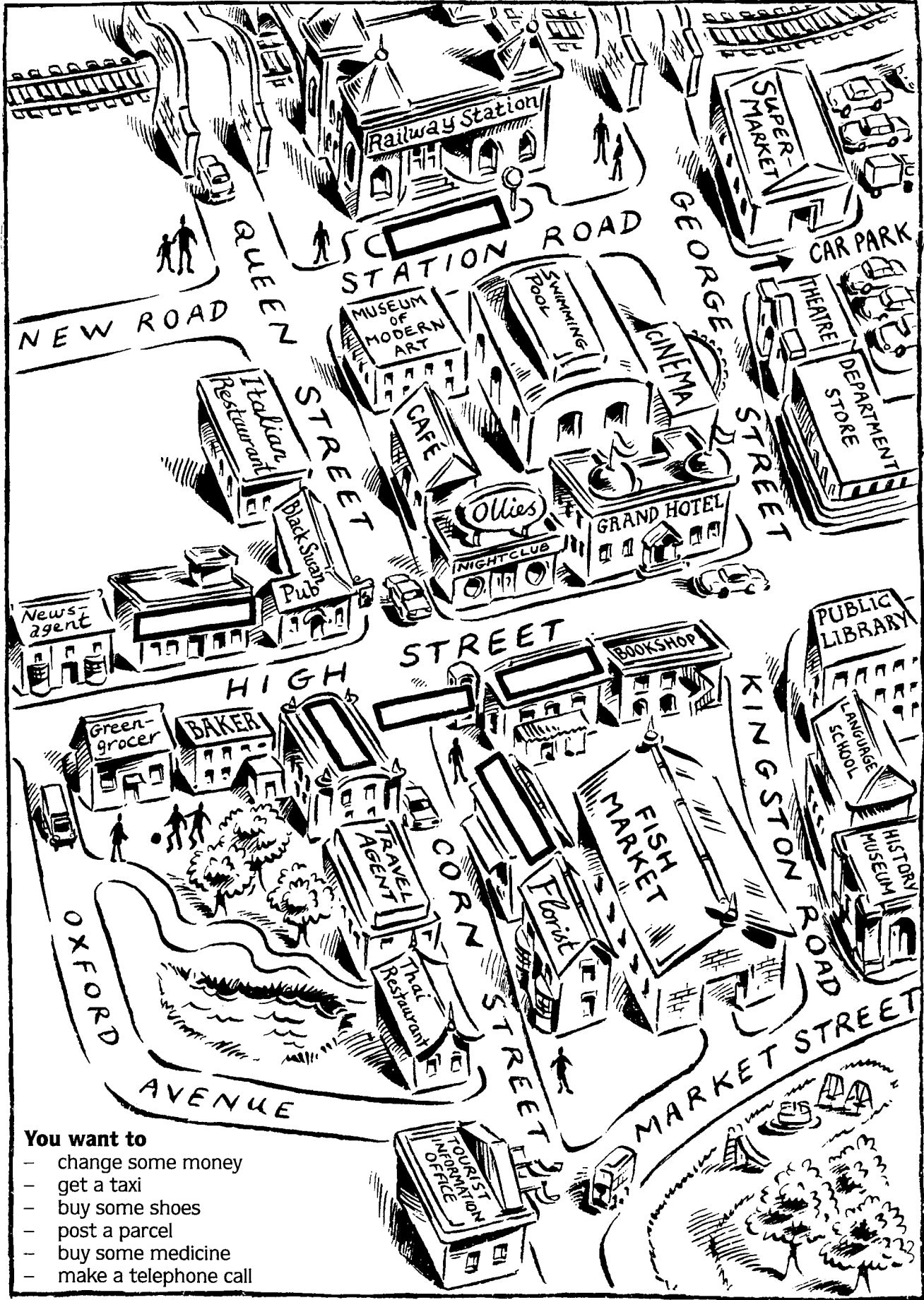


14a

Where can I buy some bread?

Student A

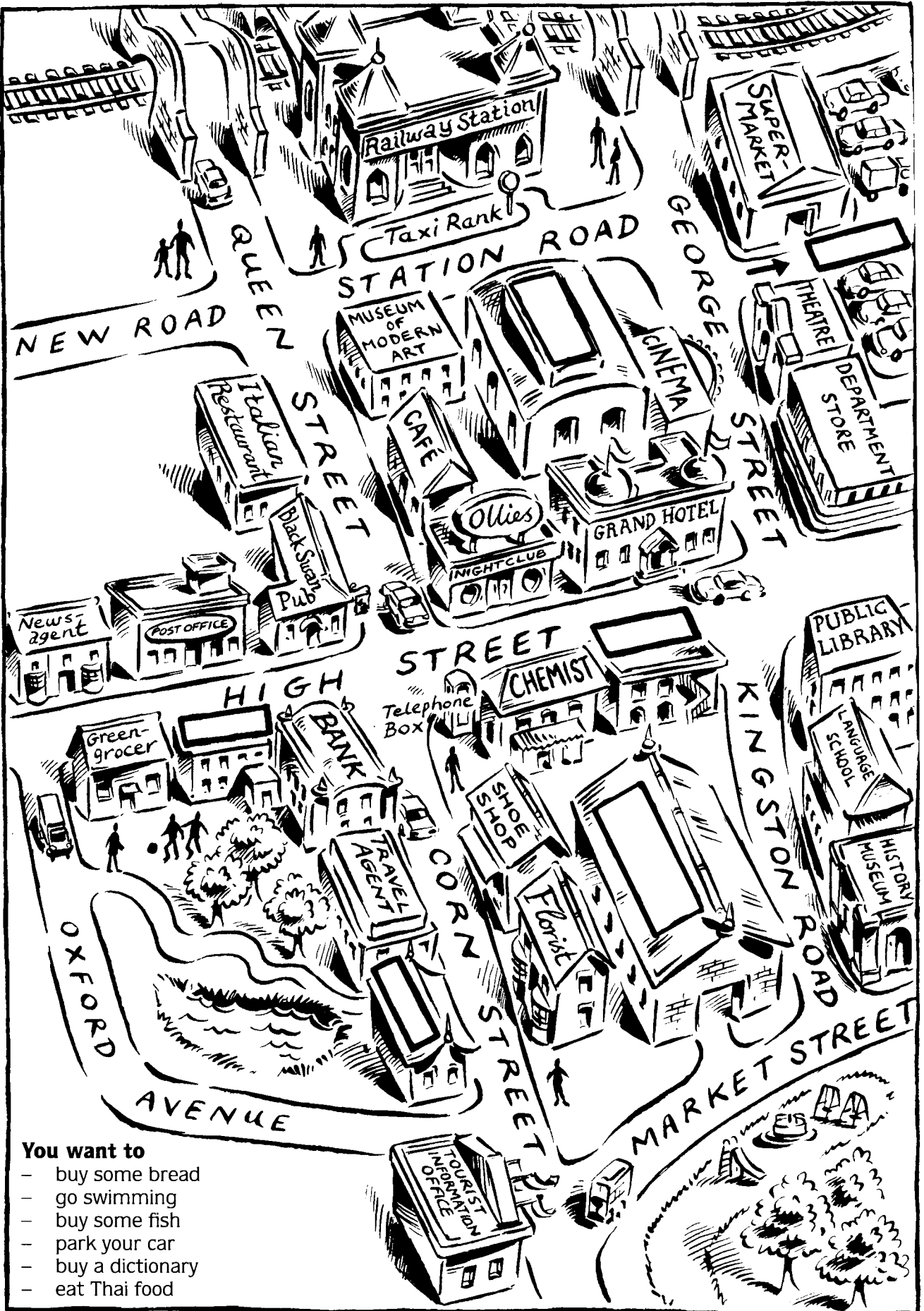


- You want to**
- change some money
 - get a taxi
 - buy some shoes
 - post a parcel
 - buy some medicine
 - make a telephone call

14b

Where can I buy some bread?

Student B



- You want to**
- buy some bread
 - go swimming
 - buy some fish
 - park your car
 - buy a dictionary
 - eat Thai food

Where can I buy some bread?

Worksheets

14a

and

14b

NOTE: Use Worksheets 14a and 14b for this activity.

ACTIVITY

Pairwork: speaking

AIM

To ask and say where places are.

GRAMMAR AND FUNCTIONS

Where can I ...?

There's a ...

Prepositions of place

Asking for and giving directions

VOCABULARY

Shops and town facilities

PREPARATION

Make one copy of Worksheet 14a and one copy of Worksheet 14b for each pair of students in the class.

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in pairs of Student A and Student B.
- 2 Explain that you are going to give them a plan of the centre of a town. Point out that there are some names of places missing on their plan.
- 3 Give a copy of Worksheet 14a to each Student A and a copy of Worksheet 14b to each Student B. Tell them not to show their plan to their partner at any time during this activity. Explain that the places which are missing from their plan are marked on their partner's plan. They are going to ask for and give information about places on their plan and write in the names of the missing places.

- 4 Before they start the activity, ask the students to look at their plan and to give you some information.

For example, ask the question:

Where can I have a cup of tea?

Elicit the answer:

There's a café in Queen Street, opposite the Italian Restaurant / between the Museum of Modern Art and Ollie's Nightclub.

Ask another question:

Where can I see a film?

Elicit the answer:

There's a cinema in George Street, near the Grand Hotel.

Write an example dialogue on the board.

- 5 Point out the list of things the students need to ask for (on their worksheets).
- 6 Ask the students to work with their partner and to take it in turns to ask for the information they need and to answer their partner's questions. They should ask and answer questions as in the example dialogue on the board. Each time they find a place on their plan according to their partner's instructions, they should write in the name.
- 7 When they have finished, they should compare plans, which should be identical.

OPTION

Instead of asking the students to ask and say where places are, ask them to give directions for how to get to the places. Tell the students that they are at the Tourist Information Office. They should ask for and give directions for the places they need to find.

For example:

Student A: *Is there a bank near here?*

Student B: *Yes, there is. Go up Corn Street and it's on the left, next to the travel agent's.*

Student A: *Oh yes, thank you.* (Student A writes the name of the place on their plan.)

Student B: *Is there a baker's near here?*

Student A: *Yes, there is. Go along Oxford Avenue, turn right and it's on the right, between the greengrocer's and the bank.*

Student B: *Oh yes, thank you.* (Student B writes the name of the place on their plan.)