



## GIVING DIRECTIONS

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** Turn left/right, go straight, go up/down/past

**Lesson Topic:** Giving directions in English

**Language/Culture Point:** Using words of sequence, such as First, Then, Next, Finally

**Objective:** Students will be able to give directions to common places at their workplace.

**Materials:** Floor plan, student pages

**Supplemental Materials to be Created:** Lesson Three requires you to tell a story about their common routines of the different places they go at work. Use the floor plan provided to talk about specific places you go in a generic office building.



### STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Floorplan	- Using pictures

### TEACHING ACTIVITY

1. As a class, practice the Sample Dialogue on page 10 of the student pages.
2. Direct students to the floor plan in their book on page 11.
3. Ask students where certain places are in the building.
4. Students should respond with language they learned in the unit on Workplace Basics, such as “The office is next to the bathroom.”



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5. Ask students about the places that are found in their business. Are there different places that are not on this floor plan? What are they? For Example:
- IT room
  - Lobby
  - Reception/front desk
  - Supply room
  - Cafeteria
  - Kitchen

### STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Floorplan	- Using pictures, TPR

### TEACHING ACTIVITY

1. Using the floorplan from step one, tell the students a story about your common routines of where you go at work. This story should include the different places you go in the building and how you get there. Be sure to use common sequence words throughout the lesson, such as 'first,' 'next,' and 'then.' Also, demonstrate the directions as you say them. For example, if you say, "I turn left," raise your left hand and point to the left. In order to not confuse left and right, turn your back to the students, but also be sure to turn your head so that they can hear you clearly.
2. Repeat the story again, this time with the students following your direction. Have the students point with you when you say the directions. Repeat as necessary to make sure students understand their part.
3. Repeat the story yet another time with the students pointing along with the directions, but this time do not show the directions yourself.

### STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	-	- TPR



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### TEACHING ACTIVITY

1. Have the students act out the story as you say it one more time, but be sure that you do not act out the story.
2. Then, have the students tell the story, and act it out following their directions.

### STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Scavenger hunt

### TEACHING ACTIVITY

1. Tell students that today we are going to practice giving directions to different places in the building.
2. Direct students to the scavenger hunt in their book. Explain that you are going to choose six important locations in the business and go find them, writing directions as you search for the location.
3. Choose a location in the building to find. Ask students to write it in the first space of the scavenger hunt in their books. Have the students follow you through the building to the place you've chosen.
4. As you go from the classroom to the chosen location, tell where you are going (straight, turn left/right, past, etc.). Be sure to include words of sequence for each step of the directions.
5. Have everyone write down the directions to the location in the space in their books.

### STEP 5: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Scavenger hunt



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### TEACHING ACTIVITY

1. Once you arrive at your destination, ask the students for directions to another location. For example, “Now we are at the office. Where is the restroom?”
2. Write this location in the second spot in the scavenger hunt.
3. Ask one student to tell you the first step.
4. Choose another student for each step of the directions until you arrive at your destination.
5. Then, ask the students to give you directions back to the classroom. Have the class give you each step as you make your way to the classroom.

### STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Scavenger hunt	- Scavenger hunt

### TEACHING ACTIVITY

1. First, have the students help you fill in each location based on what is most important to them in the business. Have students think about the places they are asked about most often.
2. Put students in groups of 2-3. Each group will start with the first location and go there. As they go to the location, the group should work together to write the directions.
3. When they arrive at that location, they proceed the next location, writing the directions as they go.
4. Students continue to all of the locations, writing directions as they go.
5. The final destination for all students should be the classroom.
6. As time allows, have students share their directions with the class and see if everyone agrees.



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### ALTERNATIVE ACTIVITY:

1. Have the students stand in two lines facing each other.
2. Assign one line to be the employee and the other line to be the customer.
3. The customers ask the employees for directions to any location they choose, and the employees give directions.
4. One line rotates until each student is back in their original spot.
5. Then, the lines switch roles and practice again.

### STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	-

### TEACHING ACTIVITY

1. Choose a group who used sequence words correctly. Ask them to share one set of directions again and write them the board.
2. Underline the sequence words and ask the class if they know what they mean.
3. Point out the order of each of sequence word and tell what it means. Show how you can use “next” or “then” interchangeably and multiple times. For example: ‘First’ is always the beginning of the directions. ‘Then’ and ‘next’ follow the first step and can be used interchangeably and multiple times. ‘Finally’ is always the last step.
4. Write another set of directions on the board with a blank space for the sequence words.
6. Ask for a volunteer to fill in one sequence word and have the other students decide if it is correct or not.
7. Continue with the remaining blanks.



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### **STEP 8: QUICK CHECK AND REVIEW**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	-	- Exit check

### **TEACHING ACTIVITY**

1. As students leave, ask them for directions from the classroom to one other location in the building.