

GIVING DIRECTIONS

Lesson Length: 1 hour + Extension Activity

Vocabulary & Expressions: Features of buildings (e.g. drinking fountain, vending machine, stairs); expressions related to giving directions (e.g. Turn __, Go __, Head __.)

Language/Culture Point: Common commands when giving/receiving directions

Objective: Students will become familiar with the building where class is held and be able to ask for directions and give directions.

Materials: Basic floor map of your building/class location or Giving Directions Floor Plan, dry erase boards/plain paper, Scavenger Hunt Worksheet (places inside the building), index cards, cell phones, Scavenger Hunt Worksheet (places outside the building)




STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- A basic floor map of your building/Giving Directions Floor Plan 	- Brainstorming

TEACHING ACTIVITY

1. Display a basic floor map of your building or use the one provided.
2. Ask students to identify what they can on the map.
3. List key vocabulary, including specific locations (e.g. lobby, classroom, computer lab, stairs, emergency exit, etc.).

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- A basic floor map of your building/Giving Directions Floor Plan 	- Brainstorming



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TEACHING ACTIVITY

1. Explain that you are going to take a tour of the building so that students can help with new students who join the class or assist anyone who needs something in the building.
2. Take students on a tour of the building while using key vocabulary. For example, “Let’s go out this door and turn left. On the right, you will see the computer labs. Let’s pass by the computer labs then go left again...” Be sure to cover important places in the school and why it is useful to know them. For example, “This is the teacher’s lounge. You can buy a snack from the vending machine in here if you’re hungry.”
3. Your presentation should also focus on introducing students to common expressions used when giving directions, such as: “go straight,” “take a __,” “go past __,” “head __,” etc.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Dry erase boards/plain paper	

TEACHING ACTIVITY

1. Once you reach the end of the tour, have students take the lead and direct you back to the classroom.
2. When you get back in the classroom, have the students use dry erase boards or pieces of paper to write their responses to a comprehension check. Ask questions about where they would go in the building for different things. For example:
 - Where would you go if you’re thirsty?
 - Where would you go if you need to wash your hands?
 - Where would you go if you hurt yourself and you need a bandage?
 - Where would you go if you have a headache?
 - Where would you go to get a book to read?
 - Where would you go to get a snack?
 - Where would you go to check your e-mail?
 - Where would you go to make a phone call if you forgot your cell phone?

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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Scavenger Hunt Worksheet	- Think Aloud

TEACHING ACTIVITY

1. Tell students, “Today we’re talking about how to help people get to where they need to go. Sometimes you can just show them where something is, but sometimes you’re busy and you have to give them directions.”
2. Pass out a Scavenger Hunt Worksheet with different scenarios specific to your school/ building. For example:
 - Could you help me find the lobby?
 - Could you help me find the bathroom?
 - I need a drink of water.
 - I forgot my cellphone when I left class yesterday. Where can I ask about it?
 - Do you know where I can get a textbook?
3. Take an item on the worksheet and use a Think Aloud to model how to give directions to that place. For example, “Hm, my friend Karim is new and he needs to find the main office. To get there, let’s see, I would ...”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Scavenger Hunt Worksheet	

TEACHING ACTIVITY

1. Choose another item on the worksheet and this time have students walk you through how to get there. Have the class repeat the directions aloud.

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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15-20 minutes	- Scavenger Hunt Worksheet	- Scavenger Hunt

TEACHING ACTIVITY

1. Students should get in pairs and work together to find the different locations on the worksheet. For the first item, Student A should give directions to Student B. For the next item on the sheet students should switch roles, and so forth.
2. If your students have cell phone cameras, an option would be to use them during the “hunt” to prove that they found each place on the worksheet by taking a picture.
3. Come back together as a class to discuss students’ results. Pick 3-5 items and have students tell you how to get to each place.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		- TPR

TEACHING ACTIVITY

1. Highlight common expressions used when asking for and giving directions. For example:
 - Excuse me, could you help me find...
 - I need/I am looking for...
 - Go straight.
 - Take a right/left.
 - Head upstairs.
 - Go past the...
2. Do a TPR activity with the students by having them act out verbal commands.



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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards	- Exit Check

TEACHING ACTIVITY

1. Give students a quick note card quiz. Hand out index cards and have each student write his/her name on a card.
2. Have students choose a location that they feel comfortable giving directions to and write that location on the back of the card.
3. Collect the cards and shuffle them. Stand by the door and draw a card. The student whose name you call should come to the door and tell you how to get to the location listed on the card as he/she leaves.



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EXTENSION ACTIVITY: SCAVENGER HUNT

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none">- Cell phones- Scavenger Hunt Worksheet	<ul style="list-style-type: none">- Field Trip- Scavenger Hunt

TEACHING ACTIVITY

1. Now that you've introduced the idea of a scavenger hunt in class, have students look for things/places outside the building! Give students a set amount of time to find as many places on the list as they can. Be sure to emphasize that students should be speaking English and practicing giving directions while they're looking for things on the list.
2. If possible, students should take a picture with a cell phone camera to prove that they found each place.