

GIVING AND RECEIVING DIRECTIONS

Lesson Length: 1.75 hour + Extension Activity

Vocabulary & Expressions: Go straight, go down the street, turn right, turn left, blocks, intersection, corner, across from, beside, north, south, east, and west.

Language/Culture Point: Communicating with someone when you don't know the correct answer

Objective: Students will be able to give and receive directions.

Materials: Small white boards, computer, projector, video, speakers Google map of local area, written directions to local places, *printed directions for extension activity*




STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Small white boards or paper	- Brainstorming

TEACHING ACTIVITY

1. Ask students to brainstorm places that they visit in the community. Have them work in groups and write their ideas down on a small white board or piece of paper.
2. Ask the groups to share their ideas with the class. Ask students to brainstorm vocabulary that they might use or hear if someone gave them directions or if they needed to give directions.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
15 minutes	- Computer and projector - Speakers - Internet connection  - Directions video	- Using Videos

TEACHING ACTIVITY

1. Watch a short video on YouTube that demonstrates a conversation where directions are given. Here is one option:

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 https://www.youtube.com/watch?v=QzWiJ-Q_na

If you don't have access to YouTube or a projector, hold a conversation with a higher level student or a teacher's assistant. The conversation should focus on asking someone for directions. Below is a suggested conversation:

Character 1(Student): Excuse me; I'm looking for the bank. Could you tell me where it is?

Character 2 (Instructor): Sure! Go straight down Washington Street 2 blocks. Turn right on 5th Street and go three blocks. Turn left on Walnut Street. The bank will be on the right side.

Character 1: Ok! So Washington 2 blocks, then right on 5th for 3 blocks and then left on Walnut. Bank is on the right. Is that right?

Character 2: Yes! Good luck!

Character 1: Thank you!

2. After watching the video, or completing the conversation, have the students call out direction words they heard in the conversation. Write them on the board. Repeat the video or conversation and ask students if there are any words that they missed. Add them to the list on the board. Add some additional words as well. Include words such as: go straight, go down the street, turn right, turn left, blocks, intersection, corner, across from, beside, north, south, east, and west.
3. Choose another student to have a conversation with you. Modify the conversation this time to illustrate what to do if you don't know the directions. For example:

Character 1(Student): Excuse me; I'm looking for the bank. Could you tell me where it is?

Character 2 (Instructor): I'm sorry; I don't know where any banks are. I'm not from the area.

Character 1: Ok! Thank you!

4. Brainstorm with the students a few ways to decline giving directions. Always include "I'm sorry." Other ideas are "I'm not from the area," "I don't know where that is," or "I don't know the directions."

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		- TPR

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TEACHING ACTIVITY

1. Use TPR to review the new vocabulary and directions from the previous step. Associate each of the new words with an action. For example, “turn right” everyone moves their right hand to demonstrate a turn. Or demonstrate “beside” by asking everyone to point to the person beside them.
2. Call out words and do the action with the class until they become comfortable with the words and actions. Then, begin to call out words without completing the action and see if students can remember the actions themselves.
3. After you’ve spent some time doing this, switch it up by doing the action and have students call out the word.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Google Map with streets and buildings - Printed map of your community - Computer and projector - Internet Connection  - Direction cards 	<ul style="list-style-type: none"> - Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Tell students that today we’re going to practice giving and receiving directions.
2. Give each student a copy of a map of your organization’s neighborhood with the major destinations, such as businesses, restaurants, parks, and banks, labeled. Google Maps can be used to prepare and print a map by navigating to your neighborhood and choosing to print the map on the screen. If possible, use a computer and projector to pull up the same map in the classroom. If not, use your own copy of the map for this activity.
3. Using a Direction Card you created for a business or other labeled location on the map, conduct a Think Aloud about how you can get there from your class. A template to create your own Direction Cards is provided as supplemental materials. For example, “I’m at The Learning Center and I need to get to Mainstay Bank. There it is! It looks like I need to walk three blocks north on Station Street. Okay, now I need to turn left on Tom Street and walk two more blocks. Mainstay Bank is right there at the corner of Tom

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Street and Downtown Boulevard.”

4. Encourage the class to follow along on their maps as you Think Aloud about how to get to your destination. Once you reach your destination, have the class mark it on their maps.
5. Repeat the directions and ask the students to follow along with you as you model listening and following directions on the map.
6. Repeat the process again with a new location and Direction Card, having students follow along on their own maps. This time, however, they should not know the final destination in advance. They will learn the destination by following your directions.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10-15 minutes	<ul style="list-style-type: none"> - Google Map with streets and buildings - Printed map of your community - Computer and projector - Internet connection  - Direction Cards 	<ul style="list-style-type: none"> - Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Continue along the same lines as Step 4 with a new destination, but this time speak the directions to the students and have them follow on their maps. For example, you might say, “We’re at the Learning Center and we need to buy a gift for a birthday. I know where to go! Go straight on First Street for one block. Turn left on Blue Street and go two blocks. What store are we at? It looks like we’re at the Piñata Palace.” Check where they end up and make sure they are all at the right location. After going through the directions once or twice, repeat them once more and follow the directions on the projector or your own map so the students can check their work.
2. Next, choose a student volunteer to give you directions to another location as you follow along on the map. If necessary, provide the student with written directions they can read if they have difficulty coming up with the directions on their own. You will need to prepare the written directions in advance.
3. Repeat this process until students feel comfortable with the vocabulary.

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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Printed map of your community - Directions Cards	- Authentic Materials - Problem Solving

TEACHING ACTIVITY

- Put students into pairs, and provide each student with directions to 4 locations on the map, or 8 per pair. You will need to prepare the directions in advance. Use your class location as the starting point for each set of directions, and include the name of the destination for each location. Make sure that students do not share their destinations with their partner.
- Have one partner read the directions to their first location while the other partner follows the directions. Once the second partner reaches the destination on their map, they should tell their partner where they ended up.
- Once they have completed this, they should switch roles and complete the same process using the other partner’s directions.
- For students who need more of a challenge, have them practice giving directions without using the directions you have provided, or to give directions to unlabeled locations on the map.
- Once the pairs have completed the task, come back together and review the locations and directions as a class.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		- Role Play

TEACHING ACTIVITY

- Discuss with the students what they would say if someone asked them for directions, but they didn’t know the way. Discuss what the typical answer would be in their cultures. (Many cultures value giving an answer over giving a correct answer and will often give a stranger incorrect directions to avoid saying “I don’t know.”) Review a few culturally appropriate ways to respond and write them on the board. For example, “I’m



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sorry, I don't know where that is." "I'm sorry, but I don't know how to get there." "I'm sorry, I don't live in this area." Discuss the cultural value of being helpful and honest with strangers.

2. Pair students again. Ask them to role play asking for directions and giving one of the appropriate responses.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Before students leave, ask them to write the directions from the classroom to their house.
2. Have students read their directions to a partner or to the class.

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EXTENSION ACTIVITY: FIELD TRIP

Time Frame	Materials	Teaching Strategies
Varies	- 3 or 4 sets of directions leading to the same location.	- Field Trip

TEACHING ACTIVITY

1. Take a field trip outside. Divide the students into 3 or 4 groups, depending on the number of students in your class. Give each group a set of directions. Each set of directions should start the students at a different street corner. All the sets of directions should lead the students to the same place, but if possible, take them each on a different route. Tell them if they are confused, they should call you to get further directions.
2. Meet the students at the final location (possibly a restaurant or ice cream shop). Debrief their experience. Ask them how it felt to follow the directions. Did they feel confident? Nervous? Confused?

