

Understanding Directions

Lesson Objective: To enable the student to follow verbal directions by making them familiar with phrases such as “take the second left”. They will also learn about *intersection naming*, get to practice *prepositions of place* and develop their map reading skills.

Skill Level: Pre-intermediate

Preparation Time: About 15 minutes (assuming you have a laser printer)

Lesson Duration: 1 hour

Preparation advice

- Print out one copy of the warmer and cut along the dotted line on both pages. This will produce 4 conversation sheets. These need to be stuck to the walls of the classroom in various locations (using sticky-tack or tape) before the class starts.
- Print out one copy of the worksheets for each group that you will teach.
- Print out one copy of the answers for each student, plus one copy for you to use in class.
 - To save paper, print the answers double sided, two pages per side. It should be possible to change the print settings in *File → Print → Properties*.
- Print out one copy of the extension activity for each group that you will teach. You should only need to use this if the class runs a bit short.

Teacher's guide

Note: **If there is more than one student in the class, put the students into pairs or groups.**

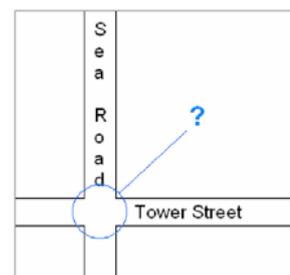
Warmer: Split the class into 4 groups. Draw the students' attention to the conversation sheets that you put on the walls earlier and tell them that they have 2 minutes to read what the person / people say and then answer the questions together. Send each group to a sheet and allow them to start. Monitor them while they do the task and after one or two minutes, move each group to a new sheet. Repeat this process a few more times.

If you are teaching a big class (>20 students), it may be more practical to just divide the class into groups of 4 or 5 students and then give each group a copy of the conversation sheets, rather than putting them on the walls.

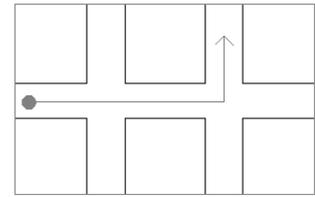
Pre-teach: Draw a basic intersection on the board (see right). See if you can elicit the following *intersection names* from the students:

- The Sea-Tower intersection (or Tower-Sea intersection).
- The corner of Tower Street and Sea Road (or Sea Road and Tower Street)

Briefly clarify the above naming system and then concept check by renaming the roads and asking for the intersection name.



Next, draw a basic road grid on the board (see right). Tell the students that a person walks along the road and then turns. See if you can elicit which turn they took.



The answer is “the second left”. To concept check, draw a new journey and then ask the students which turn was taken.

Page 1: Put the students into groups of two or three. Show the students page 1 of the worksheets and explain that the map shows a person’s journey and that they must answer questions about that journey. Be sure to mention that questions 1 and 4 require three boxes to be ticked, not just one.

Give them about 6 minutes to do this and then review their answers.

Page 2: Inform the students that you will be given a map (page 2). You will then read out directions, and when you do, they have follow your directions and then tick (✓) the place they end up at.

Give each group page 2 and then read out the directions for each journey which are on page 2 of the answers. Each time you finish giving directions, ask the student where they are.

If they have problems with this activity, read out a journey again, step by step. Check after each step that they’re in the right place and clarify any misunderstandings.

Page 3: This worksheet is used to briefly check the students’ understanding of basic prepositions of place. For questions 1 to 6, they have to fill the gaps with the correct preposition. Ensure they use a different preposition for each gap.

For questions 7 to 12, they have to fill the gap with the correct place. There are 5 places and 6 questions so one of the places has to be used twice.

Give the students 5 minutes to do this and then go over the answers.

Page 4: Show the students page 4 which features a map of *New Town*. Tell them that they must listen to your directions and then write down which building they end up in. They have to write the name of the building (using the buildings key) not the letter.

Give each group page 4 and then read out each set of directions which are on page 5 of the answers. Once all the directions have been read, reveal the correct answers.

If there is time left in the lesson, you can improvise a few more journeys. Alternatively, you can do the extension activity, which is outlined below.

Extension activity: Do this if the lesson runs short. The sheet features a map and four questions. Each question states a starting point and a destination. The students have to write the directions that will lead to the destination.

Give the students whatever time is left in class to complete the task. When they’re done, give them feedback.