**Teachers’ notes Level B.1.1**

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| A picture containing text, outdoor, sign, street  Description automatically generated**Lesson outcomes**By the end of the lesson students will have: * discovered more about the town where you are now.
* practised map reading
* practised asking for and giving directions
* practised asking for information
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| **Materials**Handout for studentsSimple town maps (free from the local tourist office or town hall)Appendices PPTAll images taken from Pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **5 minutes** | **Activity 1:** Brainstorm* Display lesson objectives.
* Where can you go to meet people?
* Where can you go for information?
* Where can you go to buy more for less?
 | **PPT** |
| **5 minutes****10 minutes****10 minutes****15 minutes****10 minutes** | **Activity 2a**: Map reading* Distribute local street maps, one between two, or use the town map on the PPT.
* Ask the pairs to find key places. Set a time limit for this of 3 minutes.

*Suggested key places:**The railway station The bus station The post office The church/cathedral The local government offices (Council offices, City Hall or Town Hall) The shopping centre The parks The central square or market square The tourist information office The library.***Activity 2b:** Giving directions in town.* Look together at Phrases 1 in the language box.
* Give students a starting point, a station or the school.
* Do 2 or 3 examples together.
* Continue in pairs.

**Activity 2c:** Giving directions from here to there. Asking andanswering.* Look at Phrases 2 in the language box
* Ask students to give directions from one key place on the town map to another.
* Do some examples together. This time answers must be detailed.
* Continue in pairs.

**Activity 3:** Card game* Ask students what they can do at each of the key places.

***eg. buy a ticket (station), buy stamps (post office), ask information(tourist information office), attend a service (church)**** Give them time to check the language box again
* Put the pairs into 4’s
* Distribute cards for the groups of students to look at.
* Place the cards face down in the centre of the table.
* One student takes a card and asks directions to another student, who answers giving clear directions.
* The card is then put to the bottom of the pile.
* The second student then takes a card and asks directions.

***Variation: Swap the groups of cards around after 5 minutes and continue.*****Activity 4:** Whole class feedback* Each group demonstrates an example dialogue to the others*.*
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| **5 minutes** | **Activity 5: Reflection*** How has this lesson helped students to get around and find out about where they are living?
* Will they feel more confident about asking directions and asking information to people in the street?
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**Students’ handout**

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| **A picture containing text, outdoor, sign, street  Description automatically generatedLesson Outcomes** By the end of the lesson you will have: * discovered more about the town where you are living.
* practised map reading
* practised asking for information
* practised asking for and giving directions
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  **Activity 1:** Discussion

* Where can you go to meet people?
* Where can you go for information?
* Are there thrift stores and discount stores?



**Activity 2a:** Map Reading

* Look at a local street map, or use the town map on the PPT.
* Find some key places. Check all together.



**Activity 2b:** Giving Directions in town

* Look together at Phrases 1 in the language box.
* Choose a starting point. ***eg. a station or the school.***
* Do 2 or 3 examples together.
* Continue in pairs.



**Activity 2c:** Giving directions from here to there. Asking and answering

* Look at Phrases 2 in the language box
* Practice giving directions from one key place on the town map to another.
* Do some examples together. This time answers must be detailed.
* Continue in pairs.

 **Activity 3:** Card Game

* What can we do at each of the key places?

***eg. buy a ticket (station), buy stamps (post office), ask information (tourist information office), attend a service (church)***

* Check the language box and Appendix 1
* Get into groups of 4. Your teacher will give you some cards. Look at the town map.
* Put the cards face down in the centre of the table.
* One of you takes a card and asks a question to another, who answers giving clear directions.
* The card is then put to the bottom of the pile.
* The second person takes a card and the question and answer continues.

 **Activity 4:** Whole class feedback

* Each group demonstrates an example dialogue to the others*.*



**Activity 5**:  **Reflection**

* How has this lesson helped you to get around and find out about where you are living?
* Will you feel more confident about asking directions and asking information to people in the street?

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| **Language Box:  Giving Directions****Phrases 1 Activity 2b** Giving Directions.* **eg. Where is the post office?** (**Next to** the florist’s)
* Where is the Town Hall? ( **At the end of** the central shopping street, **near** the river)
* Excuse me, here is the street market? **(in** the town square, **opposite** the cathedral)

**Phrases 2 Activity 2c** Getting from here to there* **eg. How can I get to the post office?** (**Carry on along** this road and **turn left** at the end. **Go** **straight on** at the roundabout until you reach the town centre, about 500 meters. The post office is **next to** the florist’s **on the right**)
* **eg. Excuse me, I’m looking for the Town Hall?** (Walk **through** the town centre and **along** the main shopping street. The Town Hall is the building **at the end** just before you go down to the river.)

**Notice:** Giving landmarks can help the person receiving the directions.* eg:…turn right **just after the Esso garage** ….. when you see **the Tesco superstore** on the left, the market is just behind it ….
* eg. …. Drive **TO** the end of the street, but turn right **AT** the end of the street

**Notice**: Verbs and phrasal verbs used in giving directions often include the verb TURN:* eg. turn **RIGHT**, turn **LEFT**, turn **INTO** (Station Street), turn ONTO the bypass, turn **ROUND** at the end of the road.
* eg …. Turn **INTO** the garage, but turn **ROUND** (when you do a U turn).

**Notice:** We **CROSS** (verb) the road or **go/walk/run ACROSS** (verb + adverb) the road.**Glossary: Some cultural information to notice:*** Some road features may be new to you: **roundabouts, underpasses, zebra crossings** and **traffic lights** with the red **AMBER** and green lights.
* Cycle paths may be new too, the compulsory **lighting** on a bicycle at night and the importance too, of wearing a **high visibility jacket** (high viz jacket/vest) or fluorescent jacket, while riding a bicycle
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 **Appendix 1** (**For the card game) Asking about a place:**

* **Excuse me, where is ….. please?**
* **Excuse me, how can I get to ……..?**
* **Do you know where the nearest (chemist’s) is, please?**
* **I’m looking for ……**
* **Could you tell me where the (nearest chemist’s) is please?\_**

For the card game. Key places in town:

the bank

the barber’s/the hairdresser’s

the centre of town

The town/city hall

the exchange office

the library

the hospital

the chemist’s/pharmacy

the street market

the park

the train/ railway station

the bus station

The police station

The church

The church hall

Example answers:

* *The chemist’s is along the High Street between the supermarket and the newsagent’s.*
* *Well from here, carry on walking into the centre. All the shops are along the High Street. The chemist’s is just after the supermarket.*
* *Yes of course. The nearest one is in the High Street just after the supermarket.*

Use prepositions of place:

**On, in, near, next to, between, in front of, behind, along, past, just after/just past, opposite.**

a landmark is a useful point of reference:

***eg. : in front of the car park, just past the café’, next to the supermarket.***