

## SHORT LESSON PLAN: ASKING FOR WALKING DIRECTIONS

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### WARM UP:

Ask students: Do you remember your first week in Toronto? Is Toronto a small city, or a big city? Was it easy to find places? Are the names easy to pronounce? Did you sometimes get lost (lost = when you do not know your location/direction)? (Show funny picture(s) of “lost sign”.) Were you nervous (nervous,; show picture happy couple, Are they lost? NO)? Did you ask for help? What question did you ask? How? What did they say to help you? How do you usually find a place? What do you use? Discuss in groups for 5-10 minutes. Share the best story. Tell me the most difficult street to pronounce (Adelaide, Roncesvalles)

**LOST = WHEN YOU CANNOT FIND A PLACE, WHEN YOU DO NOT KNOW YOUR LOCATION WHEN YOU HAVE MANY DIRECTIONS BUT NOT THE CORRECT ONE!**

Because we sometimes are lost, today we are looking at “Asking for and Giving Directions”.

### PRESENTATION DIALOGUE:

“I was lost the first week in Toronto. But My brother “Roberto” showed me many FREE maps. “You can get the maps at the Tourism Office, Andrés”, he said. I asked Roberto: “Where is the Tourism Office?” He said to me. “It’s on Yonge and Dundas.” If you are lost Andrés, ask someone . **“How do you get to the corner of Yonge and Dundas?”** I was waking on King Street but after some a few minutes I was lost. (Act out) There was a woman in the corner so I asked her, **“Excuse me. How do you get to the corner of Yonge and Dundas?”** She said:

**“It’s really close to the Eaton Centre. First, walk 2 blocks on King Street to George Street. After that, turn right on George Street and go up to Queen Street. There’s a Tim Hortons in the corner. Then, turn left on Queen Street and head East for 5 blocks to Yonge Street. Cross Yonge at the light. Walk up to Dundas Street. It’s next to the Spring Rolls restaurant, across from the Eaton Centre.”** I said, “Thanks!”

Now I have all my free maps! Canada is amazing!”

(Repeat it once more if necessary. Note: show students the maps again: they will have to go to the Tourism Office and bring their favorite maps/brochures to class.)

PLEASE SEE CHART BELOW FIRST: Ask the class what they remember from your story. (look at some notes in the chart for pronunciation)

1) What was the question for directions. What did I ask? . (How do you ....: practice adequate stress, “Howdaya ...”; focus on ONE expression only )? **ASK AND WRITE ON BOARD AND REPEAT**

2) Did she give a sequence, 1, 2 .... 3? **Did she have an order for the directions?** What did she say?(First, then, after that: use everyday events with simple present to remind them of sequence if lost)

3) **ACT OUT What specific verbs** did the woman use to give directions (walk, walk up to, head East, go up, turn right, turn left, cross)? ( Is head my head? Or is head the direction of my eyes?/ walk = go = head/ difference between “walk down to” and “walk to” ... / to cross (verb) ,... across from (prep) / Cardinal points on the walls of room Yellow subway line North-South .... Green line East-West / Show a cue card or use your hands to explain turn left or right. Have students turn left and right. TEEL STUDENTS GO DOWN TO BATHURST STATION, WALK STRAIGHT TO THE BB. WALK STRAIGHT; TURN RIGHT WALK AROUND TURN LEFT.

4) **FIRST DO PREPOSITIONS WITH PEOPLE IN THE CLASS AND THEN DO PREPOSITION WITH THE MAP OF THE STORE.** ASK WHERE IS THE STORE AND YES NO QUESTIONS. How was she more specific about the location? (e.g., Was the Tourism Office **next to** the Tim Hortons? No, it was **next to** the Spring Rolls restaurant,) Possibilities for prepositions: 1).. 2) Use students’s positions to remember prepositions “next to /between/ in front of/ ” (e.g. Is Kate next to Alex? Ask around and have them ask) **Use the simpler map created to practice the positions with locations by asking: “Where is the bank? It’s next to \_\_\_\_\_**

(For “close to/near vs far from” ask students about their own countries. Is Iran close to Canada? Where is your country? Is Colombia north? Is Bathurst Station close to CCLCS? What restaurant/Grocery Store is close to your house? What restaurant/bank is far?

Copy different elements of the chart below on the blackboard. Once most are on the blackboard have students repeat the expressions as a class after you have modeled pronunciation. Finally, select some students to check the pronunciation for the different expressions (look at some notes in the chart for pronunciation, specially for rhythm)

Finally, if time allows, give each student the “Downtown Toronto Map” and have them follow your presentation on the Map.

### ASKING FOR AND GIVING DIRECTIONS

QUESTIONS	SEQUENCE WORDS	IMPERATIVES FOR DIRECTION	OTHER PREPOSITIONS
<p><b>Excuse me, How do you get to __x__?</b></p> <p>(Teacher Note: Work on the pronunciation/rhythm of “Howdaya” and correct stress: “<i>Howdaya</i> <u>get</u> to the <u>bank</u>?”)</p> <p>(note: don’t go into difference I/You for this question)</p>	First,	<p>Put all together with only one street!!!!  <b>WALK TO YONGE</b>  <b>WALK UP/DOWN YONGE.</b>  <u>Walk to</u> Yonge Street.  <u>Walk straight on</u> Yonge Street.  <u>Walk down</u> King Street. (street)  <u>Walk down to</u> the Tim Hortons. (place/street)</p> <p>(Teacher Note: “down” = generally in the direction of the lake)</p>	<p>It’s <u>close to</u> the Tim Hortons.  It’s <u>near</u> Tim Hortons. ( same idea/synonym/ =)</p> <p>(Teacher Note: no “<del>near to</del>” for Spanish speakers, “cerca de”)  It’s <u>far from</u> Tim Hortons. (opposite /antonym)</p> <p>It’s <u>between</u> the CIBC bank and the Spring Rolls restaurant.</p>
Excuse me, Can you tell me how to get to __x__? (Do not teach unless someone mentions)	Then,	<u>Turn left on</u> Yonge Street. <u>Turn right on</u> Yonge Street.	It’s <u>next to</u> the Spring Rolls restaurant  It’s <u>in front of</u> the Eaton Centre. It’s <u>across from</u> the Eaton Centre.
	After that,	<u>Cross</u> Yonge Street.	
Sorry, Do you know where __x__ is? (Do not teach unless someone mentions)	Then,	<u>Go up</u> Yonge Street. <u>Go up to</u> the Tim Hortons. (place/street) <u>Go down</u> Yonge Street. (street) <u>Go straight on</u> Yonge Street	<p>(Teacher Note: In general, no difference between “in front of” and “across from”.)</p> <p>(Teacher Note: Generally, do not accent the prepositions as they are not content words.)</p>
Sorry, I’m looking for __x__. (Do not teach unless someone mentions)		<u>Head North/South on</u> Yonge Street. <u>Head East/West on</u> Queen Street.	

## **PRACTICE EXERCISES**

**A) CONTROLLED PRACTICE.** (15 minutes) Fill out the incomplete dialogues. Match the corresponding expressions.

EXERCISE 1) FILL OUT USING VOCABULARY/ OR MATCH DIALOGUES **(Exercise will be presented later on; the simulation will proceed to the Semi-Controlled/Free Practice using a Map which is the more natural use of asking for and giving directions)**

**B) SEMI-CONTROLLED/FREE PRACTICE EXERCISE 2.** (30 minutes) (GAP INFORMATION EXERCISE; SEE MAP PROVIDED, if possible use names of students for this one; less realistic but may create more of a group dynamic. Students will have more realistic maps in the Production Stage.) Cut in half and give each student their corresponding character A or B..

### **GIVING DIRECTIONS: SEMI-CONTROLLED/FREE PRACTICE**

You are lost at **St. Andrés Subway Station**. You are late for a very important event (interview, dinner, therapy, reunion , ...) Ask someone to help you. Follow the directions in your map. Did you arrive to the correct location?

#### **Example:**

Student A: Excuse me, I am lost. Could you tell me how to get to **MAPLE HIGH SCHOOL**?

Student B: Sure, of course. Cross Bloor Street right here. Walk straight ahead on Elm Street for 2 blocks. It's on your left, in front of the Public Library.

Student A: Thank you!

#### **Student A:**

1. You need to meet your Colombian friend at **Mi Tierra** restaurant.
2. You need to go to the **YMCA** for a job interview. You need a job urgently!
3. You need to send an urgent letter at the **Post Office**. It closes in 10 minutes.

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Student A: Excuse me, I am lost. Could you tell me how to get to **MAPLE HIGH SCHOOL**?

Student B: Sure, of course. Cross Bloor Street right here. Walk straight ahead on Elm Street for 2 blocks. It's on your left, in front of the Public Library.

Student A: Thank you!

#### **Student B:**

1. You need to get your OHIP card at the **OHIP Office** today.
2. You need to speak to new Mayor Olivia Chow. She is at **City Hall**.
3. You need to go to **Ontario Hotel** to meet with your new boss. He is not patient.

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**PRODUCTION EXERCISES** (Whole class mingling) (30+ minutes)

Purpose: use language more spontaneously.

- 1) Have students actually go to the “Travel Information Office” at Yonge and Dundas. Have them bring to class 3-4 maps they really liked. Discuss in groups with classmates, then, present one for the whole class.
- 2) Have students draw the maps of their own neighborhoods with 3 places they like/love. Next class, a classmate will ask for the directions to them. Don’t include the places you like in your map.