



LEVEL 1
LESSON 10
COME OVER TO MY PLACE

Topics Giving directions Sequence of events with “then” Asking questions	Prepare Before Class Map of the area around your school Toy telephone or rectangular blocks Graphic of Anna’s street Small toys or unique objects to be used for “treasure hunt”
Learning Strategy Use images	Goals Grammar: Locating places; Imperatives; There is /There are Pronunciation: Using rising intonation to check understanding Speaking: Giving simple directions

Day 1

Introduce the Lesson Topic

Ask students, “Who is good at reading a map?”

Show a simple map of your area.

Ask a student who said they are good at reading maps to look at your map.

Ask the student and the class: “How do you find a place on the map?”

Give students a chance to think and suggest answers.

Possible answers include: look for a known place such as a lake or a large road and follow directions from there; look for a ‘you are here’ arrow or star to locate yourself; look for the names of roads, neighborhoods, or large buildings.

Learning Strategy

Tell students that in today's lesson, they will learn to use images to help give and understand directions. Say, "An image is a kind of picture."

Explain that when we give directions or help someone else find a place, it works the same as when we read a map. We need to tell the person where to start. If the person knows the place, they may see a picture in their mind of that place. This is one way to use images.

Ask students to think for a few minutes about other ways they have used images in learning English. Let several students respond. Using pictures in books, on classroom walls, or on the internet to help remember words are some possible responses.

Present the Conversation

Tell students that the video will show Anna giving directions to Ashley. Play the main video or ask a few students to read the conversation. Have students respond when there are pauses in the video.

Main Video Script – Lesson 10

1. Listen:

Where is your apartment?

Speak:

_____ your apartment? (Where is)

Listen:

My apartment is near the Columbia Heights Metro.

Speak:

My apartment _____ the Columbia Heights Metro. (is near)

2. Listen:

Yes. Exit the Metro and turn right.

Speak:

Yes. _____ the Metro and turn _____. (exit, right)

Listen:

Then at the bus station turn left.

Speak:

Then at the bus station _____ left. (turn)

Listen:

Then walk straight ahead.

Speak:

Then walk _____. (straight ahead)

Day 2

Speaking Practice

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After key words, the video teaches some common phrases to give directions. It shows the turns and steps of the directions. If you cannot show the video, show students the picture on the next page to aid understanding.

Have students repeat the directions in the Speaking Practice box and follow the steps on the picture. If you have a map of your school's neighborhood, give copies to students so they can use it to give directions to the school.

Speaking Practice Script – Lesson 10

1. When we tell someone how to find a place, we say we are giving them directions. Listen to Anna giving Ashley directions: "Exit the Metro and turn right. Then at the bus station turn left. Then walk straight ahead."

2. Now you try it.

Speak:

_____ the Metro and _____.

Listen: Then at the bus station turn left.

Speak:

_____ at the bus station turn _____. (Then, left)

Now you try it.

Speak:

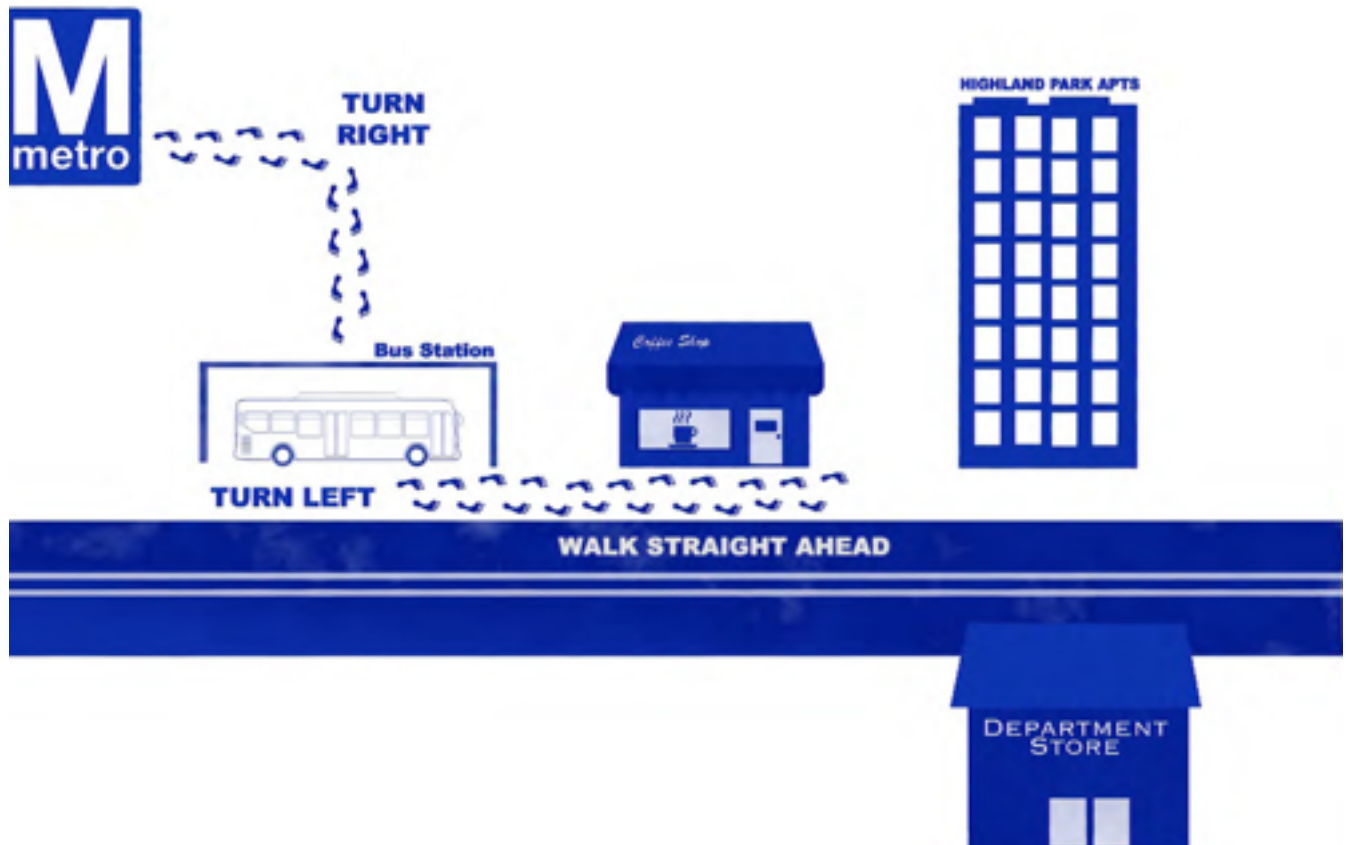
Then ___straight_____. (walk, ahead)

Activity – Giving Directions

Give each student a copy of the Activity Sheet. Review the phrases from the sheet: walk straight; turn right; turn left.

Have students repeat the words. Use the picture from the video below to help explain the phrase meanings. Ask students, "Does seeing this image help you understand the conversation?"

Have students work with a partner to write directions to the school from a nearby location.



Pronunciation Practice

The Pronunciation Practice video reviews one way of asking questions in English - using rising intonation.

Pronunciation Practice Video Script - Lesson 10

1. One way to ask a question is to say a sentence with your voice going up. Listen to Ashley ask about Anna's apartment: It is near the Columbia Heights Metro?

2. Now you try it. Ask Anna a question after she says "My apartment is across from a big department store."
Speak:
_____ from a big department store? (It is across)

Treasure Hunt – Practice

Tell students that they are going to have a 'treasure hunt.' Explain that treasure is a valuable thing. Give one student in each pair an object or 'treasure' card as shown at the end of this lesson. Tell students to stand side-by-side with their partner. Tell them,

- "Put your shoulder next to your partner's shoulder. If you are on the right side of your partner, raise your right hand. If you are on the left side of your partner, raise your left hand."
- "Look at the hand you have in the air and say the English word for that hand. Who has the left hand?" Tell students to wave their left hand around.
- Say, "Keep that image in your mind. That's the left side. Use the image to remember when you are giving or listening to directions."
- Say, "Now students on the right – wave your right hand around."
- Say, "Students who have their right hand up, sit down and close your eyes." If using the treasure cards, tell students on the left side to write their partner's name on the card.
- Say, "Students who have your left hand up, take the treasure card and hide it in the room. Remember where you put it. You have one minute."
- Set a timer or look at the clock. When students have hidden the object, tell them to sit down next to their partner.
- Say, "Now, students on the right side, ask your partner, 'Where is the treasure?'"

Say, “Students on the left, give your partner directions so they can go to the treasure.”

Watch students as they go around the room giving directions. Remind students to use English as they give their partner directions to the treasure. After the first student in the pair finds the treasure, ask students to change roles and give directions to the other student.

Day 4

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Exit the Metro and turn right.
2. Turn left at the light.
3. Exit the bus station and turn right.
4. Then walk to the coffee shop.
5. It is across from the department store.
6. Which coffee shop? There are three coffee shops.

Collect the papers or ask students to trade papers and check the answers together.

Writing

Review the words and phrases for giving directions and write some of them on the board for students to use in their work. Give them a map of the area around the school if possible. Give the assignment for writing in class or at home.

Write the writing topic on the board:

How do you tell someone how to find your school? Or where you work? Try writing directions to a place near you. If you like, you can write a conversation between yourself and a friend.

After students have written their directions, have them trade with a classmate and read the directions without saying the place, then see if their partner can guess the place.

Conversation

- Anna: Hi! Today, my friend Ashley, is coming over. I am showing her my new apartment!
Oh! That's Ashley calling.
- Anna: Hi Ashley!
- Ashley: Hi Anna! I'm coming to your apartment. Where is your apartment?
- Anna: My apartment is near the Columbia Heights Metro.
- Ashley: It is near the Columbia Heights Metro?
- Anna: Yes. **Exit the Metro and turn right. Then at the bus station turn left. Then walk straight ahead.**
- Ashley: Okay. Exit Metro, turn right, turn left, then go straight ahead?
- Anna: Yes. My apartment is near a **coffee shop**.
- Ashley: Okay. See you soon!
- Anna: Hi, Ashley.
- Ashley: Anna, Which coffee shop? There are three coffee shops.
- Anna: Okay, my apartment is across from a **big department store**.
- Ashley: A big department store? Ah, I see it!
- Anna: Okay! Bye, Ashley. See you soon!
- Ashley: Okay. See you soon.
- Anna: Ashley! Ashley! Ashley! Over here! It's Anna! It's Anna! Hi!
- Anna: I love having my friends over. Come on!
- Ashley: Great!

Key Words

ahead - *adv.* to or toward the place where someone is going

bus - *n.* a large vehicle that is used for carrying passengers especially along a particular route at particular times

coffee shop - *n.* a small restaurant that serves coffee and other drinks as well as simple foods

department store - *n.* a large store that has separate areas in which different kinds of products are sold

exit - *v.* to go out of a place

left - *adj.* located on the same side of your body as your heart

Metro - *n.* an underground railway system in some cities (also called subway)

right - *adj.* located on the side of your body that is away from your heart

station - *n.* place where buses, trains, etc., regularly stop so that passengers can get on and off

straight - *adv.* in a straight or direct way

then - *adv.* used to indicate what happened or happens next

turn - *v.* to cause your body or a part of your body to face a different direction

walk - *v.* to move with your legs at a speed that is slower than running

Quiz - Level 1, Lesson 10 - Come Over to My Place

Listen. Circle the letter of the correct answer.

1. What do you do after you exit the metro?

- a. Turn right after you exit.
- b. Turn at the light.
- c. Turn and exit.
- d. Turn into the bus station.

4. Then where do you go?

- a. Then you exit the coffee shop.
- b. Stay out of the coffee shop.
- c. Then you go to the copy shop.
- d. You walk to the coffee shop.

2. Where do you turn?

- a. Turn off the light.
- b. Make a right turn.
- c. Turn left at the light.
- d. After the right.

5. Where is Anna's apartment?

- a. It is next to the department store
- b. It is on the corner by the department store.
- c. It is across from the department store.
- d. It is above the department store.

3. Where do you turn after the bus station?

- a. Exit the bus station and turn right.
- b. When you go into the bus station.
- c. Pass the bus station and turn left.
- d. Before you get to the bus station.

6. Where is Anna's apartment?

- a. She does not see a coffee shop.
- b. Ashley sees three coffee shops.
- c. There are no coffee shops on the street.
- d. She will meet Anna in the coffee shop.

STEP 1

Complete the names of the places below. Then write each number on any blank space on your map that you like.



EXAMPLE

1 coffee shop



2 _ _ _ t r o



3 d e a t e t
store



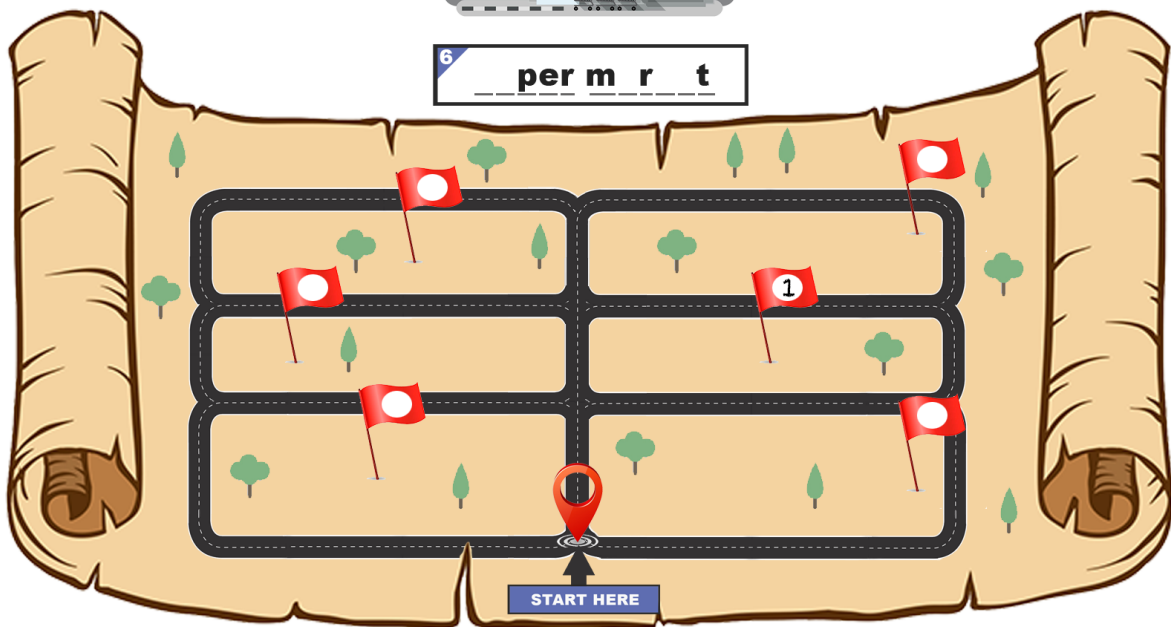
4 a p r _ e t



5 b u s p



6 _ _ p e r m r t

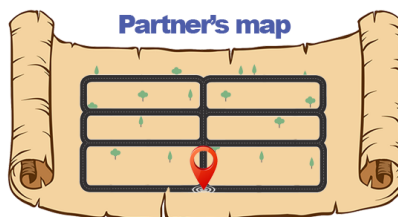


STEP 2

Now let your partner ask you about where things are on your map. Tell them how to get there from the starting point. Then ask your friend where things are on their map. Listen to their answer and write the number of the thing you are asking about on the small map.

Walk straight, then turn right.
Walk straight again and then turn left.

Partner's map



Where is the coffee shop?

Map to Anna's Place

