

## ORIGINAL SPEAKING LESSON PLAN

### ‘Lost in London: Asking and Giving Directions’

**Class profile:**

5<sup>th</sup> or 6<sup>th</sup> Class of the State Primary School

Level: A1-A2

Time: 45 min

**Materials:** a central London map, You-tube videos, a lap-top, worksheets.

**Aim:** To foster Ls’ speaking skills and microskills in the primary EFL classroom by creating a ‘real-life’ communicative setting.

- Specific aims:**
1. To develop Ls’ speaking skills
  2. To encourage asking and giving directions in L2
  3. To develop Ls’ speaking microskills
  4. To raise Ls’ communicative skills
  5. To achieve skills integration
  6. To enhance Ls’ collaboration

Procedure	Objectives	Time
<p><b>A) Pre-speaking stage</b></p> <p><b>Step 1:</b> a. The teacher introduces the topic by showing the Ls<sup>1</sup> a map of central London and asking questions e.g. <i>What’ this? Have you ever needed or used a map? Why do we usually need a map?</i> b. Predicting/Guessing: Ls are asked to make guesses about the purpose of the lesson, e.g. <i>What are we going to talk about today?</i></p> <p><b>Step 2:</b> Ls are invited to listen to a ‘real-life’ dialogue derived from a You-tube video<sup>2</sup> in which two interlocutors are talking about directions: the man asking for directions is a foreigner / tourist lost in the capital of Britain and his interlocutor is British able to give the directions needed based on a map.</p>	<p>- This warm-up task aims to</p> <p>a. activate prior world knowledge and relevant content schemata (related to target culture awareness) and</p> <p>b. motivate Ls by creating expectations</p> <p>- To provide Ls with the necessary linguistic input</p> <p>- To make Ls active listeners</p> <p>- To integrate listening with writing</p>	<p>1 min</p> <p>2 min</p>

<sup>1</sup> Ls=Learners

<sup>2</sup> [http://www.youtube.com/watch?v=-SU\\_DYxI8SU](http://www.youtube.com/watch?v=-SU_DYxI8SU)

<p>While listening to the dialogue, Ls carry out a relevant gap-filling task.</p>		
<p><b>Step 3:</b> Ls are asked to watch the You-tube video with the subtitles in order to check their answers on their own first; then the teacher gives feedback.</p>	<ul style="list-style-type: none"> <li>- To motivate them through You-tube technology</li> <li>- To create a ‘real-life’ context</li> <li>- To encourage self-correction</li> </ul>	2 min
<p><b>Step 4:</b> Ls are also provided with pictures to help them understand the meaning and use of key imperatives for giving directions.</p>	<ul style="list-style-type: none"> <li>- To practice language related to asking and giving directions</li> <li>- To practice imperatives</li> </ul>	5 min
<p><b>B) <u>While-speaking stage</u></b></p>		
<p><b>Step 5:</b> Ls work in pairs and are provided with two maps. The idea of this task is information gap. Each learner gets a different handout with different buildings marked on the map. The Ls’ job is to exchange information in order to complete their maps. They should ask <i>Excuse me, how can I get to...?</i> questions. Some buildings (e.g. Railway Station) are marked on both maps to give students some point of reference. The teacher has to mark X on all the handouts by hand and make sure it’s in the same place on both copies (Student A and Student B) as the activity won’t work otherwise.</p>	<ul style="list-style-type: none"> <li>- To make Ls act out a dialogue</li> <li>- To motivate Ls by visual aids</li> <li>- Skills integration</li> <li>- To check comprehension</li> <li>- To encourage communication</li> <li>- To engage Ls in a speaking game</li> <li>- To encourage peer correction</li> </ul>	8 min
<p><b>Step 6:</b> The teacher sets the scene: Ls imagine they are a group of friends visiting London as tourists but they feel lost and need somebody’s help to continue their sightseeing. Fortunately, they’ve got three maps of central</p>	<ul style="list-style-type: none"> <li>- To consolidate vocabulary for asking &amp; giving directions</li> <li>- To encourage Ls act out a ‘real-life’ dialogue</li> <li>- To enhance group work</li> <li>- To create a ‘real-life’ communicative setting</li> <li>- To promote Ls’ interaction</li> </ul>	~15min

<p>London. To save time, they decide to be divided into 3 groups to ask directions for three different places of interest (a. The Houses of Parliament, b. The Buckingham Palace and c. the Tower of London. The 3 groups manage to find somebody to ask directions. Two members of the group act out the dialogue to the whole class. To facilitate Ls to carry out the speaking task, the can teacher provide them with a list of helpful expressions and vocabulary for asking and giving directions.</p>	<ul style="list-style-type: none"> <li>- To develop Ls' speaking skills &amp; microskills</li> <li>- To make Ls realize how to use a map</li> <li>- Skills integration (listening &amp; speaking)</li> </ul>	
<p><b>C) Post-speaking stage</b>  <b>Step 7:</b> Each one of the above groups writes a paragraph summarizing the directions for the specific place of interest they were assigned to find. They are asked to use appropriate linking expressions.</p>	<ul style="list-style-type: none"> <li>- To develop Ls writing skill using the appropriate linking expressions</li> <li>- Skills integration (writing &amp; listening)</li> </ul>	5 min
<p><b>Step 8:</b> A representative of each group reports the paragraph back to the whole class. While reporting back, the other groups listen carefully to trace the way on their maps and circle the destination.</p>	<ul style="list-style-type: none"> <li>- To make Ls active listeners</li> <li>- To engage Ls in a speaking game</li> <li>- To check comprehension</li> </ul>	5 min
<p><b>Step 9:</b> Ls are given a self-assessment questionnaire to fill in by Ticking ✓ what's true for them in order to get a lesson feedback as well.</p>	<ul style="list-style-type: none"> <li>- To provide and receive feedback</li> </ul>	1 min
<p><b>Step 10:</b> Ls view a videoclip with a relevant song, entitled 'Follow Directions'<sup>3</sup>; they sing following the lyrics in the subtitles and dance all</p>	<ul style="list-style-type: none"> <li>- To listen &amp; sing</li> <li>- To practise pronunciation</li> <li>- To listen, sing and dance for fun</li> </ul>	1 min

together.		
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<sup>6</sup> <http://www.youtube.com/watch?v=atFupd8NxRE>

## WORKSHEETS

### A) Pre-speaking stage:

Listen carefully to the dialogue and fill in the following gaps. Then watch the relevant video and pay attention to the English subtitles to check your answers on your own.

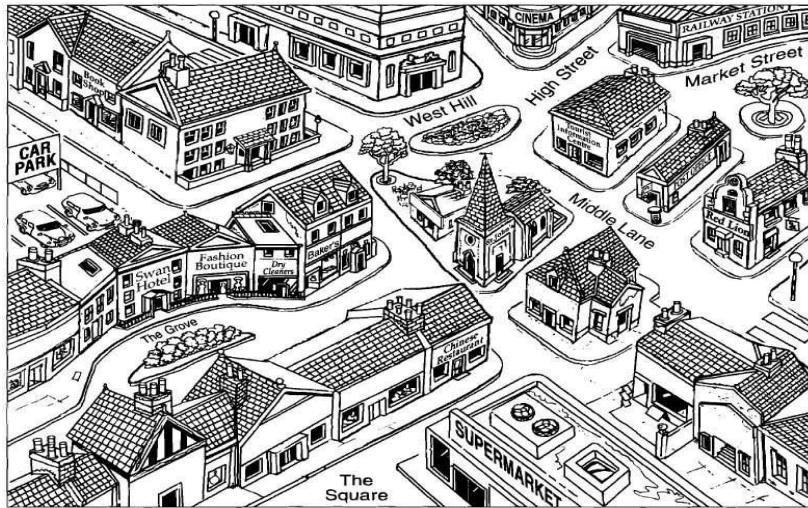
#### 'Asking and giving directions' - Transcript

- Excuse me!
- Yes, \_\_\_\_\_ can I help?
- \_\_\_\_\_, ehm, can you tell me the \_\_\_\_\_ to Waterloo Station? I think I'm lost...
- I think you might be, yeah... You're actually here right in the middle of Hyde Park.
- Oh dear...
- It's \_\_\_\_\_ at all! All you need to do is continue \_\_\_\_\_ on through St James' Park...
- Yes...
- And then, when you get to the Houses of Parliament, \_\_\_\_\_ left...
- Hhmmm...
- Then go \_\_\_\_\_ the bridge...
- Ok...
- And then it's first \_\_\_\_\_ and you're there, that's Waterloo Station.
- Great, ok, so...ehm... Through Hyde Park, and then \_\_\_\_\_ at the Houses of Parliament...
- No, no, no, LEFT at the Houses of Parliament!
- Right! (=Ok). \_\_\_\_\_ at the Houses of Parliament. Ehm... Cross the bridge...
- That's it!
- And then... to the \_\_\_\_\_?
- First on the right!
- First on the right!
- And that's Waterloo Station!
- Fantastic! Thank you very much.
- No problem, you're \_\_\_\_\_ !
- Bye!

### B) While-speaking stage:

**B1. Look at the map below. There are buildings that are not marked on your map, but they are marked on your friend's map. You are at "X". Ask your friend how to get there and mark the ten buildings on your map. What question will you ask? What phrases will you use to answer the question?**

#### MAP 1/STUDENT A



How can I get to ...?

the police station	the bank	the hospital	the chemist	the charity shop
the disco	the shoe shop	the newsagent's	the internet cafe	the snack bar

**MAP 2/STUDENT B**



How can I get to ...?

the post office	the Chinese restaurant	the bookshop	the cinema	the fashion boutique
the supermarket	the car park	the baker's	the dry cleaner's	the Swan Hotel

**B2. Simulation Activity: 'Lost in London: How to get to ...?'**

1. You are a group of friends visiting London as tourists and you've just visited the British Museum.
2. At the moment, you feel lost and need somebody's help to continue your sightseeing. Fortunately, you've got three maps of central London. To save time, you decide to be divided into 3 groups to ask directions for three main London sights: a. The Houses of Parliament, b. The Buckingham Palace and c. The Tower of London.
3. In your groups study the map of central London and prepare a dialogue about asking and giving directions for one of the three different sights.
4. Two members of your group act out the dialogue to the class.

**C) Post-speaking stage:**

**C1.** Work in your groups again and write a paragraph to summarize the directions for the London sight you were assigned to ‘find’ using appropriate linking expressions. Then a representative of each group reports back to the class and the other groups listen carefully to circle the destination ‘tracing’ the way on your maps.

**C2. SELF-ASSESSMENT QUESTIONNAIRE**

**Tick ✓ what’s true for you**

<b>Now I can:</b>	
ask directions for a place	
give directions to a place	
act out a dialogue about directions	
take notes while listening to directions	
take turns while acting out a dialogue	
use a map to get to a place	
use imperatives to give directions	
use prepositions of place	
write a paragraph about directions	
work well with my classmates	