Lesson Plan

Instructor: Krystyna Arnold

Length: 45 minutes

Student level: Beginning intermediate

Objectives:

By the end of the lesson students will be able to:

* Become familiar with vocabulary pertaining to directions: Street, Intersection, Left, Right, Shortcut, Movie Theater, Gas station, Light, Crosswalk, Stop
* Will discover the route taken by the taxi by drawing the path on the map
* Explain directions on how to get to the destination of their choice that is on the provided map using the listening example/activities as a guideline.

Materials:

* PowerPoint, matching vocabulary, fill in the blank worksheet, map

Procedure:

|  |  |  |
| --- | --- | --- |
| Time | Student Activity | Teacher Activity |
| 3 | Students brainstorm individually and share their answers. (Teacher prompts students if necessary). | Teacher introduces topic of ‘Giving directions’  Teacher asks students, “If you are looking for a place what do you need?” |
| 7 | Students repeat the vocabulary words twice after the teacher. | Teacher introduces key vocabulary (Intersection, left, right, shortcut, crosswalk, movie theater, gas station, stop, light).  Teacher asks students to repeat after each word has been said. |
| 5 | Students do a matching of the vocabulary words with pictures. | Teacher puts students into pairs and instructs them to match the correct picture with its label.  Teacher goes over answers using the powerpoint and asking the students as a class. |
| 2 | Students respond to the teacher and raise their hands if they have ever ridden in a taxi. | Teacher shows students a picture of a taxi and asks, “Does anybody know what this is?”  Teacher then asks if any students have even ridden in a taxi before.  Teacher introduces that they will be listening to a dialogue of a girl and a taxi driver. |
| 2 | Students listen while focusing on finding the answers to the proposed questions. | Teacher plays audio and tells students to listen carefully for the answers to comprehension questions: Where is the girl trying to go? What is that near? Why did she give the directions? Why was she lucky? |
| 4 | Students pair up and discuss what happens along with the answers to the questions. | Teacher walks around and listens to students’ dialogue. |
| 2 | Students follow directions on their map worksheet. | Teacher plays audio. |
| 4 | Students compare their answers with both of their neighbors. | Teacher monitors the class. |
| 2 | Students check their answers again with the recording. | Teacher plays audio again. |
| 5 | Using the map worksheet students write out alternate destinations for their trip. | Teacher monitors the class and offers support when needed. |
| 7 | Students walk around and meet with two other students. Students explain the directions they came up with and the other student says what the destination is. | Teacher monitors the class. (If there is an odd number of students in the classroom, the teacher can act as one of the students and guess the destination). |
| 2 | Students discuss their reasons. | Teacher asks students why they might need to give directions to somebody.  Teacher states that tomorrow they will continue with the discussion. |