

## Unit Overview

### Topic: Giving Directions

In this unit students focus on giving directions. In the Conversation, they listen as Laura gives Luis directions. Students learn how to show location and give directions in How English Works and give directions in a variety of different Situations. In the Communication section, students find locations on a map. In English Out There, students match photos of famous landmarks with their locations.

### Audio CD-1:

Vocabulary Preview  
Conversation

CD 1 track 31  
CD 1 track 32


Conversation questions (1-3) CD 1 track 33  
How English Works (1-12) CD 1 track 34  
Situations (1-5) CD 1 track 35

### Warm Up (books closed)

This activity will help the students activate vocabulary used for giving directions.

1. Greet students and introduce the warm up. T: *Today we're going to practice giving directions. Let's start with the directions to this classroom.*
2. Name a few places nearby and elicit directions from those places to the classroom. T: *Does everyone know where (the student union) is? How do you get here from there?*
3. Draw a map of the building or area to help elicit vocabulary.

### Unit Goals & Vocabulary Preview page 49

- 1 Go through the Unit Goals with the students.
- 2 Introduce the vocabulary. T: *Let's look at the words on page 49. These are words we often use when we give directions.*
- 3  Read the words or play the audio. T:

*Let's look at some landmarks first.*

- 4 Provide simple definitions or draw sketches on the board if students are not familiar with any of the words. T: *Are there any of these landmarks you don't know? Can you give an example of each one?*
- 5 Have students repeat the words. Emphasize the word stress. T: *Repeat the words: park, building, etc.*
- 6 Elicit additional landmarks. T: *Can anyone think of other landmarks?*
- 7 Have the students brainstorm other landmarks with a partner. Allow 1 minute. Then have the pairs share their new items with the class.
- 8 Repeat Steps 3 through 7 for **Roads and streets** and **Direction words**.

### Vocabulary Preview: word stress and other examples

Landmarks	Roads and streets	Direction words
<b>park</b>	<b>highway</b>	<b>right</b>
<b>building</b>	<b>avenue</b>	<b>left</b>
<b>monument</b>	<b>lane</b>	<b>straight</b>
<b>statue</b>	<b>block</b>	<b>north</b>
<b>bridge</b>	<b>alley</b>	<b>south</b>
<b>hill</b>	<b>sidewalk</b>	<b>east</b>
<b>valley</b>		<b>west</b>
<b>lake</b>	<b>Other examples</b>	<b>Other examples</b>
<b>Other examples</b>	<i>intersection</i>	<i>veer stay to the left/right</i>
<i>post office</i>	<i>driveway</i>	<i>make a sharp turn</i>
<i>school</i>	<i>on-ramp</i>	<i>it's diagonally across from</i>
<i>fountain</i>		
<i>plaza</i>		


## Conversation page 50


In this section, students practice language for giving directions.

➊ Introduce the activity. Ask students questions about individual frames in the story. Encourage the students to guess, even if they are not sure. T: *Now turn to page 50.*

*Look at the illustrations. In Frame 1, where is Luis? [in his office/ at work] Where is Laura? [in a meeting] Look at Frame 3. How does Luis feel? [upset/worried/surprised] What is Luis doing in Frame 6? [writing] Look at Frame 7. What do you think Luis will do next? [hang up the phone]*

➋ Set up the situation before playing the audio. T: *Laura and Luis have a meeting at 1 o'clock, but Luis is still in the office. Laura gives him directions to the meeting. Let's listen.*

➌  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along. Play the audio twice. Ask the students to close their books as they listen a second time.*

➍  Play the Conversation questions in Step 2 or read the questions yourself. Have students circle the answers.

T: *Listen to the questions and circle the correct answers.*

Question 1: *Where is Luis now?*

Question 2: *When does the meeting start?*

Question 3: *How will Luis get to the meeting?*

➎ Ask students to tell you what answers they circled. T: *(Name), what did you circle for number 1?*

### Answers

- (c) at his office (In Frame 2, Luis says, "I'm here. I'm in the office.")
- (a) 1 o'clock (In Frame 3, Laura says, "We have a meeting with Lucid Systems today, at 1 o'clock.")
- (c) We don't know. He might walk, drive, take a taxi, take a bus.

### Optional

Ask a few open-ended questions about the conversation. T: *How do you think Laura feels about Luis? Do you think Laura likes working with Luis? What kind of person do you think Luis is? How about Laura?*

➏ Put the students into pairs to say the conversation. T: *Say the conversation with your partner. Then switch characters and say it again.*

### Practice Point

As students practice, have them act as if they're talking on the telephone:

- Sit back to back so that you can't see your partner. Pretend that you are talking on the phone.
- Practice again. Use a different event (not a meeting) and different directions.

➐ After the students have practiced the conversation, have them replace the words in red. T: *Now say the conversation again. Replace the words in red with the substitution words. Hold up your book and point out the substitution words at the bottom of the page.*

➑ Walk around the classroom, helping students as necessary.

➒ Have the students close their books. Ask some pairs of students to say the conversation from memory.


### Culture Notes

- Luis is being sarcastic when he says, "What do you mean— where am I? I'm in the office. You're talking to me." Sarcasm is a kind of humor that mildly makes fun of the other person. Of course, we have to be careful when we use sarcasm in conversation.
- Luis says, "Oh, man!" when he realizes he is late. People often use "emotional expressions", like "Oh, man", when they are in an unexpected or difficult situation.

## How English Works page 51

This section introduces functional language for giving directions.

### Checking Students Knowledge

- 1 Have students fill in the blanks.
- 2  Play the audio so students can check their answers
- 3 Answer any questions students have.

### Explaining the Grammar Points

#### Grammar Point 1: Prepositions for locations

- 4 Say the example. T: *Lucid Systems is on Ashby.*

T: *Can you find a statement like this in the Conversation? (Frame 5: It's on Ashby...)*

- 5 Write on the board:

It's on Ashby Avenue.

T: *Which word in this sentence shows location?*

Underline: on. Say the rule. T: *"On" is a preposition. Prepositions show location. Use "on" before street names.*

- 6 Add some personal examples.
- 7 Go through the rest of the Rule and the More about it.

#### Grammar Point 2: Giving directions

- 8 Say the example. T: *Take College Avenue to Ashby, and turn right.*

Ask: *Can you find this statement in the Conversation? (Frame 5)*

- 9 Write on the board: **Take Highway 680. You have to get on Highway 680.**

Ask: *The first example has no subject. What kind of statement is this? [an imperative statement] Write (You) before "Take Highway 680."* Say the rule.

- 10 Add your own examples.
- 11 Go through the rest of the Rule and the More about it.

#### Grammar Point 3: Asking for directions

- 12 Say the example. T: *How do I get to Lucid?*

T: *Can you find this question in the Conversation? (Frame 4)*

- 13 Write on the board:

Excuse me. Where is the post office?

How do I get to the restaurant?

T: *What is the question word? Underline:*

Where and How. Say the rule. T: *Use "where" or "how do I get to" to ask for directions.*

- 14 Add some original questions. (example: *Where is the student union?*)

- 15 Go through the rest of the Rule and the

More about it: polite requests for directions.

### Using the Grammar

- 16 Ask students about locations they know.
  - questions with prepositions:  
T: *What city is (...) in? What part of the city is it in? What street is it on?*
  - giving directions:  
T: *Where is the student union? How do I get to (your favorite restaurant)?*
  - asking for directions:  
T: *Now ask a partner: How to get to (the library, the train station, etc.)?*

### Grammar Guide

**Grammar Point 1:** Use prepositions to show locations. Use "on" with streets, "at" with addresses and large places, "to" with a destination, "toward" to show movement, and "in" with cities, states, countries, and continents.

**Grammar Point 2:** Use imperatives or "have to" to give directions. This helps to make the directions clear and direct. Use prepositions to show movement (up, down, across, through, past), location (near, next to, across from, on the corner), change of movement (turn/go + direction), landmarks (turn/go toward) and distance (blocks, miles).

**Grammar Point 3:** To ask for directions, you can begin your question with "Where..." or "How do I get to..." It's more polite if you are less direct, by beginning with "Do you know..." or "Can you tell me..."

### Answers

1. Our office is at 3400 Ashby Avenue.
2. Take First Street toward the river.
3. We have representatives in Europe and Asia.
4. Let's meet at the museum.
5. Take Highway 680.
6. Go up the hill.
7. Lucid Tech is across from the shopping mall.
8. Go north on Highway 1.
9. It's about 3 blocks from here.
10. Excuse me. Where is the post office?
11. How do I get to the restaurant? 12. Can you tell me how to get to the restaurant?
12. Can you tell me how to get to the restaurant?

## Situations page 52

This section focuses on directions and locations.

① Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, where are these people? [on a college campus] In Frame 2, where are the women? [in a big city/ on a street corner] Look at Frame 3. What is the relationship between the 2 people?[they're co-workers] Where are the men in Frame 4?[in a shopping mall] In Frame 5, what is the woman doing? [driving]*

② Put students into pairs and have them fill in the missing parts of the conversations. T: *Now work with your partner and fill in the blanks with the correct words.*

③ Allow some time for students to fill in all the blanks and then ask if there are any questions.

④ Have the students practice the conversations together orally. T: *Now, practice Conversations 1 to 5 with your partner.*

### Everyday Expressions

Write these expressions on the board. Students who finish early can practice again, using them as substitutions.

Frame 1: Where's the library? = Do you know where the library is?

Frame 2: You can't miss it. = It's easy to find.


Frame 3: Where is it? = I don't know where that is.

Frame 4: You have to go past the food court. = It's on the other side of the food court.

Frame 5: Rose and Elwood? = Did you say "Rose and Elwood"?

Mm-hmm. = Yeah.

⑤ Have students switch A-B roles and read the conversations again. T: *Now switch roles and practice again.*

⑥  Play the audio so students can check their answers. T: *Now listen and check your answers.*

⑦ Next have students cover the words and repeat the conversations from memory. T: *Now, cover all the words. Try to have the conversations again.*

⑧ After students have practiced all 5 conversations, put them in pairs. T: *Now look at*

*number 6. Give your partner directions to a place in this building.*

⑨ Ask for volunteers to say their directions to the class. T: *Who wants to say their directions? Don't say the name of the place. Just say the directions. Have the class guess the place.*

### Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

Situation 1: Give someone directions from the airport to a hotel.

Situation 2: Give someone directions from your school/office to your home.

After students have created their own dialogues, have volunteers stand up and present their dialogues to the class.

### Answers

- A: Excuse me. Where's the library?  
B: It's not far from here. Go toward the student center. (to)  
A: Up that big hill?  
B: That's right. Then turn right. (go)
- A: Excuse me. Where is the Metropolitan museum?  
B: It's about 3 blocks from here. Go toward the park.  
A: Go toward Central Park?  
B: That's right. Then turn right onto Fifth Ave. You can't miss it.
- A: Can you recommend a Thai restaurant?  
B: Hmm. I really like "King of Thai."  
A: Where is it?  
B: It's on State Street. It's across from the subway station.
- A: Hey, do you know where CD Rama is?  
B: Yeah. It's across from the pet store. You have to go past the food court.  
A: Okay, got it.
- A: How do I get to your house?  
B: It's on the corner of Rose and Elwood.  
A: Rose and Elwood?  
B: Mm-hmm. Turn right on Elwood. My house is on the left.

## Communication page 53

In this activity, students play a map game.

❶ Warm up: Get students thinking about location: ask a few questions about where students are sitting. T: *Where is (name) sitting? Who is she sitting next to? Who is sitting in front of (name)?*

❷ Put students in pairs and have one person in each pair be “A”. The other person is “B.” T: *A, look at the map on page 53. B, look at the map on page 112. Introduce the activity. T: Ask your partner about the places. Hold up your book and point to the box with the place names in it. T: When your partner says the location, write the name on the map next to the location.*

❸ Choose 2 students to model the example. T: *(Names), would you read the example together? Great. Now work with your partners and fill in your maps. Check to make sure that students understand that they should write the names of the places in the blanks on their map.*

❹ Walk around the room and offer help as necessary. Be sure to help the students use clarification questions. (Please say that again. Did you say...?)

❺ After students have finished, elicit a few of the answers for the locations on the map. T: *Can someone tell me where the National Bank is? How about the Central Post Office? What’s near Amber Park? Be sure the students answer with the correct prepositions.*

❻ Go on to Step 2. T: *Now, let’s give each other directions. Ask your partner for directions to at least 3 places on the map.*

❼ Choose 2 students to model the example. T: *(Names), would you read the example together before we begin?*

❽ After students have finished, elicit some directions from the class. T: *Could someone give me directions to the Triangle Building? I’m at the Igloo Ice Cream Shop.*

### Bonus

❾ Have students switch partners and introduce the Bonus activity. T: *Now give your new partner directions to a place near this building. Can your partner can guess the place?*

❿ Walk around the room and offer help as needed.

⓫ After a few minutes, wrap up the activity with a few questions. T: *(Name), did your partner guess where you sent him/her? Tell the class your directions so that we can all guess.*

### Communication Expansion

1. Divide class into groups of about 7-10 students. Use the map on page 53. Have the students stand or sit in a circle and write the name of the person to their left somewhere on their map and write their “secret location” on a slip of paper. (example: I’m at the Pump Fitness Center)
2. Have students stand up and walk around as they ask each other yes/no questions about the locations of their group-mates. T: *You can ask each person only yes/no question, (Are you at Bingo Burgers? No, I’m near Bingo Burgers.)* Instruct students to hide their maps from each other as they do so.
3. Students should try to discover the location of everyone in their group in 5 minutes. Tell students to write the names on their map as they “find” their group-mates.
4. After 5 minutes, ask groups questions to wrap up. T: *Did anyone find all of your classmates? Was anyone at Norris Department Store. At the subway station? How many people were at the museum?*

### Extension Writing Activity

1. Write a few sentences giving directions to and from a location in your hometown. (Examples: the train station to the post office, your house to the movie theater)
2. Write a few sentences giving directions from class to a place nearby.

## English Out There page 54

In this section, students research landmarks and interesting cities.

❶ **Warm up:** Ask the students to name the places they would like to visit someday. **T:** *Does anyone want to visit Paris, France, someday? What other cities would you like to visit? Are there any unusual places you'd like to visit?*

❷ **Introduce the activity.** **T:** *Look at the top of page 54. Do you know these places? (Elicit the names from the students, or let the students ask each other if they don't know: (a) Big Ben (b) The Statue of Liberty (c) Angkor Wat (d) The Great Wall (e) The Eiffel Tower (f) The Taj Mahal) Write the letter of the place on the world map. You can go over the places together here, or wait until students have finished the matching activity.*

❸ **After a few moments, elicit answers. Hold up your book and point to picture "a."** **T:** *Does anyone know what the first place is? [Big Ben] Where is it located? [London, the United Kingdom, England] How about the second item, where is that statue located? [answers: Big Ben - London, UK; Statue of Liberty - New York, USA; Angkor Wat - Cambodia; Great Wall - China; Eiffel Tower - Paris, France; Taj Mahal - India]*

❹ **Go on to Step 2. You can put students in pairs and have them ask the questions, or you can ask the class the questions as a group.** **T:** *What are some landmarks you would like to visit? Where are they located? Why would you like to visit these places?*

### Out There Homework

❺ **Read instructions for the homework assignment.**

❻ **Give students ideas of how to find maps online.** **T:** *Page 111 has a list of websites with maps. You can find a map online and print it out to bring it to our class.*

❼ **Explain how the homework will be presented in a later class.** **T:** *In the next class, we'll talk about the cities we found and describe the places we want to visit.*

### In the Computer Lab

Page 111 lists resources for finding maps.

1. There are several ways for students to find an interesting map. For city maps,

students can type the name of a large city in the search box. Or, they can click on the words "directions" or "address". When the new page loads, they can type in the name of a city, or a city and a street in the search boxes.

2. For regional or area maps, students can click on "atlas". Then they can click on a region of interest or browse a list of regions, countries, or continents.

Encourage students to explore several different places and to look at different kinds of maps.

**T:** *Don't choose a place right away. Look at different places and different kinds of maps. Explore!*

### Out There Follow Up (Next Class)

If you have assigned the homework:

❽ **Have students bring their maps to class and post them on the walls.**

❾ **Allow students time to walk around and look at each of the maps.**

❿ **Ask for volunteers to tell the class why they chose the city they did and what 3 locations they would like to visit.**

⓫ **After each presentation, ask the other students if they would like to visit that city.**

If you haven't assigned the homework:

1. Print a few maps from the websites listed on page 111. Post the maps on the walls.

2. Have the students walk around and choose a city to visit.

3. Take a class poll: which is the most popular city?

### English in the Real World

Here are some ways you can use the ideas in this unit outside of class.

**With another student or a native speaker**

Talk about your favorite places in your hometown or in your country and give each other directions to those places.

**Take it further**

Use the websites on page 111, or other websites, to research the place you most want to visit.