

4 Take the Second Left

Directions

Target patterns: Imperatives
It's on the left / right.
Go past / over / straight

Communication skills: Asking and giving directions
Giving instructions
Warning

Language sets: In front of, behind . . .
First, second . . .

Warm Up Directions from This Room

Pretend you do not know the way to various places in your city. Ask the students help, and draw the directions the students give you on the board. The students can then do the same activity in pairs or groups.

How Do I Get to the Art Park?

The students can listen to the dialog, read it, or do both.

Anticipation questions

*Does he take the first left or the second left?
Is it on the left or on the right?*

Follow-up questions

*How does he get to the parking lot?
How do you get to a parking lot near here?*

Comprehension—Personalization

T: *Please draw how Andy gets to the parking lot. (Mime drawing with a pencil.)*

The students try to draw the route, and then describe what they have drawn.

T: *Please draw how you get to (somewhere not so far away).*

The students describe the route they have drawn.

Personalization

The students take turns to draw the route to a place nearby and explain the route. They can take turns

doing this on the board or do the activity in pairs or groups.

Warm Up Go Past, Go Over

Get the students to ask you how to get to places in the area. When you answer, use patterns like "Go past" and "Go over" The students can then do the same activity in pairs or groups.

Go Straight Down This Street

The students can listen to the dialog, read it, or do both.

Anticipation questions

*Does he go past the post office?
Does he go under a bridge?*

Follow-up questions

*How does he get to the Art Park?
How do you get to a park near here?*

Comprehension—Personalization

T: *Please draw how Andy gets to the Art Park. (Mime drawing with a pencil.)*

The students try to draw the route and then describe what they have drawn.

T: *Please draw how you get to (somewhere very far away).*

The students describe the route they have drawn.

Personalization

The students take turns to draw the route to a place far away and explain the route. They can take turns to do this on the board or do the activity in pairs or groups.

Word Building Where Are the Animals?

The students look at the pictures in turn and try to

guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

*A bookstore and a bakery
A bank and a supermarket
A post office*

Controlled Practice

Giving Directions

The students make sentences about each picture.

Sample answers

1. *Take the second left. The hospital is on the right.*
2. *Take the first left, then the first right. The museum is on the left.*
3. *Go past the department store and take the first right. The Indian restaurant is on the right.*
4. *Take the first right, and then the first left. The station is in front of you.*
5. *Take the first right, go past the bank, and take the first left. Go over the bridge. The stadium is in front of you.*
6. *Go straight down this street. Go over the bridge. The library is on the left.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*Take the first left. The coffee shop is on the right.
Take the second right. The bank is on the left.
Go straight down this street, and over a bridge. The hospital is on the right.*

Warm Up

Please!

Give instructions to the students. If you start an instruction with "Please . . ." they carry out the instruction. If you do not say "Please," they should not move. The students can then take turns giving instructions.

Yes, Boss

The students can listen to the dialog, read it, or do both.

Anticipation questions

*Is the garage on the left or on the right?
Is the package a Christmas present?*

Follow-up questions

*Does he put the bomb in a helicopter?
Where does he put the bomb?*

*How does he get to the garage?
How do you get to a garage near here?*

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

One student gives directions to a place nearby and tells another student what to do there.

Examples of instructions:

*Go into the post office and buy some stamps.
Go into the bank and rob it.
Go into the zoo and say hello to the elephants.*

Communication Activities

A. Directions

Students imagine they are at one of the places marked on the map. One student asks another how to get to other places on the map. The student giving directions can then ask the other student to do something at each destination. The student not giving directions can pretend they don't understand clearly and ask a lot of questions for clarification.

B. Bulls-Eye

Divide the class into two or more teams, and give one student from each team a piece of chalk or board marker, and a blindfold to put on. Draw a simple target on the board for each team. The idea is for the blindfolded students to touch the target with their chalk/marker. They can get more points for hitting the target nearer the center. Each team directs their masked team member to the target by calling out instructions. The game works well as a relay.

C. Maps of Famous Cities

Use the downloadable maps or other maps that you think the students will find interesting. Each student places a counter on the map to indicate where they are. They then pretend to telephone each other and describe where they are. One suggests a meeting place and tells the other how to get there. They then choose other locations.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

Sample answers

Role play

- Sachiko: *Hello.*
 You: *Hello, Sachiko.*
This is 1. Jin-Sook.
- Carmen: *Hi! How are you?*
 You: *2. Not bad.*
- Carmen: *Where are you now?*
 You: *3. I'm at a school near the airport.*
- Carmen: *Let's have dinner tonight?*
 You: *4. That's a good idea!*

Picture Prompts

1. He's noisy.
2. He's dirty.
3. He's quiet.
4. The coffee shop is next to the restaurant.
(The coffee shop's next to the restaurant is also OK.)
5. The bookstore is near the bowling alley.
6. The hospital is next to the library.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.