

Where's the station, please?

giving directions

Warm-up

What places can you see in the pictures? Where are these places in your town/city? Tell your partner.



Activity 1: Language presentation/review


a. Read and complete the directions to the taxi stand. Use the words in the box.

across end front past straight turn

- 1 Go _____ one block. Go _____ the road.
- 2 Then, _____ left.
- 3 Go _____ the convenience store.
- 4 The taxi stand is at the _____ of the street.
- 5 It's in _____ of the movie theater.



Activity 2: Listening

 a. Listen to four conversations. Write the conversation number to match the places where the people want to go.

- ___ bus station
- ___ bus stop
- ___ subway station
- ___ taxi stand
- ___ train station



b. Give some directions to the nearest bus stop or a station. Tell your partner how to get to there.

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Activity 3: Language practice

Complete the conversations. Listen and check your answers. Then role-play the conversation, but change the **bold** information.

- A:** Excuse me, how do I get to the train station?
B: It's **opposite** the department store. Go **straight**, turn **right**. The station is _____.
- A:** Where is the bus station?
B: Go _____, go **over the bridge**, and turn **left** at the **police station**.
- A:** Is there a bus stop near here?
B: Yes, turn **right** and _____ about **100 meters**. It's near the **pharmacy**.
- A:** Excuse me. Can you give me directions to the subway station?
B: Sure. Go **along this street**. _____ of the street, **turn left**. The station is **next to** the post office.



Activity 4: Pronunciation

Listen to your teacher say these phrases. What happens to the letter *t*? Practice saying the phrases.

go straight turn left turn right at the end of the street next to

Activity 5: Discussion

Choose a place to start. Take turns to ask and answer questions about how to get to places on the map.

- TS = train station
- SS = subway station
- BS = bus stop
- TX = taxi stand
- PS = police station
- L = laundromat
- CS = convenience store
- MT = movie theater
- DS = department store
- PO = post office
- G = gym



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TEACHER'S NOTES giving directions

Warm-up (5 minutes)

Look at the photos and elicit what the pictures could represent (a department store, a convenience store, a gym, a police station, a movie theater, a laundromat, a post office, a pharmacy). Point out they are all places in a town or city. Get students to discuss in pairs where these places are in their town/city. They only need to give short answers, such as *The post office is in the city center. It's next to the bank.* Monitor while they are doing the activity and help with vocabulary.


Activity 1: Language presentation/review (10 minutes)

a. Look at the photo and read the rubric with the class. You might need to explain that a taxi stand is a place in a town or city (or at an airport) where taxis wait for passengers. Point out that we do **not** use the phrase *taxi station*. Then, students need to complete the gapped sentences in the text about giving directions to the taxi stand. They should use the words in the box. Give students a few minutes to complete the exercise individually, and then check answers with the class.

Answers: 1 straight, across 2 turn 3 past 4 end 5 front

b. Remind students that it is a good idea to learn words with other words. For example, instead of just learning *front*, students should learn *in front of*. Students should then use the example sentences in the text to take turns giving some directions to their partner to a nearby bus stop or a train/bus/subway station. The directions should be quite short and simple at this stage. Monitor and take notes of problems students are having. When they have finished the activity, review some of the common mistakes.

Activity 2: Listening (10 minutes)

 a. Students should read through the activity first. Then play the audio (twice if necessary) for students to write the conversation number next to the places where people want to go. One of the answer options will not be used. Ensure that students cannot see the text in Activity 3, otherwise they will find the answers too easily.

Answers: 1 train station 2 bus station 3 bus stop 4 subway station

Audioscript:

1 **A:** Excuse me, how do I get to the train station?

B: It's opposite the department store. Go straight, turn right. The station is on your left.

2 **A:** Where is the bus station?

B: Go across the road, go over the bridge, and turn left at the police station.

3 **A:** Is there a bus stop near here?

B: Yes, turn right and go straight about 100 meters. It's near the pharmacy.

4 **A:** Excuse me. Can you give me directions to the subway station?

B: Sure. Go along this street. At the end of the street, turn left. The station is next to the post office.

b. Get a strong student to demonstrate before having students practice in pairs.

Activity 3: Language practice (10 minutes)

Give students a few minutes to try to write in the missing words from the conversations from memory – at least to think of expressions that fit grammatically if they cannot remember everything. Play the audio again so that students can check their answers.

Answers: 1 on your left 2 across the road 3 go straight 4 At the end

Remind students of the benefit of not learning individual words by themselves. Say some initial words and elicit which words collocate with those words. For example, if you say *Turn*, students should say either *right* or *left*. Students should then role-play the conversations in pairs, but change the underlined phrases. You could model the first conversation as an example. Ask a student to read speaker A's line in conversation 1. Then, you could say, for example, *It's next to the department store. Go across the road, turn right. The station is on your right.*

Activity 4: Pronunciation (5 minutes)

The letter *t* can be pronounced strongly or softly depending on where it is positioned in a sentence, and the tone and speed of the speaker. You should first read the phrases in Activity 4 slowly, and then more quickly, with a relaxed tone. The letter *t* at the end of words should sound very soft, almost like a letter *d* or even silent. Ask students if they can hear the softening of the letter *t*. Model the pronunciation of these phrases, and have students repeat the pronunciation of each phrase.

If students need more practice ...

Students can practice the soft *t* sound by taking turns to ask a *Where is ...?* question, and the other person should respond with a one-sentence answer that uses the phrases in Activity 4.

Activity 5: Discussion (10 minutes)

Explain the activity to students. They should choose a starting point on the map. Then, one student should ask for directions to get to a place marked on the map, and the other student should give directions from the starting point. Remind students that they can use questions and phrases from the previous activities to help them, especially the script in Activity 3. Interviewers need to ask one follow-up question to the interviewee answers. You could demonstrate an example of a short interview exchange with a stronger student first. Monitor the conversations to ensure that students are using the correct questions and the correct collocations with places. Also offer feedback if you don't hear students using a very friendly tone when asking for directions.

Optional extra activity

Students can add other places, features, and some street names to the map in Activity 5 to make it more complex, and then give more directions using these. Alternatively, students can practice giving directions with another map of a town (which you can bring in or which students can find on their smartphones), or if there is a lot of time, the students can draw their own street maps to use as the source material.