



DIRECTIONS - A2

I. About this Lesson

Activity title: Directions – asking for directions, giving directions, symbols, landmarks

Level: A2

Subject: English as a foreign language

Timing: 50-60 minutes

Resources: Computer with internet connection, worksheet

Learning objectives:

- a. Name the different symbols and landmarks related to navigation and directions mentioned in the lesson
- b. Use and understand the meaning of all the prepositions of place mentioned in the lesson in simple sentences – orally and in written form
- c. Form simple sentences to ask for and give directions

Materials needed:

- a. Whiteboard and markers or a large piece of paper that is visible to all students
- b. Comic Strips 1 & 2.
- c. Copies of worksheets for students to use



II. Lesson scenario

1. Instructions for the teacher

Introduction (5 min)

Start the lesson with a short “CHECK IN” by telling students:

- a. Today we will study the topic: directions
- b. I will tell you about: how to ask for/give directions, different symbols and landmarks for navigation and directions and prepositions of place
- c. Then I will present exercises [name the exercises from the student book]
- d. Then we will do exercises: some together, some in pairs and some individually
- e. Begin the lesson by asking the students if they have ever experienced the situation of being lost and having to ask for direction. Let a few students share their experiences.
- f. Show them this comic strip to introduce them to the lesson

LUCY AND ANNA ARE TALKING ABOUT IMPORTANT SIGNS & SYMBOLS



Exercise 1: Prepositions of place (20 min)

- Print the worksheet with exercise 1 and distribute it among students
- Define prepositions: they are small words that connect elements in a sentence. Prepositions of place are used to locate or navigate an event or object in a space frame (BooksforLanguages, 2018).





- c. Prepositions don't stand alone but act with other elements of the sentence to create what we can call prepositional phrases: at, on, in, and by (BooksforLanguages, 2018).
- d. We use these prepositions to express the location of something/someone
- e. Ask students to complete Task 1 (10 min)
- f. It is also important to introduce right and left. You can ask students to indicate which direction each word points to and draw the arrows on the board.
- g. Introduce and explain additional prepositions and examples of how to give directions like, straight, behind, over, next to, inside, outside, in front of, close to, around, opposite of, on the corner of, etc.
- h. Additionally, should be able to recognize and identify different symbols and landmarks
- i. Ask students to complete Task 2 for further practice (5 min)
Answers: 1) (a), by; 2) (b), under; 3) (b) at
- j. Ask students to complete Task 3 (5 min)
Answers: 1) Pharmacy, 2) Police station, 3) Post office, 4) Train station, 5) School, 6) Bank, 7) Hospital, 8) Airport
 - o Pay attention to the ones they cannot identify and briefly explain to them what they are.

Exercise 2: Asking for & giving directions (20 min)

- a. Print the worksheet with exercise 2 (pages 7-9) and distribute it among students
- b. Give examples to learners about **how to ask for directions** – what sort of questions are useful

- “How do I get there?”
- “Where can I find [...]?”
- “Is there a [...] nearby?”
- “How far is [...]?”
- “I am looking for [...]”
- “Can you tell me the way to [...]?”



- c. In order to practice their speaking skills using the information from this lesson, you can use this exercise or your own variation of it.
- d. Ask students to complete Task 1 (5 min)

- You can use this example to guide them:
Student A: Excuse me? Is there a bank near here/close by?
Student B: Yes. There is one to your left.
Student A: Thank you.

- e. Ask students to complete Task 2 individually (10 min)

Answer: Walk down the main Road/walk straight and go past/pass the restaurant, the fish shop and the library. Turn left into West Street/take the second left towards West street, and go/walk towards the station. Mary's house is on the left in front of the station.



- **Note:** Answers may differ, depending on how/what you teach to the class but this is generally how the answer to the question should look like (you could also use colours as identifiers for the house). There are also different ways to reach Mary's house (e.g., through Middle Street or East Street) but this will also depend whether your class is more advanced or not.
- f. Ask students to complete Task 3 individually (5 min)
You can print a full screen image so that your students can view it better

Answers:

- a. False – the toy tractor is placed on the carpet,
- b. True,
- c. True,
- d. False – the telescope is on the drawer (next to the wardrobe)

Finish the lesson with a short “CHECK OUT” (5 min)

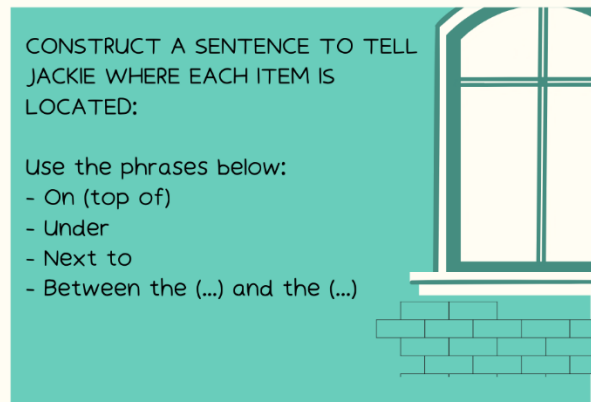
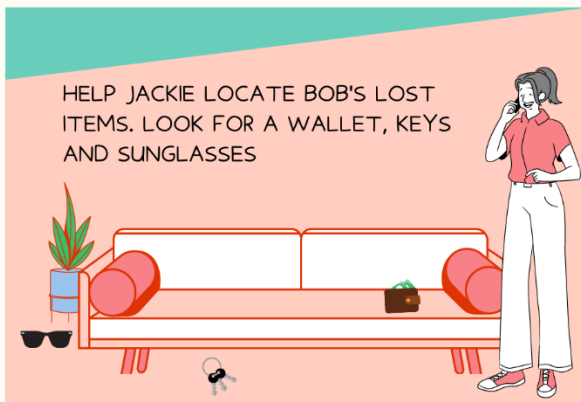
- During the lesson we learned about: directions
- The most important things were: asking for and giving directions, prepositions of place, and different landmarks and symbols
- We were able to find different locations and use the signs/symbols to find our destination.
- As an assignment you need to..., the deadline is...
- We will explore the topic next time when we are going to learn about [name the following topic]

2. Worksheet for the student

EXERCISE 1: PREPOSITIONS OF PLACE

TASK 1: Read the comic strip and help Jackie find the missing objects using the prepositions of place provided

THE LOST OBJECTS





TASK 2: Underline the preposition and place a tick next to the correct answer

1. Where are my keys?

___ a) They are by the window

___ b) They are at the window

2. My brother hid [...]

___ a) On the bed

___ b) Under the bed

3. Lucy wasn't paying attention in class. She was sleepy because:

___ a) She was in a concert yesterday

___ b) She was at a concert yesterday

TASK 3: Identify as many symbols/signs of places as you can

WHAT PLACE DOES EACH SYMBOL REPRESENT?

1



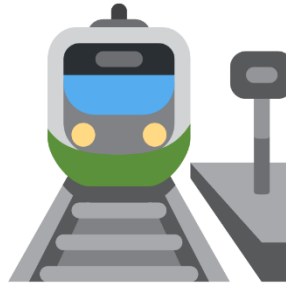
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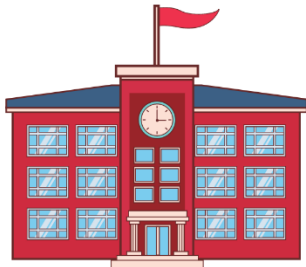
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7



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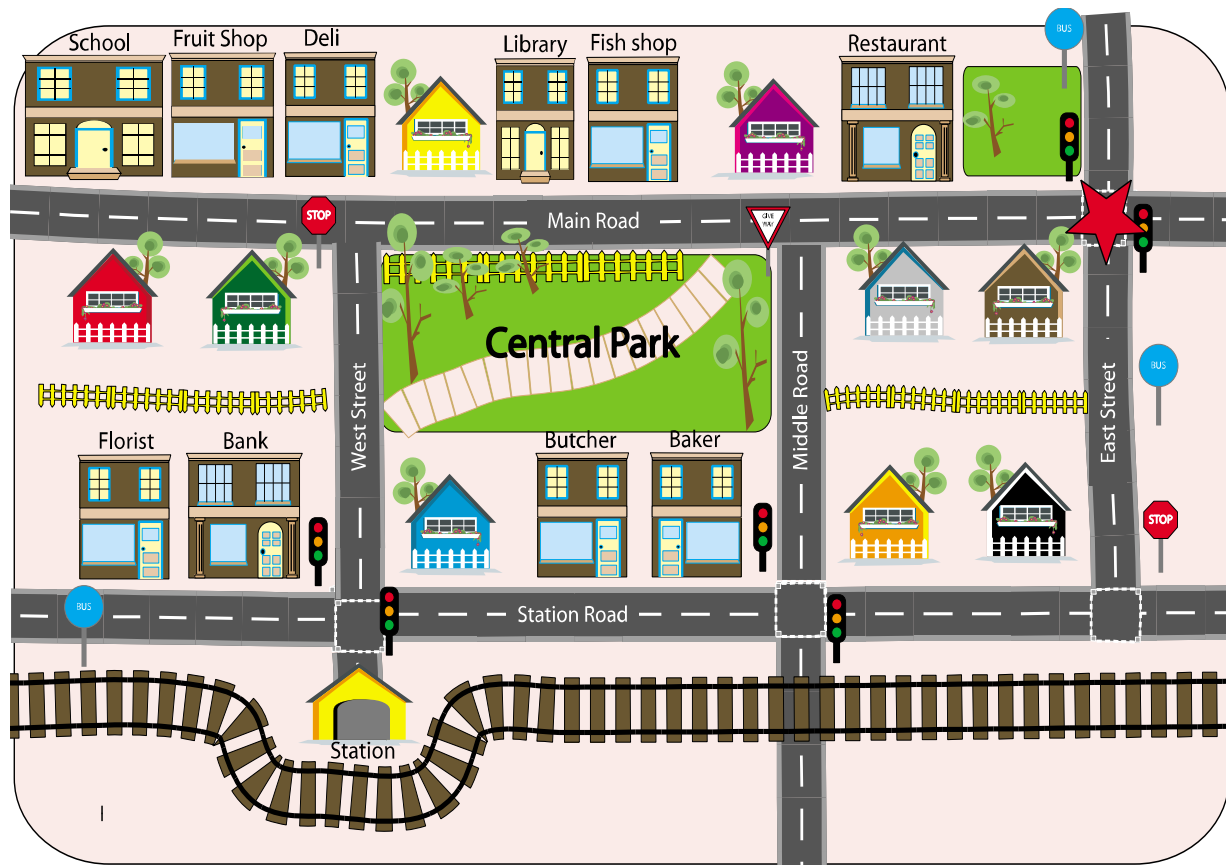


EXERCISE 2: ASKING FOR & GIVING DIRECTIONS

TASK 1: Get in pairs. Pretend you are travelling on holidays. One of you is Student A and one of you is Student B. Student A has run out of money Student A needs to find the nearest bank to get some cash. They approach Student B who is standing at a bus stop. Student A needs to ask Student B how to find the bank, and Student B needs to explain the way.

TASK 2:

Look at the map below.



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Start at the Red Star. Write down the instructions about how to get to Mary's house:
You can use a pencil to draw the way to Mary's house.

TASK 3:

Look at the picture provided below.





Write "T" (True) or "F" (False) next to each sentence. If a sentence is False, write the correct answer next to it.

- a. The toy tractor is placed on the bed.
- b. The basketball is opposite the goal post.
- c. The chair is next to the bedside table.
- d. The telescope is under the bed.



III. Modification and Differentiation ideas

- If your class is more advanced, you can help students formulate more complex sentences using prepositions of place.

IV. References

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ISLCollective (2013) [Give and follow directions on a map.](#)

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Lingua House (2020) [Asking for Directions.](#) <https://www.linguahouse.com/esl-lesson-plans/general-english/asking-for-directions>

People vector created by pch.vector - www.freepik.com

Background vector created by vectorpouch - www.freepik.com

Abstract vector created by vectorjuice - www.freepik.com