Lesson Plan 11

Providing Directions & Instructions

CLB Level(s): 4
CLB Skill(s): Speaking, Listening, Reading
Essential Skill(s): Reading Text, Document Use, Oral Communication

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to give directions</td>
<td>Learners who do not feel confident providing directions and instructions.</td>
</tr>
<tr>
<td>To be able to distinguish between commands and polite requests</td>
<td></td>
</tr>
<tr>
<td>To be able to give instructions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar/Language Focus</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperative</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>Review terms used to connect discourse (then, and, because)</td>
<td></td>
</tr>
<tr>
<td>Prepositions (e.g, around, down, up)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinal numbers (first, second, etc)</td>
<td>Copies of Appendices 1.1, 3.1, 4.1</td>
</tr>
<tr>
<td>Verbs, including phrasal verbs, used to give common, everyday directions and instructions</td>
<td>Copies of Appendices 2.1 and 2.2 for half the class</td>
</tr>
<tr>
<td></td>
<td>Audio Dialogue 11.1.1_Eng.mp3 (Activity 1)</td>
</tr>
<tr>
<td></td>
<td>Audio Dialogue 11.1.2_Eng.mp3 (Activity 1)</td>
</tr>
<tr>
<td></td>
<td>Audio Dialogue 11.1.3_Eng.mp3 (Activity 1)</td>
</tr>
<tr>
<td></td>
<td>Audio Dialogue 11.1.4_Eng.mp3 (Activity 1)</td>
</tr>
<tr>
<td></td>
<td>Audio Monologue 11.3.1_Eng.mp3 (Activity 3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workplace Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Canadian workplace:</td>
</tr>
<tr>
<td>Polite requests are used more often than commands.</td>
</tr>
</tbody>
</table>
Learning Activities

Warm-up

1. Provide instructions using the imperative to various students in the class. Provide some instructions as commands (e.g., NAME, close the door! NAME, give that back to your partner!) and others as requests (e.g., NAME, open the window please. NAME, please pass these to the person next to you [in reference to an appendix])

2. Ask learners to identify the similarities and differences between ways you have provided instructions.

3. Point out both approaches are appropriate in different settings. For example:
   - commands are appropriate when you need someone to act right away, for example, if they are in danger
   - requests are more appropriate in most other situations

4. Brainstorm as a group to generate a list of workers who might provide instructions at work. Identify the types of instructions, including directions they might need to provide. For example:
   - workers in hotels need to provide directions to tourist destinations
   - workers training others provide instructions on how to use equipment

5. Provide instruction and controlled practice on using the imperative, connected discourse and ordinal numbers in instructions and directions.

Activity 1: Follow Directions

1. Have learners work in small groups to brainstorm the vocabulary necessary to provide directions in different settings.

2. Debrief as a group and make a list on the board. Answers may include:
   - Turn left
   - Turn right
   - Go straight
   - Go up
   - Go down
   - It’s beside / next to / in front of / across from

3. Distribute Appendix 1.1. Ensure learners understand how doors and walls are represented in the floor plan.
Learning Activities

4. Play the dialogues for learners, having learners listen to the directions in order to label the floor plan. Indicate to learners where on the floor plan each dialogue takes place before playing each in turn. Location is indicated in square brackets next to the text for the dialogue.

**Text for Audio Dialogue 11.1.1_Eng.mp3** [LOCATION: Takes place in the sorting area]

**New worker:** Can you tell me where we keep extra copies of the sorting forms?

**Sorter:** Sure. They’re in the office supply room.

**New worker:** Where’s the office supply room?

**Sorter:** It’s the small room in front of you when you walk into the supervisor’s office.

**New worker:** Thanks.

**Text for Audio Dialogue 11.1.2_Eng.mp3** [LOCATION: Takes place in the entrance]

**Receptionist:** Good morning

**Visitor:** Good morning. I’m here to see Roger Bella.

**Receptionist:** Ah yes, he’s expecting you so you can go right in.

**Visitor:** Where is his office again?

**Receptionist:** Go through these doors and down the hall. Go through the first set of doors on your right. Then, walk straight through the sales department. His door will be right in front of you.

**Visitor:** Thanks.

**Text for Audio Dialogue 11.1.3_Eng.mp3** [LOCATION: Takes place in the entrance]

**Receptionist:** Hi

**Visitor:** Hello. I’m here for the board meeting.

**Receptionist:** Oh yes. It starts in a few minutes in the board room. Go through these doors and down the hall. Go through the first set of doors on your right. Once you are in the sales department go through the doors on your right again.

**Visitor:** Great, thanks.

**Text for Audio Dialogue 11.1.4_Eng.mp3** [LOCATION: Takes place in the Supervisor’s Office]

**Supervisor:** Thanks for coming by to show me the shelving samples. Before you leave, feel free to have a look at our storage room.

**Visitor:** Where is it?

**Supervisor:** First walk out into the sorting area. Turn right immediately. You’ll see another set of doors to your right again. Go through the doors. Straight ahead you’ll see the packaging department. On the other side of the packaging department there is a door on your left that takes you into the storage room.

**Visitor:** OK. I’ll talk to you next week.

**Supervisor:** Sure. Thanks.
Learning Activities

5. Debrief as a group to ensure learners have been able to label the four rooms.

Activity 2: Provide Directions

1. Using the floor plan (Appendix 1.1) and the directions listed on the board from the beginning of Activity 1, have learners work with a partner to provide directions:
   - from the supervisor’s office to the board room
   - from the sales department to the sorting area (both routes)
   - from the entrance to the loading dock
   - from the entrance to the storage room

2. Have learners form pairs. Distribute Appendix 2.1 to half of the learners and 2.2 to the other half. Orient learners to the features of the map. Review vocabulary such as street lights, intersection etc.

3. Ask learners to work in pairs to provide directions to the places missing on their partners’ map. Point out that learners should provide directions from the hotel as the hotel is indicated on both partners’ maps.

4. Once learners have labelled their maps, have them compare their work to check that they found the correct places.

Activity 3: Correct a Procedure (Instruction)

1. Brainstorm as a group work situations where workers may need to provide instructions to others. Answers may include:
   - When training a new worker
   - A supervisor describing a change in procedures
   - At shift change when other workers arrive
   - When a worker will be away

2. Distribute Appendix 3.1.

3. Have learners read the procedure to answer the questions below.

4. Debrief as a group. Discuss any new vocabulary.
Learning Activities

5. Tell learners that they will now listen to a voicemail message left by the supervisor. Have them listen to the voicemail to decide what the security guard needs to do (Answer: C)
   a. Call the supervisor back
   b. Add instructions to the security check procedure
   c. Change the order of instructions on the security check procedure
   d. Remove an instruction from the security check procedure

   **Text for Audio Monologue 11.3.1_Eng.mp3**
   
   Hi there. Hope you had a nice day off. I just wanted to let you know there’s been a change to the company security procedure. We now need to make sure we complete the nightly security check in a specific order. First, we need to make sure the Sign In/Out book is ready for guests. Second, we need to lock the front doors and set the alarm. The third thing we have to do is check that the windows are closed and locked. After that, check the back doors. The last thing to do is set the elevators and lights to night mode. See you at the meeting next week. Bye.

6. Play the voicemail again and have learners note the order for the procedures.

   **Answers:**
   
   (3) Check that all windows are closed and locked.
   (2) Lock the front doors. Set the front door alarm.
   (4) Check that back doors are locked.
   (5) Set elevators and lights to night mode.
   (1) Make sure Sign In/Out book is ready for guests to sign.

Activity 4: Provide Instructions

1. Distribute appendix 4.1. Point out that workers in different occupations and different work settings may need to provide instructions on these topics. Have learners work in pairs to brainstorm work settings where instructions on these topics might need to be communicated.
Learning Activities

2. Debrief work settings, then brainstorm as a group verbs that workers in these settings might use in instructions. Answers may include:

<table>
<thead>
<tr>
<th>Cooking</th>
<th>Using equipment</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workers provide</td>
<td>Workers provide</td>
<td>Workers provide</td>
</tr>
<tr>
<td>cooking</td>
<td>instructions on</td>
<td>building instructions on</td>
</tr>
<tr>
<td>cooking</td>
<td>using equipment</td>
<td>construction sites and</td>
</tr>
<tr>
<td>instructions</td>
<td>in</td>
<td>where furniture and</td>
</tr>
<tr>
<td>in restaurants,</td>
<td>using equipment</td>
<td>equipment is assembled.</td>
</tr>
<tr>
<td>hotels and</td>
<td>in offices.</td>
<td></td>
</tr>
<tr>
<td>hospital kitchen.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Chop
- Add
- Mix
- Stir
- Bake
- Fry
- Turn on
- Turn off
- Set
- Lock
- Adjust
- Attach
- Screw
- Weld
- Lift
- Place

3. Have learners choose one of the three topics that either matches their interest or employment goals.

4. Have them take some time to think about instructions they can provide to a classmate on the topic (e.g., how to cook a simple meal, how to build a bookshelf, how to use a cell phone). Circulate to provide assistance with vocabulary as required.

* Note: This activity may require some scaffolding of skills such as practice reading similar examples or brainstorming as a group.

5. Have learners work in pairs to provide instructions to their partners.

Additional and/or Extended Learning Activities

- Make copies of a map of your town/city. Have learners find the location of places they like to visit. Have them provide directions to classmates to help them find these locations.

Reflective Evaluation

Circulate during Activity 2 and Activity 4 to determine if learners:

- are able to give directions
- are able to give instructions
Learning Activities

Debriefing/Wrap-up

- Review the difference between commands, requests and directions.
- Brainstorm as a group settings outside work where instructions/directions are given to them or they provide instructions/directions to others. Answers may include:
  - Teacher provides instructions at school
  - Parents provide instructions to children
  - Friends provide directions to parties
  - Parents provide instructions to children’s teachers or caregivers
<table>
<thead>
<tr>
<th>Skill Descriptors</th>
<th>Canadian Language Benchmarks Skill(s)</th>
<th>Essential Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Clear evidence of connected discourse (and, but, first, next, then, because) (CLB 4)</td>
<td><strong>Document use</strong></td>
</tr>
<tr>
<td></td>
<td>Gives sets of simple, everyday instructions and directions (up to 3-4 steps) (CLB 4)</td>
<td>Complexity of the Information Use</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Follow sets of sequentially presented 4-5 clause everyday instructions and directions relating to movement and position in space, manner, frequency and duration (CLB 4)</td>
<td><strong>Oral communication</strong></td>
</tr>
<tr>
<td></td>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Narrow range of subject matter, familiar topics, one main issue. (ES 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language is factual, literal, concrete; narrow range of content and context specific or technical vocabulary. (ES 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information content is simple; limited number of details. (ES 1)</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Numbers steps in sequence. (CLB 4)</td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td></td>
<td>Reads relatively short texts to locate a single piece of information (ES 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow simple written directions. (ES 1)</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Provide Directions

Label the following places on your map.

- museum
- grocery store
- movie theatre
- shopping mall

Downtown

Queen St. | art gallery
---------|-------------
Main St.  | High School
         | bank
Hotel     | pool
         | shoe store
King St.  | clothing store
         | furniture store
S. Colonel St | ?
         | ?
         | ?

Maple Ave. | Cedar Ave. | Pine St.

LEGEND
:: Street Lights
Activity 2: Provide Directions

Appendix 2.2

Label the following places on your map.

- art gallery
- park
- pharmacy
- pool

Legend:
- :: Street Lights
Activity 3: Correct a Procedure

Appendix 3.1

Listen to the recording to correct the following procedure.

SecuriCheck Systems
keeping you safe

Nightly security check procedure

- Check that all windows are closed and locked.
- Lock the front doors. Set the front door alarm.
- Check that back doors are locked.
- Set elevators and lights to night mode.
- Make sure Sign In/Out book is ready for guests to sign.

1. What is the name of the company?

2. How often should the security guard carry out this procedure?

3. Where do guests visiting the office sign their names?
Activity 4: Provide Instructions

Complete the following table

<table>
<thead>
<tr>
<th>Who might provide instructions about this topic at work?</th>
<th>Cooking</th>
<th>Using equipment</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs they might use</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the space below to make notes about the instructions you want to provide to classmates.