



Theme 3:

Directions

Theme: The Transit System and Directions

Unit: Directions

Initial Assessment: (What does my student know, what does he need to know?)

1. Can you show me which way is south?
2. How do you know that is south?
3. Can you show me which way is north?
4. How do you know that is north?
5. Can you show me which way is west?
6. How do you know that is west?
7. Can you show me which way is east?
8. How do you know that is east?
9. What landmark/building is at the southernmost part of downtown Toronto?
10. Can you tell me how to get from your house to . . . ?
11. Do you drive?
12. How many blocks is it from the _____ subway station to _____.
13. When you leave here, do you turn left or right?
14. What does left-hand turn mean?
15. What does right-hand turn mean?

Expected Outcomes:

In this unit students will:

- # identify each of the directions (north, south east, west)
- # identify various landmarks, buildings and places of interest in Toronto
- # ask for directions
- # understand basic directions
- # further develop vocabulary related to directions

Tools:

For this unit you will need:

- # pen/pencil
- # paper
- # index cards
- # Handouts: *Directions*
Directions To:
- # Map of Toronto

Activity Procedures:

Activity One:

- # review the key vocabulary list with your student
- # have him read each word aloud (note any pronunciation difficulties)
- # have him use each word in a sentence
- # have him put each word on an index card along with his sentence for his word bank

Activity Two: Handout: Directions

- # using the handout, *Directions*, have your student use each of the words in the Key Vocabulary list and label it on the handout
- # you may wish to use several copies of the handout and group the words on different handouts (e.g.: north, south, east, west, westbound northbound)

Activity Three:

- # using the handout, *Directions To . . .* place various buildings/stores on the map
- # have your student tell you how to get to various locations
- # discuss key phrases in giving directions (e.g.: go north on Yonge to St. Clair and turn right)

Activity Four:

- # have your student write the directions to various locations related to the handout, *Directions To . . .*

Activity Five:

- # using a map of Toronto, have the student locate the closest intersection to where he lives
- # have him give you directions from his house to your meeting place
- # ask him to give his directions for either walking or driving
- # ask him to write the directions
- # after he has written the directions, use his directions and draw a map and ask him to verify the map

Activity Six:

- # using a map of Toronto, give your student a starting point and destination and have him write the directions on how to get there either by walking or driving
- # after he has written the directions have him use his directions and show you on the map

Activity Seven:

- # role-play various scenarios regarding giving and following directions
- # choose a destination and a starting point
- # use prominent places of interest e.g.: The C.N. Tower
- # take turns in giving and following instructions

Demonstrators: (How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify north, south, east and west when traveling.
Student's name _____ *Tutors Initials:* _____ *Date:* _____
2. _____ can describe a location using north, south, east and west.
Student's name _____ *Tutors Initials:* _____ *Date:* _____
3. _____ is able to follow verbal directions.
Student's name _____ *Tutors Initials:* _____ *Date:* _____
4. _____ can provide direction to various locations within his community.
Student's name _____ *Tutors Initials:* _____ *Date:* _____
5. _____ can locate places of interest on a map of Toronto.
Student's name _____ *Tutors Initials:* _____ *Date:* _____
6. _____ is able to provide instructions in writing.
Student's name _____ *Tutors Initials:* _____ *Date:* _____
7. _____ can identify all or some vocabulary related to directions.
Student's name _____ *Tutors Initials:* _____ *Date:* _____

Background Notes

Activity One:

- # have your student write a different sentence on the index card for his word bank rather than writing the sentence he has given you verbally
- # you may ask him to use the same sentence but change the tense to practice a particular tense that he has difficulty with

Activity Two:

- # this activity will reinforce the vocabulary from activity one

Activity Three:

- # have your student place various stores/buildings on the handout and ask him to tell you how to get from one location to another
- # develop phrases from the words found in the Key Vocabulary List (e.g.: Walk northbound on Yonge to St.Clair, turn right and continue for three blocks to the next corner.)
- # at this point you may want to discuss prepositions and articles and their meaning

Activity Four:

- # explain to your student that he may use the Key Vocabulary List to help with spelling
- # the main objective of this activity is to encourage your student to practice writing simple directions

Activity Five:

- # you can use an old Perly's map book for this activity, or maps of Toronto can be found at many of the major tourist locations including hotels and restaurants
- # you may want to interchange the directions and map-drawing activities depending on the level of the student
- # your student may want to draw the map and provide verbal directions
- # if he feels uncomfortable writing directions use a Language Experience Approach and write the directions on a separate sheet of paper
- # as he gives you the directions, write them down and have him copy it below his map

Activity Six:

- # before beginning this activity you may want to brainstorm a list of places of interest in Toronto (e.g.: CN tower, Museum, Art Gallery)
- # use these places as destinations and use the closest intersection to your student's home as a starting point.

Activity Seven:

- # for each role-play provide a starting point and destination (you may want to list these on post-it notes or strips of paper)
- # take turns asking and giving directions

Key Vocabulary

north	south	east	west
northbound	southbound	eastbound	westbound

right	left	left-hand turn	right-hand	turn
go right	go left	turn left	turn right	stop
proceed	continue	walk along	walk to cross	drive
straight ahead				

block	corner	intersection	lights
set of lights	pedestrian crossing	crosswalk	traffic lights

on	to	beside	next to	
at	then	next	in	by

Theme: The Transit System and Directions

Unit: Using the Local Transportation System

Initial Assessment: (What does my student know, what does he need to know?)

1. How many subway stops can you name? Tell me the names.
2. Can you tell me the name of a street where I would need to take a bus?
3. Can you tell me the name of a street where I would need to take a streetcar?
4. How much are adult TTC tickets?
5. How much are childrens' TTC tickets?
6. How much are Senior Citizens TTC tickets?
7. Where can I find out how much tickets cost?
8. What is a Metropass?
9. What are the major subway routes?
10. What is a transfer?
11. When do you need a transfer?
12. What is the Rapid Transit?

13. What is a Go Train?

14. What is a Go bus?

Expected Outcomes:

In this unit students will:

- # identify the major subway routes.
- # identify streetcar, bus and subway routes
- # identify the various subway station names
- # ask for directions when using the transit system
- # use a TTC map
- # phone the TTC information line
- # record directions
- # further develop her vocabulary related to using the TTC

Tools

- # pen/pencil
- # paper
- # TTC map
- # Handouts: *Subway Stops*
- # blank tapes
- # tape recorder

Activity Procedures:

Activity One:

- # ask your student to identify the major subway routes in Toronto (e.g.: Bloor-Danforth line)
- # record the routes as he tells them to you
- # once you have gone through the list verbally, have him record the names of the stations under the appropriate headings (e.g.: Bloor-Danforth line: Kipling, Islington)

Activity Two:

- # give your student the handout, *Subway Stops*
- # ask him to label the major subway routes (e.g. Bloor-Danforth line)
- # now ask him to identify and label as many of the subway stops traveling west from Yonge along the Bloor-Danforth line
- # next ask him to identify and label as many stops traveling east from Yonge on the Bloor-Danforth line
- # continue to do this for each of the routes (northbound and southbound lines)

Activity Three:

- # review the key vocabulary list with your student
- # have him go back to the handout, *Subway Stops* and fill in any of the stations that he missed

Activity Four:

- # review the terms: northbound, southbound, eastbound and westbound
- # ask your student to identify which way you would be traveling from different points to arrive at various destinations (e.g.: If I am traveling from St. Clair to Bloor on the Yonge Subway Line which way am I going?)
- # prepare a handout of destinations and starting points and have your student record which subway route he would use and direction he would be traveling

Activity Five:

- # ask your student to write a list of the various signs that they might have seen on the subway
- # review the handout, *Subway Signs*
- # add any that your student has mentioned
- # discuss each word and the meaning

Activity Six:

- # using the TTC map, discuss the various bus and streetcar routes
- # all of the bus and streetcar routes are given at the bottom of the large map under the name of each station (e.g.: Bathurst - 7C , 90, 511)
- # choose destinations from subway stations and have your student identify how they might get there (e.g.: Q: From the Dundas West subway Station how would I get to Queen St.? - A: I would take the 504 streetcar.)

Activity Seven:

- # using the list of key phrases have your student write a dialogue asking for directions to a particular place
e.g.: Excuse me. I live at St. Clair and Yonge. Can you tell me how to get to Bloor and Royal York?
- # once your student has developed a basic dialogue, have him role-play it with you
- # provide him with different scenarios to role-play so that he uses all of the key phrases
- # have him use the map to identify the starting point and the destination
- # take turns asking for and giving directions

Activity Eight:

- # using the TTC map have your student locate the area that explains about the cost of tickets (Metro Area Fare)
- # have him highlight and then record the telephone number of where he would call to find out how much tickets cost

Activity Nine:

- # with your student, record all of the various ways that he could ask the price of a TTC ticket
- # then develop a script that your student could use when phoning the TTC information line to enquire about ticket prices

Activity Ten:

- # have your student call the TTC information line and find out the current cost of each ticket (Adult, Metropass, GTA Pass, Day Pass)

Activity Eleven:

- # discuss the various ways of paying e.g.: cash, tickets, tokens, metropass, day pass
- # include in your discussion: price of each, the amount of traveling your student does using the TTC (daily, weekly and monthly)
- # discuss which would be the best fare and have your student say why

Activity Twelve:

- # use written conversation to create a dialogue that your student could use when phoning the TTC to ask for directions
- # before beginning the written conversation, list the starting point and destination on the top of the page
- # start the written conversation with: Good morning. TTC information line. How can I help you?
- # continue to develop the conversation
- # after you have developed one scenario, read it aloud
- # reverse roles
- # now role-play various scenarios, using the written conversation as a guide

Activity Thirteen:

- # tape various directions and have your student record the important information
- # you may want to develop a cloze activity to help your student determine important information (e.g.: Take the _____ subway to _____ then the _____ bus to _____.)

Activity Fourteen:

- # have your student phone the TTC and ask for specific directions to a location
- # have him record the directions on a piece of paper
- # use the TTC map to verify the directions he has recorded

Activity Fifteen:

- # using a map of Toronto or a TTC map create scenarios containing directions to a point of interest
- # have your student listen as you read the directions, have him follow the route and tell you where he ends up at the end of the trip (e.g.: from home to the Science Centre)
- # give a starting point and use left turn, right turn, northbound (Use Key Vocabulary List)

Demonstrators: (How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to name some or all of the subway stations on the Bloor- Danforth Subway line.

Student's name

Tutors Initials: _____

Date: _____

2. _____ is able to name some or all of the subway stations on the Yonge - Spadina line.

Student's name

Tutors Initials: _____

Date: _____

3. _____ is able to identify the major subway routes.

Student's name

Tutors Initials: _____

Date: _____

4. _____ knows where to call for TTC information.

Student's name

Tutors Initials: _____

Date: _____

5. _____ knows the TTC information number.

Student's name

Tutors Initials: _____

Date: _____

6. _____ is able to call the TTC information line and ask for directions.

Student's name

Tutors Initials: _____

Date: _____

7. _____ is able to record directions given over the phone.

Student's name

Tutors Initials: _____

Date: _____

8. _____ can identify some or all vocabulary related to using the transit system.

Student's name

Tutors Initials: _____

Date: _____

Background Notes:

Activity One:

- # if your student is unable to identify the subway routes, tell him
- # the major subway routes are: Bloor-Danforth, Yonge - University - Spadina
- # TTC maps can be found at any subway station

Activity Two:

- # tell your student that you are interested in seeing how many of the subway stations that he can name along each subway route and that you will check the spelling later
- # this activity will help you assess the student's knowledge of the subway system

Activity Three:

- # have your student read the Key Vocabulary List aloud (note any pronunciation difficulties)
- # if he has difficulty labelling the stops he missed, complete the activity together
- # give him hints to help him complete this activity (e.g.: Christie is east of Dufferin and west of Bathurst)

Activity Four:

- # other question you may ask are:
 - 1) Which is the last stop on the Bloor-Danforth line traveling westbound?
 - 2) Which stop is the last stop on the Bloor-Danforth Line traveling west?
- # phrase your question in different ways so that you student has the opportunity to practice listening to a variety of phrases

Activity Five:

- # you may ask your student to copy any signs that he sees in the subway that he does not understand
- # ask your student where he might see a particular sign (e.g.: northbound)

Activity Six:

- # a lead-in question for this activity may be “How do I get to a location/place that is north of the Bloor - Danforth subway line?” (Answer: bus, streetcar, rapid transit)
- # when you are discussing the various bus and streetcar routes, use the legends found on the TTC map
- # have your student read the information box on the map “How to Read Bus Route Numbers and Notes.” (Bottom right-hand corner of the map)
- # you may also want to discuss the meaning of other symbols used on the map

Activity Seven:

- # you may want to begin this activity by having your student complete the phrases (e.g.: Can you tell me how to get to_____ ?)
- # a grammar activity that could be included with this activity is to ask your student to identify which phrases are complete sentences and which are not and why
- # have him complete any phrases that are not complete sentences

Activity Eight:

- # ask your student which he would prefer to use, the English or Multi- Lingual line and why
- # have him call the English line and ask about ticket prices and record the information
- # then have him call the Multi-Lingual line and ask for the same information and record it
- # have him verify the information he recorded in English

Activity Nine:

- # a starting point for this exercise may be to ask your student what question did he ask in his own language in Activity Eight

- # ask him if he has heard that particular phrase said differently
Example: Can you tell me the price of . . . ?
What is the cost of . . . ?
How much is . . . ? How much are . . . ?

Activity Ten:

- # before starting this activity you may want to record some information beforehand
Example: Adult tickets: _____ Metropass: _____
Cash Fare: _____ Day Pass: _____

Activity Eleven:

- # this activity should help your student identify the most economical way for him to ride the TTC (e.g.: he only travels by TTC to meet you - this would mean that buying tickets or tokens would be the most cost effective way of using the TTC as cash fare = \$2.00 and tokens are 10 for \$18.00)

Activity Twelve:

- # use places that your student may need to travel to (e.g.: hospitals, government buildings, places of interest, etc.)

Activity Thirteen:

- # you may want to start by having your student write down some information first (e.g.: Subway to _____ Bus # _____ Bus to _____)
during the role-play (after several scenarios) increase the speed in which you talk
by increasing your speed, your student should have to ask for clarification and repetition of information
make sure that your student knows that it is quite all right to ask someone to repeat something

Activity Fourteen:

- # after completing a few cloze activities ask your student what information is

important to record

Activity Fifteen:

- # this may be done as a homework activity or you may want to do one during the session and then ask your student to call from home for a different set of directions

Activity Sixteen:

- # this activity will review the content studied in both units and allow you to evaluate the progress your student has made

Key Vocabulary:

Signs

NORTHBOUND ONLY

NORTHBOUND

SOUTHBOUND ONLY

SOUTHBOUND

EASTBOUND ONLY

EASTBOUND

WESTBOUND ONLY

EAST SIDE

WESTBOUND

WEST SIDE

ESCALATOR

NORTH SIDE

TO BUSES

SOUTH SIDE

TO STREETCARS

STAIRS

NEXT TRAIN KIPLING

EXIT

EAST SIDE

EXACT FARE

NORTH SIDE

NO EXIT

SYSTEM ROUTE MAP

WEST SIDE

SOUTH SIDE

Key Vocabulary:
Subway Stations

Kipling	Sherbourne	Union Station
Islington	Castle Frank	King
Royal York	Broadview	Queen
Old Mill	Chester	Dundas
Jane	Pape	College
Runnymede	Donlands	Wellesley
High Park	Greenwood	Bloor/Yonge
Keele	Coxwell	Rosedale
Dundas West	Woodbine	Summerhill
Lansdowne	Main	St. Clair
Dufferin	Victoria Park	Davisville
Ossington	Warden	Eglington
Christie	Kennedy	Lawrence
Bathurst	Museum/Avenue Rd.	York Mills
Spadina	Queens Pk./College	Sheppard
St. George	St.Patrick/Dundas	Finch
Bay	Osgoode/Queen	Lawrence East
Yonge	Ellesmere	Midland
Scarborough Centre		

Key Vocabulary:

Phrases

Can you tell me . . . ?

Excuse me . . . ?

Can your help me?

I would like to know . . .

How do I get . . . ?

Which train do I . . . ?

How many stops. . . ?

I would like to go to. . .

I live at.... I would like to get to. . .

Thank you.

How many blocks. . . ?

Does the subway go to. . . ?

Which is the best way to get to. . . ?

Where do I get off?

Do I need a transfer?

Do I need. ..?