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LEWISHAM
COLLEGE

Topic: Directions

Level: E1 (Literacy)

1. Topic outline with curriculum references and suggested activities.

2. Worksheets and other materials.

TOPIC OUTLINE WITH CURRICULUM REFERENCE NUMBERS

Topic: Asking for and giving directions. *(Before teaching this topic ordinals should have been taught).

Aim	Ref	Standard Level Descriptor/ Component skills & grammar	Materials and Activities
Learning names of local landmarks (e.g. Park, Hospital), and understanding 2 dimensional representation (street map).	**E1 Sc 1a & 1b** – word stress; articulate sounds **E1 Rw 1a** recognize a limited number of words.	Develop awareness of word stress and place stress on the correct syllable. e.g. (**Ho**spital). Articulate the sounds of English to be comprehensible to a sympathetic native speaker.	Eleven large visuals (illustrating local landmarks: Post Box, Telephone Box, Bus Stop, Doctor's Surgery, Pharmacy, Church, Mosque, Post Office, Hospital, Supermarket, Park) to elicit vocabulary and to place on floor map to practise giving directions. *Consider creating additional visuals and adapting exercises to meet the needs of your students eg include a hindu temple.* **Handout1.** (Illustrations of local landmarks with words). **Handout2a & 2b** (Matching exercise – for consolidation in subsequent lesson).
Ask for directions and location.	**E1 Sc 3c**	Ask for directions and location.	**Handout 3** – relates to floor display. (Useful for pairwork later). Create floor display – use masking tape laid out on the floor to resemble streets as in Handout 3. Place large visuals on 'streets' as in Handout 3.

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Give directions.	**E1 Sc 4c**	Use imperatives to give single-step directions and instructions.	Elicit/develop language of directions, (students and teacher direct each other around floor display). **Handout4.** Use Handout 4 to clarify directions. Indicate link between floor map and OHT pictures.
Read questions and answers re location & direction.	**E1 Rs 1a**	Read and recognise simple sentence structures (eg that instructions usually start with a verb).	**OHT of handout 5a** plus appropriately sized flashcards **(enlarge 5c)** which students will stick on projected image. (This will prepare students for **Handout 5a and 5b**).
To understand and use prepositions 'next to' 'opposite' & between'.		Using prepositions – next to, opposite, between and grammar.	**Handout 5 (a and b).** (Requesting /giving directions; cut and stick exercise). (Students refer to map/handout 3). **Handout 6** illustrates prepositions: next to, opposite, between. **Handout 7.** Follow up worksheet – read and use the correct preposition.
To develop listening skills.	**E1 Lr 2e**	Listen and extract key information.	**Handout 8, 9 and tape script** (students listen to tape and place/stick pictures (handout 9 – pictures to cut up) appropriately on the blank map (handout 8).

Aim	Ref	Standard Level Descriptor/ Component skills & grammar	Materials and Activities
	E1 Lr 2d **E1 Lr 3b**	Listen for phonological detail (e.g. first/third). Follow directions.	
Ask for directions and location. Give directions. To be able to ask for clarification.	**E1 Sc 3c** **E1 Sc 4c** **E1 Sc 3d**	Ask for directions and location. Give directions. Ask for clarification 'Can you repeat that please?'	**ROLEPLAY!** (Use floor map and A4 visuals)