

## Teaching English as a Foreign Language

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### Part 1: Lesson Plan

#### Background

**Context:** Lyon, France

**Institution:** Community Centre

**Course/Level:** EFL, CEFR A2-B2, 60 minute-class (Sunday afternoon)

**Students:** 25 adults, all above the age of 50, Native Speaker of French

**Overall Course Goals:** Develop fluency in speaking and listening skills, mainly to communicate with locals, navigate shopping, and appreciate the culture, hence enable students to communicate in English fluently during their trip in England.

**Texts/Materials:** Teacher-created materials (Some materials are adapted from the ones on internet)

**Lesson Aim(s):**

1. Students will master in using 10 words/phrases related to giving directions. List of vocabularies are as follows: *go straight on, next to, go past, turn left, turn right, opposite, take the second left, take the second right, roundabouts, traffic lights.*
2. Students will be able to pronounce these 10 words correctly and use them in a sentence grammatically correctly.
3. Students will be able to listen to speeches about giving directions and comprehend the details.
4. Students will develop oral proficiency using the learned vocabulary to communicate in a real-life situation to ask for directions to a destination.

**Previous Class Work/What Do Students Know That Prepares Them for the Lesson:** Students are familiar with different types of shop vocabulary and develop their oral fluency in communicating with the sellers. Last week's lesson, students had looked at different shops' vocabulary and verbs/phrases associating purchasing items. They were given a list of vocabularies to use in a grammatically correct sentence. Furthermore, they have practiced communicating in buying items, and asking for details about the items.

Procedure

Activity/ Timing	Objective(s)	Materials/ Equipment	Step-by-step details	Interaction/ Seating	Contingency plans/ Other notes
<b>Activity 1:</b> Pair the vocabularies with the correct definitions  (15 mins in total – 5 mins for class opening + 10 mins for the activity)	1. Learn the new vocabulary and understand its meaning.  2. Learn how to pronounce the words correctly.	Material #1 (The cutted pieces of papers with the lesson’s vocabularies and definitions)	1. As students walk in, assign them to sit in a group as usual.  2. Briefly explain today’s topic: <i>Giving directions</i> , and the lesson objectives. Explain that this lesson will consolidate their oral and listening proficiency in asking for directions and navigate shopping.  3. Give each students Material #1 and allow students to have 5 minutes to finish the pairings.  4. Once 5 minutes is up, announce the correct pairings and take notes of the score of every student.  5. Pronounce each vocabulary by stressing on its individual sounds to students, define them and provide sentence examples.	Students in groups of 5. Every group of 5 must have a balance number of students with high and low proficiency of English.  (Individual activity)	If students could not finish the words and definitions pairings in time, give the students a few more minutes.  After <i>Step 4</i> , when the scores of students are revealed. If there are groups of tables that only consist of students with low marks, rearrange the seating plan by mixing students with high marks and low marks equally into 5 groups.
<b>Activity 2:</b> BINGO game  (10 mins in total)	1. Listen and identify the destination of the speech.	Material #2 (4 sets of <i>Bingo</i> need to be equally distributed) and Student’s Worksheet	1. Give each student Material #2 and the Student’s Worksheet.  2. Instructs students to listen carefully to the speech and identify the destinations by looking at the map (at the Activity 2 on Student’s Worksheet) and cross the word on the Bingo sheet. When the students get 3 covered	Students seated in the same group and work individually.  (Class activity)	

			<p>squared in a horizontal, vertical and diagonal row, shouts “BINGO”.</p> <p>3. Start to read the transcript aloud and stop once someone shouts “BINGO”.</p>		
<p><b>Activity 3:</b> Speaking - Role-play (20 mins in total)</p>	<p>1. Develop speaking fluency through practicing dialogue about asking or giving directions repetitively.</p> <p>2. Strengthen listening skills in identifying the main ideas when listening to a long speech.</p>	<p>Student's Worksheet (Activity 3)</p>	<p>1. Inform students to look at Activity 3.</p> <p>2. Pair up students to work in a group of 2 and 3.</p> <p>3. Instruct students that there are 3 maps on the worksheet. Map 1 is the simplest and while map 2 is a little bit more complex, and lastly map 3 is the hardest. Inform students that they should start to work on map 1 first, and if it is too easy for every member, move on to map 2 and map 3. All students should challenge themselves by producing a long speech for giving directions, so they can practice and their speaking skills while their partner can strengthen their listening skills by identifying the main ideas.</p> <p>4. Explain to the students that in a group of 2, one member will ask the directions to a destination on the map while another member will give the directions. Once a dialogue for one destination has ended, exchange roles so every member gets the opportunity to practice equally. For the group of 3, in a round, one member will ask one destination direction to each member and continues to exchange roles once one round has ended.</p> <p>5. Allow students to start the role-play activity. Walk around the classroom during this activity</p>	<p>Pair up students to work in groups of 2 and 3 in every table group (So 5 groups of 2 and 5 groups of 3 in total). Ensure that in each pair/group consists of students with high and low proficiency.</p> <p>(Pair/Group activity)</p>	<p>During the role-play activity, the teacher needs to walk around the class and listen to each group. If there are some mistakes made by students, do not give direct feedback but remember to work on it later (implicitly or in the next class). If there are groups that faced difficulty in producing speeches, join them and give support.</p> <p>Constantly check if students are working on the map that are most suitable to their English level, not too easy or too hard. This can be identified by listening to the speech they produced.</p>

			to make sure that all students are involve in the activity and check if anyone is facing difficulties.		
<b>Activity 4:</b> Writing exercise  (15 mins in total)	1. To reflect on their progress and understanding of today’s lesson.  2. To continue using the lists of vocabulary learned from this lesson repetitively to be familiar with it by writing a short descriptive essay.	Student’s Worksheet (Activity 4)	1. Inform students to look at Activity 4.  2. Instruct students to write a short description of giving directions to a destination according to the map provided in the Activity 4 section, around 50 to 100 words. Inform the students to write their names on the answer papers too.  3. Once students have started to write, walk around to ensure that no one is struggling to start. While walking around, if someone has made writing mistakes, let them know but do not provide corrections (indirect feedback). Don’t do this too many times as it may stress the students.  4. Once 15 minutes is up, collect the answer papers.  5. Sum up to the class what had been taught today and ask the students if they have any questions.  6. Bring the class to an end, and tell students that the teacher will remain in the room for any questions regarding today’s lesson.	Students’ seats remain unchanged, and students work individually.  (Individual activity)	During the writing activity, when walking around, ensure that no students are struggling. If someone is struggling to start or continue writing, offer help.

## Part 2: Rationale

### 1. Introduction

The group of students, all aged above 60, enrolled in this EFL course to prepare themselves for traveling to England in the next few months. The kind of motivation that these students possessed is instrumental orientation where learners set clear goals for learning English, which is to facilitate their travel in England. The varying English proficiency level that these students possessed, from beginners to advanced level (CEFR A1 to C1), has created a diversity of students' English proficiency, but the materials provided will be created for CEFR A2 to B2 considering the purposes of learning. This course is a 10-week intensive programme and the lesson plan above is for week 4. The contents are tailored to students' needs which have been discussed and agreed upon as a group during week 1. The topics will revolve around basic communications which will allow them to communicate with locals smoothly, for example, asking for directions which will be useful to navigate shopping and to appreciate the culture.

Considering the students' motivations to learn English, I have decided that this course will mainly focus on two aspects of language skills, which are speaking and listening while writing skills will rather be used additionally for students to reflect their understanding at the end of the lesson. The approach I have chosen to teach the students is Communicative Language Teaching (CLT). This framework has a clear goal, which is to enhance the language learners' communicative competence (Richards, 2005). According to Richards (2005), communicative competence means that one possesses knowledge of using language in various ways for different purposes and intentions. This framework is suitable for the students' main purpose of learning English which will guarantee the outcome of possessing a good level of communicative competence. Moreover, Task-Based Language Teaching (TBLT) has been selected as the extension of the CLT approach of this course. This process-based approach claims that language learning is created through appropriate interactional processes between

members in the classroom and instructional tasks should be designed to suits students' language proficiency and course goals (Richards, 2005). Therefore, I have specially designed four pieces of interconnected activities for this week's 60-minute class. Most of the activities were designed to generate interactions between their classmates and the teacher, and Norris et al. (1998) stated that social interactions are the best way to teach a language.

The classroom coding manual written by Brophy and Evertson (1976) stated that classroom management skills are the key factor that will determine the successfulness of teaching and students' learning, this includes seating arrangement, activities designed, time management and other various factors. Therefore, this course has considered the students' seating plan and that they will be seated as a group of five, where each group will be seated in a circle facing each other. An experiment conducted by Lofty (2012) has found that this type of seating arrangement promotes more communication between students as it facilitates them to retain eye contact when facing each other's. This implies that this seating arrangement is suitable for CLT methodology, and the activities prepared for the lesson. Furthermore, every group of five will consist of students from different levels. The reason behind this is to create a balanced group of students with different levels of English proficiency in the class and strong users can support their classmates. This essay will discuss the rationale behind the four activities individually. Each activity will focus on its general reasons, the stage of the three-phase TBLT framework, and the connections to the TBLT's seven principles.

## **2. Rationale Behind Each Activity**

### **2.1 Activity 1**

The first activity will focus on the list of vocabularies (as in words and phrases) and their definitions. The list of vocabularies is for giving directions which will be useful for students during their trip to England. Furthermore, these vocabularies will benefit students when asking for directions and navigating shopping which is what they are interested in learning, hence it will undoubtedly motivate them and have their focus during the class. As Schmitt (2000) points

out, lexical knowledge is the most vital factor to communicative competence and to become successful in second language acquisition. For this reason, this lesson aims to enhance students' lexical knowledge specifically in the area that will be beneficial to them considering their purposes of learning English.

The first activity aims to check students' lexical knowledge on the topic and whether they are receptive or productive vocabularies for each individual. The former type means that the students have seen before but cannot produce, while the latter means that students are competent in using it (Susanto, 2017). This will allow the teacher to be conscious of students' competence in the lexicon and how much the teacher will need to assist each individual throughout the lesson. Therefore, this activity is an individual task instead of group work. Furthermore, this activity's score will allow the teacher to track the student's progress, hence the reason for the teacher to take notes of the score. This activity at the start of the lesson will also allow the teacher to rearrange the seating if needed. If students in one seating group all have low scores, it means that the seating shall be rearranged by a balanced group of students with high and low scores in a seating group throughout the class. The rationale behind this is that students with high scores can help their classmates in the same group throughout the lesson to initiate the conversation and interactions flow during other activities.

The TBLT framework invented by Jane Willis notes that a lesson should consist of three phases: pre-task, the task cycle and language focus (also known as post-task) (Willis, 1996). This activity follows the principles of the first phase, pre-task. The functions of pre-task are to introduce the topic and recognise the words related to it. Furthermore, the optional function is to prepare the students to communicate smoothly for the activities during the task cycle which corresponds to Activity 1. As Izadpanah (2010) perceptively states, the pre-task will eventually promote acquisition, hence students' mastery of lexical knowledge. This suggests that this activity will allow students to initiate their understanding of the lesson content and continue to enhance their understanding of it.



It is important to elaborate on the stage where the teacher pronounces each vocabulary by stressing each sound individually. This is a bottom-up approach where segmental units of each word are used to teach the pronunciation. The segmental units focus on the consonants and vowel sounds or phonemes (Sharma, 2021). Additionally, this is to ensure that students learn how to pronounce each lexical item correctly and will prepare them to produce speech accurately in Activity 3.

## **2.2 Activity 2**

Several experiments conducted by scholars have proved that the utilisation of the Bingo game in a language classroom has a positive influence on the learner's vocabulary mastery. The experiment designed by Noviyanti et al. (2019) aims to find whether the Bingo game can improve the students' vocabulary knowledge. There are twenty participants who underwent three stages of the experiment: pre-test, the treatment (Bingo game), and post-test. While the pre-test aims to measure the participants' vocabulary knowledge, the post-test measures the participants' vocabulary achievement. The results revealed that the participants' scores on the post-test increased after receiving the treatment, proving that the Bingo game can improve one's vocabulary mastery. Similarly, Puspita and Losari (2016) experimented with the same objectives as Noviyanti's et al. (2019) has found that the implementation of a Bingo game in a language lesson has a positive influence on students' vocabulary mastery too. Therefore, Activity 2 will help students master the vocabulary of this lesson.

One of the rationales behind the Bingo game activity is to familiarise the student with the word usage. According to Noviyanti et al. (2019), the Bingo game requires students to know the definition of each word to proceed and win the game which allows the students to improve their understanding of the target language items. This indicates that it will tackle students' existing lexical knowledge and the target language items, while they will also unconsciously get familiar with the word's pronunciation and how each word is used in a sentence. Moreover, students will be self-motivated during this activity to win, creating a

positive classroom environment. A study conducted by Febriyansyah (2016) has found that this activity has raised students' competitiveness in order to be the first to win, as shown by the overwhelming enthusiasm among the group of students. This implies that the teacher can effortlessly gain students' attention while students concentrate on the task and unconsciously improve their understanding of the lesson contents.

Linking back to the three-phase TBLT framework, Activity 2 is the pre-task part two of this lesson plan. This is because this activity aims to initiate students' familiarity with the listening aspects, including sentence structure and pronunciation, of the target language items. Reference to Coco et al. (2001) reveals that the Bingo game can facilitate the understanding of the course content. Furthermore, this activity promotes active interaction which will lead to deep learning for the remaining lessons. As Jenkins (1992) points out, active learning allows students to engage in cognitive processes that activate deep learning. This implies that the learning process will become more effective and may generate high retention for the students. Moreover, instead of using audio to be the Bingo caller, the teacher is chosen to read the transcript instead. This is to increase the interaction between the teacher and students and create a strong relationship between them, increasing the students' performance. According to Yunus et al. (2011), the positive relationships between the teacher and students will motivate the students to learn and engage more in class. This suggests that students will become more enthusiastic in class due to the positive environment and their motivation, and as a result, they will become successful in learning the English language.

This activity implicitly utilised the top-down approach where suprasegmental features are being used to teach the target language items. The suprasegmental units refer to the length, intonation, and pitch of the vocabularies (Sharma, 2021). While the transcript is being read by the teacher, each target language item will undergo different pitch, tone, and intonation. This will get the students familiar with the suprasegmental features and encourage them to produce speech using the target language items suitably in different contexts.

### 2.3 Activity 3

Activity 3 is designed to be interconnected with Activity 2. The work of Lynch and Maclean (2000) indicates that learners will integrate their lexical knowledge from the activity before to produce speech with a broad range of lexical items and more accuracy in pronunciation and grammar. To elaborate, Activity 2 aims to prepare the students with the lesson content in various aspects, including pronunciation and sentence structure. Consequently, students can incorporate advanced vocabularies or techniques that they have heard before in the previous activity in communication. Furthermore, oral activity not only allows students to focus on using the target contents but also on crucial linguistic elements and the processes of oral communication (Goh, 2016). This will eventually benefit them in their language learning by further enhancing their performance. By listening to the teacher's sample speech during Activity 2, students will implicitly learn the linguistic elements and sentence structures that are correctly formed and presented.

The implementation of communicative games and group tasks has positive effects on the students. Correa (2017) reports that group work can create positive learning outcomes because the interaction between group members promotes participation and reduces anxiety. Participation by every group member is important and necessary because this activity aims to produce speech using the target language items and engage with partner(s). Moreover, this activity has provided three maps with different levels of complexity for students to engage with. The purpose of this is to allow students to move up to the next map when they find the current map too easy. However, the teacher is expected to walk around the room for two main reasons. Firstly, to check whether any student is facing difficulties producing speech, if yes, the teacher can offer help. Pavel (2014) notes during the task-cycle, when offering help teacher should not tell the students what to say but rather help in other ways that will help the student to perform the task. Secondly, to keep notes of what kinds of mistakes students often produce. This then can be brought up at the end of the class or the next class considering the

time limits. The rationale behind not giving direct feedback is that it may cause the student to lose face, which may negatively affect their motivation and confidence.

This activity follows the principles of the TBLT framework where the emphasis is on natural language use. According to Ellis (2017), all four approaches of the TBLT framework agreed that the most effective way to promote language learning is to perform tasks that involve interaction with authentic contexts. This suggests that Activity 3 will promote students to improve their understanding of learning through language production. Furthermore, this activity is considered the second phase of the TBLT framework: the task cycle. During this phase, students will be encouraged to work on the task and focus on fluency rather than accuracy (Izadpanah, 2010). This is to encourage learners with low confidence or low proficiency to produce more speech. As learners get to produce speech, it will allow them to continue to get in contact with the language and the content.

The consequences of integrating the bottom-up approach in Activity 1 and top-down approach in Activity 2 will finally benefit students during this stage of the lesson. Students will now incorporate what they have learned and heard in forming their speech. As Sharma (2021) points out, learning the pronunciation aspects is essential for developing linguistic awareness and enhancing linguistic skills, which will eventually result in intelligible communication. This suggests that by learning pronunciation, students will not only learn the phonetic aspects of the words but also develop their understanding of their linguistic elements, not to mention implicitly acquiring extralinguistic knowledge.

#### **2.4 Activity 4**

This activity is designed to be interconnected with Activity 3. Following the second principle (i.e. task dependency) of the TBLT framework, it is stated that if it is a language lesson, a task should be built upon the previous one (Nunan, 2004). To elaborate, the students will learn the lesson content step by step. Therefore, Activity 3 will allow the students to become more accurate and fluent in using the language in the following activity. This then leads to the

following principle, recycling, where students continue to re-use the target language items. According to Motlagh et al. (2014), this principle aims to support the students to process language in various ways. While the previous activities of this lesson plan do not involve writing activities, students now can revisit their understanding by performing the task. Furthermore, the continuation of the recycling process will eventually allow students to achieve their mastery of the target language items. Lastly, the most important aspect of this activity is the opportunity for students to reflect on their understanding, which is the seventh principle of the TBLT approach. This allows students to reflect on what they learned, and teachers to keep track of students' progress.

Indirect feedback has been adopted during this activity for several reasons. Many experiments conducted by scholars have found that indirect feedback has a more positive effect than direct feedback. In the experimental research paper conducted by Rahmawati (2017), it was found that indirect corrective feedback has a more positive impact compared to direct feedback in improving students' writing skills. Furthermore, based on the empirical evidence in the work of Westmacott's (2017), students preferred indirect corrective feedback rather than the opposite type because it creates deeper cognitive processing. These studies suggest that indirect corrective feedback generates better results in the language learning process and allows students to reflect on their mistakes more actively rather than receiving direct correction from the teacher. Moreover, as previously mentioned, this activity is for students to reflect on their progress and understanding of the target language items, therefore it is not entirely crucial to focus on general language accuracy.

The final activity of this lesson plan has been designed accordingly to achieve the main pedagogical goals of the post-task phase of the TBLT approach. There are three major pedagogical goals of this phase. Firstly, the opportunity for the students to repeat their performance on the task (Izadpanah, 2010). Secondly, to encourage students to reflect on their performance of the task. Lastly, to encourage students to focus on attention to form. The design of Activity 4 can automatically achieve the first goal considering the interconnectedness

of those previous activities. Regarding the second goal, students will achieve this during the writing exercise. In addition, the nature of writing will allow students to take time and present their understanding of the target language items, compared to the previous activity where students need to make up their minds instantly on their speech production. Consequently, it allows them to reflect their language accuracy more precisely. This also intercorrelates with the last goal, attention to form, because it allows students to pay conscious attention to a specific form.

### **3. Conclusion**

To conclude, this lesson has been designed to teach the students the list of vocabularies for giving directions. This lesson focuses on two language skills, which are speaking and listening. The CLT framework has been chosen as the teaching approach which aims to improve students' speaking competence. Furthermore, the four activities are sequenced according to the three-phase TBLT framework. At the end of the lesson, students will become masters in using these target language items. One of the limitations is that the varying English proficiency levels of the whole class have made it difficult to produce materials that are equally challenging for every student. Therefore, the difficulty level is set to be approximately intermediate level, while students can challenge themselves by creating more complex sentences or working on more complex maps provided.

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## Appendices

### Materials for TEACHER:

**Activity 1:** Pair the words/phrases with its correct definition

(**Named Material #1**) – Notes that this will be cutted into boxes and provide for students in cutted form, therefore it won't be on the student's worksheet.

Go straight on	To move forward in the direction one is facing
Next to	To the side of something
Go past	To go past something
Turn left	To make a turn on the west side or direction
Turn right	To make a turn on the east side or direction
Opposite	Being in a position on the other side
Take the second left	To take the second turning on the left
Take the second right	To take the second turning on the right
Roundabouts	A place where three or more roads join and traffic must go around a circular area in the middle
Traffic lights	One of a set of red, yellow, and green lights that control the movement of vehicles

**Activity 2:** BINGO (four sets will be distributed to different students equally)

**(Named Material #2)** – The different sets of Bingo sheets. Notes that different sets of Bingo sheets will be hand out to students, therefore it won't be on the student's worksheet.

Set A (six sets)

Cinema	Cafe	Supermarket
Library	Italian Restaurant	Book shop
Museum	Shop	Bus station

Set B (6 sets)

Supermarket	Cinema	Cafe
Book shop	Library	Italian Restaurant
Bus station	Museum	Shop

Set C (6 sets)

Book shop	Shop	Bus station
Library	Cinema	Book shop
Museum	Cafe	Supermarket

Set D (7 sets)

Museum	Bus station	Italian Restaurant
Library	Supermarket	Book shop
Cinema	Shop	Cafe

Picture of the map, one for every student (Named Material #3)



**Teacher's Transcript to Read Aloud (do not read the answers):**

"Go straight on. Go past the traffic lights and it's the first building on your right. Which building is it?" *Answer: Shop*

"Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout, turn left and it's the building opposite the hospital. Which building is it?" *Answer: Cinema*

"Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout, turn right and continue walking along the King's Road. Go past the underground station and it's the building next to the Italian Restaurant. Which building is it?" *Answer: Cafe*

**Worksheet for STUDENTS: (Named Student's Worksheet)****Activity 2: BINGO****Activity 3: Role-play**

Work in a group of 2 or 3 and role-play as a local and tourist(s) by using the vocabularies from this lesson.

- If you work in a group of 2, one member will role-play as a local who lives in London, while another will be the tourist asking for directions to go to the place you wish on the map.
- If you work in a group of 3, one member will role-play as a local who lives in London, while others will be the tourists asking for directions to go to the place you wish on the map. Both tourists should have different destinations!
- There are 3 maps, the first map is the simplest and last is the hardest! Works on the one that suits you and challenge yourself by doing working on the last map!

Map 1



Picture's Source: <https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions>

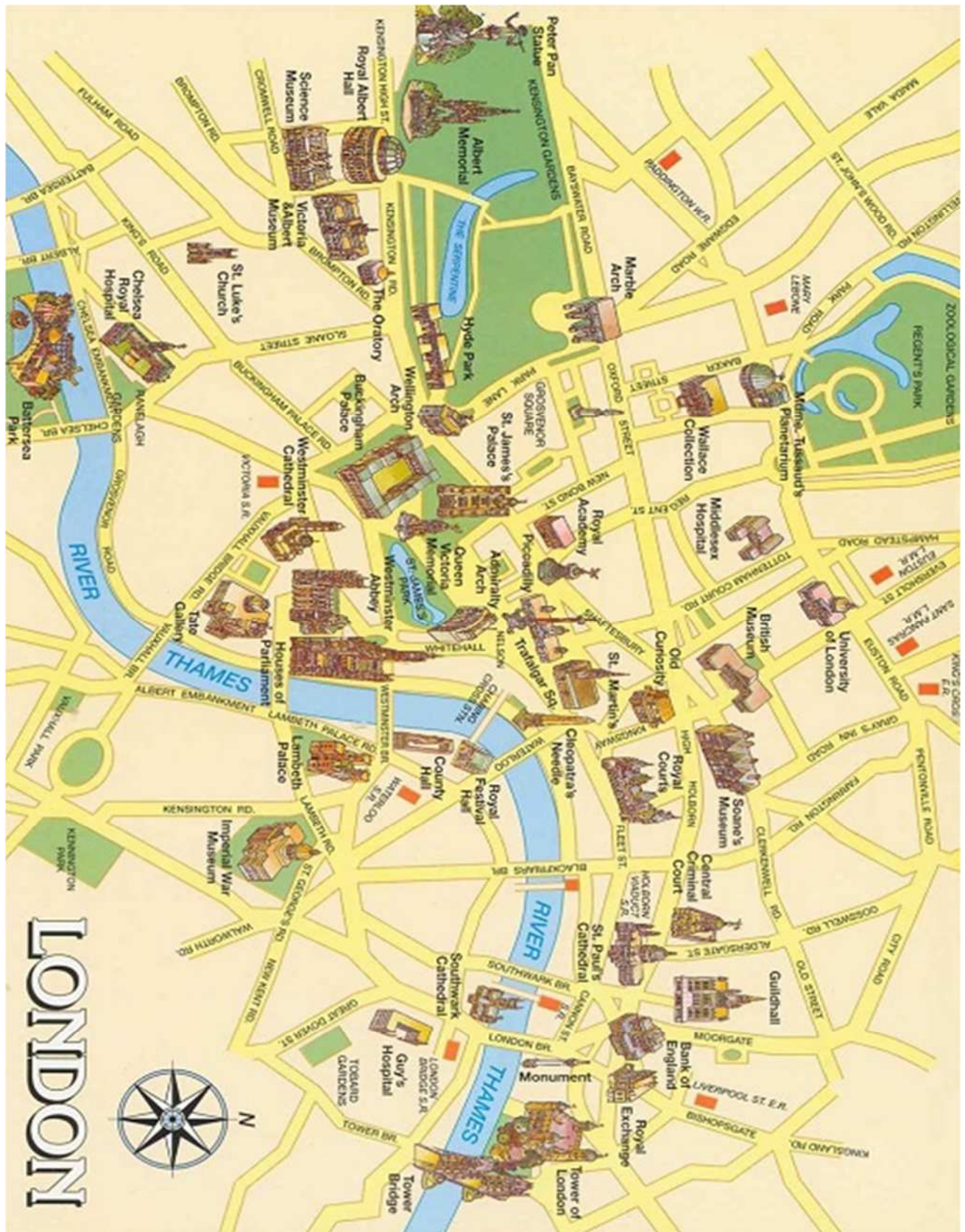
Map 2



Picture's Source: <https://carolinemajorproject.wordpress.com/2013/03/13/children-maps-2/>



Map 3



Picture's Source: <https://www.tripindicator.com/london-tourist-attractions-map.html>

**Activity 4:** Writing Exercise. Please write around 50 to 100 words giving directions to your preferred destination by using the vocabulary lists from this lesson.

- Feel free to write as many descriptions for different destinations as you wish in 20 minutes.

**Map of Covent Garden, One of the Busiest London Shopping Areas**

