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Getting Around a City

A CLB 3-4 Module with
Teaching Materials

Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learner reflection tools
- ✓ Reference list of additional resources

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How to Use the Module Package

This module includes activities for a unit on Getting Around a City for CLB levels 3 and 4. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



Skill Building Activity



Skill-using Task



Assessment Task

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts”. (ICLBA, 2017).
3. Modules can include interrelated real world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 3 and CLB 4 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 3 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 4. You might adjust the expectations and expect learners at CLB 4 to demonstrate greater mastery than learners at CLB 3 on the same activity.

How to Use the Module Package, *continued*

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current *PBLA Practice Guidelines*:

Portfolios: Feedback and Assessment and *Integrating CLB Assessment*, Chapter 2, Planning for Assessment.

Your feedback

CCLB values your feedback to help guide the future development of these multi-level modules. You can help by:

- Piloting all or some of the activities in this module in your classroom, and
- Providing your feedback via an online survey at:
<https://www.surveymonkey.com/r/modulefeedback1>

Module Plan

Theme: Transportation **Topic:** Getting Around a City

	Listening CLB Level: 3-4	Speaking CLB Level: 3-4	Reading CLB Level: 3-4	Writing CLB Level: 3-4
Real-World Task Goal(s)	Understand directions to a location in the city or town.	Ask for and give directions/instructions.	Read and understand information about getting around a city.	Write an e-mail that includes describing a location.
Context/ Background Information	Types of public transit services (bus, subway, LRT, transit for people with disabilities); other ways of getting around (e.g., taxi, Uber, car/bike share programs); safety on public transit; ways to get directions (from the transit company, phone/computer apps, physical maps, GPS); public transit fares (monthly passes, tickets, tokens, fares for different age groups; where to purchase tickets, etc.); using apps to arrange and pay for ride share programs (such as Uber, Lyft); calling a taxi			
CLB Competency Area(s) and Statements	Comprehending Instructions Understand common instructions and directions related to familiar, everyday situations of personal relevance. <ul style="list-style-type: none"> • CLB 3: Instructions are 2 to 4 steps • CLB 4: Instructions are sequentially sequenced, 4 to 5 steps 	Giving Instructions Give a set of simple, common, routine instructions and directions to a familiar person. <ul style="list-style-type: none"> • CLB 3: Instructions are 2 to 3 steps • CLB 4: Instructions are 4 to 5 steps Getting Things Done Make and respond to a range of simple requests related to everyday activities.	Comprehending Information Understand the purpose, main idea, key information and some details in simple, short texts related to familiar, and personally relevant situations and topics. Getting Things Done Get information from simple formatted texts (such as forms, tables, charts, schedules and directories)	Interacting with Others Convey short, personal and informal social messages on topics related to familiar everyday situations

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus Items	<p>Pragmatics: Recognition of formal/informal language; tone and politeness with polite requests</p> <p>Grammar: Imperatives; sequence markers; prepositions/prepositional phrases (to, on, towards, through, at the corner of, in front of, close to, etc.)</p> <p>Vocabulary related to the topic – blocks, avenue, intersection, transfer, on foot, northbound, southbound, east, west</p> <p>Expressions to ask for assistance and directions: <i>Can you give me directions to... ? Could/Can you help me?</i></p>			
Language and Learning Strategies	<ul style="list-style-type: none"> Recognizing requests for repetition/ clarification Listening for imperatives, sequence markers 	<ul style="list-style-type: none"> Asking for repetition/clarification Asking someone to slow down their speech 	<ul style="list-style-type: none"> Skimming for purpose Scanning for key details 	<ul style="list-style-type: none"> Proof-reading and editing Spell-checking
Assessment Tasks	Follow directions to get to a location.	Give directions to a location.	Understand information in a text about getting around a city.	Write a short e-mail inviting a classmate out for lunch. Include details about the date, time and location (CLB 3) and directions (CLB 4).

ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record 'experience' stories from learners about getting around a city or town on foot or by public transportation (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

See the *CLB: ESL for ALL* document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.

Additional Teacher Resources

The Language Companion Stage 1:

Where I Live: p. 6 *Transportation*

Helpful English: Getting Around

p. 12 *Asking for Directions*

p. 13 *Giving Directions*

p. 14 *Describing Transportation*



- LINC Classroom Activities (LINC 2), Algonquin College: Iris Anderson pp. 425-427 On the Road-I, pp. 428- 431 On the Road-II
- LINC Classroom Activities (LINC 3), Algonquin College: Kathleen Johnson, Sheila Morrison
 - pp. 474-475 Travel Tips
 - pp. 476-481 Have a Safe Trip
 - pp. 490-492 Transit Schedule
 - pp. 493-495 How do I get there from here?
- LINC 2 E-Activities - <http://learnit2teach.ca/linc2/> Travel and Transportation
- LINC 3 E-Activities - <http://learnit2teach.ca/linc3/> Travel and Transportation
- www.esllibrary.com – Getting Around the City, Transportation, Travel and Transportation Role-Plays, Prepositions of Place: Beg- Low Intermediate, Prepositions of Direction – Beg- Low Intermediate
- Randall’s ESL Cyber Listening Lab - <https://www.esl-lab.com/easy/sightseeing-tours/>, <https://www.esl-lab.com/basic-english/directions-3/>
- Oxford Picture Dictionary 2nd ed., Oxford University Press: Jayme Adelson-Goldstein, Norma Shapiro – pp. 150-155 Basic and Public Transportation, Prepositions of Motion, Traffic Signs, Directions and Maps
- Let’s Talk 1, 2nd edition, Cambridge: Leo Jones- Unit 11 - In the City
- Let’s Talk 2, 2nd edition, Cambridge: Leo Jones – Unit 8 - Transportation and Travel

Introducing the Module to the Class

There are many ways to introduce the module to learners. The following are two examples.

Warm-up Questions

1. Have learners discuss one or a selection of the following questions in small groups. Specific questions could be posted in different areas of the classroom, with groups assigned to those areas.
 - Have you ever asked someone for directions? When? Give examples.
 - When was the last time you got lost? What did you do?
 - Are you good at giving directions?
 - Are you good at following directions?
 - When you need directions to a place, what do you do? Ask a friend or family member? Use a GPS? Use a paper map? Use Google Maps on your phone or computer?
 - Do you use public transportation?
 - What are the advantages/disadvantages of using public transportation? Driving your own vehicle? Walking?
 - How much does it cost to take a bus in your city?
2. Debrief with the whole class by alternating through each group, having them share their answers for some questions.

Using the Language Companion

After the discussion, follow up with a look at the Stage 1 Language Companion.

Distribute the handout titled *Language Companion Search: Transportation and Getting around a City*.

Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed. CLB 3 learners can be paired with CLB 4 learners, and as they finish, they can check their work with classmates.

Additional Warm-up

Have learners fill in page 6 of “Where I Live” in their Stage 1 Language Companions.

Answer Key: Language Companion Search

Question	Answer
What page in Where I live has information about transportation? Read this page.	Page 6
What is the easiest way to travel across Canada?	By airplane
What pages in Helpful English have information about transportation and getting around?	Page 12-14
Copy one sentence to ask for directions:	<ul style="list-style-type: none"> *Excuse me, can you give me directions to a café? *How do I get to...? *Is there a ... near here? *Could you please tell me the way to ... * Could you tell me where ... is? *Excuse me, can you tell me where ... is located? * Do you know where the nearest ... is?
Copy one sentence asking about the distance of a location:	<ul style="list-style-type: none"> *Is it far away? *It is close by? *How long will it take to get there by bus / car?
Copy one way to give directions using landmarks:	<ul style="list-style-type: none"> *Turn right after the bookstore / school / park. *Take a left before the ... *Go straight past the ... * Keep going until you see ... *On your left / right you'll see ...
Copy one way to give directions a place by describing its location.	<ul style="list-style-type: none"> *The address is 295 Pine Avenue. *It's at the corner of ... and ... * It's beside ... *It's next to ... *It's across from ... *It's between ... and ... *It's north / south / east / west of ... *It's kitty-corner from...
Name 8 methods of transportation:	Streetcar, bus, taxi, on foot/walking, bike, car, scooter, subway/train

Language Companion Search: Transportation and Getting around a City

Instructions: Work with a partner. Look in your Language Companion. Answer the questions.

Question	Answer
What page in Where I live has information about transportation? Read this page.	
What is the easiest way to travel across Canada?	
What pages in Helpful English have information about transportation and getting around? Read these pages.	
Copy one sentence to ask for directions:	
Copy one sentence asking about the distance of a location:	
Copy one way to give directions using landmarks:	
Copy one way to give directions to a place by describing its location.	
Name 8 methods of transportation:	

Goal Setting: Getting Around a City

Teaching Notes: Complete the goal setting activity after introducing the module to the class.

Set up:

1. Post a list of language skills that learners can develop in this module, such as:
 - Building vocabulary to describe locations and map reading
 - Listening to directions and following on a map, identifying words and phrases for movement and direction
 - Making polite requests orally and in writing
 - Giving directions to a location orally and in writing
 - Using reading strategies, such as:
 - Skimming
 - Scanning
 - Identifying formality and politeness
 - Searching and scanning for specific information online
 - Writing an invitation that includes a greeting, pleasantries, an invitation, a location with date and time, and a closing
2. Ask learners to think about which skills they want to focus on and improve. Have them complete their goal-setting sheets.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Goal Setting: Getting Around a City

Name: _____

Date: _____

Beginning of module goal setting:

In this module, I would like to improve the following skills:	What can I do to achieve these goals?

End of module review:

Date: _____

My goals:	Did I achieve my goals?	Were my strategies successful?

My Next Steps:

Vocabulary: A Teacher Resource

The master list below includes words that appear frequently in this module. For skill-building activities, select the words that will be the most useful for the learners in your class. For helpful expressions for Getting Around a City, refer to page 12-14 in the Helpful English section of the *Language Companion*.

Travel Vocabulary

on foot, transit, subway, train, streetcar, escalator, schedule, frequent, infrequent, reduced, fare, fare-box, transfer, card reader, pedestrian, intersection, crosswalk, right of way, fine, jay walking, oncoming traffic, block, Ave. (avenue), St. (street), Rd. (road) , Dr. (drive), Blvd. (boulevard), North, North-East, East, South-East, South, South-West, West, North-West

Locations Vocabulary

- | | | | |
|--------------------------|----------------|------------------------|------------------|
| • Elementary School | • High School | • Gas station | • Coin laundry |
| • Grocery store | • Shoe Repair | • Library | • Walk-in Clinic |
| • Community Centre | • Restaurant | • Pharmacy | • Gym |
| • Convenience store | • Cinema | • Computer Repair Shop | • Mall |
| • Video Store | • City Hall | • Café | • townhomes |
| • Beer store | • Yoga centre | • Pastry shop | • hospital |
| • Emergency department | • Pet supplies | • Coffee shop | • Dry cleaners |
| • Health and Beauty Shop | • Bank | • Dentist | • Deli |

Common Prepositions for Giving Directions

- | | | |
|-----------------|------------------|-------------|
| • across (from) | • beside/next to | • down |
| • along | • between | • from |
| • at | • on | • toward(s) |
| • in | • to | • up |
| • near | • behind | • by |

Common Prepositional Phrases for Giving Directions

- | | | |
|------------------------------|---------------------------------|--------------------------|
| • continue down | • go straight | • go through |
| • go across | • go up/down | • at the intersection of |
| • go around/over/under/along | • walk along/walk straight down | • in front of you |
| • go past | • go north/south/east/west | • on the corner |
| • turn left/right | • on the other side of | • around the corner from |

Vocabulary-Building Activities

Use a variety of vocabulary building activities. This will help learners learn and retain new words. The following are possible vocabulary-building activities.

1. **Card Matching:** Copy and cut out sets of the preposition cards, as well as the *Vocabulary-Building Activities* handout (do not cut the handout) on the pages that follow. In small groups, have learners match the preposition cards to the correct meanings by placing the correct preposition on the handout. When they are done, have them compare their lists with another group. Encourage learners to ask their classmates for the meanings of unfamiliar words. Then, have learners complete the handout in writing.

Answer Key

Preposition	Meaning
across (from)	on the other side
beside	next to
between	in the middle of
by	near
at the intersection of	where two roads cross
behind	in the back of
from	starting place
near	close to
to	ending place
toward(s)	in the direction of

2. **Pictionary/Charades:** Divide the class into groups of 3 learners. Distribute one set of the preposition cards to each group. Within each group, one player picks a preposition card (without showing others) and then either acts out or draws a picture to represent it. The other learners in the group try to guess the preposition. Learners take turns until all of the cards have been drawn.



Preposition Cards



across (from)	behind
beside	from
between	near
by	to
at the intersection of	toward(s)
close to	in front of



Preposition	Meaning
	on the other side
	next to
	in the middle of
	near
	where two roads cross
	in the back of
	starting place
	close to
	ending place
	in the direction of

Teaching Notes: This activity is intended to help learners develop map reading vocabulary and skills that will help them with the Listening and Speaking tasks and activities in this module. Keep in mind that some people naturally have difficulties with map-reading and directions. Learners may need explicit instruction on the meaning of direction vocabulary, such as: North, North-East, East, South-East, South, South-West, West and North-West; left and right. They may also need practise counting city blocks on a map.

Teaching Suggestions:

1. Use a mnemonic cue, such as the sentence "Never Eat Shredded Wheat" to help learners remember the direction of north, east, south, west (going clockwise) if they have difficulty.
2. If possible, take the class outside and ask learners to answer the following questions: *What direction is the sun? Which way is North? East? South? West?* Alternatively, learners could mark the classroom with signs: North, North-East, East, South-East, South, South-West, West and North-West. Have them use a compass or a smartphone compass app. to check their answers.
3. Practise counting city blocks using an online map. If possible, project the map onto a screen or draw a rough map of the area around the school on the board. Narrate your way to the school from various locations as you point out how to count the number of blocks.
4. Provide instructions on how to open Google Maps on a computer or learners' phones. Have them type the name of the school in the search box. Ask questions, such as: *How many blocks are there from _____ to _____? Where is the closest coffee shop? What route do you take to go home from school? How many blocks do you walk from the bus stop?*

Learning Reflection: End of Module

Name: _____

Date: _____

Think about the skills you practised in this module. Put a check in the column that describes your ability.

	Yes!	Need more practice.	This is hard!
I can use the topic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen and understand directions to locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can clarify directions (by repeating back, asking to slow down, or asking additional questions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can follow simple directions on a map	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can skim and scan for information in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for and give simple directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write an invitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most useful thing you learned in this module?

Which activity was the most difficult for you? How can you practise this skill more?

Listening: Skill-Building and Skill-Using Activities

Identifying Directions and Locations	19
Listening Strategies	22
Understanding Directions.....	24



Teaching Notes: Prior to this activity, learners may need to review abbreviations, such as Blvd., St., and Ave. to help them follow directions on a map. It is also useful to teach/review common prepositions of place that will provide the foundation for the ones they will hear in the listening texts. Note that some people naturally have difficulty navigating maps and understanding directions. Learners may need multiple opportunities to practise these skills.

Set Up:

1. Inform learners that they will listen to three short conversations that include the location of a place and directions on how to get there. They will be focusing on the prepositions and prepositional phrases for locations and directions that are used in each dialogue.
2. Distribute the handout. Play the first dialogue as many times as needed, and have learners fill in the blanks. Take up the answers as a class.
3. Create a table on the board similar to the one below. Have learners copy the table, and write the prepositions and phrases from dialogue 1 into the correct columns. Inform learners that they will add other prepositions and phrases to the table for future reference.

Prepositions and Phrases for Location	Phrases for Directions
- <i>in front of</i>	- <i>cross the street</i>
- <i>around the corner/ at the corner of</i>	- <i>turn right, turn left</i>
- <i>in the middle of/ between</i>	- <i>walk/go straight</i>
- <i>on, at, near, next to, beside</i>	- <i>go north, south, etc</i>

4. Play the remaining two dialogues as often as needed, and have learners complete the rest of the handout. After listening to the final dialogue, learners can work with a partner to compare and confirm answers.
5. Check answers as a class by playing each dialogue again and pausing to note the preposition/prepositional phrases. Ask learners to add the phrases to their table.
6. Working in groups, have learners brainstorm additional prepositions and prepositional phrases for directions and add them to their tables. Take up the answers in a large group discussion and encourage learners to add any new prepositions and phrases they learned through the discussion to their tables.



Transcripts and Answer Key

Dialogue 1:

A: Excuse me. Can you tell me how to get to City Hall?

B: Sure. From here, you need to cross the street. Walk straight for 3 blocks. Then turn left at 2nd Ave. You will see City Hall in front of you.

A: Ok. Thanks very much.

Dialogue 2:

A: Excuse me, I'm trying to get to the Hilltown Restaurant on Johnson Blvd.

B: Oh yes. Keep walking straight and turn right at the corner. Hilltown Restaurant is in the middle of the block, between Johnson Blvd and Tate St.

A: Thank you.

Dialogue 3:

A: Excuse me. Can you tell me how to get to the nearest subway station from here?

B: Yes, of course. It's on Main St. Go straight along this street until you get to King Street. Turn left on King. Walk one block and you will be at Main St. The subway station is at the corner of King and Main.

A: Thank you very much.



Name: _____

Date: _____

Dialogue 1:

A: Excuse me. Can you tell me how to get to City Hall?

B: Sure. From here, you need to _____.
_____ for 3 blocks. Then _____ at 2nd Ave.
You will see City Hall _____ you.

A: Ok. Thanks very much.

Dialogue 2:

A: Excuse me, I'm trying to get to the Hilltown Restaurant on Johnson Blvd.

B: Oh yes. Keep walking _____ and _____ at the
corner. Hilltown Restaurant is _____ the
block, _____ Johnson Blvd and Tate St.

A: Thank you.

Dialogue 3:

A: Excuse me. Can you tell me how to get to the nearest subway station from here?

B: Yes, of course. It's _____ Main St. _____ this street
until you get to King Street. _____ King. Walk one block
and you will be at Main St. The subway station is _____
King and Main.

A: Thank you very much.

Teaching Notes: In this activity, learners practise listening for expressions speakers use to clarify directions. Learners will practise using these strategies during the Speaking activities.

Set Up:

1. Engage learners in a discussion about the ways they use to confirm instructions or directions. List the ways/strategies on the board in chart form, similar to the chart below, with an example for each strategy. Elicit from learners what the speaker might say for each strategy (either in a pair activity or class discussion).

Strategies for Clarifying Directions	
Repeating back	- <i>So, I walk straight to Main St.?</i>
Asking someone to slow down	- <i>Could you slow down, please.</i>
	- <i>Could you speak a little slower, please.</i>
Clarifying information	- <i>Did you say ...?</i>
Asking additional questions	- <i>Do I turn left or right at the corner?</i>

2. Have learners listen to four dialogues that include directions to a location, and an example of a strategy for clarifying directions. Demonstrate the activity by playing the first dialogue and identifying as a class which strategy is being used.
3. Play the additional three dialogues and in pairs, have learners discuss which strategies they hear. Take up the answers in a class discussion.

Additional Practice Suggestions:

- Learners will likely need multiple opportunities to practise listening to and following directions. Provide additional practice activities as needed.
- Beyond the classroom, encourage learners to practise asking for directions to locations, and to practise clarifying directions. They can report on their experiences during a class discussion.



Transcripts

Dialogue 1: Strategy – Repeating Back

- A: Excuse me. Can you tell me how to get to City Hall?
- B: Sure. From here, you need to cross the street. Walk straight for three blocks. Then turn left at 2nd Ave.
- A: So, I cross the street, walk straight for three blocks and then turn left on 2nd Ave.?
- B: Yes, that's right. You'll see City Hall in front of you.
- A: Thanks very much.

Dialogue 2: Strategy – Slowing Down

- A: Excuse me, I'm trying to get to the Hilltown Restaurant on Johnson Blvd.
- B: Sure. It's about 3 minutes from here. Keep walking straight and turn right at the corner. The Hilltown Restaurant is in the middle of the block between Johnson Blvd and Tate St.
- A: Sorry, could you speak a little slower, please?
- B: Oh yes, of course. You keep walking straight and turn right at the corner. The Hilltown Restaurant is in the middle of the block between Johnson Blvd and Tate St.
- A: Thank you very much. You've been very helpful.

Dialogue 3: Strategy - Asking Additional Questions

- A: Excuse me. Could you tell me which bus I take to get downtown?
- B: Yes. You can take either number 72 or 57.
- A: Is this the correct bus stop?
- B: No. You need to walk to the express bus stop. It's a block away from here.
- A: Okay. Will it be on my right or left?
- B: On your right. It's across from the school.
- A: Great. Thank you.

Dialogue 4: Strategy - Clarifying Information

- A: Excuse me. Can you tell me how to get to the nearest subway station from here?
- B: Yes, of course. It's on Main St. Go straight along this street until you get to King Street. Turn left on King. Walk one block and you will be at Main St. The subway station is at the corner of King and Main.
- A: So, I walk along this street to King and then turn right at King?
- B: No. You turn left on King.
- A: Oh, Ok. Left on King. Thank you very much.

Competency Area: Comprehending Instructions

Indicators of Ability: Understands prepositions used for location and directions;
Understands a sequence of steps to get to a specific location

Teaching Notes: Ensure that learners have had multiple opportunities to practise listening to directions before they attempt this skill-using task. If you cannot play the audio clips, read each story to class. **Note that the direction of the text indicates which street the building is on.** For example, the bank is on Prince Ave.

Set Up:

1. Inform learners that they will listen to five short audio clips that include directions and locations. Instruct them to follow along on the map provided, and to answer the comprehension questions on the handout.
2. Distribute copies of the map and the comprehension questions.
3. Play/read the stories as often as needed. Learners may find it helpful to trace the route using their finger or a pencil while listening to each story.

Assessment:

Consider how to take up the answers. If possible, project the map on a screen/board and trace the different routes on the map as a class.

Consider having learners mark their own work while you take up the answers as a class, and look for any patterns in error types. Based on the needs of learners, decide how to give feedback (individually, small group, whole class), and what to focus on in upcoming instruction.

Answer key: 1. c 2. b 3. c 4. a 5. b



Transcript

1. On Friday afternoon, Adam left the Yoga Centre and walked north on Prince Ave. He stopped at the bank. Then he turned right onto King Rd. He walked straight for a block. He had an appointment with Dr. Aslam on the corner of King and Main beside the pharmacy.
2. Mary had many things to do yesterday. First, she dropped off her computer to be fixed on the corner of Royal Rd and Oaks Dr. The repairman said it would take about 45 minutes, so she decided to go for coffee.
3. Every Sunday afternoon, Amina walks east on Castle Dr. to Queen St. On Queen St. she goes north two blocks. She always goes into the business at the corner of King Rd. and Queen St. beside the dry cleaners.
4. Svetlana has two jobs. In the morning she works in the store on Royal Rd. in between the pet supplies store and the health and beauty shop. When she is finished her shift, she walks south on Royal Rd. to Oaks Dr. She walks east along Oaks Dr. Her second job is located next to the ice cream shop.
5. Paco is having a party, so he goes to the party supplies store on Royal Rd. He leaves the store and goes north on Royal Rd to Oaks Dr. He then walks one block east. He buys food for the party at the grocery store.



Name: _____

Date: _____

Instructions: Listen to each short story. Circle the correct answer to the questions.

1. Story 1: Where does Adam have an appointment?

- a. Central Hospital
- b. Emergency department
- c. Walk-in clinic

2. Story 2: On which street is the nearest coffee shop?

- a. Castle Drive
- b. Main Street
- c. Queen Street

3. Story 3: Where does Amina go?

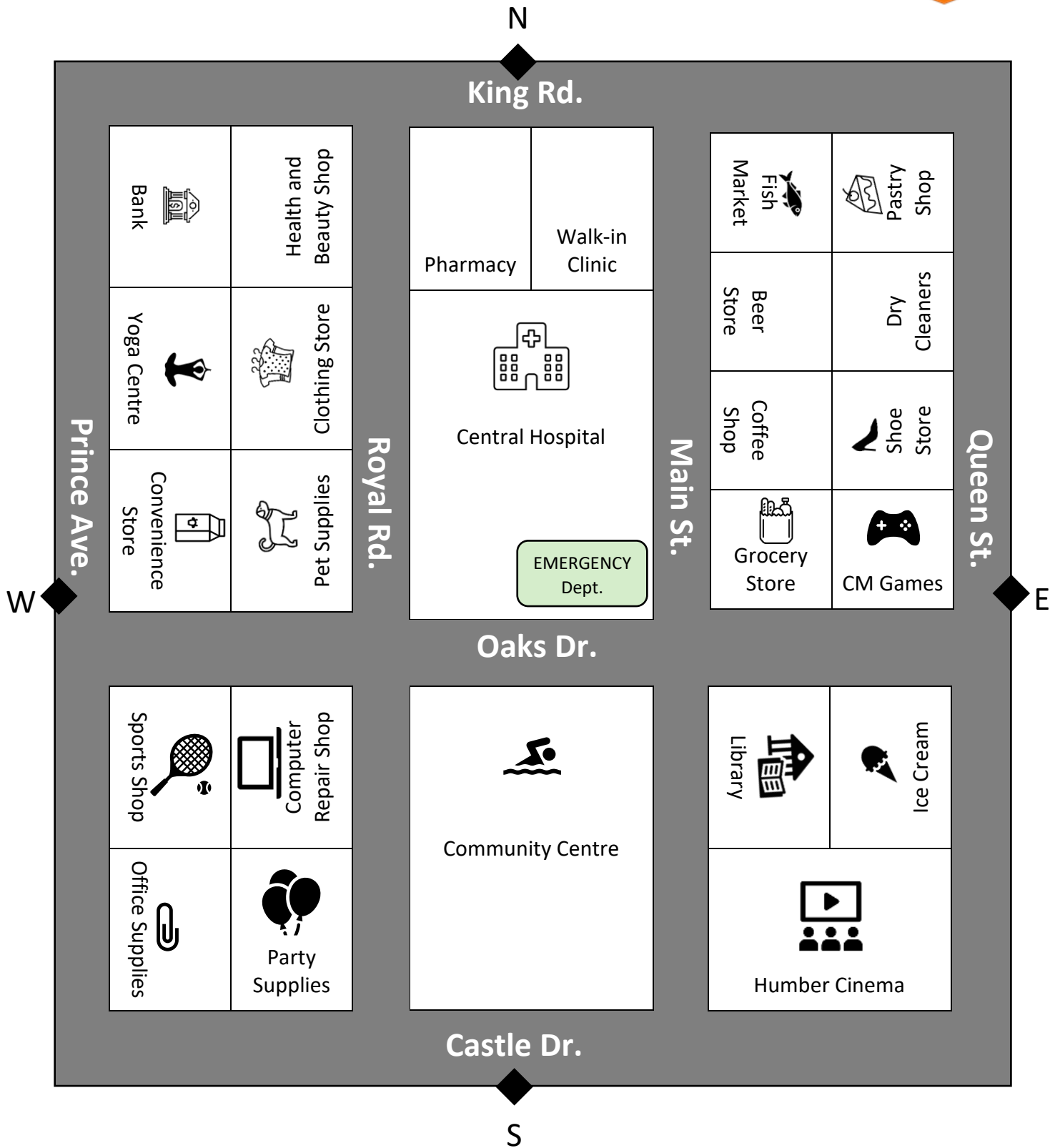
- a. To the ice cream shop
- b. To the cinema
- c. To the pastry shop

4. Story 4: Where does Svetlana work?

- a. Clothing store and the library
- b. Clothing store and the grocery store
- c. Yoga centre and the cinema

5. Story 5: The grocery store is located at the corner of _____.

- a. Oaks Drive and Royal Road
- b. Oaks Drive and Main Street
- c. Castle Drive and Main Street



Speaking: Skill-Building and Skill-Using Activities

Describing Locations 29

Giving Simple Directions..... 32

Giving Locations and Directions 34

Teaching Notes: The same map (on the page that follows) will be used for all of the Speaking SB and SU activities. The Speaking activities in this section are closely aligned to the previous Listening activities. Consider completing the Listening activities prior to having learners practise the activities in this section.

Set Up:

1. In a class discussion, review prepositions and prepositional phrases for describing locations. Create a chart on the board that learners can copy and refer to. Also discuss polite phrases for asking about a location. (e.g., *“Can you tell me where the library is?”* instead of *“Where is the library?”*)
2. Distribute the map on the page that follows. Spend time orienting learners to the map. Look at the names of the streets running north and south as well as those running east and west. **Note that the direction of the text indicates which street the building is on.** For example, the fish store is on King Rd. while the bank and tennis club are on Third Ave.
3. Practise describing a few locations as a class. Begin by saying what street the building is *on/at the corner of* and then describing its location in relation to other buildings. Possible places include the pizza store, cinema, Chinese food restaurant, or the high school.
4. Distribute the worksheet on the page following the map. In pairs or small groups, learners work together to write the locations for questions 1 to 7. Debrief as a class. Instruct learners to write their own question and answer about an additional location on the map. Circulate and check questions and responses.
5. In pairs, have learners take turns asking each other the additional question they wrote on the worksheet. Instruct them to check each other’s answers. Rotate learners with other partners until learners have had sufficient practice asking questions about different locations and giving answers.
6. Have learners practise saying numbers 1 to 7 with a partner.

Additional Practice Suggestion:




Provide learners with a map of the local area and have them practise describing the locations of places on it.




Answer Key:

Note: alternative answers may be possible for some questions





- | | |
|---|-----------------------------------|
| 1. on Second Ave., next to/beside | 5. on First Ave.; next to/beside |
| 2. on Jones Blvd.; across from | 6. on Queen’s Rd.; next to/beside |
| 3. on Third Ave.; between the bank and the fish store | 7. on Jones Blvd.; next to/beside |
| 4. on Third Ave., next to/beside | 8. Answers will vary |

Fourth Ave.

		
Restaurant	Cinema	Coffee and Dessert Shop





		
Shoe Store	High School	Get Fit Gym




Third Ave.

		
Pizza	Parkview Shopping Mall	Grocery Store
		
Library		Bay Apartments

		
Bank	Tenni s Club	Fish Store
		
Walk-in Clinic	Dry Cleaners	
		
Pharmacy	Dentist	

Second Ave.

		
City Hall	Central Hospital	Clothing store
		
		Convenience Store

	
Community Centre	Chinese Food
	
	Gas Station

First Ave.





Describing Locations, *continued*

Name: _____

Date: _____

1. Can you tell me where the dentist's office is?

The Dentist is _____ Ave. _____ the pharmacy.

2. Where is the Community Centre?

It is _____ Blvd. _____ the clothing store.

3. Do you know where the Tennis Club is?

It's _____ Ave. _____ the _____
and the _____ store.

4. Where is Get Fit Gym?

It's _____ Ave. _____ the high school.

5. Do you know where City Hall is?

City Hall is _____ Ave. _____ the hospital.

6. Could you tell me where the library is?

It is _____ Rd. _____ the pizza shop.

7. Excuse me, where's the grocery store?

It's _____ Blvd. _____ Bay apartments

8. Could you tell me where _____ is?

Teaching Notes: Note that many people have difficulties giving directions, even native English speakers. Provide multiple opportunities for learners to practise giving directions.

Set Up:

1. Brainstorm and review prepositions and prepositional phrases for giving simple directions. For example: *go straight, turn left/right, go north, south*. Refer learners to the list of phrases they copied during the Listening activities for any additional prepositions not mentioned in the brainstorming activity.
2. Inform the class that the focus of this activity is on giving simple directions. Do a quick review of the difference between requests for locations: *Can you tell me where ____ is?* and requests for directions: *Can you tell me how to get to ____?*
3. Review the map from the previous activity, this time drawing learners' attention to the compass at the bottom right of the page. **Remind learners that the direction of the text indicates which street the building is on.** Practise simple directions using north, south, east, west by asking questions such as: *If I am at the community centre, which direction do I go to get to the shoe store?* (Answer: *north*). Also discuss the use of *right* and *left* (as in, *The shoe store is on your right.*). Remind learners that *from* indicates the starting point and *to* refers to the end point.
4. As a class, practise giving simple directions from one location to another (e.g., from the library on Queen's Rd. to the dentist office at the corner of Second Ave. and King Rd.). Continue to practise as a large group until learners are ready to complete the worksheet without instructor support.
5. Distribute the worksheet on the next page. In pairs, have learners decide on the best answers together. Check answers as a class.
6. Remaining in pairs, have learners take turns asking and answering the questions in the handout. Switch partners and alternate roles often, so that all learners have sufficient practice with both requests and answers.

Additional Practice Suggestion:

Using a local map, have learners practise giving simple directions to familiar places on the map.

Answer Key

- | | |
|---------------------------------|-----------------|
| 1. west, left | 4. north, right |
| 2. north, left, straight, right | 5. south, east |
| 3. east, left | 6. west, right |



Name: _____

Date: _____

1. A: Can you tell me how to get to Central Hospital from the dentist?

B: Yes, walk _____ on Second Ave. past Jones Blvd. and you will see it on your _____, after the clothing store.

2. A: Could you tell me how to get to the cinema from Bay Apartments?

B: Of course, walk _____ on Jones Blvd. and turn _____ at Third Ave. Go _____ until you see it on your _____.

3. A: Excuse me, can you give me directions from City Hall to the gas station?

B: Sure, Walk _____ along First Ave. past Jones Blvd. The gas station is on your _____.

4. A: Sorry to bother you, could you give me directions to the bank from the community centre?

B: It's close. Walk _____ on Jones Blvd. to Third Ave. The bank is on your _____.

5. A: Can you tell me how to get to the Chinese food restaurant from the shoe store?

B: Sure. Walk _____ on Jones Blvd. to Second Ave. Then walk _____ on Second Ave. to King Rd. The Chinese Restaurant is at the corner of Second Ave. and King Rd.

6. A: Could you tell me how to get from the Chinese Food Restaurant to the Parkview Shopping Mall?

B: Yes, walk _____ along Second Ave. past Jones Blvd. You will see it on your _____.

Competency Area: Giving Instructions

Indicators of Ability: Uses appropriate prepositions/prepositional phrases to express location and direction; uses clear sequencing; speaks clearly.

Teaching Notes: Learners use the map from the previous skill-building activities for this task. Review prepositions/prepositional phrases to express location and direction. Consider posting the expressions on the wall so learners can refer to them if needed. Also consider having learners record the role plays so they can listen back for self-assessment.

Set Up:

1. Arrange the class in groups of three. In each group, give learners the following:

- GROUP: A copy of the map for all group members to refer to
- Learner 1: **Direction/location card 1**
- Learner 2: *does not receive an item*
- Learner 3: **Answer card 1**, and a peer evaluation sheet

Inform learners they will alternate between three roles: 1) giving directions/describing the location on their card, 2) following directions, 3) observing and giving feedback. Go over how to complete the feedback form as the peer observer. Inform learners that their feedback should be constructive; give examples of constructive feedback.

2. In groups, learner 1 looks at the direction/location card (without showing others), looks at the map, and describes the location and directions to the place on the card to learner 2. Learner 2 follows the directions on the map to find the location. Learner 3 observes, compares with the answer card, and shares the answer with the group. Learner 3 completes the *Peer Feedback Checklist*. Circulate to provide assistance where needed.
3. Debrief as a class on challenges/successes; have a group perform for the class, if needed.
4. Have learners remain in their groups and continue the activity. Distribute **Direction/location card 2** to learner 2, and a peer feedback form and **answer card 2** to learner 1. Learner 2 describes directions to learner 3. Learner 3 finds the location on the map, and learner 1 observes, checks the answer and fills out the feedback form. Continue with the direction/location card 3.

Assessment:

Choose the approach that best suits the needs of learners, for example:

1. This activity uses peer feedback. Ensure that time is given for peers to share and review feedback.
2. Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice.
3. In a class discussion, have learners identify issues they feel they need more practice with.



Direction/Location Cards



Direction/Location Card 1

1. Tell your partner how to get from the library to Central Hospital.
2. Describe the location of Central Hospital.

Direction/Location Card 2

1. Tell your partner how to get from the walk-in clinic to the high school.
2. Describe the location of the high school.

Direction/Location Card 3

1. Tell your partner how to get from the gas station to the grocery store
2. Describe the location of the grocery store.



Answer Cards

ANSWER for Direction/Location Card 1

Directions from the **library** to **Central Hospital**:

1. Go south on Queens Rd. to First Ave. Go east on First Ave for half a block.
2. Location: Central Hospital is next to (or beside) City Hall. (Or between City Hall and the convenience store.)

ANSWER for Direction/Location Card 2

Directions from the **walk-in clinic** to the **high school**:

1. Go north on Jones Blvd. to Third Ave. Turn right (or go east) on Third Ave for half a block.
2. Location: The high school is between the shoe store and Get Fit Gym.

ANSWER for Direction/Location Card 3

Directions from the **gas station** to the **grocery store**:


1. Go west on First Ave. to Jones Blvd. Turn right (or go north) on Jones Blvd. past Second Ave.
2. Location: The grocery store is on your left, next to (or beside) Bay Apartments (or across from the bank).

Giving Locations and Directions

Peer Feedback: Listen to your classmate give directions and describe the location of a place.
Give feedback to your classmate.

Name of speaker: _____ Date: _____

Peer: _____


Peer Feedback Checklist			
Your classmate:		Yes ✓	No ✓
• Used prepositions and prepositional phrases correctly to describe locations and give directions		<input type="checkbox"/>	<input type="checkbox"/>
• Directions were clear and easy to follow		<input type="checkbox"/>	<input type="checkbox"/>
• Spoke clearly and used good pronunciation		<input type="checkbox"/>	<input type="checkbox"/>
Instructor Comments			



Peer Feedback: Listen to your classmate give directions and describe the location of a place.
Give feedback to your classmate.

Name of speaker: _____ Date: _____

Peer: _____

Peer Feedback Checklist			
Your classmate:		Yes ✓	No ✓
• Used prepositions and prepositional phrases correctly to describe locations and give directions		<input type="checkbox"/>	<input type="checkbox"/>
• Directions were clear and easy to follow		<input type="checkbox"/>	<input type="checkbox"/>
• Spoke clearly and used good pronunciation		<input type="checkbox"/>	<input type="checkbox"/>
Instructor Comments			

Reading: Skill-Building and Skill-Using Activities

Reading Strategies: Skimming and Scanning	39
Online Search: Public Transit Information	42
Reading Comprehension: Walking Safety Tips.....	44
Reading Comprehension: Tips for using Public Transit	47

Teaching Notes: In this activity, learners practise skimming and scanning. They practice skimming for a general overview of a text, and scanning to find specific details. Inform learners that the focus of the activities is practising the strategies and not comprehension.

Set Up:

1. Brainstorm typical questions learners might ask themselves before reading a text. Write them on the board (e.g., *What is the purpose of the text? Are there important details I need to know? If so, what are they?*)
2. Inform learners that skimming and scanning are reading strategies that can help them to find information quickly. In a class discussion, elicit situations where each strategy might be used. Provide learners with tips on how to skim and scan:

Skimming: move your eyes quickly down the page without reading every word; look at the title, sub-headings and formatting clues (e.g., bolded words, italics). All these text features provide a general sense of what the text is about.

Scanning: use key words and phrases to find specific details in the text. Filter out irrelevant information and search for the information that applies to you. Every single word isn't important to know and understand.

Part 1: Skimming Practice

3. Distribute the text on the next page and ask learners to leave it face down. Inform them that they will have 15 seconds to skim the text quickly to get a general idea of what the text is about. Remind them not to read every word but to look at the title and any key formatting features. Set a timer and tell them that when the timer sounds, they must turn their paper back over.
4. When the 15 seconds are up, take a few shout-outs about the purpose.
5. Arrange the class into groups, and have each group come up with a list of three key details they remember about the text. Inform them that they have three minutes to make their list. Set the timer and when it goes off, go over the key details that each group recalled.

Part 2: Scanning

6. With papers still turned over, inform learners that they will be participating in a race to find the answers to 12 questions by skimming the text. Instruct them to zero in on the key words they hear in the questions and shout out the answer once they find it. When ready to begin, instruct learners to turn the text face-up and start the race.
7. Read the questions on the next page one at a time, and have learners quickly find the answers. After each question has been answered, quickly move to the next question.
8. Working with a partner, have learners discuss and answer the additional questions.



Questions	Answers
1. What is the name of the city?	Newtown
2. What is the new card called?	QuickGo
3. How many fares are there?	Three
4. Who rides free?	Children five and under accompanied by a fare-paying adult
5. How do you find out more information about QuickGo?	Video
6. How much is the senior 7-day pass?	\$13.50
7. How much can you save by using a weekly pass instead of cash	22% to 38%
8. How many bus tickets come in a sheet?	5 or 10
9. How much is a full fare 5-day pass?	\$24.00
10. Do bus drivers carry cash?	No
11. Who pays full fare?	Individuals 17 – 64 who are not in high school or a post-secondary institution
12. How much is a youth cash fare?	\$2.50
Additional Questions (not part of the race)	Answers
You ride the bus Mon-Thurs to go to school. Should you buy tickets, 7-day pass or monthly pass?	Monthly pass
How much is the cash fare for a 23-year-old university student?	\$3.00 (full fare)
You use the bus every day to and from school (Monday to Friday). You also use the bus to go shopping on Saturdays. Which fare is the best for you? Why?	depends on their age, answers will vary

Additional Practise Suggestion:

Collect (or print from websites) local bus schedules, and repeat the same scanning activity.



Newtown Transit

The new **Quickgo** card makes travelling easier.

It's simple to use – just tap your card on the **Quickgo** card reader on the farebox, wait for the beep, and go. It's also easy to reload. For more information, watch the [*What is a Quickgo card?*](#) video.

Full, Youth, and Senior Fares

Please remember, Newtown Transit does not accept bills on any of our buses. Operators do not carry any cash.

Full Fare	
Cash	3.00
Ticket	2.75
5 Day Pass	24.00
7 Day Pass	27.00
Monthly Pass	112.00
Youth Fare	
Cash	2.50
Ticket	1.90
7 Day Pass	19.20
Monthly Pass	72.10
Senior Fare	
Cash	2.25
Ticket	1.50
7 Day Pass	13.50
Monthly Pass	52.50

FULL FARE:

For individuals 17 – 64 who are not in high school or a post-secondary institution

YOUTH FARE:

For Youth 6-16 years old

For high school and post-secondary students 17-21 years old with a **Quickgo** card (Photo ID must be shown to operator when boarding.)

Note that children five and under accompanied by a fare-paying adult ride **free**.

SENIOR FARE:

For persons who are 65 or older (ID must be shown to the operator when boarding.)

BUS PASSES:

You can save from 22% to 38% over cash fares using your weekly pass just twice a day.

BUS TICKETS:

Tickets are sold in sheets of 5 or 10 and are available at over 140 different stores throughout Newtown.



Teaching Notes: This activity is designed to be completed online. Review or teach learners how to do an online search to find information about their local transit system. It is a good idea to research the answers prior to teaching.

Set Up:

1. Distribute the handout on the page that follows. If there is internet access/projector in the classroom, consider introducing the activity by showing learners the local transit website for their city. Walk learners through the steps of how to complete the task and assist them as they try it on their own. Alternatively, learners could work in pairs by pairing more internet-savvy learners with those who need assistance.
2. Encourage learners to practise using the scanning strategies learned in the previous activity while searching for the information.
3. Once they have completed their work, debrief as a class and give feedback as needed.

Additional Practise Suggestion

After learners have completed the online search activity, encourage them to scan the same local transit website for other information. Orally ask them additional questions, such as “Can you take your dog on the bus or train?” “What to do in case of an emergency?” (Review the website in advance to ensure learner responses are correct.).



Name: _____

Date: _____

In this activity you will:

- Follow instructions in the correct order
- Find specific information from the text

Instructions: Read the steps below. After you find your local transit website, answer the questions.

Steps:

1. Using a search engine (e.g., Google), type “local transit information” and click *enter*.
2. Click on the title of the website for your local transit system.
3. Scan the information to answer the questions below.

Check (✓) which forms of public transportation you have in your city.

- ☐ Bus
☐ Train/subway
☐ Streetcar

What is the adult fare?

What time to the busses start and end?

START: _____ END: _____

Is the service the same on holidays?

- ☐ Yes ☐ No

If you answered NO, how is the service different on holidays?

Where can you go if you lose something on the bus?

Can you take your bike on the bus or subway?

- ☐ Yes ☐ No

Teaching Notes: Some of the vocabulary in the text on the handout that follows may be new for learners. Consider including some vocabulary-building activities for words such as: *pedestrian, intersection, crosswalk, right of way, fine, jay walking and oncoming traffic*. Alternatively, learners could practise trying to infer the meanings of unknown words.

Set Up:

1. In a class discussion, brainstorm some possible safety tips for walking on the street.
2. Distribute the text and the comprehension questions on the pages that follow. Have learners read the text and work in pairs or small groups to discuss the comprehension questions.
3. Take up the answers as a class. Discuss the strategies learners used to find the answers.
4. In a class discussion, ask learners if there are any walking tips that they would like to start following. Have learners circle or underline all of the important details that indicate actions they should take.

Additional Practise Suggestions

1. As an online activity, search for the cost of a jay-walking ticket in your province.
2. Working in small groups, have learners brainstorm possible tips for walking safely in winter or at night. Post each group's responses and discuss as a class.

Answer key:

1. c
2. You could cause an accident.
3. Make eye contact with the driver.
4. b
5. Walk facing oncoming traffic. Walk as close to the side of the road as possible.
6. The police might give you a fine if they see you.

TIP SHEET

Here are some tips for walking safely on the street.

- ① Try to **walk on the right** and pass on the left. This is especially important when you are walking or cycling on a bicycle path. You don't want to cause a crash!
- ② Always **make eye contact** with drivers when you want to cross the street. Before stepping into an intersection, make sure they see you.
- ③ Wear light coloured clothing so that drivers and cyclists can see you easily.
- ④ Remember that pedestrians have the right of way in crosswalks (with white stripes on the pavement) or intersections with traffic lights.
- ⑤ Crossing a busy street where there is no crosswalk is called jay walking. If the police see you, you could get a fine from \$50.00 to \$175.00.
- ⑥ Always try to walk on a sidewalk or a path. However, if there isn't a sidewalk, always walk facing oncoming traffic. Walk as close to the side of the road as possible.
- ⑦ Always carry ID with you.
- ⑧ Remember to stay off your phone and pay attention to where you are walking.





Name: _____

Date: _____

Instructions: Read the tip sheet. With your group or partner, discuss the questions below.

1. What is the purpose of the reading?
 - a. to teach drivers how to be safe
 - b. to teach people how to use sidewalks
 - c. to teach pedestrians how to be safe
2. Why is it important to walk on the right and pass on the left?

3. What should you do before crossing a street if a car is coming (especially if the car is turning)?

4. When do pedestrians have the right of way?
 - a. when crossing at a red light
 - b. when crossing at a crosswalk
 - c. when crossing in the middle of a busy street
5. What should you do if there is no sidewalk?

6. What can happen if you jaywalk?

Discuss with a partner or in your group:

7. Why do you think it's important to carry ID with you on a walk?
8. Why do you think people shouldn't text or talk on the phone while they are walking?

Competency Area: Comprehending Information

Indicators of Ability: Identifies main idea; identifies specific factual details

Teaching Notes: Consider reviewing/teaching reading strategies to aid comprehension (e.g., looking at the title/sub-heading and making predictions, skimming for an overall idea of the content of the text, making inferences about unfamiliar words, scanning for specific details).

Set Up:

1. In small groups, have learners brainstorm safety tips for taking the train, a local bus, or riding a bicycle in a city. The tips could be shared with the class by having each group post their tips on the board.
2. To support active reading, post the title of the text (***Tips for Using Public Transit***) on the board and elicit predictions from learners about the information they expect to find in the text.
3. Distribute the reading text. Ask learners to read the entire text before distributing the comprehension questions.
4. Distribute the comprehension questions. Learners can work alone or with a partner to answer the questions.

Assessment:

Consider having learners correct their own work using a blue pen. Remind them that they should not erase their mistakes, since skill-using tasks are included as a portfolio entry. Explain that this is a good approach because it allows them to see their errors and note any patterns in their comprehension. For more practise with correcting errors, pair up learners of different strengths and have them highlight the answers in the text.

Answer key:

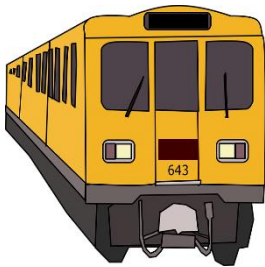
- | | |
|----------|-----------------------|
| 1. b | 6. True |
| 2. a | 7. True |
| 3. b | 8. False |
| 4. True | 9. Run for the bus |
| 5. False | 10. Answers will vary |

TIP SHEET

Tips for Using Public Transit

Most cities in Canada have excellent public transit systems that include busses, streetcars, subways or trains. Here are some important things to remember when using public transit:

In Bus and Train Stations



- If you are using an escalator, always stand on the right and walk on the left.
- When you are using the stairs, walk up and down on the right.
- If you are waiting for the subway or train, always stand behind the safety line on the platform.
- When the train arrives, move to the right of the opening doors so that passengers can get off.

On Busses and Streetcars



- When you see the bus coming, have your fare ready. Remember, bus drivers cannot give change.
- Before you get on the bus, line up to the right of the doors so that passengers can get off the bus.
- The front of the bus is for seniors, parents with strollers, pregnant women and people with disabilities.
- If the bus is full, try to move to the back of the bus so that other people can get on.
- It is okay to ask the bus driver for help if you don't know where you are going or where you need to get off.
- Be sure to get off the bus from the back door whenever possible.
- Remember- never run for a bus if you are late! Another one will come soon.

Name: _____

Date: _____

Instructions: Read the text and answer the questions.

1. What is the main idea of the text?
 - a. Types of public transit in big cities
 - b. Helpful information for taking public transit
 - c. How good public transit is in Canada
2. Which picture shows the correct way to walk on an escalator? **Circle A or B.**

A



B



3. Which picture shows the correct way to walk down the stairs? **Circle A or B.**

A



B



Circle True or False

4. When a train arrives, stand to the right of the door so people can get off. **True False**
5. A bus driver can give you change if you need it. **True False**
6. You should try to move to the back of the bus if it is crowded. **True False**
7. A bus driver is happy to help if you don't know where you are going. **True False**
8. Always get off a bus from the front doors. **True False**
9. What should you never do if you are late and trying to catch a bus? _____
10. What are 2 things from the Tip Sheet that **you do** when you are on a subway or bus?

Writing: Skill-Building and Skill-Using Activities

Writing an Invitation: Considering Pragmatics 51

Writing an Invitation 53

Describing Locations 55

Writing Informal Invitations 58

Teaching Notes: This activity focusses on some of the pragmatic elements learners need to consider when writing appropriate messages for specific audiences.

Set Up:

1. Engage learners in a discussion about different invitations they have received or sent, including formal invitations (e.g., weddings, formal events) or informal invitations (e.g., to friends or family members).
2. Discuss the information that is normally included in an informal message with an invitation and the order it is usually presented in. For example:
 - Greeting
 - Some pleasantries
 - Invitation (including date and time)
 - Address or location
 - Appropriate pre-closing/closing
3. Distribute the handout on the next page, containing two messages with different levels of formality.
 - a. Have learners read each message and with a partner (or in a class discussion) talk about how the messages are the same (e.g., same basic content) and how they are different (formal vs. informal language). In the first message, point out that last names are not typically used in these types of messages.
 - b. Ask learners to underline the words and phrases that indicate the level of formality in each message. They could also discuss how various phrases could be changed to their opposite (i.e. the informal equivalent to a formal word or phrase). Ask them to select the message that is the most appropriate for inviting a good friend for dinner.
 - c. Discuss the meaning of the idiomatic expressions *to catch up*; *Are you free?*
4. Consider creating a chart on the board and brainstorming other possible expressions that could be used for formal and informal messages, including expressions for formal and informal greetings, openings, and closings. Learners can refer to these phrases during subsequent writing activities.



Message 1

To: enicola@yourmail.com	From: lubrov@mymail.com
Cc:	Sent: 14/09/2020
Subject: Dinner	
<p>Dear Eleni Nicola,</p> <p>How are you? I hope you are well. I haven't seen you in a long time. It would be a pleasure to meet with you again – perhaps for dinner? I am wondering if you are available on Friday night at 7:00 p.m. There is a nice restaurant on Jones Ave that opened recently. It's across the street from the library. Please respond to this message.</p> <p>I look forward to seeing you soon, Sincerely, Svetlana Lubrova</p>	

Message 2

To: enicola@yourmail.com	From: lubrov@mymail.com
Cc:	Sent: 14/09/2020
Subject: Dinner	
<p>Dear Eleni Nicola,</p> <p>Hi Eleni</p> <p>How are things? I haven't talked to you in a while. I'd love to get together soon to catch up. Are you free next Friday night for dinner at 7:00? There is a nice restaurant on Jones Ave that opened recently. It's across the street from the library. Let me know if you can make it.</p> <p>Looking forward to seeing you soon, Cheers Svetlana</p>	

Teaching Notes: This activity is a follow-up to the previous skill-building activity. In this activity, learners practise writing the invitation part of the message. They focus on common expressions used to check availability and to invite.

Set Up:

1. Cut up and distribute the message on the page that follows. Working with a partner, have learners sequence the sentences into a logical order. Take up the answers as a class.
2. In a class discussion, analyze the message by looking at how the writer expresses the following elements:
 - a. Greeting/pleasantries (*Hi Asha; I hope that you're well; I really miss seeing you every day in class.*)
 - b. The invitation (*I was wondering if you want to get together for a coffee next week.*)
 - c. Checking availability (*Are you free on Thursday at 3:00?*)
 - d. Place (*Latté-Latté*)
3. Brainstorm additional expressions learners can use in their messages to express an invitation and check availability:

Inviting	Checking Availability
<ul style="list-style-type: none"> - <i>Can you come to ...?</i> - <i>Do you want to ...?</i> - <i>Would you like to ... ?</i> - <i>I was wondering if you can ...</i> 	<ul style="list-style-type: none"> - <i>Are you free on ...?</i> - <i>Do you have time on Monday for ...?</i> - <i>Do you have any plans for Friday?</i> - <i>Are you doing anything on Saturday?</i>

4. Have learners practise writing an invitation for any or all of the following scenarios:
 - Inviting a friend for lunch
 - Inviting a classmate to go to the museum with you
 - Inviting a co-worker to go to the movies
 - Remind learners to include a greeting, a pleasantry, to check for availability (day/time), to give an invitation and to state the place.
5. Circulate while learners are completing the activity and provide in-the-moment feedback on wording, tone, punctuation, etc.



To: asha@yourmail.com

From: samira@mymail.com

Subject: Coffee

Hi Asha,

I hope that you're well.

I really miss seeing you every day in class.

I was wondering if you want to get together for a coffee next week.

Are you free on Thursday at 3:00? There is a nice coffee shop called Latté-Latté at the corner of King Ave. and Union St. It's really close to the ESL school and they have great desserts.

Looking forward to hearing from you.

Your friend, Samira

Teaching Notes: This task focuses on describing locations in writing. The task can be extended to include writing simple directions if needed.

Set Up:

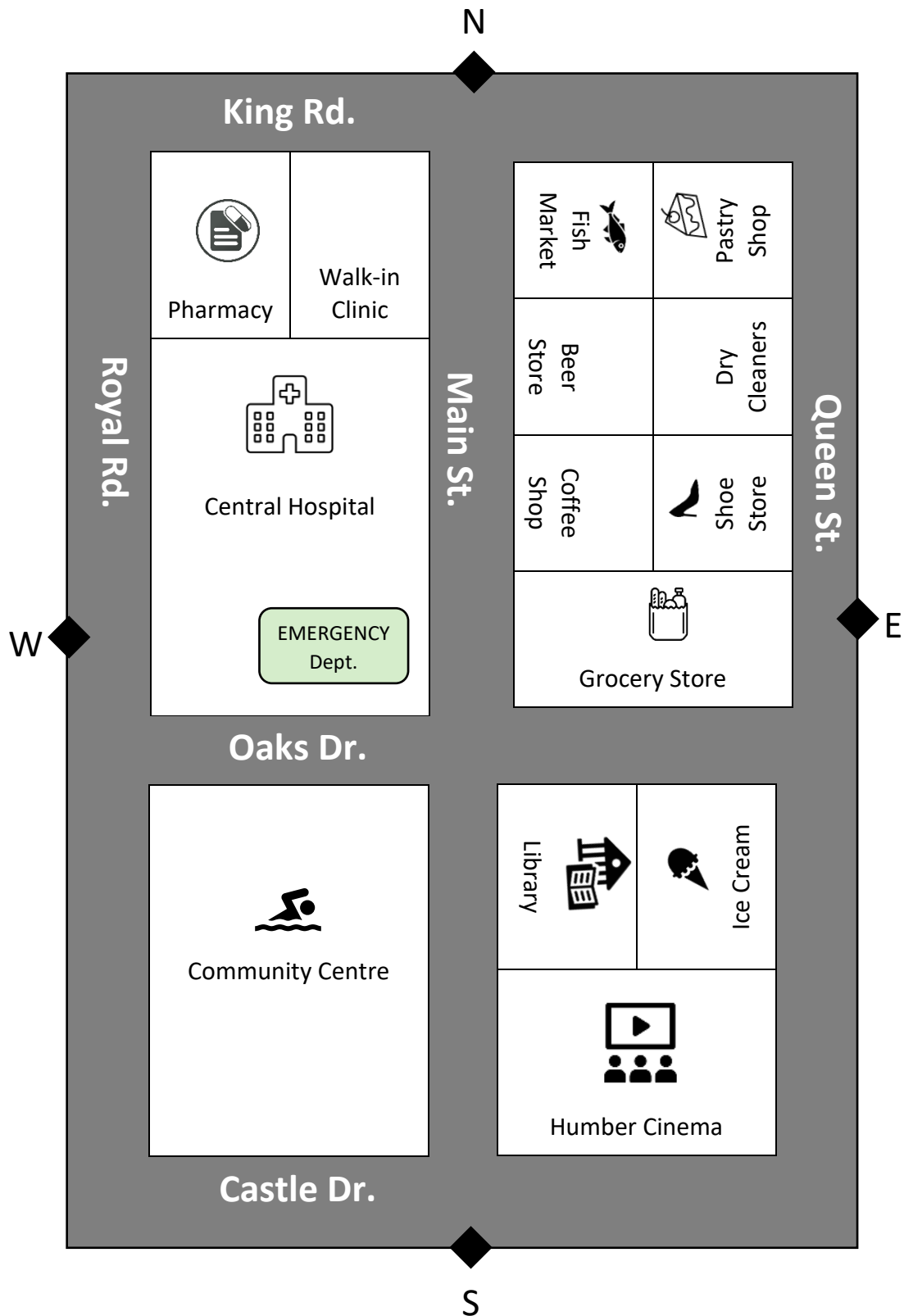
1. Review/teach prepositions and expressions for describing locations: *It's on/at the corner of _____, between, next to, beside, in front of, behind _____*.
Note that locations are described in various ways: by referring to the street names or the buildings/landmarks close to them.
2. Distribute the map included with this activity. In pairs, have learners practise describing the locations of various places on the map orally (e.g., the pharmacy, the fish market, the dry cleaners, the shoe store). Circulate while learners are completing the activity and provide in-the-moment feedback.
3. Distribute the handout on the next page. Have learners discuss the location with their partner first, and then fill in the blanks on the handout.
4. Consider having learners who finish quickly assist others. Then take up the answers as a class.

Answer key:

1. beside, next to
2. between
3. on
4. on
5. in
6. across
7. at the corner of/on the corner
8. behind



1. The Pharmacy is _____ the Walk-in Clinic.
2. The Beer Store is _____ the Fish market and the Coffee Shop.
3. The Pastry Shop is _____ King Rd. and Queen St.
4. From the Ice Cream shop, turn left _____ Oaks Drive to get to the Community Centre.
5. The Emergency Department is located _____ the Central Hospital.
6. The Grocery Store is _____ from the Library and Ice Cream Shop.
7. The walk-in clinic is _____ of Main St. and King Rd.
8. The Coffee Shop is _____ the Shoe Store.



Competency Area: Interacting with Others

Indicators of Ability: Uses language that is appropriate for the social context; uses proper format for the message; includes all relevant information

Teaching Notes: Depending on the needs of learners, consider reviewing the structure and content of a message containing an invitation, and prepositions of place to describe a location.

Set Up:

1. Go over the expectations for the task (criteria) and the task instructions.
2. Ensure that everyone has a copy of the map that was used in the previous skill-building activity on describing locations.

Additional Practice Suggestions:

If learners have access to a computer or device, they could complete this task as an actual email.

Assessment:

When learners have completed the writing activity, they can exchange their work with a partner for peer feedback. Note: Have the peer use the numbered criteria in the peer feedback form to locate the corresponding information in their partner's writing (e.g. they put #1 next to the reason for writing, etc.) to ensure that the message is clear and complete. Alternatively, they could use the Peer Feedback form for self-assessment with some minor adjustments to the wording.

Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If additional practice is required, repeat this task using a different scenario.



Instructions: Write an e-mail to invite a classmate for coffee at the coffee shop. Use the map to describe the location.

Remember to: Follow the typical format for a message with an invitation (greeting; pleasantry; invitation + time, date, address/location; check for availability; closing)

Name: _____ **Date:** _____

TO: classmate@esl.com

Subject: Let's meet for coffee

Peer Feedback: Writing an Invitation Including the Location

SU

Writer: _____

Date: _____

Peer: _____

Each item below is numbered. Find the information in your partner's writing and put the number next to the information.

1. Your partner wrote an appropriate greeting and pleasantry
2. Wrote an invitation with the day and time
3. Checked if the other person was available
4. Included the place and location
5. Wrote an appropriate closing

Read the whole message again. Is the information clear? Check one

☐ YES☐ NEEDS WORK

Peer Feedback: Writing an Invitation Including the Location

SU

Writer: _____

Date: _____

Peer: _____

Each item below is numbered. Find the information in your partner's writing and put the number next to the information.

1. Your partner wrote an appropriate greeting and pleasantry
2. Wrote an invitation with the day and time
3. Checked if the other person was available
4. Included the place and location
5. Wrote an appropriate closing

Read the whole message again. Is the information clear? Check one

☐ YES☐ NEEDS WORK

Assessment Tasks: Listening, Speaking, Reading and Writing

Preparation for Assessment Tasks.....	62
Listening: Following Directions.....	64
Speaking: Giving Directions	67
Reading: Getting Around Vancouver	70
Writing an Invitation with Directions	73

Each assessment task is the culmination of the SB activities and SU tasks in the module. Learners should complete them independently.

Set Up:

Review the task, instructions for completion and criteria for success when introducing the task to learners.

- *Speaking:* For the speaking assessment, learners practise giving directions using a map. Note that there are separate tasks for CLB 3 and CLB 4.

Distribute the map and give learners a few minutes to review it. Review the task instructions with the class before they begin it.

- *Writing:* For the writing assessment, the focus is on writing an invitation. CLB 3 learners describe the location of the meeting place, while CLB 4 learners write the location and include simple directions.
- *Listening:* For the Listening assessment, learners listen to spoken directions and follow on a map to reach various destinations. Note that the map for CLB 4 includes more locations than the map for CLB 3.

Distribute the maps and give learners a few minutes to review before beginning the assessment. As with the skill-building activities, remind learners that the orientation of the text for each location signifies the street that it is on. Discuss the task instructions with the class. Arrange learners in pairs. Explain that one learner will read the questions and the other will follow on the map and answer the questions. Learners then switch roles. Alternatively, instructors can read the questions (or record and play them), with all learners following on their maps. Learners can listen once to answer questions, and a second (or third) time to check their answers

- *Reading:* For the Reading assessment, learners answer comprehension questions about a text.

Feedback:

- *Productive Tasks:*

When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on a few key items the learner can do to improve communication. Consider providing class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with.

Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners can insert their initials in the appropriate column (meets/not yet) beside each criterion, or write “not sure” if appropriate.



- **Receptive Tasks:**

When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer.

Answer Key:

Listening Task

CLB 3 A:

1. Office Supplies
2. Bank
3. Bellview Apartments

CLB 3 B:

1. Highschool
2. Rosedale Cinema
3. Leaside Apartments

CLB 4 A:

1. Community Centre
2. Dentist office
3. Convenience store
4. Max's Gym

CLB 4 B:

1. Computer Repari Shop
2. Leaside Apartments
3. Hillside Park
4. Good Food Restaurant

Reading Task

1. B
2. F
3. T
4. T
5. C
6. A
7. taxi; because bus service starts at 5:00 am
8. convenient, environmentally friendly
9. answers will vary, but they must provide a reason why

Speaking Task

CLB 3:

- To get from the walk-in clinic to the pharmacy, go west along Maple Rd. to Oak Blvd. Turn right (go north) on Oak Blvd. to College St. The pharmacy is at the corner of Oak Blvd. and College St.

CLB 4: (2 possible routes)

- To get from Fitness Gym to the Dance Studio, go north on Pine Ave to College St. Turn right (go east) on College to Elm Ave. The Dance Studio is at the corner of College St. and Elm Ave.
- Go south on Pine Ave. to Maple Rd. Take Maple to Elm Ave. Turn left (go north) at Elm Ave. to College St.

Writing Task

CLB 3:

- The Java Café is on Main Street; or at the corner of Main and Victoria Streets.

CLB 4:

To get from the Logan ESL School to the Java Café: (two possible routes)

- Go north on Logan to Victoria St. Turn right (or go east) on Victoria to Main St.
- Go east on Isabella St. E. to Main Street. Turn left (or go north) on Main past Isabella Street. The café is on your right.

Listening: Following Directions

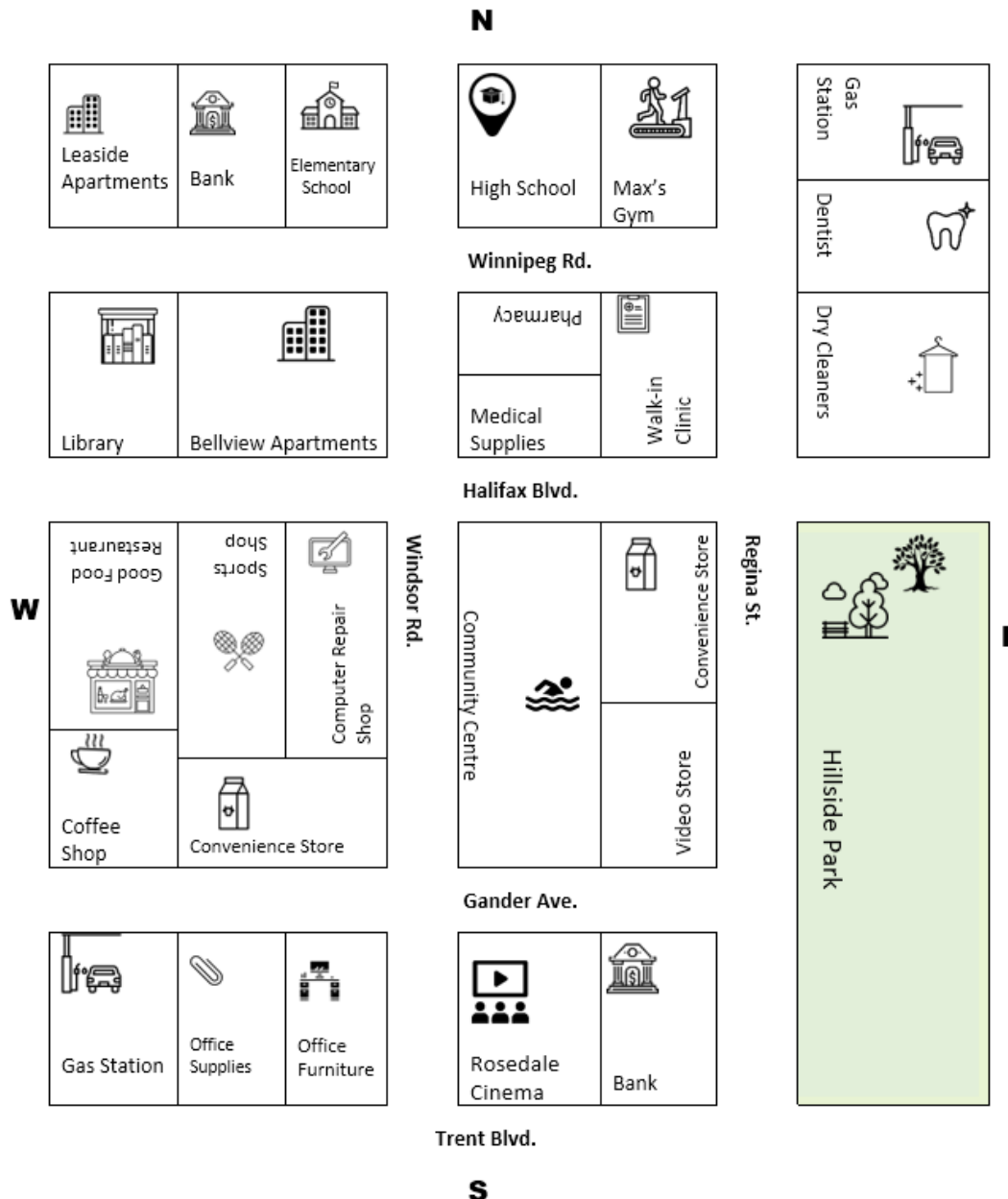
AT

Module Topic: Getting Around a City | **Competency:** Comprehending Instructions
Criteria: Identify words and phrases for movement and direction; respond with action.

CLB 3 ☐

Name: _____ Date: _____

Instructions: Listen to the directions. Follow on the map. Answer the questions.



1. _____ 2. _____ 3. _____

CLB 3

2 out of 3 answers correct

Your score: _____ /3

Listening: Following Directions, *continued*

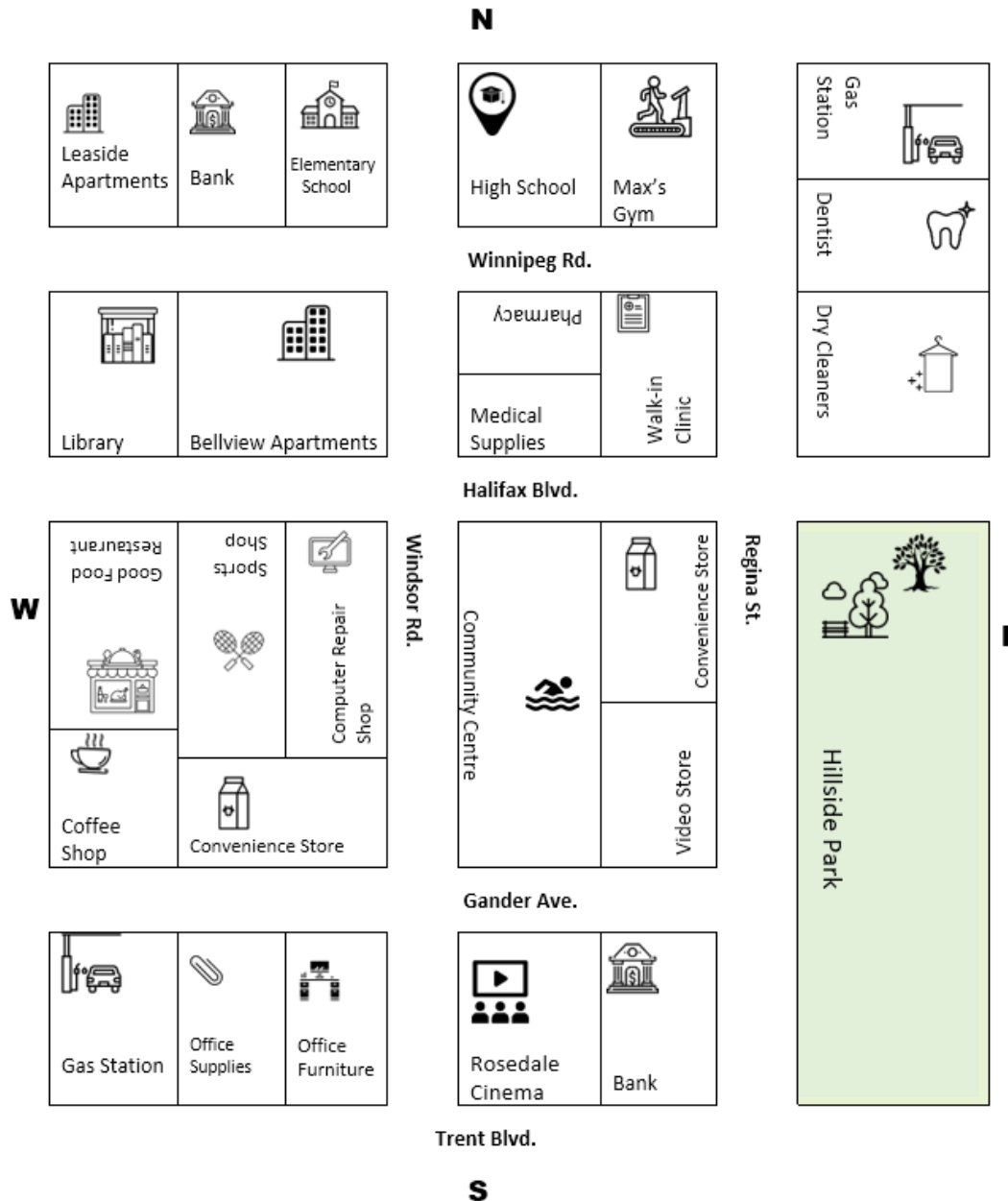


Module Topic: Getting Around a City | **Competency:** Comprehending Instructions
Criteria: Identify words and phrases for movement and direction; respond with action.

CLB 4 ☐

Name: _____ Date: _____

Instructions: Listen to the directions. Follow on the map. Answer the questions.



1. _____
2. _____

3. _____
4. _____

CLB 4 3 out of 4 answers correct

Your score: _____ /4



CLB 3 – Person A

Read the directions below.

1. From the high school, walk south on Windsor Rd. to Trent Blvd. Go west on Trent Blvd. for half a block. Go into the building between the office furniture store and the gas station. Where are you?
2. Leave this place and walk east on Trent Blvd to the building beside the Rosedale Cinema. Where are you?
3. From there, go north on Regina St. to Halifax Blvd. Go west on Halifax Blvd. past Windsor Rd. You are home. Where do you live?

CLB 3 – Person B

Read the directions below.

1. You are at the library. Walk east along Halifax Blvd. to Windsor Rd. Go one block north to Winnipeg Rd. You go to the school on the northeast corner of Windsor Rd. and Winnipeg Rd. Which school is it?
2. Leave this building and go south on Windsor Rd. to Trent Blvd. You are meeting a friend in the place beside the bank. Where are you meeting?
3. From here, go north on Windsor Rd. to Winnipeg Rd. Go west for 1 block. You live across from the library. Where do you live?

CLB 4 – Person A

Read the directions below.

1. You live in the Leaside Apartments. Walk east on Winnipeg Rd to Windsor Rd. Turn right. Walk south one block to Halifax Blvd. Go into the building on the southeast corner across from the computer repair shop. Where are you?
2. From here, go north on Windsor Rd. to Winnipeg Rd. Turn right and walk 1 block to Regina St. You have an appointment in the building on the east side of Regina St. Where is the appointment?
3. From here, walk south on Regina St. to Gander Ave. Go west on Gander to Windsor Rd. You buy some milk on the northwest corner of Windsor and Gander. Where are you?
4. From here, walk east along Gander Ave. to Regina St. Go north on Regina St to Winnipeg Rd. Go into the building on the northwest corner. Where are you?

CLB 4 – Person B

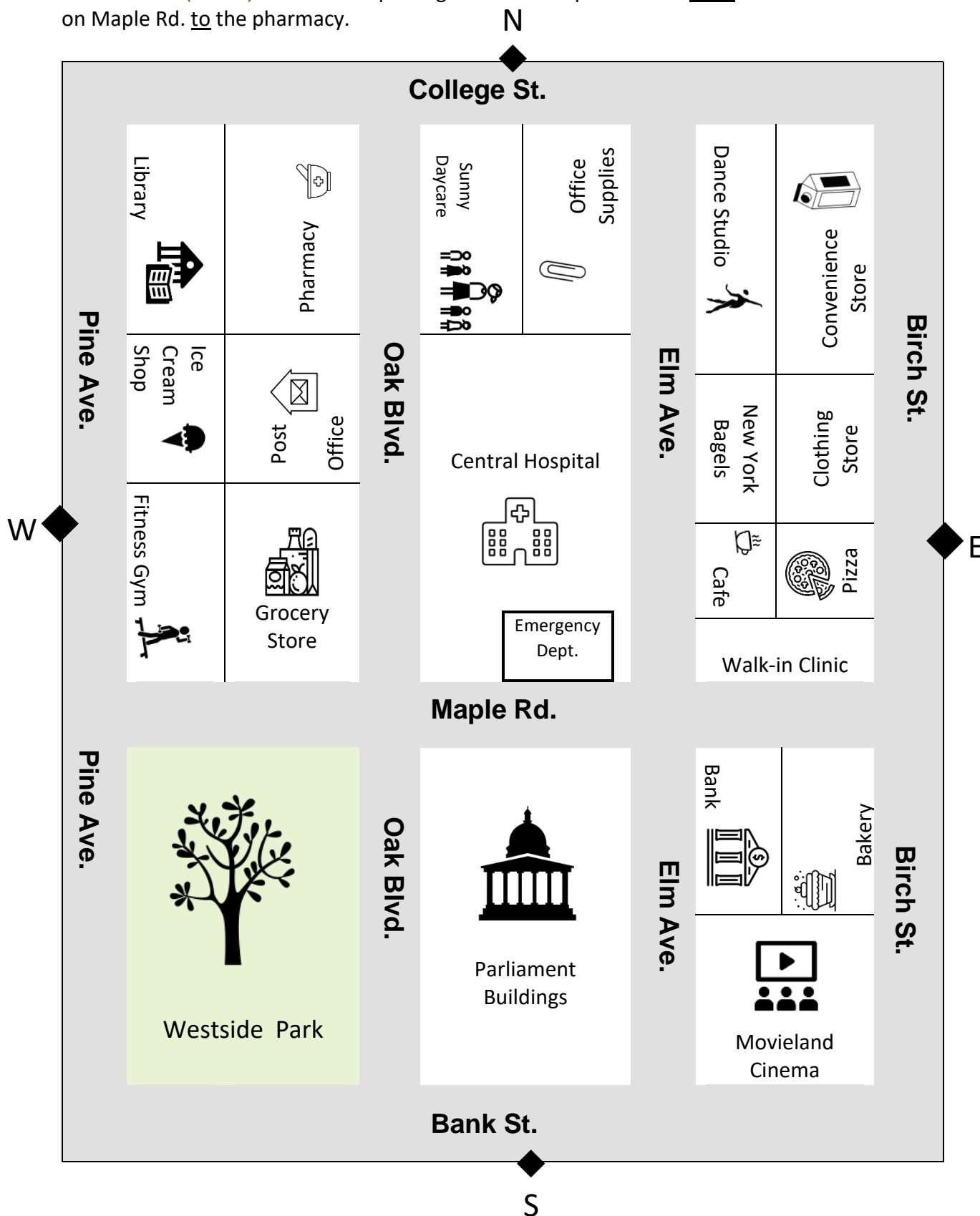
Read the directions below.

1. You are at the gas station on Regina St. Go south to Halifax Blvd. Go west to Windsor Rd. Go into the building on the southwest corner of Halifax Blvd. and Windsor Rd. Where are you?
2. From here, go north to Winnipeg Rd. Go west on Winnipeg Rd past the bank. You decide to visit a friend who lives on the north side of Winnipeg Rd. Where does your friend live?
3. From here, go east on Winnipeg Rd. to Regina St. Go south on Regina St. for two blocks. You and your friend spend some time at the place on the east side of Regina St. Where are you?
4. When you leave this place, you and your friend walk west along Gander Ave. to Windsor Rd. You go north to Halifax Blvd. and then go west to the end of the block. You go into the place on your left next to the sport shop. Where are you?

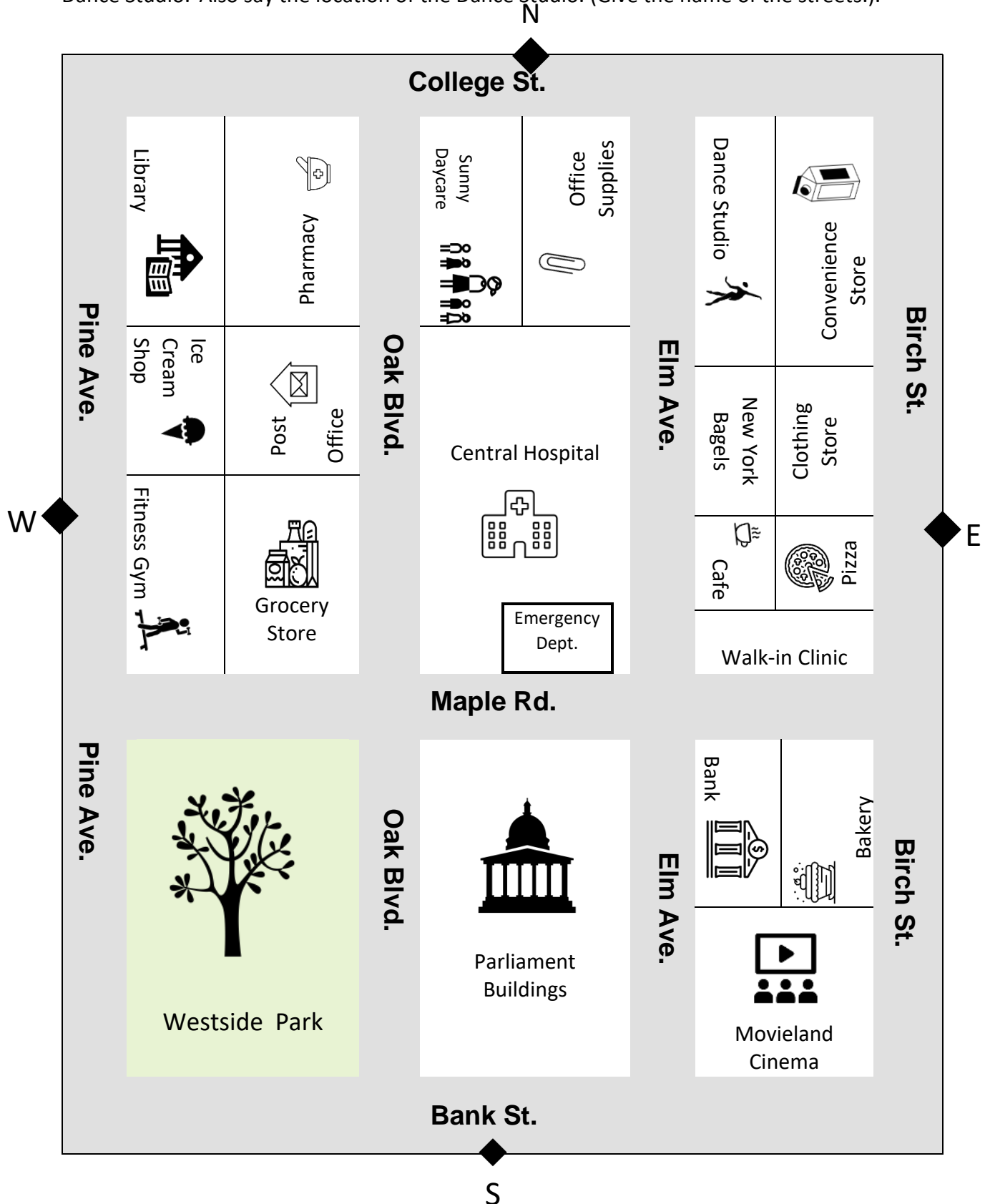
Speaking: Giving Directions

AT

Instructions (CLB 3): Use the map and give 2- to 3-step directions from the Walk-in Clinic on Maple Rd. to the pharmacy.



Instructions (CLB 4): Use the map and give 2- to 3-step directions from Fitness Gym to the Dance Studio. Also say the location of the Dance Studio. (Give the name of the streets.).



Speaking: Giving Directions, *continued*



Module Topic: Getting Around a City

Competency Area: Giving Instructions

Name: _____

Date: _____

Instructions: Give directions (CLB 3); Give directions and location (CLB 4)

SPEAKING: CLB 3 or CLB 4		Meets Expectations	Not Yet
Overall:	CLB 3/4: Speaks intelligibly. The listener can follow.	<input type="checkbox"/>	<input type="checkbox"/>
*Content:	CLB 3: gives 2 to 3 step directions to the pharmacy CLB 4: gives 3-step directions to the Dance Studio; states the location	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	CLB 3/4: Uses adequate vocabulary for the task	<input type="checkbox"/>	<input type="checkbox"/>
*Grammar Focus:	CLB 3: Uses some imperatives, prepositions/prepositional phrases to express direction CLB 4: Makes Adequate use of imperatives, prepositions/prepositional phrases to express direction and location	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: CLB 3/4: Meets 3 out of 4 criteria. Must include starred (*) item.			
Doing well:		Next time:	

Module Topic: Getting Around a City

Competency Area: Comprehending Information

Criteria: Identify the purpose (# 1); identify details (# 2, 3, 4, 8); make inferences (# 5, 6); make a comparison (# 7, 9)

Name: _____

Date: _____

Instructions: Read the text about Getting Around Vancouver. Answer the questions.

Part 1 for CLB 3 and 4:

1. What is the purpose of the text?
 - a. To give information about places to see in Vancouver
 - b. To give information about transportation in Vancouver
 - c. To give information about driving in Vancouver

For questions 2, 3, 4, circle True or False:

2. The bus service in Vancouver is slow and infrequent. T F
3. There are many transportation options in Vancouver. T F
4. The downtown Seabus terminal is close to the Skytrain. T F
5. The word “rapid” means _____.
 - a. slow
 - b. cheap
 - c. fast
6. You are meeting a friend on the North Shore of Vancouver. What is the best way to get there from downtown?
 - a. by Seabus
 - b. by bus
 - c. by car



Part 2: CLB 4

7. You need to be at the airport at 5:00 am. Would it be better to take a taxi or a bus? Why? **(2 points)**

8. What are two advantages of cycling around Vancouver? **(2 points)**

9. Which method of transportation would you prefer to get around Vancouver? Why? **(2 points)**

TASK SUCCESS		Your Score
CLB 3	4 out of 6 in Part 1.	/6
CLB 4	4 out of 6 in Part 1.	/6
	4 out of 6 in Part 2.	/6

Getting Around Vancouver

There is a lot of traffic in Vancouver and finding a parking spot is often a problem. It's best to leave your car at home and use some other form of transportation to get around the city.



You can use rapid transit. This includes trains that run above and below the ground. The SkyTrain is one example of the city's rapid transit and a very popular choice for getting around. It runs mostly above ground, so you'll have some good views of the city while you are travelling.



Vancouver has an excellent bus service. Buses come frequently and run from 5:00 a.m. until 1:00 a.m. The service covers many different routes.



The SeaBus is a passenger ferry that connects downtown Vancouver to the North Shore. The terminal at the downtown end is near the SkyTrain station, so you can easily walk from one to the other.



Cycling is a very convenient and environmentally friendly way to get around Vancouver. More and more people are choosing this form of transportation. Vancouver has many bike lanes and the city is creating more all the time.



The best way to get around Vancouver is on foot. You can walk from one end of downtown to the other in just 40 minutes. Walking is a great way to see the city and improve your health at the same time.

Writing an Invitation with Directions



Module Topic: Getting Around the City | **Competency Area:** Interacting with Others

Name _____ Date _____

Instructions: Write an email message inviting a classmate for lunch at the Java Café. Include the time and date you would like to meet. Use the map on the next page and give the location of the café (CLB 3); give the location and directions from the Logan ESL School (CLB 4).

CLB 3: Message is up to 5 short sentences.

CLB 4: Message is up to a paragraph.

WRITING: CLB 3 or CLB 4		Meets Expectations	Not Yet
*Content:	CLB 3: Includes invitation, name of café, location, date and time		
	CLB 4: Includes invitation, name of café, date and time, location, and simple (2-3 step) directions to get there from the ESL school	<input type="checkbox"/>	<input type="checkbox"/>
Format:	CLB 3/4: Includes email address, subject line, greeting and closing	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	CLB 3/4: Includes appropriate expressions for inviting, greeting and closing	<input type="checkbox"/>	<input type="checkbox"/>
Grammar 1:	CLB 3: Some control of simple sentences		
	CLB 4: Adequate control of simple sentences; may include some coordinated clauses	<input type="checkbox"/>	<input type="checkbox"/>
Grammar 2:	CLB 3: Good use of prepositions of location		
	CLB 4: Good use of prepositions and prepositional phrases for giving location and directions	<input type="checkbox"/>	<input type="checkbox"/>
Doing well:		To improve:	

TASK SUCCESS:

CLB 3 and 4:	Meets expectations for 4/5 criteria:	Your score:	/5
	Must include all items in starred criterion:	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Writing an Invitation with Directions, *continued*



Instructions: Write an email message inviting a classmate for lunch at the Java Café. Include the time and date you would like to meet. In your message, include the following:

CLB 3: Use the map below to give the location of the Java Café ;

CLB 4: Use the map below to give the location and directions for getting to the café from Logan ESL School.

