

Module 4

DIRECTIONS INSIDE A BUILDING

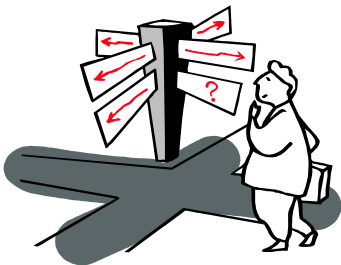
Directions inside a Building

4

(3 classes with subsequent review)

O

Objectives
Objectives



At the end of this module, I will be able to affirm:	
Now I can . . .	Now I know . . .
<div><div><input type="radio"/></div><div>1. ask directions inside a building.</div></div> <div><div><input type="radio"/></div><div>2. ask questions using what, when, where, who, which, and how.</div></div> <div><div><input type="radio"/></div><div>3. ask "to do" questions.</div></div> <div><div><input type="radio"/></div><div>4. use the contraction don't.</div></div>	

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Memorize the dialog in English.

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	Dialog	<i>Dialog</i>
Laura:	Hi, pardon me. Where is the class?	<i>Hi, pardon me. Where is the class?</i>
Jerry:	It's up the stairs, straight down the hall, and to the left.	<i>It's up the stairs, straight down the hall, and to the left.</i>
Laura:	Which door?	<i>Which door?</i>
Jerry:	The fifth one.	<i>The fifth one.</i>
Laura:	When does it start?	<i>When does it start?</i>
Jerry:	Right now, at ten o'clock.	<i>Right now, at ten o'clock.</i>
Laura:	Do I need anything for class today?	<i>Do I need anything for class today?</i>
Jerry:	No, I don't think so.	<i>No, I don't think so.</i>
Laura:	Who is the instructor?	<i>Who is the instructor?</i>
Jerry:	Mr. Kimball.	<i>Mr. Kimball.</i>
Laura:	Excuse me, please. I have to get to class. Thanks.	<i>Excuse me, please. I have to get to class. Thanks.</i>
Jerry:	You're welcome. Please go ahead.	<i>You're welcome. Please go ahead.</i>

Instructors can find additional practice content for giving directions in Module 9, Directions Outside, and Module 19, Final Resource Materials.



Pronunciation Practice

Pronunciation Practice



Listen and repeat slowly.

Listen and repeat slowly.

w- with, without, welcome

wh- when, where, why, which

wh- who, whole

th- thanks, thin, think

-s* excuse, please, is, does

h- hi, hall, how, ahead

-t left, right, start, what

d- down, door, does, do

-ll hall, Kimball, tall, ball

Fill in the missing letters and say the sounds.

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____ith ____ithout ____elcome

____en ____ere ____y

____o ____ole

____anks ____in ____ink

excu____e plea____e doe____

____all ____ow a____ead

lef____ righ____ star____

____own ____oor ____oes

ha____ ta____ ba____

*When a vowel comes before the s at the end of the word, the s sounds like a z.



Rhyming Words (usually starting from a word in the dialog)

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Listen and repeat slowly.

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Word

Rhyming Words

hall wall tall call mall ball fall

start part art cart dart

class pass mass gas grass

think drink ink sink link pink

me be she we he

need deed feed seed heed weed

do to

is his



Vocabulary Practice (using words from the dialog to match to related words)

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Match the words in pencil.

Match the words in pencil.

- | | |
|------------------|---------------|
| pardon me • | • believe |
| right now • | • no |
| you're welcome • | • excuse me |
| think • | • immediately |
| start • | • begin |
| nope • | • good-bye |
| hi • | • something |
| first • | • window |
| nothing • | • no problem |
| door • | • place |
| where • | • time |
| when • | • second |

Write the words you matched in pencil.

Write the words you matched in pencil.

Pardon me

Excuse me

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



Vocabulary Practice

Vocabulary Practice

Listen, repeat, and write

Listen, repeat, and write.

Dialog Words

Writing Practice

Related Words

Writing Practice

pardon me

excuse me

right now

immediately

you're welcome

no problem

think

believe

start

begin

nope

no

hi

good-bye

first

second

nothing

something

door

window

where

place

when

time



Word Webs (using words from the dialog and related words)

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create		commence		zero		empty
open	start (verb)	begin	not anything	nothing		not a thing
				void		
origin		outset		before		beyond
opening	start (noun)	beginning		ahead		
			in front			forward
	commencement					

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



Fill in the missing words in pencil from the dialog.

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Laura: Hi, _____ me. Where is the class?

Jerry: It's _____ the _____, _____ the hall and to the left.

Laura: _____ door?

Jerry: The _____ one.

Laura: When does it _____?

Jerry: Right _____, at ten _____.

Laura: Do I need _____ for class today?

Jerry: _____, I don't think so.

Laura: Who is the _____?

Jerry: Mr. Kimball.

Laura: Excuse me, _____. I have to _____ to class.
_____.

Jerry: You're welcome. Please _____.



From the dialog, circle the correct word. Write the complete sentence in pencil.

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1. Where (as / is) the class?
It's straight down the hall (two /
2. to / too) the right.
3. When (does / do) it start?
4. What (does / do) I need?
5. (Whom / Who) is the instructor?
6. Excuse (my / me), please.

Instructors project the exercise. Have the learners fill in the blanks in their notebooks and then repeat the sentences after the instructor.



Instructors create a diagram of the inside of a building or use the diagram on the back of this page (distribute copies or display it on a screen). Instructors describe how to go into the building, up or down stairs, down a hall, and to a particular room. Then they ask volunteers to give directions on how to arrive at different places.



Respond to the statements or questions in pencil from the dialog.

Respond to the statements or questions in pencil from the dialog.

Where is the class?

Which door?

When does it start?

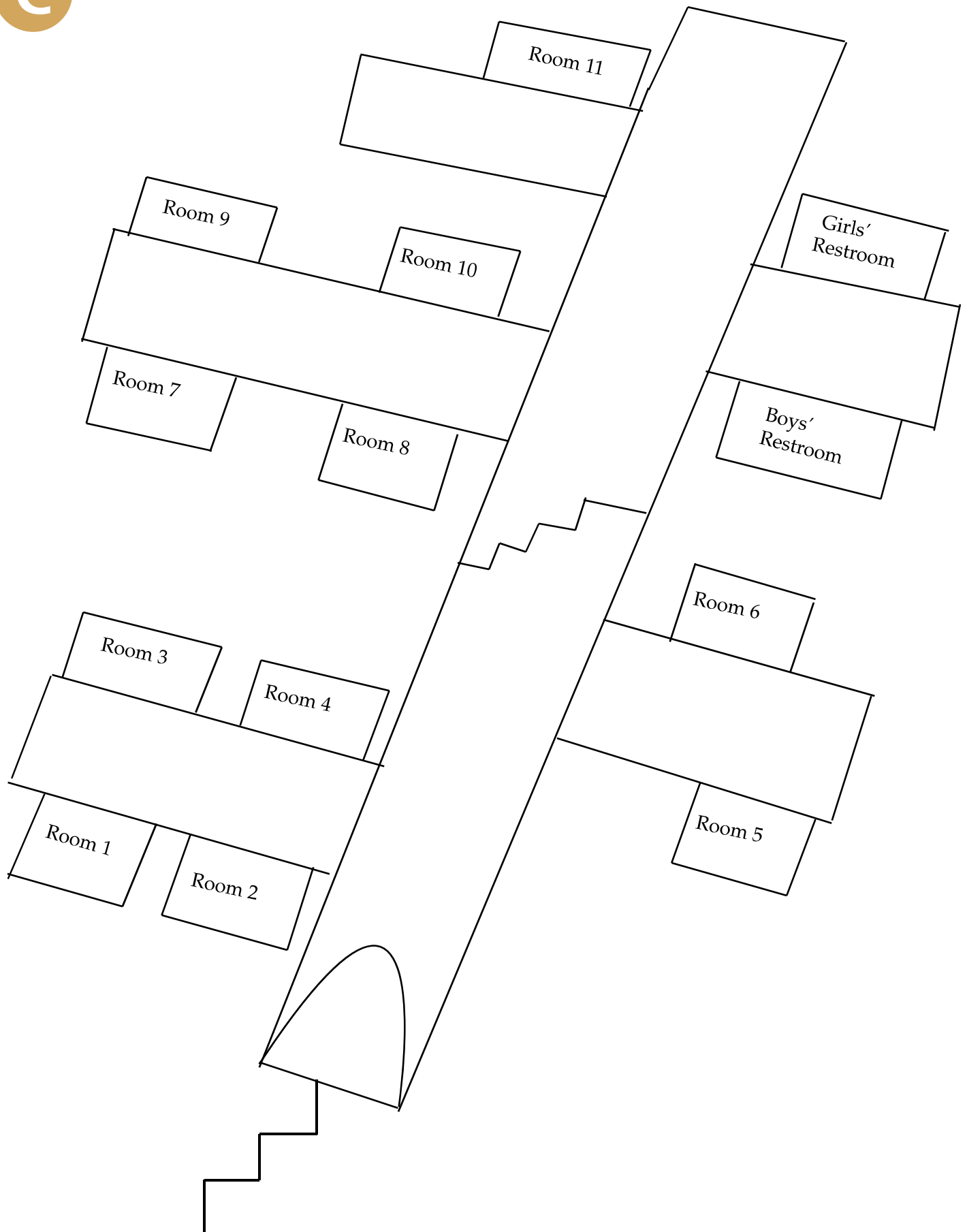
What do I need?

Who is the instructor?

Excuse me, please. Where is the restroom?



Directions inside a School





Language Focus: 60 Common Verbs

Instructors use the Module 3 language focus for the 60 common verbs. They read the sentences and ask the learners to read with them. Instructors and learners can role-play by showing the action of the verb and motioning to oneself for **I**, to a man for **he**, a woman for **she**, to two people for **they**, and all as a group for **we**. Use gestures for the conjugations. Encourage the learners to create some of their own sentences to share.



Language Focus: *Wh-* and *How* Questions

<i>Wh-</i> or <i>How</i> Word	What the <i>Wh-</i> or <i>How</i> Word Asks For	
Who? (<i>Who</i>)	Person	
When? (<i>When</i>)	Time	
Where? (<i>Where</i>)	Place	
Which? (<i>Which</i>)	Choice	
Why? (<i>Why</i>)	Reason or Explanation	
How? (<i>How</i>)	Process or Condition	
What? (<i>What</i>)	Item Description or Explanation	
Question	Answer	What Is Asked For
Who is the instructor?	Mr. Kimball.	Person
What do I need?	Nothing.	Description
When does it start?	At 10:00.	Time
Where is the class?	It's down the hall to the left.	Place
Why are you here?	I'm here to learn English.	Reason
Which door?	The first door.	Choice
How are you?	I'm fine.	Condition

Instructors have the learners practice asking some *Wh-* and *How* questions. The instructors ask some questions and then ask for volunteers to do the same.



Find the answer to a question. Then write the correct **wh-** or **how** word for each question and identify the type of information that the question is asking about.

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<u>Question</u>	<u>Answer</u>	<u>What Is Asked for</u>
1. <u>Where</u> is it?	It's down the hall.	<u>place</u>
2. _____ is his name?	His name is Mr. Kimball.	
3. _____ door is it?	The first door.	
4. _____ does it start?	It starts right now.	
5. _____ is he coming?	He's coming today.	
6. _____ is she?	She's fine.	
7. _____ is Joseph?	Joseph is fine.	
8. _____ are you?	We are here.	
9. _____ do you need?	I need a book.	



Mini-Conversations Related to the Dialog



- | | |
|---|--|
| 1. I think our instructor is Mr. Kimball.
Great! I had him last class. He's really nice. | 2. What do I need for class today?
Some paper and a pencil. |
| 3. Where is our classroom?
It's the second door on the right. | 4. How do I get to class?
Go down the hall and turn left. |

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



- 1. Expression:** No problem.

Meaning: A response to "Thank you" similar to "You're welcome" or "I was happy to help."

Examples: Thanks for helping me.
No problem.

Meaning: Thanks for helping me.
You're welcome. I was happy to help.
- 2. Expression:** Go ahead.

Meaning: Do what you want, do what you plan to do.

Examples: Excuse me. I have to leave.
Go ahead. See you later.

Meaning: Excuse me. I have to leave.
Okay, you can leave. See you later.
- 3. Expression:** I have to run.

Meaning: I need to leave now.

Examples: Sorry, I have to run. Bye!

Meaning: Sorry, I have to leave. Bye!

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



How do you feel?	I feel fine.	I don't (do not) feel well.
When do we have class?	We have class tonight.	We don't have class tonight.
When do you go to bed?	I go to bed at 10:00 pm.	I don't go to bed until 10:00.
Where do you go to school?	I go to Jordan High.	I don't go to school.
Where do you go to church?	I go to church on 7th Street.	I don't go to church.
What sports do you like?	I like soccer.	I don't like sports.
Do you like to swim?	Yes, I like to swim.	No, I don't like to swim.
Do you like to read books?	Yes, I like to read books.	I don't like to read books.
Do you want a glass of water?	Yes, I want some water.	No, I don't want water.
?	:	
?	:	
?	:	
?	:	

At this point it is important for instructors to focus on sentences and questions using to do in the affirmative and in the negative. The negative often involves use of the contraction don't for do not. Take some time to teach the contraction form. The activity includes some examples and space below for the learners to use.

Please note that the learners may not understand or easily create full sentences with correct grammar. Help them learn model sentences and questions that they can use in conversations.

Assistant instructors should help the learners become comfortable using to do in questions and answers.



Present Tense—Sentence Practice

At Work with Supervisor or Co-employees

Pronouns	Verb Conjugations	Optional Prepositional Phrases
(I/You/He/She/It/We/They)	(arrive, come, go, help, learn, listen, speak, talk, teach, think, walk, write, study)	(before work, to work, at work, during work, after work)
I	<u>walk</u>	<u>to work</u>
I		
You/ We/ They		
He/ She		

Have several learners fill in the chart on the board or on a separate page. Have them speak in sentences using various subjects, proper conjugations, and appropriate prepositional phrases. Help them practice proper pronunciation.



Cognates (similar-sounding words to recognize and translate)

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Listen and repeat.

Listen and repeat.

excuse me	<i>excuse me</i>	pardon	<i>pardon</i>
class	<i>class</i>	student	<i>student</i>

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line, and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

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Card 4A

Module 4	Dialog	<i>Dialog</i>
Laura:	Hi, pardon me. Where is the class?	<i>Hi, pardon me. Where is the class?</i>
Jerry:	It's up the stairs, straight down the hall and to the left.	<i>It's up the stairs, straight down the hall and to the left.</i>
Laura:	Which door?	<i>Which door?</i>
Jerry:	The fifth one.	<i>The fifth one.</i>
Laura:	When does it start?	<i>When does it start?</i>
Jerry:	Right now, at ten o'clock.	<i>Right now, at ten o'clock.</i>
Laura:	Do I need anything for class today?	<i>Do I need anything for class today?</i>
Jerry:	No, I don't think so.	<i>No, I don't think so.</i>
Laura:	Who is the instructor?	<i>Who is the instructor?</i>
Jerry:	Mr. Kimball.	<i>Mr. Kimball.</i>
Laura:	Excuse me, please. I have to get to class. Thanks.	<i>Excuse me, please. I have to get to class. Thanks.</i>
Jerry:	You're welcome. Please go ahead.	<i>You're welcome. Please go ahead.</i>

Vocabulary Flash Fold Card

Cut out the box on the solid lines. Fold the lists on the dotted lines, and practice until you know the vocabulary, grammar, and proper pronunciation. You can use the other columns of the card to help you understand the meaning of the words.

Vocabulary Flash Fold Card

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Card 4B



Wh / How ?	Translation	Question	Answers
1. Who?	<i>Who</i>	Who is the instructor?	Mr. Kimball.
2. When?	<i>When</i>	When does it start?	At 10:00 p.m.
3. Where?	<i>Where</i>	Where is the class?	It's down the hall.
4. Which?	<i>Which</i>	Which door?	The second door.
5. Why?	<i>Why</i>	Why are you here?	I'm here to learn English.
6. How?	<i>How</i>	How are you?	I'm fine.
7. What?	<i>What</i>	What do I need?	Nothing.

