Task Based English: Beginner Lessons

Topic: Directions

Language: Structure: turn left, turn right, go straight. It's across from, It's next to, It's beside

Assumptions: Ss are familiar with the parts of the body.

Challenges: Ss may have trouble with the collocates that accompany directions.
Solution: Review structure with Ss. Practice with a clarify activity using flashcards.

Objective: SWBAT arrange objects using the target language following the directions given by partner.

Time	Stage	Procedure	Interaction	Purpose	Materials
1-2 Minutes	Context	Come into the class and pretend to be lost. Explain that you need to get somewhere in the classroom. Ask Ss if they can give you directions. Elicit some ideas from Ss.	T-S	Create a context of saying names and answering questions about names with Ss.	

5-8 minutes	Presentation	Model a direction for Ss. After modeling, draw the direction on the board.
		
		On the Board
		    Left ⟶
		    Right ⟵
		Etc…
		
		Introduce and have Ss repeat the direction language with the motions. Use physical modeling by moving arms and body in the different directions.
		
		Write the direction sentence stems on the board.
		
		On the Board:
		Turn left
		Turn right
		Go straight
		It's next to…
		It's across from
		It's beside…
		It's in between
			T-S	Present vocabulary and key structures. Allow Ss to **encounter** the structure.
				
				Review and **clarify** vocabulary and key structures.
					White board

1-2 minutes	Presentation (Pre-Task)	Arrange Ss into pairs. Pass out cards with people moving in different directions. Have Ss flash the card and say the direction. Review each picture with Ss to explain action. Model: T picks up card. Look at picture. Say the direction. Listening student stand up, repeats, and models the direction. Ss exchange and repeat. Pass out cards in pairs. Allow pairs to practice with cards. If time permits rearrange pairs and allow Ss to do it again.	S-S	Clarify and **remember** key structures in lesson. Model instructions for Ss. Provide scaffolding for the next activity.	Objects from the classroom

10-15 minutes	Practice (During Task)	Explain to students that maps are different from how we would see the world when looking. When students look at a thing they can see all the dimensions. When they see a map the world is flat. Show 3D objects to the students. Ask the students to describe what they see. Ask students to think about what it would look like if they only saw the object on a map. Have students stand and observe the object from the top. Explain that a map uses this type of top down or bird's eye view. As students look draw the object from the bird's eye view on the board can repeat or Ss may get creative. **Task 1.** Pass out the 3D objects to groups of students. Ask the students to think about how they would like the objects arrange. Have Ss communicate arrangement to the Ss. Listening Ss arranges the objects on the desk. Have both Ss draw a 2-D map to represent the location of the objects. Have Ss exchange roles and repeat.	T-S S-S S	Remember and **internalize** direction language.	Blank pieces of paper for making charts.
10 minutes	Post Task Production	**Task 2**: Have students leave the maps of the objects on the desk. Ask them to mix up the items. Have students change tables so they are sitting at the table of a different team. Ask students to use the maps to put the objects on the table back in order. Ask students to return to home base. Ask students to check and see if the other group was able to put the objects in the correct location according to the map.	Ss-Ss	Model Activity for Ss. Objective: Ss arrange objects using the target language following the directions given by partner. Allow Ss to **fluently** use language without Ss control.	Ss made charts.
2 minutes	Wrap Up	Play a game of "Teacher says" with Ss. Take turns and allow Ss to take direction as well.	T-S	Closing	

Cards

Turn right	Turn left	Go straight	It's next to…
It's across from…	It's beside….		