



*EXPLORING  
DOWNTOWN  
VANCOUVER  
CONTACT*



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TEACHER'S GUIDE



SUMMER ENGLISH LANGUAGE PROGRAM



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# *EXPLORING DOWNTOWN VANCOUVER CONTACT*

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NOV 24 1993

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1983

SUMMER ENGLISH LANGUAGE PROGRAM FOR SENIORS  
VANCOUVER COMMUNITY COLLEGE  
CONTINUING EDUCATION





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## Introduction and Overview



## The Contact Approach

### What is the Contact Approach?

The Contact Approach is a communicative approach to language learning that attempts to shift the focus of learning from the formal environment of the classroom to the informal environment of the target language community. This is done by directing the language learner's attention to using his contact with the native speaker as a means of learning the language.

Such a concept is not a new one.. More than a decade ago, Earl Stevick advocated a curriculum that had as its base 'community-oriented tasks' which would remove the learner from the 'controlled' language learning situation and put him into an environment where he both wanted and needed to communicate. Such an approach was implemented at Rutgers University in 1969 and 1970 under the name "Errand Activities". And more recently, the UBC Language Institute (1977) coined the term 'contact' to 'capture the essence of such real-life encounters between language learners and native speakers.'

### What are the main features of the Contact Approach?

The Contact Approach parallels in some ways the approach the sociolinguists use when they study language within its social context. The language learner, like the sociolinguist, does the pre-field work (classroom preparation), penetrates the speech community (contact assignments), interacts with the native speakers for a specific communicative purpose (contact tasks) and where possible tape records the interactions, and then analyzes the recorded speech data and shares the experiences he has had (the feedback sessions).

In essence, we could say then that the Contact Approach has four main features:



1. *The Contact Event (Assignment)* is the social event around which the encounters between the language learner and the native speakers take place. For example, the social event could be chatting with a Canadian family in their home or asking a passerby on the streets of Vancouver for directions to a specific tourist attraction.
2. *Classroom Preparation* centers around task-oriented activities designed to help the student cope with some of the interactions that may occur during the assignment. Such activities also serve the purpose of building up the learner's confidence.
3. *The Contact Tasks* are the tasks the learner carries out during the event to retrieve specific kinds of information.  
These contact tasks are mainly aural/oral tasks although some tasks involve observation, reading and writing skills. These tasks do not control the speech event but rather serve as a means of guiding the learning content. The tasks can roughly be divided into three types:
  - a. information-gathering tasks which center around the kinds of information the learner may wish to retrieve; e.g., information about the Canadian school system.
  - b. language use tasks which focus on how the target language is used to carry out different social routines; e.g., how native speakers handle introductions, pay compliments, give directions and so on.
  - c. cultural observation tasks which direct the learner's attention to some of the cultural differences between Japanese and Canadians; e.g., body language.These are rough divisions and more often than not there is an overlap. This will become evident in the examples given throughout each contact unit.
4. *The Feedback Sessions* refer to the classroom time spent on sharing the learners' experiences and analyzing the recorded data under the teacher's guidance.



## Exploring Downtown Vancouver Contact Assignment

### Overview

The Exploring Downtown Vancouver Contact Assignment will familiarize you with places of interest in downtown Vancouver by taking you on a mystery trip of the area. It is a mystery trip because you will not know in advance which places you will visit or what route you will take. You will do the mystery trip in pairs or small groups of three.

Each mystery trip involves you in doing two kinds of contact tasks: a) 'direction' tasks and b) 'place information' tasks. Both tasks are language learning tasks.

The 'direction tasks' require you to talk with passersby (Canadians) on the streets of Vancouver in order to retrieve direction information to specific place locations you do not know. You must listen carefully to the English speaker's directions. Do not be afraid to ask the English speaker to repeat the directions if you do not understand. When you have retrieved the necessary information, you must go to that place and carry out the place information tasks.

'Place information tasks' may or may not involve you in talking with Canadians. Some of the tasks require you to read posters, brochures or signs in order to retrieve the information. Other tasks ask you to talk with salesclerks or B.C. Tourism representatives.

The teacher will ask you to tape the conversations and write down information about the places you visited.

Before you do this contact assignment, the teacher will do several activities in the classroom to help prepare you for the event.

You will have fun doing this mystery trip and will learn a lot about Vancouver's places of interest and the people who live here.

## Exploring Downtown Vancouver Contact Unit

The Exploring Downtown Vancouver Contact unit provides suggestions for turning a visit to the downtown area into a language learning experience. The Contact Assignment takes place on the streets of Downtown Vancouver and involves the students in interacting and conversing with passersby (native speakers) in order to retrieve directions to specific places of interest.

The students carry out these 'direction-information' tasks in pairs or groups of three. Each group carries a tape recorder and mike placed discreetly in a carry bag so that the conversations between the native speaker and themselves can be recorded. When the students reach their destination, they are asked to carry out 'place information' tasks which mainly involve reading signs, posters and brochures in order to retrieve information about the hours of operation, the admission fee and so on.

From a language learning point of view, the Exploring Downtown Vancouver Contact (the Downtown Contact) gives highest priority to the effective transfer of information. Therefore, the focus of the unit is on helping the student effectively signal which place he is looking for and on helping him retrieve the necessary information so he doesn't get lost.

The target objectives of this contact unit are that the student should be able to

- |  |                                      |
|--|--------------------------------------|
| a. request directions to specific places in the downtown area from passersby                           | REQUEST FOR DIRECTIONS               |
| b. understand the passerby's directions so he can follow the direction steps given                     | } DIRECTION RESPONSES                |
| c. recognize and understand how the passerby signals that he doesn't know the direction route          |                                      |
| d. check back with the passerby for confirmation or clarification of the direction steps, if necessary | DIRECTION CONFIRMATION/CLARIFICATION |



## バンクーバー都市コンタクト・アサインメント

バンクーバー都市探検実施(コンタクト・アサインメント)では、目的地不明の遠足によって、あなたがたを市の名所に案内いたします。あらかじめ、目的地や、そこに行く道順を知らされないのが“ミステリー旅行”と呼ばれます。このミステリー旅行は、2人/組又は小人数のグループで実行されます。

ミステリー旅行に出かける時、あなたには、2つの課題が与えられます。ひとつは、道順を学ぶ事、もうひとつは、目的地についての情報や知識を得る事です。

“道順を学ぶ事”に関しては、あなたに与えられた目的地(あなたは、その場所がどこにあるのか知りません)に行く為に、カナダ人の通行人に、道順をたずねなければなりません。カナダ人の言葉をよく注意して聞いて下さい。もし、わからない場合、これからもう一度くり返してくれするようにたずねましょう。必要な道順が与えられたら、その通りに目的地に行き、そこに必要な情報を集めます。

“目的地についての情報・知識”の課題に関しては、必ずしも、カナダ人と会話する必要がな...時もあります。時には、ポスター、パンフレット又は、標識を読んで情報を集めます。又、ある時は、お店の人や、B.C.州観光局の人に質問をしなければなら...事もあります。

先生は、あなたに、会話をテープに取ったり、又訪ねた場所に関する情報を書き止めておくようにいいます。このコンタクト・アサインメントの前に、教室で、予行演習を致します。

このミステリー旅行は、きっと、とても楽しく、あなたは、バンクーバーの名所や、ここに住む人々について、いろいろの事を学ぶでしょう。

## Overview of the Downtown Contact Unit

On the following pages, a flow chart has been provided to give you an overview of the activities in this unit.

The unit is organized so that the students can move through the activities via different routes depending upon their language needs. For example, all activities on the central axis (Activities I and II, the Final Preparatory Activities, the Contact Event and Feedback Sessions) are compulsory and represent the shortest route the student would take through this unit. Activities I and II are diagnostic ones which help the teacher pinpoint some of the difficulties the student is having when asking for and following directions.

Activities 'A', 'B', 'C' and 'D' to the left and right of the central axis represent the alternate routes the student can take. These supplementary activities are optional since it is not necessary to teach the student something he already knows or can do.

Procedure

All students start with Activity I except the Basic Beginner students who should start with Activity 'A' if you feel that the students' level of comprehension is so low that the mystery trips (Activity I) would be too frustrating for them to attempt.

Possible routes to take after completion of Activity I or 'A' have been outlined on the flow chart. For example, a Basic Beginner would probably proceed to Activity 'B' before trying to do Activities I and II and upon completion of I and II if he still needs further instruction understanding the native speaker's utterances, he may do Activity 'C'.

The Upper Beginner student, on the other hand, would probably proceed from Activity I to Activity II or if he had difficulty with Activity I, he would be directed to Activity 'A' and/or 'B' before attempting II.

A student who needs minimal instruction may only do Activities I and II and possibly 'D' before moving on to the Final Preparatory Activities.



The Activities

All the activities in this contact unit are task-oriented and are developed for the Beginner and Intermediate levels.

The purpose of the activities is not only to help the student learn English but also to help him build up his confidence so that the contact assignment doesn't become a negative learning experience for him.

Please feel free to supplement these activities by additional ones of your own that are appropriate and relevant. However, remember that the direction tasks you have the student do in the classroom should not be identical to the tasks he does on his contact assignment because there would be no 'information gap'.

Classroom Preparation

Preparation will involve between 4 and 6 hours of class time over a period of 3 or 4 days. Preparation cannot be done in one day. Feedback sessions will involve about 2 hours of class time.

Activities

For your information the diagnostic activities are:

Activity I - Mystery Trips Around Downtown Vancouver, p. 12

Activity II - Identifying and Locating Major Landmarks in Downtown Vancouver, p. 17

The supplementary or teaching component includes:

Activity 'A' - Following Directions on a Maze Grid, p. 24

Activity 'B' - Following Directions on a Downtown Vancouver Maze Grid, p. 29

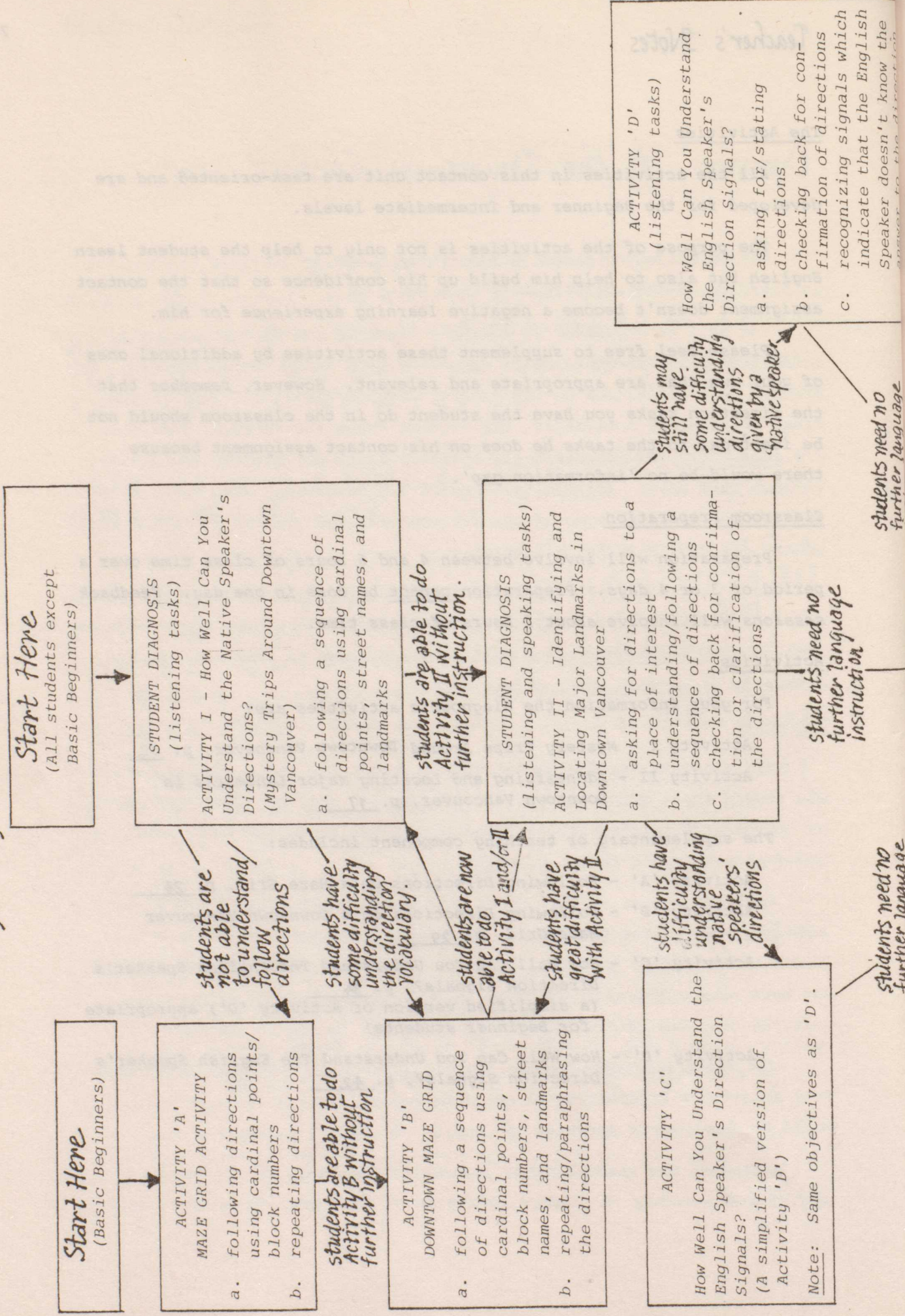
Activity 'C' - How Well Can You Understand The English Speaker's Direction Signals?, p. 34  
(a simplified version of Activity 'D'; appropriate for Beginner students)

Activity 'D' - How Well Can You Understand The English Speaker's Direction Signals?, p. 42



# Exploring Downtown Vancouver Contact

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## NOTES ON SEQUENCING

- All students, except Basic Beginners, should begin this contact unit with Activity I followed by a teacher diagnosis.
- On the basis of this diagnosis, decide whether the students are capable of proceeding directly to Activity II, page 17. If the students can understand and follow street directions (i.e. do the Mystery Trip tasks), then they should be able to do Activity II.

Note: If the students have great difficulty with Activity II, have them do Activity 'B', then try to do Activity II again.

- If you decide that the students need instruction in using basic direction vocabulary and in asking for/giving simple directions and repeating these directions, then turn to Activity 'A', page 24 and/or Activity 'B', page 29 and have them work through these two exercises before they do Activity I and/or II.

- When the students have completed Activity I and II, you will have to decide whether or not they need further work in understanding the native speaker's directions. If so, have the students do Activity 'C' or 'D'. Activity 'C' is a simplified version of 'D' and may be more appropriate for the Basic Beginner students. The other students should be able to handle Activity 'D'. If the students do not need further instruction, proceed directly to the Final Preparatory Activities.

Note: All students do the Final Preparatory Activities, the Contact Event, and Feedback Sessions.

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## Diagnostic Activities

### I. Mystery Trip Around Downtown Vancouver

### II. Identifying & Locating Major Landmarks in Downtown Vancouver



## Initial Presentation: Diagnosing the Students' Language Ability

One of the main weakness of the EFL student who goes abroad is not his inability to speak, but his inability to understand the native speaker's utterances. Listening skills are very important, especially for the EFL student who often finds himself in the situation of having to ask a native speaker for directions from one point to another point in the city. In such situations the student must be able to understand native speech at normal speed as well as understand the unstructured language encountered in the replies.

Both diagnostic Activities I and II involve map reading and center around direction tasks given verbally. The first diagnostic activity is primarily a listening exercise whereas the second diagnostic activity is a listening and speaking one.



## Activity I - Mystery Trips Around Downtown Vancouver

The following exercise requires you to follow a sequence of directions from Point 'A' to Point 'B' to Point 'C' and so on until you reach the final destination.

Listen carefully to the directions. If you wish, listen to them several times. As you listen to each direction step, trace the route on your map.

When you reach your final destination, do the information tasks you hear on the tape. Write this information in the spaces provided on your worksheet. Be sure to record the information under the appropriate mystery trip number. The teacher will demonstrate the procedure.

### 予習 I: バンクーバー近郊ミステリー旅行

下記の予習では、あなたは、いくつかの継続した指示に従って、A 点 → B 点、B 点 → C 点 と、あなたの最終目的地に到着するまで、指示通りに行動します。

指示を注意して聞いて下さい。もし、どうしてもなら、何回もくり返し、聞いて下さい。ひとつひとつの指示を聞くたびに、その道順を地図に書き込みます。

最終目的地に到着したら、テープにある課題を行って下さい。この課題の答え、ワークブックの余白に書き入れて下さい。この答えは、それぞれ正しいミステリー旅行の番号の下に書き入れます。先生が、やり方を説明して下さい。

## Activity I - Mystery Trips Around Downtown Vancouver

### Objective:

The purpose of this activity is to see how well the student can understand and follow a sequence of directions from Point 'A' to Point 'B' (his mystery destination) using a map of Downtown Vancouver. All the directions (recorded on language master cards) are given by a native English speaker.

When the student reaches his destination, he is asked to carry out a 'place information' task which involves him in extracting information about the destination from the map.

This activity is similar to the contact tasks the students will be doing around downtown Vancouver except the direction tasks done in the classroom involve map reading whereas the contact tasks carried out on the streets of Vancouver do not.

### Materials:

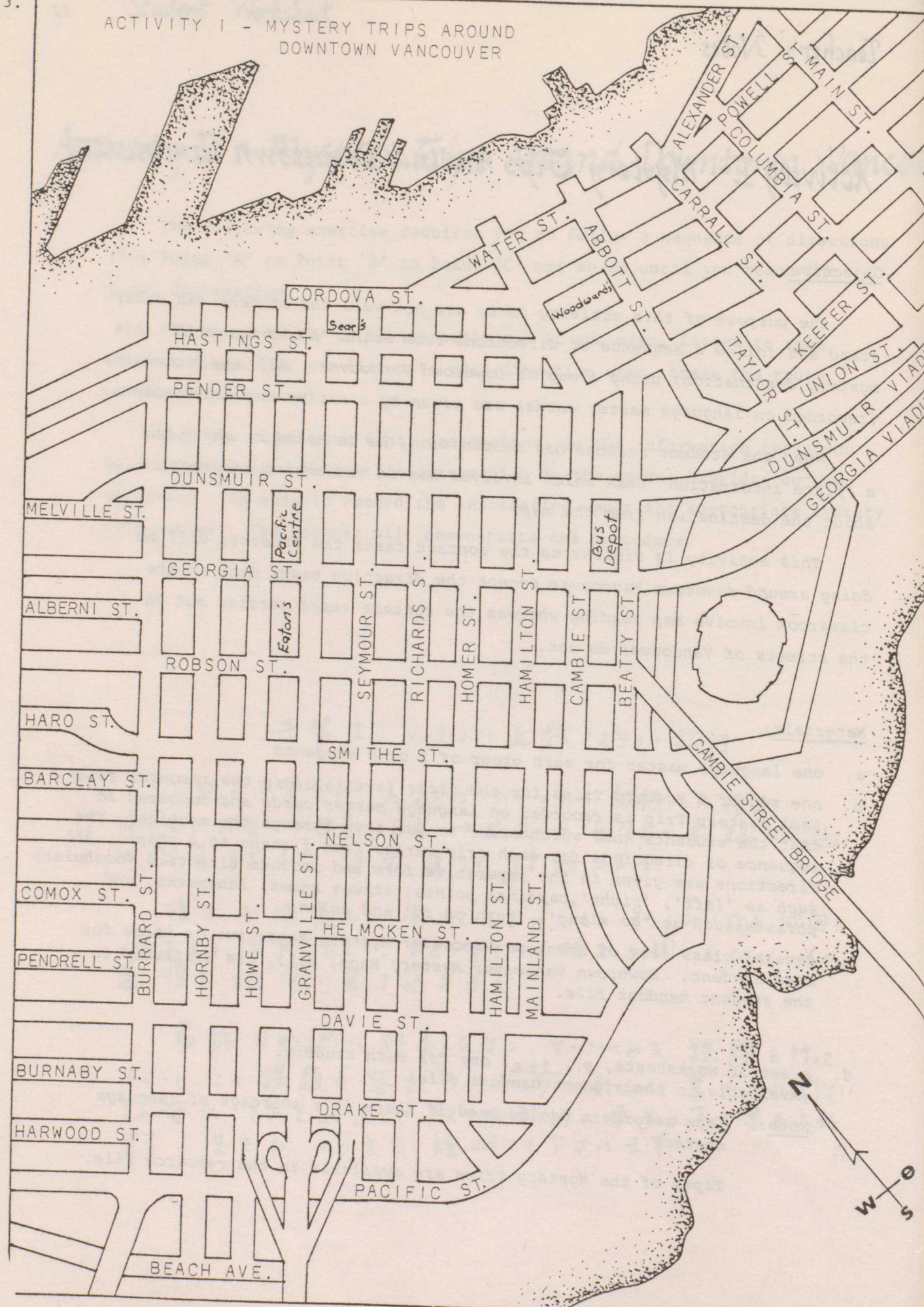
- one language master for each group of 5 or 6 students
- one set of 6 Mystery Trips for the class (available in the resource file). Each Mystery Trip is recorded on language master cards and numbered so that the students know which order to put them through the machine. The sequence of directions for each trip varies from 5 steps to 6 steps. ALL directions are given in the imperative form and include direction vocabulary such as 'left', 'right', cardinal points, street names, landmarks, and phrases such as 'go along', 'turn on to' and so on.
- several class sets of Downtown Vancouver Mystery Maps; two or three for each student. Downtown Vancouver Mystery Maps, p.13, are available in the student handout file.
- a set of worksheets, p. 14A; one for each student. (Available in the student handout file)

Note: Tape recorders can be used if there is a shortage of language masters.

Tapes of the Mystery Trips are available in the resource file.



# ACTIVITY 1 - MYSTERY TRIPS AROUND DOWNTOWN VANCOUVER



## MYSTERY TRIP A (Destination: Woodward's)

1. Start at the corner of Burrard and Robson.
2. Go along Robson, past Granville to Homer.
3. Turn left and go down Homer to West Hastings.
4. Make a right turn and go to Cambie Street.
5. What's the name of the department store on your left between Cambie and Abbott?

## MYSTERY TRIP B (Destination: Pacific Centre)

1. Start at the corner of Carrall and Water Street.
2. Go along Water Street to Richards.
3. Walk up Richards to Georgia and turn right.
4. Go past Seymour and Granville.
5. What is the name of the centre on your right?

Note: These directions are recorded on language master cards and on cassette tapes. Each direction step on the tape is repeated three times. The students do not have a transcript of these directions since it is a listening activity. A complete transcript for the teacher's use is found in the Appendix on pages: 109-110

## Procedure

1. Divide the class into two groups and give each group member 2 or 3 copies of the Downtown Vancouver Map and one copy of the Mystery Trip worksheet (on p. 13 of this Guide). Each group should have a language master and cards or a tape recorder and a tape.
2. Have the students listen to each mystery trip, then trace the directions in pencil on his map. When he reaches the destination, he should write the name of the place on his worksheet.

Note: There is only one set of 5 mystery trips in each resource package, so have one group start with Mystery Trip 'A' and another group with a different one. Rotate the trips as each group finishes them.

3. As the students do the listening direction tasks, move from group to group to see if anyone is having great difficulty reaching the mystery destination and extracting the relevant information from the map index. The worksheets should help give you an indication of what the students can or cannot do.



## Activity I - Mystery Trips Around Downtown Vancouver

## MYSTERY TRIP 'A'

Destination: \_\_\_\_\_

## MYSTERY TRIP 'B'

Destination: \_\_\_\_\_

## MYSTERY TRIP 'C'

Destination: \_\_\_\_\_

## MYSTERY TRIP 'D'

Destination: \_\_\_\_\_

## MYSTERY TRIP 'E'

Destination: \_\_\_\_\_

## MYSTERY TRIP 'F'

Destination: \_\_\_\_\_

If any student or group of students finds the tasks too difficult, stop the activity at an appropriate place and redirect him/them to the direction tasks in Activity 'A' and/or 'B'.

If they have little or no difficulty doing the Mystery Trips, have them do Activity II, "Identifying and Locating Major Landmarks in Downtown Vancouver", p. 17. This activity requires the student to give directions verbally to another person.

4. Follow-up: Have the students describe the route they took and/or select one mystery trip and have the students do an oral dictation. Another good exercise is to get the students to describe the location of each of the five destinations.
5. Note: If there's time or if one group finishes early, select one of the Mystery Trips and have that group do an oral dictation. This is an excellent exercise to focus the student's attention on the language used in giving directions.



## Activity II - Identifying and Locating Major Landmarks in Downtown Vancouver

This exercise familiarizes you with some of the major landmarks in downtown Vancouver. This information will help you do your contact assignment.

You do this activity in pairs. Your task is to ask your partner for directions to four of the major landmarks in the area. Your partner has this information and will give it to you verbally. Listen to the direction steps and trace the route on your map. When you reach your destination, shade in the area on your map and write the name of the place.

Your teacher will demonstrate the procedure to you.

Note: If you don't understand your partner's directions, ask him to repeat them.

予習 II. バンクーバー都心の主要箇所を  
探し当てること。

この予習は、バンクーバー都心にある主な場所についての知識を、あなたに与えます。この知識は、コンタクト・アサインメントの時に役に立つでしょう。

この予習は、2人1組で行います。あなたは、自分のパートナーに都心にある主な場所4ヶ所へ行く方法をたずねます。パートナーは、この方法、道順を知っていて、あなたに口答で教えてくれます。道順を聞き、自分の地図に順番に、しるしをつけて、ルートを書き込みます。目的地にたどり着いたら（地図の上で）しるしをつけ、場所の名称を書き入れます。先生がやり方を示してください。

注意: もし、パートナーの教えてくれる道順がわからない場合、もう1度くり返してくれるように頼むこと。

## Activity II - Identifying and Locating Major Landmarks in Downtown Vancouver

### Listening and Speaking Activity

This activity will familiarize the students with some of downtown Vancouver's major streets and landmarks. This information will be useful to the students when they do their contact assignment in the area because a passerby may make reference to these street names or landmarks when giving directions to them.

The purpose of the activity is three fold:

- to determine if the student can understand and follow a sequence of directions to different landmarks in the area;
- to determine if the student can effectively give directions verbally to another party;
- to determine if the student can effectively signal confirmation or clarification of the directions steps when he isn't sure of the route.

### Student Tasks

The activity is done in pairs and the discourse is structured by the student rather than read from prepared direction cards as in Activities 'A' and 'B'.

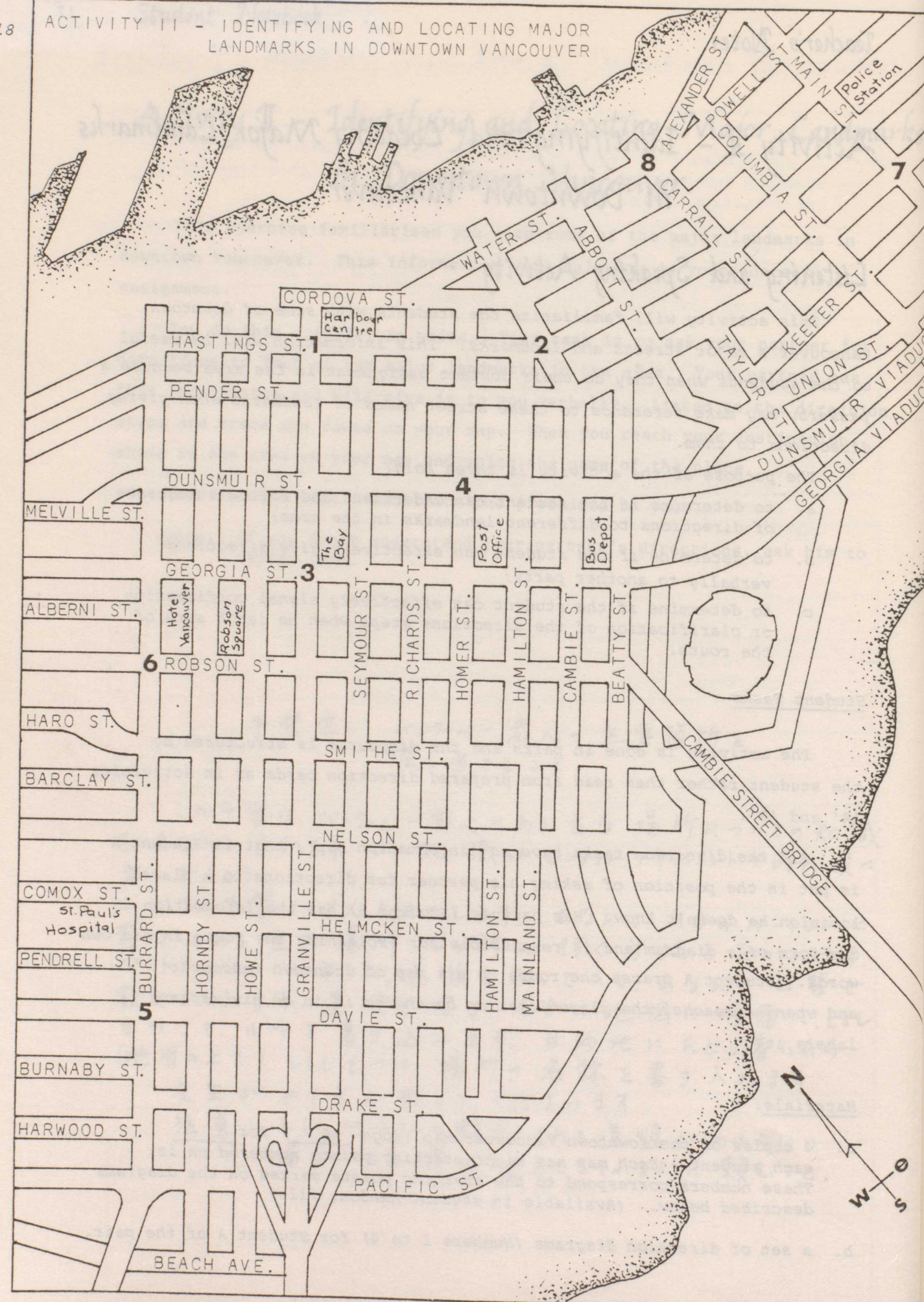
All the direction tasks have an 'information gap'; that is Student A is put in the position of asking his partner for directions to a place location he doesn't know. His partner (Student B) has the information in the form of a diagram and is responsible for explaining the route in his own words. Student A traces the route on his map of downtown Vancouver and when he reaches the place location he shades it in on his map and labels it.

### Materials:

- 4 copies of the downtown Vancouver map (page 18) for each student. Each map has eight starting points numbered on it. These numbers correspond to the starting points marked on the diagrams described below. (Available in student handout file)
- a set of direction diagrams (Numbers 1 to 4) for Student A of the pair.

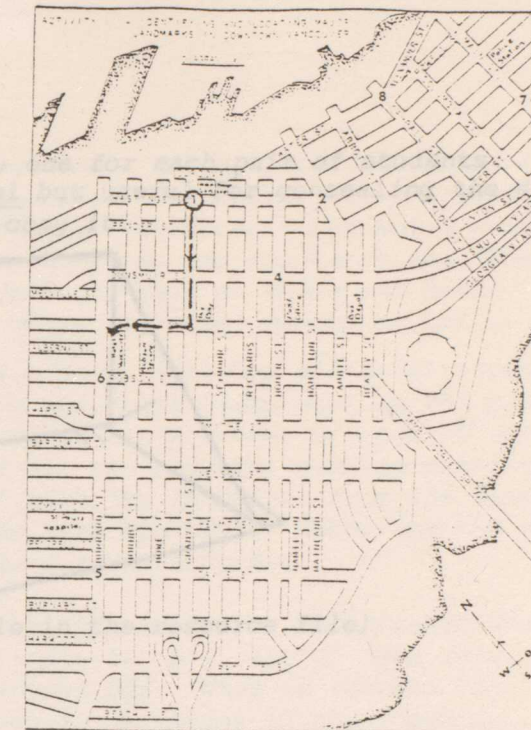


# ACTIVITY II - IDENTIFYING AND LOCATING MAJOR LANDMARKS IN DOWNTOWN VANCOUVER



## Teacher's Notes

- c. a set of direction diagrams (Numbers 5 to 8) for Student B.



Each diagram is mounted on 8½" x 11" construction paper and shows the route to take to one of the Major landmarks or buildings in the downtown area. For example, Diagram #1 shows the route to the Hotel Vancouver from the corner of Hastings and Granville. Diagram #2 shows the route to take to Robson Square from the corner of Hastings and Cambie.

Full-scale copies of all 8 diagrams are in the Appendix, pp. 111 - 118.

The complete list of destinations is as follows:

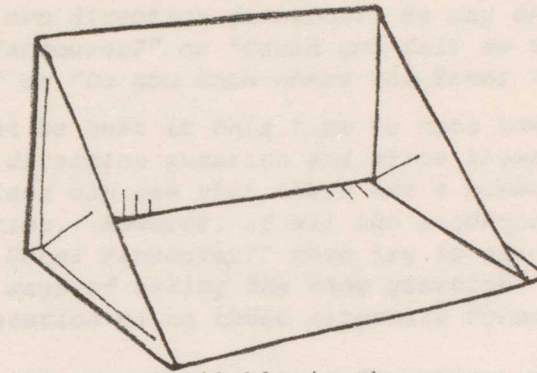
	Starting Point: the corner of	Destination
Diagram #1	Hastings and Granville	Hotel Vancouver
Diagram #2	Hastings and Cambie	Robson Square
Diagram #3	Georgia and Granville	The Main Police Station
Diagram #4	Dunsmuir and Homer	St. Paul's Hospital
Diagram #5	Davie and Burrard	The Bus Depot
Diagram #6	Robson and Burrard	Harbour Centre
Diagram #7	Main and East Pender	The Bay
Diagram #8	Water and Carrall	The Main Post Office

- d. one set of 4 question cards for Student A. Each card asks for directions to one of the destinations listed in Diagrams #5 through #8.
- e. one set of 4 question cards for Student B. Each card asks for directions to one of the destinations listed in Diagrams #1 through #4. For example, the question card for Diagram #1 reads:

1. Put your pencil on the number 1 on your map. This is your start position; the corner of Hastings and Granville.
2. Ask for directions to the Hotel Vancouver.
3. Trace the route on your map.
4. When you reach your destination shade in the place location and label it.



- f. a class set of map folders; one for each pair of students. The map folders are optional but useful for concealing the direction diagram so that no one can copy it.



(All materials are available in the resource file)

#### Preparatory Activities:

Before you have the students do the activity in pairs, we suggest you do the following exercises with the class:

- Check to see that the students understand that each side of a rectangle represents one block. You could do this by giving each student a downtown map and a starting point; e.g., corner of Granville and Georgia and ask him to go 3 blocks south then tell you what corner he is at.
- Go over the pronunciation of the street names because communication breakdowns are often due to mispronunciation of proper names. Use the downtown map for this prep.

#### The Activity:

- Divide the students into pairs facing each other. Give Student A the set of diagrams numbered 1 to 4 and a map folder (optional). If 'A' uses the folder, instruct 'A' to place the four direction diagrams in the map folder so that his partner cannot see them. Give Student B four copies of the downtown map and the set of four question cards that correspond to the Diagrams 1 to 4.
- Student 'A' must not show his direction diagrams to 'B' since the tasks require both students to exchange the information verbally.
- Start with the direction task for Diagram #1. Have the class, in pairs, do the first one step by step under your supervision so that they understand the procedure. This will enable them to work through the remaining direction tasks in Diagrams #2 through #8 at their own pace.
- Have Student A find the starting point #1 (the corner of Hastings and Granville) on his diagram and Student B the same starting point on his map. If necessary, clarify that each number on the downtown map represents the place the student is standing at the moment he chooses to ask for directions to a specific location.



5. Student B initiates the conversation by asking for directions to the place indicated on his question card. For Diagram #1, the question is to ask for directions to the Hotel Vancouver. Student B must formulate his own direction question. He may choose to say "Where is the Hotel Vancouver?" or "Could you tell me where the Hotel Vancouver is?" or "Do you know where the Hotel Vancouver is?".

Note: It might be best at this time to note how different students formulate the direction question and write these down on the blackboard so that the class can see that there are a number of ways of posing the same question. However, if all the students ask the question "Where is the Hotel Vancouver?" then try to elicit from the class the alternate ways of asking the same question. Encourage the students to pose the question using these alternate forms.

6. Student A has the necessary route information on his diagram and must explain (in his own words) the route to 'B'. As 'A' does this, 'B' traces the route on his downtown map. When he reaches his destination (i.e., Hotel Vancouver), he shades in the location and writes the place name on his map.

Note: Since some of the students may not understand the meaning of 'shade in the area', you may have to demonstrate this instruction on the blackboard.

If necessary, either partner can request clarification or confirmation of the directions in order to establish the 'correct' route.

7. When the direction task has been completed and 'A' agrees that 'B' has correctly labelled the location, then the pair moves on to the direction task in Diagram #2 then #3 and #4. Each time 'B' uses another copy of the downtown map.
8. When 'B' has marked all four routes and labelled all the place locations on his maps, the students change roles and this time 'B' gives 'A' directions. To do this, give 'A' four copies of the downtown map and the set of question cards that correspond to Diagrams #5 through #8. Student B gets the corresponding diagrams. The pair follows the same procedure except this time 'A' traces the routes on each of his maps and shades in the place locations.
9. As the students do Activity II, make note of their areas of difficulty. Some guideline questions to follow are:
- Does the student know how to formulate direction questions using such question words as 'how' and 'where'; e.g., "How do I get to Robson Square?" or "Where is Robson Square?"
  - How many different ways does the student ask for directions? Does the student always ask a direct question such as "Where is Robson Square?" or does he preface his question with such phrases as "Do you know . . .", "Could you tell me . . ." as in "Could you tell me the way to Robson Square?"



- c. Does the student understand his partner's directions when they are given only once? Does the student check back to confirm the directions he just heard? If so, what difficulties does he have? Does he misunderstand street or place names? Is he confused over which way is right or left or north or south? Can he repeat or paraphrase a sequence of directions that include two or more direction steps?

Based on this assessment of the students' needs, you will have to decide whether or not they need further instruction in asking for/following directions and/or checking back for confirmation or clarification of the directions.

If any student cannot successfully complete the tasks, have him turn to Activity 'B' or if necessary Activity 'A' and work through the Maze Grid exercises then try Activity II again.

However, you may decide that the student is capable of functioning adequately in such situations. If this is the case, proceed directly to the Final Preparatory Activities. On the other hand, if you feel that the student can benefit from further work on understanding the native speaker's utterances, turn to Activity 'D', "How Well Can You Understand the Native Speaker's Direction Signals?", p. 42 and have him work through the listening exercise.

Note: For Basic Beginners this activity may be too difficult so have them do Activity 'C', a simplified version of 'D'.



c. Does the student understand his partner's directions when they are given only once? Does the student check back to confirm the directions he just heard? If so, what difficulties does he have? Does he misunderstand stress or place names? Is he confused over which way is right or left or north or south? Can he repeat or paraphrase a sequence of directions that include two or more direction steps?

Based on this assessment of the students' needs, you will have to decide whether or not they need further instruction in asking for directions and/or checking back for confirmation of clarification of the directions.

If any student cannot successfully complete the task, have him turn to Activity 'B' or if necessary Activity 'A' and work through the Maze Grid exercises then try Activity 'C' again.

However, you may decide that the student is capable of functioning adequately in such situations. If this is the case, proceed directly to the final preparatory activities. On the other hand, if you feel that the student can benefit from further work on understanding the native speaker's utterances, turn to Activity 'B'. Now Well can you understand the native speaker's direction signals? p. 42 and have him work through the listening exercise.

Notes: For basic beginners this activity may be too difficult so have them do Activity 'C', a simplified version of 'B'.



# Supplementary Activities

Teaching Component



Activity 'A'

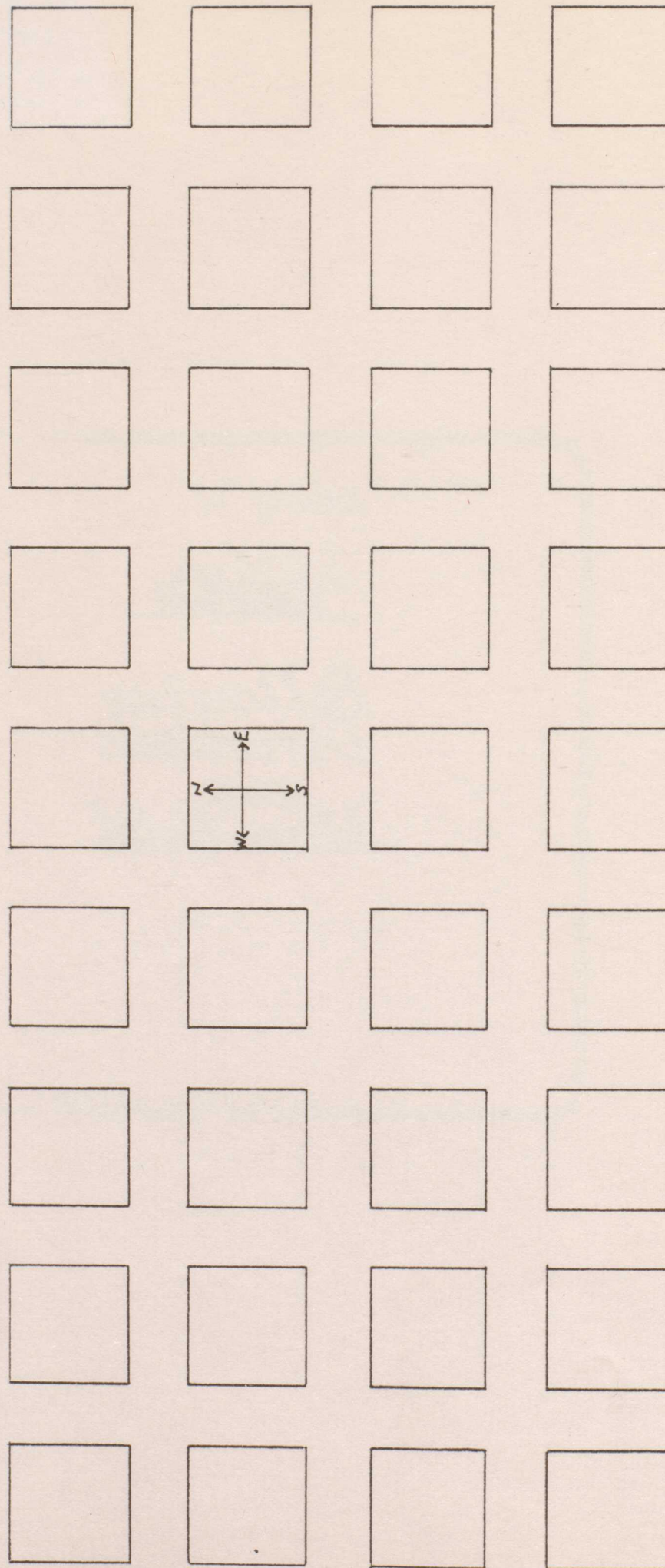


*Following  
Directions  
on a  
Maze Grid*



# MAZE GRID

X finish



X start

## Teacher's Notes

### Activity 'A' - Following Directions on a Maze Grid

This maze grid exercise has been designed for students who need practice in following a sequence of directions in which the direction vocabulary is restricted to cardinal points, block numbers and/or left and right directions. Students who have difficulty understanding general direction terms or who had great difficulty with Activities I and II will benefit from this exercise.

#### Objective:

The student should be able to

- follow a sequence of directions from the 'starting point' to the 'finishing point' on the maze grid, p. 23.
- repeat or paraphrase the direction steps

#### Materials:

- four copies of the maze grid for each student (Available in the Student Handout file)
- a map folder for each student (optional) (Available in the resource file)
- four different sets of written directions made by the teacher (2 sets available in the resource file). Each set of directions can be as simple or as complex as you wish; e.g., a set of 'easy' directions could be restricted to cardinal points and block numbers (Set 1) whereas a 'complex' set of directions could include left and right directions as well as cardinal points and block numbers (Set 2).

#### SET 1 (easy)

Find the 'start' position.

- Go north 1 block.
- Go west 2 blocks.
- Go north 3 blocks.
- Go west 2 blocks.
- Go south 1 block.
- Go west 3 blocks.

#### SET 2 (complex)

Find the 'start' position.

- Go north 2 blocks.
- Turn left and go 3 blocks.
- Turn south and go 2 blocks.
- Turn right and go 3 blocks.
- Turn right again and go 3 blocks.
- Turn left and go 1 block.



## Teacher's Notes

When making your direction cards, be sure to number each step. Suggest you have a minimum of five steps and a maximum of eight. The number of 'easy' or 'complex' sets of directions you make will depend upon the level of your students. For the Basic Beginner students it might be best to start with an 'easy' set and work up to the more difficult sets. The Upper Beginner and Intermediate students may be able to start with a more difficult set.

Note: For Idea B, p. 24, you will need 8 copies of each set of directions.

- d. 3 language masters for Idea B (optional)

Preparatory Activities:

1. Before the students do the activity below, have them locate the north, south, east and west sides of the grid and the 'starting' and 'finishing' points. Tell the students that each side of the square represents one block. Have them count the number of blocks running in a north/south direction and in an east/west direction. This exercise will familiarize the students with the block counting system.

2. For exercises that involve 'left' and 'right' directions as well as cardinal points, have the students as a class first pace out the direction steps together. This can be done by drawing a large maze grid on the blackboard and having the students chalk in a route or by placing 16 blank sheets of paper (8½" x 11") face down in a maze grid format on the floor so that the students can walk through it.

Note: To determine which way is left or right, the student must take into account the direction he's facing at the moment he has completed the previous direction step. Students often get confused over this point.

Idea A: (Beg.)Class Activity

1. Give each student a map folder and instruct him to place his maze grid inside the folder so that his classmates cannot see it. The teacher should do the same with her maze grid.
2. Select one set of directions and appoint one student to give these directions verbally to his classmates who must then mark the route on their grids. The student must not show the set of written directions to his classmates because the purpose of the activity is to follow a sequence of directions given verbally.
3. Begin by having each student put his pencil on the 'start' position. The student giving the directions should give the directions one step at a time; e.g., after he has given Step 1 "Go north one block", he should pause before he gives Step 2 "Go west two blocks". The students tracing the route on their grids must echo back as a group each direction step they hear; e.g., "Go north one block . . ." This gives them practice in checking back to confirm that they've correctly understood the direction step. The direction-giver can then verify whether or not the direction step is correct.



## Teacher's Notes

- The activity continues in this manner until each student has reached the finishing point. The students then take turns describing the route; e.g., "First I went north one block then I went west four blocks, then north one block again . . ."

If a student didn't reach the finishing point, pair him with another student and have that student repeat the directions while the student traces the route again on his grid.

- Have the students repeat the activity two or three times, each time selecting a different set of directions and a different student to be the direction-giver, or have the students do the activity in pairs as described in Idea B below.

Note: The first time it might be best for the teacher to be the direction-giver.

Idea B: (Upper Beg., Int.)

Paired Activity

- Before you have the students do this activity in pairs, have them do one example as a class so they become familiar with the procedure and the importance of repeating the directions.
  - Put the students in pairs, facing each other. Give one partner the map folder and maze grid and the other partner the set of written directions.
- Note: Give the same set of written directions to each pair of students.
- Student A gives the directions verbally one step at a time to his partner, Student B, who then traces the route on his grid. His partner must repeat or paraphrase each direction step he hears. Student A (the direction-giver) must confirm whether or not the direction step is correct before he proceeds to the next one. If Student B traces the route correctly on his grid, he should reach the finishing point. If not, have Student B describe the route he took to his partner (the direction-giver) who then can check to see where the problem occurred.
  - When Student B has reached the finishing point, have the students change roles and repeat the activity, except this time use a different set of directions. If you wish, have the students do this activity three or four times, each time using a different set of directions and an unmarked copy of the maze grid.

5. Follow-up Activity:

As a follow-up activity, have each student find a new partner and describe to that partner the route(s) he marked on one of his grids. An alternative is to have the students, in pairs or small groups, make up a set of directions on language master cards and give this set of directions to another group to follow.



## Teacher's Notes

- Teaching Points:
- direction vocabulary  
e.g., north, south, east, west, one block, two blocks, left, right
  - giving directions  
e.g., Go north two blocks.  
Turn left and go three blocks.
  - giving a sequence of directions  
e.g., first . . . next . . . then

## Activity 'B'



# Following Directions on a Downtown Vancouver Maze Grid



Teaching Points: a. direction vocabulary  
e.g., north, south, east, west, one block, two blocks, left, right  
b. giving directions  
e.g., Go north two blocks.  
Turn left and go three blocks.  
c. giving a sequence of directions  
e.g., First, go north two blocks.  
Then, turn right and go one block.

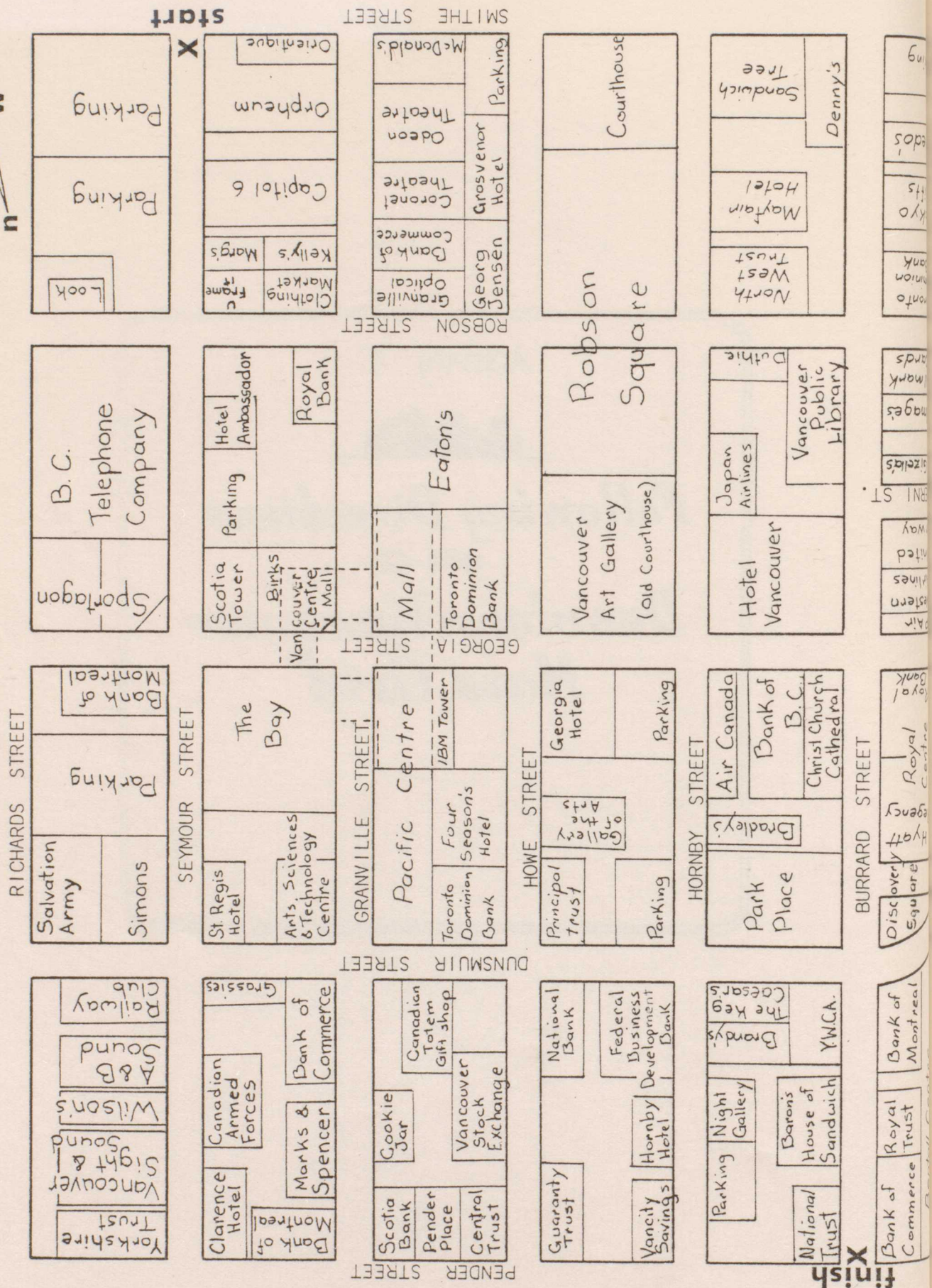
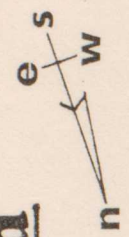
Activity 'B'



*Following Directions  
on a  
Downtown Vancouver  
Maze Grid*



# Downtown Vancouver Maze Grid



## Activity 'B' - Following Directions on a Downtown Vancouver Maze Grid

Level: Beg., Int.

### INSTRUCTIONS

The Maze Grid exercise (p. 24) prepares the students to do this next exercise. When a person gives directions he gives them not only in terms of cardinal points, block numbers and left and right directions, but also in terms of street names and major landmarks in the area. The downtown maze grid has been specifically designed to give the students practice in following a sequence of directions which includes the basic direction vocabulary used in the Maze Grid Activity 'A' as well as the names of major streets and places in the downtown area. Students who had difficulty doing Activity II, p. 17 should do this exercise then go back and do Activity II again.

### Objective:

- A student should be able to
- identify and describe the location of major streets and places in downtown Vancouver
  - follow a sequence of directions from the starting point to the finishing point on the downtown grid
  - repeat or paraphrase the direction steps

### Materials:

- 3 copies of the Downtown Vancouver maze grid for each student (p. 28)  
Note: These are available in the Student Handout file.
- a map folder for each student (optional)  
(Available in the resource file)
- 3 to 6 sets of written direction cards made by the teacher (2 sets available in the resource file). No two sets of directions are the same. See examples below. Each set of directions should indicate the names of the streets the student should walk along and names of the landmarks or places the student should



pass in order to reach his destination. The direction steps should be numbered and should not exceed 6 steps. Since the direction steps are given two at a time, make sure you have an even number of steps. A more detailed explanation is in the Idea section.

Note: For the paired activity in Idea B you'll need 8 copies of each direction set.

#### Set 1

Find the 'start' position.

1. Go north on Seymour to Robson.
2. Turn left and continue along Robson past Granville Optical.
3. Go past Howe and Hornby intersections to Burrard.
4. Turn right onto Burrard and continue north 3 blocks.

#### Set 2

Find the 'start' position.

1. Go north two blocks to Georgia.
2. Turn left onto Georgia and continue past Birks and Eaton's to Hornby Street.
3. Turn right and go north one block then west one block to Burrard.
4. Turn right again and go past the Bentall Centre to the end of the block.

#### Set 3

Find the 'start' position.

1. Go north on Seymour past the Bank of Montreal.
2. Continue through the Dunsmuir intersection to Pender Street.
3. Turn left onto Pender and walk two blocks to Howe.
4. Turn south on Howe and continue until you reach the Georgia Hotel.
5. Turn right and go two blocks to the Christ Church Cathedral.
6. Then go north two blocks.

#### Preparatory Activities:

We suggest you do the following exercises with the class before you have the students do the activity on their own.



- Check to see that the students understand that each side of the square represents one block.
- Go over the pronunciation of the street and place names because communication breakdowns are often due to mispronunciation of proper names. Use the Downtown Vancouver maze grid for this activity.
- Have the students identify and describe verbally the location of each of the streets labelled on the grid; e.g., 'Burrard'. When one student has located the street, have him describe its location in terms of the direction it runs, which streets run parallel to it and which streets run on either side of it; e.g., "Burrard Street runs in a north-south direction. It runs parallel to Hornby and is located between Hornby and Thurlow." If the student has difficulty describing the location, get his classmates to help. Continue in this manner with each student taking a turn describing the location of one street.

Note: Be sure to have the students use the word 'parallel' when describing the street location.

- Have each student identify and describe verbally the location of the following places labelled on the grid; Eaton's, Capitol 6, Four Seasons Hotel, Japan Airlines, B.C. Telephone Company, and Christ Church Cathedral. In describing each place, have the student describe its location in terms of the street it is located on, what place it is next to or opposite from; e.g., "The Four Seasons Hotel is on the corner of Howe and Georgia . . . opposite the Toronto Dominion Bank."

If you wish, have the student describe the location of other places marked on the grid. However, do not add place names to the grid since some of the major landmarks have been purposely deleted because they have been included in Activity II or in student's mystery contact tasks; e.g., "The Hotel Vancouver", "Vancouver Public Library" and "The Bay".

Based on the students' descriptions of street and place locations, have each student do the following exercises in his notebook:

- make a list of useful direction vocabulary; e.g., across from, next to, beside, near, opposite to, etc.
- write a one or two line description of five street locations
- write a one or two line description of five place locations

#### Idea A and B:

- Follow the same procedure described in Idea A and B of the Maze Grid Activity 'A' (p. 25, 26) except this time use the Downtown Vancouver and the corresponding direction cards. Get the direction-giver to give two directions steps at a time instead of one step; e.g., the student would give Steps 1 and 2, pause and if necessary clarify any misunderstandings then continue with Steps 3 and 4 and so on.







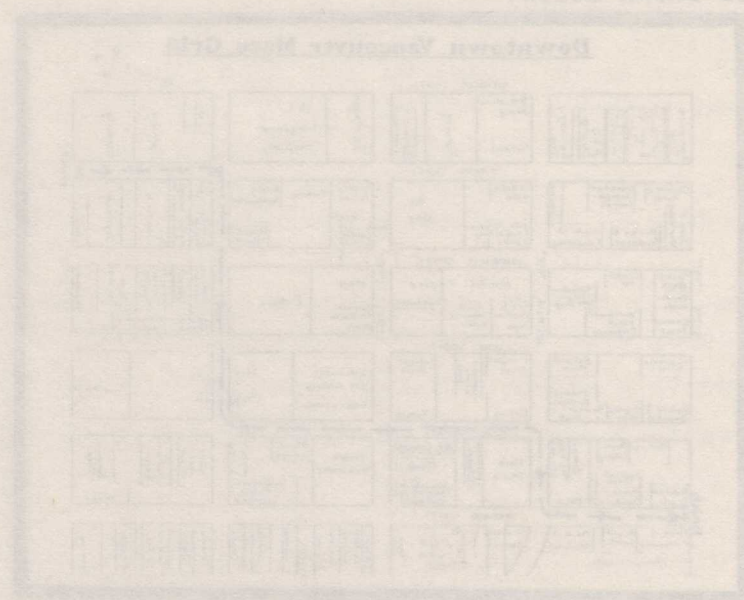
The student who is tracing the route on his downtown map will want to repeat or paraphrase the two direction words he hears. The direction-giver must confirm whether or not the route is correct before proceeding.

Notes: This exercise requires a higher level of comprehension on the part of the student and better preparation for his understanding a sequence of directions that is given continuously without long pauses between each step. A situation he will definitely encounter when he asks a native speaker for directions.

#### Task C: (Directions in Pictorial Form)

An alternative to the written direction task is to trace the direction steps on a copy of the downtown map grid and give this to the direction-giver who is then responsible for structuring his own discourse to his partner so he can trace the route on his downtown grid. This activity is best done as a follow-up to Ideas A and B and the sets of direction tasks should be different from the written direction tasks since it is not necessary for the student to repeat direction tasks he has successfully completed.

The procedure for Idea C is exactly the same as the procedure described in Ideas A and B and in Activity A. An example of a downtown grid in pictorial form is shown below.



#### Follow-up Activities

1. Have the students describe the route they took. The students can be told in pairs by having each student record his direction steps on language master cards or cassette tape and giving his partner to check them. If there is time, have the students, in pairs, describe on language master cards the location of each major landmark they passed. This is a challenging exercise since the student must try to describe the exact location of the place using only one language master card for his description. Check each description for accuracy to have the student write the description in his notebook.

- b. If the students had difficulty with Activity II, p. 17, make up easier tasks and have them work through the exercise again.

- Teaching Points:
- a. direction vocabulary  
e.g., left, right, turn on to, go past . . . ,  
go along
  - b. identifying/naming landmarks  
e.g., Eaton's
  - c. describing the location of major streets and places  
e.g., The Four Seasons Hotel is on the corner of  
Georgia and Howe.
  - d. giving a sequence of directions  
e.g., First go north on Seymour to Georgia, then  
turn right and continue along to . . .

*How Well  
Can You Understand  
the English Speaker's  
Direction Signals?  
(Simplified Version)*



## Activity 'C' - How Well Can You Understand The English Speaker's Direction Signals?

Level: Beginner

### Activity 'C'



## How Well Can You Understand the English Speaker's Direction Signals? (Simplified Version)

For this exercise you will need one copy of the worksheet for each group of 5 or 7 students. The worksheet is on page 10 of the book. Each group will need a copy of the worksheet.

These recordings can also be used for other activities. (Tapes of the exercises are available on cassette.)

**Procedure:**  
1. Divide the class into groups and give each group one copy of the worksheet.



## Activity 'C' - How Well Can You Understand The English Speaker's Direction Signals?

### Level: Beginner

Six exchanges between native English speakers are recorded on language master cards. Each exchange focuses on different ways of asking for directions and responding to such requests. Three of the exchanges signal the passerby doesn't know the place location and three exchanges ask for clarification of the direction request.

The script of these exchanges is based on actual conversations that took place on the streets of Vancouver in the summer of 1980. A transcript of the language master cards follows. The students are not given a copy.

### Student Listening Tasks

This activity is a simplified version of Activity 'D' and the tasks require the student to listen to the exchanges and fill in the missing parts of each exchange.

The purpose of the exercise is three-fold:

- to help the student recognize ways a person may ask for/give directions;
- to help the student recognize how a person signals he doesn't know the place location;
- to help the student recognize how a person signals a request for clarification.

### Materials:

For this exercise you will need one language master and listening post for each group of 6 or 7 students, one set of the six exchanges for each group and enough headphones for the students. In addition, each student will need a copy of the worksheet, p. 37 and the chart, p. 40.

Note: Tape recorders can also be used for this activity.  
(Tapes of the exchanges available in the resource file.)

### Procedures:

1. Divide the class into groups and give each group the audio-visual equipment and materials described above.



- Instruct the students to listen to each exchange and write down in the spaces provided on their worksheet what each person says.

Note: The language master cards are numbered so that the students know which order to put them through the machine. However, if they are not familiar with using the machine, we suggest you do Exchange #1 together as a class then let each group do the remaining ones at its own pace.

- Each group can listen to the exchange as many times as it wishes by pressing the 'repeat' button on the machine. However, we suggest that you put a time limit of 20-25 minutes on the exercise.
- When the students have completed the cloze listening exercise, put them in pairs and have them compare their answers. If there's disagreement, have them listen to that exchange again or have them check with a third party. Give them 5 to 8 minutes to do this before you discuss the exchanges. If you wish, have one or two students write the exchanges on the blackboard so that the class can compare their answers with those on the board.
- Discuss the answers to each exchange with the class. A list of possible discussion points follows below. Based on this discussion have the students fill in the chart on the opposite page. Instruct them to use the information in the six exchanges to help them complete the chart.

#### Discussion Points:

##### A. Asking for Directions

- There are many different ways a person can ask for directions; e.g., instead of the utterance "Where is the Hotel Vancouver?", a person could say "Do you know where the Hotel Vancouver is?" or "Could you tell me how to get to the Hotel Vancouver?".

Based on the direction questions in the six exchanges, have each student write down on the chart three different ways of asking for directions.

Note: Most students have difficulty with indirect questions because the verb order is reversed; the verb comes at the end of the utterance rather than in the middle. If you wish, make up an exercise that gives the students practice in changing direct questions (e.g., Where is the Hotel Vancouver?) to indirect ones (e.g., Could you tell me where the Hotel Vancouver is?). Also, discuss why indirect questions are common when asking a passerby (stranger) for directions.

- Discuss with the students when we use the verb 'catch the bus' and 'get off the bus' since they will inevitably be put in situations where they will need to ask for bus directions.



Instruct the students to listen to each exchange and write down in the spaces provided on their worksheets what each person says.

Note: The language master cards are numbered so that the students know which order to put them through the machine. However, if they are not familiar with using the machine, we suggest you do exchange #1 together as a class then let each group do the remaining ones at its own pace.

Each group can listen to the exchanges as many times as it wishes by pressing the 'repeat' button on the machine. However, we suggest that you put a time limit of 20-25 minutes on the exercise.

When the students have completed the close listening exercise, put them in pairs and have them compare their answers. If there is disagreement, have them listen to that exchange again or have them check with a third party. Give them 2 to 3 minutes to do this before you discuss the exchanges. If you wish, have one or two students write the exchanges on the blackboard so that the class can compare their answers with those on the board.

Discuss the answers to each exchange with the class. A list of possible discussion points follows below. Based on this discussion have the students fill in the chart on the opposite page. Instruct them to use the information in the six exchanges to help them complete the chart.

#### Discussion Points

#### 1. Asking for Directions

1. There are many different ways a person can ask for directions. e.g., instead of the utterance "Where is the Hotel Vancouver?" a person could say "Do you know where the Hotel Vancouver is?" or "Could you tell me how to get to the Hotel Vancouver?"

Based on the direction questions in the six exchanges, have each student write down on the chart three different ways of asking for directions.

Note: Most students have difficulty with indirect questions because the verb order is reversed; the verb comes at the end of the sentence rather than in the middle. If you wish, take up an exercise that gives the students practice in changing direct questions to indirect questions. e.g., Where is the Hotel Vancouver? indirect ones (e.g., Could you tell me where the Hotel Vancouver is?). Also discuss why indirect questions are common when asking a person for directions.

2. Discuss with the students when we use the verb "ask" and when we use "get off the bus" since they will inevitably be put in situations where they will need to ask for bus directions.

#### B. Responding to Directions

There are different ways a person signals that he doesn't know the place location. Go over the first three exchanges and point out to the students the different expressions they may hear on the streets of Vancouver.

Get the students to write these in the appropriate spaces on the chart.

There are also different ways of asking for clarification. Have the students find the three examples (Exchanges #4, #5, and #6). Get them to write these on the chart as well.

Exchange #	Person 1	Person 2
Exchange #1	Student: Excuse me, do you know where the Hotel Vancouver is?	Man: Yes, it's on the corner of ...
Exchange #2	Student: Excuse me, do you know where the Hotel Vancouver is?	Man: Yes, it's on the corner of ...
Exchange #3	Student: Excuse me, do you know where the Hotel Vancouver is?	Man: Yes, it's on the corner of ...
Exchange #4	Student: Excuse me, could you tell me ...	Man: Yes, you can find it ...
Exchange #5	Student: Excuse me, I'm looking for ...	Man: In ...
Exchange #6	Student: The bus to ...	Man: ...
Exchange #7	Student: ...	Man: ...
Exchange #8	Student: ...	Man: ...
Exchange #9	Student: ...	Man: ...
Exchange #10	Student: ...	Man: ...
Exchange #11	Student: ...	Man: ...
Exchange #12	Student: ...	Man: ...
Exchange #13	Student: ...	Man: ...
Exchange #14	Student: ...	Man: ...
Exchange #15	Student: ...	Man: ...
Exchange #16	Student: ...	Man: ...
Exchange #17	Student: ...	Man: ...
Exchange #18	Student: ...	Man: ...
Exchange #19	Student: ...	Man: ...
Exchange #20	Student: ...	Man: ...



## Activity 'C' - How Well Can You Understand The English Speaker's Direction Signals?

Listen to six exchanges recorded on language master cards. Fill in the missing parts of the conversation in the spaces provided below.

### Exchange #1

Student: Excuse me. \_\_\_\_\_

Man : \_\_\_\_\_

### Exchange #2

Student: Excuse me. Do you know \_\_\_\_\_

Man : \_\_\_\_\_

### Exchange #3

Student: Excuse me. Do you know where the Hotel Vancouver is?

Man : \_\_\_\_\_

### Exchange #4

Student: Excuse me. Could you tell me \_\_\_\_\_

Girl : \_\_\_\_\_

Student: The bus for Eaton's.

Girl : \_\_\_\_\_ . . . I  
mean at any bus stop.

## Activity 'C' - Transcript of Exchanges

### Exchange #1

Student: Excuse me. Where is Gastown?

Man : I have no idea.

### Exchange #2

Student: Excuse me. Do you know how to get to the Main Post Office?

Man : I'm afraid not.

### Exchange #3

Student: Excuse me. Do you know where the Hotel Vancouver is?

Man : I'm not familiar with the area.

### Exchange #4

Student: Excuse me. Could you tell me where to catch the bus for Eaton's?

Girl : Which bus?

Student: The bus for Eaton's.

Girl : Anywhere on this street . . . I mean at any bus stop.

### Exchange #5

Student: Excuse me. Could you tell me where Tourism B.C. is?

Girl : What did you say?

Student: I'm looking for Tourism B.C.

Girl : In Robson Square. Go up Burrard to Robson, then left and go one block.

### Exchange #6

Student : Excuse me. Where do I get off for Gastown?

Busdriver: Pardon?

Student : Where do I get off for Gastown?

Busdriver: At Carrall and Hastings.



## Student Worksheet

## Activity 'C'

## Exchange #5

Student: Excuse me. Could you tell me where Tourism B.C. is?

Girl : \_\_\_\_\_

Student: I'm looking for Tourism B.C.

Girl : \_\_\_\_\_

## Exchange #6

Student : Excuse me. \_\_\_\_\_

Busdriver: \_\_\_\_\_

Student : Where do I \_\_\_\_\_

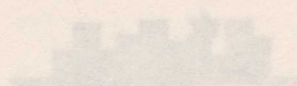
Busdriver: At Carrall and Hastings.

## Activity 'C' - How Well Can You Understand The English Speaker's Direction Signals?

Based on the discussion of the exchanges with the teacher and other students, complete the chart below. Use the information in the six exchanges to complete the chart.

## Activity 'D'

1. Your destination is the Hotel Vancouver. Write down three ways to ask for directions.



How Well

Can You Understand  
the English Speaker's  
Direction Signals?

(Complex Version)

2. Write down three ways an English speaker asks for the directions to be repeated.



## Activity 'C' - How Well Can You Understand The English Speaker's Direction Signals?

Based on the discussion of the exchanges with the teacher and other students, complete the chart below. Use the information in the six exchanges to complete the chart.

1. Your destination is the Hotel Vancouver. Write down three ways to ask for directions.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Write down three ways an English speaker says he cannot help you.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. Write down three ways an English speaker asks for the directions to be repeated.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## Activity 'D'



*How Well  
Can You Understand  
the English Speaker's  
Direction Signals?*

*(Complex Version)*



## Activity 'D' - How Well Can You Understand The English Speaker's Direction Signals?

### Listening Comprehension Activity

Six 'direction' exchanges between native English speakers are recorded on cassette tape. Each exchange focuses on asking for and giving directions to different locations in Downtown Vancouver. Listen carefully to the tape. You will hear each exchange twice. As you listen to each exchange, write in the missing parts of the conversation in the spaces provided.

The purpose of this exercise is three-fold:

- to identify ways an English speaker asks for directions
- to identify ways an English speaker checks back to confirm the direction steps or asks for clarification
- to identify ways an English speaker signals he doesn't know the way

#### Checking Activity

When you have filled in the missing parts of the conversations, check your answers with those of another student who has completed the exercise.

## Activity 'D' - How Well Can You Understand The English Speaker's Direction Signals?

Level: Intermediate

Six exchanges between native English speakers are recorded on cassette tape. Each exchange focuses on different ways of asking for directions and responding to such requests. The script of these exchanges is based on actual conversations that took place on the streets of Vancouver in the summer of 1980. A transcript of the tape for the teacher's use follows on p. 45.

#### Student's Listening Task

In this activity, the student is required to listen to the six exchanges and to fill in the missing parts of the conversation on his worksheet.

The objective of this exercise is three-fold:

- to help the student recognize ways a person may ask for directions
- to help the student recognize how a person checks back for confirmation or clarification of the directions
- to help the student recognize ways a person signals he doesn't know the place location

#### Materials:

- one cassette tape recorder for each group of 6 students
- headphones; one for each student
- one copy of the tape for each group

(All materials are available in the resource file)

- a class set of the worksheets (p. 44-45) and the chart (p. 50); one copy for each student (Available in the student handout file)

#### Procedure:

- Divide the class into groups and give each group the audio-visual equipment and materials described above.
- Instruct the students to listen to the six exchanges and fill in the missing parts of each conversation in the spaces provided on their worksheets. Each exchange is repeated twice. The students may listen to the tape as many times as they wish but we suggest that you put a time limit of 20 minutes on the exercise.



# Activity: How Well Can You Understand The English Speaker's Direction Signals?

Level: Intermediate

Exchanges between native English speakers are recorded on cassette. Each exchange focuses on different ways of asking for directions and responding to such requests. The order of these exchanges is based on actual conversations that took place on the streets of Vancouver in the summer of 1980. A transcript of the tape for the teacher's use follows on p. 42.

- The objective of this exercise is three-fold:
- to help the student recognize ways a person may ask for directions
  - to help the student recognize ways a person signals he doesn't know the place location
  - to help the student recognize ways a person signals he doesn't know the place location

## Materials:

- one cassette tape recorder for each group of 6 students
  - headphones) one for each student
  - one copy of the tape for each group
- (All materials are available in the resource file)
- a class set of the worksheets (p. 44, 45 and the chart (p. 50) one copy for each student (Available in the student handbook file)

## Procedures:

- Divide the class into groups and give each group the audio-visual equipment and materials described above.
- Instruct the students to listen to the six exchanges and fill in the missing parts of each conversation in the spaces provided on their worksheets. Each exchange is repeated twice. The students may listen to the tape as many times as they wish but we suggest that you put a time limit of 10 minutes on the exercise.

## Teacher's Notes

### Activity 'D' - How Well Can You Understand The English Speaker's Direction Signals?

- When the students have completed the exercise, put them in pairs and have them compare their answers. If there's disagreement, have them listen to that segment of the tape again or have them check with a third party. Give them 5 to 8 minutes to do this before you check the student's comprehension of the exchanges.
- Go over the answers to each exchange with the class. A list of possible questions and/or discussion points for the follow-up session are on p. 51.
- Based on the discussion, have the students fill in the chart on p. 50. Instruct them to use the information in the six exchanges to help them complete the chart.

Exchange 1	Exchange 2
Exchange 3	Exchange 4
Exchange 5	Exchange 6

Exchange 1	Exchange 2
Exchange 3	Exchange 4
Exchange 5	Exchange 6

Exchange 1	Exchange 2
Exchange 3	Exchange 4
Exchange 5	Exchange 6



## Activity 'D' - How Well Can You Understand The English Speaker's Direction Signals?

### Exchange #1

Situation: May is getting on the bus at 49th and Main.

May : \_\_\_\_\_?

Busdriver: Ehh . . . you've got to get off at Carrall Street . . .  
er . . . Carrall Street.

May : \_\_\_\_\_?

Busdriver: Uh.

May : Thank you.

### Exchange #2

Situation: Janice and Charlene are in Gastown.

Charlene : \_\_\_\_\_

Man : Trounce?

Charlene : Yeh. T.r.o.u.n.c.e.

Man : \_\_\_\_\_

Janice : Oh! . . . Okay, thanks.

### Exchange #3

Situation: Janice is at the corner of Granville and Georgia.

Janice : \_\_\_\_\_  
\_\_\_\_\_?

Girl : The bus? . . . anywhere on this street.

Janice : \_\_\_\_\_?

Girl : Yeah . . . well . . . any bus stop.

Janice : Thanks a lot.

## Activity 'D' - How Well Can You Understand The English Speaker's Direction Signals?

### The Tape Transcript

Note: A description of the situation is not on the tape; only the conversations are taped.

### Exchange #1

Situation: May is getting on the bus at 49th and Main.

May : Could you tell me where to get off for Gastown?

Busdriver: Ehh . . . you've got to get off at Carrall Street . . .  
er . . . Carrall Street.

May : Carrall Street?

Busdriver: Uh.

May : Thank you.

### Exchange #2

Situation: Janice and Charlene are in Gastown.

Charlene : Excuse me. Do you know where Trounce Alley is?

Man : Trounce?

Charlene : Yeh. T.r.o.u.n.c.e.

Man : I'm not very familiar with the area.

Janice : Oh! . . . Okay, thanks.

### Exchange #3

Situation: Janice is at the corner of Granville and Georgia.

Janice : Excuse me. Could you tell me where we catch the bus  
to Gastown?

Girl : The bus? . . . anywhere on this street

Janice : Is there a sign?

Girl : Yeah . . . well . . . any bus stop.

Janice : Thanks a lot.



## Student Worksheet

## Activity 'D'

Exchange #4

Situation: MaryAnn is on Water Street in Gastown.

MaryAnn : Excuse me, do you know where the Gastown Information Booth is?

Girl : \_\_\_\_\_

MaryAnn : It's probably tucked away in the corner somewhere.

Girl : \_\_\_\_\_

MaryAnn : Well, thanks anyway.

Exchange #5

Situation: Janice is in Gastown.

Janice : Excuse me. Do you know how to get to the Inuit Gallery?

Man : \_\_\_\_\_?

Janice : Oh! You're not sure either.

Man : \_\_\_\_\_?

Janice : An art gallery.

Man : \_\_\_\_\_.

## Teacher's Notes

## Activity 'D'

Exchange #4

Situation: MaryAnn is on Water Street in Gastown.

MaryAnn : Excuse me, do you know where the Gastown Information Booth is?

Girl : I didn't even know we had one.

MaryAnn : It's probably tucked away in the corner somewhere.

Girl : I have no idea.

MaryAnn : Well, thanks anyway.

Exchange #5

Situation: Janice is in Gastown.

Janice : Excuse me. Do you know how to get to Inuit Gallery?

Man : It's a place I don't know.

Janice : Oh! You're not sure either.

Man : What kind of a place is it?

Janice : An art gallery.

Man : I'm afraid I can't help you.



## Student Worksheet

## Activity 'D'

## Exchange #6

Situation: Nancy is at the Vancouver Tourist Bureau on Burrard Street.

Nancy : \_\_\_\_\_ ?

Clerk : It's in Robson Square.

Nancy : \_\_\_\_\_ ?

Clerk : Go up two blocks here to Robson and go left one block to Hornby and down the stairs.

Nancy : \_\_\_\_\_ ?

Clerk : At Robson Street.

Nancy : \_\_\_\_\_

Clerk : Yup.

Nancy : And is it right there?

Clerk : Yup. It's down the stairs.

Nancy : \_\_\_\_\_ ?

Clerk : Robson Square.

Nancy : Great. Thank you.

## Teacher's Notes

## Activity 'D'

## Exchange #6

Situation: Nancy is at the Vancouver Tourist Bureau on Burrard Street.

Nancy : Excuse me, do you know the way to the B.C. Tourism Office?

Clerk : It's in Robson Square.

Nancy : And where's that?

Clerk : Go up two blocks here to Robson and go left one block to Hornby and down the stairs.

Nancy : Where do I turn left?

Clerk : At Robson Street.

Nancy : At Robson . . . and go along one block and that's Hornby.

Clerk : Yup.

Nancy : And is it right there?

Clerk : Yup. It's down the stairs.

Nancy : What did you say the name of the place is?

Clerk : Robson Square.

Nancy : Great. Thank you.



## Activity 'D' - How Well Can You Understand The English Speaker's Direction Signals?

Based on your discussion of the tape with the teacher and other students, complete the chart below. Use the information in the six exchanges to help you.

1. Your destination is Robson Square. Write down three ways to ask for directions to the place.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

2. You want to get a stranger's attention. Write down one expression English speakers use.

\_\_\_\_\_

3. Write down three ways an English speaker says he cannot help you.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

4. Write down three utterances from the six exchanges that show the person is asking for clarification or confirmation.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

## Possible Discussion Points

### A. Asking for Directions

There are different ways a person can ask for directions; e.g., instead of the utterance "Where is the Gastown Information Booth?", a person could say "Do you know where the Gastown Information Booth is?" or "Could you tell me how to get to the Gastown Information Booth?". Discuss why indirect questions are common when asking a passerby (stranger) for directions.

Note: Most students have difficulty with indirect questions because the verb order is reversed; the verb comes at the end of the utterance rather than in the middle. If you wish, make up an exercise that gives the students practice in changing 'direct' questions to 'indirect' ones.

Also discuss utterances a person may use to get the attention of a stranger on the street; e.g., "Excuse me" or "Excuse me. Can you help me?" or "Pardon me?".

### B. Understanding Directions

When a person checks back to confirm the direction steps s/he just heard, that person often repeats part of the directions by uttering a key word(s) or phrase(s) with rising intonation so that the statement acts as a request for confirmation. On the other hand, requests for clarification are often in question form and usually occur when the directions are not clear or the directions are given so quickly that the person cannot process the incoming information.

## Questions for Discussion

Consider the following questions as you discuss the answers to the exercise with the students. The students do not have a copy of these questions. Based on this discussion have the students fill in the chart on the opposite page.

### Exchange #1

1. How does May ask for the direction information? Does she use a direct or indirect question?
2. When a person asks for directions, when does s/he use the phrase 'get off'?
3. Why does May repeat the name of the street (i.e., with rising intonation)? Is she asking for confirmation?



Exchange #2

1. How does Charlene pose the direction question?
2. Why do you think Charlene spelled the name of the Alley?
3. The man's response in this exchange signals he cannot help Charlene. What kind of person would use the phrase 'I'm not very familiar with the area'? - A person who works in Gastown or a person who is a stranger to the area?
4. What is another way of saying "I'm not very familiar with the area"?

Exchange #3

1. What is Janice looking for?
2. Is Janice's request for directions (e.g., "Could you tell me where we catch the bus to Gastown?" carry the same meaning as "Do you know which bus to catch to Gastown?" )
3. How does Janice ask for clarification? Why do you think she asked for clarification? (The girl's reply 'anywhere on the street' was too vague.)
4. When a person asks for directions, when does s/he use the verb 'catch'? Relate the answer back to Question #2 in Exchange #1.

Exchange #4

1. The girl signals twice that she cannot help MaryAnn. The first time she says "I didn't even know we had one". Why does she use 'we'? Is she a resident of Vancouver or a stranger to the city?
2. The second time she says "I have no idea". Why did she signal again she didn't know the answer? (For emphasis???) What is another way the girl could have signalled she didn't know the place?
3. Ask the students what 'tucked away in the corner' means? Why do you think MaryAnn said that utterance? (E.g., Does it mean the place is hard to find?)

Exchange #5

1. The man signals twice that he cannot help Janice. What expressions tell us this?
2. The man makes a request for clarification; (e.g., What kind of a place is it?) Why do you think he asked that question?

Exchange #6

1. How does Nancy pose the direction question? Does it carry the same meaning as "Could you tell me where the ( B.C. Tourism Office ) is?" or "Do you know where the ( B.C. Tourism Office ) is?"



2. Nancy makes four requests for clarification and one request for confirmation. Ask the students to find these examples.

REQUESTS FOR CLARIFICATION

- a. And where's that?
- b. Where do I turn left?
- c. And is it right there?
- d. What did you say the name of the place is?

REQUEST FOR CONFIRMATION

- (repetition of direction steps)
- a. At Robson . . . and go along one block and that's Hornby.

# The Concord Tasks



1. Nancy makes four requests for clarification and one request for confirmation. Ask the students to find these examples.

REQUESTS FOR CLARIFICATION

(repetition of direction steps)

a. And where's that?  
b. Where do I turn left?  
c. And is it right there?  
d. What did you say the name of the place is?

REQUEST FOR CONFIRMATION

a. Is that right?  
b. And go along one block and that's correct.



# The Contact Tasks



## The Contact Tasks

In this section, the nature of the contact tasks (i.e., the direction tasks and the place information tasks) are discussed in detail as well as the procedure the students need to follow when carrying out these tasks.

Suggested contact tasks in the format of "Mystery Trips" (pp. 60-75) have also been included to assist you in preparing the contact tasks for this assignment.

### I. THE NATURE OF THE CONTACT TASKS

#### A. The Direction Tasks

The tasks in this contact event are a combination of the direction tasks described in Activities I and II except the contact tasks are designed to take the students on a 'mystery' trip (walking tour) around Downtown Vancouver. The tasks require the student to approach passersby on the streets to ask for directions to specific points of interest.

For this contact assignment, the students work in pairs or if necessary, in groups of three. One outgoing student should be included in each pair/group.

Each pair of students is given a 'starting point' and a set of four to six direction tasks to ask native speakers on the street. These direction tasks map out a route for the students to follow in order to move from Point A (the starting point) to Point B, then Point C and so on until they reach their final destination; an activity similar to following directions on a maze grid. The number of direction tasks for each group will depend on the level of the students; e.g., a group of Basic Beginners should do between four and five contact tasks whereas a group of Upper Beginners or Intermediate students could do between five and six tasks. Each set of direction tasks listed in the 14 suggested mystery trips follows a different route so that each pair of students is doing a different mystery trip. However, the final destination for each mystery trip is the same: The International Food Fair in Robson Square.

Roleplaying one of the mystery trips that the students won't be doing on the contact assignment, is an excellent way to familiarize them with the procedure to follow. It works well if the instructor becomes the passerby.



Note: If you feel that it would be best for some pairs of students to do the same tasks so they can compare answers in the feedback sessions, then assign two groups identical contact tasks. However, do not assign more than two groups the same tasks.

### The Procedure

The tasks are 'mystery' tasks because each direction task is numbered and put into a sealed envelope so that the students do not know in advance which route they will take on their mystery trip, which places they will visit or what direction tasks and information tasks they will be asked to carry out. Each pair of students is required to complete each task before proceeding to the next one; e.g., when the students begin the trip they proceed to the starting point then open the envelope which reads "Task #1" and read the instructions:

#### MYSTERY TRIP 'D'

Task #1 - Open this envelope when you reach the corner of Granville and Hastings.

1. Ask for directions to the Seabus Terminal. The seabus is the boat that takes passengers across the inlet.
2. Repeat the directions to the English Speaker.
3. Go to the Seabus Terminal.

Information Tasks: a. How much does a ticket cost?  
b. How often does the boat run?

When they have completed Task #1, they then open the envelope for Task #2 and follow the instructions.

Task #2 - Open when you have finished Task #1

1. Ask for directions to HILL'S INDIAN CRAFTS. It specializes in Indian artwork and crafts.
2. Repeat the directions to the English Speaker.
3. Go there and look around.

Information Tasks: a. Find out how much a Cowichan sweater costs.



## Place Information Tasks Sheet

## INSTRUCTIONS:

Write down the information requested for each place you visit.

MYSTERY TRIP # \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

## Task #1 - Place Information

1. What is the "place" name?
2. What is the address?
3. What are the nearest cross streets?

## Task #2 - Place Information

1. What is the "place" name?
2. What is the address?
3. What are the nearest cross streets?

## Task #3 - Place Information

1. What is the "place" name?
2. What is the address?
3. What are the nearest cross streets?

## Task #4 - Place Information

1. What is the "place" name?
2. What is the address?
3. What are the nearest cross streets?

## Task #5 - Place Information

1. What is the "place" name?
2. What is the address?
3. What are the nearest cross streets?

## Teacher's Notes

Similarly, when they have completed Task #2, they proceed to Task #3. Each direction task requires the student to ask passersby for directions to a specific location in the downtown area and then follow the directions to the location. The students are not allowed to use a map of Downtown Vancouver.

When they reach the place, they are asked to carry out 'place information' tasks and record this information to share with the other students in the feedback sessions. They do this by filling in the Place Information Sheet on the opposite page.

B. Place Information Tasks

These tasks focus on retrieving information about the places they visit. The tasks are not necessarily aural/oral ones since the students may be able to retrieve information by reading it on a poster, menu, or a label; e.g., a student doesn't have to ask how much an item costs if the price is written on that item.

The information tasks could include retrieving information about the location, hours of operation, the cover charge, the price of a ticket or the kind of food served.

C. Shopping Tasks

If possible, include one shopping task for each group. In the past, these have been very successful. Be sure to include sufficient money. Make this task a surprise and do not tell the students beforehand, e.g., have the students buy you a pound of Moca Java coffee at Murchie's.

Preparation of Contact Tasks

The direction tasks and information tasks on the following pages have been designed to familiarize the Japanese students with different areas and places in Downtown Vancouver. The direction tasks in this section are not identical to the direction tasks described in Activities I, II and 'A' through 'D' since it is not necessary for the students to ask for directions to places they already know. There must be an information gap. Otherwise, the task is not communicative. Students may have difficulty pronouncing some of the names, e.g., Vancouver Visitors Bureau, so please include pronunciation exercises in your preparation.



Instructors are welcome to use the Mystery Trip contact tasks described on pages 60-35. There are 14 mystery trips in total. Change or delete any direction tasks for which you feel the student already has the information. If you wish, adapt the direction and/or place information tasks to meet the level of your students.

Note: If you decide to change or delete some of the tasks, be sure that each pair of students' last direction task takes them to the same destination; e.g., International Food Fair at Robson Square. This will enable you to meet the students at the last stop, pick up the tape recorders and tapes from each group and have a cool refreshing drink with them.

Each instructor is responsible for preparing each group's mystery trips and putting each direction task in a sealed envelope with the task number marked on the front of the envelope. Put the mystery trip number on the envelope as well; e.g.,

Mystery Trip 'A' - Task #1

Mystery Trip 'A' - Task #2  
Do not open until you've  
finished Task #1.

The second mystery trip would read Mystery 'B' and so on . . .

Note: Copies of all the sample mystery trips 'A' through 'N' are available in the student handout file. Envelopes are also available.



## MYSTERY TRIP 'A'

STARTED POINT: Corner of Granville and Georgia

## Suggested Mystery Trips

The thirteen mystery trips 'A' through 'M' are designed so that each pair of students starts the mystery trip when they arrive in the downtown area. Seven of the mystery trips start at the corner of Granville and Georgia. Five trips start at the corner of Carrall and Hastings and one starts at the corner of Granville and Hastings.

**Note:** Some of the mystery trips require the group to use the bus. For the students who are assigned these trips, please explain to them that they can use the bus transfer that they get from the busdriver when they board the bus at VCC. The transfer is good for two hours.

If you decide to use these mystery trips for your class, please be sure to number each task and put it in a sealed envelope. Label the envelope as directed on page 58. Mystery Trips 'A' through 'G' may be more appropriate for Beginners because the place information questions are written out in their full form.

If you wish, select those contact tasks which you feel are appropriate for your class and add ones of your own. See page 85 for ideas on how to develop your own contact tasks.



## MYSTERY TRIP 'A'

60

STARTING POINT: Corner of Granville and Georgia

Task #1 - Open this envelope when you get to the corner of Granville and Georgia

1. Ask for directions to the CAPITOL 6. It is a movie theatre.
2. Repeat the directions to the English Speaker.
3. Go to the CAPITOL 6.

Information Tasks: a. Write down the names of 3 movies showing there.  
b. What times are the movies?  
c. How much does it cost to go to a movie?

Record the information on your Task sheet.

Task #2 - Open when you have finished Task #1.

1. Ask for directions to the ROYAL CENTRE MALL.
2. Repeat the directions to the English Speaker.
3. Go there and look around.

Information Task: a. Find a bookstore.  
b. Look around and see if they sell any Japanese cookbooks.  
c. Write down the name and price to give to your teacher.

Task #3 - Open when you have finished Task #2.

1. Ask for directions to GIZELLA'S. This is a bake shop.
2. Repeat the directions to the English Speaker.
3. Go to GIZELLA'S.

Information Task: a. Buy half a dozen bran muffins. Use the money in the envelope.  
b. What else do they sell there?

Record the information on your Task sheet.



## Mystery Trip A (con't)

Task #4 - Open when you have finished Task #3.

1. Ask for directions to McDONALD'S. McDONALD'S is a fast food place that sells hamburgers, french fries, etc.
2. Repeat the directions to the English Speaker.
3. Go to the place.

Information Tasks: a. How much is a Quarter Pounder with cheese?  
b. How much is a Big Mac?

Record the information on your Task sheet.

Task #5 - Open when you have finished Task #4.

1. Go to Robson Square. If you do not know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'B'

STARTING POINT: the corner of Georgia and Granville

Note: The Vancouver Art Gallery is closed on Mondays. Murchie's has two locations: one is on Robson near Burrard, the other is in the Pacific Centre Mall.

Task #1 - Open this envelope when you reach the corner of Georgia and Granville.

1. Ask for directions to the ROYAL CENTRE MALL.
2. Repeat the directions to the English Speaker.
3. Go to the Mall and look around.

Information Tasks: There is a bookstore in the Mall.

- a. Look for the cookbook section. Do they sell any Japanese cookbooks? If so, write down the name and price of one book for your teacher.

Record the information on your Task sheet.

Task #2 - Open when you have finished Task #1

1. Ask for directions to the VANCOUVER ART GALLERY.
2. Repeat the directions to the English Speaker.
3. Go to the ART GALLERY. Look around.

Information Tasks: a. What hours is the Gallery open?  
b. What special exhibition is on?

Record the information on your Task sheet.

Task #3 - Open when you have finished Task #2

1. Ask for directions to CITY STAGE THEATRE.
2. Repeat the directions to the English Speaker.
3. Go to CITY STAGE.

Information Tasks: a. What is playing there?  
b. What time does it start?  
c. How much are the tickets?

Record the information on your Task sheet.



## Mystery Trip 'B' (cont.)

Task #4 - Open when you have finished Task #3

1. Ask for directions to MURCHIE'S. MURCHIE'S store sells a variety of coffees and teas.
2. Repeat the directions to the English Speaker.
3. Go to the store.

Information Tasks: a. Buy a pound of Moca Java coffee for your teacher. Use the money in the envelope.  
b. What other kinds of coffee do they sell?

Record the information on your Task sheet.

Task #5 - Open when you have finished Task #4

1. Go to Robson Square. If you don't know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'C'

STARTING POINT: Corner of Georgia and Granville

Task #1 - Open this envelope when you reach the corner of Georgia and Granville.

1. Ask for directions to the VANCOUVER VISITORS BUREAU.
2. Repeat the directions to the English Speaker.
3. Go to the Bureau.

Information Tasks: a. Ask for a Vancouver Tourist Map.  
b. Pick up any brochures that give you information about Vancouver's tourist attractions.

Task #2 - Open when you have finished Task #1.

1. Ask for directions to IMAGES. It is a store that sells Indian and Eskimo art.
2. Repeat the directions to the English Speaker.
3. Go to the store. Look around.

Information Task: a. What kind of things do they sell? Name three of them.

Record the information on your Task sheet.

Task #3 - Open when you have finished Task #2.

1. There is a new Japanese restaurant in the area. It is called KAMEI SUSHI JAPANESE RESTAURANT. Ask for directions to the Restaurant.
2. Repeat the directions to the English Speaker.
3. Go to the Restaurant.

Information Tasks: a. What hours are they open?  
b. Are they open on Sundays?  
c. What kind of food do they serve? Look for a menu outside the door.

Record the information on your Task sheet.



## Mystery Trip 'C' (cont.)

Task #4 - Open when you have finished Task #3.

1. Ask for directions to the VANCOUVER ART GALLERY.
2. Repeat the directions to the English Speaker.
3. Go there and look around.

Information Tasks: a. What hours is it open?  
b. What special exhibition is on?

Record the information on your Task sheet.

Task #5 - Open when you have finished Task #4.

1. Go to Robson Square. If you do not know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'D'

STARTING POINT: the corner of Granville and Hastings

Task #1 - Open this envelope when you reach the corner of Granville and Hastings

1. Ask for directions to the Seabus Terminal. The seabus is the boat that takes passengers across the inlet.
2. Repeat the directions to the English Speaker.
3. Go to the Seabus Terminal.

Information Tasks: a. How much does a ticket cost?  
b. How often does the boat run?

Record the information on your Task sheet

Task #2 - Open when you have finished Task #1

1. Ask for directions to HILL'S INDIAN CRAFTS. It specializes in Indian artwork and crafts.
2. Repeat the directions to the English Speaker.
3. Go there and look around.

Information Tasks: a. Do they sell Cowichan sweaters?  
b. How much are they?

Record the information on your Task sheet.

Task #3 - Open when you have finished Task #2

1. Ask for directions to BLOOD ALLEY. It is a well-known alley.
2. Repeat the directions to the English Speaker.
3. Go there and look around.

Information Tasks: a. What kind of stores are there? Write down the names of three of them.  
b. Find one or two items you wish to buy. Write down the name and price of each item.

Record the information on your Task sheet.



## Mystery Trip 'D' (con't.)

Task #4 - Open when you have finished Task #3

1. Ask where to catch the bus to go to Granville and Georgia.
2. Repeat the directions to the English Speaker.
3. Go to the bus stop and wait for the bus. Use your transfer. Take the bus to Georgia and Granville. Get off there.
4. Go to Robson Square. If you do not know the way, ask someone.
5. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'E'

STARTING POINT: the corner of Carrall and Hastings

Task #1 - Open this envelope when you reach the corner of Carrall and Hastings

1. Ask for directions to the Calico Cat. It is a store in Gastown that sells novelties.
2. Repeat the directions to the English Speaker.
3. Go to the store.

Information Tasks: a. Do they sell any items made in Japan?  
b. Write down the name of one of them.

Record the information on your Task sheet.

Task #2 - Open when you have finished Task #1

1. Ask for directions to HIGH AS A KITE. The store sells interesting kites.
2. Repeat the directions to the English Speaker.
3. Go to the store. Look around.

Information Tasks: a. Do they sell kites made in Japan?  
b. Name one.

Record the information on your Task sheet.

Task #3 - Open when you have finished Task #2

1. Ask where you catch the bus to go to Granville and Georgia.
2. Repeat the directions to the English Speaker.
3. Go to the bus stop and wait for the bus. Use your transfer. Take the bus to Georgia and Granville. Get off there. Look around.

Information Tasks: a. Find out what hours Eaton's is open.  
b. Find the entrance to the Pacific Centre Mall. Go there. Look around. Name six different kinds of stores.  
c. Find one or two items you wish to buy. Write down the name and price of each item.

Record the information on your Task sheet.



## Mystery Trip 'E' (cont.)

Task #4 - Open when you have finished Task #3

1. Go to Robson Square. If you do not know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'F'

STARTING POINT: the corner of Carrall and Hastings

Note: A pronunciation exercise in class prior to the trip might help the students make the destination between 'Woodward's' and 'Woolworth's' more clear.

Task #1 - Open this envelope when you reach the corner of Carrall and Hastings

1. The OLD SPAGHETTI FACTORY is a famous restaurant. Ask someone where it is.
2. Repeat the directions to the English Speaker.
3. Go to the restaurant.

Information Tasks: a. What hours is it open?  
b. What kind of food do they serve?  
(Look for a menu outside)

Record the information on your Task sheet

Task #2 - Open when you have finished Task #1

1. Ask for directions to the SEABUS. It is a boat that carries passengers across the inlet.
2. Repeat the directions to the English Speaker.
3. Go to the SEABUS TERMINAL.

Information Tasks: a. How much does it cost one way?  
b. How much does the return fare cost?  
c. How often does the boat run?

Record the information on your Task sheet

Task #3 - Open when you have finished Task #2

1. Ask for directions to WOOLWORTH'S.
2. Repeat the directions to the English Speaker.
3. Go to WOOLWORTH'S.

Information Tasks: a. What days are they open?  
b. What kinds of things do they sell?

Record the information on your Task sheet



## Mystery Trip 'F' (cont.)

Task #4 - Open when you have finished Task #3

1. Ask for directions to the VANCOUVER VISITORS BUREAU.
2. Repeat the directions to the English Speaker.
3. Go to the Bureau.

Information Tasks: a. Ask for a Vancouver Tourist Map.  
b. Pick up brochures on Vancouver's tourist attractions.

Task #5 - Open when you have finished Task #4

1. Go to Robson Square. If you do not know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'G'

STARTING POINT: the corner of Carrall and Hastings

Task #1 - Open this envelope when you reach the corner of Carrall and Hastings

1. Ask for directions to THE BLARNEY STONE. The BLARNEY STONE is an Irish pub.
2. Repeat the directions to the English Speaker.
3. Go to the pub.

Information Tasks: a. When is it open?  
b. Look for a menu outside. What kind of food do they serve?

Record the information on your Task sheet.

Task #2 - Open when you have finished Task #1

1. Ask for directions to GASLIGHT SQUARE.
2. Repeat the directions to the English Speaker.
3. Go to the Square. Look around.

Information Tasks: a. What kind of stores are there?  
Write down the name of three of them.  
b. Find one or two items you wish to buy.  
Write down the name and price of each item.

Record the information on your Task sheet.

Task #3 - Open when you have finished Task #2

1. Ask for directions to the HARBOUR CENTRE.
2. Repeat the directions to the English Speaker.
3. Go to the Centre and find the ticket booth for the Tower Observation Deck.

Information Tasks: a. What hours is it open?  
b. How much does a ticket cost?  
Is there a special group rate?  
c. Pick up a brochure.

Record the information on your Task sheet.



## Mystery Trip 'G' (cont.)

Task #4 - Open when you have finished Task #3

1. Ask where to catch the bus to go to Georgia and Granville.
2. Repeat the directions to the English Speaker.
3. Go to the bus stop and wait for the bus. Use your transfer. Take the bus to Georgia and Granville. Get off there.

Task #5 - Open when you have finished Task #4

1. Ask for directions to the VANCOUVER VISITORS BUREAU.
2. Repeat the directions to the English Speaker.
3. Go there.

Information Tasks:

- a. Ask for a Vancouver Map.
- b. Pick up pamphlets and brochures about Vancouver's attractions.

Task #6 - Open when you have finished Task #5.

1. Go to Robson Square. If you do not know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'H'

STARTING POINT: the corner of Granville and Georgia

Task #1 - Open this envelope when you get to the corner of Granville and Georgia

1. Ask for directions to the QUEEN ELIZABETH THEATRE. This is a well-known theatre for live plays.
2. Repeat the directions to the English Speaker.
3. Go to the Theatre and find the Vancouver Ticket Centre office.

Tasks:

- a. Pick up any entertainment brochures they have.
- b. Find out what is playing at the QUEEN ELIZABETH PLAYHOUSE. Write down the name of the play and the dates. If there is a brochure about the play, take one.
- c. Find out what special guests are coming to the QUEEN ELIZABETH THEATRE. Write down the name of the guest(s) and the dates.

Record the information on your Task sheet

Task #2 - Open when you have finished Task #1

1. Ask for directions to WOODWARD'S. This is a well-known department store.
2. Repeat the directions to the English Speaker.
3. Go to WOODWARD'S and look around.

Tasks: Find one item in the store you want to buy. Write down the name and price of that item.

Record the information on your Task sheet

Task #3 - Open when you have finished Task #2

1. Ask for directions to GASLIGHT SQUARE in Gastown.
2. Repeat the directions to the English Speaker.
3. Go to the Square. Look for the Gastown Information Booth.

Tasks: Ask the person in the booth to recommend a good place to have lunch in Gastown. If there is no booth, ask one of the clerks in a store to recommend a place. Write down the name of the restaurant.

Record the information on your Task sheet



## Mystery Trip 'H' (cont.)

Task #4 - Open when you have finished Task #3

1. Ask where to catch the bus to go to Granville and Georgia.
2. Repeat the directions to the English Speaker.
3. Go to the bus stop and wait for the bus. Use your transfer. Take the bus to Georgia and Granville. Get off there.

Task #5 - Open when you have finished Task #4

1. Ask for directions to TOURISM B.C. TOURISM B.C. is an information centre for British Columbia.
2. Repeat the directions to the English Speaker.
3. Go to TOURISM B.C. and ask one of the clerks for brochures on some of the places you will visit outside of Vancouver: e.g., Victoria, Banff, etc.

Task #6 - Open when you have finished Task #5

1. Go to the International Food Fair in Robson Square. If you don't know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'I'

STARTING POINT: the corner of Carrall and Hastings

Task #1 - Open this envelope when you reach the corner of Carrall and Hastings

1. Ask for directions to GASLIGHT SQUARE.
2. Repeat the directions to the English Speaker.
3. Go to the Square. Look around in the stores.

Tasks: Find one item you want to buy.

Write down the name of the store and the price of that item.

Record the information on your Task sheet

Task #2 - Open when you have finished Task #1

1. Ask for directions to the SEABUS. The SEABUS is a boat that carries passengers across the Burrard Inlet to North Vancouver.
2. Repeat the directions to the English Speaker.
3. Go to the SEABUS TERMINAL.

Tasks: a. Find out how much the fare is.

b. Find out how often the boat runs.

Record the information on your Task sheet

Task #3 - Open when you have finished Task #2

1. Ask for directions to the VANCOUVER VISITORS BUREAU.
2. Repeat the directions to the English Speaker.
3. Go to the Bureau.

Tasks: a. Ask for a guide of Vancouver.

b. Pick up any brochures that interest you.



## Mystery Trip 'I' (cont.)

Task #4 - Open when you have finished Task #3

1. Ask for directions to IMAGES. IMAGES is a store that sells native Indian crafts and jewellery.
2. Repeat the directions to the English Speaker.
3. Go to the store. Look around.

Tasks: Find out what kind of Indian crafts they sell.  
Write down the names of three of the crafts.

Record the information on your Task sheet

Task #5 - Open when you have finished Task #4

1. Go to Robson Square. If you don't know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'J'

STARTING POINT: the corner of Granville and Georgia

Task #1 - Open this envelope when you reach the corner of Granville and Georgia

1. Ask for directions to DUTHIE BOOKS. DUTHIE'S is one of the largest bookstores in Vancouver.
2. Repeat the directions to the English Speaker.
3. Go to the store. Look around.

Task: Find out if they sell any books about Japan.  
If so, select one or two books that you would recommend to your teacher. Write down the names.  
Record the information on your Task sheet

Task #2 - Open when you have finished Task #1

1. Ask for directions to EUROPEAN NEWS, IMPORT HOUSE. This is a store that sells European newspapers and imports.
2. Repeat the directions to the English Speaker.
3. Go to the store.

Tasks: Find out which countries' newspapers they sell.  
Record the information on your Task sheet

Task #3 - Open when you have finished Task #2

1. Ask for directions to CITY STAGE THEATRE.
2. Repeat the directions to the English Speaker.
3. Go to the Theatre.

Task: Find out what's playing, the show times, and the cost of the tickets.  
Record the information on your Task sheet



## Mystery Trip 'J' (cont.)

Task #4 - Open when you have finished Task #3

1. Ask for directions to the VANCOUVER ART GALLERY.
2. Repeat the directions to the English Speaker.
3. Go to the ART GALLERY. Look around.

Task: Find out what the special exhibition is.  
Record the information on your Task sheet

Task #5 - Open when you have finished Task #4

1. Go to Robson Square. If you don't know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'K'

STARTING POINT: Corner of Georgia and Granville

Task #1 - Open this envelope when you reach the corner of Georgia and Granville

1. Ask for directions to the VANCOUVER VISITORS BUREAU.
2. Repeat the directions to the English Speaker.
3. Go there and look around.

Tasks: a. Ask for a tourist map of Vancouver.  
b. Pick up pamphlets or information about  
Vancouver Tourist places.

Record the information on your Task sheet.

Task #2 - Open when you have finished Task #1

1. Ask for directions to ANNABELLE'S. It is a well-known disco in the area.
2. Repeat the directions to the English Speaker.
3. Go to ANNABELLE'S.

Tasks: a. Find out what hours it is open.  
b. Do they have taped music or a live band?  
c. How much is the cover charge?

Record the information on your Task sheet.

Task #3 - Open when you have finished Task #2.

1. Ask for directions to the YWCA.
2. Repeat the directions to the English Speaker.
3. Go there.

Tasks: a. Pick up any brochures they have.  
b. Find out if visitors can use the facilities.

Record the information on your Task sheet.



## Mystery Trip 'K' (cont.)

Task #4 - Open when you have finished Task #3.

1. Ask for directions to IMAGES. IMAGES is a store that sells native Indian crafts and jewellery.
2. Repeat the directions to the English Speaker.
3. Go to the store. Look around.

- Tasks:
- a. Find out what kind of crafts they sell.
  - b. Write down the name of three crafts and the price.

Record the information on your Task sheet.

Task #5 - Open when you have finished Task #4.

1. Go to Robson Square. If you don't know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'L'

STARTING POINT: the corner of Carrall and Hastings

Task #1 - Open this envelope when you get to the corner of Carrall and Hastings

1. Ask for directions to the STEAM CLOCK.
2. Repeat the directions to the English Speaker.
3. Go and see the STEAM CLOCK.

- Tasks:
- a. Who built it?
  - b. When was it built?

Record the information on your Task sheet

Task #2 - Open when you have finished Task #1

1. Ask for directions to the HARBOUR CENTRE MALL. There are many stores in the Mall.
2. Repeat the directions to the English Speaker.
3. Go to the Mall and look around.

- Tasks:
- a. Find two stores that sell an item you want to buy. Write down the name and price of the item and the name of each store.
  - b. Find the ticket booth for the TOWER OBSERVATION DECK. How much does it cost to go to the top? What hours is the OBSERVATION DECK open?

Record the information on your Task sheet

Task #3 - Open when you have finished Task #2

1. Ask for directions to the VANCOUVER VISITORS BUREAU.
2. Repeat the directions to the English Speaker.
3. Go there.

- Tasks:
- Ask for a Vancouver Guidebook. Pick up any brochures that interest you.



## Mystery Trip 'L' (cont.)

Task #4 - Open when you have finished Task #3

1. Ask for directions to MURCHIE'S. MURCHIE'S is a famous store that sells a wide selection of coffees and teas.
2. Repeat the directions to the English Speaker.
3. Go there and look around.

Tasks: a. Write down two kinds of coffee they sell.  
b. Buy a pound of Moca Java coffee for your teacher. Use the money in the envelope.

Record the information on your Task sheet

Task #5 - Open when you have finished Task #4

1. Go to Robson Square. If you don't know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## MYSTERY TRIP 'M'

STARTING POINT: Corner of Granville and Georgia.

Task #1 - Open this envelope when you reach the corner of Granville and Georgia.

1. Ask for directions to the CAPITOL 6. It is a movie theatre.
2. Repeat the directions to the English Speaker.
3. Go to the theatre.

Tasks: a. Find out what is playing there. Write down the names of three movies.

b. What time are the movies?

c. How much is a ticket?

Record the information on your Task sheet.

Task #2 - Open when you have finished Task #1.

1. Ask for directions to the VANCOUVER PUBLIC LIBRARY.
2. Repeat the directions to the English Speaker.
3. Go to the library.

Tasks: a. Find out if visitors can use the library.

b. Do they have any books in Japanese?

Record the information on your Task sheet.

Task #3 - Open when you have finished Task #2.

1. Ask for directions to the ROYAL CENTRE MALL.
2. Repeat the directions to the English Speaker.
3. Go to the ROYAL CENTRE MALL and look around.

Tasks: a. Is there a disco in the Mall?

b. Find a bookstore that sells Japanese cookbooks. Write down the name and price of the cookbook to give to your teacher.

Record the information on your Task sheet.



## Mystery Trip 'M' (cont.)

Task #4 - Open when you have finished Task #3.

1. Ask for directions to KAMEI SUSHI OF VANCOUVER. It is a new Japanese restaurant.
2. Repeat the directions to the English Speaker.
3. Go to the restaurant.

Task: Find out when they are open and what kind of food they serve.

Record the information on your Task sheet.

Task #5 - Open when you have finished Task #4.

1. Ask for directions to TOURISM B.C. This is an information office for British Columbia.
2. Repeat the directions to the English Speaker.
3. Go to the TOURISM office.

Task: Ask for brochures on places you will visit outside of Vancouver; e.g., Victoria, Penticton, Banff, etc.

Task #6 - Open when you have finished Task #5.

1. Go to Robson Square. If you don't know the way, ask someone.
2. Look for your teacher in the International Food Fair.

## Teacher's Notes

## Developing Your Own Contact Tasks

Instructors may wish to develop their own direction tasks to meet the interests of their students. To design the tasks around the students' interests, elicit from them what they would like to do in Downtown Vancouver; e.g., sightsee, shop or visit interesting places such as the art gallery and the library. Based on this information, group the students according to their interests and then design a mystery trip for each group that takes the students to some of these places of interest or places where they can buy the item(s) they want.

Note: It is not necessary for the student to name the places he wants to visit, only to indicate what kinds of places he wishes to visit. If the student gives the name of a place which he wants to visit and has a general idea of the location, then DO NOT include this place in your contact tasks for that group because contact tasks must put the student in the situation of asking for directions to locations he does not know.

When developing the contact tasks, please remember:

- a. the most important tasks are the direction tasks and each direction task should take the student to a place he doesn't know. Include not only the name of the place, but also what kind of place it is, in case someone asks for this information, e.g., if the student is asking for direction to Duthie Books, he should be able to say it is a bookstore.
- b. the place information tasks should be realistic; e.g., do not ask the student to ask someone for the information if he can retrieve it from reading signs, posters or brochures;
- c. the mystery destinations you choose should be fairly well-known places so that passersby on the street can help the students;
- d. the distance between each destination should be no more than five blocks unless the student takes the bus.

On the following pages, there is a list of different places the students might be interested in visiting. Some of the places have already been included in the Suggested Mystery Trips. If you wish, include these places in your students' mystery trips or add ones of your own.



## A List of Places in Downtown Vancouver Which the Students May Be Interested in Visiting

### I. Information/Service Centres

1. GREATER VANCOUVER VISITORS BUREAU - ROYAL Centre Mall
2. TOURISM B.C. - 800 Robson St. (Robson Square)
3. VANCOUVER TICKET CENTRE - at the Queen Elizabeth Theatre
4. GASTOWN INFORMATION BOOTH - in Gaslight Square, may or may not be open

### II. Sports/Recreational Centres

1. YWCA - 580 Burrard St. (opposite Bentall Centre)
2. YMCA - 955 Burrard St. (near St. Paul's Hospital)

### III. Sightseeing Places/Points

1. STATUE OF GASSY JACK - Maple Tree Square
2. BLOOD ALLEY SQUARE - near Maple Tree Square
3. GASLIGHT SQUARE - on Water Street in Gastown
4. STEAM CLOCK - on Water Street
5. HARBOUR TOWER - 555 West Hastings St.

### IV. Art Galleries

1. CHILDREN OF THE RAVEN GALLERY - 775 Homer St. (near Georgia), specializes in Indian artwork
2. INUIT GALLERY OF VANCOUVER - 345 Water St., specializes in Eskimo artwork
3. IMAGES FOR A CANADIAN HERITAGE - 779 Burrard St. (near Georgia), specializes in authentic Eskimo and Indian artwork, Eskimo sculptures, prints, jewellery



## Teacher's Notes

### V. Theatres/Movie Houses

1. ORPHEUM THEATRE - 856 Seymour St.
2. CITY STAGE - 757 Thurlow St. (near Alberni)
3. QUEEN ELIZABETH PLAYHOUSE AND THEATRE - 649 Cambie St.
4. CAPITOL 6 THEATRE - 820 Granville St.

### VI. Discos/Night Clubs

1. ANNABELLES - 791 West Georgia St., in the Pacific Centre Mall
2. THE TOWN PUMP - 66 Water St., in Gastown

### VII. Unusual Stores

1. GAMES PEOPLE - 157 Water St., has three floors of games
2. GOOD STUFF GAMES - 701 West Georgia St., in the Pacific Centre Mall, has some of the funniest games in the world
3. HIGH AS A KITE - 201-131 Water St., lots of different kinds of kites
4. MURCHIE'S - 1008 Robson St. and in the Pacific Centre Mall, 701 West Georgia St., specializes in coffee and teas
5. CHEENA BEST GIFT FROM B.C. - 685A Hornby St., sells smoked salmon

### VIII. Native Crafts

1. HILL'S INDIAN CRAFTS - 165 Water St., in Gastown

### IX. Restaurants

1. CHEZ JOEL (French) - 217 Carrall St., in Gastown
2. THE OLD SPAGHETTI FACTORY - 53 Water St. in Gastown
3. THE KEG DOWNTOWN - 1122 Alberni St. (near Thurlow)
4. YOSHI OF VANCOUVER - 745 Thurlow St. (near Robson)
5. HUNGRY PILGRIM - 835 Hornby St. (near the Hotel Vancouver)
6. KAMO'S JAPANESE RESTAURANT - 362 Powell St. (in Japan Town)
7. AKI JAPANESE RESTAURANT - 374 Powell St. (in Japan Town)

### X. Bookstores/Libraries

1. DUTHIE BOOKS - 919 Robson St.
2. VANCOUVER PUBLIC LIBRARY - 750 Burrard St.



XI. Souvenir Stores

1. CANADA TOTEM GIFT SHOP - 715 Dunsmuir Street

XII. Pubs/Bars

1. THE BLARNEY STONE - 216 Carrall St., in Gastown
2. ANKOR - 99 Powell St., in Gastown

XIII. Malls

1. Royal Centre Mall, 1055 W. Georgia St.
2. Pacific Centre Mall, 701 W. Georgia St.
3. Vancouver Centre Mall, 650 W. Georgia St.
4. Harbour Centre Mall, 555 W. Hastings St.

XIV. Transportation

1. Seabus Terminal - the foot of Granville St.

Good Meeting Places

1. International Food Fair in Robson Square
2. Lobby of Hotel Vancouver
3. Lobby of the Four Seasons Hotel
4. The Old Baliff, Robson Square

Information Tasks to include:

1. Pick up ferry schedule to Victoria at Tourism B.C.
2. Pick up Vancouver Entertainment Guide, Tourist Map or other brochures at the Vancouver Visitors Bureau
3. Pick up Robson Square Calendar of events at Robson Square
4. Find out information about the places; e.g., hours of operation, what's playing, the cost of a ticket, etc.



Southern Sites

1. CANADA TOWN CITY SHOP - 715 DUNDAS ST. E.

Poplarville

1. THE BLANKET STORE - 116 Carroll St., in downtown
2. ANKOR - 99 Howell St., in downtown

Mails

1. Royal Centre Mail, 1025 W. Georgia St.
2. Pacific Centre Mail, 701 W. Georgia St.
3. Vancouver Centre Mail, 550 W. Georgia St.
4. Harbour Centre Mail, 555 W. Hastings St.

Transportation

1. Seabus Terminal - the foot of Granville St.

Good Meeting Places

1. International Food Fair in Robson Square
2. Lobby of Hotel Vancouver
3. Lobby of the Four Seasons Hotel
4. The Old Ballroom, Robson Square

Information tasks to include:

1. Pick up ferry schedule at Victoria B.C.
2. Pick up Vancouver Entertainment Guide, tourist map or other brochures at the Vancouver Visitor Bureau
3. Pick up Robson Square Calendar of events at Robson Square
4. Find out information about the places: e.g. hours of operation, what's playing, the cost of a ticket, etc.



*Final  
Preparatory  
Activities*



## Exploring Downtown Vancouver Contact Assignment

### Points to Remember:

#### 1. Purpose:

When you do this contact assignment, you will learn a lot about the English language and culture by looking, listening and speaking.

#### 2. Direction Tasks

You will do the contact assignment in pairs or groups of three. Each direction task asks you to speak to an English speaker. Since there are two or three of you in the group, take turns approaching passersby, asking for directions.

Listen carefully to the English speaker's directions. Try to remember what the English speaker says. Repeat the directions to the English speaker. Do not hesitate to ask the English speaker to repeat the directions if you don't understand since this is a common practice when asking for and following directions in English.

#### 3. Taping the Direction Tasks

Take one portable tape recorder, one mike, and one blank tape for your group. Each side of the tape is 45 minutes in length. Write your mystery trip number and your names on the tape label. Also write your teacher's name. Do this before you begin the trip.

One student in each group is responsible for operating the tape recorder. Don't forget to switch the tape recorder ON when you are speaking to an English speaker and switch it OFF when you are not speaking. Also take a carry bag to hide the tape recorder and mike. However, be sure the mike is placed in such a way that it picks up everyone's voice.

#### 4. Direction Task Sheet

If your group is not using a tape recorder, the teacher will give you a 'direction task' sheet to fill in.

#### 5. Place Information Task Sheet

Each student must take a copy of the Place Information Task Sheet and a pencil on the contact assignment. Write down the information requested at each place you visit.

#### 6. Starting Point

Travel to the starting point of the mystery trip with the other student or students in your group.

## Final Preparatory Activities

The Final Preparatory Activities involve the preparation and assignment of the mystery trips, the retrieval of information concerning which bus route to take to the starting point of the trip and a demonstration on how to operate the tape recorder.

Some points to remember are that:

1. Each instructor should visit Downtown Vancouver in advance if she is not familiar with the area. If she does not think that the Main-Hastings area is suitable, then have all trips start from Granville and Georgia.
2. Students should travel in pairs or groups of three to the starting point of their mystery trip. If necessary, accompany the Basic Beginner students to the starting point. The Upper Beginner and Intermediate students should have no difficulty reaching the starting point by themselves. Students are usually more comfortable if they are paired with friends, so it is a good idea to involve them in choosing the groups.
3. As far as possible, each pair of students should have a different mystery trip. This does not mean that they cannot visit the same places, but they should visit the same places in a different order. Each direction task should be in a sealed envelope and correctly labelled.
4. As far as possible, base the mystery trip on the students' interests.
5. Tasks should reflect the functions and discourse skill focussed on in this contact unit.
6. Assign one or two tasks to each group member to ensure equal participation. Discourage students from reading or showing their written tasks to the native speakers. Instruct students to read the tasks, then put the task notes in their pockets before approaching native speakers.
7. Do not allow the students to carry a map of Downtown Vancouver on their mystery trip. The purpose of the trip is to ask for and follow directions to a specific place; not to read the directions on a map.
8. If the students are not using a tape recorder for this contact event, have them use the DIRECTION TASK SHEET, page 96, to write down the direction questions and responses.

Note: There are copies in the student handout file.

This is a much more difficult exercise to do than recording the exchange with the English speaker but may be necessary for students who do not have access to a tape recorder.



7. Lost

Your teacher will give you a card with the office phone number and with the name and address of the place where you are to meet her. Be sure to take this card with you. If you become LOST, ask someone for directions to this meeting place.

In case of emergency, please call Vancouver Community College office, 324-5442 or 324-5443 and be ready to tell them the street name (block numbers) of where you are calling from.

8. Meeting Your Teacher

Try to do all the contact tasks. Your teacher will meet you at your final destination.

You will have fun doing the mystery trip.

9. Problems

If students repeatedly fail to get the directions to one of the places because the passersby do not seem to know, suggest that after asking five different people, the student go on to the next task.

They should expect many Vancouverites to be unfamiliar with some of the downtown places, e.g., Vancouver Visitors Bureau. Some people will tell the students that the place they want is too far and that they should take a taxi or a bus, e.g., when a student asked for directions to Royal Centre Mall he was told this was in West Vancouver. Therefore, please instruct your students that all direction tasks are in the downtown area. They are all within walking distance and students only need to take a bus if the task instructs them to do so.

Note: Give the students a time limit of 1 1/3 hours for their mystery trip. If they run out of time, tell them to open the last envelope and proceed to that destination.

Please give each group a card stating where you will be at certain times.

If you have problems, I will be at the following locations:

1:30 p.m. to 2:15 p.m. - Maple Tree Square in Gastown

2:30 p.m. to 4:00 p.m. - International Food Fair, Robson Square  
650 West Georgia Street

Vancouver Community College: Phone 324-5442 or 324-5443

Should students get lost or encounter any emergency, instruct them to ask for directions to the place where you will be waiting or to call the office.

10. Final Destination

Tell the students that you will meet them at their final destination. Pick up the Direction Task Sheets or the tapes and tape recorders from each group at this destination. Make sure each tape is correctly labelled with the mystery trip number and the students' names. If there is time, have a snack with them and talk about the mystery trip. Students can go directly home after the contact event. It's not necessary for them to return to Langara.

Note: Please do not destroy any of the tapes. When you have finished using the tapes in class, please return them to the SELP office, Room A236. Each tape label should show the mystery trip number, the students' names and the teacher's name. If you make up your own mystery trips, please attach a copy.

11. Place Information Task Sheets

Have each student take the Place Information Task Sheet, a pen and something hard to write on, on his mystery trip so he can record the information; e.g., names and addresses of places visited, nearest cross streets, the hours of operation, the entrance fee, etc. Explain to the student that these information tasks may or may not involve speaking with an English speaker since much of the information can be retrieved through reading menus, posters, brochures, etc. This information can be shared with other students in the feedback session.

12. Mini-Mystery Contact Around Langara

It might be helpful for the students to do a mini-mystery trip around Langara Campus before they attempt to do the Downtown Mystery Trip. The purpose in doing such a trip is to familiarize the students with the format of the mystery trip and with the operation of the mike and tape recorder. Develop your own contact tasks for this mini-assignment. Two direction tasks for each group of three students are adequate to get a feel for this type of assignment. Add an information task at each of the two locations. Put each task in a sealed envelope with the instructions written on the front. Follow the same procedure outlined on page 58.

Note: If the students use tape recorders on the Downtown Contact, then have them use tape recorders on the Mini-Contact. Similarly, if the students use the direction Task sheet on their Downtown Mystery Trip, then have them use one for the Mini-Mystery Trip around Langara.



## Preparing for the Exploring Downtown Vancouver Contact

1. Write the name of your 'Mystery Trip' and the Starting Point.

MYSTERY TRIP NUMBER: \_\_\_\_\_

STARTING POINT: \_\_\_\_\_

2. Write down the names of the students who are going with you.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Describe the bus route that you will follow to get to your Starting Point.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ALTERNATIVE

If you choose not to do the Mystery Contact Trip around Langara Campus, then make up a 'dummy' mystery trip for the students to do in class. If you wish, choose one of the suggested Mystery trips that the students are not going to do. Have the class work through the mystery trip together. The students could role play the mystery trip with the teacher acting as the English speaker for each Contact task. Put the tasks in sealed envelopes so that the students become familiar with the procedure they need to follow on the mystery trip. Have the students also tape the exchange with the teacher so they become aware of the most effective way of taping the conversation. Use the carry bags to conceal the tape recorders.

## II. Bus Information

The students must know how to get to the starting point of their mystery trip. Time must be spent in class preparing the students for this. To assist you, we have recorded on cassette tape and on language master cards the bus route from VCC, Langara Campus to the starting point of each mystery trip. Use this bus information to prepare your students since it is sometimes difficult to get through to B.C. Hydro Bus Information. Follow the procedure outlined in BUS INFORMATION, p. 245 of "Let's Talk".

For homework, have the students phone B.C. Hydro to confirm the bus route. Get the students to write down the route they are going to take. Have them fill in the information sheet on the opposite page.

On the date of the Contact, make arrangements to meet your class at a specified time in a central location at Langara to answer any last minute questions they may have. Check to see that all students know where they are going and how they are getting there. Each student should have the correct bus fare. Be sure to tell the students that they should ask for a bus transfer just in case they need to use it on their mystery trip.



## Direction Task Sheet

Fill in this sheet if you do not tape the exchanges with the English speakers.

MYSTERY TRIP # \_\_\_\_\_ STUDENT NAME: \_\_\_\_\_

## Task #1

Direction Question: \_\_\_\_\_

Describe the route you took. \_\_\_\_\_

## Task #2

Direction Question: \_\_\_\_\_

Describe the route you took. \_\_\_\_\_

## Task #3

Direction Question: \_\_\_\_\_

Describe the route you took. \_\_\_\_\_

## Task #4

Direction Question: \_\_\_\_\_

Describe the route you took. \_\_\_\_\_

## Task #5

Direction Question: \_\_\_\_\_

Describe the route you took \_\_\_\_\_

## II. Operation of the Tape Recorder

Show the students how to operate the tape recorder and the mike so that they can switch it on and off between contact tasks. They can control the "on" & "off" switch from the mike which is placed in the outside pocket of the airline bag. Pick up (or have a student pick up) one portable cassette recorder, one mike and one blank tape from the S.E.L.P. office, Room A 236 at lunchtime. Check to make sure that all batteries are working and in place. All S.E.L.P. tape recorders have a cue/review button which facilitates quick return to a desired segment. The volume should be at 8 and the tone setting in the middle. Remind students to request permission to tape the conversations, stating that they are studying English at Vancouver Community College. Ask one student to be responsible for looking after the tape recorder. The tape recorder/mike should be placed in a bag and carried in such a way that all the participants' voices can be picked up. A sample of the Place Information Tasks Sheet is given below.

(See page 56)

Student Worksheet

### Place Information Tasks Sheet

INSTRUCTIONS:  
Write down the information requested for each place you visit.

MYSTERY TRIP # \_\_\_\_\_ STUDENT NAME: \_\_\_\_\_

Task #1 - Place Information

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Task #2 - Place Information

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Task #3 - Place Information

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Task #4 - Place Information

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Task #5 - Place Information

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







## Initial Feedback Activities

Try to answer these questions after you have finished the Mystery Trip.

1. Did you enjoy the Mystery Trip? ☐ Yes ☐ No ☐ Not Sure

Explain your answer.

2. What did you learn from the Information Tasks you did?

3. What did you learn from the Direction Tasks you did?

4. What kinds of problems did you have during your mystery trip?

5. What did you learn about travelling in Vancouver?

6. How many native speakers did you talk to?

7. Did you buy anything? What?

8. What was the most interesting place or thing you saw during your mystery trip?

## The Feedback Sessions

### Introduction

The Feedback Sessions are an important part of the contact event and must not be omitted. They provide the students not only with the opportunity to share what they've learned, but to talk about the success or failure of such an approach to language learning. This does not mean that the teacher needs to develop exercises based on the entire taped conversations, but that the teacher must provide an opportunity for the students to listen to selected parts of their own taped conversation and do some appropriate activity. The Feedback Sessions can be divided into two parts: the Initial Feedback Session focuses on the sharing of the students' experiences and information they retrieved whereas the second Feedback Session focuses on specific language skills.

### I. The Initial Feedback Session

The activities described in this section are intended to be done during the class which is held immediately after the "Exploring Downtown Vancouver Contact" while the students are still anxious to share their experiences.

Note: Students who are staying in the dormitory may have already shared their experiences in their native language before coming to class. For this reason, it is useful to invite native speakers to class as guests so that the students will then have a real desire to communicate their experiences. The questions on the opposite page and the suggestions written below may be useful in guiding the discussion.

Ideas:

Level: All

1. Give each student a map of Downtown Vancouver (the one used in Activity II) and have him trace the route he took for his Mystery Trip. Get him to put an 'X' beside each place he visited. Have the student use this map in the ensuing activities.
2. Using the Place Information Task Sheets and downtown maps, discuss the information and language they learned. Three effective techniques for pooling information are:
  - a. Form small groups composed of one student from each Mystery Trip contact. Each student in the group then shows the other group members the route he took, and describes the places he visited. If you can add a native speaker to each of these groups, the communication will be more meaningful.



- b. If two groups did the same mystery trip, have them compare the answers they recorded on their PLACE INFORMATION TASK SHEETS.
  - c. Ask one student from each group to describe his mystery trip to the whole class. Have the other students ask him questions about the contact event.
3. Ask the students to describe any awkward moments they experienced during the contact event. Get the class to suggest ways to deal with the situation mentioned.



## II. Language Feedback Session

The Language Feedback Session is an important and necessary component of the contact assignment. In order for this session to be effective and worthwhile for the students, it is necessary that you listen to the student-made tapes (or examine the Direction Task Sheets) and pinpoint some of the communication problems the student had. Focusing on the difficulties the student had will provide a framework for subsequent teaching. In addition, the student will feel that the contact tasks are worthwhile if he knows he will have the chance to go over some of his language problems in class with the instructor. However, at the same time, it is also important to focus on some of the student's successes during the Contact Event. Point out to the student which of his responses to the direction tasks you thought were good and why. Things to look for are appropriateness of the language, pronunciation or correct use of stress and intonation.

Note: Be sure that you are very familiar with the operation of the tape recorder so that you can quickly locate a desired segment of a tape. All tape recorders have a tape counter which will aid you in this. Also, the cue/review feature will allow you to repeat a small section of the discourse many times without having to stop the tape then rewind it. As you listen to the tapes, note the section of the tape you want the students to listen to. This can be done by writing down the number indicated on the tape counter.

Because this aspect of the contact assignments cannot proceed before the tapes have been analyzed by the instructor, it may be best to do the Language Feedback Session on the second day following the Contact Event so that you have time to go over the tapes thoroughly. Based on this analysis of the tapes, you will need to develop student exercises which focus on developing the specific language skills, both receptive and productive, that the student needs to work on in order to effectively communicate with a native speaker in a similar contact situation.



## Guidelines for Developing Effective Communication Skills

To plan and develop worthwhile activities, the following guidelines and questions should be considered. These guidelines are from the work done by Jupp et al (1978) at the National Centre for Industrial Language Training in Southall, England.

### RECEPTIVE DISCOURSE SKILLS

Contact tasks often require the student to listen actively to a fairly large piece of discourse. Jupp et al (1978) say communication breakdowns may occur because of the failure of student and/or native speaker to:

1. signal to the other participant what he has understood and what he has not understood.
2. recognize his own failure to understand.
3. check back to confirm and ask for more information when he is not sure of something.
4. recognize the organization of the information in the discourse.
5. recognize the speaker's linguistic signals that indicate the structure of the discourse.
6. anticipate what he is going to hear in the discourse.

### PRODUCTIVE DISCOURSE SKILLS

Jupp et al say that communication breakdowns may also be caused because the student and/or native speaker:

1. give(s) too much information forcing the listener to sort through extraneous information.
2. give(s) too little information forcing the listener to ask for further information.
3. fail(s) to anticipate the listener's reactions or the effect of the utterance on the listener.
4. fail(s) to focus the listener's attention on the main point of the discourse or fails to emphasize the key points. This is closely related to the speaker's anticipating the listener's reaction and recognizing what the listener needs most to be told.
5. use(s) too few words, is/are redundant, use(s) the wrong syntactic order, use(s) words incorrectly, etc.
6. misuse(s) connectives, reported speech, prosodic cues, etc. that link the parts of the discourse together.



## Language Feedback Session

Write some of the language you learned through the Contact Event. Your teacher will help you with this.

[illegible]

## Tape Analysis and Feedback Activities

It is important to bear in mind that given the constraints of time it will be neither feasible nor practical to focus on all the difficulties the students have had.

The suggestions in the following pages focus on four specific language problem areas.

- a) signalling lack of understanding
- b) checking back for confirmation
- c) signalling one doesn't know the route
- d) analyzing grammatical patterns and pronunciation

These Language Feedback activities can be done in small groups, in pairs, individually or as a whole class. They can be accompanied by written exercises or be done completely orally. The Student Worksheet on the opposite page is open ended so that you can decide what is best to do in this session.

You will note that the activities and/or exercises in this session are more teacher controlled than the follow-up suggestions in the Initial Feedback Session.



## A. Signalling Lack of Understanding

When two or more people converse, one way of avoiding communication difficulties is to signal when one does not understand the speaker's utterance(s). Clarification can then occur. Foreign language learners are often hesitant to indicate that they have not understood what has been said.

### TEACHING SUGGESTIONS

To check the student's understanding,

- i. Have the student listen to a segment of discourse which you think he doesn't understand and then ask him to give a synopsis of the main points of the conversation. If this synopsis does not correspond to the taped segment, discuss where the breakdown in communication occurred.
- ii. Listen to each group's tape and select one part of the exchange where you think there has been a communication breakdown. Develop a cloze listening exercise on this segment of the tape to give the group the following day. When they have completed the cloze exercise, go over it for further misunderstandings. Ask comprehension questions on the passage.
- iii. Select a short segment of discourse from the tape (about 3-5 utterances in length) and get the student to work with a partner to practise interrupting the speaker to ask for clarification. One effective way to do so is to give the student's partner a written transcript of a segment of discourse selected from the tape. The partner reads out each of the speaker's utterances to the student who must listen and then use a 'question repeat' to signal which part he has not understood. If necessary, give the student a list of cues that might be helpful such as, "What did you say?" or "Where did you say?". The student's partner must respond to each request for clarification.

## B. Checking Back for Confirmation

Directly related to 'A' above is the fact that checking back for confirmation is quite common when listening to a sequence of directions. For example, when a person has asked for directions from Point A to Point B, he might check back by echoing the main points of the route or by re-phrasing the directions given to ensure that he has understood. A person checking back might use such forms as, "Do you mean this way?" (pointing with his hand) or "I didn't quite catch the directions" or "Do you mean I should turn right or left at the stoplight?".



TEACHING SUGGESTIONS

- i. If the student does not check back, have him listen to a segment of the native speaker's discourse and then have him check back to confirm that he has understood by giving a summary of the speaker's main points.
- ii. Does the native speaker check back to confirm what s/he has understood? If so, ask the student to listen to that segment of the tape and identify the way(s) an English speaker asks for confirmation of a piece of information.
- iii. As a review, select one of the direction tasks from each tape. Play the direction tasks for the class and have the students try to answer the following questions:

Were the English speaker's directions clear? Yes \_\_\_\_\_ No \_\_\_\_\_ Not sure \_\_\_\_\_

Did the student repeat all or part of the directions? Yes \_\_\_\_\_ No \_\_\_\_\_ Not sure \_\_\_\_\_

Did the student ask for clarification of the directions? Yes \_\_\_\_\_ No \_\_\_\_\_ Not sure \_\_\_\_\_

After the students have listened to each direction exchange and discussed it, have the group which was responsible for the exchange to roleplay it for the class with the specific aim of requesting clarification and/or confirmation each time a student is in doubt about what was said.

Note: If students used the 'Direction Task Sheet' instead of a tape recorder, see if you can reconstruct the written exchange between the student and English speaker. Put the exchange on cassette tape so you can play it back to the students during the next class.

Follow the same procedure described above for the remaining part of the exercise.

### C. Signalling One Doesn't Know the Way

When a person approaches a passerby to ask for directions, sometimes the passerby will signal that he doesn't know the way.

Did the students have difficulty recognizing/understanding such signals?

TEACHING SUGGESTIONS

- i. Develop a cloze listening exercise that focuses on the way(s) the English speaker signals he cannot help. Get the student to listen to that segment of the tape and fill in the missing parts of the conversation.



- ii. Ask each group to listen to their own tape and find one segment of the tape in which the English speaker signals he doesn't know the way to the place. Get them to write down the response and compare their answer with the other groups' answers or get the students to write down this exchange and/or roleplay this part of the conversation for the rest of the class. The class could then listen for the way in which an English speaker signals he doesn't know the way.

## D. Analyzing Grammatical Patterns and Pronunciation

### i. Pronunciation

Pronunciation will definitely be one of the causes of misunderstanding. As you listen to each tape make a list of words the students have difficulty with and do a little pronunciation drill with that group while other groups are doing a listening exercise with their own tapes. However, if you find that the same pronunciation problems recur on each tape, then do the pronunciation drill with the entire class.

Based on past experiences, Japanese students love to do pronunciation exercises and feel they are an important part of mastering the language.

### ii. Grammatical Errors

Grammatical mistakes you hear on the taped conversations may or may not interfere with one's understanding, and since students know they don't speak perfect English, they will expect you to focus on some of their grammatical errors. One way of doing this is to make a list of the errors you hear on each tape and then transfer this list onto a ditto master. Underline the part of the sentence that is incorrect. Give each student a copy, and work with them as a class. Go over the errors and get them to make any corrections. If you do run off a list of errors it is important that each student takes home a 'corrected' copy, otherwise they may well remember the error form.

Another way of handling grammatical errors is to write each error on the ditto master and directly underneath it write the corrected form. With each group go over the appropriate way of saying it.

Note: When making up the ditto, it is a good idea to write the tape number it comes from so that you know which group of students made the errors.

### iii. Listening Comprehension Exercises

Segments of each taped conversation may be worthwhile going over to check the students' comprehension and/or to pick up interesting bits of conversation that introduce the students to idiomatic ways of expressing one's intentions.

Listen to each tape and select one or two short segments that you feel are worthwhile (note the tape counter number) and transfer this segment of the conversation onto a ditto master. However, delete part or all of the native speaker's side of the conversation and have the group of students who made the tape listen to it again and fill in the missing parts.



This type of listening cloze reinforces what the students heard on the street and at the same time checks to see if they have comprehended what they heard.

As a follow-up, ask the group of students a few comprehension questions about the conversation, then get two students from the group to roleplay it for the class.

Note: Many parts of the tape may not be clear due to background street noise. If you feel part of the taped conversation which is not audible is worthwhile doing a cloze exercise on, then I suggest you transcribe the conversation and record it on a 'new' tape and then have the students do the listening cloze.



This type of listening class reinforces what the students learn on the street and at the same time checks to see if they have comprehended what they heard.

As a follow-up, ask the group of students a few comprehension questions about the conversation, then get two students from the group to role-play it for the class.

**Notes:** Many parts of the tape may not be clear due to background noise. If you feel part of the taped conversation which is not audible is worthwhile doing a close exercise on, then I suggest you transcribe the conversation and record it on a 'new' tape and then have the students do the listening exercise.



## Appendix



## Transcript of Mystery Trips for Activity I

### MYSTERY TRIP 'A'

1. Start at the corner of Burrard and Robson.
2. Go along Robson, past Granville to Homer.
3. Turn left and go down Homer to West Hastings.
4. Make a right turn and go to Cambie Street.
5. What's the name of the department store on your left between Cambie and Abbott?

Destination: WOODWARD'S

### MYSTERY TRIP 'B'

1. Start at the corner of Carrall and Water Street.
2. Go along Water Street to Richards.
3. Walk up Richards to Georgia and turn right.
4. Go past Seymour and Granville.
5. What is the name of the centre on your right?

Destination: PACIFIC CENTRE MALL

### MYSTERY TRIP 'C'

1. Start at the corner of Alberni and Burrard.
2. Go down Burrard to Dunsmuir.
3. Turn right and go 3 blocks to Granville.
4. Turn left and go 2 more blocks.
5. What is the name of the department store on the corner of Hastings and Granville?

Destination: SEARS



MYSTERY TRIP 'D'

1. Start at the corner of Main and Hastings.
2. Walk along Hastings to Abbott.
3. Turn left and go 1 block to Pender.
4. Walk up Pender 1 block and turn left.
5. Go along Cambie to Dunsmuir.
6. What kind of depot is nearby?

Destination: Bus Depot

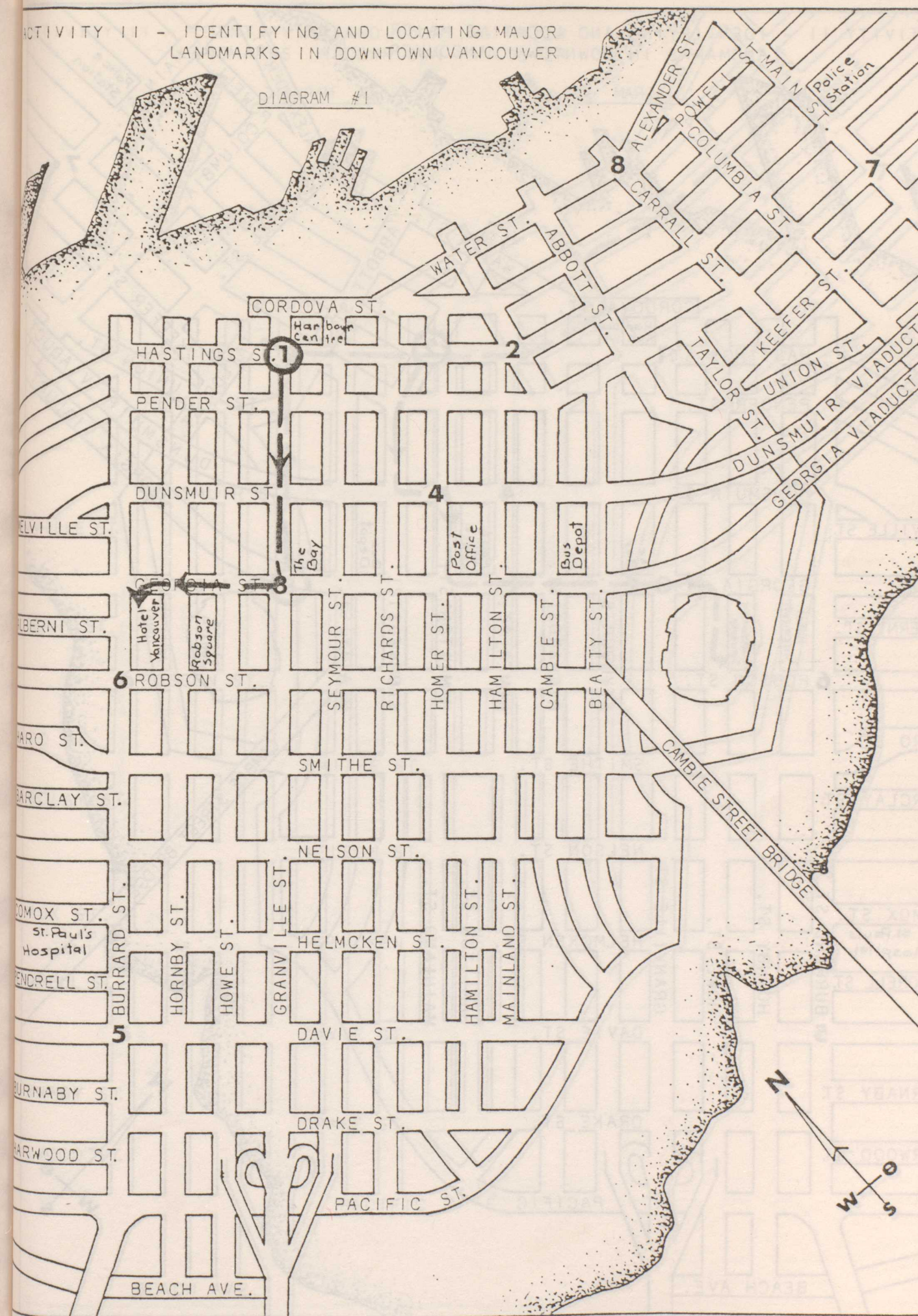
MYSTERY TRIP 'E'

1. Start at the corner of Hastings and Cambie.
2. Go along Hastings to Seymour.
3. Turn left and go up 3 blocks to Georgia.
4. Turn right and go 1 block to Granville.
5. What is the name of the store on your left?

Destination: Eaton's

## ACTIVITY II - IDENTIFYING AND LOCATING MAJOR LANDMARKS IN DOWNTOWN VANCOUVER

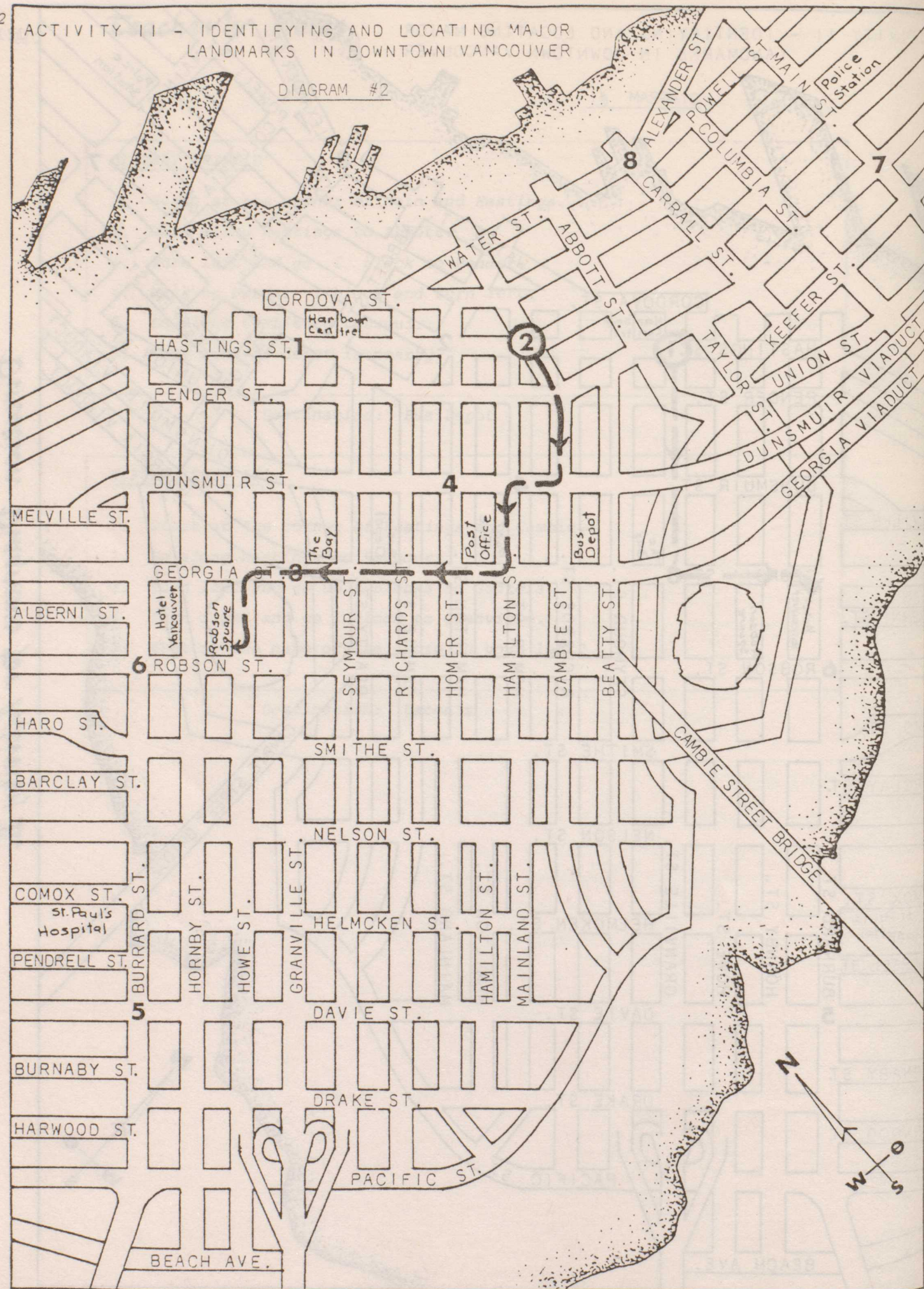
DIAGRAM #1





ACTIVITY II - IDENTIFYING AND LOCATING MAJOR  
LANDMARKS IN DOWNTOWN VANCOUVER

DIAGRAM #2



ACTIVITY II - IDENTIFYING AND LOCATING MAJOR  
LANDMARKS IN DOWNTOWN VANCOUVER

DIAGRAM #3

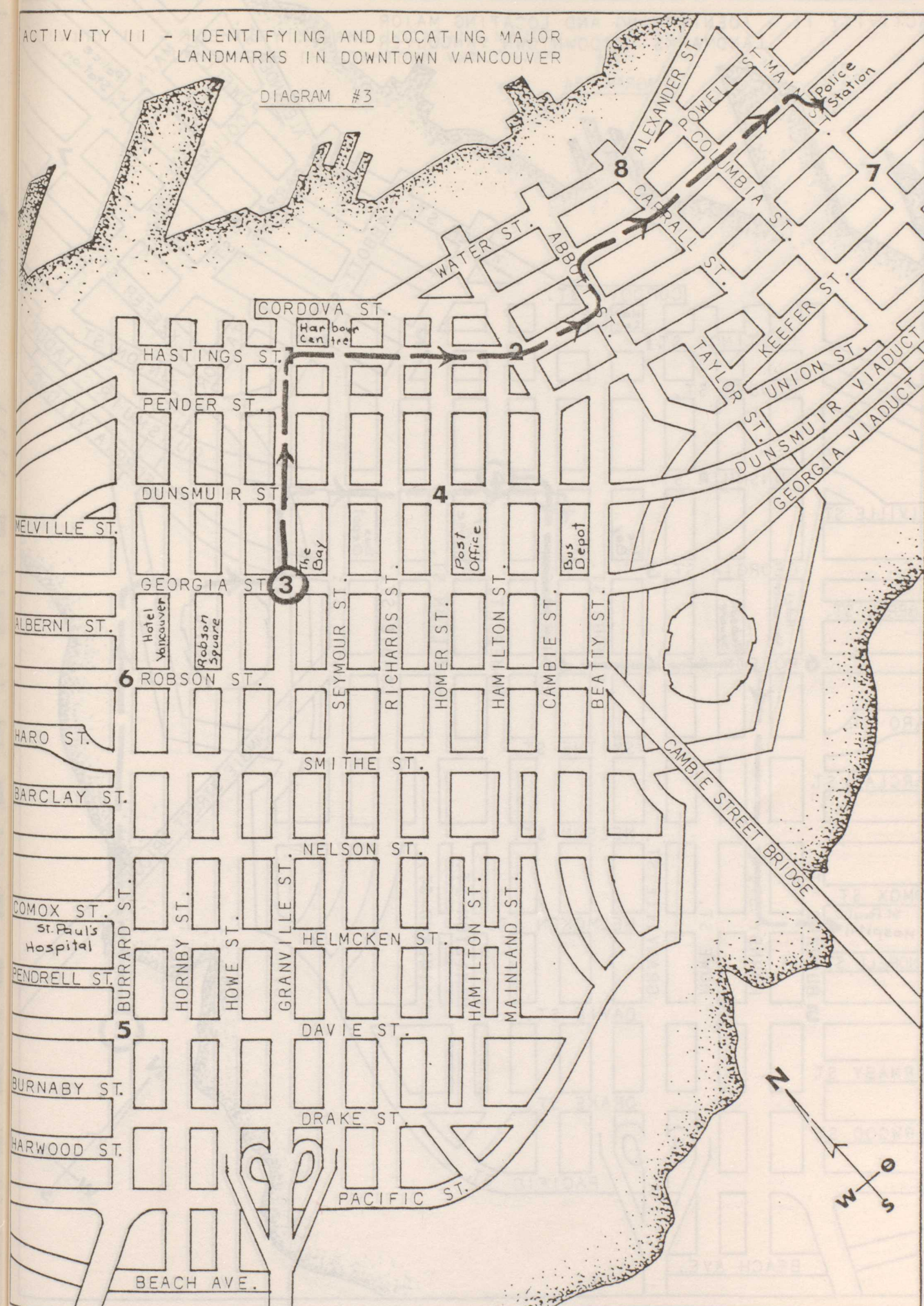




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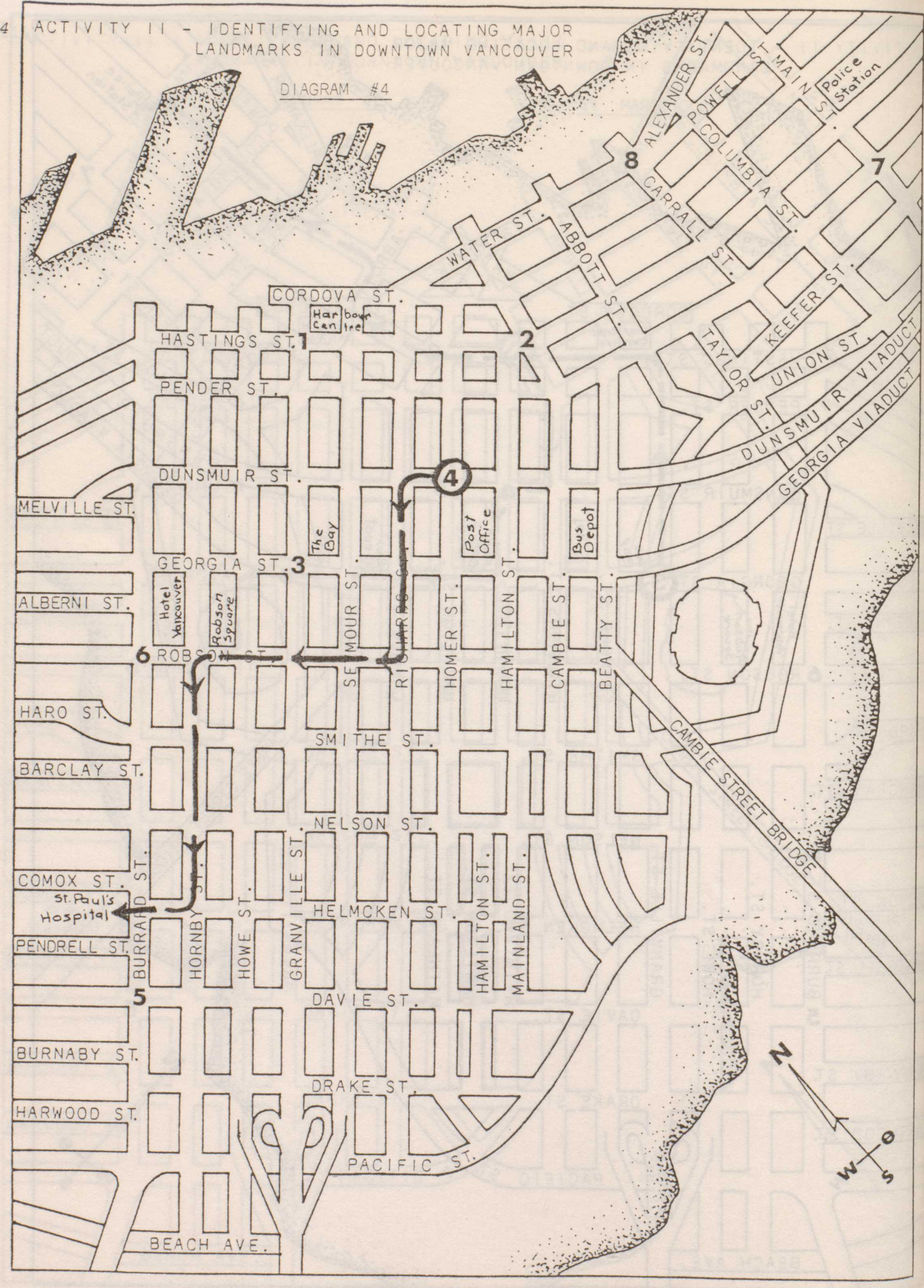


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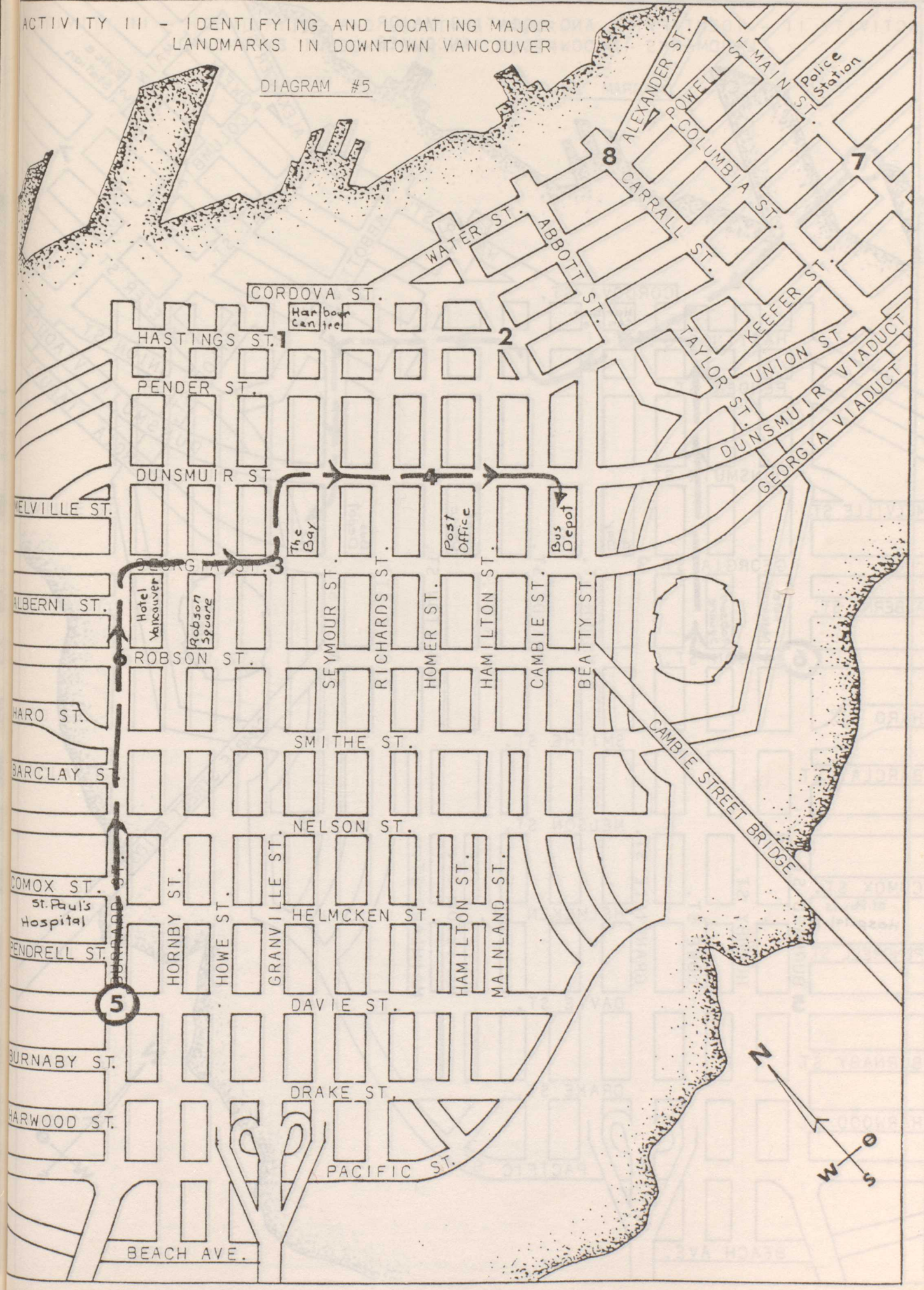




DIAGRAM #6

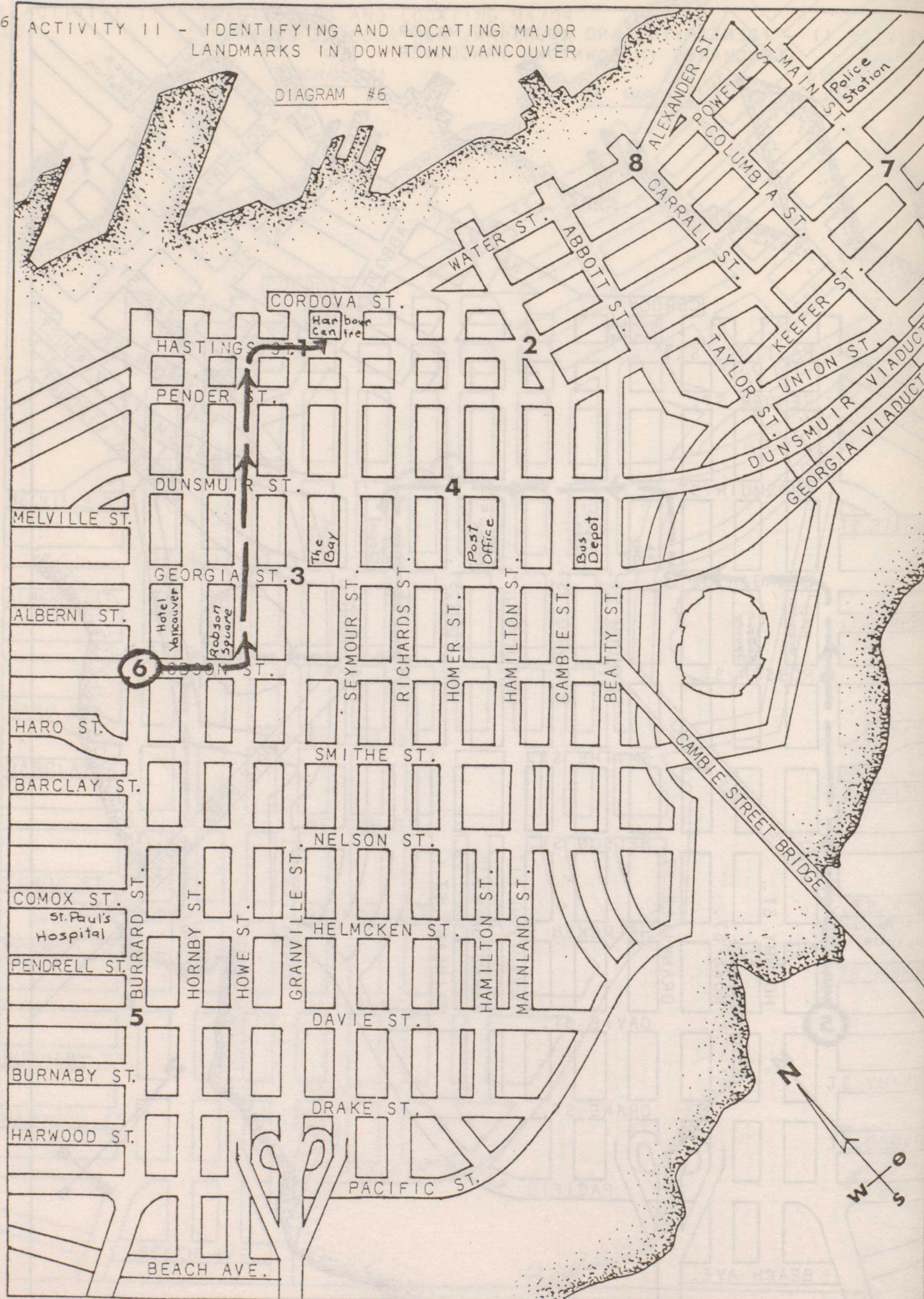


DIAGRAM #7

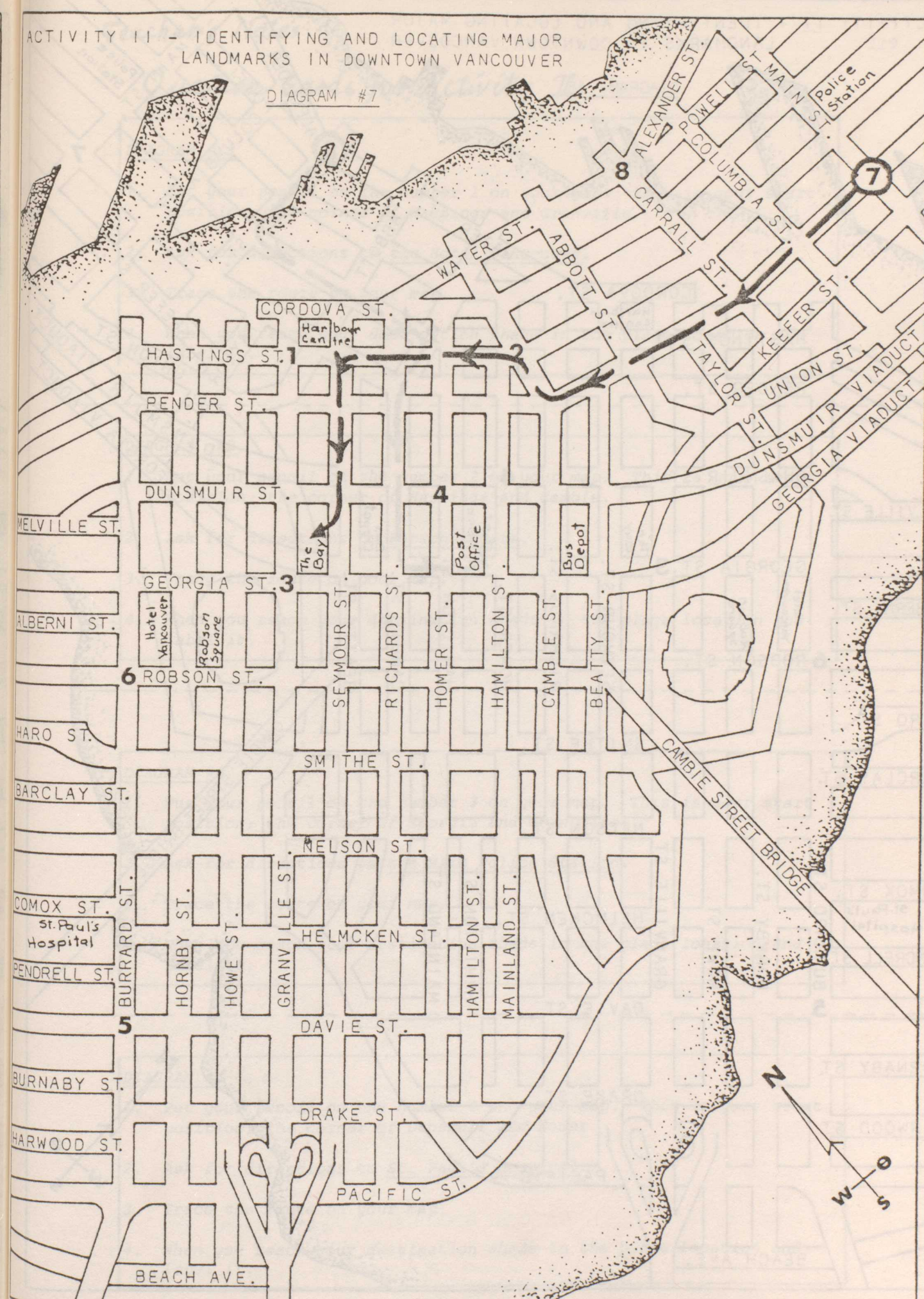
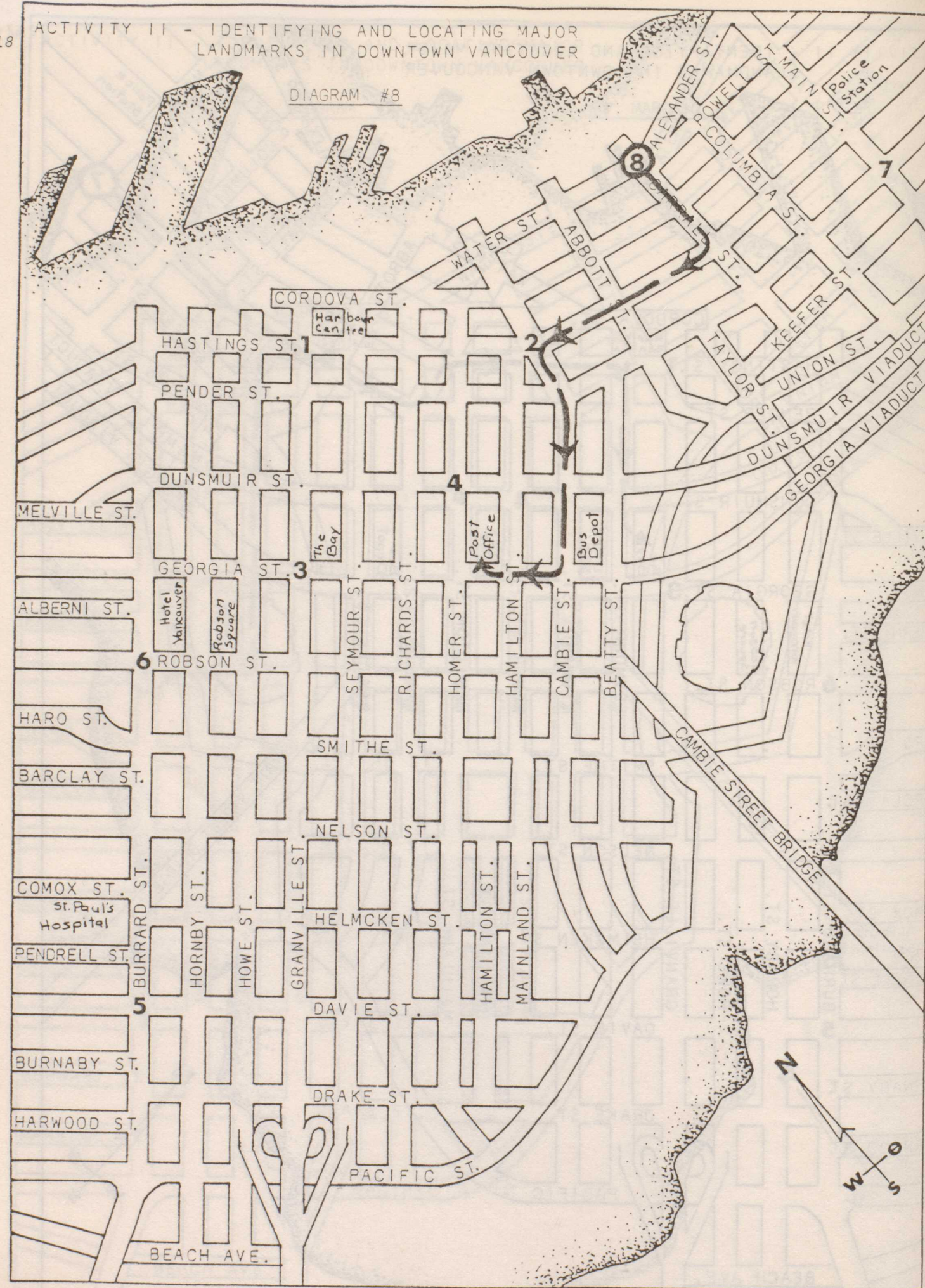




DIAGRAM #8



## Question Cards for Activity II

DIAGRAM #1

1. Put your pencil on the number 1 on your map. This is your start position; the corner of Hastings and Granville.
2. Ask for directions to the Hotel Vancouver.
3. Trace the route on your map.
4. When you reach your destination shade in the place location and label it.

DIAGRAM #2

1. Put your pencil on the number 2 on your map. This is your start position; the corner of Hastings and Cambie.
2. Ask for directions to Robson Square.
3. Trace the route on your map.
4. When you reach your destination shade in the place location and label it.

DIAGRAM #3

1. Put your pencil on the number 3 on your map. This is your start position; the corner of Georgia and Granville.
2. Ask for directions to the Main Police Station.
3. Trace the route on your map.
4. When you reach your destination shade in the place location and label it.

DIAGRAM #4

1. Put your pencil on the number 4 on your map. This is your start position; the corner of Dunsmuir and Homer.
2. Ask for directions to St. Paul's Hospital.
3. Trace the route on your map.
4. When you reach your destination shade in the place location and label it.



## DIAGRAM #5

1. Put your pencil on the number 5 on your map. This is your start position; the corner of Davie and Burrard.
2. Ask for directions to the Bus Depot.
3. Trace the route on your map.
4. When you reach your destination shade in the place location and label it.

## DIAGRAM #6

1. Put your pencil on the number 6 on your map. This is your start position; the corner of Robson and Burrard.
2. Ask for directions to Harbour Centre.
3. Trace the route on your map.
4. When you reach your destination shade in the place location and label it.

## DIAGRAM #7

1. Put your pencil on the number 7 on you map. This is your start position; the corner of Main and East Pender.
2. Ask for directions to The Bay.
3. Trace the route on your map.
4. When you reach your destination shade in the place location and label it.

## DIAGRAM #8

1. Put your pencil on the number 8 on you map. This is your start position; the corner of Water and Carral.
2. Ask for directions to the Main Post Office.
3. Trace the route on your map.
4. When you reach your destination shade in the place location and label it.



# The Language Master

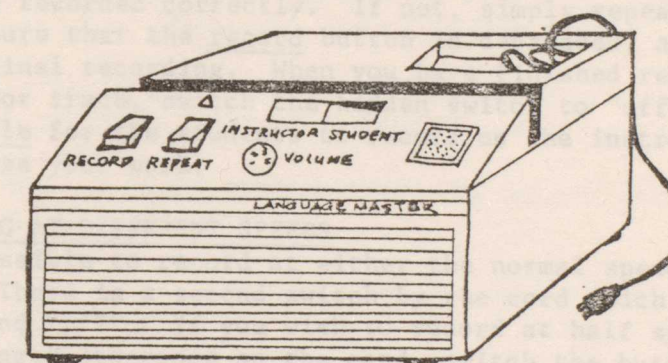


## OPERATION OF THE LANGUAGE MASTER MACHINES

YOU MAY BORROW LANGUAGE MASTER MACHINES FROM THE SPECIAL ENGLISH LANGUAGE PROGRAMS OFFICE. THESE MACHINES MAY BE USED EFFECTIVELY AND IMAGINATIVELY WITH ALL LEVELS OF E.S.L. STUDENTS.

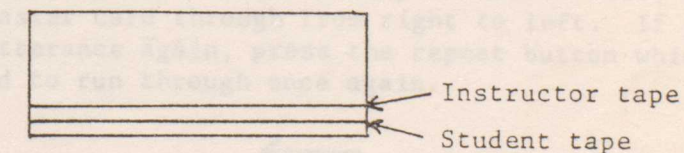
### THE LANGUAGE MASTER MACHINE

The machine is a type of tape recorder with the main difference being that the recording tape is in short segments on individual cards rather than on one continuous reel.



### LANGUAGE MASTER CARDS

Language master cards, come in two sizes, regular and large. The regular card is 9" x 3 1/2" and the large card is 14" x 4". It is possible to record a longer utterance on the larger card. The recording tape is two track tape allowing both instructor and student to record on the same card.

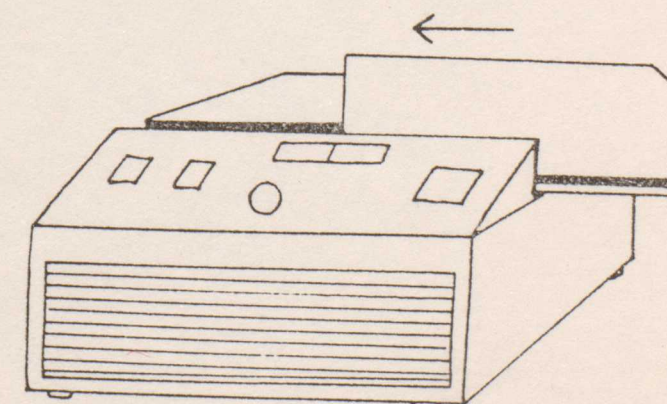


Blank language master cards, both sizes, are available in the Special English Language Programs office.



# OPERATION OF THE LANGUAGE MASTER MACHINE

1. There is no off/on switch for the machine; when you plug it in it is ready for use.
2. RECORDING ON THE INSTRUCTOR TRACK  
Only the instructor should record on the instructor track. To do so, first locate the switch hidden near the cord and switch it to "record". By pressing the instructor arm and the record button on the face of the machine, you will be able to record. Feed a language master card into the slot on the machine; this card is fed with the tape facing you from the right to the left. Push the card only until it catches and begins moving by itself. Speak into the machine in a normal voice about 12" from the machine. After recording, push the "repeat" button and check to see that you have recorded correctly. If not, simply repeat the operation, making sure that the record button is depressed, and record over the original recording. When you have finished recording on the instructor track, switch the hidden switch to "off". Now it is impossible for the students to record on the instructor track and thus erase your work.
3. RECORDING AT DIFFERENT SPEEDS  
It is possible to record at either the normal speed or at a slow speed. There is a second switch by the cord which is labelled "full" and "1/2". If you wish to record at half speed in order to fit a longer utterance on the card, switch the button to "1/2". Be sure to play back at the same speed at which you recorded; if you do not, you may sound like Donald Duck.
4. RECORDING ON THE STUDENT TRACK  
To record on the student track it is only necessary to press the student arm and the record button. The language master card again travels through the machine from right to left and the student speaks into the machine.
5. PLAYING BACK THE RECORDING  
To play back the utterances recorded, press either the student or instructor arm, depending upon which track you wish to hear, and run the language master card through from right to left. If you wish to hear the utterance again, press the repeat button which will cause the card to run through once again.





## Bibliography

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3. **RECORDING AT DIFFERENT SPEEDS**  
It is possible to record at either the normal speed or at a slow speed. There is a second switch by the card which is labelled "full" and "1/2". If you wish to record at half speed in order to fit a longer sentence on the card, switch the button to "1/2". Be sure to play back at the same speed at which you recorded; if you do not, you may sound like Donald Duck.

4. **RECORDING ON THE STUDENT TRACK**  
To record on the student track it is only necessary to press the student arm and the record button. The language master card again travels through the machine from right to left and the student speaks into the machine.

5. **PLAYING BACK THE RECORDING**  
To play back the sentences recorded, press either the student or instructor arm, depending upon which track you wish to hear, and run the language master card through from right to left. If you wish to hear the sentence again, press the repeat button which will cause the card to run through once again.

