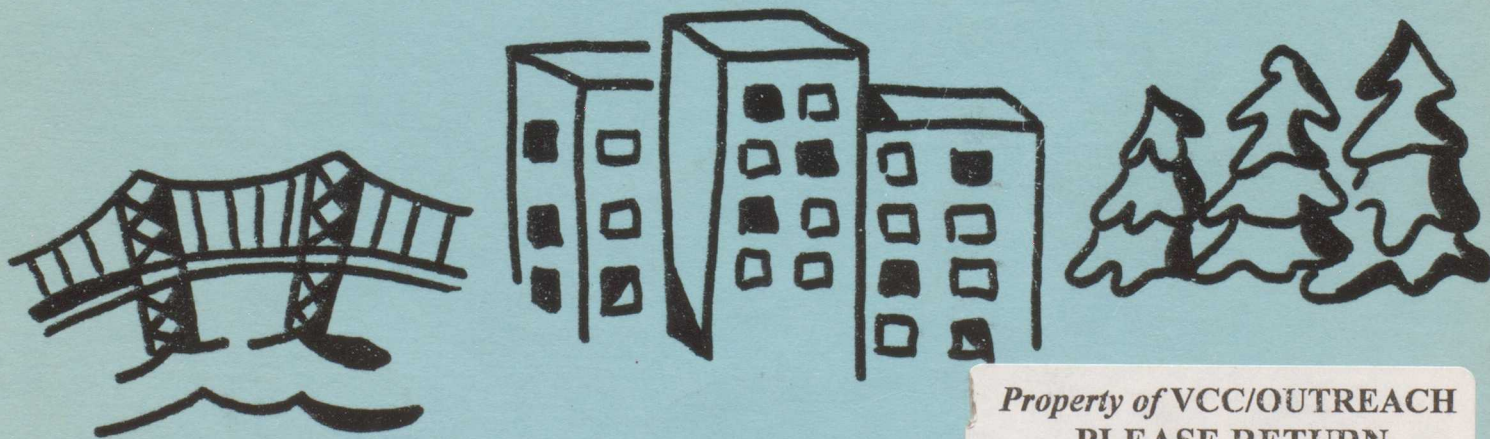


Ann Hinkle

ORIENTATION TO VANCOUVER



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Vancouver
Community
College 

Neighbourhood English Department



Vancouver Community College

King Edward Campus

Outreach
Reference

ORIENTATION
TO
VANCOUVER

I would like to thank Rose Marie Watson, head of the Neighbourhood English Department for making Orientation to Vancouver possible and Maureen Sawkins, coordinator of the Learning Centres in the Libraries, whose expertise inspired the preliteracy unit.

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The "Following Directions" game used in "Directions: Giving and Following" was adapted from Lessons Ideas E.L.T. Beginners Level, and English as a Second Language: an Experimental Curriculum by Nancy Wilda.

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Cleared for ARCA

ORIENTATION TO VANCOUVER

INTRODUCTION

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June Dragman

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ORIENTATION TO VANCOUVER

INTRODUCTION

ORIENTATION TO VANCOUVER has been designed for teachers and students of English as a second language at the beginner level. The main goals of ORIENTATION TO VANCOUVER are 1) to help beginner ESL learners become more knowledgeable about the Greater Vancouver Region, its streets, shopping areas and tourist attractions and 2) to encourage students to visit those places themselves. Students will practise language functions related to requesting information about tourist sights, asking for and giving directions and talking and writing about Vancouver's attractions.

The book has been divided into five units, each unit being divided into three levels of difficulty. Each level makes use of maps, postcards, brochures and exercises which can be put on cassette tape or Language Master cards. The material in total is meant to promote the oral/aural, reading and writing skills of the student. The suggested procedure for each level of each unit appears on coloured pages and includes techniques such as games, blackboard stories, interaction activities, paired and small group activities.

Vancouver may be well-known to visitors the world over, yet thousands who may live in Vancouver hardly know it beyond their own doorstep. It is hoped that ORIENTATION TO VANCOUVER will give the non-English speaking residents of Vancouver, who often lack the English skills and confidence to venture beyond the security of their own neighbourhood, the assurance to do so.

INTRODUCTION

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Unit 1

ADDRESS

PRELITERACY - LEVEL 1

ADDRESS

Objectives:

1. Students will be able to say and write their address, city, province and country.
2. Students will be able to address an envelope.

Teaching Points:

Questions: What's your address, city, province, country?

Vocabulary: address, city, street, avenue, province, country, B.C., Vancouver, Canada.

Teaching Aids:

Language Master, language master cards, flashcards.

NOTES: The purposes of this unit are 1) to provide basic literacy materials and activities relating to address, etc. 2) to provide individualized listening and speaking practice with the use of a language master OR what to do with 1 or 2 low-level beginners while you are managing the rest of the class.

The numbers on the exercises are mainly for keeping track of all the items in this unit. They don't necessarily represent an order to be followed, although there is a progression of difficulty throughout the exercises.

Please use whatever written exercises best suit the needs of your student(s). They are on the white pages.

Suggested Procedure:

1. Language Master Activity

What's your address? My address is _____.

- i. Record student's address on language master.
- ii. Have student listen and repeat.
- iii. Have student say own address.
- iv. Write student's address on flashcard strip.
- v. Have student listen and read.
- vi. Take flashcard strip off l.m. card - Have student read and copy his address.

2. Writing exercise: What's your name/address?

3. Language Master Activity

What's your city/street?

- Follow same procedure as for address.

4. Writing exercise: What's your address/city?

5. Language Master Activity

- Flashcards and l.m. cards: address, city, Vancouver, name, street, avenue.

- i. Have student listen and repeat.
- ii. Clip flashcard on l.m. card - Have student listen and read.
- iii. Take flashcards off l.m. cards and mix them up - Have student listen and find matching flashcard.
- iv. Have student read flashcards.
- v. Have student copy.

6. Writing exercises - Match the words.

7. Writing exercise: What's your name/address/city?

8. Reading exercise: Street name practice:

- Print the names of several streets in the neighbourhood on flashcards.

- i. Have students practise reading the street names.
- ii. Have students practise pronunciation of street names.

9. Language Master Activity

"What's your province/country?"

My province/country is B.C./Canada"

-Follow same procedure as for address/city, etc.

10. Language Master Activity

-Use flashcards and l.m. cards: B.C./province/city/address/Vancouver/country/Canada

-Follow same procedure as for 5.

11. Writing exercise: Match the words.

12. Writing exercise: Match 'city - Vancouver', etc.

13. Writing exercise: What's your address/city/province/country?

14. Addressing an Envelope Activity

- i. Have students work in pairs.
- ii. Have students ask each other their address and write it down.
- iii. Have each student address an envelope using his partner's address and his own return address.

15. Writing exercise: Match the word with its abbreviation.

e.g., street - St.

16. Writing exercise: Fill in form with name, address, province, and country.

2.

What's your name?

My name is _____

What's your address?

My address is _____

2.

What's your name?

My name is _____

What's your address?

My address is _____

Name _____

4.

What's your address?

My address is _____

What's your city?

My city is _____

4.

What's your address?

My address is _____

What's your city?

My city is _____

6.

NAME	Vancouver
ADDRESS	city
CITY	street
VANCOUVER	name
STREET	avenue
AVENUE	address

7.

What's your name?

My name is _____

What's your address?

My address is _____

What's your city?

My city is _____

11.

NAME _____ province

ADDRESS _____ city

CITY _____ name

PROVINCE _____ country

COUNTRY _____ address

12.

city B.C.
 province Vancouver
 country Canada



12.

city B.C.
 province Vancouver
 country Canada

13.

What's your address?

My address is _____

What's your city?

My city is _____


What's your province?

My province is _____

What's your country?

My country is _____

14.



15.

street

avenue

west

east

province

British Columbia

ave.


st.

B.C.

W.

E.

prov.



16.

NAME			
Last	First		
ADDRESS			
number	street	city	
Province	Country		

Unit 2

TOURIST MAP

LEVELS 1, 2, 3

TOURIST MAP OF VANCOUVER

Objectives:

Students will be able to identify some familiar Vancouver landmarks and locate them on the map describing where they are situated.

e.g. It's on Main Street. It's in Burnaby. It's at Cambie and 12th.

Teaching Points:

Questions: What is it? Where is it?

Directions: north, south, east, west.

Prepositions: on, at, in.

Teaching Aids:

Postcards of Vancouver, tourist maps (available at Vancouver Tourist Information Centres).

Suggested Procedure:

1. Hold up postcards asking questions such as "What is it?", "Where is it?" You may want to pick out certain details in the pictures for Vocabulary. e.g. park, trees, flowers, bridge. You can pass the postcards around so they can have a better view of them.
2. Write the names of the tourist spots on the blackboard, or hold up flashcards. Have students read.
3. Divide students into groups of 2 or 3. Pass out a Vancouver tourist map to each group.
 - i. Point out general directions - north, south, east, west on map showing North Vancouver as north, Richmond and Delta as south, West Vancouver as west, Burnaby and Coquitlam as east. Ask students to locate these areas on their maps.
 - ii. Focus on a few main streets, especially around the area of the class. Ask students to point on the map where their class is (so they have a common starting point.)
4. Hold up the postcards once again and ask students to locate the sites on their maps. With each site the teacher can make a statement using in, at, or on. e.g. The zoo is in Stanley Park. Have students repeat.

5. Ask comprehension questions.

e.g., Where is the zoo, aquarium, Grouse Mountain?

-Have students answer appropriately using at, on, in.

NOTE: Suggested places to find on the map:

North Vancouver, Burnaby, Richmond, Delta, West Vancouver, Grouse Mountain, Queen Elizabeth Park, Stanley Park, Vancouver Aquarium, Stanley Park Zoo, Burnaby Lake, Steveston, Mount Seymour, City Hall, Vancouver General Hospital.

6. Assign preposition exercise.

7. Assign 'Where is' exercise.

6

1. The zoo is in Stanley Park.
2. Mount Seymour is _____ North Vancouver.
3. Queen Elizabeth Park is _____ Cambie Street.
4. Vancouver General Hospital is _____ 12th Avenue.
5. City Hall is _____ Cambie and 12th Avenue.
6. The aquarium is _____ Stanley Park.
7. Burnaby Lake is _____ Burnaby.
8. Steveston is _____ Richmond.

in at on

1. Where is the zoo?

It's in Stanley Park.

2. Where is City Hall?

3. Where is the aquarium?

4. Where is Queen Elizabeth Park?

5. Where is Vancouver General Hospital?

6. Where is Stanley Park?

7. Where is Mount Seymour?

8. Where is Steveston?

9. Where is Burnaby Lake?

10. Where is your class?

TOURIST MAP OF VANCOUVER

Objectives:

Students will be able to identify some familiar Vancouver landmarks and locate them on the map describing where they are situated.

Teaching Points:

-Review of in, at, on and questions 'Where is it? What is it?'

-Questions: Which/what street(s) is/are _____ on?

-Prepositions: between, near, on the corner of _____ and _____.

-(opt.) "Have you been to...?" introduction to present perfect.

Teaching Aids:

Postcards of Vancouver, tourist maps (available at Vancouver Tourist Information Centres).

Suggested Procedure:

1. Hold up postcards asking questions such as 'What is it? Where is it? Have you been there before? When? What did you see?' You can pass the postcards around.
2. Write the names of the tourist spots on the board or give each student a postcard asking them to write the names on the board. Have the class read.
3. Divide students into groups of 2 or 3. Pass out a Vancouver tourist map to each group.
 - i. Ask students to locate North Vancouver, Richmond, Delta, West Vancouver, Burnaby, and Coquitlam on the maps.
 - ii. Ask students to find north, south, east and west on the map.
 - iii. Ask students to locate a few main streets, especially around the area of the class. Ask students to find on the map where their class is.

- 4. Hold up the postcards once again and ask students to locate the sites on their maps. When students have found a site, the teacher can make a statement using in, at, on, near, between, at the corner of. Have students repeat.
- 5. Ask comprehension questions.
e.g., Where is Central Park?
Which street is Vancouver General Hospital on?
-Have students answer appropriately using the correct preposition.

NOTE: Suggested places to find on the map:

North Vancouver, Burnaby, Richmond, Delta, West Vancouver, Grouse Mountain, Queen Elizabeth Park, Stanley Park, Vancouver Aquarium, Stanley Park Zoo, Burnaby Lake, Steveston, Mount Seymour, Vancouver International Airport, Gastown, Chinatown, MacMillan Planetarium and Museum, Vancouver General Hospital, Lions Gate Bridge, Oak Street Bridge, City Hall, Lynn Canyon Park, Capilano Canyon Park, Central Park.

- 6. Assign preposition exercise.
- 7. Assign 'Where is' exercise.
- 8. Assign (opt) Interaction Sheet: "Have you been to...?"

- 1. Lions Gate Bridge is between Stanley Park and West Vancouver.
- 2. Gastown is _____ Chinatown.
- 3. The Planetarium is _____ English Bay.
- 4. Mount Seymour is _____ North Vancouver.
- 5. Vancouver International Airport is _____ Richmond.
- 6. City Hall is _____ Cambie and 12th Ave.
- 7. Central Park is _____ Kingsway and Imperial.
- 8. The Oak Street Bridge is _____ Vancouver and Richmond.
- 9. Queen Elizabeth Park is _____ Cambie St.
- 10. Vancouver General Hospital is _____ 12th Ave.
- 11. The aquarium is _____ Stanley Park.
- 12. Lynn Canyon Park is _____ North Vancouver.

between	at	on	near	in
on the corner of				

1. Where is the Lions Gate Bridge?

2. Where is Central Park?

3. What street is City Hall on?

4. Where is the Vancouver International Airport?

5. What street is the Vancouver General Hospital on?

6. Where is Lynn Canyon Park?

7. Where is the Planetarium?

8. Where is Queen Elizabeth Park?

9. Where is the aquarium?

10. Where is Gastown?

Find someone in the class who.....

Name

1. _____

has been to Stanley Park.

2. _____

has been to Queen Elizabeth Park.

3. _____

has visited Gastown.

4. _____

has walked across the Capilano Suspension Bridge.

5. _____

has been on the Grouse Mountain Skyride.

6. _____

has been to Chinatown.

7. _____

has been in Vancouver General Hospital.

8. _____

has visited the aquarium.

9. _____

has been to Richmond.

10. _____

has been to the Vancouver International Airport.

11. _____

has gone across the Lions Gate Bridge.

12. _____

has been to Mount Seymour.

TOURIST MAP OF VANCOUVER: PART IObjectives:

1. Students will be able to locate some familiar Vancouver landmarks on the map and be able to describe how to get there from a specific point.
2. Students will be able to describe what you can do, see, or find at a particular place.

Teaching Points:

Modal 'can', Present perfect "Have you been to....?"
reviewing vocabulary for directions.

e.g., Can you find _____ on the map?

Where is it?

It's on the corner of _____ and _____.

It's next to _____.

It's at _____.

Teaching Aids:

Postcards of Vancouver, tourist maps (available at Vancouver Tourist Information Centres).

Suggested Procedure:

1. Hold up postcards asking questions such as 'What is it? Where is it? Have you been there?'
Pass the postcards around.
2. Divide students into groups of 2 or 3.
3. Pass out a Vancouver tourist map to each group asking students to locate each place on the map.
4. Once the students have located the place ask:
"What can you do at _____?"
"What can you see at _____?"
"What can you find at _____?"

NOTE: Suggested places to find on the map:

Grouse Mountain, Queen Elizabeth Park, Stanley Park, Vancouver Aquarium, Stanley Park Zoo, Burnaby Lake, Steveston, Mount Seymour, Vancouver International Airport, Gastown, Chinatown, MacMillan Planetarium and Museum, Vancouver General Hospital, Lions Gate Bridge, Oak Street Bridge, City Hall, Lighthouse Park, P.N.E., Deer Lake, VanDusen Botanical Gardens, Lynn Canyon Park, U.B.C., Capilano Canyon Park, Central Park.

5. Assign writing exercise.

6. Assign Interaction Sheet: "Have you been to.....?"

5

1. Mount Seymour is in North Vancouver.
2. The Lions Gate Bridge is Stanley Park and West Vancouver.
3. Chinatown is Gastown.
4. Vancouver General Hospital is 12th Ave.
5. City Hall is Cambie and 12th Ave.
6. The zoo is Stanley Park.
7. The Van Dusen Botanical Gardens are Oak and 33rd Ave.
8. Queen Elizabeth Park is Cambie St.
9. The MacMillan Planetarium and Museum are English Bay.
10. Lighthouse Park is West Vancouver.
11. The Vancouver International Airport is Richmond.
12. Central Park is Kingsway and Imperial.
13. Steveston is Richmond.
14. Lynn Canyon Park is North Vancouver.
15. The Bloedel Conservatory is Queen Elizabeth Park.

Find someone in the class who.....

- | Name | |
|-----------|---|
| 1. _____ | has been to Stanley Park. |
| 2. _____ | has been to Queen Elizabeth Park. |
| 3. _____ | has visited Gastown. |
| 4. _____ | has walked across the Capilano Suspension Bridge. |
| 5. _____ | has been on the Grouse Mountain Skyride. |
| 6. _____ | has been to Chinatown. |
| 7. _____ | has been in Vancouver General Hospital. |
| 8. _____ | has visited the aquarium. |
| 9. _____ | has been to Richmond. |
| 10. _____ | has been to the Vancouver International Airport. |
| 11. _____ | has gone across the Lions Gate Bridge. |
| 12. _____ | has been to Mount Seymour. |

Objectives:

1. Students will be able to describe what you can do, see, or find at a particular place.
2. Students will be able to write a postcard (and send to a friend if they want).

Teaching Points:

Modal 'can'

Teaching Aids:

Postcards of Vancouver, tourist maps, brochures. (Maps and brochures are available at Vancouver Tourist Information Centres.)

Suggested Procedure:

1. Generate a discussion on what you can see, find or do at tourist places. This could be done by holding up postcards (from Part I) as an attention-grabber or handing out the maps (from Part I) and having students locate the places on the map.

NOTE: Suggested places to discuss:

Grouse Mountain, Queen Elizabeth Park, Stanley Park, Vancouver Aquarium, Stanley Park Zoo, Burnaby Lake, Steveston, Mount Seymour, Vancouver International Airport, Gastown, Chinatown, MacMillan Planetarium, Museum, Vancouver General Hospital, Lions Gate Bridge, Oak Street Bridge, City Hall, Lighthouse Park, P.N.E., Deer Lake, VanDusen Botanical Gardens, Lynn Canyon Park, U.B.C., Capilano Canyon Park, Central Park.

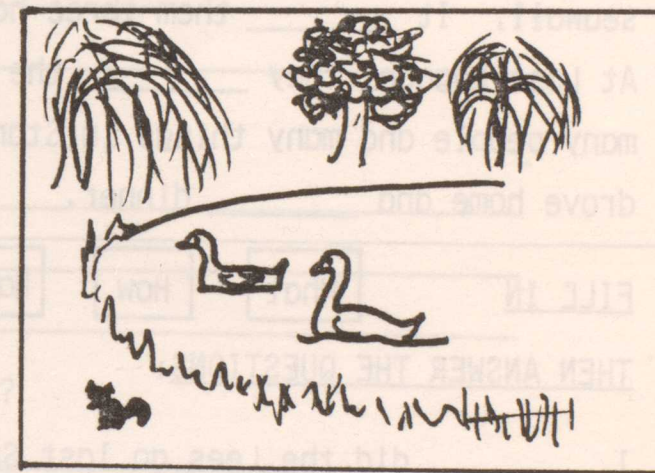
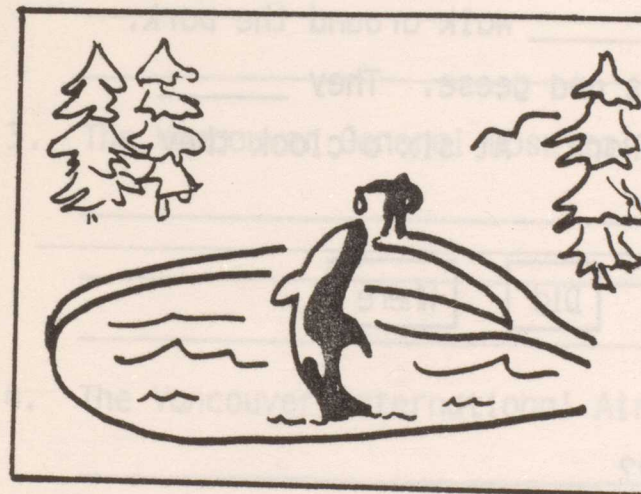
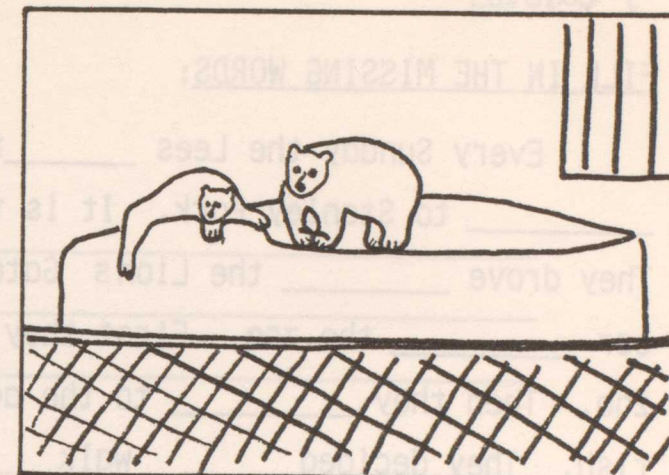
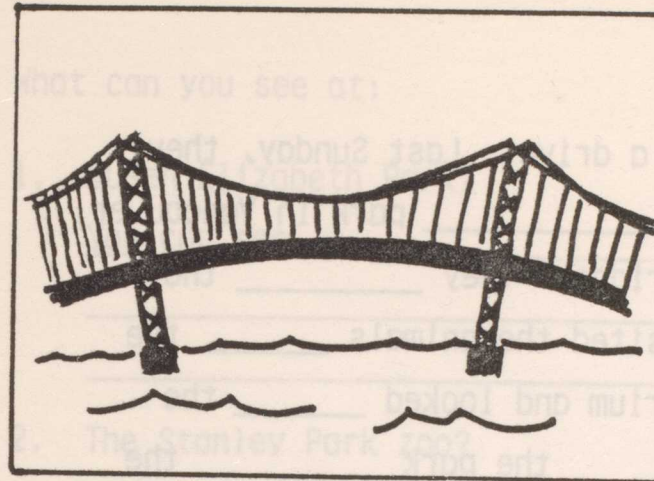
2. Reading:

Hand out brochures discussing what you can see there.
Ask comprehension questions.

3. Reading exercise4. Writing exercise5. Postcard Writing Activity:

- i. Distribute postcards to students. They can work individually or in pairs.

- ii. Have students take turns holding up their postcard to the rest of the class telling them what place it is and what you can see or do there.
 - iii. Have students write a postcard (to send to a friend if they want). Students can buy their own postcard and write on the back.
- (opt) If students want, they can write basically what they described to the class orally (ii above).



Every Sunday the Lees go for a drive. Last Sunday they drove to Stanley Park. It is the biggest park in Vancouver. They drove across the Lions Gate Bridge. They parked their car near the zoo. First they visited the animals in the zoo. Then they went to the aquarium and looked at the fish. They decided to walk around the park on the seawall. It took them three hours to walk around the park. At Lost Lagoon they fed the swans and geese. They saw many people and many things in Stanley Park. At six o'clock they drove home and ate dinner.

FILL IN THE MISSING WORDS:

Every Sunday the Lees _____ for a drive. Last Sunday, they _____ to Stanley Park. It is the _____ park in Vancouver. They drove _____ the Lions Gate Bridge. They _____ their car _____ the zoo. First they visited the animals _____ the zoo. Then they _____ to the aquarium and looked _____ the fish. They decided _____ walk _____ the park _____ the seawall. It _____ them three hours _____ walk around the park. At Lost Lagoon, they _____ the swans and geese. They _____ many people and many things in Stanley Park. At six o'clock they drove home and _____ dinner.

FILL IN

What

How

Have

Did

Where

THEN ANSWER THE QUESTIONS:

1. _____ did the Lees go last Sunday? _____
2. _____ did they get there? _____
3. _____ you been to Stanley Park? _____
4. _____ did you get there? _____
5. _____ did the Lees park their car? _____
6. _____ you been to the zoo? _____
7. _____ animals are there in the zoo? _____
8. _____ you been to the aquarium? _____
9. _____ long did it take them to go around the park? _____

10. WHAT CAN YOU SEE IN STANLEY PARK?

What can you see at:

1. Queen Elizabeth Park?

You can see _____

2. The Stanley Park zoo?

3. The Vancouver General Hospital?

4. The Vancouver International Airport?

5. Grouse Mountain?

6. U.B.C.?

7. The Vancouver Aquarium?

TOURIST MAP OF VANCOUVER: PART III

Objectives:

Students will be able to telephone tourist places for information about times and days open and price and show understanding of such information when they hear it.

Teaching Points:

Information questions.

-when, what days, what hours/times

-how much does it cost....?

-for seniors, golden agers

adults

children

students

"Could you please tell me....?"

Suggested Procedure:

1. Brainstorm what questions to ask to find out prices and times of a place.
2. Generate a dialogue on the blackboard asking for information.
3. Phoning a tourist spot for information:
Divide students into pairs and pass out the task cards. Have 1 student role play phoning and asking for information while the other student supplies the answers (written on card).
Have students exchange roles.
4. Listening Comprehension Exercise:
 - i. Record some dialogues asking for and giving information.
 - ii. Have students write down the answers they hear:

Place _____
Days _____
Hours _____
Cost _____

on the worksheet supplied.

NOTE: The information for several Vancouver tourist spots is listed on p. 43.

MACMILLAN PLANETARIUM

DAYS: Tuesday - Sunday

SHOWTIMES: 2:30 & 8:00 p.m.

Additional shows 4 p.m. Saturday
& Sunday

COST: \$2.50 per person

Children under 8 not admitted to
evening show.LYNN CANYON SUSPENSION BRIDGE

DAYS: every day

HOURS: anytime

COST: free

VANCOUVER AQUARIUM

DAYS: every day

HOURS: 10 a.m. - 5 p.m.

COST:

ADULTS: \$4.25

SENIORS: \$2.00

CHILDREN: \$2.00

BLOEDEL CONSERVATORY

DAYS: every day

HOURS: 10 a.m. - 5:30 p.m.

COST:

ADULTS: \$2.00

SENIORS: \$1.00

CHILDREN: \$1.00

6 & under - Free

GROUSE MOUNTAIN SKYRIDE

DAYS: every day

HOURS: Weekdays 9 - 10
Weekends 8 - 10

COST:

ADULTS: \$6.00 (return)

CHILDREN: \$3.00 (6 & under free)

SENIORS: \$3.00

NITOBÉ GARDENSDAYS: Mon. - Fri.
After Easter - open Sat & Sun.HOURS: Monday - Friday 10 a.m. - 3 p.m.
Saturday & Sunday 10 a.m. -
1/2 hour before sunsetCOST: Free until Easter
After Easter: ADULTS: \$.50
SENIORS: free
CHILDREN: \$.10

VAN DUSEN GARDENS

DAYS: every day
 HOURS: 10 a.m. - 4 p.m.
 COST:
 ADULTS: \$1.50
 SENIORS: \$.75
 CHILDREN: \$.75

VANCOUVER MUSEUM

DAYS: every day
 HOURS: 10 - 5
 COST: ADULTS: \$2.00
 SENIORS, STUDENTS & CHILDREN \$.50

STANLEY PARK ZOO

DAYS: every day
 HOURS: 10 a.m. - 8:30 p.m.
 COST: Free

MARITIME MUSEUM

DAYS: every day
 HOURS: 10 a.m. - 5 p.m.
 COST:
 ADULTS: 1.50
 SENIORS, STUDENTS & CHILDREN \$.50

CAPILANO SUSPENSION BRIDGE

DAYS: every day
 HOURS: 8:15 a.m. - 5 p.m.
 COST:
 ADULTS: \$2.75
 SENIORS: \$2.00
 CHILDREN: \$2.00 (6-12)
 \$1.00 (under 6)

PARK AND TILFORD GARDENS

DAYS: every day
 HOURS: 8 a.m. - 11 p.m.
 COST: Free

TOURIST INFORMATION - FEB. 1983

1. VANCOUVER AQUARIUM - 682-1118
 Location: Stanley Park
 Days: every day
 Hours: 10-5
 Cost: Adults \$4.25
 Seniors \$2.00
 Children \$2.00
2. VAN DUSEN GARDENS - 266-7194
 Location: Oak & 37th
 Days: every day
 Hours: 10-4
 Cost: Adults \$1.50
 Seniors \$.75
 Children \$.75
3. BLOEDEL CONSERVATORY - 872-5513
 Location: Queen Elizabeth Park
 Days: every day
 Hours: 10-5:30
 Cost: Adults \$2.00
 Seniors \$1.00
 Children \$1.00
 6 & under - free
4. MACMILLAN PLANETARIUM - 736-3656
 Location: Kitsilano Point
 1100 Chestnut
 Days: Tuesday-Sunday
 Showtimes: 2:30 & 8
 Additional shows - 4 pm Sat. & Sun.
 Cost: \$3.00 per person. Children
 under 8 not admitted to the
 evening show.
5. STANLEY PARK ZOO
 Days: every day
 Hours: 10-8:30
 Cost: Free
6. CAPILANO SUSPENSION BRIDGE- 985-7474
 Location: North Vancouver
 3735 Capilano Rd.
 Days: every day
 Hours: 8:15-5
 Cost: Adults \$2.75
 Seniors \$2.00
 Children \$2.00 (6-12)
 \$1.00 (under 6)
7. GROUSE MOUNTAIN SKYRIDE - 984-0661
 Location: North Vancouver
 Days: every day
 Hours: weekdays - 9-10
 weekends - 8-10
 Cost: Adults \$6.00
 Seniors \$3.00
 Children \$3.00 (6 & under-free)
8. VANCOUVER MUSEUM - 736-7736
 Location: In Planetarium
 Days: every day
 Hours: 10-5
 Cost: Adults \$2.00
 Seniors, students & children \$.50
9. MARITIME MUSEUM - 736-7736
 Location: near Planetarium
 Days: every day
 Hours: 10-5
 Cost: Adults \$1.50
 Seniors, students & children \$.50
10. LYNN CANYON SUSPENSION BRIDGE
 Location: North Vancouver
 Lynn Canyon Park
 Days: every day
 Hours: any time
 Cost: Free
11. JAPANESE GARDENS - NITOE - 228-3928
 Location: UBC across from Museum of
 Anthropology
 Days: Mon. - Fri. After Easter, open
 Sat & Sun.
 Hours: Mon-Fri - 10-3
 Sat/Sun - 10 - ½ hr. before
 sunset-after Easter.
 Cost: free until Easter
 After Easter - Adults \$.50
 Seniors - free
 Children \$.10
12. PARK AND TILFORD GARDENS - 987-9321
 Location: North Vancouver 1240 Cotton
 Days: every day
 Hours: 8am-11pm
 Cost: Free

1. Place: _____
Days: _____
Hours: _____
Cost: _____
2. Place: _____
Days: _____
Hours: _____
Cost: _____
3. Place: _____
Days: _____
Hours: _____
Cost: _____
4. Place: _____
Days: _____
Hours: _____
Cost: _____
5. Place: _____
Days: _____
Hours: _____
Cost: _____

Unit 3

CITY MAP

LEVEL 1: CHINATOWN AREA

LEVELS 2 & 3: DOWNTOWN

Objectives:

Students will be able to locate major buildings on a city map and describe their location orally.

e.g., It's on Pender Street.

It's at Main and Hastings.

Teaching Points:

Questions: Where is _____? What is it?

Prepositions: on, at

Vocabulary for city buildings: supermarket, drug store,
bank, post office

Teaching Aids:

Flashcards with several street names.

Flashcards with names and pictures of stores and buildings.

Suggested Procedure:

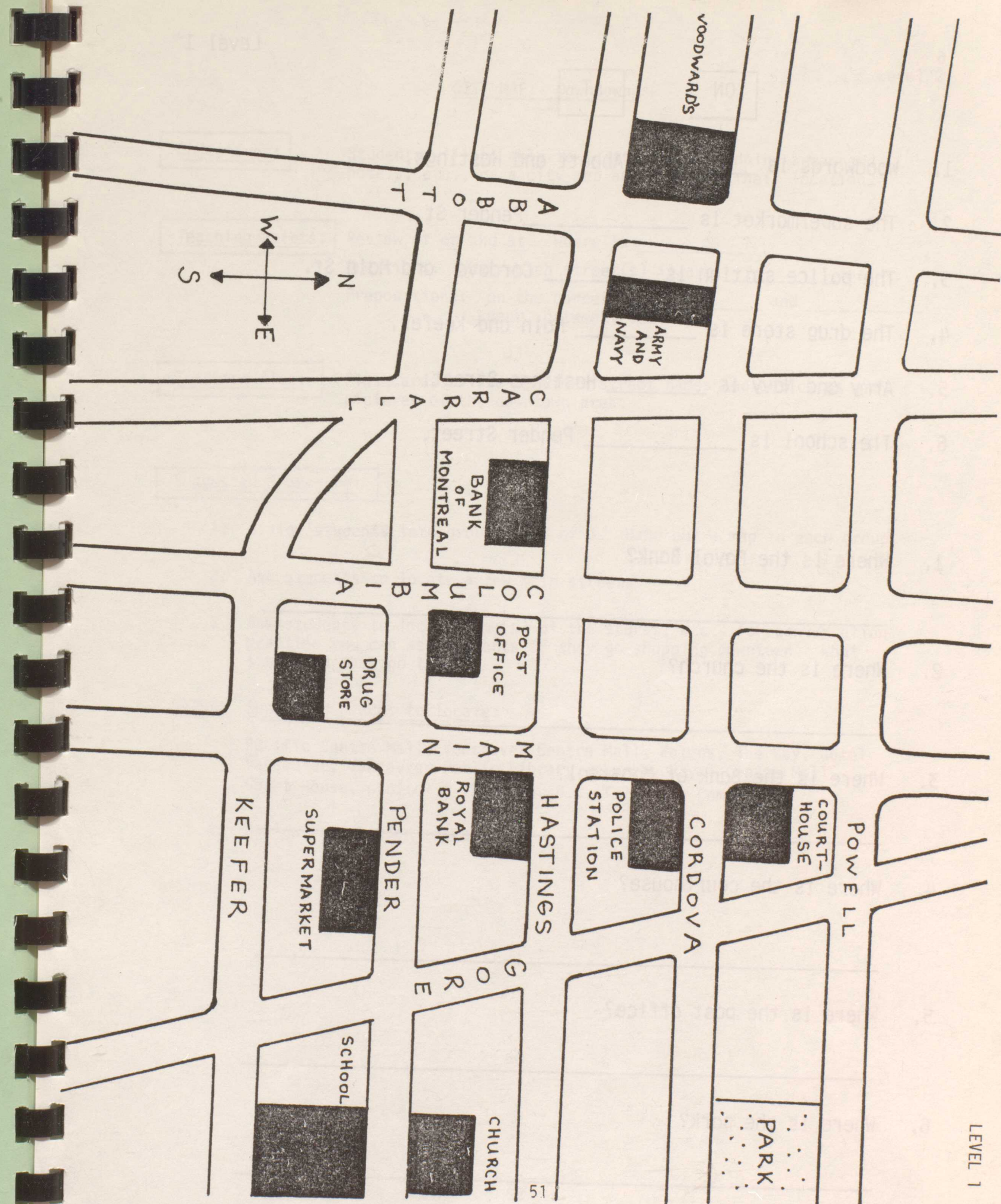
1. Hold up the building flashcards. Have students try to read the names. Ask questions such as 'What is it?'
2. Have students practise with street flashcards.
3. Divide students into groups of 2 or 3. Hand out a map to each group.

4. Ask students to locate a few main streets. e.g., Main Street, Hastings, Pender.
5. Ask students to locate several of the buildings, using on or at.

Note: Suggested places to locate:

Woodward's, Army and Navy, Post Office, Court House, Police Station, Park, Royal Bank, Bank of Montreal, Drug Store, Supermarket, Church, School.

6. Preposition exercise.



ON

AT

1. Woodward's is _____ Abbott and Hastings.
2. The supermarket is _____ Pender St.
3. The police station is _____ Cordova and Main St.
4. The drug store is _____ Main and Keefer.
5. Army and Navy is _____ Hastings Street.
6. The school is _____ Pender Street.

1. Where is the Royal Bank?

2. Where is the church?

3. Where is the Bank of Montreal?

4. Where is the courthouse?

5. Where is the post office?

6. Where is the park?

CITY MAP: Downtown

Objectives:

Students will be able to locate major shopping areas and hotels, etc., on a city map and describe their location.

Teaching Points:

Review of on and at. Where is _____?

Questions: What/which street(s) is/are _____ on?

Prepositions: on the corner of _____ and _____.
near, between, beside.

Teaching Aids:

Flashcards of the downtown street names and buildings and pictures of the downtown area.

Suggested Procedure:

1. Divide students into groups of 2 or 3. Hand out a map to each group.
2. Ask students to locate a few main streets.
3. Ask students to locate several of the stores, etc. For conversation practice you can ask students if they go shopping downtown. What stores do they go to?

NOTE: Suggested places to locate:

Pacific Centre Mall, Vancouver Centre Mall, Eaton's, The Bay, Hotel Vancouver, Vancouver Public Library, church, Royal Centre Mall, Court House, Capitol 6 Theatres, B.C. Telephone Company.

4. Assign preposition exercise.

PENDER

DUNSMUIR

SEYMOUR

B.C.
TELEPHONE
CO.

THE BAY

VANCOUVER
CENTRE
MALL

GRANVILLE

EATON'S

HOWE

GEORGIA

ROBSON

COURTHOUSE

HORNBY

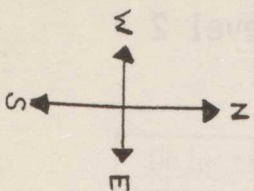
HOTEL
VANCOUVER

VANCOUVER
PUBLIC
LIBRARY

CHURCH

ROYAL
CENTRE
MALL

BURKARD



1. Eaton's is _____ Granville and Robson.
2. The Bay is _____ Georgia Street.
3. The Capitol 6 is _____ Granville and Seymour.
4. The Hotel Vancouver is _____ the Vancouver Public Library.
5. B. C. Telephone Co. is _____ The Bay.
6. The church is _____ Burrard and Georgia.
7. The Pacific Centre Mall is _____ Dunsmuir and Georgia, and Granville and Howe.
8. The courthouse is _____ Robson St.
9. The Royal Centre Mall is _____ Burrard and Georgia.
10. The Capitol 6 is _____ Vancouver Centre Mall and Eaton's.

on the corner of
near
on

beside
between
at

Objectives:

Students will be able to locate some downtown Vancouver buildings and describe their location.

Teaching Points:

Prepositions: across the street from
in the middle of the block
next door to
side by side
Review of: on the corner of.

Questions: Where is _____ ?
What/which street(s) is/are _____ on?

Suggested Procedure:

1. On the blackboard draw a few streets to illustrate the prepositions.
2. Divide students into groups of 2 or 3. Hand out a map to each group.
3. Ask students to locate a few main streets.
4. Ask students to locate some places so that they use the appropriate prepositions. For conversation practice you can ask them if they've ever been there, go shopping there, what they saw, do they like it? etc.

NOTE: Suggested places to locate:

Eaton's, The Bay, The Courthouse, Vancouver Public Library, Hotel Vancouver, Hotel Georgia, 4 Seasons Hotel, Robson Square, Toronto Dominion Bank, Vancouver Centre Mall, B.C. Telephone Company, Capitol 6 Theatres, Royal Centre Mall, Hyatt Regency Hotel, Vancouver Information Centre, Church, Y.M.C.A., Pacific Centre Mall.

5. Assign preposition exercise.

PENDER

YMCA

DUNSMUIR

HYATT
REGENCY
HOTEL
ROYAL
CENTRE
MALL

VANCOUVER
INFORMATION
CENTRE
CHURCH

HOTEL
GEORGIA

PACIFIC
CENTRE
MALL
4
SEASONS
HOTEL

THE BAY

BURKARD

HOTEL
VANCOUVER
VANCOUVER
PUBLIC
LIBRARY

HORNBY

ROBSON
SQUARE

HOWE

TORONTO
DOMINION
BANK

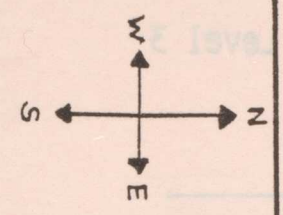
EATON'S

GRANVILLE

VANCOUVER
CENTRE
MALL

SEYMOUR

B.C.
TELEPHONE
CO.



COURTHOUSE

ROBSON

CAPITOL &
THEATRES

1. Vancouver Centre Mall is _____
the Bay.
2. Toronto Dominion Bank is _____
Georgia and Howe.
3. The Hotel Vancouver is _____
the Vancouver Public Library.
4. The Hyatt Regency and the Royal Centre Mall are _____ by
_____.
5. The Capitol 6 is _____
_____ block.
6. The Toronto Dominion Bank is _____
Eatons.
7. The Vancouver Information Centre is _____
_____ the church.
8. The 4 Seasons Hotel is _____
the Hotel Georgia.
9. Robson Square is _____
the Courthouse.
10. The Vancouver Information Centre is _____
middle _____

across the street from
in the middle of the block
on the corner of

next door to
side by side

Unit 4

D I R E C T I O N S: GIVING AND FOLLOWING

LEVELS 1, 2 & 3

DIRECTIONS: GIVING AND FOLLOWINGObjectives:

Students will be able to give and follow directions using north, south, east, west.

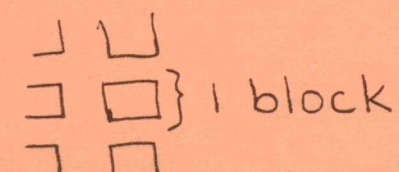
Teaching Points:

- Practice of directions: north, south, east, west
- Street, blocks

Suggested Procedure:

1. Draw a few streets on the blackboard:

e.g.,

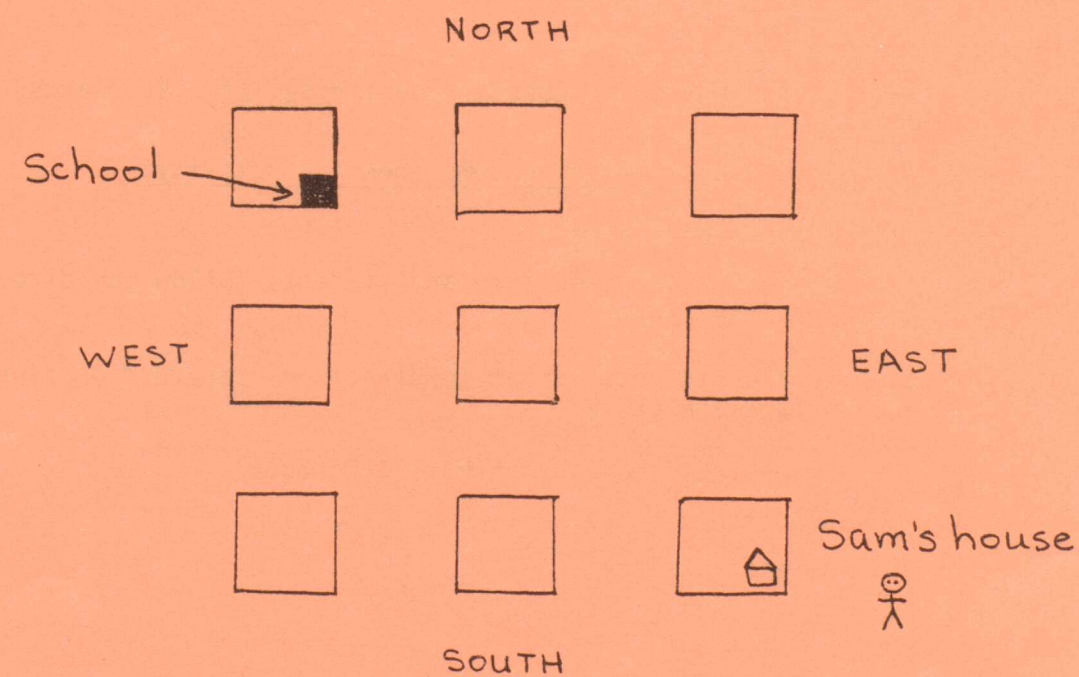


2. Illustrate 1 block.

3. Have students practise north, south, east, west on map and directions in relation to class: Where's north?

4. Draw a more detailed map on the board.

e.g.,



5. Practising 'Direction Vocabulary':

Demonstrate following directions. This can be done in the form of a story: "building up the board"

e.g., This is Sam's house (draw a house on the map). He is going to school. (draw a school). Add north, south, east, west to the map. Now demonstrate orally while tracing on the board.

1. He is going north 2 blocks.
2. He is going west 2 blocks.
3. Now he is at school.

This can be repeated several more times, so that students understand better by adding more places. e.g., store, park, post office and following Sam's route.

6. Practising 'Direction Vocabulary':

Distribute a map to each student and then read the directions below. Have students trace the route in pen on their maps.

1. Go north 2 blocks.
2. Go west 1 block.
3. Go north 1 block.
4. Go west 1 block.
5. Go south 2 blocks.
6. Go west 1 block.
7. Go north 1 block.

Where are you now? (Abbott & Hastings) or (Woodwards)

7. 'Following Directions' Listening Comprehension Activity:

- i. Give each student a map.
- ii. The teacher reads directions and students follow the directions by pen on the map.

Variation: Have students listen to directions recorded on tape or language master.

- #1. 1. Go west 1 block. (Main & Cordova)
2. Go north 2 blocks.
3. Go east 1 block.
4. Go north 1 block.

- #2. 1. Go east 1 block. (Columbia & Pender)
2. Go north 3 blocks.
3. Go west 1 block.
4. Go south 1 block.
5. Go west 1 block.
6. Go south 1 block.

- #3. 1. Go north 1 block. (Main & Cordova)
2. Go west 2 blocks.
3. Go north 1 block.
4. Go east 2 blocks.
5. Go north 1 block.

8. 'Following Directions' Game

- i. Divide students into circles of 5-6. Give one student in each group a card with 5-6 directions on it.
- ii. Give the student sitting across from that student a map.
- iii. Have the student with the direction card read the first direction while the student with the map draws the given direction on the map. Have the students pass the card and map one student to the left and continue the procedure.

9. 'Direction-Giving' Task:

- i. Divide students into groups of 2 or 3. Each group is given a direction-giving task card and a map. e.g., You are at Main and Pender. You are going to Woodwards.
- ii. Have students discuss among themselves how to reach their destination. Tell students to write down their directions step by step.
- iii. Have each group take a turn orally giving the directions to their destination without telling the class what their destination is. Encourage the other groups to follow the directions by pen on their maps and discover the destination. The group that gave the directions then affirms the other groups' answers.

10. Cloze exercise: Going to Eaton's.

8. 'FOLLOWING DIRECTIONS' GAME

- ANSWERS:
1. Main & Pender
 2. Main & Hastings
 3. Abbott & Hastings

4. Abbott & Pender
5. Main & Keefer

#1

START:

1. Go north 1 block.
2. Go east 1 block.
3. Go north 2 blocks.
4. Go west 1 block.
5. Go south 2 blocks.

Where are you?

#2

START:

1. Go west 1 block.
2. Go north 3 blocks.
3. Go east 2 blocks.
4. Go south 1 block.
5. Go west 1 block.

Where are you?

#3

START:

1. Go east 1 block.
2. Go north 4 blocks.
3. Go west 3 blocks.
4. Go south 2 blocks.
5. Go west 1 block.

Where are you?

#4

START:

1. Go west 1 block.
2. Go north 3 blocks.
3. Go west 1 block.
4. Go south 1 block.
5. Go west 1 block.
6. Go south 1 block.

Where are you?

#5

START:

1. Go north 4 blocks.
2. Go east 1 block.
3. Go south 2 blocks.
4. Go west 1 block.
5. Go south 2 blocks.

Where are you?

#1

You are at Main and Keefer.
You are going to Woodward's.

#2

You are at Woodward's.
You are going to Pender and Gore.

#3

You are at Main and Hastings.
You are going to the church.

#4

You are at Columbia and Keefer.
You are going to Army and Navy.

#5

You are at Abbott and Powell.
You are going to the supermarket.

#6

You are at Powell and Gore.
You are going to the post office.

#7

You are at Woodward's.
You are going to school.

#8

You are at Army and Navy.
You are going to the drug store.

#9

You are at Hastings and Columbia.
You are going to the park.

#10

You are at school.
You are going to the courthouse.

DIRECTIONS: GIVING AND FOLLOWING

Objectives:

Students will be able to give and follow directions using north, south, east, west, turn left/right, go straight (ahead).

Teaching Points:

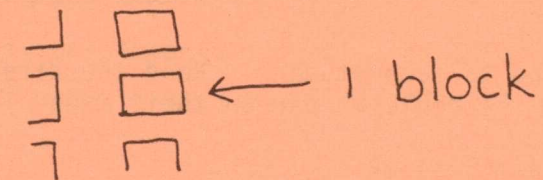
Directions: north, south, east, west, right, left, turn right, turn left, go straight (ahead).

Vocabulary: street, block.

Suggested Procedure:

1. Draw a few streets on the blackboard:

e.g.,



2. Illustrate 1 block.

3. Practise north, south, east, west on the map and directions in relation to the class.

4. Introduce left and right followed by a quick drill involving the seating of students.

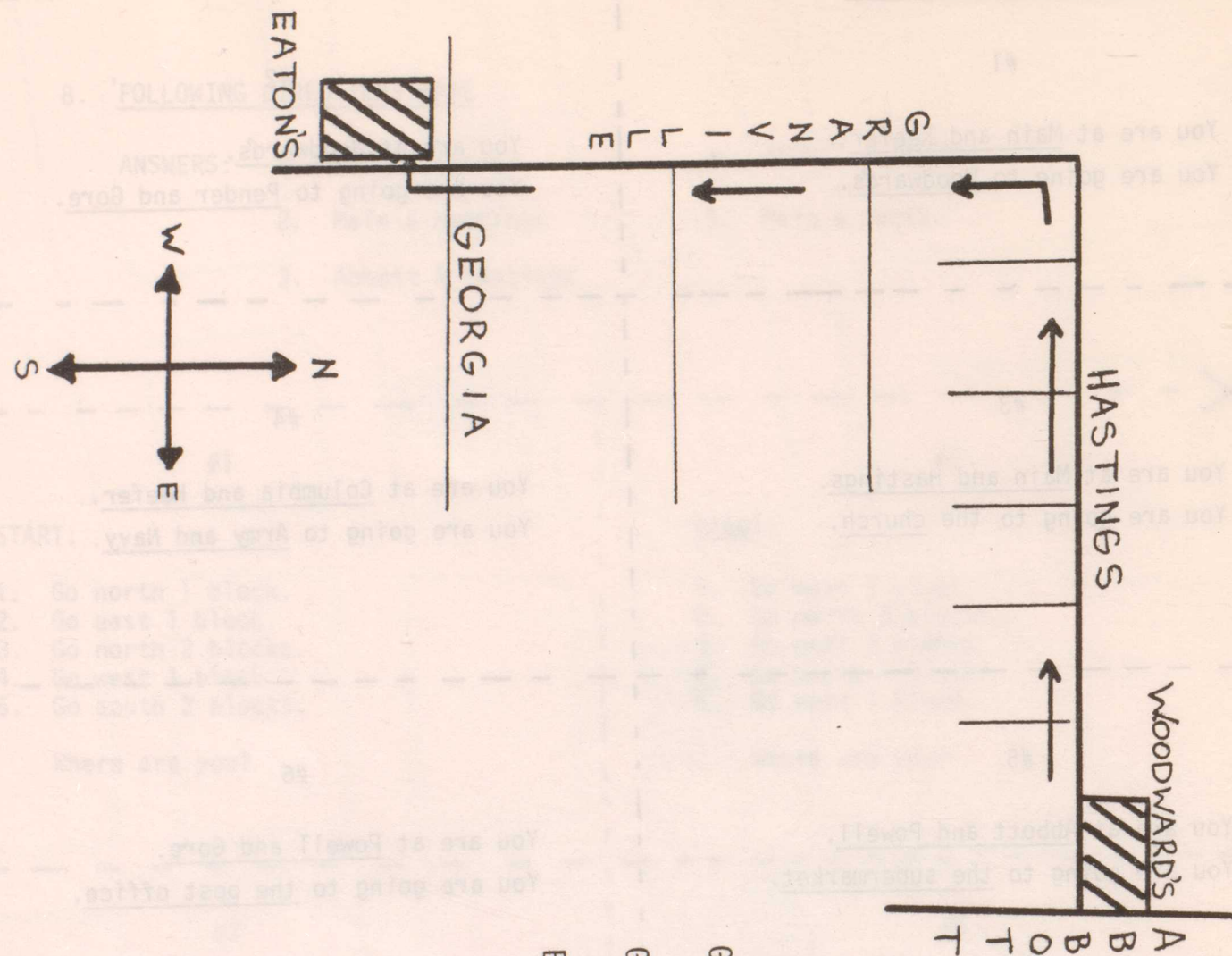
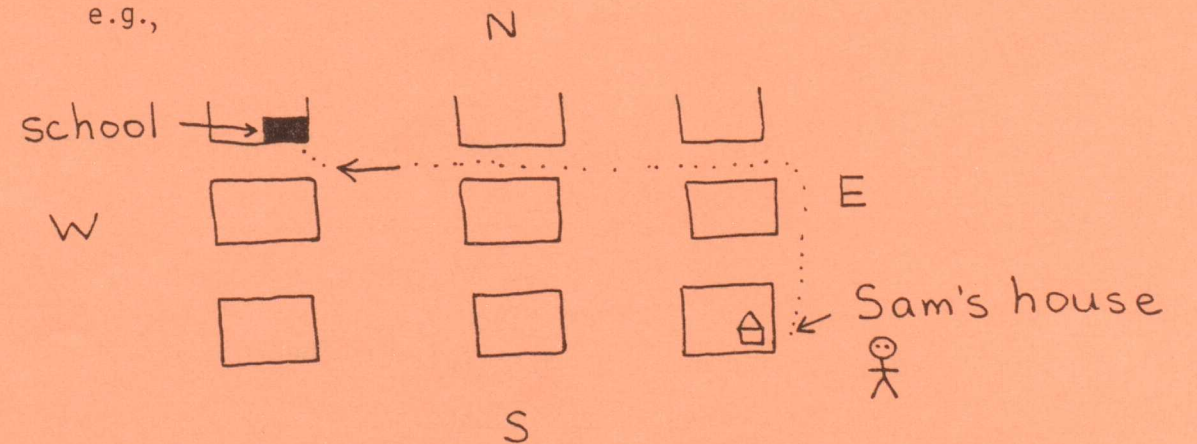
e.g., A is on the left; B is on the right.

Practise 'On my right, on your left!' Practise this by getting students to ask other students where various people are sitting.

5. Illustrate 'go straight (ahead)!'

6. Draw a better, more detailed map on the board.

e.g.,



GOING TO EATONS

Go _____ 6 blocks.

Go south _____ blocks.

Eatons is at _____ and _____.

7. Practising 'Direction Vocabulary':

Demonstrate a run-through of following directions. This can be done in the form of a story: "building up the board".

e.g., This is Sam's house (draw a house on the map). He wants to go to school (draw a school). Add north, south, east, west to the map. Demonstrate orally while tracing on the board.

1. He goes north 1 block.
2. He turns left.
3. He goes west 2 blocks.
4. Now he is at school.

(optional) This can be repeated several more times so that students understand better by adding more places. e.g., store, park, post office.

8. Distribute a map to each student. Read the directions and have the students trace the route in pen on their maps.

1. Go east 1 block.
2. Turn right and go 2 blocks.
3. Turn left and go 2 blocks.
4. Turn right and go 1 block.

Where are you?

9. 'Following Directions' Listening Comprehension Activity:

- i. Give each student a map.
- ii. Read directions and have the students follow the route by pen on their map.

Variation: Have the students listen to directions recorded on tape or language master.

#1. 1. Go south 1 block.

2. Turn left and go 1 block.

3. Turn right and go 2 blocks.

4. Turn left and go 2 blocks.

5. Turn left and go 1 block. (Granville & Georgia)

#2. 1. Go east 3 blocks.

2. Turn right and go 1 block.

3. Turn left and go 1 block.

4. Turn right and go 1 block. (Georgia and Howe)

5. Turn right and go 2 blocks.

#3. 1. Go south 3 blocks.

2. Turn left and go 2 blocks.

3. Turn left and go 1 block.

4. Turn right and go 1 block. (Robson and Howe)

5. Turn right and go 1 block.

6. Turn right and go 1 block.

10. 'Following Directions' Game

- i. Divide students into circles of 5-6. Give one student in each group a card with 5-6 directions on it.

- ii. Give the student sitting across from that student a map.

- iii. Have the student with the direction card read the first direction while the student with the blank map draws the given direction on the map. Move the card and map one student to the left and continue the procedure.

START X

PENDER

DUNSMUIR

ROYAL
CENTRE
MALL

CHURCH

PACIFIC
CENTRE
MALL

THE BAY

HOTEL
VANCOUVERVANCOUVER
PUBLIC
LIBRARY

HOWE

EATON'S

VANCOUVER
CENTRE
MALLB.C.
TELEPHONE
CO.

BURRARD

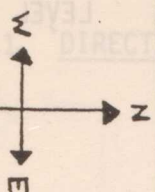
HORNBY

GEORGIA

ROBSON

GRANVILLE

SEYMOUR



COURTHOUSE

CAPITOL &
THEATRES

11. 'Direction-Giving' Task:

- i. Divide students into groups of 2 or 3 and give each group a 'Direction-Giving' Task Card and a map.
e.g., You are at the corner of Pender and Burrard.
You want to go to Eaton's.
- ii. Have the students discuss among themselves how to reach their destination, and tell the students to write down their directions step by step.
- iii. Have each group take a turn orally giving the directions to their destination without telling the class what their destination is. Encourage the other groups to follow the route by pen on their maps and 'discover' the destination. Have the group that gave the directions affirm the other groups' answers.

12. Cloze exercise: (i) Directions to Queen Elizabeth Park.
(ii) Directions to Steveston.

10. FOLLOWING DIRECTIONS GAME

- ANSWERS:
1. Seymour & Robson
 2. Georgia & Hornby
 3. Granville & Georgia
 4. Seymour & Robson

#1

START:

1. Go east 2 blocks.
2. Turn right and go 1 block.
3. Turn left and go 1 block.
4. Go south 1 block.
5. Turn left and go 1 block.
6. Turn right and go 1 block.

Where are you?

#3

START:

1. Go south 2 blocks.
2. Turn left and go 2 blocks.
3. Turn right and go 1 block.
4. Turn left and go 1 block.
5. Turn left and go 1 block.

Where are you?

#2

START:

1. Go east 4 blocks.
2. Turn right and go 1 block.
3. Turn right and go 1 block.
4. Turn left and go 2 blocks.
5. Turn right and go 2 blocks.
6. Turn right and go 1 block.

Where are you?

#4

START:

1. Go south 3 blocks.
2. Turn left and go 1 block.
3. Turn left and go 2 blocks.
4. Turn right and go 3 blocks.
5. Turn right and go 2 blocks.

Where are you?

11. 'DIRECTION-GIVING' TASK

#1

You are on the corner of Pender and Burrard.

You want to go to Eaton's.

#2

You are at The Bay.

You want to go to the Royal Centre Mall.

#3

You are at the Hotel Vancouver.

You want to go to the corner of Pender and Seymour.

#4

You are at the Pacific Centre Mall.

You want to go to the Court House.

#5

You are at the church.

You want to go to Capitol 6.

#6

You are at Burrard and Robson.

You want to go to Seymour and Dunsmuir.

#7

You are at Hornby and Dunsmuir.

You want to go to the Vancouver Centre Mall.

#8

You are at The Bay.

You want to go to the Court House.

#9

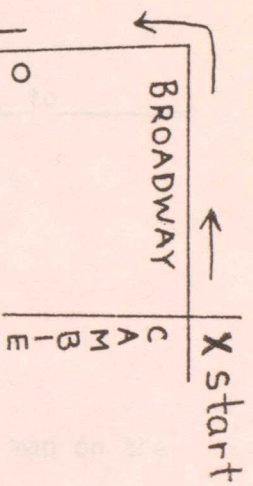
You are on the corner of Pender and Howe.

You want to go to the Vancouver Public Library.

#10

You are at the Royal Centre Mall.

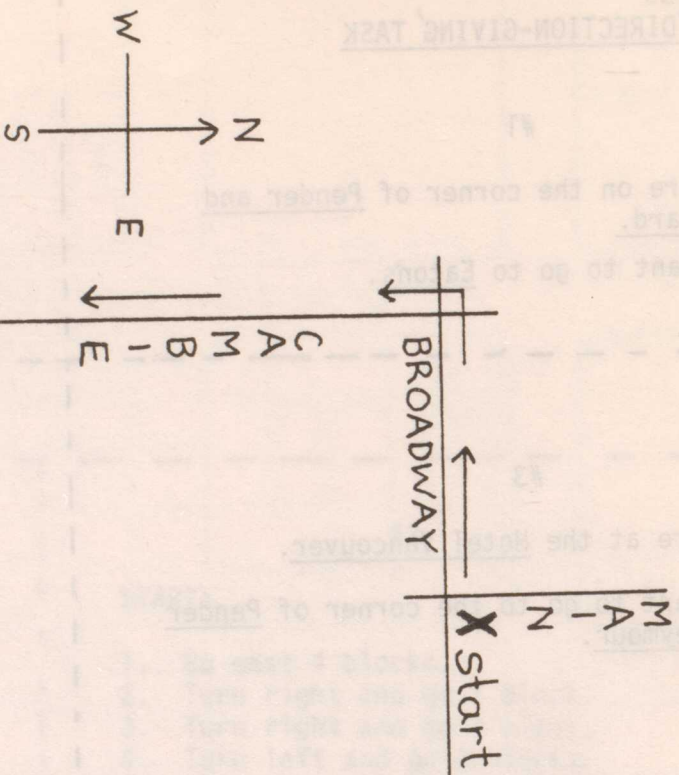
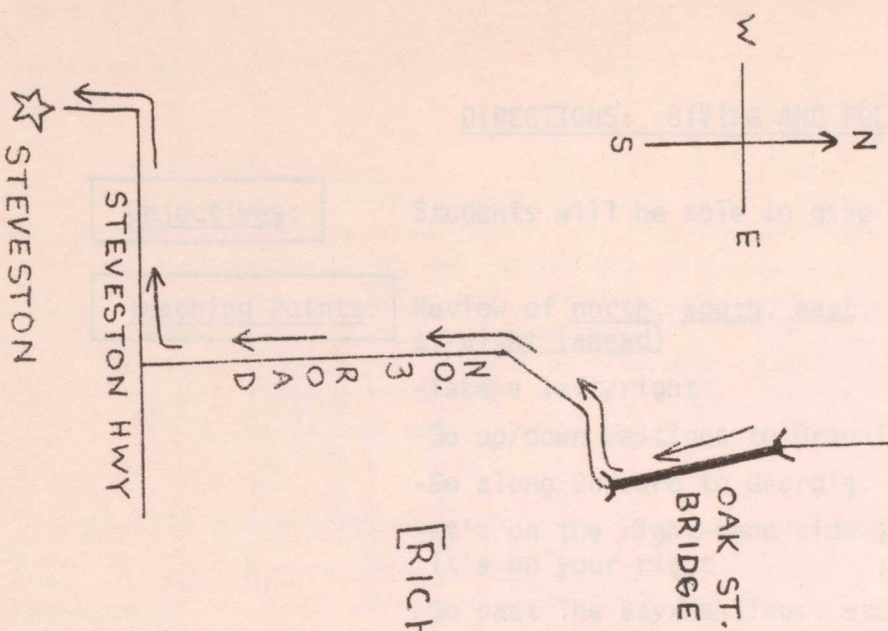
You want to go to the corner of Granville and Dunsmuir.



START: You are at Cambie and _____.

1. Go _____ on Broadway.
2. Turn left on _____.
3. Go _____ on Oak.
4. Go across the Oak St. _____.
5. Turn _____.
6. Go south on _____.
7. Turn _____.
8. Go _____ on _____.
9. Turn _____.
10. Now you are in Steveston.

[RICHMOND]



START: You are _____ Broadway and _____.

1. Go west on _____.
2. Turn _____.
3. Go _____ on _____.
4. Go to _____ Ave.
5. Queen Elizabeth Park is at _____ and _____.

DIRECTIONS: GIVING AND FOLLOWING

Objectives:

Students will be able to give and follow directions.

Teaching Points:

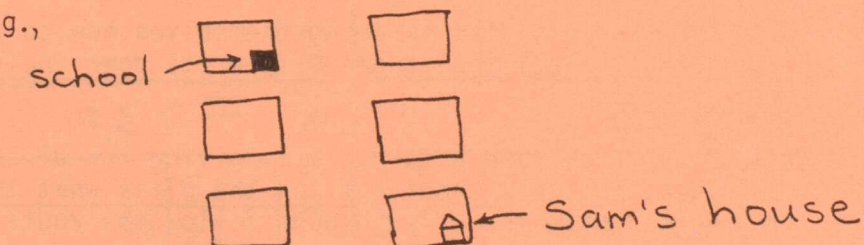
Review of north, south, east, west, turn left/right, go straight (ahead)

- Take a left/right
- Go up/down Hastings to Granville
- Go along Burrard to Georgia, follow _____ to _____
- It's on the right-hand side)
It's on your right) left
- Go past The Bay/Hastings, etc.
- Drive/walk = go

Suggested Procedure:

1. Demonstrate the above directions by first drawing a map on the board.

e.g.,



2. Practising 'Direction Vocabulary':

Demonstrate the directions by building a 'story' on the board.

e.g., This is Sam's house. He has to go to school, to the bank, etc.

Go through the directions to his destination orally, while tracing the route on the board.

3. Distribute a map to each student. Read the directions and have the students trace the route in pen on their maps.

1. Go south 2 blocks.
2. Turn left and go along Georgia to Granville.
3. Turn right and go past Eaton's.
4. Turn right at Robson and go 1 block.
5. The courthouse is on your left.

START X

YMCA

VANCOUVER
INFORMATION
CENTRE

CHURCH

HYATT
REGENCY
HOTEL
ROYAL
CENTRE
MALL

BURRARD

HOTEL
VANCOUVER
VANCOUVER
PUBLIC
LIBRARY

HORNBY

HOTEL
GEORGIAROBSON
SQUARE

COURTHOUSE

DUNSMUIR

PACIFIC
CENTRE
MALL
4
SEASONS
HOTELTORONTO
DOMINION
BANK
EATON'S

HOWE

GEORGIA

ROBSON

GRANVILLE

THE BAY

VANCOUVER
CENTRE
MALLCAPITOL &
THEATRES

SEYMOUR

B.C.
TELEPHONE
CO.

4. 'Following Directions' Game.

Divide the class into circles of 5-6 players. In each circle give one student the directions card and the student sitting opposite him the map. Have the student with the directions read number one and the student with the map plot the move. The plotter may receive any necessary help from his team members. Have the students pass the directions card and map to the student on his/her left. Have the student with the card read direction #2 and the student opposite him plot the move. The game continues in this manner until all the moves are completed. The winning team is the one who finishes all 7 directions first.

Variation: a) this can be done as a regular, non-competitive activity.
b) can be done in pairs, or individually with a tape or language master.

5. 'Direction-Giving' Task

- Divide students into groups of 2 or 3 and give each group a Direction-Giving Task Card and a map.
e.g., You are on the corner of Granville and Georgia.
You have to go to the Vancouver Information Centre.
- Have the students discuss among themselves how to reach their destination. Tell the students to write down their directions step by step.
- Have each group take a turn orally giving the directions to their destination without telling the class what their destination is. Have the other groups follow the route by pen on their maps and 'discover' the destination. Have the group that gave the directions affirm the other groups' answer.

- Cloze exercise - i) Directions to Van Dusen Gardens
ii) Directions to the Planetarium

7. Task (to be used with the Tourist Maps from Unit 2: Tourist Map)

- Divide students into pairs.
- Assign each pair 1 or 2 tourist spots, and give them the following task:
"Your friend (one of the pair) is a tourist staying at your house. You want to give him/her directions on how to reach the given tourist spot. How do they get there from your house?"
- Have students orally practise tracing the route from their house to the tourist spot. Have students exchange roles.

4. FOLLOWING DIRECTIONS GAME

- ANSWERS:
1. Vancouver Public Library
 2. Seymour & Robson
 3. Capitol 6 Theatres
 4. Burrard & Georgia

#1

START:

1. Go south on Burrard to Dunsmuir.
2. Turn left and go 3 blocks to Granville.
3. Turn right and go 1 block to Georgia.
4. Turn right and go along Georgia to Howe.
5. Turn left and go 1 block to Robson.
6. Turn right and go past Robson Square.

Where are you?

#3

START:

1. Go south 3 blocks.
2. Turn left and go along Robson to Howe.
3. Turn left and go past Eaton's to Georgia.
4. Turn right and go 2 blocks.
5. Turn right and go a block and a half.

Where are you?

#2

START:

1. Go east 1 block on Pender to Hornby.
2. Turn right and go 2 blocks to Georgia.
3. Turn left and go past the Hotel Georgia.
4. Go to Granville.
5. Turn right and go south 1 block.
6. Turn left and go 1 block.

Where are you?

#4

START:

1. Go east 2 blocks.
2. Turn right and go 3 blocks to Robson.
3. Turn right and go 2 blocks to Burrard.
4. Turn right.
5. Go along Burrard 1 block.

Where are you?

5. 'DIRECTION-GIVING' TASK

#1

You are on the corner of Granville and Georgia.You have to go to the Vancouver Information Centre.

#3

You are on the corner of Burrard and Robson.You must go to The Bay.

#5

You are on the corner of Burrard and Dunsmuir.You want to go to the 4 Seasons Hotel.

#7

You are at the B.C. Telephone company.You have to go to the Hotel Georgia.

#9

You are at Robson Square.You want to go to the corner of Pender and Granville.

#2

You are on the corner of Pender and Howe.You have to go to the Vancouver Public Library.

#4

You are on the corner of Seymour and Dunsmuir.You have to go to the Court House.

#6

You are at Eaton's.You have to go to the corner of Seymour and Dunsmuir.

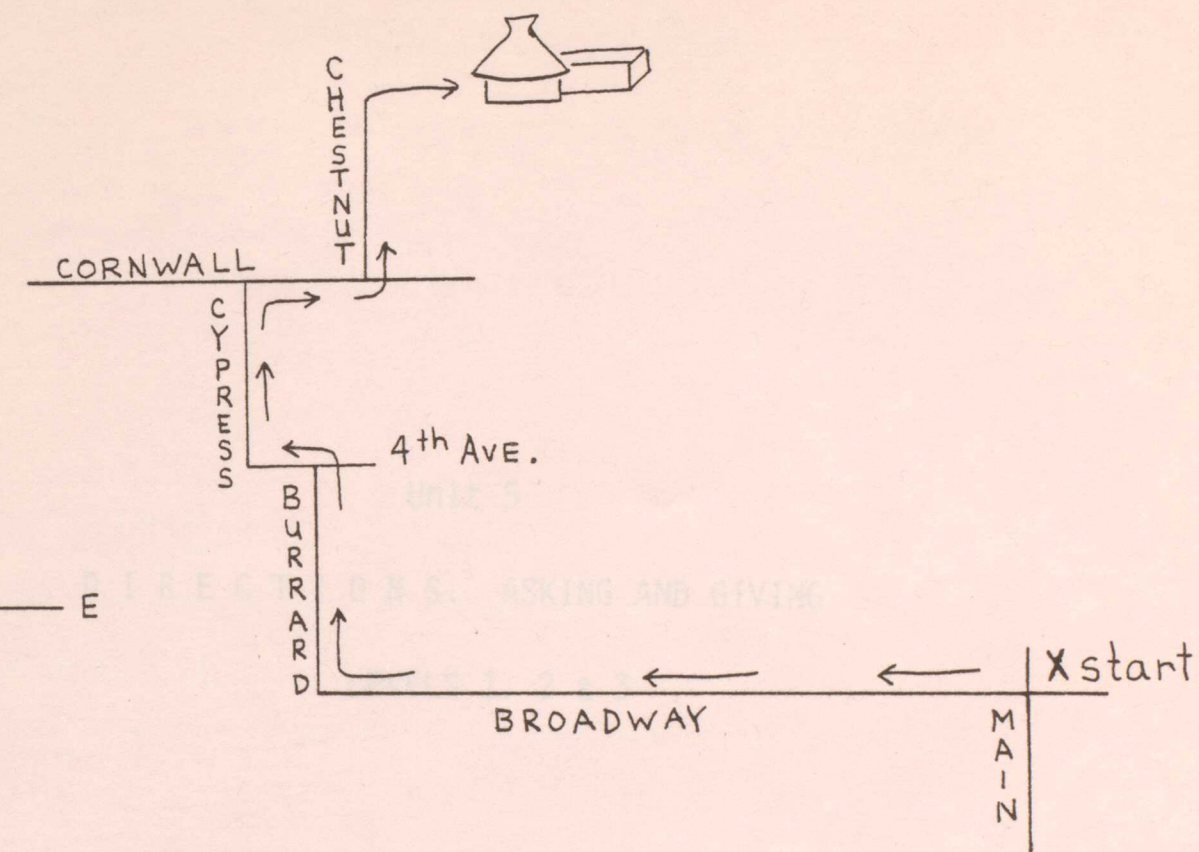
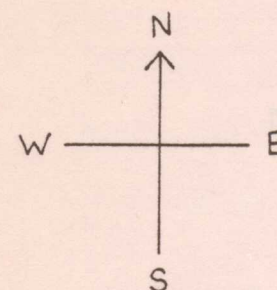
#8

You are at the church.You must go to the corner of Seymour and Robson.

#10

You are at the Hyatt Regency Hotel.You must go to the Toronto Dominion Bank.

6 ii

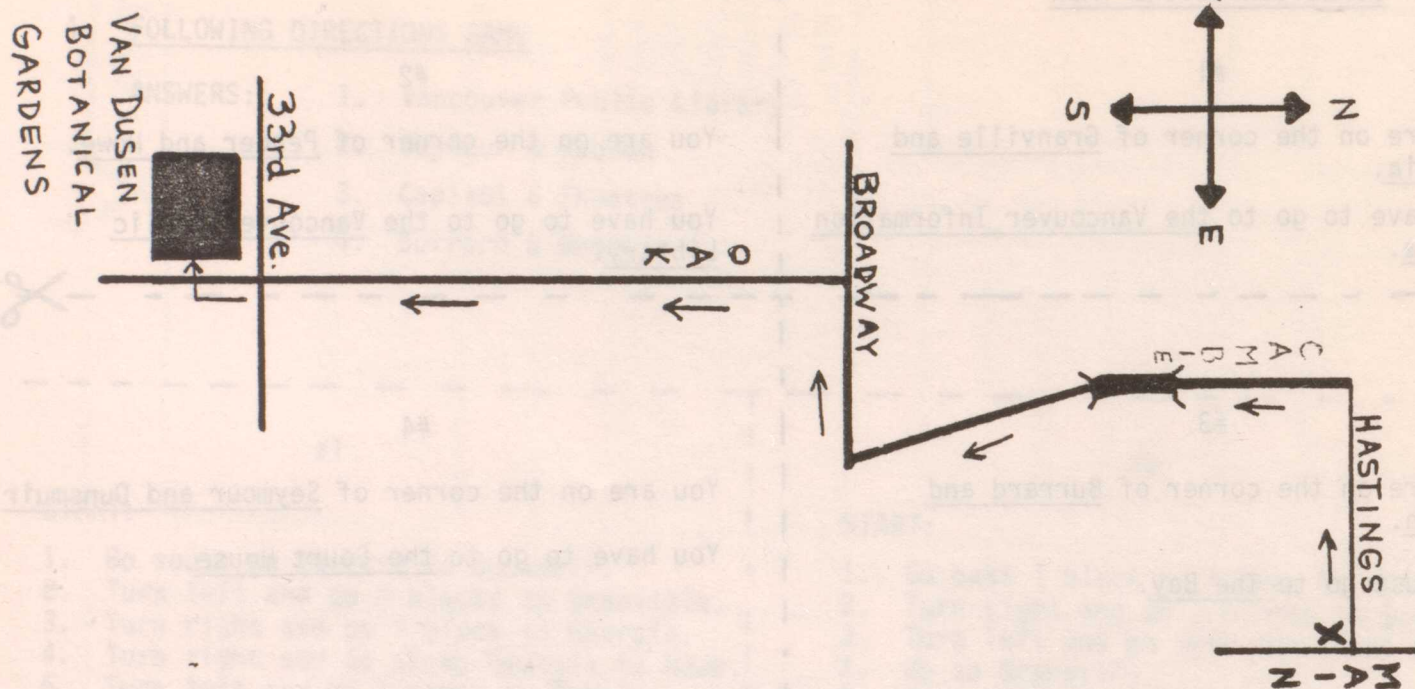
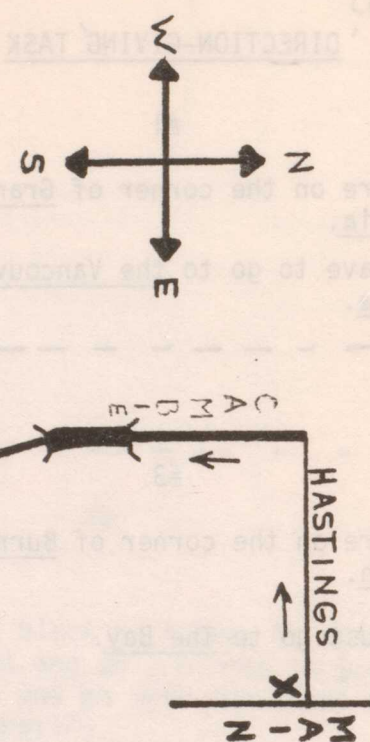


DIRECTIONS TO THE PLANETARIUM

START: You are on the corner of _____ and _____.

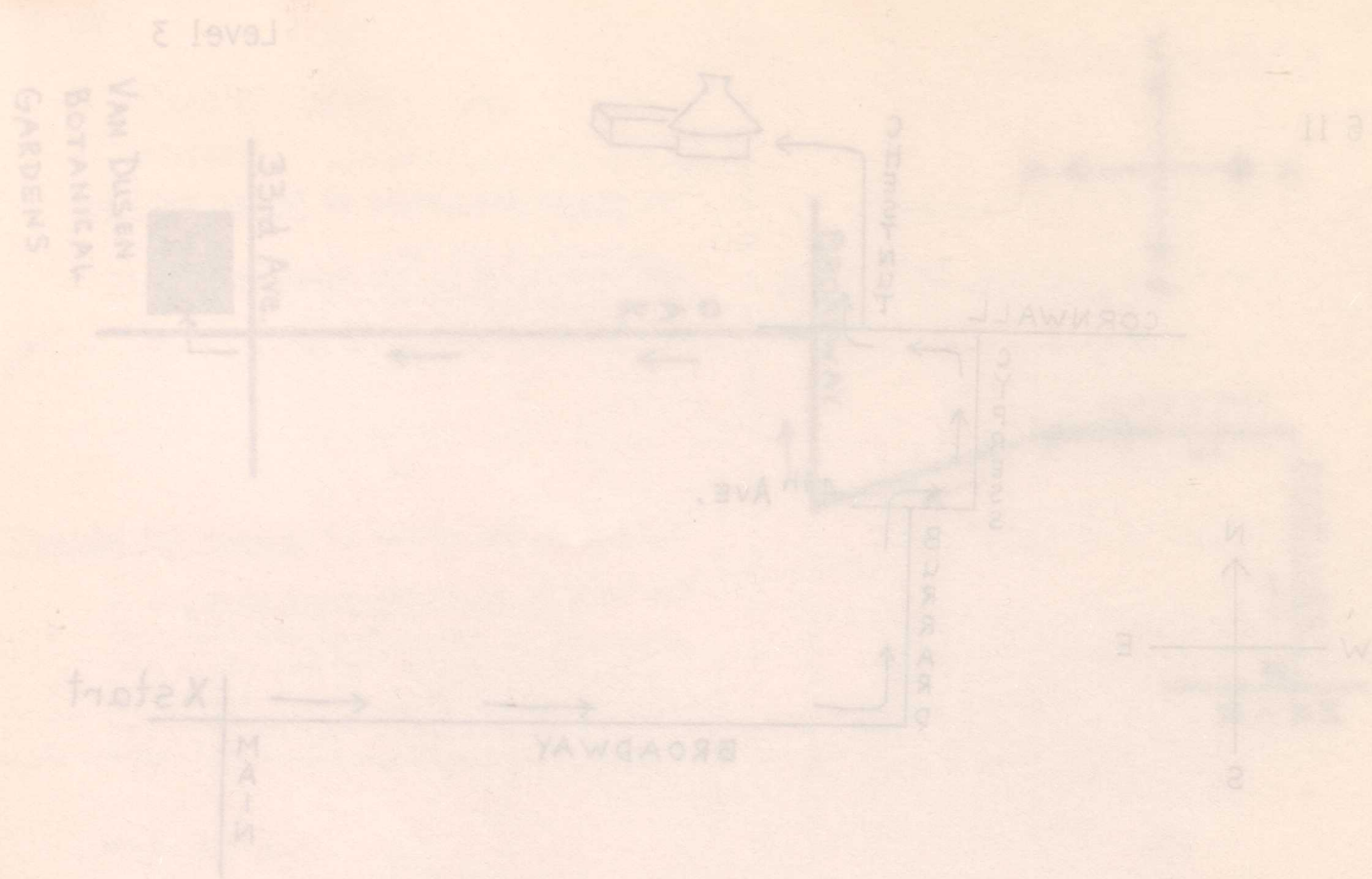
1. Drive _____ on Broadway.
2. Turn _____ on Burrard.
3. Follow Burrard to _____.
4. Turn _____ on 4th Ave.
5. Go 1 block to _____.
6. _____ on Cypress.
7. Drive to Cornwall. Turn _____.
8. Go 1 block. Turn _____ on _____.
9. Follow the signs to the _____.

6 i



Directions to Van Dusen Gardens

1. Drive _____ on Hastings.
2. _____ on Cambie.
3. Drive over the _____.
4. Turn _____ on Broadway.
5. Follow Broadway to _____.
6. Turn _____ on _____.
7. Drive _____ to 33rd Ave.
8. Van Dusen Botanical Gardens is on your _____.



DIRECTIONS TO THE PLANETARIUM

- START: You are on the corner of _____ and _____
1. Drive _____ on Broadway.
 2. Turn _____ on Bedford.
 3. Follow Bedford to _____.
 4. Turn _____ on 4th Ave.
 5. Go 1 block to _____.
 6. _____ on Cypress.
 7. Drive to Cornwall. Turn _____.
 8. Go 1 block. Turn _____ on _____.
 9. Follow the signs to the _____.

Level 3

Unit 5

DIRECTIONS: ASKING AND GIVING

LEVELS 1, 2 & 3

Objectives:

Students will be able to ask for and give directions.

Teaching Points:

Practice of present continuous.

Preposition: to / to the / -

e.g., She's going - to school
 - to the bank
 - home

"Where is.....?"

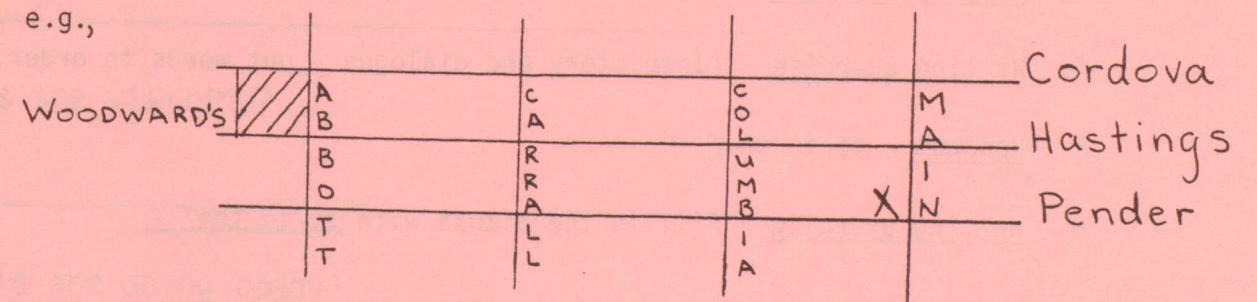
Suggested Procedure:

NOTE: See blackboard story pictures pp. 109-117

1. Blackboard Story:

Draw a general street map of the area between Main Street and Woodward's:

e.g.,



- 1.) This is May.
- 2.) May is from Taiwan.
- 3.) May is a tourist in Vancouver.
- 4.) She's visiting her sister.
- 5.) Today she's going shopping.
- 6.) She's going to Woodward's.
- 7.) Now she's at the corner of Main and Pender. (draw an X at the corner on the map).
- 8.) She doesn't know where Woodward's is.
- 9.) She's asking a woman.

2. Dialogue:

- A. Excuse me. Where is Woodward's?
B. Go west 3 blocks.
Turn right.
Go north 1 block.
It's at Hastings and Abbott.

- A. Thank you very much.
B. You're welcome. Good bye.

Variation for dialogue:

- i. Put the dialogue on tape, letting students listen several times.
- ii. Have students practise in pairs.
- iii. Write the dialogue on the blackboard with students prompting.
- iv. Have the students copy.

3. Writing exercise - story and questions.

4. Writing exercise - cloze story and dialogue - put words in order.

5. Handout - to/to the/ -

6. Writing exercise - Fill in the blanks with to/to the/ -

3.

Level 1

This is May. May is from Taiwan. May is a tourist in Vancouver. She's visiting her sister. Today she's going shopping. She's going to Woodward's. Now she's at Main and Pender. She doesn't know where Woodward's is. She's asking a woman.

1. What's her name?

Her name is May.

2. Where is she from?

3. Who is she visiting?

4. What is she doing today?

5. Where is she going?

6. Where is she now?

7. Who is she asking?

This _____ May. May is _____ Taiwan. May is _____ tourist in _____. She's visiting her _____. Today she's _____ shopping. She's going _____ Woodward's. Now she's _____ Main and Pender. She doesn't know _____ Woodward's is. She's asking _____ woman.

May: Excuse me, is Woodward's where?

Excuse me, where is Woodward's?

woman: West. Go 3 blocks.

right Turn.

north one Go block.

at Hastings It's and Abbott.

May: you very Thank you.

woman: welcome good You're bye.

Where are you going?

I'm going

shopping
home
downtown
there

to

school
work
church
bed
Stanley Park - names of places
Toronto - names of cities
Woodward's - names of stores

to the

bank
store
supermarket
restaurant
movies
doctor
hospital
dentist
park
post office

to / to the / -

1. I'm going _____ school now.
2. Are you going _____ Chinatown?
3. He's going _____ movies tonight.
4. We're going _____ restaurant at 6:00.
5. What time are you going _____ home?
6. Today they're going _____ downtown.
7. The Wongs are going _____ Hong Kong.
8. When are you going _____ store?
9. Tomorrow I'm going _____ doctor.
10. She's going _____ work now.
11. Ken is going _____ dentist at 2:30.
12. I'm going _____ Toronto this afternoon.
13. Today she's going _____ shopping.
14. We're going _____ there.
15. They're going _____ Safeway.

DIRECTIONS: ASKING AND GIVING

Objectives:

Students will be able to ask for and give directions.

Teaching Points:

Practice of simple past.

Preposition: to / to the / -

e.g., She went - to school
 - to the bank
 - home

"Can you tell me.....?"

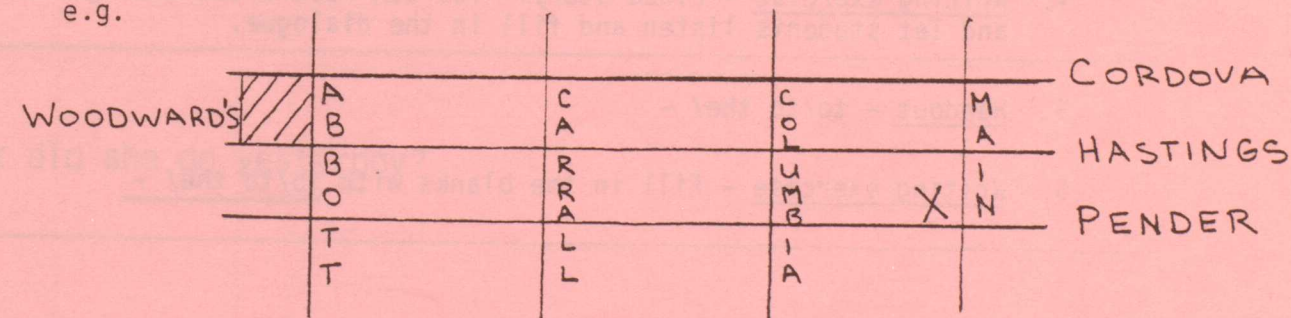
Suggested Procedure:

NOTE: See blackboard story pictures pp. 109-117

1. Blackboard Story:

Draw a general street map of the area between Main and Woodward's.

e.g.



- 1.) This is May.
- 2.) May is from Taiwan.
- 3.) May is a tourist in Vancouver.
- 4.) She's visiting her sister.
- 5.) Yesterday she went shopping.
- 6.) She went to Woodward's.
- 7.) She was on the corner of Main and Pender (draw an X at this corner on the blackboard).
- 8.) But she didn't know how to get to Woodward's.
- 9.) So she asked a woman for directions.

2. Dialogue:

- A. Excuse me, can you tell me how to get to Woodward's?
B. Yes. Go west on Pender 3 blocks. Turn right at Abbott St. and go 1 block. Woodward's is on your left.

- A. Thank you very much.
B. You're welcome. Good bye.

Variation for dialogue:

- i. Put the dialogue on tape and let students listen several times.
 - ii. Have students practise in pairs.
 - iii. Write the dialogue on the blackboard with students prompting.
 - iv. Have the students copy.
3. Writing exercise - story and questions.
4. Writing exercise - cloze story. You can record the dialogue on tape and let students listen and fill in the dialogue.
5. Handout - to/to the/ -
6. Writing exercise - Fill in the blanks with to/to the/ -

This is May. May is from Taiwan. May is a tourist in Vancouver. She's visiting her sister. Yesterday she went shopping. She went to Woodward's. She was on the corner of Main and Pender, but she didn't know how to get to Woodward's. So she asked a woman for directions.

1. What's her name?

2. Where is she from?

3. Who is she visiting?

4. What did she do yesterday?

5. Where did she go?

6. What was the matter?

7. What did she do?

This _____ May. May is _____ Taiwan. May is _____ tourist _____ Vancouver. She's visiting her _____. Yesterday she _____ shopping. She went _____ Woodward's. She was _____ the corner _____ Main and _____, but she didn't know _____ to get to _____. So she asked a _____ for directions.

May: Excuse me. Can _____ tell me how _____ get _____ Woodward's?

Woman: Yes. Go _____ on Pender _____ blocks. Turn _____ at Abbott _____ and go _____ block. Woodward's _____ on your _____.

May: Thank _____ very _____.

Woman: You're welcome. _____.

Where are you going?

I'm going

shopping
home
downtown
there

to

school
work
church
bed
Stanley Park - names of places
Toronto - names of cities
Woodward's - names of stores

to the

bank
store
supermarket
restaurant
movies
doctor
hospital
dentist
park
post office

to / to the / -

1. She goes _____ school every day.
2. Are you going _____ Chinatown today?
3. They're going _____ movies tonight.
4. We're going _____ restaurant for lunch.
5. She goes _____ bed at 11:30 every night.
6. What time are you going _____ home?
7. The Wongs go _____ Hong Kong every year.
8. She goes _____ shopping every day.
9. I'm going _____ doctor this afternoon.
10. What time do you go _____ work?
11. She's going _____ Toronto next week.
12. When are you going _____ there?
13. She goes _____ Safeway every Tuesday.
14. Bill is going _____ dentist tomorrow.
15. We are going _____ park today.

DIRECTIONS: ASKING AND GIVING

Objectives:

Students will be able to ask for and give directions.

Teaching Points:

Practice of present continuous, simple present, past continuous and simple past.

Preposition: to / to the / -

e.g., She went - to school
 - to the bank
 - home

"Could you tell me....?"

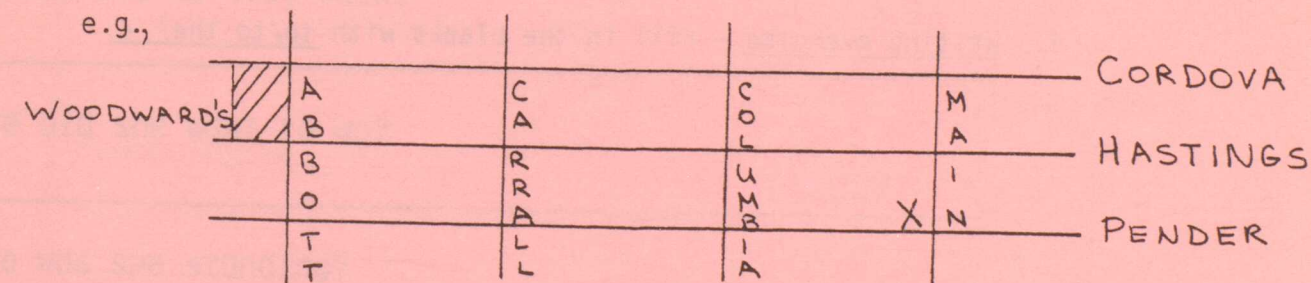
Suggested Procedure:

NOTE: See blackboard story pictures pp. 109-117.

1. Blackboard Story:

Draw a general street map of the area between Main and Woodward's.

e.g.,



- 1.) This is May.
- 2.) May comes from Taiwan.
- 3.) May is a tourist in Vancouver.
- 4.) She is staying with her sister.
- 5.) Last week she went shopping.
- 6.) She wanted to go to Woodward's.
- 7.) She was standing on the corner of Main and Pender (draw an X at this corner on the blackboard).
- 8.) But she didn't know how to get to Woodward's from there.
- 9.) So she asked a passer-by.

2. Dialogue:

- A. Excuse me. Could you tell me how to get to Woodward's?
B. Yes. Walk down Pender to Abbott.
A. How far is it?
B. About 3 blocks. Then turn right. Go along Abbott 1 block to Hastings. Woodward's is on your left. You can't miss it.
A. Thank you very much.
B. You're welcome. Good bye.

3. Writing exercise - story and questions.

4. Writing exercise - cloze story and dialogue - fill in the dialogue.

- Record the dialogue and let students listen several times and then write in the dialogue on the exercise, or listen and fill it in at the same time.

5. Handout - to/to the/ -

6. Writing exercise - Fill in the blanks with to/to the/ -

This is May. May comes from Taiwan. May is a tourist in Vancouver. She's visiting her sister. Last week she went shopping. She wanted to go to Woodward's. She was standing on the corner of Main and Pender, but she didn't know how to get to Woodward's from there. So she asked a passer-by.

1. What's her name?

2. Where does she come from?

3. Why is she in Vancouver?

4. What did she do last week?

5. Where did she want to go?

6. Where was she standing?

7. What was the matter?

8. What did she do?

This is _____, May _____ from Taiwan. May is a _____ in _____. She's _____ her _____.
 Last week she _____ shopping. She wanted _____ go _____ Woodward's. She was standing _____ the corner _____ Main _____ Pender, but she _____ know _____ to _____ to Woodward's from there. So she asked a _____.

May: Excuse me, _____
 _____?

Passer-by: Yes, _____

May: _____

Passer-by: _____

May: _____

Passer-by: _____

Where are you going?

I'm going

shopping
 home
 downtown
 there

to

school
 work
 church
 bed
 Stanley Park - names of places
 Toronto - names of cities
 Woodward's - names of stores

to the

bank
 store
 supermarket
 restaurant
 movies
 doctor
 hospital
 dentist
 park
 post office

to/to the/-

1. I go _____ school every day.
2. Yesterday we went _____ Chinatown.
3. On Saturday they went _____ movies.
4. Today we're going _____ restaurant.
5. At 11:40 she will go _____ home.
6. Tomorrow they will go _____ downtown.
7. Last year she went _____ Hong Kong.
8. She's going _____ store after class.
9. This afternoon I'm going _____ doctor.
10. Are you going _____ work now?
11. On Thursday he will go _____ dentist.
12. Next summer I'm going _____ Montreal.
13. They go _____ school from 9:30 to 11:30.
14. He goes _____ bed at 11:00 every night.
15. Let's go _____ Stanley Park today.
16. She goes _____ church on Sunday.

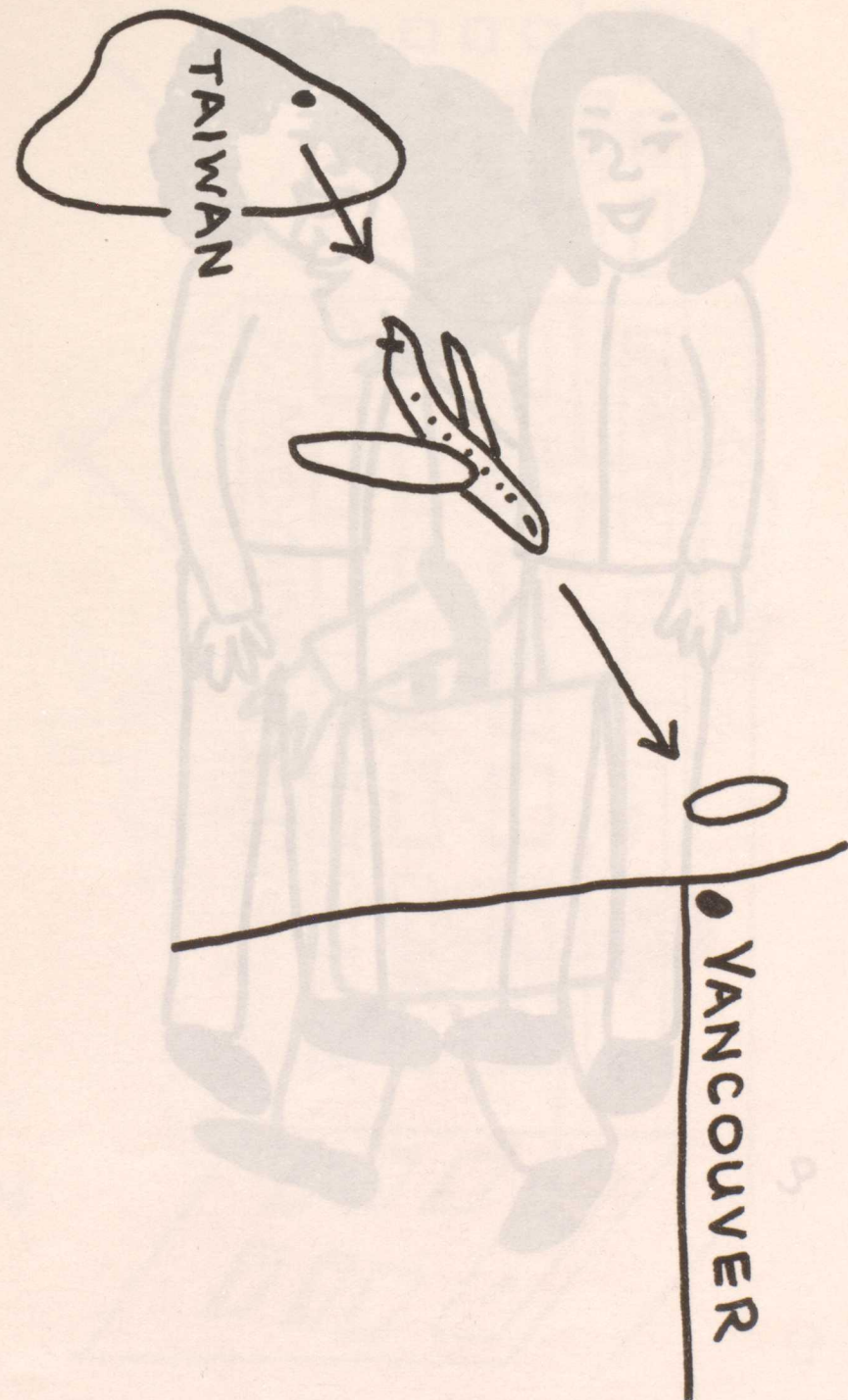


1. I go _____ school every day.
2. Yesterday we went _____.
3. On Saturday they were _____.
4. Today we're going _____.
5. At 11:40 she will go _____.
6. Tomorrow they will _____.
7. Last year she went _____.
8. She's going _____.
9. This afternoon I _____.
10. She has been _____.
11. We _____ at 11:40.
12. We _____ in 2008.
13. They go _____.
14. He has _____.
15. She was _____.

TAIWAN



5



5

