Student’s Name: ___________________________________________________

Subject: English  Grade: Fifth

Term: Second Worksheet # 2
Topics: - Asking and Giving Directions.
       - Asking for tourist information.

How to get to...

1. CONTEXT

How is it going kids? I’m very sure that you know how to go from one place to another. Well, this term we are going to increase our vocabulary about asking and giving directions. Be happy. :D

For this term we are going to have a book support, it is called, New Opportunities. Along the guide you are going to find some references for working on it.

1.1 VOCABULARY ACTIVITY

Here you find some ways of transportation. Have you ever used any of them?

Which others ways of transportation do you know?
2. ACTIVITIES

2.1 PAIR WORK (READING ACTIVITY)
Read the text about Karen traveling to New York and answer the questions. (Annex 1 – Activity 1)

2.2 WHOLE CLASS WORK (WRITING ACTIVITY)
Write down in your notebook a personal experience that you have lived in an airport or in the bus station during a trip. Then, share it with your classmates.

How to write a good paragraph

It is important to find main ideas when reading. Main ideas help readers remember important information. The main idea of a paragraph tells the topic of a paragraph. The topic tells what all or most of the sentences are about. The other sentences in the paragraph are called supporting or secondary ideas. Details describe or explain the main idea.

2.3 PERSONAL TASK PERFORMANCE (LISTENING AND VOCABULARY ACTIVITY)
Karen is already at the JFK Airport. Look at her travel itinerary and answer the questions.

a. What time are her flights?
b. Which airports do they go?
c. What are the flight numbers?

<table>
<thead>
<tr>
<th>Travel Itinerary Ms Karen Davis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sun 02 Nov</strong></td>
</tr>
<tr>
<td>Flight AA100</td>
</tr>
<tr>
<td>Check in by 16.30 American Airlines Desk Terminal X</td>
</tr>
<tr>
<td>Scheduled departure: 18.30 JFK</td>
</tr>
<tr>
<td>Scheduled arrival: 07.25 London Heathrow (LHR)</td>
</tr>
</tbody>
</table>

| **Mon 03 Nov**                    |
| Flight BA0572                     |
| Check in by 08.00 British Airways Desk Terminal 1  |
| Scheduled departure: 09.35 LHR   |
| Scheduled arrival: 12.30 Milan: Malpensa MXP |

Match the phrases in A with the meanings in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In transit</td>
<td>1. Is late</td>
</tr>
<tr>
<td>b. Check in</td>
<td>2. Go to</td>
</tr>
<tr>
<td>c. Boarding</td>
<td>3. Changing from one plane to another</td>
</tr>
<tr>
<td>d. Is delayed</td>
<td>4. Final call</td>
</tr>
<tr>
<td>e. Last call</td>
<td>5. Show your ticket and passport at a desk</td>
</tr>
<tr>
<td>f. Proceed to</td>
<td>6. Getting on (a plane)</td>
</tr>
</tbody>
</table>
Listen to the announcements at JFK Airport and answer the questions.
1. Where does Karen check in?
2. What is the problem with her flight?
3. What is the gate number for her flight?

2.4 PERSONAL AND SMALL GROUP WORK (WRITING AND VOCABULARY ACTIVITY)
Observe the following pictures and number them according to the English sentence that explains it better. Number 1 is already done.
(Annex 1, Activity 2) Use the vocabulary to write the instructions to get to a place from the primary section, but without mentioning the place. Read it to a small group of classmates and let them guess what the place is.

Grammar tips

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you tell me how to get to the library?</td>
<td>Go to the next light and turn right. Go two blocks, it's on the left.</td>
</tr>
<tr>
<td>How do I find city hall?</td>
<td>Just go straight, it's on this street, on the right, about a mile and a half.</td>
</tr>
<tr>
<td>Which way do I go to get to the post office?</td>
<td>Drive to Jackson Street and turn right. The post office is in the middle of the block, across from the park.</td>
</tr>
<tr>
<td>Pardon me, I'm lost, how do I get to the museum?</td>
<td>Go to the second light and turn left. Then go the third stop sign. The museum is on that corner.</td>
</tr>
<tr>
<td>Could you direct me to the stadium?</td>
<td>Take Pinal Avenue north about 8 miles. You'll run into it.</td>
</tr>
<tr>
<td>Which is the best route to the library?</td>
<td>Take Washington Street north to the Papago freeway and Head west. You can't miss it.</td>
</tr>
</tbody>
</table>

2.5 PERSONAL TASK PERFORMANCE (LISTENING ACTIVITY)
Listen to the directions complete the dialogue and find which building on the map is the place one the tourist is looking for (Annex 1, Activity 3)
Taken from: http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page2.

2.6 PAIR WORK (SPEAKING ACTIVITY)
Each of you will get a different handout with different buildings marked on the map. Your job is to exchange information in order to complete your maps. Use expressions like: Excuse me, how can I get to...? Some buildings (e.g. Railway Station) are marked on both maps to give students some point of reference.
(Annex 2, activity 1)
2.7 PERSONAL TASK PERFORMANCE (READING ACTIVITY)
Go to the book, New opportunities and read the text, Wild Earth Llama Adventures pages 36-37. Then answer the questions in your notebook.
1. Write down another title for the text
2. Answer the questions from each paragraph in the notebook. Why are they mentioning llamas? Paragraph 1. Where is the trip they are proposing to the travelers? Paragraph 2. What kind of information and activities can guides teach to us? Paragraph 3. What kind of animals can we see during the trip? Paragraph 4. How can we describe the weather in New Mexico? Paragraph 5.
3. Write down in your notebook the general topic of the text in your notebook, and the general idea of it with green color. And from each paragraph choose a supporting idea that you can underline with yellow.

2.8 PAIR WORK (LISTENING AND SPEAKING ACTIVITY)
Listen to the conversations and complete the sentences by circling the corresponding answer. Taken from http://www.esl-lab.com/eslbasic/travel-sightseeing-3.htm (Annex 1 Activity 4)

2.9 PAIR WORK (SPEAKING AND WRITING ACTIVITY)
Use the map from the previous listening and give directions to your partner to get into one of the places. Draw the map of the primary section, second floor and give written instructions to your partner to arrive to a certain place.

2.10 PERSONAL TASK PERFORMANCE (LISTENING ACTIVITY)
Listen to the song and scramble the paragraphs and discuss what the general idea of the song is.

2.11 PERSONAL TASK PERFORMANCE (READING ACTIVITY)
Go to the book, "New Opportunities Student's book" module 3, page 30. Write down and complete the exercise number 3 with the correct prepositions on your notebook. Then, read the brochure about London, and identify what are the places mentioned in exercise three.

2.12 LITERATURE WORK
Read one chapter of your literature book with your teacher and write down the main idea.
3. ASSESSMENT

- Reading an article about traveling to New York to associate the topic and the general idea in a text.
- Write down a personal experience to build up a descriptive text having in mind the basic paragraph structure.
- Writing task to give instructions to get to a place.
- Speaking activity to give information about how to get to a place.
- Listening activity to hear information for getting into a place.
- Speaking activity in pair to interact in simple conversations giving information about location of places.
- Reading activity to associate the topic and general idea in a text about New México.
- Listening activity differentiates information from conversations about places.
- Pair work to give directions to a partner for getting into one of the places from primary section.
- Listening to a song to scramble the paragraphs and talk about the general idea of the song.
- Reading activity to read a brochure about London and identify places in it.

3.1 Performance Task

3.2 Levels of Attainment

<table>
<thead>
<tr>
<th>TERM ACHIEVEMENT</th>
<th>TERM ACHIEVEMENT</th>
<th>TERM ACHIEVEMENT</th>
<th>TERM ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To differentiate information about places from video and listening material.</td>
<td>To associate the topic and the general idea in a text.</td>
<td>To interact in simple conversations by giving information from different places.</td>
<td>To build up a simple descriptive text, taking into account the basic paragraph structure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVELS OF ATTAINMENT</th>
<th>LEVELS OF ATTAINMENT</th>
<th>LEVELS OF ATTAINMENT</th>
<th>LEVELS OF ATTAINMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Always differentiates information about places from video and listening material.</td>
<td>5. Always associates the topic and the general idea in a text.</td>
<td>5. Efficiently interacts in simple conversations by giving information about different places.</td>
<td>5. Easily writes a simple descriptive text, taking into account the basic paragraph structure.</td>
</tr>
<tr>
<td>4. Most of the time differentiates information about places from video and listening material.</td>
<td>4. Most of the time associates the topic and the general idea in a text.</td>
<td>4. Easily interacts in simple conversations by giving information about different places.</td>
<td>4. Writes a simple descriptive text, taking into account the basic paragraph structure.</td>
</tr>
<tr>
<td>3. Differentiates some information about places from video and listening material.</td>
<td>3. Identifies the topic and some general ideas in a text but has a few difficulties relate them.</td>
<td>3. Although interacts in simple conversations, has difficulties to give information about different places.</td>
<td>3. Writes a simple text but shows difficulties to follow the basic paragraph structure.</td>
</tr>
<tr>
<td>2. Barely differentiates information about places from video and listening material.</td>
<td>2. Identifies the topic of a text but hardly identifies the general idea.</td>
<td>2. Uses expressions to give information about different places, but, just following a given model.</td>
<td>2. Minimally writes a simple text, but finds it difficult to follow the basic paragraph structure.</td>
</tr>
<tr>
<td>1. Has trouble to differentiate information about places from video and listening material.</td>
<td>1. Presents serious difficulties identifying the topic and the general idea in a text.</td>
<td>1.1 Has serious difficulties to give information about different places.</td>
<td>1. Has serious difficulties to develop ideas taking into account the basic paragraph structure.</td>
</tr>
</tbody>
</table>

REFERENCES AND RESOURCES

Cunningham, Sarh and Moor Peter. New Cutting Edge Elementary, Student’s Book.Longman
Harris, Michael, Mower David and Sikorzynska Anna. New Opportunities. Elementary Student’s book. Longman.

TEACHERS’ NAMES:

Frank Peña
Magda Liliana Escobar B.
Versión 04
ACTIVITY 1

Karen is at The Metropolitan Museum of Art in Manhattan, New York. She has $25 and it's ten past three. She wants to be at JFK Airport at half past four.

1. Read about Karen. Where is she? Where does she want to go? ___________________________, ___________________________

2. Read about four ways to get to JFK Airport and complete the table.

<table>
<thead>
<tr>
<th>Type(s) of transport</th>
<th>Time (in hours/minutes)</th>
<th>cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. You can take a taxi but it is often slow because of the traffic. The journey takes about an hour and costs $35 (and also a tip of 15-20% for the driver).

2. You can take a subway (the "A" train) to Howard Beach - JFK Station and then a bus to the airport terminal, a journey of about 90 minutes. The subway costs $2 and the bus is free.

3. You can walk through Central Park to the Museum of Natural History (about twenty minutes). From there you can take the subway to Howard Beach - JFK Station ($2) and then an AirTrain to JFK Airport Station ($5). It takes about an hour on the subway and another twelve minutes on the AirTrain.

4. You can take the subway to Grand Central Station. It takes five minutes and costs $2. From there you can take the New York Airport Express bus. The journey takes about an hour and costs $13. In the afternoon, the buses leave every twenty minutes at three o'clock, twenty past three, twenty to four, etc.

3. Work in pairs. Decide the best way for Karen to go to the Airport. Write the answer on the notebook.

4. Listen to someone working out how she should travel. Was your answer the same?
### Activity 2

<table>
<thead>
<tr>
<th>Pictures</th>
<th>English sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Picture 1" /></td>
<td>1. Turn right into Oxford Street.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Picture 2" /></td>
<td>2. Cross Oxford Street.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Picture 3" /></td>
<td>3. Turn left into Oxford Street.</td>
</tr>
<tr>
<td><img src="image4.png" alt="Picture 4" /></td>
<td>4. The bookshop is near the church.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Picture 5" /></td>
<td>5. Go straight on Elm Street and Go along Elm Street.</td>
</tr>
<tr>
<td><img src="image6.png" alt="Picture 6" /></td>
<td>6. The bookshop is between the church and the pet shop.</td>
</tr>
<tr>
<td><img src="image7.png" alt="Picture 7" /></td>
<td>7. The bookshop is next to the church.</td>
</tr>
<tr>
<td><img src="image8.png" alt="Picture 8" /></td>
<td>8. Take the first turning on the right.</td>
</tr>
<tr>
<td><img src="image9.png" alt="Picture 9" /></td>
<td>9. Go past the pet shop.</td>
</tr>
<tr>
<td><img src="image10.png" alt="Picture 10" /></td>
<td>10. The bookshop is beside the church.</td>
</tr>
<tr>
<td><img src="image11.png" alt="Picture 11" /></td>
<td>11. Go over the bridge.</td>
</tr>
<tr>
<td><img src="image12.png" alt="Picture 12" /></td>
<td>12. The bookshop is opposite the church.</td>
</tr>
<tr>
<td><img src="image13.png" alt="Picture 13" /></td>
<td>13. Go along the river.</td>
</tr>
<tr>
<td><img src="image14.png" alt="Picture 14" /></td>
<td>14. The bookshop is behind the church.</td>
</tr>
<tr>
<td><img src="image15.png" alt="Picture 15" /></td>
<td>15. The bookshop is between the church and the pet shop.</td>
</tr>
<tr>
<td><img src="image16.png" alt="Picture 16" /></td>
<td>16. Cross Oxford Street.</td>
</tr>
<tr>
<td><img src="image17.png" alt="Picture 17" /></td>
<td>17. Go towards the church.</td>
</tr>
<tr>
<td><img src="image18.png" alt="Picture 18" /></td>
<td>18. Go up the hill.</td>
</tr>
<tr>
<td><img src="image19.png" alt="Picture 19" /></td>
<td>19. The bookshop is near the church.</td>
</tr>
<tr>
<td><img src="image20.png" alt="Picture 20" /></td>
<td>20. Go through the park.</td>
</tr>
<tr>
<td><img src="image21.png" alt="Picture 21" /></td>
<td>21. Go down the hill.</td>
</tr>
<tr>
<td><img src="image22.png" alt="Picture 22" /></td>
<td>22. The bookshop is next to the church.</td>
</tr>
</tbody>
</table>
Activity 3

Transcript:
A: Hello, excuse me, can you tell me how to get to the nearest_____________?
B: Erm, yea, sure - you go straight up this ___________. Take the second ___________ on the right. Keep going along there, across one junction, and it's right there on your ___________.
A: Thanks
B: Oh, no, hang on, wait a minute, there's a closer one. Walk up this ___________, take the first left and there's a ___________ on your ___________ at the next junction, sorry, I forgot about that one.
A: Thanks again

Activity 4

1. First, walk down Green Street for two blocks. Then, turn right ___________.
   A. 6       B. 7       C. 14       D. 9

2. Go straight down Yellow Street until Blue Street. The ________.
   A. 20      B. 17      C. 19      D. 16
3. Drive along Green Street to ________________________.
   A. 12
   B. 10
   C. 16
   D. 22

4. ________________________
   A. 13
   B. 23
   C. 11
   D. 6

5. ____________________________________________
   A. 24
   B. 9
   C. 10
   D. 7
Activity 5

U2 Lyrics - City of Blinding Lights

Chorus
And I miss you when you're not around
I'm getting ready to leave the ground....

Ooh ooh ooh
Ooh ooh ooh

Oh you look so beautiful tonight
In the city of blinding lights

__Time... time
Won't leave me as I am
But time won't take the boy out of this man

__Neon heart dayglo eyes
A city lit by fireflies
They're advertising in the skies
For people like us

__Don't look before you laugh
Look ugly in a photograph
Flash bulbs purple irises
The camera can't see

__I've seen you walk unafraid
I've seen you in the clothes you made
Can you see the beauty inside of me?
What happened to the beauty I had inside of me?

__The more you see the less you know
The less you find out as you go
I knew much more then than I do now

__Oh you look so beautiful tonight
Oh you look so beautiful tonight
Oh you look so beautiful tonight
In the city of blinding lights

__The more you know the less you feel
Some pray for others steal
Blessings are not just for the ones who kneel... luckily
Activity 1

STUDENT A

Look at the map below.
These buildings are not marked on your map, but they are marked on your friend's map.
- the post office
- the Chinese restaurant
- the bookshop
- the cinema
- the supermarket
- the car park
- the baker's
- the dry cleaner's
- the fashion boutique
- the Swan Hotel

You are at “X”. Ask your friend how to get there and mark the ten buildings on your map.
STUDENT B

Look at the map below.

These buildings are not marked on your map, but they are marked on your friend's map.

the police station
the bank
the hospital
the chemist
the charity shop
the disco
the shoe shop
the newsagent's
the internet cafe
the snack bar

You are at “X”. Ask your friend how to get there and mark the ten buildings on your map.

What question will you ask?