

<b>Theme:</b> Service Industry Fundamentals	<b>Length:</b> 3 hours	
<b>Topic:</b> Giving and Following Instructions and Directions	<b>Target Audience:</b> CLB 4-5	
<b>Lesson Objective(s)/Task(s):</b> Students will compute and follow work place related instructions Students will request instructions and demonstrate capability to give and follow instructions Students will read and identify content of safety labels and directions		
<b>Learner Outcome(s):</b> By the end of this lesson, students will be able to...		
<b>Listening</b> Understand sequentially presented instructions, identify words and phrases that show movement, location, manner, frequency and duration (4) Respond with appropriate actions to directions and instructions (4) Identify basic signals in speech for collaboration and turn taking (5) Follow instructions of about 7 to 8 steps (5)		
<b>Speaking</b> Give someone simple instructions (4) Use appropriate courtesy forms and structure (5) Use appropriate expression to sequence instructions (5)		
<b>Resources and Materials:</b> Word Document "Asking for and Giving Instructions" (1 page) Word Document "Giving Directions" (1 page) Word Document "Instructions and Directions Activity" (4 pages)		
<b>Activity</b>	<b>Timing</b>	<b>Possible Roadblocks &amp; Solutions</b>
1. Instructor greets students and reviews any relevant homework or material from last day	5-10 minutes	
2. Instructor writes "Instructions" and "Directions" on the board and elicits former knowledge of both words from class. If confusion between the two persists: <i>instructions</i> are mainly telling someone how to do something whereas <i>directions</i> are mainly telling someone how to get somewhere (though sometimes directions also show how to do something!)	5 minutes	
3. Instructor asks class to give him/her basic instructions for how to: open the window, turn on the computer, download a file from a website, and where to put the recyclable bottles. (Instructor should be making mental notes of student strengths and weaknesses with this skill during lead-in practice)	10 minutes	

<p>4. Instructor distributes copies of “Asking for and Giving Instructions” to each student. The paper is read aloud in pairs. Questions are taken and the process is repeated for “Giving Directions.”</p>	<p>20 minutes</p>	
<p>5. Pairs are given slips of paper containing role play scenarios for giving instructions and directions. Partners take turns giving and following the instructions. Instructor facilitates a take up by which several scenarios are acted out for the class by pairs of students.</p>	<p>30 minutes</p>	<p>Some pairs may finish faster than others. If they finish, the instructor should get them to model a dialogue for him or her, or have them listen to other students’ dialogues.</p>
	<p>15 minute break</p>	
<p>6. New pairs are put together and given 3 pages of instructional reading and labels. Together the pairs read, understand, discuss unknown vocabulary and answer the questions. Instructor facilitates a take up of the answers and checks general comprehension.</p>	<p>45 minutes</p>	
<p>7. Students will now create their own dialogues and scenarios for asking for instructions and directions and being given them by a partner. Students are instructed to walk around the facility (areas where they are permitted to be) and think of questions to ask their partner. They can be about how to get somewhere inside or outside of the building or how to do something, such as turn on the photocopier or take out the garbage. If the partner does not know the actual steps to the process, they can make something up. Each pair should practice asking for 5 instructions and 5 directions and then partners should switch roles. Instructor should model a few examples of this before releasing the class to practice. Students will report on their experiences and model an example dialogue after 30 minutes, during class take up.</p>	<p>45 minutes</p>	<p>If this material is covered quicker than the allotted time in the lesson plan, instructor can go over the idioms which are assigned for homework with the class and facilitate practice exercises for them.</p>
<p>8. Instructor goes over homework:</p> <p><b>Homework:</b> Read over business idioms “Corner a market” to “get something off the ground” and write an example sentence for each in journals</p>	<p>5 minutes</p>	

**Notes:**

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